

Program Review Form

Program Review Year: 2017-2019

Name of Program Being Reviewed: English

Degrees Covered by Review: BA and BS in English

Name of Department: Arts and Sciences

Department Chair: Ian Hawkins

Program Coordinator: Frank Thornsbury

Note: Pages 1-4 are to be completed yearly by each program. Pages 1-5 are to be completed according to the Cycle of Curricular Review

Mission of the College

The mission of Free Will Baptist Bible College is to educate leaders to serve Christ, His Church, and His world through Biblical thought and life.

Strategic Initiative (from the strategic plan)

Strategic Initiative #1 – Integrating a Christian worldview.

The College will develop policies, programs, and activities which will enable students to develop a worldview that integrates the Christian faith with the academic disciplines in the whole of life.

Strategic Objective (from the strategic plan)

Strategic Objective 1.1 – Develop curricula that integrates the Christian worldview throughout all programs of study.

Program Objectives (from the College Catalog)

1. understand the grammar and syntax of the English language well enough to be able to listen and read critically
2. be able to select, read, and interpret literature for the enjoyment and benefit of himself and others
3. be able to demonstrate knowledge of library resources and scholarly work in literature by following an orderly, effective method of research by presenting results logically, accurately, and appropriately

Program Objectives link to Institutional Purpose/General Objectives of the College

The English program strongly emphasizes the College's general objectives #7 (Christian leadership and service in career, church, family, and private life), #9 (knowledge and skills needed function effectively in one's chosen vocation), and #11 (Communication skills, manifested both in lifestyle and in appreciation for that which is noble and uplifting).

Program Objectives link to Departmental Objectives

#1 Express themselves effectively in writing and speaking, #2 Exercise critical judgement in listening and reading, #3 Enjoy aesthetic experiences in literature, art, drama, and music, and thus have a broad and continuing appreciation of beauty, #4 Grapple with ideas embodied in literature and the other arts, and in this way understand themselves and others

Courses Aimed to Accomplish Specific Program Objectives

Program Objective	Courses
understand the grammar and syntax of the English language well enough to be able to listen and read critically	ENG 1011, ENG 1022, ENG 3403, ENG 4006
be able to select, read, and interpret literature for the enjoyment and benefit of himself and others	ENG 2111, ENG 2122, ENG 3204, ENG 3605, literature electives
be able to demonstrate knowledge of library resources and scholarly work in literature by following an orderly, effective method of research by presenting results logically, accurately, and appropriately	ENG 1011, ENG 1022, SPE 2002

Program Review: Assessment

Program Objective	Means of Assessment	Strategic Objective/Goal (2016/2017)	Results (2016/2017-2017/2018)
What we want to do (general)	How we will know if we did it	Specific Goals	What actually happened
understand the grammar and syntax of the English language well enough to be able to listen and read critically	Students' understanding of grammar and syntax will be assessed via the collation of CAAP results; chiefly, this assessment will consider the "writing skills" portion of the CAAP exam.	Students will score at or above the national average on the "writing skills" portion of the CAAP exam.	5 of 5 graduates scored at or above the national average on the writing skills
be able to select, read, and interpret literature for the enjoyment and benefit of himself and others	Students' ability to select, read, and interpret literature will be assessed via the Literary Criticism class.	Students will score at least a "C" in the literary criticism class.	5 of 5 graduates score at least a C in the literary criticism class.
be able to demonstrate knowledge of library resources and scholarly work in literature by following an orderly, effective method of research by presenting results logically, accurately, and appropriately	Students' ability to engage in scholarly research in the field of literature will be assessed via a final research paper from the History of the English Language course.	Students will score at least a "C" on a final research paper from the History of the English Language course	5 of 5 students scored at Least a C in the final research paper in the History of the English Language course.

Program Review: Use of Results

Strategic Objective/Goal (2016/2017)	Results (2016/2017-2017/2018)	Use of Results (2018/2019)	Results Revisited (2018/2019)
What we wanted to happen	What actually happened	What we did to improve	How did this affect later assessments?
Students will score at or above the national average on the “writing skills” portion of the CAAP exam.	5 of 5 graduates scored at or above the national average on the writing skills	Since CAAP writing test was not nationally normed since 2016 and it was discontinued, we are switching to the ETS testing and using the same goal of all graduates scoring at or above national average in writing on their ETS exit writing exam.	2 of 2 students scored at or above the national norm for writing on the ETS exam. We will continue to monitor this as we get more years of data from this nationally normed exam.
Students will score at least a “C” in the literary criticism class.	5 of 5 graduates score at least a C in the literary criticism class.	No change.	2 of 2 graduates scored a C or better in the literary criticism class. We will continue to monitor this as we have another full-time professor coming in 2019-2020.
Students will score at least a “C” on a final research paper from the History of the English Language course	5 of 5 students scored at Least a C in the final research paper in the History of the English Language course.	No change.	2 of 2 students scored a C or better on the final paper in the History of the English Language course. We will continue to monitor this as we have another full-time professor coming in 2019-2020.

Program Review: Comparison with Other Similar Programs

For the purposes of this comparison, details of Welch's English major were compared to the details of English majors offered by Cumberland University, Johnson University, Trevecca University, and Union University. The criteria for this comparison included total credit hours, course offerings, and program objectives.

In terms of similarities, Welch's total credit hours and program objectives were nearly identical to the other institutions. Whereas Welch's English major requires thirty-six credit hours, Cumberland's and Johnson's required thirty-nine, Trevecca required forty, and Union required thirty-four. The minor discrepancies in these numbers were accounted for by whether or not a program counted basic composition courses in their major requirements and/or whether or not a program required a capstone project. Program objectives, the other standout similarity among the compared institutions, generally included statements related to proficiencies in reading, writing, and critical thinking. One objective that set Welch apart from peer institutions is that each student will "understand the grammar and syntax of the English language well enough to be able to listen and read critically." While other institutions included objectives pertaining to listening and reading, Welch was the only institution to specify the relationship between grammar and syntax to such proficiencies.

In terms of differences, Welch's course offerings stood out in philosophically significant ways. Basic required courses for English majors did not vary dramatically; however, when it came to the curricular layout of elective courses, Welch's program was different from all other institutions due to its emphasis on period-based literature courses. Whereas the course offerings for all other institutions included courses focused on period, genre, and special topics (i.e.,

individual authors, movements, and socio-political issues), Welch's course offerings provided little deviation from a thorough exposure to the periods of English literature, from medieval to twentieth century. This difference reflects two important assumptions on the part of Welch's English faculty. First, literature cannot be interpreted or enjoyed properly outside of its cultural, philosophical, and historical contexts; therefore, students, especially undergraduates, must understand the chronological development of these contexts and how literary movements and individual authors fit into these contexts. Second, students must be exposed to a specific canon of English literature if they are to be considered well-rounded, knowledgeable practitioners of the English language.

Program Review: Analysis of Graduate School/Vocational Requirements

A brief survey of regional, graduate-degree-granting institutions in the area of English, including Austin Peay University, Belmont University, Middle Tennessee State University, and Vanderbilt University, returned very little discipline-specific requirements for admission. Many of these programs required the typical documents, test scores, and transcripts, but did not set stipulations for particular types of undergraduate coursework. Middle Tennessee State University did require fifteen hours of undergraduate coursework at the 2000-level in English; however, this institution was an outlier in the context of this survey. It must be noted, though, that when it comes to the discipline-specific requirements of outlying institutions such as MTSU, graduates of Welch's English program exceed those requirements.