Stevens Institute of Technology

School of Business

**AACSB  
ASSURANCE OF LEARNING**

**Master of Science in Financial Engineering (FE)**

**LEARNING GOAL # 2**

**Our students will interact effectively in teams.**

Responsibility: Pape Ndiaye

First Assessment of the new AOL Cycle

Spring 2022

May 2022

**Table of Contents**

1. INTRODUCTION: LEARNING GOAL #2 3

2. LEARNING OBJECTIVES AND TRAITS 4

3. RUBRICS 5

4. ASSESSMENT PROCESS 6

5. RESULTS OF LEARNING GOAL ASSESSMENT - INTRODUCTION 7

6. Assessment Spring 2022: 8

A. The direct measurement is the written assignment 8

B. A indirect measurement is use periodically 8

7. Outcomes from Previous Assessments: 11

8. Close Loop Process – Continuous Improvement Record 12

# 1. INTRODUCTION: LEARNING GOAL #2

*Students will demonstrate an understanding of effective interaction in teams.*

This goal is assessed in *FE 630 Portfolio Theory and Applications*, which is a required core course in the FE curriculum. The assessment process described here applies to students in all School of Business degree programs.

FE630 students complete an assessment to determine their performance in groups.

FE630 students work in the same team for their final project over a 3 weeks period to build, back-test and evaluate and compare prototypes of investment strategies. Team members complete a team assessment of their peers similar to a 360-degree evaluation. The assessment, which is reliable and valid, is completed through a survey monkey tool. The collected data is imported the data into an excel file and used to compute averages for each team and members on key teamwork behaviors.

The current version of the course uses a final in the last weeks on the class to simulate a situation familiar in the industry where people have to collaborate intensively over short periods to deliver a proof of concept, so understanding effective interaction in teams is a key to the team’s success. One key goal here is to help the student understand how they can contribute to the team in terms of facilitating task management and facilitating relationship building, which the teamwork assessment captures. The feedback from the assessment enables the students to understand what behaviors they can develop to become more effective team members.

In addition, there are specific competencies that are needed in teamwork that this goal will address. The skills that are targeted are task management skills, and relationship management skills. Task management skills include: clarifying roles and responsibilities of others; suggesting new approaches to solving problems; defining task priorities for work sessions and or projects. Relationship management skills include: working towards solutions and compromises that are acceptable to all involved; reinforcing the contributions of others; encouraging ideas and opinions even when they differ from his/her own.

# 2. LEARNING OBJECTIVES AND TRAITS

Task management and Relationship management are captured the two following objectives below, each corresponding to a specific set of skills

|  |  |
| --- | --- |
| **Objective 1:** *Students will be able to facilitate task accomplishment within the context of project teams.* | |
| **Traits** |  |
| Trait 1: | Anticipates problems and develops contingency plans |
| Trait 2: | Recognizes interrelationships among problems and issues |
| Trait 3: | Suggests new approaches to solving problems |
| Trait 4: | Organizes information into meaningful categories |
| Trait 5: | Helps others to draw conclusions from the facts |
| Trait 6: | Defines task priorities for work sessions and or overall projects |
| Trait 7: | Ensures that goals are understood by all |
| Trait 8: | Clarifies roles and responsibilities of others |
| Trait 9: | Reviews progress throughout work sessions/life of a project |
| Trait 10: | Summarizes the team's position on issues |
| **Objective 2:** *Students will be able to facilitate relationship building within the context of project teams.* | |
| **Traits** |  |
| Trait 1: | Conveys interest in what others are saying |
| Trait 2: | Encourages ideas and opinions even when they differ from his/her own |
| Trait 3: | Works towards solutions and compromises that are acceptable to all involved |
| Trait 4: | Shares credit for success with others |
| Trait 5: | Cooperates with others |
| Trait 6: | Encourages participation among all participants |
| Trait 7: | Shares information with others |
| Trait 8: | Reinforces the contributions of others |
| Trait 9: | Involves others in decisions that affect them |
| Trait 10: | Encourages others to express their views even when they are contrary to his/her own |

# 3. RUBRICS

**Objective 1:** *Students will be able to facilitate task accomplishment within the context of project teams*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Trait** | **Poor** | **Good** | **Excellent** |
|  | **Value** | **0** | **5** | **10** |
| Trait 1: | Anticipates problems and develops contingency plans | Fails to suggest a direction and does not clarify responsibilities | Suggests some form of direction for the team | Identifies ways to proceed or alternatives to pursue and clarifies roles and objectives |
| Trait 2: | Recognizes interrelationships among problems and issues | Fails to request information from the team | Makes an effort to request information from the team | Asks questions, analyzes knowledge gaps, requests opinions, beliefs and perspectives |
| Trait 3: | Suggests new approaches to solving problems | Fails to provide information needed | Provides some necessary information | Provides data, offers factors, and judgments and highlights conclusions |
| Trait4 | Organizes information into meaningful categories | Does not expand on others ideas | Makes an effort to build on others' suggestions | Builds on ideas expressed by others; provides examples and illustrations |
| Trait5 | Helps others to draw conclusions from the facts | Fails to suggest to the team to stay focused on the team's task | Makes an effort to keep members focused on the task | Urges team members to stay on task and to achieve team goals |
| Trait6 | Defines task priorities for work sessions and or overall projects | Fails to monitor progress | Tries to check progress | Checks on progress, helps maintain accountability of results |
| Trait7 | Ensures that goals are understood by all | Provides no analysis of team processes | Makes an effort to analyze team processes | Analyzes process and procedures used by the team in order to improve efficiency and timeliness. |
| Trait8 | Clarifies roles and responsibilities of others | Does not ground comments in reality | Makes an attempt to check whether ideas are grounded in reality | Explores whether ideas presented are practical or workable. |
| Trait9 | Reviews progress throughout work sessions/life of a project | Does not reinforce team rules | Tries to reinforce team agreed upon principles | Helps to reinforce team rules, and maintains agreed upon principles |
| Trait10 | Summarizes the team's position on issues | Fails to summarize points and conclusions reached, and does not clarify conclusions reached | Makes an effort to summarize points and clarify conclusions | Combines ideas; sums up points made; Helps members understand the conclusions reached. |

**Objective 2:** *Students will be able to facilitate relationship building within the context of project teams.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Trait** | **Poor** | **Good** | **Excellent** |
|  | **Value** | **0** | **5** | **10** |
| Trait 1: | Conveys interest in what others are saying | Fails to praise the contributions of others | Makes an effort to commend the ideas of others | Praises the ideas of others, shows friendliness, and points out others' contributions |
| Trait 2: | Encourages ideas and opinions even when they differ from his/her own | Does not attempt to find common ground in conflicting points of view. | Makes an effort to find common ground in disputes | Mediates differences between others and finds a common ground in disputes |
| Trait 3: | Works towards solutions and compromises that are acceptable to all involved | Fails to motivate team members | Makes an attempt to energize team members | Motivates others towards greater effort |
| Trait4 | Shares credit for success with others | Fails to challenge disruptive behaviors | Makes an effort to challenge unproductive behaviors | Challenges unproductive behaviors |
| Trait5 | Cooperates with others | Fails to encourage solidarity | Makes an effort to ensure proper team behavior | Encourages agreement and helps smooth interactions |
| Trait6 | Encourages participation among all participants | Fails to express empathy for team members | Attempts to reflect group feelings | Expresses empathy and support for team members |
| Trait7 | Shares information with others | Reluctant to share information with team members | Occasionally disseminates information | Regularly Shares information willingly with team members |
| Trait8 | Reinforces the contributions of others | Fails to reinforce other team members’ help | Makes an effort to provide positive feedback following others’ assistance | Reinforces the contributions of others |
| Trait9 | Involves others in decisions that affect them | Fails to include team members in decisions that will affect them | Makes an effort to involve other team members in decisions that will affect them | Gets team members involvement in decisions that will affect them |
| Trait10 | Encourages others to express their views even when they are contrary to his/her own | Discourages others’ constructive dissent. | Attempts to encourage others’ constructive disagreement. | Urges others’ to express contrary views. |

# 4. ASSESSMENT PROCESS

|  |  |  |
| --- | --- | --- |
| **Where & when measured?** | **How measured?** | **Criterion** |
| Assessed in the spring in FE 630 *Portfolio Theory and Applications* where students work in groups for the final project | * The final project is done in groups, so their performance in the group is tied directly to the grade received on this final. * Student team evaluation | Passed at 60% |

Instructors receive section feedback immediately after students complete the pre and post-assessments in the form of:

Summary report similar to Students’ Report

Plus individual item analysis

The team Skills assessment tool is housed in the Stevens Assessment Center (SAC). The student access and assessment administration process is identical to end-of-semester course evaluations.

Students are prompted by SAC that survey is open and instructors are provided periodic lists of non-respondents.

Reports are automatically generated by SAC for feedback to the instructors and incorporation in the learning goal 2 booklet.

# 5. RESULTS OF LEARNING GOAL ASSESSMENT – INTRODUCTION

The results of the initial learning goal assessments carried out to date are included below.

**Explanation of Direct Measurements**

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.

**Explanation of Indirect Measurements**

Assessed in the final capstone project in the FE800 Special problems in Financial Engineering class in which they work on projects in groups.

# 6. Assessment Spring 2022:

We present in this section the result of the direct assessment. The direct measurement is the effective teamwork evaluation. This is the first direct measurement for this new AOL Cycle.

**About the sample data**

The course had two sections: FE630A (on campus) and FE630 WS (online). Students had a choice to form group within their own section or to form teams that are cross sections.

The sample for this assessment is 21 students organized in the following way:

* 1 group with on campus students exclusively;
* 1 hybrid group with online and on campus students;
* 5 groups with online students exclusively.

**Organization of this section**

First, in 6.a, we present the result for on campus student groups, followed by the evaluation of hybrid teams in section 6.b and for the Web campus section in section 6.c. Finally in section 6.d we present the overall summary.

**6.a On Campus Only (1 team of 3)**

**LEARNING OBJECTIVE # 1:** *Students will be able to facilitate task accomplishment (team leadership) within the context of project teams*

**ASSESSMENT DATE: May 2022 ASSESSOR: Pape Ndiaye**

**NO. OF STUDENTS TESTED: Course: FE630 Section A on Campus**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Number of Students** | | |  |
| **Learning Goal Traits** | Failed to Meet Expectations | Met Expectations | Exceeded Expectations | Average Score |
| 1. Anticipates problems and develops contingency plans | **0** | **0** | **3** | **4.56** |
| 2. Recognizes interrelationships among problems and issues | **0** | **0** | **3** | **4.67** |
| 3. Suggests new approaches to solving problems | **0** | **0** | **3** | **4.67** |
| 4. Organizes information into meaningful categories | **0** | **0** | **3** | **4.67** |
| 5. Helps others to draw conclusions from the facts | **0** | **0** | **3** | **4.67** |
| 6. Defines task priorities for work sessions and or overall projects | **0** | **0** | **3** | **4.67** |
| 7. Ensures that goals are understood by all | **0** | **0** | **3** | **4.67** |
| 8. Clarifies roles and responsibilities of others | **0** | **0** | **3** | **4.67** |
| 9. Reviews progress throughout work sessions/life of a project | **0** | **0** | **3** | **4.67** |
| 10. Summarizes the team’s position on issues | **0** | **0** | **3** | **4.67** |
| **Average Grade (Maximum 5)** | | | | 4.66 |
|  | **Not Meet Expectations** | **Meet Expectations** | **Exceed Expectations** | |
| **Total Students by Category** (Based on Average score across all traits) | **0** | **0** | **3** | |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Failed to Meet Expectations** | **Meet Expectations** | **Exceed Expectations** |
| **Total Students by Category** (Based on Average score across all traits) | **0** | **0** | **3** |

**COMMENTS:** All students exceeded expectations

**REMEDIAL ACTIONS:** None

**LEARNING OBJECTIVE # 2:** *Students will be able to facilitate relationship building (team facilitation) within the context of project teams.*

**ASSESSMENT DATE: May 2022 ASSESSOR: Pape Ndiaye**

**NO. OF STUDENTS TESTED: 3 Course: FE630 Section A on Campus**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Number of Students** | | |  |
| **Learning Goal Traits** | Failed to Meet Expectations | Met Expectations | Exceeded Expectations | Average Score |
| 1. Conveys interest in what others are saying | **0** | **0** | **3** | **4.67** |
| 2. Encourages ideas and opinions even when they differ from his/her own | **0** | **0** | **3** | **4.67** |
| 3. Works towards solutions and compromises that are acceptable to all involved | **0** | **0** | **3** | **4.67** |
| 4. Shares credit for success with others | **0** | **0** | **3** | **4.67** |
| 5. Cooperates with others | **0** | **0** | **3** | **4.67** |
| 6. Encourages participation among all participants | **0** | **0** | **3** | **4.67** |
| 7. Shares information with others | **0** | **0** | **3** | **4.67** |
| 8. Reinforces the contributions of others | **0** | **0** | **3** | **4.67** |
| 9. Involves others in decisions that affect them | **0** | **0** | **3** | **4.67** |
| 10. Encourages others to express their views even when they are contrary to his/her own | **0** | **0** | **3** | **4.67** |
| **Average Grade (Maximum 5)** | | | | 4.67 |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Failed to Meet Expectations** | **Meet Expectations** | **Exceed Expectations** |
| **Total Students by Category** (Based on Average score across all traits) | **0** | **0** | **3** |

**COMMENTS:** All students exceeded expectations

**REMEDIAL ACTIONS:** None

**6.b Hybrid Team (1 team of 3)**

**LEARNING OBJECTIVE # 1:** *Students will be able to facilitate task accomplishment (team leadership) within the context of project teams*

**ASSESSMENT DATE: May 2022 ASSESSOR: Pape Ndiaye**

**NO. OF STUDENTS TESTED: 3 Course: FE630 Hybrid Team (on Campus / Web Section)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Number of Students** | | |  |
| **Learning Goal Traits** | Failed to Meet Expectations | Met Expectations | Exceeded Expectations | Average Score |
| 1. Anticipates problems and develops contingency plans | **0** | **0** | **3** | **5** |
| 2. Recognizes interrelationships among problems and issues | **0** | **0** | **3** | **5** |
| 3. Suggests new approaches to solving problems | **0** | **0** | **3** | **5** |
| 4. Organizes information into meaningful categories | **0** | **0** | **3** | **5** |
| 5. Helps others to draw conclusions from the facts | **0** | **0** | **3** | **5** |
| 6. Defines task priorities for work sessions and or overall projects | **0** | **0** | **3** | **5** |
| 7. Ensures that goals are understood by all | **0** | **0** | **3** | **5** |
| 8. Clarifies roles and responsibilities of others | **0** | **0** | **3** | **5** |
| 9. Reviews progress throughout work sessions/life of a project | **0** | **0** | **3** | **5** |
| 10. Summarizes the team’s position on issues | **0** | **0** | **3** | **5** |
| **Average Grade (Maximum 5)** | | | | 5 |
|  | **Not Meet Expectations** | **Meet Expectations** | **Exceed Expectations** | |
| **Total Students by Category** (Based on Average score across all traits) | **0** | **0** | **3** | |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Failed to Meet Expectations** | **Meet Expectations** | **Exceed Expectations** |
| **Total Students by Category** (Based on Average score across all traits) | **0** | **0** | **3** |

**COMMENTS:** All students exceeded expectations

**REMEDIAL ACTIONS:** None

**LEARNING OBJECTIVE # 2:** *Students will be able to facilitate relationship building (team facilitation) within the context of project teams.*

**ASSESSMENT DATE: May 2022 ASSESSOR: Pape Ndiaye**

**NO. OF STUDENTS TESTED: 3. Course: FE630 Hybrid Team (on Campus /Web Section)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Number of Students** | | |  |
| **Learning Goal Traits** | Failed to Meet Expectations | Met Expectations | Exceeded Expectations |  |
| 1. Conveys interest in what others are saying | **0** | **0** | **3** | **5** |
| 2. Encourages ideas and opinions even when they differ from his/her own | **0** | **0** | **3** | **5** |
| 3. Works towards solutions and compromises that are acceptable to all involved | **0** | **0** | **3** | **5** |
| 4. Shares credit for success with others | **0** | **0** | **3** | **5** |
| 5. Cooperates with others | **0** | **0** | **3** | **5** |
| 6. Encourages participation among all participants | **0** | **0** | **3** | **5** |
| 7. Shares information with others | **0** | **0** | **3** | **5** |
| 8. Reinforces the contributions of others | **0** | **0** | **3** | **5** |
| 9. Involves others in decisions that affect them | **0** | **0** | **3** | **5** |
| 10. Encourages others to express their views even when they are contrary to his/her own | **0** | **0** | **3** | **5** |
| **Average Grade (Maximum 5)** | | | | **5** |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Failed to Meet Expectations | **Meet Expectations** | **Exceed Expectations** |
| **Total Students by Category** (Based on Average score across all traits) | **0** | **0** | **3** |

**COMMENTS:**

**REMEDIAL ACTIONS:** None

**6.c Web Campus Section (15 students)**

**LEARNING OBJECTIVE # 1:** *Students will be able to facilitate task accomplishment (team leadership) within the context of project teams*

**ASSESSMENT DATE: May 2022 ASSESSOR: Pape Ndiaye**

**NO. OF STUDENTS TESTED: 15 Course: FE630 Web Section**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Number of Students** | | |  |
| **Learning Goal Traits** | Failed to Meet Expectations | Met Expectations | Exceeded Expectations | Average Score |
| 1. Anticipates problems and develops contingency plans | **0** | **3** | **12** | **4.49** |
| 2. Recognizes interrelationships among problems and issues | **0** | **2** | **13** | **4.49** |
| 3. Suggests new approaches to solving problems | **0** | **3** | **12** | **4.45** |
| 4. Organizes information into meaningful categories | **0** | **2** | **13** | **4.48** |
| 5. Helps others to draw conclusions from the facts | **0** | **5** | **10** | **4.37** |
| 6. Defines task priorities for work sessions and or overall projects | **0** | **2** | **13** | **4.43** |
| 7. Ensures that goals are understood by all | **0** | **3** | **13** | **4.35** |
| 8. Clarifies roles and responsibilities of others | **0** | **2** | **13** | **4.44** |
| 9. Reviews progress throughout work sessions/life of a project | **0** | **3** | **12** | **4.45** |
| 10. Summarizes the team’s position on issues | **0** | **3** | **12** | **4.47** |
| **Average Grade (Maximum 5)** | | | | 4.44 |
|  | **Not Meet Expectations** | **Meet Expectations** | **Exceed Expectations** | |
| **Total Students by Category** (Based on Average score across all traits) | **0** | **2** | **13** | |

**COMMENTS:** All but two students exceeded expectations but the score is slightly decreased when compared to on campus or hybrid teams.

**REMEDIAL ACTIONS:** None

**LEARNING OBJECTIVE # 2:** *Students will be able to facilitate relationship building (team facilitation) within the context of project teams.*

**ASSESSMENT DATE: May 2022 ASSESSOR: Pape Ndiaye**

**NO. OF STUDENTS TESTED: 15 Course: FE630 Web Section**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Number of Students** | | |  |
| **Learning Goal Traits** | Failed to Meet Expectations | Met Expectations | Exceeded Expectations | Average Score |
| 1. Conveys interest in what others are saying | **0** | **7** | **8** | **4.25** |
| 2. Encourages ideas and opinions even when they differ from his/her own | **0** | **7** | **8** | **4.33** |
| 3. Works towards solutions and compromises that are acceptable to all involved | **0** | **7** | **8** | **4.43** |
| 4. Shares credit for success with others | **0** | **7** | **8** | **4.43** |
| 5. Cooperates with others | **0** | **4** | **11** | **4.45** |
| 6. Encourages participation among all participants | **0** | **1** | **14** | **4.56** |
| 7. Shares information with others | **0** | **4** | **14** | **4.41** |
| 8. Reinforces the contributions of others | **0** | **4** | **14** | **4.40** |
| 9. Involves others in decisions that affect them | **0** | **4** | **14** | **4.43** |
| 10. Encourages others to express their views even when they are contrary to his/her own | **0** | **2** | **14** | **4.49** |
| **Average Grade (Maximum 5)** | | | | **4.42** |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Failed to Meet Expectations | **Meet Expectations** | **Exceed Expectations** |
| **Total Students by Category** (Based on Average score across all traits) | **0** | **3** | **10** |

**COMMENTS:** Although marginal, it seems like to facilitating relationship building (team facilitation) within the context of project teams decreased slightly in score compared to on campus and hybrid teams

**REMEDIAL ACTIONS:**

**6.d OVERALL SUMMARY FOR SPRING 2022**

**LEARNING OBJECTIVE # 1:** *Students will be able to facilitate task accomplishment (team leadership) within the context of project teams*

**ASSESSMENT DATE: May 2022 ASSESSOR: Pape Ndiaye**

**NO. OF STUDENTS TESTED: 21 Course: FE630 Combined (On Campus and Web Section)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Number of Students** | | |  |
| **Learning Goal Traits** | Failed to Meet Expectations | Met Expectations | Exceeded Expectations | Average Score |
| 1. Anticipates problems and develops contingency plans | **0** | **3** | **18** | **4.57** |
| 2. Recognizes interrelationships among problems and issues | **0** | **2** | **19** | **4.59** |
| 3. Suggests new approaches to solving problems | **0** | **3** | **19** | **4.56** |
| 4. Organizes information into meaningful categories | **0** | **2** | **19** | **4.58** |
| 5. Helps others to draw conclusions from the facts | **0** | **5** | **16** | **4.51** |
| 6. Defines task priorities for work sessions and or overall projects | **0** | **2** | **19** | **4.55** |
| 7. Ensures that goals are understood by all | **0** | **3** | **19** | **4.49** |
| 8. Clarifies roles and responsibilities of others | **0** | **2** | **19** | **4.55** |
| 9. Reviews progress throughout work sessions/life of a project | **0** | **3** | **18** | **4.56** |
| 10. Summarizes the team’s position on issues | **0** | **3** | **18** | **4.57** |
| **Average Grade (Maximum 5)** | | | | 4.55 |
|  | **Not Meet Expectations** | **Meet Expectations** | **Exceed Expectations** | |
| **Total Students by Category** (Based on Average score across all traits) | **0** | **0** | **21** | |

**COMMENTS:** Overall satisfactory but there may be a benefit in encouraging hybrid team especially to improve relationship building.

**REMEDIAL ACTIONS: NONE**

**LEARNING OBJECTIVE # 2:** *Students will be able to facilitate relationship building (team facilitation) within the context of project teams.*

**ASSESSMENT DATE: May 2022 ASSESSOR: Pape Ndiaye**

**NO. OF STUDENTS TESTED: 21 Course: FE630 Combined (On Campus and Web Section)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Number of Students** | | |  |
| **Learning Goal Traits** | Failed to Meet Expectations | Met Expectations | Exceeded Expectations |  |
| 1. Conveys interest in what others are saying | **0** | **7** | **14** | **4.41** |
| 2. Encourages ideas and opinions even when they differ from his/her own | **0** | **5** | **16** | **4.48** |
| 3. Works towards solutions and compromises that are acceptable to all involved | **0** | **4** | **17** | **4.54** |
| 4. Shares credit for success with others | **0** | **3** | **18** | **4.54** |
| 5. Cooperates with others | **0** | **4** | **17** | **5.56** |
| 6. Encourages participation among all participants | **0** | **1** | **20** | **4.64** |
| 7. Shares information with others | **0** | **4** | **17** | **4.53** |
| 8. Reinforces the contributions of others | **0** | **4** | **17** | **4.52** |
| 9. Involves others in decisions that affect them | **0** | **4** | **17** | **4.54** |
| 10. Encourages others to express their views even when they are contrary to his/her own | **0** | **2** | **19** | **4.58** |
| **Average Grade (Maximum 5)** | | | | 4.54 |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Failed to Meet Expectations | **Meet Expectations** | **Exceed Expectations** |
| **Total Students by Category** (Based on Average score across all traits) | **0** | **0** | **21** |

**COMMENTS:** Overall satisfactory but there may be a benefit in encouraging hybrid team especially to improve relationship building.

**REMEDIAL ACTIONS:** None

**Overall Summary Across All Sections**

Total Count

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Number of Students** | | | **21** |
| **Learning Goal Traits** | Not Meet Expectations | Meet Expectations | Exceed Expectations | Avg. Grade on Trait |
| **1:** Team Leadership | 0 | 3 | 18 | 4.55 |
| **2:** Team Facilitation | 0 | 5 | 16 | 4.54 |
| **Average Grade (Maximum 5)** | | | | **4.545** |

Total Average

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Not Meet Expectations** | **Meet Expectations** | **Exceed Expectations** |
| **Total Students by Category** (Based on Average score across all traits) | **0** | **2** | **19** |

# 7. Outcomes from Previous Assessments:

The following table shows the average scores on each goal objective.

|  |  |  |
| --- | --- | --- |
|  | Objective 1:  Students will be able to facilitate task accomplishment (team leadership) within the context of project teams | Objective 2:  Students will be able to facilitate relationship building (team facilitation) within the context of project teams. |
| *Spring 2022* | 4.55 | 4.54 |

# 8. Close Loop Process – Continuous Improvement Record

Assurance of Learning

Assessment/Outcome Analysis

Close Loop Process – Continuous Improvement Record

**Program:** Master of Science in Financial Analytics / Master of Science in Financial Engineering

**Goal 1:** Our students will interact effectively in teams.

**Goal Owner: Pape Ndiaye**

**Where Measured:** Student groups in **FE 630** will be assessed for effective team interaction by their fellow team members.

**How Measured:** Team projects will be used as the basis for assessment using the rubric attached. Individual students will be assessed on behaviors that relate to facilitating task accomplishment and relationship building

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

|  |  |
| --- | --- |
| **Objective 1** | Students will be able to facilitate task accomplishment (team leadership) within the context of project teams |
| **When Assessed:** | *Spring 2022* |
| **Remedial**  **Action** | Encourage students to form hybrid teams (online/on campus) or online teams to have in person meetings that may potentially create bonds to facilitate relationship building. |
| **Outcome from previous assessment** |  |
| **Objective 2** | Students will be able to facilitate relationship building (team facilitation) within the context of project teams. |
| **When Assessed:** | *Spring 2022* |
| **Remedial**  **Action** | Encourage students to form hybrid teams (online/on campus) or online teams to have in person meetings that may potentially create bonds to facilitate relationship building. |
| **Outcome from previous assessment** |  |

References:

[1] FE630 Portfolio Theory and Applications - Final Project – Spring 2022.