DALTON STATE COLLEGE **COMPREHENSIVE PROGRAM REVIEW**

Program/Subject Area: Bachelor of Applied Science (BAS) – Technology Management
Review Period: 2011

1. PROGRAM GOAL AND STUDENT LEARNING OUTCOMES

Program Goal Statement:

The BAS degree will prepare students to pursue a management position within the area of their AAS/AAT degree.

Program outcomes:

The School of Business faculty set broad goals for DSC's Bachelor of Applied Science (BAS) degrees. Due to the similarity of core courses and curriculum, the BAS shares the first 7 of 8 program goals with the BBA degree.

Students will achieve a level of competency in:
  (1) General Business Knowledge
  (2) Functional Area Knowledge
  (3) Communication
      a. Written Communication
      b. Oral Communication
  (4) Critical Thinking and Decision Making
  (5) Identification and Application of Ethical Concepts
  (6) The ability to Work Effectively in Teams, and
  (7) The ability to Analyze Business Conditions
  (8) Technical Knowledge and Experience

In addition, program outcomes will include job placement, student satisfaction with the BBA degree program, and completion of senior-level/graduation requirements of Senior Seminar and Strategic Management courses.

Student learning outcomes:

Technology Management Student Learning Outcomes by Courses within the BAS degree:
Area F

ACCT 2101 Principles of Accounting I

1. Articulate the uses and users of accounting information.
2. Understand and apply basic accounting theory, terminology, and generally accepted accounting principles.
3. Apply analytical and computational skills to accounting problems.
4. Analyze business transactions using the accounting equation.
5. Prepare a basic set of financial statements.
6. Understand and perform the steps in the accounting cycle.

7. Identify the characteristics of the different forms of business organizations.
8. Account for assets, liabilities, and equity of service and merchandising organizations.

ACCT 2102 Principles of Accounting II

1. Apply analytical and computational skills to managerial accounting problems.
2. Understand the purpose and nature of managerial accounting.
3. Prepare financial statements for a manufacturer.
4. Analyze and interpret accounting and financial information for use in decision making and anticipate the impact of alternative decisions.
5. Understand and use product costing and cost accounting systems as tools to help manage costs to meet organizational goals.
6. Prepare internal reports for management's use in decision making and performance analysis.

BUSA 2106 Environment of Business

1. Analyze the environment in which business operates.
2. Analyze the effect of economic conditions on business performance.
3. Analyze the effect of global conditions on business performance.
4. Understand business ethics and social responsibility.
5. Identify the options for organizing businesses.
6. Explain the marketing process and how it drives business activities.
7. Determine the impact of information and technology in business.
8. Explain the internal structures of organizations.
9. Explain how firms use accounting and financial statements.
10. Understand the integrative nature of operations management.

ECON 2105 Principles of Macroeconomics

1. Understand the principles of economics, how microeconomics and macroeconomics applies to the free enterprise system, general macroeconomic concepts including business cycle, inflation, deflation, the history of macroeconomic activity, measurements of national output, unemployment, and long-term growth.
2. Understand macroeconomic theory including the aggregate expenditure model, and fiscal policy.
3. Describe and discuss the creation/destruction of money by the U.S. banking system, the role of money in our economy, and the role of the Federal Reserve in this process, and money demand and equilibrium interest rates.
4. Understand aggregate supply and aggregate demand and equilibrium price level, and Classical versus Keynesian economics and their extensions.

ECON 2106 Principles of Microeconomics

1. Demonstrate how microeconomics and macroeconomics applies to the free enterprise system including Supply, Demand, and Market Equilibrium, the role of the private and public sectors.
2. Demonstrate the theory of product markets including consumer behavior and utility maximization, theory of the firm, role of technology, input demand, and labor economics.

3. Demonstrate the theory of market structure including pure competition, monopoly, and oligopoly
4. Demonstrate applications of microeconomic theory including government and market failure, public choice and taxation, and international trade.

MGIS 2201 Fundamentals of Computer Applications

1. Understand how information technology aids business decision making.
2. Identify the components of a typical microcomputer system.
3. Identify and describe the most widely used general microcomputer software applications, the difference between application software and system software and understand the role of operating system software.
4. Demonstrate knowledge of computer hardware and software, including "multimedia" and be familiar with the legal, ethical, and privacy issues relating to the use of hardware and software in a business environment.
5. Be familiar with computer networks and know the basic components of a communications system to include e-mail, user interfaces, communications, and the Internet.
6. Effectively use a word processing software program, a spreadsheet program, a database management program, and develop a simple presentation using a presentation software program.

Business Core

BUSA 3050 Business Statistics

1. Construct and interpret tabular and graphical methods of presenting qualitative and quantitative data.
2. Construct and interpret summary numerical measures of location, variability, and association for the sample and the population.
3. Apply basic probability concepts, expected value, and variance to a variety of business applications.
4. Use discrete and continuous probability distributions and sampling distributions in a variety of business applications.
5. Construct and interpret interval estimates and be able to determine the required sample size for constructing interval estimates.
6. Estimate regression models, evaluate the results of regression models, and use the results for prediction and forecasting.
7. Use Microsoft Excel to generate descriptive statistics and perform regression and correlation analysis.

BUSA 3060 Business Law

1. The constitutional and common law basis for business regulation in the United States.
2. The importance of ethical behavior in business and the need to act ethically in all circumstances.
3. The elements, nature and types of business contracts and other agreements.

4. Basic requirements under Article 2 and Article 3 of the Uniform Commercial Code.
5. Employer duties, and employee rights, in the United States' economy.
6. Basic laws relating to the environment and the handling of hazardous materials.
7. The applicability of international legal concepts to United States' businesses.

BUSA 3070 Business Ethics

1. Understand the concept of ethics and the various approaches to the study of ethics.
2. Be able to identify an ethical dilemma.
3. Be able to understand how the different approaches to the study of ethics can be used in developing a solution to such a dilemma.
4. Know the role of ethics in professional and business decision making.
5. Understand the ethical implications of contemporary business issues.

BUSA 3301 Business Communications

1. To understand communication in many business settings
2. To improve and develop writing skills
3. To improve and develop presentation skills
4. To apply writing and presenting skills using a variety of media

BUSA 3351 International Business

1. Global business environment
2. International trade and investment
3. The advantages and problems associated with free trade.

FINC 3056 Principles of Finance

1. Articulate the uses and users of financial information, goals of the firm, and financial ethics.
2. Analyze and interpret financial statements including cash flow and financial ratio analysis.
3. Understand and apply the concepts of time value of money.
4. Determine the value of market securities including stocks and bonds.
5. Apply financial tools in making capital budgeting decisions.
6. Use portfolio theory to aid in understanding risk and return tradeoffs when making investment decisions.
7. Understand the impact of financial leverage and its role in determining a firm's capital structure.

MARK 3010 Principles of Marketing

1. Be familiar with marketing terminology and concepts.
2. Understand marketing as a process and multifaceted phenomenon.
3. Understand the role of marketing in a variety of business settings and in our daily lives.
4. Know how marketing relates to all functional areas of a business.
5. Have refined problem solving and decision making skills.

6. Be familiar with the career possibilities for a marketing major.

MGIS 3351 Management Information Systems

1. Understand and use an extensive MIS vocabulary.
2. Discuss how information systems are typically used in organizations and can be used for strategic advantage.
3. Distinguish among the broad categories of IT hardware and software.
4. Distinguish among the major software development processes and techniques, and demonstrate an appreciation of the roles of MIS and non-MIS personnel in software development.
5. Demonstrate an understanding of the basic constructs of computer programming.
6. Discuss current major topics and issues in MIS, including information ethics, privacy, and intellectual property.

MNGT 3051 Principles of Management

1. The history of management thinking.
2. The environmental influences on an organization.
3. Managerial ethics and social responsibility.
4. The general management model.
5. Organizational planning and strategy formulation.
6. Managerial decision making.
7. Organizational structure and design concepts.
8. The nature of leadership and organizational behavior.
9. Managerial control and quality systems.

OPMT 3251 Principles of Operations Management

1. Operations Strategy and Competitiveness.
2. Project Management.
3. Job Design and Work Measurement.
4. Manufacturing and Service Process Selection and Design.
5. Process Capability and Statistical Quality Control.
6. Supply Chain Design and Strategy.
7. Strategic Capacity Management.
8. Lean Production.
9. Forecasting.
10. Sales and Operations Planning.
11. Materials Requirements Planning.

MNGT 4701 Strategic Management/Policy

1. Analytical skills in the analysis of complex and comprehensive cases—to be able to identify central issues/problems in these cases and present well-supported recommendations for future actions.

2. Conceptual skills in the integration of previously learned aspects of business organizations.
3. A detailed understanding of concepts, research and theories relating specifically to the field of strategic management.
4. A strong understanding of the impact of environmental influences on business organizations.
5. A comprehensive understanding of secondary research methods in gathering and interpreting key environmental data.
6. Strong written and oral communications skills.
7. The ability to put theory into practice.
8. The ability to work effectively and efficiently with groups toward a common organizational goal.

BUSA 4700 Senior Seminar

1. Complete a professional career marketing plan, complete with goals and objectives.
2. Complete a professional resume, cover letter, and references.
3. Know what to expect in a job interview, be familiar with interviewing techniques, and have the opportunity to participate in a "mock" interview.
4. Understand professional dress and etiquette.
5. Be familiar with time management techniques.
6. Know the economic job market and outlook for their area of interest.
7. Develop an appreciation of community responsibility and participate in at least one community service activity.

Management Concentration

MNGT 4053 Human Resource Management

1. Explain equal opportunity and the laws that influence employee practices.
2. Describe recruitment and selection practices.
3. Understand the process and application of performance appraisal.
4. Understand the concept and methods of training and development.
5. Describe compensation practices and job evaluation methods.
6. Understand the history of the labor movement and the unionization process.

MNGT 4602 Leadership

1. Research perspectives on leadership.
2. Leadership roles and behaviors.
3. Leadership styles found in organizations.
4. Individual leadership orientation and philosophy.

MNGT 4605 Organizational Effectiveness

1. Identify social, technological, psychological, and cultural aspects of the workplace.
2. Demonstrate the ability to apply organization theory to real-world-situations.
3. Understand organization planning and strategy formulation.
4. Describe the ways in which a particular organization might be made more effective.

OPMT 4503 Quality Management Systems

1. Total Quality in Organizations and Quality Systems.
2. Philosophies and Frameworks of Quality.
3. Quality and the Customer Focus.
4. Building and Sustaining Total Quality Organization.
5. Principles of Six Sigma and Statistical Process Control.

Management Information Systems Concentration

MGIS 3353 Management Applications Programming II

1. Demonstrate knowledge of basics object-orientation concepts of program development.
2. Demonstrate knowledge of design techniques for object-oriented languages.
3. Design and develop programs using Java.

MGIS 3354 Telecommunications Management

1. Outline the basics components of a computer network using both the OSI model and the Internet model.
2. Identify voice and data delivery networks including standard telephone lines, leased line services, T-carrier systems, frame relay, asynchronous transfer mode (ATM), digital subscriber line (DSL), and be able to compare and contrast their characteristics.
3. Discuss the various transmission media commonly used in network and carrier systems.
4. Demonstrate knowledge of the basics of data communications, including data, signals, conversions between data and signals, encoding techniques, multiplexing, and modems, errors, error detection and error control.
5. Describe the basic operating procedures of the Internet and how it relates to data and voice communications.
6. Describe the characteristics of local area networks, metropolitan area networks, and wide area networks.
7. Demonstrate knowledge of network security, design and management.

MGIS 4354 Systems Analysis and Design

1. Describe the various roles of the modern systems analyst in terms of the types of problems solved, the required skills, and the job titles and places where an analyst might work.
2. Describe the purpose and phases of the systems development life cycle (SDLC), and the activities and alternatives of each phase.
3. Describe the kinds of information required to develop system requirements.
4. Describe the various specific modeling techniques used by the systems analyst to define, analyze, and design a system.
5. Describe alternative approaches for system development and how to evaluate and select the appropriate approach based on the needs and resources of the organization.
6. Describe various approaches to system implementation and conversion and describe the advantages and disadvantages of each.

MGIS 4356 Database Management Systems

1. Identify the three main types of database models and describe the characteristics, advantages and disadvantages of each.
2. Understand the major database design and implementation issues.
3. Design and code simple and complex SQL queries to perform various types of data manipulation and query a database to extract useful information.
4. Design and implement a simple *Oracle* or *MySQL* database.
5. Describe the job responsibilities and duties of a database administrator.

Marketing Concentration

MARK 3011 Consumer Behavior

1. Understand and apply behavior concepts and theories related to consumer behavior.
2. Know internal and external factors that influence consumer behavior.
3. Recognize marketing strategies used to influence consumer choice.
4. Understand the diversity of consumer behavior across cultures.
5. Improve their communication skills through various oral and written assignments.
6. Develop refined problem solving and decision making skills.

MARK 3570 Advertising and Promotional Strategy

1. Know how advertising and promotional strategy fit within the marketing strategy and overall business strategy of a company.
2. Understand basic promotion and advertising concepts.
3. Be able to discern the real economic, social and cultural role of advertising in a society.
4. Be able to discern the impact of a society's values on advertising.
5. Be able to evaluate the creative function of promotions.
6. Be familiar with advertising at the international level.

MARK 4081 Marketing Management

1. Understand the role of marketing in today's business environment.
2. Have a thorough understanding of marketing concepts and processes.
3. Know the variety of environmental forces (legal issues, cultural factors, politics, competitive forces, etc.) that can affect marketing and how these forces affect marketing decisions.
4. Have increased knowledge of international marketing practices.
5. Be able to integrate marketing efforts with other business functions.
6. Be able to successfully complete a strategic marketing plan.

MARK 4121 Marketing Research and Analysis

1. Know how marketing research and its results fit in the marketing strategy and business strategy of a company.

2. Understand basic research concepts and techniques.
3. Know the real economic, social, and cultural role of research in business.
4. Know how to apply research techniques and understand the research perspective.
5. Develop an understanding of decision making in research.
6. Be familiar with research in international settings.

Operations Management Concentration

BUSA 3055 Quantitative Methods

1. Understand the elements of regression analysis;
2. Be able to use major components of decision analysis.
3. Be familiar with math modeling, with particular emphasis on linear programming.
4. Be familiar with the basic statistics used in queuing theory and simulation.

OPMT 4253 Integrated Materials and Supply Chain Management

1. Recognize and apply optimization methods to solve materials management problems.
2. Implement and solve math models using spreadsheet optimization tools (Microsoft *Solver*).
3. Understanding the philosophy of Just-In-Time manufacturing and how it relates to its sourcing and distribution counterparts.
4. Understand the transportation industry, including structure, history, and legal requirements.
5. Understand the design and control of modern integrated materials management systems.

OPMT 4255 Manufacturing Planning and Control

1. Recognize and apply simulation methods to production planning and control problems.
2. Implement and solve simulation models using modern simulation tools.
3. Understand and apply modern process mapping techniques.
4. Understand the statistical properties of random numbers and their use in creating random variables with specified distributions.
5. Use design of experiments methodology to interpret simulation results.

OPMT 4503 Quality Management Systems

1. Total Quality in Organizations and Quality Systems.
2. Philosophies and Frameworks of Quality.
3. Quality and the Customer Focus.
4. Building and Sustaining Total Quality Organization.
5. Principles of Six Sigma and Statistical Process Control.

2. MEASURES OF EFFECTIVENESS

(a) Five-year enrollment summary by headcount, FTE, & full-time/part-time status

	2005-06	2006-07	2007-08	2008-09	2009-10	% Change
Headcount	58	48	30	33	30	-48.3%
FTE	31.3	37.6	29.0	18.1	20.6	-19.3%
Full-time	14	9	6	7	9	-35.7%
Part-time	44	39	24	26	21	-52.2%

Analysis and comments:

The program's enrollment has decreased from its initial higher numbers from 2000 when DSC's School of Business had fewer bachelor's degree programs in business to choose from. In addition, enrollment in this degree program seems sensitive to changes in the economy. The BAS degree, however, is still very important for individuals entering a bachelor's degree program with a block of courses that define a technical expertise. Improvements in the economy, a renewed interest in manufacturing in Dalton as well as in the region with the growth of manufacturers including Wacker, Volkswagen, and Alstom along with DSC's involvement in the USG Adult Learner Consortium, should provide a boost for this degree program.

(b) Five-year enrollment summary by gender & race/ethnicity

	2005-06	2006-07	2007-08	2008-09	2009-10	% Change
Gender						
Female	27	21	16	13	13	-51.9%
Male	31	27	14	20	17	-45.2%
Race/Ethnicity						
American Indian						
Asian						
African-American	1			1	2	100.0%
Hispanic	4	5	4	6	3	-25.0%
White	53	43	24	23	20	-62.3%
Multiracial						
Undeclared			2	3	5	

Analysis and comments:

The demographic and ethnic mix is fairly consistent for the BAS student majors.

(c) Average class size and credit hours

	2005-06	2006-07	2007-08	2008-09	2009-10	% Change
Average class size	25.7	27.5	31.4	29.3	30	16.7%
Student credit hours	2628	3225	4062	4395	4413	67.9%
Credit hours/FTE faculty	15	15	15	15	15	0.0%

(d) Faculty teaching in program

	2005-06	2006-07	2007-08	2008-09	2009-10	% Change
Total Faculty	15	19	18	22	23	53
Full-time Faculty	11	13	11	13	15	36
Part-time Faculty	4	6	7	9	8	100
Gender						
Male	8	9	11	16	17	112
Female	7	10	7	6	6	-14
Race/Ethnicity						
American Indian/Pacific						
Asian				1	1	0
African-American						
Hispanic					1	0
White	15	19	18	21	21	40
Multiracial						
Tenure Status (full-time)						
Tenured	8	7	5	6	5	-37
On-tenure track	2	4	6	6	9	78
Non-tenure track	1	2		1	1	0
Rank (full-time)						
Professor	3	3	2	3	4	33
Associate Professor	5	6	8	7	7	40
Assistant Professor	2	3	1	2	3	50
Instructor/Lecturer	1	1	0	1	1	0
Highest Degree (full-time)						
Doctorate	8	9	10	11	12	50
Specialist						
Master's	3	4	1	2	3	0
Bachelor's						
Associate's/Other						

Analysis and comments:

Since almost all faculty teach in all degrees in the School of Business, the numbers above reflect the total number of faculty in the School of Business. The number of full-time faculty has gradually increased since 2005-2006, as have the number of part-time faculty and the number of faculty with doctorates. The increase of part-time faculty raises some concerns since it is imperative that all faculty meet AACSB faculty qualification standards.

(e) Percent of classes taught by full-time faculty

2005-06	2006-07	2007-08	2008-09	2009-10	% Change
94.1	82.05	86.04	80	87.7	-6.8

Analysis and comments:

Given our accreditation (AACSB) mandates, we work to limit the use of part-time/adjunct faculty and we also measure day/night coverage of full-time faculty to ensure all School of Business students have access to the more-qualified, full-time faculty as they complete their business degree programs.

(f) Number of degrees conferred

2005-06	2006-07	2007-08	2008-09	2009-10	% Change
6	10	9	10	9	50

Analysis and comments:

BAS students have held steady in their matriculation from this degree program. The BAS is an important degree program to continue as it offers the important "ladder" of access, allowing technical students to move almost seamlessly into bachelor's degree programs without significant loss of credit hours. As the degree was originally proposed and as it began in 1999, the BAS continued DSC's mission as a point of access to area residents. This is particularly true for adult (non-traditional) students who have a technical expertise but desire to complete their degree to move into management within the same field of work (at increasing levels of authority and responsibility).

(g) Placement rates: Five-year summary of job placement rates, if applicable

2005-06	2006-07	2007-08	2008-09	2009-10	% Change
NA	NA	NA	80%	100%	NA

Analysis and comments:

Information was not available for all years; however, anecdotal evidence suggests these BAS students begin the degree program while working and remain with their employer upon graduation. Most are adult, night students already working within their area of technical expertise. They seek the credentialing of a bachelor's degree to move into the management of their chosen technical area. In fact, some of our students are already working as managers and just need the degree to secure and retain their current positions.

**(h) Summary and evidence of achievement of program outcomes**

Describe the extent to which students have achieved current program outcomes

BAS student like other School of Business BBA majors are assessed in a number of ways to measure the program goals previously listed. Specifically results by program goal are as follows:

Program Goal 1 – General Business Knowledge

General business knowledge is measured by scores on the internationally normed ETS business exit exam administered to seniors in their capstone strategic management class. Successful students will score in the 75th percentile.

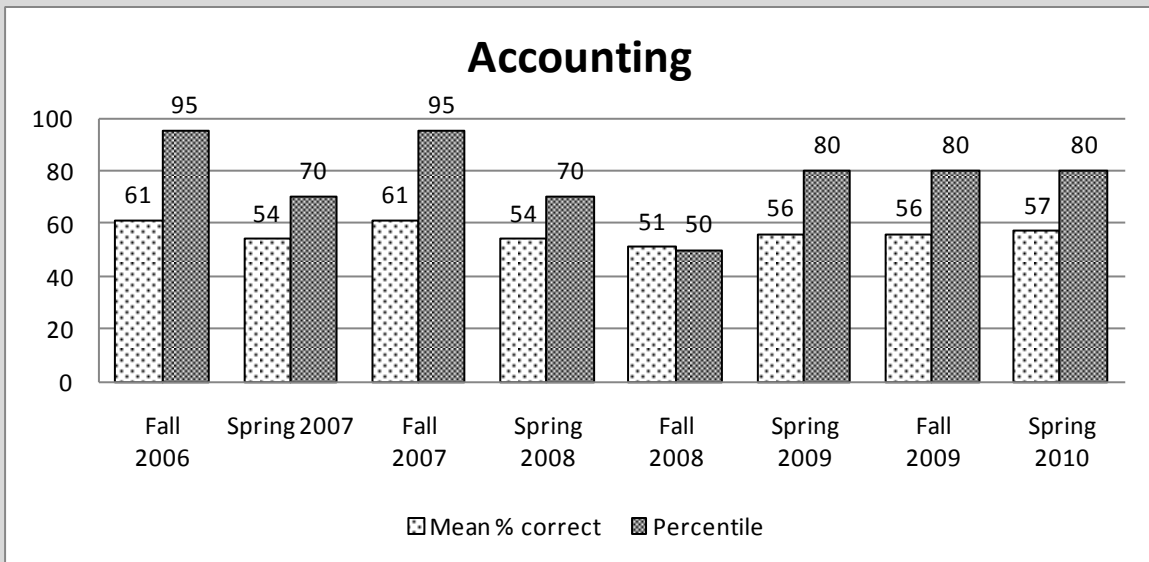| Total Test Scaled Score	Mean	Percentile	Standard Deviation	
Spring 2006	162	90	11	
Fall 2006	164	95	12	High
Spring 2007	160	85	13	
Fall 2007	169	95	11	High
Spring 2008	159	80	11	
Fall 2008	157	75	12	Low
Spring 2009	157	75	16	Low
Fall 2009	159	80	11	
Spring 2010	158	80	12	

Total Test Scaled Score
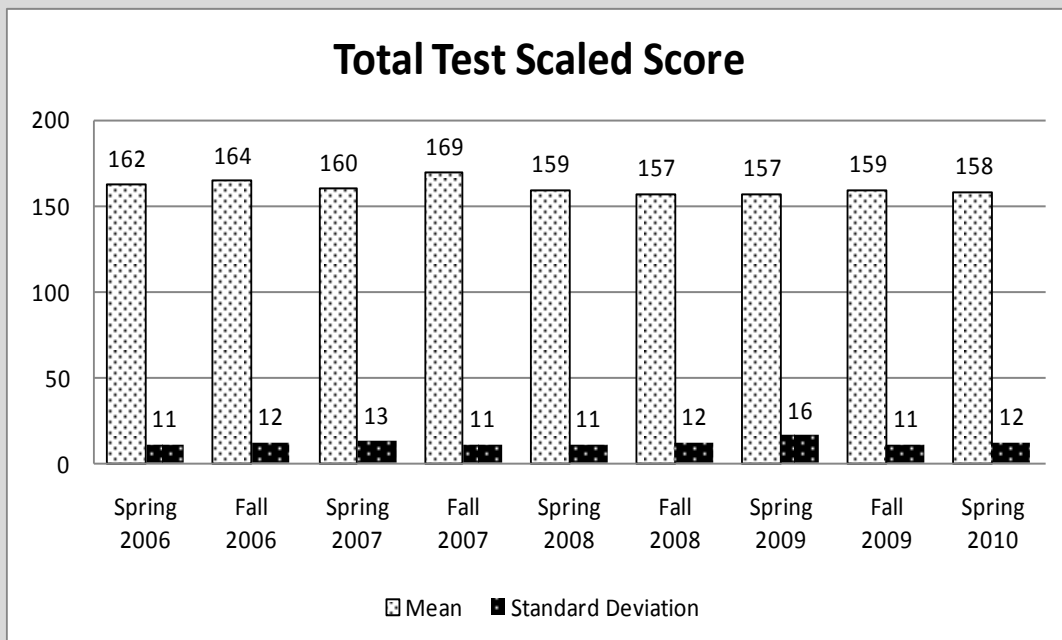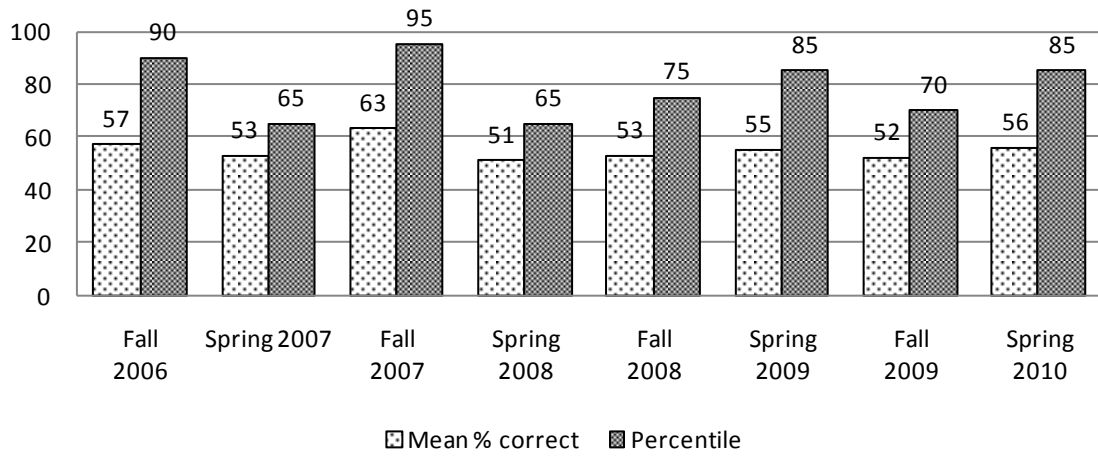
Program Goal 2 – Functional Area Knowledge

Functional area knowledge is assessed in the following ways:

1. As of fall 2009, the summary results from the ETS exam by area were used to assess functional area knowledge.
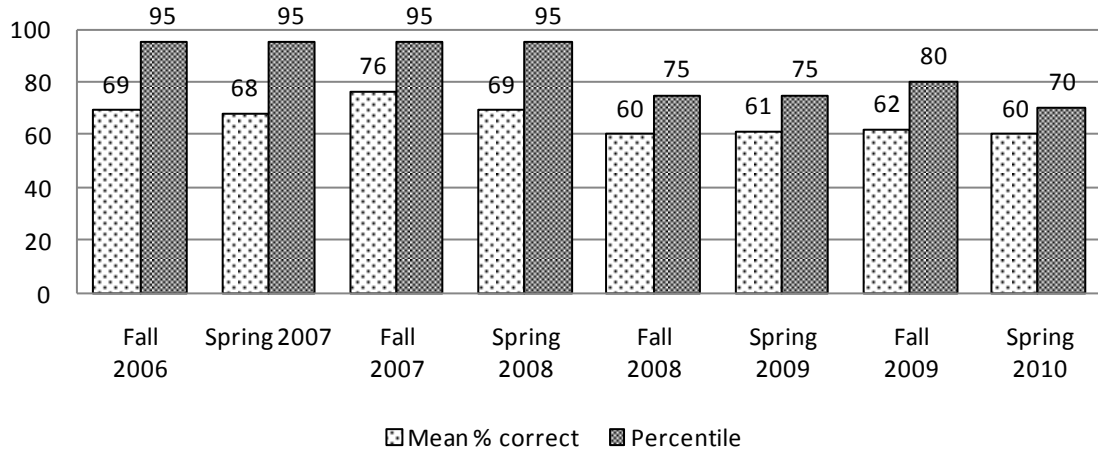
2. Note: Prior to fall 2009, in-house tests developed by DSC faculty were used but the results from this internationally normed ETS test proved to be more valid and reliable and easier to administer than the in-house developed multiple choice exam designed to test student knowledge across the Core courses for that major. These in-house exams were administered for the academic year 2007-2008 in both fall 2007 and spring 2008 semesters (following the pilot administration for fall 2006 and spring 2007). The accounting exam was developed during fall 2008 and administered for the first time in spring 2009 (when the first accounting students would graduate from the BBA degree program). Note BAS majors completed concentration exams in their chosen concentration area. Our preliminary conclusion is that the internally prepared exams may be too specific. The exams were largely developed from standardized test questions from the test bank in the principles courses. After discussion at multiple faculty meetings, the School of Business faculty agreed students should be tested on decision-making and critical thinking ability and that these tests did not reflect that. ETS results provide information more adequately on functional area knowledge at the business core level. As the results in the table below indicate, our students' performance has been consistently strong in the three major areas for which national comparisons are available (Management, Marketing, and Information Systems). The decline in management, marketing, legal, international, and finance can be attributed to a change in the DSC School of Business student population. Specifically, the increase in more traditional-age and full-time students is often cited as the reason for the declining scores. In addition, finance scores are historically the lowest scores of all the functional areas measured both at DSC and at other AACSB-accredited institutions. Our students continue to exhibit strong scores, however, when compared with national averages.

Accounting

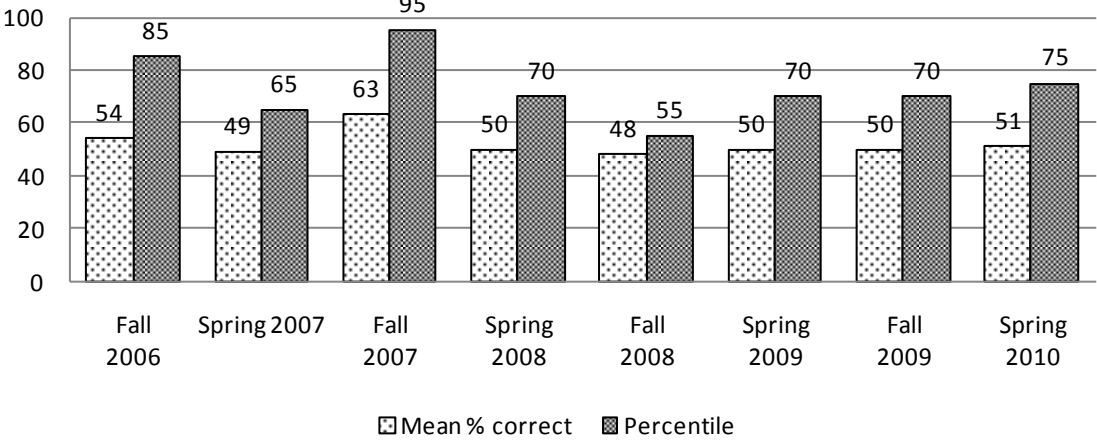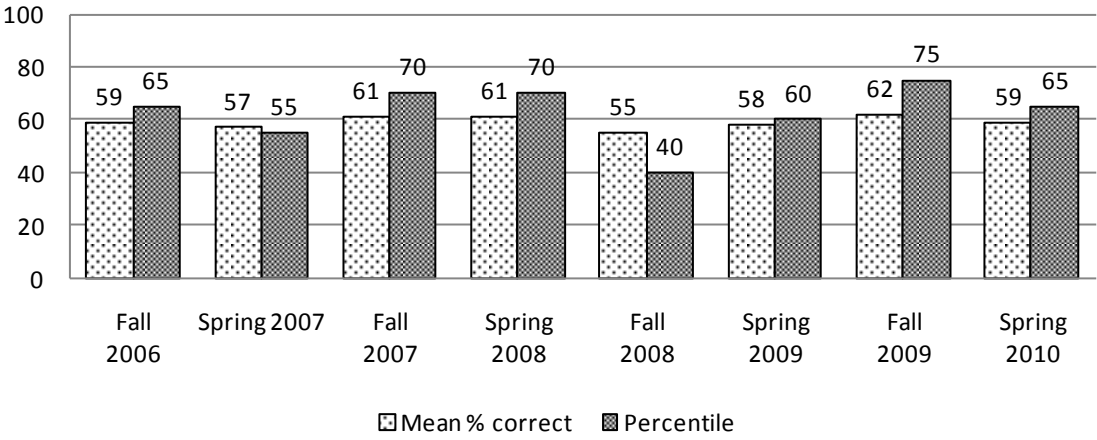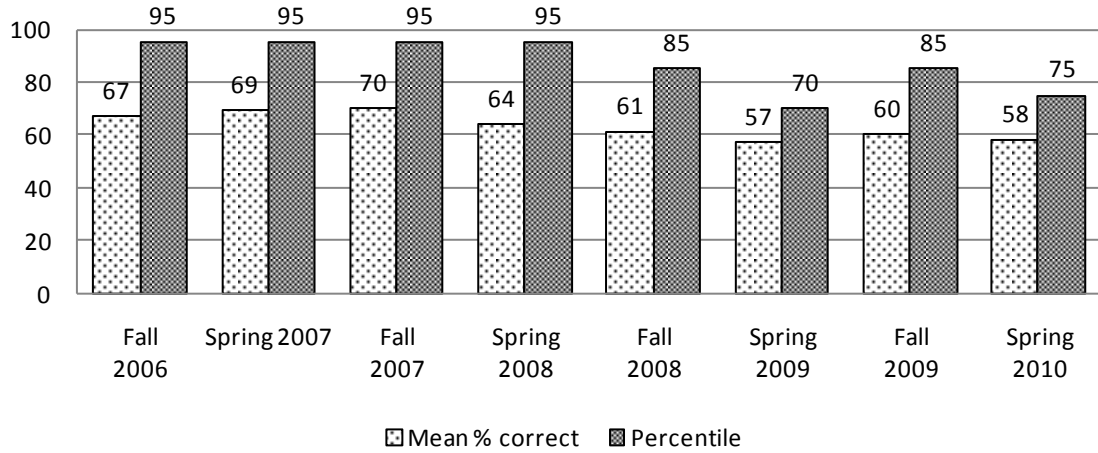|	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Mean % correct	61	54	61	54	51	56	56	57
Percentile	95	70	95	70	50	80	80	80

Economics

Fall 2006: Mean % correct 57, Percentile 90
Spring 2007: Mean % correct 53, Percentile 65
Fall 2007: Mean % correct 63, Percentile 95
Spring 2008: Mean % correct 51, Percentile 65
Fall 2008: Mean % correct 53, Percentile 75
Spring 2009: Mean % correct 55, Percentile 85
Fall 2009: Mean % correct 52, Percentile 70
Spring 2010: Mean % correct 56, Percentile 85

☐ Mean % correct ▨ Percentile

Management

Fall 2006: Mean % correct 69, Percentile 95
Spring 2007: Mean % correct 68, Percentile 95
Fall 2007: Mean % correct 76, Percentile 95
Spring 2008: Mean % correct 69, Percentile 95
Fall 2008: Mean % correct 60, Percentile 75
Spring 2009: Mean % correct 61, Percentile 75
Fall 2009: Mean % correct 62, Percentile 80
Spring 2010: Mean % correct 60, Percentile 70

☐ Mean % correct ▨ Percentile

Quantitative Business Analysis

	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Mean % correct	54	49	63	50	48	50	50	51
Percentile	85	65	95	70	55	70	70	75

Finance

	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Mean % correct	59	57	61	61	55	58	62	59
Percentile	65	55	70	70	40	60	75	65

Marketing

	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Mean % correct	67	69	70	64	61	57	60	58
Percentile	95	95	95	95	85	70	85	75

Legal and Social Environment

	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Mean % correct	49	50	60	46	53	47	53	50
Percentile	95	95	95	95	85	70	85	75

Information Systems

	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Mean % correct	70	68	74	66	63	61	68	65
Percentile	95	95	95	90	80	65	95	90

International Issues

	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Mean % correct	66	66	72	61	60	58	58	62
Percentile	90	90	95	75	70	65	60	80

Program Goals 3-7

The following BAS (and BBA) program goals are assessed via rubrics developed by the faculty and administered for assurance of learning assessment purposes. The following program goals are assessed on a five-point scale. The expected average student performance for each goal is a mean of 3.0 (on the 5.0 scale).

3A: Written Communication
3B: Oral Communication
4: Critical Thinking
5: Ethical Considerations
6: Teamwork
7: Analysis of Business Conditions

AY 2009-2010 represented the fifth year of application of the assurance of learning rubrics. All of the rubrics were administered during the fall and spring semesters with the following average scores:
Pre-tests in Written Communication and Ethics

Note in the prior years, written communication and ethics scores were low and were identified by our collective business faculty as areas for improvement. All faculty were encouraged to develop and implement additional written communication assignments and use the school wide rubric as a model for evaluation and student feedback.

After monitoring the progress in these two areas to ascertain the degree to which these measures proved effective, the faculty have agreed to address these rubric areas with an earlier pre-test assessment (before waiting until the last strategy course). In fall 2008 the faculty agreed to add a one-page critical thinking/writing assignment to the Environment of Business (BUSA 2106) class to determine if more help is needed in writing and to decide if perhaps this is a screening the School of Business faculty might want to use to admit students to upper division (UD) status. Because many non-business majors take this Area F course, faculty agreed a standalone business communication course was needed within the School of Business (and not taught in the Humanities department as it was being taught). A new course was created and added to the business core in fall 2009. Dr. LeMay continues to use a comprehensive writing component in the Business Communication class using the school rubric for evaluation and feedback. Pre-test results for written are shown below.

BUSA 3301 Business Communication

Program Goal 3A. Written Communication Pretest

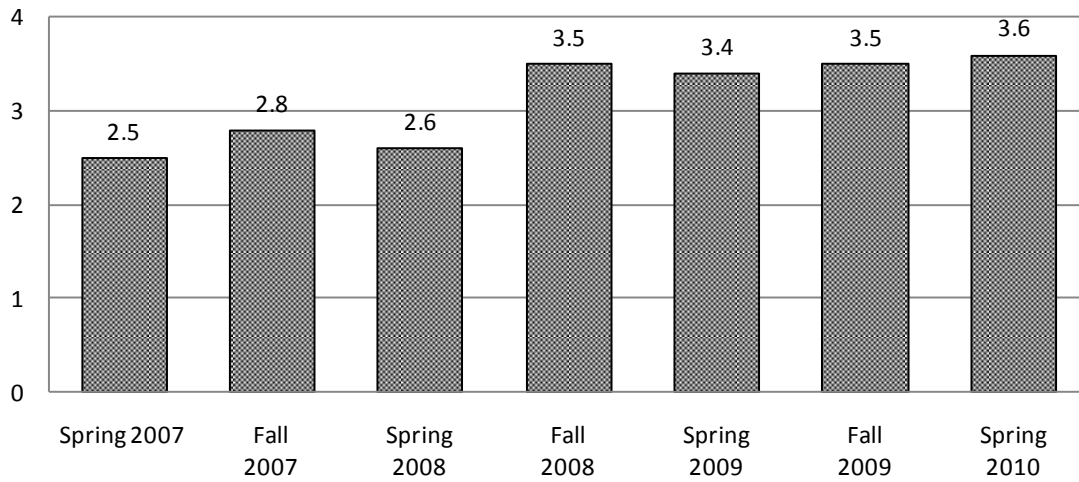_Fall 2009: 3.41; Spring 2010: 3.86 (Mean)_
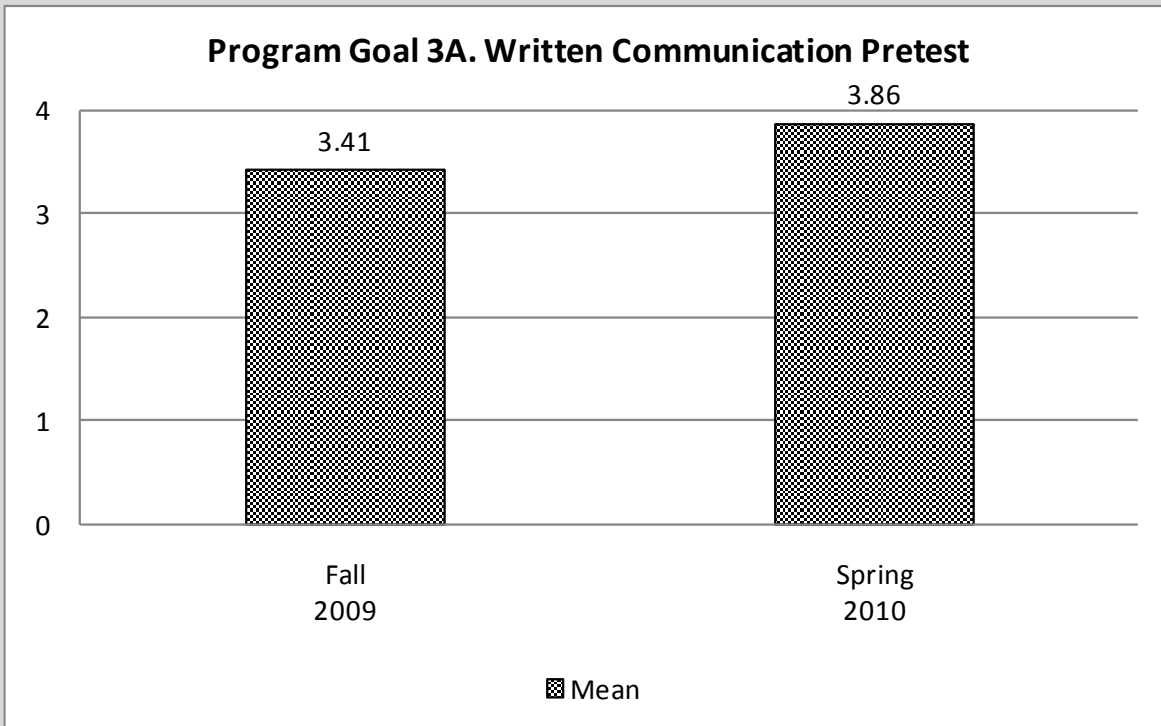
Program Goal 3A

Average scores continue to improve in written communication given the pre-test and extra instruction examples in Business Communication in the Business Core. By the time these students arrive in the capstone strategy class, scores are noted as improved. Writing has been added and emphasized in a number of upper division courses.

BUSA 3070 Business Ethics

Program Goal 5. Ethics Pretest
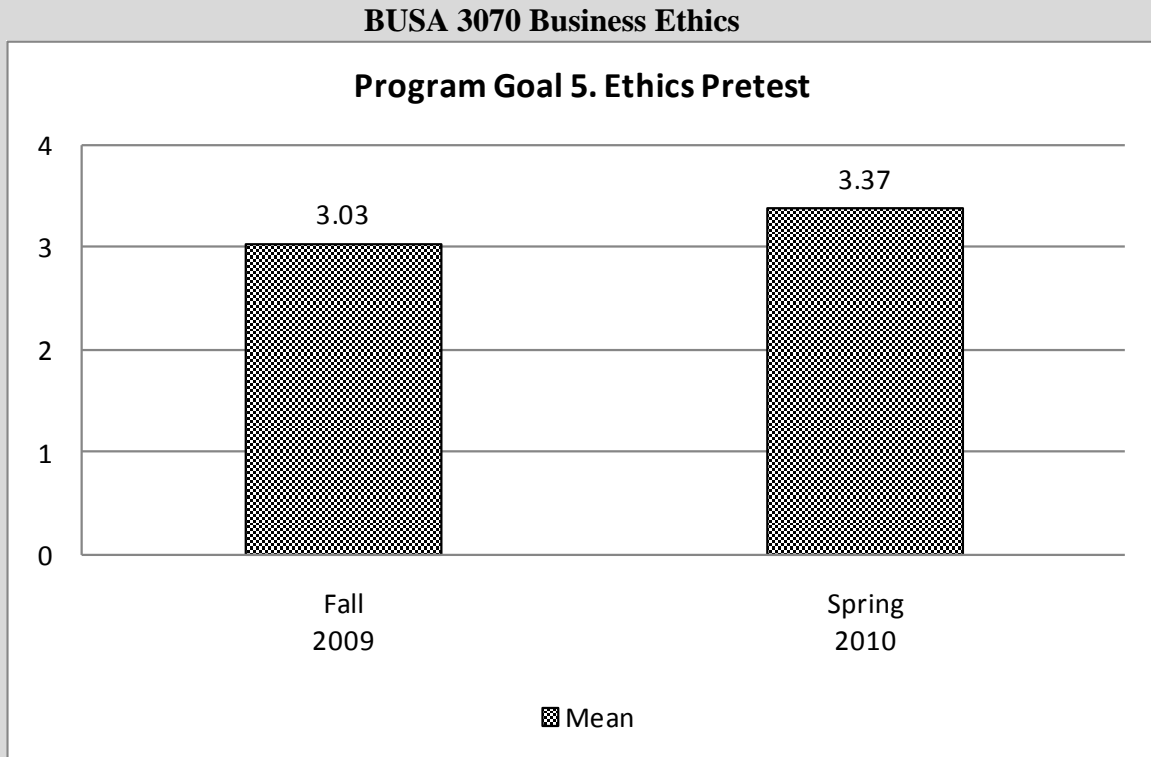
Because past ethics results were not meeting our goal, in fall 2009 a new ethics course was developed and added to the business core curriculum. The ethics pre-test is now administered in BUSA 3070 and results are shown above.
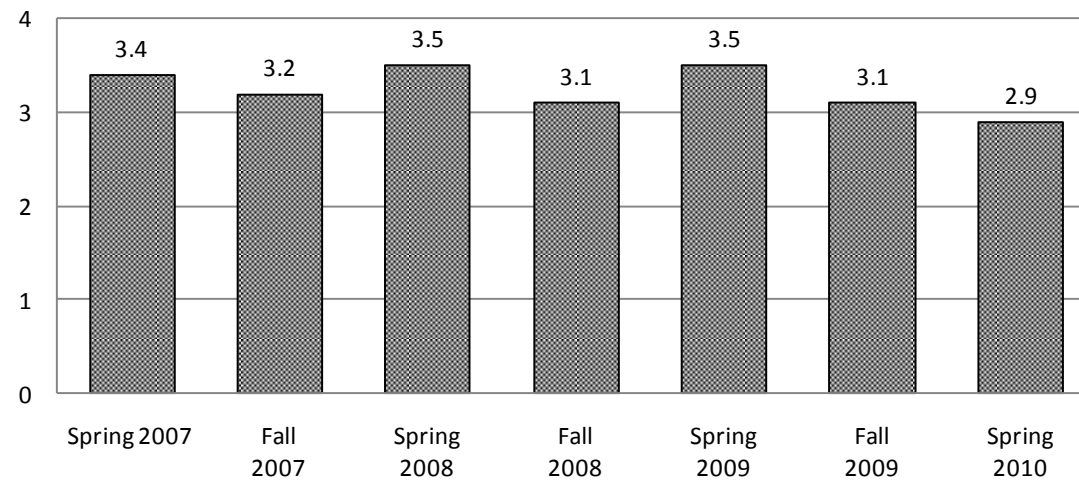
Program Goal 3A. Written Communication

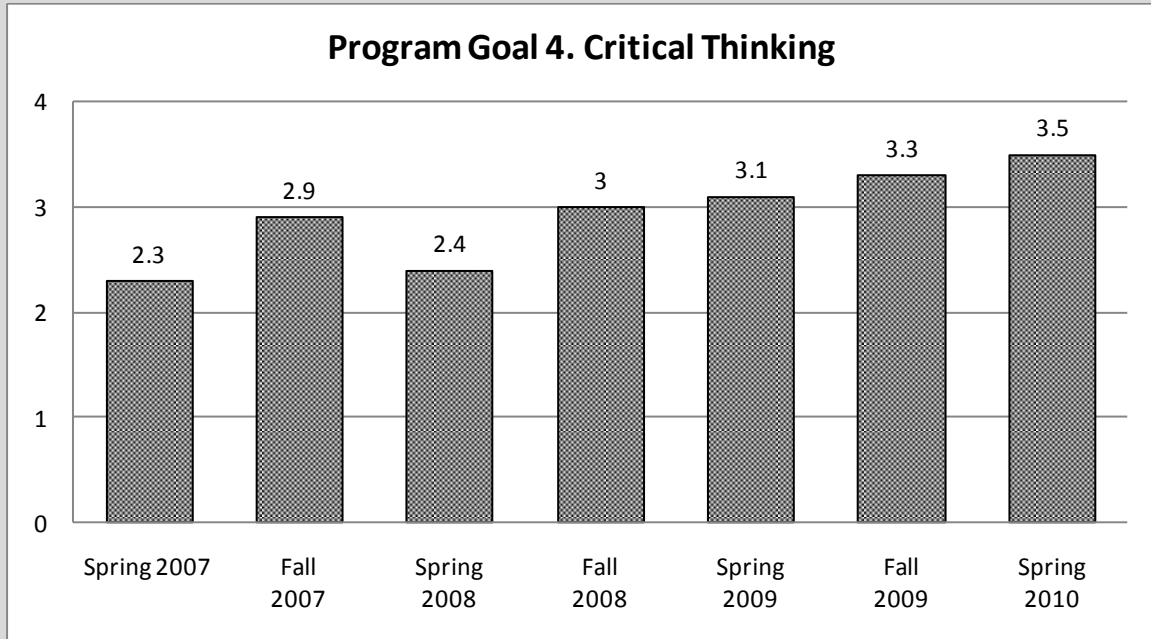|						
2.5	2.8	2.6	3.5	3.4	3.5	3.6
Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010

Program Goal 3B

However, with the added emphasis on written communication scores, our students' oral communication scores have dropped below our goal of 3.0. It should be noted a new grader was added in Fall 2009 to assess these presentations and the rubric was slightly revised. However, more emphasis on oral communication is needed.
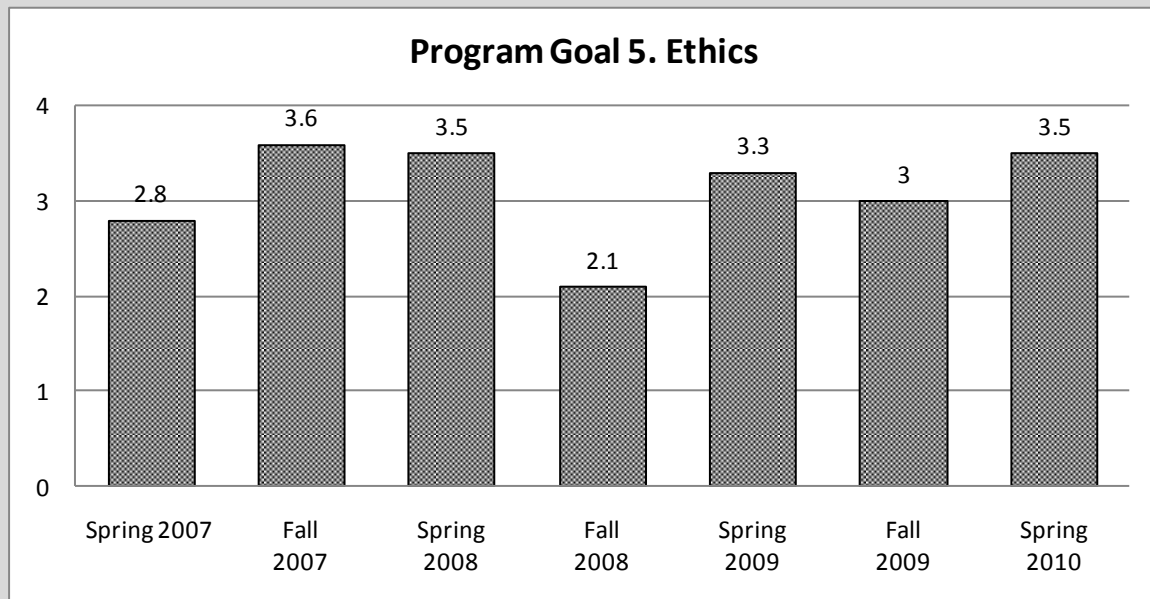
Program Goal 3B. Oral Communication

3.4	3.2	3.5	3.1	3.5	3.1	2.9
Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010

Program Goal 4

Critical thinking scores continue their upward trend as noted below.

Program Goal 4. Critical Thinking

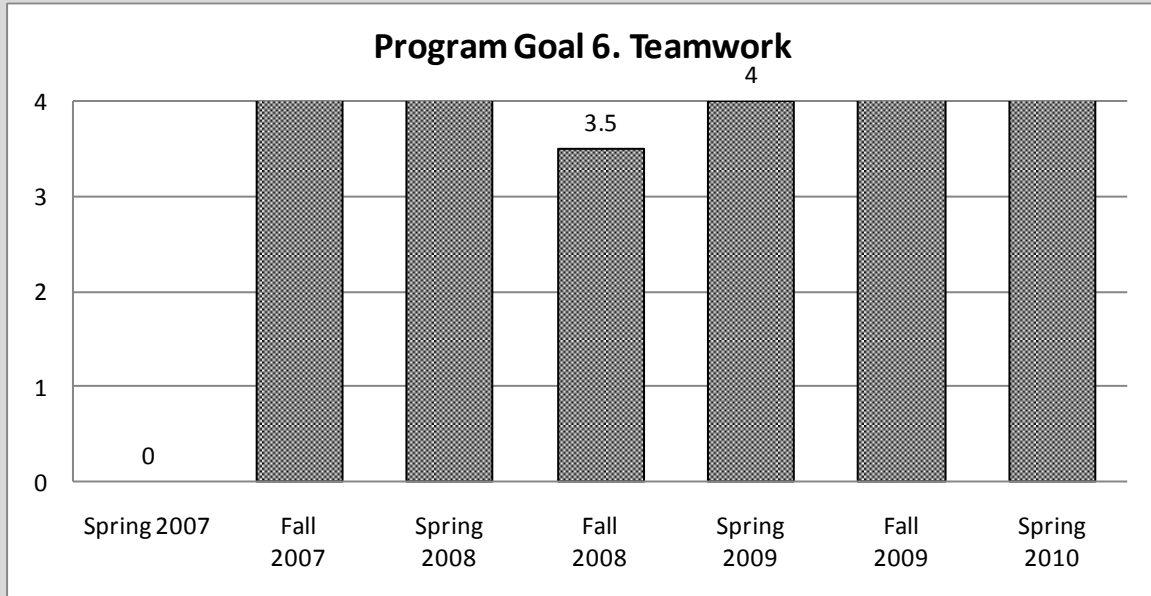|	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Score	2.3	2.9	2.4	3	3.1	3.3	3.5

Program Goal 5

Ethical coverage and results also met the goal (in Fall 2009) and exceed the goal of 3.0 (score of 3.5) in spring 2010 as shown below.

Program Goal 5. Ethics

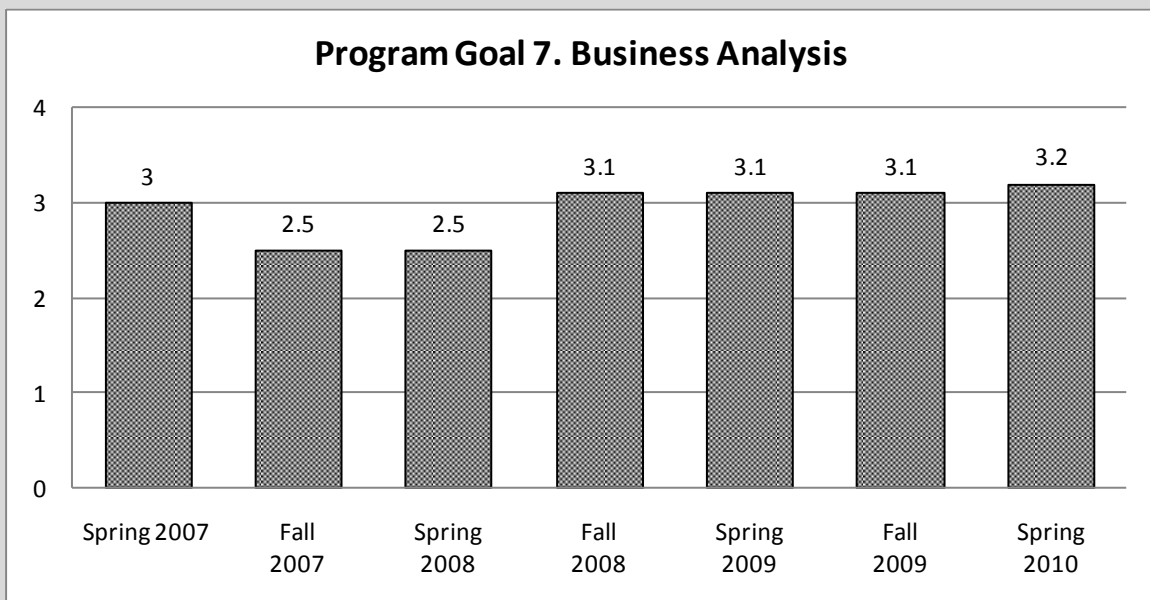|	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Score	2.8	3.6	3.5	2.1	3.3	3	3.5

Program Goal 6

Teamwork is assessed by students but student team members are selected by the strategic management professor. Students continue to perform well on this goal.

Program Goal 6. Teamwork

Term	Score
Spring 2007	0
Fall 2007	4
Spring 2008	4
Fall 2008	3.5
Spring 2009	4
Fall 2009	4
Spring 2010	4

Program Goal 7

Business analysis continues to exceed our School of Business goal of 3.0. However, higher scores might result from the use of more short cases and discussion of business conditions in Area F courses, particularly BUSA 2106 Environment of Business.

Program Goal 7. Business Analysis

Term	Score
Spring 2007	3
Fall 2007	2.5
Spring 2008	2.5
Fall 2008	3.1
Spring 2009	3.1
Fall 2009	3.1
Spring 2010	3.2

(i) Summary and evidence of achievement of student learning outcomes

Describe the extent to which students have achieved current student learning outcomes in Area F and/or upper-division courses, if applicable. (current year)

As shown above we have evidence of achievement of student learning outcomes with a demonstrated average of 75% or higher, or "acceptable", or 3 – the mid-point on the five-point Likert-type scale used consistently across all rubrics used to measure program goals. Outcome assessments exist to answer the question "Did we accomplish what we intended for our students, institution, local community and other stakeholders? It is a formal process for comparing actual *results* to the established outcomes *criteria*.

Student learning in the School of Business is measured for a number of reasons –- to maintain AACSB program accreditation to show continuous improvement, to demonstrate performance to stakeholders demanding accountability and continuous improvement, to judge program effectiveness for performance funding and to make effective resource allocation decisions.

The DSC Assurance of Learning outcomes assessments demonstrate the effectiveness of the School of Business' subject specific programs and promote curriculum improvement to enhance student learning. Outcomes for all goals are noted in section 2(b) above.

Goal 1: General Business Knowledge ETS

A complete packet of review materials for the ETS is provided on-line to students via GAView in the Strategy Class along with a practice test of 20 questions from ETS. Students have access to materials from the beginning of the semester.

The DSC goal is 70% of students will score in the 75th percentile or higher on the ETS. Cathy Jackson in the Testing Center coordinates administration of the ETS. Students take the exam during class time in the Testing Center in the Liberal Arts building. Individual student scores are located on the School of Business I: drive.

Goal 2: Functional Area Knowledge (ETS Functional Areas)

School of Business faculty assess Goal 2, Functional Area Knowledge, also with the ETS exam previously described in Goal 1 above. The ETS measures overall business knowledge as well as provides scores for competencies within functional business areas including: accounting, economics, management, quantitative business analysis, information systems, finance, marketing, legal and social environment, and international issues.

(Note: Through fall 2009, Goal 2 was assessed with a 50-question exam for each concentration offered in the School of Business: 1) accounting, 2) management, 3) management information systems, 4) marketing systems, and 5) operations and production management. Students in the BAS degree chose a concentration and tested in the area. These were developed by faculty committees within each discipline and were reviewed yearly and updated as needed. In fall 2009, it was determined these exams did not accurately reflect student mastery of the business concepts and the ETS functional area knowledge data proved to be a more valid, reliable, and normed indicator for assessment of Goal 2). Sub-scores of the ETS range from 20 to 100.

Goals 3(a)-7

School of Business faculty assess goals 3a through 7 with rubrics they developed for this purpose. We apply the rubrics to assignments in three classes: Business Communication (BUSA 3301), Business Ethics (BUSA 3070), and Strategic Management (MNGT 4701). The professor of record grades these assignments for course purposes, but two additional business faculty members grade each assignment for assurance of learning assessment purposes. (*We encourage faculty in other courses to assess assignments with these rubrics and to work toward these goals, but we do not specifically track these other results for assurance of learning assessment*.)

All rubrics are based on a 5-point Likert-type scale. These forms are located on the School of Business computer network I drive at: I:\AACSBFolder\Assurance of Learning\Rubric\2010-2011. Part-time and adjunct faculty who may not have ready access to the School of Business on-campus computer "I" network may e-mail Mrs. Rafey at trafey@daltonstate.edu for needed documents.

A goal-specific assurance of learning rubric is attached to each student's paper and distributed to the two assigned faculty for grading. No student name is on the paper, only their DSC student ID number. Mrs. Rafey, the School of Business administrative assistant, enters the scores/data into spreadsheets for analysis. Results are compared to previous years and are reviewed and discussed by the entire School of Business faculty. The hardcopies are saved in binders by semester and by program goal and finally by rater. Binders are stored with all AACSB hardcopy information.

Rubrics are assessed at the end of each academic year and changes are made as needed. Originally, rubrics ranged from 3 to 5-point scales and were all harmonized to reflect a 5-point scale in Fall 2008.

During Summer and early Fall 2010, faculty teams developed brief instructions for scoring rubrics to provide detail to new faculty as well as for grading consistency among more senior faculty.

For Fall 2010 and beyond – faculty in ethics, business communication, and strategic management include a copy of the assignment(s), instructions, and copies of case teaching notes/answers for graders and copies to be maintained in assurance of learning folder on I drive and in back-up notebook documentation (with graded rubrics).

Program Goal 3a - Written Communication

From Fall 2006 to Spring 2009, written communication was measured only by a case analysis in the capstone senior-level business strategy class. This last semester's class offered no time to improve students' performance in writing. There was no time to help with their writing if the low scores were noted in the assessment process.

Thus, in Fall 2008, a pre-test for writing and was originally assessed in the sophomore-level BUSA 2106 Environment of Business from Fall 2008 to Spring 2009. The School of Business faculty then agreed that given the need for improvement in written communication (scores were lower than expected) and the unique requirements of business writing that the required writing course

(formerly taught by English faculty) should be taught by business faculty and offered within the School of Business curriculum.

The Business Communication course formerly COMM 3301 taught by Humanities faculty was brought into the School of Business as part of the "closing the loop" assessment process. The course was first offered in Fall 2009 and the writing pre-test moved to this course which only enrolls business majors (unlike BUSA 2106 which had a number of non-business students in the course). Faculty in the School of Business were also encouraged to enroll students in BUSA 3301, Business Communication, early in their junior year to take advantage of the writing assistance offered in this course.

The assignment in business communication is that students write a research paper about a topic in their major in 3.5 to 4 pages, double spaced, with a minimum of five references. The first draft of this paper is scored by two business faculty members. Outcomes for all goals are noted in section 2(b) above.

Program Goal 3b - Oral Communication

Taped presentations are saved onto the I drive for documentation along with the teams' Power Point slides.

Strategy students have switched to projects analyzing local business and organizations for their final project as of spring 2009. Outcomes for all goals are noted in section 2(b) above.

Program Goal 4 - Proficiency in critical thinking and decision making

Written assignments in strategic management focus on a case analysis. Outcomes for all goals are noted in section 2(b) above.

Program Goal 5 - Identification and application of ethical concepts

Like written communication, understanding of ethics and ethical dilemmas in business situations was one of the two low-scoring areas in our initial School of Business assessment of this construct. This goal was initially assessed only in the senior-level capstone strategic management course students completed their last semester at DSC.

Students did not take a stand-alone ethics course and instead learned about ethics as it was infused into the functional business core classes. Given the on-going low scores and comments from faculty graders, a new business ethics course, BUSA 3070, was developed and first offered in Fall 2009. A written business case analysis serves as the pre-test written ethics assignment in this course, traditionally taken by business students in their junior year. The students prepare a two-page paper based on a case distributed in class after they covered their first text on ethics (about 40% of the

way into the semester). The text has an ethical dilemma, and students must consider various viewpoints.

When in their capstone strategic management class, students complete a post-test ethical assignment again writing on ethical dilemmas in a business case from their text. Outcomes for all goals are noted in section 2(b) above.

Program Goal 6 - Ability to work effectively in a team
Summary – good results from teamwork in strategy class.

Students assess their team members at the end of the 16-week semester in the Strategic Management course based on a student's performance/contribution to the team analysis/presentation project. Note that team members are assigned by the faculty member at the beginning of the semester. Outcomes for all goals are noted in section 2(b) above.

Program Goal 7 - Ability to analyze business conditions

SWOT (strengths-weaknesses-opportunities-threats) case analysis is assessed in the Strategic Management course based on a textbook case. Outcomes for all goals are noted in section 2(b) above.

Program Goal 8 – BAS Degree Work Experience

Program Goal 8 is assessed for candidates pursuing the BAS degree. Student candidates for the BAS degree must verify they have at least three years of relevant, successful work experience before they are admitted to the program and before they take upper division business courses. Students document this experience by submitting an application, resume, and cover letter to the School of Business administrative assistant. The administrative assistant copies the application packet, and maintains the original in the student's file. Copies are given to the three member BAS committee: Dr. Joe Baxter, chair; Dr. Larry Johnson; and Dr. Jim Coleman. The committee reviews the packet to verify students have the requisite work experience for admission to the BAS degree program.

In addition, program outcomes of job placement have been met at the 100% level. All BAS students admitted to the program are currently working full time in their area of AS/AAS specialization and are completing the BAS degree as a prerequisite for the next level of management or supervisory responsibility within their organization. Results of exit data on student satisfaction with the BBA degree program remain high. In addition, all BAS graduates successfully complete the graduation requirements of Senior Seminar and Strategic Management. Students all "pass" the "pass/fail" scored Senior Seminar course and earn a grade of "C" or better in Strategic Management.

(j) Evidence of program viability

Based on enrollment history, retention rates, degree completion/graduation rates, and other program outcomes, comment on whether continued resources should be devoted to this program. Your comments should consider external factors 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 the program faculty members in touch with employers and getting feedback on our students' performance? Do employers see a need for changes in the program?

This is a small, but very viable program and meets the mission of DSC as a point of access for students. It extends our initial foundations as a technical college and offers a "ladder" program for technical graduates with a technical expertise to continue on to obtain a bachelor's degree. Recent small improvements in the job market and economy bode well for the increased viability and potential growth of the BAS program. The BAS students take the same business core as our BBA students and the program is therefore cost-effective to administer. Students in the BAS program typically already have jobs and need the degree to move up in their technical fields. While technical fields are becoming more complex with an emphasis on quality and managerial skills, the School of Business programs and classes are prepared to meet the changing needs of a variety of business fields. While other BBA programs have grown with the growth of DSC and the increasing number of traditional students, there is still a need for the BAS degree. Also, growing manufacturing jobs associated with the Chattanooga/N Georgia MSA (metropolitan statistical area) point to further growth particularly in positions associated with the automotive industry and their suppliers as well as a myriad of jobs in computer fields and general management of shop floor environments.

Graduates of the BAS program have developed a technical expertise via their AAS program and, through the BAS program, they have developed a solid business core foundation and taken several upper division courses in a concentration area, such as marketing, management information systems, management, or operations management.

3. USE OF ASSESSMENT RESULTS FOR PROGRAM IMPROVEMENT

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

When assurance of learning results indicated students were not initially meeting written communication goals, the curriculum was changed to move the business communication course (taught then in the School of Humanities) inside the School of Business. The writing assignment, once administered in BUSA 2106 – Environment of Business, was moved to the junior-level business communication course (BUSA 3301). This course, unlike BUSA 2106, was only for business majors, and faculty were instructed to put students into the business communication course early in their junior-year. Scores improved on this metric.

When scores on awareness of ethical issues facing business were also lower than goals set by School of Business faculty, a new business core class, Business Ethics (BUSA 3070), was added to the School of Business Curriculum for BAS (and BBA) majors, and scores improved on this metric.

As the data direct, improvements are made in course content, teaching methodologies, course additions, and other modifications as needed. In fall 2011 and beyond, changes to program goals

for the BAS (and BBA) have been proposed to focus on other issues of importance to business students (based on focus groups with School of Business alumni, the Dean's Community Business Advisory Council, and School of Business faculty).

4. REVIEW OF CURRICULUM

What changes or revisions have been made to the program, its curriculum, or its student learning outcomes since the last program review or assessment?

The curriculum and courses in the BAS degree program were adjusted to fit more within the coursework of the BBA degrees to avoid additional courses for the BAS students only. Initially BAS students had four "bridge" courses, two of which were designed to combine the two lower division accounting courses into one course and the two lower division economics courses into another stand-alone course. Changes were made which required BAS students to complete all Area F courses rather than the "Bridge" courses. This better utilized faculty load and ensured the BAS degree had the business core courses and foundations of all other business graduates, so there is not a distinction in their learning or coverage of functional area business knowledge (finance, accounting, management, marketing, economics, management information systems, operations). Concentration areas were also added so that BAS students could focus in one area in their upper division coursework. The degree was also carefully reviewed during our recent AACSB accreditation visit.

5. PROGRAM STRENGTHS AND WEAKNESSES

Strengths:

The BAS degree:

1.   Is a good bridge program from the technical degree programs through to the bachelor's degree programs in business.

2.   Is a strong program for adult learners.

3.   Is responsive to the external environment which indicates positive trends in technology and manufacturing jobs continuing to slightly increase.

4.   Offers courses in key functional areas that mirror courses of BBA degrees so no additional resources are required.

5.   Offers a point of differentiation in the marketplace for college degrees.

Weaknesses and concerns:

The BAS degree:

•   Is sensitive to the economy.

•   Has small enrollment numbers, and, over time, this could be a concern.

6. RECOMMENDATIONS FOR FOLLOW-UP AND/OR ACTION PLANS (if needed)

Issue/concern:

The small enrollment numbers in the BAS program is a concern.

Specific action(s):

The School of Business will continue to monitor enrollment growth. Technical school faculty will be encouraged to recommend the BAS degree for their AAS students with appropriate blocks of technical coursework. Technical schools in the region will be contacted and encouraged to refer students to our BAS degree.

The School of Business will market the degree within the region, specifically to area employers.

To make the program more accessible to students, faculty will consider offering more hybrid courses.

The School of Business will investigate marketing the BAS degree to to AAS graduates in the state.

Expected outcomes:

Increased enrollments should be the expected outcome of these actions noted above.

Time frame:

Marketing efforts will coincide with the adult learner efforts underway at DSC. If budgets allow, marketing efforts will begin during the 2011-2012 academic year.

Person(s) responsible:

Dean Donna Mayo, Associate Dean Larry Johnson, VP Sandra Stone and Director Pam Partain will have primary responsibility for the specific actions noted.

Resources needed:

Marketing funds.

Prepared by
__Dr. Donna T. Mayo_ and Dr. Marilyn Helms_____   Date ___6/18/2011_____

Reviewed by
Donna T. Mayo
_____   Date __June 18, 2011__(revised August 7, 2011)

Reviewed by

Marilyn M. Helms

_____ Date ___June 18, 2011__ (revised August 7, 2011)

Reviewed by Chair of Program Review Subcommittee

Marilyn M. Helms

_____ Date _____8/16/11_____

Reviewed/Approved by Vice President for Academic Affairs

Sarah S Stone

Date _____9/26/11 _____