**Assessment Plan**

**for Workforce and FOS Programs**

**Program/Track Name: \_\_\_\_\_\_\_\_\_\_\_\_Supply Chain Management\_(AAS)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Description of Program-Level Learning Outcomes**

Please indicate the Program Learning Outcomes for the degree, degree track, or certificate below:

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| **Program-Level Learning Outcomes** |
| **Program Learning Outcome 1:** | **Analyze all aspects of an organization’s supply chain from the procurement of resources to the delivery of goods and services of the last mile to the consumer. Learn the difference between a business to business supply chain versus a business to consumer model. Analyze how goods move through every step of the process from loading manufuactered goods at the factory to the port of exit, through customs clearance to the dock of the warehouse.**  |
| **Program Learning Outcome 2:** | **Understand and apply current supply chain management trends, theories and best practices in the industry. It is crucial to develop knowledge in managing warehouse operations. The steps included in conducting a warehouse inventory audit. Establish skills in how to build a business model for forecasting and managing inventory.**  |
| **Program Learning Outcome 3:** | **Learn and develop key concepts in supply chain management to streamline operations and achieve strategic objectives through the understanding of the international economic principles. Key concepts include currency rates, letters of credit, & setting up foreign entities.**  |
| **Program Learning Outcome 4:** | **Demonstrate critical thinking and problem-solving skills in the areas of procurement. Establish a strategy for engaging the organization across multiple functions such as marketing and sales in order to establish an accurate demand forecast. This includes honing skills in the demand and supply forecasting. Other competences include developing contract expertise and executing the negotiations with third party suppliers and other partners.**  |

**Section I: Technical Courses**

For **all technical courses** in the program, indicate in the table on the following page whether and/or how the course will support the program learning outcomes. You should include courses outside your discipline area and work collaboratively with those disciplines to determine whether and/or how those course(s) will support the program learning outcomes. **Please note** that it is understandable if courses from outside the discipline do not assess the program-level learning outcomes and serve only to introduce, practice and/or emphasize the program outcomes. It is also possible that technical courses outside of your discipline may not directly support the specific program-level learning outcomes you have identified.

***How to complete the program map:***

For each technical course in your program, please indicate whether any program-level learning outcome is introduced to students (I), practiced by students (P), emphasized for students (E), or formally assessed (A).

For example, if course WXYZ 1234 introduces students to one of the program outcomes, then enter “I” for that specific program outcome in the appropriate column. Please note that a course can be “I”, “P”, “E” and/or “A” in any program outcome. The labels in the following table apply SOLELY to the program level learning outcomes defined above. (It is NOT necessary for every course to address a program level learning outcome, and it is NOT necessary that Assessment or program level learning outcomes occur in every course.)

**Program Map ▼**

I=Introduced P=Practiced E=Emphasized A=Assessed

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| **Program Courses** | **Program Learning Outcome 1** | **Program Learning Outcome 2** | **Program Learning Outcome 3** | **Program Learning Outcome 4** | **Program Learning Outcome 5** | **Program Learning Outcome 6** | **Program Learning Outcome 7** | **Program Learning Outcome 8** |
| BMGT 1313 |  | P, E |  |  |  |  |  |  |
| BMGT 1344 | I | I |  |  |  |  |  |  |
| SPCH 1321 |  | P, E |  |  |  |  |  |  |
| BMGT 1307 |  | P, E |  |  |  |  |  |  |
| IBUS 1341 | I, P, E, A | I, P, E, A | I, P, E, A | I, P, E, A |  |  |  |  |
| BMGT 2309 |  |  | I | I |  |  |  |  |
| BMGT 1309 |  | P, E |  |  |  |  |  |  |
| BUSI 2301 |  | P, E |  |  |  |  |  |  |
| BMGT 1341 |  | I |  |  |  |  |  |  |
| LMGT 1319 | P, E | P, E |  |  |  |  |  |  |
| BMGT 2303 |  | P, E |  |  |  |  |  |  |
| IBUS 2332 | I, P, E, A | I, P, E, A | I, P, E, A | I, P, E, A |  |  |  |  |
| LMGT 1325 |  |  | P, E | P, E |  |  |  |  |
| LMGT 2330 | P, E, A | P, E, A | P, E, A | P, E, A |  |  |  |  |
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**Assessment Plan for Program Learning Outcomes**

Review existing assessment methods and current practices for collecting/gathering student data to identify direct (and possibly indirect methods of assessment). Remember that the data will need to be gathered, analyzed, and used to support the program’s continuous improvement processes.

**Note:** Because courses from other disciplines already have assessment plans in place, they do not have to be included in this assessment plan. Nonetheless, proposers must work collaboratively with these other disciplines to stay current and up-to-date with the assessment plans in these courses.

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| **Program-Level Learning Outcome** (e.g. Students will describe the impact of various cultures on American cuisine.) | **Assessment Measure(s) and Where Implemented in Curriculum –** Description of Instrument(s)/ process(es) used to measure results and indication of where the assessment will be collected in curriculum. (e.g. Essay on Cultural influences on American cuisine in CUIS 1300.) | **Targets-** Level of Success Expected(e.g. 80% of students score 2.5 or better on rubric for essay on cultures and cuisine.) |
| **PLO #1****Analyze all aspects of an organization’s supply chain from the procurement of resources to the delivery of goods and services of the last mile to the consumer. Learn the difference between a business to business supply chain versus a business to consumer model. Analyze how goods move through every step of the process from loading manufuactered goods at the factory to the port of exit, through customs clearance to the dock of the warehouse.**  | Students in the capstone course IBUS 1341-(Global Supply Management) are tasked to identify and explain key issues in the Major Project focused on all of the key elements of the end to end supply chain. | 70% of students score “Met” or “Exceeded” in the IBUS 1341 Course Assessment Rubric (see attached rubric for details). |
| **PLO #2****Understand and apply current supply chain management trends, theories and best practices in the industry. It is crucial to develop knowledge in procurement strategies. The steps include in demand and supply planning. Establish skills in how to build a business model for forecasting and managing inventory** | Students in the course BMGT 1313-(Procurement) are tasked to identify and explain key issues in the Major Project. This project is focused the developing the procurement strategy and how it aligns with the corporate strategy. | 70% of students score “Met” or “Exceeded” on the BGMT 1313 Major Project Assessment Rubric (see attached rubric for details). |
| **PLO #3****Learn and develop key concepts in supply chain management to streamline operations and achieve strategic objectives through the understanding of the international economic principles. Key concepts include currency rates, letters of credit, & setting up foreign entities.**  | Students in the capstone course IBUS 2332-(Global Business Simulation) are tasked to identify and explain key issues in the Major Project focused international trade and economic/financial analysis. | 70% of students score “Met” or “Exceeded” on the IBUS 2332 Major Project Assessment Rubric (see attached rubric for details). |
| **PLO #4****Demonstrate critical thinking and problem-solving skills in the areas of procurement. Establish a strategy for engaging the organization across multiple functions such as marketing and sales in order to establish an accurate demand forecast. This includes honing skills in the demand and supply forecasting. Other competences include developing contract expertise and executing the negotiations with third party suppliers and other partners.**  | Students in the capstone course LMGT 2330-(International Logistics Management) are tasked to identify and explain key issues in regards to procurement, transportation, and operations management. | 70% of students score “Met” or “Exceeded” on the LMGT 2330 Major Project Assessment Rubric (see attached rubric for details). |
| **PLO #7** |  |  |
| **PLO #8** |  |  |