



Journalism Program Review
Self-Study Report Appendices
August 2023

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Appendix 1: Administrative Data

Administrative Data Report for Journalism Programs

The chapter headings refer to the chapters in the Self-Study to which the data pertain.

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Glossary

Average Seats Offered: Maximum number of seats available in a department/Faculty divided by the count of classes offered by the department/Faculty.

Average Seats Filled: Number of seats taken in a department/Faculty divided by the count of classes offered by the department/Faculty.

BC Student Outcomes: Results of the three annual surveys of former post-secondary students in BC, one to two years after graduation, as a supplemental tool for assessing programs offered by KPU and comparing them to similar programs at other institutions. The three BC Student Outcomes surveys include the Diploma, Associate Degree, and Certificate Student Outcomes Survey (DAC), the Baccalaureate Graduates Survey (BGS), and the Trades Student Outcomes Survey (Trades). Note that while DAC covers all BC public post-secondary institutions, BGS does not report data from programs at research-intensive universities such as UBC and SFU.

Cumulative Grade 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 or DEF (Deferred). Useful for estimating the proportion of passing students based on any specific grade requirement.

DFW Rate: % of students who received a grade of D or F or withdrew from the course. Percentage is calculated based on number of students with a grade or a W/WE or DEF (Deferred).

Faculty Student Headcount: Count of all students enrolled in a Faculty, including undeclared students.

Fill Rate: Number of seats filled divided by the number of seats offered.

Grade Point Equivalent Mean: The average grade of students in the selected courses, based solely on the numerical grade point equivalent of a letter grade. A weighted average is used, such that larger classes have a larger influence on the computed mean. It is not an average of course-level grades weighted by course credits.

Intended of Undeclared: Students who identified the program under review as their intended major on their application. Note that not all of these students declare a major in the program under review.

Program Student Headcount: Count of declared and intended of undeclared students. Withdrawals are included. To avoid double counting students, the student headcount is a unique headcount for the year, not the sum of intended of undeclared and declared counts.

Repeat Rate: Students who repeat a course, that is, have taken the course previously. Percentage is calculated based on number of students with a grade or a W/WE or DEF.

Unmet Demand: Number of waitlist seats held by students unable to enroll in the same course, and have not dropped that course, within the same term. A student waitlisted in multiple sections of the same course in the same term is counted as one waitlist seat.

Seats Offered: Maximum number of seats available in a unit (section, course, department, faculty).

Seats Filled: Number of seats taken in the unit (section, course, department, faculty)

Chapter 3. Program Relevance and Demand

3.1 Relevance

Are the program learning outcomes relevant to the current needs of the discipline/sector?¹

What percentage of the program graduates are satisfied with the education they received? What percentage of the graduates rate the quality of instruction they received as “very good”, “good”, or “adequate”? Do they find their program of study useful in their current position?

Exhibit 1: KPU Journalism Program Student Outcomes Data Compared with Ministry Targets

Measures	Student Outcome Data for KPU Journalism Program (2020-22)	Student Outcome Data for Langara Journalism Program (Diploma & Post-Degree Certificate) (2020-22)	Student Outcome Data for BCIT Journalism Program (Certificate) (2020-22)	Student Outcome Data for TRU Journalism Program (Bachelor Degree) (2020-22)	Ministry Target
Respondents	20	29	44	28	-
Satisfaction ²	90%	100%	93%	96%	≥ 90%
Quality ³	90%	100%	98%	93%	≥ 90%
Usefulness ⁴	87%	75%	65%	93%	≥ 90%

3.3 Student Demand

Who takes the program?⁵

Has the demographic profile of Journalism Program declared and intended students changed over the last five years?

Exhibit 2: Demographic Profile of Journalism Program Students by Academic Year

	2018/19	2019/20	2020/21	2021/22	2022/23
Student Headcount	108	115	119	106	93
% Women	65%	57%	61%	62%	56%
% 22 years or younger	73%	76%	64%	65%	60%
% International	11%	18%	19%	12%	12%

How does the demographic profile of Journalism Program students compare with that of students at the same level for the Faculty of Arts as a whole over the same period?

Exhibit 3: Demographic Profile of Faculty of Arts Students by Academic Year

	2018/19	2019/20	2020/21	2021/22	2022/23
Student Headcount	5,805	5,887	5,755	6,146	6,126
% Women	62%	62%	63%	62%	61%
% 22 years or younger	68%	68%	68%	68%	69%
% International	14%	17%	18%	26%	30%

¹ Data reported in this section was obtained from a dashboard that is under development.

² Respondents who are "very satisfied" or "satisfied" with the education or training they received in their program of study.

³ Respondents who rate the quality of instruction received from their program of study as "very good", "good" or "adequate".

⁴ Respondents who describe their program of study as "very" or "somewhat" useful in their current occupation.

⁵ Data reported in this section was obtained from a dashboard that is under development.

Is demand for the program sustainable?

Has demand for Journalism courses been changing over the last five years? Is the overall class size, in terms of filled seats, sustainable? How does demand for Journalism courses compare with demand for Faculty of Arts courses at the same level over the same period?

Exhibit 4: Student Headcount in Journalism Courses by Academic Year Compared with Faculty of Arts Courses

	2018/19	2019/20	2020/21	2021/22	2022/23	%Change ⁶
Journalism	706	759	848	985	1,301	84%
Faculty of Arts	12,122	11,574	11,167	12,306	12,580	4%

Has demand for the Journalism Program changed over the last five years? How does it compare with demand for Faculty of Arts programs at the same level over the same period?

Exhibit 5: Student Headcount in Journalism Program by Academic Year Compared with Faculty of Arts Programs

	2018/19	2019/20	2020/21	2021/22	2022/23	%Change
Bachelor of Arts (Honours) in Journalism	2	1	1	4	1	-50%
Bachelor of Arts (Major) in Journalism	45	34	48	40	38	-16%
Bachelor of Arts (Minor) in Journalism	5	6	6	8	7	40%
Intended of Undeclared	63	74	72	59	51	-19%
Journalism Total Headcount	108	115	119	106	93	-14%
Faculty of Arts Total Headcount	5,805	5,887	5,755	6,146	6,126	6%

⁶ % Change refers to change between 2018/19 to 2022/23.

How do KPU Journalism Program enrolment trends compare with overall enrolment trends in similar programs in BC?

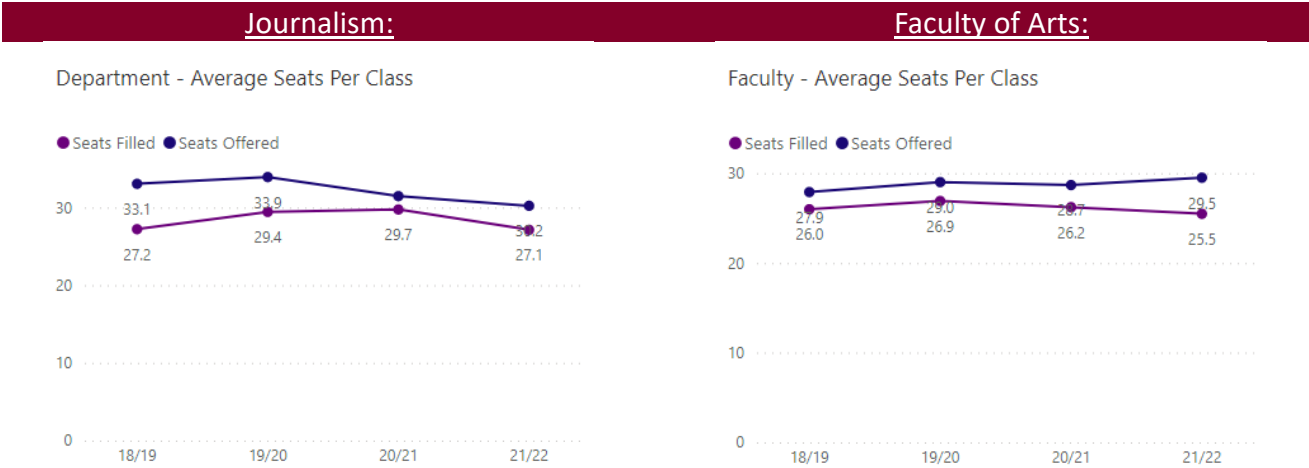
Exhibit 6: Number of Students Enrolled in Journalism Programs at BC Public Post-Secondary Institutions (excluding KPU students)⁷

	2017/18	2018/19	2019/20	2020/21
Total (excluding KPU)	377	414	463	459
UBC (V)	70	74	67	70
Master's Degree	70	74	67	70
TRU	114	125	150	142
Bachelor's Degree	114	125	150	141
Post-Degree Diploma	-	-	-	1
Langara	49	39	42	47
Diploma	33	24	30	30
Post-Degree Certificate	16	15	12	17
BCIT	142	173	204	200
Diploma	87	79	82	88
Certificate	55	95	122	112
Okanagan	2	3	-	-
Diploma	2	3	-	-
KPU (Bachelor Degree Only)	49	47	36	49

⁷ Data reported in this section was obtained from a dashboard that is under development. Data are coded by Classification of Instructional Program (CIP). To identify Journalism programs, CIP codes 9.0400, 9.0401, 9.0402 were used.

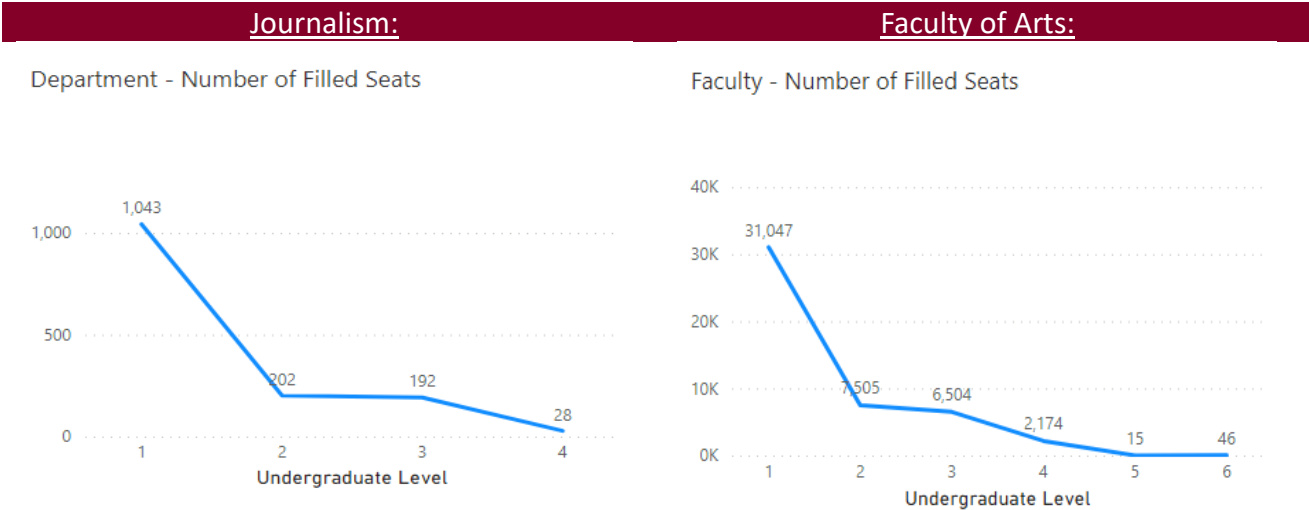
Has there been a change in average filled seats per class in Journalism courses? How do they compare with Faculty of Arts courses at the same level? Is demand steady, declining, or increasing?

Exhibit 7: Average Filled Seats per Class by Academic Year from AY 2018/19 to 2021/22⁸



How does demand for upper level courses (3rd and 4th year) compare with demand for lower level courses, where applicable? How does demand for upper level versus lower level courses compare with demand for Faculty of Arts upper level and lower level courses?

Exhibit 8: Number of Course Enrolments by Level for AY 2021/22⁹



How does tuition compare with instructional costs for the average class in your program?

A program’s importance isn’t gaged by the tuition revenue it brings in, as some programs will not be able to cover their costs, but all programs should be delivered efficiently. Part of assessing a program’s sustainability is considering if it can be made more efficient without compromising student safety or success. The biggest driver of efficiency is class size in terms of filled seats. International enrolments, where relevant, can improve a program’s sustainability.

⁸ Data reported in this section was obtained from a dashboard that is under development.

⁹ Data reported in this section was obtained from a dashboard that is under development.

Exhibit 9: Cost Structure of Average Class for Journalism, Faculty of Arts UG, and All KPU UG Courses for Academic Year 2021/22¹⁰

	Journalism	Arts UG	All KPU UG Courses
Cost of Instruction	\$15,712.75	\$15,712.75	\$15,712.75
Average # of Seats Filled	20.7	25.5	24.8
Overall % filled by International	38%	37%	43%
Tuition Revenue	\$21,881.83	\$26,688.97	\$28,253.34
Average Net Revenue	\$6,169.08	\$10,976.22	\$12,540.59
Total # of Classes	29	1,850	4,602
Total Net Revenue	\$178,903.21	\$20,306,002.41	\$57,711,794.08

*Average Net Revenue = Cost of instruction- tuition revenue

Does the program have the capacity to meet demand?

Are there waitlists that limit students' ability to progress through the program in a timely manner? Are the waitlists for courses delivered by the program, or delivered by other departments?

Exhibit 10: Unmet Demand at the Stable Enrolment Date

	Unmet Demand	Fill Rate
Spring 2023	222	97%
Fall 2022	136	93%
Summer 2022	134	95%
Spring 2022	62	89%
Fall 2021	65	88%
Summer 2021	91	99%
Spring 2021	21	89%
Fall 2020	29	99%

	Course	Unmet Demand
Spring 2023	COMM 1100	76
	COMM 1110	54
	JRNL 1160	58
	Course	Unmet Demand
Fall 2022	COMM 1100	52
	COMM 1110	55
	JRNL 1160	25
	Course	Unmet Demand
Summer 2022	COMM 1100	51
	COMM 1110	37
	JRNL 1160	46

Unmet demand by course is available in the [Enrolment Tracking Report dashboard](#) for each term.

¹⁰ Data reported in this section was obtained from a dashboard that is under development.

Chapter 4. Effectiveness of Instructional Delivery

4.1 Instructional Design and Delivery of Curriculum

Are appropriate opportunities provided to help students acquire the essential skills?¹¹

Graduates are asked to indicate the extent to which the program helps them achieve the Ministry identified essential skills. Is the program achieving the Ministry's targets in skills development?

Exhibit 11: KPU Journalism Program Student Outcomes Essential Skills Data Compared with Ministry Targets

Measures	Student Outcome Data for KPU Journalism Program (2020-22)	Student Outcome Data for Langara Journalism Program (Diploma & Post-Degree Certificate) (2020-22)	Student Outcome Data for BCIT Journalism Program (Certificate) (2020-22)	Student Outcome Data for TRU Journalism Program (Bachelor Degree) (2020-22)	Ministry Target
<i>Respondents</i>	20	29	44	28	
Skill Development ¹²	90%	89%	88%	96%	≥ 85%
<i>Write Clearly and Concisely</i>	95%	96%	74%	100%	≥ 85%
<i>Speak Effectively</i>	90%	75%	88%	100%	≥ 85%
<i>Read and Comprehend Materials</i>	95%	96%	90%	100%	≥ 85%
<i>Work Effectively with Others</i>	100%	90%	91%	93%	≥ 85%
<i>Analyze and Think Critically</i>	80%	90%	84%	96%	≥ 85%
<i>Resolve Issues or Problems</i>	75%	85%	93%	81%	≥ 85%
<i>Learn on your Own</i>	95%	88%	93%	100%	≥ 85%

¹¹ Data reported in this section was obtained from a dashboard that is under development.

¹² Program graduates' assessment of their skill development at KPU. An overall average for all skills is provided, plus the results for each skill.

4.2 Student Success

Are students performing satisfactorily in courses?¹³

Are an adequate number of students in Journalism courses receiving a grade of C and above? How do they compare with the students in Faculty of Arts courses at the same level?

Exhibit 12: Cumulative Grade Distribution for Journalism Courses from AY 2017/18 to AY 2021/22

Cumulative Grade Distribution for Department Courses

Academic Year ● 17/18 ● 18/19 ● 19/20 ● 20/21 ● 21/22



Exhibit 13: Cumulative Grade Distribution for Faculty of Arts Undergraduate Courses from AY 2017/18 to AY 2021/22

Cumulative Grade Distribution for Faculty Courses

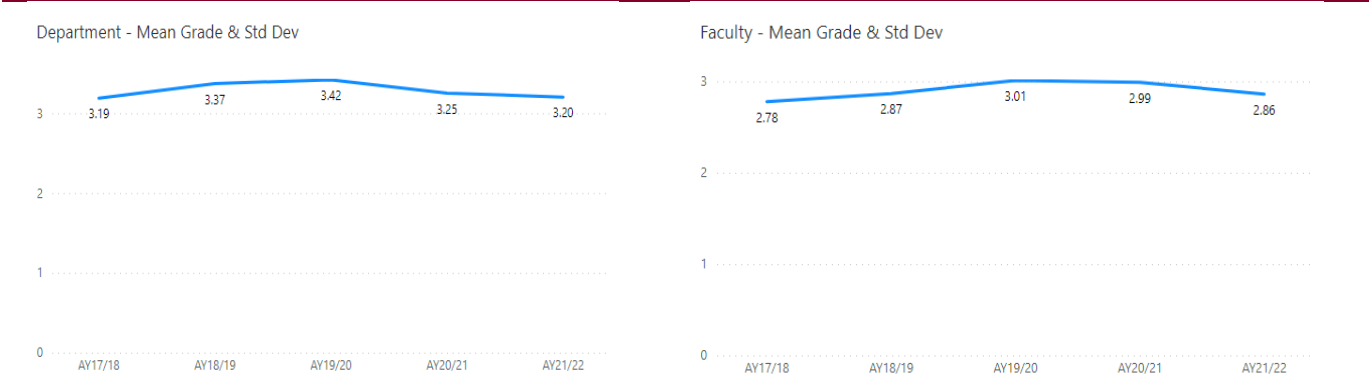
Academic Year ● 17/18 ● 18/19 ● 19/20 ● 20/21 ● 21/22



¹³ Data reported in this section was obtained from the Grade Distribution Report, which is available at [DATA - Home \(sharepoint.com\)](#)

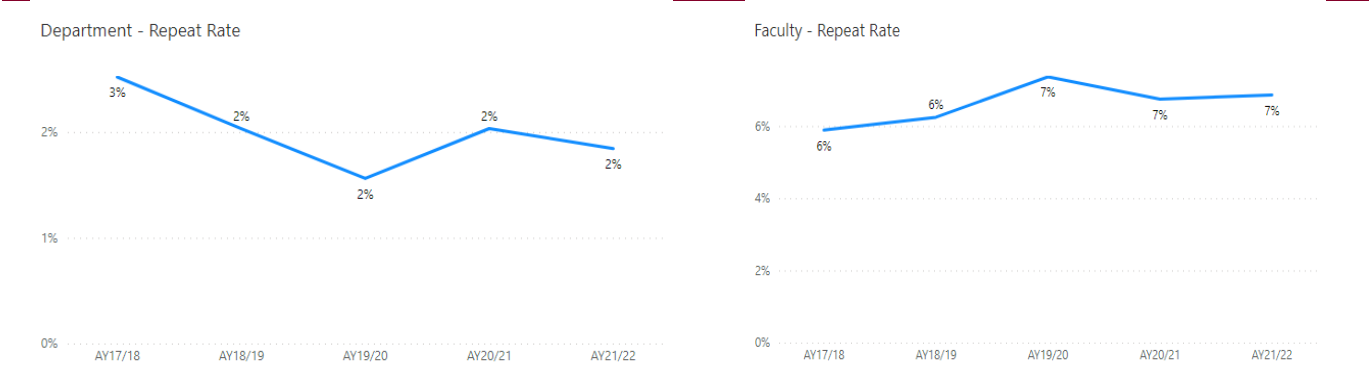
Do the overall grade trends for the Journalism courses indicate an issue? How do they compare with the overall grades for Faculty of Arts courses?

Exhibit 14: Grade Data for Journalism Undergraduate Level Courses by Academic Year compared with Faculty of Arts



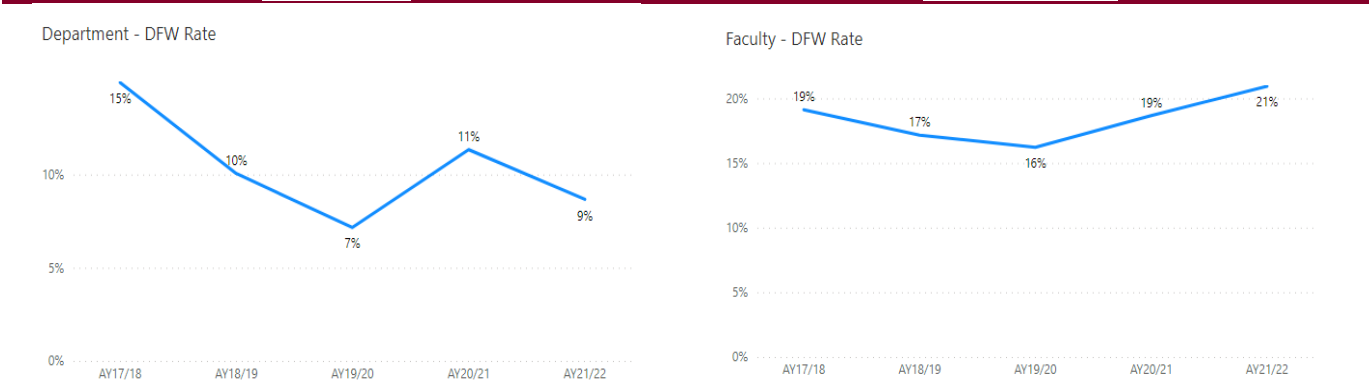
Do the repeat rate trends in Journalism courses indicate an issue? How does it compare with the repeat rate trends of Faculty of Arts undergraduate courses?

Exhibit 15: Repeat Rates in Journalism Undergraduate Level Courses by Academic Year Compared with Faculty of Arts



Does the DFW rate trends in Journalism courses indicate an issue? How does it compare with the DFW rate trends in Faculty of Arts undergraduate courses?

Exhibit 16: DFW Rates in Journalism Undergraduate Level Courses by Academic Year Compared with Faculty of Arts

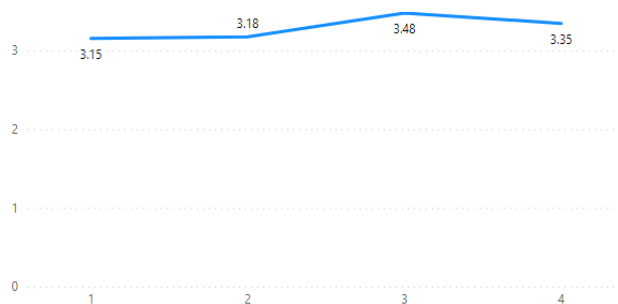


Are there any issues with Journalism students' performance at each level? How do they compare with Faculty of Arts undergraduate courses?

Exhibit 17: Student Performance Data for Journalism Courses for AY 2021/22 by Undergraduate Levels Compared with Faculty of Arts

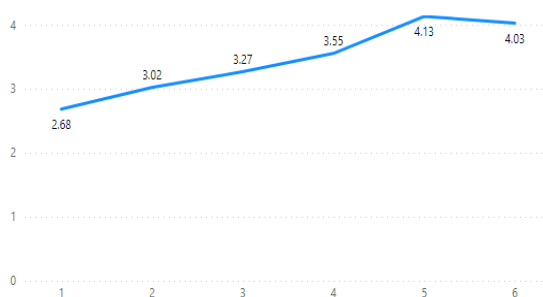
Journalism:¹⁴

Department - Mean Grade & Std Dev



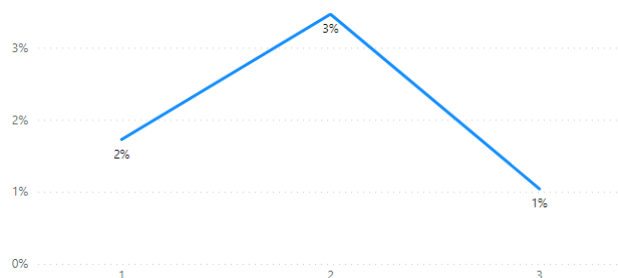
Faculty of Arts:

Faculty - Mean Grade & Std Dev



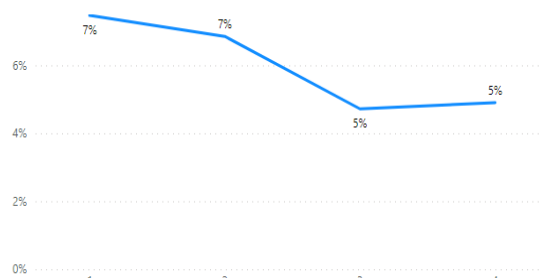
Journalism:

Department - Repeat Rate



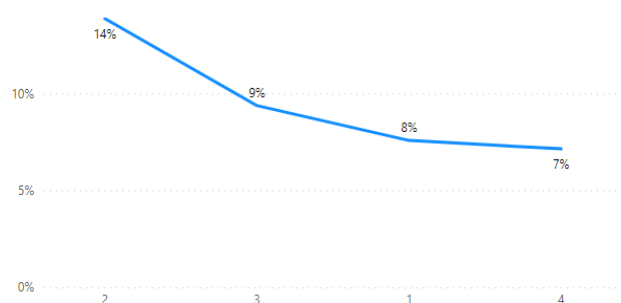
Faculty of Arts:

Faculty - Repeat Rate



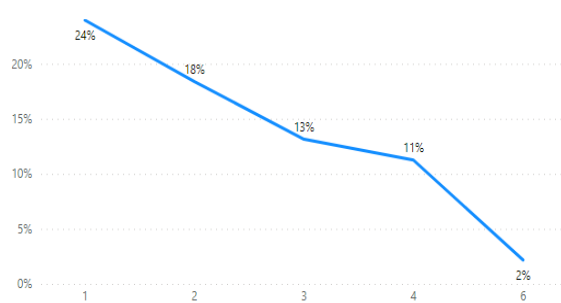
Journalism:

Department - DFW Rate



Faculty of Arts:

Faculty - DFW Rate



¹⁴ Note that variations in sample size can affect the Grade Point Equivalent Mean data.

Are students making satisfactory progress in the program?¹⁵

Has there been a change in the number of Journalism Program graduates over time? How does it compare with Faculty of Arts in general?

Exhibit 18: Journalism Program Graduate Headcount¹⁶ by Credential and Academic Year

	2017/18	2018/19	2019/20	2020/21	2021/22
Total ¹⁷	19	12	8	14	14
Bachelor's Degree	19	12	8	14	14

Exhibit 19: Faculty of Arts Graduate Headcount by Credential and Academic Year

	2017/18	2018/19	2019/20	2020/21	2021/22
Total	804	893	1,565	1,341	1,327
Associate Degree	74	52	66	55	66
Bachelor's Degree	389	358	440	449	441
Certificate	102	72	203	108	146
Diploma	245	421	862	738	689

Are Journalism students completing the program within a reasonable time? How does it compare with Faculty of Arts in general?

Are graduates of the program successful?

Are the graduates getting jobs in a related field? Are the graduates pursuing further education?

Exhibit 22: KPU Journalism Program Student Outcomes Data Compared with Ministry Targets

Measures	Average Student Outcome Data for KPU Journalism Program (2020-22)	Average Student Outcome Data for Langara Journalism Program (Diploma and Post-Degree Certificate) (2020-22)	Average Student Outcome Data for BCIT Journalism Program (Certificate) (2020-22)	Average Student Outcome Data for TRU Journalism Program (Bachelor Degree) (2020-22)	Ministry Target
Respondents	20	29	44	28	
Unemployment Rate ¹⁸	5.9%	16%	25%	NA	≤18.9%
Currently Employed ¹⁹	84%	75%	71%	100%	
In a Related Job ²⁰	73%	76%	53%	79%	
Further Studies ²¹	45%	21%	21%	18%	

¹⁵ Data reported in this section was obtained from the Credentials Report, which is available at [DATA - Home \(sharepoint.com\)](#)

¹⁶ Count of unique students who have earned a KPU credential. Breakdown values may not add up to total or 100% because a student can earn multiple credentials in different categories within the same academic year.

¹⁷ To avoid double counting students, total graduate headcounts presented in Exhibits 18 and 19 are unique headcounts of students for the year, not the sum of the credential counts.

¹⁸ Unemployment rate of KPU's graduates (of those in the labour market).

¹⁹ Respondents who were working at a job or business at the time of the survey, as a percentage of all respondents, regardless of whether they were in the labour force (see above).

²⁰ Respondents who are currently employed in occupations that they describe as "very" or "somewhat" related to their studies, as a percentage of all employed respondents.

²¹ Respondents who have taken further studies after taking the program, including those currently studying.

Appendix 2: KPU Journalism Statement on Equity, Diversity, Inclusion and Decolonization

KPU's Journalism program is committed to supporting Equity, Diversity, Inclusion and Decolonization in our program and the journalism industry as a whole. We believe journalism is stronger when it is produced by and includes the voices of people from a variety of different backgrounds and perspectives.

We recognize the harms done to minority communities by journalists in the past, including perpetuating negative stereotypes and inciting fear of those who are different.

We acknowledge the harms done to Indigenous people by journalists in the past. By seeking out and including Indigenous voices, considering colonialism in our reporting and reporting on news important to Indigenous communities, we believe journalists can play an important role in reconciliation moving forward.

We want all students to feel welcome in our program, including those who are Black, Indigenous, people of colour, 2SLGBTQ+ and/or living with a disability.

To that end:

- We will encourage and support students from under-represented groups to pursue a Bachelor of Journalism degree.
- We will work to ensure guest speakers in our classroom come from diverse backgrounds.
- When featuring graduates of our program on our website and in promotional materials, we will work to make sure they reflect the diversity of the students in our program.
- We have made INDG 1100 Introduction to Indigenous Studies a required course for the Bachelor of Journalism degree, in support of the Truth and Reconciliation Commission Call to Action 86.
- We will integrate readings, assignments and examples in our classroom that encourage students to reflect on issues of Equity, Diversity, Inclusion and Decolonization.
- We will encourage candidates from under-represented groups to apply for faculty positions with our department.
- We will encourage students to seek out and include Indigenous voices in their reporting, including the wisdom of Elders and other Indigenous ways of knowing.
- We will encourage journalism students to interview sources that reflect the diversity of the community they're reporting on.

KPU's Journalism program commits to developing an action plan to implement the goals in this statement and to review progress towards those goals on an annual basis.

Appendix 3: Career Pathways Map

CAREER PATHWAYS FOR BACHELOR OF JOURNALISM AND MINOR IN JOURNALISM:

	Journalism – Print and Online	Journalism - Broadcast	Communications
Entry Level	• Multimedia Journalist • Data Journalist • Sports Reporter • Photojournalist • Videographer • Web editor • Copy editor	• TV Reporter • Radio Reporter • Segment Producer	• Communications Officer • Media relations specialist • Public Information Officer • Social media specialist • Event Planner
Midcareer	• Columnist • Assignment Editor • City Editor	• Podcast host • Managing editor	• Senior Communications Manager • Public Affairs Manager
Senior Leadership	• Editor in Chief • Executive Editor	• News Director	• Corporate Communications Director

OTHER POSSIBLE CAREER PATHWAYS WITH FURTHER STUDY:

Additional Education	Possible Career Opportunities
Law School	Lawyer
Teacher Education	Teacher
MLIS in Library Sciences	Librarian, archivist, researcher
MA in Psychology	Counsellor
MA and PhD in Communication Studies	Professor or Instructor

Appendix 4: Curriculum Map

PROGRAM CURRICULUM MAP: Bachelor of Journalism

PROGRAM COURSES WITH COURSE LEARNING OUTCOMES	PROGRAM LEARNING OUTCOMES									
	PLO#1	PLO#2	PLO#3	PLO#4	PLO#5	PLO#6	PLO#7	PLO#8	PLO#9	PLO#10
	1. Create written and multimedia works of journalism using current industry standards and tools.	2. Edit works of journalism produced by others, providing helpful and constructive feedback, and incorporate feedback from others.	3. Produce works of journalism that incorporate an understanding of the importance of diversity, inclusion, reconciliation, empathy, curiosity and persistence.	4. Practice the principles of sound news judgment in developing story ideas, deciding what stories to cover and how to structure information within a story.	5. Conduct original research and reporting using a variety of different methods and resources and assess the reliability of different sources of information.	6. Cover newsworthy events and produce stories on deadline.	7. Critique works of journalism, demonstrating media literacy, critical thinking and an awareness of newsworthiness and the importance of diversity.	8. Explain and apply the key concepts of journalism ethics and media law.	9. Evaluate the role of journalism in a democratic society, including an understanding of the history of the industry and its business models.	10. Evaluate the impact of media and communication technology on society, applying theories of mass communication and media studies.
Calendar link for Bachelor of Journalism										
Calendar link for Bachelor of Journalism (Honors)										
For each CLO, the PLO(s) it satisfies are indicated, and at which level. The three levels are:										
Introduced [I]: Course learning outcomes that concentrate on knowledge or skills related to the program outcomes at a basic level or skills at an entry-level of complexity.										
Developing [D]: Course level outcomes that demonstrate learning at an increasing level of proficiency of the program level outcome as well expanding complexity.										
Advanced [A]: Course level outcomes that demonstrate learning related to the program level outcome with an increasing level of independence, expertise and sophistication or integrate the use of content or skills in multiple levels of complexity.										
1000 and 2000 Level										
INDG 1100: Introduction to Indigenous Studies										
Recognize the diversity of Indigenous people’s histories, cultures, and traditions in North America			I							
Describe traditional cultures of various Indigenous peoples in Canada			I							
Identify the impact of past, current, and ongoing colonialism on Indigenous peoples			I				I			
Explain the legacy of colonial oppression in Canada			I							
Describe and critically assess colonial assumptions			I				I			
Recognize Eurocentric and colonial bias			I				I			
Critique political, social, and economic motives behind the creation of cultural stereotypes			I				I			
Identify key Indigenous events in histories			I							
Explain the significance of Indigenous languages, cultures, worldviews and their impact on humanity			I							
Write meaningful responses to questions about Indigenous histories and cultures			I							
Research and apply Indigenous traditional knowledge and scholarship			I							
JRNL 1160: Introduction to Journalism										
Identify the differences between journalism and advertising, public relations and advocacy							I		I	
Describe how recent economic and technological changes have impacted journalism, both professional journalism and citizen journalism									I	
Identify the differences between mainstream journalism platforms and alternative/new media journalism platforms							I		I	
Analyze the impacts of social media on the practice of journalism									I	
Discuss news-story				I			I			
Identify the various media platforms: print, broadcast, internet, social networking media							I		I	
Describe journalism guidelines and ethics								I		
Understand the role and duties of a reporter									I	
Analyze the role of journalism in society, in governance and in democracy									I	
Identify the variety and diversity of current events and issues covered by various journalism media							I			
Identify what makes an event newsworthy				I			I			
Identify the differences between editorials, blogs, opinion pieces, news stories, feature stories							I			
Write and research on issues of current concern for journalists and journalism	I				I					
JRNL 1220: Citizen Journalism										
Write Freedom of Information requests					I					
Perform property record searches					I					
Search corporate records					I					
Find court documents					I					
Navigate the Statistics Canada website for specific information					I					
Interpret Statistics Canada information					I					
Perform searches including but not limited to: political campaign contributions, public-sector salaries					I					
Write concise, clear, readable blog posts	I									
Conduct journalistic interviews					I					

PROGRAM COURSES WITH COURSE LEARNING OUTCOMES	PROGRAM LEARNING OUTCOMES									
	PLO#1	PLO#2	PLO#3	PLO#4	PLO#5	PLO#6	PLO#7	PLO#8	PLO#9	PLO#10
	1. Create written and multimedia works of journalism using current industry standards and tools.	2. Edit works of journalism produced by others, providing helpful and constructive feedback, and incorporate feedback from others.	3. Produce works of journalism that incorporate an understanding of the importance of diversity, inclusion, reconciliation, empathy, curiosity and persistence.	4. Practice the principles of sound news judgment in developing story ideas, deciding what stories to cover and how to structure information within a story.	5. Conduct original research and reporting using a variety of different methods and resources and assess the reliability of different sources of information.	6. Cover newsworthy events and produce stories on deadline.	7. Critique works of journalism, demonstrating media literacy, critical thinking and an awareness of newsworthiness and the importance of diversity.	8. Explain and apply the key concepts of journalism ethics and media law.	9. Evaluate the role of journalism in a democratic society, including an understanding of the history of the industry and its business models.	10. Evaluate the impact of media and communication technology on society, applying theories of mass communication and media studies.
Record high-quality video footage using a smartphone	I									
Edit raw video footage into a concise news story	I									
Embed video in a blog	I									
Understand media law as it applies to blogging/social networking								I		
Create blog posts with maximum search engine optimization	I									
Write clear and concise blog posts about issues of community interest	I									
Organize research materials					I					
JRNL 2120: Storytelling: Writing for Journalism										
Describe what makes a story newsworthy				I			I			
Identify the most newsworthy information they have gathered		I		D		I				
Interview individuals for stories					D	D				
Conduct research using the Internet, including finding source documents such as court judgments and annual reports				D	D					
Write stories in Canadian Press (CP) style and following Canadian Press guidelines	D	D				D		D		
Write clear and concise news stories	D	D		D	D			D		
Report on a news event such as a city council meeting	I		I	I	I	I				
Explain basic journalism ethics and law								I		
JRNL 2230: Multimedia Storytelling										
Use computer and mobile applications to produce stories in a variety of media, including audio and video	D		I	D	D					
Describe the differences between journalism and personal storytelling							I	I		
Describe ethical considerations when producing multimedia journalism								I		
Identify possible storytelling modes and publishing platforms for online delivery of individual stories				D						
Gather images, audio and video and edit them for publication	D		I		D	D		D		
Utilize computer and mobile applications to publish to the internet	D							D		
Create a working plan for covering events, issues or people through multimedia				D	D					
JRNL 2240: Beyond the News: Feature Writing										
Create and publish journalistically sound work in a variety of subject areas	D	I	D	D	D	D		I		
Recognize potential storytelling and publishing possibilities	D		D	D						
Describe the differences and similarities between news writing and feature writing in traditional and non-traditional journalism	D		D	D	D	D	D			
Describe research methods related to feature writing	D				D		D			
Apply fact-gathering skills	D				D	D		I		
Describe essential differences between factual, critical and personal storytelling	D			D			D			
Use the internet for research and for publishing					D		D			
Describe the role of visual imagery in storytelling		D	D				D			
JRNL 2360: Photojournalism										
Compare basic concepts of visual journalism with those of other forms of photography							D			
Debate visual journalism as a means of communication							D			
Debate ethical issues in visual journalism and documentary image-making								D		
Differentiate between visual journalism and other types of photography							D			
Create effective imagery using professional-standard cameras	A									
Produce visual storytelling images using appropriate software	D									
Produce visual journalism in a variety of lighting conditions and settings that require different techniques	A		D	D						
Create both colour and black-and-white images suitable for print and digital publication and for use on social media	D									
Produce digital stories using images and audio	D		D	D						
JRNL 2370 : Podcasting and Audio Storytelling										
Describe the ethical considerations for audio gathering and editing								D		
Differentiate between types of audio storytelling							D			
Describe the roles of producers, editors and reporters in audio reporting									D	

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Create effective audio using professional-standard equipment	D		D	D	D					
Produce audio stories using appropriate software	D		D							
Describe the process of audio storytelling from idea to completed project	I		D	D						
Produce and publish short-form audio stories	D		D	D	D					
Select 6 credits from courses in Communication (COMM) numbered 1100 through 2999										
COMM 1100 : Foundations of Communication Studies										
Define the steps of the communication cycle (message, messenger, medium, audience)										D
Describe the main ideas behind each step of the communication cycle										I
Discuss the notion of objectivity										
Describe different approaches to analysis of media content										I
Describe some of the major organizations and other players involved in communications around the world with particular focus on North America										I
Discuss the impact of advertising and private ownership on media content										I
Describe how new technologies are continually reshaping the Canadian communications environment										I
Describe the various regulations that apply to media in Canada (laws, acts, etc)										I
COMM 1110: Television and Social Change										
Discuss the relationship between television and social change										I
Consider the impact of television on society										I
Consider the significance of "firsts" on television										I
Discuss the cultural and societal norms when such "firsts" occurred										I
Discuss methods of audience research and impact of such research on television programming										
Discuss the role of television programs in challenging or upholding social norms										I
Identify the characteristics of various television genres, such as sitcom, reality show, satire, news magazine										I
Consider the use of humour as social commentary in Western television programs										I
Consider the significance of current high-profile programs in the context of cultural influence/reflection										I
Consider the differences between Canadian and American entertainment programming, and reasons for those differences										I
Differentiate between watching television as entertainment and as a barometer of societal attitudes										I
Consider the effect of new media and technology on the evolution of television programming										
Discuss the effect of North American television programs on other societies										I
COMM 1200: Visual Literacy										
Apply definitions of visual literacy to an interdisciplinary field of visual expression										I
Recognize and apply basic design elements and principles to solve design problems										
Identify the structural elements of multimedia formats to formulate a personal, critical theory										
Identify and evaluate visual messages by applying concepts of visual syntax (structure and organisation of image) and visual semantics (culturally constructed ideas)										I
Acquire a set of visual-literacy skills by analyzing a broad range of media							I			I
Discuss the merit of work based on social-cultural value, purpose and audience										I
Describe historical references of visual literacy from a number of sources										I
Create and apply visual strategies to synthesize resource/research material										I
Design personal projects to apply concepts and comprehension of visual literacy										I
Interview people effectively for research related to visual literacy					I					
COMM 2100: Media Ethics and Law										
Explain the differences between legal and ethical issues							I	I		
Describe theories of ethics								I		

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Discuss different perspectives from which one can approach an ethical issue								I		
Interpret the process of reaching a decision on an ethical issue								I		
Discuss the differences among key aspects of the codes of ethics for journalists, advertisers, and public-relations professionals								D		
Analyze various types of media content, such as news reports, YouTube videos and blogs from an ethical and legal perspectives							D		D	
Describe and understand key aspects of Canadian law relating to journalism, social media, blogs and other digital-communication forums								I		
COMM 2210: Media, Audiences and Popular Culture										
Define popular culture										I
Describe different critical views towards popular culture										I
Discuss the relationship of popular culture to capitalism										D
Discuss the relationship between popular culture and psychology										I
Describe some of the salient characteristics of popular culture										D
Discuss the historical origins of popular culture										D
Discuss how people adapt popular culture to their day-to-day lives										D
Describe how popular culture follows and/or affects social changes in attitudes, values, and popular beliefs										D
3000 and 4000 Level										
JRNL 3165: Data Visualization										
Read, construct, interpret and evaluate arguments, tables, graphs and charts					A					
Collect, organize and interpret numeral data from surveys, open-data portals and Statistics Canada to reach conclusions and draw inferences					A					
Explain the limitations of raw data and how it can be misleading					D					
Undertake advanced Internet research					A					
Locate data on open-data portals and the Statistics Canada website					D					
Clean up poorly formatted data using spreadsheet program formulas					A					
Compile and analyze data in spreadsheets and databases					D					
Analyze surveys, polls and research questionnaires					D					
Calculate and explain a polling margin of error					A					
Use Freedom of Information and Access to Information laws and processes to obtain government data					A					
Locate and verify information sources					D					
Create an interactive map	A		A							
Create a searchable database	A		A							
Create an interactive data visualization	A		A							
Identify misleading charts, tables and graphs					A		A	A		
Explain and apply concepts such as regression toward the mean and correlation					A					
Develop analyses and reports founded on data	A									
JRNL 4270 : Advanced Storytelling										
Develop and produce individual articles that are part of a larger story package	A	A	A	A	A	A				
Assess methods for component storytelling within the context of a large project	A	D	A	A						
Interpret complex information and data					A					
Consider and employ best practices of reporting and publication	A	A	A	A	A	A				
Consider and employ effective storytelling modes and methods	A	A								
Select 18 credits from courses in Journalism (JRNL) numbered 3000 through 4999										
JRNL 3170: Narrative Nonfiction										
Analyze the characteristics of long-form narrative nonfiction							A			
Compare narrative nonfiction with reportage -only writing							A			
Analyze the fundamental journalistic principles that narrative nonfiction must follow	D	D	A	A	A		A			
Debate how narrative nonfiction can have a unique impact on readers and society							A			
Analyze appropriate formats for a story, such as magazine article, memoir, essay	D	D	A	A	A		A			

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Debate the impact of new technologies on the nonfiction publishing industry										A
Generate original story ideas	A		A	A						
Interview people and do other research for a story	A		A	A	A	A				
Produce a publishable narrative-nonfiction story online and/or print	A	A	A	A	A	A		A		
Rewrite a story based on editor's input		A								
JRNL 3175: News Reporting										
Create news stories (print, audio or video) suitable for publication about public affairs, courts, police and crime	A			A	A			A		
Attend and report on news events, such as news conferences, court cases, city council and school board meetings					A	A				
Identify and articulate what makes a story newsworthy and why	D	D		D	A	D	D			
Interview individuals for stories	A		A		A					
Conduct research using the Internet, including finding source documents such as court judgments, annual reports and budgets				A	A		A			
Explain defamation and journalism ethics								A		
Analyze stories in the news that cover these topics, using the same techniques learned in class		D					A	A		D
Use social media to promote stories and to find sources	A		A		A	A				
JRNL 3180: Sports Journalism										
Provide effective coverage of sports events and/or issues for print, broadcast and online	D	A	D	A	A	D	A			
Identify a sports beat and develop a plan for covering it				D	A					
Write long- and short-form sports features	D		D	A	D					
Develop quality sports coverage plans for print, broadcast and online media				D	D		D			
Use social media to comments on sports and engage with an audience	D		D			D				
Understand ethical considerations in for covering sports								D		
JRNL 3260: The Future of News										
Analyze fundamental media economics							D		A	D
Analyze the effects of the Internet on existing media economics							D		A	D
Investigate changing employment trends for journalists							D		A	
Interpret possibilities for self-employment in a changing media landscape							D		A	
Develop strategies for professional networking, reputation-building and promotion	D			D					A	
Employ strategies for starting, building and maintaining a self-directed career in media	D			D					A	
JRNL 3270: Video Journalism										
Produce visual journalism using advanced features of video cameras	A		A	A	A					
Debate legal and ethical rights and obligations of visual storytellers								A		
Analyze the contribution of visual journalism to public discourse							A		A	
Analyze effective video journalism and storytelling							A			
Solve storytelling challenges with advanced technical knowledge and creative techniques	A		A							
Produce and publish video stories	A		A	A	A	A				
Create and present an effective video story	A		A	A	A	A				
Utilize technical and creative skills in covering a wide variety of events	A									
Consider the responsibilities of a visual storyteller in covering events of a sensitive or controversial nature			A					A		
Organize work effectively in a team environment	A	A	A							
JRNL 3370: Audio Documentary										
Produce audio journalism using advanced reporting and editing techniques	A		A	A	A					
Debate legal and ethical rights and obligations of storytellers								A		
Analyze the contribution of audio storytelling to public discourse							A		A	
Solve storytelling challenges with advanced technical knowledge and creative techniques	A		A	A						
Produce and publish long-form audio stories	A		A	A	A					
Utilize technical and creative skills to cover a story in-depth	A		A	A	A					
Consider the responsibilities of a storyteller in covering events of a sensitive or controversial nature								A		

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Organize work effectively in a team environment	A	A	A							
JRNL 4141: Work Experience										
Work effectively as a journalist in a professional setting	A		A	A	A	A				
Produce and maintain a work experience plan										
Investigate potential job markets									A	
Explore and assess the range of industry-related employment									A	
Set realistic and achievable personal and professional learning objectives for their work experience										
Experience, observe, explore and participate in a work setting relevant to their Bachelor of Journalism curriculum and career interests	A		A	A	A	A				
Conduct themselves in a professional and collegial manner with others at the work site										
Evaluate and assess their own ability, effectiveness, interest and competency as a journalist										
Produce the quality and quantity of work that meets the expectations of the workplace	A		A	A	A	A				
Synthesize educational and practical experience and insights in a report on the experience										
Produce and maintain a portfolio of professional work										
Produce an effective cover letter and resume										
JRNL 4180: Advanced Sports Journalism										
Apply journalism standards and ethical principles to coverage of sports events	A	A		A	A	A	A	A		
Develop journalistically-sound coverage of sports events and social issues as they relate to sports										
Identify and report on wider societal issues that affect or arise from sports			A	A			A			A
Identify, extract, and report essential material (written and oral) from sports coverage and interviews	A			A	A	A				
Apply and refine research skills	A	A	A	A	A		A			
Identify roles and opportunities within professional sports journalism									A	
Apply ethical and cultural considerations to various sports coverage related issue			A	A			A	A		A
JRNL 4240: Social Issues Journalism										
Plan, research and write feature-length social-issues journalism stories suitable for publication	A		A	A	A			A		
Combine extensive research with feature-writing skills	A	A	A		A					
Interview a variety of people, including those with personal experiences relating to social issues	A		A	A	A			A		
Identify issues in the news that are indicative of broad social and political issues of ongoing social significance							A			
Debate the forces that shape social-issues journalism, such as journalism traditions and pressure from special-interest groups, or corporate and political interests							A	A	D	
Discuss the history and current role of social issues reporting, including advocacy and investigative journalism			A				A		A	
Analyze current examples of social-issues journalism							A			
JRNL 4250 : Politics and Journalism										
Write professional-level journalistic articles about politics	A	A	A	A	A	A				
Meet responsibilities for publishing in various formats when reporting on live events	A		A	A		A		A		
Find sources of information and conduct in-depth research	A				A	A				
Access documents from various levels of government	A				A					
Resist pressure from government or other organizations to publish only material to their benefit	A		A	A					A	
Conduct effective interviews with people involved in politics about relevant issues					A					
Create news stories from government budget information	A									
Discuss and debate topics such as the watchdog role of journalism in democracy and the relationships among politicians, bureaucrats, non-governmental organizations and journalists							A		A	

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Discuss principles of journalism ethics								A		
JRNL 4260 : Computer Coding for Journalists										
Analyze interactive methods for reportage and storytelling					A		A			
Produce interactive web features using a variety of techniques	A		A							
Consider principles of effective interactive design to present data and information	A		A	A						
Compare best-use software applications, programs and platforms for delivery of individual interactives	A									
Develop conceptual plans that use programming for delivery of data and information	A									
Publish applications and interactive webs	A		A							
JRNL 4900 : Special Topics										
Clearly and concisely explain specific concepts relevant to the selected topic	A						A			
Identify and analyze trends in the selected topic area (reporting, technology, or the academic discipline)							A			
Apply effective innovation and problem-solving skills in the selected topic through discussion and analysis							A			
Develop a project that demonstrates effective communication considering context, audience and format	A	A	A	A	A					
JRNL 4970 : Journalism Honours Seminar										
Explain their research plan, strategy and outcomes to other students			A	A	A					
Plan a communication strategy to share the research results with the public or other groups					A					
Present individual research for at least 3 seminars					A					
Publish the journalism work or present the thesis paper to a group of instructors or other academics	A		A	A						
JRNL 4990 : Honours I - Research										
Identify a research topic that is appropriate in scope and depth for an undergraduate honours degree					A					
Write a preliminary research proposal					A					
Develop a research program					A					
Analyze the quality and content of research materials					A					
Write a research framework					A					
JRNL 4995 : Honours Thesis										
Interpret research findings					A					
Select material that is relevant to the thesis topic or journalism project from extensive preliminary research					A					
Organize complex material into chapters and sections or into a series of journalism stories	A	A	A	A						
Produce a first draft of a thesis or in-depth journalism project	A	A	A	A						
Revise and edit the draft into a final document or project		A								
Assess whether there are any omissions that need to be addressed		A								
Complete a final draft of the thesis or series of journalism stories	A	A	A	A						
Select 6 credits from courses in Communications (COMM) numbered 3000 through 4999										
COMM 3100: Media and Diversity										
Interpret diversity and discuss it from an inclusive perspective										A
Debate what constitutes a diverse audience										A
Debate the relationship between diversity and objectivity										D
Write about diversity with fairness and balance										A
Investigate how people of various races, ethnicities, cultures, genders, sexualities, and disabilities participate in and are portrayed in the media							I			A
Debate problems in how marginalized and oppressed groups are portrayed in media										A
COMM 3200: Celebrity and the Media										
Explain the evolution of celebrity culture										A
Analyze the effect of changing media technologies on the nature of celebrity										D

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Evaluate the relationship between celebrity culture and various aspects of society							I			A
Discuss the impact of celebrity culture on notions of self and identity										D
Critically reflect on one's own interaction with celebrity culture										A
COMM 3210: Communication and Everyday Life										
Explain the origins of and the concept of a text and give various examples										A
Discuss broadly the semiotic tradition as it applies to the field of communications										A
Perform the various elements of textual analysis: semiotic, ideological, visual, intertextual, etc.										
Understand the concept and process of discourse analysis										A
Discuss the history of discourse theory										A
Analyze how ideologies shape discourses										A
Explain how discourses can take verbal, written, visual, and various other forms										A
COMM 3220: Social Media, New Technology, and Society										
Discuss the stakeholders in the realms of social media, mobile technologies, and wearable technology										A
Examine the history of social media										A
Analyze the social impacts of social media, mobile technologies, and wearable tech										A
Explain inequalities related to gender, race, sexuality, and class in regards to social media, mobile technologies, and wearable technology										A
Join, use, and analyze critically a series of social media platforms										A
Analyze critically a series of mobile and wearable technologies										A
COMM 3230 : Sports, Media and Audience										
Analyze the relationship between sports, athletes, media and audience							A		A	A
Debate issues relating to sports media, e.g. race, gender, sexuality, nationalism, consumerism, violence and civic life							A		A	A
Analyze issues of media ethics particular to sports media, including mass media and social media							A	A		
For Honours										
JRNL 4190: Directed Study Honours I - Research										
Identify a research and thesis topic that is appropriate in scope and depth for an undergraduate honours degree				A	A					
Write a preliminary thesis proposal	A		A	A	A					
Develop a research program					A					
Analyze the quality and content of research materials					A					
Write a thesis outline	A			A	A					
JRNL 4290: Honours Thesis										
Interpret research findings				A	A					
Select material that is relevant to the thesis topic from extensive preliminary research				A	A					
Organize complex material chapters and sections		A								
Produce a first draft	A	A	A	A						
As necessary, engage in a process of revision and rewriting that will result in a final document		A								
Assess whether there are any omissions that need to be addressed										
Complete a final draft of the thesis on the methods and results of a research project										
JRNL 4295 : Journalism Honours Seminar										
Identify and explain contemporary mass communication and journalism research strategies									A	A
Identify contemporary mass communication and research issues										A
Evaluate contemporary mass communication and journalism research strategies					A					A
Critique the process of designing research strategies in mass communication and journalism					A					
Lead a seminar					A					
Present a research paper					A					

PROGRAM CURRICULUM MAP: Minor in Journalism

PROGRAM COURSES WITH COURSE LEARNING OUTCOMES	PROGRAM LEARNING OUTCOMES			
	PLO#1	PLO#2	PLO#3	PLO#4
	1. Create written and multimedia works of journalism using current industry standards and tools.	2. Practice the principles of sound news judgment in developing story ideas, deciding what stories to cover and how to structure information within a story.	3. Conduct original research and reporting using a variety of different methods and resources and assess the reliability of different sources of information.	4. Critique works of journalism, demonstrating media literacy, critical thinking and an awareness of newsworthiness and the importance of diversity.

[Calendar link for the Minor in Journalism](#)

For each CLO, the PLO(s) it satisfies are indicated, and at which level. The three levels are:				
Introduced [I]: Course learning outcomes that concentrate on knowledge or skills related to the program outcomes at a basic level or skills at an entry-level of complexity.				
Developing [D]: Course level outcomes that demonstrate learning at an increasing level of proficiency of the program level outcome as well expanding complexity.				
Advanced [A]: Course level outcomes that demonstrate learning related to the program level outcome with an increasing level of independence, expertise and sophistication or				
JRNL 1160: Introduction to Journalism				
Identify the differences between journalism and advertising, public relations and advocacy				I
Describe how recent economic and technological changes have impacted journalism, both professional journalism and citizen journalism				
Identify the differences between mainstream journalism platforms and alternative/new media journalism platforms				I
Analyze the impacts of social media on the practice of journalism				
Discuss news-story		I		I
Identify the various media platforms: print, broadcast, internet, social networking media				I
Describe journalism guidelines and ethics				
Understand the role and duties of a reporter				
Analyze the role of journalism in society, in governance and in democracy				
Identify the variety and diversity of current events and issues covered by various journalism media				I
Identify what makes an event newsworthy		I		I
Identify the differences between editorials, blogs, opinion pieces, news stories, feature stories				I
Write and research on issues of current concern for journalists and journalism	I		I	
JRNL 1220: Citizen Journalism				
Write Freedom of Information requests			I	
Perform property record searches			I	
Search corporate records			I	
Find court documents			I	
Navigate the Statistics Canada website for specific information			I	
Interpret Statistics Canada information			I	

PROGRAM COURSES WITH COURSE LEARNING OUTCOMES	PROGRAM LEARNING OUTCOMES			
	PLO#1	PLO#2	PLO#3	PLO#4
	1. Create written and multimedia works of journalism using current industry standards and tools.	2. Practice the principles of sound news judgment in developing story ideas, deciding what stories to cover and how to structure information within a story.	3. Conduct original research and reporting using a variety of different methods and resources and assess the reliability of different sources of information.	4. Critique works of journalism, demonstrating media literacy, critical thinking and an awareness of newsworthiness and the importance of diversity.
Perform searches including but not limited to: political campaign contributions, public-sector salaries			I	
Write concise, clear, readable blog posts	I			
Conduct journalistic interviews			I	
Record high-quality video footage using a smartphone	I			
Edit raw video footage into a concise news story	I			
Embed video in a blog	I			
Understand media law as it applies to blogging/social networking				
Create blog posts with maximum search engine optimization	I			
Write clear and concise blog posts about issues of community interest	I			
Organize research materials			I	
JRNL 2120: Storytelling: Writing for Journalism				
Describe what makes a story newsworthy		I		I
Identify the most newsworthy information they have gathered		D		
Interview individuals for stories			D	
Conduct research using the Internet, including finding source documents such as court judgments and annual reports		D	D	
Write stories in Canadian Press (CP) style and following Canadian Press guidelines	D			
Write clear and concise news stories	D	D	D	
Report on a news event such as a city council meeting	I	I	I	
Explain basic journalism ethics and law				
Select 6 credits from courses in Journalism (JRNL) numbered 2000 through 2999				
JRNL 2230: Multimedia Storytelling				
Use computer and mobile applications to produce stories in a variety of media, including audio and video	D	D	D	
Describe the differences between journalism and personal storytelling				I
Describe ethical considerations when producing multimedia journalism				
Identify possible storytelling modes and publishing platforms for online delivery of individual stories		D		
Gather images, audio and video and edit them for publication	D		D	
Utilize computer and mobile applications to publish to the internet	D			
Create a working plan for covering events, issues or people through multimedia		D	D	
JRNL 2240: Beyond the News: Feature Writing				
Create and publish journalistically sound work in a variety of subject areas	D	D	D	

PROGRAM COURSES WITH COURSE LEARNING OUTCOMES	PROGRAM LEARNING OUTCOMES			
	PLO#1	PLO#2	PLO#3	PLO#4
	1. Create written and multimedia works of journalism using current industry standards and tools.	2. Practice the principles of sound news judgment in developing story ideas, deciding what stories to cover and how to structure information within a story.	3. Conduct original research and reporting using a variety of different methods and resources and assess the reliability of different sources of information.	4. Critique works of journalism, demonstrating media literacy, critical thinking and an awareness of newsworthiness and the importance of diversity.
Recognize potential storytelling and publishing possibilities	D	D		
Describe the differences and similarities between news writing and feature writing in traditional and non-traditional journalism	D	D	D	D
Describe research methods related to feature writing	D		D	D
Apply fact-gathering skills	D		D	
Describe essential differences between factual, critical and personal storytelling	D	D		D
Use the internet for research and for publishing			D	D
Describe the role of visual imagery in storytelling				D
JRNL 2360: Photojournalism				
Compare basic concepts of visual journalism with those of other forms of photography				D
Debate visual journalism as a means of communication				D
Debate ethical issues in visual journalism and documentary image-making				
Differentiate between visual journalism and other types of photography				D
Create effective imagery using professional-standard cameras	A			
Produce visual storytelling images using appropriate software	D			
Produce visual journalism in a variety of lighting conditions and settings that require different techniques	A	D		
Create both colour and black-and-white images suitable for print and digital publication and for use on social media	D			
Produce digital stories using images and audio	D	D		
JRNL 2370 : Podcasting and Audio Storytelling				
Describe the ethical considerations for audio gathering and editing				
Differentiate between types of audio storytelling				D
Describe the roles of producers, editors and reporters in audio reporting				
Create effective audio using professional-standard equipment	D	D	D	
Produce audio stories using appropriate software	D			
Describe the process of audio storytelling from idea to completed project	I	D		
Produce and publish short-form audio stories	D	D	D	
Select 12 credits from courses in Journalism (JRNL) numbered 3000 through 4999				
JRNL 3165: Data Visualization				
Read, construct, interpret and evaluate arguments, tables, graphs and charts			A	
Collect, organize and interpret numerical data from surveys, open-data portals and Statistics Canada to reach conclusions and draw inferences			A	

PROGRAM COURSES WITH COURSE LEARNING OUTCOMES	PROGRAM LEARNING OUTCOMES			
	PLO#1	PLO#2	PLO#3	PLO#4
	1. Create written and multimedia works of journalism using current industry standards and tools.	2. Practice the principles of sound news judgment in developing story ideas, deciding what stories to cover and how to structure information within a story.	3. Conduct original research and reporting using a variety of different methods and resources and assess the reliability of different sources of information.	4. Critique works of journalism, demonstrating media literacy, critical thinking and an awareness of newsworthiness and the importance of diversity.
Explain the limitations of raw data and how it can be misleading			D	
Undertake advanced Internet research			A	
Locate data on open-data portals and the Statistics Canada website			D	
Clean up poorly formatted data using spreadsheet program formulas			A	
Compile and analyze data in spreadsheets and databases			D	
Analyze surveys, polls and research questionnaires			D	
Calculate and explain a polling margin of error			A	
Use Freedom of Information and Access to Information laws and processes to obtain government data			A	
Locate and verify information sources			D	
Create an interactive map	A			
Create a searchable database	A			
Create an interactive data visualization	A			
Identify misleading charts, tables and graphs			A	A
Explain and apply concepts such as regression toward the mean and correlation			A	
Develop analyses and reports founded on data	A			
JRNL 3170: Narrative Nonfiction				
Analyze the characteristics of long-form narrative nonfiction				A
Compare narrative nonfiction with reportage-only writing				A
Analyze the fundamental journalistic principles that narrative nonfiction must follow	D	A	A	A
Debate how narrative nonfiction can have a unique impact on readers and society				A
Analyze appropriate formats for a story, such as magazine article, memoir, essay	D	A	A	A
Debate the impact of new technologies on the nonfiction publishing industry				
Generate original story ideas	A	A		
Interview people and do other research for a story	A	A	A	
Produce a publishable narrative-nonfiction story online and/or print	A	A	A	
Rewrite a story based on editor's input				
JRNL 3175: News Reporting				
Create news stories (print, audio or video) suitable for publication about public affairs, courts, police and crime	A	A	A	
Attend and report on news events, such as news conferences, court cases, city council and school board meetings			A	
Identify and articulate what makes a story newsworthy and why	D	D	A	D
Interview individuals for stories	A		A	

PROGRAM COURSES WITH COURSE LEARNING OUTCOMES	PROGRAM LEARNING OUTCOMES			
	PLO#1	PLO#2	PLO#3	PLO#4
	1. Create written and multimedia works of journalism using current industry standards and tools.	2. Practice the principles of sound news judgment in developing story ideas, deciding what stories to cover and how to structure information within a story.	3. Conduct original research and reporting using a variety of different methods and resources and assess the reliability of different sources of information.	4. Critique works of journalism, demonstrating media literacy, critical thinking and an awareness of newsworthiness and the importance of diversity.
Conduct research using the Internet, including finding source documents such as court judgments, annual reports and budgets		A	A	A
Explain defamation and journalism ethics				
Analyze stories in the news that cover these topics, using the same techniques learned in class				A
Use social media to promote stories and to find sources	A		A	
JRNL 3180: Sports Journalism				
Provide effective coverage of sports events and/or issues for print, broadcast and online	D	A	A	A
Identify a sports beat and develop a plan for covering it		D	A	
Write long- and short-form sports features	D	A	D	
Develop quality sports coverage plans for print, broadcast and online media		D	D	D
Use social media to comments on sports and engage with an audience	D			
Understand ethical considerations in for covering sports				
JRNL 3260: The Future of News				
Analyze fundamental media economics				D
Analyze the effects of the Internet on existing media economics				D
Investigate changing employment trends for journalists				D
Interpret possibilities for self-employment in a changing media landscape				D
Develop strategies for professional networking, reputation-building and promotion	D	D		
Employ strategies for starting, building and maintaining a self-directed career in media	D	D		
JRNL 3270: Video Journalism				
Produce visual journalism using advanced features of video cameras	A	A	A	
Debate legal and ethical rights and obligations of visual storytellers				
Analyze the contribution of visual journalism to public discourse				A
Analyze effective video journalism and storytelling				A
Solve storytelling challenges with advanced technical knowledge and creative techniques	A			
Produce and publish video stories	A	A	A	
Create and present an effective video story	A	A	A	
Utilize technical and creative skills in covering a wide variety of events	A			
Consider the responsibilities of a visual storyteller in covering events of a sensitive or controversial nature				
Organize work effectively in a team environment	A			

PROGRAM COURSES WITH COURSE LEARNING OUTCOMES	PROGRAM LEARNING OUTCOMES			
	PLO#1	PLO#2	PLO#3	PLO#4
	1. Create written and multimedia works of journalism using current industry standards and tools.	2. Practice the principles of sound news judgment in developing story ideas, deciding what stories to cover and how to structure information within a story.	3. Conduct original research and reporting using a variety of different methods and resources and assess the reliability of different sources of information.	4. Critique works of journalism, demonstrating media literacy, critical thinking and an awareness of newsworthiness and the importance of diversity.
JRNL 3370: Audio Documentary				
Produce audio journalism using advanced reporting and editing techniques	A	A	A	
Debate legal and ethical rights and obligations of storytellers				
Analyze the contribution of audio storytelling to public discourse				A
Solve storytelling challenges with advanced technical knowledge and creative techniques	A	A		
Produce and publish long-form audio stories	A	A	A	
Utilize technical and creative skills to cover a story in-depth	A	A	A	
Consider the responsibilities of a storyteller in covering events of a sensitive or controversial nature				
Organize work effectively in a team environment	A			
JRNL 4141: Work Experience				
Work effectively as a journalist in a professional setting	A	A	A	
Produce and maintain a work experience plan				
Investigate potential job markets				
Explore and assess the range of industry-related employment				
Set realistic and achievable personal and professional learning objectives for their work experience				
Experience, observe, explore and participate in a work setting relevant to their Bachelor of Journalism curriculum and career interests	A	A	A	
Conduct themselves in a professional and collegial manner with others at the work site				
Evaluate and assess their own ability, effectiveness, interest and competency as a journalist				
Produce the quality and quantity of work that meets the expectations of the workplace	A	A	A	
Synthesize educational and practical experience and insights in a report on the experience				
Produce and maintain a portfolio of professional work				
Produce an effective cover letter and resume				
JRNL 4180: Advanced Sports Journalism				
Apply journalism standards and ethical principles to coverage of sports events	A	A	A	A
Develop journalistically-sound coverage of sports events and social issues as they relate to sports				
Identify and report on wider societal issues that affect or arise from sports		A		A

PROGRAM COURSES WITH COURSE LEARNING OUTCOMES	PROGRAM LEARNING OUTCOMES			
	PLO#1	PLO#2	PLO#3	PLO#4
	1. Create written and multimedia works of journalism using current industry standards and tools.	2. Practice the principles of sound news judgment in developing story ideas, deciding what stories to cover and how to structure information within a story.	3. Conduct original research and reporting using a variety of different methods and resources and assess the reliability of different sources of information.	4. Critique works of journalism, demonstrating media literacy, critical thinking and an awareness of newsworthiness and the importance of diversity.
Identify, extract, and report essential material (written and oral) from sports coverage and interviews	A	A	A	
Apply and refine research skills	A	A	A	A
Identify roles and opportunities within professional sports journalism				
Apply ethical and cultural considerations to various sports coverage related issue		A		A
JRNL 4190: Directed Study Honours I - Research				
Identify a research and thesis topic that is appropriate in scope and depth for an undergraduate honours degree		A	A	
Write a preliminary thesis proposal	A	A	A	
Develop a research program			A	
Analyze the quality and content of research materials			A	
Write a thesis outline	A	A	A	
JRNL 4240: Social Issues Journalism				
Plan, research and write feature-length social-issues journalism stories suitable for publication	A	A	A	
Combine extensive research with feature-writing skills	A		A	
Interview a variety of people, including those with personal experiences relating to social issues	A	A	A	
Identify issues in the news that are indicative of broad social and political issues of ongoing social significance				A
Debate the forces that shape social-issues journalism, such as journalism traditions and pressure from special-interest groups, or corporate and political interests				A
Discuss the history and current role of social issues reporting, including advocacy and investigative journalism				A
Analyze current examples of social-issues journalism				A
JRNL 4250 : Politics and Journalism				
Write professional-level journalistic articles about politics	A	A	A	
Meet responsibilities for publishing in various formats when reporting on live events	A	A		
Find sources of information and conduct in-depth research	A		A	
Access documents from various levels of government	A		A	
Resist pressure from government or other organizations to publish only material to their benefit	A	A		
Conduct effective interviews with people involved in politics about relevant issues			A	
Create news stories from government budget information	A			

PROGRAM COURSES WITH COURSE LEARNING OUTCOMES	PROGRAM LEARNING OUTCOMES			
	PLO#1	PLO#2	PLO#3	PLO#4
	1. Create written and multimedia works of journalism using current industry standards and tools.	2. Practice the principles of sound news judgment in developing story ideas, deciding what stories to cover and how to structure information within a story.	3. Conduct original research and reporting using a variety of different methods and resources and assess the reliability of different sources of information.	4. Critique works of journalism, demonstrating media literacy, critical thinking and an awareness of newsworthiness and the importance of diversity.
Discuss and debate topics such as the watchdog role of journalism in democracy and the relationships among politicians, bureaucrats, non-governmental organizations and journalists				A
Discuss principles of journalism ethics				
JRNL 4260 : Computer Coding for Journalists				
Analyze interactive methods for reportage and storytelling			A	A
Produce interactive web features using a variety of techniques	A			
Consider principles of effective interactive design to present data and information	A	A		
Compare best-use software applications, programs and platforms for delivery of individual interactives	A			
Develop conceptual plans that use programming for delivery of data and information	A			
Publish applications and interactive webs	A			
JRNL 4270 : Advanced Storytelling				
Develop and produce individual articles that are part of a larger story package	A	A	A	
Assess methods for component storytelling within the context of a large project	A	A		
Interpret complex information and data			A	
Consider and employ best practices of reporting and publication	A	A	A	
Consider and employ effective storytelling modes and methods	A			
JRNL 4290: Honours Thesis				
Interpret research findings		A	A	
Select material that is relevant to the thesis topic from extensive preliminary research		A	A	
Organize complex material chapters and sections				
Produce a first draft	A	A		
As necessary, engage in a process of revision and rewriting that will result in a final document				
Assess whether there are any omissions that need to be addressed				
Complete a final draft of the thesis on the methods and results of a research project				
JRNL 4295 : Journalism Honours Seminar				
Identify and explain contemporary mass communication and journalism research strategies				
Identify contemporary mass communication and research issues				
Evaluate contemporary mass communication and journalism research strategies			A	

PROGRAM COURSES WITH COURSE LEARNING OUTCOMES	PROGRAM LEARNING OUTCOMES			
	PLO#1	PLO#2	PLO#3	PLO#4
	1. Create written and multimedia works of journalism using current industry standards and tools.	2. Practice the principles of sound news judgment in developing story ideas, deciding what stories to cover and how to structure information within a story.	3. Conduct original research and reporting using a variety of different methods and resources and assess the reliability of different sources of information.	4. Critique works of journalism, demonstrating media literacy, critical thinking and an awareness of newsworthiness and the importance of diversity.
Critique the process of designing research strategies in mass communication and journalism			A	
Lead a seminar			A	
Present a research paper			A	
JRNL 4900 : Special Topics				
Clearly and concisely explain specific concepts relevant to the selected topic	A			A
Identify and analyze trends in the selected topic area (reporting, technology, or the academic discipline)				A
Apply effective innovation and problem-solving skills in the selected topic through discussion and analysis				A
Develop a project that demonstrates effective communication considering context, audience and format	A	A	A	

Appendix 5: Faculty Survey Results

Journalism Program Review - Faculty Survey Results

The faculty survey was sent to 14 Journalism faculty members. A total of 8 faculty members responded. The response rate is 57%.

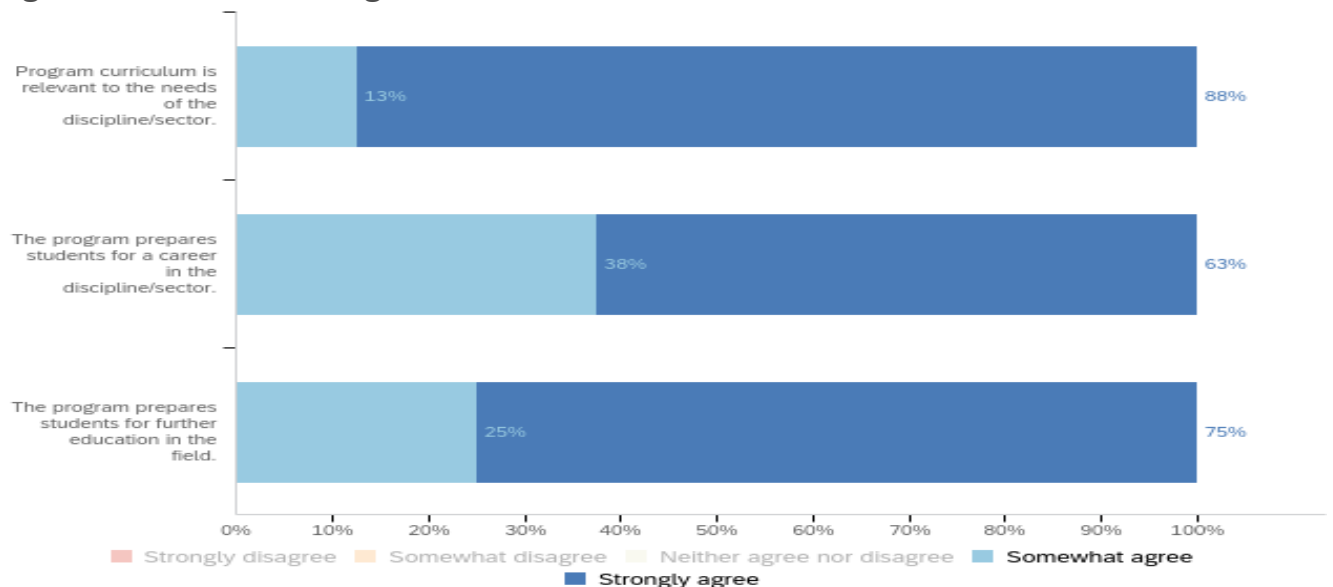
Note: The data includes open-ended comments. In order to preserve integrity and objectivity, OPA does not do value-judgment editing (i.e. we do not fix spelling errors, syntax issues, punctuation, etc.). Comments are included verbatim – with one exception: if individuals or courses are named, OPA redacts the name of the instructor or course. This rule applies to whether the comment is good, bad or indifferent.

QUESTIONS ON CHAPTER 3: PROGRAM RELEVANCE AND DEMAND

Program Relevance

Are the program learning outcomes relevant to the current needs of the discipline/sector?

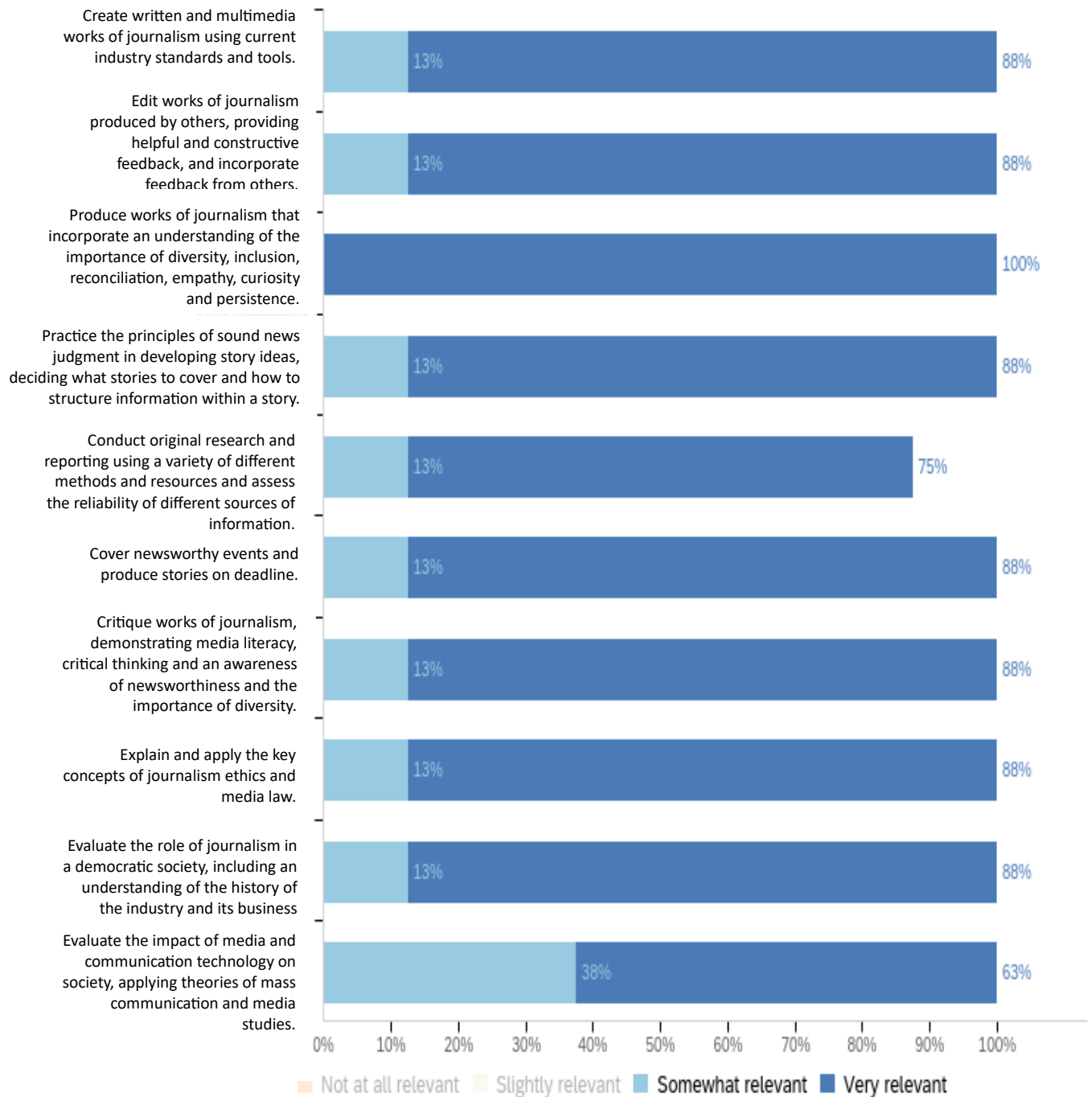
1 - Thinking of KPU's Journalism program as a whole, indicate the extent you agree with the following.



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	Program curriculum is relevant to the needs of the discipline/sector.	0%	0%	0%	13%	88%	8
2	The program prepares students for a career in the discipline/sector.	0%	0%	0%	38%	63%	8
3	The program prepares students for further education in the field.	0%	0%	0%	25%	75%	8

2 - Please indicate how relevant each of the following Program Learning Outcomes is to the current needs of the discipline/sector.



Note that “not at all” and “slightly relevant” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all relevant” and “slightly relevant” categories.

#	Question	Not at all relevant	Slightly relevant	Somewhat relevant	Very relevant	Total
1	Create written and multimedia works of journalism using current industry standards and tools.	0%	0%	13%	88%	8
2	Edit works of journalism produced by others, providing helpful and constructive feedback, and incorporate feedback from others.	0%	0%	13%	88%	8
3	Produce works of journalism that incorporate an understanding of the importance of diversity, inclusion, reconciliation, empathy, curiosity and persistence.	0%	0%	0%	100%	8
4	Practice the principles of sound news judgment in developing story ideas, deciding what stories to cover and how to structure information within a story.	0%	0%	13%	88%	8
5	Conduct original research and reporting using a variety of different methods and resources and assess the reliability of different sources of information.	0%	13%	13%	75%	8
6	Cover newsworthy events and produce stories on deadline.	0%	0%	13%	88%	8
7	Critique works of journalism, demonstrating media literacy, critical thinking and an awareness of newsworthiness and the importance of diversity.	0%	0%	13%	88%	8
8	Explain and apply the key concepts of journalism ethics and media law.	0%	0%	13%	88%	8
9	Evaluate the role of journalism in a democratic society, including an understanding of the history of the industry and its business models.	0%	0%	13%	88%	8
10	Evaluate the impact of media and communication technology on society, applying theories of mass communication and media studies.	0%	0%	38%	63%	8

3 - Overall, how satisfied are you with KPU's Journalism program curriculum?



■ Somewhat satisfied
 ■ Very satisfied

Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Overall, how satisfied are you with KPU's Journalism program curriculum?	Percentage
1	Very dissatisfied	25%
2	Somewhat dissatisfied	0%
3	Neither satisfied nor dissatisfied	0%
4	Somewhat satisfied	0%
5	Very satisfied	75%
	Total number of respondents	8

4 - Thinking of KPU's Journalism program's curriculum as a whole, please indicate the strengths of the program.

Variety of courses offered. Range of topics covered.

KPU's Journalism program provides students with a solid understanding of the role of media in a democracy. It encourages them to think critically about the media they consume. I appreciate that it is open to students who do not intend to pursue journalism as a career as well as those who do.

The KPU Journalism faculty are all successful journalism professionals, who are giving journalism students an excellent training for a future journalism career.

The program's faculty members are experienced professionals in the field of journalism, bringing real-world experience and expertise to the classroom. Many of the faculty members are active in the industry, continuing to work as journalists while teaching at KPU. This dedication to their work and the profession translates to a high level of professionalism and commitment to their students. The program also provides students with opportunities for hands-on experience through internships and a practicum, allowing students to apply the skills they have learned in real-world situations. The program's emphasis on practical experience, combined with a strong theoretical foundation, ensures that graduates are well-prepared for careers in the media industry.

It aligns with the purpose of a polytechnic, in that the majority of classes are practical and hands-on. Students are able to gain experience through actually doing journalism, receiving guidance and feedback from instructors who work/worked in the industry. The curriculum should help prepare students for the real world.

I believe we teach students a wide range of skills, including how to produce journalism using different media formats like video, audio, photography and data visualization. I believe we also give students meaningful choices at the upper-levels to take courses in areas that they're particularly interested and passionate in.

The program is flexible so that all types of learners can be successful. There is good breadth across technologies so students can produce written and multimedia stories.

5 - Thinking of KPU's Journalism program's curriculum as a whole, please provide any suggestions you have for improvement.

More hands on experience

A journalism curriculum should always maintain professional standards and norms, while at the same time embracing new ways of storytelling. That means enlarging the curriculum to include BIPOC and Indigenous journalism perspectives, as well, I suggest, a journalism FOR social change, such as climate change journalism, where journalists act as agents of change. What is journalism? and What is journalism for? are both pressing questions currently engaging journalists and journalism instructors.

To better prepare students for their chosen career paths, programs could offer more specialized courses in addition to the core curriculum.

We need to continue to seek guidance from outside the school, to make sure our curriculum evolves along with a changing industry.

I think one of the central challenges of the program currently is that lower-level courses (in particular first-year courses) are taken overwhelmingly by non-journalism students as electives, and in many cases by international students whose command of English is not very strong. This limits the ability to integrate meaningful journalism writing assignments in courses like **[Course Names Redacted]**. This may leave students somewhat unprepared when they start taking more advanced journalism courses in the third and fourth year, especially those that involve a lot of writing. The problem is similar, though not identical, for our second-year **[Course Names Redacted]**. Instructors have sometimes complained that most of the students in those courses are not serious about journalism. This, again, is perhaps a function of students ending up in those courses because they need an elective and/or (wrongly) thinking such courses are going to be easy. We have had some discussions that **[Course Name Redacted]** may work better as an upper-level 3000/4000 level course for that reason, as the students in it would then be more serious about journalism and about photography specifically (as those students who aren't interested in photography could take a different upper-level JRNL elective). I believe we have had some success as a program with making **[Course Name Redacted]** more of a foundational journalism course, with serious writing assignments. The lower class cap for that course, and setting aside seats for Journalism Intended/Majors/Minors helps here, as it ensures most of the students in that class are planning to pursue a Journalism credential of some sort. I think we could perhaps build on the success of **[Course Name Redacted]** by having a "Part 2" required course after **[Course Name Redacted]** that would be designed primarily for journalism students. We could then have **[Course Name Redacted]** being a less writing-intensive course that may be a better fit for non-journalism students looking for a 2000-level elective.

Students would benefit from a mandatory ethics course and a deeper understanding of the fundamentals of reporting.

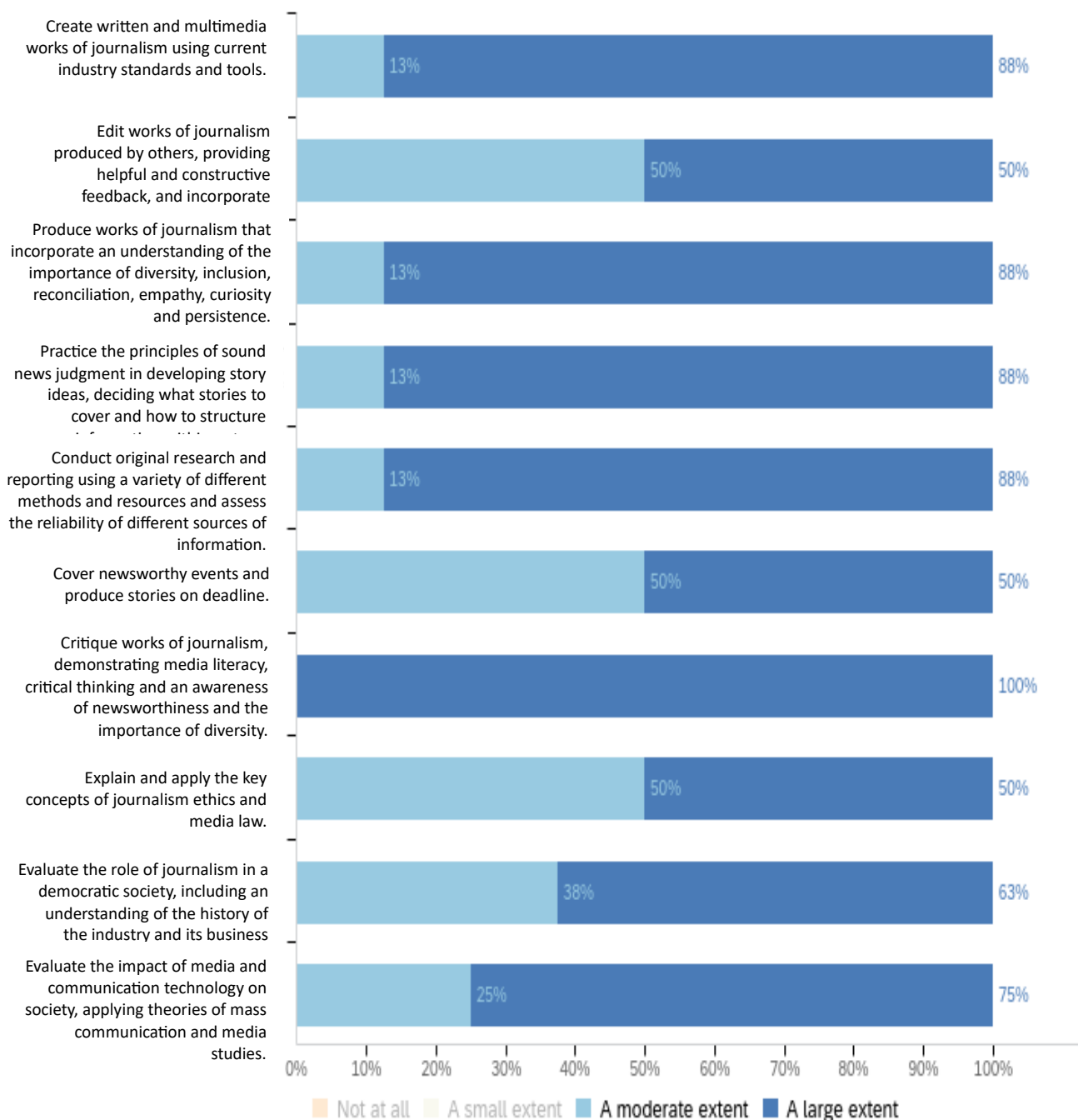
QUESTIONS ON CHAPTER 4: EFFECTIVENESS OF INSTRUCTIONAL DELIVERY

Instructional Design and Delivery

Are appropriate opportunities provided to help students acquire the PLOs?

6 - To what extent is KPU's Journalism program helping students develop the following Program Learning Outcomes?

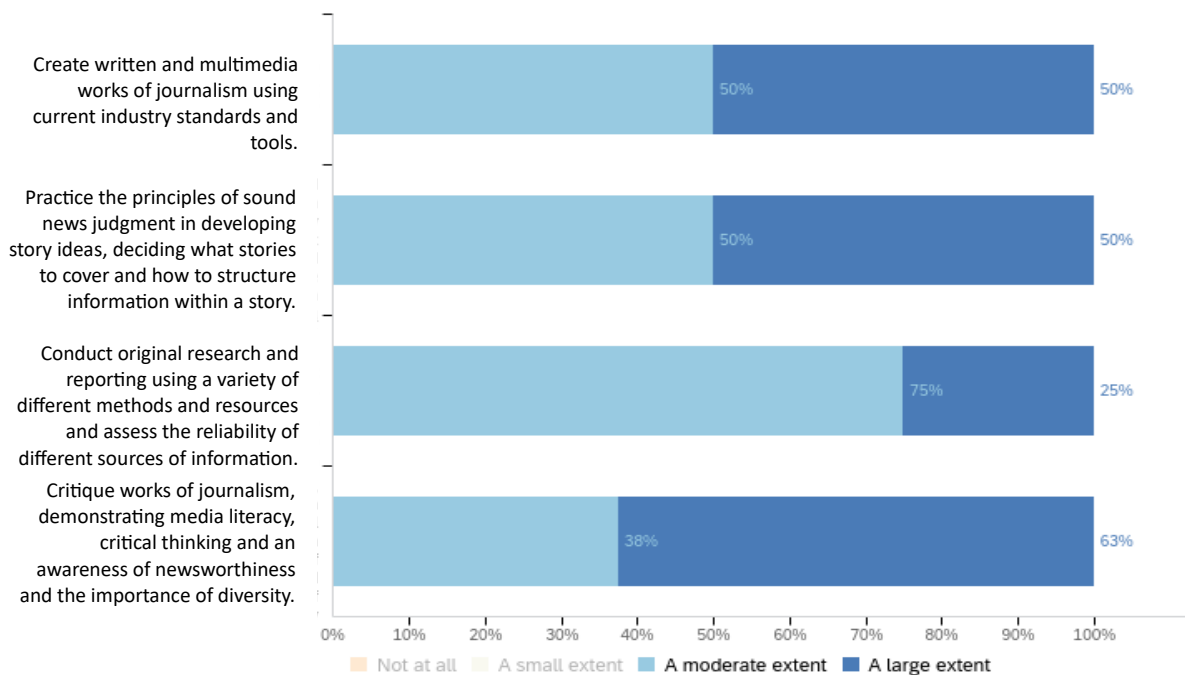
Bachelor of Journalism (Honours) and Bachelor of Journalism



Note that "not at all" and "a small extent" categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the "not at all" and "a small extent" categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Create written and multimedia works of journalism using current industry standards and tools.	0%	0%	13%	88%	8
2	Edit works of journalism produced by others, providing helpful and constructive feedback, and incorporate feedback from others.	0%	0%	50%	50%	8
3	Produce works of journalism that incorporate an understanding of the importance of diversity, inclusion, reconciliation, empathy, curiosity and persistence.	0%	0%	13%	88%	8
4	Practice the principles of sound news judgment in developing story ideas, deciding what stories to cover and how to structure information within a story.	0%	0%	13%	88%	8
5	Conduct original research and reporting using a variety of different methods and resources and assess the reliability of different sources of information.	0%	0%	13%	88%	8
6	Cover newsworthy events and produce stories on deadline.	0%	0%	50%	50%	8
7	Critique works of journalism, demonstrating media literacy, critical thinking and an awareness of newsworthiness and the importance of diversity.	0%	0%	0%	100%	8
8	Explain and apply the key concepts of journalism ethics and media law.	0%	0%	50%	50%	8
9	Evaluate the role of journalism in a democratic society, including an understanding of the history of the industry and its business models.	0%	0%	38%	63%	8
10	Evaluate the impact of media and communication technology on society, applying theories of mass communication and media studies.	0%	0%	25%	75%	8

Minor in Journalism

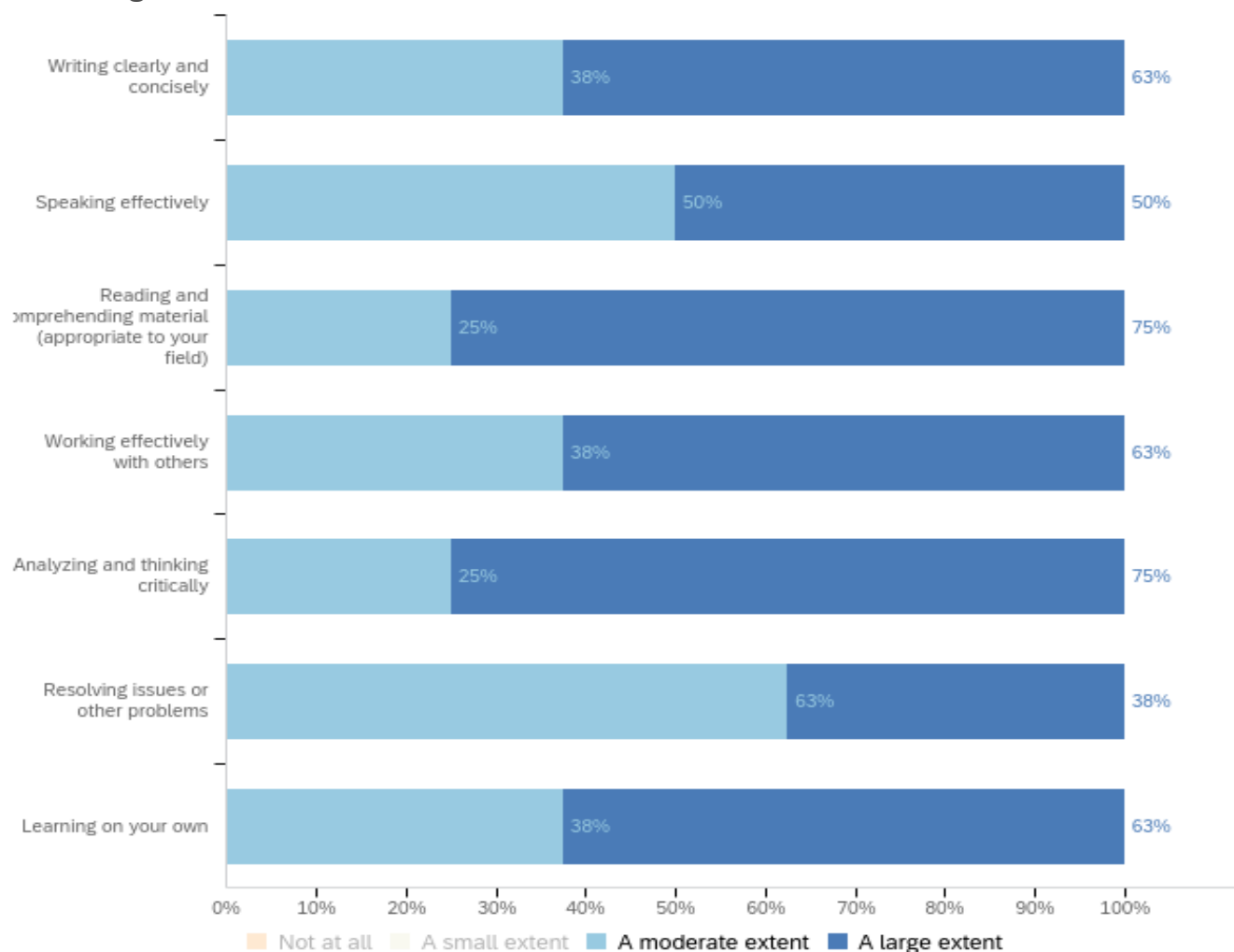


Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Create written and multimedia works of journalism using current industry standards and tools.	0%	0%	50%	50%	8
2	Practice the principles of sound news judgment in developing story ideas, deciding what stories to cover and how to structure information within a story.	0%	0%	50%	50%	8
3	Conduct original research and reporting using a variety of different methods and resources and assess the reliability of different sources of information.	0%	0%	75%	25%	8
4	Critique works of journalism, demonstrating media literacy, critical thinking and an awareness of newsworthiness and the importance of diversity	0%	0%	38%	63%	8

Are appropriate opportunities provided to help students acquire the essential skills?

7 - To what extent is KPU's Journalism program helping students develop the following essential skills?

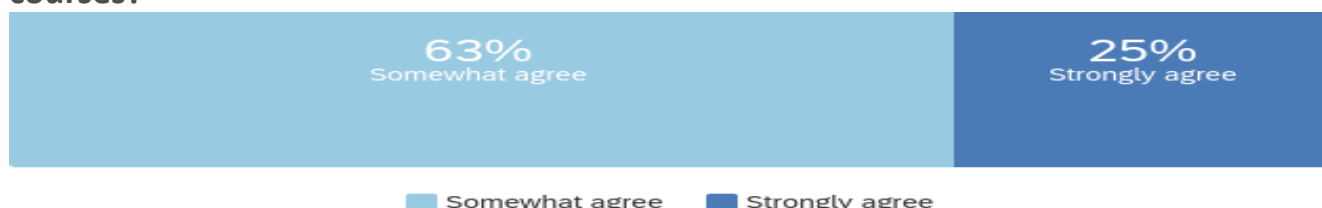


Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Writing clearly and concisely	0%	0%	38%	63%	8
2	Speaking effectively	0%	0%	50%	50%	8
3	Reading and comprehending material (appropriate to your field)	0%	0%	25%	75%	8
4	Working effectively with others	0%	0%	38%	63%	8
5	Analyzing and thinking critically	0%	0%	25%	75%	8
6	Resolving issues or other problems	0%	0%	63%	38%	8
7	Learning on your own	0%	0%	38%	63%	8

Does the program design ensure students are prepared for subsequent courses?

8 - Thinking of KPU's Journalism program as a whole, to what extent do you agree that the prerequisites offered prepare students for more advanced courses?

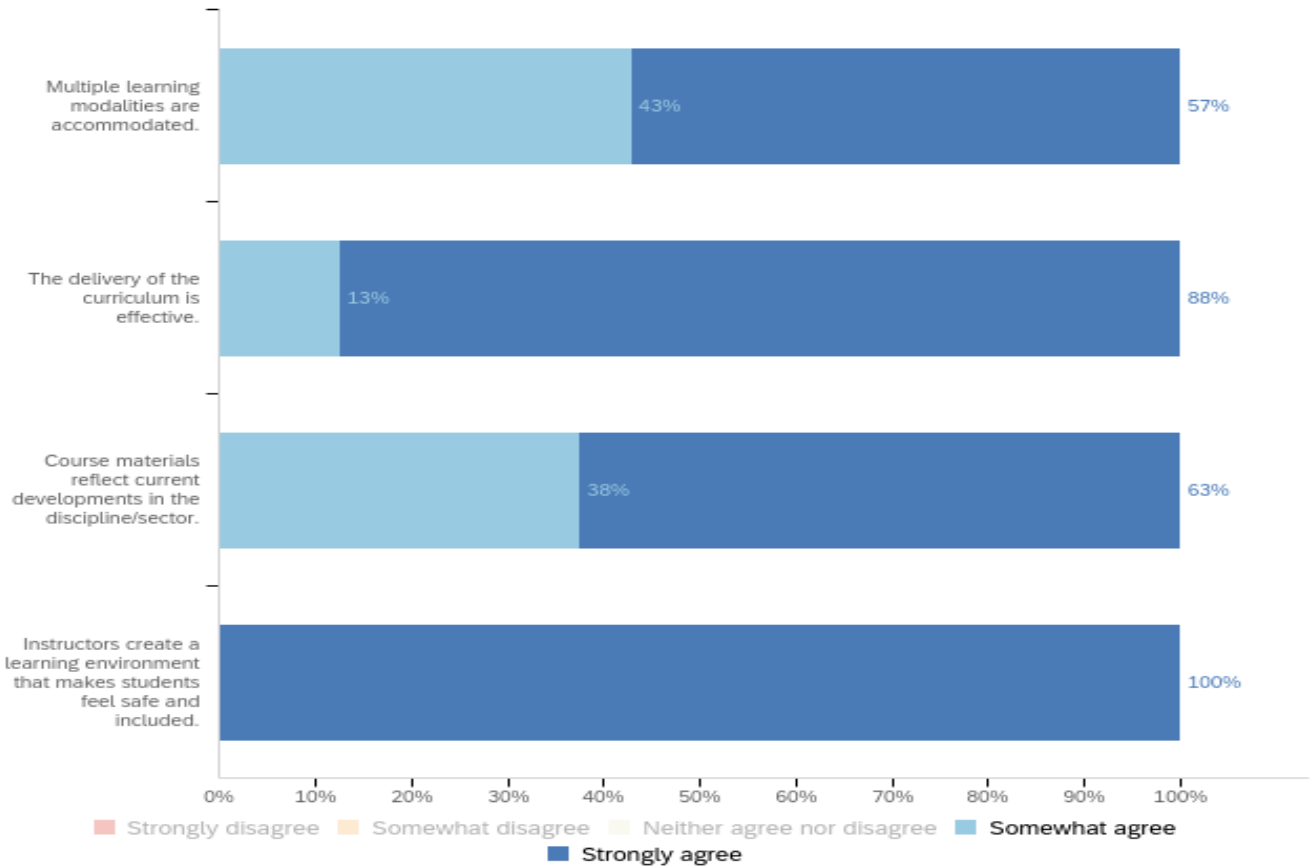


Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Thinking of KPU's Journalism program as a whole, to what extent do you agree that the prerequisites offered prepare students for more advanced courses?	Percentage
1	Strongly disagree	13%
2	Somewhat disagree	0%
3	Neither agree nor disagree	0%
4	Somewhat agree	63%
5	Strongly agree	25%
	Total number of respondents	8

Does the instruction meet the needs of diverse learners?

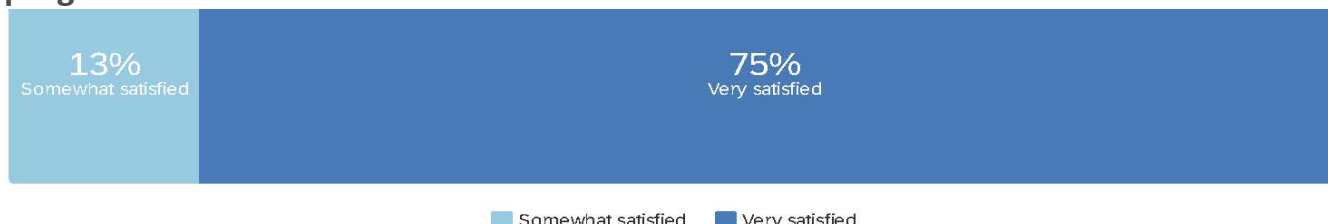
9 - Thinking of how the program's courses are delivered, please indicate your agreement with the following.



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	Multiple learning modalities are accommodated.	0%	0%	0%	43%	57%	7
2	The delivery of the curriculum is effective.	0%	0%	0%	13%	88%	8
3	Course materials reflect current developments in the discipline/sector.	0%	0%	0%	38%	63%	8
4	Instructors create a learning environment that makes students feel safe and included.	0%	0%	0%	0%	100%	8

10 - Overall, how satisfied are you with the quality of instruction across the program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Overall, how satisfied are you with the quality of instruction across the program?	Percentage
1	Very dissatisfied	13%
2	Somewhat dissatisfied	0%
3	Neither satisfied nor dissatisfied	0%
4	Somewhat satisfied	13%
5	Very satisfied	75%
	Total number of respondents	8

11 - Thinking of how instruction is delivered across the program as a whole, please indicate the strengths of the program instruction.

Instructors have personal experience in the industry which, I believe, is extremely valuable to the students.

Overall, I believe the program is known for its high-quality instruction and its focus on practical training and mentorship. Students have access to dedicated and passionate instructors who are committed to helping them succeed in the field of journalism.

The instructors in this department are experienced journalists, with years of real-world experience, who are very good at sharing their knowledge with students.

Overall, the instructors in the program — both regular faculty and sessional instructors — are excellent, with a love of teaching, a commitment to constant improvement and a deep care for their students. I feel lucky to work with so many dedicated, enthusiastic colleagues.

The instructors are caring and understanding, with strong professional experience in journalism and communications.

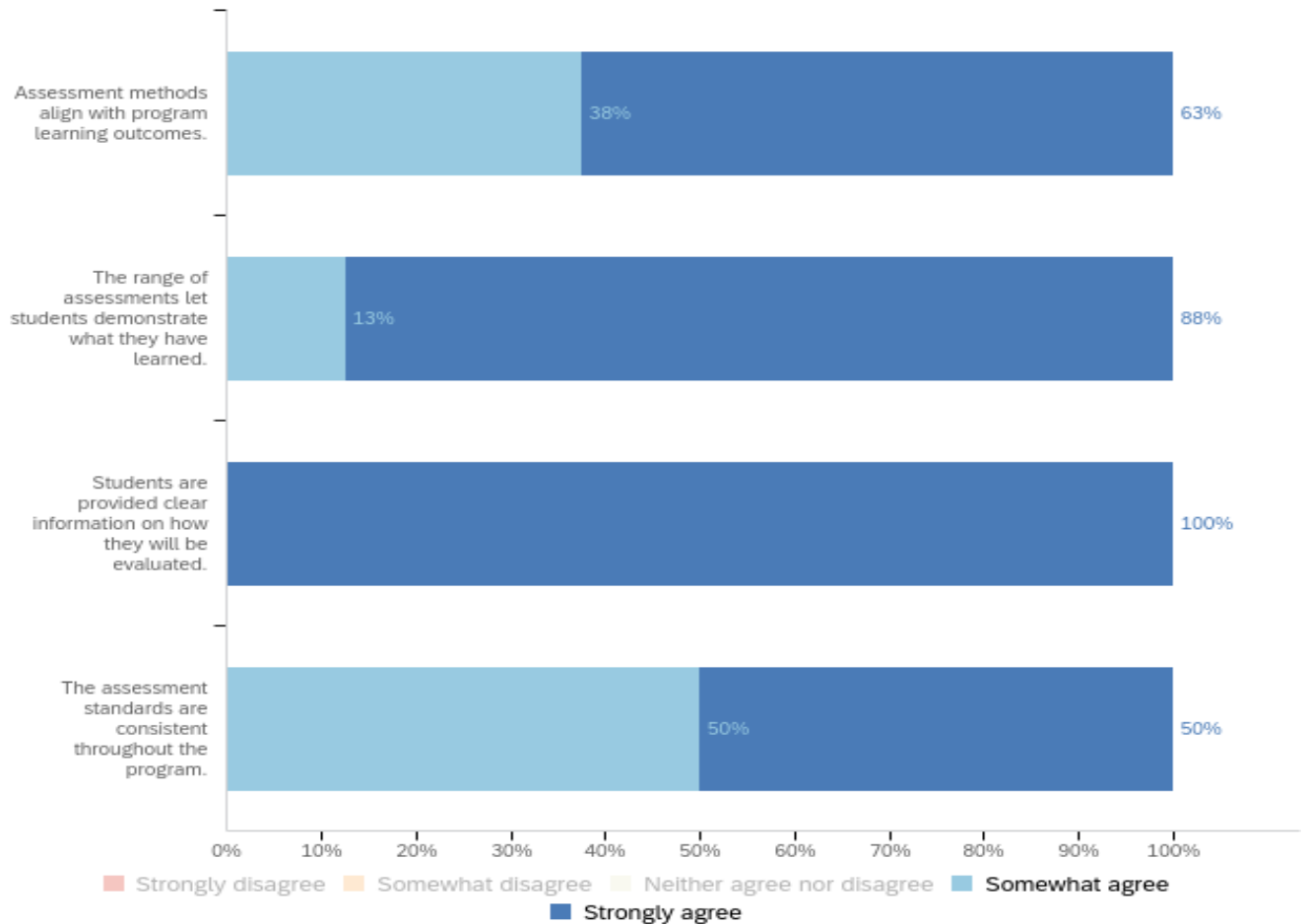
12 - Thinking of how instruction is delivered across the program as a whole, please provide any suggestions you have for improvements in program instruction.

While individuals in this department are extremely supportive of each other, there could be more formal instruction on course planning and instruction.

none

Do the assessment methods allow students to demonstrate to what extent they have achieved the learning outcomes?

13 - Thinking of how learning is assessed in the program courses you teach, indicate your agreement with the following.



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

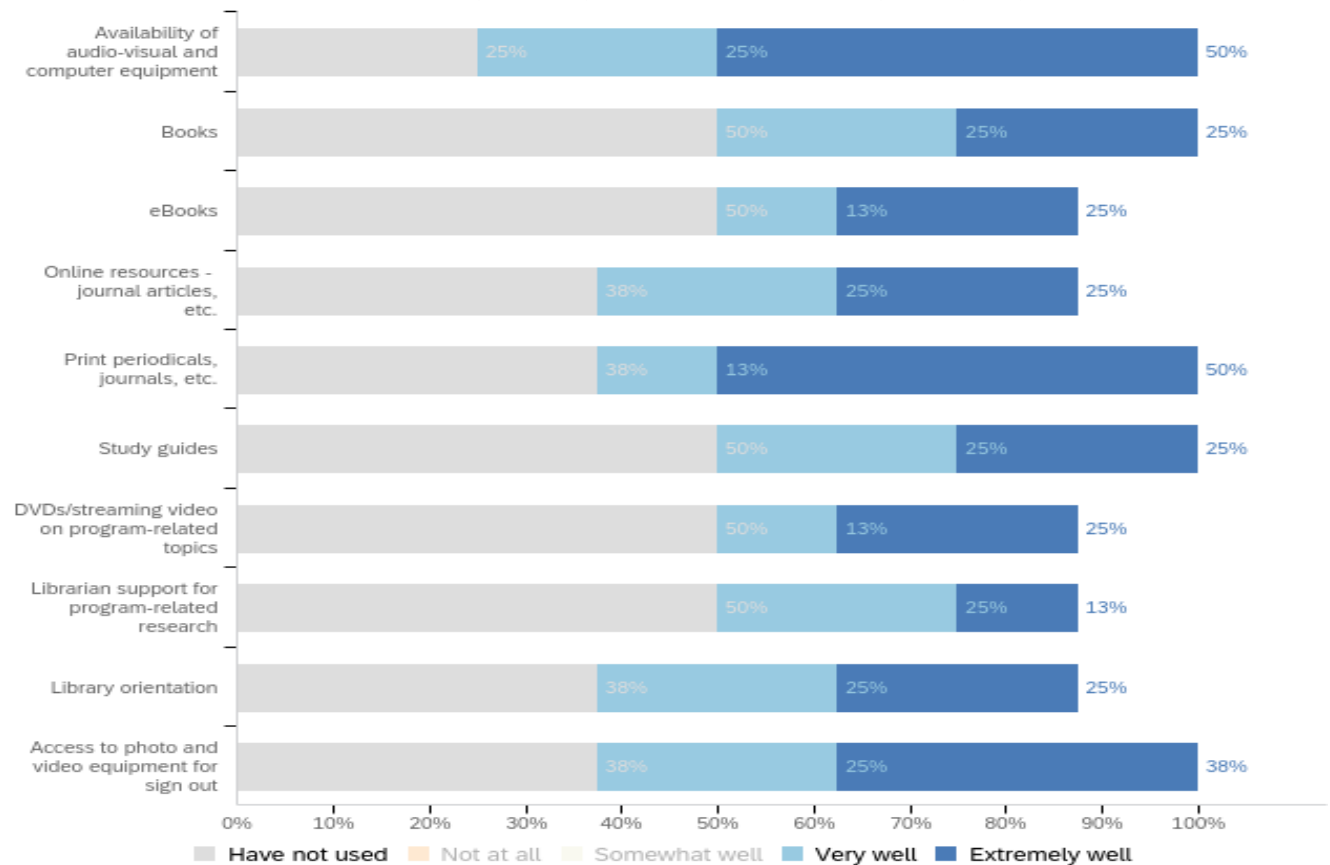
#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	Assessment methods align with program learning outcomes.	0%	0%	0%	38%	63%	8
2	The range of assessments let students demonstrate what they have learned.	0%	0%	0%	13%	88%	8
3	Students are provided clear information on how they will be evaluated.	0%	0%	0%	0%	100%	8
4	The assessment standards are consistent throughout the program.	0%	0%	0%	50%	50%	8

QUESTIONS ON CHAPTER 5: RESOURCES, SERVICES AND FACILITIES

Program Resources, Services and Facilities

Does the program have the library and learning resources needed to deliver the curriculum?

14 - How well are the following library resources meeting the program's needs?

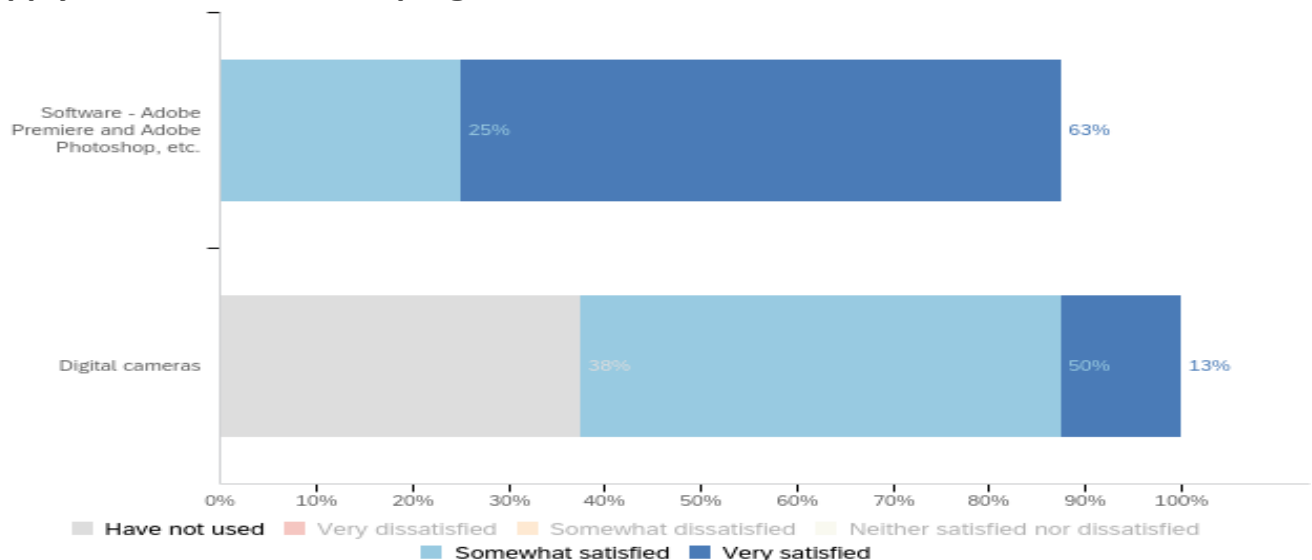


Note that “not at all” and “somewhat well” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “somewhat well” categories.

#	Question	Have not used	Not at all	Somewhat well	Very well	Extremely well	Total
1	Availability of audio-visual and computer equipment	25%	0%	0%	25%	50%	8
2	Books	50%	0%	0%	25%	25%	8
3	eBooks	50%	0%	13%	13%	25%	8
4	Online resources - journal articles, etc.	38%	0%	13%	25%	25%	8
5	Print periodicals, journals, etc.	38%	0%	0%	13%	50%	8
6	Study guides	50%	0%	0%	25%	25%	8
7	DVDs/streaming video on program-related topics	50%	0%	13%	13%	25%	8
8	Librarian support for program-related research	50%	0%	13%	25%	13%	8
9	Library orientation	38%	0%	13%	25%	25%	8
10	Access to photo and video equipment for sign out	38%	0%	0%	25%	38%	8

Does the program have the specialized technology needed to deliver the curriculum?

15 - How satisfied are you with the following specialized technology as they apply to KPU's Journalism program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Have not used	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied	Total
1	Software - Adobe Premiere and Adobe Photoshop, etc.	0%	0%	0%	13%	25%	63%	8
2	Digital cameras	38%	0%	0%	0%	50%	13%	8

Does the program have the facilities needed to deliver the curriculum?

16 - How satisfied are you with the Mac Lab facility?

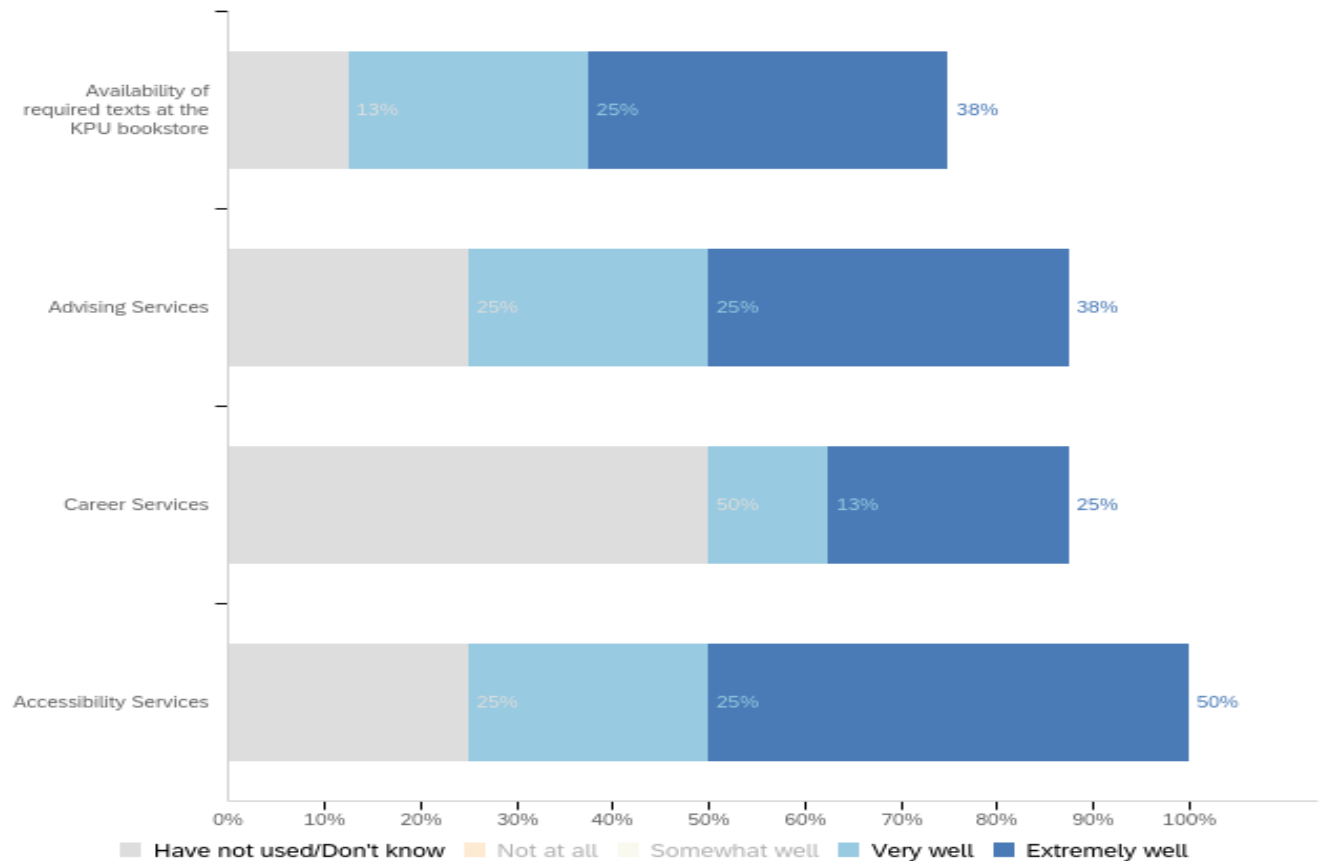


Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	How satisfied are you with the Mac Lab facility?	Percentage
1	Very dissatisfied	25%
2	Somewhat dissatisfied	0%
3	Neither satisfied nor dissatisfied	13%
4	Somewhat satisfied	13%
5	Very satisfied	50%
	Total number of respondents	8

Does the program have the support services needed to deliver the curriculum?

17 - How well are the following services meeting the program's needs?



Note that “not at all” and “somewhat well” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “somewhat well” categories.

#	Question	Have not used/Don't know	Not at all	Somewhat well	Very well	Extremely well	Total
1	Availability of required texts at the KPU bookstore	13%	0%	25%	25%	38%	8
2	Advising Services	25%	0%	13%	25%	38%	8
3	Career Services	50%	0%	13%	13%	25%	8
4	Accessibility Services	25%	0%	0%	25%	50%	8

About You

18 - Do you identify as Indigenous?

#	Do you identify as Indigenous?	Percentage
1	Yes	0%
2	No	100%
3	Prefer not to answer	0%
	Total number of respondents	8

19 - Do you identify as Black or a Person of Colour?

#	Do you identify as Black or a Person of Colour?	Percentage
1	Yes	13%
2	No	75%
3	Prefer not to answer	13%
	Total number of respondents	8

20 - Do you identify as 2SLGBTQ+?

#	Do you identify as 2SLGBTQ+?	Percentage
1	Yes	13%
2	No	88%
3	Prefer not to answer	0%
	Total number of respondents	8

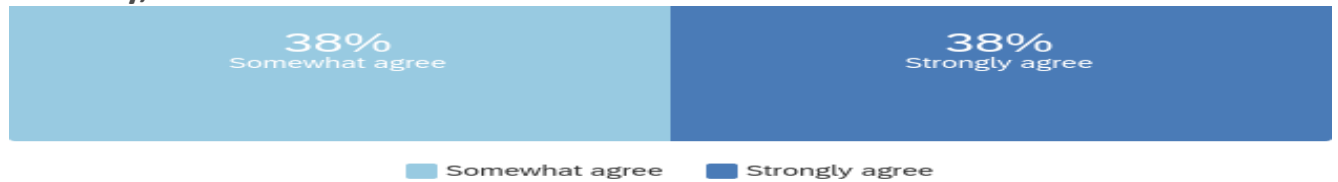
21 - Do you have a disability (e.g., physical, learning, sensory, etc.) or ongoing/recurring psychological or medical condition?

#	Do you have a disability (e.g., physical, learning, sensory, etc.) or ongoing/recurring psychological or medical condition?	Percentage
1	Yes	25%
2	No	75%
3	Prefer not to answer	0%
	Total number of respondents	8

22 - If you answered Yes to any of the questions above and would like to provide more details on the specific groups you identify as a member of, please do so here.

Hearing disabled

**23 - To what extent do you agree or disagree with the following statement?
KPU's Journalism program is making good progress addressing issues of equity,
diversity, and inclusion.**



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	To what extent do you agree or disagree with the following statement? KPU's Journalism program is making good progress addressing issues of equity, diversity, and inclusion.	Percentage
1	Strongly disagree	25%
2	Somewhat disagree	0%
3	Neither agree nor disagree	0%
4	Somewhat agree	38%
5	Strongly agree	38%
	Total number of respondents	8

**24 - To what extent do you agree or disagree with the following statement?
KPU's Journalism program is making good progress addressing issue of
decolonization.**



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	To what extent do you agree or disagree with the following statement? KPU's Journalism program is making good progress addressing issue of decolonization.	Percentage
1	Strongly disagree	25%
2	Somewhat disagree	0%
3	Neither agree nor disagree	0%
4	Somewhat agree	50%
5	Strongly agree	25%
	Total number of respondents	8

Appendix 6: Discipline/Sector Survey Results

Journalism Program Review – Discipline/Sector Survey Results

The discipline/sector survey was sent to 20 Journalism discipline/sector representatives. A total of 12 discipline/sector representatives responded. The response rate is 60%.

Note: The data includes open-ended comments. In order to preserve integrity and objectivity, OPA does not do value-judgment editing (i.e. we do not fix spelling errors, syntax issues, punctuation, etc.). Comments are included verbatim – with one exception: if individuals or courses are named, OPA redacts the name of the instructor or course. This rule applies to whether the comment is good, bad or indifferent.

About Your Organization/Role

1 - Which sector best describes your organization/business?

#	Which sector best describes your organization/business? - Selected Choice	Percentage	Count
	News Media		
1	TV	8%	1
2	Radio	8%	1
3	Newspaper	33%	4
4	Magazine	8%	1
5	Online Only	42%	5
6	Other. Please specify	17%	2
	Communications/Public Relations		
7	Government	8%	1
8	Private Sector	0%	0
9	Non-Profit/Charity	8%	1
10	PR Firm	0%	0
11	Other. Please specify	8%	1
12	Other. Please specify	8%	1
		Total number of respondents	12

Note: The last row presents the total number of respondents. The total number of responses for this question is greater than the number of respondents. Therefore, the percentage total exceeds 100%.

Q1_6_TEXT - Other. Please specify (News Media)

Newsletter

Daily online newsletter

Q1_11_TEXT - Other. Please specify (Communications/Public Relations)

Marketing and Communications Agency

Q1_12_TEXT - Other. Please specify

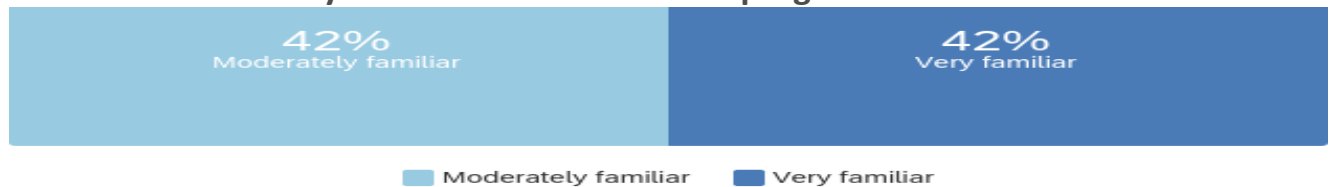
Public Sector

2 - What is your current job title/role?

Senior Editor

Reporter
Publisher / Editor in Chief
Public Affairs Manager
National Director, Brand Marketing & Communications
Managing editor
Managing editor
Editorial Director
Editor-in-chief
Editor
Chief Executive Officer, Northern Development
COO & Director of Marketing and Communications

3 - How familiar are you with KPU's Journalism program?



Note that "not at all familiar" and "slightly familiar" categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the "not at all familiar" and "slightly familiar" categories

#	How familiar are you with KPU's Journalism program?	Percentage
1	Not at all familiar	0%
2	Slightly familiar	17%
3	Moderately familiar	42%
4	Very familiar	42%
	Total number of respondents	12

4 - When you think about KPU's Journalism program, what are the top three characteristics that come to mind?

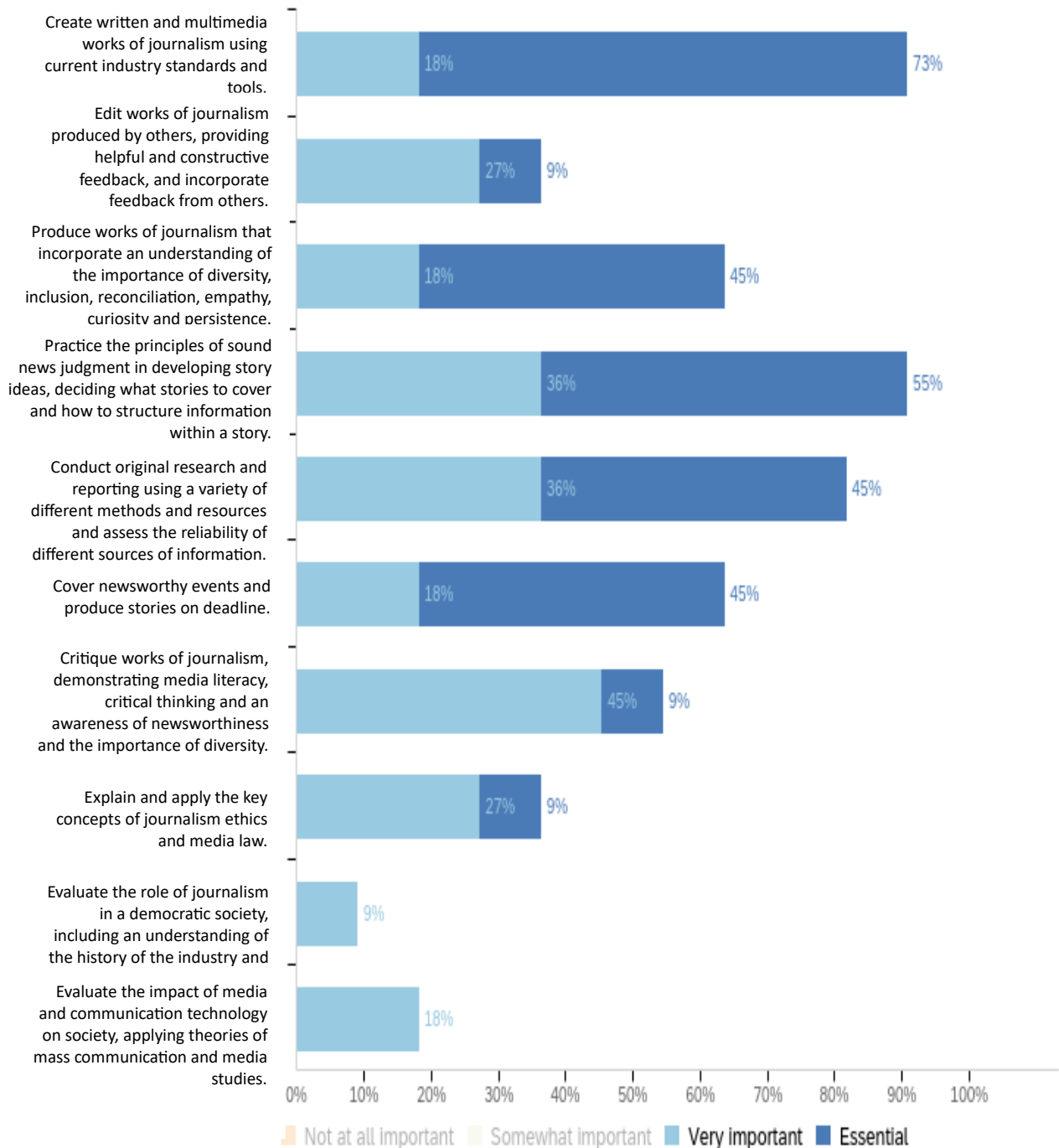
Characteristic #1	Characteristic #2	Characteristic #3
practical	community-minded	accessible
flexibility	job-ready	depth
The one that isn't Langara	The place [Instructor Name Redacted] works	Metro Van
Extensive	Thorough	On top of news media trends
Applied	Multimedia	Comprehensive
"working journalist" instructors	"job readiness"	hands-on / small program size
Community-focused	Practical	Supportive
Efficient	Foundational	Helpful
Print-focused	Smaller program	

QUESTIONS ON CHAPTER 3: PROGRAM RELEVANCE AND DEMAND

Program Relevance

Are the program learning outcomes relevant to the current needs of the discipline/sector?

5 - Considering the needs and expectations of your organization, how important is it for an entry-level employee to be able to demonstrate the following?



Note that 'Not at all important' and 'Somewhat important' categories are excluded from the chart. Use the frequency table below to review the proportion of 'Not at all important' versus 'Somewhat important' responses.

#	Question	Not at all important	Somewhat important	Very important	Essential	Total
1	Create written and multimedia works of journalism using current industry standards and tools.	9%	0%	18%	73%	11
2	Edit works of journalism produced by others, providing helpful and constructive feedback, and incorporate feedback from others.	45%	18%	27%	9%	11
3	Produce works of journalism that incorporate an understanding of the importance of diversity, inclusion, reconciliation, empathy, curiosity and persistence.	9%	27%	18%	45%	11
4	Practice the principles of sound news judgment in developing story ideas, deciding what stories to cover and how to structure information within a story.	9%	0%	36%	55%	11
5	Conduct original research and reporting using a variety of different methods and resources and assess the reliability of different sources of information.	9%	9%	36%	45%	11
6	Cover newsworthy events and produce stories on deadline.	9%	27%	18%	45%	11
7	Critique works of journalism, demonstrating media literacy, critical thinking and an awareness of newsworthiness and the importance of diversity.	18%	27%	45%	9%	11
8	Explain and apply the key concepts of journalism ethics and media law.	9%	55%	27%	9%	11
9	Evaluate the role of journalism in a democratic society, including an understanding of the history of the industry and its business models.	18%	73%	9%	0%	11
10	Evaluate the impact of media and communication technology on society, applying theories of mass communication and media studies.	27%	55%	18%	0%	11

6 - What other skills, training or knowledge should an entry-level applicant have to be hired into your organization?

Excellent command of the language, including spelling, grammar and sentence structure Professionalism, maturity, a willingness to accept feedback and to cover a wide range of stories, whether or not they are of personal interest.

- As fully developed sentence- and paragraph-level grammar and structure skills as possible. - Principals of layout: understanding how stories complement one another. Newspaper layout skills are in high demand and also highly translatable to online design and newsletter design. - The ability to write headlines, subheds for different venues (social media, headlines, newsletter subject lines) - Use of math and statistics, and combining it with critical thinking skills to allow one to identify bad or misleading math and statistics

Trauma-informed reporting techniques. Basic digital photography and photo editing skills.

Industriousness and a strong work ethic; attention to detail and an understanding of why details matter; a commitment to learning, an openness to feedback and the ability to apply feedback to their work; diverse and regular news consumption; the ability to develop sources and source relationships; how to generate story ideas and how to pitch them

given that our organization is not that of a news outlet, but a non-profit, our skill asks may be slightly less aligned with the straight journalism program, BUT here are my top three: 1. Being able to write well-sourced, newsworthy articles in a journalistic format (applicable both to being able to generate press releases that 'read like a story', and write stories for internal and external audiences. 2. Social media: an understanding of how the content for social differs from a traditional channel, and an ability to execute on that content across various social channels. 3. Relationship management: interpersonal skills that help you excel at 'getting the story'.

-The importance of video in online journalism (it's what's monetizable) -How to create AND source video -The importance of understanding and knowing your audience

We're not a media organization but rather a public sector institution. The traditional application of journalism skills is not necessary here, however, we highly value candidates who have the ability to research, write and disseminate complicated

information to an audience of decision makers. We also highly value the interpersonal skillset that journalism school graduates and practitioners bring to our field. Further, a journalist's ability to determine what's real and what isn't - their bullshit detector - is highly valued in our organization and the public sector broadly.

A wide range of content creation skills - from copy to visuals to audio. Just understanding storytelling from a journalism and corporate level.

Ability to understand constructive feedback with story development. Clear and strong understanding of CP style and basic grammar and punctuation. Knowledge of what SEO and digital storytelling needs to include for reach. Understanding how to cover breaking news in today's world.

7 - What are the emerging trends in the sector that KPU Journalism students should be prepared for? These trends might include technology, sustainability, and innovation. Please be as specific as you are able to.

- Newsletter design techniques are increasingly useful. - The need to capture the complexity of thought and opinion not only between communities but within communities. - The desperate need for ambitious journalists outside of big cities

Data visualization. Social media videos for promoting your stories.

The demand for sharper, shorter work on tighter deadlines; understanding the business, societal, democratic and ethical questions raised by the adoption and integration of AI in journalism; a continued and disintegrating lack of trust in media in general, and the personal impact that can have on journalists

A near-complete reliance on being able to work virtually, especially in the non-profit world when virtual connections = lowered operational costs (no using donor dollars for unnecessary travel). Video interviewing via zoom/teams/etc. is so much the norm, and being able to develop a 'relationship' with an interview subject in that virtual environment is--thanks to the pandemic and its fallout--essential. A student should also be tuned into all things Justice, Equity, Diversity & Inclusion (JEDI) or similar such themes, being aware of how those things create the makeup of a workplace, as well provide the lens through which a lot of story telling needs to be seen.

To get the best foundation in journalism post-graduation, students should prepare more than ever to seek a job at a smaller operation. That's where you will get vital experience out in the field. Because the industry had to learn how to gather and deliver news from home during the pandemic, I believe there are fewer entry-level roles that give proper in-the-field experience at larger organizations. E.g. arriving at a fire and trying to figure out what's going on, navigating a news conference, honing your interview skills. Students would be wise to seek roles that WILL get them out there reporting, and not simply processing content at their desk all day. This is the experience I feel our younger employees are losing.

N/A

How to utilize AI into their work, and to effectively differentiate themselves, but also how to prepare for life after journalism — whether that's moving into the corporate or agency space. Understanding what skills are more transferable than others, and knowing what skillsets to enhance.

Digital audience and reach — namely, the building blocks that impact growing readership: timely storytelling, headline writing, digital multimedia (which looks different than traditional broadcast). An understanding of the realities journalists face today — conflict, confrontation and criticism that is not limited to in-person readers — and a conceptualization of self-care coping skills in how they'd work through these issues (in addition to/outside of corporate mental wellness supports offered to employees).

QUESTIONS ON CHAPTER 4: EFFECTIVENESS OF INSTRUCTIONAL DELIVERY

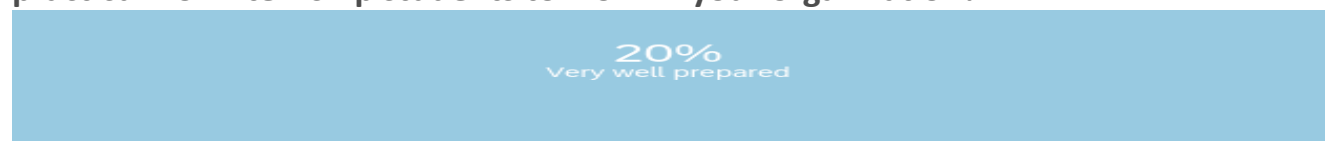
Career and Further Education Preparedness

Are graduates of the program successful?

8 - Which of the following best describes your previous experience with students and/or alumni in KPU's Journalism program? Please select all that apply.

#	Which of the following best describes your previous experience with students and/or alumni in KPU's Journalism program? Please select all that apply.	Percentage
1	I have hosted KPU Journalism co-op, practicum or internship students.	50%
2	I have worked with KPU Journalism students on class projects.	10%
3	I have worked with KPU Journalism alumni.	0%
4	None of the above	40%
	Total number of respondents	10

9 - Based on your experience, how prepared were KPU's Journalism co-op, practicum or internship students to work in your organization?



Very well prepared Extremely well prepared

Note that "not at all prepared" and "somewhat prepared" categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the "not at all prepared" and "somewhat prepared" categories.

#	Based on your experience, how prepared were KPU's Journalism co-op, practicum or internship students to work in your organization?	Percentage
1	Not at all prepared	0%
2	Somewhat prepared	80%
3	Very well prepared	20%
4	Extremely well prepared	0%
	Total number of respondents	5

10 - Based on your experience, how prepared were the KPU Journalism students you worked with on class projects?

Not enough responses to report.

11 - Based on your experience, how prepared were KPU's Journalism alumni to work in your organization?

No responses to report.

12 - Please comment on how well the program is preparing students for work.

My sample size of students is not high enough to evaluate this.

KPU does an excellent job preparing students to practice journalism. The applied focus of the program is critical and sets the program apart. Grounding this work in academics and theory is also important. Students come out of this program ready to work, keen to do so.

The more the program can do in these areas to prepare students for internships, the better: -What is the news here? Why do people care? Picking out the lede/headline from a news release or presser. -Knowing the key newsmakers and big stories in that market. And it helps to know some of the big personalities at the organization as well -- not a great look if you don't know who their 6pm anchor is. -How to get comfortable sharing ideas and asking questions during your internship, if you're not. Shyness/being intimidated is very real. But figure out how to face that so that you can engage and get the most out of your time there. (Hint: Interns who pitch ideas, ask questions, ask to learn something or shadow, who take initiative are the ones who stand out for possible jobs.)

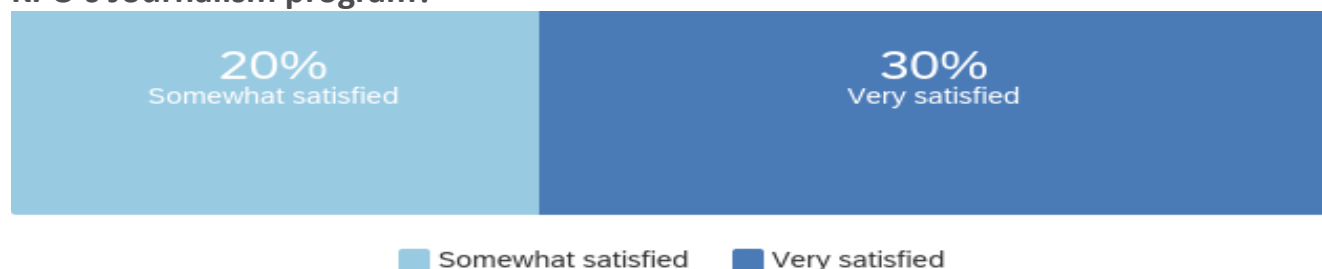
In my experience, many graduating students tend to have an outdated understanding of newspaper legacy publications that do not reflect how the transformation into a digital space has changed the responsibilities and expectations of a well-rounded journalist. However, I should note that some have picked this understanding up quickly and perhaps are just not connecting their learnings to how they can be applied in a modern newsroom (IE they have minimal experience to refer to). Some have showcased little-to-no multimedia skills/experience, including photography and basic videography. In today's world, these are essential skills that they need to feel confident in. As an aside: A major deal-breaker is their lack of willingness to move outside of the Lower Mainland or their lack of a driver's licence.

QUESTIONS ON CHAPTER 3: PROGRAM RELEVANCE AND DEMAND

Program's Connections

Does the program have the connections to the discipline/sector to remain current?

13 - How satisfied are you with the opportunities you have to stay connected to KPU's Journalism program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories to enable quick comparisons between items. For items with low positive percentages, use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	How satisfied are you with the opportunities you have to stay connected to KPU's Journalism program?	Percentage
1	Very dissatisfied	0%
2	Somewhat dissatisfied	20%
3	Neither satisfied nor dissatisfied	30%
4	Somewhat satisfied	20%
5	Very satisfied	30%
	Total number of respondents	10

14 - What can KPU's Journalism program do to build better connections with the discipline/sector?

I think it does a good job of proactively fostering connections.

More opportunities to connect with current students and alumni. Perhaps there is an opportunity to form a journalism-focused chapter with the KPU Alumni Association (with occasional networking events that are open to others in the industry, as well as current students).

given the constantly changing media landscape and the insecurity that often presents itself in traditional media spaces, I think it's wise of the journalism program to be reaching out to other areas (such as non-profit, public relations firms,

government communications shops, etc) where the skill sets of journalists are highly valued. Students may not immediately think of these places to practice their 'journalism' skills, but they are great avenues of opportunity.

Ask multiple leaders at an organization if they want to come speak to a class. Our gain is more students wanting to apply for jobs because they've met one of us and heard about what we do.

I would recommend program staff consider more broadly how journalism student skillsets could be utilized in a variety of professions outside of the traditional media sphere. This creates potential career opportunities for students who study journalism but are open to careers in other fields. The skillset gained is unique, highly valuable and far more applicable to today's work environment that program staff had traditionally considered.

I'm not as involved with journalism anymore, so not sure.

Longer Co-op/internships so editors can better connect with journalists and create in-roads to employment post-graduation.

15 - Please rate your level of interest in participating in projects that connect program students with the industry or sector.

#	Please rate your level of interest in participating in projects that connect program students with the industry or sector.	Percentage
1	Not at all interested	0%
2	Somewhat interested	80%
3	Very interested	20%
	Total number of respondents	10

16 - Please share any project ideas you have to connect program students with the industry.

Writing profiles of people is extremely useful and the simplicity of those stories allows for refinement of voice, and for placement in publications.

Being able to offer mentoring or working opportunities--even if only for a short term--are appealing. Or, having program grads that work in varying industries come in to share their experience with students is a great connection. Guest lectures 'Ask Me Anything' sessions.

I have no ability to connect students to the media industry. However, I am interested in high-performing students and recent graduates from the program who wish to use their research, writing and communication skills for a broader public good.

It would more be with storytelling on a brand / corporate level.

Longer-term internships, specifically ones that are full days over a few weeks. A summer longer-form multimedia series that is paid through an honorarium (we do something similar to this with Langara and it is sponsored by a bursary-type program)

Appendix 7: Alumni Survey Results

Journalism Program Review - Alumni Survey Results

The alumni survey was sent to 105 Journalism alumni. A total of 9 alumni responded. The response rate is 9%.

Note: The data includes open-ended comments. In order to preserve integrity and objectivity, OPA does not do value-judgment editing (i.e. we do not fix spelling errors, syntax issues, punctuation, etc.). Comments are included verbatim – with one exception: if individuals or courses are named, OPA redacts the name of the instructor or course. This rule applies to whether the comment is good, bad or indifferent.

1 - What is the highest credential you have earned in KPU's Journalism program?

#	What is the highest credential you have earned in KPU's Journalism program?	Percentage
1	Bachelor of Journalism (Honours)	0%
2	Bachelor of Journalism	100%
3	Minor in Journalism	0%
	Total number of respondents	9

2 - When did you complete KPU's Journalism program?

#	When did you complete this credential?	Percentage
1	2022	33%
2	2021	0%
3	2020	0%
4	2019	22%
5	2018	11%
6	2023	0%
7	2017	22%
8	2016	11%
9	2015	0%
	Total number of respondents	9

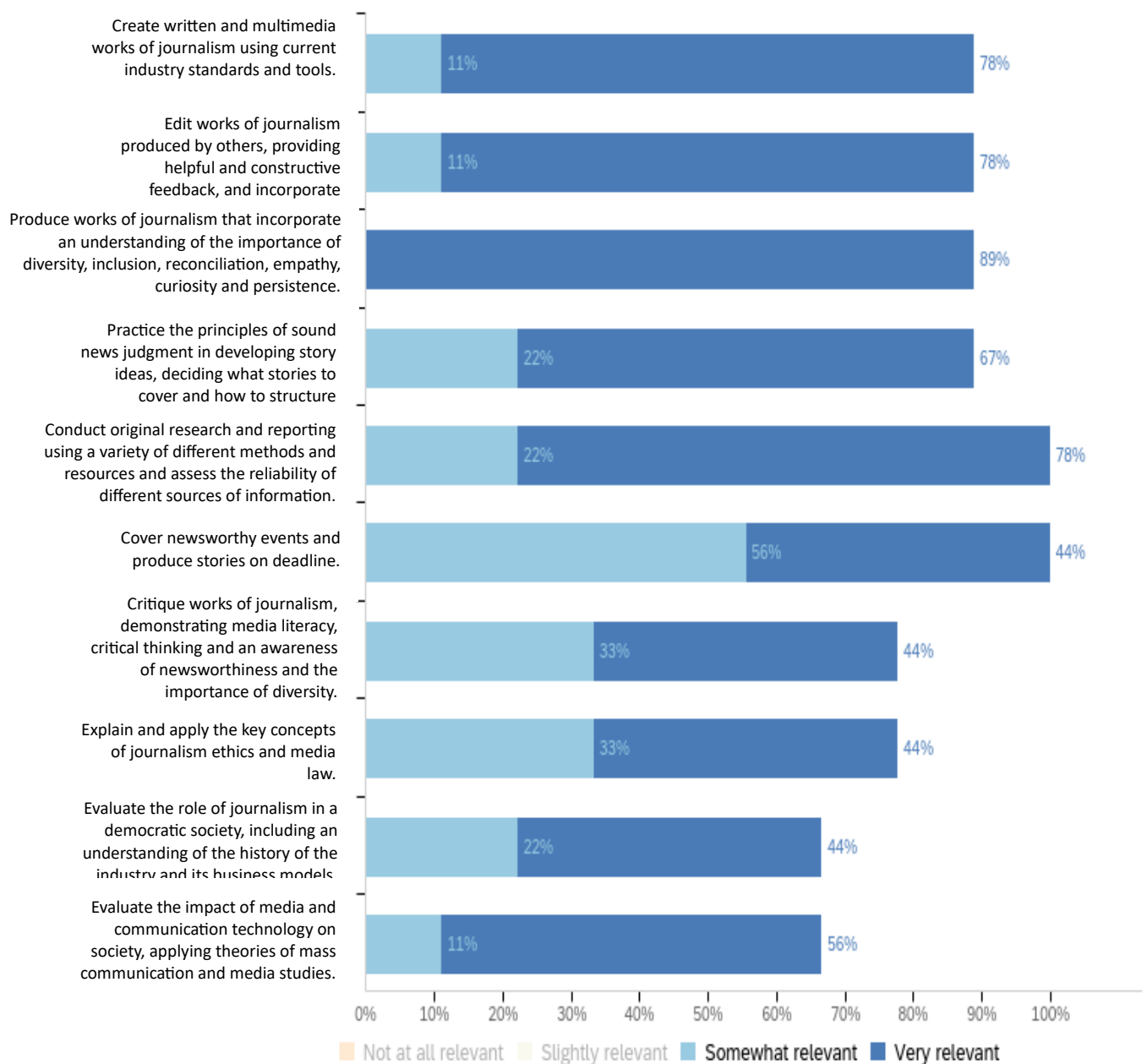
QUESTIONS ON CHAPTER 3: PROGRAM RELEVANCE AND DEMAND

Program Relevance

Are the program learning outcomes relevant to the current needs of the discipline/sector?

3 - Program Learning Outcomes are statements that describe the knowledge and skills students will have upon completion of a program. Please indicate how relevant each of the following Program Learning Outcomes was to your career goals.

Bachelor of Journalism



Note that “not at all” and “slightly relevant” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all relevant” and “slightly relevant” categories.

#	Question	Not at all relevant	Slightly relevant	Somewhat relevant	Very relevant	Total
1	Create written and multimedia works of journalism using current industry standards and tools.	0%	11%	11%	78%	9
2	Edit works of journalism produced by others, providing helpful and constructive feedback, and incorporate feedback from others.	11%	0%	11%	78%	9
3	Produce works of journalism that incorporate an understanding of the importance of diversity, inclusion, reconciliation, empathy, curiosity and persistence.	0%	11%	0%	89%	9
4	Practice the principles of sound news judgment in developing story ideas, deciding what stories to cover and how to structure information within a story.	0%	11%	22%	67%	9
5	Conduct original research and reporting using a variety of different methods and resources and assess the reliability of different sources of information.	0%	0%	22%	78%	9
6	Cover newsworthy events and produce stories on deadline.	0%	0%	56%	44%	9
7	Critique works of journalism, demonstrating media literacy, critical thinking and an awareness of newsworthiness and the importance of diversity.	0%	22%	33%	44%	9
8	Explain and apply the key concepts of journalism ethics and media law.	0%	22%	33%	44%	9
9	Evaluate the role of journalism in a democratic society, including an understanding of the history of the industry and its business models.	0%	33%	22%	44%	9
10	Evaluate the impact of media and communication technology on society, applying theories of mass communication and media studies.	0%	33%	11%	56%	9

Minor in Journalism

No responses to report.

4 - The program curriculum is the academic content taught in a specific program. Overall, how satisfied are you with the curriculum of KPU's Journalism program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	The program curriculum is the academic content taught in a specific program. Overall, how satisfied are you with the curriculum of KPU's Journalism program?	Percentage
1	Very dissatisfied	0%
2	Somewhat dissatisfied	0%
3	Neither satisfied nor dissatisfied	0%
4	Somewhat satisfied	78%
5	Very satisfied	22%
	Total number of respondents	9

5 - Thinking of KPU's Journalism program's curriculum as a whole, please indicate the strengths of the program.

Instructions with lots of practical knowledge, good knowledge on structuring and creating journalistic works.

The required courses in the Journalism program (at the time) allowed students to learn diverse reporting methods such as written, photography, video and radio. The variety helped provide a guideline on different career options in the journalism world.

Small class sizes opportunity for collaboration and focused feedback from instructors. Teaching how to incorporate principles of equity and diversity as well as critical thinking skills into researching and writing. More affordable than other programs.

The focus on multimedia was very helpful as well as learning to file FOIs and doing deep-dives into topics and learning to structure long-form stories was very beneficial.

Strong focus on writing and narrative structure

Writing skill emphasis, reading, media critique. The skill of asking questions with the intent to explain things to the reader. Understanding why another person has arrived to their conclusions

Great instructors. Small class sizes. Hands-on learning and tons of access to resources.

6 - Thinking of KPU's Journalism program's curriculum as a whole, please provide any suggestions you have for improvement.

There should be education on freelancing, how to get into it, and how to excel in this, which wasn't spoken about at all during my term. I found there to be too much overlap from the same instructors in different classes in the program, such as over-repetition of "storytelling" and how broad that could be. The newer instructors had lots of recent and relevant industry knowledge, but the full time instructor **[Instructor Name Redacted]** did not have this it seemed. I feel my education could have been better had there been more diversity on instructors and course options. **[Course Name Redacted]** specifically I learnt nothing and found this class essentially useless, which was very disappointing. I also found some of the communications courses had too much theory and not enough practical knowledge for learning. It would have been more useful to have communications classes especially relate more towards modern day subjects and ideas, which students could relate to journalism. There was also no option to learn about editing during my three year term in the program, which is an essential part of journalism and the industry, but I didn't know it while studying. A few instructors only explained how difficult it would be for students to find job, and I would have preferred to have support on the best ways to stand out after finishing this program instead of hearing I won't be able to find a job.

It would be beneficial for all journalism students to have at least one semester of work experience or internship. While The Runner is a great opportunity for students to practice writing and publishing stories, it doesn't give students the best opportunity to connect with the community as much as.

Maybe focusing less on print as a medium and exploring diverse journalism career trajectories and paths that exist outside traditional newsrooms i.e. looking at successful journalists who have 'day jobs' to supplement their income, and highlighting how journalism skills can be useful in a variety of other professions. There should probably be a class on how AI is impacting the distribution and consumption of information and what that means for journalism.

In my experience, inclusivity in newsrooms is still not as common as it should be and so I think having instructors or special guests coming into classes to speak about how to combat toxicity or oppression in newsrooms would have been very helpful.

Offering multiple opportunities for co-ops and internships, as opposed to once a year for fourth-years only.

Classes could use more practical exercises to produce content faster and on deadline, no matter the medium.

A stronger push for students to get involved with The Runner. Better preparation for the job at hand, but I've heard practicums are more normal now. A better emphasis on interviewing people the student disagrees with would be an improvement. Putting an emphasis on getting to the point in the first sentence or two as opposed to meandering for a whole paragraph, this was something I saw a lot from new writers at The Runner. Safety and other techniques during civil unrest events may also be an asset. It would also be good to have some serious stuff covering libel law, maybe have a law prof teach a class on that. It generally felt like the program put more emphasis on reading what other journalists said about journalism, and less emphasis on running outside, talking to people, taking photos, etc, just doing the job. I learned more during my first 6 months at the Runner than I probably did in my whole 4 years in the program.

More work experience opportunities. I didn't get experience in a newsroom until 4th year.

7 - What topics, if any, were missing from the program?

Freelance including how to get into it, how to find work, what publications may be looking for, editing - in terms of editing other peoples work, or editing work for specific publications and how that process works. And, information and support to finding jobs, and what employers are looking for in employees.

Social media is a growing medium for many media publications. It would be great to have a course or a bigger section for students to learn how to properly report on social media apps as, unfortunately, many big media groups are turning away from print and towards digital.

More tech journalism would have been nice a la Andy Greenberg or Nicole Perlroth. Business and financial journalism should be required, not being fully informed on what a company is or how it works internally is a big shortfall for a lot of journalists. Gonzo journalism would be fun. Labour and health are big topics too. A seminar exclusively focusing on local communities would be interesting, like "Surrey News 101" where students examine local issues and how they are reported on by different sources. Music journalism would be a hit with students.

Tips on finding new and creative story ideas, especially for small communities and interview techniques for investigative interviews

Video and radio related content, well-researched opinion writing

More data journalism and an overlap on some SEO and basic web dev stuff to make your resume stand out.

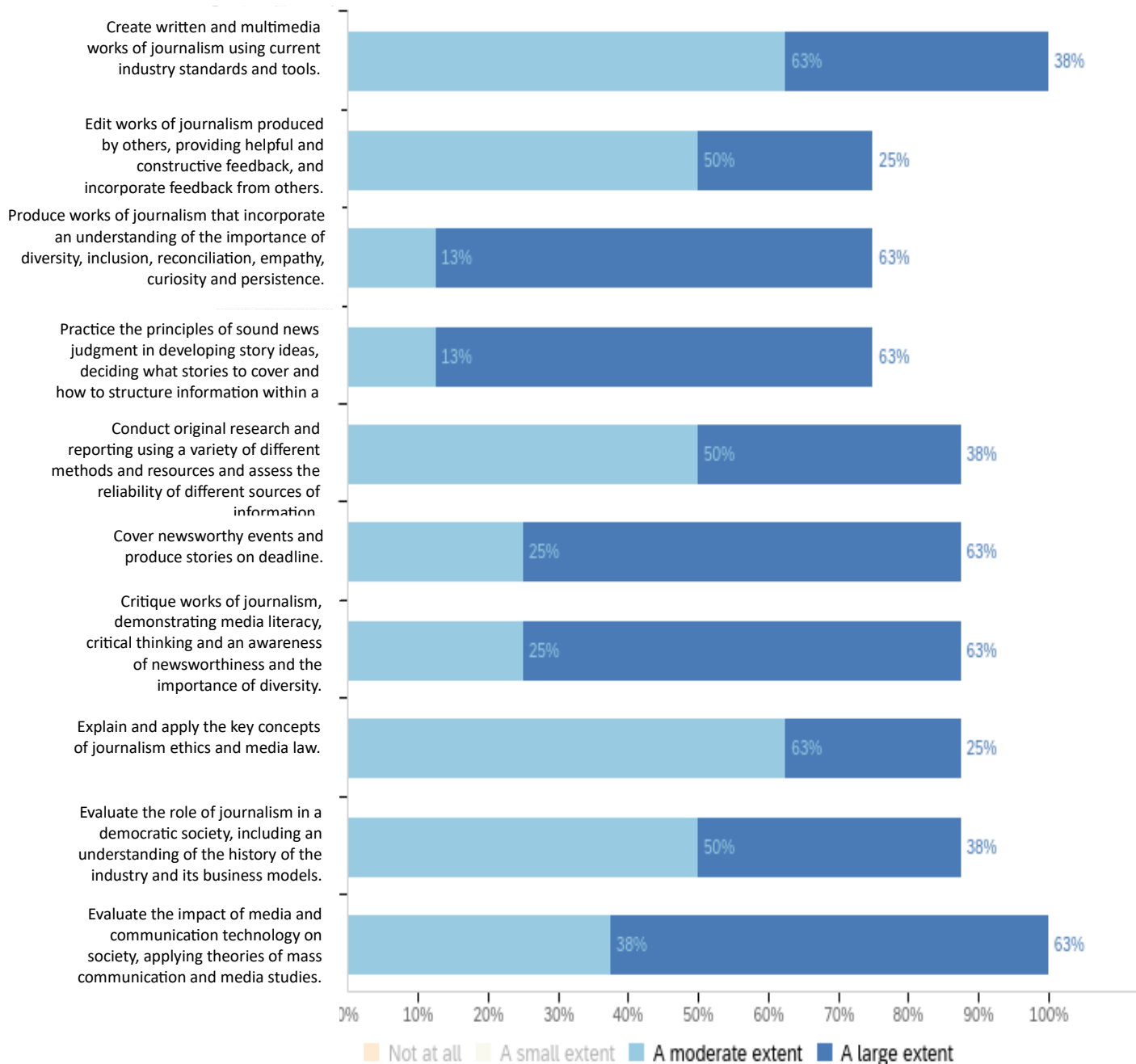
QUESTIONS ON CHAPTER 4: EFFECTIVENESS OF INSTRUCTIONAL DELIVERY

Instructional Design and Delivery

Are appropriate opportunities provided to help students acquire the PLOs?

8 - To what extent did KPU's Journalism program help you develop each of the following Program Learning Outcomes?

Bachelor of Journalism



Note that "not at all" and "a small extent" categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the "not at all" and "a small extent" categories.

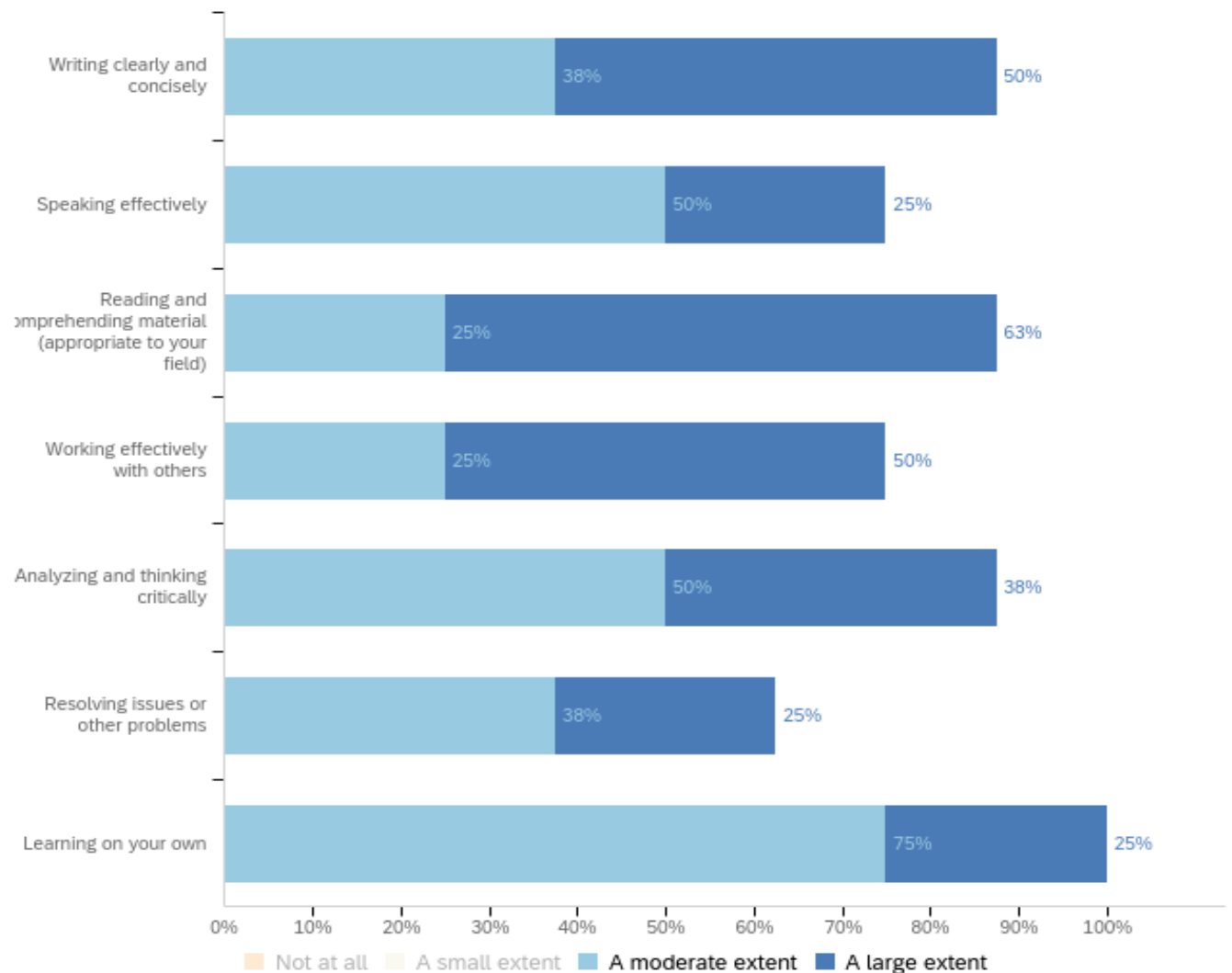
#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Create written and multimedia works of journalism using current industry standards and tools.	0%	0%	63%	38%	8
2	Edit works of journalism produced by others, providing helpful and constructive feedback, and incorporate feedback from others.	13%	13%	50%	25%	8
3	Produce works of journalism that incorporate an understanding of the importance of diversity, inclusion, reconciliation, empathy, curiosity and persistence.	0%	25%	13%	63%	8
4	Practice the principles of sound news judgment in developing story ideas, deciding what stories to cover and how to structure information within a story.	0%	25%	13%	63%	8
5	Conduct original research and reporting using a variety of different methods and resources and assess the reliability of different sources of information.	0%	13%	50%	38%	8
6	Cover newsworthy events and produce stories on deadline.	13%	0%	25%	63%	8
7	Critique works of journalism, demonstrating media literacy, critical thinking and an awareness of newsworthiness and the importance of diversity.	0%	13%	25%	63%	8
8	Explain and apply the key concepts of journalism ethics and media law.	0%	13%	63%	25%	8
9	Evaluate the role of journalism in a democratic society, including an understanding of the history of the industry and its business models.	0%	13%	50%	38%	8
10	Evaluate the impact of media and communication technology on society, applying theories of mass communication and media studies.	0%	0%	38%	63%	8

Minor in Journalism

No response to report.

Are appropriate opportunities provided to help students acquire the essential skills?

9 - To what extent did KPU's Journalism program help you develop each of the following essential skills?



Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Writing clearly and concisely	0%	13%	38%	50%	8
2	Speaking effectively	13%	13%	50%	25%	8
3	Reading and comprehending material (appropriate to your field)	13%	0%	25%	63%	8
4	Working effectively with others	25%	0%	25%	50%	8
5	Analyzing and thinking critically	0%	13%	50%	38%	8
6	Resolving issues or other problems	0%	38%	38%	25%	8
7	Learning on your own	0%	0%	75%	25%	8

Are appropriate work-integrated and/or community-engaged learning opportunities provided to help students acquire the learning outcomes?

10 - To what extent do you agree that you had sufficient opportunities in the program to reinforce your learning through practical application of this learning?



■ Somewhat agree ■ Strongly agree

Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	To what extent do you agree that you had sufficient opportunities in the program to reinforce your learning through practical application of this learning?	Percentage
1	Strongly disagree	0%
2	Somewhat disagree	25%
3	Neither agree nor disagree	13%
4	Somewhat agree	50%
5	Strongly agree	13%
	Total number of respondents	8

11 - Were you involved in any of the following work-integrated and/or community-engaged learning opportunities? Select all that apply.

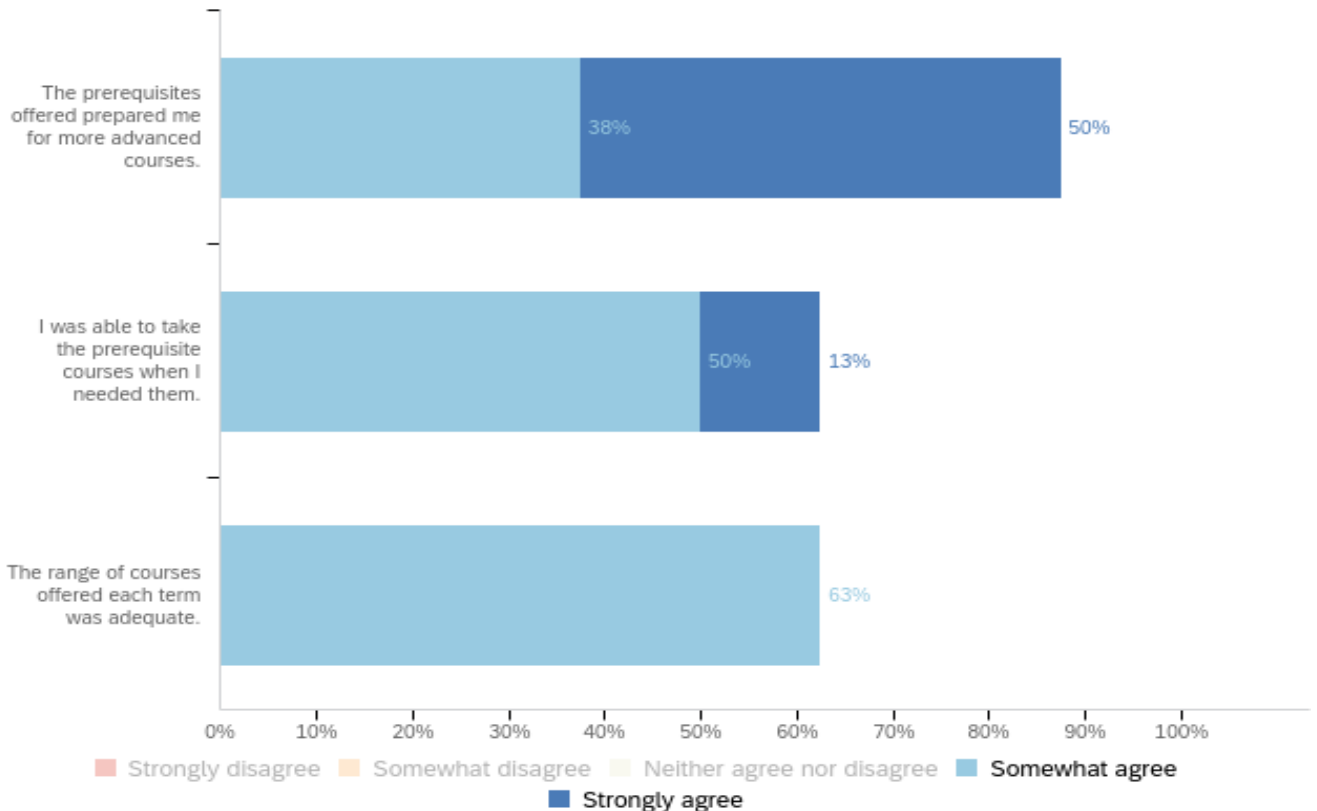
Not enough responses to report.

12 - Indicate the extent the work-integrated and/or community-engaged learning opportunities contributed to your learning.

Not enough responses to report.

Does the program design ensure students are prepared for subsequent courses?/Are students making satisfactory progress in the program?

13 - Thinking of KPU's Journalism program as a whole, please indicate your agreement with the following.



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories to enable quick comparisons between items. For items with low positive percentages, use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	The prerequisites offered prepared me for more advanced courses.	0%	0%	13%	38%	50%	8
2	I was able to take the prerequisite courses when I needed them.	13%	25%	0%	50%	13%	8
3	The range of courses offered each term was adequate.	13%	25%	0%	63%	0%	8

14 - Overall, how satisfied are you with the instruction you have received in KPU's Journalism program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Overall, how satisfied are you with the instruction you have received in KPU's Journalism program?	Percentage
1	Very dissatisfied	0%
2	Somewhat dissatisfied	0%
3	Neither satisfied nor dissatisfied	0%
4	Somewhat satisfied	75%
5	Very satisfied	25%
	Total number of respondents	8

15 - Thinking of how instruction is delivered across the program as a whole, please indicate the strengths of the program instruction.

Instructors and department staff were very helpful in making sure they were easily accessible for help when it came to course material or even career directions.

Very communicative, experienced and supportive instructors, a good variety of relevant topics and skills taught, flexible smaller classes, courses change a lot and evolve over time to fit ongoing issues and needs in the profession.

I liked that most instructors gave a lot of freedom to students to delve into whatever topics interested us

The individual professors were very good and cared a lot about what they were doing

As I was in the program (2012-2016) more courses were added and the instructors kept on top of which classes we need to graduate. They also allowed us to take higher level courses to assure we graduated on time and got the most out of our degrees.

16 - Thinking of how instruction is delivered across the program as a whole, please provide any suggestions you have for improvement in program instruction.

N/A

I think supporting students in developing their unique interests would help them better understand the kind of work they would like to do. Most students I know in the program have an affinity for one or a few specific topics, (sports, music, climate, video games, politics etc) and giving them more individualized opportunities to identify the topics they like (surveys?) and pursue them through journalism could help them develop their background knowledge and specialize in the areas they feel passionate about.

I think that more could have been done to give students tangible tips and instruction on how to conduct interviews, gather information and write in different styles

I would welcome more practical opportunities sooner in the program, though they might have to be built into the classes themselves.

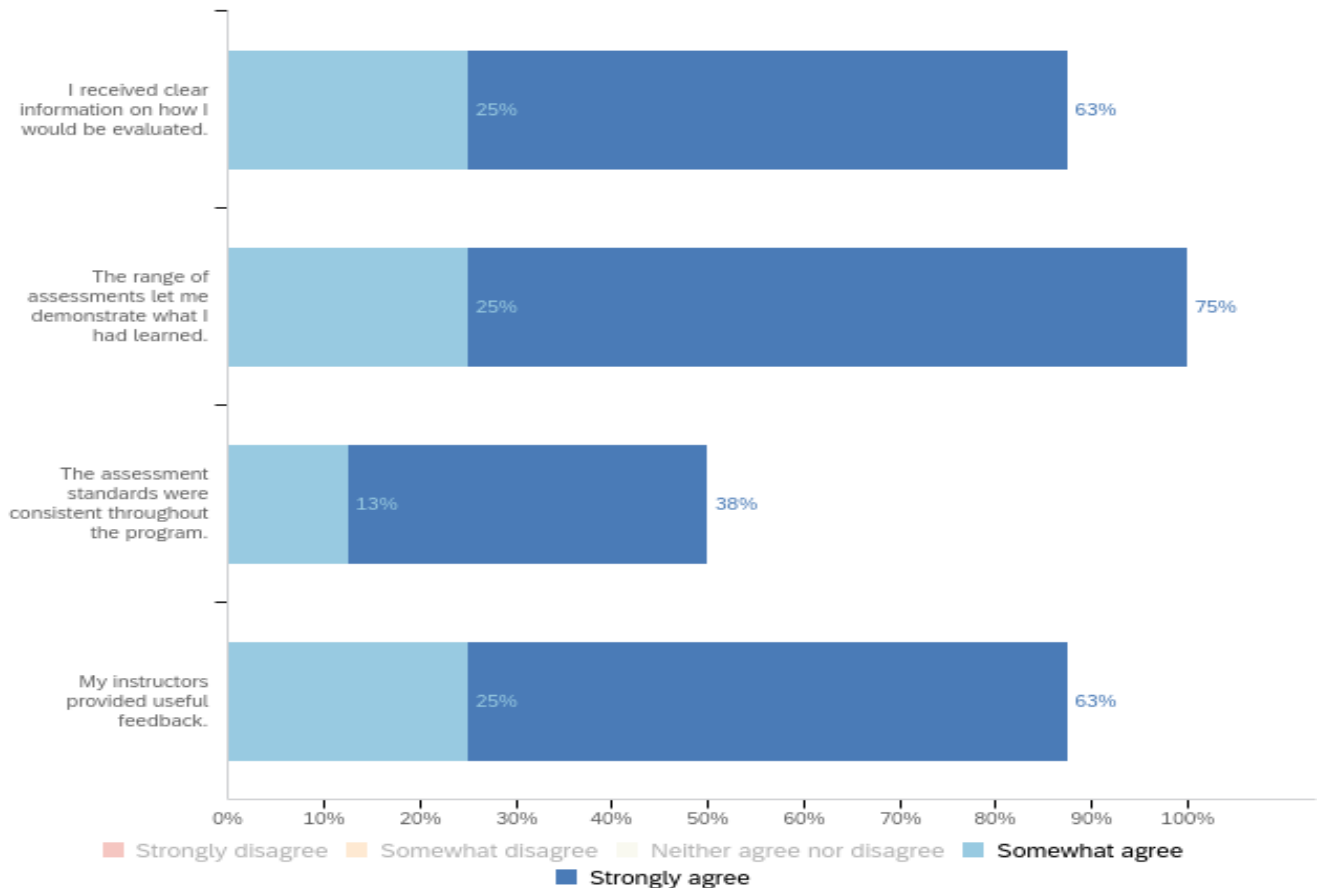
More emphasis on practical reporting. [Course Name Redacted] course was very good for this

If it wasn't for my independent work with newspapers and a broadcast practicum, I don't think I would have been prepared for jobs. There just aren't enough out there for people with a degree and no experience. I also feel like I didn't properly learn how to write newsworthy articles until the end of my program with more focus being on essays, which aren't super relevant

in the industry. That said, the program was very diverse and if you wanted to be more involved and learn, the opportunities were there.

Do the assessment methods allow students to demonstrate to what extent they have achieved the learning outcomes?

17 - Thinking of how learning is assessed in the program as a whole, indicate your agreement with the following.



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	I received clear information on how I would be evaluated.	0%	13%	0%	25%	63%	8
2	The range of assessments let me demonstrate what I had learned.	0%	0%	0%	25%	75%	8
3	The assessment standards were consistent throughout the program.	13%	38%	0%	13%	38%	8
4	My instructors provided useful feedback.	0%	0%	13%	25%	63%	8

Are graduates of the program successful?

Further Education

18 - Have you pursued further education since completing KPU's Journalism program?

#	Have you pursued further education since completing KPU's Journalism program?	Percentage
1	Yes	13%
2	No	88%
	Total number of respondents	8

19 - Please list the name of the program and the institution where you enrolled after completing KPU's Journalism program.

Science and math courses at KPU, soon Langara

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

Not enough responses to report.

21 - To what extent do you agree that the KPU's Journalism program prepared you well for further education?

Not enough responses to report.

Employment

22 - Are you currently employed in a field related to what you studied at KPU?

#	Are you currently employed in a field related to what you studied at KPU?	Percentage
1	Yes	88%
2	No	13%
	Total number of respondents	8

23 - Were you previously employed in a field related to what you studied at KPU?

Not enough responses to report.

24 - Which of the following best describes your current employment situation?

#	Which of the following best describes your current employment situation?	Percentage
1	In a full-time regular position	86%
2	In a part-time regular position	0%
3	In a contract position	14%
4	In a casual or temporary position	0%

25 - What is your position/role/job title?

Staff Writer

Digital reporter

Multimedia Journalist

Communications Coordinator

Video Journalist

Lead Copywriter and Content Strategist/PT community reporter

26 - Could you specify the organization where you are currently employed? This information will help us better determine KPU graduates' career trajectories.

Richmond News

Black Press Media

Canadian Nuclear Laboratories

CityNews Vancouver, Citytv

Marketing

27 - Which of the following best describes your employment situation?

Not enough responses to report.

28 - What was your position/role/job title?

Not enough responses to report.

29 - Based on your experience since graduating, to what extent do you agree that the program prepared you well for an entry-level job in the industry?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Based on your experience since graduating, to what extent do you agree that the program prepared you well for an entry-level job in the industry?	Percentage
1	Strongly disagree	0%
2	Somewhat disagree	25%
3	Neither agree nor disagree	25%
4	Somewhat agree	38%
5	Strongly agree	13%
	Total number of respondents	8

30 - Please identify the skills/knowledge area(s) you felt were missing for an entry-level job in your industry.

Learning about how different publications work, the education focused more on broad topics, but it would be valuable to compare different publications and topics to be covered instead of the same "news" and storytelling every time, as in the real world there is so much variety

Limited knowledge of politicians, people in the community when I first started.

Mostly practical experience to put on a resume, and general networking/contact building skills. Grads from more prestigious programs have access to a wider variety of extracurriculars that they can use to pad their CV, it would be nice to have some of that discussed in the KPU program, have students build a road map towards whatever their goal is and outline the opportunities they need to pursue to achieve it, like volunteer roles, competitions, residencies, conferences, key publications they can submit to etc. in order to tailor their resume to be competitive for the job they want.

Covering breaking news and learning to go beyond news release handouts and think more critically about them. For example, being taught that some sources of information should not be simply trusted would have been beneficial.

More work experience opportunities, like practicums, co-ops, internships.

I learned a lot of the practical skills for television news on the job -- not at KPU.

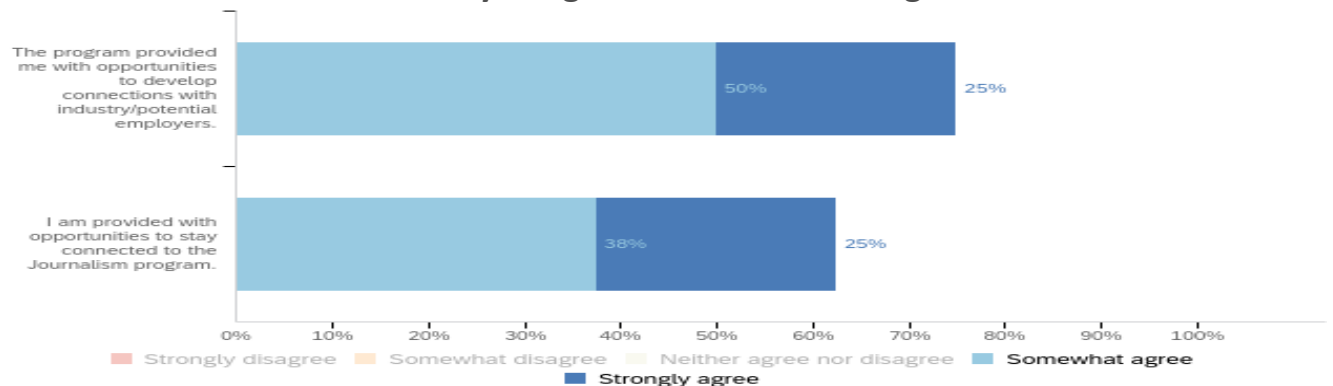
I was likely qualified for a decent job in journalism, but the decline of the industry and the fact that I have the capacity for learning STEM topics, I have since changed my career path towards engineering

There are a lot more broadcast jobs so perhaps a higher focus on this over print journalism.

Does the program have the connections to the discipline/sector to remain current?

Alumni Connections

31 - Please indicate the extent you agree with the following statements.



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	The program provided me with opportunities to develop connections with industry/potential employers.	13%	13%	0%	50%	25%	8
2	I am provided with opportunities to stay connected to the Journalism program.	13%	13%	13%	38%	25%	8

32 - What can the program do to build better connections with alumni?

Facebook or LinkedIn groups, or emails, I don't receive anything about journalism alumni.

n/a, I'm not trying to do journalism anymore

This survey is a great start. Not all journalism alumni are doing hard news jobs but it might be worth having some people come in and discuss the opportunities with current students.

Appendix 8: Faculty Qualifications and Currency Profile

Faculty Qualifications and Currency Profile Template (as of the 2022-23 academic year)

Do not name individuals, as this is about the collective expertise of program faculty and other instructional staff.

The number of FTEs by role: Faculty Instructors: 8.25 FTEs
Area(s) of Faculty Expertise: Primarily Journalism: 4.375 FTEs Primarily Communication Studies: 3.875 FTEs
Faculty Qualifications: Number of faculty FTEs with doctorate: 3.5 FTEs Number of faculty FTEs with masters: 4.375 FTEs Professional certifications: Not Applicable
Expertise of Instructional Staff, if appropriate: Not Applicable
Recent Professional Development: Some faculty members are involved in administering or judging national journalism competitions, which helps keep them in touch with the best work being created in the field. Several sessional Journalism instructors are working journalists, which keeps them current on developments in the field, and some regular faculty members still do occasional freelance journalism. One instructor is currently enrolled in Vancouver Community College's six-course Provincial Instructor Diploma Program. Several Communication Studies instructors are active in publishing academic papers and presenting at conferences.

Appendix 9: Student Survey Results

Journalism Program Review - Student Survey Results

The student survey was sent to 64 Journalism students. A total of 22 students responded. The response rate is 34%.

Note: The data includes open-ended comments. In order to preserve integrity and objectivity, OPA does not do value-judgment editing (i.e. we do not fix spelling errors, syntax issues, punctuation, etc.). Comments are included verbatim – with one exception: if individuals or courses are named, OPA redacts the name of the instructor or course. This rule applies to whether the comment is good, bad or indifferent.

QUESTIONS ON CHAPTER 3: PROGRAM RELEVANCE AND DEMAND

Who takes the program?

Your Program

1 - Which of the following credentials are you working towards at KPU? Please select all that apply.

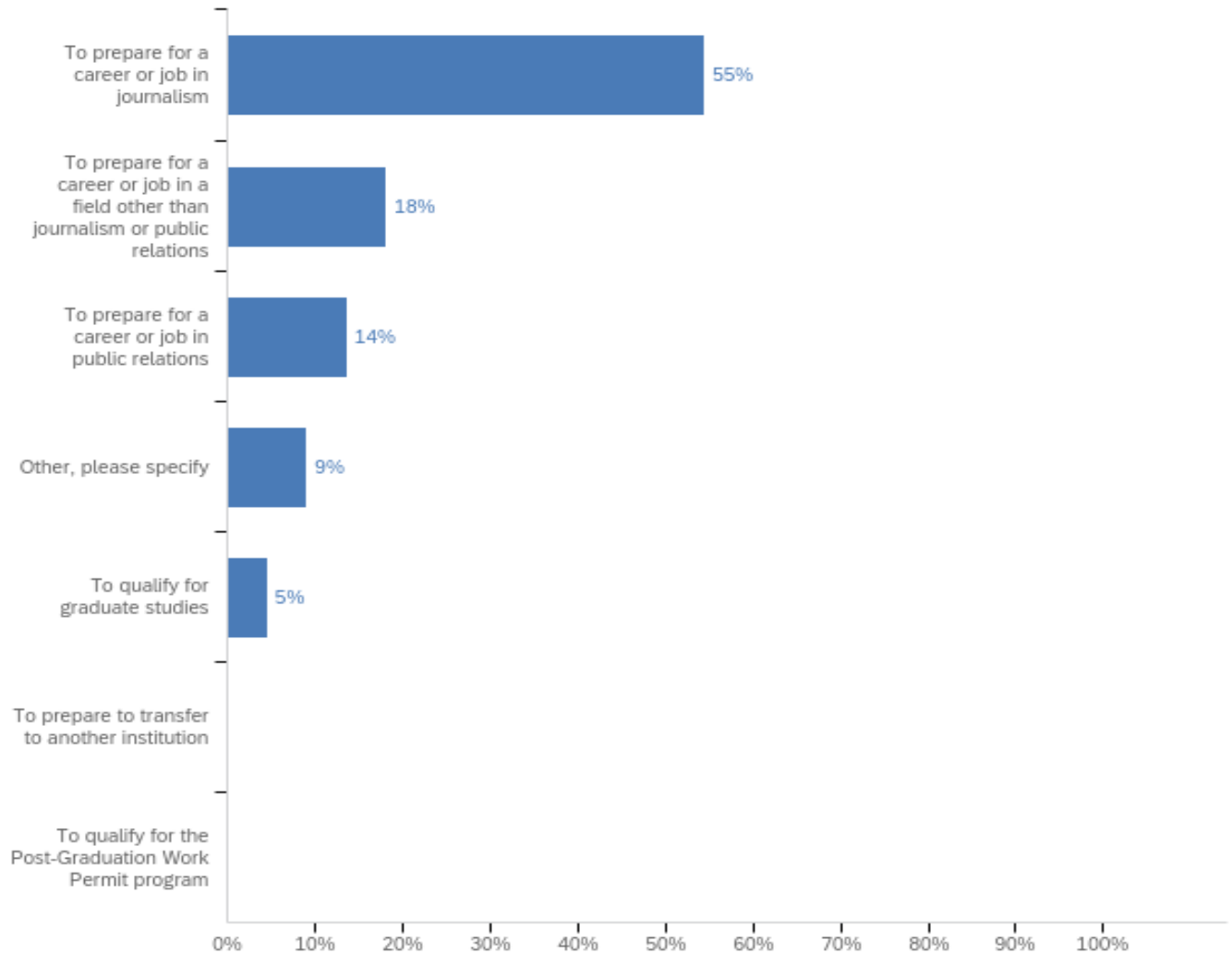
#	Which of the following credentials are you working towards at KPU? Please select all that apply.	Percentage
1	Bachelor of Journalism (Honours)	5%
2	Don't know	0%
3	Bachelor of Journalism	86%
4	Minor in Journalism	9%
5	None of the above	0%
	Total number of respondents	22

2 - How many credits have you completed at KPU?

#	How many credits have you completed at KPU?	Percentage
1	less than 30 credits	5%
2	between 30 and 60 credits	9%
3	More than 60 credits	86%
	Total number of respondents	22

Reasons for Taking the Program

3 - What was your main reason for enrolling in the Journalism program?



#	What was your main reason for enrolling in the Journalism program? - Selected Choice	Percentage
1	To prepare for a career or job in journalism	55%
2	To prepare for a career or job in public relations	14%
3	To prepare for a career or job in a field other than journalism or public relations	18%
4	To prepare to transfer to another institution	0%
5	To qualify for graduate studies	5%
6	To qualify for the Post-Graduation Work Permit program	0%
7	Other, please specify	9%
	Total number of respondents	22

Q3_7_TEXT - Other, please specify

I study agriculture and I believe that agricultural journalism is severely underrepresented

To prepare for a career or job in journalism and public relations. Also interested in this field.

Are the program learning outcomes relevant to the current needs of the discipline/sector?

Program Relevance

4 - Thinking of KPU's Journalism program as a whole, to what extent do you agree that the program's curriculum is relevant to your career goals?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Thinking of KPU's Journalism program as a whole, to what extent do you agree that the program's curriculum is relevant to your career goals?	Percentage
1	Strongly disagree	5%
2	Somewhat disagree	5%
3	Neither agree nor disagree	5%
4	Somewhat agree	32%
5	Strongly agree	55%
	Total number of respondents	22

5 - Overall, how satisfied are you with the curriculum of KPU's Journalism program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Overall, how satisfied are you with the curriculum of KPU's Journalism program?	Percentage
1	Very dissatisfied	0%
2	Somewhat dissatisfied	18%
3	Neither satisfied nor dissatisfied	5%
4	Somewhat satisfied	50%
5	Very satisfied	27%
	Total number of respondents	22

6 - Thinking of KPU's Journalism program's curriculum as a whole, please indicate the strengths of the program.

Some of the strengths of the program are learning how to write on deadline, how to take impactful photos, and how to effectively write a story using the inverted pyramid.

Teachers are detailed, open to helping students, some go above & beyond.

I think it has a strong focus on both theory and practice. Enjoy that many of my classes force me to actually go out and practice journalism instead of just sitting behind a desk.

The instructor and teaching students how to be reporters

Certain teachers and their expertise in Journalism fields- using relevant databases, investigative and/or creative multi-media projects during classes. The Journalism facebook page and helpful career postings

Some of the courses are well presented.

- Allows the opportunity for students to do independent research - Gives students the opportunity to have a portfolio for employers - Great instruction

Gives students opportunities to explore journalism.

Many opportunities for hands on applications of skills learned in class

I like the various forms of journalism that we are able to explore via classes like **[Course Names Redacted]**.

You really get a good idea of what a news room environment feels like from taking the upper level courses. This is good because you know what to expect outside of the classroom. I enjoy how some classes do give students to option to chose what kind of story we want to write; data, photo, or audio.

I have gained a lot of skills that I think will be applicable in almost any field, like how to deal with people, writing concisely and interviewing skills (ie how to extract information from someone, build relationships, etc). I also learned about the value of journalists and how what they do is incredibly important, especially today, with the overwhelming amount of info out there it's great to know that there are people we can still trust to vet and verify that info, as long as we continue to trust them.

[Course Name Redacted] taught by **[Instructor Names Redacted]** **[Course Name Redacted]** taught by **[Instructor Name Redacted]** **[Course Names Redacted]** taught by **[Instructor Name Redacted]**

I think this program has fantastic instructors. There are also lots of cool journalism courses to take. Overall I feel very well-rounded in journalism from the classes I've taken so far.

Strengths: the program provides a good array of courses that prepare students for a JRNL job or career. I like how students can go into audio, visual, or writing streams of journalism.

-being able to practice writing articles in class to build a portfolio -learning skills other than writing such as photography, audio/podcasting and video

The teachers have real world practical experience and are extremely knowledgeable and helpful. They are easily the highlight of the program.

My three favourite instructors are **[Instructor Names Redacted]**. They make their classes engaging and are extremely approachable and want us to succeed in the course and in our careers. I feel very supported in the program and they have had an extremely positive impact on my university experience. **[Instructor Name Redacted]** gave me so much confidence in the news reporting and sports class to interview people, even when I wasn't familiar with the topic. She always pushes me outside my comfort zone and writing on deadline has helped me as the news writer for The Runner and has benefited me in so many other ways as well. I feel like I have become a much stronger writer since fall 2021 and it is so much fun taking her classes. I am excited for the summer class again this year. It was so nice having a class with **[Instructor Name Redacted]** for the first time in person this semester and I really enjoyed how much time she gave us with brainstorming for our big feature story. She is always flexible with deadlines as well, even though I did not need any this semester. She is very approachable to come to if you need help. **[Instructor Name Redacted]** was the first journalism instructor I had at KPU and it was great having a class with him for the first time in person this semester. He keeps us engaged and is pretty funny too. I really like that he brought in guest speakers because it was practical for us to use that time to hear what from current journalists and former KPU students and how they have used their skills from KPU in their career. My experience at KPU has been extremely positive and compared to my English instructors, I love how chill the three of them are as instructors. They don't talk down to us or make us feel bad if we have questions about things. I also like the comradery they instill in us as a group and I've made some lifelong friends in this program. Doing those deadline events in news reporting and BC Place in sports jrnl really helped me expand my social life and actually benefit from the social part of university life. I'm so happy and thankful **[Instructor Name Redacted]** gave us those assignments because it helped me get to know my classmates. I'm sad that I only have two semesters left, so I will make the most of my last three journalism courses!

7 - Thinking of KPU's Journalism program's curriculum as a whole, please provide suggestions you have for improvement.

I think some suggestions to improve the program would be to have the opportunity to do assignments that are photo, audio, or video stories or a combination of them. I think to also learn how to report in communities you're not a part of and how to do trauma reporting.

more BIPOC staff needed

I think it's important to focus on different areas of journalism instead of just journalism in the local context. Global issues should also be a focus. There should be more advice on finding remote stories and how to preform journalism from abroad.

all you learn how to do is be a reporter and there are few reporter jobs out there

There needs to be much less forced assigned group projects as often certain students are taking advantage of not having to pull their weight or contribute towards the projects. There needs to be less assigned Communications courses as they are consistently boring filler courses with lack of interesting or in-depth content taught in class. There is also a lack of preparation or effort from the Communication teachers that goes into the courses- dry PowerPoint slides read verbatim, drawn out concepts that could be summarized in less than one class.

More coverage for online courses.

- More focus on trying to pursue nonbiased stories in journalism

Letting students focus on topics of their interest would make learning interesting.

The timing of some assignments could be improved, often a source of panic and anxiety

Classes should be offered more often, having to wait another year to take something is really hard to finish a degree in just four years.

I wish we learned how to edit more for those what want to work more with technology but maybe aren't able to based off the kind of assignments given. I'd also like to learn more journalism lingo in all JRNL classes as I only learned JRNL terms in the **[Course Name Redacted]** class this semester and haven't in past courses.

I think right now the curriculum is still mostly geared towards preparing people for a career as written-news journalists, usually for local papers and things like that, even though almost every single person I speak to in my journalism classes are not planning on going into that field exactly. I know there are people like that in the program, and it's great that they're being properly prepared for such an important job, but I think the focus in the later classes should allow for students to build more varied skills that they're more interested in. For example, many of the later courses have projects that require students to continue writing the news stories they've been writing since first year, while I think they should be flexible enough to allow students to write the type of stories they think they want to write in their careers, such as feature stories, in-depth explainer pieces and so on. The instructors are very widely skilled, so I think they should still be able to give instruction and suggestions for improvement on these kinds of stories. I know that these skills we've been building will be valuable, but I feel like sometimes we aren't being given the opportunities to practice some of these skills, in favour of a very narrow career path.

Any Journalism student should have a KPU course in MS Word, Excel and Powerpoint before 3000-4000 level courses are undertaken

I think there should be a heavier focus on multimedia in our coursework. Much of the assignments we do are written, which is very important, but I think doing more multimedia projects and learning web design and how to make content for social media would be beneficial. Also learning how to write/ pitch a story to editors would be beneficial, along with focusing more on how to come up with story ideas and build connections in the community.

I would have loved to have more fourth year classes available in the fall and spring semesters.

I never found weekly readings helpful, especially in some classes the "weekly" assignments were repetitive and didn't teach me anything at all about improving my skills in journalism. If we had more in-class assignments where the instructors let us practice writing / filming / recording and gave us direct feedback soon after, that would be ideal.

I know it's difficult but more class availability, especially at higher levels. Having to wait for a specific course to come around is really difficult.

It is really hard to say what could be improved while I am still in my undergrad. Maybe when I start my career and become unsure of something or not good at a skill, I'll know that it was lacking from the program. Honestly, I think more field trips could be so much fun. Those were my favourite parts of my student experience so far at KPU. I also think it should be mandatory for students to take **[Instructor Name Redacted]** **[Course Name Redacted]**. I learned so much from that class and most of the people I know in the program know nothing about defamation because they didn't take it, which I think might be a problem for them when they graduate. Finally we need more contributors for The Runner! It should be promoted more in class or maybe there could be option on an assignment to send it in to The Runner. I don't understand why nobody wants to get paid for doing home-work! It just baffles me. I started contributing after I went to the Garden City Lands for a deadline

event assignment in Bev's news reporting class and now I have a position. All in all, I really hope we're learning all the skills we need and will feel prepared when we enter the workforce! :)

8 - What topics, if any, are missing from the program?

Reporting on communities you're not a part of, LGBTQ+ issues, Indigenous communities.

arts writing (music, restaurants, books, travel etc). mostly focused on news journalism.

I don't feel qualified to state anything is missing, but I personally think there should be a focus on coming at journalism from a different angle instead of just observational journalism. I truly believe journalist should be personally involved in their stories, but there can be arguments made about conflict of interest ect.. so maybe that's not the best idea. 🤖

journalism for communications, I took journalism because there is no communications program at KPU and it did not prepare me for my career at all

Interviewing techniques and styles.

Can't think of any, but would like more online courses for students who aren't able to attend in person lectures. I understand that they are difficult and are usually piled onto professors who are already teaching multiple in person classes but it would be nice to be able to continue education without having to change my living situation.

N/a

Entertainment journalism, more PR classes

Discussion of media created by and for marginalized groups (BIPOC, 2SLGBTQ+, disabled, etc.)

I think podcasts would be fun to try as a mini or filler assignment for students. It would also allow non-tech savvy students to get familiar with different forms of media.

Maybe later courses that speak about different career paths, not just news journalism and freelancing, but magazine writing and things like that. Either that or the program could allow for more elective options instead of only the upper-level news journalism focused courses, like technical writing and PR.

For a student like me (who wants to be a writer), a course (or courses on) effective writing should be available Journalism and effective use of Android/iPhones as effective working tools, and helpful programs to increase cellphone usability...

I think there should be a heavier focus on properly reporting on minority communities. I think learning about the "white gaze" in media and how to be inclusive in reporting should be taught earlier on in journalism (maybe intro or citizen journalism) that way students can focus on these concepts and entrain them into their practice throughout their degree.

I think there's too much focus on news-based journalism. I wish we learned about how to write for magazines and use our skills in journalism for more creative outlets.

I went to a KSA meeting for The Runner and found out that we pay in our tuition for this KPU radio station that has never been used. I think it would be so much fun if we had our own radio station or learned more broadcasting skills. Or like how to write for a broadcast.

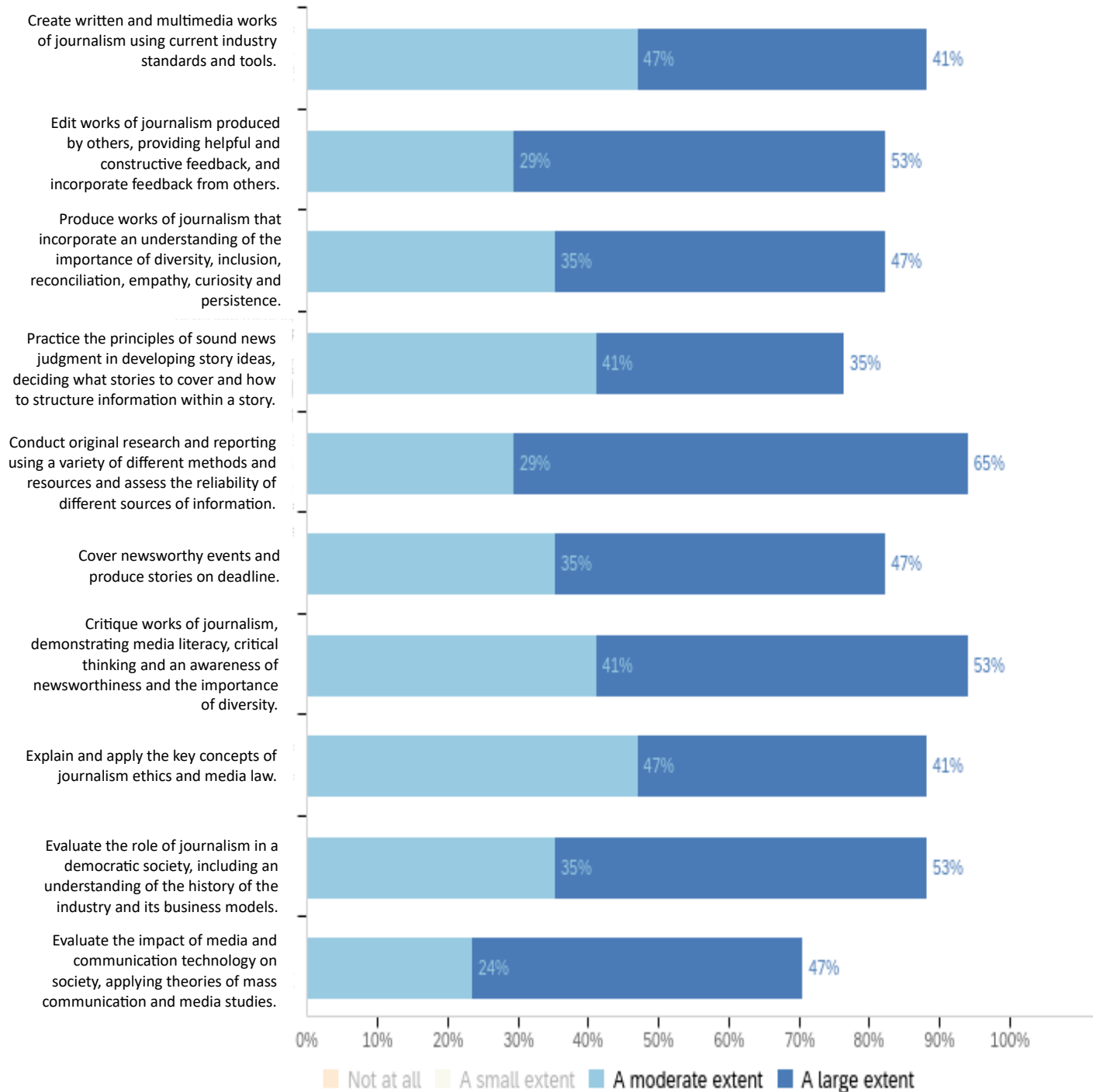
QUESTIONS ON CHAPTER 4: EFFECTIVENESS OF INSTRUCTIONAL DELIVERY

Instructional Design and Delivery

Are appropriate opportunities provided to help students acquire the PLOs?

9 - Program Learning Outcomes are statements that describe the knowledge and skills students will have upon completion of a program. To what extent are the courses you are taking for KPU's Bachelor of Journalism program helping you develop each of the following learning outcomes?

Bachelor of Journalism (Honours) and Bachelor of Journalism



Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

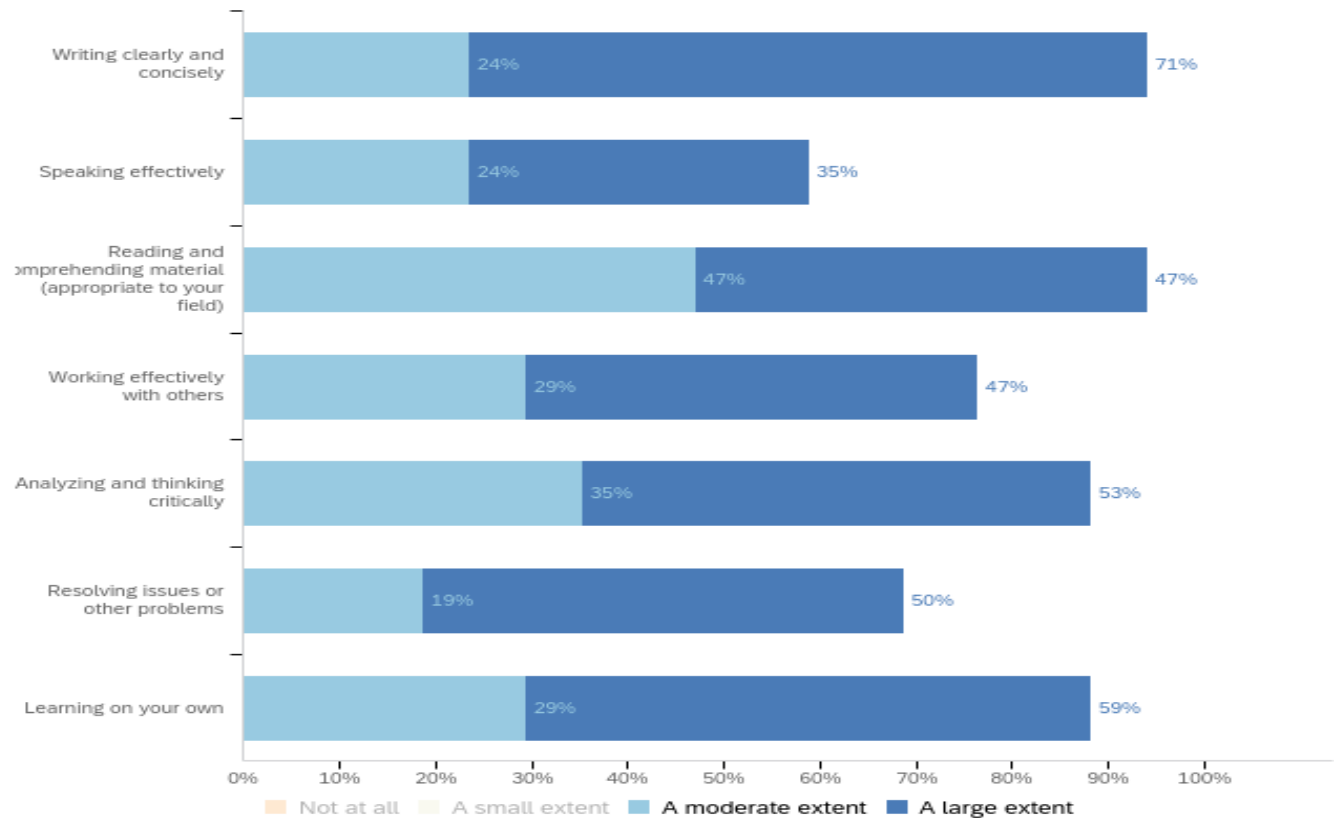
#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Create written and multimedia works of journalism using current industry standards and tools.	0%	12%	47%	41%	17
2	Edit works of journalism produced by others, providing helpful and constructive feedback, and incorporate feedback from others.	0%	18%	29%	53%	17
3	Produce works of journalism that incorporate an understanding of the importance of diversity, inclusion, reconciliation, empathy, curiosity and persistence.	0%	18%	35%	47%	17
4	Practice the principles of sound news judgment in developing story ideas, deciding what stories to cover and how to structure information within a story.	0%	24%	41%	35%	17
5	Conduct original research and reporting using a variety of different methods and resources and assess the reliability of different sources of information.	6%	0%	29%	65%	17
6	Cover newsworthy events and produce stories on deadline.	6%	12%	35%	47%	17
7	Critique works of journalism, demonstrating media literacy, critical thinking and an awareness of newsworthiness and the importance of diversity.	0%	6%	41%	53%	17
8	Explain and apply the key concepts of journalism ethics and media law.	0%	12%	47%	41%	17
9	Evaluate the role of journalism in a democratic society, including an understanding of the history of the industry and its business models.	6%	6%	35%	53%	17
10	Evaluate the impact of media and communication technology on society, applying theories of mass communication and media studies.	0%	29%	24%	47%	17

Minor in Journalism

No responses to report.

Are appropriate opportunities provided to help students acquire the essential skills?

10 - To what extent are the courses you are taking for KPU's Journalism program helping you develop each of the following essential skills?

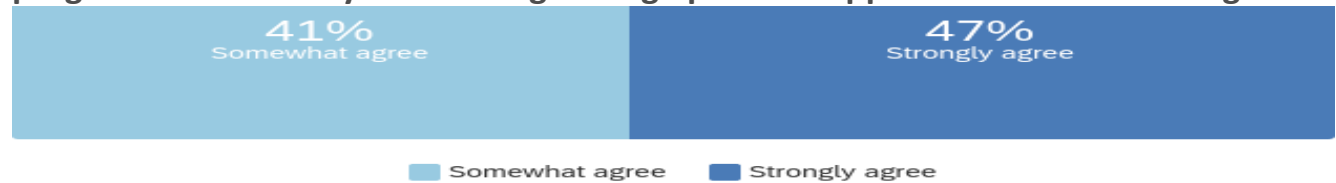


Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Writing clearly and concisely	0%	6%	24%	71%	17
2	Speaking effectively	0%	41%	24%	35%	17
3	Reading and comprehending material (appropriate to your field)	0%	6%	47%	47%	17
4	Working effectively with others	0%	24%	29%	47%	17
5	Analyzing and thinking critically	0%	12%	35%	53%	17
6	Resolving issues or other problems	0%	31%	19%	50%	16
7	Learning on your own	0%	12%	29%	59%	17

Are appropriate work-integrated and/or community-engaged learning opportunities provided to help students acquire the learning outcomes?

11 - To what extent do you agree that you have sufficient opportunities in the program to reinforce your learning through practical application of this learning?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	To what extent do you agree that you have sufficient opportunities in the program to reinforce your learning through practical application of this learning?	Percentage
1	Strongly disagree	0%
2	Somewhat disagree	6%
3	Neither agree nor disagree	6%
4	Somewhat agree	41%
5	Strongly agree	47%
	Total number of respondents	17

12 - Were you involved in any of the following work-integrated and/or community-engaged learning opportunities? Select all that apply.

#	Were you involved in any of the following work-integrated and/or community-engaged learning opportunities? Select all that apply.	Percentage
1	Practicum	71%
2	A course that worked with an outside industry or community partner to provide practical skills.	29%
	Total number of respondents	7

13 - Indicate the extent the following learning opportunities contributed to your learning.

Practicum



Note that "not at all" and "a small extent" categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the "not at all" and "a small extent" categories.

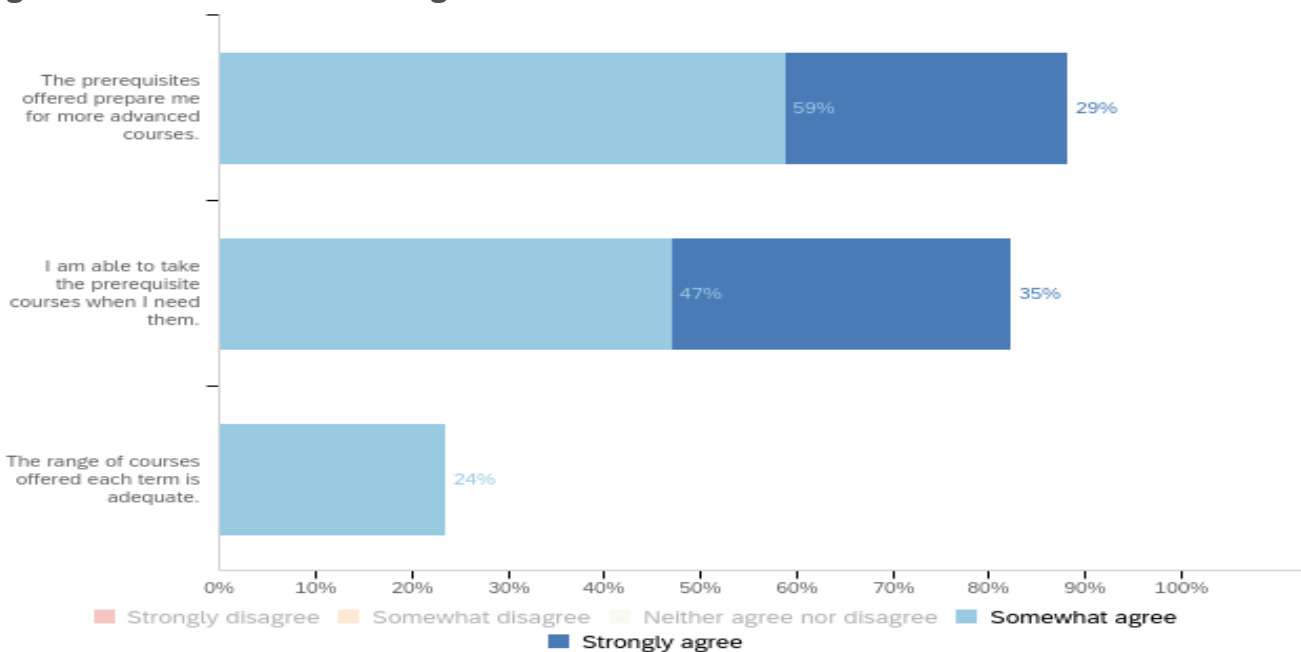
A course that worked with an outside industry or community partner to provide practical skills.

Not enough responses to report.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Practicum	0%	40%	20%	40%	5
2	A course that worked with an outside industry or community partner to provide practical skills.	Not enough responses to report.				

Does the program design ensure students are prepared for subsequent courses? / Are students making satisfactory progress in the program?

14 - Thinking of KPU's Journalism program as a whole, please indicate your agreement with the following.

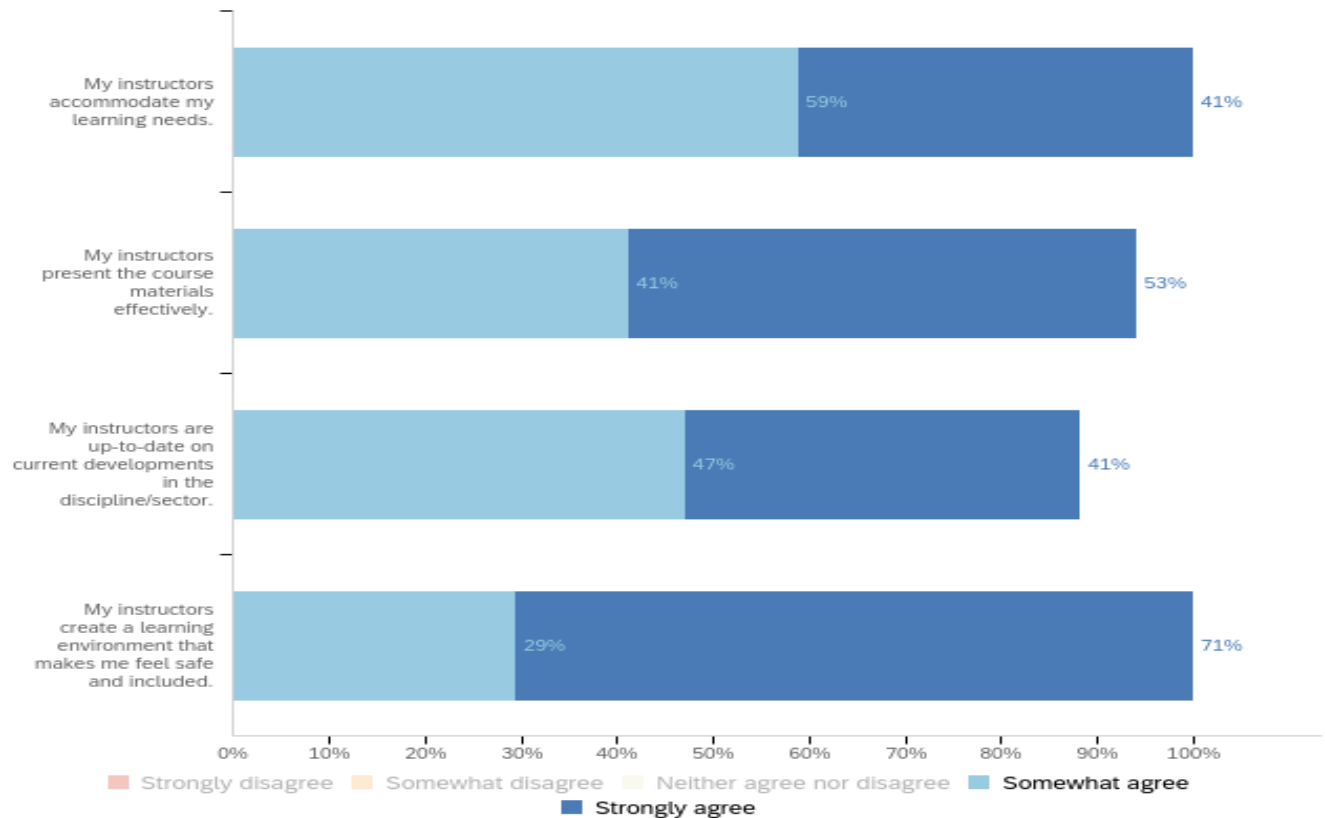


Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	The prerequisites offered prepare me for more advanced courses.	0%	0%	12%	59%	29%	17
2	I am able to take the prerequisite courses when I need them.	6%	6%	6%	47%	35%	17
3	The range of courses offered each term is adequate.	24%	41%	12%	24%	0%	17

Does the instruction meet the needs of diverse learners?

15 - Thinking of how the program is delivered, please indicate your agreement with the following.



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	My instructors accommodate my learning needs.	0%	0%	0%	59%	41%	17
2	My instructors present the course materials effectively.	0%	0%	6%	41%	53%	17
3	My instructors are up-to-date on current developments in the discipline/sector.	0%	6%	6%	47%	41%	17
4	My instructors create a learning environment that makes me feel safe and included.	0%	0%	0%	29%	71%	17

16 - Overall, how satisfied are you with the instruction you have received in KPU's Journalism program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Overall, how satisfied are you with the instruction you have received in KPU's Journalism program?	Percentage
1	Very dissatisfied	0%
2	Somewhat dissatisfied	6%
3	Neither satisfied nor dissatisfied	12%
4	Somewhat satisfied	24%
5	Very satisfied	59%
	Total number of respondents	17

17 - Thinking of how instruction is delivered across the program as a whole, please indicate the strengths of the program instruction.

I feel the instructors do a good job relating to their previous experience working in the journalism field.

I am pleased with most of the Journalism teachers, their class involvement, and their effort to make classes interesting or encourage dialogue and discussion in classes. They also provide varied projects and opportunities to try new skills.

- Clear and straightforward instruction

Some professors provide students with great feedback.

Instructors engaged and passionate about the course material

The varied types of journalism makes a well rounded journalism program.

Instructors have worked in the newspaper industry and bring practical knowledge to the classroom

I like that certain courses are online, while others are in the classroom. I also like that some third and fourth year classes are flexible with attendance as the student journalists can use that time to do interviews, go to events we are reporting on, or we can just work from home on our assignments.

I think I've said this already LOL [Instructor Names Redacted] are the best! :)

18 - Thinking of how instruction is delivered across the program as a whole, please provide suggestions you have for improvement in program instruction.

I personally would enjoy more options for online courses, but that's biased as I'm studying my Bachelor degree out of Richmond and the journalism courses are out of Surrey. I just don't want to commute all the way to Surrey.

Make the classes harder, if we are expected to be writing 20-30 stories a month in our careers why are we only writing one per term in our classes?!? We should be writing at least one story a week for these classes to actually prepare us for the real world.

The communications teachers need to create more interesting content, projects, and delivery forms. There is also a lack of preparation and knowledge on their topics beyond the surface level and I found I learned very little for entire course offerings. They also need better explanation and instruction on how they are grading or making decisions on projects as it seemed very subjective and had very little constructive feedback. There was also lack of instruction or teaching actual techniques/skills in certain Journalism courses like the [Course Name Redacted] which was unfortunate.

At least one course doesn't offer any professor delivered content, at least in its online variety.

- More concise expectations per assignment given

More flexibility in marking would be helpful in select cases

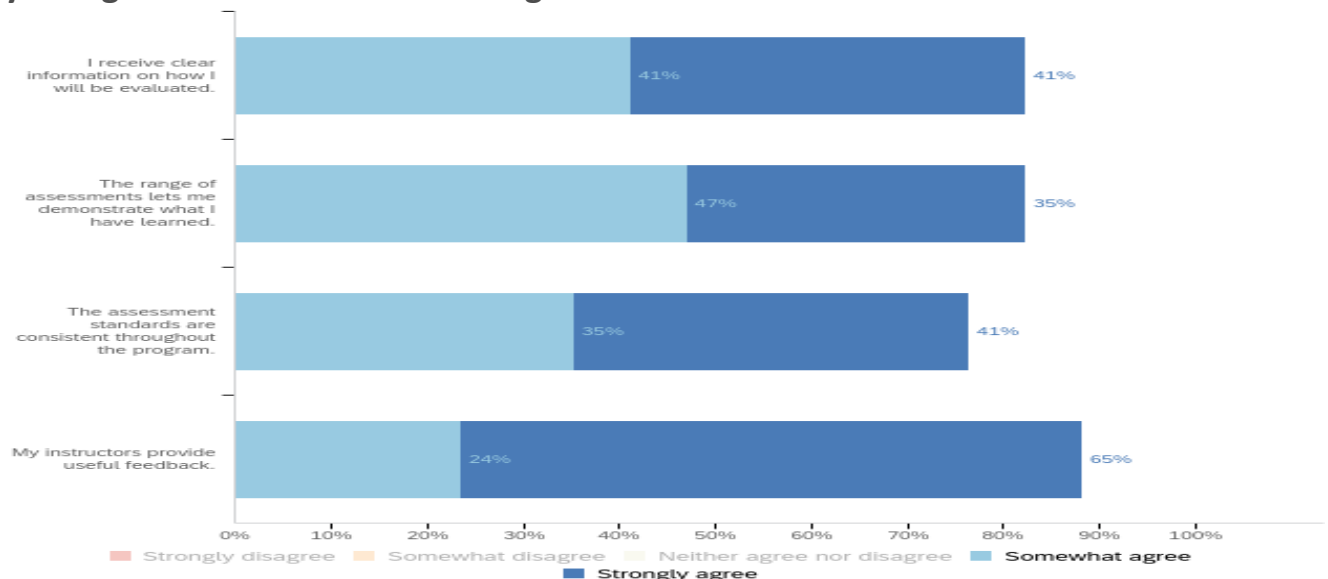
I took three Public Relations courses which were very helpful in identifying target audiences and useful methods for my writing. PR and Journalism share many common practices. The KPU PR and Journalism departments should offer one or two joint courses.

Clearer guidelines for assignments, less tedious readings and assignments, more meaningful discussions on possible careers in the journalism/PR field that aren't news related, more room to be creative

More classes offered and make them in person. Journalists need to be social and interact with one another. I find a lot of my classmates very shy and scared to go up to people whereas I really don't care. I think online classes because of COVID has had a huge impact on peoples ability to make eye contact and keep a conversation going especially when everyone is looking at their phone. I think its extremely crucial for journalism students to break these stereotypes because realistically how will they have a career in journalism.

Do the assessment methods allow students to demonstrate the extent to which they have achieved the learning outcomes?

19 - Thinking of how learning is assessed in the program as a whole, indicate your agreement with the following.



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

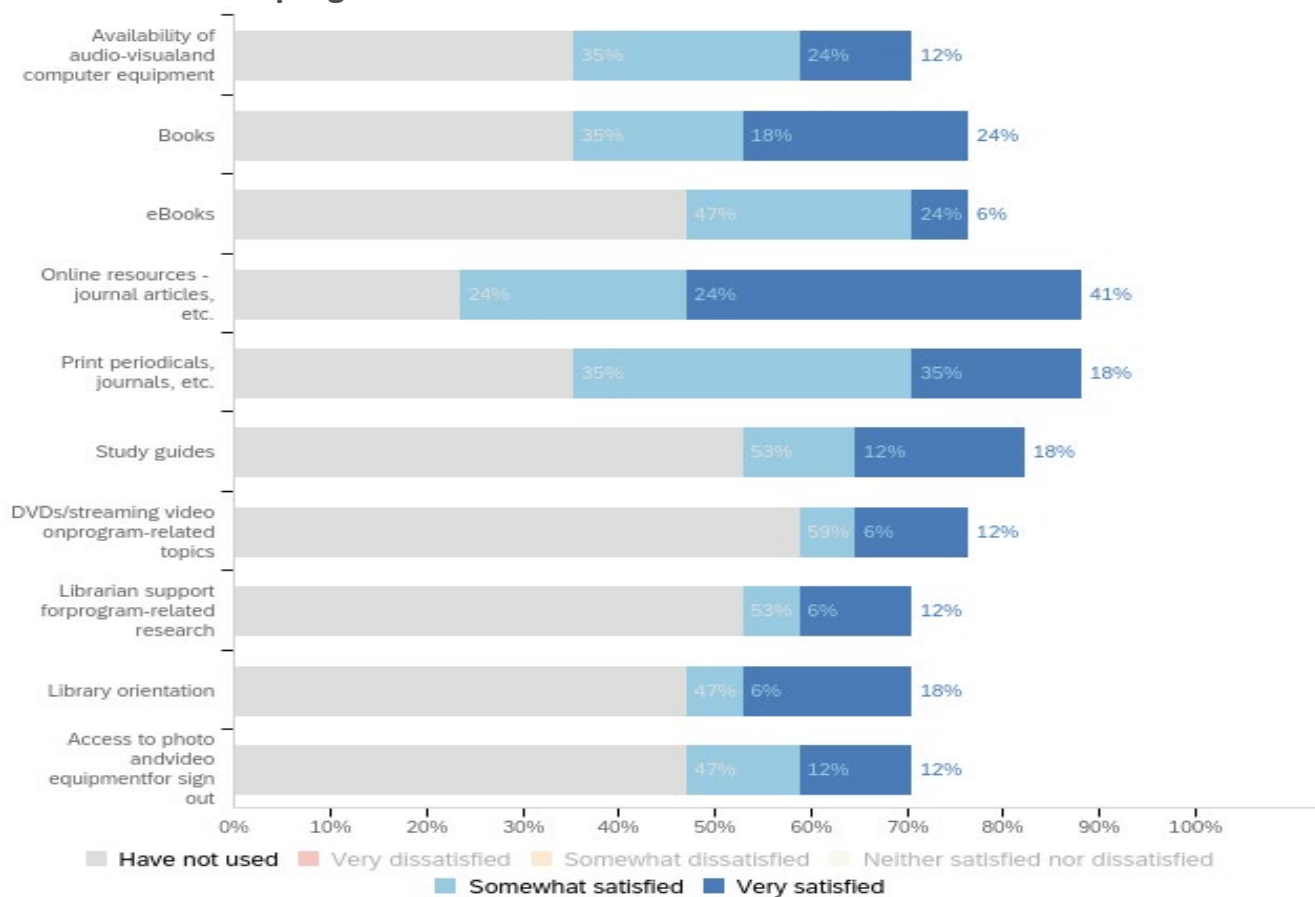
#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	I receive clear information on how I will be evaluated.	0%	12%	6%	41%	41%	17
2	The range of assessments lets me demonstrate what I have learned.	0%	0%	18%	47%	35%	17
3	The assessment standards are consistent throughout the program.	6%	0%	18%	35%	41%	17
4	My instructors provide useful feedback.	0%	6%	6%	24%	65%	17

QUESTIONS ON CHAPTER 5: RESOURCES, SERVICES AND FACILITIES

Program Resources, Services and Facilities

Does the program have the library and learning resources needed to deliver the curriculum?

20 - How satisfied are you with the following library resources as they apply to KPU's Journalism program?

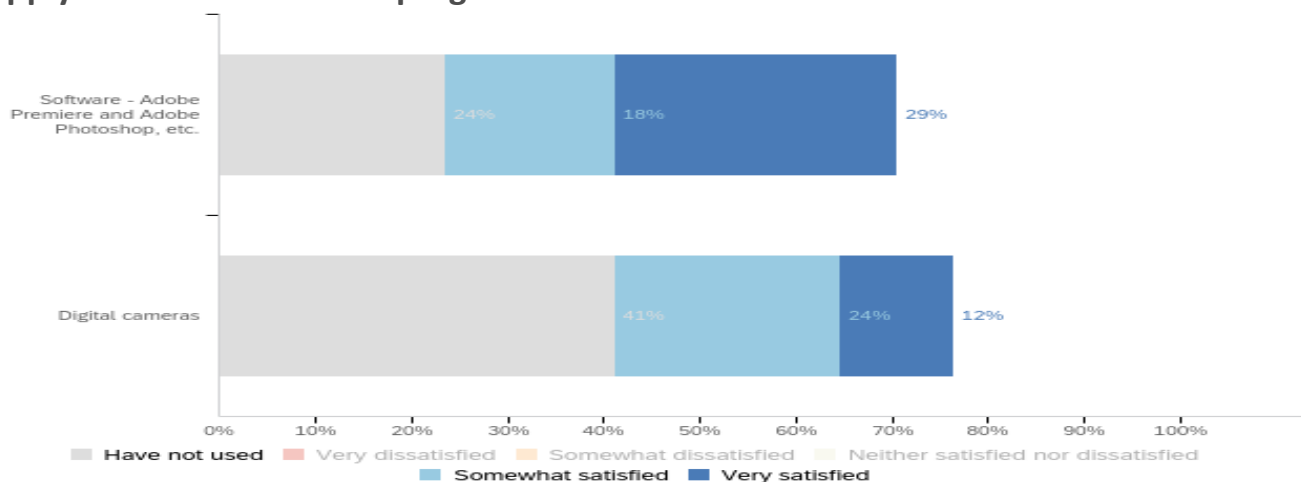


Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Have not used	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied	Total
1	Availability of audio-visual and computer equipment	35%	12%	12%	6%	24%	12%	17
2	Books	35%	6%	0%	18%	18%	24%	17
3	eBooks	47%	0%	0%	24%	24%	6%	17
4	Online resources - journal articles, etc.	24%	0%	6%	6%	24%	41%	17
5	Print periodicals, journals, etc.	35%	0%	6%	6%	35%	18%	17
6	Study guides	53%	0%	0%	18%	12%	18%	17
7	DVDs/streaming video on program-related topics	59%	0%	6%	18%	6%	12%	17
8	Librarian support for program-related research	53%	6%	6%	18%	6%	12%	17
9	Library orientation	47%	6%	6%	18%	6%	18%	17
10	Access to photo and video equipment for sign out	47%	6%	6%	18%	12%	12%	17

Does the program have the specialized technology needed to deliver the curriculum?

21 - How satisfied are you with the following specialized technology as they apply to KPU's Journalism program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Have not used	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied	Total
1	Software - Adobe Premiere and Adobe Photoshop, etc.	24%	6%	6%	18%	18%	29%	17
2	Digital cameras	41%	6%	6%	12%	24%	12%	17

Does the program have the facilities needed to deliver the curriculum?

22 - How satisfied are you with the Mac Lab facility?

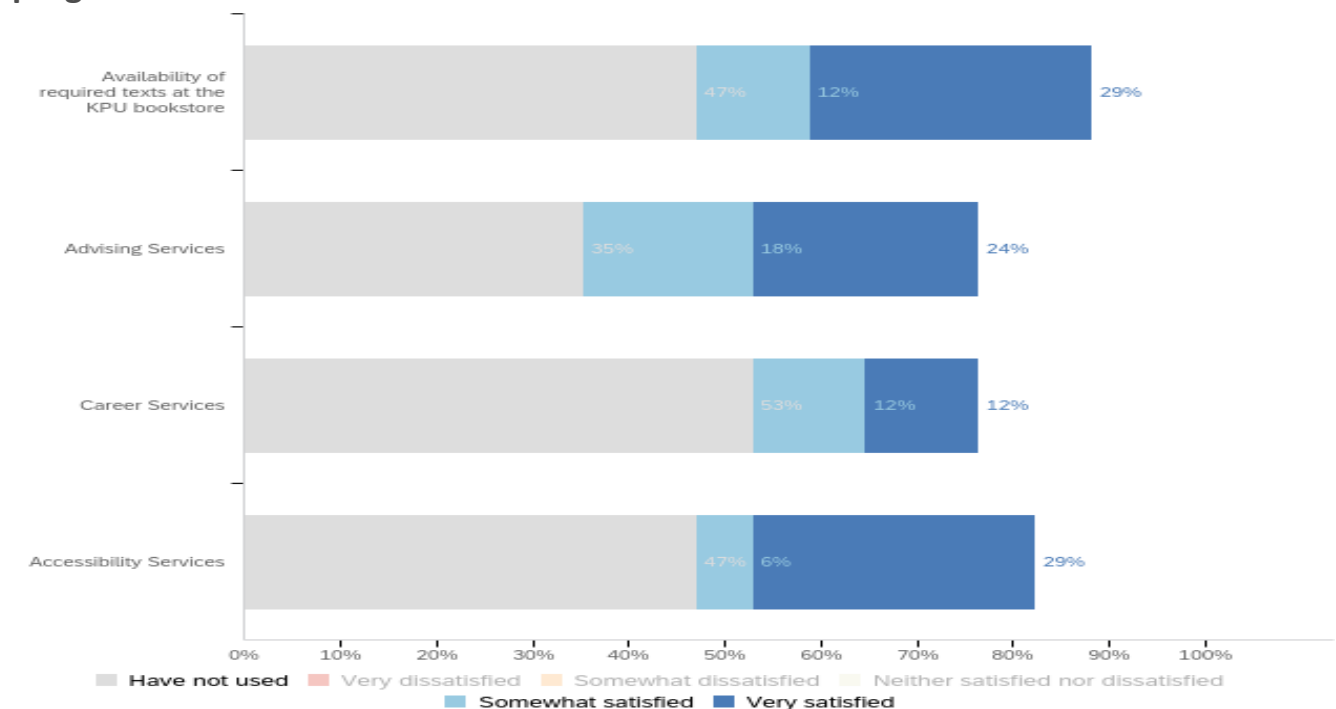


Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	How satisfied are you with the Mac Lab facility?	Percentage
1	Very dissatisfied	0%
2	Somewhat dissatisfied	0%
3	Neither satisfied nor dissatisfied	35%
4	Somewhat satisfied	24%
5	Very satisfied	41%
	Total number of respondents	17

Does the program have the support services needed to deliver the curriculum?

23 - How satisfied are you with the following as they apply to KPU's Journalism program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Have not used	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied	Total
1	Availability of required texts at the KPU bookstore	47%	0%	0%	12%	12%	29%	17
2	Advising Services	35%	6%	6%	12%	18%	24%	17
3	Career Services	53%	6%	12%	6%	12%	12%	17
4	Accessibility Services	47%	0%	6%	12%	6%	29%	17

About You

24 - Do you identify as Indigenous?

#	Do you identify as Indigenous?	Percentage
1	Yes	0%
2	No	94%
3	Prefer not to answer	6%
	Total number of respondents	17

25 - Do you identify as Black or a Person of Colour?

#	Do you identify as Black or a Person of Colour?	Percentage
1	Yes	18%
2	No	76%
3	Prefer not to answer	6%
	Total number of respondents	17

26 - Do you identify as 2SLGBTQ+?

#	Do you identify as 2SLGBTQ+?	Percentage
1	Yes	41%
2	No	53%
3	Prefer not to answer	6%
	Total number of respondents	17

27 - Do you have a disability (e.g., physical, learning, sensory, etc.) or ongoing/recurring psychological or medical condition? Disabilities, mental health conditions, or medical conditions might require additional support in your studies.

#	Do you have a disability (e.g., physical, learning, sensory, etc.) or ongoing/recurring psychological or medical condition? Disabilities, mental health conditions, or medical conditions might require additional support in your studies.	Percentage
1	Yes	35%
2	No	53%
3	Prefer not to answer	12%
	Total number of respondents	17

28 - If you answered Yes to any of the questions above and would like to provide more details on the specific groups you identify as a member of, please do so here.

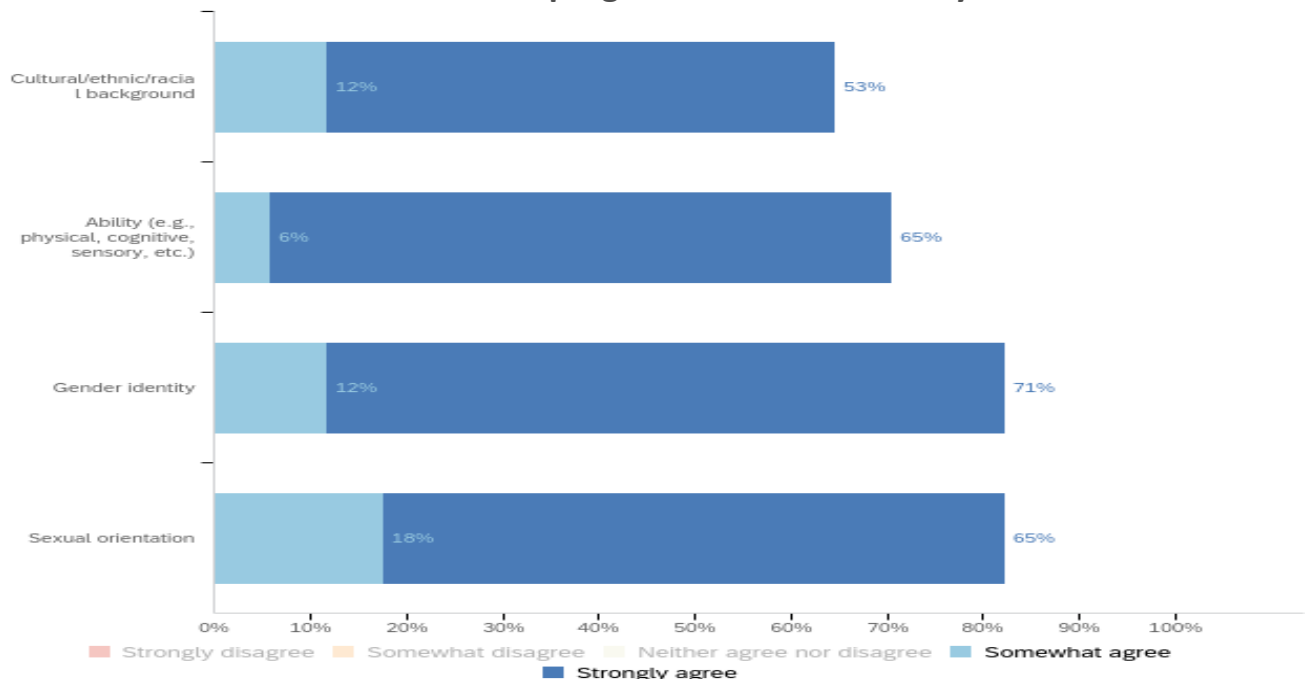
Diagnosed with Asperger's

2SLGBTQ+ = Identified as pansexual when I first began studies at KPU; currently identify as a non-binary lesbian and use she/they pronouns. A good portion of my work in the program has concerned the 2SLGBTQ+ community Disability = am on the autism spectrum; while I am on the higher functioning end, still experience anxiety and become overwhelmed at certain points. Have often gravitated towards more visual forms of storytelling (i.e. photo/video journalism)

I am Chinese, born in China and brought to Canada by my adopted parents.

Queer, asexual

29 - I feel included in the Journalism program on the basis of my:



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	Cultural/ethnic/racial background	6%	0%	29%	12%	53%	17
2	Ability (e.g., physical, cognitive, sensory, etc.)	0%	6%	24%	6%	65%	17
3	Gender identity	0%	0%	18%	12%	71%	17
4	Sexual orientation	0%	6%	12%	18%	65%	17

30 - Please use this space to provide more details on your disagreement with the statement: I feel included in the Journalism program on the basis of my cultural/ethnic/racial background:

I know KPU Surrey campus is located in an area with a high population of Panjabi and/or Indo Canadian's but I have only seen one other Chinese person in my past classes and I rarely hear my peers speaking English because of this. I do not see peers who look like me and I cannot relate to any.

31 - To what extent do you agree or disagree with the following statement? KPU's Journalism program is making good progress addressing issues of equity, diversity, and inclusion.



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	To what extent do you agree or disagree with the following statement? KPU's Journalism program is making good progress addressing issues of equity, diversity, and inclusion.	Percentage
1	Very dissatisfied	0%
2	Somewhat dissatisfied	0%
3	Neither satisfied nor dissatisfied	12%
4	Somewhat satisfied	35%
5	Very satisfied	53%
6	I don't know what equity, diversity, and inclusion means	0%
	Total number of respondents	17

**32 - To what extent do you agree or disagree with the following statement?
KPU's Journalism program is making good progress addressing issue of
decolonization.**



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	To what extent do you agree or disagree with the following statement? KPU's Journalism program is making good progress addressing issue of decolonization.	Percentage
1	Very dissatisfied	0%
2	Somewhat dissatisfied	0%
3	Neither satisfied nor dissatisfied	24%
4	Somewhat satisfied	41%
5	Very satisfied	35%
6	I don't know what decolonization means	0%
	Total number of respondents	17

33 - When was the last time you read a post on the KPU Journalism Facebook page?

#	When was the last time you read a post on the KPU Journalism Facebook page?	Percentage
1	This month	18%
2	This year	6%
3	More than a year ago	24%
4	Never	53%
	Total number of respondents	17

34 - Which of the following social media platforms do you use on a regular basis? Please select all that apply.

#	Which of the following social media platforms do you use on a regular basis? Please select all that apply. - Selected Choice	Percentage	Count
1	Facebook	38%	6
2	Twitter	44%	7
3	Instagram	69%	11
4	Snapchat	13%	2
5	TikTok	25%	4
6	Other, please specify	25%	4
	Total number of respondents		16

Note: The last row presents the total number of respondents. The total number of responses for this question is greater than the number of respondents. Therefore, the percentage total exceeds 100%.

Q34_6_TEXT - Other, please specify

Reddit

Letterboxd

LL764 IAMAW wbsite

I want that photo that was taken at the pizza party in February. I never saw it posted anywhere. Can I get a copy? This is Emma LOL