

Rationale for Bachelor of Arts in Economic Sciences

We currently offer a Bachelor of Science (BS) in Economic Sciences. We propose to also offer a Bachelor of Arts (BA) in Economic Sciences. Offering both BA and BS degrees will provide the School of Economic Sciences the flexibility to serve a broader range of students with different skill sets, academic interests, and career goals. Offering both degrees can increase the appeal of the Economic Sciences program to prospective students with varying interests and skill sets, potentially increasing enrollment. It will also strengthen the school's ability to meet diverse academic demands and stay competitive with other institutions offering similar options.

Key reasons to introduce a BA in Economic Sciences alongside a BS in Economic Sciences degree are summarized as follows:

1. **Curriculum flexibility:** A BA in Economic Sciences typically allows students more versatility in tailoring their curriculum for a wider array of interests. While a BS often emphasizes quantitative and technical skills (such as advanced mathematics and statistics), a BA requires fewer technical courses, making room for electives in fields like political science, history, or sociology.
2. **Attracting a broader range of students:** Some students may be more drawn to economics from a qualitative or policy-oriented perspective rather than a purely technical or quantitative one. Many students are interested in economics but may not want to pursue the heavy mathematics and statistics required by a BS degree. The BA typically has lighter math requirements, making economics more accessible to students with different academic strengths.
3. **Career path diversity:** A BA in Economic Sciences might better prepare students for careers in public policy, law, government, journalism, education, or business roles that do not require advanced quantitative skills. In contrast, the BS is often suited for students aiming for careers in finance, analytics, data science, or graduate studies in economics or related fields.
4. **Graduate study flexibility:** Some students planning to pursue graduate degrees in fields like law, political science, or public administration may prefer the broader academic exposure that a BA provides. Offering a BA allows the school to better serve those students.
5. **Interdisciplinary integration:** The BA in Economic Sciences could be structured to facilitate double majors or minors in non-STEM disciplines, such as psychology or philosophy, enabling students to blend economics with other interests in a cohesive way.

School of Economic Sciences
Bachelor of Arts in Economic Sciences
Assessment Plan

Learning Objectives

The B.A. degree program has four inter-related learning objectives.

1. Understand and be able to evaluate and apply economic concepts and methods; will think critically, integrate concepts, and evaluate results in performing economic analyses and will communicate effectively.
2. Graduates will be able to apply economic concepts, together with quantitative methods and technical information relating to the decision environment, to assist policy makers and target groups in evaluating economic trade-offs and in making rational economic decisions.
3. Graduates will also be capable of analyzing and evaluating broad economic and social problems concerning the allocation of individual, firm and social resources within their specific degree interest area.
4. Graduates will be capable of communicating the results of economic analyses in a clear, compelling, and informative manner.

Student Assessment

Student achievement of the learning goals will be assessed via evaluation of performance in coursework and successful completion of the Capstone Project.

Direct Measures of Student Learning

Capstone

Capstone: A common rubric is used by the faculty to assess all capstone projects each summer. Both semesters included in review.

- Assessment of principles courses: A common exam is composed for all sections of the principles courses. Since students majoring in Economic Sciences take these courses, this is relevant to assessment of majors. Both semesters included in review.
- Students are required to complete an internship, teaching practicum, independent research, or study abroad as part of the graduation requirement. For internships, the mentor evaluates the student at the middle and end of the internship, with a focus on the 9 areas identified by college internship coordinators:
 1. Appropriately applies academic knowledge to situations in the workplace.
 2. Is considerate of other values, experiences, and cultures different from their own.
 3. Understands key discipline-relevant concepts.
 4. Thinks critically (in-depth analysis of information).
 5. Thinks creatively (Innovate in imaginative ways).
 6. Clearly, concisely, and effectively communicates to supervisors, customers, and coworkers as appropriate, orally.
 7. Correctly analyzes and uses data analytics (graphs, charts, and other forms).
 8. Finds, evaluates, and uses information from various sources.
 9. Clearly, concisely, and effectively communicates so supervisors, customers, and co-workers as appropriate, in writing.

- Course-specific measures: All SES undergraduate courses specify core topics and learning goals specific to the course (linked to Program SLOs) and institute grading standards tied to these topics, so that a “C” or better requires a basic understanding of the core topics and an “A” indicates a complete mastery of these topics. Course outlines/syllabi are reviewed annually by the Director and/or Associate Director during annual reviews and the faculty have at least annual discussions at meetings about grading. Both semesters included in review.

Assessment Based on Courses

The courses in the B.A. degree are linked to the Learning Objectives and institute grading standards tied to these topics, so that a “B” or better requires a strong understanding of the material and an “A” indicates a complete mastery of these topics. Course outlines/syllabi are reviewed annually by the Associate Director during annual reviews and we have at least annual discussions at faculty meetings about grading.

Indirect Measures

Course evaluations items related to the overall course, and specific questions concerning student learning will be of particular focus. They will be reviewed after each semester.

Capstone- Students will use the same rubric that faculty use to self-assess their own performance and the performance of their peers.

The percentage of students who have a job in their field upon graduation will be collected and reviewed.

Quantitative Data, such as enrollment numbers and number of advisees will be collected by Associate Director and Advisor.

Use of Assessments to Improve Outcomes for Future Students

SES Undergraduate Committee will review the core topics and learning goals (including how the course contributes to the learning goals specified in this document), the means used to assess understanding, and the level of mastery achieved by students.

SES Undergraduate Committee will review the student outcomes and curriculum on a yearly basis.

Program Learning Outcomes					
		1. Graduates will be well trained in critical, integrative, and evaluative thinking: Graduates will be capable of analyzing and evaluating broad economic and social problems concerning the allocation of individual, firm and social resources within their specific degree interest area.	2. Graduates will understand economic concepts and quantitative methods: Graduates will be able to apply economic concepts, together with quantitative methods and technical information relating to the decision environment, to assist policy makers and target groups in evaluating economic tradeoffs and in making rational economic decisions.	3. Graduates will have strong communication skills: Graduates will be capable of communicating the results of economic analyses in a clear, compelling, and informative manner.	4. Graduates will develop depth, breadth, and integration of learning: Graduates will understand and be able to evaluate and apply economic concepts and methods; will think critically, integrate concepts, and evaluate results in performing economic analyses and will communicate effectively.
Required Courses	EconS 101	X			X
	EconS 102	X			X
	EconS 215	X	X	X	X
	EconS 302	X	X	X	X
	EconS 305	X	X	X	X
	EconS 310	X	X	X	X
	EconS 490	X	X	X	X

BACHELOR OF ARTS IN ECONOMIC SCIENCES

Year 1 - Fall	ECONS 101 [SSCI] Fundamentals of Microeconomics	3	Year 1 - Spring	ECONS 102 [SSCI] Fundamentals of Macroeconomics	3
	HIST 105 [ROOTS] The Roots of Contemporary Issues	3		ECONS 215 Data Management & Visualization	3
	ECONS 310 [QUAN] Statistics for Economists	4		ENGL 101 OR ENGL 105 [WRTG] College Composition	3
	UCORE*	3		UCORE [PSCI] W/LAB OR [BSCI] W/LAB	4
	UCORE*	3		UCORE*	3
Year 2 - Fall	H_D 205 [COMM] Developing effective Comm & Life Skills	4	Year 2 - Spring	ECONS 305 Intermediate Microeconomics w/out Calc	3
	UCORE	3		ECONS CONCENTRATION**	3
	ECONS 302 Intermediate Macroeconomic Analysis	3		ECONS ELECTIVE***	3
	ECONS CONCENTRATION**	3		UCORE*	3
	ECONS ELECTIVE***	3		ELECTIVE	3
Year 3 - Fall	ECONS CONCENTRATION**	3	Year 3 - Spring	ECONS CONCENTRATION**	3
	ECONS ELECTIVE***	3		ECONS ELECTIVE***	3
	ECONS ELECTIVE***	3		ECONS ELECTIVE***	3
	ELECTIVE	3		ECONS 495/497/499	3
	ELECTIVE	3		ELECTIVE	3
Year 4 - Fall	ECONS CONCENTRATION**	3	Year 4 - Spring	ECONS CONCENTRATION**	3
	ECONS 490 [CAPS][M] Economics Capstone	3		ECONS ELECTIVE***	3
	ENGL 301 [WRTG] Writing & Rhetorical Conventions or ENGL 402 [WRTG][M] Technical & Professional Writing	3		ECONS ELECTIVE***	3
	ELECTIVE	3		ELECTIVE	3
	ELECTIVE	2		ELECTIVE	1

*Must complete 5 of these 6 UCORE designations: [ARTS], [BSCI], [DIVR], [EQJS], [HUM], [PSCI]. One lab science (BSCI or PSCI) must be completed.

**Economic Concentrations: Agricultural Business, Business and Financial Markets, Policy and Law, or Independent (upon approval of advisor). Total of 18 credits.

***Economic elective are ECONS courses that are not used to fulfill major requirements.

Use Table 1 to report enrollment projections

Students	Year 1	Year 2	Year 3	Year 4	Year 5	2029
Headcount	45	80	105	130	140	160
AAFTE	45	80	105	130	140	160

**Note on Year "N": Please replace the letter "N" with the year in which you expect the program to reach full enrollment.*

Use the FTE Calculator below to convert Headcount to Annual Average FT for each year represented.

FTE Calculator					
Credit Hours	Fall	Spring	Total		
Per Student	Headcount	Headcount	Headcount	Total Credits	
15	45	45	45	675	Year 1
15	80	80	80	1,200	Year 2
15	105	105	105	1,575	Year 3
15	130	130	130	1,950	Year 4
15	140	140	140	2,100	Year 5
15	160	160	160	2,400	Year 6
Total	660	660	660	9,900	
Divide by 2 to get annual average				2	
Annual average credits				4950	
<i>Divide by 15 for undergrads or 10 for grad students. Enter 15 or 10 ></i>				15	
Annual average FTE				330	

DEMAND ANALYSIS TO ACCOMPANY NOTICE OF INTENT FOR NEW OR EXTENDED DEGREES

The information from this form will be used:

- In summary form in the Notice of Intent
- In the Financial Analysis spreadsheet
- In the New Degree Proposal form
- In the submission for accreditation to the Northwest Commission on Colleges and Universities after approval by the Board of Regents

Using the information you developed in the Demand Analysis Workbook, please complete the form below and submit with your Notice of Intent. You do not need to submit the Workbook itself.

Proposed Degree	B.A. in Economic Sciences	Location:	Pullman and Global
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1. Employer Demand

If you are extending a degree, or have a related existing degree, briefly summarize the employment outcomes for your graduates.

What is the state and regional employment demand for this degree?

Is long-term employer demand expected to grow, remain stable, or decline?

What is your evidence?

Answer here:

We currently offer a B.S. in Economic Sciences. We will keep the B.S. and we are wanting to add a B.A. in Economic Sciences. The reason for the B.A. is to give the students an option for a not so Calculus heavy option. With this change, we expect a rise in our major numbers. Our graduates often find roles in various sectors, including finance, government, consulting, non-profits and academia. According the Bureau of Labor Statistics, employment of economists is projected to grow 5% from 2023 – 2033, about as fast as the average for all occupations. About 1,000 openings for economists are projected each year, on average, over the decade.

Our department has created a new course that has already been approved, EconS 310 – Statistics for Economists. This course has already been approved as a [QUAN]. This will become the pre-requisite for EconS 302.



2. Competitors

Who are your competitors? What is their competitive advantage? Are competitor-institutions planning to introduce similar programs/expand existing ones? Why is your department/school able to provide the proposed new degree better than other WSU departments/schools or other universities?

Answer here:

In the Pacific Northwest, the following institutions offer a B.A. in Economic Sciences.

- University of Washington
- Portland State University
- University of Oregon
- Gonzaga University
- Pacific University

These programs all have different focuses than what we offer at WSU. Our B.S degree stands out according to U.S. Dept. of Education’s College Score Card, Bachelor’s degree. Our students enter the workforce at a higher salary.

CAHNRS, WSU

- Economics \$95,097
- Food Science & Technology \$70,646
- Natural Resources Conservation \$65,084
- Ag. Production & Tech \$61,466
- Apparel & Textiles \$57,364
- Human Development \$48,017
- Animal Science \$47,320
- Wildlife & Wetlands Science \$45,45

Carson College of Business, WSU

- International Business \$83,952
- Finance \$82,433
- Marketing \$82,094
- Mgt Information Systems (MIS) \$81,392
- Entrepreneurship \$77,036

<ul style="list-style-type: none"> • Business Administration \$69,669 • Hospitality Business Mgt. \$55,920 <p>Univ. of Washington</p> <ul style="list-style-type: none"> • Economics \$92,399

3. Student Demand

Describe the target market in light of regional population trends, especially in the target age group.
 What is the current number of students in existing programs in the proposed market area in this field? What is the potential number of students forecasted?
 What are the key characteristics of the market segment you seek? How will your degree serve their needs?

Answer here:	
<p>Our target market for the B.A. in Economic Sciences are students that are interested roles in various sectors, including finance, government, consulting, non-profits and academia and who are not strong in Calculus. We currently have 159 majors and 67 minors. Many of the minors have informed us that if there was less math, they would major in Economic Sciences. We are forecasting a 5% growth once we offer the B.A.</p>	

Expected FTE					
Year 1	45	Year 2	80	Year 3	120

How did you arrive at these numbers? How do they compare with your current enrollments in an existing degree or option, or related degree?

Answer here:

After talking with peer institutions and how their numbers increased over time in the B.A., we expect our major numbers to follow that trend. We currently have 159 students. We fully expect the numbers to decrease in the B.S. degree, but will increase over time in the B.A. to exceed our current major numbers.

4. Recruitment Plan

How and where are students going to find out about this program? Who will represent this department in its promotion activities? What specific venues can you use to promote an awareness of this new program? What means will be used to access and educate businesses, industry, agencies, and/or institutions about this offering?

Answer here:

Academic Coordinator will recruit and promote the new and existing degree. The academic coordinator will attend university recruitment events, community college career fairs, DECA and high school career fairs.

NEW PROGRAMS OR EXTENDING A DEGREE: ANALYZING LIBRARY CAPACITY

REVISED JULY 1, 2024

Complete this workbook to assess the adequacy of library holdings and services prior to filling in the New Program Proposal Template itself. You will transfer a summary of the key findings of the workbook to the new program/extending a degree proposal form.

The Faculty Senate Library Committee reviews all proposals for new degree and extended degree programs for adequacy of library holdings and services. To assist the committee in its deliberations, please address the topics below in your proposal in collaboration with the librarian(s) responsible for collection development in your discipline(s). The names of appropriate librarians are available from the Director of Libraries at 335-4558 or from your dean's office.

1. In specific terms, describe the adequacy of existing capacity:

Questions to ask:

- How adequate are the existing library collections for the proposed program?
- How adequate is the existing library equipment for the proposed program?
- How adequate are the existing personnel and services for the proposed program?
- How will this program contribute to the funding of existing serials, given their ever increasing costs?

Answer here:

The current college in our library currently serves the needs of all EconS students, current and proposed new degree. The current library staff currently serves the needs of all Econs students, current and proposed new degree.

The program does not propose to fund the library for this program.

Not sure how to answer the last bullet point.

2. What is the need for new library collections?

Areas to consider:

1. Serials (e.g., journals or indexes in print, electronic format, microform, etc.):
 - a. List new serials titles (and costs) that will be needed.
 - b. What funds have been designated for these titles and for the ongoing serials subscriptions?
 - c. Can any of your current serials subscriptions be cancelled to purchase the new titles?
 - d. What additional library equipment will be needed and how will it be funded (e.g., computers, desks/tables, etc.)?

2. Monographs (e.g., books in print, electronic format, etc.):
 - a. Will monographs need to be purchased?
 - b. Have continuing funds been designated for these and future purchases?
 - c. What additional library equipment will be needed and how will it be funded?

3. Media (e.g., DVDs, sound recordings, etc.):
 - a. Are media materials needed?
 - b. Have funds been designated?
 - c. What additional multimedia equipment will be needed and how will it be funded?

Answer here:

There is no need for additional library collections.

3. What new library personnel will be needed?

Questions to ask:

- Will specialized expertise be required to serve your new program?
- Will additional library staff or faculty need to be hired?
- If so, how will the position(s) be funded?

Answer here:

There will not need to be any additional expertise to serve our program. Additional library staff or faculty will not need to be hired.

4. What additional library services will be needed?

Questions to ask:

- To what extent will additional interlibrary loan services be required?
- Online network access?
- References services?
- Library user education?
- If additional services are needed, have funds been designated for this purpose?

Answer here:

There will not be any additional library services needed for the proposed degree.

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5. For programs offered away from the Pullman campus: To what extent will collections and services be provided from Pullman and to what extent by other campus or local libraries?

Answer here:
We currently have an online B.S. degree, the B.A. will use the exact same resources. No additional resources needed.

6. Are there any other library resource considerations (e.g., additional space)?

Answer here:
No additional library resources need to be considered.

Contact Information for Individual Completing the Library Analysis Form:

Name	{Shanna Hiscock}	Email Address:	{Shanna.hiscock@wsu.edu}
Phone:	{509-335-1667}		

Please summarize this information on the new Program Proposal Template.