DALTON STATE

COMPREHENSIVE ACADEMIC PROGRAM REVIEW

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

Program Characteristics
Academic Program name: Technology Management
Degree: Bachelor of Applied Science (BAS) in Technology Management
Program CIP Code: 52.12
School and Department: Business/Management and Marketing
Time frame for this review: Fall 2012 thru Fall 2016
Date of last internal review: 9/26/2011
Current date program reviewed for this report: Fall 2017

Program Goal Statement and Student Learning Outcomes
Program goal statement:
The Bachelor of Applied Science in Technology Management degree is designed to provide applicants, who have earned an Associate of Applied Science or Technology degree, the opportunity to continue their education. The BAS degree will prepare students to pursue a management position in the area of their AAS/AAT degrees. The combination of a well-founded technical education coupled with business courses will prepare graduates for both technical and managerial positions in a variety of business settings. Students must provide proof of AAS/AAT degree for admission to the BAS program when the major is selected.

Program outcomes:

1. Our graduates will understand core business concepts in the following functional areas (traditional learning disciplines): accounting, economics, management, quantitative business analysis, information systems, finance, markets, legal issues, international issues.
2. Our graduates will demonstrate how to make an effective, professional oral business presentation.
3. Our graduates will demonstrate effective written communications in a professional quality business document.
4. Our graduates will demonstrate the ability to effectively use information technology and software.
5. Our graduates will demonstrate the ability to use technology to solve and interpret quantitative business problems.
6. Our graduates will understand the importance of behaving ethically in their professional lives and will effectively identify ethical implications of business decisions.
7. Students will be able to apply decision making processes and tools to define the problem, identify and collect needed information, and analyze the information to reach an appropriate strategic business decision.

Student learning outcomes:

1. Strategic knowledge of business conditions
   a. Business students will demonstrate a basic knowledge of all business functions as well as competencies within the functional areas of business, covered in MNGT 4701: Strategic Management.
   b. Business students will make appropriate strategic business decisions, covered in MNGT 4701: Strategic Management.
2. Communications
   a. Business students will deliver a professional oral business presentation, covered in BUSA 3301: Business Communications.
   b. Business students will author a professional business letter or memorandum, covered in BUSA 3301: Business Communications.
3. Technology and Decision Making
   a. Business students will demonstrate the ability to effectively use information, technology and software, covered in MGIS 3351: Principles of Management Information Systems.
   b. Business students will use technology to solve and interpret a quantitative business problem, covered in LSCM 3251: Principles of Supply Chain Management.
4. Ethics and Decision Making
   a. Business students will understand the importance of ethics in their professional lives and will effectively identify ethical implications of business decisions, covered in, among other classes, BUSA 3100: Survey of Business Law and Ethics.

Brief Assessment of Previous Program Review

Outcome of previous program review (brief narrative statement).

The 2011 Comprehensive Program Review expressed apprehension over the prospects for enrollment growth in the BAS program. Full-time equivalents had fallen nearly 20% over the reviewed period with headcount dropping almost 50%. This was attributed to the college actively moving away from the technical college component of its mission. Eliminating the AAS programs removed the largest source of BAS graduates, the students the BAS degree was designed to serve.

Much of the report's recommendations were directed toward increasing awareness of the program through better marketing. Among the suggestions:

Technical school faculty will be encouraged to recommend the BAS degree for their AAS students;

Technical schools in the region will be contacted and encouraged to refer students to our BAS degree;

Market the degree within the region, specifically to area employers;

Make the program more accessible to students through more hybrid courses;

Market the BAS degree to AAS graduates in the state with an expectation of achieving higher enrollments with the timing of the marketing efforts to coincide with other adult learner efforts underway at DSC.

Although there are specific examples of each of these proposals, none was shown substantive or sustained implementation.

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

Since the last Comprehensive Program Review of the Bachelor of Applied Science degree, there have been profound changes and improvements in nearly all aspects of Dalton State College and the Wright School of Business. The most significant of these, particularly for the BAS program, was the discontinuation of the Technical College System of Georgia (TCSG) mission within Dalton State College. This resulted in the elimination of all but a handful of certificate and Associate of Applied Science programs as the college has become a predominately bachelor's-degree granting institution. A new science building, Peeples Hall, was opened along with the first traditional dorm facility, Mashburn Hall. In addition, the college applied to be the first Hispanic Serving Institution in the State of Georgia.

Changes within the School of Business paralleled those of the college. Several technical programs including certificates and AAS degrees in Office Administration and Supervision were transferred to the school and ultimately discontinued along with the Associate of Science degree in Business Administration. Changes have been made to all school programs to accommodate the changing demographics of the student body. Marketing Systems (re-designated "Marketing"), Accounting, and Management Information Systems have all been revised to meet the needs of a larger and more diverse population of traditional age students. The BBA in Operations Management was incorporated into the Management program. Despite a net decline in college enrollments, 5460 to 5182, from Fall 2011 to Fall 2016, the Wright School of Business enrollments have grown from 819 to 995 over the same period. School enrollments now represent 19% of the college, up from 15% at the time of the last BAS Comprehensive Program Review. The school was successful in its bid for AACSB reaffirmation, and a new BBA degree in Finance and Applied Economics was added for in Fall 2015. A BBA in Logistics and Supply Chain Management was approved by the Board of Regents, and the school began accepting students in the Fall of 2017 by incorporating curriculum from the former Operations Management degree. A generous gift by C. Lamar and Ann Wright has funded a substantial renovation and expansion of Memorial Hall, and the School was named the C. Lamar and Ann Wright School of Business. The renovation and expansion is scheduled to begin January 2018 with the project expected to be completed by January 2019.

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?

Starting in Fall 2014 the Bachelors of Applied Science (BAS) degree was redesigned to be more consistent with the original intent of the degree, making it similar to other BAS programs in the state of Georgia. An important objective of the redesign was to facilitate the development of an online version (WebBAS) intended to be delivered through a consortium of two or more University System of Georgia (USG) institutions. These objectives were consistent with DSC's longstanding involvement with the Technical College System of Georgia and recent State and University System of Georgia initiatives designed to promote more cooperation between the USG and the TCSG. Although the BAS degree was conceived of as a pathway for AAS graduates to earn a bachelor's degree, it could serve as a vehicle for degree completion initiatives.

The most significant modification of the degree was the reintroduction of the BAS "Bridge" curriculum. This is a set of four junior-level courses that provide analogous training to Area F for the BBA program and prepares students who may not have taken business-related technical training for junior-level business courses. In addition, the number of career courses accepted into the BAS degree was increased from 18 to 39, making it possible for AAS students to earn a bachelor's degree within the 120 credit hours prescribed by the Board of Regents. As the following "Student Demographics" section indicates, since these changes went into effect the program has enjoyed a substantial increase in the number of students joining the BAS program, as well as growth in the number of full-time equivalents and graduates. Over the period of this review FTEs increased from 12.7 to 28.8, and the number of graduates per year increased from three in 2012-2013 to thirteen in the 2016-2017 academic year. Considerable effort was expended exploring the possibility of a "WebBAS" program offered through a consortium of University System of Georgia schools as an eMajor degree.

Student Demographics

Enrollment	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	% Change
Headcount	19	21	33	38	40	111%
FTE	12.7	12	22	29	28.8	127%
Enrolled Full-time	6	2	9	8	11	120%
Enrolled Part-time	13	19	24	30	19	46%
Female	9	10	15	17	20	122%
Male	10	11	18	21	20	100%
Alaskan Native/Native American/American Indian	0	0	0	0	0	NA
Asian, Hawaiian, Other Pacific Islander	0	1	0	0	1	NA
Black/African-American	0	0	4	1	2	NA
Hispanic	2	4	6	7	7	250%
Multi-racial	0	0	0	0	0	NA
Undeclared	1	2	4	8	8	800%
White	16	14	18	22	22	38%

Analysis and comments on student demographics.

Overall growth in enrollments has been very encouraging with the headcount more than doubling from 19 to 40 students and full-time equivalents were also up more than 100%. The growth in the proportion of Hispanic students (10.5% to 17.5% of enrollments) is consistent with the increasing number of Hispanic students in the college as a whole. The noticeable increase in undeclared students may be because some of our Hispanic

students are reluctant to declare their ethnicity given the current political climate. Not captured in these statistics are the relatively unique characteristics of these students. Twenty-three of the 40 students enrolled in the Fall of 2016 had transfer credits. The average age was 40, carrying with it the results of a multitude of life entanglements. Many of the BAS students are engaged in significant careers, and because degree completion is often a barrier for continued professional development, earning a degree is often a high priority. Most BAS students work in a full-time capacity making the availability of classes that coincide with their schedules a very important part of assuring student success.

Faculty Indicators of Program Quality						
School (not department) faculty teaching in program (excluding Areas A through E)	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**	**Fall 2016**	**% Change**
Full-time program faculty	21	23	23	24	24	14.3%
Part-time program faculty	11	12	12	16	11	0.0%
Total program faculty	32	35	35	40	35	9.4%
Percent of program classes taught by full-time program faculty*	83.1%	80.2%	83.9%	78.0%	85.4%	2.7%
Gender (full-time and part-time faculty)	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**	**Fall 2016**	**% Change**
Male	24	25	23	29	22	-8.3%
Female	8	10	12	11	13	62.5%
Race/Ethnicity (full-time and part-time faculty)	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**	**Fall 2016**	**% Change**
Alaskan Native/Native American/American Indian	0	0	0	0	0	NA
Asian, Hawaiian, Other Pacific Islander	4	5	4	1	2	-50.0%
Black/African-American	1	1	2	2	1	0.0%
Hispanic	1	1	1	1	1	0.0%
Multi-racial	0	0	0	0	0	NA
Undeclared	0	0	0	0	0	NA
White	26	28	28	36	31	19.2%
Tenure Status (full-time faculty)	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**	**Fall 2016**	**% Change**
Tenured	7	6	10	11	14	100.0%
On-tenure track	9	11	8	9	6	-33.3%
Non-tenure track	14	14	17	20	15	7.1%
Rank (full-time faculty)	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**	**Fall 2016**	**% Change**
Professor	3	3	4	6	6	100.0%
Associate Professor	4	5	6	6	8	100.0%
Assistant Professor	9	10	8	9	6	-33.3%
Instructor/Senior Lecturer/Lecturer	5	5	5	3	4	-20.0%

*Assumes 3 credit courses and excludes independent studies and internships while including the dean whether teaching or not.

Faculty Indicators of Program Quality

Highest degree (full-time faculty in the Wright School of Business)	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**	**Fall 2016**	**% Change**
Doctorate	13	15	16	17	17	30.8%
Specialist	1	0	0	0	0	-100.0%
Master's	7	8	7	7	7	0.0%
Bachelor's	0	0	0	0	0	NA
Associate's/Other	0	0	0	0	0	NA
Average annual salary for full-time teaching WSOB faculty	$78,224	$62,666	$72,768	$73,240	$78,656	0.5%

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

As previously reported, the only program specific classes in the BAS degree are the bridge courses (reestablished starting Fall 2014 and include BUSA 3100: Survey of Business Law and Ethics, BUSA 3200: Survey of Economics, BUSA 3300: Survey of Accounting, and BUSA 3400: Quantitative Theory for Technology Management). These courses are each taught approximately once a year and are only available to BAS students. All other upper-division courses used in the BAS degree are required for the Bachelor of Business Administration degree. The bridge courses are junior-level work analogous to the Area F requirements of the BBA degree. The remainder of the upper-division program requirements are courses taught to support the BBA program. Most AAS graduates will have credit for 18 hours of general education requirements and will need to take the remaining 24 hours of Areas A through E to complete the BAS degree.

Indicators of Measures of Quality

Student Input	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	% Change
Mean ACT score	19	18	19	17.8	18	-5%
Mean SAT score	448	458	451	444	446	-<1%
Mean Freshman Index	2491	2420	2328	2284	2322	-7%
Entry GPA mean score	3.1	3.0	2.9	2.8	2.8	-10%
Program entry score, if applicable (e.g., nursing, business, education)	NA	NA	NA	NA	NA	NA

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.).

The intent of the BAS degree is to provide a pathway for students holding an Associates of Applied Science to earn a bachelor's degree. Although many of the BAS students are already engaged in significant careers, many who attended technical colleges frequently have significantly different academic preparation than those who graduated from a college preparatory high school program. As pointed out in the Student Demographics section, the average age of enrolled BAS students in the Fall of 2016 was 40, which helps explain why the compiled student input measures could be out of date and may not reflect the students' current level of maturity and motivation.

Indicators of Measures of Quality

Student Output	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	% Change
Exit scores on national/state licensure (If applicable)	NA	NA	NA	NA	NA	NA
Graduating majors' mean GPA	3.6	3.1	3.1	3.0	3.2	-11%
Employment rate of graduates*	NA	NA	NA	NA	NA	NA
Number of students entering graduate/professional programs**	NA	NA	NA	NA	NA	NA
Number of students accumulating 120 credit hours	3	2	9	6	7	43%
Number of students accumulating more than 120 credit hours	3	2	9	6	7	43%
Number of students accumulating 128 credit hours (secondary education and early childhood education degrees)	NA	NA	NA	NA	NA	NA
Number of students accumulating more than 128 credit hours (secondary education and early childhood education degrees)	NA	NA	NA	NA	NA	NA
Percent of program students on Dean's List	11%	0%	5%	5%	8%	-27%

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

Because the Bachelor of Applied Science degree is designed as a degree completion program for those earning an AAS degree, almost all of the students are transfer students and frequently have accumulated a large number of credits without earning a bachelor's degree.

*Complete employment rates for most of the period under review are not available; however, all students who were enrolled as BAS students in the Fall of 2016 and had graduated by the end of Summer 2017 were contacted, 13 in all.

Ten of the graduates were conventionally employed in positions requiring either their earned AAS degree or a bachelor's degree in firms such as YANMAR, Royal Oaks Senior Retirement Community an affiliate of Hamilton Medical Center, Erlanger IT, Beaulieu, Shaw Industries, FieldTurf, The Tennessee Aquarium, and Signa Healthcare. Position titles for these graduates include Technical Support Manager for GA and East TN, Network Engineer, Sr. Workers' Compensation Claims Administrator, Network Analyst, Supervisor-Accounts Payable, Admissions Assistant Manager, Coating Department Team Manager, CAD/CAM Drafter, and Customer Service Advocate (entry level career track position).

One graduate was voluntarily unemployed (seeking a career in professional soccer), one returned home to run the family farm, and one graduate had joined the United States Army at an enlisted rank.

** Although there are examples of BAS graduates going on to earn graduate degrees, the BAS degree is considered a terminal credential.

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

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.

Fall of Year	Cum Laude	Magna Cum Laude	Summa Cum Laude
2012	66%	0	0
2013	0	0	0
2014	10%	0	0
2015	13%	0	0
2016	0	0	0

Many of the BAS students have had long periods of employment and are unable to advance in their careers without a bachelor's degree. Frequently, only 18 to 24 of the 60 credits required of a typical AAS degree will count toward traditional bachelor's degree. Having an avenue to a bachelor's degree that recognizes the student's career courses can be pivotal for those who earned an AAS degree years earlier. Responding to this group of students is consistent with objectives of College, System, and State strategic plans.

Describe the extent to which students have achieved current program outcomes during this program review cycle.

The table below details the program Outcomes, Measures and Targets, and Evidence/Results of Assessments for the Bachelor of Applied Science degree in Technology Management.

Program Outcome	Measure and Target	Evidence/Results of Assessment
Our graduates will understand core business concepts in the following functional areas (traditional learning disciplines): accounting, economics, management, quantitative business analysis, information systems, finance, markets, legal issues, and international issues.	**Measure:** Performance on Educational Testing Service's (ETS) Major Field Test exam. **Target:** Of WSOB graduating seniors 70% will score in the 75th percentile or higher on the ETS and within the ETS functional areas.	**Target: Partially Met:** Test results reported by ETS are insufficient to precisely resolve this target. Semester average ETS scores by functional area are available and indicate overall compliance with this program outcome. While there was substantial variability between cohort scores, for the 7 cohorts tested (Fall 2012 to Fall 2015) all areas had at least one cohort where the average score exceeded the 75th percentile. The average of the ETS overall scores was 77% with a maximum of 91% and a low score of 63%.
Our graduates will demonstrate how to make an effective, professional oral business presentation.	**Measure** Assessed by a standard rubric that evaluates student presentations based on organization, visual aids, eye contact, elocution and mannerisms and well as substantive content to the presentation. **Target:** Students will average 3.0 or higher out of 5.0 overall on the rubric items for this goal.	**Target: Met:** The average score in Spring 2015 on the Oral Communication assessment rubric was 4.45.
Our graduates will demonstrate effective written communications in a professional quality business document.	**Measure:** Student performance on a professional business letter or memorandum assessed by a standard rubric that considers logic and organization, language, spelling and grammar and presentation. **Target:** Students will average 3.0 or higher out of 5.0 on the rubric for this goal.	**Target: Met:** The average score in Fall 2015 on the Written Communication assessment rubric was 3.42

Our graduates will demonstrate the ability to effectively use information technology and software.	**Measure:** Students in MGIS 3351 will be able to distinguish among the major software development processes and techniques, and demonstrate an appreciation of the roles of MIS, **Target:** Acquisition of this knowledge will be based on a target of 75% of students scoring 80% or better on the test.	**Assessed 2015-2016 Target: Met:** MGIS 3351 was taught fall 2015 and spring 2016 and 86.7% of the enrolled students scored 75% or more.
Our graduates will demonstrate the ability to use technology to solve and interpret quantitative business problems.	**Measure:** Students will demonstrate proficiency in analyzing data and reporting results to effectively solve a business problem. **Target:** Students will average 3.0 or higher out of 5.0 overall on the rubric items for this goal.	**Target: Not Met:** The average score in Fall 2015 on the Ability to Analyze Business Conditions assessment rubric was 2.70. Corrective actions include increased emphasis on quantitative decision making and the development of a business analytics course (in the 2016-2017 Catalog) and a business analytics minor starting in fall 2017.
Our graduates will understand the importance of behaving ethically in their professional lives and will effectively identify ethical implications of business decisions.	**Measure:** Students will demonstrate the ability to identify an ethical dilemma, groups affected, alternative outcomes, and forecast possible results from a case scenario. **Target:** Students will average 3.0 or higher out of 5.0 overall on the rubric items for this goal	**Target: Met:** The average score in Spring 2015 on the Ethical Concepts assessment rubric was 3.42.
Students will be able to apply decision making processes and tools to define the problem, identify and collect needed information, and analyze the information to reach an appropriate strategic business decision	**Measure:** Student performance in teamwork, data gathering, industry analysis, company analysis (accounting, marketing, finance, operations), identification of current strategy, solution developed from analysis and justified with company and industry facts, effective oral communication, use of presentation software and handling of audience questions. **Target:** Students will average 3.0 or higher out of 5.0 overall average on the rubric items for this goal.	**Target: Met:** The average score in Spring 2015 on the Strategic Analysis of Business Conditions assessment rubric was 3.78.

(j) 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 the following tables show, students successfully achieved specified student learning outcomes in the upper-level courses that are required in the Bachelor of Applied Science degree in Technology Management. Faculty created action plans for all student learning outcomes and entered these in WEAVE.

Student Learning Outcome	Target	Actual Result
Strategic knowledge of business conditions a. Business students will demonstrate a basic knowledge of all business as well as competencies within the functional areas of business, covered in MNGT 4701: Strategic Management.	a. 70% of students will score a 75% score on the ETS as computed as their raw points out of 200 points possible	**Assessed 2014-2015 Target: Partially Met** 65.67% (or 44 of the 67 students - combining three sections) scored a 75% or better on the ETS computed as number of questions correct out of 200 points total.
Strategic knowledge of business conditions b. Business students will make appropriate strategic business decisions, covered in MNGT 4701: Strategic Management.	b. At least 80% of students will achieve a B or higher on case quiz average.	**Target: Met** In spring 2015 83.16% of the students scored 80% or higher on the case quizzes.
Communications a. Business students will deliver a professional oral business presentation, covered in BUSA 3301: Business Communications.	a. Students will average 3.0 or higher out of 5.0 overall on the rubric items for this goal.	**Target: Met:** The average score in Spring 2015 on the Oral Communication assessment rubric was 4.45.
Communications b. Business students will author a professional business letter or memorandum, covered in BUSA 3301 Business Communications.	a. To apply writing and presenting skills using a variety of media with at least 70% receiving a "C" or better.	**Assessed: 2012-2013 Target: Met** Target was met and 40% gained a B or better.
Technology and Decision Making		

a. Business students will demonstrate the ability to effectively use information, technology and software, covered in MGIS 3351: Principles of Management Information Systems.	a. Students will demonstrate their understanding of how information systems are used in organizations by using the following standard: 75% of the students that take the test covering Chapter 3 and 4 will receive an 75% or better on the test.	**Assessed: 2015-2016 Target: Met** 93% of the students taking the test received a 75% or better on the test.
Technology and Decision Making b. Business students will use technology to solve and interpret a quantitative business problem, covered in LSCM 3251: Principles of Supply Chain Management.	b. Curved average score on questions evaluating learning curves of at least 75%.	**Assessed: 2014-2015 Target: Met** Curved final exam scores on the learning curves section of the final exam were 79.2%
Ethics and Decision Making a. Business students will understand the importance of ethics in their professional lives and will effectively identify ethical implications of business decisions, covered in, among other classes, BUSA 3100: Survey of Business Law and Ethics.	a. Students will understand the concept of ethics and the various approaches to the study of ethics.	**Not measured this cycle.**

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

As mentioned earlier, the BAS degree was redesigned in the Fall of 2014 to be more consistent with the original intent of the degree which is to provide a degree completion path for students who have earned an AAS degree. As the preceding employment statistics for students who graduated during the 2016-2017 academic year indicate, the curriculum is not only better aligned with the program objectives, but it also provides an accessible path for students with technical training to advance when the next step in their career requires a bachelor's degree.

Indicators of Measures of Viability

Internal Demand for the Program	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	% Change
Number of students enrolled in the (selective) degree program	19	21	33	38	40	110.5%
Number of students who applied to the program (if applicable)	5	10	10	18	16	220.0%
Number of students admitted to the program (if applicable)	3	4	6	5	4	33.3%
Number of students who declared the program at 60 semester credit hours	3	4	6	5	4	33.3%
Number of credit hours taught in the program (total enrolled hrs. for BAS students)	164	145	278	288	348	112.2%
Average full-time faculty workload for the academic unit (not the degree program—the Wright School of Business as a whole)	3.2	3.4	3.2	3.1	3.2	~0
Number of faculty supporting the degree program (within the academic unit but excluding Areas A through E) (bridge courses only)	0	0	0.25	0.25	0.25	NA
Number of faculty supporting the degree program (outside the academic unit but excluding Areas A through E)	0	0	0	0	0	NA
Percent of program specific classes taught by full-time faculty	NA	NA	100	100	100	NA
Number of part-time faculty	0	0	0	0	0	NA

Describe additional details as deemed appropriate.

After the fall 2014 realignment, the BAS degree has enjoyed a substantial resurgence with raw headcount increasing 110% over the whole review period and all other measures of student applications to the BAS program up substantially

as well. Because there are only four courses none of which require specialized credentialing, the effect of this growth on faculty staffing is negligible.

This consistent growth in the BAS program enrollments is despite declining enrollments in Dalton State's certificate and AAS degrees, the result of Dalton State's changing mission and the discontinuation of most of these programs.

Indicators of Measures of Productivity

Time to Degree	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**	**Fall 2016**	**% Change**
Mean student time to degree (yrs)	4	3	3	2	2	-50.0%
Fall-to-fall retention rate of students enrolled in program (this is a selective program)*	67%	58%	67%	49%	50%	-25.4%
Graduating within 6 years – Bachelor's degree program	1	0	1	1	1	0.0%
Total student credit hours earned (all enrolled credits for BAS students)	164	145	278	288	348	112.2%
Graduation	**2011-12**	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**% Change**
Number of degrees conferred	3	3	3	10	8	267.7%

Describe any institutional-specific factors impacting time to degree.

This is a selective program. Students may have graduated earlier and returned or dropped out and returned for this degree. Retention rates, credit hours earned, and time to degree may be distorted when these factors are in play.

As the preceding report indicates, there has been a substantial revival of the BAS program since its last Comprehensive Program Review. This is facilitated by the redesign of the curriculum and the assignment of faculty advisors who understand and appreciate the intricacies, strengths, and weaknesses of the program.

*Of the 41 students enrolled in Fall 2016 as BAS majors or students who would graduate as BAS majors, 13 graduated, 22 were enrolled Fall 2017 (20 as BAS Technology Management and 2 with changed majors), while 6 did not graduate and were not enrolled Fall 2017. Accounting for graduates as "retained," this yields a rough year-over-year retention rate of more than 85%.

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?

Cost effectiveness is always an important component of program viability; because the BAS degree only requires four dedicated courses, the incremental cost of supporting the degree is very low. In addition, the Bridge courses are analogs to the AREA F requirements of the BBA program and, as such, do not require specialized faculty to teach them.

Beyond the encouraging growth in enrollments and the cost-effective nature of delivering the BAS program, the BAS degree supports national, state, and system initiatives intended to promote degree completion for adult learners. The first Strategic Imperative of the 2013-2018 USG Strategic Plan is "Commitment to Academic Excellence and Degree Completion" which contains a mandate to "Develop New, Flexible, and Affordable Degree Options" and because the BAS degree builds on instruction provided through the Technical College System, it forms a crucial link between the USG and the TCSGA while supporting the USG strategic plan.

Just as important, the BAS degree can be essential to many TCSGA graduates whose careers have evolved to the point of needing a bachelor's degree for further advancement. The BAS degree also supports employers seeking a means of providing a career development path for employees recruited directly from the Technical College System into jobs that can lead to positions requiring a bachelor's degree. Indications are these trends toward supporting training at the technical college level will continue for the foreseeable future.

Program Strengths and Weaknesses

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

Strengths:

The BAS degree was the third bachelor's degree program established at DSC and is consistent with the college's long-standing affiliation with the TCSGA and current system initiatives that encourage degree completion for adult learners.

The BAS degree is a cost-effective program that supports students, most of whom would not attend DSC without this educational opportunity. It also has substantial opportunity to be delivered in an online format.

The BAS degree has been the subject of at least two initiatives designed to provide the degree online as a "WebBAS" and it should be pointed out that estimates of the number of students participating in online instruction through the TCSGA is nearly 100,000, a rather obvious market. There has also been discussion of providing the degree through the University System of Georgia's eMajor initiative.

Weaknesses and concerns:

Because the BAS degree is intended to interface with the Technical College System and students in the program usually have graduated from the TCSGA, there are substantial cultural and academic preparedness issues for many AAS graduates. Despite joining the program with junior standing, most still need to complete a significant part of their general education requirements while taking the Bridge curriculum as students prepare for junior- and senior-level coursework that is designed for the Bachelor of Business Administration programs.

Although there are examples of traditional age students matriculating directly from the TCSGA to the BAS program, this group represents a relatively small number of students. Most of the successful students in the BAS program are adults returning to complete a degree later in life when their career development is hampered by not having a bachelor's degree. Often these students are products of career track high school programs and may not have received preparation for collegiate level work 15 or 20 years ago.

Recommendations for Follow-Up and/or Action Plans (if needed)

Issue/Concern:

While enrollments in the BAS program have been trending upward to the point that the degree is viable, there are concerns over whether or not this trend can be sustained. Many of the graduates of the technical college system are accustomed to having courses available at nontraditional times (evenings and weekends) or online. Although there are no data available showing the proportion of AAS graduates who complete their bachelor's degree through the increasing number of for-profit providers, there is reason to suggest this proportion is substantial and growing. Employed students who require only "a" degree to be eligible to advance in their careers are motivated primarily by the accessibility of the program. Part of the reason for this is employers frequently reimburse employees for tuition and few of the students plan to attend graduate school. This diminishes the three most important competitive advantages the Wright School of Business has to offer. These are a high quality and rigorous education, top-tier accreditation, and low cost.

Specific action(s):

While the most significant recommendations of the 2011 Comprehensive Program Review focused on promoting awareness of the advantages of the BAS degree, there was little or no effort or resources directed toward implementing activities designed to achieve goals. Failure to promote the BAS degree provides an opportunity for the for-profit institutions to increase their presence in Northwest Georgia with programs that are designed to accept coursework from technical colleges. Promoting the BAS degree by publicizing the advantages a degree from the Wright School of Business offers to potential students and area employers would be an effective response to the relatively new for-profit players. Specifically, the importance of excellent academic preparation and globally recognized credentials to the students' potential for continued career growth need to be emphasized. These are high priorities for students, employers and the regional economy.

A major selling point of the for-profit education providers is accessibility, which most often means online classes. Although the Wright School of Business offers a substantial proportion of the courses required for the BAS degree online and eCore provides general education content, there is a need to have more consistency and reliability in the online offerings sufficient to allow a student to complete a BAS degree completely online.

Training faculty and advising staff to recognize and respond to the distinct characteristics and cultural expectations of BAS students is another important priority. Not only do BAS students usually have different academic preparation and life experiences but their educational expectations have been shaped by the technical college system. In addition, their perspectives are as mature adults with family, careers and other life requirements that are not usually impeding traditional age students.

The intent of the BAS degree is to provide an academic pathway to a bachelor's degree for students matriculating from technical college programs and Dalton State College does maintain 5 AAS degrees through the School of Science Technology and Mathematics (ST&M) and the School of Health Professions. For these reasons there is merit to moving the BAS in Technology to one of these schools which would offer useful synergies. In addition, the School of ST&M offers a Bachelor of Applied Science in Scientific Technology. Placing the BAS in Technology Management in ST&M will facilitate better alignment and coordination of the existing technology programs with the BAS in Technology Management. In addition, this move will develop better coordination with other college marketing efforts designed to reach adult learners.

Expected outcomes:

While seeing enrollments grow another 100% over the next five years is a bit optimistic, increasing enrollments to 60 students is attainable with an increasing proportion of the enrolled students attending through online curriculum.

Time frame for achievement:

Moving the BAS in Technology Management to the ST&M school will be effective Spring 2018 and most of the other actions are ongoing and will continue through the next comprehensive program review.

Person(s) responsible:

The dean and administrative staff of the Wright School of Business, the Provost's office and the Director of Marketing and Communications are responsible. The dean of the ST&M school is charged with redesigning the Bachelor of Applied Science degree in Technology Management to require less than 25% business school content to assure it is outside of the scope of the AACSB Continuous Improvement Review.

Resources needed:

Specific administrative and advising staff as well as support for marketing and promotion activities are needed.

DALTON STATE

COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Prepared by:

Signature _____ **Date:** 1/22/2018

Dean's Approval:

Signature: _____ **Date:** 1/22/2018

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

Signature: _____ **Date:** 1/22/2018

Provost and 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):

Provost/VPAA Signature: _____ **Date:** 1/29/18

Patricia M. Chute, Ed.D.

Provost and Vice President of Academic Affairs

Dalton State College