Program Assessment Report (PAR)

Logistics Mgmt--Supply Chain (LMSC) Masters Degree

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ACADEMIC YEAR COVERED BY THIS REPORT: 2020-2021

I. PROGRAM LEARNING OUTCOMES

There are twelve supporting Learning Objectives (2,2,3,2,3 respectively for each Learning Outcome) Masters in Logistics and Supply Chaim Management Learning objectives/goals LG 1. MS Logistics & Supply Chain Management graduates will develop and prove an understanding of globally integrated supply chain management theories and best practices. LO 1.1. Discover and apply globally integrated supply chain management theories (e.g. inventory management, optimization, lean, RBV) LO 1.2. Discover and apply globally integrated supply chain management best practices (e.g. sustainability, heuristics) LG 2. MS Logistics & Supply Chain Management graduates will develop and prove understanding and use of tools, technologies, and processes of collaborative decision-making for collaborative innovation and transformation in the globally integrated supply chain. LO 2.1. Develop and demonstrate understanding and use of tools, technologies, and processes of collaborative decision-making for collaborative innovation in the globally integrated supply chain. LO 2.2. Develop and demonstrate understanding and use of tools, technologies, and processes of collaborative decision-making for collaborative transformation in the globally integrated supply chain. LG 3. MS Logistics & Supply Chain Management graduates will develop and prove an understanding of the concepts of design, implementation, and operation of global value-adding networks of connecting productive organizations. LO 3.1. Discover and apply the concepts of design of global value-adding networks of connecting productive organizations. LO 3.2. Discover and apply the concepts of implementation of global value-adding networks of connecting productive organizations. LO 3.3. Discover and apply the concepts of operation of global value-adding networks of connecting productive organizations. LG 4. MS Logistics & Supply Chain Management graduates will develop the capacity to perceive, analyze, and resolve ethical issues in globally integrated supply chains. LO 4.1. Develop and demonstrate understanding of appropriate professional standards for globally integrated supply chains. LO 4.2. Develop and demonstrate understanding of appropriate legal requirements in globally integrated supply chains. LG 5. MS Logistics & Supply Chain Management

graduates will realize the consequence of globally integrated supply chain issues in a comprehensive range of environments settings including manufacturing, services, and government. LO 5.1. Develop and demonstrate understanding of globally integrated supply chain issues in manufacturing environments. LO 5.2. Develop and demonstrate understanding of globally integrated supply chain issues in service environments. LO 5.3. Develop and demonstrate understanding of globally integrated supply chain issues in governmental environments.

II. PROCEDURES USED FOR ASSESSMENT

A. Direct Assessment

Each Learning Objective for a course has questions assigned to it. The questions can be part of an exam or course activity. These Learning Objectives are spread across the following classes (coverage chart attached). SCM 7870, SCM 7880, SCM 7890, SCM 7910, SCM 7920, SCM 7930, SCM 7940, SCM 7950, SCM 7960, SCM 7990. The related assessment data is entered into the Access My Program (AMP) system. AMP is an internal database for aggregating assessment data and supporting accreditation efforts. The AMP process is as follows 1. Define/Refine using the institution's Mission and Vision statements, define/refine Program Goals, Objectives and Outcomes for your program 2. Cover the learning outcomes by designing Assessment Instruments mapped onto courses that are used for assessment 3. Implement the assessment process and enter the collected assessment data 4. Analyze the data via a set of reports such as the course assessment reports 5. Identify gaps between desired and actual results via Business Intelligence Reports and other Assurance of Learning analysis reports 6. Document results based on the reports and indicate required and implemented improvements Instructor Level 1. The raw assessment data for each course is entered at its completion by the instructor into AMP 2. The assessment data is analyzed by the instructor for area of improvement and the then recorded into AMP 3. The area of improvement are assessed after the next time the course is taught Curriculum Committee Level 1. The AMP data results for the program are view annually 2. Review pass years assessments by course 3. Revise L.G./L.O. as required for program 4. Revise L.G./L.O. coverage by course as required 5. Revise specific course content to provide sufficient L.G./L.O. coverage

B. Scoring of Student Work

There are two main assessment methods 1. Using an answer key, assess the number of students that entered the correct response and represent the data as a percentage (primary method) that is associated with a Learning Objective. 2. Using a rubric, assess the students' success on a project. This is the primary assessment tool for the capstone experiential learning evaluation. The results are presented as a percentage of students success as measured by the rubric that is associated with a Learning Objective.

C. Indirect Assessment

The department publishes a survey at the end of the program for graduating students. The program does an indirect assessment of all learning outcomes by giving graduating students a list of the program learning outcomes and have them rate the degree to which they feel they have mastered each outcome. (provided as an attachment). The instructor/professor of all courses are assessed online by the students through a university program with the results being distributed to the instructor/professor as well as the department chair. In addition, we publish a survey for the outstanding instructor/professor for the program each year.

III. ASSESSMENT RESULTS/INFORMATION:

Masters in Logistics and Supply Chaim Management Learning objectives/goals LG 1. MS Logistics & Supply Chain Management graduates will develop and prove an understanding of globally integrated supply chain management theories and best practices. LO 1.1. Discover and apply globally integrated supply chain management theories (e.g. inventory management, optimization, lean, RBV) LO 1.2. Discover and apply globally integrated supply chain management best practices (e.g. sustainability, heuristics) LG 2. MS Logistics & Supply Chain Management graduates will develop and prove understanding and use of tools, technologies, and processes of collaborative decision-making for collaborative innovation and transformation in the globally integrated supply chain. LO 2.1. Develop and demonstrate understanding and use of tools, technologies, and processes of collaborative decision-making for collaborative innovation in the globally integrated supply chain. LO 2.2. Develop and demonstrate understanding and use of tools, technologies, and processes of collaborative decision-making for collaborative transformation in the globally integrated supply chain. LG 3. MS Logistics & Supply Chain Management graduates will develop and prove an understanding of the concepts of design, implementation, and operation of global value-adding networks of connecting productive organizations. LO 3.1. Discover and apply the concepts of design of global value-adding networks of connecting productive organizations. LO 3.2. Discover and apply the concepts of implementation of global value-adding networks of connecting productive organizations. LO 3.3. Discover and apply the concepts of operation of global value-adding networks of connecting productive organizations. LG 4. MS Logistics & Supply Chain Management graduates will develop the capacity to perceive, analyze, and resolve ethical issues in globally integrated supply chains. LO 4.1. Develop and demonstrate understanding of appropriate professional standards for globally integrated supply chains. LO 4.2. Develop and demonstrate understanding of appropriate legal requirements in globally integrated supply chains. LG 5. MS Logistics & Supply Chain Management graduates will realize the consequence of globally integrated supply chain issues in a comprehensive range of environments settings including manufacturing, services, and government. LO 5.1. Develop and demonstrate understanding of globally integrated supply chain issues in manufacturing environments. LO 5.2. Develop and demonstrate understanding of globally integrated supply chain issues in service environments. LO 5.3. Develop and demonstrate understanding of globally

integrated supply chain issues in governmental environments.

LG/LO	2017-2018	2018-2019	2019-2020	2020-2021
1	84.73	87.70	82.34	88.92
1.1	81.58	92.98	80.09	86.54
1.2	86.73	84.29	83.81	90.91
2	80.83	79.35	77.03	77.04
2.1	79.01	73.86	71.94	69.70
2.2	82.87	84.44	83.17	86.26
3	85.85	77.11	83.28	73.18
3.1	81.96	77.11	76.60	75.70
3.2	89.28	87.69	89.36	57.14
3.3	88.89	67.07	85.38	72.84
4	81.53	92.48	86.76	91.93
4.1	83.04	98.02	84.92	90.21
4.2	80.28	87.53	87.96	93.15
5	84.52	78.86	80.00	72.73
5.1	85.98	75.12	77.66	50.22
5.2	86.88	73.44	83.11	73.91
5.3	78.81	94.35	78.08	90.20
Overall	83.68	82.18	81.27	80.59

[Analysis]
IV. ACTIONS TO IMPROVE STUDENT LEARNING

Each faculty who teaches an assessment-related course has access to AMP. At the end of each year, the faculty reviews the assessment scores and outlines plans to make improvements. Below are the current improvement plans identified for related courses where neccessary. Course Analysis and Improvement/Target term/Covered Learning Objectives SCM 7870 The class need more example of the questions to ask when initiating new projects. Provide more example and discuss around the process of asking questions that provide a better project plan. / 5.1 SCM 7880 Overall results are acceptable. Q709 examined application of Transaction Cost Economics framework to a vertical acquisition where the acquisition is not justified by TCE. More clearly state "is the acquisition justified under the TCE framework? / 1.1 SCM 7940 Assessment question 45 is written in a confusing way. Professor will rewrite question and highlight importance of building in versus inspecting in quality during the course to improve learning result. / 2.2 SCM 7950 Students seem to struggle with the concept of Vendor managed inventory (VMI) and the benefits if offers to supply chain organizations. Use more examples and class discussions to highlight the advantages and disadvantages offered by VMI. / 3.3 SCM 7950 Some students had difficulty in differentiating between different types of supply chain process issues. Practice using a case study to highlight issues that are common in business processes. / 2.2 SCM 7950 Not all students seemed to have a very good grasp of the biggest benefits of implementing an ERP system. Provide a case study/research paper for reading to emphasize the biggest benefits of an ERP. / 3.3 SCM 7950 The assessment score for Question "Which of the following is not an input or output of the master production schedule?" was surprisingly low at 28%. Provide a flowchart/diagram to highlight the input/output of MPS, BOM and MRP. Also use Oracle NetSuite or Microsoft Dynamics 365 to demonstrate the input/output of MPS and MRP during the residency day. / 5.1 SCM 7960 Course was run for the 5th year and ran very smoothly. Test scores and accreditation questions improved nicely. For 2022 we will update the course to text book edition 8. / 2.2 SCM 7990 The primary issue with the assessment and data gathering for this capstone course is that the last seven assessments are not applicable for all project so it limits the significance of some of the results. The assessment of measurement "Demonstrate understanding of the concepts of

implementation of global value-adding networks of connecting productive organizations." More emphasis needs to be placed on concepts of implementation of global value-adding networks of connecting productive organizations. / 3.2

V. SUPPORTING DOCUMENTS

Additional documentation, when provided, is stored in the internal Academic Program Assessment of Student Learning SharePoint site.