ACADEMIC PROGRAM REVIEW REPORT AY2023-24

Program(s) in the review: BBA Global Logistics & Supply Chain Management

Specialized Accrediting Agency (if applicable): Association to Advance Collegiate Schools of Business – International

Campuses where the program is delivered: ☒ Anchorage ☐ KOD ☐ KPC ☐ MSC ☐ PWSC

Year of last review: AY20

Final decision from last review: Continued Review

PROGRAM SECTION (Due on March 1)

The program review committee chair and committee members are assigned by the dean. All program faculty should be included in the review process, including faculty on the community campuses. After completing the Program Section below, the program review committee chair will enter their name and date, and email this form to the dean, copying all committee members. If the program is fully delivered on a community campus, copy the appropriate community campus director(s). The program review committee chair's name and date lines are at the end of the Program Section.

Program Review Committee:

Zhi "Vicky" Tao, Associate Professor, Anchorage

1. **Demonstrate that the program has responded to previous recommendations.**

    Recommendation 1:   Recruit and retain more students.

      How do you know the recommendation has been successfully achieved? *(2500 characters or less)*

      Actions taken to date *(2500 characters or less)*

      Evidence of success to date *(2500 characters or less)*

    Recommendation 2:   Review current and consider future modes of delivery (i.e., face-to-face, online, hybrid).

      How do you know the recommendation has been successfully achieved? *(2500 characters or less)*

      Actions taken to date *(2500 characters or less)*

Evidence of success to date *(2500 characters or less)*

Recommendation 3:   ***Develop and implement a coordinated schedule to provide a more efficient pathway for student success.***

How do you know the recommendation has been successfully achieved? *(2500 characters or less)*

Actions taken to date *(2500 characters or less)*

Evidence of success to date *(2500 characters or less)*

Recommendation 4:   ***Review current major courses to determine the currency with industry best practices.***

How do you know the recommendation has been successfully achieved? *(2500 characters or less)*

Actions taken to date *(2500 characters or less)*

Evidence of success to date *(2500 characters or less)*

Recommendation 5:   ***Address specific issue with regards to faculty resources and program sustainability.***

How do you know the recommendation has been successfully achieved? *(2500 characters or less)*

Actions taken to date *(2500 characters or less)*

Evidence of success to date *(2500 characters or less)*

2. **Demonstrate the centrality of the program to the mission, needs, and purposes of the university and the college/community campus. Include how the program is integrating (or planning to integrate) intentionally designed opportunities for students to develop the four core competencies**

(Effective Communication; Creative and Critical Thinking; Intercultural Fluency; and Personal, Professional, & Community Responsibility). *(3000 characters or less)*

3. **Demonstrate program quality and improvement through assessment and other indicators.**

   a. **Program Student Learning Outcomes Assessment and Improvement Process and Actions**

      i. **BBA Global Logistics and Supply Chain Management**

      - *1) Demonstrate a baccalaureate content knowledge of his/her major discipline; 2) Convey knowledge of business perspectives; 3) Apply analytical techniques to solve business problems; and 4) Demonstrate effective communication skills.*
      Describe your key findings for these outcomes. *(3500 characters or less)*

      Describe actions taken to improve student learning for these outcomes. *(3500 characters or less)*

      Describe evidence that these actions are working. *(3500 characters or less)*

   b. **Demonstrate program quality and improvement through other means, for example, maintaining specialized accreditation, using guidance from advisory boards/councils, responding to community partners and local needs, maintaining currency of the curriculum, implementing innovative program design, intentionally integrating high-impact teaching and learning practices into the program, and meeting indications of quality in distance education, such as the C-RAC Standards. *(3500 characters or less)***

4. **Demonstrate student success and the closing of equity gaps.**

   a. **Analyze and respond to the disaggregated data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to close any equity gaps. The Student Success program review metrics are Junior Graduation Rate, Associate Graduation Rate, Semesters to Degree – Graduate Programs, and Course Pass Rates by Course Level. *(3500 characters or less)***

   b. **Numerous US universities, and a number of programs across UAA, have holistically evaluated their programs and courses to look for unintended barriers to student success. For example, the Purdue IMPACT (Instruction Matters: Purdue Academic Course Transformation) effort**

between 2011 and 2018 resulted in 325 courses being redesigned to incorporate research-based strategies known to increase student outcomes, while maintaining academic quality and rigor. Other efforts have involved course sequencing and scheduling, resulting in improved success even for graduate students. Please consider your program's graduation rate, course pass rates, and similar data sources to reflect on any barriers to students moving through the curriculum, and describe what steps you have taken (or are planning to take) for possible redesign of gateway courses, course sequence changes, course scheduling, or similar efforts. *(3500 characters or less)*

c. Provide evidence of the overall success of students in the program. For example, you might talk about the percent of students in post-graduation employment in the field or a related field, the percent of students who go on to graduate school or other post-graduation training, and/or the percent of students who pass licensure examinations. You might also give examples of students who have been selected for major scholarships or other competitive opportunities. [Please do not use personally identifiable information.] *(3500 characters or less)*

5. Demonstrate demand for the program.

a. Analyze and respond to the data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to improve. The Demand program review metrics are Ratio of Out-of-Discipline Credit Hours to Total Credit Hours, Number of Program Graduates Who Continue Education, and Number of Program Graduates Who Return to UAA to Pursue an Additional Program. *(3500 characters or less)*

6. Demonstrate program productivity and efficiency.

Analyze and respond to the data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to improve. The Productivity and Efficiency program review metrics are Five Year Degree and/or Certificate Awards Trend, Student Credit Hours per Full-Time Equivalent Faculty, and Full-Time Equivalent Student per Full-Time Equivalent Faculty. *(3500 characters or less)*

Optional: Discuss the extent to which, if any, extramural funding supports students, equipment, and faculty in the program. *(3000 characters or less)*

7. Assess program distinctiveness, as well as any duplication resulting from the existence of a similar program or programs elsewhere in the University of Alaska System. Is duplication justified, and, if

so, why? How are you coordinating with UAA's community campuses and the other universities in the system? *(2500 characters or less)*

8. **Assess the strengths of your program and propose one or two action steps to address areas that need improvement.** *(4000 characters or less)*

After completing the Program Section above, the program review committee chair should enter their name, date, and email this form to the dean, copying the committee members. If the program is fully delivered on a community campus, copy the appropriate community campus director(s).

Committee chair first name last name: **Date:** Select date.

END OF PROGRAM SECTION

DEAN SECTION (Due on April 1)

If the program is fully delivered on one or more community campus, the dean should consult with the director(s) of the campus. After completing the Dean Section below and entering their name, the dean should email this form to the committee. If the program is delivered on a community campus, copy the appropriate community campus director(s). The program has one week to provide an optional response to the Dean Section using the Program Optional Response Section of this form.

1. **Evaluation of Progress on Previous Recommendations**

    For each recommendation from the last program review, indicate if the recommendation has been met or has not been met and provide commendations and guidance as appropriate. *(2500 characters or less for each recommendation)*

    Recommendation 1: Recruit and retain more students. Recommendation has not been met.

    Recommendations were not reviewed.

    Recommendation 2: Review current and consider future modes of delivery (i.e., face-to-face, online, hybrid). Recommendation has not been met.

    Delivery modes were not assessed.

    Recommendation 3: Develop and implement a coordinated schedule to provide a more efficient pathway for student success. Recommendation has not been met.

    Schedule was not reviewed.

    Recommendation 4: Review current major courses to determine the currency with industry best practices. Recommendation has not been met.

    Courses not reviewed.

Recommendation 5: Address specific issue with regards to faculty resources and program sustainability. Recommendation has not been met.

Recommendations not provided.

Provide your analysis of #2-8 below, based on the data provided and the program's responses above.

2. **Centrality of the Program.** *(2000 characters or less)*

   Logistics is very important to Alaska. However, conversations with industry suggest that they support smaller bits of educational offerings than a dedicated BBA.

3. **Program Quality and Improvement** *(2000 characters or less)*

   No measures of quality or improvement provided.

4. **Student Success and the Closing of Equity Gaps** *(2000 characters or less)*

   There is no discussion of closing the equity gaps.

5. **Demand** *(2000 characters or less)*

   The program has lost significant enrollment and the trend has not stablized.

6. **Productivity and Efficiency** *(2000 characters or less)*

7. **Duplication and Distinctiveness** *(2000 characters or less)*

   The program is the only one in Alaska.

8. **Strengths and Ideas for Moving Forward** *(2000 characters or less)*

   No direction is provided on how to improve the program and move forward.

Dean's Final Evaluation

I commend the program for: *(number and list the specific commendations in the narrative box, 2000-character limit)*

I recommend that the program: *(number and list the specific recommendations in the narrative box, 2000-character limit)*

The program's enrollment has continued to decline over the past few years. Therefore, in light of low enrollment and the lack of directional clarity in the program review, I recommmend suspending admissions with the intent to discontinue the program.

Dean's overall recommendation to the provost: Suspension with Intent to Delete -- Admissions to the

program will be suspended, a teach-out process will be developed and communicated to majors, and the program will remain in the catalog until the teach-out process is complete.

If an Interim Progress Report is proposed, recommended year: N/A

If a Follow-up Program Review is proposed, recommended year: N/A

Proposed next regular Program Review: N/A

After completing the Dean Section above, the dean should enter their name, date, and email this form to the committee. If the program is fully delivered on a community campus, copy the appropriate community campus director(s). The program has one week to provide an optional response to the Dean Section using the Program Optional Response Section below.

Dean first name last name: John Nofsinger   **Date:** 4/23/2024

END OF DEAN SECTION

PROGRAM OPTIONAL RESPONSE SECTION (Due within one week of receiving dean's review)

Programs have the option to submit to the provost a response to the dean's evaluation within one week of receiving the dean's review, using the narrative box below. Please indicate whether or not you will submit an optional response below.

Are you submitting an optional response? If yes, add your response below, enter your name and date, and follow the guidance below for submission. If no, enter your name and date, and follow the guidance below for submission. Select Yes or No.

Optional Response: *(10,000 characters or less)*

After completing this section, the form should be submitted to uaa.oaa@alaska.edu, with a copy to the dean. If the program is fully delivered on a community campus, copy the appropriate community campus director(s) as well.

Committee chair first name last name: Enter committee chair name.   **Date:** Select date.

END OF PROGRAM OPTIONAL RESPONSE SECTION

5/2/2024

PROVOST SECTION (Due on August 1)

After completing, signing, and dating the Provost Section of this form, email the completed form to the program review committee and dean, with a copy to uaa.oaa@alaska.edu for posting. If the program is delivered on a community campus, copy the appropriate community campus director(s) as well.

Provost's commendations, additional or adjusted recommendations, if any, and other general comments *(3500 characters or less)***:**

I agree with the dean's overall recommendation. The BBA Global Logistics & Supply Chain Management has continued to experience a decline in enrollment, and the program failed to submit a program review that provides evidence that the program has successfully addressed the issues noted in the previous program review. The previous program review resulted in recommendations around recruiting and retaining more students, considering other delivery modes, implementing a schedule that meets the needs of the program's students, reviewing the curriculum for currency with industry best practices, and addressing issues with regard to faculty resources and program sustainability. While the review notes some actions taken, there is no discussion about how well the actions are working, and no evidence that the efforts have resulted the desired results, particularly increased enrollments. Moreover, as per the dean, industry partners are looking for shorter term programs, rather than a four-year degree.
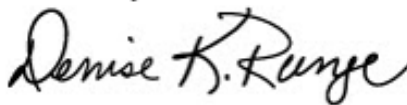
Provost's decision: Suspension with Intent to Delete -- Admissions to the program will be suspended, a teach-out process will be developed and communicated to majors, and the program will remain in the catalog until the teach-out process is complete.

> **Interim Progress Report:** N/A
>
> **Follow-up Program Review:** N/A
>
> **Next regular Program Review:** N/A

Provost's signature: _____   **Date:** 5/2/2024

████████████ joined the program as a faculty in logistics in 2020 during the pandemic due to faculty retirement in this field. She brought a wealth of research ideas and teaching experience to the program. During the past four years, she published 7 peer reviewed papers covering wide business topics using cutting edge modules. She published papers in premium journals on ABDC list. With ████████████ departure for sabbatical for one year and his following retirement in 2023, ████████████ stood up and led the program working with adjunct professors to keep the program moving and continue improving the program.

The program review covers the time period from 2019 to 2023. Actions are taken from the previous review and recommendations, especially post pandemic period. After the pandemic, UAA starts to open and CBPP hold more activities in person to showcase programs, which has great impact in the business community and help to recruit and retain students in the long run. Representing logistics and global supply chain management programs, ██████ has attended all the activities for the program on college level, department level and go extra miles individually to market and promote the program.

These activities include business showcase including showcasing logistics and supply chain program, luncheoning and networking with local business leaders in logistics, increasing logistics business leaders to CBPP-Advisory Board. ██████ also are involved activities to attract high school students such as filming answering a high school student question and attending King-Tech supply chain management course curriculum discussion. ██████ provides direct studies for individual students for their retention and success in the program. ██████ connects students with the internship opportunity and supervises student internship courses so students in the program can fulfil the graduation requirements.

██████ teaches undergraduate courses and graduate courses for undergraduate BBA-LSCM and for GLSCM. During the pandemic, as required by the school, all the classes were delivered in online format including this program and after pandemic, the delivery is back to face-to-face, online and hybrid for students best learning outcome.

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

Alaska needs professionals in logistics for its social and economic development. The characteristic of the state determines the importance of logistics activities. Alaska has its great size, abundant resources and far location from other states. Anchorage, the state's largest city, is within 9.5 hours flying time of 90% of the industrialized world. Anchorage is the main logistics hub for the state and a U.S. gateway for international trade flows. BBA GLSCM in University of Alaska Anchorage plays crucial role to train and graduate professionals in logistics for businesses and military base in Alaska and beyond.

BBA-Glscm program combines cutting edge knowledge and real-world business practice. Logistics and supply chain management uses human and financial resources to facilitate: purchasing, transportation, production and distribution and customer service. The core courses

cover the above functions. In conjunction with other supporting courses, students learn all the skills in this field after fulfilling all the degree requirement. The degree requirement can be found from its logistics program website. The website also provides rich information on logistics news and research guide.

BBA-GLSCM collaborates with other programs in CBPP. Core courses in logistics program work as elective courses for other major programs. This helps other major programs develop logistics thinking and skills. Students in logistics program also benefit and learn communication, leadership, and other skills by choosing elective courses from other major programs. BBA-GLSCM directly feed graduate program GLSCOM offered by UAA.

BBA-GLSCM partners with local business. The program has very close partnership with business community. The businesses such as Alaska Airlines, FedEx, Matson, Lynden, TOTE, UPS, and the Municipality of Anchorage provided seed money to finance the program. More businesses joined to sponsor the program for its continuous development by providing scholarship and internship opportunities in the program. The internship course is 3-credit required course, an opportunity for students to put hands on the real jobs and help business temporary workforce needs. The graduates from the program are competitive and serve the business community in Alaka and beyond. The program and students are crucial for the Alaska businesses and the state economic development.

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

The program described in sec 1 is central for the Alaska and is a must carrying program. There is no duplicated program in UA systems. It contributes significantly to the state social and economic wellbeing. It has high demand. From the internship course perspective, all the students looking for interns to fulfill the degree requirements, they all find the opportunities as an intern, which is a sign of high demand for temporary workforce needs. The students with degree of this program have a good placement, especially help them to move along the ladder and become part of management team, which is another proof that the program is in high demand for permanent workforce needs. Here is a list of some Alaska business contacts ▮▮▮▮ and administrators networked with and they provide jobs to students in our program and be potential guest speakers.

███████████████████

███████████

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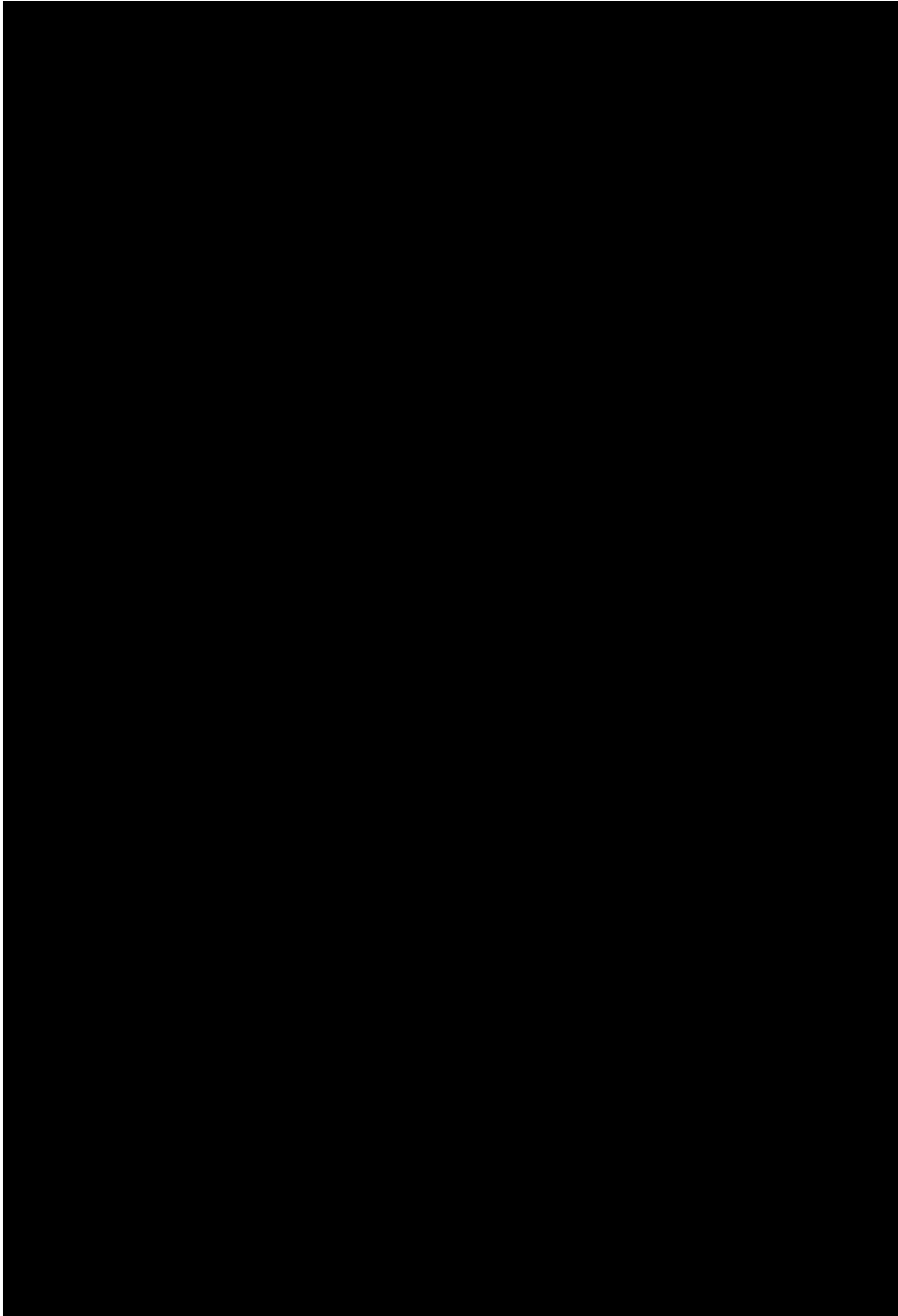
3. Program Quality, Improvement and Student Success (1500 words or less)

CBPP provides good quality program of BBA-LSCM and it takes time and efforts to continue improving. The program has an annual review checking its strengths and weaknesses. Due to the pandemic and the annual review process got interrupted. After the pandemic, it is back to normal routine for its quality and improvement. All instructors in the program got trained for teaching Online - No Set Time and maximize the learning outcome of no set time teaching online.

The Assurance of Learning (Aol) is critical for maintaining quality and AACSB accreditation.

The students learning objectives are assessed each year, which includes, communication and writing skills and assessed by presentation, short essays, and analysis skills. The data shows that the improvement students meet or exceed the expectations. Not only the course instructor to make adjustment to make sure more students succeed. Colleague also extend help to make students finally meet the expectations. For example, ███████ jumped in to volunteer for direct study for LOGA 416 International Trade in 2020 fall semester and volunteer for direct study for LOGA 415 Purchasing Management in 2022 spring semester for a student. Students are grateful for her extra help for their success.

The program continues receiving student positive feedback about the course and program.

Student Success Testimony

██████, I really connected with this course and I feel like it is one the most important and relevant classes I have taken. Materials Management provides a structural theory to the purchasing process that was missing from my approach to this role.

A student in the program got promoted to senior manager position leaving his manager in purchasing position open to his fellow students in the program.

4. Program Duplication / Distinctiveness (300 words or less)
BBA-GLSCM is not duplicated in the UA system. The characteristic of the state Alaska described above determines that the program is a must carried program and its distinctiveness. The program has six core courses covering foundations of supply chain management, purchasing, materials, transportation and customer management. The program is designed to integrate such topics and combine the cutting-edge knowledge and real world practice. The detailed program information can be found on its website. The undergraduate program and graduate program train professionals in this field and meet the workforce at entry level, middle level and upper level for management for businesses and joint military base in Alaska. Together with programs in supply chain management offered in other states, BBA-LSCM meets reginal workforce needs and lower forty eight states workforce needs in addition to Alaska workforce needs.

5. Summary Analysis (500 words or less)

The program continues training and graduating students in logistics. The graduates in logistics continue filling the workforce for Alaska businesses and military base and beyond Alaska. For the contribution of this non duplicated program to the state Alaksa development, it is a must carrying program. The issue of the data varies since the review time period covers the pandemic and after pandemic the tight labor market make students delay their study in the program. The effect in recruitment and retention effort lags. There are more effort on keep moving and

improving quality of the program. Due to faculty retirement, the lack of faculty resources in this field should be addressed.