

HAPPSS CONTINGENCY PLAN DOCUMENT

B. A. Spanish

February 5, 2018

Criterion 1: Impact and overall essentiality of the program; connection to mission/vision/ASU2020. The two track BA Spanish Degree (Liberal Arts and Education) and ancillary activities support ASU's mission—especially its roles as an HIS—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 programs in Spanish not only promote linguistic fluency but also cultural competency.

Strategic Initiative 1.2:

Provide a responsive and professional education that fosters civic responsibility in a global culture. Spanish language instruction is the core of the Latino Studies minor.

Strategic Initiative 1.3:

Strategically strengthen and expand the University's undergraduate and graduate degree programs.

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. The sole full-time Spanish faculty member is Mexicana.

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. The Spanish program delivers the state-mandated program crediting providing students will university level credit based on their prior student of Spanish.

Strategic Initiative 2.2:

Recruit and support eligible transfer students. The Spanish program delivers the state-mandated program crediting providing students will university level credit based on their prior student of Spanish.

Strategic Initiative 2.3:

Enhance student advising to ensure it is accurate, timely, and supportive of the attainment of student goals. The Spanish faculty member works with individual students to insure that their language skills support their career goals.

Strategic Initiative 2.4:

Provide all students practical and hands-on experience supporting their learning and professional development.

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 Spanish Program conducts Pan-American Day for area middle and high schools and engages ASU students through the Dia de los Muertos programming.

Strategic Initiative 2.6:

Identify and systematically remove obstacles to student success. The Spanish program offers weekly conversation and writing practice in the Nielsen Library.

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.

Strategic Initiative 3.2:

Provide opportunities for faculty and staff to earn degrees and/or certificates.

Strategic Initiative 3.3:

Increase opportunities for faculty and staff to grow and expand in their fields.

Strategic Initiative 3.4:

Develop institutional policies, practices, and provisions to support professional development endeavors.

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. The Spanish Club, El Parnaso, engages students in cultural awareness activities. Its student engage in international travel (Spain, London, France, Italy, and Guatemala) and within the United States. (New York, Washington, Chicago, Florida, and Puerto Rico).

Strategic Initiative 4.2:

Clearly communicate costs and resources.

Strategic Initiative 4.3:

Better utilize financial aid resources. Through appreciative advising, Spanish language 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.

Strategic Initiative 5.3:

Partner with community and business groups to foster strong unifying campus connections, and build understanding of the large SLV.

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.

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. Spanish is an essential curricular component of an HSI.

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	SPANISH listening, speaking, and writing exit exam
2016-17	E
2015-16	E
2014-15	E
2013-14	E
2012-13	E

2012-13	2013-14	2014-15 E (2) = Excellent, A (1) =Adequate, I (0) =Incomplete	2015-16 E (2) = Excellent, (1) =Adequate, I (0) =Incomplete	2016-17 E (2) = Excellent, (1) =Adequate, I (0) =Incomplete
E, E, I, A, I	I, A, I, I, I	0.50 1.00 0.50 0.50 0.83	1.00 1.13 1.50 1.13 1.50	1.286 1.429 1.714 1.429 1.571

B. *Scores of graduates on national assessments.*

C. *Jobs secured by graduates.*

D. *Admission and admission rates to graduate or professional schools.*

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

A. *Internal demand: Induced Course Load Matrix.* Spanish classes generated .6% of credit hours in 2016-17.

B. *Service to other areas.* Spanish instruction provides key support to Latino studies and International Business. Spanish oversees the state-mandated credit by examination process.

C. *Service to gen. ed.* Spanish is not a general education option.

D. *Employment opportunities: national and state statistics.* National statistics indicate reasonable growth for those people with degrees in Spanish.

Job Growth 2016-2026

Interpreter Translator	Teacher
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18%

8%

E. *10-year trend of graduates (3-year rolling averages)*. See Criterion 4. D. below.

F. *National, state, and local enrollment trends*. After peaking in 2009, Spanish enrollments have fallen by more than 20%, according to the Modern Language Association.

Criterion 4: *Size, scope, and productivity of the program*. HAPSS programs 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*.

UG Degrees awarded

12/13	13/14	14/15	15/16	16/17
0	1	2		1

UG Degrees per fulltime faculty member.

12/13	13/14	14/15	15/16	16/17
0	1	2	0	1

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

	12/13	13/14	14/15	15/16	16/17
SPAN	341	246	298	412	378

C. *Total SCH generated by program*.

	12/13	13/14	14/15	15/16	16/17
	341	246	298	412	378

D. *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>
341	246	298	412	378

The Spanish program has historically suffered from low enrollments and low staffing.

- E. *Service to campus.* The Spanish program offers Dia de Los Muertos and Pan American Day programming which include pre-and post- service reflection exercises, lecture, academic & cultural activities. At each PanAm Day event for the past 23 years, we have served to an average of 270 people; $avg. 270 \times 23 = 6,210$ in campus. Creating a climate for Service Learning Success generates an increasing appreciation for cultural diversity and a deeper understanding of language struggles.
- 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.).* 1/1
- G. *Fraction of tenured & tenure-track faculty engaged in campus-wide committee leadership (chairs).* Twenty-five percent of the HAPSS faculty chair campus-wide committees (Faculty Senate and CRC).
- H. *Service to community & community engagement.* The Spanish faculty members serves on the Immigrant Justice and Immigrant Resource Center Board.

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

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

SPAN: \$75,673

- B. Overall cost: \$75, 673
- C. Cost per full-time faculty member: \$75,673
- D. Cost per graduate: \$75, 673
- E. Cost per SCH: \$200.19
- 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.

Spanish Faculty present at Discover Days and use the Pan American Day programming as a recruiting tool.

H. Evidence of recruiting success (students matriculating.

In addition to the four measures listed above, the Spanish program sponsors Pan American Day for middle and high school students, Dia de los Muertos activities, and Spanish Short Story Competitions.

Criterion 6: Faculty and program strengths and accomplishments. HAPSS 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.* The Spanish full-time faculty member holds the requisite terminal degree from the University of Nebraska.
- B. *Faculty academic and/or professional credentials beyond the minimum required by HLC.* The Spanish full-time faculty member holds the requisite terminal degree from the University of Nebraska.
- C. *Quality of the curriculum.* The Spanish Curriculum is aligned with the American Council on the Teaching of Foreign Languages (ACTFL) guidelines.
- D. *Degree of alignment to recommendations of national organizations.* The Spanish Curriculum is aligned with the American Council on the Teaching of Foreign Languages (ACTFL) guidelines.
- E. *Accredited by external organization.* N/A
- F. *Quality of physical, online, or other resources required to deliver the program.* Smart room technology is adequate for the delivery of the Spanish Program.

Criterion 7: Future potential of the program. Given the globalizing work, there is potential for growing the Spanish program, especially if there were more intentional connections between Spanish and Business and Spanish and theater for example.

- A. *Opportunities to reconfigure or strengthen the program to the benefit of the university.* Spanish language study would benefit from curricular support, which would assist ASU in delivering its HSI mission.

- B. *Potential for program growth/adaptation with trends in the discipline, student needs, national trends, etc.* Nationwide, foreign language enrollments are down, but aligning Spanish more closely with health professions, social work, and business could lead to growth.

- A. *Potential for development of appropriate online presence.* Foreign language study lends itself to on-line learning, through listening, speaking, writing, viewing film, etc. Recognizing Instruction is marked by expansion in online learning, the immediate future of online learning is in Hybrid Courses, those offered partly in classroom settings & partly online.

- B. *Potential for growth of interdisciplinary programs.* Even 21 hours of Spanish study permits obtaining intermediate proficiency, sufficient to function in a business or health care setting.

- C. *Opportunities for collaboration or partnerships with other institutions.*