The University of Georgia

University Council
Athens, Georgia 30602

August 19, 2016

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Dear Colleagues:

The attached proposal for a new major in Business Analytics (M.S.) will be an agenda item for the August 26, 2016, Full University Curriculum Committee meeting.

Sincerely,

William K Vencill

William K. Vencill, Chair
University Curriculum Committee

cc: Provost Pamela S. Whitten
Dr. Rahul Shrivastav

The University of Georgia

Terry College of Business

Marisa Anne Pagnattaro
Associate Dean for Research and Graduate Programs and Josiah Meigs Distinguished Teaching Professor

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May 1, 2016

Dr. Suzanne Barbour
Dean, The Graduate School
The University of Georgia
Athens, GA 30602

Dear Dean Barbour:

The Terry College of Business at The University of Georgia is proposing a new Master of Science degree program in Business Analytics consistent with the Governor's High Demand Career Initiative. With global demand for data analysts and scientists predicted to exceed supply by more than 50 percent by 2018, there is a great need for university programs, such as this one, to educate and prepare students with quantitative, technical, and business skills critical to meet job market demand. This new program will also advance Strategic Direction II, "Enhancing the Graduate and Professional Programs," of The University of Georgia 2020 Strategic Plan by furthering the goal of providing "additional opportunities for interdisciplinary, dual, and joint degree experiences for graduate and professional students" (*Building on Excellence*, 2020, p. 12). Moreover the program furthers the mission of the Terry College of Business and its highest priority, advancing economic development.

The primary objectives of the proposed program are to develop students' technical expertise in collecting, analyzing, and interpreting big data, as well as to teach such skills in a business context so that students learn how data analyses are used to develop strategic business insights and decisions. Students will also receive an introduction to essential leadership, communication, and teamwork skills. This combination of "hard" and "soft" skills is expected to improve both the short-term and long-term career opportunities for program graduates.

Sincerely,

Marisa Anne Pagnattaro, J.D., Ph.D.

Enclosure

FORMAL PROPOSAL FOR A NEW DEGREE PROGRAM
(Traditional/Face-to-Face Delivery)

Institution:

Approval by President or Vice President for Academic Affairs:

_____

Date:

School/Division: Terry College of Business

Department: Dean's Office, Terry College of Business

Departmental Contact: Santanu Chatterjee

Name of Proposed Program/Inscription: Business Analytics

Degree: Master of Science

Major: Business Analytics

CIP Code: 52139901

Anticipated Implementation Date: Fall 2017

Approval by Chief Business Officer (or designee):

_____
Contact Information:

Approval by Chief Facilities Officer or designee (if different from CBO):

_____
Contact Information:

1. Description of the Program's Fit With the Institutional Mission, Existing Degrees and Majors.

The Terry College of Business proposes a one-year graduate program in business analytics at the master's level. This proposed program is consistent with the Governor's High Demand Career Initiative: with global demand for data analysts and scientists predicted to exceed supply by more than 50 percent by 2018, there is a great need for university programs to educate and prepare students equipped with the quantitative, technical, and business skills required to fill these high-paying positions. Additionally, the new program will advance Strategic Direction II, "Enhancing the Graduate and Professional Programs," of The University of Georgia 2020 Strategic Plan by furthering the goal of providing "additional opportunities for interdisciplinary, dual, and joint degree experiences for graduate and professional students." *(Building on Excellence,* 2020, p.12) Finally, the program will further the mission of the Terry College of Business and its highest priority, advancing economic development.

The Terry College of Business anticipates that the proposed new degree program will provide significant benefits and support to its existing Full-Time MBA program by increasing its appeal to both domestic and international applicants and sees potential for proposing a dual degree program between the Full-Time MBA and the Master of Science in Business Analytics programs.

2. Program Description and Goals.

a. Institutional Priority

The proposed program will benefit the University of Georgia and the Terry College of Business by supporting the strategic goal of increasing enrollment in graduate programs and enhancing the university and college's reputation as a provider of market-driven programs and a source of skilled, business-savvy graduates who add value to the organizations and their communities. In addition, the program will stimulate more experiential learning and greater interdisciplinary teaching and research.

The skills offered through this program will provide students with an entry into high-paying jobs in a 21st century, data-centric economy. A benchmarking of starting salaries for MSBA programs at peer and aspirant institutions indicate that average starting salaries for graduates are about $84,000, with salaries significantly higher for those with prior work experience. Average employment rates at peer and aspirant MSBA programs also remain very high, at about 94%. Demand for skilled data analysts will persist: "By 2018, the United States alone could face a shortage of 140,000 to 190,000 people with deep analytical skills as well as 1.5 million managers and analysts with the know-how to use the analysis of big data to make effective decisions" (McKinsey, May 2011). The inclusion of soft skills development in the program will give graduates key leadership skills for personal

advancement as well as provide for longer-term program viability. As more sophisticated analytics automation tools are developed over time, the demand for analysts with the business acumen to translate data analytics into strategic advantages for their employers will remain strong.

Other expected benefits of this program to the Terry College of Business include: (1) graduates who are competitive in the job market; (2) added support for the development of new corporate relationships in Georgia and the U.S.; (3) greater access to the U.S. job market for international graduates because of the proposed program's designation as a STEM program under federal immigration law; and (4) improvement of its capability to recruit top students from Georgia, the U.S., and around the world.

b. Brief Description of the Program

The program involves ten months of study and a total of 33 credit hours. It is designed for students holding or in the process of earning a baccalaureate degree who meet the admissions requirements for proficiency in statistics, calculus, and computer programming.

The curriculum is fixed, with no electives. Students will develop expertise in the collection, storage, analysis, visualization and interpretation of data, as well as learn the most predominant programming languages in the field, namely R and Python. Efficient processing of large quantities of data via frameworks like Hadoop and SAS will be included. Business courses in analytics, marketing, operations, and strategy will provide students with a business framework in which to interpret data analyses and to practice leadership, project management, and teamwork skills. Over the ten-month period, students will work in teams on a real-world, big data problem for a corporate partner and present their results to the client. Students will be assessed on their technical, business, and communication skills for course assignments and the team project.

c. Goals/Objectives of the Program

The primary objectives of the proposed interdisciplinary program are to develop students' technical expertise in collecting, analyzing, and interpreting big data, as well as to teach such skills in a business context so that students learn how data analyses are used to develop strategic business insights and decisions. Students will also receive an introduction to the leadership, communication, and teamwork skills essential in today's workplace. This combination of "hard" and "soft" skills is expected to improve both the short- and long-term career opportunities of program graduates.

d. Location of the Program

The program will be delivered on the UGA-Athens campus.

3. Curriculum.

PROGRAM OF STUDY

Required courses (Fall-Spring): 33 credit hours

MIST 6360 (3 cr.)	Data Science I (new course in CAPA)
MIST 6380 (3 cr.)	Data Science II (new course in CAPA)
MIST 7600 (3 cr.)	Data Analytics
MIST 7770 (3 cr.)	Business Intelligence
ECON(MARK) 4750/6750 (3 cr.)	Introduction to Econometrics
ECON 4760/6760 (3 cr.)	Time Series Analysis (new course in CAPA)
ECON 7950 (3 cr.)	Competitive Strategy and Structure
MARK 7600 (3 cr.)	Predictive Analytics
MARK 7980 (3 cr.)	Marketing Analytics and Decision-Making
MGMT 7120 (3 cr.)	Operations Management II
MIST 7990 (3 cr.)	Directed Study (capstone project: two-semester internship/project with a corporate partner)

The curriculum will prepare students to earn the following industry certifications:

- Cloudera Certified Professional (CCP) Data Scientist
- EMC Data Science Associate
- Microsoft SQL server certification

a. Course descriptions

See Addendum I for course descriptions.

b. Provide documentation that the program and all courses in the proposed curriculum have been approved by all relevant campus curriculum governance bodies.

Eight of the eleven courses are already being offered either as part of the full-time MBA curriculum or by the departments of Economics and Management Information Systems. The program will require three new courses, all of which have been entered into CAPA and are undergoing the required review and approval process at the University.

c. Append materials available from national accrediting agencies or professional organizations as they relate to curriculum standards for the proposed program.

The proposed program's curriculum will prepare students for one or more of the following industry-level certifications:

- Cloudera Certified Professional (CCP) Data Scientist
- EMC Data Science Associate
- Microsoft SQL server certification.

See addendum II for materials related to these certifications.

The program will meet all standards set by SACS and AACSB.

d. Indicate ways in which the proposed program is consistent with nationally accepted trends and standards in the discipline.
Universities throughout the U.S. are responding to the shortage of trained data analysts—and the corresponding student demand—with new MSBA or data science-related programs: since 2007, more than 80 new graduate-level programs in the area of data analytics have been created across the U.S., with M.S. programs in Business Analytics accounting for more than 50% of these programs. (source: http://analytics.ncsu.edu) At the end of 2015, there were 41 MSBA programs in the U.S., and several more have been added since then. For example, in January and February of 2016, Georgia Tech, Cornell, and Wake Forest announced the creation of new MSBA programs. The proposed UGA program is differentiated by a year-long internship with a partnering company/project sponsor and the academic and practical preparation it will provide for students to earn industry-recognized certifications.

e. Indicate the adequacy of core offerings to support the new program.
Eight of the eleven required courses are currently offered either through the Full-Time MBA program, or through the Economics or Management Information Systems departments within the Terry College. The proposed program will require only three new courses to be set up, which have already been entered in CAPA for approval. However, additional sections of the required courses will need to be offered as the program grows.

f. Indicate the method of instructional delivery.
The instructional delivery for this program will follow an in-class format on the main UGA campus in Athens.

4. Admissions Criteria.

- Bachelor's degree from an accredited institution
- GMAT or GRE test score
- TOEFL required for international students
- Minimum 3.0 GPA
- College-level introductory statistics and calculus courses (equivalents to STAT 3000, MATH 2250, and MATH 2260)
- Knowledge of computer programming with a high-level language (e.g. C, C++, R, Python, Java, HTML).

5. Assistantships.
No assistantships will be offered.

6. Evaluation and Assessment.

The following student learning outcomes will be assessed by the program administration in collaboration with faculty and company sponsors:

a. *Analytical skills: Students can analyze and integrate large datasets with business knowledge to solve strategic problems.*

i. Faculty teaching MIST 6360, MIST 6380, ECON(MARK) 4750/6750, ECON 4760/6760, and MARK 7600 will design test questions/problems that will demonstrate student skills in analyzing large datasets and provide individual student performance data to the program director.

ii. Faculty teaching MIST 7770 and ECON 7950 will design test questions/problems that will demonstrate student knowledge of business strategy and provide individual student performance data to the program director.

iii. The integration of data analytics with business strategy skills will be assessed in MIST 7990, the capstone project. Students will be assessed individually by the faculty member overseeing the course as well as by the company sponsor.

b. *Leadership Skills: Students can recognize the ethical dimension inherent in the collection and use of big data and formulate strategies that take ethical considerations into account. Students can work effectively in a team environment.*

i. A discussion of ethics will be incorporated in MIST 7600 and ECON 7950. Students will be assessed through a written analysis of a related case study in each course and the faculty will provide individual student performance data to the program director.

ii. Teamwork skills will be assessed at the conclusion of the capstone project in MIST 7990 and results provided to the program director.

c. *Communication Skills: Students can effectively communicate a complex business issue in an oral presentation and in a written statement.*

i. Student presentation skills will be assessed through the capstone project in MIST 7990 and individual student performance data reported to the program director.

ii. Students' writing will be assessed in MIST 7600 through their case write-ups of the ethics case and individual student performance data reported to the program director.

d. Describe how the institution will monitor and ensure the quality of the degree program.

Faculty will be required to collect data on student outcomes annually. Faculty evaluations, feedback from company sponsors of student projects, and student employment outcomes will also be used to monitor program quality.

7. Administration of the Program.

a. Indicate where the program will be housed within the academic units of the institution.

The Terry College Dean's Office will oversee the administration of the program.

b. Describe the administration of the program inclusive of coordination and responsibility.

The Associate Dean for Research and Graduate Programs will have direct oversight over the administration of the program. The Full-Time MBA Program Director, who reports to the Associate Dean for Research and Graduate Programs, will serve as the director for this program and will be responsible for the administration and assessment of the program. The program director will provide an annual report on program quality to the senior administration of the Terry College and ensure that the program meets all AACSB requirements for accreditation. A program coordinator will be recruited to assist the director with program marketing, admissions, faculty selection and evaluation, course scheduling, student advising, and employment/career advising.

8. Waiver to Degree-Credit Hours (if applicable). If the program exceeds the maximum credit hour requirement at a specific degree level, then provide an explanation supporting the increase of hours (NOTE: The maximum for bachelor's degrees is 120-semester credit hours and the maximum for master's degrees is 36-semester credit hours).

Not applicable, since total credit hours will be fewer than 36.

9. Accreditation (if applicable). Describe the program's alignment with disciplinary accreditation requirements and provide a time line for pursuing accreditation. Indicate the source of institutional funding that will be used, if needed, for the accreditation process.

The proposed program will be included in all Terry College of Business accreditation processes for SACS and AACSB accreditation.

10. Enrollment Projections and Monitoring:

a. Provide projected enrollment for the program during the first three years of implementation. (NOTE: These projections will be used to monitor enrollment following program implementation.)

	First FY 2018	Second FY 2019	Third FY 2020	Fourth FY 2021
I. ENROLLMENT PROJECTIONS				
Student Majors				
Shifted from other programs	0	0	0	0
New to the institution	20	25	30	35
Total Majors	**20**	**25**	**30**	**35**
Course Sections Satisfying Program Requirements				
Previously existing	8	11	11	11
New	3	0	0	0
Total Program Course Sections	**11**	**11**	**11**	**11**

Credit Hours Generated by Those Courses				
Existing enrollments	0	0	0	0
New enrollments	660	825	990	1,155
Total Credit Hours	**660**	**825**	**990**	**1,155**

b. Explain the specific methodology used to determine these projections and verify their accuracy, especially if new student enrollment will be needed to sustain funding for the program. Indicate whether enrollments will be cohort-based.

The proposed M.S. program is intended to provide UGA undergraduate students the opportunity to earn a highly-valued master's degree by adding a fifth year to their program of study. Therefore, we do not expect enrollment to shift from other programs on campus. We will also consider qualified applications from outside UGA, both nationally and internationally. Given the University's recent expansion of STEM education and initiatives, and the national demand for college graduates with skills and competency in the area of business analytics, we expect a significant amount of interest in this degree. The program's objective is to start with about 20 students and grow to an enrollment of 35 within the first four years. We have also collected enrollment data for several peer and aspirant institutions throughout the country. As shown in the addendum to this proposal, the average enrollment in MSBA programs for 10 PAC schools in our benchmarking study is about 58 students, with enrollment numbers ranging from 30 to 153. In this regard, our enrollment projections are quite conservative. We will also conduct a campus-wide survey of UGA students in August 2016 to gauge on-campus demand for this program.

11. Provide the year when the program is expected to be reviewed in the institution's comprehensive program review process.

The Terry College PRAC (Program Review and Assessment Committee) will conduct an internal review every 7 years, starting in AY 2024.

12. Describe anticipated actions to be taken if enrollment does not meet projections.

In the event that enrollment does not meet projections, we will conduct additional information sessions on and off campus at various STEM departments and business schools throughout the state of Georgia. We will also aggressively market our program to applicants outside the state of Georgia using an online digital marketing campaign. Such a campaign is already underway for Terry's MBA programs (all formats), and we have in-house expertise to conduct it. In addition, eight of the eleven courses are already being taught on campus, and the three new courses will not require recruiting new full-time faculty. Therefore, we do not anticipate any significant impact on the program if enrollment falls short of expectations.

13. Faculty Qualifications and Capacity.

a. Provide an inventory of faculty directly involved with the program. On the list below indicate which persons are existing faculty and which are new hires. For each faculty member, provide the following information:

Faculty Name	Rank	Highest Degree	Degrees Earned	Discipline	Specialization	Current EFT Workload
John L. Turner	Associate Professor	PhD	PhD, MA, BA	Economics	Strategy, Industrial Organization	.281 instr/.469 research
John C. Wurst	Senior Lecturer	PhD	PhD	Marketing	New product development and pricing	.75 instruction
Richard L. Daniels	Professor & Director of Executive & Professional MBA Programs	PhD	PhD	Management	Operations	.250 instr/.125 research/.625 admin
Richard Watson	Professor	PhD	PhD	MIS	Internet Strategy	.281 instr/.469 research
Hugh Watson	Professor (retire/rehire)	PhD	PhD	MIS	Business intelligence, Data warehousing	.125 instr/.124 research/.125 admin
Chris Cornwell	Professor & Economics Department Head	PhD	PhD	Economics	Econometrics	.188 instr/.187 research/.375 admin
William Lastrapes	Professor	PhD	PhD	Economics	Econometrics	.375 instr/.375 research
Sundar Bharadwaj	Professor	PhD	PhD	Marketing	Marketing strategy	.281 instr/.469 research
Marie-Claude Boudreau	Associate Professor & MIS Department Head	PhD	PhD	MIS	Information technology & systems, Organizational change	.188 instr/.187 research/.375 admin
Note: Two courses (MIST 6360 and MIST 6380) will be taught by part-time faculty (to be recruited).						

Total Number of Faculty: 9 (not including new hires or adjuncts)

b. If it will be necessary to add faculty to support the program, give the desired qualifications of the persons to be added, and a timetable for adding new faculty.

Part-time faculty will be recruited to teach two courses in the curriculum (MIST 6360 and MIST 6380). These faculty members will be paid for instruction at the College's regular rate, and will be hired with a start date of fall 2017.

c. If existing faculty will be used to deliver the new program, include a detailed faculty load analysis that explains how additional courses in the new program will be covered and what impact the new courses will have on faculty current workloads. (For example, if program faculty are currently

teaching full loads, explain how the new course offerings will be accommodated.)

Eight of the eleven courses required for this program are already being taught on a regular basis on campus. The three additional courses will be offered on an overload basis with extra compensation at the University's regular rate. Faculty involved in such instruction currently have existing capacity to teach on an overload basis.

14. Budget – Complete the form below and provide a narrative to address the following:

a. For Expenditures:

i. Provide a description of institutional resources that will be required for the program (e.g., personnel, library, equipment, laboratories, supplies, and capital expenditures at program start-up and recurring).

ii. If the program involves reassigning existing faculty and/or staff, include the specific costs/expenses associated with reassigning faculty and staff to support the program (e.g. cost of part-time faculty to cover courses currently being taught by faculty being reassigned to the new program or portion of full-time faculty workload and salary allocated to the program).

b. For Revenue:

i. If using existing funds, provide a specific and detailed plan indicating the following:

1. **Source of existing funds being reallocated.**
2. **How the existing resources will be reallocated to specific costs for the new program.**
3. **The impact the redirection will have on units that lose funding.**

ii. Explain how the new tuition amounts are calculated.

iii. Explain the nature of any student fees listed (course fees, lab fees, program fees, etc.). Exclude student mandatory fees (i.e., activity, health, athletic, etc.).

iv. If revenues from Other Grants are included, please identify each grant and indicate if it has been awarded.

v. If Other Revenue is included, identify the source(s) of this revenue and the amount of each source.

c. When Grand Total Revenue is not Equal to Grand Total Costs:

i. Explain how the institution will make up the shortfall. If reallocated funds are the primary tools being used to cover deficits, what is the plan to reduce the need for the program to rely on these funds to sustain the program?

ii. If the projected enrollment is not realized, provide an explanation for how the institution will cover the shortfall.

I. EXPENDITURES	**FY2018**	**FY2019**	**FY2020**	**FY2021**
Personnel – reassigned or existing positions				
Faculty **(see 15.a.ii)**	$222,469	$229,143	$236,017	$243,098
Part-time Faculty **(see 15 a.ii)**				
Graduate Assistants **(see 15 a.ii)**				
Administrators**(see 15 a.ii)**				
Support Staff **(see 15 a.ii)**				
Fringe Benefits	$68,965.39	$71,034.35	$73,165.38	$75,360.35
Other Personnel Costs				
Total Existing Personnel Costs	**$291,434**	**$300,177**	**$309,183**	**$318,458**

EXPENDITURES (Continued)	**FY2018**	**FY2019**	**FY2020**	**FY2021**
Personnel – new positions (see 15 a.i)				
Faculty				
Part-time Faculty	$18,000	$18,000	$18,000	$18,000
Graduate Assistants				
Administrators				
Support Staff	$50,000	$51,500	$53,045	$54,636
Fringe Benefits	$21,500	$22,145	$22,809	$23,494
Other personnel costs				
Total New Personnel Costs	**$89,500**	**$91,645**	**$93,854**	**$96,130**
Start-up Costs (one-time expenses) (see 15 a.i)	**FY2018**	**FY2019**	**FY2020**	**FY2021**
Library/learning resources				
Equipment	$5,000			
Other				
Physical Facilities: construction or renovation (see section on Facilities)				
Total One-time Costs	**$5,000**			
Operating Costs (recurring costs – base budget) (see 15 a.i)	**FY2018**	**FY2019**	**FY2020**	**FY2021**
Supplies/Expenses	$3,000	$3,000	$3,000	$3,000
Travel	$5,000	$5,000	$5,000	$5,000
Equipment	$500	$500	$500	$500
Marketing	$25,000	$45,000	$75,000	$75,000
Admissions	$10,000	$10,000	$10,000	$10,000
Career Services	$10,000	$10,000	$10,000	$10,000
Student certification fees	$36,000	$45,000	$54,000	$63,000
Total Recurring Costs	**$89,500**	**$118,500**	**$157,500**	**$166,500**
GRAND TOTAL COSTS	**$475,434**	**$510,322**	**$560,537**	**$581,088**

III. REVENUE SOURCES	**FY2018**	**FY2019**	**FY2020**	**FY2021**
Source of Funds				
Reallocation of existing funds **(see 15 b.i)**	$65,514			
New student workload				
New Tuition-Base	$169,920	$212,400	$254,880	$297,360
New Tuition-Differential	$240,000	$300,000	$360,000	$420,000
Federal funds				
Other grants **(see 15 b.iv)**				
Student fees **(see 15 b.iii)** Exclude mandatory fees (e.g., activity, health, athletic)				
Other **(see 15 b.v)**				
New state allocation requested for budget hearing				
GRAND TOTAL REVENUES	**$475,434**	**$512,400**	**$614,880**	**$717,360**
Nature of Revenues				
Recurring/Permanent Funds	$409,920	$512,400	$614,880	$717,360
One-time funds	$65,514			
Projected Surplus/Deficit (Grand Total Revenue – Grand Total Costs) (see 15 c.i. & c.ii).	**$0**	**$2,078**	**$57,764**	**$139,795**

Expenditures:

(i) *Personnel:* The in-load instructional cost for the program has been calculated using the instructional EFT for each faculty member teaching in the program and their current teaching load. In the case where an extra section of a course might need to be offered (based on growth in enrollment), faculty may be compensated on an overload basis at the University's existing rate. All of the current faculty teaching in the program have the capacity to teach overload sections, if necessary. Part-time faculty will be hired to teach two courses (MIST 6360 and MIST 6380) at the rate of $9,000 per 3-credit course. A program coordinator will be hired to assist the program director with admissions, marketing, student advising, and career services. Fringe benefits for faculty were calculated at 31 percent of their instructional salary and for the program coordinator at 43 percent of their annual salary. The personnel costs for full-time faculty and staff also assume an average raise of 3 percent per year from FY18 to FY21.

(ii) *Start-up costs*: Start-up costs will include expenses on new computer equipment, software, and other hardware (printers, scanners, etc.) for the new staff member hired as the program coordinator. This represents a one-time cost, to be incurred in FY2018.

(iii) *Operating costs*: These recurring costs include the annual cost of supplies (stationery, printer cartridges, toners), faculty/staff travel to professional/industry conferences, a digital and print marketing campaign, admissions events and information sessions, career-related events (such as networking receptions, company visits, hosting employer information sessions, on-campus interviews, etc.), and the cost of reimbursing students for the required industry certifications. The marketing campaign will start on campus and will eventually be expanded to the entire state of Georgia, and possibly the Southeastern United States.

Revenues:

The primary source of revenues for the proposed program will be through new tuition. The revenue calculations assume a base tuition rate of $354 per credit hour and a differential tuition rate of $500 per credit hour. Based on the assumption of the program starting with 20 students in FY2018, the Terry College will reallocate $65,514 from existing funds to cover any potential shortfall of revenues relative to expenses in year one. The Terry Excellence Fund will support this reallocation, and it will not impact any existing programs or units within the College. Beginning in FY2019, the program's revenues will be sufficient to cover annual expenses. Any net surplus generated from the program will be redirected towards faculty support and development within the Terry College of Business. As the program's online and print marketing campaign is gradually expanded to the state of Georgia and beyond, we expect an increase in application volume over time, along with a sustained rise in enrollment.

15. Facilities—Complete the table below.

			Total GSF
a.	**Indicate the floor area required for the program in gross square feet (gsf). When addressing space needs, please take into account the projected enrollment growth in the program over the next 10 years.**		
b.	**Indicate if the new program will require new space or use existing space. (Place an "x" beside the appropriate selection.)**		
	Type of Space		**Comments**
i.	Construction of new space is required		NA
ii.	Existing space will require modification		NA
iii.	If new construction or renovation of existing space is anticipated, provide the justification for the need.		NA
iv.	Are there any accreditation standards or guidelines that will impact facilities/space needs in the future? If so, please describe what the impact will be.		NA
v.	Will this program cause any impacts on the campus infrastructure, such as parking, power, HVAC, etc. If so, indicate the nature of the impact, estimated cost and source of funding.		NA
vi.	Existing space will be used as is	X	Existing space in Correll Hall will be used to administer this program.
c.	**If new space is anticipated, provide information in space below.**		
i.	Estimated construction cost		NA
ii.	Estimated total project budget cost		NA
iii.	Proposed source of funding		NA
iv.	Availability of funds		NA
v.	When will the construction be completed and ready for occupancy? (Indicate semester and year).		NA
vi.	How will the construction be funded for the new space/facility?		NA
vii.	Indicate the status of the Project Concept Proposal submitted for consideration of project authorization to the Office of Facilities at the BOR. Has the project been authorized by the BOR or appropriate approving authority?		NA

d.	**If existing space will be used, provide information in space below.**
	Provide the building name(s) and floor(s) that will house or support the program. Indicate the campus, if part of a multi-campus institution and not on the main campus. Please do not simply list all possible space that could be used for the program. We are interested in the actual space that will be used for the program and its availability for use.
	Correll Hall, 600 S. Lumpkin St., Athens, GA 30602.

e.	**List the specific type(s) and number of spaces that will be utilized (e.g. classrooms, labs, offices, etc.)**			
i.	**No. of Spaces**	**Type of Space**	**Number of Seats**	**Assignable Square Feet (ASF)**
	2	Classrooms	65	1567 per classroom
		Labs (dry)		
		Labs (wet)		
		Meeting/Seminar Rooms		
	1	Offices		105
		Other (specify)		
			Total Assignable Square Feet (ASF)	**3239**

ii.	If the program will be housed at a temporary location, please provide the information above for both the temporary space and the permanent space. Include a time frame for having the program in its permanent location.
	NA

Chief Business Officer or Chief Facilities Officer Name & Title	**Phone No.**	**Email Address**
Donald R. Perry	706-542-1824	donperry.uga.edu
	Signature	

Note: A Program Manager from the Office of Facilities at the System Office may contact you with further questions separate from the review of the new academic program.

Enrollment in MSBA Programs

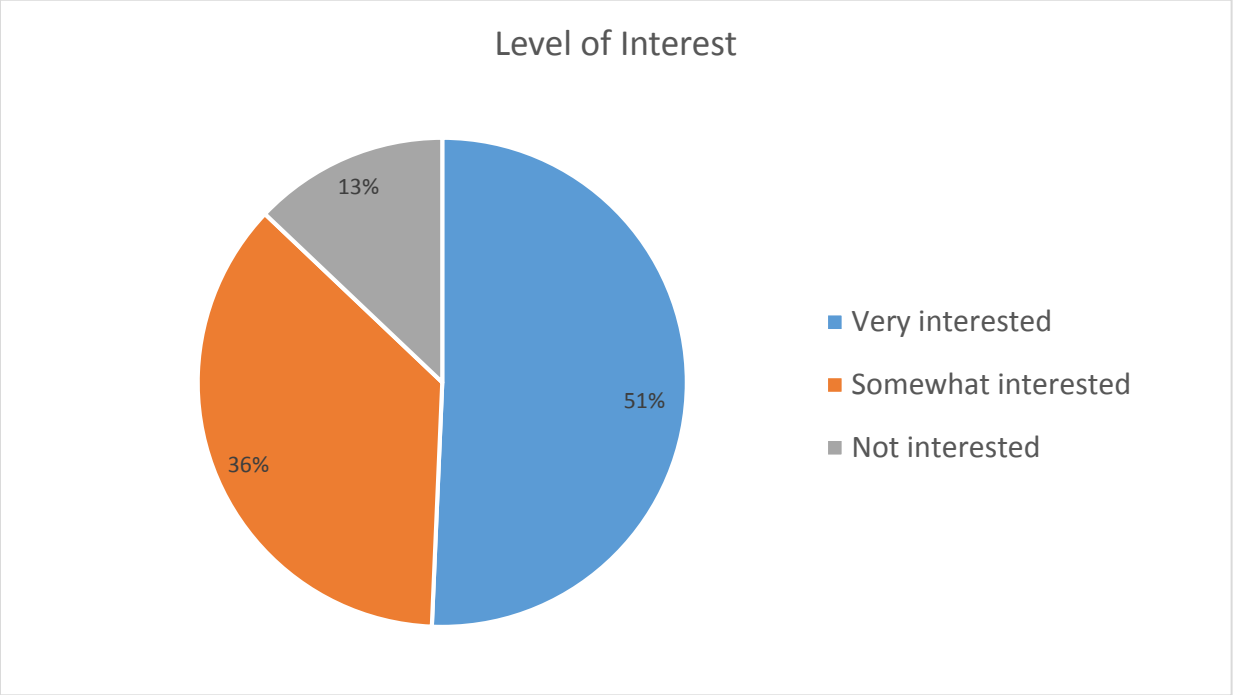
School	**Entering Year**	**Size of Entering Class**
Arizona State University	Fall 2015	153
Georgia Institute of Technology	Fall 2016	68
Georgia State University	Fall 2015	32
Michigan State University	Fall 2015	30
Southern Methodist University	Fall 2015	60
University of Texas-Austin	Fall 2015	59
University of Connecticut	Fall 2015	48
New York University	Fall 2015	61
University of Minnesota	Fall 2015	40
University of Southern California	Fall 2015	30
Average class size		**58.1**

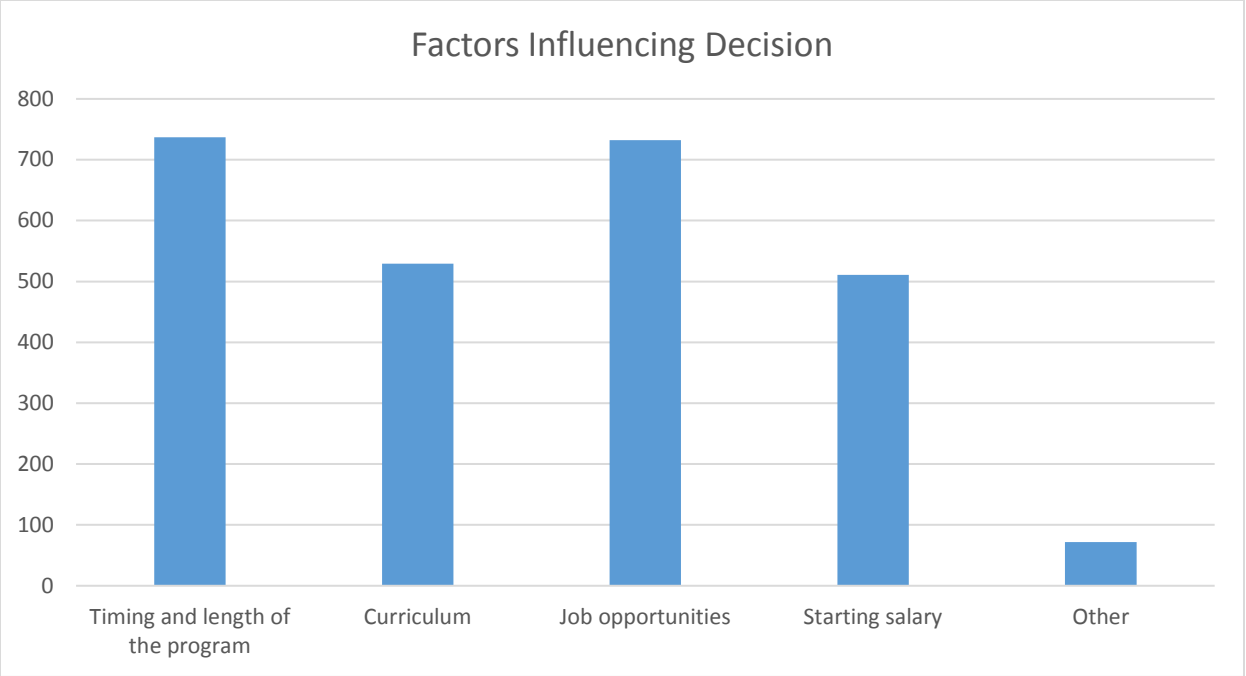
Survey of Student Demand for Proposed program in MS in Business Analytics (MSBA): September 2016

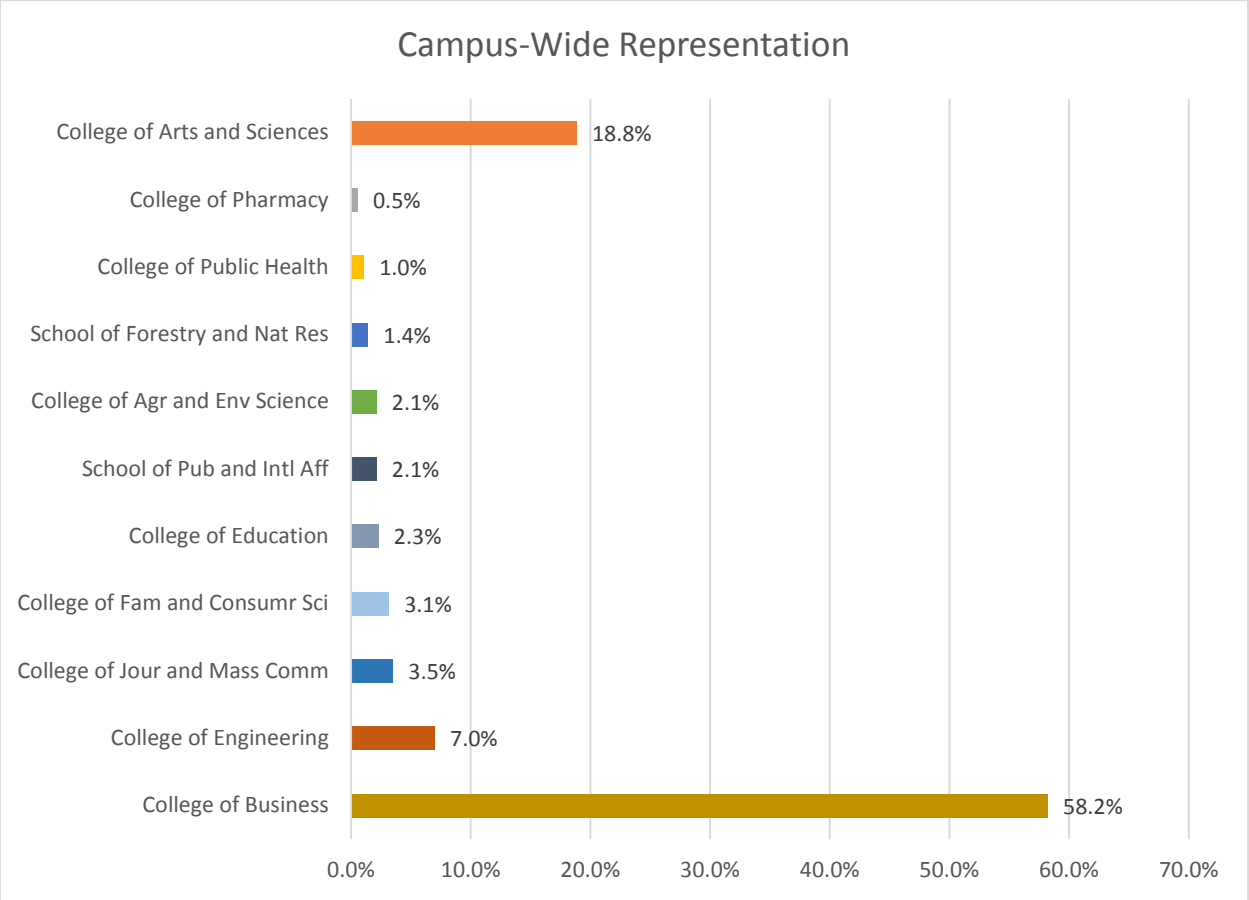
The MBA program support staff distributed a survey to 24,325 University of Georgia Sophomores, Juniors, and Seniors to assess student interest in the proposed Master of Science in Business Analytics (MSBA). The survey was live for 10 days, from September 8 to September 18, 2016, and had a response rate of 4.3% (1030 respondents). Of the survey respondents, 50.7% were "very interested", 36.4% were "somewhat interested", and 12.9% were not interested in the proposed program.

The survey results also reflect the most important factors influencing the decisions of interested students to enroll in the MSBA program. 75.2% of students indicated "timing and length of program," and 73% listed "job opportunities" as the most important criteria. Interested students were also given the option of providing their contact information, and 600 provided their email addresses so they could receive communications once the program is approved by the BoR.

Survey results indicate student interest from across the university, with the majority of interested students coming from the Terry College of Business (58.2%), the Franklin College of Arts and Sciences (18.8%), and the College of Engineering (7%).




Factors Influencing Decision
800
700
600
500
400
300
200
100
0
Timing and length of the program
Curriculum
Job opportunities
Starting salary
Other


Campus-Wide Representation
College of Arts and Sciences
18.8%
College of Pharmacy
0.5%
College of Public Health
1.0%
School of Forestry and Nat Res
1.4%
College of Agr and Env Science
2.1%
School of Pub and Intl Aff
2.1%
College of Education
2.3%
College of Fam and Consumr Sci
3.1%
College of Jour and Mass Comm
3.5%
College of Engineering
7.0%
College of Business
58.2%
0.0%
10.0%
20.0%
30.0%
40.0%
50.0%
60.0%
70.0%