



## **Program Portfolio**

### **PPE**

### **2010-11**

#### **Description of Program**

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. The program applies an interdisciplinary approach to important societal problems, utilizing the contributions of all three disciplines. The strength of the program is that it looks at policy analysis not just as the economist thinks of it (efficiency) and not just as the political scientist thinks of it (political efficacy), but that it also includes the normative (“ought” or moral/ethical) dimensions that can be more rigorously addressed through philosophy. The program provides the broad preparation that is recognized as essential if we are to adequately educate our students not just for a career but also for lives in which they can be expected to change careers three or four times. The program will prepare students for a variety of careers - and career changes - that require analytic skills and knowledge of institutional processes that drive social policy questions. Examples are teaching, banking and finance, journalism, resource management, social services, criminal justice, and other public service. The program will also provide excellent undergraduate preparation for students intending formal study of the law. Finally, the program is the major of choice for those students considering postgraduate study in economics, political science, and philosophy.

#### **How Program serves the Mission of the University and needs of region**

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.

### **Recent Programmatic Changes**

PPE has implemented a series of structural changes over the last five years. The hiring of a second economist has stabilized the program while expanding course offerings. A number of new courses have been added to the rigorous PPE curriculum including Indian Gaming, Terrorism, Politics and Beer, The American Dream, Globalization and Beer, and Beer and Tourism. PPE serves as the home program for EOU's new Public Administration degree program, along with a Public Service Certificate and Religious Studies minor. The program has developed an extensive set of onsite courses to serve place bound students. The extensive knowledge and training in program assessment resulted in the development of new program learning outcomes which clearly articulate the interdisciplinary nature of the program.

### **Key Programmatic Assessment**

The PPE Program is committed to playing a leadership role in program assessment at EOU. A thoughtful examination and reflection resulted in improved and focused program learning outcomes that can be assessed with modicum of effort. PHIL 102 course was part of the "pilot" General Education assessment process, and POLS 101 played a similar role in the assessment of civic engagement. We are committing to embed exit interviews with our graduating senior majors into the Capstone course, and to full Program participation in "jurying" the Spring Symposium research presentations. Most importantly, PPE is committed to providing a rigorous and sustainable assessment play which systematically evaluates student learning in both on campus and on line modalities.

### Vertical Curriculum Mapping: PPE (PLOs)

Course Levels	Benchmark/ Expected Standard of Performance	<b>1</b> <b>Content Knowledge</b> (courses required of all majors)	<b>2</b> <b>Inquiry</b> (course required of all majors)	<b>3</b> <b>Applied Learning &amp; Civic Engagement</b> (course required of all majors)	<b>4</b> <b>Critical Thinking, Communication, and Integrated Learning</b> (course required of all majors)
	<i>Program sets benchmark</i>				
<b>400-Level</b>	85% Proficient or Adequate	PPE 407/410 (CAPSTONE) PHIL 420	PPE 407/410 (CAPSTONE) PHIL 420	PPE 407/410 (CAPSTONE)	PPE 407/410 (CAPSTONE)
<b>300-Level</b>	85% Proficient or Adequate	POLS 340 POLS 350 ECON 334 ECON 350		POLS 350 ECON 350	POLS 340 POLS 350 ECON 334 POLS 350
<b>200-Level</b>	85% Proficient or Adequate	POLS 221 ECON 201 ECON 202	POLS 221 PHIL 203		POLS 221 ECON 201 ECON 202 PHIL 203
<b>100-Level</b>	85% Proficient or Adequate	POLS 101 PHIL 101 PHIL 102	PHIL 101	POLS 101	PHIL 101 PHIL 102



## I. Program Objectives/Outcomes

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

**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.

**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.

**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 communication

## II. Four-Year Assessment Cycle: PPE

Year	Outcome to be Assessed
2008-2009	#4—Critical Thinking—PHIL 102
2009-2010	#1 & #3—Content Knowledge & Civic Engagement (GEC)
2010-2011	#3—Applied Learning and Civic Engagement
2011-2012	#4—Integrated Learning (Critical Thinking & Communication)
2012-2013	#2—Inquiry

## III. Curriculum Assessment Plan

Year	Outcome	Course/Milestone Activity	Assignment/ Task (done by students)	Assessment Tool (to measure outcome)	Standards/Levels of Achievement
2010-2011	#3	Econ 350 on-campus Econ 350 online	Attendance at public meetings	Rubric designed by Professor	80% adequate or proficient

## IV. Four-Year Assessment Cycle: PPE

Year	Outcome to be Assessed
2008-2009	#4—Critical Thinking—PHIL 102
2009-2010	#1 & #3—Content Knowledge & Civic Engagement (GEC)
2010-2011	#3—Applied Learning and Civic Engagement
2011-2012	#4—Integrated Learning (Critical Thinking & Communication)
2012-2013	#2—Inquiry

## V. Curriculum Assessment Plan

Year	Outcome	Course/Milestone Activity	Assignment/ Task (done by students)	Assessment Tool (to measure outcome)	Standards/Levels of Achievement
2008-2009	#4	Phil 102 on-campus Phil 102 online	Analytical paper	GEC Rubric	70% adequate or proficient
2009-2010	#1 & #3 (GEC)	Pols 101 on-campus Pols 101 online	Reading and lecture quiz	Embedded questions	70% adequate or proficient
2010-2011	#3	Econ 350 on-campus Econ 350 online	Attendance at public meetings	Rubric designed by Professor	80% adequate or proficient
2011-2012	#4	PPE 407 on-campus PPE 407 online	Capstone thesis paper	Rubric designed by Professors	90% adequate or proficient
2012-2013	#2	Phil 102 on-campus Phil 102 online	Analytical paper	Rubric designed by Professor	70% adequate or proficient

## Degree Program Outcomes Assessment

Spring 2009

<b>Degree Program: Philosophy, Politics and Economics</b>
<b>Outcome Assessed (i.e. Critical Thinking): Critical Thinking (GEC)</b>
<b>Course / Activity: PHIL 102 n = 38</b>

### Summary of Assessment Results

Performance Criteria	Assessment Method	Measurement Scale	Minimum Accepted Performance	Results
Identifies and explains issues	Analytical paper	1-3 3. Proficient 2. Adequate 1. Developing	85% at 2 or 3	> 85%
Recognizes contexts and assumptions				
Acknowledges multiple perspectives				
Evaluates evidence to reach conclusions				

*Note: See "Supporting Documentation" tab or for detailed records of the summary. The assessment representative for each department must archive supporting student samples*

### Explanation of Assignment / Activity / Prompt

In the videolecture dealing with the analytical paper, I used something like the following assignment as an example of a possible analytical paper topic, but officially defined the assignment much more broadly. For several reasons, I am now much more tightly restructuring the analytical paper topic. One has to with pedagogy. I believe that the assignment below much more clearly expresses what I am looking for, and therefore gives you much clearer direction of what sort of paper to write. Another has to do with an ongoing assessment of Eastern's General Education. Our course is identified as helping students in "critical thinking." To see whether this is indeed happening, we need a common paper topic so that we can track the course's success or failure in developing this important part of a liberal arts education.

You are to write a 1000 to 1500 word paper critically analyzing W. A. Parent's theory of privacy, and Jeffery Johnson's critique of this theory. The paper must have the following structure.

- First section – explaining Parent's theory of privacy, and his arguments in defense of this theory.
- Second section – explaining Johnson's arguments against Parent's theory, and his own theory of privacy.

- Third section – explain and defend your own views on this disagreement. You may focus narrowly on the particular debate between Parent and Johnson, or you may articulate and defend your own views about the nature and importance of privacy.

I would assume that each section of your paper would be about a page and a half to two pages in length, making for a paper of four to six pages. Obviously you will need to be very concise.

Parent's article, "Privacy, Morality, and the Law," can be found in the Course Documents folder in Blackboard. My own two articles are links in the Blackboard Syllabus calendar [Johnson 3, and Johnson 4].

### **Analysis of Assessment Results**

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.

### **Closing the Loop: Strengths, Weaknesses, Conclusions, Recommendations**

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.



## **Degree Program Outcomes Assessment**

Fall 2009

**Degree Program: Philosophy, Politics and Economics**

**Outcome Assessed (i.e. Critical Thinking): Content Knowledge**

**Course / Activity: Embedded Questions in Quizzes**

### **Summary of Assessment Results**

<b>Performance Criteria</b>	<b>Assessment Method</b>	<b>Measurement Scale</b>	<b>Minimum Accepted Performance</b>	<b>Results</b>
<i>Knowledge of concepts and theories</i>	<i>Embedded Questions</i>	<i>1-3, % at 2 or 3</i>	<i>70% of class with 70% correct</i>	<i>100%</i>

*Note: See "Supporting Documentation" tab or for detailed records of the summary. The assessment representative for each department must archive supporting student samples*

### **Explanation of Assignment / Activity / Prompt**

The utilization of embedded questions has a long history in program assessment. The method is much more cost effective than the utilization of standardized exams. Given the centrality of concepts and theories to the study of political science, and moreover the interdisciplinary aims of PPE, embedded questions provide an accurate barometer of student content knowledge.

Ten questions were embedded on each of four quizzes, equally drawn between the lecture and reading materials.

Copies of instruments with embedded questions available upon request.

### **Analysis of Assessment Results**

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.

### **Closing the Loop: Strengths, Weaknesses, Conclusions, Recommendations**

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 videotaping of lectures F09, this issue will be eliminated, and more valid comparisons can be made between on-line 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.

## **Degree Program Outcomes Assessment**

2010-2011

**Degree Program: PPE**

**Outcome Assessed (i.e. Critical Thinking): Applied Learning and Civic Engagement**

**Course / Activity: Pols/Econ 350, Public Policy (on-campus); Civic Engagement Assignment: Public Meeting and Voluntary Activity; 7 students**

### **Summary of Assessment Results**

Performance Criteria	Assessment Method	Measurement Scale	Minimum Accepted Performance	Results
<b><i>SAMPLE: identifies social context</i></b>	<b><i>Student essay - rubric</i></b>	<b><i>1-3, % at 2 or 3</i></b>	<b><i>67% at 2 Or 3</i></b>	<b><i>100%</i></b>
Explores multiple viewpoints in a public setting and reflects on changes in personal attitudes and beliefs	Student essay - rubric	1-3; 5@#3; 2@#2 100%	100%	
Demonstrates an ability to listen, communicate and act in inclusive ways with a group	Student essay - rubric	1-3; 5@#3; 2@#2 100%	100%	
Demonstrates a readiness for civic engagement via participating in community groups	Tracking attendance at public meetings – rubric	1-3; 5@#3; 2@#2 100%	100%	

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*Note: See "Supporting Documentation" tab or for detailed records of the summary. The assessment representative for each department must archive supporting student samples*

**Public meeting:** You will be expected to attend two meetings of an elected public body (city council, county commission, school board, etc), take notes on the agenda and the public policy decisions, and turn in a word-processed log of your notes, along with a short summary and evaluation of the meeting. You will also turn in a copy of the official agenda with a signature on it to verify that you were at the meeting. I will provide a list of possible meetings you can attend.

**Volunteer activity:** You will be expected to volunteer a minimum of 6 hours (for the term) at one of the non-profit organizations in the area. This activity can occur whenever it is convenient for you (weekends, evenings, etc), but you are to pick one agency and set up a time when you can volunteer your time and help. As with the public meeting, you will need to turn in a word-processed report that explains the mission of the agency you volunteer for, a summary of what you did, and an evaluation of your activity, along with an appropriate signature from the agency. I will provide a list of possible agencies.

**Closing the Loop: Strengths, Weaknesses, Conclusions, Recommendations 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 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 assessed.

**Conclusions & Recommendations:** 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.



## **Key Programmatic Assessment**

The PPE Program is committed to good faith assessment. We have reexamined and narrowed the Program's objectives in order to guarantee meaningful assessment. We have volunteered the PHIL 102 course as part of the "pilot" General Education process. And intend to initiate regular General Education assessment of "curricular content," and "critical" thinking, since these General Education objectives nicely overlap with the Program's objectives. We are committing ourselves to regularize exit interviews with our graduating senior majors, and to full Program participation in "jurying" the Capstone research presentations.

## **Current Programmatic Assessment Data/Reflections/Recommendations of Curriculum and Instruction**

There is much talk these days about "closing the loop" in programmatic assessment. The PPE Program takes some pride in our commitment to this important aspect of assessment. As noted above, Professor Dense has adjusted the content and style of the American National Government course in direct response to his survey of student success on the embedded questions. The PHIL 102 course is being redesigned this very quarter to better enable the tracking of Critical Thinking skills. The Capstone course was consciously redesigned to include more time and attention to professional level research, and the professional level public presentation of this research. The quarter was changed from Spring to Winter, and our students were "strongly encouraged" to submit their work to Eastern's Spring Symposium. PPE takes real pride in both the number of our majors who have been accepted for Spring Symposia, and the quality of those presentations.

**PPE provides an important public outreach function via distance education.** A key aspect of EOU's recently revised mission statement was connecting the rural regions of Oregon to the wider world. Distance education provides a opportunity for accessing higher education beyond the La Grande Campus. PPE was one of the first programs to have their degree entirely deliverable at a distance. During Spring 2006, the last academic term for which data was provided, PPE had the highest distance enrollment of any academic program in EOU's College of Arts and Sciences: 1045 student credit hours, compared to 951 in Anthropology/Sociology and 686 in English/Writing. Philosophy, Politics and Economics commitment to distance learning is indicative of their programmatic alignment with the institutional mission of Eastern Oregon University.

**PPE plays a leading role in interfacing with campus and external stakeholders.** Current faculty serves in a variety of important roles that enhance the visibility and institutional success of EOU, including Mayor of La Grande, representative to the Oregon University System Inter-Institutional Faculty Senate and EOU and Cascade Collegiate Conference Faculty Athletic Representative. Faculty also serves on a number of campus committees including Educational Program and Curriculum (EPCC), Budget and Planning, and Assembly Athletics.

Student internships allow for real-world learning experiences that complement what they learn in the classroom.

## **Programmatic Assessment: Synthesis and Recommendations**

PPE has been routinely engaged in programmatic assessment and using that data to make substantive modifications to our program.

- Move Capstone from Spring term to Winter term to better utilize the Spring Symposium as an assessment tool for our program
- Addition of POLS 340 Politics and Media to our upper division core (2007/08)
- Establishment of Public Administration as a free-standing minor (2007/08)

- PPE lower division courses will engage in the pilot programs conducted in Fall 2008 to review and revise the GEC Assessment Rubric
- PPE will undertake a systematic review of courses as we begin to develop a Public Administration major.

### **Student Accomplishments**

The PPE internship program should be commended for their exemplar commitment to partnering students with agencies and communities throughout the United States. In the last five years PPE students have served internships in a variety of important public service positions, including the United States Senate and House of Representatives, Oregon Senate and House of Representative, City of LaGrande, Union County Assessor and Commissioner, Hells Canyon Preservation Council, and State of Montana. (Outcome 3)

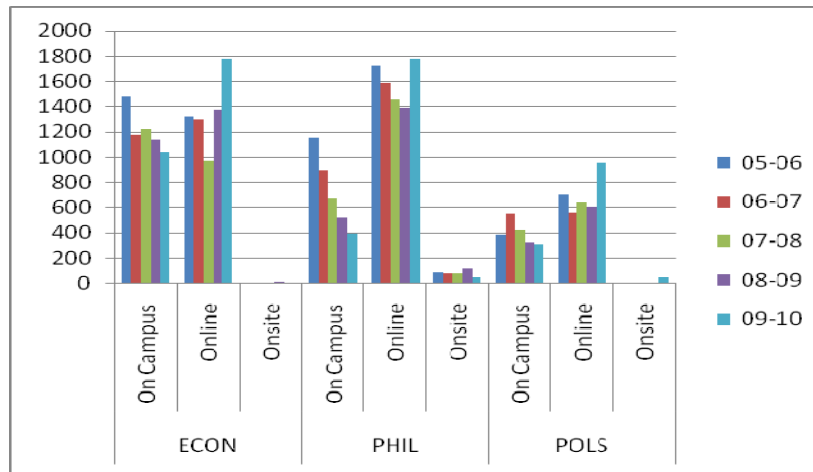
PPE graduating seniors have routinely presented their capstone research projects at Eastern's Spring Symposium over the last few years. (Outcomes 1, 2 and 4)

PPE graduates have successfully applied and been admitted to a variety of graduate programs, including law school. (Outcome 3)

## Enrollment Program Performance

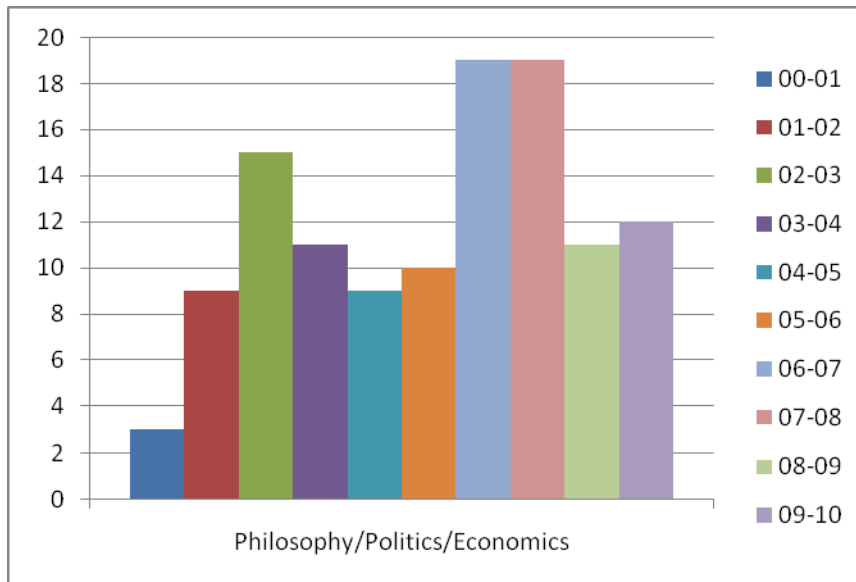
### 5 Year Student Credit Hours Generated by 'POLS + PHIL + ECON' Course Prefix

		Data				
Prefix	Campus	05-06	06-07	07-08	08-09	09-10
ECON	On Campus	1479	1175	1226	1138	1036
	Online	1325	1300	970	1375	1775
	Onsite	0	0	0	18	0
ECON Total		2804	2475	2196	2531	2811
PHIL	On Campus	1150	895	670	525	395
	Online	1731	1592	1455	1394	1775
	Onsite	90	77	82	123	50
PHIL Total		2971	2564	2207	2042	2220
POLS	On Campus	387	549	427	331	315
	Online	711	562	640	606	958
	Onsite	0	0	0	10	50
POLS Total		1098	1111	1067	947	1323
Grand Total		6873	6150	5470	5520	6354



### 5 Year Graduation by Major

	Data									
Bachelors	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10
Philosophy/Politics/Economics	3	9	15	11	9	10	19	19	11	12
Grand Total	3	9	15	11	9	10	19	19	11	12



### Commentary on Enrollment and Graduate Trends

PPE has faced a number of challenges in recent years that help to explain the downward trends in some of our classes. In 2003/04, our Philosophy program suffered a .5 cut in FTE greatly diminishing our ability to offer on-campus courses. Our single political scientist was assigned to serve as Eastern's Assessment Coordinator for three years and while our program was promised adjunct money to cover the affected courses, in fact that never occurred. Our second economist went on sabbatical 2004/05, but upon returning to Eastern was committed to leaving and thus did not put much time, effort, or dedication in his teaching. Finally, three of the four program faculty have taken sabbaticals in the last five years and adjunct faculty with no long-term interest in the program proved problematic for student recruitment and retention. We are in the process of hiring a tenure-track faculty member in Economics and we expect that once our program is back to full strength, we can begin to address some of these systemic problems. However, despite these problems, PPE is pleased with the number of program graduates and see it as an indication that our program is successful.



## Program and Course Scheduling Requirements

### *General Education and Service Course Schedule*

FALL YEAR 1			FALL YEAR 2		
Course	Load Hours	Mean Enroll	Course	Load Hours	Mean Enroll
Econ 201 (2 sections)	10	35	Econ 201 (2 sections)	10	
Econ 202	5	22	Econ 202	5	
Econ 340	5	14			
Econ/Pols 350	3	13	Econ/Pols 350	5	
Pols 101	5	21	Pols 101	5	
Phil 102	5	33	Phil 102	5	
Phil 203	5	19	Phil 203	5	
Phil 420	5	9	Phil 420	5	
WINTER YEAR 1			WINTER YEAR 2		
Course	Load Hours	Mean Enroll	Course	Load Hours	Mean Enroll
Econ 201	5	47	Econ 201	5	
Econ 202 (2 sections)	10	30	Econ 202 (2 sections)	10	
Pols 221	5	23	Pols 221	5	
Phil 101	5	52	Phil 101	5	
SPRING YEAR 1			SPRING YEAR 2		
Course	Load Hours	Mean Enroll	Course	Load Hours	Mean Enroll
Econ 201	5	27	Econ 201	5	
Phil 102	5	30	Phil 102	5	
Phil 320	5	11			
TOTAL			TOTAL		

### Major Course Requirements

FALL YEAR 1			FALL YEAR 2		
Course	Load Hours	Mean Enroll	Course	Load Hours	Mean Enroll
Econ 201	5	22	Econ 201	5	
Econ 201	5	50	Econ 201	5	
Econ 202	5	22	Econ 202	5	
Econ 340	5	14	Econ 340 not taught	5	
Econ 470 not taught	5		Econ 470 (online)	5	
Pols/Econ 350	5	13	Pols/Ec 350	5	
Phil 102	5	33	Phil 102	5	
Phil 203	5	19	Phil 203	5	
Phil 420	5	9	Phil 420	5	
Pols 101	5	21	Pols 101	5	
Pols 320	5	12	Pols 320	5	
Pols 340	5	18	Pols 340 not taught		
WINTER YEAR 1			WINTER YEAR 2		
Course	Load Hours	Mean Enroll	Course	Load Hours	Mean Enroll
Econ 201	5	47	Econ 201	5	
Econ 202	5	20	Econ 202	5	
Econ 202	5	40	Econ 202	5	
Econ 334(online)	5	14	Econ 334	5	
Econ 440	5	7	Econ 440	5	
Phil 101	5	52	Phil 101	5	
Phil 340	5	3	Phil 340 not taught	5	
Phil/Psy 470	5	13	Phil/Psy 470	5	
Pols 221	5	23	Pols 221	5	
Pols 382	5	10	Pols 382 not taught	5	
PPE 407 Capstone	5	8	PPE 407 Capstone	5	
PPE 409	5	3	PPE 409	5	
SPRING YEAR 1			SPRING YEAR 2		
Course	Load Hours	Mean Enroll	Course	Load Hours	Mean Enroll
Econ 201	5	27	Econ 201	5	
Econ 318	5	10	Econ 318 not taught	5	
Econ 334	5	13	Econ 334 not taught	5	
Econ 475	5	13	Econ 475	5	
Econ 481	5	10	Econ 481 (online)	5	
Phil 102	5	10	Phil 102	5	

Phil 320	5	11		Phil 320 not taught	5	
Phil 490 not taught	5			Phil 490	5	
Pols/Econ 150	5	26		Pols/Econ 150	5	
Pols 351	5	16		Pols 351	5	
Pols 383	5	10		Pols 383 not taught		
PPE 409*	5			PPE 409	5	

## Staffing

Jeff Johnson, Professor of Philosophy, has been a member of Eastern's faculty for twenty-five years. He is an internationally known expert on personal and legal privacy. Professor Johnson is widely published in philosophy, academic law, and philosophical theology. He is responsible for teaching almost the entire curriculum in philosophy at EOU.

Colleen Johnson, Professor of Economics, has been at EOU since 1986. She has published articles in the area of fiscal policy, minimum wage legislation, labor market discrimination and commodification. Dr. Johnson has served in the community as the Mayor of La Grande for the last ten years. In part because of this public service, she has developed coursework in Public Policy and Public Administration. Dr. Johnson was given the Distinguished Teaching Faculty Award in 2006/07.

Jeff Dense, Professor of Political Science, has been at EOU since 2000. He is a nationally recognized authority on the relationship between gambling activity and public finance. His recent article in GAMING LAW REVIEW, "State Lotteries, Commercial Casinos and Public Finance: An Uneasy Relationship Revisited", has provided a framework for analysis for a number of jurisdictions contemplating gambling expansion. He has provided expert testimony on gambling policy to a number of federal, state and local agencies, and his consultantships with several jurisdictions, both domestically and internationally, have contributed to the gambling policy debate. Dr. Dense served as EOU's Faculty Athletic Representative from 2001 to 2009 and authored legislation that has expanded participation opportunities for student-athletes nationally. Dr. Dense is currently KEOL-FM Faculty Advisor, Pre-Law Advisor, a member of the OUS AEED Subcommittee on Leisure, Sports and Recreation, and served from 2003-6 as EOU's Assessment Coordinator.

Peter Maille earned his PhD in Natural Resource Economics from West Virginia University in 2008. He also holds undergraduate degrees from Penn State and a Master's Degree in Forest Science from the Yale School of Forestry and Environmental Studies. Prior to earning his PhD he had worked for the Federal Government, as a small business owner, and as an educator in the non-profit sector. His course offerings include principles of microeconomics, environmental economics, development economics, and the economics of social issues. He focuses his research on economic incentives and institutional

arrangements that boost economic development in rural areas through environmental conservation.

## **Cost Ratios**

### Load/Faculty On Campus

Based on the 2008-09 SCH, the ratio of SCH to faculty in POLS course prefix is -  
--- Student load hours/---- FTE = ----- load hours per faculty member.

Total SCH: 947

ON Campus SCH: 331

ONLINE SCH: 616

ON SITE SCH: 0

### SCH/Faculty ratios:

On campus (-----SCH/----- FTE) ----- SCH per faculty member

Based on the 2008-09 SCH, the ratio of SCH to faculty in PHIL course prefix is --  
-- Student load hours/---- FTE = ----- load hours per faculty member.

Total SCH is: 2,042

ON Campus SCH: 525

ONLINE SCH: 1,394

ON SITE SCH: 123

### SCH/Faculty ratios:

On campus (-----SCH/----- FTE) ----- SCH per faculty member

Based on the 2008-09 SCH, the ratio of SCH to faculty in ECON course prefix is  
---- Student load hours/---- FTE = ----- load hours per faculty member.

Total SCH: 2,531

ON Campus SCH: 1,138

ONLINE SCH: 1,375

ON SITE SCH: 18

SCH/Faculty ratios:

On campus (-----SCH/----- FTE) ----- SCH per faculty member

**Summary Recommendations/Observations**

PPE has grown in the last ten years from nonexistence to one of the more thriving programs in the College of Arts and Sciences. The primary aspiration of the Program is to continue this positive trend, both in terms of numbers and size, and quality. As this document is being composed, PPE is engaged in the crucial process of hiring a fourth tenure-track position. With its full compliment of faculty, the Program intends a systematic review of its objectives, assessment strategies, and curriculum. Our primary long-term goal is to develop and deliver, both on-campus and off-campus, a Public Administration major that will be attractive to the many public sector agencies within the state and our region. To that end, the Program just this year added a Public Administration minor to the existing PPE major.

**Administrative Review of Program (Dean Marilyn Levine)**

Administrative Assessment of program portfolios will consist of three areas of commentary: assessments conducted relating to student learning outcomes; comments on enrollment indicators; program goals and observations. If appropriate other observations will be offered.

**1. Assessment of Program Outcomes:**

The first assessment is important in underlining a thoughtful critical thinking assignment, and appears to have elicited successful student learning outcomes in critical thinking. Further, the assessment demonstrates that these outcomes can be learned in an online environment.

The second assessment dealt with embedded quiz questions and it appears that the class had a normative curve. The reflection on just quizzing the PPE students is important.

The curriculum changes and program assessment reflections are well thought out. It will be interesting to observe in future assessments how they impact student learning.

**2. Enrollment Indicators:**

The program has suffered some decline in enrollments, but with the full strength of the faculty back, their enrollments have increased to their regular levels in 2009-10. The PPE program is one of the most robust majors in the College with 59 majors and 18 minors in 2010. The program is unique in that it can be delivered totally online.

### **3. Program Goals and Observations:**

Given the challenges faced by the PPE faculty, they have managed to regroup. Since the Portfolio has been written, a Religious Studies minor has been approved. The Public Administration degree (BPA) is being carried forward to approval this year and the Certificate of Public Service also has been brought forward. The addition of an economist, Dr. Peter Maille, who is multifaceted and talented also has been a good boost for the program.

A robust and popular program, the interdisciplinary uniqueness of the PPE curriculum is a pioneering facet and they might consider some ways to assess this aspect of student learning outcomes. In addition, as the technology changes and the faculty adapt, as the Public Administration and Public Service certificate grows, there should be long term planning that includes student recruitment, benchmarks, and a plan for any faculty additions. In addition, the faculty need to interface with the new Environmental Studies program.

### **Other Observations:**