

2022 ANNUAL ACADEMIC ASSESSMENT REPORT FORM
(Due October 15 to the dean)**PROGRAM SECTION (Due to the dean on October 15)****Submission date:** 10/17/2022**Submitted by:** Paola Banchemo, professor, pbanchemo@alaska.edu**Program(s) covered in this report:** Journalism & Public Communications BA

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.

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.

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.

DEAN SECTION (Due to the program on January 15)

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