

HSU Academic Program Criteria Academic Program in Economics

I. The Vision for Humboldt State University (Limit: 2 pages) [15%]

Describe up to 5 curricular or co-curricular features of the program that are consistent with the Vision of HSU, and indicate which aspect(s) of the Vision align with that particular feature. Please provide sufficient information such that an individual unfamiliar with your program will clearly understand the feature's relevance.

Study of Environment and Natural Resources, Vision Statement 1, 2, 4: Economics offers a curriculum that reflects one of the key points of pride for HSU. We offer Environmental & Natural Resources Economics, Economics of a Sustainable Society, and Energy & Climate Policy Economics, among others. These courses are crucial for preparing students to understand the major policy issues revolving around the environment. In other courses, we make an effort to talk about environmental issues. In U.S. Economic History, for example, we talk about the history of pollution abatement and the impact on the US in the Twentieth Century. Our “Pathway” system (see below) even allows students to embed a Natural Resources Planning Minor into the Economics major. Many of our majors go on to work in firms or government offices where they do environmental impact assessment.

Applied Student Research, Vision Statement 1, 3, 4, 5, 7, 8: Economics majors have many opportunities for research & scholarship. In the curriculum, we've built important learning outcomes in skills such as Excel usage, statistics, and writing. Students can use these skills under the supervision of a faculty member to produce research. The Department is continually alerting students to research opportunities. Students have acted as co-authors and research assistants on reports about local gasoline usage and healthcare, to salmon fisheries and waste removal, to restoring a local theatre, among others. Much of the student work is paid. The Economics Department works closely with the Office for Economic and Community Development to match outside requests for research with student talent.

Interdisciplinary Pathways, Vision Statement 2, 3, 4, 5, 6, 8: Our curriculum is built around “Pathways” that leverages resources and prepares students for life after HSU. All Economics majors take a “core” set of classes, but then they chose a Pathway that helps them fulfill their

goals. Pathways are coursework, usually equivalent to a minor, in Political Science, Applied Math, Computer Information Systems, Business, and Natural Resources Planning. Students have flexibility, however, and our majors have even minored in Art Studio and Women's Studies. This Pathway approach gets high ratings from our seniors on their exit surveys.

Service, Vision Statement 1, 4, 5, 6, 7, 8: Three of Economics' learning outcomes objectives are personal growth, independence, and reflection on civic engagement. To that end, we've built service into our curriculum. We developed a Service Learning Course in Sustainable Rural Economic Development. This course places students into field positions where they learn through active participation. We also created the "Service Legacy Project" that each senior must complete in the capstone course. This Project asks students to "give back" to the campus. Some students have collected important data, some have created outreach materials for the Department, some have worked to maintain ties with alumni, and others have created a monthly discussion forum where all HSU students can discuss topical issues.

Humboldt Economic Index, Vision Statement 1, 4, 5, 7: The Humboldt Economic Index is an example of the Department's commitment to economic development is one of the most visible endeavors of HSU in the community. Every month, two students, under the supervision of a faculty member, collect, analyze, and report local economic data. This online publication is widely read. The students usually serve for a year or two (until they graduate). While serving, they learn important skills in spreadsheet usage, Internet applications, analyzing data, and communicating with non-economists. Many of the Index student assistants have gone to graduate school, and they gain valuable experience with the Index. The Index is entirely sponsored by the outside community.

II. Demand (Limit: 1.5 pages per option, not including tables) [20%]

A. Internal demand for the degree program and courses in the degree program

1. Headcount Data

Major Academic Year (Fall/Spring) Average Headcount Summary									
Majors_overview_ECON report generated: 16-APR-08									
Major Code	Major Description	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
ECON	Economics	23	29	28	34	43	38	28	33
Total		23	29	28	34	43	38	28	33

Second Majors by Academic Year (exclusive of primary majors)									
Majors_overview_ECON report generated: 16-APR-08									
Major Code	Major Description	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
ECON	Economics	17	22	29	27	18	10	9	10
Total		17	22	29	27	18	10	9	10

Minors enrolled AY Average in Economics								
minors_enrolled_ECON report generated: 06-MAR-08								
CLASS	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Frosh	0	0	0	1	0	0	0	1
Soph	1	2	1	2	2	1	0	0
Jr	4	2	3	5	4	1	3	4
Sr	13	12	13	24	12	13	9	10
	17	15	17	31	17	14	12	15

Majors by Sex and Ethnicity									
Majors_overview_ECON report generated: 16-APR-08									
SEX	Ethnicity	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Female	Asian	1	1	1	1	1	1	0	0
	Black	0	0	0	0	0	0	0	1
	Hispanic	0	0	1	2	2	2	2	2
	White	4	2	6	6	6	6	6	5
	Other	0	1	0	1	2	4	4	1
	Unknown	1	2	1	3	4	6	3	2
sum		6	5	8	12	15	18	14	10
Male	Asian	1	0	2	0	0	0	0	0
	Black	1	0	1	1	1	0	0	0
	Hispanic	0	0	0	1	1	2	4	7
	Native Amer	2	2	1	1	0	0	0	0
	White	9	16	12	16	21	16	10	14
	Other	0	1	1	2	3	2	0	1
	Unknown	5	5	4	2	3	1	1	2
sum		17	24	20	22	28	21	14	23

Economics (with options) Degrees Awarded (incl. primary and second majors)								
degrees_awarded_B_ECON report generated: 25-JUN-08								
MAJOR	AY 99/00	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07
Economics	8	5	16	21	18	27	23	15
sum	8	5	16	21	18	27	23	15

Economics Degrees Awarded by Sex and Ethnicity (incl. primary and second majors) degrees_awarded_B_ECON report generated: 25-JUN-08									
SEX	Ethnicity	AY 99/00	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07
Female	Asian	0	0	0	0	0	1	1	1
	Hispanic	0	0	0	0	0	1	0	0
	Native Amer	0	0	0	1	0	0	0	0
	White	3	2	3	2	6	5	4	1
	Other	0	0	0	0	1	2	0	4
	Unknown	0	0	1	2	0	1	4	2
sum		3	2	4	5	7	10	9	8
Male	Asian	0	0	1	0	0	0	0	0
	Black	0	0	0	0	0	1	0	0
	Hispanic	0	0	1	0	1	1	0	1
	Native Amer	0	0	0	1	1	0	0	0
	White	4	2	7	12	9	9	12	5
	Other	1	0	0	0	0	1	1	0
	Unknown	0	1	3	3	0	5	1	1
sum		5	3	12	16	11	17	14	7

Minors Awarded by Year in Economics minors_awarded_ECON report generated: 25-JUN-08								
MINOR	AY 99/00	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07
Economics	5	7	14	8	22	5	4	10

2. FTES by Course Code

FTES taken in Economics classes by Majors (AY 02/03 - AY 07/08) course_ftes_smry_ECON report generated: 30-JUN-08								
SUBJ	Course level	Student Major	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
ECON	Lower-div	Business Administration	16.2	14.8	12.0	11.1	12.9	13.7
		Undeclared	3.4	4.1	3.1	3.5	3.9	4.0
		Psychology	.6	.5	1.1	.4	1.3	1.7
		Business Administration-MBA	.8	2.0	.8	.8	.3	1.7
		Liberal Studies-Recreation Adm	1.7	1.9	2.0	1.5	1.3	1.5
		Biology	.6	1.0	1.2	1.0	1.1	1.4
		Art	.5	1.1	.7	.8	1.2	1.3
	Sub-total		33.7	40.1	31.8	31.0	32.5	39.9

FTES taken in Economics classes by Majors (AY 02/03 - AY 07/08)								
course_ftes_smry_ECON report generated: 30-JUN-08								
SUBJ	Course level	Student Major	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
ECON	Upper-div	Business Administration	25.5	25.9	19.5	12.4	13.5	13.6
		Economics	4.8	8.0	11.1	10.5	7.6	7.9
		Liberal Studies-Elementary Ed	7.5	7.5	5.7	5.0	5.5	4.9
		Environmental Science	5.9	7.5	6.5	6.9	5.5	4.2
		IS-INTL- International Studies	1.2	.7	1.2	1.9	2.0	2.2
		Environmental Resources Engr	.3	.0	.3	.1	.4	1.6
		Nat Resources Plng & Interpnt	2.4	1.2	1.5	1.1	1.0	1.4
		Political Science	.4	.1	1.0	1.1	1.0	1.4
	Sub-total		56.0	59.9	56.4	50.9	49.5	48.3

FTES taken in Economics classes by Majors (AY 02/03 - AY 07/08)								
course_ftes_smry_ECON report generated: 30-JUN-08								
SUBJ	Course level	Student Major	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
ECON	All Levels	Business Administration	41.7	40.8	31.6	23.4	26.4	27.3
		Economics	5.6	10.1	12.3	11.4	8.2	9.1
		Liberal Studies-Elementary Ed	8.1	7.8	6.2	5.5	5.5	5.4
		Environmental Science	6.4	8.0	6.9	6.9	5.9	5.3
		Undeclared	4.2	4.9	4.0	4.2	4.7	4.6
		IS-INTL- International Studies	1.5	.9	1.3	2.3	2.4	2.9
		Environmental Resources Engr	.8	.2	.8	.7	1.1	2.4
		Political Science	.9	1.5	1.4	2.3	1.7	2.3
		Business Administration-MBA	.8	2.0	.8	1.0	.3	2.3
		Psychology	.7	.9	1.2	.8	1.7	2.1
		Liberal Studies-Recreation Adm	1.7	2.2	2.3	1.8	1.9	2.1
		Biology	1.0	1.2	1.5	1.2	1.6	2.0
Total			91.9	101.8	92.0	85.7	82.3	89.7

3. Service to other HSU program/options

Document other HSU programs/options (including, GE) with required coursework from your program

Other HSU program/option name	Courses required List course number and units	Restricted elective courses List number and units
LS Elementary	Econ 320, 3 units	

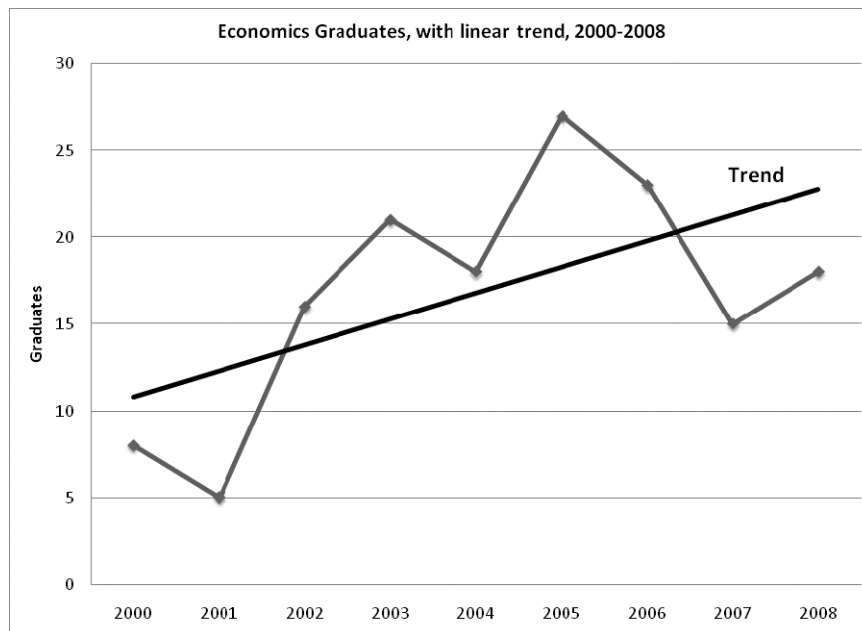
Education		
History, Social Science Secondary Education Track	Econ 320, 3 units	Econ 323, 3 units
Bus Admin, Accounting	Econ 210, 4 units	Econ 310, 4 units
Bus Admin, Finance	Econ 210, 4 units	Econ 435, 4 units
Bus Admin, Marketing	Econ 210, 4 units	Econ 310, 4 units
Bus Admin, Intern. Bus	Econ 210, 4 units	Econ 305, 4 units
Bus Admin, Managmnt	Econ 210, 4 units	Econ 309, 4 units
Business Education	Econ 210, 4 units	Econ 309, 3 units Econ 310, 4 units Econ 311, 4 units Econ 323, 3 units Econ 423, 3 units Econ 435, 4 units Econ 480, 3 units
Business Minor		Econ 104, 3 units
MBA	Econ 210, 4 units	
International Studies, European Studies		Econ 305, 3 units Econ 306, 3 units
International Studies, Globalization		Econ 305, 3 units Econ 306, 3 units Econ 309, 3 units Econ 315, 3 units Econ 423, 3 units
International Relations Minor		Econ 306, 3 units
Peace and Conflict Minor		Econ 306, 3 units
German Studies Minor		Econ 306, 3 units
MA Social Science		Econ 570, 4 units
Liberal Studies		Econ 306, 3 units
MS Environmental Systems	Econ 580, 4 units	
Environmental Ethics Minor		Econ 309, 3 units
Environmental Science, Energy and Climate	Econ 104, 3 units Econ 580, 3 units	
Environmental Science, Environmental Policy	Econ 104, 3 units	Econ 309, 3 units Econ 423, 3 units
Fisheries Biology, Freshwater		Econ 423, 3 units
Fisheries Biology, Marine		Econ 423, 3 units
Watershed Management Minor		Econ 423, 3 units

Forestry, Forest Resource Conservation		Econ 423, 3 units
LD Area D GE		Econ 104, 3 units
UD Area D GE		Econ 305, 3 units Econ 306, 3 units
CWT (area D only)		Econ 309, 3 units
History Institutions		Econ 323, 3 units
DCG		Econ 306, 3 units

4. Comment on the internal demand **FOR EACH OPTION** of the Major. Explain any significant changes in internal program demand over past 7 years. Provide any additional relevant information of internal demand.

Economics

We believe that “graduates” is a better measure of internal demand than “majors” since many students switch their major or do not graduate from HSU. In fact, the largest single major at HSU is “undeclared.” The degree that the student actually earns is the degree that they felt is worthwhile enough toward which to complete all coursework. The number of Economics graduates has a strong upward trend since 2000, with some normal annual fluctuations. The most recent data from Analytical Studies shows that 18 Economics majors graduated in 2008.



Comparing the average number of annual graduates over the eight years 2000-07 from the Analytical Studies website, Economics averages (17) graduates per year, which is *slightly less* than Fisheries Biology (20), LS Child Development (20), Music (18) and Spanish (17), and *slightly more* than Botany (16), Religious Studies (16), International Studies (15), and

Philosophy (12). Economics has exactly the number of majors one would expect in a CSU campus of our size. In the CSU system, Economics majors are 0.64% of all majors, and at HSU they are 0.65%. This is derived from CSU system-wide data downloaded 2006-07. These data show that for the whole CSU system, Economics is ranked 33 out of over 250 unique majors by size. There are 2,156 Economics majors in the CSU, slightly below Theatre Arts (2,474) and Chemistry (2,192), and slightly above Music (2,126) and Spanish (1,757).

The first two tables above under “Headcount” break out the “primary” and “secondary” majors (Note: most students are unaware of “primary” or “secondary” designation, and this labeling indicates the order in which students declared their majors, not necessarily the significance or value that the student places on each major). The total sum of all Economics majors in each year is shown below. Using program data from Analytical Studies on the total of primary and secondary majors from 2000-01 to 2007-08, Economics averaged 50 majors per year, which is less than Religious Studies (59) but more than Applied Technology (48), Oceanography (43), and Native American Studies (27). There was a two-year drop in graduates and major starting 2005/06, before the trend started to resume upwards, due to the fact that the Economics and Business curricula diverged after separation, and it became more “expensive” for students to get a second major. Today there are few second majors in Business.

Total Major Academic Year (Fall/Spring) Average Headcount Summary (primary + secondary majors)									
Major	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08	Fall 08
Economics	40	51	57	61	61	48	37	43	44

Economics was in the top ten minors awarded in 2006-07 and only six disciplines had higher numbers. Using Analytical Studies website data since 2000-01, Economics averages the 12th greatest number of minors out of 89 programs that awarded minors. *When students become Economics majors, they stay Economics majors.* Using Analytical Studies website data on the Net Change to the major because of “Major Change” since 2003, if one creates a “net major change rate” by dividing net additions by the number of original majors (the sum of Economics freshmen and transfers) then Economics is ranked 4th out of 39 departments. *When students become Economics majors, they finish their degrees.* Using Analytical Studies website data on the number of HSU dropouts by department since 2003, if one creates a “dropout rate” by

dividing dropouts by number of majors (the sum of Economics freshmen, transfers, and those changing to the major) then Economics is ranked 4th out of 39 Departments (same as the net major change rate). *The Economics major is an “upper division” program.* About twice as many transfer students come in as Economics majors as compared to freshmen. There is only one lower division Economics course required for our majors, ECON 210.

B. External demand for “graduates” from the program

Imagine you are answering a parent’s question about job prospects and the demand for graduates of your program/option. Describe evidence of external demand for this program. Evidence may be cited from one of the following sources: the State of California <http://www.labormarketinfo.edd.ca.gov/>, the US Department of Labor <http://www.bls.gov/OCO/>, the National Association of Colleges and Employers, <http://naceweb.org>. Evidence may be cited from an additional source from, for example, a professional society relevant to your discipline.

Economics

External demand for Economics majors is outstanding. The <http://naceweb.org> *Job Outlook 2007 Survey* lists Economics as one of the “Top Ten Most in Demand” majors that employers are seeking. Others in the top ten are business, engineering, and computer science.

An important measure of whether a particular major is “needed” is the entry-level wage, which will be highest if the demand for the major is strong and the supply of graduates is low. The <http://naceweb.org> *Winter 2007 Salary Survey* lists Economics as having the fourth highest average starting salary offer among over 100 different majors. A quick look at the <http://naceweb.org> *Summer 2007 Salary Survey* shows that among majors offered at HSU, only computer science majors have higher starting salary offers. Offers for Economics majors average \$48,483 nationwide, while they average considerably less for Nursing (\$44,492), Environmental Science (\$38,336), Biology (\$34,953), Elementary Teacher (\$34,565), and English (\$32,553) majors.

Economics is an extremely versatile degree that gives majors a skill set with wide applications. The <http://www.bls.gov/OCO/> says that “many workers with economic backgrounds will work in related occupations with more specific job titles, such as financial analyst, market analyst, public policy consultant, researcher or research assistant, and purchasing manager.” It also says that

“individuals with a background in economics should have opportunities in various occupations”
and that “the demand for workers who have knowledge and skill in economics is projected to
grow faster [than the average for all occupation]”

III. Program Quality (Limit: 6 pages, not including tables) [30%]

A. Students

1. For undergraduate programs

Economics (with options) Mean GWPE Scores (incl. primary and second majors) degrees_awarded_B_ECON report generated: 25-JUN-08								
MAJOR	AY 99/00	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07
Economics	17.3	17.4	16.4	16.3	18.8	17.1	16.8	15.9
Overall	17.3	17.4	16.4	16.3	18.8	17.1	16.8	15.9

Provide evidence indicative of program quality related to student learning (e.g., patterns of student achievements in discipline-specific contexts such as special honors or awards, publications, presentations; passing rates on professional examinations; proportion of students who are admitted to graduate school and/or employed in a disciplinary field; and so on – as appropriate for your discipline).

Student Publications and Reports: “Ethanol and Competition in a Rural Gasoline Market: A Descriptive Case Study of Eureka, California,” *Northwest Journal of Business and Economics*, 2006; and “Economic Impact of Healthcare Providers in Del Norte County,” Report Contracted by the Del Norte County Supervisors and administered by the California Center for Rural Policy, 2007. Student Awards: Humboldt State University Award for Excellence in an Academic Discipline, CPS, 2008; CSU Student Research Competition Finalists, Sacramento 2005-06. 3 Student Presentations at local Rotary Clubs and Economic Forums. The most recent survey of our alumni indicate that nearly 50 percent went on for *graduate training* in economics or some other related field of study.

B. Faculty

1. Provide evidence of teaching effectiveness and commitment to continuous improvement of teaching. Include, for example, engagement in professional development for teaching (including around campus themes on learning outcomes and diversity, and on accessibility training), program approaches to ensure quality, and/or recognitions, honors, and awards for excellence in the classroom as appropriate for your program.

Faculty have: won an HSU Student Disability Center Recognition Award (2); participated in the Accessibility Institute; learned software called Aplia for economics classes and held a workshop

for the rest of the faculty; learned how to use IMPLAN economic impact software and held a workshop for other faculty; participated in the writing across the curriculum initiative, the recent accessibility institute; and were members of UCC, WASC II Diversity reports, and Ed Policies. Faculty were also instructors at two national summer economics workshops for high school teachers and high school students; professionally reviewed textbooks for publishers; are on the GE, CWT, DCG, and Institutions assessment committees; developed a service learning economics course, Econ 470/570; were invited External Program Reviewers for two peer institutions; are on interdisciplinary curricular committees, such as environmental studies and international studies.

2. Evidence of faculty engagement in scholarship/creative activities and service. (Express as a percentage of full-time or FERP faculty members **affiliated with the program**. For example, if 9 of 10 faculty affiliated with your program gave a paper at a professional meeting in 04/05, then enter 9/10 = 90%.) This table is to be completed by the department.

Scholarship/Creative Activities/Service	05/06	06/07	07/08
At least one peer-reviewed publication or creative product	2/3 =67%	3/3 =100%	2/3 =67%
At least one funded grant or contract related to scholarship	3/3 =100%	3/3 =100%	3/3 =100%
Invited participant or leader of workshops, expert panels, or task forces	1/3 =33%	1/3 =33%	2/3 =67%
At least one presentation (paper, poster, exhibition, etc.) given at a professional society meeting	2/3 =67%	0/3 =0%	0/3 =0%
Professional service activities at a regional or national level	3/3 =100%	2/3 =67%	2/3 =67%
Service on at least one university or college-level committee (at least 1 hour/wk avg.)	1/1 =100% (2 on sabbatical)	3/3 =100%	3/3 =100%

3. Provide explanations of the data above and/or descriptions of the patterns of faculty engagement in scholarly and/or creative activities and service as appropriate for your program.

Recognitions 2005/06-current: Humboldt State University Scholar of the Year, 2005; American Planning Association award for economic development planning; Best refereed journal article award, Association of Natural Resource Extension Professionals. Publications 2005/06-current: "Apartment Rents and Locations in Portland, Oregon A Comparison: 1992 – 2002," *Journal of Real Estate Research*; "Ecological and Economic Services Provided by Birds on Jamaican Blue Mountain Coffee Farms," *Conservation Biology*; "Ethanol and Competition in a Rural Gasoline Market: A Descriptive Case Study of Eureka, California," with Lara Remke (economics major), *Northwest Journal of Business and Economics*; "Performance When It Counts? The Myth of the Prime-Time Performer in Professional Basketball," *Journal of Economic Issues*; "Derby Fisheries, Individual Quotas, and Transition in the Fish Processing Industry," *Marine Resource Economics*; *Environmental and Natural Resources Economics: Theory, Policy and the Sustainable Society* 3rd edition; "Teaching Sustainable Rural Economic Development Using Service-Learning Pedagogy" in monograph *Using Service-Learning to Teach Sustainability*; "Economic Structure of California's Commercial Fisheries." *Technical Report, California Department of Fish and Game*. "Cost and Revenue Characteristics of the Salmon Troll Fisheries in California and Oregon." *Technical Report, National Marine Fisheries Service*; "Economic and Social Considerations for Wave Energy Development in California." In P. Nelson and L. Engeman (eds.) *White Paper on the Potential Effects of Wave Energy Development in California*; "Real Estate Economics," invited chapter in *21st Century Economics: A Reference Handbook*, Rhona Free, ed., Sage; "EconData Update" Internet-based economic education feature published on the *Cengage Learning website*. Presentations 2005/06-current: "Fiscal Redistribution by Age and Generational Inequality in the Twentieth Century," presented at *the Social Science History Association Annual Meetings* in Portland, Oregon; "Derby Fisheries," *Western Economic Association Annual Meetings*, Denver, Colorado; "Economic Impact and Input-Output Analysis" *HSU Mathematics Colloquium*; "Obstacles to change," *Focus the Nation* campus presentation; "Economic and Social Considerations for Wave Energy," campus presentation. Grants and contracts 2005/06-current: "Structure and Impact of California's Commercial Fisheries," California Department of Fish and Game. \$150,000; "Economic Impact

Report of the Ingomar Theater Restoration.” \$6,000; “Market Assessment Work Plan,” California Integrated Waste Management. \$50,000; “Economic Impact Report of loans made by Arcata Economic Development Corporation.” \$900; “Economic Impact of Healthcare Providers in Del Norte County,” with Julia R. West (economics major). \$35,000; “Economic Structure of the Salmon Troll Fishery in California and Oregon,” National Marine Fisheries Service. \$50,000; “Humboldt Economic Index,” \$15,000.

4. Provide evidence for faculty mentoring of students. Include, for example, approaches to advising, directed study or research, and/or clubs or student professional chapters that involve faculty mentorship.

Faculty supervised research of students: “Is There a Housing Bubble in Humboldt County? The Housing Market in a Rural California Region, 1989-2004,”; “The Economic Structure of the Salmon Troll Fishery in California and Oregon, 2007-08,” NOAA Fisheries; “Market Plan, 2006-07,” California Integrated Waste Management Board. “Zoning and Housing Prices in Humboldt County.”; “The Economic Structure and Impact of California's Commercial Fisheries, 2007-09,” California Department of Fish and Game. Economic faculty member advises the Business & Economics Student Club, and organized a trip to the San Francisco Federal Reserve Bank and an employment firm. Economics has developed a service learning course, Econ 470/570, that places students in the community and the faculty provide guidance on those service learning projects. Two Economics faculty advise International Studies Globalization majors including advice on articulation for classes taken during study abroad and evaluation of a “culminating” project. A faculty mentors two students the Humboldt Economic Index.

5. Other evidence of quality indicators related to faculty that may not be listed elsewhere, including, for example, faculty diversity within the program.

Economics faculty have been interviewed over three dozen times since 2005 by local and regional print, television, and radio media about the economy. Economics faculty are one of the most quoted of all HSU faculty. A faculty member was chosen from a pool of about 100 applicants for a full time one year research economist position at the American Medical Association. Women are a minority in the Economics field and we have one full time woman and one female adjunct as well as one Asian adjunct. Faculty work with local development

agencies on projects such as the Economic Development Strategic Plan for the cities of Arcata, Fortuna, and Rio Dell. Economics created the Housing & Real Estate Economics Webpage.

C. Curriculum (differentiate by option, if appropriate)

1. Writing and oral communication learning outcomes

Describe how written and oral communication skills are included in your program.

Economics includes these two outcomes among our stated Competencies: B.4. Communication Competencies – Ability to effectively communicate in both oral and written modes [Effective oral multimedia presentations (three-to-30 minute presentations) ; Effective written communication ; Other (e.g., posters for poster session)]. An Economics faculty member was on the “writing across the curriculum” committee. There is a “communication” component to all of our courses, from daily “five-minute papers” in Economic History to term papers in Intermediate Microeconomics to semester-long group project poster sessions in Economics of a Sustainable Society to PowerPoint Presentations in Economics of the Developing World.

2. Assessment

[Data on program progress with assessment tasks will be provided from the Faculty Associate for Assessment]

Provide 2 examples of how you have used results of assessment of your program’s student learning outcomes to adapt, enhance, or affirm your program’s curriculum.

We developed our Learning Competencies in Fall, 2004 and have already had 3 faculty retreats to discuss our assessment data. We have also developed a capstone course, Econ 490 that builds assessment into the curriculum in the form of a portfolio self-assessment, exit survey, and core examination. Economics faculty have participated in CSU system wide Economics assessment workshops. Economics also has a very large assessment load, because its faculty participate not only in Economics major assessment, but also Area D GE, Institutions, and soon CWT and DCG. One of our faculty members was also the CPS assessment liaison last year. The first example of using assessment results is monitoring our new one semester principles course, Econ 210. After assessment we decided to work on a standard syllabus for faculty, require Aplia to augment student learning, and also to have dedicated student tutors to help. The second example is in our variable 3-4 unit structure for our majors, by which they share class time with non-majors in some courses, but then have an extra hour of contact of more advanced materials. By

the third assessment retreat, we found strong support for this curriculum, probably because the faculty shared ideas with one another and “zeroed in” on how to best approach the fourth hour.

3. Accreditation (if applicable)

If the program is accredited, describe the need for this accreditation and its impact on the quality and composition of the curriculum of the program.

N/A

4. Relevance and innovation

Provide evidence through examples that demonstrate a curriculum that is relevant, innovative, forward looking, responsive to changing trends, and equips students to function in a diverse, global context.

Economics faculty designed a curriculum to prepare our undergraduates for employment and graduate school by giving them valued skills. The variable 3-4 unit structure (where in some elective classes, majors and non-majors share three contact hours per week, but majors then meet for an extra fourth hour) is a curricular innovation that resolves the ongoing challenge of a modest-sized major of having to co-enroll both majors and non-majors in the same class. The 4th unit depth of experience allows the instructor to provide a more sophisticated and rigorous experience to the majors (and minors), while the 3 unit lecture can address a broader set of issues accessible to all. This is also the least expensive way to deliver rigorous and targeted content to both majors and non-majors. Economics has also developed three courses in response to changing CSU and global priorities. We developed a service learning course, Econ 470/570: Sustainable Rural Economic Development, which analyzes rural economic development strategies and features case studies, local speakers, field trips, and practical community experience. We have also developed a capstone course, Econ 490, which embeds learning assessment. Students must self-assess their outcomes using a portfolio, they must take a common exam, and they fill out an exit exam. They also write a resume and meet with the Career Center. Thirdly, a faculty member on sabbatical developed a course on Energy Economics and Climate change. This course is required by undergraduate and graduate programs in environmental science. In Fall 2008, students in two upper division Economics courses will conduct a half-day mock monetary policy simulation that is supervised by the professors San Francisco Federal Reserve Bank Economists.

5. Interactions between graduate and undergraduate programs (if applicable)
If this is a graduate program, what opportunities for undergraduates result (or are lost) by virtue of the graduate program.

Economics does not have a graduate program, but our courses are used in other graduate programs. MBA students must take (as a prerequisite) Econ 210: Principles of Economics. The Environmental Systems MS, Energy, Environment, and Society Option require Econ 580: The economics of energy and climate policy. Econ 570: Economics of Sustainable Rural Development is an elective in the MA in Social Science (Environment & Community). All tenured Economics faculty members have taught graduate courses at HSU.

6. Program uniqueness
If your program provides unique educational opportunities or course content that is found at few or no other CSU institutions, please describe this uniqueness.

We have a service learning course on sustainable rural economic development and we provide strong linkages with Environmental and Natural Resources Planning and Policy. We have Pathway system (see section I)

7. Opportunities for undergraduate scholarship/creative activities/service
Estimate the percentage of your undergraduate majors that participate in scholarship/creative activities/professionally-related service, and provide some illustrative examples of such activities. Can students receive academic credit for these activities and have them counted toward undergraduate major requirements?

One important feature of the Economics major is the close contact with faculty. Every Economics major who wants to work on applied research with faculty has been accommodated. About one quarter to one third of Economics majors participate in a significant research project, often as co-authors or research assistants (see examples above). Students can earn course credit through our service learning course. Economics majors (and others) are invited to a monthly Economics Discussion Forum where we discuss an academic paper or article of interest. This attracts from one to two dozen students. We also have an Occasional Lecture Series where we bring speakers to campus, including recently Christopher Thornberg, PhD, Beacon Economics and formerly of UCLA Anderson Forecast in and Gary Zimmerman, senior economist at the Federal Reserve Bank of San Francisco in.

D. Affiliations/Equipment/Facilities/Environment

1. Affiliations

Some academic programs are affiliated with on-campus or off-campus centers, units or institutes that bring important benefits to programs. For any such center/unit/institute, please provide (1) the name of such center/unit/institute, and very brief descriptions of (2) the purpose of the center/unit/institute, (3) the nature of your program's affiliation with the center/unit/institute, and (4) the benefits accruing to your program/major from your affiliation with this center/unit/institute. Units/centers/institutes may be public (HSU, CSU, local, state, federal) or private.

The strongest affiliation that the Economics major has is The Humboldt Economic Index (see section I). The HSU Office for Economic and Community Development unites off campus community and business interests with faculty and students on campus. An Economics faculty member founded OECD and all of the Economics faculty have worked on projects funneled through OECD. Our Service Learning students in Econ 470 have found a lot of outside placements with the help of OECD. Economics faculty supplied input into the initial grant for California Center for Rural Policy at HSU and an Economics faculty and student were authors on one of the first CCRP reports. With training in health economics and our service learning requirements, we expect even more interaction between our students and CCRP in the future. The off campus Center for Environmental and Economic Development works on grant projects from renewable energy, to sustainable energy use, to green building production. An Economics faculty has been on the board of directors and an Economics adjunct spent almost ten years as the executive director. A handful of Economics majors have worked on CEED-funded projects. An Economics faculty member collaborates in the area of energy and climate policy with colleagues associated with the HSU Schatz Energy Research Center.

2. Facilities and resources

Provide a brief listing of your most important facilities, equipment and information/library resources, and describe the degree to which the current facilities, equipment and information/library resources affect program quality.

The facility and resource needs of the Economics Major are modest and inexpensive. We require the typical workstation setup and smart classrooms. Sometimes specialized software is required, such as IMPLAN economic impact software, but to date that has been paid for with outside funds.

3. Unique local and regional environment

Describe how the program takes advantage of the unique local or regional social, cultural and/or natural environment available to students and faculty at HSU. (Do not include items listed under D1.)

The Economics major at HSU benefits from the social and environmental reputation of the campus. Arcata's "small urban" location also allows Economics majors to make a real difference in the community and the faculty and students are often experts on local policy issues, from real estate to local business conditions to the economic impact of policy. Economics majors conduct research on local economic development planning. The size of the community is in many ways "just right" in the sense that there is enough to offer research and service learning opportunities for our students yet it is not too big as to attract a lot of private or government involvement with which Economics faculty and students would need to compete. The study of natural resource economics thrives in this coastal and forested location, and there have been collaborations on fisheries economics and policy, and on the economics of wildlife conservation, among others. Our focus on sustainable natural resource use and economic development is also sharpened in this location.

IV. Investments, Revenues, and Efficiencies (Response Limit: 2 pages of narrative, not including tables) [20%]

A. Program Investments

1. Program Investment – Degree Requirements

Enter the total number of required course units (as listed in the catalog) for this academic program, and then the number of required course units for this academic program that are from the primary course code associated with your program. Provide a total for each option if appropriate.

Student Units

Total required Program SCUs	55-56	Required Program SCUs in the primary Course Code	26
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Using HSU data on average total units required in each program, Economics is ranked below the median and mean in terms of units required in the curriculum. The HSU range was between 33 units required and 105 units. The total number of units required by the Economics major is the 36th fewest units out of 88 programs.

The Economics minor requires 16 units.

Weighted Teaching Units (WTU's)

Total the number of WTUs required to teach 1 section of each of the required courses in the program. If there are lists of restricted electives (e.g., take 1 of the following 3 courses), then choose a representative course from the list. For required S-factor courses, estimate the typical number of WTU's assigned to a faculty member who teaches the course. Again, differentiate by option if appropriate.

Total Required Program WTUs	55-56	Required Program WTUs in the primary Course Code	26
-----------------------------	-------	--	----

2. Program investment – by Minimum Weighted Teaching Units required to offer coursework so students can make reasonable progress toward their degree.

Complete the table below using the definitions that follow. Include additional columns as needed for additional options.

Total WTU in Course Code	WTU for GE and service to other academic Programs	WTU for Major Option 1	WTU for Major Option 2	WTU for Major Option 3
172	82	90	N/A	N/A

Total WTU in Course Code: Sum up the total number of WTU that were used to teach courses in the primary course code associated with your academic program over the past two academic years. Exclude remedial courses.

Service to GE and other Academic Programs: Enter the total number of WTU that were used over the past 2 years to meet service demands imposed by students outside the major. (In other word, if 8 sections of Egyptology 301 have been offered over the past 2 years, but if 2 sections over the past 2 years would have been sufficient for the Egyptology majors, then count 6 sections of Egyptology, and the associated WTU, in this category.)

WTU for Major Option (s): Sum up the non-service WTU for the set of courses in the course code associated with your program that you would need to offer over a two year period to accommodate progress toward degree for your program students.

Notes: 1) In programs with multiple options, courses common to the multiple options should be included in all options. Hence the entries to the right of the "Total" entry will not sum to the total. 2) Do not pro-rate WTU's by the percentage of students in a particular section of a course that are majors. Include the course in the count if it must be offered during a 2-year period for students to make progress toward their degree. The 4-year major plan for Freshmen may be useful.

3. Program Investments – by staff allocations.

Estimate the percent of departmental expenditures for staff positions that can be attributed to this academic program. Provide an explanation, as appropriate.

	Major Program
Percents of Staff FTEF	80%

Staff FTE

	1/31/2004		1/31/2005		1/31/2006		1/31/2007		1/31/2008	
ECONOMICS	Count	Sum	Count	Sum	Count	Sum	Count	Sum	Count	Sum
R07	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50

	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50
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The staff spends most of the time on the Economics major.

4. Program Investments – Other annual costs.

Provide dollar estimates for other program costs by the following categories. Annualize periodic costs (equipment purchases or facilities upgrades) as necessary. Include an explanation, if appropriate. Do not include costs for commonly used items (smart classrooms, faculty workstations, etc.).

Category	Estimated Cost
Equipment (including maintenance)	\$0
Instructional Supplies	\$0
Temporary Help (graders, lab assistants, GA's, etc.)	\$500

5. Program Investments – accreditation [if applicable]

If this program is accredited, describe how this accreditation effects program costs.

N/A

B. Gross Revenues

Revenue	05/06	06/07	07/08
DEPARTMENTS COMPLETE THIS SECTION			
Fundraising/donations	\$1,113	\$904	\$1,584
Extended Education	\$878	\$508	\$250
Student fees	0	0	0
Instructionally Related Activities (IRA)	0	0	0
Instructionally-related grants	0	0	0
Grants and contracts to P.I.s	\$50,900	\$191,000	\$50,000
Other revenues	\$5,000	\$5,000	\$5,000

Provide an explanation for how these revenues support the academic program.

The fundraising and donations are individual donations to our scholarship and department trusts. Grants and contracts are the total amounts of the contracts where faculty are PIs or co-PIs. The

“other revenues” is the annual contributions to the Humboldt Economic Index by our five sponsors.

C. Efficiency

1. Efficiency – By SFR for course code

Academic Year Averages	Subject	02/03	03/04	04/05	05/06	06/07	07/08
SFR	ECON	23.05	24.07	21.71	24.96	22.24	28.36
FTEF	ECON	3.99	4.24	4.24	3.44	3.70	3.17

SFR SUMMARY	02/03	03/04	04/05	05/06	06/07	07/08
AHSS	20.36	22.05	21.94	20.61	21.19	22.91
CNRS	15.66	16.90	17.17	16.04	16.82	18.28
CPS	15.12	16.29	15.68	15.22	20.80	25.33
UNIVERSITY TOTALS	17.28	18.65	18.57	17.52	19.32	21.43

Explain any substantial changes in SFR. Also explain why this SFR differs from the college and/or university SFR. What efforts have been made over the past few years by the program to improve this measure of efficiency? Use the data under part IV.E. as appropriate.

SFR is critical to funding a University, and high SFR programs reduce costs for the entire university. Using data from the last six years from the Analytical Studies website, Economics is ranked 13th out of 67 subjects in terms of highest SFR. Using CSU system data from the last decade, HSU Economics has the highest SFR of the six similar-sized programs at other CSU campuses in terms of economics faculty.

The high Economics SFR is due in part to our curricular efficiency, whereby we blend courses that serve different degree programs on the campus. We have few small majors-only classes or labs and do not have a graduate program or a stand alone minor program. We do not have S-factor classes. Our faculty historically get no release and they teach 12 WTU.

2. Efficiency – Other views.

The Prioritization Task Force will examine the data given under section IV.A and B in terms of the overall production (e.g. number of majors, number of graduates) in the program. Please comment if appropriate.

Economics has one of the lowest average cost-per-FTES ratio at HSU. Using data from the Analytical Studies website on cost per FTES over the three years from 2004-05 to 2006-07, Economics had the 10th smallest cost of 42 departments. The average cost per FTES in Economics was \$4,344, which is slightly higher than World Languages and Cultures (\$4,296) and Sociology (\$3,956), but slightly lower than Communication (\$4,554) and Psychology (\$5,066). The most expensive program had a cost of \$11,028.

Economics majors are “focused” and they get good advising. Using Analytical Studies webpage data from 2004/05-2007/08 for freshmen, Economics ranks 32 out of 123 majors listed in terms of fewest average units taken by students to obtain the degree and 38 out of 123 majors listed in terms of fewest average terms enrolled before graduation.

D. Budget cut impacts

Indicate how your program has been affected by recent (since 2002-2003) budget cuts that have directly affected resources for your program (faculty, staff, operating expense) and course offerings (class size, reduced course offerings or options for the major.) Refer to the data included under section IV. E. or in the departmental report as appropriate.

From 2002-03 to 2007-08, average semester Economics course offerings have fallen by 29% from 17 to 12. Economics has reduced annual section offerings in Econ 104 (4 to 2), Econ 423 (4 to 2), Econ 310 (3 to 2), and Econ 320 (3 to 2) in three years (2004-05 to 2007-08).

Economics has raised the cap in Econ 104 from 40 to 85.

E. Additional Data

Course Offerings Profile in Economics (AY 00/01 - AY 07/08) class_offerings_ECON report generated: 27-JUN-08								
	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Distinct Courses Enrolled	10	10	11	9	10	10	9	9

Sections Enrolled	14	16	17	15	16	13	13	12
Average Section Enrollment	30	29	26	30	25	28	27	31
Distinct Courses Enrolled in Economics by Level (AY 00/01 - AY 07/08) class_offerings_ECON report generated: 27-JUN-08								
Course Level	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Lower-div	3	3	3	3	2	2	2	2
Upper-div	7	7	7	6	7	7	7	6
Graduate	0	0	1	1	1	1	0	1
Total	10	10	11	9	10	10	9	9
Sections Enrolled in Economics by Level (AY 00/01 - AY 07/08) class_offerings_ECON report generated: 27-JUN-08								
Course Level	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Lower-div	6	6	6	6	4	4	4	4
Upper-div	9	10	11	9	10	9	9	8
Graduate	0	0	1	1	2	1	0	1
Total	14	16	17	15	16	13	13	12
Avg Section Enrollment in Economics by Level (AY 00/01 - AY 07/08) class_offerings_ECON report generated: 27-JUN-08								
Course Level	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Lower-div	36	28	30	33	33	32	34	47
Upper-div	27	29	25	29	24	26	24	25
Graduate			20	15	10	22		7
Total	62	57	75	77	67	80	58	79
FTES in Economics by Course Level (AY 00/01 - AY 07/08) class_offerings_ECON report generated: 27-JUN-08								
Course Level	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Lower-div	40.2	34.5	33.7	40.2	31.8	31.0	32.5	39.9
Upper-div	48.3	58.1	56.0	59.9	56.4	50.9	49.5	48.3
Graduate	.0	.0	2.2	1.8	3.8	3.9	.3	1.5
Total	88.5	92.5	91.9	101.9	92.0	85.8	82.3	89.7

NOTE: In the above tables all class sections have 2 or more students enrolled. This is done to minimize the influence of independent student sections.
Distinct Courses count each distinct SUBJ/Course-number combination enrolled.

All figures are Fall/Spring term averages. Due to the rounding of average Academic Year counts, the various breakouts may not add to the exact same amounts.

Other Class Offering Breakouts

These examine independent study sections, and sections by different modes of instruction. The Lecture-only sections have only a C1 through C6 mode. The Lab/Activity-only sections have only a C7 through C-16 mode. Other modes and combinations contain the remaining modes or combinations of lecture and lab/activity modes.

Other Special breakouts in Economics (AY 00/01 - AY 07/08) class_offerings_ECON report generated: 27-JUN-08								
	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Sections with 1 student enrolled	1	0	3	1	1	1	1	0
Lecture only sections	14	16	16	15	15	13	13	12
Lab/Activity only sections								
Other modes and combinations	1	0	1	0	1	0	0	0

Service Courses

The following shows sections which are considered service for either General Education, CWT (Communication and Ways of Thinking), DCG (Diversity and Common Ground), or Institutions Requirements.

Service Course Sections Enrolled in Economics (AY 00/01 - AY 07/08) class_offerings_ECON report generated: 27-JUN-08								
Course Level	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Lower-div	3	3	3	3	2	2	2	1
Upper-div	2	3	3	2	2	3	4	3

Service Course FTES in Economics (AY 00/01 - AY 07/08) class_offerings_ECON report generated: 27-JUN-08								
Course Level	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Lower-div	19.8	14.2	13.2	16.3	12.8	11.6	12.9	16.9
Upper-div	13.3	15.9	14.0	13.9	13.3	16.9	20.2	21.4

V. Potential (Please complete this section for each option. Limit: 2 pages per option) [15%]

A. Program capacity with existing resources:

1. What is your program's maximum capacity with current resources? Use two metrics to define “capacity”: The number of graduates per year, and the number of FTES generated by courses that are unique to this option, per year.

(Completed by the department)	Graduates per year	FTES in the major option per year
Existing	~20	~28
Maximum capacity with existing resources	~25-28	~32

2. If your program is at maximum capacity, proceed to part B. If you have capacity to grow with existing resources, what steps have been taken to increase enrollment? What have been the effects of these steps, and what results are still anticipated?

We could absorb a few more graduates, but not without pushing SFR to levels that are not sustainable or healthy. See section III of the Departmental Report for details on steps we’ve taken to increase enrollment. The effects should be felt in the coming years.

B. Opportunities for future growth or substantial curricular changes

1. What opportunity does the program have for future expansion? Provide evidence for your response.

The Economics major at HSU has the opportunity to “ride the wave” and grow along with the strong growth in the discipline across the country. Economics is the most popular major at Harvard and many top universities and one of the biggest in the country. It is also growing quickly. A July 5, 2005 Wall Street Journal article titled “The Hot Major for Undergrads is Economics” says that Economics degrees nationwide are up almost 40% in 2004 compared with 1999. One Harvard Economist, commenting on the increase in the major nationwide, said “economics is both practical and interesting. Economics majors can have their cake and eat it too.” With current economic financial crisis and globalization, we expect demand to grow at HSU. It also notes that “foreign students studying in the U.S. are flocking to the major.” The number of Economics may rise as the number of international students at HSU grows, particularly the increase in students from China.

Fall applications to date (accessed on Analytical Studies website on October 9, 2008) are trending up in 2009 and 2008 compared to earlier years, reflecting strong interest in Economics at HSU. Current applications in Economics are the same as Mathematics and NRPI and more than Botany, Industrial Technology, and Geography. There is also an unmet demand for Economics courses. In Fall 2008, there were 45 students who tried to register for courses that were closed (“received closed”). In Econ 210 Principles of Economics (required by both Economics and Business majors), there were 19 students turned away out of 81 total enrolled.

2. Describe the curricular changes and/or staffing increases required to accomplish such an expansion?

A fourth permanent faculty member would considerably augment the Department's teaching capabilities (there aren't many PhDs in our temp pool) and allow us to meet a good portion of the existing demand for research services. Another way to leverage the existing Department resources is to hire a half time research associate who may have ancillary teaching duties.

C. Impact of augmented resources

Suppose that your program were ranked in a category that recommended augmentation of resources. What would be the impact of augmented resources? (Answer for a 10% augmentation and a 20% augmentation.)

A 10% increase would allow us to offer courses that our students have asked for on the senior exit surveys: Econometrics, Mathematical Economics, Public economics, and History of Economic Thought. The first two in particular would be extremely helpful for graduate school, but we cannot offer them, because there are no courses that we currently offer that we would be willing to give up. Additionally, a 10% would increase our research output by providing a mechanism to offer an occasional course release to faculty for research purposes without losing needed courses. It is impossible to talk simply about the Economics major in isolation, given our strong interdisciplinary links. More resources to Economics would help other programs. A 20% increase in resources would be enough for us to get a fourth economist that can fill the great demand for applied research needs and demand for classes in environmental economics and international economics. These extra resources would be well spent in terms of increased research output, community applications, and classroom offerings.

D. Impact of reduced resources

Suppose that your program were ranked in a category that recommended reduction of resources. What would be the impact of reduced resources? (Answer for a 10% reduction and a 20% reduction.)

It is truly the case that any reduction in resources to Economics means simply fewer classes offered. There simply is no “fat” to be trimmed from our budget. Over the last few years steady cuts to the budget have seen to that. In the College of Professional Studies, the Dean’s Advisory Council scrutinized all programs in detail last year and effectively came up with zero based budgeting numbers. But for achieving sizeable cuts in the order of tens of thousands of dollars, the college was to the point of eliminating programs. In Economics, we have simply arrived at the point where there are no easy choices to be made.

In the Economics Department (which has just the Economics major) a 10% cut is approximately \$40,000. The entire cut would come from lecturers and thus course offerings. We would cut approximately five classes out of 24 annually. We would obviously reduce the frequency of class offerings. This would increase drastically times to completion for students. It would increase the prep time of faculty and reduce research/service output. At a 10% cut, the major may just survive. However, we would also need to cut back service to other majors (see section under demand). At a 20% cut, we do not see how the major would survive. This size of cut would likely be equivalent to program elimination. That would require losing 10 out of 25 sections taught.

E. Impact of program elimination

Suppose that your program were recommended to be discontinued. What would be the impact of program elimination?

This is a tough question to answer. In honesty, the impact would be devastating. Since there is only one Economics major (with no official options or stand alone minors) then eliminating the Economics major would mean that HSU would not graduate any students with even modest economics training. This might hurt HSU enrollments, given the liberal arts nature of the campus. All CSU campuses have an Economics Major except for the Maritime Academy and Monterey Bay. The growing Chinese and international programs might even suffer, since

Economics is popular with foreign students. Given world economic events and the relevance of the major, this would be a major loss to HSU.

Like any department that grants no degrees, the department may be scattered, forced to teach classes that they have some background in, such as statistics or mathematics or business or forestry management. They would be forced to join Mathematics, Environmental and Natural Resources, Business, Geography, Fisheries Biology, or some other unit. It is also very likely that some faculty would leave the university. It would undoubtedly become very difficult if not impossible for HSU to hire Economics professors in the future. Any honest discussion of these outcomes must include the real possibility that for the faculty members who remain on campus, they will become detached and might consider HSU a “part time” job. This is a possible outcome for *any* program, not just Economics, which is eliminated in such a way that the faculty are scattered.

VI. Additional Information (Limit: 1 page) [up to 5 extra credit points may be assigned to the overall score]

Provide crucial information that is not provided under the previous categories.

The Economics major gives a lot for very little. We do an exceptional amount of research and service and teaching per faculty member and our community involvement is exemplary. Our curriculum is very lean and *efficient*, and we leverage the existing faculty resources very well.

One unique feature of our program is the *high visibility off campus*. Economics faculty are continually asked to fulfill contracts, give talks, and provide input and advice to the community. It is a role that we cherish and fulfill with pride.

Another unique feature of our program is how *balanced* our strengths are. Looking at the HSU Vision Statement, we see the Economics Department as a factor in *all* of those items (we even promoted the arts by studying the impact of a local theatre restoration). While individual faculty have their specialties, the Department as a whole accomplishes so much of what HSU sets out to do.

Perhaps the most unique part of our program is the *strong interdisciplinary linkages* to others on campus. Our classes are taken by many other majors, such as Fisheries Biology, International Studies, Environmental Science, Elementary Education, and Business. And this enhances the experience for both Economics majors and other majors. Economics is like a good teammate: it makes all the other players on the team better. These interdisciplinary linkages magnify the benefits of our program, so that an extra dollar spent on the Economics major returns quite a lot.

APPENDIX

HSU *Vision* Statement

1. Humboldt State University will be the campus of choice for individuals who seek above all else to improve the human condition and our environment.
2. We will be the premier center for the interdisciplinary study of the environment and its natural resources.
3. We will be a regional center for the arts.
4. We will be renowned for social and environmental responsibility and action.
5. We believe the key to our common future will be the individual citizen who acts in good conscience and engages in informed action.
6. We will commit to increasing our diversity of people and perspectives.
7. We will be exemplary partners with our communities, including tribal nations.
8. We will be stewards of learning to make a positive difference.