

# Assessment Report - Four Column

## Eastern Oregon University Program (CAS) PPE

**Catalog Description:** The Philosophy, Politics, and Economics program joins the analytic rigor of the social sciences and the enduring normative questions of philosophy to promote an integrative and critical understanding of the institutions, practices, and policies that shape the contemporary world. The degree integrates broad academic areas in the humanities and the social and behavioral sciences. In this program the disciplines of economics, philosophy, and political science form the intellectual foundation for exploring critical social problems, the development of social policy, and critical policy analysis.

**How Program serves the Mission:** Philosophy, Politics and Economics (PPE) is an interdisciplinary degree program that seeks to educate students from diverse backgrounds about the philosophical, political and economic issues confronting the Eastern Oregon region and beyond. PPE guides student inquiry through an integrated approach that enables students to form connections between the three core disciplines of the program and apply the lessons they learn in the classroom to the world beyond the EOU campus in diverse careers such as government intelligence analysts, investigative reporters, not-for-profit agency managers, the business sector, lawyers and government officials. The high quality of the program is evidenced by the number of PPE graduates who attend and flourish at some of the nation's finest law and graduate schools, along with presenting their original research at EOU's Spring Symposium. PPE students are keenly prepared for responsible and reflective action in a diverse and interconnected world via the program's leadership in EOU's Civic Engagement efforts, where students regularly interface with government officials and community groups in a variety of stimulating learning experiences. PPE connects the rural regions of Oregon to a wider world via the deliverability of the degree at a distance, onsite weekend colleges, and the scholarly research of faculty members recognized as experts in diverse fields such as gambling policy and privacy law. EOU's beautiful setting and small class size complement the personal attention PPE students receive, allowing them to develop and implement leadership skills in a wide range of co-curricular activities such as student government, athletics and clubs. PPE's strong partnerships with other colleges, universities and communities contribute to the well-being of the Eastern Oregon region via a variety of stimulating practicum and internship in government and not-for-profit agencies.

Program Outcomes	Means of Assessment & Benchmark / Tasks	Data Analysis	Closing the Loop & Follow-Up
<p>Program (CAS) PPE - Content Knowledge - Assess different theories, concepts, methods, and analytical approaches employed by the disciplines of Philosophy, Political Science, and Economics.</p> <p><b>Year(s) to be Assessed:</b> 2009-2010 2014-2015</p> <p><b>Outcome Status:</b> Active</p>	<p><b>Description of Assessment:</b> Embedded questions on quizzes</p> <p><b>Benchmark:</b> 70% of class with 70% correct</p>	<p>07/12/2011 - Results as follows (overall class average, percentage of students exceeding stipulated level of achievement). Quiz 1 (62.3%, 46.2%) Quiz 2 (65.2%, 70.7%) Quiz 3 (73.3%, 74.5%) Quiz 4 (73.6%, 50%) Hence, the class benchmark was achieved on Quizzes 3 and 4, and the percentage of class members achieving the benchmark on quizzes 2 and 3. There was no statistically significant difference between knowledge attained through the embedded questions linked to readings or lecture material.</p>	<p>07/12/2011 - Need to assess PPE students only, not entire class population. Need to employ same instrument across platforms (on-line, on-campus) to accurately assess programs. Given the dynamic nature of the online course, as opposed to the lack of institutional support for updating videos of lecture, there is a disjunct between content knowledge of the two platforms. With the</p>

Program Outcomes	Means of Assessment & Benchmark / Tasks	Data Analysis	Closing the Loop & Follow-Up
		<p><b>Benchmark Met:</b> Yes</p> <p><b>Reporting Year:</b> 2009-2010</p> <p><b>Related Documents:</b> <a href="#">Assessment Summary</a></p>	<p>videotaping of lectures F09, this issue will be eliminated, and more valid comparisons can be made between online and on-campus course versions. Need to validate questions over time to ascertain instrument robustness. Need to have discussion over whether to employ a nationally normed instrument.</p>
<p>Program (CAS) PPE - Inquiry - Evaluate problems of normative inquiry as well as those of empirical analysis, and synthesize the two approaches in the analysis of the ideas, values, and assumptions underlying public policy and ethical issues.</p> <p><b>Year(s) to be Assessed:</b> 2012-2013 2017-2018</p> <p><b>Outcome Status:</b> Active</p>	<p><b>Description of Assessment:</b> Due to assess Inquiry 12-13</p>	<p>04/30/2013 - See related document - Inquiry Analysis</p> <p><b>Benchmark Met:</b> No</p> <p><b>Reporting Year:</b> 2012-2013</p> <p><b>High Impact Practice (HIP) - only choose one:</b> University Writing Requirement</p> <p><b>Related Documents:</b> <a href="#">POLS 221 Exam</a> <a href="#">Writing Rubric</a> <a href="#">Inquiry Analysis</a></p>	
<p>Program (CAS) PPE - Applied Learning and Civic Engagement - Apply contextual knowledge and skills to the public policy process and ?real-life? political situations via the opportunity to observe and participate as an informed citizen in a variety of on and off-campus settings.</p> <p><b>Year(s) to be Assessed:</b> 2010-2011</p>	<p><b>Description of Assessment:</b> ECON 350: Attendance at public meetings</p> <p><b>Benchmark:</b> 80% adequate or proficient</p>	<p>07/12/2011 - Strengths: Students not only like this assignment and see value in it, many students also indicate that because of this activity, they plan to continue to volunteer for community activities and agencies and continue to be involved in local government. Weaknesses: I developed the rubric last term and so did not distribute it to the students at the beginning of the term. I am currently teaching</p>	<p>07/12/2011 - I plan to continue to use this assignment both on-campus and online, but I also intend to add the rubric on the Civic Engagement assignment to the syllabus so students will receive it when they first receive the syllabus.</p>

Program Outcomes	Means of Assessment & Benchmark / Tasks	Data Analysis	Closing the Loop & Follow-Up
2015-2016  <b>Outcome Status:</b> Active		Pols/Econ 350 online this term and I did post the rubric in Blackboard and notified the students so they would know how this assignment would be assess. <b>Benchmark Met:</b> Yes <b>Reporting Year:</b> 2010-2011 <b>Related Documents:</b> <a href="#">Assessment Summary</a>	
Program (CAS) PPE - Critical Thinking, Communication, and Integrated Learning - Produce effective interdisciplinary policy analysis via the ability to recognize arguments, test hypotheses and support via appropriate oral and written communications.  <b>Year(s) to be Assessed:</b> 2008-2009 2011-2012 2014-2015 2016-2017  <b>Outcome Status:</b> Active	<b>Description of Assessment:</b> PHIL 102: Course Assessment  <b>Benchmark:</b> 85% at 2 or 3	07/12/2011 - Assessment of Critical Thinking in PHIL 102 in Spring 2009 confirmed the findings of the Spring 2008 assessment?the assignment is a good one and it continues to inform my lectures every time I teach the course. <b>Benchmark Met:</b> No <b>Reporting Year:</b> 2008-2009 <b>Related Documents:</b> <a href="#">Assessment Summary</a>	07/12/2011 - As a program, we need to clarify the empirical delineation between levels of achievement and between levels of courses (100- and 200-level GEC courses). In the future, I need to assess both platforms (online, on-campus) in which this course is taught to determine potential course of action in the online modality.
	<b>Description of Assessment:</b> Outcome: Critical Thinking, Communication, and Integrated Learning to be assessed 11-12		
Program (CAS) PPE - Program Review - No Assessment - Program Review  <b>Year(s) to be Assessed:</b> 2013-2014  <b>Outcome Status:</b> Active			



Curriculum Map  
Eastern Oregon University  
Program (CAS) PPE

**Program (CAS) PPE**

**Content Knowledge - Assess different theories, concepts, methods, and analytical approaches employed by the disciplines of Philosophy, Political Science, and Economics.**

- \* ECON 201 - ECON 201 - Microeconomics\*SSC
- \* ECON 202 - ECON 202 - Macroeconomics\*SSC
- \* ECON 334 - ECON 334 - U.S. Economic Hist\*SSC
- \* ECON 350 - ECON 350 - Public Policy\*SSC
- \* ECON 407 - ECON 407 - Capstone
- \* PHIL 101 - PHIL 101 - Self, World & God\*AEH
- \* PHIL 102 - PHIL 102 - Ethics, Polit & Law\*AEH
- \* PHIL 407 - PHIL 407 - Capstone
- \* PHIL 420 - PHIL 420 - Philosophy of Law
- \* POLS 101 - POLS 101 - American Nat Gov\*SSC
- \* POLS 221 - POLS 221 - International Relations\*SSC
- \* POLS 340 - POLS 340 - Politics and Media\*SSC
- \* POLS 350 - POLS 350 - Public Policy\*SSC
- \* POLS 407 - POLS 407 - Capstone

**Inquiry - Evaluate problems of normative inquiry as well as those of empirical analysis, and synthesize the two approaches in the analysis of the ideas, values, and assumptions underlying public policy and ethical issues.**

- \* ECON 407 - ECON 407 - Capstone
- \* PHIL 101 - PHIL 101 - Self, World & God\*AEH
- \* PHIL 203 - PHIL 203 - Critical Thinking\*GTW
- \* PHIL 407 - PHIL 407 - Capstone
- \* PHIL 420 - PHIL 420 - Philosophy of Law
- \* POLS 221 - POLS 221 - International Relations\*SSC
- \* POLS 407 - POLS 407 - Capstone

**Applied Learning and Civic Engagement - Apply contextual knowledge and skills to the public policy process and ?real-life? political situations via the opportunity to observe and participate as an informed citizen in a variety of on and off-campus settings.**

- \* ECON 350 - ECON 350 - Public Policy\*SSC
- \* ECON 407 - ECON 407 - Capstone
- \* PHIL 407 - PHIL 407 - Capstone
- \* POLS 101 - POLS 101 - American Nat Gov\*SSC
- \* POLS 350 - POLS 350 - Public Policy\*SSC
- \* POLS 407 - POLS 407 - Capstone

**Critical Thinking, Communication, and Integrated Learning - Produce effective interdisciplinary policy analysis via the ability to recognize arguments, test hypotheses and support via appropriate oral and written communications.**

- \* ECON 201 - ECON 201 - Microeconomics\*SSC
- \* ECON 202 - ECON 202 - Macroeconomics\*SSC
- \* ECON 334 - ECON 334 - U.S. Economic Hist\*SSC
- \* ECON 407 - ECON 407 - Capstone
- \* PHIL 101 - PHIL 101 - Self, World & God\*AEH
- \* PHIL 102 - PHIL 102 - Ethics, Polit & Law\*AEH
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- \* POLS 221 - POLS 221 - International Relations\*SSC
- \* POLS 340 - POLS 340 - Politics and Media\*SSC
- \* POLS 350 - POLS 350 - Public Policy\*SSC
- \* POLS 407 - POLS 407 - Capstone

## Program Outcomes - Assessment Cycle

Year(s) to be Assessed	Program Outcome Name	Unit Name
2008-2009	Critical Thinking, Communication, and Integrated Learning	Program (CAS) PPE
2009-2010	Content Knowledge	Program (CAS) PPE
2010-2011	Applied Learning and Civic Engagement	Program (CAS) PPE
2011-2012	Critical Thinking, Communication, and Integrated Learning	Program (CAS) PPE
2012-2013	Inquiry	Program (CAS) PPE
2013-2014	Program Review - No Assessment	Program (CAS) PPE
2014-2015	Content Knowledge	Program (CAS) PPE
2014-2015	Critical Thinking, Communication, and Integrated Learning	Program (CAS) PPE
2015-2016	Applied Learning and Civic Engagement	Program (CAS) PPE
2016-2017	Critical Thinking, Communication, and Integrated Learning	Program (CAS) PPE
2017-2018	Inquiry	Program (CAS) PPE