Performance Evaluation Matrix: An Internal Assessment Tool for Supply Chain Management and Related Academic Programs

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Abstract. This paper introduces an evaluation tool designed for university leaders to strategically assess the performance of academic business programs, with particular emphasis on Supply Chain Management Programs. The Program Evaluation Matrix (PEM) is the core innovation of this study. It enables comparative and longitudinal evaluation of program quality, using job market outcomes as a key indicator. PEM evaluates programs internally and over time, helping identify strengths and weaknesses and develop improvement plans. This research focuses on U.S. supply chain management programs, but the tool can be adapted and applied to other undergraduate business programs for internal performance evaluation. Due to limited access to national data, the analysis focuses on universities in the state of Texas. However, the PEM can be applied in different contexts or by other universities as an internal benchmark tool.

Keywords: performance evaluation matrix, program metrics, higher education, supply chain management, SCM.

1. Context and Purpose of This Analysis

In 2020, as pandemic restrictions and the scarcity of essential goods became widespread, supply chain disruptions emerged as a constant topic of discussion in the news. Future generations of college students quarantined at home were exposed to news coverage that highlighted the function and impact of supply chains on daily life.

Academic departments managing supply chain programs expected that this awareness and mainstream media attention would attract more future students and increase post-pandemic demand. Yet, enrollment did not rise. Even with extensive visibility during the pandemic, we concluded that awareness of Supply Chain Management (SCM) as a career had a negative impact. After isolation, students were reluctant to commit to fast-paced,

demanding jobs, which are often associated with disruptions and negative effects.

The year after COVID-19 (2021), Supply Chain Programs reported flat enrollment. The field shifted from being relatively unknown to one linked to shortages and market instability. In Texas, enrollment in public universities with these programs was stagnant or decreased. Only one program showed growth, which launched fully online undergraduate programs.

Figure 1 presents a selection of Supply Chain Management programs in Texas from 2014 to 2024. Most programs show flat or decreasing enrollment trends after 2020. The exception is the University of Houston, which initiated online SCM programs in Fall 2021. Figure 1 displays enrollment numbers reported to the Texas Higher Education Coordinating Board (THECB, 2025), which are publicly available.

Figure 1: Enrollment Trend 2014-2024 Undergraduate Supply Chain Programs.
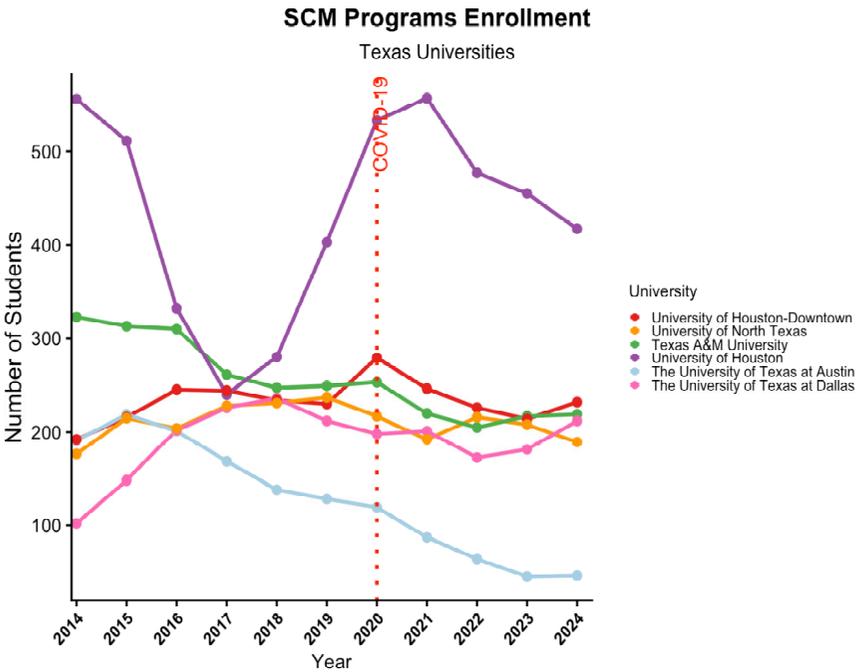
The red dotted line represents the pandemic as an event that could have changed the trajectory of the variable of interest (enrollment) for these programs, as university administrators hoped. However, as the graph indicates, there are no evident changes to program enrollment in this subset of Texas universities due to COVID-19.

Among these programs, we sampled three, as they demonstrate different performances during this period.