I. Overview

a. Narrative

Coconino Community College (CCC) has offered developmental and transfer-level English courses since the college opened in 1991. The CCC English Program offers developmental composition and reading classes for students who do not place directly into English 101 and transfer-level courses for students who wish to transfer to a four-year college or obtain a certificate at CCC. The sequence of developmental courses consists of three courses: ENG 095, RDG 099, and ENG 100. ENG 095 Basic Reading and Writing Skills is a combined reading and writing course for students, which is designed for students who attain minimum scores in either reading or writing Accuplacer Testing. The next sequence is separated into RDG 099, Advanced Reading Improvement and/or ENG 100, Fundamentals of Composition. These developmental courses are required for those students who do not place directly into ENG 101. Transfer-level English courses provide foundational General Education courses in composition through CCC's ENG 101 and ENG 102 sequence of courses, as well as courses in Arts and Humanities, Intensive Writing, and General Transfer. All transfer-level courses articulate to the three Arizona state universities: Northern Arizona University, Arizona State University, and University of Arizona. These courses are offered in-person, online, and through dual enrollment programs.

The following courses provide students with General Education "Arts and Humanities" credit and Intensive Writing (IW) credit:

- ENG 236 Introduction to the American Short Story (3)
- ENG 237 Women in Literature (3)
- ENG 238 Literature of the Southwest (3)
- ENG 240 English Literature I (3)
- ENG 272 Creative Writing: Non-Fiction (3) (IW)

Additionally, our creative writing courses provide students with General Transfer credit:

- ENG 139 Introduction to Creative Writing (3)
- ENG 235 Fundamentals of Screenwriting (3)
- ENG 270 Creative Writing: Fiction (3)
- ENG 271 Creative Writing: Poetry (3)

Our unique faculty sets the CCC English program apart from other programs. From professional, published authors, to rhetoricians and editors of discipline-specific magazines, our faculty are hard at work practicing and honing their craft, publishing works, and actively researching innovative teaching methods to meet the emergent needs of a varied student population.

In addition to conferences, workshops, and research on current teaching trends, CCC's English Program gathers input at annual Articulation Task Force meetings through interactions with English

instructors from across the region. The English department works closely with local high school teachers to align dual enrollment English courses with college composition curriculum.

Prior to 2016, CCC's English department separated developmental writing and reading from transfer-level courses—ultimately, treating them as separate programs. As such, the last program review for developmental English was completed in August of 2011, with the transfer-level review being conducted on June 28, 2010. One of the biggest changes since the last program review was the elimination of department chairs throughout the college. As a result, an English program review was not conducted for several years. During the 2016 developmental review period, the lowest level courses for both reading and writing (RDG 089 and ENG 090) were combined into a single course: ENG 095. In Fall 2015, the ENG 101 and 102 course outlines were revised to provide students with a more consistent and effective transition from composition courses to other disciplines in which ENG 101 and ENG 102 are prerequisites or co-requisites.

b. Program goals

The developmental reading and writing program seeks to increase retention rates of developmental students requiring basic skills instruction and prepare them for success in academic courses, whereas transfer-level English courses seek to provide affordable General Education opportunities to northern Arizona's unique, diverse lifelong learners. Classes are offered in-person and through distance learning at Flagstaff campuses and CCC's Page campus to honor the college's mission of "embracing diversity" by serving the larger Coconino County population, which includes students in rural areas.

c. Staffing of the program

> Developmental English staffing is comprised of one full-time reading instructor and one full-time composition instructor; however, as of Fiscal Year (FY) 16, the full-time reading instructor has resigned and the position remains vacant. The department will be hiring a new full-time English faculty member in the summer months, although the scope of this new position is under discussion and may include transfer-level English courses.

> Several part-time instructors are hired each semester to teach developmental reading and writing classes at the CCC campuses in Flagstaff and Page. Additional data is in **Appendix A.**

> Three full-time faculty members teach transfer English. In FY 2013 to FY 2014, the department consisted of three full-time transfer-English faculty, with one faculty member serving as Department Chair with release time. Beginning FY 2015, chair positions were eliminated. Consequently, the department chair no longer served additional duties and taught 30 load hours a year, as did two full-time transfer-level English faculty. In FY 16, the former chairperson was hired as Interim Dean with a reduced teaching workload: three classes in 2015-2016 and no additional teaching duties in 2016-2017, although the instructor chose to teach one section of ENG 238. The other two full-time instructors continued to teach 30 load hours, serve on various

committees, coordinate CCC's college publications, and serve in advisory roles for Phi Theta Kappa.

Traditionally, the English department hires part-time faculty to teach between one and three classes on a semester-by-semester contract. In the past year, twenty-three part-time faculty members were hired to teach transfer English courses. See **Appendix A** for more data about full-time vs. part-time ratio staffing.

d. Decision making

Monthly English meetings include discussions about needs and assessment of the developmental English program. Input is gathered through the ARGOS Dashboard created by IR for students testing into developmental English courses. Another data point is the Accuplacer pre- and post-testing of students enrolled in ENG 095.

Curricular and learning outcome decisions within the English program are made through collaboration by all of full-time English faculty. Curricular decisions go through an approval process that includes the Dean of Learning, Curriculum Committee, curriculum chair, and any additional affected departments. Scheduling and part-time staffing decisions are made by the Dean, after consultation with the full-time instructors, part-time instructors, and the Academic Operations Coordinators. Transfer English is supported by CCC's Testing Services and the Tutoring Center and other student services. In addition, the General Education Committee supports all General Education courses.

e. Summary of student assessment results since last program review and programmatic changes as a result of the assessment results

Previous assessment of placement testing utilized Accuplacer Reading Comprehension and Accuplacer Sentence Skills. The lack of alignment of the sentence skills test to actual student writing resulted in the implementation of Writeplacer as the current metric for placement in developmental composition classes. The results of this change have been positive. See Assessment b under Part IV: Analysis and Recommendations for more detailed results.
The initial pre and post-testing of ENG 095 students showed positive student growth in reading and writing skills. (See **Appendix B.)**

Due to administrative and organizational changes, department-wide and institution-wide assessment did not occur at CCC for several years. During the 2016-2017 academic year, the English department took part in the assessment of critical thinking within general education courses. The General Education Committee conducted an assessment of all general education courses taught by full-time and part-time faculty to create a culture of critical thinking at the College. The Committee asked for faculty to submit an assignment that assesses critical thinking and then for the faculty member to use a standard rubric in Canvas to ascertain if students had learned important critical-thinking concepts. Graphs of the assessment results for ENG 101, 102, 238, and 272 can be seen in **Appendix C**. The results are included in Assessment b under Part IV: Analysis and

Recommendations.

f. Statement of program's accomplishments in support of the current strategic plan

The English department contributes to CCC's 2016-2020 strategic plan goal two: "CCC will promote a learner-centered environment that incorporates innovative strategies and support structures intended to reduce student attrition and increase retention." The restructure of combining ENG 090 and RDG 089 into one class, ENG 095, enables students needing these classes to complete the developmental classes' sequence in fewer courses. This change directly contributes to the objective "Investigate and develop clear pathways for developmental education, certificates and programs" (Coconino Community College Strategic Plan Goals and Objectives Goal 2, Objective 6).

Through the foundational roles that ENG 101 and ENG 102 play within the General Education program, the English program supports the strategic plan goal two. Although there are no objectives within the current strategic plan that specifically focus on transfer-level English, we support learners by helping them gain the writing and research skills they need to be successful in college courses.

II. **Teaching and Learning**

a. Program requirements and course offerings

    i. List of courses and their descriptions

        See **Appendix E** for a complete list of course offerings. The sequence of developmental courses consists of three courses: ENG 095, RDG 099, and ENG 100. ENG 095 Basic Reading and Writing Skills is a combined reading and writing course for students, which is designed for students who attain minimum scores in either reading or writing Accuplacer Testing. The next sequence is separated into RDG 099, Advanced Reading Improvement and/or ENG 100, Fundamentals of Composition. These developmental courses are required for those students who do not place directly into ENG 101. Transfer-level English courses provide foundational General Education courses in composition through CCC's ENG 101 and ENG 102 sequence of courses, as well as courses in Arts and Humanities, Intensive Writing, and General Transfer. All Transfer-level courses articulate to the three Arizona state universities: Northern Arizona University, Arizona State University, and University of Arizona. These courses are offered in-person, online, and through dual enrollment programs.

        The following courses provide students with General Education "Arts and Humanities" credit and Intensive Writing (IW) credit:

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- ENG 238 Literature of the Southwest (3)
- ENG 240 English Literature I (3)
- ENG 272 Creative Writing: Nonfiction (3) (IW)

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- ENG 139 Introduction to Creative Writing (3)
- ENG 235 Fundamentals of Screenwriting (3)
- ENG 270 Creative Writing: Fiction (3)
- ENG 271 Creative Writing: Poetry (3)

ii. List of degrees and certificates

1. Degrees and Certificates

Although CCC does not offer an English degree, please see **Appendix F** for a list of degrees and certificates to which the English Program contributes.

2. Outcomes

The English Program contributes to the General Education Learning Outcomes. As a part of this focus, our ENG 101 and ENG 102 courses prepare students for writing intensive courses. Program learning outcomes that English contributes to are not specific to English courses

iii. Enrollment for each semester

Enrollment for each semester can be found in **Appendix G**.

iv. List of courses, # of sections offered, # of enrollments, tuition paid by fiscal year

See **Appendix G** for a list of enrollments, tuition, and success rates.

One pattern of data relating to student success indicates that developmental English and reading classes at the Flagstaff Lone Tree campus have a higher success rate than classes held at Flagstaff Fourth Street campus. **(See Appendix D.)**

b. Licensure of students

Not applicable for English and reading courses.

c. Course outlines reviewed and updated

While there is no set schedule for course outline reviews, the college attempts to review course outlines every five years. As a department, faculty review the course outlines, make necessary changes, and submit the revised course outlines to Curriculum Committee for approval.

The last program review for Developmental English was completed in August of 2011. Since then, in 2016 the lowest level courses for both reading and writing (RDG 089 and ENG 090) were combined into a single course, ENG 095. The purpose of this course was to restructure basic skills reading and writing classes to enable students needing these classes to complete the developmental classes' sequence in fewer courses. Aligning with the college's new strategic plan, this course meets the objective to "investigate and develop clear pathways for developmental education, certificates and programs." Literacy development is dependent on an interconnection between reading and writing. Combining both curricula in one class gives a more unified perspective of this for the lower level developmental student. Other changes include the implementation of Writeplacer instead of Accuplacer Sentence Skills in order to assess student writing skills placement. We have also modified the placement criteria utilizing SAT scores in order to reflect the new SAT scoring system.

The last program review for Transfer English was completed in June 28, 2010. In Fall 2015, the ENG 101 and 102 course outlines were revised to provide students with a more consistent and effective transition from composition courses to other disciplines in which ENG 101 and ENG 102 are prerequisites or co-requisites. Anecdotally, we found that students were having difficulty understanding how to transfer the critical thinking skills they applied when writing a literary analysis to papers required in other disciplines. Additionally, we found the language used in the course outline to define student learning outcomes did not translate consistently to instructors across course sections. For example, some instructors treated the ENG 102 course as an introduction to literature course, rather than focusing on the research and composing skills. To remedy these inconsistencies, the English department revised English 101 to focus on analysis, argument, and profile or informative essays, and English 102 was revised to eliminate the creative literature focus and concentrate on textual analysis and/or synthesis and research. These changes align more closely with the Council of Writing Program Administrators (WPA) Outcomes for first-year composition.

d. Curriculum

English 101 and 102 underwent curricular changes after significant revisions were made in the course outlines during the 2013-2014 academic year. All English faculty were involved in the revision process, and all faculty agreed that there were too many course outcomes for English 101. The Department decided to reduce the number of outcomes from nineteen to nine to provide clearer, more consistent outcomes for students. Faculty also changed the required assignments to give students the writing skills they will need for both their English and other general education courses. In addition, English 102 changed its focus from literature and literary analysis to rhetoric and research to better address the needs of students. Faculty had heard many student complaints that the literary analysis skills learned in 102 did not transfer well to their other courses and that they had to learn new skills that were not covered in 101. Since that change, the department has only been able to collect a year's worth of data showing student success rates in English 102 from 2015-2016. Initial results have been promising: success rates were 78.6%, the highest they have been in five years. (See **Appendix I** for more data.) However, this data represents only one year, and there are other factors that might have been integral to improving success rates. Therefore,

additional data will still need to be collected to see if the curricular changes in composition courses will improve student writing skills across the College over the next five years.

Any curricular changes to ENG 100 and RDG 099 were minor and reflected updates to the course outlines. ENG 095 has been the major curriculum change. Due to this new course, low level developmental English students are now able to elevate both reading and writing skills in the time frame of one four-hour class instead of two separate four-hour classes.

As part of an institution-wide effort, a template will be implemented in online courses that standardizes the look and feel of the courses in order to increase student success. These changes will be implemented throughout the 2017-2018 academic year.

e. Articulation

AZ Transfer table

Developmental English and reading courses are institution-specific and the credits do not transfer between institutions. With very few exceptions, the transfer-level courses in the English department transfer as departmental elective credit or better at the three Arizona Universities. Our foundational composition courses, ENG 101 and ENG 102, transfer directly to Arizona State University (ASU) and the University of Arizona (UofA). If CCC students transfer both ENG 101 and ENG 102 to Northern Arizona University (NAU), they will have satisfied their composition requirement; NAU offers a 4-credit hour ENG 105 as their composition course, which doesn't match with the other universities or community colleges in Arizona.

In most cases where an equivalent university course is offered, our ENG courses transfer directly to the applicable university. Department Elective credit is awarded when the course does not have a university equivalent or when the equivalent is offered as an upper-division course. Some notable exceptions do occur that suggest a need for follow-up information through our curriculum coordinator and/or the English Articulation Task Force. Our introduction to fiction, poetry and creative nonfiction courses transfer directly to NAU and ASU, but only receive departmental elective credit at UofA, despite the fact that they also offer similar courses. This could be a prerequisite discrepancy. In addition, our English Literature 1 course only receives elective credit at UofA, when it may be possible to receive departmental elective credit. (See **Appendix K** for supporting information.)

f. Program accreditation

If applicable, is the program accredited by a programmatic accrediting agency? If so, name the agency and include the status of your most recent accreditation. This is not applicable to the English program.

g. Teaching loads

Full-time faculty are required to teach a minimum of fifteen load hours or five classes of three credits each. Each of the two full-time Developmental Reading and English faculty teach four classes each semester. Each of the English and reading developmental courses are four hours credit. Full-time faculty who teach transfer English courses have discussed reducing the load from five to four or reducing class sizes from the class cap of twenty-four, due to the large amount of grading required for these courses. This concern has been discussed within the department and with the Dean, and it was also put on a wish list for the most recent Strategic Plan. However, at this time, no further action has been pursued, but faculty who teach transfer English would like to continue to discuss the pros and cons of these potential changes as well as pass it up the chain to the Dean of Arts and Sciences for further action.

The following are the ratios for full-time versus part-time faculty in Transfer English for the past five years:

2011-12	Full-time 4 (16%)	Part time 21 (84%)
2012-13	Full-time 4 (17%)	Part time 20 (83%)
2013-14	Full-time 4 (19%)	Part time 17 (81%)
2014-15	Full-time 3 (15%)	Part time 17 (85%)
2015-16	Full-time 2 (8%)	Part time 23 (92%)

The following are the course loads for full-time and part-time faculty in Developmental English and Reading for the past five years:

2011-12	Full-time 32%	Part time 68%
2012-13	Full-time 38%	Part time 62%
2013-14	Full-time 48%	Part time 52%
2014-15	Full-time 59%	Part time 41%
2015-16	Full-time 62%	Part time 38%

For the past five years, developmental Reading and English classes have had two full-time faculty positions. Part-time faculty positions have decreased from fourteen in 2011-12, to six in 2015-16, a decrease in over 50%. Full-time faculty have taught eleven to sixteen sections in the past five years whereas part-time faculty have taught from thirty-three down to ten. In 2011-12, full-time faculty taught approximately 32% of the Developmental Reading and Writing courses. In 2015-16, full-time faculty taught 62% of the Developmental Reading and Writing courses. See **Appendix A.**

Like all full-time faculty, English faculty are required to serve on a minimum of two committees in an effort to further improve the experiences and learning opportunities for students in degree-seeking programs. They are also required to have five office hours per week. Full-time faculty also are expected to attend division meetings and departmental meetings, and contribute to other duties as needed (i.e. complete program reviews, update course outlines, etc.). These are the basic requirements for full-time faculty; our faculty often exceed these requirements. (See Program Strengths for some examples.)

In the 2015-2016 academic year, one of the full-time faculty in English obtained a position as an interim dean, with a reduced load of 9 credit hours per year. In the 2016-2017 year, the interim dean position did not include teaching duties. There is currently no release time available for full-time faculty, and the only requirements for part-time faculty are for teaching their chosen courses and following institutional requirements.

The English department offers a mix of in-person, hybrid, ITV, and online courses. Over the past few years the department has been able to provide more online courses for its creative writing classes, and there was even a proposal of an online creative writing certificate, but that proposal has not come to fruition yet. This is a curriculum addition that the Department would like to pursue in the future. ITV courses in ENG 272, Creative Nonfiction, have been run successfully. An ITV course was attempted with English 139: Introduction to Creative Writing, but the one student who was in Page withdrew from the course. In most scheduling decisions, online offerings have been preferred to ITV offerings when Page was unable to sustain an in-person course at their campus. With the revamping of the Fourth Street Campus to an Innovation Center, more classes will be offered there starting in the 2017-2018 academic year.

The ENG 095 course is taught both fall and spring semesters. Due to the nature of it being a lower level developmental course teaching combined reading and writing, it is not offered in the summer due to the abbreviated nature and fast-pace of summer courses. ENG 100 and RDG 099 have each been available in a hybrid format for the 2016-17 academic year. RDG 099 had one hybrid section in both fall and spring semesters and ENG 100 was offered as a hybrid in the spring semester. Both of these hybrid method courses will continue to be offered in the fall and spring semesters. There has been discussion of offering each course as an online course to help students in Page and other outlying areas complete a prerequisite to enter ENG 101.

h. Faculty credentials

English faculty are credentialed by the HLC by having a Master's Degree in English or related field. All English faculty credentials are detailed in **Appendix H.** The English department has not had difficulty finding instructors to meet the minimum qualifications. It is more difficult, however, to find instructors with additional educational backgrounds in reading.

III.   **Staff, Resources, Facilities, and Funds**

a. Internal strengths of the program

- Faculty are dedicated to their students and their professions. Within our English faculty are published authors, rhetoricians, editors of statewide discipline-specific magazines, Phi Theta Kappa advisors, CCC student publications advisors, and members of Arizona Department of Education standards workgroups and curriculum development grants.

- Collaborative environment: English department worked with departments campus-wide to bring renowned southwest author Dagoberto Gilb to campus as part of the Northern Arizona Bookfest.

- Implementation of the Writeplacer essay tool from Accuplacer for composition placement. Although we haven't collected data to assess the success of this placement tool, Writeplacer assesses many aspects of a student's writing compared to the sentence skills test that was previously in place.

- English 101 and 102 course outline modifications. In 2015-2016, we saw an increase in success rates for English 102 compared to the previous four years. (See **Appendix I.**)

- Taking initiative to examine current course offerings and modify them to fit students' changing needs is a definite strength of this department. Both lower level courses ENG 090 and RDG 089 were combined into one basic skills class relating more to the interdependent relationship between reading and writing, which also enables lower level developmental students to progress into transfer level English courses more quickly. ENG 095 also adopted an online learning component which focuses on individual skills and brings technology into the developmental classes. Creating hybrid courses for both ENG 100 and RDG 099 gives options to developmental students. The TRIO program and tutoring provide additional support for developmental students at the Lone Tree campus.

b. Internal weaknesses of the program

- Low number of full-time to part-time ratio (see **Appendix A**). Note that the addition of one English faculty member has been proposed for FY 2017-2018; however, due to the resignation of 1 full-time faculty member, this position will not increase the number of full-time faculty.

- Lack of formal training for new part- and full-time hires to provide teaching materials for the English courses they are hired to teach.

- Since department chairs were eliminated during a reorganization, the English department has developed its own structure to coordinate textbook selection and course scheduling methods to the AOCs. These methods have experienced some communication gaps and still need to be refined. Communication within the department has been enhanced through the establishment of monthly meetings in FY 16.

- Challenges with communication that involves the English department affects decision-making. Some decisions regarding English curriculum and alignment were made without full-time faculty input (textbook selection and usage, mentoring, and online course development). This communication breakdown impedes the department's ability to make collective decisions, which may result in a disconnect with part-time faculty and course inconsistencies.

- Developmental English and Reading requested that these classes be taught for Flagstaff at the Lone Tree Campus exclusively due to access to student resources (Trio, tutoring, student

services, IT Help) yet this was only granted for one year. Success rate data for this request are in **Appendix I.**

- There exists a need to address class size caps for development and composition courses and faculty load hours, which are more closely aligned with the National Council of Teachers of English recommendations.

c. List the recommendations from your last program review and any recommendations from Program Advisory Committees (if applicable).

In the last program review a need for a long-range plan for achieving goals was recommended, but has not been completed. CCC has undergone many changes in administration and leadership, so there has been a lack of communication in regards to a long-range plan and /or goals specific to Developmental Reading and English to the two full-time Developmental English and Reading faculty members, who are new since the last program review.

A formal review of course outlines was also recommended and this was completed in 2015.
A learning module focused on developmental education was being constructed at the time of the last program review, intended to help new developmental instructors understand their student population. The current full-time developmental instructors are not aware of this module; if it was completed, it was not implemented or made widely available.

Departmental recommendations further included a stronger tutoring and/or advising program to increase retention and student success, which is now available through the TRIO program and more available tutoring. The online tutoring tool, Smarthinking, will be available for English 100 students for the first time in Fall 2017. Another recommendation was for greater access to student computers for supervised "lab" work, testing, and instruction; the new ENG 095 now has an online learning component and computers for students in that class. Also, the implementation of a more accurate placement test for writing instruction was completed by replacing Accuplacer Sentence Skills with Writeplacer.

As recommended in the 2010 program review, in Fall 2015, the ENG 101 and 102 course outlines were revised to provide students with a more consistent and effective transition from composition courses to other disciplines in which ENG 101 and ENG 102 are prerequisites or co-requisites.

In the 2010 program review, a concern was raised regarding inconsistent expectations regarding the use of technology between course sections. This concern has been lessened due to greater availability of computer carts and computer classrooms in our campuses. In addition, the new ENG 102 course outline requires that student compose in alternative formats, in accordance with WPA guidelines.

Although the planned creative writing online certificate is not in place, foundational steps were taken. ENG 272, 271, 270, 139, 238, and 240 were all developed as online course offerings. As a result, the enrollment increased in most of these courses. (See **Appendix I.)**

IV. **Analysis and Recommendations**

    a. Description of needs to conduct program, including space and equipment

Needs for Developmental English and Reading include the retention of one full-time Developmental Reading instructor and one full-time Developmental English instructor in order to ensure that the developmental courses have cohesion and consistency to best prepare students for transitioning into transfer English and other academic courses. Over the last five years, Developmental English and Reading courses have served 2517 students at CCC. The success rate has averaged 76%. (The higher skilled developmental courses RDG 099 served 1023 students at a 78.6% success rate and ENG 100 had 1110 students at a 78.4% success rate.) An area that has successfully served this many students need to have two full-time faculty members who can collaborate and coordinate developmental students' instructional needs. (See **Appendix J.)**

In addition, Developmental Reading and English courses have shown higher success rates at the Lone Tree campus over the Fourth Street campus. The Flagstaff Lone Tree campus has more centralized support for students. Scheduling Developmental Reading and English classes in Flagstaff at the Lone Tree campus is therefore recommended. (See **Appendix D**.) Continued and advancement in instruction utilizing technology are necessary in order to best prepare developmental students for general education coursework.

As mentioned earlier in the report, English students need access to computers in the classroom for research and composing purposes. This access has, at times, been difficult to obtain due to the number of courses needing these tools. This need will be monitored to see if it is being met.

    b. Assessment

In Spring 2013, the Strategic Plan Committee D met to discuss ways to improve student placement testing, and at the end of the semester, made the recommendation to replace the Accuplacer sentence skills test with the Writeplacer essay test. Since the English department and the College decided to change the English placement test, student success rates in English 101 have improved from 74.8% in 2013 to 81.8% in 2016. Of course, there are other factors beyond placement testing that have contributed to that 7% increase, but it seems that this change in placement testing has had a positive impact. The English department will continue to monitor placement testing for English 101 to make sure that the cut scores are reflecting the best possible chances for success in English 101 and 102.

Accuplacer and Writeplacer are used for placement in Developmental Reading and English classes. ENG 095 students are also post-tested on both tests. The results of the post-tests for Fall 2016 are in **Appendix B.** Since the implementation of Writeplacer in 2013-2014, the success rates for ENG 101 have increased. While the success rates for the previous two years had been 77.3% and 74.8%, the success rate for each year after implementation has been in the low 80% range (80.2%, 81.6% and 81.8%). (See **Appendix I**.) Because this increase is correlated with the switch to Writeplacer, it

is reasonable to surmise that accurate placement has positively affected the success rates in ENG 101.

Informal classroom assessments include worksheets, quizzes, tests, essays and portfolios.

During the 2016-2017 academic year, the General Education Committee conducted an assessment of general education courses taught all by full-time faculty and some part-time faculty to begin to create a culture of critical thinking at the College. The Committee asked for faculty to submit an assignment that assesses critical thinking and then for the faculty member to use a standard rubric in Canvas to ascertain if students had learned important critical-thinking concepts. The results were mostly promising because they showed that critical thinking is practiced in most English classes and that students are demonstrating some measure of critical thinking. However, there are obvious limitations to this assessment. Because there was no common critical thinking assignment among English faculty, there was no uniform standard for analyzing and evaluating the data for accuracy, applicability, and relevance. This is a problem that could be remedied in a future critical thinking assessment like this one. In addition, this assessment is only a beginning to inculcating a culture of critical thinking and to assessing the prevalence of critical thinking in English courses. The English department will take the following academic year to analyze what the data mean and how its results could be applied to improving future English classes.

c.   Challenges

As stated earlier, there is a need to include the retention of one full-time Developmental Reading instructor and one full-time Developmental English instructor in order to ensure that the developmental courses have cohesion and consistency to best prepare students for transitioning into transfer English and other academic courses. The Developmental Reading instructor is leaving and the position is being presented as an English position with knowledge in reading, rather than requiring any reading endorsement or certification in reading. If the Developmental Reading and English program is to keep working towards improving the college's developmental courses to improve retention and completion rates, as well as ensure student success, there is a need for a full-time Developmental Reading instructor whose main focus will be in developmental reading to collaborate with the Developmental English instructor to improve upon the courses offered for developmental students.

Challenges in the Developmental Reading and English program are monitoring completion rates, since tracking developmental students pose challenges. Developmental students may transfer to another college or university, or may drop out due to personal or employment-related issues. Although designed to help academically deficient students on track towards a job-training certificate, an associate or four-year college degree, developmental students face spending more time and more money toward these goals. The introduction of ENG 095 addressed this problem for the lower-skilled developmental Reading and English students; however, investigation into accelerated basic-skills classes for the higher skilled developmental students could further improve retention and success rates.

Department-wide challenges, as well as action plans, are addressed in the goals section, below. The department plans to meet in the fall of 2017 to prioritize these goals and to set timelines for goal attainments.

d. Summary of program

The adoption of using Writeplacer for placement is a more accurate assessment of student writing skills than the previously used Accuplacer Sentence Skills assessment. The increase in the success rate for ENG 101 could be attributed to this change.

The collaboration that led to the combination of ENG 090 and RDG 089 into ENG 095 accelerated and improved upon the pathway for lower-skilled developmental Reading and English students. This new course incorporated the use of technology in an individualized learning component that also introduces developmental students to the use of technology in the classroom.

The new hybrid classes for RDG 099 and ENG 100 create an additional access point for non-traditional and more advanced students who need alternative access to developmental classes.

Changes to the ENG 101 and 102 course outlines have resulted in a smoother transition for students between ENG 101 and ENG 102.

In an attempt to meet the weaknesses and challenges posed in this program review, the English department proposes the following goals:

> **Goal 1**: Hire additional full-time English faculty to create a more equitable ratio of full- to part-time instructors.

> **Goal 2:** Hire a full-time developmental reading teacher in order to ensure the stability and strengths of the developmental reading and English program.

> **Goal 3:** Research and discuss reduction of required course loads and/or cap sizes for transfer-level full-time faculty. **Appendix L** offers a start regarding class caps at institutions across the country.

> **Goal 4:** Research and discuss viability of developmental course offerings at 4th Street.

> **Goal 5:** Research the development of an English 101+ course, which includes curriculum from both ENG 101 and ENG 100 course outlines to serve students who require additional assistance with lower level writing skills.

> **Goal 6:** Review current literature course offerings and research the option of formally adopting writing intensive criteria into one or more courses.

Goal 7: Develop a departmental mentoring/training program for new and part-time instructors.

Goal 8: Review course offerings to determine viability.

Goal 9: Provide a clear and consistent communication loop with part-time faculty.

These goals will be finalized in the fall of 2017, when the department will prioritize them and create timelines.

V.   <u>Appendix</u>

See separate document, included with the main program review document.

Appendix A: Staffing

# of Transfer ENG Faculty FT/PT
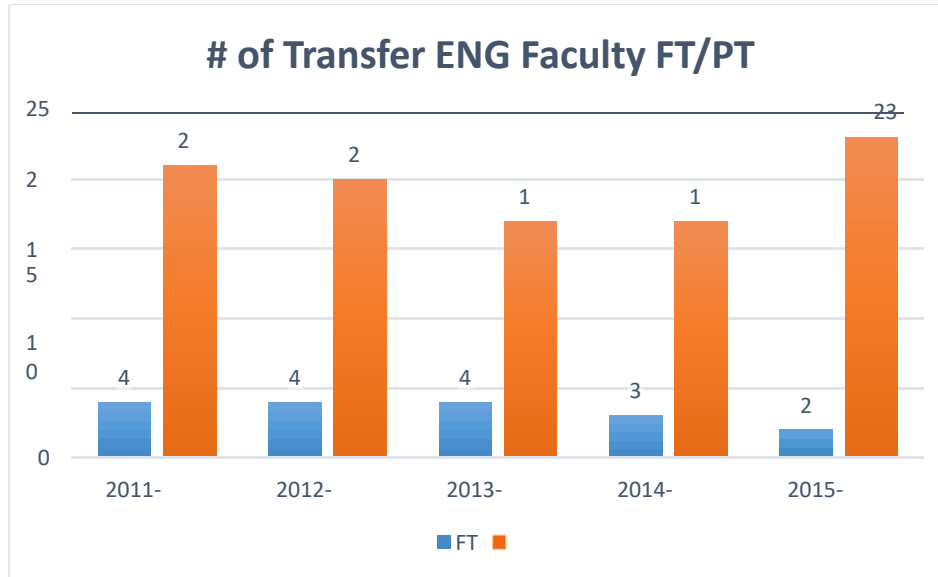
	FT	PT
2011-2012	4	21
2012-2013	4	20
2013-2014	4	17
2014-2015	3	17
2015-2016	2	23

# of All Transfer ENG Sections Taught by FT/PT
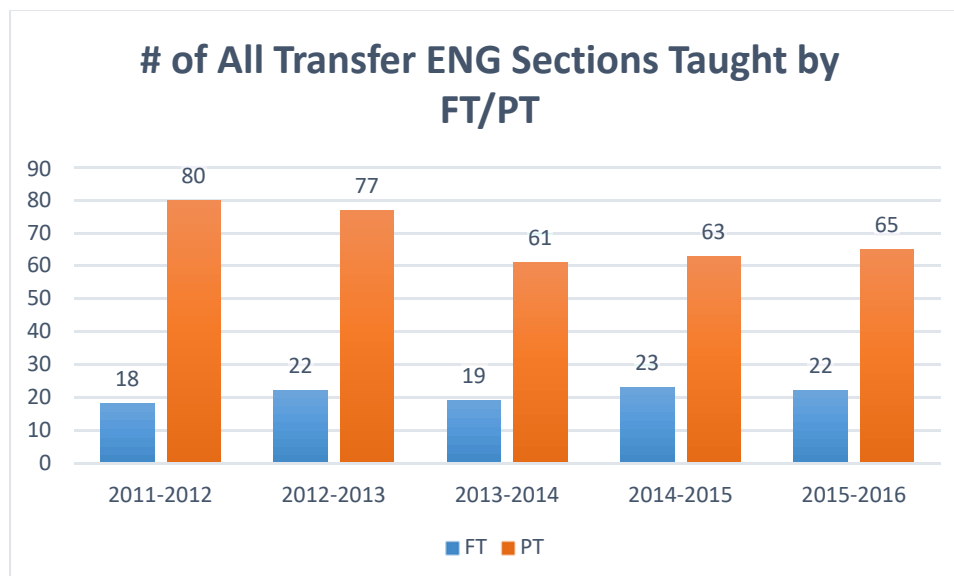
# of All Transfer ENG Credits Taught by FT/PT

Year	FT	PT
2011-2012	54	240
2012-2013	66	231
2013-2014	57	183
2014-2015	69	189
2015-2016	66	195

■ FT ■ PT

FY11-16 # of Devl ENG/RDG Faculty FT/PT

Bar chart showing FT and PT faculty counts by year:

- 2011-2012: FT 2, PT 14
- 2012-2013: FT 2, PT 8
- 2013-2014: FT 2, PT 7
- 2014-2015: FT 2, PT 7
- 2015-2016: FT 2, PT 6

Legend: FT, PT
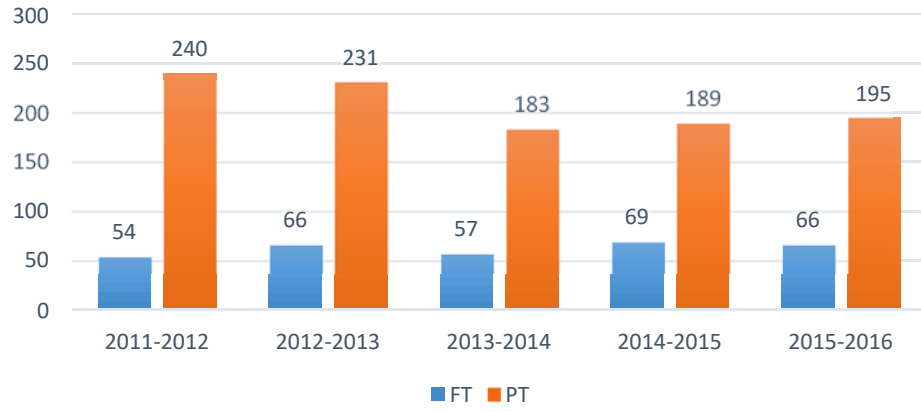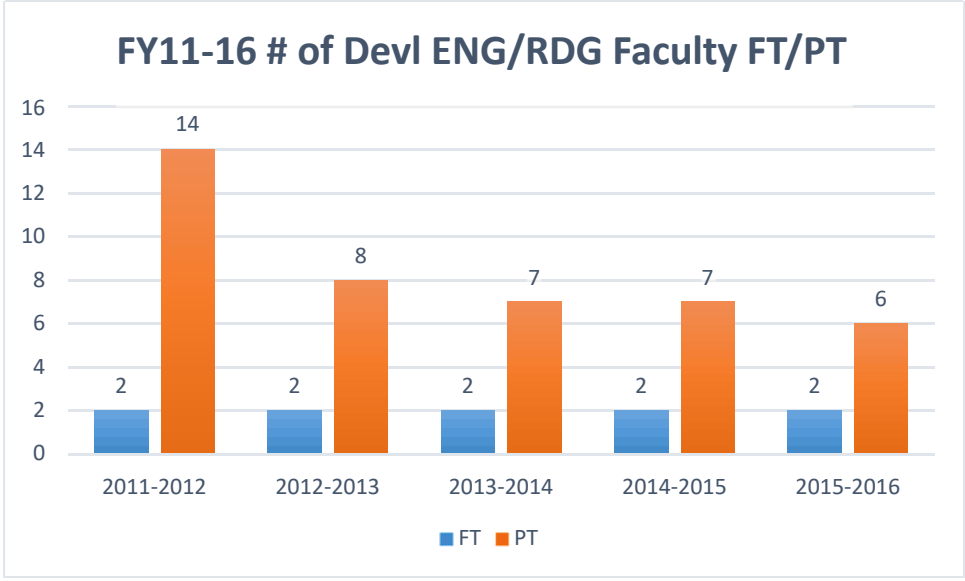
	FT	PT
2011-2012	2	14
2012-2013	2	8
2013-2014	2	7
2014-2015	2	7
2015-2016	2	6

of ALL Devl ENG/RDG Sections Taught by FT/PT

Bar chart showing FT and PT sections taught by year:

- 2011-2012: FT 16, PT 33
- 2012-2013: FT 11, PT 18
- 2013-2014: FT 15, PT 16
- 2014-2015: FT 16, PT 11
- 2015-2016: FT 16, PT 10

Legend: FT, PT
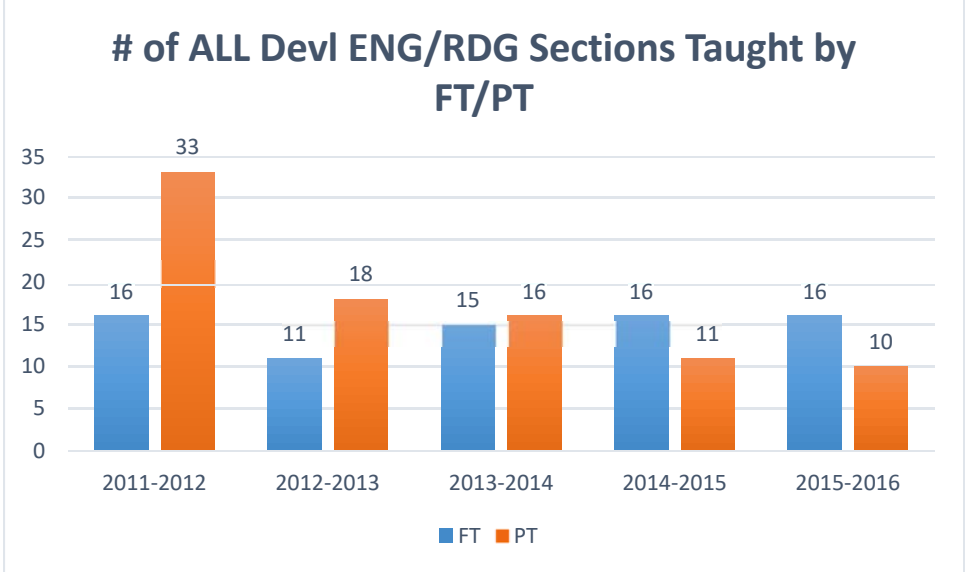
of all Devl ENG/RDG Credits Taught by FT/PT

Year	FT	PT
2011-2012	64	132
2012-2013	44	72
2013-2014	60	64
2014-2015	64	44
2015-2016	64	40

Legend: FT, PT
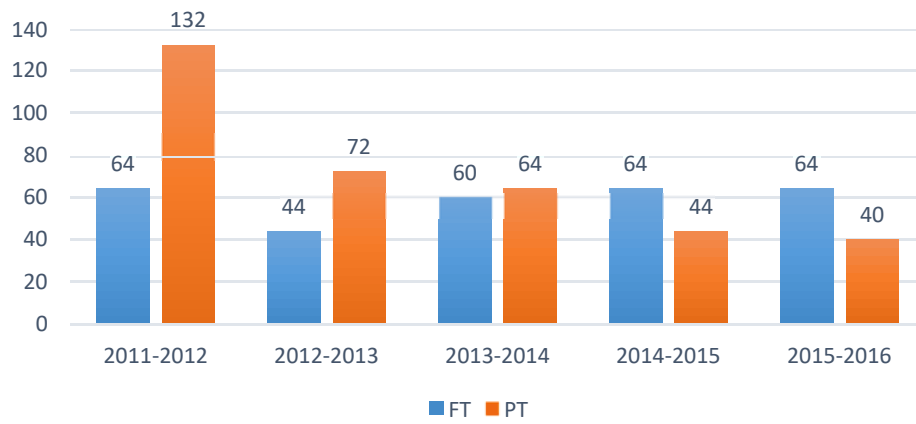
Appendix B: ENG 095 Success Rates Fall 2016

ENG 095-01

Name	RDG Score 1	RDG Score 2	Difference
ENG 095 Student 1	30	42	+12
ENG 095 Student 2	72	91	+19
ENG 095 Student 3	30	31	+1
ENG 095 Student 4	39	44	+5
ENG 095 Student 6	61	86	+25
ENG 095 Student 7	55	48	-7
ENG 095 Student 8	39	39	0
ENG 095 Student 9	44	31	-13
ENG 095 Student 10	105	114	+9
ENG 095 Student 11	33	48	+15
ENG 095 Student 12	33	48	+15
ENG 095 Student 13	39	79	+40
ENG 095 Student 14	53	74	+21
ENG 095 Student 15	68	75	+7

ENG 095-01

Name	WRTG Score 1	WRTG Score 2	Difference
ENG 095 Student 1	4	2	-2
ENG 095 Student 2	4	4	0
ENG 095 Student 3	3	4	+1
ENG 095 Student 4	4	5	+1
ENG 095 Student 6	2	4	+2
ENG 095 Student 7	2	4	+2
ENG 095 Student 8	5	4	-1
ENG 095 Student 9	2	3	+1
ENG 095 Student 10	2	5	+5
ENG 095 Student 11	3	5	+3
ENG 095 Student 12	3	1	-2
ENG 095 Student 13	4	4	0
ENG 095 Student 14	3	4	+1
ENG 095 Student 15	2	4	+2

ENG 095-02

Name	RDG Score 1	RDG Score 2	Difference
ENG 095 Student 1	50	n/a	0
ENG 095 Student 2	37	53	+13
ENG 095 Student 3	39	60	+21
ENG 095 Student 4	35	33	-2
ENG 095 Student 5	39	88	+49
ENG 095 Student 6	30	39	+9
ENG 095 Student 7	34	37	+3
ENG 095 Student 8	46	42	-4
ENG 095 Student 9	36	60	+24
ENG 095 Student 10	38	29	-9
ENG 095 Student 11	31	41	+10
ENG 095 Student 12	53	89	+36
ENG 095 Student 13	77	68	-9

ENG 095-02

Name	WRTG Score 1	WRTG Score 2	Difference
ENG 095 Student 1	1	1	0
ENG 095 Student 2	4	4	0
ENG 095 Student 3	5	5	0
ENG 095 Student 4	1	3	+2
ENG 095 Student 5	3	5	+2
ENG 095 Student 6	1	3	+2
ENG 095 Student 7	3	4	+1
ENG 095 Student 8	2	4	+2
ENG 095 Student 9	3	4	+1
ENG 095 Student 10	3	3	0
ENG 095 Student 11	2	4	+2
ENG 095 Student 12	5	4	-1
ENG 095 Student 13	2	5	+3

ENG 095 Student 14	57	66	+9		ENG 095 Student 14	2	5	+3
ENG 095 Student 15	32	56	+24		ENG 095 Student 15	4	6	+4
ENG 095 Student 16	63	64	-1		ENG 095 Student 16	2	5	+3
ENG 095 Student 17	36	60	+24		ENG 095 Student 17	3	5	+2
ENG 095 Student 18	31	51	+20		ENG 095 Student 18	4	5	+1

RDG Score for ENG 095	**30-40**		Score bypassed RDG 099
RDG Score for RDG 99	**41-75**		Increased score
RDG Score for ENG 101	**76+**		No Improvement or decline

WRTG Score for ENG 095	**1-2**		Score bypassed ENG 100
WRTG Score for ENG 100	**3-4**		Increased score
WRTG Score for ENG 101	**5-8**		No Improvement or decline

GENERAL EDUCATION CRITICAL THINKING
Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.
ENG Assessment Results Fall 2016

Gather, assess, and interpret information within a theoretical framework.

Course	Percentage
ENG 101	59%
ENG 102	78%
ENG 238	64%
ENG 272	42%
OVERALL ENG	71%
OVERALL CCC ASSESSMENT	78%
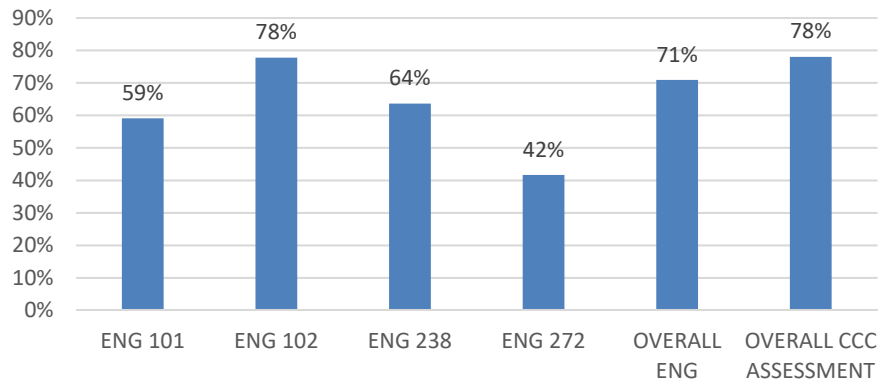
Formulate vital questions and problems in a clear and precise manner.

Course	Percentage
ENG 101	59%
ENG 102	80%
ENG 238	
ENG 272	60%
OVERALL ENG	74%
OVERALL CCC ASSESSMENT	81%
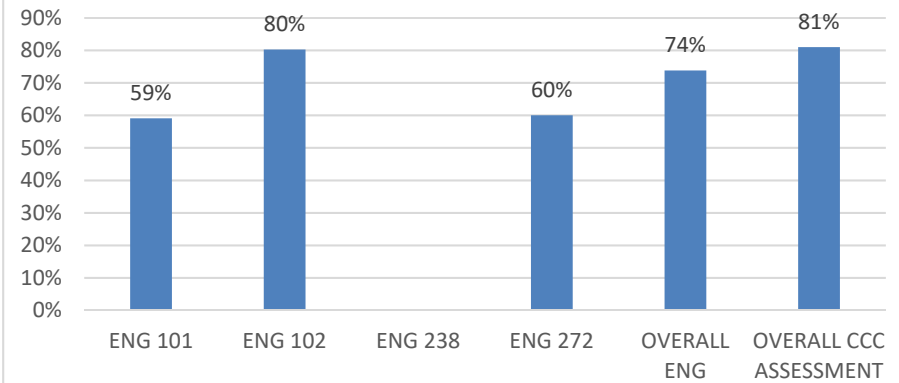
Develop well-reasoned conclusions and solutions to problems.

Course	Percentage
ENG 101	59%
ENG 102	75%
ENG 238	
ENG 272	42%
OVERALL ENG	68%
OVERALL CCC ASSESSMENT	76%
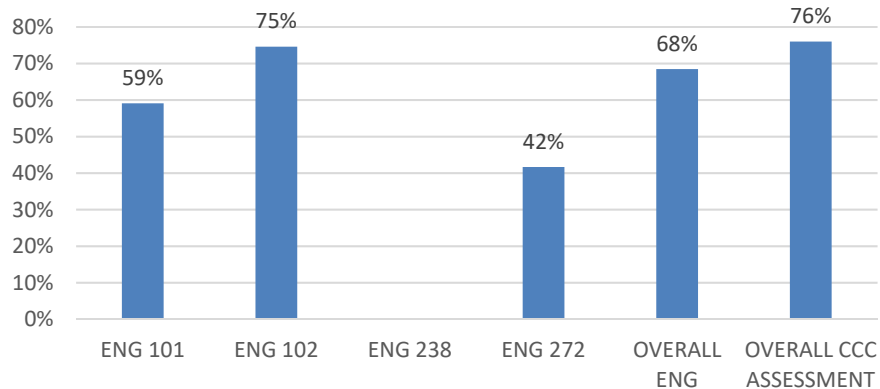
Recognize and assess the assumptions, implications, and consequences of different theoretical frameworks.

Course	Percentage
ENG 101	61%
ENG 102	70%
ENG 238	
ENG 272	42%
OVERALL ENG	69%
OVERALL CCC ASSESSMENT	75%
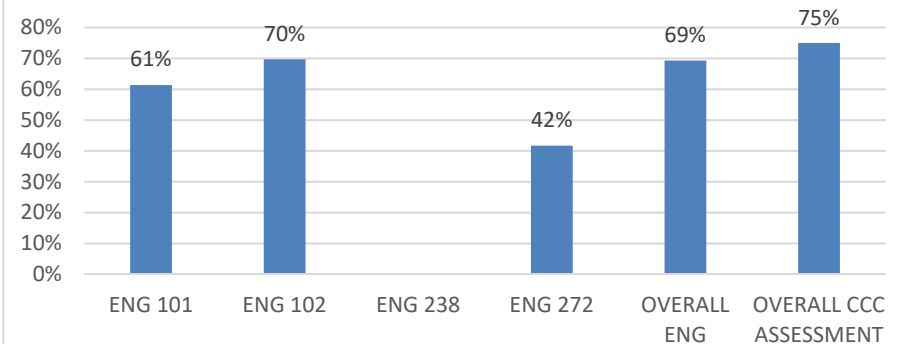
Appendix D: Location Data

Course Success Rate	2011-2012 Attempte	2011-2012 % Successful	2012-2013 Attempte	2012-2013 % Successful	2013-2014 Attempte	2013-2014 % Successful	2014-2015 Attempte	2014-2015 % Successful	2015-2016 Attempte	2015-2016 % Successful	Totals Attempte	Totals % Successful
ENG 090	67	58.2%	47	61.7%	51	70.6%	35	88.6%	31	54.8%	231	65.8%

Course	CAMPUS	2011-2012 Attempte	2011-2012 % Successful	2012-2013 Attempte	2012-2013 % Successful	2013-2014 Attempte	2013-2014 % Successful	2014-2015 Attempte	2014-2015 % Successful	2015-2016 Attempte	2015-2016 % Successful	Totals Attempte	Totals % Successful
ENG 090	Flagstaff 4th St	13	46.2%	11	45.5%	10	50.0%	11	90.9%	7	42.9%	52	55.8%
	Flagstaff Lone Tre	40	60.0%	36	66.7%	39	74.4%	24	87.5%	24	58.3%	163	68.7%
	Page	14	64.3%	0	0.0%	2	100.0%	0	0.0%	0	0.0%	16	68.8%

Course	IM	2011-2012 Attempte	2011-2012 % Successful	2012-2013 Attempte	2012-2013 % Successful	2013-2014 Attempte	2013-2014 % Successful	2014-2015 Attempte	2014-2015 % Successful	2015-2016 Attempte	2015-2016 % Successful	Totals Attempte	Totals % Successful
ENG 090	In Person	67	58.2%	47	61.7%	51	70.6%	35	88.6%	31	54.8%	231	65.8%

Course	Session	2011-2012 Attempte	2011-2012 % Successful	2012-2013 Attempte	2012-2013 % Successful	2013-2014 Attempte	2013-2014 % Successful	2014-2015 Attempte	2014-2015 % Successful	2015-2016 Attempte	2015-2016 % Successful
ENG 090	FALL	36	47.2%	25	48.0%	28	50.0%	27	85.2%	20	55.0%
	SPRING	20	60.0%	13	61.5%	13	100.0%	8	100.0%	11	54.5%
	SUMMER	11	90.9%	9	100.0%	10	90.0%	0	0.0%	0	0.0%

Course Success Rate	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 100	221	80.1%	209	71.3%	229	76.9%	240	82.1%	211	81.0%	1110	78.4%

Course	CAMPUS	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 100	Flagstaff 4th St	53	84.9%	53	58.5%	44	54.5%	41	85.4%	38	78.9%	229	72.1%
	Flagstaff Lone Tre	118	82.2%	138	74.6%	162	83.3%	175	82.3%	155	80.0%	748	80.6%
	Page	50	70.0%	18	83.3%	23	73.9%	24	75.0%	18	94.4%	133	76.7%

Course	IM	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 100	CAVIAT Program	2	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	100.0%
	In Person	219	79.9%	209	71.3%	229	76.9%	240	82.1%	211	81.0%	1108	78.3%

Course	Session	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 100	FALL	109	78.9%	115	63.5%	123	81.3%	132	84.1%	118	83.9%
	SPRING	97	78.4%	83	79.5%	95	68.4%	94	76.6%	85	75.3%
	SUMMER	15	100.0%	11	90.9%	11	100.0%	14	100.0%	8	100.0%

Course Success Rate	2011-2012 Attempte	% Successful	2012-2013 Attempte	% Successful	2013-2014 Attempte	% Successful	2014-2015 Attempte	% Successful	2015-2016 Attempte	% Successful	Totals Attempte	% Successful
RDG 089	46	82.6%	24	70.8%	35	80.0%	25	84.0%	23	78.3%	153	79.7%

Course	CAMPUS	2011-2012 Attempte	% Successful	2012-2013 Attempte	% Successful	2013-2014 Attempte	% Successful	2014-2015 Attempte	% Successful	2015-2016 Attempte	% Successful	Totals Attempte	% Successful
RDG 089	Flagstaff 4th St	12	91.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	12	91.7%
	Flagstaff Lone Tre	23	78.3%	18	72.2%	26	76.9%	25	84.0%	23	78.3%	115	78.3%
	Page	11	81.8%	6	66.7%	9	88.9%	0	0.0%	0	0.0%	26	80.8%

Course	IM	2011-2012 Attempte	% Successful	2012-2013 Attempte	% Successful	2013-2014 Attempte	% Successful	2014-2015 Attempte	% Successful	2015-2016 Attempte	% Successful	Totals Attempte	% Successful
RDG 089	In Person	46	82.6%	24	70.8%	35	80.0%	25	84.0%	23	78.3%	153	79.7%

Course	Session	2011-2012 Attempte	% Successful	2012-2013 Attempte	% Successful	2013-2014 Attempte	% Successful	2014-2015 Attempte	% Successful	2015-2016 Attempte	% Successful
RDG 089	FALL	35	85.7%	15	66.7%	25	80.0%	15	86.7%	14	85.7%
	SPRING	11	72.7%	9	77.8%	10	80.0%	10	80.0%	9	66.7%
	SUMMER										

Course Success Rate	2011-2012 Attempte	% Successful	2012-2013 Attempte	% Successful	2013-2014 Attempte	% Successful	2014-2015 Attempte	% Successful	2015-2016 Attempte	% Successful	Totals Attempte	% Successful
RDG 099	224	77.7%	204	70.1%	208	79.8%	189	80.4%	198	85.4%	1023	78.6%

Course	CAMPUS	2011-2012 Attempte	% Successful	2012-2013 Attempte	% Successful	2013-2014 Attempte	% Successful	2014-2015 Attempte	% Successful	2015-2016 Attempte	% Successful	Totals Attempte	% Successful
RDG 099	Flagstaff 4th St	64	75.0%	64	71.9%	92	77.2%	72	72.2%	46	93.5%	338	76.9%
	Flagstaff Lone Tre	112	80.4%	115	73.9%	99	78.8%	107	84.1%	134	80.6%	567	79.5%
	Page	48	75.0%	25	48.0%	17	100.0%	10	100.0%	18	100.0%	118	78.8%

Course	IM	2011-2012 Attempte	% Successful	2012-2013 Attempte	% Successful	2013-2014 Attempte	% Successful	2014-2015 Attempte	% Successful	2015-2016 Attempte	% Successful	Totals Attempte	% Successful
RDG 099	CAVIAT Program	4	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4	100.0%
	In Person	220	77.3%	204	70.1%	208	79.8%	189	80.4%	198	85.4%	1019	78.5%

Course	Session	2011-2012 Attempte	% Successful	2012-2013 Attempte	% Successful	2013-2014 Attempte	% Successful	2014-2015 Attempte	% Successful	2015-2016 Attempte	% Successful
RDG 099	FALL	111	80.2%	113	66.4%	123	77.2%	120	80.8%	130	84.6%
	SPRING	95	72.6%	75	70.7%	74	81.1%	69	79.7%	68	86.8%
	SUMMER	18	88.9%	16	93.8%	11	100.0%				

Appendix E: Course and Class Descriptions

English (ENG)

Last Updated: 03 January 2017

ENG 101 (3)
SUN# ENG 1101
College Composition I
Requires practice in writing, rhetoric, and reasoning, with emphasis on using the writing process to compose college level essays. Prerequisites: *ENG 100 and *RDG 099 or placement beyond prerequisite courses. General Education: Composition. Three lecture.

ENG 102 (3)
SUN# ENG 1102
College Composition II
Continued development of ideas and strategies introduced in ENG 101. Extensive practice in critical thinking, reading, and writing with emphasis on composing analytical essays and a documented research paper. Prerequisite: *ENG 101. General Education: Composition. Three lecture.

ENG 139 (3)
Introduction to Creative Writing
Techniques of writing poetry, fiction, and creative nonfiction, with analysis of both published and student writing. Prerequisites: *ENG 101 or Consent of Instructor. Three lecture. May be taken for S/U credit.

ENG 235 (3)
Fundamentals of Screenwriting
Integrated approach to basic skills needed for the successful completion of two short screenplays. Extensive screenwriting practice with critical analysis and group workshops to complement the revision process. Prerequisite: *ENG 101 or Consent of Instructor. Three lecture.

ENG 236 (3)
Introduction to the American Short Story
A survey of American short fiction from the Colonial period through 21st Century authors. Includes the examination of ethnic, race, gender, and other cultural issues. Prerequisite: *ENG 101 or consent of instructor. General Education: Arts and Humanities. Special Requirements: Ethic/Race/Gender Awareness. Three lecture.

ENG 237 (3)
Women in Literature
Literature by and about women emphasizing stereotypes, changing roles, and psychological and philosophical concerns. Prerequisite: ENG 101 or consent of instructor. General Education: Arts and Humanities. Special Requirements: Ethnic/Race/Gender Awareness. Three lecture.

ENG 238 (3)
Literature of the Southwest
Literature of the land and peoples of the Southwest, including the Colorado Plateau as a distinctive geographic region; the influence and interaction of Native American, Chicano, and Anglo cultures, and contemporary concerns of Southwestern writers. Prerequisite: *ENG 101 or Consent of Instructor. General Education: Arts and Humanities. Special Requirements: Ethnic/Race/Gender Awareness. Three lecture.

ENG 240 (3)
English Literature I
A general survey of the major works in English literature from Beowulf through the Neoclassical period. Prerequisite: *ENG 101 or consent of instructor. Three lecture.

ENG 270 (3)
Creative Writing: Fiction
Extensive practice in writing and revising fiction, with emphasis on critical analysis of published models and students' work. Prerequisite: *ENG 101 or consent of instructor. Three lecture. May be taken for S/U credit.

ENG 271 (3)
Creative Writing: Poetry
Extensive practice in writing and revising poetry, with emphasis on critical analysis of published models and students' poems. Prerequisite: *ENG 101 or consent of instructor. Three lecture. May be taken for S/U credit.

ENG 272 (3)
Creative Writing: Non-Fiction
Extensive practice in writing and revising various types of creative non-fiction. Emphasis on study of professional models and discussion of students' work. Pre- or co-requisite: *ENG 102. General Education: Arts and Humanities. Special Requirements: Intensive Writing/Critical Inquiry. Three lecture. May be taken for S/U credit.

ENG 289 (1–6)
Internship I
Designed for students who are looking for paid or voluntary, practical learning experiences that apply academic and occupational education to real-life, on-the-job situations. Credit hours will be negotiated based on fulfillment of a contract. Each credit hour requires the completion of a minimum 45 hours of on-the-job participation. Prior experience or course work in the field of interest is required. Credit hours: one to six. May be taken for S/U credit.

ENG 298 (1-6)
Special Topics
Designed to meet the needs of an individual(s) who has an interest in pursuing an original topic in an instructional area under faculty supervision. One to six variable credit hours.
*Course has additional pre or co requisite(s)

Development English (ENG)/Reading (RDG)

Last Updated: 25 July 2016

ENG 095 (4)
Basic Reading and Writing Skills

The course focuses on principles of basic reading and writing skills through phonics, vocabulary development, reading strategies, reading comprehension, recognizing reading and writing structures, grammar and punctuation, sentence structure, and concepts of paragraph and essay development. Prerequisite: Placement. May be taken for S/U credit. Four lecture. Fall, Spring. For previous students, this course replaces/combines RDG 089 and ENG 090.

ENG 095 (4)   Effective beginning Fall 2017
Basic Reading and Writing Skills

The course focuses on principles of basic reading and writing skills through vocabulary development, reading strategies, reading comprehension, recognizing reading and writing structures, grammar and punctuation, sentence structure, and concepts of paragraph and essay development. Prerequisite: Placement. May be taken for S/U credit. Four lecture. Fall, Spring. For previous students, this course replaces/combines RDG 089 and ENG 090.

ENG 100 (4)
Fundamentals of Composition

Integrated reading/critical thinking/writing approach to basic skills needed for success in college. Extensive writing practice with emphasis on the writing process, writing strategies, and essay development. Prerequisite: ENG 095 or placement beyond prerequisite. Four lecture. For continuing students, the prerequisite of ENG 095 replaces ENG 090 and RDG 089.

RDG 099 (4)
Advanced Reading Improvement

A multi-pronged approach that includes mastery of college reading skills enhanced with supplemental reading, critical thinking, and reading fluency activities. Prerequisite: ENG 095 or placement beyond prerequisite course. May be taken for S/U credit. Four lecture.

For continuing students, the prerequisite of ENG 095 replaces ENG 090 and RDG 089.

Appendix F: List of Degrees and Certificates

Degrees and Certificates

Last Updated: 18 August 2016

The Degrees & Certificate programs offered at Coconino Community College are a diverse and comprehensive line of study, laying the groundwork for a bright and successful future for any students attending CCC. Listed below is a complete list of all degrees and certificates available here at CCC.

Degrees

Associate Degrees (AA)	CORE REQUIRED	CORE ELECTIVE	AGEC REQUIRED	AGEC ELECTIVE
Administration of Justice			ENG 101, 102	ENG 236, 237, 238, 272
Anthropology			ENG 101, 102	ENG 236, 237, 238, 272
Business			ENG 101, 102	ENG 236, 237, 238, 272
Colorado Plateau Studies		ENG 270, 271, 272	ENG 101, 102, 238	
Construction Technology Management			ENG 101, 102	ENG 236, 237, 238, 272
Environmental Studies			ENG 101, 102, 238	
General Studies			ENG 101, 102	ENG 236, 237, 238, 272
Hotel and Restaurant Management			ENG 101, 102	ENG 236, 237, 238, 272
Psychology			ENG 101, 102	ENG 236, 237, 238, 272
Sociology			ENG 101, 102	ENG 236, 237, 238, 272
Vocational Technology Education			ENG 101, 102	ENG 236, 237, 238, 272

Associate in Applied Science Degrees (AAS)	CORE REQUIRED	CORE ELECTIVE	AGEC REQUIRED	AGEC ELECTIVE
Administration of Justice			ENG 101, 102	ENG 236, 237, 238, 272
American Sign Language (ASL) Interpreting			ENG 101, 102	ENG 236, 237, 238, 272
Business			ENG 101, 102	ENG 236, 237, 238, 272
Construction Technology			ENG 101, 102	ENG 236, 237, 238, 272
Environmental Technology: Alternative Energy Technician			ENG 101, 102	ENG 236, 237, 238, 272
Fire Science			ENG 101, 102	ENG 236, 237, 238, 272
Hospitality Management			ENG 101, 102	ENG 236, 237, 238, 272
Medical Office Management			ENG 101, 102	ENG 236, 237, 238, 272

	CORE REQUIRED	CORE ELECTIVE	AGEC REQUIRED	AGEC ELECTIVE
Network Engineering			ENG 101, 102	ENG 236, 237, 238, 272
Nursing			ENG 101, 102	ENG 236, 237, 238, 272
Paramedic Studies			ENG 101, 102	ENG 236, 237, 238, 272
Pre-Health Careers			ENG 101, 102	ENG 236, 237, 238, 272
Sustainable Green Building			ENG 101, 102	ENG 236, 237, 238, 272

Associate of Business Degree (ABus)	CORE REQUIRED	CORE ELECTIVE	AGEC REQUIRED	AGEC ELECTIVE
Associate of Business			ENG 101, 102	ENG 236, 237, 238, 272

Associate of Fine Arts Degree (AFA)	CORE REQUIRED	CORE ELECTIVE	AGEC REQUIRED	AGEC ELECTIVE
Visual Arts			ENG 101, 102	

Associate of General Studies Degree (AGS)	CORE REQUIRED	CORE ELECTIVE	AGEC REQUIRED	AGEC ELECTIVE
Associate of General Studies			ENG 101, 102	ENG 236, 237, 238, 272

Associate of Science Degree (AS)	CORE REQUIRED	CORE ELECTIVE	AGEC REQUIRED	AGEC ELECTIVE
General Studies			ENG 101, 102	ENG 236, 237, 238, 272

Certificates

Certificates
Complete GE information per 34 CFR 668.6 can be found by clicking on each certificate designated with a *. Also, * certificates are eligible for Federal Financial Aid.

Certificates	CORE REQUIRED	CORE ELECTIVE	AGEC REQUIRED	AGEC ELECTIVE
Accounting*	ENG 101			
AGEC-A			ENG 101, 102	ENG 236, 237, 238, 272
AGEC-B			ENG 101, 102	ENG 236, 237, 238, 272
AGEC-S			ENG 101, 102	ENG 236, 237, 238, 272
Construction Technology*	ENG 100 +			
Forensics Investigations*	ENG 101			

Appendix G: Table of Courses, Sections, Enrollments and Tuition

		2011-2012				2012-2013				2013-2014			
		SECTIONS	ENROLLMENT	TUITION	FEES	SECTIONS	ENROLLMENT	TUITION	FEES	SECTIONS	ENROLLMENT	TUITION	FEES
ENG	101	43	832	$ 207,168.00	$ -	46	850	$ 216,750.00	$ -	37	778	$ 203,058.00	$ -
ENG	102	39	802	$ 199,698.00	$ -	41	823	$ 209,865.00	$ -	32	711	$ 185,571.00	$ -
ENG	139	1	8	$ 1,992.00	$ -	1	10	$ 2,550.00	$ -	2	33	$ 8,613.00	$ -
ENG	220									1	2	$ 522.00	$ -
ENG	235												
ENG	238	1	11	$ 2,739.00	$ -								
ENG	240	1	9	$ 2,241.00	$ -								
ENG	270	2	28	$ 6,972.00	$ -	2	30	$ 7,650.00	$ -	2	27	$ 7,047.00	$ -
ENG	271	2	22	$ 5,478.00	$ -								
ENG	272	3	78	$ 19,422.00	$ -	5	97	$ 24,735.00	$ -	5	107	$ 27,927.00	$ -
	Grand Tota	92	1790	$ 445,710.00	$ -	95	1810	$ 461,550.00	$ -	79	1658	$ 432,738.00	$ -

		2014-2015				2015-2016				Totals			
		SECTIONS	ENROLLMENT	TUITION	FEES	SECTIONS	ENROLLMENT	TUITION	FEES	SECTIONS	ENROLLMENT	TUITION	FEES
ENG	101	34	718	$ 191,706.00	$ -	34	704	$ 194,304.00	$ -	194	3882	$ 1,012,986.00	$ -
ENG	102	33	708	$ 189,036.00	$ -	33	688	$ 189,888.00	$ -	178	3732	$ 974,058.00	$ -
ENG	139	3	23	$ 6,141.00	$ -	1	20	$ 5,520.00	$ -	8	94	$ 24,816.00	$ -
ENG	220									1	2	$ 522.00	$ -
ENG	235	1	7	$ 1,869.00	$ -	1	11	$ 3,036.00	$ -	2	18	$ 4,905.00	$ -
ENG	238	1	11	$ 2,937.00	$ -	1	12	$ 3,312.00	$ -	3	34	$ 8,988.00	$ -
ENG	240									1	9	$ 2,241.00	$ -
ENG	270	2	24	$ 6,408.00	$ -	2	39	$ 10,764.00	$ -	10	148	$ 38,841.00	$ -
ENG	271	1	10	$ 2,670.00	$ -	1	6	$ 1,656.00	$ -	4	38	$ 9,804.00	$ -
ENG	272	6	131	$ 34,977.00	$ -	5	122	$ 33,672.00	$ -	24	535	$ 140,733.00	$ -
	Grand Tota	81	1632	$ 435,744.00	$ -	78	1602	$ 442,152.00	$ -	425	8492	$ 2,217,894.00	$ -

Appendix H: Faculty Credentials

INSTRUCTOR	Notes from Credential Committee	Instructor Graduate Degree	Instructor Undergraduate Degree
Carscallen, Colleen	Approved--all ENG Courses	MA English	BA English
Khatibi, Kimberly	Approved for Developmental ENG and	M.Ed. Educational	BS.Ed. Special Education
Dihlmann Lunday, Sandr	Approved--All ENG courses; COM 180 & 181	MA Writing Seminar	BA English
Martin, Jeremy	Approved for all ENG	MFA Creative Writing	BA English Writing
Wells, Ann	Approved--All ENG Courses.	MA TESL	BA English
Arini, Marianne	Approved--All ENG courses		
Brougher, Camille	Approved--All ENG courses	MA English	BA Liberal Studies
Bodie, Angelic	Provisional for ENG 101 or higher; Qualified for Developmental Courses	M.Ed. TESOL	BS Elementary Ed
Buzan, Angela	Dual Enrollment		
Cochran, Patricia	Provisional Qualification for ENG 100	M.Ed. Secondary Education	BS.Ed. Journalism
Derr, Laine	Approved--Eng 101 & 102	MA English	BA Liberal Studies
Divine, Jill	Approved--All ENG courses	MA English	BS Behavioral Science
Gray, Christine	Approved--all ENG courses	MA Teaching High School	BA English
Harkins, Kate	Approved--all ENG courses	MA English Literature	BA English, Philosophy, and
Ketel, Kristine	Approved for Communication courses		
Kirchner, Christine	Approved for ENG 095, 098, RDG 095	MS Elementary Education Reading &	BS Accounting
Larsen, Kimberly	Approved for Developmental ENG courses	MA English: Literacy, Technology, and Professional Writing	BS English
Piper, Samuel	Approved all ENG courses	MA English	BA English
Quinn, Kerri	Approved all ENG courses	PhD English Creative Writing	MA English, TESL
Reynolds, Robert	Approved for ENG 101 & ENG 235	MA English	
Southwick, Sarah	Approved--all ENG courses	MA English - Secondary Education	BA English
Instructors who have taught in the last five years, but no longer teach at CCC or were found not qualified by the Credentialing Committee			
Baker, Gerald	Retired		
Foster, Ruth	Retired		
Albert, Corey	Not Qualified	MA Teaching	BA Communications
Faulk, Joseph	Not Qualified	MA Information Resources and Library	BA English
Linskey Estate, John	Deceased		
Mazur, John	No longer works for CCC. Not reviewed		
Myers, Jacqueline	Not qualified for ENG 101 & 102		BS Education, Secondary Education
Summers, Gamin	No longer teaches for CCC		
Tso, Rachel	No longer teaches for CCC		

Instructors that have taught in the last five years, but have not been reviewed by the Credentialing Committe			
Baron, Katherine			
Bindel, Christopher			
Blanzy, Magdalena			
Bolin, Autumn			
Borup, Dave			
Bourdage, Janice			
Bushyager, Amy			
Carlson, Robert			
Couch, Debbie			
Coyne, Christopher			
Dennis, Summer			
Fine, Lewis			
Frischmann, Carol			
Gutshall, Robin			
Heilman, Karlyn			
Hoffman, Adam			
Keegan, Robert			
Koch, Rachel			
Lasslo, Gwendolyn			
Lesandrini, Jacob			
Meyers, David			
Minard, Anne			
Morton-Starner, Erica			
Osburn, Teresa			
Santana, Shelly			
Silva, Shelley			
White, Karyn			
White, Will			
Younghans, Gretchen			

Appendix I: Transfer English Course Success Rates

Course SuccessRate	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 101	763	77.3%	785	74.8%	830	80.2%	797	81.6%	780	81.8%	3955	79.2%

Course SuccessRate	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 102	748	73.1%	754	73.2%	676	76.2%	679	73.3%	697	78.6%	3554	74.8%

Course SuccessRate	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 139	7	71.4%	9	55.6%	30	73.3%	20	65.0%	20	95.0%	86	74.4%

Course SuccessRate	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 220					2	100.0%					2	100.0%

Course SuccessRate	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 235							6	83.3%	11	72.7%	17	76.5%

Course SuccessRate	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 238	10	100.0%					10	80.0%	10	50.0%	30	76.7%

Course SuccessRate	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 240	7	100.0%									7	100.0%

Course SuccessRate	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 270	26	80.8%	27	81.5%	24	95.8%	23	82.6%	36	83.3%	136	84.6%

Course SuccessRate	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 271	22	81.8%					10	60.0%	6	83.3%	38	76.3%

Course SuccessRate	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 272	70	82.9%	91	87.9%	105	82.9%	127	87.4%	119	92.4%	512	87.1%

Course Success Rate	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 101	763	77.3%	785	74.8%	830	80.2%	797	81.6%	780	81.8%	3955	79.2%

Course	CAMPUS	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 101	Flagstaff 4th St	78	82.1%	40	80.0%	0	0.0%	0	0.0%	0	0.0%	118	81.4%
	Flagstaff Lone Tre	596	75.0%	660	73.0%	771	79.4%	742	80.5%	713	80.5%	3482	77.9%
	Fredonia	0	0.0%	16	100.0%	0	0.0%	0	0.0%	0	0.0%	16	100.0%
	Grand Canyon	0	0.0%	0	0.0%	0	0.0%	0	0.0%	11	100.0%	11	100.0%
	Page	73	86.3%	54	77.8%	46	91.3%	38	94.7%	42	92.9%	253	87.7%
	Williams	16	100.0%	15	100.0%	13	92.3%	17	100.0%	14	100.0%	75	98.7%

Course	IM	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 101	CAVIAT Program	52	88.5%	54	87.0%	0	0.0%	0	0.0%	0	0.0%	106	87.7%
	Dual Enrollment	31	100.0%	70	97.1%	91	97.8%	113	93.8%	138	99.3%	443	97.3%
	In Person	576	77.1%	571	71.8%	626	79.6%	570	81.8%	534	79.2%	2877	77.9%
	Online Web Class	104	66.3%	90	68.9%	113	69.9%	114	68.4%	108	72.2%	529	69.2%

Course	Session	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 101	FALL	358	78.5%	385	76.1%	408	77.7%	344	78.8%	329	79.3%
	SPRING	330	76.4%	330	71.8%	370	82.2%	391	83.4%	407	83.5%
	SUMMER	75	76.0%	70	81.4%	52	86.5%	62	85.5%	44	84.1%

Course Success Rate	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 102	748	73.1%	754	73.2%	676	76.2%	679	73.3%	697	78.6%	3554	74.8%

Course	CAMPUS	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 102	Flagstaff 4th St	59	62.7%	56	60.7%	0	0.0%	0	0.0%	0	0.0%	115	61.7%
	Flagstaff Lone Tre	637	72.2%	659	72.8%	629	74.7%	652	72.2%	666	78.1%	3243	74.0%
	Fredonia	0	0.0%	0	0.0%	9	100.0%	0	0.0%	0	0.0%	9	100.0%
	Page	52	96.2%	39	97.4%	38	94.7%	27	100.0%	31	90.3%	187	95.7%

Course	IM	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 102	CAVIAT Program	50	94.0%	46	91.3%	0	0.0%	0	0.0%	0	0.0%	96	92.7%
	Dual Enrollment	12	100.0%	0	0.0%	22	95.5%	41	95.1%	61	98.4%	136	97.1%
	In Person	536	72.9%	566	71.7%	518	75.1%	503	72.0%	505	78.2%	2628	73.9%
	Online Web Class	150	64.7%	142	73.2%	136	77.2%	135	71.9%	131	71.0%	694	71.5%

Course	Session	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 102	FALL	310	74.5%	291	70.8%	274	76.3%	251	66.1%	292	72.6%
	SPRING	356	74.2%	380	75.0%	325	77.2%	349	80.5%	353	84.7%
	SUMMER	82	63.4%	83	73.5%	77	71.4%	79	64.6%	52	71.2%

Course Success Rate		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 139		7	71.4%	9	55.6%	30	73.3%	20	65.0%	20	95.0%	86	74.4%

Course	CAMPUS	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 139	Flagstaff Lone Tre	7	71.4%	9	55.6%	30	73.3%	20	65.0%	20	95.0%	86	74.4%

Course	IM	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 139	In Person	7	71.4%	9	55.6%	6	83.3%	10	40.0%	0	0.0%	32	59.4%
	Online Web Class	0	0.0%	0	0.0%	24	70.8%	10	90.0%	20	95.0%	54	83.3%

Course	Session	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 139	FALL	7	71.4%	9	55.6%	6	83.3%	10	40.0%		
	SPRING					24	70.8%	10	90.0%	20	95.0%
	SUMMER										

Course Success Rate	2011-2012 Attempte	% Successful	2012-2013 Attempte	% Successful	2013-2014 Attempte	% Successful	2014-2015 Attempte	% Successful	2015-2016 Attempte	% Successful	Totals Attempte	% Successful
ENG 220					2	100.0%					2	100.0%

Course	CAMPUS	2011-2012 Attempte	% Successful	2012-2013 Attempte	% Successful	2013-2014 Attempte	% Successful	2014-2015 Attempte	% Successful	2015-2016 Attempte	% Successful	Totals Attempte	% Successful
ENG 220	Flagstaff Lone Tree					2	100.0%					2	100.0%

Course	IM	2011-2012 Attempte	% Successful	2012-2013 Attempte	% Successful	2013-2014 Attempte	% Successful	2014-2015 Attempte	% Successful	2015-2016 Attempte	% Successful	Totals Attempte	% Successful
ENG 220	Online Web Class					2	100.0%					2	100.0%

Course	Session	2011-2012 Attempte	% Successful	2012-2013 Attempte	% Successful	2013-2014 Attempte	% Successful	2014-2015 Attempte	% Successful	2015-2016 Attempte	% Successful
ENG 220	FALL										
	SPRING					2	100.0%				
	SUMMER										

Course Success Rate	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful
ENG 235							6	83.3%	11	72.7%	17	76.5%

Course	CAMPUS	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful
ENG 235	Flagstaff Lone Tree							6	83.3%	11	72.7%	17	76.5%

Course	IM	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful
ENG 235	Online Web Class							6	83.3%	11	72.7%	17	76.5%

Course	Session	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
		Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful
ENG 235	FALL										
	SPRING							6	83.3%	11	72.7%
	SUMMER										

Course Success Rate	2011-2012 Attempte	% Successful	2012-2013 Attempte	% Successful	2013-2014 Attempte	% Successful	2014-2015 Attempte	% Successful	2015-2016 Attempte	% Successful	Totals Attempte	% Successful
ENG 238	10	100.0%					10	80.0%	10	50.0%	30	76.7%

Course	CAMPUS	2011-2012 Attempte	% Successful	2012-2013 Attempte	% Successful	2013-2014 Attempte	% Successful	2014-2015 Attempte	% Successful	2015-2016 Attempte	% Successful	Totals Attempte	% Successful
ENG 238	Flagstaff Lone Tre	10	100.0%					10	80.0%	10	50.0%	30	76.7%

Course	IM	2011-2012 Attempte	% Successful	2012-2013 Attempte	% Successful	2013-2014 Attempte	% Successful	2014-2015 Attempte	% Successful	2015-2016 Attempte	% Successful	Totals Attempte	% Successful
ENG 238	Online Web Class							10	80.0%	10	50.0%	20	65.0%
	In Person	10	100.0%									10	100.0%

Course	Session	2011-2012 Attempte	% Successful	2012-2013 Attempte	% Successful	2013-2014 Attempte	% Successful	2014-2015 Attempte	% Successful	2015-2016 Attempte	% Successful
ENG 238	FALL							10	80.0%	10	50.0%
	SPRING	10	100.0%								
	SUMMER										

Course Success Rate	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful
ENG 240	7	100.0%									7	100.0%

Course	CAMPUS	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful
ENG 240	Flagstaff Lone Tre	7	100.0%									7	100.0%

Course	IM	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful
ENG 240	In Person	7	100.0%									7	100.0%

Course	Session	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
		Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful
ENG 240	FALL	7	100.0%								
	SPRING										
	SUMMER										

Course Success Rate	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful
ENG 270	26	80.8%	27	81.5%	24	95.8%	23	82.6%	36	83.3%	136	84.6%

Course	CAMPUS	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful
ENG 270	Flagstaff Lone Tre	26	80.8%	27	81.5%	24	95.8%	23	82.6%	36	83.3%	136	84.6%

Course	IM	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful
ENG 270	In Person	14	85.7%	18	77.8%	24	95.8%	8	75.0%	12	83.3%	76	85.5%
	Online Web Class	12	75.0%	9	88.9%	0	0.0%	15	86.7%	24	83.3%	60	83.3%

Course	Session	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
		Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful
ENG 270	FALL					14	100.0%	15	86.7%	24	83.3%
	SPRING	14	85.7%	18	77.8%	10	90.0%	8	75.0%	12	83.3%
	SUMMER	12	75.0%	9	88.9%						

Course Success Rate	2011-2012 Attempte	% Successful	2012-2013 Attempte	% Successful	2013-2014 Attempte	% Successful	2014-2015 Attempte	% Successful	2015-2016 Attempte	% Successful	Totals Attempte	% Successful
ENG 271	22	81.8%					10	60.0%	6	83.3%	38	76.3%

Course	CAMPUS	2011-2012 Attempte	% Successful	2012-2013 Attempte	% Successful	2013-2014 Attempte	% Successful	2014-2015 Attempte	% Successful	2015-2016 Attempte	% Successful	Totals Attempte	% Successful
ENG 271	Flagstaff Lone Tre	22	81.8%					10	60.0%	6	83.3%	38	76.3%

Course	IM	2011-2012 Attempte	% Successful	2012-2013 Attempte	% Successful	2013-2014 Attempte	% Successful	2014-2015 Attempte	% Successful	2015-2016 Attempte	% Successful	Totals Attempte	% Successful
ENG 271	In Person	22	81.8%									22	81.8%
	Online Web Class							10	60.0%	6	83.3%	16	68.8%

Course	Session	2011-2012 Attempte	% Successful	2012-2013 Attempte	% Successful	2013-2014 Attempte	% Successful	2014-2015 Attempte	% Successful	2015-2016 Attempte	% Successful
ENG 271	FALL	9	77.8%					10	60.0%	6	83.3%
	SPRING	13	84.6%								
	SUMMER										

Course Success Rate	2011-2012 Attempte	% Successful	2012-2013 Attempte	% Successful	2013-2014 Attempte	% Successful	2014-2015 Attempte	% Successful	2015-2016 Attempte	% Successful	Totals Attempte	% Successful
ENG 272	70	82.9%	91	87.9%	105	82.9%	127	87.4%	119	92.4%	512	87.1%

Course	CAMPUS	2011-2012 Attempte	% Successful	2012-2013 Attempte	% Successful	2013-2014 Attempte	% Successful	2014-2015 Attempte	% Successful	2015-2016 Attempte	% Successful	Totals Attempte	% Successful
ENG 272	Flagstaff Lone Tre	70	82.9%	83	86.7%	105	82.9%	127	87.4%	119	92.4%	504	86.9%
	Page	0	0.0%	8	100.0%	0	0.0%	0	0.0%	0	0.0%	8	100.0%

Course	IM	2011-2012 Attempte	% Successful	2012-2013 Attempte	% Successful	2013-2014 Attempte	% Successful	2014-2015 Attempte	% Successful	2015-2016 Attempte	% Successful	Totals Attempte	% Successful
ENG 272	In Person	21	100.0%	37	86.5%	57	82.5%	32	84.4%	44	90.9%	191	87.4%
	Online Web Class	49	75.5%	54	88.9%	48	83.3%	95	88.4%	75	93.3%	321	86.9%

Course	Session	2011-2012 Attempte	% Successful	2012-2013 Attempte	% Successful	2013-2014 Attempte	% Successful	2014-2015 Attempte	% Successful	2015-2016 Attempte	% Successful
ENG 272	FALL	22	72.7%	25	80.0%	46	82.6%	44	88.6%	48	93.8%
	SPRING	48	87.5%	57	89.5%	48	81.3%	62	85.5%	48	89.6%
	SUMMER			9	100.0%	11	90.9%	21	90.5%	23	95.7%

Appendix J: Developmental English Course Success Rates

Course SuccessRate	2011-2012 Attempted	% Successful	2012-2013 Attempted	% Successful	2013-2014 Attempted	% Successful	2014-2015 Attempted	% Successful	2015-2016 Attempted	% Successful	Totals Attempted	% Successful
ENG 090	67	58.2%	47	61.7%	51	70.6%	35	88.6%	31	54.8%	231	65.8%

Course SuccessRate	2011-2012 Attempted	% Successful	2012-2013 Attempted	% Successful	2013-2014 Attempted	% Successful	2014-2015 Attempted	% Successful	2015-2016 Attempted	% Successful	Totals Attempted	% Successful
ENG 100	221	80.1%	209	71.3%	229	76.9%	240	82.1%	211	81.0%	1110	78.4%

Course SuccessRate	2011-2012 Attempted	% Successful	2012-2013 Attempted	% Successful	2013-2014 Attempted	% Successful	2014-2015 Attempted	% Successful	2015-2016 Attempted	% Successful	Totals Attempted	% Successful
RDG 089	46	82.6%	24	70.8%	35	80.0%	25	84.0%	23	78.3%	153	79.7%

Course SuccessRate	2011-2012 Attempted	% Successful	2012-2013 Attempted	% Successful	2013-2014 Attempted	% Successful	2014-2015 Attempted	% Successful	2015-2016 Attempted	% Successful	Totals Attempted	% Successful
RDG 099	224	77.7%	204	70.1%	208	79.8%	189	80.4%	198	85.4%	1023	78.6%

Course Success Rate	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful
ENG 090	67	58.2%	47	61.7%	51	70.6%	35	88.6%	31	54.8%	231	65.8%

Course	CAMPUS	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful
ENG 090	Flagstaff 4th St	13	46.2%	11	45.5%	10	50.0%	11	90.9%	7	42.9%	52	55.8%
	Flagstaff Lone Tre	40	60.0%	36	66.7%	39	74.4%	24	87.5%	24	58.3%	163	68.7%
	Page	14	64.3%	0	0.0%	2	100.0%	0	0.0%	0	0.0%	16	68.8%

Course	IM	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful
ENG 090	In Person	67	58.2%	47	61.7%	51	70.6%	35	88.6%	31	54.8%	231	65.8%

Course	Session	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
		Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful
ENG 090	FALL	36	47.2%	25	48.0%	28	50.0%	27	85.2%	20	55.0%
	SPRING	20	60.0%	13	61.5%	13	100.0%	8	100.0%	11	54.5%
	SUMMER	11	90.9%	9	100.0%	10	90.0%	0	0.0%	0	0.0%

Course Success Rate	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 100	221	80.1%	209	71.3%	229	76.9%	240	82.1%	211	81.0%	1110	78.4%

Course	CAMPUS	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 100	Flagstaff 4th St	53	84.9%	53	58.5%	44	54.5%	41	85.4%	38	78.9%	229	72.1%
	Flagstaff Lone Tre	118	82.2%	138	74.6%	162	83.3%	175	82.3%	155	80.0%	748	80.6%
	Page	50	70.0%	18	83.3%	23	73.9%	24	75.0%	18	94.4%	133	76.7%

Course	IM	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 100	CAVIAT Program	2	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	100.0%
	In Person	219	79.9%	209	71.3%	229	76.9%	240	82.1%	211	81.0%	1108	78.3%

Course	Session	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 100	FALL	109	78.9%	115	63.5%	123	81.3%	132	84.1%	118	83.9%
	SPRING	97	78.4%	83	79.5%	95	68.4%	94	76.6%	85	75.3%
	SUMMER	15	100.0%	11	90.9%	11	100.0%	14	100.0%	8	100.0%

Course Success Rate	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful
RDG 089	46	82.6%	24	70.8%	35	80.0%	25	84.0%	23	78.3%	153	79.7%

Course	CAMPUS	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful
RDG 089	Flagstaff 4th St	12	91.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	12	91.7%
	Flagstaff Lone Tre	23	78.3%	18	72.2%	26	76.9%	25	84.0%	23	78.3%	115	78.3%
	Page	11	81.8%	6	66.7%	9	88.9%	0	0.0%	0	0.0%	26	80.8%

Course	IM	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful
RDG 089	In Person	46	82.6%	24	70.8%	35	80.0%	25	84.0%	23	78.3%	153	79.7%

Course	Session	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
		Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful
RDG 089	FALL	35	85.7%	15	66.7%	25	80.0%	15	86.7%	14	85.7%
	SPRING	11	72.7%	9	77.8%	10	80.0%	10	80.0%	9	66.7%
	SUMMER										

Course Success Rate	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful
RDG 099	224	77.7%	204	70.1%	208	79.8%	189	80.4%	198	85.4%	1023	78.6%

Course	CAMPUS	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful
RDG 099	Flagstaff 4th St	64	75.0%	64	71.9%	92	77.2%	72	72.2%	46	93.5%	338	76.9%
	Flagstaff Lone Tre	112	80.4%	115	73.9%	99	78.8%	107	84.1%	134	80.6%	567	79.5%
	Page	48	75.0%	25	48.0%	17	100.0%	10	100.0%	18	100.0%	118	78.8%

Course	IM	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful
RDG 099	CAVIAT Program	4	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4	100.0%
	In Person	220	77.3%	204	70.1%	208	79.8%	189	80.4%	198	85.4%	1019	78.5%

Course	Session	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
		Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful	Attempte	% Successful
RDG 099	FALL	111	80.2%	113	66.4%	123	77.2%	120	80.8%	130	84.6%
	SPRING	95	72.6%	75	70.7%	74	81.1%	69	79.7%	68	86.8%
	SUMMER	18	88.9%	16	93.8%	11	100.0%				

Appendix K: Transferability of English Courses from CCC to ASU, NAU, and U of A

Coconino Course	ASU	NAU	UA
ENG 101 (3) *College Composition I*	ENG 101	ENG Dept Elective; Foundation Requirement [FNRQ]	ENGL 101
ENG 101 (3) and ENG 102 (3) *College Composition I / College Composition II*		ENG Dept Elective; Foundation Requirement [FNRQ] --and-- ENG 105; Foundation Requirement [FNRQ] NAU Personalized Learning: ENGL 106; Foundation Requirement [FNRQ] --and-- ENG Dept Elective	
ENG 102 (3) *College Composition II*	ENG 102	ENG Dept Elective; Foundation Requirement [FNRQ]	ENGL 102
ENG 139 (3) *Intro to Creative Writing*	ENG 210	ENG Dept Elective	ENGL or ENGV Dept Elective
ENG 235 (3) *Fundamentals of Screenwriting*	FMP 261, FMS 209	CMF 129	FTV Dept Elective

ENG 236 (3) *Intro to American Short Story*	ENG Dept Elective (3)	ENG Departmental Elective; Aesthetic & Humanistic Inquiry [AHI]	Elective Credit, T1 Trads & Cultures/ T2 Hum (TH)
ENG 237 (3) *Women in Literature*	ENG Dept Elective (3)	ENG 261; Aesthetic & Humanistic Inquiry [AHI]	ENGL or ENGV Dept Elective, T1 Trads & Cultures/ T2 Hum (TH)
ENG 238 (3) *Literature of the Southwest*	ENG Dept Elective (3)	ENG Departmental Elective; Aesthetic & Humanistic Inquiry [AHI]	ENGL or ENGV Dept Elective, T1 Trads & Cultures/ T2 Hum (TH)
ENG 240 (3) *English Literature I*	ENG 221, Humanities, Arts & Design (HU)	ENG 231; Aesthetic & Humanistic Inquiry [AHI]	Elective Credit
ENG 270 (3) *Creative Writing: Fiction*	ENG 288	ENG 270	ENGL or ENGV Dept Elective
ENG 271 (3) *Creative Writing: Poetry*	ENG 287	ENG 271	ENGL or ENGV Dept Elective
ENG 272 (3) *Creative Writing: Non-Fiction*	ENG 210	ENG 272	ENGL or ENGV Dept Elective, T1 Trads & Cultures/ T2 Hum (TH)
ENG 289 (1) *Internship I*	ENG Dept Elective	Elective Credit	Non Transferable

Appendix L: Class Sizes for Writing Classes

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How can a college administrator defend small class sizes in introductory writing courses? There are three main warrants: policy, research, practice.

Policy. For decades, the National Council of Teachers of English and the Conference on College Composition and Communication have recommended a cap of 20 students for regular composition and 15 for basic writing. See "Teaching composition: A position statement,"*College English* 46.6 (1984), 612-614; and "Statement of principles and standards for the postsecondary teaching of writing,"*College Composition and Communication* 40.3 (1989), 329-336, also available online. Possibly more persuasive to higher administrations is the fact that the *US News & World Report* now factors in smaller class size positively in their ratings of colleges and universities. In the category "Faculty Resources" "Class Size 1-19" accounts for 30% and "Class Size 1-50" for 10%. "Faculty Resources" accounts for 20% of the total rating. (These figures were last checked June 2007.)

Research. Trish Roberts-Miller, at the University of Texas, has a fine essay, "Class Size in College Writing Courses," that locates the problems and promises in defending small class size through research findings. She also provides a bibliography of 18 items, with some commentary. A piece by Sid Gilbert of the University of Guelph, with good references, argues that the interaction between personality of the teacher and class size is important. Alice Horning has an excellent review of the literature on class size and writing courses, "The Definitive Article on Class Size," in *WPA Journal* 31.1/2 (2007). The most extensive bibliography on class-size and the teaching of writing at the college level is in CompPile. Entering "class-size" into the Search Terms field (without the quotes but with the hyphen) will locate over 200 cites.

Practice may provide the most persuasive argument. The following list of self-reported enrollment caps in undergraduate writing courses was begun in 1998 by Greg Glau, at Arizona State University. The majority of items were submitted in January, 2004 through the Writing Program Administration listserv. Deany M. Cheramie provided some twenty more in March, 2004, and Emily Isaacs as many in June, 2004. Last update was August, 2014.Thanks to everybody. Send additions and corrections to me: haswellcomppile@gmail.com.

A hyphen means a range; e.g., "12-15" means the cap is from 12 to 15 students.

A slash means two different courses; e.g., "16/20 2nd semester" means the cap in the first semester course is 16 students and the cap in the second semester is 20 students. Note that basic writing has a column of its own.

Institution	Regular/Honors/Advanced	Basic
Allentown College	22	15
Andrews University [Michigan]	20/18 second semester	
Arizona State University	19	19
Atlanta Christian College	24	12
Bakersfield College [California]	25	28-30
Ball State University	25	18
Barry University [Florida]	23	17
Baruch College, City University of New York	25 (first semester)/27 (second semester)	
Baylor University	19/advanced 15	
Belmont University [Nashville]	22	
Beloit University	16	
Bergen County College [New Jersey]	22	22
Black Hills State University	20	
Bloomsburg University of Pennsylvania	25	20 (Writing 1)/25 (Writing 2)
Boise State University	25/honors 20/online 18	
Boston College	15	
Boston University, College of General Studies	12-15	
Brandeis University	17	10
Bridgewater State University	20	enhanced 20
Brigham Young University	20	
Bristol Community College [Massachussetts]	22/portolio project 19	
Butler University [Indiana]	18	12
Caldwell College [New Jersey]	18-19	15
California State Polytechnic University, Pomona	25/25 (stretch and extended stretch)	
California State University Chico	30 (regular)/25 (ESL)	
California State University Fresno	20 (for teaching assistants); 25 (for part-time instructors)	20 (for teaching assistants); 25 (for part-time instructors)
California State University Hayward	24	20 intermediate /15 basic
California State University Monterey Bay	22/26 second semester	22
California State University Northridge	?	19
California State University Sacramento	?	16
California State University San Bernardino	24	20
California State University Stanislaus	25 (regular)/21 (stretch)	
California University of Pennsylvania	30	
Calvin College [Michigan}	22	
Case Western Reserve University	17 first-year WAC seminar	12 /ESL seminars
Capital University [Columbus, Ohio]	20	15

Case Western Reserve University	17	
Castleton State College [Vermont]	18/15 Intro to Academic Writing	
Centenary College [Louisiana]	18	
Centenary College of New Jersey	17	17
Central Michigan University	25 (FT faculty)/18 (with extra support)/22 (face to face with TA)/22 (online with FT faculty)/22 (advanced)/20 (advanced honors)	
Chapman University	19 (regular, honors, advanced)	19
Christopher Newport University	22	
City Colleges of Chicago	25 day/29 night class	
Clark University	16/20 2nd semester	
Clarkon College [Nebraska]	20	
College of Coastal Georgia	30 [was 25 in 2013]	
College of DuPage [Glen Ellyn, Illinois]	25/15 honors	15 level I, 20 levels II and III
College of Lake County [Grayslake, Illinois]	22 (regular)/22 (online)/20 (honors)	20
College of New Jersey	15	8 (writing studio)
College of Saint Rose [Albany, New York]	18-19	
College of Southern Idaho	28	25
College of the Holy Cross [Worcester, Massachusetts]	18/15 (intro to academic writing)	
Collin County Community College [Texas]	24 (regular)/20 (computer classroom)/20 (honors)/25 (online)	12 (first year)/15 (second year)
Columbia Basin College	27 (all college-level writing courses)	27
Community College of Denver		20-22
Cornell University	17	12
Dakota State University	30	
Davidson College	14	
DePaul University	23	23
Dickinson College [Pennsylvania]	16	
Dordt College [Sioux Center, Iowa]	23	15
Drew University [New Jersey]	14/ 15 advanced comp/WAC/WiD	12
Drexel University	19/22 (second and third quarters)	
Duke University	12	
Duquesne University	22	
East Carolina University	25	
Eastern Illinois University	23/21 (in computer classroom)--both semesters	12
Eastern Kentucky University	22 (both semesters)	
Eastern Mennonite University [Harrisonburg, Virginia]	16	16
Eastern Michigan University	25 /20 honors	

Eastern Oregon University	30	20
Eastern Washington University	24	20
Eckerd College [St. Petersburg, Florida]	18	
Elon University	20	15
Emerson College	17-18	
Emory University	16/12 (ESL)	
Emporia State University [Kansas]	21 (regular)/16 (honors)	16 (basic)/16 (ESL)
Eureka College	20/15 linked	
Fairfield University [Connecticut]	20	
Ferris State University	23	18
Fisk University	30	
Flagler College [St. Augustine, Florida]	18 (regular)/16 (honors)	15
Fontbonne University [Clayton, Missouri]	15 (1st, 2nd semester)	20
Fort Valley State University [Georgia]	25	
Framingham State College [Massachusetts]	20	18
Gannon University [Pennsylvania]	25	
Georgia Court University (New Jersey)	15-18 (both semesters of FYC)	
George Mason University	19 /22 (junior year comp)	
George Washington University	17	
Georgia Southern University	24 (1st and 2nd semester)/18 (honors)/15-20 (advanced)	15-18
Gonzaga University	20	
Goucher College [Baltimore]	19 (fall) 18 (spring)/12 (writing studio)	
Governors State University [University Park, Illinois]	15 (both semesters)	
Hamilton College [Clinton, New York]	16	
Hannibal-La Grange College	20/20 2nd semester	15
Harry S. Truman College [Chicago]	25	
Harvard University	12 ("Expos 20")	10 ("Expos 10")
Haverford College	15	
Heartland Community College	20	15
Hoffstra University	18/23 2nd semester (enrollment is sometimes over these caps)	
Hunter College		22
Huston-Tillotson College	20	15
Illinois State University	23	18
Indiana University Purdue University-Indianapolis [IUPUI]	23/22 computer classroom	
Indiana University of Pennsylvania, Indiana	25/27 research writing (sophomore year)	20
Indiana University Purdue University Ft. Wayne	22	18
Indiana University South Bend	20	
Indiana University Southeast	23	20
Ithaca College	18/online 15/advanced 15	
James Madison Harrisburg	20	
Johns Hopkins University	15	10
J. Sargeant Reynolds Community College [Virginia]	20 state system cap/20-27 in reality	18 state system

		cap/18-22 in reality
Kansas State University	22	
Kean University [New Jersey]	20-22	
Kettering University	20	
Lake Superior State University	25	20
Lane Community College [Eugene, Oregon]	27	21
Le Moyne University [New York]	20	12
Lipscomb University [Tennessee]	25	25
Longwood University [Virginia]	18 (regular)/18 (honors)	18
Loras College [Iowa]	20	
Louisiana State University	22 (regular)/22 (advanced)	
Loyola College in Maryland	20	
Lynchberg College	22	
Mainland Community College [Texas]	22	
Manhattan College	18	18
Marist College [New York]	17	
Marymount College [California]	20	20
Marywood University [Scranton, Pennsylvania]	20 (regular) /15 (honors, advanced, online)	
Merrimack College [Massachusetts]	15	
Mercer County College [New Jersey]	30	25
Mesa Community College	26/20 online	20-23
Middlesex County College	22	16-18
Millsaps College [Michigan]	16	
Miami University [Ohio]	22	
Mississippi College [Clinton, Mississippi]	24/20 (second semester)	
Missouri University of Science and Technology [Rolla]	22/20 (second semester or advanced)	
Missouri Western State University	25 (both semesters)	22
Monmouth University [New Jersey]	20	15
Montana State University	25	
Montclair State University	19	19
Montgomery College	24	
Montgomery College Germantown	25	
Montgomery College Rockville	20	22
Montgomery College Takoma Park	20	
Moravian College	18	8
New Mexico State University Carlsbad	20	15
New York Univeersity	15	
Newbury College	20	
Niagara University	17	
Nicholls State University	32	
North Carolina A&T State University	26	
North Carolina State University	18	
Northeastern University	19/advanced 19	
Northern Arizona University	24	24
Northern Illinois University	25	15-16
Northern Kentucky University	22	18
Northern Virginia Community College (Annandale campus)	25	25
Northwestern College [Iowa]	24	

Nova Southeastern University	15/20 advanced	15
Occindental College	15/20 2nd semester	15
Ocean County College [New Jersey]	22/24 Writing about Literature	19-20
Ohio State University	28	15
Ohio University	20	
Oklahoma State University	25	15
Old Dominion University	19/19 second semester	15
Orange Coast Community College	32 [with bonus for teachers who accept 34-36]	
Parkland College [Champaign, Illinois]	24/22 English 102	15/18 [intermediate basic]
Passaic County College [New Jersey]	25	22
Portland State University	25	
Princeton University	12	
Purdue University West Lafayette	20/25 accelerated	15 ESL
Ramapo College [New Jersey]	25	25
Raritan Valley Community College [New Jersey]	23	17
Rice University	22 (often fill to 24-25)	16
Rivier College [New Hampshire]	18	
Rockford College [Illinois]	20 [for both courses in the sequence]	
Rowan University [New Jersey]	22	18-20
Sacred Heart University	20	
Saint Edward's University [Texas]	22	20
Salem County College	20-25	20
Salt Lake Community College	25	
San Jose State University	25 (regular)/25 (stretch)	
San Juan College	20	15
Saint Joseph's University [Philadelphia, Pennsylvania}	20 (all writing courses)	
Santa Clara University	19/ 17 honors/25 advanced/22 creative writing	15 first-generation
Scripps College	16	
Seton Hall	15-18	15
Shawnee State University	20	20
Skidmore College	15	
Soka University of America [Aliso Viejo, California]	15/13 (advanced)	
South Texas College	24 (both semesters)	
Southern Connecticut State University	20	12
Southern Illinois University Carbondale	21fall/20 spring	
Spelman University	20	
St. Cloud State University	25	
St. Louis Community College at Meramec	25	18 basic/22 intermediate basic
Stanford University	15	
State University of New York Albany	19	
State University of New York Binghamton	16/25 other composition courses	
State University of New York Courtland	22	

State University of New York Morrisville	35	
State University of New York Stony Brook	25	15
St. Cloud State University [St. Cloud, Minnesota]	25	
Stetson University [Florida]	18	12
Steven F. Austin State University	22	
Suffolk University [Boston]	25	
Syracuse University	20 (all writing courses)	
Tarleton State University	25	
Taylor University [Indiana]	24	12
Tennessee Tech University	25	15
Tennessee A&M University College Station	25	
Texas A&M University Commerce	25	22
Texas A&M University Corpus Christi	25	18
Texas Christian University	20	
Texas State University San Marcos	21/22 second semester	
Texas Tech University	40 with online response readers	
Texas Wesleyan University	20	
Texas Women's University	25	20
Trinity College [Hartford, Connecticut]	15	
Tuskeegee University [Alabama]	30	30
Truman College in Chicago	25	
Unity College [Unity, Maine]	18 (both semesters)	
University of Alabama	24	15
University of Alberta	40 (literature and writing)/32 for new TAs	
University of Arizona	25	
University of British Columbia	35 /35 technical writing and advanced composition	
University of California Davis	25	
University of California Irvine	19	19/19 ESL
University of California Los Angeles	20	20
University of California Riverside	23	21/16 ESL
University of California San Diego, Muir College	15	
University of California San Diego, Warren College	14	
University of California Santa Barbara	25	18 EOP
University of California Santa Cruz	25	22
University of Central Florida, Orlando	25/20 honors	
University of Cincinnati, uptown campus	23/20 (freshman seminar)	
University of Cincinnati, Blue Ash	20	15
University of Cincinnati, Clermont College	20	15
University of Colorado at Boulder	18	
University of Colorado at Denver	24/24 Comp II	
University of Connecticut	20	10
University of Dayton	20 (regular)/20 (honors)/18 (stretch over two semesters)	
University of Delaware	22	
University of Georgia	22/15 honors	15 ESL/15 online ESL
University of Hawaii	20	
University of Houston--Clear Lake	25	
University of Idaho	26/20 honors	

University of Illinois	22	16
University of Kansas	22	
University of Louisville	26	
University of Louisiana-Lafayette	27 (Katrina factor)	25
University of Main	22/21 (stretch)	
University of Maine-Farmington	16	
University of Maryland, Baltimore County	25/15 honors	
University of Massachusetts (Amherst)	24	20
University of Miami [Florida]	23/20 honors	20 tutorial/ 12 pre-FYC
University of Michigan Flint	24	16
University of Minnesota	15-21/15-21 advsnced	18
University of Mississippi	23	18
University of Missouri	20	
University of Montana Western		17 (stretch classes)
University of Nebraska at Omaha	18 comp I / 20 comp II	
University of Nevada		22
University of New Orleans	25 (both semesters)	
University of North Carolina Chapel Hill	19	19
University of North Carolina Charlotte	22 (both semesters)	
University of North Carolina Wilmington	20/20 (advanced)	
University of North Georgia	24 (both semesters)	
University of Notre Dame	15	
University of Oklahoma	19	15
University of Pennsylvania	16 (regular seminar)/12 (seminar for students who find writing challenging)/12 (seminar for international students)	
University of Rhode Island	22	
University of Rio Grande		22
University of Rio Grande		22
University of San Francisco	20/15 honors seminar	18
University of Scranton	18	18
University of South Alabama	25/17 honors	25
University of South Carolina	25 (both semesters)	
University of South Florida St. Petersburg	25 (both semesters)	
University of Southern Indiana	25/25 honors	25
University of Saint Rose [Albany, New York]	18-19	
University of Texas at Austin	25/23 (computer-assisted classroom)	
University of Toledo	23	18
University of Virginia	18	15
University of Washington	22	18
University of Wisconsin--Eau Claire	20/22 honors and AP	15
University of Wisconsin--River Falls	25	17
University of Wisconsin--Stevens Point	23	
University of Wisconsin--Superior	22 (both semesters)	18
Utah State University	23	15
Valdosta State University	25	
Ventura Community College [California]	27	27
Wayne State University	24	22

Walsh University (Ohio)	20 (regular and Honors)	15 (10 with peer tutoring for high at-risk students)
Washington State University	25	20
Webster University	15	
Wellesley College	15	
West Chester University of Pennsylvania	25	20/15
West Virginia University	22	12
Western Illinois University	22	
Western State College	24	
Whatcom Community College [Washington state]	25/24 computer classroom	25
Wheaton College [Norton, Massachusetts]	16	
Whitworth University	18 (both semesters)	
Worcester Polytechnic Institute	20	
Wright State University	24	16
Valencia Community College [Orlando, FL]	25	
Xavier University of Louisiana	25	
Yale University	16	
Yeshiva University	17	
Youngstown State University	25	

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