

ACADEMIC PROGRAM REVIEW

Fairmont State Board of Governors

Program without Special Accreditation

Degree Program Spanish BA Date Submitted 1/15/26

INSTITUTIONAL RECOMMENDATION Approved by the Board of Governors (§ 5.2.8)

The institution is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for its recommendation:

1. Identification of the program for further development and/or expansion due to demand (e.g., providing additional institution commitment), with or without action.
2. Continuation of the program at the current level of activity; with or without action.
3. Continuation of program at a reduced level of activity (e.g., revise curriculum, reduce credit hours, merge programs, share courses, share faculty, develop a joint program with another institution) or other corrective actions.
4. Discontinuation of the Program (review for potential sunset)

Rationale for Recommendation:

Establish world languages consortium with partner institutions (West Liberty, Glenville, Shepherd, and Marshall have expressed interest). Develop micro-credential offerings in Spanish. In collaboration with academic administration and the Enrollment Management Division, develop an enrollment plan that identifies student enrollment segments and market measures and targets for each segment. In collaboration with CMCS, develop a program marketing plan. Establish an Industry Advisory Council (for the World Languages Consortium or for FSU's language offerings).



Signature of person preparing report:

1/15/26

Date



Signature of Dean

4/26/26

Date



Signature of Provost and Vice President for Academic Affairs:

5/18/2026

Date



Signature of President:

6/10/26

Date



Signature of Chair, Board of Governors:

6/25/26

Date



Fairmont State University
Board of Governors

Board Action Item Approval


Date: 6/25/2026

Action Item: Approval of the Program Review for BA in Spanish Without Special Accreditation

1. Approve above action item as presented.

2. Approve above action with the following stipulation:

3. Table the above action item until _____
(next Board of Governors' meeting)



FSU President

6/25/26

Date



FSU Board of Governors' Chair

6/25/2026

Date

Executive Summary for Program Review

(Provide a 2-3 page summary)

Name of degree level and program

Spanish BA

External review(s) if applicable

N/A

Synopses of significant findings, including major strengths and key challenges

The Spanish program has a strong pedagogical and proficiency orientation based on Foreign Language Learning Standards given by the American Council on the Teaching of Foreign Languages (ACTFL). All classes are designed towards reaching ACTFL Intermediate/Advanced Level Proficiency and Spanish faculty in turn, assess their courses each semester to ensure that students are on track toward attaining these goals.

Our program carries out the University's mission by preparing fully-engaged citizens who are well-positioned to make a transformational impact on West Virginia, as well as nationally and internationally.

The program meets a critical need for World Language Education in West Virginia—since the downsizing and closure of WL programs, we have transformed our program to offer fully-online Spanish courses (all courses available online). We help fill the critical WL teacher shortage by educating teachers throughout the state in need of attaining their full teaching certification (one of only two undergraduate programs in state; the other program is only in-person). We help meet the current demand in the job market for Spanish-related jobs in general, given the 12% projected growth in job postings in Spanish Language and Literature in the coming years.

Our program offers students a variety of independent study options, including study abroad, internships, opportunities to work as translators and interpreters. We partner with the School of Education, the Criminal Justice Program, the School of Business, and the School of Nursing to offer double majors and special-subject coursework. This provides students with many practical options to enhance their degree and find future employment. Spanish is the second most widely spoken language in the United States, thus giving students viability to later pursue a career in language education, translation, business or medical related professions or double majoring in any of those fields.

Our greatest challenge is a lack of full-time faculty, which is needed to ensure retention, and a strong program characterized by growth, cohesion and common purpose and vision.

Plan for improvement, including a timeline.

See Section VI: Planning for the future.

Identify weaknesses or deficiencies from the previous program review and the status of improvements implemented or accomplished.

- Retention: The Spanish program has implemented a number of retention measures to support student success, including improved advisement practices and increased use of student support services. The Spanish program offers individualized advisement sessions tailored to students' particular needs and interests and makes use of the many tools and

features available in Degree Works. In addition, our program has partnered with the Learning Enrichment and Academic Development (LEAD) Center to establish dedicated Spanish tutors and tutoring sessions, increasing the availability/accessibility of tutoring for our students. We look forward to continuing these efforts by working closely with LEAD in the future.

- **Double majors:** Given that the majority of our students are double majors, an important focus of our program is to help students fit their two academic plans together, in order to provide a clear and timely pathway toward graduation. The Spanish program has partnered with several diverse departments and schools across campus, including the School of Education, through which we offer a Spanish Education degree. In addition, we partner with the Criminal Justice Program, the School of Business, and School of Nursing. We have expanded our course offerings in these areas. We worked with the Provost's Office to identify the highest priority partners (degree programs) to develop academic plans for our other double majors going forward. We reached out to the Registrar's Office and the Office of Institutional Research and Effectiveness to assist with more accurate tracking of double majors.
- **Course offerings/electives:** In conjunction with our efforts to best support double majors, the Spanish program regularly re-evaluates course offerings, in particular electives, with the goal of offering electives according to sufficient student need/demand. In response to demand, we offered a Spanish for Medical Professionals course twice, Spanish for Criminal Justice four times, a TESOL internship twice, as well as a TESOL Second Language Acquisition/Teaching Methods course yearly during this cycle.
- **Experiential learning:** We partnered with the WVU English Language Learning Institute to implement internships for our students and completed translation and interpretation projects for the university and broader community. In addition, we offer several study abroad options (see p.5 Civic Engagement for details). We would like to seek out additional opportunities for experiential learning to add to our degree plan.

Five-year trend data on graduates and majors enrolled in the program.

Graduation rates and major enrollment have remained fairly steady. There are currently 28 Spanish majors. Our one-year retention rate is 75%. These data reflect consistent trends of stability and/or growth in each area.

Summary of assessment model and how learning outcome assessment results are used for program improvement.

Our assessment model is well-aligned with our national standards (ACTFL-American Council on the Teaching of Foreign Languages) and its proficiency benchmarks.

Spanish faculty assess their courses each semester against the program outcome(s) to which the course is mapped. Samples of student work are also uploaded to provide evidence of the assessment.

Spanish faculty assess the effectiveness of the program as a whole with respect to student attainment on global program outcomes, which measure students' ultimate attainment at the completion of the program in meeting ACTFL standards.

During the Spring Faculty Development Assessment Day, full-time and adjunct faculty assess courses at all levels of the program, discuss curriculum alignment/program cohesiveness and recommend strategies for program improvement.

Our program is pleased with student performance overall. The majority of students are meeting or exceeding the target scores (benchmarks).

Fairmont State University Program Review Self-Study Guidelines

Purpose: This self-study demonstrates program quality, relevance, and sustainability by synthesizing the mission alignment, demand, quality of outcomes, financial health, and action-oriented plan for improvement.

Questions: Contact the Office of Institutional Effectiveness and Strategic Operations (IESO) or a member of the [Program Review Management Team](#).

Criterion I. MISSION

Purpose: This section should describe how your program’s mission supports the University’s mission and is enacted through curriculum, faculty, student experiences, and community contributions.

Table 1 represents required program data to be collected in reviewing the program's mission.

Table 1. Program Mission	
Program Mission Statement	https://www.fairmontstate.edu/academics/programs/spanish.aspx

Narrative Discussion

Required Areas (must be addressed):

1. Explain how the program’s mission supports the Fairmont State University mission and strategic priorities.

Fairmont State University Mission: “Fairmont State University educates engaged citizens in a community distinguished by opportunity, growth, and achievement, delivering transformational impact for West Virginia and beyond.”

In alignment with the University mission, the Spanish program helps students cultivate the intercultural competence and linguistic skills that enable them to thrive in the global economy. Our program prepares bilingual and multicultural global citizens, who are challenged to excel academically, while undergoing a true transformation, as they explore the ways in which they will integrate Spanish with their future career paths. Thus, our program prepares fully engaged citizens who are well-positioned to make a transformational impact on West Virginia, as well as nationally and internationally.

Optional Areas (address as relevant)

2. **Mission-Critical Role:** Documentation that the program is mission-critical for the University (e.g., distinct program not replicated elsewhere, [state or regional priority](#), strong partnerships with external agencies).

None of the existing Spanish programs in West Virginia are comparable to the Fairmont State program. Most universities offer, at most, a Spanish minor only, rather than a full major. Two of the universities are located three hours (driving distance) away from Fairmont, thus making them inaccessible to our student population that prefers to reside near/at home. Only one other university offers a Spanish Education degree track; it is located 3 hours away (driving distance). Furthermore, Fairmont State offers low tuition.

Our Fairmont State Spanish Program provides the option of taking all Spanish courses online (synchronous primarily) and in the evenings, a schedule ideal for accommodating working students and double majors. We also educate practicing Spanish teachers throughout West Virginia who are currently on temporary/ alternative certification; our program prepares these teachers to attain full teaching certification in Spanish.

3. **Civic Engagement:** Course-based activities that promote civic and community engagement, such as capstone projects, service-learning, professional or clinical practica, community-based employment, or military service.

Our program offers students a variety of independent study options, including study abroad, internships, and opportunities to work as translators and interpreters. We currently have study abroad programs (semester and summer) in Spain and Costa Rica. We have offered internships through the WVU English Language Learning Institute. Translation projects have included translation of the University website, recruitment pamphlets and materials for the University Admissions office, and official legal documents for university and community members.

4. **Mission and Data-Informed Decision Making:** Evidence that the program's decisions about curriculum, funding, enrollment, faculty activity, and resource allocation are guided by both the program mission and relevant data.
5. **Program Distinctiveness:** Highlight what makes the program unique (e.g., specialized curriculum, experiential learning, partnerships, or national recognition).

See above, #1 and 2.

6. **Mission in Action:** Provide 1–2 specific examples of how the mission is enacted through faculty activities, student experiences, or community/professional engagement. Connect these examples to student or alumni success where possible.

We offer a number of faculty activities and student experiences that fulfill our mission (see above, #3 Civic Engagement and D. Student Outcomes, p.24, Student Achievements).

Two specific alumni examples (quotes):

“My Spanish education has been THE most important part of my education in my everyday life. My Spanish degree has provided me SOOOOO many job opportunities. When I casually drop the fact that I have a degree in Spanish in a conversation I get job interviews on the spot.”
(Florida Public School employee).

“I work in aerospace. Knowing Spanish has been a great tool to use in my profession...Speaking every day with co-workers and translating documentation to English for those who don’t speak Spanish. I use it every day at work.”

Criterion II. EXTERNAL DEMAND

Purpose: External demand refers to the level of interest or need for the program outside the institution. This includes prospective student interest, workforce demand and/or broader societal or regional needs. Understanding external demand demonstrates a program’s viability and relevance in the state, region, and beyond.

Table 2 represents program data to be collected in addressing the external demand criterion.

Please see below for all data (IESO supplied).

Table 2. External Demand Data		
Category	Data Provided	Source
Employer Demand	Job market projections, census data, and state/national labor statistics related to the program field.	IESO supplied
Student Applicant Demand	Program application and admission trends.	IESO supplied
New Student Enrollment Trends	5-year trends in new student enrollment	IESO supplied
Peer Program Comparison	Comparative data on similar programs at peer/aspirational institutions (e.g., enrollment, accreditation, program reputation).	IESO supplied (if available)

Bachelor’s-Level Program Market Opportunity Data

Labor Market Intelligence Data

Regional Data

Program	Job Postings, Q3 2020-Q2 2021	Job Postings, Q3 2024-Q2 2025	Change in Job Postings (%)	Projected Growth (%)
Spanish Language and Literature	1,174	1,504	28.11%	12.03%

Bachelor’s-Level Program Market Opportunity Data