University of Idaho
2016-2017 FACULTY SENATE AGENDA

Meeting #16

3:30 p.m. - Tuesday, February 7, 2017
Paul J. Joyce Faculty-Staff Lounge & Skype for Business
Order of Business

I. Call to Order.

II. Minutes.
   • Minutes of the 2016-17 Faculty Senate Meeting #15, January 31, 2017 (vote)

III. Chair’s Report.

IV. Provost’s Report.

V. Other Announcements and Communications.

VI. Committee Reports.
   - Faculty Affairs
     • FS-17-033: Survey on PD/AE Process (Ellison)
   - University Curriculum Committee (vote)
     • FS-17-034 (UCC-17-015a) – CALS – Food Science – New program Fermentation Science (Ryu)
     • FS-17-035 (UCC-17-023a) – Business – New minor Business Analytics (Metlen)
     • FS-17-036 (UCC-17-023b) – Business – New program Marketing Analytics (Shook)

VII. Special Orders.

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Liz Brandt, Chair 2016-2017, Faculty Senate

Attachments: Minutes of 2016-2017 FS Meeting #15
FS-17-033 through 036
Faculty Senate Meeting Minutes
2016-2017 Meeting #15, Tuesday, January 31, 2017

Present: Anderson (Mike), Anderson (Miranda), Berven, Boschetti, Brandt (Chair), Brewick, Brown, Cannon (Boise), Caplan, Chung, Crowley (w/o vote), Donohoe, Fisher, Godfrey (Coeur d’Alene), Hrdlicka, Johnson, Markuson, Nicotra, Wilson, Vella, Stevenson for Wiencek (w/o vote), Wright. Absent: Adekanmbi, Barbour, Folwell, Ostrom (Idaho Falls), Morrison, Payant, Pregitzer, Sixtos, Wiencek (w/o vote), Guests: 9

The Chair called meeting #15 to order at 3:31. A motion (Johnson/Miranda Anderson) to approve the minutes from January 24th passed without objection.

Chair’s Report: Chair Brandt recognized the new members of the Senate. Miranda Wilson will be replacing Dean Panttaja as a Senator from CLASS while Professor Panttaja is engaging in scholarly activity in Egypt. Aaron Johnson will be representing CALS—Kat Wolf had been substituting for him last semester. Christine Berven will be substituting for James Foster as a Senator from Science. Lee Ostrom will be taking the place of Bob Hiromoto as our Senator from Idaho Falls. Finally, Cooper Wright will be stepping in as the representative from the Student Bar Association. Chair Brandt thanked all of these new Senators for their willingness to serve.

Chair Brandt asked Senators to note the attachment to the agenda. QPR (Question, Persuade, Refer) is a training program that teaches participants how to respond to someone having a mental health crisis and thinking about suicide. Professors might consider using this service as a substitute if they are going to miss a lecture. Chair Brandt also announced that Faculty Secretary Don Crowley has decided to retire at the end of this semester. Professor Crowley noted that he had decided to try retirement again after serving a three-year term as Faculty Secretary. Crowley stated that he has enjoyed his term as Faculty Secretary and expressed his continuing belief in the importance of the Senate and its various committees in fostering faculty governance. Chair Brandt thanked Professor Crowley for his commitment to the governance process and further noted that Vice Chair Hrdlicka will be forming a search committee to appoint a new Faculty Secretary.

Before moving on to the agenda Chair Brandt asked for permission to amend the agenda to add a short presentation by Professor Evans from the law school regarding students and colleagues on campus who might be affected by President Trump’s recent executive order on immigration. A motion (Nicotra/Brewick) to amend the agenda to allow for this discussion as new business passed unanimously.

Provost’s Report: Vice Provost Jeanne Stevenson provided a list of announcements:

- A Center for Teaching & Learning is being developed. There will be opportunities this semester for faculty to participate in activities related to this new center.
- There will be sessions on campus and throughout the state for faculty and staff to participate in discussions related to the “Great Colleges to Work For” survey. The purpose of these discussions is to explore possible areas of growth for the University.
- UBFC is reviewing budget requests and will be making recommendations later this semester.
- The workgroups working on Program Prioritization will be making presentations during this semester.
- A search for a Vice Provost for Academic Initiatives has begun. Jeanne Stevenson reported that her position has been retitled Vice Provost for Faculty. Please encourage good candidates to apply.
- The next meeting for the Vandal Ideas project will be Monday February 13th in the Pitman Center, 3:30-5 pm.
A Senator asked whether there might be some other opportunities for input on the Great Places to Work Survey other than the scheduled meetings. Provost Stevenson promised to get back to the Senator on that matter.

**FS-17-030 (UCC-17-024) Upper Division Credits J-5-a limitations on Community College transfer credits.** Registrar Heather Chermak, Patricia Hart, Chair of University Curriculum Committee, (UCC) and Kenton Bird, Director of General Education, were invited to discuss proposed changes passed by UCC. Ms. Chermak discussed the proposed removal of the limitation on the number of credits that could be transferred to the University of Idaho (UI) from a community college. Previously the limit was 70 credits but we are now the only university in the state that has such a limit. Ms. Chermak commented that when this proposal was presented at UCC, there was a concern about only requiring 36 upper-division credits to graduate. A student could take 84 credits at a community college and 36 upper-division credits at the UI and graduate with a UI degree. Some faculty felt that removing this limit on community college transfer credit would weaken a UI degree. In response, a proposal from CLASS was offered to raise the required number of upper-division credits to 42. Professor Hart stated that this was an attempt to make the UI’s upper-division requirements more consistent with our peer institutions. UCC amended the suggested 42 credits to 40 and passed the two proposals together. The number of credits required in residence at the UI would remain at 30, but overall 40 upper-division credits would be required. A Senator asked how many programs required less than 40 upper-division credits. The answer to this question wasn’t readily apparent, although at least one Senator thought there were programs that required less than 40 credits. A Senator wondered why these two provisions were linked, since he did not see the two provisions being clearly connected. Professor Hart commented that the increase in upper-division credit was designed to ensure the integrity of a UI degree. We are unable to vet the quality of a community college course, but we can vet the quality of our upper-division courses.

There was a motion (Brewick/Johnson) to vote on the two proposals separately. This motion would mean that the Senate would first vote to remove the limit on community college credits followed by a vote on whether to increase the required number of upper-division credits to 40. This proposal to separate the two proposals passed 13-4.

The Senate began discussing whether to remove the credit limitation in J-5-a. A Senator asked for clarification on the purpose of this change. Dwaine Hubbard from the Registrar’s Office suggested that one possible reason was to help place bound students who could take an extra semester at a local community college. A Senator expressed concern that this would allow students to take up to 84 credits at a community college. This Senator wondered if UCC had discussed moving the limit up, but not entirely removing it? It was noted that this had not been discussed. After further discussion and clarification about what exactly the Senate was voting on, the issue came to a vote. The vote to remove the limit on community college credits passed 12-1-4.

The Senate was then asked to vote on the rest of the original motion as to whether to raise the number of required upper-division credits to 40. A Senator asked what arguments had been made regarding the difference between 42 & 40. Professor Hart suggested that the preference for 40 credits was primarily related to allowing programs greater flexibility. The proposal to raise the number of required upper-division credits to 40 passed 12-3-2. Thus, after splitting the seconded motion from UCC, both proposals passed.

**FS-17-032 (UCC-17-032). College of Law. 3 plus 3 program for BA/BS and JD.** Chair Brandt introduced Jeff Dodge as the Associate Dean of the College of Law to discuss this proposal. Professor Dodge stated that the College of Law had offered this program in the past, but somehow the program had become dormant
without their conscious knowledge. The college had certainly not planned to move the program to the inactive list. The proposal before the Senate today is to reinstate the program. This program allows students who qualify to complete the last 30 credits of their BA/BS while attending law school. A Senator asked how common this program was. Professor Dodge stated that many schools had such a program, but it was not a heavily used program. He suggested that students have not taken advantage of such programs because it takes a great deal of advanced planning. He expressed optimism that the program would be used more frequently in the future. In response to a question, Professor Dodge stated that the first-year program in law (30-32 credits) would be used to satisfy the last 30 required credits of a student’s undergraduate program. For instance, a student in History or Political Science would have to complete 90 credits (and all the required courses) in their first three years and then complete their program with the 30 credits taken in the first year of law school.

A Senator asked about graduate rules limiting the ability of students to take courses towards their MA/MS while an undergraduate. The general response was that programs wishing to create some version of a 3 plus 3 program for MA’s would need to propose a revision and work with Graduate Council and UCC.

A Senator suggested that many programs on campus might want to look at developing such options. Asked about the social benefits of this program, Professor Dodge suggested this would lower the amount of debt accumulated by some law students. By lowering this debt load, students can make career choices that have social benefits (non-profit organizations, legal aid clinics) rather than being led to take jobs designed to pay off their debt. The proposal to approve the 3 plus 3 program for the law school passed 16-1.

Efficiencies and Effectiveness Centralization Subcommittee. Chair Brandt introduced Greg Fizzell, Chair of Staff Council, in his capacity as Chair of the Efficiencies and Effectiveness Subcommittee to discuss opportunities for centralizing services on campus. Mr. Fizzell explained that he was not at Senate to make a report, but rather to seek information regarding opportunities for centralization that might lead to achieving greater efficiencies on campus. He noted that areas like IT and Finance are services sometimes mentioned as possibilities for centralization. It is possible to propose hybrid models that involve various degrees of centralization. A Senator commented that this year she was pleased with the greater degree of centralization in the area of video conferencing. She further commented that while she could see the need for greater centralization of IT, not if that meant units would have to wait longer periods to get service. Centralization of services is fine, if there is enough support to provide prompt service to units.

A couple of Senators noted that centralization can lead to savings, but the costs (other than financial) also need to be considered. There are trade-offs. Different areas frequently have different needs, which can be difficult to satisfy from a centralization office. There seemed to be considerable support in the Senate for exploring hybrid models that involved centralized training, followed by a person being assigned to a particular program. A Senator suggested that centralized training of advisors, followed by embedding advisors in colleges, has led to significant improvement in advising and fewer disqualified or probationary students.

A Senator raised the problem of charging for centralized services. The fact that some units have greater resources to pay for services that are centralized while others do not have the resources, can also be a problem. Departments with fewer resources are at a significant disadvantage, when they are required to pay for needed services. Chair Brandt noted that we were approaching the end of our normal meeting time, but urged Senators to email any further thoughts on this issue to Greg Fizzell at gfizzell@uidaho.edu. Chair Brandt also hoped that Senators would stay for a short presentation on issues related to President Trump’s Executive Order on Immigration.
Effects on the UI of Executive Orders on Immigration. Chair Brandt invited Professor Kate Evans, Director of Immigration Clinic, and law student (and former Senator) Joe Dallas, to discuss the executive orders. She asked Professor Evans to focus on issues that faculty and staff might consider in dealing with the immigration order. Professor Evans explained that the executive orders sought to provide incentives for state and local actors to cooperate with immigration enforcement. These measures seek to obtain cooperation with immigration officers to identify immigrants who have been charged with any crime, including such offenses as driving violations and other misdemeanors. This expectation of broader enforcement will reach many foreign-born individuals, who have not been targeted in the past. Many higher education institutions are seeking ways to protect their students and reassure them that the school is there for educational purposes and not for enforcement. She introduced Joe Dallas to discuss some of the “best practices”. Mr. Dallas noted that many students who were protected under DACA (Deferred Action for Childhood Arrivals) are afraid that the information they provided to the federal government will now subject them to deportation. Mr. Dallas emphasized three principles that universities might follow to protect their students:

- Universities have a FERPA obligation to protect information
- Campus Security need not ask or document immigration status
- Universities do not need to voluntarily cooperate with immigration enforcement

A question was asked about proposed penalties on sanctuary cities who choose not to cooperate. Professor Evans stated that there were provisions which sought to penalize sanctuary cities. These provisions suggested that federal funds might be withheld from those jurisdictions that sought to restrict information about immigration status. She felt that educational institutions faced a much lower risk of losing federal funding, because of constitutional limitations on what type of conditions can be placed on funding for educational purposes.

Adjournment: Chair Brandt voiced her regrets that given the late hour, there was not more time to continue this discussion. She suggested that a task force be formed to consider how the UI might implement some of these best practices. Andrew Brewick, Don Crowley and Elizabeth Brandt all agreed to meet with Professor Evans and Joe Dallas to continue this inquiry. Since it was now obvious that there was no longer a quorum, the Senate adjourned at 5:14.

Respectfully submitted,
Don Crowley, Faculty Secretary &
Secretary to the Faculty Senate
Committee Report

FAC/Senate Performance Review Survey

This survey was prepared by the Faculty Affairs Committee in response to a motion passed by Faculty Senate on April 12, 2016. The motion requested that a survey be developed to obtain faculty feedback following the first use of the pilot narrative evaluation form. The information collected in this survey will be used to assess how this new approach has affected the annual evaluation process.

This survey is designed to take no more than a few minutes of your time.

1. How satisfied were you with the new annual review form?
   Highly Satisfied . . . → Highly Dissatisfied

2. I support removing the numerical score from the annual evaluation.
   Strongly agree . . . → Strongly disagree

3. The new evaluation process at the University of Idaho allows my performance to be assessed fairly.
   Strongly agree . . . → Strongly disagree

4. Did you have a meeting with your supervisor to discuss your annual evaluation?
   Yes → No

   4a. If no, were you offered to meet with your supervisor?
      Yes → No

5. Were you asked to do a self-evaluation/narrative as part of your annual evaluation?
   Yes → No

6. The new evaluation process at the University of Idaho allows my performance to be assessed more easily.
   Strongly agree . . . → Strongly disagree

7. I prefer the numerical score on the annual evaluation.
   Strongly agree . . . → Strongly disagree

8. How satisfied were you with the new position description form?
   Highly Satisfied . . . → Highly Dissatisfied

9. How often do we need to complete a new position description?
Upon hire → annually → at 3rd year review → at tenure → only when my job description changes significantly.

10. Would you like to provide a comment on the annual review process?  
(Insert open box for comments)

11. Demographics (We will prepare drop down menus for these responses.)

Rank: Professor, associate, assistant, (clinical/tenure track)  
Tenured/untenured  
Administrative appointment  
At Large Faculty Appointment  
Research Faculty Appointment  
College
PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM
Short Form

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.

Submission Information
This section must be completed

<table>
<thead>
<tr>
<th>College:</th>
<th>Agricultural and Life Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department/Unit:</td>
<td>Food Science</td>
</tr>
<tr>
<td>Dept/Unit Approval Date:</td>
<td>September 28, 2016</td>
</tr>
<tr>
<td>Vote Record:</td>
<td>Unanimous</td>
</tr>
<tr>
<td>College Approval Date:</td>
<td>October 31, 2016</td>
</tr>
<tr>
<td>Vote Record:</td>
<td>Unanimous</td>
</tr>
<tr>
<td>CIP code (Consult Institutional Research):</td>
<td>01.1002</td>
</tr>
<tr>
<td>Primary Point of Contact (Name and Email):</td>
<td>Dojin Ryu (<a href="mailto:dryu@uidaho.edu">dryu@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.

We are requesting a new option, Fermentation Science, under the existing B.S.F.S. Food Science degree program. The School of Food Science has merged the Washington State University’s (WSU) and University of Idaho’s (UI) Food Science programs for a Bachelor of Science degree in Food Science. Fermentation Science is for students interested in yeasts, bacteria and molds, the science behind fermented beverages and foods, and industrial-scale applications of fermentation. The schedule below is only a guideline. Course selection and order taken may deviate according to student’s needs, and in consultation with advisor. Classes are offered on both WSU and UI campuses, so travel is required.

Name or Degree Change Only Requests
Leave blank if not making a name and/or degree change only request

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.

| Current Name: |
| New Name: |
| Current Degree: |
| New Degree: |
| Other Details: |
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

Clearly mark all changes to existing program components by using Track Change or strikethroughs for deletions and underlines for additions. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

<table>
<thead>
<tr>
<th>Create New:</th>
<th>x</th>
<th>Modify:</th>
<th>Discontinue:</th>
<th>Implementation Date:</th>
<th>Fall 2017</th>
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</thead>
<tbody>
<tr>
<td>Graduate Level:</td>
<td>Undergraduate Level:</td>
<td>x</td>
<td>Law Level:</td>
<td>Credit Requirement:</td>
<td>122</td>
</tr>
<tr>
<td>Are new courses being created:</td>
<td>No</td>
<td>x</td>
<td>Yes</td>
<td>If yes, how many courses will be created:</td>
<td></td>
</tr>
</tbody>
</table>

If the request is for an option or emphasis enter the associated major and degree:

| Major: | Food Science | Degree: | BSFS |

Enter the name of the program component in the appropriate row:

| Option: | Fermentation Science |

| Emphasis: |

| Minor: |

| Academic Certificate less than 30 credits: |

| Teaching Endorsement (Major/Minor): |

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:

SFS Food Science Curriculum Learning Outcomes
- Graduates will be able to demonstrate a level of comprehension of Food Science concepts and analyses equivalent to or greater than that required by the Institute of Food Technologists Core Competencies Guidelines
- Graduates will be able to critically evaluate and summarize a food science issue or problem
- Graduates will be able to apply critical thinking and problem-solving skills to address current challenges in the food industry
- Graduates will be able to communicate effectively in both written and oral format with an audience possessing varying degrees of food science knowledge

Fermentation Option-Specific Learning Outcomes
- Graduates will be able to apply principles of microbial fermentation to the processing of fermented food products ranging from bread to wine
- Graduates will be able to assess industrial selection, processing, preservation, and packing of fermented products to determine overall product safety and quality

Because the fermentation science option falls under the Food Science curriculum, students in the Fermentation option will be required to meet both SFS general and Fermentation option learning outcomes.

2. Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:
Both direct and indirect assessment data will be collected (see 4. below for specifics). Data will be compiled and analyzed by a designated SFS faculty member. Student performance in direct assessments and student answers in indirect assessments will be compared to benchmarks to determine whether learning outcomes are being met. Benchmarks will be set using baseline data from several years of assessments at the start of the process.

### 3. How will you ensure that the assessment findings will be used to improve the program?

Review data collected and develop summary report. Summary report will be shared with faculty during an SFS faculty meeting. Raw assessment data and full analysis will be made available to any interested faculty. During the meeting, the results will be discussed; during and after the meeting, an action plan for going forward and making any necessary changes will be developed. The action plan will be implemented over the next academic year.

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

**Direct measures:**
- Exams and assignment scores from Food Chemistry, Food Microbiology, and Food Product Development will be used to evaluate level of comprehension of Food Science concepts
- Assignments from Food Safety and Quality, Food Processing, and Food Chemistry will be used to evaluate ability to critically evaluate food science issues
- Assignments from Food Safety and Quality and Food Product Development will be used to evaluate critical thinking
- Assignments from Food Processing and Food Product Development will be used to assess communication skills

All artifacts will be collected every 1-3 years.

**Indirect measures:**
- Senior exit survey and interview (looks at all learning outcomes, collected every year)

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

- Indirect assessments will occur every year. Direct assessments will occur every 1-3 years.

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### 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>Program will use existing faculty and department resources.</td>
<td></td>
</tr>
</tbody>
</table>

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### 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).

<table>
<thead>
<tr>
<th>Can 50% or more of the curricular requirements of this program component be completed via distance education?</th>
<th>Yes*</th>
<th>No x</th>
</tr>
</thead>
</table>

*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.
Food Science Major-Fermentation Science Option (B.S.F.S.):

This Bachelor of Science degree requires a total of 122-123 semester hours. At least 40 of the total hours required for the degree must be in upper division courses (300-400 level). Required course work includes the university requirements (see regulation J-3 p.55) and:

- BIOL 250 General Microbiology 3 cr
- BIOL 255 General Microbiology Lab 3 cr
- BUS 321 Marketing 3 cr
- CHEM 111 Principles of Chemistry I 3 cr
- CHEM 112 Principles of Chemistry II 3 cr
- COMM 101 Public Speaking 3 cr
- ENGL 317 Technical Writing 3 cr
- FS 113 Intro to Vines and Wines 4 cr
- FS 220 Food Safety & Quality 3 cr
- FS 301 Food Mycology 3 cr
- FS 302 Food Processing Lab 1 cr
- FS 303 Food Processing 3 cr
- FS 304 Cereal Chemistry and Processing 3 cr
- FS 401 Industrial Fermentations 3 cr
- FS 402 Ciders and other Fermentation Foods 3 cr
- FS 416 Food Microbiology 3 cr
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FS 417</td>
<td>Food Microbiology Lab</td>
<td>2 cr</td>
</tr>
<tr>
<td>FS 418</td>
<td>Oral Seminar in Food Science</td>
<td>1 cr</td>
</tr>
<tr>
<td>FS 422</td>
<td>Sensory Evaluation of Food &amp; Wine</td>
<td>3 cr</td>
</tr>
<tr>
<td>FS 423</td>
<td>Sensory Evaluation of Food &amp; Wine Lab</td>
<td>1 cr</td>
</tr>
<tr>
<td>FS 460</td>
<td>Food Chemistry</td>
<td>3 cr</td>
</tr>
<tr>
<td>FS 461</td>
<td>Food Chemistry Lab</td>
<td>1 cr</td>
</tr>
<tr>
<td>FS 465</td>
<td>Wine Microbiology &amp; Processing</td>
<td>3 cr</td>
</tr>
<tr>
<td>FS 466</td>
<td>Wine Microbiology &amp; Processing Lab</td>
<td>1 cr</td>
</tr>
<tr>
<td>FS 489</td>
<td>Food Product Development</td>
<td>3 cr</td>
</tr>
<tr>
<td>FS 498</td>
<td>Internship</td>
<td>cr arr</td>
</tr>
<tr>
<td>PHYS 111</td>
<td>General Physics I</td>
<td>3 cr</td>
</tr>
<tr>
<td>STATS 251</td>
<td>Statistical Methods</td>
<td>3 cr</td>
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**One of the following (3 cr):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 115</td>
<td>Cells and Evolution of Life</td>
<td>3 cr</td>
</tr>
<tr>
<td>BIOL 154</td>
<td>Intro to Microbiology</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

**One of the following (3-4 cr):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 300</td>
<td>Survey of Biochemistry</td>
<td>3 cr</td>
</tr>
<tr>
<td>BIOL 380</td>
<td>Intro to Biochemistry</td>
<td>4 cr</td>
</tr>
</tbody>
</table>

**One of the following (4 cr):**

<table>
<thead>
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<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 275</td>
<td>Carbon Compound</td>
<td>3 cr</td>
</tr>
<tr>
<td>CHEM 276</td>
<td>Carbon Compounds Lab</td>
<td>1 cr</td>
</tr>
<tr>
<td>CHEM 277</td>
<td>Organic Chem I</td>
<td>3 cr</td>
</tr>
<tr>
<td>CHEM 278</td>
<td>Organic Chem I Lab</td>
<td>1 cr</td>
</tr>
</tbody>
</table>

**One of the following (4 cr):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 160</td>
<td>Survey of Calculus</td>
<td>4 cr</td>
</tr>
<tr>
<td>MATH 170</td>
<td>Analytical Geometry &amp; Calculus I</td>
<td>4 cr</td>
</tr>
</tbody>
</table>

**One of the following (3 cr):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>PHIL 103</td>
<td>Ethics</td>
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</tr>
<tr>
<td>PHIL 351</td>
<td>Philosophy of Science</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

**Courses to total 122 credits for this degree**
PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM

Short Form

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>
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</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>
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<td>11/14/2016</td>
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<tr>
<td>Vote Record:</td>
<td>Passed unanimously 18 for</td>
</tr>
<tr>
<td>CIP code (Consult Institutional Research):</td>
<td>52.1402</td>
</tr>
<tr>
<td>Primary Point of Contact (Name and Email):</td>
<td>Scott Metlen <a href="mailto:metlen@uidaho.edu">metlen@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.

Practitioners of business analytics, in the age of big data, propose ways to improve an organization’s effectiveness. They advise managers on how to make organizations more profitable through reduced costs and increased revenues. According to U.S. Bureau of Labor Statistics (BLS) data, employment of management analysts – including business analysts – is expected to grow 14% from 2014 to 2024. This growth is much faster than the average for all occupations. BLS reports for May 2015 showed that the median annual income for all management analysts, including business analysts, was $81,320. There will be no added work load, as all classes are already taught. Admissions requirements will remain the same as will degree requirements, this proposal is for a minor in Business Analytics. We are not proposing a major in Business Analytics, as analytics are always done in some context such as finance, management, operations management, and so on.

Name or Degree Change Only Requests
Leave blank if not making a name and/or degree change only request

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></th>
</tr>
</thead>
<tbody>
<tr>
<td>New Name:</td>
<td></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.

Clearly mark all changes to existing program components by using Track Change or strikethroughs for deletions and underlines for additions. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

<table>
<thead>
<tr>
<th>Create New:</th>
<th>Modify:</th>
<th>Discontinue:</th>
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<tbody>
<tr>
<td>[ ]</td>
<td>[x]</td>
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<table>
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<th>Law Level:</th>
<th>Credit Requirement:</th>
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</thead>
<tbody>
<tr>
<td>[x]</td>
<td>[ ]</td>
<td>[ ]</td>
<td></td>
</tr>
</tbody>
</table>

Are new courses being created: [ ] No [x] Yes

If yes, how many courses will be created:

If the request is for an option or emphasis enter the associated major and degree:

<table>
<thead>
<tr>
<th>Major:</th>
<th>Degree:</th>
</tr>
</thead>
</table>

Enter the name of the program component in the appropriate row:

<table>
<thead>
<tr>
<th>Option:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Emphasis:</th>
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</table>

<table>
<thead>
<tr>
<th>Minor:</th>
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</table>

<table>
<thead>
<tr>
<th>Academic Certificate less than 30 credits:</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Teaching Endorsement (Major/Minor):</th>
</tr>
</thead>
</table>

## 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:

**Minor in Business Analytics**

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

Students will understand how various analytic techniques are applied to:

- Portfolio analysis
- Process analysis
- Market analysis
- Production analysis
- Decision analysis
- Human Resource analysis

Students will be able to interpret and use information generated from analytic techniques, and to effectively communicate (written, orally) analytic results to support organizational decisions. 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 Business Analytics Minor advisor and faculty who teach classes in the minor will meet on an annual basis to refine and update student learning outcomes as they pertain to the Business Analytics Minor. Note that this is an activity that already takes place among the faculty for all programs in the CBE.

- The Business Analytics Minor advisor, 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.

- The faculty involved in teaching the Business Analytics Minor 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 minor. The Business Analytics Minor advisor will obtain debriefs from a sample of instructors concerning performance of students enrolled in the emphasis and identify areas of improvement. The Business Analytics Minor advisor will conduct personal interviews with a sample of students enrolled in the emphasis.

- Business Analytics Minor advisor and involved faculty will meet to discuss collected data/information concerning student achievement as it relates to emphasis’ intended learning outcomes and plan program improvement measures.

The Business Analytics Minor advisor and involved faculty will implement a program of improvement measures.

3. How will you ensure that the assessment findings will be used to improve the program?

As with all other majors, we take feedback from assessment and adjust curriculum and delivery. These steps are documented and can be traced. In addition, the CBE is accredited by AACSB and the Golf Management program is accredited by the PGA of America. In addition, 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. All programs are on a five year rotation. For each accreditation program evaluations are made to determine if that feedback loop is indeed followed. Thus, the feedback from assessment continuously guides our improvement efforts.

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

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

**Indirect:**

- The PGA reports how our students are doing and the Program receives feedback from students about their learning experience and how those experiences have prepared them for a career in the golf industry.
- The PGA program knows exactly where their students are hired, internship supervisors provide feedback to the program on each student, in addition students complete surveys on their internships and learning activities throughout the program. The PGA is always assessing the effectiveness of the program through accreditation and evaluation of each student’s performance once per year. In addition, 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.

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. All areas in the CBE currently assesses all SLOs on an annual basis.

**Financial Impact**

This section must be completed if program component request section is completed
Greater than $250,000 per FY:  |  Less than $250,000 per FY:  |  xx
--- | --- | ---
Brief Description of financial impact:  |  Cost of startup and operations is zero, benefits may top $250,000 if the program attracted over 50 new students.

**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).

<table>
<thead>
<tr>
<th>Can 50% or more of the curricular requirements of this program component be completed via distance education?</th>
<th>Yes*</th>
<th>No</th>
<th>xx</th>
</tr>
</thead>
</table>
*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  |  xx
- 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.

**Office of the Registrar Information**
Business Analytics Minor

This minor is only open to students pursuing College of Business and Economics degrees.

Required Courses
MIS 455 Data Management of Big Data (3 cr.)
Bus 439 Systems and Simulation (4 cr.)
Math 330 Linear Algebra (3 cr.)
Stat 431 Statistical Analysis (3 cr.)

Electives (choose two)
Acct 420/520 Accounting Analytics (3 cr.)
Bus 453 Database Design (3 cr.)
Bus 421 Market Research (3 cr.)
MKTG 431 Marketing Analytics (3 cr.)
Bus 456 Quality Management (same as Stat 456) (3 cr.)
CS 336 Introduction to Information Assurance (3 cr.)
Econ 453 Econometrics (same as Stat 433) (3 cr.)
Geog 385 GIS Primer (3 cr.)
Math 438 Mathematical Modeling (3 cr.)
Stat 404 Special Topics (3 cr.)
Stat 422 Sample Survey Methods (3 cr.)
Stat 426 SAS Programming (likely to become Introduction to SAS and R) (3 cr.)
BUS 463 Portfolio Management (3 cr.)

Courses to total 19 credits for this minor
PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM
Short Form

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

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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>
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<tr>
<td>Dept/Unit Approval Date:</td>
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<tr>
<td>Vote Record:</td>
<td>24 for, one abstaining</td>
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<td>College Approval Date:</td>
<td>11/14/2016</td>
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<tr>
<td>Vote Record:</td>
<td>21 for, one opposed</td>
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<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>

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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 phenomena” 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
Leave blank if not making a name and/or degree change only request
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.

Current Name: 
New Name: 
Current Degree: 
New Degree: 
Other Details: 
Effective Date: 

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
Clearly mark all changes to existing program components by using Track Change or strikethroughs for deletions and underlines for additions. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

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
Enter the name of the program component in the appropriate row:

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<tr>
<th>Option:</th>
<th>Emphasis:</th>
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<tbody>
<tr>
<td></td>
<td>Marketing Analytics</td>
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<table>
<thead>
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<th>Academic Certificate less than 30 credits:</th>
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</table>

<table>
<thead>
<tr>
<th>Teaching Endorsement (Major/Minor):</th>
</tr>
</thead>
</table>

### 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.
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<thead>
<tr>
<th>Course</th>
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<tr>
<td>Bus 421</td>
<td>Marketing Research and Analysis (3 cr)</td>
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</tr>
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<td>Bus 428</td>
<td>Marketing Management (3 cr)</td>
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**Marketing Analytics Emphasis**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Mktg 431</td>
<td>Marketing Analytics (3 cr)</td>
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</tr>
<tr>
<td>Stat 422</td>
<td>Sample Survey Methods (3 cr)</td>
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<tr>
<td>Stat 431</td>
<td>Statistical Analysis (3 cr)</td>
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Three credits from the following courses:

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>Anth 416</td>
<td>Qualitative Social Science Methods (3 cr)</td>
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<tr>
<td>Math 330</td>
<td>Linear Algebra (3 cr)</td>
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<tr>
<td>MIS 455</td>
<td>Data Management for Big Data (3 cr)</td>
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<td>Psych 430</td>
<td>Tests and Measurements (3 cr)</td>
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<td>Stat 426</td>
<td>SAS Programming (3 cr)</td>
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<td>Stat 507</td>
<td>Experimental Design (3 cr)</td>
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<td>Stat 514</td>
<td>Nonparametric Statistics (3 cr)</td>
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<tr>
<td>Stat 516</td>
<td>Applied Regression Modeling (3 cr)</td>
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**Tier 1 Marketing Electives**

Three credits from the following courses:

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<th>Course</th>
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<th>Credits</th>
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<td>Bus 420</td>
<td>Promotional Strategy (3 cr)</td>
<td></td>
</tr>
<tr>
<td>Bus 422</td>
<td>Personal Selling and Sales Force Management (3 cr)</td>
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<tr>
<td>Bus 424</td>
<td>Pricing Strategy and Tactics (3 cr)</td>
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<tr>
<td>Bus 425</td>
<td>Retail Distribution Management (3 cr)</td>
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<tr>
<td>Bus 426</td>
<td>Marketing Channels Management (3 cr)</td>
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<tr>
<td>Bus 427</td>
<td>Services Marketing (3 cr)</td>
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<tr>
<td>Bus 495</td>
<td>Product Development and Brand Management (3 cr)</td>
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<tr>
<td>AgEc 333</td>
<td>Introduction to Sales (3 cr)</td>
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<tr>
<td>Econ 352</td>
<td>Intermediate Microeconomic Analysis (3 cr)</td>
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**Courses to total 120 credits for this degree**