



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: **Management**

Degree: **Bachelor of Business Administration (B.B.A.)**

Program CIP Code: **52.0201**

School and Department: **C. Lamar and Ann Wright School of Business Administration**

Time frame for this review: **2017-2018/2021-2022**

Date of last internal review: **April 14, 2019**

Current date program reviewed for this report: April 30, 2023

Program Goal Statement and Student Learning Outcomes

Program goal statement:

The Bachelor of Business Administration in Management degree is designed to prepare graduates for leadership roles in any business setting. The academic program provides students the analytic and conceptual tools needed to successfully plan, organize, lead, control, and direct a variety of individuals, teams, units, and organizations to success. Competent managers are always in demand making this a very popular business degree.

Program outcomes:

Program goal 1: Full foundation of knowledge and skills in management. Our graduates will have a full foundation of knowledge and skills in management. There are four specific student learning outcomes based on the main functions of management: planning, leading, organizing, and controlling.

Program goal 2: Effective preparation for future careers. The Management BBA program will effectively prepare graduates for their future careers.



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Student learning outcomes:

SLO1. Students will understand the concepts and theories behind planning and be able to apply these concepts. The concepts and theories to be covered relate to: critical thinking, decision making, strategic management (external analysis, internal analysis, strategic typologies, etc.).

SLO2. Students will understand the concepts and theories behind organizing and be able to apply these concepts. The concepts and theories to be covered relate to: critical thinking, decision making, strategic management (external analysis, internal analysis, strategic typologies, etc.).

SLO3. Students will understand the concepts and theories behind leading and be able to apply these concepts. The concepts and theories to be covered relate to: critical thinking, decision making, strategic management (external analysis, internal analysis, strategic typologies, etc.).

SLO4. Students will understand the concepts and theories behind controlling business processes and be able to apply these concepts. The concepts and theories to be covered relate to: critical thinking, decision making, strategic management (external analysis, internal analysis, strategic typologies, etc.).



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Brief Assessment of Previous Program Review

Outcome of previous program review (brief narrative statement).

The previous program review for 2013 - 2017 described a strong and vibrant Management program. Its viability was supported by its strengths which reflected its strong enrollment growth, its popularity both within the Wright School of Business and at the college level, and its strong increase of Hispanic student enrollment. In addition, student performance in ETS Major field tests and exit surveys of graduates showed that Management students were academically prepared for starting professional careers and for attending graduate school.

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

There have been some changes and improvements to the Management program and the Wright School of Business (WSOB) since last program review in 2017. They have been instrumental in supporting student learning and preparing students for employment in the Management field.

The Department of Management and Marketing, which was established as a pilot for 2015-2017, was discontinued. The Chair of this department, Dr. Rutti, transitioned back to her prior role in teaching only.

The remodeling project for the WSOB was completed in 2019. The newly remodeled Gignilliat Hall now has 50,000 square feet of new instructional space. The classrooms are wired with the latest technology, including motion sensing cameras and microphones to host virtual international guests. There is a new classroom wing, new 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 finance and the atrium), a marketing focus group lab, and a forthcoming rooftop patio. All of these enhancements are provided to create a welcoming and learning environment for our business students.

A new emphasis on the Mountain Campus, located in Ellijay, included two new pathways in Ecotourism and Entrepreneurship within the AA General Studies program which can be completed at the site. Dr. Katherine Hyatt was hired as the site coordinator. Dr. Hyatt is also a Lecturer in Management.

After collaborating sporadically since 2015, DSC signed an international cooperation agreement with Peru's *Pontificia Universidad Catolica del Peru* (PUCP) in March 2021. This cooperation allows for the WSOB to further collaborate with PUCP's CENTRUM Graduate Business School. Due to COVID-19 restrictions and taking advantage of newly available instructional resources, International Business students 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 in 2019.

The *Employer of the Day* program was implemented in Fall 2021 to help business students connect with local and regional employers in our WSOB building. A single company visits our campus on a scheduled day. Representatives set a table in our main hall, visit classrooms, and provide career opportunities including internships to our business students.



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

In Spring 2021, Dalton State started offering the Microsoft (MS) Excel Certification as part of the Microsoft Office Specialist (MOS) certification. Students can take the certification exam on campus, but the certification is issued by Microsoft Corporation. WSOB faculty teaching BUSA 2201 and other Excel-based courses strongly encourage their students to obtain this certification. This certification will help business students stand out in the job market as it 'proves' that the holder has the required Excel skills to achieve career success. More Microsoft certifications are being planned in the near future.

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.

Curriculum changes:

Area F: (Major related) No changes

Business Core: No changes

Management Core: No changes

Management Electives:

Five courses were dropped from the Management electives and one course had a name change. Labor Economics (ECON 4109) was removed from the list of electives because ECON faculty discontinued the class. Entrepreneurship in America (MNGT 4346) was also discontinued because it had some overlap with Entrepreneurship (MNGT 4501). The Management faculty decided to keep Entrepreneurship (MNGT 4501) only. International Management (MNGT 4351) was also discontinued. The Management faculty decided to keep International Business (BUSA 3351) as the international course to satisfy the international requirement within the business core curriculum. Character, Ethics, and Leadership (MNGT 4609) was also discontinued because it had overlaps with Business Ethics (BUSA 3070) and Leadership (MNGT 4602). Managing a Diverse Workforce (MNGT 4610) was also discontinued. The name of the course Managing Effective Teams in a Global Environment (MNGT 4612) was renamed to Managing Effective Teams.

Minors: No changes.

The program continued offering the following minors: Entrepreneurship, Human Resource Management, International Business, Management for Non-Business Majors, and Business Analytics.

Follow-up from the previous review action plan:

The previous review envisioned bringing in another Management faculty with a terminal degree to address the disparity between increasing student population growth and decreasing faculty with terminal degrees. Due to the decrease in our enrollment count, which has affected the College, other colleges in the state, and other colleges in the country, this action plan did not take place. Before COVID-19, program enrollment was flat. Of note is that the Fall 2021 headcount (256) had a 31.9% decrease compared to that of Fall 2017 (376).



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Student Demographics						
Enrollment	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	% Change
Headcount	376	354	373	302	256	-31.9%
FTE	344	309.66	330.33	266.33	227.33	-33.9%
Enrolled Full-time	258	227	245	206	172	-33.3%
Enrolled Part-time	118	127	128	96	84	-28.8%
Female	134	133	143	133	122	-9.0%
Male	242	221	230	169	134	-44.6%
Alaskan Native/Native American/American Indian	2	2	2	2	2	0%
Asian, Hawaiian, Other Pacific Islander	4	3	7	9	8	100%
Black/African-American	13	19	17	14	6	-53.8%
Hispanic	128	127	147	104	98	-23.4%
Multi-racial	3	2	3	2	0	-100%
Undeclared	5	2	6	5	33	560%
White	221	199	191	166	109	-50.7%

Analysis and comments on student demographics.

Our records indicate that the overall student enrollment count in the Management program decreased from 376 in fall 2017 to 256 in fall 2021, representing a significant decrease of 120 students or -31.9% during the 2017-2021 period. Of note is that the enrollment count remained practically flat between Fall 2017 (376) to Fall 2019 (373). The big drop is observed in Fall 2020, which should not be a surprise because COVID-19 hit the country in Spring 2020. The enrollment drop was felt across the country as was the case for this program. Although FTE follows the same pattern, FTE got hit harder as the enrollment dropped 33.9%. Since full-time enrollment count decreased 33.3% compared to that of part-time students at 28.8%, we can infer that there was a trend to switch to attend part-time instead of full-time. This phenomenon was observed prior to COVID-19, too, as enrollment of part-time students increased to 128 in Fall 2019 from 118 in Fall 2017 while enrollment of full-time students decreased from 258 in Fall 2017 to 245 in Fall 2019.

The proportion of males decreased from 64.4% to 52.3% during this period while the proportion of females increased from 35.6% to 47.7%, which represents a more balanced representations of both genders. This trend was also observed prior to COVID-19 as the proportion of females represented 38.3% compared to that of males (61.7%). The high drop in males may be due to males preferring to work instead of attending school.

Although students who identified themselves as Asian doubled during this period, the overall number remains very low at 8 students. Students who identified themselves as white have decreased during this period from representing 58.8% of the student population to 42.6% while Hispanic students increased from 34% to 38.3%. This should not be a surprise as DSC is a Hispanic Serving Institution with a predominantly Hispanic population observed in the local community and the local school system.



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

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)						
Full-time program faculty	5	4	5	4	3	-40.0%
Part-time program faculty	2	3	3	4	6	200.0%
Total program faculty	7	7	8	8	9	28.6%
Percent of program classes taught by full-time program faculty	71.4%	57.1%	62.5%	50%	33.3%	-53.4%
Gender (full-time and part-time faculty)	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	% Change
Male	4	5	5	5	4	0.0%
Female	3	2	3	3	5	66.7%
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						
Asian, Hawaiian, Other Pacific Islander						
Black/African-American					1	
Hispanic	2	1	2	2	1	-50.0%
Multi-racial						
Undeclared						
White	5	6	6	6	7	40.0%
Tenure Status (full-time faculty)	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	% Change
Tenured	2	0	0	0	1	-50.0%
On-tenure track	1	2	3	3	1	0.0%
Non-tenure track	2	2	2	1	1	-50.0%
Rank (full-time faculty)	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	% Change
Professor	1	0	0	0	0	-100.0%
Associate Professor	1	0	0	0	1	0.0%
Assistant Professor	1	2	3	3	1	0.0%
Instructor/Senior Lecturer/Lecturer	2	2	2	1	1	-50.0%



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Faculty Indicators of Program Quality

Highest degree (full-time faculty)	2017-18	2018-19	2019-20	2020-21	2021-22	% Change
Doctorate	3	2	3	2	2	-33.3%
Specialist	0	0	0	0	0	0.0%
Master's	2	2	2	2	1	-50.0%
Bachelor's	0	0	0	0	0	0.0%
Associate's/Other	0	0	0	0	0	0.0%

Provide additional details, analysis, and comments regarding faculty indicators of program quality.

During the period of analysis, on average, about 68.6%, of our Management faculty held terminal degrees in field. The maximum % was observed in Fall 2017 at 71.4%. The minimum % was observed in Fall 2021 at 33.3%. Of note is that there was a decrease of one faculty member, or 33.3%, in the number of faculty with doctoral degrees. Although we had a decrease of two faculty members, or -40%, teaching full-time due to expected faculty turnover, this was somewhat compensated for with the addition of four more part-time faculty, or 200%, with master's degrees and with ample industry experience to teach specific Management courses. For example, MNGT 4800 Special Topics/Business Accelerator and Entrepreneurship (MNGT 4501) was taught by the head of the Dalton Innovation Accelerator (in downtown Dalton, GA). Similarly, MNGT 4612 Managing Effective Teams, MNGT 4253 Staffing and Talent Development, and MNGT 4053 Human Resources Management were taught by part-time faculty with ample industry experience and who are still working in the industry. In addition, our faculty with doctoral degrees are involved in active research, as required by AACSB.



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Indicators of Measures of Quality

Student Input	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	% Change
Mean ACT score	20	20	20	20	19	-5.0%
Mean SAT score	919	907	896	910	911	-0.9%

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.).

ETS Major Field Test Exit Results for Management Discipline	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	% Change
Percent Correct	68%	65%	67%	60%	59%	-13.2%
Percentile Result versus all ETS tested students	79%	69%	76%	43%	61%	-22.8%

As part of our MNGT 4701 Strategic Management Capstone course, all students take the ETS* Major Field Test for Business. The ETS provides the percent correct and the percentile results for our students both overall and by discipline. These results highlight the level of preparation of our core Management courses that all business students are required to take. As indicated above, the percent correct had a decline of 13.2%, and the percentile within the Management-based questions, when compare to all business students taking this same exam, had declined 22.8%. The COVID-19 might have affected how well-prepared students were for these examinations as it was a big drop in the percent correct measures from around 67% in Fall 2019 to 60% in Fall 2020, or a 10% decline. Then, this metric slightly dropped to 59% in Fall 2021, or a drop of 1%. This suggests that although the level of preparation of our students for the 2017/2021 period declined, it remained almost flat from Fall 2020 to Fall 2021. We expect that this metric will recover in the subsequent years to levels observed before COVID-19.

*ETS stands for Educational Testing Service. It is the world's largest private nonprofit educational testing and assessment organization. For more information, please visit www.ets.org



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

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	3.22	3.18	3.16	3.16	3.21	-0.3%
Employment rate of graduates (if available)	n/a	n/a	n/a	n/a	n/a	n/a
Number of students entering graduate/professional programs	n/a	n/a	n/a	n/a	n/a	n/a

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

Program goal 1: Full foundation of knowledge and skills in Management. Our graduates will have a full foundation of knowledge and skills in Management. There are four specific student learning outcomes based on the main functions of Management: planning (SLO 1), leading (SLO 2), organizing (SLO 3), and controlling (SLO 4). Although SLO 1 was not met (SLO analysis is provided in the next section), SLO 2, SLO 3, and SLO 4 were met.

To measure the goal of full foundation of knowledge, we refer to data collected from BBA Management graduates in Fall 2021. 83% of Management graduates respondents indicated that their general business knowledge increased significantly and moderately. 17% of respondents indicated that it only increased slightly. In addition, 89% of Management graduates respondents indicated that their Management knowledge increased significantly and moderately. 11% of respondents indicated that it only increased slightly.

To measure the goal of skills in Management, we refer to same data mentioned above. 89% of Management graduates respondents indicated that their written communication skills increased significantly and moderately. 11% of respondents indicated that they only increased slightly. In addition, 83% of Management graduates respondents indicated that their oral communication skills increased significantly and moderately. 17% of respondents indicated that they only increased slightly. Last, 78% of Management graduates respondents indicated that their listening skills increased significantly and moderately. 22% of respondents indicated that they only increased slightly. These measures suggest that the overall goal of full foundation of knowledge and skills in Management was met.

Program goal 2: Effective preparation for future careers. The Management BBA program will effectively prepare graduates for their future careers.

Graduation survey: Upon completing all degree requirements, all graduating seniors are asked to complete a survey to rate the quality of education from the school and that of their own major program.

Target: At least 80% of graduating seniors will rate the quality of the program as good or excellent.

Findings: 82% of the Management students rated either good or excellent indicating high satisfaction



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

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

SLO 1. Students will understand the concepts and theories behind planning and be able to apply these concepts. The concepts and theories to be covered relate to: critical thinking, decision making, strategic management (external analysis, internal analysis, strategic typologies, etc.).

Measure: SWOT analysis homework

Target: Class average of the Management students 95%

Findings: Class average of the Management students 90.7% (the target not met, analysis follows below)

Analysis: The students overall did quite well on the assignment, with the area needing the most improvement being identification of the market opportunities and in detailing action steps as a result of the analysis to pursue potential opportunities. Other improvements would be for students to go deeper into each of the strengths, weaknesses, opportunities and threats, as opposed to simply listing one or two. There was a total of 57 students enrolled in the MNGT 4701 class, of which two did not complete the assignment. Of the 55 students completing the assignment, 17 were Management majors.

SLO 2. Students will understand the concepts and theories behind organizing and be able to apply these concepts. The concepts and theories to be covered relate to: critical thinking, decision making, strategic management (external analysis, internal analysis, strategic typologies, etc.).

Measure: Average team project score, specifically an average score of individual contribution to Team Project on Plant Closure and Consolidation in MNGT 4053 Human Resource Management. In the team project, students must participate at a level that is graded by a team of peers, contributing to a project that is presented in a PowerPoint format. The content and individual contribution combined with the



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

peer evaluation is graded by the professor

Target: Class average of 70%

Findings: The average score of the MNGT 4053 students was 92.38% (the target was met)

SLO 3. Students will understand the concepts and theories behind leading and be able to apply these concepts. The concepts and theories to be covered relate to: critical thinking, decision making, strategic management (external analysis, internal analysis, strategic typologies, etc.).

Not assessed during the 2021/2022 academic year. The most current data that was available was used (2018/2019 academic year).

Measure: Exam class average in MNGT 4602 Leadership. Leadership is a required course for Management major students. It focuses on managerial leadership through a broad survey of theory, research and practice of leadership in formal organizations. The topic of leadership effectiveness is at the core of this class. There are two non-cumulative exams. The measure for the learning goal is the average of the two exams.

Target: Exam class average 75% or better

Finding: The class average was 78% (the target was met)

SLO 4. Students will understand the concepts and theories behind controlling business processes and be able to apply these concepts. The concepts and theories to be covered relate to: critical thinking, decision making, strategic Management (external analysis, internal analysis, strategic typologies, etc.).

Measure: Average score of a question in the final exam, specifically an average score of one question in the final exam in MNGT 4053 Human Resource Management. Description of the student task (student artifact): In the final exam students are asked to answer a three- part question valued 60 points

Target: Class average of 70%

Findings: The average score of the students' final exam was 91.66% (the target was met)



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

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Indicators of Measures of Quality

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

The Administration has recently begun administering alumni and graduation surveys.

Data collected from BBA Management graduates in Fall 2021 shows the following:

1. 89% of respondents indicated that their education at the Wright School of Business specific to the Management major increased significantly and moderately. 11% of respondents indicated that their education only increased slightly.
2. 72% of respondents indicated that their ability to solve business problems increased significantly and moderately. 28% indicated that it only increased slightly.
3. 83% of respondents indicated that their ability to work in teams effectively increased significantly and moderately. 17% indicated that it only increased slightly.
4. 61% of respondents indicated that their ability to think globally increased significantly and moderately. 39% indicated that it only increased slightly.
5. 61% of respondents think that the overall quality of education from the WSOB was excellent. 33% think that it was good, and only 6% indicated that it was fair.
6. 44% of respondents think that the preparation they received to succeed in the Management job market was excellent. 44% think that it was good, and only 12% indicated that it was fair.
7. 61% of respondents think that the perceived value in terms of cost and quality of education received was excellent. 22% think that it was good, and only 17% indicated that it was fair.
8. 61% of respondents indicated that they were extremely likely to recommend the WSOB to a friend. 33% indicated very likely, and only 6% indicated somewhat likely.
9. 56% of respondents were currently employed in a full-time position, 6% were self-employed, 28% were employed in a part-time position, and 11% were seeking employment.
10. 44% of respondents indicated that they plan to pursue a graduate degree in business.

Data was not collected from BBA Management alumni in Fall 2021. The most recent available records for the reporting period were from Spring 2021; however, out of the seven respondents, only one was from the Management discipline.

Estimated percent job placement rate of graduates in Management is 90% (estimate was provided by a panel of WSOB faculty, WSOB Business Advisory Council members, and Community Partners).



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

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

WSOB administrators have selected part-time faculty who are engaged in their profession to bring their working experience to the classroom. These experts help maintain the WSOB alignment with the needs of the industry by providing feedback to WSOB administrators. Industry experts that were involved during the 2021/2022 academic year include:

Mary Ann Sasser (HR at Shaw Industries)
Christie Nelson (International HR at Shaw Industries)
Lauren Holverson (Executive Director of the Dalton Innovation Accelerator)
Ann Maddox (TVA, Chattanooga, TN)
John Minor (Attorney, Minor, Bell, and Neal)

Some curricular changes have been incorporated into our Management program to better serve our internal demand and to align the program to the expectations of external stakeholders. These curricular changes have been made to courses in our Management electives. In addition, all minors offered (entrepreneurship, human resource Management, International Business, Management for non-business majors, and Business Analytics) were kept. There were no changes in Area F (major related), business core, or the Management core.

Management students have the option to participate and attain academic credit for participating in approved academic internships. This course is Management Internship (MNGT 4900). The Assistant Dean manages, among other duties, the WSOB internship program. This appointment is expected to increase the number of opportunities for students to be involved in internships while trying to meet employer expectations of having new Management graduates with some industry experience. During this 2021/2022 academic year, 6 Management students participated in academic internship with local employers. Employers were: Unum, Hamilton Health Care, Riverside Transport, Mizuno, Mohawk Industries, and Dalton Golf & Country Club.

Partnerships with local industry are a cornerstone of the WSOB. WSOB students are predominately from a ten-county service area and to retain these smart, educated graduates as professionals in our community, WSOB administrators have worked with business and industry partners securing job shadowing experiences for freshman and sophomore-level students, internships for students who are juniors in upper division courses (after completing principles courses within their major), part-time jobs while the student is at DSC, and full-time career placements after graduation. Professional organizations and business clubs join in, helping to educate our students and facilitate placement and knowledge of professionalism and the world of work.

WSOB faculty members teaching Management belong to the following professional organizations:

1. Academy of International Business
2. Academy of Management
3. American Production and Inventory Control Society (APICS)
4. American Society for Competitiveness
5. American Society for Quality, Senior Member Status
6. American Society of Public Administration Academy of Management
7. Association for Small Business and Entrepreneurship (ASBE)



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

8. *Colegio de Ingenieros del Peru*
9. Institute of Supply Management (ISM)
10. Management and Organizational Behavior Teaching Society
11. SMA Southern Management Association
12. Society for Human Resource Management
13. Society for the Advancement of Management (SAM)
14. Southern Management Association
15. Supply Chain Management Association
16. TSHHRA Tennessee Society for Healthcare Resources Administration

The WSOB continues to support advanced Microsoft EXCEL applications in its quantitative courses offered to Management students such as business statistics (BUSA 2850), fundamentals of computer applications (BUSA 2201), quantitative analysis (BUSA 3055), and project Management (MNGT 4380). In addition, specialized software for project Management, Microsoft Project, is used in the project Management course (MNGT 4380). This software is widely known and used in the industry.



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

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	376	354	373	302	256	-31.9%
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	71%	42.9%	62.5%	50%	44.4%	-37.5%

Describe additional details as deemed appropriate.

Although internal demand for the Management program has decreased during the period of analysis, this program is still the largest program in the WSOB and the third largest at DSC. Enrollment numbers indicate that the program has decreased during the period of this review from 376 to 256, or -31.9%. Interestingly, Hispanic students, the second largest ethnic group in the Management program, represent the group with the smallest decrease (30 or -23.4%) during this period compared to the Caucasian group (-50.7%), suggesting that the decrease in the program enrollment was largely due to a decrease in the enrollment of white students. As DSC became a Hispanic Serving Institution in 2017, the internal demand is expected to increase in the future due to an increase of Hispanic students. Of note is that during the 2021/2022 school year, Hispanics represented 38% of Management students compared to 34.8% of all Hispanics at the college level. This suggests that Management is a preferred major for Hispanic students.



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Indicators of Measures of Productivity

Graduation	2017-18	2018-19	2019-20	2020-21	2021-22	% Change
Number of degrees conferred	44	53	46	45	40	-9.1%
Total student credit hours earned	136	136	137	133	136	0%

Describe any institutional-specific factors impacting time to degree.

Challenges Faced During the 2019/2020 Year

- The swift move to on-line classes in Spring 2020 (March 13 to end of the semester and summer) were the top challenges along with training faculty and struggling to secure the technology and support needed to assist faculty in this transition. This is an on-going issue for FY 21 and beyond as well.
- Low enrollments in the past led to budget cuts and the loss of six lecturers/senior lecturers in the WSOB. To meet classes and accommodate student needs, we used overloads for current faculty as well as increased the number of part-time faculty members.
- Overloading scholarly faculty results in higher workloads for teaching and possible less time for research and service, stressing accreditation goals and our mission. The use of new part-time faculty is challenging in the time it takes to train and on-board them, particularly in the time of COVID-19 and the technology/time demands for effective instruction.

Challenges Faced During the 2020/2021 Year

- COVID-19 lowered enrollment
- COVID-19 required online learning by faculty and students, some of whom were less prepared to teach or learn as successfully in this environment
- No community involvement (speakers, employers of the day)
- Loss of 6 lecturers and two tenure track faculty – hurt morale
- Larger faculty workload due to increased advising duties
- Funding for Marketing to recruit students
- Computer challenges (Chromebook & Apple products won't support WSOB software) - No standard campus computer policy

Challenges Faced During the 2021/2022 Year

- Low enrollments in the past led to budget cuts and the loss of significant faculty in the WSOB. To meet classes and accommodate student needs, we used overloads for current faculty as well as increased the number of part-time faculty members.
- Unwillingness of faculty to move to fewer BBA degrees has led to larger classes and teaching more students per class, which has also harmed morale.

The trends noted in the measures above are the result of several institutional issues tied directly to challenges based on our size and the characteristics of our student body. We are constantly evaluating alternatives to address these issues given the enrollment and budgetary limitations we operate under.



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

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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?

Despite the lowered trend in student enrollment, which reflected what was happening at the college level and observed at other institutions in the University System of Georgia, we remained focused on continuous improvement. We are pleased to report that our Management BBA is still a strong and vibrant program. The strength of our program can be seen from several different perspectives:

- The Management BBA is the most popular among WSOB students and the third most popular major for DSC students.
- Even though during this review period our enrollment decreased 31.9% from 376 to 256, our number of degrees awarded only decreased 9.1% from 44 to 40.
- We are an important element in Dalton State being a Hispanic Serving Institution; our Hispanic enrollment in our Management BBA program has decreased only 23.4% from 128 to 98 while overall enrollment in our Management program, considering all ethnic groups, decreased 31.9%.
- One of the external indicators of the strength of our program is the performance of our WSOB students on those questions related to the Management discipline in the ETS exam; according to ETS, our students ranked around the 68 percentile nationally for responses to Management discipline questions during the 2017/2018, 2018/2019, and 2019/2020 academic years. There was a drop in the scores to around 60% during the 2020/2021 and 2021/2022 years, which are attributable to the COVID-19 challenges that students faced during this transition to remote learning.
- Another important external indicator of the strength of our program is the survey of our WSOB graduating seniors in Fall 2021:
 - 89% of respondents indicated that their education at the Wright School of Business that is specific to the Management major increased significantly and moderately. 11% of respondents indicated that their education only increased slightly.
 - 72% of respondents indicated that their ability to solve business problems increased significantly and moderately. 28% indicated that it only increased slightly.
 - 83% of respondents indicated that their ability to work in teams effectively increased significantly and moderately. 17% indicated that it only increased slightly.
 - 61% of respondents indicated that their ability to think globally increased significantly and moderately. 39% indicated that it only increased slightly.
 - 61% of respondents think that the overall quality of education from the WSOB was excellent. 33% think that it was good, and only 6% indicated that it was fair.
 - 44% of respondents think that the preparation they received to succeed in the Management job market was excellent. 44% think that it was good, and only 12% indicated that it was fair.



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

- 61% of respondents think that the perceived value in terms of cost and quality of education received was excellent. 22% think that it was good, and only 17% indicated that it was fair.
- 61% of respondents indicated that they were extremely likely to recommend the WSOB to a friend. 33% indicated very likely, and only 6% indicated somewhat likely.
- 56% of respondents were currently employed in a full-time position, 6% were self-employed, 28% were employed in a part-time position, and 11% were seeking employment.

Although we will continue to strive to improve our program, we feel that our Management BBA program is still both strong and sustainable, and contributes to the economic vitality of the Northwest Georgia region.



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Program Strengths and Weaknesses

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

Strengths:

- *AACSB Accreditation.* Provides a quality business degree to our area by equalizing WSOB with other AACSB schools and other sister institutions in the University System of Georgia, including other state colleges.
- *Strong local market for students and jobs.* Data from graduating senior surveys from the Dean of Students Office show starting salaries for Management at \$30,000, for an average in the WSOB of \$50,000-\$55,000 overall starting salaries. Seventy percent of the graduates completing the surveys were employed before or upon graduation.
- *Dalton Innovation Accelerator (DIA).* The DIA is a public-private partnership from the Greater Dalton Chamber of Commerce's "Believe Greater Dalton" strategic initiatives. In the DIA, WSOB students in their advanced entrepreneurship practicum (MNGT 4800) assist nascent entrepreneurs in their new venture creations. Downtown classroom/workspace in the Dalton Innovation Accelerator (DIA) supports entrepreneurship education in the school and business start-ups in the community.
- *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.
- *Targeted Student Recruitment of High School Students.* WSOB has focused on targeted recruitment of high school students interested in business careers. Faculty have spoken to classes and invited groups to tour Gignilliat Hall and the WSOB.
- *ALPHA.* It is the student organization that supports the professional development and job placement of students of Hispanic origin.
- *Development of current faculty to become terminally qualified.* WSOB is supporting their current faculty as they achieve terminal degrees through DBA programs.
- *Student Professional Development.* With many first-generation students attending WSOB the introduction of the one credit hour Professional Development required course has helped the students become better prepared for their interactions with the industry. In addition, WSOB has the Student Ambassador program to help high achieving students have more opportunities to interact with professionals.
- *Talented, Credentialed Faculty.* Our faculty hold credentials in their field, and many bring a myriad of industry experience to the classroom to augment their terminal degrees.
- *Strong faculty.* One bi-lingual, Spanish-speaking Management faculty with international experience.
- Integration of local business executives in teaching roles, providing a ready and growing pool of local business executives to teach specialized upper division classes.
- Faculty credentialed and motivated to incorporate leading-edge technology available through business partners such as Microsoft that provides MS Project for our Project Management class.
- Community support of both our programs and graduates. Community business provide internships and career jobs. Others participate as our executive-in-residence program, serve as mock interviewers, and

assist in networking practice.

- *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.
- *Employer of the Day Program.* A program featuring businesses on-site to discuss their company, internships, and full-time jobs for WSOB students.
- *Honor Society for students.* Beta Gamma Sigma International Honor Society for AACSB-Accredited Schools – 19 students and one business faculty member were inducted at the ceremony on April 13, 2022, that honored community philanthropist, Mrs. Dottie Smith Boring Shaw.

Weaknesses and concerns:

- The reduction in faculty force and loss of lecturers followed by the resignation of three tenure-track or lecturer positions has left the WSOB with only 13.5 faculty members (including four administrators with a reduced teaching load). In Spring 2020, the WSOB experienced layoffs of six lecturers/senior lecturers. This has led to increased class sizes and preparations for existing faculty and has harmed overall morale.
- The use of part-time faculty, which number more than the full-time faculty, make coordination and scheduling difficult. Pay is low for these part-time faculty and they do not participate in committees, meetings, or advising leading to problems with our AACSB accreditation tables for participating/supporting faculty which could harm our on-going reaccreditation.
- Too few classrooms for large-size classes and no white boards for teaching in the *BizHub*.
- Challenges in serving a broad spectrum of student needs with limited resources and faculty including traditional vs working student vs working adult as well as scheduling (day/night, online, hybrid, face-to-face) while delivering content benefitting a “first choice destination school” where graduates are prepared for career track positions.
- Challenges in scheduling to accommodate all faculty and meet course density requirements and balance day/night degree offerings for efficiency.
- Difficulty of locating alumni, no staff support - need more opportunities to engage with alumni as donors.
- Need more staff or faculty for targeted (business) recruiting in area high schools.



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Recommendations for Follow-Up and/or Action Plans (if needed)	
<u>Issue/Concern:</u>	<p>The issues/concerns reflect some of the program’s weaknesses and concerns:</p> <ul style="list-style-type: none"> Reduction in faculty positions and loss of lecturers Using more part-time faculty than full-time faculty Too few classrooms for large-size classes and no white boards in the BizHub Challenges in serving a broad spectrum of student needs with limited resources Challenges in scheduling to accommodate all faculty while meeting course density requirements and balancing day/night course offerings Difficulty in locating alumni without staff support Need more staff or faculty for recruiting in area high schools
<u>Specific action(s):</u>	<ul style="list-style-type: none"> Ask DSC administrators to replace the lost tenure-track position for teaching the capstone Management course, MNGT 4701 Reduce the number of part-time faculty Ask DSC administrators to enable the BizHub as a large classroom Address the limitations of having not enough faculty for serving a broad spectrum of student needs Address the limitations of having not enough faculty for meeting course density requirements while balancing our day/night offerings Ask DSC administrators for additional staff support to address the need to engage with alumni Ask DSC administrators for additional staff support to address the need to recruit students in area high schools
<u>Expected outcomes:</u>	<ul style="list-style-type: none"> Restore prior levels of faculty positions in tenure track positions Increase tenure-track faculty participation in the publication of research in peer-reviewed journals. This is a requirement for maintaining AACSB accreditation. Have a large classroom in the BizHub Compensate the limitations of having not enough faculty for serving a broad spectrum of student needs Having more faculty will make the course scheduling less challenging Increase more opportunities for engaging with alumni and donors Increase our recruiting efforts with the goal of increasing our student enrollment



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

<u>Time frame for achievement:</u>	These initiatives should be completed in the next four years. These efforts will take time to create collaboration among Management faculty, WSOB administrators, and DSC administrators.
<u>Person(s) responsible:</u>	Implementation of these initiatives requires the leadership of the WSOB administration.
<u>Resources needed:</u>	In addition to the faculty/staff time required to develop and implement these initiatives, it is implicit that financial resources will be needed to plan, implement, and monitor the progress of these initiatives.



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Prepared by:

Signature Fernando Garcia Date: 05/23/2023

Dean's Approval:

Marilyn M. Helms

Signature: _____ Date: 06/12/2023

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

Marilyn M. Helms

Signature: _____ Date: _____

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.

- Program **MEETS** Institution's Criteria
 - 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.

