

## STANDARD TWO EDUCATIONAL PROGRAMS

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- *“What changes, if any, have been made in the requirements for graduation and why?”*
- *In the undergraduate (or lower division) curriculum, what new majors, minors, or degrees/certificates have been added? What majors, minors, or degrees/certificates have been discontinued? What significant changes have been made in existing majors, minors, or degrees/certificates?*
- *At the graduate level, if programs are offered, what significant changes have been made and why have they been made?*
- *What changes have been made in special programs providing academic credit (summer session, extension, correspondence, travel, and foreign centers) and why have they been made?*
- *What are the intended educational program outcomes and how does the institution assess student achievement of those intended outcomes?*
- *In light of the requirements of Commission **Policy 2.2—Educational Assessment**, how does the institution regularly and continuously assess its educational programs and use the results of assessment in planning?*
- *Keeping to a concise format, what are the institution’s expectations regarding achievements of its students and what reliable procedures are used to assess student achievement of those expectations?”*

### Graduation Requirement Changes

#### *Minimum Credit Hour Requirement for Graduation*

A change from 186 to 180 credit hours required for graduation was approved at the June 2003 Assembly. The change is effective in Fall 2003 and applies to entering freshmen.<sup>1</sup>

#### *Replacement of WPE with University Writing Requirement*

The University plans to substitute the University Writing Requirement (UWR) for the Writing Proficiency Examination (WPE). The WPE, now 27 years old, is a summative writing examination and exit requirement consisting of a three-hour, timed writing sample scored on a four-point scale by faculty from across the curriculum. The WPE entails serious theoretical, pedagogical, and logistical problems. Its four-point scale is not broad enough for nuanced evaluation. Most writing assessment experts agree that a single writing sample is not an adequate measure of a student’s writing ability. Most experts also agree that students are best served through coordinated attention to writing during all four years of an undergraduate’s career via a Writing Across the Curriculum (WAC) program.

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<sup>1</sup> See Appendix K, June 2003 Assembly minutes.

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The UWR addresses the WPE's deficiencies by providing for a seamless transition to a *bone fide* WAC program. The UWR requires students to take first-year composition courses as determined by placement through the Admissions process and to take 200-level and upper division Writing Intensive Courses (WIC). It also establishes a program assessment process. Most University students already take required 200-level WIC classes and many currently take upper division classes, so students' academic plans should suffer little if any negative effects. The UWR creates outcomes for the WIC classes and provides a set of common characteristics for such courses. In addition, the UWR provides for WIC faculty training forums and workshops.

In Spring 2003, the Assembly approved the UWR as a possible replacement for the WPE and approved a pilot program. In Fall 2003, programs interested in implementing the UWR will be identified and their students exempted from the WPE. WIC faculty will train through workshops and forums sponsored by the Writing Coordinator. In Winter, those programs will implement and assess the UWR, and an interim report will be submitted in Spring 2004. Requests for final approval of the UWR will be up for review at the end of Spring Term 2004. A description of the UWR with WIC outcomes, an impact statement, and the pilot study outline can be found at <<http://www.eou.edu/~dwolff/UWR.html>>.<sup>2</sup>

### THE SCHOOL OF ARTS AND SCIENCES

Since the 1998 accreditation visit, the programs in School of Arts and Sciences have put much effort into creating assessment processes that gauge their performance. This effort is evident in the carefully conceived outcomes and assessment measures for each academic program as published in the *2000–2002 General Catalog*.<sup>3</sup> General assessment efforts have resulted in energetic, creative efforts within programs to determine goals and directions consistent with the evolving University mission.<sup>4</sup>

**Table 2.1 Changes in Majors, Minors, and Degrees/Certificates in Arts and Sciences**

New Majors in Arts and Sciences	Program	Year Effective
Biochemistry	Chemistry	2002–2003
Media Arts	Interdisciplinary	2002–2003

New Minors in Arts and Sciences	Program	Year Effective
Engineering Science	Physics	1999–2000
Environmental Chemistry	Chemistry	2001–2002
Gender Studies	Interdisciplinary	2000–2001
Media Arts	Interdisciplinary	2001–2002

Discontinued Programs in Arts and Sciences	Program	Year Effective
Discourse Studies	Extended Program w/ EOU and Cascades campus	2003–2004

Source: Office of Arts and Sciences

<sup>2</sup> See Appendix L, University Writing Requirement.

<sup>3</sup> See Exhibit 16, *2000–2002 General Catalog*; see also Exhibit 4.F, “Academic Program Assessment Plans.”

<sup>4</sup> See Exhibit 17, Current School of Arts and Sciences syllabi.

## Standard Two

### Division of Arts and Letters

#### Art

##### *Intended Program Outcomes*

Students will be able to:

- Understand the elements and principles of good design;
- Problem solve, reason, and exercise judgment and discernment with regard to good design;
- Understand the comprehensive role of visual arts in society;
- Interpret art in various cultures and historical periods and compare them to contemporary cultural perspectives;
- Perceive subtleties and complexities in art works;
- Exhibit in-depth skills in a broad range of disciplinary activities;
- Demonstrate perceptual awareness;
- Express ideas in a visual format and put these ideas into concrete and abstract forms;
- Analyze and critique art work (their own and others) in a variety of formats, including electronic, written, and verbal, and be able to defend their arguments;
- Recognize that problems may have multiple solutions;
- Obtain visual literacy;
- Improve cognitive capacity; and
- Trust their intuition and imagination.

##### *Program Changes*

The Art faculty, working during AY 2002–03 with other programs in the Division of Arts and Letters, contributed significantly to a Technology Fee Proposal that funded a computer-enhanced “smart classroom.” This facility, which is equipped with computers and other multimedia resources, has allowed the faculty to eliminate an outdated and expensive instructional film slide catalog.

Various resource enhancements have significantly improved the Art program. The printmaking curriculum at Eastern has been updated to include new non-toxic processes and digital imaging techniques. Sculpture now employs the ceramic shell investment process, which enables students to achieve professional bronze and aluminum casting results in their art. The program has also developed a gas metal forging area. The Glass area recently added a new electric glass furnace that enables exploration of hot glass techniques.

The Nightingale Gallery, in cooperation with Eastern Oregon Regional Arts Council (EORAC), received grant money to keep the gallery open during Summer 2003 for a juried exhibition of regional artists. The gallery also received funding to resurface the walls.

In AY 2002–03, the Art department secured an additional 4,000 square feet of studio space for graduating seniors in Ackerman Annex. Seniors will now have adequate space for senior capstone exhibitions, and other studio classes can utilize the newly vacated space. In Spring 2002, the Art and Theater programs also worked together and successfully secured a full-time Shop Technician position to ensure student

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safety while maintaining and supervising 3D shops and equipment. Students are better trained now in the safe operation of equipment and the School of Arts and Sciences has saved funds previously allocated for art equipment maintenance.

In AY 2004, the Art Program will have two new tenure-track faculty on board, one in Painting and the other in Printmaking / Digital Imaging. Consequently, the program will have new perspectives and teaching approaches in the two-dimensional areas of study.

### ***Assessment***

- Admission to the degree program (faculty review portfolio);
- Specific descriptors provided and scored by how well individual project outline parameters are met;
- Examinations, research papers, sketch-books, journals, portfolios, and artists' statements or personal vision statements;
- Group and individual oral presentations/peer assessment with set criteria and indicators;
- Documentation/presentation by slide or digital format of the best selection of art work completed in studio classes;
- Skill development, craftsmanship, design, conceptual awareness, technical expertise, presentation devices and, where appropriate, content;
- Successful completion of all foundation level courses;
- Successful completion of senior capstone show; and
- Critiques by instructor, visiting artists, visiting faculty and professional regional artists, as well as by peer critique.

### ***Program Plans and Goals***

The Art program continues to be actively engaged in an ongoing conversation within the division of Arts and Letters regarding the possible creation of a cross-disciplinary Bachelor of Fine Arts degree. The program hopes to complete the curricular planning process for this new degree program in 2004.

The Art program is currently assembling a recruitment-oriented program web site. The site will include a student highlights page where students can present images and artist statements, an alumni link and highlights page, a facilities and program overview, and a faculty highlights page through which prospective students may get a sense of the Art faculty's accomplishments and personalities.

In Summer 2004, the Art program will work in partnership with the John Day Fossil Beds National Monument Artists in Residence Program (JODA AIR). This AIR program will provide students with internships, practicum experience, and teaching opportunities.

The Art program seeks to secure a tenure-track position for an art historian and gallery director with doctoral qualifications. This faculty member will add to the program's minimal offerings in art history, ensure stability of leadership in the gallery, and enable exciting possibilities for Distance Education offerings.

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### English/Writing

#### *Intended Program Outcomes*

Extensive outcomes for the Literature/Film, Writing, and Discourse Studies concentrations are listed in-depth in the General Academic Catalog (<http://www.eou.edu/catalog/engwriting.html>).

#### *Program Changes*

English/Writing recently bolstered its Literature offerings by expanding these to include Film Studies. Three recently developed Media Arts courses now augment the interdisciplinary Media Arts degree program. The Writing Program has added Screenwriting and expanded its offerings in creative non-fiction, editing, and publishing.

#### *Assessment*

English/Writing Majors are evaluated in a rich environment of oral, aural, visual, and written performance, using multiple assessments taking place in each course throughout the curriculum. Students perform a great deal of self-assessment using a variety of rubrics specific to each English/Writing outcome, and perform peer assessment based on instructor and class-generated rubrics as well. Such assessments are key to preparing students for the workplace and lifelong literacies.

To ensure that students meet program outcomes, faculty evaluate their proficiencies by the following means:

Essays, research papers, examinations, projects, performances, multi-works, multi-genre writing, multi-authored collaborations, poems, short stories, scenes, plays, screenplays, novels, prose poems, flash fiction, personal narratives, creative nonfiction, oral presentations, conference papers, publications, editorial productions, self-editing, peer editing, small group collaborations, synthetic exercises, news stories, news features, editorials, journals, technical reports, handbooks, web pages, listserv postings, short papers, portfolios, ethnographies, reflections, translations, demonstrations, tutorial, teaching classes and supervised responding to student work, assignment design, class presentations, action research, reviews, videos, photos, other art and artifactual productions, songs, radio broadcasts and productions, inter-disciplinary projects, public readings, capstone projects, and other formal and informal productions.

#### *Program Plans and Goals*

- Secure stable funding for a journalism and mass media position.
- Solidify support for the American Language Program and Summer Institute for International Students.
- Create a multidisciplinary BFA in cooperation with the Departments of Art, Music, and Theater.
- Secure funding for the long-term health of the lecture series, *Ars Poetica*.
- Streamline the degree program in order to improve student access to required courses.

### Media Arts

See Part C “Media Arts Review”

## **Music**

### ***Intended Program Outcomes***

- Demonstrate an understanding of music theory and analysis regarding works from the Western canon, including a wide variety of twentieth century styles;
- Demonstrate listening and performance skills through large and small ensemble participation, and through solo performance;
- Demonstrate a minimum level of vocal and keyboard proficiency;
- Acquire a wide range of skills in the areas of Conducting, Music Technology, and Composition;
- Acquire a historical understanding of the literature of Western music from ancient Greece to the present;
- Acquire an awareness of the role of music in non-Western cultures from an aesthetic, cultural, historical, and performance perspective.

### ***Program Changes***

A growing collection of recordings and videos may be used and checked out in the library listening room. A recently added electronic music lab with computer workstations assists introductory electronic music and piano classes. A recent grant from the University Technology Fee Committee funded the purchase of all-new piano keyboard simulators. Technology Fee grants have also enabled continuing updates to the electronic music lab and a recording studio increasingly used by both campus and off-campus groups.

In 1999, the University purchased five upright pianos for the practice rooms and a small grand piano for the choral rehearsal room. Proceeds from admissions to faculty recitals and a holiday concert go toward paying off the balance of the loan. With these new pianos, the practice rooms and rehearsal halls are in good condition. Pianos in most of the teaching studios should be replaced with new instruments.

### ***Assessment***

Beside the basic program requirements of student course performance, music majors are assessed through their demonstration of skills in private (one-on-one) instruction and ensemble and solo performance. All students must complete a capstone project in one of the following areas: 1) a recital of advanced repertoire, demonstrating technical mastery and interpretive ability in several diverse styles; 2) a composition recital demonstrating the ability to write for several different instrumental and vocal combinations, and the assimilation of many compositional styles into one personal style; 3) a polished public presentation of a research paper, showing depth of research and originality of ideas; or 4) a lecture-recital showing technical and interpretive mastery, depth and originality of research, and a connection between the material chosen for the lecture and recital portions.

### ***Program Plans and Goals***

Ongoing curricular developments include discussion concerning a proposed Bachelor of Music degree in Performance and Pedagogy. This degree would not lead to teacher licensure, but it would prepare candidates for many aspects of being a music educator/performer and prepare them for master degree work leading to teacher licensure.

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The Music program cultivates a partnership with the Theatre department through collaborations (including yearly music theater productions and recent performances with a visiting troupe from Portland Opera). Many students choose to combine a major in one field with a minor in the other.

### **Theatre**

#### ***Intended Program Outcomes***

- General understanding of theatre history;
- Understanding/appreciation of all aspects of theatre production;
- Hands-on experience in the creation of the “visual world” of the theatre;
- The development of the actor’s instrument (voice, body, and imagination) through exercises, scenes, and improvisation;
- The ability to direct using the skills of picturalization, movement, text analysis, character motivation, and visualizing the environment;
- The ability to apply theatre to a major production or scholarly experience;
- The ability to apply theatre applications in the classroom; and
- The ability to write a play using the tools of play structure and form, formula, dialogue, scenario writing, and action.

#### ***Program Changes***

The number of majors in the Theatre program has increased exponentially during the past nine years. The program began with seven majors in 1994. In Spring 2002, the program had 40 majors, and it hopes to have 50 in the next five years.

In demonstration of the department’s commitment to community outreach and partnerships, the following initiatives have been implemented or enhanced since the institution’s 1998 Interim Accreditation Report:

- Touring production regionally to schools and community centers (2000).
- Summer Community Theater in conjunction with the Chamber of Commerce (2003).
- High schools – faculty teaching specific needs classes and sending student actors into schools to entertain and inform (Created 2001).
- “Theatre in the Ronde,” a community theatre housed on campus (opening July 2003).

#### ***Assessment***

Theatre students complete required and elective courses in the discipline that reinforce creative response, historical knowledge, and analytical thinking. By acting in plays, students refine their physical instrument — the body — by creating believable characters. By designing sets, lights, and costumes for plays, they are given avenues of expression in theatrical production and execution, which also provide “hands-on” experiences. In directing and playwriting courses, Theatre majors demonstrate a mastery of textual analysis for picturalization and structure. In pedagogy courses, students hone their abilities in public speaking, work with practical classroom application, and refine theatrical teaching methods. In their capstone experiences, they showcase abilities as a “culmination experience” in acting, design, directing, or playwriting.

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### ***Program Plans and Goals***

The Theatre program seeks new staff and faculty positions, including a team generalist for the scenic and lighting area, an additional tenured professor to balance loads and facilitate creative collaboration with University and external partners, and a staff member to coordinate development and marketing.

Needs for existing faculty include official designation of directing or designing productions as course load, shop assistance in the costume area, continued maintenance, adequate theatre spaces and facilities, and equipment budgets updated to meet production needs.

## **Division of Social Sciences and Modern Languages**

### **Anthropology/Sociology**

#### ***Intended Program Outcomes***

Students receiving a Bachelor of Arts or a Bachelor of Science degree in Anthropology/Sociology will be able to demonstrate the following achievements:

- A solid foundation in the core academic disciplines of anthropology and sociology;
- A basic understanding of fundamental concepts in anthropology and sociology;
- A basic understanding of cross-cultural and intracultural perspectives;
- A basic understanding of social, economic, and political issues through the twin lenses of the core disciplines;
- Effective skills in critical thinking and discourse within the disciplines;
- Effective skills in analytical and reflective writing, and other types of appropriate writing;
- Basic statistical skills; and
- General computer literacy.

#### ***Program Changes***

Since the last accreditation review, the Anthropology/Sociology Program has seen two senior faculty members retire, added a new sociologist, and added a second anthropologist (part-time). Within the School of Arts and Sciences, the program (with only three FTE) is second only to Biology in the number of students who graduate each year.

#### ***Assessment***

- Successful completion of required and elective course work (appropriate for each concentration), with at least a C- in every graded course counted toward the major, and a 2.0 GPA for all courses counted toward the major.
- Successful completion of the WPE, in addition to writing intensive courses in the major.
- Successful completion of a statistics course utilizing computers and computer-enhanced writing projects that demonstrate computer literacy.
- Successful completion of an appropriate senior paper, project, or practicum within one of the

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three concentrations, demonstrating the ability to research, practice, and/or analyze various topics within anthropology and/or sociology.

- Successful completion of the Capstone Symposium, demonstrating an understanding of anthropological and sociological concepts, and the ability to display this understanding in a public setting of one's peers.

Students meeting the above program outcomes demonstrate proficiencies by means of the following instruments (depending on the course): research papers, essays, in-class exams (essays, short answers, objective questions), take-home exams, map quizzes, group projects, individual and group presentations, library skills assignments, critical autobiographies and oral histories, production and analysis of surveys, development of formal research proposals, ethnographic observations and field-based research, reaction papers, summaries/ analysis papers based on readings, quizzes, formal debates, book reviews, literature reviews, and class participation and preparedness. Specific evaluative criteria are used consistently in all assessments.

### ***Program Plans and Goals***

Future plans for the Anthropology/Sociology program include:

- Redesigning portions of the two Sociology concentrations following the retirement of senior faculty and the hiring of a new faculty member with different areas of expertise;
- Continuing to offer a wide range of distance education courses, while preserving the quality and academic rigor that our students have come to expect in their distance learning programs;
- Expanding Anthropology FTE. The number of students enrolled in anthropology courses climbs every year. The lower division courses (3–4 per year) exceed 100 students per class, and the upper division courses range from 25 to 30 students. The average class size each year (total number of students divided by number of classes) is about 55 and has exceeded 60 in some years. This teaching load has been assigned to one full-time Anthropology FTE.

## **Gender Studies**

### ***Intended Program Outcomes***

Students will have the ability to:

- Identify major social, economic, political, and psychological issues facing contemporary women and men.
- Describe gender research with respect to cultural shifts and policy transformations in Western society.
- Discern the parallels and intersections of gender discrimination with other prejudices against class, age, ability, race, culture, and sexual preference.
- Discuss major topics and approaches in the history of feminist thought.
- Comprehend the development, interdisciplinary nature, and methodological approaches of gender studies.
- Compose an informed and focused research paper communicating scholarly approaches to gender analysis.
- Connect scholarly inquiry to gender justice through service, internships, and practica.

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### ***Program Overview and Current Status***

In 1999–2000 the Gender Studies program secured external funding and commenced operation as a stand-alone interdisciplinary minor offered both on-campus and through distance education.

This Gender Studies minor consists of the following:

- A minimum of 33 credit hours in Gender Studies and interdisciplinary electives, 30 of which must be graded, and 3 practicum credits.
- At least eighteen upper-division credits in Gender Studies and approved interdisciplinary elective courses. A list of these courses is available each quarter on the Gender Studies web site <http://www3.eou.edu/gender/>.
- A minimum of ten credits applied toward the minor completed at EOU.
- A grade of “C-” or better for all courses counting toward the minor.
- A minimum G.P.A. of 2.00 for all courses counting toward the minor.
- Completion of the required courses GEND 301, GEND 401, and GEND 409.

### ***Program Changes***

At the Gender Studies program’s inception, the Division of Distance Education helped to support the FTE for a Gender Studies coordinator for a three-year period, after which time it was determined that enrollments from distance education students in Gender Studies courses offered asynchronously were not at a level to sustain such support. The program is currently funded from the University’s General Fund at 1.0 FTE.

On campus, Gender Studies has seen high enrollments in both established upper division courses and its new 200-level courses. The program’s on-campus enrollments proved sufficiently strong for the Provost to commit to a full-time, fixed term position, to be reviewed annually as enrollments stabilize.

The Gender Studies program continues its steady growth on campus and is in a new phase of growth off-campus.

### ***Assessment***

Students in Gender Studies are assessed in a variety of ways that ascertain their proficiencies. The faculty use assignments such as essay exams, primary and secondary research papers, oral histories, documentaries, symposium presentations, collaborative reports, multi-media projects, art exhibits, practicum, and capstone experiences, all geared toward qualitative assessment of specified learning outcomes by means of stated criteria.

### ***Program Plans and Goals***

Gender Studies has grown at the University. The program has had faculty buy-in from the start and is well-positioned to help students appreciate and think critically about gender and its role in human experience.

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### History

#### *Intended Program Outcomes*

- Provide a solid foundation in the core academic discipline of History;
- Achieve a thorough understanding of the methodologies and professional ethics practiced by historians;
- Develop an appreciation for the diversity of historical experiences around the globe and a basic competence in several of these histories;
- Acquire a basic understanding of the core concepts, events, and historiographical trends in selected areas of American history;
- Acquire a basic understanding of the core concepts, events, and historiographical trends in selected areas of European history;
- Acquire a basic understanding of the core concepts, events, and historiographical trends in selected areas of Ancient or Middle Eastern history;
- Develop skills in researching, writing and presenting historical work;
- Develop general computer literacy skills.

#### *Program Changes*

Since the 1998 Interim Accreditation Review, the history program has seen one senior faculty in American history retire and has added a new historian on campus. With the addition of a new faculty member in United States history, the program has created new courses in areas such as “Race and Gender in American History” and “Gender and Sexuality in American History” that broaden the issues a small department can cover and reflect the discipline’s increasing interest in thematic approaches to the past.

#### *Assessment*

History Majors are evaluated in a variety of ways. They complete with a grade of C- or better in required and elective courses that reinforce their knowledge of the diversity of human historical experience. By satisfactorily completing History 420 Historiography and then writing a substantial undergraduate thesis that they must present to their peers, they master the discipline’s fundamental methodologies while enhancing their skills in research, writing, computer use, and public presentation. The thesis also caps course work in which students have mastered the ability to understand and compare historical interpretations, find and use both primary and secondary sources in libraries and on the Internet, and communicate their findings to others. The writing-intensive course work also prepares them to take and pass the University’s Writing Proficiency Examination with a high rate of success.

#### *Program Plans and Goals*

The recent hiring of a new historian whose disciplinary emphasis is United States history and the upcoming retirement of a specialist in Ancient history offer the History Program an opportunity to accommodate changes in the profession as a whole. Recent trends in history studies stress topical areas such as race and gender as well as a greater preparation in the histories of the third world. The program hopes to hire a specialist in world history with sub-fields in Latin America and non-Western History in order to better to prepare our students in those areas. At the same time, the opening of regional history museums in Northeastern Oregon in Ontario, Baker City, and Pendleton has enlivened interest in the history of the intermountain west, and the History faculty members have urged that a fourth historian be added to strengthen and expand our offerings in regional and public

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history while working to create solid practicum opportunities for our students. Hopefully, expanded enrollments throughout the university will make the addition of a fourth colleague a reality.

### **Modern Languages**

#### ***Intended Program Outcomes***

At the first-year level, students learn the four skills essential to proficiency in any language (reading, writing, listening and speaking). Lower- and upper-division courses develop these skills and incorporate rigorous critical thinking based upon cultural and literary analyses performed in the target language.

#### ***Program Changes***

The following changes have taken place since the 1998 Interim Report:

- New options for study-abroad opportunities now strengthen the Modern Languages program. Students can choose programs available through the National Council for Study Abroad (NCSA). These include countries that were not previously available to the University's students.
- New courses are available both in German and Spanish, and others are ready to be given permanent course numbers. Some upper-division German courses are available to non-language students through course cross-listing under a Humanities prefix. Film courses in Spanish and German serve both students earning minors in Modern Languages and those pursuing the Media Arts degree.
- As part of the transition to a Modern Languages major, the program now offers a more complete program through the Division of Distance Education, with both the Spanish minor and basic/intermediate German courses offered at a distance for the first time. This enhancement became possible through the hiring of a new faculty member who teaches courses released by the Peninsular specialist (who now directs the University's Honors program). The new faculty member, who splits her duties between on-campus and distance responsibilities, can teach German courses as needed.
- Program support in the form of equipment updates has increased. Language classrooms are now equipped with a full suite of digital multimedia resources. A new speaker system has greatly improved sound, and blackout window coverings are expected to bring greater clarity and visibility to visually based presentations. Students in the Modern Languages program now have a dedicated, on-campus computer lab where software programs specific to language development structurally reinforce use of the World Wide Web and other Internet resources.

#### ***Assessment***

Achievement in the four skills occurs by means of written exams, oral proficiency interviews conducted involving probing questions and role-plays, composition submission and revision by students, and research papers in upper-division courses.

#### ***Program Plans and Goals***

The Modern Languages program is making a transition from offering only minors in each language to a major in combined languages. The plan is to take the proposed major through appropriate University channels, including EPCC and Assembly. Once approved at the institution, the proposal for a new degree program in Modern Languages will be forwarded to OUS and OSBHE for approval.<sup>5</sup> The new major will serve an increasing number of students studying two languages.

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<sup>5</sup> See Exhibit 18, Proposal for a degree program in Modern Languages.

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### **Philosophy, Politics, and Economics (PPE)**

#### ***Intended Program Outcomes***

- Provide a solid foundation in all three core academic disciplines;
- Provide a basic understanding of neoclassical economic theory;
- Provide a basic understanding of American governmental structures and institutions;
- Provide a contrasting international perspective;
- Provide focused familiarity with contemporary ethical, political, and legal problems;
- Develop skills in rigorous logical reasoning;
- Provide an understanding of market forces and larger social issues;
- Provide an understanding of contemporary public policy making;
- Develop basic statistical skills;
- Develop general computer literacy.

#### ***Program Changes***

Changes to the PPE major in the past five years have been relatively minor — the option in the lower-division core of PHIL 203 Critical Thinking or PHIL 231 Introduction to Symbolic Logic was changed to PHIL 101 Self, World & God or PHIL 203 Critical Thinking. The capstone course was recently reconfigured to require a major research paper and public presentation. A major change in the program has been the addition of a Concentration in Public Policy and Administration that eliminates the 25 upper-division credits of electives in the three disciplines and substitutes 25 credits of required upper division work: ECON 435 Public Finance, ECON 481 American Labor and Unions, PHIL 490 Ethics and Public Affairs, POLS 314 State and Local Government, and POLS 351 Public Administration. Within the three disciplines, minor curricular changes have occurred in Economics and Philosophy. Political Science has seen extensive curricular change that reflects the addition of a new faculty member.

#### ***Assessment***

PPE majors are evaluated in a variety of ways. They complete, with a grade of C- or better, courses that reinforce their knowledge of the fundamental methodologies and models of the core disciplines. Quizzes, exams, papers, projects, group work, presentations, are evaluated in terms of qualitative assessment of specified learning outcomes by means of stated criteria. By satisfactorily completing PPE 407 Capstone, in which majors are required to write a substantial research paper, students explore the tensions and connections between these three disciplines and how policy decisions reflect these interrelationships. The program's capstone further enhances student skills in research, writing, computer use, statistical methods, and public presentations. Writing-intensive coursework also prepares them to take and pass the WPE.

#### ***Program Plans and Goals***

Future plans for the PPE program include:

- Redesigning the senior capstone course;
- Continuing to offer a wide range of rigorous, high quality distance education courses; and

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- Expanding the PPE student FTE. The number of students enrolled in many PPE courses increases every year.

### **Psychology**

#### ***Intended Program Outcomes***

Students receiving a B.S. or B.A. in Psychology will have the following:

- Basic understanding of the core branches of psychology, which include learning; development; cognitive, sensation and perception; emotion; motivation; biological bases of behavior; abnormal behavior; and evolution of behavior;
- Ability to read and discuss primary research in psychology;
- Ability to design and carry out a research project;
- Developed skills in scientific writing;
- Ability to prepare a professional presentation of research;
- Ability to understand and evaluate research models and statistics;
- General computer literacy; and
- Knowledge in selected specialized areas of the discipline.

#### ***Program Changes***

The Psychology program has grown steadily since 1998 and maintains a healthy rate of student interest.

#### ***Assessment***

Psychology faculty assess student proficiencies through written exams, written papers, reports based on primary research articles, oral presentations, poster presentations, small group collaborations, completion of computerized statistical projects, participation in laboratory research, written laboratory reports, supervised field experience, and capstone research projects, all geared toward qualitative assessment of specified learning outcomes by means of stated criteria.

#### ***Program Plans and Goals***

Plans for the Psychology program include:

- Increase distance education offerings leading to the Minor in Psychology. A new faculty member will join the staff this year, with one-half of her efforts devoted toward DDE courses in Psychology. This will help Psychology to meet the expanding demand for its distance education courses, a responsibility that requires significant overload effort from existing faculty. If future resources permit, the program faculty will assess the demand for a Major in Psychology via DDE.
- In 2003, relocate the Psychology program from its present location to the new Sciences Center building. This relocation will increase space for both faculty and student research and provide improved teaching areas for the laboratory-based General Psychology sequence.
- Address staffing shortages. An NSF CCLI grant titled "Inquiry Based Laboratories for General Psychology" begins this September and lasts for three years. The grant provides for half-time release of one faculty position in order to create the structure for the lab-based active learning components in General Psychology. NSF pays her salary.

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### Division of Sciences, Mathematics, and Technology

#### Biology

##### *Intended Program Outcomes*

Students completing a major in biology will be able to:

- Demonstrate knowledge of fundamental organism structure, function, and systematics;
- Utilize the principles of Mendelian genetics and molecular biology to think critically and solve problems;
- Demonstrate an understanding of basic ecology;
- Demonstrate an understanding of physiology at the level of the cell and the organism;
- Demonstrate an understanding of general chemistry, organic chemistry, general physics, mathematics, and statistics;
- Demonstrate the ability to research a current topic in biology by utilizing multiple, diverse reference methods;
- Demonstrate an understanding of the central role evolution plays in all areas of biology;
- Successfully complete the WPE;
- Score at or above the 50th percentile on the PACAT Comprehensive Biology Examination; and
- Demonstrate the ability to use microcomputers and software by completing microcomputer assignments in lab courses.

##### *Program Changes*

- BIOL 407 Seminar has been removed as a requirement for biology majors. That course is now redundant due to other courses that duplicate its content.
- In response to the President's "Four Cornerstones" mandate, the Biology program has examined ways in which Cornerstones may be met within the program. The program instituted service learning courses for students and at least one faculty member has begun an international research collaboration that will create opportunities for students to study and perform research abroad. Research continues to be a strong focus both for faculty members and for students.
- The Biology program is thinking forward to what may be the future *foci* and needs of the biology program and the discipline in general. Consequently, the faculty have broadened vertebrate biology offerings by adding a herpetology course and an advanced cell biology course in which all readings are from primary literature and review articles published during the prior two years. (The course is currently offered on an every-other-year basis).
- Biology contributes to the new Biochemistry degree through the Chemistry program and is examining the introduction of a minor in molecular biology. As new faculty are added, a molecular biology major may become feasible.

##### *Assessment*

Students are assessed using a number of criteria. First, all students completing a biology major must do so with an overall minimum GPA of 2.00 and no grade lower than a "C-" in required biology courses. Second, students must complete all homework, writing assignments, exams, and other assigned work

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as required for each course. Third, students are required to demonstrate problem-solving and critical-thinking skills in a wide variety of upper division lecture and lab courses. Finally, students are required in several mandatory courses to research and summarize current research both in the primary literature and in review articles.

The Biology program no longer administers the PACAT standardized test to students, since it has been discontinued. However, other assessment methods are still in place and faculty may produce an in-house test or find a new standardized test to measure learning outcomes for the program's graduating seniors.

### ***Program Plans and Goals***

Specifically, in the future the program is looking at:

- Advancing and expanding the “Four Cornerstones” opportunities for students;
- Designing an in-house test or finding another standardized test for use in assessment;
- Expanding molecular biology offerings, possibly with the addition of faculty experienced in molecular biology to replace upcoming retirees;
- Increasing the exposure of students to primary literature (research articles);
- Increasing verbal and presentation skills of students.

## **Chemistry**

### ***Intended Program Outcomes***

The University's chemistry graduates will understand the basic chemical principles of the major specialty areas — inorganic, organic, physical, and analytical chemistry. They will be proficient in using appropriate and safe laboratory practices and techniques including the use of instrumentation and computers. The graduates will be able to design and conduct chemical research with appropriate documentation including literature searches. They will understand the importance of their discipline to modern society and be able to communicate chemical knowledge both orally and in writing to their peers and to the lay public.

### ***Program Changes***

Since the 1998 Interim Accreditation Report, the program has seen several changes, the most important of which is the restructuring of the Chemistry program to include Biochemistry. This change reflects a new baccalaureate degree in biochemistry. See Part C “Biochemistry Program Review” for the Commission's request for an elaborated review of Biochemistry.

Faculty members have made several changes in course offerings. In the general chemistry sequence, lecture hours have been increased while laboratory hours have been reduced. In the organic chemistry lecture sequence, lecture hours were increased and one organic chemistry lab course was eliminated. CHEM 280 Chemical Literature was eliminated and its credit hours reduced. The credit hours of CHEM 285 Chemical Safety were reduced. Members of the faculty have been able to add more courses to the chemistry program offerings, such as CHEM 360/361 Environmental Chemistry (lecture and laboratory), and CHEM 451 Metabolic Biochemistry. The credit hour requirement for the baccalaureate degree in chemistry remains unchanged at 62. The program currently has 15 chemistry majors.

## Standard Two

Since the last accreditation review, the program has offered some special topics courses for Chemistry and Biochemistry students. In Fall 2002, faculty offered a chemistry service learning class, in which students prepared portable totes containing chemistry enrichment exercises for elementary school classes. In Spring 2003, faculty offered an advanced statistical thermodynamics course that prepares senior chemistry and physics majors for advanced graduate study.

Finally, the program offers several additional courses via distance education, including CHEM 204 General Chemistry, CHEM 334–339 Organic Chemistry sequence; and CHEM 320 Analytical Chemistry. Program faculty plan to offer CHEM 205 General Chemistry and CHEM 206 Qualitative Analysis via distance education in the near future and to offer the chemistry minor entirely online.

The program has added an additional minor in Environmental Chemistry. The minor requires CHEM 206 Qualitative Analysis; CHEM 320/321 Analytical Chemistry lecture and laboratory, CHEM 360/361 Environmental Chemistry lecture and laboratory, and either CHEM 421/422 Instrumental Analysis (lecture and laboratory) or BIOL 357/358 General Ecology (lecture and laboratory). This minor became available in Spring 2002; its first recipient will graduate in Spring 2003. A new concentration in Physical Chemistry also was added and recently became available in Spring 2002. This concentration requires the physical chemistry sequence (CHEM 440-445), advanced quantum mechanics (PHYS 322), and three additional upper-division credits in mathematics, physical chemistry, or physics.

### *Assessment*

Students are assessed by standardized examinations as they progress through the courses they take. This measures them in comparison to national standards. In addition, the capstone courses they take involve assessment by the entire Chemistry faculty members during their oral presentations. The results of their individual research projects are measures of their proficiency to design and conduct meaningful experiments.

### *Program Plans and Goals*

Plans for the Chemistry program include:

- Address staffing shortage. With the establishment of the biochemistry degree and the environmental chemistry minor, the program has seen rapid growth. As a consequence the current number of faculty is inadequate to serve the student population. The chemistry program will seek the acquisition of at least one more faculty member.
- Secure funding for a technical staff member in charge of the instrumental lab. With the acquisition of new instrumentation from an NSF CCLI grant, an NSF MRI grant and a grant from the Economical Development Center, it has become necessary to have a dedicated person in charge of operating and maintaining the instrumentation. The salary for this technical position will originate from the Economic Development funds recently acquired.
- Increase distance education offerings leading to the Minor in Chemistry. The program currently offers the General Chemistry sequence (with the exception of CHEM 206), the Organic Chemistry sequence and CHEM 320, Analytical Chemistry. With the development of CHEM 206, the minor will be delivered completely at a distance.

## **Computer Science and Multimedia**

### ***Intended Program Outcomes***

Outcomes for the Computer Science and Multimedia concentrations are listed in-depth in the General Catalog (<http://www.eou.edu/catalog/compmulti.html>).

- Languages — to write, implement, and test their own programs; use operating system commands; and know computers and their mechanics;
- Social issues — to understand the implications of misuse of computers, including copyright, intellectual property, fraud, theft, piracy, and equity issues;
- Tools — to master specific tools for text processing, data management, or graphic productions, including the fundamental knowledges underlying these tools.

Students will learn planning and problem solving, consistency in making a cohesive product or program, project design and development, system testing, and programming. Above all, students will learn to be creative in many areas, adaptable in facing many situations, and flexible and confident when meeting new challenges. They will learn to write clearly and creatively, and to communicate with others in a manner that spans language, culture, or programming language barriers.

### ***Program Changes***

The program has seen considerable turnover in faculty as it has continued to recruit according to expertise in increasingly defined areas. Consequently, the program has instituted a number of curricular changes and a wider suite of course offerings since the 1998 Interim Accreditation Report.

### ***Assessment***

Assessments for courses address both the conceptual and applied aspects of the class. Satisfactory completion of some classes indicates the achievement of a specific core or track outcome. Other outcomes are based on knowledge gained in more than one class. MM 350 Multimedia Theory prepares students to deal with the theoretical aspects of choosing media and aspects of selecting navigation schemes and interface design for multimedia.

In addition to course-level assessment, the program provides for assessment of the students' abilities to integrate concepts from the entire spectrum of coursework. Each student must develop a capstone project prior to graduation. The precise nature of the capstones varies according to specific student interests, but generally includes complete design documents for a software product as well as the finished product itself. For students in multimedia studies, the product is often a digital portfolio showcasing student efforts in an interactive environment. It also may be a product developed for a third party such as a library or museum. For computer science students, the capstone may be a software package developed for a small business or exploratory programming in a research area of interest to the student.

### ***Program Plans and Goals***

The program anticipates development of a plan for program assessment that will evaluate students' mastery of program outcomes and provide feedback for revision of outcomes and assessment as needed. Faculty will be increasing the articulation between institutional objectives, program objectives, and course objectives.

## **Standard Two**

### **Engineering**

#### ***Intended Program Outcomes***

Upon completion of the engineering science minor, students will:

- Be proficient in the problem-solving approaches used by engineers, both theoretical and experimental, including proficiency in computer simulation;
- Have an understanding of the main areas of engineering, especially electrical, mechanical, and civil engineering;
- Have a good understanding of laboratory instrumentation and be able to design experiments and instrumentation as needed; and
- Be able to communicate the knowledge and applications of engineering to peers and to the general public, both orally and in writing.

#### ***Program Changes***

Two large changes have occurred in the engineering program since 1998 — 1) a cooperative program in electrical engineering and 2) establishment of a minor in engineering science.

- 1) The electrical engineering cooperative program entailed an agreement between Eastern Oregon University and Portland State University to provide lower division electrical engineering and general education courses on the EOU campus. Portland State University was to be responsible for delivering courses via interactive video. Unfortunately, a critical mass cohort was not realized and the program will be discontinued in AY 2003–2004 due to state budget difficulties.
- 2) The engineering science minor was created to serve students who are undecided about their major; students who wish to supplement their physics or chemistry degree with related course work; students who wish to pursue engineering graduate school with an undergraduate physics degree; science-oriented students pursuing a liberal studies degree; and students seeking engineering work who have the appropriate university training for the Fundamentals of Engineering (F.E.) examination, the first step in becoming a licensed profession engineer. The minor requires general engineering orientation (ENGR 101), Statistics (ENGR 211), Dynamics (ENGR 212), Strengths of Materials (ENGR 213), Experimental Techniques (PHYS 343–344), and nine credits of upper division physics courses.

#### ***Assessment***

Several tools are used in assessing student learning. Examinations assess students' ability to apply fundamental concepts and problem-solving skills to the solutions of specific problems. The laboratory notebook is evaluated in courses containing a laboratory component. Upper-division courses include evaluation of oral presentations and term papers. The Force Concept Inventory exam is used in the first-year course to evaluate improvement in conceptual understanding by students.

#### ***Program Plans and Goals***

Plans for AY 2003–2004 are to discontinue the Electrical Engineering cooperative program with PSU. The Engineering Science minor will continue to serve students who wish to remain at the University to pursue Engineering rather than transfer.

## **Geology**

### ***Intended Program Outcomes***

- Students will learn: identification of rocks, minerals, soils and fossils; use of topographic and geologic maps, air and satellite photos, radar and digital images; making geologic measurements (describing outcrops, measuring strike and dip, taking notes, etc.) in the field, in the laboratory, and in class and individual research projects.
- Students will be able to present the results of their investigation orally, in writing, and in poster form.

### ***Program Changes***

The Geology program has prospered since the 1998 Interim Accreditation Report. It has added a 0.5 FTE (24 load hour) instructor position, an addition that has enabled the program to offer double sections of 100-level courses. As a result, the program expanded the range of upper-division course offerings with 10–20 students per course, and it now offers one-year course sequences and two upper-division courses instead of only one upper-division course during the Spring quarter. The purchase of a 42” plotter and GIS software enabled incorporation of GIS technology into the program’s curriculum.

### ***Assessment***

Assessed student achievements include:

- Field projects, examinations and research papers;
- Written and compiled field notes, cross-sections, and geologic maps;
- Group and individual poster and oral presentations; and
- Writing of reviews, abstracts, research papers, and senior theses.

### ***Program Plans and Goals***

The program hoped to add a Geology Major within the next five years (a goal put forth in the Arts and Sciences long-term plan). Due to recent budget cuts and the resignation of the 0.5 FTE person (who found a full-time position elsewhere), the program has been informed that its recently instituted 0.5 FTE has been cut. This cut will force the elimination of several lower-division courses, a change that will adversely impact other campus programs requiring these courses. Due to budget shortfalls, the library has eliminated eight of its nine subscribed geology journals. Consequently, Geology’s outlook for the next five years is not as bright as once envisioned.

## **Mathematics**

### ***Intended Program Outcomes***

Students in mathematics will:

- Demonstrate an understanding of the fundamental areas of mathematics: calculus, linear algebra, probability and statistics, applications of mathematics, algebraic structures, and real analysis;
- Develop and employ skills in logical reasoning and mathematical rigor;
- Develop and employ skills in problem solving and modeling;
- Develop and employ skills in computer programming and effective use of mathematical software.

## **Standard Two**

### ***Program Changes***

The Mathematics program's collaboration with other disciplines has led to the development of new courses, including the addition this year of a 200-level course in discrete mathematics to support the computer science program. Faculty members regularly review the program's core and elective courses to assure that it is up-to-date and aligned with current national recommendations and standards. The recent addition of an elective course in mathematical modeling exemplifies the Mathematics program's responsiveness to student needs and interests.

The number of students pursuing a Mathematics Major has remained steady, while those enrolled in service courses or pursuing the minor has grown rapidly over the last two years.

### ***Assessment***

Student achievements assessed for outcomes include midterm and comprehensive final examinations, homework exercises and quizzes, individual and group projects, classroom presentations, term papers, and a capstone project. For example, students generally demonstrate their mastery of fundamental areas of mathematics through performance on examinations. Skills in logical reasoning are demonstrated either by constructing rigorous proofs of mathematical theorems, or constructing counterexamples if applicable. In addition to regular course work, problem-solving skills may be demonstrated through participation in the Mathematical Contest in Modeling. Classroom presentations enable students to develop skills in communicating mathematical ideas and subtleties to their peers. Every graduating senior completes a capstone project demonstrating the student's development in multiple areas.

### ***Program Plans and Goals***

For the foreseeable future, Mathematics expects modest growth in students enrolled in service courses and students declaring Mathematics minors and majors. The program expects to maintain the developmental trends described above.

## **Physics**

### ***Intended Program Outcomes***

Students will:

- Understand the basic principles of wave motion and propagation;
- Understand how sound is produced by various physical systems and how it behaves in enclosures;
- Learn to work with units of measurement;
- Learn some of the methodology of laboratory work;
- Write a well-organized and clearly presented description of laboratory activities;
- Understand how basic music theory evolves from the physical and mathematical principles governing sound.

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### *Program Changes*

The physics program has made progress in a number of areas since the 1998 Interim Report:

- Faculty added a concentration in Chemical Physics, which became available in Spring 2002. This Concentration requires completion of the Physical Chemistry sequence (the first two terms already being required for physics majors) and at least three more credit hours of selected upper division chemistry courses. These requirements dovetail with the Physical Chemistry concentration available to Chemistry majors provide another way for students to tailor their programs.
- Faculty members have added a new course, PHYS 210 The Physics of Music, to the program curriculum. In an effort to make physics more accessible to those who avoid traditional science sequences, the faculty have developed a course aimed at music majors but available for all. This course will be offered in alternate years, fall term. Fall 2003 will mark the third offering of the course. The program will seek a permanent course number for PHYS 210 in 2003–2004.
- The Physics faculty was involved in the creation of a new electrical engineering program in cooperation with Portland State University. That effort will no longer be necessary, since the degree program has been dropped due to budget cuts.

The program's suite of laboratory equipment has improved since the 1998 Interim Accreditation Report. In particular:

- Modern, reliable interface units with extended capabilities replaced computer-based laboratory interfaces. Used in lower-division labs, the units make measurements more convenient and accessible, enabling student learners to focus on concepts and discovery-based labs instead of techniques.
- The program now has two new optics tables with associated positioning equipment, filters, and other accessories. This significant upgrade to the optics labs will be used in upper-division labs, student research, and faculty research.
- The program purchased two new digital oscilloscopes and new high-performance signal generators. This acquisition helped to modernize the Experimental Techniques course.
- The program invested in numerical software and symbolic manipulation software (MATLAB, IDL, Maple), and is incorporating it into courses at all levels except the algebra-based introductory course.
- The program recently acquired a microwave generator and waveguide kit for use in PHYS 322 Waves and Quantum Theory and PHYS 343 Experimental Techniques.
- In cooperation with the Chemistry faculty, the Physics faculty have purchased a Nuclear Magnetic Resonance demonstration apparatus for use in PHYS 321/CHEM 441, PHYS 322, and CHEM 334, among other courses.

The Physics program remains current with appropriate new technologies so that students have the advantages of modern instrumentation.

### *Assessment*

To assess student learning, faculty employ traditional evaluation techniques such as homework assignments, quizzes, examinations, and evaluation of laboratory experiments. To assess program effectiveness, faculty members rely on the capstone experience, which includes a substantial project of the student's choice. The capstone has proven to be a good measure of the student's maturity and grasp of the process of physics.

## Standard Two

Faculty has made a minor change in the capstone course to allow students to accomplish research for the capstone over two terms instead of just one. The research for the capstone entails a library-oriented project culminating in a paper and presentation open to the public.

At this writing, the Physics program has designed and nearly completed an exit examination to be implemented in Spring 2004. The exam will be a useful internal diagnostic tool to measure how much course knowledge graduating seniors retain, and in what areas. The exam covers twelve general areas of physics with questions of varying levels of difficulty in each area. Faculty will use the exam as an assessment tool to guide improvements in course balance and effectiveness.

### *Program Plans and Goals*

Three possible improvements to the program are planned during AY 2003–04.

- Modifying the computer programming requirement. The requirement of a programming language (CS 161, Java) may not best meet the needs of our majors. Program faculty may instead require either a C++ course or a Scientific Computing course designed by Physics or Math faculty.
- Dropping the requirement for CHEM 206 Qualitative Analysis. Many engineering curricula no longer require it and the subject matter is no longer as appropriate for physics majors.
- Adding an elective course in Statistical Physics. The absence of such a statistics course in Physics has always been a serious weakness in the program. In the past, a Reading and Conference course in statistics was provided for students headed for graduate school. Last Spring, the Chemistry program offered a 3-credit course in Statistical Physics and Chemistry. If faculty resources allow, the program may propose to add the course as an alternate-year course elective.

**Table 2.2 Fall 2002 4<sup>th</sup> Week Credit Hours by Discipline and Location in Arts and Sciences**

Divisions and Programs	La Grande Campus	Distance Delivery	Extended Residential Credits	Total Credits by Discipline
<i>Arts and Letters</i>				
Art	1,349	0	187	1,536
English/Writing	2,354	267	119	2,740
Humanities	710	108	0	818
Liberal Studies	4	40	0	44
Music	565	87	58	710
Theatre/Speech	777	141	44	962
<i>Science, Math, and Technology</i>				
Biology/Botany	1,676	335	20	2,031
Chemistry	1,411	201	0	1,612
CS/MM	582	3	0	585
Engineering	101	0	0	101
General Science	187	140	92	419
Geology	551	181	125	857
Mathematics	2,329	564	0	2,893
Physics	332	56	0	388
<i>Social Sciences and Modern Languages</i>				
Anth/Soc	1,424	520	124	2,068
Economics	750	375	0	1,125
Gender Studies	210	37	0	247
History	921	501	0	1,422
Modern Languages	1,105	350	4	1,459
Philosophy	596	360	0	956
Political Science	416	180	0	596
Psychology	1,075	602	0	1,677
Social Sciences	86	36	78	200
<b>Total Credit Hrs.</b>	<b>19,511</b>	<b>5,084</b>	<b>851</b>	<b>25,446</b>

Source: <http://www.eou.edu/ir/>

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Table 2.3 Student Credit Hours in Arts and Sciences: 2001–2002

DIVISIONS and PROGRAMS	Fall 2001		Fall 2002		Fall 2001		Fall 2002		Fall 2001		Fall 2002	
	Lower Division	% of Lower Division	Lower Division	% of Lower Division	Upper Division	% of Upper Division	Upper Division	% of Upper Division	Total	% of Total	Total	% of Total
<i>Arts and Letters</i>												
Art	1,208	5.8%	1,126	5.1%	567	4.1%	388	2.7%	1,775	5.0%	1,514	3.9%
English/Writing	2,098	10.1%	2,296	10.3%	528	3.9%	470	3.2%	2,626	7.4%	2,766	7.1%
Humanities	330	1.6%	493	2.2%	410	3.0%	360	2.5%	740	2.1%	853	2.2%
Liberal Studies					24	0.2%	44	0.3%	24	0.1%	44	0.1%
Music	635	3.0%	469	2.1%	155	1.1%	243	1.7%	790	2.2%	712	1.8%
Theatre Arts/Speech	855	4.1%	849	3.8%	180	1.3%	140	1.0%	1,035	2.9%	989	2.5%
<i>Science, Math, and Technology</i>												
Biology/Botany	1,359	6.5%	1,433	6.4%	320	2.3%	364	2.5%	1,679	4.7%	1,800	4.6%
Chemistry	1,063	5.1%	1,196	5.4%	375	2.7%	344	2.4%	1,438	4.0%	1,540	4.0%
CS/Multimedia	457	2.2%	380	1.7%	203	1.5%	161	1.1%	660	1.9%	541	1.4%
Engineering /Science	72	0.3%	77	0.3%					72	0.2%	77	0.2%
General Science	418	2.0%	312	1.4%	194	1.4%	91	0.6%	612	1.7%	403	1.0%
Geology	468	2.2%	567	2.5%	107	0.8%	349	2.4%	575	1.6%	916	2.4%
Mathematics	2,186	10.5%	2,310	10.4%	273	2.0%	354	2.4%	2,459	6.9%	2,664	6.9%
Physics	220	1.1%	297	1.3%	21	0.2%	65	0.4%	241	0.7%	362	0.9%
<i>Social Sciences/Modern Languages</i>												
Anth/Soc	900	4.3%	955	4.3%	864	6.3%	1,051	7.3%	1,764	5.0%	2,006	5.2%
Economics	805	3.9%	885	4.0%	160	1.2%	200	1.4%	965	2.7%	1,085	2.8%
Gender Studies			160	0.7%	30	0.2%	82	0.6%	30	0.1%	242	0.6%
History	745	3.6%	851	3.8%	496	3.6%	534	3.7%	1,241	3.5%	1,385	3.6%
Modern Languages	948	4.5%	1,203	5.4%	242	1.8%	226	1.6%	1,190	3.3%	1,429	3.7%
Philosophy	715	3.4%	750	3.4%	145	1.1%	156	1.1%	860	2.4%	906	2.3%
Political Science	275	1.3%	255	1.1%	260	1.9%	317	2.2%	535	1.5%	572	1.5%
Psychology	632	3.0%	702	3.1%	867	6.3%	932	6.4%	1,504	4.2%	1,634	4.2%
Social Science	126	0.6%	103	0.5%	9	0.1%	121	0.8%	135	0.4%	224	0.6%
<b>TOTAL</b>	<b>16,515</b>		<b>17,669</b>		<b>6,430</b>		<b>6,992</b>		<b>22,950</b>		<b>24,664</b>	

Source: <http://www.eou.edu/ir/>

Table 2.4 First Degrees in Arts and Sciences: 1998–1999 to 2002–2003

Programs	1998–1999	1999–2000	2000–2001	2001–2002	2002–2003	1999–2003
Anth/Soc	11	16	25	24	19	95
Art	8	16	10	9	8	51
Biochemistry	--	--	--	--	1	1
Biology	30	24	15	11	17	97
Business/Econ	1	--	--	--	--	1
Chemistry	2	9	3	2	5	21
CS/MM	--	--	--	3	8	11
English/Writing	20	15	11	18	14	78
General Studies	11	11	14	8	7	51
History	10	14	17	7	9	57
Liberal Studies	30	45	53	49	71	248
Mathematics	1	4	8	5	3	21
Media Arts	--	--	--	--	1	1
Music	3	2	3	4	6	18
PPE	10	5	3	8	14	40
Physics	4	1	1	4	5	15
Psychology	18	17	15	11	15	76
Theatre Arts	4	8	5	2	12	31
<b>TOTAL</b>	<b>163</b>	<b>187</b>	<b>185</b>	<b>165</b>	<b>215</b>	<b>915</b>

Source: <http://www.eou.edu/ir/>

**Standard Two**

**Table 2.5 Faculty Headcount in Arts and Sciences: 1998–2003**

PROGRAMS	1998–1999		1999–2000		2000–2001		2001–2002		2002–2003		2003–2004	
	FT *	PT **	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Anthropology/Sociology	3		3		3		3		3	1	3	1
Art	3	3	3	3	3	3	3	5	3	4	4	3
Biology	5		5		5	2	5	3	5		5	
Economics	2		2		2		2		2		2	
Chemistry	5	1	4	1	4	1	4	1	4	2	4	1
ComputerScience/Multimedia	2	1	3	1	3	1	3	1	3	1	3	
English/Writing	9	2	9	3	10	3	10	4	9	4	10	3
Gender Studies					1		1		1		1	
Geology	1	1	2		2		2		2		1	
History	3		3		3		4		3		3	
Mathematics	4	3	4	2	4	4	3	2	4	2	4	2
Modern Languages	3	1	3	1	3	1	3	1	3	2	3	1
Music	4	8	4	8	5	8	5	7	5	3	5	3
Philosophy/Political Science	3	1	3	1	2	1	3		2	1	2	1
Physics	2	1	2		2	1	2	1	2		2	1
Psychology	3		3		3	1	3	1	3	1	3	1
Theatre Arts	3	2	3	2	2	1	3	2	3	1	3	1
<b>TOTAL Faculty Headcount</b>	<b>55</b>		<b>56</b>		<b>57</b>		<b>59</b>		<b>57</b>		<b>58</b>	

Source: Office of Arts & Sciences

\* FT = Faculty who hold positions based on a 36.0 credit hour base with FTE = or < 1.0.

\*\* PT = Resource Faculty who hold positions based on a 48.0 credit hour base with FTE < 1.0.

**THE SCHOOL OF EDUCATION AND BUSINESS**

The School of Education and Business offers quality professional undergraduate and graduate programs in the areas of Education, Business Administration, and an undergraduate program in Physical Education and Health. These rapidly growing programs are founded on liberal arts principles that inform the University’s mission and vision.<sup>6</sup>

**Table 2.6 Changes in Majors, Minors, and Degrees/Certificates in Education and Business**

New Majors in Education and Business	Program	Year Effective
Business Administration	Business	1999–2000
Education—Coos Bay	Education--CUESTE	1998–1999

New Graduate Programs in Education and Business	Program	Year Effective
Continuing Teaching License	Education	1999–2000
MBA	Business	2003–2004

New Minors in Education and Business	Program	Year Effective
Health Studies	Physical Education and Health	2002–2003
Physical Education	Physical Education and Health	2002–2003

<sup>6</sup> See Exhibit 19, School of Education and Business syllabi.

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<b>New Certification Programs in Education and Business</b>	<b>Program</b>	<b>Year Effective</b>
CREADE <sup>7</sup>	Education—OUS Collaborative	2002–2003
Literacy Education	Education—OUS Collaborative	2002–2003

<b>Discontinued Certification Program in Education and Business</b>	<b>Program</b>	<b>Year Effective</b>
Athletic Training Program	Physical Education and Health	2000–2001

**Source:** Office of Education and Business

### **Business Division**

#### *Intended Outcomes*

Exemplary, student-centered staff and faculty comprise the Business Division. The Division is dedicated to serving Oregon and beyond through professional business programs emphasizing instruction, research, and service. Program outcomes prepare students to perform effectively and efficiently in business managerial positions in order to accomplish their own goals and objectives.

Efforts to address business educational needs in eastern Oregon include:

- Demonstrating and encouraging innovative programs and instruction in business education;
- Contributing, through research and practice, to the growing core of knowledge in the field of business;
- Valuing each learner as a unique human being;
- Producing graduates possessing an integrated knowledge of business functions and systems;
- Producing students who have developed the strong personal and communication skills necessary to succeed in the business environment; and
- Developing students with a refined curiosity about life and learning.

#### *Program Changes*

Prior to 1999, the Business program's only degree was a Business/Economics program, which included a large liberal arts component and Business Administration as a general concentration. In 1999–2000, the School of Education and Business (SEB) developed a Business Administration Program to replace the Business/Economics Program. (See Part C for "Business Administration Review"). SEB took major steps to enlarge, adjust, and match its faculty resources in order to provide specialized professional education and training.

Since 1999, SEB has hired new faculty members (respectively tenure-track, full-time, part-time contracted) in order to meet the need of specialized academic and professional elements in business

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<sup>7</sup> See Exhibit 20, OUS Proposals for Reading and Literacy Education Endorsements.

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administration. The faculty members bring expertise and knowledge to the newly developed concentration areas.

- Increased Enrollment. Since 2000, when the new Business Administration program produced its first graduates, the program has more than doubled its graduation rates. (Table 2.7.)
- Increased Faculty Resources. The SEB increased its faculty resources to attend quantitatively and qualitatively to business education and professional training. Since the 1998 Interim Accreditation Report, the expertise and specialties of newly hired or contracted faculty members have been carefully matched with the program's major disciplinary and concentration areas.
- Workload. The enlarged business program generated a heavier workload to business faculties. The teaching load for each faculty in each academic year is 36 credit hours, in addition to other expected services. Over the last few years there has been a significant growth in the number of business students (whose majors require taking various business courses), including:
  - Business majors;
  - Business minors (Liberal Studies with Business as a component);
  - Business-Psychology majors;
  - Business-Economics majors; and
  - Agricultural Business majors.

**Table 2.7 Division of Business Education Graduates from 1998–99 to 2002–2003**

Degrees	1998–99	1999–2000	2000–01	2001–02	2002–03
Bus/Econ	42	38	40	20	10
Business Administration			18	58	78

Source: <http://www.eou.edu/ir/>

### *Assessment*

The program is designed to meet the educational needs of students who seek to enter the world of business with a sound grounding in the formal skills and knowledge integral to the primary functional areas of business. The first three years of the program are structured to meet these needs. The senior year provides the opportunity for the business student to gain a specialized knowledge in one of four professional concentration areas: Marketing; Leadership, Organization and Management; International Business; or Accounting. Each concentration area emphasizes the practical application of business concepts and technology. The degree program is offered on the University campus, through the Division of Distance Education, and through the Portland Metro Center. Students must have a grade of C- or better in all required business and economics courses in order to graduate with this degree.

See Part C “Business Administration Program Review” and Exhibit 114 for a detailed account of the program's Outcomes Assessment instruments.

### *Program Plans and Goals*

- Continue with the successful operation of the undergraduate program.
- Commence the MBA program upon final approval by OUS (Fall 2003).<sup>8</sup>

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<sup>8</sup> See Exhibit 20, OUS proposal for an MBA.

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- Further develop and implement the program's outcome assessment plan (see the *Outcome Assessment Plan* in Part C, "Business Administration Review").
- Continue strategic human resource management to service programs more efficiently and effectively.
- Prepare for both baccalaureate and master degree programs in business administration.

### Education Division

#### *Intended Outcomes*

Students in the University's education programs will:

- Excel in courses covering the liberal arts;
- Excel in professional education experiences;
- Excel in cooperative education experiences; and
- Demonstrate exemplary personal traits.

For elaborated detail of these program outcomes, see the *Program Vision* published in the online catalog (<http://www.eou.edu/catalog/education.html>).

#### *Program Changes*

- The CUESTE undergraduate teacher preparation program and the MTE Intern graduate program continue as described in the 1998 report. The programs were revised prior to 1998 in order to align with new teacher licensure requirements. The Continuing Teaching License (CTL) became a new requirement for Oregon teachers on January 15, 1999, along with various other changes for newly, or initially licensed teachers. The Oregon Educational Act for the 21st Century of 1991 set in motion a series of changes for K-12 schools. Among these changes was the development of new learning standards for Oregon students, and new assessments to measure how successfully students met the new standards. The shift to standards-based teaching and learning required that new teachers be prepared to teach effectively in standards-based classrooms. Oregon's Teacher Standards and Practices Commission (TSPC) revised the requirements for teaching licensure to align with the new K-12 standards and the University its their teacher preparation programs to meet these new requirements.
- Since 1999, the University has developed a graduate level, nine-credit Continuing Teaching License (CTL) program. The University's Continuing Teaching License program provides for coursework to support assembly of a portfolio demonstrating an applicant's proficiency in the ten advanced teaching competencies required by TSPC. The coursework supports Continuing Teaching License candidates as they develop and refine portfolio components, but completion of the coursework alone does not automatically guarantee that the portfolio will meet Continuing Teaching License requirements.
- To assist in the CTL program's development and implementation, the University participated in the Oregon Quality Assurance in Teaching Program (O-QAT), a federal Title II grant. The grant supported various initiatives to improve the quality of teacher preparation. One of the grant's most significant outcomes was funding for statewide forums at which representatives of all institutions with teacher preparation programs, both public and private, convened to discuss development of the CTL and refinement of the Initial Teaching License programs. Although each institution was responsible for developing an approved program (approved by TSPC), the opportunity for dialogue across institutions was unique and offered multiple perspectives on complex issues. The O-QAT grant also provided support for Arts and Sciences faculty to meet with Education faculty to discuss content preparation for pre-service programs. Another O-QAT initiative supported preparation of teacher

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candidates in shortage areas such as special education, reading, and English for speakers of other languages (ESOL). The O-QAT grant also addressed technology by supporting development of a database and web-based information access. Underserved areas were included in one initiative that provided support for establishing an undergraduate teacher preparation program (CUESTE) in Coos Bay, on Oregon's south coast.

- The Coos Bay initiative is a collaborative project partnering EOU, the Southwestern Coastal Community College, local school districts, Western Oregon University, and the Oregon University System University Center. Begun in 1998, this program offers students in the south coast region access to a baccalaureate degree. By merging the strengths of the community college with added University staff on site, students can complete the entire CUESTE program at Coos Bay. Approximately 24 students participate in each two-year cohort.
- Eastern Oregon University is currently revising its secondary level preparation program. Since the secondary teacher preparation program is spread over many different content areas, maintaining sufficient numbers of students in core classes can prove problematic. The revised program will merge undergraduate and graduate secondary preparation into one program, creating greater efficiency in class development. Plans for this revision will not be in place until the fall of 2004. Until then we will continue to operate an undergraduate secondary licensure program and an MTE-Intern program that offers secondary students a route to licensure. The future program will be a modification of the current MTE-Intern program rather than an entirely new degree. The undergraduate option will be phased-out over the next two years. The Education program will continue to support students in the pipeline for the secondary program for the next two years.

### *Off-Campus and Other Special Programs Providing Academic Credit*

The University's teacher education program has a presence across the state. In Ontario, Oregon, the University has a collaborative teacher education center partnership with Treasure Valley Community College and a similar partnership with Blue Mountain Community College in Pendleton, Oregon. The University has a major partnership with Oregon State University Cascades Campus in Bend, and at the aforementioned program in Coos Bay. These programs require a high degree of coordination, alignment and logistical maintenance. Staffing, articulation with La Grande-based curriculum, student support, and infrastructure are required to maintain these self-supported entities.

Interestingly to us, the degree of competence and alignment of program outcomes in these off-site programs are more consistent and solid than if they were on campus here in La Grande side by side. Because we spend a great deal of time requiring faculty to align syllabi and assessments, because the faculty are dedicated to bring their voices to consensus across the distance about programmatic outcomes, we have a distance program that is far more cohesive than one might find on a large campus with several cohorts.

The University continues to work in the area of regional state-wide service because 1) it is successful and knows how to do this work, 2) it operates these programs at cost from revenues earned, 3) it recognizes the positive value-added component of the community college partnership, and 4) it is dedicated to serving rural and place-and-time-bound students.

### *Assessment*

Student assessment occurs throughout the teacher preparation program. Assessment begins in courses with identified academic standards and objectives and specific course outcomes. As students move into their practicum and student teaching placements, the assessment broadens to include assessment of student performance by cooperating K-12 teachers and university supervisors. Students must also

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produce two or more comprehensive work samples exhibiting their ability to plan lessons, implement instruction, and assess students. These work samples are assessed as part of the pre-service teacher's student teaching experience. To be successful in student teaching, the candidate must show competency in five domains incorporating 39 indicators of initial teaching license competency.

A variety of evidence, including a personal history/vita, video tapes of teaching, case studies of student learning, on-site teaching observations, and other components are compiled in the Continuing Teaching License Portfolio and evaluated. The Portfolio, which is rooted in the applicant's teaching assignment, is performance-based, and it must clearly and successfully demonstrate proficiency in the ten advanced teaching competencies. Final assessment of the entire portfolio entails evaluation of the portfolio as a whole by a review panel to determine whether there is sufficient evidence of proficiency in the required TSPC competencies.

### ***Program Plans and Goals***

The teacher preparation program is in the process of developing a more comprehensive evaluation process during 2003–2004. Although there is considerable assessment at the course level and student teaching level, more information is needed on how well the University's Education program has prepared candidates to perform once they are in classrooms of their own. This information will be a challenge to acquire, since the program does not track student placement after graduation. Information will be gathered from a variety of perspectives, including students and the principals and superintendents who hire them.

### **Physical Education / Health Division (PEH)**

#### ***Intended Outcomes***

The University's Health and Physical Education degree program seeks to produce graduates who possess the skills necessary to promote health. The inter-relationship of health and physical activity create within the program a commitment to wellness, sport, recreation, and the exercise sciences.

The Physical Education/Health program was designed to address the AAHE/NCATE and NASPE/NCATE standards, which are used to certify Health and Physical Education professionals. The PEH program used the minimum requirements of each standard system and merged disciplines into Physical Education and Health, thus assuring the program's alignment with both accreditation bodies' minimum standards.

Program design in terms of the conceptual framework and rationale for learning experiences was adopted as a function of acceptance of the professional standards for the program.

The Physical Education/Health Program requires that students meet the following standards:

- Demonstrate a standard of health-related fitness by achieving at least the 65th percentile on a physical ability test.
- Demonstrate competency in physical skills by completion of PEH 180 course work, intramural, intercollegiate competition, recreational activity or completion of a skill test in Aerobic Fitness, Archery, Badminton, Basketball, Bowling, Golf, Soccer, Softball, Swimming, Tennis, Volleyball, and Weight Training.
- Demonstrate competency in the academic content of physical education and health by completing all PEH course work with a grade of "C-" or better.

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- Demonstrate mathematics competency by completing MATH 105, 111, 113, 211, 212, 213, or equivalent courses.
- Demonstrate understanding of physical education and health concepts and ability to communicate essential elements of the discipline through completion of the capstone experience. Within the capstone experience, all students are required to do the following:
  - Complete a three-term sequence of practicum experience. Each experience is different, but must include a setting applicable to a recognized content area of the program.
  - Students must complete a certification examination such as the Praxis, ACSM, NATA, ACEP, or other nationally recognized certification exam.
- Demonstrate technological competency through completion of PEH 323, PEH 325, PEH 412, and PEH 470.

### ***Program Changes***

Formerly, the University held to a philosophy that those hired in support of our important intercollegiate athletics programs also be educators with teaching as well as coaching responsibilities. However, it became increasingly difficult to find academically qualified teachers through coaching searches. Beginning in Fall 2002, all Core and Concentration coursework in Physical Education and Health have been taught by a doctoral level professor.

The Athletic Training Program Intern Program was accredited prior to 2000. When the accreditation body changed its rules to disallow the intern model and changed requirements to an academic model, the University initially applied to the accrediting body for consideration. When it became apparent that the institution could not support the faculty FTE requirements described by the academic model, the University decided to withdraw its bid to have the program meet accreditation standards. Instead, all students who were in the queue for completing an intern certification program were allowed to finish. New students may participate in Athletic Training at the University through coursework and practica, but these educational opportunities do not culminate in certification as an Athletic Trainer.

Two recently approved academic minors now complement the PEH baccalaureate degree. These minors are Physical Education (30 credit hours) and Health Studies (30 credit hours).

### ***Off-Campus and Other Special Programs Providing Academic Credit***

The PEH major may be earned entirely through distance education, which has proven to be ideally aligned to the mission of an institution that serves a very large region.

All courses offered through the Division of Distance Education or in abbreviated workshop or summer formats use the materials, syllabi, texts, and described outcomes of our on-campus program. Regular full-time faculty members are responsible for alternative time-frame courses. In some cases, a highly qualified adjunct professor may teach the course. Credits follow University policies in determining credits for courses, whether or not they are offered via non-traditional delivery. The PEH program is, on average, the same in overall number of credits and size to analogous programs in institutions similar to the University.

### ***Assessment***

Students are assessed at various points in the PEH program. Student skills are assessed in courses where their performance can be compared to set academic standards. Students are assessed as to their level of

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physical skills and their ability to integrate cumulative learning through the capstone. Communication and critical thinking are key components in assessing students' final capstones.

Reliance upon course-based assessment is carefully thought out and highly structured. Stated outcomes for the program were gleaned from national standards and apportioned to each course. Each course syllabus lists outcomes. An accumulation of each of the course requirements assures that students will have met all stated outcomes of the program.

Faculty participates annually in upgrading the library collection, and students are required to utilize library materials for course assignments and capstone projects. Members of the faculty require use of electronic information sources such as listservs, the Web, the Internet, and CD-ROM-based databases.

The PEH faculty arrange coursework in an efficient manner. Students can complete degree requirements in three years and add undergraduate teacher education or an additional minor in a fourth year.

### *Program Plans and Goals*

The capstone experience is a basis for comprehensive assessment. Five-year reviews provide a formal, systemic opportunity to assure that assessments feed back into program design. The program should, however, develop more formal and systematic bases for taking advantage of assessment results from courses and the capstone in order to evaluate and improve on a more frequent basis. The PEH program plans to revise the capstone curriculum to appoint more structured practical experiences in adults and aging, adapted PE, and athletic training or school physical education.

Overall, the program fulfills an important component of the University's mission with a strong faculty and adequate resources. PEH faculty members have ambitions to expand program options and degrees. However, such efforts have been discouraged due to concerns about resource availability and the necessity of ascertaining that the high quality of existing programs not be diminished by inadequately supported expansions. The University constantly explores opportunities to expand the student body, and a new OUS approach to budgeting may support projected enrollment increases. It is time to reconsider the aforementioned initiatives again. Recreation and Exercise Science are the most actively considered areas for possible expansion. (It should be noted that an exercise science lab is being developed and will be housed in facilities formerly occupied by programs that are moving to the new science building).

PEH program faculty members review the program every five years. The last self-study occurred in 1998. The program will conduct another self study during AY 2003–2004 that will follow the Association of American Colleges and Universities guidelines for "Program Review and Educational Quality in the Major."

**Table 2.8 Fall 2002 4<sup>th</sup> Week Credit Hours by Discipline and Location in Education and Business**

Divisions and Programs	La Grande Campus	Distance Delivery	Extended Residential Credits	Total Credits by Discipline
Business	2,019	1,782	811	4,612
Education	1,071	278	2,218	3,567
Fire Serv. Admin.	0	48	57	105
Geography	870	336	0	1,206
Library Science	162	18	109	289
Military Science	42	0	0	42
PEH	1,376	783	178	2,337
<b>Total Credit Hrs.</b>	<b>5,540</b>	<b>3,245</b>	<b>3,373</b>	<b>12,158</b>

Source: <http://www.eou.edu/ir/>

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**Table 2.9 Student Credit Hours in Education and Business: 2001–2002**

Undergraduate Programs	Fall 2001		Fall 2002		Fall 2001		Fall 2002		Fall 2001		Fall 2002	
	Lower Division	% of Lower Division	Lower Division	% of Lower Division	Upper Division	% of Upper Division	Upper Division	% of Upper Division	Total UG	% of Total	Total UG	% of Total
Business	1,198	5.7%	1,408	6.3%	2,563	18.7%	2,995	20.7%	3,761		4,403	
Education	223	1.1%	238	1.1%	2,148	15.7%	1,904	13.1%	2,371		2,242	
Fire Services Administration					123	0.9%	129	0.9%	123	0.9%	129	0.9%
Geography	951	4.6%	995	4.5%	146	1.1%	172	1.2%	1,097	3.1%	1,167	3.0%
Library Science	27	0.1%	36	0.2%	294	2.1%	300	2.1%	321	0.9%	336	0.9%
Military Science	2	0.0%	10	0.0%	12	0.1%	32	0.2%	14	0.0%	42	0.1%
PEH	898	4.3%	923	4.1%	1,207	8.8%	1,334	9.2%	2,105		2,257	
<b>TOTAL</b>	<b>3,299</b>		<b>3,610</b>		<b>6,493</b>		<b>6,866</b>		<b>9,792</b>		<b>10,576</b>	

Graduate Programs	Fall 2001		Fall 2002		Fall 2001		Fall 2002	
	Graduate	% of Graduate	Graduate	% of Graduate	Total Undergraduate & Graduate	% of Undergraduate & Graduate	Total Undergraduate & Graduate	% of Undergraduate & Graduate
Business	5	0.5%	87	4.2%	3,766	10.6%	4,490	11.6%
Education	899	91.1%	1,822	88.4%	3,270	9.2%	3,964	10.2%
PEH	78	7.9%	148	7.2%	2,183	6.1%	2,405	6.2%
<b>TOTAL</b>	<b>982</b>		<b>2,057</b>		<b>9,219</b>		<b>10,859</b>	

Source: <http://www.eou.edu/ir/>

**Table 2.10 First Degrees in Education and Business: 1998–1999 to 2002–2003**

Programs	1998–1999	1999–2000	2000–2001	2001–2002	2002–2003	1999–2003
Business Admin			18	58	78	154
Business/Economics	42	38	40	20	10	150
Fire Services Admin	3	7	9	8	14	41
General Studies	3	1	3	3	1	13
Geog/Reg Planning			1			1
Liberal Studies	36	24	42	45	45	192
MTE	66	90	60	59	86	361
MUD Studies	61	68	80	92	79	380
Office Administration	1	2	2	1	1	7
PEH	21	23	18	29	31	122
<b>TOTAL from SEB</b>	<b>233</b>	<b>253</b>	<b>273</b>	<b>315</b>	<b>345</b>	<b>1,419</b>

Source: <http://www.eou.edu/ir/>

**Table 2.11 Faculty Headcount in Education and Business: 1998–2003**

PROGRAMS	1998–1999		1999–2000		2000–2001		2001–2002		2002–2003		2003–2004	
	FT *	PT **	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Business	8	1	8	1	9	1	9	2	9	2	9	2
Education	19	4	19	5	19	6	20	6	21	6	22	8
Geography	1		1		1		1		1		1	
Physical Education and Health	2	4	2	4	2	4	3	1	3	1	3	2
<b>TOTAL Faculty Headcount</b>	<b>30</b>		<b>30</b>		<b>31</b>		<b>33</b>		<b>34</b>		<b>35</b>	

Source: Office of Education and Business

\* FT = Faculty who hold positions based on a 36.0 credit hour base with FTE = or < 1.0.

\*\* PT = Resource Faculty who hold positions based on a 48.0 credit hour base with FTE < 1.0.

## **EDUCATION ASSESSMENT—GENERAL EDUCATION**

The following summarizes actions and recommendations from the Director of General Education and the General Education Committee: 1) general education plans formulated after a campus team attended the Asheville Institute of General Studies Workshop (Asheville, Tennessee, June 2002) and 2) a summary of a memorandum issued by the Director/Chair of the General Education Committee (May 2003).

### **1. General Education — AY 2002–2003**

#### **Curricular, Pedagogical, and/or Process Plans Developed at the Asheville Institute**

##### ***Learning Communities***

The team worked towards the development of a model for a freshman-focused learning community. The community would link an introductory writing class with another general education class. An example would be a linkage between Writing 121 and Chemistry 101.

Within this model, faculty would meet to develop a strategy for linking writing and other projects within the discipline to enhance performance. Faculty would not “team teach” in this model, but rather would coordinate their teaching. Faculty would receive a \$500 stipend in development time for initial course linkages.

Each section of the writing class and each section of the general education course would have a student peer mentor. (The mentor would be an approved writing tutor and the discipline-focused mentor would be an upper division major). These mentors would support students in the course and be paid \$250 per term.

Also, within the communities model, which the committee proposed be named the Freshman Interdisciplinary Communities (FIC) or Freshman Year Communities (FYC), developing and utilizing the current Freshman Year Interrogatory (FYI) *course* model would be possible — provided there was a link between writing and the paired FYI general education course.

In Winter 2003, two faculty members linked WR 121 to SOC 204, which meant that all students in WR 121 were also in Sociology 204. Three of the four major writing assignments in WR 121 were sociology assignments. The dual purpose of this link was to provide writing assistance to sociology students and to make first-year writing assignments meaningful for writing students. Overall, the link achieved this purpose. The sociology students taking WR 121 participated better in class and discussion than they would have done otherwise, and they definitely did better on their writing assignments. The same students were motivated and engaged in WR 121 discussions and activities designed to help them succeed as writers. The advantages of the course link were so clear to students that on several occasions, sociology students not enrolled in WR 121 attended WR 121 meetings. Only a few students seemed to treat the linked courses as an easy way to have work count twice, and the work of these students suffered, indicating the rigor of the link. The sociology-writing link will be repeated in Fall 2003 and has encouraged links between courses in other disciplines.

##### ***Assessment***

Assessment of the new general education program during AY 2002–2003 was critical. The team discussed and implemented a plan to develop an assessment strategy:

- A. A questionnaire was developed and administered to students in Spring 2003. The questionnaire focused on whether students understand how their general education experiences have provided them

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with adequate self-awareness to identify how they have gained competence in single or multiple general education outcomes.<sup>9</sup>

- B. A questionnaire will be developed and administered to faculty. This survey will measure faculty attitudes and beliefs regarding the success of the general education courses in imparting desired outcome skills to students.
- C. Alumni data will also be collected to determine if, at one, five, and ten years after graduation, students have any perception of whether their general education studies have had an impact on their careers or their lives in general.

### *Reflections and Perspectives*

The third activity of the University's Asheville team was to develop the Reflections and Perspectives component of general education. This category makes the following assumptions:

- There will be **some** upper division general education activity.
- There needs to be coordination between the capstones now completed in the major course of study and students' reflection upon their undergraduate experience. A true reflection and perspective review should include reflection on the general education experience and the major experience.
- The product of the Reflections and Perspectives component should be a student-generated written project. The project should be introduced in both the students' general education program and in their major program. Writing would be a component throughout the undergraduate experience, with the project being a longitudinal, reflective piece. The Reflections and Perspectives component should identify how the student has achieved the outcomes reflected in the general education program.

### *Information Sharing*

- On June 10, 2002, the Asheville team met with the campus General Education Committee to share information from the Asheville Institute.
- Members of the Asheville team became members of the campus General Education Committee. In addition, the team encouraged campus-wide attendance at meetings and feedback regarding the curricular plans and strategies.
- Goals of the committee were clarified.
- A campus in-service on General Education was held for faculty and students during regularly scheduled Fall 2002 activities.
- By December 2002, the committee aimed to present a plan to the University faculty for Freshman Interdisciplinary Communities, Assessment, and Reflections and Perspectives.<sup>10</sup>

## **2. A Direction for General Education — AY 2003–2004**

In Spring 2003, the Director of General Education expressed concern that the University's efforts in

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<sup>9</sup> See Exhibit 21, Assessment Documents—General Education Pilot Assessments, Spring 2003; Arts and Sciences rubric samples.

<sup>10</sup> See Appendix M, General Education Course Approval Procedures and Calendar for General Education reform.

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General Education were not progressing rapidly enough for the following reasons:

- The Arts and Science faculty oppose moving to a general education model that would threaten FTE. This attitude is a major obstacle to achieving consensus.
- Faculty members appreciate the idea of interdisciplinary classes, but designing and implementing these courses would require a major overhaul of lower division courses. Consensus on this point is unlikely in the near future, since faculty design and implementation of such courses seems to be stymied by considerations about workload and teaching, service, and research activities. As was discussed three years ago, the optimal way to implement a comprehensive interdisciplinary curriculum is for some parts of the current campus curriculum to be eliminated, or at the very least to be offered on an alternate year bases.
- Directorship of the General Education program should result from an in-house search and all interested faculty wishing to lead this effort need to be encouraged to apply. A committee would screen and recommend the best and most qualified faculty member to continue this effort. An external search would also be viable.
- The “Reflections and Perspectives” category of General Education reform should be abandoned. The intended outcomes are closely aligned with the University’s Cornerstones and should be folded into that activity.
- Current General Education reform, except for evaluation and assessment, should end and a new process of review and reform should begin.

### *Recommended Next Steps for General Education*

In March 2003, the Provost made an official judgment regarding the completion of the current General Education reform. At that time, the Provost recommended that the Committee dedicate itself primarily to the assessment of the General Education program. The Committee plans to engage the Cornerstone Program Coordinator and the Diversity Committee in continuing discussions about infusing diversity, multiculturalism, and internationalism into the General Education curriculum.<sup>11</sup> Meanwhile, general education curriculum approval functions have moved to the Educational Policy and Curriculum Committee (EPCC).

### Cornerstone Experiences

The Cornerstones of Learning Program is the University’s initiative for encouraging, facilitating, and synthesizing four kinds of experiential learning — the “four cornerstones” of Community Service Learning, Internships, International or Intercultural Experience, and Undergraduate Research. The University’s commitment to the Cornerstone Program and the program’s importance to the University can be demonstrated by evaluation of student cornerstone experiences for the purpose of assessing institutional effectiveness.

Development of the Cornerstone Program began in 1999 after President Creighton set experiential learning as an institutional priority. Elements of the program have existed for many years; the University has always stressed the importance of experiences such as undergraduate research and internships. A “Systems of Service” grant from Oregon Campus Compact in 2000–03 has funded service learning course development and two student positions to develop community service learning projects.

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<sup>11</sup> See Appendix G, Next Steps—General Education, memo dated March 3, 2003; see also Exhibit 42, especially the Diversity Committee’s Recommendations for Diversity in the General Education Curriculum.

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The Service Learning Steering Committee has helped to coordinate activities and has been especially helpful in establishing the four-part rubric of Preflection, Engagement, Reflection, and Communication now used to certify and assess cornerstone experiences in each of the four areas. International experiences and a greater understanding of diverse cultures have emerged as institutional goals, aided by the work of the University Diversity Committee and the International Studies Coordinator.

### ***Program Changes***

In AY 2002–03, the Cornerstone program underwent an important shift with the retirement of the original program coordinator and the naming of a new coordinator. This change necessitated review of the program and the coordinator’s responsibilities. The program is now in the process of changing from a “value-added” experience, dependent on co-curricular activities and driven by the motivation of our best students, to a reliable hallmark of the Eastern curriculum that affects every student’s experience. The new coordinator’s background as a member of the teaching faculty should help to facilitate this change. New programs include the EOU Hunger Project, an interdisciplinary project to study the causes and alleviate the effects of hunger in our region, and a Public Art and Service Summer Institute demonstrating the institution’s commitment to experiential learning. The annual “Sharing the Learning” Spring Symposium features student projects in all Cornerstone areas. Continued development of community service will also be aided by a new position, the Community Service Project Coordinator, which will be funded by the Oregon State Service Corps (an Americorps program).

### ***Assessment***

As the Cornerstone Program becomes more deeply integrated in the curriculum, new possibilities for assessment emerge. Use of a four-part rubric for self-reporting and assessment of student experiences began in AY 2002–03. Counting the total number of student Cornerstone experiences becomes more efficient as the Program works with faculty to designate appropriate courses as “Cornerstone courses.” Further integration of the program into the University curriculum also allows qualitative questions to be engaged in a more systematic way. Faculty have begun the process of setting standards for the program and designing measures of student learning.

The Program also needs to be more systematically reviewed and assessed by students, a process which has so far occurred only informally. Assessments of the program by community partners have occurred in oral interviews and in written assessments of programming such as the annual EOU Community Partner Volunteer Fair, but this process needs to be more systematic and holistic.<sup>12</sup>

### ***Program Plans and Goals***

All Capstone courses fulfill the research cornerstone, and all Practicum courses fulfill the internship/practica cornerstone. Individual programs can identify service learning or international cornerstones. The Cornerstone Program Coordinator’s future goals include identification and publication of cornerstone courses for students.

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<sup>12</sup> See Exhibit 22, Overview of Cornerstone Program and associated Program Forms.

## **Honors Program**

### ***Program Description***

The Honors Program was approved in March 2001. In the liberal arts tradition, this program is built upon student initiative and the integration of life experiences with academic learning. A student self-selects into the program and must have a GPA of 3.25 upon entry into and while in the program. For further information, see the Honors Program website at <http://www.eou.edu/honors/honors2.html>.

### ***Accomplishments***

- 2001: Four honors baccalaureates were granted – one to a non-traditional student, one to a Native American student, and two to traditional students.
- 2002: Three honors baccalaureates were granted, including one to a Native American student.
- 2003: This is the first year that students were able to plan their work more than two years prior to graduation. Ten honors baccalaureates were granted — four from the School of Education and Business Programs, and six from the School of Arts and Sciences. Four of the six were non-traditional students, two of whom were Native American. One was a University athlete, the first athlete to complete this program. Also, the first-ever honors baccalaureate to a distance education student was awarded this year. Thirty-eight faculty members served as project sponsors for these ten graduates.

Originally, admission to the program was reserved for sophomores and those more advanced and was done purely by student self-selection as long as students had a cumulative GPA of 3.25 or higher. As of Fall 2002, the University's Honors Program has recruited a small freshman cohort each year as a method of attracting finer incoming students who might otherwise not have considered the University. In 2002, 16 new students entered the University with a commitment to the Honors Program. 17 will enter in Fall 2003. In addition to this cohort, continuing students are welcome to enter the program, and those who qualify are invited to an information session in the fall of their sophomore year; this session is also where the Honors Program coordinator recruits prospective Rhodes and British Marshall candidates. One candidate from the Honors Program will enter the Rhodes competition in 2003.

In Spring 2002 a pilot version of an honors orientation seminar was offered to recruit sophomores into the program. HONR 201 Honors Orientation Seminar was adopted as an official course in 2002 and is now offered each Fall Term to the program's new recruits. The HONR prefix was also adopted, and one honors-designated course in a general education field is now offered each term. This is an area where further faculty development will be required, with an aim toward expanding such offerings.

### ***Assessment***

Overall, the Honors Program continues to be an individualized, self-directed endeavor for students. The honors-designated courses primarily serve the purpose of community building among the students, and any two completed honors courses can now count as a replacement for one contract-based, individualized project. Other aims for the coming year include commencing production of a quarterly Honors Program newsletter, and gathering momentum for the Honors Council, a social/service group within the Honors Program. This organization came together well in 2003 as mentors hosted gifted 8th-graders of the region for a day on campus. Students plan to continue this as a new tradition. One student presented at the National Collegiate Honors Council National Convention in 2002 and three will be presenting there in 2003. The Honors Program continues to seek long-term, substantial sources of funding with a vision for

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all students in the Program to present research at one regional or national event. Among the 2003 graduates, six of the ten had presented nationally.

### ***Program Plans and Goals***

At this time, no scholarships specific to the Honors Program exist. One future possibility is to offer a “finishing bonus” to the Program’s seniors that covers the final year of tuition expenses and pays for travel and other needs related to graduate school admission interviews.

The University’s Honors Program has struggled over the past year or two to incorporate OHSU nursing students and OSU agriculture students into the program, due to a variety of tensions and misunderstandings with the administrations of these institutions. Beginning in 2004, OHSU agreed to begin offering the honors baccalaureate for its La Grande campus students who complete the Honors Program. OSU has not been as responsive because of budget cuts and other issues. Program leadership will continue to work with OSU until an agreement can be reached. The Honors Program anticipates that approximately 12–15 students will graduate from the EOU Honors Program in 2004. Its aim is to grow the program to perhaps 10% of each graduating class.

### **Policy on Credit for Prior Experiential Learning**

The University continues to include the credit option of Assessment of Prior Experiential Learning (APEL) and adheres to all of the provisions in the Commission’s Policy on Prior Learning. The University participates in the Council for Adult and Experiential Learning and implements the Council’s standards, principles, and procedures.<sup>13</sup>

Credit is granted only at the undergraduate level and cannot exceed 25% (forty-six credits) of the student’s baccalaureate degree. Admitted students may receive credit for APEL only after completing a four-credit workshop (APEL 390 Assessment of Prior Experiential Learning) in which they learn how to develop and document prior learning through essays for review by appropriately qualified faculty. (Students in approved collaborative programs involving the University may also be enrolled in APEL 390). Only the University’s regular curricular offerings are awarded credit. The University’s policy and procedures ensure that 1) no assurances are offered regarding the number of credits that may result from a review, 2) there is no connection between fees paid for the review and the number of credits that may be awarded, 3) credit awarded does not duplicate previously awarded credit, and 4) the official transcript designates APEL credit. Faculty readers understand the necessity of determining, as they read the learning essays, that creditable learning must integrate theory and learning from life experience.

### **University Expectations**

The University expects all students to be able to read with understanding, write with clarity, and employ basic methods for research and problem solving. The University as a whole is moving in the direction of student learning outcomes that emphasize the *practical* liberal arts. All programs in the School of Arts and Sciences and the School of Education and Business share a common set of liberal

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<sup>13</sup> The University’s written APEL procedures are reviewed at regular intervals; see Part C, “Review of the Division of Distance Education” and related Exhibits.

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arts outcomes designed to help students:

- Gain knowledge and skills in a discipline;
- Practice the fundamental methodologies of a discipline;
- Distinguish between the theories and practices of a discipline;
- Cultivate a systematic application of knowledge and skills in a discipline; and
- Acquire the general habits of critical thinking and presentation skills necessary in a discipline.

As a culture of assessment continues to mature at the University, encouragement of student learning through the engagement and demonstration of knowledge will increasingly require development of systemic procedures for reporting and analyzing reliable assessments of student learning outcomes. In order to better facilitate such a culture of assessment in Fall 2003, the administrative leadership in the School of Arts and Sciences and the School of Education and Business are committed to opening campus-wide discussions predicated upon how the University community can better engage and serve student learners and so increase their opportunities to demonstrate and apply what they know.

The University has committed to this endeavor through the formation of a committee whose function is to study, plan for, and implement a Center for Teaching, Learning and Assessment. The formation of this committee falls within the University's larger prospect to revise and update its Strategic Plan.

### *Appendices*

G	Next Steps—General Education, memo dated March 3, 2003
K	Assembly Minutes, June 2003
L	University Writing Requirement
M	General Education Course Approval Procedures and Calendar for General Education Reform

### *Exhibits (available on campus)*

4.F	Academic Program Assessment Plans, 2001 FIR
16	<i>General Catalog</i> , 1998-present
17	Current School of Arts and Sciences Syllabi
18	Proposal for Degree Program in Modern Languages
19	Current School of Education and Business Syllabi
20	OUS Proposals for Reading and Literacy Education (CREADE); OUS Proposal for MBA program
21	Assessment Documents
22	Cornerstone Program Overview and Program Forms
42	Diversity Committee Documents
114	Business Administration Advising and Assessment Instruments