

**HAPPSS CONTINGENCY PLAN DOCUMENT**  
**HAPS B. A. Degree and General Studies Offerings**  
**February 5, 2018**

***Criterion 1:*** Impact and overall essentiality of the program; connection to mission/vision/ASU2020. The Undergraduate Degree Program (HAPS with an emphasis in either History, Political Science, or Anthropology), course offerings for general studies, and supporting initiatives in the Department of History, Anthropology, Philosophy, Political Science and Spanish (HAPPSS) address the Goals in ASU 2020 in a variety of ways.

**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 curricular program in the HAPS degree includes coursework in World History, Current Political Issues, Anthropology, Model United Nations, Chicano History, Mexican History, as well as United States History which by its very nature embrace the diversity of human experience and how those experiences shape current agendas and debates.

**Strategic Initiative 1.2:**

*Provide a responsive and professional education that fosters civic responsibility in a global culture.* Whether it's through HAPPSS students who serve on the Associate Students & Faculty Senate (AS&F), those who participate in Model United Nations, those many students who enroll World Civilization to meet the required State Guaranteed Course Transfer History (GT H-1) course specified for all Colorado degree recipients, those who acquire law degrees, or the graduates of the Public Administration program, HAPPSS students engage the public sphere in their professional and personal endeavors.

**Strategic Initiative 1.3:**

*Strategically strengthen and expand the University's undergraduate and graduate degree programs.* The HAPPSS department offers three courses in Area IV of General Education and two in Area II.

**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.* Although one may measure diversity in a variety of ways, four of the eight current full-time HAPPSS faculty are Latino/a, which seems rather important at an Hispanic Serving Institution (HSI). Both adjuncts are of Southeast Asian descent.

**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

successes.

**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.* HAPPSS has sought to maintain both rigor and flexibility in its programming. There are few prerequisites for coursework in the undergraduate program.

**Strategic Initiative 2.2:**

*Recruit and support eligible transfer students.* Apart from on-going faculty participation in transfer student orientation, HAPPSS degree 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.* Whether it's disciplinary specific student research or internships, all HAPPSS undergraduate and graduate students earn degree credit through research or practicums. Many departmental curricular endeavors involve simulations of real-world scenarios, such as the Model United Nations process.

**Strategic Initiative 2.5:**

*Promote and increase early student engagement as a means to graduate students with a strong sense of connection to ASU.* HAPPSS faculty participates in all ASU Discover Days and Orientation Activities. HAPPSS faculty and students create effective learning communities through monthly social and educational gatherings termed Pizza PerHAPPSS luncheons. HAPPSS faculty and students fire and service the cannon at home football games.

**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.

**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. 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 an student assignment workshop at a national-level disciplinary conference. Many HAPPSS faculty have involved themselves in efforts to develop student-centered pedagogies, such as HIPS, and one faculty member has presented at a national conference for incorporating HIPS in HSIs.

**Strategic Initiative 3.4:**

*Develop institutional policies, practices, and provisions to support professional development endeavors.* HAPPSS faculty provides leadership in the area of undergraduate research including Student Scholar Days and the Undergraduate Research Workshop. Through funding made possible by 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.* HAPPSS helps support the McDaniel Scholarship Program and has funded a scholarship for First Generation Students in Teacher Education. The historical re-enactment group and routine departmental activities like Pizza PerHAPPSS seek to create supportive environments for student engagement and success.

**Strategic Initiative 4.2:**

*Clearly communicate costs and resources.* HAPPSS faculty works with its students to understand the full cost of their education. HAPPSS utilizes many work-study students to provide them with both job-training and a partial means to defray the costs of their education.

**Strategic Initiative 4.3:**

*Better utilize financial aid resources.* Through appreciative advising, HAPPSS 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.* HAPPSS actively participates in and provides leadership for the Lifeways of the SLV activities. HAPPSS provides support for various museums in the valley through internships and professional collaborations.

**Strategic Initiative 5.2:**

*Stimulate sustainable economic development opportunities for the San Luis Valley community.* Beginning in 2015, HAPPSS 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. HAPPSS 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, HAPPSS 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.* HAPPSS 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. HAPPSS classes regularly take field trips to local cultural sites. 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.* Nearly all HAPPSS undergraduate classes are also designated as “listening classes” to attract community enrollment.

*Other information detailing the Impact and overall essentiality of the program.* In addition to programmatic alignment with ASU 2020, HAPPSS offerings are essential to Adams State University in a variety of ways. Whether it’s the offering of programming to meet the Constitution Day requirement for institutions receiving federal funds or its curricular support for the training of educators who must teach civics in public schools or providing Spanish language expertise and content expertise for students in International Business, HAPPSS programming is vital to the mission of ASU. 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. HAPPSS academic programs and other initiatives produce consistent evidence of high quality outcomes.

*A. Results of annual assessment reports.*

Met or exceeded benchmark	SENIOR COMPREHENSIVE EXAM	CAPSTONE Paper	HGP Global Knowledge survey
2016-17	E	M	M
2015-16	E	M	M
2014-15	E	M	M
2013-14	E	M	M
2012-13	E	M	M

2012-13	2013-14	2014-15 E (2) = Excellent, A (1) =Adequate, I (0) =Incomplete	2015-16E (2) = Excellent, (1) =Adequate, I (0) =Incomplete	2016-17E (2) = Excellent, (1) =Adequate, I (0) =Incomplete
E, E, A, E, E	A, E, A, E, E	0.67 0.83 0.83 0.83 1.00 *	1.25 1.63 1.50 1.63 1.25	1.286 1.429 1.143 1.143 .714

B. *Scores of graduates on national assessments.*

C. *Jobs secured by graduates.* Jobs range from teaching middle school and high school to serving as a prosecutor in a D. A.s office in a major metropolitan area to serving as a translator for the court systems in the San Luis Valley to working at the Los Alamos National Laboratory to serving as Congressional staffers to holding an endowed chair at the University of Virginia to sitting as an associate justice on the 10<sup>th</sup> Circuit of the United States Court of Appeals.

D. *Admission and admission rates to graduate or professional schools.* Recent HAPSS graduates have gained admission to prestigious law schools and graduate schools, including the Ohio State University, SUNY-Binghamton, Kansas, Florida State, Denver University, St. Andrews University, University College London, University of Chicago, Sonoma State and University of Colorado-Colorado Springs.

In addition to the four measures listed above, HAPSS academic programs produce additional evidence of high quality outcomes. The HAPSS Model United Nations Team has repeatedly won international awards, besting storied Ivy League Programs. HAPSS students in Cultural Resource Management regularly present at the American Archaeological Society's annual conference. HAPSS undergraduates regularly present with distinction in Student Scholar Days. Two HAPSS students have presented at the annual Pi Gamma Mu annual conference (National Honor Society for the Social Sciences).

***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.* Although the head count for HAPSS students is smaller than high demand areas like Business, students in all areas take

HAPPSS courses and the smaller size of the HAPPSS programs permit HAPPSS students to enroll in courses across the campus. HAPPSS students take fewer than 50% of their hours in HAPPSS disciplines. Conversely, History, Anthropology, Philosophy, and Political Science generated 7.9% of institutional undergraduate SCH in 2016-2017.

- B. *Service to other areas.* HAPPSS offers courses that support Teacher Education, especially elementary education (U. S. History and World Geography) and elective coursework for International Business. HAPPSS courses provide the basis of most interdisciplinary programs including gender studies, Latino studies, religious studies and women's studies.
- C. *Service to gen. ed.* HAPPSS offers five courses in the current general education curriculum. Criterion IV lists the enrollment data for these courses.
- D. *Employment opportunities: national and state statistics.* National statistics from the American Historical Association suggest that there has been a massive decline in the number of historians over the same period and our decline, not merely in actual numbers but as regards percentage of degrees conferred. Departmental enrollments and graduates follow the national trend. The Bureau of Labor Statistics indicated low to moderate growth in areas represented by the department.

#### Job Growth 2016-2026

History Teacher	Historians	Anthro./Archaeologist	Political Science
8%	5%	3%	2%

Although growth prospects appear limited, the unemployment rate for many of the HAPPSS 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.* See sites listed in Section D. above but enrollment data for all HAPPSS programs are trending downward consistent with national data.

***Criterion 4:*** Size, scope, and productivity of the program. HAPS degree are large, broad, multi-faceted and efficient. Its faculty not only provides quality instruction, they provide critical service and leadership to the broader campus and community.

- A. *Degrees awarded/Degrees per full-time faculty member.* Since academic year 2012-13 and through academic year 2016-17, 102 undergraduate students have completed HAPS degrees, ranging from a high of 29 in ay 13-14 to a low of 15 in AY 16-17.

UG Degrees awarded

<u>12/13</u>	<u>13/14</u>	<u>14/15</u>	<u>15/16</u>	<u>16/17</u>
21	29	17	20	15

UG Degrees per fulltime faculty member.

<u>12/13</u>	<u>13/14</u>	<u>14/15</u>	<u>15/16</u>	<u>16/17</u>
3.0	4.1	2.4	2.5	2.1

- B. *UG Student credit hours (SCH).*

	<u>12/13</u>	<u>13/14</u>	<u>14/15</u>	<u>15/16</u>	<u>16/17</u>
ANTH	282	231	291	293	255
GEOG	75	96	81	111	132
HGP	2842	2802	2258	2203	2250
HIST	1494	1398	1337	1562	1017
PHIL	507	669	819	720	780
POLS	1178	1254	985	873	570

- C. *Total SCH generated by program.*

<u>12/13</u>	<u>13/14</u>	<u>14/15</u>	<u>15/16</u>	<u>16/17</u>
6378	6450	5771	5762	5004

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

<u>12/13</u>	<u>13/14</u>	<u>14/15</u>	<u>15/16</u>	<u>16/17</u>
911	921	824	720	714

In sum, HAPSS 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.* HAPSS 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.).* **6/7** 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, **7/7** 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).* **2/7** of the HAPPSS faculty currently chair campus-wide committees (Faculty Senate and CRC). Since 2012, **5/7** 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)  
HGP/HAPS UG: \$699,722
- B. Overall cost: \$699,722
- C. Cost per full-time faculty member: \$99960.29
- D. Cost per graduate: \$\$6,664
- E. Cost per SCH: \$139.83
- 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.  
All HAPPSS members regularly participate in a welter of recruiting activities such as Discover Days, Model U. N., CAMP, K-12School Visits.
- H. Evidence of recruiting success (students matriculating).

In addition to the four measures listed above, there is ample evidence of other efficiencies of HAPPSS programming. Since 1983 HAPPSS has sponsored the regional history fair component of National History Day, involving middle and high schools from 9 counties, and Model U. N. camp at local high schools.

***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. Most faculty teach in the interdisciplinary H-1 Development of Civilization course.
- 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 undergraduate HAPS degree tracks align with recommendations from their national organizations. The American Historical Association recommends a foundations course, a course or courses that are global in scope, a methods course, and a research seminar. The history track meets this expectation through the general course in United States history, the HGP 110-111 sequence, and HGP 471, Senior Seminar. Upper division coursework in the Political Science degree track aligns with recommendations from the American Political Science Association. The recent reconfiguration of Women’s Studies into Gender and Women’s Studies reflects best practices and current disciplinary trends.
- 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.* HAPPSS operates both traditional and distance delivery modalities. The physical infrastructure includes the refurbished McDaniel Hall, with smart room technology and computer labs readily available. Online course experiences occur through Blackboard, which is amply

supported by the Academic Instruction and Technology Center.

G. *Faculty academic activity.*

	2012-13	2013-14	2014-15	2015-16	2016-17
Scholarly book				1	
Refereed scholarly article	3			3	3
Scholarly presentation at National/International Conference	6	3	9	11	3
Scholarly presentation at Regional Conference	2	2	2	1	1
Scholarly presentation at State level conference	2	1	2	6	3
Scholarly presentation locally	10	5	8	11	9

***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 21<sup>st</sup> 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.* Among the current opportunities to support University wide programming, HAPPSS is undertaking a branding initiative around academic writing and critical thinking in the disciplines represented by the department to help insure that ASU can measure student attainment under the newly approved Adams Outcomes. Furthermore, HAPPSS is uniquely situated to collaborate with other departments in the themed curricular option recently approved by ASU's faculty.
- B. *Potential for program growth/adaptation with trends in the discipline, student needs, national trends, etc.* HAPPSS programming are by definition protean and can be readily reconfigured to meet the demands of the newly approved Pathways curriculum. The disciplines embraced in HAPPSS situate its curricular offerings to various elements of

culturally responsive pedagogy, including a willingness to question the answers postulated by the Euro-centric paradigms that exclude those to whom these paradigms have happened, which not only involves a variety of student-centered pedagogies, but a flexible knowledge base informed by diverse perspectives that dominate contemporary discourse. Specifically, this means HAPPSS is especially positioned to develop courses and programs that align with emerging trends in the work place where effective professional are able to work with diverse populations to solve global problems with imperfect and contingent data in a multiplicity of environments.

- A. *Potential for development of appropriate online presence.* HAPPSS offers its general education courses on-line. HAPPSS currently offers 3 MA degree programs on line. Should Adams State seek to enlarge generally, or in targeted areas, its on-line academic footprint, HAPPSS offers courses conducive to concurrent enrollment and undergraduate and graduate on-line programming.
- B. *Potential for growth of interdisciplinary programs.* As the recent discussion regarding themed courses demonstrated, HAPPSS courses can be part of an interdisciplinary curriculum or course work. Imagine a program in Chicano Theater, for example, in which a political scientist and an historian collaborate with a theater professor and theater students. Currently, HAPPSS is the fulcrum for interdisciplinary programs in Latino/a Studies, religious studies, women's studies, and gender studies
- C. *Opportunities for collaboration or partnerships with other institutions.* Currently, HAPPSS collaborates with the University of Colorado-Boulder and the Sangre de Cristo National Heritage Area to deliver an oral history project that explores the rich history and culture of the San Luis Valley. The Anthropology 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.