

AOL Report Management Engineering Program Assessment (2014)

The Management Engineering (ME) Program pursues excellence in academic research based on great emphasis on scientific methodology and theoretical expertise.

The research areas include Accounting, Managerial Economics, Finance, Organization & Strategic Management, Marketing, IT Management, Operations Strategy & Management Science. Students in this program intensively learn various theories and analytical skills to be highly achieved scholars.

- Total Course: 38 (Spring, 2014:21 / Fall, 2014:17)
- Number of Graduate: 59 (Master: 49, Ph.D.: 10)
- Total Enrollment: Spring 219/ Fall 210
- Sample: 7~29 (15% of 59 = 9)
- Assessment Course:

Learning Goal 1	Qualification Exam - Sample: 22 (37% of Graduate 59)
Learning Goal 2	Defense of Dissertation
Learning Goal 3	- Sample: 29 (49 % of Graduate 59)
Learning Goal 4	BA571 Mathematical Programing - Sample: 7 (12% of Graduate 59)

Overview of Assessment

Management Engineering Program Assessment: Learning Goal 1		
Our graduates will have skills (or ability) to conduct quality research.		
Learning Objective	Sample	Methods
(L11) Graduate will have basic quantitative skills for research. (L22) Graduate will have basic theory, analytical research tools , and background about their research area.	Qualification Exam in Fall Semester (N= 22)	- Qualification Exam evaluation
- Professor in charge evaluates doctoral students who took qualification exam. * 1 (Fails to Meet Expectations) 2 (Meets Expectations) 3 (Exceed Expectation)		

Management Engineering Program Assessment: Learning Goal 2		
Our graduates will be effective professional communicators.		
Learning Objective	Sample	Methods
(L21) Our student will create well-written professional papers on a research topic. (L22) Our students will deliver an effective oral presentation on a research topic.	Defense of Dissertation in Fall Semester (N= 29)	- Dissertation evaluation
- Uses dissertation evaluation in defenses of dissertation. * 1 (Fails to Meet Expectations) 2 (Meets Expectations) 3 (Exceed Expectation)		

Management Engineering Program Assessment: Learning Goal 3		
Learning Goal Our graduates will be capable researchers.		
Learning Objective	Sample	Methods
1. Our student will identify and diagnose management/research problems. (L31) 2. Our students will engage in management research and present the findings of such research effectively. (L32)	Defense of Dissertation in Fall Semester (N= 29)	- Dissertation evaluation
- Uses dissertation evaluation in defenses of dissertation * 1 (Fails to Meet Expectations) 2 (Meets Expectations) 3 (Exceed Expectation)		

Management Engineering Program Assessment: Learning Goal 4		
Our graduates will use team building successfully.		
Learning Objective	Sample	Methods
(L41) Our students will know how to build a academic team successfully.	Student enrolled in BA571 (N=7)	- Course-embedded survey (peer evaluation)
- Using Course-embedded survey in BA 571 for peer review among team * 1 (Fails to Meet Expectations) 2 (Meets Expectations) 3 (Exceed Expectation)		

Data Analysis and Results

Assessment Learning Goal 1: Qualification Exam									
Professor in charge evaluates the 1 st year doctoral students									
Student Number	L11					L12			
	1	2	3	4	5	1	2	3	4
1	3	2	3	3	3	3	2	3	3
2	2	2	3	2	2	2	3	3	2
3	2	2	3	3	2	2	3	3	2
4	2	2	3	3	2	2	2	3	2
5	2	2	3	2	2	2	3	3	2
6	2	3	3	2	2	3	3	3	2
7	3	3	3	2	2	3	2	3	3
8	3	3	3	3	3	3	3	3	3
9	3	3	3	3	3	2	3	3	3
10	3	3	2	3	3	2	3	3	3
11	1	2	2	3	2	2	2	3	3
12	1	1	2	1	1	1	1	2	2
13	3	3	3	3	2	3	3	3	3
14	3	3	3	3	2	3	3	3	3
15	3	3	3	2	3	3	3	3	3
16	3	3	3	2	2	3	2	3	3
17	3	3	3	2	2	3	2	3	3
18	2	3	3	2	2	2	2	3	3
19	2	3	3	2	2	2	2	3	3
20	2	3	3	2	2	2	2	3	3
21	2	3	3	2	2	2	2	3	2
22	2	3	3	2	2	2	2	3	2
3 point total	2	1	0	1	1	1	1	0	0
2 point total	10	6	3	12	16	12	11	1	8
1 point total	10	15	19	9	5	9	10	21	14
Mean	2.36	2.64	2.86	2.36	2.18	2.36	2.41	2.95	2.64

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

Assessment Learning Goal 2: Defense of Dissertation

Committee member evaluates the master or doctoral students

Student Number	L21						L22						
	1	2	3	4	5	6	1	2	3	4	5	6	7
1	2	2	2	3	2	2	2	3	2	2	2	2	3
2	3	3	3	3	3	3	3	3	3	3	3	3	2
3	3	3	3	3	3	3	2	3	2	3	3	3	3
4	3	2	2	3	3	3	3	3	3	3	3	3	3
5	3	3	2	3	3	3	3	3	3	3	3	2	3
6	3	3	2	3	3	3	3	3	3	3	3	3	3
7	2	2	2	2	2	3	3	2	2	2	2	2	2
8	3	2	3	3	2	3	3	2	2	2	3	2	3
9	3	2	3	3	3	3	3	3	3	2	3	3	3
10	3	2	3	3	3	3	3	3	3	2	3	3	3
11	3	2	3	3	3	3	3	3	3	2	3	3	2
12	3	3	2	3	3	3	3	3	3	2	3	3	2
13	2	2	3	2	3	3	3	2	2	2	2	2	2
14	2	2	2	2	2	2	2	2	3	2	2	2	2
15	2	3	3	3	2	2	2	3	2	3	3	3	3
16	3	3	2	3	3	3	3	3	3	2	3	2	3
17	2	3	3	3	3	3	2	3	3	3	2	3	2
18	2	2	2	3	2	3	2	2	2	2	2	2	2
19	3	3	3	3	3	2	3	2	3	2	3	2	3
20	3	3	3	3	3	3	3	3	3	3	3	3	2
21	3	3	3	3	3	3	2	3	3	2	2	3	2
22	3	3	3	2	3	3	3	3	3	3	3	3	2
23	3	2	2	3	2	3	2	3	3	3	3	3	3
24	2	3	3	2	3	3	3	2	3	2	2	3	2
25	3	3	2	2	2	3	2	3	3	2	3	2	2
26	3	3	2	3	2	3	2	3	2	2	2	3	3
27	2	3	3	3	3	3	3	3	3	3	3	2	3
28	3	3	3	3	2	3	3	3	3	3	3	2	3
29	3	3	2	3	3	2	3	3	3	3	3	3	3
3 point total	0	0	0	0	0	0	0	0	0	0	0	0	0
2 point total	9	11	13	6	10	5	10	7	8	16	9	12	13

1 point total	20	18	16	23	19	24	19	22	21	13	20	17	16
Mean	2.69	2.62	2.55	2.79	2.66	2.83	2.66	2.76	2.72	2.45	2.69	2.59	2.55

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

Assessment Learning Goal 3: Defense of Dissertation

Committee member evaluates the master or doctoral students

Student Number	L31						L32						
	1	2	3	4	5	6	1	2	3	4	5	6	7
1	3	2	3	2	2	2	3	2	2	2	3	2	3
2	3	3	3	3	3	3	3	3	3	2	2	2	3
3	3	3	3	3	3	3	3	3	3	2	3	2	3
4	3	3	3	3	3	3	3	2	3	3	3	3	3
5	3	3	3	3	3	3	3	3	3	3	2	3	3
6	3	3	2	3	3	3	3	2	3	3	3	2	3
7	1	1	2	3	2	2	2	2	1	2	2	2	1
8	3	2	2	3	3	3	3	3	3	3	2	2	3
9	3	3	3	3	3	3	3	3	3	3	3	3	3
10	3	2	3	3	3	2	3	3	3	3	3	3	3
11	3	2	3	3	3	2	3	3	3	3	3	3	3
12	3	3	3	3	3	3	3	3	3	3	2	3	3
13	3	2	3	2	3	3	3	2	3	2	2	3	3
14	2	2	3	2	3	2	2	2	2	2	3	2	2
15	3	3	3	3	3	2	3	3	3	2	3	3	3
16	3	3	3	3	3	3	3	3	3	3	3	3	3
17	3	2	3	2	2	3	3	3	2	3	2	3	3
18	2	2	3	2	2	2	3	2	2	2	2	2	2
19	3	3	3	2	3	3	2	3	3	3	3	2	3
20	2	3	2	3	2	2	3	2	2	2	2	2	2
21	3	3	2	3	2	2	3	2	2	2	2	2	3
22	3	3	3	2	3	3	3	3	3	3	3	3	3
23	3	3	3	3	3	3	3	3	2	3	3	3	3
24	2	2	3	2	3	3	3	2	3	3	2	3	2
25	2	3	3	3	2	2	3	2	3	2	3	2	2
26	3	3	3	2	3	3	3	3	3	2	3	3	3
27	2	3	3	3	2	3	3	3	2	3	3	3	2
28	3	3	3	3	3	3	3	3	2	3	3	3	3
29	3	3	3	2	3	2	3	3	3	2	3	3	3
3 point total	1	1	0	0	0	0	0	0	1	0	0	0	1
2 point total	6	9	5	10	8	11	3	11	9	13	11	12	6

1 point total	22	19	24	19	21	18	26	18	19	16	18	17	22
Mean	2.72	2.62	2.83	2.66	2.72	2.62	2.90	2.62	2.62	2.55	2.62	2.59	2.72

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

Assessment Learning Goal 4: BA 571				
Using course-embedded survey (peer evaluation)				
Student Number	L41			
	1	2	3	4
1	3	3	3	2
2	3	2	3	3
3	3	3	3	3
4	3	2	3	3
5	3	3	3	3
6	3	3	3	3
7	3	3	2	3
3 point total	0	0	0	0
2 point total	0	2	1	1
1 point total	7	5	6	6
Mean	3.00	2.71	2.86	2.86

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

Result Interpretation and Comments

- Learning Goal 1 – Objective 1 (L11)

An overall score for L11 is 2.48. The results imply that the graduates have enough quantitative skills for their research. In particular, the average score for ‘Effective literature search skills’ is 2.86. The graduates are capable of using current and reliable information. They can go through vast literature and support their research claims by providing adequate literature. In general, average scores dropped compared to the last year. More emphasis on quantitative skill is needed.

- Learning Goal 1 – Objective 2 (L12)

An overall score is 2.59 for L12. The results imply that the graduates have enough knowledge about their research areas, theories and research tools. In particular, the average score for ‘Proper use of research tools’ is 2.95. It shows the graduates are well aware of methods and tools that are adequate for their research. In contrast, the average score for ‘Understanding theory’ is 2.36. Although it is still a high score, it is the lowest one among other criteria. Therefore, the college also needs to put more emphasis on theory.

- Learning Goal 2 – Objective 1 (L21)

An overall score is 2.69 for L21. The results imply that the graduates are able to write well-written professional papers. In particular, average score for ‘Format’ is 2.83. However average score for ‘Spelling and grammar’ is 2.55. The score on ‘Spelling and grammar’ was the lowest one for three consecutive years. It suggests that more education on English skill is required.

- Learning Goal 2 – Objective 2 (L22)

An Overall score is 2.63 for L22. The results imply that the graduates can deliver an effective oral presentation. The average score for ‘Quality of slides’ is 2.76. It shows an effort and high dedication of the graduates. All criteria scored higher than 2.5. It is the result from the college’s effort to enhance presentation skills. For instance, a course ‘Business presentation’ is mandated for every student.

- Learning Goal 3 – Objective 1 (L31)

An overall score is 2.72 for L31. The results imply that our students can diagnose research problems effectively. Every criterion scored higher than 2.6, which is impressive. In particular, average score for ‘Ethical solutions’ is 2.90. The results show that the college’s effort to emphasize “asking the right question” was successful.

- Learning Goal 3 – Objective 2 (L32)

An overall score is 2.60 for L32. The results imply that our students can approach research

problem in a proper way. In particular, average score for 'problem/objective finding' is 2.62. It is consistent with the result shown in L11. Scores for the other criteria also exceed 2.5.

- Learning Goal 4 – Objective 1 (L41)

Overall score for L41 is 2.86 which is exceptionally high. Evaluation on L4 was based on a peer review. In eastern culture, students tend to evaluate their peers more positively than they actually think. Despite the cultural context, the average scores for every criterion exceed 2.7. It suggests that our students are excellent at team work, which is one of the most important qualities to become an admirable researcher.

- Overall Comments

In general, most of the graduate achieved more than the college expected. Their quantitative skills, dedication and team work was distinctive. Also, the college needs to improve on several aspects such as English skills or academic theories. In general most scores had dropped compared to the last year. More effort such as additional courses and feedback system to improve graduates' qualities is required