

Oklahoma City Community College

Program Review Self Study Year: 2015
Division of Arts
Associate in Arts: Journalism and Broadcasting (043) <u>Options</u> Broadcasting option (033) Journalism option (034) Public Relations option (035)
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I. Introduction

This section should reference the general process of the review and any unique features of the review (such as the use of outside consultants or conducting the review in relation to an accreditation visit).

If the program has been reviewed previously, this section should include a brief summary of prior recommendations and how they were addressed.

The Journalism and Broadcasting program was reviewed in 2010 with the following recommendations and actions that still apply. At that time, Speech was the fourth emphasis, but it was moved to Speech and Theatre as that is where it is found at receiving institutions. Therefore, only 4 of the 7 recommendations from the 2010 review apply to the Journalism and Broadcast degree program for this review. They are:

1. Secure the funding for continued support in software, space allocation and convergence to high definition technology. Through the student technology fee, OCCC should commit the funding to maintain the quality of our program and allow it to grow. Not only is this an important academic program for the institution, but it is also at the heart of communication with our students, faculty, staff and external public. Through the Pioneer, the Online Pioneer and the converged JB program, OCCC will have a communications opportunity to reach its publics more efficiently and effectively.

This recommendation has been supported and is an effective part of keeping our program technology up to date and maintained. Initially, the grant-writing by Professor Sue Hinton began the support for our program with grants from Ethics and Excellence and the Oklahoman. Since then, OCCC has provided matching funds through the student technology fee to update our equipment and software. Also, Graphics Communications has identified our video and audio production courses and labs as important support courses to their multi-media degrees and therefore made us eligible for some Carl Perkins money to maintain the Broadcast News Lab as well. All of this support is important in order to keep us up to date and teaching basic and advanced editing and convergence skills.

2. Hire a full-time Professor of Video Production. The converged JB program needs a full-time person with knowledge, skills and the understanding of the new technologies and HD to take our JB programs and our students forward. Without this full-time person, our program will not be able to reach its potential in high definition broadcasting or maintain our high standards, competitiveness and reputation.

This recommendation has not been realized as of 2014. The dedication and long-term commitment of our highly-qualified adjunct professor is the reason our program has maintained its prominence in the region. At any time should this situation change, our program would be at a loss. Having the most-highly qualified software professor on our OCCC team has made us able to make wise purchase choices, keep OCCC ahead of the other students in this field and make our editing and video courses sought out by both film and video students locally and regionally. Having a full-time professor in one of our core curriculum areas and a key area to the converging industry would add to our stability and our continued respect and reputation in the field.

3. Require Video Production as a core course for Journalism majors to expand the skills of journalism graduates to include a broadcasting component. This is already a requirement for the Broadcasting and Public Relations options. In today's world, a major communication tool is the use of video. Whether it be broadcast or on the web, video is the media. Whether the access be online, through the TV or through your phone, the communications industry has converged and we are all using video. Our students will be better served by making it a core requirement of the three JB emphases.

This recommendation was incorporated immediately into our curriculum graduation plan as a core course for all three JB emphases. As projected, it has made our students more knowledgeable and more valuable, whether it be in new responsibilities in media and public relations at the receiving institutions, or more competitive and in demand for internships and employment. These convergence skills make our students the preferred graduates and employee. Consequently, our students have expressed appreciation for our future planning and being responsive to the demands of the times.

4. Allow for greatest flexibility in the broadcast major and support courses by offering students the choice of any GCOM class as a support course. This may also include using the cross-listed course as a major credit course in the degree as well. Broadcast majors will be able to choose this support course as their interests dictate.

Cross-listing our major courses has allowed our students to receive elective credit for major courses and hours; therefore, our graduates are more satisfied with their transferability of our associates degree, while at the same time have valuable qualifications for industry internships and jobs. Because our students are able to enter the industry with success with our OCCC JB Associate of Arts degree in Journalism and Broadcasting, they are often recruited to apply for internships and secure entry-level employment in the industry, as well as recruited for media leadership positions at the receiving institutions.

II. Executive Summary

The Executive Summary will include the program's connection to the institution's mission, program objectives, and the strengths and areas for improvement of the program. It will also include the key findings and recommendations of the internal or external reviews with regard to the Program Review Principles and Program Review Criteria.

"Empowering our students, enriching our community,"
is the core mission of Oklahoma City Community College.

In the Division of Arts, the Journalism and Broadcasting program embodies and has successfully fulfilled the OCCC mission by graduating the highest number of graduates of any degree program in our division. Journalism and Broadcasting offers three emphases: Broadcasting, Journalism and Public Relations. Granting the Associate of Arts transfer degree, the JB program has not only sustained transfer graduate numbers, but also sustained placing industry professionals in meaningful positions within the industry, making a difference on our community. The data, the candid responses from graduates and the employment of our graduates in the industry illustrate the success of OCCC JB. This 2015 program review celebrates our successes, challenges us to address our concerns and recommends what is needed to maintain our success and reputation in the rapidly changing discipline of converging journalism and broadcasting.

Celebrating the strengths of the Journalism and Broadcasting program are these important facts:

1. Long-standing faculty that are dedicated, experienced, and devoted to student success. JB faculty have won college, regional and national teaching awards and have a combined total of almost 100 years of teaching excellence. We empower our students; they enrich our community.
2. Financial and technology support from federal, state and institutional grants and fees. OCCC leadership has supported our curriculum and teaching labs for effective results.
3. Outstanding support personnel through supplemental instructors, student worker positions and lab assistants and a Macintosh lab technician.
4. Student success in transfer and in industry related opportunities. Our students continue to secure jobs, win scholarships and recognition and positions of leadership in media at receiving institutions and in the industry. Despite the college's enrollment roller coaster, our graduate numbers and success in the industry have remained high, valued and in demand.

Acting upon the challenges of the Journalism and Broadcasting program is key to maintaining our excellence and success. Recommended areas for improvement are:

1. Need to hire a full-time professor of video production. The future of media is digital video production. Our stability, our growth and our reputation is dependent upon having full-time leadership in this position. Expecting a part-time professor to meet the demands of this fundamental part of JB is unrealistic and will limit our growth, dilute our effectiveness and put our reputation at risk. Making the commitment for a full-time professor in this area would enhance recruitment and retention of students and our goal of increasing graduate numbers.
2. Need for continued financial institution support for software and technology updates. Maintaining access to the state of the art video technology and digital media makes our students competitive in the industry, and successful when transferring. Good training tools attract students and potential graduates to our program.
3. Maintenance of transfer course acceptance and agreements and rapport with receiving institutions and industry. As receiving institutions "update" their courses, OCCC JB will need to update as well. Working with them is key; maintaining our edge is critical.
4. Recognize, examine and explore curriculum updates to meet changes in the industry and its new media platforms to meet industry standards and maintain student transfer effectiveness.
5. Using additional informational platforms, faculty and staff need to use more indirect and direct communication with students about curriculum offerings and transfer paths of matriculation to receiving institutions. This should include both online and traditional communication options.

OCCC Journalism and Broadcasting has a great reputation for advancing our students ahead of others and making them competitive in the industry. It serves us in two ways: 1) attracting students that turn into graduates and 2) attracting employment and internship opportunities in industry and receiving institution

media-degree programs. The OCCC JB faculty have learned that student success, what today we describe as "empowering students" truly does enrich them, the faculty, our institution and our community. Student success is what we are all about, what we do. OCCC leaders know this.

We have appreciated the support of OCCC leadership to help us make it so.

For us to continue at this level, we will need the continued financial support plus one more faculty position .

As Journalism and Broadcasting is a major communications field that tells the world of OCCC's greatness, this request is reasonable and beneficial to all... empowering our students and enriching our community.

Fact: The mission of Oklahoma City Community College is being accomplished by the Journalism and Broadcasting program.

III. Analysis & Assessment

This section will include a complete review and analysis of the Program Review Criteria based on the internal or external team's review. It will also assess developments since the last program review in the context of the current recommendations of the internal review and any recommendations.

A. Centrality of the Program to the Institution's Mission

An assessment and written analysis as to the centrality of the program to the institution's mission and in the context of the institution's academic plan are required. The purpose of the mission of an institution is to indicate the direction in which the institution is going now and in the future. The mission defines the fundamental reason for the existence of the institution.

Together with the planning principles and goal statements, the mission reveals the philosophical stance of the institution with respect to education and learning while at the same time providing a framework for the maintenance of institutional integrity and development.

Describe how the program is central to the institution's mission:

The program curriculum of the Journalism and Broadcasting degree is a structured program of exceptional quality with a philosophical foundation building beginning practical skills while empowering our students, advancing their knowledge of professional skills, concepts, ethics and academic constructs to achieve their educational goals. Each of the classes has hands on introductory experiences where students learn and apply the principles and skills of the discipline and its relationship in a global society.

JB has continued since 2000 the philosophy of making our degrees retain their high level of exceptional quality yet offer greater flexibility within the disciplines to meet the needs and interests of the students, especially when transferring while meeting the needs of our community. Thus, Journalism and Broadcasting continues to update its curriculum requirements to meet effective transfer goals and industry needs. This includes no more than 12 hours of JB major requirements, which do transfer to our primary transfer institutions of the University of Oklahoma and the University of Central Oklahoma. In each of three emphases, students are able to take the appropriate number of hours and acquire a good working knowledge of the skills of the discipline. After our previous program review, our fourth emphasis of Speech was transferred to become part of a different Arts degree, that of Speech and Theatre, which is a standard alignment for that emphasis at receiving institutions. In the Arts and Humanities division and continuing this year in the Arts division, JB repeatedly graduates the highest number of discipline majors with associates degrees. Our transferring graduates become the leaders in the receiving institutions classes and media outlets and are very successful in securing internships and employment. Thus, it bears repeating that in the Arts division, JB repeatedly graduates quality students, and the highest number of discipline majors with associates degrees.

B. Vitality of the Program

Vitality of the program refers to the activities and arrangements for insuring its continuing effectiveness and efficiency. To maintain its vitality and relevance, a program must plan for the continuous evaluation of its goals, clientele served, educational experiences offered, educational methods employed, including the effective incorporation of technology, and the use of its resources. This vital principle or force can best be observed by examining the past and present initiatives to insure the vitality of the faculty, students, and program.

1. List Program Objectives and Goals

Output 1: Journalism and Broadcasting graduates will be prepared to succeed at a four-year transfer institution.

Output 2: Journalism and Broadcasting graduates will be prepared to succeed in entry-level employment in the industry.

2. Quality Indicators

Quality indicators may vary by institutional mission; however, institutions should measure the efforts and quality of their programs by: faculty quality, ability of students, achievements of graduates of the program, curriculum, library, access to information technology resources including efficiencies and improved learner outcomes through appropriate use of this technology and appropriate use of instructional technology to achieve educational objectives, special services provided to the students and/or community, and other critical services.

As appropriate, institutions should evaluate the program against industry or professional standards utilizing internal or external review processes. Institutions must provide specific documentation of student achievement. Such documentation should include programs outcomes assessment data consistent with the State Regents' *Assessment Policy*. Program quality may also be reflected by its regional or national reputation, faculty qualifications, and the documented achievements of the graduates of the programs. This includes a program self review that provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission and how it relates to Higher Learning Commission Criteria and Components listed below:

- a. The program's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible. List of the student learning outcomes.

INTRODUCTION
 All programs at Oklahoma City Community College must provide a plan to assess student learning outcomes and program outputs. All student learning outcomes in the Journalism and Broadcasting Program will be evaluated annually. The program outputs will be evaluated annually. They are listed below:
 Outcome 1: Graduates will demonstrate proficiency in their fields by preparing a portfolio of work relative to their area of emphasis. Each emphasis will use an appropriate rubric for measurement.

Well-defined the criteria for measurement and how the criteria were used in the program.

Broadcasting graduates will prepare a broadcast reel or CD that demonstrates their technical skills in audio and/or video production.

Journalism graduates will demonstrate basic reporting skills by submitting a portfolio of articles published in the Pioneer. This portfolio will constitute the string book, or portfolio of work, that a journalism graduate would present to a potential employer in the job-application process. The portfolio will demonstrate the graduate's ability to interview multiple sources about newsworthy topics and write publishable stories that include direct quotations and paraphrases.

Public Relations graduates will submit a campaign portfolio which demonstrates effective use of a multi-media approach in promoting an activity, cause or an institution.

Specific Criteria for Broadcasting Portfolio Evaluation:

Broadcasting: A satisfactory broadcast-quality product will contain at least two spots or features of at least 30-seconds in length. Each spot or feature must contain music, voice and sound effects. Video features also will include visuals. Eighty percent of graduates will score 30 points or higher on the broadcasting rubric. (Rubric below)

Broadcasting Rubric:

Broadcasting graduates will prepare a broadcast reel or CD that demonstrates their technical skills in audio and/or video production. A satisfactory broadcast-quality product will contain at least two 30-second spots or video features. Each 30-second spot must contain music, voice and sound effects. Eighty percent of graduates will score an average of 30 or higher on the broadcasting rubric.

(Scoring: 5 = Outstanding 4=Good 3=Average 2=Fair 1= Poor)

1. The designated spot or feature length _____points
2. Audio and/or video quality _____points
3. Effective use of music _____ points
4. Effective use of voice _____ points
5. Effective use of sound or sound effects _____ points

- 6. Effective creative writing _____points
- 7. Professionalism _____points
- 8. Longevity effect (memorability) _____points
- 9. Effective editing techniques _____points
- 10. Overall impression _____points

Total _____points of 50 points

Professional quality means:

- (A) NO dead air or silences.
- (B) NO bad edits, distortions or jumping camera moves.
- (C) NO pops, "wow's", or foreign noises on projects.
- (D) VOICE presentation of a professional broadcaster
- (E) OVERALL sound and video quality, attention to creativity, degree of complexity and writing skill will be considered on all broadcasting projects.

Range: 50 to 45=Outstanding; 44 to 39=Good; 34 to 29=Average 28 to 23 =Fair

Specific Criteria for Journalism Portfolio Evaluation:

Journalism graduates will submit a portfolio of published stories. A journalism rubric will be used to gauge the quality of the portfolio. Eighty percent of journalism graduates will score 8.0 or higher. (Rubric below.)

JOURNALISM RUBRIC

For Evaluating the Writing Portfolio of Graduates

Fair = 1 point Good = 2 points Excellent = 3 points

Measurement: Fair Good Excellent

Number of published stories one two three or more

Sub-total_____

Average number of sources one two three or more

(per story) Sub-total_____

Average number of direct quotes one two three or more

(per story) Sub-total_____

Average number of paraphrases one two three or more

(per story) Sub-total_____

Total_____

Eighty percent of journalism graduates from Oklahoma City Community College will earn 8 points or more on this evaluation of their writing portfolio.

Published stories will be defined as bylined news articles published in the Pioneer student newspaper or other news publication, such as a local newspaper or magazine. Published stories shall not include editorials, reviews or letters-to-the-editor.

Sources will be defined as people the reporter interviewed in order to write the news article. The sources may be interviewed in person, by telephone or by e-mail. They must be identified by name and title (e.g. college vice president or nursing student). Web sites shall not be counted as sources for the purpose of this evaluation.

Direct quotes shall be defined as word-for-word quotations that capture what the sources said to the reporter. They shall be identified by quotation marks and attribution to the source. Quotations from web sites shall not be counted as direct quotes for the purpose of this evaluation.

Paraphrases shall be defined as information provided by a source and attributed to the source, but not in the exact words of the source.

Public Relations: A satisfactory publicity campaign portfolio will include evidence of client research, as well as promotional material in at least two formats (radio, television, billboard, press release). Eighty percent of public relations graduates will score 35 points or higher on the rubric used to evaluate a public relations campaign. (Rubric below.)

Public Relations Portfolio: Publicity Campaign

The scale for measuring portfolio project is: **50 total points possible**
5 = Outstanding 4=Good 3=Average 2=Fair 1= Poor

Categories to be considered:

1) Client Research:

The portfolio project presents the client's history, economic demographics, target audience perception, strengths and weaknesses, and improvement ideas.

Comments: _____ (points 10-1)

2) Campaign Development / Media Strategy

The portfolio project creates a campaign theme, slogan, appeal, media plan and explains its relevance to the client's goals and media strategy.

Comments: _____ (points 10-1)

3) Creative and Media scripts/samples:

The portfolio project has complete campaign creative media script samples for each of the media listed. Each of these will be evaluated based on the correct media formatting, relevance to theme, effectiveness of the message, professionalism and creativity.

Electronic media:

- a. **Radio** - one 30-second commercial script and one 60-second commercial
- b. **TV** - one 30-second and one 60-second commercial storyboard

Comments: _____ (points 10-1)

Print Media:

- c. **Billboard layout**
- d. **Print** - brochure or newspaper/magazine ad
- e.) **Social media** -ideas and examples

Comments: _____ (points 10-1)

4) Event, Details, Professionalism

- a. **Speech/ Press release** (special event)
- b. **Reverse time table, details**
- c. **Overall impression/professionalism & presentation**

Comments: _____ (points 10-1)

Total _____ (50 points possible)

Range: 50 to 45=Outstanding; 44 to 39=Good; 38 to 33=Average; 32 to 27 =Fair

The evaluation, results, and recommendations based on the criteria used.

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Evaluation and Results

Outcome: Portfolios

Total Number of JB graduates by year:

FY14=19; FY13=21; FY12=22; FY11=21; FY10 = 20;

Broadcasting:

Six of the nineteen Journalism and Broadcasting graduates chose the broadcasting emphasis. And six submitted broadcasting portfolios in the form of either two audio or radio commercials or two video projects/commercials.

Four of the six were in the highest category, "Outstanding," ranging from 45 to 50 points. The breakdown of points is:

One student portfolio earned 50 of 50 points for the audio, video and writing. The project was creative and executed at the highest level which also made it memorable. Two students scored 46.5 of 50 points: one portfolio's score was because the look of the video was not as professional as required while the second commercial's on-camera talent had some minor concerns with her audio levels and announcing technique. The fourth portfolio in this highest category scoring 46 of 50 points because the use of natural sound was omitted which was a requirement of that project. Nonetheless, they all ranked in the highest category.

Two graduates submitted portfolios that scored in the next highest category or "Good" category which is in the range of 44 to 39 points.

One scored 43 points out of 50 because the commercials submitted needed more attention to shot selection and was not as professional in its appearance. The second student's portfolio scored 42.5 for similar reasons as well as it needed some better choices of music for the commercial and was not to the highest quality. It did, however, score high in creative writing and concept and was enjoyable to view.

Certain qualities separated the lesser portfolios from the better ones. The scoring differences primarily were in the areas of creative scripting, audio/video quality and effective and proper look and appeal of the commercials. The number of higher caliber portfolios can be directly related to the better equipment, more available instruction from the professor, lab assistants and supplemental instructor available by appointment. The better lab options in our present location are now a standard for student accessibility and advanced learning.

Each student submitted two audio, or radio commercials, one 30-second and one 60-second or two video projects/commercials comparable in length.

BROADCASTING PORTFOLIO RESULTS

Year	Total	Outstanding	Good	Average	Fair	No Portfolio
FY14	6	4	2			
FY13	4	3				1
FY12	7	6			1	
FY11	7	6	1			
FY10	8	6	1			1

Journalism:

Six of the nineteen Journalism and Broadcasting graduates from summer 2013, fall 2013 and spring 2014 chose the Journalism option. All six had portfolios of published work available to be evaluated.

Of the six journalism portfolios, five scored in the acceptable level of 8 points or higher. The top student scored 12 points, while the others scored below that, with one each scoring 11, 10, 9 and 8 points. One student scored 7 points, which is below standard for our journalism program. That student published two stories, meeting the minimum number for the portfolio, but both were single-source stories that lacked depth of development.

Of the five journalism students who met or exceeded the 8-point cutoff score for competency, two had worked for the Pioneer student newspaper. One spent a summer on the Pioneer staff while the other worked several semesters for the Pioneer, amassing an extensive portfolio that demonstrated a high level of sophistication. That student went on to serve two paid internships at commercial newspapers, as well as a summer internship for the Chickasaw Nation in Washington, D.C. while attending OCCC. Upon graduation and transfer to the Gaylord School at the University of Oklahoma, she immediately claimed a position on the OU Daily student newspaper. The remaining three journalism students completed their entire portfolios as part of their coursework in JB 1133 News Writing. One of those students amassed three publications with a score of 11 points, showing a great deal of talent and initiative in the news-gathering process.

JOURNALISM PORFOLIO RESULTS:

Year	Total	Excellent	Below Standard	No Portfolio
FY14	6	5	1	
FY13	8	7		1
FY12	8	6	1	1
FY11	10	9		1

Public Relations:

Seven of the nineteen graduates chose the Public Relations emphasis and seven submitted portfolios for the assessment. It should be noted, one portfolio was an advertising portfolio that contained similar skills and assignments. This was allowed because a course substitution allowing the advertising course credit was used for this student's PR degree and for the public relations course credit.

Four of the portfolios were in the "outstanding" category.

Three student portfolios had a perfect score of 50 of 50 possible points and was the most appropriate and creative for the client. As the top portfolios, each one merited a formal presentation to the non-profit client's Board of Directors.

One portfolio received second place ranking and had a notable 49 points. Sadly, the one point loss was subtracted due to a typographical oversight; it was very creative and correctly presented.

Two portfolios earning 48 of 50 points were creative, clever and on-target, although came up short in the proper formatting of one of the media scripts. This is an error that is easily fixed; however, the students neglected to do so before submitting the portfolio. One of the portfolios was the advertising portfolio that was allowed; it was a very creative and classy promotion of a product that the student invented and promoted, using the same research, scripting formats and components included in a PR campaign. The chief difference is that the portfolio is centered around a new product rather than the promotion or selling of a non-profit entity.

One portfolio scored lower than the others in the "average" category with a total of 36 points. This student had some good ideas, but did not have the attention to detail needed for a higher score. She also had some spelling, formatting and punctuation errors. Her creative images and artistic appeal were impressive; however, the student's writing mechanics and attention to punctuation and grammar really took away from all the beautiful images. In short, The student struggled with time management and protocols, but had some very creative ideas. And although all of the students were given the opportunity to improve their work, she chose not to make the corrections needed for the portfolio.

The scoring differences for the PR portfolios centered on the following areas: the degree of completeness of each campaign for a non-profit agency, the attention to detail in the media plans and proper formatting, proofreading of the presentation text and the elimination of typographical, spelling and punctuation errors.

The best student work shows a mastery of all these areas, while the lesser portfolio shows a deficiency in one or more areas.

PUBLIC RELATIONS PORTFOLIO RESULTS:

Year	Total	Outstanding	Good	Average	Fair	Poor	No portfolio
FY14	7	6		1			
FY13	8	4	2	1			1
FY12	7	6	1				
FY11	3	2	1				
FY10	4	2	1	1			

USE of RESULTS:

Broadcasting: All the broadcasting portfolios in 2014 surpassed the benchmark of scoring 30 points or higher. Most showed sophisticated technical proficiency in audio and video quality. The data clearly shows that over the years, student achievement and quality of work in their submitted portfolios have improved.

Again, we maintain that students achieve at this level due to a combination of factors:

The equipment in the Broadcast News Lab is excellent, some of the best in the area. We continue to note this, even though the equipment has been in use for several years now. We are teaching high-definition video, now the industry standard, in the Broadcast News Lab. In addition, we have a podcasting room for recording voice-overs. This gives the students the tools they need to produce a professional-quality product. Given the speed with which technology becomes obsolete, we must be pro-active in updating this lab when technology needs change. The classroom projector was just recently replaced with a machine capable of projecting High Definition videos, so students can view their work in all its glory on a big screen.

The lab assistants and supplemental instructors who staff the Broadcast News Lab during the 30-plus hours per week of open lab time are knowledgeable and approachable. Therefore, audio and video students have technical assistance when they need it. When students are editing a project, and in the creative mode of weaving together multiple sound tracks with visual images from different sources, they have experts at their elbow who can help them if they get stuck. So students can learn a new skill immediately and blend it into their project. Maintaining the support system in the labs is very important. This seems to be an effective combination of factors that help make our students success with their assessment portfolios.

Journalism: Journalism graduates continue to produce mostly good portfolios of published work, even if they are not able to work for the student newspaper. That being said, the best portfolios generally come from students who have been able to work for a semester or summer on the Pioneer. That student newspaper lab experience seems to be the best support we can offer those majors whose ultimate goal is to work for the commercial press, and seems to be a prerequisite for obtaining internships. This past year only two of the six graduates completing the journalism option had Pioneer experience, compared with five of seven the previous year. That at least partly accounts for a drop-off in portfolio scores. With this data in mind, faculty should continue to promote student-newspaper employment for all journalism majors who can take advantage of it.

Knowing the students from this past year's graduating class, faculty are aware that at least three of the six were full-time day workers who were attending college classes in the evening. That almost always precludes working for the Pioneer. Times of economic stress, as the past few years have been, put limits on the number of extracurricular opportunities students can take advantage of.

Public Relations:

With one exception, the overall quality of public relations portfolios remains high, as it has in recent years. Access to sophisticated technical equipment has played a part in this achievement. This is the first time an advertising portfolio has been included in the mix of public relations portfolios, but it measured up fairly well against the standards in the rubric. This may happen occasionally in the future when flexibility is needed. JB 2413 Principles of Public Relations is taught only once per year, alternating with JB 2113 Advertising. On those occasions when a student is in his or her last semester and needs only one more required JB class to graduate, faculty are faced with a decision about what to do. In this instance, the Advertising class was substituted for the Principles of Public Relations class in order for the student to graduate on time.

The key to a successful portfolio is communication with the the person soliciting the PR campaign.

It is in the area of communications, where the PR practitioner listens to the client and designs a campaign to meet the needs of the client, where the very best students are separated from the rest. It is in this arena of low-tech skills where the cream rises to the top.

Again, the major truth is that it is impossible to over-emphasize the importance of language mechanics, such as grammar, spelling and punctuation.

Once again portfolios were available for all seven public relations graduates this year. Furthermore, we have moved closer to having a permanent storage system for retaining them. However, we have not yet found the perfect solution to storing public relations portfolios. We have yet to finalize this process but are looking into different possibilities, one of which is using flash drives, which we intend to test this year.

The General Education Core

General Education at Oklahoma City Community College is an integral component of each student's experience. Every student receiving an Associate Degree (AAS, AA, or AS) must complete at least one course from each of the following areas, indicating a general understanding of that area.

- I. Human Heritage, Culture, and Institutions
- II. Public Speaking
- III. Writing
- IV. Mathematical Methods
- V. Critical Thinking

Strategy:

The General Education Committee will create six interdisciplinary teams with members from multiple divisions. Each team will consist of five members with two members specifically teaching in one of the General Education Core Areas. Also, at least one team member will be a representative of the General Education Committee.

Twice a year these teams will evaluate one hundred artifacts from students having attained at least 35 hours of General Education Courses from OCCC. Reports, recommendations, and actions created from the General Education Assessment Process will be stored on the General Education Committee Website.

General Education Assessment Plan

Objective:

To assess and recommend actions for the general education component of Oklahoma City Community College's curriculum.

Method:

Developed rubrics will provide common criteria for assessing "artifacts" gathered from various courses. Artifacts may include but are not limited to recorded performances, PowerPoint Presentations, essays, lab reports, research projects, service-learning projects, or any assignment preexisting in a faculty's course.

Nevertheless, the underlying principle of this method is (1) to reduce the intrusive nature of assessment within faculty courses, (2) to create a real environment of student performances within a classroom setting instead of a contrived environment of a forced examination (i.e. CAAP exams not counting for a classroom grade), and (3) to collect artifacts already designed and administered by our professional faculty at OCCC.

Data Collection:

The Office of Institutional Effectiveness will identify each semester students completing at least 35 credit hours in General Education Courses.

Program Response to General Education Assessment Data

General Education requirements represent just over sixty percent of each Associate of Science or Associate of Arts degree, making the careful assessment of these broad competencies OCCC considers essential for all graduates very important. All programs (terminal or transfer) to be evaluated contain at least 18 general education hours within the curriculum. OCCC has six general education learning outcomes that we expect all of our students to be proficient in upon graduation, they are: human heritage, culture, and social institutions; writing; public speaking; mathematical methods; and critical thinking. Provide evidence that shows your participation in submission of artifacts, what types of artifacts are being submitted, and how you have used the general education assessment data to inform curricular refinement and to achieve these general education outcomes in your students in your program.

The General Education requirements of the Journalism and Broadcasting emphases are an invaluable part of a JB degree. The introduction of world concepts, the developed understanding of other systems and cultures, and the ability to critically analyze, compare, contrast, identify patterns and draw conclusions are the building blocks of journalism, broadcasting and strategic communication. Whether it be people, cultures, numbers, science or religion, our students MUST be able to think and draw inferences based on a solid knowledge base in order to do their jobs ethically, efficiently and succinctly. Communication of this higher level thinking is key and a necessary part of each of the emphases tool box. That is why we value the general education courses as a major part of our approach to living in a media world. How we incorporate each of the general education competencies is by well thought out design to a most effective end. Our students are enriched. They are not viewed as mere requirements to the JB faculty, but an opportunity and a means to teach a world view of communication and its value.

In the Journalism and Broadcasting emphases, faculty submit to the Gen Ed artifact evaluation committees writing samples from the News Writing courses and writing samples from the Magazine Feature Writing course. Faculty also submit artifacts of oral presentation videos from the Mass

Communication course, the Public Relations course and the Public Speaking course. Therefore each of the general education categories are addressed and evaluated for their teaching effectiveness and student skill and comprehension development. Also, each year JB faculty individually review these scores and then with their colleagues discuss teaching strategies to improve the students' performances in these areas. By adding an additional assignment such as a global topic to a paper, a presentation from a historical perspective or a listening assignment, the awareness and general education goals have been improved. It also allows us to be creative in our critical thinking exercises and discussions. For example, in the Mass Communications course, students now must write a 10 page research paper creating a "thread" of their own discovery regarding three different deceased people related to the mass media, what they have in common and the effect this thread has upon media and culture today. Entitled the "The Living Dead" assignment, it is submitted to the writing artifact committee to evaluate their written communication, human heritage, culture, values and beliefs category. Their oral presentation will be submitted to the oral communication committee as artifacts as well.

I. Human Heritage, Culture, Values, and Beliefs : Yes

Journalism and Broadcasting majors by their very nature are global in their perspective. In each of the JB courses, there is an on-going discussion regarding the international influences and topics related to expanding into the global industry. News Writing and Mass Communication course work incorporate news quizzes and critical thinking analyses of how the national affects the local and vice versa. Public Relations and Advertising students must think and plan globally on the promotion of a product or image. Research topics include international media as sources and topics of discussions. Broadcasting students are asked to analyze international media and international reporting from the perspective of other nations and cultures points of views. Public speaking courses require all students to present at least one speech with a global emphasis, teaching students about another country, culture, belief or ideal. The carefully selected humanities courses and other arts and humanities offerings, can begin a student's journey to look at what they have been living by culture or by neighborhood, and think beyond their corner or common existence in the world.

Global Communities: Yes

Journalism and Broadcasting students must read, report and evaluate world events and discuss their importance to our world in Oklahoma today.

II. Communication and Symbols: Yes

Journalism and Broadcasting degrees are Associates of Arts degrees transferable to four-year institutions. In order to enroll in the JB major courses students must be able to meet minimum college entry-level skills in reading and write well developed essays in standard American English which demonstrate unity, coherence and organization. Reading and writing in English are the tools of the profession; therefore, there is a major emphasis in this area. Students must meet the minimum reading and writing skills in order to enroll in the JB major courses which include JB 1013, 1103, 1133, 2003, 2113, 2303, 2413, JB 2463.

In the JB coursework, students are expected to: 1) create well thought out stories for the student newspaper and our online student newspaper 2) design complete multi-media campaigns for advertising and public relations clients, 3) craft effective news and informational scripts for radio and television, as well as 4) develop focused and effective speeches and outlines for effective public speaking and interpersonal communications. The delivery or performance of these strategically designed communication tools is presented and critiqued by faculty through articles, speeches, audio performances, television features and recordings. And to enhance student learning and critical thinking, students view their presentations and writings and are taught to critique and improve their skills and themselves.

Writing: Yes

Writing across the curriculum is a valued concept to JB faculty. Beyond News Writing a Core course in the JB curriculum, JB faculty submit research papers, news articles and related critical thinking papers as writing artifacts. JB faculty embrace the fundamental foundation that writing of all kinds is in all JB related careers. Students are required to write scripts, interview questions, speeches, as well as write regular full sentence MLA and AP self-critiques of their work. Students are required to view their presentation and speech performances and write a one page critique of what they did with excellence and what they need to improve on for the next performances.

Public Speaking: Yes

Mass Communication, Public Relations, Advertising and most JB courses have the regular requirement of performing impromptus and extemporaneous presentations. The students in all sections are required to share their thoughts about world events and controversies. General education public speaking and interpersonal styles are reinforced and evaluated in the artifact submissions. The challenge is to remind them that public speaking skills are viable for every presentation in every class not just a speech one.

III. Social, Political, and Economic Institutions: Yes

JB students demonstrate an understanding and appreciation of history and cultures specifically by successfully completing the required psychology, sociology, government, and required economic classes. A second complementary study is the examination of the different media histories and structures.

Students discover the roots and development of each media around the world; they discuss and present the points of view of the respective media worldwide. Also, the analysis and understanding of the world views of various cultures and their basic economic structures is an interesting part of studying news and public relations globally. Through this comparison and contrasting of the various media, students can appreciate how they evolved from early societies throughout time. Our major courses in journalism, broadcasting, public relations and speech reinforce this new understanding. In the core course of News Writing, students actually attend and cover a murder trial, attend city council meetings, interview experts on their "beats" and examine the current economics of our state and our system. Thus, through reporting they are learning about our social, political and economic institutions. In the public relations course, students learn about designing a political campaign for a state or regional issue followed by creating an individual PR campaign for a non-profit. In broadcasting and in speech, students must do reporting or speak about issues related to these general education competencies. This relevant use of the knowledge from these courses enhances the students' understanding of these important general education competencies.

IV. Relationships in Nature and Science: Yes

These competencies are satisfied primarily through the degree requirements for all program graduates to complete successfully a biological and a physical science course. One course must have a laboratory component. Thus, the usage of the scientific method of inquiry is learned directly through these classes and will possibly be applied in other degree courses.

Scientific Methodology: Yes

The Group Project in team presentations in JB courses follows the "Problem-solution" pattern. The students work through Identifying the problem, analyzing the problem, setting criteria for the solution, developing potential solutions, and arriving at the best solution. The groups then present their findings in a symposium or debate forum for their group presentation.

Mathematical Methods: Yes

Students develop a form called an audience analysis questionnaire. They are required to gather information using the questionnaire as a research tool, in order to find out who their audience members are, demographics, as well as gather information about what they would like to know more about. After gathering the information, they sum up the information in a mathematical format and reach a conclusion based on that data. From that data they are able to decide how to approach their subject matter and write an effective speech.

In the communications world today, students of the Journalism and Broadcasting emphases must first see the world, make sense of the world, tell others about our world and then strive to make a difference in our world. The general education requirements enhance our making sense of our most challenging accomplishments and aspirations in most challenging times.

b. The program values and supports effective teaching.

Faculty Performance Review and Evaluation

Faculty will be evaluated on the basis of the established standards of performance and objectives established in the person's contract and any subsequent memorandums of agreement established for the position/person. Faculty are defined as employees who primarily perform teaching and instruction-related duties and who are employed on the basis of a written contract setting forth the duties to be performed and the compensation to be paid. The performance appraisal for each faculty member will be conducted by the Division Dean.

Course and Faculty Evaluation

The Student Input on Instruction process is a means of gathering student perceptions of instruction at the college. The results are intended to be used by you and your dean in identifying ways to improve instruction.

Students will receive an email during the 6th and 7th week for the first 8- week classes and the 14th and 15th week for the second 8-week courses and 16-week courses. The email will include the information to evaluate each course. The window for replying to these surveys will be closed at the end of the designated weeks. Faculty will not have access to their SII results until after grades have been turned in.

c. The program creates effective learning environment.

As the learning strategies for OCCC have changed and crystallized, identifying and asking us to incorporate new ways to reach and engage our ever-changing student populations, the faculty of Journalism and Broadcasting have embraced and improved upon their "tried and true" teaching approaches and incorporated new ways to stimulate and engage our students. In each of the JB core courses, faculty use collaborative learning strategies: The assignments and strategies addressed can be simple or multi-faceted in their tasks. In News Writing, assignments range from collaborating on covering and reporting a murder trial, to working in teams on a spelling challenge quiz. Whether they are local or global stories, these assignments have made students rave about their experiences. In Video Production, student news teams are using iPods as mobile journalism news teams, learning to write, edit and report an OCCC news story using their mobile media and the Final Cut X in the Broadcast News Lab. In Public Relations, students collaborate on a multi-media PR campaign for a local non-profit as a service to our community and to do "real PR work" in a very real way. The faculty involved with these courses have each been officially recognized as outstanding teaching professors in their discipline and they strive to keep up with the times and industry demands. Students who experience JB at OCCC long remember the experiences and the valuable lessons they treasure. And even beyond our class experiences, we assist our students with achieving their scholarship, work and degree dreams.

d. The program's learning resources support student learning and effective teaching.

Journalism & Broadcasting Library Review Fall 2014

Enrollment in the program is steady with about 25 graduates per year. Since 2009 the Speech program has been moved to Theater. Faculty members plan no curriculum changes that would affect the Library.

To support the curriculum librarians continually build the Library's resources, both online and in other formats. The first point of access to the majority of these materials is the Library's website. Students can search a variety of online article databases, as well as look up the Library's print, DVD, video and some electronic holdings on the online catalog.

The following call number areas identify books and videos/DVDs that support the program:

PN 1865 -- 1999 Broadcasting, radio, television (also covers cinema)

PN 4001 -- 4997 Public speaking, debate, rhetoric

PN 4599 --5650 Journalism

HD 59 Public relations, publicity

HE 8689 -- 8700 Radio & television industry

HF 5801 -- 6182 Advertising

The Library circulating collection related to this program continues to be updated and is in good shape. The program faculty voiced a need for material on social media and writing for the web. It is important to stay current on resources because things change so quickly. The current circulating collection will be reviewed and outdated items will be pulled. The new edition of the *Media Writers Handbook* will be ordered as it becomes available. This is useful for students preparing for the University of Oklahoma journalism program's LST test. Collection updating is ongoing and will continue. It is important to note the entire Library collection may be used to support research for news writing articles and public speaking.

The audiovisual collection is largely built in response to faculty requests. The faculty requested episodes of the PBS *Connections* series and *Pirates of Silicone Valley*.

Online article databases are very popular resources for students and faculty. The Library's offering of electronic resources has grown exponentially since the last review. *EbscoHost* remains one of the primary journal/magazine article sources, with *Academic Search Premier* offering the best scholarly articles. The online *Proquest Historical Newspapers* includes many decades of back issues of the *New York Times*, *Los Angeles Times*, *Christian Science Monitor*, *Wall Street Journal*, *The Courant* and *Washington Post* newspapers. Also of special interest is *The Oklahoman Archives*. According to faculty, this is the primary electronic resource used by students. In addition to the online periodical databases and the thousands of related periodicals included therein --the Library currently subscribes to a number of print periodical titles that support the program:

<i>Broadcasting & Cable (online only)</i>	<i>Public Relations Quarterly</i>
<i>Columbia Journalism Review: CJR</i>	<i>Quill</i>
<i>Entertainment Weekly</i>	<i>Vital Speeches</i>
<i>Journal of Marketing</i>	<i>Writer's Digest</i>
<i>Journalism & Mass Communications Quarterly (current online)</i>	

Advertising Age has been a print subscription for many years but has very little, if any, usage. That subscription will be discontinued but an online subscription will be investigated.

Librarians provide a variety of instruction sessions on research skills. These sessions are done in different courses and are usually hands-on in the Library instruction area on the first floor. The Library Research Help guide provides invaluable instruction on the research process, including how to focus on a topic, find articles and books, evaluate websites, citing sources and information to help you pull your research together.

And finally, when specific resources are not available in the Library or online, students are encouraged to use interlibrary loan (obtaining materials from other libraries). The OK-SHARE program provides students with borrowing privileges at other Oklahoma academic libraries. The Library will continue to work with program faculty to provide needed resources to help students meet their research needs.

- e. The institution's curricular evaluation involves alumni, employers, and other external constituents who understand the relationship among the course of study, the currency of the curriculum, and the utility of the knowledge and skills gained.

OCCC has established specific curriculum patterns for transfer programs leading to the Associate in Arts (A.A.) or Associate in Science (A.S.) degrees. Describe program coordination efforts, partnerships and relationships with transfer institutions.

"We want your graduates, we prefer your graduates!" Those are the words of the leadership

recruiters from area receiving institutions. OCCC Journalism and Broadcasting students and graduates are courted by receiving institutions with transfer scholarships, special tours and special counseling meetings due to our relationships with the receiving institutions. It is customary for an OCCC transfer student to receive the top scholarships at OU, UCO and OCU and to be offered positions of leadership in their college media. This would include SoonerVision, the Oklahoma Daily Newspaper, The Vista, The Wire, Cowboy media, even the LSU TigerTV and other school media. Through the Oklahoma Broadcast Education Association, SPJ, Diversity in Journalism, Scholastic Media and other professional associations, OCCC faculty keep their contacts alive and effective. Institutions respect our students and our program.

Presently, we are working with Chris Borthick, OCCC student life academic advisor, designing the creation of course enrollment guidance specific to receiving institutions. Students will consult the information in the degree plan JB PR emphasis to support their declared major at OU or UCO. As different receiving institutions have varying transfer requirements, this will more directly and formally allow OCCC JB students to progress through the JB programs and meet their needs. Over the years, JB faculty have been successful with the students by offering our one-to-one advising sessions. To our disappointment and as OCCC has gone to a more central advising model, not all students seek our advice, or not as early as would benefit their semester choices. Therefore, designing clear degree advisement by receiving institution is being developed and will assist students in making their choices. For instance, JB majors will be advised that OU requires one sophomore level foreign language which means a total of 13 language credit hours.

Also, adding literals or explanations in the course catalog and schedule next to specific major courses will add to this direct and indirect information. For example, presently, the Principles of Public Relations course, which is the key major course of the PR emphasis is offered only during the fall semester. If a student has not met with any academic advisor, this information might be overlooked. Seeing a literal about it in the catalog and the schedule will assist students in their academic planning. Therefore, we constantly strive to update our communication to better serve and enhance our students experience at OCCC. These changes should improve the advising experience for students who chose to advise themselves.

Presently, OCCC JB faculty are meeting with the leadership at OU's Gaylord College, in order to receive a better transfer for our graduates into the Gaylord College. OU is very receptive to having more of our students transfer and each year have rewarded our most outstanding transfer students with scholarships and positions of leadership in their media programs. We hope to develop this alliance with OU to an even greater degree, as the students would benefit the most. After our most recent meeting with the leadership in the Gaylord College, in order for OU to transfer more of our major classes straight across, JB would need to add a studio component to our video production course. To accomplish this benefit, OCCC must hire a full-time professor of video production that can direct, produce and advise our students in a studio setting. A studio production would build upon the cameras and equipment we have. Originally this skill was part of our video degree curriculum but was dropped because of expenses. Perhaps there are opportunities with other areas at OCCC to create a studio production in order to teach this skill and meet the Gaylord College requirement. This would allow OCCC students to transfer the video production equivalent to their Introduction to Video Production course and introduce them to in-studio production. It has been the goal of the JB faculty for some time to add a weekly produced studio newscast, broadcast on-line and/or on the college TV system. This course would also serve the college community with an in house news production about OCCC. The design of the program would be similar to what industry news outlets are doing such as NewsOK and The Oklahoman, thus showing the convergence of news and information. It could include a news interview with the various

President's cabinet members, The Leadership Council and feature student accomplishments and events at OCCC. Without the personnel to accomplish this task, it is a goal. With the hiring of a full-time video production professor, this weekly newscast could be a reality and would allow the direct credit for the Introduction to Video course at OU. It would also make our students more competitive, ready for employment at the television stations in the market. As you can see, this studio production goal would advance the college mission of empowering our students and enriching our community.

- f. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

Journalism and Broadcasting considers its constituencies as 3 complementary groups:

1) Students: JB faculty know their students by names and by dreams; we continually think about students' needs and their opportunities involving effective transfer and personal success. By cross-listing our major courses with other departments that need the same skills, our students are able to transfer to receiving institutions with full credit for their OCCC courses. Regularly, we informally receive updates from our recent graduates and professionals who graduated from OCCC JB.

Because they know we want to make our students stand out wherever they go, they reciprocate by keeping us informed of new skills, opportunities and possibilities. Many graduates return to speak with our students each semester knowing that they have an experiential bond and success to share. I like this about community college students; they remember the challenges and the struggles and include OCCC students and faculty in their successes.

2) Receiving institutions: JB faculty are engaged in maintaining exceptional relationships with these institutions for the benefit of students and the success of the programs. Our professors serve on advisory boards and panels and are active in professional associations that are focused on student success and industry success in recruiting great students. Each year we meet with our colleagues about transfer plan ideas and students who are possibly transferring to their institutions. It is not unusual for us to meet a student at their receiving institution to assist them with a visit or a transfer meeting. And because of the relationships between the OCCC JB faculty and the transfer institutions, we many times can assist students with letters of recommendation and scholarship application success. In the past five years, each year at least one OCCC transfer student has received a notable scholarship to the OU Gaylord College. Many OCCC JB grads have received positions of leadership in OU, OSU, UCO and LSU journalism and broadcasting student media.

3) Industry and employment: JB faculty do what they teach, are present in the industry world of work and strive to stay on top of the new technology and the trends in demand. Our formal relationships from our professional advisors, such as through the Newspaper Advisory Board, and our informal relationships with professionals that "teach" our students through our field trips and professional industry visits, keep our program and our students informed and up-to-date on trends, protocols and the preferences of employers. Regularly, our constituencies contact us to ask for counsel, to offer advice or request a student for a potential internship or job.

And as our students develop as professionals, professors and loyal supporters of OUR program, the success multiplies literally hundred-fold. In fact, it is quite humbling and not an exaggeration when we say factually, we have proud OCCC grads at every commercial newspaper, and every radio and TV station in our metro area. And from that first job, many have gone on to other markets and responsibilities successfully. Whether it's at VH1 New York, a Seattle advertising firm, the White House Press Corp and many other notable places, more and more OCCC JB graduates are succeeding nationally and internationally; and yes, this does sound like bragging! To go on, each of the past five years (and more) a JB graduate has been selected for the OCCC Alumni Hall of Fame award and has offered public testimony about the value of their time and development of their talent while in JB at OCCC.

OCCC JB: We join in partnership with each of our constituencies to keep our program strong, our

students in demand and our knowledge current and on top.

3. Minimum Productivity Indicators

The following are considered to be the minimum standards for degree program productivity (averaged over five years). Programs not meeting these standards may be identified for early review as low producing programs. Institutions will be notified of programs not meeting either one of the two standards listed below and other quantifiable measures in this section.

- a. Number of degrees conferred (averaged over five years, minimum standard: AA/AS/AAS 5)

Journalism and Broadcasting AA						
FY2010	FY2011	FY2012	FY2013	FY2014	OCCC 5 Yr. Avr.	Difference
20	21	22	21	19	20.6	15.6

- b. Number of majors enrolled (averaged over five years, minimum standard: AA/AS-25 AAS-17)

JB Majors enrolled						
FY2010	FY2011	FY2012	FY2013	FY2014	OCCC 5 Yr. Avr.	Difference
155	135	118	113	123	129	104

- C. What strategies do you employ to help communicate, connect, and retain your majors? What measures are you using to determine the effectiveness of your retention strategies?

In JB, the full-time faculty know their majors by name, by email and contact the students regularly about assignments, internship opportunities and scholarships. We use collaborative learning putting our students in teams for projects and asking them to assist one another with class assignments, group quizzes and other team building exercises. We have discovered that in informal cohort helps with retention and when students make connections with one another, they are more likely to enjoy learning and completing courses and degrees.

4. Successful Course Completion

- a. Report the successful completion rates of all major courses in the program.

Journalism and Broadcasting AA						
Program	Course	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
AA	JB-1103	63.4% (14)	69.1%(42)	55.2%(43)	83.3% (42)	76.4% (37)
	JB-1133	72.7% (110)	68.2% (129)	82.7% (120)	86.1% (114)	60.8% (98)
	JB-2113	na	71.5% (11)	na	62.5% (13)	91.8% (11)
	JB-2303	67.8% (11)	60.2% (32)	36.8% (28)	26.4% (6)	67.8% (11)
	JB-2413	61.4% (23)	73.0% (21)	77.1% (17)	86.8% (20)	80.0% (16)
	JB-2643	36.6% (21)	68.8% (43)	80.3% (42)	82.3% (45)	83.7% (38)

- b. Report the successful completion rates of all general education courses in the program.

Journalism and Broadcasting - AA						
Program	Course	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
AA	JB-1013	79.6% (54)	65.1% (64)	76.1% (46)	87.0% (46)	86.0% (43)

- c. Describe program student success initiatives.

1. Maintaining the student/professor bond: Full-time faculty keep up to date contact information with majors and in class students for contacting them about opportunities in the industry, scholarships and class offerings. This includes names, phone numbers and email addresses so that they can be reached and encouraged to enroll, apply for graduation or meet with a transfer representative on campus.

2. Updating status and matriculation: Each semester faculty send out emails to current and former students offering times to advise and update them on their status and the programs. This has enabled us to track the progress of our students and to assist them in meaningful advancement both in matriculation and in employment. Beyond our office hours, we will meet with students by appointment and by email even in our off-campus hours to assist them with their goals. Our students who meet with us truly feel they are important and talented, and that we are their advocates for success.

3. Maintaining industry contacts: Faculty maintain professional contacts and relationships with industry professionals, reminding them of the quality of our students and our program. The result is media outlets contact us first when they need a qualified intern or even an employee; with preference and with conference, they contact us for leads.

4. Updating transfer institution dialogues: Faculty maintain and have regular dialogue with receiving institutions' faculty and deans to maintain a meaningful path for our students to continue with their education.

d. Describe results from success initiatives and future plans to increase student success based on success initiative results.

Results from our success initiatives have blessed us in many ways. When one examines the data, it is evident that students have enjoyed and benefitted from OCCC as over the years 100% would recommend OCCC to another person. This year the data changed slightly, because a student had an unfortunate experience with a staff member outside our program... thus, the 9.25 out of 10.

Our major numbers have slightly declined as the industry has suffered from uncertainty, but none-the-less our graduate numbers have remained strong. We are excellent in treating students with respect, with promise and teaching them skills and ethics that benefit them well. We are also excellent in alliances and connectivity to the industry and receiving institutions, working with both to advance our students.

Informally, graduates provide us with updates regarding their employment, accomplishments and "lives." It is important to us to receive this straight feedback on new trends and skills that benefit them and of course they want us to share in their success. Therefore, we get insights into the job market and the industry needs and changes. It seemed only a natural extensions for faculty to reach out to these graduates and invite them to speak to our students in our classes. So, it was partially from the success of these class appearances from our accomplished graduates that our newest student success initiative was created. The new student success initiative directly involves our JB graduates now young professionals. Currently we are in the process of forming a Student Media club, for students not only in Journalism and Broadcasting but also those that are interested in the media, professional protocols, careers and media possibilities. The initiative is intended to have an OCCC JB Alumni Visiting Speaker program. Each semester former students would speak to our club students and others at OCCC. These alumni will tell our current students what it is like to work in the field, protocols of the work world, how to secure internships, employment, contacts, contracts et al. Students respond to hearing from someone who has "their experiences and their degree" and have become successful. Sometimes community college students do not fully realize the powerful beginnings an associate's degree holds. These former students will attest to this success and more. Borrowing from a previous OCCC slogan, we hope to help our students, "start right, finish ahead," building on their OCCC JB degree.

5. Other Quantitative Measures

a. The number of courses taught exclusively for the major program for each of the last five years and the size of classes for each program level listed below:

Associates of Arts Journalism and Broadcasting (3 emphases)														
1000 Level Courses for Majors					CLASS SIZE					TOTAL				
FY10	FY11	FY12	FY13	FY14	FY10	FY11	FY12	FY13	FY14	FY10	FY11	FY12	FY13	FY14
6	5	5	5	8	30.0	34.4	33.0	31.6	17.1	180	172	165	158	137
2000 Level Courses for Majors					CLASS SIZE					TOTAL				
FY10	FY11	FY12	FY13	FY14	FY10	FY11	FY12	FY13	FY14	FY10	FY11	FY12	FY13	FY14
6	6	5	5	7	17.3	18.0	17.4	17.2	11.0	104	108	87	86	77
ALL Level Courses for Majors					CLASS SIZE					TOTAL				
FY10	FY11	FY12	FY13	FY14	FY10	FY11	FY12	FY13	FY14	FY10	FY11	FY12	FY13	FY14
12	11	10	10	15	23.7	25.5	25.2	24.4	14.3	284	280	252	244	214

b. Student credit hours by level generated in all major courses that make up the degree program for five years.

1000 Level Credit Hours in Courses for Majors:: AA				
FY2010	FY2011	FY2012	FY2013	FY2014
702	708	633	612	540
2000 Level Credit Hours in Courses for Majors				
FY2010	FY2011	FY2012	FY2013	FY2014
332	342	286	282	246
ALL Level Courses for Majors				
FY2010	FY2011	FY2012	FY2013	FY2014
1,034	1,050	919	894	786

c. Direct instructional cost for the program for the review period.

Oklahoma City Community College (OCCC) offers online courses (computer based/Internet) which allow students the freedom from attending regularly scheduled course meeting times while still earning college credit. Online courses are similar to traditional, on campus courses in that they have a regular class schedule, assignment due dates, and the expectation of student interaction. OCCC has committed resources for the creation of specialized resources for online students with the goal of increasing student success. These resources include a customized section of the OCCC website to assist them as they progress in their academic studies via distance and an orientation to the College's Learning Management System. We also provide virtual tutoring in the Math and Communication labs in addition to 24-7 tutor support through GradeResults to further customize and personalize online students' education. The cost of these initiatives and efforts totals \$42,196. The cost of 24-7 technology support for student and faculty support those working within the learning management system is \$70,500.00 (not including staff salaries 7:30-5:30 M-F).

Technology use in the classroom continues to expand to meet the needs of our students. 190 of our classrooms are equipped with permanent multimedia equipment with the availability of mobile carts to increase the number of high tech classrooms to 100%. The cost incurred with this multiyear effort was \$1.55 Million. Faculty members are continuing to utilize student response systems, SmartBoards, slates and are implementing the use of iPads within the classroom. OCCC continues to support the utilization of technology in the classroom so faculty can continue to engage students. The use of iPads in the classroom is a new effort on campus and the cost thus far has only been \$50,000.00. The Center for Learning and Teaching offers multiple learning opportunities for faculty

related to strategies for incorporating technology into instruction effectively as well as the use of the College's Learning Management System, Moodlerooms. The CLT team has strategically worked to meet the needs of our 163 full-time faculty as well as the 490 adjunct faculty members. They support them through organized workshops, online training modules, and individual faculty consultations conducted via phone, Skype, email, or in person. The consultations focus on the use of the college's LMS as well as the choosing of instructional technology to match learning objectives.

- d. The number of credits and credit hours generated in the degree program that support the general education component and other major programs including certificates.

Journalism and Broadcasting : AA degree	
	FY2014
Gen Ed Number of Credits	3
Gen Ed Hours Generated	129

- e. A roster of faculty members including the number of full-time equivalent faculty in the specialized courses within the curriculum.

Gwin Faulconer-Lippert
Professor of Mass Media Communications
MA, University of Oklahoma
BA, University of Oklahoma
30 Years professional broadcaster

Sue B. Hinton
Professor of Journalism
MA, University of Oklahoma
BA, University of Oklahoma
40 years in journalism

Rick Allen Lippert
Adjunct Professor Video Production
BA, University of Central Oklahoma
MA, University of Central Oklahoma
APPLE FINAL CUT PRO Certified Trainer and Instructor

Marcia Shottenkirk
Adjunct Professor of Magazine Feature Writing
BA University of Central Oklahoma
MA, University of Central Oklahoma

The full-time equivalent (FTE) faculty for each specialized course within a curriculum for FY 2014.

Journalism and Broadcasting AA
FTE: .67

Full-time equivalent for Full-Time Faculty teaching each specialized course:

JB-2113 3
JB-2303 6
JB-2413 3
JB-2643 9

Summarizing, JB has excellent full time faculty who have been recognized by NISOD as master teachers and have won the Presidents Award for Excellence in Teaching. Students continue to praise them for their abilities as professors/advisors and for their abilities in the classroom. Our

adjunct professors are the top of their disciplines as well; one adjunct has won OCCC outstanding adjunct recognition and is the only independent master Apple certified trainer in Oklahoma. And to say we are effective, we have an adjunct who is a graduate of our program and now has a full-time journalism position at a neighboring institution. ALL current JB faculty have received outstanding teaching awards from various organizations, and have made presentations of note at national and international conferences.

While the Journalism and Broadcasting program has been successful in its previous and present form, the industry and the world are rapidly changing both in technology, form and function. The word is convergence and it means all communication through all media (the internet, mobile phone et al.) This will require communications and broadcasting professionals to be able to communicate using broadcast and multi-media skills in a multi-media world. And as proven in the past, for a discipline to truly grow benefiting all of OCCC, a focused dedicated professor is the key component. Thus far, we have been able to deliver an impressive JB program with the faculty having the expertise in the various needed disciplines. We also have had the benefit of a committed adjunct faculty member to advise and assist us as we enter the video technology world of the 21st century which requires a digital format and high definition programming. But for JB to keep its cutting edge efforts and distinctive reputation of providing excellent members of the workforce and "in demand" transfer students, we have to step up our program using today's technologies. We need a full-time broadcasting professor with full-time expertise.

- f. If available, information about employment or advanced studies of graduates of the program over the past five years.

On OCCC graduate surveys, Journalism/Broadcasting graduates who go to work after graduation will rate their OCCC training at an average level of 8.0 on a scale of 1 to 10, with 10 being the highest rating. Of the thirteen FY13 graduates who responded to the survey, six reported they were working and four reported they were unemployed and looking for work. Of the six who were working, three were working part-time and three were working full-time. Two reported they were not working but not seeking employment. One fell into the "other" category. Thirty-three percent reported they were working in jobs related to their education. This is much lower than the unusually high eighty percent of FY12 grads who reported they were working in a job related to their field. The thirty-three percent of FY13 graduates who reported they were working in a job related to their education is much closer to the numbers from FY11 when 29 percent said they were working in a job related to their education. There was no response to the question of how well the program prepared the graduates to perform their jobs. Perhaps the more worrisome number from FY13 graduates was the 40 percent who reported they were unemployed and seeking work. That is higher than the 23 percent who reported being unemployed among FY 12 graduates and the 22 percent who reported being unemployed among the FY11 graduates.

Only two-thirds of graduates reported that they met their educational goals at OCCC. In the five years previous to this survey, 100 percent said they met their educational goals.

Those employed in positions related to their training listed the following positions and employers: Legal videographer for Impact Legal Video/Denton Law Firm and substitute teacher for Moore Public Schools.

The respondents rated their overall satisfaction with the college at 8.33 on a scale of 1 to 10 with 10 being the highest rating. This is below the number of 9.5 reported in the three previous survey years. Ninety-two percent said they would recommend OCCC to another person. This is the first time in six years that we didn't have 100 percent of our graduates reporting that they would recommend the college.

The explanation for this downgrade may be one graduate who seemed to have had some difficulties with the institution. Janet Perry, director of Institutional Effectiveness, noted this individual when she provided us with the data. Dr. Perry sent the anomalous comment along with

all the others to show that the respondent seemed to be an exception rather than the rule.

Another question on the survey was: "Were you the first in your family to earn a degree?" Forty-six percent answered yes. This the same as graduates from FY12.

The following comments came from Journalism and Broadcasting graduates who responded to the survey.

Comments for FY13 Graduates:

- Accomplished
- I am proud of my degree and satisfied with the education I received at OCCC.
- I received an Associate's Degree in Public Relations.
- I received horrible services (inappropriate comments and false allegations made by OCCC staff) under the duration of time that I was enrolled at OCCC. I could not receive another degree after a staff member admitted there were marks on my degree and she could see that the degree was bent. "It is going to be put in a frame so there is no reason to worry about the marks on the degree."-Sylvia Youngblood, new security officers also called me at my home and told me to come to campus which I did and he confronted me about comments made by allegations made by a staff member which was false and stated he would ban me from campus which is unprofessional in all extent as he stands as a person.
- I was very pleased when OCCC overhauled the math courses. Before they were changed, I really struggled trying to complete them, but after the change, I breezed through all my math classes with A's. Now, I have my degree thanks to the changes to the math course.
- I've no further related comments, everything I experienced was up to expectation or as in most cases better than expected at OCCC.
- Student says she really loves OCCC and she was challenged by her coursework unlike at the bigger universities.
- When I go back to OU in Norman I will have a part time job with the school newspaper. My present job is just a summer job. OCCC prepared me well for OU.

Supporting this statistical data, it should be noted that the OCCC Journalism and Broadcasting program has a former student or graduate at EVERY commercial radio, TV and newspaper in the metro area and a formidable number in the various public relations firms or self-employed PR agencies in state and nationally. Our graduates are writers, news directors, reporters, editors, newspaper owners and operators, news producers, on-air radio sports personalities, sports producers, pro sports videographers, web masters, public relations strategists in top positions ranging from distinguished non-profits to the Federal Reserve Bank. The OCCC JB program has a remarkable reputation for quality, value and success...and we maintain a dialogue, relationships and connectivity with our grads. We strive to maintain the dialogue, the standards and professional insights from them and the ever-changing industry.

- g. If available, information about the success of students from this program who have transferred to another institution.

Output 1: Journalism and Broadcasting graduates will be prepared to succeed at a four-year transfer institution.

OCCC's research office surveys graduates during the year after graduation. This survey contains several questions pertaining to graduate success upon transfer to a four-year program. The office provides us with results pertaining Journalism and Broadcasting graduates. On OCCC graduate surveys, 75 percent of Journalism/Broadcasting graduates who say they have transferred to four-year programs will rate as excellent or satisfactory the program they completed at OCCC.

Output 1: Thirteen of twenty graduates from 2013 responded to the graduate survey, a very good 65 percent response rate. Of those, 78 percent reported they were attending college and none reported any difficulty transferring. On a scale of 1 to 10, with 10 being the highest rating, the graduates rated their OCCC preparation for continued education at 9.33. About 92 percent said

they would recommend OCCC to another person. These findings are typical of the findings over the past five years. Overall, students are satisfied and rate our program and their experience very highly. They are competitive when they transfer into college and university JB programs, they adapt to the different culture of the four year institution and then succeed from there. Because we have served as their academic advisors, it is also interesting to note that many phone calls are exchanged when students first transfer, asking for advice, encouragement and reassurance that they can succeed and graduate. And because they feel we know them better than other professors in their academic endeavors and that we are established in the industry, it is not unusual for students to ask for a letter of recommendation even though years have passed since they graduated from OCCC.

Generic indicators about transfer effectiveness are:

Transfer Student Performance

Type of Student	2010	2011	2012	2013	2014	
	GPA	GPA	GPA	GPA	GPA	
OCCC Transfer	2.9	2.9	2.9	2.8	2.9	UCO
All Undergraduates	2.9	2.8	2.8	3.0	2.9	
OCCC Transfer	3.1	3.0	3.0	3.1	3.0	OSU
All Undergraduates	3.0	3.0	3.0	3.1	3.0	
OCCC Transfer	N/A	3.2	3.2	3.2	3.0	OU
All Undergraduates	N/A	3.1	3.1	3.0	3.2	

Source: UCO, OSU and OU

6. Duplication and Demand

- a. Demand from students, taking into account the profiles of applicants, enrollment, completion data, and occupational data.

Jobs by Employer Demand
5 County Service Area
Region Info
Name: 5 County Service Area
County Areas: Canadian, Oklahoma (40017), Cleveland, Oklahoma (40027), Grady, Oklahoma (40051), McClain, Oklahoma (40087), Oklahoma, Oklahoma (40109)

- b. Demand for students produced by the program, taking into account employer demands, demands for skills of graduates, and job placement data.

	2013 jobs	2018 jobs	5% change	2025 jobs	10% change	annual avr. openings	10 yr. op.	2013 median	2013 avr. wage
-Sales Reps	10,663	11,424	12,393	1,730	16%	4,238	424	\$23.95	\$27.29
-Meeting, Event Conv. Planners	589	728	870	281	48%	394	39	\$20.30	\$22.03
-Television, Video Motion Picture Camera Operators Editors	294	320	337	43	15%	96	10	\$14.10	\$17.43
-Public Relations Fundraising Mgr	253	265	276	23	9%	96	10	\$25.89	\$29.79
-Advertising and Promotions Mgr	124	127	132	8	6%	44	4	\$24.31	\$27.51
- Media and Communication Workers	1,064	1,194	1,295	231	22%	515	52	\$15.28	\$14.37
-Public Relations Specialists	916	980	1,046	130	14%	375	38	\$20.49	\$22.36
-Advertising Sales Agents	819	831	869	50	6%	327	33	\$18.02	\$19.13
-Broadcast and Sound Engineer Radio Operator	493	539	592	99	20%	242	24	\$14.00	\$16.78
-Announcers	393	439	488	95	24%	209	21	\$13.13	\$14.65
-News Analysts, Reporters and Correspondents	387	400	423	36	9%	186	19	\$14.85	\$16.59

- c. Demand for services or intellectual property of the program, including demands in the form of grants, contracts, or consulting.

N/A

- d. Indirect demands in the form of faculty and student contributions to the cultural life and well-being of the community.

Each semester OCCC JB students provide service learning and special related industry services. Service learning activities include everything from assisting area interested students in visiting OCCC to being active in city non-profit activities and special events. Each fall semester, JB PR students create a full multi-media PR campaign design for a local non-profit. The top 3 campaigns are then presented to the non-profit board of directors to advance their cause. This has resulted in great service to our community as well as opportunities beyond the projects. OCCC students have been asked to serve on non-profit boards, as interns for special events and projects, as well as, become involved with advancing the community. Video students are often asked to assist with recording special events in the city. Journalism students have served as stringers and guides for visiting journalists covering major events. This connection to the industry, the community and the citizens involved has contributed to the outstanding reputation that our program has earned.

- e. The process of program review should address meeting demands through alternative forms of delivery.

Exciting and engaging are the alternative methods of delivering our concepts and skills. Because journalism and broadcasting methodologies are so world oriented, we are able to incorporate our learning outcomes into courses offered through travel and field experiences. Writing about the world and its cultures was incorporated into a journalistic travel writing course this past summer. Students earned college credit by journeying with our professor to Europe and experiencing the writing first hand.

A very popular alternative delivery for JB students is through internships, in state, out of state and even out of country. Students may earn credits while gaining valuable on-site experiences. As innovative JB professors, we are looking into offering more courses and career building experiences to further engage our students and make those important professional connections too.

JB professors know that our retention works best when we can meet and work with our students face-to-face, therefore our courses are designed this way.

7. Effective Use of Resources

The resources used for a program determine, in part, the quality of the educational experiences offered and program outcomes. Resources include financial support (state funds, grants and contracts, private funds, student financial aid); library collections; facilities including laboratory and computer equipment; support services; appropriate use of technology in the instructional design and delivery processes; and the human resources of faculty and staff. The efficiency of resources may be measured by cost per student credit hour; faculty/student ratio; and other measures as appropriate. The effective use of resources should be a major concern in evaluating programs. The resources allocated to the program should reflect the program's priority consistent with the institution's mission statement and academic plan.

The Journalism and Broadcasting program at OCCC is central to the core and the mission of OCCC. Resources for the program are provided to students, faculty and staff, through 3 major ways:

Broadcast News Lab and classroom:

The BNL is the major classroom for our core JB courses, and serves as a lab for all JB, GCOM (soon to be DMD), and FVP students that choose to learn industry writing, editing and recording techniques. The BNL has 5 PC's and 20 Apple stations to learn news writing, video production and audio production skills.

The lab hours are maintained by the lab assistants (student workers) and a supplemental instructor is available for tutoring for the JB software programs. A podcast room and an audio booth lab are adjacent rooms where students learn the live announcing skills, that make our students in demand at area industry outlets. Over the years, JB has been able to provide a leadership role in HD and Final Cut X shooting and editing due to the grants, student technology fee, and other lab user grants. Because of the way we teach our courses incorporating industry software, industry standards, critical thinking and real-world projects, OCCC JB students are preferred for industry internships, employment and regularly win in student statewide competitions. Our program outcomes remain strong in numbers and in results for empowering students and enriching our community and industry.

Pioneer Student Newspaper:

Integral to our JB success is the "real world" experience our students and majors realize by working on the Pioneer student newspaper. Whether as a student worker or participation through the News Writing course, which is a JB Core course and a major transfer requirement at our receiving institutions, OCCC students learn the responsibilities of their words and the influence they can have through majoring in JB. With just one full-time faculty member, one lab director, a lab assistant and "working students," the Pioneer benefits through the information provided both on-line and in print. For many of our students, much of what they know about the college, comes from the Pioneer. All JB students write for the Pioneer and learn the importance of interviewing skills and providing documented information.

" Start Right Finish Ahead"

This once was the OCCC slogan. It remains a mantra of our OCCC JB grads.

One hundred percent of our graduates say they would recommend our program to their friends.

This is because of the high quality and valued experiential learning provided by our faculty. In the OCCC JB program, all of our faculty do what they teach, and teach what they do. The grounding of our philosophy and curriculum in reality is what students remember and hold dear. The student to faculty ratio, the personal teaching style of our instructors, the cost of our courses and the results our students' achievements are notable. It is because of efficient use of resources, the support of our institutional leadership through the student technology fee, the regular updating of our technology, along with the faculty knowledge of how all the moving parts of the technology and the industry work together, that our students lead the other students when they transfer. Add into the mix, the incorporation of the individual and collaborative learning approaches and we are doing what we strive to do at OCCC; empower our students and enrich our community.

IV. Program Review Recommendations

This section is a description of recommendations that have been made as a result of the review and of actions that are planned to implement these recommendations. Recommendations should be clearly linked and supported by the information and analyses that were articulated in the previous sections and should contain a realistic strategy for implementation of any changes.

A. Describe the strengths of the program identified through this review.

1. Long-standing faculty that are dedicated, experienced, and devoted to student success. These faculty also act as academic advisors to JB majors, which has assisted our retention. Often a student may intend to take just a few courses and then transfer, but with our personal attention to their success and sincere interest in their accomplishments, many students turn into graduates before they transfer.
2. Financial and technology support from federal, state and institutional grants and fees. The student technology fee and the budget to the college's student newspaper are providing valuable equipment updates, needed student workers for college community communication, and our JB transfer degree program.
3. Support personnel through supplemental instructors, student worker positions and lab assistants. The use of these students as tutors, writers, editors and communications specialists adds to the college success and atmosphere. Our award-winning student newspaper and degree programs regularly are recognized for their excellence. We are respected by both industry and receiving institutions for the quality of instruction, philosophy and real-world understanding and opportunities we provide for our students and our community.
4. Student success in transfer and in industry related opportunities. Whether you are counting student leadership in media at receiving institutions or the numbers of our graduates and students that secure internships and employment, OCCC JB is a leader in all things JB both regionally and nationally. Whether you look at the OCCC inductees to our Alumni Hall of Fame, or call roll at any media outlet in the metro area, our graduates are making their mark on this industry...we are empowering our students and enriching our community.

B. Describe the concerns regarding the program that have been identified through this review.

1. Need to hire a full-time professor of video production. We need to maintain our excellence and meet the industry demands. A full-time professor of video production would stay on point both for our curriculum and for industry demands. From mobile journalism to high definition, this professor would provide the leadership to maintain our caliber of excellence.
"We are doing fine, we want to go from good to great!" President Paul Sechrist
2. Need for continued financial institution support for software and technology updates. To maintain our leadership position and empower our students, the continued support must be there too. This will continue to enrich our community.
3. Maintenance of transfer course acceptance and agreements and rapport with receiving institutions and industry. Receiving institutions are changing their point of view about transfer students and are actively seeking OCCC students. We must work with them for the benefit of our graduates. It will take both sides working together.
4. Industry changes and the growth and utilization of the Internet, the Web and social media dictate to us that we must develop writing fundamentals to address and empower students using the online platform, format and content changes. JB wants to maintain its excellence, its timeliness and respect from all constituencies.

- C. Develop a list of recommendations for action that addresses each of the identified concerns and identify planned actions to implement recommendations.

Four recommendations are the key steps to OCCC's JB continued success:

1. Hire a full-time professor of video production. This will maintain our excellence and meet the industry demands. A full-time professor would stay up with the industry, make wise purchasing decisions of resources and software, and attend to the transfer course skills to achieve transfer credit agreements. From mobile journalism to high definition, this professor would provide the leadership to maintain our caliber of excellence.

"We are doing fine; we want to go from good to great!" President Paul Sechrist

2. Seek continued financial institution support for software and technology updates.

The student technology fee has been an important part of our maintenance.

To continue our leadership position and empower our students, the continued support must be there too. This will continue to enrich our community.

3. Maintain transfer course acceptance and agreements and rapport with receiving institutions and industry. Receiving institutions are actively recruiting OCCC JB students. We must work with them for the benefit of our graduates. It will take both sides working together.

4. Update the Journalism degree by piloting a "Writing for the Web" course to advance the convergence skills that our industry and society demand. Serving as a JB elective and a Journalism emphasis requirement, this course, when fully developed would enrich our students with more knowledge and skills. The web is the way, if it is done well. This course would address proper writing techniques, ethics, and meaningful applications of writing effectiveness.

5. More indirect and direct communication with students about curriculum offerings and transfer paths of matriculation to receiving institutions. Majors who are self-advised may overlook availability of courses by semester and the recommended sequence of semesters in which to take the major courses. Working with student advisement and the semester schedule designers, in-catalog and online literals should be posted in conjunction with major courses to aid the self-advised students. This will assist students with information used for planning for graduation and matriculation for all students.

- D. Provide institutional recommendations as the result of the program review and planned actions to implement recommendations.

Four recommendations for OCCC's JB continued success:

1. JB will seek a full-time faculty position through the college budgeting process.

2. JB will recommend needed hardware and software upgrades through the college budgeting process.

3. JB faculty will be encouraged to meet and consult with faculty from the OU Gaylord College, and UCO, OCU and other receiving transfer institutions as needed.

4. JB faculty will submit to the curriculum committee in the future the updated Journalism "Writing for the Web" course to advance the convergence skills that our industry and society demands. After being fine tuned in the piloting process, this new course would serve as a JB elective and a Journalism emphasis requirement. This course would enrich our students with more knowledge and skills.

5. JB faculty will work with OCCC academic advisement for more indirect and direct communication with students about curriculum offerings and transfer paths of matriculation to receiving institutions. This will include in-catalog and online literals posted in conjunction with

major courses to aid the self-advised students. This will assist students with information used for planning for graduation and matriculation for all students.

Support Courses		
Prefix & Number	Course Title	Credit Hours
	Any DMD Course (J, B, P)	3
	8 credits chosen from JB 1013; JB 1103; JB 2113; --OR	
	JB 2303; JB 2413 (J)	8
	TA 1133 or TA 2233 (B)	3
	Electives (Modern Language is Suggested) (B, P)	5

Life Skills Courses		
Prefix & Number	Course Title	Credit Hours
SCL 1001	Success in College and Life	1