Academic Disciplines

College Name:	Shawnee Community College
Academic Years Reviewed:	FY2017-FY2021
Discipline Area:	Communications

Review Summary

Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.

Program Objectives What are the objectives of the discipline?	The objectives of the discipline are to prepare students with the ability to communicate ideas, perspectives, and values while demonstrating a mastery of Standard English in written, oral and visual formats, while preparing them for a bachelor's program at a four-year college or university, or as a part of a vocational program.
To what extent are these objectives being achieved? How do you know the extent to which they are being achieved?	The objectives of this discipline are being met as evidenced by the success rates of course reviewed. All courses had a success rate of 75% or above across all years reviewed.
How does this discipline contribute to other fields and the mission of the college, including addressing the college's vision for equitable access for students?	The current course offerings serve as options to meet the Communications requirements for the AA and AS degrees, as well as for the General Education Core Certificate offered by Shawnee Community College. Equitable access is provided via a variety of course delivery formats and corequisite courses.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	A corequisite course for English 111 was implemented in the English department to help those students requiring remediation to shorten the time to completion of a program, or graduation. As a part of this corequisite, reading and writing cut scores were reviewed to ensure appropriate placement. In addition, Technical Communication I and II were added to the schedule in FY2020 as an alternative to English Composition for those students enrolled in vocational programs. This course was redesigned to specifically focus on industry-specific technical writing.

Review Analysis

Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

Indicator 1: Need	Response
1.1 What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The discipline assesses student learning at the course level regularly through the use of Weave. Weave is a cloud-based assessment program. Any program needs or changes are presented by faculty at division meetings. New course and/or course change documents are prepared by faculty and submitted to the Curriculum and Instruction committee. Faculty present their proposals at C&I meetings and answer any questions from the committee. Upon approval the C&I committee chair forwards the course information to the appropriate department.
1.2 How will students be informed or recruited for this discipline?	Students are recruited through SCC community events, newspaper and print materials, radio and TV ads, social media, and the Shawnee Experience recruitment day.
1.3 What, if any, new Academic Transfer degrees/major options have been added/deleted to the college's offerings during the last review period? What determined this action?	As new courses are added, SCC attempts to articulate those courses with regional colleges and universities to ensure transferability. No new Academic Transfer degrees/major options have been added/deleted during this review period. As part of Guided Pathways, the college will develop meta-majors from the AA and AS degrees and have them implemented by the time of the next review.
1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	The following courses are offered each academic semester: ENG 111 (English Composition I); ENG 112 (English Composition II); ENG 124 (Technical Communication I); ENG 221 (Technical Writing II); SPC 111 (Speech); SPC 210 (Interpersonal Communication) Each semester there are multiple sections of ENG 111, 112, and SPC 111 offered. English Composition 1 – ENG 111 shows the largest enrollment with 2101 students having taken the course over the review period.
Indicator 2: Cost Effectiveness	**Response**

2.1 What are the costs associated with this discipline? (How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall? What are the primary costs associated with this discipline? How many full- and part-time faculty are maintained for this discipline?)	Costs associated with this discipline consist of full-time and adjunct instructor's salaries and benefits, instructional supplies, and professional development. There are three full-time, tenured English instructors and one full-time tenured Speech instructor. Adjunct instructors teach English and Speech courses, as well.
2.2 What steps can be taken to offer curricula more cost-effectively?	The college offers the curricula reviewed in many different modalities to accommodate students who may struggle financially. In an attempt to run course sections in a more cost-effective way, college leadership and faculty are working together on an academic schedule with fewer sections and also meets students' needs.
2.3 Is there a need for additional resources?	Not at this time.
Indicator 3: Quality	**Response**
3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible scheduling, accelerated, team teaching, etc.)?	Communications courses are taught face-to-face, online, via interactive video, synchronously, asynchronously, and in 16, 14, 8-week formats. English Composition I and II have been offered as 1-week intersession courses as well.
3.2 If the college delivers a course in more than one method, does the college compare success rates of each delivery method? If so, how? How does the college provide supports to students to ensure that they have equitable access to these different course delivery methods?	Success rates across delivery modalities have not been analyzed; however, the college's new Strategic Plan will examine success and completion rates of students in all delivery modes.
3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	Tenured faculty are assessed every three years by the Vice-President of Academic Affairs. Non-tenured faculty and adjunct faculty are assessed yearly.
3.4 What professional development is offered for full- and/or part-time faculty in this discipline? Is all professional development offered to both full time and adjunct faculty?	Full-time and part-time faculty are encouraged to take part in professional development opportunities offered through the college which include topics such as active learning strategies, instructional technology use in the classroom, online pedagogy, and student engagement, improving synchronous and asynchronous learning environments. Faculty are also encouraged to attend trade conferences.

3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?	No Communications faculty members have served on an IAI panel over the last review period.
3.6 How does the discipline identify and support "at-risk" students? What supports are available to these students and how are students made aware of these supports?	At-risk students are identified by faculty. Faculty submit referrals using the college's Retention Alert service which is monitored by advisors. Additionally, tutors are provided to students through the TRiO Student Support Services program and the Student Success Center. Both professional tutors and peer tutors are available, as well as individual and group tutoring services and e-tutoring.
3.7 To what extent is the discipline integrated with other instructional programs and services?	The Communications program is an integral part of the AA and AS degrees, as well as the General Education Core Certificate and many of our CTE programs.
3.8 What does the discipline or department review when developing or modifying curriculum?	The discipline reviews course evaluations, industry need, retention data, and student success data.
3.9 When a course has low retention and/or success rates, what is the process to address these issues? Are data reviewed to determine if one student population is disproportionately affecting course success rates? If so, how does the college address these disparities?	Faculty consistently review retention and success rates and adjust their curriculum to address these issues. These adjustments include revising assignments, making referrals to tutoring, and library resource sessions for students.
3.10 How does the college determine student success in this discipline?	Student success will be measured by Key Performance indicators found in the college's Strategic Plan and reviewed annually in the form of Board Monitoring Reports.
3.11 Did the review of quality result in any actions or modifications? Please explain.	No actions or modifications to the Communications program are needed at this time. Success rates demonstrate that the objectives of each of the courses reviewed are being met. Faculty and students will be encouraged to utilize the resources available to continue to meet these objectives.
List any barriers encountered while implementing the discipline.	

No barriers to implementing the discipline.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Communications Courses Reviewed: ENG 111, ENG 112, ENG 124, ENG 221, SPC 111, SPC 210 *(Data for each course is reported on individual templates included with this review.)*
Course Title	
Course Description	

	FY17	FY18	FY19	FY20	FY21
Number of Students Enrolled					
Credit Hours Produced					
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students					
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.					
What disaggregated data was reviewed?					

Were there identifiable gaps in the data? Please explain.	

Academic Course Review Results	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	
Resources Needed	
Responsibility Who is responsible for completing or implementing the modifications?	

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Communications				
Course Title	English Composition I				
Course Description	This course places emphasis on teaching basic writing skills and critical thinking. Emphasis is placed on invention, prewriting, shaping and organizing, writing, revising, and editing written communication. This course is taught employing a process approach to writing and its basic aim is to make the student writer aware of his or her own writing process and to recognize the "tools" that may be used to create strong written communication.				
	FY17	FY18	FY19	FY20	FY21
Number of Students Enrolled	384	360	364	333	381
Credit Hours Produced	1152	1080	1092	999	1143
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	80%	84%	84%	79%	76%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	C1900	C1900	C1900	C1900	C1900
How does the data support the course goals? Elaborate.	Data shows strong success rates. There was a slight dip in FY 20 and 21 possibly due in part to the Covid 19 pandemic.				
What disaggregated data was reviewed?	Age, gender, and ethnicity.				
Were there identifiable gaps in the data? Please explain.	Students under the age of 18 showed the strongest success rates followed by 18-20-year-old students. White students showed stronger success rates compared to most other ethnicities. No significant gaps were identified between genders.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	At the fall college convocation, faculty will be encouraged to utilize the college's Retention Alert system to identify struggling students early in the semester. In addition, eligible students will be referred to the Student Support Services program. Students will

	be encouraged to utilize the college's professional tutoring services.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college employs several strategies to address equity gaps including the Retention Alert system utilized by faculty to contact academic advisors, the TRiO Student Support Services program, and professional, peer, and e-tutoring services available through the Student Success Center.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	English Composition I is meeting the program objectives showing an 80% overall success rate over the program review period. No program modifications needed at this time.
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	N/A

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Communications Courses Reviewed: ENG 111, ENG 112, ENG 124, ENG 221, SPC 111, SPC 210				
Course Title	English Composition II				
Course Description	This course places emphasis on research writing skills and critical thinking. Emphasis is placed on creating logical arguments supported with adequate research. Furthermore, it continues expanding upon the writing process skills learned in ENG 111. Students learn proper documentation and citation of resources and references and explore various types of argumentative organization.				
	FY17	FY18	FY19	FY20	FY21
Number of Students Enrolled	310	307	340	278	314
Credit Hours Produced	930	921	1020	834	942
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	83%	84%	81%	77%	80%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	C1901R	C1901R	C1901R	C1901R	C1901R
How does the data support the course goals? Elaborate.	Data shows strong success rates. There was a slight dip in FY 20 and 21 possibly due in part to the Covid 19 pandemic.				
What disaggregated data was reviewed?	Age, gender, and ethnicity.				
Were there identifiable gaps in the data? Please explain.	Students under the age of 18 showed the strongest success rates followed by 18-20-year-old students. White students showed stronger success rates compared to most other ethnicities. No significant gaps were identified between genders.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline	At the fall college convocation, faculty will be encouraged to utilize the college's Retention Alert system to identify struggling students early in the semester. In addition, eligible students will be referred to the Student Support Services program. Students will

and/or anticipated dates.	be encouraged to utilize the college's professional tutoring services.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college employs several strategies to address equity gaps including the Retention Alert system utilized by faculty to contact academic advisors, the TRiO Student Support Services program, and professional, peer, and e-tutoring services available through the Student Success Center.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	English Composition II is meeting the program objectives showing an 81% overall success rate over the program review period. No program modifications needed at this time.
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	NA

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Communications
Course Title	Technical Communication I
Course Description	This English course is designed as a basic or fundamental course and will be used as an option to ENG 111 for vocational, technical, and occupational students. This course is designed to introduce and give the students experience in using the writing skills necessary for employment in today's workplace. Emphasis is placed upon the reader, purpose, focus, organization, clarity, conciseness, grammar and usage, and punctuation. Students will learn to summarize material, write instructions, describe procedures, write memorandums and letters using inductive and deductive reasoning, and organize writing through classification.

	FY17	FY18	FY19	FY20	FY21
Number of Students Enrolled	N/A	N/A	N/A	2	4
Credit Hours Produced				6	12
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students				100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)				N/A	N/A

How does the data support the course goals? Elaborate.	Data shows strong success rates with 100% of enrolled students having a success rate of C or better.
What disaggregated data was reviewed?	Sample size too small to draw conclusions from disaggregated data.
Were there identifiable gaps in the data? Please explain.	N/A

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	At the fall college convocation, faculty will be encouraged to utilize the college's Retention Alert system to identify struggling students early in the semester. In addition, eligible students will be referred to the Student Support Services program. Students will be encouraged to utilize the college's professional

	tutoring services.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college employs several strategies to address equity gaps including the Retention Alert system utilized by faculty to contact academic advisors, the TRiO Student Support Services program, and professional, peer, and e-tutoring services available through the Student Success Center.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Technical Communication I is meeting the program objectives showing a 100% overall success rate over the program review period. No program modifications needed at this time.
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	N/A

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Communications
Course Title	Technical Communication II
Course Description	This advanced course is a continuation of ENG 124 and is designed to teach technical writing skills to vocational, occupational, and technical students. Class work will include analysis of the communication problems particular to technical writing. Students will study the techniques of writing memos, letters, proposals, and various types of reports, and making oral presentations in the workplace. Attention will be given to pre-writing, audience analysis, language, organization, development, and editing, and presenting (visually or orally) various types of technical materials.

	FY17	FY18	FY19	FY20	FY21
Number of Students Enrolled	N/A	N/A	N/A	2	4
Credit Hours Produced				6	12
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students				100%	75%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)				N/A	N/A

How does the data support the course goals? Elaborate.	Data shows strong success rates with 88% of enrolled students having a success rate of C or better.
What disaggregated data was reviewed?	Sample size too small to draw conclusions from disaggregated data.
Were there identifiable gaps in the data? Please explain.	N/A

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	At the fall college convocation, faculty will be encouraged to utilize the college's RetentionAlert system to identify struggling students early in the semester. In addition, eligible students will be referred to the Student Support Services program. Students will be encouraged to utilize the college's professional

	tutoring services.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college employs several strategies to address equity gaps including the Retention Alert system utilized by faculty to contact academic advisors, the TRiO Student Support Services program, and professional, peer, and e-tutoring services available through the Student Success Center.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Technical Communication I is meeting the program objectives showing an 88% overall success rate over the program review period. No program modifications needed at this time.
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	N/A

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Communications
Course Title	Speech
Course Description	This course is the study of the theory and practice in developing the skills needed for public speaking. Major attention is devoted to the basic principles of audience analysis, perception, listening, organization, delivery and evaluation of oral communication. Students will present demonstration, informative, persuasive, impromptu, and special occasion speeches.

	FY17	FY18	FY19	FY20	FY21
Number of Students Enrolled	247	275	220	231	242
Credit Hours Produced	741	825	660	693	726
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	93%	91%	93%	84%	87%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	C2900	C2900	C2900	C2900	C2900

How does the data support the course goals? Elaborate.	Data shows strong success rates with 90% of enrolled students having a success rate of C or better.
What disaggregated data was reviewed?	Age, gender, and ethnicity.
Were there identifiable gaps in the data? Please explain.	Students ages 51-61 showed the strongest success rates followed by 26-30-year-old students. White students showed only slightly stronger success rates compared to African American students with success rates at 82% and 79% respectively. No significant gaps were identified between genders.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	At the fall college convocation, faculty will be encouraged to utilize the college's Retention Alert system to identify struggling students early in the semester. In addition, eligible students will be referred to the Student Support Services program. Students will be encouraged to utilize the college's professional

	tutoring services.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college employs several strategies to address equity gaps including the Retention Alert system utilized by faculty to contact academic advisors, the TRiO Student Support Services program, and professional, peer, and e-tutoring services available through the Student Success Center.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Interpersonal Communication is meeting the program objectives showing an 83% overall success rate over the program review period. No program modifications needed at this time.
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	N/A

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Communications				
Course Title	Interpersonal Communication				
Course Description	Interpersonal Communications is a study of human communication on a one-to-one basis. The concepts discussed include self-awareness, perception, listening, nonverbal communication, relationship development, self-disclosure, conflict resolution, crises, cultural ethics, and gender issues.				
	FY17	FY18	FY19	FY20	FY21
Number of Students Enrolled	87	87	70	89	83
Credit Hours Produced	261	261	210	267	249
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	90%	80%	89%	84%	84%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	N/A	N/A	N/A	N/A	N/A
How does the data support the course goals? Elaborate.	Data shows strong success rates with 85% of enrolled students having a success rate of C or better.				
What disaggregated data was reviewed?	Age, gender, and ethnicity.				
Were there identifiable gaps in the data? Please explain.	Students under the age of 18 showed the strongest success rates followed by 31-40-year-old students. White students showed only slightly stronger success rates compared to African American students with success rates at 85% and 81% respectively. No significant gaps were identified between genders.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	At the fall college convocation, faculty will be encouraged to utilize the college's RetentionAlert system to identify struggling students early in the semester. In addition, eligible students will be referred to the Student Support Services program. Students will be encouraged to utilize the college's professional tutoring services.

Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college employs several strategies to address equity gaps including the Retention Alert system utilized by faculty to contact academic advisors, the TRiO Student Support Services program, and professional, peer, and e-tutoring services available through the Student Success Center.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Interpersonal Communication is meeting the program objectives showing an 85% overall success rate over the program review period. No program modifications needed at this time.
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	N/A