

HAPPSS CONTINGENCY PLAN DOCUMENT
MA: Humanities
February 5, 2018

Criterion 1: Impact and overall essentiality of the program; connection to mission/vision/ASU2020. HAPSS operates a graduate program, MA: HUMANITIES, an umbrella degree consisting of specializations in United States History, Cultural Resource Management, and Public Administration. These programs embrace the core missions of ASU in a variety of ways, especially through promoting quality, low-cost, access.

Goal 1: Academic Excellence

Adams State University will provide challenging and responsive curricula that educate, serve, and inspire our diverse populations.

Strategic Initiative 1.1:

Ensure a quality education for our diverse populations by offering relevant, current, and rigorous undergraduate and graduate degree programs. The graduate programs train Social Studies teachers in United States history, provide governmental and non-profit employees to chance to credential in Public Administration, and for community and governmental workers to manage public treasures through developing expertise in Cultural Resource Management.

Strategic Initiative 1.2:

Provide a responsive and professional education that fosters civic responsibility in a global culture. All three degree tracks engage professionals in civil responsibility, through understanding United States History, managing state and local affairs through Public Administration, or artifacts in Cultural Resource Management.

Strategic Initiative 1.3:

Strategically strengthen and expand the University's undergraduate and graduate degree programs. HAPSS created the MA Humanities program in response to the need to serve place bound professionals who needed a graduate-level credential. The U. S. History track emerged in response to the U. S. Department of Education's Teaching American History grant program, Cultural Resource Management emerged to deal with the shortage of trained professionals to manage cultural resources according to high professional standards, and the Public Administration program emerged from community demand from elected officials and city and county administrators.

Strategic Initiative 1.4:

Enhance efforts to recruit and retain a diverse faculty and administration with experiences, skills, and personal attributes that foster inclusion and equity. One tenure-track and two adjunct professors are minority.

Goal 2: Student Success

Adams State University will address diverse student needs by offering varied learning opportunities and support services for all students to achieve educational, personal, and career

success.

Strategic Initiative 2.1:

Provide flexible avenues and entry points from which to be engaged in and to progress toward their educational, personal, and career goals. Students seeking graduate level coursework may enter the program at the beginning of the summer, fall, or spring semester.

Strategic Initiative 2.2:

Recruit and support eligible transfer students. The MA HUMANITIES programs permit students to enter at the beginning of each semester.

Strategic Initiative 2.3:

Enhance student advising to ensure it is accurate, timely, and supportive of the attainment of student goals. HAPPSS faculty attends trainings on appreciative advising and on the use of Degree Works. HAPPSS faculty links advising to internships and extra-curricular opportunities germane to student interests and career goals.

Strategic Initiative 2.4:

Provide all students practical and hands-on experience supporting their learning and professional development. Most graduate students are already working professionals and their coursework—and often their capstone artifacts—are aligned to their work experiences and practica.

Strategic Initiative 2.5:

Promote and increase early student engagement as a means to graduate students with a strong sense of connection to ASU. The Archaeological Field School attracts students from across the country. Although graduate students live all over the country, they defend their theses in person at Adams State.

Strategic Initiative 2.6:

Identify and systematically remove obstacles to student success. In addition to eliminating unnecessary course prerequisites, HAPPSS faculty builds relationships through appreciative advising so that faculty can assist students in achieving their goals. This includes not only assisting students with navigating the Scylla and Charybdis of institutional policies and procedures but also by offering alternative ways to meet curricular requirements through independent studies and internships. HAPPSS graduate programs accommodate the work schedules of non-traditional learners and are offered at low cost.

Goal 3: Personal and Professional Development

Adams State University will provide educational and professional development opportunities for faculty and staff.

Strategic Initiative 3.1:

Increase campus programming for faculty and staff that fosters and promotes inclusive excellence. Most HAPPSS faculty participates regularly in Title V sponsored inclusive activities. Two HAPPSS faculty are part of the original CELT Cohort. Through revenue generated by its graduate programming, HAPPSS funds the annual MLK week activities and helped fund the Bill Buskist presentation in springs 2016. One HAPPSS member serves as a Faculty Associate to promote professional development through women's week activities to facilitate the gendered consciousness in ASU's curriculum. Another HAPPSS member sits on the President's Advisory Group for Inclusion and Equity.

Strategic Initiative 3.2:

Provide opportunities for faculty and staff to earn degrees and/or certificates. HAPPSS courses require few prerequisites and are offered throughout the work day and often in the evenings.

Strategic Initiative 3.3:

Increase opportunities for faculty and staff to grow and expand in their fields. HAPPSS graduate programs fund faculty travel to academic conferences in each discipline represented by the Department. Typically this travel includes presentation of faculty research and in the acquisition of new pedagogies to enhance student learning, such as a student assignment workshop at a national-level disciplinary conference.

Strategic Initiative 3.4:

Develop institutional policies, practices, and provisions to support professional development endeavors. Through its graduate programs, HAPPSS insures that all departmental faculty are funded to attend and present at national conferences.

Goal 4: Access & Affordability

Adams State University will develop innovative pricing and aid strategies that will maximize opportunities for our diverse and historically underserved students for all levels and delivery models.

Strategic Initiative 4.1:

Develop strategies and incentives to improve persistence and completion. To date, the MA HUMANITIES program has contributed 300,000 for scholarships.

Strategic Initiative 4.2:

Clearly communicate costs and resources. Costs are low and transparent. The field school students have included students from University of Cambridge, University of Leeds, and Simon Fraser University. Tuition from anthropology graduate program is one of the cheapest in the field.

Strategic Initiative 4.3:

Better utilize financial aid resources. Through appreciative advising, HAPSS faculty insures that students understand their financial aid packages and of the utility of applying for the many McDaniel undergraduate scholarships.

Goal 5: Community Relations

Adams State University will collaborate with the community to provide culturally responsive and sustainable development opportunities that mutually benefit the campus and the San Luis Valley community.

Strategic Initiative 5.1:

Develop and extend positive community partnerships through the continued offering of campus events drawn from cultures of the SLV.

Strategic Initiative 5.2:

Stimulate sustainable economic development opportunities for the San Luis Valley community. Beginning in 2015, HAPSS has involved itself in the Valley Initiatives Partnership (3 faculty regularly support this initiative). This group garnered a Blueprint 2.0 initiative in 2016 that resulted in the adoption of an SLV wide brand to promote the San Luis Valley. Currently a working group of VIP is conducting a marketing survey and producing an economic impact study of Higher Education in the San Luis Valley. HAPSS also provides leadership and support of the efforts of the Sangre de Cristo National Heritage Area to support economic development through preservation and heritage tourism.

Strategic Initiative 5.3:

Partner with community and business groups to foster strong unifying campus connections, and build understanding of the large SLV. In addition to the collaboration with VIP, HAPSS provides leadership, direction and support for the activities of the Sangre de Cristo National Heritage Area and the San Luis Valley Historical Society. Anthropology provides *pro bono* services to communities seeking to comply with their own preservation plans and federal guidelines for historic site and artifact maintenance.

Strategic Initiative 5.4:

Draw upon the natural resources and extensive outdoor recreation options of the San Luis Valley to provide experiential learning opportunities for campus, community, and regional visitors. HAPSS operates an archaeological field school that not only provides opportunities for students to engage in place based learning, but it entices participant enrollments from elsewhere, as well as attracting visitors to the site. Archaeology field school is open to volunteers, many of which return and bring additional volunteers. Reenactments and community events are attended by the ASU cannon crew. This reenactment organization, largely composed of students, represents ASU in a very public and engaging manner.

Strategic Initiative 5.5:

Develop and cultivate relationships with alumni and supporters to benefit students, campus, community, and connection to the university, and promote opportunities for life-long learning.

Other information detailing the Impact and overall essentiality of the program. The MA HUMANITES program provides high quality and low cost access for working professionals, especially to middle and high school teachers and professionals working in government. The Anthropology programs maintain connections and opportunities with alumni at Los Alamos National Labs, Veterans Curation Program in St. Louis, and Crow Canyon. Additionally, anthropology promotes and maintains relationships with Trinchera Ranch, Espinoza Archaeological Consultants, National Park Service, and Forest Service. From these relationships, current ASU students gain unique experiences, potential careers and the community learns about the history of the San Luis Valley.

Criterion 2: Quality of the program outcomes. HAPSS academic programs and other initiatives produce consistent evidence of high quality outcomes.

A. Results of annual assessment reports.

Met or exceeded benchmark	Thesis Benchmark	Formative Course Benchmark
2016-17	E	M
2015-16	E	M

HAPSS did not begin assessing student performance beyond evaluating student work for course grades and approving successful theses until the 2015-16 academic year, when it began to appraise student artifacts using LEAP rubrics for ASU Outcome 1 and 4.

- Outcome 1: Knowledge of Human Cultures and the Physical and Natural World (Graduate - Through advanced study and research in the specific discipline)
- Outcome 4: Integrative and Applied Learning (Graduate – Synthesis and advanced application of ideas and experiences in the specific discipline.).

In selected artifacts, students **met** the formative benchmark of 5.75 and **exceeded** it in the thesis.

- B. *Scores of graduates on national assessments.*
- C. *Jobs secured by graduates.* Program graduates have obtained jobs in municipalities and at Los Alamos National Laboratory.
- D. *Admission and admission rates to graduate or professional schools.* Recent MA HUMANITIES graduates have gained admission with full funding to University of Kansas, University of South Florida, and Florida State University.

In addition to the four measures listed above, the MA HUMANITIES Program distinguishes itself in other ways. The Public Administration program was featured at the Colorado Municipal League Conference in June 2016. The Archaeological field school is recognized as an approved archaeological field school for Cambridge University graduate students and garnered recognition as one of the most diverse programs by the Society for Historical Archaeology.

Criterion 3: Demand for the program. HAPSS academic programs and other initiatives are in demand by students and other stakeholders.

- A. *Internal demand: Induced Course Load Matrix.* HAPSS generated 9.4% of institutional graduate SCH in 2016-2017.
- B. *Service to other areas.* MA HUMANITIES courses are taken by a few students for their nine hour elective option in the Curriculum and Instruction degree in Teacher Education.
- C. *Service to gen. ed.*
- D. *Employment opportunities: national and state statistics.* The Bureau of Labor Statistics indicated low to moderate growth in the MA HUMANITIES areast.

Job Growth 2016-2026

Museum Curator	City/County Manager	Social Studies Teacher
16%	8%	8%

Although growth prospects appear somewhat limited, the unemployment rate for many of the MAN HUMANITIES disciplines is lower than some STEM fields. For example, the unemployment rate for archaeologists is 2.4% compared to a rate of 7.8% for computer scientists.

- E. *10-year trend of graduates (3-year rolling averages).* See Criterion 4. D. below.
- F. *National, state, and local enrollment trends.*

Criterion 4: *Size, scope, and productivity of the program.* MA HUMANTIES programs are efficient. Its faculty not only provides quality instruction, they provide critical access to underserved communities seeking graduate credentialing.

- A. *Degrees awarded/Degrees per full-time faculty member.* Since 2012-13 through academic year 2016-17, HAPPSS has awarded 37 MA degrees, from a low of two in AY 13-14 to a high of 14 in AY 14-15.

GRAD Degrees awarded				
12/13	13/14	14/15	15/16	16/17
6	2	14	5	10

GRAD Degrees per fulltime faculty member				
12/13	13/14	14/15	15/16	16/17
.75	.25	2.0	.55	1.25

GRAD Degrees per fulltime faculty member teaching in the program

- B. GRAD Student Credit Hours (SCH) by subject

	12/13	13/14	14/15	15/16	16/17
CRM			189	309	277
HIST	708	749	1623	3555	1680
MPA					182

- C. *Total SCH generated by program.*

12/13	13/14	14/15	15/16	16/17
708	749	1,812	3,864	2,139

- D. *SCH generated by program per full-time faculty member.*

12/13	13/14	14/15	15/16	16/17
88.5	93.6	201.3	483	267.4

In sum, HAPPSS faculty produce a large number of credit hours, mostly in General Education and in the courses graduate students take prior to completing a thesis (many of these are seeking only 18 hours to offer concurrent enrollment instruction).

- E. *Service to campus.* HAPPSS department members provide extensive campus service from chairing the faculty senate, service on institutional and department-level search committees, campus-wide committees like CIELO, LatinX, CRC, GECC, the President's

Advisory Group for Equity and Inclusion, and HLC criterion committees. A HAPPSS member has served for more than a decade as the Faculty Athletic Representative.

- F. *Fraction of tenured & tenure-track faculty engaged in campus-wide committee assignments (standing committees, search committees outside the department, appointments to task forces or working groups, etc.).* **6/8** of tenured and tenure track faculty hold currently hold campus-wide committee assignments with 18 total current appointments total. From fall 2012 to spring 2016, **8/8** tenured and tenure track faculty have held campus-wide committee appointments.
- G. *Fraction of tenured & tenure-track faculty engaged in campus-wide committee leadership (chairs).* Twenty-five percent of the HAPPSS faculty chair campus-wide committees (Faculty Senate and CRC). Since 2012, **5/8** of the tenured and tenure track faculty have chaired campus-wide committees.
- H. *Service to community & community engagement.* HAPPSS members have served on the Library Board, Board of the Boys & Girls Club, Immigrant Justice, Immigrant Resource Center as a Director and President for the Sangre de Cristo National Heritage Area, as president and vice-president of the San Luis Valley Historical Society, and as president and now emeritus member of the University Press of Colorado Board.

Criterion 5: Cost & benefit of the program. HAPPSS programs produce measureable benefit at low cost.

- A. Salaries and program delivery costs (FY 17-18)

MA HUMANITIES: \$399,250

- B. Overall cost: \$399,250
- C. Cost per full-time faculty member: \$49,906.25
- D. Cost per graduate: \$39,925
- E. Cost per SCH: \$186.65
- F. Revenue generated by the program (e.g. grants, ticket sales, donations, etc. – but not tuition & fees)
- G. Formal and documented recruiting efforts by program personnel.
MA HUANITIES faculty recruit at the National Council for the Social Studies, the Society of American Anthropologists, and the annual conference of the Colorado Municipal League.
- H. Evidence of recruiting success (students matriculating).

Criterion 6: Faculty and program strengths and accomplishments. HAPPSS faculty is highly qualified and delivers a variety of sound curricula in above average physical and virtual settings.

- A. *Faculty credentials, skills, flexibility, breadth/depth, etc.* All full-time faculty hold the

requisite terminal degree from accredited institutions. Many have published, some routinely. Many have participated in the various student-centered learning initiatives and the various programs to develop culturally responsive pedagogies. MA HUMANITIES faculty have taken the TEED 589 course for on-line instruction and the chair holds a certificate from Quality Matters in on-line course development.

- B. *Faculty academic and/or professional credentials beyond the minimum required by HLC.* HAPPSS faculty meet or exceed the minimum degree requirements specified by HLC. One faculty member holds a Juris Doctorate in addition to the Ph. D.
- C. *Quality of the curriculum.* According to the external reviewer in 2015, the last time HAPPSS programs underwent external scrutiny: its curricula were “high quality, well thought out” and “serve[d] . . . students very well.” HAPPSS faculty augments the curricular offerings with student centered teaching and extramural activities such as Model United Nations.
- D. *Degree of alignment to recommendations of national organizations.*
The Archaeology Field School is certified by the Registry of Professional Archaeologists. The CRM graduate degree track aligns with American Cultural Resources Association. The PUBLIC ADMINISTRATION program follows the National Association of Schools of Public Affairs and Administration guidelines.
- E. *Accredited by external organization.* No external entities exist who accredit the disciplines embraced by HAPPSS.
- F. *Quality of physical, online, or other resources required to deliver the program.* Online course experiences occur through Blackboard, which is amply supported by the Academic Instruction and Technology Center.

Criterion 7 : Future potential of the program. Amid declining enrollments nation-wide and the almost cult-like mania for STEM-focused education, HAPPSS programs continue to have a future, not only because of their efficiency, but because these degrees support global-learning and the enhancement 21st century skills. The HAPPSS faculty is working actively to align the inherent programmatic strengths represented in the current curricula with foreseeable opportunities in the future.

- A. *Opportunities to reconfigure or strengthen the program to the benefit of the university.* The future of the MA HUMANITIES programming is part of a larger institutional discussion about the place of graduate education at Adams State. Given downsizing of the department (likely by 2) adjuncts will have to shoulder the burden of course development and delivery.

- B. *Potential for program growth/adaptation with trends in the discipline, student needs, national trends, etc.* MA HUMANITIES programs remain relevant for place-bound professionals in rural areas and for those people who need an affordable option to acquire a graduate-level credential.

- A. *Potential for development of appropriate online presence.* All MA HUMANITIES degrees programs are on line.

- B. *Potential for growth of interdisciplinary programs.* CRM students routinely take U. S. history courses as part of their program of study. A major growth area may be professional development by pairing a disciplinary content area expert in a social studies discipline to work with a curricular specialist in Teacher Education to offer discipline specific professional development to school districts in Colorado and New Mexico.

- C. *Opportunities for collaboration or partnerships with other institutions.* The CRM program is in early discussion with faculty member at Colorado College concerning an archaeological survey in San Luis Valley. It is also pursuing increased archaeological collaboration with the Forest Service, the Los Alamos National Laboratory, and the Bureau of Land Management.