DS Information Technology CPR Index (AY 23-24)

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Middle Georgia State University

Comprehensive Program Review

AY 2023 – 2024

Institution: Middle Georgia State University

Academic Program: Doctor of Science in Information Technology (DSIT)

College or School: School of Computing

Department: Information Technology

CIP Code: 11.0103

Date of Last Internal Review: 1st Review

Faculty Completing Report: Kembley Lingelbach

Current Date: 2/20/2024

5 Year Enrollment by Campus and Graduation Trends ***(data available in Deans and Chairs Dashboard)***

Enrollment

Campus	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	4 YR Growth (4 year growth rate)	Fall 2019 compared to Fall 2023 only
Macon							
Cochran							
Warner Robins							
Dublin							
Eastman							
Online	N/A	30	53	76	48	14.87%	*60%
Off Campus							
Total							

*This program began in 2020, this number compares Fall 2020 to Fall 2023

Graduates

- For data consistency, the fiscal year is in which the degree was awarded. For example, academic year 2019 includes degrees conferred in Summer 2018, Fall 2018, and Spring 2019. ***(data available in Deans and Chairs Dashboard)***

AY 2019	AY 2020	AY 2021	AY 2022	AY 2023	5 YR Growth	AY2019 compared to AY2023 only
				28		

Specific Questions to address include the following:

- How does the program align with the USG System Wide/Strategic Plan Context (within mission fit)?
- How does the program align with your institutional mission and function?
- How does the program align with your institution's strategic plan and academic program portfolio?
- To what extent does the program align with local, regional, and/or state talent demand or workforce strategies?

Using IPEDS data, list the supply of graduates in the program and related programs in the service area:

Similar or Related Degrees/Programs	CIP Code	Supply* *(Graduates/Completers)*	Competitor Institutions**
N/A		28	***N/A

Supply = Number of program graduates last year within the study area
****Competitors = List other USG institutions that offer this program of a similar program in the area***

*****NOTE: There are no other competitors for this type of program in the state of Georgia***

Labor Market/Career Placement Outlook/Salary:

Based on the program's study area, what is the employment outlook for occupations related to the program?

If data for the study area is not available, then use state- or -national-level data. Only list the jobs that are highly aligned and likely to be those for which you are preparing students and not every possibility.

Possible Resources:

- Click **here** for US and Georgia occupation projections
- Click **here** for 2026 Georgia Department of Labor data projections for the State or Georgia Workforce Board Regions in Qlik (link to GDOL Projections); data is also available through the GDOL Labor Market Explore Website
- Using data from ***O*-Net,*** identify the average salary for the related occupations identified in question.

Occupation	**O*Net[1]**	**Current Employment**	**% Growth**	**Average Salary** *(O-Net data)*	**Future Earnings Potential** *(O-Net data)*
Computer and Information Systems Managers	Bright	36,500	23%	136,620	232,000
Computer and Research Scientist	Bright	46,900	23%	164,070	239,200

[1]National Center for O*NET Development. *O*NET OnLine*. Retrieved [include date] from https://www.onetonline.org/

Note: ***The narrative areas should be as direct as possible, address all the areas/elements referenced above, and be of sufficient length to represent your academic program holistically since the last review. In drafting the CPR note the principle function is to "address the quality, viability, and productivity of efforts in teaching and learning, scholarship, and service as appropriate to the institution's mission."***

USG Academic and Student Affairs Handbook 2.3.6 **"**consistent with efforts in institutional effectiveness and strategic planning, each USG institution shall develop procedures to evaluate the effectiveness of its academic programs to ***address the quality, viability, and productivity of efforts in teaching and learning, scholarship, and service as appropriate to the institution's mission***. Institutional review of academic programs shall involve analysis of both quantitative and qualitative data, and institutions must demonstrate that they make judgments about the future of academic programs within a culture of evidence"

Introduction

The School of Computing, Department of Information Technology's Doctor of Science in Information Technology program is a unique collegiate program in the Middle Georgia region that fulfills MGA's mission to provide "high-quality programs connected to community needs."

This program is uniquely positioned in Central Georgia to address the mission and to meet the needs of both the 21st-century student and employer. IT fuels the regional economy by producing top-quality graduates who will be successful in 21st-century careers. The D.Sc. program will help IT leaders progress to senior roles developing strategic operations for organizations worldwide.

Program Purpose and Mission

The Doctor of Science in Information Technology is a unique collegiate program in the Middle Georgia region that fulfills MGA's mission to provide "high-quality programs connected to community needs." It will also help establish MGA as a leader for the "economic" life of central Georgia. The program is innovative and unique to the middle Georgia region and to the university system. The program's interdisciplinary structure blends innovation, strategy, and technology to empower world-class organizations. An applied research project allows students to find solutions to complex information technology challenges.

The Department adheres to the MGA core values of Stewardship, Engagement, Adaptability and Learning" by creating graduates where students earn the value of time, money and effort through hands-on work and research across courses.

The DScIT aligns with MGA's mission to "educate and graduate inspired, lifelong learners whose scholarship and careers enhance the region through professional leadership, innovative partnerships, and community engagement" (MGA Mission Statement) and with the mission of the Office of Graduate Studies (OGS) "to develop and offer graduate degrees suitable for working adults that address the needs of the region and anticipate a growing knowledge economy" (OGS Mission Statement).

The MGA Mission Statement is further evidenced through the university's institutional vision and core values. The institutional vision is that "we transform individuals and their communities through extraordinary higher learning," and the institution has an allegiance to four core values in everything it does and represents:

Stewardship: Reminding us of our moral and public commitment to the people we serve on and off campus and tasking each of us with the responsibility to marshal our time, talents, and resources for the common good,

Engagement: Recognizing that learning is a social activity and that we cannot fulfill our mission of public higher education without collaborating with those on our campuses and outside our doors in our communities,

Adaptability: A cornerstone of human growth, individual and collective, and a necessary hallmark of progress and success, requiring us to lead and manage change—not be simply affected by it,

Learning: These values underpin that of learning, the reason we exist as an institution and why students entrust us and what we each must do continuously as faculty and staff to stay abreast of expanding and changing fields of knowledge and grow professionally.

The mission statements, vision statement, and core values are embedded in all the institution's actions and serve as the foundation on which it operates. The DSIT aligns with the institution's mission and is designed to be a professionally oriented, work-ready curriculum.

The program also aligns with and is complementary to Middle Georgia State College's ABET-accredited Bachelor of Science in Information Technology and the Master of Science in Information Technology housed in the Department of Information Technology.

Program age, tracks, concentrations & methods of delivery

The DScIT Program is only three years old. There is one full-time track and no concentration. The program of study is a cohort model (students begin and complete the program at the same time as one group), with all classes online, except for two required residencies at the beginning and end of the program. Ideally, students will complete the program in two years, with two short sessions each semester for a total of 54 hours. The students can continue to work while completing their education, however, there is no part-time track of the program.

Students formally apply to the program and once admitted, begin in fall semester with the program progressing for five consecutive semesters to graduation. While in the program students attend online courses with short residency at the beginning of their programs and at the end of the program to present their final research projects.

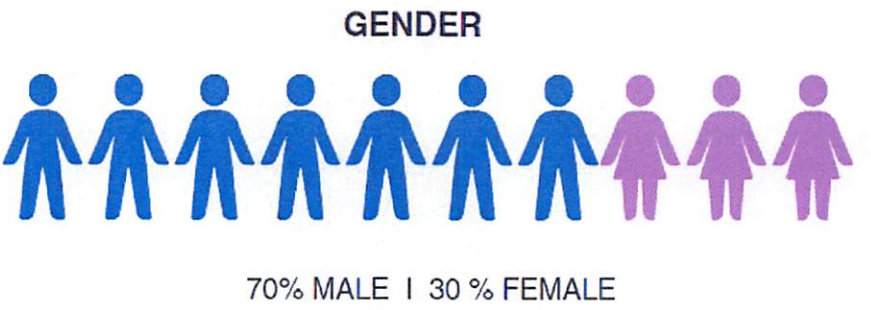
Of note, the faculty have engaged in research and scholarship activities which demonstrates improved credentialing success and provides a high level of expertise in the field. The program utilizes 7 full-time faculty and 2 part time instructors. The faculty are fully credentialed in the field with Ph.D. or Doctorate degrees, they are highly engaged in professional organizations, professional development, and scholarship. Many have industry specialty credentials and three serving in major membership and leadership positions within local and community professional organizations and academic journal and conference leadership serving not only their local and campus community but their professional community.

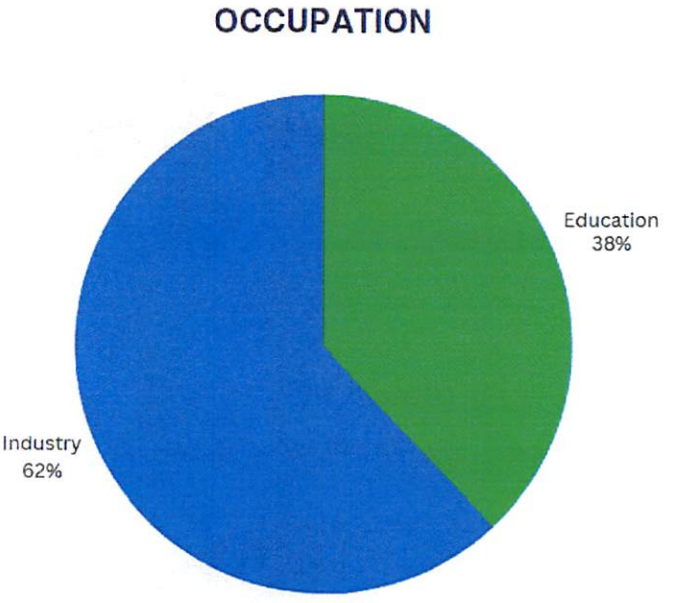
The department of information technology also engages its Advisory Committee, a group of area managers, educators, and community partners who help guide and direct, as well

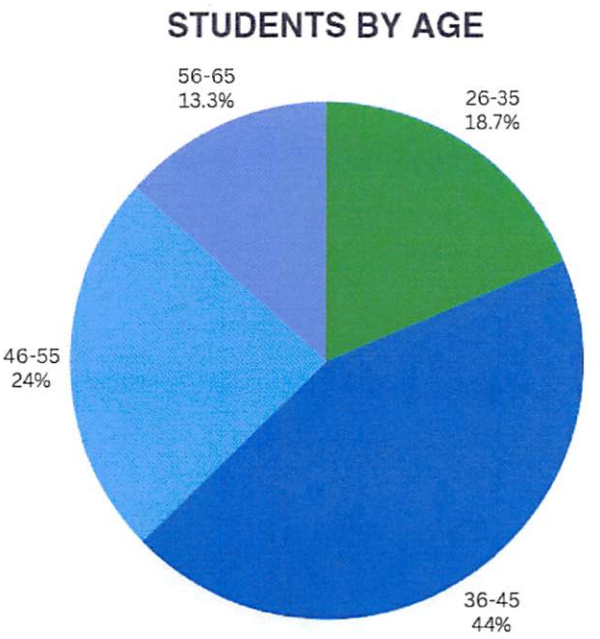
as offer assistance with resources and surveys to gain insight of the industry standards, trends and needs of the public and private sector.

Demographics of the DSIT students

Our DScIT student body is diverse with the 70% male, 30% female, between the ages of 26 to 65, with 62% in Industry positions versus 38% in education fields.







Accreditation Information/Status

MGA was awarded SACSCOC membership at Level V to offer the Doctor of Science in Information Technology on December 4, 2020, which became effective in May 2021. The first cohort of 30 was offered in Summer 2021. We are currently in the 3rd cohort and will graduate the 2nd cohort in May 2024.

The academic program assessment report (Appendix A) indicates 100% of the students in the assessment cycle met the target performance level and demonstrated mastery of all three student learning outcomes in this assessment period.

The student learning outcomes (SLOs) assessed were:

SLO 1: Apply relevant methodologies to develop an innovative information technology solution (Program SLO 1) The target performance level for this student learning outcome is 90% of students will earn a score of at least 80% of the assessment measure. 100% of the students in the assessment cycle met the target performance level and demonstrated mastery of this learning outcome.

SLO2: Formulate effective leadership strategies to guide information technology within organizations (Program SLO 2) The target performance level for this student learning outcome is 90% of students will earn a score of at least 80% of the assessment measure. 100% of the students in the assessment cycle met the target performance level and demonstrated mastery of this learning outcome.

SLO3: Evaluate information technology policy, compliance, and legal requirements within organizations (program SLO 3) The target performance level for this student learning outcome is 90% of students will earn a score of at least 80% of the assessment measure. 100% of the students in the assessment cycle met the target performance level and demonstrated mastery of this learning outcome.

SLO 4: Conduct information technology research to create knowledge. The target performance level for this student learning outcome is 90% of students will earn a score of at least 80% of the assessment measure. 100% of the students in the assessment cycle met the target performance level and demonstrated mastery of this learning outcome.

Overall summary: No issues were apparent with the data and all students performed above the target. The faculty teaching the courses will continue to monitor in future reviews. The Student Outcomes are assessed using direct assessments via core courses in the program. The outcomes indicate the specific characteristics students should demonstrate as evidence of achievement. Actions are taken based on the findings and recommendations of the faculty to improve student outcomes for the next assessment cycle

Changes since last review

This is the first comprehensive program review, however, there have been some modifications to the program since inception.

There were several modifications to the program that the faculty approved during its first year. Noting some duplication of content across two courses, the faculty approved the following modifications - Deleted ITEC 7240 (IT Strategic Planning) from the program, as major content will be covered in ITEC 7230. Noting a need to enhance the research component of the program, the faculty also approved the addition of a new course (ITEC 7140 Qualitative Analysis for Decision Making). The faculty felt that the topics are necessary for the research component of the program. The faculty also approved the addition of a new course (ITEC 7150 Research Design Proposal). This course is more in line with the essence of the program and will allow the students the opportunity to structure their project proposal according to departmental guidelines. The faculty also approved reducing the number of credit hours from 9 to 6 for ITEC 8900 (allowing the program hours not to change). All Items voted on and passed by faculty 11/30/21.

Plans for action

We will continue to assess the Student Learning Objectives (SLOs) for our program and assess the Program Learning Outcomes (PLOs) to meet university, student and community needs.

We have implemented engagement with the MGA Student Success Center, Embedded Librarians for research guidance and the MGA Writing Center to reinforce written skills

to support student success. Only 2 students in the first cohort have met challenges and have left this program of study for a variety of reasons, some academic, and some personal. We will continue to seek evidence-based methods to improve retention and success.

Shifting trends and market forces that may impact program demand

According to the latest projections from the U.S. Bureau of Labor Statistics, employment for IT managers and executives is expected to grow by 15% from 2022 to 2032, much faster than the 3% average for all occupations.

This program is needed in this community to provide a steady and increasing flow of graduates to meet this need. The pool of applicants have increased over the last three years to 70 applicants for the 2024 cohort intake. Since this program is cohort based, the application selection is competitive, therefore the number of students in each cohort is limited.

There is a strong demand for IT professionals with higher level credentials such as the Doctorate of Science in IT and our students and graduates of this program are recruited and or promoted to higher management positions across the US.

Viability

In summary, our DSc in Information Technology program at MGA offers a robust curriculum and a diverse student experience, which strengthens the interdisciplinary experience for other students at the university. Our faculty are highly engaged, credentialed, and recognized within the field. This program has only one year of graduates, but has shown progressive growth in the number applicants each year which indicates the demand is strong. The second graduating class this coming May, 2023, will have an average of 30 graduates, meeting the minimum benchmark. It meets a local and regional and national need for computer and information technology leaders and has demonstrated outstanding credentialing and accrediting outcomes, which speaks to the quality of its graduates. With the need for Information Technology Managers and C-level leadership in this field projected to increase, this program offers a strong option for Georgia's student.

Appendix I

Doctorate of Science in Information Technology, Online

Semester reporting: Summer Semester 2021

Reporting cycle: Annual

Academic Program Assessment Report Information

Prepared on:	Prepared by: neil.rigole@mga.edu
	Email address of person responsible for this report: neil.rigole@mga.edu
In which college or school is this program located?	School of Computing
Program Type:	Graduate
For which program is this assessment being submitted?	Doctorate of Science in Information Technology
For which campus are these assessments being submitted?	Online
Approximately how many students are in this program at this location?	28

Student Learning Outcomes

SLO1

SLO 1: What is the first Student Learning Outcome for this academic program? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)	Apply relevant methodologies to develop an innovative information technology solution (Program SLO 1)
SLO 1: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment) and provide specific details of the instrument (e.g. Exam 2, Course HLSA 3800; Final Group Project, HIST 3900) is learning outcome?	Strategic IT Plan (document) in ITEC 7230
SLO 1: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on....)	90% of students will earn a score of at least 80% of the assessment
SLO 1: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc)	Performance data from MSIT program
SLO 1: During this assessment cycle, what percent of the students who participated in this assessment met the target performance level and demonstrated mastery of this learning outcome.	100
SLO 1: Improvement Plans and Evidence of changes based on an analysis of the results: What changes were implemented based on an analysis of the students' performance on this Student Learning Outcome? (Evidence of the improvement must be kept and filed in the department or academic unit including but not limited to: changes in exam questions, reading assignments, syllabi, course instruction materials or assignments. Both old versions and new versions should be kept on file for 10 years. Major changes to curriculum must go through the Academic Affairs process.)	No issues were apparent with the data and all students performed above the target. The faculty teaching the courses will continue to monitor in future reviews. While not directly related to assessment results, there were several modifications to the program that the faculty approved during its first year. Noting some duplication of content across two courses, the faculty approved the following modifications - **Deleted ITEC 7240** (IT Strategic Planning) from the program, as major content will be covered in ITEC 7230. Noting a need to enhance the research component of the program, the faculty also approved the addition of **a new course (ITEC 7140** Qualitative Analysis for Decision Making). The faculty felt that the topics are necessary for the research component of the program. The faculty also approved the addition of a **new course (ITEC 7150** Research Design Proposal). This course is more in line with the essence of the program and will allow the students the opportunity to structure their project proposal according to departmental guidelines. The faculty also approved **reducing the number**

	of credit hours from 9 to 6 for ITEC 8900 (allowing the program hours not to change). All Items voted on and passed by faculty 11/30/21.

SLO2

SLO 2: What is the second Student Learning Outcome for this academic program? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)	Evaluate information technology policy, compliance, and legal requirements within organizations (program SLO 3)
SLO 2: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment) and provide specific details of the instrument (e.g. Exam 2, Course HLSA 3800; Final Group Project, HIST 3900) is learning outcome?	Research Project/Paper in ITEC 8120
SLO 2: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on....)	90% of students will earn a score of at least 80% of the assessment measure
SLO 2: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc)	Performance data from MSIT program
SLO 2: During this assessment cycle, what percent of the students who participated in this assessment met the target performance level and demonstrated mastery of this learning outcome.	100
SLO 2: Improvement Plans and Evidence of changes based on an analysis of the results: What changes were implemented based on an analysis of the students' performance on this Student Learning Outcome? (Evidence of the improvement must be kept and filed in the department or academic unit including but not limited to: changes in exam questions, reading assignments, syllabi, course instruction materials or assignments. Both old versions and new versions should be kept on file for 10 years. Major changes to curriculum must go through the Academic Affairs process.)	No issues were apparent with the data and all students performed above the target. The faculty teaching the courses will continue to monitor in future reviews. While not directly related to assessment results, there were several modifications to the program that the faculty approved during its first year. Noting some duplication of content across two courses, the faculty approved the following modifications - **Deleted ITEC 7240** (IT Strategic Planning) from the program, as major content will be covered in ITEC 7230. Noting a need to enhance the research component of the program, the faculty also approved the addition of **a new course (ITEC 7140** Qualitative Analysis for Decision Making). The faculty felt that the topics are necessary for the research component of the program. The faculty also approved the addition of a **new course (ITEC 7150** Research Design Proposal). This course is more in line with the essence of the program and will allow the students the opportunity to structure their project proposal according to departmental guidelines. The faculty also approved **reducing the number of credit hours from 9 to 6 for ITEC 8900**

	(allowing the program hours not to change). All Items voted on and passed by faculty 11/30/21.

SLO3

SLO 3: What is the third Student Learning Outcome for this academic program? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)	Formulate effective leadership strategies to guide information technology within organizations (Program SLO 2)
SLO 3: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment) and provide specific details of the instrument (e.g. Exam 2, Course HLSA 3800; Final Group Project, HIST 3900) is learning outcome?	Leadership Development Plan in ITEC 7220 – A leadership development plan utilizing results of the students' Lyceum360 experience as well as from the readings including *The Adventures of an IT Leader*, their journaling logs, and the media (videos, podcasts) they consumed that semester.
SLO 3: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on....)	90% of students will earn a score of at least 80% of the assessment measure for the case study assignment.
SLO 3: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc)	Past performance in MSIT program
SLO 3: During this assessment cycle, what percent of the students who participated in this assessment met the target performance level and demonstrated mastery of this learning outcome.	In Fall 22, the DScIT program consisted of two sub-cohorts who participated in the assessment. From the two groups, only ONE student failed to meet the target performance, who was later allowed to re-submit past the course end date.
SLO 3: Improvement Plans and Evidence of changes based on an analysis of the results: What changes were implemented based on an analysis of the students' performance on this Student Learning Outcome? (Evidence of the improvement must be kept and filed in the department or academic unit including but not limited to: changes in exam questions, reading assignments, syllabi, course instruction materials or assignments. Both old versions and new versions should be kept on file for 10 years. Major changes to curriculum must go through the Academic Affairs process.)	No issues were apparent with the data and all students performed above the target. The faculty teaching the courses will continue to monitor in future reviews.

SLO4

SLO 4: What is the fourth Student Learning Outcome for this academic program? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)	Conduct information technology research to create knowledge.
SLO 4: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment) and provide specific details of the instrument (e.g. Exam 2, Course HLSA 3800; Final Group Project, HIST 3900) is learning outcome?	Research Project in ITEC 8900
SLO 4: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on....)	90% of students will earn a score of at least 80% of the assessment measure for the research project assignment.
SLO 4: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc)	Past MSIT performance data
SLO 4: During this assessment cycle, what percent of the students who participated in this assessment met the target performance level and demonstrated mastery of this learning outcome.	Completed Spring 23 – 100% of the students in the cohort met the target (n = 28)
SLO 4: Improvement Plans and Evidence of changes based on an analysis of the results: What changes were implemented based on an analysis of the students' performance on this Student Learning Outcome? (Evidence of the improvement must be kept and filed in the department or academic unit including but not limited to: changes in exam questions, reading assignments, syllabi, course instruction materials or assignments. Both old versions and new versions should be kept on file for 10 years. Major changes to curriculum must go through the Academic Affairs process.)	Minor adjustments and refinements were made to the review process by the faculty coordinators, which included providing additional time for some students who needed to make modifications to their reports. It also included a stronger coordination between the faculty coordinators of ITEC 8900 and ITEC 8950 (Seminar II) including a refined rubric and process for project review and faculty/admin approval of their final project.

Sampling

How many students participated in the assessment of these learning outcomes, in this program, for this assessment cycle at this location?	28

Open Box for Assessment Comments

Required: In this field, please document the overall use of assessment results for continuous improvement (consider the past, present, and future and specifically address these in your narrative).	The Student Outcomes are assessed using direct assessments via core courses in the program. The outcomes indicate the specific characteristics students should demonstrate as evidence of achievement. Actions are taken based on the findings and recommendations of the faculty to improve student outcomes for the next assessment cycle. While not directly related to assessment results, there were several modifications to the program that the faculty approved during its first year. Noting some duplication of content across two courses, the faculty approved the following modifications - **Deleted ITEC 7240** (IT Strategic Planning) from the program, as major content will be covered in ITEC 7230. Noting a need to enhance the research component of the program, the faculty also approved the addition of **a new course (ITEC 7140** Qualitative Analysis for Decision Making). The faculty felt that the topics are necessary for the research component of the program. The faculty also approved the addition of a **new course (ITEC 7150** Research Design Proposal). This course is more in line with the essence of the program and will allow the students the opportunity to structure their project proposal according to departmental guidelines. The faculty also approved **reducing the number of credit hours from 9 to 6 for ITEC 8900 (allowing the program hours not to change)**. All Items voted on and passed by faculty 11/30/21.
Optional Open Text Box For Assessment Comments:	N/A
If the COVID-19 pandemic impacted this assessment cycle, please provide specific details below.	N/A

IEB's Comprehensive Program Review Rubric and Evaluation

Date Reviewed:

Program Reviewed: Doctor of Science in Information Technology (DSIT)

Contextual Notes: Summarize any demographic or environmental factors described in the introduction that might significantly impact assessment of the program
This program only started enrolling students in 2021, which means, among other things, that graduation trends have not had enough time to develop; as of the end of 2023, only 1 cohort has completed the cycle. The detailed SLO information is useful in demonstrating that the department is keeping a close eye on the program, although the enrollment data could use similar attention.

Area of Focus	Exemplary Area	Satisfactory Area	Area of Concern	No Evidence	Notes
Enrollment	*This program has significantly positive enrollment trends and robust credit hour production*	*This program has stable or moderately positive enrollment trends and healthy credit hour production* The program is steadily growing although Fall 2022 to 2023 showed stability but not growth. An average annual growth trend of 16.96% over 3 years is pretty good, although the calculation in the report does not quite match our own.	*This program has negative enrollment trends and weak credit hour production*		***3-yr annual avg growth: 26.49% Our calculation based on the report does not match the report's stated 16.95%, but either way, the program seems to be doing well.** ***3-yr change: 60%**
Graduation Trends USG benchmark:	*Three year rolling average greatly exceeds USG*	*Three year rolling average meets or exceeds USG*	*Three year rolling average does not meet USG minimum benchmark for degrees*		**AY 2023 Graduates : 28**

IEB's Comprehensive Program Review Rubric and Evaluation

Bachelor's Degrees: 10 graduates/year **Graduate, Associate's or Certificates:** 5 graduates/year Programs falling under these benchmarks are designated as "low performing"	*minimum benchmark for degrees conferred*	*minimum benchmark for degrees conferred* The program only has graduation data for 2023, but a 93% graduation rate for the initial cohort is a strong start.	*conferred; the program is "low performing" by USG definition*		(The program started in 2021 and has the first graduates in 2023)

Program Strengths of Note:

Increasing enrollment suggests interest and/or awareness in the program is growing, and the outlook for professional opportunities for those with this credential looks promising. Graduating 28 out of an original cohort of 30 the first cycle suggests a strong start to a newer program.

There are no competitor programs in the Middle Georgia area as of now.

Areas of Concern:

Enrollment between Fall 2022 and Fall 2023 was effectively flat; this may or may not be a problem trend but it is worth keeping an eye on.

Other Comments:

Some of the calculations in the report do not match our understanding of the data.

IEB's Comprehensive Program Review Rubric and Evaluation

Comprehensive Program Review Report

Academic Program Name: **Doctor of Science in Information Technology**

College or School: **Computing**

Department: **Information Technology**

Date of Last Internal Review: **2023-2024**

Outcome of Previous Program Review (brief narrative statement, if applicable):

Current Date: **6/7/2014**

Executive Summary: *Provide a summary related to the academic program' s* ***quality, viability, and productivity of efforts*** *in* ***teaching and learning***, ***scholarship***, ***and service*** *as appropriate to the institution's mission. If this is the initial review of the program address how the program is/is not meeting the enrollment and credit hour projects contained in the original program proposal.*

Categorical Summation

Check any of the following to categorically describe action(s) the institution will take concerning this program. *Include a statement of plans for action based on the overall categorical summation contained in this section.*

☐ Program MEETS Institution's Criteria (also indicate 1 subcategory below)

X ☐ **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.

Required statement of plans for action:

This doctorate is a cohort program that accepts 20 to 24 students in each cohort/each year. The graduation rate is high.

☐ Program DOES NOT MEET Institution's Criteria (also indicate 1 subcategory below)

☐ Program will be placed on a monitoring status.
☐ Program will undergo substantive curricular revisions.
☐ Program will be deactivated.
☐ Program will be voluntarily terminated.
☐ Other (identify/add text):

Required statement of plans for action:_____

Academic Dean Signature:
Dean of Graduate Studies Signature (when applicable):

Date: Alex Koohang Digitally signed by Alex Koohang Date: 2024.06.17 14:18:30 -04'00'

Comprehensive Program Review Report
Academic Program Name: Doctor of Science in Information Technology (DScIT) Program
College or School: School of Computing
Department: Information Technology
CPR Review Schedule AY23-24
Provosts Response:

I concur with the Chair and Dean's assessment that the Doctor of Science in Information Technology (DScIT) program is critical to MGA's institutional mission and will be retained. As the only program of its kind in Georgia, the DScIT aligns with MGA's commitment to providing high-quality, workforce-driven graduate education that meets regional and national demands for IT leadership.

Since its launch in 2021, the program has demonstrated strong enrollment growth, competitive admissions, and high retention, with an expected 25+ graduates in Spring 2024, meeting key benchmarks. The cohort-based, primarily online structure ensures accessibility for working professionals while maintaining a rigorous, applied curriculum. Faculty engagement in research, leadership, and professional development continues to enhance program quality, ensuring graduates are prepared for senior IT roles in an industry projected to grow 15% from 2022 to 2032.

The program's alignment with MGA's ABET-accredited undergraduate and graduate IT degrees further strengthens its position within the university's academic portfolio. Given its strategic importance, strong demand, and proven student success, continued investment in faculty resources, research infrastructure, and student support will be essential to sustaining and expanding its impact.

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

☐ **X Program MEETS Institution's Criteria**

- ☐**X 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 PARTIALLY MEETS Institution's Criteria and will be re-evaluated in

☐ Program DOES NOT MEET Institution's Criteria
☐ Program will be placed on a 1 year monitoring status.
☐ Program will undergo substantive curricular revisions.
☐ Program will be deactivated.
☐ Program will be voluntarily terminated.
☐ Other (identify/add text):

Provost or VPAA Signature: Date:

2/5/28