



Date: March 9, 2020

To: Cathy Sandeen, Chancellor

From: John Stalvey, Interim Provost *John Stalvey*

Cc: Karen Markel, Dean, College of Business and Public Policy
Helena Wisniewski, Professor of Entrepreneurship
Thomas Flanagan, Term Assistant Professor of Management
Susan Kalina, Vice Provost for Academic Affairs
Claudia Lampman, Vice Provost for Student Success

Re: **AY20 Expedited Program Review Findings –Logistics & Supply Chain Operations OEC**

I have reviewed the dean's findings and the completed Expedited Program Review Template for the Logistics and Supply Chain Operations OEC. The Provost's Office did not receive an Optional Program Response Form from the program.

Recommendations

My recommendation is to accept the decision and recommendations of the dean with the commentary that the request to the Board of Regents should be to delete after admissions have been suspended and the teach out has been completed. This will allow reallocating resources to areas of critical need. Students interested in this field of study can pursue the AAS General Business, which includes an introductory Logistics course, and then go on to pursue the BBA Logistics.

Decision

Recommend Deletion



Date: February 21, 2020

To: John Stalvey, Interim Provost

From: Karen Markel, Dean, College of Business and Public Policy

Cc: Thomas Flanagan, Term Assistant Professor of Management
Dr. Helena Wisniewski, Professor of Entrepreneurship

Re: AY20 Expedited Program Review Findings

Program/s in this review:

AAS in Logistics & Supply Chain Operations, OEC in Logistics & Supply Chain Operations, and UC in Logistics & Supply Chain Operations.

Specialized accrediting agency (if applicable):

N/A

Campuses where the program is delivered:

UAA

Members of the program review committee:

- Thomas Flanagan, Term Assistant Professor of Management, UAA

1. Centrality of Program Mission and Supporting Role

The AAS Logistics & Supply Chain Operations (including the OEC in Logistics & Supply Chain Operations, and UC in Logistics & Supply Chain Operations) does not play a major role in CBPP program offerings. The purpose of these offerings is to build a foundation of knowledge and skill for logistics and supply chain management.

2. Program Demand (including service to other programs), Efficiency, and Productivity

The introductory course, LGOP A110, Logistics and Information Systems and Customer Service is wisely included as a part of the AAS General Business degree program. While the program is efficient, it does not have enough students enrolled nor graduated to be running in an effective and productive approach. In general, the Program costs outweigh the tuition revenue and the low enrollment suggests a lack of interest among the community. Class sizes are extremely small and must be offered to support student matriculation.

3. Program Quality, Improvement and Student Success

No discussion of program quality was included in the program review nor assessment data included. There is no mention of how this program, endorsement or certificate provides new opportunities or meets workforce demand to suggest its relative value in the marketplace.

4. Program Duplication / Distinctiveness

This is the only AAS Logistics and Supply Chain Operations degree program offered in the state.

5. Commendations and Recommendations

Several years ago, the AAS Logistics and Supply Chain Operations program was moved to an entirely online format to attract and reach a wider audience. This has not resulted in increased enrollment. Due to low enrollment and matriculation and scarce resources to manage and teach in the program, I recommend suspending admissions to the AAS Logistics and Supply Chain Operations, OEC in Logistics & Supply Chain Operations, and UC in Logistics & Supply Chain Operation with the intention to delete. Students interested in this field of study could pursue the AAS in General Business Degree (which includes an introductory Logistics course) and then go on to pursue a BBA degree in Logistics as another pathway to career success. Faculty expertise in this area must be allocated to provide support and program oversight for AACSB accredited business programs.

6. Decision

Suspension: While decisions relative to the program are made, admissions to the program are suspended with the intent to delete. This decision includes the AAS Logistics and Supply Chain Operations, OEC in Logistics & Supply Chain Operations, and UC in Logistics & Supply Chain Operation.

Submission date: February 3, 2020

Program/s in this review: Logistics & Supply Chain Operations Occupational Endorsement Certificate (OEC)

Specialized accrediting agency (if applicable): _____

Campuses where the program is delivered: Anchorage

Members of the program review committee:

- Thomas Flanagan, Term Assistant Professor of Management, UAA

1. Centrality of Program Mission and Supporting Role (700 words or less)

The LGOP Occupational Endorsement Certificate (OEC) originated from a community/corporate specific request in the early 2000's. Original courses were taught at FedEx facility for FedEx employees. Employer requested education opportunities to help current employees qualify for internal openings/advancement. After a few years CBPP broadened the program to include a wider community base. LGOP courses were introduced and taught in high schools. Monies were also received for Alaska Housing/ Cook Inlet Tribal Council specific cohorts. Currently all five LGOP classes are offered via distance. The OEC is the first step of integrated Logistics course of study that offers students ability to balance academic accomplishment with occupational needs. OEC courses flow seamlessly into the LGOP Undergraduate Certificate (UC), and LGOP AAS degree program. Some demonstrated potential to motivate continued study to Logistics undergraduate degree and Masters' Degree has been observed. LGOP 110, Logistics Information Systems and Customer Service is wisely included as required part of the General Business AAS degree.

2. Program Demand (including service to other programs), Efficiency, and Productivity (7 year trend; 1400 words or less)

Demand is external and non-structural in nature. Until recent inclusion of LGOP 110 as a Business AAS requirement most students were attracted to programs via employer offerings and grant opportunities. Word of mouth was a strong factor as students in courses often discovered the study opportunity at the workplace. Traditional delivery, face-to-face, provided excellent student interaction where non-traditional students (experienced workers) and traditional college students shared the learning experience. In recent years, course delivery has transitioned to a distance method. Focus is still on student engagement and interaction. With marketing, the ability to reach the global market is active.

3. Program Quality, Improvement and Student Success (1500 words or less)

As an "openly available" continuing education platform students may determine their own level of success at their own pace. Aside from student reported workplace success stories, of which we have heard quite a few, success metrics could be improved, but is in a continuing improvement process. Student course success was significantly increased by two specific steps: 1. Course textbooks were specifically re-written for students with a junior high school reading ability. Publisher has reported increasing demand for Dr. Philip Price' LGOP texts product globally. Product demand highlights global demand for educated/trained Logistics employees. 2. Consistency of delivery lowers student anxiety and improves student ability to perform. Many students in the LGOP course of study may exhibit anxiety relating to the academic process-- possibly due to previous difficulties in school. Instructors spend time developing student ownership and confidence. A predictable course format/method is provided to improve student confidence and success. (If the student can take responsibility and succeed in their first class, and they know what to expect in the next class, and students tend to continue. Students that take classes beyond the LGOP course of study report institutional hurdles or problems with instructors in other subject areas. Community and student knowledge of OEC could be improved and promoted internationally.

4. Program Duplication / Distinctiveness (300 words or less)

The OEC and its 100% distance availability is unique in the State of Alaska. Continuing education in the field is available on-line from other universities globally. Historically, LGOP courses have been included/taught in high school-to-college type programs (Matanuska-Susitna and Kenai Boroughs.) Since General Business Degree requirement, LGOP classes are taught at other campuses in the UAA system (Mat-Su, Kenai, Eagle River.)

5. Summary Analysis (500 words or less)

The LGOP OEC is a success story for the students able to participate in the course of study. Originating from corporate demand and workforce grant availability, students have improved their position and community involvement by involvement in the LGOP OEC course of study. And although only self-promoted, student numbers have increased to a self-sustaining level. This success is due to the herculean efforts of previous program champions (Dr. Darren Prokop and Dr. Philip Price) to find scholarship grant money and to transform to a distance format. One must wonder how much future impact could be achieved with improved institutional support. The starting blocks for global delivery are at hand. The place in the market is primed and awaiting marketing investment.