Instructions: Please use one form for each request/action. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Office of the Provost and Executive Vice President, provost@uidaho.edu for approval and then submission to the Academic Publications Editor in the Registrar’s Office for review by the University Curriculum Committee (UCC).

Deadline: This form must be submitted to the Office of the Provost and Executive Vice President by December 15th for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer session.

When applicable a Curriculum Change Form and Course Approval Forms must accompany the short form when submitted to provost@uidaho.edu

Submission Information
This section must be completed

<table>
<thead>
<tr>
<th>College:</th>
<th>College of Business and Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department/Unit:</td>
<td>Department of Business</td>
</tr>
<tr>
<td>Dept/Unit Approval Date:</td>
<td>10/14/2016</td>
</tr>
<tr>
<td>Vote Record:</td>
<td>24 for, one abstaining</td>
</tr>
<tr>
<td>College Approval Date:</td>
<td>11/14/2016</td>
</tr>
<tr>
<td>Vote Record:</td>
<td>21 for, one opposed</td>
</tr>
<tr>
<td>CIP code (Consult Institutional Research):</td>
<td>52.1401</td>
</tr>
<tr>
<td>Primary Point of Contact (Name and Email):</td>
<td>Steven R. Shook <a href="mailto:shook@uidaho.edu">shook@uidaho.edu</a></td>
</tr>
</tbody>
</table>

Rationale and Overview of Program Component Request or Name Change
This section must be completed

Provide the rationale and overview of this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rational for a name change or degree designation change if applicable.

Overview and Rationale
Similar to the term management, the term analytics embraces a wide swath of applied academic disciplines. One such discipline is marketing analytics, which is generally defined as the practice of measuring and analyzing data with the goal of determining the performance of marketing efforts (e.g., return on investment of promotional campaign, effectiveness of channel service offerings, efficiency of segmented pricing strategy). The discovery of patterns of data generated from marketing analytics allows for a comprehensive marketing perspective that is then used to (1) develop more effective strategies and tactics and (2) reallocate resources to meet organizational goals. This request is for the approval of a Marketing Analytics Emphasis curriculum within the Marketing degree, which has been designed to align with anticipated employment needs of Idaho.

According to the Idaho Department of Labor, the career identified as Marketing Research Analyst and Marketing Specialist is ranked 9th in their list of “Hot Jobs” for the time period of 2012-2022; it is one of two business-related disciplines enumerated in their top twenty list (the other being “Sales Representatives-Wholesale and Manufacturing,” ranked 14th). Idaho has defined Hot Jobs as those that, on average, rank highest in three major criteria: abundance of jobs in the Idaho economy, jobs that are growing the fastest within Idaho, and jobs with the highest pay. Note that the Idaho Department of Labor was tasked to carry out a comprehensive employment analysis in order to assist the governor and the State Board of Education in their development of policy and strategy to successfully fill high demand career sectors. Their analysis yielded the Hot Jobs list. The proposed emphasis area will provide appropriate training for individuals that wish to pursue the Marketing Research Analyst career.

Significant demand for individuals trained in marketing analytics is also evident in the national employment market. For instance, Forbes magazine reported that “As of our analysis date (July 2013), there were 23,118 job postings that included one or more of the requirements: marketing analytics, advanced analytics, marketing mix modeling, media mix modeling or digital attribution. The growth rate in marketing-related analytics hires is what’s eye-popping – up 67% over the past year, and 136% over the past
three years. Over the past year, the number of jobs with “big data” as a requirement increased 63%, so the marketing side even beats that.” This trend has continued; examination of employment posts on the American Marketing Association’s career board in September 2016 reveal that one in four job postings include marketing analytics-related expertise/skill as either a required or desired qualification.

Note that in February 2015, Provost Aiken approved a request by the College of Business and Economics to hire a tenure-track marketing position focused on “quantitative methods associated with marketing phenomenon” due to identified employment demands within Idaho. This position was filled, resulting in an expansion of the marketing program’s capacity to offer this proposed emphasis.

No change in workload is expected to occur due to course offerings. One new course, Mktg 431, has been developed as a requirement for this emphasis, but the delivery of another marketing course has been adjusted to accommodate this new course. In other words, no additional sections are to be taught that would impact overall teaching capacity. Workload is expected to increase with respect to class sizes since the new emphasis is expected increase enrollment in the marketing degree program. Capacity exists, however, to increase enrollments in the core marketing courses.

Admissions requirements for the proposed emphasis are the same as those for all students admitted into the College of Business and Economics.

Information Sources:
https://www.labor.idaho.gov/wia1/meetings/011316/Tran3_Combined.pdf
https://labor.idaho.gov/publications/edu/Minutes_8-13-12.docx
https://www.ama.org/

Name or Degree Change Only Requests

This section to be completed ONLY for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement. If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms. **Note: a substantive change to a program degree, major, or program component may require a program proposal form.

<table>
<thead>
<tr>
<th>Current Name:</th>
<th>New Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Degree:</td>
<td>New Degree:</td>
</tr>
<tr>
<td>Other Details:</td>
<td>Effective Date:</td>
</tr>
</tbody>
</table>

Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Create New: X Modify: Discontinue: Implementation Date: Fall 2017
Graduate Level: Undergraduate Level: X Law Level: Credit Requirement: 120
Are new courses being created: No Yes X If yes, how many courses will be created: 1

If the request is for an option or emphasis enter the associated major and degree:
### Learning Outcomes and Assessment Information

This section must be completed if program component request section is completed.

1. **List the intended learning outcomes for the program component, using learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program:**

   Students will be able to explain a variety of analytic techniques (tools/methods) germane to marketing management.

   Students will understand how various analytic techniques are applied to:
   - Marketing mix (i.e., product, pricing, channels, promotion/IMC)
   - Segmentation, target marketing, positioning strategy
   - Market forecasting
   - New product design and brand management
   - Sales force allocation

   Students will be able to interpret and use information generated from analytic techniques, and to effectively communicate (written, orally) analytic results to information consumers (e.g., marketing director, product line manager, brand manager, price analyst). Measures of communication effectiveness will be based on course-specific grading rubrics.

2. **Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:**

   The following process will be used annually to evaluate student achievement as it relates to intended learning outcomes:
   - Led by the Marketing Area Coordinator, marketing faculty will meet on an annual basis to refine and update student learning outcomes as they pertain to the Marketing Analytics Emphasis. Note that this is an activity that already takes place among the marketing faculty for the Marketing-General Emphasis, Marketing-Entrepreneurship Emphasis, and Marketing-PGA Option.
   - Marketing faculty, in consultation with the Assistant Dean of the College of Business and Economics, will evaluate prior year’s assessment information. Input will also be sought concerning any possible issues related to AACSB accreditation.
   - Marketing faculty will evaluate appropriateness and effectiveness of measurement items and tools being used to evaluate student achievement. Measurement items and tools will be adjusted as deemed necessary by faculty.
   - Data will be collected from current year courses within the emphasis. Marketing Area Coordinator will obtain debriefs from a sample of instructors concerning performance of students enrolled in the emphasis and identify areas of improvement. Marketing Area Coordinator will conduct personal interviews with a sample of students enrolled in the emphasis.
   - Marketing faculty will meet to discuss collected data/information concerning student achievement as it relates to emphasis’ intended learning outcomes and plan program improvement measures.
   - Marketing faculty will implement a program of improvement measures.
3. How will you ensure that the assessment findings will be used to improve the program?

The College of Business and Economics is accredited by the Association to Advance Collegiate Schools of Business (AACSB). AACSB requires continual measurement and assessment of program quality. The University of Idaho is accredited by the Northwest Commission on Colleges and Universities (NWCCU), which also requires continual measurement and assessment of program quality.

4. What direct and indirect measures will be used to assess student learning?

Direct assessment of student learning will be measured using scores/grades on individual assignments, quizzes, and examinations within the specific courses that the student takes to complete their emphasis requirements.

In addition, direct assessment of student learning of marketing analytics will be measured more holistically in the marketing capstone course. In this course, student teams are involved in an applied project that integrates concepts and skills developed across the business and marketing curricula. A significant component of each project requires the use of marketing analytic skills/tools and interpretation of results developed from the tools. Not only does the applied project capture student learning, it captures retention and integration of concepts across the marketing curriculum. Performance on the marketing analytics component of the project is measured separately, such as:

- What analytic tools were employed in the project and why were these specific tools employed?
- Were analytic tools correctly used?
- Were correct interpretations made with regard to information generated from analytic tools?
- Were results from information generated from analytic tools appropriately applied to strategy and tactics developed for the project?

Student projects are typically assessed using one of three methods or a combination of these three. A grading rubric developed by the course instructor is the most common tool used to assess student projects. The rubric lists the specific components of the project that are being assessed and the expectations of acceptable/unacceptable levels of performance for each component.

If the course project involves a client organization (e.g., business, nonprofit, unit at the university), then a holistic multi-item rating scale is occasionally implemented by the instructor. Here, an individual from the organization assesses the project based on defined expectations - expectations set at the beginning of the project between the team members and the client organization. Typically, the holistic multi-item rating scales is used in conjunction with the instructors grading rubric to assess student learning.

Indirect assessment of student learning will be employed by surveying graduates in the program. Currently, the Assistant Dean in the College of Business and Economics employs a survey tool to measure self-reported learning from graduates across all discipline areas in the college. While the information from this survey is primarily used for college accreditation purposes, it can also be used to assess student learning at the level of major, option, and emphasis.

The last indirect measure of student learning will be an annual assessment of grades students received in each course required to complete the marketing analytics emphasis (i.e., those courses listed in the “Curriculum” section of this form). This will allow for identification of potential issues that may be associated with a specific course; for example, if 95 percent of students in a course are earning A’s or B’s, then this may suggest that course rigor is lacking, instructor expectations are set too low, potential grade inflation, or some other issue.

5. When will assessment activities occur and at what frequency?

Assessment activities will take place on a regular basis.

- Course assessment will take place every semester using information collected from student evaluations, course-specific surveys, and aggregate student performance on assignments, quizzes, examinations, and applied course projects.
- Program assessment of the emphasis will take place on an annual basis. The marketing area currently assesses all SLOs on an annual basis for its one option and two emphases. Since some courses are required for the option and all emphases, included the proposed marketing analytics emphasis, it is important to understand how these courses and structured and delivered to successfully achieve all option/emphases SLOs.
Financial Impact

This section must be completed if program component request section is completed

<table>
<thead>
<tr>
<th>Greater than $250,000 per FY:</th>
<th>Less than $250,000 per FY:</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief Description of financial impact:</td>
<td>No additional financial resources are anticipated to deliver this new emphasis. In particular, workload is not expected to increase despite the creation of a new course (Mktg 431) that will be an emphasis requirement. Mktg 431 was offered as a Bus 404 during the 2015-2016 academic year. To accommodate this new course, the number of sections of Bus 321 (marketing’s principles course) was reduced from five to four per academic year – thus freeing up a section. This change had no effect on the ability of the marketing area to successfully deliver Bus 321. Mktg 431 is expected to be taught one semester per academic year (most likely during the spring semester). In addition, the delivery of this emphasis is expected to have a positive financial impact through increased student enrollment.</td>
<td></td>
</tr>
</tbody>
</table>

Distance Education Availability

This section must be completed if program component request section is completed

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program may be completed via distance education. If the program component is to be offered via distance education, additional or different formwork may be required. Contact provost@uidaho.edu for assistance.

The U.S. Department of Education defines distance education as follows:

Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

1. The internet;
2. One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
3. Audio conferencing; or
4. Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program component be completed via distance education? Yes* No X

*If Yes, can 100% of the curricular requirements of this program component be completed via distance education? Yes No

Geographical Area Availability

This section must be completed if program component request section is completed

Identify the geographical area(s) this program component can be completed in:

Moscow X
Coeur d’Alene
Boise*
Idaho Falls*
Other** Location(s):

*Note: Programs offered in regions 3, 4, and/or 5 may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected identify the specific area(s) this program component will be offered.
Bus 324  Consumer Behavior (3 cr)
Bus 421  Marketing Research and Analysis (3 cr)
Bus 428  Marketing Management (3 cr)

**Marketing Analytics Emphasis**

Mktg 431  Marketing Analytics (3 cr)
Stat 422  Sample Survey Methods (3 cr)
Stat 431  Statistical Analysis (3 cr)

Three credits from the following courses:

- Anth 416  Qualitative Social Science Methods (3 cr)
- Math 330  Linear Algebra (3 cr)
- MIS 455  Data Management for Big Data (3 cr)
- Psych 430  Tests and Measurements (3 cr)
- Stat 426  SAS Programming (3 cr)
- Stat 507  Experimental Design (3 cr)
- Stat 514  Nonparametric Statistics (3 cr)
- Stat 516  Applied Regression Modeling (3 cr)

**Tier 1 Marketing Electives**

Three credits from the following courses:

- Bus 420  Promotional Strategy (3 cr)
- Bus 422  Personal Selling and Sales Force Management (3 cr)
- Bus 424  Pricing Strategy and Tactics (3 cr)
- Bus 425  Retail Distribution Management (3 cr)
- Bus 426  Marketing Channels Management (3 cr)
- Bus 427  Services Marketing (3 cr)
- Bus 495  Product Development and Brand Management (3 cr)
- AgEc 333  Introduction to Sales (3 cr)
- Econ 352  Intermediate Microeconomic Analysis (3 cr)

**Courses to total 120 credits for this degree**