

AOL Report Management Engineering Program Assesement (2016)

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: 45 (Spring, 2016:26 / Fall, 2016:19)
- Number of Graduate: 53 (Master: 32, Ph.D.: 21)
- Total Enrollment: Spring 205/ Fall 188 (Master: 75/71, Ph.D.: 130/117)
- Sample: 7~20 (15% of 53 = 8)
- Assessment Course:

Learning Goal 1	Qualification Exam - Sample: 9 (17% of Graduate 53)
Learning Goal 2	Defense of Dissertation
Learning Goal 3	- Sample: 20 (38 % of Graduate 53)
Learning Goal 4	BA571 Mathematical Programing - Sample: 7 (13% of Graduate 53)

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. (L12) Graduate will have basic theory, analytical research tools , and background about their research area.	Qualification Exam in Fall Semester (N= 9)	- 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= 20)	- 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= 20)	- 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 an academic team successfully.	Student enrolled in BA571 or BA552 (N=7)	- Course-embedded survey (peer evaluation)
- Using Course-embedded survey in BA 571 and BA552 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	3	3	3	3	3	3	3	2
2	3	3	2	3	3	3	3	3	3
3	3	3	2	2	3	3	3	2	3
4	3	2	3	3	3	3	3	3	2
5	2	2	3	3	3	3	3	3	3
6	3	2	3	3	3	3	2	3	3
7	3	3	3	2	2	3	3	2	3
8	3	3	3	2	3	3	3	2	3
9	3	2	3	3	2	3	3	2	3
3 point total	8	5	7	6	7	9	8	5	7
2 point total	1	4	2	3	2	0	1	4	2
1 point total	0	0	0	0	0	0	0	0	0
Mean	2.89	2.56	2.78	2.67	2.78	3.00	2.89	2.56	2.78

* 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	3	3	3	3	3	3	3	3	3	3	3	3	3
2	3	3	3	3	3	2	2	3	3	3	3	3	3
3	2	2	2	2	2	3	2	3	3	3	3	3	3
4	3	2	2	2	3	3	3	3	3	3	3	3	3
5	3	2	2	3	3	3	3	3	3	3	3	3	3
6	3	2	2	3	3	3	3	3	3	3	3	3	3
7	3	2	2	3	3	3	3	3	3	3	3	3	3
8	3	3	3	3	3	3	3	3	3	3	3	3	3
9	3	3	3	3	3	3	3	3	3	3	3	3	3
10	3	3	2	3	3	3	3	3	3	2	3	3	3
11	3	2	2	3	3	3	3	3	3	3	3	3	3
12	3	3	3	3	3	3	3	3	3	2	3	3	3
13	3	2	3	3	3	2	3	3	3	2	3	3	2
14	3	2	2	3	3	3	3	3	3	2	3	2	3
15	3	3	3	3	2	3	3	3	2	2	3	2	2
16	2	2	3	3	3	3	3	3	3	3	3	3	3
17	3	3	3	3	3	3	3	3	2	2	3	3	3
18	3	3	3	2	2	3	3	2	3	3	3	3	3
19	3	2	2	2	2	3	3	2	2	2	2	3	3
20	2	3	3	2	2	2	3	2	3	3	2	3	3
3 point total	17	10	11	15	15	17	18	17	17	13	18	18	18
2 point total	3	10	9	5	5	3	2	3	3	7	2	2	2
1 point total	0	0	0	0	0	0	0	0	0	0	0	0	0
Mean	2.85	2.50	2.55	2.75	2.75	2.85	2.90	2.85	2.85	2.65	2.90	2.90	2.90

* 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	7	1	2	3	4	5
1	3	3	3	2	3	3	3	3	3	2	3	3
2	3	3	2	3	3	3	3	3	3	2	3	3
3	3	3	3	3	2	3	3	2	2	3	2	2
4	3	3	3	3	2	3	3	3	3	3	3	3
5	3	3	3	3	3	3	3	3	3	3	3	3
6	3	3	3	3	3	3	3	3	3	3	3	3
7	3	3	3	3	3	3	3	3	3	3	3	3
8	3	3	3	3	3	3	3	3	3	3	3	3
9	3	3	3	3	3	3	3	3	3	3	3	3
10	3	3	3	3	3	3	3					
11	3	2	3	3	3	3	3					
12	3	3	3	3	3	3	3	3	3	3	3	3
13	3	2	3	2	2	2	3	3	3	2	3	2
14	3	2	3	3	3	3	3	3	3	2	3	3
15	3	3	3	2	3	3	3	3	3	2	3	3
16	2	3	3	3	3	2	3					
17	3	3	3	3	3	3	3	3	3	3	3	3
18	3	2	2	3	3	3	3	2	2	3	2	3
19	2	3	3	3	3	3	3	3	3	2	2	3
20	2	2	2	2	2	2	3	2	2	2	2	2
3 point total	17	15	17	16	16	17	20	14	14	10	13	14
2 point total	3	5	3	4	4	3	0	3	3	7	4	3
1 point total	0	0	0	0	0	0	0	0	0	0	0	0
Mean	2.85	2.75	2.85	2.80	2.80	2.85	3.00	2.82	2.82	2.59	2.76	2.82

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

Assessment Learning Goal 4: BA 571 and BA 552				
Using course-embedded survey (peer evaluation)				
Student Number	L41			
	1	2	3	4
1	2	2	2	2
2	3	3	3	3
3	2	1	1	2
4	2	2	2	3
5	2	2	2	2
6	2	2	3	2
7	3	3	3	3
3 point total	2	2	3	3
2 point total	5	4	3	4
1 point total	0	1	1	0
Mean	2.29	2.14	2.29	2.43

* 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 2.73. The results imply that the graduates have enough quantitative skills for their research. In particular, the average score for ‘Logic and organization’ is 2.89. The graduates’ arguments are well organized, flow logically. Audience can understand their research claims easily. In general, average scores went up compared to the last year. More emphasis on identification skill to find research problems is needed.

- Learning Goal 1 – Objective 2 (L12)

An overall score is 2.81 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 ‘Understanding Theory’ is 3.00. It shows the graduates are well understanding most aspects of basic theory. In contrast, the average score for ‘Proper use of research tools’ is 2.56. 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 how to use research tools.

- Learning Goal 2 – Objective 1 (L21)

An overall score is 2.71 for L21. The results imply that the graduates are able to write well-written professional papers. In particular, average score for ‘Logic & Organization’ and ‘Format’ are 2.85. However, average score for ‘Language’ is 2.50. The score on ‘Spelling and grammar’ was very low for four consecutive years. It suggests that more education on English skill is required.

- Learning Goal 2 – Objective 2 (L22)

An Overall score is 2.85 for L22. The results imply that the graduates can deliver an effective oral presentation. The average score for ‘Organization’, ‘Professionalism’, ‘Use of media/rapport with audience’, and ‘Ability to answer questions’ are 2.90. It shows the graduates are doing well on overall presentations. All criteria scored higher than 2.65. 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 2.84 for L31. The results imply that our students can diagnose research problems effectively. Every criterion scored higher than 2.75, which is impressive. In particular, average score for ‘Ethical solutions’ is 3.00. 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 2.76 for L32. The results imply that our students can approach research problem in a proper way. Most of scores are exceed 2.76, but ‘Incubation: idea finding’ is 2.59 which is the lowest. So, the colleges need to make good environment to encourage creative research ideas.

- Learning Goal 4 – Objective 1 (L41)

Overall score for L41 is 2.29 which is exceptionally low. Evaluation on L4 was based on a peer review. The highest average score is only 2.43 for ‘Stays on track’, while the lowest one is 2.14 for ‘Balance between task and relations’. This kind of result can be interpreted as “Even though the students want to do their works fine, but there is a lack of thoughtfulness”. It means the students should take care about their colleagues more carefully.

- Overall Comments

In general, most of the graduate achieved more than the college expected. Their understanding of theories, ethics, and presentation skills was distinctive. Also, the college needs to improve on several aspects such as English skills or cooperation. In general, most scores had gone up compared to the last year. More effort such as additional courses and feedback system to improve graduates’ qualities is required, such as creativity.