



# Journalism Program Review Self-Study Report

Report Submission Date: September 20, 2023

Primary Author:

Chad Skelton

Program Review Team Members:

Nick Chen

Aaron Goodman

Lubna Moosa

Tracy Sherlock

Chad Skelton

Bev Wake

## Table of Contents

<b>List of Acronyms .....</b>	<b>1</b>
<b>Memo from Dean/Associate Dean.....</b>	<b>2</b>
<b>1. Introduction .....</b>	<b>4</b>
1.1. Overview of the Program(s) .....	4
1.2. Program Department .....	12
1.3. Program Purpose .....	12
1.4. Issues for Program Review .....	13
<b>2. Curriculum Review.....</b>	<b>18</b>
2.1. Pathways for Graduates .....	18
2.2. Skill Development.....	20
2.3. Curriculum Assessment .....	21
<b>3. Program Relevance and Demand.....</b>	<b>30</b>
3.1. Relevance .....	30
3.2. Faculty Qualifications and Currency.....	34
3.3. Student Demand.....	35
<b>4. Effectiveness of Instructional Delivery .....</b>	<b>42</b>
4.1. Instructional Design and Delivery of Curriculum.....	42
4.2. Student Success .....	44
<b>5. Resources, Services, and Facilities .....</b>	<b>48</b>
<b>6. Conclusions and Recommendations.....</b>	<b>50</b>
6.1. Summary of Program's strengths, weaknesses, opportunities, and challenges .....	50
6.2. Recommendations.....	51
<b>7. Appendices.....</b>	<b>54</b>

## List of Acronyms

BCCAT: BC Council on Admissions and Transfer

BCIT: British Columbia Institute of Technology

BIPOC: Black, Indigenous and other Persons of Colour

CAMAC: Communication and Media Articulation Committee

CAPU: Capilano University

DFW: A letter grade of D, F or a student who withdraws from the course.

DOUG: Douglas College

CLO: Course Learning Outcomes

COMM: Communication Studies course code

JRNL: Journalism course code

KPU: Kwantlen Polytechnic University

LANG: Langara College

NIC: North Island College

OC: Okanagan College

OPA: KPU's Office of Planning & Accountability

PAC: Program Advisory Committee

PLO: Program Learning Outcomes

PR: Public Relations

SFU: Simon Fraser University

TRU: Thompson Rivers University

TWU: Trinity Western University

UBCO: University of British Columbia Okanagan

UBCV: University of British Columbia Vancouver

UNBC: University of Northern British Columbia

UVIC: University of Victoria

## Memo from Dean/Associate Dean

---

**TO:** Senate Standing Committee on Program Review

**FROM:** Shelley Boyd, Dean, Faculty of Arts; Billeh Nickerson, Associate Dean, Faculty of Arts

**DATE:** 24 August 2023

**SUBJECT:** Journalism and Communication Studies Self-Study

---

We would like to begin by expressing our gratitude to the Journalism and Communication Studies Department for their consideration and care in writing this Self-Study Report, which is a significant component of the Program Review of the BA in Journalism, and the BA Minor in Journalism. Thank you to program review team members Nick Chen, Aaron Goodman, Lubna Moosa, Tracy Sherlock, Chad Skelton, and Bev Wake. We would like to extend a special shout out to the department Chair Chad Skelton for his invaluable use of data analytics and for investigating this report as he would a cover story or news report. This Self-Study embodies the spirit and expertise of the Journalism and Communication Studies department.

The Self-Study details the many ways in which the department has addressed and is addressing the changing landscapes of its discipline. It also details their commitment to increased student progression and access. The department is well aware of its student population and their needs, and has been quite nimble to make strategic changes in course offerings and curriculum, degree pathways, and opening up their classes to students outside their department or Faculty. The department has been proactive in creating resources and supports for students, such as the flowchart that explains the pre-requisite structure. These kinds of initiatives demonstrate the faculty members' student-centered approach.

It is now easier for Major and Minor students to complete their studies at KPU, and to do so with a contemporary job-ready preparedness. It is also now easier for students outside of Journalism and Communications to enroll in upper-level course offerings, which has only increased the department's already stellar numbers of seats taken in service to the Faculty of Arts and other Faculties at KPU. The growth in the Minor is also encouraging and due in large part to the department's ongoing work in supporting student progression. The Self-Study mentions potentially reducing the lower-level discipline-specific course requirements while still keeping the laddering of courses in place to ensure students are meeting the learning outcomes as they advance through the program. This issue seems an important one to reflect carefully upon during this program review by finding ways to balance learning outcomes and preparedness with the prevention of any unexpected barriers or potential bottlenecks that may inhibit timely student progression through the program.

The program also appears to be reflecting carefully on learning outcomes and the need to strengthen coverage of such issues as media ethics and law. Furthermore, finding ways of teaching and familiarizing students with peer-editing earlier in the program also seems important so students are developing those skills at the various stages of their learning. The program fully engages with the Program Advisory Committee, which is excellent to see as PAC input has helped the department to improve its course offerings in ongoing, intentional ways. This is yet another way this department has deepened its community and discipline-specific connections. Such external connections are gold in that they further the department's already solid connections to industry, and offer new wise eyes to department initiatives.

We heartily commend the program for its thoughtful and detailed reflections on the learning experiences and needs of their students and their attentiveness to PAC points of view.

Journalism and Communication Studies is not just for students intending to be journalists. The department's understanding of this fact and their strategic pivots have made them stronger and placed them in a position for possible further growth in terms of both the number of sections offered and the topics covered. It has managed to achieve this without diluting its core offerings. All students have access to qualified industry professionals who bring significant discipline-specific experience and wisdom.

The Journalism and Communication Studies department has been on the vanguard of Indigenization in both their curriculum and degree requirements. Of note, they were one of the first departments to require INDG 1100 for their BA Majors. They also developed, collaboratively, an EDID mission statement and have helped other areas in the Faculty of Arts to consider the same. This process involved much consultation across the university, not to mention self-reflection.

Another area where the department has been proactive is in completing articulation agreements with other institutions, such as Langara College. The Self-Study notes, "To date, no Langara graduates have taken advantage of the agreement." To raise the profile and attract future transfer students, the department may want to consider ways of enhancing its external-facing profile as a strong destination for future students who already have an interest in journalism and communications, especially in light of other institutions' growth in this discipline (BCIT). The fact that recent KPU graduates have secured employment in the industry immediately is another clear strength that may create opportunities for future transfer students and retention. The Dean's office would be happy to discuss possibilities and opportunities with the department, especially to enhance the profile of this department being the only one to offer a four-year Bachelor of Journalism in the region and one that has a clear record of alumni success. The Dean's office finds the idea of a Certificate in Multimedia Storytelling promising in that it may further aid in drawing current and future students to the program. Finding ways of growing journalism students' work-integrated learning through ARTS 4800 or other avenues are also strong possibilities. The Dean's office looks forward to discussing these and other possibilities with the department depending on the final recommendations of this program review.

Finally, the faculty in the Journalism and Communication Studies department have provided pivotal support for the Faculty of Arts and KPU-wide communities in areas such as academic integrity, international student success, and climate change. Their experiences in the field are often invaluable. We thank the faculty members who have engaged in the program review process and for being so proactive in improving their program and growing their student engagement through steadfast commitment. The dean's office looks forward to continuing to support the department in future initiatives.



Shelley Boyd  
Dean, Faculty of Arts



Billeh Nickerson  
Associate Dean, Faculty of Arts

# 1. Introduction

## 1.1. Overview of the Program(s)

### *Program(s) Under Review*

Program Name	Bachelor of Journalism
Program Level	Undergraduate
Credential	Baccalaureate Degree
Credits Required	120
Discipline and specializations if applicable	N/A
Date established and last revision	Established: Apr. 19, 2001 Last Revision: Jan. 29, 2018

Program Name	Minor in Journalism
Program Level	Undergraduate
Credential	Minor
Credits Required	27
Discipline and specializations if applicable	N/A
Date established and last revision	Established: Feb. 25, 2015 Last Revision: Oct. 26, 2020

The Journalism and Communication Studies department, part of the Faculty of Arts, offers two credentials: the Bachelor of Journalism, with an Honours option, and the Minor in Journalism.

### *A Note on Terminology: “Communications”*

It is helpful to clarify that the term “Communications” has two distinct meanings that are used in this report:

1. “Communications” may refer to courses in Communication Studies. At KPU, these courses are coded as COMM courses. While COMM courses at KPU cover a range of topics, they typically focus on the theoretical and academic aspects of communications. This is in contrast to Journalism (JRNL) courses, which tend to be more practical, teaching hands-on reporting and writing skills. Communication Studies (COMM) courses are also distinct from more practical courses in Applied

Communications which, at KPU, are coded as CMNS courses and are taught through the Faculty of Business. KPU does not have a credential in Communication Studies and so there is no “Communications” degree that is being reviewed as part of this Self-Study Report. Nonetheless, some Communication Studies (COMM) courses are required as part of the Bachelor of Journalism degree requirements, so they are part of this Self-Study Report. COMM courses are also very popular among non-journalism students as electives. As a result, roughly half the instructors in the Journalism and Communication Studies department primarily teach Communication Studies (COMM) courses rather than Journalism (JRNL) courses.

2. “Communications” is also the umbrella term most commonly used to refer to the field of public relations and strategic communications. It can include job titles such as spokesperson, public information officer and social media manager. Many graduates of KPU’s Bachelor of Journalism program end up working in Communications rather than in Journalism.

To avoid confusion, this report will refer to “Communication Studies” or “COMM” whenever the academic discipline of Communication Studies is being referred to and “Communications/Public Relations” when careers in the field are being discussed.

### *A Note on Surveys*

KPU’s Journalism program is relatively small, with only about a dozen graduates each year. As a result, several of the surveys conducted as part of this Program Review had relatively few respondents, even when the response rate of those contacted was relatively high. Specifically:

- The faculty survey was sent to 14 Journalism faculty members. A total of 8 faculty members responded. The response rate was 57%.
- The discipline/sector survey was sent to 20 Journalism discipline/sector representatives. A total of 12 discipline/sector representatives responded. The response rate was 60%.
- The student survey was sent to 64 Journalism students. A total of 22 students responded. The response rate was 34%.
- The alumni survey was sent to 105 Journalism alumni. A total of 9 alumni responded. The response rate was 9%.

This means some percentages reported in this report are based on relatively few actual respondents. For example, a single respondent on the alumni survey makes up 11% of all respondents. Also, due to rounding, percentages may not always add up to 100%.

### *Brief History of the Program*

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

Maintaining the diploma along with the degree was a requirement of the provincial ministry responsible for post-secondary education. This model was problematic, as it guaranteed substantial attrition at the two-year mark. The cohort of 22 students dropped significantly between second and third year, as many students decided they were happy with a diploma and didn't want to pursue the four-year degree.

In September 2011, the Journalism program at KPU underwent a significant change. The department moved from the Faculty of Design in Richmond to the Faculty of Social Sciences (now Arts) in Surrey. The department revised its program entirely, eliminating the diploma and cohort model, and following the Bachelor of Arts framework. The instructors' commitment to provide students with the skills to succeed as journalists resulted in a completely revised curriculum that reflected the technological changes in the industry and the growth of social media and citizen journalism. In addition, communication-theory courses, which had previously been labelled Journalism (JRNL) courses, such as Media and Diversity, were given their rightful designation as Communication Studies (COMM) courses. More COMM courses were added and the department name was changed to Journalism and Communication Studies.

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

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

In 2015, a proposal from the department for a Minor in Journalism was approved by KPU's Senate. The Minor required students take 27 JRNL credits of lower- and upper-level courses.

In 2016, the Bachelor of Journalism and Minor in Journalism underwent Program Review. As a result of that review, several changes were made to the program as part of the Quality Assurance Plan, including:

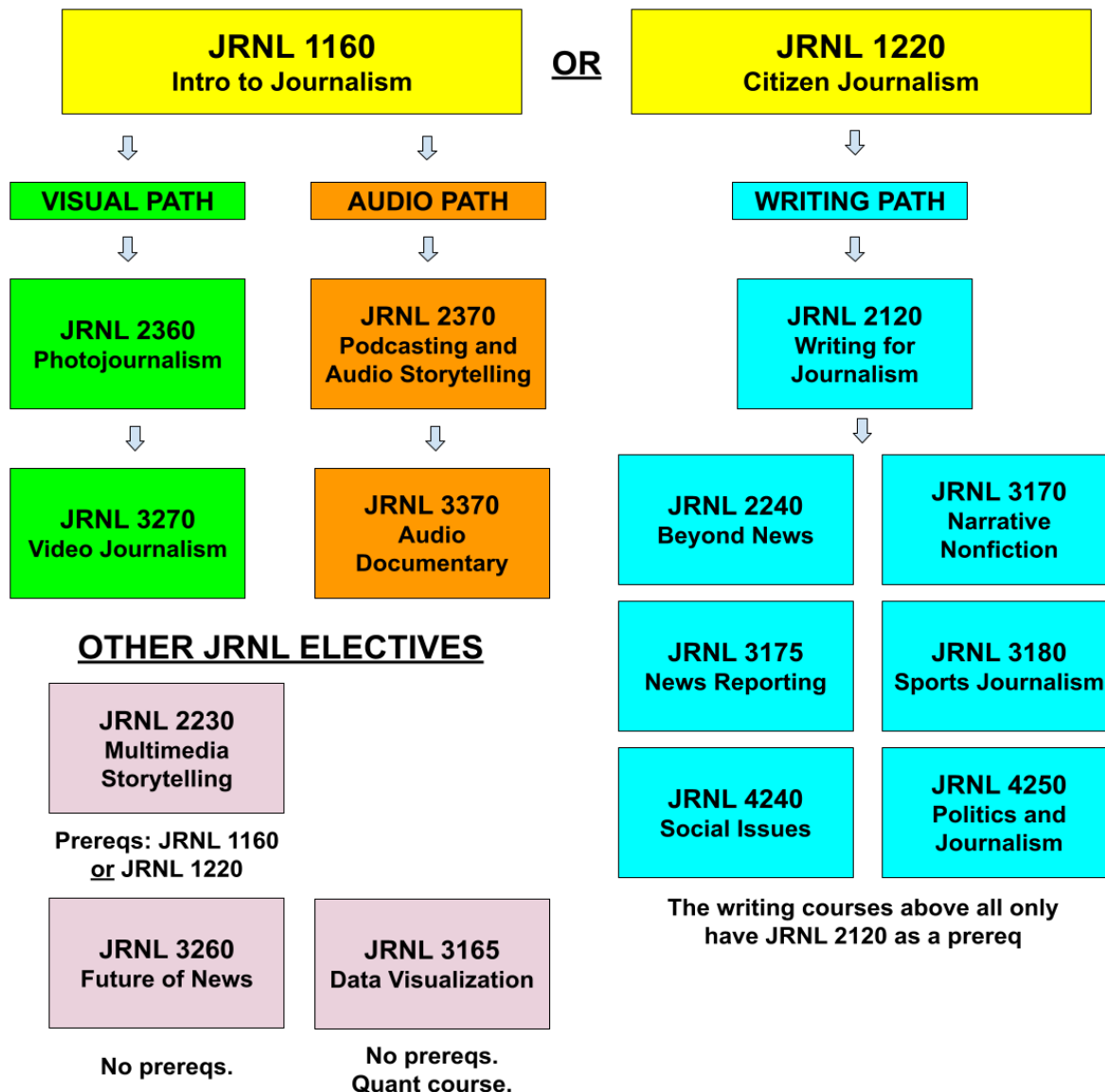
- Upper-level requirements for the Bachelor of Journalism were simplified. Whereas before students had to select two courses from each of three separate categories of courses, students were now required to take any six upper-level JRNL electives and any two upper-level COMM electives.
- Course outlines were revised to facilitate a clearer progression through advancing skills, culminating in a capstone course: JRNL 4270 Advanced Storytelling.
- Course outlines were revised to specifically include content and learning outcomes that prepare students to use transferable journalism skills in professions other than journalism, such as media relations.
- Several multimedia courses were revised to reflect changes in the industry, including changing the Advanced Photojournalism course to one specifically focused on Video Journalism and adding both a second-year and upper-level course in Audio Storytelling, to reflect the growth in podcasting.

These changes were implemented in 2018 and established a clearer progression for Bachelor of Journalism students through the program, with courses more clearly building on the one that came before. But that clearer progression also resulted in an unintended consequence: course prerequisites that were often quite onerous.



For example, after the 2018 changes were made, JRNL 3370 Advanced Audio Storytelling had three prerequisites: JRNL 2230 Multimedia Storytelling, JRNL 2240 Beyond the News and JRNL 2370 Audio Storytelling. But several of those courses had their own prerequisites. Taken together, a student would have needed to take six separate prerequisite courses before they could take JRNL 3370 Advanced Audio Storytelling. This made it almost impossible for a student not Majoring in Journalism but interested in podcasting to take the course as an elective. It also made it more difficult for Journalism students to navigate their upper-level degree requirements, as some upper-level courses are only offered every other year and students sometimes didn't have all the necessary prerequisites to take a course when it was offered.

As a result, in Fall 2019, the department revised the outlines of several courses, reducing the prerequisites required for many of them. This made it easier for non-Journalism students to take upper-level JRNL courses they were interested in. It also provided Journalism students with more flexibility in meeting their degree requirements. Several of the course names were also changed to make them clearer and better reflect their course content ("Visual Storytelling" became "Photojournalism"; "Advanced Visual Storytelling" became "Video Journalism").



A handout containing the flowchart above is provided to all students who take JRNL courses to help explain to them the current prerequisite structure.

At the same time, the prerequisites for JRNL 4270 Advanced Storytelling were also simplified. Advanced Storytelling was originally designed as a required “capstone course” that students would take in their final year of studies, after they had already taken several other upper-level courses. The problem is that Advanced Storytelling only works as a final, capstone course if it is offered every year which, given the small size of the Journalism program, poses enrolment challenges. Only 15 students were enrolled in Advanced Storytelling in Spring 2017, 16 in Spring 2018 and 11 in Spring 2019. To ensure robust enrolment for the course, the prerequisites for JRNL 4270 Advanced Storytelling were changed to make it accessible to both third- and fourth-year Journalism students. And, beginning in Spring 2021, JRNL 4270 Advanced Storytelling was offered only every other year, like most other upper-level Journalism courses.

The department also made a small change to the Minor of Journalism in 2020, removing the requirement to take JRNL 2230 Multimedia Storytelling and JRNL 2240 Beyond the News and replacing it with a more

flexible requirement to take any two JRNL courses at the 2000 level. This was done to reflect the fact that the changes to the Bachelor of Journalism program made in 2018 had created two new 2000-level courses: JRNL 2360 Photojournalism and JRNL 2370 Podcasting and Audio Storytelling.

### *Admission Requirements and Laddering*

Admission to KPU's Journalism program is classified as open intake – there is no set limit to the number of students admitted. All applicants to undergraduate studies in the Faculty of Arts must satisfy the faculty's undergraduate admission requirement, which consists of KPU's undergraduate English proficiency requirement. KPU Journalism's open-access approach makes the program more accessible than many other journalism programs in Canada, which have high admission requirements. This makes it easier for students who may have struggled in high school to participate in the program.

### *Credential and Curricular Requirements*

Currently, in addition to the Bachelor of Arts general framework criteria, students must meet the following requirements to graduate with a Bachelor of Journalism:

All of the following lower-level courses:

- INDG 1100 Introduction to Indigenous Studies
- JRNL 1160 Introduction to Journalism
- JRNL 1220 Citizen Journalism
- JRNL 2120 Storytelling: Writing for Journalism
- JRNL 2230 Multimedia Storytelling
- JRNL 2240 Beyond the News: Feature Writing
- JRNL 2360 Photojournalism
- JRNL 2370 Podcasting and Audio Storytelling

Plus 6 credits from courses in Communication (COMM) numbered 1100 through 2999.

All of the following upper-level courses:

- JRNL 3165 Data Visualization
- JRNL 4270 Advanced Storytelling

Plus 18 credits from courses in Journalism (JRNL) numbered 3000 through 4999.

Plus 6 credits from courses in Communications (COMM) numbered 3000 through 4999.

(60 Credits Total)

The requirements for the Minor in Journalism are:

- JRNL 1160 Introduction to Journalism
- JRNL 1220 Citizen Journalism
- JRNL 2120 Storytelling: Writing for Journalism

Plus 6 credits from courses in Journalism (JRNL) numbered 2000 through 2999.

Plus 12 credits from courses in Journalism (JRNL) numbered 3000 through 4999.

## Transferability

KPU is a member of the BC Council on Admissions and Transfer (BCCAT), an organization that oversees articulation agreements across institutions in the province. The Journalism and Communication Studies department is also a member of the BCCAT's Communication and Media Articulation Committee (CAMAC). Several articulation agreements exist for both JRNL and COMM courses. The frequency of those agreements varies, with Simon Fraser University (SFU), University of the Fraser Valley (UFV) and Trinity Western (TWU) being the institutions with the most articulation agreements in place to recognize KPU's JRNL and COMM courses. The two charts below show the articulation agreements in place for select institutions. Some small institutions with only a single articulation agreement with KPU have been left out for clarity.

	CAPU	DOUG	LANG	NIC	OC	SFU	TRU	TWU	UBCO	UBCV	UFV	UNBC	UVIC
<b>TOTAL</b>	<b>4</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>9</b>	<b>6</b>	<b>6</b>	<b>4</b>	<b>3</b>	<b>9</b>	<b>3</b>	<b>2</b>
COMM 1100	Y	Y		Y	Y	Y	Y		Y		Y		
COMM 1110		Y				Y	Y	Y	Y	Y	Y	Y	Y
COMM 1200			Y		Y						Y		
COMM 2100						Y	Y		Y	Y	Y		
COMM 2210						Y		Y	Y	Y	Y		
COMM 3100						Y					Y		
COMM 3200	Y					Y	Y	Y			Y		
COMM 3210	Y					Y	Y	Y			Y	Y	Y
COMM 3220						Y	Y	Y			Y	Y	
COMM 3230	Y					Y		Y					

	CAPU	DOUG	LANG	OC	SFU	TWU	UBCO	UBCV	UFV	UNBC	UVIC	VCC	VIU
<b>TOTAL</b>	<b>4</b>	<b>6</b>	<b>5</b>	<b>1</b>	<b>16</b>	<b>10</b>	<b>3</b>	<b>5</b>	<b>13</b>	<b>10</b>	<b>6</b>	<b>2</b>	<b>6</b>
JRNL 1160	Y		Y	Y	Y	Y	Y	Y	Y				Y
JRNL 1220	Y	Y			Y	Y	Y	Y	Y	Y	Y		Y
JRNL 2120			Y		Y	Y	Y	Y	Y	Y	Y	Y	Y
JRNL 2230									Y				
JRNL 2240		Y	Y		Y	Y				Y	Y	Y	Y
JRNL 2360		Y	Y		Y	Y		Y	Y		Y		Y
JRNL 2370		Y	Y		Y	Y		Y	Y	Y	Y		Y
JRNL 3165					Y					Y			
JRNL 3170		Y			Y	Y			Y		Y		
JRNL 3175	Y					Y			Y				
JRNL 3180	Y				Y	Y			Y				
JRNL 3260													
JRNL 3270					Y								
JRNL 3370					Y				Y	Y			
JRNL 4141													
JRNL 4180					Y				Y	Y			
JRNL 4190													
JRNL 4240					Y					Y			
JRNL 4250		Y			Y	Y				Y			
JRNL 4260					Y				Y				
JRNL 4270					Y				Y	Y			
JRNL 4290													
JRNL 4295													
JRNL 4900													

In 2020, the Chairs of the KPU and Langara Journalism programs worked together to ensure that sufficient articulation agreements existed between the two institutions so that a student graduating from Langara's two-year Journalism diploma program could continue their studies at KPU and, with another two years of study, earn a Bachelor of Journalism degree. Once the articulation agreements were in place, an information session was held at Langara to let students know about the opportunity to study at KPU. To date, no Langara graduates have yet taken advantage of the agreement.

### *Partnership with KPU's Public Relations Department*

Beginning in 2019, the Chairs of KPU's Journalism and Public Relations programs began discussions around how the two programs could work more closely together to offer opportunities to their respective students. With the assistance of Arts Degree Advising, it was determined that, given the significant overlap in courses between the two programs, students could pursue both a Bachelor of Journalism degree and a

two-year Public Relations diploma at the same time and receive both credentials with as little as one extra semester of study.

This was good news for Bachelor of Journalism students, many of whom want to pursue a career in Public Relations or Communications, and to those in the PR diploma program, who are often looking for ways to leverage their two-year diploma into a four-year degree.

Both programs have been actively promoting this option to students. So far, only one student is pursuing the option, but a number of others have expressed interest.

## **1.2. Program Department**

The Journalism and Communication Studies department has six regular faculty members. The faculty is a mixture of current and former journalists who primarily teach practical Journalism (JRNL) courses and academics with doctorates in Communication Studies who primarily teach courses in Communication Studies (COMM). The department also has a number of sessional instructors, including those with particular areas of expertise (like photojournalism or audio journalism) who teach courses in those areas. Many of our instructors, both regular faculty and contract faculty, have won journalism awards at both the provincial and national levels.

Most in-person JRNL and COMM courses are offered on the Surrey campus, however usually one first-year course a semester is offered at the Langley and/or Richmond campuses.

## **1.3. Program Purpose**

The original Full Program Proposal for KPU's Journalism degree, prepared in 2000, reads:

“The goal of Kwantlen's Bachelor of Applied Journalism degree is to give students the skills and knowledge to allow them to work immediately and comfortably in the constantly shifting communications industry.”

Two decades later, that fundamental goal has not changed. However, many of the details of how that goal is achieved are different. For example, Journalism students at KPU no longer learn darkroom skills, as they did in the early 2000s. Instead, they are taught how to manipulate digital images using Adobe Photoshop. Courses in audio journalism are designed not just to prepare students for work in radio, but also for work on podcasts. Data analysis and visualization skills — not mentioned at all in the original proposal in 2000 — are now a key component of the program, with all students required to take a dedicated course in data visualization. Social media has also become an integral part of the program, as both a place to connect with sources and a way for journalists to quickly share information about developing news stories.

Another key change over the decades has been an increased focus on multimedia journalism. While the original proposal in 2000 refers to “on-line journalism”, the journalism industry at the time was still largely siloed into different media formats. A student graduating from KPU's program in the early 2000s would likely find a job as a radio reporter, TV reporter, photojournalist or newspaper reporter, and their work in that position would be almost exclusively focused on audio, video, photos or words. The journalists of today don't fit into such clean categories. A TV journalist is often expected to produce a written story for the web along with their broadcast report. Newspaper reporters gather video from the scene of news events to publish on their publication's website. And an online news story often has multiple component parts: a story, a photo, a video, a data visualization. The way journalism is taught at KPU reflects this, with coursework that often requires student to integrate various forms of storytelling.

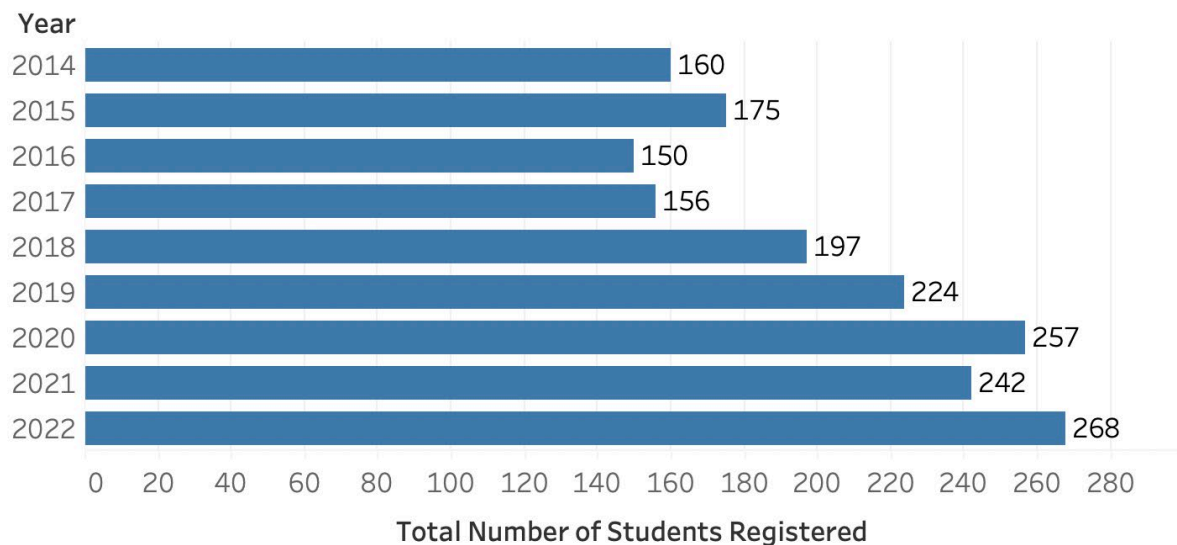
## 1.4. Issues for Program Review

There are a number of issues currently affecting the Bachelor of Journalism program that the department is hoping can be addressed as part of this Program Review.

### Growth in Lower-Level Enrolment

First-year Journalism (JRNL) and Communication Studies (COMM) courses have seen sharp increases in enrolment over the past few years, driven in large part by the increasing numbers of international students at KPU. For example, JRNL 1160 Introduction to Journalism has seen its total number of students per year almost double since 2017.

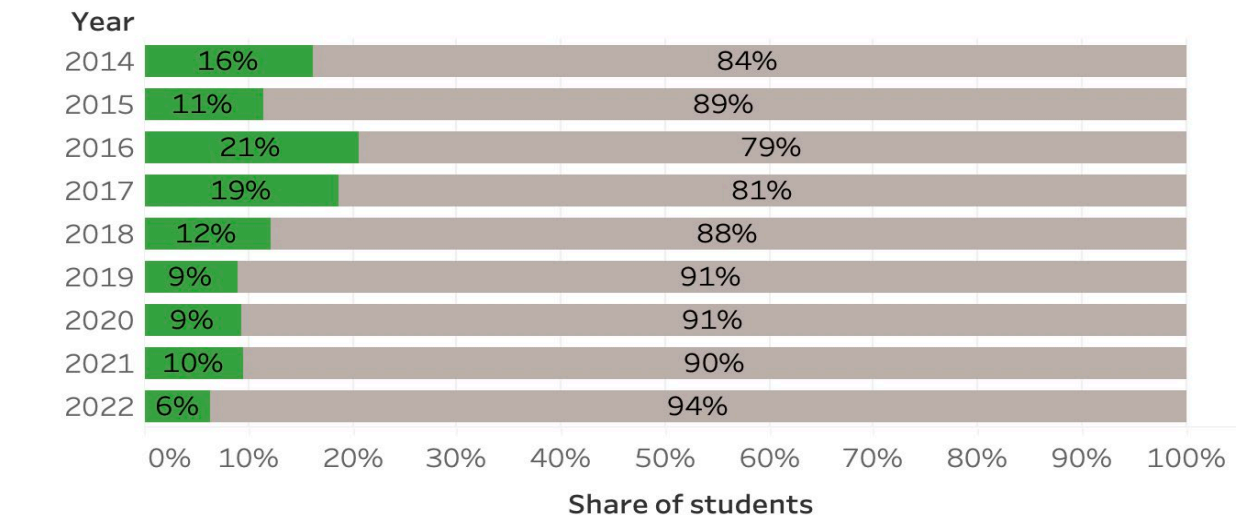
Number of students registered in JRNL 1160 Introduction to Journalism



Source: Class list data

While overall enrolment is up, the number of students interested in pursuing a Bachelor of Journalism degree has stayed flat, or even declined slightly. The result is that an increasing share of students in lower-level courses are not planning to Major in Journalism and are instead taking such courses as electives.

## Share of students in JRNL 1160 Introduction to Journalism planning to Major in Journalism



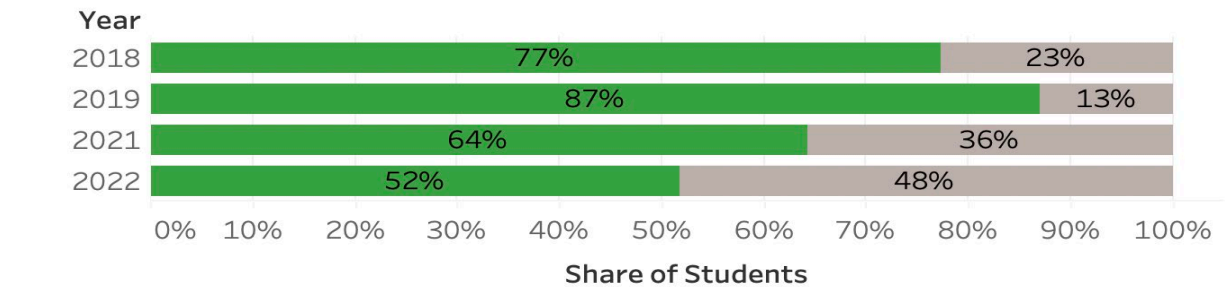
### INTENDED MAJOR

- Journalism
- Other

Source: Class list data

Where once about one in five students taking JRNL 1160 Introduction to Journalism were planning to Major in Journalism, that has since fallen as low as one in 10 or even one in 20. The trend is less dramatic, though still noticeable, in some second-year courses like JRNL 2360 Photojournalism.

## Share of students in JRNL 2360 Photojournalism planning to Major in Journalism



### INTENDED MAJOR

- Other
- Journalism

Source: Class list data

This change has created a challenge for instructors, who must balance preparing Bachelor of Journalism students for upper-level JRNL courses while making their course content accessible and useful for students



with no intention of pursuing a Journalism degree. This challenge has been compounded by the increase in international students in such courses, who sometimes struggle with writing in English.

It would be helpful, as part of this Program Review, to learn if students and instructors believe lower-level JRNL courses adequately prepare students for upper-level JRNL courses.

### Degree requirements compared to other programs

All Bachelor of Arts degrees at KPU require students to take 120 credits (40 courses) but programs vary in how many specific courses students are required to take within their discipline versus electives students can choose on their own. These discipline-specific course requirements can take the form of specific courses that are required for a degree or electives that must be chosen from courses within the Major discipline. The discipline-specific requirements in the Bachelor of Journalism program are one of the highest compared to other Arts degrees.

Program	1000/2000 Level Discipline-Specific Courses Required	3000/4000 Level Discipline-Specific Courses Required	TOTAL
Criminology	14	10	24
<b>Journalism</b>	<b>10</b>	<b>10</b>	<b>20</b>
Creative Writing	7	11	18
Policy Studies	9	8	17
Applied Geography	8	9	17
Sociology	8	9	17
Psychology	7	10	17
Political Science	6	10	16
Anthropology	6	10	16
English	5	10	15
History	5	10	15
Philosophy	7	6	13
<b>MEDIAN</b>	<b>7.0</b>	<b>10.0</b>	<b>17.0</b>

NOTE: The chart above includes both JRNL and COMM courses as Discipline Specific for the Bachelor of Journalism program as well as INDG 1100, which is a required course for the Bachelor of Journalism.

Notably, the Bachelor of Journalism's upper-level requirement of 10 courses is in line with most other Arts programs. Where the Journalism program differs is in its lower-level requirements, which are significantly higher than the median of 7 among those Arts programs compared. Having higher discipline-specific course requirements is not necessarily a bad thing. The Bachelor of Journalism program is a practical program that requires teaching students a solid grounding in various writing, research and multimedia skills. At the same time, having too many lower-level requirements may discourage some students from pursuing a Bachelor of Journalism or create difficulties in them ladder through all the courses they require. As part of this Program Review, we hope to gain some insight into whether there are some opportunities to reduce the lower-level discipline-specific course requirements for the degree while still ensuring adequate ladder of courses.

## Small Cohort

In KPU Journalism's last Program Review, the authors noted:

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

Career options for KPU's Bachelor of Journalism graduates have brightened considerably in recent years, as a tight labour market and the growth of online news sites has created several opportunities for new graduates. Several recent graduates of our program have secured jobs in journalism immediately upon graduation. Job opportunities are also plentiful in the related fields of Communications and Public Relations.

At the time of our last Program Review, there was some concern that interest in journalism education would decline significantly or even disappear. That hasn't happened. At the same time, interest in the program hasn't grown, either, and the program remains quite small.

According to administrative data (Appendix 1), only about a dozen students graduate with a Bachelor of Journalism from KPU each year. Having such a small cohort of journalism students poses challenges for the program. For example, the program is only able to offer most upper-level JRNL courses every other year, because if such courses were offered every year, they would only be half full or worse. It also means students sometimes have less choice of which upper-level courses to take than they otherwise would.

### ***Exhibit 18 of Appendix 1: Journalism Program Graduate Headcount<sup>1</sup> by Credential and Academic Year***

	2017/18	2018/19	2019/20	2020/21	2021/22
Total <sup>2</sup>	19	12	8	14	14
Bachelor's Degree	19	12	8	14	14

The program has tried to address this somewhat by looking for ways to attract non-Journalism students to some upper-level courses with wider appeal, and fewer pre-requisites, such as JRNL 3165 Data Visualization and JRNL 3260 Future of News. The department has also seen small, but significant, growth in interest in its Minor in Journalism, which has helped to fill upper-level courses. The growth in the Minor has also provided the program with opportunities to offer a wider range of upper-level JRNL courses, including one upper-level JRNL course in the Summer semester for the first time in 2022.

### ***Exhibit 5 of Appendix 1: Student Headcount in Journalism Program by Academic Year Compared with Faculty of Arts Programs***

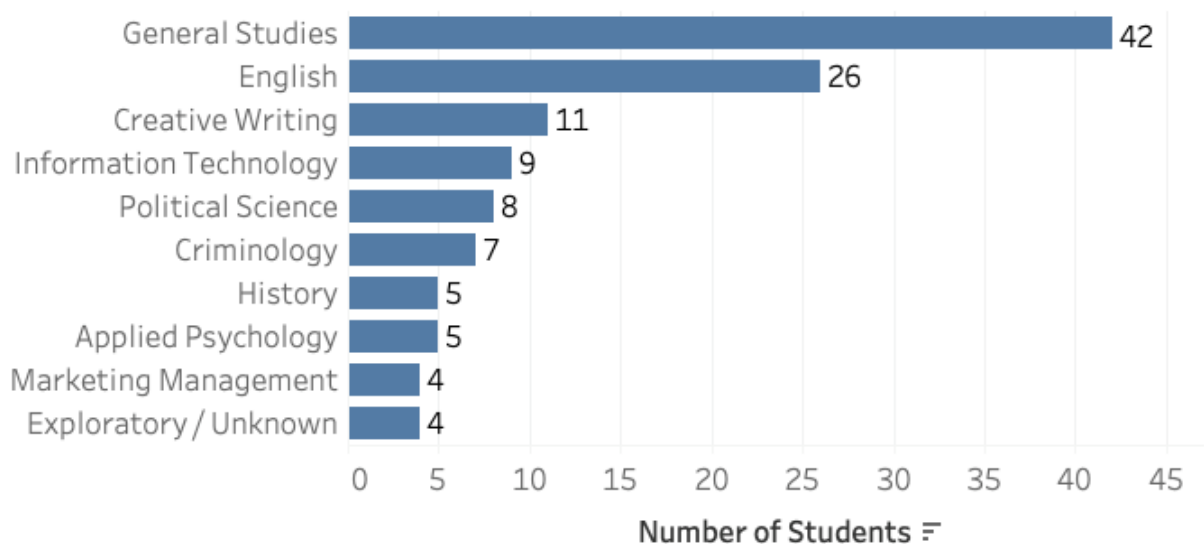
	2018/19	2019/20	2020/21	2021/22	2022/23	%Change
Bachelor of Arts (Honours) in Journalism	2	1	1	4	1	-50%
Bachelor of Arts (Major) in Journalism	45	34	48	40	38	-16%
Bachelor of Arts (Minor) in Journalism	5	6	6	8	7	40%
Intended of Undeclared	63	74	72	59	51	-19%
<b>Journalism Total Headcount</b>	<b>108</b>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

<sup>1</sup> 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.

<sup>2</sup> 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.

Through this Program Review, the department would like to examine other opportunities to make upper-level courses more attractive to non-journalism students so we can offer upper-level courses more often and provide our Bachelor of Journalism students with more choices. At the moment, JRNL courses are most popular among KPU students Majoring in General Studies, English and Creative Writing.

### Most common majors of students taking upper-level JRNL courses (not including Bachelor of Journalism students), 2019-2023



Source: Class list data

### Equity, Diversity, Inclusion and Decolonization

In the Spring of 2021, recognizing the importance of diversity in the journalism industry, the Journalism and Communication Studies department began an initiative to adopt a statement on Equity, Diversity, Inclusion and Decolonization. A draft statement was prepared which was then shared with various groups and experts at KPU, including Asma Sayed and Jennifer Anaquod, the President's Diversity and Equity Committee and the Arts Anti-Racism Committee. The department also surveyed all students taking JRNL and COMM courses through an anonymous online survey: 74 students responded.

In early 2023, the statement was formally adopted by the department and published on our [department website](#) and social media channels. It is attached as Appendix 2.

Through this Program Review, the department would like to gather some information on how students and alumni think the department is doing on issues of diversity as well as gathering some baseline data on the demographic profile of our current students and alumni.

### Social Media

The Journalism and Communication Studies department at KPU actively maintains social media accounts on Facebook, Twitter and Instagram. However, in the past Facebook has been the primary method with which the department communicated information about the program and posted links to ads for journalism jobs. Through this Program Review, and the survey of students, the department would like to learn if Facebook remains the best way for the department to communicate such information or if another social media channel is used more often by those we are trying to reach.

## 2. Curriculum Review

### 2.1. Pathways for Graduates

#### *Pathways to Employment*

While graduates of KPU's Bachelor of Journalism program work in a wide range of occupations, the degree prepares students primarily for careers in one of two fields: Journalism and Communications/Public Relations.

A career in Journalism can involve work in a variety of different positions, including:

- Multimedia Journalist
- Data Journalist
- Sports Journalist
- Columnist
- Web editor
- Copy editor
- Segment Producer
- Podcast host
- Play-by-play sports announcer
- Videographer
- Photojournalist
- Foreign Correspondent
- Entertainment Journalist
- Documentary Filmmaker
- News anchor

A career in Communications/Public Relations can involve positions such as:

- Corporate Communications Director
- Communication Manager
- Social media specialist
- Content creator
- Media relations specialist

- Spokesperson
- Community relations directors
- Event Planner
- Marketing Manager
- Digital Marketing Manager
- Fundraising Manager
- Government Affairs Manager
- Public Information Officer
- Press Secretary
- Social Media Management
- Advertising copywriter

In both fields, there are opportunities to work as an employee for an organization or to be self-employed, as a freelance journalist or public-relations consultant.

KPU's Bachelor of Journalism program prepares students for jobs in these fields by providing them with a strong foundation in the principles of journalistic research and news judgment. That is supplemented by specific courses that teach students how to tell stories in different formats, including writing, photography, video, audio and data visualization.

Graduates of KPU's Bachelor of Journalism program usually begin their careers in entry-level positions, often at smaller news outlets. For example, a 2023 KPU Journalism graduate was recently hired as a Multimedia Journalist at the Langley Advance Times and a 2022 graduate was hired as a Multimedia Journalist at the Peace Arch News in White Rock shortly after graduation. Many KPU Journalism grads then work their way up to more senior leadership positions over the course of their careers. For example, Hayley Woodin, a 2014 KPU Journalism graduate, began working at Business in Vancouver as a Multimedia Journalist in 2016 and is now BIV's Editor in Chief. Harold Munro, Editor in Chief of The Vancouver Sun and The Province, is a 1985 KPU Journalism graduate who began his work at The Sun as a reporter. Both Woodin and Munro are featured as graduates on [KPU Journalism's website](#).

### *Pathways to Further Study*

KPU's Bachelor of Journalism is the only four-year journalism degree program in the Lower Mainland and one of only two Bachelor's degree programs in journalism in the province (the other is at Thompson Rivers University in Kamloops). Langara offers a two-year Diploma in Journalism and a one-year Certificate in Journalism for those who already have a post-secondary education. BCIT offers a two-year diploma in Broadcast and Online Journalism and a part-time 27-credit Journalism Associate Certificate. UBC offers a two-year Master of Journalism program for those who already have a Bachelor's degree.

Given KPU's unique position as the only institution offering a four-year Bachelor of Journalism in the region, students interested in journalism tend to remain at KPU for the duration of their studies rather than transferring to another institution partway through. Nonetheless, articulation agreements exist for

almost all JRNL and COMM courses KPU offers, providing flexibility to students who begin their Journalism studies at KPU and then decide to study something else at another institution.

As a professional program, Journalism at KPU is not explicitly designed to prepare students for graduate-level studies. That said, as a baccalaureate degree, that path is open to KPU Journalism students and some have chosen that route. Recent graduates of KPU's Bachelor of Journalism have gone on to law school and to pursue Masters degrees in fields such as Indigenous Studies and Public Health. Several KPU Journalism graduates have also gone on to pursue a Master of Journalism at UBC. But for most, KPU's program is the end of their formal journalism education.

### *Pathways to an Enriched Civic and Personal Life*

In addition to teaching students practical skills, KPU's Journalism program also prepares them to be better news consumers and citizens. In particular, JRNL 1160 Introduction to Journalism — a required course for the program and a very popular elective for non-journalism students — addresses the role of journalism in society, including how to know when you can trust a news source. The inclusion of Communication Studies (COMM) courses as part of the Bachelor of Journalism requirements also ensures that students learn about the role of media in society through courses such as COMM 3100 Media and Diversity and COMM 3220 Social Media, New Technology and Society. Through the process of being media creators, students also become better media consumers — for example, learning how photos can be manipulated to be misleading or how audio can be edited to leave out important context.

The research skills students learn can also be applied to their personal and civic lives. For example, in JRNL 1220 Citizen Journalism, students learn how to file a Freedom of Information request, a valuable tool for journalists but also a useful way for citizens to learn more about what their government is up to. In JRNL 4270 Politics and Journalism, students research national and/or provincial political parties and their platforms, as well as individual candidates, which will help them be informed and engaged in the electoral process.

### *Career Pathways Map*

The Career Pathways Map of the program is presented in Appendix 3.

## **2.2. Skill Development**

KPU has a standard for essential skills that each program is expected to address (KPU Policy AC 9) and the Ministry measures 7 skills through graduate assessments. The Journalism program fosters the following essential skills in learners:

### *Writing Clearly and Concisely*

Clear and concise writing is at the heart of KPU's Journalism program. In the program's academic COMM courses, students learn how to write academic papers using proper citations. In addition, all Bachelor of Journalism and Minor in Journalism students must take courses in news writing that teach them how to write short and clear news stories.

### *Speaking Effectively*

KPU's JRNL and COMM courses, like most university-level courses, involve frequent class discussions and presentations that teach students how to speak effectively and persuasively. In addition, the program's

multimedia journalism courses also teach students how to speak effectively, such as during a standup in a video story or narrating a podcast.

### *Reading and Comprehending Material*

In their COMM courses and electives in other disciplines, KPU Journalism students learn how to read and interpret academic publications. This is supplemented by instruction in practical journalism courses where students learn how to read and interpret documents of relevance to journalism such as court decisions, budgets and internal government documents obtained through Freedom of Information requests. Students also read and analyze works of journalism in several JRNL classes.

### *Working Effectively with Others*

Group work is used throughout many of the JRNL and COMM courses at KPU, in particular in multimedia courses where students often work in teams to produce a work of journalism, such as one student being the camera person while another interviews a subject. Students also engage in peer editing in several classes, where they review the work of others and incorporate feedback from classmates.

### *Analyzing and Thinking Critically*

Courses in JRNL and COMM encourage students to think critically about the role of media in society and its importance to democracy. Students also engage in discussions around media bias and how to assess the reliability of an information source.

### *Resolving Issues or Other Problems*

Through group work in various classes, students in KPU's Journalism program learn how to resolve issues or problems with their classmates. Students also learn how, as journalists, to negotiate difficult or hostile interviews and how to deal with legal threats from those unhappy with a news story.

### *Learning on Your Own*

All Journalism and Communication Studies courses foster independent learning through writing and research projects completed on one's own. Self-directed learning is particularly important in the field of journalism, as many aspects of reporting are solitary in nature and performed with little to no direct supervision.

## **2.3. Curriculum Assessment**

The full curriculum map is provided in Appendix 4.

### *Program Learning Outcomes*

Prior to this Program Review, the Bachelor of Journalism and Minor in Journalism did not have formal Program Learning Outcomes (PLOs). They were developed collaboratively by the department in early 2023.

The Program Learning Outcomes for the Bachelor of Journalism state that after successfully completing the program, students will be able to:

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.

The Program Learning Outcomes for the Minor in Journalism state that after successfully completing the program, students will be able to:

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.

### *Results of Curriculum Assessment*

The Curriculum Map in Appendix 4 gives a detailed accounting of how the Course Learning Outcomes (CLOs) in our courses align with the Program Learning Outcomes (PLOs) for the Bachelor of Journalism and the Minor in Journalism.

While a useful tool for identifying gaps in the program's curriculum, the Curriculum Map also has some key limitations:

1. There is a wide gap in the number of CLOs for different courses. For example, JRNL 3165 Data Visualization has 17 CLOs listed on its course outline. In contrast, JRNL 3180 Sports Journalism has just 6 CLOs. That gap does not reflect anything about the courses in question — JRNL 3165 does not cover three times as much material as JRNL 3180 — but rather the peculiarities of how



the course outlines for each course were drafted over time. As a result, any analysis of the simple number of alignments in the program is going to weight some courses much more highly than others, simply because of their total number of CLOs.

2. Not all CLOs are of equal importance. Some CLOs address core concepts of a course that are woven through several weeks of instruction. Other CLOs are narrower in scope, addressing specific skills that may be addressed in just a single class. For example, in JRNL 3165 Data Visualization, one of its CLOs is, “Read, construct, interpret and evaluate arguments, tables, graphs and charts”. That CLO is so broad it arguably describes the entire course. In contrast, another CLO in that same course, “Calculate and explain a polling margin of error”, refers to a discrete skill that is taught in about a half hour in a single class and then not returned to again.
3. Not all PLOs are of equal importance or can be successfully taught in equal amounts of time. The 10 PLOs for the Bachelor of Journalism and the 4 PLOs for the Minor in Journalism were drafted to cover the key skills that students should have when they graduate from the program. But that does not imply that all PLOs are of equal importance. For example, PLO #1, “Create written and multimedia works of journalism using current industry standards and tools”, is arguably the core purpose of the Journalism program, as we want our students to be able to produce journalism and work successfully as journalists after graduation. It is also a PLO that is touched on by virtually all JRNL courses as they all, in one way or another, teach students how to produce works of journalism. Other PLOs, such as media ethics and law or the role of journalism in a democratic society, are important to our program but not quite as central and therefore are not likely to be reflected in as many courses or CLOs.
4. The Curriculum Map lists 38 courses for the Bachelor of Journalism and 24 for the Minor in Journalism. This is significantly more courses than a typical student in either program is likely to take. That is because students have a choice of which courses to take, particularly at the upper levels. For example, students pursuing the Bachelor of Journalism are required to take 10 upper-level JRNL/COMM courses. The Curriculum Map lists 25 upper-level JRNL/COMM courses. Given students have more choice at the upper levels than the lower levels, this will weigh the Course Alignment Map toward Advanced (A) skills in a way that may be misleading.
5. The Curriculum Map includes a few courses that are no longer offered by the department for various reasons, specifically: JRNL 4260 Computer Coding for Journalists, JRNL 4141 Work Experience and JRNL 4180 Advanced Sports Journalism. The Curriculum Map also includes Honours courses, which only one or two students a year take in pursuit of their Bachelor of Journalism (Honours). Honours courses are also listed in the Curriculum Map twice, as there are pending changes to the course codes for those courses.

Some of the caveats above reveal a lack of consistency in how CLOs have been drafted in course outlines over the years, as well as a shift in best practices at KPU about how CLOs should be worded. The department should adopt a more consistent approach to CLOs across all JRNL/COMM courses, both in the number of CLOs per course and in how they are worded. As course outlines come up for review and revision, this consistent standard should be applied.

The sheer size of the Curriculum Map spreadsheet can make it difficult to detect overall patterns in the program’s curriculum. To see some of the big-picture patterns more clearly, we have produced two bar charts that count the number of total alignments for both programs. Those bar charts come with the

same caveats mentioned above about the Curriculum Map as a whole. But they provide a helpful overview of how certain skills are being taught across the program.

In the bar charts below, as in the Curriculum Map, Is, Ds and As are used to show the nature of each alignment:

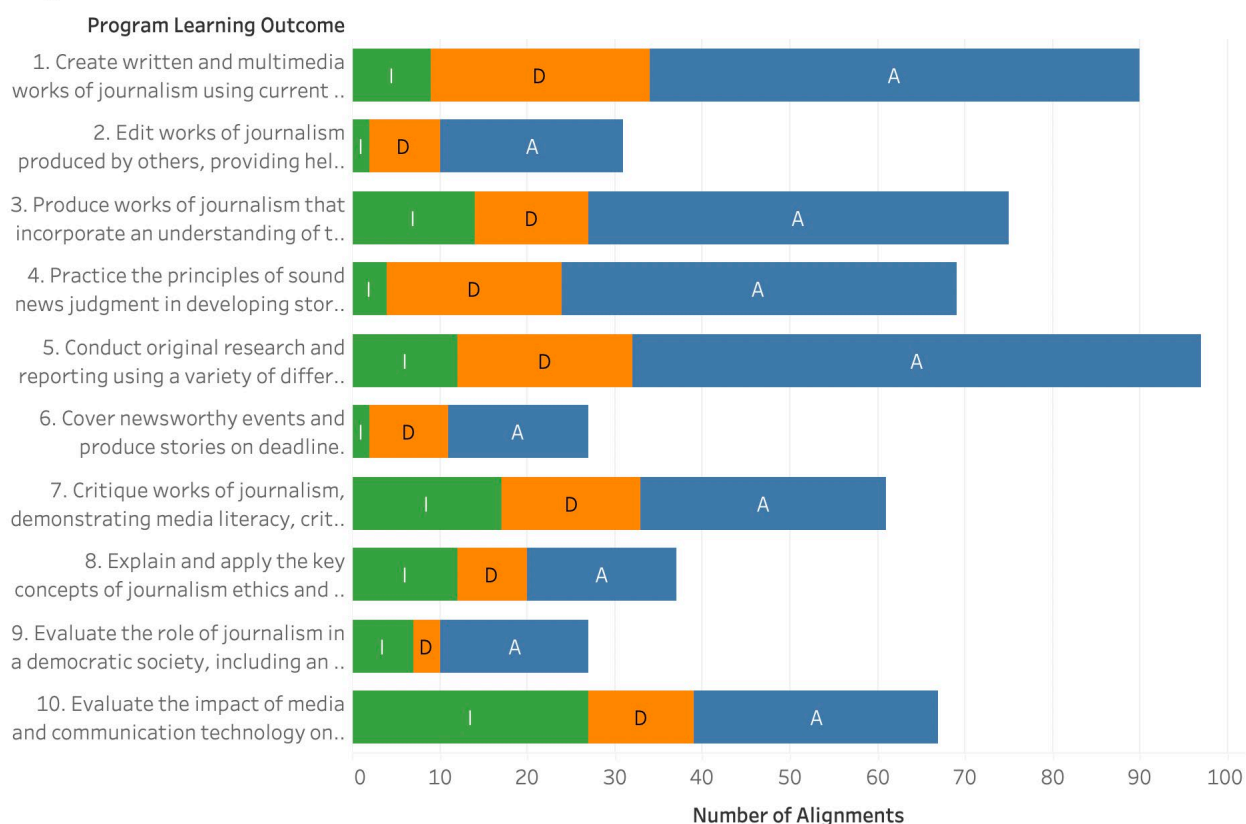
Introduced [I]: Course learning outcomes that concentrate on knowledge or skills related to the program outcomes at a basic level or skills at an entry-level of complexity.

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.

Note that the PLOs in the charts below are truncated because they were too long to display fully.

#### Alignments for the Bachelor of Journalism



This chart suggests that some PLOs in the program are covered in greater depth than others. However, this apparent imbalance is consistent with the goals of the program as a whole. Skills such as creating works of journalism (PLO #1), conducting original reporting (PLO #5) and practising sound news judgment (PLO #4) are core skills that are taught throughout the program at every level. In contrast, while journalism law and ethics (PLO #8) and evaluating the role of journalism in a democratic society

(PLO #9) are both very important, they are topics that are naturally narrower in scope and so are not covered by as many courses, or in as much depth.

This chart also shows that most of the PLOs in the Bachelor of Journalism have a good balance between the different levels of alignment: first introducing students to a concept, then having them develop it and finally having them hone those skills at an advanced level. While not visible in this bar chart, a deeper analysis of the Curriculum Map also indicates that the PLOs are generally well scaffolded in the program: courses that introduce (I) a concept are generally the prerequisites for those courses that develop (D) it, and then those courses in turn are prerequisites for the courses that teach those skills at an advanced (A) level.

One notable exception to this is PLO #5 (“Conduct original research and reporting using a variety of different methods and resources and assess the reliability of different sources of information.”) Most of the introductory alignments for that PLO take place in JRNL 1220 Citizen Journalism, a course heavily focused on journalism research skills. Most of the developing (D) alignments for PLO #5 then take place in JRNL 2120 Writing for Journalism. However, JRNL 1220 Citizen Journalism is not a prerequisite for JRNL 2120 (students require either JRNL 1220 Citizen Journalism *or* JRNL 1160 Introduction to Journalism to take JRNL 2120). To ensure students are better prepared for the research demands of JRNL 2120, making JRNL 1220 a prerequisite should be considered.

How adequately lower-level courses scaffold learning to upper-level courses is also something that cannot fully be captured by the Curriculum Map. A lower-level course may have CLOs that suggest appropriate laddering to an upper-level course, but if the concept is particularly challenging, students may not be adequately prepared. For example, department faculty have often discussed that students in upper-level writing courses still struggle with basic newswriting skills, such as Canadian Press style, despite JRNL 2120 Writing for Journalism being a prerequisite for all upper-level writing courses. This is reflected in one of the comments on the Faculty survey (Appendix 5):

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.

This may suggest that the laddering in place is not sufficient, in particular around writing and reporting skills. One idea that has been discussed by the department is changing the course learning outcomes for JRNL 2240 Beyond the News to make it a “Part 2” reporting and writing course that students would take after JRNL 2120 Writing for Journalism. Both courses would then be prerequisites for all upper-level JRNL writing courses. The department should undertake a general review of the laddering of courses to ensure that the prerequisites in place are sufficient.

As noted above, the Bachelor of Journalism program has more lower-level requirements than many other similar programs in the Faculty of Arts.

<b>Program</b>	<b>1000/2000 Level Discipline-Specific Courses Required</b>	<b>3000/4000 Level Discipline-Specific Courses Required</b>	<b>TOTAL</b>
Criminology	14	10	24
<b>Journalism</b>	10	10	20
Creative Writing	7	11	18
Policy Studies	9	8	17
Applied Geography	8	9	17
Sociology	8	9	17
Psychology	7	10	17
Political Science	6	10	16
Anthropology	6	10	16
English	5	10	15
History	5	10	15
Philosophy	7	6	13
<b>MEDIAN</b>	7.0	10.0	17.0

NOTE: The chart above includes both JRNL and COMM courses as Discipline Specific for the Bachelor of Journalism program as well as INDG 1100, which is a required course for the Bachelor of Journalism.

The department should review all required first- and second-year courses to determine if they are necessary to prepare students for upper-level courses and to achieve the Program Learning Outcomes. There may be cases where some would work better as upper-level electives. For example, there have been some initial discussions in the department that JRNL 2360 Photojournalism might work better as an upper-level course.

Another issue to consider is that while issues of media ethics and law are covered in a variety of courses, Bachelor of Journalism students are not required to take a specific course in media law and ethics, even though, “Explain and apply the key concepts of journalism ethics and media law” is one of the PLOs of the Bachelor of Journalism. The program does have a dedicated course that covers these issues — COMM 2100 Media Ethics and Law — but it is not required. Making it a required course for the degree should be considered. As noted by one respondent to the Faculty survey:

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

While alignments for the PLOs are generally well balanced, there are three PLOs where the number of introductory (I) alignments are notably lower:

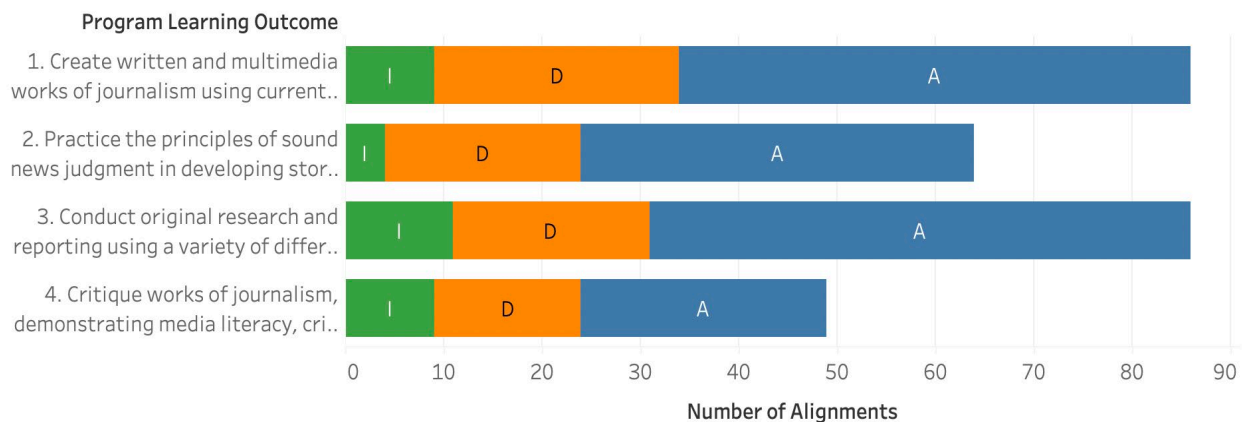
- 2. Edit works of journalism produced by others, providing helpful and constructive feedback, and incorporate feedback from others.

- 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.
- 6. Cover newsworthy events and produce stories on deadline.

To some extent, this reflects the fact that these PLOs describe intermediate learning outcomes that, while they may be introduced in a small way in first-year courses, are not really developed until second year and beyond. For example, students typically are not sent out to cover a breaking news event (PLO #6) for the first time until JRNL 2120 Writing for Journalism, after they have first learned the basics of how to write a news story. Similarly, students tend not to engage in detailed editing of each other's work (PLO #2) until they know enough about how to write a news story for that feedback to be effective.

That said, the Curriculum Map does suggest more effort should be made to better introduce concepts like editing and news judgment at a basic level in first-year courses, so students are better prepared for later courses in the program. In some cases, that is already being done but has not been fully reflected in course outlines. For example, most instructors of JRNL 1160 Introduction to Journalism have a series of photo assignments and have students critique each other's work. That peer feedback helps prepare students to edit each other's work and to accept constructive criticism. But, as currently written, the course outline for JRNL 1160 Introduction to Journalism has no CLO that reflects that this peer-feedback skill is being taught and so the course has no alignment with PLO #2. Similarly, the instructor for JRNL 2120 Writing for Journalism has incorporated some basic peer editing assignments in that class, including teaching best practices for editing, but there is no CLO in the course outline that indicates that. Course outlines for all courses, and JRNL 1160 and JRNL 2120 in particular, should be updated to better reflect their current content.

#### Alignments for the Minor in Journalism



The alignments for the Minor in Journalism are generally more balanced than for the Bachelor of Journalism as the Minor does not include many of the PLOs with fewer alignments overall or where the Introductory alignments are under-represented. The one exception is PLO #2, where the number of Introductory alignments is notably smaller than the rest.

PLO #2 for the Minor is worded identically to PLO #4 for the Bachelor of Journalism. There is also significant overlap in required courses for the Minor and Bachelor of Journalism, particularly at the

lower levels. As a result, the strategies discussed above to improve lower-level representation for this PLO for the Bachelor of Journalism will provide greater balance for the Minor as well.

In conclusion, the Bachelor of Journalism and Minor in Journalism courses adequately address the PLOs for the programs as a whole and provide good scaffolding progression from one course to another. That said, some improvements could be made.

The following recommendations are provided to further strengthen the curriculum and better prepare students for the challenges and demands of the journalism field. These recommendations focus on enhancing student preparedness, curriculum alignment, course content, and program learning outcomes.

### **Recommendations**

1. While the Curriculum Map suggests there is generally good laddering from lower-level to upper-level courses, the department should discuss any gaps they've identified in student preparedness and consider what changes to course prerequisites and program structure should be made.
2. The department should review all required first- and second-year courses to determine if they are necessary to prepare students for upper-level courses and to achieve the Program Learning Outcomes. Consideration should be given to whether some second-year courses may work better as upper-level electives. This may provide opportunities to reduce the number of discipline-specific lower-level courses Bachelor of Journalism students are required to take, putting the program's requirements more in line with others in the Faculty of Arts.
3. The department should consider introducing peer feedback — both giving it and receiving it — in first-year courses to better prepare students for peer editing each other's work in later JRNL courses. This will ensure better scaffolding for PLO #2 ("2. Edit works of journalism produced by others, providing helpful and constructive feedback, and incorporate feedback from others.")
4. The department should consider doing more to address the concepts of what makes a story newsworthy and how news judgment is applied by news organizations into first-year courses to provide better scaffolding for both PLO #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.") and PLO #6 ("Cover newsworthy events and produce stories on deadline.")
5. Course outlines should be updated to ensure they reflect any new material that has been added to courses in recent years. In particular, new material involving peer feedback and peer editing that has been added to JRNL 1160 Introduction to Journalism and JRNL 2120 Writing for Journalism should be reflected in those courses' updated CLOs.
6. As course outlines come up for review and revision, they should be revised to ensure more consistency across courses, both in the number of CLOs per course and in how those CLOs are worded.

7. The department should consider making COMM 2100 Media Ethics and Law a required course for the Bachelor of Journalism degree.
8. Courses that are no longer offered by the program, such as JRNL 4260 Computer Coding for Journalists, should be removed from the course calendar.

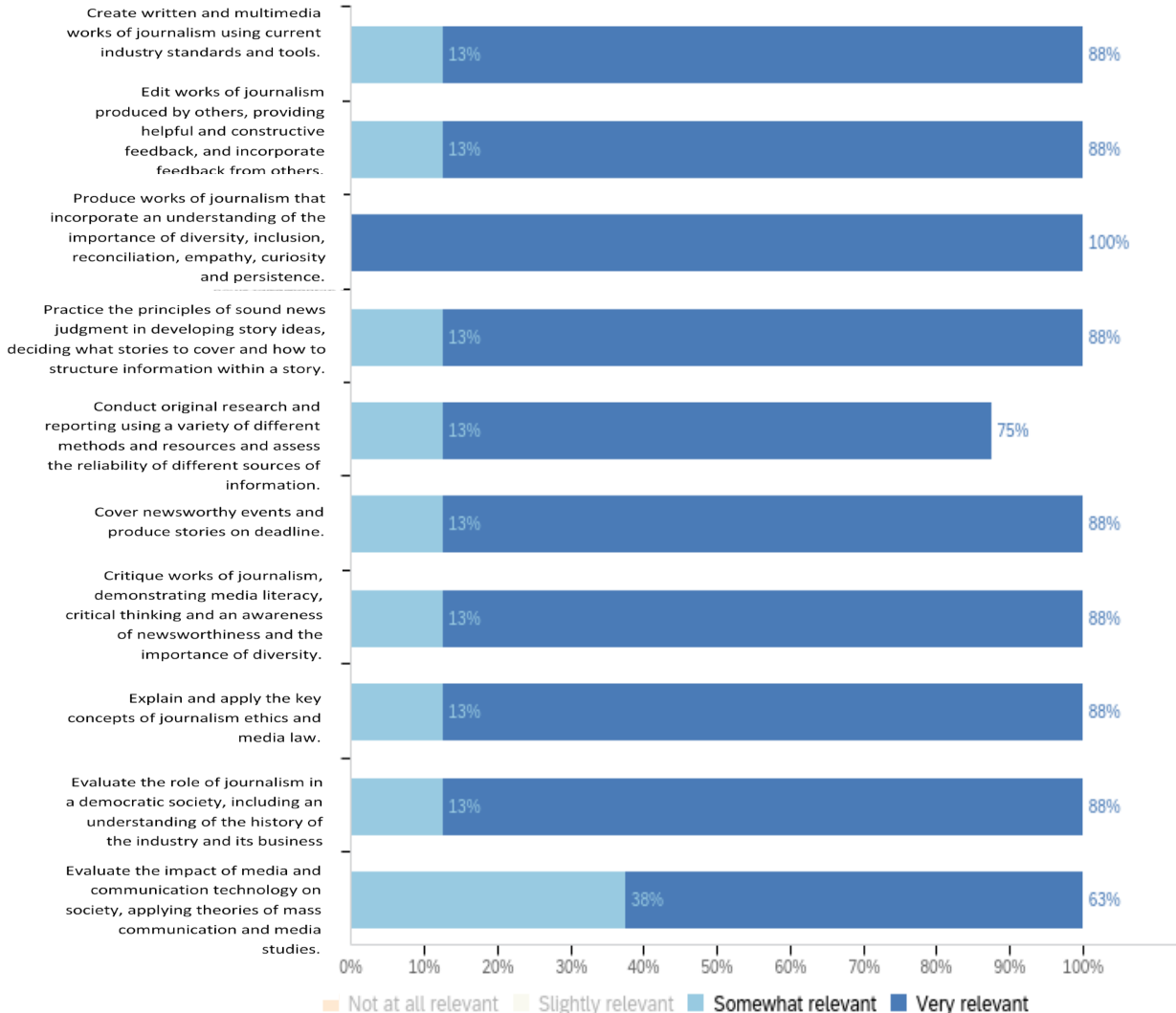
## 3. Program Relevance and Demand

### 3.1. Relevance

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

As noted earlier, prior to this Program Review, the Bachelor of Journalism and Minor in Journalism did not have formal Program Learning Outcomes (PLOs). They were developed collaboratively by the department in early 2023. Not surprisingly, then, the Faculty Survey (Appendix 5) found near-unanimous agreement that the PLOs were relevant to the current needs of the discipline/sector. For 9 of the 10 PLOs, 100% of faculty surveyed agreed that the PLO was “somewhat relevant” or “very relevant”, with the vast majority stating the PLOs were “very relevant”. Only one PLO, “Conduct original research and reporting using a variety of different methods and resources and assess the reliability of different sources of information”, had less than 100% support with one respondent saying it was only “slightly relevant” to the discipline.

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

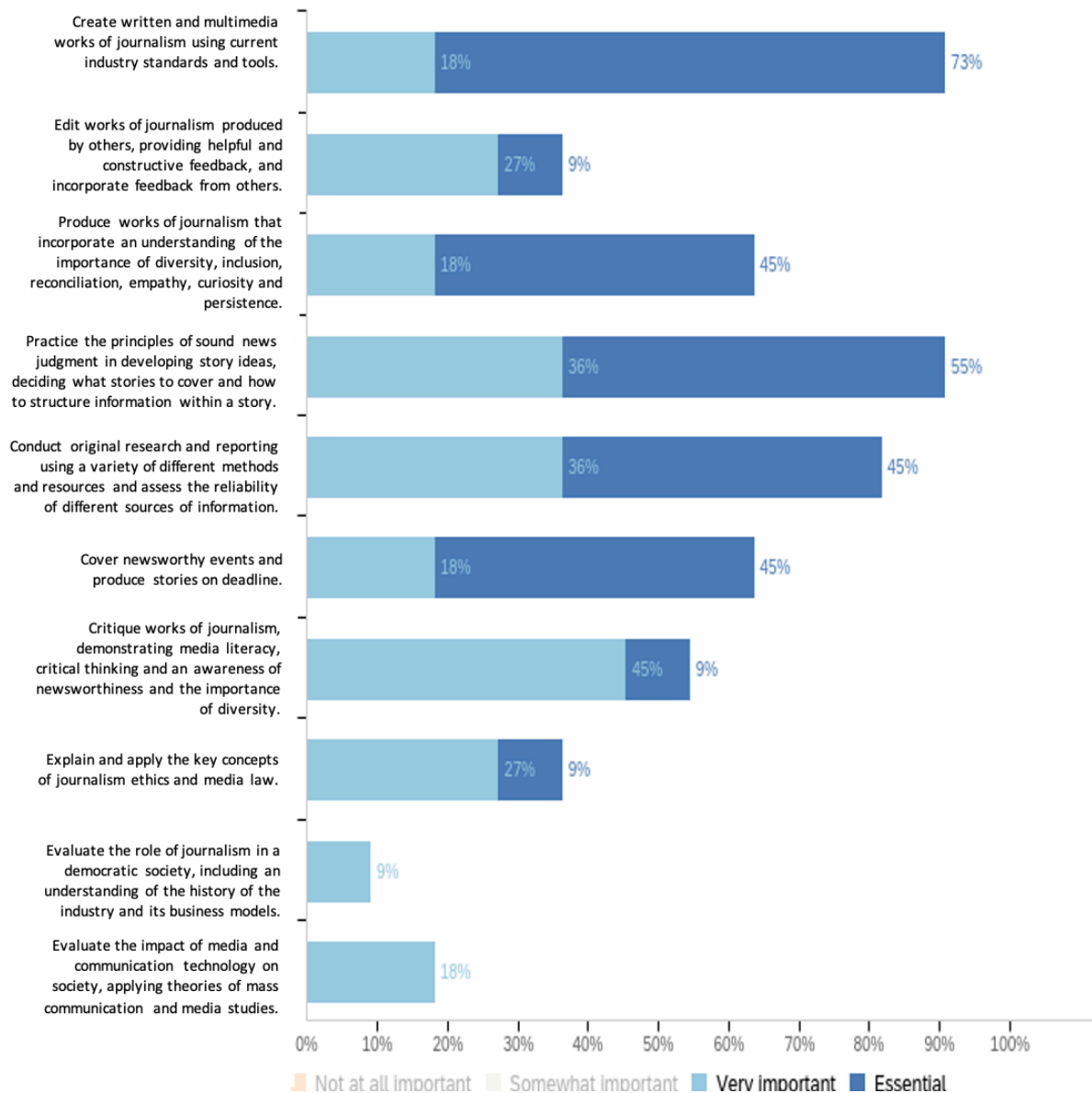


Note that “not at all” and “slightly relevant” categories are excluded from the chart for quick comparisons between items. Please use the frequency table in Appendix 5 for the percentages for the “not at all relevant” and “slightly relevant” categories.



Support for some of the PLOs was more lukewarm among those in the discipline/sector who were surveyed (Appendix 6).

**Question 5 of Discipline/Sector Survey – 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 for quick comparisons between items. Please use the frequency table in Appendix 6 for the percentages for the “not at all important” and “somewhat important” categories.

As the chart above shows, there were several PLOs that only a minority of those surveyed from the discipline/sector believed were “very important” or “essential” for an entry-level employee to have. While these survey results could suggest a mismatch between what the program is teaching and what employers want from new hires, there are some other possible explanations for these results:

- The question asks survey respondents if the skills are ones that an “entry-level employee” needs to be able to demonstrate. Not surprisingly, then, those PLOs that address broader issues of citizenship — such as the role of journalism in a democratic society and the impact of media on

society — were not given as much weight as those that are more obviously tied to job requirements, like creating works of journalism. The department believes that a baccalaureate program should do more than simply teach job skills but also give students a sense of the role of journalism and journalists in society more broadly.

- A closer look at the data tables reveals that while there were some PLOs that those surveyed did not think were “very important” or “essential”, many still thought the PLOs were “somewhat important”. Indeed, fewer than 20% of those surveyed thought any of the PLOs were “not at all important” with the exception of “Edit works of journalism produced by others, providing helpful and constructive feedback, and incorporate feedback from others”, which 45% felt were not important at all and “Evaluate the impact of media and communication technology on society, applying theories of mass communication and media studies” which 27% believed were not at all important.
- A third of those surveyed in the discipline/sector specific survey work in Communications/Public Relations rather than in the News Media. This may impact their answers to what is required for an entry level job, as positions in Communications/Public Relations may demand less research skills than those in journalism and have less of a focus on producing stories on deadline.
- In some cases, respondents may not have fully appreciated how the PLOs, which are written in a particular pedagogical style, translate into real-world job skills. For example, nearly half (45%) of those surveyed believed that the PLO, “Edit works of journalism produced by others, providing helpful and constructive feedback, and incorporate feedback from others” was “not at all important” for an entry level position. Yet in the written comments on the survey, several respondents stressed the importance of being able to accept feedback (“a willingness to accept feedback”, “an openness to feedback and the ability to apply feedback to their work”, “Ability to understand constructive feedback with story development”). It’s possible these comments were from those respondents who did think the PLO was relevant. But it’s also possible that those surveyed reflected on the fact that entry-level journalists are rarely in an editing role and so didn’t think of that PLO as essential, while not appreciating that the PLO is also related to being able to accept the feedback and editing of others.

Support for the PLOs’ relevance was quite high among alumni surveyed (Appendix 7). All 10 PLOs were deemed “somewhat relevant” or “very relevant” by a majority of those surveyed, with support of 89% or higher for 6 of the 10 PLOs. As with the discipline/sector survey, support was lowest for the last two PLOs which, again, is not surprising as they are related to citizenship as opposed to employment.

Another source of information on program relevance is the BC Student Outcome survey data (Appendix 1).

***Exhibit 1 of Appendix 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 (2020-22)	Student Outcome Data for BCIT Journalism Program (2020-22)	Student Outcome Data for TRU Journalism Program (2020-22)	Ministry Target
<i>Respondents</i>	20	29	44	28	-

Measures	Student Outcome Data for KPU Journalism Program (2020-22)	Student Outcome Data for Langara Journalism Program (2020-22)	Student Outcome Data for BCIT Journalism Program (2020-22)	Student Outcome Data for TRU Journalism Program (2020-22)	Ministry Target
Satisfaction <sup>3</sup>	90%	100%	93%	96%	≥ 90%
Quality <sup>4</sup>	90%	100%	98%	93%	≥ 90%
Usefulness <sup>5</sup>	87%	75%	65%	93%	≥ 90%

That data suggests that KPU's Journalism program is meeting ministry targets in all areas but one, and given only 20 people responded to the BC Student Outcomes survey, it is short of that target by just a single respondent. Interestingly, the survey data suggests that Journalism students at Langara and BCIT report higher levels of satisfaction with their program and rate the quality of instruction slightly higher. However, KPU students are more likely to say what they've learned is useful to their current occupation. TRU scores slightly higher than KPU on all three measures.

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

In 2019, the department created a Program Advisory Committee (PAC), made up of professionals from the fields of both Journalism and Communications/Public Relations.

The PAC has provided valuable assistance to the department in alerting us to changes in the fields of both Journalism and Communications/Public Relations and identifying areas where our program could improve. For example, in one of the PAC's first meetings, the committee identified that being able to cover breaking news under tight deadlines was an essential skill for journalists working in their newsrooms. The department identified that its existing suite of upper-level courses focused primarily on feature writing and did not emphasize breaking news enough. As a direct result of the PAC's input, a new course — JRNL 3175 News Reporting — focused specifically on breaking news coverage was created and offered for the first time in Summer 2022.

In addition to the PAC's input, several of the department's instructors — both regular faculty and sessional instructors — continue to work in the field of journalism, which helps ensure they are up-to-date on the changes in the field. Some faculty members are also involved in administering or judging national journalism competitions, which helps keep them in touch with the best work being created in the field.

*Does the program include appropriate Indigenous content?*

In June 2015, the Truth and Reconciliation Commission's Calls to Action included a specific call directed at journalism schools:

86. We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal– Crown relations.

<sup>3</sup> Respondents who are "very satisfied" or "satisfied" with the education or training they received in their program of study.

<sup>4</sup> Respondents who rate the quality of instruction received from their program of study as "very good", "good" or "adequate".

<sup>5</sup> Respondents who describe their program of study as "very" or "somewhat" useful in their current occupation.

In direct response to that Call to Action, INDG 1100 Introduction to Indigenous Studies was made a required course for the Bachelor of Journalism degree starting in September 2016.

In early 2023, KPU's Journalism school adopted a statement on Equity, Diversity, Inclusion and Decolonization (Appendix 2), which was published on the [KPU Journalism homepage](#). That statement includes an acknowledgment of the harms done by journalists to Indigenous communities and committed the program to specific goals to improve Indigenous content, including:

- 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 students to seek out and include Indigenous voices in their reporting, including the wisdom of Elders and other Indigenous ways of knowing.

Indigenous content has already been added to several courses but more work needs to be done. Those additions also need to be reflected in the official Course Learning Outcomes for those courses when the course outlines are reviewed. The program's Diversity statement commits the department to coming up with an action plan to implement the statement's goals and to review progress on an annual basis. That work is already underway and will continue.

### **3.2. Faculty Qualifications and Currency**

*What is the collective expertise available to deliver the program?*

As of September 2023, the Journalism and Communication Studies department at KPU has five 100% full-time regular instructors, one regular 50% instructor and one 100% instructor on a one-year NR2 contract. The department also makes use of sessional instructors, both to provide coverage for time releases and demand sections, and to teach specialized courses in areas like Photojournalism and Podcasting.

While there is some overlap, the department essentially has two types of instructors: Those who teach primarily practical and hands-on Journalism (JRNL) courses and those who teach primarily theoretical Communication Studies (COMM) courses.

Journalism instructors at KPU all have extensive experience in the field of journalism, with many having worked as journalists for decades before teaching. Some still work as freelance journalists. All regular and NR2 journalism instructors at KPU have a Master's degree.

Communication Studies instructors are typically hired based on their academic credentials in the field. All of the department's regular Communication Studies instructors have a PhD in Communication Studies or a related field.

Profiles of current faculty are available on KPU Journalism's [website](#).

*Collectively, does the department have the expertise needed to deliver the curriculum?*

The department has the expertise needed to deliver the curriculum, both for JRNL and COMM courses.

The Qualifications and Currency Profile is presented in Appendix 8.

### 3.3. Student Demand

#### *Who takes the program?*

KPU Journalism students are about 60% female, in line with the share for the Faculty of Arts as a whole. This number has been relatively stable over the past five years. The share of KPU Journalism students who are 22 years or younger has been steadily dropping, from 73% in 2018/19 to 60% in 2022/23. The reason for this is unclear, though a small number of mature students have gone through the program in recent years as well as students who come to the Journalism program after pursuing studies in something else at another institution. These two factors may account for the small decline in younger students.

The most notable difference between the Journalism program as a whole and the Faculty of Arts is in the share of international students: 12% for Journalism and 30% for the Faculty as a whole. This is likely due to the fact that the only Journalism credentials offered are a four-year Bachelor of Journalism degree and a Minor in Journalism taken as part of a four-year degree. Many international students only attend KPU for two years, meaning a Journalism credential is not an option for them. That said, lower-level JRNL and COMM courses are very popular among international students as electives. Based on class-list data for 2021-2023, 76% of students in first-year JRNL and COMM courses are international students. That figure drops to 32% for second-year courses and just 8% for upper-level courses.

#### ***Exhibit 2 of Appendix 1: Demographic Profile of Journalism Program Students by Academic Year***

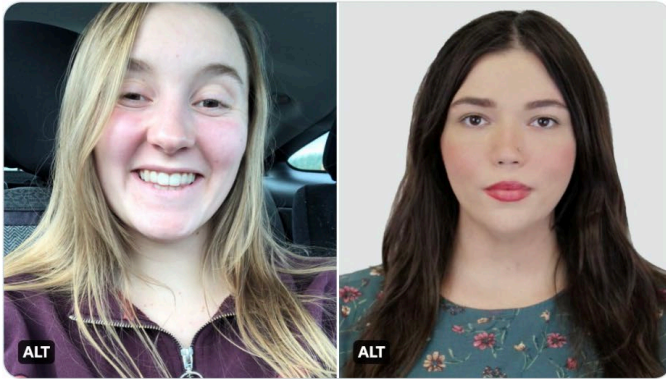
	2018/19	2019/20	2020/21	2021/22	2022/23
<i>Student Headcount</i>	108	115	119	106	93
% Women	65%	57%	61%	62%	56%
% 22 years or younger	73%	76%	64%	65%	60%
% International	11%	18%	19%	12%	12%

#### ***Exhibit 3 of Appendix 1: Demographic Profile of Faculty of Arts Students by Academic Year***

	2018/19	2019/20	2020/21	2021/22	2022/23
<i>Student Headcount</i>	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%

According to the Student Survey (Appendix 9), 18% of KPU Journalism students surveyed identify as Black or as a Person of Colour, 35% have a disability and 41% identify as 2SLGBTQ+. None of the 22 students surveyed identified as Indigenous. However, we know there are some Indigenous students in the program as two current KPU Journalism students — Kayla MacInnis and Magdelaine Folk — have received the Indigenous Student Journalism Award from the Jack Webster Foundation in recent years.

Proud to announce the 2021 Indigenous Student Journalism Award recipients--supported by @bctf: @Collingkiara of @BCIT\_Journalism, @raisedbythesea of @KPUJournalism. Congratulations.



4:06 PM · Oct 25, 2021 · Twitter Web App

Very pleased to announce Magdelaine Folk of @KPUJournalism as one of two 2020 Indigenous Student Journalism Award recipients. We are proud to support the next generation of journalists in this province.



4:08 PM · Oct 26, 2020 · Twitter Web App

According to the 2021 Census, 54.5% of Metro Vancouver residents identify as being a member of a visible minority and 2.4% identify as Indigenous<sup>6</sup>. Statistics Canada data suggests 3.4% of B.C. residents identify as lesbian, gay or bisexual<sup>7</sup> and 0.4% identify as transgender or non-binary<sup>8</sup>. Among British Columbians in their late teens and early 20s, 6.5% identify as lesbian, gay or bisexual and 0.8% identify as transgender or non-binary. These figures suggest that Black, Indigenous and other Persons of Colour (BIPOC) students are under-represented in KPU's Journalism program and 2SLGBTQ+ students are over-represented compared to their share of the overall population. The program's Diversity statement (Appendix 2) includes a specific commitment to work on increasing the diversity of the program's students:

- We will encourage and support students from under-represented groups to pursue a Bachelor of Journalism degree.

The department's action plan for its diversity statement, currently under development, will include specific plans for how to implement this goal.

<sup>6</sup> Statistics Canada. (2023, February 1). *Census profile, 2021 census of Population - Vancouver CMA*. <https://www12.statcan.gc.ca/census-recensement/2021/dp-pd/prof/details/page.cfm?Lang=E&SearchText=vancouver&DGUIDlist=2021S0503933&GENDERlist=1%2C2%2C3&STATISTIClist=1%2C4&HEADERlist=0>

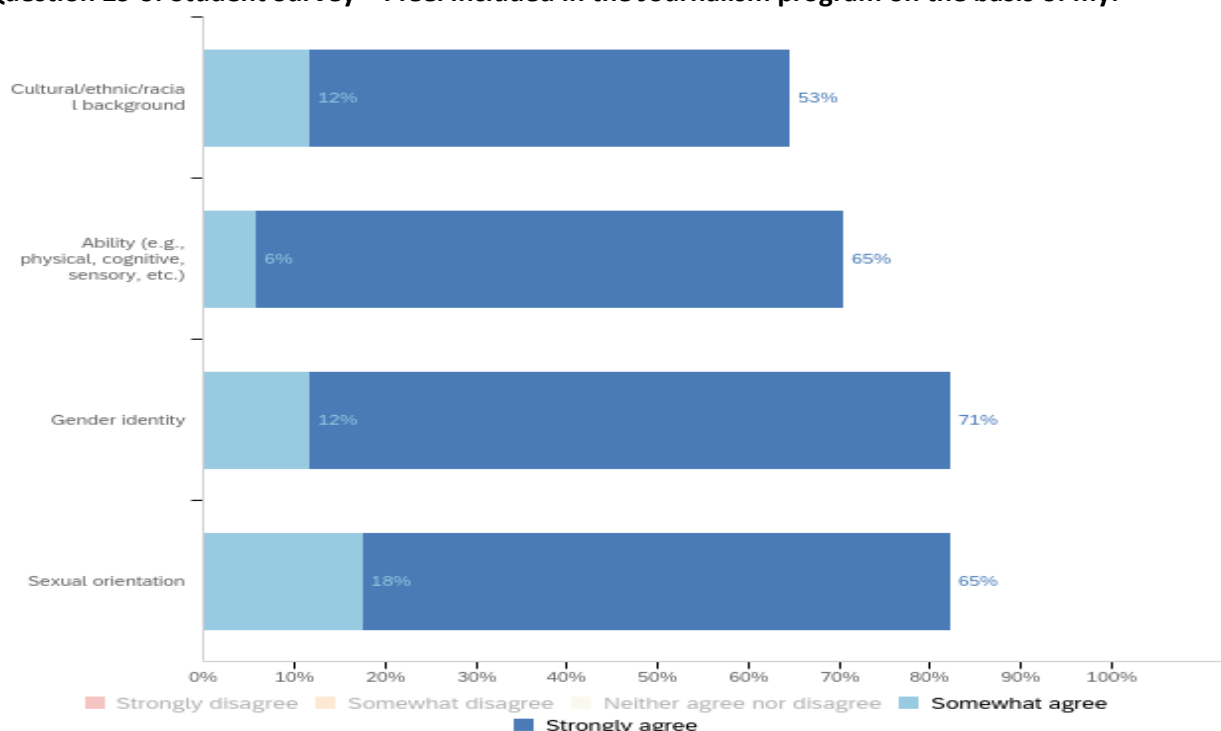
<sup>7</sup> Statistics Canada. (2021, March 26). Socioeconomic characteristics of the lesbian, gay and bisexual population, 2015-2018. <https://www150.statcan.gc.ca/t1/tbl1/en/cv!recreate.action?pid=1310081701&selectedNodeIds=1D6%2C5D1%2C6D1%2C6D4&checkedLevels=1D1%2C2D1%2C3D1%2C3D2&refPeriods=20150101%2C20150101&dimensionLayout=s=layout2%2Clayout3%2Clayout2%2Clayout2%2Clayout3%2Clayout2%2Clayout2&vectorDisplay=false>

<sup>8</sup> Statistics Canada. (2023, May 31). Canada is the first country to provide census data on transgender and non-binary people. <https://www150.statcan.gc.ca/n1/daily-quotidien/220427/dq220427b-eng.htm>



Students of the program were asked if they felt included in the Journalism program on the basis of various demographic factors. That student survey showed students generally felt included, though students were least likely to say they felt included based on their cultural/ethnic/racial background (65%) and most likely to feel included on the basis of their gender identity or sexual orientation (83% for both). The low figure for cultural/ethnic/racial background is concerning, though it is somewhat difficult to interpret. Only 6% of those surveyed (one respondent) disagreed that they felt included on that basis with the remaining 29% saying they neither agreed or disagreed with the statement. Given the small number of respondents, KPU's Office of Planning & Accountability (OPA) was not able to provide the department with answers to this question broken down by students' cultural background. However, OPA confirmed that the 29% of respondents who said they neither agreed or disagreed with the statement were not students who identified as Black or a Person of Colour. This suggests those 29% may be white students who were unsure how to answer the question, rather than students who did not feel included.

#### Question 29 of Student Survey – 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

Students were also asked, more broadly, whether they believe KPU's Journalism program is making good progress addressing issues of equity, diversity, inclusion and decolonization. Of those students surveyed,

88% were satisfied the program was making good progress on equity, diversity and inclusion and 76% were satisfied the program was making good progress on decolonization.

### *Is demand for the program sustainable?*

There are two key trends occurring in KPU's Journalism program at the same time: a dramatic increase in demand for first-year JRNL and COMM courses while demand for the Bachelor of Journalism credential has been flat or slightly declining.

Demand for JRNL and COMM courses at KPU has seen a dramatic increase over the past few years, driven in large part by international students taking first-year courses like COMM 1100 Foundations of Communication Studies and JRNL 1160 Introduction to Journalism.

#### **Exhibit 4 of Appendix 1: 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 <sup>9</sup>
Journalism	706	759	848	985	1,301	84%
Faculty of Arts	12,122	11,574	11,167	12,306	12,580	4%

At the same time, the number of students Majoring in Journalism has declined slightly, offset somewhat by an increase in the number of students choosing to Minor in Journalism.

#### **Exhibit 5 of Appendix 1: 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%
<b>Journalism Total Headcount</b>	<b>108</b>	<b>115</b>	<b>119</b>	<b>106</b>	<b>93</b>	<b>-14%</b>
<b>Faculty of Arts Total Headcount</b>	<b>5,805</b>	<b>5,887</b>	<b>5,755</b>	<b>6,146</b>	<b>6,126</b>	<b>6%</b>

Looking at enrolment in other journalism programs in B.C., most are relatively flat like KPU's, such as UBC's Master's Degree program and Langara's Diploma and Certificate programs. However, TRU's Bachelor's Degree program has seen modest increases and BCIT's part-time Journalism Associate Certificate has seen more than a doubling of demand in the past few years.

<sup>9</sup> % Change refers to change between 2018/19 to 2022/23.



**Exhibit 6 of Appendix 1: Number of Students Enrolled in Journalism Programs at BC Public Post-Secondary Institutions (excluding KPU students) <sup>10</sup>**

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

These figures suggest KPU could be doing a better job at attracting students into its Bachelor of Journalism program. The program has made some efforts in this regard in recent years, including giving all students in first-year JRNL and COMM courses a one-page handout on the advantages of pursuing a Bachelor of Journalism degree. The department has also made efforts to build a sense of community among Journalism students at KPU, holding pizza parties once or twice a year, purchasing Canadian Press Stylebooks for all second-year students and giving all students who Major or Minor in Journalism a KPU Journalism T-shirt.

***Does the program have the capacity to meet demand?***

The dramatic demand for first-year JRNL and COMM courses in recent years has led to a sharp increase in waitlists, in particular for three courses: JRNL 1160 Introduction to Journalism, COMM 1100 Foundations of Communication Studies and COMM 1110 Television and Social Change.

**Exhibit 10 of Appendix 1: 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%

<sup>10</sup> 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.

	Unmet Demand	Fill Rate
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

To help address this demand, the Dean's office has given the department several one-time-only demand sections over the past two years. But, in some cases, the department has been unable to find an available instructor to teach those demand sections. To help address this issue, the department has run several searches to help expand the ranks of instructors on its Qualified Faculty List. But finding faculty who are both qualified and available has been an ongoing challenge.

To date, the unmet demand in first-year courses has not posed a problem for students' timely progression towards the degree. In short, all Bachelor of Journalism students who need to take JRNL 1160 Introduction to Journalism as a prerequisite for other courses have been able to do so. However, it is something the department has been monitoring closely and, if it does become a problem, it can set aside some seats in JRNL 1160 specifically for Journalism Intended students.

### *Does the program have effective outreach to ensure demand?*

Over the years, the department has invested significant time and effort to ensure the KPU Journalism website does a good job of showcasing the program. For example, the website features [testimonials](#) from graduates, a list of [scholarships](#) available to Journalism students and a [comparison](#) of KPU's Journalism program with other similar programs in the region.

Promoting the program among high-school students has proven more challenging. In 2022, our department spearheaded an effort to hold a special "KPU CREATES" workshop on campus to promote our program to local high-school students along with KPU's Public Relations and Graphic Design programs. The event was promoted to high schools across the region. Despite heavy promotion efforts by KPU staff, only 5 students attended the event.

The alumni survey, which includes those who graduated from 2016-2022, reveals that only 63% of alumni agree that they are provided with opportunities to stay connected to the Journalism program. At present, KPU alumni are sometimes invited to classes as guest speakers. But the department should investigate ways to keep KPU Journalism alumni better connected with the program and current students. Some possibilities might include social events and mentorship programs.

One other idea that has been discussed by the department is developing a Certificate, perhaps in Multimedia Storytelling, that might attract mature learners to take upper-level JRNL courses. As noted above, BCIT's part-time Journalism Associate Certificate program has seen a doubling of demand over the past few years. The department could also work with BCIT to set up articulation agreements making it easier for graduates of its certificate or diploma programs to continue their studies at KPU, similar to the agreements already in place with Langara.

Recommendation:

1. As a department, work on additional initiatives to promote the Journalism program, both among current KPU students and others.
2. As a department, discuss initiatives to keep KPU Journalism alumni better connected with the program and current students.
3. Investigate the possibility of offering a Certificate, perhaps in Multimedia Storytelling, which might attract mature learners to the program.
4. Investigate the possibility of setting up articulation agreements with BCIT's Journalism program similar to those that already exist with Langara, so graduates of its certificate and diploma programs could continue their studies and receive a Bachelor of Journalism at KPU.

## 4. Effectiveness of Instructional Delivery

### 4.1. Instructional Design and Delivery of Curriculum

#### *Are appropriate opportunities provided to help students acquire the PLOs?*

Both the surveys of current students and alumni suggest that the PLOs of KPU's Journalism program are being well taught.

For most PLOs, 80%+ of current students agreed that the courses they had taken had helped them develop the PLO in question to a moderate or large extent. The lowest score was for the last PLO, "Evaluate the impact of media and communication technology on society, applying theories of mass communication and media studies", but even here 71% of students agreed.

Results were similar on the alumni survey. On most PLOs, 80%+ of alumni agreed the program helped them to develop the skill in question and the few PLOs that were lower were still at 75%.

Among faculty surveyed, for all PLOs, fully 100% agreed KPU's Journalism program helped students develop the learning objectives.

#### *Are appropriate experiential learning opportunities provided to help students acquire the learning outcomes?*

For many years, KPU's Bachelor of Journalism program had an upper-level elective designed to give students real-world newsroom experience: JRNL 4141 Work Experience. Unfortunately, given the small number of students in the program, it became difficult to offer that course on a regular basis. Some years, the course was cancelled due to low enrolment. To address this gap in experiential learning, in Fall 2020 the Journalism program joined [KPU's ARTS 4800 Practicum course](#), a course designed to allow a number of small programs at KPU to offer their students on-the-job experiences. Several local news organizations have joined the course as host employers, including the Richmond News, Fraser Valley Current and Black Press. Students' participation in the ARTS 4800 course has provided them with valuable real-world experience and given them contacts in the industry which, in some cases, have led to career opportunities later. For example, in Fall 2021, a KPU Journalism student was placed with Black Press for their ARTS 4800 practicum. Following their graduation, they were hired as a Multimedia Journalist at the Peace Arch News, a Black Press publication.

In addition to the ARTS 4800 course, the Journalism program also helps to connect graduates and current students with job opportunities in the field. On a regular basis, news organizations reach out to the program to spread the word about open positions, which are shared on the program's [Facebook page](#). In some cases, the program also helps connect employers with students for part-time job opportunities. For example, in 2021, the Delta Optimist was looking for a student to work for them over the summer when their regular reporters were on vacation. The program put the publication in touch with one of its strongest students, who so impressed the paper that she continued to work for it through the Fall and following her graduation.

On the alumni survey, only 63% of those surveyed agreed that they had sufficient opportunities in the program to reinforce their learning through practical application. In contrast, 88% of current students agreed they had such opportunities. This may be because the ARTS 4800 Practicum was only offered for the first time in 2020, which was after most of the alumni surveyed graduated from the program. The Journalism program also offered a Special Topics course in Fall 2022 that gave students an opportunity to

contribute to the [Climate Disaster Project](#), a journalism project involving journalism schools from across Canada. The department has discussed looking for other opportunities like this, where a course could partner with an outside organization for a semester, giving students an opportunity to have their work read by a wider audience. For example, JRNL 4270 Advanced Storytelling, a course where students work as a team on several stories about a single theme, could be adapted to produce a package of stories for a news organization.

While current students are generally satisfied with their opportunities for experiential learning, of the 5 students surveyed who participated in the Practicum, only 3 agreed that the Practicum contributed to their learning to a moderate or large extent. Two said it only contributed to their learning to a small extent. The program is constantly revising its list of Practicum hosts to ensure students have the best experience possible. This work will continue.

Recommendation:

- The department should investigate opportunities for more upper-level courses to partner with news organizations on reporting projects.

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

Students and alumni generally agree that KPU's Journalism program teaches them the seven essential skills. For most of the essential skills, 80%+ of both students and alumni agree that the program helped them to develop the skills in question and even on essential skills with lower scores, most are still 70%+. There is one notable exception however. Only 59% of current students agree that the program teaches them how to "Speak effectively". However, 75% of alumni agreed the program taught them that skill sufficiently. It is possible this reflects that skill being taught more in upper-level courses which some of the current students surveyed have not taken yet. For example, JRNL 3270 Video Journalism and JRNL 3370 Audio Documentary both involve developing oral delivery skills in order to narrate the journalistic work being produced.

All faculty surveyed (100%) agreed KPU's Journalism program helped students develop the seven essential skills.

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

On both the student and alumni surveys, 88% of those surveyed agreed that "the prerequisites offered prepare(d) me for more advanced courses". Similarly, 88% of faculty surveyed agreed that "the prerequisites offered prepare students for more advanced courses". This suggests that there is generally good laddering in the KPU Journalism program between lower-level and upper-level courses.

### *Does instruction meet the needs of diverse learners?*

Fully 100% of students surveyed agreed that "my instructors accommodate my learning needs". There was also high level of agreement that instructors presented the course materials effectively (94%), were up-to-date on current developments in the discipline/sector (88%) and created a learning environment that made students feel safe and included (100%). There was 100% agreement among faculty surveyed that multiple learning modalities are accommodated, the delivery of the curriculum is effective, course materials reflect current developments and instructors create a safe learning environment.

Overall, 83% of current students surveyed and 100% of alumni surveyed were satisfied with the instruction they received in KPU's Journalism program.

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

Among both current students and alumni surveyed, 80%+ agreed that they received clear information on how they would be evaluated, that the range of assessments let them demonstrate what they had learned and that instructors provided useful feedback. However, only half of alumni surveyed agreed that the assessment standards were consistent throughout the program. Interestingly, that rises to 76% of current students, suggesting that assessment standards in the program may have become more consistent over time.

There is 100% agreement among faculty that assessments align with PLOs, let students demonstrate what they have learned, that students are provided clear information on how they will be evaluated and that assessment standards are consistent throughout the program.

## **4.2. Student Success**

*Are students performing satisfactorily in courses?*

According to administrative data (Appendix 1), 89% of students taking Journalism courses received a C and above, compared to 76% for the Faculty of Arts as a whole. Journalism courses have lower repeat rates than the Faculty as a whole (2% vs. 7%) and lower DFW rates (9% vs. 21%). These figures could suggest that instructors in Journalism are more lenient graders than those in other departments. However, it could also indicate that the students taking JRNL and COMM courses are stronger students and/or that the department's instructors are doing a good job of structuring their courses and assignments in a way that encourages student success.

The department has ongoing discussions about grade inflation and individual instructors have often adjusted grading rubrics to ensure assessments are fair and consistent. At this time, the department is comfortable with its grade distribution, DFW rates and repeat rates and sees no cause for concern.

*Are students making satisfactory progress in the program?*

One consistent concern raised in both the student and alumni surveys is the availability of courses in the Journalism program. Only 63% of alumni and 24% of current students agreed that "the range of courses offered each term is/was adequate". As a small program, this is an ongoing challenge for KPU Journalism. In order to adequately fill classes, many upper-level JRNL courses can only be offered every other year. That said, the growth in the number of students pursuing a Minor in Journalism has helped boost enrollment in upper-level JRNL courses in recent years, providing the department with a bit more flexibility in scheduling. In direct response to student requests, the department offered an upper-level JRNL course in the Summer for the first time in Summer 2022 and again in Summer 2023.

The department has also had some recent success filling upper-level Journalism courses that have few or no prerequisites and which appeal to non-journalism students as electives, specifically JRNL 3165 Data Visualization and JRNL 3260 Future of News. Finding more opportunities for such courses would provide Bachelor of Journalism students with more flexibility in pursuing their degree.

One other challenge, which was mentioned earlier in this report, concerns JRNL 4270 Advanced Storytelling. JRNL 4270 was originally conceived as a 'capstone' course that students would be required to take in the final semester of their studies. As such, it had fairly extensive prerequisites to ensure

students didn't take it earlier than they should. However, as a small program, the department found it was unable to offer the course every year and have it fill. To address this, JRNL 4270 started to be offered every other year, like most upper-level JRNL courses. The prerequisites were changed to make it possible for both third- and fourth-year students to take the course. But the logic of it being a required capstone course may no longer apply. Some students have also neglected to take JRNL 4270 when they should have, which has required course substitutions later to allow them to graduate. Only two specific upper-level courses are required for the Bachelor of Journalism: JRNL 3165 Data Visualization and JRNL 4270 Advanced Storytelling. JRNL 3165 Data Visualization, because it is popular with non-journalism students, is offered at least once a year and often twice a year, so it is easy for students to take. Given JRNL 4270 Advanced Storytelling is offered only every other year, and is no longer really a 'capstone' course, the department should consider removing it as a required course for the Bachelor of Journalism and offering it as an upper-level JRNL elective instead.

Filling upper-level COMM courses is less of a challenge as they tend to have fewer prerequisites and have wider appeal among students as electives. That said, one notable gap in the program is the lack of a Special Topics course for Communication Studies as there is for Journalism. JRNL 4900 Special Topics has provided the department with the ability to experiment with new course subjects and offer students unique opportunities, like the Climate Disaster Project in Fall 2022. A Special Topics course for COMM would provide similar opportunities to try out ideas for new courses and to provide students with enriching one-off opportunities.

#### Recommendation:

- Consider opportunities for developing another upper-level JRNL course that would have limited prerequisites and appeal to non-journalism students as an elective.
- Consider removing JRNL 4270 Advanced Storytelling as a required course for the degree and making it an upper-level JRNL elective instead.
- Consider developing a Special Topics course for COMM, as already exists for JRNL.

#### *Are graduates of the program successful?*

According to Student Outcomes Data, KPU Journalism graduates surveyed have an unemployment rate of 5.9%, well below the rate for graduates of the Journalism programs at Langara (16%) and BCIT (25%). KPU Journalism grads are also much more likely to be in a job related to their studies than graduates of BCIT, though KPU's figures are similar to those for Langara and TRU. KPU graduates are also much more likely to have pursued further studies than graduates of other journalism programs in B.C.

#### **Exhibit 22 of Appendix 1: 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 (2020-22)	Average Student Outcome Data for BCIT Journalism Program (2020-22)	Average Student Outcome Data for TRU Journalism Program (2020-22)	Ministry Target
Respondents	20	29	44	28	

Measures	Average Student Outcome Data for KPU Journalism Program (2020-22)	Average Student Outcome Data for Langara Journalism Program (2020-22)	Average Student Outcome Data for BCIT Journalism Program (2020-22)	Average Student Outcome Data for TRU Journalism Program (2020-22)	Ministry Target
Unemployment	5.9%	16%	25%	NA	≤18.9%
Currently	84%	75%	71%	100%	
In a Related Job <sup>13</sup>	73%	76%	53%	79%	
Further Studies <sup>14</sup>	45%	21%	21%	18%	

The results of the alumni survey echo these findings. All of the alumni surveyed were employed, 86% in a full-time regular position and 14% in a contract position. And 88% of surveyed alumni said they were currently employed in a field related to what they studied.

Despite that, only half of alumni surveyed said they agreed the program prepared them well for an entry-level job in the industry. Asked to identify the areas they felt were missing from the program, some of the responses included:

“Covering breaking news and learning to go beyond news release handouts and think more critically about them.”

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

“Mostly practical experience to put on a resume, and general networking/contact building skills.”

“It would be nice to ... 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.”

Some of these issues have been addressed in the years since many of the alumni surveyed graduated from the program. For example, a new course, JRNL 3175 News Reporting — focused specifically on covering breaking news — was offered for the first time in Summer 2022. Also, Journalism students began taking part in the ARTS 4800 Practicum course in Fall 2020.

That said, KPU’s Journalism program should undertake additional efforts to identify the key entry-level job skills required for those entering the fields of Journalism and Communications/Public Relations. Once those skills are identified, the program curriculum should be reviewed to ensure those skills are being taught. The Program Advisory Committee will be a key resource here. It was through past discussions like this with the PAC that the JRNL 3175 News Reporting course was developed.

<sup>11</sup> Unemployment rate of KPU's graduates (of those in the labour market).

<sup>12</sup> 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).

<sup>13</sup> 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.

<sup>14</sup> Respondents who have taken further studies after taking the program, including those currently studying.



Given the small size of the Journalism program, the department could also explore opportunities for more one-on-one mentorship to help guide students through the program.

Recommendations:

- With the assistance of the Program Advisory Committee, identify the key entry-level job skills required for those entering the fields of Journalism and Communications/Public Relations. Ensure those skills are being sufficiently taught throughout the program.
- Consider developing a program where new students in the Journalism program would meet one-on-one with an instructor to discuss what they want to get out of the program and their long-term career goals.

## 5. Resources, Services, and Facilities

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

Given the practical, hands-on nature of most Journalism courses, the department makes only limited use of traditional library resources such as books and journal articles. This is reflected in the faculty and student surveys, with a large share of both saying they haven't used many of the library's resources. For those resources students and faculty have used, satisfaction is quite high with only a small share of students and no faculty expressing dissatisfaction with library resources.

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

Students and faculty were asked about two types of specialized technology in the program: software (like Adobe Photoshop) and digital cameras. As with the library resources, some faculty and students have not used either of these technologies and among those who have, satisfaction is quite high. Very few students and no faculty were dissatisfied with the quality of either.

That said, the department only has 8 digital cameras available for students to borrow, not nearly enough to make available to all students who take the JRNL 2360 Photojournalism or JRNL 3270 Video Journalism courses. As a result, students are expected to purchase their own cameras, which can cost upwards of \$1,000. It would be worth investigating whether the department could make a capital investment to purchase enough cameras (35) and related equipment so that an entire class could use them in a semester without needing to purchase their own.

Recommendation:

- Investigate the feasibility of purchasing enough digital cameras, lenses, microphones and tripods so there would be 35 cameras on hand, enough for an entire Photojournalism or Video Journalism class to have one without needing to purchase their own.

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

Most Journalism courses at KPU are taught in the Cedar 1060 Mac lab, which was updated in 2023 with both new computers and office furniture. A total of 65% of students surveyed and 63% of faculty surveyed said they were happy with the Mac lab. There were no written comments from either students or faculty about the Mac lab so the cause of dissatisfaction here is unclear.

Recommendation:

- Discuss the Mac lab at an upcoming department meeting to canvas what, if any, concerns instructors have with the lab and how they could be addressed.

### *Does the program have the other support services needed to deliver the curriculum?*

Many students surveyed have not made use of the support services at KPU such as Advising, Career and Accessibility Services. However, of those who have, most are satisfied with only a small number expressing dissatisfaction. Results are similar for faculty surveyed, with those who have used the services being satisfied with them.

## *Social media*

KPU's Journalism program actively maintains social media accounts on [Facebook](#), [Twitter](#) and [Instagram](#). However, in the past Facebook has been the primary method through which the department communicated information about the program and posted links to ads for journalism jobs. Current students were surveyed on how often they engaged with the KPU Journalism Facebook page and their use of other social media platforms.

### **Question 33 of Student Survey - 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

### **Question 34 of Student Survey - 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%.

The results suggest more than half (53%) of current students never interact with the department's Facebook page and are more likely to use Instagram as their social media tool of choice. This suggests the department should perhaps emphasize Instagram more in its outreach efforts, however that poses some challenges as it is more difficult to share links on Instagram than on Facebook, making it a less-than-ideal platform for sharing job postings.

#### **Recommendation:**

- The department should discuss its social media strategy at an upcoming department meeting and develop a plan for how best to communicate news about the department and job postings to students and alumni.

## 6. Conclusions and Recommendations

### 6.1. Summary of Program's strengths, weaknesses, opportunities, and challenges

#### Strengths

Surveys of both current students and alumni suggest broad satisfaction with KPU's Journalism program. Here is a sample of some of the written comments from both surveys:

"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."

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

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

"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."

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

While Program Review provides a key opportunity to reflect on the program and how it can be improved, one of the key strengths of KPU's Journalism program is a commitment to ongoing improvement outside of the Program Review process. Since the last Program Review in 2016, the department has made a number of key improvements to the program including:

- Simplifying prerequisites to make it easier for non-journalism students to take upper-level courses as electives and for Bachelor of Journalism students to take the courses they need when they are available.
- Joining KPU's ARTS 4800 Practicum course to give journalism students real-world experience in newsrooms across the region.
- Developing a new course, JRNL 3175 News Reporting, as a direct response to advice from the Program Advisory Committee.
- Offering an upper-level JRNL course in Summer for the first time in Summer 2022 and again in Summer 2023, satisfying a common request from students.
- Adopting a statement on Diversity, Equity, Inclusion and Decolonization and beginning work on an action plan to help reach that statement's goals.

This commitment to ongoing improvement ensures that problems in the program are addressed as quickly as possible. This is also reflected in the general satisfaction with the program seen in the surveys conducted as part of this Program Review process.

## Weaknesses

By far the most consistent criticism from students and alumni in the surveys is the range of courses available to take, which at times can make it difficult for students to satisfy degree requirements or get prerequisites in a timely way. As noted in the comments:

“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.”

“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.”

The program has tried to address this through adding upper-level JRNL courses in the Summer and offering some upper-level JRNL courses with few prerequisites and wider appeal among non-journalism students (such as JRNL 3260 Future of News). But, as a small program, offering a wider range of courses is an ongoing challenge.

## Challenges and Opportunities

The central challenge facing the program is that while demand for lower-level JRNL and COMM courses has risen sharply due to the growth in international students, demand for upper-level JRNL and COMM courses has stayed relatively flat. This is because the number of students pursuing a Bachelor of Journalism is small and flat or declining slightly. The growth in students pursuing a Minor in Journalism has offset this somewhat. But the program needs to look for other opportunities to grow its upper-level enrolment.

The program has already set up articulation agreements with Langara so that a student graduating from Langara's two-year Journalism diploma program could continue their studies at KPU and, with another two years of study, earn a Bachelor of Journalism degree. While no Langara graduates have yet taken advantage of that opportunity, it may still be worth investigating whether a similar agreement could be established with BCIT's two-year Journalism diploma.

A Certificate program could also help boost enrolment in upper-level JRNL courses while making the program's courses available to a broader range of students.

## **6.2. Recommendations**

### *Curriculum Review*

1. While the Curriculum Map suggests there is generally good laddering from lower-level to upper-level courses, the department should discuss any gaps they've identified in student preparedness and consider what changes to course prerequisites and program structure should be made.
2. The department should review all required first- and second-year courses to determine if they are necessary to prepare students for upper-level courses and to achieve the Program Learning Outcomes. Consideration should be given to whether some second-year courses may work better as upper-level electives. This may provide opportunities to reduce the number of discipline-specific lower-level courses Bachelor of Journalism students are required to take, putting the program's requirements more in line with others in the Faculty of Arts.

3. The department should consider introducing peer feedback — both giving it and receiving it — in first-year courses to better prepare students for peer editing each other's work in later JRNL courses. This will ensure better scaffolding for PLO #2 ("2. Edit works of journalism produced by others, providing helpful and constructive feedback, and incorporate feedback from others.")
4. The department should consider doing more to address the concepts of what makes a story newsworthy and how news judgment is applied by news organizations into first-year courses to provide better scaffolding for both PLO #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.") and PLO #6 ("Cover newsworthy events and produce stories on deadline.")
5. Course outlines should be updated to ensure they reflect any new material that has been added to courses in recent years. In particular, new material involving peer feedback and peer editing that has been added to JRNL 1160 Introduction to Journalism and JRNL 2120 Writing for Journalism should be reflected in those courses' updated CLOs.
6. As course outlines come up for review and revision, they should be revised to ensure more consistency across courses, both in the number of CLOs per course and in how those CLOs are worded.
7. The department should consider making COMM 2100 Media Ethics and Law a required course for the Bachelor of Journalism degree.
8. Courses that are no longer offered by the program, such as JRNL 4260 Computer Coding for Journalists, should be removed from the course calendar.

#### *Program Relevance and Student Demand*

1. As a department, work on additional initiatives to promote the Journalism program, both among current KPU students and others.
2. As a department, discuss initiatives to keep KPU Journalism alumni better connected with the program and current students.
3. Investigate the possibility of offering a Certificate, perhaps in Multimedia Storytelling, which might attract mature learners to the program.
4. Investigate the possibility of setting up articulation agreements with BCIT's Journalism program similar to those that already exist with Langara, so graduates of its certificate and diploma programs could continue their studies and receive a Bachelor of Journalism at KPU.

#### *Effectiveness of Instructional Delivery*

1. The department should investigate opportunities for more upper-level courses to partner with news organizations on reporting projects.
2. Consider opportunities for developing another upper-level JRNL course that would have limited prerequisites and appeal to non-journalism students as an elective.

3. Consider removing JRNL 4270 Advanced Storytelling as a required course for the degree and making it an upper-level JRNL elective instead.
4. Consider developing a Special Topics course for COMM, as already exists for JRNL.
5. With the assistance of the Program Advisory Committee, identify the key entry-level job skills required for those entering the fields of Journalism and Communications/Public Relations. Ensure those skills are being sufficiently taught throughout the program.
6. Consider developing a program where new students in the Journalism program would meet one-on-one with an instructor to discuss what they want to get out of the program and their long-term career goals.

### *Resources, Services and Facilities*

1. Investigate the feasibility of purchasing enough digital cameras, lenses, microphones and tripods so there would be 35 cameras on hand, enough for an entire Photojournalism or Video Journalism class to have one without needing to purchase their own.
2. Discuss the Mac lab at an upcoming department meeting to canvas what, if any, concerns instructors have with the lab and how they could be addressed.
3. The department should discuss its social media strategy at an upcoming department meeting and develop a plan for how best to communicate news about the department and job postings to students and alumni.

## 7. Appendices

Appendices are provided in separate document.