New Program Proposal

Overview:

Basic characteristics

Program Title: Program in Professional Development to offer BS in Informatics @ WSU Spokane

Degree (level) of (type): Bachelor of Science, Undergraduate Minor

In (major or field): Informatics (Interdisciplinary; combines concepts from Business, Computer Science, and Decision Science)

Are you proposing a program new to WSU or extending an existing program to a new site or medium?

☑ New to WSU ☐ Extending Existing Program

CIP Code (consult registrar): ______________
(Classification of Instructional Programs)

Department: WSU Spokane (Program in Professional Development) College: Various

Departmental Contact:

Name: Jo Ann Asher Thompson Title: Senior Associate Dean, WSUS

Phone: 509-358-7543 e-mail: jatadm@wsu.edu

Campus of Origin: WSU Spokane
Starting Date: Fall 2004
Method of course delivery: (check all that apply)

☒ Classroom
  ☑ Pullman
  ☑ Vancouver
  ☑ Tri-Cities
  ☑ Spokane
  ☑ Spokane - ICN
  ☑ WSU Learning Centers at:

☐ WHETS or Video-conferencing System
☐ On-line
☐ Videotape
☐ Flexible Enrollment (with e-mail)
☐ Correspondence (Paper only)
☐ Other (please describe) ___________
Section I. Mission Statement

Washington State University

Vision
Washington State University offers a premier undergraduate experience, conducts and stimulates world-class graduate education, research, scholarship and art, and provides an exemplary working and learning environment that fosters engagement.

Mission
As a public, land grant and research institution of distinction, Washington State University enhances the intellectual, creative, and practical abilities of the individuals, institutions and communities that we serve by fostering learning and inquiry in all their forms.

A) What is the Mission of your Program?
The BS Informatics will be offered under the Program in Professional Development at WSU Spokane. The mission of the Program in Professional Development is to offer interdisciplinary degrees, composed of courses and content that cut across multiple units and colleges, that meet the needs of those who wish to prepare themselves for the rigors and demands of today’s and tomorrow’s complex world and workplace. The Program in Professional Development will offer degrees that, when completed, will position graduates to seek meaningful work in multiple venues. These include positions in the government sector, private enterprise for profit organizations, public foundations such as universities and museums, charitable institutions and other non-profit organizations, support positions in hospitals, managerial positions in communication and media-oriented organizations, public relations firms, staff and support positions in law firms, public accounting organizations, and many others.

In short, the mission of the Program in Professional Development at WSU Spokane is to provide the umbrella under which interdisciplinary degrees can be organized that will enable students to hone, sharpen, and strengthen their cognitive, interpersonal, communication, and human skills—thereby providing graduates with maximum opportunities to enjoy professional employment opportunities, to make social contributions, to enhance the quality of their lives while adding value in the workplace, and to pursue entrepreneurial endeavors for life-long learning.

The interdisciplinary Program in Professional Development will be funded by WSU Spokane and administrated by a Program Director. The Director will be based in Spokane and carry administrative duties similar to those of a Department Chair including, but not limited to, curriculum oversight, annual review of faculty and staff, preparation of tenure and promotion documentation for review by affiliated faculty, budget control, identification and recommendation for appointment of adjunct, temporary, and term faculty, and class scheduling. In addition, the Director will have the responsibility of assuring strong communication and linkages are maintained between and among departments and colleges that contribute courses and faculty to the curriculum in the BA Informatics.

Precedent for this co-location has been established by the Interdisciplinary Design Institute at WSUS, whereby the Director of the Institute works closely with the unit leaders and Deans of
the Colleges of Agriculture and Home Economics and Engineering and Architecture relative to
the progress of faculty tenured in each of these colleges and keeping them apprised of any and all
factors that impact the undergraduate completion programs or graduate degrees offered at WSUS
in Architecture, Construction Management, Interior Design, and Landscape Architecture. In the
case of the BS Informatics, the Director of the Program in Professional Development will work
closely with unit heads and Deans of the Colleges of Business and Economics and Engineering
and Architecture

Your Campus?
In Fall 1999, the Washington State Higher Education Coordinating Board approved a new
mission statement for Washington State University Spokane to represent the breadth of the goals
and activities envisioned for the campus. The mission statement reads:

“Washington State University is charged to lead in the development of a Spokane
higher education magnet center. Its mission reflects the magnet center's statewide
and regional service area and its responsibilities as the fiscal agent, site manager,
strategic planner, and coordinator for the Riverpoint campus, at which the
physical core of the higher education magnet center is situated.

The Spokane campus also represents Washington State University's commitment
to bring distinctive upper-division and graduate education services to Spokane
and to the core of the higher education magnet center's program inventory. The
academic emphasis is on programs in the Health Science, Engineering and
Technology, and Design fields.

Washington State University is charged with the responsibility of providing
doctoral programs in Spokane, as approved on a case by case basis by the HECB.
It also encourages and participates in interdisciplinary and intercollegiate master's
programs and consortial alliances and is responsive to the social and economic
development needs of the Spokane region.

Through teaching, research, and outreach, Washington State University at
Spokane provides a distinctive and distinctively responsive form of higher
education experience for residents of the region and from throughout the state.”

In addition, according to the University system approach articulated in the “Principles for Newer
Campuses” approved by the WSU Board of Regents in the Spring of 2002:

“The Spokane campus is primarily focused on professional and graduate
education…WSU Spokane is becoming a second location of the main research
campus with emphasis on professional and graduate programs, especially in
health care, design, and some management areas. We are proposing to accelerate
that trend in the next few years. This will involve developing more programs,
especially in the health and design disciplines, and increasing the support courses
necessary to advance these areas and others as the need of the university and
community dictate. We expect that more graduate students, graduate programs,
and additional research activity will be located in Spokane. Because of proximity
to Pullman more joint research, graduate education, and outreach exists in
Spokane than at the other campuses. We propose to take steps to further integrate
those processes and, over time, move to a single campus with two locations…”

B) Describe how this proposed program will complement or reflect these missions.
As the urban campus of Washington State University, WSU Spokane serves the metropolitan
Spokane area, the Inland Northwest, the state, the region, and the world. It offers the
educational, scientific, economic, and cultural benefits that accrue from access to the services
and programs of a major public land-grant research institution. WSU Spokane works
collaboratively with communities to enhance quality of life through an intentional and sustained
effort to create, interpret, apply, and disseminate knowledge, thereby serving as a model for a
world-class urban campus in a regional city.

As a destination campus, WSU Spokane offers all students, from those articulating from other
campuses to international students, opportunities for advanced studies and research in a variety
of targeted programs, enriching the fabric of the WSU system. The campus community values
diversity and places a high priority on providing all the elements needed for student success.
WSU Spokane will continue to take the lead in utilizing flexible and creative approaches to meet
needs for lifelong learning with research-based teaching. The campus’s mission is to build the
intellectual, creative, and practical abilities of individuals, communities, and institutions. It does
so by actively fostering learning, inquiry, and public service, and by engaging with constituents
in enhancement of quality of life and economic vitality.

The BS Informatics offered by the Program in Professional Development at WSUS is responsive
to the HECB Mission for Washington State University to “lead in the development of a Spokane
higher education magnet center” and to WSU’s “commitment to bring distinctive upper-division
education services to Spokane and to the core of the higher education magnet center's program
inventory”—specifically in the area of technology. Additionally, the BS Informatics is in
keeping with the future plans of WSUS to broaden the availability and array of unique
undergraduate degree offerings at the Riverpoint campus, and it addresses the Spokane high
technology community’s demand for more undergraduate degree programs in technology-related
fields. Further, the BS Informatics is responsive to WSU’s Strategic and System Restructuring
Plans where a call is made for academic programs and opportunities that will enhance the student
experience and enable growth at each campus through the development of distinct—and in
Spokane’s case—co-located academic degrees and units, specifically in some management areas.

In keeping with this co-location philosophy, the BS Informatics offered by the Program in
Professional Development is one of several degrees that will offer students the opportunity to
have an exciting mix of both a traditional, residential undergraduate experience at a world-class
research university in the first two years at WSU Pullman, and advanced studies and internship
opportunities in the upper division years in Spokane’s vibrant urban core. Alternatively, for
those students unable to begin the degree on the Pullman campus, the first two years of study can
be completed at Spokane Falls Community College (SFCC), providing a solid base of
undergraduate student enrollments drawn from the local community of Spokane. In addition, the
BS Informatics will serve as a feeder program for the Master of Technology Development and
other graduate degrees currently available or to be developed at WSUS.
Section II. Program Description

The BS Informatics is a unique blend of content and concepts from business, business management, statistics, decision sciences, and computer science. It offers an interdisciplinary approach to the systematic processing of data, information, and knowledge for optimal decision-making. *(Note: The College of Business and Economics (CBE) and the College of Engineering and Architecture (CEA) are the primary Colleges from which courses and content are drawn to support the BS Informatics Degree. WSU Spokane Chancellor Rom Markin discussed the BS Informatics proposal with Dean Len Jessup (CBE) and Dean Anjan Bose (CEA) and provided each with a copy. Deans Jessup and Bose shared the proposal with their respective faculties. After receiving feedback from these reviews, the original proposed curriculum was revised to address suggestions made by the faculty.)*

The BS Informatics is designed to meet the educational needs of individuals wishing to acquire knowledge and skills in information processing and communication technologies that will improve decision-making within organizations. The Bachelor of Science in Informatics draws content from a diverse, yet related, family of domains and prepares graduates to explore the development and use of systems to process data, information, and knowledge for optimal decision-making throughout all levels of an organization. As an interdisciplinary degree, content is drawn from existing coursework offered by several units and combined with new courses created to synthesize these concepts into a coherent and focused program of study. As such, it is intended that the degree will meet the accreditation standards of ABET as an Information Systems degree.

Students in the Bachelor of Science in Informatics program will elect to focus on either 1) the management of informatics services or 2) the methods and applications of informatics. Those who choose the management of informatics must complete 15 credit hours in decision science, accounting, finance, and marketing. Those who chose the methods and applications of informatics must complete 15 credit hours of coursework from software engineering, numerical computing, internet programming, neural networks, and expert systems. All students must complete an applied informatic systems capstone experience in order to graduate.

In addition, a 19-credit hour undergraduate minor will be available to serve students from other disciplines at WSUS.

Section III. State Need and Student Demand for the Program

According to the *2002-03 Occupational Outlook Handbook* issued by the U.S. Department of Labor, national employment trends are very positive for computer analysts and managers with the mean annual wage estimated as $91,210 in the State of Washington. Mean annual wage estimates for closely-related positions range from $56,000 to $65,000. In Spokane specifically, estimated annual wages range from $47,000 to $65,000.

It is also projected that the job outlook for employment of computer analysts and information systems managers will *increase much faster than the average* for all occupations through the year 2010. A shortage of individuals trained to manage, make decisions, and direct information technology-workers is anticipated because of increased retirements among this group—while, at
the same time, technology advancements are expected to continue to rise. The *Occupational Outlook Handbook* points out specifically that,

> “Opportunities for obtaining a management position will be best for workers… *with technology as a core component, advanced technical knowledge, and strong communication and administrative skills*…Employers prefer managers with advanced technical knowledge acquired through computer-related formal education and work experience.”

It is anticipated that over time this program will not only serve Spokane and the immediate region, but also attract students beyond the Spokane region because of its unique interdisciplinary approach combining content that cuts across business, computer science, and decision science.

In addition to these national data and trends, support for the BS Informatics at WSU Spokane is provided by the results of a needs assessment conducted in Fall 2003 of the Spokane/Coeur d’Alene region. Surveys were mailed to 102 area firms/organizations in the following fields: technical, medical, financial institutions including banks, credit unions and securities firms; and government agencies and non-profits related to health care.

Of the 102 surveys mailed, 20 were completed and returned, yielding a response rate of approximately 20%. The Technical/Medical category of recipients received a stamped envelope with the mailing, as well as a second mailing of the survey (to non-responders), which yielded a higher rate of return (46%) among that group. The other categories of recipients received one mailing of the survey with a business reply envelope enclosed.

Surveys were mailed to the Human Resources Director of each organization. Most of the respondents to the survey identified themselves as human resources professionals in some capacity (55%); other respondents identified their titles as: president, administrator, director, training coordinator and clerk. The majority of those responding to the survey have been employed in their profession for sixteen years or longer (50%), are male (65%), and have earned at least a bachelor’s degree (50%).

- The majority of respondents either strongly or somewhat agreed that a Bachelor of Science in Informatics would be beneficial to this region (80%).
- One half of the respondents (50%) indicated that their organization would be interested in hiring WSU Spokane graduates with a BS in informatics.
- 65% of respondents agreed that a BS in Informatics from WSU Spokane would improve employee’s opportunities for career advancement.

Respondents indicated their organization would at least consider providing support for their employees to enroll in the program in the following ways:

**100%** Flexible schedule to attend class
Selected Comments from respondents to the needs assessment:
“…I see potential (in our organization) for a person who…has a degree (in Informatics) to have an edge in the hiring process over someone who does not.
(Manager, Learning & Growth, Itron)

“It is likely we would hire a systems analyst with a degree that seems to get at more than just the technical skill – great idea!”
(Corporate HR Manager, Key Tronic)

Section IV. Goals, Objectives, and Student Learning Outcomes
A. Goals and Objectives
The goal is to prepare students for industry applications of information management, data analysis, and decision making. In particular, the undergraduate degree will have the following educational objectives:

1. Provide students with a broad education based on the fundamentals of business practices, mathematical optimization and decision making, and computerized information systems.
2. Provide students with practical experiences that are consistent with industry needs and practices.
3. Ensure that students learn to communicate clearly.
4. Promote student interaction with faculty and industry in teaching, mentoring, and project activity.

The primary assessment of student success will occur within our curriculum by testing mastery of skills in the various areas of knowledge. One goal of the assessment process will be to ensure that the GPA is an accurate measure of mastery of the relevant material. The educational outcomes are listed in the following section. For program-specific outcomes that are addressed by post-transfer coursework, the primary method of assessment will be one of the following:

(i) Quantitative measures other than the grade will be defined for specific courses that address the outcome, and instructors will provide a summary assessment for each class taught. At least once per year, a faculty committee will meet and examine student performance with regards to these metrics. Strengths and weaknesses will be identified and recommended solutions developed.

(ii) Coursework that addresses the desired outcome will be designed with specific project requirements, and instructors will keep the project reports and present them to a faculty committee that will meet at least once per year. The committee will assess student performance and make recommendations for course and/or curriculum improvements.

(iii) Instructors for courses that address the desired outcome will keep representative samples (good, typical, and poor) of each assignment. At least once per year, a faculty committee will meet and examine student performance with regard to these
samples. Strengths and weaknesses will be identified and recommended solutions developed.

Some of the desired outcomes are addressed by the University’s General Education Requirements. In those cases the course grade will serve as a metric and deference will be given to the GER program to ensure that the grade is a reasonable metric for the outcome. In addition, some of the desired outcomes are addressed by coursework that will commonly be satisfied at a transfer institution and reliance will be on the course grade as the primary metric in those cases as well. Use of secondary metrics through alumni and employer surveys will also be used.

B. Student Learning Outcomes
The desired educational outcomes are:

1. An ability to apply knowledge of statistics and decision science.
   Primary metrics: Courses in Statistics and Operations Management.

2. An ability to perform general-purpose computer programming.
   Primary metric: Terminal Programming course in Data Structures. This course will have programming pre-requisites, but the pre-requisites will likely be satisfied at the community college, so direct metrics will be unavailable to us in those cases. We will therefore apply metrics in the terminal course on general-purpose Computer Programming, which is the Data Structures course.

3. An ability to apply knowledge of information and database systems.
   Primary metrics: Courses in Information Systems and Database Systems.

4. An ability to identify, formulate, and solve real-world information processing problems.
   Primary metric: Directed Project Coursework.

5. An understanding of economic systems.
   Primary metrics: Courses in Macro- and Microeconomics.

6. An understanding of basic business practices.
   Primary metrics: Courses in Accounting, Introduction to MIS, Customer Relationship Management, Operations Management, Finance, and Marketing.

7. A broad education necessary to understand the impact of technology in a global/societal context.
   Primary metrics: Satisfaction of General Education Requirements.

8. An understanding of professional and ethical responsibility.
   Primary metrics: Directed Project coursework. The first semester of this coursework will include classroom discussions on professional conduct.

9. An ability to communicate effectively.
   Primary metrics: Directed Project coursework and satisfaction of General Education Requirements.
**Section V. Curriculum**  
**Bachelor of Science in Informatics**  
Requirements for the upper division major consist of 42 credits of core coursework, 15 credits in one of two tracks (either the Management of Informatics Services Track or the Methods and Applications of Informatics Track), and 3 credits of Tier III GER. (See chart of curriculum below. All Major Curricular Change Forms and new course syllabi are in attached electronically in Zip Folder and included in Appendix of hard copies.)

**Required Core Coursework (42 Credit hours)**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Sem Cr</th>
<th>Course</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Structures</td>
<td>4</td>
<td>Inf 310</td>
<td>Students transferring from a curriculum that uses a different language will be encouraged to take a programming course in the language used in this class as an elective.</td>
</tr>
<tr>
<td>Intro to MIS</td>
<td>3</td>
<td>MIS 250</td>
<td>Pre-req for several other MIS courses. Students take this course at WSU Pullman or transfer an equivalent course.</td>
</tr>
<tr>
<td>Telecommunications and Networking</td>
<td>3</td>
<td>MIS 374</td>
<td></td>
</tr>
<tr>
<td>Electronic Commerce</td>
<td>3</td>
<td>MIS 375</td>
<td>Covers both business-to-business and business-to-customer relationships.</td>
</tr>
<tr>
<td>Information Systems</td>
<td>3</td>
<td>MIS 350</td>
<td>Information technology topics.</td>
</tr>
<tr>
<td>Database Systems and SQL</td>
<td>4</td>
<td>Inf 401</td>
<td>Applications of Database Management Systems to Informatics. Information modeling, system design, and system implementation. SQL programming language.</td>
</tr>
<tr>
<td>Statistics</td>
<td>4</td>
<td>DecS 215</td>
<td>Students take this course at WSU Pullman or transfer an equivalent course; e.g., Math 221 @ SFCC.</td>
</tr>
<tr>
<td>Operations Management</td>
<td>3</td>
<td>DecS 340</td>
<td></td>
</tr>
<tr>
<td>Informatics Optimization</td>
<td>3</td>
<td>Inf 440</td>
<td>Applications in Optimization for Informatics. DecS 340 is a pre-req.</td>
</tr>
<tr>
<td>Senior Project</td>
<td>6</td>
<td>Inf 491 [M], Inf 492 [M]</td>
<td>Informatics Senior Project. Both will be [M] courses. The first semester will cover professional ethics and responsibility, societal impacts of technology, project management, and requirements analysis. The student will create a detailed project proposal, including requirements analysis, system specification, and preliminary design. The second semester will cover full project design and implementation.</td>
</tr>
<tr>
<td>Approved Electives</td>
<td>6</td>
<td>(list)</td>
<td>Electives to be approved by the student’s advisor, given the student’s concentration and educational objectives. Business, Computer Science, Decision Science, and Optimization topics will be allowed, as long as pre-requisites are met. Topics in other disciplines may also be allowed for students pursuing particular interdisciplinary interests.</td>
</tr>
</tbody>
</table>
Required Courses for Management of Informatics Services Track (15 Credit Hours)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Sem Cr</th>
<th>Course</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS Project Management</td>
<td>3</td>
<td>MIS 448</td>
<td>Principles and applications of statistical analysis for informatics students. Hypothesis testing, analysis of variance, regression models, nonparametric statistics. Prerequisite: DecS 215.</td>
</tr>
<tr>
<td>Statistical Analysis</td>
<td>3</td>
<td>Inf 430</td>
<td>Managerial Accounting. Students take course at WSU Pullman or transfer an equivalent course; e.g., Acct 105 @ SFCC</td>
</tr>
<tr>
<td>Accounting</td>
<td>3</td>
<td>Acct 231</td>
<td>Managerial Accounting. Students take course at WSU Pullman or transfer an equivalent course; e.g., Acct 105 @ SFCC</td>
</tr>
<tr>
<td>Finance</td>
<td>3</td>
<td>Fin 325</td>
<td>Managerial Accounting. Students take course at WSU Pullman or transfer an equivalent course; e.g., Acct 105 @ SFCC</td>
</tr>
</tbody>
</table>

Required Courses for Methods and Applications of Informatics Track (15 Credit Hours)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Sem Cr</th>
<th>Course</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Software Engineering</td>
<td>3</td>
<td>Inf 320</td>
<td>An in-depth exploration of software design principles, paradigms, and techniques.</td>
</tr>
<tr>
<td>Windows Programming</td>
<td>3</td>
<td>Inf 380</td>
<td>Similar to CptS 480, which will be discontinued with elimination of the Consortium Computer Engineering program.</td>
</tr>
<tr>
<td>Internet Programming</td>
<td>3</td>
<td>Inf 480</td>
<td>Introduction to client- and server-side web programming. Exploration of web programming languages and development tools. Study of server and database components for database connectivity.</td>
</tr>
<tr>
<td>Concurrent Programming</td>
<td>3</td>
<td>Inf 460</td>
<td>Analysis, design, and implementation of concurrent programs. Introduction to parallel programming.</td>
</tr>
<tr>
<td>Expert Systems</td>
<td>3</td>
<td>Inf 470</td>
<td>Analysis, design, and implementation of knowledge-based systems.</td>
</tr>
</tbody>
</table>

Because the BS Informatics is an upper division major, the curriculum is designed to accommodate students who complete lower division courses at WSU Pullman (WSUP) or who transfer from a community college. Specified below are the lower division courses available at SFCC and WSUP for the degree. (Note: Inf 301 is an immersion course taught only at WSU Spokane for students without a sufficient programming background.)
Freshman, Sophomore Years (90 quarter credits for transfer students):

<table>
<thead>
<tr>
<th>Subject</th>
<th>Qtr</th>
<th>SFCC</th>
<th>WSU</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculus</td>
<td>10</td>
<td>Math 124,125</td>
<td>Math 171</td>
<td>Satisfies the Math Proficiency GER.</td>
</tr>
<tr>
<td>Linear Algebra or</td>
<td>5</td>
<td>Math 220 or 201</td>
<td>Math 220 or 201</td>
<td></td>
</tr>
<tr>
<td>Finite Math</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Programming</td>
<td>10</td>
<td>CS 201, 203</td>
<td>Inf 301</td>
<td>Inf 301 is a 6-credit immersion course for transfer students w/o the necessary programming background in procedural and object-oriented programming.</td>
</tr>
<tr>
<td>Accounting</td>
<td>10</td>
<td>Acct 101, 102</td>
<td>Acct 230</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>10</td>
<td>Econ 201, 202</td>
<td>Econ 102, 101</td>
<td>Intro to Macro and Intro to Micro. Also provides two Social Science GERs.</td>
</tr>
<tr>
<td>English Composition</td>
<td>10</td>
<td>(list)</td>
<td>(list)</td>
<td>Satisfies Communication Proficiency GER.</td>
</tr>
<tr>
<td>Humanity</td>
<td>5</td>
<td>(list)</td>
<td>(list)</td>
<td>To satisfy the Humanities GER.</td>
</tr>
<tr>
<td>Intercultural Studies</td>
<td>5</td>
<td>(list)</td>
<td>(list)</td>
<td>To satisfy the Intercultural Studies GER.</td>
</tr>
<tr>
<td>World Civ</td>
<td>10</td>
<td>Hist 101, 103</td>
<td>Gened 110, 111</td>
<td>SFCC student should take Hist 101 and 103. Taking Hist 101 and 102 will not satisfy the World Civ [A] requirement.</td>
</tr>
<tr>
<td>Biology</td>
<td>5</td>
<td>(list)</td>
<td>(list)</td>
<td>To satisfy the Biological Science GER.</td>
</tr>
<tr>
<td>Science</td>
<td>10</td>
<td>(list)</td>
<td>(list)</td>
<td>To satisfy the remaining Science GER.</td>
</tr>
</tbody>
</table>

**Section VI. Uses of Technology**

The following technological aids will be used in delivering coursework. This technology is readily available at the Spokane campus.

- Presentation software
- Overhead Projectors
- LCD projectors
- Course Web Sites
- Electronic Course Discussion Boards
- Course email lists.

Students will learn several technologies in the process of completing the proposed program. With the exception of the SQL server, these technologies are presently available at the Spokane campus.

Computing Technologies:
- A high-level language compiler and debugging environment will be used in the Programming and Data Structure courses.
• An SQL server will be used in the Database course.
• A numerical analysis environment such as Matlab will be used in the Numerical Methods and Optimization Theory courses.
• A computer-based statistical analysis tool, such as Matlab or SPSS will be used in the Statistics and Decision Science courses.

Management Technologies:
• Project-management software will be used in the Senior Design courses.
• Office software such as word-processors and spreadsheets will be used in various courses.

Section VII. Delivery methods
This will be a campus-based, face-to-face program. All core coursework will be offered at least once per year at the Spokane campus. Some electives and GERs may be taken at WSU Pullman or at a community college. When appropriate WHETs or Web-based delivery will be incorporated, but it is anticipated such technologies will be kept at a minimum.

Section VIII. Students
A. How many students do you expect to serve with this program?

SIZE OF PROGRAM

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year <em>5</em>_ *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcount</td>
<td>12</td>
<td>25</td>
<td>40</td>
<td>70</td>
</tr>
<tr>
<td>FTE</td>
<td>10</td>
<td>20</td>
<td>35</td>
<td>66</td>
</tr>
</tbody>
</table>

B. Admission Requirements
Admission into the upper division major will require 60 semester credits of college coursework, with a cumulative GPA of 2.5 or better, and completion of the Freshman and Sophomore requirements for Calculus, Linear Algebra or Finite Math, Computer Programming, Accounting, and Economics.
Admission into the undergraduate minor program will require 60 semester credits of college coursework, with a cumulative GPA of 2.5 or better, and a grade of 2.5 or better in a statistics course.

C. Expected time for Program Completion
The BS Informatics is designed for full-time students; however, given the mission of the Spokane campus, some part-time students who are working professionals are expected. The undergraduate program can be completed in 120 semester credits, or 4 years for a full-time student. In addition,
the first two years of the undergraduate program have been carefully designed to satisfy lower-
division GERs and to require no more than 90 quarter credits at a local Community College
(SFCC), eliminating any concern over transfer-credit limits or need for custom articulation
agreements. (See 4 Year Program of Study for SFCC Transfer student below.)

2+2 SFCC AND WSU SPOKANE TRANSFER PROGRAM OF STUDY

Year 1 @ SFCC

Fall Qtr (15/10):
Math 124 (5), Calculus I
Acct 101 (5), Principles of Accounting I
English GER (5)

Winter Qtr (15/10):
Math 125 (5), Calculus II
Acct 102 (5), Principles of Accounting II
Intercultural Study GER (5)

Spring Qtr (15/10):
Math 201 or 220 (5), Finite Math or Linear Algebra
Humanity GER (5)
English GER (5)

Year 2 @ SFCC

Fall Qtr (15/10):
Econ 201 (5), Macroeconomics
CS 201 (5), Programming I
Hist 101 (5), Western Civilization I

Winter Qtr (15/10):
Econ 202 (5), Microeconomics
CS 203 (5), Programming II
Science GER (5)

Spring Qtr (15/10):
Biology GER (5)
Science GER (5)
Hist 103 (5), Western Civilization III

Year 3 @ WSUS

Fall Semester (16):
MIS 250 (3), Managing Information Technology
MIS 374 (3), Telecommunications and Networking
DecS 215 (4), Statistics
MIS 350 (3), Management Information Systems
Approved Elective (3)
Spring Semester (16):
MIS 375 (3), Electronic Commerce
DecS 340 (3), Operations Management
Inf 310 (4), Data Structures

Management Track:
   Mktg 360 (3), Marketing
   Acct 231 (3), Managerial Accounting

Methods and Applications Track:
   Inf 320 (3), Software Engineering
   Inf 380 (3), Windows Programming

Year 4 @ WSUS
Fall Semester (15):
Inf 440 (3), Informatics Optimization
Inf 491 (3), Senior Project I
Tier III course (3)

Management Track:
   Inf 430 (3), Application of Statistics for Informatics
   MIS 448 (3), IS Project Management

Methods and Applications Track:
   Inf 480 (3), Internet Programming
   Inf 470 (3), Expert Systems

Spring Semester (13):
Inf 401 (4), Database & SQL
Inf 492 (3), Senior Project II
Approved Elective (3)

Management Track:
   Fin 325 (3), Finance

Methods and Applications Track:
   Inf 460 (3), Concurrent Programming

D. Advising
Advising for students in the new program will be handled in the following way for the different
groups of students in the Informatics undergraduate program.

WSU Pullman students in the first two years of the program:
A specific advisor will be designated in the Student Advising and Learning Center (SALC) to
provide advising to Pullman students in the first two years of the program. This SALC advisor
will interact directly with the WSU Spokane coordinator of the Informatics program who will be
designated as the liaison for students interested in the program. The WSU Spokane coordinator/advisor will travel to Pullman to meet with and advise students, meet with the SALC advisor, and promote the program on a regular basis. In addition, the WSU Spokane coordinator will establish regular advising hours that students may schedule via video teleconferencing or during the times that the coordinator is on the Pullman campus. Each student in the program will be provided with the email address of the coordinator advisor for incremental questions or contact that may be necessary between regularly scheduled visits. This interface between the Pullman and Spokane campuses will provide the bridge necessary to attract new students to the major and to guarantee that Pullman-based students will have immediate access to a faculty advisor.

In addition, the Informatics coordinator will represent the program at the summer ALIVE sessions to provide additional advising for students in Pullman interested in, or already declared in, the BS Informatics major. A student career day, specifically for students who are matriculating in programs that are co-located between WSUP and WSUS, will be held in Spokane once a semester. During these career days, sessions will be held to introduce students to faculty, advisors, and student services personnel, with tours of facilities and opportunities to dialogue with other students whose programs require relocation to the WSUS campus provided during the day.

**Spokane Falls Community College transfer students.**

As mentioned earlier the curriculum has been designed specifically to also meet the needs of students who will transfer from SFCC. In addition, SFCC has a program designed to aid students who wish to transfer into four-year degree programs in the sciences at other colleges/universities after two years at SFCC. The coordinator of this program, Grace Leaf, works closely with WSUS’s student services transfer coordinator, Jane Kinkel to guarantee that students are aware of, and prepared for, transferring into programs at WSUS.

**WSU Spokane upper division students**

One person at WSUS will have primary responsibility for evaluating potential students for admission and certification into the program. Those upper division majors who have been accepted into the program and have matriculated from either WSUP or transferred from SFCC will be assigned to designated faculty advisor. Two pools of advisors will be created: those with a background primarily in business and those with a background primarily in a computing area. Additionally, advisors may list themselves in both pools, if their background warrants. Incoming students will be asked whether they expect to pursue the Management of Informatics Track or the Methods and Applications of Informatics Track and advisors will be assigned accordingly. Students who change specialties will be allowed to change to an advisor from the other pool. Students may also change advisors at any time as long as they have the permission of the new advisor.

**E. Diversity**

The proposed program will participate in all diversity plans implemented by WSU and other cooperating educational institutions. These diversity plans strive to move beyond enforcement of federal, state and university policies, and beyond tolerance. The objective is to not only recognize diversity as an asset for students and faculty who are living in a global community, but
to value it as an essential component in all activities. Examples of special efforts in this regard include faculty meetings offering presentations on diversity, specialty faculty and staff meetings that focus on diversity issues, and representatives from the Attorney General's Office and the Office of Human Rights offering sessions on diversity issues. Faculty and staff are encouraged to participate in training sessions on diversity and other topics offered by Human Resource Services. Also, WSU is a partner in a training consortium in Spokane that includes businesses and universities who offer training opportunities to employees. WSU faculty and staff are invited to participate in these training opportunities, many of which concentrate on the development and awareness of diversity issues.

A concentrated effort is made to identify and solicit applications from minority students of academic merit and/or financial need. Student Services faculty and staff hold leadership positions on the Spokane Task Force on Race Relations and the Spokane Chamber of Commerce Workforce Diversity Committee which sponsors annual events such as the Community Congress on Race Relations and the Unity in Community that celebrate diversity in Spokane. WSU Spokane is a key sponsor of these events and, as such, is highly visible at these events, building upon these networking opportunities to recruit and retain students of color. In addition, WSU Spokane’s outreach programs of MESA (Math, Engineering, Science Achievement) and CityLab further support diversity recruitment efforts by working with young women and people of color on-site at local middle schools and middle schools in Spokane.

**Section IX. Faculty and Administrative Support**

Initially the BS Informatics is supported by 2 permanent, tenure track faculty lines; 3 term-appointment faculty lines; as needed temporary faculty hired from the local community; and other faculty from interdisciplinary units at WSUS. In keeping with the interdisciplinary nature of the degree, faculty backgrounds are diverse and include expertise in computer engineering, business management, computer science, management of information systems, engineering management, electrical engineering, and geographic information systems. It is anticipated that as the program grows, it will be necessary for additional faculty lines with 5 permanent, tenure track faculty supporting the program by Year Five. Additional faculty will be hired as enrollment warrants, with 7 permanent, tenure track faculty anticipated at full build-out of the program.

Section IX provides a detailed analysis of faculty support for the program. The following assumptions have been made in this analysis:

- Program coordinator will teach 2 classes per year
- Regular faculty will perform research, and will have a load of three classes per year.
- Instructors will teach 6 undergraduate classes per year.
- Adjuncts will be hired on a course-by-course basis

Given these assumptions the required courses can therefore be delivered by the following complement of faculty:
### Table 1 Program Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Status</th>
<th>% Effort in Pgm.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schimpf, Paul</td>
<td>Associate</td>
<td>Permanent</td>
<td>100%</td>
</tr>
<tr>
<td>Stewart, Daniel</td>
<td>Assistant</td>
<td>Permanent</td>
<td>50%</td>
</tr>
<tr>
<td>Rumsey, Hal</td>
<td>Associate</td>
<td>Term</td>
<td>50%</td>
</tr>
<tr>
<td>Mortz, Margaret</td>
<td>Associate</td>
<td>Term</td>
<td>50%</td>
</tr>
<tr>
<td>Daratha, Kenn</td>
<td>Assistant</td>
<td>Term</td>
<td>50%</td>
</tr>
<tr>
<td>Adjunct</td>
<td>Instructor</td>
<td>Temporary</td>
<td>25%</td>
</tr>
<tr>
<td>Adjunct</td>
<td>Instructor</td>
<td>Temporary</td>
<td>25%</td>
</tr>
</tbody>
</table>

**Total Faculty FTE (for initial start-up)**

3.50

### ADMINISTRATIVE/SUPPORT STAFF

<table>
<thead>
<tr>
<th>Name (or “New” if not yet hired)</th>
<th>Title</th>
<th>Responsibilities</th>
<th>% Effort in Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>New (reallocation)</td>
<td>Secretary Senior</td>
<td>Provide support and assistance to faculty and students as necessary</td>
<td>50%</td>
</tr>
</tbody>
</table>

**Total Staff FTE in Program**

.50

### Section X. Facilities

Existing WSU Spokane facilities will be adequate to support this program initially with the CE lab in SIRTI 308 becoming available for this program. As the program enrollment grows, more classroom and office space will be available to support the program on the Riverpoint Campus with the addition of the new Academic Center. All specialized equipment is available, or will be acquired, housed, and supported at WSUS. Existing IT staff will provide support for specialized equipment.
Section XI. Finances
Projected Revenues and Expenses

Table 4 Summary of Program Costs

<table>
<thead>
<tr>
<th>BS Informatics</th>
<th>Date</th>
<th>Internal Reallocation</th>
<th>New State Funds</th>
<th>Other Sources</th>
<th>Year 1 Total</th>
<th>Year 5 Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Salaries,</td>
<td>2004</td>
<td>13,960</td>
<td>-</td>
<td>-</td>
<td>5,000</td>
<td>13,960</td>
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<tr>
<td>including benefits</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Faculty Salaries,</td>
<td>2004</td>
<td>216,085</td>
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<td>-</td>
<td>60,000</td>
<td>216,085</td>
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<td></td>
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<tr>
<td>TA/RA Salaries,</td>
<td>2004</td>
<td>29,270</td>
<td>-</td>
<td>-</td>
<td>7,300</td>
<td>29,270</td>
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<td>including benefits</td>
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<tr>
<td>Clerical Salaries,</td>
<td>2004</td>
<td>16,250</td>
<td>-</td>
<td>-</td>
<td>8,125</td>
<td>16,250</td>
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<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Other Salaries including</td>
<td>2004</td>
<td>10,000</td>
<td>-</td>
<td>-</td>
<td>2,500</td>
<td>10,000</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Contract Services</td>
<td>2004</td>
<td>7,000</td>
<td>-</td>
<td>-</td>
<td>3,500</td>
<td>7,000</td>
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<tr>
<td>Goods and Services</td>
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<td>4,000</td>
<td>-</td>
<td>-</td>
<td>1,000</td>
<td>4,000</td>
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<tr>
<td>Travel</td>
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<td>5,000</td>
<td>-</td>
<td>-</td>
<td>5,000</td>
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<tr>
<td>Equipment</td>
<td>2004</td>
<td>7,500</td>
<td>-</td>
<td>-</td>
<td>7,500</td>
<td>7,500</td>
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<tr>
<td>Other costs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td>2004</td>
<td>7,000</td>
<td>-</td>
<td>-</td>
<td>3,500</td>
<td>7,000</td>
</tr>
<tr>
<td>Direct Cost</td>
<td></td>
<td>309,065</td>
<td>-</td>
<td>-</td>
<td>99,925</td>
<td>309,065</td>
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<tr>
<td>Indirect Cost</td>
<td></td>
<td>181,514</td>
<td>-</td>
<td>-</td>
<td>58,686</td>
<td>181,514</td>
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<tr>
<td>Total Cost</td>
<td></td>
<td>490,579</td>
<td>-</td>
<td>-</td>
<td>158,611</td>
<td>490,579</td>
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<tr>
<td>FTE Students</td>
<td></td>
<td>10</td>
<td>66</td>
<td></td>
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<td></td>
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<tr>
<td>Cost Per FTE</td>
<td></td>
<td>15,861</td>
<td>7,433</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Section XII. External Reviews
Byron Dangerfield, Dean
College of Business and Economics
P.O. Box 443161, Moscow, ID 83844-3161

David Thompson, Dean
College of Engineering
PO Box 441011
Moscow, ID 83844-1011
Library Capacity

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

The WSU Spokane and WSU Pullman libraries currently provide ample collections to support the BS Informatics degree. At WSU Spokane specifically, the Cooperative Academic Library Services (commonly known as CALS) serves Spokane-based faculty and students. CALS is a joint-use library of Washington State University at Spokane and Eastern Washington University. Since its inception in 1993, CALS has vigorously designed its delivery system to provide the highest quality service to its patrons while acknowledging and responding to the limitations faced by branch campus libraries. From the beginning, CALS embraced electronic technology to minimize the impact of not having extensive collections, separately organized departments and a large staff on site. For many years, CALS has been able to satisfy our patron’s information needs via document delivery and interlibrary loan services. Testimony to the exceptional support the system provides is documented by positive experiences faculty have had in acquiring journal publications within a turnaround period of only 24 hours. The Accreditation Team that visited WSU Spokane in October 1998 singled out the CALS library as one of the major strengths of WSU Spokane.

CALS currently subscribes to a core list of journals that will support the BS Informatics degree in Spokane, as well as journals in related fields of study. When needed to support programs, CALS relies on alternate resources of periodical information such as full-text electronic databases, direct document delivery and interlibrary loan services. As one of the programs on the WSU Spokane inventory of offerings, this service will be available to students in the BS Informatics degree program.

In addition to the outstanding service and depth in library materials currently available at WSUS, plans for a new, expanded library have been incorporated into the $38 million Academic Center Building designed for WSU Spokane. The Academic Center building has received funding through the design phase and is awaiting only the approval of construction dollars from the legislature. It is anticipated that the building will be completed and ready
for occupancy in 3 years. Since the new library will also serve the College of Nursing when it moves to the WSU Spokane campus, as well as other new programs being added to the WSUS campus, the expansion of library resources will be essential. Funding to support library collections, equipment, services, and serials will be given a high priority for reallocation of funds as necessary.

2. **What is the need for new library collections:**
   As explained previously, between joint-use WSU/EWU CALS, the WSUP library, inter-library loan, and electronic access, the BS Informatics will be well-served and require no major new additions to library collections. The BS Informatics is an interdisciplinary degree that is a unique blend of content and concepts from business, business management, statistics, decision sciences, and computer science. Programs in each of these discipline areas, at the undergraduate and graduate level, have been offered at the Riverpoint Campus by either WSU or EWU for many years; therefore, a sound foundation of library resources has been established that will continue to serve those programs as well as the new BS Informatics degree program.

3. **What new library personnel will be needed?**
   No new library personnel will be needed to support the program. With the impending merger of the Nursing Library and the Riverpoint Campus Library in the new Academic Center, the library staff and faculty will be maximized.

4. **What additional library services will be needed?**
   (See No. 1 above under Library; i.e., interlibrary loan, etc.)

5. **For Branch Campuses/Extended University Proposals: To what extent will collections and services be provided from Pullman and to what extent by the branch campus or other local libraries?**
   (See No. 1 above under Library; i.e., CALS and other library support)

6. **Are there any other library resource considerations (e.g., additional space):**
   (See No. 1 above under library; i.e., space.)

**Demand and Cost**

I. **Situational Analysis:**

   **Weaknesses:**
   (See Section III of Proposal)

   **Opportunities:** Opportunities, as related to this degree program, are developed from your department’s strengths or positive circumstances.
   (See Section III of Proposal)
**Threats:** A threat is a problem. It is anything that appears to endanger your current situation or future opportunities.
At this time the only perceived threat to the success of this program is the uncontrollable factor of the economy; however, all signs indicate that the need for individuals who are prepared to enter the job market through the completion of the BS Informatics degree will be high for both the near and distant future.

**II. Competitive Analysis:**
Select a strongest, geographically nearest, and lowest price competitor and describe each of them as completely as possible using the following characteristics:

1. **STRONGEST COMPETITOR**
   **Name of program and credit hours:**
   Pace University, Bachelor of Science in Information Systems, 128 semester credits. This is the only ABET accredited Information Systems program in the country.

   **Total Enrollment** – not published.

   **Cost per credit hour/Total for Certificate and/or Program:** $10,270/yr for full-time students, or $342.33 per semester credit hour. Total cost for program = $41,080. Entering tuition rate is guaranteed for 5 years.
   **Access** – Classroom instruction, face-to-face contact.

   **Faculty to student ratio** – not published.

   **Support Services** – not published.

   **How long has this certificate and/or program been offered?** – accredited in 2002 during the first year possible, which means the program probably began in 1998.

   **What is each program’s weakness?** – The program does not require any classes in Decision Science other than an Introduction to Probability and Statistics. It also does not require any courses in Optimization Theory. It does not offer separate tracks for those that would like to emphasize either business or computing.

   **What is each program’s advantage?** - It is a well-balanced combination of Business and Computer Science fundamentals.

2. **GEOGRAPHICALLY NEAREST COMPETITOR**
Pace University is also the nearest competitor for this program. It is the only program in the country that was identified through a comprehensive internet search of universities to have a comparable interdisciplinary approach to that of the BS Informatics degree proposed for WSUS.

3. **LOWEST PRICE COMPETITOR**
Although the Eastern Washington Program in Computer Science is very different from the proposed BS Informatics, there are some similar components in the computer science areas; therefore it is listed as the lowest priced competitor.

**Name of program and credit hours** – Eastern Washington University, Department of Computer Science, Bachelor of Science in Computer Information Systems, 180 quarter credits (120 semester credits)

**Total Enrollment** – 15 graduates in 02/03 academic year. Enrolled students not published.

**Cost per credit hour/Total for Certificate and/or Program:** $3582/yr for full-time students, or $119.40 per semester-equivalent credit hour. Total cost for program = $14,328

**Access** – Classroom instruction, face-to-face contact.

**Faculty to student ratio** – 1:23 for the university not published for the department.

**Support Services** – Advising, general access and departmental computing labs, departmental lab assistants.

**How long has this certificate and/or program been offered?** – 1984.

**What is each program’s weakness?** – Pace University is not accredited by ABET (The BS Informatics will seek ABET accreditation at full build out.) Neither Pace University nor EWU Computer Science has an interdisciplinary focus. EWU does not require calculus or linear algebra, leaving students less well prepared to understand Optimization theory. EWU does not offer courses in Optimization theory. EWU Computer Science requires an introductory course in Statistics and Probability, but no decision science courses are required. In the EWU program business offerings are very limited; i.e., only a basic economics and two basic accounting courses with no upper division business courses required. EWU degree appears to have been organized with much of the harder coursework in Math, Science, and Advanced CS not required.

**What is each program’s advantage?** - The primary advantage of WSUS program over Pace University is local access to this unique degree to serve the high technology community of Spokane. The WSUS BS Informatics’ advantage over EWU’s Computer Science program is that it is an interdisciplinary degree that addresses the needs of individuals wishing to acquire knowledge and skills in information processing and communication technologies that will improve decision-making within organizations. Although EWU’s Computer Science program is lower in cost; it is a different program with different content than the BS Informatics. EWU’s program will appeal to students who are primarily interested in Computer Science who cannot handle some of the more rigorous material required for the WSU BS Informatics.

### III. Demand Analysis:

**Demand** – the willingness of individuals to pay to participate in your program. It is a basic measure used in determining whether or not your program will be financially viable.
FACTORS IN ASSESSING DEMAND:

Market
It is anticipated that initially the students for this program will be drawn primarily from the local Spokane area; however, as the program becomes more visible we fully expect, because of its unique interdisciplinary content, it will become a destination degree and draw students statewide as well as nationally and internationally. As an upper division major, students would be expected to relocate to Spokane if they do not already reside in the immediate area.

Market size
Because this is a unique degree there is no existing program in the Spokane market area. However, based on the large number of students currently enrolled at other universities in related fields such as business and computer science, coupled with the strong demand from high technology businesses and healthcare organizations for individuals with an Informatics background, we are confident that there is strong potential for substantial interest and enrollment in the BS Informatics degree.

Market share
This is difficult to calculate since the degree represents a new and emerging area of specialization. An analysis of all programs in related fields would skew any such calculations since those do not accurately represent the degree to be offered.

Market capacity
Since there is no such degree available in the Spokane area and the needs of the local organizations and industries are not being met there is not an excess of supply nor is the market saturated.

Growth rate
The market for a BS Informatics degree is one of rapid growth that will continue to sustain itself in the future as technology continues to expand and the demand for more individuals with this degree increases.

Barriers to entry
No barriers to entry into the market are foreseen.

Market Place Analysis

What is the demand among students for your program?
(See Demand/Needs Assessment Section III)

What is the current academic or industry demand for graduates of your program?
(See Demand/Needs Assessment Section III)

What growth rate do you project for this demand?
(See Demand/Needs Assessment Section III)
In your opinion, what is the market capacity?
(See Demand/Needs Assessment Section III)

What barriers exist to competitive entry into this market?
(See Demand/Needs Assessment Section III)

Market Place: Target Market

Segmentation:
(See Demand/Needs Assessment Section III)

Target Market
(See Demand/Needs Assessment Section III)

Estimate the number of individuals you expect to enroll from your target market for the 1st, 2nd and 3rd years.

<table>
<thead>
<tr>
<th>Target Market</th>
<th>1st year</th>
<th>2nd year</th>
<th>3rd year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>SFCC AA degree</td>
<td>SFCC AA degree</td>
<td>SFCC AA degree</td>
</tr>
<tr>
<td></td>
<td>Working Prof (Certificates 1&amp;2 complete)</td>
<td>WSUP Year 1&amp;2 complete</td>
<td>WSUP Years</td>
</tr>
<tr>
<td>Secondary</td>
<td>EWU Transfer students</td>
<td>EWU Transfer Students</td>
<td>EWU Transfer Students</td>
</tr>
</tbody>
</table>

To whom will your marketing efforts be directed? What are the key characteristics of that segment to which you will appeal?

**TARGET MARKET:**
Students who complete first 2 Yrs @ WSUP

**Characteristics:**
Current WSU students (to certify in major will relocate to WSUS)

SFCC AA Students

Students who complete required pre-reqs @ SFCC

Place-bound individuals in Spokane

Students who complete AA @ SFCC

Working Professionals

People who wish to complete certificate in selected areas of Informatics for job advancement

EWU Transfers

Students who wish to pursue a degree with interdisciplinary focus
IV. Recruitment Plan

1. How and where are students going to find out about this program?
WSU Spokane utilizes a wide range of media and approaches to reaching prospective students, tailoring efforts to the appropriate target market. In addition to the information listed here, additional tactics are detailed in response to questions below.

Primary target markets:

- **Community college students enrolled in appropriate feeder courses**: Reached through faculty visits to classes, admissions staff on the campus of Spokane Falls Community College weekly, ads run in the SFCC student paper, flyers on campus
- **Students enrolled in other area colleges who may consider transferring to get a degree not available elsewhere**: Ads in student papers
- **People working with data in selected area firms**: Reached through a variety of technology networking organizations who have helped promote WSU Spokane programs in the past (see below under #2); lectures and presentations by faculty on-site at appropriate venues, and on campus with appropriate publicity to draw attendance; personal contacts by faculty and admissions staff

2. Who specifically will be helpful in your promotion activities? How will you access them?

**Internal**: According to surveys conducted, word-of-mouth is the single most valuable source of information for prospective students. Since faculty and staff live in the community they spread the word about new programs building upon word-of-mouth from the inside out. News about proposed programs is shared with the WSUS campus community in the well-read Campus Bulletin produced biweekly, and a weekly events email, both of which reach the entire campus community and beyond, to colleagues at the other campuses.

**External**: The WSUS campus has individual personal contacts within each of the organizations listed below:

- **Technet**: An area technology networking organization. As a Technet member WSUS utilizes their email newsletter and other communications with their members to publicize programs and courses.
- **Terabyte Triangle**: An organization that promotes downtown Spokane as a wired place to do business. They produce a monthly newsletter that goes to over 1,000 subscribers, and will write feature stories on the program content. The WSU Spokane Director of Communications and Public Affairs serves on their steering committee.
- **INTEC**: An economic development/technology workforce organization. They are interested in partnering to promote lectures and presentations by faculty on content related to informatics, and have a well-established promotional system for getting the word out about events of this type.
- **Inland Northwest Health Services**: INHS has a large health care data staff who should be interested in the degree. Their CEO and other employees are well connected with WSU Spokane and supportive of program growth, and serve as partners to get the word out to employees and those of the area hospitals that are INHS members.
- **Spokane Regional Chamber of Commerce**: The Chamber is a strong and active partner in promotion of WSU Spokane’s growth and success.
• **Spokane Area Economic Development Council:** The EDC is another partner who can be counted on to distribute news about this program as an important addition to Spokane’s educational offerings in support of economic growth and workforce development. Through the EDC email newsletter distributed throughout the region, the program will be made known to firms in the area who will be interested in graduates.

• **Mass media:** The Spokesman-Review has a technology feature page in each Sunday’s business section. WSU Spokane works regularly with the editor and reporters for that section, and will work to place stories there for high visibility in the region.

### 3. How can you provide recruiting training to necessary departments and support staff? Who will represent this department in its promotion activities?

The marketing and admissions staff at WSU Spokane, along with academic coordinators and support staff for our degree programs, meet regularly to discuss recruitment, retention, and marketing efforts. They will all receive information about the degree so they will be effective representatives for this along with other programs in their individual recruiting efforts.

This department will be supported centrally by marketing and admissions staff as a new program. Faculty will also be engaged in recruitment planning and execution, supported by staff in those efforts. As noted under the answer to question #1, admissions staff meet weekly on the SFCC campus, and will be representatives of the program, along with faculty, to promote the degree to the Spokane and other target markets.

### 4. What specific venues can you use to promote an awareness of this new program?

- **LaunchPad:** LaunchPad is a high-energy, high-visibility technology networking event held 2-3 times per year in the Spokane region, drawing several hundred people to each event. WSUS will explore the possibility of a major sponsorship of LaunchPad as a means of unveiling the informatics program in front of key contacts throughout the technology community.

Other venues will be available through the community partners identified under #2 above, and will be reached through the tactics listed below under #5.

### 5. What means will be used to access and educate businesses, industry, agencies, and/or institutions about this offering?

WSU Spokane uses an integrated marketing communications approach to all program promotion. Some of the means used to promote awareness of this program will include:

- **Web:** The program will be highlighted on the campus home page when it is being rolled out. We will seek reciprocal links from appropriate businesses and from SFCC, routing prospective students to our site for more information. For a sample of the type of Web content we will develop for this program, see [wwwcptreng.spokane.wsu.edu](http://wwwcptreng.spokane.wsu.edu). The advising sheets are particularly valuable for transfer student academic planning.

- **Email:** The campus produces an email news and events newsletter that goes to around 150 subscribers, who forward it to others who may be interested in our news. This program will be featured prominently in that newsletter and in other email communications.
• **Advertising**: Print ads in SFCC student paper, student papers of other area colleges, Spokesman-Review, Spokane Journal of Business, Pacific Northwest Inlander; possible radio advertising

• **Publications**: A high-quality information piece will be created for the program and distributed at SFCC, selected area businesses, and other venues as appropriate. The campus recruiting poster, which is distributed widely to feeder schools and area businesses, will be updated to include this program when it is available.

• **Events**: Presentations by program faculty and guest lecturers that relate to informatics will be utilized as opportunities for program promotion. Events are promoted through a mix that includes email, Web, print ads, direct mail, and community calendar notices.

• **Alumni relations**: Again building word of mouth, we will share information on this program with the local chapter of the WSU Alumni Association, which includes people who work across the region and who can help spread the word about the program.

• **Community leaders**: The campus communicates with community leaders through a variety of mechanisms, including personal meetings with the chancellor and program faculty, occasional direct mail, and event invitations. A number of community leaders sit on Pres. Rawlins’ Spokane Advisory Board, which is kept apprised of campus developments such as the addition of new programs. Community leaders will share news of the program with their employees and acquaintances. Spokane is a heavily networked town, and because we are so plugged into that, we can get the word out through a variety of effective mechanisms.

• **Direct mail**: Our admissions staff maintains a list of area employers, and we will work through that list to identify appropriate industries and agencies to be targeted with mailed flyers for posting in employee gathering spaces, and possible faculty and admissions staff site visits.

• **Media relations**: Technology piece articles (noted above), faculty placed as expert sources for reporters working on related stories.

**V. Financial Analysis:**

**Enrollment Objectives**
(See Section VIII A. Size of Program)

**Cost Projections:** Projected Revenues and Expenses: Summary of Program Costs
(See Section XI: Table 4)

**Salary Cost Detail Year 1 and Year N**
(See Section XI: Table 4)

*(NOTE: New Course Major Curricular Change Forms and Syllabi are attached electronically in Zip folder and in Appendix of hard copies.)*
Major Curriculum Change Forms and New Course Syllabi

(See attached Zip folder for electronic copies)

(See Appendix for hard copies)