

AOL Report Business and Technology Management Undergraduate Program Assessment (2017)

The Business and Technology Management (BTM) undergraduate program foster innovative and convergence oriented global business leaders who have insight to read the business paradigm shift and present the creative business strategies in the rapidly changing business environment.

The courses include Technology Management, High Tech Venturing, Finance, Marketing, Management Information System (MIS), Business Strategy, Entrepreneurship, Organization Behavior, Supply Chain Management, and etc.

- Total course: 44 (Spring, 2017: 22 / Fall, 2017: 22)
- Number of Graduate: 4
- Enrollment (Major): Spring, 32 / Fall, 32
- Enrollment (Double Major): Spring, 100 / Fall, 85
- Enrollment (Minor Major): Spring, 54 / Fall, 56
- Total Enrollment: Spring, 186 / Fall, 173
- Sample: 16~62 (10% of total enrollment 173 = 17.3)
- Assessment Course:

Learning Goal 1	Introduction to Business Management (MSB 200) - Sample: 36
Learning Goal 2	Introduction to MIS (MSB 237) - Sample: 62
Learning Goal 3	Investment (MSB 411) - Sample: 16
Learning Goal 4	Technology Management (MSB 204) - Sample: 34

Overview of Assessment

Business and Technology Management Undergraduate Assessment: Learning Goal 1		
Students apply analytical, critical and integrative thinking.		
Learning Objective	Sample	Methods
(L11) Students can synthesize and apply the information within and across disciplines. (L12) Students can formulate, identify and apply an appropriate, qualitative or quantitative methodology for solving problems.	Introduction to Business Management (MSB 200) in Fall Semester (N=36)	(L11) Assignment Evaluation (L12) Team Project Report Evaluation
* Professor in charge evaluates the teams' assignments or reports. * 1 (Fails to Meet Expectations) 2 (Meets Expectations) 3 (Exceed Expectations)		

Business and Technology Management Undergraduate Assessment: Learning Goal 2		
Students become effective communicators.		
Learning Objective	Sample	Methods
(L21) Students can produce valid reports written in English. (L22) Students can efficiently present and deliver ideas effectively.	Introduction to MIS (MSB237) in Fall Semester (N=62)	Assignment Evaluation
* Professor in charge evaluates the teams' assignments and presentations. * 1 (Fails to Meet Expectations) 2 (Meets Expectations) 3 (Exceed Expectations)		

Business and Technology Management Undergraduate Assessment: Learning Goal 3		
Students will have effective leadership skills.		
Learning Objective	Sample	Methods
(L31) Students will demonstrate characteristics that contribute to effective teams. (L32) Students employ leadership and collaborative skills.	Investment (MSB411) in Fall Semester (N=16)	Peer Evaluation and Course-embedded survey
* Students evaluate using peer evaluation and course-embedded survey. * 1 (Fails to Meet Expectations) 2 (Meets Expectations) 3 (Exceed Expectations)		

Business and Technology Management Undergraduate Assessment: Learning Goal 4		
Students acquire global business understanding		
Learning Objective	Sample	Methods
(L41) Students will be able to identify relevant global issues and trend. (L42) Students will be able to understand the impact of the global environments on business and technology issues and trend.	Technology Management (MSB204) in Fall Semester (N=34)	Course-embedded survey
* Students evaluate using course-embedded survey. * 1 (Fails to Meet Expectations) 2 (Meets Expectations) 3 (Exceed Expectations)		

Data Analysis and Results

Assessment Learning Goal 1 Professor in charge evaluates the teams' assignments or reports									
Student Number	L11					L12			
	T1	T2	T3	T4	T5	T1	T2	T3	T4
1	2	2	1	2	1	2	1	1	1
2	2	2	1	2	1	2	1	1	1
3	2	2	1	2	1	2	1	1	1
4	2	2	1	2	1	2	1	1	1
5	1	2	1	1	1	2	1	1	1
6	1	2	1	1	1	2	1	1	1
7	1	2	1	1	1	2	1	1	1
8	1	2	1	1	1	2	1	1	1
9	2	2	2	2	1	2	2	1	2
10	2	2	2	2	1	2	2	1	2
11	2	2	2	2	1	2	2	1	2
12	2	2	2	2	1	2	2	1	2
13	2	2	2	2	1	2	2	1	2
14	2	2	2	2	1	2	2	1	2
15	2	2	2	2	1	2	2	1	2
16	2	2	2	2	1	2	2	1	2
17	2	2	2	2	1	2	2	1	2
18	2	2	2	2	1	2	2	1	2
19	2	2	2	2	1	2	2	1	2
20	2	2	2	2	1	2	2	1	2
21	2	2	1	2	1	2	2	1	2
22	2	2	1	2	1	2	2	1	2
23	2	2	1	2	1	2	2	1	2
24	2	2	1	2	1	2	2	1	2
25	1	2	1	1	1	1	1	1	1
26	1	2	1	1	1	1	1	1	1
27	1	2	1	1	1	1	1	1	1
28	1	2	1	1	1	1	1	1	1
29	2	2	2	2	1	2	2	1	2
30	2	2	2	2	1	2	2	1	2
31	2	2	2	2	1	2	2	1	2
32	2	2	2	2	1	2	2	1	2
33	2	2	1	2	1	1	1	1	1

34	2	2	1	2	1	1	1	1	1
35	2	2	1	2	1	1	1	1	1
36	2	2	1	2	1	1	1	1	1
3 point total	0	0	0	0	0	0	0	0	0
2 point total	28	36	16	28	0	28	20	0	20
1 point total	8	0	20	8	36	8	16	36	16
Mean	<u>1.78</u>	<u>2.00</u>	<u>1.44</u>	<u>1.78</u>	<u>1.00</u>	<u>1.78</u>	<u>1.56</u>	<u>1.00</u>	<u>1.56</u>
Overall Mean	<u>1.60</u>					<u>1.47</u>			

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

Assessment Learning Goal 2

Professor in charge evaluates the teams' assignments or reports

Student Number	L21				L22					
	T1	T2	T3	T4	T1	T2	T3	T4	T5	T6
1	3	3	3	2	2	2	2	2	2	2
2	3	3	3	2	2	2	2	2	2	2
3	3	3	3	2	2	2	2	2	2	2
4	3	3	3	2	2	2	2	2	2	2
5	3	3	3	2	2	2	2	2	2	2
6	3	3	3	2	2	2	2	2	2	2
7	3	3	3	2	2	2	2	2	2	2
8	3	3	3	2	2	2	2	2	2	2
9	3	3	3	2	2	2	2	2	2	2
10	3	3	3	2	2	2	2	2	2	2
11	3	3	3	2	2	2	2	2	2	2
12	3	3	3	2	2	2	2	2	2	2
13	3	3	3	3	2	3	2	2	2	2
14	3	3	3	3	2	3	2	2	2	2
15	3	3	3	3	2	3	2	2	2	2
16	3	3	3	3	2	3	2	2	2	2
17	3	3	3	3	2	3	2	2	2	2
18	3	3	3	3	2	3	2	2	2	2
19	3	3	3	3	2	3	2	2	2	2
20	3	1	3	2	2	2	2	2	2	2
21	3	1	3	2	2	2	2	2	2	2
22	3	1	3	2	2	2	2	2	2	2
23	3	1	3	2	2	2	2	2	2	2
24	3	1	3	2	2	2	2	2	2	2
25	3	1	3	2	2	2	2	2	2	2
26	3	3	3	3	2	2	3	2	2	2
27	3	3	3	3	2	2	3	2	2	2
28	3	3	3	3	2	2	3	2	2	2
29	3	3	3	3	2	2	3	2	2	2
30	3	3	3	3	2	2	3	2	2	2

Mean	3.00	2.61	3.00	2.50	2.29	2.21	2.48	2.29	2.31	<u>2.19</u>
Overall Mean	2.78				2.30					

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

Assessment Learning Goal 3						
Students evaluate using peer evaluation and course-embedded survey.						
Student Number	L31			L32		
	T1	T2	T3	T1	T2	T3
1	3	2	2	2	3	3
2	2	2	3	3	2	2
3	2	2	3	3	2	2
4	3	3	3	3	3	2
5	3	3	2	3	2	3
6	3	3	3	3	3	3
7	3	2	3	3	3	3
8	2	2	3	3	2	2
9	2	3	3	3	2	2
10	3	3	3	3	3	3
11	2	3	3	3	3	2
12	3	2	3	3	2	2
13	2	2	3	3	2	3
14	3	3	3	3	3	3
15	2	3	3	2	2	3
16	2	1	3	3	2	2
3 point total	8	8	14	14	7	8
2 point total	8	7	2	2	9	8
1 point total	0	1	0	0	0	0
Mean	2.50	2.44	2.88	2.88	2.44	2.50
Overall Mean	2.60			2.60		

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

Assessment Learning Goal 4
Students evaluate using course-embedded survey.

Student Number	L41			L42	
	T1	T2	T3	T1	T2
1	3	3	3	3	3
2	2	3	2	3	3
3	2	3	2	2	2
4	3	2	1	3	2
5	2	3	2	3	3
6	3	3	2	2	3
7	3	2	3	3	2
8	2	3	2	3	3
9	3	3	2	3	3
10	3	2	1	2	3
11	2	2	2	3	3
12	3	3	3	3	3
13	3	3	2	3	3
14	3	3	3	3	3
15	3	3	2	3	3
16	3	2	2	2	3
17	2	2	2	3	3
18	3	2	3	2	3
19	2	2	2	2	2
20	2	2	3	2	2
21	3	3	3	3	3
22	3	3	2	3	3
23	3	3	3	3	3
24	3	3	2	3	3
25	3	3	2	3	3
26	3	3	2	3	2
27	3	2	2	3	2
28	3	3	2	2	3
29	3	2	2	3	3
30	2	2	1	3	3
31	2	2	1	2	2
32	2	3	2	3	3
33	3	3	3	3	3
34	3	3	2	3	3
3 point total	23	21	9	25	26

2 point total	11	13	21	9	8
1 point total	0	0	4	0	0
Mean	2.68	2.62	<u>2.15</u>	2.74	2.76
Overall Mean	2.48			2.75	

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

Result Interpretation and Comments

- Learning Goal 1 – Objective 1 (L11)

The overall mean score for L11 is 1.6. This result implies that students' performances do not meet expectations in this learning objective. However, all the students were able to meet expectations in 'Inter-disciplinary Alternatives (Trait 2)'. It implies that students were able to identify and discuss a set of feasible inter-disciplinary alternatives. There seems to be difficulties in verifying suggested findings since no students met expectations on performance levels in 'Effective Research Capability (Trait 3)' and 'Verify Suggested Findings (Trait 5)'. Thus, the BTM needs to put much more emphasis to help students synthesize and apply the information within and across disciplines.

- Learning Goal 1 – Objective 2 (L12)

The overall mean score for L12 is 1.48, and this result tells that the students' performance levels do not meet expectations in this objective. This score is the lowest one among other objectives. In particular, all students failed to meet expectation in 'Use proper methods and tools for analysis (Trait 5)'. The BTM needs to identify the source of struggle to assist students to find the comprehensive solutions for finding problems, applying the appropriate quantitative/qualitative methodological analysis tools and making reasonable conclusion through the process.

- Learning Goal 2 – Objective 1 (L21)

The overall mean score for L21 is 2.78. The result implies that the students are able to write valid reports. Above all, the students performed very well in 'Logic & Organization' and 'Spelling and Grammar,' which they scored 3.00 and 3.00, respectively. This shows that students are not only able to write report with correct spelling and grammar, but also write with logic and good organization of contents. All criteria scored higher than 2.50.

- Learning Goal 2 – Objective 2 (L22)

The overall mean score for L22 is 2.30. According to this result, students' performance level meets the expectation in presenting ideas effectively. All students scored 2.0 or above for entire traits. The highest score was 2.48 in 'Voice Quality and Pace (Trait 3)'. The lowest score was 2.19 in 'Ability to Answer Questions (Trait 6)'. BTM needs to assist students to

address questions during their presentation with relevant and correct information.

- Learning Goal 3 – Objective 1 (L31)

The overall mean score for L31 is 2.60. This result implies that students' performances meet the expectations in demonstrating characteristics that contribute to effective teams. In particular, the average score for 'Contributions (Trait 3)' is 2.88. This shows that students put great contributions by listening and acknowledging others' ideas. However, performance levels for 'Commitment (Trait 1)' and 'Balance between task and interpersonal relations (Trait 2)' could be improved. More effort is needed to help students to commit and to have balance when working in teams compared to contributions.

- Learning Goal 3 – Objective 2 (L32)

The overall mean score for L32 is 2.60, and this shows that students are able to employ leadership and collaborative skills successfully. The highest score is 2.88 in 'Sharing Vision (Trait 1),' and lowest score is 2.44 for 'Facilitate Communication (Trait 2).' The BTM needs to put more effort to foster atmosphere of communication and cooperation.

- Learning Goal 4 – Objective 1 (L41)

The overall mean score for L41 is 2.48. This implies that students were able to meet expectations in identifying global issues and trends. Students scored 'Identification of Global Issues (Trait 1)' and 'Understand the Global Issues (Trait 2)' 2.68 and 2.62, respectively. According to these scores, students were able to identify and understand relevant global issues and trends. Students scored 2.15 in 'Understand Cultural Differences (Trait 3).' The BTM needs to help students learn and understand more about the global cultural differences compared to identification and understanding global issues.

- Learning Goal 4 – Objective 2 (L42)

The overall mean score for L42 is 2.75. According to this result, the students were able to understand the impact of the global environment on business and technology issues and trends. The performance level of 'Knowledge of Global Issues (Trait 1)' and 'Understand the Impact of Global Business and Technology Issues (Trait 2)' was 2.74 and 2.76, respectively. This implies that students understand not only the global issues but also their impact.

- Overall Comments

The students in the Business and Technology Management (BTM) undergraduate program meet expectations in all learning goals, except L1. L1, L2, L3, and L4 have the average scores of 1.54, 2.49, 2.60, and 2.59 respectively.

The two highest average scores among traits for assessing learning objectives is 3.00 for L21-T1, 'Logic & Organization' and L21-T3, 'Spelling and Grammar.' The 2 lowest scored traits are L11-T5 and L12-T3, 'Verify Suggested Findings' and 'Use Proper Methods and Tools for Analysis.' Both of these traits are scored 1.00, which is below the criterion.

Among 4 big learning goals, the 'Effective Leadership' gets the highest average score. On the other hand, 'Analytical, Critical, and Integrative Thinking' was found to be the most difficult learning goals for the students. The BTM needs to focus more on improving students' ability not only on synthesizing and applying the information within and across disciplines but also on finding the comprehensive solutions for finding problems, applying the appropriate quantitative/qualitative methodological analysis tools and making reasonable conclusion through the process.

We were able to find at least one student who failed to meet expectations in all learning goals. More attention and work is needed to help students in this program to achieve better performance level for each learning goals.