



# Existing Program Review Report

DEGREE PROGRAM: ENGLISH BA

PROGRAM REVIEW CHAIR: DR. LAURA DECKER

## I. MISSION STATEMENT

### A. Institutional Mission Statement

At Nevada State College, excellence fosters opportunity. Excellence in teaching leads to innovative, technology-rich learning opportunities that promote the acquisition of interdisciplinary knowledge and skills. Quality, affordable four-year degree programs open the door to career success and an enhanced quality of life for a diverse population of students. Our graduates, in turn, foster the greatest opportunity – the promise of a stronger community and a better future for all of Nevada.

### B. Degree Program Mission Statement

The English program helps develop academic skills for critical thinking, as well as oral and written expression. English majors learn how to analyze and respond to a variety of texts. They also learn how to write in and about various academic disciplines. These skills allow students to broaden their critical and social perspectives as well as their imagination, thereby helping them to succeed in their collegiate and post-collegiate careers.

### C. Mission Statement Alignment

The English degree program mission aligns with Nevada State’s institutional mission in myriad ways, including its focus on building interdisciplinary skills and lenses through which to engage and view the world. Additionally, our program’s focus on sharpening our majors’ critical and social awareness in turn leads to not only their success after college in life and careers but also to our graduate’s work toward building a stronger community and better future. Finally, our focus on developing students’ imagination and creative skills encourages a lifelong relationship with the arts and artistic expression, which enhances quality of life.

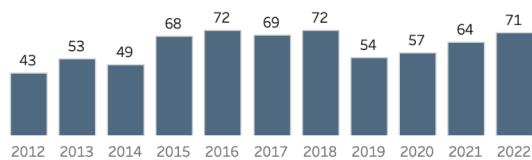
## II. INSTITUTIONAL RESEARCH DATA

### A. Student Profile and Success Metrics

1) Enrollment by academic year (program & NSC overall): Our enrollment year by year demonstrates growth trends, with periods of rebuilding after large cohort graduations.

Annual Enrollment

English - BA



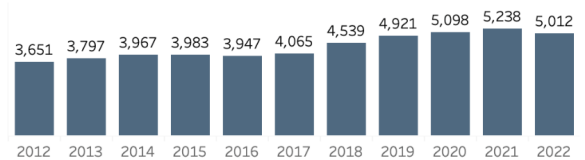
Program

English - BA

Years

(Multiple values)

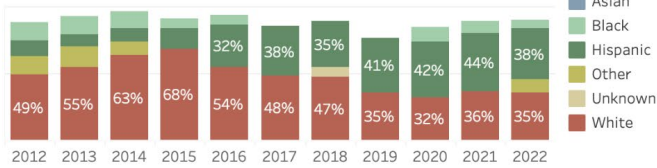
All Degree Seeking (UG)



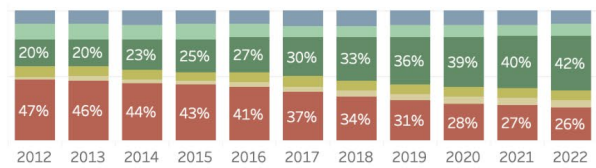
2) Race/ethnicity, gender, Pell-eligible, & first-generation status (separate, or integrate into #1)

- *Race/Ethnicity: Our English program has grown in diversity over the past ten years and consistently represents a similarly diverse student population as compared to NSC’s overall population.*

English - BA: Ethnicity

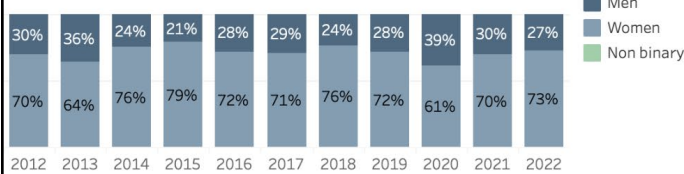


Degree Seeking (UG): Ethnicity

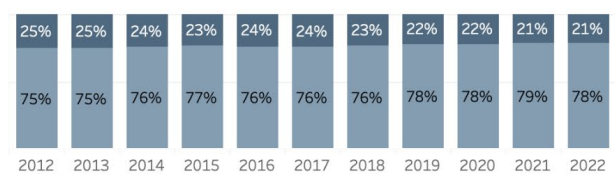


- *Gender: Our English program has maintained a more diverse gender representation than NSC's overall enrollment over the past 10 years.*

English - BA: Gender

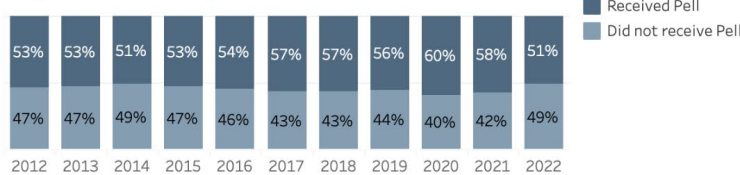


Degree Seeking (UG): Gender

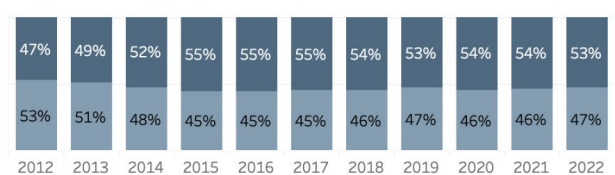


- *Pell-Eligible: Our Pell-eligible students in the English program mirrors NSC's overall Pell-eligible student population.*

English - BA: Pell Recipient

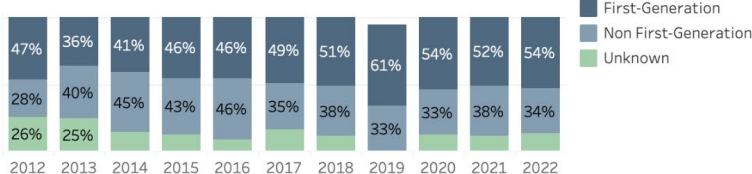


Degree Seeking (UG): Pell Recipient

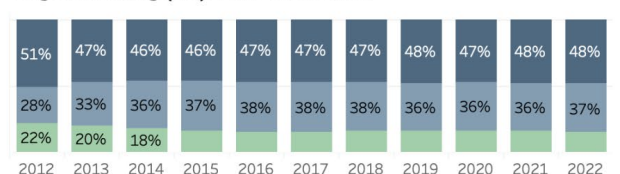


- *First Generation Status: Over the past ten years, the percentage of First-Generation college students enrolled in our English program has grown and now exceeds the percentage of NSC First-Generation College students overall.*

English - BA: First Generation

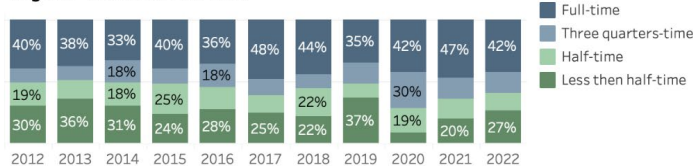


Degree Seeking (UG): First-Generation

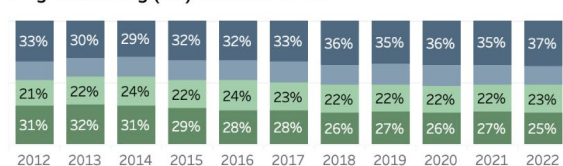


- 3) *Part-time vs. full-time: Over the past ten years, students in our English program have been more likely to be full-time than NSC's overall population.*

English - BA: Academic Load



Degree Seeking (UG): Academic Load

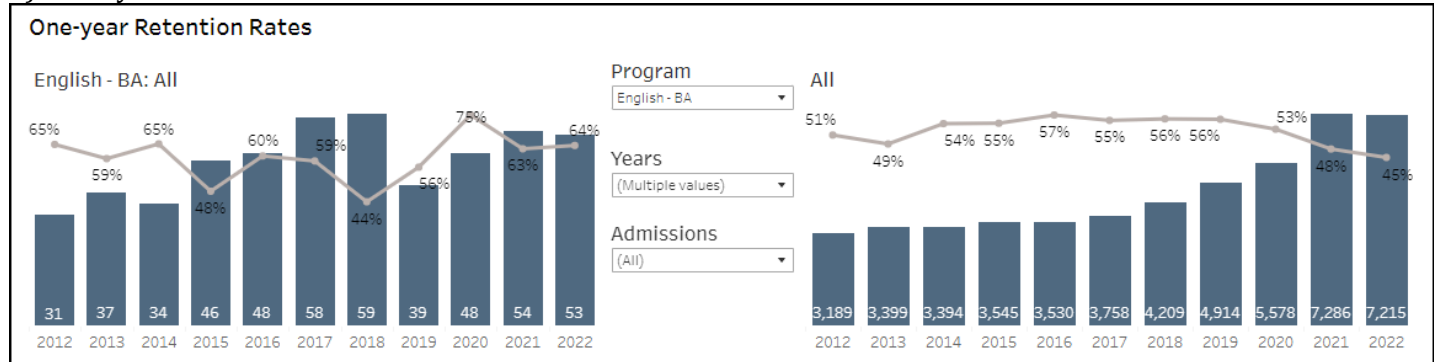


- 4) Average number of credits earned by graduation: Our English BA graduates have typically earned fewer credits by graduation than all NSC graduates; however, this data fact may be explained by the lack of internships and lab courses required by our degree.

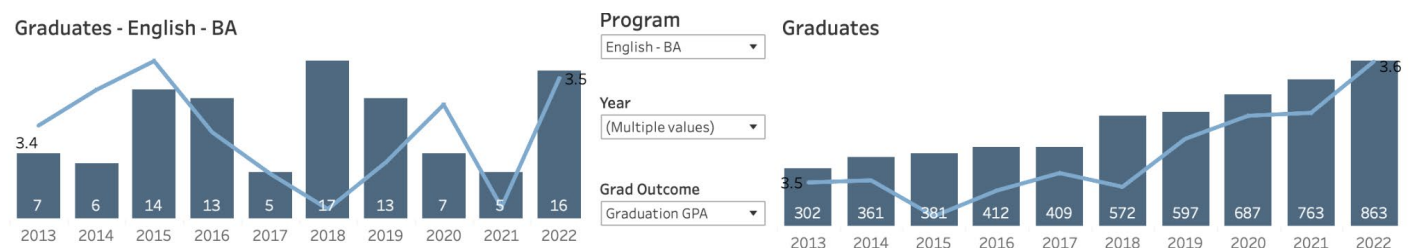


- 5) Not enough data existed in order to present graduation rates for the English program for first-year, full-time cohorts that started prior to 2017. With such small numbers, there is a risk that students could become identifiable when broken down by demographics. Also, the sample is too small to get meaningful statistics.

- 6) One-year retention rates.



- 7) GPA of graduates by academic year: Interestingly, our English BA graduates typically have lower GPAs at graduation than NSC's general student population. This data fact may be explained by departmental standards and rigor, and the fact that across the English BA, very few courses rely on standardized quizzes and tests for assessment and instead require multifaceted written, oral, and multimodal projects requiring complexity of thought and process.



## B. Programmatic Comparisons

- 1) Need for the program.

- a. Our English BA is a necessary program within NSHE and in Southern Nevada because it offers the most affordable four year degree in English studies while also offering the most unique approach to earning the English B.A. across NSHE. Our program is the only program within NSHE that offers a Writing Studies track. Writing Studies, defined broadly, is the study of how, when, and why people write, and includes subjects like writing pedagogy, composition and rhetoric studies, as well as

instruction in qualitative and quantitative research methodologies for studying writing. This track is invaluable for our students who plan to be teachers and conduct classroom research as well as our students who plan to write in their own disciplines or join the publishing world in general.

- b. Our First Year Composition program and English program—where all English BA students begin their academic pathway—develops students’ critical reading, thinking, and researching skills, which are important skills for any field or career. However, our First Year Composition program has developed a specific philosophy for support for multilingual students, and over the past ten years, our faculty have developed this shared philosophy through professional development opportunities.

2) Distinct elements of coursework/program. Comparison/relationship to other programs in NSHE

- a. Our English program offers three tracks for students to choose from, including literary studies, creative writing, and Writing Studies, which is the only writing studies program in the state. Our program also offers students the opportunity to complete an Honors thesis project, which is a project intended to serve their professional or academic goals and invites students to develop interdisciplinary approaches like digital humanities frameworks, secondary education frameworks, critical theory frameworks, and creative writing approaches.
- b. We spearheaded the humanities-based Latin American Heritage and Diaspora Studies minor, which is unique in the state. We developed a new NSHE course - ENG 270 Introduction to Diaspora Studies in support of the minor. Other courses developed include Introduction to Chicano Literature; Early Latino/a Literature; Contemporary Latinx Literature; a seminar on the work of Gloria Anzaldúa.
- c. Our program works closely with NSC’s Secondary Education BA and supports those students as they develop knowledge and skills around writing pedagogies and assessment as well as literary analysis and creative writing. We provide content mastery and specific English pedagogical strategies. We provide opportunities for content-specific lesson and unit plan development as well as qualitative pedagogical research.
- d. The thesis defense is an experience that is typically only offered to graduate students, but our English B.A. Honors Thesis students have this opportunity. Our Honors Thesis program provides a one-semester course in which they develop their literature review, methods, and analysis with their selected mentor in the English studies area (writing studies, creative writing, or literary analysis) and present their projects to a faculty committee. Their projects often serve as part of their application to graduate school or as foundational to their graduate school or career work. This defense opportunity is also available for creative writing students pursuing their advanced creative writing manuscript course as an independent study.

**Overall Estimated Comparison**

| Credit Load                            | NSC      | UNLV     | UNR      |
|----------------------------------------|----------|----------|----------|
| 12 credits                             | \$2,520  | \$3,890  | \$3,605  |
| 15 credits                             | \$3,112  | \$4,726  | \$4,418  |
| 30 credits                             | \$6,225  | \$9,452  | \$8,837  |
| Estimated cost to complete 120 credits | \$24,900 | \$37,808 | \$35,348 |

**Articulation Agreements**

The Nevada State Transfer Team oversees the update of our articulation agreements with the College of Southern Nevada every spring. The Transfer Team works in tandem with CSN’s Assistant Director of Academic Articulation to maintain and update these agreements for all of the Bachelor of Arts and Bachelor of Science degrees that Nevada State offers. The finalized agreements are posted each summer on the dedicated CSN transfer page of the

Nevada State website for ease of student and CSN Academic Advising access. The agreements are produced in the format of a four-year degree map to simplify understanding of the pathway from the student's first semester at CSN to their final semester at Nevada State. This process is carried out in coordination with David Singleton, NSHE Academic and Transfer Policy Analyst.

### III. FACULTY INFORMATION

#### A. Faculty Profiles

- 1) The percentage of English classes taught by FT vs. PT faculty

| Class Sections |           |       |           |
|----------------|-----------|-------|-----------|
|                | Full time | Supp. | Part time |
| Fall 2022      | 33%       | 2%    | 64%       |
| Grand Total    | 33%       | 2%    | 64%       |

- 2) Table summarizing rank of faculty teaching English courses (lecturer, tenure-track, full prof, etc.)

|                      |                                             |
|----------------------|---------------------------------------------|
| Molly Appel          | Assistant Professor, Tenure Track           |
| Laura Decker         | Assistant Professor, Tenure Track (.75 FTE) |
| Rachel Herzl-Betz    | Assistant Professor, Tenure Track (.25 FTE) |
| Emily Hoover         | Lecturer, Non-Tenure Track                  |
| Heather Lang-Cassera | Lecturer, Non-Tenure Track                  |
| Leila Pazargadi      | Full Professor                              |
| Joanna Shearer       | Associate Professor                         |
| Brianne Taormina     | Lecturer, Non-Tenure Track                  |
| Adriana Varga        | Lecturer, Non-Tenure Track                  |

- 3) Include current CVs in an appendix folder and link here.
- 4) For full-time instructors, 100% identified as white and female. For part-time instructors, 68% identified as white, 18% identified as Hispanic, and the remaining percentages were too small to report in order to maintain anonymity. Also for part-time instructors, 55% identified as female and 41% identified as male.

#### B. Teaching Quality

- Describe indicators of teaching and advising quality (including, but not be limited to, innovative features of the program, awards, teaching accomplishments of the faculty, advising success, advanced degrees earned, workshops attended, and/or papers presented). Representative examples will suffice.

- 1) Our English faculty utilize many exceptional and high-impact teaching practices, including critical pedagogical approaches like co-creating rubrics and course policies with students, providing live-feedback on assignments through one-on-one conferences, and embedding writing tutors from the Writing Center in our courses. Our Composition program specifically has offered cohort-style disciplinary courses in the health sciences and education fields. Our creative writing faculty also run *300 Days of Sun*, an international literary journal, and have embedded the editorial duties as course assignments in the professional editing (ENG 405A) course. Students in introductory, intermediate, and advanced creative writing courses also serve as readers and editors of the journal.
- 2) Over the past ten years, our English faculty has won many awards, including the Humanities Department Teaching Award, the iTeach award, the NSC's Regent's Non-Tenure Track Teaching Award, and the Regent's Rising Researcher Award. Our faculty and programs have also been recipients of regional and national grants (NEH, ECMC, Strong Start to Finish, Digital Ethnic Futures Consortium Fellowship, Teach For America Sage & Systems Fellowship) and have served as Poet Laureate for Clark County.
- 3) Our faculty demonstrate exceptional teaching and win awards in part due to their continued professional development. As evidence, in the past ten years multiple faculty have earned their CTLE Basic and Advanced Teaching Certificate, ACUE certification, CTLE Best Practices in Online Teaching Certificate, and one English faculty member earned a CTLE Faculty Fellowship while another completed a Ph.D. program. Additionally, each year faculty present teaching-focused projects at conferences including the Conference on College Composition and Communication, the Modern Language Association, the National Humanities Conference, the American Comparative Literature Association, the American Studies Association, PAMLA, Teaching 4 Learning, the Lilly Conference, the Association of Literacy Educators and Researchers, the International Congress on Medieval Studies, and the Far West Popular Cultural Conference.

### ***C. Student Evaluations***

- 1) Faculty teaching English courses rank high in overall course ratings, generally averaging between 4.4 to a 4.7 average (out of 5.0) over recent years. This trend appears to hold for both full-time and part-time instructors. In regard to quantitative student ratings, a 4.5 average has been Nevada State's typical standard for excellence in teaching in the LASB Standards of Academe.



## Faculty Ratings

|                        | Spring 2018 | Summer 2018 | Fall 2018 | Spring 2019 | Summer 2019 | Fall 2019 | Spring 2020 | Summer 2020 | Fall 2020 | Spring 2021 | Summer 2021 | Fall 2021 | Spring 2022 | Summer 2022 | Fall 2022 |
|------------------------|-------------|-------------|-----------|-------------|-------------|-----------|-------------|-------------|-----------|-------------|-------------|-----------|-------------|-------------|-----------|
| Students               | 918         | 94          | 1,203     | 1,035       | 108         | 1,458     | 1,297       | 133         | 1,845     | 1,646       | 128         | 1,796     | 1,530       | 127         | 1,771     |
| DFW or I grades        | 21%         | 10%         | 18%       | 17%         | 16%         | 12%       | 11%         | 8%          | 13%       | 12%         | 16%         | 15%       | 12%         | 15%         | 15%       |
| Instructors            | 23          | 4           | 28        | 21          | 4           | 23        | 25          | 6           | 24        | 20          | 9           | 24        | 16          | 8           | 19        |
| Instructors (FT)       | 7           | 1           | 7         | 8           | 0           | 6         | 6           | 4           | 7         | 7           | 3           | 7         | 10          | 5           | 8         |
| Instructors (PT)       | 16          | 3           | 21        | 13          | 4           | 17        | 19          | 2           | 17        | 13          | 6           | 17        | 6           | 3           | 11        |
| Rating (All)           | 4.5         | 4.5         | 4.5       | 4.6         | 4.4         | 4.5       | 4.5         | 4.7         | 4.5       | 4.6         | 4.6         | 4.5       | 4.5         | 4.5         | 4.5       |
| Rating (FT) - LD       | 4.5         |             | 4.5       | 4.6         |             | 4.3       | 4.4         | 4.6         | 4.3       | 4.5         | 4.5         | 4.4       | 4.4         | 4.6         | 4.4       |
| Rating (FT) - UD       | 4.5         |             | 4.4       | 4.5         |             | 4.5       | 4.8         | 4.7         | 4.5       | 4.7         | 4.9         | 4.8       | 4.7         | 4.6         | 4.6       |
| Rating (PT) - LD       | 4.5         | 4.3         | 4.5       | 4.6         | 4.4         | 4.3       | 4.4         | 4.6         | 4.3       | 4.5         | 4.5         | 4.4       | 4.4         | 4.6         | 4.4       |
| Rating (PT) - UD       | 4.4         |             | 4.5       | 4.4         |             | 4.7       | 4.4         |             | 4.8       | 4.6         | 4.6         | 4.6       | 4.6         | 4.2         | 4.5       |
| Rating (In-person)     | 4.5         |             | 4.5       | 4.6         |             | 4.5       | 4.5         |             |           |             |             |           | 4.6         | 4.6         | 4.6       |
| Rating (Hybrid)        |             |             |           |             |             |           |             |             |           |             |             |           |             |             | 4.6       |
| Rating (Web based)     | 4.6         | 4.5         | 4.5       | 4.6         | 4.4         | 4.3       | 4.5         | 4.7         | 4.4       | 4.5         |             | 4.4       | 4.5         | 4.4         | 4.4       |
| Rating (Online Live)   |             |             |           |             |             |           |             |             |           |             |             |           |             |             | 5         |
| Rating (Remote Live)   |             |             |           |             |             |           |             |             |           |             | 4.8         | 4.7       | 4.4         |             |           |
| Rating (Remote Hybrid) |             |             |           |             |             |           |             |             | 4.5       | 4.8         |             | 4.5       |             |             |           |
| Rating (Remote Asynch) |             |             |           |             |             |           |             | 4.8         | 4.5       | 4.6         | 4.6         | 4.4       |             |             |           |

## IV. STUDENT INFORMATION AND ASSESSMENT

### A. Post-Graduate Success

Our English majors go on to report high levels of success (alumni survey). Additionally, many of our students have continued their studies through graduate work, including doctoral programs in Writing, Rhetoric, and Literacy at The Ohio State University and in Portuguese at UCLA, two UNLV Boyd School of Law graduates; a Master's program graduate of University of North Carolina, University of Colorado, and at Boston College. We have had students participate in post-baccalaureate programs at Yale, UCLA, and Penn State. Our graduates have expanded on their workforce skills by entering fields such as technical writing, editing, community/non-profit organizations, and in the creative realm through three published books of poetry. Furthermore, our majors have become lead teachers in Clark County, Colorado, and Arizona school districts.

### B. Student Learning Outcomes

- Critically engage with scholarly research and write in multiple formats, including convincing literary analyses, with exceptional clarity and insight
- Interpret traditional texts, such as printed prose and poetry, and nontraditional forms of literature, such as graphic novels, film, and digital media, using academic voice
- Demonstrate a broad understand of various literary periods as well as both canonical and emerging areas of literary theory
- Identify an assignment's rhetorical context and use that knowledge to shape their own argumentative, creative, and interpretive choices
- Articulate the importance of culturally diverse contributions to the literary canon and an intersectional approach to the interpretation of literature

### **C. Outcomes Assessment**

- The process of Outcomes Assessment occurs on a bi-annual basis for all degree programs. In October the Dean of the College of Liberal Arts and Sciences, in consultation with area Department Chairs, selects assessment chairs for each program under review, who in turn select a three-person committee of faculty reviewers. This committee typically consists of three individuals with expertise in the discipline under examination, but often will include a strategically-selected faculty member from outside of the discipline. In broad terms, the committee targets a single learning outcome, randomly selects student “artifacts” (i.e., major assignments) that presumably reflect outcome performance, and then devises a rubric to evaluate the artifacts. The resulting scores and qualitative observations are incorporated into a formal report that describes the strengths and weaknesses of the program and renders suggested revisions. The revisions are implemented and the process begins anew as faculty gauge the extent to which the program has improved.
- Several essential methodological elements enhance the quality and consistency of this process:
  - 1) Outcome alignment: Faculty strive to develop clear, concise learning outcomes that reflect meaningful achievements in the area of study. At the outset of each assessment cycle, faculty also are asked to carefully align these learning outcomes with institutional and school-wide missions and consensus goals of the field. In this fashion, we consistently ensure that each program contributes to larger strategic objectives and maximizes each student’s potential for success in his or her respective field.
  - 2) Clear rubric: Assessment is most effective if the evaluation of student performance is guided by a rubric that minimizes ambiguity by relying on clear, widely understood definitions and rating scales. A rubric is “a predefined scoring scheme to guide the analysis of student performance or artifacts” (Nicholas & Nichols, 2005, p. 110). It is applied as a set of rules for evaluating student performance, and it establishes a criterion by which the student will be deemed successful (e.g., at least a 3 on a 4-point scale). To this end, rubrics “set a common understanding among multiple judges about what represents success in student learning” (Nichols & Nichols, 2005, p. 110). The rubric answers fundamental questions about how student performance will be measured, it discriminates between high and low quality student work, and it helps ensure that our judgments are valid and reliable. In general terms, it does this by clearly identifying several criteria by which a student’s performance can be judged (e.g., relied on empirical data, provided a clear thesis statement, etc.) and then by delineating performance levels for each criterion (e.g., unsatisfactory, satisfactory, proficient, & excellent).
  - 3) Random Sampling: A random and robust sample of student work (referred to as “artifacts”) in this circumstance is our best chance of taking a representative snapshot of NSC student performance, and thereby is most likely to guide improvements that assist a broad proportion of our student population. Moreover, the artifacts selected for analysis are “key assessments” – culminating assignments that are designed to showcase important student knowledge and skills.
  - 4) Value added: For each outcome we assess a sample of student artifacts from lower division classes and a separate sample from upper division courses. In this fashion we can estimate how much progress students have made over time as a result of the quality of the instruction and curriculum in our law enforcement program.
  - 5) Iterative philosophy: Importantly, the act of assessment does not exist in isolation; rather, it is a process that yields recommendations, the implementation of those recommendations, and a follow-up assessment to determine the effectiveness of the changes. At the close of this basic three-stage cycle, the process begins anew, which in many ways is the only response to a constantly evolving discipline and the ever-changing needs of businesses, organizations, and the community.

### **D. Student Satisfaction**

*Provide evidence of student satisfaction with the program. (May include surveys of current and alumni students, NSSE data, or customized surveys.)*

Data from NSSE student surveys aggregated across the past five (5) years is presented below. Student respondents from the English BA program are compared to Nevada State student respondents from all other



programs. English students reported experiencing slightly higher levels of effective teaching practices, higher-order learning, learning strategies, reflective and integrative learning, and student faculty interaction.

|                                                                                                                                                                                                                                                                                     |       |                   |       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------------------|-------|
| Effective Teaching Practices - Amount instructors emphasized student comprehension and learning with clear explanations and organization, use of illustrative examples, and providing formative and effective feedback.                                                             | Other | N                 | 1,753 |
|                                                                                                                                                                                                                                                                                     |       | Score             | 42.6  |
|                                                                                                                                                                                                                                                                                     |       | % Diff. from Avg. | 0%    |
|                                                                                                                                                                                                                                                                                     | ENBA  | N                 | 40    |
|                                                                                                                                                                                                                                                                                     |       | Score             | 44.8  |
|                                                                                                                                                                                                                                                                                     |       | % Diff. from Avg. | 0%    |
| Higher-Order Learning - Amount coursework emphasized challenging learning tasks including applying learned information to practical problems, analyzing ideas and experiences, evaluating information from other sources, and forming new ideas from various pieces of information. | Other | N                 | 1,762 |
|                                                                                                                                                                                                                                                                                     |       | Score             | 42.9  |
|                                                                                                                                                                                                                                                                                     |       | % Diff. from Avg. | 0%    |
|                                                                                                                                                                                                                                                                                     | ENBA  | N                 | 41    |
|                                                                                                                                                                                                                                                                                     |       | Score             | 47.8  |
|                                                                                                                                                                                                                                                                                     |       | % Diff. from Avg. | 0%    |
| Learning Strategies - How often students enacted basic strategies for academic success, such as identifying key information in readings, reviewing notes after class, and summarizing course material.                                                                              | Other | N                 | 1,680 |
|                                                                                                                                                                                                                                                                                     |       | Score             | 41.7  |
|                                                                                                                                                                                                                                                                                     |       | % Diff. from Avg. | 0%    |
|                                                                                                                                                                                                                                                                                     | ENBA  | N                 | 41    |
|                                                                                                                                                                                                                                                                                     |       | Score             | 44.1  |
|                                                                                                                                                                                                                                                                                     |       | % Diff. from Avg. | 0%    |
| Reflective & Integrative Learning - How often students made connections with prior knowledge, other courses, and societal issues, took into account diverse perspectives, and reflected on their own views while examining the views of others.                                     | Other | N                 | 1,860 |
|                                                                                                                                                                                                                                                                                     |       | Score             | 40.5  |
|                                                                                                                                                                                                                                                                                     |       | % Diff. from Avg. | 0%    |
|                                                                                                                                                                                                                                                                                     | ENBA  | N                 | 41    |
|                                                                                                                                                                                                                                                                                     |       | Score             | 43.1  |
|                                                                                                                                                                                                                                                                                     |       | % Diff. from Avg. | 0%    |

|                                                                                                                                                                                                                                                                                                  |       |                   |       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------------------|-------|
| Student-Faculty Interaction - How often students had meaningful, substantive interactions with faculty members and advisors, such as talking about career plans, working on committees or student groups, discussing course material outside of class, or discussing their academic performance. | Other | N                 | 1,809 |
|                                                                                                                                                                                                                                                                                                  |       | Score             | 22.5  |
|                                                                                                                                                                                                                                                                                                  |       | % Diff. from Avg. | 0%    |
|                                                                                                                                                                                                                                                                                                  | ENBA  | N                 | 41    |
|                                                                                                                                                                                                                                                                                                  |       | Score             | 26.3  |
|                                                                                                                                                                                                                                                                                                  |       | % Diff. from Avg. | 0%    |

### ***E. Demand for Graduates & Barriers to Success***

The table below provides DETR job opening projections through 2028 for English teachers, specifically. This is only a sample of job demand for English majors, as graduates may enter a number of fields that are not specifically coded as “English” in the DETR database.

| Major/Minor | Occupation Code & Title                                     | Period               |                |                      |          | Total Annual Openings |
|-------------|-------------------------------------------------------------|----------------------|----------------|----------------------|----------|-----------------------|
|             |                                                             | Base Year Employment | Numeric Change | Projected Employment | % Change |                       |
| English     | 251123 - English Language and Literature Teachers, Postseco | 492                  | 72             | 564                  | 15%      | 50                    |
|             | 252031 - Secondary School Teachers, Except Special and Care | 5,944                | 839            | 6,783                | 14%      | 530                   |

## **V. CURRICULUM INFORMATION**

### ***A. Curricular Strengths & Weaknesses***

List classes required for program:

Foundations (9 credits) - required: ENG 212: Introduction to Writing Studies, ENG 298: Writing About Literature, ENG 303: Introduction to Literary Theory & Criticism, and ENG 326: Junior Seminar

Literary History (9 credits) - required: (1) course in Ancient - Renaissance eras, (1) course in 17th - 19th Century eras, and (1) course 20th - 21st Century eras

- Courses available include (but are not limited to): ENG 231/232: World Literature I & II, ENG Survey of 241/241: American Literature I & II, ENG 235/236: Survey of British Literature I & II, ENG 292: Introduction to Chicano Literature, ENG 360: Literature of the Ancient World, ENG 434A: Shakespeare’s Comedies, ENG 442A: The Seventeenth Century, ENG 450A: Studies in 20th Century Literature, ENG 460A: Heroic Epics, ENG 462C: Modern American Poetry, ENG 467B: Modern American Drama, ENG 484A: The Bible as Literature, 490: Asian-American Literature, ENG 490A: Gender & Sexuality in Literature, ENG 494A: Native American Literature, ENG 496B: Early Latino/a Literature, and ENG 497A: Topics in Multicultural Literature.

Topics (24 credits) - required: any 200- or 400-level ENG course - can be literature, Writing Studies, & creative writing

- Courses available include (but are not limited to) the above courses listed under “Literary History” as well as the following other options: ENG 201: Writing and Identity, ENG 204: Introduction to Professional Writing; ENG 205: Introduction to Creative Writing, ENG 226: Memoir and Autobiography, ENG 230:

Writing Creative Nonfiction, ENG 251: Survey of Young Adult Literature, ENG 268: Introduction to Migrant Literature, ENG 270: Introduction to Diaspora Studies, ENG 272: Queer Literature, ENG 301: Understanding Arguments, ENG 302: Introduction to Theories of Writing, ENG 305/306: Fundamentals of Creative Writing: Fiction I & II, ENG 307/308: Fundamentals of Creative Writing: Poetry I & II, ENG 400A: Topics in Writing, ENG 402A: Advanced Creative Writing, ENG 405A: Professional Editing & Publishing, ENG 407A: Fundamentals of Business Writing, ENG 407B: Fundamentals of Technical Writing, ENG 477A: Film & Literature, ENG: Topics in Comparative Literature, ENG 486A: Studies in Post-Colonial Literature & Theory, ENG 496C: Topics in Middle Eastern Literature, ENG 496D: Contemporary Latinx Literature, and ENG 498: Honors Thesis

## ***B. Program Improvement***

### **Program Assessment**

The College is exploring an overhaul to our assessment system, but currently we incorporate two primary modes of assessment, with one emphasizing a deeper analysis of student learning (the Nichols method; Nichols & Nichols, 2005) and the other complementing this approach with a broader look at program elements. The former method is referred to as "Outcomes Assessment," (section IV.C. of this report) and the latter is identified as "Program Assessment." In the years between the biannual Outcomes Assessment, faculty examine programs at a broader level. This type of assessment includes a comprehensive report from Institutional Research of the program's "vital signs" (e.g., enrollment, retention, and graduation trends) as well as another method that is tailored to the unique needs of the program. To this end, faculty have implemented program assessments that include audits of assignment quality, student surveys of the program, alumni surveys, and reviews of syllabi across the curriculum.

- DFWI rate has gone down since we changed the prerequisites (200 level) for upper division courses.
- Revised outcomes to be more accessible.
- Anecdotally, we noticed that by 400 level, students still weren't great with MLA citation, so we used that data to identify where MLA instruction is most appropriate in the major.

## **VI. EVALUATION OF RESOURCES**

### ***A. Library Resources***

- The Marydean Martin Library is an 8,000 ft<sup>2</sup> facility in the Rogers Student Center that provides 16 desktop computers (with additional laptops for loan), seating for 174 students, 14 collaborative work spaces, and in-person assistance with research and technology questions. The Library's collections model emphasizes easy discovery and retrieval of materials in a wide variety of formats. The Library provides access to approximately 100,000 journals and serials, 1.5 million e-books, and 10,000 streaming video and audio materials. The predominately digital collection allows for easy remote access to the majority of the library collection. Within Canvas (the campus LMS), instructors can easily link to appropriate library resources.
- Library staff regularly monitor statistics on the use of online information resources, including cost effectiveness and patterns of use. Periodically, subscriptions are canceled or added in order to adjust to the addition or growth of programs and to the research and teaching needs of new faculty. Interlibrary Loan data are regularly examined to determine the items that are most frequently requested and to make purchasing decisions accordingly.
- Academic journals are among the most important resources for our students and faculty, and the NSC library provides access to key databases in the field. These include:
  - *The Writing Center Journal; Pedagogy; Disability Studies Quarterly; Computers and Composition; College Composition and Communication* (most recent years are only available on campus); *WLN: A Journal of Writing Center Scholarship*

## ***B. Computer Resources***

- The Office of Information & Technology Services (ITS) maintains and supports computer labs, general-use workstations, and kiosks. NSC provides approximately 470 student workstations that offer access to the internet, printing, Microsoft Office, and specialized software such as SPSS and Adobe Creative Suite. Additional equipment is available for checkout at the library, including laptops, Chromebooks, iPads, Kindle readers, and video cameras. A student technology fee is allocated annually to support a 5-year replacement plan for all classroom, lab, and general-use student workstations. This replacement plan ensures that student workstations are never more than 5 years old. The technology fee also supports upgrades to classroom audio/visual systems, software, and infrastructure.
- Each full-time employee is provided with at least one desktop workstation or laptop and resources such as the internet, network file storage, printing, Microsoft Office, and, as needed, specialized software such as Camtasia, SPSS, or the Adobe Creative Suite. Laptops, tablets, and projectors are available for checkout. All campus workstations, including those in open computer labs and spaces, are available for use by NSC faculty and staff. Funds are allocated annually to support a 5-year replacement plan for all faculty and staff workstations.
- ITS maintains a wide area network in all buildings across the main campus. The internal core network runs at 10 Gb/s with 1 Gb/s connectivity to end devices. Both a guest and secured wireless connection is available at all facilities to provide connectivity for mobile devices. Internet connectivity for the campus is provided by the NSHE's statewide network, NevadaNet, providing speeds of up to 10 Gb/s.
- NSC's data center infrastructure consists of a Nutanix virtual server environment. This infrastructure supports over 70 virtual machines running on 4 physical hosts with approximately 50 terabytes of disk storage. Server infrastructure equipment is configured with multiple layers of redundancy and is housed between two campus data centers. Data center, core network, and telecommunication infrastructure is refreshed on a 10-year replacement cycle.
- NSC takes a cloud-first approach for enterprise applications in order to reduce staffing needs and eliminate the costs for acquiring, maintaining, and upgrading hardware and software. Through a single sign-on online campus portal, NSC's enterprise applications are accessible 24/7 from anywhere in the world. This provides faculty, staff, and students with access to electronic resources to support management and operational functions, academic programs, and support services, wherever offered and however delivered.

## ***C. Facilities & Instructional Equipment***

- While NSC has expanded its physical facilities significantly in recent years, securing sufficient space continues to be a challenge, given the College's rapid growth. Current facilities are adequate to meet current demands for instructional space, employee offices, and other uses. Program growth will require additional space for classrooms, science labs, research facilities (including equipment and materials storage), employee offices, and open spaces for studying and student activity.
- Every classroom at NSC is configured as a smart classroom with instructor workstations, projection systems, wireless connectivity, document cameras, and interactive touch devices that permit instructors to write digitally on a board or computer monitor. Over 40% of classrooms have lecture capture systems that allow instructors to record lectures, demonstrations, and clinical simulations. Video conferencing is available through online conferencing tools such as BlueJeans, Microsoft Teams, and Zoom. The campus has adopted Canvas as the learning management system.
- The Office of INstructional Technology has invested in in-person and online training opportunities and online technology workshops and real-time instructional resources. This ensures that faculty can receive the type of training that best fits their preferences, needs, and skills. Web-accessible resources ensure that course design and development assistance is available wherever faculty need it. Instructional Technology and Center for Teaching and Learning Excellence (CTLE) staff provide one-on-one consultations on course development, instructional design strategies, assessment methods, course communication, online course management, and the use of media and live lecture materials.

## ***D. Non-academic Services***

- **Academic Advising**

Since 2013, the Academic Advising Center has nearly quadrupled its number of professional Advisors from three to eleven, restructured the center to establish a Director of Advising, and created two additional leadership positions within the office, the Associate Director of Academic Advising and Student Success Initiatives, and the Advising and Completion Manager. Equipped with these resources, the AAC has been integral to the implementation of several NSHE projects (e.g., 15-to-Finish; continuous enrollment in gateway math and English) and has enforced semester-by-semester mandatory advising for all degree seeking students with fewer than 90 credits.

This substantive investment in a comprehensive model of advising reflects both our commitment to student success and our belief that close guidance and mentorship can help our students achieve their highest potential. Owing to this expansion in capacity, the AAC assumed a number of key responsibilities, including oversight of our 15-to-Finish campaign, and continuous enrollment in college math and English. Moreover, to increase the probability of student success, mandatory advising is applied to specific populations and enforced through registration holds. The presence of a hold and the need to meet with an advisor are communicated to students via email and through a notification in PeopleSoft.

The AAC has established a team model where advisors serve on one of three advising teams: Liberal Arts, STEM (including Pre-Nursing), and Education/Pre-Education/Pre-Speech Pathology. The team model allows students to receive timely advising appointments. Each advisor is responsible for advising students on matters related to their academic success, including academic standing, Satisfactory Academic Progress for financial aid recipients, and adherence to NSHE policies related to remedial math (see NSHE Handbook 4.16.1). Advisors at all levels understand that a high proportion of our students come from nontraditional, first-generation backgrounds, and they remain vigilant in directing students to resources and experiences that may be unfamiliar to our students (e.g., supplemental instruction; the importance of research experience for those planning to apply to graduate school).

- **Academic Success Center**

The Academic Success Center (ASC) provides academic guidance and enhanced learning skills through peer-to-peer support and evidence-based initiatives, while leading students toward independent learning. The ASC provides free in-person and online tutoring services to all enrolled students. Online tutoring services are available 24 hours a day, 7 days a week, and through a concerted marketing effort, usage of these services has increased substantially. The ASC works with faculty to ensure tutors have access to key course materials (syllabi, lecture slides, etc.) that assist tutors in designing tutoring sessions and ensure consistency in the information students receive. The ASC also provides embedded peer-led Supplemental Instruction and conducts metacognition and learning strategy workshops for College Success courses.

- **Disabilities Resource Center**

The Disabilities Resource Center (DRC) provides eligible students with accommodations and services. The DRC recently implemented an online case management program that allows for more efficient and easier tracking of all DRC notifications and documentation. The DRC Director has also increased students' access to assistive technologies such as Read & Write, which is available to all NSC students for free. DRC staff train DRC students on how to use these assistive technologies, which can greatly enhance their academic success.

- **Student CARE Team and Counseling Services**

The Student Concern, Assessment, Referral, and Education (CARE) Team promotes students' wellbeing and success. The CARE Team consists of a full-time case manager, faculty representatives from each school, and staff members from key units (e.g., Financial Aid, the Academic Advising Center). Faculty and staff may refer any student who is in distress or otherwise poses a concern, and students may also self-

refer. The CARE Team connects students with resources such as advising and tutoring; it also manages a food pantry and donated funds that can be used to cover emergency costs, psychological or disability assessments, or other needs. The College contracts with a private mental health provider and also employees one full-time staff member to offer free on-campus mental health services. Students receive several free sessions, and if longer-term therapy or other services are required, the case manager works with the student and recommendations from the therapists to connect the student with providers in the community who are covered by their insurance or accept sliding-scale fees.

- **Career Services Center**

The Career Services Center (CSC) organizes career fairs, mock and real interviews, resumé reviews, and other workshops that help students prepare for the job market. The CSC also offers students the opportunity to search for jobs through Handshake.

- **Financial Aid**

Financial aid programs at Nevada State College are directly aligned with our mission. Information about available financial aid programs is published on the NSC website and is discussed extensively at New Student Orientation. In addition to face-to-face and phone counseling, the Office of Financial Aid engages in extensive outreach to campus promoting financial aid and scholarship opportunities, and periodically conducts workshops on financial management and minimizing indebtedness. NSC provides each student with a membership to Financial Awareness Basics, an online, interactive financial literacy program maintained by the Educational Credit Management Corporation (ECMC). A library of topical videos and a chatbot also are available through Financial Aid TV (FATV) on the NSC website.

Generally, the number of aid packages has kept pace with our enrollment growth. Additional insight comes from an examination of the aid granted to IPEDs students, which can be compared to the data for our peer institutions. These data show that, starting in 2012–13, a greater proportion of NSC’s first-year full-time students have received grants than those students at our comparison institutions (Figure 4B-7), with over 80% of our incoming IPEDs cohort receiving grant aid in every year of this accreditation cycle.

While DACA/undocumented students are not eligible for federal financial aid, they do qualify for some state and institutional scholarships if they graduated from a high school or community college in Nevada. NSC also partners with TheDream.US to provide scholarships to undocumented students.

## VII. INFORMATION PROVIDED BY THE DEAN

### ***A. Discipline-Specific Accreditation Status***

N/A

### ***B. Resource Analysis***

Resource needs specific to the English program were not highlighted by the committee in this review. That said, as the dean overseeing scheduling and enrollment, I have noticed that there is an increasing struggle to find qualified part-time instructors who can teach in-person courses. The chair has noted this need too, and it is likely linked to the aftermath of the pandemic. First-year composition courses tend to serve our student population best when delivered face-to-face although a few sections are delivered in other modalities to be flexible and accommodate student needs.

While NS has expanded its physical facilities significantly in recent years, securing sufficient space continues to be a challenge, given the University’s rapid growth. Current facilities are adequate to meet current demands for instructional space, but space is very limited for faculty and staff offices. Program growth will require additional

space for classrooms, science labs, research facilities (including equipment and materials storage), employee offices, and open spaces for studying and student activity.

### ***C. Student Success Data***

Enrollment over the past ten years demonstrates growth trends, with periods of rebuilding after large cohort graduations (a drop from 72 in 2018 to 54 in 2019). That said, enrollment is currently back up to 71 as of 2022. Additionally, the English program has grown in diversity similar to the population at NS for the past review cycle as well. Since 2017, students have been majority Hispanic (32-44%), female (71-76%), and first generation (49-61%). English BA graduates have typically earned fewer credits by graduation than all NSC graduates; however, this data fact may be explained by the lack of internships and lab courses required by our degree. It may also be indicative of an efficient pathway to degree completion. One-year retention rates have fluctuated over the past ten years, but average about 60%. Interestingly, English BA graduates have slightly lower GPAs at graduation than NSC's general student population. This data fact may be explained by departmental standards and rigor, and the fact that across the English BA, very few courses rely on standardized quizzes and tests for assessment and instead require multifaceted written, oral, and multimodal projects requiring complexity of thought and process.

## **VIII. IMPROVEMENTS SINCE LAST REVIEW**

### ***A. Improvements***

Several representative improvements made during the current review cycle include:

- The First Year Composition program has developed a specific philosophy of support for multilingual students, and over the past ten years, the English faculty have developed this shared philosophy through professional development opportunities.
- English spearheaded the humanities-based Latin American Heritage and Diaspora Studies minor, which is unique in the state. They developed a new NSHE course - ENG 270 Introduction to Diaspora Studies in support of the minor. Other courses developed include Introduction to Chicano Literature; Early Latino/a Literature; Contemporary Latinx Literature; a seminar on the work of Gloria Anzaldúa.
- As evidenced in the section above on teaching quality, English faculty pursued many professional development opportunities over the past review cycle and won many awards (including teaching awards, research awards, grants, and one faculty member serving as the Clark County Poet Laureate).
- Over the past ten years, NSSE data demonstrated that English students reported experiencing slightly higher levels of effective teaching practices, higher-order learning, learning strategies, reflective and integrative learning, and student faculty interaction compared to all other students at NS.
- The DFWI rate has gone down since faculty changed the prerequisites (200 level) for upper division courses.
- The program revised their outcomes to be more accessible.



## IX. FINAL SUMMARY & IMPROVEMENT PLAN

*Below are key recommendations and actions to be taken that achieve these recommendations:*

- Continue leveraging the uniqueness and strength of the Writing Studies track
  - 1) The NS program is the only program within NSHE that offers a Writing Studies track. Writing Studies, defined broadly, is the study of how, when, and why people write, and includes subjects like writing pedagogy, composition and rhetoric studies, as well as instruction in qualitative and quantitative research methodologies for studying writing. This track is invaluable for our students who plan to be teachers and conduct classroom research as well as our students who plan to write in their own disciplines or join the publishing world in general.
- Recently, the program and the dean's office have determined to work together with the advising center to strategize a more efficient and effective method for directed self-placement into first year English courses.
  - 1) The chair and faculty of Humanities/English have noticed that directed self-placement is not being utilized in the most efficient method. Staff in the dean's office will work with program stakeholders to determine a better method for students to self-place as they enter NS. The AAC will be a key stakeholder in helping us bring the new strategy to fruition.