

ACADEMIC PROGRAM REVIEW (APR) TEMPLATE (Part A)

SECTION 1: Introduction

1. List your name, name of the program coordinator (if different from your name), academic department/college, academic program, and academic year of the APR.

Nathan Nelson (Dept Chair) Diane Awbrey (Assessment Coord.)
Humanities Department
English Major 2019

2. Briefly describe the program, identifying any subunits and the specific role each plays at Evangel University (EU). A table or chart would be sufficient.

Our program opens the door to a wide variety of career opportunities, in English education, higher education, and other professional paths. Our experienced instructors provide training in the history and structure of the English Language, Shakespeare, composition and literary analysis, and effective communication.

Our program emphasizes the development of practical skills in writing, literary study, and critical theory. Students choose elective courses designed to suit specific interests.

Majors: Students gain the knowledge necessary to pursue an advanced degree, apply for teaching certification, or excel in an English-focused career.

Minors: Students fine tune their English literacy skills to supplement their vocational calling.

Concentrations: Students develop a solid base of effective communications, both spoken and written, to enhance their marketability in a diversified workforce.

3. Briefly describe the staffing in a manner that illustrates the organization of staff and that their credentials are appropriate. A table or chart would be sufficient.

Professor	Area of Expertise	Degree Level
Nathan Nelson	18 th and 19 th Century British Literature, Composition and Rhetoric, modern and contemporary literature	Ph.D.
Diane Awbrey	16 th and 17 th Century British Literature, History and Structure of English, Composition and Rhetoric, Jane Austen	Ph.D.
Luke Gibbs	18 th to 20 th Century British Literature, American Literature, Composition and Rhetoric	Ph. D.
LaDonna Friesen	Children's and Young Adult Literature, Creative Writing, Composition and Rhetoric	M.A.
Jennifer Morrison	TESOL, Composition and Rhetoric, Introductory Literature	Ph.D. (abd)

Dara Brannan	Composition and Rhetoric, Introductory Literature, Spanish	M. Ed.
Elizabeth Stoyeff	Composition and Rhetoric (adjunct)	M.A.
James Hawkins	Composition and Rhetoric, Introductory Literature (adjunct)	M.A.

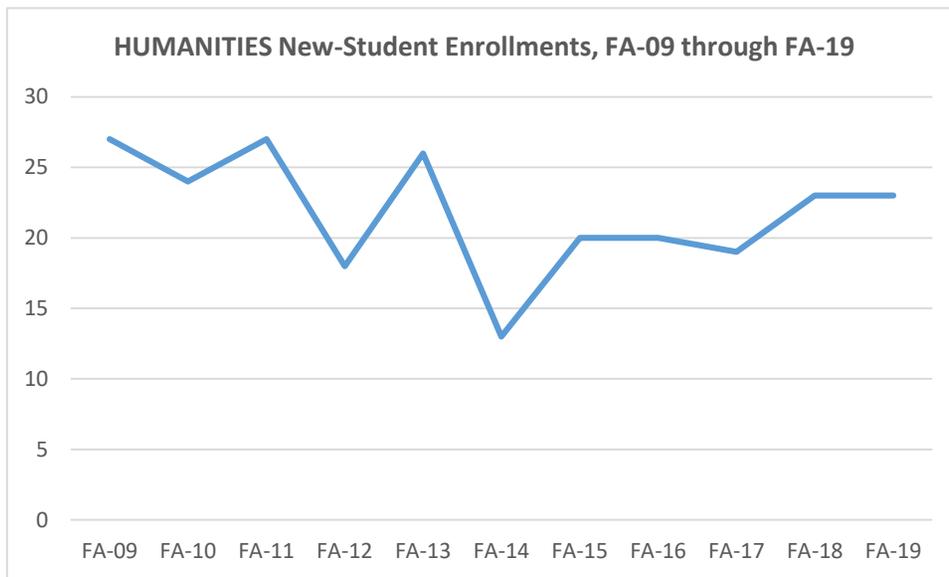
4. Identify key stakeholders (students, alumni, employers) that require ongoing attention from the program.
 Key stakeholders include students and alumni.

SECTION 2: Identity: Mission, Values and Strategic Plan

5. Explain how the program advances Evangel's mission, values, EU 20 Outcomes, and/or strategic plans.
 This program prepares students to be Spirit-filled servants of God and to impact the Church and society by developing their reading, writing and thinking skills, helping them to discern the meanings in written and oral compositions both literary and non-literary. It promotes an understanding of the human condition and develops their skills as readers, thinkers and communicators. This program is the primary contributor to the EU20 outcome called "Reading and Imagination," and a secondary contributor to the outcomes of Historical Inquiry, Global Perspectives, and Critical Reasoning. This program is a co-contributor, with the Communication Department, to the Effective Communication outcome.
6. Describe how the program serves, supports, or collaborates with one or more other EU program(s) to help students succeed.
 Courses in the English major are cross-listed with COMM, HUMN, PHIL, TESOL, THEO, and THTR. This major engages students across the curriculum through its sponsorship of the fine-arts magazine *Epiphany*, which is a cross-disciplinary publication of creative output from across the campus. The English majors on the *Epiphany* staff collaborate with art, music, theatre, theology, communication, and business students, among others, to support the academic programs and extra-curricular activities in those areas.
7. Explain any changes or improvements that have been implemented since the last APR.
 Several courses in this program have been implemented using the online environment to engage students in the traditional undergraduate programs and in Adult Studies. ENGL 111, 123, 345, and 455 have been adapted for this environment. For example, two versions of ENGL 455 Contemporary Literature have been developed for particular Adult Studies populations: **Contemporary Literature and the Environment** and **Contemporary Literature for the Helping Professions**. Both have drawn respectable enrollments. New courses on **C. S. Lewis** and **Detective Fiction** have also been developed for and taught in the Adult Studies environment.
8. Describe any adverse effect that the elimination of the program would have on EU's ability to help students succeed.
 Literary studies, along with history, music, philosophy, theology, art, and science, are the backbone of a liberal-arts education. Without an English major, the university would cease to be a comprehensive university and devolve into being a trade school.

SECTION 3: Relevance

9. Chart enrollment trends and identify the extent to which there is a discernible demand or need for the program and how successfully the program meets it. How is stakeholder interest expected to evolve in the future, e.g.: will it decline, remain the same, increase? Identify the expected impact on the program.
 Although we experienced a dip in enrollment during the "Consolidation" years, we have seen generally increasing new-student numbers in the last five years:



FA-09	FA-10	FA-11	FA-12	FA-13	FA-14	FA-15	FA-16	FA-17	FA-18	FA-19
27	24	27	18	26	13	20	20	19	23	23

We believe that this change is caused by better communication of the value of an English degree among our own constituents and among the general population. Within the last 5 years, many widely published articles and some books, such as George Anders's *You Can Do Anything: The Surprising Power of a "Useless" Liberal Arts Education*, have been altering pessimistic attitudes toward literary and rhetorical studies. The *Amazon.com* blurb for the book includes this striking statement: "In a tech-dominated world, the most needed degrees are the most surprising: the liberal arts." Anders, a well-respected business journalist, shows no pessimism at all in passages such as this:

The key insight: curiosity, creativity, and empathy aren't unruly traits that must be reined in. You can be yourself, as an English major, and thrive in sales. You can segue from anthropology into the booming new field of user research; from classics into management consulting, and from philosophy into high-stakes investing. At any stage of your career, you can bring a humanist's grace to our rapidly evolving high-tech future. And if you know how to attack the job market, your opportunities will be vast.

That could sound like book-sales fluff if it weren't for the sheer weight of examples that Anders marshals to support his optimism throughout the book. He makes the English degree seem to be an eminently suitable one for today's complex market full of nontraditional jobs, morphing job descriptions, and scarcity of the skills possessed by English majors.

Although in general, the market has been drawing students away from Humanities-based majors for a decade or so, significant numbers of students appear to come to the study for a secondary option, coupled with another, sometimes perceived as "more practical," major. Their numbers may begin to swell again as further data about career earning power and job market "nimbleness" of Humanities majors become available. As the risks of narrow STEM-degree specialization in a rapidly changing market become more widely known and feared, the sober optimism of articles like Prof. Mauro F. Guillén's "[A humanities degree is worth much more than you realize](#)" is likely to take hold in at least some cultural sectors. This is not to say that we can magically transform science-minded students into English majors, but it is indeed to say that we can dissuade some literary- and philosophically-minded students from trying to baptize themselves as scientists—as has apparently been going on for some years. Our department has an active Senior Seminar publishing project under way that is collecting large numbers of good articles on the increasing value of an English major and preparing annotations to attract high-school juniors and seniors to our program. An early draft of the publication, called *A Book of Hope for English Majors*, has already been used to good effect with some prospective students.

10. Explain how the program has evolved in response to changing demands/needs of today's students or other stakeholders.

All of our courses are now managed in Course Commons, and some are being developed to be delivered entirely online. We are experimenting with elective options to engage current student interest, such as electives in Utopian/Dystopian Literature, Contemporary Literature and the Environment, and Detective Fiction.

11. List the program's strengths (attributes of the program that are helpful to achieving program objectives) and weaknesses (attributes that are harmful to achieving objectives).

Strengths	Weaknesses
Committed and engaged faculty base	Too few faculty to cover the possibilities in literary study (for example, we could benefit from an American Literature professor and a dedicated Creative Writing faculty member)
Traditional coverage of American and British Literary Traditions	Not enough coverage of World literatures and emerging Englishes
Emotionally supportive alumni base	Not enough personnel to engage the alumni, update courses to online environment, and address other opportunities, including professional development for existing faculty

12. List the program's opportunities (external conditions that are helpful to achieving program objectives) & threats (external conditions that are harmful to achieving objectives).

Strengths	Weaknesses
Publishing industry is booming. Many students are interested in becoming authors.	Publishing industry is focused on "victim lit" and "shock lit," which our students are most likely not going to be producing.

<p>Current online systems could make teaching literature more interactive than previous systems were able to do.</p>	<p>Test-optional admissions and recruiting has created challenges for this program by taking away valuable resources from teaching in the major to focus on teaching “developmental” courses for unprepared students in the general population. If we have to offer more sections of college-preparatory courses, we will continue to drain faculty workload potential away from actual college-level courses that support our English programs and attract new students.</p>
	<p>National turmoil in education over standards, curricula, teacher autonomy, and teacher pay: it all tends to make public secondary education—and probably some private education—weak and “thin.” When students underprepared in reading, writing, and critical thinking come to us in increasing numbers, we can hardly expect them to jump at every chance to add an English major or minor to their degree programs. When well-prepared students <i>do</i> come to our English programs, we risk losing them if our faculty’s loads are too heavily encumbered with developmental courses to offer courses that better-prepared students need in a timely manner to complete their programs.</p>

13. Discuss how strengths/opportunities have been or can be used to overcome weaknesses/threats.

Some faculty are updating current courses to online delivery that could then be adapted by adjunct faculty so that full-time faculty could be used to teach new and marketable literature and writing courses in the more dynamic seated environment.

SECTION 4: Effectiveness

14. Attach your most recent PLO assessment data/results. What evidence exists that the program helps students achieve learning outcomes? What changes have been made since the last APR to ensure that outcomes are achieved? What have you learned from assessing the changes?

Strengths:

- Composite ACAT scores improved in 2019 (increased from 500 in 2017 to 563 in 2018).
- The assessment coordinator trained faculty how to assess Program Learning Outcomes in the Course Learning Management System (Canvas). By the conclusion of Spring 2019, most Program Learning Outcomes had been assessed.
- Results of the Program Learning Outcomes assessment indicates that students perform the outcomes proficiently on major or culminating assignments in a majority of courses.
- Program Learning Outcomes are linked to Course Learning Outcomes in course syllabi.
- Students have varied travel opportunities related to literature and writing: Calvin Festival of Faith and Writing, Ekphrastic poetry writing at the Springfield Art Museum, England literary-focused trips.
- Students can participate in *Epiphany* creative-writing readings, publishing, and writing contests.

- Qualified students can participate in the Sigma Tau Delta English honor society.

Areas in need of improvement:

- Program Learning Outcome #9 (“Discuss various ways in which the Christian faith is, has been, or can be in meaningful dialogue with literary texts of any kind”) needs to be assessed.
- English faculty with Program Learning Outcomes in their syllabi assess these outcomes in Canvas whenever the courses are offered.
- Encourage tutoring appointments in the Write Place.
- Alumni involvement (speaking in classes, tracking employment, creating a document of employment success/opportunities for students with an English major)

Plans for improvement:

Plan for Improvement	Timeline	Responsible Person
In a department meeting, discuss which courses will assess Program Learning Outcome #9 (listed above).	Begin Fall 2018	Diane Awbrey, Nathan Nelson
English faculty with Program Learning Outcomes in their syllabi assess these outcomes in Canvas whenever the courses are offered.	Began Spring 2019 but will continue through subsequent semesters	All English faculty
With the Writing Proficiency no longer a requirement for graduation, faculty could discuss how students might be encouraged to make tutoring appointments in the Write Place.	2019-2020	Dara Brannan
English Alumni Engagement and tracking	2019-2020	LaDonna Friesen

Improvements made:

- Syllabi are aligned with EU20 and Program Learning Outcomes.
- EU 20 and Program Learning Outcomes are assessed and reported each semester through the Learning Management System (Canvas)
- A Humanities Alumni Survey was distributed in 2018 and 82 persons responded.
- The department chair initiated community involvement with Compassus Hospice & Palliative Care through informational meetings and invitation for student volunteers to use their language skills in hospice care.
- The *Epiphany*-related Writer’s Workshop community increased interdisciplinary connections with creative writers across campus through writing contests and writing groups.
- Student tracking into graduate school and professional settings has resulted in anecdotal feedback on viability of programs.

15. Identify the source of professional standards that inform this program. Explain how those standards have been used to assess and maintain ongoing quality and relevance.

Senior English majors take the **ACAT Literature in English** exam in December while they are enrolled in ENGL 497 (Senior Seminar). This nationally-normed exam provides data on how our students are learning about English-language literature compared to English students in the rest of the country. We have used this exam to track the effectiveness of course offerings and advising patterns. For example, we noticed last year that some students were not scoring as well in the British Romantic area, so we began advising students to take ENGL 302 (English Survey II) BEFORE, rather than after, ENGL 497.

16. Report and discuss the post-graduation placement of your graduates.
An alumni survey electronically distributed in 2018 indicated that 84% of the 82 respondents were moderately or extremely satisfied with Evangel Humanities courses preparing them for their vocation. Over 50% of respondents were employed in a vocation in which they were able to use skills related to their Humanities major within a year of graduation. Although respondents had varied Humanities majors, 55% were English or English Education majors.
17. Present and discuss any additional evidence of the program's quality and success. Include evidence of stakeholder (students, alumni, employers) satisfaction along with evidence that the unit has reviewed it & used what they learned to improve the program.
18. If an A.A. degree is part of this program, describe how the changes to this program affect the A.A. degree. **N/A**

SECTION 5: Sustainability

19. What new revenue opportunities have been (or can be) beneficial to the program? Describe any supporting funding from subsidies, grants, fundraising, etc.
The recent awarding of new scholarships to Assemblies of God Fine-Arts Participants has driven increased interest to our department. The scholarships have highlighted the availability of study in our writing and literature programs for incoming students.

To what extent does the program have the personnel, technological, and other resources it needs to meet its objectives?

At least two full-time faculty positions in this program have not been replaced, which can account for the lack of tracking and, to some extent, for the reduction in recruiting efforts and responses. It also accounts for the fact that some English elective courses that were on regular rotation for many years have now become almost extinct. It's a real shame, for it has restricted our English majors' choices and left considerable gaps in their knowledge of English literary history.

20. What efficiencies in the way the program operates are (or can be) beneficial to Evangel University as a whole?
Moving some courses to an online platform could increase the number and variety of courses we could offer in the future.

SECTION 6: Planning for the Future

21. Based on what you have learned from this review, including the SWOT conducted for the "Relevance" section (questions 8-12), identify 1 – 3 strategic objectives that will enable the program to further one or more of EU's strategic goals in the next 5 years OR update and attach your strategic plan. For each objective, please include: Who is the driver responsible for meeting this objective?; Who needs to be involved in accomplishing the objective?; What strategy(s) will be used to achieve the objective?; and When will this objective be accomplished?

(Part B)

Academic Program Review Rubric

Please click on the link below to complete the APR rubric.

SECTION 1: Program Information (1-6)				
SECTION 2: Identity-Mission, Values, and Strategic Plan				
	Exemplary (4 points)	Competent (3 points)	Emerging (2 points)	Insufficient (1 point)
7. Mission/ Overall Essentiality	Evidence is provided that the program has advanced EU's mission/strategic plans in deliberate and measurable ways.	Program objectives are consistent with EU's mission and strategic plans.	Program objectives are inconsistent with EU's mission and strategic plans.	Program objectives are not formulated.
8. Strategic Planning	The program routinely develops a cohesive Strategic Plan & has demonstrated that it has advanced EU's Strategic Plan.	The program has developed a cohesive Strategic Plan that has or is likely to advance EU's Strategic Plan.	The program has identified short-term objectives.	No evidence of intentional program planning is available.
SECTION 3: Relevance				
9. External Demand (OOH)	Faster than average growth or strong job opportunity is projected	Average growth is projected	Slower than average growth is projected	Decline is projected or no information is available.
10. Enrollment Trend Data	Increasing enrollment trend	Stable enrollment trend	Sporadic enrollment trend	Declining enrollment trend.
11. Opportunity Analysis	The program can provide examples of how they routinely evaluate and use strengths or opportunities to overcome weaknesses/ threats.	The program has identified & evaluated strengths, weaknesses, opportunities & threats & subsequently documented plans to improve.	The program has identified some pros and cons related to the program.	No evidence of opportunity analysis or SWOT self-evaluation is presented.
SECTION 4: Effectiveness				
12. Faculty Credentials	All faculty members hold terminal degrees in the field in which they teach.	All faculty may not have terminal degrees but all have appropriate degrees or tested experience for the courses they teach.	One or more faculty members are close to completing coursework or research that will give them a needed credential.	One or more faculty members are unqualified to teach 1 or more assigned courses.
13. Assessment of PLOs	PLO data from Course Commons has been collected annually & multiple faculty have reviewed findings & used what they learned to improve the program.	PLO data from Course Commons has been collected annually but multiple faculty did not review findings annually for program improvement.	Evidence of program effectiveness is available but not reviewed.	No evidence of program effectiveness is available.
14. External Validation	The program or its members hold membership in a professional organization(s) and use standards and best practices to inform their work. The program has been acknowledged by the organization(s).	The program or its members hold membership in a professional organization and use standards and best practices to inform their work.	The program or its members hold membership in a professional organization or have consulted an external expert.	No evidence that the program has considered its relevance or best practices is provided.
15. Stakeholder Satisfaction	Evidence of stakeholders (students, alumni & employers) is available along with evidence that the unit has reviewed it & used what they learned to improve the program.	Evidence that the unit routinely collects and analyzes stakeholder satisfaction levels is provided.	Some evidence of stakeholder satisfaction levels has been collected in the last 3 years.	No evidence of stakeholder satisfaction with the program is provided.

16. Placement	The program has provided a 3 to 5-year history of placement of majors, including job title and starting salaries.	The program has provided placement information for more than half of their most recent graduating class.	The program has spotlighted successful graduates.	No placement information is available.
17. High Impact Practices https://www.aacu.org/leap/hips	The program curriculum ensures that all majors experience multiple HIPs.	The program curriculum ensures that all majors experience an HIP.	HIPs are available to majors and minors.	No evidence of HIP usage is provided.
SECTION 5: Sustainability				
18. Percent of program graduates to total # of EU graduates in the last four years	Upper 25%	Mid 50-75%	Lower 25-50%	Lower 25%
19. # Attrited from EU in the last four years-Average %/Year	Lower 25%	Lower 25-50%	Mid 50-75%	Upper 25%
20. Resource Acquisition	The program has consistently and actively sought out and/or received new resources	The program consistently seeks and/or receives new resources	The program seeks and/or receives new resources on occasion	The program has not received new resources and none are expected
21. Resource Utilization	The program has provided multiple examples of program evaluation, prioritization & modifications that resulted in reallocating funds to a more strategic purpose within EU.	The program has identified one or more examples of program evaluation, prioritization & modifications that resulted in reallocating funds to a more strategic purpose within the program.	The program has provided an example of program evaluation, prioritization, & modification that resulted in reallocating funds to a more strategic purpose.	No evidence of resource prioritization or reallocation is available.
SECTION 6: Planning for the Future				
22. Based on what you have learned from this review, including the SWOT conducted for the "Relevance" Section (questions 8-12), identify 1-3 strategic objectives that will enable the program to further one or more of EU's strategic goals in the next 5 years OR update and attach your strategic plan. For each objective, please include: Who is the driver responsible for meeting this objective?; Who needs to be involved in accomplishing the objective?; What strategy(s) will be used to achieve the objective?; and When will this objective be accomplished?				

*Adapted with permission from Graceland University, Dr. Katie Bash