

Montana University System
PROGRAM REVIEW

Institution: **University of Montana Western**

Program Years: **2010-17**

List of the programs reviewed:

- BA Global Politics Major
- BA ISS
- English
- History
- HPSS minors not associated with a major (2010 – 17)
- Psychology
- BA Anthropology & Sociology Major

Decision(s) concerning the future of the program(s), based on the program review criteria established at the campus:

See attached detailed individual Program Review summaries.

Rationale or justification for the decision based on the program review process established at the campus. Include graduation numbers and student majors for each of the last seven (7) years for every program under review.

See attached detailed individual Program Review summaries.

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Institution: **University of Montana Western**

Program Years: **2010-15 (*Note: The programs in Global Politics were placed on moratorium beginning in Fall 2014; the data collected here covers the full range from the creation of the programs in 2010, through the moratorium, to the final graduates in Spring 2015)**

List of the programs reviewed:

BA: Global Politics major

Decision(s) concerning the future of the program(s), based on the program review criteria established at the campus:

Both the major and minor in Global Politics were placed on moratorium in Fall 2014.

Rationale or justification for the decision based on the program review process established at the campus. Include graduation numbers and student majors for each of the last seven (7) years for every program under review.

The (now defunct) programs in Global Politics sought to produce graduates who could demonstrate a comprehension of and ability to apply political thinking, defined as the ability to interpret the concepts of government, knowledge, and subjectivity, supported by the use of legal, historical, and sociological evidence to pose and answer questions relating to the distribution and exercise of power as well as the evaluation of how power should be distributed and exercised. The Global Politics programs offered coursework with an explicit focus on the study of power within comparative, global, international, and transnational contexts.

For four of the five years these programs existed, they were staffed by 2 tenure-track faculty lines, with occasional adjunct support. In addition to providing the ISSS and PSCI courses that made up the Global Politics curriculum, the two faculty members in this area also staffed the Department's shared research methods course (ISSS 222), as well as the majority of Philosophy courses offered. When one of these faculty members left UMW in 2014, that tenure-track line was shifted to Modern History. With only one remaining faculty member, we were unable to guarantee the quality and provide the number of courses needed to continue these programs. 2014-15 was the final catalog year for Global Politics. However, as these programs existed for five of the seven years under study for this Program Review, it bears reflection on their operation and outcomes.

Global Politics proved to be a steady, medium-sized content area with the Department, graduating a total of 17 majors and 19 minors during its short existence. Global Politics faculty offered 43.5 sections of lower-level (all but ISSS 222 being General Education courses) with an average enrollment of 19.84 students per section. Over the same period, 13 sections of upper-level ISSS and PSCI courses were offered with an average enrollment of 14.77 students per section. Of particular note are the average enrollments in the PHL 101 sections offered by Global Politics faculty and the average enrollments in the PSCI 494 Senior Seminars. In the PHL 101 sections staffed by Global

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Politics faculty, the average section had 24.71 students (across 7 sections). This strongly suggests the ability to continue highly-enrolled sections of Philosophy for the foreseeable future. The PSCI Senior Seminars saw an average enrollment of 20.9 students per section (across 4.5 sections). These numbers suggest an enrollment draw in these seminars that far exceeds the numbers of Global Politics majors/minors alone (any student with Junior standing can take these seminars). In each case, the high enrollments correspond to that fact that these courses emphasized the use of popular culture in the form of film, television, and sequential art (graphic novels/comics) subjected to scholarly analysis via visual research methodologies. Since both PHL 101 and PSCI 494 remain in the catalog, both courses already form part of the requirements in the Systems of Thought minor, and are both slated to also contribute to the potential Cultural Studies minor, these enrollment numbers suggest the potential popularity among students of both the Cultural Studies minor proposal and any additional coursework content that emphasizes the visual analysis of popular culture.

In addition to being a well enrolled program area, Global Politics also generated a record of substantial student achievement. Out of 26 total (major and minor) Global Politics graduates from 2010-15, 12 (33%) were placed successfully in graduate or professional school. These placements included graduate degree programs such as both Ph.D. and D.A. in Politics; law school (J.D.); M.A.s in both Native Studies and Politics; M.P.A., and MRes in International Health Policy. The graduate schools Global Politics students were accepted into included: Syracuse, Colorado, UMass, Arizona State, Baylor, Texas Tech, Southern Methodist, Kentucky, Concordia, Gonzaga, Portland State, Montana, South Dakota, Wyoming, Idaho, Idaho State, and one international placement at the University of East Anglia in the U.K. (the MRes). Global Politics graduates also presented at regional, national, and international academic conferences (International Studies Association and Pacific Northwest Political Science Association meetings, primarily) and co-published research with Global Politics faculty.

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Institution: University of Montana Western

Program Years: 2010-17

List of the programs reviewed:

BA: Interdisciplinary Social Sciences major

Decision(s) concerning the future of the program(s), based on the program review criteria established at the campus:

Because of the benefits outlined below balanced by minimal program costs, the prudent decision is to continue to offer this program (though due to critical staffing shortfalls, the double-major with Secondary Education may need to be dropped).

Rationale or justification for the decision based on the program review process established at the campus. Include graduation numbers and student majors for each of the last seven (7) years for every program under review.

Some Statistics from the Registrar's Records:

Enrollment Data (F10–F16)	2010	2011	2012	2013	2014	2015	2016
<i>BA: Interdisciplinary Social Sciences major</i>			3	4	12	16	13
<i>BA: Interdisciplinary Social Sciences & Secondary Education double-major</i>			10	11	11	11	11

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Completion Data (2011-2017)	2011	2012	2013	2014	2015	2016	2017
<i>BA: Interdisciplinary Social Sciences major</i>			1	1	2	3	2
<i>BA: Interdisciplinary Social Sciences & Secondary Education double-major</i>			1	1	3	3	2

The Interdisciplinary Social Sciences program exists in two forms, one a standalone program that attempts to keep alive the best characteristics of the old Social Sciences Option, and the second to provide a “broadfield” content area to be coupled with a Secondary Education major. In the former case, students complete three minors, two of which are selected from the department’s offerings in Anthropology, Government, Legal Studies, Modern History, Psychology, Sociology, and Systems of Thought (students may, with the approval of their advisor, either self-define a third “minor” field, or select two fields from outside the Department), with the package intended to prepare students for graduate level studies in a variety of disciplines and interdisciplinary programs. In the latter case, the students complete the minors in Modern History and Government, along with the Secondary Education Major, which provides them the content necessary to be certified to teach in all Social Studies fields.

- The **BA: Interdisciplinary Social Sciences major** *provides benefits* in three primary ways:
 - It provides our most flexible option for transfer students, because credits earned towards programs at the feeder university can be packaged together with courses and programs offered at Montana Western to make the shortest possible path (and thus lowest cost of completion) for transfer students.
 - It provides the most customizable option for students who desire the broadest liberal arts experience, or have a very clear individual idea which can be used for a “bespoke” major tailored to the student (e.g. UMW does not offer a degree in Art History, however, under the ISS major a student may select the **Anthropology minor, Modern History minor**, and Visual Art related area to achieve the same effect.

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- It provides the path to Social Studies Broadfield (students must complete the **Government and Modern History minors**) teacher certification (6-12) in combination with the Secondary Education major.
- The **BA: Interdisciplinary Social Sciences major** *produces very minimal operating costs*, because it has no native coursework nor staffing. All courses and the faculty to staff those courses are required by other programs already, thus this program gives value-added benefit to a varied group of students without any substantial extra investment needed.
- *One area of concern* is tied to the critical staffing shortage in the content areas of Government/Legal Studies/Systems of Thought (as described in the report on **BA: Global Politics major/minor**). A failure to add additional staffing immediately and more staffing in the middle-term will result in the Government minor (and thus the **BA: ISS & Secondary Education double major**) being placed on moratorium in Fall of 2017. While this avoidable result would reduce one of the prime benefits of the program, it would not compromise the remaining benefits nor add any significant costs. Thus, the program could continue under a reduced scope.

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Institution: University of Montana Western

Program Years: 2010-2017

List of the programs reviewed:

English and English Secondary Education

Decision(s) concerning the future of the program(s), based on the program review criteria established at the campus:

The department and its degree programs should be maintained.

Rationale or justification for the decision based on the program review process established at the campus. Include graduation numbers and student majors for each of the last seven (7) years for every program under review.

Year	English Majors	Graduates
	Eng. Secondary Ed.	
2010	34	2
	27	2
2011	29	7
	36	3
2012	27	11
	35	4
2013	23	7
	29	9
2014	23	7
	30	2
2015	26	7
	32	0

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2016	19	8
	40	5
2017		6
		4

*From 2010 until 2016, the English department graduated numerous majors, always staying well above the minimum requirement for graduates as defined by Robert Dickeson in his model of program prioritization.

*Recent data shows that students in the English program are graduating now in a shorter amount of time. In 2012, students would graduate in 5.3 years with a Literature and Writing degree while in 2016, students graduated in 4.7 years with an English degree.

*The department is also thrilled to see a growth in its major. The chart above shows the overall growth of the major from 2009 until 2016. Even with a dip in 2013 (the year the department lost 2 tenure track faculty in the space of two weeks), the major has recovered nicely since then with stable faculty in place and secure course rotations.

*In spring 2016 and 2017, the department assessed student essays from LIT 110, LIT 300, and LIT 494. Initial data indicates students achieving high levels of performance in graduate outcomes defined by the program. Students demonstrated excellent performance on Outcome 1 (interpret and evaluate texts), with 78% of students meeting the outcome, and 100% of students meeting or partially meeting the outcome. 44% met and 88% met or partially met Outcome 2 (reproduce appropriate applications of conventions). Outcome 3 (implement key concepts of literary analysis) was divided into two items for assessment; 72% met and 94% met or partially met the first item, and 41% met and 94% met or partially met the second item. These numbers represent acceptable performance for Outcomes 2 and 3. Outcome 5 (engage in and produce original critical research) was also divided into two items for assessment; 34% met and 97% met or partially met the first item, and 25% met and 69% met or partially met the second item. The numbers for Outcome 5 suggest that further improvement is needed in this area.

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Institution: **University of Montana Western**

Program Years: **2012-2017**

(*Note: The History Program as presently constituted, has existed for 5 full academic years. So, we have provided that span of data, rather than the 7 year span requested below. This program change was sufficiently broad and deep, that the previous two years of data would be irrelevant to evaluation of the current program's viability).

List of the programs reviewed:

Modern History

Decision(s) concerning the future of the program(s), based on the program review criteria established at the campus:

Modern History Degree should be maintained

Rationale or justification for the decision based on the program review process established at the campus. Include graduation numbers and student majors for each of the last seven (7) years for every program under review.

Year	Majors	Graduates
2012-3	47	5
2013-4	51	11
2014-5	43	12
2015-6	48	9
2016-7	49	13

- The majority of students completing the program pursue teaching careers, though a successful cohort also go on to graduate and professional schools.
- Majors are evaluated with a capstone experience (thesis, senior project).
- A high degree of experiential learning is incorporated in all levels of course work.
- Faculty members strive to create authentic, critical, and challenging classroom practices that recreate the work of professional historians practicing their craft.
- Modern History contributes a significant number of classes to the General Education program and upper-level courses for the major, teacher education, and other degree programs.
- Faculty FTE average of 18-20 students per course.

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- Faculty work with the STEM disciplines to support the university's annual Undergraduate Spring Research symposium; Modern History majors frequently make up the largest representation of undergraduates in the social sciences and humanities.
- Faculty support additional undergraduate research and community service such as recording historical presentations for the campus radio station, public presentations for the community, or poster displays for campus.
- Faculty participate fully in university committees and other forms of professional service.
- In response to this program review, faculty have created a new common rubric to evaluate General Education courses and intend to increase the number of upper-division credits required of history majors, thereby improving the content knowledge base of our majors.

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Institution: University of Montana Western

Program Years: 2010-17

List of the programs reviewed:

BA: Interdisciplinary Social Sciences minors not associated with a major

Decision(s) concerning the future of the program(s), based on the program review criteria established at the campus:

Because of the benefits outlined below balanced by minimal program costs, the prudent decision is to continue to offer these programs.

Rationale or justification for the decision based on the program review process established at the campus. Include graduation numbers and student majors for each of the last seven (7) years for every program under review.

Some Statistics from the Registrar's records:

Enrollment Data (F10–F16)	2010	2011	2012	2013	2014	2015	2016
<i>Legal Studies minor</i>			6	4	8	3	4
<i>Systems of Thought minor</i>						2	3

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Completion Data (2011-2017)	2011	2012	2013	2014	2015	2016	2017
<i>Legal Studies minor</i>			2	1	6	2	1
<i>Systems of Thought minor</i>					1	2	1

The *Legal Studies* and *Systems of Thought* minors are hybrids, built from existing courses under a variety of rubrics to provide a foundation for students who may be interested in pursuing Law or Philosophy at the graduate level (or who merely seek to supplement their majors with studies in those areas). Because the courses included in each package are also components of other programs, they are not dependent on these minors to attract students, which proves to be an efficient and creative way to provide more options to students without expending additional resources (in fact, the department has recently begun discussions about creating a third hybrid minor in Cultural Studies on that same model). The *Legal Studies* minor in particular has been a fairly popular and successful program, with the overwhelming majority of our graduates in that minor gaining admittance to Law School. The law schools *Legal Studies* students were accepted into included Syracuse, UMass, Arizona State, Baylor, Texas Tech, Southern Methodist, Concordia, Gonzaga, Montana, South Dakota, and Idaho. One challenge that exists with this type of minor is that they all include options for courses offered by other departments, which complicates scheduling, advising and assessment. But on balance they serve a beneficial purpose for students.

Because of the demonstrable benefits (to an admittedly modest number of students), without any major costs – these were minors created out of existing coursework staffed by existing faculty lines – these programs should continue.

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Institution: **The University of Montana Western**

Program Years: **2012-2017**

List of the programs reviewed:

Psychology (HPSS)

Decision(s) concerning the future of the program(s), based on the program review criteria established at the campus:

The psychology degree program should be maintained.

Rationale or justification for the decision based on the program review process established at the campus. Include graduation numbers and student majors for each of the last seven (7) years for every program under review.

Year	Majors	Degrees Granted
2012	21	2
2013	22	5
2014	16	6
2015	39	6
2016	53	3
2017		7 (to date, as of May 2017)

Note: This table is based on data provided by the Registrar's Office; complete data for 2017 were not available at the time this report was prepared.

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As is evident in the summary table, the number of students majoring in psychology and graduating with majors has held steady, and the last few years have shown evidence of a growth of interest in this content area at The University of Montana Western. Although it is not evident in the table provided, a number of students have also declared minors in psychology or have elected to complete the psychology option for the Natural Horsemanship program.

A high proportion of our students have elected to continue on to graduate programs. Many of those students are pursuing counseling degrees, but others have been accepted into research-based psychology programs, school psychology programs, law school, and, recently, a program in occupational therapy. We know of only a very few who were not admitted to at least one program (and several of those may yet be).

Although we believe that our success in graduate admissions is the best indicator of our success in meeting our obligations to students who want to pursue careers in the field, we have also begun using a nationally-standardized exit exam (currently the Psychology ACAT) to help assess our effectiveness. Although it is too early to draw any firm conclusions regarding our overall effectiveness, it is clear that our top students are fully holding their own, with a disproportionate number of UMW senior psychology majors scoring in the top 10% of those tested nationwide.

We also recognize, however, that psychology is relevant to many aspects of daily life beyond employment. Therefore a second goal of our program is to offer non-majors experiences that will be useful to them in their everyday lives. To serve those students we offer a number of courses (Introduction to Psychology, Developmental Psychology, Comparative Psychology, and a new Group Dynamics course) as a part of the UMW General Education program. The two full-time psychology instructors typically staff at least six Gen Ed psychology sections each academic year -- offerings that are supplemented with an online section of the introductory course each semester and often at least one adjunct-led section of PSYX 100 each year as well.

Although there are, of course, year-to-year variations, our overall course enrollments are within the expected range. Enrollments for PSYX 100 since Fall 2011 have averaged 18-19 students per section (and this is true even though lower-enrolled online sections of the course are included in that average). Enrollments in other Gen Ed courses have averaged about 20 students per section, with numbers remaining constant even as those courses have been offered more frequently. Enrollment in upper-division content courses has been averaging 13-14 students per course, but since Fall 2016 enrollment in most of these courses has been 18 or more. Only the psychological statistics and research methods courses and the capstone 494 courses have tended to run small, and that seems appropriate given the content of these courses. It is also worth noting that enrollments in upper-division courses may be pushed even higher in the years ahead as the PSYX rubric has been added as an option in the Integrative Biology minor and that may increase demand from students who are not enrolled as psychology students per se.

In short, at present our course enrollments and the success of our graduates is, we believe, good evidence that what we are doing is working quite well. It is our considered opinion, then, that the psychology program should be maintained.

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Institution: University of Montana Western

Program Years: 2010-17

List of the programs reviewed:

BA: Anthropology & Sociology major

Decision(s) concerning the future of the program(s), based on the program review criteria established at the campus:

Because of the benefits outlined below, combined with the cost-saving and revenue-enhancing measures already in place, the prudent decision is to continue to offer this program.

Rationale or justification for the decision based on the program review process established at the campus. Include graduation numbers and student majors for each of the last seven (7) years for every program under review.

Some Statistics from the Registrar's records:

Enrollment Data (F10–F16)	2010	2011	2012	2013	2014	2015	2016
<i>Anthropology & Sociology major</i>			5	7	8	4	5
<i>Anthropology minor</i>			3	1	3	3	1
<i>Sociology minor</i>	2	2	8	5	6	9	2

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Completion Data (2011-2017)	2011	2012	2013	2014	2015	2016	2017
<i>Anthropology & Sociology major</i>		3	2	1	4	2	0
<i>Anthropology minor</i>		0	1	2	1	3	0
<i>Sociology minor</i>	2	1	3	6	4	4	3

Anthropology & Sociology

Sociology combines Historical Sociology (i.e. History incorporating various Sociological theories) with how societies or cultures change and evolve; focusing on how the various parts of a society interact to form a larger whole. Cultural Anthropology studies the origins, history, and development of human culture from a holistic, historical and cross-cultural approach.

Students are trained to develop skills necessary to utilize models allowing them to isolate and describe a set of problems that can be related to the helping professions, or to carry out detailed research into the history and structures behind these issues. We prepare and educate students to be ready for either graduate level studies in either anthropology or sociology, or to apply these skills as teachers or in relevant careers. Classes at each level offer students experience in being publishers, editors and contributors for a journal they produce themselves. In addition, majors will fulfill a capstone requirement, entailing an internship with a relevant social agency, a senior thesis, or an additional senior seminar.

- The **BA: Anthropology & Sociology major** provides benefits in three primary ways:
 - While it has always been one of the smaller majors in HPSS in terms of enrollment, it has also always been one of the top enrolled minor areas (combining the **Anthropology** and **Sociology** minors)
 - The major and minors have served as a successful path to graduate/law school for our graduates (the Mission Statement of HPSS defines the goal of all of our programs as being “intended to prepare students for entry into graduate or professional programs”). 19% of program graduates in **Anthropology & Sociology** have gone on to be admitted to graduate or law school during the period under study.
 - The single TT faculty line (occasionally aided by an adjunct section or two) in **Anthropology & Sociology** consistently provides more General Education service than any other line in HPSS (and possible more than any tenure-track line on campus). A

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minimum of 2.5 (and often 3.5) GenEd sections (65+ seats per semester) per semester is offered by this faculty line.

- The **BA: Anthropology & Sociology major** *has already addressed its enrollment shortfall by instituting cost-saving and revenue-enhancing measures:*
 - When we were directed by the administration in 2010 to change our curriculum to the major/minor format, the decision was made to create a single major combining **Anthropology & Sociology** (each of which had its own Related Area in the old Social Science Core Option), while continuing to offer each as a standalone minor. This allowed us to move into the major-minor curriculum without adding expensive additional faculty staffing in these areas.
 - Rather than offering discrete upper-level coursework as other programs do (and which inevitably results in weaker course enrollments than in GenEd courses), in **Anthropology & Sociology** upper-level courses are offered as a “split-level” format which mixes introductory students (taking a GenEd course) in the same classroom as advanced students (taking an upper-level course). Not only is this how the program generates extra GenEd sections/seats to enhance tuition revenue generated, but it also eliminates the low-enrolled upper-level courses (which thus reduces the cost of the program) found in most other programs. The “split-level” courses have also provided pedagogical benefits too by allowing a context for advanced students to directly mentor introductory students; a great learning experience for both groups of students.
 - We must include in the cost-saving measures the fact that this program (in all its versions) is staffed by only a single tenure-track faculty line.

Because of the demonstrable benefits (to an admittedly modest number of students), in addition to the many cost-saving (combined major, “split-level” courses) and revenue-enhancing (additional GenEd sections/seats) measures already in place, this program should continue.