April 6, 2016

MEMORANDUM

TO: Alexander J. Triantis  
   Dean, Robert H. Smith School of Business

FROM: Elizabeth Beise  
   Associate Provost for Academic Planning and Programs

SUBJECT: Proposal to Modify the Bachelor Science in Supply Chain Management (PCC Log No. 15050)

At its meeting on March 4, 2016, the Senate Committee on Programs, Curricula and Courses approved the proposal to modify the Bachelor of Science in Supply Chain Management. A copy of the proposal is attached.

The change is effective Fall 2016. Please ensure that the change is fully described in the Undergraduate Catalog and in all relevant descriptive materials, including the undergraduate program’s four-year plan (contact Lisa Kiely at lkiely@umd.edu for more information).

MDC/Enclosure

cc: Andrew Harris, Chair, Senate PCC Committee  
    Barbara Gill, Office of Enrollment Management  
    Reka Montfort, University Senate  
    Erin Taylor, Division of Information Technology  
    Pam Phillips, Institutional Research, Planning & Assessment  
    Anne Turkos, University Archives  
    Linda Yokoi, Office of the Registrar  
    Cynthia Stevens, Office of Undergraduate Studies  
    Joyce Russell, Robert H. Smith School of Business
THE UNIVERSITY OF MARYLAND, COLLEGE PARK
PROGRAM/CURRICULUM/UNIT PROPOSAL

• Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

• Please submit the signed form to the Office of the Associate Provost Academic Planning and Programs, 1119 Main Administration Building, Campus.

PCC LOG NO. 15050

College/School: Robert H. Smith School of Business
Please also add College/School Unit Code-First 8 digits: 01202900
Unit Codes can be found at: https://hypprod.umd.edu/Html_Reports/units.htm

Department/Program: Undergraduate Supply Chain Management major (0503T)
Please also add Department/Program Unit Code-Last 7 digits: 1290102

Type of Action (choose one):

- Curriculum change (including informal specializations)
- Renaming of program or formal Area of Concentration
- Addition/deletion of formal Area of Concentration
- Suspend/delete program

New academic degree/award program
New Professional Studies award iteration
New Minor
Other

Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

Summary of Proposed Action:

Propose the following changes to the Supply Chain Management curriculum
1. Add a note to indicate that students can only apply 3 credits of BMGT373 Supply Chain Management Internship toward the major because course is increasing from a 3 to a 6 credit course.
2. Proposing an adjustment to the note that appears with BMGT478 Special Topics in Supply Chain Management to indicate that students can apply a maximum (not minimum) of 6 credits (instead of just 3) of this course if the content differs.
3. Remove BMGT482 Business and Government as a major option because this course is no longer being offered and won’t be in the foreseeable future.

APPROVAL SIGNATURES - Please print name, sign, and date. Use additional lines for multi-unit programs.

1. Department Committee Chair
   X MARTIN DRESNER  Mark 2/12/16

2. Department Chair
   X MYEONG K. SOO  12/23/2015

3. College/School PCC Chair
   X 2/4/2016

4. Dean
   X 2/4/2016

5. Dean of the Graduate School (if required)

6. Chair, Senate PCC
   X ANDREW HARRIS  3/4/16

7. University Senate Chair (if required)

8. Senior Vice President and Provost
   X ELIZABETH BEINE  4/6/16
REASONS FOR PROPOSED ACTION and DESCRIPTION OF CURRICULUM CHANGE

The Smith School is proposing the following changes to the Supply Chain Management curriculum.

First, the major would like to add a note to indicate that students can only apply 3 credits of BMGT373 Supply Chain Management Internship toward the major. The Smith School is adjusting BMGT373 to allow students to earn more than 3 credits for the course (between 3-6 credits) depending on how many hours the student is employed by their internship. While a student will be able to earn up to 6 credits for the course, the Supply Chain Management (SCM) major would like to only allow a maximum of 3 credits of BMGT373 to satisfy SCM major requirements. Therefore we are requesting that a note to this effect be added to the SCM requirements.

Second, we want to correct a typo involving BMGT478 Special Topics in Supply Chain Management, and also the increase the number BMGT478 credits that can satisfy major requirements. The major would like to allow a maximum (not minimum) of 6 (instead of 3) credits of BMGT478 to fulfill SCM major requirements if the content differs. Increasing to number of special topics credits that can apply toward the major provides the department the opportunity to offer more special topics courses to SCM majors if there are appropriate emerging topics in the field.

Third, the major would like to add BMGT 490 Quest Consulting and Innovation Practicum to the list of courses that can be selected to fulfill major requirements. BMGT490 is a requirement of the Quality Enhancement Systems and Teams (QUEST) program, which is a multidisciplinary, hands-on program for University of Maryland undergraduates from three participating schools (Robert H. Smith School of Business, A. James Clark School of Engineering and College of Computer, Mathematical, & Natural Sciences). QUEST students participate in a challenging course of study that focuses on quality management, process improvement, and system design through teamwork and co-curricular programming that culminates with BMGT490. The content and learning outcomes of BMGT490 are relevant to the SCM major. Therefore, the major would like to add this course to the list of major options allowing SCM majors who are in QUEST to satisfy a major requirement with BMGT490.

Finally, the major is removing BMGT482 Business and Government as a major option because this course is no longer being offered and won’t be in the foreseeable future.

Old Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMGT 370 Introduction to Transportation</td>
<td>3 cr</td>
</tr>
<tr>
<td>BMGT 372 Introduction to Logistics and Supply Chain Management</td>
<td>3 cr</td>
</tr>
<tr>
<td>BMGT 477 International Supply Chain Management</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

Two of the following: 6 cr

**BMGT 373 Supply Chain Management Internship (limit students to 3cr)**
BMGT 470 Carrier Management
BMGT 471 Seminar in Supply Chain Management: An Executive Perspective
BMGT 472 Purchasing and Inbound Logistics
BMGT 475 Supply Chain Strategy and Network Design
BMGT 476 Technology Applications in Supply Chain Management
BMGT 478 Special Topics in Supply Chain Management (Note: a minimum of 3 credits of BMGT478 can fulfill Supply Chain Management major requirements.)

One of the following: 3 cr
BMGT 302 Developing Business Applications
BMGT 332 Operations Research for Management Decisions
BMGT 385 Operations Management
BMGT 455 Sales Management
BMGT 461 Entrepreneurship

**BMGT 482 Business and Government (remove this requirement option)**

BMGT 484 Electronic Marketing

Or one of the courses not selected above: BMGT 373, 470, 471, 472, 475, 476, or 478 (Note: a minimum of 3 credits of BMGT478 can fulfill Supply Chain Management major requirements.)

Total Major Requirements 18 cr

**Upper Level Economics Requirements**

One of the following courses: 3 cr
ECON 305 Intermediate Macroeconomic Theory & Policy
ECON 306 Intermediate Microeconomic Theory
ECON 330 Money and Banking
ECON 340 International Economics

Total Upper Level Economics Requirements 3 cr

Note: Students who have completed ECON 325 and ECON326 can substitute these courses for ECON305 and ECON306 respectively.

**New Requirements**

BMGT 370 Introduction to Transportation 3 cr
BMGT 372 Introduction to Logistics and Supply Chain Management 3 cr
BMGT 477 International Supply Chain Management 3 cr

Two of the following: 6 cr
BMGT 373 Supply Chain Management Internship (Note: a maximum of 3 credits of BMGT373 can fulfill Supply Chain Management major requirements.)
BMGT 470 Carrier Management
BMGT 471 Seminar in Supply Chain Management: An Executive Perspective
BMGT 472 Purchasing and Inbound Logistics
BMGT 475 Supply Chain Strategy and Network Design
BMGT 476 Technology Applications in Supply Chain Management
BMGT 478 Special Topics in Supply Chain Management (Note: a maximum of 6 credits of BMGT478 can fulfill Supply Chain Management major requirements if the content differs.)

One of the following: 3 cr
BMGT 302 Developing Business Applications
BMGT 332 Operations Research for Management Decisions
BMGT 385 Operations Management
BMGT 455 Sales Management
BMGT 461 Entrepreneurship
BMGT 484 Electronic Marketing

**BMGT 490 Quest Consulting and Innovation Practicum** (4cr) – option only for students in the QUEST program

Or one of the courses not selected above: BMGT 373, 470, 471, 472, 475, 476, or 478 (Note: a maximum of 3 credits of BMGT373 and a maximum of 6 credits of BMGT478 (if content differs) can fulfill Supply Chain Management major requirements.)
Total Major Requirements 18 cr

Upper Level Economics Requirements
One of the following courses: 3 cr
- ECON 305 Intermediate Macroeconomic Theory & Policy
- ECON 306 Intermediate Microeconomic Theory
- ECON 330 Money and Banking
- ECON 340 International Economics

Total Upper Level Economics Requirements 3 cr

Note: Students who have completed ECON 325 and ECON326 can substitute these courses for ECON305 and ECON306 respectively. Also BMGT341 Financial Markets can substitute for ECON330.

Additional Degree Requirements of the Supply Chain Mgmt Major
At the Smith School of Business, a minimum of 120 credit hours is required to complete a Bachelor of Science degree. Besides the major requirements listed above and the freshmen/sophomore requirements and junior/senior level Smith School of Business core requirements listed below, a student must complete the University's General Education Requirements and sufficient lower and upper level elective credit to accumulate a total of 120 credit hours. A minimum of 58 credit hours of the required 120 hours must be in 300-400 (upper) level courses. A detailed explanation including additional Smith School of Business degree requirements are listed below.

Freshmen/Sophomore Smith School Requirements
MATH 220 or 140 - Elem.Calculus I or Calculus I, 3-4 cr
Note: MATH130 Calculus I for the Life Sciences is an acceptable substitute for MATH 220/140 if the student completed MATH 130 as a part of work toward a previous major, as well as those who were working toward that major while in Letters & Sciences.
BMGT110 Introduction to the Business Value Chain 3 cr
BMGT 220 & 221 - Principles of Accounting I & II 6 cr
BMGT 230 or 231 - Business Statistics 3 cr
ECON 200 & 201 - Principles of Micro & Macro Economics 8 cr
COMM 100, 107 or 200 - Foundations of Speech Communications, 3 cr
Speech Communication, or Critical Thinking and Speaking
Or any course that fulfills the University's Fundamental Studies
Oral Communication (FSOC) General Education requirement
Total 26-27 cr

Junior/Senior Smith School Requirements
BMGT 301 - Introduction to Information Systems 3 cr
BMGT 340 - Business Finance 3 cr
BMGT 350 - Marketing Principles 3 cr
BMGT 364 - Management and Organization 3 cr
BMGT 367 - Career Search Strategies and Business 1 cr
BMGT 380 - Business Law 3 cr
BMGT 495 - Business Policies 3 cr
Total 19 cr

SCM Management Major Requirements (details listed previously) 18 cr
Upper Level Economics Requirements 3 cr

University General Education Requirements - not fulfilled by Smith School requirements listed above. - Total Credits 22-28 cr

Lower Level Electives 10-17 cr

Upper Level Electives 15 cr

Grand Total Required 120 cr

Current Catalog Description
The predominance of business activity taking place on a global scale has increased the opportunities for integrated supply chain management to have a profound impact on value chain performance. The supply chain encompasses all organizations involved in the production of a good or service and its ultimate delivery to the end consumer. Supply chain managers oversee many varied but inter-related processes including the flows of materials and information. Within supply chain management, logistics deals primarily with the materials flow component of the supply chain, and logistics managers are responsible for fulfilling customer orders while simultaneously controlling distribution costs from a total cost perspective. Students pursuing a supply chain major will develop theoretical, analytical, and software skills designed to prepare them for careers in a variety of fields.

Updated Catalog Description
No change.

Financial Impact
No new funding is requested for this program.
## Typical Four Year Plan

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall</th>
<th>Credit</th>
<th>Grade</th>
<th>Spring</th>
<th>Credit</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENGL101 (AW)</td>
<td>3</td>
<td></td>
<td>ECON201 (HS)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MATH220, 140, or 130 (AR)</td>
<td>3</td>
<td></td>
<td>BMGT230 (AR)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ECON200 (HS)</td>
<td>4</td>
<td></td>
<td>COMM100, 107, or 200 (OC)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BMGT110</td>
<td>3</td>
<td></td>
<td>Natural Science Non-Lab (NS)*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lower Level Elective</td>
<td>3</td>
<td></td>
<td>Lower Level Elective</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Fall</th>
<th>Credit</th>
<th>Grade</th>
<th>Spring</th>
<th>Credit</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>GATEWAY REQUIREMENT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH220/140/130, ECON200, BMGT220, and BMGT230 must be completed with a C or higher by 45 credits (AP/IB credits excluded).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BMGT220</td>
<td>3</td>
<td></td>
<td>BMGT221</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural Science Lab (NL)*</td>
<td>4</td>
<td></td>
<td>Humanities (HU)*</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities (HU)*</td>
<td>3</td>
<td></td>
<td>Scholarship in Practice (SP) non-major</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower Level Elective</td>
<td>3</td>
<td></td>
<td>BMGT367 (College Core)</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower Level Elective</td>
<td>3</td>
<td></td>
<td>Lower Level Elective</td>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Fall</th>
<th>Credit</th>
<th>Grade</th>
<th>Spring</th>
<th>Credit</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BMGT370 (Major Requirement 1 of 6)</td>
<td>3</td>
<td></td>
<td>BMGT477 (Major Requirement 3 of 6)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BMGT372 (Major Requirement 2 of 6)</td>
<td>3</td>
<td></td>
<td>BMGT350 (College Core)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BMGT301 (College Core)</td>
<td>3</td>
<td></td>
<td>BMGT364 (College Core)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BMGT340 (College Core)</td>
<td>3</td>
<td></td>
<td>Professional Writing (PR)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Upper Level Elective</td>
<td>3</td>
<td></td>
<td>Upper Level Elective</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 4</th>
<th>Fall</th>
<th>Credit</th>
<th>Grade</th>
<th>Spring</th>
<th>Credit</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Major Requirement (4 of 6) from options</td>
<td>3</td>
<td></td>
<td>Major Requirement (5 of 6) from options</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BMGT380 (College Core)</td>
<td>3</td>
<td></td>
<td>Major Requirement (6 of 6) from options</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Upper Level ECON (from options)</td>
<td>3</td>
<td></td>
<td>BMGT495 (SP/College Core)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Upper Level Elective</td>
<td>6</td>
<td></td>
<td>Upper Level Elective</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
Prerequisite/Course Sequencing Structure
BMGT 302 (prereq: proficiency in Microsoft Office, BMGT201, CMSC102, or CMSC103; or permission of department)
BMGT 332 (prereq: BMGT230)
BMGT 370
BMGT 372
BMGT 373 (prereq: BMGT370 or BMGT372)
BMGT 385
BMGT 455 (prereq: BMGT350)
BMGT 461
BMGT 470 (prereq: BMGT370)
BMGT 471 (prereq: BMGT372)
BMGT 472 (prereq: BMGT372)
BMGT 475 (prereq: BMGT372)
BMGT 476 (prereq: BMGT372)
BMGT 477
BMGT 478 (varies depending on topic)
BMGT 482 (prereq: ECON 200 or 205)
BMGT 484 (prereq: BMGT350)
Upper Level ECON (prereq: ECON200 & 201, some options also require MATH 220/140)

Course Descriptions

BMGT 302 Business Computer Application Programming; (3 credits) Prerequisite: Proficiency in Microsoft Office, BMGT201, CMSC102, or CMSC103; or permission of department. Computer Science majors will not receive credit. For BMGT majors only. Considers characteristics of business data programming and common software development processes and practices. Covers the designing, writing, documenting and testing of an efficient, structured program in Visual Basic.

BMGT 332 Operations Research For Management Decisions; (3 credits) Prerequisite: BMGT230 or BMGT231; or equivalent. Surveys the philosophy, techniques and applications of operations research to managerial decision-making. Techniques covered include: linear programming, transportation and assignment models, Markov processes and inventory and queuing models. Emphasis is placed on formulating and solving decision problems in the functional areas of management.

BMGT 370 Introduction to Transportation (3) An overview of the transportation field with an emphasis on freight movements from the perspective of both providers of capacity and users of freight services. Examines the characteristics of the freight modes and the role of each mode as a major component of logistics and supply chain management. Explores the economics, energy use, and finances of each mode as well as the impact of government policies on each mode’s future. Discussion of infrastructure and capacity needs of the transportation system and its ability to support the economy.

BMGT 372 Introduction to Logistics and Supply Chain Management (3) Supply chain management involves the coordination of suppliers, manufacturers, distributors, and retailers to ensure that products and services are
available to the final consumer in a timely and cost-effective fashion. Logistics management is the subset of supply chain management dealing with the physical flows of product and includes such activities as transportation management, warehousing, materials handling, inventory management, and order fulfillment. Attention is paid to the logistics cost trade-offs within the firm and between members of the supply chain.

BMGT 373 Supply Chain Management Internship (3-6) Prerequisite: Either BMGT 370 or BMGT 372. Involves supervised work experience in supply chain management, logistics and/or transportation. Students will be expected to relate course material to work experience in an analysis of a firm's operations.

BMGT 385 Operations Management; (3 credits) Credit will be granted for only one of the following: BMGT385 or ENME426. Studies the design, management and improvement of a firm's processes and systems for creation and delivery of products and services. Includes strategic and operational views of supply chain, product development, and capacity analysis, highlighting the competitive advantages that operations management can provide the firm.

BMGT 455 Sales Management; (3 credits) Prerequisite: BMGT350. The roles of the sales executive as a planner, manager of resources and marketing functions and recruiter, trainer, motivator and leader of field sales personnel. Techniques and sequence of problem analysis for selling and sales management decisions and to the practical framework in which these decisions take place. Teaching vehicles feature strong classroom interactions, cases, journal articles, research findings, guest sales managers, debates, and modern company practices.

BMGT 461 Entrepreneurship; (3 credits) Must not have completed BMGT361. Credit only granted for: BMGT261, BMGT361, or BMGT461. Process of creating new ventures, including evaluating the entrepreneurial team, the opportunity and the financing requirements. Skills, concepts, mental attitudes and knowledge relevant for starting a new business. Restricted to BMGT majors with 72 credit hours completed.

BMGT 470 Carrier Management (3) Prerequisite: BMGT 370. The study of the wide range of issues facing managers in transportation. This includes decisions on market entry, pricing, competitive responses, service levels, marketing strategies, capital structure, and growth objectives. Specific management decisions and overall strategies pursued by management are examined.

BMGT 471 Seminar in Logistics, Transportation, and Supply Chain Management: An Executive Perspective (3) Prerequisite: BMGT 372. Designed to provide students intensive interaction with senior supply chain executives from a cross-section of industries. Executives will share their insights about leading competitive supply chains in the global marketplace and assist students in understanding how to develop supply chain career strategies. Students will research the competitive supply chain dynamics of the each executive's industry and review/analyze their findings with the executive.

BMGT 472 Purchasing and Inbound Logistics (3) Prerequisite: BMGT 372. Analysis of the resupply activities of logistics management, including purchasing policies, transportation planning, and inventory control. Attention is directed toward total cost minimization and the establishment of a sustainable competitive advantage based on procurement.

BMGT 475 Supply Chain Strategy and Network Design (3) Prerequisite: BMGT372. Analysis of the strategic aspects of supply chain management. Emphasis on the creation of end-user value through supply chain cost reductions, service improvements or both. Attention is directed toward the enabling role of technology in support of strategy evaluation and implementation.
BMGT 476 Technology Applications in Supply Chain Management (3) Prerequisites: BMGT372. An understanding of the role of technology in managing the supply chain. This course provides students with hands-on experience in advanced software systems that build on top of enterprise resource planning systems. Major emphasis is placed on demonstrating that these systems result in supply chain cost reductions and service improvements.

BMGT 477 International Supply Chain Management (3) The study of the importance of supply chain management within a global context. Topics covered include: the structure, service, pricing and competitive relationships among international carriers and transport intermediaries as well as documentation, location decisions, international sourcing/distribution and management of inventory throughout the international supply chain.

BMGT 478 Special Topics in Supply Chain Management (3) Repeatable to 9 credits if content differs. Course prerequisites will vary depending on the topic. Selected advanced topics in supply chain management. A maximum of 3 credits of BMGT478 course work can fulfill Supply Chain Management major requirements.

BMGT 482 Business and Government; (3 credits) Prerequisite: ECON200; or ECON205. Focus is on the complex interrelationships between business and government. Explores areas in which business and government are allies (cooperative research and financing program) and adversaries (regulation). Emphasizes a strategic management approach by business to government involvement in economic affairs.

BMGT 484 Electronic Marketing; (3 credits) Prerequisite: BMGT350. For BMGT majors only. Examines the process of developing, implementing and analyzing strategies for successfully marketing a variety of existing and potential products and services on the Internet. Special attention devoted to the tools and techniques unique to the electronic media. This course is restricted to BMGT majors with 60 credit hours completed.

BMGT 490 Quest Consulting and Innovation Practicum; (4 credits) Prerequisite: ENES390 or BMGT390. Also offered as: ENES490. Credit only granted for: BMGT490 or ENES490. Final course in the QUEST Honors Fellows Program three-course curriculum. Based on a team-based consulting project with one of QUEST's professional partners. A project advisor and professional champion supervise each student team. Requires extensive out-of-class work.
Undergraduate Program Learning Outcomes Assessment Summary

Department, Program & Degree: B.S. in  Supply Chain Management

Chair: Martin Dresner  301-405-2204   mdresner@rhsmith.umd.edu

Time Period of Assessment: Fall 2013- Spring 2014
Date: October 15, 2014

Actions Taken as a Result of Past Assessments

1. What have you done in the past academic year (Fall ’13-Spring ’14) to follow up on past learning outcomes assessments, and/ or on feedback from reviews of your previous learning outcomes assessments? What decisions were reached and/or what actions were taken to improve student learning?

Summary of Assessments:

During the previous academic year, all supply chain management majors were assessed on five learning assessment goals: (1) Knowledge of general business school content; (2) Written communication skills; (3) Oral communication skills; (4) Leadership skills; and (5) Teamwork skills. Although Supply Chain majors met or exceeded expectations for all five of these learning goals, nevertheless there is room for improvement.

New Curriculum Requirements:

Over the past two years, we have been phasing in new curriculum requirements for all Supply Chain majors. In particular, we are now requiring all of our majors to take BMGT 477 International Supply Chain Management (see syllabus in appendix). Although there are many reasons for requiring this course, an important outcome of this initiative is that the content of the course will help students develop skills to meet four of the learning outcomes listed above (2, 3, 4 and 5). In particular, the following course content corresponds to the development of skills to meet these learning objectives):
• Learning Objective 2 - All students are required to hand in two individually-written business case analyses. Students must analyze these business cases and respond to questions related to strategic directions for the businesses. Students are assessed on the bases of both the content of their case analyses as well as their writing ability.

• Learning Objectives 2, 3, 4 and 5 - All students are required to form into groups to write an import/export plan for a firm. The students must work as a team and present a written report and also conduct an oral presentation of their study in front of the class. Assessment of the written report is based on content as well as composition. The oral presentation is assessed based on communication skills. In addition, students conduct peer evaluations of team members to assess teamwork and leadership contributions.

Focus on Meeting Learning Objectives in Current Courses:

On another front, we have focused BMGT 470 (Carrier Management) and BMGT 476 (Computer Applications in Supply Chain) on Learning Objectives 4 and 5. Both of these elective classes rely on serious business gaming simulations to accomplish the stated learning objectives. In each class, the students are divided into management teams with manufacturing responsibilities (BMGT 476) and carrier management responsibilities (BMGT 470). The management teams require multiple business functions to be accomplished in a coordinated, seamless fashion. Thus, one of the students in each management team must take leadership responsibility (Learning Objective 4) and insure that each of the primary functions are assigned to an individual team member. Furthermore, the leader must insure the accomplishment of Learning Objective 5, i.e., that the individuals in the group work effectively as a management team. In the end, both courses require that the management teams write a written report explaining the way in which the team worked and how the process could have been improved.

Summary:

The faculty teaching in the Supply Chain program have made concerted efforts to achieve our important learning objectives. We will continue to assess our major in order to measure how well our objectives will be met in the future.
Appendix – Syllabus for BMGT 477 – Spring 2013
International Supply Chain Management

Classes: Section – 0301 MW 09:30 – 1045
         0101 MW 12:30 – 13:45
         0201 MW 14:00 – 15:15
Classroom VMH1336

Instructor: Koki Nagata
Office: VMH3426
Phone: (202) 812-8805
Fax: (301) 314-1023 (College Park)
E-mail knagata@rhsmith.umd.edu
Office Hours: 08:00~09:30 a.m. 11:00 a.m.~12:30 p.m. on Mondays and Wednesdays. Appointment is recommended to make sure the meeting would be done punctually. Please email me if other days are also available mutually.


Course Objectives:
The course has two major objectives: First to acquaint students with managerial issues in international logistics and transportation; and, second to provide students with an understanding of issues related to import/export management. During the semester, students should gain an understanding of the followings: (1) The complexities involved in moving goods and materials across borders; (2) The roles of the various transportation companies and intermediaries in the movement of freight; (3) Strategic choices and operational decisions in the establishment of international distribution networks and international supply networks; (4) The differences in logistics systems around the world and the impact of these differences on managerial decisions; and, (5) Special issues in international supply chain management, such as security concerns and documentation.

Course Content:
The content of the course consists primarily of lectures, discussions, case analyses and team project exercises. Students are advised to do the required reading prior to class. Since the lectures are designed to complement, not repeat, the assigned readings, students will be expected to know both the material from the text and the material from the class sessions for exams and team exercises.

Course Requirements:
Midterm Exam 25%
Comprehensive Final Exam 25%
Group Project - Written 20%
**Group Project - Presentation**: 5%
**Group Project - Peer Evaluation**: 5%
**Participation/Class Attendance**: 10%
**Case Write-ups**: 10%
**Total**: 100%

**Exams:**
Students are responsible for materials from lectures, readings, cases, and all other materials covered in class or in the textbook. It is important that your schedule permits you to be free on exam dates. Absence from an exam will result in a score of zero, unless cleared in advance. Confirmation from a doctor is required if an exam is missed due to illness. More information about the content of the exams will be provided prior to the exam dates. *Communication devices may not be used during exams.* All communication devices must be turned off and put away.

**Group Project – Export or Import Plan:**
You have been asked to develop a plan to import or export one or more products. The plan must be for a start-up firm. The plan should indicate how you intend to operate the import or export business.
- Groups should consist of 3-4 students. Group member list due by **September 16**.
- A one page proposal/”abstract” (1st deliverable) is due in class on **September 25**.

In the plan, describe the procedures you will use to undertake the business. Factors that may be considered in the plan include:
- Two pages description (2nd deliverable) due on **October 14** may consider such factors as;
  - Choice of supplier or distributor
  - Methods of transportation
- Two pages description (3rd deliverable) due on **November 18** may consider such factors as;
  - Use of intermediaries
  - Inventory and warehousing policy
  - Financing requirements
  - Terms of sale

In general, plans that provide greater detail (e.g., in terms of freight costs, intermediaries used, shipping lanes, etc.) receive higher grades. You will be required to present your plan to class on one of the days designated for student presentations.

- The final written plan is due in class on **December 9** for all teams. A hard copy of the plan must be provided to the instructor. The maximum length for the plan is 12 pages (typed, 12 point Time New Roman, double spaced, one-inch margins), although appendices may be included on additional pages.
- An electronic version of the PowerPoint slides to be used for your presentation is due **before teams will start presentation**. Each team is responsible of managing respective PowerPoint within given presentation time frame. Paper versions of the PowerPoint slides are due in class to the instructor.
- The order of the presentations will be chosen on the basis of a random draw.
- The written plans will be graded both on content and on writing style (i.e., grammar, comprehension, spelling and other errors).
- Peer evaluations are due on December 11.

For your oral presentation, assume that you are making the presentation in an attempt to persuade company executives to win their support to your plan. Presentations will be graded on the basis of the attached grading rubric. Note that all group members are not required to participate in the presentation.

All students in a group will be awarded the same grades for the written and oral parts of the group project, but students will also receive an individual score based on a group peer evaluation. (Please see the attached peer evaluation form.) If you are having problems with group dynamics and cannot solve these problems within the group, please see the instructor as early as possible. You should not wait until the end of the semester to inform the instructor about group dynamics problems.

Case Write-Ups:
Four Harvard-style cases will be discussed in class. A case sign-up sheet will be passed around class early in the semester and you will be required to sign up for two of these cases. Written questions on each of the cases are on the attachment to the syllabus. In your case-write-ups, you must answer the questions. Although you may discuss the cases with classmates prior to preparing your answers, your answers to the questions must be individual efforts. Each case write-up should be a maximum of two pages (font Time New Roman 12, double space) and will be graded out of 5 points in accordance with the rubric to be delivered. The write-ups must be handed to the instructor in paper form. If you cannot hand in your case, you must notify the instructor prior to each submission date.

Case List
1. Gucci Group N.V. (A) HBS 9-701-037
2. Toys "R" Us Japan HBS 9-796-077
4. Ito-Yokado-The Challenge of Apparel, Seven Eleven HBS 9-505-048
5. Kuehne & Nagel in the Asia-Pacific HKU-048

Ordering Instructions for Cases:
These cases are available from the Harvard Business School Publishing website. The total cost of all case materials is $19.75 (@$3.95). In order to access the materials, click on the link below or copy the link into the address section of your web browser:

https://cb hb sp.harvard.edu/cbmp/access/20789025

If you have not registered with Harvard Business Online, you will be required to do so. This URL will provide you with a list of required materials for use in this course. You will have immediate access to the materials upon placing your order; for subsequent access, you must login to http://harvardbusinessonline.org.
For technical assistance, please view the Quick Tips section or contact Harvard Business School Publishing at 1-800-810-8858 or 617-783-7700 from 8am-6pm. HBS Publishing can also be reached at techhelp@hbsp.harvard.edu.

Academic Integrity and Intellectual Standards:

The Robert H. Smith School of Business fosters an environment of academic integrity and development of thoughtful and sound analysis. Faculty and students will hold each other accountable to meeting intellectual standards including demonstrating clarity of thought, articulating statements based on evidence, presenting relevant arguments, and engaging in logical reasoning. By adhering to these standards, students will develop essential critical thinking skills to be demonstrated in both their oral and written work.

The University's Code of Academic Integrity is designed to ensure that the principles of academic honesty and integrity are upheld. All students are expected to adhere to this Code. The Smith School does not tolerate academic dishonesty. All acts of academic dishonesty will be dealt with in accordance with the provisions of this code. Please visit the following website for more information on the University's Code of Academic Integrity: www.shc.umd.edu

On each assignment you will be asked to write out and sign the following pledge: "I pledge on my honor that I have not given or received any unauthorized assistance on this exam/assignment."

Special Needs:
Any student with special needs should bring this to the attention of the instructor as soon as possible, but not later than the second week of class.

Reaching the Instructor:
E-mail is the preferred method of communicating with the instructor outside of class time. E-mail will be checked frequently and responses sent out in a timely manner. However in case of emergency, please call my cell phone 202-812-8805.

Laptop Use:
Laptop use during class is only permitted for note-taking. Students are not permitted to use laptops during class for web-browsing, checking emails, checking Facebook pages, etc. Students found using laptops for these activities will receive deductions in class participation points, because it is disruptive and disrespect to the class and to the instructor.

Feedback on Instructor Performance:
At the conclusion of the course you will be requested to provide feedback to the instructor. While this is useful, I also encourage you to provide feedback throughout the course, either written or oral. Canvas provides for anonymous electronic feedback that students are encouraged to use.
### Tentative Schedule

**Note that while the dates for the various topics are subject to change, all deadlines, exam dates, case-write-up dates, and presentation dates are firm and will not be changed. Additional materials may be added during the semester.**

<table>
<thead>
<tr>
<th>Class: Date</th>
<th>Topics</th>
<th>Textbook</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(1) Sep. 4</strong></td>
<td>Course introduction, “What is logistics?” The origin and today.</td>
<td>Ch-1, 2</td>
<td></td>
</tr>
<tr>
<td><strong>(2) Sep. 9</strong></td>
<td>Globalization and International Supply Chain Management – 1: Review of globalization.</td>
<td>Ch-1, 2, 17</td>
<td></td>
</tr>
<tr>
<td><strong>(3) Sep.11</strong></td>
<td>Globalization and International Supply Chain Management -2: “Why ISCM matters?”</td>
<td>Ch-1, 2, 17</td>
<td>Case write-up No. 1 due</td>
</tr>
<tr>
<td><strong>(4) Sep. 16</strong></td>
<td>Globalization and International Supply Chain Management – 3: Differences between domestic and international SCM.</td>
<td>Ch-1 “Gucci Group”</td>
<td>Group member list due</td>
</tr>
<tr>
<td><strong>(5) Sep. 18</strong></td>
<td>International Distribution – 1: Market expansion</td>
<td>Ch-4</td>
<td>Case write-up No. 2 due</td>
</tr>
<tr>
<td><strong>(6) Sep. 23</strong></td>
<td>International Distribution – 2: Distribution alternatives and factors affecting the distribution choice.</td>
<td>Ch-4</td>
<td>Case write-up No. 2 due</td>
</tr>
<tr>
<td><strong>(7) Sep. 25</strong></td>
<td>International Distribution – 3: Distributor contracts and brief overviews on the Terms of Sale, Channel and Order Management, Labeling and Packaging, Transportation Management.</td>
<td>Ch-5, 14</td>
<td>Group Project 1st deliverable (abstract) due</td>
</tr>
<tr>
<td><strong>(8) Sep. 30</strong></td>
<td>Government Policies: Trade regime, Security, Environmental concerns, Corruption</td>
<td>Ch-4, 15, 16</td>
<td></td>
</tr>
<tr>
<td><strong>(9) Oct. 2</strong></td>
<td>International Sourcing – 1: Why source globally? Transaction risks and Trade-off assessment.</td>
<td>Ch-7, 8</td>
<td>Case write-up No. 3 due</td>
</tr>
<tr>
<td><strong>(10) Oct. 7</strong></td>
<td>International Sourcing – 2: Case review</td>
<td>Ch-7 “Wanxiang Group”</td>
<td></td>
</tr>
<tr>
<td><strong>(11) Oct. 9</strong></td>
<td>International Sourcing – 3: Letter of Credit</td>
<td>Ch-7</td>
<td>Case write-up No. 4 due</td>
</tr>
<tr>
<td><strong>(12) Oct. 14</strong></td>
<td>International Air Transportation: Types of air shipment, Air carriers, Strength and weakness of air transportation</td>
<td>Ch-12</td>
<td>Group Project 2nd deliverable due</td>
</tr>
<tr>
<td><strong>(13) Oct.16</strong></td>
<td>Ocean Ships and Shipping – 1: Basic knowledge of ocean vessels, characteristics of the ocean transport</td>
<td>Ch-11</td>
<td></td>
</tr>
<tr>
<td><strong>(14) Oct. 21</strong></td>
<td>Ocean Ships and Shipping – 2: Capacity issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct. 23</td>
<td>Review/study day. (No class, office hours extended)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct. 28</td>
<td>Mid-term exam.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Chapters/Case</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------</td>
<td>------------------------</td>
<td></td>
</tr>
<tr>
<td>(15) Oct. 30</td>
<td>Bulk and Liner Shipping – 1: Fixture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(16) Nov.  4</td>
<td>Bulk and Liner Shipping – 2: Containerization, Conference system</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(17) Nov.  6</td>
<td>Intermodal Transport and Infrastructure: Facilitation of transportation infrastructure, Seamless connectivity</td>
<td>Ch-3, 13</td>
<td></td>
</tr>
<tr>
<td>(18) Nov.11</td>
<td>Logistics Functions and Intermediaries: NVOCC, Freight Forwarders, Customs Brokers and other specific services. 3PL vs. own logistics system. EDI issues.</td>
<td>Ch-11, 13, 16</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Case-5 “Kuehne and Nagel”</td>
<td></td>
</tr>
<tr>
<td>(19) Nov.13</td>
<td>Terms of Trade: Terms of Sale and Incoterm Strategy</td>
<td>Ch-6</td>
<td></td>
</tr>
<tr>
<td>(20) Nov.18</td>
<td>Terms of Payment: L/C, Drafts, Trade transactions</td>
<td>Ch-7</td>
<td></td>
</tr>
<tr>
<td>(21) Nov.20</td>
<td>Documentation and Insurance: Order processing, Export/Import Clearance, B/L, Marine Insurance</td>
<td>Ch-9, 10</td>
<td></td>
</tr>
<tr>
<td>(22) Nov.25</td>
<td>Customs Clearance: Regulations, Operations, Duties and Customs Clearance Process</td>
<td>Ch.16</td>
<td></td>
</tr>
<tr>
<td>Nov. 27</td>
<td>Thanksgiving Recess</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(23) Dec.  2</td>
<td>NAFTA: Local contents rules.</td>
<td>Ch-16</td>
<td></td>
</tr>
<tr>
<td>(24) Dec.  4</td>
<td>Famine and Disaster Relief: Cases and discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(25) Dec.  9</td>
<td>Group Presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(26) Dec. 11</td>
<td>Group Presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dec. 20 Fri.</td>
<td>Final Exam. Sec. 0101 VMH1336 08:00 – 10:00 am</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dec. 21 Sat.</td>
<td>Final Exam. Sec. 0301 VMH1336 08:00 – 10:00 am</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
BMGT477 Case write-up: Case Questions

All cases listed cover whole area of actual business cases. In your case writing, please keep in mind that you focus upon international supply chain management aspects.

Case 1: Gucci Group N.V. (A)
Gucci, a successful luxury handbag maker based in Italy, needed to transform itself into a multi-brand group in the luxury market expanding globally. As the first step, it acquired Yves Saint Laurent in 1999. Gucci wanted to position itself as a high-end, exclusive, but popular brand in the market. Since this goal contained contradictory characteristics, Gucci has taken supply chain strategies in material sourcing, manufacturing, branding, marketing, logistics, distribution and corporate organization.

Questions:
1. What are the main characteristics of the modern luxury trade? What are new trends?
2. What are the characteristics of Gucci’s supply chain strategies? What effects do they give to achieve cost reduction as well as the brand? Why?
3. Why do you think Gucci did not want to remain merely in the “handbag” business? Do you think Gucci’s multi-brand group business model work?
4. Describe Gucci’s strategies to keep and strengthen its brand. Describe Gucci’s core competences that enabled to survive in the fierce M & A environment.

Case 2: Toys R Us Japan
In early 1991, Toys “R” Us seemed poised on the brink of a high profile entry into the world’s second largest toy market, Japan. At every step, the U.S. company had faced difficulty and opposition… The very structure of Japan’s multilayered distribution system also seemed to conspire against Toys “R” Us… Despite this litany of problems, though, success seemed finally within reach.

Questions:
1. Describe the key features of Japan’s distribution system. Why this type of system did develop in Japan?
2. Was Japan a good market for Toys “R” Us in terms of potentiality and timing? Why or why not?
3. How Toys “R” Us had to adapt its business model in order to compete in the Japanese market? Do you think it can be successful? Why or why not?
4. Has Toys “R” Us chosen the best entry strategy for the Japanese market? Summarize by following the flow of supply, wholesale, retail, customer services and obtaining the local knowledge.

Case 3: Wanxiang Group – A Chinese Company’s Global Strategy
Mr. Lu, the founder of Wanxiang Group, started his business as a Township and Village Enterprise (TVE) in 1969 at the peak of Cultural Revolution in China. The Open Policy of 1978 subsequently gave Mr. Lu opportunities to change his business status in China and later to become a global supplier of automobile parts. Wanxiang today is an essential to the US Big Three. The case would give an important insight into Chinese business environment and unique conditions as well as strategies of this outstanding Chinese entrepreneur.
Questions:
1. Briefly describe the historical path Mr. Lu had to take since the start of business till his business came to the U.S.

2. How does Wanxiang achieve a competitive advantage in the U.S.?

3. Why does Wangxiang allow the U.S. firms operate fairly autonomously?

4. Why doesn’t Wanxiang just shift production to China where it can take advantage of lower labor costs? What risks do Wanxiang incur by keeping production in the U.S.?

Case 4: Ito-Yokado - The Challenge of Apparel
In 2005, Ito-Yokado (IY) was a leading Japanese self-service retailer (“superstore”) of food, household products and apparel, with 181 stores in Japan and six stores in China. In addition, IY operated a chain of convenience stores, Seven-Eleven Japan, which owned a controlling stake in the US 7-Eleven, Inc. Despite the multi-layered distribution system prevalent in Japan, IY maintained a simple business model. This model helped IY to become the leading superstore in Japan. However, the apparel business was not as easy to manage as some of IY’s other lines, particularly during the long recessionary period that occurred after the burst of the Japanese bubble economy in 1989-1990. IY found that consumer behavior changed significantly, and this affected its apparel line. IY’s challenge in the apparel business has become core to its entire retail business management.

Questions:
1. Briefly describe the post-war history of the Japanese economy. Focus on the currency exchange situation, the bubble economy, and the burst of the bubble economy with subsequent deflation. Keep in mind the impact of these factors on trade and on changes in consumer behavior.
2. Despite the multi-layered distribution system prevalent in Japan, IY maintained a simple business model. What are IY’s key strategies to cope with the Japanese distribution system?
3. Why does Ito-Yokado work so hard at its apparel business?
4. Are IY’s strategies for apparel applicable to the U.S.? Why or why not?

Case 5: Kuehne & Nagel in the Asia-Pacific
Freight forwarding was a rapidly changing and dynamic industry. Globalization, especially the integration of the EU, rapid advancements in IT, changing demand and supply for products and services and the emergence of new markets in developing nations all had huge implications for the industry. Users of freight forwarding were increasingly seeking to shorten product cycles and minimize inventory while ensuring their products were distributed to the appropriate markets as they attempted to achieve tighter supply chain management. With growth forecast for the Asia-Pacific region, and given the nature of Kuehne & Nagle’s current capabilities, Dolder was to report to the Company’s regional and national line management on a future strategy for Kuehne and Nagel’s Asia-Pacific operations.

Questions:
1. Describe the role of the freight forwarder. What activities do freight forwarders perform? Has the role changed in the past twenty years? Think about the core competencies of freight forwarders and strategic trends of MNE’s and new businesses in the era of IT innovation.

2. How well positioned are freight forwarders to respond to the changing needs of shippers? How would you describe the competitive position of freight forwarders in relation to other emerging new business models?
3. Describe the key features and characteristics of the Asia-Pacific supply chain market. How does it differ from Europe?


**Four-Year Assessment Plan**

2. Please briefly summarize your 4-year assessment plan for AY14-AY18 (to provide context for your results). Please note any departmental or programmatic special circumstances that provide context to this plan or this year’s work.

The Business School Learning Outcomes Assessment Plan for Fall 2014-Spring 2018 is as follows:

During Fall 2014 we will collect data to assess the general content knowledge, oral communication skills, written communication, critical thinking skills, and leadership & teamwork skills. We will analyze the collected data during Spring 2015. We will repeat the same assessment in Fall 2016 and we will analyze the collected data in Spring 2017.

In Fall 2015 we will collect data to assess specific content knowledge. We will analyze this data in Spring 2016. We will repeat this assessment in Fall 2017 and analyze the collected data in Spring 2018.

In summary:

<table>
<thead>
<tr>
<th>Collect the data</th>
<th>Outcomes</th>
<th>Analyze the data</th>
<th>Repeat Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>General Content Knowledge</td>
<td>Spring 2015</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td>Written Communication &amp; Critical Thinking Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Oral Communication Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Leadership &amp; Teamwork Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall 2015</strong></td>
<td><strong>Specific Content Knowledge</strong></td>
<td><strong>Spring 2016</strong></td>
<td>❎</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>General Content Knowledge</td>
<td>Spring 2017</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td>Written Communication &amp; Critical Thinking Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Oral Communication Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Leadership &amp; Teamwork Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall 2017</strong></td>
<td><strong>Specific Content Knowledge</strong></td>
<td><strong>Spring 2018</strong></td>
<td>❎</td>
</tr>
</tbody>
</table>

**Results, Conclusions, and Implementations from Last Academic Year**

3. Please state the outcome you discuss below.

**Learning Outcome 1b:** Are students able to demonstrate a clear understanding of important concepts in the specific field of Supply Chain Management?

4. How did you measure student learning for this outcome?

**Learning Outcome 1b:** Are students able to demonstrate a clear understanding of important concepts in the specific field of Supply Chain Management?
Assessment Measures and Criteria: As part of the first objective of LOA at Smith School, all Supply Chain Management students were assessed in important concepts in the specific field of Supply Chain Management.

All Supply Chain Management students registered in BMGT 495 Business Policies (the capstone course for business students) in Fall 2013, which was when the assessments were done, were evaluated for specific content knowledge of Supply Chain Management. This assessment was done by analyzing the collected data from the M/C exam, which was prepared by a team of Supply Chain Management faculties for this purpose. 80% of students should have scored at least 70 out of 100 points on the M/C exam to achieve Learning Outcomes 1b.

5) What were the results of each of your assessments? What did you find?

Assessment Results for Outcome 1b: 91.6% of students achieved the goal, thereby meeting the expectations set in the learning outcome.

<table>
<thead>
<tr>
<th>STATISTICS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td>12</td>
</tr>
<tr>
<td>Minimum</td>
<td>68</td>
</tr>
<tr>
<td>Maximum</td>
<td>100</td>
</tr>
<tr>
<td>Average</td>
<td>89.23</td>
</tr>
<tr>
<td>Median</td>
<td>92</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>9.58</td>
</tr>
<tr>
<td>Variance</td>
<td>91.69</td>
</tr>
<tr>
<td>% of students who got minimum 70</td>
<td>91.6%</td>
</tr>
</tbody>
</table>

(11 students got minimum 70)

6) How do you interpret these results? What conclusions did you draw?

It is evident from the results in the performance for Outcome 1b (Specific Content Knowledge) that the Supply Chain students’ performance met the goal and the performance was much higher than the 80% threshold.

Even with the high performance, we will continue to improve the Specific Content Knowledge of Supply Chain majors.

7) What was the consensus of your program’s discussion of these results? What action(s) are you going to take as a result of your discussion and analysis?

As I mentioned in question 6, the Supply Chain major met the set assessment goal, but we will continue to improve the major.

I met with Dean and Vice Dean on spring 2014 to review the results of the assessment. We discussed the steps necessary to take to improve the assessment’s results. Over the next year, we will do the following:

- Meet with the department chair to determine how to improve programmatic delivery and student retention of Specific Content Knowledge.
- Analyze the results of the Specific Content questions on the Assessment Exam to determine where students are doing least well.
Since some of the important material that students recognize less may be covered in different courses, we should group these topics and verify the course(s) that are covering these materials.

Meet with Supply Chain instructors to review results and determine how to improve and discuss with them to find a better way to coordinate the delivery of the course content that is commonly covered in different courses.

Plans for This Academic Year

8) For which outcomes will you be collecting information over this academic year?
This Academic year we will assess the following outcomes.

**Learning Outcome 1a:** Students will be able to demonstrate a clear understanding of important content in the core business disciplines.

**Learning Outcome 2:** Students will demonstrate critical thinking and written communication skills through the individual analysis and write-up of a business case.

**Learning Outcome 3:** Students will demonstrate their oral communication skills by presenting an analysis of a business case to their class.

**Learning Outcome 4:** Students will demonstrate their leadership skills by leading a class discussion.

**Learning Outcome 5:** Students will demonstrate their abilities to work effectively with other members of a team in the preparation of a group project.

9) How will you measure student learning for these outcomes?

During the last academic year I met numerous times with my college Dean, Vice Dean, Executive Committee members and undergraduate administration, to discuss the best way to assess our students’ General content knowledge. Based on the results of the discussions in these meetings and also based on our experience from the last cycles of the Learning Outcomes assessment, we have decided to conduct an online multiple choice question test. The M/C questions have already been prepared in the Spring of 2014 by six departments’ faculties who are teaching eight courses that all business majors at the Smith School, regardless of their majors, should take. We will run this test at the second half of the November 2014. It is required for all students who are registered for BMGT 495 Business Policies during the Fall 2014 semester in which assessments will take place. Students do not need to prepare themselves for this test. To make sure that students take this test seriously, five percent of their BMGT 495 final grade will be based on these test results. All this information has been discussed with the BMGT 495 faculties and published on the BMGT 495 course syllabus, and students are aware of this test.

In BMGT 495 (the capstone course for business students), groups of six students are working on a big project during the Fall semester. To assess outcome 2, 3, 4, and 5, I will provide rubrics for each outcome to all faculties that will be teaching BMGT 495 and ask them to assess their own students and score them based on the given rubric about critical thinking and written communication, oral communication, leadership and team work skills.