

A FRAME WORK FOR IDENTIFYING FACTORS TO CONSIDER WHEN IMPLEMENTING AN ACADEMIC PROGRAM AT A SATELLITE CAMPUS

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ABSTRACT

Making a strategic decision to launch an academic degree program at a satellite site offers unique challenges. Many factors should be carefully considered in creating degree offerings, supporting student needs, allocating faculty resources, satisfying accreditation concerns, and meeting student demand. This paper establishes a framework and decision model regarding a satellite campus program utilizing an undergraduate accounting degree program as a case analysis. The case analysis provides details of how the components of the framework should be considered in making decisions regarding the possible implementation of a satellite academic program. The purpose of this paper is to propose a roadmap while highlighting the resources required and information to be considered in order to launch a 2+2 BBA- Accounting degrees at a satellite campus. The Kennesaw State University (KSU) BBA- Accounting program at the satellite campus in Paulding County is designed for graduates of Georgia Highland College's (GHC) Associate of Science in Business Administration degree, located at the KSU/GHC Paulding County Instructional Site.

INTRODUCTION

Institutions of higher education strive to meet market demand for access to a quality education in various formats while attempting to meet the demands of varying demographics of students. The variation in demographics can range from the traditional 18- year-old student who just graduated from high school to the 50-year-old non-traditional working student who always desired to complete a college education. Also included is the 25-year old who started college but had to stop-out due to financial demands, military service, family commitment or poor performance. Some of these needs are met with the utilization of technology. Today's technological instructional delivery methods include offering online courses in various formats including fully online or hybrid/blended, which can be delivered in a synchronous real-time format or asynchronous format for self-pacing purposes. Additionally, the recent popularity in the advent of MOOC's (Massive Online Open Courses) has expanded the interest in online delivery.

However, many universities and students still see the value of the traditional college campus. The most important aspect of the traditional campus incorporates what many students want most, that is, to interact face to face with their college professor and fellow classmates. Among the reasons cited for creating satellite campuses are to accommodate increased student enrolment and due to a community's desire for campuses closer to home (Bassett, 2011). Many areas of the United State are vastly rural with ever changing landscapes that rely on proximity to metropolitan areas or having institutions of higher

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The purpose of this paper is to propose a model for making the decision to launch an academic degree program at a satellite location. The remaining sections of the paper are as follows: the next section will explain the context and background of the case analysis, the following section will provide an explanation of the framework and how the framework is utilized in the case analysis, and the final section will summarize and conclude the paper.

CONTEXT

In the fall of 2009, Kennesaw State University embarked on responding to higher educational demands of one of the fastest growing, yet underserved by higher education, counties in the state of Georgia. At the time of the creation of the partnership with Georgia Highlands College, Kennesaw State University enrolled more than 22,000 students and is categorized as comprehensive university. Georgia Highlands College was a two-year college with more than 4,000 students. Both institutions are part of the University System of Georgia. The site, the former Paulding County, Georgia courthouse and an adjacent county-owned building, was donated to Kennesaw State University and Georgia Highlands College in 2007 after a University System of Georgia Board of Regents' survey concluded that cooperative efforts between two- and four-year USG institutions would best address the state's needs for new academic programs in growing, underserved areas like Paulding County (McGahee, 2012). At that time, the Atlanta Regional Commission identified Paulding as one of the fastest-growing counties in Georgia, with 170 percent growth over the last 15-plus years. After a nearly \$1 million renovation, the 31,000 square- foot facility featuring state-of-the-art classrooms, computer and science labs, a media library, administrative offices and meeting rooms, opened for classes in January 2010 (McGahee, 2012). Each institution provided a Site Director to manage the day-to-day operations of the campus.

"The "2+2" initiative is a giant step toward the Vision we all had for the Paulding site," said KSU President Daniel S. Papp. "Our goal was to expand higher education and ultimately to make a four-year college education accessible to students in the rapidly growing but underserved Paulding community" (McGriff, 2010).

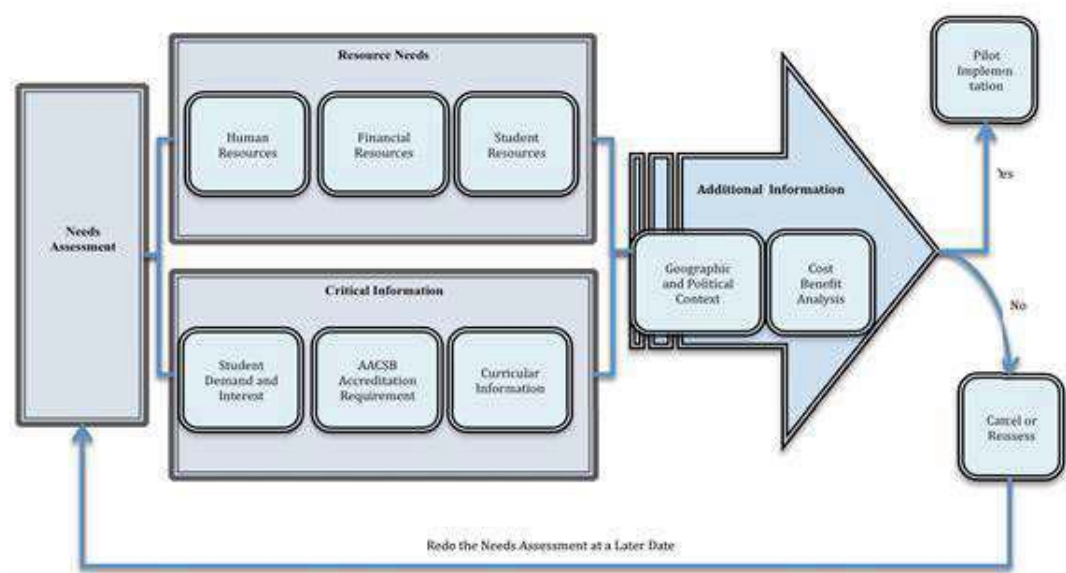
The first undergraduate degree program launched at the Paulding site was in early childhood education. Based on information provided by Georgia Highlands students, the Kennesaw State University Paulding Site Director suggested several additional majors to be analyzed for potential new 2+2 academic programs at the Paulding site, including Accounting.

The School of Accountancy at Kennesaw State holds separate Accounting Accreditation from AACSB-International, the American Association for Colleges of Schools Business (AACSB). The School of Accountancy offers the BBA Accounting degree and minors in Accounting and Business Law at the undergraduate level, the Master of Accounting degree, and a Doctorate of Business Administration Accounting degree. The School of Accountancy has more than 1,100 majors, 31 fulltime tenure-track and 10 part-time Accounting and Business Law faculty. Given various opportunities and limited resources, it was important for the School of Accountancy to carefully assess the requirements for offering our BBA Accounting degree in the 2+2 format at the Paulding campus.

NEEDS ASSESSMENT FRAMEWORK

Regional universities such as Kennesaw State University are in a key position to catalyze regional development outcomes by bringing together different forms of knowledge in new ways (Allison and Eversole, 2008). However, promoting regional development is not sufficient to justify launching a program at a satellite campus. The various components that may impact the decision must be identified and evaluated. A framework to organize these information and resource needs is presented in Figure 1. The sub-components include analyzing student demand, curriculum information, student resources, student support information, accreditation information, human resources, financial resources and additional considerations such as the geographic and political context and a cost benefit analysis. The subsequent sections of this paper will elaborate on the actions and data relevant to each component by using the KSU School of Accountancy's experience with its Paulding satellite program decision as a case study.

Figure 1: Satellite Campus Degree Program Needs Assessment Framework



Student Demand

One of the first major components of information needed to make a satellite program decision is whether there is student demand for the program. Initial assessments of potential 2+2 degree programs were prepared by the KSU Site Director in Paulding County. The KSU Site Director estimated student demand for potential new 2+2 degree programs by obtaining data on the number of KSU students who reside near the Paulding Instructional Site and all GHC students, and determining their current areas of study. Table 1 provides the results from the spring 2013 analysis of these two groups of students. Because GHC only has a Business Administration major, that terminology was utilized for the GHC student analysis rather than Accounting specifically. The overall results of this analysis indicated that the strongest interest was in the area of Business Administration/Accounting, followed by Early Childhood Education (2+2 program already in existence), and Psychology.

Table 1: Number of Students Expressing Demand and Interest in Specific Degree Programs	
KSU students residing in Paulding Spring 2013	
Degree Area	Student
School of Accountancy	74
Communication	68
Sociology and Criminal Justice	93
Early Childhood Education	87
Social Work & Human Services	33
Psychology	81
GHC Spring 2013	
Business Administration	586
Communication	91
Criminal Justice	171
Early Childhood Education	271
Human Services	73
Psychology	221
KSU and GHC Students Combined	
School of Accountancy (Business Admin)	660
Communication	159
Sociology and Criminal Justice	264
Early Childhood Education	358
Social Work & Human Services	106
Psychology	302

The Table 1 data seem to indicate a substantial pool of students who might be interested in a 2+2 accounting program at the Paulding site. To determine the actual level of interest of the GHC students, a survey was developed by the KSU School of Accountancy and administered by the KSU Paulding Site Director. Because GHC does not have an Associate Degree program in Accounting, all spring 2013 GHC Business Administration students were included in the survey, and students were allowed to indicate an interest in more than one major area. Table 2 provides the survey results from the April 2013 survey of 159 GHC students. In the survey, 78.2% of students indicated plans to pursue a BBA degree program after graduation from GHC, with 56.8% expressing an interest in an accounting major and 56.8% indicating an interest in management.

Table 2: GHC Students Interest Survey in KSU 2+2 Business Program		
Q1. Are you currently pursuing a Business Administration Associate's degree from Georgia Highlands College (GHC)?		
Response Options	Response Percent	Response Count
Yes	69.2%	110
No	30.8%	49
Total	100%	159
Q2. Do you plan to pursue a bachelor's degree in business administration (BBA), once you graduate from GHC?		
Response Options	Response Percent	Response Count
Yes	78.2%	122
No	21.8%	34
Total	100%	156
Q3. Please indicate your interest in one or more of the following BBA majors:		
Response Options	Response Percent	Response Count
Accounting	56.8%	79
Economics	12.2%	17
Finance	28.8%	40
Information Systems	17.3%	24
Management	56.8%	79
Marketing	29.5%	41
Total		139

In the fall of 2013, the School of Accountancy created a follow-up survey to further assess student demand and interest in pursuing the BBA Accounting degree, and an Accounting career, once the Associate's Degree in Business Administration is completed. Table 3 indicates that of the 71% (N=363) of respondents who indicated interest in pursuing a face-to-face BBA in Business Administration, 16.6% of those are specifically interested in the BBA Accounting. A question directed only to those students who plan to pursue the BBA degree indicates that 31% are specifically interested in the accounting undergraduate degree.

Table 3: GHC Students Interest Survey in Pursuing in a BBA in Business Programs				
Q1. What is your educational interest (or major)?				
Response Options	Pa	Onli	T	%
Accounting	49	20	6	19%
Business Administration	14	25	1	47%
General Studies	34	11	4	12%
Other	67	12	7	22%
TOTAL RESPONSES	29	68	3	100%
Q2. Are you currently pursuing a Business Administration associate's degree from GHC?				
Response Options	Pa	Onli	T	%
Yes	17	43	2	61%
No	12	12	1	39%
TOTAL RESPONSES	30	55	3	100%
Q3 Do you plan to pursue a bachelor's degree in Business Administration (BBA) after you graduate from GHC?				
Response Options	Pa	Onli	T	%
Yes	17	39	2	60%
No	12	16	1	40%
TOTAL RESPONSES	29	55	3	100%
Q4. If yes, are you interested in pursuing your BBA with a major in Accounting?				
Response Options	Pa	Onli	T	%
Yes	74	25	9	31%
No	14	14	1	51%
No Answer	57	0	5	18%
TOTAL RESPONSES	27	39	3	100%

Table 4 summarizes the specific accounting career options that GHC students are interested in pursuing after completing the BBA in Accounting. Corporate or management accounting careers and public accounting (assurance services, taxation, or advisory services) were identified as the most popular accounting career options.

Table 4: Student Accounting Career Interest				
In which areas of accounting do you have a career interest (check all that apply)?				
Response Options	Paper	Online	TOTAL	%
Public Accounting/Auditing and Assurance	42	12	54	12%
Public Accounting/Taxation	44	7	51	11%
Public Accounting/Business Advisory (Consulting) Services	59	11	70	16%
Government or Non-Profit Accounting	28	9	37	8%
Corporate or Management Accounting	90	15	105	24%
Internal Auditing	20	10	30	7%
Tax Preparation or Enforcement	24	4	28	6%
Fraud Examination or Forensic Accounting	31	4	35	8%
IT (Information Technology) Auditing	30	4	34	8%

Table 5 examines student interest in actually taking classes at the Paulding Instructional Site. Of the 328 responding GHC students, 125 (38%) indicated that they would be interested in enrolling in a 2+2 KSU/GHC Accounting degree program located at the Paulding Instructional Site. The survey was administered to all GHC Business Administration students in the spring of 2013. Only 14% are definitely interested in evening classes only while 45% are interested in day classes only. The remaining 41% are indifferent to whether the program is day or evening.

Table 5: Student Interest in taking classes at the Paulding Site				
Q1. If a two-year KSU BBA-Accounting degree program were offered at the KSU/GHC Paulding Instructional Site in Dallas, Georgia, would you be interested in enrolling in such a program after the completion of your associate's degree from GHC?				
	Pape	Online	TOTALS	%
Yes	98	27	125	38%
No	191	12	203	62%
TOTAL RESPONSES	289	39	328	100
Q2. What time of day are you most willing to take classes at the KSU/GHC Paulding Instructional Site in Dallas, Georgia?				
	Pape	Online	TOTALS	%
Daytime classes only	120	30	150	45%
Evening classes only	31	16	47	14%
Either day or evening classes	116	19	135	41%
TOTAL RESPONSES	267	65	332	100

Table 6 indicated anticipated graduation dates of GHC student respondents.

Table 6: GHC Students Anticipated Graduation Dates				
What is your anticipated graduation semester for your Business Administration associate's degree from GHC?				
	Paper	Online	TOTALS	%
Fall (Dec, 2013)	39	5	44	15%
Spring (May, 2014)	95	15	110	37%
Summer (Aug, 2014)	111	32	143	48%
TOTAL RESPONSES	245	52	297	100%

Curriculum Information and Innovation

A second major area to examine when considering launching a program at a satellite campus is the curriculum. One question is when and how often the various courses can and should be offered. If the program offering is a 2+2 program, additional complexity arises because the courses that will fulfil the requirements of the first half of the Bachelor's degree program are being offered by another university. If the Associate's degree program requires courses that are not needed for the Bachelor's degree, or does not include courses that are required for the Bachelor's degree, the problem of how to deal with those issues without requiring the students to take numerous extra courses must be solved.

Georgia Highlands College offers an Associate of Science in Business Administration degree program that fulfills most of the requirements for admission into the Coles College of Business BBA degree program. A review of the GHC Associate of Science requirements by the Associate Dean of Undergraduate Programs in the KSU Coles College of Business suggests that GHC students are currently not required to enroll in MATH 2040, Applied Calculus, which is a requirement for admission into the Coles College of Business BBA degree program. This information was communicated to the Associate Vice President for Curriculum, who included it in her report to the Board of Regents on graduation issues that need to be addressed in order to launch additional KSU/GHC 2+2 degree programs.

The curriculum and draft course information was developed as a cohort program, meaning that all students of an entering class would take their KSU courses together and that courses would be offered once in a cohort cycle. Each cohort would begin during fall semester. All cohort students would need to be officially admitted to the Coles College Undergraduate Professional Program prior to registering for any KSU upper-division business courses at the Paulding Instructional Site. Assuming that GHC applicants to the 2+2 program can meet all requirements for admission into the Coles College and that students would enroll in a full-time cohort program, a four semester course sequence is listed in Table 7 and Table 8:

Fall Year 1 (Term 1)	Credit Hours	Spring Year 1 (Term 2)	Credit
ACCT 3100	3	ACCT 3300	3
ACCT 3200	3	ACCT 4050	3
MGT 3100	3	MGT 3200	3
MKTG 3100	3	ECON 3300	3
FIN 3100	3	IS 3100	3
Total Hours	15	Total Hours	15

Fall Year 2 (Term 3)	Credit Hours	Spring Year 2 (Term 4)	Credit
ACCT 4150	3	ACCT 4300	3
ACCT 4xxx(elective)	3	MGT 4199	3
ACCT 4xxx(elective)	3	ACCT 3398(internship)	9
Non-Business elective	3		
Non-Business elective	3		
Total Hours	15	Total Hours	15

The advantage of using the cohort format is that it forces standardization of course offering and course sequencing, and facilitates efficient scheduling of faculty. This schedule of courses includes nine credit hours of accounting internship credit that would be utilized to satisfy the Business Electives requirement of KSU's BBA-Accounting curriculum. It is not known at this time whether sufficient internship opportunities would be available to the cohort students. Additionally, in order to receive nine credit hours of internship credit, the students need to work full-time for the semester and meet KSU's 3.0 GPA requirement in order to receive internship credit.

Because of the requirements for entry into and success in the accounting profession, the preferred emphasis for a proposed 2+2 accounting program would be to prepare students for entry into specialized graduate degree programs in accounting such as the Master of Accounting degree program at Kennesaw State University. In addition to the examination and experience requirements to become a Certified Public Accountant in the state of Georgia, CPA licensure also requires 150 semester hours of college credit and 30+ credit hours of upper-level accounting courses. Public accounting firms have expressed a preference that students obtain the 150 semester hours through specialized graduate degrees in accounting or taxation rather than by taking additional undergraduate courses. Those students who do not pursue a graduate degree in accounting would be prepared for entry-level positions in business or other organizations and graduate study in other business disciplines, law, or other areas.

AACSB Accreditation Information

Kennesaw State University holds both business and accounting accreditation from AACSB International, the premier global accrediting agency for business and accounting degree programs. A potential 2+2 accounting degree program at the Paulding Instructional Site would be considered a “second location” by AACSB, and the second location would need to meet all of the standards for AACSB accreditation that are met by the programs on the main campus. In accounting, AACSB standards include specific standards addressing Accounting Strategic Management and Innovation, Accounting Participants (students, faculty, and professional staff), Accounting Learning and Teaching, and Accounting Academic and Professional Engagement and Professional Interaction. Additional research of how these services would be provided to students at the Paulding location would be necessary in order to determine the extent of student services that would need to be replicated at the Paulding Instructional Site.

Student Resources and Support

In the early stages of the needs analysis, the following information was provided to the School of Accountancy regarding the human and physical resources available at the Paulding Instructional Site:

Table 9: The following spaces at the Paulding Site are shared by Kennesaw State University and Georgia Highlands College:
2 computer labs
1 digital library (computers only, no physical books)
7 classrooms
1 wet lab
1 lab prep room
2 student lounges
20 faculty/staff offices
Georgia Highlands College employs a staff that includes the following positions: a Campus Dean, an Enrollment Management Specialist, an Administrative Assistant, a Financial Aid Coordinator, a Campus Safety Officer, an IT Specialist, a Testing Coordinator, a Tutor, a Librarian, a Recruiter, an HR Manager, an Academic Advisor, a Student Life, a Disability Specialist, and a Counselor. Kennesaw State University employs staffs that include a Site Director/Faculty-In-Residence, an Educational Outreach Coordinator/Faculty-In-Residence, and an Administrative Associate.

There is no bookstore currently located on the site. Student parking is located in surface lots adjacent to the building. The digital library is scheduled to be moved into the old courthouse (next to our building) sometime in 2013. At that time, it will become both a physical and digital library.

KSU and GHC are currently assessing plans to expand into the Winn Building, which is located across the street. That expansion would probably give us another 4-5 classrooms and a chemistry lab.

In order to launch a successful accounting 2+2 program at the Paulding Instructional Site, computerized classrooms are required for ACCT 3300 and IS 3100. A computerized classroom is recommended for ECON 3300. During the needs assessment of physical resources, it was determined that the existing Paulding computer labs can be used for these courses. Additionally, tutoring is available several days per week on the KSU main campus for students enrolled in ACCT 3100, FIN 3100, and ECON 3300. A modified version of tutoring, perhaps including group and individual tutoring sessions, would need to be available at the Paulding Instructional Site. Other student resources that would need to be available to students at the Paulding Instructional Site include academic advising, career and graduate school advising, access to the three accounting student organizations, access to the two accounting career fairs held on the main campus each year, financial aid advising, and writing center support as needed.

It is recommended that a dedicated or shared professional staff member support a 2+2 accounting program at the Paulding Instructional Site. This staff member would be responsible for assisting GHC students with the application process for admission to the Coles College of Business, providing academic and accounting career advising, coordinating access of cohort students to student organizations and career development activities, providing support to accounting internships, coordinating tutoring activities, coordinating any scheduling issues, supporting accounting and business faculty who teach in the program, and serving as a liaison between the Paulding Instructional Site and school and college leadership.

Financial and Other Resources

If a new cohort begins each fall semester, then up to eight accounting courses will need to be offered at the Paulding Instructional Site each academic year. This assumes that each cohort would start with only one “class” of students, with the number of students in the class defined by classroom size. This is the equivalent of one to two additional accounting faculty members beyond the current capacity. Because of AACSB requirements, the equivalent of at least one full time faculty member would need to be a terminally qualified and research active faculty member. Additional faculty capacity would also be required to deliver the 21 credit hours of Upper Division Business Core and Information Technology Requirement courses in the disciplines of economics, finance, and marketing, management, and information systems. A summary of salary requirements to expand accounting degree offerings to the Paulding Instructional Site is listed in Table 10.

Title	Full-Time or Part-Time	Estimated Salary
Assistant Professor of Accounting (new hire)	FT	\$135,000
Lecturer of Accounting (new hire)	FT	70,000
Instructor of Accounting (2 courses)	PT	5,400

Assistant Professors or Lecturers (expanded capacity in other business disciplines)	FT	70,133
Professional Staff Coordinator (new hire)	FT	38,000
Total:		

Table 11 below lists only those salary resources that would be required in year one of the program, when only the first year of the curriculum would be offered.

Table 11: Salary Requirements-First Year of BBA-Accounting 2+2 Program		
Title	Full-Time or Part-Time	Estimated Salary
Assistant Professor of Accounting (new hire)	FT	\$135,000
Assistant Professors or Lecturers (expanded capacity in other business disciplines)	FT	35,067
Professional Staff Coordinator (new hire)	FT	38,000
Total:		

Additional Considerations

The two primary additional considerations that should be examined in the satellite programs are geographic and political considerations and a cost/benefit analysis. Discussed below are these two issues and other issues that should be carefully considered in the implementation of the framework and decision model.

The geographical and political context of the potential satellite location must be considered by the senior level administrators, deans, and other stakeholders. Politically, there may be state legislators or other influential individuals or community leaders who desire to increase higher educational offerings in their respective areas of the state. These leaders may even be willing to provide special incentives for their areas to be considered for new college programs. The framework proposed in this paper can be beneficial in responding to these requests because it allows for a comprehensive examination of need, student preferences, and available resources. For example, even in cases where financial and facility resources are being provided such as the donated buildings in the present case analysis, the other aspects of the framework should be implemented prior to making a decision to launch a pilot program.

A final important political consideration is whether other institutions are interested in expanding into the same area. In the current case analysis, another four year university within the University System of Georgia expressed interest in new degree programs in Paulding County, though extensive communication with that university eventually led to them providing written support for KSU's plan to expand our 2+2 degree programs with GHC in Paulding County. Geographically, census estimates of past and potential population growth in the area of the potential satellite locations should be carefully examined to ensure that student demand is not only present, but has the potential for growth. Other geographic issues include current and future state transportation plans that support easy access to the satellite location, the availability of community resources such as restaurants to support both day and evening students, and the willingness of current faculty to travel to the satellite location. Finally, political and geographic issues to be considered are the existence of similar academic programs at institutions outside of the university system, accreditation issues, and the strategic placement of the satellite program in the mission of the home college or university.

In addition to the salary and facility resources that are required to launch a satellite location, there are other cost issues that should be included in a thorough cost benefit analysis. Additional cost issues include reimbursing faculty members for the travel to and from the satellite location, the potential impact on academic programs at the home site, the allocation of occupancy costs and overhead costs at the satellite location, the cost of student services that should be provided to students at the satellite location, and how these services can be provided in a modified way as the program builds. In the case analysis, the reimbursement costs for faculty and staff travel were not provided by the university and became an additional cost to the School of Accountancy and the other academic units that offered business courses at the Paulding Instructional Site. Reassigning faculty from the main campus to the Paulding pilot program required assigning multiple terminally qualified faculties in order to meet accreditation requirements, even though the Paulding courses had much smaller enrollment levels. The occupancy and overhead costs were absorbed by Kennesaw State University per their joint contract with Georgia Highland College. Because of the separate AACSB-International Accounting Accreditation, it was very important to provide a similar level of student services to the Paulding students, and modified methods to provide these services have been drafted or implemented. Because funding was not available for a new full-time staff member, the plan was modified to have an accounting faculty member provide limited advising services, a School of Accountancy administrator has conducted information sessions and advised students regarding the enrollment process, and students are allowed to order their books online from the KSU bookstore for home delivery.

The cost benefit analysis should also thoroughly analyze the potential benefits of the new satellite program, including potential benefits to the students enrolled in the satellite program, the university, the home academic unit, and other academic units that offer courses at the satellite location in order to support the program. Students benefit by having desired academic programs available closer to home offered by established, accredited universities. Because of classroom size constraints, the Paulding students will have smaller classes with a maximum enrollment of 24 to 30 students, while the same courses on the main campus have enrollment capacities of approximately 55 students. The home academic unit (School of Accountancy) and other academic units that offer courses at the satellite location potentially benefit by implementing initiatives such as the cohort program delivery method and the requirement of experiential education with a smaller group of students in order to test the effectiveness of the initiatives for further expansion onto the main campus. Many of these benefits may justify the program to the university even if it is not highly profitable, including serving as the approved university to offer academic 2+2 programs in a region with a predicted growing population and having the opportunity to establish contacts with government officials, local community leaders, and hiring recruiters in the region.

The implementation of the program originally as a pilot program allows for the analysis of several other outstanding issues as the framework is being vetted. The list below includes several additional issues that have been analyzed in the first year of the KSU/GHC BBA Accounting 2+2 pilot programs:

- There are faculty and staff capacity limitations with the existing faculty and staff of KSU's School of Accountancy. Additional faculty and staff will be needed in order to launch a successful cohort program.

- Most School of Accountancy faculty members teach in a specialized area of accounting (e.g. financial accounting, taxation, auditing, accounting information systems) rather than teach across several areas. Therefore, it is likely that many different accounting faculty members would be required to teach in the proposed 2+2 program at the Paulding Instructional Site.
- The preferred program and individual course delivery formats (all face-to-face vs. some online or hybrid courses) need to be explored.
- It is unclear whether existing main campus KSU students would be allowed to attend selected classes at the Paulding Instructional Site, which does not seem to align with a true cohort format.
- The timing of application to the Coles College needs to be explored further.
- While several innovative program ideas can be explored with a small cohort, such as required internship credit, the program would need to allow for enough flexibility to permit students to complete the degree requirements in a reasonable time frame.
- It is unclear whether summer courses should be included in the draft schedule, though faculty believe that this is the only way for the program to be complete in two years at KSU.

CONCLUSION

The exploration of establishing and offering a business degree program at a satellite campus requires several factors to be considered. Many of the factors are relatively direct and specific when considering launching a new program. Human and financial resources are examples of such factors, which are often simpler to predict based on recognized student demand and interest. Consequently, identifying student demand and interest can vary but are the most important factors to take into consideration. Proceeding without an understanding of the potential demand for a particular degree program would be similar to building a field of dreams with the hope that the students will come once the program is built and resources are in place.

In summary, the Framework for identifying factors to consider when implementing a satellite campus degree program include both resources needed in addition to the critical information to discern whether to move forward to implement a pilot program. The resource needs analysis include exploration of human resources, financial resources and student resources. These components are dependent on each other. Critical information components focus on student demand, accreditation concerns, and curricular information. The resource needs analysis and the critical information analysis is then crossed checked for feasibility based on geographical location, political context and determining a satisfactory cost benefit analysis. If the analyses are primarily within a comfortable range of satisfaction, then every effort should be put forth to launch a pilot program. If the analyses are not favorable, then launching the program at the present time should be abandoned or revisited within a year or two.

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