Mission

The College of Business and Technology provides value to Nebraska by preparing our diverse student body to compete in dynamic professional environments and by promoting academic, social, technological, and economic development. The faculty and staff will achieve the mission by:

- Providing student-centered educational opportunities including experiential learning;
- Advancing knowledge through applied and pedagogical scholarship;
- Providing service to our stakeholders.

Values

As Members of the UNK College of Business & Technology, we accept our responsibility to:

- expand our knowledge base and strive for continuous improvement;
- encourage informed, ethical and competent decision making;
- demonstrate honesty and initiative;
- respect the unique and intrinsic value of others; and
- commit to teamwork, cooperation, and collegiality.
Goals (Revised 2013)

1. Enhance CBT branding
2. Provide value-added, experiential learning opportunities for students
3. Instill a professional skill set in CBT students
4. Increase CBT involvement with external stakeholders (alumni, industry, community colleges, high schools)
5. Increase incentives and support to enhance teaching, scholarship and service, including exploring Strengths-based deployment of faculty and staff
6. Expand upon UNK recruitment efforts, with particular focus on the MBA program
7. Enhance external fundraising
8. Achieve higher levels of student outcomes
9. Ensure the CBT curriculum is dynamic and responsive
10. Increase student engagement, including through further integration of Gallup Strengths
11. Develop a business model for the delivery of noncredit coursework
12. Enhance CBT facilities
## SWOT Matrix (Revised 2013)

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<td>• Engagement with the business community</td>
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<td>• Dedicated career planning resources for all CBT students</td>
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<td>• Diverse student body</td>
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<td>• MOOCs and online competitors</td>
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<td>• Differential tuition</td>
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<tr>
<th>WEAKNESSES</th>
<th>THREATS</th>
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<td>• Inconsistent/ad hoc marketing of CBT</td>
<td>• Perception of our “product” as a commodity</td>
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<td>• Inconsistent levels of student engagement</td>
<td>• MOOCs and other “new” competitors</td>
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<td>• Limited alumni engagement</td>
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<td>• Support for faculty engagement with students outside of the classroom (advising, EL)</td>
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<td>• Otto Olsen Building</td>
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<td>• Budget contraints</td>
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College-Wide Objectives

1. Build a Strengths-based culture in the College of Business and Technology evident in the development and deployment of faculty and staff and throughout our curricula by investing in one-on-one Strengths based coaching for faculty and staff.

   Status: A cohort of 10 faculty and staff completed one-on-one Strengths coaching in 2014/15. A cohort of up to 12 faculty and staff will be selected for 2015/16. The CBT Career Center Director received additional certification through Gallup.

2. Finalize the development and implementation of measures of scholarship impact appropriate to the CBT mission.

   Status: Annual evaluations include reflections on impact in teaching, research, and service. The College is in the process of continuing to refine indicators of impact in all areas. Two models (Scholarship Value Chain & Teaching Value Chain) have been developed and are being refined to guide this process. The Faculty Affairs Standing Committee will develop a proposal in fall 2015 to incorporate impact in CBT Annual Evaluation, Promotion, and Tenure guidelines.
Department/Program Level Objectives

Economics Department

1. Increase stakeholder participations in our programs (CBT# 1, 4, and 8)

Status: Class Guests - Dr. Janelle Ali-Denar, Director of CHI, spoke to students in Health Care Economics (Fall 2014); Representatives of the following businesses visited Agricultural Marketing students in Fall 2014 – Cargill, FuturesOne Brokerage, and Huss Livestock Market, LLC (Rick Shoemaker). In Spring 2015, a representative of Farm Service Agency/USDA spoke to students in Economics of the Agricultural Sector class about the 2014 Farm Bill. Working with the Directors of Business Internships & Experiential Learning and CBT Career Center to start a reception/networking event for Agribusiness students.

2. Use tuition differential to incentivize online course development (CBT# 1, 4, and 8).

Status: Purchased Camtasia Studio (lecture capture software), several webcams, a head-set microphone, two Samsung Galaxy Note 10.1 tablets, and two Wacom Cintiq touch screen displays for online teaching. Funded two business education faculty and two economics faculty to attend online teaching related conferences. Remuneration for online teaching – faculty remuneration for teaching an online course two times in row is pending as no faculty qualified in 2014/15.

3. Continue to increase the percentage of students participating in experiential learning (CBT# 2)

Status: 14 students did internship in 2014/15 (11 in 2013/14).

4. Revise ECON 300 and 485 rubrics for assessment (CBT# 9)

Status: ECON 300 & 485 rubrics for writing assessment were revised. Similar traits in the rubric were condensed, and “Data and Results” and “Summary & Conclusions” were removed from the ECON 300 rubric as they were found to be irrelevant.

5. Change the Agribusiness Program by introducing two new courses (CBT# 9):
   - ECON 110: Introduction to Agribusiness and
   - ECON 315: Introduction to Agribusiness Management

Status: The two new courses have been created but program change is pending due to a delay at the CBT Academic Affairs.

6. Change the Economics Program by increasing credit hours for the research courses (CBT# 8):
   - ECON 300: increasing credit hours from 2 to 3
   - ECON 485: increasing credit hours from 1 to 3

Status: Pending

7. Create BSED 802P (CBT# 9):

Status: In submission
Industrial Technology Department

1. Develop an implementation strategy for the newly approved Industrial Technology Applied Science major.

Plan to Achieve: Department Chair will contact Nebraska Community Colleges for potential AAS degrees to consider and bring those degrees to the ITEC Department for consideration of approval.

STATUS: Department Chair contacted community colleges, collected potential AAS degrees, brought them to the Department for consideration; they were denied approval by a faculty vote. Project has been abandoned.

2. Revise student outcomes across all programs so they flow seamlessly from course syllabi to assessment as per ATMAE guidance.

Plan to achieve: Department Chair will launch the effort at the start of year Department retreat and continue to monitor progress through updates at regularly scheduled Department meetings.

STATUS: Project continued throughout the academic year. All student outcomes have been reviewed. The list of common core course outcomes have been compiled for each program and is under analysis. Project is ongoing.

3. Revise the common core program and course level competencies to determine a common list across all department majors.

Plan to achieve: Upon completion of each major review of program and course competencies a meeting of all faculty teaching common core courses will be called to conduct the review

STATUS: Analysis is underway on the common set of student outcomes to determine the final list.

4. Determine the internship program credit hours.

Plan to achieve: Discussion/debate to begin at the first Department meeting in September.

STATUS: Complete. The Department voted to reduce the Internship from 12 hours to 6. Only the Construction Management program was successful in completing the program changes. INT and ID will need to submit program changes next academic year.

(ITEC) Aviation Systems Management

1. Convert Stephen Amundson’s position to 1.0 FTE aviation tenure track.

Plan to achieve:
   a. Submit proposed position description to department chair by 9/25/2014.
   b. Meet with Chair/Dean/Vice-Chancellor as appropriate to expedite process as necessary to gain authorization.
   c. Initiate search process no later than November 1, 2014

STATUS: Don Budde hired. Don has expressed interest in pursuing a doctoral program making him potentially eligible for a tenure track position upon completion.
2. Establish Aviation Program scholarship:
Plan to achieve: Work with appropriate individuals about establishing Aviation Program Scholarship honoring this year’s Lanstrom Executive in Residence, Richard Salmen.

STATUS: Details still being finalized. Trego Duncan Aviation has offered to establish a scholarship.

3. Locate suitable replacement aircraft to sustain flight training operations.

Plan to achieve: Conduct a nation-wide search.

STATUS: Completed. Two new to KAC aircraft have been added to the fleet. A Piper Arrow was purchased to replace the one damaged early last semester and a newer low-time twin engine trainer is being retrofitted for flight training operations

4. Locate and train advanced flight instructor.

STATUS: Partially completed. We have hired and trained one new flight instructor and should have three students that are just completing their commercial certificates that will be studying to be flight instructors. They should be online for Fall 2015

5. Obtain a new Full Motion Flight Simulator.

Plan to achieve: Contact the NU foundation with a funding request.

STATUS: Completed. New Redbird simulator installed.

(ITEC) Construction Management

1. Gain approval of the CM curriculum changes to all for implementation in the Fall 2015

Plan to achieve: work collegially with all of the department and CBT faculty/staff to answer any questions and concerns they may have.

STATUS: CM curriculum changes were approved through the academic review/approval process. Changes will be implemented in the fall 2015 semester.

2. Increase incoming freshmen and transfer students by 50% within 3 years

Plan to achieve: Develop a strategic recruitment plan that focuses on the opportunities in CM

STATUS: Ongoing. Recruitment PowerPoint and event was held in March 2015 to select individuals on campus that have direct contact with students.

(ITEC) Industrial Distribution

1. Hire an ID faculty member for the currently vacant position
Plan to achieve: Dean Burkink will establish a search committee and launch the search in September. Susan Jensen will lead the search.

STATUS: Search failed. Will begin again fall 2015.

2. Review/update program competencies.

Plan to achieve: ID faculty will meet to review current competencies and modify as needed.

STATUS: Faculty developed new program competencies with input from advisory council.

3. Incorporate program competencies into course competences.

Plan to achieve: ID faculty will review each course and complete a review of the curriculum map.

STATUS: Curriculum mapping is still under way. New courses have been identified and should be ready to take to the dept. by Fall, 2015.

4. Establish an ID program budget which includes equipment.

Plan to achieve: ID faculty will meet to determine/establish an ongoing budget.

STATUS: Partially completed. We have established two separate funds at the foundation using program partner money; one fund will be used to help purchase new lab equipment and/or other items needed by the program, and the other fund is an endowed fund to hopefully one day allow for an endowed faculty position in I.D.

(ITEC) Information Networking & Telecommunications Management

1. Lab received equipment donations this past summer. Plan for organization of racks and cleanup of storage closet is in progress.

Plan for achievement: Upper classmen will help with installation through classroom project while closet cleanup will be organized around campus disposal processes.


2. Continue curriculum development across the program trying to incorporate server and virtualization.

Plan for achievement: Plan to incorporate server virtualization in ITEC335 for beginners this fall 2014 semester. Adding virtualization unit in ITEC430.

STATUS: Completed.

3. Focus on further development and expansion of the professional student organization, Information Networking and Telecommunications Organization (INTO).

Plan for achievement: Keep working on engaged involvement in InfoTec and through field trips. Look for active student leaders.

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STATUS: Big leaps this year. Student trip to DakotaCon was huge success. Students rallied around creating t-shirts for program and ordering. Two INT meetings were held.

4. Solidify program partnership with Intellicom

Plan for achievement: Intellicom has said that we will solidify the program partnership with them this year which involves a 5-year plan.

STATUS: Partially completed. Meeting at semester end to help Intellicom plan implementation into classroom.

5. Expand the laboratory equipment and infrastructure to include single and multimode fiber technology.

Plan for achievement: Concentration this year on finding parts and pricing and why/how it will be integrated in curriculum.

STATUS: Partially completed. Pricing done. Working with ITS to integrate active fiber into the classroom.

6. Develop an equipment plan inventorying current assets and projecting into the future 3 years.

Plan for achievement: Work with Intellicom to utilize used equipment within the agreement. Also, keep on ESU10’s and Bosselman’s radar for any disposed equipment that might be of use.

STATUS: Ongoing.

7. Keep expanding program partner opportunities through the use of the new model offered by Intellicom.

Plan for achievement: Suggested model for program partnerships in that our partners can do the following: 1) Increased experiential learning opportunities for students; 2) Support the ongoing enhancement of the lab environment/facilities; 3) Provide additional in-class resources through guest speaker or adjunct teaching resources; 4) Enhance the outreach to area high schools. This model will be offered to other companies to see if the new model brings more partners to the INT program.

STATUS: Many new company contacts made. Working with Brenda on a fall workshop idea.

8. Continue to explore the possibility of adding an online/blended course for high schools that contains A+/Network+ content as a pathway into the INT program.

Plan for achievement: Certification through Cisco for the IT Essentials course would be needed to utilize the Cisco Academy curriculum. Sparking interest by gaining contacts in the local area high schools may be the deciding factor of whether or not to pursue this avenue. Do not discount the opportunity to create a MOOC.

STATUS: Meetings with Jay Dostal. Working on meeting with CCC.

10. Bring more women into our INT program by recruiting from undeclared students that have taken Physics 100, Math 103 or CSIS 130.
Plan for achievement: Keep going on outreach. Email was the most successful in the 2013-14 year. Work on retention plan as well in this area to try not only attract but keep students.

STATUS: Emails continue to be sent. A specific email went out to the HS counselors/teachers.

11. Continue annual review of the INT program curriculum with the assistance of the Information Networking & Telecommunications Industry Advisory Council to evaluate all curriculums in the INT program of study.

Plan for achievement: The INT faculty will continue to implement assessment data provided by the INT Industry Advisory Council, Industry Partnership Companies, Internship Industry Supervisors, one year and five year post graduate surveys and faculty input to provide an INT curriculum which meets industry standards.

STATUS: Good input from advisory council on 2 potential new courses.

12. Continue to evaluate electricity/electronics curriculum/laboratory equipment to implement necessary changes to further meet the needs of the Aviation Program, Industrial Distribution Program and potentially meeting those of the Construction Management Program.

Plan for achievement: Faculty from the four programs will determine the content most appropriate for each and how the classes may be structured to remain a part of the Industrial Technology Department core while meeting the needs of each program. Discuss ITEC320 in relation to instructor knowledge and what direction ITEC320 might take in the future.

STATUS: Many ideas are currently being debated including Mekatronics.

(Itec) Safety

1. Continue the ongoing marketing of the Driver Education endorsement program both in and out of the State.

Plan to achieve: Work with eCampus and the COE community.

Status: Completed. Marketing resulted in higher numbers in driver education courses this past year.

2. Upon approval of the Safety Certificate programs, develop an implementation plan.

Plan to achieve: To be developed.

Status: Safety Certificate program is in the final stages of approval. Should be ready to promote by fall 2015.
ITEC (Internship Program)

1. Gather data from Summer 2014 interns regarding time spent on academic assignments and work experiences. Information will be compiled and presented to faculty as they discuss reducing credit hours for the internship program.

Plan to Achieve – The Internship Director will develop a survey for Summer 2014 interns to complete in early September. Target completion date for presenting data collected to faculty is October 31, 2014.

STATUS: Completed.

2. Develop an expectations guide for industry mentors.

Plan to Achieve – The Internship Director will compile information needed to be successful in the role of a mentor and provide to mentors for Summer 2015. Target completion date is April 15, 2015.

STATUS: Not started.

3. Incorporate Strengths Finder in internship training sessions and/or assignments.

Plan to Achieve - The Internship Director will consider possible ways the Strengths Finder can be incorporated into the internship program. As the internship program is getting reduced in credit hours it may be more challenging to achieve. It was the intent to incorporate in 2015 class and that may occur on a very limited basis while other aspects of incorporation will continue to be considered for future classes.

STATUS: On Hold.

Accounting and Finance Department

1. Develop a plan to give Accounting students top notch spreadsheet skills.

Status: During department meetings regarding this objective, it was decided to begin by first integrating spreadsheet skills to a greater degree into the core courses offered by the department. We integrated a spreadsheet requirement and testing routine into FIN 308. We plan to move that requirement and testing routine to ACCT 251 and begin a requirement for higher level spreadsheet skills to FIN 308. Once we have those skills well established in FIN 308, we will begin to enhance what is required in upper division accounting classes.

2. Determine the requirements for separate Accounting accreditation and determine whether we will pursue it.

Status: Incomplete.

3. We plan to do a complete curriculum review in both Accounting and Finance to ensure that our curriculum is dynamic and responsive.

Status: We completed a curriculum review in both the finance and accounting programs. Revisions of the finance program were approved in the department and sent forward. Revisions to the accounting program have been approved and will be sent forward in the next academic year.
FSID Department

1. Increase department activities focused on recruitment of new students both off campus and on campus. (CBT #6, #4)

Status: Seven departmental committees were established to address recruitment – existing classes, deciding students, community colleges, high schools, summer workshops, international partnerships, and website design. All committees worked during the year towards recruitment. The outcomes of these committees were as follows:

- “Discover Family Studies and Interior Design Days” were held in the department over a two day period to give existing classes and deciding students information about our programs.
- Recruitment power points were created for the Family Studies major and the Nutrition minor programs. These were displayed in the hallway monitor and the programs were introduced in several existing classes.
- Recruitment materials were mailed to area high schools, one high school was visited with more planned, and faculty attended two opportunities to visit with high school students at UNK.
- Packets of our new information sheets are were sent to all Nebraska Community and Tribal Colleges to share with students who may be interested in completing their education at UNK.
- Discussions were held about summer offerings that could be used for recruitment of high school students or to create community interest during the summer 2016.
- A relationship with the new International Education Director was established and plans are in process to make connections with other universities to share students.
- Faculty are working with Creative Services to update the FSID website to be used as a recruitment tool the each of the programs.

Family Studies Program

1. Expand recruitment efforts for the MBA program with past Family Studies graduates. (CBT # 6)

Status: Faculty members discussed the MBA program in their classes, contact was made with alumni about the MBA program, and “Discover Family Studies and Interior Design Day” was held in the department to raise awareness of both undergraduate and graduate programs.

2. Enhance external fundraising. (CBT #7)

Status: Although unsuccessful in raising any external funds, proposals were written and connections were established with local and state-wide agencies in order to enhance opportunities for external fundraising.

3. Strengthen FSID 402 with new title, objectives, and outcomes as a fully integrated Family Studies research course. (CBT #9)

Status: FSID 402 has been altered at the program-level. The next step is to submit the official course changes to Academic Affairs.
Interior Design Program

1. Prepare for and complete CIDA Reaccreditation. (CBT#9, #4)
Status: The program successfully achieved reaccreditation.

2. Use CIDA Reaccreditation outcomes to enhance curriculum and student outcomes. (CBT#8, #9)
Status: The program began the evaluation process in the fall after the accreditation visit and over the summer will be further evaluating how to enhance the curriculum.

Management Department

1. The Management Department will develop an Emphasis in Health Care Management.
Status: The Management Department is still exploring potential degree offerings in the area of Health Care Management. The department is leaning toward developing a Master of Science in Health Care Management.

2. In support of the Health Care Management Emphasis, Minor, and a track in the MBA Program, the Management Department will apply for Program of Excellence (POE) funds. These funds will primarily be used to hire two new faculty members whose expertise will complement existing faculty expertise in the area of Health Care Management.
Status: The Management Department is planning to submit an application to request Program of Excellence Funds (POE) by the mid-summer deadline. In particular, these funds will be designated to hire additional faculty resources to help further develop the Health Care Management offerings proposed by the department.

3. The Management Department will add internships (MGT 475, 3 hours max.) as an elective option for students in the Management Emphasis.
Status: Starting in the Fall 2015 catalog, Management Emphasis students will be able to take MGT 475 as an elective option.

Marketing

1. Create and implement a satisfaction survey among marketing majors to create a benchmark of their overall satisfaction with the marketing program—Linked to College-wide goals #3, 6 in the 2014/15 Strategic Plan.
Status: A survey has been created and will be distributed in 2015-2016 academic year to recent marketing graduates.

2. Analyze the sequencing in the marketing courses to provide increased student flexibility—Linked to College-wide goals #2, 6, 8 in the 2014/15 Strategic Plan.
Status: After an analysis, the faculty concluded that the sequencing of the marketing courses is appropriate, but the frequency of offerings will need to be increased when the number of students increase in the emphasis.
3. Raise the marketing MFT score percentile of marketing students to the 80th percentile—Linked to College-wide goals #3, 8 in the 2014/15 Strategic Plan.

Status: In Consumer Behavior and International Marketing, vignette questions have been created to determine the knowledge level of marketing students. Data were collected in International Marketing with lower than desired results. Data on students’ performance in similar vignette-like questions will be collected for the first time in CB during the fall of 2015. Since MFT questions are vignette in nature, it is expected that this may give students more experience with this type of question in addition to reinforcing the information. Marketing concepts, principles, and theories were also reviewed in the Marketing Management course prior to the students taking the MFT in spring 2015. This will be revisited.

4. Explore the feasibility of cross listing MKT 456 with SCM as a common capstone course—Linked to College-wide goals #2, 9 in the 2014/15 Strategic Plan.

Status: The new course SCM 456, Supply Chain Management Capstone has been created and will be cross-listed with MKT456. This course will become the senior seminar course for SCM students The Academic Affairs Committee of the college approved this change and it will appear in the 2015-2016 catalog.

Supply Chain Management 2014/15 Objectives Update

1. Develop and carry out student recruiting activities to increase the number of students in the SCM program from the current level of 24 students to 50 students by the end of AY 2014 – 2015—Linked to College-wide goals #2, 6 in the 2014/15 Strategic Plan.

Status: The actual starting point of students in the SCM program on August 1st was 17. Several recruiting activities were initiated during AY 2014/15 including: SCM Information Week at the Students Union in the fall and spring staffed by SCM students followed by an SCM Info Night; SCM faculty and students presenting at the BSAD 100 classes in the fall and spring; SCM faculty meeting one-on-one with students interested in learning more about the SCM program; monthly SCMO meetings where SCM students were encouraged to bring guest students to the meetings; and an SCM Cookout for SCM students and their guests at the end of the spring semester. The number of students enrolled in the SCM emphasis or minor as of April 30 was 45 (41 majors/4 minors).

2. Create, receive necessary approvals, and develop curriculum for two new SCM courses (SCM 188 – GS Portal course, and SCM 304 – Required SCM Negotiations course) for AY 2015 – 2016—Linked to College-wide goals #3, 8, 9 in the 2014/15 Strategic Plan.

Status: The SCM 188, SCM 304, and SCM 456 SCM Capstone have all been created, approved by the appropriate committees, which included CBT and UNK Academic Affairs Committees and the CBT Dean, and the General Studies Committee for the SCM 188 Portal course.
3. Develop, submit for approval, and implement revised academic course requirements for the SCM emphasis and SCM minor—Linked to College-wide goals #3, 8, 9 in the 2014/15 Strategic Plan.

Status: Once the SCM 304 and SCM 456 courses received the necessary approvals, the course requirements for the SCM emphasis and SCM minor were revised, submitted, and received the necessary approvals from the CBT and UNK Academic Affairs Committees and the CBT Dean, and the revised SCM course requirements were forwarded for inclusion in the AY 2015/16 Undergraduate Catalog.

4. Organize an external SCM advisory board for the SCM program—Linked to College-wide goals #1, 4, 7 in the 2014/15 Strategic Plan.

Status: The SCM Advisory Board was not organized as planned. Several companies were included in SCM activities during AY 2014/15 as presenters at the SCMO monthly meetings, the SCM Career Fair, the SCM hockey night at the Event Center, the bus trip to Werner Enterprises, and the SCM end-of-year cookout. From these activities, the relational foundation has been laid to invite companies in AY 2015/16 to become members of the SCM Advisory Board.

Management Information Systems 2014/15 Objectives Update

1. Pursue a 2 plus 2 program in MIS with Central Community College—Linked to College-wide goals #4, 6 in the 2014/15 Strategic Plan.
   a. Prepare an agreement to present to CCC representatives

   STATUS: The agreement is being made and plan to finish by the end of summer 2015
   b. Request a meeting with CCC representatives

   STATUS: Preliminary meetings will be held in Summer 2015 and final meeting in Fall 2015.

2. Enhance High School recruiting by attending at least 2 high school recruiting events per academic year. (KHS, KCHS, GI, and other local schools emphasized) (Examples: Career Fair Days for high school students, speaking at High Schools about MIS as a discipline, taking part in ESU sponsored events, etc…)—Linked to College-wide goals #4 and #6 in the 2014/15 Strategic Plan.

   STATUS: Participated in Career Fair Days and Nebraska Cultural Unity Conference

3. Grow AITP membership
   a. Hold meetings at least 2 times per semester.

   STATUS: More than two meetings held in each semester
   b. Have at least one external stakeholder present at one meeting per semester to enhance members networking opportunities. Touches on many of the goals for the 2014/15 Strategic Plan (Including, but necessarily limited to college-wide goals 1, 3, 4, 6, and 8 from the 2014/15 Strategic Plan).

   STATUS: There were no external stakeholder invited but in Fall 2014, AITP members went to Lincoln to attend the presentation from Microsoft Corporation.

4. Health Care proposals—Linked to College-wide goals 4, 6, and 9
a. Submit a Health Care Management Information Systems Minor to offer for consideration to UNMC’s Curriculum Director.
b. Submit a Certificate in Health Care Information Systems proposal to offer for consideration to UNMC’s Curriculum Director.
c. Submit a Health Care Management Information Systems course.

STATUS: Based on the discussion with faculty of Nursing, we realized that there will be very limited scope of enrollment in the proposed program. Therefore, the proposal is deferred for the time being.

5. Submit request for a minor in Project Management – Linked to College-wide goals #3, 4, and 9 in the 2014/15 Strategic Plan.

STATUS: The proposal is deferred for the time being because very limited scope of enrollment in the proposed minor assessed.

6. Submit MIS 190 as a course fulfilling the MIS emphasis area mathematics requirement—Linked to College-wide goals 3, 4, 8, and 9 in the 2014/15 Strategic Plan.

STATUS: The proposal is approved and the department is planning to offer this course from Fall 2016.

7. Work with other UNK Technology Oriented Departments to improve recruitment across all programs—Linked to College-wide goals #1, 4, 6 in the 2014/15 Strategic Plan.

STATUS: Dean Office arranged two meetings with consultant and all UNK’s technology departments. The recommendations of the consultant were ratified and recruitment efforts are in the progress.
CBT Standing Committee Objectives

Student Affairs

1. Beginning this academic year, the scholarship communications plan is now the responsibility of the Student Affairs Committee. To carry out the plan, the committee worked with Dr. Heather (Schulz) Meyer’s MKT 440/840 Advertising Management students to develop scholarship communication materials. It should be noted that if the committee chooses to involve students in the future, Dean Burkink has earmarked $250 for the winning student.

2. Also, this year the committee started tracking various scholarship statistics to better understand the impact of the scholarship communications plan. These statistics are in the table below. It should be noted that Dean Burkink set a goal for the “% of CBT Students Applying for Scholarships” to be 50% by 2017. This percentage was down in 2015 (21%) after increased scholarship awareness endeavors; however, one possible reason for this may be due to a new application requirement. Beginning this academic year, all CBT students applying for scholarships were required to upload their resumes, in addition, to their essay. This additional requirement may have lead some student to not apply and/or not finish their application process.

Faculty Affairs

1. Coordinate a portfolio workshop

The Faculty Affairs Committee sponsored a Portfolio Workshop for interested faculty members. This workshop was held on September 30, 2014 in Room 221E with nineteen faculty from across the college in attendance at the workshop.

2. Update faculty qualification status

The February meeting involved a discussion with Dean Burkink regarding possible changes to the PA status in CBT Guidelines, addition of the Master’s degree exception for IP or SP status as well as a discussion on incorporating the concept of “impact” into the CBT P & T Guidelines. Dean Burkink agreed with the Committee’s suggestion to include language that would permit an adjunct or Lecturer to qualify with IP or SP status without a Master’s Degree in limited cases. This status may be appropriate for “individuals without master’s degrees if the depth, duration, sophistication, and complexity of their professional experience outweighs the lack of the degree.” Discussion of modifying the PA language was lengthy and no resolution reached. The Committee and Dean Burkink agreed to meet on this issue again later in the semester. At the April 21 meeting after additional discussion on the issue, the FAC and Dean agreed to modify the PA criteria. The modification will eliminate the 2 tier system and go to a one tier system that requires faculty to have one item considered to be an intellectual contribution (PRJ, paper presentation, proceeding, books, book chapters, professional/technical reports etc.) and four other listed activities within a 5 year period to qualify for PA status. The change was made in order to have a PA policy that was felt to be more consistent with the CBT Mission.

3. Incorporate the concept of “impact” into the CBT P & T Guidelines.

After much discussion, the committee agreed to organize a Workshop on this topic for faculty yet this spring semester. The March Committee meeting was spent planning the “Impact” or “Making a Difference” Workshop and the Workshop was held on March 31, 2015 in the Ockinga Conference Room with strong attendance from faculty in the college.
Dean’s Advisory

1. The Dean’s Advisory Committee was asked to examine the logistics concerning tuition differential.
   a. The committee described advantages and disadvantages of tuition differential with the Dean and ultimately decided in opposition to tuition differential. The main disadvantages were that tuition differential may result in a decrease in enrollment in the program, particularly as other local colleges may be increasing in the near future.

2. The Dean’s Advisory Committee was asked to provide some feedback regarding remuneration for advising. In other words, should faculty members who advise more students than other faculty members get a course exemption or other benefits for over-advising?
   a. First, the committee discussed whether outside staff dedicated solely to advising would help improve the advising process. All committee members were opposed to this idea citing several advantages of the current system, which allows faculty to interact with prospective and current majors within their department.
   b. The current advising system is advantageous because we know the most about our major, our internships, and our professions and are better equipped to advise students compared to hiring new faculty members dedicated to advising. If we do need extra assistance or guidance with advising, we can contact Amy Rundstrom.
   c. Another advantage is that the culture of this university is how we promote individualized attention with students, and if we were to turn this over to professionals, we would lose this aspect of advising.
   d. Next, the committee examined the average amount of time per semester that faculty devote to advising in order to better understand the manageability of advising loads. The average faculty member has about 40 advisees and if they were to devote an average of 20 minutes with each student, equals to 13.5 hours per semester dedicated to advising. The committee agreed that this amount of time is very tolerable. Those faculty members who have more than 40 students, is generally a temporary issue, such as new faculty members being unable to advise during their first semester, resulting in more students to tenured faculty.
   e. If a faculty member advised 80 students, which equals to about 27 hours, the committee agreed is still manageable. If a faculty member is ever burdened with excess students, they can usually relegate some students to Amy Rundstrom and Academic and Career Services.
   f. Another focal point of the conversation of advising was allowing minor advisers the ability to remove advising flags. The committee saw several disadvantages to this and some members didn’t know that minor advisers could remove advising flags. An example that was used in the meeting was a student with a minor in art and a major in business administration. An adviser in art would not have the same expertise in the area of business that the student is focusing their career trajectory on. The committee would like to prevent minor advisers from removing advising flags; however, the committee is not recommending against students meeting with their minor advisers, just that the minor advisers cannot remove advising flags.
   g. Another issue associated with advising is faculty members who “dump” students to other faculty members. In some cases, students do not follow the advice of their advisers, and the adviser responds by refusing to advise that student, thereby “dumping” that student to another faculty member, which shifts the number of advisees within departments. The committee knows that some students would potentially work better with other advisers, but some advisers do more “dumping” than others. The committee believes that these situations should be made aware to the department chair so that the problem can be addressed internally, but the committee is still discussing ways to adjust this issue.
h. The idea of remunerating faculty for advising seemed unnecessary and difficult. It would be difficult to come up with an equitable system that describes what would designate a heavy advising load. The committee sees advising as part of our service duties to our department and to UNK and that we should take pride in being able to have these relationships with our students. The committee believes that changing the current advising system would be responding to faculty members who simply don’t want to advise. The main consensus is that this issue is more of a grievance than a general issue that needs substantive change.

3. The Dean’s Advisory Committee was asked to provide some suggestions to address how to better integrate non-traditional students into their course in order to prevent segregation.

   a. The committee was unable to come to a consensus on this topic, and agree that each course is different. Different professors can utilize different approaches to help prevent segregation in their own respective courses. Within our college, the council agreed that as educators, we should work to establish a relationship with all of our students, especially non-traditional, in order to promote collaboration among students and faculty.

4. The Dean’s Advisory Committee was asked to adjust the CBT Mission Statement in order to increase awareness about “What makes UNK distinct?”

   a. After discussion concerning the mission statement, the committee agreed that the CBT Mission Statement should be broad and that changing and shifting a few words won’t have a direct impact on recruitment and retention.

   b. In order to help increase our uniqueness, we suggested that we should directly compare UNK to other colleges in the Nebraska systems via advertisements to highlight the advantages of UNK, such as smaller class sizes, close relationships with faculty, etc.

Faculty Development

1. Planned and conducted a fall research seminar that focused on tips from faculty with a long history of published success.

   Presenters were Jake Messersmith and Jeanie Stoltzer.

2. Planned and conducted a spring research seminar that focused in tips from faculty on editorial boards.

   Presenters were Kay Hodge, Tami Moore, and Dave Palmer.

3. Co-planned (with AOL committee) a spring luncheon. The focus was on teaching techniques related to teamwork criteria of curriculum map.
Business Division Assurance of Learning

1. Revise the BSBA curriculum map, using the updated learning goals and engaging as many faculty as possible in the process. This new curriculum mapping effort will also address delivery mode and student engagement through experiential learning.

Status: the curriculum mapping process was initiated in September 2015 and all business division faculty had opportunity to participate. The effort was discussed at individual department meetings, all faculty teaching in the core offered input on the coverage of various learning objectives in their courses, and the updated map was shared (in draft form) to all faculty at the AoL update in April 2015. In addition, a meeting focused on the new teamwork learning goal was held in the spring, with faculty representation from all CBT:BD departments.

2. Implement new methods to assess objectives of the updated ethics learning goal.

Status: A survey was created and administered to BSAD100 and BSAD400 students to assess the learning objective “students will demonstrate awareness of ethics issues.” This survey uses validated measures of moral awareness and moral attentiveness. The learning objective “students will be able to reason toward a morally principled resolution of an ethical dilemma” will be assessed using new rubrics developed for written assignments and Blackboard discussions in MGT493.

3. Implement new methods to ensure the development and assessment of spreadsheet skills.

Status: faculty teaching FIN308 created and implemented an Excel exercise starting in Spring 2015. Also in spring 2015, BSAD100 and FIN308 students were provided access to the GMetrix training module program. All CBT:BD students will be provided access to GMetrix going forward, and starting Fall 2015, students in BSAD100 will be required to complete assignments using the GMetrix training modules. Information about GMetrix and the revised method to assess entry level skills of Excel and Word were shared with faculty at the AoL Update.
MBA

1. Market the Generalist track as blended.

Status: The Generalist track was reconfigured as a Blended MBA program to accommodate working professionals. David and Associates was hired to develop the positioning document and a marketing video, which was completed in September 2014. The program’s website, [http://www.unk.edu/mba](http://www.unk.edu/mba) was revamped to highlight the Blended program incorporating the video created by David and Associates. With assistance from eCampus, Marketing collaterals were created for the Blended MBA program, and it was advertised through area newspapers, Google ads, Facebook, e-mails to professionals through three Chambers of Commerce, and an open-house to promote the Blended program.

2. Execute select marketing tactics.

Status: Various marketing tactics were implemented. The program was advertised through two direct mail campaign to graduating students, a banner ad in the campus newspaper – The Antelope, emails to scholarship recipients in the College of Business and Technology, a b/w advertisement in the Omaha World Herald during the weekend when Berkshire-Hathaway held its shareholders meeting, and banner ads in the campus newspaper – The Antelope.

3. Explore creating a cohort for Human Services track.

Status: Several Family Studies graduates were contacted and informed of the new Blended MBA program. Most of them evinced interest in joining the program. The Director of the program along with committee members are working on converting prospects into applicants to the MBA program.

4. Create a graduate level accounting course for Human Services track.

Status: Not achieved. The committee hopes to accomplish this in 2015-2016 academic year.
CBT Centers

CBT Career Center

1. Further our education with Gallup’s StrengthQuest so we can build on the principles of strengths we are teaching CBT students. (3, 5, 10)

Status: Close to the completion of the CBT Strengths Cohort directed by Dan Shundoff. These monthly calls consist of an hour dialogue on the discovery, development and direction of strengths and will help with the instruction of strengths for future BSAD 100 classes. I also conducted a 90-minute workshop for one of Dana Vaux’s Interior Design classes, which resulted in positive feedback from Dana and the student alike. I also completed the “Gallup Entrepreneurial Talents” course in March, and am a certified Gallup Entrepreneurial Talents Coach as a result. It’s likely that the Entrepreneurial Profile assessment (EP10) will be included in the curriculum for BSAD 400 starting in fall 2015.

2. Implement a systematic and consistent method of posting job openings to ensure CBT students are aware of current opportunities. These methods include, but are not limited to: creating a CBT Career Center Facebook page, email, and posting job notifications outside the Career Center office. (1, 8)

Status: A CBT Career Center Facebook page was created in fall 2014 to allow the CBT Career Center staff to post job announcement, internship opportunities, professional development tips and CBT events. The page currently has 202 likes. Emails pertaining to job and internship opportunities are also sent to students. We try to segment each email to target the most appropriate dataset of students to prevent the inundation of emails in students’ inbox. A total of 70 full time jobs and internships were communicated via the CBT Career Center email. We are also exploring options to post “live” job/internship announcements where students can have 24/7 access.

3. Improve office structure to include areas more conducive to student and employer meetings. (12)

Status: Renovation plans for the new CBT Career Center are currently ongoing.

4. Develop an outreach plan to build relationships and a constant line of communication with companies within the Midwest region to provide CBT students with numerous opportunities for internships and jobs. (1, 2, 4, 8)

Status: Through the use of career fairs, networking events, NCCSA communications, community events, etc., relationships with local and regional companies have been developed and retained. These efforts will be continuous as we continue to prospect and develop relationships with new companies.

5. Develop a marketing plan to promote the Career Center to not only CBT students, but to the business sector of Central and Eastern Nebraska as well. More exposure of the CBT Career Center could yield more opportunities for experiential learning, internship opportunities and job placement for CBT students. (1, 2, 4, 8)

Status: Flyers were created and email to all CBT students during the fall semester. Posters promoting the services the CBT Career Center has to offer were displayed in three high traffic areas in WSTC. A survey was sent out to CBT: BD and FSID juniors and seniors to gauge their knowledge of the Career Center and to obtain a better understanding of their progress related to job searches. This survey yielded 5% response rate. Of the 28 respondents, 79% were aware of the career center and 41% have used the services provided… still work to be done. External marketing efforts included a ‘Chamber Blast’ in October and ‘word of mouth’ during community and university events.
Center for Economic Education

1. Develop a collaborative strategy with the Nebraska Council for Economic Education and area businesses and educational units to implement programs aimed at increasing economic literacy in K – 12 students and educators. (CBT # 1, 4, and 7)
   Goals:
   a. Using external funding host a minimum of one teacher workshop/in-service Fall 2014 Spring 2015 semesters.
      Status: Completed in August 2014
   b. Collaborate with community stakeholders to open first bank-in-school program in central/western Nebraska.
      Status: Completed in October 2014
   c. Partnership with Nebraska Council and Nebraska Treasurer to host western Nebraska Financial Literacy.
      Status: Completed in April 2015
   d. Organize and implement High School Business Competition Day
      Status: Was not completed

Center for Rural Research and Development

1. Maintain the number of completed outreach projects - Presentations, Youth Entrepreneurship Activities/Applied Community Development Research/Rural Economic Development (Aligned with overall CBT Goals 2, 3 & 4)
   a. Increase the number of student/faculty involved and training/interaction hours by 5% each academic year.
      Status: Nearly Achieved as of May 2015: Likely to be achieved by August due to Middle School Biz Kidz camp.
   b. Increase the number of external stakeholder partnerships by one client every six months
      Status: Achieved as of May 2015

2. Increase the number of Potential and Existing Business Assisted by 5% each academic year (Aligned with overall CBT Goals 4 & 7)
   Status: Achieved

3. Maintain the level of CRRD funding raised based on FY 2013/2014 benchmark data (Aligned with overall CBT Goal 7)
Status: Not Achieved as of May 2015; CRRD proposed 2 external grants unsuccessfully (NU RFI Rural Leaders/Scholars & Housing/ED, USDA 3D Entrepreneurship Kickstarter pending). CRRD bid 3 other external market research projects with no success however this work was referred to other CBT staff conducting the work.

4. Maintain the level of CRRD funding leveraged by partnering stakeholders based on FY 2013/2014 benchmark data (Aligned with overall CBT Goals 4 & 7)

   Status: Achieved as of May 2015

5. Maintain the level of CRRD visibility on campus and throughout Nebraska based on AY 2013/2014 benchmark data (Aligned with overall CBT Goals 1 & 6)
   a. Internet Page views

   Status: Achieved as of May 2015

   b. Surveys Mailed

   Status: Not Achieved as of May 2015: Only 1 Community Needs Assessment survey was conducted for central NE rural towns last year, but there are plans to conduct 3-4 during 2015-16.

   c. Media Outreach readership/viewership scope/population

   Status: Achieved as of May 2015

6. Assist the Enactus student group-operated Coffee Shop to attain financial sustainability (i.e. break-even) by the end of FY 2014/2015 (Aligned with overall CBT Goals 2 & 3)

   Status: Not Achieved as of May 2015: Although sales/revenues have increased year over year by nearly 50% to $14,000 due increased catering services; costs have also increased to nearly $20,000 due to labor & minimum wage increases. Profit ratios/efficiencies are improving. The shop will be moving from the current location in the HSC to WSTC/Jitters in late Fall 2015.

Nebraska Business Development Center

1. Develop and deploy a web-based business valuation, performance improvement and transition planning program designed to streamline initial client contacts, data gathering and report delivery. The program will substantially lower the cost of planning and delivery of services, making these planning services affordable and available to any employer small business from $200k to $5 million in annual revenue. Coordinate deployment efforts and outcomes with outside stakeholders and communities (Aligned with CBT Goals 1, 4, 7).

   Status: Beta development completed with several successful projects, and deployment in place with a number of ongoing revisions made to the website and report structure. Multiple community partners and
community colleges have enrolled or expressed willingness to participate to market to business local-regional owners even before full launch.

2. Develop and deploy a second program to provide the services described above as white-label products through professional advisors to their clients statewide. Advisor targets include attorneys, small to mid-sized accounting firms, financial planners and wealth managers, and insurance professionals. Provide educational and support training for program use (Aligned with CBT Goals 1, 4, 7).

Status: In ideation stage of development, Will be refined and deployed based on success of original project in number 1.

3. Develop and deploy a business owner – future successor matching web-based program. The venture seeks to allow owners and aspiring entrepreneurs and future business owners to search for and find each other confidentially to begin conversations regarding possible transition opportunities (Aligned with CBT Goals 1, 4, 7).

Status: In ideation stage of development, with website launched for premarketing.

4. Use web-based program and expanded marketing efforts to generate program income for financial support of the Kearney and Grand Island centers, and/or use proceeds to attract additional financial support from third parties (Aligned with CBT Goals 1, 4, 7).

Status: New valuation and exit planning website created and launched with statewide marketing to stakeholders; CRA request made of statewide lender with banks in Kearney and Grand Island, with results pending.

5. Continue to meet NBDC and SBA goals and key performance measurements for program impacts and client services.

Status: Met and exceeded 2014 SBA and NBDC KPI goals significantly; currently working to meet 2015 goals.

6. Increase NBDC-UNK business valuation service awareness and use by lenders in the Omaha and Lincoln metropolitan areas for SBA loan support (Aligned with CBT Goals 1, 4, 7).

Status: Have created statewide toll free and local Lincoln and Omaha phone numbers to increase ease of lender contact. We have seen initial success with multiple Omaha projects booked or explored for 2015 to date. Exploring the use of part-time office location in Omaha for meetings and physical address to increase program acceptance by lenders and local professionals.