



PPE Program Portfolio

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

PPE is an interdisciplinary degree program that educates students about numerous social and political issues, and provides pre-law and pre-government background for students in the region pursuing law school and other professional programs. A public administration minor within PPE has recently been approved, and we will be exploring the development of a public administration major in the next year. Both of these programmatic changes are in response to the large civil service and public policy needs in the region, and the particular needs of rural Oregon. PPE program encourages students to be actively involved in the community through civic engagement assignments (e.g., ECON 202, POLS 101, ECON/POLS 350) and various internship and practicum arrangements. The PPE degree program is available entirely online and remains a popular degree choice for EOU distance students.

Program Objectives/Outcomes

- ▶ Provide a solid foundation in all three of PPE's core academic disciplines
- ▶ Develop skills in rigorous logical reasoning
- ▶ Become adequately prepared for post-baccalaureate education
- ▶ Develop the ability to present professional quality writing and public presentation skills for academic and public policy audiences

PPE Assessment of Objectives:

THE PPE PROGRAM IS CURRENTLY ENGAGED IN A HOLISTIC REVIEW OF PROGRAM OBJECTIVES. A FINAL WORKING DRAFT, WITH REVISED PROGRAM OBJECTIVES AND INTEGRATED ASSESSMENT PLAN, WILL BE FORWARDED BY JUNE 3, 2008.

- ▶ Provide a solid foundation in all three of PPE's core academic disciplines
 - Lower-division
 - All courses in the PPE lower-division core are in Eastern's General Education. Each year three of these courses, one in each constituent discipline will be assessed utilizing the General Education rubric for "Demonstrate increased vocabulary, content, and conceptual knowledge in a variety of disciplines."
 - POLS 101 is engaged in a multiyear analysis of disciplinary content by the use of "embedded questions" in multiple choice examinations
 - Upper-division
 - The PPE Capstone course is a key ingredient in the Program's assessment endeavors. The course is designed to be summative and truly interdisciplinary. It is often team-taught by professors in two of the Program's disciplines. The quality of student research, professional writing, and professional public presentation skills are monitored every year. Beginning 2008-9 the entire PPE faculty will "jury" all of Capstone presentations required during the last week of the Capstone course.
- ▶ Develop skills in rigorous logical reasoning
 - Lower-division
 - All courses in the PPE lower-division core are in Eastern's General Education. Each year three of these courses, one in each constituent discipline will be assessed utilizing the General Education rubric for "Critical Thinking."
 - PHIL 102 is currently part of the "pilot" General Education assessment project for Critical Thinking.

- ▶ Become adequately prepared for post-baccalaureate education
 - PPE will formalize our informal practice of conducting “exit interviews” with all of our self-identified Pre-Law students to assess the Program’s success in preparing our students for admission to, and success in, law school [post- baccalaureate education].

- ▶ Develop the ability to present professional quality writing and public presentation skills for academic and public policy audiences
 - The PPE Capstone course is a key ingredient in the Program’s assessment endeavors. The course is designed to be summative and truly interdisciplinary. It is often team-taught by professors in two of the Program’s disciplines. The quality of student research, professional writing, and professional public presentation skills are monitored every year. Beginning 2008-9 the entire PPE faculty will “jury” all of Capstone presentations required during the last week of the Capstone course.

Recent Programmatic Changes

2003-2008: During the last five year period, PPE suffered personnel cuts that have yet to be restored, contributing to significant discontinuity in the program. A half-time philosophy position was eliminated in the last round of budget cuts (AY 2003/04). The program’s lone political scientist served a three year tour of duty as EOU’s Assessment Coordinator from 2003/04 to 2005/06. Sabbaticals taken by three of the four program faculty during the last five years and adjunct faculty with no long-term stake in the program proved problematic for student learning.

While the subsequent inclusion of an administrator to teach one distance course per term has incrementally expanded course offerings, and the program’s political scientist returned to full-time teaching Fall 2006, one of the program’s two economists tendered his resignation Spring 2007, causing further upheaval and discontinuity for students.

Despite this uncertainty, PPE has implemented several structural changes in the last five years:

- PPE introduced a concentration in Public Policy and Administration (later changed to Public Administration).
- That concentration has recently been approved as a stand alone minor.
- PPE has been asked to develop a Public Administration program.
- We are currently in the process of hiring a tenure-track economist, to replace the colleague who resigned last year. With that addition, we expect to move forward on the PA program.
- A number of new course offerings have been integrated into Philosophy, Politics and Economics’ rigorous curriculum, including:
 - Politics and Media
 - New World Order
 - Indian Gaming
 - Political Economy of Sport
 - Ethics and Public

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.

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)

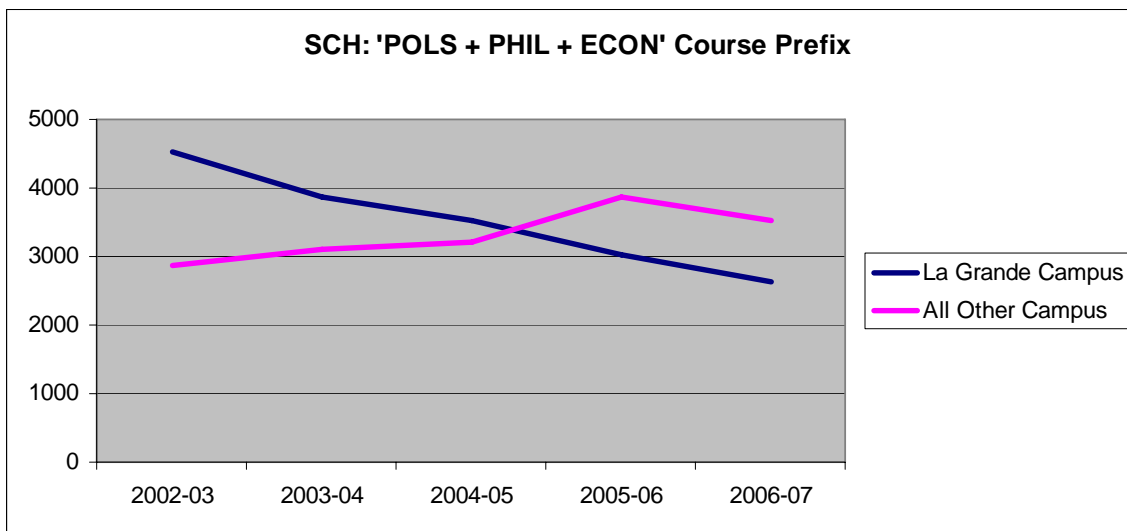
Programmatic Assessment: Synthesis and Recommendations

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.

Enrollment Program Performance

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

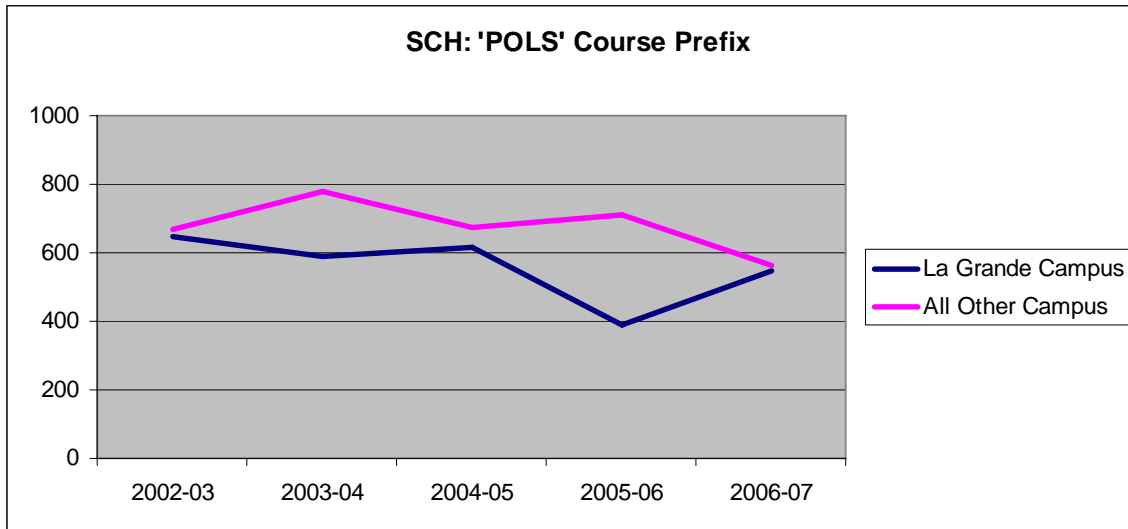


	2002-03	2003-04	2004-05	2005-06	2006-07
La Grande Campus	4529	3857	3530	3016	2619
All Other Campus	2881	3094	3210	3857	3531

Total	7410	6951	6740	6873	6150
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*SCH includes all terms effective end of term

5 Year Student Credit Hours Generated by 'POLS' Course Prefix

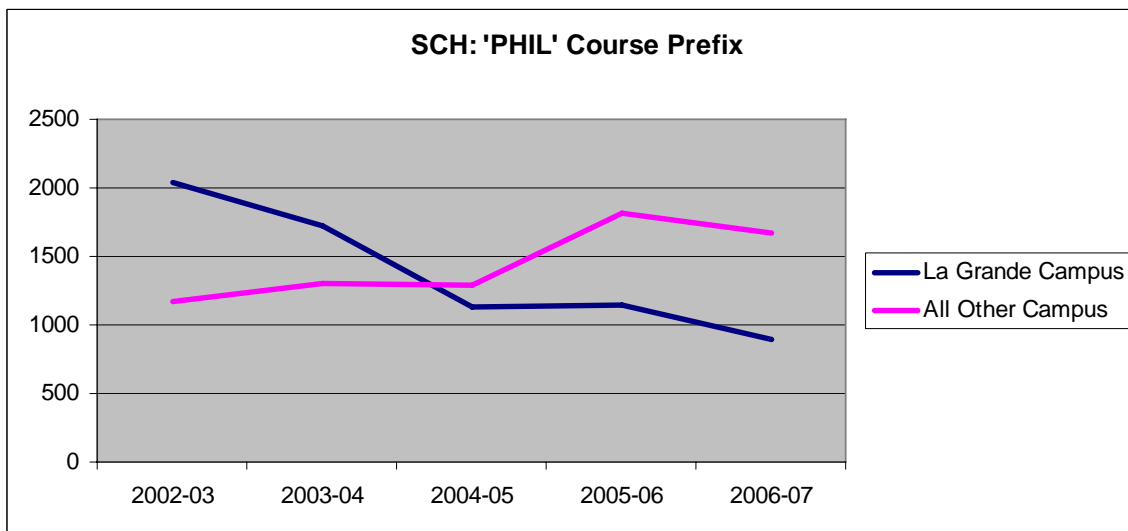


	2002-03	2003-04	2004-05	2005-06	2006-07
La Grande Campus	649	591	618	387	549
All Other Campus	670	781	675	711	562

Total	1319	1372	1293	1098	1111
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*SCH includes all terms effective end of term

5 Year Student Credit Hours Generated by 'PHIL' Course Prefix

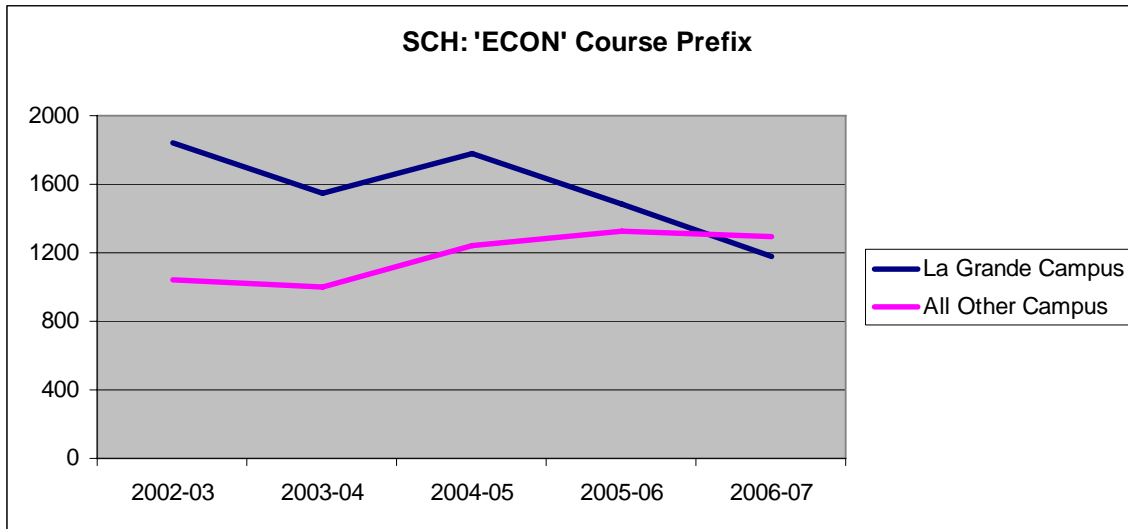


	2002-03	2003-04	2004-05	2005-06	2006-07
La Grande Campus	2036	1723	1130	1150	895
All Other Campus	1171	1308	1290	1821	1669

Total	3207	3031	2420	2971	2564
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*SCH includes all terms effective end of term

5 Year Student Credit Hours Generated by 'ECON' Course Prefix

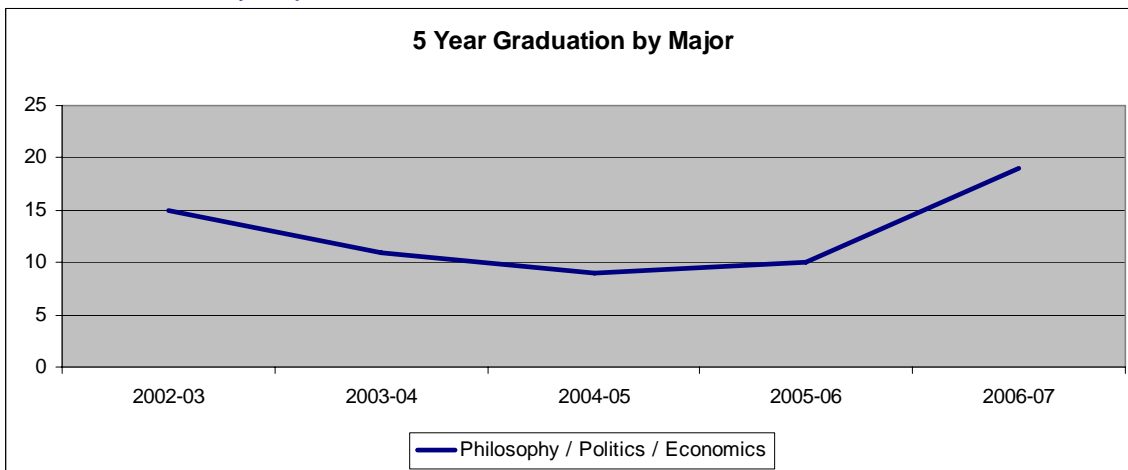


	2002-03	2003-04	2004-05	2005-06	2006-07
La Grande Campus	1844	1543	1782	1479	1175
All Other Campus	1040	1005	1245	1325	1300

Total	2884	2548	3027	2804	2475
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*SCH includes all terms effective end of term

5 Year Graduation by Major



	2002-03	2003-04	2004-05	2005-06	2006-07
Philosophy / Politics / Economics	15	11	9	10	19

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

Course	Load Hours	Mean Enroll
Econ 201 (2 sections)	10	35
Econ 202	5	22
Econ 340	5	14
Econ/Pols 350	3	13
Pols 101	5	21
Phil 102	5	33
Phil 203	5	19
Phil 420	5	9

WINTER YEAR 1

Course	Load Hours	Mean Enroll
Econ 201	5	47
Econ 202 (2 sections)	10	30
Pols 221	5	23
Phil 101	5	52

SPRING YEAR 1

Course	Load Hours	Mean Enroll
Econ 201	5	27
Phil 102	5	30
Phil 320	5	11

TOTAL

FALL YEAR 2

Course	Load Hours	Mean Enroll
Econ 201 (2 sections)	10	
Econ 202	5	
Econ/Pols 350	5	
Pols 101	5	
Phil 102	5	
Phil 203	5	
Phil 420	5	

WINTER YEAR 2

Course	Load Hours	Mean Enroll
Econ 201	5	
Econ 202 (2 sections)	10	
Pols 221	5	
Phil 101	5	

SPRING YEAR 2

Course	Load Hours	Mean Enroll
Econ 201	5	
Phil 102	5	

TOTAL

Major Course Requirements

FALL YEAR 1

Course	Load Hours	Mean Enroll
Econ 201	5	22
Econ 201	5	50
Econ 202	5	22
Econ 340	5	14
Econ 470 not taught	5	
Pols/Econ 350	5	13
Phil 102	5	33
Phil 203	5	19
Phil 420	5	9
Pols 101	5	21
Pols 320	5	12
Pols 340	5	18

WINTER YEAR 1

Course	Load Hours	Mean Enroll
Econ 201	5	47
Econ 202	5	20
Econ 202	5	40
Econ 334(online)	5	14
Econ 440	5	7
Phil 101	5	52
Phil 340	5	3
Phil/Psy 470	5	13
Pols 221	5	23
Pols 382	5	10
PPE 407 Capstone	5	8
PPE 409	5	3

SPRING YEAR 1

Course	Load Hours	Mean Enroll
Econ 201	5	27
Econ 318	5	10
Econ 334	5	13
Econ 475	5	13
Econ 481	5	10
Phil 102	5	10
Phil 320	5	11
Phil 490 not taught	5	

FALL YEAR 2

Course	Load Hours	Mean Enroll
Econ 201	5	
Econ 201	5	
Econ 202	5	
Econ 340 not taught	5	
Econ 470 (online)	5	
Pols/Ec 350	5	
Phil 102	5	
Phil 203	5	
Phil 420	5	
Pols 101	5	
Pols 320	5	
Pols 340 not taught		

WINTER YEAR 2

Course	Load Hours	Mean Enroll
Econ 201	5	
Econ 202	5	
Econ 202	5	
Econ 334	5	
Econ 440	5	
Phil 101	5	
Phil 340 not taught	5	
Phil/Psy 470	5	
Pols 221	5	
Pols 382 not taught	5	
PPE 407 Capstone	5	
PPE 409	5	

SPRING YEAR 2

Course	Load Hours	Mean Enroll
Econ 201	5	
Econ 318 not taught	5	
Econ 334 not taught	5	
Econ 475	5	
Econ 481 (online)	5	
Phil 102	5	
Phil 320 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 consultancies with several jurisdictions, both domestically and internationally, have contributed to the gambling policy debate. Dr. Dense serves as EOU's Faculty Athletic Representative and has 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.

Cost Ratios

Load/Faculty On Campus

The Provosts Office will help make these calculations for each major/minor. We will provide the raw data and computations for these areas. Prepares should make notes or –provide clarifications if the data are inadequate to communicate the entire truth.

Based on the 2006/7 SCH, the ratio of SCH to faculty in ----- prefix courses is ---
- Student load hours/---- FTE = ----- load hours per faculty member.

Total SCH is -----

ON Campus SCH -----

ONLINE SCH -----

ON SITE SCH -----

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

Based on all of these data, the Dean and Provost will provide some direction for each program .