DALTON STATE

COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Note: Enter "NA" wherever data are not applicable or not available for the program under review.

Program Characteristics
Academic Program Name: **Logistics and Supply Chain Management**
Degree: **Bachelor of Business Administration**
Program CIP Code: **52.0203**
School and Department: **Wright School of Business**
Time frame for this review: **2017-2018/2021-2022**
Date of last internal review: **N/A**
Current date program reviewed for this report: August 1, 2023

Program Goal Statement and Student Learning Outcomes
Program goal statement:
Program goal statement: The Bachelor of Business Administration in Logistics and Supply Chain Management degree focuses on designing, managing, and improving networks through which organizations and individuals obtain, use, deliver, and dispose of material goods; acquire and distribute services; and make their offerings available to markets, customers, and clients all over the world. Reverse logistics flows include reuse, reclamation, and recycling of goods at the end of their product life. Managing these flows of goods and services within inter-connected global networks is the very heart of value creation for most organizations.
Program outcomes:
Program goal 1: Provide a full foundation of business knowledge with domain-specific expertise in theories and techniques used in the field of logistics and supply chain management. Program goal 2: The Logistics and Supply Chain Management (LSCM) Bachelor of Business Administration (BBA) program will prepare graduates for their future careers.

Student learning outcomes:

SLO1: Students will describe the history, theory, and development of the Lean Supply Chains doctrine.

SLO2: Students will use business analytic methods and software to investigate problems found in the field of logistics and supply chains.

SLO3: Students will apply key theories and methods used in quality management and quality assurance.

SLO4: Students will apply methodologies of master production scheduling and material requirements planning, including basic inventory and replenishment theory.

Brief Assessment of Previous Program Review

Outcome of previous program review (brief narrative statement).

The Bachelor of Business Administration in Logistics and Supply Chain Management was approved by the University System of Georgia (USG) and opened for enrollment in Fall 2017. The introduction of the degree was coordinated with the establishment of the Appalachian Regional Port (ARP) in Murray County, Georgia. The ARP is part of the Georgia Ports Authority's mission to sustain their leading role among United States ports and establishing a BBA degree in Logistics and Supply Chain Management at Dalton State College supports that vision. In addition, as the largest concentration of manufacturing floorcovering in the world, effective and efficient logistics is a competitive necessity for the area Fortune 500 manufacturing firms in the region.

During the period of this review, the degree has largely fulfilled the goals and objectives set forth in the **FORMAL PROPOSAL FOR A NEW DEGREE PROGRAM** filed with the USG. Housed in the Wright School of Business, the goals for the LSCM degree included those set forth in the USG's and Dalton State College's Strategic Plans, as well as goals for the BBA program. In addition, goals specific to the LSCM major were achieved. However, limited program availability, evolving student demographic trends, a changing employer base, and the effects of COVID have combined to impede progress to enrollment targets.

Staffing limitations and the need to have the LSCM degree available for working students has made the program available only at night. This requirement significantly limits the number of students who would consider a night-only program. Changing student demographics and priorities (students are taking advantage of the current tight labor market rather than pursuing higher education) have brought about enrollment challenges like those felt at the school, college, university system, and higher education nationally. In addition, the College has made an active effort to serve more traditional, day students and has deemphasized night offerings across the campus. The overall effect is that the actual enrollments have lagged the program enrollment projections for the fiscal year 2021-2022 (43 students rather than the 71 called for in the Formal Proposal).

What improvements have occurred since the last program review or assessment?

The period of this review has seen significant changes to the Wright School of Business and the college. Much of that change has been brought about by changing student demographics and the decision to pursue more traditional students. Since the degree began in 2017, there have been significant changes and improvements to the Logistics and Supply Chain Management degree as a part of the Wright School of Business (WSOB) Bachelor of Business Administration (BBA) program. These improvements have been instrumental to supporting student learning and preparing students for career track positions in the Fortune 500 employers in the region who support the College and hire its graduates.

In the 2017-2018 academic year, the School of Business was named The Wright School of Business for its benefactors Lamar and Ann Wright. The naming was to recognize the Wrights' generous five-million-dollar donation, matched by the University System of Georgia, to update and expand Gignilliate Hall as a state-of-the-

art facility for business education. The remodeling project added 20,000 square feet of new instructional space. The classrooms in the original structure were modernized along with upgraded technology to provide a supportive and interactive environment for student group projects, case discussions, and collaboration. There is a new classroom wing with open areas for meetings and gatherings, outside seating, a multipurpose BizHub space for seminars and classes, a finance lab with a world clock, glass boardrooms, stock tickers (in the finance lab and the atrium), a marketing focus group lab, and a forthcoming rooftop patio. All of these enhancements are provided to create a welcoming learning environment for our business students. In the period of this review, the three departments, led by chaired faculty, were eliminated, and a new administrative structure was installed, which included a faculty-facing associate dean and a student-facing assistant dean, each of whom reported directly to the dean. These improvements reflect the WSOB's commitment to continuous improvement and our determination to be an academically respected student-oriented program that supports regional industry and our community.

The WSOB is proud to be accredited by AACSB, the premier global standard for business schools. We were first accredited by the Association to Advance Collegiate Schools of Business (AACSB) in 2010, and successfully completed our third Continuous Improvement Review in the Fall of 2019. During this time, the school entered into a partnership with the Dalton Innovation Accelerator (DIA). This collaboration promotes opportunities for business students to gain experience through internships by working with business startups on projects related to their fields of study. The internships are overseen by faculty with appropriate credentialing or who have experience related to the project. Most of the students can work with emerging entrepreneurs at the downtown space in the Landmark building on 100 N. Hamilton Street and are encouraged to become involved in the Dalton downtown business community.

At the college level, the relaunch of a DSC campus in Ellijay added an additional avenue for outreach to the NW Georgia community. The Mountain Campus curriculum features AA degrees in Ecotourism and Entrepreneurship. These two new pathways are being offered as part of the Associate of Arts degree in General Studies, which can be completed at the Mountain Campus. The newly hired site coordinator is a full-time faculty member in the Wright School of Business.

While the upheavals brought about by COVID had significant impact on international collaborative partnerships, we were able to formalize a cooperation agreement with Peru's *Pontificia Universidad Catolica del Peru* (PUCP) in March 2021 and have maintained our ongoing relationship with Odisee University in Brussels, Belgium. Through the pandemic, we engaged in Collaborative Online Instructional Learning (COIL) with PUCP business students. This international collaboration also allowed business students to participate in virtual study abroad experiences through the pandemic.

The *Employer of the Day* program was implemented to help business students connect with local and regional employers in our WSOB building, Gignilliat Hall. The premise is that a single company visits our campus on a scheduled day. Representatives set up a table in our atrium, visit classrooms, and provide career opportunities, including internships to our students. This program offers benefits to the school and college as well as the students and regional employers.

In Spring 2021, Dalton State started offering the Microsoft (MS) Excel Certification as part of the Microsoft

Office Specialist (MOS) certification. WSOB faculty teaching BUSA 2201 and other Excel-based courses strongly encourage their students to obtain this certification. This credential helps business students stand out in the job market by documenting the attainment of the level of Excel expertise necessary for career success. More Microsoft certifications are to be added complementing our ongoing participation in the Microsoft Project certification.

The WSOB has made significant and ongoing investments in preparing faculty and supporting the SAP Academic Initiative. This includes faculty training and having a senior WSOB faculty member serve and chair the SAP North America Academic Board. The essence of the SAP Initiative is designed to encourage students to broaden their credentials without significant increases in the number of credits required to earn a bachelor's degree. This is done by embedding SAP into the curriculum to provide an important link between theory and practice; this is in addition to giving students the opportunity to earn an important globally recognized skillset.

The Wright School of Business became a member of the SAP University Alliances in 2016 and continues to make significant curriculum developments. The objective of the Alliance is to provide students hands-on experience with world-class enterprise systems to enhance their learning of business concepts. SAP is the market leader in enterprise resource planning application software with thousands of corporate customers worldwide. Many of our large regional employers run their businesses using SAP enterprise systems or similar platforms. The SAP University Alliances provides curriculum and access to full SAP systems that faculty worldwide integrate into their courses.

All students earning a Bachelor's of Business Administration from the Wright School of Business have the opportunity to interact with the SAP S/4HANA system in an assortment of courses (ACCT 2101, LSCM 3251, MGIS 3351, MGIS 4360, MGIS 4580 and MGIS 4701). LSCM 4253, Integrated Materials Management, is being modified to include sufficient SAP related content to support students who wish to earn the SAP University Alliances Student Recognition Award. This credential stipulates that students have taken three classes meeting the 30% content requirement. LSCM majors are required to take two other classes (MGIS 3351 and MGIS 4580) that meet the 30% threshold and with the inclusion of LSCM 4253, all LSCM students will have the preparation necessary for the SAP certificate through their prescribed program. In addition, the opportunity to gain the SAP Recognition Award will provide an incentive for non-LSCM majors to take LSCM 4253 and MGIS 4580 as electives for their programs to earn the SAP certificate. Access to SAP credentialing is particularly valuable to accounting, management information systems, and management majors, as well as logistics and supply chain management. All four of these programs are available at night where sharing SAP related content is mutually beneficial.

What changes or revisions have been made to the program, its curriculum, or its program/student learning outcomes since the last program review? Please include a follow-up discussion of the previous review's action plan.

Over the period of this review, there were relatively minor adjustments made to the LSCM degree requirements set forth in the original FORMAL PROPOSAL. However, changing student demographics and a better understanding of the evolving needs of area businesses initiated a concerted effort to differentiate the degree from other LSCM programs available throughout the state. Curriculum changes have deemphasized algorithmic applications in favor of practical business skills, such as SAP, EXCEL, and business negotiations competencies, that are important for businesses specialized in freight consolidation, freight forwarding, and warehousing that are locating in NW GA to take advantage of the Appalachian Regional Port. Home to the largest concentration of floor covering manufacturing in the world, regional employers recognize that efficient and effective logistics are competitive necessities. The LSCM program is being redesigned to provide graduates with the appropriate skills and experiences necessary for careers with these types of companies.

In response to the need for students to have more instruction in basic statistics earlier in their program, particularly important for LSCM candidates, the AREA E requirements were adjusted to allow BBA candidates to use Macroeconomics as an AREA E elective. This change was facilitated by a recommendation by the Business Administration, Management, & Economics Regents' Academic Advisory Committee (RAC). Moving ECON 2105 out of AREA F enabled the creation of a sophomore level business statistics course as a part of AREA F. This change was designed to prepare students for work in the junior core. In the Fall of 2022, the calculus requirement was removed, allowing BBA candidates to take MATH 1401 (Principles of Statistics) in AREA D, providing a more focused preparation in statistics. In addition, the junior level Business Statistics class, BUSA 3050, was discontinued and an advanced course in quantitative analysis, BUSA 3055 Quantitative Analysis for Business Problems, was included in the junior level Business Core for all BBA candidates. Increased emphasis on providing students with an internship experience prompted the redesign of BUSA 4701 (Professional Development Seminar) into a junior level course designed to prepare students for the rigors of earning an internship opportunity. Increased flexibility was provided for students to meet the international component of the program, including credit for overseas study. In response to reductions in full-time faculty, several minors were deactivated in order to streamline the curriculum and to increase course densities.

The LSCM curriculum available in the 2020 – 2021 Catalog has the same business core and LSCM core requirements with only minor reductions in the number of major specific courses available as electives. This was the result of a determined effort within the WSOB to streamline the course offerings to increase the density of courses offered, particularly those in the evening. The minor in business analytics, overseen by a LSCM faculty member, was retained and has been updated to include classes in business analytics and data mining courses that complement and build on BUSA 3531 (Data Cleaning and Visualization) which is now a part of the business core.

The overall effect of the changes to the curriculum and emphasis on extra-curricular activities is to produce a more rounded business graduate who is prepared for the wide range of logistics career opportunities available in the vibrant business community of NW Georgia (and beyond).

Student Demographics						
Enrollment	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**	**Fall 2021**	**% Change**
Headcount	17	35	43	52	43	152.9%
FTE	15.3	32.1	39.1	46.3	37.1	143.1%
Enrolled Full-time	12	25	31	34	27	125.0%
Enrolled Part-time	5	10	12	18	16	220.0%
Female	5	8	14	12	10	100.0%
Male	12	27	29	40	33	175.0%
Alaskan Native/Native American/American Indian	0	0	0	1	0	N/A
Asian, Hawaiian, Other Pacific Islander	0	2	0	1	1	N/A
Black/African-American	1	6	1	1	0	-100.0%
Hispanic	2	1	12	10	9	350.0%
Multi-racial	0	1	1	0	0	N/A
Undeclared	1	0	0	1	2	100.0%
White	13	25	29	38	31	138.5%

Analysis and comments on student demographics.

While enrollments for the LSCM degree have fallen short of the projections made in the proposal for the degree, there has been a nearly 153% increase in overall headcount over the whole review period. This is during a time when enrollments in the college and the WSOB have fallen, an effect consistent with state and national trends. Table 1 summarizes head-count trends for the college, school, and the LSCM program:

Table 1: LSCM Enrollment Comparisons to DSC and the WSOB

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	% Change
Total College Headcount	5121	5113	4917	4735	4489	-12.3%
WSOB Headcount	881	865	866	831	804	-8.7%
BBA LSCM Headcount	17	35	43	52	43	152.9%
WSOB % of Total College	17.2%	16.9%	17.6%	17.6%	17.9%	4.1%
BBA LSCM % of WSOB	1.9%	4.0%	5.0%	6.3%	5.3%	177.2%

The student demographics section shows that enrollment growth was either flat or increased for all student demographic areas except Black/African-American (down 100% from 1 enrolled student in Fall 2017 to 0 in Fall 2021). The number of female students in the degree is up 100%, and male enrollments are up 175%. Consistent with demographic trends in area high schools, the number of students identifying as Hispanic

increased from 2 to 9 (350.0%), while those identifying as White increased from 13 to 31 students (138.%).

While most student demographic categories increased, the change in male enrollment were larger than female, leading to a decline in the proportion of female students enrolled in the degree (29.4% in Fall 2017 to 23.3% in Fall 2021). A similar effect is seen for the overall proportion of White students. Although White enrollments increased by the largest number, 17 students, the increases in Non-White students resulted in the decline of the proportion of White students (76.5% in fall 2017 versus 72.1% in fall 2021). This decline in White enrollment parallels the demographic changes in the composition of high school graduates in the Northwest Georgia region.

Although the number of female students increased by 100% (5 students) from 2017 to 2021, male enrollments increased by 11 (175.0%). This allowed female enrollments to continue falling behind male as a proportion of all LSCM students (29.4% in Fall 2017 versus 23.3% in Fall 2021). This is disappointing when considering that female enrollment in the college was 61.9% in Fall 2021, up from 59.4% in Fall 2017.

Although there are some important opportunities for the BBA in LSCM, such as increasing female enrollment, the enrollment record for the LSCM degree shows significant growth, despite the substantial headwinds faced by higher education in general, and Dalton State College in particular.

As described earlier in this report, LSCM has been an evening-only program and the enrollment growth enjoyed is despite the significant reduction in the availability of other courses, General Education in particular, and programs offered at night across the campus.

Faculty Indicators of Program Quality	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	% Change
School (not Department) faculty teaching in program (excluding Areas A through E)*	1	1	1	2	1	0%
Full-time program faculty	4	4	4	3	3	25%
Part-time program faculty	0	0	0	0	1	NA
Total program faculty	5	5	5	5	5	0%
Percent of program classes taught by full-time program faculty	100%	100%	100%	100%	66.7%	-33.3%
Gender (full-time and part-time faculty)	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	% Change
Male	3	3	3	3	3	0%
Female	2	2	2	2	2	0%
Race/Ethnicity (full-time and part-time faculty)	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	% Change
Alaskan Native/Native American/American Indian	0	0	0	0	0	0%
Asian, Hawaiian, Other Pacific Islander	1	1	1	1	1	0%
Black/African-American	0	0	0	0	0	0%
Hispanic	0	0	0	0	0	0%
Multi-racial	0	0	0	0	0	0%
Undeclared	0	0	0	0	0	0%
White Non-Hispanic	4	4	4	4	4	0%
Tenure Status (full-time faculty)	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	% Change
Tenured	3	3	3	4	4	33%
On-tenure track	1	1	1	1	0	-100%
Non-tenure track	1	1	1	0	0	-100%
Rank (full-time faculty)	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	% Change
Professor	3	3	3	3	3	0%
Associate Professor	1	1	1	1	1	0%
Assistant Professor	0	0	0	1	0	0%
Instructor/Senior Lecturer/Lecturer	1	1	1	0	0	-100%

- Includes full-time WSOB faculty in other disciplines teaching courses for the LSCM program.

Faculty Indicators of Program Quality						
Highest degree (full-time faculty)	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**	**Fall 2021**	**% Change**
Doctorate (includes non-LSCM faculty supporting the LSCM program)	4	4	4	5	4	0%
Specialist	0	0	0	0	0	0%
Master's	1	1	1	0	0	-100%
Bachelor's	0	0	0	0	0	0%
Associate's/Other	0	0	0	0	0	0%
Provide additional details, analysis, and comments regarding faculty indicators of program quality.						

The core faculty complement for the LSCM program has been one of the most stable and senior of all degree programs in the WSOB. The disadvantage this has brought about is that these members have accumulated a substantial number of administrative responsibilities, including serving as the Dean, Associate Dean, and as the Academic Effect coordinator.

Staff whose primary teaching focus was LSCM in the Fall of 2017 consisted of 3 doctorally qualified members, two of whom were full professors, one as a tenured associate professor, and one lecturer at the master's level who has nearly 40 years of industrial experience along with significant ongoing professional development. In the Fall of 2022, all of these members were still a part of the program, although the lecturer moved to a part-time role. Two management assistant professors with related experience and training have taught several LSCM courses and a full professor of Management Information Systems has delivered MGIS/LSCM 4580 (Supply Chain Management Systems), which meets the 30% SAP requirement and is required only for LSCM majors. This course serves as an important elective for the MGIS majors and supports the WSOB's membership in the SAP University Alliance as well as providing an upper-level elective that supports SAP certification for the other programs supported at night, ACCT, MGIS, and MNGT.

Indicators of Measures of Quality						
Student Input	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**	**Fall 2021**	**% Change**
Mean ACT score	19	19	20	21	21	10.5%
Mean SAT score	1024	1021	941	980	997	-2.6%

If applicable to your degree program, provide any additional external quality assurance data/information or results (e.g., professional accreditation results, National Survey of Student Engagement [NSSE], market rankings, etc.).

Table 2: DSC and WSOB Enrolled Student ACT and SAT Scores (Fall 2017 – 2021)

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	% Change
College mean ACT score	20.4	20.5	20.5	20.4	20.2	-1.3%
College mean SAT score	942.8	946.6	943.1	937.6	937.4	-0.6%
WSOB mean ACT score	19.9	20.0	20.1	20.2	20.1	1.0%
WSOB mean SAT score	928.7	933.0	934.2	935.1	937.0	0.9%
LSCM mean ACT score	19	19	20	21	21	10.5%
LSCM mean SAT score	1024	1021	941	980	997	-2.6%

The data presented in the Student Input section and in Table 2 show that LSCM students, overall, are better prepared than the WSOB students in general, as well as the college as a whole. Seeing the average ACT and SAT scores improve over the review period for the WSOB is also encouraging.

Average SAT scores over the review period show LSCM students outperformed their counterparts in the school and the college in each period except for fall 2019, where the college average was higher. For LSCM majors, there was a small, 2.6%, decline in SAT scores over the entire evaluation period. This decline along with the observation that the most recent three years contain the lowest SAT scores is a bit discouraging. Although the long-term effects of COVID on student preparation are yet to be fully appreciated, it is safe to suggest that COVID didn't help when offering explanations for the preponderance of declining standardized test scores. In addition, with increasing numbers of students in the major, it isn't surprising that these scores would be regressing toward the mean for the WSOB and the whole college.

Indicators of Measures of Quality						
Student Output	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**% Change**
Exit scores on national/state licensure (If applicable)	N/A	N/A	N/A	N/A	N/A	N/A
Graduating majors' mean GPA	3.93	3.29	2.89	3.16	3.24	-17.6%
Employment rate of graduates (if available)*	100.0%	33.3%	20.0%	71.4%	44.4%	-55.6%
Number of students entering graduate/professional programs	N/A	N/A	N/A	N/A	N/A	N/A

* Professional/Career Track (table 5)

Describe the extent to which students have achieved current program outcomes during this program review cycle (most recent year).

The overall percent changes in the student output section are biased by the single graduate in 2017-2018. Looking at the more representative 2018-2019 to 2021-2022 period shows a small (1.5%) decline in the average GPA and a 33.3% increase (rather than a 55.6% decrease) in the number of students placed in Professional/Career Track positions. Table 5 also shows that with one exception, all LSCM students responding were employed as they were graduating. Tables 3 and 4 summarize WSOB performance on the Educational Testing Service (ETS) Major Field Test for business, which is administered to all graduating seniors, and graduating WSOB student GPAs:

Table 3: WSOB Graduates ETS Test Results (Average Percentile) by Major (2017-2018 to 2021-2022)

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Change
ACCT	57.4	46.9	49.5	53.4	51.6	-10.1%
FAAE	76.4	71.0	39.4	58.9	61.4	-19.6%
LSCM	63.5	47.0	59.0	43.9	57.7	-9.1%
MNGT	53.7	46.5	49.2	44.5	41.4	-23.0%
MGIS	57.2	37.7	58.3	54.1	73.6	28.7%
MARK	41.3	39.3	43.9	44.3	43.1	4.3%

Table 4: WSOB Graduates Graduating GPA by Major (2016-2017 to 2020-2021)

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Change
ACCT	3.23	3.40	3.28	3.30	3.31	2.5%
FAAE	3.65	3.32	3.29	3.32	3.42	-6.3%
LSCM	3.93	3.28	2.89	3.16	3.23	-17.6%
MNGT	3.22	3.18	3.15	3.15	3.21	-0.3%
MGIS	3.25	3.22	3.25	3.13	3.46	6.5%

	MARK	3.03	3.11	3.17	3.24	3.11	2.6%

Tables 3 and 4 show that the LSCM student's performance is consistent with other WSOB majors. It is disappointing that there are more declines than improvements in overall changes for both ETS and GPA performance over the whole WSOB, as is also the case for LSCM. Although the changing student demographics and the effects of the COVID crisis are obvious explanations, there are some bright spots, particularly in the MGIS graduates.

Student performance on the recently developed (first measured in the Spring of 2023) Student Learning Outcomes shows that student performance, overall, on these measures are being met.

SLO 1. Students will describe the history, theory, and development of the Lean Supply Chains doctrine.

Measure: Just-in-Time (JIT) and Total Quality Management (TQM) and their role in the Lean Supply Chains doctrine (LSCD) are taught in LSCM 3251 (Principles of Logistics and Supply Chain Management). Multiple-choice questions administered on the final exam measure the students' understanding of the JIT, TQM, and LSCD concepts.

Target: Average scores on 3 to 5 questions covering JIT will show at least 75% of the students average more than 70% on selected questions on JIT topics.

Findings: Three questions related to Student Learning Outcome 1 were administered on the final exam and the average score for all students was 78.3%. Segmenting the students (score > 70%) showed 47.0% meeting the target.

Analysis: An overall score of more than 78% suggests that the three questions provide an adequate measure of whether or not the students have mastered the concepts. Seeing only 47% scoring above 70% reflects the granularity of three questions (0%, 33.3%, 66%, or 100% right). Lowering the 70% to 66.6% shows more than 89% of the students meeting the target. Increasing the number of questions from 3 to 5 should provide the resolution necessary to show that at least 75% of the students are scoring 70% or more. Three questions are not sufficient for fully measuring the relationship between TQM, JIT, and LSCD. More exercises and emphasis need to be placed on these topics (as well as writing more, and more diverse questions).

SLO 2. Students will use business analytic methods and software to investigate problems found in the field of logistics and supply chain management.

Measure: Business forecasting methods are common in logistics and supply chain management and are taught in LSCM 3251. Students are assigned homework that requires the application of basic time series forecasting implemented on a spreadsheet.

Target: On the submitted forecasting homework, 75% of the students will score at least 75% of the available points.

Findings: For the Spring 2023 semester, the students were given a homework assignment containing a time

series and were asked to create forecasts using several methods and to evaluate the accuracy of those forecasts. The work was submitted as spreadsheets through D2L.

Analysis: 77 students of the 88 who were assigned course grades completed the assignment and the average grade on the submissions was 88.6%. The student learning objective was achieved. Eighty-four of the 88 assigned course grades were "Cs" or better, and three of the four students who will have to repeat the class didn't submit the assignment.

SLO 3. Students will apply key theories and methods used in quality management and quality assurance.

Measure: Descriptions of the quality assurance standards most widely recognized in the US are taught in LSCM 3251 (Principles of Logistics and Supply Chain Management). Multiple choice questions designed to measure student's understanding of the differences and similarities between the Malcolm Baldrige National Quality Award (MBNQA) and the ISO 9000 standard are administered on the LSCM 3251 final exam.

Target: On three to five questions, at least 75% of the students will average 75% on the final exam questions evaluating the students' understanding of the similarities and differences between the MBNQA and ISO 9000 quality assurance standards.

Findings: On the final exam, three questions were administered to assess the students' mastery of the similarities and differences between the MBNQA and the ISO 9000 quality assurance standards. The average score on the questions was 54.2% and only 11% of the students scored 70% or more.

Analysis: 54.2% suggests that the students were not adequately prepared for the questions. Not least among the shortcomings was the absence of any Total Quality related topics on the test preparation materials the students were provided with; perhaps, suggesting to them the material wasn't a priority for the exam. Additional material needs to be developed to help focus the students' attention on these important concepts as they prepare for the exam. As with SLO 1, there needs to be more questions evaluated in order to achieve finer resolution. Changing the performance threshold from 75% to 66.6% would increase the proportion meeting the requirement by more than a factor of five (11% to 59%).

SLO 4. Students will apply methodologies of master production scheduling and material requirements planning including basic inventory and replenishment theory.

Measure: Integrated Materials and Supply Chain Management, LSCM 4253, covers Master Production Scheduling and supporting methodologies. Students are given assignments on converting product structure diagrams into indented bills of materials and are evaluated on their submitted work.

Target: At least 75% of the students will earn an average of 75% on three to five homework problems addressing conversion of product structure diagrams into the corresponding indented bill of materials (and vice versa).

Findings: During spring 2023, students were presented with notes containing typical MPS/MRP problems and, with in-class assistance from the instructor, all nine students were able to successfully complete the assignment and the course.

Analysis: MPS/MRP in the context of Enterprise Resource Planning (ERP) is a mainstay of manufacturing companies across the globe. The classical academic introduction to the topic through class lecture and homework assignments is still required, but expanding the lesson to show how the concepts are implemented in an ERP system (SAP) is an ongoing and important priority, which is being developed for LSCM 4253, Integrated Materials and Supply Chain Management. In addition, modifying LSCM 4253 to meet the requirements of the SAP University Alliances Student Recognition Award provides another avenue for non-LSCM students to earn the credential.

The results presented in this report show that the students are meeting or exceeding the targets for the LSCM Student Learning Outcomes 1, 2, and 4, with planned curricular revisions underway for SLO 3 to be implemented in the fall of 2023.

Table 5: LSCM Employment Rates** (2017-2018 to 2021-2022)

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
No. Respondents	1	3	5	14	9
Professional/Career Track	1	1	1	10	4
Self Employed Business Owner	0	0	0	0	1
Under Employed in Field	0	1	2	0	2
Under Employed out of Field	0	1	2	3	2
Unemployed	0	0	0	1	0
% Professional/Career Track	100.0%	33.3%	20.0%	71.4%	44.4%
% Professional/CT + in Field	100.0%	66.7%	60.0%	71.4%	66.7%
% Employed	100.0%	100.0%	100.0%	92.9%	100.0%

** Self-disclosed from graduate exit surveys (DSC and WSOB)

Table 5, self-reported employment status at the time of graduation, shows that virtually all, 96.9%, of the prospective LSCM graduates were at least employed part-time. Table 5 also suggests that most, 71.9%, are in positions related to their chosen careers at graduation. These results are based on the only information available, senior exit survey results. A more complete picture of student success matriculating into the workforce is needed. This should take the form of additional surveys at key intervals, such as within 3 months and within 6 months of graduation. After metrics have been established for a complete description of post-graduation placement performance, efforts should be made to measure graduates' long-term career development and employer satisfaction with DSC alumni.

Indicators of Measures of Quality

If available, provide additional information and/or results of other indicators of quality related to student output such ascompleter satisfaction surveys, employer satisfaction surveys, stakeholder satisfaction surveys, completion and continuation rates, attrition rates, starting salaries of graduates, etc.

Along with taking the ETS exam, all WSOB BBA candidates are required to take MNGT 4701 Strategic Management, the capstone course, in their final semester and all candidates for graduation are asked to complete an exit survey. Selected results are presented in table 6:

Table 6: LSCM Senior Survey Results (2017-2018 to 2021-2022)

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Number of Degrees Conferred	1	3	5	14	11
Responses for LSCM students	1	3	5	9	9
"Overall quality of education from the Wright State School of Business"					
Excellent	0.0%	33.3%	60.0%	55.6%	77.8%
Good	100.0%	33.3%	40.0%	44.4%	22.2%
Fair	0.0%	33.3%	0.0%	0.0%	0.0%
"Preparation for success in the job market by your MAJOR SPECIFIC program"					
Excellent	0.0%	66.7%	40.0%	44.4%	44.4%
Good	100.0%	0.0%	40.0%	44.4%	44.4%
Fair	0.0%	33.3%	20.0%	11.1%	11.1%
"Perceived value comparing cost to the quality of education you received"					
Excellent	0.0%	100.0%	20.0%	77.8%	66.7%
Good	100.0%	0.0%	60.0%	22.2%	33.3%
Fair	0.0%	0.0%	20.0%	0.0%	0.0%
"How likely are you to recommend the Dalton State and the Wright School of Business to a friend?"					
Extremely likely	0.0%	33.3%	80.0%	44.4%	88.9%
Very likely	100.0%	66.7%	20.0%	55.6%	11.1%

The information presented in Table 6 shows that all but one of the respondents rated these key attributes of the education they received from WSOB and the College as "Excellent" or "Good," with the exception being a rating of "Fair." All of the respondents said they were either "Extremely likely" or "Very likely" to recommend the WSOB to a friend.

Dalton State College has a long tradition and track record of delivering students with a high-quality education at an outstanding price. In addition, DSC graduates are recognized for motivation and civic engagement. Recognition of our dedication to these priorities can be seen through a large number of ongoing national accolades that have accrued well before, during, and after the period of this review. Among them:

Dalton State ranked among the top 10% most affordable public four-year colleges in the nation, *07/05/22*

According to the U.S. Department of Education's College Affordability and Transparency Center, Dalton State College has been named one of the most affordable public four-year colleges in the nation. According to the U.S. Department of Education, we were in the lowest 10% of net prices for the 2019 - 2020 academic year. Dalton State ranks 64th on the list of 728 institutions and is the only public four-year institution in Georgia on the list.

Dalton State Ranked in Top 10 Best Public Colleges in Georgia, *05/23/22*

Dalton State was recently ranked number 10 for Best Public Colleges in Georgia 2022 by Academic Influence. Dalton State is the only state college in the top 10 and is ranked among universities including Georgia Tech, University of Georgia, and Georgia State. Dalton State was also ranked by Academic Influence in the top 10 in several other categories including Most Affordable Colleges in Georgia 2022.

Dalton State Recognized as Top Bachelor's College in Georgia, *10/04/21*

Dalton State College was recognized for preparing students for success and civic engagement by the Washington Monthly's annual College Guide and Rankings. Dalton State ranked No. 77 nationally among 244 "Bachelor's Colleges" and No. 73 for "Best Bang for the Buck" out of 276 colleges and universities in the Southeast. The College was also listed among the 205 institutions on the "Best Colleges for Student Voting Honor Roll."

Washington Monthly also ranked Dalton State No. 6 nationally for net price. Most students at Dalton State graduate with no or little student debt because of the college's low net price and access to financial aid.

Listed on 'Best Colleges for Student Voting Honor Roll'

Dalton State is routinely recognized by the National Study of Learning, Voting and Engagement (NSLVE) at Tufts University and the ALL IN Campus Democracy Challenge for its voter engagement and voting action plan.

Dalton State Remains Among Top Schools in South by U.S. News and World Report, *09/23/21*

Dalton State is ranked among the top 27 public schools in the South, according to the annual U.S. News and World Report's Best Colleges report. In this report, the College also earned a No. 21 ranking in Social Mobility, which is listed on the Best Regional Colleges South ranking. Dalton State was also included in the Best Undergraduate Business Programs along with our Nursing (BSN) program, which was classified as a Best Bachelor of Science in Nursing.

Dalton State Ranked Among Top Schools in South by U.S. News and World Report, *09/16/20*

Dalton State received three rankings from the annual U.S. News and World Report's Best Colleges report, including a place the among Top Public Schools in the South. The college ranks in the top 28 public schools among 121 colleges in the South. The college also earned the No. 40 ranking for Social Mobility and is also recognized as one of the Best Regional Colleges in the South.

In addition, the College was ranked among the top 24 U.S. colleges for return on investment by Business Insider and among the top 60 bachelor's colleges in the U.S. by Washington Monthly.

Dalton State Ranked Nationally for Contribution to 'Public Good,' *09/14/20*

Washington Monthly's annual ranked Dalton State 51st nationally among 248 "Bachelor's Colleges" and was listed among 157 institutions across the nation as one of "America's Best Colleges for Student Voting." The college was ranked 72nd for "Best Bang for the Buck" among 278 colleges and universities in the Southeast.

Dalton State's value and service to first-generation students continue to explain our success in national rankings. Washington Monthly's National University Rankings showed Dalton State is No. 6 nationally for net price and No. 8 nationally for performance of first-generation students.

Listed for "America's Best Colleges for Student Voting"

Dalton State is routinely recognized by the National Study of Learning, Voting, and Engagement (NSLVE) at Tufts University and the ALL IN Campus Democracy Challenge for its voter engagement and voting action planning.

Dalton State Honored as 'Great College to Work For,' *09/14/20*

Dalton State was recognized as one of 79 colleges that are a "Great College to Work For." The recognition is given by MindThink, a "strategic organizational development and management consulting firm that focuses on workplace excellence."

Dalton State Recognized by Business Insider for Being Solid Investment, 08/26/20

Business ranked DSC among the top colleges in the nation based on best return on investment. Dalton State ranked 23 in a tie with the University of Houston. Dalton State, one of 26 institutions in the University System

of Georgia (USG), joins The Georgia Institute of Technology, ranked 21st, and Augusta University, which was ranked 15th.

Dalton State Recognized for Commitment to Teaching by U.S. News and World Report's Best Colleges List: WSOB Also Earns Recognition, *09/26/19*

Dalton State ranked 15th on the list of Best Undergraduate Teaching programs, among 124 Regional Colleges in the South. Also, the Wright School of Business was listed in the Best Undergraduate Business Programs Rankings, according to U.S. News and World Report.

Dalton State Remains One of Most Affordable Colleges in the Nation, 07/28/16

Dalton State was named one of the most affordable public four-year colleges in the nation, according to the U.S. Department of Education. Dalton State remains on the U.S. Department of Education's College Affordability and Transparency Center's list of lowest net price. Dalton State was named by Affordable Schools, as the most affordable bachelor degree program in Georgia. It was fifth in the nation for having the most affordable bachelor degree programs.

The website also listed the College as the second-most affordable in the nation for its online criminal justice program, the fifth-most affordable on-campus criminal justice program, and the fifth-most affordable accounting program.

Dalton State Remains One of Most Affordable Colleges in the Nation, *07/02/15*

Dalton State remains on the U.S. Department of Education's College Affordability and Transparency Center's list of lowest net price, which is the average cost of college attendance for full-time students after grants and financial aid. Dalton State ranks 39 on the list.

Dalton State Remains One of the Most Affordable Colleges in the Nation, 07/09/14

Dalton State was ranked among the top 10 percent of public four-year colleges with the lowest net price. This placed them 26th in the ranking using data from the U.S. Department of Education's College Affordability and Transparency Center.

Describe efforts undertaken to achieve and maintain curricular alignment within the program and currency to the discipline.

As described earlier in this report, the Wright School of Business has undertaken significant changes to the Bachelor's of Business Administration degree, which will increase the quantitative skills of all graduates and LSCM majors in particular. This includes adding project management and data cleaning/visualization courses to the business core.

Spring 2023 saw important outreach activities designed to connect the WSOB, and the LSCM program, to the local communities. These efforts included visits to the local high schools by the senior administration of the WSOB, plant trips to Kobayashi Americas (Hot Hands), and trips to the Appalachian Regional Port. In addition, several course activities were designed in conjunction with members of the Kobayashi organization, which included Hot Hands employees participating in classroom discussions.

The changes to sophomore level coursework provide better preparation in statistics, increased technical and quantitative skills, along with access to certifications to document the students' proficiency. There are ongoing efforts to modify LSCM 4253 to meet the requirements of the SAP University Alliances Student Recognition Award and make the course more useful to the other programs (ACCT, MGIS, and MNGT) that are delivered at night. Another significant effort is to better align the LSCM program with MNGT. This will provide more options for upper-division electives for both majors while helping to increase course densities for evening classes.

The accrued investment in faculty preparation and credentialling facilitates curriculum changes designed to support students earning credentials, such as SAP and Excel, that regional employers value highly.

Indicators of Measures of Viability						
Internal Demand for the Program	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**	**Fall 2021**	**% Change**
Number of students enrolled in the degree program	17	35	43	52	43	152.9%
Number of students who applied to the program (if applicable)	N/A	N/A	N/A	N/A	N/A	N/A
Number of students admitted to the program (if applicable)	N/A	N/A	N/A	N/A	N/A	N/A
Percent of classes taught by full-time faculty*	100.0%	100.0%	100.0%	100.0%	66.7%	-33.3%
* LSCM 3251 and upper level LSCM specific classes						
Describe additional details as deemed appropriate.						

While the enrollment in the LSCM degree has temporally plateaued, albeit significant increases through Fall 2020, this was a period when college and USG enrollments have fallen more significantly (shown in Table 1). The apparent loss of a single full-time faculty position during this same period does not reflect the course releases provided to LSCM faculty who had extensive administrative assignments (Dean, Associate Dean, and Academic Effects Coordinator) during this period. While the Dean has remained, both the Associate Dean and the faculty member performing the responsibilities of the Academic Effects Coordinator have been relieved of these duties in order to provide a full-time commitment to the LSCM program. The overall effect is more senior-level faculty attention to the LSCM program, which will lead to more and better coordination with the business community and improved career prospects for the students.

In addition to increasing this coordination with the community, there needs to be better publicizing of the LSCM degree, and the WSOB in general, to students and the community. Despite the lower number of students seeking a LSCM degree, the number of available internships is disproportionately higher for LSCM students, and often these positions go unfilled.

Indicators of Measures of Productivity						
Graduation	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**% Change**
Number of degrees conferred	1	12	10	10	11	1000%
Total student credit hours earned	125	131	138	143	139	11.2%
Describe any institutional-specific factors impacting time to degree.						

Virtually all night students, and the LSCM students in particular, are non-traditional students. It is natural to see more returning students and those going part-time among non-traditional students. The overall result is these students expend more effort, time, and credits to earn a degree. These effects are reflected in Table 7.

Many of our students work full-time so completing their degree tends to take more time than traditional college-age students and LSCM students are more likely to experience stop-outs or change their life goals, which inevitably leads to course work that doesn't count toward the student's final credential.

Table 7: LSCM Graduates' Credit Hours (2017 – 2018 to 2021 – 2022)

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	% Change
Overall Hrs. Attempted	125.0	141.3	152.6	167.9	156.9	25.5%
Overall Hrs. Earned	125.0	130.7	137.8	147.5	141.4	13.1%
Inst. Hrs. Attempted	125.0	129.0	147.6	142.0	131.0	4.8%
Inst. Hrs. Earned	125.0	122.7	132.8	126.9	121.4	-2.9%

Dalton State College is an open-access institution where a large proportion of our students have significant amounts of transfer credit. For example, in Fall 2020, 42.5% of the students enrolled at Dalton State had some type of transfer credit. In addition, a large proportion of DSC students require learning support and more often are financially challenged. All of these factors contribute to accruing courses that do not apply to the student's degree.

While the overall results for LSCM students shown in Table 7 are not encouraging, it should be noted that the 2017-2018 year reflects a single graduate. Recomputing using the most recent four years, 2018-2019 to 2021-2022, the percent changes were 11.0 increase for "Overall Hrs. Attempted," 8.2% for "Overall Hrs. Earned," "Inst. Hrs. Attempted" as 1.6%, and 1.1% decline in "Inst. Hrs. Earned." The adjusted results still emphasize that there is considerable room for improvement but are more encouraging than the overall results indicated in Table 7.

Evidence of Program Viability
Based on evidence from **ALL** of the above information, data, and analysis, discuss whether continued resources should be devoted to this program. This discussion must be evidence-based. Your comments should consider external factors and address questions such as the following: Are your students getting jobs? What is the job outlook for graduates? Are students prepared for the jobs they get? How is the field changing? Are program faculty members in contact with employers and getting back feedback on graduates' job performance? Do employers state or suggest a need for changes in the program?

The Logistics and Supply Chain Management program at DSC provides graduates with skillsets designed for one of the most central activities of any society—the effective delivery of goods and services. As the recent COVID crisis clearly illuminated, logistics affects all aspects of our society and is of particular importance to the DSC service area. Businesses located along the I-75 corridor, in conjunction with the Georgia Ports Authority initiatives and vision to have "Georgia proudly serve as a gateway for America" makes NW Georgia an important hub for transportation throughout the United States. Northwest Georgia is a center of manufacturing where success is predicated on the efficient distribution of area business' products. Regional employers understand that local graduates are more likely to remain than students recruited from more distant, although more prestigious, schools. Retaining more graduates to the region amplifies their value to the community. The LSCM program has enjoyed exceptional success in placing graduates in career-track positions. Redesigned to produce LSCM graduates with a unique set of skills appropriate to a wider range of businesses, the LSCM program completes the six BBA degrees available at the WSOB by providing BBA degrees in Accounting, Finance & Applied Economics, Marketing, Management Information Systems, Management, in addition to Logistics and Supply Chain Management. The six degrees the Wright School of Business offers provide a complete spectrum of career opportunities appropriate for most business career paths, as well as the opportunity to earn graduate degrees.

Table 8 enumerates positions expected or held by graduates over the period of this review. In addition to seeing that more than 70% of respondents have roles in the field, 43% have career track positions in the two most prominent employers in NW Georgia, Shaw and Mohawk Industries, and nearly 57% are building careers in the area's largest industry, flooring. Although Shaw, and Mohawk are "local" firms, it is important to point out that they are Fortune 500 Multinational Enterprises (MNEs) and have the corresponding expectations of their career track hires. This explains the success of our graduates at other MNEs located in the area (such as Volkswagen and Shiroki North America)

Comments from the senior survey show that students are pleased with the degree and expect it to be useful in their careers. Although supporting non-traditional students in the "night-only" format limits the growth opportunities for enrollment, a positive attribute of the night only structure of the LSCM major is that many of the enrolled students (table 6) are already in career track positions or in jobs related to their careers. Table 8, based on the WSOB and DSC exit surveys, is a list of the students' primary job after graduation.

Table 8: Primary Post Graduate Positions* (2017 – 2018 to 2021 – 2022)

Company	Department	Title
AstroTurf Corporation	Operations	Assistant Director of Ops.l Dev.
Chick-fil-a	General Employment	Operations Manager/Internship
Couristan Inc	Receiving	Distribution Specialists
Dalton Animal Care		Future Owner / Manager
Edwards Sod Farm	Logistics	Coordinator
Engineered Flooring Group	Quality	Quality Utility

Fitzmark	Sales	Truck Broker/ Sales Representative
Logistics Made Simple	Logistics, Transportation	Logistics Coordinator
Mohawk Industries	Supply Chain	Aspire Supply Chain Analyst
Mohawk Industries	Purchasing	Sourcing Analyst
Mohawk Industries	Ecommerce Distribution	Distribution manager
Mohawk Industries	Global Sourcing	Global Sourcing Analyst
Mohawk Industries	General Employment	Buyer - Raw Materials/Internship
Mohawk industries	Human Resources	Social Media Recruiter
Mohawk Industries Inc.	Planning	Tufting Planner
Riverside Transport Inc.	General Employment	Logistics Coordinator
SHAW	Management team	Supervisor
Shaw	General Employment	Planner
Shaw Industries	Logistics	Logistics Intern
Sherwin-Williams	Sales	Assistant Manager
Shiroki North America	Production Control	PC - Purchaser
Tarkett	Production Planning	Production Control Analyst
Volkswagen Group of America	Pre-Series	Pre-Series Prog. Readiness Sp.

* Excludes three students who disclosed they were underemployed, unemployed, or employed out of the field.

By training Dalton State students to fill these types of professional positions, we are fulfilling a very important role in our community by providing local companies with personnel who have the proper training to serve the needs of these companies that are so vital to the continued economic vibrancy of the North Georgia region. In addition, other WSOB students have achieved career success outside of the Dalton/North Georgia region.

Assuming LSCM remains a night-only program, it will be delivered alongside the other three BBA degrees supported at night, ACCT, MGIS, and MNGT. All of these degrees share important linkages where students will benefit from the available certifications, SAP and Excel in particular; credentialling where LSCM faculty and program curriculum play a central role.

Program Strengths and Weaknesses

Based upon this review, what are the strengths and weaknesses of the program?

Strengths:

1. The LSCM program continues to enjoy exceptional support from the community whose business partners are committed to hiring our graduates into career-track positions.

2. Our industry partners, including Mohawk Industries, Inc. and Shaw Industries Group, Inc., continue reaching out to us to express their desire to hire Wright School of Business Logistics and Supply Chain Management graduates and interns. This support is indicative of the business community's commitment to the College and the School.

3. The LSCM faculty is the most senior and experienced in the WSOB and recent staffing changes have made it practical for more of that expertise and institutional knowledge to be focused on promoting and delivering the LSCM degree.

4. The LSCM faculty demonstrates the ability to adapt the curriculum to meet the requirements of the business community in the NW Georgia region.

5. A very high percentage of LSCM graduates are employed after graduation, with a large majority placed in-field at graduation.

6. The LSCM program, and the WSOB in general, have placed a high priority on providing students the opportunity to earn globally recognized certificates.

7. The LSCM degree is an important component of the curriculum of the WSOB and completes a portfolio of BBA degrees that supports most business career choices and the opportunity for graduate education.

As a part of the WSOB, the LSCM program contributes to and benefits from important curricular and extra-curricular activities that emphasize professional preparation and development. These include:

1. *AACSB Accreditation*. A globally recognized quality standard for business degrees which aligns the WSOB with other AACSB schools at our sister institutions in the University of System of Georgia and throughout the State of Georgia.

2. *Honor Society for students*. AACSB accreditation allows select students to join Beta Gamma Sigma, an International Honor Society for AACSB accredited schools. During the April 13, 2022, ceremony, 19 students and one business faculty member were inducted. In addition, Mrs. Dottie Smith Boring Shaw, a revered community philanthropist, was honored with membership in AACSB.

3. *Strong local market for students and jobs*. Data from graduating senior surveys from the Dean of Students Office show average starting salaries for WSOB graduates of $50,000-$55,000. Seventy percent of WSOB graduates completing the surveys were employed before or upon graduation.

4. *Support for and from the Dalton Innovation Accelerator (DIA).* The DIA is a public-private partnership from the Greater Dalton Chamber of Commerce's "Believe Greater Dalton" strategic initiative. In the DIA, WSOB students in an advanced entrepreneurship practicum (MNGT 4800) assist nascent entrepreneurs in their new venture creations. The downtown classroom/workspace in the Dalton Innovation Accelerator (DIA) supports entrepreneurship education in the school and business start-ups in the community.

5. *Participation in the SAP-University Alliance Membership.* Through this resource, faculty integrate state-of-the-art enterprise resource management software and experiential learning simulations throughout the WSOB curriculum.

6. *Targeted Student Recruitment of High School Students.* WSOB has focused on targeted recruitment of high school students interested in business careers. Senior WSOB administration and faculty have spoken to classes and invited groups to tour Gignilliat Hall and the WSOB.

7. *Support for student professional organizations.* These include the Association for Supply Chain Management (ASCM) for LSCM majors, the Association of Latino Professionals for America (*ALPFA)* for Latino students, as well the Wright Club that sponsors speakers and professional development activities for all WSOB students.

8. *Development of current faculty to become terminally qualified*. The WSOB, the College, and the USG through the Tuition Assistance Program (TAP) support faculty seeking terminal degrees. Three full-time WSOB faculty (two still currently with us) have earned doctoral credentialling. This promotes advanced education while providing the School with Scholarly Academic (SA) AACSB qualified colleagues.

9. *Student professional development.* With many first-generation students attending WSOB, the introduction of the one credit hour Professional Development seminar as a required course has helped the students become better prepared for their interactions with the business community. Professional development activities include resume writing, professional dress, and dining etiquette. In addition, WSOB has a Student Ambassador program to help provide high-achieving students with opportunities to interact with area business professionals.

10. *Talented, credentialed faculty*. Our highly credentialed faculty bring a wealth of industry experience to the classroom to augment their instruction including a bilingual, Spanish-speaking Management faculty member.

11. *Integration of local business executives in teaching roles.* These professionals provide a ready and growing pool of local business executives to teach specialized upper division classes.

12. *Faculty credentialed and motivated to incorporate leading-edge technology into their pedagogy.* Content is made available through business partners such as Microsoft (MS Project and Excel) and SAP.

13. *Community support of our programs and graduates*. Community business partners provide internships and

career opportunities. Others participate in our executive-in-residence program, serve as mock interviewers, assist in networking practice, and review curriculum through the Business Advisory Council (BAC).

14. *Strong and engaged WSOB Business Advisory Council (BAC).* During 2021-2022 meetings were held on September 21, 2021 at the JA Discovery Center and on February 22, 2022 at the Dalton Innovation Accelerator to ensure the BAC understood our community linkages and external classroom/volunteer activities and spaces.

15. *Employer of the Day Program.* Features businesses on-site to discuss their company, internships, and full-time jobs for WSOB students.

Weaknesses and concerns:

1. *Insufficient faculty to build enrollments for LSCM (as well as ACCT and MGIS) during the day.* The LSCM program is an important priority for working adults who can only take courses at night and providing access for non-traditional students has been an ongoing and important priority. Having sufficient faculty and students to support day and night programs would force even smaller class sizes.

2. *Insufficient Information on DSC and WSOB Graduates and Alumni.* The only consistently applied survey available for reporting are the results from the WSOB senior survey. There is also sporadic data available for DSC graduates in general. Lack of collegewide information makes it challenging to demonstrate the career advantages of a WSOB degree. Both survey methods create data that is incomplete (almost no feedback on starting salaries) in terms of student satisfaction with the program and perceived achievement relative to learning outcomes.

3. *Insufficient and inconsistent measurement of graduate performance and employer satisfaction with graduates.* These measurements are nonexistent, leaving us blind to what is or is not important to the students' long-term career prospects and how satisfied employers are with our graduates.

4. *Challenges securing AACSB credentialed faculty.* Like all programs in the WSOB, staffing is a challenge for the LSCM program. However, the WSOB is fortunate to have two senior faculty members reassigned full-time to the LSCM program, allowing them to commit more initiative and ingenuity to developing and delivering the LSCM program.

5. *Heavy teaching loads*. All WSOB faculty have heavy teaching loads and a significant portion of their assignments are core business courses required of all business students. With the staffing reductions endured over the period of this review, the effect has been fewer scheduling options for students, much larger class sizes, and an increased service load for individual faculty members.

6. *Pedagogical challenges from larger class sizes*. The number of large classrooms available on campus is insufficient for the current staffing levels. Single offerings of core courses each semester prompts scheduling conflicts, which can impede student progress toward graduation.

7. *Inability to provide sufficient course delivery options*. At a time when the number of expected delivery options has never been higher (traditional F2F [day and night], hybrid, online [synchronous and asynchronous], as well as supporting programs at the Mountain Campus and Post Secondary Option (PSO) students, a significantly reduced faculty complement makes it possible to respond to only a small portion of these priorities. While the audacity of suggesting that DSC should become a traditional residential college is commendable, recent demographic realities strongly suggest that we should reevaluate our core mission and recognize the need to better serve non-traditional students as well.

Recommendations for Follow-Up and/or Action Plans (if needed)	
Issue/Concern:	The LSCM group plans to focus on the following issues over the next review period.

1. **Better clarification of the role and expectations of night programs.** Particularly with respect to enrolled students and classroom density targets for evening programs and classes.

2. **Better and more consistent measurement of students' satisfaction, placement potential for career development and employer satisfaction.** Currently, there is insufficient information on program satisfaction and placement success for LSCM majors (and WSOB and DSC graduates in general).

3. **Review of the compensation package necessary to recruit and retain Scholarly Academic business faculty.** Recruitment and retention of qualified business faculty has always been a challenge and through the period of this review the WSOB has absorbed a disproportionate proportion of the cost-cutting measures. There is optimism we are entering a period of rebuilding and growth, which will increase the need to attract, retain, and motivate WSOB faculty.

4. **Continued emphasis on embedding career-enhancing activities into the curriculum.** This includes more support for internships and providing access to industry recognized credentials in areas such as Excel, Project Management, and SAP.

5. **Review of infrastructure limitations.** These include an insufficient number of large classrooms and limitations in the campus's networking and WiFi resources.

6. **Increased and more consistent efforts to promote the LSCM degree (and the WSOB) in the community.** Finding resources necessary to continue and expand outreach activities such as the Employer of the Day and faculty cooperation with area businesses. In addition, there should be incentives to motivate faculty to support ongoing recruiting efforts by Enrollment Services at area high schools and other venues.

Specific action(s):	The LSCM group suggests the following actions to respond to some of the most pressing issues and concerns.
	1. **Better clarification of the role and expectations of night programs.** While there is an expectation that there will be continued growth in traditional day enrollments, non-traditional and night students have represented a significant proportion of the student body. Researching methods of meeting the needs of these students is an important priority for helping reach School and College enrollment targets.
	2. **Better and more consistent measurement of students' satisfaction, placement potential for career development and employer satisfaction.** The administration of graduation surveys needs to be simplified, streamlined, and standardized across the campus. Having students complete redundant surveys frustrates and confuses them and limits the accessibility and usefulness of the results. While exit surveys are a key metric, there should be additional surveys at key intervals, such as within three or six months of graduation. Metrics need to be developed to measure graduates' long term career development and employer satisfaction with DSC alumni.
	3. **Review of the compensation package necessary to recruit and retain Scholarly Academic business faculty.** Review of the compensation package necessary to recruit and retain business faculty and Scholarly Academic faculty in particular. While pay scales are mandated by the Carl Vinson study, this places more emphasis on alternative recruiting incentives, such as summer support to formulate competitive compensation packages. Summer support has been an important inducement that has provided the WSOB with an advantage when recruiting. In addition, the abrupt reduction (~50%) in per course compensation has impacted morale and has aggravated challenges getting key courses taught in the summer, retarding some student's progress toward graduation.
	4. **Continued emphasis on embedding career enhancing activities into the curriculum.** The availability of these opportunities and the benefits of students taking internships and earning industry recognized credentialing needs to be better publicized. An appropriate and effective means of accomplishing this would be scholarly recognition and scholarships tied to earning credentials.
	5. **Review of infrastructure limitations.** Review of infrastructure limitations should be an ongoing agenda item for

	WSOB faculty meetings with a prioritized list intended to be forwarded to the Faculty Senate. 6. **Increased, and more consistent, efforts to promote the LSCM degree (and the WSOB) in the community.** Better records on what types of graduates the employers of the day are interested in recruiting are likely to show that logistics and supply chain related positions exceed the available pool of LSCM graduates. Better graduate survey information will suggest that WSOB and LSCM, in particular, graduates have higher earning potential and better career prospects.

Expected outcomes:	Expected outcomes in response to recommended actions taken for each issue/concern.

1. **Better clarification of the role and expectation of night programs.**
   Clear expectations for the role and function of night and day programs should be enunciated through the strategic planning process. This will bring about clear course delivery expectations that will support better course availability and better advising outcomes.

2. **Better and more consistent measurement of students' satisfaction, placement potential for career development and employer satisfaction.**
   Accurate, timely, and assessable information describing student performance transitioning into the workforce, as well as measures of employer satisfaction with our graduates, are central to demonstrating the efficacy of our efforts. These results will be reported according to industry standards, such as the National Association of Colleges and Employers (NACE). LSCM faculty need to continue and expand interaction with area companies to ensure that the curriculum meets the needs of students and area employers, promoting placement opportunities for students and employers.

3. **Review of the compensation package necessary to recruit and retain Scholarly Academic business faculty.**
   Historically, WSOB has expended tremendous effort in recruiting. Excessive faculty turnover presents obvious challenges. Encouraging dedicated and motivated faculty is a crucial priority.

4. **Continued emphasis on embedding career enhancing activities into the curriculum.**
   Improved recording of which students have achieved the industry-recognized certifications we support will enable better promotion of the programs to the students and area employers. While Excel is nearly ubiquitous in business, the School's continuing investment in SAP is essential. Nearly all large regional employers have already, or will soon, migrate from their legacy enterprise systems to commercial systems offered by SAP (or Microsoft or Oracle). For example, Mohawk Industries, Inc. and Tarkett have recently completed extensive rollouts of SAP solutions.

5. **Review of infrastructure limitations.**
   Often, these types of issues present ongoing vexations for students and faculty alike. Improved useability in classroom design and better more reliable electronic infrastructure will reduce aggravation and project an air of competence.

6. **Increased, and more consistent, efforts to promote the LSCM degree (and the WSOB) in the community.**

	Better promotion of the program starts with better information about the types of employers participating in the employer of the day program, and other businesses seeking to hire our students.
	In addition, demonstrating the economic benefits of earning a college degree is a priority of the USG and the State Legislators.
	Opportunities exist to promote the benefits of an LSCM degree, such its higher earning potential. In addition to higher earning potential, many LSCM placements provide an opportunity to work at a high level in the organization and see a wide range of important business processes.
	The WSOB needs to continue its emphasis on seeing more students earn certifications (SAP, Excel, and MS Project Management. Promote the high earning potential of the LSCM degree along with the low student debt ratios for DSC graduates. Note that in an era when public debate focuses on the unsustainable rate that the cost of higher education where there is bitter divisiveness over issues such as student loan forgiveness, DSC has always demonstrated that graduates can earn a high-quality bachelor's degree without accruing debilitating debt.
Time frame for achievement:	Anticipated timeframe to see the results/outcome for the recommended actions. 1. **Better clarification of the role and expectation of night programs.** These objectives can be met through the strategic planning process for the school, which will have to be completed in time for the upcoming AACSB Continuous Improvement Review (CIR) process happening during the 2023-2024 academic year in preparation for the CIR team's visit in 2024-2025. This work will provide priorities and context for the college's 2024-2029 planning cycle. 2. **Better and more consistent measurement of students' satisfaction, placement potential for career development and employer satisfaction.** More and better support for the college-level graduation surveys administered through the Dean of Students Office is ongoing (in the WSOB) and is expected to continue. Other metrics, such as employer satisfaction with WSOB graduates need to be developed and implemented in concert with the next strategic planning cycle. 3. **Review of the compensation package necessary to recruit and retain Scholarly Academic business faculty.** This should be addressed through the school's and the college's next strategic planning cycle.

	4. **Continued emphasis on embedding career enhancing activities into the curriculum.** This is an ongoing effort. 5. **Review of infrastructure limitations.** Monthly WSOB faculty meetings are the best opportunity to generate suggestions to be forwarded to the Faculty Senate. 6. **Increased, and more consistent, efforts to promote the LSCM degree (and the WSOB) in the community.** Although these activities are ongoing, outreach by LSCM faculty for speakers and plant visits occur in the fall through LSCM 4288 (Logistics) and spring as a part of LSCM 4253 (Integrated Materials and Supply Chain Management). These efforts are important components of these two senior-level LSCM core courses.
Person(s) responsible:	Description of staff roles and responsibilities. 1. **Better clarification of the role and expectation of night programs.** Responsibility for implementing this initiative rests with the LSCM faculty, the Chair and members of the WSOB Strategic Planning Committee, and the Chair and members of the WSOB Curriculum Committee. 2. **Better and more consistent measurement of students satisfaction, placement potential for career development and employer satisfaction.** Senior faculty members from each program (ACCT, FAAE, MARK, LSCM, MGIS, and MNGT) will work with the Dean of Students Office to design and implement a single senior graduate survey that meets both the needs of the College and the WSOB. The extent to which the whole College would adopt similar practices rests with the provost's office. 3. **Review of the compensation package necessary to recruit and retain Scholarly Academic business faculty.** This is an ongoing concern of the senior administration in the WSOB and the College. 4. **Continued emphasis on embedding career enhancing activities into the curriculum.** This includes more support for internships and providing access to industry recognized credentials such as Excel, Project Management, and SAP. 5. **Review of infrastructure limitations.** The Faculty Senate is the body charged with communicating faculty concerns

	about facilities and pedagogy to the College President. 6. **Increased, and more consistent, efforts to promote the LSCM degree (and the WSOB) in the community.** The Dean, the WSOB leadership team, and the LSCM faculty group.
<u>Resources needed:</u>	Description of needed resources. 1. **Better clarification of the role and expectation of night programs.** This concern should be addressed through the existing committee structure as a pressing priority. 2. **Better and more consistent measurement of students' satisfaction, placement potential for career development and employer satisfaction.** This requires making the editing and adoption of a single, College-wide senior survey a high priority for both the WSOB (and whichever schools choose to participate) and the Dean of Students office. If there is widespread acceptance of the proposal, there will need to be additional administrative staff dedicated to the effort. 3. **Review of the compensation package necessary to recruit and retain Scholarly Academic business faculty.** The implementation of this proposal can be revenue neutral. 4. **Continued emphasis on embedding career enhancing activities into the curriculum.** While the career-long benefits for earning certifying credentials are significant, frequently the cost of taking credentialing exams is prohibitive. Arranging small scholarships to encourage students to sit for these exams could significantly increase participation and placement rates. Continued membership in the SAP University Alliances and access to hosted SAP systems for teaching purposes will provide future Dalton State College LSCM students, as well as other business majors a competitive advantage due to their hands-on exposure to implementation and configuration of business processes and analytics in SAP, the market leader (by revenue) in enterprise software.

Prepared by: Mike D'Itri

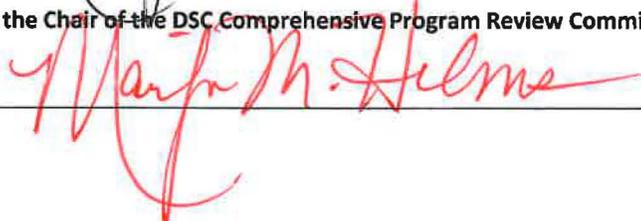Signature_____ Date: _October 17, 2023_____

Dean's Approval:

Signature:_____ Date: 10/17/2023

Approval of the Chair of the DSC Comprehensive Program Review Committee:

Signature:_____ Date: 10/17/2023

Vice President of Academic Affairs (VPAA) Categorical Summation:

Check any of the following to categorically describe action(s) the institution will take concerning this program.

X Program **MEETS** Institution's Criteria

    X Program is critical to the institutional mission and will be retained.

    ☐ Program is critical to the institutional mission and is growing, or a high demand field, and thus will be enhanced.

☐ Program **DOES NOT MEET** Institution's Criteria for continuation.

    ☐ Program will be placed on monitoring status.

    ☐ Program will undergo substantive curricular revisions.

    ☐ Program will be deactivated.

    ☐ Program will be voluntarily terminated.

    ☐ Other (Please elaborate):

VPAA Signature_____ Date: 10/19/23

Bruno Hicks, Ed.D.
Provost and Vice President of Academic Affairs
Dalton State College