**Academic Biennial Review Form – English (ENG)**

**Years Two and Four of the Program Review Cycle**

The Coconino Community College bi-annual review will consist of two areas: an update to the Program Review Action Plans/Recommendations and a review of program student learning outcomes, results, actions taken, and future actions since either the last program review or bi-annual review.

Prior to completing the Bi-Annual Review form, the Assessment Coordinator will provide the program with a variety of data: the most recently completed Program Review Actions Plans/Recommendations, Program Assessment Reports with associated assignments and rubrics, and a summary of related Course Assessment Reports. If Year Four, the previous Bi-Annual Review information will be provided as well.

Provide a status update to any of the recommendations. Then analyze the attached student learning assessment data and provide any future actions to be taken based on that data. If Year Four, provide an update on previously stated future actions from the previous bi-annual report. Attach any department/program minutes or other appropriate documentation that recorded discussion of updates to recommendations or of student learning assessment.

**I. ACTION PLAN/RECOMMENDATION UPDATE**

**Action Item #: 1 – Hire FT Faculty to create more equitable ratio of FT to PT instructors**

**Anticipated date for completion:** May 9, 2019

**List potential benefits to student success:** More consistency, time, instructor engagement, and expertise afforded to students.

**Status Update (Only Update during Bi-annual Review Reporting)** The department currently consists of 4 full-time faculty. Based on the number of courses and sections offered, our recommendation is to hire another English full-time faculty position in the next budget cycle.

**Last reviewed date:** March 5, 2021

**Action Item #: 2 – Hire FT Development Reading Faculty**

**Anticipated date for completion:** Fall 2019

**List potential benefits to student success:** A full-time instructor for reading would be more available to students outside of class and would serve to anchor and ensure that developmental reading instruction is consistent and addresses students’ needs. A full-time faculty member is better able to connect with other faculty to assess reading needs in other content areas. They can better work with the English department to ensure student readiness for required course work in 101 and other transfer courses. This position would offer better continuity within reading instruction.

**Status Update (Only Update during Bi-annual Review Reporting)** After review of the need for a developmental instructor only—based, in part, on the limited course offerings in this area, the department felt that hiring a credentialed instructor who could teach both transfer-level and developmental courses would be most beneficial to the students at the college. As such, the department hired a full-time faculty member in Fall 2019 for both transfer-level and developmental course instruction.

**Last reviewed date**: March 5, 2021

**Action Item #: 3 – Research and discuss reduction of required course loads and/or cap sizes for transfer-level full-time faculty**

**Anticipated date for completion:** December 19, 2019

**List potential benefits to student success:** Instructors would be able to provide more individualized instruction, research and develop innovative projects, engage in professional development opportunities, and teaching and learning discussions.

**Status Update (Only Update during Bi-annual Review Reporting)** A request to consider the reevaluation of faculty course loads for courses with substantial grading outside of the classroom was made to the Ad Hoc Faculty Load Committee. The Committee surveyed other colleges with alternative faculty load models for courses requiring high-volume grading, and, after much debate and consideration, resolved to table the request and revisit opportunities for reduced course loads or creative solutions for load equity during the next fiscal year.

**Last reviewed date:** March 5, 2021

**Action Item #: 4 – Research and discuss viability of developmental course offerings at 4th Street**

**Anticipated date for completion:** May 2020.

**List potential benefits to student success:** More convenient to students who live in that vicinity or are already taking courses at that location.

**Status Update (Only Update during Biennial Review Reporting)** The reason for not offering developmental courses at 4th Street include:

1. Lower enrollment and higher dropout rate than the same courses being offered at Lone Tree. 2. Lack of student services at 4th Street that better serve students in developmental courses (HELP desk hours, Trio, Student Disabilities office, etc.)

3. It was felt there was a better opportunity for tie-in to campus life at Lone Tree, which may have changed since the revitalization of the 4th St. campus.

**Last reviewed date:** March 5, 2021

**Action Item #: 5 – Research the development of an ENG 101+ course**

**Anticipated date for completion:** May 2019

**List potential benefits to student success:** More options for student success. Students close to placing into ENG 101 and students who placed into ENG 101, but may feel they need extra help can take this course option and would not need to take a separate developmental course to prepare them for ENG 101.

**Status Update (Only Update during Bi-annual Review Reporting)** English 101A was adopted by the Curriculum Committee in February 2019. It has been offered each semester—including summer session, and it has been offered in all modalities: in-person, Zoom, and online.

**Last reviewed date:** Reviewed and accepted by General Education committee and Curriculum committee February 2019.

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

**Anticipated date for completion:** March 4, 2019

**List potential benefits to student success:** More Writing Intensive/Arts and Humanities options, expansion of the creative writing program, and the opportunity to prove additional writing practice for students.

**Status Update (Only Update during Bi-annual Review Reporting)** The addition of Writing Intensive requirements for ENG 139, 270, and 237 were submitted and approved by the Curriculum Committee in Fall 2019. ENG 200: Introduction to Literature, which is also Writing Intensive, was submitted and approved by the Curriculum Committee in Spring 2021. Each course is offered in multiple modalities to best serve our student population.

**Last reviewed date:** March 5, 2021

**Action Item #: 7 – Develop a departmental mentoring/training program for new and PT instructors**

**Anticipated date for completion:** May 2020

**List potential benefits to student success:** Consistency across course sections, conversation and clarification concerning content sequencing, collaboration between faculty, and improved instruction, fostering a stronger TEAM. The Lead Faculty position will assist in creating a strong mentoring/training program for new and PT instructors.

**Status Update (Only Update during Bi-annual Review Reporting)** During the summer of 2020, the English Department created master Canvas shells for ENG 101, ENG 102, and ENG 098 in order to provide ready-made courses for new faculty to use and/or modify. Additionally, the department created a shared assessment tool for use across all sections in order to evaluate student success of course outcomes. We are currently working on a more effective and efficient assessment tool to better determine student success and outcome consistency across all sections of comparable courses.

**Last reviewed date:** March 5, 2021

**Action Item #: 8 – Review course offerings to determine viability**

**Anticipated date for completion:** December 2018

**List potential benefits to student success:** Streamline offerings to meet pathways and student needs.

**Status Update (Only Update during Bi-annual Review Reporting)** ‘English course outlines have been reviewed, updated when necessary, and approved by Curriculum Committee.

**Last reviewed date:** March 5, 2021

**Action Item #: 9 – Provide a clear and consistent communication loop with PT faculty**

**Anticipated date for completion:** March 11, 2019

**List potential benefits to student success:** Consistency across course sections, conversation and clarification concerning content sequencing, collaboration between faculty, and improved instruction, fostering a stronger TEAM.

**Status Update (Only Update during Bi-annual Review Reporting)** Departmental efforts to provide clearer communication to all faculty include monthly department meetings, regular email reminders for NS and FTSE, and faculty kick-off meetings. The department will assess whether additional communication efforts are needed.

**Last reviewed date:** March 5, 2021

**II. ASSESSMENT OF STUDENT LEARNING**

**See Attached English Assessment Report**