



Master of Science, Global Supply Chain Management (MS GSCM) Academic

Assessment Plan

Version 2017.1

Adopted by

The Master of Science, Global Supply Chain Management faculty 9/7/17

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**MS GSCM
Academic Assessment Plan**

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Introduction

Purpose. The purpose of this document is to provide a guide for assessing the overall academic effectiveness of the Master of Science, Global Supply Chain Management degree program (MS GSCM) offered by the College of Business and Public Policy (CBPP). This document addresses the needs of accreditors, administrators, external stakeholders, students, and faculty. Accreditors set general standards including the requirement that actual results agree with the mission statements of the MS GSCM program and the College. Administrators are accountable for program effectiveness and ensuring the program is delivering expected student learning outcomes (SLOs). The assessment of student learning outcomes is critical in order to certify the MS GSCM program is meeting the expectations of external stakeholders (i.e., employers and business community) in relation to graduates and their professional skillsets. Students should receive a knowledge base in respective majors from the MS GSCM program, which can be applied to professions. The faculty is responsible pedagogically for the implementation, assessment, and analysis of the effectiveness and continued improvement of instruction.

Relationship to the Association to Advance Collegiate Schools of Business International (AACSB) standards and terminology. The MS GSCM is one of four CBPP degree programs accredited by the AACSB International (www.aacsb.edu). While this plan was designed to meet AACSB standards and program definitions, it is consistent with Northwest Commission on Colleges and Universities (NWCCU) standards. The AACSB defines the term learning goal as follows: “Learning goals state the educational expectations for each degree program. They specify the intellectual and behavioral competencies a program is intended to instill. In defining these goals, the faculty members clarify how they intend for graduates to be competent and effective as a result of completing the program.”¹ The MS GSCM learning goals are the equivalent of the program student learning outcomes (PSLOs) employed by the University of Alaska Anchorage (UAA) for accreditation by NWCCU. Throughout this document the AACSB terminology is used.

AACSB (MS GSCM) learning goal	=	UAA / NWCCU program student learning outcome
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To reinforce AACSB standards, learning goals will be supported by one to four measurable learning objectives. A learning objective is directly measurable in a way that can be mapped into a “yes, they did it” or “no, they didn’t” outcome. While at least one assessment tool must be used

¹ AACSB International. 2016. Eligibility Procedures and Accreditation Standards for Business Accreditation. http://www.aacsb.edu/-/media/aacsb/docs/accreditation/standards/businessstds_2013_update-3oct_final.ashx?la=en. Revised 31 January 2016. p. 25.

to measure each objective; multiple tools are encouraged. Readers of this plan should note that the term “learning objective” employed by AACSB is not the same as the term “program objective” employed in some UAA assessment plans and documentation.

AACSB also makes an important distinction between direct measures of learning and indirect measures. Alumni surveys or student self-assessments are examples of indirect measures. The AACSB regards these tools as supplementary.²

College Mission Statement

The College of Business and Public Policy at the University of Alaska Anchorage prepares students for leadership at the frontiers of a changing world. We help diverse and growing communities in Alaska and elsewhere meet their challenges by delivering the highest quality in business and public policy education, research, and professional assistance.

Program Mission Statement

The UAA Master of Science degree in Global Supply Chain Management (MS GSCM) is a unique 100% online program in which students working full-time anywhere in the world can develop supply chain management expertise through academic study, real-time case studies, applied simulations, and ongoing interactions with industry leaders and peers.

Graduates of the MS GSCM program will be prepared to enter or advance in the global supply chain management job market with hands-on knowledge of and the confidence to manage leading supply chain practices, advanced information systems and technology, cost and finance factors impacting the supply chain, best practices for the human side of the global supply chain, and the ever-changing and complex requirements of the global environment and international trade.

As a 100% online program engaging students from across Alaska and across the world, the mission of the MS GSCM strives to meet the vision of the UAA College of Business and Public Policy to be *a beacon of opportunity, providing transformative educational experiences to students from all parts of Alaska and the world* and offer *a diverse learning community where each person is valued and respected*.

² “Provide a portfolio of evidence, including direct assessment of student learning, that shows that students meet all of the learning goals for each accounting degree program. Or, if assessment demonstrates that students are not meeting the learning goals, describe efforts that the unit has instituted to eliminate the discrepancy. Indirect assessments may be used as part of the portfolio of evidence to provide contextual information for direct assessment or information for continuous improvement.” AACSB International 2016, op. cit., p. 27.

Through its recruitment and application process, Universal Design approach, and ongoing engagement with Alaska's supply chain management industry, the MS GSCM also embraces the University of Alaska's mission to be an *open access university committed to serving the higher education needs of the state, its communities, and its diverse peoples.*

Program Student Learning Goals

Students graduating with a Master of Science degree in Global Supply Chain Management will be able to:

- Collect and synthesize inbound, internal, outbound, and flow information from a real world supply chain setting; identify strategic challenges observed; and propose corresponding strategic directions in supply chain management.
- Evaluate current supply chain information systems and innovative supply chain management technology and evaluate their application in specific contexts.
- Outline the trade agreements, market entry strategies, risks, international commercial documents and export packaging requirements, customs clearance procedures, and physical distribution factors in a global supply chain.
- Propose and apply solutions for managing and leading others in real world global supply chain management contexts.
- Explain and evaluate multiple factors that impact the cost of logistics and supply chain management.

Measures

Each of the five student learning goals for the MS GSCM, the corresponding course in which it is covered, and a synopsis of its direct measures are listed in the table below.

Learning Goal	Course	Measure
1. Collect and synthesize inbound, internal, outbound, and flow information from a real world supply chain setting; identify strategic challenges observed; and propose corresponding strategic directions in supply chain management.	LOG A661	Case study interview assignments and presentations
2. Evaluate current supply chain information systems and innovative supply chain management technology and evaluate their application in specific contexts.	LOG A662	Simulations, case study assignments, real world interview reports, and short presentations
3. Outline the trade agreements, market entry strategies, risks, international commercial documents and export packaging requirements, customs clearance procedures, and physical distribution factors in a global supply chain.	LOG A663	Quizzes, class activities, discussion board assignments, video case analyses, and short reports
4. Propose and apply solutions for managing and leading others in real world global supply chain management contexts.	LOG A664	Research interview reports and presentations
5. Explain and evaluate multiple factors that impact the cost of logistics and supply chain management.	LOG A665	Quizzes, assignments, and class activities

Multiple measures are used to measure each outcome throughout the semester in which the course is conducted. Listed below are fuller descriptions of the direct, multiple measures used to assess whether or not each learning goal is attained, the intervals at which they are used, and their connection to the learning goal.

Measuring Learning Goal #1: To measure the attainment of Learning Goal #1, multiple direct measures are used throughout LOG A661, Logistics and Global Supply Chain Management: Applications and Strategy. To collect inbound, internal, outbound, and flow information surrounding a supply chain in a real world setting, students complete a series of short interview

assignments throughout the semester. In the final unit of the course, students will synthesize and analyze this information for an online presentation to their peers, including identification of strategic challenges and proposing strategic directions. Their peers will assess the presentation for completeness using a presentation checklist and assessment sheet.

Measuring Learning Goal #2: To measure the attainment of Learning Goal #2, multiple direct measures are used throughout LOG A662, Supply Chain Technology and Systems. To evaluate current supply chain information systems, students will engage in simulation assignments for in-depth practice with information systems and then complete correspond case study analysis of real world cases throughout approximately half the semester. To evaluate supply chain management technology in specific contexts, students spend the other half of the semester conducting interviews with supply chain managers from a variety of settings. They then draft short reports and create peer presentations on the information technology used in real world settings, including an analysis of the technology used and suggestions for alternative solutions.

Measuring Learning Goal #3: To measure the attainment of Learning Goal #3, multiple direct measures are used throughout LOG A663, The Role of Global Supply Chain Management in International Trade. To outline the trade agreements, market entry strategies, risks, international commercial documents and export packaging requirements, customs clearance procedures, and physical distribution factors in a global supply chain, students will complete a variety of assignments throughout the course, including multiple quizzes, class activities, discussion board assignments, video case analyses, and short reports. Each learning goal measurement assignment is specific to understanding and application of the content covered, such as quizzes on trade agreements, hands-on activities completing international commercial documents, video case analysis of market entry strategies, and discussion board assignments with peer discussions on the risks of various international markets.

Measuring Learning Goal #4: To measure the attainment of Learning Goal #4, multiple direct measures are used throughout LOG A664, Leadership Principles and Management Skills for Global Supply Chain Managers. To propose and apply solutions for managing and leading others in real world global supply chain management contexts, students will conduct interviews with a variety of leaders in the supply chain management industry throughout the course and draft short reports regarding how a variety of management and leadership topics are handled at that leader's business. At the end of the course, students will prepare a "Lessons Learned" peer presentation of how a variety of businesses with supply chains or in the supply chain management industry handle a range of leadership and management topics.

Measuring Learning Goal #5: To measure the attainment of Learning Goal #5, multiple direct measures are used throughout LOG A665, Quantitative and Financial Performance Metrics for Global Supply Chain Management. To explain and evaluate multiple factors that impact the cost of logistics and supply chain management, students will first take quizzes through the course to establish an understanding of the topics involved. Next, students will complete a variety of assignments and activities in which they must evaluate various factors that impact the cost of supply chain management in real world settings.

When measuring all five student learning goals, the most significant influence on data collection for each measure is non-completion of assignments. In the MS GSCM program, there are multiple assignments due throughout triweekly unit cycles, which means that if students do not complete a couple of assignments, final course grades may not be impacted. Because of this multiple-assignment structure, some students might fail to complete assignments from time to time, which will pose a challenge for measuring learning goals if the assignments missed are those used to measure outcomes. To minimize the chance of non-completion of measure-related assignments, these assignments will be tagged as “MANDATORY” and required for course completion. Late receipt of these assignments will be permitted for partial credit.

Because all of the courses for the MS GSCM are 100% online, the assignments for all courses are housed on Blackboard. Students receive and submit all assignments using this online platform. While this structure allows for a built-in data collection and storage system, use of Blackboard also poses a potential negative influence on data collection. Every time the university has a major software update or migrates from one version of Blackboard to another, or perhaps to another learning management system altogether, there is a risk of losing the data (student assignments and grades) from previous semesters, making it unavailable for analysis. To minimize this risk of data loss, within one month of the completion of each course, the course instructor(s) will provide the MS GSCM Assessment Plan responsibly party with the multiple measures of data required for student learning goal analysis.

Process

The Master of Science in Global Supply Chain Management program is a 100% online program comprised of five courses of six credits each conducted in five consecutive semesters. Each course runs on five-unit structure in which students complete work asynchronously within each time unit. Some courses are taught by multiple professors/instructors with each taking separate segments, but there is one primary instructor of record for each course.

Each course is housed on Blackboard with outside assignments including readings, video viewings, discussion board posts, comments to other posts, audio threads, photo or video posts, quizzes, short essay assignments, presentations, group presentations, final exams using RPNOW, and gaming simulations from outside vendors. All assignments are graded through and recorded on Blackboard.

The Learning Goals are measured throughout the semester in which their corresponding courses are taught. As described in the previous “Measures” section, multiple measures are used for each Learning Goal and all of the student assignments used as a learning goal measure are housed in Blackboard. The instructor grades for these assignments are also recorded in the instructor’s course Grade Book on Blackboard.

Within one month of the completion of each of the five MS GSCM courses, the primary instructor of record will provide the MS GSCM Assessment Plan responsible party with the following:

- a list of student grades for each assignment used to measure the course Learning Goal
- a notation for any grades that received partial credit for late completion, including the grade the student would have received for a timely assignment
- the maximum possible grade for each assignment
- an explanation for any missing assignments or anomalies
- any challenges faced in the measurement and data collection process
- suggestions for improving or revising the assignments used to measure the Learning Goal.

The MS GSCM Assessment Plan responsible party will collect and assemble this data for each of the five Learning Goals from each of the five MS courses. The data will be entered into a spreadsheet for analysis. Each student's assignment grade will be transferred into a decimal format with a perfect score of 1.00. Success for an individual assignment by an individual student will be determined by a score of 0.80 or higher. Scores for each assignment will be averaged, with 0.80 set as the benchmark for success. Then, all of the scores will be averaged into an aggregate score with 0.80 set as the benchmark for success in attainment of the Learning Goal measured.

After the data has been collected and analyzed for each Learning Goal and its corresponding course, the results will be included in the MS GSCM Assessment Plan Report for that academic year. Because all student assignments and assignment grades are housed in Blackboard, the measures for attainment of Learning Goals can be accessed and verified at later dates if needed.

Because the MS GSCM program is five semesters long, the entire MS GSCM program and its five course-based Learning Goals will not be fully accessed until the conclusion of the program's five-semester cycle. Throughout the entire assessment cycle, there will be one faculty member designated as the responsible party for the MS GSCM Assessment Plan, such as the MS GSCM Program Coordinator. This faculty member will collect and assemble this measurement data for each of the five Learning Goals at the completion of each of the five corresponding courses in the MS GSCM program. The faculty member of record for each course will be responsible for supplying the MS GSCM Assessment Plan responsible party with the Learning Goal measurement data from their course within one month of the completion of their course. Each course's faculty member of record will also be responsible for suggesting ways to improve or revise the assignments used to measure the Learning Goal in order to keep the measures current and relevant. At the end of each academic year, the responsible party for the MS GSCM Assessment Plan will submit complete the university required Assessment Plan Survey and Report on or before the university deadlines.