<p style="text-align:center">**Student Learning Assurance Report Requirements**
Word Template</p>

AY 2011-2012

Report Date: July 2012

School/College: SoM

Department/Program: Finance and Economics

Person completing the Report: Ohara

1. **Overview Statement**: Briefly summarize the student learning assurance activities that were undertaken this academic year, indicating:
    a. which program learning outcomes were assessed this year.
    b. who in your department/program was involved in the evaluation of the above learning outcomes

a. Learning Outcomes Assessed (2011-2012)

   1. <u>Learning Outcome 3</u> Construct an optimized stock portfolio.

   2. <u>Learning Outcome 4</u> Calculate and interpret portfolio performance measurements.

   b. Evaluator: Doyle

2. **Please Answers the Following Questions for Each of the Student Outcomes Assessed:**
    a. <u>**What did you do?**</u>
       Describe clearly and concisely how you assessed the learning outcomes that were evaluated this year (e.g., measures, research methods, etc.). [please use bullet points to answer this question]

a.   Both learning outcomes were evaluated based upon a class project requiring students to construct a portfolio consisting of ten Bay Area firms and evaluate various combinations of portfolio weights, leading to construction of an optimal portfolio.

    b. <u>**What did the faculty in the department or program learn**</u>?
       Summarize your findings and conclusions as a result of the student learning assurance indicating strengths and weaknesses in student learning demonstrated by this evaluation.

    b.   Students generally had excellent achievement of learning goal #3: Construct an Optimized Portfolio. This required the ability to use appropriate Excel skills and correctly interpret key portfolio components. For learning goal #4, student achievement fell between "Average" and "Excellent". Calculations were mostly correct, but explanations of results often lacked complete understanding of implication and, especially, limitations of the analysis.

     c. **What will be done differently as a result of what was learned?**
Discuss how courses and/or curricula will be changed to improve student learning as a result of the evaluation. Include a discussion of how the faculty will help students overcome their weaknesses and improve their strengths.

c. More time needs to be spent on interpretation and limitation of results. Some students appeared to not understand clearly the role of correlation in the matrix. Also, some appeared a bit confused by "optimal" results from optimizer program in Excel. Some students gave very clear explanations of why results appeared odd (ie--small sample, problem with using past data to extract implications of future performance), but others did not.

     d. **What student learning improvement initiatives did you implement as a result of what was learned from this Year's student learning assurance report?**
Discuss how courses and/or curricula were changed to improve student learning as a result of the Year's student learning assurance. Include a discussion of how the faculty has helped students overcome their learning weaknesses and improve their strengths.

d. Clarify limitations of analysis, and provide clearer discussion of limitations and likely source of "non-intuitive" results from optimization procedure.

3. **Attach a copy of the components of the department/program student learning assurance plan that have been modified since its initial submission:**
   a. Program Mission
   b. Program Learning Goals
   c. Program Learning Outcomes
   d. Program Learning Rubrics aligned with outcomes
   e. Curriculum map that shows the courses that pertain to the outcome

RELEVANT RUBRICS

Outcome	Poor Achievement	Average Achievement	Excellent Achievement
Construct an optimized stock portfolio	Make numerous errors in construction; unable to provide an adequate explanation of process	Make only minor errors in portfolio construction; understand basic components of an optimal portfolio	Construct an optimal portfolio; demonstrate comprehensive understanding of its components
Calculate and interpret portfolio performance measurements.	Make numerous errors in calculations; unable to provide clear explanations of output	Make only minor errors in performance measures; offer adequate explanation of results	Correctly evaluate performance and give clear explanation of implications of results

Please return to: Robert Schlick reschlick@usfca.edu by September 30.