



LAM FAMILY
COLLEGE of BUSINESS
SAN FRANCISCO STATE UNIVERSITY

San Francisco State University
Lam Family College of Business
Undergraduate Curriculum Committee

FIN 350 – Business Finance

Undergraduate Curriculum Committee Course Review

Undergraduate Curriculum Committee – Course Review (Fall 2019)

FIN 350 Business Finance (Units: 3)

1. Course Description

Sources, methods, and instruments used by firms in obtaining and utilizing funds, in domestic and international markets, for short- and long-term operations, designed to maximize shareholders' wealth.

See attached course outline in Appendix A.

2. Prerequisites

Restricted to upper-division Business majors and minors; ACCT 101, ECON 101, ECON 102; DS 212 or ISED 160 or MATH 124; all with grades of C- or better.

3. Learning Goals

FIN 350 support the following updated learnings goals for the BSBA degree (2012 version in Appendix B).

To provide material that is essential to a comprehensive understanding of financial management, specifically the basic concepts of financial analysis, decision-making, and management. (BSBA goal #1a)

To instill students with understanding of financial concepts and an appreciation of the way concepts are applied in practice (BSBA goal #3a and #3b)

To provide students with a thorough understanding of the relationship between risk and return.
(BSBA goal #1a)

To familiarize students with computer resources, such as finance databases and spreadsheets that are valuable tools in financial analysis and management (BSBA goal #3a and #3b)

I. Students have basic competencies in business related disciplines

(a) Students will demonstrate the discipline-based knowledge in economics, accounting, operations/statistics, finance, information systems, management, and marketing.

III. Students demonstrate the ability to analyze business situations.

(a) Students will solve business problems using appropriate quantitative and analytical techniques and technologies;

(b) Students will demonstrate the ability to identify and analyze alternatives in a business context;

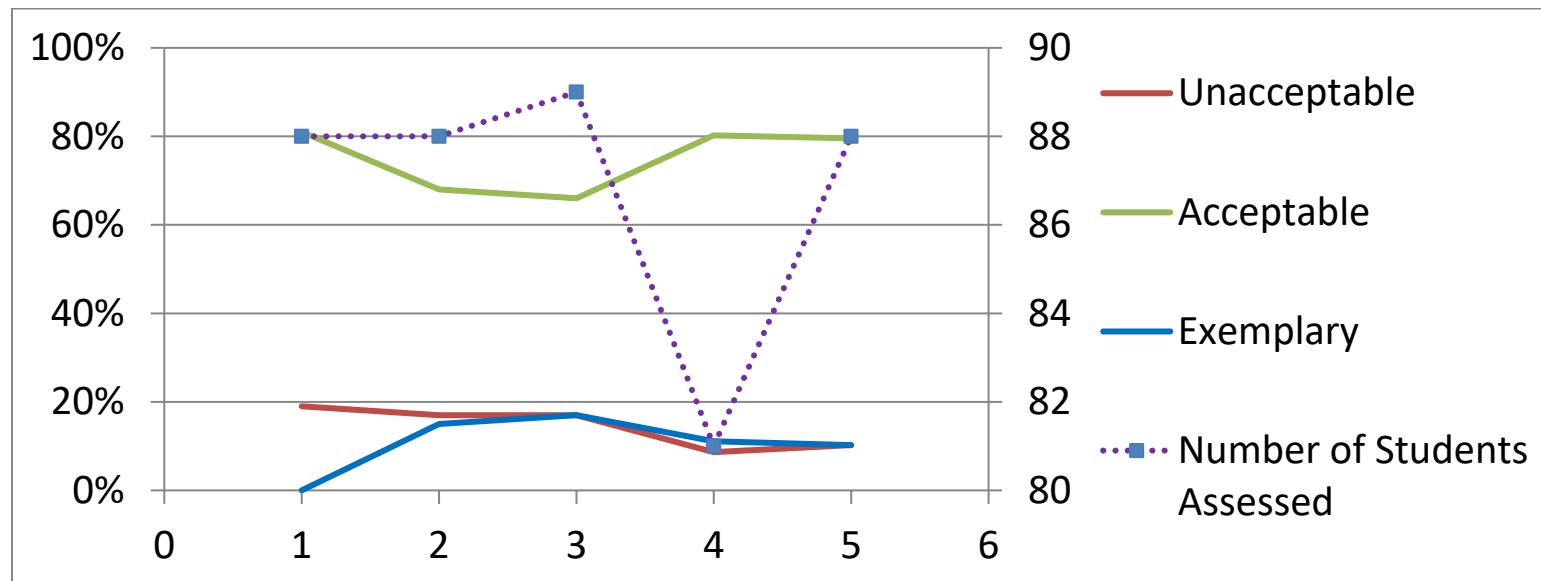
FIN 350 adopts various activities and assignments to support the learning goals. These may include in-class problem solving, homework assignments, case studies, and group projects. In-class quizzes and exams are conducted to evaluate students' performance and to reinforce concepts and techniques.

4. Assessment Results and Course Improvements

The Assurance of Learning Goals for FIN 350 are two-fold: 1) Functional Knowledge (in Finance), and 2) Quantitative Skills. Appendix C1 and C2 shows the measurement rubrics. The Finance Department has conducted assessment in FIN 350 since Fall 2010. The results of those assessments are listed below.

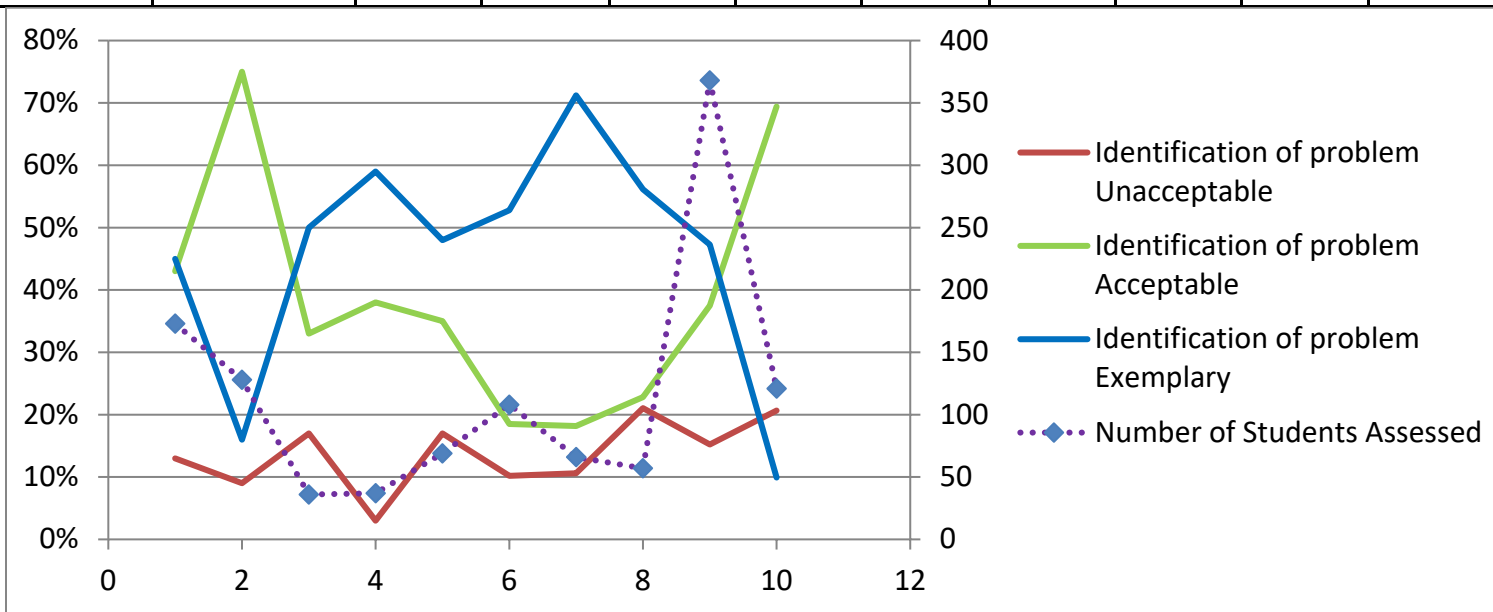
Learning Objective: **Functional knowledge**

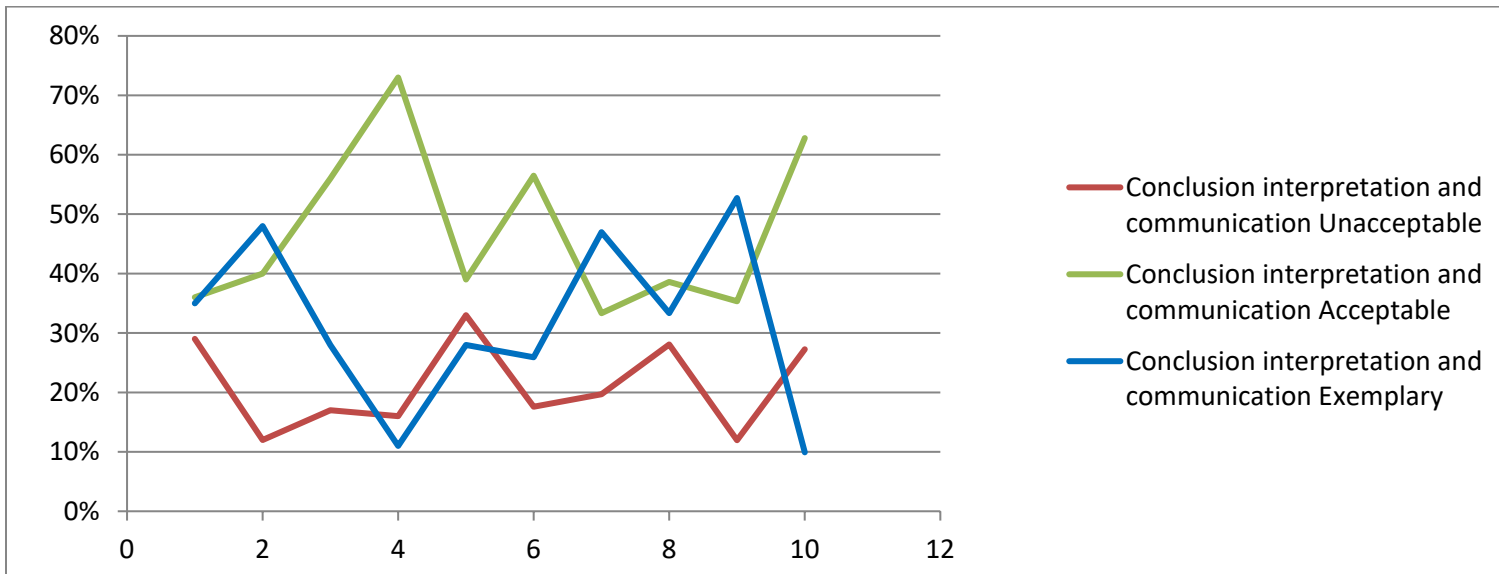
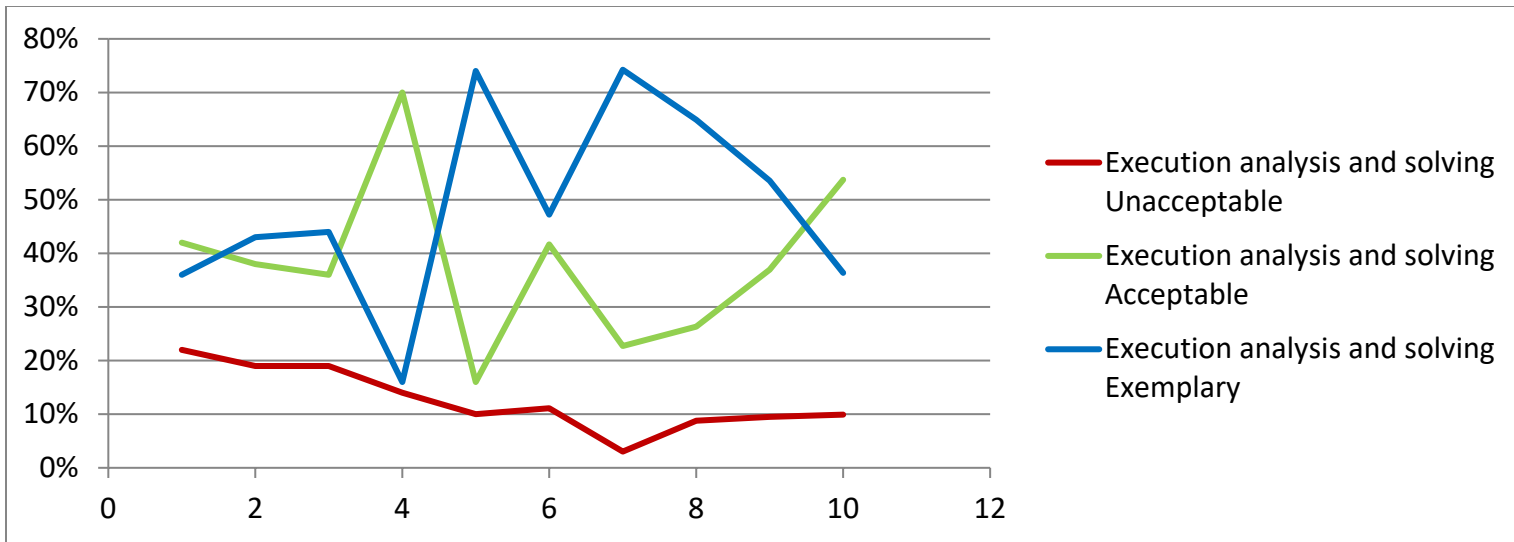
Semester	Fall 2010	Spring 2011	Spring 2012	Fall 2015	Spring 2016
Number of Students Assessed	88	88	89	81	88
Unacceptable	19%	17%	17%	9%	10%
Acceptable	81%	68%	66%	80%	80%
Exemplary	0%	15%	17%	11%	10%



Learning Objective: **Quantitative analysis**

Semester		Fall 2010	Spring 2011	Fall 2011	Fall 2012	Spring 2013	Fall 2013	Fall 2014	Spring 2015	Fall 2015	Spring 2016
Number of Students Assessed		173	128	36	37	69	108	66	57	368	121
Identification of problem	Unacceptable	13%	9%	17%	3%	17%	10%	11%	21%	15%	21%
	Acceptable	43%	75%	33%	38%	35%	19%	18%	23%	38%	69%
	Exemplary	45%	16%	50%	59%	48%	53%	71%	56%	47%	10%
Execution analysis and solving	Unacceptable	22%	19%	19%	14%	10%	11%	3%	9%	10%	10%
	Acceptable	42%	38%	36%	70%	16%	42%	23%	26%	37%	54%
	Exemplary	36%	43%	44%	16%	74%	47%	74%	65%	54%	36%
Conclusion interpretation and communication	Unacceptable	29%	12%	17%	16%	33%	18%	20%	28%	12%	27%
	Acceptable	36%	40%	56%	73%	39%	56%	33%	39%	35%	63%
	Exemplary	35%	48%	28%	11%	28%	26%	47%	33%	53%	10%





From the assessment results, we find that students are able to follow examples and calculate problems step by step. However, they sometimes have difficulty to draw right conclusions or better interpret the results, which may be due to lack of thorough understanding of concepts. To address this issue, instructors modify their teaching by spending more time on illustrating concepts in lectures and by writing a greater portion of conceptual questions in exams. In addition, to help students have better understanding of how to apply the knowledge to their real-life activities, instructors add more practical examples to facilitate the learning of technical concepts.

5. Staffing

The Finance Department typically offer 15-17 sections of FIN 350 each semester, with roughly 8-9 sections taught by 4 to 5 tenure track faculty and 7-8 sections by 2 to 3 lecturers. We also offer 7 to 9 sections during summer sessions with 6-7 sections taught by tenure track faculty. On average 57% of students take the FIN 350 classes taught by tenure/track faculty. All thirteen tenure/tenure track faculty in the department are capable of teaching this course.

Almost every section of this class filled on regular semesters.

We do not see any staffing issues in the foreseeable future.

FIN 350 Enrollment by semester

Year	semester	Sections	N	Student per section
2012	Fall	17	728	42.8
2013	Fall	15	671	44.7
2013	Spring	17	637	37.5
2014	Fall	14	630	45.0
2014	Spring	16	719	44.9
2015	Fall	15	670	44.7
2015	Spring	14	639	45.6
2015	Summer	8	379	47.4
2016	Fall	16	745	46.6
2016	Spring	16	750	46.9
2016	Summer	10	473	47.3
2017	Fall	17	757	44.5
2017	Spring	16	743	46.4
2017	Summer	10	442	44.2
2018	Fall	17	748	44.0
2018	Spring	17	786	46.2
2018	Summer	9	278	30.9
2019	Spring	17	736	43.3
2019	Summer	8	287	35.9

6. Consistency Across Instructors

- a. Provide a minimum of one syllabus from each instructor teaching the course in the last two years. Are all the instructors teaching the course meeting the requirements (content, teaching methods, etc.) listed in the course outline?

The attached pdf file contains one syllabus from each instructor teaching the course during academic years 2017 Fall-Spring 2019. All the instructors, including tenure/tenure track faculty and lecturers, teaching the course meet the requirements listed in the course outline. Essentially, all instructors follow very similar syllabi. All textbooks for this course are essentially identical, aside from style, prose, etc. So, all cover the same material. The only difference between sections is the instructor's teaching style, not the material covered.

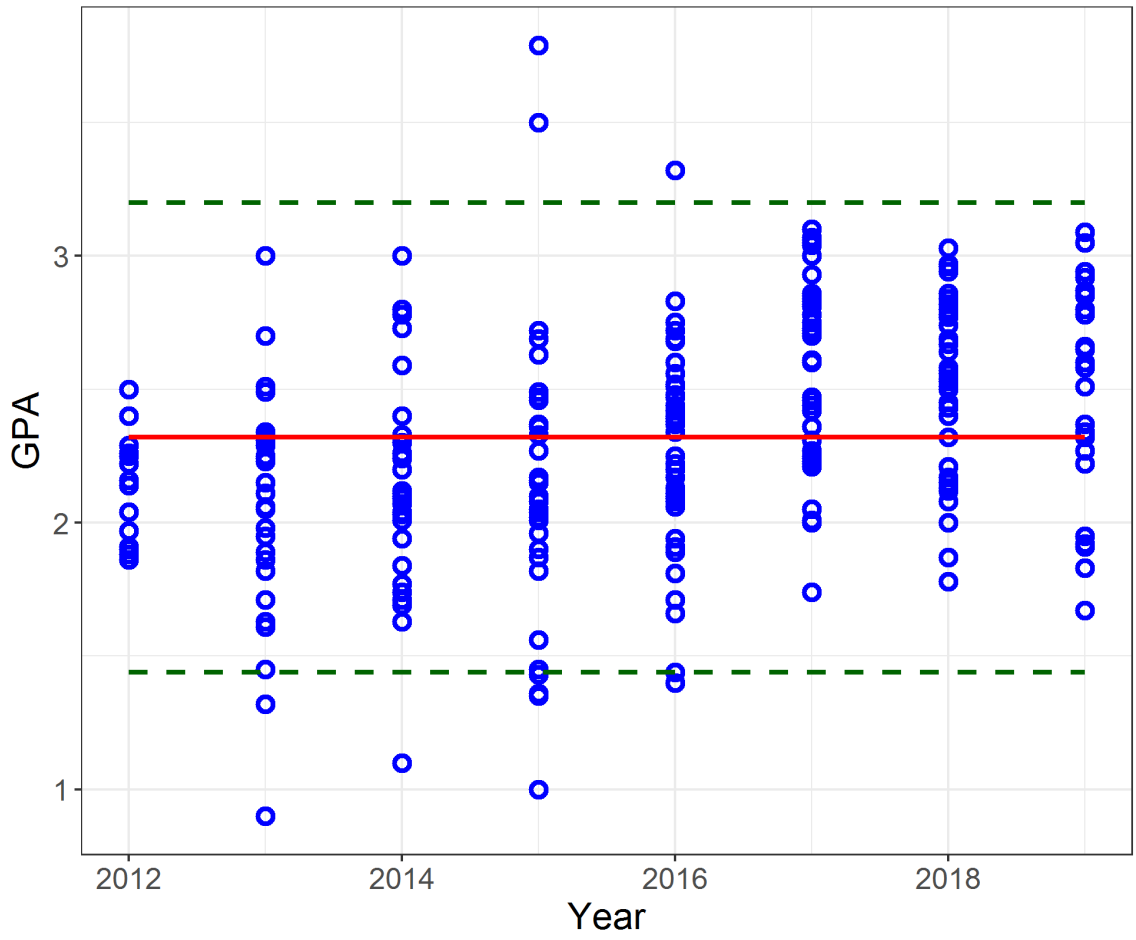
- b. Identify the class GPAs by instructor (list by "Instructor A", "Instructor B", etc.; not by name) over the last two years and determine if there are any outliers.

The following table shows total enrollment, average %DFW, average GPAs by instructor during 2 years Summer 2016 to Fall 2018. As shown in the table, the average GPA for each instructor ranges from 1.55 to 3.03, equivalent to C- to B.

Instructor	Total Enrollment	% DFW	Avg. GPA
K	772	13.9%	2.28
C*	734	5.4%	2.76
A	496	2.3%	3.03
I*	365	8.2%	2.29
F*	306	4.7%	2.62
H	259	13.7%	2.39
E	230	2.6%	2.70
L*	152	19.7%	2.11
G	101	6.9%	2.49
M	92	29.3%	1.83
D	90	2.3%	2.75
B*	89	1.0%	2.82
J*	88	20.6%	2.29
N*	84	37.0%	1.55
Total Enrollment and Average DFW, GPA	3858	9.3%	2.52

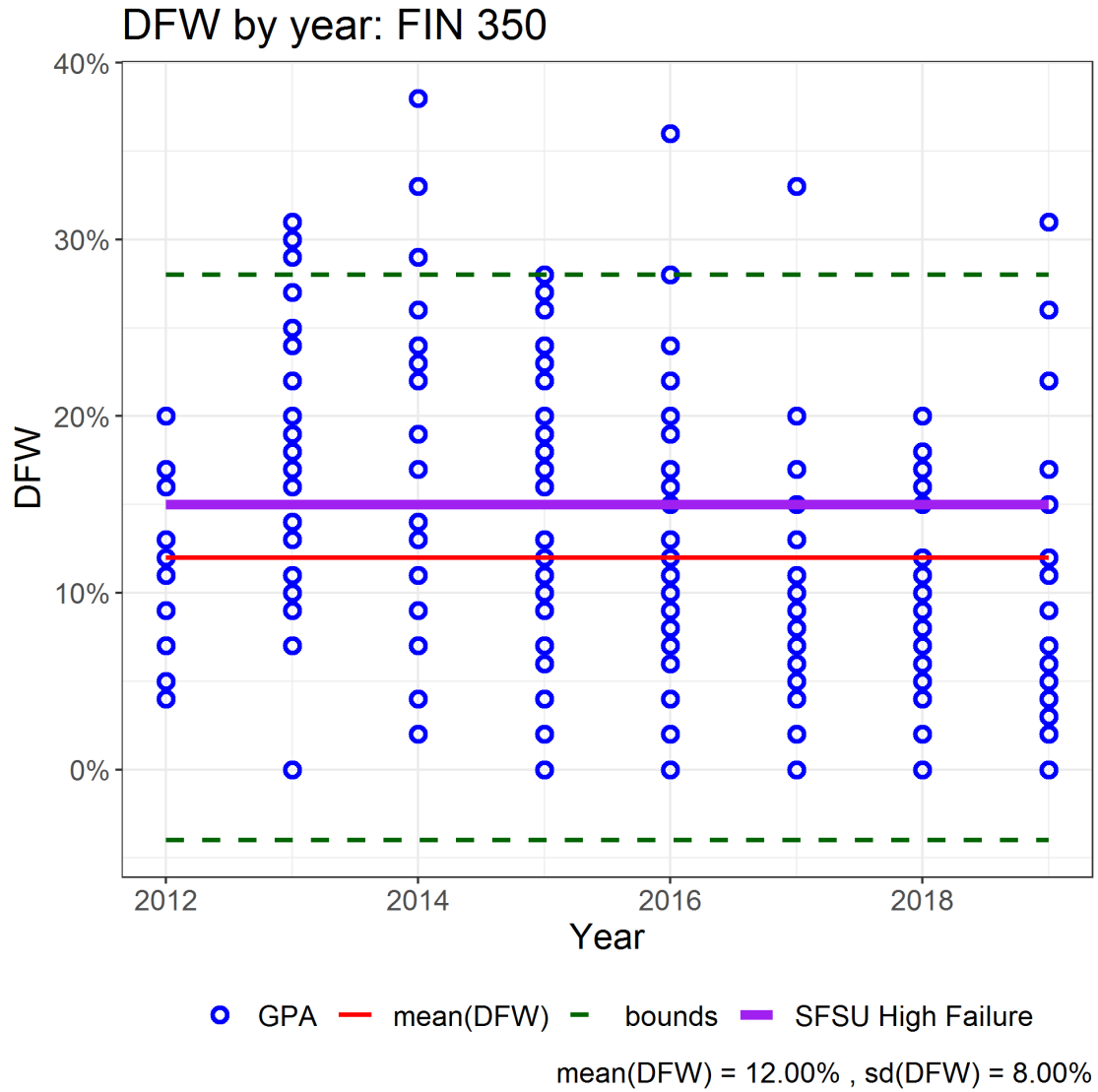
*Denotes full time faculty

GPA by year: FIN 350



○ GPA — mean(GPA) - - bounds

mean(GPA) = 2.32 , sd(GPA) = 0.44



From the above analysis, FIN350 is not a SFSU High Failure class.

Appendix A – Course Outline

FIN 350 – 11/30/2007, AJ

**SAN FRANCISCO STATE UNIVERSITY
COLLEGE OF BUSINESS
COURSE OUTLINE**

COURSE NUMBER AND TITLE

FIN 350 Business Finance

COURSE DESCRIPTION

The course analyzes the sources, methods, and financing decisions used by firms in obtaining and utilizing funds for short- and long-term operations in domestic and international markets, with the ultimate goal of maximizing shareholder wealth.

Prerequisites: grade of C- or better in ACCT 101, ECON 101, DS 110 and DS 212; ISYS 263 or pass computer information systems proficiency test. For non-majors only, ACCT 300 may be substituted for ACCT 100 & ACCT 101, and ECON 305 may be substituted for ECON 100 & ECON 101.

EFFECTIVE DATE

Fall 2007

COURSE OBJECTIVES

The course concentrates on the following seven objectives:

1. For many students FIN 350 provides their only systematic exposure to finance; consequently, the course covers material that is essential to a comprehensive understanding of financial management, specifically the basic concepts of financial analysis, decision-making, and management.
2. To provide students with an understanding of financial concepts and an appreciation of the way the concepts are applied in practice.
3. In recognition that some students will be taking additional courses in finance, Fin 350 also provides a foundation for more advanced courses by identifying basic principles, techniques, and institutional aspects needed for depth.
4. To provide students with a thorough understanding of the relationship between risk and return, after controlling for the time value of money, and the fundamental role this relationship plays as an integrating concept in seemingly diverse finance topics.
5. To integrate such “non-traditional” settings as the public sector, not-for-profit firms, and multi-national firms into discussions of finance topics as appropriate.
6. To assure that all material presented is consistent with current theory;

7. To familiarize students with computer resources, such as finance databases and spreadsheets that are valuable tools in financial analysis and management.

COURSE CONTENT

Core Topics:

- A. The Environment of Financial Decisions (2 weeks)
 - 1. Financial Management and Goals
 - 2. The American Financial System
 - 3. Sources of Financial Information
 - 4. Taxes and Business Organization
 - 5. Spreadsheets and Other Decision-Support Resources

- B. Risk and Return (2 weeks)
 - 1. The Time Value of Money
 - 2. Risk and Value
 - 3. Modern Portfolio Theory
 - Diversification
 - Capital Asset Pricing Model
 - Term Structure
 - Efficient Market Hypothesis
 - 4. Accessing and Analyzing Market Data

- C. Investment, Financing, and Dividend Decision (4 weeks)
 - 1. The Cost of Capital
 - 2. Fundamentals of Capital Budgeting
 - 3. Risk Analysis and Capital Budgeting
 - 4. Financial Decisions and Capital Structure
 - 5. Dividend Policy and Retained Earnings

- E. Financial Analysis (2 weeks)
 - 1. Financial Statement Analysis
 - 2. Break-even Analysis and Leverage
 - 3. Financial Forecasting and Planning
 - 4. Accessing and Analyzing Accounting Data

- Secondary Topics (mix and match at the discretion of the instructor)***

- F. Working Capital Management (1 week)
 - 1. Current Asset Management
 - 2. Short-Term Financing
 - 3. Working Capital Management

- D. Sources of Long-Term Capital (1 week)
 - 1. Raising Long-Term Funds
 - 2. Leasing
 - 3. Common Stock

4. Long-Term Debt and Preferred Stock
 5. Convertibles, Warrants, etc.
- G. Special Topics (3 weeks)
1. Risk Management & Derivatives (Forwards, Futures, Options)
 2. Holding Companies, Mergers, Reorganizations
 2. International Financial Management
 3. Failure, Reorganization, Liquidation

PREREQUISITE KNOWLEDGE

Required: Introductory-level Financial Accounting
Introductory-level Business Mathematics
Computer spreadsheet proficiency
Introductory-level Managerial Accounting
Introductory-level Micro- and Macro-Economics

TEACHING METHODS AND MATERIALS

Methods: The primary methods of instruction include traditional lectures with discussion (i.e., Q & A), in-class problem solving, in-class homework solutions, and in-class integrative case studies. Several in-class exams during the course reinforce concepts and techniques and maybe more open-ended or analytical than multiple-choice or true-false formats.

In addition to the in-class curriculum, a variety of other assignments, requiring problem solving using mathematical and statistical techniques, are interspersed throughout the course. These may include weekly homework assignments from the end-of-the-chapter problems, mini-cases from the textbook or other sources, spreadsheet projects (e.g., MS Excel), weekly quizzes, or projects (e.g., library research, incorporating, Barron's, Business Week, Financial Times, Fortune, Forbes, Wall Street Journal, etc.).

Texts: Brealey, Myers, Marcus, Fundamentals of Corporate Finance, McGraw-Hill Irwin, 5th ed., 2007

Brigham & Houston, Fundamentals of Financial Management Concise Edition, Dryden Press, 5th ed., 2007.

Ross, Westerfield, Jordan, Fundamentals of Corporate Finance, McGraw-Hill Irwin, 8th ed., 2007

Grading: Student performance will be evaluated on one or more of the following criteria: examinations, homework, case studies, projects & class participation.

Appendix B: BSBA Program Learning Goals and Objectives

(Revised December 7, 2012)

- I. Students have basic competencies in business related disciplines.
 - (a) Students will demonstrate the discipline-based knowledge in accounting, economics, finance, information systems, international business, management, marketing, operations, and statistics.
 - (b) Students will demonstrate the ability to integrate the knowledge of different functional areas into effective business solutions.
- II. Students demonstrate effective communication skills.
 - (a) Students will create well-written documents on a business topic;
 - (b) Students will deliver an effective oral presentation on a business topic.
- III. Students demonstrate the ability to analyze business situations.
 - (a) Students will solve business problems using appropriate quantitative and analytical techniques and technologies;
 - (b) Students will demonstrate the ability to identify and analyze alternatives in a business context;
 - (c) Students will demonstrate the ability to articulate and defend a course of action.
- IV. Students develop team skills that facilitate achievement of organizational goals.
 - (a) Students will work effectively in culturally and ethnically diverse teams demonstrated by the ability to contribute to the team's performance, interact positively with teammates, keep the team on track, maintain high standards for team performance, and by having the necessary knowledge, skills, and abilities to help the team succeed.
- V. Students understand the ethical issues related to the operation of business including sustainability.
 - (a) Students will identify key concepts in business ethics;
 - (b) Students will recognize the ethical dilemmas in specific business cases;
 - (c) Students will analyze how ethical issues can affect the interests of different stakeholders;
 - (d) Students will propose a business solution to the ethical dilemmas;
 - (e) Students will be aware of sustainability issues in business.
- VI. Students understand the issues related to the operation of global business
 - (a) Students will recognize the relevant global issues including legal, political, social and cultural factors in specific management situations;
 - (b) Students will analyze the impact of the global issues such as legal, political, social and cultural factors in specific management situations;
 - (c) Students will demonstrate the ability to propose business solutions based on the analysis of global issues including legal, political, social and cultural factors.

Appendix C1 – Rubric for Analysis of Business Problems

Rubric for Analysis of Business Problems

Date: _____

Rater: _____

Course: _____

Student: _____

TRAIT	Unacceptable	Acceptable	Exemplary
Problem Identification	Has no or a vague idea of what the problems are.	Identifies at least one main problem facing the organization.	Clearly identifies all pertinent problems facing the organization.
Facts and Data Generation/ Collection	Identifies few potentially relevant facts, collects some data on them.	Identifies a number of potentially relevant facts, collects some data on them.	Identifies a number of potentially relevant facts, collects extensive data on each of them.
Analysis of the Data	Confusing/inadequate interpretation of facts and data.	Proper interpretation of facts, inadequate distinction between relevant and irrelevant data.	Proper interpretation of facts and data collected, separates relevant from irrelevant data.
Integration of Facts and Data	Fails to apply frameworks covered in class to integrate the data and facts.	Uses some frameworks covered in class to integrate the data and interpret the relevant facts.	Use the most appropriate frameworks covered in class to integrate the data and interpret the relevant facts.
Coming up with Alternative Solutions to the Problem	Identifies some alternatives, poor articulation of their potential consequences and trade-offs.	Clarifies at least two alternatives and predicts their associated consequences.	Clarifies a number of alternatives and evaluates the pluses and minuses of each alternative in terms of costs and consequences.
Making Recommendations	Recommendations fail to address the main problems.	Recommendations address the main problems but are not feasible given the current state of the organization.	Recommendations address the main problems and are feasible given the current state of the organization.

Appendix C2 – Rubric for Quantitative Skills

Rubric for Quantitative Skills

Date: _____

Rater: _____

Course: _____

Student: _____

TRAIT	Unacceptable	Acceptable	Exemplary
Identification of problem	Unable to determine correct chart or model; or correct method chosen but inconsistent reason provided.	Correct chart or model chosen, but student unable to articulate reason sufficiently to demonstrate full understanding.	Correct chart or model chosen, and student articulates reason clearly and convincingly.
Execution Analysis and Solving	Student uses wrong formula for her/his choice of chart or model; or makes more than 1 mistake in parameters or calculations.	Student uses the right formula and makes at most 1 mistake in parameter values or other execution (such as failing to truncate negative control limits at 0).	Student uses the correct formula and parameter values and performs all calculations correctly.
Conclusion Interpretation and Communication	Student mis-identifies answer or correctly identifies it but justifies it with the wrong conclusion	Right conclusion reached, but student unable to sufficiently articulate reason to demonstrate full understanding	Student identifies answer correctly and supports conclusion with relevant evidence