Assurance of Student Learning Reflection **2024-2025**	
Gordon Ford College of Business	*Department of Finance*
664 : Finance, Bachelor of Science (Business Finance)	
Department Chair: Indudeep Chhachhi, AOL Representative: Mohsen Aram	
Is this an online program? ☐ Yes ☒ No	Please make sure the Program Learning Outcomes listed match those in CourseLeaf. Indicate verification here ☒ Yes, they match! (If they don't match, explain on this page under **Evaluation)**

Instructions: For the 2024-25 assessment, we are asking you to reflect on the last three-year cycle rather than collect data. It's important to take time to look over the results from the last assessment cycle and really focus on a data-informed direction going forward. In collaboration with your assessment team and program faculty, review each submitted template from 2021-2024 and consider the following for each Program Learning Outcome, add your narrative to the template, and submit the draft to your ASL Rep by May 15, 2025.

Program Student Learning Outcome 1	
Program Student Learning Outcome	Graduates will demonstrate discipline knowledge
Evaluation	This Student Learning Outcome (SLO) is the most critical and relevant for all finance majors, as it provides a clear measure of how much students have learned in our program. Recognizing its continued importance, the department reaffirmed its central role during the most recent curriculum review, retaining it as the primary benchmark for assessing program effectiveness. The outcome is both measurable and aligned with Bloom's taxonomy through the use of the verb *"demonstrate."* We assess this outcome consistently each semester, using data from graduating seniors to inform continuous improvement.
Measurement Instruments	To assess this Student Learning Outcome (SLO), we administer a comprehensive, department-wide exit exam consisting of 60 multiple-choice questions drawn from upper-level finance courses. The exam was collaboratively developed by all finance faculty to make sure that we create an all-encompassing exam that measures our students' knowledge of finance as a discipline. Given the wide range of topics covered, we believe this assessment remains the most effective and practical tool for evaluating student knowledge in finance. To date, we have not observed any significant impact from AI on student performance in this exam.
Criteria & Targets	Ideally, all graduates should demonstrate proficiency by correctly answering at least 70% of the questions. The department sets a benchmark that at least 80% of Finance majors should meet or exceed this threshold. While a score above 60% is considered acceptable, we consistently encourage students to aim higher. Students did not meet this SLO in the 2021-2022 academic year which led to the revision of questions and we removed some the ambiguous and misleading questions that led to these results. The exam is reviewed and updated annually to ensure relevance and alignment with current industry standards. Although the target threshold remains appropriate, it is not static, continually aiming to raise expectations and enhance rigor over time.
Results & Conclusion	**Results**: Given the quality and dedication of the students and faculty, in all but one of the past three years, we have met the expectation and achieve the goal for this student learning outcome.

	Conclusions: The exit exam remains a reliable and effective tool for assessing the knowledge and preparedness of our graduating finance majors. Over the past three years, majority of the students have passed the assessment, and the department has consistently met its performance benchmarks. This suggests that the core finance curriculum—particularly in Investments and Corporate Finance—is delivering the intended learning outcomes. We revised our curriculum to make it more relevant and applied and acknowledge that revising the curriculum is an ongoing process. **What worked:** • The consistency and structure of the exit exam have provided meaningful insights into student learning. • Regular updates to exam questions ensure alignment with current industry practices and course content. • Maintaining a stable course sequence and clearly defined learning goals has supported strong student performance. **What did not work:** • At the start of this period, there were some ambiguous questions in the exam which led to the underperformance of some of our students. We revised and replaced some of these questions. **Next steps:** • We are also exploring the possibility of integrating more applied, experiential components into the exam to better reflect real-world financial decision-making. • No major changes were made in instructional methodology or course sequencing in recent years, which supports the idea that current practices are effective. However, we will continue to monitor outcomes and explore continuous improvement strategies, such as faculty development or instructional training, to maintain high standards.
****IMPORTANT - Plans for Next Assessment Cycle**:	Below are some of the plans for the next three years: **Refine Assessment Tool:** Revise exit exam to include both conceptual and applied questions and map each question to specific course learning objectives and Bloom's Taxonomy levels. **Course Alignment and Faculty Calibration:** Conduct curriculum mapping to align major courses (Investments, Corporate Finance, etc.) with the learning objective. **Data Analysis and Reporting Enhancements:** Disaggregate exit exam data by topic and course and share findings with faculty to guide instructional improvement.

Program Student Learning Outcome 2	
Program Student Learning Outcome	Graduates will demonstrate knowledge of principles specific to their concentration.
Evaluation	This Student Learning Outcome (SLO) is the most critical and relevant for all "Business" finance majors, as it provides a clear measure of how much students have learned in business finance related courses. Recognizing its continued importance, the department reaffirmed its central role during the most recent curriculum review, retaining it as the primary benchmark for assessing program effectiveness. The outcome is both measurable and aligned with Bloom's taxonomy through the use of the verb *"demonstrate."* We assess this outcome consistently each semester, using data from graduating seniors to inform continuous improvement.
Measurement Instruments	To assess this Student Learning Outcome (SLO), we administer a comprehensive exam consisting of 30 multiple-choice questions drawn from the international finance (FIN436) and financial markets and institutions (FIN433) courses. The exam was collaboratively developed by the instructors of the above courses and aims to measure our business finance students' knowledge of banking and international finance in this concentration. Given the wide range of topics covered, we believe this assessment remains the most effective and practical tool for evaluating student knowledge in finance. To date, we have not observed any significant impact from AI on student performance in this exam.
Criteria & Targets	Students should be able to pass the entire test (earn 60% or better) and earn 60% or better on the two areas tested (banking and international finance). Eighty percent of graduating seniors should be able to score 60% or higher on the two subject areas individually and 60% on the overall assessment artifact. While a score above 60% is considered acceptable, we consistently encourage students to aim higher. The exam is reviewed and updated annually to ensure relevance and alignment with current industry standards. Although the target threshold remains appropriate, it is not static, continually aiming to raise expectations and enhance rigor over time. This goal was met in each of the last three years.
Results & Conclusion	**Results**: Given the quality and dedication of the students and faculty, over the past three years, we have met the expectation and achieved the goal for this student learning outcome. **Conclusions**: The Business Finance short-exam remains a reliable and effective tool for assessing the knowledge and preparedness of our majors with concentration in Business Finance. Over the past three years, all students have passed the assessment, and the department has consistently met its performance benchmarks. This suggests that the main business finance concentration—international finance (436) and markets and institutions (433)—are delivering the intended learning outcomes. We revised our curriculum to make it more relevant and applied and acknowledge that revising the curriculum is an ongoing process. **What worked:** • The consistency and structure of the exit exam have provided meaningful insights into student learning. • Regular updates to exam questions ensure alignment with current industry practices and course content. • Maintaining a stable course sequence and clearly defined learning goals has supported strong student performance.

	Next steps: • With the new curriculum, Business Finance now has the following Concentrations: General, Investment, Analyst, and Financial Services. We are contemplating on whether it is practical to measure the concentration knowledge of each of the tracks separately or continue to assess all business majors as a whole using only one artifact. • We are also exploring the possibility of integrating more applied, experiential components into the exam to better reflect real-world financial decision-making. • No major changes were made in instructional methodology or course sequencing in recent years, which supports the idea that current practices are effective. However, we will continue to monitor outcomes and explore continuous improvement strategies, such as faculty development or instructional training, to maintain high standards.
****IMPORTANT - Plans for Next Assessment Cycle**:	Below are some of the plans for the next three years: **Refine Assessment Tool:** Revise exit exam to include both conceptual and applied questions and map each question to specific course learning objectives and Bloom's Taxonomy levels. **Course Alignment and Faculty Calibration:** Conduct curriculum mapping to align major courses (Investments, Corporate Finance, etc.) with the learning objective. **Data Analysis and Reporting Enhancements:** Disaggregate exit exam data by topic and course and share findings with faculty to guide instructional improvement.

Program Student Learning Outcome 3	
Program Student Learning Outcome	Graduates will demonstrate awareness of ethical issues in business decisions and describe the impact of ethical behavior on corporate stakeholders.
Evaluation	Given the importance of ethical behavior and practice in the finance industry, this Student Learning Outcome (SLO) is one of the most critical and relevant for all "Business Finance" majors, as it measures the students' awareness of ethical dilemmas and allow them to apply their knowledge of corporate governance and rules to navigate the situation. This SLO provides a clear measure of how much students have learned in terms of the ethical issues in business in the context of corporate governance. The outcome is both measurable and aligned with Bloom's taxonomy through the use of the verb *"demonstrate."* We assess this outcome consistently each fall semester in FIN 438 which is a capstone course that all finance majors must take.
Measurement Instruments	Over the past three years, we have assessed this Student Learning Outcome (SLO) using the case study *"The Hershey Trust: Managing Conflicts of Interest in Corporate Governance."* This case has served as an effective tool for evaluating students' understanding of corporate governance issues. The rubric used for this assessment was easy to understand and effective. However, due to growing concerns about the use of AI in generating case reports, we have decided to transition to a multiple-choice exam format. In this revised assessment, students will read two assigned articles and respond to ten questions designed to evaluate their knowledge. Additionally, this change supports a broader goal of assessing students' understanding of legal issues in business. Since the Finance Department has opted out of MGT 200 – Legal Environment of Business, we now incorporate legal content directly into our own assessment, which the Hershey case did not adequately address.
Criteria & Targets	Students need to score three or higher based on the rubric provided to them. The rubric measures two components, ethical issues and corporate governance issues from the scale of one to five. We believe the target was reasonable in all three years.
Results & Conclusion	**Results**: students met the target set by the department in all of the past three years. **Conclusions**: Hershey's case is a very interesting artifact in terms of the ethical dilemmas that board members face on a daily basis. The Hershey's case was reliable and effective tool for assessing the awareness of ethical issues in business decisions and describe the impact of ethical behavior on corporate stakeholders. Over the past three years, all students have passed the assessment, and the department has consistently met its performance benchmarks. We revised our curriculum to make it more relevant and applied and acknowledge that revising the curriculum is an ongoing process. **What worked:** • This case usually leads to very lively discussions in the classroom due to different aspects of corporate governance it covers. This artifact worked really well in the past few years. **What did not worked:** • Due to the prevalence of the use of AI, we are concerned about the integrity and effectiveness of this assignment.

	• Due to changes in college learning outcomes, we need to measure the legal issues as well as the ethical issues in business, therefore, this case is no longer suitable. The focus of the case is on ethical issues and does not have a meaningful legal aspect. **Next steps:** • Due to changes in the college learning outcomes, we need to measure the legal issues as well as the ethical issues in business, therefore, we are changing this artifact to a multiple-choice question exam that is over two legal/ethical/governance articles.
****IMPORTANT - Plans for Next Assessment Cycle**:	Below are some of the plans for the next three years: **Refine Assessment Tool:** Review the articles used to test the legal and ethical issues each year in a continuous search for relevant issues to be tested for this SLO and write applied questions and map each question to Bloom's Taxonomy levels. **Course Alignment and Faculty Calibration:** Conduct curriculum mapping to make sure the legal and ethical issues are being taught and discussed in various courses. **Data Analysis and Reporting Enhancements:** Disaggregate ethical and legal exam data by topic and share findings with faculty to guide instructional improvement.

Program Student Learning Outcome 4	
Program Student Learning Outcome	Graduates will demonstrate the ability to write a satisfactory professional document.
Evaluation	Given the importance of effective communication especially in the written form in the finance industry, this Student Learning Outcome (SLO) is one of the most critical and relevant for all “Business Finance” majors, as it measures the students’ ability to communicate effectively. This SLO provides a clear measure of how students convey complex topics in a clear and effective case analysis report. The outcome is both measurable and aligned with Bloom’s taxonomy through the use of the verb *“demonstrate.”* We assess this outcome consistently each fall semester in FIN 438 which is a capstone course that all finance majors must take.
Measurement Instruments	Over the past three years, we have assessed this Student Learning Outcome (SLO) using the case study *“The Hershey Trust: Managing Conflicts of Interest in Corporate Governance.”* This case has served as an effective tool for evaluating students' ability to communicate complex ideas in a written case analysis report. The rubric used for this assessment was easy to understand and effective. However, due to growing concerns about the use of AI in generating case reports, we have decided to transition to a writing assignment in a controlled environment such as Respondus Lockdown Browser. In this revised assessment, students will read a short case study and required to write a short response in a limited time they have to evaluate their writing skills.
Criteria & Targets	Students need to score three or higher based on the rubric provided to them. The rubric measures two components, Content, Language/Grammer, and Format from the scale of one to five. We believe the targets were reasonable in all three years.
Results & Conclusion	**Results**: students met the target set by the department in all of the past three years. **Conclusions**: **What worked:** • In the past, the three page case analysis reports reflected the writing competency of the students effectively. **What did not work:** • Due to the prevalence of the use of AI, we are concerned about the integrity and effectiveness of this assignment. **Next steps:** • Due to growing concerns about the use of AI in generating case reports, we have decided to transition to a writing assignment in a controlled environment such as Respondus Lockdown Browser. In this revised assessment, students will read a short case study and required to write a short response in a limited time they have to evaluate their writing skills.
****IMPORTANT - Plans for Next Assessment Cycle**:	We believe that it is best to evaluate the writing effectiveness of students in a real time basis in the LockDown Browser in Blackboard to ensure the integrity of the assessment.

Assurance of Student Learning Reflection 2024-2025	
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664 : Finance, Bachelor of Science (Personal Financial Planning)	
Department Chair: Indudeep Chhachhi, AOL Representative: Mohsen Aram	
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Instructions: For the 2024-25 assessment, we are asking you to reflect on the last three-year cycle rather than collect data. It's important to take time to look over the results from the last assessment cycle and really focus on a data-informed direction going forward. In collaboration with your assessment team and program faculty, review each submitted template from 2021-2024 and consider the following for each Program Learning Outcome, add your narrative to the template, and submit the draft to your ASL Rep by May 15, 2025.

Program Student Learning Outcome 1	
Program Student Learning Outcome	Graduates will demonstrate discipline knowledge
Evaluation	This Student Learning Outcome (SLO) is the most critical and relevant for all finance majors, as it provides a clear measure of how much students have learned in our program. Recognizing its continued importance, the department reaffirmed its central role during the most recent curriculum review, retaining it as the primary benchmark for assessing program effectiveness. The outcome is both measurable and aligned with Bloom's taxonomy through the use of the verb *"demonstrate."* We assess this outcome consistently each semester, using data from graduating seniors to inform continuous improvement.
Measurement Instruments	To assess this Student Learning Outcome (SLO), we administer a comprehensive, department-wide exit exam consisting of 60 multiple-choice questions drawn from upper-level finance courses. The exam was collaboratively developed by all finance faculty to make sure that we create an all-encompassing exam that measures our students' knowledge of finance as a discipline. Given the wide range of topics covered, we believe this assessment remains the most effective and practical tool for evaluating student knowledge in finance. To date, we have not observed any significant impact from AI on student performance in this exam.
Criteria & Targets	Ideally, all graduates should demonstrate proficiency by correctly answering at least 70% of the questions. The department sets a benchmark that at least 80% of Finance majors should meet or exceed this threshold. While a score above 60% is considered acceptable, we consistently encourage students to aim higher. The exam is reviewed and updated annually to ensure relevance and alignment with current industry standards. Although the target threshold remains appropriate, it is not static, continually aiming to raise expectations and enhance rigor over time.
Results & Conclusion	**Results**: Given the quality and dedication of the students and faculty, over the past three years, we have met the expectation and achieve the goal for this student learning outcome.

	Conclusions: The exit exam remains a reliable and effective tool for assessing the knowledge and preparedness of our graduating finance majors. Over the past three years, all students have passed the assessment, and the department has consistently met its performance benchmarks. This suggests that the core finance curriculum—particularly in Investments and Corporate Finance—is delivering the intended learning outcomes. We revised our curriculum to make it more relevant and applied and acknowledge that revising the curriculum is an ongoing process. **What worked:** • The consistency and structure of the exit exam have provided meaningful insights into student learning. • Regular updates to exam questions ensure alignment with current industry practices and course content. • Maintaining a stable course sequence and clearly defined learning goals has supported strong student performance. **What did not work:** • At the start of this period, there were some ambiguous questions in the exam which led to the underperformance of some of our students. We revised and replaced some of these questions. **Next steps:** • We are also exploring the possibility of integrating more applied, experiential components into the exam to better reflect real-world financial decision-making. • No major changes were made in instructional methodology or course sequencing in recent years, which supports the idea that current practices are effective. However, we will continue to monitor outcomes and explore continuous improvement strategies, such as faculty development or instructional training, to maintain high standards.
****IMPORTANT - Plans for Next Assessment Cycle**:	Below are some of the plans for the next three years: **Refine Assessment Tool:** Revise exit exam to include both conceptual and applied questions and map each question to specific course learning objectives and Bloom's Taxonomy levels. **Course Alignment and Faculty Calibration:** Conduct curriculum mapping to align major courses (Investments, Corporate Finance, etc.) with the learning objective. **Data Analysis and Reporting Enhancements:** Disaggregate exit exam data by topic and course and share findings with faculty to guide instructional improvement.

Program Student Learning Outcome 2	
Program Student Learning Outcome	Graduates will demonstrate knowledge of principles specific to their concentration.
Evaluation	This Student Learning Outcome (SLO) is the most critical and relevant for all students with "Personal Financial Planning" concentration, as it provides a clear measure of how much students have learned in personal financial planning related courses. Recognizing its continued importance, the department reaffirmed its central role during the most recent curriculum review, retaining it as the primary benchmark for assessing program effectiveness. The outcome is both measurable and aligned with Bloom's taxonomy through the use of the verb *"demonstrate."* We assess this outcome consistently each semester, using data from graduating seniors to inform continuous improvement.
Measurement Instruments	To assess this Student Learning Outcome (SLO), we administer a comprehensive exam consisting of 20 multiple-choice questions drawn from the personal financial planning courses. The exam was collaboratively developed by the instructors of the courses in the personal financial planning concentration and aims to measure our PFP students' knowledge of investments, retirement planning, risk management, estate planning, and tax planning in this concentration. Given the wide range of topics covered, we believe this assessment remains the most effective and practical tool for evaluating student knowledge in finance. To date, we have not observed any significant impact from AI on student performance in this exam.
Criteria & Targets	Graduating seniors in Personal Financial Planning (PFP) are administered an exam including questions focused on general knowledge in insurance and risk management. Many PFP students will become financial advisors following graduation. Assisting clients with plans for preserving assets is an integral part of what a financial advisor does. Personal financial planning students are required to score at least 60% on tis exam. Unfortunately, students did not meet this criterion in 2022-2023 academic calendar which led to a revision of the exam question and whether they are still being taught in the relevant course. The instructors replaced the ambiguous and misleading questions.
Results & Conclusion	**Results**: in all the years except 2022-2023 students met the criteria for this SLO. From the current year's results, it seems like the revision of the exam and making sure that the content of the exam matches with the materials covered in these courses is working well and all personal financial planning students passed this exam. This revision was also partly driven by the revised curriculum in the finance department. **Conclusions**: The Personal Financial Planning short-exam remains a reliable and effective tool for assessing the knowledge and preparedness of our majors with concentration in personal financial planning. In two of the past three years, all students have passed the assessment, and the department has consistently met its performance benchmarks. This suggests that our personal financial planning classes are delivering the intended learning outcomes. We revised our curriculum to make it more relevant and applied and acknowledge that revising the curriculum is an ongoing process. **What worked:** • The consistency and structure of the exit exam have provided meaningful insights into student learning. • Regular updates to exam questions ensure alignment with current industry practices and course content. • Maintaining a stable course sequence and clearly defined learning goals has supported strong student performance. **What did not worked:**

	• The exam in 2022-2023 seemed a little outdated and did not match the most recent topics covered in our financial planning classes. This led to a revision of the exam in a way that reflects the current practices of personal financial planning. **Next steps:** • We are also exploring the possibility of integrating more applied, experiential components into the exam to better reflect real-world financial decision-making. • No major changes were made in instructional methodology or course sequencing in recent years, which supports the idea that current practices are effective. However, we will continue to monitor outcomes and explore continuous improvement strategies, such as faculty development or instructional training, to maintain high standards.
****IMPORTANT - Plans for Next Assessment Cycle**:	Below are some of the plans for the next three years: **Refine Assessment Tool:** Revise exit exam to include both conceptual and applied questions and map each question to specific course learning objectives and Bloom's Taxonomy levels. **Course Alignment and Faculty Calibration:** Conduct curriculum mapping to align major courses (Investments, Corporate Finance, etc.) with the learning objective. **Data Analysis and Reporting Enhancements:** Disaggregate exit exam data by topic and course and share findings with faculty to guide instructional improvement.

Program Student Learning Outcome 3	
Program Student Learning Outcome	Graduates will demonstrate awareness of ethical issues in business decisions and describe the impact of ethical behavior on corporate stakeholders.
Evaluation	Given the importance of ethical behavior and practice in the finance industry, this Student Learning Outcome (SLO) is one of the most critical and relevant for all "Personal Financial Planning" majors, as it measures the students' awareness of ethical dilemmas and allow them to apply their knowledge of corporate governance and rules to navigate the situation. This SLO provides a clear measure of how much students have learned in terms of the ethical issues in business in the context of corporate governance. The outcome is both measurable and aligned with Bloom's taxonomy through the use of the verb *"demonstrate."* We assess this outcome consistently each fall semester in FIN438 which is a capstone course that all finance majors must take.
Measurement Instruments	Over the past three years, we have assessed this Student Learning Outcome (SLO) using the case study *"The Hershey Trust: Managing Conflicts of Interest in Corporate Governance."* This case has served as an effective tool for evaluating students' understanding of corporate governance issues. The rubric used for this assessment was easy to understand and effective. However, due to growing concerns about the use of AI in generating case reports, we have decided to transition to a multiple-choice exam format. In this revised assessment, students will read two assigned articles about the legal and ethical issues in finance and respond to ten questions designed to evaluate their knowledge. Additionally, this change supports a broader goal of assessing students' understanding of legal issues in business. Since the Finance Department has opted out of MGT 200 – Legal Environment of Business, we now incorporate legal content directly into our own assessment, which the Hershey case did not adequately address.
Criteria & Targets	Students need to score three or higher based on the rubric provided to them. The rubric measures two components, ethical issues and corporate governance issues from the scale of one to five. We believe the targets were reasonable in all three years.
Results & Conclusion	**<u>Results</u>**: students met the target set by the department in all of the past three years. **<u>Conclusions</u>**: Hershey's case is a very interesting artifact in terms of the ethical dilemmas that board members face on a daily basis. The Hershey's case was a reliable and effective tool for assessing the awareness of ethical issues in business decisions and describe the impact of ethical behavior on corporate stakeholders. Over the past three years, all students have passed the assessment, and the department has consistently met its performance benchmarks. We revised our curriculum to make it more relevant and applied and acknowledge that revising the curriculum is an ongoing process. **What worked:** • This case usually leads to very lively discussions in the classroom due to different aspects of corporate governance it covers. This artifact worked well in the past few years. **What did not worked:** • Due to the prevalence of the use of AI, we are concerned about the integrity and effectiveness of this assignment.

	• Due to changes in college learning outcomes, we need to measure the legal issues as well as the ethical issues in business, therefore, this case is no longer suitable. The focus of the case is on ethical issues and does not have a meaningful legal aspect. **Next steps:** • Due to changes in the college learning outcomes, we need to measure the legal issues as well as the ethical issues in business, therefore, we are changing this artifact to a multiple-choice question exam that is over two legal/ethical/governance articles.
****IMPORTANT - Plans for Next Assessment Cycle**:	Below are some of the plans for the next three years: **Refine Assessment Tool:** Review the articles used to test the legal and ethical issues each year in a continuous search for relevant issues to be tested for this SLO and write applied questions and map each question to Bloom's Taxonomy levels. **Course Alignment and Faculty Calibration:** Conduct curriculum mapping to make sure the legal and ethical issues are being taught and discussed in various courses. **Data Analysis and Reporting Enhancements:** Disaggregate ethical and legal exam data by topic and share findings with faculty to guide instructional improvement.

Program Student Learning Outcome 4	
Program Student Learning Outcome	Graduates will demonstrate the ability to write a satisfactory professional document.
Evaluation	Given the importance of effective communication especially in the written form in the finance industry, this Student Learning Outcome (SLO) is one of the most critical and relevant for all "Personal Financial Planning" majors, as it measures the students' ability to communicate effectively. This SLO provides a clear measure of how students convey complex topics in a clear and effective case analysis report. The outcome is both measurable and aligned with Bloom's taxonomy through the use of the verb *"demonstrate."* We assess this outcome consistently each fall semester in FIN 438 which is a capstone course that all finance majors must take.
Measurement Instruments	Over the past three years, we have assessed this Student Learning Outcome (SLO) using the case study *"The Hershey Trust: Managing Conflicts of Interest in Corporate Governance."* This case has served as an effective tool for evaluating students' ability to communicate complex ideas in a written case analysis report. The rubric used for this assessment was easy to understand and effective. However, due to growing concerns about the use of AI in generating case reports, we have decided to transition to a writing assignment in a controlled environment such as Respondus Lockdown Browser. In this revised assessment, students will read a short case study and required to write a short response in a limited time they have to evaluate their writing skills.
Criteria & Targets	Students need to score three or higher based on the rubric provided to them. The rubric measures two components, Content, Language/Grammer, and Format from the scale of one to five. We believe the targets were reasonable in all three years.
Results & Conclusion	**Results**: students met the target set by the department in all of the past three years. **Conclusions**: **What worked:** • In the past, the three page case analysis reports reflected the writing competency of the students effectively. **What did not work:** • Due to the prevalence of the use of AI, we are concerned about the integrity and effectiveness of this assignment. **Next steps:** • Due to growing concerns about the use of AI in generating case reports, we have decided to transition to a writing assignment in a controlled environment such as Respondus Lockdown Browser. In this revised assessment, students will read a short case study and required to write a short response in a limited time they have to evaluate their writing skills.
****IMPORTANT - Plans for Next Assessment Cycle**:	We believe that it is best to evaluate the writing effectiveness of students in a real time basis in the LockDown Browser in Blackboard to ensure the integrity of the assessment.