

Supply Chain Management Program Review
Department of Supply Chain and Management Information Systems
John B. Goddard School of Business and Economics
Weber State University

Review Committee:

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Executive Summary

The Supply Chain Management (SCM) program in the Goddard School of Business and Economics (Goddard School; GSBE) is a strong program, with engaged and knowledgeable faculty, a challenging yet practical curriculum, high quality, skilled students who are sought after by local industry leaders, and strong relationships with external constituents. At the same time, these strengths could be leveraged for even greater impact with a focus on increasing program enrollments and creatively addressing opportunities for curricular changes and deployment of faculty resources. Following is a detailed report of the findings of the SCM program review team.

It should be noted that the Goddard School just completed its 5-year accreditation review with AACSB, the leading accreditation body globally for business schools, with the highest recommendation – extension of accreditation. This review was conducted earlier in 2023, and several areas under consideration in this program review also fall under the AACSB accreditation process. Less than 3% of business schools worldwide are AACSB accredited in both their business and accounting programs.

Standards

A. Mission Statement

The Supply Chain Management (SCM) mission statement is,

“Transforming lives through our personal, innovative approach to supply chain education, industry engagement, and research.”

The SCM program mission statement is representative of both the day-to-day activities of SCM faculty, staff and students, and the culture of the program more generally. We find that the program is actively engaged in activities which do indeed transform the lives of their students,

that faculty and staff are engaged personally in what they do, and are innovative in doing so. A particular strength of the program is the connections that the program has with external stakeholders, through their highly engaged relationship with Advisory Board members, and partnerships with community organizations (e.g., The Red Barn Academy).

The SCM program's current mission statement was developed in 2021, following a change in faculty in the program area. It is reviewed annually during the program's strategic planning activities in spring. Program accomplishments are formally determined and assessed through external accreditation by AACSB. The program is also actively engaged in soliciting feedback from key stakeholders. Students are surveyed upon graduation since 2021 (although response rates have been low) and again between 1-1/2 and 2 years after graduation. Student comments in these surveys positively reflect the key aspects of the mission statement, to include a personalized experience, innovative and experiential experiences during their time in the program, and engagement with external stakeholders. Interviews with students in the program also indicate specific ways in which faculty deliver a personal touch, for example by coaching students in group dynamics using the many group assignments throughout the program and assisting students with their transition from school to their professional careers.

The program also has a strong and active Advisory Board that provides feedback to the program on an ongoing basis. In our interview with Advisory Board members, they indicated that students from Weber State are their preferred hires, specifically citing how the program's innovative and experiential teaching activities prepare students who are highly capable (especially in terms of their analytical rigor and discipline), prepared for work, resilient and proactive. The review team takes this as strong evidence that the program is delivering on its mission statement.

The SCM program curriculum is closely aligned with the mission statement, and features innovative experiential learning opportunities through rigorous case competitions, internships and program pedagogy more generally. This is discussed in more detail in Standard B – Curriculum, below.

Finally, the program's mission statement is closely aligned with both the mission statement of the Goddard School and that of Weber State University.

B. Curriculum

The Supply Chain Management (SCM) program offers a Bachelor's of Science in Supply Chain Management, a Minor in Supply Chain Management, and four (4) certificates focusing on specific functions within the supply chain – Purchasing, Logistics, Lean Six Sigma, and Business Analytics. Certificates are stackable to degree programs, and were initially targeted toward working professionals in the supply chain functional area. Demand from matriculated students has allowed the certificate program to expand and 25 certificates have been awarded in the previous year. Certificates were launched in 2020, and are based on existing course offerings.

The SCM program's curricular offerings have all been thoughtfully crafted drawing on faculty areas of deep expertise (e.g, Dr. Shane Schvaneveldt / Lean Six Sigma) and input from the Jerry

and Vickie Moyes Center industry partner board (Advisory Board). Faculty turnover and strategic planning processes have enabled the program to revisit and improve both broad curricular offerings and specific skills-based education for SCM students. Faculty have a strategic approach to program planning and development, and have been commended by the Dean for this.

Consistent with the program's mission, "Transforming lives through our personal, innovative approach to supply chain education, industry engagement, and research," there is a strong emphasis on experiential learning through both pedagogical practices in the classroom (e.g., simulations, case analysis) and in full course offerings as well (e.g., the Case Analysis, Logic and Presentation course, the Operations and Supply Chain Industry Projects course, and study abroad opportunities).

Particularly noteworthy in terms of connecting the mission statement to program activities is the transformative partnership between the SCM program and The Red Barn Academy. This partnership includes a comprehensive returnship program for individuals at The Red Barn Academy, providing them with high-demand skills in an industry with steady demand for talent and highly competitive salaries. The review team commends the program faculty for their high level of engagement with The Red Barn Academy and the meaningful impact those activities can have on the lives of individuals at the Academy.

The SCM program is able to provide a personal touch, consistent with Goddard School and Weber State missions as well as their own, through small class sizes and faculty engagement in extracurricular activities. The introductory SCM course, SCM 3050 is capped at a class size of 35, and upper division courses in the major typically have 15-20 students in them. The Case Analysis, Logic and Presentation course provides a high level of faculty involvement with students in preparing for case competitions.

The program also demonstrates curricular innovation through a Supply Chain Relational Skills course, which places an emphasis on the "softer" skills that graduates will need when they enter the workforce, such as negotiations, emotional intelligence and leadership. Interviews with students indicated that this course was especially valuable to them.

Finally, the aforementioned certificates are a curricular artifact of the program's direct and ongoing connections with industry. Courses in these certificate programs are open to working professionals and were developed to both leverage faculty expertise and serve the needs of industry partners.

Recent changes to the program's curriculum highlight the initiative to develop a holistic curriculum that supports the mission. In the 2020-2021 academic year, the program returned to offering a Foundations of Project Management course, and in the 2021-2022 academic year, approved the Supply Chain Relational Skills course to satisfy SCM majors' communications requirement (this is a Goddard School requirement). In the current 2022-2023 academic year, two key courses have been expanded to be offered each semester – Logistics & Transportation and Purchasing & Strategic Sourcing. These changes allow for greater flexibility for students and are consistent with the program's mission.

The program currently has about 80 students majoring in Supply Chain Management, and there are five (5) full-time tenured and tenure-track faculty in the program. There are also three (3) adjuncts at the undergraduate and graduate (MBA) levels. Curricular changes as well as other program activities suggest that from a curricular standpoint, the program has the resources to support curriculum delivery consistent with the program's mission. One tenure-track faculty member is leaving the program to move to another department, and this affords the program the opportunity to revisit its curriculum and faculty deployment.

Two major initiatives in recent years have helped to facilitate timely degree progression and graduation for SCM students. The program curriculum was reviewed and several changes were made to prerequisites, which now allows for greater flexibility and throughput to graduation for students. The second was to expand the offerings of the two courses above from once per year to twice per year (i.e., both Fall and Spring semesters).

C. Student Learning Outcomes and Assessment

Learning outcomes in the program include a focus on data-driven decision making, communication skills, collaboration skills, and applications of core SCM functions in organizations. Program learning outcomes map 1:1 to Goddard School learning outcomes and are supported empirically by the National Association of Colleges and Employers and anecdotally by Advisory Board members and students. Learning outcomes are also formally assessed through the Assurance of Learning activities necessary as part of accreditation by the AACSB.

Each learning outcome is broken down to specific, measurable behaviors that can be flexibly assessed throughout the program's curriculum. Both the overall learning outcomes and the specific behaviors operationalized tie to the program's mission and goals, support students' career success, and meet the needs of industry stakeholders. Interviews with students demonstrated that the learning outcomes are achieved – students feel self-efficacy around both the quantitative and softer skills needed in their professional careers and are highly competitive in the job market. Interviews with Advisory Board members also indicate that learning outcomes are being achieved. In particular, Advisory Board members noted that SCM program graduates possess “strong analytical skills” and that they are well-prepared to contribute to organizations at the time of hiring.

More formally, learning outcomes are measured directly in the mapped courses, and thresholds for meeting learning outcomes have been defined. The current scheme for assessing learning outcomes has only been utilized in earnest starting in the Spring 2022 semester, and program faculty have identified gaps in the assessment process and are working to understand and close those gaps. There is evidence to suggest that faculty are meeting on a regular and frequent basis to address issues related to assessing learning outcomes as well as curricular changes that would support this effort. Although nascent, there is evidence that program faculty are working to close the loop between assessment activities, support for the program's mission, the program's curriculum, and student outcomes.

Although students and industry stakeholders feel that student learning outcomes are being achieved, program faculty acknowledge challenges in assessing students' proficiency across 8 SCM functional areas (LO 4) since implementing assessment in the Spring 2022 semester. Faculty chose a rigorous measure (The Council of Supply Chain Management Professionals – CSCMP SCPro certification questions) and found that students struggled in achieving a passing score. Program faculty have been engaging in ongoing closing the loop activities in order to determine why students struggled with this measure and how course content can be updated to ensure student proficiency in these areas.

The program's Self Study document includes a clear curriculum grid that shows where each learning outcome is introduced, emphasized, mastered and assessed throughout the curriculum and can be found on page 10 of the Self Study document. The program has also provided a learning assessment report beginning in 2021.

D. Academic Advising

The Goddard School has centralized advising for all students, across all majors, with three (3) full-time academic advisors in the advising group. Graduation Maps (GradMaps), the CatTracks system, and the advising group are all effective tools to help students understand how to efficiently and effectively progress through their degrees. GradMaps are reviewed annually by program faculty, at the request of the advising group and the CatTracks system is updated as part of the curriculum management process, keeping it current.

There are ample opportunities for students to connect with program faculty, staff and the advising group, however interviews with members of the advising group indicate that very few students avail themselves of the guidance that the advising group can provide. Thus, while the resources are available, students aren't necessarily receiving appropriate guidance as they progress through their studies.

On the other hand, between faculty involvement with students, the highly engaged Advisory Board, and the Goddard School's Career Services Director, students have a strong support system for career guidance. Of note is the Advisory Board Round Table events; students who participate in this event are assigned an advisory board member as a mentor for a 4-6 month period of time, which gives them direct access to professionals who are invested in mentoring them as they start their careers. Both Advisory Board members and students indicated the value of this connection in their respective interviews.

E. Faculty

As noted above, faculty size, composition and qualifications are well-suited to the program's mission. The core group of five (5) tenured and tenure-track faculty are motivated, highly qualified, and able to provide stability to the program while engaging in innovative ongoing improvements to the program. Professional development of the SCM program faculty is also supported financially through the Jerry and Vickie Moyes Center for Supply Chain Excellence. The faculty-to-student ratio is very low and program faculty are mindful of the benefits of this. On the other hand, the program only has approximately 80 majors at this time. Considering both

tenured/tenure-track and adjunct faculty, the ratio of faculty to students is 1:10. Interviews with all constituents (faculty, staff, advising, students and Advisory Board members) indicated the need to increase enrollments in the program. Considering the quality of the program, this is the key opportunity available to the program.

Low enrollments and the departure of one of the tenure-track faculty members presents an opportunity for the program to purposely revisit the deployment of faculty across the program and its curriculum while maintaining a focus on the program's mission.

The review team finds evidence that faculty, particularly untenured faculty, are engaging in a great deal of service. Dr. Ben Neve, an assistant professor, is director of the Jerry and Vickie Moyes Center for Supply Chain Excellence. Dr. Alicia Ingersoll, also an assistant professor, has chaired the Goddard School's Equity, Diversity and Inclusion committee for the last three years. Dr. Evan Barlow, also an assistant professor, is the chair of the Goddard School's Strategic Initiatives Office and has been involved in the University Curriculum Committee. Dr. Giraud-Carrier is currently the MBA program director, which has an associated course release. These are all heavy service commitments in addition to considerable program-specific service, for example, the partnership with the Red Barn Academy also involves a heavy investment of faculty time more generally. The review team would also like to note that while faculty are deeply involved in significant service commitments, their efforts are truly value-added in each area.

Described in greater detail below, the review team has a number of suggestions to help alleviate the dual tensions of low enrollments and heavy service loads, in particular for junior faculty.

Currently, the program has three (3) adjunct faculty teaching courses, and these adjunct faculty are all academically and professionally qualified. Faculty qualifications and sufficiency are also formally assessed through AACSB accreditation. There is stability in the deployment of adjunct faculty, each have taught from 2 to 8 years in the program. While adjunct tenure may be taken as an indirect measure of quality, the onboarding and assessment of adjunct teaching is unclear. Given the success of program students, it is reasonable to infer that the quality of adjunct instruction is high.

The program has had limited success in achieving demographic diversity in its faculty. The sole female faculty member is transferring to another department, and all remaining faculty are Caucasian males. Future hiring efforts should place a heavy emphasis on recruiting and hiring diverse candidates.

Teaching is systematically monitored through a number of means. Each course is evaluated by the students that are in that course at the end of the semester. Faculty also undergo annual reviews which include a review and evaluation of teaching activities for the previous calendar year. Junior faculty are reviewed after 2 years and again at 3 years' time in position and these reviews also include a significant emphasis on reviewing teaching activities to include peer review and committee evaluation of teaching. Tenure and post-tenure reviews occur every 5 years and also include peer reviews of teaching as well as an overall assessment of teaching. As noted earlier in this report, assessment and closing the loop activities have only begun in recent

years and while there is anecdotal evidence of continuous improvement in teaching activities and the structure of assessment and closing the loop activities is detailed, program faculty have not undergone a full cycle of assessment, review and improvement yet.

F. Support (Staff, Administration, Facilities, Equipment and Library)

The SCM program has one administrative professional that supports both the program and the Jerry and Vickie Moyes Center for Supply Chain Excellence. This administrative professional is highly qualified and engaged in their role and is recognized by her colleagues as a significant asset to the program.

The review team noted that while there is support staff for the Moyes Center, the Center Director, Dr. Ben Neve, bears a heavy load as sole director for the Center. His work could be supported with additional resources. The other large Center in the Goddard School, the Hall Global Entrepreneurship Center (HGEC), is directed by a team of two faculty, one of whom is an Instructor and the other a tenured faculty member. This arrangement has proven to be effective in managing the significant workload associated with the HGEC, to include a heavily endowed microfund and multiple degree and certificate programs. Some potential solutions are noted below in the section on recommendations.

The Goddard School administrative arm includes departmental administrative specialists as well as the assistant to the Dean. This group of individuals is well-qualified and highly supportive of each other. Resources for staff recruitment, selection, development and retention are provided at both the college and department levels.

Classroom, office and meeting room facilities dedicated to the program are all adequate. The SCM program and Moyes Center occupy a suite in the Wattis Building that includes a dedicated conference room. Classrooms are equipped with white boards and/or smart boards and full technology for synchronous remote teaching if necessary. In addition, the SCM program teaches some of its courses in a specially-equipped classroom that facilitates small group and experiential work. Seating is clustered around workspaces that include large computer monitors for student group work and this arrangement is particularly suited to the pedagogical methods used in the program.

Library support is provided to the program, including a librarian that is dedicated to the Goddard School, and is adequate for program needs.

G. Relationships with External Communities

A significant strength of the SCM program is its relationship to the Moyes Center Industry Partner Board (Advisory Board). Members of the board are highly engaged in the program along multiple lines. The Advisory Board meets twice per year and includes engagement with both faculty and students. Program faculty receive direct input and feedback from Advisory Board members as a standing agenda item at these meetings, and specific and relevant curricular changes have been implemented as a result of input from Advisory Board members. Advisory Board members are also directly connected to students via the Round Table meetings and follow-on mentoring relationships. Students are encouraged to maintain these relationships and grow

their professional networks through the Advisory Board members. Interviews with Advisory Board members as part of the program review demonstrated that board members are actively engaged and interested in contributing further to the program. Minutes from Advisory Board meetings are detailed and readily available.

The relationship between the SCM program and the Red Barn Academy, mentioned above, is another exemplary external relationship that the program has developed. SCM program faculty worked with Red Barn Academy staff to create a vocational returnship program for the individuals who reside there. The lives of these individuals have been affected by crime and addiction, and the returnship program provides them with high-demand skills in professional supply chain positions. Further evidence of the strength of the program's external relationships is found in Advisory Board members' involvement in assisting Red Barn Academy graduates with job placement. This returnship program and its outcomes align with SCM program, Goddard School and Weber State missions and values and has been officially commended in the Goddard School's recent accreditation review.

The SCM program has also recently been developing relationships between entities at Hill Air Force Base (HAFB), the program and its students. Memoranda of Agreement have been prepared with two major entities at HAFB and initial interactions (speaking engagements, tours with students) have been promising. The SCM program faculty are currently working with the Defense Logistics Agency to develop internships and a pipeline of career opportunities for SCM students at HAFB.

H. Results of Previous Program Reviews

This is the first review of the SCM program, as it had been previously housed as an emphasis in the former Business Administration department. It should be noted, however, that SCM program faculty identified several areas of opportunity during the self-study process in Fall of 2022. Some of these opportunities are noted in the review team's recommendations, but not all.

Below are particular commendations that the review team would like to note, as well as some recommendations to the program.

Commendations

Standard A: Mission

As demonstrated by a number of findings throughout this review, the team would like to commend program faculty for actively enacting their mission and making it a part of their organizational culture. This was evident in meetings with all stakeholders as well as in reviewing program documents.

Standard B: Curriculum

The review committee would like to commend the SCM program on their strong emphasis on experiential learning. The committee heard from both students and Advisory Board members specifically on the value that these experiences bring to student success in the classroom and on the job.

We would also like to commend the program for developing a number of practical and industry-relevant certificates. This is an example that speaks to the program's strong partnership with industry leaders, the faculty's desire to prepare students in their careers, and the program's focus on providing quality SCM education to the community broadly.

Standard C: Learning Outcomes

The review committee also noted emphatic praise from Advisory Board members regarding the high level of preparation that students have upon completion of their degrees. One Advisory Board member said that he preferred hiring students from Weber State over any other program in the state and that the program's graduates were highly sought after in the job market more generally. This speaks very highly of the program, its faculty, students and staff.

Standard E: Faculty

The review committee was also impressed with how engaged faculty are in the program and its students. We also noted a high level of strategic thinking on the part of faculty, both tenured and untenured, in considering all aspects of the program. This helps the program to enact its mission and is highly commendable particularly given the demands on faculty.

Standard F: Support Staff

We would also like to note that Nancy Tomon, primary program support staff, excels in her position and is an asset to the program. Students and faculty both praised Nancy for her high level of engagement and support, often going above and beyond in her duties.

Standard G: Relationships with External Communities

There are two specific things that the review committee would like to note as special commendations for the program, with regard to their relationships with external communities. First is the program's partnership with the Red Barn Academy. This partnership is exemplary in

that it fulfills the missions of the program, Goddard School and University, providing truly transformational educational experiences and opportunities for students in the program. Faculty are passionate and dedicated supporters of the program.

The second commendation we note is the especially strong relationship that the SCM program has with its Advisory Board. The program conducts regular meetings and events with its Advisory Board, ensuring that there is active engagement with faculty, the program's curriculum and SCM students. Advisory Board members serve as mentors to SCM students, with whom they are paired based on interests and development opportunities. The Advisory Board members that we met with were passionate about Weber State and the SCM program, as well as the students in the program. It is clear that SCM program faculty have worked hard to create and maintain mutually beneficial relationships with Advisory Board members, and that these benefits are clearly seen throughout the program.

Recommendations

Standard B: Curriculum

In conversations with faculty, the department chair and Advisory Board members, the review committee noted themes related to the need to increase enrollment and reach a wider audience of students. Currently the program teaches classes almost exclusively in the evenings, which means that the program may be unintentionally serving one student population at the expense of another.

A pair of suggestions that could play on faculty's strength in thinking strategically include exploring courses that are 1-2 credits each and exploring the opportunity to redesign and/or repackage courses so that content and experiential-based learning can be delivered more efficiently. Smaller scope, more targeted courses could deliver skills-based content that would be accessible to more students, potentially opening up the opportunity for more daytime offerings that would bring increased flexibility to students.

Redesigning and/or repackaging of courses also has the potential to deliver content and experiential-based learning practices more efficiently, also increasing flexibility and focus for students.

Another suggestion that has the potential to increase enrollments in the SCM program also has the benefit of breaking down silos between functional areas in the school. Where it makes sense, there is the opportunity to embed certificates or other packages of SCM courses into other GSBE programs, and vice versa. Ties between SCM and business administration, managerial accounting and managerial finance, and MIS are logical and practical ways for students to gain skills and also develop a strategic view of the organization.

The program could also consider making changes to SCM 3050, its introductory course, so that it could be offered earlier in students' degree progression. This would help to increase exposure to the SCM major to a greater number of students. Alternatively, the program could consider a lower-division course that covers key concepts in SCM that would achieve the same purpose of exposing the major and field to students earlier on.

Feedback from students during our interview with them indicated strong support for breaking up the Logistics course into two separate courses. We met with engaged, high-performing students who uniformly expressed difficulty with the volume of topics covered in the Logistics course.

The program currently has a course that focuses on case studies and analyses, and includes opportunities for students to participate in national-level case competitions. One way to both enhance the relevancy of the curriculum and strengthen the connection with Advisory Board members would be to develop and use case studies in partnership with Advisory Board members and their organizations.

Standard C: Student Learning Outcomes (and Assessment)

Given the strong relationships between the SCM program and Advisory Board members and the opportunity to increase enrollments and meet company demands for high quality graduates, one step in this process is to gather more robust information about graduates. The review committee encourages the program to creatively consider how to increase response rates on graduating students' exit surveys. A stronger connection with recent graduates can help round out the picture, along with Advisory Board input, of the current state of the industry, which would then feed back into a number of important processes (e.g., curriculum, assessment of learning outcomes and measurements, connecting and creating a robust alumni network).

The program could make the exit survey a requirement in one of its courses, embed it in a "graduation checklist" that students would work through prior to graduation, or consider other messaging from the program to graduating students that would encourage and increase completion of exit surveys.

Standard D: Academic Advising

In conversations with faculty and students, it was noted that there is a very low level of student engagement with the Advising team, to include simply not meeting with advisors and no-shows to scheduled appointments. The GSBE advising group has put in place a number of processes to ensure they are available to students in a number of ways (e.g., Zoom, drop-in, appointments). The review team suggests that the program consider leveraging faculty involvement to encourage students to show up for advising appointments by discussing the value that advising can bring to student success.

Standard E: Faculty

With the departure of one tenure-track faculty member, along with several other factors identified in the review, the review team recommends that the program consider replacing the vacant tenure-track line with an Instructor line. This would provide the program with a number of benefits, including: alleviating budgeting pressures; increased bandwidth across the program; facilitating faculty concentration on upper-division courses in the major; increased bandwidth for the ongoing relationship with the Red Barn Academy; the ability to have faculty load time dedicated to the courses in the MBA program; increased professional development support for students; and the opportunity to assist Dr. Ben Neve in running the Moyes Center. The review

team feels as though this is a particularly rich opportunity that may benefit the program in meaningful ways.

As noted above, the review team learned that there is a heavy service burden on junior faculty. Where feasible, one way to help alleviate this burden would be to consider leveraging adjuncts for service work and where appropriate, utilizing funds from the Moyes Center for task payments to compensate adjuncts for service work.

The review team noted the strong skill set and engagement of the program's administrative support person, Nancy Tomon. She has just completed her MBA and there may also be an opportunity to elevate her position to include duties that might help with the operation of the Moyes Center.

Additional Notes

Broadly speaking, there are a number of underlying issues that the review team noted during our meetings with various stakeholders. Some of these recommendations are intended to address these concerns directly, nevertheless the review team encourages program faculty and staff to think creatively during strategic planning processes, curriculum discussions, faculty deployment, etc., with an eye to the following.

The program generally has low enrollment, with a student-to-faculty ratio of 10:1. Suggestions for activities that the program could engage in, in addition to suggestions noted above include: leveraging the new GSBE Marketing Manager and leveraging the SCM speakers who are involved in the Nye Lecture Series for recruiting activities; reaching out and connecting with area high schools in order to recruit students into the SCM program (e.g., participation in Lunch with Leaders events or program-specific events)

Student engagement in high-impact classes (e.g., case competition and analysis) and student organizations is low. Given the program's high quality, this represents a missed opportunity for further student development. Along with this, the review team notes that one impact of a tuition ceiling may be that students register for a large number of courses in order to move through their degree quickly, which leaves less time to invest in high impact classes and for extra-curricular activities.

Student perceptions of the program as highly rigorous may be a double-edged sword in that while rigor is associated with positive career outcomes for students, it may also be a deterrent, pushing students away from the program. There are likely opportunities to work to change this perception in messaging and curricular design.

In addition to the benefits noted above from requiring exit surveys from graduating students, this could also facilitate strengthening the program's alumni network. In turn, this has the potential to help drive increases in enrollment and build on the program's strong relationship with its Advisory Board in similar ways.