

Form E-1-A for Boston College Undergraduate Programs

Program: **FINANCE**

1) Have formal learning outcomes been developed? What are they? (What specific sets of skills and knowledge does the department expect its majors to have acquired before they graduate?)

We expect finance graduates to have understanding in the following areas:

1. major investment, financing and governance decisions (e.g., capital structure, merger and acquisitions, dividend, board of directors, etc) of corporations;
2. the risk and return tradeoffs in investment and know how to evaluate basic financial products (e.g., stocks, bonds and derivatives);
3. the role of financial institutions/intermediaries (e.g., investment and commercial banks, asset management companies) in the financial system;
4. the role of financial markets in the economy and the need for efficient regulations.

2) Where are these learning outcomes published? Be specific. (Where are the department's learning expectations accessible to potential majors: on the web or in the catalog or in your department's major handouts?)

On the Finance department website:

<http://www.bc.edu/content/bc/schools/csom/departments/finance/concentration.html>

3) Other than GPA, what data/evidence is used to determine whether graduates have achieved the stated outcomes for the degree? (What evidence and analytical approaches do you use to assess which of the student learning outcomes are being achieved more or less well?)

The School annually administers an assessment of learning outcomes for our undergraduate students. For example, in Spring 2009, 227 seniors in the CSOM capstone Strategy and Policy course were given a multiple choice test with 120 questions, roughly equally divided among nine management disciplines. This test is administered widely in undergraduate business schools throughout the U.S. CSOM students as a whole outperformed a comparison group of 564 schools (comprising 83,323 students), with a mean scaled score of 165 compared to the national average of 151.6. Half of BC students scored above 166 compared to only 20% of students nationally.

4) Who interprets the evidence? What is the process? (Who in the department is responsible for interpreting the data and making recommendations for curriculum or assignment changes if appropriate? When does this occur?)

Department committee (led by Chair) reviews the outcome of the exam annually.