

PROGRAM ASSESSMENT REPORT

I. Background Information

1. Program Assessed

Program name: **Supply Chain Management Associate Degree**

Program code: **APSCM**

Division: **BCT**

Department: **Business**

Type of Award: A.A. A.S **A.A.S.**
 Cert. Adv. Cert. Post-Assoc. Cert. Cert. of Completion

2. Semester assessment was administered (check one):

Fall 20____
 Winter 2017
 Spring/Summer 20

3. Assessment tool(s) used (check all that apply):

- Portfolio
- Standardized test
- Other external certification/licensure exam (please describe): _____
- Graduate Survey
- Employer Survey
- Advisory Committee Survey
- Transfer follow-up
- Externally evaluated performance or exhibit
- Externally evaluation of job performance (internship, co-op, placement, other)
- Capstone experience (please describe):
- Other (please describe):**

BMG 295 Supply Chain Field Studies is the capstone course for this program. Students prepare a report tracing the supply chain of two retail products. The paper serves as the program assessment and 12 reports were evaluated by 10 members of the School of Business and Entrepreneurship Advisory Board members.

In addition, information gathered by Institutional Research was used as part of the assessment.

4. Have any of these tools been used before?

Yes (if yes, identify which tool)
 No

The original program proposal was submitted in Feb 2011 and the first courses were offered in the Fall 2011 term. While no formal assessment took place, changes were made to the program. The math requirement was changed to match other business programs. BMG 211 Merchandising and Inventory Management was replaced with BMG 228 Purchasing and Inventory Management for Fall 2015. In the Fall of 2016 the BMG 180 Intro to SCM was deleted and two new courses were incorporated into the degree – BMG 181 Intro to SCM and BMG 182 Warehousing and Logistics.

If yes, has this tool been altered since its last administration? If so, briefly describe changes made.

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5. Indicate the number of students assessed/total number of students enrolled in the course.
12 students enrolled in the BMG 295 capstone course and 12 student reports were assessed.
6. Describe how students were selected for the assessment.
- Describe your sampling method. **All students enrolled were assessed.**
 - Describe the population assessed (e.g. graduating students, alumni, entering students, continuing students)? **All students in the BMG 295 course were assessed.**

II. Results

- If applicable, briefly describe the changes that were implemented in the program as a result of the previous assessment.
See #4
- State each outcome (verbatim) from the Program Assessment Planning or Program Proposal form for the program that was assessed.

Outcome 1: Apply the process of uncovering and fulfilling internal and external customer needs.

Outcome 2: Apply the principles of communication and relationship management when interacting with internal and external customers.

Outcome 3: Identify and apply the techniques used to make and communicate decisions related to strategy, profits, productivity, projects, and processes when managing the operations aspect of a business unit.

Outcome 4: Identify and apply the principles and practices of managing, marketing, selling, promoting, and distributing retail goods and services.

NOTE: These are being revised with a Program Change Form to be submitted Dec 2017.

- Briefly describe assessment results based on data collected during the program assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. ***Please attach a summary of the data collected (as a separate document).***

The standard of success as submitted in the original assessment plan was 75% of the students would score an average of 10.5 or better out of a possible 15 points. This target was just met with exactly 75% of the 12 students scoring 10.5 or better.

Even though it is not part of the assessment plan, data was collected on each of the four outcomes. Those also met the targeted performance (see attachment)

- For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. ***Please attach the rubric/scoring guide used for the assessment (as a separate document).***

Outcome 1: Customer Relationships

Apply the process of uncovering and fulfilling internal and external customer needs.

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75% of the reports scored 10.5 or better out of a possible 15 points. This met the intended target of 75%. The average score for this outcome was 11.3.

Outcome 2: Supply Chain Roles

Apply the principles of communication and relationship management when interacting with internal and external customers.

83% of the reports scored 10.5 or better out of a possible 15 points. This exceeded the intended target of 75%. The average score for this outcome was 12.2.

Outcome 3: Managing Operations

Identify and apply the techniques used to make and communicate decisions related to strategy, profits, productivity, projects, and processes when managing the operations aspect of a business unit.

83% of the reports scored 10.5 or better out of a possible 15 points. This exceeded the intended target of 75%. The average score for this outcome was 12.4.

Outcome 4: Conclusions

Identify and apply the principles and practices of managing, marketing, selling, promoting, and distributing retail goods and services.

75% of the reports scored 10.5 or better out of a possible 15 points. This met the intended target of 75%. The average score for this outcome was 11.6.

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results

Strengths:

Students exceeded the targeted goal in describing the supply chain roles and how the players interact with their internal and external customers and when describing the operational aspects of each player in the supply chain.

Weaknesses:

Students had a more difficult time with identifying how companies uncover customer needs and when comparing and contrasting the business practices of players in the supply chain.

Success Rates: (See attached)

As part of this assessment, three years of success rates for the main courses in the Associate Program were reviewed. The success rates for the courses in this program are above the department average of 75.2% except for the BMG 206 Retail Principles and Practices course which has a 69.1% success rate.

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III. Changes influenced by assessment results

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses.

Course Success Rates

There has been significant improvement in success rates for the courses within the Supply Chain Management Associate Degree Program. Eight of the ten courses were new courses that had never been offered prior to this program being developed and launched (BMG 181, 182, 205, 206, 226, 228, 275, and 295).

Some of this improvement can be explained by the fact that these five courses are constantly being evaluated and revisions made to make the courses better for students.

BMG 181 was first offered in the 2015-16 academic year. It is the result of the original BMG 180 being split into BMG 181 and 182 to better prepare students for the industry certification assessments and to include a warehousing course in the SCM program. The success rates are consistent with the Pass/Fail data from the CLA industry certification attempts since a little over 91% of students who take the CLA certification test pass.

BMG 182 was first offered in the 2015-16 academic year. It is the result of the original BMG 180 being split into BMG 181 and 182 to better prepare students for the industry certification assessments and to include a warehousing course in the SCM program. The success rates are consistent with the Pass/Fail data from the CLT industry certification attempts since a little over 84% of students who take the CLA certification test pass.

BMG 205 underwent a total revision during the 2015-16 year, which resulted in an improvement in success rates. An assessment for this course was done in the spring/summer term 2017 and the report will be submitted prior to the end of the Fall 2017 semester.

BMG 228 replaced BMG 227 during the 2015-16 academic year. It now has a success rate above the department rate. It is scheduled for an assessment during the Winter 2018 semester.

BMG 230 and 273 have also been "tweaked", with the result being improved success rates.

BMG 275 underwent a minor revision for the 2016-17 academic year which also resulted in improved success rates. This course also underwent an assessment report (submitted April 2017) which resulted in a major overhaul to update everything to Excel 2016 for the 2017-18 academic year.

BMG 295 is the capstone course and was revised during the 2015-16 academic year resulting in improved success rates.

A major problem was discovered with BMG 226 when it underwent an assessment with the report submitted in August 2017. Course content, information flow, and instructor presence were noted as areas for improvement. At the same time as the assessment report was being completed, a major revamp of this course was completed during the summer of 2017. The hope is that a new instructor and new course design will improve success rates.

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Another problem child is BMG 206. This course went through a minor revision in the 2015-16 academic year, which resulted in a slight improvement. This course is scheduled for an assessment during Spring/Summer 2018 semester with a report being filed by the end of Fall 2018. It is anticipated that this course will need a completely new Blackboard site following the latest design protocol published by CiTL.

In addition, the instructions for the report are currently being reviewed as part of the BMG 295 course assessment and will be adjusted to improve the results for the outcomes with lower scores.

Finally, a program change will be submitted to update and clean up the language in the original program proposal.

2. Identify any other intended changes that will be instituted based on results of this assessment activity

(check all that apply). Describe changes and give rationale for change.

a. Outcomes/assessments from Program Assessment Planning or Program Proposal form:

Program Change Form attached to this assessment.

b. Program Curriculum:

course sequencing

course deletion

course addition

changes to existing program courses (specify):

other (specify):

c. Other (specify):

2. What is the timeline for implementing these actions?

The BMG 206 course assessment will take place during the Spring/Summer 2018 semester with a report being filed in the Fall 2018 semester.

BMG 295 is in process of being assessed and will be submitted prior to the end of 2017.

A program change form will also be submitted at the same time as this assessment.

IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this program.

The assessment tool was somewhat effective. Instructions for the report will be altered slightly to address those outcomes with lower results.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

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See above.

3. Which outcomes from Program Assessment Planning or Program Proposal form have been addressed in this report?

All **XXX**_ Selected _____

If "All", provide the report date for the next full review:

Data from winter 2021 will be used to submit a report Fall 2021.

If "Selected", provide the report date for remaining outcomes: _____.

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Submitted by:

Name: _____ Date: _____

Print/Signature

Department Chair: _____ Date: _____

Print/Signature

Dean: _____ Date: _____

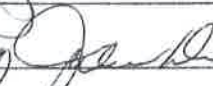
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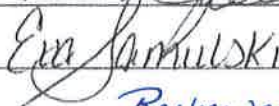
Please return completed form to the Office of Curriculum & Assessment, SC 257.

PROGRAM ASSESSMENT REPORT

Submitted by:

Name: Cheryl Byers  Date: 12-19-2017
Print/Signature

Department Chair: Johanne Daviey  Date: 12-19-17
Print/Signature

Dean: Eva Samulski  Date: 12-19-2017
Print/Signature

Reviewed by Assessment 2/8/18

Please return completed form to the Office of Curriculum & Assessment, SC 257.