

## Core Questions for Program Prioritization

1. What was the **Anthropology** Program created to do in the first place?  
Historically, the Social Sciences Department had offered two General Education courses in Anthropology: ANTH 201. Cultural Anthropology, and ANTH 202. Physical Anthropology and Archaeology. The courses had been taught primarily by adjuncts and it is possible that Dr. Cynthia Bettis may have taught these courses for the department at some point in time.
2. What is the program doing now?  
Currently, Cultural Anthropology is being taught every semester. In the fall, it is taught f2f and in the spring, two sections are offered, one f2f and one online. One online section is taught in the summer. The Cultural Anthropology course has “made enrollment” each time it has been offered, and SCH hour production has increased by 338% (Program Prioritization Data, Trend Analysis, 2007-2013)

To the best of my knowledge, ANTH 202. Physical Anthropology has not been taught during the time frame under consideration (2007-2013)

The development of a new course, Biological Anthropology, was a collaborative effort between the Social Sciences Department and the Natural Sciences. Liza Kuecker and Manda Jost worked together to make the course happen. Dr. Jost created the course content and offered to teach it, and Dr. Kuecker made the equipment request of \$1,000.00+ to purchase “bone clones” for the lab. The course is cross-listed ANTH/BIOL. This course has been approved for general education in both the Natural Sciences and the Social Sciences categories.

The Cultural Anthropology courses are routinely been taught by adjuncts who earned doctorates in Anthropology. Dr. Jost continues to offer the Biological Anthropology course.

Since the 2014-2015 prioritization study continues to draw modest numbers of students.

3. Should it be doing what it is doing now?  
Yes! The anthropology offerings are attractive general education options, especially the Cultural Anthropology. We are fortunate to have three highly qualified faculty (adjuncts and full time) to teach anthropology.  
  
Conversations have been held at different times to consider the development of a minor in Anthropology. An Anthropology minor would makes perfect sense, given Western’s geographic location, the history of this region, and the wonderful Nan collection in the WNMU Museum. It would also be a wonderful addition to the Social Sciences and Cultural Studies Department. It has proven difficult to go beyond conversation to initiate this new minor, given the lack of a full time anthropologist who would have the expertise to develop the courses necessary to fulfill a minor.
4. If not, what should it be doing? Not sure we can do anything more without a full time anthropologist to develop courses/minor.

5. How should it be doing what it is doing? We do offer the Cultural Anthropology both f2f and online. Biological Anthropology is occasionally cancelled due to low enrollment. Perhaps we can revisit the possibility of developing an Anthropology minor in the near future, once we see how the two new minors (AIS) and (WGS) in the Social Sciences and Cultural Studies department perform in the production of minors.

## Prioritization Core Questions—Geography

What was the Geography program created to do in the first place?

Geography courses have been part of the Western curriculum since the 1896-7 catalog. Geography courses are intended to provide students with a general knowledge of how human beings live, adapt to, and modify their physical environments. Students in geography courses have the opportunity to learn more about human communities around the globe. Possessing geographical literacy in a world that seems to become continuously smaller and more connected is important in the contemporary world. Western graduates should be geographically literate so they can participate fully in a world in which local decisions have a global implications and global issues have local impact.

Geography courses relate to Western's institutional mission in two ways: by its very nature geography promotes the understanding of cultural diversity, and geography courses are a necessary part of the curriculum for the next generation of Social Studies teachers in New Mexico. More generally, geography courses provide students with an additional option for pursuing coursework in another strong liberal arts discipline.

What is the program doing now?

Since 2007 the geography program has offered a limited number of courses. The full-time geographer resigned in 2008 and there have been few applications for adjunct positions in geography. Since then adjuncts have offered courses, primarily supporting the Social Studies endorsement for the Education majors and the Social Sciences major. Adjuncts have offered several courses a year, alternating between GenEd courses (World Regional Geography and Human Geography) and upper-level (the geography prefix of Social Statistics and, since 2009 concentrating on Economic Geography). Student credit hours rose from 144 in 2007 to 183 in 2009, dipping to 118 in 2010, then peaking at 255 in 2011, then declining to 210 in 2013.

The geography program has continued to offer a limited number of courses since 2015. GEOG 202—Human Geography—continues to draw students, averaging 17 students (51 credit hours) per course in the time since the last prioritization study took place. The program continues to offer upper level courses as our adjuncts are available to teach them. These courses do not draw as much enrollment as 202 does. This is not surprising because they do not fill general education requirements as 202 does and, without a full-time geographer, there is little continuity in the program.

Should the program be doing what it's doing now?

Yes. The geography courses we offer provide good general education alternatives.

If not, what should it be doing?

Frankly, it's not clear we can do anything different without a full-time geographer lacking institutional support—the Department of Social Sciences lost the budget line for a geographer.

How should it do what it should be doing?

We regularly offer courses both face-to-face and online, both at the 200 and 400 levels. While the offerings are limited, they tend to pull decent numbers. Additionally with the restructuring of the CCHS program, it would be nice to be able to support the hemispheric studies side of the program with geography courses, even on a limited basis.

The geography program should continue to offer limited course options, especially GEOG 202. Additionally, if Natural Sciences creates additional GIS courses, the Department of Social Sciences and Cultural Studies can cross list them as GEOG courses, making the program more robust.

## **Program Prioritization: Political Science, 2017**

### **1. What was the Political Science Program created to do in the first place?**

Political Science has been a part of the curriculum at WNMU since the institution's inception (Reed, 1948). The Political Science curriculum has expanded over time and a Minor was instituted in 1968-1969. While various courses have come and gone as the discipline has evolved, political, governmental, and ethnic studies courses have generally been represented. U.S. Politics and government courses have been more heavily represented in course listings than international politics and government. Political Science is an essential component of WNMU's basic Mission, offering a Minor that bridges social sciences and humanities as well as offering courses that meet general education requirements in social and behavioral sciences. In addition, the Political Science Program offers courses that support Teacher Education, History, Criminal Justice, Social Work, Public Administration, and the Master's of Arts in Interdisciplinary Studies (MAIS). Also, intrinsic to Political Science as a discipline and as a program at WNMU is the exposure of students to ethnic minority, multicultural and international perspectives, both through coursework as well as through direct participation in the community purposely seeking to further engaging and empowering "learners in a multicultural, inclusive, creative, and caring community" (Western New Mexico University Mission). With this in mind, the Political Science Program serves the broader university by offering courses that support multiple degree plans as well as supporting campus initiatives promoting diversity and community.

The curriculum and structure of the Political Science Minor follow both the University's mission statement and the curricular recommendations of the American Political Science Association, which encourage Political Science programs to focus on critical thinking skills "for a coherently structured and sequenced set of courses, for an emphasis on methodology, for a capstone course or culminating experience, and for the evaluation and assessment of learning." (Ishiyama, Breuning, and Lopez: 2006: 663). In addition, by offering internships and service learning courses, Political Science has been proudly providing students with opportunities to apply what they've learned in the classroom to "real-life."

### **2. What is the program doing now?**

The program is currently focusing on two key areas that support the university and various programs on campus. The majority of classes offered are either general education requirements, which focus substantively on the American political system, or online graduate courses that are often cross-listed with History, Criminal Justice, and/or LALS and have cross-listings at the 400/500-levels.

The general education courses directly engage and promote WNMU's Vision Statement because they explicitly teach civic literacy and promote social responsibility. Students

learn and critically analyze political structures and processes within the United States in these general education courses (POLS 201 and 202). The demand for these lower division courses saw a significant increase (63%) in offerings of lower division courses, while maintaining healthy average class size (around 16 students) that is markedly higher than the university average (of about 10 students).<sup>1</sup> Over the past two years, our enrollments in general education courses have remained strong, with an average of over 15 students per class.<sup>2</sup> These courses are able to maintain the small-class feel that is one of the hallmarks of a WNMU education, while also drawing a significant number of students, which has become a university priority.

Since Dr. Evans' arrival in 2014, she has made an effort to grow the political science minor, which had two minors upon her arrival, but has consistently maintained roughly 9 minors from 2014-2016. Part of this effort includes offering one face-to-face upper division course per semester, which students have requested. These courses tend to be quite small, with 6-8 students per course, and are taught similarly to seminars, which give students an active and engaged learning environment to build critical analysis and writing skills. As more students join the minor, these courses are likely to grow in size.

The online 400/500-level courses support the MAIS program, Social Science major, and Political Science minor (in addition to the fields with which courses are often cross-listed). The demand for these courses skyrocketed from 2010-2013, as more and more MAIS students declared political science as one of their areas of concentration. The result has been an over 600% increase in graduate-level course offerings from 2008-2013 and graduate course enrollment numbers increased from an average of 4 students per class in 2008 to 8.5 students in 2013. The increase in students declaring a political science concentration has continued to increase, with an approximate 27% growth from 2015 to 2016. To accommodate the increase in students, the number of graduate political science courses offered per semester was increased from four (or fewer) to five in Spring 2015. While this has meant that the number of students enrolled in 500-level POLS courses has decreased to roughly 5, this number is itself misleading due to the fact that these courses are often cross-listed with history and/or criminal justice and the 400-levels as well. In fact, these courses often have over 10 students enrolled. In all, the additional courses have been positively reviewed in course evaluations and have increased the capacity of the Political Science Program for online students (not to mention the increased variety of courses on offer).

Overall, course enrollments increased over 64% from 2007-2013 and have remained

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<sup>1</sup> Statistics reflecting earlier points of time have been pulled from the Program Prioritization 2013 data reports (dated August 20, 2014).

<sup>2</sup> Updated statistics have been pulled from the PEER 2016 reports available on the Academic Affairs Canvas page (retrieved February 8, 2017).

steady since. We are pleased to report that from Spring 2012-Spring 2016, the Political Science Program has graduated 9 students with a Political Science Minor and 44 students from the MAIS Program with a political science concentration. Political Science is committed to staying on the cutting edge of instruction methods as well as contributing to WNMU's mission and vision.

### **3. Should it be doing what it's doing now?**

In short, yes, the Political Science Program is doing precisely what it should be doing given particular constraints. Namely, with only one full time, tenure-track faculty member, the Political Science Program is at its growth limit. However, keeping this limitation in mind, the Political Science Program has increased the number of courses that focus on a broader range of substantive issues found within the discipline of political science. For the Political Science Minor, this entailed creating POLS 101 Introduction to Political Science, which covers the subfields of political theory/philosophy, comparative politics, and international relations. POLS 101 is now a core requirement for the minor. This simultaneously bolstered the minor's multicultural focus as well as broadens student's horizons by challenging them to think globally and comparatively.

Furthermore, new courses have focused on the politics of post-communism, democratization, comparative political analysis, civil rights and civil liberties, and social movements. The goal is to promote broader perspectives and understandings of how the political world works, particularly as our economy is now overwhelmingly global and the United States remains a key player in world/international affairs. The Political Science Program's offerings on United States politics are also beneficial and necessary for students to gain civic literacy and exposure to that subfield of political science. Thus, students now have a curriculum that reflects current global realities that are even reflected in the WNMU Vision Statement, "...we embrace innovation and transformation for a sustainable future in an ever-changing world of local and global connections."

### **4. If not, what should it be doing?**

The 2014 Program Prioritization report noted, "with the realities of globalization, a "resurgent" Russia, and continued hostilities in the Middle East, more of the upper-division and graduate courses should be in the international relations and comparative politics subfields of political science." This goal has largely been met even considering the substantial limitation of the Political Science Program's reliance on adjunct instruction since there is only one full-time political science faculty member. However, it is important to note that if the political science concentration in the MAIS program and Political Science Minor continue to grow, WNMU should consider hiring a full-time faculty member who specializes in the American Politics and Political Theory/Philosophy subfields of political science so as to offer a program that truly represents the main subfields of the discipline. This is particularly essential because many of the courses that support other programs are focused on United States government and cannot afford to be

(nor should they be) cut. For example, POLS 405, American Constitutional Development, supports the Public Administration, Criminal Justice, and School of Education's Elementary and Secondary Teacher Education Programs. This leads to faculty and course offerings being spread thin and not reflecting the full range of the discipline of political science.

Given the growing demand for political science courses (demonstrated in question 2) and anecdotal evidence from upper-division student feedback, there is potential to build a political science major. Some transfer students and student athletes have mentioned that they intended to major in political science, but then "had" to choose sociology or social science when they realized that political science was not a major at WNMU. Considering that political science is often one of the top 10 most popular majors in the United States (Erwin 2008, Princeton Review), it is surprising that there is no political science major at WNMU. With investment in an additional faculty member, a major could be offered both face-to-face and online and would likely draw more students to WNMU as the identity of the institution shifts to Applied Liberal Arts & Sciences. Students seeking a more classic liberal arts environment are also more likely to show an interest in global affairs and civic engagement, which are cornerstones of political science at WNMU.

**5. How should it do what it should be doing?**

In order to develop a more globally focused Political Science Program (and potentially develop a major), while not sacrificing the United States-focused courses that support general education requirements and various programs on campus, it appears that the best option would be to add an additional tenure-track political science faculty member to the Department of Social Science and Cultural Studies. Ideally, that faculty member would specialize in the political science sub-fields of American politics and political theory. This would allow WNMU to have a true expert on American politics on the faculty and give Dr. Evans (the existing political science faculty member) the ability to maintain the newly developed international relations and comparative politics course offerings. It would also give the Political Science Program faculty members with expertise in each of political science's four subfields (American politics, comparative politics, international relations, and political theory). Furthermore, with two tenured or tenure-track faculty members, a political science major could be developed and the need to rely on adjunct instructors would decrease substantially. This is an exciting time in the political world and with a political science major and well-rounded political science curriculum; WNMU could produce similarly well-rounded and capable governmental and nongovernmental leaders and foreign policy practitioners, who would be able to benefit from the diverse learning community and rigor of the Applied Liberal Arts & Sciences environment that already exists within the Political Science Program.

## References

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**To:** Whomever it may concern  
**From:** American Indian Studies Minor Program (AIS)  
**Date:** March 28, 2017

**Re: Program Prioritization and Enhancement**

In the following report, you will find the following questions answered related to the American Indian Studies Minor Program (AIS) at WNMU.

- What was the American Indian Studies Program created to do in the first place?
- What is the program doing now?
- Should it be doing what it's doing now?
- If not, what should it be doing?
- How should it do what it should be doing?

If you have any questions please contact:

Dr. Scott Fritz

**Question One:**

**What was the American Indian Studies Minor Program created to do in the first place?**

The American Indian Studies Minor (AIS) was created two years ago in order to address a perceived gap in the degree offerings at WNMU. By offering such a degree, it sought to provide possible course offerings that would appeal to WNMU's student population, many whom have Native American ancestry. It was also established to assist recruiters going to New Mexico's reservations to show to potential students that WNMU has programs sensitive to their identities and needs.

**Question Two:**

**What is the program doing now?**

The AIS program is still fulfilling its original mission to provide course offerings that address issues related to American Indians. It has been offering classes that are already in the catalog and can be used by students to fill out their AIS degree plan. Many of the students taking these classes are doing so for other degree programs. However, as of date, there have been no declared minors, and offering AIS 102 Introduction to the American Indian Studies has been difficult for lack of students registering for the course.

**Question Three:**

**Should the AIS Program be doing what it's doing now?**

The AIS Program should be doing what it is doing now because it addresses Native American issues key to the identity of WNMU's student population and also for those potential students living on the reservations. This particularly relates to WNMU's mission as a university that "engages and empowers learners in a multicultural, inclusive, creative, and caring community of teaching, scholarship/research, and service." Hence, by having an AIS minor degree, the university is being "multicultural" and "inclusive." Similarly, the AIS program aligns with the overall focus of the Department of Social Sciences and Cultural Studies, to address the issues involving peoples of different cultural backgrounds and genders. Furthermore, the minor itself provides additional options for students at WNMU. And, it also aligns with the mission of the Native American Cultural Center (bottom floor of the MEChA Building), similar to how the minor in Women and Gender Studies aligns with the mission of the Center for Gender Equity.

**Question Four:**

**If not, what should the program be doing?**

The program is of no cost to the university, largely because the classes offered in the program are already being taught for other degree programs. However, there are aspects of it that are

problematic, including the need for recruitment and the funding of a tenured track position overseeing the program. As of date, there have been no declared minors in AIS, and the faculty administering the program (Scott Fritz, Ph.D.) was hired to administer a History Program and teach history courses. Ideally, an individual hired to administer the program, including recruitment efforts would help. Beyond that, the program can easily remain in the Catalog and continue doing what it's been doing, but the ability of Scott Fritz to effectively recruit for the program has been constrained due to his commitments to the History Program and faculty committee responsibilities.

### **Question Five**

#### **How should the AIS Program do what it should be doing?**

The program as it stands can remain. As mentioned, it does not offer any classes that cannot be used on other degree plans. The only challenge is AIS 102 Introduction to American Indian Studies because when it is offered, it does not make. It is the policy of Scott Fritz that this class be offered as an independent study for any new AIS minors in the future.

**To:** Whomever it may concern  
**From:** History Program (WNMU)  
**Date:** March 28, 2017

**Re: Program Prioritization and Enhancement**

In the following pages, you will find the following questions answered related to the History Program at WNMU.

- What was the History Program created to do in the first place?
- What is the program doing now?
- Should it be doing what it's doing now?
- If not, what should it be doing?
- How should it do what it should be doing?

If you have any questions please contact:

John Lavalley, Ph.D.  
Scott Fritz, Ph.D.  
Andy Hernandez, Ph.D.  
Andrew Warren, J.D.

**Question One:**  
**What was the History Program created to do in the first place?**

The History Program at Western New Mexico University was created about 46 years ago (records available beginning in 1968) to offer a major and a minor degree in the discipline of History. It was also intended to provide classes to fulfill General Education courses, as mandated by the Higher Education Department and offer courses that are required or can be taken as guided electives for other programs on campus. A Master of Arts degree in History existed in 1968 but was deleted from WNMU's program offerings in 1988 when a statewide effort to eliminate duplication of programs was implemented.

The overall goal of the History Program was to provide instruction that is central to the educational experience of WNMU students. It sought to provide students with a general knowledge of World History, European History, United States History, Southwest History, and Latin American History. It was also intended to instill an awareness of the human condition over time and inculcate an ability to interpret world events from historical perspectives, a skill that is fundamental to the cultivation of informed citizens in a democracy.

The History Program was also intended to fulfill the university's mission and vision statement in three important ways. First, its vision statement states: "WNMU aspires to be the premier teaching university excelling in student-centeredness, the liberal arts and sciences, professional programs, and career and technical preparation." As a liberal art, history is central to the university's mission. In order to provide that well-rounded education, the General Education department of the state of New Mexico requires all students at WNMU to have some exposure to the study of history. To meet this requirement, the History Program was created to offer lower division history courses like HIST 111, HIST 112, HIST 201, and HIST 202. Second, WNMU's mission statement also says that the university "engages and empowers learners in a multicultural, inclusive, creative, and caring community of teaching, scholarship/research, and service." History faculty teach classes that contribute beyond General Education requirements and satisfy coursework for degrees in Education, Latin American and Latino Studies, Women's Studies, Native American Studies, and Social Sciences. Therefore, the History Program is central to the university's mission and vision. Third, the vision statement of WNMU also states that "We educate with rigor and compassion diverse learners who achieve career goals, gain civic literacy, practice social responsibility, and engage in lifelong pursuit of learning." The study of history has traditionally been aimed to help students understand the importance of decision-making and problem solving, the results of which are reflected in the historical record. Courses in History seek to make students aware of their roles in the global community, past and present, thus encouraging their social growth. Because history courses often emphasize the relationships between diverse groups, the study of history also nurtures an appreciation for a multicultural society.

The History program and its faculty have also shaped the provisional development of WNMU's Applied Liberal Arts and Sciences program. Though the initial coursework will not bear a HIST prefix, core courses will naturally have a heavy history content.

The program also offers online graduate courses for the Online Masters of Interdisciplinary Studies, in which almost half of the students decide to do between a nine and eighteen credit hour concentration in History.

For these reasons, the History Program is still fulfilling its original intention of providing a well-rounded education to students at WNMU.

### **Question Two: What is the program doing now?**

The history program is still fulfilling its original mission to provide course offerings required by other departments and the Higher Education Departments. It also continues to provide instruction to fulfill the university's mission.

The program's primary objective is to provide undergraduate students classes that fulfill the Higher Education Department's general education requirement in Area V "Humanities and Fine Arts." All baccalaureate students must take 3-4 courses in three of the categories, and if they choose to take a history class, the following courses are offered every semester: HIST 111, HIST 112, HIST 201, and HIST 201. According to the 2013 Program Prioritization and Enhancement Report, the percentage of Student Credit Hours in lower division history courses has increased from 2007 to 2013 by 58%. Therefore, the program has offered a growing number of classes that fulfill this component of the General Education curriculum.

The program's secondary objective is to provide classes required by other major degree programs. For example, the New Mexico Public Education Department requires all students in the Teacher Education Program at WNMU to complete twelve credit hours in History, including History of New Mexico. The program also offers a significant portion of the required courses for the Social Studies endorsement in the Secondary Education major. History contributes significantly to requirements for the Pre-Law Minor, Latin American Studies Minor, and provides elective courses in other major and minor degree programs. An illustration of other programs demanding history offerings can be found in the 2013 Program Prioritization and Enhancement Report, in which the number of non-History major Student Credit Hours rose 68%. History, therefore, provides the classes needed for other degree programs at Western New Mexico University. The Program Prioritization Key Performance Indicator (2006-2012) showed that the number of lower-level history courses offer produced 780 Student Credit Hours in the Fall of 2012, and that number grew to 1002 a year later. The number of student hour production in graduate history courses rose from 120 in Fall 2010 to 246 in Fall 2011.

While there was an increase in the number of Student Credit Hours, recently, there has been a fall in those numbers, which reflects the overall drop in enrollment at WNMU. In Fall of 2014 enrollment dropped to 987 and in Fall of 2015 it was 825. A year later, the number was 651.

Similar drops in Student Credit Hours can be seen in upper level and graduate courses too.<sup>1</sup> In terms of both undergraduate and graduate Student Credit Hours, in Fall of 2014, Student Credit Hours in History grew to 1191; in spring 2015 it was 1149. Collectively, in 2014-2015, the History program produced 2340 student credit hours. From 2015 to 2016, in parallel with declines in overall student enrollment at WNMU, the number of Student Credit Hours that the history program produced dropped to 2190 students. Those numbers have continued to drop. While in Fall of 2015, the history program produced 1098 Student Credit Hours, in Fall of 2016 that number was 894. Again, this lower number reflects the drop in the overall student population at WNMU.<sup>2</sup>

Despite falling Student Credit Hours, the number of history majors and minors has grown. Data provided by the Office of Academic Affairs shows that the history program has continued to grow since 2014. In Fall of 2015 there were 8 declared History majors. That number grew to 12 one year later. Similarly, the number of minors has increased. In Fall of 2016, the number of minors was 6. In Fall of 2016, that number grew to 11. Overall, the number of students whose focus at WNMU is History has grown. In Fall 2015, the combined number of majors, minors, and those declaring concentrations in history was 60. That number increased to 66 the following year.<sup>3</sup> While the number of students declaring majors and minors in History has increased, students declaring concentrations has leveled off. In Fall of 2015, 46 students declared concentrations in History. In Fall of 2016 that number fell slightly to 43. Such a moderate drop reflects how enrollment in the MAIS program has leveled off too.<sup>4</sup>

### **Question Three: Should the History Program be doing what it's doing now?**

The History Program should be doing what it is doing now because the program is very productive, according to the 2013 Program Prioritization and Enhancement Report. It continues to offer classes required by HED and other programs. The History Program is also now offering its major and minor degrees completely online.

The main reason why the History Program should continue doing its function is that it provides classes that students need to take and which can be transferred to other regionally accredited public universities. As mentioned earlier, WNMU's History Program offers four introductory general education courses in History that fulfill Area 5 requirements. In addition, these courses have been approved for and are included in the New Mexico articulated matrix for general education. Students may transfer these courses to any state school in New Mexico for general education credit. Students transferring to WNMU may request consideration of similar courses (i.e., Western Civilization instead of World Civilization) on a case-by-case basis.

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<sup>1</sup> Copy of Student Credit Hours Enrollment Reports for 201210 to 201710. Here are the following Student Credit Hours (sch) in graduate class: Fall 2012 (207 sch), Fall 2013 (207 sch), Fall 2014 (144 sch), Fall 2015 (114 sch), and Fall 2016 (90 sch).

<sup>2</sup> Copy of Student Credit Hour Enrollment Reports for 201210 to 201710. The History Program has produced the following Student Credit Hours (sch): Fall 2014 (1191sch), Spring 2015 (1149 sch), Fall 2015 (1098 sch), and Spring 2016 (1092 sch).

<sup>3</sup> Copy of Program Review Graduates List for 201210-201630.

<sup>4</sup> Copy of Major Counts

Accordingly, the program must continue to do what it is doing because there is continued demand for history courses. According to WNMU's Program Prioritization Key Performance Indicators (2006-2012), the History Program is at the top 11 in programs producing Student Credit Hours. This is largely because the program offers general education courses required by the Higher Education Department. Moreover, even though overall student enrollment in the university has dropped slightly, the history program's growing number of majors and minors is a testimony to the fact that the program should continue doing what it does.

**Question Four:  
If not, what should the program be doing?**

To answer this question is primarily moot. That is, the program is doing what it is supposed to do, and it is doing it successfully. But, having said that, it is important to note that the History Program should anticipate consequences of its growth and productivity. And, it should increase efforts attract additional history majors and cater to possible growth in future demand.

The History Program could do a better job anticipating cyclical drops in the number of declared history majors. According to the 2013 Program Prioritization and Enhancement report, between 2007-2013, the number of history majors dropped by 29%. As of now, representatives of the program have been attending the Freshmen Orientations to promote its baccalaureate degree. The program expects those numbers to grow again due to the cyclical nature of students declaring majors in History. This is what has happened because the number of majors is growing again.

The program should also anticipate the possibility of future growth. According to WNMU's data regarding Enrollment Forecasts (2010-2015), it is anticipated that student demand for undergraduate history courses will grow. After an initial drop from 176 in 2010 to 169 in 2012 that number has increased in 2013, surpassing slightly the 2010 level. While it was anticipated to rise to 200 by 2015, current data suggests that demand for history courses had fallen recently. This is a testimony to the cyclical nature of student enrollment at universities in the United States, including WNMU. Most likely, the fall in enrollment across the country is due to the fact that America's largest generation – the "Baby-boom Generation" – has children who have completed their college degrees. University enrollments levels will not rise until the grandchildren of the Baby boomers enter college. The History Program anticipates that this will begin in about 10 years, at which time college enrollment should rise again.

Another area of possible future growth in History enrollments has come from students choosing History as a concentration for the MAIS program. These students most frequently report that they are pursuing a higher credential in a K-12 school system or that they hope to teach courses at the community college level upon completing 15-18 graduate credits in History. From information provided by the Masters of Interdisciplinary Studies, history is the most popular concentration for students to declare in the MAIS degree. The program anticipates continued growth in demand for graduate courses, and it must be ready to meet that increased demand if it materializes.

What the program has not done adequately is push for hiring a fourth historian. A step has been taken by allowing Andrew Warren to have a joint position with the History Program. Based on previous analysis of credit hour production, WNMU's Program Prioritization and Enhancement Report of 2013 recommended a minimum of six full-time History faculty in order to meet the

current demand for courses at all levels. It has been increasingly relying on adjuncts instead. In the Program Prioritization and Enhancement Report for 2013, it states that in 2007, 31% of the Student Credit Hours taught by history faculty were adjuncts; that number grew to 53% in 2013. In an effort to boost offerings for online MAIS courses, the Social Sciences Department has worked with the Virtual Campus to recruit additional adjunct faculty. As of Fall 2013, these efforts have only yielded one additional Ph.D. level adjunct who has taught a Mexican Revolutionary history class at the undergraduate and graduate level. That class has since been added to the catalog and the course has appeared frequently in the HIST rotation. However, recent data shows that the program has been relying too much on adjunct faculty, for both its undergraduate and graduate classes. In order to save the University money, the program is seeking to reduce the number of history classes offered and increase the student/instructor ratio in tenured faculty's classes. This action will, however, impact the ability of tenured faculty to offer upper division and graduate coursework.

So, in general, the program should expand its efforts to increase recruitment of undergraduate majors and anticipate future growth in demand.

#### Question Five

How should the History Program do what it should be doing?

Much of what has been spelled out in the four questions above describe how the History Program has been doing what it should be doing and why it should anticipate future growth. Nevertheless, the way that the history program can accomplish its *raison d' être* is to implement its Five Year Plan:

- To make the History Program serve a unique niche that will also help make the university fulfill its mission. The program has a broad range of content in the Borderlands and Latin American History at present. Expansions could include making the Southwest as a geographically defined focus for studies that will emphasize the region's historical legacies and offer more European and Military History classes, but in such a way that cannot be found in any other of New Mexico's universities.
- Offer a wider variety of courses for Majors/Minors and attract new Majors/Minors.
- Enhance all 100 and 200 level courses by incorporating computer technology into their pedagogy, with the goal of attracting more first year students to declare a history major.
- Increase the number of history majors at WNMU by ten percent.
- Emphasize the history of education within many of the program's offerings, in order the meet the needs of the large number of education majors taking history classes.
- Increase budget for library holdings
- Implement a class fee in certain classes for field trips
- Support the creation of an M.A. in History

- Create a fourth, tenure-track faculty position in History. History faculty recommends recruitment of an additional historian with expertise in the Ancient and Medieval Mediterranean. A historian with this focus would be able to broaden current offerings to include the Ancient World, North Africa, and the Middle East.

The History Program can also do a better job at retention and graduating students. Between Spring 2012 and Summer of 2014, it graduated 4 majors. Between Spring of 2015 to spring of 2016 it graduated 3 students with a History Certificate. Between Spring of 2014 and Summer of 2016, the number of Bachelors of Interdisciplinary Studies graduates who declared a concentration in history was 3. These numbers are small compared to the students who have not graduated in a timely manner.<sup>5</sup>

Considering the fall in overall student enrollment and financial cutbacks from the state, the History Program should seek to increase the student/faculty ratio. This is because since 2012, Adjuncts have produced some of the highest student credit hour production. Hence, to save money for the university, the program is seeking to increase the student credit production on the part of tenured faculty. Such efforts will save the university money by not having to hire as many Adjunct instructors.

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<sup>5</sup> Copy of Program Review Graduates List for 201210 to 201630.

## **PROGRAM PRIOTIZATION QUESTIONS**

### **1. What was the LALS Program created to do?**

The Latinx and Latin American Studies Program was created to bring diversity to campus as well as to prepare students to negotiate and understand the diasporic relationship of Latin Americans living throughout the a region with the combined population of Canada, the United States, Mexico, and Latin America.

### **2. What is the Program doing now?**

Since 2014 the program has been re-organized around two minors under Latinx and Latin American Studies. The reconstituted program has attracted seven minors and continues to grow.

The program has continued to adapt to the changing demographics of the United States, as reflected in the name and other marketing materials.

The combined minor degree plans makes minoring more appealing to students. We can then use those students as a springboard for recruiting new majors and revitalizing that degree program.

**3. Should it be doing what it is doing now?** Yes. The re-organization of this program resulted, in part from the results of the previous prioritization study. In light of declining enrollments, a new conceptualization was necessary in order to begin to attract students.

### **4. If not, what should it be doing?**

Within two years, if interest in the minor continues to grow and the Administration financially supports it through a new hire, the former CCHS major can also be re-organized into a LALS baccalaureate degree.

### **5. How should it do what it should be doing?**

**This program is aligned with the mission, vision, and strategic goals of WNMU by being:**

- Engaged in a multicultural community→this program celebrates the diversity of an institution that stepped forward as one of the founding members of HACU and that continues to enroll one of the highest percentages of Latino and Latina students in the United States.
- Innovative and Creative→combining numerous disparate minors into one to reduce the competition between minors
- Intellectually Curious→offering updated, interdisciplinary and culturally relevant courses with timely topics to promote curiosity.
- Invested in Student Success→offering flexibility within the minor increases students' flexibility to complete a minor in a timely fashion, while ensuring that students who then choose to move into a major are able to count completed coursework.

The program is also sensitive to generational changes in identity, as evidenced by the re-organization of the program.

Finally, this program is also extremely cost effective. As the program has been re-conceptualized as an interdisciplinary minor, students are largely taking courses that are currently offered to students in other degree program, with the core courses housed in Social Sciences.

Latinx Minor:

Core Courses in Social Sciences

LALS 243: Hispanics, Chicanos, and Latinx: History, Politics, Migration, Identities and Culture

ANTH 201: Cultural Anthropology

HIST 347: Latin American History—the Colonial Period

LALS 496: Senior Seminar in Latinx Studies

6 hours of guided electives from disciplines across campus.

## Core Questions for Program Prioritization- Sociology

1. What was the **Sociology** Program created to do in the first place?

Sociology has been an integral part of the liberal arts tradition in higher education since the inception of the modern university system in the late 1800s. WNMU did not establish its Sociology major until 1982; prior to that Sociology courses were available as part of the Social Sciences major, and students were also able to pursue a minor in the discipline. There are currently 10 full time sociology faculty members; Dr. Emma Bailey (2004) and Dr. Liza L Kuecker (2005). Both were hired to restructure and reinvigorate the major and minor programs. The program has grown, and continues to do so. The Sociology major/minor has twice been reconfirmed in terms of its validity in 2009 and 2014. (Copies of the program reviews can be accessed through the Office of the VPAA).

The Sociology faculty members are committed to graduating “well educated Sociology majors.” Our graduates can demonstrate their competencies in the following areas: engagement in abstract thought, clear articulation of sociological perspectives, analysis of social situations and data, the conduct of sociological inquiry, and the ability to effectively communicate in oral and written form. Course learning objectives are identified for each course in the program, and included on each syllabus. Graduates of our program are prepared to either continue on into graduate school or professional programs such as law school, or pursue employment in their chosen career. More specific information on recent graduates can be found in the 2014 Sociology Program review. **It is also important to note that, according to recent Prioritization Data, the Sociology program was in the top ten in terms awarding undergraduate degrees during the 2007-2013 timeframe.**

In the 2014 Program review, we identified three important ways in which the Sociology program related to the Institutional Mission. We now have new Mission and Vision statements, but we can clearly identify how our program relates to the new Mission/Vision as well:

- Coursework in the Sociology program provides students with the opportunity to explore and learn more about diversity in terms of age, race, ethnicity, social class, gender, and sexual orientation. Student interest in our courses that focus on different dimensions of diversity has increased as evidenced by recent course enrollment data (see Sociology Program Review, 2014)
- A Sociology degree prepares graduates for a wide range of career opportunities. Sociology majors find employment in numerous sectors of the economy: human services, nonprofit organizations, health services, business, and in some Criminal Justice areas of specialization.
- Provision of a strong applied liberal arts degree option for people interested in attending WNMU.

## 2. What is the program doing now?

As noted in the 2014 Sociology program review, the program has grown in numbers and the program's service to other majors strengthened and expanded. We currently average 22 majors per year (2014-2015 we had 19 and 26 in 2015-2016) and as noted earlier, we were in the top ten in undergraduate degree completion, 2007-2013. The number of minors is currently around 10-15; this count comes from faculty members through minor identification in Advising Space, and informal awareness since students do not always make the official declaration until it is time for the degree audit.

We also offer the following:

- General Education Courses: SOC 101, SOC 102. There are multiple sections offered every semester, f2f in Silver City, Deming, and Truth or Consequences, also online. We can note that our lower level SCH production increased by 50%, 2007-2013 (Program Prioritization Data)
- Support Courses for other programs, including Criminal Justice (SOC 302 and SOC 331 are required, Environmental Sustainability (SOC 450-required, SOC 313, SOC 305, SOC 415 as restricted electives) Social Work (SOC 420. Sociology of Aging as a restricted elective) School of Education (SOC 313-required for Social Studies endorsement) Chemical Dependency (SOC 390, SOC 406 as restricted electives) and Psychology (SOC 406).
- Offer and encourage students to pursue internships. As examples, students have completed internship in the following organizations: The Volunteer Center of Grant County, Hospice (GRMC), Hidalgo Medical Services, and Sexual Assault Services.
- Provide upper division courses students find of interest to take outside their major and minor. These include Sociology of Food, Environmental Sociology, Sociology of Health, Healing and Gender, Sociology of Gender, and Rural Sociology.
- Service Learning courses. Dr. Bailey and Dr. Kuecker were both involved in the Service Learning initiative at WNMU, and have designed several of their upper division courses as service learning. (SOC 313, SOC 302, SOC 420, SOC 450)

**It should be noted that our SCH production, 2007-2013 was "Above Average." (Program Prioritization Data)**

We also provide high quality advisement. Recognizing there is no "typical college student" we work closely with students from their first semester with us to graduation. We encourage students to formally declare their major/minor as soon as possible so that we can thoughtfully plan their course schedules to graduation. Ideally, our students can build a cohort within the major which leads to a sense of integration and belonging. We meet with our students several times per semester, and by the time they are ready to apply for jobs, or to pursue graduate studies, we can write thoughtful and thorough letters of reference.

3. Should the sociology program be doing what it's doing now?

Yes, the Sociology Program reflects the Mission and Vision and Values of the University. At heart, the Sociology Program is student centered with critical, active thinking and research at its core. We offer a vibrant face to face undergraduate degree that serves not only our majors and minors but numerous other programs across campus as well as the programs within the department of social sciences and cultural studies. The Sociology Program at WNMU is very successful. Currently the program serves about 26 Sociology majors. The growth from fall 2004 has been exponential. The number of minors is currently around 12-15. As the faculty members have built the program, the number of majors has not only been consistently high, but students are also completing their degrees.

The number of majors, minors, and graduates is only one way to evaluate the productivity and efficiency of the Sociology program. Because the Sociology program serves such a wide array of disciplines at WNMU, the credit hour production, average class size and courses offered also provide evaluative evidence. Each semester at least twelve Sociology courses are offered. In order to provide for general education, nearly every semester two or more sections of SOC 101 and SOC 102 are offered. Each of these classes has an average class size of 25. In addition to general education, these courses serve the building of the major and the social sciences, criminal justice, environmental sustainability and chemical dependency programs. As well as the general education courses each semester, the Sociology program faculty teach at least two additional courses on top of internships and independent studies. These upper division courses enroll between 10 and 20 students and fulfill required and elective courses for the Sociology major and minor, other social science majors and minors such as women and gender studies and LatinX, criminal justice, school of education, and general studies majors. Over the past five years, the Sociology program has produced at minimum 700 credit hours and enrolled on average of 275 students in Sociology classes per semester.

In addition to quantitative numbers, the programs productivity and efficiency can also be evaluated through examining students' participation in Sociology outside of the classroom. The students participate in a Sociology club with Dr. Bailey as faculty sponsor. The club's goal is to attend a professional sociological meeting every year. The Sociology club has attended five conferences since 2007. In addition Dr. Kuecker sponsors the Native American Club and Dr. Bailey sponsors the GSA.

#### 4. If not, what should the sociology program be doing?

In comparing sociology's total SCH Production 2006-2012 with two other programs producing approximately the same % of SCH, we can see full time faculty disparities for generating approximately the same amount of SCH. For example, the number of full time social work faculty grew from four to seven in this time frame, while sociology remained at two. And, at the time of the final Prioritization report, full time sociology taught 74% of the courses.

Since the last program review, the Sociology program has seen growth among majors and minors along with increased enrollment in courses. The Sociology club indicates a growing cohort of students of Sociology and their sense of belonging to WNMU and a discipline. The Sociology program faculty are highly qualified and enthusiastic who involve students in a varied experience of learning including: service learning, internships, and field trips. Through these efforts, the Sociology faculty energetically work on retention of students. In addition, the faculty actively advise students from the introductory courses through their graduation and beyond.

Because Sociology is housed in the Social Sciences and Cultural Studies Department and because of limited faculty, there are courses that need to be cross-listed so that one program is not overly burdened. Senior seminar is one such course. The Sociology program faculty would like to offer a two part version of this course: a senior seminar 1-2 credit course that addresses practical concerns such as writing a CV, asking for a letter of recommendation, applying for a job, applying for graduate school, etc. and a 1 credit course that would be taken in conjunction with a 400 level Sociology course. This 1 credit course would be the senior thesis paper whereby the sociology major or minor would work closely with a faculty member on a research paper in which students would employ research methods to obtain primary data. The paper topic would flow from the themes addressed in the 400 level course. Clearly, this scenario is ideal for student learning because of collaboration with a faculty member and the opportunity for a mentoring relationship to develop. Currently this cannot be achieved due to the commitments Sociology program faculty already have.

Therefore, the Sociology program faculty and the Social Sciences and Cultural Studies Department recommend the addition of a full-time, tenure-track Sociology position. Another Sociology faculty member would not only allow for the senior seminar-senior thesis course change, but also enable the Sociology program to continue to grow and serve more students. The Sociology program offers a substantial, on-campus bachelor's degree. In order to continue to do this, improve the degree program, and serve other increasing demands--such as the online criminal justice program--without jeopardizing what is done so well now, an additional Sociology faculty member is paramount. An additional faculty member could contribute to program development by offering one on-line course, one general education course and two upper division courses a semester. An additional faculty member would assure that the course rotation would be met and a variety of electives be offered. Students would benefit through exposure to another viewpoint. In addition, the CHE productivity rates indicate that at present, the Sociology program faculty generate revenue beyond what is required to be self-sustaining. There is no way for the program to expand with only two full-time faculty members. If two faculty produce beyond their capacity, it is reasonable to assume that three faculty members would produce beyond their capacity as well because more courses would be offered and the program could expand.

In addition, in order for the sociology program to sustain the high quality teaching, service and scholarship that ultimately advances the students, a succession plan is necessary. In the next five years, the program will lose Dr. Kuecker due to retirement. Without the support of academic affairs to fill this vacancy in a timely and thoughtful manner, students and the program may be adversely affected. Sociology as a major continues to serve students who are entering an every changing world, largely because they understand that world, but also because they have the critical thinking, writing, and public

speaking skills to contribute in an effective way. The program cannot sustain a gap in a full-time tenure track position.

5 How should it do what it should be doing?

The simple answer is, with more faculty resources! We have demonstrated the program's efficiency (two full time faculty and few adjunct taught sections) productivity (as measured by credit hour production), and success (as measured by graduation rate). We have demonstrated program sustainability, but have been limited in the opportunity to grow.

It makes sense to us to invest in our major, given its recent track record. As mentioned earlier, the hiring of one additional sociologist would provide our students with another perspective within sociology. Additionally, the new hire could bring in areas of expertise in sociology not currently held by existing faculty, and contribute to the development of the two new minor programs in the department, American Indian Studies and Gender and Women Studies.