



**Journalism: Bachelor (Major, Minor, Honours)
(January 2016-November 2018)
Program Review Reports**

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Program Review Self-Study

Journalism and Communication Studies

May 18, 2016

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1. Program Overview and Context

Program Description

The Journalism and Communication Studies department, part of the Arts Faculty, offers two degrees: the Bachelor of Journalism, with an Honours option, and the Journalism minor. The Bachelor of Journalism includes a minimum of 120 credits: seven required Journalism courses, six Journalism electives, four Communication Studies electives, and Indigenous Studies 1100. The remaining credits are made up of student choices that meet the requirements of the Bachelor of Arts framework.

The minor includes five required Journalism courses and four upper-level Journalism courses of the student's choice.

Courses are offered primarily on the Surrey campus, with one or two courses at the Langley and/or Richmond campuses in the Fall and/or Spring semesters.

The faculty includes six instructors: four full-time, one half-time, one three-quarter time. Two instructors continue to work as journalists, another recently earned her PhD in Communications (SFU), and two are doing working on their PhDs now, one at UBC and the other at McGill University.

Brief History of the Program

The Journalism program has been part of Kwantlen for many decades. It began as a two-year diploma program when Kwantlen and Douglas College were one entity. The degree first appeared in the 2002/03 calendar as the Bachelor of Applied Journalism, with an Honours option. The degree added two years, advanced skills and 60 credits onto the 60-credit diploma program. Students could graduate with the diploma after two years, or continue on for another two to earn the degree. They also had the option of doing a concentration in Public Relations, another diploma program in the Faculty of Design. Students could substitute some specific PR courses for some specific upper-level Journalism courses. Similarly, PR students could do a concentration in Journalism with the same course substitutions.

Maintaining the diploma along with the degree was a requirement of the provincial ministry responsible for post-secondary education. This model was problematic, as it guaranteed substantial attrition at the two-year mark. The cohort of 22 students dropped significantly between second and third year.

In September of 2011, Journalism at Kwantlen changed completely. The department moved from the Design Faculty in Richmond to the Social Sciences Faculty (now Arts) in

Surrey. The department revised its program entirely, eliminating the diploma and cohort model, and following the Bachelor of Arts framework. The instructors' commitment to provide students with the skills to succeed as journalists resulted in a completely revised curriculum that reflected the technological changes in the industry and the growth of social media and citizen journalism. In addition, communication-theory courses, which had previously been labelled Journalism courses (such as Introduction to Mass Media and Media and Diversity), were given their rightful designation as Communication Studies courses, more such courses were added, and the department name was changed to Journalism and Communication Studies.

It was not possible to retain the PR concentration because the PR program operates on a cohort model, as the JRNL program used to, so there were no seats available for JRNL students interested in PR courses as electives.

These changes were not prompted by an official program review, but by the department's recognition that the structure of the degree needed to change, not only to address the attrition issue, but to update the curriculum to reflect the changing reality of the profession of journalism and the importance of media literacy to all citizens, not just journalists.

Curriculum Profile

The Bachelor of Journalism program features multimedia storytelling experience utilizing the most current technologies. Students use industry-standard software to produce journalism that draws on the full range of multimedia storytelling possibilities, including animation, interactivity, audio, and video. Students participate in academic studies and practical training through seminars, labs, and off-campus work experiences. The goal of the program is to prepare Journalism graduates to be employed and responsible citizens, using the skills and knowledge they've gained. They are prepared for such positions as multi-media journalists, editors, researchers, and freelance writers and photojournalists and/or to work as communications professionals in such fields as media relations, corporate communications, and public relations. Another goal is to ensure the transferability of the skills that are part of the degree, which can be put to use in many fields of endeavour, including working in a multimedia environment, using social media and journalistic research skills in professional settings, and understanding the many facets of the collection and dissemination of information via the media.

Communication Studies courses put the practice of Journalism and other forms of communication into context, with exploration of such issues as media law and ethics, media and diversity, media and social change, and social media and society.

The specific competencies of the program are included in these statements:

1. Create and publish responsible journalism in diverse subject areas and genres and in a variety of formats (e.g. writing, audio production, and visual imagery for print and online

publication).

2. Conduct original research using a variety of different methods and resources.
3. Understand the role of media and journalists in societies and democracy.
4. Innovate through expansive thinking and creative problem solving.
5. Work effectively with advances in communications and media technology.
6. Analyze the effects of changes in media technology on social-media and mass-media communication.

The generic skills and abilities students should gain through successful completion of the program include proficiency in written and oral communication, group collaboration, critical analysis, problem solving, self-directed learning, and reading and comprehension.

Students should be able to demonstrate the following measurable outcomes by the end of the program:

- Create and publish responsible journalism in diverse subject areas and genres and in a variety of formats.
- Analyze journalism content from a variety of media platforms
- Work effectively as a journalist or communications specialist in a professional setting
- Evaluate and assess their own ability, effectiveness, interest and competency as a journalist or communications specialist
- Employ best practices and ethical principles of journalism and communication

Students are expected to demonstrate a level of proficiency in the above competencies, skills and abilities that enables them to find employment in an entry-level journalism or communications position, or to proceed to higher education.

2. Scope of Review

Program Review History

The degree was launched in 2001/2002 and has not undergone this type of program review until now. However, as noted throughout this document, the department undertook its own substantial review, which led to the complete revamping of the curriculum effective Fall 2011.

External Accreditation, if applicable

Not applicable

Program-Specific Issues

The main issue facing the program is that the profession of journalism is in great flux. Extremely rapid advances in technology require that journalists be highly skilled not only in the use of that technology, but in adapting to change. Technological advancements have also meant that the general population increasingly turns to online information, rather than the traditional print and broadcast formats. This has led to a great diminishing of print-journalism jobs in particular, and much publicity about that, and the resulting assumption that journalism is no longer a viable career.

Particularly since the revamp of the curriculum in 2011, the department has endeavoured to keep up with the technological changes, to foster adaptability in students, to emphasize the transferability of journalism skills, and to provide courses that give non-Journalism majors valuable technical skills. For example, in the Spring 2016 Data Visualization class (JRNL 4165), fully half the students were not Bachelor of Journalism students, but saw the value in the course in their chosen field of business, political science, etc.

Our program-specific issue boils down to battling two incorrect but common perceptions: 1) that Journalism is not a valid career option, and 2) that Journalism courses are only for journalists.

The widespread closure and downsizing of newspapers in particular can give the impression that journalism is a dying profession. However, it is the newspaper business model that is dying, not journalism itself. Other venues for employment opportunities have been growing as newspapers have been shrinking, particularly online multimedia ventures.

Many of KPU's journalism courses provide highly transferrable skills that are in-demand in many professions other than journalism. JRNL 4165, Data Visualization, is just one of these, giving students the skills to create interactive maps and graphics, which have many applications in many disciplines. Fully 100% of 2015-15 alumni who responded to the alumni survey said they were prepared to work effectively with advances in

communications and media technology. Given the ubiquitous nature of such technology in many fields, this is significant.

3. Program Currency and Relevance

Discipline/Sector Context

See above

Competitive Context

There are four other journalism programs in Metro Vancouver, but none are degree programs. Langara College offers a two-year diploma and an eight-month certificate; BCIT offers a two-year diploma in Broadcast and Online Journalism, and UBC has a two-year Master of Journalism.

There is one other Bachelor program in B.C., the Bachelor of Journalism at Thompson Rivers University in Kamloops. Administrative data shows the number of Bachelor of Journalism students in B.C. remained consistent from 2010-2011 to 2013-2014, as did Kwantlen's share of those students, ranging from 68 to 74 per cent.

Student Demand

Enrolment data shows that the curricular overhaul of 2011 was definitely the right thing to do, in terms of numbers of students taking Journalism courses. In 2010/2011, that number was 195. The next year, the first of the new program, the headcount of students enrolled in Journalism courses was 323. That number has remained relatively consistent since then, with a headcount of 286 in 2014/2015.

The number of declared students increased by about 25% since the new curriculum was introduced, and has remained consistent at about 100 since then.

The student profile has also remained consistent, dominantly women under 22 years old, and almost all domestic.

The Bachelor of Journalism includes Communication Studies courses, which were introduced in 2011 along with the other curricular changes (one course, which filled quickly, ran in Summer 2010). These courses have proven very popular among students. The headcount of students enrolled in COMM courses when they were first introduced in 2011 was 399, and that has remained consistent.

The data shows consistent utilization rates, with fill rates ranging from 70 to 84 per cent in 2014 and 2015 (with the exception of Summer 2014, when a course typically offered in the Fall was added to the Summer timetable to test demand.)

Summary and Recommendations

The student demographic shows that mainly young women recently out of high school are the majority. The department could consider developing relationships with high schools to capitalize on the interest among high-school students that is already there. The department could investigate attracting older students, particularly professional journalists, for skill upgrades if not the entire degree.

4. Quality of Curriculum Design

Curriculum Profile

The program supports the goals of the Academic Plan to offer an exceptional learning environment attuned to learners by providing them with the instruction, equipment, support and milieu they require. Experiential learning is an essential component of a program that is preparing students for specific professional work upon graduation.

The chart below shows how Learning Outcomes of JRNL and COMM courses give students opportunities to develop and demonstrate the program's specific competency statements. It also shows that the program's learning outcomes are specific, measurable, attainable, relevant, and time-bound.

Create and publish responsible journalism in diverse subject areas and genres and in a variety of formats (e.g. writing, audio production, and visual imagery) for print and online publication	
<i>Course</i>	<i>Learning Outcomes</i>
JRNL 1220	Write concise, clear, readable blog posts; Embed video in their blog
JRNL 2120	Produce reportage and other journalistic stories in a variety of formats
JRNL 2230	Use computer applications to produce stories in a variety of media, including audio and video; Gather images, audio and video and edit them for publication; Create a working plan for covering events, issue or people through multimedia
JRNL 2240	Create and publish journalistically sound work in a variety of subject areas
JRNL 3155	Write stories in Canadian Press style and following Canadian Press guidelines
JRNL 3170	Produce a publishable narrative nonfiction story online and/or in print
JRNL 3270	Produce and publish stories that combine audio and photographs; Create and publish photojournalistic essays; Produce and publish photojournalistic videos
JRNL 4165	Create an interactive map; Create a searchable database; Create an interactive data visualization

JRNL 4250	Write publishable public affairs journalism articles
JRNL 4260	Produce interactive web features using a variety of techniques; Publish apps and interactive web sites
JRNL 4270	Develop and produce individual articles that are part of a larger story package; Consider and employ effective storytelling modes and methods
JRNL 4240	Plan and produce long-term, feature-length journalism projects; Write a publishable social-issues journalism feature, or an academic-style essay on a social-issues topic
Conduct original research using a variety of different methods and resources.	
<i>Course</i>	<i>Learning Outcomes</i>
JRNL 1160	Analyze the impacts of social media on the practice of journalism; Analyze the role of journalism in society, in governance and in democracy; Write and research essays on issues of current concern for journalists and journalism
JRNL 1220	Perform Freedom of Information searches; Perform property record searches; Search corporate records; Find search warrants and other court documents; Perform searches including, but not limited to: finances of charities, political campaign contributions, public-sector salaries; Use online survey tools; Organize research materials
JRNL 2120	Produce reportage and other journalistic stories in a variety of formats
JRNL 2230	Gather images, audio and video and edit them for publication
JRNL 2240	Create and publish journalistically sound work in a variety of subject areas; Describe research methods related to subject-areas beats; Apply fact-gathering skills;
JRNL 2250	Identify political issues of current significance in local, provincial and federal governments
JRNL 3155	Define the differences between news stories, editorials, columns, feature stories, blogs and citizen witnessing of events; Conduct research using the library and the internet; Interview individuals for stories

JRNL 3170	Analyze the characteristics of long-form narrative nonfiction; Analyze the fundamental journalistic principles that narrative nonfiction must follow; Analyze appropriate formats for story, such as magazine articles, memoirs and essays
JRNL 3260	Analyze fundamental media economics; Analyze the effects of the internet on existing media economics; Investigate changing employment trends for journalists
JRNL 3270	Analyze the contribution of photojournalism to public discourse
JRNL 4141	Investigate potential job markets; Explore and assess the range of industry-related employment
JRNL 4165	Read, construct, interpret and evaluate arguments, tables, graphs and charts; Collect, organize and interpret numerical data from surveys, open data portals and Statistics Canada to reach conclusions and draw inferences; Undertake advanced internet research; Compile and analyze data using Excel formulas; Compile and analyze data in spreadsheets and databases; Locate and verify information sources
JRNL 4240	Analyze mainstream and alternative media coverage of social issues; Combine extensive research with feature writing skills
JRNL 4250	Identify political issues; Find sources of information; Conduct effective interviews for journalistic principles
JRNL 4260	Analyze interactive methods for reportage and storytelling; Develop conceptual plans that use programming for delivery of data and information
JRNL 4270	Interpret complex information and data
Understand the role of media and journalists in societies and democracy	
<i>Course</i>	<i>Learning Outcomes</i>
JRNL 1160	Identify the differences between journalism and advertising, public relations and advocacy; Understand the roles and duties of a reporter; Analyze the role of journalism in society, in governance and in democracy; Write and research essays on issues of current concern for journalists and journalism
JRNL 1120	Understand media law as it applies to blogging/social networking
JRNL 2120	Describe the factors that distinguish journalism from other non-fiction storytelling methods; Explain the difference between journalistic, documentary and personal storytelling

JRNL 2140	Identify key cultural and economic factors influencing how news is reported and delivered
JRNL 2240	Describe essential differences between factual, critical and personal storytelling
JRNL 2250	Examine issue of communication and access faced by political journalists; Examine the communication relationship between journalists and politicians, political parties and the governing party; Describe the watchdog role of political journalism; Describe the significance of Access to Information and Freedom of Information for political journalism in Canada
JRNL 3160	Debate photojournalism as a means of communication
JRNL 3170	Debate how narrative nonfiction can have a unique impact on readers and society
JRNL 3260	Analyze fundamental media economics
JRNL 3270	Debate legal and ethical rights and obligations of photojournalists; Consider the responsibilities of a photojournalist in covering events of a sensitive or controversial nature
JRNL 4240	Differentiate the interactive roles of citizens, governments, special interest groups and journalists in identifying social injustice and inequalities, and in promoting meaningful public discourse about issues of social significance
Innovate through expansive thinking and creative problem solving	
<i>Course</i>	<i>Learning Outcomes</i>
JRNL 1160	Analyze the impacts of social media on the practice of journalism; Write and research essays on issues of current concern for journalists and journalism
JRNL 2230	Create a working plan for covering events, issues or people through multimedia
JRNL 2240	Recognize potential storytelling and publishing possibilities
JRNL 2250	Examine issue of communication and access faced by political journalists
JRNL 3170	Generate original story ideas

JRNL 3260	Interpret possibilities for self-employment in a changing media landscape; Develop strategies for professional networking, reputation-building and promotion; Employ strategies for starting, building and maintaining a self-directed career in media
JRNL 3270	Solve photographic challenges with advanced technical knowledge and creative techniques; Utilize technical and creative skills in covering a wide variety of events
JRNL 4141	Explore and assess the range of industry-related employment
JRNL 4165	Read, construct, interpret and evaluate arguments, tables, graphs and charts; Explain the limitation of raw data and how it can be misleading
JRNL 4240	Combine extensive research with feature-writing skills
JRNL 4260	Develop conceptual plans that use programming for delivery of data and information
JRNL 4270	Interpret complex information and data
Work effectively with advances in communications and media technology	
<i>Course</i>	<i>Learning Outcomes</i>
JRNL 1160	Analyze the impacts of social media on the practice of journalism
JRNL 1220	Use online survey tools; Create blog posts with maximum search engine optimization; Use social networking to build an audience for the blog
JRNL 2140	Describe traditional and emerging formats for presentation of news
JRNL 2230	Use computer applications to produce stories in a variety of media, including audio and video; Describe ethical considerations when producing multimedia journalism; Identify possible storytelling modes for online delivery of individual stories; Gather images, audio and video and edit them for publication; Utilize computer applications to publish to the internet; Create a working plan for covering event, issue or people through multimedia
JRNL 2240	Describe the differences and similarities between news and other subject areas in traditional and non-traditional journalism
JRNL 3160	Produce uploaded digital images and videos using appropriate software; Produce digital compilations of photos with audio

JRNL 3270	Produce photojournalism using advanced features of digital SLR and video cameras; Utilize technical and creative skills in covering a wide variety of events
JRNL 4165	Read, construct, interpret and evaluate arguments, tables, graphs and charts; Collect, organize and interpret numerical data from surveys, open data portals and Statistics Canada to reach conclusions and draw inferences; Undertake advanced internet research; Compile and analyze data in spreadsheets and databases; Create an interactive map; Create a searchable database; Create an interactive data visualization
JRNL 4260	Analyze interactive method for reportage and storytelling; Produce interactive web features using a variety of techniques; Publish apps and interactive websites
JRNL 4270	Consider and employ effective storytelling modes and methods
Analyze the effects of changes in media technology on social-media and mass-media communication	
<i>Course</i>	<i>Learning Outcomes</i>
JRNL 1160	Describe how recent economic and technological changes have impacted journalism, both professional journalism and citizen journalism; Write and research essays on issues of current concern for journalists and journalism; Analyze the impacts of social media on the practice of journalism
JRNL 1220	Understand media law as it applies to blogging/social networking
JRNL 2140	Describe traditional and emerging formats for presentation of news; Recognize and examine the range of news providers within a community
JRNL 2240	Describe the differences and similarities between news and other subject areas in traditional and non-traditional journalism
JRNL 3155	Analyze news content from a variety of news media platforms, including online, print and broadcast
JRNL 3170	Debate the impact of new technologies on the nonfiction publishing industry
JRNL 3260	Analyze the effects of the internet on existing media economics; Investigate changing employment trends for journalists
JRNL 4240	Analyze mainstream and alternative media coverage of social issues

JRNL 4260	Analyze interactive methods for reportage and storytelling
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Create and publish responsible journalism in diverse subject areas and genres and in a variety of formats (e.g. writing, audio production, and visual imagery) for print and online publication	
<i>Course</i>	<i>Learning Outcomes</i>
	This competency statement relates to the creation and publishing of journalism, and so is not applicable to Communication Studies courses
Conduct original research using a variety of different methods and resources.	
<i>Course</i>	<i>Learning Outcomes</i>
COMM 1200	Create and apply visual strategies to synthesize resource/research material; Interview people effectively for research related to visual literacy
COMM 2220	Research and write an essay on communication rights
COMM 3110	Generate research on a significant issue related to news media influence
COMM 4210	Generate advanced research in the field of journalism history using research sources for Canadian journalists
Understand the role of media and journalists in societies and democracy	
<i>Course</i>	<i>Learning Outcomes</i>
COMM 1110	Discuss the relationship between television and social change; Consider the impact of television on society; Discuss the role of television programs in challenging or upholding societal norms
COMM 2210	Describe how popular culture follows and/or affects social changes in attitudes, values and popular beliefs
COMM 2220	Consider the role of communication rights in the development and protection of democracy
COMM 3110	Investigate spin in political communication; Compare journalism and public relations ethics and principles
COMM 3200	Evaluate the relationship between celebrity culture and various aspects of society
COMM 3220	Analyze the social impacts of social media, mobile technologies, and wearable tech; Explain inequalities related to gender, race, sexuality, and class in regards to social media, mobile technologies, and wearable technology
COMM 4210	Analyze the major developments in the history of Canadian journalism and explain their importance
Innovate through expansive thinking and creative problem solving	
<i>Course</i>	<i>Learning Outcomes</i>
COMM 1100	Discuss the notion of objectivity; Describe different approaches to analysis of media content

COMM 1200	Recognize and apply basic design elements and principles to solve design problems; Design personal projects to apply concepts and comprehension of visual literacy
COMM 3100	Interpret diversity and discuss it from an inclusive perspective
COMM 3200	Critically reflect on one's own interaction with celebrity culture
Work effectively with advances in communications and media technology	
<i>Course</i>	<i>Learning Outcomes</i>
	This competency statement is reflective of skills acquisition, and is not applicable to most Communication Studies courses
COMM 3220	Join, use, and analyze deeply a series of social media platforms

Analyze the effects of changes in media technology on social-media and mass-media communication	
<i>Course</i>	<i>Learning Outcomes and ma</i>
COMM 1100	Describe how new technologies are continually reshaping the Canadian communications environment
COMM 1110	Consider the effect of new media and technology on the evolution of television programming
COMM 2100	Describe and understand key aspects of Canadian law relating to journalism, social media, blogs and other digital-communication platforms; Analyze various types of media content, such as news reports, YouTube videos and blogs from ethical and legal perspectives
COMM 3200	Analyze the effect of changing media technologies on the nature of celebrity
COMM 3220	Discuss the stakeholders in the realms of social media, mobile technologies, and wearable technology; Examine the history of social media; Analyze the social impacts of social media, mobile technologies, and wearable tech; Explain inequalities related to gender, race, sexuality, and class in regards to social media, mobile technologies, and wearable technology; Join, use, and analyze deeply a series of social media platforms; Analyze deeply a series of mobile technologies; Analyze deeply a series of wearable technologies
COMM 3230	Analyze issues of media ethics particular to sports media, including mass media and social media

The next chart, which includes some of the Learning Activities from JRNL and COMM courses, shows how the curriculum provides students with opportunities to develop and demonstrate the seven skills deemed essential by the Ministry of Advanced Education.

Written communication	
<i>Course</i>	<i>Learning Activity</i>
JRNL 1160	Writing a variety of assignments
JRNL 1220	Creating and maintaining a blog of community interest; Writing about issues of community concern on the blog
JRNL 2120	Creating written blog reports of reading analyses; Researching, writing and editing articles in a variety of styles; Developing story ideas and research plans
JRNL 2140	Reflecting on issues and themes through writing assignments; Regularly updating a log of media usage
JRNL 2230	Maintaining a blog on multimedia storytelling
JRNL 2240	Writing in a variety of subject areas and formats; Maintaining and updating an online publication or blog
JRNL 2250	Writing in a variety of forms, including but not limited to blog postings, articles, Essays
JRNL 3155	Completing writing, research and interviewing exercises
JRNL 3170	Experimenting with advanced writing techniques; Producing narrative-nonfiction stories, such as articles, personal essays and memoirs
JRNL 3260	Producing reflective writing; Generating effective social-media activity for professional purposes
JRNL 4141	Writing reports on the work experience, including self-reflection and analysis of the experience; Writing resume and cover letter
JRNL 4165	Writing professional reports based on original advanced research
JRNL 4240	Writing a long-form narrative social-issues story; Writing a long-form academic essay on social-issues journalism
JRNL 4250	Producing public-affairs journalism
JRNL 4270	Producing articles for publication; Publishing articles online
JRNL 4290	Writing drafts of the thesis; Producing a final version of the thesis
JRNL 4295	Writing a major seminar paper
COMM 1110	Writing essays
COMM 2210	Writing assignments
COMM 2220	Writing essays; Writing synopses of assigned readings
COMM 3100	Writing essays on diversity issues
COMM 3110	Writing critical literature reviews; Producing an academic essay
COMM 3200	Researching and writing papers
COMM 3210	Writing and submitting (on a deadline) a paper on the themes of the course

COMM 3220	Reading and writing complex material; Submitting, on time, an APA-formatted term paper on the themes of the course; Submitting weekly think cards to contribute to class discussion and to show critical thinking occurring outside class
COMM 3230	Research and writing a term paper
Oral communication	
<i>Course</i>	<i>Learning Activity</i>
JRNL 1160	Participating in class discussions; Presenting research and analysis
JRNL 1220	Developing and practicing interview skills; Discussing written material in class and in small groups
JRNL 2120	Giving an oral presentation on reading analyses
JRNL 2140	Participating in open class discussions; Analyzing and discussing, in small groups and in open class, case studies and readings
JRNL 2230	Analyzing and discussing multimedia stories in open class and in small groups; Participating in class discussions; Presenting finished work to classmates for discussion
JRNL 2240	Researching and presenting findings to the class
JRNL 2250	Participating in class discussions and group projects; Presenting research and analysis
JRNL 3160	Leading and participating in class discussions
JRNL 3170	Questioning guest speakers; Interviewing people as subjects for stories; Leading group discussions; Leading workshops
JRNL 3260	Interacting with guest speakers; Leading group discussions
JRNL 3270	Leading and participating in class discussions; Analyzing and critiquing published professional photojournalism
JRNL 4165	Leading and participating in discussions and projects; Producing a professional presentation
JRNL 4240	Leading and participating in classroom discussions; Generating and presenting research and analysis
JRNL 4250	Interviewing people as sources for or subjects of stories; Leading and participating in group discussions; Critiquing political media coverage
JRNL 4260	Presenting finished work to classmates for critique and discussion
JRNL 4270	Analyzing critically published online story packages; Presenting analysis of online story packages
JRNL 4290	Engaging in discussion about the research topic
JRNL 4295	Participating in class discussions; Summarizing and explaining various research methodologies
COMM 1100	Participating in class discussions; Participating in debates
COMM 1110	Participating in class discussions; Organizing and presenting group projects
COMM 1200	Participating in class critiques, discussions and exercises; Interviewing people for research on visual-literacy issues

COMM 2100	Participating in group discussions; Participating in group presentations; Responding to student presentations
COMM 2110	Participating in discussions; Giving presentations
COMM 2220	Participating in class discussions; Presenting research
COMM 3100	Leading and participating in group discussions; Producing presentations on diversity issues
COMM 3110	Leading and participating in class discussions; Debating journalism ethics
COMM 3200	Leading and participating in discussions
COMM 3210	Leading and participating in in-class discussions; Organizing, preparing and presenting a group project
COMM 3220	Leading and participating in small group discussions and group presentations
COMM 3230	Leading and participating in discussions; Preparing and presenting a group project; Debating issues that arise from current media coverage, both mass media and social media
COMM 4210	Leading class discussions; Leading a workshop on an assigned topic
Group collaboration	
<i>Course</i>	<i>Learning Activity</i>
JRNL 1220	Discussing written material in class and in small groups
JRNL 2140	Analyzing and discussing, in small groups and in open class, case studies and readings; Working collectively on a presentation
JRNL 2230	Analyzing and discussing multimedia stories in open class and in small groups
JRNL 2240	Participating in group projects
JRNL 2250	Participating in class discussions and group projects
JRNL 3155	Leading and participating in group discussions and assignments
JRNL 3160	Leading and participating in class discussions
JRNL 3170	Leading group discussions; Leading workshops
JRNL 3260	Leading group discussions
JRNL 3270	Leading and participating in class discussions
JRNL 4141	Working with a company or companies in the media sector; Practicing team skills, professional work attitudes and habits
JRNL 4165	Leading and participating in discussions and projects
JRNL 4240	Leading and participating in classroom discussions
JRNL 4250	Leading and participating in classroom discussions
JRNL 4270	Leading and participating in group projects
COMM 1100	Engaging in small-group discussions and projects

COMM 1110	Working on group projects; Organizing and presenting group projects
COMM 2100	Participating in group presentations; Responding to student presentations
COMM 3100	Leading and participating in group discussions
COMM 3110	Leading and participating in class discussions
COMM 3210	Organizing, preparing and presenting a group project
COMM 3220	Leading and participating in small group discussions and group presentations
COMM 3230	Preparing and presenting a group project
Critical analysis	
<i>Course</i>	<i>Learning Activity</i>
JRNL 1160	Reading and analysing assigned readings and current events articles; Presenting research and analysis
JRNL 2120	Analyzing readings for content and style
JRNL 2140	Analyzing and discussing, in small groups and in open class, case studies and readings; Reflecting on issues and themes through writing assignments
JRNL 2230	Analyzing and discussing multimedia stories in open class and in small groups
JRNL 2240	Analyzing in-print and online specialty publications
JRNL 2250	Presenting research and analysis
JRNL 3170	Generating story ideas; Brainstorming research possibilities; Analyzing published material
JRNL 3260	Synthesizing material covered in class; Analyzing directed readings critically; Analyzing case studies
JRNL 3270	Analyzing and synthesizing reading assignments; analyzing and critiquing published professional photojournalism; analyzing the role of photojournalism in public discourse
JRNL 4141	Writing reports on the work experience, including self-reflection and analysis
JRNL 4165	Analyzing polls, surveys and research questionnaires; Interpreting and analyzing graphs and charts; Writing professional reports based on original advanced research
JRNL 4190	Analyzing and discussing literature, cases and issues on the topic; Analyzing, discussing and solving problems pertaining to the topic; Reflecting critically on issues
JRNL 4240	Analyzing readings; Generating and presenting research and analysis; Investigating social issues; Examining the history of social issues journalism
JRNL 4250	Analyzing research; Critiquing political media coverage; Analyzing assigned readings; Evaluating field trip research

JRNL 4260	Analyzing media websites, interactives and apps; Analyzing and working with a variety of computer applications to develop online; Assessing and utilizing a variety of computer-based technologies
JRNL 4270	Analyzing critically published online story packages
JRNL 4290	Analyzing, discussing and interpreting research results; Reflecting on issues
JRNL 4295	Reading recent research findings in mass communication and journalism; Reading and critically evaluating summaries of various research methods; Summarizing and explaining various research methodologies
COMM 1110	Assessing television programs via various media platforms; Explaining aspects of popular culture literature pertaining to television's influence
COMM 2220	Conducting and analyzing research; Writing synopses of assigned readings
COMM 3100	Critiquing films, videos and other media concerning diversity issues; analyzing media that presents diversity issues; analyzing research from field trips
COMM 3110	Writing critical literature reviews; Debating journalism ethics; Analysing research materials
COMM 3200	Analyzing current and historical examples of the evolution and impact of celebrity culture
COMM 3210	Learning to perform discourse analysis of various texts including but not limited to: gossip, humour, music, film, visual art, and architecture; Evaluating critically weekly readings; Writing and submitting (on a deadline) a paper on the themes of the course; Analyzing communication and everyday life in non-North American contexts
COMM 3220	Analyzing social media, wearable and mobile technology use and effects in comparative global contexts; Submitting weekly think cards to contribute to class discussion and to show critical thinking occurring outside class
COMM 3230	Analyzing sports media from a variety of sources, including mass media and social media; Debating issues that arise from current media coverage, both mass media and social media; Examining ethical issues in sports and in the media coverage of it
COMM 4210	Analyzing journalism from various eras; Analyzing research; Reading weekly assignments critically; Analyzing material for class discussions
Problem resolution	
<i>Course</i>	<i>Learning Activity</i>
JRNL 2120	Developing story ideas and research plans
JRNL 3160	Planning coverage of events
JRNL 3170	Brainstorming research possibilities
JRNL 4141	Practicing team skills, professional work attitudes and habits
COMM 1200	Applying visual literacy skills and information to individual and group projects
	<i>Note: Many of our Learning Activities are implicitly directed at solving problems specific to the field of journalism, including negotiating with subjects of interviews and media coverage; resolving problems related to the production of</i>

	<i>individual pieces, and packages of journalism; overcoming challenges to the production of journalism; and so on.</i>
Learn on your own	
<i>Course</i>	<i>Learning Activity</i>
JRNL 1160	Presenting research and analysis; Researching journalism issues
JRNL 1220	Developing and practicing interview skills; Creating and maintaining a blog of community interest; Creating and maintaining a blog that includes video and is of community interest
JRNL 2120	Researching, writing and editing articles in a variety of styles; Developing story ideas and research plans
JRNL 2140	Regularly updating a log of media usage
JRNL 2230	Maintaining a blog on multimedia storytelling
JRNL 2240	Researching and presenting findings to the class; Analyzing in-print and online specialty publications
JRNL 3155	Finding sources and developing stories
JRNL 3160	Planning coverage of events
JRNL 3170	Experimenting with advanced writing techniques; Interviewing people as subjects for stories; Leading workshops
JRNL 3260	Generating effective social-media activity for professional purposes
JRNL 4260	Producing a variety of web-based projects
COMM 1200	Interviewing people for research on visual-literacy issues
COMM 3210	Evaluating critically weekly readings
COMM 3220	Submitting weekly think cards to contribute to class discussion and to show critical thinking occurring outside class
	<i>Note: While not specifically captured in any of the approved Learning Activities, it is central to our program that we stress that continuing with journalism and communication studies will launch students on a life-long course of learning and we provide strategies and resources for continued development of skills and understanding.</i>
Reading and comprehension	
<i>Course</i>	<i>Learning Activity</i>
JRNL 1160	Reading and analysing assigned readings and current events articles; Presenting research and analysis; Researching journalism issues
JRNL 2120	Analyzing readings for content and style; Creating written blog reports of reading analyses; Giving an oral presentation on reading analyses
JRNL 2140	Analyzing and discussing, in small groups and in open class, case studies and readings; Reflecting on issues and themes through writing assignments
JRNL 2240	Researching and presenting findings to the class
JRNL 2250	Reading and analysing assigned readings and current events stories; Presenting research and analysis
JRNL 3170	Analyzing published material

JRNL 3260	Synthesizing material covered in class; Analyzing directed readings critically; Producing reflective writing
JRNL 3270	Analyzing and synthesizing reading assignments; analyzing and critiquing published professional photojournalism
JRNL 4165	Analyzing polls, surveys and research questionnaires; Interpreting and analyzing graphs and charts; Writing professional reports based on original advanced research
JRNL 4190	Analyzing and discussing literature, cases and issues on the topic; Analyzing, discussing and solving problems pertaining to the topic
JRNL 4240	Analyzing readings; Generating and presenting research and analysis
JRNL 4250	Analyzing research; Analyzing assigned readings
JRNL 4270	Analyzing critically published online story packages; Presenting analysis of online story packages
JRNL 4290	Analyzing, discussing and interpreting research results
JRNL 4295	Reading and critically evaluating summaries of various research methods; Summarizing and explaining various research methodologies
COMM 1200	Researching information from a variety of sources
COMM 2220	Reading assigned literature; Conducting and analyzing research; Presenting research; Writing synopses of assigned readings
COMM 3110	Generating and presenting research
COMM 3210	Learning to perform discourse analysis of various texts including but not limited to: gossip, humour, music, film, visual art, and architecture; Evaluating critically weekly readings
COMM 3220	Reading and writing complex material
COMM 4210	Analyzing journalism from various eras

This following chart, which includes some Learning Activities from JRNL and COMM courses, shows how the curriculum provides students opportunities to develop and demonstrate the core competencies listed in the KPU Academic Plan.

Creative and critical thinking	
<i>Course</i>	<i>Learning Activity</i>
JRNL 1160	Reading and analysing assigned readings and current events articles
JRNL 1220	Creating and maintaining a blog of community interest; Documenting a neighbourhood problem with images and posting them on the blog; Writing about issues of community concern on the blog; Creating and maintaining a blog that includes video and is of community interest

JRNL 2120	Analyzing readings for content and style; Creating written blog reports of reading analyses; Researching, writing and editing articles in a variety of styles; Developing story ideas and research plans
JRNL 2140	Reflecting on issues and themes through writing assignments
JRNL 2230	Producing stories in a variety of media
JRNL 2240	Researching and presenting findings to the class; Writing in a variety of subject areas and formats
JRNL 2250	Presenting research and analysis; Writing in a variety of forms, including but not limited to blog postings, articles, essays
JRNL 3160	Planning coverage of events
JRNL 3170	Experimenting with advanced writing techniques; Generating story ideas; Brainstorming research possibilities; Interviewing people as subjects for stories; Producing narrative-nonfiction stories, such as articles, personal essays and memoirs
JRNL 3260	Analyze the effects of the internet on existing media economics; Investigate changing employment trends for journalists; Interpret possibilities for self-employment in a changing media landscape; Develop strategies for professional networking, reputation-building and promotion; Employ strategies for starting, building and maintaining a self-directed career in media
JRNL 3270	Analyzing and synthesizing reading assignments; Analyzing and critiquing published professional photojournalism; Analyzing the role of photojournalism in public discourse
JRNL 4141	Transferring learned knowledge and skills to the work place; Practicing team skills, professional work attitudes and habits; Writing reports on the work experience, including self-reflection and analysis of the experience
JRNL 4165	Analyzing polls, surveys and research questionnaires; Interpreting and analyzing graphs and charts; Writing professional reports based on original advanced research; Creating online maps; Creating searchable databases; Creating interactive graphics
JRNL 4190	Analyzing and discussing literature, cases and issues on the topic; Analyzing, discussing and solving problems pertaining to the topic; Reflecting critically on issues
JRNL 4240	Generating and presenting research and analysis; Investigating social issues; Examining the history of social issues journalism; Writing a long-form narrative social-issues story; Writing a long-form academic essay on social-issues journalism
JRNL 4250	Generating research; Critiquing political media coverage
JRNL 4260	Analyzing media websites, interactives and apps; Analyzing and working with a variety of computer applications to develop online interactives; Planning and implementing a personal, journalism-related website or web page; Assessing and utilizing a variety of computer-based technologies; Producing a variety of web-based projects

JRNL 4270	Analyzing critically published online story packages; Presenting analysis of online story packages; Conducting research and interviews; Producing articles for publication
JRNL 4290	Developing a plan for organizing extensive research material; Analyzing, discussing and interpreting research results; Reflecting on issues
JRNL 4295	Reading and critically evaluating summaries of various research methods; Summarizing and explaining various research methodologies
COMM 1110	Assessing television programs via various media platforms; explaining aspects of popular culture literature pertaining to television's influence
COMM 1200	Applying visual literacy skills and information to individual and group projects
COMM 2100	Responding to student presentations
COMM 2220	Conducting and analyzing research; Presenting research
COMM 3100	Critiquing films, videos and other media concerning diversity issues; Analyzing media that presents diversity issues; Analyzing research from fields trips; Producing presentations on diversity issues
COMM 3110	Writing critical literature reviews; Generating and presenting research; Debating journalism ethics; Analysing research materials; Giving professional presentations
COMM 3200	Engaging actively with course readings, class presentations, and multimedia materials; Organizing, preparing and presenting a group project; Analyzing current and historical examples of the evolution and impact of celebrity culture
COMM 3210	Learning to perform discourse analysis of various texts including but not limited to: gossip, humour, music, film, visual art, and architecture; Evaluating critically weekly readings; Organizing, preparing and presenting a group project; Analyzing communication and everyday life in non-North American
COMM 3220	Analyzing social media, wearable and mobile technology use and effects in comparative global contexts; Submitting weekly think cards to contribute to class discussion and to show critical thinking occurring outside class
COMM 3230	Analyzing sports media from a variety of sources, including mass media and social media; Debating issues that arise from current media coverage, both mass media and social media; Examining ethical issues in sports and in the media coverage of it
COMM 4210	Analyzing journalism from various eras; Generating research for essays and presentations; Analyzing research; Leading a workshop on an assigned topic
Media literacy	
<i>Course</i>	<i>Learning Activity</i>
JRNL 1160	Reading and analysing assigned readings and current events articles; Researching journalism issues
JRNL 1220	Creating and maintaining a blog of community interest; Documenting a neighbourhood problem with images and posting them on the blog; Writing

	about issues of community concern on the blog; Creating and maintaining a blog that includes video and is of community interest
JRNL 2120	Giving an oral presentation on reading analyses
JRNL 2140	Analyzing and discussing, in small groups and in open class, case studies and readings; Regularly updating a log of media usage
JRNL 2230	Analyzing and discussing multimedia stories in open class and in small groups
JRNL 2240	Analyzing in-print and online specialty publications
JRNL 2250	Reading and analysing assigned readings and current events stories
JRNL 3170	Analyzing published material
JRNL 3260	Analyze the effects of the internet on existing media economics
JRNL 3270	Analyzing and critiquing published professional photojournalism; analyzing the role of photojournalism in public discourse
JRNL 4141	Experiencing industry practices and establishing industry contacts
JRNL 4165	Analyzing polls, surveys and research questionnaires; Interpreting and analyzing graphs and charts; Writing professional reports based on original advanced research
JRNL 4240	Examining the history of social issues journalism; Writing a long-form narrative social-issues story; Writing a long-form academic essay on social-issues journalism
JRNL 4250	Critiquing political media coverage
JRNL 4260	Analyzing media websites, interactives and apps
JRNL 4270	Analyzing critically published online story packages
JRNL 4295	Reading recent research findings in mass communication and journalism
COMM 1100	Using various educational media including but not limited to movies, Internet
COMM 1110	Assessing television programs via various media platforms; Explaining aspects of popular culture literature pertaining to television's influence
COMM 1200	Applying visual literacy skills and information to individual and group projects; Interviewing people for research on visual-literacy issues
COMM 3100	Critiquing films, videos and other media concerning diversity issues; Analyzing media that presents diversity issues
COMM 3110	Debating journalism ethics
COMM 3200	Analyzing current and historical examples of the evolution and impact of celebrity culture
COMM 3210	Analyzing communication and everyday life in non-North American contexts
COMM 3220	Analyzing social media, wearable and mobile technology use and effects in comparative global contexts
COMM 3230	Analyzing sports media from a variety of sources, including mass media and social media; Debating issues that arise from current media coverage, both mass media and social media; Examining ethical issues in sports and in the media coverage of it
COMM 4210	Analyzing journalism from various eras
Social intelligence	

<i>Course</i>	<i>Learning Activity</i>
JRNL 1160	Reading and analysing assigned readings and current events articles; Researching journalism issues
JRNL 1220	Developing and practicing interview skills; Creating and maintaining a blog of community interest; Documenting a neighbourhood problem with images and posting them on the blog; Writing about issues of community concern on the blog; Creating and maintaining a blog that includes video and is of community interest
JRNL 2140	Working collectively on a presentation
JRNL 3170	Interviewing people as subjects for stories
JRNL 3270	Analyzing the role of photojournalism in public discourse
JRNL 4240	Investigating social issues; Examining the history of social issues journalism; Writing a long-form narrative social-issues story; Writing a long-form academic essay on social-issues journalism
JRNL 4250	Interviewing people as sources for or subjects of stories; Critiquing political media coverage
JRNL 4295	Reading recent research findings in mass communication and journalism
COMM 1100	Engaging in small-group discussions and projects
COMM 1200	Interviewing people for research on visual-literacy issues
COMM 2100	Participating in group presentations; Responding to student presentations
COMM 3100	Critiquing films, videos and other media concerning diversity issues; Analyzing media that presents diversity issues; Producing presentations on diversity issues
COMM 3110	Debating journalism ethics
COMM 3200	Analyzing current and historical examples of the evolution and impact of celebrity culture
COMM 3210	Analyzing communication and everyday life in non-North American contexts
COMM 3220	Analyzing social media, wearable and mobile technology use and effects in comparative global contexts
Scientific and technical capacities	
<i>Course</i>	<i>Learning Activity</i>
JRNL 1220	Researching databases, court records, and other information sources via the Internet in class and at home; Creating and maintaining a blog that includes video and is of community interest
JRNL 2230	Working with a variety of computer-based technologies; Producing stories in a variety of media

JRNL 3160	Producing photojournalism with still and video photography, and photography accompanied by audio; Producing publishable photojournalism using appropriate software
JRNL 3270	Creating and publishing photojournalistic images, both photographs and videos; Producing and publishing compilations of photographs and audio using advanced techniques
JRNL 4165	Accessing a variety of databases and information sources on the Internet; Compiling Excel spreadsheets and databases; Cleaning up data using Excel formulas; Geocoding addresses; Creating online maps; Creating searchable databases; Creating interactive graphics; Using statistical databases, including those of Statistics Canada and open-data; Producing a professional presentation
JRNL 4260	Analyzing media websites, interactives and apps; Analyzing and working with a variety of computer applications to develop online interactives; Planning and implementing a personal, journalism-related website or web page; Assessing and utilizing a variety of computer-based technologies; Producing a variety of web-based projects
JRNL 4270	Analyzing critically published online story packages; Publishing articles online; Updating and maintaining a journalism website
COMM 1100	Assessing television programs via various media platforms
COMM 1200	Applying visual literacy skills and information to individual and group projects
COMM 2100	Using interactive media
COMM 3100	Critiquing films, videos and other media concerning diversity issues
COMM 3220	Analyzing social media, wearable and mobile technology use and effects in comparative global contexts
Broad understanding of indigenous cultures	
	Note: Effective September 2016, all students will be required to take INDG 1100, Introduction to Indigenous Studies, in order to achieve a Bachelor of Journalism. As well, indigenous cultural issues are addressed by some students through self-directed journalism and communication writing projects in a number of classes. (See below)
Environmental stewardship	
	Note: While not specifically captured in any of the approved Learning Activities, Environmental Stewardship issues are addressed by some students through self-directed journalism and communication writing projects in a number of classes, including those carried out to meet requirements in JRNL 1220, 2230, 2240, 2250, 3155, 3170, 4240, 4250 and 4270.
Social and economic entrepreneurship	
<i>Course</i>	<i>Learning Activity</i>

JRNL 1220	Creating and maintaining a blog of community interest; Writing about issues of community concern on the blog; Creating and maintaining a blog that includes video and is of community interest
JRNL 2140	Regularly updating a log of media usage
JRNL 2240	Maintaining and updating an online publication or blog
JRNL 3260	Analyze the effects of the internet on existing media economics; Investigate changing employment trends for journalists; Interpret possibilities for self-employment in a changing media landscape; Develop strategies for professional networking, reputation-building and promotion; Employ strategies for starting, building and maintaining a self-directed career in media
JRNL 4141	Working with a company or companies in the media sector; Experiencing industry practices and establishing industry contacts; Developing a portfolio of published work; Practicing team skills, professional work attitudes and habits
JRNL 4260	Planning and implementing a personal, journalism-related website or web page
JRNL 4270	Updating and maintaining a journalism website
COMM 3100	Giving professional presentations

Degree-Level Standards

The Curriculum Profile shows that the Bachelor of Journalism successfully meets the Degree Quality Assessment Board degree-level standards. The Learning Activities and Outcomes noted in the charts above show that the program includes depth and breadth of knowledge, knowledge of methodologies and research, application of knowledge, communication skills, and will give successful students the qualities and transferable skills necessary to continue on as a professional or graduate student.

Discipline/Sector Competency Survey

The Journalism Discipline/Sector survey was sent to 50 Journalism and Communications/Public Relations professionals. Of those 11 replied. More than half of those who completed the survey (6) were from community and daily newspapers. There was one each from “Public relations”, “Media relations” and “Other communications professions”. Two others listed their employer as “Other”.

The survey suggests that the “core competencies” identified by KPU’s Journalism program are broadly in line with the skills that those working in journalism and communications believe are important when hiring. Indeed, a majority of those surveyed agreed that all seven identified core competencies were “moderately”, “very” or “critically” important for an applicant to have when hiring for an entry-level position. Not surprisingly, though, those surveyed emphasized technical and practical skills over theoretical ones. Of those

surveyed, 91% said being able to work effectively with advances in technology was “very” or “critically” important, followed by creating and publishing responsible journalism in diverse areas and formats (82%) and conducting original research (64%). The lowest levels of support were for understanding the importance of journalism and communication in a diverse society and understanding the role of media and journalists in societies and democracy, which only 36% of those surveyed thought were very or critically important in a job applicant.

Those surveyed were also in broad agreement that the essential skills taught in KPU’s Journalism program were important in a job candidate. Written communication was ranked highest by those surveyed, with 100% saying it was “critically” or “very” important in a job applicant. That was followed by learning on your own (91%) and reading and comprehension (91%). Group collaboration was ranked last, at 63%.

Asked to identify other skills or knowledge KPU Journalism graduates should possess to be considered for a job, those surveyed offered several suggestions, focused broadly on specific technical skills and the ability to produce quality work fast:

“An advanced knowledge of social media technology, trends and analysis.”

“Layout skills are important. ... More emphasis on volume of stories—getting them out quickly, and varying length. Too often I see students who come out of programs thinking they are expected to write large, expansive pieces when really, 1000 words is the maximum amount I would accept for one story. ... Basic HTML skills are helpful.”

“More than anything, a reporter has to be able to hit the ground running and be comfortable covering breaking news and immediately identifying what about a story is news. That’s one area where graduates at most schools seem to lack. That comes partly from experience, but also from practicing turning around stories, often multiple, under tight deadlines.”

“We are increasingly interested in creating new content daily for our social media presence. New hires are expected to think daily rather than the traditional monthly magazine format.”

Those surveyed offered several thoughts on developments in their sector that will affect hiring priorities over the next few years, specifically in the areas of data journalism, social media and multimedia skills:

“Anyone able to mine data is in demand, particularly using tools like Google fusion and Tableau. Social media, web first and general online savvy should be automatic at this point.”

“Greater emphasis on online content and social media.”

“Limited budgets mean that there is a lot more expected from less people. So a writer may need to photograph/document for their articles.”

“major development is the prevalence of video”

A majority of those surveyed (64%) said they had hired or worked with a KPU Journalism graduate. Of those who hadn't, most said it was due to none having applied or not being in a position to hire anyone recently. Only one said they did not hire a KPU grad because that graduate lacked the required technical skills.

Of those who had hired or worked with a KPU Journalism grad, some of the strengths they noticed included:

“Strong fundamentals, writing skills and overall comprehension.”

“Eager, enthusiastic”

“Critical thinking; the ability to think on their feet/ adaptability; strong writing skills; solid grasp of social media.”

“All of the KPU students we've hired have had previous experience, but generally they've had a good practical understanding of how a daily newsroom operates. Having students with photography experience has been a benefit as well.”

Interestingly, asked to identify areas for improvement for the KPU Journalism grads they've worked with, those surveyed said while students' technical skills were strong, they'd like to see students have a stronger ability to generate their own story ideas and juggle multiple assignments:

“Greater ability to generate own story leads.”

“More and more, daily news reporters need to be able to juggle and work on multiple assignments at once. New graduates often struggle with that, put off other stories until they get their ducks in a row on another. Being able to deal with that pressure from the start would help make a better first impression. Being able to identify and hone in on the newsiest part of a story instead of just relating the PR spin line also bears emphasis. Technically, students have been well equipped to tackle a modern newsroom.”

“More hands on experience is key, and the brief encounters with a few of the KPU grads in recent years has left me feeling not enough emphasis is put on them hunting out stories and pushing for the real stories, while still being able to maintain

an ongoing working relationship with the sources. They either burn the sources, or are too timid to dig for the story or stories.”

“Realistic layout experience would be valuable, and also an emphasis on photography/ video. I conducted interviews for a summer position three years ago and not one of our shortlisted candidates owned a camera. If journalism graduates are expecting to work on a smaller newspaper, they will be expected to have their own equipment.”

“Stronger writing skills, better understanding of story context and background, improved critical thinking skills”

Asked about the strengths of KPU’s Journalism program, responses included:

“It turns out students with strong writing skills and good overall knowledge.”

“Strong education in research skills, photography, writing, and digital communications”

“It's Lower Mainland based, so many of the grads are familiar with this fast-paced market and the constant need – even for weekly papers – to be a news source for the community 24/7.”

Asked about areas for improvement, responses included:

“Internship is disjointed. Intern doesn't get full experience of being a reporter because they're not here for a block of time.”

“More realistic preparation for layout and general assignments in smaller newspapers.”

“They seem to come out with a good understanding of the basic skills, it's just more of the hands-on abilities that are lacking. If hiring someone here, I need someone who can hit the ground running, can be self-directed for the most part - but knows when to come to me for direction or aid.”

Finally, asked which social media channels they thought would be most effective for KPU’s Journalism program to promote itself, the program’s website came out on top, with 78% saying that channel would be “very useful” for the program to use. Twitter came in second at 75% and Facebook third at 50%. For advertising, a clear majority (63%) said online ads would be useful, followed by print ads at 38%.

<p>Community & Daily Newspapers</p> <p>News reporters Multimedia reporters Visual journalists Data journalists Sports reporters Sports editors Editors Columnists</p>	<p>Online Publications</p> <p>Writers Editors Columnists Assignment editors Copy editors Videographers</p>	<p>Broadcast (Radio & TV)</p> <p>Researchers Writers Associate Producers Producers Play-by-play announcers</p>
<p>Bachelor of Journalism Career paths</p>		
<p>Public Relations & Communications</p> <p>Writers Communication managers Digital & social media coordinators Media managers Media specialists Community relations directors</p>	<p>Freelance & Contract work (all media)</p> <p>Photojournalists Videographers Video & audio editors Writers Designers Radio producers Special events photographers Music reviewers Technical writers Copy writers</p>	<p>Further education (Master's & PhD)</p> <p>Journalism Sports Journalism Library Science Communications Social Work Fine Arts (Writing) Law</p>

Curriculum Development and Review Processes

The curriculum is kept current and relevant through ongoing department discussion based on discipline-sector and academic contacts and research, resulting in revisions to individual course outlines, and the complete curricular revision of 2011. The department is keen to adjust the curriculum as necessary based on this program review.

Summary and Recommendations

The Curriculum Profile indicates that the program fulfills the department's core competency statements, the essential skills identified by the Ministry of Advanced Education, and the goals listed in KPU's Academic Plan.

The survey of potential employers indicates that the core competencies and essential skills taught by the KPU Journalism program are broadly in line with what those in the field are looking for in a potential job applicant. Some identified specific technical skills that our graduates lack, such as how to lay out a newspaper using InDesign. A greater number of those surveyed said they're looking for graduates with a stronger grasp of the fundamentals: the ability to juggle multiple assignments, write stories quickly, generate story ideas and find the most interesting angle on a story. The department needs to consider these suggestions.

5. Quality of Instructional Design

Delivery Modes

The delivery mode of almost all JRNL and COMM courses are indicated as “lecture” on course outlines. However, this is due to the limitations of the course-outline template. None of the courses is taught as three-hour lectures. All include group work, class discussions, group and individual presentations, etc. Many include instruction in technical skills, such as using specific software for journalistic purposes or properly using high-quality digital SLRs for video. Some courses include field trips, many involve students leaving the classroom to interview people and collect visual imagery for journalistic projects, and the Work Experience course requires students to work in professional settings.

The department has accommodated many students with physical, mobility, sensory, emotional or learning differences, and does so on an individual basis. Instructors call on others at KPU as required to ensure the students’ needs are met. They also use the Early Alert system to ensure that students who are struggling already or headed that way are given the opportunity to receive whatever assistance would be most helpful to them.

Instructional Excellence

Current practices for supporting exceptional instructional strategies rely primarily on PD workshops provided for the Arts Faculty or KPU instructors generally. JRNL and COMM instructors also have frequent informal discussions about teaching strategies they’re using, exchanging ideas and brainstorming specific situations, assignments, etc.

Experiential Learning

The program’s current experiential learning opportunities have a high educational value. In addition to the Work Experience course, many other Journalism courses involve students doing hands-on work that is required to produce stories in many different formats: visual imagery, writing, data visualization, podcasts, short documentaries, etc. This requires getting out of the classroom and interacting with the community in various ways.

The program’s various experiential-learning practices align with all of the core competency statements.

Assessment Methods

Assessment methods on JRNL and COMM course outlines include those that are typical of many Arts programs, such as quizzes, papers, texts and exams. Methods that are program specific include: opinion piece, audio slideshow, media log, work-experience plan, social-issues feature, and coverage plan for a story. Many courses’ assessment methods include

“projects” among the assessment methods. This is intentionally vague, to give the instructor leeway in determining appropriate assignments. Recent projects have ranged from producing a multimedia story about any aspect of love to developing a proposal for covering the federal election.

Determining the extent to which students are provided clear and accurate information on how they will be evaluated requires examining both course presentations and individual assignments. This will be discussed in the recommendations below, as will the question of consistent assessment throughout the program.

The assessment methods noted above fully support the competency statements and learning outcomes identified in the Curriculum Profile, and allow students to demonstrate that.

Determining whether assessment standards are consistent throughout the program requires department examination of instructors’ assignment and marking practices.

Faculty Qualifications and Currency Areas of Interest

Aaron Goodman has nearly 15 years of experience as a professional multimedia producer, video journalist, and documentary maker. His news, features and documentaries have been broadcast by CBC Radio, PBS Frontline/WORLD, VOA, Al Jazeera English, CNN and Associated Press Television News. His writing has been published by the Toronto Star, National Post, Ottawa Citizen, Calgary Herald, Vancouver Sun, Reuters, Alert Net, Inter Press News Service, VOA, PBS Frontline/WORLD, The Tyee and Maisonneuve Magazine. His 2004 radio documentary *Nina and Arne* (CBC Radio, *Outfront*), won the Gabriel Award from the Catholic Academy and the Radio Television News Directors Award for Best Short Feature.

Aaron has reported on the struggle for independence in East Timor, families searching for tens of thousands of boys and men who were forcibly disappeared by government forces in Sri Lanka, the legacy of the Khmer Rouge genocide, the civil war and attacks on journalists in Nepal, extra-judicial killings in the Philippines, the Tibetan community in exile in northern India, and more.

He is involved in research-creation involving documentary photography, multimedia production, interactive documentary and digital storytelling focused on under-reported social and humanitarian issues.

Aaron’s current research focuses on creating visual counter-narratives about long-term heroin users through digital storytelling and documentary photography. He is also exploring the representation of death and dying through a research-creation project in the form of an interactive documentary.

B.A. (U.B.C.), M.J. (U.B.C.), PhD candidate (McGill)

Mark Hamilton spent just over 25 years working as a reporter, photographer, and editor for weekly, twice-weekly, and daily newspapers in communities throughout B.C., as well as freelancing for publications that included Beautiful BC and Canadian Geographic. Before coming to Kwantlen in 2000, he was co-owner of Tamark Design, which developed graphics and publications for print and the Web.

Over the past 10 years, he has spent considerable time investigating the changes sweeping over journalism and helped develop courses that respond to those changes, particularly emphasizing the technological skills successful journalists require. He believes in grounding students in the necessary conceptual, technical, and analytical skills needed for journalism, and in helping students discover and pursue their passion for journalism.

Susan Harman is a visual designer, design instructor and orchestrates a successful art practice. She has taught a variety of design-based courses at KPU since 1989. Prior to that, she taught in the BC Provincial Instructor Diploma Program and in the Interior Design Program at Vancouver Community College. In her youth, she studied creative writing with W.O. Mitchell at Banff School of Fine Arts and as a result had several poems and short stories published. After studying and receiving a Media Arts Diploma from Emily Carr University of Art + Design, her films and videos were exhibited around the world.

Her website, *Navigating the Body*, received Canada Council funding and several awards and continues to be a part of discussions about the experiences of women in pain and how they live their lives tied to the medical system. In 1993, she created ReelBent Productions, which focussed on film and video work and then years later (to the present time) was retrofitted into ArType, a visual design business. Susan is passionate about photography, painting, writing, and design thinking.

Dip. F.A. (Emily Carr), Dip. Coun. (Humber), Cert. Writing (Banff School of Fine Arts), B.F.A. (Emily Carr) Media Arts Degree (Emily Carr)

Ann Rees is a former investigative reporter who won the 2002 Atkinson Fellowship in Public Policy Journalism; was twice a finalist for the Michener Certificate for Meritorious Public Service; won numerous B.C. Newspaper Awards, the Freedom of Information and Privacy Association (FIPPA) Award, and the Connaught Medal for Excellence in Health Research. She specializes in disclosure law, including Access to Information and Freedom of Information, which she used extensively as a reporter, and which was also the subject of her one-year Atkinson Fellowship research project with the Toronto Star. She also served on the Executive Board of FIPPA.

Communication rights, political communication, and the public's right to access information about government in a democracy are the central themes of her PhD thesis, one chapter of which was published (2012) by UBC Press as the lead chapter in an edited

book called *Brokering Access*. Ann has been teaching journalism and communication-studies courses at KPU since 2003.

B.A. (S.F.U.), M.A. (S.F.U.), Ph.D. (S.F.U.)

Beverley Sinclair's articles about health and social issues have won several National and Western Canadian magazine awards, and her work as editor of the *Georgia Straight* won that publication recognition as Western Canadian Magazine of the Year.

Her experience in radio and television includes interview programs and documentaries, and she was one of the first Canadians to receive the Edward R. Murrow award, for a radio documentary about the effect of alcoholism on families. The book she coauthored, *Western Journeys: Discovering the Secrets of the Land*, is a combination of personal journal, science, and travel, and was shortlisted for a 1998 B.C. Book Prize.

She has been and instructor and the chair of the Journalism and Communication Studies department since 2005.

Dip. Journalism (B.C.I.T.), M.Ed. (S.F.U.)

Chad Skelton, an award-winning data journalist, is a consultant and trainer based in Vancouver. Chad worked as a data journalist at The Vancouver Sun until 2015. He has received the Jack Webster Award, B.C.'s top journalism prize, six times, most recently in 2013 for a series on political donations and lobbyists. In 2014, he won an international Data Journalism Award for his portfolio of work in the previous year.

Chad created The Sun's public-sector salary database, which has received more than 20 million page views, and built popular interactive tools on everything from commuting patterns to income inequality. He also made a Twitter robot that checks court judgments (@BCCourtBot). Chad has given several talks on data and storytelling, including at the 2015 Tapestry Conference sponsored by Tableau Software.

B.A.A. (Ryerson), M.I.M. (Dalhousie)

Katie Warfield is director of the Visual Media Workshop @ KPU, which explores digital literacy and social media and includes workshops in data visualization and digital storytelling. She is also the lead researcher for the Making Selfies/Marking Self Research Project, which explores the production and curation of selfies by young Canadian women.

She teaches classes in communication theory, popular culture, and media and diversity. She integrates visual post structuralism, phenomenology, and feminist and gender theory into just about everything she teaches and writes.

Cert. Urban Design (S.F.U.), B.A. (Hons) (W. Ont.), M.A. (S.F.U.) PhD candidate (UBC)

Summary and Recommendations

Experiential learning is key to the program. Assessment methods support the competency statements and learning outcomes. The level of consistency of assessment standards throughout the program needs to be determined and changed if necessary. The level of clarity and transparency of information for students regarding evaluation (assignments, course presentations) needs to be determined and changed if necessary.

The expertise of individual faculty members combines to cover the depth of skills and knowledge required for the program. One instructor is retiring in Spring 2017, and another in Spring 2020. It will need to be determined whether replacing their abilities and/or adding other skills/knowledge will be best done through replacement hires or contract instructors hired to teach very specific skills, or a combination of the two.

6. Quality of Student and Instructor Experience

Student Success

Grade distribution data shows that grades tend to be high across the program, with the majority of grades clustered in the B+ to A+ range.

Retention and completion data shows that a high percentage of declared students are lost after first year. For example, in 2013, 21 students who had declared as Bachelor of Journalism students in their first year, did not continue with the program. They accounted for one-third of declared first-year students that year.

Alumni Outcome Analysis

The Journalism Program Alumni survey was sent to 277 graduates. Of those, 34 replied. While that gives the survey a relatively low response rate of just 12 per cent, the absolute number of respondents to the alumni survey was higher than for any of the other three surveys conducted for this program review (32 for the student survey, 11 for the discipline/employer survey and 6 for the faculty survey).

Most of the analysis below is based on the overall results of the alumni survey. However, the department also requested a breakdown of responses by graduating year to assist it in interpreting the results. That is because the program underwent a major change in 2011.

In September 2011, Kwantlen's journalism program moved from the Design Faculty to the Social Sciences faculty (now Arts) and from the Richmond campus to the Surrey campus. As part of that change, Kwantlen's journalism program went from being a "selective entry" program -- in which 22 students were accepted into the program based on an interview and other criteria -- to one where any Kwantlen student could take Journalism courses as long as they had the necessary pre-requisites. Under the new program, students will often not declare Journalism major until later in their studies.

Since 2011, the Journalism department has also made a number of significant changes to its course offerings, including offering courses with a specific focus on online journalism, including Data Visualization (JRNL 4165) and Coding for Storytelling (JRNL 4260). Some of these courses have only been offered for the past two years. All other Journalism courses include online journalism.

Those who graduated prior to 2011 would have had no exposure to the new program or the new courses and 2015 was the first year in which graduating students would have completed their entire four years of schooling under the new program. As a result, to help interpret what impact those changes may have had on alumni satisfaction, this analysis will at times compare results for pre-2011 students to those who graduated in 2014-15. It

should be noted, however, that the 2014-15 graduate sample is quite small, comprising only six students (and, on many questions, only five students provided an answer).

While the department was provided with a breakdown of quantitative results by graduating year, it was unable to receive comments by graduating year, due to time constraints. As a result, in the selected comments below, there is no way to know when the student making the comment graduated and, crucially, whether the problem they've identified has been addressed as part of the program changes.

It's also worth noting, with respect to the comments, that most of the qualitative questions on the alumni survey asked alumni to expand on their negative impressions of the program but not their positive ones. This is in marked contrast to the student survey. Alumni were not asked to expand if they answered "very prepared" or "somewhat prepared" (even though, in all seven categories, a majority of alumni answered positively). Many more of the comments on the alumni survey are negative than on the student survey. However, it's difficult to know whether this reflects greater dissatisfaction with the program among alumni or is simply a reflection of what respondents were asked.

Roughly three-quarters of alumni surveyed say they are currently employed but that differs significantly based on graduating year: 87% of those who graduated prior to 2011 are employed, compared to just 33% of those who graduated in 2014-15. This could be a reflection of the more challenging job market for journalists in recent years, but it may also simply reflect the fact that it can take new graduates a bit of time to break into the job market. Also, it's worth noting the 2014-15 figures are based on just six respondents: two report they are employed and four that they are not.

Just over half of those surveyed (52%) said they were in a full-time position, with 30% in a contract positions and 17% in "other". Three-quarters of those surveyed (73%) said their current position relates to their Journalism degree, or draws upon skills and knowledge they gained through the program.

Half of those surveyed said they have either pursued further education or are currently in school. About a third (36%) of those surveyed have obtained a Masters Degree and 14% have a Doctorate.

A majority of surveyed alumni believe that the KPU Journalism program prepared them to perform the seven "core competencies" the department has identified. Of those surveyed, 93% said they were either "very prepared" or "moderately prepared" to understand the role of media and journalists in society and the importance of journalism in a diverse society. Alumni also felt well prepared to conduct original research (87%). Those surveyed felt least prepared with their ability to analyze the effects of changes in media technology on social-media and mass-media communication (58%). However, that mainly reflects dissatisfaction among those who graduated prior to 2011, for which only 53% said they were "very" or "moderately" prepared in that area. Fully 100% of those surveyed who

graduated in 2014-15 said the program prepared them well in that area. A similar pattern can be seen in the responses of alumni to whether they can work effectively with advances in communications and media technology. Only 60% of pre-2011 graduates said they were prepared, compared to 100% of those who graduated in 2014-15.

Alumni who said they were “not prepared” or “marginally prepared” for any of the core competencies were asked to expand on why. Their comments reflect frustration about the lack of online skills taught. While it’s impossible to tell in many cases if these students graduated prior to 2011, in some cases their comments strongly suggest they are graduates of the old program:

“The entire journalism program should have been completely overhauled and the emphasis should've shifted away from traditional print media.”

“I took the program when online journalism was just getting started, it would have been nice to have a proactive approach to becoming part of the online journalism world as traditional journalism platforms are shrinking.”

“Social media and video were both afterthoughts in the programming (graduated 2009).”

A majority of surveyed alumni said the KPU Journalism program was helpful in teaching them “essential skills”. Of those surveyed, 90% of alumni said the program was “very helpful” or “moderately helpful” in both developing their skills in written communication and learning on their own. Oral communication received the lowest score, with just 64% saying the program was “very” or “moderately” helpful. Again, though, a clear divide can be seen between older and newer graduates. While only 67% of pre-2011 graduates believed the program was helpful in developing their oral communication skills, that rises to 80% among those who graduated in 2014-15.

Alumni who felt the program was “not at all helpful” or “slightly helpful” in teaching essential skills were asked to explain. Their responses included:

“For the most part there really wasn't any group collaboration in the program, except for the Advanced Storytelling course. There really wasn't a time where we worked together in small groups.”

“I feel that I learned much more about group collaboration and reading assigned texts from the electives I took at KPU than from my journalism courses. For most of the areas mentioned above, I thought the program did a good job of trying to cover them, but I don't think the education and training I received from the program made me confident enough in my abilities to pursue journalism as a profession.”

Alumni were also asked what topics or areas they thought were missing from KPU's Journalism curriculum that would have helped prepare them for work or further study. Again, we don't know how many of these comments are from graduates under the pre-2011 program, so some of these concerns around online journalism and social media may have been addressed. Responses included:

"I'm sure you guys will hear this over and over again, but technology and social media. Of course [instructor name] touched on it, but during his job in the real world he had never used it. I wish I had learned more computer programs and web-based applications. I also wish I had learned more about the business/managerial side of journalism."

"It would be helpful for the program to allow their students to work in the field that they are interested in pursuing a career in. For example, I think it should be encouraged that if you are interested in going into sports journalism you are allowed to really delve into that subject."

"More broadcast and videography training. More training in terms of how to be an independent freelancer: where to find stories, how to pitch them, what to expect as a freelancer, what costs are involved, etc."

"Several job applications in the Journalism industry still ask for some experience with InDesign, which I did not learn in the courses that I took. I feel as though a brief overview or practice of InDesign could still be helpful, at some point, within the degree."

Asked to reflect on the program as a whole, and how it prepared them for employment and education, the responses of surveyed alumni were mixed. Three-quarters said the program was "very helpful" or "moderately helpful" in providing opportunities for experiential learning. And a clear majority of those surveyed believe the program prepared them for further education (74%) and helped them to achieve their personal goals (71%). But only a bare majority (55%) believe the program was "very" or "moderately" helpful in preparing them for employment or provided opportunities to connect with potential employers (52%). Interestingly, on these two questions, recent graduates were as pessimistic, if not more so, than older ones. Just two of the five (40%) 2014-15 graduates who answered the question said the program was "very" or "moderately" helpful in preparing them for employment, compared to 60% of pre-2011 graduates. This may be a reflection of the challenging job market for journalists in recent years.

Those who answered "not at all helpful" or "slightly helpful" to any of the questions about the program as a whole were asked to expand. Again, in some cases these comments may reflect the program as it was before the 2011 changes. Those comments include:

“I feel the program did give me the skills to further my education in a different field, and I did gain skills that have been helpful for employment, such as communication and interview skills, in a different field. If I was to work in journalism I do not feel I would be prepared for the task.”

“More networking please! It's about who you know in journalism.”

“There was some information given about freelancing, but overall there was no instruction on pursuing a career in journalism. Nothing about who to run your own business or how to properly form and pitch ideas.”

Asked to reflect on the program as a whole, most surveyed alumni were happy with the KPU Journalism program. Asked if they agreed that “the time I invested in my Journalism education was well spent”, 77% said they “strongly” or “somewhat” agreed and only 10% disagreed. Similarly, 75% of surveyed alumni agreed that “the money I invested in my Journalism education was well spent”, compared to just 16% who disagreed. Satisfaction was highest among the program’s most recent grads. Of the five graduates in 2014-15, 100% either “strongly” or “somewhat” agreed that the money and time they had invested in the program were well spent, compared to just 73% of those who graduated before 2011.

Students were asked what the strengths of KPU’s Journalism program were. Their comments included:

“Developing good writing skills and the internships, which were the best part of the program.”

“Experienced, relevant instructors.”

“Faculty that cared.”

“Lots of experience-based learning, rather than theoretical learning”

“Small class sizes, approachable professors, hands on experience and job-related preparation.”

“Some of the instructors were extremely knowledgeable and offered precise information on the subject they taught.”

“Teaching students how to write basic hard news articles, as well as feature stories and learning how to research through various methods. Also, exposing students to a variety of different types of journalism and ways to publish.”

“The insight and vast experience that the instructors had. Friendliness and accessibility of the instructors.”

“Vocational training, industry educators, data driven reporting, critical analysis”

Alumni were also asked what they would change about the program. Again, some of these comments may reflect the program before the 2011 changes. Responses to that question included:

“Getting more practice writing journalism that could be published outside of KPU would be useful. I felt I didn't have a strong understanding of how to pitch to publications, what the local media landscape is like, how to build connections with editors and employers.”

“Journalism has developed and morphed tremendously since 2003 and the program must be on the cutting edge of a new form of storytelling.”

“More diverse topics and types of journalism. Much more hands on experience and training in techniques (ie. Thinking of story ideas, finding and getting stories, researching, interviewing, writing articles. I wrote way more papers than actual realistic newspaper/blog articles.)”

“The program seemed dated and didn't teach anything about the emergence and eventual dominance of online media. Focus on writing skills while important was overshadowed by the emphasis on training for print media.”

Alumni were also asked if they had any further comments about the KPU Journalism program. Those comments included:

“I greatly enjoyed my time in the program, but there just isn't a whole lot of good jobs out there for journalism grads. Anything you can find is either freelance or in another field and that kinds of sucks after dedicating years into honing your skills as a journalist.”

“I had a fantastic experience in KPU's journalism program. A lot of my personal or professional achievements came from applying what I learned in the program to outside opportunities (other courses, internships, experience pursued on my own, etc.). It would be great to see more opportunities be offered through the program. It would also be great, as an alumnus, to have a network of KPU journalism graduates: I feel the existing one is weak, and determined largely by grad year.”

“It's probably no longer realistic to expect most students to make a living solely as a journalist, so it's important to teach them how to dovetail their journalism experience into other, related career paths, which is what I'm trying to do now.”

Overall, the survey finds that alumni are happy with the education they received from the KPU Journalism program and that they believe the time and money they invested in the program were well spent. Satisfaction is lowest with how the program prepared them for employment, and connected them with potential employers. It is interesting to contrast the comments from alumni about the tough job market for journalists with the results of the survey of current students. That survey found that current students are more likely to be pursuing a Journalism degree with plans to enter a career in communications than a career in journalism. That data suggests that current students, aware of the lack of journalism jobs, still see the value of a Journalism degree. It also highlights the need of the program to continue to emphasize the value of a Journalism degree to a wide range of careers. The survey results also clearly show that, in several areas, satisfaction is significantly higher among recent graduates of the KPU Journalism program than those who graduated prior to 2011. This suggests that many of the changes made to modernize the program in recent years have been effective and have improved overall alumni satisfaction.

Student Satisfaction

The survey of students in KPU's Journalism program reveals broad satisfaction with the quality of the program, in particular with the department's instructors. However, the survey also highlights some areas for improvement and provides insight into why students are pursuing a Journalism degree.

When asked their motivation for pursuing an education in Journalism, more students surveyed mentioned preparing for a career in "communications" (such as public relations or media relations) than mentioned a career in journalism. Of the 32 students who completed the survey, 21 (65%) said they want to prepare for a job in communications/PR, compared to 17 students (53%) who said they want to prepare for a career in journalism. Another 14 students (44%) said they wanted the skills offered by a Journalism degree "but do not necessarily want a career in journalism". These results strongly suggest that students -- perhaps aware of the challenging job market for journalists -- are still pursuing a Journalism degree in the belief it will help prepare them for a broader range of careers.

The survey results indicate that students relied on a broad range of sources in deciding on KPU's Journalism program. However, three sources stand out as being particularly useful to students: KPU's Journalism website (90% rated it from "moderately" to "extremely" useful), KPU's online Academic Calendar (87%) and Direct contact with the Journalism and Communication Studies department (80%). These results suggest that the improvements the Journalism department has made in recent years to its website -- including prominently featuring alumni testimonials -- have paid off and that continuing to improve the website should remain a key focus of the department. That students rely heavily on the Academic Calendar to make decisions is a reminder of the importance of course names and course descriptions in attracting students into the program. Finally, the degree to which direct contact with the department influences student decisions shows how faculty are often the

best ambassadors of the Journalism program and should continue their efforts to discuss other courses, and the Journalism Major/Minor, in class.

The breadth and depth of the curriculum in the KPU Journalism Program was the top reason students gave for selecting the program. Fully 95% of students surveyed said that factor was “moderately important”, “very important” or “critically important” in their decision to choose KPU Journalism. Also rated highly were the range of program resources and support services (91%), the program’s connection to the Journalism community (90%), the reputation of the institution (90%), the disciplines offered (90%), the reputation of the institution (90%), the reputation of the program (87%) and the level of credential offered (87%).

Students surveyed are, in general, very satisfied with the quality of education they have received in the KPU Journalism program. Fully 93% of those surveyed said they were “somewhat satisfied” or “very satisfied” with the quality of instruction they have received and 91% found the program curriculum relevant to their goals. There was slightly less satisfaction with the opportunities for experiential learning (78%). The one clear area of dissatisfaction is the range of courses offered each term, for which only 49% of students were satisfied and 36% were dissatisfied. This is also reflected on Question 14 of the survey, in which a majority of students (53%) said they were not able to take a sufficient number of Journalism courses each term and on Question 15, in which 88% of students surveyed said they would take upper-level JRNL and COMM courses in the summer if they were offered. The comments reflect this concern:

“I would like to see more Journalism courses being offered throughout the summer. I feel like I have to wait one year to take a required course if I am unable to take it in the Spring semester, for instance.”

“More journalism courses should be offered in the summer!”

“More summer options!!!”

“Classes not offered every semester, there was times I could only take two relevant courses.”

“Sometimes the higher level courses are too few and not enough space, that gets annoying sometimes.”

“The courses only offer once a year and it's hard to catch up if I miss one course.”

“I would like to be taking a journalism course every semester, but sometimes it's not available.”

Other comments suggest that, while students are generally pleased with the courses they're taking and their instructors, some would like to see more of an emphasis on broadcast journalism and advice geared specifically to students interested in pursuing communications/PR as a career:

"I would really like to hear instructors talk about all the careers we could be getting into with a Journalism major. I want to be a communications specialist and I have not been able to obtain advice at all anywhere, as most instructors could only talk about being a journalist."

"The professors are skilled and willing to communicate directly with students."

"The course teaches a lot of valuable skills, but some of content becomes repetitive. I'd like to see more of an emphasis on data journalism and general computer skills for journalists."

"Introduce Broadcast or have the option to work with BCIT."

"Would like to see more broadcast courses offered, whether radio or TV."

The survey results suggest students are overwhelmingly satisfied that the KPU Journalism program is preparing them to meet the seven "core competencies" the department has identified. Almost all students (97%) say they are somewhat or very satisfied that the program has prepared them to understand the importance of journalism and communication in a diverse society. More than 90% of students were satisfied with three other of the core competencies. The lowest performance on this section of the survey was whether students thought the program taught them how to "innovate through expansive thinking and creative problem solving". But, even on this question, 80% of surveyed were satisfied. Interestingly, in all seven areas, students were more satisfied that the program was doing a good job of teaching the core competencies than faculty members were on their survey (though it's worth noting that the faculty survey was a small sample).

Similarly, students are very pleased with the KPU Journalism Program's teaching of essential skills. Of those surveyed, 93% of students said they were "very satisfied" or "somewhat satisfied" with how the program had prepared them to learn on their own and in the area of reading and comprehension. The lowest score was for "problem resolution" but, even here, 89% of those surveyed were satisfied. Again, it's worth noting that students assessed the KPU Journalism program more favourably than surveyed faculty did, with higher satisfaction scores than faculty members in six of the seven areas. In some cases, the gap was dramatic: 90% of students are satisfied with the program's teaching of written communication skills, compared to just 67% of faculty members. The one area where faculty gave the program a higher score than students was learning on their own, for which faculty members were 100% satisfied, compared to 93% for students.

Students are extremely happy with the quality of their instructors in the KPU Journalism program. Of the eight areas surveyed, 100% of students were “very” or “somewhat” satisfied in four of them, and the lowest score -- presenting the curriculum in a clear and well-organized manner -- still received 90% satisfaction. Given how high the scores are in this area, it is perhaps more meaningful to look at the areas where students were “very satisfied”. Those figures suggest students are happiest with the professional experience of instructors (88%), their enthusiasm for teaching (81%), their competence and qualifications (78%) and their awareness of current developments in the sector (75%). The lowest scores were for presenting the curriculum in a clear and well-organized manner (59% “very satisfied”) and being available during office hours (66%).

The comments reflect how happy students are with the instructors:

“Some professors are better than others, but for the most part, I have liked the professors in this department. They seem like they care about the students, want them to do well, and are also knowledgeable about the topics that they are speaking on.”

“The Professors are all amazing, honestly I have been so blessed to have these professors as our professors, I hardly have any major complaints at all. [Instructor A] is probably one of the best professors I have ever had He knows everything about media and [Instructor B] is the reason I can write and have a backbone. [Instructor C] knows way too much about everything and its awesome he is such a good teacher and [Instructor D] is fun and informative, but most of all she is so willing to help us learn what we need to know. I have thoroughly enjoyed each of their classes and only realize how good I have it when I take other courses outside of Journalism. You guys are the absolute best!”

“The instructors are the best part of learning about journalism at Kwantlen.”

Asked how the program could encourage more students to major in Journalism, and attract more non-Journalism students to take Journalism electives, many students suggest emphasizing the value of a Journalism degree for a variety of careers, not just journalism:

“advertise that getting a degree in Journalism doesn't mean that all you can become is a Journalist”

“I think it would also be good to inform students somehow about the values of what we learn in journalism besides just the journalism aspect (we learn multi-media and social media-- there is so many jobs in these areas). In other words, students probably don't know that journalism is more than just writing for a news paper.”

“Perhaps advertise journalism as a practical and useful alternative to ENGL and COMM majors? Explain some grad-school opportunities and be more forthcoming and descriptive about the work-placement options.”

“Provide more context into what kind of careers we could get into. I think almost every Journalism major I've met has acknowledged that our industry is dying and we are all SCARED and UNCERTAIN. It would help IMMENSELY and bring a lot of HOPE into our aspirations if experienced players in the industry were to tell us in good detail our options and how to get our foot in the door in ensuring entering the career.”

“Explain relevance to other fields.”

“Promote and show ways that critical thinking can be essential to other areas of study, and how journalism skills can apply to more lucrative professions.”

Asked about the strengths of KPU’s Journalism program, many students once again mentioned the quality of the instructors:

“Excellent profs who take their time with students and are very interpersonal.”

“Instructors have in-field experience.”

“Professors that care about the students and know the topics that they are speaking on.”

“The professors are definitely the strength of this program, also the range of what we learn in our studies here.”

“The profs have a lot of experience in both journalism and teaching, and they are very good at bringing up current events and relating it to the course material.”

Asked what should be changed about the program, many students again emphasized their desire to take more courses in the summer, and for upper-level courses to be offered more frequently.

In their final comments on the survey, a few students suggested the Journalism program include more content relevant to communications and public relations, a reflection, perhaps, of how more students see a career path in communications than journalism:

“I feel like the program could use some instructors that work in different career paths in relation to Journalism, like I would be very happy to be able to talk to a Communications Specialist. Or perhaps real professionals could be brought into class so they can tell us about the career.”

“I liked it for the most part, but I wish there was more information, classes, or ability to work on the Public Relations and Communications aspect of things, as that is the field I intend to go into. I also know many other students who were looking into that industry, but strove for this degree instead of the PR diploma because they wanted a Bachelors degree.”

Overall, the results of the survey indicate students are very satisfied with the quality of KPU’s Journalism program, in particular with the program’s instructors. The key areas for improvement students have identified is offering more upper-level JRNL/COMM courses in the summer and including more content in the program of direct relevance to communications/PR -- which more students now see as their most likely career path rather than journalism.

Faculty Satisfaction

Given the small size of the Journalism and Communication Studies department, only eight instructors were asked to complete the faculty survey. Of those, six completed it. That means each instructor makes up 17% of the total sample. As a result, the analysis below generally refers to the number of instructors holding a particular view, rather than the percentage.

Instructors surveyed are generally satisfied that KPU’s Journalism program is preparing students to meet program-specific competencies. On each of the six questions asked in this area -- from whether students could create and publish responsible journalism to whether they understood the role of media in society -- a clear majority of instructors (four or more) said they were “somewhat satisfied” or “very satisfied”. On most questions, a single instructor said they were “neither satisfied nor dissatisfied” and on two questions -- the ability of students to conduct original research using a variety of methods and to innovate through expansive thinking -- another instructor was “somewhat dissatisfied”. While KPU instructors are generally satisfied with the quality of instruction being provided, on four of the six questions in this area, only two instructors said they were “very satisfied”, with the rest being only “somewhat satisfied”.

Similar results can be seen when faculty were asked how well KPU’s Journalism program prepared students for specific skills, such as written communication, critical analysis and reading and comprehension. Again, a clear majority of instructors (four or more) were satisfied on each question, but instructors were not always “very satisfied”. Specifically, half of the instructors surveyed (three) were “very satisfied” with students’ oral communication and group collaboration skills. On all other questions, more instructors were only “somewhat satisfied” than “very satisfied”. Satisfaction was lowest with

students' written communication skills (where no instructors were "very satisfied" and four were "somewhat satisfied").

The specific comments in these two areas reflects how instructors think the program is doing a good job of preparing students but that there is room for improvement, especially in developing students' writing skills:

"I think the program has been very forward thinking in keeping up with the pace of technological change in the industry, adding courses and training in areas like data visualization and programming."

"Strengths: keeping up with technological changes in the work and delivery of journalism. Suggestions: generally poor writing skills of first-year students needs to be addressed more specifically in our curriculum."

"The language skills of some students coming into the program is a challenge as it's difficult, even with hard work, to get their writing up to an acceptable standard. Not all courses include group work."

Instructors surveyed are clearly pleased with the Journalism program's curriculum. Of the 14 positive statements about the curriculum posed on the survey, 12 had unanimous agreement (with those surveyed saying they either "strongly agreed", "somewhat agreed" or "slightly agreed" with the statement). On two questions, a single instructor said they neither agreed nor disagreed with the statement (specifically, if the curriculum prepares students well for employment and if learning outcomes are coordinated across the program). For half of the statements, four of the six instructors surveyed strongly agreed, including that the curriculum has appropriate breadth and depth, that it prepares students well for further education and that instructors have the necessary expertise to deliver the curriculum. There was less agreement -- with more instructors only slightly or somewhat agreeing -- over whether learning outcomes are coordinated across the program. The written comments reflect this:

"Strengths: Although students do not go on to further education in large numbers, those who do choose to apply have been successful. We have consistently adapted our courses and curriculum to the many changes journalism. We made huge changes in 2011, and are specifically looking at what needs to change now, through the program review."

"There could probably be a bit more proactive coordination between courses to ensure that content in one course reinforces what students learned in another (and doesn't duplicate it). That said, the courses are in many cases are so distinct [course names] that there isn't much overlap anyways."

"We need stronger coordination across our courses."

Instructors are generally satisfied with the classroom space and resources available to them and with the library resources though, on several questions relating to the library, a significant number of instructors said they “don’t know” or the question didn’t apply to them.

Most instructors said the questions to do with research and professional development opportunities didn’t apply to them. The one exception was the question about practical and financial support for professional development opportunities, for which a majority of instructors were satisfied. On each question, a single instructor was “very dissatisfied”. Comments in this area include:

“I’m not aware of any opportunities for faculty to present research outside of our department. The Visual Media Workshop is one way, but it remains in our department.”

“Support for professional development at KPU has been very good. It would be nice if there was a bit more funding for attending conferences.”

Instructors surveyed provided detailed responses to the final, open-ended questions on the survey.

Asked what the strengths of the program were, responses included:

“1) Faculty members who bring a lot of experience, expertise and personal skills.2) The positive energy in our department that is generated from the chair and faculty members.3) The collegial nature of professional relations among faculty in our department.4) The relatively small class sizes.5) The current, dynamic and refreshing teaching methods (i.e. as opposed to traditional lecture-style classes).”

“An experienced and collegial faculty. Constant efforts to keep the program up-to-date and relevant to the changing industry. Preparing students for jobs in journalism or outside it (i.e. PR, communications, etc.) Courses that are designed to be appealing to students from outside Journalism.”

“Dedicated and passionate faculty members, with varied expertise and experience. Excellent equipment and computers for student use. Curriculum that evolves with the rapidly changing industry.”

On what should be changed about the program, responses included:

“A greater range of enrolment opportunities (summer semesters, condensed courses, online courses, etc.) to better meet student demand and needs; develop intensive short-term (one semester or less) project-based master classes to allow

students to develop greater expertise in specific areas; we need to develop a departmental culture that engages students inside and outside the classroom ... to create a sense of energy that is currently missing from the program as a whole.”

“A site for student work to be published and celebrated online. Students need the experience of being published, and such a site would showcase our students' work, and increase our visibility to KPU itself, potential employers and potential students.”

“I think it's vital that we offer a degree in Communication Studies and continue to offer a Journalism degree/electives as well. There is a widespread concern that there are not many jobs in journalism. I think this will inevitably impact enrolment in our Journalism program. Communication Studies, however, is still very popular among students and I think it will remain so for the foreseeable future.”

On how to increase enrolment, letting students know courses weren't just for journalists - in some cases by changing course names -- was a consistent theme:

“1) Posters need to grab students' attention. Celebrities' faces seem to help.2) Some students I heard from recently said they were more prone to register for Intro to Journalism in the summer knowing that they wouldn't have to write a full-length scholarly essays...Students write shorter, research blogs in the class...3) The word Journalism may suggest that the course is only for students who want to major in Journalism...”

“A lot of this has to do with what courses are called. Where possible, courses that have "Journalism" or "Storytelling" in their name could be made more accessible to non-Journalism students by making the hard skills the courses teach more evident. For example, "Multimedia Storytelling" could be changed into separate courses in "Video Editing and Production" and "Photography". Where a course is teaching skills that are applicable to journalism and other areas, it might be better to have the course name reflect that and be taught in a way that would be of interest to both journalism and non-journalism students.”

“Journalism isn't only for journalists. The skills are also absolutely relevant for people doing applied communication in fields focused on social change. Perhaps we could do a campaign that highlights the value of the skills for jobs such as communication specialists working for environmental NGOs, media people working for non-profit groups, social documentarians, aspiring National Geographic reporters.”

“Some course names could be changed to be more appealing and accessible. Cross-promote all courses. Talk up other courses to students in our classes. Promote with posters etc. as applicable to specific departments: Business (Data Visualization),

Political Science (Public Affairs Journalism), etc. Be more proactive in publicizing what our students are doing: publishing student work online. Get the word out more about the Visual Media Workshop: its programs etc.”

On how faculty can raise the profile of the Journalism program:

“1) Faculty members and possibly current or former students could make presentations about the program at high schools across the Lower Mainland, BC and beyond. (I learned that the chair of the Journalism program at the University of King's College in Halifax was on a speaking tour across BC to recruit students.) 2) Have current or former students make a short and compelling documentary about the program that could be played on YouTube and posted on our website.3) Our Facebook page really needs to be updated...The current photo is of an outdoor area on campus and the image doesn't communicate anything about journalism. The main photo could be of students in our program producing journalism...We could also start a Twitter account...4) A dedicated space to inform people about journalism jobs on the program website (instead of posting them ad hoc on the Facebook page) could help counter the view that there aren't any jobs in journalism.5) Develop a high-profile capstone journalism course”

“More instructor and student involvement with the broader journalism-related community, host special events for students and the community, become more active as "quotable media experts", make better use of social media for external promotion, more publication (particularly online) and promotion of student work”

Overall, the results of the faculty survey indicate faculty members are satisfied with the quality of KPU's Journalism program and proud of the work that has been done over the years to keep courses current and relevant to both Journalism and non-Journalism students. That said, there is also broad agreement that more can be done, specifically finding more ways to attract non-Journalism students to the department's courses and raising the profile of the Journalism program both within KPU and in the broader community.

Summary and Recommendations

The need for more online journalism training was a dominant theme in the survey of alumni. However, as pointed out in the data analysis, most of the respondents graduated before the curriculum changes and ongoing development that address that. The comments are a reminder, however, of the need to keep current with changes in the industry.

Current students want direct exposure to other fields they can enter with a Bachelor of Journalism. The chair of the Journalism and Communication Studies department has initiated conversation with the Public Relations coordinator to explore possibilities, and will

ask the Arts dean to discuss with the dean of the Business Faculty. Other options for addressing this need should also be explored.

Methods to retain first-year students in the Bachelor of Journalism program need to be explored and implemented.

Students' call for more summer courses should be considered, given the reality that with a relatively small number of students, offering a course in the summer might preclude it being offered in the Fall or Spring semesters.

Students expressed the need for more connection with industry and potential employers. The department needs to respond to this.

The department needs to consider and implement methods to increase enrollment and the profile of the department, including suggestions included in the data analyses.

Grading practices need to be examined to ensure that grades are appropriate and consistent.

7. Quality of Services, Resources and Facilities

Program Resources

Survey data shows students and faculty are satisfied with program resources.

Administrative and Support Services for Students

Survey data shows students are satisfied with administrative and support services.

Specialized Equipment and Software

The department has cameras, audio recorders, and accessories for both that are available for student use. Students in third- and fourth-year are required to have their own cameras and audio recorders. A donation from Rogers Sportsnet is making it possible for the program to purchase equipment it would not otherwise have been able to buy, which will be extremely beneficial to students. The computer lab, in which many of the skills courses are taught, includes 35 Mac computers equipped with specialized software, updated as required by industry standard.

Survey data shows students and faculty are satisfied with the program's specialized equipment and software.

Facilities

Survey data shows students and faculty are satisfied with program facilities.

Summary and Recommendations

Equipment available to students needs to continue to reflect that which is being used in the industry, in order to prepare students appropriately.

8. Quality of Program Relationships and Connections

Relationship with other KPU Programs/Departments

The Journalism and Communication Department has a good relationship with other KPU departments, largely due to relationships established by the chair and another faculty member who serve on institutional committees.

Articulation and Credential Recognition

Evaluating courses from other institutions for transfer credit is done by the department chair, with input from other instructors as required. Evaluating PLA requests is done by the instructors involved, with input from the chair as required. Articulation agreements for individual KPU courses to be granted credit at other institutions are accomplished through the larger institutional processes in place during course-outline development and approval.

Prior to 2011, an articulation agreement existed with Langara College, granting graduates of its two-year diploma program credit for the KPU diploma program and entry into third year for degree completion. With the curriculum changes of 2011, that agreement no longer applies, as the first two years of the KPU program are no longer equivalent to the Langara diploma. Only a very small number of Langara students did take advantage of the transfer agreement. Since 2011, one Langara student has transferred to KPU to earn his degree. The process of establishing his transfer credits and status in the Bachelor of Journalism program provides the template for a new articulation agreement with Langara.

There is also a new articulation agreement for Columbia College Communication students transferring into the Journalism degree.

Connections with Discipline/Sector

The program has had an advisory board in the past, but has had no meetings since the introduction of the new curriculum. If an advisory board is deemed beneficial, a new one would be constituted.

The program maintains connections with potential employers through personal relationships, through regular contact resulting from the Work Experience course (JRNL 4141), and through employers contacting the department regarding job opportunities for students and alumni.

The department was recently the recipient of a \$250,000 donation from Rogers Sportsnet. Half of the funds are dedicated to student scholarships over the next five years, the other half is being used to buy equipment for the program and to fund two new courses.

The program keeps up-to-date with changes in the industry through personal interest of instructors, and keeps connected with alumni through relationships with individual instructors and the department Facebook page.

Public Information and Community Outreach

1. The Journalism and Communication Studies department takes part in all information and outreach activities organized by the Faculty of Arts or KPU, such as the open house. The department also participates in other related initiatives, such as the digital-media education fair held at a North Van secondary school this spring.

2. Faculty members are very active in industry events, such as consistent attendance at the Jack Webster Journalism Awards gala, the Ma Murray Awards, the B.C. and Yukon Community Newspaper Student Journalism Awards, and others. Faculty members also serve as judges in journalism competitions, and as moderators or panelists at symposia.

3. Instructors are called upon occasionally to be interview subjects for various media outlets (CKNW, Globe & Mail, CBC, etc.) on media-related issues.

4. Instructors make student work available to the public, by publishing it online and promoting it through social media, such as the department Facebook page, Twitter, etc. Examples include The Love Podcast project from students in the Spring 2016 and the Beyond the News class (JRNL 2140).

5. KPU's Visual Media Workshop is housed in the Journalism and Communication Studies department, and run by instructor Katie Warfield. This year, the Workshop ran its second Skype lecture series, Images of Social Justice, including KPU and international scholars. During the Spring 2016 semester, the Workshop teamed up a digital storyteller, a Journalism department mentor, and a group of Surrey high school students, to train the students in digital storytelling. The result was a public showing of the students' stories, which they intended to counteract the stereotypical images of youth in Surrey that dominate the media.

6. Instructor Chad Skelton offers highly successful two-day Data Visualization and Tableau training workshops in Vancouver.

Summary and Recommendations

The department has good relationships within KPU and with the profession. It needs to continue to develop relationships with potential employers in particular, and to bring those contacts into the classroom, not only the Work Experience class, for the benefit of students. Also, the department needs to consider whether an advisory board would be beneficial.

9. Conclusions and Recommendations

The Journalism and Communication Studies Department showed that it is adept at changing with the times when it completely revamped its curriculum in 2011, introduced Communication Studies courses, and introduced or adapted several courses to capitalize on the reality that many journalism skills are highly transferable to other fields, and therefore to students other than Bachelor of Journalism students. Given the current job market in the field of journalism, the department needs to continue to be agile.

Recommendations

1. Short-term (less than six months)

a) The student demographic shows that mainly young women recently out of high school are the majority. The department could consider developing relationships with high schools to capitalize on the interest among high-school students that is already there. The department could investigate attracting older students, particularly professional journalists, for skill upgrades if not the entire degree.

b) Some potential employers identified specific technical skills that our graduates lack, such as how to lay out a newspaper using InDesign. A greater number of those surveyed said they're looking for graduates with a stronger grasp of the fundamentals: the ability to juggle multiple assignments, write stories quickly, generate story ideas and find the most interesting angle on a story. The department needs to consider these suggestions.

c) The level of consistency of assessment standards throughout the program needs to be determined and changed if necessary. The level of clarity and transparency of information for students regarding evaluation (assignments, course presentations) needs to be determined and changed if necessary.

d) Grading practices need to be examined to ensure that grades are appropriate and consistent.

e) The department needs to consider whether an advisory board would be beneficial.

f) Methods to retain first-year students in the Bachelor of Journalism program need to be explored and implemented.

g) Students' call for more summer courses should be considered, given the reality that with a relatively small number of students, offering a course in the summer might preclude it being offered in the Fall or Spring semesters.

- h) Students expressed the need for more connection with industry and potential employers. The department needs to respond to this.
- i) The department needs to consider and implement methods to increase enrollment and the profile of the department, including suggestions included in the data analyses.

2. Medium-term (Six months to two years)

- a) One instructor is retiring in Spring 2017, and another in Spring 2020. It will need to be determined whether replacing their abilities and/or adding other skills/knowledge will be best done through replacement hires or contract instructors hired to teach very specific skills, or a combination of the two.
- b) Current students want direct exposure to other fields they can enter with a Bachelor of Journalism. The chair of the Journalism and Communication Studies department has initiated conversation with the Public Relations coordinator to explore possibilities, and will ask the Arts dean to discuss with the dean of the Business Faculty. Other options for addressing this need should also be explored.
- c) The department has good relationships within KPU and with the profession. It needs to continue to develop relationships with potential employers in particular, and to bring those contacts into the classroom, not only the Work Experience class, for the benefit of students.

Ongoing

- a) The need for more online journalism training was a dominant theme in the survey of alumni. However, as pointed out in the data analysis, most of the respondents graduated before the curriculum changes and ongoing development that address that. The comments are a reminder, however, of the need to keep current with changes in the industry.
- b) Equipment available to students needs to continue to reflect that which is being used in the industry, in order to prepare students appropriately.

10. Responses from the Dean/Associate Dean

Program Overview

1. What do you see as the program's greatest accomplishments over the last 5 years?
How have you used these successes to direct the future of the program?

The department-initiated a complete overhaul of the program in 2011, which produced a relevant program with increased enrolment. The department continues to make minor changes to the degree so as to align it with the continuous, fast-paced changes in the journalism profession. The department has approached the current program review with a similar quest for relevance and an openness to change.

In 2015 the department received a generous donation from Rogers Sportsnet of \$250,000. This donation has the potential to profoundly shift students' experiences at KPU, through scholarships, access to cutting-edge equipment, and curricular changes. I look forward to supporting the department in creating new approaches to storytelling, including ways of examining sports within the greater context of today's society.

2. Does the program adequately fulfill the purpose for which it was intended? If not, how can it be improved?

Yes, the program adequately fulfills the purpose for which it was intended in that it provides a strong Surrey-based Bachelor of Journalism program that serves the large and expanding communities south of the Fraser River and also acts as a magnet to students from geographic areas and post-secondary institutions beyond the KPU catchment areas.

3. How does the program's curriculum support the following:
 - graduates' pursuit of meaningful employment and further education

The decline of print-media outlets and the eclipse of traditional television news markets gives rise to the mistaken view that this is a sector in which meaningful employment is rare. The program's curriculum reflects changes in the sector and strikes a sensible balance between 20th century and 21st century media. A graduate will emerge from this program with the ability to work in wide variety of communications sectors. As well, the department very smartly highlights the transferability of the skills that are part of the degrees, including working in a multimedia environment, using social media and journalistic research skills in professional settings, and understanding the many facets of the collection and dissemination of information. These are skills that can be used in a variety of jobs, including those that are specific to conventional journalism and those

that are not. Students who graduate from the B.Jour, may, as well, move successfully into graduate programs.

- the viability and continued development of the program

While there are canonical aspects to the study of journalism, the program is designed to be flexible within the broad reach of its topics. JRNL 3260, for example, approaches Media Economics and Entrepreneurial Journalism: neither of those themes are static. It is in the nature of Journalism to be on top of change and the program's strong commitment to the links between practice, technique, and society ensure that it will remain fresh. Partly, this means that the department needs to continue to focus on the message that journalism does not simply mean print and broadcast journalism, but also prepares students for other areas of employment. If this can continue to be successfully conveyed through coursework and experiential learning, the degree will appeal to students interested in a career in journalism as well as those who see the value of a B.Jour degree yet not necessarily for employment as a journalist.

4. Based on your knowledge of the discipline/sector, what challenges to and/or opportunities for program growth do the following present:

- student demand (past, present and future)

Current student demand is relatively strong and stable. Not all courses fill, especially at the upper level. To strengthen enrolments, our program would benefit from transfer students coming into the upper levels. We will need to continue to have a strong marketing campaign for Journalism, encouraging potential students to realize that journalism is a valid career option and the skills are transferable. We also need to reach an older demographic, and appeal to working journalists as an upgrading option. This could be achieved in a number of ways, from short courses, to post-baccalaureates, and from credentialed to continuing and professional studies.

- comparable programs at competing institutions

Given that there is only one other degree-granting program in BC, at TRU, this is not a concern. We could certainly do more to encourage students who have certificates and diplomas in Journalism, to ladder into a degree at KPU. These discussions are underway.

- trends and changing contexts in the discipline/sector

Journalists need to be highly skilled in adapting to rapid technological and platform changes. Building, maintaining, and expanding connections with industry, government, employers, and consumers will be a critical piece in addressing these concerns.

5. With reference to the challenges and/or opportunities you identified in the previous question, what plans are in place for program growth and development?
 - We are working on transfer agreements with post-secondary institutions in Metro Vancouver.
 - The department has proposed a Communications degree, similar to the highly popular Communications degree at SFU but with a focus on the workplace-ready digital-media skills that SFU's degree lacks.
 - Developing increased awareness of the JRNL minor for students in Arts and other Faculties, now that students can take cross-Faculty minors.
6. What resources, institutional support, and/or external support would help address the program's plans for growth and development?
 - A strong marketing campaign. This could be done in tandem with the initiatives underway as a result of the Rogers Sportsnet funding.
 - Ministry of Advanced Education support for the Communications degree.
7. Collectively, what qualifications and other human resources are required so the program will be able to make the changes required to improve and remain current?

Given the rapid pace of change in the sector, it is important to support faculty efforts to remain current in their fields. Several of the faculty are working journalists, others are currently in doctoral programs, and others use their PD funds to attend conferences and workshops. It seems to me that relevancy and currency must remain a priority for faculty.

8. What areas should the program focus on for the short range (less than 6 months), mid-range (6 mo. – 2 years), and long range (over 2 years) program directions and improvement?

Short range: Develop new courses that align with the Rogers Sportsnet funding, such as Introduction to Sports Journalism.

Mid-range: Complete transfer agreements with other post-secondary institutions so as to attract transfer students to KPU.

Long-range: Develop a Communications degree. Develop solid learning outcomes at the program and course level. Develop pathways to the minor from other majors, particularly in the School of Business.

Institutional Considerations

9. In what ways does this program align with Vision 2018, the Academic Plan and the Faculty plan? What could be done, if anything, to strengthen the alignment?

The experiential element which is infused in the majority of the Journalism and Communications courses, as well as JRNL 4141: Work Experience, provide alignment with all of the KPU vision/plan documents. I wonder if the work experience course should (and can) become a mandatory requirement of the degree. As well, several survey respondents mentioned that students need more education in the business of being a journalist, running your own business, freelancing, forming and pitching ideas, etc. A greater emphasis on these aspects of the career of a journalist in a range of JRNL courses is worth exploring.

10. How does, or could, this program interface with other programs at KPU?

Many programs in the Faculty of Arts focus on digital media and we are working toward an interdisciplinary credential linking these areas. As well, the department has expressed an interest in re-connecting with the Public Relations program in the School of Business.

External Connections and Support

11. What does the program do to ensure that it is regarded by those in the field or industry as a leader in relevant education and training?

Faculty are (or were) practicing journalists and well-known in their respective areas. This helps to develop and sustain a reputation for currency, talent, and relevance.

12. How could the program improve its connections with the field or industry?

Although the department is well-connected with the field, an advisory committee would make these connections more structured.

13. What does the program do to engage the community?

Community-engagement is the purview of individual faculty member's research projects. They are engaged in important and innovative projects, such as the Visual Media Workshop. They are also well connected to the journalism community. However, as a department, community engagement with our geographic areas of Richmond,

Surrey, and Langley is an area that could use some development. I would like to see the department have a higher profile in our host communities, each of which has lively traditions of print and electronic journalism that serves the several Asian communities. Forging relations with stakeholders in these sectors will inform the evolution of the curriculum.

14. What additional steps could be taken to enhance connections with external groups such as professional associations, industry, agencies, institutions, alumni, high schools, etc.?

While connections with professional associations are well established, I don't have a sense that the department has strong connections to their alumni, at least not as a group. Degree graduates can be important ambassadors for programs and the foundation of networks that advance the careers of subsequent graduates. As well, connections with high schools could be more firmly established. This could be achieved through liaising with high school media clubs. We need to explore the possibility of select students being able to receive dual credit for JRNL 1160: Introduction to Journalism.

Role of Dean / Associate Dean

15. With respect to this program, what are your most significant (a) successes and (b) challenges in your role as Dean / Associate Dean?

Successes: The Rogers Sportsnet funding is a significant achievement.

Challenges: I have supported several individual faculty members in their research and educational goals, but I feel I need to know the department better so that I can provide greater collective support.

16. In what ways can the institution better support you in your role as Dean to achieve the desired program improvements?

The department has identified a number of marketing strategies and I would like to be able to support these initiatives.

Final Comments

17. What else do you think is important to add about the program that is not covered in the previous questions?

Although I have touched on some of the comments made in the department's self-study, I commend the department for providing a thorough analysis of the surveys. The department has identified areas that need to change, and I trust they will seriously consider and, where appropriate, take action on these recommendations.

The Journalism program has an honours degree, but very few students have taken this option. I would like the department to reconsider this option. Is the honours option viable?

I applaud the department for acting on the Truth and Reconciliation Committee's recommendation that journalism programs offer core course in indigenous peoples. INGD 1100 is now a required component of the Journalism degree. Bravo!

11. Appendices for Self-Study Report

Provided in separate document.

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Appendix A: Curriculum Profile

The Bachelor of Journalism program features multimedia storytelling experience utilizing the most current technologies. Students use industry-standard software to produce journalism that draws on the full range of multimedia storytelling possibilities, including animation, interactivity, audio, and video. Students participate in academic studies and practical training through seminars, labs, and off-campus work experiences.

The goal of the program is to prepare Journalism graduates to be employed and responsible citizens, using the skills and knowledge they've gained. They are prepared for such positions as multi-media journalists, editors, researchers, and freelance writers and photojournalists and/or to work as communications professionals in such fields as media relations, corporate communications, and public relations.

Another goal is to ensure the transferability of the skills that are part of the degree, which can be put to use in many fields of endeavour, including working in a multimedia environment, using social media and journalistic research skills in professional settings, and understanding the many facets of the collection and dissemination of information via the media.

Communication Studies courses put the practice of Journalism and other forms of communication into context, with exploration of such issues as media law and ethics, media and diversity, media and social change, and social media and society.

The specific competencies of the program are included in these statements:

1. Create and publish responsible journalism in diverse subject areas and genres and in a variety of formats (e.g. writing, audio production, and visual imagery for print and online publication).
2. Conduct original research using a variety of different methods and resources.
3. Understand the role of media and journalists in societies and democracy.
4. Innovate through expansive thinking and creative problem solving.
5. Work effectively with advances in communications and media technology.
6. Analyze the effects of changes in media technology on social-media and mass-media communication.

The generic skills students and abilities students should gain through successful completion of the program include proficiency in written and oral communication, group collaboration, critical analysis, problem solving, self-directed learning, and reading and comprehension.

Students should be able to demonstrate the following measureable outcomes by the end of the program:

- Create and publish responsible journalism in diverse subject areas and genres and in a variety of formats.

- Analyze journalism content from a variety of media platforms
- Work effectively as a journalist or communications specialist in a professional setting
- Evaluate and assess their own ability, effectiveness, interest and competency as a journalist or communications specialist
- Employ best practices and ethical principles of journalism and communication

Students are expected to demonstrate a level of proficiency in the all of the above competencies, skills and abilities that enables them to find employment in an entry-level journalism or communications position, or to proceed to higher education.

Appendix B: Calendar Information

From the 2015 KPU calendar:

Journalism: Bachelor of Journalism (also: Honours)

Description

The Bachelor of Journalism program is unique in B.C., featuring multimedia storytelling experience utilizing the most current technologies. Students use industry-standard software to produce journalism that draws on the full range of multimedia storytelling possibilities, including animation, interactivity, audio, and video. Students participate in academic studies and practical training through seminars, labs, and off-campus work experiences. The Journalism program prepares graduates for such positions as multimedia journalists, editors, researchers, and freelance writers. Our grads also work as communications professionals in such fields as media relations, corporate communications, and public relations. The Bachelor of Journalism gives students valuable transferable skills that can be put to use in many fields of endeavour, including working in a multimedia environment, using social media and journalistic research skills in professional settings, and understanding the many facets of the collection and dissemination of information via the media.

Communication Studies courses are also an important part of the program, including exploration of such issues as media law and ethics, media and diversity, and media and social change.

Faculty members in KPU's Journalism department include award-winning journalists with career experience and academic credentials. Many faculty members continue to work as journalists.

Admission Requirements

The Faculty's Admission Requirements, which consist of KPU's [undergraduate English Proficiency Requirement](#), apply to this program.

Declaration Requirements

Students intending to graduate with this Faculty of Arts Bachelor's degree must declare the credential by the time they complete 60 credits of undergraduate coursework. At the time of declaration, the student must satisfy all of the following requirements:

- In good academic standing with the University
- Completion of a minimum of 18 credits of undergraduate coursework, including the following with a minimum grade of "C":
 - 3 credits of ENGL at the 1100 level or higher
 - 6 credits at the 1100 level or higher in the Major area

Curricular Requirements

Students must complete all requirements in the [Bachelor of Arts framework](#) in addition to Journalism- and Communication-Studies course requirements.

Note: A first-year English course, [ENGL 1100](#), is a requirement of this program. This course has [prerequisites](#) that may require a student to complete additional preparatory courses.

Major

Lower Level Requirements

Students must complete the following required courses for the Journalism Major.

1000 Level

JRNL 1160	Intro to Journalism	3 credits
JRNL 1220	Citizen Journalism	3 credits

2000 Level

JRNL 2120	Storytelling 1	3 credits
JRNL 2230	Multimedia Storytelling	3 credits

Students must complete a total of 12 credits from the following two areas by selecting two courses from each area:

1. Journalism Electives (choose two)

JRNL 2140	Introduction to News: How We Inform Ourselves	3 credits
JRNL 2240	Beyond the News	3 credits
JRNL 2250	Public Affairs Journalism 1	3 credits

2. Communication Studies Electives (choose two)

COMM 1100	Foundations of Communication Studies	3 credits
COMM 1110	TV and Social Change	3 credits
COMM 1200	Visual Literacy	3 credits
COMM 2100	Media Ethics and Law	3 credits
COMM 2210	Media, Audiences and Popular Culture	3 credits
COMM 2220	Communications Rights & Freedoms	3 credits

Upper Level Requirements

Students must complete the following required courses for the Journalism Major:

3000 Level

JRNL 3155	Storytelling 2: Reporting	3 credits
JRNL 3160	Photojournalism	3 credits

4000 Level

JRNL 4270	Advanced Storytelling	3 credits
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Students must complete a total of 21 credits from the following three areas by selecting at least two courses from each area:

1. Journalism Electives (choose at least two)

JRNL 3170	Storytelling 3: Narrative Nonfiction	3 credits
JRNL 3260	Media Economics and Entrepreneurial Journalism	3 credits
JRNL 4165	Data Visualization	3 credits
JRNL 4250	Public Affairs Journalism 2	3 credits

2. Journalism Electives (choose at least two)

JRNL 3270	Advanced Photojournalism	3 credits
JRNL 4141	Work Experience	3 credits
JRNL 4240	Social Issues Journalism	3 credits
JRNL 4260	Coding for Storytelling: Apps and More for Journalists	3 credits

3. Communication Studies Electives (choose at least two)

COMM 3100	Media and Diversity	3 credits
COMM 3110	News Media and Influence	3 credits

COMM 3200	Celebrity and Media	3 credits
COMM 3210	Everyday Communication	3 credits
COMM 3220	Social Media, Technology, and Society	3 credits
COMM 4210	History of Canadian Journalism	3 credits

Honours

In addition to the 120 credits required for the Bachelor of Journalism degree, Bachelor of Journalism Honours students must complete the following 9 credits:

JRNL 4190	Directed Study Honours 1 – Research	3 credits
JRNL 4290	Honours Thesis	3 credits
JRNL 4295	Journalism Honours Seminar	3 credits

Please see kpu.ca/arts/journalism for further information regarding application deadlines and selection criteria.

Students may receive either the Bachelor of Journalism degree or the Bachelor of Journalism Honours degree, but not both.

Note: Journalism Honours courses may not be offered each year.

Credential Awarded

Upon successful completion of the honours program, students are eligible to receive a **Bachelor of Journalism (Honours)**.

Upon successful completion of the major program, students are eligible to receive a **Bachelor of Journalism**.

Appendix C: Course Descriptions

JRNL 1160 3 Credits

Introduction to Journalism

Students will explore how journalism fits in a media landscape that includes both traditional mainstream news sources and alternative information sources such as social networking, YouTube, Twitter and blogs. They will also explore reporting by citizen journalists. Students will explore the ramifications of economic and technological change in the industry. They will also study its impact on journalists and journalism, citizens, human rights, community and democracy.

Prerequisites: A grade of 'B' in English 12 (or equivalent)

Transferable (refer to [transfer guide](#))

JRNL 1220 3 Credits

Citizen Journalism

Students will explore the role of citizen journalism in the dissemination of information. They will explore the investigative techniques commonly employed by professional journalists, including but not limited to court searches and Freedom of Information requests. They will learn how to use many of these techniques to find information important to themselves and their communities. They will discover how tools such as blogging, social networking and search engine optimization can be used to share this information with the larger community. They will learn how to write clearly and concisely. Students will also explore how media law affects citizen journalism, and vice versa.

Prerequisites: A grade of 'B' in English 12 (or equivalent)

Transferable (refer to [transfer guide](#))

JRNL 2120 3 Credits

Storytelling 1

Students will explore journalistic and other non-fiction storytelling, with an emphasis on the different writing styles and conventions of such genres as narrative, documentary, online, print and broadcast media. Students will analyze a range of non-fiction storytelling and reporting, explore the importance of audience, and create works in a variety of styles.

Prerequisites: JRNL 1160

Transferable (refer to [transfer guide](#))

JRNL 2140 3 Credits

Introduction to News: How We Inform Ourselves

Students will explore the evolving concept of news and related issues of how a civil society informs itself, through examining the professionalization of the media, the development of objectivity and changes in the late stages of a mass media culture. Students will examine questions such as: What is news? Is objectivity possible? What is the difference in how news is covered and presented by different media operations? What are the effects of citizen journalism, "corporatization" and other ownership models of the media? What is the impact of wide-scale cultural disruption on news coverage?

Prerequisites: JRNL 1160

Transferable (refer to [transfer guide](#))

JRNL 2230 **3 Credits**

Multimedia Storytelling

Students will explore the types of multimedia journalism and other non-fiction storytelling made possible by inexpensive hardware and software tools, and the ability to easily publish on the Internet. They will explore the role of audio, video and interactivity in creating rich, immersive stories, through profiles, event coverage, journalistic storytelling and other modes. Students will learn storytelling skills and the technical skills (both hardware and software) needed to create effective stories of their own.

Prerequisites: JRNL 1160

JRNL 2240 **3 Credits**

Beyond the News

Students will examine what is happening in media areas beyond news, including, but not limited to, health and science, education, sports, entertainment, fashion and lifestyles, and opinion writing. Students will explore the evolving mediascape, which includes traditional media and new-media competitors, and examine differences in writing styles and presentation. They will examine the potential for accessing and providing in-depth information in specialist and niche areas, analyze non-news publications, and develop and publish traditional or non-traditional information projects in their own areas of interest.

Prerequisites: JRNL 1160

JRNL 2250 **3 Credits**

Public Affairs Journalism 1

Students will explore the relationship between journalism and politics, investigate the role of journalism as a public watchdog, and learn about the historical and current practice of journalism as it impacts public policy. They will examine a range of political coverage including: journalistic coverage of politics in the form of multimedia news stories, opinion pieces, editorials and blogs, and strategic use of political communication by governments and political parties.

Prerequisites: JRNL 1160

Transferable (refer to [transfer guide](#))

JRNL 3155 **3 Credits**

Storytelling 2: Reporting

Students will learn the essential skills of reporting, including conducting interviews; writing different types of stories; establishing connections with reliable sources; finding stories; and writing stories for a variety of media platforms. They will examine the differences between news writing and that of feature, column, blog and editorial writing. Students will critique news coverage of local, national and international events and develop the ability to recognize and write a newsworthy story. Note 1: Students are required to have a digital audio recorder and hand-held microphone for this course. Specifications will be provided by the department. Note 2: This course may include mandatory field trips.

Prerequisites: 45 credits of any 1100-level or higher courses, including ENGL 1100 and JRNL 1220 and JRNL 2120 and JRNL 2230

JRNL 3160 **3 Credits**

Photojournalism

Students will learn still and video photojournalism basics for print and online publication. They will explore the differences between photojournalism and other types of photography. They will gain practical experience while photographing and/or video-recording subjects in a variety of lighting conditions and locations requiring different techniques. Students will learn basic video-editing, principles of photo layout and use of photojournalism software such as Adobe Photoshop and Soundslides.

Note: Students are required to have a digital single-lens reflex (SLR) camera for this course. Specifications will be provided by the department.

Prerequisites: 45 credits 1100-level or higher courses, including JRNL 1160

JRNL 3170 3 Credits

Storytelling 3: Narrative Nonfiction

Students will explore the world of narrative nonfiction, which marries strong journalism and narrative storytelling. They will learn advanced nonfiction writing techniques and how the nonfiction-publishing industry functions, both online and in print. They will analyze published work, including but not limited to magazine articles, books, memoirs and personal essays. They will learn the art of narrative nonfiction and develop their "voices" as writers.

Prerequisites: 45 credits 1100-level or higher courses, including JRNL 1220 and JRNL 2120 and JRNL 2230 and ENGL 1100

Transferable (refer to [transfer guide](#))

JRNL 3180 3 Credits

JRNL 3180 Sports Journalism 3 Credits

Students will explore the full range of sports journalism, analyzing how sports reporters operate across the platforms of print, broadcast, online and social media. They will examine and create a wide range of sports journalism, including but not limited to game coverage and features, sports beat coverage, long-form sports storytelling and in-depth sports packages using text, images, video and interactivity. Students will also analyze the history, contemporary issues and ethics of sports journalism.

Prerequisites: JRNL 1220, JRNL 2120 and JRNL 2230

JRNL 3260 3 Credits

Media Economics and Entrepreneurial Journalism

Students will explore the economics of existing and emerging media. They will also explore the implications and opportunities for journalists working in traditional and new media. They will learn skills, techniques and technologies needed for developing a professional reputation and personal brand. Students will learn the organizational, business and personal skills needed for freelance employment, and for leading or working as a team member with media start-up companies.

Prerequisites: 45 credits 1100-level or higher, including JRNL 1220 and JRNL 2120 and JRNL 2230 and ENGL 1100

Not Transferable

JRNL 3270 3 Credits

Advanced Photojournalism

Students will expand their photojournalism skills in the use of professional-standard cameras to produce and publish photographs and videos. They will explore the legal and ethical aspects of photojournalism and consider the role of photojournalism in public discourse. They will learn how to control lighting and other variables in various locations. Students will learn and apply advanced techniques in such photojournalism software as Adobe Photoshop and programs for video-editing and combining still photographs and audio for online publication. They will produce a portfolio of their work and learn about freelancing as a photojournalist.

Note: Students are required to have a digital single lens reflex (SLR) camera for this course. Specifications will be provided by the department.

Prerequisites: 45 credits 1100-level or higher, including JRNL 2230 and JRNL 3160

JRNL 4141 3 Credits

Work Experience

Students will work for 120 hours, or equivalent, as journalists in one or more media businesses or organizations. They will further their personal and professional development, integrating knowledge and skills acquired from the Journalism curriculum in the context of their practical experience. They will investigate potential job markets through the work-experience placements they choose, such as freelance work, job shadowing and fixed-term placements. They will develop their journalistic skills in areas of interest to build contacts and create networks that will help them in their careers.

Note: Placements must be approved by the department.

Note: Students must be registered in the Bachelor of Journalism and have a minimum GPA of 3.3.

Note: Equivalency to 120 hours is determined by the department based on work produced in a project-based placement or placements.

Prerequisites: 45 credits 1100-level or higher courses, including JRNL 3155 and JRNL 3160

JRNL 4165 3
(Formerly JRNL 4160)

Credits

Data Visualization

Students will learn how to use data visualization techniques to present information in interesting and compelling ways, including interactive maps and graphics. They will explore the principles of data visualization, learn the strengths and weaknesses of various chart types, and create charts that convey information as clearly as possible. They will learn how to use spreadsheets to find interesting patterns in their data and how to turn that data into engaging online tools. They will also learn how to obtain raw data from open-data portals and other sources.

Prerequisites: 45 credits of any 1100-level or higher courses

Attributes: [QUAN](#)

JRNL 4190 3 Credits

Directed Study Honours I - Research

Students working under the supervision of a faculty member will identify a topic for their honours thesis and undertake a research program that includes an extensive reading list developed by the student and faculty supervisor. They will design an outline for their thesis project.

Prerequisites: JRNL 3200

JRNL 4240 3
(Formerly JRNL 3120)

Credits

Social Issues Journalism

Students will explore the history and practice of social-issues journalism, a long-established branch of reporting that ranges from the work of early social commentators such as Charles Dickens to today's investigative reporters. They will analyze social-issues journalism, which combines feature narrative writing, investigative reporting, and an invitation to change that goes beyond standard journalism. They will explore the ethics and traditions of social-issues journalism from the perspective of the public interest. They will be expected to be aware of political and social issues in their own communities. Students will compare journalistic and academic-writing styles and write a social-issues journalism feature on a specific social issue, or an academic essay about social-issues journalism for their final project.

Prerequisites: 60 credits of any 1100-level or higher courses, including JRNL 3155 and ENGL 1100

Transferable (refer to [transfer guide](#))

JRNL 4250 **3 Credits**

Public Affairs Journalism 2

Students will critique and generate political stories at the local, regional, provincial and federal levels, using a variety of information sources. They will learn how to access documents and individuals as sources of information, and how to evaluate and select information for use in news stories. They will consider the watchdog role of political reporting in a democracy, and will examine interactions among journalists, politicians, bureaucrats and non-governmental organizations and lobby groups with diverse interests, from Greenpeace to the Canadian Taxpayers Federation.

Note: This course may include mandatory field trips.

Prerequisites: 45 credits of any 1100-level or higher courses, including JRNL 3155 and POLI 1120 and ENGL 1100

JRNL 4260 **3 Credits**

Coding for Storytelling: Apps and More for Journalists

Students will be exposed to and work in a number of programming and scripting languages (including, but not limited to HTML, CSS and JavaScript) and programs that are used to create visually rich, interactive apps, websites and webpages. They will apply a range of skills to create and publish interactives, and to design, develop and deploy apps. Note: This is a hands-on course, which requires basic computer literacy; previous knowledge of computer and website programming is not required.

Prerequisites: 45 credits of 1100-level or higher, including JRNL 1220 and JRNL 2120 and JRNL 2230

JRNL 4270 **3 Credits**

Advanced Storytelling

Students will work as a newsroom team during the semester to report and produce stories for a single-theme on-line publication (a story package). Students will develop the initial concept and identify stories using the full-range of storytelling methods (narrative text, visualized data, video, audio, photography, etc.). They will also learn or deepen skills in storytelling, website design and interactivity. They will produce a final project that will be a rich and interactive website on the assigned topic.

Prerequisites: 60 credits of 1100-level or higher, including JRNL 3155 and ENGL 1100

JRNL 4290 **3 Credits**

Honours Thesis

Students working under the supervision of a faculty member will write an honours thesis based on the research and outline completed in Journalism 4190. Students will engage in an extensive process of draft-writing and revisions to produce the final thesis.

Prerequisites: JRNL 4190

JRNL 4295 **3 Credits**

Journalism Honours Seminar

Students will explore contemporary mass communication and journalism issues and research strategies. They will examine advanced methodological approaches to mass communications and journalism research through critical evaluation and evaluate the strengths and weaknesses of a variety of research methods. This course is mandatory for those students registered in the Bachelor of Applied Journalism Honours Degree.

COMM 1100 **3 Credits**

Foundations of Communication Studies

Students will be given a comprehensive overview of what it means to study communications. They will explore classic definitions and models of communications and trace how these notions have changed with the introduction of new media, new messages, new communicators and a more active and participatory audience. They will explore: communication theories, communication media, the key power players in the realm of communications (particularly in North America) and the role of the audience.

Transferable (refer to [transfer guide](#))

COMM 1110 3 Credits

Television and Social Change

Students will explore the evolution of North American television programs from their beginnings to the present day, in the context of their impact on and reflection of social change. Students will critically view and analyse the iconic television programs produced since World War Two and consider their role in mirroring and/or affecting society at large from a cultural, political and social perspective.

Transferable (refer to [transfer guide](#))

COMM 1200 3 Credits

Visual Literacy

Students will critically explore visual-literacy concepts and theories that are applicable to a broad range of media including, but not limited to, web sites, television, newspapers, fine art, advertising, social media, photography, zines, comics/graphic novels and film/video. They will learn how to interpret, negotiate and evaluate effective visual communications through screenings, readings, workshops, exercises and classroom discussion. Students will learn how to 'see' the basic graphic composition of images, such as design elements and principles. They will analyze visual-communication problems, discuss solutions and produce personal projects that reflect their understanding of visual literacy.

Note: This course may include mandatory field trips.

COMM 2100 3 Credits

Media Ethics and Law

Students will learn about the philosophical underpinnings of various approaches to ethical dilemmas, and about current media-related laws. They will consider these theories and laws relative to such issues as privacy, offensive content, freedom of expression, contempt of court and conflict of interest. They will explore these issues as they relate to various communication methods including, but not limited to, social networking, blogs and other interactive media, citizen and professional journalism, and various entertainment media. They will critically examine and analyze content from an ethical and legal perspective and discuss the impact of new technologies on media ethics and law.

Prerequisites: Six credits of 1100-level or higher courses

Transferable (refer to [transfer guide](#))

COMM 2210 3 Credits

Media, Audiences and Popular Culture

Students will be introduced to the study of popular culture. They will map the topic in different media, such as television, movies, advertising, video games, animation, music, public art and the Internet. They will also explore how popular culture has aligned itself historically with different goals: cultural, economic, political, and social. They will explore the major organizations and other players involved in communications around the world with particular focus on North America.

Note: This course may include required field trips.

Prerequisites: 6 credits of any 1100-level or higher courses

Transferable (refer to [transfer guide](#))

COMM 2220 3 Credits

Communication Rights & Freedoms

Students will consider the role of communication rights and freedoms in the development and protection of all other fundamental rights and freedoms, from basic human rights to democracy. They will focus on the limits and extent of communication rights in Canada including, but not limited to: the right to access meaningful information about how they are governed; the right to protest and dissent; freedom of the press; the protection of private information; and copyright laws

protecting intellectual property. Students will also compare communication rights and freedoms in Canada to those of other countries, both democratic and non-democratic.

Prerequisites: 6 credits of any 1100-level or higher courses

Transferable (refer to [transfer guide](#))

COMM 3100 3 Credits

Media and Diversity

Students will examine the media from the perspective of a diverse audience, with a specific focus on issues such as race, religion, gender and culture. They will analyze diversity issues in media content for fairness and balance.

Note: This course may include required field trips.

Prerequisites: 45 credits 1100-level or higher courses, including ENGL 1100

Transferable (refer to [transfer guide](#))

COMM 3110 3 Credits

News Media and Influence

Students will analyze how news media and the journalists who work within it are influenced by business and government, and how, in turn, news media and the work of journalists influences public opinion and discourse in the public sphere. Students will examine propaganda and persuasion techniques such as strategic political communication known as "spin". Students will also consider the purpose and effectiveness of journalism ethics and best practices in countering undue and inappropriate influence on the reporting and editing processes.

Prerequisites: 45 credits of 1100-level or higher courses, including ENGL 1100

Transferable (refer to [transfer guide](#))

COMM 3200 3 Credits

Celebrity and the Media

Students will explore the evolution and impact of celebrity culture. They will examine how changes in media technology have changed the nature of celebrity. They will study the relationship between celebrity culture and various aspects of society, including politics, consumerism, and privacy. They will explore the impact of celebrity culture on notions of self and identity. They will critically reflect on the ways they engage with celebrity.

Prerequisites: 45 credits of 1100-level or higher courses, including 3 credits of COMM or SOCI 2275

Transferable (refer to [transfer guide](#))

COMM 3210 3 Credits

Communication and Everyday Life

Students will examine the interaction of language and culture in everyday life. They will explore how language gives order not only to communication but to perceptions of the world and how it operates. Students will analyze how historical power relations have shaped language and, subsequently, policy and law. Students will learn discourse analysis techniques to assess and analyze a diverse range of influential "texts" encountered in everyday life, such as gossip, humour, music, film, visual art, and architecture. They will examine how structures of power and oppression are embedded within institutions that employ, manufacture, and broadcast texts, and how dialogic communication and discourse analysis can enable the deconstruction of the underlying forces that shape these texts.

Prerequisites: 45 credits at the 1100-level or higher, including 3 credits of COMM or SOCI 2255 or SOCI 2275 or FINA 2147

Transferable (refer to [transfer guide](#))

COMM 3220 3 Credits

Social Media, New Technology, and Society

Students will examine social media theory and practice, wearable and mobile app technologies, and their relationships to social changes in work, leisure, and everyday life. They will explore the range of imperatives served by these new technologies: from commercial to personal, from political to activist, and from artistic to countercultural. Students will discuss the ethics of social media and mobile and wearable technologies. They will also address intersections of technology and gender, race, sexuality, social justice, identity, policy, and law. Note: Students require access to a computer, tablet, or smart phone with Internet access.

Prerequisites: 45 credits at the 1100-level or higher, including 3 credits of COMM or SOCI 2255 or SOCI 2275

Transferable (refer to [transfer guide](#))

COMM 3230 3 Credits

Sports, Media and Audience

Students will explore the relationship between sports, athletes, media, and audience. They will analyze the relationship between sport media and race, gender, sexuality, nationalism, consumerism, violence, civic life and other issues. They will examine issues relating to journalism ethics and the production of sports media, including mass media and social media.

Prerequisites: 45 credits from courses at the 1100 level or higher

COMM 4210 3 Credits

History of Canadian Journalism

Students will learn about the history of journalism in Canada, from the first 18th-century newspaper to the present-day multi-media world. They will examine broad historic trends in Canadian journalism, such as the commercialization of the press in the 19th century, the concentration of ownership in the 20th century, and the effects of new technologies in the 21st century. They will also explore more localized aspects of journalism history, such as regional differences among Ontario, Maritime, Francophone and western Canadian journalism.

Prerequisites: 60 credits of 1100-level or higher courses, including ENGL 1100 and (JRNL 1160 or HIST 1114)

Appendix D: Faculty Bios

Aaron Goodman has nearly 15 years experience as a professional multimedia producer, video journalist, and documentary maker. His news, features and documentaries have been broadcast by CBC Radio, PBS Frontline/WORLD, VOA, Al Jazeera English, CNN and Associated Press Television News. His writing has been published by the Toronto Star, National Post, Ottawa Citizen, Calgary Herald, Vancouver Sun, Reuters, Alert Net, Inter Press News Service, VOA, PBS Frontline/WORLD, The Tyee and Maisonneuve Magazine. His 2004 radio documentary Nina and Arne (CBC Radio, Outfront), won the Gabriel Award from the Catholic Academy and the Radio Television News Directors Award for Best Short Feature.

Aaron has reported on the struggle for independence in East Timor, families searching for tens of thousands of boys and men who were forcibly disappeared by government forces in Sri Lanka, the legacy of the Khmer Rouge genocide, the civil war and attacks on journalists in Nepal, extra-judicial killings in the Philippines, the Tibetan community in exile in northern India, and more.

He is involved in research-creation involving documentary photography, multimedia production, interactive documentary and digital storytelling focused on under-reported social and humanitarian issues.

Aaron's current research focuses on creating visual counter-narratives about long-term heroin users through digital storytelling and documentary photography. He is also exploring the representation of death and dying through a research-creation project in the form of an interactive documentary.

B.A. (U.B.C.), M.J. (U.B.C.), PhD candidate (McGill)

Mark Hamilton spent just over 25 years working as a reporter, photographer, and editor for weekly, twice-weekly, and daily newspapers in communities throughout B.C., as well as freelancing for publications that included Beautiful BC and Canadian Geographic. Before coming to Kwantlen in 2000, he was co-owner of Tamar Design, which developed graphics and publications for print and the Web.

Over the past 10 years, he has spent considerable time investigating the changes sweeping over journalism and helped develop courses that respond to those changes, particularly emphasizing the technological skills successful journalists require. He believes in grounding students in the necessary conceptual, technical, and analytical skills needed for journalism, and in helping students discover and pursue their passion for journalism.

Susan Harman is a visual designer, design instructor and orchestrates a successful art practice. She has taught a variety of design-based courses at KPU since 1989. Prior to that, she taught in the BC Provincial Instructor Diploma Program and in the Interior Design Program at Vancouver Community College. In her youth, she studied creative writing with W.O. Mitchell at Banff School of Fine Arts and as a result had several poems and short stories published. After studying and receiving a Media Arts Diploma from Emily Carr University of Art + Design, her films and videos were exhibited around the world.

Her website, Navigating the Body, received Canada Council funding and several awards and continues to be a part of discussions about the experiences of women in pain and how they live their lives tied to the medical system. In 1993, she created ReelBent Productions, which focussed on film and video work and

then years later (to the present time) was retrofitted into ArType, a visual design business. Susan is passionate about photography, painting, writing, and design thinking.

Dip. F.A. (Emily Carr), Dip. Coun. (Humber), Cert. Writing (Banff School of Fine Arts), B.F.A. (Emily Carr)
Media Arts Degree (Emily Carr)

Ann Rees is a former investigative reporter who won the 2002 Atkinson Fellowship in Public Policy Journalism; was twice a finalist for the Michener Certificate for Meritorious Public Service; won numerous B.C. Newspaper Awards, the Freedom of Information and Privacy Association (FIPPA) Award, and the Connaught Medal for Excellence in Health Research. She specializes in disclosure law, including Access to Information and Freedom of Information, which she used extensively as a reporter, and which was also the subject of her one-year Atkinson Fellowship research project with the Toronto Star. She also served on the Executive Board of FIPPA.

Communication rights, political communication, and the public's right to access information about government in a democracy are the central themes of her PhD thesis, one chapter of which was published (2012) by UBC Press as the lead chapter in an edited book called *Brokering Access*. Ann has been teaching journalism and communication-studies courses at KPU since 2003.

B.A. (S.F.U.), M.A. (S.F.U.), Ph.D. (S.F.U.)

Beverley Sinclair's articles about health and social issues have won several National and Western Canadian magazine awards, and her work as editor of the *Georgia Straight* won that publication recognition as Western Canadian Magazine of the Year.

Her experience in radio and television includes interview programs and documentaries, and she was one of the first Canadians to receive the Edward R. Murrow award, for a radio documentary about the effect of alcoholism on families. The book she coauthored, *Western Journeys: Discovering the Secrets of the Land*, is a combination of personal journal, science, and travel, and was shortlisted for a 1998 B.C. Book Prize.

She has been and instructor and the chair of the Journalism and Communication Studies department since 2005.

Dip. Journalism (B.C.I.T.), M.Ed. (S.F.U.)

Chad Skelton, an award-winning data journalist, is a consultant and trainer based in Vancouver. Chad worked as a data journalist at The Vancouver Sun until 2015. He has received the Jack Webster Award, B.C.'s top journalism prize, six times, most recently in 2013 for a series on political donations and lobbyists. In 2014, he won an international Data Journalism Award for his portfolio of work in the previous year.

Chad created The Sun's public-sector salary database, which has received more than 20 million page views, and built popular interactive tools on everything from commuting patterns to income inequality. He also made a Twitter robot that checks court judgments (@BCCourtBot). Chad has given several talks on data and storytelling, including at the 2015 Tapestry Conference sponsored by Tableau Software.

B.A.A. (Ryerson), M.I.M. (Dalhousie)

Katie Warfield is director of the Visual Media Workshop @ KPU, which explores digital literacy and social media and includes workshops in data visualization and digital storytelling. She is also the lead researcher for the Making Selfies/Marking Self Research Project, which explores the production and curation of selfies by young Canadian women.

She teaches classes in communication theory, popular culture, and media and diversity. She integrates visual post structuralism, phenomenology, and feminist and gender theory into just about everything she teaches and writes.

Cert. Urban Design (S.F.U.), B.A. (Hons) (W. Ont.), M.A. (S.F.U.) PhD candidate (UBC)

Appendix E: Administrative Data

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April 4, 2016

ENROLMENT DATA

Enrolment by Academic Year: Students Enrolled in KPU Journalism Courses

	2010/11	2011/12	2012/13	2013/14	2014/15
FTE	55.6	60.2	54.6	60.3	49.0
Headcount	195	323	340	314	286

Data Source: R:\IAP\Strategic Enrolment Management (SEM)\SEM 2015\Enrolment Dashboard. By Course. Course Faculty: Arts; Course Department: Journalism. Breakdown by Subject; Criteria for Breakdown: Subject

Enrolment by Academic Year: Students Enrolled in KPU Communications Courses

	2010/11	2011/12	2012/13	2013/14	2014/15
FTE	3.5	50.7	45.8	39.9	51.3
Headcount	35	399	371	328	380

Data Source: R:\IAP\Strategic Enrolment Management (SEM)\SEM 2015\Enrolment Dashboard. By Course. Course Faculty: Arts; Course Department: Communications. Breakdown by Subject; Criteria for Breakdown: Subject

Enrolment by Academic Year: Bachelor of Arts – Bachelor of Journalism

	2010/11	2011/12	2012/13	2013/14	2014/15
FTE	59.5	77.4	75.1	66.8	68.8
Headcount	76	98	108	97	100

Data Source: R:\IAP\Strategic Enrolment Management (SEM)\SEM 2015\Enrolment Dashboard. By Program. Program Faculty: Arts. Program Department: Journalism. By credential type.

Definitions

FTE	Full-time equivalent (equivalent to number of students taking full course load (not just full-time course load) as of stable enrolment date
Headcount (FTE eligible)	Headcount used for FTE calculations. After the stable enrolment date this includes students who withdrew from the course, as well as students who enroll late. Since the date is based on stable enrolment date for full term, first session (which has an earlier stable enrolment date) withdrawals are included.

Data Source: R:\IAP\Strategic Enrolment Management (SEM)\SEM 2015\ Enrolment Dashboard.

ENROLMENT COMPARISONS

KPU's Share of Enrolment: Journalism Programs

There are two public post-secondary institutions in B.C. that offer a Journalism degree. They are KPU and TRU.

	AY 2010-11		AY 2011-12		AY 2012-13		AY 2013-14	
Credential	All CDW	KPU Share	All CDW	KPU Share	All CDW	KPU Share	All CDW	KPU Share
Bachelor of Arts	114	66%	125	74%	133	74%	122	68%

Data Source: R:\IAP\Strategic Enrolment Management (SEM)\SEM 2015\working files\CDW Enrolment\STP Enrolment Data

Definitions

CDW AVED's (Ministry of Advanced Education) Central Data Warehouse. It contains records for all students at BC public colleges, institutes and teaching universities.

STUDENT PROFILE

Profile of Students by Academic Year: KPU's Bachelor of Arts in Journalism

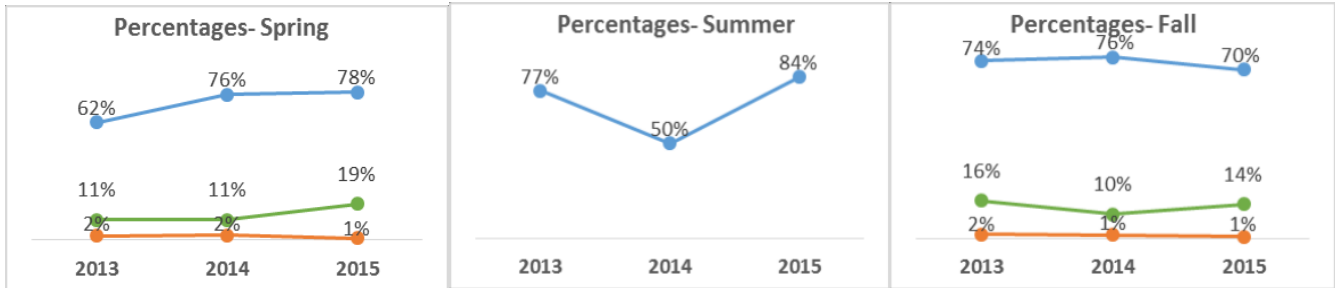
Student Profile	2010/11	2011/12	2012/13	2013/14
Headcount	76	98	108	97
% Female	62%	66%	67%	76%
% 22 years or younger	67%	82%	81%	78%
% Domestic	96%	98%	100%	100%

Data Source: R:\IAP\Strategic Enrolment Management (SEM)\SEM 2015\Campus Planning Dashboard.

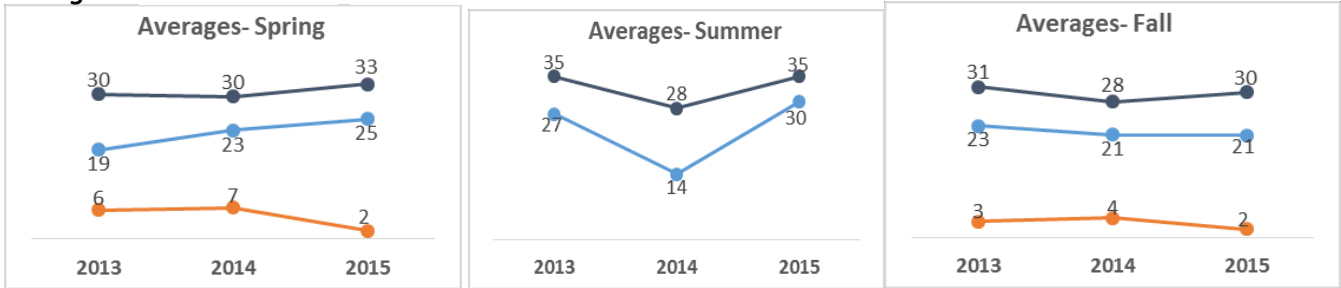
UTILIZATION AND WAITLIST DATA

Utilization and Waitlist Rates for KPU's Communications and Journalism Courses

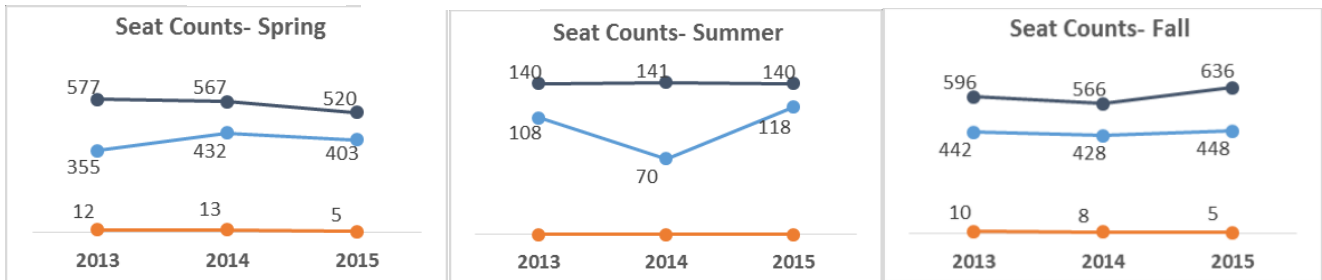
Percentages: ● Fill Rate ● Waitlist Section Rate ● Waitlist-Capacity



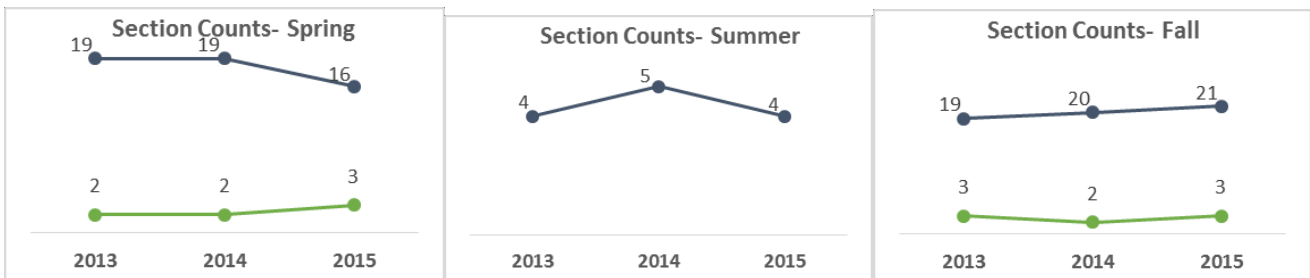
Averages: ● Ave Capacity ● Ave Enrolment ● Ave Waitlist



Seat Counts: ● Capacity ● Enrolment ● Waitlist



Section Counts: ● All Sections ● Waitlist Sections



Definitions

Capacity	maximum number of seats available in a unit (section, course, department, Faculty- depends on the menu selection)
Enrolment	number of seats taken in the unit (section, course, department, Faculty- depends on the menu selection)
Waitlist	number of students (non-unique count) who are waiting for a seat offer in a <i>Closed Section</i> . The numbers here are as of the last day before the waitlists are purged.
Waitlist Sections	number of sections with a waitlist count greater than zero as of the last day before waitlists are purged.
Fill Rate	$(\text{enrolment} / \text{capacity}) \times 100$ percent of seats taken from the unit capacity
Waitlist Section Rate	$(\text{waitlist sections} / \text{total number of sections}) \times 100$ percent of sections with waitlist greater than zero
Waitlist-Capacity	$(\text{waitlist} / \text{capacity}) \times 100$ number of students (non-unique count) on waitlist as a percentage of unit's capacity
Average Waitlist	$\text{waitlist} / \text{waitlist sections}$ average waitlist count among sections that have waitlist greater than zero
Average Capacity	$\text{total capacity} / \text{number of sections}$ average number of seats available per section
Average Enrolment	$\text{total enrolment} / \text{number of sections}$ average number of seats taken per section

GRADE DISTRIBUTION DATA

Grade Distribution by Calendar Year for COMM and JRNL Dept. Faculty of Arts



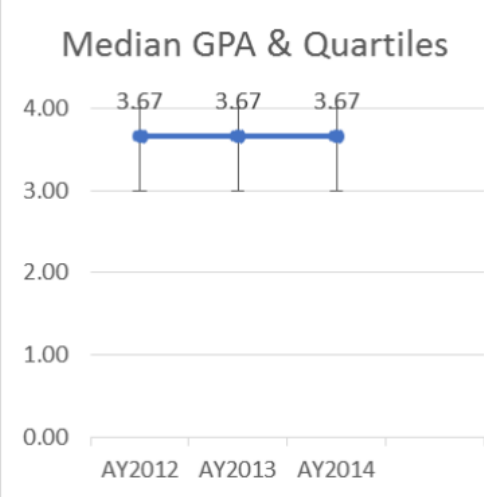
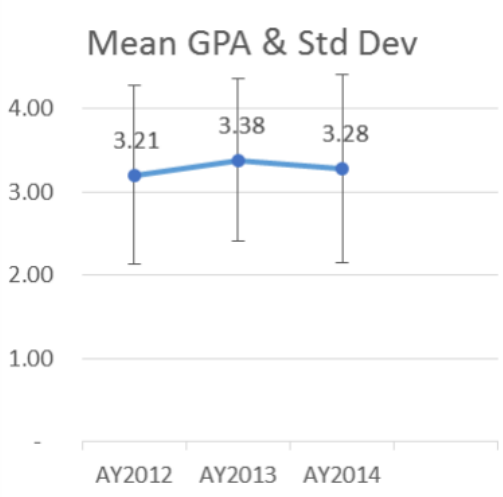
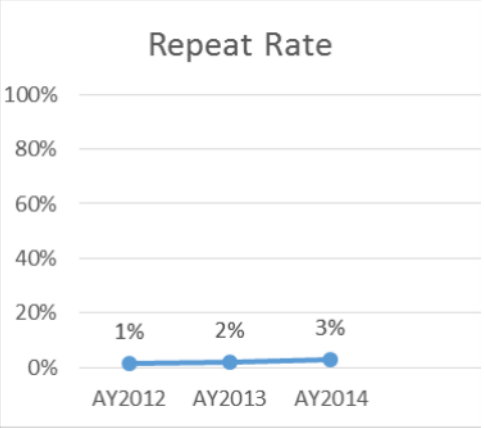
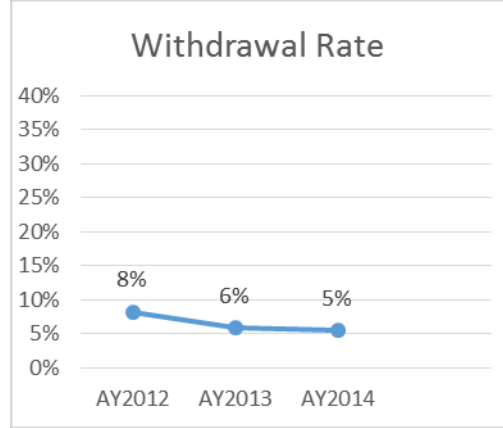
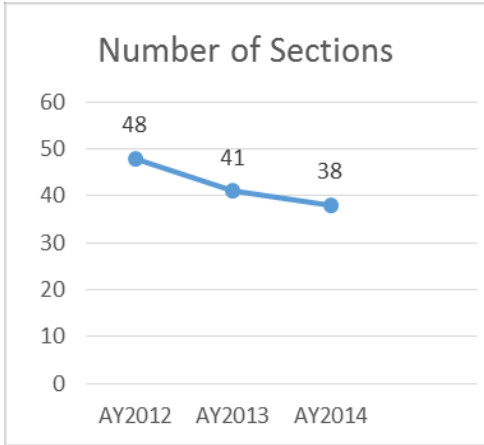
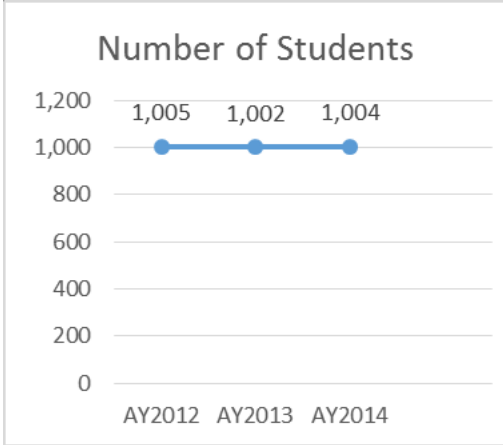
Data Source: R:\IAP\Strategic Enrolment Management (SEM)\SEM 2015\Grade Distribution – Fall 2015. Numeric by Year; Faculty of Arts. Department: Communications and Journalism. Subjects: COMM and JRNL. Fall/Spring/Summer.

Definitions

Grade Distribution The number of students who receive a particular letter grade (A+ through F), as a percentage of the total number of students with a grade or a W/WE. This does not apply to courses which do not assign numeric grades to students.

Cumulative Distribution The number of students who receive a particular letter grade (A+ through F) plus those who receive a higher grade, as a percentage of the total number of students with a grade or a W/WE. Useful for estimating the proportion of passing students based on any specific grade requirement.

Data Source: R:\IAP\Strategic Enrolment Management (SEM)\SEM 2015\Grade Distribution



Data Source: R:\IAP\Strategic Enrolment Management (SEM)\SEM 2015\Grade Distribution – Fall 2015. Numeric by Year; Faculty of Arts. Department: Communications and Journalism. Subjects: COMM and JRNL. Fall/Spring/Summer.

Definitions

GPA	Grade Point Average (GPA) is computed based solely on the numerical Grade Point equivalent of a letter grade. This dashboard does NOT compute an average weighted by course credits.
Mean GPA	The average GPA of students in the selected courses. A weighted average is used, such that larger classes have a larger influence on the computed mean.
Median GPA	The median GPA is the grade such that 50% of the students in the course have a grade above or equal to that grade.
Numeric Grade Distribution	The number of students who receive a particular letter grade (A+ through F), as a percentage of the total number of students with a grade or a W/WE. This does not apply to courses which do not assign numeric grades to students.
Student	Number of students assigned a grade or W/WE (Withdraw) or DEF (Deferred), except those marked as AUD (Audit). These are not unique students since they are allowed to repeat and take multiple courses. Students include those who have withdrawn from their class, but does not include those who dropped the class before the Stable Enrolment Date. To protect privacy, this dashboard does not display courses with less than 5 students.
Withdraw	Students who officially withdraw from a course. Receives a grade of W if prior to published deadline, or WE if withdrawal is approved due to extenuating circumstances after the published deadline. Percentage is calculated based on number of students with a grade or a W/WE or DEF.
Repeat	Students who repeat a course. Percentage is calculated based on number of students with a grade or a W/WE or DEF.

Data Source: R:\IAP\Strategic Enrolment Management (SEM)\SEM 2015\Grade Distribution

RETENTION AND COMPLETION DATA

First-Year Leaver Rate by Cohort and Credential

Credential	Cohort					
	2008	2009	2010	2011	2012	2013
Bachelor of Arts in Journalism	15%*	14%	29%	20%	42%	33%
Number of students	13	16	18	30	19	21

Data Source: R:\IAP\Strategic Enrolment Management (SEM)\SEM 2015\working files\Retention

*Bachelor of Applied Journalism in 2008

Retention and Completion Rates by Academic Year of Entry for Bachelor of Arts in Journalism

Cohort, Years Since Entry	Head Count	Continuer Rate	Overall Graduation Rate	Potential Completers Rate	Overall Leaver Rate	Same Program Grad Rate	Same Program Grad Time (In Years)
2008 cohort, 6 years out	13	8%	69%	0%	23%	38%	3.8
2009 cohort, 6 years out	16	0%	81%	0%	19%	56%	3.9

Data Source: KPU Retention Dashboard

STUDENT TRANSITIONS

Destination programs for KPU Journalism students.

The table below lists the destination programs for KPU Journalism students (Bachelor degree program; 2008/09 to 2012/13 cohorts) who left the program to continue their education elsewhere.

Institution/Program	Credential	Number
VCC Adult Basic Education	DEVELOPMENTAL CREDENTIAL	2
TRU UNDECLARED	NONE	1
BCIT General Studies (CR)	OTHER	1
CAM Arts and Science Studies	DIPLOMA	1
UFV Arts Studies	DIPLOMA	1
DOUG Arts	ASSOCIATE DEGREE	1
SFU Bachelor of Arts	BACHELORS DEGREE	1
DOUG Basic Musicianship PT	CERTIFICATE	1
UBC BACHELOR OF SCIENCE IN FOOD NUTRITION AND HEALTH	BACHELORS DEGREE	1
DOUG Music	DIPLOMA	1
UVIC Bachelor of Arts	BACHELORS DEGREE	1
DOUG OADM Medical Office Asst PT	CERTIFICATE	1
VCC Hair Design	CERTIFICATE	1
LANG Associate of Arts: Psychology	ASSOCIATE DEGREE	1
LANG Diploma: Arts and Science	DIPLOMA	1

Data Source: R:\IAP\Strategic Enrolment Management (SEM)\SEM 2015\working files\STP Retention & Mobility

STUDENT OUTCOMES

AVED Measures

There are 7 measures that AVED uses to assess each institution with respect to the outcomes students achieve within 2 years of graduation. A description of each follows. AVED has a target for each measure.

Unemployed	Unemployment rate of KPU's graduates (of those in the labour market)
Employed	Proportion of former students who are employed
Related Job	Proportion of former students employed in a related field of study
Usefulness	Proportion of former students who reported satisfaction in the usefulness of their knowledge and skills in performing their jobs
Satisfaction	Proportion of former students' who reported satisfaction with their education
Quality	Proportion of former students' who assessed their quality of instruction positively
Skill Development	[Former] student assessment of their skill development at KPU. An overall average for all skills is provided, plus the results for each skill

Student Outcomes: KPU's Bachelor of Journalism Degree

Measures	2010-2012	2013-2014	AVED Target
Cohort Size	33	27	
Respondents (Response Rate in Parentheses)	21 (64%)	13 (48%)	
Unemployment	10%	0%	≤ 12.5%
Employed	86%	100%	≥ 85%
Related Job	83%	46%	≥ 78%
Usefulness	100%	85%	≥ 90%
Satisfaction	100%	85%	≥ 90%
Quality	100%	85%	≥ 90%
Skill Development	92%	83%	≥ 85%
<i>Write Clearly and Concisely</i>	90%	92%	≥ 85%
<i>Speak Effectively</i>	95%	85%	≥ 85%
<i>Read and Comprehend Materials</i>	90%	83%	≥ 85%
<i>Work Effectively with Others</i>	95%	75%	≥ 85%
<i>Analyse and Think Critically</i>	90%	77%	≥ 85%
<i>Resolve Issues or Problems</i>	89%	75%	≥ 85%
<i>Learn on Your Own</i>	90%	92%	≥ 85%

Data Source: R:\IAP\Student Outcomes\BGS\BGS_Final_Data_2010_to_2014

Appendix F: Journalism Student Survey Data (Cleaned)

Administrative Note: The survey link was sent to 79 Journalism Program students. A total of 32 recipients responded. The overall response rate is 32/79 =41%. The number of respondents for each question (N) is also provided.

Questions about You

1. Which best describes your current status within the program?

	Frequency	Percent
Journalism major – declared	21	66%
Journalism major – intended	10	31%
Journalism minor – intended	1	3%
Journalism minor - declared	0	0%

2. How do you identify your gender?

	Frequency	Percent
Female	22	69%
Male	10	31%
Other	0	0%

3. What is your age group?

	Frequency	Percent
18-24	26	81%
25-29	6	19%
Below 18	0	0%
30-39	0	0%
40 and older	0	0%

4. Which of the following describes your motivation for pursuing an education in journalism at this time? Please select all that apply.

	Frequency
I want to prepare for a career in a communications field (e.g. public relations or media relations).	21
I want to prepare for a career in journalism.	17
I want to improve my job prospects and earning potential.	15
I want the skills offered by the Journalism degree (but do not necessarily want a career in journalism)	14
The courses offered are of interest to me.	11

	Frequency
I think journalism is an exciting and glamorous field.	7
I want to meet my family's expectations and earn a degree.	2
Other	2
The courses offered are at times that are convenient to me.	1
I think this is an easy program.	0

If other, please specify:

Comments

I need to finish my undergrad to do an unrelated grad school program
I want to pursue a career as a Communications Specialist

5. How useful were the following sources of information when you were deciding on KPU's Journalism program?

	Extremely Useful	Very useful	Moderately useful	Slightly useful	Not at all useful
KPU Advertising (N=28)	0%	11%	39%	11%	39%
ApplyBC website (N=27)	0%	11%	15%	22%	52%
BC Education Planner website (N=27)	0%	11%	26%	15%	48%
BC Transfer Guide website (N=26)	8%	4%	31%	12%	46%
KPU's Journalism website (N=30)	20%	30%	40%	7%	3%
KPU's online Academic Calendar with information about the Journalism program, courses, schedules, deadlines, etc. (N=29)	14%	35%	38%	7%	7%
High school teachers/counsellors (N=28)	7%	7%	11%	25%	50%

	Extremely Useful	Very useful	Moderately useful	Slightly useful	Not at all useful
KPU open house (N=28)	4%	11%	18%	29%	39%
My visit to KPU (N=28)	4%	14%	32%	11%	39%
Direct contact with KPU's Journalism and Communication Studies department (N=30)	20%	17%	43%	3%	17%
Other contact with KPU representative(s) (N=27)	0%	11%	37%	19%	33%
Other university information events (N=27)	0%	4%	37%	26%	33%
Visit by university representative to my high school (N=25)	4%	8%	20%	20%	48%
Social media (N=26)	4%	12%	35%	15%	35%
University profile guides (i.e. Maclean's, Globe and Mail) (N=26)	4%	4%	19%	15%	58%
Pamphlets/brochures (N=27)	7%	19%	26%	22%	26%

6. How important was each of the following when you decided to choose KPU for your Journalism education?

	Critically important	Very important	Moderately important	Slightly important	Not at all important
Cost of program (N=32)	9%	44%	31%	9%	6%
Campus location (N=32)	16%	50%	19%	16%	0%
Entrance requirements (N=32)	9%	25%	44%	9%	13%
Depth and breadth of program curriculum (N=32)	16%	38%	41%	3%	3%
Disciplines offered (N=31)	16%	32%	42%	7%	3%
Level of credential offered (N=32)	31%	31%	25%	13%	0%

	Critically important	Very important	Moderately important	Slightly important	Not at all important
Small class size (N=32)	38%	22%	22%	13%	6%
Range of program resources and support services (N=31)	23%	36%	32%	3%	7%
Program's connections to the Journalism community (N=31)	32%	42%	16%	7%	3%
Instructors' years of experience in the discipline/sector (N=31)	29%	36%	19%	10%	7%
Reputation of instructors (N=31)	23%	39%	23%	7%	10%
Reputation of program (N=31)	29%	45%	13%	7%	7%
Reputation of institution (N=31)	16%	32%	42%	3%	7%
Success of program graduates (N=31)	29%	42%	13%	7%	10%
Recommendations from family/friends (N=31)	3%	26%	23%	23%	26%
Recommendations from high school teachers (N=31)	3%	13%	23%	26%	36%
Recommendations from professionals in the discipline/sector (N=31)	13%	19%	26%	13%	29%
Family/friends in the same program or institution (N=31)	10%	19%	29%	7%	36%
Ease of transfer from/into other institutions (N=30)	27%	20%	23%	10%	20%
Other (N=15)	7%	20%	33%	7%	33%

If Other, please specify.

Comments
Related courses offered to multiple career pathways, I would very much like courses that are geared for people wanting to be Communications Specialists. I hear that is quite a common career to go into with a journalism degree.
The inclusion of a work-placement program in the curriculum.
The main reasons why I chose Kwantlen were the cost, location to home, and the fact that they are the only University in Western Canada that offers a Journalism Degree.

Your KPU Education

When responding to questions about the quality of the education you have received, please refer to the program as a whole without specifying the names of individual instructors or courses.

7. How satisfied have you been with the following aspects of your admission to KPU's Journalism program?

(N=32)	Very satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Very dissatisfied	Don't know/ does not apply
Program information on KPU's website	16%	53%	13%	16%	3%	0%
Program information provided by Educational Advising	19%	34%	16%	16%	6%	9%
Timely notification of acceptance	28%	31%	28%	3%	6%	3%
Program information sessions	13%	28%	25%	25%	0%	9%

8. Thinking of KPU's Journalism program as a whole, how satisfied are you with the following?

(N=31)	Very satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Very dissatisfied	Don't know/ does not apply
Relevance of program curriculum to my goals	36%	55%	10%	0%	0%	0%

N=31)	Very satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Very dissatisfied	Don't know/ does not apply
Quality of instruction	45%	48%	7%	0%	0%	0%
Prerequisites that prepare me for more advanced courses	36%	52%	13%	0%	0%	0%
Level of proficiency required in the program	36%	45%	13%	7%	0%	0%
Opportunities for experiential learning (i.e. learning by doing and reflecting)	39%	39%	19%	0%	3%	0%
Range of Journalism courses offered each term	26%	23%	16%	23%	13%	0%

Please highlight any *STRENGTHS* or *SUGGESTIONS* related to the program content.

Comments
I would like more Journalism courses offered in the summer, and I would really like to hear instructors talk about all the careers we could be getting into with a Journalism major. I want to be a communications specialist and I have not been able to obtain advice at all anywhere, as most instructors could only talk about being a journalist. So I'm still very much just in the blind and needing to take leaps of faith (as there is no one with the information to guide me)
I would like to see more Journalism courses being offered throughout the summer. I feel like I have to wait one year to take a required course if I am unable to take it in the Spring semester, for instance. However, even if more communications classes could be taught in the summer would be good. More hands-on work would be a great addition as well.
Introduce Broadcast or have the option to work with BCIT.
More journalism courses should be offered in the summer!
More summer options!!!
Offer Journalism courses in the summer.

Comments
Some professors are stronger than others. Some classes seemed very interesting, but may require more developing in terms of assignments and material that relate to the course description.
Summer courses should be available. We should receive more training in the technicalities of article writing.
The course teaches a lot of valuable skills, but some of content becomes repetitive. I'd like to see more of an emphasis on data journalism and general computer skills for journalists.
The instructors are very transparent and set you up for success.
The lower level courses should offer in every term rather than once a year, for example Storytelling 1.
The professors are skilled and willing to communicate directly with students. There should be more summer courses offered.
too much emphasis on things in the news and social media, not enough of them actually teaching me how to write and be a journalist
Would like to see more broadcast courses offered, whether radio or tv.

9. How satisfied are you that KPU's Journalism program is preparing you to meet each of the following?

(N=30)	Very satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Very dissatisfied	Don't know/ does not apply
Create and publish responsible journalism in diverse subject areas and genres and in a variety of formats (e.g. writing, audio production, and visual imagery for print and online publication).	57%	27%	10%	7%	0%	0%
Conduct original research using a variety of different	50%	40%	7%	0%	3%	0%

(N=30)	Very satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Very dissatisfied	Don't know/ does not apply
methods and resources.						
Understand the role of media and journalists in societies and democracy.	60%	33%	7%	0%	0%	0%
Innovate through expansive thinking and creative problem solving.	53%	27%	17%	3%	0%	0%
Work effectively with advances in communications and media technology.	43%	40%	13%	3%	0%	0%
Analyze the effects of changes in media technology on social-media and mass-media communication.	50%	43%	7%	0%	0%	0%
Understand the importance of journalism and communication in a diverse society. (N=29)	62%	35%	3%	0%	0%	0%

Please highlight any *STRENGTHS* or *SUGGESTIONS* related to how the program is preparing you to meet these skills.

Comments
I enjoy thoroughly learning the skills of a Journalist, but sometimes I'm still very much scared and doubtful of my future in obtaining a career. I would really like more assurance than just "Do what you enjoy doing" which is the only thing councilors can say. It's hard to enjoy doing something when we

Comments
don't understand fully what the program means to our future potential. Please tell us further about our options and if possible I would also like specific courses like one for Communications Specialists.
I feel like I have learned how to gather information better, write better in a more professional and practical manner, and also am more knowledgeable and critical with things that I read now as well.
I'm not getting much hands-on experience or detailed feedback.
It would be nice to have more preparation for technical assignments, i.e., hands-on experience with profs.
Maybe have more group outings in the journalism realm for a more hands-on experience and guidance from professors

10. How satisfied are you that KPU's Journalism program is preparing you to meet each of the following?

	Very satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Very dissatisfied	Don't know/ does not apply
Written communication	66%	24%	7%	3%	0%	0%
Oral communication	59%	30%	7%	0%	4%	0%
Group collaboration	41%	48%	7%	3%	0%	0%
Critical analysis	52%	38%	10%	0%	0%	0%
Problem resolution	41%	48%	10%	0%	0%	0%
Learn on your own	55%	38%	7%	0%	0%	0%
Reading and comprehension	62%	31%	3%	0%	0%	3%

Please highlight any **STRENGTHS** or **SUGGESTIONS** related to how the program is preparing you to meet these skills.

Comments
I am fully satisfied with the journalism skills I have learned. The only other thing I'd be interested to learn is the very advanced design techniques for websites or magazines, in case we get responsibilities to maintain a publication.

Comments
I'm encouraged to communicate in different ways regularly.
More instruction on writing.

11. How satisfied are you with the following resources as they apply to KPU Journalism students?

(N=29)	Very satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Very dissatisfied	Don't know/ does not apply
Classroom space	83%	17%	0%	0%	0%	0%
Places to do group or individual work	55%	28%	10%	7%	0%	0%
Availability of required texts and supplies at the KPU bookstore	41%	38%	17%	0%	0%	3%
Learning Centre	28%	14%	38%	0%	0%	21%
Student Resource Centre	24%	17%	38%	0%	0%	21%
Peer tutors	21%	10%	41%	4%	0%	24%
Department audio-visual equipment (e.g. computers, audio recorders)	59%	31%	3%	7%	0%	0%

Please highlight any *STRENGTHS* or *SUGGESTIONS* related to program resources.

Comments
It's nice to have the equipment available.
lots of equipment for student use, and good space to work in
Program resources are very amazing when you're having difficulty with the classroom material. But they are very terrible if you require practical information like How can I get my first journalism job, or What the difference is between Communications specialists and journalists.

Comments

The space within the classroom and the common area of the journalism department are great because they have beneficial programming to suit the needs of the programming. However, this year high school kids seem to use it for a weekly meeting space. That common space is helpful due to the computers with optimal programming that suit my needs, but it's not very enjoyable or workable when they use that space to converse while this university has hundreds of other rooms available for their use. The audio-visual equipment offered by the department has been great a number of times as well, but it would be nice to see other brands of supplies being offered so that students with equipment can learn (ie. Canon DSLRs), particularly when many of the professors do not use the brand offered.

There shouldn't be such hefty fines on late equipment, and the time allowed for students to keep equipment should be expanded.

12. How satisfied are you with the following library resources as they apply to KPU Journalism students?

	Very satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Very dissatisfied	Don't know/ does not apply
Books (N=29)	17%	38%	35%	0%	0%	10%
Print periodicals and journals, etc. (N=28)	29%	43%	25%	0%	0%	4%
Online journal articles, etc. (N=28)	36%	36%	25%	4%	0%	0%
Study guides (N=28)	14%	25%	46%	4%	0%	11%
Librarian support for program-related research (N=29)	24%	31%	38%	3%	0%	3%
Availability of audio-visual and computer equipment (N=29)	35%	28%	21%	7%	0%	10%
DVDs on program-related topics (N=28)	14%	21%	46%	4%	0%	14%
Library orientation (N=28)	18%	25%	43%	0%	4%	11%

Please highlight any **STRENGTHS** or **SUGGESTIONS** related to library resources.

Comments
None.
The library is occasionally useful, especially online.
Very good resources, I would be able to find a lot of resources here but I find myself not knowing where to begin. When I ask things like “What is working as a communications specialist like?” They just tell me to interview someone who works as one. What is the purpose of such a huge information bank when it knows nothing about practical stuff like that?

13. Thinking of your instructors as a whole, how satisfied are you with the following?

IN GENERAL, MY INSTRUCTORS	Very satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Very dissatisfied	Don't know/ does not apply
Are competent and well-qualified	78%	19%	0%	3%	0%	0%
Demonstrate enthusiasm for teaching	81%	19%	0%	0%	0%	0%
Are available during office hours and/or appointed times	66%	31%	0%	0%	0%	3%
Act respectfully towards students	72%	28%	0%	0%	0%	0%
Provide useful and timely feedback	72%	22%	6%	0%	0%	0%
Present curriculum in a clear and well-organized manner	59%	31%	6%	3%	0%	0%
Appear well informed about current developments in the discipline/sector	75%	25%	0%	0%	0%	0%
Have years of relevant professional experience	88%	13%	0%	0%	0%	0%

Please highlight any **STRENGTHS** or **SUGGESTIONS** related to your instructors.

Comments
<p>I would really appreciate more guidance for our alternative career options besides just being a journalist. I've taken nearly 3 semesters of Journalism classes and yet I cannot for the life of me find someone that can inform me what being a Communications Specialist is like. It would really give me a sense of confidence and trust in the program if I could just mingle with an experienced Communications Specialist, but really nobody has told me anything useful yet. They just tell me to interview someone in the field, like they want me to go away and do it on my own because they don't care about helping me.</p> <p>Some professors are better than others, but for the most part, I have liked the professors in this department. They seem like they care about the students, want them to do well, and are also knowledgeable about the topics that they are speaking on.</p> <p>The instructors are the best part of learning about journalism at Kwantlen.</p>
<p>The Professors are all amazing, honestly I have been so blessed to have these professors as our professors, I hardly have any major complaints at all. [Instructor A] is probably one of the best professors i have ever had He knows everything about media and [Instructor B] is the reason I can write and have a back bone. [Instructor C] knows way too much about everything and its awesome he is such a good teacher and [Instructor D] is fun and informative, but most of all she is so willing to help us learn what we need to know. I have thoroughly enjoyed each of their classes and only realize how good i have it when I take other courses outside of Journalism. You guys are the absolute best!</p> <p>The professors are the best part of attending Kwantlen.</p>

14. Are you able to take a sufficient number of Journalism courses each term?

	Frequency	Percent
No	17	53%
Yes	15	47%

If No, please specify why not.

Comments
<p>Classes not offered every semester, there was times I could only take two relevant courses courses were not offered.</p> <p>I would have preferred to take more at a time, or have had options in the summer.</p>

Comments
If I am unable to take a course due to scheduling conflicts, most of the time it won't appear till the following year.
Just not in the summer. I would have been done earlier if I could have.
Lack of COMM/JRNL classes in Summer(ONLY 1 JRNL & 1 COMM)
None are available in the summer.
Not many courses offered in summer for journalism and communications
offers basic ones, not the ones I need
Sometimes the higher level courses are too few and not enough space, that gets annoying sometimes.
Sometimes when I don't have enough credits I am forced to delay a lot as nothing is offered in the summer
The courses only offer once a year and it's hard to catch up if I miss one course.
The summer does not offer enough
There are not enough summer classes
They need to offer more courses or change the path of the program. I would like to be taking a journalism course every semester, but sometimes it's not available.
Unavailable to students in the summer and conflict in campus locations. Classrooms fill up too fast

15. Would you take upper-level JRNL and COMM courses in the summer if they were offered?

	Frequency	Percent
Yes	28	88%
No	4	13%

If No, please specify why not.

Comments

I graduate this summer, but I would have appreciated them.

I need to work during the summer to have enough money for tuition in Fall!

Money and Travelling > Summer School

16. In general, what can the program do to encourage more students to major in the program?

Comments
Advertise
advertise all of the scholarship money that became available this year
advertise that getting a degree in Journalism doesn't mean that all you can become is a Journalist
advertise the reputation and personality of the professors or successful graduates.
Better visuals and graphic design. I think it would also be good to inform students somehow about the values of what we learn in journalism besides just the journalism aspect (we learn multi-media and social media-- there is so many jobs in these areas). In other words, students probably don't know that journalism is more than just writing for a news paper.
communicate the program more through social media
Create more involving courses, such as sports writing or political reporting etc.
have more activities and group organizations to give students the benefits of the profession.
Highlight the importance and relevance of journalism today.
JOURNALISM
More courses offered in summer.
Offering more courses would be helpful- courses often fill quickly because there aren't many offered. Offering courses in the summer would be incredibly helpful.
Perhaps advertise journalism as a practical and useful alternative to ENGL and COMM majors? Explain some grad-school opportunities and be more forthcoming and descriptive about the work-placement options.
Promise a better guarantee of jobs? hahahahahaha
Provide more context into what kind of careers we could get into. I think almost every Journalism major I've met has acknowledged that our industry is dying and we are all SCARED and UNCERTAIN. It would help IMMENSELY and bring a lot of HOPE into our aspirations if experienced players in the industry were to tell us in good detail our options and how to get our foot in the door in ensuring entering the career.

Comments
Some how advertise that Journalism isn't all about news papers and reporting
The program can consider adding more courses in winter and spring term to encourage students doing Journalism major.

17. In general, what can the program do to encourage more non-Journalism majors to take Journalism electives?

Comments
Advertise
advertise courses.
Advertise more?
advertise more.
Advertising, visiting other classes to promote students to take entry-level Journalism electives in future semesters, advertise the program on the website in a more visible space.
better advertising.
[Instructor name] [course name] was awesome and I recommended it to a ton of people, so word of mouth is good and its actually better to take than [course name] if youre wanting to ease in to journalism because its actual real stuff and not just learning about miley cyrus
[Instructor name]'s classes are a good example of introducing non-Journalism students to the program.
Explain relevance to other fields.
Express the relevance of journalism and everyday life
Highlight transferable skills
Marketing them to explain their use in everyday use
More information on social media about the program
Most non-journalism students automatically think I want to be a news reporter or an editor. I don't think many students understand that a Journalism program offers more careers than just people working in Richmond News or Vancouver Sun. We need a broad look into what this program means for us in the present and the future.

Comments
Non-Journalism students in Journalism classes are distracting and detract from the learning experience of Journalism students. They are largely unaware of industry jargon, how the industry works, and they waste class time by asking questions that the majority of the class already knows. Non-Journalism students in Communications courses are not an issue, and students can be encouraged to take these classes by the program advertising the variety of interesting topics that are covered in each individual course.
Promote and show ways that critical thinking can be essential to other areas of study, and how journalism skills can apply to more lucrative professions.
Same as above~ highlight the multimedia and social media aspect that people need to get into a marketing position without actually taking marketing (great for business students)
The choice of courses offer for each term vary and it may stop students to take Journalism electives.

18. In your opinion, what are the strengths of KPU's Journalism program?

Comments
AWESOME PROFS
excellent instructors & interesting courses
Excellent profs who take their time with students and are very interpersonal.
Experience of instructors
Good instructors, and a great place to hang out or study
Instruction and implantation of multimedia skills.
Instructors have in-field experience. transitioning from school to the work force has been easy, it is clear to me I have learnt the necessary skills from this program to be successful as a journalist.
KPU Journalism is the only degree program in Vancouver.
n/a
Passionate teachers
Professors that care about the students and know the topics that they are speaking on; up-to-date equipment in terms of cameras, audio recorders, computers, and software; resources that are available

Comments
for students to use such as working for The Runner, audio-visual equipment, computers, newspapers, and all of the things within the library as well.
The class sizes are a good incentive, especially for one-on-one talks with professors.
The course matter is very strong and real-work situation based, it's great to be taught real industry techniques and not just textbook information
The instructors
The professors and the class size.
The professors are definitely the strength of this program, also the range of what we learn in our studies here.
The professors are great and it's good to learn about more than just writing, s/a video and photojournalism.
The profs have a lot of experience in both journalism and teaching, and they are very good at bringing up current events and relating it to the course material. The amount of, and quality of the equipment is pretty good.
Very good teachers

19. What should be changed about the Journalism program?

Comments
give more opportunities to actually write
Giving students the ability to take consecutive year courses in back-to-back semesters if the classes they take in the first semester are the pre-requisites for the ones in the second semester. Suggestion: Giving students the ability to become more involved in the department, i.e. department-led events or projects, or a departmental student-union collaboration, like the SFSS at SFU. More integration with The Runner. The magazine is an excellent place for JRNL students to gain experience in the field. Being more involved with the local media outlets would be extremely beneficial for students, or collaborating with other schools and programs. More advocacy for student-involvement in KPU outside of class. For example, being involved in the KSA or a club can be very beneficial in terms of providing the students with supplemental experience that could be useful in pursuing their degree and a career.
I think the certificate should still be offered - I enjoyed taking many electives offered, but I don't know that many of them were especially relevant to my skill set as a journalist

Comments
I would like more guidance for students on how to get their first jobs within the industry, and how to advance your career. The most important thing and the only reason most people go into University is so we can have a career and job, this should be the most important topic.
Introducing more multi-media methods for Journalism, and Broadcast.
More classes being offered each semester, or more options of courses in the program.
MORE CLASSES!!!
More courses offered each term.
More courses offered in summer.
More of an emphasis on digital skills. There's only so much you can teach about writing, editing, interview. Most of the learning just has to come through experience. Maybe offer a Co-op program.
More than one class for each elective
More upper level courses offered in the summer!
offer a minor in Communication studies
Offer more courses in the summer.
Offer more summer courses!
Perhaps having some courses that involve media relations, in case students don't want to be a reporter or multimedia reporter for instance.
Students should be introduced to article writing from a technical standpoint instead of being able to wing it and get feedback.
Summer courses should be offered
The program can grow bigger if it consider having more classes in all campus (Langley, Surrey, and Richmond).
They should increase the number of courses offered and create more involving courses for students to enjoy.

20. What is the best way for the Journalism and Communication Studies department to communicate with you about such things as internship or job possibilities, awards to apply for, etc.?

	Frequency	Percent
E-mail	19	63%
Announcements in class	7	23%
The department Facebook page	3	10%
Department bulletin board	1	3%
Other	0	0%

21. Do you have any further comments relating to your experience with KPU's Journalism program overall? Please tell us.

Comments
almost feels like a waste of money, I've finished second year and I still don't feel like I know anything at all about journalism
Enjoyed the learning experience, just wish I did more research on job opportunities before I dove head-first into the program. Hopefully hard work and dedication will lead to a job!
I feel like the program could use some instructors that work in different career paths in relation to Journalism, like I would be very happy to be able to talk to a Communications Specialist. Or perhaps real professionals could be brought into class so they can tell us about the career.
I liked it for the most part, but I wish there was more information, classes, or ability to work on the Public Relations and Communications aspect of things, as that is the field I intend to go into. I also know many other students who were looking into that industry, but strove for this degree instead of the PR diploma because they wanted a Bachelors degree. I think that some professors are better than others as mentioned, but I don't wish to go into specifics like names. Replying to emails on weekends and things like that are crucial for a university professor as many students do their homework over the weekend and need to be able to contact their professors if needed in order to excel, as an example.
I think that having conversations with instructors are really important. I feel like I could have had more conversations with them about my progress. However, I'm not ready to graduate so I still have time to talk to them and see where my skills are.
I've had an exceptionally positive experience with all of the instructors that I have had.
It's been great, but I feel like if I didn't have extracurricular experience in the field, I wouldn't be feeling prepared enough to work professionally.

Comments

Almost feels like a waste of money, I've finished second year and i still dont feel like i know anything at all about journalism

Enjoyed the learning experience, just wish I did more research on job opportunities before I dove head- first into the program. Hopefully hard work and dedication will lead to a job!

Appendix G: Journalism Faculty Survey data

Administrative Note: The survey link was sent to 8 Journalism Program faculty. A total of 6 recipients responded. The overall response rate is 6/8 =75%. The number of respondents for each question (N) is also provided.

Satisfaction with Education Provided to Students

1. How satisfied are you that KPU’s Journalism program is preparing students to meet each of the following program-specific competencies?

(N=6)	Very satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Very dissatisfied	Don't know/ does not apply
Create and publish responsible journalism in diverse subject areas and genres and in a variety of formats (e.g. writing, audio production, and visual imagery for print and online publication).	33%	50%	17%	0%	0%	0%
Conduct original research using a variety of different methods and resources.	33%	33%	17%	17%	0%	0%
Understand the role of media and journalists in societies and democracy.	33%	50%	17%	0%	0%	0%
Innovate through expansive thinking and creative problem solving.	50%	17%	17%	17%	0%	0%
Work effectively with advances in communications and media technology.	33%	33%	17%	0%	0%	17%

Analyze the effects of changes in media technology on social-media and mass-media communication.	50%	33%	17%	0%	0%	0%
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Please highlight any **STRENGTHS** or **SUGGESTIONS** related to how the program prepares students to meet these competencies.

Comments
Continuing analysis of both our program and the rapidly changing field of media.
I think it's vital to emphasize the role that journalists play in our society. If we were to be truly cutting edge, I wonder if we might want to involve students in VR and interactive documentary storytelling/production? We could host workshops and bring in guest speakers/experts?
I think the program has been very forward thinking in keeping up with the pace of technological change in the industry, adding courses and training in areas like data visualization and programming.
Strengths: keeping up with technological changes in the work and delivery of journalism. Suggestions: generally poor writing skills of first-year students needs to be addressed more specifically in our curriculum.

2. How satisfied are you that KPU's Journalism program is preparing students to meet each of the following competencies?

(N=6)	Very satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Very dissatisfied	Don't know/does not apply
Written communication	0%	67%	17%	17%	0%	0%
Oral communication	50%	33%	17%	0%	0%	0%
Group collaboration	50%	33%	17%	0%	0%	0%
Critical analysis	17%	67%	0%	17%	0%	0%
Problem resolution	17%	50%	17%	17%	0%	0%
Learn on your own	17%	83%	0%	0%	0%	0%
Reading and comprehension	33%	33%	17%	17%	0%	0%

Please highlight any *STRENGTHS* or *SUGGESTIONS* related to how the program prepares students to meet these competencies.

Comments
The language skills of some students coming into the program is a challenge as it's difficult, even with hard work, to get their writing up to an acceptable standard. Not all courses include group work.

3. Considering the Journalism program as a whole, to what extent would you agree with the following?

(N=6)	Strongly agree	Somewhat agree	Slightly agree	Neither agree nor disagree	Slightly Disagree	Somewhat disagree	Strongly disagree
The curriculum is current	50%	50%	0%	0%	0%	0%	0%
The curriculum has appropriate breadth and depth	67%	33%	0%	0%	0%	0%	0%
The curriculum is built around the program-specific competencies	67%	33%	0%	0%	0%	0%	0%
The curriculum avoids unnecessary duplication	33%	50%	17%	0%	0%	0%	0%
The curriculum prepares students well for employment	33%	50%	0%	17%	0%	0%	0%
The curriculum prepares students well for further education	67%	17%	17%	0%	0%	0%	0%
Prerequisites prepare students well for subsequent courses	67%	33%	0%	0%	0%	0%	0%
Assessment methods are suitable for the program's mission and level	67%	17%	17%	0%	0%	0%	0%

(N=6)	Strongly agree	Somewhat agree	Slightly agree	Neither agree nor disagree	Slightly Disagree	Somewhat disagree	Strongly disagree
Learning outcomes are coordinated across the program to facilitate learning progression and retention	17%	33%	33%	17%	0%	0%	0%
Learning outcomes for each course reflect the program- specific competencies	50%	33%	17%	0%	0%	0%	0%
Connections between learning outcomes, class content and assessments are clear in each course	67%	33%	0%	0%	0%	0%	0%
Instructional methods facilitate student learning, retention and progression	50%	50%	0%	0%	0%	0%	0%
Instructional methods are appropriate for students with diverse learning styles and backgrounds	50%	33%	17%	0%	0%	0%	0%
Collectively, instructors have the necessary expertise to deliver the curriculum	67%	33%	0%	0%	0%	0%	0%

Please highlight any *STRENGTHS* or *SUGGESTIONS* related to program instruction or curriculum

Comments
Strengths: Although students do not go on to further education in large numbers, those who do choose to apply have been successful. We have consistently adapted our courses and curriculum to the many changes journalism. We made huge changes in 2011, and are specifically looking at what needs to change now, through the program review.

Comments
The faculty in the Journalism and Communication Studies program is of a very high quality and has a diverse range of complementary skills. There could probably be a bit more proactive coordination between courses to ensure that content in one course reinforces what students learned in another (and doesn't duplicate it). That said, the courses are in many cases are so distinct [course names] that there isn't much overlap anyways.
We need stronger coordination across our courses.

Satisfaction with Program Resources

4. How satisfied are you with the following resources as they apply to teaching and learning in KPU's Journalism program?

(N=6)	Very satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Very dissatisfied	Don't know/ does not apply
Classroom space	67%	17%	17%	0%	0%	0%
Places to do group or individual work	33%	33%	17%	17%	0%	0%
Availability of relevant texts and supplies at the KPU bookstore	33%	0%	17%	0%	0%	50%
Lab/computer space	67%	17%	0%	0%	0%	17%
Equipment for students as required	50%	33%	0%	0%	0%	0%
Learning centre	33%	0%	33%	0%	0%	33%
Peer tutors	0%	0%	33%	0%	0%	67%

Please highlight any **STRENGTHS** or **SUGGESTIONS** related to the program's resources.

Comments
It's always a bit of a challenge to run a seminar-type discussion with a class of 35 students because 35 students don't fit into a square shaped seating arrangement. Class size would be ideal at 20 students, which would allow for more of seminar-type teaching that prioritizes student dialogue and accountability to each other. With 35 students, they're sitting facing the instructor whereas ideally they would be facing each other.

Comments
Strengths: our Mac lab, our supply of cameras and digital recorders, our soon-to-be-purchased new equipment. Suggestions: a space that is both a good Mac lab and accommodates class discussion and group work. (Which is a dream only, given KPU's space restrictions.)
We are well-equipped considering the resources available to us.
It's always a bit of a challenge to run a seminar-type discussion with a class of 35 students because 35 students don't fit into a square shaped seating arrangement. Class size would be ideal at 20 students, which would allow for more of seminar-type teaching that prioritizes student dialogue and accountability to each other. With 35 students, they're sitting facing the instructor whereas ideally they would be facing each other.

5. How satisfied are you with the following Library resources as they apply to KPU's Journalism program?

(N=6)	Very satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Very dissatisfied	Don't know/ does not apply
Books	33%	17%	0%	0%	17%	50%
Print periodicals and journals, etc.	17%	17%	0%	17%	0%	50%
Online resources – journal articles, etc	33%	33%	0%	17%	0%	17%
eBooks	17%	17%	0%	0%	0%	67%
Study guides	17%	0%	17%	0%	0%	67%
Librarian support for program-related research	17%	33%	0%	17%	0%	33%
DVDs or online videos on program-related topics	17%	17%	17%	17%	0%	33%
Library orientation	17%	17%	17%	0%	0%	50%

Please highlight any **STRENGTHS** or **SUGGESTIONS** related to the program's library resources.

Comments
I'd welcome a revised APA guide or some kind of interactive online, self-paced tutorial that students can take to learn how to cite and reference. Something like the plagiarism tutorial would be great. A PDF version of the APA guide would also be great.
Library resources are probably more important for our Communication Studies courses than our Journalism courses.
My courses don't involve much use of the library.

Satisfaction with Research and Professional Development Opportunities for Instructors

6. How satisfied are you with the following?

(N=6)	Very satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Very dissatisfied	Don't know/ does not apply
Opportunities for instructors to conduct research	17%	0%	0%	0%	17%	67%
Opportunities for instructors to involve students in research projects	17%	0%	0%	0%	17%	67%
Opportunities for instructors to present research	17%	0%	0%	0%	17%	67%
Opportunities for instructors to create research partnerships (e.g. with other institutions or organizations in the community)	17%	0%	0%	0%	17%	67%
Availability of research funding	33%	0%	0%	0%	17%	50%
Support (e.g. practical, financial) and opportunities for instructors'	50%	17%	17%	0%	0%	17%

(N=6)	Very satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Very dissatisfied	Don't know/ does not apply
professional development						

Please highlight any *STRENGTHS* or *SUGGESTIONS* related to research opportunities within the program.

Comments
I am not engaged with academic research, and do not feel qualified to answer questions relating to that.
I'm not aware of any opportunities for faculty to present research outside of our department. The Visual Media Workshop is one way, but it remains in our department.
Support for professional development at KPU has been very good. It would be nice if there was a bit more funding for attending conferences.

Overall Comments

7. In your opinion, what are the strengths of KPU's Journalism program?

Comments
1) Faculty members who bring a lot of experience, expertise and personal skills.2) The positive energy in our department that is generated from the chair and faculty members.3) The collegial nature of professional relations among faculty in our department.4) The relatively small class sizes.5) The current, dynamic and refreshing teaching methods (i.e. as opposed to traditional lecture-style classes).
An experienced and collegial faculty. Constant efforts to keep the program up-to-date and relevant to the changing industry. Preparing students for jobs in journalism or outside it (i.e. PR, communications, etc.) Courses that are designed to be appealing to students from outside Journalism.
Currency, abilities/knowledge of faculty, departmental desire to stay current, genuine interest in student success.
Dedicated and passionate faculty members, with varied expertise and experience. Excellent equipment and computers for student use. Curriculum that evolves with the rapidly changing industry.

8. What should be changed about KPU's Journalism program and why?

Comments
A greater range of enrolment opportunities (summer semesters, condensed courses, online courses, etc.) to better meet student demand and needs; develop intensive short-term (one semester or less) project-based masterclasses to allow students to develop greater expertise in specific areas; we need to develop a departmental culture that engages students inside and outside the classroom (see answer below) to create a sense of energy that is currently missing from the program as a whole.
A site for student work to be published and celebrated online. Students need the experience of being published, and such a site would showcase our students' work, and increase our visibility to KPU itself, potential employers and potential students.
Even more effort could be made to ensure courses are of interest to non-Journalism students and that the skills taught in those courses are relevant for a wide range of careers, not just journalism.
I think it's vital that we offer a degree in Communication Studies and continue to offer a Journalism degree/electives as well. There is a widespread concern that there are not many jobs in journalism. I think this will inevitably impact enrolment in our Journalism program. Communication Studies, however, is still very popular among students and I think it will remain so for the foreseeable future.
It would be great if more courses were offered, leading to a Communication BA and MA degree. Courses could include a) media and social change/social justice educational a) environmental communication, c) advertising, d) political communication... they all include theoretical and practical issues.

9. How can the program increase enrollment among Journalism majors and students seeking electives?

Comments
1) Posters need to grab students' attention. Celebrities' faces seem to help.2) Some students I heard from recently said they were more prone to register for Intro to Journalism in the summer knowing that they wouldn't have to write a full-length scholarly essays...Students write shorter, research blogs in the class...3) The word Journalism may suggest that the course is only for students who want to major in Journalism...
A lot of this has to do with what courses are called. Where possible, courses that have "Journalism" or "Storytelling" in their name could be made more accessible to non-Journalism students by making the hard skills the courses teach more evident. For example, "Multimedia Storytelling" could be changed into separate courses in "Video Editing and Production" and "Photography". Where a course is teaching skills that are applicable to journalism and other areas, it might be better to have the course name

Comments
reflect that and be taught in a way that would be of interest to both journalism and non-journalism students.
Journalism isn't only for journalists. The skills are also absolutely relevant for people doing applied communication in fields focused on social change. Perhaps we could do a campaign that highlights the value of the skills for jobs such as communication specialists working for environmental NGOs, media people working for non-profit groups, social documentarians, aspiring National Geographic reporters.
More marketing, internal and external; create a student-oriented journalism culture that makes our journalism pod a welcoming and active place to be for journalism students and those taking electives;
Some course names could be changed to be more appealing and accessible. Cross-promote all courses. Talk up other courses to students in our classes. Promote with posters etc. as applicable to specific departments: Business (Data Visualization), Political Science (Public Affairs Journalism), etc. Be more proactive in publicizing what our students are doing: publishing student work online. Get the word out more about the Visual Media Workshop: its programs etc.

10. In your opinion, what can faculty do to raise the profile of the Journalism program?

Comments
1) Faculty members and possibly current or former students could make presentations about the program at high schools across the Lower Mainland, BC and beyond. (I learned that the chair of the Journalism program at the University of King's College in Halifax was on a speaking tour across BC to recruit students.)2) Have current or former students make a short and compelling documentary about the program that could be played on YouTube and posted on our website.3) Our Facebook page really needs to be updated...The current photo is of an outdoor area on campus and the image doesn't communicate anything about journalism. The main photo could be of students in our program producing journalism...We could also start a Twitter account...4) A dedicated space to inform people about journalism jobs on the program website (instead of posting them ad hoc on the Facebook page) could help counter the view that there aren't any jobs in journalism.5) Develop a high-profile capstone journalism course
Cross-promote all courses. Talk up other courses to students in our classes. Promote with posters etc. as applicable to specific departments: Business (Data Visualization), Political Science (Public Affairs Journalism), etc. Be more proactive in publicizing what our students are doing: publishing student work online. Get the word out more about the Visual Media Workshop: its programs etc. Student and alumni success stories...not sure where they'd go though.

Comments

Encourage faculty research and publishing. Sponsor events that bring in high-profile speakers and use these events to brand the program.

I think the program benefits from having instructors who continue to do work outside Kwantlen -- whether freelance journalism, speaking or outside training.

More instructor and student involvement with the broader journalism-related community, host special events for students and the community, become more active as "quotable media experts", make better use of social media for external promotion, more publication (particularly online) and promotion of student work

11. Do you have any further comments relating to your experience with KPU's Journalism program overall? Please tell us.

Comments

I have only taught a course in the program so far, but had a great experience and look forward to teaching at KPU Journalism again.

It has been a pleasure to be involved in a supportive, engaged department that enjoys the support of the faculty of arts.

Overall, it's a great program to work for and I really enjoy all of my fellow faculty members.

Appendix H: KPU's Journalism Program - Alumni Survey (Results broken down by year)

2. What was the highest credential you completed in the program?

	Bachelor degree		Journalism diploma	
	Freq	%	Freq	%
2014-2015	6	100%	0	0%
2011-2013	13	100%	0	0%
Before 2011	11	73%	4	27%

3. Are you currently employed?

	Yes		No	
	Freq	%	Freq	%
2014-2015	2	33%	4	67%
2011-2013	10	77%	3	23%
Before 2011	13	87%	2	13%

4. Are you currently in school or have you pursued further education since completing your Journalism program at KPU?

	Yes – I am currently in school		Yes – I have pursued further education		None of the above	
	Freq	%	Freq	%	Freq	%
2014-2015	1	17%	3	50%	2	33%
2011-2013	1	8%	2	15%	10	77%
Before 2011	1	7%	9	60%	5	33%

Education Assessment

We would like your assessment of various aspects of your KPU Journalism education. We want to know how well it has prepared you for work and/or further studies. Please refer to the program as a whole without specifying the names of individual instructors or courses.

5. Upon graduation from KPU's Journalism program, how prepared were you to perform each of the following (at an entry-level job or a program of further study)?
(Please refer to the table on the next page)

	Before 2011		2011-2013		2014-2015		
	Freq	%	Freq	%	Freq	%	
Create and publish responsible journalism in diverse subject areas and genres and in a variety of formats (e.g. writing, audio production, and visual imagery for print and online publication).	Very Prepared	6	66.7%	1	11.1%	2	22.2%
	Moderately Prepared	5	35.7%	6	42.9%	3	21.4%
	Marginally Prepared	2	40.0%	3	60.0%	0	0.0%
	Not at all Prepared	1	50.0%	1	50.0%	0	0.0%
	Don't Know/Does Not Apply	1	100.0%	0	0.0%	0	0.0%
Conduct original research using a variety of different methods and resources.	Very Prepared	5	41.7%	4	33.3%	3	25.0%
	Moderately Prepared	9	64.3%	4	28.6%	1	7.1%
	Marginally Prepared	1	33.3%	2	66.7%	0	0.0%
	Not at all Prepared	0	0.0%	1	100.0%	0	0.0%
	Don't Know/Does Not Apply	0	0.0%	0	0.0%	0	0.0%
Understand the role of media and journalists in societies and democracy.	Very Prepared	10	52.6%	4	21.1%	5	26.3%
	Moderately Prepared	4	40.0%	6	60.0%	0	0.0%
	Marginally Prepared	1	50.0%	1	50.0%	0	0.0%
	Not at all Prepared	0	0.0%	0	0.0%	0	0.0%
	Don't Know/Does Not Apply	0	0.0%	0	0.0%	0	0.0%
Innovate through expansive thinking and creative problem solving.	Very Prepared	4	50.0%	3	37.5%	1	12.5%
	Moderately Prepared	7	50.0%	3	21.4%	4	28.6%
	Marginally Prepared	4	50.0%	4	50.0%	0	0.0%
	Not at all Prepared	0	0.0%	1	100.0%	0	0.0%
	Don't Know/Does Not Apply	0	0.0%	0	0.0%	0	0.0%
Work effectively with advances in communications and media technology.	Very Prepared	6	66.7%	1	11.1%	2	22.2%
	Moderately Prepared	3	27.3%	5	45.5%	3	27.3%
	Marginally Prepared	4	57.1%	3	42.9%	0	0.0%
	Not at all Prepared	1	33.3%	2	66.7%	0	0.0%
	Don't Know/Does Not Apply	1	100.0%	0	0.0%	0	0.0%
Analyze the effects of changes in media technology on social-media and mass-media communication.	Very Prepared	5	45.5%	2	18.2%	4	36.4%
	Moderately Prepared	3	30.0%	6	60.0%	1	10.0%
	Marginally Prepared	3	75.0%	1	25.0%	0	0.0%
	Not at all Prepared	2	50.0%	2	50.0%	0	0.0%
	Don't Know/Does Not Apply	2	100.0%	0	0.0%	0	0.0%
Understand the importance of journalism and communication in a diverse society.	Very Prepared	9	47.4%	5	26.3%	5	26.3%
	Moderately Prepared	5	50.0%	5	50.0%	0	0.0%
	Marginally Prepared	0	0.0%	1	100.0%	0	0.0%
	Not at all Prepared	1	100.0%	0	0.0%	0	0.0%
	Don't Know/Does Not Apply	0	0.0%	0	0.0%	0	0.0%

6. How helpful was your Journalism program in developing the following skills?

	Before 2011		2011-2013		2014-2015	
	Freq	%	Freq	%	Freq	%

Written communication	Very helpful	9	50.0%	6	33.3%	3	16.7%
	Moderately Helpful	4	40.0%	4	40.0%	2	20.0%
	Slightly helpful	2	66.7%	1	33.3%	0	0.0%
	Not at all helpful	0	0.0%	0	0.0%	0	0.0%
	Don't know/does not apply	0	0.0%	0	0.0%	0	0.0%
Critical analysis	Very helpful	4	30.8%	6	46.2%	3	23.1%
	Moderately Helpful	10	76.9%	1	7.7%	2	15.4%
	Slightly helpful	1	33.3%	2	66.7%	0	0.0%
	Not at all helpful	0	0.0%	2	100.0%	0	0.0%
	Don't know/does not apply	0	0.0%	0	0.0%	0	0.0%
Oral communication	Very helpful	4	66.7%	1	16.7%	1	16.7%
	Moderately Helpful	6	42.9%	5	35.7%	3	21.4%
	Slightly helpful	3	50.0%	2	33.3%	1	16.7%
	Not at all helpful	2	40.0%	3	60.0%	0	0.0%
	Don't know/does not apply	0	0.0%	0	0.0%	0	0.0%
Problem resolution	Very helpful	2	33.3%	3	50.0%	1	16.7%
	Moderately Helpful	8	50.0%	4	25.0%	4	25.0%
	Slightly helpful	3	60.0%	2	40.0%	0	0.0%
	Not at all helpful	2	50.0%	2	50.0%	0	0.0%
	Don't know/does not apply	0	0.0%	0	0.0%	0	0.0%
Learning on your own	Very helpful	6	46.2%	3	23.1%	4	30.8%
	Moderately Helpful	8	53.3%	6	40.0%	1	6.7%
	Slightly helpful	0	0.0%	0	0.0%	0	0.0%
	Not at all helpful	1	50.0%	1	50.0%	0	0.0%
	Don't know/does not apply	0	0.0%	1	100.0%	0	0.0%
Reading and comprehension	Very helpful	5	38.5%	4	30.8%	4	30.8%
	Moderately Helpful	7	70.0%	3	30.0%	0	0.0%
	Slightly helpful	1	33.3%	1	33.3%	1	33.3%
	Not at all helpful	1	50.0%	1	50.0%	0	0.0%
	Don't know/does not apply	1	33.3%	2	66.7%	0	0.0%

8. Thinking of the program as a whole, how helpful has it been with the following

	Before 2011		2011-2013		2014-2015	
	Freq	%	Freq	%	Freq	%

The program prepared me for employment	Very helpful	5	50.0%	4	40.0%	1	10.0%
	Moderately Helpful	4	57.1%	2	28.6%	1	14.3%
	Slightly helpful	4	50.0%	1	12.5%	3	37.5%
	Not at all helpful	2	33.3%	4	66.7%	0	0.0%
	Don't know/does not apply	0	0.0%	0	0.0%	0	0.0%
The program prepared me for further education	Very helpful	5	50.0%	3	30.0%	2	20.0%
	Moderately Helpful	6	46.2%	4	30.8%	3	23.1%
	Slightly helpful	0	0.0%	2	100.0%	0	0.0%
	Not at all helpful	4	80.0%	1	20.0%	0	0.0%
	Don't know/does not apply	0	0.0%	1	100.0%	0	0.0%
The program enabled me to achieve my personal goals	Very helpful	9	56.3%	4	25.0%	3	18.8%
	Moderately Helpful	1	16.7%	3	50.0%	2	33.3%
	Slightly helpful	2	100.0%	0	0.0%	0	0.0%
	Not at all helpful	3	42.9%	4	57.1%	0	0.0%
	Don't know/does not apply	0	0.0%	0	0.0%	0	0.0%
The program provided opportunities for experiential learning (i.e. learning by doing and reflecting)	Very helpful	6	40.0%	6	40.0%	3	20.0%
	Moderately Helpful	6	66.7%	2	22.2%	1	11.1%
	Slightly helpful	2	40.0%	2	40.0%	1	20.0%
	Not at all helpful	1	50.0%	1	50.0%	0	0.0%
	Don't know/does not apply	0	0.0%	0	0.0%	0	0.0%
The program provided opportunities to develop connections with industry/potential employers	Very helpful	4	57.1%	1	14.3%	2	28.6%
	Moderately Helpful	5	55.6%	3	33.3%	1	11.1%
	Slightly helpful	5	45.5%	4	36.4%	2	18.2%
	Not at all helpful	1	33.3%	2	66.7%	0	0.0%
	Don't know/does not apply	0	0.0%	1	100.0%	0	0.0%

9. Thinking of your program as a whole, to what extent would you agree with the following?

	Before 2011		2011-2013		2014-2015	
	Freq	%	Freq	%	Freq	%

The time I invested in my Journalism education was well spent	Strongly agree	6	40.0%	6	40.0%	3	20.0%
	Somewhat agree	5	55.6%	2	22.2%	2	22.2%
	Slightly agree	2	100.0%	0	0.0%	0	0.0%
	Neither agree or disagree	1	100.0%	0	0.0%	0	0.0%
	Slightly disagree	0	0.0%	1	100.0%	0	0.0%
	Somewhat disagree	0	0.0%	0	0.0%	0	0.0%
	Strongly disagree	1	33.3%	2	66.7%	0	0.0%
The money I invested in my Journalism education was well spent	Strongly agree	7	58.3%	3	25.0%	2	16.7%
	Somewhat agree	4	36.4%	4	36.4%	3	27.3%
	Slightly agree	1	100.0%	0	0.0%	0	0.0%
	Neither agree or disagree	0	0.0%	1	100.0%	0	0.0%
	Slightly disagree	1	100.0%	0	0.0%	0	0.0%
	Somewhat disagree	0	0.0%	0	0.0%	0	0.0%
	Strongly disagree	2	40.0%	3	60.0%	0	0.0%

Employment

13. Which of the following best describes your current employment situation?

		Before 2011		2011-2013		2014-2015	
		Freq	%	Freq	%	Freq	%
Which of the following best describes your current employment situation?	In a full-time position	7	58.3%	4	33.3%	1	8.3%
	In a part-time position	0	0.0%	0	0.0%	0	0.0%
	In a contract position	3	42.9%	4	57.1%	0	0.0%
	In a casual or temporary position	0	0.0%	0	0.0%	0	0.0%
	Self-employed or freelancing (part-time)	0	0.0%	0	0.0%	0	0.0%
	Self-employed or freelancing (full-time)	0	0.0%	0	0.0%	0	0.0%
	Other. Please specify.	3	75.0%	1	25.0%	0	0.0%

14. Is your current position related to your Journalism degree or does it draw upon skills and knowledge you gained through the program?

	Before 2011		2011-2013		2014-2015	
	Freq	%	Freq	%	Freq	%

Is your current position related to your Journalism degree or does it draw upon skills and knowledge you gained through the program?	Yes	8	50.0%	7	43.8%	1	6.3%
	No	4	66.7%	2	33.3%	0	0.0%

15. In which of the following sectors are you employed? Please select all that apply:

		Before 2011		2011-2013		2014-2015	
		Freq	%	Freq	%	Freq	%
In which of the following sectors are you employed? Please select all that apply:	Community and daily newspapers	1	100.0%	0	0.0%	0	0.0%
	Online publications/multimedia	0	0.0%	0	0.0%	1	100.0%
	Broadcast media (radio and tv)	0	0.0%	0	0.0%	0	0.0%
	Public relations	1	100.0%	0	0.0%	0	0.0%
	Media relations	0	0.0%	1	100.0%	0	0.0%
	Other communications profession	2	33.3%	4	66.7%	0	0.0%
	Other	9	69.2%	4	30.8%	0	0.0%

18. What is your annual salary or income?

		Before 2011		2011-2013		2014-2015	
		Freq	%	Freq	%	Freq	%
18. What is your annual salary or income?	Up to \$30,000	1	33.3%	2	66.7%	0	0.0%
	\$30,000 to \$44,999	3	50.0%	2	33.3%	1	16.7%
	\$45,000 to \$59,999	2	50.0%	2	50.0%	0	0.0%
	\$60,000 to \$74,999	2	66.7%	1	33.3%	0	0.0%
	\$75,000 to \$89,999	0	0.0%	1	100.0%	0	0.0%
	over \$90,000	1	50.0%	1	50.0%	0	0.0%
	Prefer not to answer	3	100.0%	0	0.0%	0	0.0%

Further Education

20. What is the highest credential you have earned or are currently earning since completing KPU's Journalism program?

		Before 2011		2011-2013		2014-2015	
		Freq	%	Freq	%	Freq	%
What is the highest credential you have earned or are currently earning since completing KPU's Journalism program?	Diploma	3	75.0%	0	0.0%	1	25.0%
	Associate Degree	0	0.0%	0	0.0%	0	0.0%
	Bachelor Degree	3	100.0%	0	0.0%	0	0.0%
	Master Degree	1	20.0%	2	40.0%	2	40.0%
	Doctorate	2	100.0%	0	0.0%	0	0.0%

21. Are you interested in taking any Journalism or Communication Studies courses to upgrade your knowledge and skills?

		Before 2011		2011-2013		2014-2015	
		Freq	%	Freq	%	Freq	%
Are you interested in taking any Journalism or Communication Studies courses to upgrade your knowledge and skills?	Yes.	6	40.0%	8	53.3%	1	6.7%
	No	9	56.3%	3	18.8%	4	25.0%

22. Would you be interested in any Journalism workshops to upgrade your skills?

		Before 2011		2011-2013		2014-2015	
		Freq	%	Freq	%	Freq	%
Would you be interested in any Journalism workshops to upgrade your skills?	Yes.	5	38.5%	6	46.2%	2	15.4%
	No	10	55.6%	5	27.8%	3	16.7%

Alumni Connections

KPU’s Journalism program would like to keep in closer touch with our alumni, to share news, publicize job postings, send invitations to special events and provide information about 22.

23. What possible functions of such an Alumni group would you value?

		Before 2011		2011-2013		2014-2015	
		Freq	%	Freq	%	Freq	%
What possible functions of such an Alumni group would you value?	Sharing information relevant to work and professional practice	2	50.0%	2	50.0%	0	0.0%
	Helping alumni connect with prospective employers	1	50.0%	1	50.0%	0	0.0%
	Promoting KPU’s Journalism alumni	0	0.0%	0	0.0%	0	0.0%
	Facilitating networking opportunities for KPU’s Journalism alumni	0	0.0%	0	0.0%	3	100.0%
	Organizing professional development workshops	2	100.0%	0	0.0%	0	0.0%
	Organizing social events	1	50.0%	1	50.0%	0	0.0%
	Creating online community and resources for KPU’s Journalism alumni	2	66.7%	1	33.3%	0	0.0%
	Other	2	33.3%	4	66.7%	0	0.0%

24. How interested would you be in joining a KPU Journalism Alumni Association?

		Before 2011		2011-2013		2014-2015	
		Freq	%	Freq	%	Freq	%
How interested would you be in joining a KPU Journalism Alumni Association?	I would like to be actively involved	1	50.0%	1	50.0%	0	0.0%
	I would probably attend some events/activities	4	66.7%	1	16.7%	1	16.7%
	I would like to receive information/social media alerts but would be unlikely to attend events/activities	1	33.3%	2	66.7%	0	0.0%
	It would depend on what was offered and my availability	7	63.6%	2	18.2%	2	18.2%
	Sorry, I am not currently interested.	2	22.2%	5	55.6%	2	22.2%

Appendix I: Journalism Program Alumni Survey Data (cleaned data)

Administrative Note: The survey link was sent to 277 Journalism Program alumni. A total of 34 recipients responded. The overall response rate is $34/277=12\%$. The number of respondents for each question (N) is also provided.

Demographics

1. When did you complete the Journalism program?

	Frequency	Percent
Before 2011	15	44%
2011	6	18%
2013	5	15%
2015	4	12%
2014	2	6%
2012	2	6%

2. What was the highest credential you completed in the program?

	Frequency	Percent
Bachelor degree – major in Journalism	30	88%
Journalism diploma	4	12%

3. Are you currently employed?

	Frequency	Percent
Yes	25	74%
No	9	27%

4. Are you currently in school or have you pursued further education since completing your Journalism program at KPU?

	Frequency	Percent
None of the above	17	50%
Yes – I have pursued further education	14	41%
Yes – I am currently in school	3	9%

Education Assessment

We would like your assessment of various aspects of your KPU Journalism education. We want to know how well it has prepared you for work and/or further studies. Please refer to the program as a whole without specifying the names of individual instructors or courses.

5. Upon graduation from KPU’s Journalism program, how prepared were you to perform each of the following (at an entry-level job or a program of further study)?

(N=31)	Very Prepared	Moderately Prepared	Marginally Prepared	Not at all Prepared	Don't Know/ Does Not Apply
Create and publish responsible journalism in diverse subject areas and genres and in a variety of formats (e.g. writing, audio production, and visual imagery for print and online publication).	29%	45%	16%	7%	3%
Conduct original research using a variety of different methods and resources. (N=30)	40%	47%	10%	3%	0%
Understand the role of media and journalists in societies and democracy.	61%	32%	7%	0%	0%
Innovate through expansive thinking and creative problem solving.	26%	45%	26%	3%	0%
Work effectively with advances in communications and media technology.	29%	36%	23%	10%	3%
Analyze the effects of changes in media technology on social-media and mass-media communication.	26%	32%	13%	13%	7%
Understand the importance of journalism and communication in a diverse society.	61%	32%	3%	3%	0%

If you responded “not at all prepared” or “marginally prepared” to any of above, please explain why.

Comments
Although some teachers knew about online journalism, many were behind the curve, not ahead of it.
Back when I was in the program, social media was in its very infancy and citizen journalism nor the demise of print journalism had not advanced to its current level of popularity and prevalency.
I graduated in 1998
I really wasn't happy with the amount of education and training in technical computer skills and digital media. We only really had one course devoted to that, where we really just dabbled in it. The entire journalism program should have been completely overhauled and the emphasis should've shifted away from traditional print media.
I took the program when online journalism was just getting started, it would have been nice to have a proactive approach to becoming part of the online journalism world as traditional journalism platforms are shrinking. Also, it would have been very helpful to have a greater focus on supporting yourself freelancing. Your question about whether I'm employed is misleading. I'm employed, but in an entirely different field. I now hold a bachelor degree, but not in journalism. Your program was an expensive learning experience for me.
In terms of original research, I believe we spent an afternoon on how to use Google, but were not taught skills related to ORIGINAL research, which in my view includes things like survey design, focus groups, statistical analysis, etc. The same goes for Analyzing the effects of changes in media - did not learn actual analysis methods.
Our "new media" education was pitiful and mostly involved doing introductory programming tutorials copied from Google. Our broadcast training did not even include the type of equipment you would use in a real broadcast situation. We did video editing in iMovie, which no self-respecting media agency does.
Social media and video were both afterthoughts in the programming (graduated 2009).
Some classes, such as those that included digital tech, were very general in nature and should have been included at several levels over the course of the entire degree program.
There was no emphasis on learning new media or training on using mobile technology or web-based technologies to help further my career in journalism. You're a polytechnic university. Teach technical things.
Unfortunately I don't feel that professionalism was taught and neither was the day to day skill of being a journalist.

6. How helpful was your Journalism program in developing the following skills?

(N=31)	Very Helpful	Moderately Helpful	Slightly Helpful	Not at all Helpful	Don't Know/ Does Not Apply
Written communication	58%	32%	10%	0%	0%
Oral communication	19%	45%	19%	16%	0%
Group collaboration	19%	52%	16%	7%	7%
Critical analysis	42%	42%	10%	7%	0%
Problem resolution	19%	52%	16%	13%	0%
Learning on your own	42%	48%	0%	7%	3%
Reading and comprehension	42%	32%	10%	7%	10%

If you responded "not at all helpful" or "slightly helpful" to any of above, please explain.

Comments
Any critical thinking and independent learning skills I had, I brought into the program with me. Which is lucky, because the program sure didn't teach me anything I couldn't have figured out in five minutes on Google.
For the most part there really wasn't any group collaboration in the program, except for the Advanced Storytelling course. There really wasn't a time where we worked together in small groups.
I feel that I learned much more about group collaboration and reading assigned texts from the electives I took at KPU than from my journalism courses. For most of the areas mentioned above, I thought the program did a good job of trying to cover them, but I don't think the education and training I received from the program made me confident enough in my abilities to pursue journalism as a profession.
Program did not spend time on analysis skills of any nature. I selected N/A for 'learning on your own' and 'reading and comprehension' as those are skills that one would expect a college level student to already possess.
There could have been more critical analysis of our own written work, and others', to understand what we could do differently or better in the future.
We did a lot of class presentations but didn't get much guidance with public speaking skills.
Written communication: I landed into the program with a number of years of previously completed post-secondary education; however, the program taught style very well. Oral communication: Presentation skills were not a focus at the time, so there were no formal in-program modalities. Problem resolution: As a cohort-based program student, I was left amongst my peers to mostly work things out organically and for common purpose. Certain instructors helped build cohesion and demonstrated skills that indirectly provided skill set growth.

7. If there was a particular topic/area that was missing from KPU's Journalism curriculum that would have helped you prepare for related work or further study please tell us about it.

Comments
A greater understanding of the practical strategic and tactical issues that inform the business of journalism would have helped. For example, having a better understanding of advertising in community rags (back in the day) and free papers, would have provided insight into why and how sales determined 'fatness' and therefore affected news holes (that's simple but it's about the nuances!).
A stronger focus on story structure and writing skills. More analysis of how to create strong journalism.
As mentioned above, the program should've placed A LOT more emphasis on digital media, computers, online production etc, and also job searching and how to market ourselves.
I do not think there was enough information given on writing, grammar and research.
I'm sure you guys will hear this over and over again, but technology and social media. Of course [instructor name] touched on it, but during his job in the real world he had never used it. I wish I had learned more computer programs and web-based applications. I also wish I had learned more about the business/managerial side of journalism.
It would be helpful for the program to allow their students to work in the field that they are interested in pursuing a career in. For example, I think it should be encouraged that if you are interested in going into sports journalism you are allowed to really delve into that subject.
It's not that there was a particular area missing, rather that too much time was wasted during the program on things that do not provide value. (Learning Google is a good example - everyone already knows that).
More broadcast and videography training. More training in terms of how to be an independent freelancer: where to find stories, how to pitch them, what to expect as a freelancer, what costs are involved, etc.
More communications, social media and marketing
On the surface there were lots of courses that addressed the stuff you'd need to know to be a working journalist. In action, those classes did not deliver at all.
Regular, everyday journalism interviewing/writing/researching (Methods and sources, etc.). And also journalism topics and fields other than politics, breaking news, and social issues. I think including more down to earth stuff would have prepared us more for things that we were more likely to be covering for the years after school.
Several job applications in the Journalism industry still ask for some experience with InDesign, which I did not learn in the courses that I took. I feel as though a brief overview or practice of InDesign could still be helpful, at some point, within the degree.
The role of an editor or media manager (eg: supervisor) was rarely discussed.
The use and analysis of social media for research or reporting purposes.
Web development was inadequate.

Program Feedback

8. Thinking of the program as a whole, how helpful has it been with the following:

<i>(N=31)</i>	Very Helpful	Moderately Helpful	Slightly Helpful	Not at all Helpful	Don't Know/ Does Not Apply
The program prepared me for employment	32%	23%	26%	19%	0%
The program prepared me for further education	32%	42%	7%	16%	3%
The program enabled me to achieve my personal goals	52%	19%	7%	23%	0%
The program provided opportunities for experiential learning (i.e. learning by doing and reflecting)	48%	29%	19%	7%	0%
The program provided opportunities to develop connections with industry/potential employers	23%	29%	36%	10%	3%

If you responded “not at all helpful” or “slightly helpful”, please explain why.

Comments
At the time that I took the program there was not much contact with the industry and employers at all. Just one practicum at the end and we didn't even have a say in where that practicum was.
I didn't see a lot of relationship building, employment connections taking place but my program started in 1991 and after completing the diploma i went on to work on the Journalism Degree finishing in 2010.
I feel the program did give me the skills to further my education in a different field, and I did gain skills that have been helpful for employment, such as communication and interview skills, in a different field. If I was to work in journalism I do not feel I would be prepared for the task.
I think there was A LOT of critical thinking and discussion, which was great, but not much hands on/applicable experiences.
More networking please! It's about who you know in journalism.

Comments
The program was designed to train students for work at print newspapers. The newspaper industry in north america has pretty much imploded, and while our instructors were obviously aware that the program needed to be updated it was too little, too late in my opinion.
There was little if no help connecting with people working in the media. For example, we were on our own in finding a suitable internship. Some students were actually left without an internship. There should be much more assistance and cooperation to achieve an internship that is desired rather than setting for something less ideal. There should also be channels open to people working in the present media so to better network for jobs and to prepare for the real world, so to speak. This was a disaster that could well have been avoided.
There was some information given about freelancing, but overall there was no instruction on pursuing a career in journalism. Nothing about who to run your own business or how to properly form and pitch ideas.
There was supposed to be an internship which due to a communication problem between the school and the host employer did not materialize. As such, my opportunities for experiential learning and forming industry connections were severely undermined. As well, the program did not lead to employment opportunities - further education was required.
We had one work experience term. I didn't want to do "local news" reporting and therefore my needs were completely thrown out the window. I suggested several employers that would have been able to give me the necessary but nobody followed up with them, so I wound up somewhere I didn't want to be - and I didn't do any journalism while I was there.
When I went back to school, nothing in my program transferred over. In order to obtain an arts degree, I had to start from scratch.

9. Thinking of your program as a whole, to what extent would you agree with the following?

(N=31)	Strongly agree	Somewhat agree	Slightly agree	Neither agree or disagree	Slightly disagree	Somewhat disagree	Strongly disagree
The time I invested in my Journalism education was well spent	48%	29%	7%	3%	3%	0%	10%
The money I invested in my Journalism education was well spent	39%	36%	3%	3%	3%	0%	16%

10. In your opinion, what were the strengths of KPU's Journalism program?

Comments
Connection with professors and fellow classmates.
Critical thinking, political journalism, social issues journalism, general news journalism.
Developing good writing skills and the internships, which were the best part of the program.

Comments
Experienced, relevant instructors.
Faculty that cared. Practical know-how. Instructors who endorsed 'You are a citizen first' themes. It's multi-vectored approach in practice points: the written craft; shooting; online malarkey; etc.
I appreciate that I have stronger written communication skills and more organized thinking as a result of having taken this program. On the other hand, given that I do not work in the field, and was only employed there for a short time, I feel that I could have learned these skills in a more efficient and less expensive manner.
I guess maybe if you wanted to do local news, it was helpful? Did nothing for me. [Instructor name] was amazing, though, and his [course name] class was the only redeeming thing in the whole experience. [Instructor name's] [course name] class was also very good - and he was a ruthless critic, which was extremely beneficial from a writing perspective.
I was in the program before the changes a few years ago. I think the hands-on job training provided was essential to preparing me for the job I have now.
Industry experience teachers, small class sizes, the broad range of classes covered.
Lots of experience-based learning, rather than theoretical learning
Nothing comes to mind.
Small class sizes, approachable professors, hands on experience and job-related preparation.
Some of the instructors were extremely knowledgeable and offered precise information on the subject they taught.
Teaching students how to write basic hard news articles, as well as feature stories and learning how to research through various methods. Also, exposing students to a variety of different types of journalism and ways to publish.
The four-year format (with two intensive years, and another two to pursue other academic interests) gives students the opportunity to apply journalism and critical thinking skills to other disciplines: really useful in terms of potentially looking for work in other industries.
The insight and vast experience that the instructors had. Friendliness and accessibility of the instructors.
The instructors were fantastic.
The practical application and internships were key to kick-starting my career.
The small class sizes
Vocational training, industry educators, data driven reporting, critical analysis

11. What should be changed about KPU's Journalism program and why?

Comments
An emphasis on entrepreneurship and freelancing would have been helpful.
Basically everything except the [course name] and [course name] courses. More practical experience, tougher editing of student newspaper...get some teachers who seem invested and motivated...teach more "internet skills" and more design stuff, rip the photo program apart and start again because it was useless...
Been graduated too long to know what is currently going on
Getting more practice writing journalism that could be published outside of KPU would be useful. I felt I didn't have a strong understanding of how to pitch to publications, what the local media landscape is like, how to build connections with editors and employers.

Comments
I hear the new degree program is not as hands-on anymore - it's less job training, more of a typical degree program, which often doesn't prepare students for the job.
I left journalism for academia (currently pursuing PhD) but I believe that the program enables future journalists to learn skills and techniques for effective researching and reporting. No suggestion for changes.
Instilling a better liberal arts -- true L.A. -- base into students will enhance students' world views and base of knowledge. Another enhancement might involve setting an entry age requirement of 20 years or more (not to be ageist, though).
Journalism has developed and morphed tremendously since 2003 and the program must be on the cutting edge of a new form of story telling.
Just allow for an individual to practice in the area that interests them.
Less time learning about sociological theory and abstract concepts and much more emphasis on technical skills.
More conversation between the department about what was being taught in classes as I don't feel their was a lot of connection with what was being learned from course to course.
More diverse topics and types of journalism. Much more hands on experience and training in techniques (ie. Thinking of story ideas, finding and getting stories, researching, interviewing, writing articles. I wrote way more papers than actual realistic newspaper/blog articles.)
More opportunities to connect with working journalists. More focus on the fundamentals of crafting an in-depth story. Encourage students to study broader topics to give them a niche when they, and if they ever, find employment.
Need a greater focus on freelance and entrepreneurial thinking to prepare graduates to survive the realities of the industry now.
Perhaps more of a focus on photojournalism and more hands-on work
The program seemed dated and didn't teach anything about the emergence and eventual dominance of online media. Focus on writing skills while important was overshadowed by the emphasis on training for print media.
The program should be structured much better so that all students know their options when choosing courses every term. In my case. I transferred into the program for the final two years and almost did not graduate because of bad advice I received from the program director as to when I should take the required and elective courses. As it was, I had to scramble to graduate four months after the two year period to June. I strongly advise you make sure all students know when and how they can graduate within the normal four-year or two-year period because Kwantlen's J-school program does not offer all the courses every year, so they can only be done when offered which may hold some students back if they are unaware of these limitations.
Too much focus on one kind of journalism, not embracing how media is changing
Would need to be overhauled. Improve quality of instructors, improve accountability of instructors, narrow the focus and learning objectives so that students leave with expertise in an area, rather than being mildly knowledgeable about many different topics.

12. Do you have any further comments relating to your experience with KPU's Journalism program overall? Please tell us.

Comments
0/10, would not repeat and would not recommend to anyone.
Comment about this survey: Your question about employment is slightly deceiving. I don't consider myself employed (being a graduate student) so it would more useful if your survey would try to capture what alumnus are actually doing now instead of just asking about employment. Knowing that you will use this metric to report employment after the program, I felt it is hedged and deceiving.
Get rid of all the fluff in the upper-level courses that involved group projects that analyzed things like "surveillance in society." This is a waste of time and does not promote critical thinking, or any thinking for that matter. Focus on journalism and writing skills. Give students as many opportunities to practice these and then receive honest critical, constructive feedback on how to improve. The instructors at KPU were great and they offered a wealth of information and experience, but the upper-level courses felt like a waste of time and money that were there only to justify a degree for the university and the subsequent bleeding of tuition fees from students.
Great program overall.
I greatly enjoyed my time in the program, but there just isn't a whole lot of good jobs out there for journalism grads. Anything you can find is either freelance or in another field and that kinds of sucks after dedicating years into honing your skills as a journalist.
I had a fantastic experience in KPU's journalism program. A lot of my personal or professional achievements came from applying what I learned in the program to outside opportunities (other courses, internships, experience pursued on my own, etc.). It would be great to see more opportunities be offered through the program. It would also be great, as an alumnus, to have a network of KPU journalism graduates: I feel the existing one is weak, and determined largely by grad year.
I had a very enjoyable time in journalism. It was very interesting and the profs are great! But I would have benefited from a wider variety of topics and techniques.
I have a journalism degree but don't feel confident in my skills at all
I have moved on from journalism now, as a conscious decision given the state of journalism. I'm sorry to be blunt, but you are graduating too many students into an industry that cannot, will not offer sustainable employment. Unless their education/training can be useful for other fields of study or employment, then the future of this program too will see reductions. Perhaps the focus should shift more to quality, not quantity, of graduates.
I thoroughly enjoyed the program and classes. The teachers were the highlight - well informed, compassionate and helpful.
It's probably no longer realistic to expect most students to make a living solely as a journalist, so it's important to teach them how to dovetail their journalism experience into other, related career paths, which is what I'm trying to do now.
Overall not a program I would recommend unless it underwent serious changes. There were many days where we would show up for class only to have it be cancelled because the instructor didn't show up. In other cases, it was apparent the instructor had no lesson plan whatsoever. Some seminar type classes are to be expected, but this should be limited in an applied program. Focus should be on marketable skills that are in demand within the profession.

Comments

Overall, experienced professors who know what they are talking about and have plenty of knowledge to share. A very enthusiastic bunch of instructors.

Employment

13. Which of the following best describes your current employment situation?

	Frequency	Percent
In a full-time regular position	12	52%
In a contract position	7	30%
Other	4	17%
In a part-time regular position	0	0%
In a casual or temporary position	0	0%
Self-employed or freelancing (part-time)	0	0%
Self-employed or freelancing (full-time)	0	0%

If other, please specify:

Comments

full time in another, completely unrelated, field.

I work full-time, but not in journalism or anything to do with media.

In a full-time position and a part-time position

14. Is your current position related to your Journalism degree or does it draw upon skills and knowledge you gained through the program?

	Frequency	Percent
Yes	16	73%
No	6	27%

15. In which of the following sectors are you employed? Please select all that apply:

	Frequency	Percent
Other	13	57%
Other communications profession	6	26%
Community and daily newspapers	1	4%
Online publications/multimedia	1	4%
Public relations	1	4%
Media relations	1	4%
Broadcast media (radio and tv)	0	0%

If other, please specify:

Comments

Academia

eCommerce

Comments
Education
Health Care
Law
Magazines
Marketing Director - but lead to marketing by the program
Oil and Gas
Post-secondary institution
School
university administration

16. What is your current position?

Comments
A combination of the following: sessional instructor, teaching assistant, research assistant
Admissions Officer
Content Copywriter
Editing Administrator
Editor-in-Chief
Educational Assistant
ESL Instructor
Marketing & Communications Strategist
Marketing and Communications Assistant
Marketing Director - Global Presence
Media specialist
Multimedia reporter
N/A
prefer not to say as it would likely identify me
RN
Senior writer and media strategist
Social Media & Editorial
Sports information director
Supply Management as a Repair Coordinator
Teaching Assistant
To tell you would give away my identity. Suffice it to say I am in corporate communications.

17. If possible, could you specify the organization where you are currently employed? This information will help us better determine KPU graduates' career trajectories.)

Comments
Capilano University Athletics and Recreation Department
Fraser Health
Global Aid Network

Comments
I work for Dwyer Group - an umbrella company bases in Texas that owns franchises in 10 Home Service Brands around the world. I oversee all Canada and assist with Germany, UK and Master Licenses.
ICBC
KPU
Kwantlen Polytechnic University
N/A
Real Estate Board of Greater Vancouver
see above
Simon Fraser University
Surrey Now newspaper
The Province of British Columbia.
Tusaayaksat Magazine in the Northwest Territories.
University of BC

18. What is your annual salary or income?

	Frequency	Percent
\$30,000 to \$44,999	6	27%
\$45,000 to \$59,999	4	18%
Up to \$30,000	3	14%
\$60,000 to \$74,999	3	14%
Prefer not to say	3	14%
over \$90,000	2	9%
\$75,000 to \$89,999	1	5%

Further Education

19. Please list the name of the program and the institution where you enrolled or are currently enrolled since your KPU Journalism program (e.g. M.A. in Communications, Simon Fraser University)

Comments
BA in English, Simon Fraser University
I have a Bachelor of Science in Nursing from KPU
KPU Social Media Certificate
M.A in Communication (no "s"), Simon Fraser University
M.A. in Coaching and Athletic Administration, Concordia University Irvine (completed)Ph.D. in Leadership, Concordia University Chicago (in progress)
M.A. SFU GLS
MA in communications, Simon Fraser University PhD in communications and culture, York University
Masters of Library Information Science at UBC
Photography Certificate, Langara College.
Radio Arts and Entertainment, British Columbia Institute of Technology

Comments
see above
Sports Journalism Graduate Certificate - Centennial College (Ontario)
Taking workshops related to copywriting. No formal degree, diploma, or certificate has been earned.

20. What is the highest credential you have earned or are currently earning since completing KPU's Journalism program?

	Frequency	Percent
Master Degree	5	36%
Diploma	4	29%
Bachelor Degree	3	21%
Doctorate	2	14%
Associate Degree	0	0%

Appendix J: Journalism Discipline/Sector Survey data

Administrative Note: The survey link was sent to 50 Journalism professionals. A total of 11 recipients responded. The overall response rate is 11/50=22%. The number of respondents for each question (N) is also provided.

1. How many entry-level positions have you hired for since January 2010?

	Frequency	Percent
None/not applicable	4	36%
1-3	4	36%
4-6	3	27%
Don't know	0	0%
7-9	0	0%
10-19	0	0%
20-29	0	0%
30 or more	0	0%

2. Of these, how many have a Journalism background?

	Frequency	Percent
None/not applicable	4	40%
1-3	4	40%
4-6	2	20%
Don't know	0	0%
7-9	0	0%
10-19	0	0%
20-29	0	0%
30 or more	0	0%

3. When hiring for an entry-level position at your organization or business, how important is it for the candidate to be able to demonstrate the following skills?

(N=11)	Critically important	Very Important	Moderately Important	Slightly Important	Not at all Important
Create and publish responsible journalism in diverse subject areas and genres and in a variety of formats (e.g. writing, audio production, and visual imagery for	73%	9%	9%	0%	9%

(N=11)	Critically important	Very Important	Moderately Important	Slightly Important	Not at all Important
print and online publication).					
Conduct original research using a variety of different methods and resources.	46%	18%	18%	9%	9%
Understand the role of media and journalists in societies and democracy.	18%	18%	46%	9%	9%
Innovate through expansive thinking and creative problem solving.	27%	27%	27%	18%	0%
Work effectively with advances in communications and media technology.	64%	27%	0%	9%	0%
Analyze the effects of changes in media technology on social-media and mass-media communication.	9%	46%	18%	27%	0%
Understand the importance of journalism and communication in a diverse society.	9%	27%	27%	27%	9%

4. When hiring for an entry-level position at your organization or business, how important is it for the candidate to be able to demonstrate the following skills?

(N=11)	Critically important	Very Important	Moderately Important	Slightly Important	Not at all important
Written communication	82%	18%	0%	0%	0%
Oral communication	46%	36%	9%	9%	0%
Group collaboration	36%	27%	27%	9%	0%
Critical analysis	46%	27%	18%	0%	9%
Problem resolution	46%	36%	9%	9%	0%
Learn on your own	36%	55%	9%	0%	0%
Reading and comprehension	73%	18%	0%	9%	0%

5. What other skills, training or knowledge must a KPU Journalism graduate possess to be considered for a position at your business or organization?

Comments
An advanced knowledge of social media technology, trends and analysis.
Enthusiasm, willingness to learn, photography and multi-media skills
Layout skills (the ability to lay out a page that is not blank and has advertising on it) are important, especially in smaller markets. More emphasis on volume of stories—getting them out quickly, and varying length. Too often I see students who come out of programs thinking they are expected to write large, expansive pieces when really, 1000 words is the maximum amount I would accept for one story. Long form journalism takes a different form when dealing with community newspaper layout challenges. Several stories for a series is more acceptable than one 3,000-word story, for example. Also, basic HTML skills are helpful. Most media companies have content management systems that are specific to their needs, but basic coding can still be applied.
More than anything, a reporter has to be able to hit the ground running and be comfortable covering breaking news and immediately identifying what about a story is news. That's one area where graduates at most schools seem to lack. That comes partly from experience, but also from practicing turning around stories, often multiple, under tight deadlines.
Understanding of how important to use new media to promote business.
video shooting, editing...must understand importance of social skills and relationship building with a number of different people...must show empathy to subjects we are covering
We are increasingly interested in creating new content daily for our social media presence. New hires are expected to think daily rather than the traditional monthly magazine format.

6. Are there any development(s) in your sector or discipline that you anticipate will affect skill requirements and/or hiring priorities over the next few years?

Comments
Anyone able to mine data is in demand, particularly using tools like Google fusion and Tableau. Social media, web first and general online savvy should be automatic at this point.
Fluency in social media and online.
Greater emphasis on online content and social media.
Limited budgets mean that there is a lot more expected from less people. So a writer may need to photograph/document for their articles.
major development is the prevalence of video
More and more multi-media skills - photography, video, complete awareness and understanding of social media and web innovations
N/A
SEO and social media analytics are becoming more of a focus as community newspapers search for ways to meld their print and digital products.

7. Have you hired or worked with any of KPU's Journalism graduates?

	Frequency	Percent
Yes	7	64%
No	4	36%

8. If you have not hired any KPU Journalism graduates, please tell us why not:

	Frequency	Percent
To the best of my knowledge, we have not received any applications from KPU Journalism graduates	2	33%
Other	2	33%
They lack the required technical skills	1	17%
My organization has not needed/been able to hire anyone recently	1	17%
They lack the required communication/soft skills	0	0%
They lack work experience	0	0%
Their job expectations are too high	0	0%

If other, please specify:

Comments
Others have come to the table with a stronger cross-section of skills (trainable and otherwise)

Comments
Two recent hires were for lifestyle writing, so we were seeking specific skills in this area.

9. If you have hired any KPU Journalism graduates:

Please highlight any STRENGTHS you have observed.

Comments
All of the KPU students we've hired have had previous experience, but generally they've had a good practical understanding of how a daily newsroom operates. Having students with photography experience has been a benefit as well.
Critical thinking; the ability to think on their feet/ adaptability; strong writing skills; solid grasp of social media.
Eager, enthusiastic
N/A
Strong fundamentals, writing skills and overall comprehension.

Please highlight any SUGGESTIONS you have for improvement.

Comments
Greater ability to generate own story leads.
More and more, daily news reporters need to be able to juggle and work on multiple assignments at once. New graduates often struggle with that, put off other stories until they get their ducks in a row on another. Being able to deal with that pressure from the start would help make a better first impression. Being able to identify and hone in on the newsiest part of a story instead of just relating the PR spin line also bears emphasis. Technically, students have been well equipped to tackle a modern newsroom.
More hands on experience is key, and the brief encounters with a few of the KPU grads in recent years has left me feeling not enough emphasis is put on them hunting out stories and pushing for the real stories, while still being able to maintain an ongoing working relationship with the sources. They either burn the sources, or are too timid to dig for the story or stories.
N/A
Realistic layout experience would be valuable, and also an emphasis on photography/ video. I conducted interviews for a summer position three years ago and not one of our shortlisted candidates owned a camera. If journalism graduates are expecting to work on a smaller newspaper, they will be expected to have their own equipment.
Stronger writing skills, better understanding of story context and background, improved critical thinking skills

10. Prior to this survey, were you aware of KPU's Journalism program?

	Frequency	Percent
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Yes	10	91%
No	1	9%

11. In your opinion, what are the strengths of KPU's Journalism program?

Comments
Accessibility, although that is also a program weakness.
I don't know enough about the program as a whole to answer this question. I do know the candidate we hired had strong writing and critical thinking skills as well as good social media skills.
I haven't worked extensive with anyone who has graduated from KPU's Journalism program in this century
It turns out students with strong writing skills and good overall knowledge.
It's Lower Mainland based, so many of the grads are familiar with this fast-paced market and the constant need – even for weekly papers – to be a news source for the community 24/7. They seem to come out with a good understanding of the basic skills, it's just more of the hands-on abilities that are lacking. If hiring someone here, I need someone who can hit the ground running, can be self-directed for the most part - but knows when to come to me for direction or aid.
Strong education in research skills, photography, writing, and digital communications

12. In your opinion, what steps should the program take to improve?

Comments
Internship is disjointed. Intern doesn't get full experience of being a reporter because they're not here for a block of time.
More realistic preparation for layout and general assignments in smaller newspapers.
More refined and vigorous screening process for program applicants. Some graduates are not well suited for journalism.
Not sure.
Please see above

13. Which one of the following best describes your organization or business?

	Frequency
Community and daily newspapers	6
Other	2
Public relations	1
Media relations	1
Other communications profession	1
Online publications/multimedia	0
Broadcast media (radio and tv)	0

If other, please specify:

Comments
O2O marketing, Internet oriented
print magazine

14. Where is your organization or business located? Please select all that apply.

	Frequency
Vancouver	6
Abbotsford/ Mission/Chilliwack	1
Delta	1
Langley	1
Richmond	1
Outside the Lower Mainland	1
Burnaby/New Westminister	0
Coquitlam/Port Coquitlam/Port Moody	0
North Vancouver/West Vancouver	0
Pitt Meadows/Maple Ridge	0
Surrey/South Surrey/ Cloverdale/White Rock	0

If you selected Outside the Lower Mainland, please specify where.

Comments
N/A
Vancouver Island

15. What is the total number of employees in your organization?

	Frequency	Percent
5-20	5	46%
21-100	4	36%
1-4	2	18%
101-200	0	0%
201 or more	0	0%

16. Based on your knowledge of your sector, how useful would it be for KPU's Journalism program to use the following media channels to promote its program?

Social Media	Very Useful	Moderately Useful	Slightly Useful	Not at all Useful
Facebook	50%	30%	20%	0%
Program website	78%	11%	11%	0%
Flickr	0%	14%	29%	57%
Google Plus	29%	0%	14%	57%
Instagram	14%	29%	43%	14%

<i>Social Media</i>	Very Useful	Moderately Useful	Slightly Useful	Not at all Useful
LinkedIn	38%	38%	25%	0%
Pinterest	0%	39%	14%	57%
Tumblr	14%	0%	29%	57%
Twitter	75%	25%	0%	0%
Vine	0%	0%	57%	43%
Youtube	0%	43%	29%	29%
<i>Advertising</i>	Very Useful	Moderately Useful	Slightly Useful	Not at all Useful
TV commercials	25%	38%	25%	13%
Radio spots	25%	13%	50%	13%
Online advertising	63%	38%	0%	0%
Billboards (digital and static)	14%	29%	14%	43%
Transit advertising	14%	14%	43%	29%
Print ads	38%	25%	25%	13%
Movie theatre advertising	14%	14%	14%	57%
Mall advertising	14%	0%	43%	43%

17. Please list other media channels KPU’s Journalism program should consider.

<i>Comments</i>
Newspaper websites.
None
Still, new media.

18. If you would like to connect with KPU students for co-op/work placements, class projects or volunteer activities related to this or other program study areas, please provide your email address. This information will be separated from your survey responses and sent to the program in a separate link so they will remain anonymous.

<i>Comments</i>
rhooper@mrtimes.com or rhooper@langleyadvance.com
wilson.wong@ubc.ca

Skill Upgrading

21. Are you interested in taking any Journalism or Communication Studies courses to upgrade your knowledge and skills?

	Frequency	Percent
No	16	52%
Yes	15	48%

If Yes, please specify what courses would be of interest to you.

Comments
Digital story telling, data drive reporting, data visualization
Editing and publishing
Global Communications - would love if Kwantlen offered an Masters program
masters
More intensive broadcast or video training; documentary storytelling
Social media and website management
Social Media Storytelling
Social Media-based courses
Social media, content marketing
User experience design, content strategy
Web development, coding, animation, video, courses related to specific subjects like science journalism.
would consider a masters or phd in communications
writing, reporting, feature writing

22. Would you be interested in any Journalism workshops to upgrade your skills?

	Frequency	Percent
No	18	58%
Yes	13	42%

If Yes, please specify what workshops would be of interest to you.

Comments
Anything that will get me back into the field
Digital story telling, data drive reporting, data visualization
Global Communications, digital
Magazine management, photography, circulation and promotions, Facebook page management P
More intensive broadcast or video training; documentary storytelling; coding
Social media or online publishing
Social media/technology/research/data journalism
Workshop to upgrade specific software skills, such as Photoshop, InDesign, or Final Cut
Workshops based on the courses I mentioned above.
Writing for Social Media
writing, investigative reporting

Alumni Connections

KPU's Journalism program would like to keep in closer touch with our alumni, to share news, publicize job postings, send invitations to special events and provide information about other networking opportunities.

23. What possible functions of such an Alumni group would you value?

	Frequency
Other	6
Sharing information relevant to work and professional practice	4
Facilitating networking opportunities for KPU's Fine Arts alumni	3
Creating online community and resources for KPU's Fine Arts alumni	3
Helping alumni connect with prospective employers	2
Organizing professional development workshops	2
Organizing social events	2
Promoting KPU's Fine Arts alumni	0

If other, please specify:

Comments
All of the above would be helpful
All of these!
Honestly, anything.
I would have selected most of the above, but cannot choose more than one.
I would prefer not to be involved in such a thing.
Not interested in being part of the alumni

24. How interested would you be in joining a KPU Journalism Alumni Association?

	Frequency	Percent
It would depend on what was offered and my availability	11	36%
Sorry, I am not currently interested.	9	29%

I would probably attend some events/activities	6	19%
I would like to receive information/social media alerts but would be unlikely to attend events/activities	3	10%
I would like to be actively involved	2	7%

25. If you would like to participate in the KPU Journalism Alumni group, please provide your email address. This information will be separated from your survey responses and sent to the program in a separate link so they will remain anonymous.

Comments
amy.reid87@gmail.com
ceemee@gmail.com
deej@fullstop.ca
dk_wilson@hotmail.com
hayleywoodin@gmail.com
khyafellingham2003@yahoo.ca
lehalryan@gmail.com
Markmoldowan@gmail.com
matt@mattlaw.ca
Megan.a.blair@gmail.com
N.heiberg@hotmail.com
ntoor93@gmail.com
sarahcasimong@gmail.com
Scottpm99@gmail.com
Stephan.Struve@gmail.com
viewfromthewest@hotmail.com

Appendix K: Career Pathways

Community & Daily Newspapers	Online publications	Broadcast (Radio & TV)
<p>News reporters</p> <p>Multimedia reporters</p> <p>Visual journalists</p> <p>Data journalists</p> <p>Sports reporters</p> <p>Sports editors</p> <p>Editors</p> <p>Columnists</p>	<p>Writers</p> <p>Editors</p> <p>Columnists</p> <p>Assignment editors</p> <p>Copy editors</p> <p>Videographers</p>	<p>Researchers</p> <p>Writers</p> <p>Associate Producers</p> <p>Producers</p> <p>Play-by-play announcers</p>

Bachelor of Journalism Career Path

Public Relations & Communications	Freelancers & Contract (print, broadcast and online)	Further education (Master's & PhD)
<p>Writers</p> <p>Communication managers</p> <p>Digital & social media coordinators</p> <p>Media managers</p> <p>Media specialists</p> <p>Community relations directors</p>	<p>Photojournalists, videographers</p> <p>Video & audio editors</p> <p>Writers</p> <p>Designers</p> <p>Radio producers</p> <p>Special events photographers</p> <p>Music reviewers</p> <p>Technical writers</p> <p>Copy writers</p>	<p>Journalism</p> <p>Sports Journalism</p> <p>Library Science</p> <p>Communications</p> <p>Social Work</p> <p>Fine Arts (Writing)</p>



SENATE STANDING COMMITTEE ON PROGRAM REVIEW
External Review Template

REPORT: BACHELOR OF JOURNALISM	DATE: NOV 30 2016
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EXTERNAL REVIEW TEAM MEMBERS (THE "ERT")

List the names and affiliations of the External Review Team. Identify the Chair.

Mary Lynn Young, Chair

Ross Howard

Tracey Kinney

OVERALL ASSESSMENT

SELF-STUDY REPORT

Criteria: The Self-Study Report provides a data-supported analysis of the Program’s strengths, weaknesses, opportunities and challenges.

Standard for Assessing this Report:

- The programmatic strengths and weaknesses identified in this Report are supported by data and on-site findings;
- The Report has appropriate scope, as articulated by the Self-Study Guide;
- Recommendations are supported by data, a clear rationale and on-site findings

The External Reviewers:

Validate the Self-Study Report’s findings and recommendations	Do not validate the Self-Study Report’s findings and recommendations
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Rationale for this Determination:

The Self-Study report along with interview information obtained during the one-day site visit provide sufficient evidence and data to support a robust analysis of the strengths, gaps and opportunities in Kwantlen’s Bachelor of Journalism.

First, the review team would like to reiterate the report’s recognition and commendation of the program’s ability to renew its curriculum in 2011 with limited resources and staff. It was a significant undertaking that has had an effective impact on the currency and agility of the curriculum as well as expanding student interest in the program. The addition of Indigenous Studies 1100 as a required course for the Bachelor of Journalism is an important contribution to the curriculum, as are the new Communications Studies courses. We would also like to congratulate the program for receiving a large donation in 2015, which has gone to support students. Given that the new curriculum has had an opportunity to complete one full cycle, this review comes at an opportune time for reflection and review. Suggestions for the short, medium and longer term in the self study recommendations largely emerge out of clear evidence and the emergent professional context. They also focus on a relevant scope given the institutional organization of Kwantlen’s academic programs.

We will identify some specific areas however that would benefit from greater attention in the report in the relevant subsequent sections that follow. Two important gaps in the self study and site visit relevant to the overall program and its future include: concerns about inadequate laddering of learning outcomes in the senior years and insufficient attention to issues of equity and inclusion in faculty hiring, and strategic and curriculum planning more generally.

REVIEWERS' VALIDATION OF THE SELF-STUDY REPORT

CHAPTER 3: Program Currency and Relevance

Criteria: This chapter adequately assesses program demand and its current relevance to the discipline/sector. The assessment is supported by appropriate evidence and conclusions.

Standard for Assessing this Chapter:

- The programmatic strengths and weaknesses identified in this Chapter are supported by data and on-site findings;
- The Chapter has appropriate scope, as articulated by the Self-Study Guide;
- Recommendations are supported by data, a clear rationale and on-site findings

Additional Recommendations Identified by the ERT—include a rationale for the recommendation:

The External Reviewers:

Validate the Chapter's findings and recommendations	Do not validate the Chapter's findings and recommendations
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Rationale for this Determination:

This chapter meets expectations with respect to its ability to identify competitive advantages and relevance to the discipline/sector. These were largely supported by the on site visit as well as data supplied in the chapter. In particular, the renewed curriculum and expanded Communications Studies course options appear to have widened opportunities to engage with the program, increasing student interest and demand, a trend that has been observed at other journalism programs in North America.

During the site visit, there was significant discussion about further capitalizing on this interest and growth by launching a separate Communications Studies degree in addition to the Bachelor of Journalism degree. It is the review team's opinion that the current resource context limits the potential for the program to successfully execute a new degree, particularly given questions about the quality of the upper level courses in the existing journalism degree that emerged during the site visit. Questions and revision are to be expected after a first run through of a renewed curriculum, and are an opportunity to further hone the programmatic options for students as well as its distinctiveness. Curriculum issues specifically related to sectoral relevance will be expanded on in the next section.



CHAPTER 4: Quality of Curriculum Design

Criteria: This chapter adequately examines the quality of the program's curriculum and its current relevance to the discipline/sector. The assessment is supported by appropriate evidence and conclusions.

Standard for Assessing this Chapter:

- The programmatic strengths and weaknesses identified in this Chapter are supported by data and on-site findings;
- The Chapter has appropriate scope, as articulated by the Self-Study Guide;
- Recommendations are supported by data, a clear rationale and on-site findings

Additional Recommendations Identified by the ERT—include a rationale for the recommendation:

The External Reviewers:

Validate the Chapter’s findings and recommendations	Do not validate the Chapter’s findings and recommendations
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Rationale for this Determination:

This chapter had some gaps with respect to its assessment of programmatic strengths and weaknesses, which emerged during the on site visit.

Specifically, questions emerged about the relevance and appropriateness of course content in third and fourth year courses of the renewed degree. These questions focused on 2 areas: 1) insufficient curriculum time, attention and opportunity to create journalism *in situ* ie in a ‘teaching newsroom’ and/or external professional opportunities; 2) uncertainty about progression through the degree with respect to the appropriateness and degree of difficulty of course content, as well as a lack of laddering of the learning outcomes.

Balancing professional practice opportunities in a small program with a limited number of resources is inevitably a challenge as these courses are more intensive from a teaching perspective as they also offer experiential learning opportunities for students. The new curriculum launch also appears to have coincided with a new focus for the campus newspaper, such that students lost an opportunity to participate in a teaching newsroom, which has created a gap in terms of the traditional *in situ* training offerings of a journalism program.

Concurrently, given the extension of skills and knowledge required to achieve a journalism degree in a digital age, progression through the degree is somewhat unclear. For example, the chart that accompanies the chapter clearly identifies learning outcomes and/or competencies for courses, yet does not articulate how those outcomes progress through the degree program ie are they devoted towards basic skill development across all genres and/or a specific subset of professional tools/genres? What are the expectations with respect to disciplinary conceptual understanding and other substantive knowledge? Without a clear capstone experience, it is unclear, and there seems to be the potential for a fair degree of duplication. For example, in the first section on ‘create and publish responsible journalism in diverse subject areas and genres and in a variety of formats’ (p 8) it appears that progression in this section across the four years is in part defined by length - starting with a blog to ‘long-term feature-length’ journalism project in year 4. The apparent progress in this section is from a single news genre ie the blog to a feature project as capstone achievement. We can however imagine some clarification in the 4th year outcomes, ie a multiplatform journalism project that demonstrates competency in at least 3 of the genres/formats/technologies covered over the course of the degree program. Also, a number of the more conceptual outcomes could emerge in multiple courses. Finally, in two of the sections, a social justice outcome is identified in 4th year, yet there appear to be no foundational courses that deal with structure/power from a sociological perspective.

As a result, the review team would suggest some additional recommendations in light of on site feedback. These include:

- 1) Examine the possibility of adding *in situ*/external professional training opportunities in senior years
- 2) Synthesize and clarify learning outcomes and how these progress through the degree, particularly in 3rd and 4th year



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CHAPTER 5: Quality of Instructional Design

Criteria: This chapter adequately examines the quality of the program’s instructional design and its current relevance to the discipline/sector. The assessment is supported by appropriate evidence and conclusions.

Standard for Assessing this Chapter:

- The programmatic strengths and weaknesses identified in this Chapter are supported by data and on-site findings;
- The Chapter has appropriate scope, as articulated by the Self-Study Guide;
- Recommendations are supported by data, a clear rationale and on-site findings

Additional Recommendations Identified by the ERT—include a rationale for the recommendation:

The External Reviewers:

Validate the Chapter’s findings and recommendations	Do not validate the Chapter’s findings and recommendations
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Rationale for this Determination:

The review team validates this chapter’s findings and recommendations, in addition to urging the program to ensure that it continues to focus on its digital transition.

CHAPTER 6: Quality of Student and Instructor Experience

Criteria: This chapter adequately assesses the quality of student and instructor experience (student/alumni success, student satisfaction and faculty satisfaction) and its current relevance to the discipline/sector. The assessment is supported by appropriate evidence and conclusions.

Standard for Assessing this Chapter:

- The programmatic strengths and weaknesses identified in this Chapter are supported by data and on-site findings;
- The Chapter has appropriate scope, as articulated by the Self-Study Guide;
- Recommendations are supported by data, a clear rationale and on-site findings

Additional Recommendations Identified by the ERT—include a rationale for the recommendation:

The External Reviewers:

Validate the Chapter’s findings and recommendations	Do not validate the Chapter’s findings and recommendations
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Rationale for this Determination:

This chapter meets expectations with respect to assessment of the quality of student and instructor experience in the administrative context at Kwantlen, although the review team would like to highlight the inadequacy of general surveys to provide a detailed understanding of quality at the individual instructor and/or course level. Given the lack of individual level data, a significant gap was apparent between some of the on site feedback and the data. Specifically, the team received negative feedback regarding some individual courses, concerns about insufficient degree of difficulty of some course content, duplication of course content and lack of laddering of learning outcomes, issues that were not raised in the self study.



CHAPTER 7: Quality of Services, Resources and Facilities

Criteria: This chapter adequately assesses program resources, equipment, software, facilities, administrative/support services and their current relevance to the discipline/sector. The assessment is supported by appropriate evidence and conclusions.

Standard for Assessing this Chapter:

- The programmatic strengths and weaknesses identified in this Chapter are supported by data and on-site findings;
- The Chapter has appropriate scope, as articulated by the Self-Study Guide;
- Recommendations are supported by data, a clear rationale and on-site findings

Additional Recommendations Identified by the ERT—include a rationale for the recommendation:

The External Reviewers:

Validate the Chapter’s findings and recommendations	Do not validate the Chapter’s findings and recommendations
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Rationale for this Determination:

The external review team finds that the self study adequately addresses this area and validates the Chapter’s findings and recommendations. In particular, the library resources were outstanding.

CHAPTER 8: Quality of Program Relationships and Connections

Criteria: This chapter adequately assesses program relationships (with other KPU programs, academic units, the profession, industry, accrediting agencies, other post-secondary institutions and the community) and their current relevance to the discipline/sector. The assessment is supported by appropriate evidence and conclusions.

Standard for Assessing this Chapter:

- The programmatic strengths and weaknesses identified in this Chapter are supported by data and on-site findings;
- The Chapter has appropriate scope, as articulated by the Self-Study Guide;
- Recommendations are supported by data, a clear rationale and on-site findings

Additional Recommendations Identified by the ERT—include a rationale for the recommendation:

The External Reviewers:

Validate the Chapter’s findings and recommendations	Do not validate the Chapter’s findings and recommendations
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Rationale for this Determination:

The external review teams finds that the self study findings and recommendations, in particular those suggested by the Dean’s office, met expectations for assessing the program and were consistent with on-site findings. In particular, the review team would like to stress the importance of creating a professional/industry advisory board as suggested by the Dean’s office.

CONCLUDING COMMENTS

It was a pleasure to participate as a review team at Kwantlen. Students, alumni, staff and faculty were extremely knowledgeable and engaged in the program and professional conversations.

Further recommendations we would add:

- 1) Examine the possibility of adding *in situ*/external professional training opportunities in senior years
- 2) Synthesize and clarify how progression through the degree articulates in the 3rd and 4th year
- 3) Provide equity and inclusion training



APPENDIX 1:
SITE VISIT AGENDA

Provide the agenda for the Site Visit (e.g. the stakeholder groups the ERT met)



Program Review Quality Assurance Plan

Quality Assurance Plan for: Bachelor of Journalism

Date submitted to SSCPR: June 2016

Date Self-Study Report approved by SSCPR: January 25th, 2017

Date of External Review: November 30th, 2016

SUMMARY

Journalism and communications are rapidly changing fields, in terms of technologies and skills. There are also significant economic restructuring forces at play that have changed, and will continue to change, pathways to employment for our students.

The strength of the department, noted by the external reviewers, is the dedication of a small faculty not only to the classroom, but also to ensuring that our program remains comprehensive and relevant, and addresses the reality of the professions. We are also very well-equipped, in terms of the professional-level tools and technology available to our students.

In designing our current program, we strove for flexibility to reflect rapidly changing needs and realities mentioned above. This is a guiding principle, as we continue to refine and, in some cases, re-define our program and the individual courses. (See details below.) There are some identified weaknesses (such as teaching specific software applications) that we have been addressing on an ad hoc basis. Those “missing” components are being addressed in revised course outlines and the laddering of courses.

We have had a capstone course since 2011 (Advanced Storytelling), but it has not been as effective as it should be, largely due to the biggest problem identified internally and by the external reviews: weaknesses in the laddering of courses and learning objectives. This is being addressed through the restructuring of courses with course outlines revisions and more explicit prerequisites for individual courses, and by moving some courses from upper-level status to lower levels to better prepare students.

As a result of the program review, both internal and external, we are in the process of making sure we have a clear and lean curriculum that remains responsive to the changing needs of the journalism and communications fields and the needs of our current and future students.

QUALITY ASSURANCE GOALS

GOAL 1: Maintain relevance of the degree, and adapt to the ever-changing industry landscape to do so.

RATIONALE FOR THIS GOAL: Journalism is a rapidly changing field. Relevance of the program is essential its success, and to student employability.

Recommendation(s) this Goal Addresses	Report (page number)
Examine the possibility of adding <i>in situ</i> /external professional training opportunities in senior years	External Review Page 5
In particular, the review team would like to stress the importance of creating a professional/industry advisory board as suggested by the Dean's office. The department needs to consider whether an advisory board would be beneficial.	External Review Page 9 Self-study Page 61
The review team validates this chapter's findings and recommendations, in addition to urging the program to ensure that it continues to focus on its digital transition.	External Review Page 6
Students expressed the need for more connection with industry, and potential employers. The department needs to respond to this.	Self-study Page 62

GOAL 2: Continue to adjust the curriculum to meet the changing needs of Journalists and the Journalism profession, including highly transferable skills.

RATIONALE FOR THIS GOAL: Journalism is a rapidly changing profession. Students need up-to-date education and skills to be employable.

Recommendation(s) this Goal Addresses	Report (page number)
Synthesize and clarify learning outcomes and how these progress through the degree, particularly in 3rd and 4th year.	External Review Page 5
Some potential employers identified specific technical skills that our students lack. A greater number of those surveyed said they're looking for graduates with a stronger grasp of the fundamentals: the ability to juggle multiple assignments, write stories quickly, generate story ideas and find the most interesting angle on a story. The department needs to consider these suggestions.	Self-study Page 61
Current students want direct exposure to other fields they can enter with a Bachelor of Journalism. The chair of the Journalism and Communication Studies department has initiated conversation with the Public Relations coordinator to explore possibilities, and will ask the Arts dean to discuss with the dean of the Business Faculty. Other options for addressing this need should also be explored.	Self-study Page 62
Develop new courses that align with the Rogers Sportsnet funding, such as Introduction to Sports Journalism.	Self-study Page 65

GOAL 3: Increase enrolment and interest in KPU's Bachelor of Journalism and the department's growing Communication Studies offerings.

RATIONALE FOR THIS GOAL: Increased enrolment and interest benefit both KPU and students seeking a useful education, resulting in more course offerings and a more robust program.

Recommendation(s) this Goal Addresses	Report (page number)
Complete transfer agreements with other post-secondary institutions so as to attract transfer students to KPU.	Self-study Page 65
The department could consider developing relationships with high schools to capitalize on the interest among high-school students that is already there. The department could investigate attracting older students, particularly professional journalists, for skill upgrades if not the entire degree. (This is a good place to start the conversation about micro-credentials and upgrades, including badges, short term courses, flexible learning strategies, etc.)	Self-study Page 61
Develop a Communication Studies degree. (Increasing our Communication Studies offerings benefits Journalism students as well, as they are required to take a limited number of COMM courses. More robust COMM offerings for the Bachelor of Journalism improves the quality of that degree - and of student experience - also.)	Self-study Page 66
Students call for more summer courses should be considered, given the reality that with a relatively small number of students, offering a course in the summer might preclude it being offered in the Fall or Spring semesters.	Self-study Page 61
The department needs to consider and implement methods to increase enrolment and the profile of the department, including suggestions included in the data analyses.	Self-study Page 62

RECOMMENDATIONS THE QUALITY ASSURANCE PLAN DOES NOT ADDRESS

List the Recommendations from the Self-Study and External Review this Plan does not address. Provide a brief explanation why these Recommendations cannot be addressed. Add or remove rows as necessary.

Recommendations	Report (page number)	Explanation
Provide equity and inclusion training	External Review P. 9	<i>From the SSCPR comments on the external review report:</i> "While diversity, equity and inclusion are KPU values, they are outside the scope of program review. An additional external reviewer recommendation for the program to provide "equity and inclusion training" (p.9) was unaccompanied by a rationale as to why this was a gap the program needed to address. Therefore, this recommendation is beyond the scope of the program to address."

The level of consistency of assessment standards throughout the program needs to be determined and changed if necessary. The level of clarity and transparency of information for students regarding evaluation (assignments, course presentations) needs to be determined and changed if necessary.	Self-study P. 61	This issue, and the one below, were addressed at a department meeting in August, 2016. We discussed assessment protocols and the importance of transparency for students, and have made adjustments as required. They were discussed, but were they put into action?
Grading practices need to be examined to ensure that grades are appropriate and consistent.	Self-study P. 62	See above.
Equipment available to students needs to continue to reflect that which is being used in the industry, in order to prepare students appropriately.	Self-study P. 62	Part of the \$250,000 our department has received from Rogers Sportsnet is dedicated to cameras and other equipment that we would have been unable to purchase otherwise, and which meets the intent of this recommendation. This purchase is imminent.
One instructor is retiring in Spring 2017, and another in Spring 2020. It will need to be determined whether replacing their abilities and/or adding other skills/knowledge will be best done through replacement hires or contract instructors hired to teach very specific skills, or a combination of the two.	Self-study P. 62	Changes due to the retirement of one full-time instructor in Spring 2017 have been made. The department's section allotment was reduced by two sections for 2017/18. The department members have discussed the retirement of the chair in Spring 2019. Changes resulting from the chair's retirement in Spring 2019 will be determined partly in discussion with the dean's office re budget, etc. See Objectives for Year 2.

QUALITY ASSURANCE FIVE-YEAR ACTION PLAN

MONTH/YEAR WHEN THE FIVE-YEAR ACTION PLAN BEGINS: September 2017

STRATEGY 1: Revise curriculum/courses so that courses progress more clearly through advancing skills, culminating in the Capstone course.

GOAL(S) THIS STRATEGY SUPPORTS:

1. Maintain relevance of the degree, and adapt to the ever-changing industry landscape to do so.
2. Continue to adjust the curriculum to meet the changing needs of Journalists and the Journalism profession, including highly transferable skills.

RATIONALE FOR THIS STRATEGY:

The curriculum must progress rationally and clearly to ensure student success.

Step(s) Required to Achieve this Strategy	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Revise the curriculum to facilitate clearer progression through advancing skills, as outlined in course-outline revisions detailed below.	Beverley	08/17		Committee-approval dates for inclusion in the September 2018 calendar are TBA.
Revise several course outlines to progress more clearly from one to the next, culminating in the capstone course (currently JRNL 4270 Advanced Storytelling). These revisions include following the naming convention of Storytelling 1, 2, 3, etc. Outlines to be revised in this regard include JRNL 2120 Storytelling 1; JRNL 2240 Beyond the News; JRNL 2330 Multimedia Storytelling; JRNL 3155 Storytelling 2: Reporting JRNL 4270 Advanced Storytelling.	Beverley and appropriate course developers	08/17	09/18 calendar	Committee-approval dates for inclusion in the September 2018 calendar are TBA.
Revise appropriate course outlines to specifically include content and learning outcomes that prepare students to use transferable journalism skills in professions other than journalism, such as media relations in various disciplines. These courses include JRNL 2120 Storytelling 1, JRNL 2240 Beyond the	Beverley and appropriate course developers	08/17	09/18 calendar	Committee-approval dates for inclusion in the September 2018 calendar are TBA.

News, JRNL 2330 Multimedia Storytelling, JRNL 3155 Storytelling 2: Reporting, JRNL 4270 Advanced Storytelling, JRNL 4165 Data Visualization.				
Monitor course outline process and renew, update and amend as needed.	Beverley and appropriate course developers	Ongoing	09/18 calendar	
Experiment with offering some upper-level courses in the Summer semester.	Beverley	05/2017	Ongoing	Typically, we offer two sections of JRNL 1160 Intro to Journalism and two of COMM 1100 Foundations of Communication Studies. This summer, we are replacing one section of JRNL 1160 with JRNL 4165 Data Visualization, which has proven to be a popular elective for students other than Bachelor of Journalism students.
Develop a new upper-level production course, which results in students producing a website of their work, and some student work from some other courses.	Mark	08/17		Committee-approval dates for inclusion in the September 2018 calendar are TBA.
Develop courses made possible by Sportsnet funding.	Beverley/Mark			JRNL 3180 Intro to Sports Journalism and COMM 3230 Sports Media and Audience were offered for the first time in Spring 2017. We will offer two more, including mentorship by local sports journalists, beginning in 2018. Funding is provided for each of these courses for five years.
				NOTE: When we begin the deeper work of the curriculum-revision process, we may discover other changes that need to be made to support our objective.

Resource Implications NOT APPLICABLE

STRATEGY 2: Continue working towards approval for a full proposal for Bachelor of Communication Studies

GOAL(S) THIS STRATEGY SUPPORTS:

1. Increase enrolment and interest in KPU's Bachelor of Journalism and the department's growing Communication Studies offerings.

RATIONALE FOR THIS STRATEGY: Very strong enrolment in our Communication Studies courses and interest in a Communication Studies degree among those students indicate that this degree would benefit both KPU and potential students.

Step(s) Required to Achieve this Strategy	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Continue degree-proposal process for a Bachelor of Communication Studies.	Beverley	Ongoing	as soon as the process allows	This is in process. We are expecting a response soon from Academic Planning and Priorities to our program-proposal feasibility request.

Resource Implications NOT APPLICABLE

STRATEGY 3: Continue our commitment to provide students with technological skills and equipment that are up-to-date with current professional practice

GOAL(S) THIS STRATEGY SUPPORTS:

1. Maintain relevance of the degree, and adapt to the ever-changing industry landscape to do so.
2. Increase enrolment and interest in KPU's Bachelor of Journalism and the department's growing Communication Studies offerings.

RATIONALE FOR THIS STRATEGY: Familiarity with current technology and professional practice are essential for graduates' employment.

Step(s) Required to Achieve this Strategy	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Add JRNL 4165 Data Visualization, currently an elective course, to our list of required courses.	Beverley	08/17	09/18	Committee-approval dates for inclusion in the September 2018 calendar are TBA.
Purchase equipment with Sportsnet funding.	Mark	in process	as soon as delivery is possible	Part of the \$250,000 our department has received from Rogers Sportsnet is dedicated to cameras and other equipment that we would have been unable to purchase otherwise. This purchase is partially completed.

Resource Implications NOT APPLICABLE

STRATEGY 4: Establish an advisory board.

GOAL(S) THIS STRATEGY SUPPORTS:

1. Maintain relevance of the degree, and adapt to the ever-changing industry landscape to do so.

RATIONALE FOR THIS STRATEGY: An advisory board of Journalism and other Communication professionals will help keep our degree relevant to potential employers.

Step(s) Required to Achieve this Strategy	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Create a board of advisors of Journalists and other communications professions.	Beverley	Sept. 2017	Feb. 2018	This should be completed mid-January
Hold an advisory board meeting.	Beverley		May 2018	

Resource Implications NOT APPLICABLE

STRATEGY 5: Provide educational opportunities for two specific groups: professional journalists and high-school students. These could include, for example, skills-upgrade workshops for professional journalists and video- and audio-journalism workshops for high-school students.

GOAL(S) THIS STRATEGY SUPPORTS:

1. Increase enrolment and interest in KPU's Bachelor of Journalism and the department's growing Communication Studies offerings.

RATIONALE FOR THIS STRATEGY: Data shows our first-year students are largely high-school graduates, so we should speak to where the interest is; we have the professional skills and equipment to provide working journalists with education and training.

Step(s) Required to Achieve this Strategy	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Research and develop options for working journalists: workshops/condensed courses/etc. Why wait till 2018?	Chad	Sept. 2018	Sept. 2019	This is the planning year.

Develop relationships with high schools and plan ways to connect with potential journalism students, including workshops/guest speaking in high-school classes/etc. Same as above.	Aaron	Sept. 2018	Sept. 2019	This is the planning year.
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Resource Implications NOT APPLICABLE

STRATEGY 5: Create a smooth transition to the new chair when the existing chair retires in Spring 2019.

GOAL(S) THIS STRATEGY SUPPORTS:

1. Maintain relevance of the degree, and adapt to the ever-changing industry landscape to do so.
2. Continue to adjust the curriculum to meet the changing needs of Journalists and the Journalism profession, including highly transferable skills.
3. Increase enrolment and interest in KPU's Bachelor of Journalism and the department's growing Communication Studies offerings.

RATIONALE FOR THIS STRATEGY: Efficient managing of any department is essential to student success and the smooth operation of KPU.

Step(s) Required to Achieve this Strategy	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Existing chair to provide information, guidance and job-shadowing to her successor throughout the academic year.	Beverley and incoming chair	09/18	Summer 2019	The existing chair was hired into the position (so, technically is a coordinator). She will have held the position for 14 years upon retirement.

Resource Implications NOT APPLICABLE

STRATEGY 6: Continue to revise course-outlines as required.

GOAL(S) THIS STRATEGY SUPPORTS:

1. Continue to adjust the curriculum to meet the changing needs of Journalists and the Journalism profession, including highly transferable skills.

RATIONALE FOR THIS STRATEGY: The curriculum must progress rationally and clearly to ensure student success; students need up-to-date education and skills to be employable.

Step(s) Required to Achieve this Strategy	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Pay attention to how the curricular changes effective September 2018 roll out and adjust as required.	Curr.Comm. rep.	09/19	09/21	

Resource Implications NOT APPLICABLE

STRATEGY 7: Ensure department equipment is up-to-date.

GOAL(S) THIS STRATEGY SUPPORTS:

1. Maintain relevance of the degree, and adapt to the ever-changing industry landscape to do so.
2. Increase enrolment and interest in KPU's Bachelor of Journalism and the department's growing Communication Studies offerings.

RATIONALE FOR THIS STRATEGY: Students must be familiar with current technology to be employable; donating our used equipment to less-fortunate students helps them immeasurably.

Step(s) Required to Achieve this Strategy	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Conduct an equipment audit and plan to request funding to purchase equipment, as required.	Mark	05/20	05/21	Approximately \$30,000 in equipment purchased in 2017 with Sportsnet funds.
Donate old/unnecessary equipment .	Mark	05/20	06/21	
Plan to purchase new equipment as required.	Mark	05/21	05/22	

PLAN APPROVED BY:

_____ Sal Ferreras _____
Provost's Name



Provost's Signature

November 27, 2017

Date

_____ Diane Purvey _____
Dean's Name



Dean's Signature

November 28, 2017

Date



Program Review One-Year Follow-Up Template

One-Year Follow-Up Report for: Journalism & Communications Studies

Date Self-Study Report approved by SSCPR: June 15, 2016

Date External Review approved by SSCPR: Jan. 25, 2017

Date Quality Assurance Plan approved by SSCPR: Nov. 8, 2017

Progress Report on Quality Assurance Plan

Add or remove rows or tables as needed.

MONTH/YEAR WHEN THE FIVE-YEAR ACTION PLAN BEGAN: September 2017

STRATEGY 1: Revise curriculum/courses so that courses progress more clearly through advancing skills, culminating in the Capstone course.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS:

Step(s) Required to Achieve this Strategy	Led by	Began on (M/YY)	Completed By (M/YY)	Progress to Date/Reasons for Lack of Progress
Revise the curriculum to facilitate clearer progression through advancing skills, as outlined in course-outline revisions detailed below.	Beverley Sinclair	Sept. 2017	09/ 18 calendar	Completed
Revise several course outlines to progress more clearly from one to the next, culminating in the capstone course (currently JRNL 4270 Advanced Storytelling). These revisions include following the naming convention of Storytelling 1, 2, 3, etc. Outlines to be revised in this regard include JRNL 2120 Storytelling 1; JRNL 2240 Beyond the News; JRNL 2330 Multimedia Storytelling; JRNL 3155 Storytelling 2: Reporting JRNL 4270 Advanced Storytelling.	Beverley Sinclair	Sept. 2017	09/ 18 calendar	Completed
Revise appropriate course outlines to specifically include content and learning outcomes that prepare students to use transferable journalism skills in professions other than journalism, such as media relations in various disciplines. These courses include JRNL 2120 Storytelling 1, JRNL 2240 Beyond the News, JRNL 2330 Multimedia Storytelling, JRNL 3155 Storytelling 2: Reporting, JRNL 4270 Advanced Storytelling, JRNL 4165 Data Visualization.	Beverley Sinclair	Sept. 2017	09/ 18 calendar	Completed

Program Review One-Year Follow-Up Template

Revise any remaining course outlines that are due for revision.	Beverley Sinclair	Sept. 2017	09/ 18 calendar	Incomplete due to faculty shortages through the first half of 2018; this continues to be a work in progress with the goal of having it completed for the 2019-20 calendar. We are on track to have the five remaining courses on the agenda for the February 2019 curriculum committee meeting.
Experiment with offering some upper-level courses in the Summer semester.	Beverley Sinclair	May 2017	Ongoing	After much discussion, and based on a previous experiment with upper-level summer classes, it was decided that we not proceed with this at this time. While there is some student demand for summer classes, it is not yet significant. This will be re-addressed as we work to increase student enrolment.
Develop courses made possible by Sportsnet funding.	Beverley Sinclair	Sept. 2017	2018-19 calendar year	JRNL 4180 Advanced Sports Journalism was developed and approved and will likely be offered for the first time in fall 2019. There is funding to develop and mount a fourth course, which was not completed as scheduled because of faculty shortages. That course will be developed in Spring 2019, ideally for the 2019/20 calendar year.
Develop a new production course (JRNL 3XXX), which will include web publication of student work from this course and others.	Mark Hamilton	Sept. 2017	2018-19 calendar year	This has not been developed, and departmental discussion of how best to accomplish this is continuing. It was given a lower priority than other departmental needs as we placed our emphasis for new skills/production-based classes on developing new Advanced Audio and Advanced Video Storytelling courses as part of our degree redevelopment.. It is our goal to continue our discussions, with a goal of having a new



Program Review One-Year Follow-Up Template

				course in place, likely for the 2020/21 calendar year.
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Program Review One-Year Follow-Up Template

STRATEGY 2: Continue working towards approval for a full proposal for Bachelor of Communication Studies

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS:

Step(s) Required to Achieve this Strategy	Led by	Began on (M/YY)	Completed By (M/YY)	Progress to Date/Reasons for Lack of Progress
Continue degree-proposal process for a Bachelor of Communication Studies.	Beverley Sinclair	Ongoing	Ongoing	After extensive consultation with the Dean's office and the appropriate committees of the Faculty of Arts, it was determined that development of a full degree or minor is not feasible at this time. Instead, the department will be focussing on ensuring that we have a robust and meaningful set of Communications and Media Studies courses available to our students, while leaving open the idea of degree sometime in the future.

STRATEGY 3: Continue our commitment to provide students with technological skills and equipment that are up-to-date with current professional practice

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS:

Step(s) Required to Achieve this Strategy	Led by	Began on (M/YY)	Completed By (M/YY)	Progress to Date/Reasons for Lack of Progress
Add JRNL 4165 Data Visualization, currently an elective course, to our list of required courses.	Beverley Sinclair	Sept. 2017	April 2018	Completed as part of our degree review
Purchase equipment with Sportsnet funding.	Mark Hamilton	Sept. 2017	Dec. 2018	The first half of the \$30,000 provided by Rogers Sportsnet was completed in late 2017. The second half (video cameras, 360-degree video equipment) is in process and will be



Program Review One-Year Follow-Up Template

				completed by year's end 2018. The order is currently in the hands of the purchasing department.
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Program Review One-Year Follow-Up Template

STRATEGY 4: Establish an advisory board.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS:

Step(s) Required to Achieve this Strategy	Led by	Began on (M/YY)	Completed By (M/YY)	Progress to Date/Reasons for Lack of Progress
Create a board of advisors of Journalists and other communications professions.	Beverley Sinclair	Sept. 2017	May 2018	Creation of the advisory board is continuing. Our goal is to have this established by year end 2018. See attached note for reasons for lack of progress. We have identified 11 potential members for our advisory committee and invitations have gone out as of Jan. 18
Hold an advisory board meeting.	Beverley Sinclair		Dec. 2018	Continuing. Our current goal is to hold the first meeting of the new advisory board in early 2019. See attached note for reasons for lack of progress. Pending response from invited members, it is our goal to hold our first advisory committee meeting no later than the end of February 2019.

STRATEGY 5: Provide educational opportunities for two specific groups: professional journalists and high-school students. These could include, for example, skills-upgrade workshops for professional journalists and video- and audio-journalism workshops for high-school students.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS:

Step(s) Required to Achieve this Strategy	Led by	Began on (M/YY)	Completed By (M/YY)	Progress to Date/Reasons for Lack of Progress
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Develop relationships with high schools and plan ways to connect with potential journalism students, including workshops/guest speaking in high-school classes/etc.	Aaron Goodman	Jan. 2018	Jan. 2019	There has been no progress on this. The departmental leader, Aaron Goodman, has taken leave (see attached note). This item will be brought forward in 2019, under new leadership.
Research and develop options for working journalists: workshops/condensed courses/micro-credentials and upgrades, including badges, short term courses, flexible learning strategies, etc.	Chad Skelton	Jan. 2018	Jan. 2019	Some preliminary progress has been made. 2018 was designated as a planning year for this item: planning and potential development of this item will continue into 2019.