

Finance MBA Learning Goals and Rubrics

| Learning Goal | Learning Objectives | Where to Measure? | How to Measure? (Rubrics) |
|---|--|---|---|
| <p>Communication</p> <p>Our graduates will be effective communicators. (L1)</p> | <ol style="list-style-type: none"> 1. Our student will produce professional business or academic documents (L11) 2. Our students will deliver effective presentation accompanied with proper media technology (L12) 3. Our students will demonstrate effective interpersonal communication in a team setting. (L13) | <ol style="list-style-type: none"> 1. Course-embedded assignment 2. Course-embedded presentation 3. Course-embedded team project | <ol style="list-style-type: none"> 1. Term paper evaluation (R11) 2. Class presentation evaluation (R12) 3. Course-embedded survey (R13) |
| <p>Analytical Thinking</p> <p>Our graduates will command analytical thinking in solving complex financial decision making problems. (L2)</p> | <ol style="list-style-type: none"> 1. Our student will have basic quantitative skills for research. (L21) 2. Our students will use appropriate quantitative analytical techniques to identify problems in finance and develop a solution. (L22). | <ol style="list-style-type: none"> 1. Course-embedded test 2. Course-embedded assignment | <ol style="list-style-type: none"> 1. Test evaluation (R21) 2. Assignment evaluation (R22) |
| <p>Global perspective</p> <p>Our graduates will have a global perspective. (L3)</p> | <ol style="list-style-type: none"> 1. Our student will understand global business issues and relate current issues to emerging business opportunities. (L31) 2. Our students will have command of | <ol style="list-style-type: none"> 1. Course-embedded assignment 2. Test (OPI) and Class participation and case & | <ol style="list-style-type: none"> 1. Test evaluation(R31) 2. OPI (R32) and term project presentation evaluation |

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| | <p>business English or other language of global financial markets. (L32)</p> <p>3. Our students will be able to network and collaborate with global finance leaders. (L33)</p> | <p>term project presentation evaluation</p> <p>3. Course-embedded survey</p> | <p>3. Course-embedded survey (R33)</p> |
| <p>Ethically and Socially Conscious Reasoning</p> <p>Our graduates will understand the gravity of ethical behavior and corporate social responsibility. (L4)</p> | <p>1. Our student will identify ethical issues in financial services industry and be able to recognize and evaluate alternative courses of action (L41)</p> <p>2. Our students will know the professional code of conduct within their discipline (L42)</p> | <p>1. Course-embedded case analysis (one of CRI courses)</p> <p>2. Course-embedded assignment</p> | <p>1. Class presentation and test evaluation (R41)</p> <p>2. Class presentation and test evaluation (R42)</p> |

APPENDIX 1. Rubrics for Finance MBA Assessment

Rubrics to assess achievements of learning objectives

L1: Communication: our graduates will be effective communicators

L11. Our student will produce professional business documents

| Traits | Performance Levels | | |
|---|---|--|--|
| | 1 (Fails to Meet Expectations) | 2 (Meets Expectations) | 3 (Exceeds Expectations) |
| 1. Clear introduction and background | No or unclear introduction, and absence of background information. | Provides an introduction, present some but not all of the key background information. | Provides a coherent introduction and addresses key background issues effectively. |
| 2. Discipline-related concepts and issues | Discipline-specific concepts and issues are not identified or they are identified inappropriately. | Appropriately addresses most of the key discipline-specific concepts and issues but omits or identifies a few of the minor ones. | Appropriately addresses all key discipline-specific concepts and issues and most of the minor ones. |
| 3. Internally consistent arguments | Arguments are inconsistent, different parts of the paper do not relate well to each other and are inconsistent. | Most arguments are consistent, and most parts of the paper are integrated and consistent. | Arguments presented in the paper are consistent and the different parts of the paper are well integrated and consistent. |
| 4. Logic and organization | Arguments are poorly organized, do not flow well, and are hard to follow. | Most but not all of the arguments are well organized, flow logically, and are easy to follow. | All arguments are well organized, flow logically, and are easy to follow. |
| 5 Consistent conclusions | No or very weak connection between analysis and conclusions | Reasonable connection between analysis and conclusions; there may | Very strong connection between analysis and conclusions; there are |

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| | | be minor inconsistencies | no inconsistencies. |
| 6. Style and grammar | Numerous spelling errors; inappropriate grammar, sentence structure, and paragraphing used throughout the document. | Few spelling errors, generally appropriate grammar, sentence structure, and paragraphing. | No or very minimal spelling, grammar, sentence structure, and paragraphing errors. |
| 7. Effective literature search skills | No literature or used of inappropriate web-based sources; sources are not come from professional literature; sources are not current and/or relevant. | Uses more than one research source but demonstrates no attempt to incorporate current information; most sources are authoritative or come from professional literature; sources are generally current and relevant. | Uses multiple research sources and makes effective use of current and reliable information; sources are authoritative or come from the professional literature; includes current relevant sources. |
| 8. Documents sources | No or inconsistent references; evidence of plagiarism. | Generally includes appropriate citations within the document and lists references at the end of the documents; references are generally usable but may not contain the full bibliographic information; citations and references are generally consistent throughout the documents | Includes appropriate citations within the documents and lists references that include full bibliographic information for each citation in the document; citations and references are consistent throughout the document. |

L12: Our students will deliver effective presentation accompanied with proper media technology

| Traits | Performance Levels | | |
|---------------------------|---|---|---|
| | 1 (Fails to Meet Expectations) | 2 (Meets Expectations) | 3 (Exceeds Expectations) |
| 1. Organization | No opening statement or irrelevant statement; Loses focus more than once; does not manage time effectively. | Has opening statement relevant to topic, and gives outline of speech; mostly organized with some transitions; allows enough time to deliver speech, although it could have been better edited | Has a clear opening statement that catches audience's interest and gives overview; stays focused throughout. Has transition statement, ties sections together; effective time management. |
| 2. Quality of slides | Sloppy and/or unprofessional; may be difficult to read; many slides are superfluous. | Readable, professional, appropriate number | Readable, professional, imaginative and/or high quality (without being a distraction). |
| 3. Voice quality and pace | Demonstrates one or more of the following: mumbling, too soft, too loud, too fast, too slow, "umms." | Can easily understand; appropriate pace and volume; delivery is mostly clear and natural | Excellent delivery; conversational, modulates voice, projects enthusiasm, interest, confidence. |
| 4. Mannerisms | Demonstrates one or more distracting mannerisms, which may include bad posture, shifting feet, etc. | No distracting mannerisms. Decent posture. | Uses body language effectively (and naturally) to maintain audience's interest |
| 5. Professionalism | Makes excuses for the presentation; word choice is not appropriate for audience; inappropriately informal, does not stay "in role." | Treats audience profession-ally, word choice is acceptable (does not use slang); keeps nervousness under control | Treats audience professionally; confident, shows command of topic |

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| 6. Use of media/rapport with audience | Relies heavily on slides or notes; makes little eye contact; inappropriate number of slides (too many or too few). | Looks at slides to keep on track with presentation; appropriate number of slides; maintains eye contact most of the time. | Slides are use effortlessly to enhance speech; speech could be effectively delivered without them; perfect eye contact. |
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L13. Our students will demonstrate effective interpersonal communication in a team setting.

| Traits | Performance Levels | | |
|---|---|--|--|
| | 1 (Fails to Meet Expectations) | 2 (Meets Expectations) | 3 (Exceeds Expectations) |
| 1. Commitment | Seems reluctant to engage fully in discussions and task assignments | Consistently demonstrates commitment to the project by being prepared for each group meeting | Follows up on ideas and suggestions from previous meetings and reports findings to the group |
| 2. Balance between task and interpersonal relations | Focuses exclusively on task to be accomplished without regard to team member or focuses exclusively on interpersonal relations without regard to task | Balances the need for task accomplishment with the needs of individuals in the group | Volunteers to assist others and shares information openly |
| 3. Contributions | Does not offer ideas or suggestions that contribute to problem solving | Frequently offers helpful ideas or suggestions | Listens actively and shows understanding by paraphrasing or by acknowledging and building on others' ideas |
| 4. Stays on track | Takes the group off track by initiating conversations or discussions | Introduces suggestions and ideas that are relevant to the task | Uses tact and diplomacy to alert group that focus has strayed from the task at |

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| | unrelated to the task | | hand |
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L2. Analytical Thinking : Our graduates will command analytical thinking in solving complex financial decision problems.

L21. Our students will have basic quantitative skills for research.

| Traits | Performance Levels | | |
|--|---|---|--|
| | 1 (Fails to Meet Expectations) | 2 (Meets Expectations) | 3 (Exceeds Expectations) |
| 1. Logic and organization | Arguments are poorly organized, do not flow well, and are hard to follow. | Most but not all of the arguments are well organized, flow logically, and are easy to follow. | All arguments are well organized, flow logically, and are easy to follow. |
| 2 Basic quantitative concepts and issues | Basic quantitative concepts and issues are not identified or they are identified inappropriately. | Appropriately addresses most of the key basic quantitative concepts and issues but omits or identifies a few of the minor ones. | Appropriately addresses all key basic quantitative concepts and issues and most of the minor ones. |

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| 3. Application of quantitative tools for research | Misuses quantitative analysis tools, concepts, and techniques | Appropriately quantitative analysis tools, concepts, and techniques | Shows strong understanding and application of quantitative analysis tools, concepts, and techniques |
| 4. Consistent conclusions | No or very weak connection between analysis and conclusions | Reasonable connection between analysis and conclusions; there may be minor inconsistencies | Very strong connection between analysis and conclusions; there are no inconsistencies. |

L22. Our students will use appropriate quantitative analytical techniques to identify problems in

finance and

and develop a solution.

| Traits | Performance Levels | | |
|---|--|---|--|
| | 1 (Fails to Meet Expectations) | 2 (Meets Expectations) | 3 (Exceeds Expectations) |
| 1. Quantitative knowledge | Shows little understanding of quantitative knowledge | Shows solid understanding of quantitative knowledge | Shows through grasp of quantitative knowledge |
| 2. Application of quantitative analytical Tools | Misuses quantitative analysis tools, concepts, and techniques | Appropriately quantitative analysis tools, concepts, and techniques | Shows strong understanding and application of quantitative analysis tools, concepts, and techniques |
| 3. Application of financial analysis | Fails to incorporate financials into case analysis or shows only limited attempts to understand financials | Shows knowledge of ratios and trend analysis; demonstrates understanding of firm's financial standing | Applies ratios and trend analysis to develop sound judgments about company situation and prospects; presents financial analysis professionally |

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| 4. Identification of case problems/issues | Neglects to identify case issues; recounts facts of case with little analysis | Clearly identifies the key issues in the case and demonstrates understanding of company's decision situation | Develops a well-integrated statement of the complex issues of the case and demonstrates understanding of situation |
| 5. Generation of alternatives | Identifies weak or infeasible alternatives with little attention to case issues | Generates 2 or 3 feasible alternatives for resolving the key issues of the case | Develops 2 or 3 insightful alternatives for resolving the issues; offers specificity and originality |
| 6. Recommendations | Offers weak recommendations or pays little attention to addressing case issues | Provides well-reasoned recommendations that follow from the preceding analysis and clearly address case issues; no surprises | Integrates alternatives into a well-developed action plan; offers specificity, priorities, and sequencing of actions |
| 7. Solutions | Shows little attention to presenting sound arguments or backing up ideas with analysis; offers "I think" statements | Provides good arguments backed up with quantitative knowledge, analysis, and persuasive rationale | Provides strong rationale and convincing arguments backed up with quantitative knowledge, analysis, and persuasive rationale |

L3. Global Perspective: Our graduates will have a global perspective.

L31. Our student will understand global business issues and relate current issues to emerging business opportunities.

| Traits | Performance Levels | | |
|-----------------------------------|---|---|---|
| | 1 (Fails to Meet Expectations) | 2 (Meets Expectations) | 3 (Exceeds Expectations) |
| 1. Understanding of global issues | No or incomplete understanding of some or all of the following relevant global issues: economic, cultural, legal, demographic | Some understanding of most of the relevant issues | Clear and detailed understanding of relevant issues |
| 2. Analysis of global issues | No analysis of impact of relevant | Some analysis of impact of global | Clear, accurate and detailed analysis |

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| | global issues; erroneous analysis of impact | issues; some inaccuracies in analysis | of impact of relevant global issues |
| 3. Application of analysis to global business situation | No application of analysis to specific global business situation; incorrect conclusions or recommendations made. | Some application of analysis to specific global business situation, weak conclusions or recommendations made | Clear application of analysis to global business situation; valid conclusions and good recommendations given |
| 4. Cultural differences | Fails to adjust for cultural differences | Some consideration given to cultural differences | Extensive consideration given to cultural differences, including appropriate modification of communication |

L32. Our students will have command of business English or other language of global financial markets.

| Traits | Performance Levels | | |
|--------------|--|---|--|
| | 1 (Fails to Meet Expectations) | 2 (Meets Expectations) | 3 (Exceeds Expectations) |
| 1. Knowledge | A few of the required elements (vocabulary, structures, and/or cultural context) are complete and correct. | Some of the required elements (vocabulary, structures, and/or cultural context) are complete and correct. | Most of the required elements (vocabulary, structure, and/or cultural context) are complete and correct. |

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| 2. Comprehension | The response shows little understanding of main ideas and/or details. | The response shows some understanding of main ideas and details. | The response for the most part shows understanding of main ideas and most details. |
| 3. Communication | The communication skills and strategies are minimally evident, appropriate, and/or correct. | The communication skills and strategies are somewhat complete, appropriate and/or correct. | The communication skills and strategies are mostly complete, appropriate and correct. |

L33. Our students will be able to network and collaborate with global business leaders.

| Traits | Performance Levels | | |
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| | 1 (Fails to Meet Expectations) | 2 (Meets Expectations) | 3 (Exceeds Expectations) |
| 1. Understanding of global finance systems | Somewhat understands global finance systems and major financial instruments | Mostly understands global finance systems and major financial instruments | Fully understands global finance systems and major financial instruments |
| 2. Global mannerisms | Somewhat understands global mannerisms and cultural differences | Mostly understands global mannerisms and cultural differences | Fully understands global mannerisms and cultural differences |

L4. Ethically Conscious Reasoning: Our graduates will understand the gravity of ethical behavior and corporate social responsibility.

L41. Our student will identify ethical issues in financial services industry and be able to recognize and evaluate alternative courses of action.

| Traits | Performance Levels | | |
|-------------------------------|--|--|---|
| | 1 (Fails to Meet Expectations) | 2 (Meets Expectations) | 3 (Exceeds Expectations) |
| 1. Identifies ethical issues | Has a vague idea of what ethical issues are and is uncertain what must be decided in individual or business behavior | Identifies ethical issues, including pertinent facts, and ascertains what must be decided in individual or business behavior | Describes ethical issues in detail having gathered pertinent facts. Ascertain exactly what must be decided in individual or business behavior |
| 2. Stakeholders Consideration | Fails to recognize all stakeholders or explores consequences and threats/opportunities ineffectively | Recognizes stakeholders and explores some of the consequences and threats/opportunities fairly effectively | Recognizes all stakeholders and fully explores consequences and threats/opportunities |
| 3. Options development | Failed to identify all of the relevant and practical options | Identified most of the relevant practical options, but overlooked some related conceptual problems and issues | Correctly identified all of the relevant practical options and all of the related conceptual problems and issues |
| 4. Options Evaluation | Failed to provide weightings of various ethical and social arguments and reasons | Provided some evaluation of ethical and social reasons and arguments, but overlooked important factual or logical errors in some reasons | Provided appropriate and defensible evaluations for all relevant arguments noting wherever necessary factual assumptions, logical errors, or conceptual confusions. |
| 5. Decision and Action | Has difficulty identifying and appropriate course of action from among options | Formulates an implementation plan that delineates the execution of the decision | Formulates an implementation plan that delineates the execution of the decision and that evidences a thoughtful reflection on the benefits and risks of action |

L42. Our students will know the professional code of conduct within their discipline.

| Traits | Performance Levels | | |
|------------------|---|--|---|
| | 1 (Fails to Meet Expectations) | 2 (Meets Expectations) | 3 (Exceeds Expectations) |
| 1. Importance | Somewhat appreciates the importance of keeping professional code of conduct | Mostly appreciates the importance to keep professional code of conduct | Fully appreciates the importance of keeping professional code of conduct. |
| 2. Understanding | Somewhat understands the detailed contents of professional code of conduct | Mostly understands the detailed contents of professional code of conduct | Fully understands the detailed contents of professional code of conduct. |