

## UNIT REPORT

## Engineering Management MSEM - 01 - Academic Program Rubric Review (IPE)

Generated: 10/9/25, 11:19 AM

# Engineering Management MSEM

## MSEM Program Mission Statement

### Mission Statement (Full Description):

The mission of the engineering management program that leads to the degree Master of Science in Engineering Management (M.S.E.M.) is to provide graduates with advanced theory, analysis, problem-solving, and application of modern engineering management. Graduates are prepared for advanced professional practice, the pursuit of doctoral or professional degrees, or becoming successful entrepreneurs, project managers, and general managers of technical organizations.

Courses are offered in three delivery modalities: on-campus, distance/online, and weekend formats. Distance/online classes are lecture capture of the on-campus lecture, or students can attend classes remote synchronously. Plus, the distance/online classes are delivered with real-time access to the professor, active class discussions, assignments, group projects and the on-campus students. Recorded lecture is posted within hours after the on-campus lecture through the Learning Management System and students can watch the class at their convenience before the next class period.

Weekend Format classes are offered face to face at any of our approved on or off site locations. Classes are offered as a condensed 10-week schedule with classes generally meeting every other Friday from 8am-6pm.

**Does your program offer courses at an off-campus instructional site (not at SMU Dallas campus)?:** No

**Does your program offer courses through distance education technology (e.g., asynchronous, synchronous, or both)?:** Yes

**During which academic year were students first enrolled in this program?:** Prior to AY2023-2024

**Progress:** Complete

## 1 SACSCOC SO #1: Modern Techniques

### Step 1C: SLO Statement (Full Description):

Student demonstrates an ability to use the modern techniques necessary for practice in the discipline of Engineering Management.

*Technique* is defined as a body of computational methods (as in a craft or in scientific research).

### Step 2A: Measure:

Student work is assessed annually with inputs from each relevant term in the academic year being assessed using the attached rubric. Each student is rated 4 Exemplary, 3 Satisfactory, 2 Developing, or 1 Unsatisfactory.

### Linked Documents

[OREM\\_SACSAssessmentRubric\\_MSEM\\_Fall\\_2023\\_Final.docx](#)

**Step 2B: Type of Measure (check all that apply):** Capstone project

- Essay exam
- Objective Quiz or Exam
- Presentation
- Reflection
- Standardized test
- Written paper/project

**Step 2C: Is Measure direct or indirect?:** Direct

### Step 3A: Target for Measure:

All student assessment data from the assessed courses are combined. The sum of exemplary plus satisfactory is divided by the total (expressed as a percentage). The OREM benchmark for E+S percentage for a performance indicator is 75% or greater.

A benchmark of 75% has been established as the threshold of acceptability by the previous Dean's office administration (Panos) and was adopted by OREM faculty, indicating that at least 75% of participants must meet or exceed the defined performance criteria. This target reflects both historical department data and, after discussion with OREM faculty during AY 2024-2025, aligns with current faculty expectations for

performance. Faculty believe a 75% benchmark is acceptable based on prevailing standards in higher education, where a majority of students are expected to demonstrate proficiency, while still allowing room to identify and support students who may need additional development. Faculty will re-evaluate adequacy of this benchmark every three years, e.g. AY 28-29.

**Step 4A: Was the target met for this Measure?:** No data collected/reported this cycle (provided explanation in Step 4B)

**Step 4B: Results and Findings for this Measure:**

OREM student outcome assessment is on a two year cycle, e.g. 2023-2024 assesses against SO 1 and SO 2 then 2024-2025 assesses against SO 3 and 4. This outcome was assessed last year and will be assessed again next year.

**Step 4C: Interpretation of Results:**

N/A this year.

**Step 5A: Use of Results for Seeking Improvement (Action Plan):**

N/A this year.

**Step 5B: Type of Action:** Other

**Step 5C: Dialogue Participants (check all that apply):** Other

**Step 5D: Evidence of Dialogue:**

N/A this year.

**Step 5E: Type of other Improvements (check all that apply):** Other

**Step 5F: Other Improvements (Full Description):**

N/A this year.

**Step 6A: Status Update on Action(s) Identified in the Previous Assessment Cycle (Full Description):**

OREM student outcome assessment is on a two year cycle, e.g. 2023-2024 assesses against SO 1 and SO 2 then 2024-2025 assesses against SO 3 and 4. This outcome was assessed last year and will be assessed again next year.

**Step 6B: Status Update on Previously Identified Action Plan(s):** Not applicable for this cycle (explain in Step 6A)

**Progress:** Complete

## 2 SACSCOC SO #2: Formulate Problems

**Step 1C: SLO Statement (Full Description):**

Student demonstrates an ability to formulate problems as necessary for the practice of Engineering Management.

**Step 2A: Measure:**

Student work is assessed annually with inputs from each relevant term in the academic year being assessed using the attached rubric. Each student is rated 4 Exemplary, 3 Satisfactory, 2 Developing, or 1 Unsatisfactory.

Linked Documents

[OREM\\_SACSAssessmentRubric\\_MSEM\\_Fall\\_2023\\_Final.docx](#)

**Step 2B: Type of Measure (check all that apply):** Capstone project

Document analysis

Essay exam

Objective Quiz or Exam

Presentation

Reflection

Standardized test

Written paper/project

**Step 2C: Is Measure direct or indirect?:** Direct

**Step 3A: Target for Measure:**

All student assessment data from the assessed courses are combined. The sum of exemplary plus satisfactory is divided by the total (expressed as a percentage). The OREM benchmark for E+S percentage for a performance indicator is 75% or greater.

A benchmark of 75% has been established as the threshold of acceptability by the previous Dean's office administration (Panos) and was adopted by OREM faculty, indicating that at least 75% of participants must meet or exceed the defined performance criteria. This target reflects both historical department data and, after discussion with OREM faculty during AY 2024-2025, aligns with current faculty expectations for performance. Faculty believe a 75% benchmark is acceptable based on prevailing standards in higher education, where a majority of students are expected to demonstrate proficiency, while still allowing room to identify and support students who may need additional development. Faculty will re-evaluate adequacy of this benchmark every three years, e.g. AY 28-29.

**Step 4A: Was the target met for this Measure?:** No data collected/reported this cycle (provided explanation in Step 4B)

**Step 4B: Results and Findings for this Measure:**

OREM student outcome assessment is on a two year cycle, e.g. 2023-2024 assesses against SO 1 and SO 2 then 2024-2025 assesses against SO 3 and 4. This outcome was assessed last year and will be assessed again next year.

**Step 4C: Interpretation of Results:**

N/A this year.

**Step 5A: Use of Results for Seeking Improvement (Action Plan):**

N/A this year.

**Step 5B: Type of Action:** Other**Step 5C: Dialogue Participants (check all that apply):** Other**Step 5D: Evidence of Dialogue:**

N/A this year.

**Step 5E: Type of other Improvements (check all that apply):** Other**Step 5F: Other Improvements (Full Description):**

N/A this year.

**Step 6A: Status Update on Action(s) Identified in the Previous Assessment Cycle (Full Description):**

OREM student outcome assessment is on a two year cycle, e.g. 2023-2024 assesses against SO 1 and SO 2 then 2024-2025 assesses against SO 3 and 4. This outcome was assessed last year and will be assessed again next year.

**Step 6B: Status Update on Previously Identified Action Plan(s):** Not applicable for this cycle (explain in Step 6A)

**Progress:** Complete

**3 SACSCOC SO #3: Solve Problems****Step 1C: SLO Statement (Full Description):**

Student demonstrates an ability to solve problems as necessary for the practice of Engineering Management.

**Step 2A: Measure:**

Student work is assessed annually with inputs from each relevant term in the academic year being assessed using the attached rubric. Each student is rated 4 Exemplary, 3 Satisfactory, 2 Developing, or 1 Unsatisfactory.

## Linked Documents

[OREM SACSAAssessmentRubric MSEM Fall 2023 Final.docx](#)

**Step 2B: Type of Measure (check all that apply):** Capstone project

- Essay exam
- Objective Quiz or Exam
- Presentation
- Reflection
- Standardized test
- Written paper/project

**Step 2C: Is Measure direct or indirect?:** Direct**Step 3A: Target for Measure:**

All student assessment data from the assessed courses are combined. The sum of exemplary plus satisfactory is divided by the total (expressed as a percentage). The OREM benchmark for E+S percentage for a performance indicator is 75% or greater.

A benchmark of 75% has been established as the threshold of acceptability by the previous Dean's office administration (Panos) and was adopted by OREM faculty, indicating that at least 75% of participants must meet or exceed the defined performance criteria. This target reflects both historical department data and, after discussion with OREM faculty during AY 2024-2025, aligns with current faculty expectations for performance. Faculty believe a 75% benchmark is acceptable based on prevailing standards in higher education, where a majority of students are expected to demonstrate proficiency, while still allowing room to identify and support students who may need additional development. Faculty will re-evaluate adequacy of this benchmark every three years, e.g. AY 28-29.

**Step 4A: Was the target met for this Measure?:** Met**Step 4B: Results and Findings for this Measure:**

A total of 65 students were assessed for SLO3 and 66 students were assessed for SLO4, across three courses (combined delivery formats), as defined in the MSEM rubric.

- For SLO3, 95.38% (62/65) achieved Exemplary (40/65) or Satisfactory (22/65) ratings.
- For SLO4, 92.42% (61/66) achieved Exemplary (42/66) or Satisfactory (19/66) ratings.

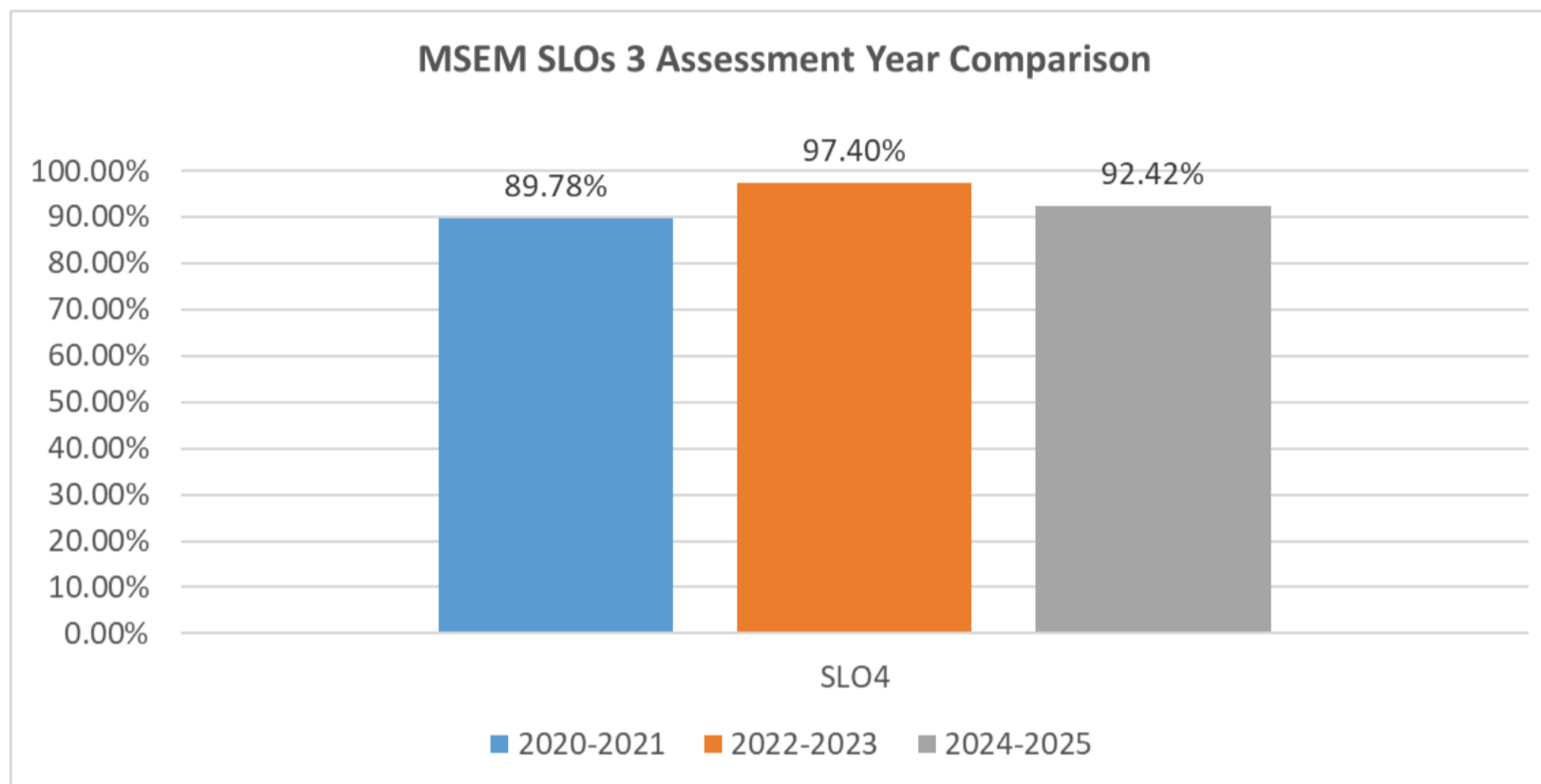
Please see attached 'MSEM Collective Assessment Data' for summary data and calculations. Assessment instruments (test questions, homework problems, projects, etc.) and example student work (displays) are also attached.

## Linked Documents

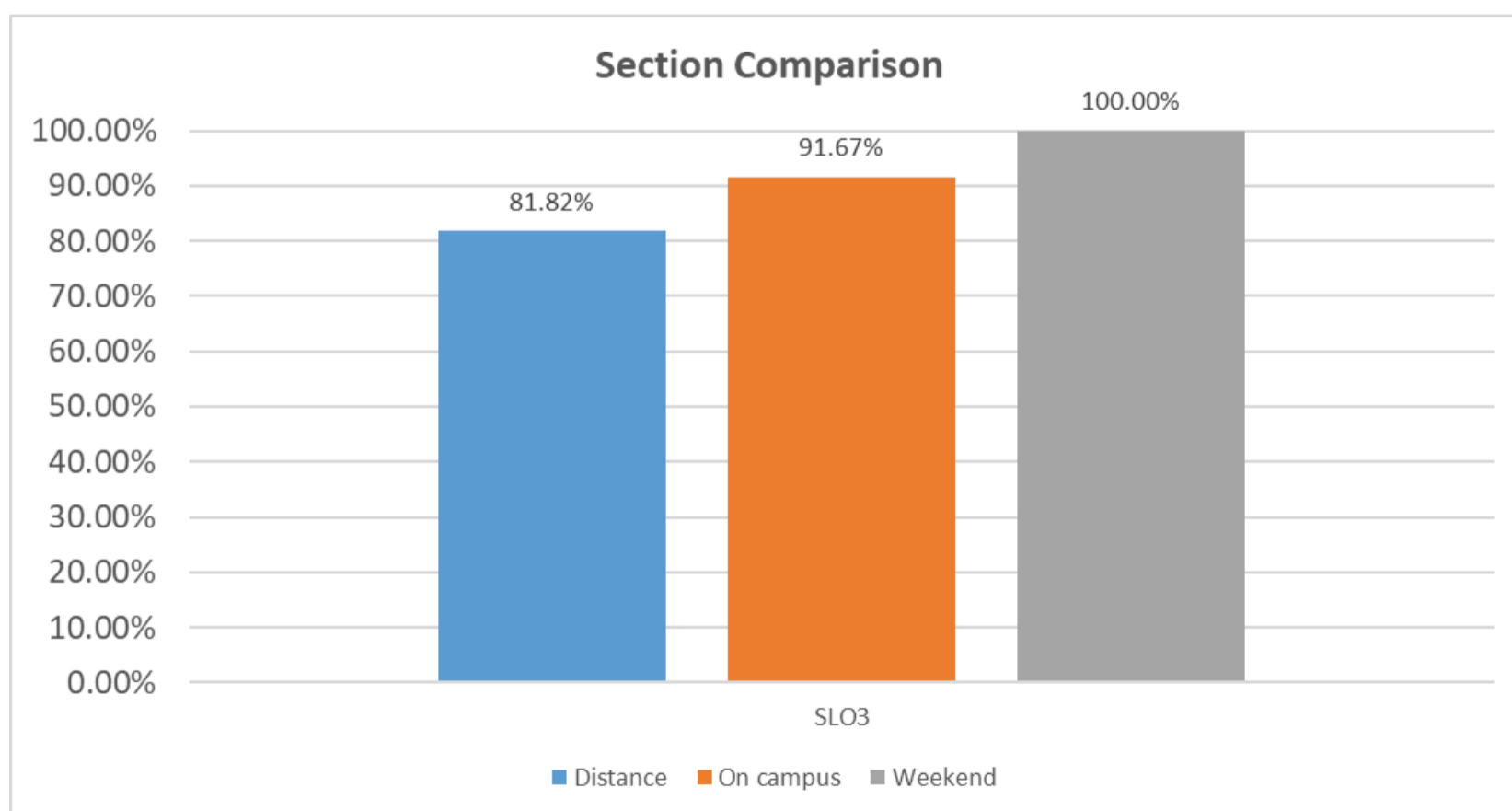
- [Sp25-8364-Easton assessment SLO3 SLO4.docx](#)
- [S25-8364-Easton sample SLO3 SLO4 - part1.docx](#)
- [S25-8364-Easton sample SLO3 SLO4 - part2.pptx](#)
- [F24-7300-Uster sample-SLO3.xlsx](#)
- [F24-7300-Uster assessment-SLO3.pdf](#)
- [SP25-7301-Schulman sample 701C-SLO3.pdf](#)
- [SP25-7301-Schulman sample 400-SLO3.pdf](#)
- [SP25-7301-Schulman assessment-SLO3.pdf](#)
- [SP25-5301-Schulman sample 701C-SLO3.pdf](#)
- [FINAL MSEM Collective Assessment Data 2024-2025.xlsx](#)

**Step 4C: Interpretation of Results:**

Please see attached 'MSEM Collective Assessment Data' Workbook. Student achievement (combined weekend, on-campus, and distance) is well above the target of 75% and has been for the past three assessment cycles as shown in the following graph. The gray column (third column) is the 95% E+S for this year for SLO 3.



Student achievement is also above the 75% benchmark for individual sections (delivery modalities) distance, on campus, and weekend students for this outcome. The percentage achieving E+S, by weekend verses on-campus and distance is shown below. Though the distance and on campus students (representing 11 and 12 assessments, respectively) are slightly lower than the weekend students (representing 42 assessments) the student achievement is deemed equivalent since both E+S scores are well above the benchmark for all delivery modes for SLO 3.



OREM also tracks student achievement in individual courses. No courses missed the benchmark for this SO.

Linked Documents

- [FINAL MSEM Collective Assessment Data 2024-2025.xlsx](#)

**Step 5A: Use of Results for Seeking Improvement (Action Plan):**

The combined data show no need to create an action plan--we met our target--but faculty from individual courses are seeking improvement. For example, OREM 7300 will introduce online guest speakers and will be adding reading/discussions from a book entitled "Analytics at work" to add greater appeal and relevance to our working professionals who make up the majority of our student population. As well, many faculty are seeking Quality Matters certification for additional training in online course delivery.

**Step 5B: Type of Action:** Faculty involvement

**Step 5C: Dialogue Participants (check all that apply):** Faculty

**Step 5D: Evidence of Dialogue:**

Assessment results, and the action plans in Step 5A, will be discussed at the OREM Faculty Meeting in 2025-26. Follow up and further action plans will be developed at that time, as appropriate.

Evidence of OREM's continuous quality improvement (CQI) discussion for AY2023-24 is shown in the linked slides and minutes from the OREM Faculty Meeting in November 2024.

Linked Documents

[AY 2023-2024 SACS Report Slides - final.pdf](#)

[OREM Faculty Meeting Minutes 11.01.24.docx](#)

**Step 5E: Type of other Improvements (check all that apply):** Other

**Step 5F: Other Improvements (Full Description):**

Please see attached 2024\_11\_07\_Engineering Management MSEM report for feedback received from the Provost's office, excerpted and summarized in the rubric table below. A post briefing meeting was held with Institutional Planning and Effectiveness 1/24/2025 to discuss this feedback. See attached minutes. In response to this, the following actions were taken, or planned, as indicated below:

Excerpt Rubric Table from Institutional Planning and Effectiveness

Report Status	Mission Statement	Student Learning Outcomes (SLOs)	Program Goals (PGs)	Measures	Targets	Results/ Findings	Action Plan(s)	Status Update on Action(s)	Total Score (out of 32)
Completed	Good	Good	Good	Developing	Developing	Good	Beginning	Developing	19

**Measure:**

OREM needs to create a defined scoring rubric specifically for the criteria used to measure outcomes. The program director will review rubrics with faculty and the Lyle Director of Accreditation and revise accordingly during AY 2025-2026. The first meeting with the Lyle Director of Accreditation is scheduled for July 8, 2025.

**Targets:**

OREM needs to explain the rationale for the 75% benchmark target. A rationale will be included in the 2024-2025 Anthology Planning Reports.

**Action Plans:**

OREM should include minor improvements in Step 5A as these are still action items and should be documented. Suggestions for improvements by faculty for their individual classes was more clearly requested from faculty as part of our departmental accreditation process. Faculty can provide feedback for specific courses in the data they provide to the assessment coordinator, which will be captured in their summary of information. This information will be integrated into Anthology Planning, starting 2024-2025.

**Status Updates on Actions**

This was related to our program outcomes and is discussed in the Program Outcomes part of this Anthology Planning Report. That said, relative to the SO Action Plans finding, above, OREM will better document our follow up on the individual course improvement actions by discussing them during the Fall faculty meeting in the subsequent academic year and document that discussion in meeting minutes.

Linked Documents

[2024\\_11\\_07\\_Engineering\\_Management\\_MSEM\(3\).docx](#)

[Engineering\\_Management.Diana\\_Easton.1.24.2025.Postbriefing\\_Email\(2\).pdf](#)

**Step 6A: Status Update on Action(s) Identified in the Previous Assessment Cycle (Full Description):**

The new rubric approved last year was implemented during this assessment cycle. Different classes were added to the rubric to capture a more comprehensive assessment. When using these new rubrics, however, it was determined that including the same course in more than one program rubric added unnecessary confusion to the process. This finding, and the results of this year's assessment will be discussed with faculty during the Fall 2025 Faculty Meeting to determine if further action items are needed.

As well, based on the feedback from the Provost's office discussion in Step 5F, our MS Program Rubrics will be re-evaluated.

This action remains open.

**Step 6B: Status Update on Previously Identified Action Plan(s):** In progress

**Progress:** Complete

#### 4 SACSCOC SO #4: Explain Major Concepts

**Step 1C: SLO Statement (Full Description):**

Student can explain major concepts in broader functional areas of high-tech enterprise.

**Step 2A: Measure:**

Student work is assessed annually with inputs from each relevant term in the academic year being assessed using the attached rubric. Each student is rated 4 Exemplary, 3 Satisfactory, 2 Developing, or 1 Unsatisfactory.

Linked Documents

[OREM SACSAAssessmentRubric MSEM Fall 2023 Final.docx](#)

**Step 2B: Type of Measure (check all that apply):** Capstone project

- Document analysis
- Essay exam
- Objective Quiz or Exam
- Presentation
- Reflection
- Standardized test
- Written paper/project

**Step 2C: Is Measure direct or indirect?:** Direct

**Step 3A: Target for Measure:**

All student assessment data from the assessed courses are combined. The sum of exemplary plus satisfactory is divided by the total (expressed as a percentage). The OREM benchmark for E+S percentage for a performance indicator is 75% or greater.

A benchmark of 75% has been established as the threshold of acceptability by the previous Dean's office administration (Panos) and was adopted by OREM faculty, indicating that at least 75% of participants must meet or exceed the defined performance criteria. This target reflects both historical department data and, after discussion with OREM faculty during AY 2024-2025, aligns with current faculty expectations for performance. Faculty believe a 75% benchmark is acceptable based on prevailing standards in higher education, where a majority of students are expected to demonstrate proficiency, while still allowing room to identify and support students who may need additional development. Faculty will re-evaluate adequacy of this benchmark every three years, e.g. AY 28-29.

**Step 4A: Was the target met for this Measure?:** Met

**Step 4B: Results and Findings for this Measure:**

A total of 65 students were assessed for SLO3 and 66 students were assessed for SLO4, across three courses (combined delivery formats), as defined in the MSEM rubric.

- For SLO3, 95.38% (62/65) achieved Exemplary (40/65) or Satisfactory (22/65) ratings.
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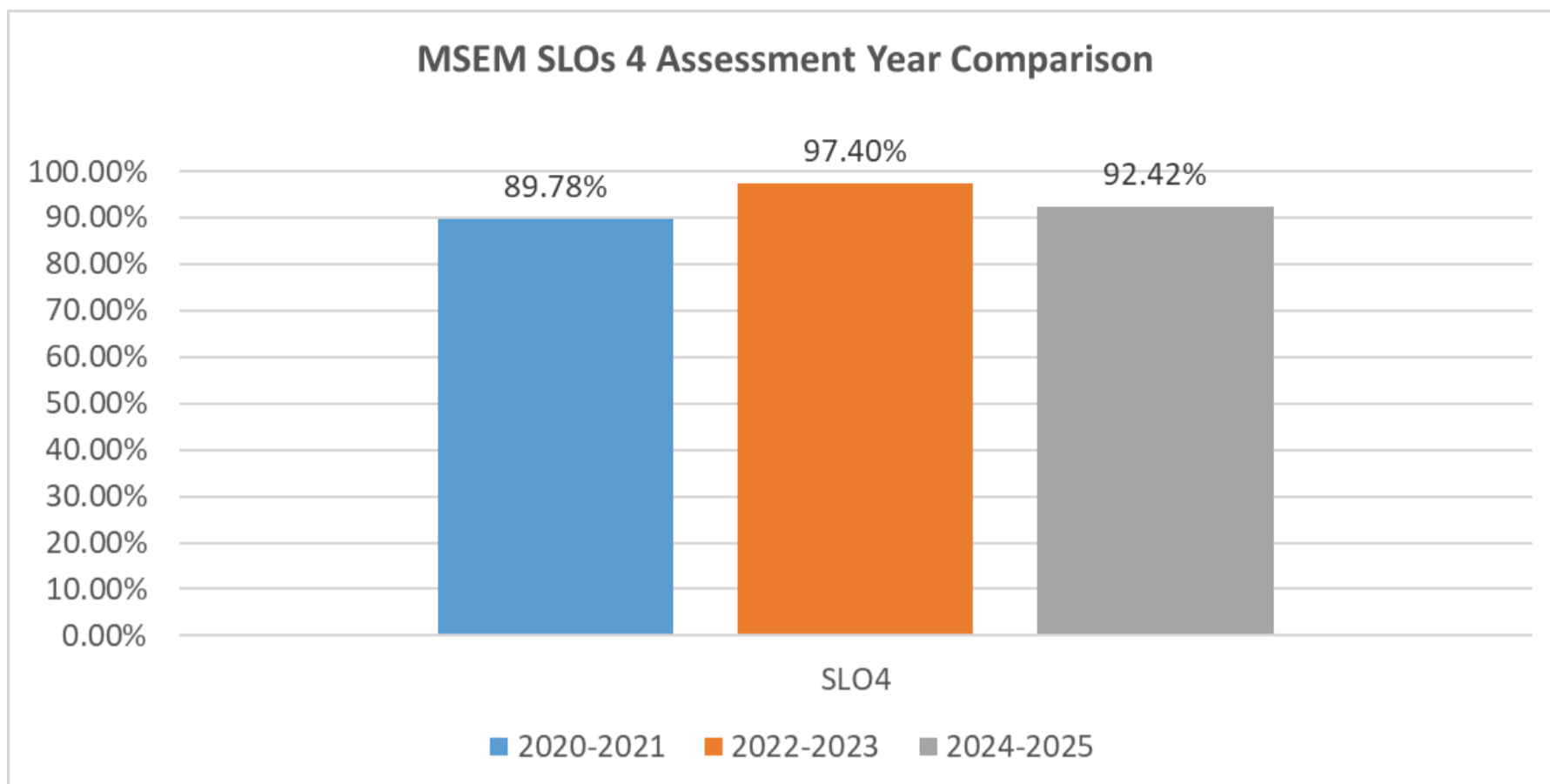
Please see attached 'MSEM Collective Assessment Data' for summary data and calculations. Assessment instruments (test questions, homework problems, projects, etc.) and example student work (displays) are also attached.

Linked Documents

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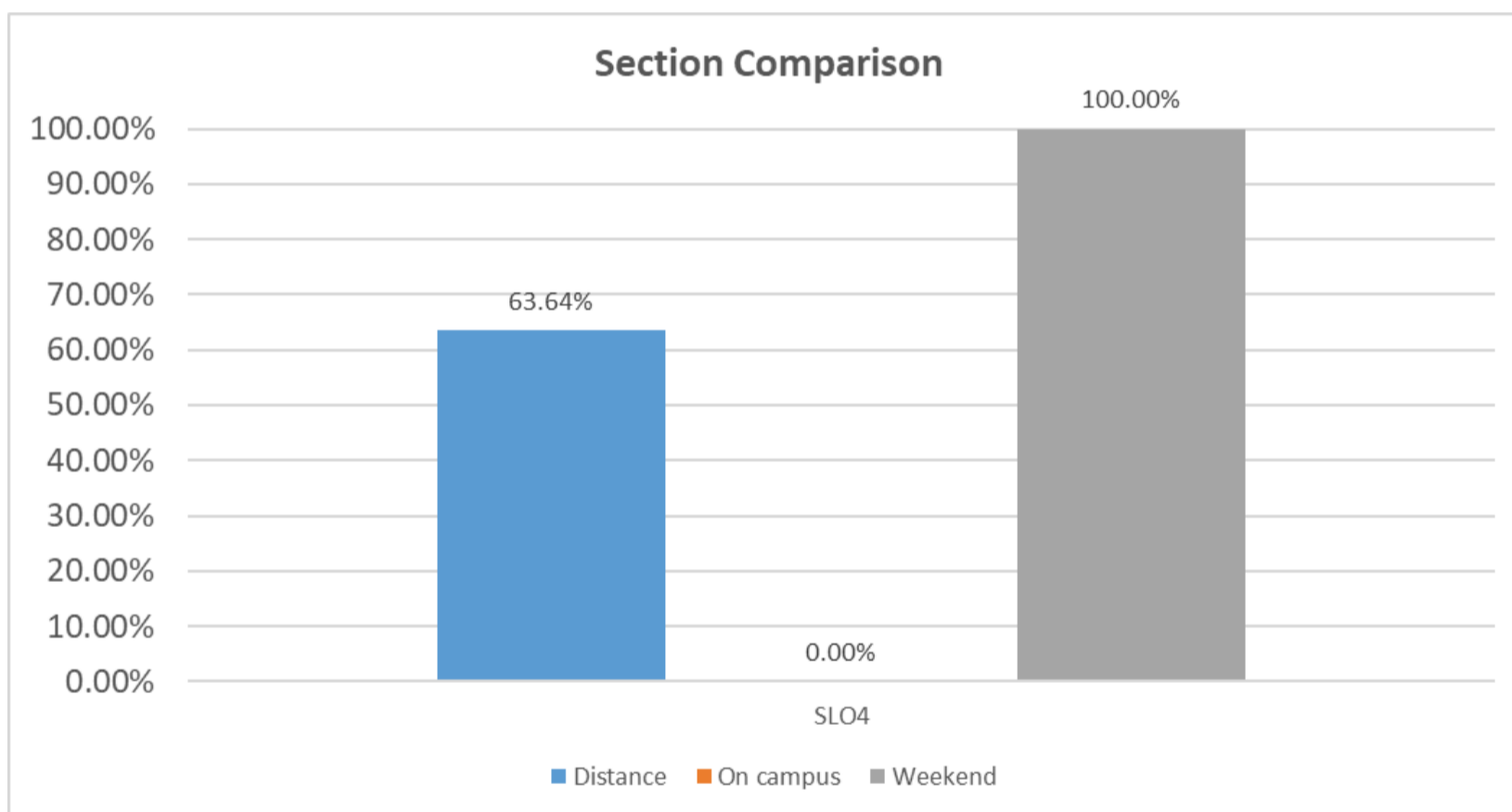
**Step 4C: Interpretation of Results:**

Please see attached 'MSEM Collective Assessment Data' Workbook. Student achievement (combined weekend, on-campus, and distance) is well above the target of 75% and has been for the past three assessment cycles as shown in the following graph. The gray column (third column) is the 92.42% E+S for this year for SLO 4.



While student achievement, combined, is well above the target, for SLO 4, the on campus and online delivery format fell below the benchmark for this assessment period.

The percentage achieving E+S, by weekend verses on-campus and distance is shown below. The distance and on campus students (representing 11 and 1 assessments, respectively) are lower than the weekend students (representing 54 assessments).



Per discussion with faculty,

In general, MSEM weekend program students are all working professionals. However, the on campus and online students are mix of working professionals, and some have no real-world experience. Therefore, some students may need a little more foundational knowledge.

**Step 5A: Use of Results for Seeking Improvement (Action Plan):**

The combined data show no need to create an action plan--we met our target---but faculty from individual courses are seeking improvement. For example, OREM 7300 will introduce online guest speakers and will be adding reading/discussions from a book entitled "Analytics at work" to add greater appeal and relevance to our working professionals who make up the majority of our student population. As well, OREM 7301 will spend more time in specific topics, such as EVMS, to give non working students a better foundation.

Additionally, OREM will review historical data to better understand if this year's assessment was an anomaly regarding delivery modalities. Regardless, many faculty are seeking Quality Matters certification for additional training in online course delivery.

**Step 5B: Type of Action:** Faculty involvement

**Step 5C: Dialogue Participants (check all that apply):** Faculty

**Step 5D: Evidence of Dialogue:**

Assessment results, and the action plans in Step 5A, will be discussed at the OREM Faculty Meeting in 2025-26. Follow up and further action plans will be developed at that time, as appropriate.

Evidence of OREM's continuous quality improvement (CQI) discussion for AY2023-24 is shown in the linked slides and minutes from the OREM Faculty Meeting in November 2024.

Linked Documents

[OREM Faculty Meeting Minutes 11.01.24.docx](#)

[AY 2023-2024 SACS Report Slides - final.pdf](#)

**Step 5E: Type of other Improvements (check all that apply):** Other

**Step 5F: Other Improvements (Full Description):**

Please see attached 2024\_11\_07\_Engineering Management MSEM report for feedback received from the Provost's office, excerpted and summarized in the rubric table below. A post briefing meeting was held with Institutional Planning and Effectiveness 1/24/2025 to discuss this feedback. See attached minutes. In response to this, the following actions were taken, or planned, as indicated below:

Excerpt Rubric Table from Institutional Planning and Effectiveness

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Completed	Good	Good	Good	Developing	Developing	Good	Beginning	Developing	19

**Measure:**

OREM needs to create a defined scoring rubric specifically for the criteria used to measure outcomes. The program director will review rubrics with faculty and the Lyle Director of Accreditation and revise accordingly during AY 2025-2026. The first meeting with the Lyle Director of Accreditation is scheduled for July 8, 2025.

**Targets:**

OREM needs to explain the rationale for the 75% benchmark target. A rationale will be included in the 2024-2025 Anthology Planning Reports.

**Action Plans:**

OREM should include minor improvements in Step 5A as these are still action items and should be documented. Suggestions for improvements by faculty for their individual classes was more clearly requested from faculty as part of our departmental accreditation process. Faculty can provide feedback for specific courses in the data they provide to the assessment coordinator, which will be captured in their summary of information. This information will be integrated into Anthology Planning, starting 2024-2025.

**Status Updates on Actions**

This was related to our program outcomes and is discussed in the Program Outcomes part of this Anthology Planning Report. That said, relative to the SO Action Plans finding, above, OREM will better document our follow up on the individual course improvement actions by discussing them during the Fall faculty meeting in the subsequent academic year and document that discussion in meeting minutes.

Linked Documents

[Engineering Management.Diana Easton.1.24.2025.Postbriefing Email \(2\).pdf](#)

[2024\\_11\\_07\\_Engineering Management MSEM \(3\).docx](#)

**Step 6A: Status Update on Action(s) Identified in the Previous Assessment Cycle (Full Description):**

The new rubric approved last year was implemented during this assessment cycle. Different classes were added to the rubric to capture a more comprehensive assessment. When using these new rubrics, however, it was determined that including the same course in more than one program rubric added unnecessary confusion to the process. This finding, and the results of this year's assessment will be discussed with faculty during the Fall 2025 Faculty Meeting to determine if further action items are needed.

As well, based on the feedback from the Provost's office discussion in Step 5F, our MS Program Rubrics will be re-evaluated.

This action remains open.

**Step 6B: Status Update on Previously Identified Action Plan(s):** In progress

**Progress:** Complete

## 1 Program Outcome MSEM

**Step 1C: PG Statement (Full Description):**

Sustain MSEM program enrollment.

**Step 2A: Measure:**

OREM measures our program goal of sustainability via enrollment trend over time, using a three year rolling average. Timing for this is the current year plus the prior two years. Measures used in this three year rolling average are the number of students enrolled in the MSEM program each of the three years as of the Fall census date.

**Step 2B: Is Measure direct or indirect?:** Direct

**Step 3A: Target for Measure:**

The following faculty-defined target is used as a performance indicator:

- Pre 2025 Program sustainability via enrollment was reviewed on a year to year basis as of Fall census.
- 2024-2025, Program sustainability continues to be evaluated year to year, but we are also evaluating enrollment and on a three year rolling average. We are comparing the results to our target- **to keep enrollment within 10%**.
  - Note: Using a three-year rolling average to analyze enrollment data provides a more accurate and stable view of trends by smoothing out year-to-year fluctuations caused by temporary or unusual events. This approach helps reveal meaningful patterns over time, supports more informed decision-making, and aligns with best practices for institutional reporting and strategic planning. It is particularly useful for communicating program performance and viability to stakeholders.

**Step 4A: Was the target met for this Measure?:** Met

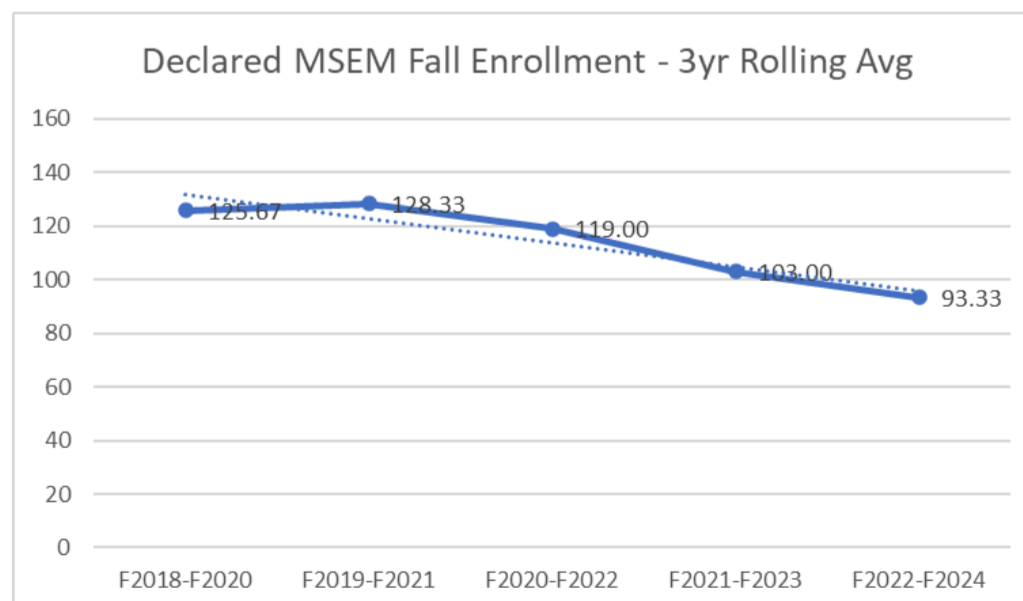
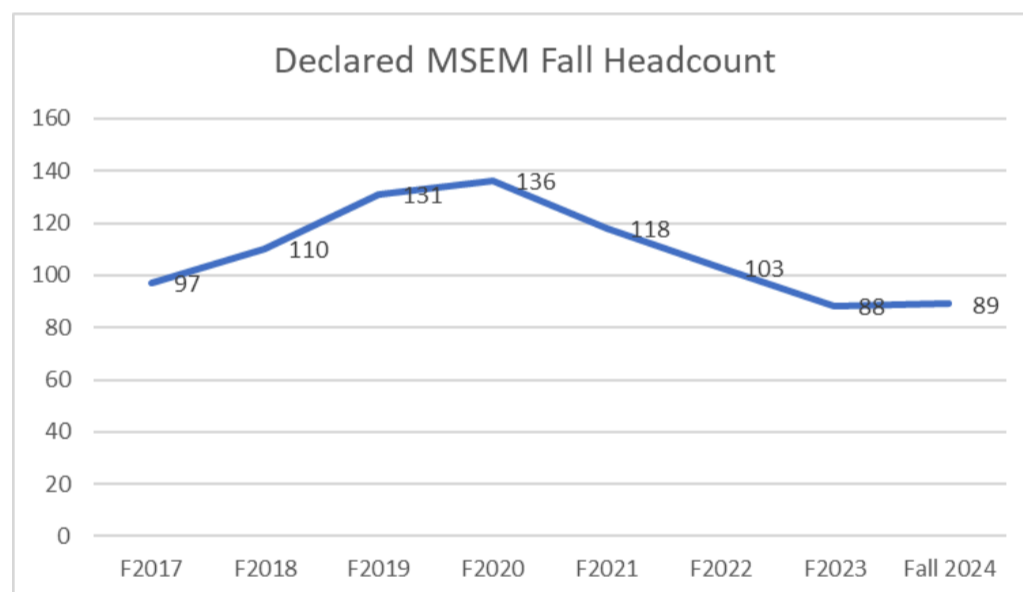
**Step 4B: Results and Findings for this Measure:**

According to the SMU census for declared headcount, the year to year enrollment essentially stayed the same with 88 in Fall 2023 and 89 in Fall 2024. However, the three year rolling average went from an average of 103 students F2021-F2023 to an average of 93 students in F2022-F2024 (**9.39% decline**), showing the pattern of enrollment decline over the last three years. That said, enrollment does meet the target to stay within 10%.

**Step 4C: Interpretation of Results:**

The OREM department remains concerned about declining enrollment, overall, but particularly in our Engineering Management (EM) program. This program has long contributed to the school's academic and financial strength, but recent trends in new student enrollment pose challenges to its long-term sustainability.

Although Fall 2024 enrollment appears steady compared to the prior year, Fall 2023 enrollment was 88 and Fall 2024 enrollment was 89 (see declared headcount graph below), the three year rolling average shows 9.39% decline in enrollment (see declared Headcount - 3 year Rolling Avg graph below).



Of concern, enrollment is not keeping pace with graduation rates and predictions for AY 2025-2026 show another decline in enrollment. For example, in 2024–2025, we graduated 38 EM students. As of July 3, 2024, via a SLATE query, see attachment, we only have 23 new students who have been admitted and accepted their admission offer (matriculated in SLATE).

Since operational responsibility for graduate recruitment shifted to a centralized model in the Dean's office in 2023, efforts by the Dean's office have included several additional resources and broader/international outreach. While these efforts are appreciated, program-specific engagement by recruiting staff, and targeted recruiting for our student population, remains limited. As well, Lyle's central recruiting strategy has been ineffective, and enrollment outcomes have continued to decline. For example, before centralizing the recruiting function, MSEM enrollment had 103 students in Fall 2022, and has declined to 89 in Fall of 2024 (13.59% decline). On the three year rolling average, the Fall 2020-F2022 averaged 119 students and the F2022-F2024 averaged 93 students. On the three year rolling average, this is a 21.57% decline, showing the pattern of decline over time.

A master's in Engineering Management is a highly viable degree for engineers seeking to move into leadership roles. It blends technical expertise with business and management skills, preparing graduates to manage complex projects, lead teams, and make strategic decisions in engineering-driven organizations. The degree offers strong return on investment through increased salary potential, career advancement, and the ability to bridge engineering and executive functions. We consider the decline in enrollment a reflection of ineffective recruiting strategy and centralized recruiting organization.

#### Linked Documents

[2024-2025 Program Goal Analysis MSEM - final.xlsx](#)

[SU\\_Fall2025\\_20250703-SLATE Query MSEM.pdf](#)

#### Step 5A: Use of Results for Seeking Improvement (Action Plan):

We value the opportunity to collaborate with Lyle Central Recruiting on strategies that support enrollment growth. In particular, we see potential in more targeted marketing, improved data tracking, and increased alignment between recruiting efforts and program needs. We welcome continued dialogue to ensure these programs remain strong contributors to the school's mission and goals.

While not ideal, and to the extent possible, the Program Director will continue to lead department faculty and staff with department driven recruiting efforts.

1. Department faculty will continue to work with the dean's office to educate staff about OREM's programs and program needs.
2. Department faculty will discuss data needs and recommendations for data tracking with Recruiting staff.
3. Program Director will provide guidance to Recruiting for target companies from which to recruit.
4. Program Director will continue to support Recruiting by delivering webinars and information sessions.

#### Step 5B: Dialogue Participants (check all that apply): Faculty

#### Step 5C: Evidence of Dialogue:

Assessment results, and the action plans in Step 5A, will be discussed at the OREM Faculty Meeting in AY 2025-26. Follow up and further action plans will be developed at that time, as appropriate.

Evidence of OREM's continuous quality improvement (CQI) discussion for AY2023-24 is shown in the linked slides and minutes from the OREM Faculty Meeting in November 2024.

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#### Step 5D: Type of other Improvements (check all that apply): APR recommendations

Other

#### Step 5E: Other Improvements (Full Description):

Please see attached 2024\_11\_07\_Engineering Management MSEM report for feedback received from the Provost's office, excerpted and summarized in the rubric table below. A post briefing meeting was held with Institutional Planning and Effectiveness 1/24/2025 to discuss this feedback. See attached minutes. In response to this, the following actions were taken, or planned, as indicated below:

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Report Status	Mission Statement	Student Learning Outcomes (SLOs)	Program Goals (PGs)	Measures	Targets	Results/ Findings	Action Plan(s)	Status Update on Action(s)	Total Score (out of 32)
Completed	Good	Good	Good	Developing	Developing	Good	Beginning	Developing	19

#### PG Statement:

Recommendation was made to drop the first sentence about meeting all MSEM outcomes on the rubric, since the majority of the report revolves around enrollment. Meeting MSEM outcomes is self evident and part of the process. This doesn't need to be stated as an individual program outcome. Therefore, recommending to faculty that we drop this and keep the enrollment outcome. That has been implemented in this 24-25 report.

#### Measure:

Recommendation was made to specify dates around our "long term" goal. Dates have been specified, starting in this 24-25 report. Three year rolling average will now be used and consists of the current year and the two years prior.

#### **Target:**

Recommendation was made to provide a rationale for 10%. The program targets were discussed with faculty. This 10% target is a faculty-defined standard. This information has been added to the relevant section of this 24-25 report.

#### **Action Plans:**

Recommendation to clearly bullet action plans. This is now being done, starting with this 24-25 report.

#### **Status Update on Action Plans:**

Recommendation to specify actions taken to address comments and plans from previous year. This is now more clearly being done, starting with this 24-25 report.

#### **APR Recommendation**

1. Work with the Lyle School of Engineering and the Moody School of Graduate and Advanced Studies to increase the number of graduate students enrolled in all programs, with the goal of returning to at least 2018 enrollments. To this end, OREM

- sought ASEM accreditation of the MS Engineering Management Program to ensure the quality of our curriculum, increase professional recognition and increase value for students. ASEM accreditation affirms that the Engineering Management program meets rigorous standards aligned with the Engineering Management Body of Knowledge (EMBOK), ensuring graduates are equipped to lead in complex technical environments. Graduates of ASEM-accredited Engineering Management programs are eligible to bypass the CAEM or CPEM certification exam, applying directly for certification, which saves time, money, and enhances professional standing. ASEM accreditation requires programs to undergo regular quality reviews, promoting continuous innovation in teaching, curriculum development, and assessment.
- developed and sought approval for eight strategic, transcribed micro-credential specializations, enabling students to tailor their degree plans to diverse and in-demand career pathways.
- Launched a department-led social media campaign to increase visibility for Lyle, OREM, and its academic offerings.
- Conducted multiple strategy sessions with Lyle recruiting and marketing staff to educate them about OREM's programs, communicate specific recruiting needs, provide strategic guidance, and offer faculty and staff support.
- **Delivered targeted, in-person and virtual outreach events**
- **Launched Summer recruiting campaigns**
- Worked with the Moody School to create an onboarding for incoming Cohort students that operate on a different calendar

#### Linked Documents

[Engineering Management.Diana Easton.1.24.2025.Postbriefing Email \(2\).pdf](#)

[2024 11 07 Engineering Management MSEM \(3\).docx](#)

#### **Step 6A: Status Update on Action(s) Identified in the Previous Assessment Cycle (Full Description):**

In December 2023, the Department of Operations Research and Engineering Management (OREM) underwent an Academic Program Review (APR) that included evaluations by external experts from peer and aspirational institutions. In April 2024, Provost Lobo issued a memo to Dean Jalili outlining recommended actions based on that review. On April 29, 2025, the Provost followed up via email requesting an update on progress. Dr. Sila Cetinkaya, Dr. Paige Ware, Dr. Dayna Oscherwitz, Dr. Wes Waggoner, and Dr. Robin Postin were copied on that correspondence.

As of July 8, 2025, the OREM department has not yet received a response from the Dean's office regarding the APR memo. To date, the Dean's office has held no meetings to discuss the memo or develop a response to the Provost's recommendations.

OREM remains fully committed to the APR process and appreciates the Provost's thoughtful guidance. We understand the importance of this process in promoting academic quality, financial sustainability, and alignment with broader institutional and societal goals.

In the meantime, OREM has proactively taken several steps to address the Provost's recommendations and continues to make progress. We look forward to working collaboratively with the Dean's office to ensure that we are fully aligned with the expectations outlined in the APR.

Will attach OREM memo after faculty review at the Fall 2025 faculty meeting.

#### **Step 6B: Status Update on Previously Identified Action Plan(s):** In progress

**Progress:** Complete

**Program Name:** Engineering Management MSEM (M.S.E.M.)

**Reviewer:** Academic Program Assessment Report Review Assist

**Review Date:** November 1, 2025

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<b>Criterion</b>	<b>Score / Narrative Feedback</b>
<b>Location</b>	<b>No.</b> The report clearly states that the program does not offer courses at an off-campus instructional site.
<b>Distance Education</b>	<b>Yes.</b> The program offers distance education through synchronous and lecture-capture formats with LMS access.
<b>Mission Statement – Score: 3 (Good)</b>	<b>Highlights:</b> The mission clearly states the purpose of the MSEM program and identifies preparation for professional practice, doctoral study, and leadership roles. Delivery modalities are clearly described. <b>Areas for Improvement:</b> The mission is lengthy and blends delivery logistics with purpose. Alignment with the SMU mission is implied but not explicit. <b>Suggested Rewrite:</b> “The mission of the Master of Science in Engineering Management program is to prepare graduates to apply advanced engineering management theory, analysis, and problem-solving to lead technical organizations ethically and effectively in a global society. Graduates are prepared for professional practice, entrepreneurial leadership, or further graduate study through flexible on-campus and distance delivery formats.”
<b>Student Learning Outcomes (SLOs) – Score: 2 (Developing)</b>	<b>Highlights:</b> Four SLOs are provided and assessed on a defined cycle using direct measures. <b>Areas for Improvement:</b> SLOs are not written at the terminal level, use vague verbs (e.g., “demonstrates an ability”), and are not fully measurable as written. Tools and criteria are implied rather than separated into measures. <b>Suggested Rewrites:</b> (1) “By graduation, students will apply modern computational and analytical techniques to engineering management problems.” (2) “By graduation, students will formulate engineering management problems using appropriate assumptions and constraints.” (3) “By graduation, students will solve engineering management problems using quantitative and qualitative methods.” (4) “By

Criterion	Score / Narrative Feedback
	graduation, students will explain major concepts across functional areas of high-technology enterprises.”
<b>Program Goals (PGs) – Score: 3 (Good)</b>	<b>Highlights:</b> The program includes a clear, relevant enrollment sustainability goal supported by trend data and interpretation. <b>Areas for Improvement:</b> The PG could be more specific about timeframe and population in the statement itself. <b>Suggested Rewrite:</b> “Sustain enrollment in the MSEM program within a 10 percent variance of the three-year rolling average through targeted recruitment and retention strategies by AY 2027–2028.”
<b>Measures – Score: 3 (Good)</b>	<b>Highlights:</b> All SLOs use direct measures with a common rubric applied across courses and modalities. Evidence and artifacts are well documented. <b>Areas for Improvement:</b> Measures are described generically and reused across SLOs without clearly distinguishing which rubric criteria align to each SLO. Clarifying alignment would strengthen transparency.
<b>Targets – Score: 3 (Good)</b>	<b>Highlights:</b> Targets are quantifiable (75 percent E+S) and consistently applied. A rationale based on faculty discussion and historical practice is provided. <b>Areas for Improvement:</b> Given sustained performance well above target for multiple cycles, the program should consider raising the benchmark or adding a stretch target for exemplary performance.
<b>Results &amp; Findings – Score: 4 (Exemplary)</b>	<b>Highlights:</b> Results include N, percentages by performance level, multi-year trend data, and disaggregation by delivery modality. Interpretation explains differences among student populations and connects findings to context. Data are clearly presented with supporting visuals and attachments.
<b>Action Plans (Use of Results) – Score: 4 (Exemplary)</b>	<b>Highlights:</b> Faculty-driven improvements are described, including pedagogical adjustments and professional development. Enrollment PG includes multiple concrete actions.

<b>Criterion</b>	<b>Score / Narrative Feedback</b>
<b>Status Update on Previous Actions – Score: 3 (Good)</b>	<b>Highlights:</b> The report documents implementation of revised rubrics and follow-up to prior feedback, noting actions that are in progress. <b>Areas for Improvement:</b> Impact on student learning is discussed conceptually but would be stronger with specific evidence of effect and clearer closure of completed actions.
<b>Overall Rating</b>	<b>3 (Good)</b>
<b>Revision Level</b>	<b>Minor</b>
<b>Overall Summary</b>	The MSEM program demonstrates strong assessment practice in data collection, analysis, and interpretation, particularly for SLOs 3 and 4. Results are clearly reported with meaningful trend analysis and reflection. Primary improvement needs center on strengthening SLO wording to be fully outcome-focused, clarifying measure-to-SLO alignment, and documenting action plans with complete implementation details. Addressing these items will position the program for exemplary performance in future cycles.

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### **Quality Control Checklist**

- ≥4 SLOs provided: Yes
- ≥1 Program Goal: Yes
- Direct measures for all SLOs: Yes
- Targets quantifiable and stated: Yes
- Results include N and distributions: Yes
- ≥1 action plan per cycle: Yes, but structure needs strengthening
- Status update on prior actions: Yes