

**AACSB
ASSURANCE OF LEARNING**

**Master of Finance**

**LEARNING GOAL # 1**

**Students will communicate effectively in oral and written presentations.**

**Responsibility: Suman Banerjee**

May 2019

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# 1. INTRODUCTION: LEARNING GOAL #1

**Goal: Our students will communicate effectively in written and oral presentations.**

*Objective 1: Students will be able to write effectively*

*Objective 2: Students can deliver presentations effectively.*

A major educational objective of the School of Business at Stevens is to ensure that all of our graduates have effective written and oral communications skills.

While many of our students have strong communications skills, other students, especially foreign students, need special training in this area. In the past, all academic programs and individual instructors have made an effort to assess and improve the communications skills of their students. An advantage of the AACSB assessment process is that it helps us take a more organized and uniform approach to achieving this crucial educational objective.

This goal is assessed in the course FIN 629 Fixed Income offered in the spring term

# 2. LEARNING OBJECTIVES AND TRAITS

|  |  |
| --- | --- |
| **MFIN - 1** | **Learning Goal, Objectives and Traits** |
| **GOAL** | Our students will communicate effectively in writing and oral presentations. |
| **Learning Objectives** |  |
| **Objective 1:** | *Students will be able to write effectively* |
| **Traits** |   |
| Trait 1: | Logical flow |
| Trait 2: | Grammar and sentence structure |
| Trait 3: | Spelling and word choice |
| Trait 4: | Development of ideas |
| **Objective 2:** | *Students will be able to deliver presentations effectively* |
| **Traits** |   |
| Trait 1: | Organization and logic |
| Trait 2: | Voice and body language |
| Trait 3: | Use of slides to enhance communication |
| Trait 4: | Ability to answer questions |
| Trait 5: | Content |

# 3. RUBRICS

|  |
| --- |
|  **MFIN GOAL - 1: RUBRIC 1**  |
| **GOAL** | **Our students will communicate effectively in writing and oral presentations.** |
| **Objective 1** | *Students will be able to write effectively* |   |   |   |
|   | **Trait** | **Poor** | **Good** | **Excellent** | **Score** |
|   | **Value** | **0** | **5** | **10** |  |
| Trait 1: | Logical flow | Unclear introduction or conclusion. Does not use a sequence of material to lead reader through the paper. Draws illogical conclusions | Develops ideas through effective use of paragraphs, transitions, opening & concluding statements. Generally well structured to suggest connection between sub-topics. | Maintains clear focus, uses structure to build the paper's conclusions. Presents analysis using sequence of ideas, clarity of flow and continuous voice or point of view. |   |
| Trait 2: | Grammar and sentence structure | Frequently uses inappropriate grammar and incomplete or poorly structured sentences which interfere with comprehension. | Generally complies with standard English and grammar and sentence usage. | Sophisticated use of English language, using varied sentence structured, phrasing and cadence. Grammar is error-free |   |
| Trait 3: | Spelling and word choice | Frequent misspellings. Poor or limited choice of words for expression ideas. | Has proofread or checked spelling, and uses vocabulary correctly. Minor errors. | Demonstrates good use of words to support written expression of topic. Spelling is error-free. |   |
| Trait 4: | Development of ideas | Many unsupported statements offered. Uses flawed or unclear reasoning. | Most statements supported, ideas explained with examples and written with sufficient explanation. | Shows thoughtful reasoning and explores alternatives. Uses existing, supported ideas to develop well-formed, readable output. |   |

**Criterion: Does not meet expectations: 0 – 20; Meets: 21-30; Exceeds: 31-40**

|  |
| --- |
| **MFIN GOAL - 1: RUBRIC 2**   |
| **GOAL** | **MFIN - 1: Our students will communicate effectively in written and oral presentations.** |
| **Objective 2** | *Students can deliver presentations effectively.* |   |
|   | **Trait** | **Poor** | **Good** | **Excellent** | **Score** |
|   | **Value** | **0** | **5** | **10** |  |
| Trait 1: | Organization and logic | Fails to introduce topic, no evidence of or poor logical flow of topic, does not manage time. | Prepares listeners for sequence and flow of topic. Loses place occasionally. Maintains pace, without need to rush. | Engages listeners with overview, guides listeners through connections between sections, uses time to good effect. |   |
| Trait 2: | Voice and body language | Cannot be heard well due to volume, mumbling, speed, rote delivery, heavily accented English. Turns away from audience or uses distracting gestures, such as scratching or tugging clothing. | Clear delivery with well-modulated voice and self-carriage. | Exemplary delivery, using voice and gestures as part of medium. Uses vocal and physical resources to aid in communicating topic. |   |
| Trait 3: | Use of slides to enhance communications | Misspelled, too busy, too many slides for allotted time, poor use of graphics like charts. | Readable, containing reasonable amount of material per slide, good use of graphics or illustrations | Well written and designed, used as support to verbal content presentation. |   |
| Trait 4: | Ability to answer questions | Does not answer questions that are asked | Responds to questions well and provides sufficient response | Responds convincingly and addresses all aspects of question. Knows own material thoroughly. |   |
| Trait 5: | Content | Does not satisfy assignment requirements. Misuses theory or selects poor examples. | Provides good analysis of subject, satisfying intent of assignment and demonstrating knowledge. | Shows evidence of strong research and highly competent use of analyses to reach conclusions and recommendations. |   |
|  **Criterion: Does not meet expectations: 0 – 20; Meets: 21-40 ; Exceeds: 41-50** |

# 4. ASSESSMENT PROCESS

*Objective 1*

|  |  |  |
| --- | --- | --- |
| **Where & when measured?** | **How measured?** | **Criterion** |
| Course-embedded detailed case-report and presentation in course *FIN 629 Fixed Income.*Assessed in the Spring semester each year. | Description: in-class presentations are graded by course owners and aggregated to obtain a total score.Sampling: 100% of the students in the MFIN program are assessed. | 85% of students get a grade of GOOD or better as measured by the rubric for this learning goal |

*Objective 2*

|  |  |  |
| --- | --- | --- |
| **Where & when measured?** | **How measured?** | **Criterion** |
| Course-embedded detailed case-report and presentation in course *FIN 629 Fixed Income.*Assessed in the Spring semester each year. | Description: in-class presentations are graded by course owners and aggregated to obtain a total score.Sampling: 100% of the students in the MFIN program are assessed. | 85% of students get a grade of GOOD or better as measured by the rubric for this learning goal |

# 5. RESULTS OF LEARNING GOAL ASSESSMENT – INTRO

No learning goal assessment has been carried out to date according to the following structure.

**Explanation**

Each learning goal has a number of learning objectives and performance on each objective is measured using a rubric that in turn contains a number of desired “traits”. Students are scored individually on each trait.

The grading sheets for each student are used to develop a Summary Results Sheet for each learning goal objective. A selection of these Summaries is included below.

The first table in the Summary Results Sheet for a learning objective and trait gives the counts of students falling in each of the three categories:

- Does not meet expectations
- Meets expectations
- Exceeds expectations

The right-hand column in the table is used to record the average score of the students on each trait. This table provides an indication of the relative performance of students on each trait.

The second table on each sheet provides the counts of students who fall in each of the above three categories for the overall learning objective.

The person doing the assessment provides explanatory comments and recommendations on the bottom of the Results Summary Sheet. The recommendations improve content or pedagogy changes for the next time the course is given.

# 6. RESULTS OF ASSESSMENT – SPRING 2017

**First assessment: Spring 2017**

**LEARNING GOAL MFIN 1: Goal: Our students will communicate effectively in written and oral presentations.**

*Objective 1: Students will be able to write effectively*

**ASSESSMENT DATE: 5/03/2017 ASSESSOR: Suman Banerjee/Zachary Balog**

**NO. OF STUDENTS TESTED: 16 COURSE: FIN 629-A**

|  |  |  |
| --- | --- | --- |
|  | **Number of Students** |  |
| **Learning Goal Traits** | **Not Meet Expectations**  | **Meet Expectations**  | **Exceed Expectations**  | **Avg. Grade on Trait** |
| 1. Logical flow
 | 2 | 10 | 4 | 7.25 |
| 1. Grammar and sentence structure
 | 0 | 5 | 11 | 9 |
| 1. Spelling and word choice
 | 0 | 1 | 14 | 9.1 |
| 1. Development of ideas
 | 3 | 6 | 7 | 8.95 |
| **Average Grade (Maximum 10)** | **8.575** |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Not meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **Total Students by Category(Based on Average score across all traits)** | **2** | **5** | **9** |
| **Students meeting or exceeding expectations:** | **87.5%** |

**COMMENTS:**

*Students enrolled in my course continue to perform at or above expectations in the delivery of written presentations. Although certain issues continue to plague the group overall (such development of ideas) the fundamentals of clear logical flow and choice of words were firmly in evidence. Learning objective #2 is more challenging for the students than #1 indicating the difficulties in teaching students to think strategically.*

**REMEDIAL ACTIONS:** *Next semester I will introduce creative problem solving techniques to help the student practice thinking strategically****.***

*Objective 2: Students can deliver presentations effectively.*

**ASSESSMENT DATE: 05/03/2017 ASSESSOR: Suman Banerjee/Zachary Balog**

**NO. OF STUDENTS TESTED: 16 COURSE: FIN 629-A**

|  |  |  |
| --- | --- | --- |
|  | **Number of Students** |  |
| **Learning Goal Traits** | **Not Meet Expectations**  | **Meet Expectations**  | **Exceed Expectations**  | **Avg. Grade on Trait** |
| 1. Organization and logic
 | 0 | 11 | 5 | 8.35 |
| 1. Voice and body language
 | 0 | 8 | 8 | 8.9 |
| 1. Use of slides to enhance communication
 | 0 | 2 | 14 | 9.4 |
| 1. Ability to answer questions
 | 1 | 0 | 15 | 9.28 |
| 1. Content
 | 0 | 2 | 14 | 9.0 |
| **Average Grade (Maximum 10)** | **8.986** |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Not Meet Expectations**  | **Meet Expectations**  | **Exceed Expectations**  |
| **Total Students by Category** (Based on Average score across all traits) | **1** | **5** | **10** |
| **Students meeting or exceeding expectations:** | **93.75%** |

**COMMENTS:**

*A large majority of students in the Master of Finance program were at or above expectations in their overall ability to deliver oral presentations. Scores for Organization and Logic were universally high, but this is likely attributable to the fact that they often model similar presentations done by the instructor. Similarly, time management and Q&A were often not a major factor. The largest variances occurred in the areas of voice quality, physical presence and the slides themselves. Some students are more natural “performers” and some clearly rehearsed more than others. Body language was generally professional, but eye contact was a major issue for some speakers. The quality of the slides varied significantly from group to group, but in most cases the students recognized the flaws in their slides once they were pointed out.*

**REMEDIAL ACTIONS:**

*Perhaps more than with any other kind of business communication, the key to improving public speaking ability is practice. Of course, students can and should rehearse their presentations before they deliver them, but this also means that students should push themselves to speak publicly at every opportunity, not just when it is required by an academic exercise.**I will continue to bring new creative and innovative thinking techniques into the course and use these exercises to stimulate student thinking.*

# 7. RESULTS OF ASSESSMENT: FALL 2017

**LEARNING GOAL #1:***Our students will communicate effectively in written and oral communications.*

**LEARNING OBJECTIVE #1:***Students will be able to write effectively.*

**ASSESSMENT DATE:***December 2017*

**ASSESSOR:***Pelphrey, Kephart, Hardin*

**NUMBER OF STUDENTS & COURSE:***4 Students – MGT 609, BIA 650, MGT 635*

|  |  |  |
| --- | --- | --- |
|  | **Number of Students** |  |
| **Learning Goal Traits** | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** | **Average Grade** |
| 1: Logical flow | **0** | **3** | **1** | **6.5** |
| 2: Grammar & Sentence Structure | **0** | **4** | **0** | **4.5** |
| 3: Spelling & word choice | **1** | **3** | **0** | **5.8** |
| 4: Development of ideas | **0** | **3** | **1** | **6.8** |
| **Average Grade (Out of 10) =** | **5.9** |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **Total Students by Category***(Based on average score across all traits)* | **1** | **2** | **1** |

**COMMENTS:**

*The majority of students in this program continue to meet or exceed expectations in their writing. The documents are generally clearly developed and writers continue to use supporting evidence effectively in creating their arguments. As many of these students are non-native English speakers, word- and sentence-level issues continue to be the largest source of problems. Grammar errors and overall inconsistencies in writing style and are also present, and reflect a deficiency in the ability to proofread and recognize certain repeated writing issues.*

**REMEDIAL ACTIONS:**

*Writers are strongly encouraged to seek assistance from the Writing & Communication Center on campus to refine and improve their proofreading abilities. Recognizing common errors is the first (and most crucial) step to addressing them. Allowing students extra class time to submit their documents for peer review would also be helpful. Wherever possible, instructors should give out samples of documents (both academic and professional) to model professional-level writing for all students.*

**LEARNING OBJECTIVE #2:***Students will be able to deliver presentations effectively.*

**ASSESSMENT DATE:***December 2017*

**ASSESSOR:***Middleton, Balog, Pelphrey, Whitney, Stein*

**NUMBER OF STUDENTS & COURSE:***7 Students – MGT 609, BIA 650, FIN 623*

|  |  |  |
| --- | --- | --- |
|  | **Number of Students** |  |
| **Learning Goal Traits** | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** | **Average Grade** |
| 1: Organization & Logic | **0** | **5** | **2** | **6.1** |
| 2: Voice Quality | **0** | **5** | **2** | **5.8** |
| 3: Physical Presence | **0** | **7** | **0** | **4.6** |
| 4: Use of Slides to Enhance Comm | **0** | **7** | **0** | **5.0** |
| 5: Transitions, Time Mgt, Q&A | **0** | **6** | **1** | **6.5** |
| **Average Grade (Out of 10) =** | **5.6** |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **Total Students by Category***(Based on average score across all traits)* | **0** | **7** | **0** |

**COMMENTS:**

*Most of the students met or exceeded expectations for presenting this semester. The strongest areas continue to be Organization and Logic. This is likely due to the fact that they are given examples of successful pitches in class and model their own pitches on them. Traits 2, 3 and 4 continue to vary (sometimes wildly) from group to group. Different levels of speaking comfort and experience led to wide variations in #2. All students should take every opportunity to speak publicly in order to get more comfortable with the process. Poor and inconsistent eye contact continues to be a problem. In slide creation, the biggest issues were small text size and slides cramped with tables and other data. These are due, at least in part, to students mimicking sample presentations, and so it is recommended that instructors be more aware of pointing out these problems when giving out samples in class.*

**REMEDIAL ACTIONS:**

*As mentioned above, faculty should be aware of the pros and cons of giving out presentation examples to students. They tend to copy what they see, both the good and the bad. Faculty can also make an explicit distinction between what they require in an academic presentation, and the different expectations that may come into play when preparing a presentation for external stakeholders.*

# 8. RESULTS OF ASSESSMENT: FALL 2018

**LEARNING GOAL #1:***Our students will communicate effectively in written and oral communications.*

**LEARNING OBJECTIVE #1:***Students will be able to write effectively.*

**ASSESSMENT DATE:***Dec 2018*

**ASSESSOR:***Hardin, Kephart, Minsloff, Mendez-Booth*

**NUMBER OF STUDENTS & COURSE:***5 Students – MGT 609, BIA 650, EMT 635, MGT 635, FE 800*

|  |  |  |
| --- | --- | --- |
|  | **Number of Students** |  |
| **Learning Goal Traits** | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** | **Average Grade** |
| 1: Logical flow | **0** | **4** | **1** | **6.4** |
| 2: Grammar & Sentence Structure | **1** | **4** | **0** | **4.4** |
| 3: Spelling & word choice | **0** | **5** | **0** | **5.0** |
| 4: Development of ideas | **1** | **3** | **1** | **5.2** |
| **Average Grade (Out of 10) =** | **5.3** |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **Total Students by Category***(Based on average score across all traits)* | **2** | **3** | **0** |

**COMMENTS:**

*Students overall continue to perform better in the technical/sentence-level aspects of writing. Sentences are generally clear and word choice is appropriate for the type of document. Scores tended to be slightly lower in the areas of developing cohesive arguments and supporting points with specific details and facts. Some of this is attributed to the types of documents we assess, which often rely more on recounting information than developing new ideas. However, some of this may be caused by the students not fully grasping the distinction between stating an opinion and supporting an argument.*

**REMEDIAL ACTIONS:**

*Given the comments above, it is recommended that faculty read student work with a specific eye toward developing arguments and providing support. Point out were students are presenting their interpretation of data as facts, or when they are making arguments without providing supporting data. This may require rethinking the writing assignments within class, or possibly creating new assignments which can highlight these issues and force students to develop these skills.*

**LEARNING OBJECTIVE #2:***Students will be able to deliver presentations effectively.*

**ASSESSMENT DATE:***December 2018*

**ASSESSOR:***Middleton, Whitney, Pelphrey, Balog, Stein*

**NUMBER OF STUDENTS & COURSE:***12 Students – BIA 650, MGT 609, FE 800*

|  |  |  |
| --- | --- | --- |
|  | **Number of Students** |  |
| **Learning Goal Traits** | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** | **Average Grade** |
| 1: Organization & Logic | **0** | **0** | **10** | **8.2** |
| 2: Voice Quality | **0** | **12** | **0** | **6.7** |
| 3: Physical Presence | **0** | **9** | **3** | **6.3** |
| 4: Use of Slides to Enhance Comm | **0** | **12** | **0** | **6.0** |
| 5: Transitions, Time Mgt, Q&A | **0** | **12** | **0** | **7.0** |
| **Average Grade (Out of 10) =** | **6.8** |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **Total Students by Category***(Based on average score across all traits)* | **0** | **8** | **4** |

**COMMENTS:**

*The large majority of students across all of these groups continue to perform at or above expectations in delivering oral presentations. While there is clear variation of style and comfort levels, as well as challenges presented by English Language Learners, almost everyone presents in a professional way. The biggest challenge to the students seems to be breaking out of the restrictive Powerpoint style and finding a way to present their information in a unique, interesting and compelling way. Judging by the general similarity of slide layouts across groups, it can be assumed that most groups are mirroring samples provided by the instructor. What is necessary to pass a course, may not work in all professional environments. Also, since some groups are now presenting remotely it is impossible to assess their physical presence. And there are so many groups presenting that Q&A (a critical component in a “real” presentation( is often abandoned due to time demands.*

**REMEDIAL ACTIONS:**

*It is recommended that faculty focus more attention on the visual representation of class data and include this as a component of the final project grade. Faculty can also provide additional opportunities for oral presentation during the semester (even if these are done in smaller groups) and to encourage peer feedback. Allowing time for a brief Q&A after each presentation would also be greatly beneficial.*

# 9. RESULTS OF ASSESSMENT: SPRING 2019

**LEARNING GOAL #1:**
*Our students will communicate effectively in written and oral communications.*

**LEARNING OBJECTIVE #1:**
*Students will be able to write effectively.*

**ASSESSMENT DATE:**
*May 2019*

**ASSESSOR:**
*Kephart, Pelphrey*

**NUMBER OF STUDENTS & COURSE:**
*20 Students – FIN 629*

|  |  |  |
| --- | --- | --- |
|  | **Number of Students** |  |
| **Learning Goal Traits** | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** | **Average Grade** |
| 1: Logical flow | 3 | 9 | 8 | 6.2 |
| 2: Grammar & Sentence Structure | 3 | 16 | 1 | 4.5 |
| 3: Spelling & word choice | 3 | 10 | 7 | 5.5 |
| 4: Development of ideas | 3 | 14 | 3 | 5.4 |
| **Average Grade (Out of 10) =** | 5.4 |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **Total Students by Category***(Based on average score across all traits)* | 3 | 14 | 3 |

**COMMENTS:**

*Students this spring continue the trend of struggling (at times) with developing and supporting arguments. Students often try to overwhelm with data and detail, rather than crafting compelling support. Sentence-level aspects seem to at a higher level, which is attributable to many factors, but some is likely due to the increase in resources (live and online) which can point out errors in word usage and grammar and suggest fixes. Even with these challenges, a majority of students continue to perform at or above expectations.*

**REMEDIAL ACTIONS:**

*The two primary recommendations are to craft assignments that require students to produce and support compelling arguments, and to encourage them to use in-person resources (Writing & Communications Center) and online resources to continue to hone their craft and improve their writing.*

**LEARNING OBJECTIVE #2:**
*Students will be able to deliver presentations effectively.*

**ASSESSMENT DATE:**
*May 2019*

**ASSESSOR:**
*Stein*

**NUMBER OF STUDENTS & COURSE:**
*25 Students – FIN 629*

|  |  |  |
| --- | --- | --- |
|  | **Number of Students** |  |
| **Learning Goal Traits** | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** | **Average Grade** |
| 1: Organization & Logic | 0 | 7 | 18 | 7.8 |
| 2: Voice Quality | 0 | 17 | 8 | 6.4 |
| 3: Physical Presence | 2 | 19 | 4 | 5.2 |
| 4: Use of Slides to Enhance Comm | 4 | 21 | 0 | 5.2 |
| 5: Transitions, Time Mgt, Q&A | 0 | 22 | 3 | 6.0 |
| **Average Grade (Out of 10) =** | 6.1 |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **Total Students by Category***(Based on average score across all traits)* | 0 | 21 | 4 |

**COMMENTS:**

*Oral presentations continue to be generally strong in this group, with overall development of content being clear and compelling. Students are generally professional in their demeanor, aware of working within time constraints, and display strong verbal abilities. The areas that need work across many of the students is maintianing eye contact and engagement with the audience, using small (and in some cases unreadable) text on slides and charts, and often weak or absent transitions betweek speakers.*

**REMEDIAL ACTIONS:**

*Faculty should encourage students to practice in class (perhaps setting aside time for trial runs) to make sure they engage the audience. It would also be preferred to ask the audience to close their laptops and focus on the speakers to encourage them to reciprocate. Beyond that, faculty could create a style guide (with font size minimums, for example) to help the students adhere to best practices.*

# 10. Outcomes from Previous Assessments:

Spring 2017:

*The overall results documented by my first evaluation shows strong outcome. Students showed keen interest in learning the major paradigms of financial economics in general and fixed income analysis in specific. During the lectures, they demonstrated desirable participation and complete mental alertness as demonstrated by the evaluation outcome. The focus continues to be needed on trait 4 of objective #1 and trait 1 of objective #2. I will provide creative assignment to help improve students’ “organization and logic” and introduce interesting practical problems to help them “develop research ideas.”*

# 11. Close Loop Process – Continuous Improvement Record:

**Assurance of Learning**

**Assessment/Outcome Analysis**

**Close Loop Process - Continuous Improvement Record**

**Program:** Master of Science in Finance

**Goal 3:** Students will be able to formulate and articulate plans to align business and IT

**Goal Owner:** Suman Banerjee

**Where Measured:** Course-embedded analysis assignment in required course *FIN 629-A Fixed Income Analysis.* Assessed in spring semester each year.

**How Measured:** Sampling: Sample of FIN 629-A students from one section of course taught in Spring 2017: Individual written project also presented individually in class.

**Closing the Loop: Actions taken on specific objectives**

|  |  |
| --- | --- |
| **When Assessed** | *Spring 2019* |
| **Remedial Action** | *Students did significant improvement even after taking into account that this time although the class size of 30 was quite big. In analyzing the raw data in Spring semester 2019, I observed quite a few high scores in the first trait of Objective #1, Objective #2 and last trait of Objective #3 particularly in the areas of “logical flow” and “organization.” I believe the students better understood the objective of the presentation. I will do more research and thinking to find compelling information in these areas and present in a more intuitive way. I am planning to make the students do a midterm presentations as well. I will arrange for few more presentations to improve the body language.**The macro findings documented by the evaluation process shows strong signs of significant improvement. Students showed keen interest in learning the major paradigms of financial economics in general and fixed income analysis in specific. During the lectures, they demonstrated desirable participation and complete mental alertness as demonstrated by the evaluation outcome. The focus continues to be needed on trait 4 of objective #1 and trait 1 of objective #2. I will further provide relatively more creative assignment to help improve students’ “organization and logic” and introduce interesting practical problems to help them “develop research ideas.” I will make candid communication a key aspect of class participation. I believe we have made a big stride but we will make further push to make the classroom experience even better.* |
| **Outcome from previous assessment** |  |
| **When Assessed:** | *Fall 2018* |
| **Remedial****Action** | *Given the comments above, it is recommended that faculty read student work with a specific eye toward developing arguments and providing support. Point out were students are presenting their interpretation of data as facts, or when they are making arguments without providing supporting data. This may require rethinking the writing assignments within class, or possibly creating new assignments which can highlight these issues and force students to develop these skills.* |
| **When Assessed:** | *Fall 2017* |
| **Remedial****Action** | *OBJECTIVE 1: Writers are strongly encouraged to seek assistance from the Writing & Communication Center on campus to refine and improve their proofreading abilities. Recognizing common errors is the first (and most crucial) step to addressing them. Allowing students extra class time to submit their documents for peer review would also be helpful. Wherever possible, instructors should give out samples of documents (both academic and professional) to model professional-level writing for all students.* |
| **Outcome from previous assessment:** |  |
|  | *OBJECTIVE 2* |
| **When Assessed:** | *Spring 2019* |
| **Remedial****Action** | *Faculty should encourage students to practice in class (perhaps setting aside time for trial runs) to make sure they engage the audience. It would also be preferred to ask the audience to close their laptops and focus on the speakers to encourage them to reciprocate. Beyond that, faculty could create a style guide (with font size minimums, for example) to help the students adhere to best practices.* |
| **Outcome from previous assessment** |  |
| **When Assessed:** | *Fall 2018* |
| **Remedial****Action** | *It is recommended that faculty focus more attention on the visual representation of class data and include this as a component of the final project grade. Faculty can also provide additional opportunities for oral presentation during the semester (even if these are done in smaller groups) and to encourage peer feedback. Allowing time for a brief Q&A after each presentation would also be greatly beneficial.* |
| **When Assessed:** | *Fall 2017* |
| **Remedial****Action** | *OBJECTIVE 2: Faculty should be aware of the pros and cons of giving out presentation examples to students. They tend to copy what they see, both the good and the bad. Faculty can also make an explicit distinction between what they require in an academic presentation, and the different expectations that may come into play when preparing a presentation for external stakeholders.* |
| **Outcome from previous assessment:** |  |

|  |  |
| --- | --- |
| **When Assessed** | *Spring 2017* |
| **Remedial Action** | *In analyzing the raw data in Spring semester 2017, I observed quite a few low scores in the first trait of Objective #1 and last trait of Objective #2. I believe this is because the assignment was not fully understood by the students. I will take more steps to improve the understanding of the assignment when it is given next Spring. Because “Development of Ideas” and “Organization and Logic” are extremely important areas of learning, I will do more research and thinking to find compelling information in these areas and present in a more intuitive way.* |
| **Outcome from previous assessment** | NA |

# APPENDIX A: ASSESSMENT EXERCISE

The main evaluation of this goal is based on the individual contribution to a group project. The project will focus on the analysis of a business case requiring participants to run financial analyses, simulation and prepare a final recommendation to a relevant stakeholder. Students are expected to use methodologies reviewed in class, prepare a written 2,3 pages report (professionally formatted) with the outline of the problem the drivers and the proposed solution. Additionally groups will support the in-class presentation with slides and spreadsheets..

The final report must include at least the following sections:

* Problem
* Analysis
* Recommendation