Inter American University of Puerto Rico
Economic School

ALTERNATIVE ASSESSMENTS METHODS APPLICABLE TO DOCTORAL PROPOSALS AND DISSERTATIONS: THE CASE OF DOCTORATE IN BUSINESS ADMINISTRATION WITH SPECIALTY IN FINANCE (DBAF)

Ahmad H. Juma'h

Alternative Methods of Assessment

Traditional assessments are related to objective test questions (Waugh & Gronlund, 2013) and open questions such as short -answers and essays (Ronan, 2015).

Observation, interviews, discussion are examples of other diagnostic, alternative, methods of assessments (Ronan, 2015) that are applicable to higher levels of the cognitive domain; examples of alternative assessments are related to performance, authentication, and perception. For practical research, dissertations, work in progress, presentations in conferences, and articles, we recommend alternative methods of assessments, for example, discussion of ideas, formulating research questions, writing proposals, presentations to teams, continuing feedback.

Feedback includes checklists of requirements and tasks that should be realized; this can be done by the mentor or the student. Rubrics as a common feedback tool, this tool is used to construct tables related to summarizing related works: dependent and independent variables, and statistical tests.

The DBAF competencies are:

1. To demonstrate knowledge and understanding of current situations of finance.
2. To demonstrate knowledge and understanding of the classic and modern theories in the area of finance.
3. To demonstrate knowledge and understanding of the different methods from investigation in finance.
4. To evaluate current cases of finance.
5. To integrate the practices with the current theories in finance.
6. To apply the appropriate methods of research to the financial models.
7. *To value different points of view related to research in the theoretical and practical field of finance.*
8. *To act in harmony with the ethical aspects in the accomplishment of research in the field of finance.*

DBAF Curricular sequence

Year 1: Finance fundamentals, theories and practices to support research

Trimester 1			Trimester 2			Trimester 3			Summer		
Course	Title	CRS	Course	Title	CRS	Course	Title	CRS	Course	Title	CRS
FINA 7101	Corporate Finance I	3	FINA 7102	Corporate Finance II	3	BADM 7020	Research Methods	3	----	Selective course 1	3
BADM7220	Microeconomic theory	3	FINA 7200	Statistics for Finance	3	FINA 8100	Seminar in Investment	3			

Year 2: Supporting Seminars and courses of the research topic selection

Trimester 1			Trimester 2			Trimester 3			Summer		
Course	Title	CRS	Course	Title	CRS	Course	Title	CRS	Course	Title	CRS
FINA 8300	Research Project Seminar	3	----	Selective course 3	3	----	Elective 1	3	----	Elective 2	3
----	Selective course 2	3	----	Selective course 4	3		Comprehensive Exam				

Year 3: Research development

Trimester 1			Trimester 2			Trimester 3			Summer		
Course	Title	CRS	Course	Title	CRS	Course	Title	CRS	Course	Title	CRS
FINA 8991	Doctoral Dissertation I	3	FINA 8992	Doctoral Dissertation II	3	FINA 8993	Continuation Doctoral Dissertation	3			

Cursos prescritos:
BADM 7150 La Política Pública y las Decisiones Empresariales
BADM 7223 Teoría de Macroeconomía
BADM 797C Seminario de Temas Especiales en Contabilidad
FINA 8000 Seminario en Finanzas Corporativas
FINA 8500 Seminario en Estrategias Financieras
FINA 8550 Epistemología Aplicada a las Finanzas
INBU 8170 Finanza Internacional
FINA 897_ Seminario sobre temas específicos en finanzas

Objectives or SLO for				Tools	Assessment period*
Metro Campus	Program DBA finance	Courses			
Research **Writings**	1. To demonstrate knowledge and understanding of current situations of finance.	Justify the selection of the research topic	7101	Essay & survey	2016-13
		Consider incomplete markets	7102	Essay & survey	2016-23
	2. To demonstrate knowledge and understanding of the classic and modern theories in the area of finance.	Evaluate theories and practices related to derivatives	7101	Essay & survey .	2016-13
		Discuss incomplete information in financial decisions	7102	Essay & survey	2016-23
	3. To demonstrate knowledge and understanding of the different methods from investigation in finance	Distinguish the research methods related to the selected topics	7020	Essay & survey	2017-23
		Evaluate statistical and mathematical tools related to the selected research topics	7200	Essay & survey	2017-33
		Evaluate investment valuations models	8100	Essay & survey	2017-33
	4. To evaluate current cases of finance	Justify the selected methodology	7200	Essay & survey	2017-33
		Evaluate financial situations for a sample of firms	8100	Essay & survey	2017-33
Leadership (Debate)	5. To integrate the practices with the current theories in finance	Compare differences research methods applied to the selected topics	7020 8300	Essay & survey	2018-13 2018-23
Collective work	6. To apply the appropriate methods of research to the financial models	Contribute to search for solutions to actual situations in finance	7220 8300	Rubrics	2018-33
Social Responsibility	7. To value different points of view related to research in the theoretical and practical field of finance	Contribute to practical knowledge in finance discipline	8991 8992	Research proposal rubric	2019-13
	8. To act in harmony with the ethical aspects in the accomplishment of research in the field of finance	Presentations	8992 8993	Dissertation progress and presentation	2019-23 2019-33

Objectives or SLO for			Tools rubrics	Assessment period*
Metro Camp	Program DBA finance	Courses		
Social Responsibility	7. To value different points of view related to research in the theoretical and practical field of finance	Contribute to practical knowledge in finance discipline	8991 8992	Research proposal	2019-13 2019-23
	8. To act in harmony with the ethical aspects in the accomplishment of research in the field of finance	Presentations	8992 8993	Dissertation progress & presentations	2019-23 2019-33

Table 0.1: Extended presentation of theoretical background

Reference	Research question or Statement or Hypothesis	Main theories/ practices used	Source of Data	Variables	Sampling	Methodology	Results	Conclusions	Relation to(insert your research topic)
APA Style	Include at least one of: research questions, statements or hypotheses.	Mention the main theories or practices included in the selected article.	From where the authors of the selected article obtained the data	Include the main variables used in the article and classify them as: Dependent variables Independent variables	Describe the sampling (if any) in the selected article.	Describe the research methods used.	Summarize the main results of the selected article.	Summarize the main conclusions, future research of the selected article.	Link the main issues in the selected article to your research topic.

Table 0.2: Used variables by selected articles, definitions, measures and application to your topic.

Terms, variables	Reference	Definition	Measure, proxy	Application to to(insert your research topic)
Risk free rate	Fama et al. (2002)	The rate associated with zero risk	T-bills	Used to calculate beta

Ref	Research question or Statement or Hypothesis	Materiality concept Significance	Relationship Agency Signaling	Source of Data	Variables	Sampling	Methodology	Results	Conclusions	Relation to (insert your research topic)
APA Style	At least one of: research questions, statements, or hypotheses	Indicate the materiality or significance issues indicated in the selected article. Give direct citation from the selected article.	Indicate the relationship, agency or signaling issues indicated in the selected article. Give direct citation from the selected article	From where the authors of the selected article obtained the data	Include the main variables used in the article and classify them as: Dependent variables Independent variables	Describe the sampling (if any) in the selected article.	Describe the research methods used.	Summarize the main results of the selected article. In particular if these results are linked to the materiality or relationship used in the article.	Summarize the main conclusions, future research of the selected article. In particular if these conclusions are linked to the materiality or relationship used in the article.	Link the main issues in the selected article to your research topic. In particular if these issues are linked to the materiality or relationship used in the article.

Terms, variables	Ref	Definition	Measure, proxy	Relation to the materiality or relationship	Application to to(insert your research topic)
As described in the selected article	Author(s) (year, page)	As described in the selected article	As described in the selected article	As described in the selected article	Link between the materiality or relationship, measurement and your research topic

Summaries of the general and finance strategies

References	Research question	Main theories or practices	Materiality concept	Description and citation of the materiality	Relationship	Description of the relationships	Main conclusions	Relation to (outsourcing).
1. Perez, L. G. (n.d.) (2010). Norma de uso Outsourcing (Subcontratistas). Direccion del Trabajo , 1-15. Retrieved from www.dt.gob.cl/1601/articles-98200_recurso_2.doc	1. What are the risks of adequate outsourcing controls? Page 2 2. What is the purpose of the audit in multinational companies? Page 2 3. What is the importance of contracts and reliability agreements between companies? Page 3	1. Theory of contracts and reliability agreements. Page 3-4	1. Contract auditing rule. Page 5 2. Security audits. Page 7 3. Internal audits. Page 10	1. The audit must take into account the service levels agreed in the contract, to determine if the necessary controls have been met to correct any discrepancies. Quantitative, The frequency of audits will be determined by the members of the Internal Audit Page 7-8 2. Qualitative, depending on the results of the risk assessment, several additional controls should be incorporated or referenced in the contract. Page 6	1. Using the Agency Theory, there must be a formal contract between the work management and the contractor to protect both parties. The contract will clearly define the type of information exchanged and the purpose for it. They must assess risks before subcontracting, using risk assessment processes. Page 3-5	1. The contract will clearly define the responsibilities of each party towards the other by defining the parties to the contract, the effective date, the functions or services provided the limitations on the use of subcontractors and normal legal matters to any contract. Page 5-6	1. The Internal Audit area is authorized by the administration to assess compliance with all corporate policies at any time. In turn, it can help with audits of security outsourcing contracts, including compliance audits, and advice on the management of risks and controls related to outsourcing. Page 10	1. The important thing about this research is to know how to control audits and avoid monetary losses. If the controls necessary to manage risks are too expensive, the audit function or service cannot be subcontracted. Page 4 2. The audit should define the users, about the commercial management and information security risks associated with the outsourcing of business processes. Page 3

Overall Rubric of the Dissertation Proposal	Completed (2 points)	Partially completed (1 points)	Not Completed (0 points)	Recommendations How to improve the draft
Introduction				
Description of sections in the introduction				
Development of research questions				
Integrating of previous works to justify RQ				
Minimum of articles (according to student's topic or minimum 30 articles)				
Included a Table to summarize previous works				
Justifying the use of RQ versus hypothesis				
Data collection				
Source of data				
Process of data collection				
Link between data collection and RQ				
Definition of variables to be collected				
Limitations of data collections				
Remedies or solutions for data collections limitations				
Methodology				
Description of descriptive statistics appropriate to student dissertation				
Correlation importance and justifications				
Reasoning (justifications) to use parametric or non-parametric statistics				
Identification of models from previous research				
Selection of the appropriate model(s) to be used in student dissertation				
Justification for the selected model(s)				
Selection of statistical method suitable for the selected model(s)				
Definition of variables to be used in the model(s)				
Justification of the selected statistical method				
Assumption of the selected statistical method(s)				
Discussion the need of Normality assumption				
Multicollinearity assumption & implication to student work				
Ways to overcome the Multicollinearity				
Autocorrelation (serial correlation) assumption & implication to student work				
Ways to overcome the serial correlation				
Homoscedasticity assumption & implication to student work				
Ways to overcome the Homoscedasticity				
Statistic(s) to be used to test models variable				
Justification for the selected statistical tests				
Statistic(s) to be used to test models (overall)				
Justification for the selected statistical tests				
References according to APA				
Other specific issues				

Ethical Reasoning and Analysis Rubric

This rubric is to be applied to each student's regarding multiple ethical implications on the Dissertation Proposal and the Dissertation. Ethical reasoning and analysis is the process of recognizing and evaluating the impact of choices we make on the wellbeing or life choices of others. In the context of accounting, ethical reasoning identifies those directly impacted by the accountant's professional choices and judgments; among these stakeholders are investors, creditors, customers, government regulators, insurers, and employees as well as the reputation of the profession itself. Score 8 or more – exceeds expectations; 5 – 7 – meets expectations; 4 or less – does not meet. A least 90% of students must meet expectations.

	Benchmark	Does not meet (0 points)	Meets Expectations (1 points)	Exceeds Expectations (2 points)	Score
Ethical self-awareness	Student either states his/her core beliefs or the origins of those core beliefs, but not both.	Student states both core beliefs and origins of the core beliefs	Student discusses in detail/analyzes both core beliefs and the origins of those core beliefs	Student discusses in detail/analyzes both core beliefs and the origins of those core beliefs and discussion has greater depth and clarity.	
Understanding different ethical perspectives/conce	Student only names the major theory he/she uses. (deontology, utilitarianism)	Student can name the major theory he/she uses, and is only able to present the gist of the named theory	Student can name the major theory or theories he/she uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, gut has some inaccuracies	Student names the theory or theories, can present the gist of the theory and accurately explains the details of the theory (or theories)	
Ethical issue recognition	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among issues.	Student can recognize ethical issues when issues are presented in a complex, multi-layered (gray) context OR can grasp cross relationships among the issues	Student can recognize ethical issues when presented in a complex multi-layered (gray) context AND can recognize cross relationships among the issues	
Application of ethical perspectives/concept	Student can apply ethical perspectives /concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives /concepts independently (to	Student can apply ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application	Student can independently (to a new example) apply ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application	Student can independently apply ethical perspectives/concepts to an ethical question, accurately and is able to consider full implications of the application	

INSTRUMENTO PARA EVALUAR LA EJECUTORIA DEL ESTUDIANTE EN LA DEFENSA ORAL DE SU DISERTACIÓN

Categorías	Puntuación Máxima	Puntación Asignada
Concordancia de lo presentado con lo escrito	4	3.5
Demostración del dominio de las técnicas de investigación	4	3.5
Comprensión del tema conforme se demostró por la adecuación de sus respuestas a las preguntas que se le plantearon	4	4
Claridad del mensaje (retórica y lenguaje utilizado)	4	4
Calidad de la expresión (asertividad y profesionalismo)	4	4

Puntuación Total __19__

ESCALA = (4) Excelente (3) Superior
(1) Deficiente (2) Satisfactorio

PUNTUACION DE APROBACION: 80% DEL TOTAL (mínimo aceptable)

Ismael Fuentes Rosa
Nombre del Estudiante

Ahmad H. Jimah 24/08/16
Firma del Presidente

Firmar Lector(a)

Firmar Lector (a)

Firma Miembro del Comité

Firma Miembro del Comité

rga

GUÍA DE CRITERIOS PARA EVALUAR LA DEFENSA ORAL DE LA PROPUESTA DE DISERTACIÓN

INSTRUCCIONES: En una escala de 0 a 5 circule la puntuación en cada criterio de evaluación que a su juicio obtuvo el (la) estudiante en la defensa oral de su disertación. Cada miembro del comité tiene que llenar una hoja de evaluación en forma independiente. Al finalizar la defensa oral, se obtiene el promedio de las puntuaciones asignadas por los tres miembros del comité y se anotan en una hoja de evaluación, la cual tiene que estar firmada por todos los miembros del comité. La puntuación máxima posible es de 30 puntos (100%) y la puntuación mínima para pasar es de 24 puntos (80%).

ESCALA DE EVALUACIÓN

1. El (la) estudiante demuestra poco o ningún conocimiento de las implicaciones del problema de investigación seleccionado tomando en consideración la población bajo estudio y el contexto de Puerto Rico.	0 1 2 3 4 **5**	1. El (la) estudiante demuestra conocimiento de las implicaciones del problema de investigación seleccionado tomando en consideración la población bajo estudio y el contexto de Puerto Rico.
2. El (la) estudiante demuestra conocimiento muy limitado sobre el problema de investigación seleccionado al hacer referencia a las publicaciones recientes sobre el tema.	0 1 2 3 4 **5**	2. El (la) estudiante demuestra conocimiento actualizado sobre el problema de investigación seleccionado al hacer referencia a las publicaciones recientes sobre el tema.
3. El (la) estudiante en su exposición no logró sustentar la importancia del estudio propuesto.	0 1 2 3 **4** 5	3. El (la) estudiante demuestra la capacidad para sustentar la importancia

		del estudio propuesto.
4. El estudiante se mostró confuso e inseguro al presentar el método de investigación seleccionado.	0 1 2 3 4 (5)	4. El estudiante mostró vasto conocimiento del método de investigación seleccionado.
5. Las respuestas a las preguntas fueron ambiguas sin hacer referencia a lo que cada pregunta requería.	0 1 2 3 4 (5)	5. Las respuestas a las preguntas del comité fueron pertinentes demostrando dominio sobre el tema.
6. En general, la presentación de la propuesta de disertación careció de elementos tales como organización del contenido, uso y manejo del tiempo y uso de recursos visuales	0 1 2 3 4 (5)	6. En general, la presentación de la propuesta de disertación incluyó elementos tales como: organización del contenido, manejo adecuado del tiempo y uso de recursos visuales.
PUNTUACIÓN TOTAL	30	

Ismael Fuentes Rosa

Nombre del Estudiante

_I 00185255_

Número de Estudiante

Ahmad H. Jumah

Presidente del Comité de Disertación

31/oct/2017

Fecha

Miembro del Comité de Disertación

31/oct/2017

Fecha

Miembro del Comité de Disertación

Fecha

Director del Programa Académico

Fecha

UNIVERSIDAD INTERAMERICANA DE PUERTO RICO
RECINTO METROPOLITANO
FACULTAD DE CIENCIAS ECONÓMICAS Y ADMINISTRATIVAS
ESCUELA DE ECONOMÍA

INSTRUMENTO PARA EVALUAR LA EJECUTORIA DEL ESTUDIANTE EN LA DEFENSA ORAL DE SU DISERTACIÓN

Categorías	Puntuación Máxima	Puntación Asignada
Concordancia de lo presentado con lo escrito	4	$4+4+4+3.5 = 15.5 = 3.875$
Demostración del dominio de las técnicas de investigación	4	$4+3.5+4+3.5 = 15 = 3.75$
Comprensión del tema conforme se demostró por la adecuación de sus respuestas a las preguntas que se le plantearon	4	$4+4+3.5+4 = 15.5 = 3.875$
Claridad del mensaje (retórica y lenguaje utilizado)	4	$3.5+4+4+4 = 15.5 = 3.875$
Calidad de la expresión (asertividad y profesionalismo)	4	$4+3.5+4+4 = 15.5 = 3.875$

$77/20 = 3.85$

Puntuación Total __3,85__

ESCALA =   (4) Excelente   (3) Superior
             (1) Deficiente   (2) Satisfactorio

PUNTUACION DE APROBACION: 80% DEL TOTAL (mínimo aceptable)

Ismael Fuentes Rosa   _Angel L. Ruiz_   24/08/18
Nombre del Estudiante   Firma Lector(a)

Ahmad H. Jumah   24/08/18   24/08/18
Firma del Presidente   Firma Lector (a)

                   24/08/18   _M A_
Firma Miembro del Comité   Firma Miembro del Comité

rga

Electronic Verifications

Electronic feedback is used through "SafeAssign" and "Turnitin" to assure valuing different points of view to research and including correct citations, so this is an assurance that students are acting in harmony with the ethical aspects in the accomplishment of their research.

References
Waugh, C. K. & Gronlund, N.E. (2013) Assessment of student achievement, Upper Saddle River, NJ: Pearson.

Ronan, A. (2015). Every teacher's guide to assessment. *URL: http://www. edudemic. com/summative-and-formative-assessments*.

Thank you for your attention