



COMPREHENSIVE PROGRAM REVIEW

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

Program Characteristics

Academic Program Name: Finance and Applied Economics

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

Program CIP Code: 52.0801

School and Department: Wright School of Business

Time frame for this review: 2016/17 through 2020/21

Date of last internal review: N/A

Current date program reviewed for this report:

Program Goal Statement and Student Learning Outcomes

Program goal statement:

Program goal statement: The Bachelor of Business Administration in Finance and Applied Economics degree is designed to give graduates an understanding of economic and financial markets and the tools needed to effectively manage financial and economic decisions for financial and non-financial firms. Students will learn to use statistics, risk and portfolio management, fundamental financial tools, and bank management techniques to prepare them for positions in corporate finance, banking, corporate management, real estate, or prepare them to pursue an advanced degree in finance.

Program outcomes:

Program Outcome #1 Strategy, Knowledge of Business Conditions

Students will gain an understanding of various business/economic strategies and how this impacts business decision-making and how changes in market conditions impact firm decision-making.

Program Outcome #2 Microeconomic Principles

Students will gain an understanding of basic economic concepts, analyze problems using demand and supply diagrams, understand the costs of production, and understand the structure of markets.

Program Outcome #3 Managerial Economics

Students will apply economic tools and basic statistics to solve managerial problems faced by entrepreneurs, managers and government regulators to gain a better understanding of markets and



COMPREHENSIVE PROGRAM REVIEW

production, for example, demand analysis and estimation, consumer theory, cost functions, and market structures.

Program Outcome #4 Money and Banking

Students will gain a better understanding of financial institutions, financial markets, bank management, and characteristics of money and banking.

Program Outcome #5 Applied Econometrics

Students will apply statistical techniques in the estimation and testing of economic theory.

Program Outcome #6 Corporate Finance

Students will gain a better understanding of corporate financial decision-making by applying the tools, techniques, and theories of finance to actual business decisions.

Program Outcome #7 Investments

Students will learn about financial assets and markets with a focus on a taxonomy of securities, the role of risk in asset pricing, the capital asset pricing model, the efficient markets hypothesis, portfolio theory, and valuation models for stocks and fixed income securities.

Program Outcome #8 Risk Management

Students will learn the impact of economic, regulatory, and organizational environments in which business operates on financial and enterprise risk. Emphasis is placed on appreciating the various sources of risk and how they interact to form an overall risk profile for the firm. Special emphasis will be placed on financial risk management.

Student learning outcomes:

Program Outcome #1 Strategy, Knowledge of Business Conditions

Students will gain an understanding of various business/economic strategies and how this impacts business decision-making and how changes in market conditions impact firm decision-making.

Student Learning Outcomes:

- 1.1** Principles of economics. Understand the principles of economics, how microeconomics and macroeconomics apply to the free enterprise system, general macroeconomic concepts



COMPREHENSIVE PROGRAM REVIEW

including business cycle, inflation, deflation, the history of macroeconomic activity, measurements of national output, unemployment, and long-term growth.

- 1.2 Macroeconomic theory. Understand macroeconomic theory including the aggregate expenditure model and fiscal policy.
- 1.3 Money. 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.
- 1.4 Demand. Understand aggregate supply and aggregate demand and equilibrium price level, and Classical versus Keynesian economics and their extensions.

Program Outcome #2 Microeconomic Principles

Students will gain an understanding of basic economic concepts, analyze problems using demand and supply diagrams, understand the costs of production, and the structure of markets.

Student Learning Outcomes:

- 2.1 Economic Concepts and Market Analysis. Students will gain an understanding of basic economic concepts, such as marginal utility, ceteris paribus, law of supply, law of demand, market equilibrium, shortage, surplus, price controls, and analyze problems using demand and supply diagrams.
- 2.2 Elasticity and Consumer Choice Theory. Students will gain an understanding of price elasticity of demand, including cross-price elasticity and income elasticity, and how these can be evaluated to determine substitutes, complements, normal and inferior goods and quantifying elasticity using the midpoint method. Students will gain an understanding of consumer choice theory and how utility is maximized subject to a budget constraint.
- 2.3 Production Theory and Market Structure. Students will gain an understanding of the costs of production and how they are related to each other, as well as an understanding of different market structures.
- 2.4 Free Enterprise System. Students will demonstrate their understanding of how the free enterprise system works to adjust prices and output to coordinate economic activity to meet consumer desires.



COMPREHENSIVE PROGRAM REVIEW

Program Outcome #3 Managerial Economics

Students will apply economic tools and basic statistics to solve managerial problems faced by entrepreneurs, managers, and government regulators to gain a better understanding of markets and production, for example, demand analysis and estimation, consumer theory, cost functions, and market structures.

Student Learning Outcomes:

- 3.1 Business Economic Fundamentals. Students will demonstrate an understanding of economic fundamentals as they apply to business.
- 3.2 Microeconomic Concepts. Students will describe how microeconomic concepts (i.e. consumer and producer surplus, elasticity, production costs, economies of scale, utility theory) can be applied to managerial decision-making.
- 3.3 Market Structure Organization. Students will understand the basic concepts relating to market structure and organization such as market power, regulation, rent seeking, and profit maximization.
- 3.4 Economic Problem Solving. Students will use quantitative skills and methodologies to solve problems and analyze data as they relate to managerial and economic principles.

Program Outcome #4 Money and Banking

Students will gain a better understanding of financial institutions, financial markets, bank management, and characteristics of money and banking.

Student Learning Outcomes:

- 4.1 Determination of Interest Rates. Students will gain an understanding of how interest rates are determined, including short-term and long-term interest rates and bond valuation.
- 4.2 General Banking Principles. Students will gain an understanding of basic and general banking principles.
- 4.3 Central Banking. Students will gain an understanding of central banking and monetary policy.

Program Outcome #5 Applied Econometrics



COMPREHENSIVE PROGRAM REVIEW

Applying statistical techniques in the estimation and testing of economic theory.

Student Learning Outcomes:

- 5.1 **Econometric Techniques.** Students will be able to identify appropriate econometric techniques to analyze various types of data, including cross-sectional, time-series, panel, spatial, and discrete variables.
- 5.2 **Real World Problem Solving.** Students will be able to solve “real world” problems (e.g., estimate demand, forecast sales, determine the impact of an advertising campaign) that are frequently encountered by firms, governments, and policy makers.
- 5.3 **Analytical Interpretation.** Students will be able to interpret and communicate findings from econometric models clearly and correctly.

Program Outcome #6 Corporate Finance

Students will gain a better understanding of corporate financial decision-making by applying the tools, techniques, and theories of finance to actual business decisions.

Student Learning Outcomes:

- 6.1 **Financial Statements.** Students will be able to calculate company's financial statements and use ratio analysis.
- 6.2 **Time Value of Money.** Students will understand time value of money.
- 6.3 **Capital Budgeting.** Students will understand how companies make capital budgeting decisions.
- 6.4 **Risk and Return.** Students will be able to understand the trade-off between risk and return.
- 6.5 **Cost of Capital.** Students will understand how companies calculate their discounting rate.
- 6.6 **Forecasting.** Students will be able to forecast future cash flows.
- 6.7 **Project Analysis and Evaluation.** Students will be able to analyze projects to determine if the company should consider accepting them
- 6.8 **Corporate Capital Structure.** Students will understand the importance of capital structure and its possible implications for the company to make informed decisions. This course improves the



COMPREHENSIVE PROGRAM REVIEW

ability of students to make informed decisions about international economic issues from the standpoint of rigorous microeconomic analysis.

- 6.9 Payout Policy. Students will understand the implications of different payout policies.
- 6.10 Mergers and Acquisitions. Students will have an understanding about the fundamentals of mergers and acquisitions.
- 6.11 Capital Budgeting. Students will comprehend capital budgeting and cash flow analysis.
- 6.12 Financial Statement Analysis. Students will understand financial statement analysis and their use in valuation.
- 6.13 Mergers and Acquisitions. Students will value corporate acquisitions and mergers utilizing multiple techniques.
- 6.14 Merger Case. Students will analyze the merger process by evaluating the merger practices of Valeant and the merger between the New York Stock Exchange and the Intercontinental Exchange.
- 6.15 Capital Structure. Students will demonstrate the impact of capital structure policy on firm performance and returns.
- 6.16 Dividend Policy. Students will describe the effect of dividend policy on firm performance and shareholder value.

Program Outcome #7 Investments

Students will learn about financial assets and markets, with a focus on a taxonomy of securities, the role of risk in asset pricing, the capital asset pricing model, the efficient markets hypothesis, portfolio theory, and valuation models for stocks and fixed income securities.

Student Learning Outcomes:

- 7.1 Understand the background of investments. Students will have an understanding of the background of investments.
- 7.2 Understand how to create an optimal risky portfolio. Students will have an applied understanding of how to manage a risky portfolio.



COMPREHENSIVE PROGRAM REVIEW

- 7.3 Understand the impact of macroeconomics on the investment industry. Students will have an applied understanding of how macroeconomics impact the stock market.
- 7.4 Understand how to value equities. Students will have an applied understanding of how-to value equities.
- 7.5 Hands-on simulation. Students will have an applied understanding of how to trade in the stock market.
- 7.6 Real Estate Finance Calculations. Students will be able to perform various financial calculations of importance to borrowers/lenders including determining Effective Annual Return, Loan Amortization tables for fixed and variable rates, calculate loan payoffs and principal and interest paid over various periods, calculate incremental borrowing costs and number of periods remaining until loan payoff, determine the value of a financial asset, calculate effective annual rates after adjusting for points/fees, determine the return provided by refinancing a loan to determine whether loans should be refinanced, calculate Effective Annual Yield, determine maximum loan amount based on desired loan payments, and calculate impact of accelerated loan payments.
- 7.7 Calculating Investment/Equity Returns and Generating Pro-forma. Students will be able to calculate return on investment, before/after tax returns to equity holders, calculate capital gains taxes and tax on depreciation taken but not earned, appropriately apply lending conditions of debt to capital and debt coverage ratios, determine estimated reversion value of income producing properties, and generate both stabilized and un-stabilized yearly pro-forma while appropriately applying depreciation and expenses in compliance with legal and tax requirements.
- 7.8 Investment Vehicles. Student will understand the different types of investment vehicles such as mutual funds and exchange traded funds and how they are used in retirement accounts.
- 7.9 Retirement Accounts. Students will explain the advantages and disadvantages of different retirement accounts.
- 7.10 Options. Students will calculate the value of stock options.
- 7.11 Risk-Management. Students will demonstrate an understanding of risk-management with financial derivatives.
- 7.12 Public Finance. Students will gain a knowledge of public finance.
- 7.13 International Finance. Students will explore the challenges of international finance.



COMPREHENSIVE PROGRAM REVIEW

Program Outcome #8. Risk Management

Students will learn the impact of economic, regulatory, and organizational environments in which business operates on financial and enterprise risk. Emphasis is placed on appreciating the various sources of risk, and how they interact to form an overall risk profile for the firm. Special emphasis will be placed on financial risk management.

Student Learning Outcomes:

- 8.1 Risk Management. Students will be able to demonstrate an understanding of risk-management with financial derivatives.
- 8.2 Financial Derivatives. Students will be able to utilize derivatives to minimize cash-flow volatility for corporations.
- 8.3 Market Risk. Students will be able to explain the concept of risk (systematic and diversifiable) in a financial framework.
- 8.4 Portfolio Theory. Students will calculate expected returns and standard deviations for both individual assets and portfolios.
- 8.5 Stock Options. Students will be able to calculate the intrinsic value of a Stock Option.



COMPREHENSIVE PROGRAM REVIEW

Brief Assessment of Previous Program Review

Outcome of previous program review (brief narrative statement).

This is the first Comprehensive Program Review for Finance and Applied Economics.

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

The curriculum was adjusted in Fall 2021 to create a capstone course, FINC 4701- Case Studies, that would ensure students could apply basic finance and economic tools to real world scenarios.

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.

The only addition is FINC 4701 as a capstone course.



COMPREHENSIVE PROGRAM REVIEW

Student Demographics

Enrollment	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	% Change
Headcount	71	74	69	75	83	16.9%
FTE	66.3	67.8	63.1	68.8	74.4	12.2%
Enrolled Full-time	61	58	48	54	63	3.3%
Enrolled Part-time	10	16	21	21	20	100.0%
Female	28	28	19	24	29	3.6%
Male	43	46	50	51	54	25.6%
Alaskan Native/Native American/American Indian						N/A
Asian, Hawaiian, Other Pacific Islander	3	3	2	3	2	-33.3%
Black/African-American	3	2	5	5	4	33.3%
Hispanic	12	19	16	19	31	158.3%
Multi-racial		1	2	2	2	N/A
Undeclared	1					-100.0%
White	52	49	44	46	44	-15.4%

Analysis and comments on student demographics.

Students within the Finance and Applied Economics degree are very similar demographically as compared to the population of Dalton State as a whole. Over 37% (31/83) of students in fall 2020 are Hispanic, almost 5% of students are black (4/83), and almost 35% of students are female (29/83).



COMPREHENSIVE PROGRAM REVIEW

Faculty Indicators of Program Quality	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	% Change
School (not Department) faculty teaching in program (excluding Areas A through E)	2	2	2	2	3	50%
Full-time program faculty	2	2	2	2	3	50%
Part-time program faculty						
Total program faculty	2	2	2	2	3	50%
Percent of program classes taught by full-time program faculty	100%	100%	100%	100%	100%	0%
Gender (full-time and part-time faculty)	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	% Change
Male	2	2	2	2	3	0%
Female						
Race/Ethnicity (full-time and part-time faculty)	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	% Change
Alaskan Native/Native American/American Indian						
Asian, Hawaiian, Other Pacific Islander						
Black/African-American						
Hispanic						
Multi-racial						
Undeclared						
White	2	2	2	2	3	50%
Tenure Status (full-time faculty)	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	% Change
Tenured	1	1	1	1	1	0%
On-tenure track	1	1	1	1	2	100%
Non-tenure track						
Rank (full-time faculty)	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	% Change
Professor						
Associate Professor	1	1	1	1	1	0%
Assistant Professor	1	1	1	1	2	100%
Instructor/Senior Lecturer/Lecturer						



COMPREHENSIVE PROGRAM REVIEW

Faculty Indicators of Program Quality

Highest degree (full-time faculty)	2016-17	2017-18	2018-19	2019-20	2020-21	% Change
Doctorate	1	1	1	2	3	200%
Specialist						
Master's						
Bachelor's						
Associate's/Other						

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

Faculty quality improved from Fall 2016 to Spring 2021 with the addition of two full-time faculty members with doctorates in finance and/or economics.

For Fall of 2022, we will have an accounting faculty member and a half time Mountain Campus administrator teaching our key finance courses. Both have a wealth of experience in teaching and finance credentials that will allow us to maintain a quality program for our students. The loss of six tenure-track positions in the WSOB resulting from budget constraints in the last couple of years is challenging to the finance program, and a new faculty member is needed when enrollments and corresponding budgets permit. However, having faculty who can teach in both areas is critical to maintaining flexibility in delivering both programs.



COMPREHENSIVE PROGRAM REVIEW

Indicators of Measures of Quality

Student Input	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	% Change
Mean ACT score	20.97	21.05	21.1	24.67	21.85	4.2%
Mean SAT score	974	965	1002	1006	947	-2.8%

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.).



COMPREHENSIVE PROGRAM REVIEW

Indicators of Measures of Quality

Student Output	2016-17	2017-18	2018-19	2019-20	2020-21	% Change
Exit scores on national/state licensure (If applicable)						
Graduating majors' mean GPA	3.53	3.65	3.32	3.29	3.33	-5.7%
Employment rate of graduates (if available)						
Number of students entering graduate/professional programs						

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

Of the 49 student learning outcomes listed, the target of 70% of students earning a 70% or better was met in 39 student learning outcomes. In many cases, the target for other the other 10 student learning outcomes was met in subsequent semesters that were not formally evaluated.

Student performance in program outcomes #1 and #2 should improve with the addition of student tutors and student instructors in these large principles' classes. The program outcome in #3 has already improved with evaluations covering a smaller portion of material.

The two student learning outcomes that did not meet the criteria in program outcome #6 will be reevaluated under the new finance professor. The accounting professor will be covering the upper division finance courses and the Director of the Mountain Campus, who has a master's degree in finance, will teach the principles of finance courses.

For the two student learning outcomes of which the target was not met in Real Estate Finance, this resulted from students taking the course who were ill-suited to the finance degree. This has effectively been resolved. One hundred percent of the students earned a 70% or better on both evaluated areas in the most recent semester (Fall of 2021) in which Real Estate Finance was taught. Thankfully, students who demonstrated they were ill-suited to handle the quantitative nature of the finance major were being advised to change majors.

Risk Management is another area where improvement was needed. Dr. DK Kim will be teaching this course going forward and based on Dr. Kim's previous teaching performance, we can expect student performance to improve in this course.

The program has done a good job of meeting the learning objectives and thus meeting our program goals.



COMPREHENSIVE PROGRAM REVIEW

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

Program Outcome #1 Strategy, Knowledge of Business Conditions

Student Learning Outcome Results (Outcomes that are not met are highlighted in red):

- 1.1** Principles of economics. Students demonstrated their understanding of how a market economy functions by explaining key concepts in a paper assignment. The goal was for 70% of students to earn a grade on this assignment of 70% or better. The results showed 80% of students met these criteria.
- 1.2** Macroeconomic theory. Students demonstrated on a written and multiple-choice exam an understanding of Keynesian and Classical economic theory and the impact of public policy. The goal was for 70% of students to earn a 70% or better. In the most recent semester evaluated, student performance fell short of the goal with 63% of students achieving the desired result. However, 82% of students earned greater than a 60% and measures were taken to provide student tutoring and student instruction support and this evaluation was only conducted in one section of the course. Students in previous semesters obtained the goal.
- 1.3** Money. Students demonstrated on a written and multiple-choice exam a good understanding of the money creation process and the monetary system. The goal was for 70% of students to make a 70% or greater. In the semester evaluated, 87% of students met this goal. In fact, 96% of students earned better than an 80%.
- 1.4** Demand. Students demonstrated their understanding of aggregate supply and demand on a problem-solving quiz. The goal was for 70% of students to earn a 70% or better on the quiz. In the semester evaluated, 76% of students met these criteria.

Program Outcome #2 Microeconomic Principles

Student Learning Outcomes:

- 2.1** Economic Concepts and Market Analysis. Students demonstrated their understanding of how the market functions with demand and supply analysis. The goal was for 70% of students to earn a 70% or better on this exam. In the semester evaluated, 57% of students met the criteria. Instructor noted that ESL learners struggled on this topic. Additional materials and a change in textbook were made to better familiarize students with question phrasing.
- 2.2** Elasticity and Consumer Choice Theory. Students were presented with a series of questions on this topic. The goal was for 70% of students to earn a 70% or greater on these questions. In the semester evaluated 75% of students met these criteria.



COMPREHENSIVE PROGRAM REVIEW

2.3 Production Theory and Market Structure. Students were presented with a series of questions related to the costs of production, and the characteristics of market structures. The goal was for 70% of students to earn a 70% or greater on these questions. In the semester evaluated, 78% of students met these criteria.

2.4 Free Enterprise System. Students demonstrated their understanding of the free enterprise system through a written paper assignment. The goal was for 70% of students to earn a 70% or greater on these questions. In the semester evaluated, 80% of students met these criteria.

Program Outcome #3 Managerial Economics

Student Learning Outcomes:

3.1 Business Economic Fundamentals. Students demonstrated their understanding of various business/economic articles through exam performance. The goal was for students to earn a 2.5 GPA. In the semester evaluated, students earned a 3.29 GPA covering this material.

3.2 Microeconomic Concepts. Students demonstrated their understanding of microeconomic concepts, such as consumer and producer surplus, elasticity, production costs, economies of scale, utility theory, on these questions on exam 2. The goal was for 70% of students to earn an 80% or greater on these questions. In the semester evaluated, 72% of students made an 80% or better.

3.3 Market Structure Organization. Students demonstrated their understanding of market structure and how game theory impacts firm behavior on a written exam. The goal was for 70% of students to earn a 70% or greater on these questions. In the semester evaluated, 52% of students met these criteria. Changes were made to the class structure so evaluations would cover a smaller portion of class material to allow students to spend more time focusing on these quantitative problems. In recent semesters, student performance has improved.

3.4 Economic Problem Solving. Students should be able to demonstrate the ability to use numbers, discounted net present value, internal rate of return, return on capital, and return on investment to make business decisions. The goal was for 70% of students to earn a 70% or greater on these questions. In the semester evaluated, 100% of students attending met these criteria.

Program Outcome #4 Money and Banking

Student Learning Outcomes:

4.1 Determination of Interest Rates. Students were presented with a series of questions relating to determination of interest rates and bond valuation. The goal was for 70% of students to earn a 70% or greater on these questions. In the semester evaluated, 77% of students attending met these criteria.



COMPREHENSIVE PROGRAM REVIEW

4.2 General Banking Principles. Students were presented with a series of questions relating to banking principles. The goal was for 70% of students to earn a 70% or greater on these questions. In the semester evaluated, 78% of students attending met these criteria. The instructor noted that students who did not meet the objective had failed to regularly attend class.

4.3 Central Banking. Students were presented with a series of questions relating to the federal reserve and monetary policy. The goal was for 70% of students to earn a 70% or greater on these questions. In the semester evaluated, 76.7% of students met these criteria.

Program Outcome #5 Applied Econometrics

Student Learning Outcomes:

5.1 Econometric Techniques. Students will be able to identify appropriate econometric techniques to analyze various types of data, including cross-sectional, time-series, panel, spatial, and discrete variables. The goal was for 70% of students to earn a 70% or greater on these questions. In the semester evaluated, 71% of students met these criteria.

5.2 Real World Problem Solving. Students were presented with a series of questions relating to application of quantitative analysis. The goal was for 70% of students to earn a 70% or greater on these questions. In the semester evaluated, 84% of students met these criteria.

5.3 Analytical Interpretation. Students were to attempt to replicate existing research and present their findings. The goal was for 70% of students to earn a 70% or greater on these questions. In the semester evaluated, 90% of students met these criteria.

Program Outcome #6 Corporate Finance

Student Learning Outcomes:

6.1 Financial Statements. The course included a quiz which asked questions about the balance sheet, income statement, statement of cash flows, and ratio analysis. This quiz is posted on D2L with a time limit of 45 minutes. The goal was for 70% of students to earn an 80% or greater on these questions. In the semester evaluated, 88% of students met these criteria.

6.2 Time Value of Money. The course included a quiz which asked basic questions about time value of money. This quiz is posted on D2L with a time limit of 45 minutes. The goal was for 70% of students to earn an 80% or greater on these questions. In the semester evaluated, 91% of students met these criteria.

6.3 Capital Budgeting. The course included a quiz which asked intermediate questions about time value of money. This quiz is posted on D2L with a time limit of 45 minutes. The goal was for 70% of students to earn an 80% or greater on these questions. In the semester evaluated, 26% of students met these criteria. The



COMPREHENSIVE PROGRAM REVIEW

instructor has left Dalton State and another instructor will be teaching this course. We will evaluate student performance again with the new instructor.

- 6.4 Risk and Return.** The course included a quiz which asked questions about how to calculate risk and return variables. This quiz is posted on D2L with a time limit of 45 minutes. The goal was for 70% of students to earn an 80% or greater on these questions. In the semester evaluated, 83% of students met these criteria.
- 6.5 Cost of Capital.** Students should understand how companies calculate their discounting rate. The course included a quiz which asked questions about the Capm model, calculating weights of portfolios, diversification, and risk. This quiz is posted on D2L with a time limit of 45 minutes. The goal was for 70% of students to earn an 80% or greater on these questions. In the semester evaluated, 50% of students met these criteria. We will evaluate student performance again with the new instructor.
- 6.6 Forecasting.** Students should be able to forecast future cash flows. One problem-solving question was used to evaluate. The goal was for 70% of students to properly work this problem. In the semester evaluated, 44% of students met these criteria. We will evaluate student performance again with the new instructor.
- 6.7 Project Analysis and Evaluation.** This homework assignment asked students to find which projects to select with mutually exclusive projects, use scenario analysis, and use Monte Carlo simulations. The goal was for 70% of students to properly work this problem. In the semester evaluated, 89% of students were able to work this problem.
- 6.8 Corporate capital structure.** The course included a quiz which asked conceptual questions about capital structure. The goal was for 80% of students to properly work this problem. In the semester evaluated, 100% of students were able to solve this problem.
- 6.9 Payout Policy.** The course included a quiz which asked conceptual questions about payout policies. The goal was for 80% of students to properly work this problem. In the semester evaluated, 100% of students were able to solve this problem.
- 6.10 Mergers and Acquisitions.** The course included a quiz which asked conceptual questions about mergers and acquisitions. The goal was for 70% of the students will earn an 80% or better. In the semester evaluated, 100% of students were able to solve this problem.
- 6.11 Financial Statement Analysis.** The course included an exam question which asked students to create Pro Forma Income Statement using existing data for three scenarios with which to utilize excess cash: 1. Current Policy, 2. Share Repurchase, and 3. Special Divided. The goal was for 80% of students to properly work this problem. In the semester evaluated, 83% of students were able to sufficiently solve this problem.
- 6.12 Merger Case.** Students were to demonstrate an ability to extract pertinent financial information from the SEC S-4 file for the merger between the NYSE and ICE. The students were to argue from the perspective of various stakeholders including the shareholders of the NYSE and ICE. The goal was for 80% of students to



COMPREHENSIVE PROGRAM REVIEW

properly work this problem. In the semester evaluated, 91.6% of students demonstrated they understood the mechanics behind the merger. The goal may be better to assist the students in the concepts of this course.

6.13 Dividend Policy. Students were asked to prepare an argument for changing the firm's Dividend Policy. Utilizing benchmarking, students were asked to compare Linear Technology to other firms in the industry. Students were also to provide data on the impact of various scenarios. The goal was for 80% of students to properly work this problem. In the semester evaluated, 90% of students were able to sufficiently solve this problem.

Program Outcome #7 Investments

Students will learn about financial assets and markets with a focus on a taxonomy of securities, the role of risk in asset pricing, the capital asset pricing model, the efficient markets hypothesis, portfolio theory, and valuation models for stocks and fixed income securities.

Student Learning Outcomes:

7.1 Understand the background of investments. This exam covered all information about the background of investments. The goal was for the class to earn a 70% average on this material. Excluding one student who never attended and then dropped the course, the class average was 74%.

7.2 Understand how to create an optimal risky portfolio. Students were asked to download stock prices from the internet and create an optimized portfolio based upon modern portfolio theory. The goal was for the class average to be greater than 80%. In the semester evaluated, the class average was 81%.

7.3 Understand the impact of macroeconomics on the investment industry. Students were asked to download macroeconomic data of their choice to try to predict future stock movement using regression analysis. The goal was for the class average to be greater than 80%. In the semester evaluated, the class average was 94%.

7.4 Understand how to value equities. This was not evaluated by the instructor. This will be reevaluated for the new instructor for this course.

7.5 Learn about stocks with hands-on simulation. Students participated in a semester long simulation where they were given play money to invest in stocks. They were required to trade throughout the semester and write a reflection on what they learned through the experience. The goal was for the class average to be greater than 80%. In the semester evaluated, the class average was 100%.

7.6 Real Estate Finance Calculations. Students were given an exam covering a variety of Real Estate Finance calculations. The goal was for 70% of students to earn 70% or better. In the semester evaluated, 60% of students met the criteria. There were 6 students out of 16 students who struggled with the material.



COMPREHENSIVE PROGRAM REVIEW

Unfortunately, these 6 students barely passed principles of finance. The instructor of the principles of finance course planned to advise low-performing students against choosing Finance and Applied Economics as a degree.

7.7 Calculating Investment/Equity Returns and generating Pro-forma. On this comprehensive exam the students were to demonstrate their ability to calculate investment returns, equity holder returns before and after tax, property reversion value, ability to generate pro-forma, and apply legal, tax depreciation, and capital gains tax laws. The goal was for 70% of students to earn a 70% or better. In the semester evaluated, 66.67% of students met these criteria. Better advising has solved this issue and student performance in recent semesters has improved significantly.

7.8 Investment Vehicles. Students analyzed the performance of the funds relative to their benchmark indexes. The analysis took place in Excel, but students were able to present conflicting arguments in the case. The lead group of students needed to make an informed decision about expanding their menu of funds and other students representing their potential clientele (e.g. Pension Funds) actively engaged in the discussion. Student performance was not evaluated. Student performance will be evaluated with new instructor.

7.9 Retirement Accounts. Student performance was not evaluated. Student performance will be evaluated with new instructor.

7.10 Calculate the value of Stock Options. Student performance was not evaluated. Student performance will be evaluated with new instructor.

7.11 Risk-Management. Student performance was not evaluated. Student performance will be evaluated with new instructor.

7.12 Public Finance. Students were asked to provide a chronological overview of the financial crisis and the rationale behind the largest public bailout of private institutions in history. The goal was for 80% of students to successfully explain the financial crisis. In the semester evaluated, 91% of students met these criteria.

7.13 International Finance. On the written portion of the final exam, students were asked specifically what risk multinational firms face. Regarding the financial risks, students were asked to present a solution using risk-management. The goal was for 80% of students to successfully demonstrate an understanding of this material. In the semester evaluated, 100% of students met these criteria.

Program Outcome #8. Risk Management

Students will learn the impact of economic, regulatory, and organizational environment in which business operates on financial and enterprise risk. Emphasis is placed on appreciating the various sources of risk and how they interact to form an overall risk profile for the firm. Special emphasis will be placed on financial risk management.



COMPREHENSIVE PROGRAM REVIEW

Student Learning Outcomes:

- 8.1 Risk Management.** Three questions on a homework set and two questions on the final exam tested students understanding of risk management with financial derivatives such as options and forwards. The goal was for 70% of students to earn a 70% or better. In the semester evaluated, 67% of students met these criteria. This area will be reevaluated under the new instructor.
- 8.2 Financial Derivatives.** The answers were analyzed both quantitatively and qualitatively because of the nature of the problems, those receiving 70% or higher partial score were considered successful. In the semester evaluated, 67% of students met these criteria. This area will be reevaluated under the new instructor.
- 8.3 Market Risk.** The students were to complete the questions on an excel sheet and upload their answers on to an online submission folder. The goal was for students to earn a 70% or better on this section of the exam. In the semester evaluated, 58% of students met these criteria. This area will be reevaluated under the new instructor.
- 8.4 Portfolio Theory.** The students were to complete the questions on an excel sheet and upload their answers onto an online submission folder. The goal was for 70% to earn a 70% or better. In the semester evaluated, 83% met these criteria.
- 8.5 Stock Options.** One question on the final exam asked students to calculate the intrinsic value of a stock option. The goal was for 70% to earn a 70% or better. In the semester evaluated, 58% met these criteria. This area will be reevaluated under the new instructor.



COMPREHENSIVE PROGRAM REVIEW

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.

Wright School of Business faculty continue to provide our students with an high-quality Finance and Applied Economics program that was ranked 6th in the country in 2020 by Affordable Schools among low tuition schools (<https://affordableschools.net/15-affordable-bachelors-degrees-finance/><https://affordableschools.net/15-affordable-bachelors-degrees-finance/>)

Graduating seniors in finance are also very pleased with the quality of their degree, with 88% of finance and applied economics students either very likely, or extremely likely, to recommend Dalton State to a friend.

We lack employer satisfaction surveys and the WSOB Dean has strongly recommend to the Provost and VPAA that Dalton State begin collecting this information at the campus-level so our performance can be more accurately gauged. As future funds permit, an alumni office is needed to track alumni and their job progression. Various software that monitors LinkedIn and major credit reporting agencies has been reviewed as a possible solution but the costs are prohibitive at the current time.

Our Finance and Applied Economics students earn a median salary of \$34,941 one-year post graduation. For comparison, Kennesaw State's program in the much larger Atlanta metro area has a median starting salary of \$37,915, while West Georgia's median income is \$32,969 and Valdosta State's median income for finance majors is only \$30,908 one year after graduation.

The Finance and Applied Economics degree now has over 100 students at Dalton State. Enrollment in the program has increased 41% since Fall of 2016 and 20% since Fall of 2020.



COMPREHENSIVE PROGRAM REVIEW

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

The Wright School of Business has undertaken significant changes to the Bachelors in Business Administration degree which will increase the quantitative skills of graduates. This includes adding Project Management and Data Cleaning/Visualization courses to the business core. These courses will aid our Finance and Applied Economics students in obtaining valuable quantitative skills that employers desire.

As stated earlier, we also made the financial case study course a capstone course designed to reinforce the ideas, concepts and tools students developed earlier in the program.

Finance and Applied Economics faculty meet regularly (twice yearly) with the WSOB Business Advisory Council (<https://www.daltonstate.edu/academics/biz-advisory-council.cms>) and discuss community/employer needs for these graduates to ensure the curriculum meets area and regional needs. The First Bank of Dalton (now Builtwell Bank) employed the first eight graduates of the Finance and Applied Economics BBA program and area banks remain a top employer of our graduates.



COMPREHENSIVE PROGRAM REVIEW

Indicators of Measures of Viability

Internal Demand for the Program	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	% Change
Number of students enrolled in the degree program	71	74	69	75	83	16.9%
Number of students who applied to the program (if applicable)	n/a	n/a	n/a	n/a	n/a	n/a
Number of students admitted to the program (if applicable)	n/a	n/a	n/a	n/a	n/a	n/a
Percent of classes taught by full-time faculty	90.9%	100%	100%	100%	100%	

Describe additional details as deemed appropriate.

The finance and applied economics degree now has over 100 students at Dalton State. Enrollment in the program has increased 41% since Fall of 2016 and 20% since Fall of 2020.



COMPREHENSIVE PROGRAM REVIEW

Indicators of Measures of Productivity

Graduation	2016-17	2017-18	2018-19	2019-20	2020-21	% Change
Number of degrees conferred	10	12	10	10	11	10.0%
Total student credit hours earned	140	128	133	131	125	-10.7%

Describe any institutional-specific factors impacting time to degree.

Many of our students work full-time so completing their degree tends to take more time than traditional college-age students and exceeds the six-year average in some cases.



COMPREHENSIVE PROGRAM REVIEW

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?

The Finance and Applied Economics program is the fastest growing major in the WSOB and perhaps the College. In the few years since its creation, we have gone from no students in the major to now over 100 students. A large percentage of students (48%) who have graduated from the program plan to pursue a graduate degree in Business. With now over 100 students in the major, the degree has shown a significant degree of acceptance and desirability with students in the area, and 88% of graduates would be very likely, or extremely likely, to recommend DSC to a friend.

Here is a sampling of the positions held by our Dalton State Finance and Applied Economics students:

Sean Cranney, Sp '20
Registered Investment Advisor
State Farm

Nathan Guzzi, Sp '21
Research Finance Specialist
Broad Institute of MIT and Harvard

Fredrik Ackander, F '21
Investment Specialist
Ameriprise Financial Services, LLC

Emily Wilbanks, Sp '21
Financial Reports Administrator / HealthOne Alliance

Kelli Barnes
Financial Analyst / Mohawk Industries

Taylor N. Keller, F '18
Director of Finance
PayPro HCS, LLC

Ellie Cross
Credit Analyst
First Bank of Dalton



COMPREHENSIVE PROGRAM REVIEW

Jesus Emanuel Osegueda, F '16
Commodity Buyer Analyst - Connectivity at Volkswagen of America, Inc

Erwin Flores, F '17
Senior Credit Analyst at First Bank

Terry Brown, Sp '22
Financial Literacy Coach
University System of Georgia

Adam Hornby, Sp '17
Vision Research & Consulting
Director of Equity trading strategies research & analysis

As can be seen from this list sample, our graduates are using their finance degrees in finance-related work. As expected, most of our students are working with more local companies. Many of these local companies are international companies that have indicated that it is difficult to recruit professional talent to Dalton. By training Dalton State WSOB Finance and Applied Economics students to fill these professional finance positions, we are fulfilling a very important role in our community to provide local companies with personnel who have had the proper training to serve the needs of these companies that are so vital to the continued vibrancy of the Dalton market. Some of our students have even achieved career success outside of Dalton, working as financial professionals in New York, Boston, Chicago, and even Idaho. Dalton State's Finance and Applied Economics program helped prepare them for these careers, and as our reputation grows, we aim for Dalton State to become a first-choice destination for students throughout North Georgia.



COMPREHENSIVE PROGRAM REVIEW

Program Strengths and Weaknesses

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

Strengths:

One strength of the Finance and Applied Economics program is that it provides students with the key courses for being employed in finance at the company/corporate level. Rather than emphasizing material that is only useful to sophisticated Wall Street trading companies, our program emphasizes how to manage financial decisions that need to be made for any firm whether financial, manufacturing, insurance, or consumer based. This was the objective when the major was created and the coursework was designed to provide students with the types of skills needed to manage a company's risk, liquidity, and asset allocation. These are the skills needed in our area. The program was not designed for students to go to Wall Street (although at least one graduate did pursue a successful Wall Street career); but rather, to work within a company's finance department. As the hiring data collected from LinkedIn shows, our students are filling these types of roles in the community and are providing area employers with people who can fill these vital roles.

Another strength of the Finance and Applied Economics program at Dalton State is that it provides students with personalized attention that would not be possible at a larger school. Students have direct interaction with each of their professors rather than graduate students that frequently are used at many larger universities.

Weaknesses and concerns:

With the recent budget adjustments, the program is dependent on one finance-qualified faculty member who is also an important faculty member within the accounting program. We have staffed the principles of finance course that is required of all business students with a non-scholarly academic, non-Ph.D. faculty member. Upper-division finance courses can only be taught by someone with an advanced degree in the topic and even those with such training may be ill-equipped to teach these courses if it has been too long since they earned their degree because most finance professionals are specialized in one particular area of finance, and, therefore, their skills erode to the point where they are not suited to instruct in areas other than their particular specialization.

Continuing to teach finance courses with non-scholarly academic faculty also threatens our AACSB International program accreditation. When enrollment and funds permit, the finance position needs to be filled promptly so that no harm is done to the Finance and Applied Economics student's ability to complete their degree with qualified faculty and to maintain Dalton State's WSOB AACSB accreditation.

Another weakness is the low enrollment and low growth of this program. Working with area high school business programs is underway to encourage students to consider the major. The growth of alumni too is helping to spread the word about the degree.



COMPREHENSIVE PROGRAM REVIEW

Recommendations for Follow-Up and/or Action Plans (if needed)	
<u>Issue/Concern:</u>	<p>Ability to recruit a qualified finance instructor.</p> <p>Principles of finance course taught by an adjunct or professor of accounting.</p>
<u>Specific action(s):</u>	<p>When enrollment and the budget permits, a priority is to hire a scholarly-academic faculty member to restore one of two faculty lines in finance that was lost to budget cuts. This faculty member would cover the principles courses and the vital upper-division courses. Finance professors are in high demand and as such there is frequent turnover in finance faculty even at schools that pay market wages but even more so for schools, such as Dalton State, that pay only at the 25% percentile.</p>
<u>Expected outcomes:</u>	<p>Added faculty could help promote the program and recruit new students.</p>
<u>Time frame for achievement:</u>	<p>As budget and enrollments permit.</p>
<u>Person(s) responsible:</u>	<p>Marilyn Helms, Dean of Wright School of Business.</p>
<u>Resources needed:</u>	<p>Restoration of one of the tenure-track faculty lines the Wright School of Business has lost.</p> <p>Utilize the endowed professor position funds to recruit finance qualified instructor.</p>



COMPREHENSIVE PROGRAM REVIEW

<i>Recommendations for Follow-Up and/or Action Plans (if needed)</i>	
<u>Issue/Concern:</u>	Monetary fund for students to use in the investments class and no Bloomberg computer terminals in Finance Lab.
<u>Specific action(s):</u>	Work with Development to raise funds for these two needed resources.
<u>Expected outcomes:</u>	Would ensure students have access to important resources to aid learning and ensure they are prepared for career and industry demands.
<u>Time frame for achievement:</u>	Next two to three years.
<u>Person(s) responsible:</u>	Marilyn Helms, Dean of Wright School of Business.
<u>Resources needed:</u>	Interested donor.



COMPREHENSIVE PROGRAM REVIEW

Prepared by:

Signature Marilyn M. Helms Date: 11/17/22

Dean's Approval:

Signature: Marilyn M. Helms Date: 11/17/22

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

Signature: Marilyn M. Helms Date: 11/17/22

Vice President of Academic Affairs (VPAA) Categorical Summation:

Check any of the following to categorically describe action(s) the institution will take concerning this program.

- Program **MEETS** Institution's Criteria
 - Program is critical to the institutional mission and will be retained.
 - Program is critical to the institutional mission and is growing, or a high demand field, and thus will be enhanced.
- Program **DOES NOT MEET** Institution's Criteria for continuation.
 - Program will be placed on monitoring status.
 - Program will undergo substantive curricular revisions.
 - Program will be deactivated.
 - Program will be voluntarily terminated.
 - Other (Please elaborate):

VPAA Signature Bruno Hicks Date: 11/29/2022

Bruno Hicks, Ed.D.
Provost and Vice President of Academic Affairs
Dalton State College