

AOL Report Finance MBA Program Assessment (2013)

The Finance MBA Program is structured to provide students with opportunities to acquire intellectual and management skills as well as conceptual and analytical tools that are necessary in dealing with various finance issues they will face with in the future. In addition, the program provides a wide range of options so that students can prepare themselves in more flexible ways by combining different tracks of their own interests.

- Total Course: 69 (1.5-unit or 3-unit courses in 2013)
- Number of Graduate: 91
- Total Enrollment: 1st 60 / 2nd 108
- Samples: 16~59 (15% of Graduate 91 = 14)
- Assessment Course:

Learning Goal 1	L11 L12, L13	FMB667 Green Derivatives FMB504 Corporate Finance FMB504 Corporate Finance
Learning Goal 2	L21, L22	FIN627 Mergers and Acquisitions FMB505 Derivatives
Learning Goal 3	L31 L32 L33	FIN689 Chinese Financial Markets II FMB902 Business English Writing FIN689 Chinese Financial Markets II
Learning Goal 4	L41 L42	FMB558 Finance and Law FMB558 Finance and Law

Outline of assessment

Overall, the students of the finance MBA program successfully meet expectations. L1, L2, L3, and L4 have the average scores of 2.47, 2.08, 2.69, and 2.12 respectively. About 89% of all traits have the score above 2, which means students successfully achieved learning goals. The highest average score among traits for assessing learning objectives is 2.95 for L22-T1, 'Quantitative knowledge'. The lowest scored trait is L21-T4, 'Consistent conclusions'. It marks 1.65, however, which is closer to the criterion. So students met the expectation in some degree, for even the most unsatisfactory trait.

Among 4 big learning goals, the global perspective gets the highest average score. Almost all traits for the global perspective mark high score above 2.6. Especially, most students show the good performance for the business English which are evaluated by the faculty. Besides, they were satisfied with their own achievement according to the course embedded survey. Furthermore, the communication and relation between local and abroad students seemed to be improved and marked high scores in the related evaluation.

On the other hand, students had difficulty to use basic and applicative quantitative skills and tools, although they have high quantitative knowledge. It seems there are several students who didn't have mathematical backgrounds and they couldn't follow the courses. Furthermore, students have some troubles to construct consistent conclusions despite their background knowledge are abundant. Practice-based approach and step-by-step practicing starting from very elementary level might be helpful for those students

Overview of assessment

Finance-MBA Program Assessment: Learning Goal 1		
Our graduates will be effective communicators.		
Learning Objective	Sample	Methods
(L11) Our student will produce professional business or academic documents. (L12) Our students will deliver effective presentation accompanied with proper media technology. (L13) Our students will demonstrate effective interpersonal communication in a team setting.	Student enrolled in FMB667 (N=16), FMB504 (N=59), FMB504 (N=59)	- (L11) Term paper evaluation by faculty - (L12) Class presentation evaluation by faculty - (L13) Course-embedded survey
Finding - The average scores for L11, L12 and L13 are 2.56, 2.33 and 2.50, respectively * 1 (Fails to Meet Expectations) 2 (Meets Expectations) 3 (Exceed Expectations) - L11, L12, L13 meet expectations successfully. - The average scores for traits 2,4, and 6 for L12 are slightly lower than others. Especially, 25.4%(15/59) of students could not meet expectations for the trait 4, 'Mannerisms'. Those traits are related to the distracting mannerisms and efficient body language during the presentation. Students tried use some body languages and maintain good mannerisms, but they need lessons about how they can use it efficiently and get rid of unnecessary habits while presenting. - The business and academic documentation skills of students are excellent. - The presentation skills are quite satisfactory, but the mannerism, quality of slides, and use of media could be improved. - Most of students are satisfied their interpersonal relationships in team setting.		

Finance-MBA Program Assessment: Learning Goal 2

Our graduates will command analytical thinking in solving complex financial decision making problems.

Learning Objective	Sample	Methods
<p>(L21) Our student will have basic quantitative skills for research.</p> <p>(L22) Our students will use appropriate quantitative analytical techniques to identify problems in finance and develop a solution.</p>	<p>Student enrolled in FIN627 (N=26) FMB505 (N=58)</p>	<p>- (L21) Test evaluation by faculty</p> <p>- (L22) Assignment evaluation by faculty</p>
<p>Findings</p> <ul style="list-style-type: none"> - The average score for L21 and L22 are 1.83 and 2.22. * 1 (Fails to Meet Expectations) 2 (Meets Expectations) 3 (Exceed Expectations) - L21 almost meet expectations and L22 meet expectations successfully. - There are 46.2%(12/26) of students who are poor in making consistent conclusions. Also, similar students 38.5%(10/26) had difficulties in basic and applicative quantitative skills. The additional support for students who are far behind other students is necessary. - While other traits meet expectation, L22-T1 “Quantitative knowledge” marks 2.95 which almost all students exceed expectations. Therefore, combining with the above results, there is room for improvement in practically using the quantitative knowledge for the applications. 		

Finance-MBA Program Assessment: Learning Goal 3

Our graduates will have a global perspective.

Learning Objective	Sample	Methods
(L31) Our student will understand global business issues and relate current issues to emerging business opportunities.	Student enrolled in FIN689 (N=33),	- (L31) Course-embedded survey
(L32) Our students will have command of business English or other language of global financial markets.	FMB902 (N=21),	- (L32) OPI, term project presentation evaluation by faculty
(L33) Our students will be able to network and collaborate with global finance leaders.	FIN689 (N=33)	- (L33) Course-embedded survey

Finding

- The average scores for L31, L32 and L33 are 2.66, 2.73, and 2.68, respectively
 - * 1 (Fails to Meet Expectations) 2 (Meets Expectations) 3 (Exceed Expectations)
- L31, L32 and L33 meet expectations successfully.
- Understanding of global issue (L31-T1) and cultural differences (L32-T3) received high scores above 2.7. It could be one of the good effects from many foreign students in FMBA classes. Considering their high marks for language skills, there are positive synergies between various students.
- As shown in generally good results of this section, Finance MBA students are trained to have high skilled business English capability. It means many English programs of FMBA works well. For example, all Finance MBA students should pass OPI level test (Official business English speaking capability test). If any student fails to get AS or higher OPI level, he/she need take 2 English proficiency courses. Furthermore, every Finance MBA student should study one semester abroad (most cases in U.S.).

Finance-MBA Program Assessment: Learning Goal 4

Our graduates will understand the gravity of ethical behavior and corporate social responsibility.

Learning Objective	Sample	Methods
<p>(L41) Our student will identify ethical issues in financial services industry and be able to recognize and evaluate alternative courses of action.</p> <p>(L42) Our students will know the professional code of conduct within their discipline.</p>	<p>Student enrolled in FMB558 (N=59)</p>	<ul style="list-style-type: none"> - (L41) Class presentation and test evaluation by faculty - (L42) Class presentation and test evaluation by faculty

Finding

- The average scores for L41 and L42 are 2.11 and 2.15, respectively.

* 1 (Fails to Meet Expectations) 2 (Meets Expectations) 3 (Exceed Expectations)

- L41 and L42 meet expectations successfully.

- All traits of L41 and L42 mark similar scores around 2, which meet expectations. Therefore, to exceed the expectations, comprehensive approach will be needed. L41-T5, however, solely marks below 2, which is 1.75. Thus, inducing socially responsible decisions and actions will be a key points to improve this learning goal.

Data Analysis and Results

Assessment Learning Goal L1																		
	L11(FIN550)								L12(FIN663)						L13(FIN550)			
	T1	T2	T3	T4	T5	T6	T7	T8	T1	T2	T3	T4	T5	T6	T1	T2	T3	T4
1	0	0	0	2	0	0	0	1	0	0	0	2	0	0	0	1	0	0
2	3	7	5	8	7	4	7	9	3	7	5	8	7	4	7	9	3	7
3	13	9	11	6	9	12	9	6	13	9	11	6	9	12	9	6	13	9
N	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16
Avg	2.81	2.56	2.69	2.25	2.56	2.75	2.56	2.31	2.81	2.56	2.69	2.25	2.56	2.75	2.56	2.31	2.81	2.56
Avg_t	2.56								2.33						2.50			

* Criteria: 1 (Fails to Meet Expectations) 2 (Meets Expectations) 3 (Exceeds Expectations)

* Unit: person (point)

Student No.	L11							
	T1	T2	T3	T4	T5	T6	T7	T8
1	3	3	3	2	2	3	2	2
2	3	3	3	2	2	3	2	2
3	3	3	3	1	2	2	2	2
4	3	3	2	3	3	3	3	3
5	3	2	3	3	3	3	2	2
6	3	2	3	3	3	3	2	3
7	3	3	3	3	3	3	3	2
8	3	2	2	3	3	2	2	2
9	3	3	2	2	3	3	3	2
10	3	3	3	2	3	3	3	2
11	3	3	2	3	3	3	3	3
12	2	2	2	2	3	3	2	2
13	2	2	3	2	2	2	3	3
14	3	2	3	2	2	3	3	3
15	3	3	3	2	2	3	3	3
16	2	2	3	1	2	2	3	1

Student No.	L12					
	T1	T2	T3	T4	T5	T6
1	3	2	3	3	3	2
2	3	2	3	3	3	2
3	3	2	2	2	3	2
4	2	2	3	2	3	2
5	3	3	2	2	2	2
6	3	2	3	3	3	2
7	2	2	1	1	2	2
8	3	3	1	1	3	1
9	3	2	3	3	3	3
10	3	2	3	3	3	3
11	2	2	1	1	2	3
12	3	3	1	1	1	2
13	3	2	2	3	3	2
14	3	2	3	3	2	2
15	3	2	2	1	3	2
16	2	2	3	2	3	2
17	3	3	2	2	2	1
18	2	2	3	3	3	2
19	2	2	2	3	2	2
20	1	2	2	1	2	1
21	3	2	3	2	3	3
22	3	2	3	3	3	3
23	2	3	2	1	2	3
24	3	2	3	3	2	3
25	2	2	2	3	3	2
26	3	2	3	3	2	3
27	3	2	2	2	3	2
28	2	2	2	2	3	2
29	3	3	2	2	2	2
30	2	2	3	3	3	3
31	3	2	2	1	2	2
32	3	2	2	2	3	2
33	3	2	2	2	3	2

34	3	2	3	3	2	3
35	2	3	2	1	1	3
36	2	2	2	2	2	2
37	3	2	3	3	3	3
38	2	2	3	3	2	2
39	3	2	2	2	2	2
40	2	3	3	2	3	2
41	3	3	2	2	2	2
42	3	3	3	3	3	3
43	1	2	2	1	2	2
44	3	3	3	1	1	2
45	2	2	3	3	3	3
46	3	2	3	3	3	3
47	2	2	1	1	2	3
48	2	2	3	2	3	2
49	1	2	2	1	2	1
50	3	2	3	3	2	3
51	3	2	2	3	3	2
52	2	2	3	3	2	2
53	2	2	3	2	3	2
54	2	2	2	1	2	1
55	3	3	1	1	1	2
56	3	3	2	2	2	2
57	2	2	3	2	3	2
58	3	2	3	3	3	2
59	3	2	3	3	3	3

Student No.	L13			
	T1	T2	T3	T4
1	3	3	3	3
2	2	2	2	2
3	3	3	2	2
4	2	2	2	2
5	3	3	2	2

6	2	3	3	2
7	2	2	2	2
8	2	2	2	2
9	3	2	3	2
10	3	2	2	1
11	2	2	2	2
12	3	3	3	3
13	3	3	3	3
14	3	3	3	2
15	2	2	2	2
16	2	3	3	2
17	3	3	3	3
18	3	3	3	3
19	2	2	3	3
20	2	2	2	2
21	3	3	3	3
22	1	1	1	1
23	3	3	3	3
24	3	2	3	2
25	3	3	3	3
26	3	3	3	3
27	3	3	3	3
28	3	3	3	3
29	3	3	3	3
30	3	3	3	3
31	3	3	3	3
32	2	2	2	2
33	2	1	2	2
34	2	2	2	2
35	3	3	3	3
36	3	3	3	3
37	2	2	2	3
38	3	3	3	3
39	3	2	2	3
40	3	3	3	3

41	3	3	3	3
42	2	2	2	2
43	2	3	3	2
44	2	3	3	2
45	3	3	2	2
46	3	3	2	2
47	2	2	2	2
48	3	3	3	3
49	3	3	3	3
50	3	3	3	3
51	3	3	3	3
52	2	2	2	2
53	2	3	3	2
54	1	1	1	1
55	2	2	2	2
56	2	2	2	2
57	2	3	3	2
58	2	1	2	2
59	3	3	3	3

Assessment Learning Goal L2											
	L21(FIN538)				L22(FIN663)						
	T1	T2	T3	T4	T1	T2	T3	T4	T5	T6	T7
1	8	10	10	12	0	13	11	15	7	3	12
2	10	8	13	11	3	32	22	31	35	39	31
3	8	8	3	3	55	13	25	12	16	16	15
N	26	26	26	26	58	58	58	58	58	58	58
Avg	2.00	1.92	1.73	1.65	2.95	2.00	2.24	1.95	2.16	2.22	2.05
Avg_t	1.83				2.22						

* Criteria: 1 (Fails to Meet Expectations) 2 (Meets Expectations) 3 (Exceeds Expectations)

* Unit: person (point)

Student No.	L21			
	T1	T2	T3	T4
1	2	2	2	2
2	1	1	1	1
3	2	2	1	1
4	3	2	2	2
5	3	3	3	3
6	3	3	3	3
7	2	1	2	2
8	3	3	2	2
9	3	3	2	2
10	2	2	1	1
11	1	1	1	1
12	1	1	1	1
13	3	3	2	2
14	2	2	2	2
15	3	2	2	2
16	1	1	1	1
17	2	3	2	2
18	1	1	1	1
19	2	2	1	1
20	2	3	2	2
21	1	1	1	1
22	1	1	2	1
23	2	2	2	2
24	3	3	3	3
25	1	1	2	1
26	2	1	1	1

Student No.	L22						
	T1	T2	T3	T4	T5	T6	T7
1	3	2	2	1	2	2	3
2	3	3	3	2	2	2	2
3	3	1	1	2	2	2	2
4	3	2	1	1	2	2	3
5	3	2	2	2	2	2	3
6	3	3	3	2	3	2	2
7	3	2	3	2	1	1	2
8	3	2	2	2	2	1	2
9	3	1	1	1	1	2	1
10	3	2	1	1	2	2	2
11	2	2	2	1	2	2	3
12	3	2	2	1	1	2	2
13	3	1	1	1	2	2	1
14	3	2	3	2	3	3	2
15	3	3	2	2	2	2	2
16	3	3	3	3	2	2	2
17	3	2	3	2	3	3	3
18	3	2	2	2	2	3	2
19	3	1	3	1	2	2	2
20	2	1	1	2	2	2	1
21	3	2	3	2	2	2	2
22	3	1	3	3	2	2	1
23	3	1	2	1	2	2	2
24	3	2	2	2	3	3	3
25	3	2	2	3	3	3	2
26	3	2	2	2	2	2	3
27	3	2	1	3	1	2	2
28	3	3	3	2	3	2	3
29	3	2	3	3	3	3	2
30	3	3	3	3	2	3	3
31	3	1	2	1	2	2	1
32	3	2	2	1	2	2	1
33	2	2	3	2	2	1	3

34	3	2	3	2	2	3	2
35	3	2	2	2	3	3	3
36	3	1	1	2	2	2	1
37	3	3	3	3	3	3	3
38	3	1	2	1	2	2	1
39	3	2	1	2	1	2	1
40	3	2	2	1	2	2	1
41	3	2	3	2	2	2	2
42	3	2	3	2	2	2	2
43	3	1	1	2	2	3	2
44	3	2	3	3	2	2	2
45	3	3	3	3	3	3	3
46	3	1	2	2	1	2	1
47	3	2	2	2	2	2	2
48	3	2	3	2	3	2	2
49	3	3	2	2	3	3	2
50	3	3	3	3	3	3	3
51	3	2	2	2	2	2	2
52	3	3	3	3	3	2	2
53	3	2	2	2	2	3	2
54	3	1	1	2	2	2	1
55	3	2	2	1	1	3	2
56	3	2	3	1	2	2	2
57	3	3	3	3	3	2	3
58	3	3	3	2	3	2	2

Assessment Learning Goal L3									
	L31(FIN689)				L32(FIN663)			L33(FIN600)	
	T1	T2	T3	T4	T1	T2	T3	T1	T2
1	0	1	1	0	0	0	0	0	0
2	8	12	11	10	6	4	7	12	9
3	25	20	21	23	15	17	14	21	24
N	33	33	33	33	21	21	21	33	33
Avg	2.76	2.58	2.61	2.70	2.71	2.81	2.67	2.64	2.73
Avg_t	2.66				2.73			2.68	

* Criteria: 1 (Fails to Meet Expectations) 2 (Meets Expectations) 3 (Exceeds Expectations)

* Unit: person (point)

Student No.	L31			
	T1	T2	T3	T4
1	3	3	3	3
2	2	1	2	3
3	2	2	2	2
4	2	2	2	2
5	3	3	3	3
6	2	2	2	3
7	2	2	2	2
8	2	2	2	2
9	3	3	1	2
10	3	3	3	3
11	3	3	3	3
12	3	3	3	3
13	3	3	3	3
14	3	3	3	3
15	3	3	3	3
16	3	2	2	2
17	3	3	3	3
18	3	3	2	2
19	3	3	3	3

20	3	3	3	2
21	3	2	2	2
22	3	2	3	3
23	3	3	3	3
24	3	3	3	3
25	2	2	2	3
26	3	2	3	3
27	3	2	3	3
28	2	2	2	2
29	3	3	3	3
30	3	3	3	3
31	3	3	3	3
32	3	3	3	3
33	3	3	3	3

Student No.	L32		
	T1	T2	T3
1	3	3	3
2	3	3	3
3	3	3	3
4	2	2	2
5	2	2	2
6	3	3	3
7	3	3	3
8	3	3	3
9	2	3	2
10	2	3	2
11	3	3	2
12	3	3	3
13	2	2	2
14	2	2	2
15	3	3	3
16	3	3	3
17	3	3	3

18	3	3	3
19	3	3	3
20	3	3	3
21	3	3	3

Student No.	L33	
	T1	T2
1	3	3
2	2	2
3	2	2
4	2	2
5	3	3
6	2	3
7	2	2
8	2	2
9	2	2
10	3	3
11	3	3
12	3	3
13	3	3
14	3	3
15	3	3
16	3	3
17	3	3
18	2	3
19	3	3
20	3	3
21	2	2
22	2	3
23	3	3
24	3	3
25	2	2
26	3	3
27	3	3

28	2	2
29	3	3
30	3	3
31	3	3
32	3	3
33	3	3

Assessment Learning Goal L4							
	L41(FIN510)					L42(FIN510)	
	T1	T2	T3	T4	T5	T1	T2
1	1	2	3	8	19	2	2
2	38	37	45	43	35	46	46
3	20	20	11	8	5	11	11
N	59	59	59	59	59	59	59
Avg	2.32	2.31	2.14	2.00	1.76	2.15	2.15
Avg_t	2.11					2.15	

* Criteria: 1 (Fails to Meet Expectations) 2 (Meets Expectations) 3 (Exceeds Expectations)

* Unit: person (point)

Student No.	L41				
	T1	T2	T3	T4	T5
1	3	3	3	3	3
2	2	2	2	2	2
3	3	3	3	3	3
4	3	3	3	2	2
5	3	3	2	2	2
6	3	3	2	2	2
7	2	2	2	2	2
8	3	3	3	3	3
9	2	2	2	2	2

10	3	3	3	3	3
11	3	3	3	2	2
12	2	2	2	2	2
13	3	3	3	2	2
14	2	2	2	2	1
15	2	2	2	2	2
16	2	2	2	2	1
17	3	3	2	2	2
18	2	2	2	2	1
19	2	2	2	2	2
20	2	2	2	1	1
21	2	2	2	2	2
22	2	2	2	2	1
23	3	3	2	2	2
24	2	2	2	2	2
25	3	3	2	2	2
26	2	2	2	2	2
27	2	2	2	2	1
28	3	3	2	2	2
29	2	2	2	2	2
30	2	2	2	2	1
31	3	3	2	2	2
32	3	3	3	3	2
33	2	2	2	1	1
34	2	1	1	1	1
35	2	2	2	2	1
36	2	2	2	2	2
37	3	3	2	2	2
38	3	3	2	2	2
39	2	2	1	1	1
40	2	2	2	2	2
41	2	2	2	2	2
42	2	2	2	2	1
43	2	2	2	2	2
44	2	2	2	2	2

45	2	2	2	1	1
46	3	3	3	3	3
47	2	2	2	1	1
48	2	2	2	2	1
49	2	2	2	2	2
50	3	3	3	3	2
51	2	2	2	2	2
52	2	2	2	1	1
53	2	2	2	2	1
54	2	2	2	2	2
55	1	1	1	1	1
56	2	2	2	2	2
57	2	2	2	2	1
58	2	2	2	2	2
59	3	3	3	3	2

Student No.	L42	
	T1	T2
1	3	3
2	2	2
3	3	3
4	3	3
5	2	2
6	2	2
7	2	2
8	3	3
9	2	2
10	3	3
11	3	3
12	2	2
13	3	3
14	2	2
15	2	2

16	2	2
17	2	2
18	2	2
19	2	2
20	2	2
21	2	2
22	2	2
23	2	2
24	2	2
25	2	2
26	2	2
27	2	2
28	2	2
29	2	2
30	3	3
31	2	2
32	1	1
33	2	2
34	2	2
35	2	2
36	2	2
37	2	2
38	2	2
39	2	2
40	2	2
41	2	2
42	2	2
43	2	2
44	3	3
45	2	2
46	2	2
47	2	2
48	3	3
49	2	2
50	2	2

51	2	2
52	2	2
53	1	1
54	2	2
55	2	2
56	2	2
57	2	2
58	2	2
59	3	3