

Oklahoma City Community College

Program Review Self Study Year 2010

Division:

Arts and Humanities

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# 1. Program Curriculum

Program Name

Journalism and Broadcasting

Options:

Broadcasting, Journalism, Public Relations, and Speech

## I. Program Requirements

Minimum Required Hours

Major Courses		
Prefix & Number	Course Title	Credit Hours
JB 11003	Audio Production (core B, PR)	3
JB 1133	News Writing (core B, J, PR)	3
JB 2643	Video Production (core B, PR)	3
JB2413	Principles of Public Relations (PR)	3
JB 2303	Magazine Feature Writing (J)	3
	SPEECH DEGREE	
COM 1123	Interpersonal Communications (S, PR)	3
COM 2213	Intro to Public Speaking (S, B, PR)	3
TA 1133	Voice and Speech Improvement (S, B)	3
TA 2233	Acting for the Camera (S, B, PR)	3



Support Courses		
Prefix & Number	Course Title	Credit Hours
JB 1013	Introduction to Mass Commuications (B,J, PR)	3
JB 2113/MKT 2233	Advertising (B, J, PR)	3
GCOM 1143	Black and White Photography (B, J, PR)	3
GCOM 2778	Image Editing: Photoshop I (B, J, PR)	3
TA 1133	Voice and Speech Improvement (B)	3
TA 2233	Acting for the Camera (B)	3
JB 2000 (1, 2, 3)	Internships (B, J, PR, S)	1, 2 or 3
CAD 2533	3D Rendering and Design Visualization	3
any GCOM COURSE		3
	SPEECH EMPHASIS SUPPORT COURSES	
TA 2233	Acting for the Camera	3
JB 2413	Principles of Public Relations (B, J, S)	3
	Free Electives	

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

## 2. General description of review process and participants assisting with and conducting the review.

- a. Program faculty assess annually student learning and program outcomes for their program. Every five years these assessments are evaluated globally. A program review document contains general college information from Advising, Recruitment and Admission and Institutional Effectiveness and program specific assessments of strengths and weakness of the reviewed program and program plans for the future.
- b. A 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:

#### Student Learning Outcomes (FY10-FY14)

Outcome 1: Students will develop proficiency in English grammar, spelling and punctuation.

Measurement: Seventy percent of JB 1133 News Writing I students who complete the course will score 70 percent or higher on a Language Skills Test used at the University of Oklahoma.

Outcome 2: Graduates will demonstrate proficiency in their fields by preparing a portfolio of work relative to their area of emphasis.

#### Measurement:

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 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 utilized as shown 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 |

50 points max

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

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, 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. 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 utilized as shown 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 graduates will submit a campaign portfolio which demonstrates effective use of a multimedia approach in promoting an activity, a cause or an institution. A satisfactory 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 to evaluate a public relations campaign. (Rubric utilized as shown below.)

#### Public Relations Portfolio Rubric

The scale for measuring portfolio project is:

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 5-1)

##### 2) Campaign Development / Media Strategy

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

Comments:

\_\_\_\_\_ (points 5-1)

The portfolio project has a rationale for the plan and explains the reasons behind the media choices and strategies.

Comments:

\_\_\_\_\_ (points 5-1)

3) Create 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 script

Comments:

\_\_\_\_\_ (points 5-1)

b. TV - one 30-second commercial script and one 60-second commercial script

Comments:

\_\_\_\_\_ (points 5-1)

Print Media:

c. Billboard layout

Comments:

\_\_\_\_\_ (points 5-1)

d. Print - brochure or newspaper/magazine ad

Comments:

\_\_\_\_\_ (points 5-1)

e. Press release (special event)

Comments:

\_\_\_\_\_ (points 5-1)

4) Create the Publicity Plan: Special Promotional Event:

The portfolio project has a special promotional event to call attention to the theme. Total planning of the event should include various aspects.



Each of these will be evaluated based on the correct media formatting, relativity to theme, effectiveness of the message, professionalism and creativity.

#### Special Promotional Event

- a. Rationale of theme, event and expectations of the event AND
- b. Opening speech for spokesperson for event

Comments:

\_\_\_\_\_ (points 5-1)

- c. Press kit information with activities etc. AND
  - d. Media coverage solicitation strategy
- Ideas to get media involved and innovative media strategies

Comments:

\_\_\_\_\_ (points 5-1)

5) Campaign effectiveness and Overall Portfolio Impression of Professionalism  
Portfolio project made a strong favorable persuasive impression of message.

Comments:

\_\_\_\_\_ (points 5-1)

TOTAL POINTS = (50 points max)

The scale for measuring portfolio project is:

5 = Outstanding 4=Good 3=Average 2=Fair 1= Poor

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

SPEECH graduates will demonstrate proficiency by submitting a videotape of two performed speeches (4 to 10 minutes each). The tape will be acceptable if it contains one persuasive and one informative or demonstration speech. A speech-evaluation rubric will be used to gauge the proficiency of each performance. A score of 70 as a total of both speeches would demonstrate basic skills in public speaking. Eighty percent of speech graduates will score 70 points or higher on the evaluation rubric. (Rubric utilized as shown below)

#### SPEECH RUBRIC

The scale for measuring speech performances is:

5 = Outstanding 4=Good 3=Average 2=Fair 1= Poor

Categories to be considered:

1) Audience Orientation:

The speaker was audience-centered and adapted to the listeners.

Comments:

\_\_\_\_\_ (points 5-1)

2) Introduction:

The introduction gained and maintained attention, motivated us to listen, established the speaker's credibility, oriented us to the organization.

Comments:

\_\_\_\_\_ (points 5-1)

3) Topic Selection

The topic was appropriate for the audience, for the occasion, for the speaker and for the time limit.

Comments:

\_\_\_\_\_ (points 5-1)

4) Purpose

The purpose was clear, appropriate for the audience and was achieved.

Comments:

\_\_\_\_\_ (points 5-1)

5) Organization

The speech had an introduction, body and conclusion, with transitions and signposts and the main ideas were clear.

Comments:

\_\_\_\_\_ (points 5-1)

6) Supporting Materials

The supporting materials were credible, varied and interesting.

Comments:

\_\_\_\_\_ (points 5-1)

7) Visual Aids

The visual aids were large enough to be seen clearly, attractive, understandable, and introduced at appropriate points.

Comments:

\_\_\_\_\_ (points 5-1)

8) Delivery

The speaker made good eye contact with the audience, varied tone of voice appropriately

Used appropriate gestures, had good posture and meaningful body movement.

Comments:

\_\_\_\_\_ (points 5-1)

9) Conclusion

Speaker summarized key points, ended speech in a memorable, effective way.

Comments:

\_\_\_\_\_ (points 5-1)

10) Ethics

The speaker cited sources appropriately, presented viewpoints other than own, and was clear about the true purpose of the speech.

Comments:

\_\_\_\_\_ (points 5-1)

TOTAL POINTS=(50 points max)

The scale for measuring portfolio project is:

5 = Outstanding 4=Good 3=Average 2=Fair 1= Poor

Range: 50 to 45=Outstanding; 44 to 40=Good; 39 to 35=Average 34 to 30=Fair

Major professors will review the portfolio during the student's last year of attendance at OCCC. Eighty percent of program graduates will meet basic proficiencies.

c. A list of program outcomes for the program

Program Outputs (FY10-FY14)

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

Output 2: Even though Journalism/Broadcasting is a transfer program, graduates will be prepared for entry-level positions in the Journalism/Broadcasting field.

Output 3: Students who complete Introduction to Public Speaking will be able to identify the key elements of a formal presentation and execute them in their speeches.

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

Output 1. Transfer Success

Measurement and Criteria for Success: On OCCC graduate surveys, Journalism/Broadcasting graduates who have transferred to four-year programs will rate their OCCC program at an average level of 4.25 on a scale of 1 to 5 with 5 being the highest rating.

Course content has been updated to meet student needs in transferring.

Output 2. Entry level employment success

Measurement and Criteria for Success: On OCCC graduate surveys, Journalism/

Broadcasting graduates who go to work after graduation will rate their OCCC training at an average level of 3.25 on a scale of 1 to 4, with 4 being the highest rating.

Course content has been updated to meet industry trends and standards.

### Outcome 3. Speech proficiency

Measurement and Criteria for Success: The proficiency of students enrolled in Introduction to Public Speaking will be measured by evaluating a random sample of speeches chosen from the spring Public Speaking sections. The sample will consist of videotaped informative speeches. The speeches will be viewed and subjected to the Speech Rubric provided with this assessment. At least 85 percent of students who complete Introduction to Public Speaking at OCCC will demonstrate their mastery of key elements of formal presentations by scoring at least 35 points (70 percent) on the rubric.

Major professors will review the random sample each spring. At least 85 percent of students from the sample will score 35 points or higher on the evaluation rubric. Course content has been updated to meet student needs in transferring.

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

### Recommendations based on assessment data and other pertinent information:

Over the years, as we examined the results of our assessment, we have finely tuned our requirements for associate degree graduation, transfer and job-entry. In the journalism, broadcasting and PR emphases, program faculty have advised students into courses and electives that more meet the students needs and transfer flexibility. As the industry has converged, it has become even more apparent that our students should have video production as a JB core major course to prepare them for the expansion of broadband production. As our students compete for internships and jobs, those with knowledge of audio, video and news writing successfully compete and are often selected over university students for these positions. The knowledge of audio and video editing is a key component on all web sites. This skill moves our students to the top of the list for opportunities both in the local and national media, in the English and Spanish media alike. We have had graduate placement at all of the regional newspapers, radio and TV stations, including Telemundo and nationally including CNN and MTV New York. Also, since journalism, broadcasting and public relations mean so much more than just their individual disciplines, an understanding of all things in web design and multi-media makes our students more competitive and successful.

In the support course area, in our current curriculum, broadcasting and PR students must choose between black and white photography or PhotoShop. We now believe that an open choice of any graphics communication course well better

assist them in directing their interests and their knowledge.

Also, as a result of our assessment, it was noted that many of our transfer students transfer to OU, where only 9 credit hours of JB prefix courses are allowed in the straight across transfer. To minimize the number of JB courses our students transfer while maximizing their media skills, we encourage our OU transfer students to enroll in the cross-listing of JB courses such as Advertising JB 2113 which is cross listed as MKT2233 or Video Production JB2643 which is cross listed as Art2643. This allows our students to transfer with a complete set of JB skills, meet the requirements for entry in the OU Gaylord College of Journalism and be more competitive when they transfer or enter the job world.

In the Speech emphasis, since our last program review, COM 2213 has been renamed Introduction to Public Speaking. Universally institutions use the name Introduction to Public Speaking while, our course, COM 2213 was created as Public Address. Sometimes this gave students pause as to its transferability.

This change makes it easier for OCCC students to transfer to other institutions. -Research shows that major colleges and universities require (4) core speeches in their speech programs. It also shows that reference material is cited in APA format. These requirements are now implemented with our full time faculty and adjunct faculty alike.

-A new textbook was adopted to replace the previous textbook. The previous textbook was higher priced and did not cover in detail the needed information for different areas of public speaking. The new textbook, iSpeak, 2009 edition, by Nelson, Titsworth, and Pearson is advantageous to our OCCC students both in information and price.

**3. Research and evaluation must be conducted on a continuing, systematic basis as an integral part of the program. All aspects of the program must be evaluated and the results used to improve services to students. There must be evidence that the program is reaching its stated student learning outcomes/program outcomes. The review should address each of the following areas. The program:**

a. is central to the institution's mission:

The program curriculum of the Journalism and Broadcasting degree is structured to build a philosophical foundation and beginning practical skills while advancing the knowledge of professional skills, concepts, ethics and academic constructs. Each of the classes has hands on introductory experiences where students learn and apply the principles and skills of the discipline.

Beginning in 2000 JB began a philosophy of making our degrees retain their high level of quality yet offer greater flexibility within the disciplines to meet the needs and interests of the students, especially when transferring. Thus, Journalism and Broadcasting updated its curriculum requirements to meet effective transfer goals.

This included 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 the four emphases, students are able to take the appropriate number of hours and acquire a good working knowledge of the skills of the discipline. In the Arts and Humanities division, JB repeatedly graduates the highest number of majors with associates degrees.

b. meets stakeholder expectations:

OCCC programs provide our community with broad equitable access to a college education. OCCC students are prepared to succeed in college and are able to achieve their individual educational aspirations. OCCC graduates succeed at four-year institutions and/or in their careers. OCCC has a rich history of enriching our community both economically and socially through our educational and cultural programs.

c. produces graduates and former students who are successful on transferring:

From the years 2005 until 2009 the JB program at OCCC has been successful with students transferring; in fact it is a major consideration in the design of our degree programs of quality, knowledge and successful transfer. Overall more of our graduates responding to our graduate survey indicate successful transfer, greater satisfaction and solid preparation for the four-year experience ahead.

Credit when transferring:

Of the 24 students that transferred in 2005 with 17 responding to the survey, only one reported having difficulty with a credit transfer to one of three area institutions of OU, UCO or OCU. In 2006, there were 22 graduates with 10 responding and no transfer issues. In 2007, 31 graduates with 19 survey responses indicated 0 transfer credit issues and in 2008, the statistics indicate, JB had 23 graduates with 11 survey responses and one credit transfer issue.

Degree Continuation:

In FY 05, 65 percent of graduates reported they were attending college one year after graduation from OCCC. That number increased to 80 percent in FY 06, 90 percent in FY 07, and 100 percent in FY 08 (this year's survey). This underscores the importance of our program preparing students to be successful when they transfer.

Quality transfer preparation:

On a scale of 1 to 5, with 5 being the highest, respondents rated the quality of their preparation to transfer to another college at 4.55. This is about the same as previous years, and shows a high level of satisfaction with the OCCC program.

Eleven of 23 FY 08 graduates responded to the survey. Ten reported they had no difficulty transferring. One reported having difficulties with credits transferring. This is the first time since the FY 05 graduate survey that anyone has reported have difficulty transferring credits. All the survey respondents in FY 06 and FY 07 reported no difficulties in transferring credits. This leads us to believe most JB graduates experience a reasonably smooth transition when transferring to a university.

As mentioned earlier, of the FY 08 graduates, two students reported transferring to OU, seven transferred to UCO, one transferred to OCU, and one transferred to another (unnamed) university. OCCC's journalism program has a good transfer relationship with UCO, OU and OCU.

Also, of the 2008 class, all 11 or 100% indicated they were at a 4 year institution, 100% said they met their educational goals at OCCC and 100% would recommend OCCC to a friend.

d. contains instruction relevant to the curricular requirements at transfer institutions and in line with student interests and abilities

**Programs of Study**

OCCC offers two types of associate degree programs: transfer and technical/occupational. In addition, a number of certificates of mastery are offered in technical and occupational fields of study.

**University Parallel/Transfer Programs**

OCCC offers a broad range of transfer programs for students planning to continue on at a four-year college or university. Students may enroll in freshman and sophomore courses which lead to a baccalaureate degree in practically any field of study. Upon completion of specified degree requirements, the student is awarded an Associate in Arts or Associate in Science. These degrees require the completion of a minimum of 60 semester credit hours. Of the 60 semester credit hours, a minimum of 37 must satisfy the general education core requirements (see Degree Requirements). The remaining approved courses will be related to the student's major or courses which directly support that major.

Requirements and Articulation assures that the general education core (37 credit hours) of the Associate in Arts or Associate in Science degree at OCCC will apply directly toward the lower division general education requirements at any state university in Oklahoma.



## **Policy Statement on Undergraduate Degree Requirements and Articulation**

In accordance with the Oklahoma State Regents for Higher Education Policy Statement on Undergraduate Degree Requirements and Articulation, a student who completes an Associate in Arts or an Associate in Science degree at OCCC “may transfer into a Bachelor of Arts or a Bachelor of Science degree program at any senior institution of the State System and be assured of completing his or her program in sequential fashion.”The Policy Statement on Undergraduate Degree

In addition, students are advised to secure the official catalog of the university to which they plan to transfer. Each university's official catalog provides pertinent information about admission policies and academic programs. That information is essential to the student's successful transfer to that university. Students should also consult a faculty advisor in their major at OCCC. With approval, the associate degree program may be modified to meet a student's needs depending on the intended transfer college or university.

Students are encouraged to visit the “Transfer Center” on the Oklahoma State Regents for Higher Education web site at <http://www.okhighered.org/studentcenter/transfer-stdnts>. This site will assist a student in determining which course or courses will transfer to another Oklahoma college or university.

Transfer guides showing course-by-course articulation between OCCC and a number of state universities are available in Office of Academic Advising. By using the appropriate transfer guide, the student can be assured that courses in the student's major will transfer directly toward the bachelor's degree.

OCCC has established specific curriculum patterns for transfer programs leading to the Associate in Arts (A.A.) or Associate in Science (A.S.) degrees. The curriculum patterns listed below are presented in the next section of the Catalog.

**e. Have systems to evaluate courses and faculty by students, administrators, and departmental personnel**

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 or Director as appropriate. In preparation for the review, the employee will provide relevant information to the Division Dean or Director as appropriate at least two working days prior to the evaluation conference. The results of the subsequent performance appraisal conference will be documented on a rating sheet signed by both the employee and the Division Dean and/or Director as appropriate.

Course and Faculty Evaluation

The Student Input on Instruction form is a means of gathering student perceptions of instruction at the college. The results are intended for use by you and your dean in identifying ways to improve instruction. A copy of the form is in the appendix of this document. The forms and supportive instructions will be distributed for you to administer during the 8th, 9th, or 10th week of 16-week courses or the 5th or 6th week of eight-week courses. Prior to administering the instrument, you should:

1. Plan class time to help ensure that time is available for completing the forms.
2. Where desirable, prepare up to three (3) questions, which are unique to the course or section for inclusion as the optional questions on the form. You should have multiple copies of these questions printed for use by the students.
3. Select a student to be responsible for administering and returning the forms and brief him or her about the process. It is best to keep the forms and instructions in your possession until the day you plan to administer them. Your cooperation in helping to ensure that the Student Input on Instruction forms are completed in a timely manner will go a long way to provide useful student input concerning your instructional methods.

- f. Is staffed, administered, and supplied to provide for the development of competent students in all areas including citizenship and social conscience**

### **Service-Learning**

Incorporating service-learning as a part of a course's curriculum is easy to do and can enhance students' ability to understand and apply course material. Service-learning can generally be used as a part of any course's learning objectives and tailored to desired learning outcomes. The Student Life Service-Learning Center partners with over 80 community agencies, so there is something for every course and interest area. Office of Student Life coordinates student involvement in service learning.

- g. Has current, appropriate, useful, and sufficiently comprehensive instructional media and materials.**

Journalism & Broadcasting Library Review  
OKC Community College  
Fall 2009

The Journalism and Broadcasting program covers topics such as the roles of the consumer and the professional in mass communications, audio and video production, news writing, feature writing, advertising and public relations. Enrollment in the program is stable; enrollment in the courses is way up. There are 24 sections of speech offered this semester. 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. The web pages are an integrated and dynamic source of information. Students can search a variety of online article databases, as well as look up the Library's book, DVD and video holdings. It is also easy to check on items owned by other libraries in the Oklahoma City area, holdings of other libraries across the state and world, as well as use some 9,000 e-books for research.

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

Students use Library resources in a variety of ways. Public Address classes receive orientations to library research. Students then research informative topics and later, return to gather material for group speech topics. News and feature writing students find background and research story topics. Textbooks are available on reserve.

The Library circulating collection related to this program continues to be updated and is in good shape. Librarians will watch for news writing, TV journalism, media convergence with new roles of newspapers and media, and ethics items. Much of the relevant circulating collection has already been culled of old,

out-dated and worn books. Over 100 new titles are ordered and have begun to come in, including three copies of the Media Writers Handbook, useful for students preparing for the University of Oklahoma journalism program's LST test. Collection updating is ongoing and will continue. And not to be forgotten: the entire Library collection may be used to support research for news writing articles or speech topics.

The audiovisual collection is largely built in response to faculty requests. A few AV materials have been added since the last J&B review. One professor expressed the need for a good visual aids video for speech classes. There is a need for AV items on radio and print history. As always, if requested, additional titles will be added.

Faculty use online resources such as YouTube and IChat for having students watch speeches. Librarians will add to the Library resources the newseum.org website for, among other things, its "Today's Front Pages"— 829 newspaper front pages from around the world, updated every day.

Online article databases are very popular resources for students and faculty. The Library provides about 40 online databases which can be searched for periodical articles and some reports on specific topics. Librarians are always looking for ways to improve these offerings by adding new databases or upgrading. For example, a database within EbscoHost—Academic Search Premier—offers full text articles from nearly 3900 scholarly journal titles, which is double what it provided five years ago. 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 and Washington Post newspapers. Also of special interest is The Oklahoman's online archives. Finally, last year the Library added two online databases useful as starting points for research on other cultures and countries: Culturegrams and CountryWatch.

In addition to the online periodical databases mentioned earlier—and the many, many related periodicals included therein—the Library currently subscribes to a number of print periodical titles that support the program:

Advertising Age Pioneer  
Broadcasting & Cable (newspaper) Public Relations Quarterly  
Columbia Journalism Review: CJR Quill  
Entertainment Weekly Videography  
Journal of Marketing Vital Speeches  
Journalism & Mass Communications Writer's Digest  
Quarterly

Librarians teach a variety of class sessions on research skills. These sessions are done in different courses and are usually hands on in the Library classroom area on the first floor. The Research Paper Help pages provide tips on doing library research, including a checklist on evaluating sources. These pages were created and integrated with the main Library web pages several years ago. With the recent hiring of an Electronic Services/Reference Librarian, the Library hopes to move forward with new projects to develop additional or different approaches of instruction for specific online courses.

Headway has been made since the last program review, in that the Library can now provide wireless access for laptops. Students and community members regularly and increasingly use this means of connection.

The array of resources in the Library supports students in the Journalism program. The Library is dedicated to updating collections and building them where needed to support programs, such as the convergence between various parts of the media. Online resources, especially, have improved since the last Journalism review. These resources will continue to grow and evolve, especially as vendors adapt to the needs of college libraries. For example, five years ago a subscription to Advertising Age's Adcritic.com was requested, but the vendor still does not offer remote access or multiple user licensing. The AP Stylebook online is available as an online single user subscription or as a one-time site license download of \$300, but requires pre-payment. Neither is set up for typical educational use. Hopefully these types of situations will eventually change.

And finally, when specific resources are not available in the Library or online, students have more choices than ever. Students are encouraged to use interlibrary loan. With the OK-SHARE card they have borrowing privileges at other Oklahoma academic libraries. The bottom line is that librarians make every effort to borrow or acquire what students need for success in their course work.

**h. Provides adequate resources and adequate and appropriate faculty whose qualifications (including educational background, related experience, and service contributions related to the program) support the objectives and curriculum of the program.**

Journalism and Broadcasting has grown the very best way...,with five full-time OCCC Faculty, three full-time in the JB program and two others teaching in English, along with one long-standing dedicated adjunct faculty member. All are professionals in their respective disciplines in the industry. Our staff support comes from a full time lab assistant, who is a graduate of our program and from OU, and one part-time lab assistant who is also an OCCC graduate and former editor of our paper. Staff credentials are impressive. The combined experience of our full-time faculty is over 100 years of teaching. All Faculty have master's degrees in the field or related fields and have worked and/or are working part time in the industry today. Our adjuncts are professionals in the industry and also have had a long relationship with the college through staff employment and teaching. The faculty qualifications are notable:

Julie Corff  
Professor of Speech  
MA, Oklahoma State University  
BA, University of Central Oklahoma  
AA, Oklahoma City Community College  
20 years of teaching and communications consulting

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

Clay Randolph  
Professor of English  
MA, University of North Texas  
BA, University of North Texas  
40 years in professional writing

Mark Schneberger  
Professor of English  
M Ed., University of Central Oklahoma  
BA, Grandview College  
Working journalist for 10 years

Summarizing, JB has excellent full time faculty. Students have praised them for their abilities as professors

and for their abilities in the classroom. FIVE of the five have been recognized by NISOD as master teachers and ALL have received outstanding teaching awards from various organizations.

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 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.

Need for Broadcasting Professor  
Department of Journalism and Broadcasting  
Oklahoma City Community College

The Department of Journalism and Broadcasting at Oklahoma City Community College needs a full-time faculty member whose expertise is primarily in the arena of television and online video news. This professor would focus primarily on upgrading our instruction in broadcast journalism and expanding our laboratory opportunities to include a weekly television news broadcast to supplement our highly regarded student newspaper, the Pioneer, which is now available on paper and online.

Purpose:

Our primary objective is to offer top quality journalism education at the two-year college level. Although our students and graduates are well regarded for the quality of their education, we have noted some deficiencies which we hope to address, particularly in the area of broadcast journalism training.

A pinnacle goal of the Journalism and Broadcasting program at Oklahoma City Community College has been to create a fully converged newsroom that includes a weekly student newspaper, an online publication and a weekly news broadcast. The missing link is the news broadcast, which does not exist on our campus at this time. To accomplish this, we would need a full time journalism professor with expertise in broadcasting. The professor would not only teach but also would design and direct a weekly television news program, staffed by students, for distribution on campus and online.

This need is urgent. Joe Hight, Vice-President of News and Information said recently that OPUBCO, now NewsOK.com and the Oklahoman views itself as a news media company, not just a newspaper. The newspaper is just one niche of the business. Video and online products are predicted to take over a bigger and bigger share of the news distribution function. Our training at Oklahoma City Community College needs to change to reflect this evolution in the marketplace, especially in terms of providing more and better laboratory experiences for our broadcast news students.

Adding a weekly news broadcast to our media mix would need several things, only one of which is in place at the moment. These include training facilities for broadcast journalism, a journalism professor with broadcasting expertise, a television news studio, student staff, and a delivery mechanism.

We have the first component, a well equipped broadcast news lab, funded by a grant from Ethics and Excellence in Journalism Foundation in conjunction with space and additional funds provided by the college.

The next step would be to add a full time professor whose duties would be two-fold, to teach the television broadcasting and editing courses in the curriculum and to develop the broadcast news component of our student media offerings.

Our broadcasting courses support our degree options in broadcasting, journalism and public relations. They also provide training for students majoring in speech and theater arts. Currently, our Video Production (television news) classes are taught by a well qualified adjunct professor. Although our adjunct professor of Video Production is outstanding, the part-time nature of his employment limits the time he can spend on campus working with students in a laboratory setting. Furthermore, his students have performed so well after transferring to the University of Oklahoma that OU has now hired him to teach part-time for them as well. We have to worry that he may find other employment. For these reasons, it is necessary to build a strong program in broadcast journalism around the commitment of a full-time faculty member. This past year he taught a class to all interested OU faculty on the editing software used by the industry. In fact, he is the "go-to guy" for teaching professors and industry professionals in Oklahoma.

The Video Production full-time professor's goals would include developing and directing a student-staffed news broadcast for on-campus and online delivery. Broadcast journalists need on-camera, real-life assignments to prepare them for future success in their field. The only way to learn real deadlines and the mastery of delivering breaking news is to do it. Our JB program needs this component to prepare our students for transferring and employment.

OCCC has a long history of preparing journalists to find work on newspapers and media companies, partly as a result of the training they receive on the student newspaper, the Pioneer. Extending this same opportunity to broadcast journalists would provide a comparable boost for them in achieving professional success. Not only would broadcasting majors benefit, but also print journalism students as well. In this age of media convergence, students need to be cross-trained in print, broadcast and online journalism. Adding a broadcast news program would give students this cross training opportunity, which young people thrive on.

If we had a full-time journalism professor to direct the development of a student-staffed news broadcast, he or she could team up with the other full-time journalism faculty members to acquire the remaining components: a news studio, student staff, and delivery system.

In order to build on the grant funding and the success of the Broadcast News Lab it is imperative that we take our technology to the next level as well.

The JB program needs additional equipment so we can teach television broadcasting in the high-definition format for the first time. Broadcast journalism students at Oklahoma City Community College need training in the use of high definition equipment because television broadcasting changed to an all-digital format in February 2009. To make the conversion, we will need high definition computer monitors, P2 drives for reading and transferring HD material, P2 cards for capturing HD images in the camera, an HD projector for displaying the results in the classroom and some additional training for our broadcast journalism adjunct professor.

This equipment would be used to teach about 70 students per year in the Broadcast News Lab. This request would complement the five HD camcorders purchased with funding from Ethics and Excellence in Journalism.

The television broadcast industry is moving toward a digital format now, but the changeover will take some time. Converters will allow digital signals to be converted to analog on home television sets, for a period of time. Also, many corporate video units are still developing programming in standard definition. For that reason, we plan to continue teaching broadcast journalism students in standard and digital formats for a while. But we know the day is coming when digital programming will monopolize the industry.

We need to be training our students in the use of digital video equipment now, so they are ready to perform successfully in the workplace of the future. That workplace consists of more than television news outlets. Today newspapers and other media companies expect their reporters to be able to produce video news segments in addition to writing articles for print and online.

Our community college students can expect to begin their professional careers two to four years after taking the Video Production class at OCCC because most of them will complete a bachelor's degree before going to work.

Projected Costs:

The total cost of the project would be about \$76,000.



This equipment will be used in our 20-station Broadcast News Lab in which we teach about 30 Video Production students each semester. This lab also is used to teach Video Editing, a crossover class that trains our broadcast journalism students in advanced editing techniques, as well as students majoring in Film and Video Production and Graphics Communications.

**Expected Outcomes:**

The goal of this project is to provide the best possible television broadcast training for journalism majors at Oklahoma City Community College. These students must be prepared to succeed not only at their transfer institutions, but also in the workplace. Our intent is to train students well in their first two years of college, so they can successfully complete their junior and senior years at the University of Oklahoma, University of Central Oklahoma, Oklahoma State University and Oklahoma City University.

The broadcast journalism education at Oklahoma City Community College has improved in recent years due, in part, to progress made possible by previous funding from the Ethics and Excellence in Journalism Foundation, in addition to financial support from the College.

By offering high definition broadcast training, we can insure that our program remains current and our students develop the skill sets they will be expected to have when they transfer.

In the long run, this project would continue our progress toward our goal of creating a convergence news laboratory. A fully converged student news operation would allow us to add a student-produced, campus-based video news program to our student media offerings. This would supplement our current campus-based news outlets, the print newspaper and the online newspaper. We hope to achieve this goal by 2010 or 2011, when new construction provides us with the space to house a converged news operation.

It should be noted, that since the completion of the Broadcast News Lab, OCCC students have either won or placed every year in different broadcasting categories the Oklahoma Broadcast Education Association student broadcasting competition. These awards include Television Feature News Story, Corporate Video, Television Commercial, Radio Commercial, Entertainment-Short, and Radio Personality of the Year.

In the statewide OETA World War II Stories student competition, OCCC students won the first and second place awards.

In the journalism area, the Pioneer student newspaper consistently wins awards for excellence in the annual Society for Professional Journalism competition categories. The Pioneer also typically brings home many awards in the annual competition of the Oklahoma Collegiate Press Association, including top prize for two-year college newspaper. The addition of the online component, the continued involvement of OCCC students in reporting OCCC and the outstanding leadership of Professor Sue Hinton and Ronna Austin are remarkable. The Broadcast News Lab and the Pioneer student newspaper have continued the excellence and the skill development for JB students. They also have started our journey and advancement into the industry's new technologies. Our program is known for teaching excellence, technology access, excellent tutors (who are the advanced students) and accomplishment. Our students achieve great success at every level whether it be transferring, internships or immediate job entry.

**Need for a second full-time Professor of Speech.**

The Public Speaking COM 2213 and Interpersonal Communications COM 1123 courses at OCCC are listed under the COM prefix along with the Learning Skills remedial courses. At present there are about 40 sections of Public Speaking a year, with 4 online sections taught using video tape by a talented adjunct. The very foundation of public speaking is to speak "live" to an audience in a location, but with the new technology, more and more we are making speeches via the internet. More than 1000 students a year take our public speaking courses, as it is a general education requirement for many degrees. Interpersonal Communications has become a more valuable choice as well, learning to communicate one on one with others is becoming a lost art, as we text, email and skype. We teach 6 to 8 sections of this course a year or almost 250 students and the course is a highly popular one. Both of the COM courses transfer well and are highly recommended by our students to others as a valuable course.

Thus, due to the number of students taught by an inordinate number of adjuncts, and the need to ramp up the quality of our online offerings, a second full-time public speaking professor is needed. Our talented adjunct is developing a system using a password protected YouTube application for a more effective delivery of speeches for grading and online class viewing participation. Area institutions have large



departments of full-time faculty as this course is required for ALL UCO graduates and most OU graduates in their four-year degree programs.

- 4. Evidence should be presented that shows a systematic review of the curriculum is conducted regularly. This review should indicate how the general education competencies are being met:**

#### **General Education Assessment Plan**

**Objective:**

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

**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 36 hours of General Education Courses from OCCC. During each Spring Semester, the reports from each team will be shared at the meeting of the whole General Education Committee and dispersed to faculty within each division. Specifically, during the Fall Semester, each team in charge of a specific Student Learning Outcome area will make curriculum recommendations to the General Education Committee. Reports, recommendations, and actions created from the General Education Assessment Process will be stored on the General Education Committee Website. Faculty members on each team will be compensated each semester.

**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. However, the artifacts should adhere to the specific objectives of the Student Learning Outcomes established by the General Education component of OCCC's curriculum.

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

### **Data Collection:**

The Office of Institutional Effectiveness will identify each semester students completing at least 36 credit hours in General Education Courses. From this list, they will identify a random sampling of students enrolled in courses, which faculty have included “artifacts” relating to the Student Learning Outcomes measured each semester.

For example, if an outcome in Math is measured, then the following courses beyond a Math Prefix could also be used: Introduction to Logic, Business Statistics, Behavioral Statistics, Chemistry, Physics, Accounting, Physical Science, or other General Education Courses involving Math and including the objectives for the Math Student Learning Outcome. Likewise, data collection could be attained from an outcome in Writing from any course involving writing, including a scientific lab report, as long as it adheres to the objectives of the Writing Student Learning Outcome for the General Education curriculum.

The premise behind this kind of data collection (1) allows for an interdisciplinary approach to the General Education curriculum; (2) creates a shared vision of faculty collaboration beyond the microcosm of specific divisions; (3) allows for a more accurate depiction of student learning as they progress from one General Education Course to the next; and (4) creates a shared approach to improve student learning and success by reiterating General Education Skills from multiple courses.

### **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, Values, and Beliefs**

Students will demonstrate an understanding of the ideas, values, and beliefs that have shaped global communities. Specifically, students should be able to

Demonstrate understanding of basic world geography; Demonstrate familiarity with major cultural issues of selected global communities; Demonstrate knowledge of significant historical events and figures of selected global communities; and Demonstrate an understanding of ethical concerns of selected global communities.

## II. Communication and Symbols

A. Students will demonstrate effective writing and public speaking skills.

For writing, students should be able to

Generate a clear, specific, and arguable thesis or dominant idea; Formulate evidence and examples to support the topic idea; Construct a logical pattern of paragraph development; and Demonstrate consistent use of correct and appropriate spelling, grammar, and word choice.

For public speaking skills, students should be able to

Demonstrate the effective use of an introduction, body, and conclusion of a formal speech; Demonstrate an audience-centered purpose that adapts to the audience, occasion, and time limit of the speech; Deliver the speech with effective eye contact relative to the use of presentational aids (when applicable) and the audience; Vary the tone of voice appropriate to the content of the speech and context of the audience; and Demonstrate appropriate attire, gestures, good posture, and meaningful body movement.

## III. Social, Political, and Economic Institutions

Students will demonstrate an understanding of the function of major social institutions. Specifically, students should be able to

Analyze how political systems impact society; Analyze how economic systems impact society; Analyze how religion serves to shape the norms of a society; Analyze how education interacts with cultural values and norms; and Analyze how shifts in social institutions impact the family.

## IV. Relationships in Nature and Science

Students will demonstrate critical thinking by using scientific methodology. Specifically, students should be able to

Analyze a set of data or qualitative observations using previously learned tools; Draw reasoned conclusions based on the results of the analysis; and Support conclusions logically and communicate them effectively.

## 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. Provide Evidence that shows a systematic review of the curriculum is conducted regularly. This review should indicate how the general education competencies are being met.

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 effective 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 requirements to the JB faculty, but a means to teach a world view of communication and its value.

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

Journalism and broadcasting 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 course and other arts and humanities offerings, can begin a students 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

All Intro to Public Speaking sections are required to have a global awareness component. An example of this is in Professor Corff's classes, students are required to choose a country outside the USA, complete an audience analysis, narrow the topic down, research the country, write an outline, and give an informative speech using a visual aid.

### 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 create well thought out stories for the student newspaper and our online student newspaper, design complete multi-media campaigns for advertising and public relations clients, craft effective news and informational scripts for radio and television, as well as focused and effective speech writing and outlines for effective public speaking and interpersonal communications. the delivery or performance of these strategically planned writings is presented and critiqued by faculty through articles, speeches, audio performances, television features and recordings where students also

learn to critique and improve their skills and themselves.

**Writing: Yes**

Students are required to develop an audience analysis questionnaire to give to their audience members. They research their speech topics and write a full sentence outline for their speeches. They are required to write their references, credibility used, in APA style format.

Students are required to view their 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**

Intro to Public Speaking has the requirement of performing impromptus and extemporaneous speeches. The students in all sections are required to complete (4) speeches. An intro speech, an informative speech with a visual aid, a persuasive speech, and a group project speech. The students are required to use the APA style to cite their sources.

**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.

In Introduction to Public Speaking students perform what are called Impromptus. These are mini practice speeches that are defined as "spur of the moment" or "in readiness." They are given by the students during most class periods ranging from 30 sec – 1 minute. The impromptus are given on a topic brought in by the instructor. They allow the students to share their value systems, their perceptions of their culture and their traditions. Students participate in group activities, group projects, and a "team" mentality is developed.

**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 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 Introduction to Public Speaking 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.

### **5. Provide a summary of how concerns and recommendations identified in the last program review were addressed.**

In 2005, the JB program identified four recommendations for our program and all four were addressed in the past five years.

1. The Journalism and Broadcasting program faculty recommended hiring a 30-hour per week Broadcast News lab assistant. A responsible college employee is needed to monitor, assist and supervise the state of the art technology in this new lab. Video cameras and expensive computers need dedicated monitoring and supervision.

Result: A 30-hour per week Broadcast News lab assistant has been hired and in place since this review. This position has enabled our students to have more access and direct one on one assistance outside of the regular class period for both audio and video projects. A higher caliber of projects have been submitted by students and the completion and retention rates for the classes has increased. In the state Oklahoma Broadcast Education student awards competition, OCCC has won top honors in both Video and Audio competition categories.

2. The Journalism and Broadcasting program faculty recommended hiring a full-time speech professor to achieve the desired program excellence. The student head count was more than 600 students per year supported this position. Full-time leadership in this JB emphasis will support the college mission, student success and add to the growth of

Result: Fall 2006, OCCC hired Speech Professor Julie Corff to lead the public speaking general education curriculum, the college and the JB Speech emphasis. She has made quite the difference. Immediately she brought our curriculum up to speed.

Her research shows that major colleges and universities require (4) core speeches in their speech programs. It also shows that reference material is cited in APA format. These requirements are now implemented with our full time faculty and adjunct faculty alike.

Professor Corff selected a new textbook to replace the previous textbook. The previous textbook was higher priced and did not cover in detail the needed information for different areas of public speaking. The new textbook, iSpeak, 2009 edition, by Nelson, Titsworth, and Pearson is advantageous to our OCCC students both in information and price.

She introduced a new process using the Instructional Video Services team, IVS. OCCC has purchased equipment that allows us to videotape at least (2) of the core speeches in every section of Intro to Public Speaking. (23 sections were offered in the Fall 09.) After the student's performance, the speech is then uploaded immediately to the students flash drive. The student is then required to review their performance and critique what they did well in the presentation and what to improve for the next performance. This new tool is vital to the overall success of our students and their educational process!

Currently, she is challenging the on-line Intro to Public Speaking sections to implement the use of You tube, a source students are already familiar with, to upload their speech performances. You tube has the

ability to only allow for certain people to view these speeches. This supports the need for privacy to protect each student. This allows our students to easily send and receive their performances. The previous method entailed the student sending video tapes or DVD's via the mail. This method can be costly to the student and/or lost before it reaches the instructor. A second professor of online public speaking could streamline and take this program to excellence as well.

3. The Journalism and Broadcasting faculty recommended adding a communications class in Electronic Speaking to the JB course offerings. COM 2013 Electronic Speaking would be a communication's elective open to any student interested in better on-camera, on-radio, on-media presentation skills. The course would include writing and the development of the on-command performance skills. Presently, according to the OSCTC transfer matrix, five other institutions offer similar courses listed either in broadcasting or in communications degree programs. At our next OSCTC meeting, we will pursue the transferability of COM 2013 Electronic Speaking.

Result: Rather than create and entire new course, OCCC faculty member Gwin Faulconer-Lippert incorporated the electronic speaking skills into 2 sections of the regular public speaking course. This course is recommended for JB majors and has enabled those students to be competitive when they audition for classes positions or internships involving these skills. It was ascertained that making this course an enhanced public speaking course would benefit students without having to involve the transfer politics from institution to institution. Thus, it is an enhanced public speaking course that transfer with the regular general education credit.

The JB industry is converging now more than ever and professionals in the field are multi-tasking: writing for print, voicing and anchoring for radio and television, as well as appearing on Internet media broadcasts. Students in this course would master the skills for each of the industry formats. It incorporates the old and new to our curriculum, it enables our students to be far ahead of others in the major when they transfer. On-media speaking is an acquired skill that generally is not taught specifically, in-depth or until the upper division level. OCCC is the first in the state to teach the skills for all of the media formats. More importantly, these are the skills that sets apart our students as they are interviewing and auditioning for those few upper division media anchor opportunities when they transfer.

The program faculty still is in hope in the future to be incorporating on-air newscasts and interview programs. This course could be the effective beginning of media convergence at Oklahoma City Community College and in the metro area. In order to make this possible, a Professor of Video Production full-time position needs to be added to our department so that the convergence can be complete and at a high academic level.

And converging these newscasts and the on-line Pioneer would be a natural training ground to make our program current. Students need to meet deadlines, and the only way to truly understand this part of our discipline is to have real performance deadlines which we would have through our converged Pioneer. By combining the reporting through print, audio and video, our students would gain the skills and understanding of today's industry. Even reporters at the Oklahoman and at Clear Channel Radio are expected these days to do a print, audio and video version of interviews and stories. We need the full-time leadership in video production to take us to the next level.

4. The Journalism and Broadcast faculty recommended expanding the lab space of the Pioneer student newspaper when campus construction makes additional room available.

The program faculty hope in the future to be incorporating on-air newscasts and interview programs. This course could be the effective beginning of media convergence at OKCCC and in the metro area.

Result: It appears that upon completion of this program review that this dream may become a reality. The re-design of the OCCC pottery lab has been identified as a possible location to make this possible. The smart design and ideal utilization of the space will be critical to allowing the converged Pioneer and the JB students to deliver this communication tool to our community and college audience.

## **6. Describe the strengths of the program identified through this review.**



1. Highly qualified, recognized, involved and dedicated program faculty.

EACH of the full-time faculty of the Journalism and Broadcasting programs at OCCC has been recognized by OCCC, industry organizations and others for their outstanding teaching and success with students.

The addition of the full-time speech professor, Julie Corff has raised the excellence of the Speech emphasis and the reputation of our program. Her presence college wide is notable as she has reached out, teaching special skills to students in physical therapy, nursing and others, improving the teaching of communications to all areas of the college to improve all students communications skills.

Many of the adjunct faculty have won recognition as well. Through the leadership of the full-time professors, we have been able to attract and retain, many of the top adjuncts in the state. The consistency of the curriculum standards and performance among our adjuncts in the multi-section area of public speaking has made remarkable improvements. Our students are being better served in what was once an often inconsistent area. And it certainly works to our advantage, as the students "spread the good word" about OCCC programs and students.

2. Program satisfaction as expressed by graduates and receiving institutions.

100% of the surveys returned from our most recent graduates expressed full satisfaction with the JB program at OCCC and would recommend OCCC. OU actively recruits our graduates to transfer into the Gaylord College. UCO indicates to us that they welcome the caliber of transfer student from OCCC JB.

3. Success of students in transferring and entering the job market.

As we have made our degree more flexible and our advising more in tune to the transfer process, only one student since the last review has indicated a struggle in transferring credits. Also, major professors speak both formally and informally with receiving institution faculty about effective transfer and quality of our programs.

4. Importance of program and program faculty to OCCC, the discipline and to Oklahoma.

Upon completing this review, our importance to the region has become more than apparent. OCCC provides more transfer students to other institutions in our region and they value them. Our faculty is involved in leadership roles in the industry and in working with diversity programs. Professor Sue Hinton regularly is a summer faculty member of the Oklahoma Institute for Diversity in Journalism at the OU Gaylord College. Professor Gwin Faulconer-Lippert is a professional broadcaster and a member of national Broadcast Education Association Board of Directors. Professor Julie Corff is a leader in the Oklahoma Global Education Association and a communications consultant for industry and business. Our graduates and our students have interned at every radio and television station in the metro area including the Hispanic radio and television stations. Professionals in the industry regularly call our college for interns, job applicants and leads to great employees. We have provided student employees and graduates to public relations causes, agencies, non-profits and even the NBA Thunder!

5. Strong professional relationships with colleagues around the state and in industry.

The JB faculty are involved with projects and outreach opportunities through the Society of Professional Journalists, the Oklahoma Broadcast Education Association, the Broadcast Education Association, Speech Communicators of America and serve on various technology center advisory boards and panels. We communicate with the lead faculty at our receiving institutions and within the professional industry to provide current learning opportunities for our students. Joe Hight, Vice President for Information and Outreach programs at the Oklahoman continues to serve on our newspaper advisory board. Regularly, our professors sponsor visits for our students to local media outlets to see what is happening today in our region. Many times on these visits our students have made first contact with a future employer or internship sponsor. We believe in keeping the lines of communication open with institutions and industry professionals.

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

1. Need for continued support in software, space allocation and convergence to high definition technology.

Over the past five years, because of the initiative of Professor Sue Hinton in pursuing Ethics and Excellence in Journalism grants, the wise counsel of the Adjunct Professor of Video Production and the matching commitment of OCCC to the creation of a Broadcast News Lab, JB has to take our JB program in the direction of the industry and really teach our students effectively about video shooting, lighting and editing. We have been able to have video production units for students to check out and individual work stations for students to complete their projects. It is now time for us to take two important steps in order to take our JB department to the next level. First, we must make the total conversion of the Broadcast News Lab to High Definition and support the purchase of monitors and software. This is the industry standard now and HD requires new thinking and new skills for our students to remain competitive. We need to maintain a Broadcast News Lab space with a studio space for students to produce local newscasts of interest to OCCC students and our community. We can broadcast this online through the Pioneer and through the OCCC multi-media network. Real on air deadlines will take our journalism and broadcast program to the next level. It is time for OCCC JB to lead in this area too.

2. Need for full-time Professor of Video Production.

In the past we have enjoyed the luxury of a stable adjunct faculty to advise and teach in our program. We have a reputation for providing excellence in this area, so much so, that OU professors, industry adults and interested citizens have taken advantage of enrolling in our video production and intersession editing classes. The move and commitment to HD, the industry standard, and the move to have college newscasts will require the focus of a full-time professor to oversee its equipment, operation and programming. Should we ever lose the stable input of our adjunct professor, our program would be at a serious loss. A full-time professor could oversee the converged video news operation, as well as teach in complementary disciplines of on-camera classes and teaching in GCOM editing software. These support courses are popular among our broadcasting, PR, film and video, speech and acting majors as well. We need the leadership of a full-time OCCC professor with expertise in this area to lead the converged JB program forward.

3. Need for second full-time Professor of Speech Communications.

In one academic year, about 1200 students take public speaking and interpersonal communications classes at OCCC. COM 2213 is a general education requirement for many of the OCCC degrees. Less than 30 percent of the OCCC students who take these communications courses are being taught by a full-time professor. And since oral presentations are a major point of the college wide assessment competencies, this would support the hiring of a second full time professor of speech. Much like the English classes, OCCC needs and would benefit from the full-time concentrated efforts of a second full-time speech professor. Also, the area of online public speaking is being examined and developed in order to make it a program of excellence. It would be ideal if this person would have the online responsibilities as well as the public speaking lab as identified below.

4. Need for dedicated Public Speaking lab.

There is no place for students to practice their speeches, be video-taped, and watch their performances. Much like the Math tutorial lab or the science labs that allow students to seek extra help to master a concept or skill, this is not only a lab for JB students, but could reinforce the general education competency of oral presentation skills for all OCCC students. All students and all OCCC faculty and staff could use this lab for course enrichment and professional development. Also, should students need to perform make-up speeches, this would be a place where a student could perform their speeches, using a standard high quality recording facility and submit it for grading. For assessment measurements, students with the appropriate number of hours could be asked to perform and submit their presentations for OCCC assessment purposes.

There is no place for on-line students to perform their speeches and be taped.

This lab would enable all on-line students making oral presentations a place to practice, record and submit their online work. Also, the recordings of students with the appropriate number of hours would be available for program assessment measurements as well.

5. Need for student lab assistants for Public Speaking lab.

There is insufficient staffing in the IVS department for taping all sections of Intro to Public Speaking. Currently this is being accommodated with use of 3 work study students and other IVS staff members. This past semester with each section recording 2 speeches of each student, there were approximately 250 hours of speeches that were recorded. At this point only (2) speeches can be taped per section and at times some sections are performing at the same time and cannot both be covered. It would benefit our students to be able to tape all (4) speeches and cover all Intro to Public Speaking sections regardless of when the class is scheduled.

There is only one full time professor for this program. There are over 40 sections of public speaking or more than 1000 students taught a year. This is much like English and other general education areas where there are multiple full-time faculty to provide quality instruction.

6. Need to expand skills of journalism graduates to include a broadcasting component.

Journalism and Broadcasting skills are converging so there is a need to be able to "do it all." Therefore, the core requirements of writing, shooting, recording and editing video programming are necessary for success. Once this course is added to the curriculum for the Journalism option, the JB core for Journalism, Broadcasting and Public Relations will include the two major courses, News Writing and Video Production, plus they all three require a GCOM course and either Public Speaking or Interpersonal Communications.

7. Need to allow more flexibility of choice in the support course offerings for the Broadcast option in the multi-media and graphics communications area. Students previously have been required to take Black and White photography or Photo Shop. OCCC no longer offers Black and White Photography. With the new multi-media web, there are other courses that incorporate many of these newer skills and new media knowledge as well.

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

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.

2. Hire a full-time Professor of Video Production and Media.

The converged JB program needs a full-time person with knowledge, skills and the understanding of the new technologies and HD to take our program and our students forward. We need this person to take our program forward incorporating the new technology, techniques and broadcast opportunities. Without this full-time person, our program will not be able to reach its potential and maintain our high standards, competitiveness and reputation.

3. Hire a second full-time Professor of Speech Communications.

In order to continue the new standards in the Speech program, a second Professor of Speech to run the lab and coordinate the online public speaking sections is needed.

4. Create a dedicated Public Speaking lab.

Develop a designated classroom that would act as a classroom and a speech lab. It would be equipped with multimedia technology, computers, and a stationary camera/lap top for taping students' performances. Students would sign up for lab time just as they do for the broadcasting lab. Their speeches would be taped and then be ready to view immediately on the computers provided. On-line students would sign up for their time to be taped and then use the computers in the lab to upload their speeches to YouTube.

5. Create part-time student lab assistants and/or AV assistants for recording students and/or for the Public Speaking lab. Part of the success of any OCCC lab is the student lab assistants to aid in its

operation. In order to record all students' speeches, more student workers are needed to support the effort. A complete outline of the need is in the review. This will suffice until the public speaking lab is created. Then it will be important that the lab have the proper supervision.

The number one priority of this program is to provide enough staffing to record all sections and each of the core speeches as they are being performed. To achieve this objective would require additional staff in Instructional Video Services. To require all sections to record to all 4 speeches would essentially double the number hours recorded. This would be the equivalent of a full-time person dedicated to recording speeches for 12.5 weeks of a 16 week semester. Since some sections overlap there is need to have multiple staff members on hand to cover the need. Utilizing work study students is a good solution however, working around their class schedule is difficult sometimes. The best solution would be to augment the staff of IVS with at least one more full-time and one part-time employee. This would allow the flexibility necessary to cover all sections. Work study students could still be used to fill in the gaps in scheduling.

6. Require Video Production as a core course for Journalism, Broadcasting and Public Relations majors to expand skills of journalism graduates to include a broadcasting component. 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. For other OCCC degrees, the students will most likely choose it as an elective.

7. 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 pick and choose this support course as their interests dictate.

## **II. Institutional Requirements**

### **1. Provide factual and accurate documentation which demonstrates acceptable standards of ethics in recruiting and advertising activities.**

All materials provided to students are thoroughly reviewed by appropriate personnel to ensure they are factual and accurate. In addition, appropriate personnel review all recruiting and advertising activities to ensure they meet acceptable standards of ethics. Prospective students may access information about the college and its programs through the Office of Recruitment and Admissions.

Services provided by this office include campus tours, community and high school outreach, information sessions, scholarship programs and corporate recruiting. College information is provided to students through traditional means such as class schedules, catalogs, student handbooks, Recruiters Manual, and new student orientation as well as through the College website.

### **2. Provide recruitment and admission policies and practices reflecting that the program is available to qualified applicants and that qualified applicants will be admitted regardless of sex, race, ethnic background, religious preference, disability or any disadvantage.**

Recruitment practices and activities are planned and reviewed by appropriate personnel to ensure the institution's vision, mission, and ENDS are met. Every effort is made to ensure that all qualified prospective students are contacted and provided with opportunities to be informed about College programs, services and courses and are provided with the opportunity to apply for admission to the College.

Students entering Oklahoma City Community College as a Regular Degree Seeking Student will meet the following admissions requirements:

- graduated from high school or earned a GED;
- completed the ACT, SAT or a similar acceptable battery of tests; and
- completed all high school curricular requirements.

Students who do not meet the above criteria may be admitted under one of seven Special Admission Categories outlined in the Catalog. All students who meet the above requirements or who fall into one of the special admissions categories are admitted without regard to sex, race, ethnic background, disability or disadvantage.

**3. Provide documentation that an organized, coordinated program of guidance and counseling exists. The program should foster maximum development of individual potential by providing institution-wide assistance in the choices, decisions, and adjustments that individuals must make to move through a program.**

Faculty from each program work very closely with the Student Development Center staff. Each student is encouraged to have a counselor from Student Development as well as a faculty advisor.

Degree sheets are available in the Student Development Center as well as in faculty advisors' offices. Students may also access degree requirements and complete an up-to-date degree audit online. Faculty advisors work closely with Student Development Counselors to minimize the number of hours unable to be counted when a student transfers to a four-year institution.

The general philosophy and objectives of the Student Development Center include informational, relational and conceptual processing of educational planning and student goal achievement, including degree completion, articulation or personal development and apply to all students.

The functions of Student Development are stated in the College's Policies and Procedures Manuals and in the Catalog for the benefit of all students, faculty, and staff. Student Development objectives are also outlined in the above mentioned documents.

Counselors follow guidelines listed below in working with students. After admission to the College, a student is evaluated for placement. After the evaluation is complete, the student meets with a counselor to determine enrollment. Course selections are based on test scores, anticipated program and required courses, workload, possible transfer and past academic history. If the student expresses indecision over goals, especially for career or program choice, they explore them with a counselor in Student Development.

When a student indicates a desire to pursue a specific program, they are referred to the appropriate faculty advisor or program director. An individual strategy is built for each student, designating courses to be enrolled in for each semester.

Counselors in the office of Student Development are available to discuss career objectives and degree programs with each student. The staff of Student Development assists all students with educational planning, career decisions, and occupational choices. Further assistance is available in conjunction with the Discover Program and the other resources of the Career Counselor.

### **Academic Advisement (faculty handbook)**

In the course of interacting with students, it is the responsibility of faculty members to serve as academic advisors. In addition, faculty give advice on a broad range of topics and issues. The kinds of advice offered by faculty can be categorized in the following way.\*

\* It is important to underscore that this listing is intended to be suggestive rather than exhaustive or prescriptive.

### **Program Requirements**

It is important for students to meet with an advisement professional to establish a Student Academic Plan (SAP). Returning students who are familiar with their degree requirements and those not seeking a degree or certificate may self advise.

Students are also encouraged to work concurrently with their faculty advisor in the academic discipline of their degree choice. A faculty advisor can help ensure that major specific educational objectives are met in an efficient, orderly fashion. If you have questions on course selection, entry-level skills required or general academic information contact Office of Academic Advising. With respect to program requirements, faculty advisement may address such things as degree planning (timing and sequencing of courses), identifying the appropriate catalog (degree plan to follow), selecting support electives, and meeting special requirements for a program or student (e.g., clinical performance, immunization, CPR).

### **Transfer Concerns**

Relative to transfer concerns, faculty advisement may include such things as providing information on programs at area transfer institutions, information on out of state/state institutions, and transfer procedures to those institutions. It may also include evaluation of course content of major courses being transferred in for a particular major.

## Career Information

Providing career information may include information about employment opportunities with various levels of education and responding to questions regarding how to select a path to follow within the field.

## Referral

Referral may be done when faculty advice is sought on such matters as financial aid, transportation problems, problems with transcripts, formal degree checks, personal problems requiring counseling, graduation procedures, or any issue that the faculty member determines can be best served by others.

### 4. Provide documentation that reflects accurate and complete cumulative records of educational accomplishment including:

- a. The number of majors (head count and FTE) in the instructional program during each of the last three years and projections for the next two years.

STUDENT HEADCOUNT NUMBERS SINCE 2005 IS AS FOLLOWS:

Graduating MAJORS:	2006	2007	2008	2009	2010	2011
Broadcasting & Journalism	22	32	24	26		

06 Head CT, Cr Hrs, FTE	07 Head CT, Cr Hrs, FTE	08 Head CT, Cr Hrs, FTE	09 Head CT, Cr Hrs, FTE
JB 404 4,370 146	423 4,892 163	337 4,433 148	371 4,961 165

PROJECTIONS:

JB 2010/ JB 2011 JB OCCC Major numbers are growing and constant.

Due to industry and internet demands for students with these skills and the consistent numbers of majors, graduates and enrollment levels of our courses, JB should remain constant. Because of the excellence of our program, receiving institutions also send their students to OCCC to take our courses too.

The above data indicates stability and even growth in the area of credit hours and of full time equivalents of our majors. While individual head count has declined, students choosing the JB program are taking more hours. Students are choosing the JB program and are dedicating more of their time and money to finishing their basics and transferable major courses. Because these skills transcend many of the new media and social media skills, we should stay steady and continue to grow.

The future of this JB major will only grow as the world converges more to the internet and web sites. Because Journalism and Broadcasting is in our name, students, professionals and others using video and other new medias for the first time, seek training and courses in the JB areas to learn the proper use and applications of audio and video to web sites and broadband. Our basic courses educate these new users as to the basic skills of communicate effectively on the Internet and web based messages.

- b. the size of specialized (program major) classes, if any, identified as integral elements in the program during the last three years.



The reductions of the JB course enrollment by average class size is an interesting dichotomy in program growth and better advisement to our students. It is directly proportional to the technology and industry opportunities available for our students. JB course 2001, 2002 and 2003 are the industry internship courses where students secure for themselves a place to study at a radio or TV station, a newspaper or public relations firm. Their hours and duties are monitored by the faculty person of record; their on sight learning is tutorial under the guidance of the business or media operation. Students that have been successful in our basic core courses and have a true desire to work in the business are advised into these courses. In that they are somewhat self-selective, the numbers in these courses remains small. Faculty monitor and maintain communication with the industry sponsor as to responsibilities and the measurement for the internship grade. A letter of understanding is signed by all to assure quality and communication. Also, because the most outstanding students enroll in these internships, the majority of the times, these students will be hired by the business and then take semesters off from college to work in the business.

For one credit hour, students work 50 hours, two credit hours require 100 on site hours, and for three credit hours, students work 150 hours on location.

Average Student Internship class size by credit hours earned.

	FY'07	'08	'09
JB-2001 Internship	1	1	1
JB-2002 Internship	1	2	
JB-2003 Internship	2	2	2
Total students by yr	4	5	3

The reduction in JB course enrollment for 2113 Advertising and 2643 Video Production are misleading because, over this time period, the courses have become cross-listed with other disciplines. For JB 2113 Advertising, the enrollment was actually larger than indicated by these numbers as students chose to enroll through MKT 2343. JB 2643 is cross-listed with ART 2643 and the number is typically has an average of 14 students per section. The reason for this is simple, students transferring to OU can only transfer 9 or at most 12 JB hours, however, they can extend the number of skill classes they take at OCCC by enrolling in the cross-listed sections. We have learned to advise them into the cross-listing for ease of transfer.

Also, because of the popularity of the Final Cut Pro software, students from all across the college such as majors from multimedia, film and video and computer aided design courses are taking our video production course. Over the years we have added a second section of the JB 2643 course to meet the demand. To accommodate student enrollment schedules, each semester one section of JB 2643 is in the daytime and one is offered in the evening. So over all, we are serving more students by offering more sections. The class size is limited at a max of 18. The class size is related to the number of working computers and cameras available for students in a class. Hands on learning has always been a major part of the JB course work. The creation of the Broadcast News Lab through grants and the college matching the grants through the student technology fees has allowed us to teach our classes efficiently and effectively. The addition of Cathy Bowman as the Apple lab maintenance technician has been a key part of our success in the area of efficient computer repair and maintenance. We rely on her expertise to keep us up and running. Even OU professors and students are taking our inter session offerings.

The JB classes JB 2303 Magazine Feature Writing and JB 2413 Principles of Public Relations are introduction courses to a discipline and are major requirements. The courses are taught in regular class rooms not in the specialized labs. This allows for a larger class enrollment. Two years ago JB2413 was offered both in the Fall and Spring semesters. Last year due to small enrollments in the Spring semester, we returned to the once a year offering of JB 2413 Public Relations for the Fall semester only.

Course average class size by year by JB listing only:

	FY'07	'08	'09
JB-2113 Advertising	10	12	9
JB-2303 Magazine	19	10	14

Feature Writing

JB-2413 PR	18	20	12
JB-2643 Video Prod	16	14	12

Speech/Communication

The Speech communication course COM 2213 is a course ideal for having larger numbers for a good audience. The level of involvement between the student with the instructor and with other students keeps this course at a high involvement and retention rate. Course management is about time management to complete the ambitious task of giving every student equal time. We have been very successful at doing this and maintaining the high standards too. Under the leadership of Julie Corff, consistency from section to section is a standard and is operating at a high level. Most of the regular sections have 25 or 26 in them. Because these numbers do not take into account the various class formats whether they be fast track, online or regular, the average enrollment number appears smaller. Generally, there are about 40 sections of COM 2213 taught each year.

Average class size by course and year:

	FY'07	'08	'09
COM-2213	21	22	22

Speech/Communication Avg

21 22 22

The present balance of one professor to class size of maximum of 25 allows the greatest efficiency and effectiveness to teach public speaking.

**c. Instructional cost, including efficiencies and improved learner outcomes achieved through the use of any technology.**

OCCC is committed to providing quality education at times and places most convenient to students. To accomplish this, Distributed Learning Instructional Technology has developed courses which offer several options to students who cannot attend on-campus courses. Those options are online courses, and web-enhanced courses. In addition to providing access Distributed Learning assists faculty in their utilization of technology to enhance student learning by providing software and technology training. Camtasia Software (used for the development of narrated online lectures and tutorials), learning management system (Angel) license, Evergreen training on the LMS, Podcast assistance, equipment and software are among the tools available at the cost of \$120,000.

Also, the incorporation of recording student performances of oral presentations across the college has added to the learning experience of the students and teaching effectiveness of the faculty. Increased funding in this area will enhance student learning and the gathering of oral communication artifacts for assessment purposes. The funding needed is outlined in the concerns and recommendations of the JB review.

**d. The number of FTE faculty in specialized (program major) courses within the curriculum**

Journalism and Broadcasting courses taught by full-time faculty				
	FY'07	'08	'09	
JB-2001 Internship	0.0	0.1	0.1	Higher number indicates fewer full-time faculty teaching
JB-2002 Internship	0.1	0.2		
JB-2003 Internship	0.3	0.3	0.2	
JB-2113 Advertising	0.1	0.1	0.1	
JB-2303 Magazine Feature	0.2	0.2	0.2	
JB-2413 PR	0.2	0.1	0.1	
JB-2643 Video Production	0.3	0.4	0.4	

This data for JB 2643 is incorrect as the Video Production course is taught by an adjunct professor only and has been for years.

	FY'07	'08	'09
JB TOTAL	1.2	1.4	1.1

These main JB courses are taught by our full time faculty from the areas of Journalism and English. This includes news writing, audio production, internships and public relations. In the summer the mass communications course, an OU Gaylord College pre-requisite, is taught by an adjunct professor who is and OCCC graduate who also serves as an adjunct professor at OU .

JB 2643 Video Production is taught 100% of the time by loyal 13 year adjunct Rick Allen Lippert. We are fortunate to have had this stability in this area, as it relates highly to the success of the JB program. Lippert has also been a key contributor on the JB grant writing success and an advisor to other OCCC programs involving multi-media and video. Prior to Lippert's arrival, equipment purchasing and direction for the video part of broadcasting was subject to the semester to semester success or failure of the adjunct in charge or the course. Now with the success of our grants and the focused direction of the program, with Lippert's assistance, we are well on track and our students have won first place in the OBFA student college and university competitions.

Speech/Communication			
Com-2213	4.4	4.3	4.5
Speech/Communication Total	4.4	4.3	4.5

This number in the area of the public speaking and interpersonal communications classes is so high because we have only ONE full time professor dedicated totally to the Speech emphasis, Professor Julie Corff. In order to enhance the on-camera presence of JB students and communications skills of PR majors, Professor Faulconer-Lippert teaches 2 or 3 classes in the Communications area each year. When you consider that more than 1000 students a year take public speaking, having only one full-time professor in the discipline that serves all of general education requirements as well is notable and perhaps not in a good way. In other general education courses such as English, there are multiples full-time faculty to help meet the need and maintain the quality of instruction. OCCC would do well to make a commitment to this finding and add at least one more full time Speech Professor.

**e. Projected job market for graduates in occupational programs during the next two years.**

Even though Journalism/Broadcasting is a transfer program, graduates will be prepared for entry-level positions in the Journalism/Broadcasting fields. Eighteen percent of respondents (two of 11) reported they were working full time, while 64 percent (7 of 11) reported they were working part-time. Two reported they were not working and not seeking employment. About 56 percent of those working reported they were working in jobs related to their

fields. In rating how well their degree program had prepared them to successfully perform their jobs, respondents gave a perfect 4.0 rating on a scale of 1 to 4 with 4 being the highest level. Again this shows a high level of satisfaction with the program.

All the graduates responding to the survey said they met their educational goals at OCCC and would recommend OCCC to another person.

Employment projections for a person in broadcast technician positions and many other related positions indicate job growth in the future of at least 15 %. Related career JB field include:

Communication Studies/Speech Communication and Rhetoric (CIP 09.0101)

Mass Communication/Media Studies (CIP 09.0102)

Communication and Media Studies, Other (CIP 09.0199)

Journalism (CIP 09.0401)

Broadcast Journalism (CIP 09.0402)

Photojournalism (CIP 09.0404)

Journalism, Other (CIP 09.0499)

Radio and Television (CIP 09.0701)

Digital Communication and Media/Multimedia (CIP 09.0702)

Radio, Television, and Digital Communication, Other (CIP 09.0799)

Organizational Communication, General (CIP 09.0901)

Public Relations/Image Management (CIP 09.0902)

Advertising (CIP 09.0903)

Political Communication (CIP 09.0904)

Health Communication (CIP 09.0905)

Public Relations, Advertising, and Applied Communication, Other (CIP 09.0999)

Publishing (CIP 09.1001)

Communication, Journalism, and Related Programs, Other (CIP 09.9999)

The statistics from the Source: EMSI Complete Employment - 2nd Quarter 2009 v. 2010 list that there are 143 2009 Occupational Jobs, with projected growth being 165 jobs by the year 2014. The total change just in this one job classification is 22, with the annual openings being 9. The total replacement jobs will be 23. The 2009 Median Hourly earnings/worker is \$12.41 which is good pay for a beginning technician.

Total Change 22

Total % Change 15%

2009 Median Hourly Earnings/Worker \$12.41

Annual Openings 9

Total Replacement Jobs 23

The job market regionally is more sound than the national job market growth. 22 jobs regionally mean a 15% growth, compared to the growth change in the state is 9% and 8% growth change nationally. according to the SOC Code Description of Regional Change.

And the Oklahoma City Metro are offers the most job opportunities than surrounding counties. The opportunities somewhat mirror our enrollment data with Oklahoma county being the highest, followed by Cleveland and then fewer from counties with a longer commute.

Oklahoma, OK (40109) 128

Cleveland, OK (40027) 12

Logan, OK (40083) <10

McClain, OK (40087) <10

And although this data is helpful with the broadcast technician forecast, it is not a total picture of the job possibilities of many JB graduates.

This does not take into account the new job areas for JB graduates providing video and audio for web sites and doing multi-media, which should expand the possibilities. Also, JB graduates are also training in the area of public relations, which is a growing field and part of every entity these days.

## **f. The success of transfer students based on GPA comparisons.**

During the time period of 2005 to 2008, 44 of 100 JB graduates returned graduate surveys reporting on their experience at OCCC. From the graduate surveys of the past four years, 26 of these 44 graduates reported transferring to UCO, 14 to OU, 2 to OCU and 2 to other institutions. Of those returning surveys, those continuing on to 4 year institutions range from 64.7% or 17 graduates in 05, 80.0% or 10 graduates in 06, 89.5% or 19 graduates in 07 and 100% or all 11 JB graduates in 08.

Only 2 of these 44 JB students in the past four years have had transfer credit challenges and each time it was for one 3 hour class. On the whole, JB faculty advisors have been effective in maximizing students credits at the receiving institutions.

Over the years respectively, these students rated their OCCC experience as it prepared the graduate for continued education (1-5 scale) These scores indicate very high opinion of their OCCC preparation.

IN 2005 4.60, 2006 4.88, 2007 4.65 and 2008 4.55 with 90.0%, 89.5% and 100% of the graduates saying they achieved their academic goals in JB at OCCC.

It should be noted however, that more OCCC JB graduates transfer to UCO than OU in the past 4 years. Nevertheless, OCCC JB graduates are highly recruited by the OU Gaylord College. OU representatives regularly make classroom recruitment visits and support our students with nice transfer and academic scholarships. The OU faculty informally report to us regularly, they prefer OCCC JB transfer students because our students are so well prepared. They would like to attract more of our JB graduates. OCCC faculty also maintain open lines of communication with UCO faculty. The lower cost of tuition and more accommodating culture at UCO may be factors in more of our students choosing that program.

The University of Central Oklahoma 2009 transfer report indicated that OCCC students earn a GPA of 2.8 after transferring, which is the same grade point for all the undergraduate students at UCO. Informal surveys of former students by OCCC JB faculty indicate that our students have success at UCO and OCU as well. Our students are valued for their skills and their preparation in transferring to receiving institutions. It should be noted that this program review incorporated all of the data provided specific to the Journalism and Broadcasting degree program.

### **5. Provide documentation that a process exists to insure that cumulative records of educational accomplishment are securely and permanently maintained for every student, and transcripts are issued upon student request.**

The Registrar's Office establishes an official record for each student admitted to the college. Cumulative academic records are maintained and archived in compliance with all federal and state requirements and in accordance with American Association of Collegiate Registrars and Admissions Officers (AACRAO) recommendations.

The College complies with the Federal Rights to Privacy Act of 1974, as amended, regarding record integrity, security, access, and the release of Directory Information. Transcripts are issued directly to the student upon request and at no charge.

**6. Provide evidence that a formalized and effective process to address student complaints is in place and available to students.**

The Student Handbook describes the student grievance procedure. The Student Handbook is published annually so that changes can be made to stay current with all state and federal policies and rules.

Also students may at any time submit questions or complaints in boxes located across campus. The Office of the Vice President for Enrollment and Student Services collects the input from these boxes and addresses the student's question or complaint. The results are given to the student, reviewed by The Leadership Council, published on a public bulletin board in the Main Building of campus, and published in the Student Services Annual Report.

**7. Provide institutional recommendations as the result of the program review and planned actions to implement recommendations.**

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.

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.

3. Hire a second full-time Professor of Speech Communications. In order to continue the new standards in the Speech program, a second Professor of Speech to run the lab and coordinate the online public speaking sections is needed.

4. Create a dedicated Public Speaking lab. Develop a designated classroom that would act as a classroom and a speech lab. It would be equipped with multimedia technology, computers, and a stationary camera/lap top for taping student performances. Students would sign up for lab time just as they do for the broadcasting lab. Their speeches would be taped and then ready to view immediately on the computers provided. On-line students would sign up for their time to be taped and then use the computers in the lab to upload their speeches to You Tube.

5. Create part-time student lab assistants and/or AV assistants for recording students in the Public Speaking lab. Part of the success of any OCCC lab is the student lab assistants who aid in its operation. In order to record all students' speeches, more student workers are needed to support the effort. A complete outline of the need is in the review. Hiring of student workers will suffice until the public speaking lab is created. Then it will be important that the lab have the proper supervision.

The number one priority of this program is to provide enough staffing to record all public speaking sections and each of the core speeches as they are being performed. To achieve this objective would require additional staff in Instructional Video Services. To require all sections to record to all 4 speeches would essentially double the number of hours. This would be the equivalent of a full-time person dedicated to recording speeches for 12.5 weeks of a 16 week semester. Since some sections overlap there is need to have multiple staff members on hand to cover the need. Utilizing work study students is a good solution; however, working around their class schedule is difficult sometimes. The best solution

would be to augment the staff of IVS with at least one more full-time and one part-time employee. This would allow the flexibility necessary to cover all sections. Work study students could still be used to fill in the gaps in scheduling.

6. 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.

7. 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.