

## **Great Basin College B.A. in English Program Review Report**

*Submitted Spring 2021*

*Prepared by the B.A. in English Program Review Committee:*

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## **Introduction**

This Program Review documents the performance of the Bachelor of Arts in English at Great Basin College during its initial five-year review period. The report will include a brief program history, a discussion of alignment with the college's mission, student demographic and performance data, an analysis of program strengths and weaknesses and recommendations for the coming review cycle.

This report was prepared by the Program Review Committee, which consisted of: Dori Andrepont (Graduate, GBC Staff), Susanne Bentley (English Faculty), Evi Buell (English Faculty, Department Chair), Nick Cooley (English Faculty), Ethan Hawkley (Social Science Faculty), Sam Lackey (English Faculty), Jennifer Stieger (Graduate, English Faculty), Dean Straight (English Faculty), Gary Totten (UNLV English Faculty and Department Chair) and Josh Webster (English Faculty, Program Supervisor). The committee wishes to thank William Brown and Brandis Senecal of Institutional Research and Brianne Murphy, Administrative Assistant for Arts and Letters, for providing report data.

## **Program History**

The B.A. in English at Great Basin College began in Fall of 2016 after approval by the Board of Regents in the 2015/2016 academic year. The program was intended to increase the offerings of traditional B.A. and B.S. degrees at GBC by capitalizing on existing upper-division courses and faculty supporting the Secondary Education degree with English Certification.

The program is structured on the 2+2 model, which allows students who have completed an Associate's degree at GBC or another institution to pursue the additional sixty credits required for a Bachelor's degree. In keeping with mission goals, the entire program can be completed asynchronously online, though some classes are offered via interactive video and live when logistics allow.

In the past five years, the program has grown significantly, boosting enrollment in English courses at the 200, 300 and 400 level as well as allowing for the creation of new courses. Our number of graduates and enrollments has steadily grown over this time period, and faculty hires over the past five years have positioned the English department to offer a varied and thorough curriculum reflecting student needs and goals moving forward.

## **Mission and Institutional Alignment**

The B.A. in English operates in accordance with the three themes of Great Basin College's Mission:

1. Provide Student Enrichment - The program strives to offer students a varied and comprehensive curriculum in the discipline of English that reflects their needs and interests. We offer courses in literature, creative writing, rhetoric and professional writing, which provide students with skills in communication, critical thinking, written analysis, textual interpretation and cultural awareness.
2. Build Bridges and Create Partnerships - Completion of a B.A. in English at Great Basin College prepares students to explore a variety of career opportunities in academic, corporate and non-profit settings, as well as graduate study. The program's online structure offers working students the chance to pursue an accredited Bachelor's degree while maintaining employment and other responsibilities.
3. Serve Rural Nevada - As an online program, the B.A. in English offers place-bound, rural students the chance to pursue their degree without relocating. In addition, the asynchronous nature of the program offers students working non-traditional shifts and hours (i.e. the mining and service industries) a feasible path to pursue their degree.

In addition to serving the overall mission of GBC, the B.A. in English also operates efficiently with other programs at the college. As previously mentioned, the B.A. in English grew from the English Certification in Secondary Education, and the programs operate effectively with one another and share a significant number of courses. Not only is this efficient from a financial standpoint, but it also allows Secondary Education students to pursue a secondary B.A. in English instead of certification alone. Efficiencies also exist with the General Education program, as the lower-division elective courses for the B.A. also fulfill general education requirements in Humanities, Fine Arts and Foundations.

## **Recruitment and Marketing**

The program has been marketed generally along with GBC's other online programs and via general college marketing and recruitment strategies (Marketed with the rest of the programs as part of GBC's marketing plan). Faculty members working in the program appear at recruiting events in GBC's service area on a regular basis.

### Program Data

The following charts track headcount and full-time enrollment for the B.A. in English over the assessment period, with the exception of the 2020-2021 school year in progress at the time of writing:

Great Basin College					
Headcount: Bachelor of Arts - English					
Year: 2016-17 through 2019-20					
Academic Plan		2016-17	2017-18	2018-19	2019-20
Bachelor of Arts - English		36	48	52	55
Grand Total		36	48	52	55
Academic Plan	lpeds Ethnicity	2016-17	2017-18	2018-19	2019-20
Bachelor of Arts - English	2 or More Races	1	1		1
	American Indian/Alaskan Native	1	3	1	
	Black	2	2	3	4
	Hispanic	3	3	7	7
	Unknown	2	4	5	6
	White	27	35	36	39
Grand Total		36	48	52	55
Academic Plan	Gender	2016-17	2017-18	2018-19	2019-20
Bachelor of Arts - English	F	25	39	41	39
	M	11	9	11	16
Grand Total		36	48	52	55

### B.A. in English Student Headcount, Fall 2016-Spring 2020

Great Basin College					
AAFTE: Bachelor of Arts - English					
Year: 2016-17 through 2019-20					
Academic Plan		2016-17	2017-18	2018-19	2019-20
Bachelor of Arts - English		18.48	24.38	28.88	25.93
Grand Total		18.48	24.38	28.88	25.93
Academic Plan	lpeds Ethnicity	2016-17	2017-18	2018-19	2019-20
Bachelor of Arts - English	2 or More Races	0.10	0.03		0.40
	American Indian/Alaskan Native	0.83	1.60	0.20	
	Black	0.90	0.40	1.30	2.00
	Hispanic	1.13	1.53	3.95	4.30
	Unknown	0.80	1.90	3.60	2.70
	White	14.72	18.92	19.83	16.53
Grand Total		18.48	24.38	28.88	25.93
Academic Plan	Gender	2016-17	2017-18	2018-19	2019-20
Bachelor of Arts - English	F	13.15	19.90	24.07	19.03
	M	5.33	4.48	4.82	6.90
Grand Total		18.48	24.38	28.88	25.93

### B.A. in English FTE (Full-Time Enrollment), Fall 2016-Spring 2020

As illustrated above, the program saw significant growth between its first and second years of operation, and has demonstrated steady growth in the years since factoring in graduations. Full-time Enrollment reporting indicates approximately half our students pursue their degrees on a part-time basis, which is consistent with anecdotal observations in advising. Additionally, the program serves a high number of female students and a diverse group of students as a whole.

In both Headcount and Full-Time Enrollment, the program has outperformed the projections in our initial proposal, doubling the estimated figures in all cases.

The program graduated 25 students between 2016 and 2020: one graduate in 2017, eight graduates in 2018, six graduates in 2019 and ten graduates in 2020. In the 2017 to 2020 period, the program graduated 24 students, meeting the NSHE benchmark for program performance (20 students graduated within a three-year period). The standard does not apply to our program, still in its trial period, until our tenth year.

The program is staffed by five full-time faculty members specializing in various disciplines under the umbrella of English. All of our full-time faculty members have completed post-Master's graduate work and four hold PhDs in English. All required and elective courses for the degree, in the English discipline, are taught by full-time faculty.

Currently, the program does not have an independent operating budget.

### **Student Success and Satisfaction**

The B.A. in English measures student success in accordance with our four program outcomes:

1. Analyze literary texts using a variety of techniques and critical frameworks, as well as synthesize complex literary arguments and interpretations.
2. Write and communicate effectively in diverse contexts and in a variety of academic, creative and professional genres.
3. Explicate and utilize numerous theories and methodologies of reading and interpreting literary texts.
4. To think critically and analytically to address complex problems, address diverse viewpoints and explicate various cultural and social perspectives.

Each outcome is evaluated once in the review cycle, with the first outcome reviewed in the first year, the second outcome reviewed in the second year, etc. The final year of the cycle is dedicated to preparing the summative program review report.

Completed annual outcome assessments are provided as an appendix to this report. As evidenced, student achievement in the first five years of the program met program benchmarks for success, in most cases exceeding them. In some cases, sample sizes were limited due to the nascent state of the degree.

Due to this being our first review cycle, data on student satisfaction, taken from post-graduate surveying conducted by the college, is limited. However, our initial findings are encouraging, as evidenced here:

**Q76 Students graduating from the BA will have the knowledge and skills necessary to:**

Answered: 6 Skipped: 124

	VERY DISSATISFIED	DISSATISFIED	NEUTRAL	VERY SATISFIED	SATISFIED	DOES NOT APPLY	TOTAL	WEIGHTED AVERAGE
Analyze literary texts using a variety of techniques and critical frameworks, as well as synthesize complex literary arguments and interpretations.	0.00% 0	16.67% 1	16.67% 1	50.00% 3	16.67% 1	0.00% 0	6	4.67
Write and communicate effectively in diverse contexts and in a variety of academic, creative and professional genres.	0.00% 0	0.00% 0	0.00% 0	33.33% 2	66.67% 4	0.00% 0	6	5.67
Explicate and utilize numerous theories and methodologies of reading and interpreting literary texts.	0.00% 0	0.00% 0	33.33% 2	33.33% 2	33.33% 2	0.00% 0	6	5.00
Think critically and analytically to address complex problems, understand diverse viewpoints and understand various cultural and social perspectives.	0.00% 0	0.00% 0	0.00% 0	50.00% 3	50.00% 3	0.00% 0	6	5.50

*B.A. in English Graduate Satisfaction Survey (2017-2018)*

Given the period of the evaluation in relation to the beginning of the program, our initial results in student satisfaction seem strong. Students responded, in the majority of

cases, that they were satisfied or very satisfied with their learning, and one student offered a written comment:

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The BA English is an excellent academic field of study. The program prepares students for both the professional workplace and graduate school. The online delivery allows the working student the flexibility to pursue the degree at his/her own pace. Highly recommend.

While we are pleased with our initial assessments and student satisfaction, we recognize this data serves to set a baseline for future evaluation and assessment as the program develops.

### **Strengths and Weaknesses**

Our current strengths are steady growth in enrollment and graduations, which have allowed us to meet and outperform our proposal performance metrics. In addition, hiring over the past few years has allowed us to build a talented and diverse faculty resulting in high levels of student achievement and satisfaction. Offering courses online allows us to not only serve rural and non-traditional students in Nevada, but also students nationwide and internationally, which constitute a growing number of our enrollees.

Current weaknesses are mostly related to growth capacity and funding. Due to the loss of a faculty member during the reporting cycle and a one-year delay in hiring, the program is still working to expand offerings in technical and professional writing. Additionally, course caps of 30 students in 300 and 400 level courses are significantly higher than those at other system institutions, which causes workload and staffing concerns for faculty members as the program grows and enrollments increase. On the opposite side of the spectrum, increasing requirements to teach required courses as Independent Study due to low-enrollment create an additional workload concern. The lack of an independent budget for the program also limits marketing efforts and professional development opportunities for faculty and students.

### **Recommendations and Planning Goals**

Heading into the next five years, we hope to build on the strengths of the program and identify and create new opportunities for our students to meet their academic goals. Toward this end, we offer the following recommendations:

- Consider the creation of tracks or concentrations within the degree reflecting the different academic and professional goals of our students.

- Diversify courses (especially in the area of writing) and examine existing course structures and pre-requisites to facilitate student success.
- Develop additional opportunities for students including internships, graduate education resources, an honors society for English students and a student social group.
- Continue to refine and improve application and advising procedures.
- Increase communication with program alumni for assessment and community building.
- Working with administration and the system to address: full-time faculty needs; workload, low-enrollment and course cap concerns; barriers to program growth; and impacts on student experience resulting from these issues.
- Working with administration to procure a program-specific budget.

We believe the program has, in its first five years, demonstrated its viability and we intend to pursue the opportunities and resources that will allow it to grow and better serve the students of Great Basin College.



## **Appendix I: B.A. in English Catalog Pages**

# English

## Bachelor of Arts—English

### Student Learning Outcomes

Students graduating from the BA will have the knowledge and skills necessary to:

- Analyze literary texts using a variety of techniques and critical frameworks as well as synthesize complex literary arguments and interpretations.
- Write and communicate effectively in diverse contexts and in a variety of academic, creative, and professional genres.
- Explicate and utilize numerous theories and methodologies of reading and interpreting literary texts.
- Think critically and analytically to address complex problems, understand diverse viewpoints, and understand various cultural and social perspectives.

### Mission Statement

The mission of the Bachelor of Arts (BA) in English is to fulfill and extend the mission and philosophy of Great Basin College. The BA program provides students with skills and knowledge in literary analysis, composition, creative writing and cultural study. The program is designed to provide students with written and oral communication, critical thinking and problem solving skills as well as skills necessary to understand and communicate in and with various cultures.

### Accreditation

This degree accredited by the Northwest Commission on Colleges and Universities.

### Professional Skills and Career Paths

Upon completion of the BA, students will be able to pursue careers in a variety of fields in both the public, private and non-profit sectors including public relations, business, marketing, law, sales, management, education, and other fields in which communication, critical thinking, and cultural awareness are valued. Students with a BA in English may also pursue graduate education in literature, English, creative writing, composition and rhetoric, law, library science, and medicine among others.

### Admission to the Program

Students must complete the application form for the BA in English to be formally admitted to the program. Applications are accepted on a rolling basis; applications received prior to February 15 will be assigned the current catalog year, while applications received after February 15 will be assigned to the following catalog year. The form is available online on the GBC website and in hard copy in the arts and letters department on the Elko campus.

Transfer students must provide official transcripts from all other accredited institutions attended to complete the application process, and applications must be complete prior to processing. To ensure adequate time for processing transcripts, we request that transfer students apply to the institution and the program eight weeks prior to the start date of the semester they plan to begin coursework.

Successful applicants to the program will have:

- Completed an A.A. or A.S. degree (consisting of at least 60 credits) from an accredited institution of higher learning. Students may apply to the BA program in the semester prior to receiving their degree.
- Completed ENG 102 or its equivalent.
- Completed at least 9 credit hours of courses (or their transfer equivalents) from the following list:

			Credits
ENG	203	Introduction to Literary Studies .....	3
ENG	205	Introduction to Creative Writing: Fiction and Poetry .....	3
ENG	221	Writing Fiction .....	3
ENG	223	Themes of Literature .....	3
ENG	240	Digital Literacy and Composition .....	3
ENG	261	Introduction to Poetry .....	3

### Advisement

Every BA in English student has a faculty member teaching in the program assigned as an advisor, and we require that students meet with their advisor each semester to ensure progress toward the degree. Students, once admitted to the program, will be contacted with information regarding advising. In addition, students pursuing an A.A. or A.S. degree with interest in enrolling in the program are encouraged to make their interests known to the program coordinator, who will help advise them toward successful application. To obtain the name of your advisor, speak to the program coordinator, or set up an appointment please contact the the arts and letters department administrative assistant at 775.753.2221.

### Maintaining Good Standing

In order to maintain good standing in the program, students must:

- Maintain a 2.5 GPA
- Maintain a cumulative C average in all upper-division English courses

Students not meeting the above criteria may be dismissed from the program.

### Academic Honesty

Students must comply with student conduct and academic honesty policies in the GBC catalog and NSHE Code as well as the stated academic honesty policies of instructors; incidents of student misconduct and/or academic dishonesty will be reported to the vice president for academic and student affairs and the program supervisor. Disciplinary actions may include a written warning, reprimand, college probation, suspension, or expulsion from the program.

Disciplinary actions will be determined by the nature and severity of the misconduct and may be imposed in any order. In the event the student's status changes to probationary, a plan of misconduct will be created for reinstatement to the program. Failure to follow this plan will result in expulsion from the program.

## BA in English Requirements

### Credits

#### General Education Requirements

INT	359	Integrative Math Seminar or	
INT	369	Integrative Science Seminar	.....3

#### Program Requirements

COM	101	Oral Communication	.....3
ENG	325	Advanced Literary Study	.....3
ENG	327	Composition III	.....3
ENG	449A	British Literature I	.....3
ENG	449B	British Literature II	.....3
ENG	451A	American Literature I	.....3
ENG	451B	American Literature II	.....3
ENG	497A	Topics in Multicultural Literature	.....3
ENG	498B	English Capstone	.....3
JOUR	102	News Reporting and Writing	.....3

#### Program Electives

(24-27 credits selected from the following list)

At least 15 credits must be at the 300- or 400-level to meet degree requirements.

ENG	205	Introduction to Creative Writing: Fiction and Poetry	.....3
ENG	221	Writing Fiction	.....3
ENG	240	Digital Literacy and Composition	.....3
ENG	250	Introduction to Children's Literature	.....3
ENG	259	Speculative Fiction and Fantasy Literature	.....3
ENG	261	Introduction to Poetry	.....3
ENG	267	Introduction to Women in Literature	.....3
ENG	310	The Rhetoric of Everyday Texts	.....3
ENG	329	Language Study	.....3
ENG	333	Professional Communication	.....3
ENG	402A	Advanced Creative Writing	.....3
ENG	411B	Principles of Modern Grammar	.....3

ENG	416C	Special Problems in English	.....3
ENG	433A	Shakespeare: Tragedies and Histories	.....3
ENG	475B	Literary Nonfiction	.....3
WMST	101	Introduction to Women's Studies	.....3

**Minimum Total Credits:** ..... 60

**Total credits required for Bachelor of Arts in English** ..... 120

**Note:** All students graduating from Nevada institutions of higher education must satisfy the U.S. and Nevada Constitutions requirement. Contact your academic advisor for details.



**SUGGESTED 4 YEAR PLAN OF STUDY**  
**(Refer to page 87)**  
**BA—English**

**FALL—1st Semester Credits**

AMERICAN CONSTITUTIONS AND INSTITUTIONS*	3
ENG 100 or 101	3
MATHEMATICAL REASONING*	3
SCIENTIFIC DATA INTERPRETATION*	3
TECHNOLOGICAL PROFICIENCY*	3
<b>TOTAL</b>	<b>15</b>

**SPRING—2nd Semester Credits**

200-LEVEL ENGLISH**	3
COM 101	3
ENG 102	3
FINE ARTS*	3
FOUNDATIONS: SOCIAL SCIENCE**	3
<b>TOTAL</b>	<b>15</b>

**FALL—3rd Semester Credits**

200-LEVEL ENGLISH**	3
HUMANITIES*	3
FOUNDATIONS: HUMANITIES/FINE ARTS*	3
SCIENTIFIC REASONING*	3
STRUCTURE OF SOCIETIES*	3
<b>TOTAL</b>	<b>15</b>

**SPRING—4th Semester Credits**

200-LEVEL ENGLISH**	3
JOUR 102	3
GENERAL ELECTIVE**	9
<b>TOTAL</b>	<b>15</b>

**FALL—5th Semester Credits**

ENG 325	3
ENG 327	3
ENG 449B	3
ENGLISH ELECTIVE (300/400)**	6
<b>TOTAL</b>	<b>15</b>

**SPRING—6th Semester Credits**

ENG 449A	3
ENG 451B	3
JOUR 102	3
ENGLISH ELECTIVE (300/400)**	6
<b>TOTAL</b>	<b>15</b>

**FALL—7th Semester Credits**

ENG 451A	3
ENG 497A	3
ENGLISH ELECTIVE**	6
ENGLISH ELECTIVE (300/400)**	3
<b>TOTAL</b>	<b>15</b>

**SPRING—8th Semester Credits**

ENG 498B	3
ENGLISH ELECTIVE**	9
INT 369	3
<b>TOTAL</b>	<b>15</b>

**Minimum Credits: 120**

**\*Refer to page 81 and 82**

**\*\*Select with an advisor**

## **Appendix II: Annual Assessment Reports**

## **B.A. In English Program Assessment Report: 2016-2017**

**Program:** *Bachelor of Arts in English*

**Date:** *October 14, 2015*

**GBC Mission:** Great Basin College enriches people's lives by providing student-centered post-secondary education to rural Nevada. Educational, cultural, and related economic needs of the multicounty service area are met through programs of university transfer, applied science and technology, business and industry partnerships, developmental education, community service and student support services in conjunction with certificates and associate and select baccalaureate degrees.

**GBC Vision:** While maintaining the strength of its community college mission, Great Basin College will remain an economically sustainable institution through growth, by increasing enrollment, expanding its service area, offering more laddered bachelor's degrees and becoming nationally known for its innovative distance delivery systems, all leading it to be recognized as an indispensable and evolving provider of post-secondary education in rural Nevada.

**Program Mission:** The Mission of the Bachelor of Arts (BA) in English is to fulfill and extend the mission and philosophy of Great Basin College. The BA program provides students with skills and knowledge in literary analysis, composition, creative writing and cultural study. The program is designed to provide students with written and oral communication, critical thinking and problem solving skills as well as skills necessary to understand and communicate in and with various cultures.

### **Outcome One:**

Analyze literary texts using a variety of techniques and critical frameworks, as well as synthesize complex literary arguments and interpretations.

**Assessment year** 2016-17

**Assessment start Date:** Fall 2016

**1<sup>st</sup> Assessment Measure** – The measure for this outcome will be an aggregate of:

- Final Assessment of Student Honor Theses (ENG 498)
- Final Assessment of Final Papers/Projects/Exams in American Literature II (ENG 451 B)
- Final Assessment of Final Papers/Projects/Exams in British Literature II (ENG 449 B)

**Criterion for success** – Success will be determined by at least 75% of total students receiving a passing grade (C) on the cumulative project for each course.

**Assessment Results:** As this is the first year of the program, results for both ENG 498B and ENG 451 B were unavailable as the courses were not taught in our initial year. This assessment report will focus on the results from ENG 449B: British Literature II.

Assessment results for this course are drawn from the cumulative total grade on Literary Analysis Assignments. Students complete three literary analysis papers in the course: one on the Romantic

Period, one on *Great Expectations*, and one on a Modernist text selected by the student. Each paper requires a formal proposal.

Out of the 11 B.A. in English students included in the assessment, ten achieved higher than 75% on the literary analysis papers with an average mean score, among those ten, of 97%. Students produced effective literary analyses utilizing close reading and research to produce strong literary arguments, as demonstrated by the artifacts immediately following this report.

Overall, the students in our program performed above our expectations and standards on this measure, and, despite the small sample number due to the nascent state of the degree program, we view this as an initial and encouraging success.



# Five-Year Assessment Plan

## Year Two Assessment

**Program:** *Bachelor of Arts in English*

**Date:** *October 14, 2015*

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### Outcome Two:

Write and communicate effectively in diverse contexts and in a variety of academic, creative and professional genres.

**Assessment year** (circle one): 2017-18

**Assessment start Date:** Fall 2016

**1<sup>st</sup> Assessment Measure:** The measure for this outcome will be an aggregate of:

- Final Assessment of English Capstone (ENG 498)
- Final Assessment of Final Papers/Projects/Exams in Composition III (ENG 327)
- Final Assessment of Final Papers/Projects/Exams in Advanced Creative Writing (ENG 402A)

**Criterion for success:**

Success will be determined by at least 75% of total students receiving a passing grade (C) on the cumulative project for each course.

**Assessment Results:** As all three courses were taught within this period, these results assess the outcome for all three courses.

**ENGLISH 498B English Capstone (Fall 2017, Spring 2018)**

This course emphasizes student led research in the English discipline, with each student completing a self-guided, sustained research and writing based project in literary analysis, creative writing or another applicable topic and genre suitable for the field.

Eight students completed English Capstone in the academic year, and each student scored at least a 75% on their final capstone project, meaning assessment standards were met. Students pursued projects in literary analysis, creative writing and topics relevant to the discipline, and demonstrated a sustained capability for analytic, creative and professional writing appropriate to the discipline. Additionally, each student completed an oral presentation of their work and completed a question and answer session with faculty from English and other disciplines at Great Basin.

### **ENGLISH 327 Composition III (Spring 2017)**

This course centers on the writing process. Students have four major writing assignments, and for each assignment, they do extensive brainstorming in a Writer’s Journal, write a paper proposal, write the assigned paper, peer review papers in small groups and revise, submit a final polished draft, and write a reflection on their writing process for the assigned genre and what they learned. They also participate in a few group discussions on writing.

All students passed with a “B+” or higher.

Final grades were as follows:

A	14 Students
A-	3
B+	2

For the final project, students explored either analyzing or writing in different genres. They could choose to write a literary analysis that covered three different genres by the same author, or to “re-purpose” a previous assignment and turn the assignment into a completely different genre. All students passed this assignment with a C+ or higher. Most students had an A or B on this assignment. I have included some examples of the different approaches students took for this assignment.

### **ENGLISH 402A Advanced Creative Writing (Fall 2017)**

Advanced Creative Writing utilizes the classic writing workshop model in which students submit their original creative work for review and critique by fellow workshop participants as well as the instructor. Students are also encouraged to revise and resubmit their work in a final portfolio, which serves as the cumulative assignment in the course.

Out of the twelve students taking the course, all of them achieved at least 75% on the final portfolio assignment, presenting revised and considered work developed and critiqued in the workshop. Additionally, all students achieved at least a 75% on the workshop response requirement for the course,

providing appropriate and constructive reviews of their fellow classmates' creative work. The majority of the work submitted was in the realm of short fiction, with occasional poetry submissions. Students who submitted poetry often submitted portfolios of work in various genres.

## **B.A. in English Program Assessment Report: 2017-2018**

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**Date:** *October 14, 2015*

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### **Outcome Three:**

Explicate and utilize numerous theories and methodologies of reading and interpreting literary texts.

**Assessment year:** 2018-2019

**Assessment start Date:** Fall 2016

**1<sup>st</sup> Assessment Measure:** The measure for this outcome will be an aggregate of:

- Final Assessment of English Capstone (ENG 498B)
- Final Assessment of Final Papers/Projects/Exams in Advanced Literary Study (ENG 325)

**Criterion for success:** Success will be determined by at least 75% of total students receiving a passing grade (C) on the cumulative project for each course.

**Assessment Result:** All courses for this criteria have been taught in the course of this assessment cycle.

#### **ENG 498B: English Capstone (Fall 2018, Spring 2019)**

In the two semesters the class was taught since its last assessment, seven students attempted the course and six of them completed their capstone successfully with a grade of 75% or higher. The single student who did not pass the course did not submit a capstone project, but even with this student included, the outcome criteria for success was achieved.

Students pursued projects in literary analysis, creative writing and topics relevant to the discipline, and demonstrated a sustained capability for analytic, creative and professional writing appropriate to the

discipline. Additionally, each student completed an oral presentation of their work and completed a question and answer session with faculty from English and other disciplines at Great Basin.

### **ENG 325: Advanced Literary Study (Spring 2018)**

Based on the following report submitted by Dr. Evi Buell, in aggregate the students who attempted the course met the criterion for success at a percentage of 83%. A more specific and individualized breakdown of scores and achievement is provided in the following report.

#### ***ENG 325 Program Assessment Report***

***Explicate and utilize numerous theories and methodologies of reading and interpreting literary texts. (Programmatic Outcome 3)***

#### ***Narrative***

The completion of this outcome is best measured by combining three of the course outcomes. Success for the programmatic outcome should be judged with success of all three course learning outcomes.

#### ***Course Outcomes Used in This Analysis***

**Existing Standard Used: Apply different approaches of literary theory to texts of your choosing** - Be able to apply different approaches of literary theory to texts of your choosing

**Assignment—Written:** Successful completion of the Alternate Media assignments.

**Criterion:** Students must complete all of the Alternate Media assignments. 3/4 of students must complete this goal.

**Reporting Period:** 2017-2018

**Criterion Met:** Yes

12 out of 12 students met this criterion.

*Results Analysis:* Students met this goal, though this is an example of the opposite result from the prior outcome: there were too few of these to not meet this goal.

**Action:** An adjusted set of grading standards will allow this to be better measured. Next course this should be set on an 80% or better minimum and remeasured.

**Assignment—Written:** Successful completion of the Practice Application assignments.

**Criterion:** Completion of all of the Practice Application assignments. 3/4 of students must meet this goal.

**Reporting Period:** 2017-2018

**Criterion Met:** No

8 out of 12 students reached this goal rather than 9.

*Results Analysis:* This appears to be the result of math—these assignments were simply not weighted heavily enough to be seen as necessary to complete them all.

**Action:** Reduce the number of these assignments by half and double their weight, then remeasure next course.

**Existing Standard Used: Basic types of literary theory that exist** - Have a comprehensive understanding of the basic types of literary theory that exist

**Assignment—Written:** Successful completion of the Sandbox assignments AND Critical Essay 1.

**Criterion:** Completion of all Sandbox assignments AND at least an 80% on Critical Essay 1. 3/4 of students must meet this goal.

**Reporting Period:** 2017-2018

**Criterion Met:** Yes

This criterion was barely reached. 10 out of 12 completed all of the Sandbox assignments and 11 out of 12 met the 80% goal on the essay.

*Results Analysis:* This assessment measure was too scattered. While the Critical Essay is easy to use as a measure, it does not meet the broadness of the goal, while the Sandbox assignments are not enough of a point of emphasis.

**Action:** Create more formalized Sandbox assignments to demonstrate concept mastery.

## B.A. in English Program Assessment Report: 2019-2020

**Program:** *Bachelor of Arts in English*

**Date:** *Plan Prepared On October 14, 2015*

**GBC Mission:** Great Basin College enriches people's lives by providing student-centered post-secondary education to rural Nevada. Educational, cultural, and related economic needs of the multicounty service area are met through programs of university transfer, applied science and technology, business and industry partnerships, developmental education, community service and student support services in conjunction with certificates and associate and select baccalaureate degrees.

**GBC Vision:** While maintaining the strength of its community college mission, Great Basin College will remain an economically sustainable institution through growth, by increasing enrollment, expanding its service area, offering more laddered bachelor's degrees and becoming nationally known for its innovative distance delivery systems, all leading it to be recognized as an indispensable and evolving provider of post-secondary education in rural Nevada.

**Program Mission:** The Mission of the Bachelor of Arts (BA) in English is to fulfill and extend the mission and philosophy of Great Basin College. The BA program provides students with skills and knowledge in literary analysis, composition, creative writing and cultural study. The program is designed to provide students with written and oral communication, critical thinking and problem solving skills as well as skills necessary to understand and communicate in and with various cultures.

### Outcome Four:

To think critically and analytically to address complex problems, address diverse viewpoints and explicate various cultural and social perspectives.

**Assessment year** (circle one): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21

**Assessment start Date:** Fall 2016

**1<sup>st</sup> Assessment Measure:** The measure for this outcome will be an aggregate of:

- Final Assessment of English Capstone (ENG 498B)
- Final Assessment of Final Papers/Projects/Exams in Topics in Multicultural Literature (ENG 497A)

**Criterion for success:** Success will be determined by at least 75% of total students receiving a passing grade (C) on the cumulative project for each course.

**Assessment Results:** The courses used to assess this criteria were offered within the assessment cycle.

### ENG 498B: English Capstone (Fall 2019)

In the academic year listed above, eight students completed the English Capstone course and, out of those eight, seven scored higher than 75% on the Capstone Project assignment, the cumulative assignment of the course as well as bachelors study. Overall, 87.5% percent of students achieved a (C) grade or higher, which means the course met and exceeded the success criteria.

The capstone projects for this year covered a number of diverse viewpoints including LGBTQ rights and representation, treatment of other cultures in literary texts and the treatment and representation of mental illness. Students approached these issues from various critical and social perspectives, and demonstrated their awareness and ability to think critically about issues related to diversity within and between cultures.

**ENG 497A: Topics in Multicultural Literature (Fall 2017)**

In fall 2017, fifteen students completed ENG 497A. The course assignments assessed for this include the final term paper, which requires students to produce a sustained analysis of multicultural texts, and a final discussion assignment, which asks students to reflect on what they have learned in the course and its application to the social and cultural realms they inhabit. Eighty percent of the students achieved at least a “C” grade in the course; therefore, this course met the criterion for success in this program outcome.

The course instructor noted that the remaining 20 percent of students scored within the 70-74% grade range due to inadequate analysis, formatting errors and pervasive grammar issues, though all work addressed complex problems and considered culturally and socially diverse viewpoints.



**Appendix III: Example Syllabus**  
*(Additional program syllabi available upon request)*

# English Capstone

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ENG 498B, Section 1001, Web-Based  
3 Credits  
Fall 2020  
Great Basin College  
1500 College Parkway  
Elko, NV 89801  
(775) 748-8953  
<http://www.gbcnv.edu>

*Instructor:* Dr. Josh Webster  
*Office Hours:* By appointment online. E-mail me if you need to meet with me.  
*Office Location:* Pahrump Valley Center, Room 121  
*Phone:* (775) 727-2692 (but please e-mail me instead; I rarely check messages and will be physically on campus less than usual this term).  
*E-mail:* [joshua.webster@gbcnv.edu](mailto:joshua.webster@gbcnv.edu) or via Web Campus e-mail. Please note that I check and respond to e-mail on weekends and weekday evenings sporadically, if at all.  
*Skype Name:* drjoshwebster

## Required Texts and Materials:

- Regular access to WebCampus via the Internet.

## Course Description:

As stated in the *2020-2021 Great Basin College Course Catalog*, this course focuses on:

“Students will design and produce an independent project in the field of English under the supervision of a member of the English Faculty. Serves as the capstone course for The Bachelors of Art in English. Prerequisite: Must be admitted to the B.A. in English program and have senior standing.”

This course allows graduating students to pursue an extended research project related to their future goals, field-specific interests and educational experience. All projects will involve research and critical writing, but may be creative and/or analytical in nature depending on the interests and needs of the student.

## Goals and Objectives:

Learning Objective	Measured By
Analyze literary texts using a variety of techniques and critical frameworks, as well as synthesize complex literary arguments and interpretations.	Final Research Project Assessment
Write and communicate effectively in diverse contexts and in a variety of academic, creative and professional genres.	Final Research Project Assessment
Explicate and utilize numerous theories and methodologies of reading and interpreting literary texts.	Final Research Project Assessment
To think critically and analytically to address complex problems, address diverse viewpoints and explicate various cultural and social perspectives.	Final Research Project Assessment

Method of Instruction:

As this is an online course, WebCampus will serve as our classroom this semester. Each week on Monday at 12:00 a.m., I will open up a module for the current week that will provide you with information on all the assignments, readings, lectures and tasks you are expected to address prior to the following Sunday at 11:59 p.m. For the most part, the course will be self-guided, with students independently pursuing their research projects. Students will also work closely with a faculty member, and such work will involve conferencing, progress reports and intermittent reviews of work in progress. Students will be required to present on their research project at the end of the semester (this can be done online).

Course Assignments:

To demonstrate achievement of goals and objectives, students will complete a variety of course assignments including:

- **Proposal:** Each student will write a short proposal describing the nature and scope of their research project. This proposal must be accompanied by a Works Referenced list of proposed research material.
- **Progress Reports:** Each week, each student will be required to write and submit a short progress report describing the current state of their work and progress made over the week prior.
- **Mentor Meetings:** At certain times in the semester, students will be required to check in with their project mentors to discuss progress/setbacks in completion of the project.
- **The Research Project**

Grades:

I grade on a point system in which each formal assignment is worth a set number of points. The point breakdown is as follows:

Proposal:	150 Points
Progress Reports:	150 Points
Mentor Meetings:	100 Points
Final Research Project:	600 Points

Your final grade for the course is the sum total of your points translated to a letter grade by the following scale:

A	1000-900
B	899-800
C	799-700
D	699-600
F	599 or Below

If you ever have any questions or concerns about a grade you've received in my course, feel free to express your concern via e-mail or by setting-up an appointment with me to discuss it. I do ask that you wait 48 hours after receiving a grade before approaching me about a grade concern; take some time to cool off, consider my comments, and consider your thoughts on those comments so that we can discuss the matter in a productive mindset.

Other Policies and Concerns:

*The Rule of Three:*

In event you have any questions about the course, I am happy to answer them, but I do ask that, before asking a question, you make certain it isn't a question I have already answered elsewhere. For this reason, before you e-mail me a question, please make sure the information isn't:

1. On the syllabus.
2. On the assignment sheet for a given project.
3. Discussed in detail in lecture.

It's your responsibility to pay attention to course documents and materials, so make sure you have consulted them for things like due dates before contacting me.

*Late Work and Extensions:*

As a matter of professionalism and responsible behavior in general, you are expected to submit assignments on time and in the method described on the assignment sheet. If an

assignment will be late, you should try to arrange for an extension in advance or let me know as soon as possible when I can expect the assignment. I make no promise to grade late assignments (any assignment submitted after its due date will, at least, receive fewer points) and I especially make no promise to grade them in a timely manner; by default, late assignments go to the bottom of my (often large) grading pile. Any assignment submitted more than a week after the due date will receive an automatic zero, unless arrangements have been made with the instructor to submit the assignment for credit.

*Academic Honesty:*

As this course is designed to prepare students to write independently in their future courses as well as in their careers, it is of the utmost importance that the work you submit for this course is your own, and that you adhere to the academic policies set out in the GBC Student Conduct Policy found at [http://www.gbcnv.edu/rights\\_responsibilities/conduct.html](http://www.gbcnv.edu/rights_responsibilities/conduct.html). Cheating, plagiarism and passing off another's work/writing as your own will be treated as a violation of academic honesty standards, and the consequences may include loss of credit on an assignment, and, in cases of repeated offenses, loss of credit for the course. Cases of academic dishonesty will be handled with respect to the circumstances surrounding them, the degree of infraction, etc. etc. In general, keep in mind that this course is focused on your writing and your development, and I need to see your work to help you improve and learn.

*Accommodations for Students with Disabilities:*

Great Basin College is committed to providing equal educational opportunities to qualified students with disabilities in accordance with state and federal laws and regulations, including the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. A qualified student must furnish current verification of disability. The Disability Services Office, located in Leonard Student Life Center, will assist qualified students with disabilities in securing the appropriate and reasonable accommodations, auxiliary aids, and services. For more information or further assistance, please call 775.753.2271.

*GBC COVID-19 Policy:*

Great Basin College strives to provide a safe environment for students, faculty, and staff. All persons in a public area, including campus buildings, grounds, and classrooms, are required to wear appropriate face coverings and follow current COVID-19 health and safety guidelines. Students without appropriate face covers will be denied entry to classrooms. Unresolved situations may be referred to the Vice President for Academic Affairs in connection with the Student Code of Conduct.

*Academic Success Centers:*

GBC's Academic Success Center is a wonderful resource for any and all students in this course. The ASC offers live tutoring, as well as tutoring via E-mail and Skype free of charge for all students attending GBC. They can help you with specific writing concerns, generating ideas, organizing your writing, documentation and developing effective strategies for editing your writing. That said, *they will not proofread your essays for you*: view your work with a tutor as a chance to get an informed viewpoint on your writing and to develop your own skill as a critical reader of your work. Also, whenever you work with a tutor, make sure you provide them with any needed supporting documents such as the assignment sheet for the project, as these will help them better understand your writing task. I urge all of you to utilize the ASC, as even the most seasoned writers rely on effective readers to improve their work. Learn more about the ASC at <http://www.gbcnv.edu/asc/>.

*Campus Security:*

GBC is committed to the safety of our students and has a duty to promote awareness and prevention programs for violence on campus under the Jeanne Clery Act as well as the Campus SaVE (Sexual Violence Elimination Act) and VAWA (Violence Against Women Act), which are amendments to Clery. Acts of violence include, but are not limited to, sexual assault, domestic violence, dating violence, and stalking. Acts of violence can occur on the physical campus or centers of GBC in addition to field placement sites, clinical practice settings, and other places where college or class activities occur. As well, the online environment at GBC is considered a GBC site. If you experience any incidence where your safety has been threatened or violated, or if you feel threatened or harassed, immediately report this to me, any center director, faculty, or staff member, or directly to the Director of Environmental Health, Safety & Security(775.753.2115) or the Vice President for Student Services(775.753.2282).

*Inclusivity Statement:*

I'm of the mind that everyone deserves a learning environment that is welcoming and comfortable, and, for this reason, I strive to create educational communities in which everyone feels that they are a valued and respected contributor. In keeping with this policy, it is my responsibility to ensure that you are receiving the instruction and assistance you need, so, if you find yourself struggling with a particular assignment or the course in general, please let me know. I will do everything in my power to assist you and help you participate fully in the course. In addition, it is the responsibility of students in this course to behave respectfully toward one another in your interactions. Behaviors that disrupt the learning of, offends, or causes discomfort to other students will not be tolerated in this course. Respect is the foundation of any community, and this one is no different. This is especially true in this course. Sharing one's writing can be difficult for a writer, and any cruel or disparaging comments will not be tolerated.