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>
<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>College Approval Date:</td>
<td>11/14/2016</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>
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.

<table>
<thead>
<tr>
<th>Create New</th>
<th>Modify</th>
<th>Discontinue</th>
<th>Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Graduate Level:  
Undergraduate Level:  x  
Law Level:  
Credit Requirement:  

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>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Option</th>
<th>Emphasis</th>
<th>Minor</th>
<th>Academic Certificate less than 30 credits</th>
<th>Teaching Endorsement (Major/Minor)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Business Analytics</td>
<td></td>
<td></td>
</tr>
</tbody>
</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.
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

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 xx

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

Geographical Area Availability

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

Implementation Effective Date:
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**