



Academic Learning Compact

Business Intelligence Bachelor of Business Administration

Program Mission Statement

The business intelligence major is designed for students interested in the development of business solutions based on the collection, integration, and analysis of business information. The curriculum has been developed to include a combination of business, technical, and behavioral courses in order to prepare the student for employment in a business or other for-profit or non-profit organizations. Students who choose business intelligence as their area of concentration must satisfy all requirements for the B.B.A. degree. As part of the B.B.A. degree program, these students must satisfy the business intelligence major requirement and a contextual studies requirement. Flexibility is allowed so that students have some discretion in orienting their programs toward career and degree objectives. While the basic courses required of a business intelligence major are the same for all students, a variety of options are available to students with special interests. For example, students interested in health information systems can combine courses in the Department of Management with courses offered in the College of Health. Students interested in Sports Analytics may choose courses from Sports Management.

Student Learning Outcomes

Graduates will be able to:

Content/Discipline-Specific Knowledge/Skills

- Students will understand the global economy and recognize the impact of diverse socioeconomic and cultural factors on business operations.
- Students will acquire knowledge in the major functional areas of business (accounting, economics, management, finance, marketing, and quantitative business analysis) and understand the interrelationships among them.
- Students will apply appropriate analytical methods to identify solutions to business problems.

Communication Skills

- Students will communicate effectively in both oral and written formats.

Critical Thinking Skills

- Students will identify and reconcile ethical issues in decision making.

Assessment Approaches

The Coggin College of Business operates a college-wide strategy to assess its learning objectives. Each of the 11 programs of study (housed in 4 departments) has adopted these as its learning objectives, which link to the university's three broad learning categories. While each of these objectives is differentially emphasized in the various programs of study, they are common to the core body of knowledge provided to all students majoring in a sub-field of business. In addition, each program of study has a discipline-specific learning outcome reflecting disciplinary learning students gain in their specific field of interest. The college utilizes a multi-year time horizon to assess alternating objectives. This time horizon corresponds to the AACSB (re)accreditation cycle.

Written and oral communication are assessed by student performance during ENC3202 Professional Communication for Business, using standardized, anchored grading rubrics.

Ethical reasoning is assessed via a written essay in response to a case in MAN4720 Strategic Management and Business Policy.

Discipline-specific learning in the major field of study as well as content knowledge in the functional areas of business is assessed via the Major Field Test in Business, an instrument of the Educational Testing Service (ETS). It is administered in each student's last term in his/her program of study via the capstone policy course. A measure of discipline-specific learning in the major field of study is being developed. Functional business content knowledge is measured by the overall score, as well as the score on each of eight assessment indicators (sub-scores), including economics, management, quantitative analysis, finance, marketing, legal/social environment, and information systems.

Assessment mechanisms may change over time.