

**2022 ANNUAL ACADEMIC ASSESSMENT REPORT FORM  
(Due October 15 to the dean)**

The Faculty Senate Academic Assessment Committee (AAC) is committed to a vision of assessment that leads to continuous program improvements and benefits students. Annual assessment reporting informs decision making and resource allocation aimed at improving student learning and success. It also enables the AAC to analyze assessment across the institution and to respond to UA System, Board of Regents, legislative, and Northwest Commission on Colleges and Universities (NWCCU) requests. We thank you for your continued support of and participation in this annual activity.

Starting in Spring 2021, UAA moved to one academic assessment reporting mechanism. The below form merges and streamlines the former Annual Academic Assessment Survey and the Annual Academic Assessment Report. It also incorporates questions about how academic programs contribute to student achievement of institutional core competencies and to student success.

**This annual report will be due to the dean on October 15. Programs with suspended admissions and new programs in the first year of implementation are not required to complete this form.**

These reports are public documents and will be posted on the assessment website. Responses are to be narrative only, and must be ADA- and FERPA-compliant. Do not embed any links, including to webpages or other documents. To be FERPA-compliant, do not include the names of any current or former students. Rather, use statements such as, "In AY22 four program graduates were accepted to graduate programs in the field." Programs with specialized accreditation or other external recognitions must comply with restrictions regarding what can be published, as per the accreditor or external organization. Do not include appendices. Appendices to this form will not be accepted.

The form uses narrative, text, and drop-down boxes. Narrative boxes have a character limit, which includes spaces. When using text and drop-down boxes, if you want to undo an answer, press "Control-Z" or "Command-Z."

*Note:* To ensure the fillable fields function correctly, the form must be completed in Microsoft Word. It will not function properly in Google Docs. Programs that wish to record collaborative discussion of the report might consider creating a separate document to take notes, before entering final responses in the official fillable form.

For technical assistance with this form, email Academic Affairs ([uaa.oaa@alaska.edu](mailto:uaa.oaa@alaska.edu)).

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**PROGRAM SECTION (Due to the dean on October 15)**

*After completing the Program Section, the program should email this form to the dean, with a copy to the appropriate community campus director(s) if the program is delivered on a community campus.*

**Submission date:** 10/17/2022

**Submitted by:** Paola Banchemo, professor, pbanchemo@alaska.edu

**Program(s) covered in this report:** Journalism & Public Communications BA

*(Programs with suspended admissions and new programs in the first year of implementation are not required to complete this form.)*

If you selected "Other" above, please identify. (100 characters or less)

**College:** College of Arts and Sciences

**Campuses where the program(s) is delivered:**  Anchorage  KOD  KPC  MSC  PWSC

**Specialized accrediting agency (if applicable):** N/A

**If explanation is necessary, such as only some of the certificates and degrees are covered by the specialized accreditation, briefly describe:** NA

**INSTITUTIONAL STUDENT LEARNING CORE COMPETENCIES**

In 2020, UAA launched a consensus-based, deliberative process to identify the key skillsets that help students achieve academic and post-graduation success. After a year-long process that included students, faculty, staff, administrators, alumni, and employers, the UAA community identified four core competencies at the heart of a quality UAA education. Students develop mastery of these competencies through curricular (e.g., courses), co-curricular (e.g., internships, conferences), and extra-curricular (e.g., student clubs) learning experiences.

After the stakeholder-based process in AY20, UAA is phasing in the integration of the core competencies into ongoing processes, including program student learning outcomes assessment. Personal, Professional, and Community Responsibility (PPCR) was integrated into the AY21 Annual Academic Assessment Report. The AY22 Annual Academic Assessment Report now also integrates Effective Communication.

Question #1 below is designed to engage program faculty in thinking about how they can or already do promote student learning in these two core competencies.

1. **A. *Personal, Professional, and Community Responsibility: The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.***

- **If last year you provided your program's current or planned example of an intentionally designed course, assignment, or activity that develops and showcases the student learning in this core competency, please discuss that implementation and any observations you have regarding how well it is working. (500 characters or less)**

In AY2021-22, we explained that core courses emphasize professional excellence and responsibility: JPC A201 Reporting & Writing News, JPC A202 First Amendment & Media Ethics, JPC A203 Writing & Producing Media, JPC A204 Media Literacy. Students learn and apply ethical standards; concepts are reinforced in upper-division skills course with addition of community engagement. Connecting ethics and responsibility to engagement is what we have to make clearer in student projects/assignments.

- **If last year you *did not* identify a current or planned example of an intentionally designed course, assignment, or activity that provides students the opportunity to develop and showcase this core competency, please identify one now. (500 characters or less)**

B. ***Effective Communication: The knowledge and skills necessary to engage in effective communication in diverse contexts and formats.***

- **What would you hope a student would say if asked where in your program or support service they had the opportunity to develop proficiency in this core competency? (500 characters or less)**

Program (with the exception of a few classes that are offered infrequently), ask students to demonstrate effective written communication in all strategic communications-oriented courses. Journalism courses less focused on technologies also demand effective communication. Students must write to specific audiences depending on the focus of the course and the needs of community partners. Program also emphasizes proficiency in new media, such as podcasting, where oral communication is vital.

- **Provide your program's current or planned example(s) of an intentionally designed course, assignment, or activity that showcases the student learning in this core competency. (500 characters or less)**

The program has been teaching JPC A492 Capstone Seminar for several years as an intentionally designed course to develop & highlight students' gains over time. The course requires students conceive, develop and create their own journalistic or strategic communications project with the mentorship of an outside individual. These projects require effectively communicating to a specific audience in words, still images, video and/or audio. These are multimedia projects that integrate GER material.

## PROGRAM STUDENT LEARNING OUTCOMES

2. Please list the Program Student Learning Outcomes your program assessed in AY22. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.

***Example: Communicate effectively in a variety of contexts and formats – Exceeded faculty expectations.***

- Demonstrate an understanding of the history and the role of journalism and public communications in society; NOT EVALUATED in 2021-22
- Demonstrate an understanding of diversity in a global society in relationship to communications; \*EVALUATED in 2021-22. Exceeded faculty expectations
- Demonstrate an understanding of the ethical concepts, legal rights and responsibilities, considerations and practices that guide public communications and research in the field; \*EVALUATED in 2021-22. Met faculty expectations
- Gather, critically evaluate, and synthesize information from various sources; NOT EVALUATED in 2021-22
- Demonstrate the ability to think independently and evaluate their own work and the work of others for accuracy, fairness, clarity, style and correctness; NOT EVALUATED IN 2021-22
- Communicate effectively in a variety of contexts and formats; \*EVALUATED in 2021-22. Met faculty expectations
- Apply basic numerical and statistical concepts and methods appropriate for the communications professions. NOT EVALUATED in 2021-22

3. Describe your assessment process in AY22 for these Program Student Learning Outcomes, including the collection of data, analysis of data, and faculty (and other, e.g., advisory board) conversations around the findings. (750 characters or less)

We continued to recognize pandemic impacts on students and learning in 19-20, 20-21 and 21-22. We assessed 3 of the 7 PSLOs. We used a culminating assignment in JPC A404 Global Media to assess PSLO No. 2. We used a pre- & post-test in JPC A202 First Amendment & Media Ethics to assess PSLO No. 3. Students in catalog years 2021-22 and after are required to turn in a cumulative eportfolio for assessment. Two students turned in portfolios in spring 2022 to fulfill this requirement; however, requirements of this process were not addressed earlier in students' degree programs. Thus, both portfolios lacked some key information. We deferred to capstone projects in JPC A492 to evaluate PSLO 6, again utilizing professionals to augment faculty.

4. What are the findings and what do they tell the faculty about student learning in your program? (750 characters or less)

We started this academic year by meeting with soon-to-be graduating students about eportfolio requirements. We introduce portfolios to students earlier in the degree program, particularly in core courses. As we see from looking at the 30 students who graduated between May '20 & July '22,

about one-third go directly into the workplace, with about 17% going to graduate school. Although we lack information for about 8 students, we know that the majority of graduates go into the workplace — be it in journalism, media production or public communications — and a portion go into graduate school. At least another 10% are freelancing (sometimes because they are military spouses or parents of young children). This indicates professional readiness.

**5. Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the Program Student Learning Outcomes? Please describe the recommended action, what improvement in student learning the program hopes to see with this change, the proposed timeline, and how the program will know if the change has worked. If no recommendations for changes were made, please explain that decision. (750 Characters or less)**

1. Implementation of an exit interview/survey to determine impact of eliminating concentrations and reduction of class offerings.
2. Program needs more time to measure impact of implementing eportfolio requirement.
3. PSLOs may need to be tweaked. PSLO about data/quantitative understanding has been hard to integrate. We introduced JPC A210, a data visualization course, that may help with this in AY22. But it is not a required course. Distributing statistical/data understanding throughout program is key.
4. Program may still implement a base knowledge survey and exit exam as an assessment measure. We have few mechanisms to assess PSLO 1. Execution of these measures may help.
5. JPC A204 was made JPC A104 to address enrollment decline.

### PROGRAM IMPROVEMENTS AND ASSESSING IMPACT ON STUDENT LEARNING

**6. In the past academic year, how did your program use the results of previous assessment cycles to make changes intended to improve student achievement of the Program Student Learning Outcomes? Please check all that apply.**

- Course curriculum changes
- Course prerequisite changes
- Changes in teaching methods
- Changes in advising
- Degree requirement changes
- Degree course sequencing
- Course enrollment changes (e.g., course capacity, grading structure [pass/fail, A-F])
- Changes in program policies/procedures
- Changes to Program Student Learning Outcomes (PSLOs)
- College-wide initiatives (e.g., High-Impact Practices)
- Faculty, staff, student development
- Other
- No changes were implemented in AY22.

If you checked “Other” above, please describe. (100 characters or less)

**7. Do you have any information about how well these or other past improvements are working? Are they achieving their intended goals? Please include any data or assessment results that help you demonstrate this. (750 characters or less)**

Elimination of concentrations and other barriers has smoothed the way through for students. Fewer are short of credits when they apply to graduate. Between pandemic spring of 2020 and July '22, we graduated 30 students and that most found employment or went to graduate school. Internship supervisors consistently say they would hire JPC students in the future and are complimentary of students' soft and hard skills. Students who graduated between 2020 and 22 are employed at the following: Kenai Peninsula-Clarion, Anchorage Wolverines hockey, TruStone Credit Union (Minnesota), Thompson & Co. (PR firm), UAA Admissions. They are in or finished grad school at UAA, UNM, Lewis and Clark, Sacred Heart, and Point Loma.

### STUDENT SUCCESS AND THE CLOSING OF EQUITY GAPS

Student success depends on many aspects of a student’s experience. On the academic program level, it can relate to correct placement, course sequencing, standardized pre-requisites across sets of courses, the intentional use of high-impact practices, proactive advising, course scheduling practices, etc.

UAA has selected the below metrics as student success metrics for accreditation.

In response to faculty questions and concerns about reporting on these data without more discussion and training, we will spend AY23 exploring together what equity data are and are not, how they can be used responsibly, and what programs can do to close equity gaps in student achievement on the below metrics, as well as to improve overall student achievement on them. UAA has a team participating in the NWCCU Data Equity Fellowship, and that team will help to guide these conversations.

**8. PROGRAMS ARE NOT REQUIRED TO RESPOND TO QUESTION #8 FOR THEIR REPORT DUE ON OCTOBER 15, 2022. IT IS HERE JUST FOR THEIR REFERENCE. Describe the actions your program is taking to improve student achievement on one or more of the following metrics. Also, describe any resulting improvements in student learning.**

Metric	Definition	Rationale
UNDERGRADUATE COURSE PASS RATES BY COURSE LEVEL (Undergraduate lower-division,	The percentage of students who receive a passing grade (A, B, C, P) for all undergraduate students in a course offered by a program compared to the same rate calculated for all courses at	Low pass rates are one critical way to identify courses that are barriers to student success and degree completion. Failing key courses correlates with low retention and more major switching. Mitigation strategies

Metric	Definition	Rationale
undergraduate upper-division).	that level. Based on a 5-year trend. Included in the denominator for undergraduate courses are the grades D, F, W, I, NP, NB. <i>Data source: RPTP end-of-term freeze files. Disaggregate as per accreditation.</i>	can be internal or external to the course itself, including, among other things, the use of high-impact pedagogical practices, appropriate placement, course sequencing, tutoring, and other means to ensure student success within a particular course. This metric and the disaggregation of the data can inform planning, decision making, and the allocation of resources to programs and services designed to mitigate gaps in achievement and equity.
ANNUAL RETENTION 1 <sup>ST</sup> TO 2 <sup>ND</sup> FALL	Traditional measure of the % of first-time, full-time associate and baccalaureate degree-seeking freshmen who enter in a given fall term and return the following fall. <i>Data source: UA System Warehouse RPTP/DEDMGR end-of-term freeze files. Disaggregate as per accreditation on an annual basis.</i>	Following the student from the 1 <sup>st</sup> fall to 2 <sup>nd</sup> fall can indicate ongoing connections and support inside and outside of the classroom are motivating students to return to continue their studies at the institution. Continuing enrollment is a key factor in completion.
SEMESTERS TO DEGREE – GRADUATE PROGRAMS	The average number of semesters taken by students to complete any graduate degree or graduate certificate program. Determined by students who have graduated from a graduate program as their primary degree. 5-year trend. <i>Data source: UA System Warehouse RPTP/DEDMGR end-of-term freeze files. Disaggregate as per accreditation on an annual basis.</i>	Looking at the number of semesters graduate students take to complete their degrees illustrates how students progress through their degree programs (full-time, part-time, stop-out). This information on student behavior and completion can inform program structure and help the institution support students in a way that honors the time needed for rigorous intellectual engagement and growth and also ensures that students can complete in a timely manner.



9. **Do you have any examples of post-graduate success you want to highlight? For example, major scholarships, the percent of students who pass licensure examinations, the percent of students accepted to graduate programs, the percent in post-graduation employment in the field or a related field. (750 characters or less)**

Of the 30 students who graduated between May 2020 and July 2022, 6 are in graduate school (20%). One of them is in a Ph.D. program in biology and another is in law school. Three students are continuing in undergraduate programs because they have at least another year of NCAA eligibility. At least nine of the 30 are working, including at least six in the discipline. At least another three are freelancing as journalists, videographers, and professional communicators. One graduate is retired as he was a non-traditional student. Fifteen of 30 students have moved out of state.

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**DEAN SECTION (Due to the program on January 15)**

*After completing the Dean Section and signing it, the dean should email this form to the program, and copy [uaa\\_ooo@alaska.edu](mailto:uaa_ooo@alaska.edu) for posting. If the program is delivered on one or more community campus, the dean should consult with the appropriate community campus director(s) on the response and copy the appropriate community campus director(s) when emailing the response to the program.*

1. **Based on the program's responses above, what guidance and support do you have for the program moving forward? (750 characters or less)**

Over the last few years the department has made a significant number of changes to the curriculum to enhance student learning; these changes need to be examined over time to more fully determine their impacts. The department lists five items (Question 5) that may need further review. Additionally, the program has acknowledged the need for ways to accurately gather and review quantitative and statistical data and fold it into their assessment process; they are encouraged to do so.

2. **What is the program doing particularly well in terms of its processes for the assessment and improvement of student learning, for example, the achievement of the Program Student Learning Outcomes, the closing of equity gaps, or addressing the core competencies? (750 characters or less)**

The program is commended for introducing students to professional excellence and ethics beginning in entry level courses.

Dean's signature:

Jenny McNulty

Date: 1/9/2023