

# Supply Chain Management BBA

## New Goal Item

### Goal Description:

The goal of the BBA program in Supply Chain Management is to provide students with a broad base of knowledge of supply chain management principles.

**Providing Department:** Supply Chain Management BBA

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

### Learning Objective 1 - Supply Chain Management Fundamentals

#### Learning Objective Description:

Describing fundamental Supply Chain Management principles and terminology used within the profession.

RELATED ITEM LEVEL 2

### New Indicator, Criterion, and Findings Item

#### Indicator Description:

Embedded questions on exams in multiple sections/courses will be used to evaluate students' performance as it relates to the learning objectives.

Objective	MGMT 3372 SCM	MGMT 3374 Strategic Sourcing	MGMT 3376 Global SC	MGIS 4315 Analytics	MGMT 4378 SCM ERP
LO1 – Fundamentals	Evaluated	Emphasis	Emphasis		
LO2 – Comp. Advantage	Emphasis	Evaluated			Emphasis
LO3 – Problem Solving	Emphasis			Emphasis	Evaluated
LO4 – Cultural Diversity	Emphasis		Evaluated		

#### Criterion Description:

LO1 Fundamentals (MGMT 3372) - Assessed using exam questions focused on this learning objective throughout the semester.

LO2 Comp. Advantage (MGMT 3374) - Assessed through a supply choice project where students must select a supplier(s) based on a variety of criteria.

LO3 Problem Solving (MGMT 4378) - Assessed through a research paper related to the ERP manufacturing game.

LO4 Cultural Diversity (MGMT 3376) - Assessed through a project and presentation on a specific country's demographics, culture, and business practices.

For LO1, a traditional grading scale is used, with 70% passage rate on the LO focused questions constituting sufficient success at achieving that learning objective. For LO2 - LO4, a faculty member evaluation of the project's output is evaluated on a rubric of the professor's creation, with an overall score of "Meets Expectations" on the project constituting sufficient success at achieving that learning objective.

#### Findings Description:

##### Assessment Results Reporting Form - MAT Aggregate

**Semester and year of data collection:** Fall 2023 and Spring 2024

**Semester and year of reporting and analysis:** Spring 2024

**Major:** Supply Chain Management

**Number of instructors participating:** 3

List the major learning objectives and then fill out the table for each objective being assessed. If an objective is not being assessed in this cycle, keep it in the list but do not include it in the table.

**Major Learning objectives and course in which assessed:** if there are more or fewer than 4, adjust numbering appropriately. If sub-objectives are assessed, adjust the table appropriately as shown in the example below)

1.

Fundamentals (MGMT 3372)
2.

Understanding Competitive Advantage (MGMT 3374)
3.

Problem Solving (MGMT 4378)
4.

Cultural Diversity (MGMT 3376)

Table 1.

Learning objective (extend the table as needed)	number of students <b>not meeting expectations</b> (< 70% correct or other criterion)	Number of students <b>meeting but not exceeding expectations</b> (70 – 89% correct)	Number of students <b>exceeding expectations</b> (90% or higher correct)	Total number of students assessed (sum of 3 previous columns)	Percent of students who <b>met or exceeded expectations</b> (column 3 + column 4) / column 5	Was the success criterion met ? (column 6 at least 70%)
1 Fundamentals	26	20	0	46	43%	No
2 Competitive Advantage	7	15	0	22	68%	No
3 Problem solving	0	20	5	25	100%	Yes
4 Cultural Diversity	6	13	0	19	68%	No

RELATED ITEM LEVEL 3

New Action Item

Action Description:

List any new action items that will be implemented to address the weaknesses identified in this assessment cycle. Indicate which learning objective is targeted, what the action will be, and where the action will be implemented. If there were no weaknesses, the success criteria should be increased, or the learning objectives should be adjusted to be more challenging or to include more content from the course. This table cannot be left blank. Some action must be taken to either the curriculum to remedy an identified student weakness or to the learning objectives (adding a new one to replace one that is considered “completed” or changing the definition of “success” to raise the bar of expected achievement)

Table 3.		
Targeted Learning Objective	Action Item	Implementation Plan
1	More practice problems for inventory management	Additional homework assignments will be created to help students with two key concepts: the EOQ and quantity discount models. These two subject areas were areas of significant difficulty for our students (every inventory question was near 50% or below in terms of student performance).
2	Introduce more multi-criteria assignments as practice	More assignments, particularly in the middle of the semester, will consider multiple criteria for the evaluation of suppliers. This is because students tended to struggle with multiple evaluation criteria, even if they were able to do well assessing individual criteria one at a time in early exercises.
3	Daily journals for simulation	Daily journals during the ERP simulation will give students a chance to organize their thinking about the simulation, both strategically and operationally. The plan is to have students write a journal about their decision-making process during the entire course of the simulation, for a total of 5 journals over 6 class periods.
4	More assignments will be assessed for this learning objective in this course	An additional assignment will be used to assess students on other aspects of the learning objective, including major infrastructure such as ports or airports.

Provide any additional comments: Overall, our students are generally close to where we want them to be. The assessment criteria for learning objective 4 need to be expanded upon next cycle with some additional assignments, but the faculty believe that the current assignment was representative of what we wanted the students to know. There are very achievable action plans in place for all 4 learning objectives, and the hope is that these actions will either 1) improve student learning or 2) provide more actionable data for future assessment cycles.

RELATED ITEM LEVEL 1

Learning Objective 2 - Understanding Competitive Advantage

Learning Objective Description:

Students should be able to explain how firms can leverage their forecasting, purchasing, production, and logistics capabilities to enhance the competitive advantage of organizations.

RELATED ITEM LEVEL 2

New Indicator, Criterion, and Findings Item

Indicator Description:

Embedded questions on exams in multiple sections/courses will be used to evaluate students' performance as it relates to the learning objectives.

Objective	MGMT 3372 SCM	MGMT 3374 Strategic Sourcing	MGMT 3376 Global SC	MGIS 4315 Analytics	MGMT 4378 SCM ERP
LO1 – Fundamentals	Evaluated	Emphasis	Emphasis		
LO2 – Comp. Advantage	Emphasis	Evaluated			Emphasis
LO3 – Problem Solving	Emphasis			Emphasis	Evaluated
LO4 – Cultural Diversity	Emphasis		Evaluated		

Criterion Description:

LO1 Fundamentals (MGMT 3372) - Assessed using exam questions focused on this learning objective throughout the semester.

LO2 Comp. Advantage (MGMT 3374) - Assessed through a supply choice project where students must select a supplier(s) based on a variety of criteria.

LO3 Problem Solving (MGMT 4378) - Assessed through a research paper related to the ERP manufacturing game.

LO4 Cultural Diversity (MGMT 3376) - Assessed through a project and presentation on a specific country's demographics, culture, and business practices.

For LO1, a traditional grading scale is used, with 70% passage rate on the LO focused questions constituting sufficient success at achieving that learning objective. For LO2 - LO4, a faculty member evaluation of the project's output is evaluated on a rubric of the professor's creation, with an overall score of "Meets Expectations" on the project constituting sufficient success at achieving that learning objective.

Findings Description:

Assessment Results Reporting Form - MAT Aggregate

Semester and year of data collection: Fall 2023 and Spring 2024

Semester and year of reporting and analysis: Spring 2024

Major: Supply Chain Management

Number of instructors participating: 3

List the major learning objectives and then fill out the table for each objective being assessed. If an objective is not being assessed in this cycle, keep it in the list but do not include it in the table.

Major Learning objectives and course in which assessed: if there are more or fewer than 4, adjust numbering appropriately. If sub-objectives are assessed, adjust the table appropriately as shown in the example below)

- 1. Fundamentals (MGMT 3372)
- 2. Understanding Competitive Advantage (MGMT 3374)
- 3. Problem Solving (MGMT 4378)
- 4. Cultural Diversity (MGMT 3376)

Table 1.

Learning objective (extend the table as needed)	number of students not meeting expectations (< 70% correct or other criterion)	Number of students meeting but not exceeding expectations (70 – 89% correct)	Number of students exceeding expectations (90% or higher correct)	Total number of students assessed (sum of 3 previous columns)	Percent of students who met or exceeded expectations (column 3 + column 4) / column 5	Was the success criterion met ? (column 6 at least 70%)
1 Fundamentals	26	20	0	46	43%	No
2 Competitive Advantage	7	15	0	22	68%	No
3 Problem solving	0	20	5	25	100%	Yes
4 Cultural Diversity	6	13	0	19	68%	No

RELATED ITEM LEVEL 3

New Action Item

Action Description:

List any new action items that will be implemented to address the weaknesses identified in this assessment cycle. Indicate which learning objective is targeted, what the action will be, and where the action will be implemented. If there were no weaknesses, the success criteria should be increased, or the learning objectives should be adjusted to be more challenging or to include more content from the course. This table cannot be left blank. Some action must be taken to either the curriculum to remedy an identified student weakness or to the learning objectives (adding a new one to replace one that is considered “completed” or changing the definition of “success” to raise the bar of expected achievement)

Table 3.

Targeted Learning Objective	Action Item	Implementation Plan
1	More practice problems for inventory management	Additional homework assignments will be created to help students with two key concepts: the EOQ and quantity discount models. These two subject areas were areas of significant difficulty for our students (every inventory question was near 50% or below in terms of student performance).
2	Introduce more multi-criteria assignments as practice	More assignments, particularly in the middle of the semester, will consider multiple criteria for the evaluation of suppliers. This is because students tended to struggle with multiple evaluation criteria, even if they were able to do well assessing individual criteria one at a time in early exercises.
3	Daily journals for simulation	Daily journals during the ERP simulation will give students a chance to organize their thinking about the simulation, both strategically and operationally. The plan is to have students write a journal about their decision-making process during the entire course of the simulation, for a total of 5 journals over 6 class periods.
4	More assignments will be assessed for this learning objective in this course	An additional assignment will be used to assess students on other aspects of the learning objective, including major infrastructure such as ports or airports.

Provide any additional comments: Overall, our students are generally close to where we want them to be. The assessment criteria for learning objective 4 need to be expanded upon next cycle with some additional assignments, but the faculty believe that the current assignment was representative of what we wanted the students to know. There are very achievable action plans in place for all 4 learning objectives, and the hope is that these actions will either 1) improve student learning or 2) provide more actionable data for future assessment cycles.

RELATED ITEM LEVEL 1

Learning Objective 3 - Supply Chain Problem Solving

Learning Objective Description:

Students should be able to analyze quantitative and qualitative information when making supply chain decisions.

RELATED ITEM LEVEL 2

New Indicator, Criterion, and Findings Item

Indicator Description:

Embedded questions on exams in multiple sections/courses will be used to evaluate students' performance as it relates to the learning objectives.

Objective	MGMT 3372 SCM	MGMT 3374 Strategic Sourcing	MGMT 3376 Global SC	MGIS 4315 Analytics	MGMT 4378 SCM ERP
LO1 – Fundamentals	Evaluated	Emphasis	Emphasis		
LO2 – Comp. Advantage	Emphasis	Evaluated			Emphasis
LO3 – Problem Solving	Emphasis			Emphasis	Evaluated
LO4 – Cultural Diversity	Emphasis		Evaluated		

Criterion Description:

LO1 Fundamentals (MGMT 3372) - Assessed using exam questions focused on this learning objective throughout the semester.

LO2 Comp. Advantage (MGMT 3374) - Assessed through a supply choice project where students must select a supplier(s) based on a variety of criteria.

LO3 Problem Solving (MGMT 4378) - Assessed through a research paper related to the ERP manufacturing game.

LO4 Cultural Diversity (MGMT 3376) - Assessed through a project and presentation on a specific country's demographics, culture, and business practices.

For LO1, a traditional grading scale is used, with 70% passage rate on the LO focused questions constituting sufficient success at achieving that learning objective. For LO2 - LO4, a faculty member evaluation of the project's output is evaluated on a rubric of the professor's creation, with an overall score of "Meets Expectations" on the project constituting sufficient success at achieving that learning objective.

Findings Description:

Assessment Results Reporting Form - MAT Aggregate

Semester and year of data collection: Fall 2023 and Spring 2024

Semester and year of reporting and analysis: Spring 2024

Major: Supply Chain Management

Number of instructors participating: 3

List the major learning objectives and then fill out the table for each objective being assessed. If an objective is not being assessed in this cycle, keep it in the list but do not include it in the table.

Major Learning objectives and course in which assessed: if there are more or fewer than 4, adjust numbering appropriately. If sub-objectives are assessed, adjust the table appropriately as shown in the example below)

- 1. Fundamentals (MGMT 3372)
- 2. Understanding Competitive Advantage (MGMT 3374)
- 3. Problem Solving (MGMT 4378)
- 4. Cultural Diversity (MGMT 3376)

Table 1.

Learning objective (extend the table as needed)	number of students not meeting expectations (< 70% correct or other criterion)	Number of students meeting but not exceeding expectations (70 – 89% correct)	Number of students exceeding expectations (90% or higher correct)	Total number of students assessed (sum of 3 previous columns)	Percent of students who met or exceeded expectations (column 3 + column 4) / column 5	Was the success criterion met ? (column 6 at least 70%)
1 Fundamentals	26	20	0	46	43%	No
2 Competitive Advantage	7	15	0	22	68%	No
3 Problem solving	0	20	5	25	100%	Yes
4 Cultural Diversity	6	13	0	19	68%	No

RELATED ITEM LEVEL 3

New Action Item

Action Description:

List any new action items that will be implemented to address the weaknesses identified in this assessment cycle. Indicate which learning objective is targeted, what the action will be, and where the action will be implemented. If there were no weaknesses, the success criteria should be increased, or the learning objectives should be adjusted to be more challenging or to include more content from the course. This table cannot be left blank. Some action must be taken to either the curriculum to remedy an identified student weakness or to the learning objectives (adding a new one to replace one that is considered “completed” or changing the definition of “success” to raise the bar of expected achievement)

Table 3.

Targeted Learning Objective	Action Item	Implementation Plan
1	More practice problems for inventory management	Additional homework assignments will be created to help students with two key concepts: the EOQ and quantity discount models. These two subject areas were areas of significant difficulty for our students (every inventory question was near 50% or below in terms of student performance).
2	Introduce more multi-criteria assignments as practice	More assignments, particularly in the middle of the semester, will consider multiple criteria for the evaluation of suppliers. This is because students tended to struggle with multiple evaluation criteria, even if they were able to do well assessing individual criteria one at a time in early exercises.
3	Daily journals for simulation	Daily journals during the ERP simulation will give students a chance to organize their thinking about the simulation, both strategically and operationally. The plan is to have students write a journal about their decision-making process during the entire course of the simulation, for a total of 5 journals over 6 class periods.
4	More assignments will be assessed for this learning objective in this course	An additional assignment will be used to assess students on other aspects of the learning objective, including major infrastructure such as ports or airports.

Provide any additional comments: Overall, our students are generally close to where we want them to be. The assessment criteria for learning objective 4 need to be expanded upon next cycle with some additional assignments, but the faculty believe that the current assignment was representative of what we wanted the students to know. There are very achievable action plans in place for all 4 learning objectives, and the hope is that these actions will either 1) improve student learning or 2) provide more actionable data for future assessment cycles.

RELATED ITEM LEVEL 1

Learning Objective 4 - Cultural Diversity

Learning Objective Description:

Students should be able to consider differences between cultures and working environments across the world and how those difference influence supply chain operations and strategy.



RELATED ITEM LEVEL 2

New Indicator, Criterion, and Findings Item

Indicator Description:

Embedded questions on exams in multiple sections/courses will be used to evaluate students' performance as it relates to the learning objectives.

Objective	MGMT 3372 SCM	MGMT 3374 Strategic Sourcing	MGMT 3376 Global SC	MGIS 4315 Analytics	MGMT 4378 SCM ERP
LO1 – Fundamentals	Evaluated	Emphasis	Emphasis		
LO2 – Comp. Advantage	Emphasis	Evaluated			Emphasis
LO3 – Problem Solving	Emphasis			Emphasis	Evaluated
LO4 – Cultural Diversity	Emphasis		Evaluated		

Criterion Description:

LO1 Fundamentals (MGMT 3372) - Assessed using exam questions focused on this learning objective throughout the semester.

LO2 Comp. Advantage (MGMT 3374) - Assessed through a supply choice project where students must select a supplier(s) based on a variety of criteria.

LO3 Problem Solving (MGMT 4378) - Assessed through a research paper related to the ERP manufacturing game.

LO4 Cultural Diversity (MGMT 3376) - Assessed through a project and presentation on a specific country's demographics, culture, and business practices.

For LO1, a traditional grading scale is used, with 70% passage rate on the LO focused questions constituting sufficient success at achieving that learning objective. For LO2 - LO4, a faculty member evaluation of the project's output is evaluated on a rubric of the professor's creation, with an overall score of "Meets Expectations" on the project constituting sufficient success at achieving that learning objective.

Findings Description:

Assessment Results Reporting Form - MAT Aggregate

Semester and year of data collection: Fall 2023 and Spring 2024

Semester and year of reporting and analysis: Spring 2024

Major: Supply Chain Management

Number of instructors participating: 3

List the major learning objectives and then fill out the table for each objective being assessed. If an objective is not being assessed in this cycle, keep it in the list but do not include it in the table.

Major Learning objectives and course in which assessed: if there are more or fewer than 4, adjust numbering appropriately. If sub-objectives are assessed, adjust the table appropriately as shown in the example below)

1. Fundamentals (MGMT 3372)
2. Understanding Competitive Advantage (MGMT 3374)
3. Problem Solving (MGMT 4378)
4. Cultural Diversity (MGMT 3376)

Table 1.

Learning objective (extend the table as needed)	number of students not meeting expectations (< 70% correct or other criterion)	Number of students meeting but not exceeding expectations (70 – 89% correct)	Number of students exceeding expectations (90% or higher correct)	Total number of students assessed (sum of 3 previous columns)	Percent of students who met or exceeded expectations (column 3 + column 4) / column 5	Was the success criterion met ? (column 6 at least 70%)
1 Fundamentals	26	20	0	46	43%	No
2 Competitive Advantage	7	15	0	22	68%	No
3 Problem solving	0	20	5	25	100%	Yes
4 Cultural Diversity	6	13	0	19	68%	No

RELATED ITEM LEVEL 3

New Action Item

Action Description:

List any new action items that will be implemented to address the weaknesses identified in this assessment cycle. Indicate which learning objective is targeted, what the action will be, and where the action will be implemented. If there were no weaknesses, the success criteria should be increased, or the learning objectives should be adjusted to be more challenging or to include more content from the course. This table cannot be left blank. Some action must be taken to either the curriculum to remedy an identified student weakness or to the learning objectives (adding a new one to replace one that is considered “completed” or changing the definition of “success” to raise the bar of expected achievement)

Table 3.

Targeted Learning Objective	Action Item	Implementation Plan
1	More practice problems for inventory management	Additional homework assignments will be created to help students with two key concepts: the EOQ and quantity discount models. These two subject areas were areas of significant difficulty for our students (every inventory question was near 50% or below in terms of student performance).
2	Introduce more multi-criteria assignments as practice	More assignments, particularly in the middle of the semester, will consider multiple criteria for the evaluation of suppliers. This is because students tended to struggle with multiple evaluation criteria, even if they were able to do well assessing individual criteria one at a time in early exercises.
3	Daily journals for simulation	Daily journals during the ERP simulation will give students a chance to organize their thinking about the simulation, both strategically and operationally. The plan is to have students write a journal about their decision-making process during the entire course of the simulation, for a total of 5 journals over 6 class periods.
4	More assignments will be assessed for this learning objective in this course	An additional assignment will be used to assess students on other aspects of the learning objective, including major infrastructure such as ports or airports.

Provide any additional comments: Overall, our students are generally close to where we want them to be. The assessment criteria for learning objective 4 need to be expanded upon next cycle with some additional assignments, but the faculty believe that the current assignment was representative of what we wanted the students to know. There are very achievable action plans in place for all 4 learning objectives, and the hope is that these actions will either 1) improve student learning or 2) provide more actionable data for future assessment cycles.

### Update to Previous Cycle's Plan for Continuous Improvement Item

**Previous Cycle's Plan For Continuous Improvement (Do Not Modify):**

**Closing Summary**

Assessment in the Supply Chain Management program has been changed dramatically due to COBA's new assessment restructuring. The supply chain faculty are happy with the new assessment criteria and philosophy, and will begin collecting data from all required courses and learning objectives starting with the 2023-2024 academic year. The first year of data collection will provide a baseline for future action in improving our student's learning outcomes on the stated learning objectives.

**Update of Progress to the Previous Cycle's PCI:**

Data was collected and reviewed in 2023-24.

### New Plan for Continuous Improvement Item

**Closing Summary:**

Data will be collected in 2024-25 to "close the loop" on action items that are being implemented in the Fall 2024 semester.