

2021 ANNUAL ACADEMIC ASSESSMENT REPORT FORM
(Due October 15 to the dean)**PROGRAM SECTION (Due to the dean on October 15)****Submission date:** 10/15/2021**Submitted by:** Chad Briggs, Director of Grad Programs/Assoc Professor of Public Policy & Admin
cbriggs6@alaska.edu**Program(s) covered in this report:** Global Supply Chain Management MS

If you selected "Other" above, please identify. (100 characters or less)

College: College of Business and Public Policy**Campuses where the program(s) is delivered:** ☒ Anchorage ☐ KOD ☐ KPC ☐ MSC ☐ PWSC**Specialized accrediting agency (if applicable):** Association to Advance Collegiate Schools of Business - International**If explanation is necessary, such as only some of the certificates and degrees are covered by the specialized accreditation, briefly describe:** The MPA and MPP programs are not covered by this accreditation body**INSTITUTIONAL STUDENT LEARNING CORE COMPETENCIES**

In 2020, UAA launched a consensus-based, deliberative process to identify the key skillsets that help students achieve academic and post-graduation success. After a year-long process that included students, faculty, staff, administrators, alumni, and employers, the UAA community identified four "core competencies" at the heart of a quality UAA education. Students develop mastery of these competencies through curricular (e.g., courses), co-curricular (e.g., internships, conferences), and extra-curricular (e.g., student clubs) learning experiences.

After the stakeholder-based process in AY20, UAA conducted a pilot project focusing on the core competency of Personal, Professional, and Community Responsibility (PPCR). This decision was based on input from the 2020 Annual Academic Assessment Retreat.

Question #1 below is designed to engage program faculty in thinking about how they can or already do promote student learning in this core competency.

1. Personal, Professional, and Community Responsibility: The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.

- **What would you hope a student would say if asked where in your program or support service they had the opportunity to develop proficiency in this Core Competency? (500 characters or less)**

We would hope a student would say that LOG A664 prepared them to examine their leadership and management skills and core competencies as a baseline at the beginning of the course and then to compare those skills and core competencies at the end of the course on their leadership journey. As a future professional, this course provides an opportunity to engage in a professional association, seek a mentor, serve as a mentor, and to identify volunteer opportunities.

- **Do you have an example that could be a model for the university of an intentionally designed course, assignment, or activity that showcases the student learning in this core competency? ☒ Yes ☐ No**

If yes, please briefly describe. (500 characters or less)

One assignment, "Coffee Talk" asks students to serve as a mentor for a junior professional and/or to seek advice or counsel from a senior mentor. A 2nd assignment, "Professional Assoc" requires the student to join a professional association, attend a meeting and to discuss the benefits of that specific association. Another example, design what the warehouse & supply chain of the future would look like in 2030 and how automation result in a 24/7 supply chain. AI, IoT, 5G, Robotics are emphasized

- **Do you have any ideas about where your program or the university might develop other intentionally designed opportunities for students to develop proficiency in this core competency? ☒ Yes ☐ No**

If yes, please briefly describe. (500 characters or less)

The MS GSCM Program or the university could require an internship, mentorship. or job shadowing experience as a graduation requirement.

PROGRAM STUDENT LEARNING OUTCOMES

2. Please list the Program Student Learning Outcomes your program assessed in AY21. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.

Example: Communicate effectively in a variety of contexts and formats – Exceeded faculty expectations.

Goal 2: Evaluate current supply chain information systems and innovative supply chain management technology and evaluate their application in specific contexts. (100% students (5) assessed) 2 - Exceeded expectations; 3 - Met Expectations

Goal 4: Propose and apply solutions for managing and leading others in real world global supply chain management contexts. (100% students (6) assessed) 1 - Exceeded expectations; 4- Met

Expectations, and 1-did not meet expectations

3. Describe your assessment process in AY21 for these program student learning outcomes, including the collection of data, analysis of data, and faculty (and other, e.g., advisory board) conversations around the findings. (750 characters or less)

Sept 2020 - faculty whose courses were being assessed completed a declaration form. Faculty documented the assignment and artifact for the SLO

May 2021 - Faculty were contacted to request artifacts for assessment

May 2021 - August, 15 2021 - Faculty were reminded to submit artifacts

August 15th - Aug. 25th - AoL committee received artifacts and prepared them for assessment

August 30 - Sept. 7th - AoL committee sent results of assessments and requested faculty to complete assessment form and return to the AoL Committee

Sept. 15th - Sept. 30 - AoL committee compiled data from assessment forms

Nov 4th: AoL Committee is scheduled to meet with faculty to discuss results

4. What are the findings and what do they tell the faculty about student learning in your program? (750 characters or less)

All objectives met the goal of 70% of student meet or exceed expectations. Overall, students are meeting the student learning goals. However, we are increasing our benchmark going forward to set a goal from 70% of students meeting or exceeding expectations to 75% so, faculty are taking actions to increase student learning.

5. Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the program student learning outcomes? Please describe the recommended action, what improvement in student learning the program hopes to see with this change, the proposed timeline, and how the program will know if the change has worked. If no recommendations for changes were made, please explain that decision. (750 Characters or less)

Faculty are planning to adjust instruction. For example, providing more detailed responses for assignments and better communication about a major assignment. In addition, a faculty is considering adding a due date for a draft to provide feedback. Faculty teaching these courses will meet with the Assurance of Learning (AoL committee) to share their recommendations for their courses. Course artifacts collected in AY 22 will be assessed according to their recommendations. The AACSB requires courses to be assessed at least twice in a five-year period.

PROGRAM IMPROVEMENTS AND ASSESSING IMPACT ON STUDENT LEARNING

6. In the past academic year, how did your program use the results of previous assessment cycles to make changes intended to improve student achievement of the program student learning outcomes? Please check all that apply.

☐ Course curriculum changes

- ☐ Course prerequisite changes
- ☒ Changes in teaching methods
- ☐ Changes in advising
- ☐ Degree requirement changes
- ☐ Degree course sequencing
- ☐ Course enrollment changes (e.g., course capacity, grading structure [pass/fail, A-F])
- ☐ Changes in program policies/procedures
- ☐ Changes to Program Student Learning Outcomes (PSLOs)
- ☐ College-wide initiatives (e.g., High Impact Practices)
- ☐ Faculty, staff, student development
- ☒ Other
- ☐ No changes were implemented in AY21.

If you checked "Other" above, please describe. (100 characters or less)

Changes will be implemented AY22

- 7. Do you have any information about how well these or other past improvements are working? Are they achieving their intended goals? Please include any data or assessment results that help you demonstrate this. (750 characters or less)**

This AY, a more in-depth assessment was performed. The AoL Committee will share this year's results with all faculty. In addition, they will follow up with each faculty member who assessed this year to discuss their recommendations and offer additional recommendations. Faculty will have AY 21 to implement changes and will be assessed again in AY 22.

- 8. Programs are not required to respond to question #8 below for their report due on October 15, 2021. Question #8 will be required for the next round and moving forward.**

- 9. Do you have any examples of post-graduate success you want to highlight? For example, major scholarships, the percent of students who pass licensure examinations, the percent of students accepted to graduate programs, the percent in post-graduation employment in the field or a related field. (750 characters or less)**

Historically, many of the MS GSCM graduates move into higher ranking positions following graduation. In one case, a graduate student is seeking a doctoral degree.

DEAN SECTION (Due to the program on January 15)

- 1. Based on the program's responses above, what guidance and support do you have for the program moving forward? Is there a particular area the program should focus on? (750 characters or less)**

The students are meeting program goals set at 70%. Faculty suggest raising it to 75%. Faculty should consider increasing the goal incrementally beyond 75% in the coming years. The Assurance of Learning (AoL) committee has improved the assessment process and has designated staff support to

assist. The AoL committee met with faculty on Nov 4th to share best practices and reported results at the All College meeting on Nov. 12th. I suggest the AoL committee continue to refine the assessment process and keep faculty highly involved to maintain awareness. Going forward, faculty should consider ways to better determine post-grad success. I suggest faculty start documenting examples of core competency-communication for the 2022 assessment.

- 2. Is there something the program is doing particularly well in terms of its processes for the assessment and improvement of student learning, including the closing of equity gaps, that might serve as a model for other programs? If yes, please explain. You may skip this question. (750 characters or less)**

The assessment process has evolved to include more faculty input. The current chairs of the AoL committee have helped to establish a more structured process that has been documented and shared with faculty. This has increased awareness about assessment and thus, improved student learning.

Dean's signature:



Date: 1/4/2022