



## 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: **2013-2017**

Date of last internal review: **January 25, 2015**

Current date program reviewed for this report: **April 14, 2019**

### **Program Goal Statement and Student Learning Outcomes**

#### **Program goal statement:**

Management graduates will acquire a sound understanding of the management discipline and be prepared for employment in the field of management.

#### **Program outcomes:**

Graduates will acquire the ability to:

1. Implement human resource methods in today's organizations.
2. Implement quality control processes in organizations.
3. Implement effective project management practices.
4. Understand leadership theory and practice leadership in formal organizations.
5. Prepare a formal, written business plan.
6. Understand and apply integrated materials and supply chain management concepts.
7. Understand individual behavior and its impact on organizational outcomes.

In addition, graduates will attain:

8. High job placement rate in management and related fields.
9. High degree of satisfaction with the management program.

Last, the program will attain:

10. High employer satisfaction with management graduates.



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### **Student learning outcomes:**

1. Each student will understand the theory and role of human resources in today's organizations.
2. Each student will understand both the management and control of quality in organizations.
3. Each student will understand project management and managerial economics as they relate to effective management practices.
4. Each student will understand the theory and practice of leadership in formal organizations.
5. Each student will understand the components of a formal, written business plan and its importance to new venture creation.
6. Each student will understand methods and application of integrated materials and supply chain management.
7. Each student will understand the context of individual behavior and its impact on organizational outcomes.



## COMPREHENSIVE ACADEMIC PROGRAM REVIEW

### ***Brief Assessment of Previous Program Review***

Outcome of previous program review (brief narrative statement).

Previous program review for 2009/2010 through 2013/2014 described a vibrant and flourishing management program. Its viability was supported by consistent increase in student enrollment, diversity, full-time equivalencies, and faculty members. In addition, student performance in ETS Major field tests and internal assurance of learning measures 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 2015. They have been instrumental in supporting student learning and preparing students for employment in the management field.

The Department of Management and Marketing was established as a pilot from 2015-2017. A faculty from the management program was selected to serve as a Chair of this new department. With a change in dean, the structure was changed from three department chairs to a new structure that is currently in place with a faculty facing associate dean (Dr. Mike D'Itri) and a student facing assistant dean (Jamie Connors).

The WSOB was first accredited by the Association to Advance Collegiate Schools of Business (AACSB) in 2010, then re-accredited in 2016. This is important for the management program because it is the largest program in the WSOB and the third at the college level.

The WSOB entered in a partnership with the Dalton Innovation Accelerator (DIA). This partnership allows business students to gain experience through internships under the guidance of a faculty with expertise in entrepreneurship. A great portion of student participation in this partnership comes from the management program. Students have flexibility to work with emerging entrepreneurs at the downtown space in the Landmark building on 100 N. Hamilton Street and be part of the Dalton downtown community.

The remodeling project for the WSOB building will add around 20,000 square feet of new instructional space that will benefit the program. Upgraded classrooms with upgraded technology is expected to provide a supportive and interactive environment for group projects, case discussions, and collaboration.

The management program offers the Executive in Residence program. Drawn from the industry, an experienced executive from the management field (e.g. carpet industry) provides guidance to students in the capstone course, Strategic Management (MNGT 4701), Business Ethics (BUSA 3070), and Professional Development (BUSA 3701).

The Beta Gamma Sigma (BGS), an International Business Honor Society for business schools accredited by The Association to Advance Collegiate Schools of Business (AACSB), was incorporated in the Wright School of Business. A substantial portion of the participants comes from the management program.



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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:

Principles of Macroeconomics (ECON 2105) was removed from Area F (Major Related) and offered as part of Area E (Social Sciences). Business Statistics (BUSA 2850) was included in its place. This change responded to the need to prepare students early on before moving to upper-division coursework that requires quantitative analysis.

Business Core:

Business Statistics (BUSA 3050) was removed from upper-division level to be included in Area F as BUSA 2850. In its place, the program was changed to require BUSA 3055, Quantitative Analysis for Business Problems. Students now may take International Business (BUSA 3351) or any upper-division international course to satisfy this course requirement, e.g. International Management (MNGT 4351).

The Senior Seminar (BUSA 4700) course was changed from being a senior requirement that needed to be taken with Strategic Management (MNGT 4701) in the last semester to be offered as BUSA 3701, Professional Development Seminar. This course is offered as part of the Business Core and is a pre-requisite for MNGT 4701. This change responded to the need to prepare students early on for internship interviews and thus for the job market.

Management Core:

Managerial Economics (ECON 3109) was replaced with Understanding Financial Systems (ACCT 3800), which is another quantitative course. Quality Management Systems (OPMT 4503) was removed from the management core since the Business Core offers BUSA 3055, another quantitative course. In its place, the program offers Leadership (MNGT 4602).

The management electives that were offered as concentration electives (Entrepreneurship, Operations Management, and Organization Behavior) have been discontinued. Instead, students are allowed to take any combination of 3 course electives. The number of credits hours remains the same. Part of the reasons for discontinuing the concentrations was that the program incorporated new minors.

Minors:

The program has started offering minors in Entrepreneurship, Human Resource Management, International Business, and Business Analytics.

Follow up from the previous review action plan:

The previous review envisioned adding a new concentration, associated classes, and the faculty to support a concentration in Human Resource (HR) Management. The program was successful in exceeding this goal. The program offers a minor in human resource management (15 credits), instead of a concentration (9 credits). Part-time faculty with extensive HR experience are drawn from industry to teach HR-related courses.



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### **Student Demographics**

<b>Enrollment</b>	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>% Change</b>
Headcount	322	358	382	369	376	16.8%
FTE	259	291	341	344	344	32.8%
Enrolled Full-time	196	222	269	267	258	31.6%
Enrolled Part-time	126	136	113	102	118	-6.3%
Female	129	145	151	133	134	3.9%
Male	193	213	231	236	242	25.4%
Alaskan Native/Native American/American Indian			1		2	
Asian, Hawaiian, Other Pacific Islander	6	8	6	5	4	-33.3%
Black/African-American	13	15	16	11	13	0.0%
Hispanic	62	74	109	107	128	106.5%
Multi-racial	4	7	7	6	3	-25.0%
Undeclared	24	20	17	13	5	-79.2%
White	213	234	226	227	221	3.8%

### **Analysis and comments on student demographics.**

Our records indicate that the overall student enrollment count in the management program grew from 322 to 376, representing a significant increase of 54 students or 16.8% during the 2013-2017 period. Of note is that except for 2016, the headcount had increased steadily during this period. FTE also shows a larger increase (32.8%), indicating that not only has headcount increased, but also students' time commitment to the program has increased during this period. Although the number of part-time students decreased during this period (-6.3%), this did not significantly affect overall student enrollment as full-time students increased (31.6%), which offset, by a great margin, any decrease in part-time students.

The proportion of males grew from 59.9% in 2013 to 64.4% in 2017, representing an increase of 7.3% during this period. This is due to the larger increase of males (24.4%) during this period compared to only a 3.9% increase in the number of females enrolled in the management program. These results suggest that the management program has attracted more males than females during this period.

Hispanic students represent the second largest ethnic group, and their presence has increased during this period from 19.3% in 2013 to 34.0% in 2017. In addition, Hispanic students represent the group with the largest increase (66 or 106.5%) during this period compared to the Caucasian group (3.8%). Other ethnic groups show a decrease during this period. These results suggest that the management program has grown mainly due to the increase of Hispanic students. This is no surprise as the program serves a local community that has a large Hispanic population. Further, Dalton State was recognized and categorized as a Hispanic Serving Institutions (HSI) in the Fall 2017 semester.



## COMPREHENSIVE ACADEMIC PROGRAM REVIEW

<b>Faculty Indicators of Program Quality</b>	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	% Change
School (not Department) faculty teaching in program (excluding Areas A through E)						
Full-time program faculty	5	6	5	6	5	0.0%
Part-time program faculty	0	0	2	1	2	
Total program faculty	5	6	7	7	7	40.0%
Percent of program classes taught by full-time program faculty	100%	100%	71%	86%	71%	-29.0%
<b>Gender (full-time and part-time faculty)</b>	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>% Change</b>
Male	3	4	3	3	4	33.3%
Female	2	2	4	4	3	50.0%
<b>Race/Ethnicity (full-time and part-time faculty)</b>	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>% Change</b>
Alaskan Native/Native American/American Indian						
Asian, Hawaiian, Other Pacific Islander						
Black/African-American	1	1	1	1	0	-100.0%
Hispanic		1			2	
Multi-racial						
Undeclared						
White	4	4	6	6	5	25.0%
<b>Tenure Status (full-time faculty)</b>	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>% Change</b>
Tenured	2	2	4	4	2	0.0%
On-tenure track	3	3	1	2	1	-66.7%
Non-tenure track	0	1	0	0	2	200.0%
<b>Rank (full-time faculty)</b>	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>% Change</b>
Professor	1	1	2	2	1	0.0%
Associate Professor	2	2	2	2	1	-50.0%
Assistant Professor	2	2	1	2	1	-50.0%
Instructor/Senior Lecturer/Lecturer	0	1	0	0	2	200.0%



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### ***Faculty Indicators of Program Quality***

Highest degree (full-time faculty)	2013-14	2014-15	2015-16	2016-17	2017-18	% Change
Doctorate	4	4	4	5	3	-25.0%
Specialist	0	0	0	0	0	
Master's	1	2	1	1	2	100.0%
Bachelor's	0	0	0	0	0	
Associate's/Other	0	0	0	0	0	

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

During the period of analysis, most of our management faculty held terminal degrees in field. Although there was a drop in the number of faculty with doctoral degrees in the last period (2017-2018) due to regular, expected faculty turnover, this was somewhat compensated for with the addition of a full-time management faculty with a master's degree. In addition, the administration hired part-time faculty with a master's degree and with ample industry experience to teach specific management courses. For example, Human Resource Management (MNGT 4053) was taught by an HR manager from a large, local manufacturing company, and Entrepreneurship (MNGT 4501) was taught by a local entrepreneur who also is the head of the Dalton Innovation Accelerator (in downtown Dalton, GA). In addition, our faculty with doctoral degrees are involved in active research, as required by AACSB. One of our full-time faculty members with a master's degree has ample experience from working in the oil industry. She teaches International Business (BUSA 3351), is currently working on her PhD, and is involved in research with other WSOB faculty members.



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### *Indicators of Measures of Quality*

Student Input	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	% Change
Mean ACT score	19.6	19.8	20	20	19.7	0.5%
Mean SAT score	463	467	466	462	459	-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 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	% Change
Percent Correct	63%	62%	59%	67%	68%	7.9
Percentile Result versus all ETS tested students	79%	84%	69%	98%	98%	24.1

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 strength of our core management courses that all business students are required to take. As indicated above, we have improved over the five-year period from the 79th percentile to the 98th percentile within the management-based questions when compare to all business students taking this same exam.





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### **Indicators of Measures of Quality**

Student Output	2013-14	2014-15	2015-16	2016-17	2017-18	% 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	3.19	3.15	3.06	3.17	3.11	-2.5%
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).

To measure program outcomes, results from the 2017-2018 WEAVE assessments have been used.

**1. Implement human resource methods in today's organizations.**

The management program includes MNGT 4053, Human Resource Management as part of its management core. Instrument: Exam on methods of training and workforce development. Target: At least 70% of students will score 70% or higher on this exam. 100% of students earned a grade of 70% or higher. The class average was 83%. Target status reported: Met.

**2. Implement quality control processes in organizations.**

The management program includes OPMT 4503, Quality Management Systems (Now LSCM 4503) as part of its curriculum. Instrument: Exam on Six Sigma and statistical process control. Target: At least 70% of students will score 80% or higher on this exam. 90% of students scored 80% or better. The class average was 96%. Target status reported: Met.

**3. Implement effective project management practices.**

The management program includes MGIS 4380, Project Management (a.k.a. MNGT 4380) as part of its management core. Instrument: Competency exam on *MS Project 2016* software used for managing a project. Target: At least 70% of students will score 70% or higher on this competency exam. 92% of students scored 70% or better. The class average was 84%. Target status reported: Met.

**4. Understand leadership theory and practice leadership in formal organizations.**

The management program includes MNGT 4602, Leadership as part of its management core. Results from this course were not available from the 2017-2018 period. Instead, results from MNGT 4609, Character, Ethics & Leadership were used. Instrument: Essay on how the leader's behavior shapes corporate culture. Target: At least 70% of students will score 70% or higher on this essay. 100% of students scored 70% or better. The class average was not available. Target status reported: Met.

**5. Prepare a formal, written business plan.**

The management program includes MNGT 4501, Entrepreneurship as part of its management curriculum. Results from this course indicated that at least 70% of students exceeded the standard performance (70%) on their final business plan. Target status reported: Met. In addition, the program also covers this topic in BUSA 2106, Environment of Business (managing a small business – writing a business plan).

6. Understand and apply integrated materials and supply chain management concepts.

The management program includes LSCM 3251, Principles of Supply Chain Management as part of its business core. Instrument: Homework assignment on the application of supply chain logistics concepts to solve business problems using breakeven analysis. Target: Class average will be 75% or higher on this assignment. The class average was 87%. Target status reported: Met.

7. Understand individual behavior and its impact on organizational outcomes.

The management program includes MNGT 4605, Organizational Effectiveness as part of its management curriculum. Instrument: Essay on the ways in which an actual organization might be made more effective. Target: At least 70% of students will score 70% or higher on this essay. 85% of students scored 70% or better. The class average was 80%. Target status reported: Met.

8. High job placement rate in management and related fields.

Recent alumni survey conducted to WSOB graduates indicate that students who have graduated with a BBA in management have a high job placement. Out of 44 respondents, 86% are currently employed in a full-time position, 6% are self-employed, and 8% are employed in a part-time position or are seeking employment.

Respondents also indicated that 43% of them were already employed when they graduated, 8% found employment just before graduation, 16% found employment within 3 months after graduation, 8% found employment between 3 to 6 months after graduation, 4% found employment between 6 months to one year after graduation, and 6% found employment more than a year after graduation.

In addition, 35% of respondents indicated that they have received a promotion due to earning a BBA management degree and 67% indicated that they have obtained a job or maintained their existing job as a result of their BBA management degree.

9. High graduates' satisfaction with management program.

During the last graduation survey conducted with BBA in management graduates in Fall 2017, 86% of respondents indicated that it would be very likely or extremely likely for them to recommend the BBA in management program to a friend. Seventy-nine percent of respondents indicated that they have received a good or excellent preparation for succeeding in the job market and 21% indicated that it was fair, suggesting an overall high satisfaction.

10. High employer satisfaction with management graduates.

Data was not available. A plan to start collecting this data is suggested in the action plans section of this report.



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

To measure program outcomes, results from the 2017-2018 WEAVE assessments have been used. Student learning outcomes (SLOs) shown below correspond to the course's SLOs in which they are discussed.

1. Each student will understand the theory and role of human resources in today's organizations.

Students in MNGT 4053, Human Resource Management, covered the employment law (theory) (SLO 1) based on an essay exam with the class earning an 80% average and with 100% of the class exceeding a grade of 70% or higher, exceeding the objective that at least 70% do so.

Students in this course also covered training and development (SLO 6) and achieved an average score of 83% on the exam addressing this objective. Further, each student scored above the 70 standard performance exceeding the target that at least 70% of students do so.

2. Each student will understand both the management and control of quality in organizations.

Students in OPMT 4503, Quality Management Systems, covered perspectives of quality (SLO 1) and took an exam on Six Sigma and statistical process control. The class average on the exam was 96 with 90% of students scoring 80 or better which exceeded the objective of 70% of students scoring 80 or better on this exam.

3. Each student will understand project management and managerial economics as they relate to effective management practices.

Students in MNGT 4380, Project Management, covered the importance of project management (SLO 1). Student performance was measured by a competency exam on MS Project 2016. The class average was 84 with 92% of students scoring 70 or better, exceeding the objective of at least 70% of the class scoring 70 or better.

Students in ECON 3109, Managerial Economics, covered economic problem solving (SLO 4). Student learning was assessed by a closed-book essay exam and 89% of students scored 80 or better, exceeding the objective that at least 80% of students do so.

4. Each student will understand the theory and practice of leadership in formal organizations.

Students enrolled in MNGT 4609, Character, Ethics and Leadership, covered leadership responsibility (SLO 3). Students were required to complete an essay on how a leader's behavior shapes corporate culture and 100% of students scored a 70 or better, exceeding the objective that at least 70% of students do so.



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5. Each student will understand the components of a formal, written business plan and its importance to new venture creation.

Students enrolled in MNGT 4501, Entrepreneurship, covered startup planning and prepared a formal, written business plan (SLO 4). The average grade for this written business plan was 86% and all groups earned at least an 80 on this assignment, meeting the desired objective.

6. Each student will understand methods and application of integrated materials and supply chain management.

Students enrolled in LSCM 3251, Principles of Supply Chain Management, completed a break-even analysis as an application to solve supply chain management problems (SLO 2). The class average on this assignment was 87, exceeding the target that the class average be at least 75.

7. Each student will understand the context of individual behavior and its impact on organizational outcomes.

Students in MNGT 4605, Organizational Effectiveness, covered and were tested on their application of organization theory in real-world situations by means of a short-answer essay exam (SLO 2). The class average of this exam was 78 with 85% of students earning a grade of 70 or higher, exceeding the objective for having at least 70% of students do so.

All of these results indicate that students achieved current student learning outcomes.

***Indicators of Measures of Quality***

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

The Wright School of Business has recently began administering alumni and graduation surveys.

Data collected from BBA management alumni in Fall 2017 indicates that:

1. Eighty-six percent of respondents were currently employed in a full-time position, 6% are self-employed, and 8% are employed in a part-time position or are seeking employment.
2. Forty-three percent of respondents were already employed when they graduated, 8% found employment just before graduation, 16% found employment within 3 months after graduation, 8% found employment between 3 to 6 months after graduation, 4% found employment between 6 months to one year after graduation, and 6% found employment more than a year after graduation.
3. Thirty-five percent of respondents indicated that they have received a promotion due to earning a BBA in management degree.
4. Sixty-seven percent of respondents indicated that they have obtained a job or maintained their existing job as a result of their BBA in management degree.
6. Forty-seven percent of respondents indicated their currently salary ranged between \$40,000 and \$80,000 per year, 6% indicated their salary was between \$80,000 and \$100,000 per year, and 8% reported annual salaries of \$100,000 or more.

Data collected from BBA management graduates in Fall 2017 indicates that:

1. Eighty-six percent of the students reported they had a good or excellent perception of the program's quality, preparation, and value of their BBA degree.
2. Seventy-nine percent of respondents indicated that they have received a good or excellent preparation through the BBA management program for succeeding in the job market.
3. Eighty-six percent reported they would be very or extremely likely to recommend our BBA degree program to others.



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

WSOB faculty and administrators regularly meet with local industry experts and part-time faculty (who also work in industry) to review the curriculum and suggest modifications. In particular, the administrative team met with a part-time professor who is an HR Manager at Shaw Industries, Inc., for changes to the human resources management curriculum. Faculty also met with a local entrepreneur who owns Barret Properties, Inc., and a senior administrator at Belhaven University. Both provided ideas for the new practicum class addition at the Dalton Innovation Accelerator space.

Substantial 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 Area F, the business core, and the management core. In addition, minors in entrepreneurship, human resource management, international business, and business analytics were added to the management program. (See more details on page 4, Revisions to the Program.)

Management students have the option to participate and attain academic credit for appointment as interns in supervised management positions in local industries through the course Management Internship (MNGT 4900). The administration has recently appointed an assistant dean to manage, 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.

The international business minor prepares students to be an effective part of a globalized economy. Local multinational companies such as carpet and car manufacturers will value graduates with some international experience. This minor offers an incentive for students to participate in study abroad. In addition to taking International Business (BUSA 3351), students can take Special Topics in International Business (BUSA 4851), or Special Topics in Management (MNGT 4800) for their study abroad experiences. As of spring of 2018, 12 WSOB students were enrolled in this minor. Four students were from Finance majors, 3 were Accounting majors, 3 were Marketing majors, 1 was an MIS Major, and 1 was from management. We expect student enrollment to increase in the international business minor as we continue to place increasing emphasis on study abroad opportunities for our students.



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### *Indicators of Measures of Viability*

<b>Internal Demand for the Program</b>	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>% Change</b>
Number of students enrolled in the degree program	322	358	382	369	376	16.8%
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%	100%	71%	86%	71%	-29.0%

Describe additional details as deemed appropriate.

Internal demand for the management program has increased during the period of analysis. Of note is that this program is the largest program in the WSOB and the third largest at DSC. Enrollment numbers indicate that the program has increased during the period of this review from 322 to 376, or 16.8%. Interestingly, Hispanic students, the second largest ethnic group in the management program, represent the group with the largest increase (66 or 106.5%) during this period compared to the Caucasian group (3.8%), suggesting that the increase in the program enrollment was largely due to an increase in the enrollment of Hispanic students. As DSC only became a Hispanic Serving Institution in 2017, the internal demand is expected to increase in the future due to an increase of Hispanic students.



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### *Indicators of Measures of Productivity*

<b>Graduation</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>% Change</b>
Number of degrees conferred	33	30	41	48	40	21.2%
Total student credit hours earned	122	122	117	115	119	-2.5%

Describe any institutional-specific factors impacting time to degree.

Dalton State and the Wright School of Business are pleased and proud to serve our students and, through them, our communities. We do so to the best of our ability within our constraints. Dalton State has at least two distinctive areas that we believe set us apart from our peer institutions in the USG. First, Dalton State is the only recognized Hispanic Serving Institution (HSI) in the USG system. Additionally, for the Fall 2017 semester, Dalton State's first-generation students represented 63.8% of Dalton State's enrollment. While we have not been able to locate similar statistics from across the USG, we believe that we have an above average percentage of first-generation students.

We also note that students are not able to complete a full degree as day-time only, night-time only, or online only students. They must be able to take their courses during the times we offer them. The lives of our students present us with significant scheduling challenges. Offering courses at times that meet the scheduling needs of all or even most of our students remains a challenge. To assist students, we often must find them alternatives through other parts of the USG, such as eCore, Georgia ONmyLINE, or other options for students to take classes as transients within the USG to help them complete their degrees. A few do transfer to other institutions, but we have not experienced high levels of that activity.

The administration closely monitors enrollment density in classes, which inhibits the Wright School of Business from offering two sections of required courses each term and limits our ability to reach out to students with special scheduling requirements such as night classes in Gilmer County, GA. Many larger schools can offer multiple sections of required courses and offer them every semester. We are not able to do either of those things consistently enough to meet student needs. We would need larger student enrollments and more faculty. We have been told by the President of Dalton State that enrollments are expected to be flat and that budgets will remain tight for the foreseeable future.

Therefore, 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 under which we operate.



***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?

Though we remain focused on continuous improvement, we are pleased to report that our management BBA is a strong and vibrant program. The strengths 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.
- Over this review period, our enrollment has increased 16.8% from 322 to 376 and the number of degrees awarded has increased 21.2% from 33 to 40.
- We are an important element in Dalton State being a Hispanic Serving Institution; our Hispanic enrollment in our management BBA program has increased 106.5% from 62 to 128.
- One of the single strongest 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 at the 98<sup>th</sup> percentile nationally for responses to management discipline questions.
- Another important external indicator of the strength of our program is the survey of our WSOB graduating seniors and alumni in Fall 2017:
  - Forty-three percent of alumni respondents were already employed when they graduated, 8% found employment just before graduation, 16% found employment within 3 months after graduation, 8% found employment between 3 to 6 months after graduation, 4% found employment between 6 months to one year after graduation, and 6% found employment more than a year after graduation. Additionally, 60% of respondents reporting receiving a promotion due to their earning a WSOB BBA.
  - Over 86% of graduates responded that they had a good or excellent perception of the program's quality, preparation and value.
  - A vast majority of our students, 86%, reported they would be very or extremely likely to recommend our BBA degree program to others.
  - Finally, 47% of alumni respondents indicated their currently salary ranged between \$40,000 and \$80,000 per year, 6% indicated their salary was between \$80,000 and \$100,000 per year, and 8% reported annual salaries of \$100,000 or more.

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

***Program Strengths and Weaknesses***

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

Strengths:

1. It is the most popular major among WSOB students and third among DSC students.
2. The number of students enrolled in the program increased from 322 to 376, or 16.8%, and the number of degrees awarded increased from 33 to 40, or 21.2%, during the period of analysis.
3. Management students have access to IBISWorld, a knowledge-based industry information and market research resource that helps students enrolled in strategic management analyze companies and industries.
4. Management students have access to the Dalton Innovation Accelerator to help local entrepreneurs with market research, business plans, and strategy.
5. The new areas of the WSOB building, that is under construction and scheduled to open in 2019, will facilitate team work and collaboration for research projects and is expected to improve overall students' learning experience.
6. Management graduates have been able to find professional level employment after graduation.
7. Following our AACSB accreditation standards, most faculty in the management program are full-time scholarly academics (SA) or Instructional Practitioners (IP).
8. Our small teacher/student ratio allows for closer student-teacher interaction and mentorship.

Weaknesses and concerns:

1. There is an absence of a graduate program for students to continue working towards an MBA. The Dalton-MBA offered by Kennesaw State University (KSU) was offered on DSC campus with some help from WSOB faculty. Currently this program has been discontinued as a face-to-face option in Dalton.
2. There is a lack of financial resources to (1) enable accessing better, advanced research databases required for AACSB accredited business schools that promote and encourage research; (2) enable better access to specialized software for statistical analysis used in qualitative/quantitative research, and (3) encourage and reward faculty research.
3. While the management student population grew by 16.8% and degree awards grew 21.2%, full-time faculty with terminal degrees decreased by 25%. This disparity may limit our ability to offer faculty that is up to date in their field of expertise.
4. There are IT infrastructure limitations for management students who try to complete work in classrooms that are not computer labs, e.g. wi-fi limitations due to overload of requests. Students have complained about this limitation.
5. There is a lack of a computer lab for management students who need access to specialized software such as MS Project 2016. Students must go outside the WSOB building to work on class projects.
6. There is a lack of a communication strategy for making area stakeholders aware of our AACSB accreditation.

7. There is lack of student participation in student exchange programs. The management program enrolled visitors from other institutions (e.g. South Korean and Belgian Institutions), but not enough management students participate in these international exchange programs. This is important for preparing graduates for careers in global management.
8. There is a lack of student participation in study abroad experiences. Student participation was sporadic and inconsistent during the period of analysis. Study abroad is important for creating a global mindset.
9. There is a lack of survey data on employer satisfaction with management graduates.

***Recommendations for Follow-Up and/or Action Plans (if needed)***Issue/Concern:

The issues/concerns reflect some of the program's weaknesses and concerns:

Lack of an MBA program

Lack of financial resources to encourage and promote faculty research

Failure to address the disparity between student population growth and decrease in faculty with terminal degrees

Limited IT infrastructure

Lack of student awareness of AACSB accreditation

Lack of student participation in exchange/study abroad programs

Lack of survey data on employer satisfaction with management graduates

Specific action(s):

Create awareness of existing MBA programs where management students can enroll.

Develop a faculty development program lead by senior management faculty or a faculty member with research experience to work with junior faculty to publish in peer-reviewed journals.

Start collaboration initiatives with other institutions to provide our faculty with access to regional conferences and opportunities to publish in peer-reviewed journals that sponsor regional conferences.

Assess the viability of bridging another management faculty with a terminal degree to address the disparity between increasing student population growth and decreasing faculty with terminal degrees.

Address the limitations of IT infrastructure (more powerful Wi-Fi\_\_33 network and computer labs in the WSOB building) as part of the WSOB remodeling project and/or follow up IT investments.

Develop a marketing campaign in conjunction with the Office of Marketing and Communication to create awareness of WSOB programs and their quality as an AACSB accredited institution.

Develop a program to create incentives for faculty to create and lead study abroad programs while creating financial incentives to encourage student participation in study abroad and student exchange programs.



## COMPREHENSIVE ACADEMIC PROGRAM REVIEW

### Expected outcomes:

Increasing number of students will enroll in MBA programs.

Increase faculty participation in the publication of research in peer-reviewed journals. This is a requirement for maintaining AACSB accreditation.

Increase the number of faculty who are up-to-date in their field of expertise through academic research.

Increase the quality of students' learning experience by providing adequate IT infrastructure.

Develop awareness of our AACSB accreditation and thus further increase awareness of its intrinsic value among our students.

Increase student participation in student exchange and study abroad programs.

Establish a plan to collect data on employer satisfaction with management graduates.

### Time frame for achievement:

These initiatives should be completed in the next four years. These efforts will take time to create collaboration among management faculty, collaboration with other schools within DSC, and collaboration with other institutions.

### Person(s) responsible:

Implementation of these initiatives requires the leadership of the WSOB administration.

### Resources needed:

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: 5/15/19

Dean's Approval: Signature: Dr. Mark M. Helms Date: 5/15/2019

Approval of the Chair of the DSC Comprehensive Program Review Committee: Signature: Dr. Mark M. Helms Date: 5/15/2019

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.
- Other (Please elaborate):

VPAA Signature: Pat Chute Date: 5/15/19

Patricia M. Chute, Ed.D.
Vice President of Academic Affairs
Dalton State College