Dalton State College
Comprehensive Program Review

Program/Subject Area: Bachelor of Business Administration—Management Information Systems
Review Period: 2010-2011 through 2014-2015

1. PROGRAM GOAL AND STUDENT LEARNING OUTCOMES

Program Goal Statement:
The Bachelor of Business Administration in Management Information System degree program will prepare graduates to meet the challenges of a career in management information systems. Career areas include computer programming, systems analysis, design, database administration, and end-user computing support. Careers in MIS are found in business, industry, and government. This degree requires proof of computer literacy.

Program Outcomes:
1: General business knowledge
2: Preparation for employment in the field of Management Information System

Program Specific Student Learning Outcomes:
1: Fundamental computer programming concepts
2: Understanding of communication technologies
3: Understanding of database management system
4: Understanding of systems analysis and design
5: High job placement rate in MIS and related fields
6: High employer satisfaction with MIS graduates
7: High graduates satisfaction with MIS program

2. MEASURES OF EFFECTIVENESS

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

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	% Change
Headcount	70	65	78	85	77	10.0%
FTE	65.0	58.0	73.6	79.7	77.6	19.4%
Full-time	43	40	53	57	57	32.6%
Part-time	27	25	25	28	20	-25.9%

Analysis and Comments:

The BBA in Management Information Systems has seen a small increase in the number of students enrolled; however, the composition of students has shifted toward more traditional, full-time students at the expense of part-time. The overall effect has been a substantial increase in the full-time-equivalents, up nearly 20%.

Dalton State College
Comprehensive Program Review

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

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	% Change
Gender						
Female	15	18	20	18	17	13.3%
Male	55	47	58	67	60	9.1%
American Indian	0	0	0	0	0	0%
Asian	2	1	2	3	2	0%
African-American	3	4	4	10	10	42.9%
Hawaiian	0	0	0	0	0	0%
Hispanic	11	10	13	14	16	45.5%
Multi-racial	0	1	0	0	0	0%
Undeclared	8	5	4	5	6	-25%
White	46	44	55	53	43	-6.5%

Analysis and Comments:

Although there has been growth in numbers of students of both genders, increases in the number of female students has outpaced those for male students. In addition, there has been strong growth in minority enrollments, specifically African American and Hispanic. The strong relative growth in female and minority students has been accompanied by a significant reduction in the number of students indicating undeclared and a decrease in the percentage of white students. The growth in students claiming Hispanic ethnicity represents a very encouraging change in the absolute number of students, supporting the College's role as an Emerging Hispanic-Serving Institution.

(c) Average class size, GPA, faculty/student ratios, and credit hours

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	% Change
Average class size	22.5	21	21.3	20.9	23.4	4%
Student credit hours	810	696	768	753	1053	30%
Credit hours/FTE faculty	15	15	15	15	15	0%

Analysis and Comments:

While class sizes have remained largely flat, student credit hours trended downward during the 2012 – 2014 period, increasing enough in 2015 to show a 30% increase for the entire period. With the significant changes that have been made in the faculty, there is reason to be optimistic this trend will continue.

(d) Faculty teaching in program[1]

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	% Change
Total Faculty						
Full-time Faculty	4	5	4	3	2	-50.0
Part-time Faculty	1		1			-100.0
Gender						
Male	4	4	4	2		-100.0
Female	1	1	1	1	2	100.0
Race/Ethnicity						
American Indian/Pacific	0					NA
Asian	2	2	2	1		-100.0
African-American						NA
Hispanic						NA
White	3	3	3	2	2	-33.3
Multiracial						NA
Tenure Status (full-time)						
Tenured	1	1	1	1	1	0.0
On-tenure track	3	3	2	2	1	-66.7
Non-tenure track	1	1	1			-100.0
Rank (full-time)						
Professor					1	NA
Associate Professor	2	2	3	2	1	-50.0
Assistant Professor	2	2	1	1		-100.0
Instructor/Lecturer	1	1	1			-100.0
Highest Degree (full-time)						
Doctorate	3	3	3	2	1	-66.7
Specialist						NA
Master's	2	2	2	1	1	-50.0
Bachelor's						NA
Associate's/Other						NA

Analysis and Comments:

Results reflect the challenges of recruiting and retaining qualified Management Information Systems faculty and ongoing financial pressure to support other programs. The overall record shows a substantial "hollowing out" of the faculty in terms of numbers and credentials with a reduction from 5 full-time positions in fall 2012 to only three (counting the open position) in the fall of 2015. While there has been a 100% increase in the number of female faculty members, this only really represents a net change of one and is at the expense of the relatively diverse faculty in place at the start of the reporting time frame when 40% of the faculty were Asian. The second woman member, who started fall 2015, is also the only example of a MGIS faculty member who held the rank of full professor at any time in the entire reporting period and is currently the only MGIS faculty member with a Ph.D. This is in stark contrast to the credentialing in the fall of 2011 when 60% of the faculty members had earned doctorates and 40% were at the Associate level. There has only been one faculty member, credentialed at the master's level, who has remained a part of the faculty over the entire reporting period. Although a search is currently ongoing, it is clear that these deficiencies present substantial challenges for meeting AACSB accreditation standards, which call for at least 60% of faculty to be at the doctoral level.

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

2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	% Change
73.9	79.2	92.6	85.2	93.1	26.0

Analysis and Comments:

Although a 26% increase in the number of classes taught by full-time faculty appears, on its surface, to be a reassuring trend, the result has more to do with the declining number of faculty members, particularly part-time, and the increasing reliance on full-time faculty from other parts of the College. In addition, there has been a substantial reduction in the diversity of courses offered. Core MGIS courses are taught at night once a year and there has been a negligible number of electives taught in the most recent years. In addition, faculty members have had to endure additional preparations or teach subjects they are less comfortable with in order to have sufficient course availability for students to graduate in a timely manner.

(f) Number of degrees conferred

2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	% Change
11	9	14	10	8	-36.7%%

Analysis and Comments:

Lack of course availability and turmoil in maintaining a qualified faculty have contributed to this disappointing trend in the number of students graduating with a BBA in Management Information Systems. This is a reflection of the slump in the number of students enrolled during the 2012-2014 period that was documented in section (c) *Average class size, GPA, faculty/student ratios, and credit hours.* Section (c) also suggests that these enrollment trends may have reversed and that increased numbers of graduates may be expected in future years.

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

2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
80	80	80	85	84

Analysis and Comments:

Placement rates for the graduates have been good and continue to improve. Although the recovering economy has played a part, the success of prior graduates has continued to build employers' confidence in the program. As will be described in subsequent sections of this report, the local business community has shown an unwavering support for, and commitment to, the College, the School, and the Management Information Systems program.

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[1] Excludes internships administered by non-Management Information Systems faculty

(h) Cost per Full-time Faculty (Average Faculty Salary)

2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
$60,712	$73,192	$60,352	$72,654	$71,181

Analysis and Comments:

Tabled results indicate a rise in the average faculty salary, as well as considerable year-to-year variability; this is a reflection of decreasing numbers of faculty overall along with the changing reliance on part-time and temporary faculty described in section (d) *Faculty teaching in program.* Not captured in the data is the growing disparity between market rates for doctorial-level faculty, where, according to the 2015-2016 AACSB Salary Survey for small schools pay scale, the 25th percentile salary for assistant professors of Computer or Management Information Systems with new doctorates was $80,000.

(i) Summary and evidence of achievement of Program Outcomes

Describe the extent to which students have achieved current Program Outcomes

The table below details the program outcomes, measures and targets, and evidence/results of assessments for the Management Information Systems degree in the 2013-2014 period. Presented results are consistent with practices employed for previous comprehensive program reviews.

Program Outcome	Measure and Target	Evidence/Results of Assessment
Each student will understand fundamental computer programming concepts, both procedural-based and object-oriented.	Measure: MGIS 3352. Management Application Prog I. Develops a knowledge of language and file structures for computer-based business applications using a major business procedural-oriented programming language. Students will write computer programs on individual and/or team projects. Target: At least 70% of the students will pass the course with a C or better. In other words, the DWF rate should be less than 30%.	Target: Met: One section was taught by Sung-hee Park in fall 2013. A total of 14 students enrolled, and 13 (93%) passed.
Each student will understand telecommunications and data communications technologies, voice communications, and data networks.	Measure: MGIS 3354. Telecommunications Management. Provides an understanding of telecommunications and data communications technologies, voice communications and data networks, protocols, standards and management. Topics include transmission media, data communications, and voice and data technology. Target: At least 70% of the students will pass the course with a C or better. In other words, the DWF rate should be less than 30%.	Target: Met: One section was taught by Joe Baxter in fall 2013. A total of 15 students enrolled, and all (100%) passed.

Each student will understand the logical and physical design of database management systems, as well as the role of distributed databases in today's organizations.	**Measure:** MGIS 4356. Database Management Systems. Focuses on the use of database systems in business to support information systems and decision-making. Topics include database concepts, data modeling, database design and development, administration of database systems, and database technologies. Students will have hands-on experience developing a database application. **Target:** At least 70% of the students will pass the course with a C or better. In other words, the DWF rate should be less than 30%.	**Target: Met:** One section was taught by Thomas Ngo-Ye in spring 2014. A total of 21 students enrolled, and 19 (91%) passed. One student received a D, and another student received an F.
Each student will understand the principles and techniques of systems analysis and design.	**Measure:** MGIS 4354. Systems Analysis and Design. Examines the process of developing business information systems. Topics include requirements specification, systems modeling, and systems design techniques in the context of the Systems Development Life Cycle. **Target:** At least 70% of the students will pass the course with a C or better. In other words, the DWF rate should be less than 30%.	**Target: Met:** One section was taught by Thomas Ngo-Ye in fall 2013. A total of 10 students enrolled, and all (100%) passed.
High job placement rate in MIS and related fields.	**Measure:** Job placement rate for MIS graduates will be collected by the school via graduation survey after one year from the graduation. **Target:** At least 70% of graduates not enrolled in post-graduate programs will be employed in their field.	**Target: Met:** Survey reveals that 73% were employed, 57% had been promoted, 40% landed a position in their field of study.
High employer satisfaction with MIS graduates.	**Measure:** The percentage of employers satisfied with MIS graduates. **Target:** At least 80% of the employers surveyed will indicate that they are "satisfied" or "very satisfied" with MIS graduates.	**Target: Not measured this cycle:** The Alumni Survey allowed for respondents to allow a survey of employers for those who volunteered to provide the name of their employer. The School will follow-up with Educational Benchmarking Inc. (EBI) this fall with the employer survey.
High graduates' satisfaction with MIS program.	**Measure:** Graduation satisfaction survey. **Target:** At least 90% of the MIS graduates will rate their satisfaction with the program as "satisfied" or "very satisfied."	**Target: Met:** School of Business seniors graduating Spring 2013 participated in a student satisfaction survey via Survey Monkey. 94.6% rated the quality of their education as good or excellent by 94.6%.

(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 program outcomes in all of the upper-level courses that comprise the Management Information Systems program (with the exception of MGIS 3352, where the responsible faculty member has been replaced). Remaining faculty have created action plans for all student learning outcomes and entered these in WEAVE.

MGIS 3351 (Hybrid) Student Learning Outcomes Summary (2015-2016)

	Student Learning Outcome	Target	Actual Result
1.	Understand and use an extensive MIS vocabulary.	75% of the students will receive 75% or better on the test.	The target was met: 81% made 75% or better on the test.
2.	Discuss how information systems are typically used in organizations and can be used for strategic advantage.	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 1 and 2 will receive a 75% or better on the test.	Ninety-three percent of the students taking the test made 75% or better.
3.	Distinguish among the broad categories of IT hardware and software.	Students will demonstrate their understanding of MIS vocabulary by using the following standard: 75% of the students that take the test covering Chapter 5 and 6 will receive an 80% or better on the test.	Not measured this cycle.
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.	Students will demonstrate their knowledge of major software development process and techniques and demonstrate an appreciation of the roles of MIS. This knowledge will be based on a target of 75% of the students taking the test will score an 80% or better on the test.	86.7% of the students that took the test scored 75% or better.
5.	Demonstrate an understanding of the basic constructs of computer programming.	Students will demonstrate an understanding of the basic constructs of computer programming by using the following target: 75% of the students that take the test over Chapters 5 and 6 will score 80% or better on the test.	86.7% of the student taking the test made 75% or better on the test.
6.	Discuss current major topics and issues in MIS, including information ethics, privacy, and intellectual property.	Students will demonstrate their knowledge of current major topics and issues in MIS, including information ethics, privacy, and intellectual property by the following standard: 75% of the students taking the test covering Chapters 7 and 8 will receive an 80% or better on the test.	80% of the students taking this test scored 75% or better.

	Student Learning Outcome	Target	Actual Result
	MGIS 3352 Student Learning Outcomes Summary (2014-2015)		
1.	Demonstrate knowledge of design concepts, COBOL, terminology and procedural programming language concepts.	80% of the class will average 75% or better on the exams.	68.75% met the target.
2.	Demonstrate ability to edit, compile, and execute COBOL programs.	At least 80% of the students will complete this exercise.	62.5% met the target.
3.	Demonstrate a working knowledge of the program development process (i.e.) design solutions to business problems utilizing formalized techniques, code programs in the COBOL programming language from previously prepared student designs, utilize the structured walkthrough of design and code as a debugging tool, trace the flow of data through a program, and test and debug a program once coded.	75% of the students will get these questions correct on the exams.	65.6% were correct.
4.	Produce programs that use input/output operations, arithmetic operations, simple IF and nested IF (case) statements, create reports with edited output and final totals, control breaks, create and use arrays, and process sequential and relative files.	75% of the class will produce at least 2 programs that use input/output, arithmetic operations, simple IF statements, and create reports with edited output.	50% met the target

MGIS 3353 Student Learning Outcomes Summary (2015-2016)		
Student Learning Outcome	**Target**	**Actual Result**
1. Demonstrate knowledge of basics object-orientation concepts of program development	At least 80% of students will earn a score of 80 or higher on the assignment.	92% of students scored an 80 or higher on the assignment.
2. Demonstrate knowledge of design techniques for object-oriented languages.	At least 80% of students will score an 80 or higher on the assignment.	76% of students scored an 80 or higher on the assignment.
3. Design and develop programs using Java.	At least 80% of students will score an 80 or higher on the assignment.	72% of students scored an 80 or higher on the exam. Of those students who did not score an 80 or higher, 86% turned in a working program, but did not put the code in a separate method.

	Student Learning Outcome	Target	Actual Result
	MGIS 3354 Student Learning Outcomes Summary (2014-2015)		
1.	Outline the basics components of a computer network using both the OSI model and the Internet model.	Class average score of the SLO1 should be at least 70% or better.	The overall class mean score for this SLO1 is 89.12%.
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.	Class average score of the SLO2 should be at least 70% or better.	The overall class mean score for this SLO2 is 87.33%.
3.	Discuss the various transmission media commonly used in network and carrier systems.	Class average score of the SLO3 should be at least 70% or better.	The overall class mean score for this SLO3 is 85.88%
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.	Class average score of the SLO4 should be at least 70% or better.	The overall class mean score for this SLO4 is 90.00%.
5.	Describe the basic operating procedures of the Internet and how it relates to data and voice communications.	Class average score of the SLO5 should be at least 70% or better.	The overall class mean score for this SLO5 is 76.89%.
6.	Describe the characteristics of local area networks, metropolitan area networks, and wide area networks.	Class average score of the SLO6 should be at least 70% or better.	The overall class mean score for this SLO6 is 82.94%.
7.	Demonstrate knowledge of network security, design and management.	Class average score of the SLO7 should be at least 70% or better.	The overall class mean score for this SLO7 is 74.51%.

	Student Learning Outcome	Target	Actual Result
	MGIS 4354 Student Learning Outcomes Summary (2014-2015)		
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.	Class average score of the SLO1 should be at least 75% or better.	The overall class mean score for this SLO is 96%.
2.	Describe the purpose and phases of the systems development life cycle (SDLC), and the activities and alternatives of each phase.	Class average score of the SLO2 should be at least 75% or better.	The overall class mean score for this SLO is 91.5%. The target was met. No major revisions are planned.
3.	Describe the kinds of information required to develop system requirements.	Class average score of the SLO3 should be at least 75% or better.	The overall class mean score for this SLO is 81%.
4.	Describe the various specific modeling techniques used by the systems analyst to define, analyze, and design a system.	Class average score of the SLO4 should be at least 75% or better.	The overall class mean score for this SLO is 87.13%.
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.	Class average score of the SLO5 should be at least 75% or better.	The overall class mean score for this SLO is 84.8%.
6.	Describe various approaches to system implementation and conversion and describe the advantages and disadvantages of each.	Class average score of the SLO6 should be at least 75% or better.	The overall class mean score for this SLO is 92%.

	MGIS 4356 Student Learning Outcomes Summary (2015-2016)		
	Student Learning Outcome	Target	Findings
1.	Identify the three main types of database models and describe the characteristics, advantages and disadvantages of each.	Class average score of the SLO1 should be at least 75% or better.	The class mean for SLO1 is 92.0% (n=22), exceeding the target.
2.	Understand the major database design and implementation issues.	Class average score of the SLO2 should be at least 75% or better.	The class average is 78.4%.
3.	Design and code simple and complex SQL queries to perform various types of data manipulation and query a database to extract useful information.	Class average score of the SLO3 should be at least 75% or better.	Average score for the SLO3 exam was 83.4% (n=22), exceeding the target.
4.	Design and implement a simple Oracle or MySQL database.	Class average score of the SLO4 should be at least 75% or better.	Not measured this cycle.
5.	Describe the job responsibilities and duties of a database administrator.	Class average score of the SLO5 should be at least 75% or better.	Not measured this cycle.

	MGIS 4380 Student Learning Outcomes Summary (2014-2015)		
	Student Learning Outcome	Target	Findings
1.	Understand the genesis of project management and its importance in improving the success of information technology and other projects.	Class average score of the SLO1 should be at least 75% or better.	The overall class mean score for this SLO1 is 79.09%.
2.	Demonstrate knowledge of project management terms and techniques.	Class average score of the SLO2 should be at least 75% or better.	The overall class mean score for this SLO2 is 86.82%.
3.	Be able to apply project management concepts, as demonstrated by working on a group project as project manager or active team member.	Class average score of the SLO3 should be at least 75% or better.	The overall class mean score for this SLO3 is 89.55%.
4.	Be able to use Microsoft Project 2007 and/or other software to help plan and manage a small project.	Class average score of the SLO4 should be at least 75% or better.	The overall class mean score for this SLO4 is 87.88%.

(k) 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?

Management Information Systems was one of the first two baccalaureate degrees requested by the community when Dalton College became Dalton State College in 1998 and graduates with advanced computer information, database, and programming skills continue to be a recruiting priority for local businesses. Over this reporting period the MGIS program has shown a modest increase in student numbers, with substantial growth in full-time equivalents and significantly changed student demographics. The growth in full-time MGIS students, up more than 30%, at the expense of part-time enrollments, which are down nearly 26%, speaks to the most important change in student demographics as the College and MGIS program move away from serving part-time, night students, who were seeking a degree to advance their existing careers, to traditional age students working to begin their careers. Although there are substantial differences in the needs of both types of MGIS students, they do recognize, as does the regional business community, the quality of the education and career potential an earned BBA in Management Information Systems degree provides.

As the oldest baccalaureate program at Dalton State College, the MGIS program has produced a large number of graduates who have gone on to be successful in their careers and graduate school. Committed faculty and continued interest and support from the community confirm the Management Information Systems program has, continues, and is expected to make a significate contribution the economic vitality of the Northwest Georgia region.

3. USE OF ASSESSMENT RESULTS FOR PROGRAM IMPROVEMENT

<u>What improvements have occurred since the last Program Review or assessment?</u>

Although the Management Information Systems program has not been the subject of a Comprehensive Program Review for nearly 15 years, there have been changes to the scope of the program as the School of Business's mission has evolved from offering three or four "targeted" bachelor degrees intended to support working students who needed a bachelor's degree to gain advancement in their jobs to supporting a full spectrum of business majors and programs. In response to these pressures and priorities, the MGIS program has endured a reduction of staff and has had very limited course offerings, mostly at night, designed to produce graduates with the core skills expected of Management Information Systems professionals in the region. Although this approach has served the School of Business and the College, it has not allowed the MGIS program to keep up with the rapidly evolving technology of the information technology field and meet the needs of Dalton State College's increasingly traditional students, and their eventual employers, who expect a wider assortment of electives in field as well as classes offered at more traditional times

For the period under review, the measures and findings of upper division/major courses within the BBA degree in Management Information Systems indicated student learning outcomes were being met with only one exception (MGIS 3352). Achievement of curriculum related program goals is shown through their alignment with specific upper division courses where at least 70% of the students passed the courses with a grade of C or better with a corresponding DWF (drop, withdraw, or failure) rate ranging from 0 to 30%.

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?

Curricular changes in the last five years include the addition of MGIS 4380 Project Management, subsequently changed to MNGT 4380, and the addition of MGIS 3390 Management of IS Security. MNGT 4380 has become a core course in the MNGT major and MGIS 3390 supports the Forensic Accounting minor, a cross-disciplinary minor with the Criminal Justice program. Based on the "general business skills" nature of the AREA F computer skills course, MGIS 2201 was redesignated BUSA 2201, consistent with other programs in the University System of Georgia, reflecting the nature and use of the course. The required number of MGIS electives was reduced, a necessary response to the reduced staffing levels and a desire to improve degree completion rates. As mentioned earlier, there have been few opportunities to offer many MGIS electives.

In addition to specific changes to the MGIS degree, there have been important changes in the School of Business programs in general during the last five years that are designed to meet the needs of a more diverse student body, expand and deepen the curriculum for business students, and improve the students' preparation for a professional career. These changes include an internship program and reorganizing the Senior Seminar course as a junior level Business Seminar class in order to provide professional polishing before the students begin seeking out internships.

At considerable expense and effort, WEAVE has been incorporated into the Assurance of Learning process. Areas for improvement include moving beyond the reporting of the passing (and DWF) rates to look at more specific measures of learning and assurance of learning and tying course level student learning outcomes to more globally recognized metrics such as the Information Systems component of the Educational Testing Services exam Major Field Test for Business.

5. PROGRAM STRENGTHS AND WEAKNESSES

Strengths:

As one of the seminal baccalaureate degrees established at Dalton State College, the MGIS program continues to enjoy exceptional support from the community. As recently as late fall 2015, senior leadership from Shaw Industry's IT department reached out to DSC to express their desire to make Dalton State their "preferred supplier" for co-op students and graduates for positions where DSC could deliver qualified candidates. Other major employers including Mohawk Industries, Engineered Floors, among others, have expressed similar sentiments.

Although student head-count in the MGIS program has experienced significant fluctuations over the last five years, overall enrollment has grown from 70 students in the fall of 2011 to 77 in the fall of 2015 and this is with very limited offerings of junior level classes. The current faculty members are well qualified and committed to the program and the region and have put forth initiatives to provide more MGIS electives and support the degree during traditional time periods.

Job placement rates continue to indicate the value of the degree for area employers and the need for graduates with specific training in the field of management information systems and information technology in general is an important priority for area businesses.

Weaknesses and Concerns:

Staffing has been and continues to be critical. Private sector demand and pay for experienced information professionals are very high, providing limited incentives for practitioners to give up their careers for graduate education. This has led to a chronic shortage of PhD qualified graduates. This shortage has led to very high salary expectations and challenges finding suitable faculty members willing to move to Dalton, Georgia.

The 2013 AACSB Accreditation Standards require at least 60% of the MGIS program to consist of faculty qualified as either Scholarly Academics, Practice Academics, or Scholarly Practitioners (SA, PA, or SP); designations that require an established research record and where a PhD is the customary credential. The Standards also specify that at least 40% of the faculty be classified as SA, which requires a terminal degree. One of the two faculty members has an earned PhD and is credentialed as SA. There is currently a search in progress for the additional SA, PA or SP credentialed faculty member necessary to meet the 60% threshold. A significant portion of the impetus for moving MGIS 4380 and MGIS 2201 out of the MGIS program was the inability to find and retain MGIS faculty credentialed to meet the 2013 AACSB Accreditation Standards.

Although Dalton State College has always supported working students who take courses at night, the continued growth in the School of Business enrollments and more traditional students who expect to take courses during normal class times has increased. This exacerbates the faculty shortage and calls into question whether or not students who wish to earn a Management Information Systems degree at night can continue to be supported and there is very little opportunity to respond to increasing student demand for on-line and hybrid courses, as well as providing additional MGIS electives.

Finally, it needs to be pointed out that the School of Business has enjoyed substantial growth, with its bachelor's programs experiencing a nearly 17% increase during the time of this review, putting increased pressure on the MGIS faculty to support the junior core course, MGIS 3351, in larger numbers.

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

Issues/Concerns:

Although the School of Business generally garnered praise for its programs and practices during the Fall 2014 AACSB Maintenance of Accreditation visit, the single most pressing issue raised through the self-study was concerns over sufficiency of the faculty in terms of both credentialing as either Scholarly Academic (SA) or Professional Academic (PA) and the ability to maintain continuity in the event a faculty member leaves the program, particularly if the departure is unexpected. Three faculty members, assuming the current search is successful, although sufficient to insure against the continuity concern, are unable to offer the diversity of viewpoints and perspectives expected of a respected MGIS degree. In addition, this limited faculty is unable to provide support for ancillary activities such as community outreach and provide contemporary courses that support programs other than MGIS.

In addition to delivering an important academic program, there are ongoing requests from the community for technical expertise available from MGIS faculty. It should be pointed out that information technology has been one of the mega trends of the last several decades and there is no reason to expect it will not be an important priority for the coming decades. Information technology is not only important as its own academic discipline, but these skills are significant priorities for most, if not all, other business programs. Social Media Marketing relies heavily on tools and techniques supported by the MGIS program as do large parts of the Management and Accounting programs, as well as the proposed degree in Supply Chain Management. It should be noted that the absence of MGIS core courses and electives has extended the major's time to graduation and limited the accessibility of the forensic accounting minor, affecting Criminal Justice students as well. Physical space, in the School of Business, as well as the Collage, is increasingly critical. Shortages of professional advising staff have frustrated students who are moved repeatedly between different advisors and there is a need to have dedicated staff to coordinate the growing number of internships and international education and exchange programs.

Specific Action(s):

To support the MGIS course offerings scheduled for the fall of 2016 under the AACSB 2013 Standards, at least one additional SA, PA, or SP faculty member must be hired. In addition, the MGIS program will have to continue to rely on faculty overloads, adjuncts, and the support of faculty in the School of Science, Technology & Mathematics to meet all of its curriculum obligations.

Expected Outcomes:

The School of Business is aggressively recruiting properly credential faculty and, contingent on adequate funding, will make an offer to a new PhD qualified faculty member by spring 2017.

The School of Business should be organizationally expanded and reorganized around departments with adequate administrative and support staff, including chairs, and expanded staffing support for advising, internship development, and placement. In addition, advertisements need to be placed in appropriate outlets to attract qualified adjunct faculty members to have faculty in place by Fall 2016.

Plans to expand Memorial Hall should provide needed classroom space as well as room for support staff and services. Most MGIS courses are taught in computer labs and as other fields increase their demand for computer labs the difficulty of finding suitable space has become acute. Furthermore, all but one of the current computer classrooms seat 30 students or less (the exception has 34 seats). A limited numbers of faculty as well as credentialing requirements suggest a larger, 45 to 50 seat, computer lab would be of immense benefit.

<u>Time-frame:</u>

At market salary offer to one new faculty must be made during spring 2017 to have him or her available for fall 2017.

Ground breaking for new and refurbished facilities should begin in summer 2017 and with the addition of new administrative and support staff beginning as physical space becomes available. Increased adjunct faculty need to be available for fall 2016 with a search for the SA/PA position commencing in the fall of 2016 with the new faculty member joining the program in fall 2017.

<u>Person(s) Responsible:</u>

Dr. Gardiner will be chairing the MGIS Search committee for the current search.

The Dean is responsible for facilities expansion and additional administrative and support staff as well as new tenure track faculty lines. The Associate Dean is responsible for securing the funding for the additional adjunct faculty position and the full-time SA/PA position(s). The Associate Dean is charged with identifying qualified adjuncts.

<u>Resources Needed:</u>

Funding necessary to secure one faculty member at the assistant or associate level and support for an ongoing adjunct faculty member.

Without securing an additional MGIS faculty credentialed at the SA or PA level, the focus will have to switch to limiting access to the business program.

Funding necessary to secure expanded and refurbished facilities and the expanded staffing requirements including the addition of three department chairs, and assistant dean, and another full-time professional advisor. As outlined earlier, the most pressing priority for the MGIS program is at least one faculty member at the assistant or associate level and the equivalent of another half to full-time faculty member as an adjunct faculty.
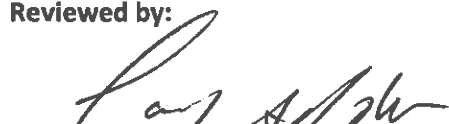
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Reviewed/Approved by Vice President for Academic Affairs:

_____ Date __6/28/16__
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