

**Northern Oklahoma College**  
**Communications 007**  
**Options: Photography, Mass Communications**  
**Five-Year Program Review**  
**Completed May 2013**

Based on the thorough internal or external program review addressing all criteria in policy, a comprehensive report should be possible within ten or fewer pages. This program review template is provided to assist institutions in compiling the program review information, which is to be presented to the institutional governing board prior to submission to the State Regents. Executive Summaries should be possible within two pages using the provided template (Program Review Executive Summary Template).

Description of the program's connection to the institutional mission and goals:

The mission of Northern Oklahoma College, the State's oldest community college, is a multi-campus, land-grant institution that provides high quality, accessible, and affordable educational opportunities and services which create life-changing experiences and develop students as effective learners and leaders within their communities in a connected, ever-changing world.

Northern Oklahoma College will be a recognized as a model institution and leader in academic quality and cultural enrichment, promoting student success, collaborative learning, creative and forward thinking, and community responsiveness.

The core values of Northern Oklahoma College are that through personalized education we believe in providing individualized services leading our students to achieve their academic goals in a welcoming and safe environment, and we will provide support to students in and out of the classroom so that they receive a full college experience with diverse opportunities. Another core value is community and civic engagement, so we believe that educated citizens are necessary for a healthy, democratic society, and that free and open expression and an appreciation for diversity are cornerstones of higher education, and we believe in economic and environmental sustainability and the importance of enriching the intellectual, artistic, economic, and social resources of our communities.

We at Northern Oklahoma College also believe in the inherent value of intellectual pursuit for both personal and professional growth, as well as the need to prepare students for the 21<sup>st</sup> century professions, and that a knowledge-centered institution is vital to a knowledge-based economy, and we measure our success against national models and standards of excellence.

**3.7.5 Process (Internal/External Review):**

Previous Reviews and Actions from those reviews:

Analysis and Assessment (including quantitative and qualitative measures) noting key findings from internal or external reviews and including developments since the last review:

- For the Communication Degree there are 19 hours of program requirements and 4 hours of recommended program electives
- There are currently 2 FTE faculty members for the Communications degree.
- Students have the opportunity to work on the school newspaper and the school radio station.

**A. Centrality of the Program to the Institution’s Mission:**

The mission of Northern Oklahoma College, the State’s oldest community college, is a multi-campus, land-grant institution that provides high quality, accessible, and affordable educational opportunities and services which create life-changing experiences and develop students as effective learners and leaders within their communities in a connected, ever-changing world.

The Communication Degree at Northern Oklahoma College creates life-changing experiences in the various fields of modern media, thus creating students who are effective learners by honing their communication skills.

**B. Vitality of the Program:**

**B.1. Program Objectives and Goals:**

Students upon completion of the Communication degree will be able to:

- Appraise diversity issues in multicultural societies and the impact of the media on those societies.
- Evaluate the impact of media on history, democracy and culture.
- Organize and produce story ideals while using research skills to enhance the stories
- Critique media using critical and analytical thinking skills to write accurate, concise, and objective news stories for broadcast and print media.

Examine and use industry software and hardware to produce final projects.

**B.2 Quality Indicators (including Higher Learning Commission issues):**

- A grade of a “C” required in Mass Communication courses.
- Demonstrated writing, speaking, and research ability as shown on papers and projects in the required Mass Communication courses

**B.3. Minimum Productivity Indicators:**

| Time Frame (e.g.: 5 year span) | Head Count                          | Graduates |
|--------------------------------|-------------------------------------|-----------|
| 2007-2008                      | 47 (45)                             | 18        |
| 2008-2009                      | 39 (21)                             | 12        |
| 2009-2010                      | 47 (30)                             | 6         |
| 2010-2011                      | 66 (43)                             | 11        |
| 2011-2012                      | 62 (29)                             | 13        |
|                                | *Unduplicated majors in parentheses |           |

**B.4. Other Quantitative Measures:**

- a.** Number of courses taught exclusively for the major program for each of the last five years and the size of classes:

| Course Number | Course Name                   | Average Size of Class |
|---------------|-------------------------------|-----------------------|
| JOUR 1013     | Intro To Mass Comm            | 11                    |
| JOUR 1113     | Writing for Mass Media        | 11                    |
| JOUR 1123     | News Reporting & Writing      | 11                    |
| JOUR 2013     | Principles of Advertising     | 9                     |
| JOUR 2240     | Publications Practicum        | 7                     |
| SPCH 1653     | Radio Broadcasting            | 5                     |
| SPCH 2010     | Speech Activity Participation | 5                     |

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

| <b>Course</b>      | <b>Title</b>                  | <b>Hours generated</b> |
|--------------------|-------------------------------|------------------------|
| JOUR 1013          | Intro to Mass Comm            | 549                    |
| JOUR 1113          | Writing for Mass Media        | 285                    |
| JOUR 1123          | News Reporting & Writing      | 186                    |
| JOUR 2013          | Principles of Advertising     | 222                    |
| JOUR 2240          | Publications Practicum        | 180                    |
| SPCH 1653          | Radio Broadcasting            | 141                    |
| SPCH 2010          | Speech Activity Participation | 141                    |
|                    |                               |                        |
| <b>TOTAL HOURS</b> |                               | <b>1704</b>            |

c. Direct instructional costs for the program for the review period:

|                          |
|--------------------------|
| Journalism = \$165,595   |
| Mass Com = \$338,865     |
| <b>TOTAL = \$504,460</b> |

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

|    |
|----|
| NA |
|----|

e. A roster of faculty members, faculty credentials and faculty credential institution(s). Also include the number of full time equivalent faculty in the specialized courses within the curriculum:

| <b>Faculty</b> | <b>Credential</b> | <b>Institution that granted degree</b> |
|----------------|-------------------|--|
| Scott Haywood  | Master's degree   | NSU                                    |
| Dean Percy     | Master's degree   | NWOSU                                  |
|                |                   |  |

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

N/A—transfer degree program

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

With the close relationship maintained with OSU through the Memo of Understanding at the NOC-Gateway program, Northern receives annual reports of transfer students' performance. In the last two years, this report has indicated that the retention rate of NOC transfer students is greater than the first year at OSU retention rate of other transfer students for each of the years studied indicating that NOC graduates are well prepared for continued success at the four-year institution

**B.5. Duplication and Demand:**

In cases where program titles imply duplication, programs should be carefully compared to determine the extent of the duplication and the extent to which that duplication is unnecessary. An assessment of the demand for a program takes into account the aspirations and expectations of students, faculty, administration, and the various publics served by the program. Demand reflects the desire of people for what the program has to offer and the needs of individuals and society to be served by the program.

**B.5. Duplication and Demand Issues:**

*Address Duplication:*

NA

*Address Demand:*

Career opportunities for graduates with a degree in Communication include the following: editor, information specialist, media/public relations, news reporter/writer, on-air broadcast talent, photographers, photojournalist, sports reporter, teacher, and technical writer.

**B.5.a.** Detail demand from students, taking into account the profiles of applicants, enrollment, completion data, and occupational data:

The Mass Communications program shows room for growth in its number of graduates; however, the program has had steady enrollment from students interested in gaining writing experience for newspaper positions and from students who want the experience of working in an on-site radio station and practicing broadcasting skills on air, an opportunity rare for freshmen and sophomores.

U.S. Bureau of Labor Statistics suggest that writers with a bachelor's degree may expect to earn a median salary of \$55,000 to \$74,999 with 5,000 to 9,999 new or replacement jobs opening up in the next 10 years. Other areas of employment related to a bachelor's degree in journalism (e.g. reporters and correspondents, broadcast technicians, and editors are not expected job-growth industries but are projected to maintain the same level of employment. An 8.9 % increase in job availability is projected for photographers.

**B.5.b.** Detail demand for students produced by the program, taking into account employer demands, demands for skills of graduates, and job placement data:

Because this is a transferrable degree program, employer demands, job placement data, and other information often provided by advisory boards on the necessary skills for graduates, are tracked at the bachelor's level in the universities where students complete their degrees. Northern provides general education courses and introductory program courses that meet the needs of these transfer requirements. Faculty members regularly meet with representatives from partner institutions to align and articulate agreements for transfer.

**B.5.c.** Detail demand for services or intellectual property of the program, including demands in the form of grants, contracts, or consulting:

NA

**B.5.d.** Detail indirect demands in the form of faculty and student contributions to the cultural life and well-being of the community:

The faculty and students in the communications area are heavily involved in the campus radio production and the publishing of the two school newspapers.

**B.5.e.** The process of program review should address meeting demands for the program through alternative forms of delivery. Detail how the program has met these demands:

The Communication program classes are taught ITV for distant learners but are currently not available online.

**B.6.** Effective Use of Resources:

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 2 FTE teach primarily in the communications field. One is in charge of the school radio and its production. The other instructor is in charge of the two newspapers, one on the Tonkawa campus and one on the Enid campus.

\*Low Producing Program Reviews follow a different format and template.

**Institutional Program Recommendations:** (describe detailed recommendations for the program as a result of this thorough review and how these recommendations will be implemented, as well as the timeline for key elements)

| <b>Recommendations</b>  | <b>Implementation Plan</b> | <b>Target Date</b> |
|---|----------------------------|--------------------|
| To align the Communication course offerings with the regional universities' general education requirements. | Fall 2014                  | Spring 2015        |

**Summary of Recommendations:**

|                                  | <b>Department</b> | <b>School/College</b> | <b>Institutional</b> |
|----------------------------------|-------------------|-----------------------|----------------------|
| <b>Possible Recommendations:</b> |                   |                       |                      |
| Expand program (# of students)   | 10                | 10                    | 10                   |