

|                                                                                                                                                                                     |                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| Program Review Self-Study Year: 2020                                                                                                                                                |                                                                                                   |
| Division of Arts, English and Humanities                                                                                                                                            |                                                                                                   |
| Associate in Arts: Journalism and Broadcasting (043):                                                                                                                               | Options:<br>Broadcasting option (033)<br>Journalism option (034)<br>Public Relations option (035) |
| Prepared by:<br>Preparer No. 1 Markus A Zindelo, professor of mass media communication<br>Preparer No. 2 Wendy Brunner, professor of mass media communications, program coordinator |                                                                                                   |

**I. Introduction**

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

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

The Journalism and Broadcast program has been reviewed several times over the last decade, in 2010 and 2015 respectively.

The review is historically conducted through data collection by Institutional Effectiveness and analysis from long-standing program faculty. This year, though, the program review is being done by faculty members who have limited knowledge of the program from 2015-2019 as one has been recently hired and the other faculty member who prepared this review had been part of the program from 2002-2014, then returned to the program in 2018.

There were no outside consultants who assisted with the review. The review is not being completed as part of an accreditation visit. Rather, it serves as opportunity to explore where the program has been, its successes and challenges, and its desire for continual improvement.

As part of this section, we are reporting on the prior recommendations from 2015 and how they were or were not addressed.

In 2015, the review team noted the following recommendations:

**2015 INSTITUTIONAL RECOMMENDATIONS**

1. JB will seek a full-time faculty position through the college budgeting process.
2. JB will recommend needed hardware and software upgrades through the college budgeting process.
3. JB faculty will be encouraged to meet and consult with faculty from the OU Gaylord College, and UCO, OCU and other receiving transfer institutions as needed.

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

5. JB faculty will work with OCCC academic advisement for more indirect and direct communication with students about curriculum offerings and transfer paths of matriculation to receiving institutions.

**In examination of program development for the last 5 years, below are the RESULTS of the INSTITUTIONAL RECOMMENDATIONS from 2015.**

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

**RESULT:** Each year the JB program asked for an additional full-time faculty member to teach the video broadcast sections and others related to electronic media. Each year, the request was denied. Only through the retirement of the only full-time faculty teaching courses in the broadcast option (focused on audio production) was a full-time faculty hired in 2019 to teach all electronic broadcast courses and others.

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

**RESULT:** Each year the program faculty have requested hardware (broadcast equipment such as cameras, mics, lighting kits, radio mixing board and computers for editing). Yet, none of the video and very few pieces of audio equipment was afforded, leaving the program to utilize out-of-spec and out-of-date video and audio equipment as well as computers.

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

**RESULT:** Because of retirements it is unclear if formal consultation was undertaken in 2015-18. In 2018 and 2019 faculty members did consult with faculty from the receiving institutions by serving on state professional journalism associations and boards that meet regularly as well as by attending state conferences.

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

**RESULT:** The program did pilot the "Writing for the Web" course as a special topics course, yet due to transfer challenges (it transferred only as a JB elective) and low enrollment, the pursuit of developing the course into a JB emphasis requirement was abandoned. The course is no longer offered and no longer listed for enrollment.

Furthermore, the 2015 Program Review lists these PROGRAM RECOMMENDATIONS

Four recommendations made in 2015 were considered the key steps to OCCC's JB continued success:

1. Hire a full-time professor of video production.
2. Seek continued financial institution support for software and technology updates.
3. Maintain transfer course acceptance and agreements and rapport with receiving institutions and industry.

4. Update the Journalism degree by piloting a "Writing for the Web" course to advance the convergence skills that our industry and society demand.
5. More indirect and direct communication with students about curriculum offerings and transfer paths of matriculation to receiving institutions.

**An analysis of the PROGRAM RECOMMENDATIONS shows the following results from the 2015 PROGRAM RECOMMENDATIONS**

1. Hire a full-time professor of video production.

**RESULT:** Each year program faculty requested an additional full-time faculty member to teach the video broadcast sections and others. Each year, the request was denied. Only through the retirement of the only full-time faculty teaching courses in the broadcast option (focused on audio production) was a full-time faculty hired in 2019 to teach all electronic broadcast courses and others. But, that faculty member was fired by the dean during her probationary period—leaving the program with only one faculty member.

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

**RESULT:** Although each year thousands of dollars of student technology monies were requested, only about \$500 was allocated from program-specific budget over 5 years and none from student technology fees (at least there are no records to support that any technology fees were given). In 2018 alone, program faculty paid more out of pocket for equipment than any other source, over \$1,350 with no request or expectation of reimbursement. While any amount of monies is appreciated, the money allocated nowhere meets the needs of the program's very outdated equipment—especially the video cameras that students use and the mixing board in the radio booth.

3. Maintain transfer course acceptance and agreements and rapport with receiving institutions and industry.

**RESULT:** Formal and informal transfer agreements have held steady except with the exception that one state school (OSU) has stopped accepting any course-for-course journalism transfer from any college. Rapport with receiving institutions and industry still remains good because of regular connections between OCCC program faculty with all institutions, due to strong showing in statewide competitions, the good work our students do in local and state media paid positions and internships, and because of the reputation of program faculty and students who have graduated. However, OU will not accept any course-for-course transfer of electronic media courses, UCO will not accept any course-for-course transfer except Principles of Public Relations and News Writing. They also will not accept as direct transfer any electronic media courses. Any OCCC JB courses except those listed will only be accepted as elective credit, which is of high concern for our program. **(See recommendation about program collapse below). This is because we don't have a studio component for our broadcast emphasis courses.**

4. Update the Journalism degree by piloting a "Writing for the Web" course to advance the convergence skills that our industry and society demand.

**RESULT:** The program did pilot the Writing for the Web course as a special topics course, yet due to transfer challenges (it transferred only as JB elective) and low enrollment, the pursuit of developing the course into a JB emphasis requirement was abandoned. The course is no longer offered and is no longer listed for enrollment.

5. More indirect and direct communication with students about curriculum offerings and transfer paths of matriculation to receiving institutions.

**RESULT:** From 2016-2019 program faculty regularly met with students in JB open houses, sent direct messages to student's emails, and met one-on-one in advising sessions, with the latter years becoming less communicative (likely due to retirements, resignations and other reasons). In 2019 the college shifted its advising model to focus on Student Success Advising, which has actually discouraged students from meeting with program faculty; thus, the communications aspect has declined even more so.

Literals were devised for each of the emphases and listed in the online degree sheets (there is no longer a physical copy of a college catalog).

## II. Executive Summary

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

The college's mission is "OCCC provides broad access to learning that empowers students to complete a certificate or degree and that enriches the lives of everyone in our community."

OCCC's Ends are:

1. "Access: Our community continues to have broad access to valuable certificate and degree programs, and non-credit educational opportunities and events."
2. "Student Success: Our students successfully complete their academic courses, persist in college, and earn certificates or degrees at OCCC or another institution."
3. "Workforce Development: Our graduates earn higher-level degrees or are successful in technical and professional careers."
4. "Community Development: Our community's quality of life is enriched through our educational, artistic, and recreational programs and events."

In the Division of Arts, English and Humanities, the Journalism and Broadcasting program embodies and has successfully fulfilled the OCCC Mission and Ends.

They do so by graduating a larger number of students collectively than most other specific disciplines in the Division. While Diversified Studies and Liberal Studies graduate more collectively, they are not discipline specific.

Journalism and Broadcasting offers three emphases: Broadcasting, Journalism, and Public Relations, which are transfer degrees, and the students within those emphases regularly transfer to in- and out-of-state colleges and universities where they earn bachelor's degrees.

Not only do those students who graduate with an associate degree transfer, but many take positions during or right after their AA degree pursuit as radio programmers, public relations technicians and stringers

(freelancers) for area newspapers, radio producers at local media and as camera operators, which all make meaningful changes in the communities they serve.

The emphases are founded on the idea that students should be able to obtain work in their respective fields after completing courses that focus on the building of technical skills and not only theory. All program courses, except one, are project-based courses that require students to not only learn conceptually about how something happens but to learn by doing. It is the rigor and many real-world projects the students complete that allow our students to go to work during or after their pursuit of the program and which allow them to have a positive impact on the communities. (Note: this has changed in 2020 as Public Relations was required to have only courses that are 8-weeks, which does not allow students to do campaigns. Further, News Writing was forced to have only 8-week courses and most students in the course no longer can write two stories well for the campus newspaper. These changes were made by administrators who had no understanding of the importance of the students doing actual work and who did not understand that doing so will not allow for the rigor or the real-world project assignments that have been a hallmark of the program's and its key to success.)

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

1. Long-standing faculty are dedicated, experienced, and devoted to student success. Current JB faculty have won college, regional and national teaching and industry awards and have almost a half century of teaching and industry excellence. By our empowerment, our students better the community. When the collective 2015-2020 faculty are combined, these accolades double.
2. Technology support through two learning labs, the Pioneer and the Broadcast News Lab, for which we are very grateful the college continues to support.
3. Outstanding support personnel by way of student workers (however, in 2020 the program was no longer afforded any money to hire any student workers for the Broadcast news lab – the lab that students use for tutoring, to get equipment, etc. We are now the only AEH learning lab with no student workers).
4. Student success as seen through transferring to four-year schools and taking on leadership roles in their collegiate media, winning scholarships and state awards, securing internships, and working for the local and state media.

Throughout this review, which was very helpful in determining the viability of the program and needs for longevity, the following key findings and recommendations are as listed:

#### KEY FINDINGS:

The students in the program have been rather successful as data from course completion and annual program assessment shows. Overall, more than 80 percent of the students in the courses complete them with high marks. Also, their program-assessed artifacts show they are mastering the concepts of the program courses and demonstrating competence. (In the first terms of 2020 and with the forcing of an 8-week structure, the success rates plummeted).

Further, the students are graduating in high enough numbers overall to point to the program's viability.

Also, despite the bruising the profession is taking—from layoffs, a political climate that has brought about the term “fake news,” and news gatherers expected to do more for less – students still see OCCC as the place to start their pursuit of the profession. (In the first two terms of 2020, likely due to the forcing of the classes all online and 8 weeks, most of the major program courses have been canceled due to low enrollment. This downward spiral of enrollment is projected into 2021)

Another one of the strengths is students in the program within 10 weeks of their program courses are doing real journalism and public relations for real audiences. Ours is a hands-on program and not one that is only theory based. Whereas other schools' students learn about what journalism and public relations is through

lecture, ours learn by doing. This strength has already seen dissipation because of the -8-week course requirement that no longer gives the students 10 weeks to get a solid foundation.

The program's front facing print newspaper, The Pioneer, as well as its online sites and social media presence continues to be a flagship and much respected product of the program.

Another of our strengths is the faculty, both new and long-standing. Collectively our faculty have over 50 years of collective work in professional media and in public relations. (This has changed dramatically in 2020 due to the only other full-time faculty being fired during her probationary period. Now, the program has only one fulltime faculty and two adjuncts, who teach for the college when their courses aren't being canceled due to low enrollment).

The program's transferability is still strong with OU, UCO, OCU and other schools, and we still keep our transfer agreements with ECU.

#### MAJOR RECOMMENDATIONS:

The review uncovered some serious concerns, but the concerns may be addressed through the following recommendations:

Collapse the three JB emphases into one program - no longer offer separate public relations, journalism and broadcast tracks; instead focus on converged multimedia learning which better reflects the broad skill set required to work in any contemporary mass communications field.

Adopt a student-fee funding model to ASSIST with equipment updates, such as an editing lab fee and an equipment use fee, for all students in the program. These fees should not be in place of continual requests for funds for new electronic media equipment (cameras, mics, radio mixing board, lighting kits), which are almost out of their usable lives and are no longer industry standard.

Continue to stress the importance of the extended learning times (16 weeks) for our production and public relations students. It cannot be understated that 8-weeks is not enough time to build a solid foundation in this field.

Find a way to restore the Pioneer staff funding to its 2016 level. There can be no news produced for the campus and for the historical record of OCCC without a staff. (At least one meeting has taken place in 2020 to restore the funding. The Provost said the money could be restored. The Program should submit a proposed budget each December explaining the amount needed for student staff (reporters, editors) and for printing.

Explore retooling the broadcast production courses to include a television studio component, because without our students learning about studio production, transfer schools have stopped allowing the credits from our broadcast courses to transfer as anything but lower-level elective credit. Preliminary meetings between the program chair, the Dean and the Vice President of Academic Affairs were held in fall 2020 and there is a possibility of using the Sound Stage in the VPAC as a makeshift studio.

More must be done to explore ways to keep the Pioneer and Broadcast News and Learning lab running, up to date, and keep equipment available for students.

### III. Analysis & Assessment

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

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

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

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

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

The Journalism, Broadcasting and Public Relations program directly supports the college's mission in many ways.

**The college mission statement is "OCCC provides broad access to learning that empowers students to complete a certificate or degree that enriches the lives of everyone in our community."**

One only has to compare how the program empowers students, helps them earn degrees that transfer to our four-year partners, and use the training learned through the program to enrich the lives of those in the community to see how effective the program is.

OCCC's Ends are:

1. Access: Our community continues to have broad access to valuable certificate and degree programs, and non-credit educational opportunities and events.
2. Student Success: Our students successfully complete their academic courses, persist in college, and earn certificates or degrees at OCCC or another institution.
3. Workforce Development: Our graduates earn higher-level degrees or are successful in technical and professional careers.
4. Community Development: Our community's quality of life is enriched through our educational, artistic, and recreational programs and events.

In the Division of Arts, English and Humanities, the Journalism and Broadcasting program embodies and has successfully fulfilled the OCCC mission and Ends.

They do so by graduating a larger number of students collectively than almost most other specific discipline in the division. While Diversified Studies and Liberal Studies graduate more collectively, they are not discipline specific.

Journalism and Broadcasting offers three emphases: Broadcasting, Journalism and Public Relations, which are transfer degrees, and the students within those emphases regularly transfer to in-and-out of state colleges and universities where they earn bachelor's degrees.

Not only do those students who graduate with an associate's degree transfer, but many take positions during or right after their AA degree pursuit as radio producers, public relations technicians and stringers (freelancers) for area newspapers, which all make meaningful changes in the communities they serve.

The emphases are founded on the idea that students should be able to obtain work in their respective fields after completing courses that focus on the building of technical skills and not only theory. All program courses, except one, are project-based courses that require students to not only learn conceptually about how something happens but to learn by doing. It is the rigor and many real-world projects the students complete that allow our students to go to work during or after their pursuit of the program and which allow them to have a positive impact on the communities.

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

1. Long-standing faculty that are dedicated, experienced, and devoted to student success. Current JB faculty have won college, regional and national teaching and industry awards and have almost a half century of teaching and industry excellence. By our empowerment, our students better the community. When the collective 2015-2020 faculty are combined, these accolades double. (Note, as of 2020, we only have one long-standing fulltime faculty member in the program and one long-serving broadcast faculty member who teaches for us as an adjunct. The adjunct has taught for us for only one year).
2. Technology support through two learning labs, the Pioneer and the Broadcast News Lab, for which we are very grateful the college continues to support.
3. Outstanding support personnel by way of student workers who also serve as instructional assistants, and by a Macintosh lab assistant who keeps the BNL running. (In 2020 we were no longer allowed money to hire students workers for the BNL).
4. Student success as seen through transferring to four-year schools and taking on leadership roles in their collegiate media, winning scholarships and state awards, securing internships and working for the local and state media.

The Journalism and Broadcasting program is founded upon building practical skills that benefit students in many more ways than only becoming journalists and technicians. Rather, the students in the program learn essential skills that many programs don't focus on. The JB students learn to be good citizens with a solid understanding of how importance accuracy, communication, ethics, honesty, critical thinking, fairness, culture, and history are to the communities they live and strive to work in. The JB students must focus on these concepts throughout their work in the program constantly as they do their forward-facing projects and assignments that demonstrate mastery of the foundational practical skills necessary for the professions they seek to be employed in.

Each of the program courses causes students to undergo hands-on experiences where students learn to apply the discipline's principles and skills in ways that connect them in positive ways to serving their communities. JB, each year, continually examines its curricular requirements to ensure the students are meeting the college's transfer goals and ever-changing industry standards. This includes no more than 12 hours of JB major requirements, which do transfer to our primary transfer institutions of the University of Oklahoma and the University of Central Oklahoma in different ways. In each of three emphases, students are able to take the appropriate number of hours and acquire a good working knowledge of the skills of the discipline, which allow them to be well above the curve of success relative to their university peers. Further, our current and graduating students more easily find employment in print and electronic media outlets, and they gain internships that most students after 1-2 years never would be considered for.

## **B. Vitality of the Program**

Vitality of the program refers to the activities and arrangements for insuring its continuing effectiveness and efficiency. To maintain its vitality and relevance, a program must plan for the continuous



evaluation of its goals, clientele served, educational experiences offered, educational methods employed, including the effective incorporation of technology, and the use of its resources. This vital principle or force can best be observed by examining the past and present initiatives to insure the vitality of the faculty, students, and program.

#### 1. List Program Objectives and Goals

The Program assesses itself against the following outputs each academic year between 2015 – 2019

**Outputs:**

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

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

Due to a change in institutional assessment planning procedures, the program was caused to change its assessment to five outcomes, with no outputs, and due to the change, these outputs were eliminated in 2018.

#### 2. Quality Indicators

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

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

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

From 2015-2018, the program had only three outcomes and assessed itself using the three below, which measured the program emphases differently.

**Old Outcome 1: Broadcasting graduates will prepare a broadcast reel or CD that demonstrates their technical skills in audio and/or video production.**

**Old Outcome 2: Journalism graduates will demonstrate basic reporting skills by submitting a portfolio of articles published in the Pioneer. This portfolio will constitute the string book, or portfolio of work, that a journalism graduate would present to a potential employer in the job-application process. The portfolio will demonstrate the graduate's ability to interview multiple sources about newsworthy topics and write publishable stories that include direct quotations and paraphrases.**

**Old Outcome 3: Public Relations graduates will submit a campaign portfolio which demonstrates effective use of a multi-media approach in promoting an activity, cause or an institution.**

Due to a change in institutional program assessment planning procedures, the program was caused to change its assessment to five outcomes, with no outputs. Due to the change, these outcomes were adopted in 2019.

Also, the assessment process now requires that all three emphases are assessed with the same outcome yearly. Due to the change, these outcomes were adopted in 2019. The program assesses itself against these outcomes on a five-year basis. Each outcome is assessed once in a rotational basis during five years.

**Outcomes:**

**New Outcome 1: Journalism, Broadcasting and Public Relations students will be able to generate work-ready news stories for publication.**

**New Outcome 2: Journalism, Broadcasting and Public Relations graduates will be able to demonstrate accurate use of industry required writing format.**

**New Outcome 3: Journalism, Broadcasting and Public Relations graduates will be able to apply modern media ethical approaches for their given fields of study.**

**Outcome 4: Journalism, Broadcasting and Public Relations graduates will be able to synthesize two elements of mixed-media messaging to produce content at a work-ready level.**

**Outcome 5: Journalism, Broadcasting and Public Relations graduates will produce work-ready-level information to positively impact a chosen public/audience.**

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

**Old outcome 1 Rubric**

Broadcasting: A satisfactory broadcast-quality product will contain at least two spots or features of at least 30-seconds in length. Each spot or feature must contain music, voice and sound effects. Video features also will include visuals.

Eighty percent of graduates will score 30 points or higher on the broadcasting rubric. (Rubric below)

Broadcasting Rubric: Broadcasting graduates will prepare a broadcast reel or CD that demonstrates their technical skills in audio and/or video production. A satisfactory broadcast-quality product will contain at least two 30-second spots or video features. Each 30-second spot must contain music, voice and sound effects. Eighty percent of graduates will score an average of 30 or higher on the broadcasting rubric. (Scoring: 5 = Outstanding 4=Good 3=Average 2=Fair 1= Poor)

1. The designated spot or feature length \_\_\_\_\_points
  2. Audio and/or video quality \_\_\_\_\_points
  3. Effective use of music \_\_\_\_\_ points
  4. Effective use of voice \_\_\_\_\_ points
  5. Effective use of sound or sound effects \_\_\_\_\_ points
  6. Effective creative writing \_\_\_\_\_points
  7. Professionalism \_\_\_\_\_points
  8. Longevity effect (memorability) \_\_\_\_\_points
  9. Effective editing techniques \_\_\_\_\_points
  10. Overall impression \_\_\_\_\_points
- Total \_\_\_\_\_points of 50 points

Professional quality means: (A) NO dead air or silences.  
(B) NO bad edits, distortions or jumping camera moves.  
(C) NO pops, "wow's", or foreign noises on projects.  
(D) VOICE presentation of a professional broadcaster

(E) OVERALL sound and video quality, attention to creativity, degree of complexity and writing skill will be considered on all broadcasting projects.

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

### Old Outcome 2 Rubric

Specific Criteria for Journalism Portfolio Evaluation: Journalism graduates will submit a portfolio of published stories. A journalism rubric will be used to gauge the quality of the portfolio.

Eighty percent of journalism graduates will score 8.0 or higher.

(Rubric below.) JOURNALISM RUBRIC For Evaluating the Writing Portfolio of Graduates

Fair = 1 point

Good = 2 points

Excellent = 3 points

Measurement: Fair Good Excellent

Number of published stories one two three or more Sub-total \_\_\_\_\_

Average number of sources one two three or more (per story) Sub-total \_\_\_\_\_

Average number of direct quotes one two three or more (per story) Sub-total \_\_\_\_\_

Average number of paraphrases one two three or more (per story) Sub-total \_\_\_\_\_

Total \_\_\_\_\_

Eighty percent of journalism graduates from Oklahoma City Community College will earn 8 points or more on this evaluation of their writing portfolio. Published stories will be defined as bylined news articles published in the Pioneer student newspaper or other news publication, such as a local newspaper or magazine.

Published stories shall not include editorials, reviews or letters-to-the-editor. Sources will be defined as people the reporter interviewed in order to write the news article. The sources may be interviewed in person, by telephone or by e-mail. They must be identified by name and title (e.g. college vice president or nursing student).

Web sites shall not be counted as sources for the purpose of this evaluation.

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

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

Public Relations:

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

(Rubric below.)

Public Relations Portfolio:

Publicity Campaign

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

Categories to be considered:

- 1) Client Research: The portfolio project presents the client's history, economic demographics, target audience perception, strengths and weaknesses, and improvement ideas. Comments: \_\_\_\_\_ (points 10-1)
- 2) Campaign Development / Media Strategy The portfolio project creates a campaign theme, slogan, appeal, media plan and explains its relevance to the client's goals and media strategy. Comments: \_\_\_\_\_ (points 10-1)
- 3) Creative and Media scripts/samples: The portfolio project has complete campaign creative media script samples for each of the media listed. Each of these will be evaluated based on the correct media formatting, relevance to theme, effectiveness of the message, professionalism and creativity.

Electronic media:

Radio - one 30-second commercial script and one 60-second commercial

b. TV - one 30-second and one 60-second commercial storyboard Comments: \_\_\_\_\_ (points 10-1)

Print Media:.

Print - brochure or newspaper/magazine ad

Social media -ideas and examples Comments: \_\_\_\_\_ (points 10-1) 4)

Event:

Details, Professionalism

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

Comments: \_\_\_\_\_ (points 10-1) Total \_\_\_\_\_

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

**Outcome 1 (New used in 2019) Journalism, Broadcasting and Public Relations students will be able to generate work-ready news stories for publication.**

|                                                                                                                                                         |  |                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Measure</p> <p>Student stories and packages will be assessed using discipline-specific rubrics designed with input from program advisory boards.</p> |  | <p>Anticipated Target (required):</p> <p>80 percent of graduates will meet the benchmark as measured by discipline specific rubrics.</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------------------------------------------------------------------------------------------------------------------|

Assessment Rubric:

Journalism Writing Rubrics

**News Story Rubric Objectives**

**Accomplished 10-11 points**  
**Skilled 8-9 points**  
**Developing 6-7 points**  
**Needs Improvement 5 points or less**

**Effective & Appropriate Lead**

Lead is original and catchy; fits well with the rest of the story; invites readers into the piece; contains a strong nut graph if lead is not a summary lead. If a summary lead is used it contains the who, what, when, where. Lead is appropriate to story and fairly effective at getting attention; shows some signs of originality; contains an effective nut graph, if necessary. If summary lead is used to begins with where or when.

**TOTAL\_\_\_\_\_/10**

**Adequate Use of Primary Sources, Mainly Interviews**

Evidence of reporter trying to get as many sources as necessary to adequately present all sides in the story; all are identified; info is properly attributed; all info is accurate, thorough; uses best sources.

**TOTAL\_\_\_\_\_/10**

**Quotes Show Evidence of Careful Reporting**

Strong evidence of good research and interviewing by the use of effective, storytelling quotes that cover a broad range of the topic; good use of quote-transition formula.

**TOTAL\_\_\_\_\_/10**

**Effective Organization and Flow (deals with structure)**

Story is in inverted pyramid form (unless feature story) with info in descending order of importance; strongly organized with clear transitions and logical connections that create a sense of being tightly woven together

**TOTAL\_\_\_\_\_/10**

**Clear Focus and Unity (deals with content)**

Focus of story is clear; nothing detracts from primary focus; everything contributes to overall angle

**TOTAL\_\_\_\_\_/10**

**Interesting & Effective Writing Style**

Writing is strong and effective with a clear voice and a variety of sentence structures; piece is tightly written; utilizes active verbs and vivid word choice; original writing

**TOTAL\_\_\_\_\_/10**

**Journalistic Style (AP).** NO errors in journalistic style (quotes, dates, scores, numbers, money, percents, time, commas, etc.). Attributions are done correctly with said in the appropriate spot. If it is a two-sentence quote attribution is in the middle or in the appropriate spot.

**TOTAL\_\_\_\_\_/20**

**Grammar and Spelling**

Story is well edited and virtually flawless; NO spelling errors; includes the proper spelling of all names.

**TOTAL\_\_\_\_\_/10**

**Paragraphing**

Student is using short journalism paragraphs. All quotes are in separate paragraphs. Paragraphs are not over 60 words. Each paragraph contains one thought.

**TOTAL** \_\_\_\_\_ /10

**TOTAL** \_\_\_\_\_ /100

Public Relations Students will be assessed upon their Media Releases, which follow rules for correct journalism writing.

Media Release Grading Rubric

|    |                                                                                                                                                                                                                                                                                                                                                                        |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5  | <b>Upperleft hand corner contains proper verbiage:</b>                                                                                                                                                                                                                                                                                                                 |
|    | News Release                                                                                                                                                                                                                                                                                                                                                           |
|    | FOR IMMEDIATE RELEASE                                                                                                                                                                                                                                                                                                                                                  |
|    | <b>Bottom of Release contains prober contact information</b>                                                                                                                                                                                                                                                                                                           |
|    | CONTACT:                                                                                                                                                                                                                                                                                                                                                               |
|    | Name                                                                                                                                                                                                                                                                                                                                                                   |
|    | Address                                                                                                                                                                                                                                                                                                                                                                |
|    | Telephone (both home and office)                                                                                                                                                                                                                                                                                                                                       |
|    | Fax                                                                                                                                                                                                                                                                                                                                                                    |
|    | Email address                                                                                                                                                                                                                                                                                                                                                          |
|    | Web Site address                                                                                                                                                                                                                                                                                                                                                       |
| 10 | <b>Catchy headline in bold.</b> Uses strong verbs and nouns. Capitalize the first letter of all words in the headline (with the exception of articles and prepositions such as "of", "to," or "from.")                                                                                                                                                                 |
| 3  | <b>Dateline</b> information correct (Fenton, MI – March 8, 2003 –                                                                                                                                                                                                                                                                                                      |
| 30 | <b>Lead paragraph:</b> First two sentences strong, grab readers' attention. Concentrates on the 5 Ws and the H: who, what, where, when, why and how. Make sure the audience understands why the information is intended for them and why it is important. Start with a brief description of the news, then distinguish who announced it, and not the other way around. |
| 30 | <b>Body:</b> Expand on the facts you delivered in the lead paragraph. Use strong nouns and verbs and avoid adjectives and adverbs, if possible. It is acceptable to quote an authority or someone in your company. Can be several paragraphs.                                                                                                                          |
| 30 | <b>Conclusion:</b> Recap your announcement and highlight any additional information that might boost your release.                                                                                                                                                                                                                                                     |
| 2  | <b>Bottom:</b> Center ### to signify that the press release has ended                                                                                                                                                                                                                                                                                                  |
| 5  | Double space all paragraphs; no need to indent                                                                                                                                                                                                                                                                                                                         |
|    | Use 8 1/2 x 11 paper, a minimum of one-inch margins on each side                                                                                                                                                                                                                                                                                                       |
| 5  | Follow rules of grammar                                                                                                                                                                                                                                                                                                                                                |
|    | Every word counts and count every word (try to keep release to one page)                                                                                                                                                                                                                                                                                               |
| 10 | No spelling errors                                                                                                                                                                                                                                                                                                                                                     |

|       |      |
|-------|------|
| Total | /100 |
|-------|------|

**RADIO SCRIPT RUBRIC**

| <i>Criteria</i>                | <b>4<br/>Excellent</b>                                                                                                                                            | <b>3<br/>Proficient</b>                                                                                                                                                                | <b>2<br/>Adequate</b>                                                                                                                                                                    | <b>1<br/>Beginning</b>                                                                                                                                            |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Format/Style</b>            | Shows exceptional understanding of script format. Radio and broadcast techniques studied in class have been used perfectly in the practical project / production. | Shows considerable understanding of script format. Radio and broadcast techniques studied in class, for the most part, have been used correctly in the practical project / production. | Script shows moderate understanding of script format. Some evidence that Radio and broadcast techniques studied in class have been used correctly in the practical project / production. | Shows limited understanding of script format. Radio and broadcast techniques studied in class have not been used correctly in the practical project / production. |
| <b>Organization/Continuity</b> | The script is very organized and has excellent transitions from the beginning, middle and end.                                                                    | The script is very organized and has clear transitions from the beginning, middle and end.                                                                                             | The script is very organized and has clear transitions from the beginning, middle and end.                                                                                               | The script is very organized and has clear transitions from the beginning, middle and end.                                                                        |
| <b>Grammar (S-V-A)</b>         | The script has no error in grammar, specifically in S-V-O                                                                                                         | The script has 1-3 errors in grammar on S-V-O.                                                                                                                                         | The script has 4-6 errors in grammar on S-V-O.                                                                                                                                           | The script has 7 and more errors in grammar on S-V-O.                                                                                                             |
| <b>Conventions</b>             | The script has no error in capitalization, punctuation marks, and spelling.                                                                                       | The script has 1-3 errors in capitalization, punctuation marks, and spelling.                                                                                                          | The script has 4-6 errors in capitalization, punctuation marks, and spelling.                                                                                                            | The script has 7 and more errors in capitalization, punctuation marks, and spelling.                                                                              |
| <b>Neatness</b>                | The script is exceptionally neat.                                                                                                                                 | There are 1-3 erasures spotted in the script.                                                                                                                                          | There are 4-6 erasures spotted in the script.                                                                                                                                            | The script has plenty of erasures.                                                                                                                                |
| <b>Points</b>                  | <b>Total</b>                                                                                                                                                      |                                                                                                                                                                                        |                                                                                                                                                                                          | /20                                                                                                                                                               |

**BROADCAST RECORDING RUBRIC**

| <i>Criteria</i> | <b>4<br/>Excellent</b>                                                 | <b>3<br/>Proficient</b>                              | <b>2<br/>Adequate</b>                                               | <b>1<br/>Beginning</b>                                                    |
|-----------------|------------------------------------------------------------------------|------------------------------------------------------|---------------------------------------------------------------------|---------------------------------------------------------------------------|
|                 | Sounds were well integrated. Transitions between segments were smooth. | Sounds were somewhat integrated. Transitions between | Sound integration was attempted but did not always achieve success. | Sound integration was poor. Transitions between segments were not smooth. |

|                                                                       |                                                                                                              |                                                                                                            |                                                                                                                 |                                                                                                                      |
|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| <b>Sound Quality/<br/>Sound effects<br/>(mixing)</b><br><br><b>X3</b> | There were at least three sound effects. The sound effects were excellently relevant and enhanced the story. | segments had little hesitation<br><br>The sound effects were scarce, but they were relevant to the script. | Transitions between segments were choppy.<br><br>There is only one sound effect, but is relevant to the script. | The sound effects (if there were any) were irrelevant to the broadcast. The sound effects added little to the story. |
| <b>Editing Skills</b><br><br><b>X2</b>                                | There are no noticeable editing errors.                                                                      | There are one to two noticeable editing errors.                                                            | There are three to five noticeable editing errors.                                                              | There are several noticeable editing errors.                                                                         |
|                                                                       | There is no dead air in the audio.                                                                           | There are few (1-3) noticeable dead-air in the audio.                                                      | There are several (4-6) noticeable dead-air in the audio.                                                       | Repeated dead-air is noticeable in the audio.                                                                        |
| <b>Points</b>                                                         |                                                                                                              |                                                                                                            |                                                                                                                 | <b>Total</b><br><br>/20                                                                                              |

**INDIVIDUAL RUBRIC**

| <b>Criteria</b>                                                                                                     | <b>4<br/>Excellent</b>                                                                                               | <b>3<br/>Proficient</b>                                                                                               | <b>2<br/>Adequate</b>                                                                                                          | <b>1<br/>Beginning</b>                                                                                               |
|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| <b>Voice Quality</b><br><br><b>X2</b>                                                                               | The student has an excellent voice quality that is pleasing to the ears.                                             | The student has an excellent voice quality, but is somehow not pleasing for the ears.                                 | The student's voice is pleasing to the ears.                                                                                   | The student's voice is not for radio broadcasting.                                                                   |
| <b>Delivery</b><br><b>*Diction</b><br><b>*Pronunciation</b><br><b>*Pitch</b><br><b>*Intonation</b><br><br><b>X2</b> | The student pronounces words clearly and correctly, and knows how and when to use pitch and intonation for emphasis. | The student could pronounce words clearly and correctly, but does not know when to use pitch and intonation.          | The student has difficulty in pronouncing some of the words clearly and correctly, but knows when to use pitch and intonation. | The student could not pronounce the words correctly and clearly, and does not know when to use pitch and intonation. |
| <b>Ability to manipulate/ utilize the voice</b><br><br><b>X2</b>                                                    | The student is very creative in manipulating his/her voice, that he is able to produce 4 different sound effect/s.   | The student is somehow creative in manipulating his/her voice, that he is able to produce 3 different sound effect/s. | The student is creative in manipulating his/her voice, that he is able to produce 2 different sound effect/s.                  | The student is creative in manipulating his/her voice, that he is able to produce 1 different sound effect/s.        |
| <b>Total Points</b>                                                                                                 |                                                                                                                      |                                                                                                                       |                                                                                                                                | ____/24<br><br>____/64                                                                                               |

**Outcome 2 Journalism, (New: adopted in 2019) Broadcasting and Public Relations graduates will be able to demonstrate accurate use of industry required writing format.**



|                                                                                                                                                                |  |                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------------|
| Measure                                                                                                                                                        |  | Anticipated Target (required):                                                             |
| Student stories, media releases, scripts and story boards will be assessed using discipline-specific rubrics designed with input from program advisory boards. |  | 80 percent of graduates will meet the benchmark as measured by discipline specific rubrics |

**Because this outcome has not yet be assessed, the rubric is still being developed**

**Outcome 3 (New: adopted in 2019) Journalism, Broadcasting and Public Relations graduates will be able to apply modern media ethical approaches for their given fields of study.**

|                                                                                                                            |  |                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------------|
| Measure                                                                                                                    |  | Anticipated Target (required):                                                             |
| Students' responses to simulated ethical dilemmas will be assessed for accuracy using tests, roll-plays and mock pressers. |  | 80 percent of graduates will meet the benchmark as measured by discipline specific rubrics |

**Because this outcome has not yet be assessed, the rubric is still being developed**

**Outcome 4 (New: adopted in 2019) Journalism, Broadcasting and Public Relations graduates will be able to synthesize two elements of mixed-media messaging to produce content at a work-ready level.**

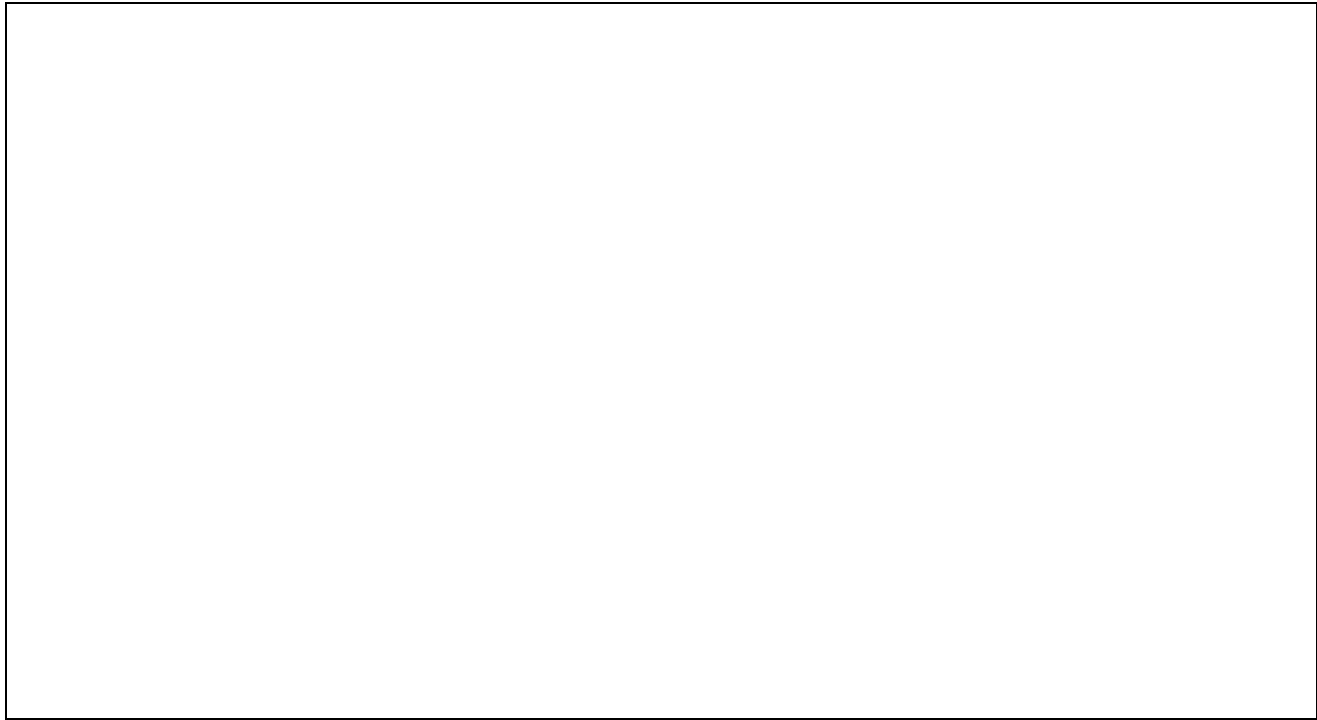
|                                                                                                                                                                  |  |                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------------|
| Measure                                                                                                                                                          |  | Anticipated Target (required):                                                             |
| Student stories, broadcast packages and campaign portfolios will be assessed using discipline-specific rubrics designed with input from program advisory boards. |  | 80 percent of graduates will meet the benchmark as measured by discipline specific rubrics |

**Because this outcome has not yet be assessed, the rubric is still being developed**

**Outcome 5 (New: used in 2019) Journalism, Broadcasting and Public Relations graduates will produce work-ready-level information to positively impact a chosen publics/audience.**

|                                                                                                                                                                                            |  |                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------------|
| Measure                                                                                                                                                                                    |  | Anticipated Target (required):                                                             |
| Student stories/editorial content, media releases, pressers, scripts and story boards will be assessed using discipline-specific rubrics designed with input from program advisory boards. |  | 80 percent of graduates will meet the benchmark as measured by discipline specific rubrics |

**Because this outcome has not yet be assessed, the rubric is still being developed**



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

### **BROADCASTING**

During the years reviewed, 18 students graduated with the broadcast emphasis. Of those who graduated, all but 3 students' portfolios (the ones which could not be found) were assessed with old Outcome 1: **Broadcasting graduates will prepare a broadcast reel or CD that demonstrates their technical skills in audio and/or video production.**

Of those assessed, 72.2% were rated as Outstanding (45-50 points), 16.6 were determined to be Good (39-44 points), and 11.2 were judged to be average (34-38 points).

The few deducted points differential between outstanding and good was based on an error or two in the mix of the music to the voice, or too quick an edit ending the commercial. Whereas, the differential between the students in the Good vs Average categories were as a result of being over time, at times a split or one second of dead air between parts of their productions, inconsistent leveling between transitional parts and at times overlapping of production pieces (forgetting to shut off a switch, etc).

Overall, in assessing the CDs, all students demonstrated strong use of vocals, sound/music/SFX, editing and creative quality. Most artifacts are void of editing or production errors that would place them in the average or lower categories. Finally, some had challenges with annunciation, which is common when rushing to meet time. Thus fading as well as timing and cuing should be emphasized going forward. Without a doubt, these students are ready to transfer into a 4-year program as well as work at a smaller station in Oklahoma or elsewhere.

**In 2019 the Broadcast emphasis used the new outcome to assess its graduates: Journalism, Broadcasting and Public Relations graduates will be able to demonstrate accurate use of industry required writing format.**

There were (9) nine graduates in 2018-2019.

Of them and because of retirements, only one script could be found. (8) eight could not be found. No video storyboards/scripts could be located.

The sole script did pass the benchmark, with (90) ninety percent of criterion measuring over 80%.

In assessing the script, the only area under 80% was in grammar

One important aspect that effected the scores of these graduates was a complete staff of lab assistants and a supplemental instructor to assist them individually during the open Broadcast News Lab hours. Being able to have one-to-one tutoring really made a difference.

## **JOURNALISM**

This assessment period is difficult to ascertain the successes of our graduates due to two factors. 1) The long-standing journalism professor retired and left no portfolios to assess 2) A new journalism professor was hired in 2016 and resigned in 2019 but did not collect portfolios/string books from students. The professor reported data for the years he was employed, but the information provided is considered suspect because he refused to explain where his data came from.

These are the assessment results from the Seventeen (17) 2016-2018, yet they should be considered unreliable.

Of journalism graduates, 90.3 % were ranked as excellent, scoring 9 out of a possible 9 points. Of the ones evaluated, the majority had published more than three stories. Each story was well written, well sourced and demonstrated a mastery of summarizing information and properly sourcing that information and data. Each student properly used quotes and stories were written using Associated Press (AP) style.

8% were ranked as good because there were not enough samples of their work that could be located.

Of the students with portfolios, writing and story development for all students was at or above the industry standard. All developed well-written stories, with a minimum of three sources.

**In 2019 the program assessed 7 journalism emphasis students using the new outcome:**

**Journalism, Broadcasting and Public Relations graduates will be able to demonstrate accurate use of industry required writing format.**

Again, there were no portfolios to assess; rather, the new print journalism-emphasis faculty member had to search the Pioneer online website (which provides very little individualization between authors' works), Thus, these results should also be considered inconclusive.

Of those 7 graduates assessed, the following results were found:

Only 50% of graduates' work could be located and of them only (5) five articles total could be found. This is because of retirements and resignations and because no-records were kept from 2016-2019.

For assessment purposes, achieving success is 72 points or more on the 90-point rubric.

Of the (5) five articles located, none meet the benchmark of 80 percent

All 5 earned 63-69 points, respectively.

**Challenging areas were:**

**Effective and Appropriate Ledes:**

(3) three of (5) five students scored very low with ledes. The ledes were too long, not answering the W's and H, or misleading (the rest of the article did not relate to the lede.)

**Adequate use of Primary sources (actual interviews):**

(3) three of the (5) five students scored very low with sources. The stories scoring low only had one source, and those with more sources reported on research from published works without appropriate attribution (making it seem they had made contact with a source when they actually didn't).

**Quotes Show Evidence of Careful Reporting:**

Of those assessed, (4) four of (5) five scored low in this area. The students did not conduct interviews with sources. Rather, they used research from published information or information taken from speeches. There was no evidence of follow-up relative to the speech coverage or audience reaction interviewing.

Furthermore, the quotes used were unnecessary and not interesting (they should have been summarized or repeated the summary).

**Positive areas were the following--****Effective Organization and flow (Inverted Pyramid structure):**

All students assessed followed standard inverted pyramid organization.

Sometimes, the facts jumped around too much, or were disconnected from each other.

**Clear Focus and Unity (deals with content):**

All students assessed did well in this category. Generally, the foci was clear, even though the lede may have been misleading or not connected to the body.

**Interesting and Effective Writing Style:**

All students assessed showed the same writing structure, which is sufficient for starting journalists.

**Journalistic Style, (AP Style):**

(3) three of (5) five assessed had several errors in AP style. The remaining had (2) two or fewer errors.

**Grammar and Spelling:**

(4) four of (5) five students assessed did well in grammar and spelling, even in spelling required by the Associated Press style.

(1) one of (5) five students had over (15) fifteen errors in grammar and spelling.

**Paragraphing:**

All but one student assessed scored high in this area. The majority used correct short journalism paragraphs. Quotes were in their own paragraphs, and there was only one thought per paragraph.

**PUBLIC RELATIONS**

During the years assessed, 38 student graduates chose the Public Relations Emphasis.

33 graduates were assessed under the old outcome 1. Of them, the results are consistently positive.

55.5% were assessed as Outstanding (45-50 points), 29.6% were found to be good (39-44 points), 3% were found to be Average (33-38 points) and 11% student portfolios could not be found.

In examination of the portfolios, it was clear the students assessed understand and can practice the elements to good public relations, including publicity, PR tool creation, critical thinking through media and campaign strategies, and research ability through client research.

Analysis also showed that graduates struggle often with cleaning/proofing their work. There were elements that had several errors, sometimes including the correct spelling (capitalization) of a client's name.

Notably, for the students who do pay attention to the campaign details, they continue to be class leaders at their receiving institutions and were able to secure internships or employment in the business.

**In 2019 the new outcome was used to assess the Public Relations graduates.**

Of those graduates assessed, the following results were found:

There were (11) eleven graduates in 2018-2019.

Of them, (7) seven media releases could be found. The (4) missing could be a result of faculty retirement or student picking up his/her campaign portfolios.

For assessment purposes, achieving 80/100 is considered successful.

Of the media releases located, (3) three met the benchmark of 80 percent

The other (4) four earned 72 and lower points, respectively.

The following specific results were found—

**Header and Contact:**

(5) five of (7) seven students did not start their releases with the industry standard “For Immediate Release” and (5) five of (7) seven did not include all required contact information or did not include contact information at all.

**Headline:**

All students had headlines, but all but (1) one was too long or did not use present-tense verbs.

**Dateline:**

(4) of (7) students correctly wrote datelines. (3) three students violated AP rules for abbreviations.

**Lede:**

(1) one of (7) seven students wrote an appropriate lede. For many, either the lede was too long, or very few of the W's and H were present, or there was no clarity in why the audience would find the information contained in the release important to them.

**Body:**

Only (1) one of (7) seven were successful in writing body paragraphs. Four artifacts showed no paragraphing breaks; rather, the release was only one long paragraph.

(2) two had paragraphs with sentences that were far too long. Only (1) one artifact contained sources and only (1) one included quotes.

**Conclusion:**

None of the artifacts had a meaningful conclusion (such as call to action or call to awareness).

**Bottom**

(5) five of the media releases contained the traditional ### (although, industry now notes these marks are no longer necessary).

**Formatting:**

All students did well in this area with all scoring 8/10.

Overall it is clear that all PR students need more practice with writing in news style, and more practice early in their Principles of Public Relations course in writing media releases -- likely because News Writing I is not prerequisite for the course and because many of the students who took News Writing prior to Principles of Public relations had taken at least a year away from writing in news style. Further the students should be taught more aspects of grammar and punctuation use.

**USE of RESULTS:****BROADCASTING**

It is clear that the emphasis has done well in meeting the program objectives. This high level of success is due to several factors, especially the 16 weeks of practice students are given to learn proper use of physical equipment which takes time for muscle memory to develop. As their muscle memory develops to use equipment quickly and efficiently – as needed for industry use – students have the remaining weeks in the semester to combine equipment use with technology. It is then they learn how to master their vocalizations, how to design and execute a good commercial spot or news package, how to take their creativity to completion, and how to edit smartly and soundly. Each of our broadcast courses are designed to first teach equipment and then utilize technology, and the success of that course design hinges upon the 16-week semester.

As most students showed sophisticated technical proficiency in audio and video quality, the assessment results show that student quality of work and their achievements have continued.

A further cause for the achievement is the availability of the equipment and the student instructors in the Broadcast News Lab as well as the equipment in the Radio Booth and the Podcast room. While the Radio room equipment is in serious need of replacement in order to stay relevant, it is still able to be utilized in effective ways for now.

Given the speed with which technology becomes obsolete, we must be pro-active in updating this lab when technology needs change. Program faculty have consistently asked for new equipment, and the requests have not been granted; thus, it is likely that the program will face serious challenges in quality student output going forward.

The supplemental instructors/lab assistants have been an essential part of the Broadcasting emphasis student success. The lab assistants who staff the Broadcast News Lab during the 30-plus hours per week of open lab time have proven to be incredibly effective in re-teaching the concepts to students who need much practice for multiple weeks to begin to feel confident with the equipment and their own skillsets. To be successful in this emphasis, students need many weeks of regular practice and cannot be rushed if they are to become adept. Therefore, it is so positive that audio and video students have technical assistance when they need it in the form of student workers. When students are creating and editing a project, often more than a 20-step process, they have very competent student assistants there to help them through each of the steps. Continuing the support system of the Lab Assistants is paramount.

**JOURNALISM**

If the assessment data is to be believed as sound, the limited data shows that students are producing relatively good work. They still struggle with gathering information from enough live sources and weaving the quotes and paraphrases together in effective articles. Therefore, more time must be devoted to training in cultivating sources and effective in-person interviewing.

Again, students need as many months of practice to learn and to become competent in writing news, as most of them have never written this style before. Thus, the length of the course (mostly 16 weeks) is a positive and the minimum of time needed for students to reach success at this level.

Another factor in student success is the availability of students to have their work published in the student newspaper, the Pioneer, or to hone their crafts by actually working for a semester or summer as a paid staff member for the Pioneer newspaper.

Currently only student work published in the Pioneer is assessed, as per our outcome. It's clear those students who join the staff of the publication show much stronger reporting and writing ability.

Without a doubt, the student newspaper experience is essential for students who endeavor to work for the professional press, and through discussions with managing editors of local and regional newspapers, having published work is the key to getting internships or jobs. A student without news clips isn't seen as worthy of a second look when looking for a job even at a small weekly newspaper,

With this data in mind, faculty should continue to promote student-newspaper employment for all journalism majors who can take advantage of it and should continue to encourage the college to fund the Pioneer staff positions, although the college is not providing enough funding for enough staff salaries for 2020 spring and summer, putting the print journalism emphasis' strongest educational tool at risk.

## **PUBLIC RELATIONS**

It's clear the overall quality of student work in Public Relations emphasis continues to be high and the program faculty want the successes to continue.

One major strength of the program is that students are giving the time to master the skills necessary for becoming adept beginning public relations practitioners by not only doing class assignments, but by taking on real clients with real needs and expectations for excellence.

The data is derived from campaigns that take at minimum 12 weeks to initiate and complete with real clients that students select and work with weekly to understand the clients' goals and with whom they have to seek approval through each step of the publicity campaigns, which include effective multi-media strategies and production.

It's the real life professional communications with the client soliciting the campaign where the outstanding and good students are separated from their peers and where real learning happens. Being able to meet with clients, create campaign materials that meet the clients' desires and obtain approval from clients (or non-approval which requires re-strategizing and even further meetings) is essential in keeping the quality high.

Public Relations principles can be taught only conceptionally, but the success of our program emphasis is that the students have the time and ability to practice true-to-life public relations skills they have learned the conceptual underpinnings for.

Thus, if the program is to continue at its current level of success, faculty must continue to ask the college allow the Principles of Public Relations course to be 16 weeks long (the college has chosen to restrict the course term to 8 weeks starting fall 2020).

Another cause of the strength of the portfolios is access to quality hardware and software including audio and video production and editing equipment (such as computers, video cameras, mics, lights, a mixing board) as well as the technology in the Broadcast Lab (computers and programs). The audio and video production equipment is outdated and beginning to fail; thus, the faculty should continue to request funding to update these essential pieces of equipment.

Undoubtedly, the largest challenge is that even more emphasis must be placed upon language mechanics such as word choice, grammar, spelling, punctuation, AP style and editing. More focus on these concepts as part of regular lessons, as well as requiring that students have completed News Writing I and English Composition I, before enrolling in the Principled of Public Relations class may assist with these challenges, as well.

Again, being able to adequately meet these writing concerns take time and practice.

### **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.

- Human Heritage, Culture, and Institutions
- Public Speaking
- Writing
- Mathematical Methods
- Critical Thinking

#### **Strategy:**

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

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

### **General Education Assessment Plan**

#### **Objective:**

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

#### **Method:**

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

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

#### **Data Collection:**

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

### **Program Response to General Education Assessment Data**



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

The General Education requirements of the Journalism and Broadcasting emphases are a very important part of all JB students' education. The awareness of world concepts and understanding systems and cultures outside the US, strong writing, critical thinking, writing, verbal communication, thinking critically and being able to utilize numerical data are integral to any JB student's or strategic communications student's profession and regular workload.

Without a solid understanding and the ability to apply concepts related to these Ged Ed areas, a student journalist or strategic communicator's toolbox is entirely limited. That is why we are highly supportive of the chosen focus — for we are able to use each general education emphasis as a way to enrich our students' understandings of the global view of communications.

In the Journalism and Broadcasting emphases, faculty submit to the Gen Ed Artifact Evaluation Committee's writing samples from the News Writing course and writing samples from the Magazine Feature Writing course. Faculty also submit artifacts of oral presentation videos from the Mass Communication course and the Public Relations course and video and audio podcasts from the Audio Production course.

There are few students who are at the required level of credit hours for these Gen Ed areas, but we submit the ones we can each semester.

Each year we painstakingly use the college results of the Ged Ed assessment to help us collaborate to find areas where we can grow in our methodologies to push students further by, for example, adding additional assignments to help the students hone their critical thinking abilities, finding ways to localize global issues in our courses, and requiring students in program courses to practice more with oral presentation skills and with data collection, analysis and explanation.

Human Heritage, Culture, Values, and Institutions: Yes

By being focused on collection of different perspectives and values, Journalism and Broadcasting majors are regularly global thinkers in their courses. In all of the JB major courses, there are regular discussions and expectations to report on the importance of international connections and foci. News Writing, Feature Writing and Intro to Mass Communication coursework incorporate news quizzes and critical thinking analyses of how different cultures have shaped the US media and how the US media shapes international cultures.

Public Relations and Advertising students must also analyze the global publics and stakeholders and approaches toward connecting with them in positive ways that show appreciation cultures and values outside the US as they promote a product or service. Further, broadcasting students are asked to analyze international media and international reporting through researching the different perspectives of covering and presenting on issues of concern or importance.

Writing: Yes

Writing across the curriculum is a valued concept to JB faculty. Beyond News Writing

a core course in the JB curriculum, JB faculty submit research papers, news articles and related critical thinking papers as writing artifacts to the Gen Ed committee. JB faculty embrace the fundamental foundation that writing of all kinds is in all JB related careers. Students are required to write scripts, interview questions, speeches, as well as write regular full sentence MLA and AP self-critiques of their work. Students are required to view their presentation and speech performances and write a one page critique of what they did with excellence and what they need to improve on for the next performances. Further, through their JB coursework, students are expected to: 1) create well thought out stories for the student newspaper and our online student newspaper 2) design and compose multi-media campaigns for advertising and public relations clients, 3) develop strong and accurate media releases for publication 3) craft effective news and informational scripts for radio and television, as well as 4) develop focused and effective speeches and outlines for effective public speaking and interpersonal communications in support of PR clients. Students also critique each others' and their own compositions looking for ways to grow in effective communications.

#### Public Speaking: Yes

Mass Communication, Public Relations, Feature Writing, Advertising and most JB courses have the regular requirement of performing oral presentations. The students in all sections are required to share their thoughts about world events and controversies. In Introduction to Mass Communications, students must present about a chosen topic relative to the history or importance of a specific mass media. Students in the Public Relations course are required to deliver a 10 minute presentation as part of a crisis management strategy, which is recorded and judged by the other students in the course utilizing a rubric. Of course, students in the Audio and Video production courses must regularly show mastery of effective vocal communications in their video and audio packages.

#### Mathematical Methods: Yes

Math runs endlessly through the program courses as students must utilize numerical data collection methods in so many different ways, whether it be designing a program clock for a radio show, analyzing how much of a shot is necessary to effectively present information on a video timeline, or explaining a data set in such a way to be clear to a reader about how the numerical factors have human impacts. Further, in Public Relations students are required to gather information and do research by designing and utilizing a quantitative and qualitative polling tool in order to find out who their publics are, demographics, as well as gather information about what their concerns are and how to best reach them.

#### Critical Thinking: Yes

Certainly, it would be impossible for students in the program to do much work that does not rely on critical thinking skills. Take for instance putting together an article. News Writing and Feature Writing students must understand their audience, do research about the subject they are covering, collect information from sources about that issue, and effectively assemble the information in the most effective way to reach the desired audience. Further, one must think through how to get information and how to effectively interview a source to get the most important information from him/her. In the electronic mediums, students must critically analyze their audience and create and execute a step-by-step plan to deliver information to or effectively persuade an audience through news reporting or PSAs or spots (commercials) in an audio or video format which requires much pre-planning, research, and effective consideration of the equipment and editing. Public Relations students must also painstakingly research publics and understand their clients to develop and execute 12 different mixed-media promotional materials. They must be able to analyze clients' and publics' needs to be effective in building solid relationships between them, and they must use outside-the-box approaches to work with their clients—taking concepts from initiation to execution.

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

most challenging accomplishments and aspirations in most challenging times.

- b. The program values and supports effective teaching.

### **Faculty Performance Review and Evaluation**

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

### **Course and Faculty Evaluation**

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

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

- c. The program creates effective learning environment.

The program demonstrates much success in creating an effective learning environment in many ways including:

The high number (between 77 percent and 86 percent) of successful students in the courses. Completion data shows that our students are learning and applying what they are learning. (Due to the requirement that the non-broadcast courses be only 8-weeks in 2020 the program has already witnessed the success numbers plummet to well below 50 percent. This may also be due to the college deciding to be the only one that has 99 percent of its courses online only because of the pandemic).

Further, the program fosters a positive educational environment by ensuring there is collaborative learning in all courses, even greater convergence in News Writing I, PR and Mass Comm, and more focus on the power of social media and the required use of it to help the students remember that news is continual,

Also, the effective learning environment can be seen in the high number of students who have won awards (over 43 during this review period) in OBEA and OCMA statewide competitions.

Finally, faculty members are continuing to utilize student response software, interactive whiteboards and projectors, tablets, and network computing devices in classrooms.

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

## Instruction and Reference

Librarians provide instruction and reference assistance to OCCC students. Librarian staffing is at 4.5 FTE. Many students receive hands on instruction for using library resources and selecting and evaluating sources as part of the required Success in College and Life course. Additional instruction is also provided to a variety of other classes, with a focus on the appropriate resources for that discipline or a specified assignment.

Librarians are available at the Library Assistance Desk 44 hours per week. Students may also request additional research help outside those hours. Video tutorials and LibGuides on the Library's website supplement instruction by providing guidance for students who are off campus.

## Online and Print Resources

Librarians select and purchase materials specific to Journalism and Broadcasting, as well as maintain a broad collection of resources to support the overall OCCC curriculum. Areas of the collection that are in direct support of Journalism and Broadcasting are:

|                |                                                      |
|----------------|------------------------------------------------------|
| PN 1865 – 1999 | Broadcasting, radio, television (also covers cinema) |
| PN 4001 – 4355 | Public Speaking, debate, rhetoric                    |
| PN 4599 – 5650 | Journalism                                           |

Other areas of secondary support include:

|                |                               |
|----------------|-------------------------------|
| HD 59          | Public relations, publicity   |
| HE 8689 – 8700 | Radio and television industry |
| HF 5801 – 6182 | Advertising                   |

Librarians use professional resources such as *Choice*, *Publishers Weekly* and *Booklist* to select materials based on dependable reviews. The collection is weeded periodically to maintain currency.

Course textbooks are available at the Library Circulation Desk for in-library use. Textbooks are available for all General Education courses, as well as most other courses taught at OCCC.

Some print periodicals have been retained, though electronic periodicals make up the bulk of the periodical collection. Students can utilize *EBSCOhost* to find credible, peer-reviewed articles. The multidisciplinary databases *MasterFILE Premier* and *Academic Search Premier* are generalized databases that contain relevant article collections for this program. The online *Proquest Historical Newspapers* includes many decades of back issues of the *New York Times*, *Los Angeles Times*, *Christian Science Monitor*, *Wall Street Journal*, *The Courant* and *Washington Post* newspapers. Students can also utilize many other database options within *EBSCOhost* to find resources supporting their degree specific coursework and general education courses.

Streaming academic and scholarly videos are available through *Films on Demand*, and documentary and feature films are offered through *Swank Digital Campus*. Both resources are utilized on and off campus by both faculty and students. Another tool is *ImageQuest*, a database of millions of copyright-cleared images for student and faculty projects and presentations.

The Library also strives to support the professional development of faculty. The book collection is updated with materials on teaching, learning, classroom technology, and curriculum development. Additionally, the *Education Source* and *Professional Development Collection* databases, available via *EBSCOhost*, provides faculty access to periodical literature on teaching.

In summary, the Library supports this program comprehensively and appropriately.

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

OCCC has established specific curriculum patterns for transfer programs leading to the Associate in Arts (A.A.) or Associate in Science (A.S.) degrees. Demonstration of our coordination efforts and relationship with transfer institutions can best be seen in these ways:

- 1) Our graduates and transfers regularly obtain scholarships when transferring to the receiving institutions.
- 2) Our students regularly obtain jobs in student media as reporters and photographers at OU and UCO and work for broadcast student media at UCO and at OCU.
- 3) Transfer schools regularly make efforts to recruit our students and ask that we send our students to them.
- 4) Because of program faculty reputation, the transfer schools have been very welcoming to our students and often accept several program courses which are not on the OSHRE matrix for course-for-course transfer to some universities, such as Audio Production, Video Production, Introduction to Mass Communications, and Feature Writing. Again, the electronic media courses are not required to be accepted as anything but elective credit at OU, UCO and OSU, but have been accepted for many years during this assessment period because of our connections with the faculty at those schools. **Sadly, this trend appears to be ending because our transfer partners have serious concerns about the breadth and depth of experience our students might have when the courses become only 8-week terms. Further, starting two years ago the transfer schools (except OCU) have chosen to no longer accept most of our broadcast courses such as Audio Production and Video Production because they require a studio component, and even though we have sought the funding to update our equipment and design a studio experience, that has not happened.**
- 5) Program faculty meet regularly with transfer school faculty and administration through our work and meetings with Oklahoma Society of Professional Journalists and Oklahoma Broadcast Education Association. These professional organizations allow our faculty to stay abreast of how our transfer institutions are teaching and what equipment they are using, because as a tech-heavy field it is critical that we stay up to date with changing technology and societal demands. These organizations also facilitate our maintained relationships with local industry professionals. Those connections allow us to help our students find internships and jobs, and also to keep our own skills fresh and updated as the industry changes so we can keep our curriculum current and relevant for students seeking to transfer to university.

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

The program regularly considers these three constituencies and ways to better serve them.

- 1) Students: JB faculty focus on the student's and their goals first. They do all they can to learn about and keep centered on the students' desires after OCCC, so they can work to help shape the program assignments to push the students toward their goals. We keep in regular contact with the students who have matriculated and share information about their successes and challenges with the current OCCC majors to help them be aware of the competitive landscape which makes up the courses and media employment opportunities at their respective schools.
- 2) Receiving institutions: Our professors serve on advisory boards and panels and are active in professional associations that are made up of other faculty focused on student success at the 4-year schools. There have been no formal meetings with the transfer schools for a number of years (which is an opportunity for growth), but because of the close relationship OCCC faculty have with program faculty at receiving institutions, there is regular discussion about the benchmarks our students need to be able

to reach if they are going to travel a successful path at the 4-year schools. Also, because of the positive connections between OCCC faculty and those at the receiving schools, often our professors help the students transfer easier or obtain scholarships at those colleges and universities.

3) Industry and employment: JB faculty are involved in the industry and keep abreast of trends and new technologies. Moreover, our informal relationships with those in the industry who regularly assist us with fieldtrips and industry shadowing days, our program keeps up-to-date relative to expectations and preferences of employers.

### 3. Minimum Productivity Indicators

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

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

| Program                                                                 | Degree Type         | OSRHE Program Code | FY 2015   | FY 2016   | FY 2017   | FY 2018   | FY 2019   | Five Year Ave | Min Standard | Diff        |
|-------------------------------------------------------------------------|---------------------|--------------------|-----------|-----------|-----------|-----------|-----------|---------------|--------------|-------------|
| Journalism and Broadcasting Associate in Arts/Broadcasting Emphasis     | AA.Broadcasting     | 043                | 7         | 4         | 10        | 4         | 5         | 6.0           | 5            | 1           |
| Journalism and Broadcasting Associate in Arts/Journalism Emphasis       | AA.Journalism       | 043                | 8         | 0         | 6         | 3         | 7         | 4.8           | 5            | -0.2        |
| Journalism and Broadcasting Associate in Arts/Public Relations Emphasis | AA.Public Relations | 043                | 8         | 11        | 8         | 6         | 5         | 7.6           | 5            | 2.6         |
| <b>Total Journalism and Broadcasting degrees</b>                        |                     |                    | <b>23</b> | <b>15</b> | <b>24</b> | <b>13</b> | <b>17</b> | <b>18.4</b>   | <b>5</b>     | <b>13.4</b> |

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

| Program                                                             | Degree Type         | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | OCCC Five Year Ave | Minimum Standard | Difference |
|---------------------------------------------------------------------|---------------------|-----------|-----------|-----------|-----------|-----------|--------------------|------------------|------------|
| Journalism and Broadcasting Associate in Arts/Broadcasting Emphasis | AA.Broadcasting     | 20        | 12        | 24        | 22        | 25        | 20.6               | 25               | -4.4       |
| Journalism and Broadcasting Associate in Arts/Journalism Emphasis   | AA.Journalism       | 20        | 18        | 17        | 30        | 45        | 26                 | 25               | 1          |
| Journalism and Broadcasting Associate in                            | AA.Public Relations | 27        | 12        | 11        | 12        | 9         | 14.2               | 25               | -10.8      |

|                                                 |  |  |           |           |           |           |           |             |           |             |  |  |
|-------------------------------------------------|--|--|-----------|-----------|-----------|-----------|-----------|-------------|-----------|-------------|--|--|
| Arts/Public Relations Emphasis                  |  |  |           |           |           |           |           |             |           |             |  |  |
| <b>Total Journalism and Broadcasting majors</b> |  |  | <b>67</b> | <b>42</b> | <b>52</b> | <b>64</b> | <b>79</b> | <b>60.8</b> | <b>25</b> | <b>35.8</b> |  |  |

4. Successful Course Completion

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

Analyzing the program course completion data vs the enrollment data demonstrates that all program courses have successful overall completion rates. There appears to be a notable reduction in course enrollment for a few courses, such as JB 1113, DMD 1153 and TA 2233. These courses should be tracked to see if the changes are relative to a shift in the course term span (for instance some DMD courses have shifted to 8 weeks only in 2019) or some other reason.

| Course Completion                   | FY 2015 | FY 2016 | FY 2017 | FY 2018 | FY 2019 | Program                                       | Course Enroll #                     | FY 2015 | FY 2016 | FY 2017 | FY 2018 | FY 2019 |
|-------------------------------------|---------|---------|---------|---------|---------|-----------------------------------------------|-------------------------------------|---------|---------|---------|---------|---------|
| JB-1003                             | 100 %   | 75.0%   | NA      | NA      | NA      |                                               | JB-1003                             | 17      | 6       | NA      | NA      | NA      |
| JB-1103                             | 75.7%   | 82.1%   | 73.3    | 75.0    | 71.9%   |                                               | JB-1103                             | 28      | 32      | 22      | 24      | 23      |
| JB-1133                             | 79.4%   | 75.3%   | 84.5    | 85.2    | 84.9%   |                                               | JB-1133                             | 81      | 67      | 82      | 69      | 62      |
| JB-2001                             | 100.0%  | 100%    | 100     | 100     | NA      |                                               | JB-2001                             | 1       | 2       | 3       | 3       | NA      |
| JB-2002                             | NA      | 100     | 100     | NA      | NA      |                                               | JB-2002                             | NA      | 3       | 1       | NA      | NA      |
| JB-2003                             | 100%    | 100.0   | 66.7    | NA      | 100.0   |                                               | JB-2003                             | 1       | 3       | 2       | NA      | 3       |
| JB-2113                             | 83.3%   | 88.9%   | 90.0    | NA      | NA      |                                               | JB-2113                             | 10      | 8       | 9       | NA      | NA      |
| JB-2303                             | 85.7%   | NA      | 76.9    | 86.7    | 90.9%   | Journalism and Broadcasting Associate in Arts | JB-2303                             | 12      | NA      | 10      | 13      | 20      |
| JB-2413                             | 80.0%   | 95.2%   | 80.0    | 80.0    | 82.4%   |                                               | JB-2413                             | 12      | 20      | 16      | 12      | 14      |
| JB-2643/<br>ART-2643                | 78.8%   | 83.8%   | 82.2    | 71.4    | 94.7%   |                                               | JB-2643/<br>ART-2643                | 26      | 31      | 37      | 35      | 36      |
| TA-1133                             | 88.2%   | 87.5%   | 85.7    | 83.3    | 92.3%   |                                               | TA-1133                             | 15      | 14      | 12      | 20      | 12      |
| TA-2233                             | 33.3%   | 15.4%   | 10.0    | 9.1%    | NA      |                                               | TA-2233                             | 20      | 22      | 9       | 10      | NA      |
| DMD-1153/<br>ART-1003/<br>GCOM-1153 | 82.5%   | 76.1%   | 78.4    | 83.9    | 81.2%   |                                               | DMD-1153/<br>ART-1003/<br>GCOM-1153 | 99      | 83      | 91      | 78      | 56      |

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

The following general education completion rate vs course enrollment numbers shows successful course completion for the program. Examining the success rate for JB 1013, there has been a notable increase in success. This may be a one-off year or may be the result in retirement of the full time faculty member.

| Success Rates |        |         |         |         |         |         | Enrollments |        |         |         |         |         |         |
|---------------|--------|---------|---------|---------|---------|---------|-------------|--------|---------|---------|---------|---------|---------|
| Program       | Course | FY 2015 | FY 2016 | FY 2017 | FY 2018 | FY 2019 | Program     | Course | FY 2015 | FY 2016 | FY 2017 | FY 2018 | FY 2019 |
|               |        |         |         |         |         |         |             |        |         |         |         |         |         |

|                                               |         |        |        |        |      |      |                                               |         |    |    |    |    |    |
|-----------------------------------------------|---------|--------|--------|--------|------|------|-----------------------------------------------|---------|----|----|----|----|----|
| Journalism and Broadcasting Associate in Arts | JB-1013 | 67.6 % | 84.0 % | 78.4 % | 81.0 | 90.7 | Journalism and Broadcasting Associate in Arts | JB-1013 | 37 | 26 | 39 | 42 | 43 |
|-----------------------------------------------|---------|--------|--------|--------|------|------|-----------------------------------------------|---------|----|----|----|----|----|

c. Describe program student success initiatives.

Because of retirements and resignations there is no record of what new student success initiatives the program endeavored to be successful in. However, it seems that past initiatives were still being employed relative to maintaining the student/professor bond, maintaining industry contacts and continuing in dialogues relative to transfer to 4-year schools.

Full time faculty continued to connect with students via email and by developing a Facebook page. Through both, students were regularly reminded about enrollment, encouraged to meet with their professors, offered industry advice and told about internships and employment opportunities.

Faculty maintained professional contacts with industry professionals, reminding them about the strength of the students in the program. This has resulted in a number of students obtaining internships and employment, especially in the broadcast and print journalism industry. Further, metro newspapers regularly contact us searching for potential employees.

Also, the faculty continued in dialogues with transfer partners to try and find ways the students could be even more successful at the receiving institutions. The conversations helped shape course experiences and assignments to better align with what the students starting at the 4-year institutions were learning and practicing.

Furthermore, during the assessment period, the non-credit/developmental courses underwent reorganization and the Engl 1113 course underwent a Title III restructuring. In examination, the success initiatives' results do not seem to have resulted in a statistically relevant change, which may contribute to the program students' lack of solid editing skills and language errors.

| Success Rates       |         |         |         |         |         | Enrollments         |         |         |         |         |         |
|---------------------|---------|---------|---------|---------|---------|---------------------|---------|---------|---------|---------|---------|
| Course              | FY 2015 | FY 2016 | FY 2017 | FY 2018 | FY 2019 | Course              | FY 2015 | FY 2016 | FY 2017 | FY 2018 | FY 2019 |
| ENGL-1001/1003/1011 | 64.0 %  | 70.6 %  | 71.2 %  | 58.5%   | 52.8%   | ENGL-1001/1003/1011 | 55      | 178     | 232     | 206     | 214     |
| ENGL-1113           | 64.4 %  | 66.2 %  | 67.2 %  | 67.5%   | 66.0%   | ENGL-1113           | 2,559   | 2,730   | 2,694   | 2,696   | 2,843   |

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

Because the success initiatives relative to the English Composition I redesign do not seem to have been effective, the JB faculty are concerned with what can be done with JB courses to mitigate the lacking areas, particularly as courses are being required to change to the 8-week format. JB students need a significant mastery of grammar, punctuation, and editing, therefore our faculty will explore requiring changing the prerequisites for JB courses to include Composition II or requiring an online language skills program such as Connect to assist them in mitigating their deficiencies. The faculty will also explore the initiation of short grammar end editing lessons in all courses, with the hopes of improving the students' awareness of identifying and correcting their errors prior to submission of work.



5. Other Quantitative Measures

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

The program review has identified the following number of courses taught and the size of the classes:

| 1000 Level Courses Exclusive for the Major    |                 | Number of Courses Taught |         |         |         |         |
|-----------------------------------------------|-----------------|--------------------------|---------|---------|---------|---------|
| Program                                       | Degree          | FY 2015                  | FY 2016 | FY 2017 | FY 2018 | FY 2019 |
| Journalism and Broadcasting Associate in Arts | AA.Broadcasting | 10                       | 9       | 7       | 7       | 7       |

| Average Class Size |         |         |         |         | Total Enrolled |         |         |         |         |
|--------------------|---------|---------|---------|---------|----------------|---------|---------|---------|---------|
| FY 2015            | FY 2016 | FY 2017 | FY 2018 | FY 2019 | FY 2015        | FY 2016 | FY 2017 | FY 2018 | FY 2019 |
| 16.2               | 15.3    | 18.4    | 16.1    | 15.6    | 162            | 138     | 129     | 113     | 109     |

| 2000 Level Courses Exclusive for the Major    |                 | Number of Courses Taught |         |         |         |         |
|-----------------------------------------------|-----------------|--------------------------|---------|---------|---------|---------|
| Program                                       | Degree          | FY 2015                  | FY 2016 | FY 2017 | FY 2018 | FY 2019 |
| Journalism and Broadcasting Associate in Arts | AA.Broadcasting | 9                        | 11      | 12      | 6       | 7       |

| Average Class Size |         |         |         |         | Total Enrolled |         |         |         |         |
|--------------------|---------|---------|---------|---------|----------------|---------|---------|---------|---------|
| FY 2015            | FY 2016 | FY 2017 | FY 2018 | FY 2019 | FY 2015        | FY 2016 | FY 2017 | FY 2018 | FY 2019 |
| 8.7                | 6.8     | 8.1     | 13.7    | 11.6    | 78             | 75      | 97      | 82      | 81      |

| All Level Courses Exclusive for the Major     |                 | Number of Courses Taught |         |         |         |         |
|-----------------------------------------------|-----------------|--------------------------|---------|---------|---------|---------|
| Program                                       | Degree          | FY 2015                  | FY 2016 | FY 2017 | FY 2018 | FY 2019 |
| Journalism and Broadcasting Associate in Arts | AA.Broadcasting | 19                       | 20      | 19      | 13      | 14      |

| Average Class Size |         |         |         |         | Total Enrolled |         |         |         |         |
|--------------------|---------|---------|---------|---------|----------------|---------|---------|---------|---------|
| FY 2015            | FY 2016 | FY 2017 | FY 2018 | FY 2019 | FY 2015        | FY 2016 | FY 2017 | FY 2018 | FY 2019 |
| 12.6               | 10.7    | 11.9    | 15.0    | 13.6    | 240            | 213     | 226     | 195     | 190     |

- b. Student credit hours by level generated in all major courses that make up the degree program for five (5) years.

|                           |
|---------------------------|
| <b>1000 Level Courses</b> |
|---------------------------|

| Program                                                                  | Degree | FY 2015 | FY 2016 | FY 2017 | FY 2018 | FY 2019 |
|--------------------------------------------------------------------------|--------|---------|---------|---------|---------|---------|
| Journalism and Broadcasting (Broadcasting, Journalism, Public Relations) | AA     | 597     | 492     | 504     | 465     | 456     |
| <b>2000 Level Courses within Program</b>                                 |        |         |         |         |         |         |
| Program                                                                  | Degree | FY 2015 | FY 2016 | FY 2017 | FY 2018 | FY 2019 |
| Journalism and Broadcasting (Broadcasting, Journalism, Public Relations) | AA     | 232     | 218     | 284     | 240     | 243     |
| <b>All Level Courses within Program</b>                                  |        |         |         |         |         |         |
| Program                                                                  | Degree | FY 2015 | FY 2016 | FY 2017 | FY 2018 | FY 2019 |
| Journalism and Broadcasting (Broadcasting, Journalism, Public Relations) | AA     | 829     | 710     | 788     | 705     | 699     |

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

Technology use in the classroom continues to expand to meet the needs of our students. 190 of our classrooms are equipped with permanent multimedia equipment with the availability of mobile carts to increase the number of high tech classrooms to 100%. The cost incurred with this multiyear effort was \$1.55 Million. A faculty committee submitted a proposal for a classroom design that supports flexibility in classroom functionality including thin clients, a smaller folding presentation station, and moveable furniture. This committee's proposal was adopted and supported by the Academic Affairs' Deans and President's Cabinet. Through a multi-department effort a total of \$650,000 were spent to redesign 11 classrooms to support active learning and cooperative learning formats of instruction as well as a more traditional lecture style.

Faculty members are continuing to utilize student response software, interactive whiteboards and projectors, tablets, and network computing devices in classrooms. OCCC continues to support the utilization of technology in the classroom so faculty can continue to engage students. The Center for Learning and Teaching offers multiple learning opportunities for faculty related to strategies for incorporating technology into instruction effectively as well as the use of the College's Learning Management System, Blackboard Open LMS. The CLT team has strategically worked to meet the needs of our 133 full-time faculty as well as the 424 adjunct faculty members. They support them through organized workshops, online training modules, and individual faculty consultations conducted via phone, email, or in person. The consultations focus on instructional strategies, course design/redesign, assessment construction, selection and use of instructional technology, and aspects of using the College's LMS.

OCCC has begun providing informal collaborative learning spaces for our students called "Huddle Stations". We currently have 13 of these highly utilized spaces and have spent approximately \$4,000 per space for a total of \$52,000.

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

| Program                                                                  | Degree | FY 2019 |  |
|--------------------------------------------------------------------------|--------|---------|--|
| Journalism and Broadcasting (Broadcasting, Journalism, Public Relations) | AA     | 3       |  |
| <b><u>Gen Ed Course Credit Hours Generated</u></b>                       |        |         |  |
| Program                                                                  | Degree | FY 2019 |  |
| Journalism and Broadcasting (Broadcasting, Journalism, Public Relations) | AA     | 129     |  |

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

| Journalism and Broadcasting Faculty during review period. Those marked with * no longer teach for the program as of 2020 | AA               | Brunner, Wendy*<br>Carter, Matthew*<br>Faulkner-Lippert, Gwin (Ret)*<br>Hinton, Sue (Ret)*<br>Lippert, Rick (Adj)*<br>Nelson, David (Adj)*<br>Scott, Mark (Adj)<br>Zindelo, Markus |
|--------------------------------------------------------------------------------------------------------------------------|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Program and FTE Totals                                                                                                   | Course           | FY 2019 (sections x credit hours)                                                                                                                                                  |
| Journalism and Broadcasting                                                                                              | JB-2003          | 6                                                                                                                                                                                  |
| AA                                                                                                                       | JB-2303          | 3                                                                                                                                                                                  |
| FTE:                                                                                                                     | JB-2413          | 3                                                                                                                                                                                  |
| 0.7                                                                                                                      | JB-2643/ART-2643 | 9                                                                                                                                                                                  |

- f. If available, information about employment or advanced studies of graduates of the program over the past five (5) years.

Due to resignations and retirements much of this information is not available.

However, information from the college's graduate survey results show that students are finding employment and are continuing their studies after leaving OCCC.

According to the data, nearly 77 percent of those who responded to the survey are at 4-year schools pursuing bachelor's or master's degrees.

Data also shows that about 40% of respondents are employed in fields closely connected with their majors including at Tyler Media, Cumulus Media, Habitat for Humanities (doing public relations,) Koch Communications, and as video producers for N.A.Y.T.

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

Of the students who graduated in 2015 and 2016, Professor Gwin Faulconer-Lippert took the initiative to research every graduate she could locate, to determine if they were working or continuing in college or both. She found information on 98 percent of the graduates. Eight of fifteen graduates reported they were continuing their education. Five reported they were attending the University of Oklahoma and are very much involved with campus media or industry media as employees. Four reported attending other universities or colleges: OCU, USAO, and UCO. Three have gone to work directly in the industry with employment at GenMedia, Oklahoma Lottery Commission, recording a music album and as Oklahoma County Commissioner and media consultant.

Of the 24 students who graduated in 2017, twelve reported they were attending the University of Oklahoma and are very much involved with campus media or industry media as employees. Three are in key media roles at OCU. Four reported attending other universities or colleges: Cameron, USAO, and UCO. Three have gone to work directly in the industry. And two are in business doing PR for themselves.

There is no specific transfer information about those who graduated in 2018 and 2019; however, the general data from Institutional Effectiveness for those years (because it relates to all graduates) can be applied to our program graduates. That data shows that graduates are as successful if not more so than the students who started at our receiving institutions.

#### 6. Duplication and Demand

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

An examination of the number of students who declare one of the emphases as their chosen majors, the program as a whole is stable, if not trending upwards in desirability.

Looking at emphasis shows that the journalism emphasis has seen the largest change in student interest, more than doubling in declared majors during this review period. Public Relations, however, has seen a decline in interest of almost 60 percent in five years (2014-2018).

| STUDENTS' CHOICE OF MAJOR                                               |                     | 14 | 15 | 16 | 17 | 18 |
|-------------------------------------------------------------------------|---------------------|----|----|----|----|----|
| Journalism and Broadcasting Associate in Arts/Broadcasting Emphasis     | AA.Broadcasting     | 20 | 12 | 24 | 22 | 25 |
| Journalism and Broadcasting Associate in Arts/Journalism Emphasis       | AA.Journalism       | 20 | 18 | 17 | 30 | 45 |
| Journalism and Broadcasting Associate in Arts/Public Relations Emphasis | AA.Public Relations | 27 | 12 | 11 | 12 | 9  |

Further, looking at the completion data for the program Journalism and Broadcasting remains one students continue to support and seek out. However, the desire for a degree in Public Relations does appear to be trending lower since 2016 based on the number of students graduating with the degree emphasis in the years assessed (2015-2019).

| DEGREES CONFERRED                     |                 | 15  | 16 | 17 | 18 | 19 | Avg | Min. | Diff |   |
|---------------------------------------|-----------------|-----|----|----|----|----|-----|------|------|---|
| Journalism and Broadcasting Associate | AA.Broadcasting | 043 | 7  | 4  | 10 | 4  | 5   | 6.0  | 5    | 1 |

|                                                                         |                     |     |   |    |   |   |   |     |   |      |
|-------------------------------------------------------------------------|---------------------|-----|---|----|---|---|---|-----|---|------|
| in Arts/Broadcasting Emphasis                                           |                     |     |   |    |   |   |   |     |   |      |
| Journalism and Broadcasting Associate in Arts/Journalism Emphasis       | AA.Journalism       | 043 | 8 | 0  | 6 | 3 | 7 | 4.8 | 5 | -0.2 |
| Journalism and Broadcasting Associate in Arts/Public Relations Emphasis | AA.Public Relations | 043 | 8 | 11 | 8 | 6 | 5 | 7.6 | 5 | 2.6  |

This analysis causes concern for the Public Relations emphasis as fewer students are choosing it and even fewer graduating. It seems that only about half the PR students who start complete their degree in 4 years. However, the average time for students to graduate from OCCC is 4-6 years, so the graduation numbers should be watched closely for the next five years to determine if the PR emphasis will remain viable.

Another concern is the number of Journalism emphasis students graduating. It also seems to have a near-50 percent graduation rate which is certainly less than desirable. Yet the emphasis saw a notable number of students (45) select it in 2018, therefore this cohort should be tracked through 2025 to determine the viability of the program.

The same is true of the Broadcasting emphasis. Though the number of declared majors and graduates have fluctuated a bit, the overall trend has been about the same. Therefore, like the journalism emphasis, the largest cohort to date (2018) should be tracked through 2025 to determine viability of the program.

In truth, these numbers may dramatically change when the college makes a shift to 8-week terms. All but two major courses in the program are being required to change to 8-week sections in 2020, and those two courses have only a single year exemption from the transition. Those changes may wildly affect both the desirability of the OCCC degree in Journalism and Broadcasting and number of degrees conferred, as the level of mastery of technology and equipment achievable in an 8-week period will be significantly lesser than in a 16-week semester. In 2020, the number of students taking journalism courses at OCCC dropped so much that most courses were canceled or had to be taught as independent studies (with 3-5 students in them).

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

Media, such as journalism and broadcasting, is considered to be one of the top 22 job categories according to the Oklahoma Employment Security Commission <https://www.ok.gov/oesc/documents/lmiprojchrtbk.pdf> and the field is expected to grow with over 1,100 new positions during the next five years. This is in addition to the expected 24,000 jobs in the state that are predicted to be opening during the same timeframe due to retirements and moving from this field into other areas (many journalists become educators or seek state government jobs after a number of years).

The information provided by institutional advancement did not include all the jobs students in the program go into (maybe an oversight) and the demand for the following:

- Sales Reps
- Meeting, Event Conv. Planners
- Television, Video Motion Picture Camera Operators

Editors  
Advertising and Promotions Mgr  
Media and Communication Workers  
Public Relations Specialists  
Advertising Sales Agents  
Teachers

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

N/A

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

Students and faculty have worked tirelessly to contribute to the cultural life and well being of the community in these ways:

Publishing regularly the Pioneer student newspaper that directly informs the college and surrounding community about their community.

Broadcast students donate their time to read articles for the Oklahoma Chapter for the National Federation for the Blind.

Broadcast students are continually recruited to shoot live-stream for multiple businesses as well as for OCCC.

Students participate in for-credit internships to assist schools, businesses, government departments and churches with their programming needs.

Nonprofit leaders regularly seek work from our students including doing PSAs for Habitat for Humanity and creating annual and anniversary videos for League of Women Voters.

Politicians regularly seek out our students for video packages of their town halls and social media messaging needs.

Several students are currently employed as producers and on-air talent for Cumulus and Tyler Media Communications radio stations.

Several other students are currently employed as multi-media stringer reporters for local newspapers and magazines.

Students are sought out regularly to cover elections for Oklahoma's NPR member stations.

PR students develop their nonprofit publicity campaigns and their ideas are utilized by community clients such as Be the Change Oklahoma, the Oklahoma Rodeo Association, Feed the Children, etc.

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

The program embraces alternate forms of education delivery as we know that students learn best when their learning styles are engaged. Thus, the program faculty ensure that most of the learning materials are on Moodle and most courses have video components for helping students take a deeper dive into the subjects.

Further, the program believes strongly in experiential learning as they understand that students may remember 20 percent of what they hear but 80+ percent of what they do. As such, the program emphases offer many travel and field experiences (such as covering trials, speeches and city council meetings); however, these travel experiences are being curtailed because of the college requirement of a 90-day advance approval for off-campus travel which is impractical for court coverage, field trips to live broadcast experiences, and other unfixed experiences.

Offer in-class Skype discussion opportunities with members of the professional media, such as with Wall Street Journal editor Troy McCullough and Oklahoman editor Richard Hall.

Public Relations students are required to choose a PR mentor from Oklahoma professionals and conduct regular Interviews and learn by shadowing the mentor.

Students regularly take tours to both Cumulus and Tyler media where they learn first-hand about how to produce a radio show by our graduates there.

Students also learn by doing journalism in the community by reporting on and covering real issues in real and challenging settings .

## 7. Effective Use of Resources

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

The Journalism and Broadcasting program at OCCC is central to the core and the mission of OCCC. Resources for the program are provided to students, faculty and staff, through 3 major ways, which all lead back to providing for a positive future for our students and the enrichment of our communities.

### **Broadcast News Lab and classroom:**

The BNL is the major classroom for our core JB courses, and serves as a lab for all JB and PR students who use the lab and staff to learn to write, shoot, edit and record – essential to their learning the skills necessary for transfer and employment. The BNL has 25 Apple stations to learn news writing, PR, video production and audio production skills.

The lab hours are maintained by the lab assistants (student workers) who serve as supplemental instructors to tutor the students in using the software, cameras and recording equipment. (In 2020, no money was allotted to hire student workers to serve as tutors in the BNL).

### **Audio Recording lab rooms:**

A podcast room and an audio booth lab are adjacent to the BNL, where students learn announcing skills that make them employable, the editing and mixing skills that are essential to the field and the fundamental use of green screen technologies (that no other two-year school teaches,) and that make our students more attractive to employers and transfer schools. Over the assessment period, JB has been able to provide Final Cut X and Adobe shooting and editing high-end skills, due to the equipment and software provided by student technology fees. The students' advanced skills have resulted in their being sought out for internships and also besting four-year schools in student statewide competitions.

### **Pioneer Student Newspaper:**

Offering very public real world experience and integral to our JB success and reputation, the students working for the Pioneer (as paid staff or as students who are required to have articles published in the paper), gain invaluable experience and highly sought after bylines (integral to employment). Our students and majors realize by working for the Pioneer, whether as a student reporter, photographer, or podcaster, the responsibility of using their voices (written or spoken) and the influences they have not only on OCCC but in the communities they cover. With just one full-time faculty member and paid student staff, the Pioneer provides a continued source of needed information through the both on-line and in print. For many staff, faculty and students at OCCC as well as visitors, much of what they know about the college comes from the Pioneer. All JB students write for the Pioneer and learn the importance of having an audience they are accountable to, being accurate, using critical thinking skills, effective writing skills, and being responsible to their communities. Further, the Pioneer serves as a main resource of institutional history—having covered the college for over 40 years.

One hundred percent of our graduates say they would recommend our program to their friends. This is because of the high quality and valued experiential learning provided by our faculty. The philosophy of the program has always been to learn by doing real work, and it is these experiences that students and graduates who work in professional media and at their 4-year transfer schools claim were essential in giving them a boost above their competition.

The average 20:1 student-to-faculty ratio, the hands-on teaching style of our faculty, the relative low cost of our courses and the results our students' achievements are remarkable. One only has to spend time speaking with those who started at 4-year schools and who never get to be published, get only 2 hours of use of a video camera, only learn theory in their intro courses, and who are among an ocean of other students in a classroom to see that our program is lucky to have the ability to have these resources that we use efficiently and effectively.

It is because of efficient use of resources, OCCC's administration's support of our program emphases, the providing of updated software due to student technology fee monies, and the faculty's strong desire to keep current in their fields and to always have a strong understanding of how all components of the industries' technologies and human resource needs work together, that our students are often ahead of their peers when they transfer. We are doing what we strive to do at OCCC; empower our students and enrich our community.

#### **IV. Program Review Recommendations**

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

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

Through this review it has been clear the program has many strengths that should be recognized.

The students in the program have been rather successful as data from course completion and annual program assessment shows. Overall, more than 76-80 percent of the students in the courses complete the courses with high marks (only during the review period). Also, their program-assessed artifacts show they are mastering the concepts of the program courses and demonstrating competence.

Further, the students are graduating in high enough numbers overall to point to the program's viability.

Also, despite the bruising the profession is taking—from layoffs, a political climate that has brought about the term “fake news” and news gatherers expected to do more for less – students still see OCCC as the place to start their pursuit of the profession. Especially strong is the number of students who declare journalism as their major, which has risen dramatically in the last few years. Likely their interest in our program is due to the quality professors, the continuation of our reputation as a strong program, and our connections with those at transfer schools and in the professional media. Again, this only reflects data during the review period and is not indicative of 2020-2021.



Another one of the strengths is students in the program who within 10 weeks of their program courses are doing real journalism and public relations for real audiences. Ours is a hands-on program and not one that is theory/lecture based, which is unique to OCCC and should be retained less we become undesirable. Rather, students do real PR for real clients, do real reporting for the campus and surrounding community through the Pioneer student newspaper, and create real broadcast packages and radio shows for an online audience. Our program is different than any other two-year school in our geographical area, in that all of our freshmen and sophomores must do real news gathering, be published, and must become adept at the essential facets of electronic, print, and public relations work. Whereas other schools' students learn about what journalism and public relations is through lecture, ours learn by doing. Again, this is only during the review period. The college forced most of the JB and PR classes to be 8-weeks only, so the students no longer have the time needed in most classes to build a solid foundation.

Another of our strengths is the faculty, both new and long-standing. Collectively our faculty during this review period have over 120 years of collective work in professional media and in public relations. The faculty keep current and active in the Society of Professional Journalism, the Public Relations Society of America, the Broadcast Education Association, and the National Association of Broadcasters, as well as serve on boards of their Oklahoma chapters. They are also working professionals in the fields they teach. This information only reflects the review period. Due to firings and resignations, the program now has only one fulltime faculty member and one adjunct. The faculty member has been a part of the program since 2003, and the adjunct has been part of the program since 2019.

The program's transferability is still strong with OU, UCO, OCU and other schools, and we still keep our transfer agreements with ECU. Those schools actively court our students because they know how well trained they are, and they know our students can easily integrate into their collegiate media and take on leadership posts.

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

As true of successes, there are serious concerns the program has to overcome if it is to remain one that students seek out and just not one that is run-of-the mill. Some of the concerns are quite worrisome and include:

Our electronic media equipment (video cameras, mixing board, lights, and mics) is failing and in some cases has completely failed because it is quite old – over 13 years in many cases. The program made repeated requests to have these replaced, but the college has not).

Much of our equipment is outdated and not even close to industry standards. While our students are well trained and do fine work, they are having serious challenges when they transfer to our partner schools in using the more modern equipment there. It's similar to someone who has only recorded on 8-track tapes suddenly being asked to quickly adapt to recording in MP3. There's a learning curve that, unfortunately, exists for our students who leave our program. Sadly, just across the campus is a program that is regularly funded with state-of-the art, \$10,000+ audio and video equipment, and despite our regular requests for updated equipment, our students must learn on equipment that if sold today wouldn't fetch even \$200 apiece.

Another strong concern is the transition to 8-week courses. Our students are doing very well in the program because the reporting, electronic media and public relations courses are 16 weeks long. They are successful because they have the time to learn the basics and apply them; have time to do solid multi-source reporting (real sources have busy lives and can't often meet on demand) and have an audience to inform; have the time to do real public relations campaigns for real clients and coordinate with the clients about messaging and events that the students must create; have the time to shoot and record and edit (for each minute of a package, a student must spend at least 1 hour to edit), and have

the time to reflect on their mistakes and learn from them. The concern is not the time needed to build a strong foundation in journalism, broadcasting and public relations—that time and more is necessary (especially for 99 percent of our students who have never written in journalistic style, never held a camera or mic, never have used editing software, don't even know what public relations is). The realistic concern is that going forward the program courses will be forced into shorter terms where students cannot build a solid foundation in any of these areas. Our transfer partners, those in our state and national boards and those in the professional media all agree that students need more, not less, time to gain the muscle memory necessary to operate the equipment and editing programs; to gain the skills necessary to understand, conduct interviews and do critical thinking enough to report on issues of concern and interest to the public; and need time to go from knowing nothing about public relations and the heavy research involved in it to doing any basic practitioner steps. The issue here is not the number of contact hours in class – the faculty understands that students spend the same number of hours with us. The issue is that executing these real-life learning activities relies on adapting to the schedule of the rest of the world. Students must wait for calls and emails to be returned in order to report and shoot and set up PR meetings. They must wait for real-life events to take place and for sources to be available for them to cover as news stories. They must wait for fact-checking and for editors to approve their final products in an industry in which accuracy and ethics is crucial (not to mention a legal liability). They must wait to have their stories published in the newspaper, the publication of which is not being doubled as the course periods are cut in half. All of that takes time on the calendar that has nothing to do with how many hours students spend in the classroom. Doubling teaching hours does not facilitate doubling the amount of hours in which students have to produce news and PR products and events. In the 8-week format, students' opportunities to produce news, broadcasting and PR events and products will be roughly halved. In truth, because program faculty work in the field or have worked in the field for years and went through the same learning experiences these students must go through, we understand that the foundation resulting from 8-week courses will not be strong, and the students and the program will suffer significantly because of the lack practice and understanding that will certainly come when the courses are shortened. These opinions have been sought and confirmed with our faculty contacts statewide and nationwide who are not only experts in their fields, and in their fields' curriculum development and implementation, but are our transfer partners as well.

Pioneer funding is another serious concern for the program. A journalism program is known by what its students produce and what forward-facing electronic or print pieces it produces. The program has for forty years won dozens of state awards each year for the student run Pioneer. In fact, just last year, the Pioneer won third place among all state newspapers, just shy of beating the Oklahoman for news coverage. The newspaper is something special and is well known by all in Oklahoma Society of Professional Journalism, which brings much positive attention back to the college. However, the paper has seen the most dramatic cut in its staff funding ever, with now money only available to hire 2 reporters per semester and not in the summer. No collegiate paper or news outlet can operate with a staff of one. No learning lab (which the Pioneer newspaper serves as) can operate well with a staff of one. And, the reputation of the college as a place to start one's journalism education will suffer because of this drastic funding cut, which virtually shuts down the college's independent student voice. During a recent meeting with the Provost, the program was told it could have more funding if it provides a budget each December explaining how many student workers are needed and how much is needed for printing. Until the funding is realized, the above concern stands.

Another area that is highly worrisome is seen in the number of students who are declaring public relations as their majors and who are graduating with the degree. Data shows a steep decline in students who are seeking the major and with the decline is the dramatic decline in graduates. It's not unrealistic to see the number of students who seek the major and graduate reach non-viable levels within a few years.

Course transferability is another important concern the program has. In 2015 all program courses transferred as course-equivalents to all transfer partners. For example, our video and audio production courses transferred as such. However, because the media is constantly changing and the expectations of journalism students are changing, our audio production and video production courses no longer transfer as anything but lower level elective credit to UCO, OU, OCU and our other major transfer partners. This is because their programs have instituted a studio component for their students taking those classes, and we do not have such a component. In discussions with our partners, they have told

us that our courses will not transfer except as elective credit unless we change. Thus, our students are taking our classes, graduating, and then being required to retake the classes at the transfer schools—which is likely causing a decrease in enrollment and persistence.

One last concern is the lack of funding for Lab Assistants in the Broadcast News Lab. The program has regularly had two student workers to serve as supplemental instructors in the lab, because of the more than 36 hours per week the lab is available. The assistants help the students practice more with editing and producing materials for all their classes as well as check in and out equipment for the students. The lab assistants are indispensable—much as they are for all other learning labs. Currently the funding has been slashed so much that there is only one lab assistant to do the work, so students cannot get equipment and cannot get assistance in learning the very complicated processes that go into creating and editing content.

In sum, lack of funding for equipment to keep the tech-heavy program afloat, lack of funding for assistants to help students utilize the tech outside of class, and the college's transition to 8-week courses are the greatest sources of concern. In order to stay relevant in the industry and facilitate our students' desire to transfer to universities or gain employment in an increasingly technology-based line of work, Journalism and Broadcasting must have support for longer terms, equipment, technology and student staff.

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

1) Collapse the three emphases into one program -- no longer offer separate public relations, journalism and broadcasting tracks—and change the name of the program to align with what it is called at our transfer partners. The industry has changed and journalists are expected to know how to report, shoot, video, edit and do everything as a one-person team. Having a diverse skill set is the only way to be truly marketable in this high-demand profession, and students must be trained immediately to become multimedia practitioners. Our transfer institutions no longer silo their journalism students into journalism or broadcasting. Rather, the students there all take the same courses in programs with titles such as “Professional Media” or “Strategic Communications” in order to become multimedia journalists. Through a collapsed program, OCCC students would become a larger cohort and create bonds that keep them learning and returning to their programs year after year – hopefully assisting and encouraging each other until graduation and beyond. Further, because there are only two or three required courses that differ between the three emphases, and because most public relations specialists are former journalists or have journalism training, now is the time to explore requiring that all students take audio and video production, print journalism and public relations courses. This would jibe well with what our transfer partners are doing, where the industry is going, and it would also boost numbers in the JB department and streamline the advising process.

2) Adopt a funding model to assist with equipment updates, such an editing lab fee and an equipment use fee, for all students in the program. This is similar to the model the Digital Cinema Production program uses. Our program is extremely rare in that it offers open editing and recording labs which are available each hour the college is open. Further, our program is the only one in the greater metro and surrounding area that allows students to check out equipment (cameras, mics, lighting, etc.) for up to 48 hours and take the equipment off campus. At other schools, the students get to use the equipment only 2 hours per day and they can't leave campus. What we offer the students is well-designed for their learning, and it's not too much to ask students (who don't need to purchase a textbook) to pay an extra \$5 - \$10 per credit hours for something they will never get at another college in the area. Of course, this would be in addition to regular funding by the college through student tech fees.

3) Continue to stress the importance of the extended learning times for our students. It cannot be understated that 8-weeks is not enough time to build a solid foundation in this field. Much as a piano student in an individual course needs the time to gain muscle memory, or a nursing student needs time to learn the critical assessment skills necessarily to save lives, our students need the time to learn skills

that require the same mental and physical acumen and are just as important to saving lives and adding to the culture of our communities.

4) Since the college has to do belt tightening and may not find the Pioneer necessary of staff funding (although they should), the program should explore requiring that all students in each program course work a number of hours in the Pioneer producing content for the newspaper and its electronic social media arms. Since students need more experience doing real journalism and public relations, they can hone their skills in real-life setting as they report on news that matters to the community.

5) Because our electronic media courses aren't transferring as anything but elective credit to the majority of our partner schools, we should explore retooling the courses to include a studio component for each or explore blending the courses (teaching the skill sets in both) with Course 1 teaching the foundations of video and audio production, and Course 2 being the advanced course that requires students to create radio material, a regular newscast, and social media material for a college audience. Doing so could allow our courses to transfer again. We could convert a space which is currently serving as an overflow audio recording and editing suite and artifact assessment storage area into a small studio. Informal discussions have already taken place to assess the ability to use part of the VPAC sound stage as an ad-hoc studio for streamed video broadcasts.

6) More must be done to explore financial options to keep the Broadcast News lab running and keep equipment available for students.

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

We are happy to provide institutional recommendations. However, aside from these recommendations and our desire to have meetings to see if the recommendations could be explored by administration, at this stage these are only wishful thinking. In truth, some of the recommendations pertaining to equipment have been made for the last 15 years. We are hopeful within the next five years the JB program will have advanced with one of many of these recommendations.

1. JB will recommend needed hardware (computers) and software and electronic media equipment (video cameras, audio equipment, a studio mixing board) upgrades through the college budgeting process.
2. JB will recommend needed hiring of an additional fulltime faculty member to teach the broadcast courses. The only fulltime faculty member doesn't have the academic credentials to teach the courses.
3. JB will recommend needed studio space for the required studio component of courses which will allow our students a better chance of transferring their courses equally to our partner schools.
4. JB will recommended a return to 2016 funding for Pioneer reporting and editing staff as well as for 2 Broadcast News Lab assistants through the college budgeting process.
5. JB will continue to assert best practice and industry recommended course lengths of 16 weeks for all production courses, for News Writing I and Feature Writing and for public relations.
6. JB will be encouraged to continue to meet and consult with faculty from the OU Gaylord College, and UCO, OCU and other receiving transfer institutions as needed.

7. JB faculty will submit to the curriculum committee in the future for approval any plan of collapsing of the three program emphases to one program.



