

## AOL Report Finance MBA Program Assessment (2015)

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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: 65 (1.5-unit or 3-unit courses in 2015)
- Number of Graduate: 37
- Total Enrollment: 1<sup>st</sup> 52 / 2<sup>nd</sup> 52
- Samples: 8~34(15% of Graduate 37 = 5.55)
- Assessment Course:

Learning Goal 1	L11	FMB509 Corporate Finance 2
	L12,	FMB605 Money and Banking
	L13	FMB605 Money and Banking
Learning Goal 2	L21,	FMB500E Statistical Analysis for Finance
	L22	FMB551 Computer Programming in Finance
Learning Goal 3	L31	Special Topics in Finance 2 <Studies on Current Financial Issues>
	L32	FMB902 Business English Writing
	L33	FMB693 Special Topics in Finance 3 <Global political Economy>
Learning Goal 4	L41	FMB555 Ethics and Social Responsibility of Finance
	L42	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 2.41, 2.26, 2.81, and 2.44 respectively. All traits except two have the score above 2, which means students achieved really successful learning goals. The highest average score among traits for assessing learning objectives is 3.00 for L42-T1, 'Importance'. The 2 lowest scored traits are L21-T3 and L21-T4, 'Application of quantitative tools for research' and 'Consistent conclusions'. These traits scores 1.56 and 1.78 respectively, which is below the criterion. Except these two traits, students have approached the expected level successfully

Among 4 big learning goals, the 'Global Perspective' gets the highest average score. All traits for the 'Global Perspective' are displaying high score above 2.75. Especially, no one failed to meet the expectation in any trait of this learning goal.

On the other hand, students had difficulty in 'Analytical Thinking', especially for 'application of quantitative tools for research' and 'consistent conclusions'. It seems strange that students fails to meet the expectation for L21-T3 but L22-T2 scores high, 2.85 because both traits evaluate the ability of students for applying quantitative tools. It could be the reason of this situation that most students who took FMB500E (for L21) are mostly foreign students from KOICA and the others in FMB551 are not. We could conclude that KOICA students had hard time getting used to computer programming because of the lack of basic understanding of computer programming, from the fact that they understood logic and concepts fairly well. FMBA program could provide more basic computer programming course dealing with very basic computer programming for those who haven't learned any computer language.

## 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 FMB605 (N=19), FMB504 (N=23), FMB504 (N=18)	- (L11) Term paper evaluation by faculty - (L12) Class presentation evaluation by faculty - (L13) Course-embedded survey
<p>Finding</p> <ul style="list-style-type: none"> <li>- The average scores for L11, L12 and L13 are 2.44, 2.20 and 2.60, respectively</li> <li>* 1 (Fails to Meet Expectations) 2 (Meets Expectations) 3 (Exceed Expectations)</li> <li>- L11, L12, L13 meet expectations successfully.</li> <li>- The average scores for L12-T1, and L12-T4 are slightly lower than others.</li> <li>- 21.7% (5/23) of students could not meet expectations for the L12-T2, 'Quality of slides'. This trait evaluates the ability of making readable slides, the appropriate number of slides, and imaginative slides. Students tried to structure neat and readable slides with appropriate length, but they need to spend more intention to a flow of overall presentation to make it smooth.</li> <li>- They know how to produce professional business document with well-designed structure.</li> <li>- The presentation skills are satisfactory, but the organization and mannerism are yet to be improved.</li> <li>- Most of students demonstrated effective interpersonal communication with their team member.</li> </ul>		

## Finance-MBA Program Assessment: Learning Goal 2

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

Learning Objective	Sample	Methods
(L21) Our student will have basic quantitative skills for research.	Student enrolled in FMB612 (N=18)	- (L21) Test evaluation by faculty
(L22) Our students will use appropriate quantitative analytical techniques to identify problems in finance and develop a solution.	FMB505 (N=34)	- (L22) Assignment evaluation by faculty

### Findings

- The average score for L21 and L22 are 1.94 and 2.58.

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

- L21 almost meet expectations barely and L22 meets expectation successfully.

- There are several students who are poor in traits, L21-T2, L21-T3, L21-T4, L22-T1, and L22-T5 here.

- Especially L21-T3, application of quantitative tools for research, is the poorest traits which students haven't achieved. Over sixty percent of students had hard time to use the quantitative analysis tools, concepts, and techniques which they learned in class.

- From the fact that, almost every student who gets 1 in T2 and T4 finally gets 1 in T3, these two traits should be improved beforehand to successfully makeup the trait, T3.

- As all traits in L22 marks in the range from 2.32 to 2.85, all students apparently seem to be able to use appropriate quantitative analytical techniques for the problems in finance.

- With the above results, although they could apply analytical techniques for solving financial problems, they still need to spend more time to supplement general basic quantitative skills.

### 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=13),	- (L31) Course-embedded survey
(L32) Our students will have command of business English or other language of global financial markets.	FMB902 (N=8),	- (L32) OPI, term project presentation evaluation by faculty
(L33) Our students will be able to network and collaborate with global finance leaders.	FIN689 (N=23)	- (L33) Course-embedded survey
<p>Finding</p> <ul style="list-style-type: none"> <li>- The average scores for L31, L32 and L33 are 2.85, 2.79, and 2.78, respectively</li> <li style="padding-left: 20px;">* 1 (Fails to Meet Expectations) 2 (Meets Expectations) 3 (Exceed Expectations)</li> <li>- L31, L32 and L33 almost exceeded expectations.</li> <li>- There were no students who have hard time understanding global business issues and relating current issues to emerging opportunities, having a command of business English or other languages of global financial markets, or networking and collaborating with global business leaders.</li> <li>- As the result of L3 shows, Finance MBA students can use business English freely and moreover they could extend their verbal ability to understand global business issues and to network and collaborate with global leaders. This result implies that OPI level test (Official business English speaking capability test) and project presentation worked very well.</li> <li>- From the details of result that almost everyone who scores 2 in L33-T1 also checks 2 in L33-T2, FMBA program should have focused more to students who feel the lack of overall deficiency.</li> </ul>		

**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=41)</p> <p>FMB558 (N=8)</p>	<ul style="list-style-type: none"> <li>- (L41) Class presentation and test evaluation by faculty</li> <li>- (L42) Class presentation and test evaluation by faculty</li> </ul>

**Finding**

- The average scores for L41 and L42 are 2.26 and 2.63, respectively.
- \* 1 (Fails to Meet Expectations) 2 (Meets Expectations) 3 (Exceed Expectations)
- It is quite noticeable that who fails to meet expectation for one trait in L41 also tends to fail the other trait in L41, which means total 17 ones comes from 9 students.
- L42 meets the expectation successfully.
- Notably, every student was evaluated as '3' meaning that they have fully appreciated the importance of keeping professional code of conduct.
- FMBA should provide more supportive understanding of general ethical behavior and corporate social responsibility for those who gets barely no understanding.
- It is desirable to have more students to take the class dealing with the professional code of conduct because seemingly the small number of students (8 of 52) are taking a class currently.



17	2	2	2	3	2	2	3	3
18	3	3	3	3	3	2	3	3
19	2	3	2	2	2	2	3	2

Student No.	L12					
	T1	T2	T3	T4	T5	T6
1	2	2	2	2	3	3
2	3	3	3	3	3	3
3	2	3	2	2	3	2
4	3	3	3	3	3	3
5	1	1	2	1	2	2
6	2	3	2	2	2	2
7	3	3	2	2	3	3
8	3	3	3	3	3	3
9	2	2	2	2	3	2
10	2	2	3	2	2	2
11	1	2	2	1	1	2
12	2	3	2	2	2	3
13	2	1	2	2	2	2
14	2	2	2	2	2	2
15	1	2	1	1	2	2
16	2	2	2	2	2	2
17	2	1	2	2	2	2
18	2	2	2	2	2	3
19	2	1	2	2	2	2
20	2	3	2	2	2	3
21	3	2	2	2	3	3
22	1	1	1	2	2	1
23	3	3	3	3	3	3

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



2	2	3	3	3
3	2	3	3	3
4	3	3	3	3
5	3	3	3	3
6	3	3	3	3
7	2	2	2	2
8	2	3	2	3
9	3	3	3	3
10	2	3	2	3
11	3	3	3	3
12	2	3	3	3
13	2	2	2	2
14	2	2	2	2
15	3	3	3	3
16	2	3	2	3
17	3	3	3	3
18	2	2	2	2

Assessment Learning Goal L2												
	L21(FMB500E)				L22(FMB551)							
	T1	T2	T3	T4	T1	T2	T3	T4	T5	T6	T7	
1	3	5	11	6	5	0	0	1	6	0	0	
2	4	8	4	10	13	5	16	11	9	7	16	
3	11	5	3	2	16	29	18	22	19	27	18	
N	18	18	18	18	34	34	34	34	34	34	34	
Avg	2.44	2.00	1.56	1.78	2.32	2.85	2.53	2.62	2.38	2.79	2.53	
Avg_t	19.4				2.58							

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

\* Unit: person (point)

Student No.	L21			
	T1	T2	T3	T4

1	3	2	3	3
2	3	2	1	2
3	3	3	2	2
4	3	3	1	1
5	3	1	3	2
6	3	3	2	2
7	3	2	3	2
8	1	1	1	3
9	2	2	2	2
10	2	2	1	2
11	1	1	1	1
12	1	1	1	1
13	3	3	1	1
14	2	1	1	1
15	3	2	1	2
16	2	2	1	1
17	3	3	2	2
18	3	2	1	2

Student No.	L22						
	T1	T2	T3	T4	T5	T6	T7
1	3	3	3	3	3	3	3
2	3	3	3	3	3	3	3
3	3	3	3	3	3	3	3
4	3	3	3	3	3	3	3
5	3	3	3	3	2	3	3
6	2	3	3	3	3	3	3
7	3	3	2	3	3	3	2
8	3	3	3	3	2	3	3
9	2	3	3	3	3	3	3
10	3	3	2	3	3	3	2
11	2	3	3	3	3	3	3

12	2	3	2	2	3	3	2
13	3	2	2	3	2	2	2
14	3	3	2	3	3	3	2
15	2	3	3	2	2	3	3
16	2	2	3	2	2	2	3
17	3	3	2	3	3	3	2
18	2	3	3	3	3	2	3
19	3	3	2	3	3	2	2
20	3	3	3	3	3	3	3
21	2	3	2	3	3	3	2
22	3	3	3	3	3	3	3
23	2	3	2	2	3	3	2
24	2	2	2	3	2	2	2
25	3	3	2	3	1	3	2
26	2	3	3	2	2	3	3
27	2	2	3	2	2	2	3
28	1	3	2	3	3	3	2
29	1	3	2	2	1	3	2
30	1	3	3	2	1	3	3
31	1	3	3	2	1	3	3
32	1	3	2	2	1	3	2
33	3	2	2	1	2	2	2
34	2	3	2	2	1	3	2

Assessment Learning Goal L3									
	L31(FMB692)				L32(FMB902)			L33(FMB693)	
	T1	T2	T3	T4	T1	T2	T3	T1	T2
1	0	0	0	0	0	0	0	0	0
2	2	2	2	2	2	1	2	5	5
3	11	11	11	11	6	7	6	18	18
N	13	13	13	13	8	8	8	23	23

Avg	2.85	2.85	2.85	2.85	2.75	2.88	2.75	2.78	2.78
Avg_t	2.85				2.79			2.78	

\* 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	3	3	3	3
3	3	3	3	3
4	3	3	3	3
5	3	3	3	3
6	3	3	3	3
7	2	2	2	2
8	2	3	2	3
9	3	3	3	3
10	3	3	3	3
11	3	3	3	3
12	3	2	3	2
13	3	3	3	3

Student No.	L32		
	T1	T2	T3
1	3	3	3
2	2	2	2
3	3	3	3
4	2	3	2
5	3	3	3
6	3	3	3
7	3	3	3
8	3	3	3

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

Assessment Learning Goal L4							
	L41(FMB558)					L42(FMB558)	
	T1	T2	T3	T4	T5	T1	T2
1	2	2	4	3	6	0	0
2	24	24	29	24	17	0	6
3	15	15	8	14	18	8	2

N	41	41	41	41	41	8	8
Avg	2.32	2.32	2.10	2.27	2.29	3.00	2.25
Avg_t	2.26					2.63	

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

\* Unit: person (point)

Student No.	L41				
	T1	T2	T3	T4	T5
1	2	2	2	3	2
2	2	2	2	2	1
3	2	2	2	2	2
4	2	3	1	3	2
5	2	2	2	3	1
6	2	2	2	2	2
7	3	3	2	2	3
8	2	2	2	3	2
9	2	3	3	3	3
10	2	3	1	2	2
11	2	3	2	3	3
12	3	3	3	3	2
13	3	2	3	2	3
14	2	1	2	2	3
15	2	2	2	2	2
16	2	2	2	2	3
17	3	2	2	2	2
18	2	2	2	2	3
19	3	3	3	3	3
20	3	2	2	2	3
21	3	2	2	2	2
22	1	1	1	1	1
23	1	2	2	1	1
24	3	2	2	2	3
25	3	2	2	2	3

26	2	2	2	2	2
27	2	3	2	1	1
28	3	3	3	3	2
29	3	3	3	3	3
30	2	2	1	2	1
31	2	3	2	2	3
32	2	2	2	2	2
33	2	2	2	2	2
34	3	3	2	3	3
35	3	2	2	2	3
36	3	3	3	3	3
37	2	2	2	2	2
38	2	2	2	3	2
39	3	3	3	3	3
40	2	3	2	2	2
41	2	2	2	2	3

Student No.	L42	
	T1	T2
1	3	2
2	3	2
3	3	2
4	3	3
5	3	2
6	3	3
7	3	2
8	3	2