

**AACSB  
ASSURANCE OF LEARNING**

**Master of Finance**

**LEARNING GOAL # 2**

**Students can interact effectively in teams.**

**Responsibility: Suman Banerjee**

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# INTRODUCTION: LEARNING GOAL #2

**Goal: Students can interact effectively in teams.**

This goal is assessed in FIN 629 Fixed Income – an elective course of the MFIN offered in the spring term

# LEARNING OBJECTIVES AND TRAITS

|  |  |
| --- | --- |
| **MFIN - 2** | **Learning Goal, Objectives and Traits** |
| **GOAL** | Students can interact effectively in teams |
| **Learning Objectives** |  |
| **Objective 1:** | *Students can interact effectively in teams.* |
| **Traits** |  |
| Trait 1: | Conflict Resolution |
| Trait 2: | Collaborative Problem Solving |
| Trait 3: | Communication/Active Listening |
| Trait 4: | Team Planning and Task Coordination |

# RUBRICS

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Learning Goal 2 (Teams) Rubric for 2016 and Beyond**  ***Goal: Students can interact effectively in teams.*** | | | | | |
|  | **Trait** | **Poor** | **Good** | **Excellent** | **Pre-Test/Post-Test Scores** |
|  | **Value** | **0** | **5** | **10** |  |
| Trait 1 | Conflict Resolution | * Does not acknowledge/avoids conflict. * Forces their view on others. * Discounts or marginalizes other ideas. | * Encourages diverse perspectives. * Protects all views -- those of the majority and those of the minority. * Ensures that differing perspectives are understood by all. | * Helps team evaluate differing alternatives against agreed upon “criteria for a good solution”. * Works to resolve conflict by identifying where differing solutions are in agreement and where they diverge. * Helps team synthesize ideas such that synergy is achieved – i.e. new ideas surface that are superior to what has come before. |  |
| Trait 2 | Collaborative Problem Solving | * Team members withhold information. * Team members protect self-interests. * Team members operate as individuals, each responsible for a discreet set of tasks. | * Team members share knowledge, information, and expertise freely. * Team members demonstrate a willingness to influence others as well as be influenced by others. * Team members reinforce the team’s understanding of itself as working together toward a common goal. | * Team members facilitate the teams’ feeling “collectively accountable” for outcomes. * Team members operate such that the collective goal of the team is more important than self-interest.   . |  |
| Trait 3 | Communication/Active Listening | * Communication is abrasive, insensitive. * Individual(s) feel threatened or attacked as a result of the communication. * Aggression, anger, competitiveness, and/or avoidance result from the communication | * Communication is characterized by the use of clarifying, probing, and reflective statements. * You see the expressed idea and attitude from the other person’s point of view. * You can sense how it feels to the other person. * You achieve the other person’s frame of reference about the subject being discussed | * Others feel understood and respected as a result of the communication. * Differences become more rational and understandable. * Defensiveness decreases. * Statements become less exaggerated. Members come closer to seeing the objective truth of the situation. * Attitudes become more positive and oriented toward effective problem-solving. |  |
| Trait 4 | Team Planning and Task Coordination | * No attempt is made to clarify roles or responsibilities. * No attempt is made to organize a process by which the team will work * Deliverables and critical dates are not identified. | * Facilitates a discussion of how the team will complete the task. * Facilitates the team’s understanding of roles, responsibilities, deliverables, and due dates. * Periodically reviews progress and due dates. | * Helps team achieve a common understanding of the task and how the team will achieve its collective goal. * Helps surface problems and generate solutions when needed. * Helps define priorities and contingency plans as needed |  |

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

# ASSESSMENT PROCESS

|  |  |  |
| --- | --- | --- |
| **Where & when measured?** | **How measured?** | **Criterion** |
| Course-embedded detailed case-presentation in course *FIN 629 Fixed Income.*  Assessed in the Spring semester each year. | Description: case reports are graded by CAL and aggregated to obtain a total score.  Sampling: 100% 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 |

# 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.

# RESULTS OF ASSESSMENT

# Third assessment: Spring 2019

**LEARNING GOAL MFIN 2: *Students can interact effectively in teams.***

*Objective: Students can interact effectively in teams.*

**ASSESSMENT DATE: 05/03/2019 ASSESSOR: Suman Banerjee**

**NO. OF STUDENTS TESTED: 28 COURSE: FIN 629A-01**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Number of Students** | | |  |
| **Learning Goal Traits** | **Not Meet Expectations** | **Meet Expectations** | **Exceed Expectations** | **Avg. Grade on Trait** |
| 1. Conflict Resolution | 2 | 20 | 6 | 8.00 |
| 1. Collaborative Problem Solving | 0 | 19 | 9 | 9.00 |
| 1. Communication/Active Listening | 0 | 14 | 14 | 9.50 |
| 1. Team Planning and Task Coordination | 6 | 19 | 3 | 8 |
| **Average Grade (Maximum 10)** | | | | **8.625** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | **Not Meet Expectations** | **Meet Expectations** | | **Exceed Expectations** |
| **Total Students by Category** (Based on Average score across all traits) | | **2** | **18** | | **8** |
| **Students meeting or exceeding expectations:** | | | **92.86%** | |

**COMMENTS:**

I (the instructor for FIN 629A-01) will incorporate the following reflective exercise. After the first 3 team deliverables (approximately the term midpoint), students will be asked to reflect as a team and as an individual on their team interactions in FIN 629A and respond to the following questions:

1. What are some your teams’ strengths – consider active listening, collaborative problem solving, conflict management, and team leadership/task coordination. Provide examples to support your response.

2. What are some of your teams’ weakness (or shortcoming) that you observed? Consider active listening, collaborative problem solving, conflict management, and team leadership/task coordination. Provide examples to support your response.

After reflection and documenting your teams’ positive/negative behavior, each individual (each team) will be asked to write up a plan indicating changes they intend to make to improve their individual functioning and the functioning of their team with respect to the four traits noted above.

**REMEDIAL ACTIONS:**

*After students complete the Team Skills pre-test in the fourth week of class, they will use their feedback reports to set individual skill improvement goals. The post-test Team Skills feedback report will provide students feedback on the extent to which they achieved their goals. This structure should increase the importance students place on their performance on the post-test. I will experiment with offering extra credit points for a certain level of improvement on the post-test scores.*

**RESULTS OF ASSESSMENT:**

# Second Assessment: Spring 2018

**LEARNING GOAL MFIN 2: *Students can interact effectively in teams.***

*Objective: Students can interact effectively in teams.*

**ASSESSMENT DATE: 05/06/2018 ASSESSOR: Suman Banerjee/Zachary Balog**

**NO. OF STUDENTS TESTED: 30 COURSE: FIN 629A-01**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Number of Students** | | |  |
| **Learning Goal Traits** | **Not Meet Expectat-ions** | **Meet Expectat-ions** | **Exceed Expectat-ions** | **Avg. Grade on Trait** |
| 1. Conflict Resolution | 3 | 5 | 22 | 8.50 |
| 1. Collaborative Problem Solving | 3 | 8 | 19 | 8.50 |
| 1. Communication/Active Listening | 1 | 17 | 12 | 9.10 |
| 1. Team Planning and Task Coordination | 4 | 10 | 16 | 9.00 |
| **Average Grade (Maximum 10)** | | | | **8.775** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | **Not Meet Expectations** | **Meet Expectations** | | **Exceed Expectations** |
| **Total Students by Category** (Based on Average score across all traits) | | **4** | **17** | | **12** |
| **Students meeting or exceeding expectations:** | | | **86.67%** | |

**COMMENTS:**

*Most of the students in this program meet or exceed expectations in their team work skill. Overall development and support of arguments remain consistently strong. Organization and document structure are generally clear and professional. On the sentence and word level, quality begins to diminish. Sentences are more often long and hard to break down. Word choice is sometimes repetitive or incorrect. Ineffective proofreading often results in poor grammar and/or inconsistent style.*

**REMEDIAL ACTIONS:**

*I need to encourage more and more effective proofreading. This can be accomplished by requiring early drafts to be turned in for feedback or setting aside class time for dedicated peer review. I should also require at least one visit to the Writing & Communications Center on campus, where common errors and issues can be pointed out. It would also be helpful for faculty to bring in examples of professional and successful writing for the students to analyze and discuss. I will encourage some pre-presentation discussion about the main issues in class.*

# First assessment: Spring 2017

**LEARNING GOAL MFIN 2: *Students can interact effectively in teams.***

*Objective: Students can interact effectively in teams.*

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

**NO. OF STUDENTS TESTED: 16 COURSE: FIN 629A-01**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Number of Students** | | |  |
| **Learning Goal Traits** | **Not Meet Expectations** | **Meet Expectat-ions** | **Exceed Expectat-ions** | **Avg. Grade on Trait** |
| 1. Conflict Resolution | 4 | 7 | 5 | 7.5 |
| 1. Collaborative Problem Solving | 3 | 8 | 5 | 8.00 |
| 1. Communication/Active Listening | 0 | 6 | 10 | 9.25 |
| 1. Team Planning and Task Coordination | 3 | 10 | 3 | 8.75 |
| **Average Grade (Maximum 10)** | | | | **8.375** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | **Not Meet Expectations** | **Meet Expectations** | | **Exceed Expectations** |
| **Total Students by Category** (Based on Average score across all traits) | | **2** | **8** | | **6** |
| **Students meeting or exceeding expectations:** | | | **87.5%** | |

**COMMENTS:**

*Students in this program continue to excel at some aspects of presenting, while other areas continue to need work. Overall organization remains very strong, with virtually all of the material presented logically and professionally. Students clearly know how to get their points across. Body language is generally strong. Certain aspects of voice quality, usually volume and clarity, remain relatively high, while enthusiasm and dynamics are much more hit and miss. Some speakers clearly make an attempt to engage the audience, while others have a much flatter delivery. Eye contact is also very inconsistent, with some speakers talking to the screen too much, seemingly because they need to pull data from the slides. The one area where almost all presenters need work is in slide quality. Slides contain too much information, are too cluttered, and text is too small. Despite these issues, when all of the scores are considered, the majority of students in this group perform at or above expectations.*

**REMEDIAL ACTIONS:**

*Students should be required to complete their Project power point slides at least three days prior to their presentation, so they have time for feedback and the opportunity to avoid some of the slide construction issues that consistently occur. Students should also be encouraged to project these slides onto a screen and view them from the back of a room. Very possibly, some of these problems would then be discovered and addressed. It would also give the speakers more opportunity to rehearse the oral component and get more comfortable with the material, reducing the need to look at the slides while they speak.*

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# OUTCOMES: FIN LEARNING GOAL # 1 AFTER ROUNDS OF ASSESSMENT

The following table shows the average scores on each goal objective for the last 2 years.

|  |  |
| --- | --- |
|  | Objective 1  **Students can interact effectively in teams** |
| Spring 2017 | 8.375 |
| Spring 2018 | 8.775 |
| Spring 2019 | 8.625 |

# CLOSE THE LOOP PROCESS

**Programs:** Master of Science in Finance

**Goal 2:** Students will understand how to interact effectively in teams.

The following four “traits” are measured:

1. Conflict Resolution

2. Collaborative Problem Solving

3. Communication/Active Listening

4. Team Leadership and Task Coordination

|  |  |
| --- | --- |
| **When Assessed:** | *Spring 2019- One section of FIN 629A* |
| **Remedial Action** | *After students complete the Team Skills pre-test in the fourth week of class, they will use their feedback reports to set individual skill improvement goals. The post-test Team Skills feedback report will provide students feedback on the extent to which they achieved their goals. This structure should increase the importance students place on their performance on the post-test. I will experiment with offering extra credit points for a certain level of improvement on the post-test scores.* |
| **Outcome from previous assessment** | The 2018 results indicated that the internal benchmark of 30% or higher for bond trading mechanism was not achieved. Course instructor closed the loop by moving to a more guided team-building process and assigning problems for students to complete in team. I also broke down every chapter into modules, discussing each learning objective, and reinforcing it with immediate testing before moving on to the next module. I asked each group to master one module and then asked the groups to help each other understand the other modules. This approach was successful as evidenced by the 2019 assessment. I need to focus on the 2 students who still fail to meet the expectation. I believe my technique of giving more team-based homework and assignment is working but I believe I need to increase the number of such assignment to motivate the students about usefulness of team building. I believe conflict resolutions is another area of concern. I found students have strong views about “what is right and what is wrong.” I tried to design assignment to deal with problems of having strong views while working in a team. I am successful as evident from the 2019 assessment, but I would like to work this issue further in Spring 2020. |

|  |  |
| --- | --- |
| **When Assessed:** | *Spring 2018 (32 students) - One section of FIN 629A* |
| **Remedial Action** | *I aligned the homework assignments with the class project. As a consequence, I found significant improvement in the final project delivered. Although I do believe I need to further integrate the class assignments with content covered in class and the project objectives and in the consulting hours. I also want to re-visit main concepts during the mid-session.* |
| **Outcome from previous assessment** | *The overall results documented by my first evaluation shows reasonably strong outcome. Students showed interest in team learning. They coordinated with reasonable ease with each other and tried to maintain team spirit. The focus continues to be needed on trait 1 and trait 4 of the only objective of the Goal 2. I will provide creative assignment and proctored team discussion in class to help improve students’ “conflict resolution” techniques and introduce interesting practical problems to help them “team planning and task resolution.”* |

|  |  |
| --- | --- |
| **When Assessed:** | *Spring 2017- One section of FIN 629A (16 students0* |
| **Remedial Action** | *Align the homework assignments with content covered in class and in the consulting hours. Re-visit main concepts during the mid-session.* |