

# **Assessment of Student Learning Outcomes in the Major Table of Contents**

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## ASSESSMENT OF STUDENT LEARNING OUTCOMES IN THE MAJOR

### SUMMARY REPORT

*Use this form to provide a summary report on campus-based assessment  
of student learning outcomes in undergraduate degree majors*

Note: Campuses may wish to include the assessment of student learning outcomes in their undergraduate majors as part of a broader cyclical program review process. The Provost's Advisory Task Force on the Assessment of Student Learning Outcomes recommends that campuses consider engaging in this process within the broader framework of the University Faculty Senate's *Guide for the Evaluation of Undergraduate Academic Programs*.

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**Name of Institution:** Broome Community College  
{specify name of branch campus, if relevant}

**Registered program title:** Business: Financial Services

**Registered award:** A.A.S. (A.A., B.S., etc.)

**Date of Previous Assessment:** 2003-2004      **Date of Current Assessment:** 2010-2011

**External Reviewers (name, Institution, title):**

Anne Catalano, Certified Financial Planner, Tioga State Bank  
Joe Conwell, Financial Advisor, Lesko Financial Services

**Note:** The report of the external reviewers should be attached to this summary report.

**Campus contact person for this assessment:** Professor Glen Wood, Coordinator, Financial Services Program

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**Program improvements made as a result of the previous assessment of this major:**

- Added prospecting and business building techniques to the Personal Finance course
- BUS172 and BUS183 are now offered in a distance learning format

**Major learning outcomes for this program:**

See enclosed document.

**Measures used to assess these learning outcomes:**

Exams, essays, papers, projects, portfolio evaluation

**Major findings of this assessment:**

- Program prepares students well for careers in the financial services industry
- Students have ability to apply their classroom knowledge in a practicum
- Instructors remain current with current regulations
- Exposure to real life client interaction is limited
- Need more emphasis on networking and how to build a client base

**Action to be taken in addressing these assessment findings:**

- Incorporate more role playing into course activities
- Incorporate a module on how to network today using various kinds of social media

**What has been learned that could be helpful to others as they conduct assessment of their majors:**

The program review process supplies valuable and timely information that can be used to improve the program.

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Chief Academic Officer: \_\_\_\_\_

Date: \_\_\_\_\_

**AAS in Financial Services**  
**Program Learning Goals and Objectives**  
**Fall 2010**

1. **Learning Goal:** Our graduates will be able to effectively present information in writing.

**Corresponding Objectives:**

- Our students will be able to develop a written communication that presents information in an organized and concise manner. Ideas are clearly stated.
- Our students will be able to develop a written communication that has acceptable paragraph and sentence structure, and minimal grammar, punctuation, and spelling errors.
- Our students will be able to develop a written communication that has acceptable word choice, tone and format.

**Assessment Measure:** Students will be assessed in ENG110.

2. **Learning Goal:** Our graduates will be able to analyze the current position and projected future financial position of a focused individual company.

**Corresponding Objectives:**

- Our students will be able to determine the value of stock and fixed income securities.
- Our students will be able to evaluate the financial decisions of corporation.
- Our students will be able to explain the impact of capital structure decisions on risk and profitability.
- Our students will be able to understand the risk return relationship and estimate appropriate rates of return.

**Assessment Measure:** Students will be assessed in BUS135 using tests.

3. **Learning Goal:** Our graduates will be effective communicators.

**Corresponding Objectives:**

- Our graduates will produce professional quality business analysis reports from a fundamental analysis viewpoint.
- Our graduates will use appropriate presentation verbiage and jargon in preparing a stock analysis report.
- Our graduates will be able to discuss the historical market perspectives of the stock market as it relates to the historical, current and projected US economy.

**Assessment Measure:** Students will be assessed in BUS135 using the Stock Analysis and Mutual Fund Analysis Project.

4. **Learning Goal:** Our graduates will be able to create a properly diversified allocated, balanced investment portfolio from an individual risked profile.

**Corresponding Objectives:**

- Our students will learn how to utilize a risk profile questionnaire to determine appropriate market risk.
- Our students will learn how to use the Morningstar Style Box grid in preparing the portfolio.

**Assessment Measure:** Students will be assessed in BUS135 using short answer tests.

5. **Learning Goal:** Our graduates will understand the state and federal regulations and policies relative to the securities and insurance industry.

**Corresponding Objectives:**

- Our students will achieve a minimum overall score of 70% on the BUS172 exam (NYS Life, Accident and Health Pre-Licensing exam).
- Our students will achieve a minimum score of 70% on both pre-licensing final exams in Series 6 and 63.

**Assessment Measure:** Students will be assessed in BUS172 and BUS183 using exams.

6. **Learning Goal:** Our graduates will have the knowledge to make appropriate personal money management decisions.

**Corresponding Objectives:**

- Our students will learn how to compare personal insurance plans/coverages.
- Our students will learn how to use credit wisely and its impact on credit scores.
- Our students will learn how to perform the necessary research to carefully make major money management decisions (such as transportation and housing).
- Our students will understand the need for estate planning documents.

**Assessment Measure:** Students will be assessed in BUS131 using their final portfolio and short answer tests.

May 2, 2011

Julia Peacock  
Vice-President for Academic Affairs  
Broome Community College  
PO Box 1017  
Binghamton, NY 13902

Re: External Review Team Report for the AAS in Financial Services

Dear Ms. Peacock:

On Monday, May 2, 2011, the members of the External Review Team for the AAS in Financial Services program met with faculty from the Department of Business to assess the strengths and weaknesses of the program.

The External Review Team consisted of Anne Catalano from Tioga State Bank and Joseph Conwell of Lesko Financial Services.

The Team met with Professor Rick Behr, Chair of the Department of Business, Professor Glen Wood, Coordinator of the Financial Services program and Jennifer Woltjen, Staff Associate to the Dean of Business and Public Services.

The Team reviewed the program and a summary of our finding is appended.

Respectfully Submitted,

  
Anne Catalano

  
Joseph Conwell

Enclosure  
jw

AAS in Financial Services  
Report of External Review Team  
May 2, 2011

Strengths:

- Comprehensive program prepares students well for careers in the financial services industry
- Students have ability to apply their classroom knowledge in a practicum
- Instructors keep up with current regulations

Weaknesses:

- Exposure to real life client interaction is limited
- Need more emphasis on networking and how to build a client base

Recommendations:

- Incorporate more role playing into course activities
- Incorporate a module on how to network today using various kinds of social media

Broome Community College  
Alumni Survey  
Fall 2010

AAS in Financial Services

Section I: Employment
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1. Are you *currently employed*?(12)

Percent	Answer	N
33.3%	I am primarily a student	4
58.3%	Yes, Full-time	7
0%	Yes, Part-time	0
8.3%	No, but am seeking employment	1
0%	No, and I am not seeking employment	0

2. What is your approximate annual income in your *current* job?

Average Annual Full-time Income (related employment only)	\$36,727
Salary Range	\$21,000 - \$65,000

3. Is your current job related to the program in which you received your degree? (10)

Percent	Answer	N
40%	Yes, Directly Related	4
60%	Yes, Indirectly Related	6
0%	No, Not Related	0

4. How long did it take to find your first job after you completed your BCC program? (9)

Percent	Answer	N
11.1%	Employed prior to completing BCC Program	1
11.1%	Less than 3 months	1
33.3%	3-6 months	3
0%	7-12 months	0
44.4%	More than a Year	4



Section II: Additional Education

5. Which of the following best describes your current educational objective? (12)

Percent	Response	N
41.7%	I have completed an additional degree since leaving BCC	5
8.33%	I am enrolled full-time in a program leading to another degree and/or certification	1
16.7%	I am enrolled part-time in a program leading to another degree and/or certification	2
8.33%	I am enrolled in courses not presently leading to another degree/certification	1
16.7%	I am not currently pursuing additional education but I DO have plans to do so in the future	2
8.33%	I am not currently pursuing additional education and have NO plans to do so in the future	1

Institutions	Deg/Cert	Major	Rate Your Preparation
Broome Community College		Prelaw	Adequately Prepared
SUNY Old Westbury	Bachelors	Finance	Well Prepared
Excelsior College	Bachelors	General Business	Well Prepared
SUNY Fredonia	BS	Finance	Very Well Prepared
Binghamton University	BA	Economics	Well Prepared
Hofstra Univesity	Bachelors	Finance	Very Well Prepared
Excelsior College	-	Finance	Very Well Prepared
Professional Training	AAS	Finance	Very Well Prepared
Broome Community College			Well Prepared

SECTION III: GENERAL EDUCATION					
Impact on BCC on your learning					
This group of items consists of a set of goals developed at BCC for General Education					
Please indicate how satisfied you are with BCC's contribution to your development in each of the following areas. Circle the appropriate number to indicate your response.	Very Satisfied (5)	Moderately Satisfied (4)	Neutral (3)	Moderately Dissatisfied (2)	Very Dissatisfied (1)
	<b>Mean Score</b>				
<b>Oral and Written Communication Skills</b>					
• The ability to write clearly	4.083				
• The ability to express my views orally	4.083				
<b>Scientific/Quantitative Reasoning</b>					
• The ability to apply mathematical skills	4.333				
• The ability to understand the physical and natural world	4.333				
<b>Critical-Thinking/Analysis</b>					
• The ability to critically evaluate events, information, and arguments for decision-making	4.417				
• The ability to ask pertinent questions	4.333				
• The ability to examine beliefs, assumptions, and opinions and weigh them against relevant evidence	4.417				
• The Willingness to alter my beliefs and judgments with new evidence	4.25				
<b>Technological Competency/Information Literacy</b>					
• The ability to find relevant information via technology (library research skills, internet, keyword searches, etc.) for personal and professional needs	4.083				
• The ability to utilize technology (email, word processing software, etc.) for personal and professional needs	4.167				
<b>Civic Responsibility/Ethical Perspective</b>					
• The ability to recognize and act upon ethical principles when making decisions that affect me and other people	4.417				
• An understanding of the importance of being involved in public and community affairs	3.917				

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	<b>Mean Score</b>				
<b>Global Awareness/Diversity</b>					
<ul style="list-style-type: none"> <li>• A heightened awareness of global issues and events</li> </ul>	4				
<ul style="list-style-type: none"> <li>• An increased comfort level with people from cultures and backgrounds different from my own</li> </ul>	3.917				
<b>Personal and Professional Qualities</b>					
<ul style="list-style-type: none"> <li>• The ability to work effectively in teams</li> </ul>	4				
<ul style="list-style-type: none"> <li>• The ability to work and learn independently</li> </ul>	4.417				
<ul style="list-style-type: none"> <li>• The ability to adjust to new job/study demands</li> </ul>	4.25				
<ul style="list-style-type: none"> <li>• Confidence in my ability to perform well</li> </ul>	4.25				
<ul style="list-style-type: none"> <li>• The ability to set priorities and manage my time</li> </ul>	4.417				

SECTION IV: SATISFACTION WITH YOUR EXPERIENCES AT BCC					
Please indicate your level of satisfaction as it pertains to your experiences at BCC	Very Satisfied (5)	Moderately Satisfied (4)	Neutral (3)	Moderately Dissatisfied (2)	Very Dissatisfied (1)
Quality of my education at BCC	4.5				
Quality of classroom instruction	4.417				
General helpfulness of faculty including availability outside the classroom	4.333				
Quality of academic advising	4.333				
Helpfulness of BCC staff (non-faculty) in general	4.083				
Availability of courses at the times that I needed them	4.167				
Availability of instructional support services (tutors, computer labs, extra help when necessary)	4.25				
Quality of instructional facilities (classrooms, labs, library)	4.333				
Availability of technology on campus	4.25				
Cleanliness/physical attractiveness of campus facilities	4.083				
Sufficient opportunities to work with other students in groups or teams	4				
Sufficient opportunities to develop friendships with students of diverse cultural backgrounds	3.667				
Opportunities to increase my self-understanding	4.333				
Sense of comfort with campus environment and atmosphere	4.083				
I felt respected and valued as an individual	4				

**List three constructive suggestions that will assist the College in improving its curricula, services, faculty, administration, instruction, or facilities.**

- Some faculty members were not always receptive to questions about "why" something was wrong. Maybe they felt like they were being challenged when really I just needed further understanding of topic. But, for the most part, the instructors were great!
- I would suggest more parking spaces
- Make more computer lab free time, with more locations
- Provide more help with job placement after graduation
- Parking was horrible - need marking garage
- More job related experiences in class rooms on homework

- Better programs to actually help you get a job in your field
- Cheaper parking tickets. We are students with little money.
- CST 105 Computer Applications should be recommended as a first semester requirement. Many of the math classes require Excel and the instructor doesn't show the class how to use the program.
- Please use "make up" classes for lectures that were actually cancelled by instructors under personal grounds.
- The timeline for some classes need expanding instead of being rushed throughout the semester.
- Continue using this institutional resea
- Physical facilities are dated and need updating-some buildings more than others. I've noticed that lawn care-i.e. mowing is not always kept up & from Front St you can see high grass between street & sidewalk.
- Safety issue-BCC student parking at Reg

Department Insert	
Circle a rating for each BCC course listed below in terms of usefulness to you in achieving your career goals.	
Course	Mean
Financial Accounting	3.417
Principles of Accounting I	3.417
Freshman Experience	1.917
Quantitative Business Methods	3.333
Business Law I	3.091
Marketing	2.75
Managerial Accounting	3
Principles of Accounting II	3.333
Business Statistics	3.583
Business Law II	3.083
Personal Finance	3.583
Principles of Banking	3.333
Math Exploration or Higher Math	3.182
Investments	3.667
NYS Life, Accident & Health Pre-Licensing	2.917
Selling Fundamentals	3.273
Computer Applications	3.273
The Internet with Business Applications	4.5
Microeconomics	3.167
Macroeconomics	3.167
Securities Training 6 & 63	3.083
Effective Speaking	3.25
Banking/Real Estate/Mortgage Practicum	3.5
Real Estate for Salespersons	3.25
Financial & Risk Management Practicum	3.455

### Additional Questions

How did your course work prepare you for the NYS licensing exams in life, accident and health insurance?	
63.6%	Did not take exam (7)
18.2%	Very well (2)
18.2%	Adequate (2)
0%	Not well (0)

How did your course work prepare you for the Series 6/63 qualifying exams?	
80%	Did not take exam (8)
20%	Very Well (2)
0%	Adequate (0)
0%	Not Well(0)

How did your course work prepare you for the real estate licensing exam?	
80%	Did not take exam (8)
20%	Very Well (2)
0%	Adequate(0)
0%	Not Well (0)

### Course Improvements:

- The professor that taught my QB methods class was the worst professor/person I ever encountered
- I think the courses were all pretty good-can't think of any suggestions-I was very satisfied
- Overall, I thought it was a great program!

### Other Courses that would be helpful:

- Classes w/license should be optional not all finance majors want to go into insurance, sales, etc
- A customer service course would be helpful as many financial services are customer focused.
- Not specifically that I can think of-but for myself I wish I could have taken a real estate law class. I know they are occasionally offered & probably more useful to me now than it would have been then.

**Program Comments:**

- Tell people it better to have a 4 yr degree in something rather than a 2 yr. Jobs will most likely hire you.
- I thought that the courses & instructors of the classes I took were very helpful.
- Instructional quality was great, course content was appropriate, homework was at times very extensive but necessary. No complaints.
- It would have been fun & educationally beneficial to have required internship (or partnership with) local area banks that would expose students to the industry or even 1/2 day educational program hosted by a bank/financial institution for understand
- You have already had my tongue with that underlying language. What if I had some criticism of a particular class that did not ? Well for my academic experience at BCC?