Comprehensive Program Review Report
Academic Program Name: BSIT
School:Computing
Department: Information Technology
CPR Review Schedule AY24-25
Provosts Response:

The BS in Information Technology at Middle Georgia State University demonstrates strong viability and sustained academic success. The program has experienced significant enrollment growth and a consistent upward trend in degree completion over the past five years, reflecting its alignment with institutional goals and the needs of the regional workforce. The program equips students with essential skills in networking, cybersecurity, database management, and systems administration—core competencies that are increasingly in demand across both the public and private sectors.

In concurrence with the findings of the Comprehensive Program Review, the BSIT program will continue to receive institutional support and strategic attention. Its robust performance, relevance to emerging technological landscapes, and strong student outcomes reaffirm its value to the university's academic portfolio. Future priorities will include continued curricular innovation, expanded industry partnerships, and the pursuit of additional opportunities to ensure graduates remain competitive in a rapidly evolving field.

Categorical Summation

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

9/18/25

Comprehensive Program Review

AY 2024 – 2025

Institution: Middle Georgia State University

Academic Program: Bachelor of Science in Information Technology (BSIT)

College or School: School of Computing

Department: Department of Information Technology

CIP Code: 11.1099

Date of Last Internal Review: Fall 2024

Faculty Completing Report: Jed Edge

Current Date: April 4, 2025

[1] Data retrieved from MGA Dashboard

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

[3] GDOL Labor Market Explore Website. Retrieved from https://explorer.gdol.ga.gov/vosnet/Default.aspx?plang=E

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Executive Summary

The Bachelor of Science in Information Technology (BSIT) at Middle Georgia State University is a long-established, ABET-accredited program that prepares students for careers multiple technology related technical fields. Offered through the School of Computing, the BSIT program integrates applied learning, industry-aligned concentrations, and flexible delivery modalities to meet the evolving demands of Georgia's IT workforce.

Over the review period, the program experienced a modest 8.37% decline in total enrollment, with notable reductions at the Macon and Warner Robins campuses. However, enrollment trends in dual enrollment and associate-level programs within the department have grown, creating potential for future program enrollment conversion. Despite the enrollment dip, the program achieved a 20.87% increase in graduate totals from AY 2020 to AY 2023, reflecting strong retention and completion rates for students who persist in the major.

Academic quality and student performance remain strengths of the program. Average institutional GPA increased from 3.44 to 3.49 and average time to completion improved slightly, reducing from 5.28 to 5.27 years for on-campus students and 5.43 to 5.33 years for online learners. The most recent ABET assessments (Fall 2024 and Spring 2024) showed that all three evaluated Student Learning Outcomes met or exceeded the 80% benchmark, with overall performance between 90% and 100% across modalities. These results affirm the program's continued academic rigor and commitment to student success.

Workforce demand for IT professionals remains strong across Georgia and nationally. Roles such as information security analysts, software developers, and systems analysts are projected to grow between 10% and 34% through 2030, with median salaries often exceeding $100,000. The BSIT program aligns directly with these opportunities through its career-ready concentrations and applied focus. . Locally, the program supports workforce pipelines in Middle Georgia by preparing graduates to contribute in high-demand sectors such as healthcare IT, cybersecurity, and software development.

To address enrollment declines and capitalize on labor market momentum, the BSIT program will pursue three key goals in the next cycle: (1) expanding enrollment through targeted outreach and articulation agreements, including new pathways from the Technical College System of Georgia (TCSG); (2) strengthening community partnerships to support internships, job placement, and regional visibility; and (3) investing in faculty development and research activity to ensure continued instructional excellence and innovation.

The BSIT program remains a vital part of MGA's academic portfolio, producing skilled graduates who meet the needs of a dynamic and growing IT sector. Through ongoing assessment, curriculum refinement, and strategic engagement, the program is positioned to support both institutional goals and Georgia's digital economy.

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1. Program Purpose and Mission

The Bachelor of Science in Information Technology (BSIT) program at Middle Georgia State University is designed to prepare students for careers as skilled and adaptable technology professionals. The program emphasizes applied, hands-on learning in areas such as cybersecurity, networking, data analytics, software development, and systems administration. By integrating technical competencies with problem-solving, communication, and teamwork skills, the BSIT equips graduates to meet the evolving demands of the IT workforce across both public and private sectors.

The mission of the BSIT program aligns closely with the mission of the Department of Information Technology and the broader School of Computing by fostering innovation, academic excellence, and career readiness. It supports the institutional mission of Middle Georgia State University, which is to "educate and graduate inspired, lifelong learners whose scholarship and careers enhance the region through professional leadership, innovative partnerships, and community engagement." The program reflects this mission through a student-centered curriculum that balances theory and practice while offering flexible modalities to increase accessibility for traditional and non-traditional learners.

At the system level, the BSIT directly supports the goals outlined in the University System of Georgia's Strategic Plan. It advances student success by promoting retention and graduation through proactive advising and flexible scheduling. It supports economic competitiveness by aligning program outcomes with high-demand workforce needs in Georgia's IT and cybersecurity sectors. Through continuous improvement and responsive curriculum development, the BSIT program contributes to MGA's strategic priority to student success and lead innovation in the region's digital economy.

2. Program Overview: Age, Tracks, Concentrations

MGA's BSIT program has been offered for over two decades, evolving to meet regional and national workforce needs. Concentrations include:

- Cybersecurity
- Software Engineering
- Web Applications Development
- Networking Technologies and Administration
- Data Analytics
- Critical Infrastructure Management
- Integrated Digital Media/Game Design
- Financial Technology
- Health Informatics

These specialized tracks address high-demand skill sets by preparing graduates to fill critical industry positions.

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3. Accreditation Information/Status

The BSIT program has been accredited by ABET since 2007. In accordance with the accreditation standards, the BSIT maintains ABET-aligned student learning outcomes (SLOs) as part of its continuous improvement process. Under the current assessment plan, a total of six SLOs are split into groups of three, which are assessed over a two-year cycle. Data are gathered from designated courses (e.g., ITEC 2215, 3155, 3235, 3300, 4200, 4750) each semester to measure how well students meet or exceed established performance targets (generally set at 80% "Satisfactory" or higher). The most recent assessments focused on the following SLOs:

- **SLO 2**: "Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline."
  Students in both online (Fall 2024) and face-to-face (Spring 2024) sections worked in teams to create project documentation demonstrating their design, implementation, and evaluation strategies. Results showed that 98% of assessed students achieved "Satisfactory" or "Exemplary" ratings on all three performance indicators (design, implement, and evaluate), exceeding the 80% target.
- **SLO 3**: "Communicate effectively in a variety of professional contexts."
  The assessment included a written "HCI Journal" assignment and an oral presentation (with an audio requirement). Across four performance indicators (writing clarity, grammar, content understanding, and verbal communication), 98–100% of students reached "Satisfactory" or "Exemplary" levels.
- **SLO 5**: "Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline."
  Through peer evaluations in collaborative course projects, 96% of students scored at least "Satisfactory" in areas such as contribution, responsibility, and respectful communication.

Taken together, these results confirm that BSIT students consistently exceed performance benchmarks in designing technical solutions, communicating professionally, and collaborating effectively. The Department of Information Technology will continue to monitor these outcomes, refine assessment instruments, and align curricular content to maintain ABET standards and ensure graduates meet the evolving demands of the IT profession.

4. Methods of Delivery

Students can blend face-to-face and online courses to complete their degrees efficiently, ensuring both academic rigor and scheduling flexibility.

- On-Campus: Macon, Cochran, and Warner Robins.
- Online: A robust online offering, supporting adult learners and working students, aligned with USG goals and MGA strategies for increasing access and affordability.

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5. Enrollment and Graduation Trends

5.1 Enrollment (Fall 2020 – Fall 2024)[1]

Campus	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	5 YR Growth	Fall 2020 compared to Fall 2024 only
Macon	176	193	193	171	133	-24.43%	-24.43%
Cochran	42	48	41	46	41	-2.38%	-2.38%
Warner Robins	28	14	24	31	18	-35.71%	-35.71%
Dublin	6	2	4	9	10	66.67%	66.67%
Eastman	0	0	0	0	0	0%	0%
Online	548	529	566	565	525	-4.19%	-4.19%
Off Campus	0	1	12	11	6	500%*	500%**
Total	800	787	840	833	733	-8.37%	-8.37%

****F2021 used for calculation since there was no enrollment off campus F2020.**

Overall, the BSIT program's enrollment decreased slightly by 8.37% or 67 students. Enrollment on the Macon campus represented the largest proportion at 24.43% or 43 students. Similarly, the Warner Robins campus also experienced a dip in enrollment of 35.71%. However, this equated to only a reduction of 10 students. Meanwhile, Cochran's enrollment resulted in a slight dip of only 2.38%. Dublin and off-campus, which is typically associated with dual-enrollment courses, both saw slight increase in enrollment over this period at 4 and 6 students respectively. Finally, online enrollment contracted slightly by 4.19% or 23 students over this period. This enrollment decrease may be attributed to a shift in interest in programs as overall the enrollment in programs within the Department of Information Technology has increased by 5.48% over this period with growth being seen in associate degrees and certificates. Dual enrollment has been an area of growth for the BSIT program, at 94.44% almost doubling enrollment over the period[1]. Both assessments are indicative of current trends within the education sector (site Clearinghouse report and article).

5.2 Graduates (AY 2020 – AY 2024)[1]

AY 2020	AY 2021	AY 2022	AY 2023	AY 2024	5 YR Growth	AY2020 compared to AY2024 only
115	106	131	139	48*	20.87%%	20.87%

***Does not include Spring 2025 or Summer 2025**

When analyzing the completed AY2020 and AY2023, the BSIT program increased its graduates by 20.87% underscoring strong completion rates, helping meet USG and MGA strategic goals for graduation and workforce readiness.

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6. Changes Since Last Review

Since the last review, the BSIT program has implemented several key data-driven improvements. First, the curriculum was enhanced by expanding labs with more hands-on projects introduced to reflect local employer needs. Targeted advising now focuses on cohorts identified by risk indicators, helping reduce attrition. Simultaneously, deeper partnerships with local employers in our service area have boosted job fairs and internship opportunities. Finally, faculty development has been bolstered by professional development funds along with the adoption of Open Educational Resources, thereby supporting responsible stewardship and lowering textbook costs.

7. Benchmarks of Progress

Over the past cycle, the BSIT program has tracked several key metrics, which include enrollment, graduation, time to completion, GPA, and ABET-based SLOs. These indicators collectively paint a comprehensive picture of the program's performance and trajectory. The program did not achieve its earlier goal of a 10% increase over five years. Instead, there was an overall -8.37% decline from 800 in Fall 2020 to 733 in Fall 2024. This highlights the need for strategic recruitment efforts, especially at campuses with sharper declines. Although enrollment is down, graduation totals increased by approximately 20.87% (comparing completed years of AY 2020 to AY 2023 data), which indicates strong retention and completion among students who do enter the program.

BSIT Time to Completion and GPA Data[1]

Fiscal Year	Degree	Time to Completion	Avg. Inst. GPA	Avg. Overall GPA
FY20/21	Information Technology (BS)	5.28	3.44	3.29
FY24/25	**Information Technology (BS)**	**5.27**	**3.49**	**3.36**
FY20/21	Info. Tech.-Online (BS)	5.43	3.29	3.30
FY24/25	**Info. Tech.-Online (BS)**	**5.33**	**3.61**	**3.54**

Analyzing additional metrics of time to completion and GPA at time of graduation indicates that improvements in both areas across modalities have been achieved over this period. These metrics indicate that graduates of the program have a better comprehension of the material as evidenced by improved GPAs. The students are also completing the program in a shorter period of time which translates into reduced costs for the student.

Additionally, the program has maintained its existing accreditations through ABET and strategic designations, including recognition as a National Center of Academic Excellence in Cyber Defense Education (CAE-CDE), which reflects a continued commitment to academic quality and industry relevance. In the Fall 2024 ABET Assessment (Appendix 1), SLOs 2, 3, and 5 were assessed with all assessments meeting the 80% success criteria across modalities. These consistently high outcome

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percentages validate the program's academic rigor and student preparedness, reflecting positively on the department's curriculum design and instructional methods. Ongoing faculty development will help maintain these results.

Overall, despite enrollment challenges in specific campus locations, ABET assessment data confirms that students are achieving high proficiency across multiple core IT outcomes. The department's next focus will be on strategic recruitment and student engagement efforts to boost enrollment while continuing to expand upon the successes in academic quality, as evidenced by consistent improvements in ABET outcomes, time to completion, and GPA.

8. Plans for Action

Informed by recent enrollment trends, assessment outcomes, and workforce alignment goals, the BSIT program has established three primary action areas for the next review cycle. First, the program will work to stabilize and grow enrollment, particularly at the Macon and Warner Robins campuses, by expanding outreach to local high schools and developing flexible course offerings for students. Expanding articulation agreements to develop new and increase existing pipelines will be utilized. Agreements such as the recent articulation agreement with the Technical College System of Georgia (TCSG), provide a more seamless transfer pathway for associate degree holders in IT-related fields and are expected to strengthen the enrollment pipeline across all delivery formats.

Second, the department will prioritize building new and strengthening existing community partnerships to increase student engagement and visibility in the region. By collaborating with local employers, economic development boards, and government agencies, the program aims to increase internship and job placement opportunities while attracting prospective students interested in workforce-aligned degree paths.

Finally, the BSIT program will invest in faculty and professional development to ensure instructors remain current in emerging technologies and industry practices. This includes encouraging more research and grant activities to expand the program's visibility and increase resources for the program. Well-supported faculty contribute directly to student satisfaction and retention, helping to enhance the program's reputation and, in turn, attract new students to the major.

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9. Shifting Trends, Market Forces, and Workforce Alignment

Occupation	Outlook	Current Employment	% Growth	Average Salary	Future Earnings Potential
Information Security Analysts	Bright Outlook – This occupation is expected to grow rapidly.[2]	180,700 (US, 2023)[2] 4,490 (GA, 2020)[2]	33% (US, 2020-30)[2] 34% (GA, 2020-30)[2]	US Median = $120, 360[2] GA Median = $117.360[2] Warner Robins Median = $95,800[2]	$71,825 (GA-Entry)[3] $123,453 (GA – Exp.)[3]
Software Developer	Bright Outlook – This occupation is expected to grow rapidly.[2]	1,692,100 (US, 2023)[2] 52,710 (GA, 2020)[2]	18% (US, 2020-30)[2] 26% (GA, 2020-30)[2]	US Median = $132, 270[2] GA Median = $127,070[2] Macon Median = $112,660[2]	$74,427 (GA-Entry)[3] $130,156 (GA – Exp.)[3]
Computer Systems Analysts	Bright Outlook – This occupation is expected to grow rapidly.[2]	527,200 (US, 2023)[2] 17,210 (GA, 2020)[2]	11% (US, 2020-30)[2] 10% (GA, 2020-30)[2]	US Median = $103,800[2] GA Median = $100,120[2] Macon Median = $79,560[2]	$52,670 (GA-Entry)[3] $99,384 (GA – Exp.)[3]

9.1 Supply and Competitor Programs

Georgia College & State University (CIP 11.070101/BS in Computer Science) is a notable competitor, having produced 85 graduates in 2022–2023. However, the BSIT program at MGA complements rather than duplicates the traditional Computer Science curriculum. While Computer Science programs often focus on algorithmic theory and software development fundamentals, the BSIT degree emphasizes practical, applied IT skills such as networking, cybersecurity, and data analysis. This approach ensures that graduates are prepared for real-world technology challenges and can readily meet the needs of employers seeking skilled practitioners who can integrate IT solutions across diverse industry environments.

9.2 Labor Market Outlook

The market demand for IT professionals continues to trend upward. Positions such as Information Security Analysts are projected to grow by 33–34% and command median salaries near $120,000, reflecting a strong “bright outlook” in O*NET data. Meanwhile, Software Developers see an 18–26% increase in projected growth, with average salaries often exceeding $100,000. Similarly,

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Computer Systems Analysts can anticipate around a 10% growth rate, with median salaries hovering near the $100,000 mark.

9.3 Local & Regional Impact

Within Middle Georgia, demand for roles in cybersecurity, software development, and data analytics remains robust, reflecting statewide and national trends. By expanding cybersecurity laboratories and adding a dedicated data analytics track, the BSIT program is well positioned to produce graduates who can fill these high-demand positions. These strategic enhancements directly support USG goal and MGA strategies by equipping students with critical IT competencies that fuel local industry growth and bolster the regional economy.

10. Conclusion

The data presented in this CPR underscores a mixed scenario for the BSIT program. While overall enrollment has declined by 8.37% over five years, pointing to the need for renewed recruitment and campus-level outreach, graduation totals rose by roughly 20.87% over approximately the same period, suggesting a strong pipeline for student completion once they enter and persist through the program.

- Quality & Rigor: Maintained ABET-aligned outcomes and high student proficiency across design, communication, and teamwork.
- Graduation Gains: Despite fewer overall enrollees, the program demonstrates success in retaining and graduating those who do enter.
- Strategic Focus: To reverse declining enrollments, the department will prioritize targeted recruitment, flexible scheduling, campus-specific strategies, and outreach to working adults/online learners.

Going forward, building enrollment to match the program's robust completion rates and academic strengths will be a major focus. The BSIT program remains committed to producing career-ready graduates in high-demand IT fields, continually refining its curriculum and student support structures in alignment with USG and MGA strategic goals.

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Appendix

2024 Assessment Summary

BSIT

SLO#	Course/Instructor	Term	Measure	#Assessed	Target	%Met/Exceed
SLO 2 - Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.	ITEC 4750 / Rigole	Fall 24-Online Spring 24-F2F	Project	48 - Total 42 – Online 6 – F2F	80%	99% (Total) 98% (Online) 100% (F2F)
SLO 3 - Communicate effectively in a variety of professional contexts.	ITEC 3235 / Munoz	Fall 24-Online Spring 24-F2F	Journal & Presentation	42 – Total 32- Online 10 – F2F	80%	99% (Total) 98% (Online) 100%(F2F)
SLO 5 - Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.	ITEC 4750 / Rigole	Fall 24-Online Spring 24-F2F	Project Peer Evaluation	48 – Total 42 – Online 6 – F2F	80%	90% (Total) 98% (Online) 83%(F2F)

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IEB's Comprehensive Program Review Rubric and Evaluation

Date Reviewed:

Program Reviewed: BS in Information Technology

Contextual Notes: Summarize any demographic or environmental factors described in the introduction that might significantly impact assessment of the program
Academic quality remains strong (GPAs at graduation) Program provides a variety of concentration paths There is a need in the region for professionals Numbers are falling but still higher than benchmarks

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 has seen an overall 8.37% decline in enrollment, particularly in in-person Macon and Warner Robins courses 2024 (so far) is low point: 733	*This **program** has negative enrollment trends and weak credit hour production*		Online and dual-enrollment has risen overall over the review period Enrollments: 2020-2023: 800, 747, 740, 833 5-yr annual avg growth: -2.1% 5-yr change: -8.4%
Graduation Trends USG benchmark:	*Three year rolling average greatly exceeds USG minimum benchmark for*	*Three year rolling average meets or exceeds USG minimum benchmark for degrees conferred*			There is a general decline in graduation rates; 2022-2023 were 131 and 139 respectively, but 2024 (so far) is at 48.

Bachelor's Degrees: 10 graduates/year **Graduate, Associate's or Certificates**: 5 graduates/year Programs falling under these benchmarks are designated as "low performing"	*degrees conferred*	The 2020 vs 2024 shows a 20% rise, and the complete AY 24-25 is not factored in yet (Spring and Summer 2025)			5-yr annual avg growth: -19.6% 5-yr change: -75.0% prv. 4-yr annual avg growth: 6.5% prv. 4-yr change: 20.9% 3-yr rolling avg graduate: 106 Completion time for the program has shortened slightly both in-person and online 2020-2021 vs 2024-2025.

Program Strengths of Note:

SLOs have been consistently all above Satisfactory (80%), often well above [96-100%]

Graduations rates remain strong (assuming 2024 data rises)

GPAs have been rising (from 3.44 to 3.49); as have completion rates (5.28 to 5.27 years for on-campus;5.43 to 5.33 years for online)

General high demand for this kind of professional

This program has stable enrollment trends and healthy credit hour production. Adjusting for the exclusion of Spring 2025 & Summer 2025 graduates, this program's previous four-year annual average growth of graduates is 6.5% and the previous four-year change of graduates is 20% growth. Furthermore, this program's three-year rolling average of graduates (106) greatly exceeds the USG Benchmark of ten graduates per year.

Areas of Concern:

Even though Enrollment is well above USG benchmarks, it has been falling. Since campus presence is supposed to be a priority right now, that being the majority of the losses is something to keep an eye on.

IEB's Comprehensive Program Review Rubric and Evaluation

Other Comments:

Program is planning to build visibility and engagement with the community by creating partnerships with local high schools as well as businesses and employers

Comprehensive Program Review Report

Academic Program Name: BS in Information Technology

College or School: Computing

Department:

Date of Last Internal Review: Sprin 2025

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

Current Date: 5/28.2025

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.*

Graduations rates for this program remain strong. GPAs have been rising (from 3.44 to 3.49); as have completion rates (5.28 to 5.27 years for on-campus;5.43 to 5.33 years for online). This program is generally considered high demand. It has stable enrollment trends and healthy credit hour production. Adjusting for the exclusion of Spring 2025 & Summer 2025 graduates, this program's previous four-year annual average growth of graduates is 6.5% and the previous four-year change of graduates is 20% growth. Furthermore, this program's three-year rolling average of graduates (106) greatly exceeds the USG Benchmark of ten graduates per year.

The BSIT program has begun building visibility and engagement with the community by creating partnerships with local high schools as well as businesses and employers

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)

- ☒ 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:_____

☐ 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: 5/28/25