

**AACSB  
ASSURANCE OF LEARNING**

**Ph.D. Business Administration**

**LEARNING GOAL # 1**

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

**Responsibility: Suman Banerjee (Ph.D. Seminar Presentation)**

May 2022

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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 801A Ph.D. Seminar 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: | Global Ideas and Understanding the Role of Ethics |
| **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: National and International concepts |

# 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: | Global Ideas and Understanding the Role of Ethics | Many unsupported statements offered. Uses flawed or unclear reasoning. | Most statements supported, global ideas explained with examples and written with sufficient explanation. Develop the concept of ethics and the role ethics plays in capital market. | Shows thoughtful reasoning and explores alternatives. Uses existing, supported ideas to develop global applications 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: National and International (Global) and talks about the role of ethics in financial services. | Does not satisfy assignment requirements. Misuses theory or selects poor examples. | Provides good analysis of subject, satisfying intent of assignment and demonstrating knowledge. Talks about ethics and global applications. | Shows evidence of strong global research and highly competent use of analyses to reach conclusions and recommendations. Stressing on the role of ethics in delivering financial services in the capital market. |  |
| **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 629A Fixed Income Analysis.*  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. | % 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 629A Fixed Income Analysis.*  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. | % 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 2022

**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:***April/May 2022*

**ASSESSOR:***Suman Banerjee (respective advisors)*

**NUMBER OF STUDENTS & COURSE:***6 students*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Number of Students** | | |  |
| **Learning Goal Traits** | **Not Meet Expectations (2.5)** | **Meets Expectations**  **(7.5)** | **Exceeds Expectations**  **(10)** | **Average Grade** |
| 1: Logical flow | **0** | **4** | **2** | **8.333** |
| 2: Grammar & Sentence Structure | **1** | **1** | **4** | **8.333** |
| 3: Spelling & word choice | **0** | **2** | **4** | **9.167** |
| 4: Development of ideas | **0** | **3** | **3** | **8.75** |
| **Average Grade (Out of 10) =** | | | | **8.646** |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **Total Students by Category**  *(Based on average score across all traits)* | **1** | **10** | **13** |

**COMMENTS:**

*All students in this program who participated in the writing assessment in Spring 2022 met or exceeded expectations. This is on par with how these students scored in previous assessments. Scores were generally consistent across the four Learning Goals, but there were slight increases in Goals 1 and 4, which rate the writer’s overall ability to convey their ideas in an orderly, logical way. Goals 2 and 3, which assess more word- and sentence-level writing issues, was slightly weaker, and is likely attributable to this being a very international cohort.*

1. The students should engage the audience more and begin strongly by giving a powerful quotation, surprising statistics or information, or by asking a question. This is perhaps one area that our students are yet to make a mark. I will work with them and make sure that in the next set of presentations, the engagement with the audience is better.
2. When people take things in by ear they need to be reminded of the direction your talk is taking, and how the major points link up.  Therefore it’s a good idea to repeat the main points, and summarize what you have said. In your conclusion, recap the main points and reinforce the importance of your topic. You could go for a 'big finish' by inviting questions from the audience, or you can present some questions or issues to your audience to create further discussion. Students needs a work on this particular aspect of presentation.
3. There are some spelling and obvious grammatical errors. They should revise the document carefully as spelling and grammatical errors can distract the audience who can think it is unserious presentation.

**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. Faculty are encouraged to allow students extra class time to submit their documents for peer review. Wherever possible, instructors should give out samples of documents (both academic and professional) to model professional-level writing for all students.*

Personally I will work with the students before the actual presentation and ask the respective advisors to work on these concerns and make sure that these three concerns are addressed.

# 7. Outcomes from Previous Assessments:

Not applicable yet as this is the first data collection

# 8. Close Loop Process – Continuous Improvement Record:

Not applicable yet as this is the first data collection

**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 2022: Individual written project also presented individually in class.

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

|  |  |
| --- | --- |
| **When Assessed** | *Spring 2022* |
| **Remedial Action** |  |
| **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