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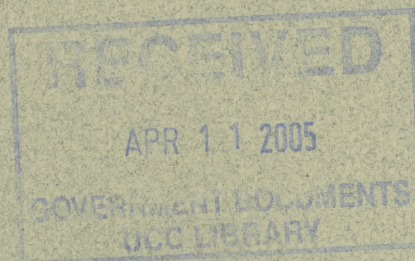
REVIEW REPORT

on the

BACHELOR OF JOURNALISM PROGRAM

February 2005

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EXECUTIVE SUMMARY

As a relatively young program, the Bachelor of Journalism degree has been quite successful in attracting students and providing a high quality of education. The review committee, however, has made a number of recommendations for improvement.

Serious conflict between faculty members has hampered program effectiveness. Recommendations aimed at improving collegiality, communication and decision-making include the development of a faculty handbook, ongoing meetings with the Dean, and faculty offices located in proximity to each other.

Evidence of divergent, ambiguous and sometimes inappropriate goals led to recommendations for strategic planning and a significant curriculum review with more emphasis on writing and other applied skills. To assist in this process the creation of an advisory board has also been recommended. While the program appears to have excellent resources overall, there is a need for more MacIntosh computers, extended laboratory hours and funds for marketing the program.

The committee also recommends an enhanced integration between the journalism program and other disciplines. Finally, the committee recommends an ongoing process of monitoring and evaluation, by the Journalism faculty itself, and also by the University administration.

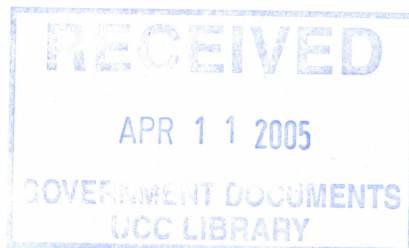


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BACHELOR OF JOURNALISM PROGRAM REVIEW
COMMITTEE MEMBERS

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Dr. John Belshaw, Dean, Faculty of Arts

REVIEW SUPPORT

Dorys Crespín-Mueller, Research Analyst, Office of AVP Planning & Administration

CHRONOLOGY OF THE BACHELOR OF JOURNALISM

PROGRAM REVIEW

An initial information meeting with members of the School of Journalism and Dr. Gordon Tarzwell, Program Review Coordinator, was held on April 28, 2004 to discuss questionnaire content and format. Questionnaires were refined and finalized by August 24, 2004.

Stakeholders in the Journalism Program were surveyed on the following dates:

Former Students (2000-04):	24 August, 2004
Faculty:	13 September, 2004
Employers:	24 August, 2004
Current Students :	12- 14 th October, 2004

Reminders were mailed to non-responding former students members on 14 September. All faculty members had responded by November 1. The Institutional Research Analyst attempted to contact non-responding former students and employers by phone between the 5th and 8th October.

Former student data for the Journalism Program (2000-2004) were summarized from Student Outcomes Reporting System (SORS) data, as provided by BC Stats.

The cut-off date for all responses was 16 November, 2004. Information binders were sent to members of the Bachelor of Journalism Program Review Committee on November 25, and that committee met to analyze the data and form its recommendations on December 13th and 14th, 2004.

PROGRAM BACKGROUND

The University College of the Cariboo was originally approached by the British Columbia newspaper industry to start the province's first Bachelor of Journalism program. According to Bruce Baugh, a member of the advisory committee setting up the program, "The intent [of the industry group] was to establish a print-journalism program."

In the spring of 1998 David Skinner was hired as the program's coordinator and its first instructor. In August of that same year an additional full-time instructor was hired. At this point the program had two full-time instructors, one lab-demo and a photography instructor who also taught in the Fine Arts program. The Bachelor of Journalism program accepted its first students in September of 1998 and offered only third year courses.

- In the following summer, 1999, two additional full-time ongoing positions were filled to teach fourth-year courses and the program was altered so that a minimum of 42, rather than 45, journalism credits were required. At this point two instructors had an M.A. and two had a Ph.D.

By the summer of 2000 David Skinner had resigned from UCC and the mandatory internship requirement for students had been dropped. The new Chair of the department was Will Garrett-Petts (English faculty member). During this year the core course requirements of the program were eliminated in preference of themed groups of courses out of which students had to select a specific number. It was also during this year that the post-baccalaureate diploma in journalism was created.

The program's last full-time ongoing position was filled in the summer of 2001. In 2002 Will Garrett-Petts returned to the English department and Alan Bass became chair. At this time a 'modified', or smaller than the pre-2000, set of core courses was reinstated and a Public Relations major consisting of journalism and business/marketing courses was designed. This major was approved by the ministry in 2003. In September of 2003 Alan Bass resigned from the Chair position and Maryanne McNellis took over these duties until October 2004, at which time she also resigned from the Chair position. In November of 2004 Alan Bass was elected Chair.

ADMISSION REQUIREMENTS

There are three ways to enter the Bachelor of Journalism Degree Program. Most students enter under Option I (see below) after completing two years (60 credits) of Liberal Arts prerequisites at any college or university in British Columbia or Canada. There are two other options: one for those who already hold a university degree (Option II; see also the Post-Baccalaureate Journalism Diploma Program) and another designed for those who hold a journalism or similar diploma that provides a suitable foundation for the Degree (Option III). All options may include a paid or unpaid summer internship. Students are encouraged to volunteer for short-term internships with local papers and other publications during the Fall and Winter semesters. Students are also encouraged to get summer internship positions at newspapers, magazines, government agencies, non-governmental organizations and corporations. Most UCC Bachelor of Journalism students take a mix of Journalism and Liberal Arts courses. Students in the UCC Bachelor of Journalism program who opt for a Public Relations Major take a mix of Journalism and Business courses. These requirements reflect the value that UCC places on a broadly based education in the humanities, the social sciences, business and the sciences. Students applying for admission to the Bachelor of Journalism program should have their credentials reviewed by the Program Chair to ensure that they satisfy prerequisites and GPA requirements. Prospective students are required to: (1) submit a writing sample, (2) complete a pre-enrolment interview, and (3) demonstrate reasonable computer skills. Incoming students will also be given a short writing and grammar test to assess their abilities. Students are also strongly encouraged to have volunteer and/or paid experience in the field before applying to the program.

The School of Journalism usually receives more applications than it has spaces available each year. Admission is competitive: some applicants who satisfy the minimum requirements may not find a place in the program. Preference is given to those whose post-secondary studies show evidence of strong writing skills; a good understanding of Canadian history, politics, and economics; strong problem solving and critical thinking abilities; good oral communication and interpersonal skills; an understanding of visual design; and a familiarity with computers as applied to the communications field. Qualified students may enter the Program on a part-time basis and, with the consent of the Journalism Program Chair, students from other disciplines may take journalism courses.

Note: Students in the Faculty of Arts and Faculty of Science may take up to 12 credits of journalism as electives in their Degree programs.

Program Options

BACHELOR OF JOURNALISM - THE REGULAR PROGRAM

Length: 4 semesters + 1 internship of 12 weeks (60 credits after entry at Year III)

Prerequisites: Entry into the Bachelor of Journalism is available to students who have completed two years, or the equivalent of 60 credits, of pre-journalism course work at any college or university in British Columbia or in other parts of Canada. Students entering the program must have completed 9 credits of English and Composition (at least one second-year course); 3 credits of a lab science; 6 credits of course work in the humanities and/or social sciences (with significant Canadian content); 3 credits of math or business; 3 credits of history or geography; 3 credits of visual arts. For students lacking the requisite breadth of courses, or fewer than 60 credit hours, admission may be approved conditionally, but no student will be admitted with fewer than 54 hours of course work, normally drawn from a range of liberal arts disciplines such as the courses listed below, and include 33 credits in TRU courses or their equivalents (see the list below). Depending upon the student's interests, other course mixes may be allowed.

Years III and IV - Bachelor of Journalism Program

Students normally take 48 credits of journalism courses and 12 liberal arts electives over a two-year period, with required journalism courses distributed as follows: (1) 18 core course credits plus additional credits as follows (2) a minimum of 6 credits in an area of specialization, (3) a minimum of 9 credits in critical issues and theory and (4) a minimum of 6 credits in publication production. The remaining journalism courses and electives are selected in consultation with the Program Chair.

Courses in Area 1	Core Courses	Credits
JOUR 311	Layout and Pagination	3
JOUR 320	Journalism Skills and Techniques	3

JOUR 331	Introduction to Writing and Editing	3
JOUR 451	Photojournalism	3
JOUR 452	Research Methods	3
JOUR 470	Media Law and Ethics	3
Jour credits in Area 1 (Core Courses)		18

Courses in Area 2	Area Specialization	Credits
JOUR 315	Scientific and Environmental Issues	3
JOUR 420	Specialized Reporting (eg. Business, Freelance, Sports, Crime)	3
JOUR 430	Advanced Writing and Editing	3
JOUR 453	Corporate and Organizational Communications	3
JOUR 455	Media and Public Relations	3
Minimum JOUR credits in Area 2		6
Courses in Area 3	Critical Issues and Theory	Credits
JOUR 305	Introduction to Media and Journalism	3
JOUR 340	National and International Media	3
JOUR 350	The News Business	3
JOUR 360	Politics and Media Issues	3
JOUR 411	Issues in Journalism: Case Studies	3
JOUR 456	Media and Audiences	3

JOUR 457	Media and Communication Theory	3
JOUR 458	Alternative Media	3
JOUR 459	Outlaw Journalists	3
	Minimum JOUR credits in Area 3	9
Courses in Area 4	Publication Production	Credits
JOUR 310	Newspaper Production Workshop	3
JOUR 410	Online Journalism	3
JOUR 454	Magazine Writing and Production	3
	Minimum JOUR credits in Area 4	6

Option I - Year III & IV - Bachelor of Journalism Program - Liberal Arts Electives

In Years III and IV of the Bachelor of Journalism program, students in the Regular Program are generally required to take 12 credits in 300-400 level Liberal Arts courses (6 in Year III, 6 in Year IV). In consultation with the Journalism Program Advisor, students should use these electives to either develop a particular specialty, or help fill in gaps in their general knowledge.

For instance, students seeking to enhance their writing skills may develop a concentration in courses offered through the English Department's Rhetoric and Professional Writing Option. Similarly, the Department of Philosophy, History and Politics offers a number of 300 and 400 level courses that would enable students to enhance their knowledge of Canadian history, politics and social structure.

Option I - Year III & IV - Bachelor of Journalism Program (Major in Public Relations)

In Years III and IV of the Bachelor of Journalism Program (Major in Public Relations), students are required to meet the regular BJOUR program requirements but are not required to take Arts electives.

Instead, students must include as part of their coursework 24 credits from the Journalism and Business programs, as outlined below.

Bachelor of Journalism (Public Relations Major)		
Required Journalism Courses	Course Name	Credits
JOUR 455	Media and Public Relations	3
JOUR 453	Organizational and Corporate Communication	3
Plus six credits selected from:		
JOUR 305	Introduction to Media and Journalism in Canada	3
JOUR 350	The News Business	3
JOUR 410	Online Journalism	3
JOUR 420	Specialized Reporting (Business Writing)	3
JOUR 454	Magazine Writing and Production	3
Required Business Courses		
BBUS 303	Business in Society	3
BBUS 343	Introduction to Marketing	3
BBUS 448	Integrated Marketing Communication	3
Plus three credits selected from:		
BBUS 346	International Business	3
BBUS 388	Teamwork in Organizations	3
BBUS 384	Industrial Relations	3
BBUS 381	Introduction to Human Resource Management	3

It is also recommended that students intending to enrol in the Bachelor of Journalism (Public Relations Major) complete the following two courses before Year III:

BBUS272 – Organizational Behaviour and Management

OPTION II - FOR FOUNDATIONAL DIPLOMA HOLDERS

Length: 4 semesters, (60 credits after entry at Year III) **Prerequisites:** A journalism or similar foundation diploma credited upon the approval of the Journalism Program Chair plus a writing sample.

YEAR III - OPTION III

Depending on their backgrounds, students entering on this option will tailor an appropriate 60 credit program of study in consultation with the Journalism Program Chair.

A. JOURNALISM COURSES: Option III students will generally require a minimum of 9-12 credits of journalism courses in Year III and 12 credits of journalism in Year IV. Option III students may take up to 30 journalism credits.

B. LIBERAL ARTS COURSES

In consultation with the Program Chair, Option III students will ensure they have credit for the TRU courses or their equivalents described in Table VII before proceeding to Year IV. Once these requirements have been met, students will also complete a minimum of 9 credits of upper level Liberal Arts courses chosen in consultation with the Journalism Program Chair.

Table VII

TRU Course	Title	Credits
One of ENGL 111 ENGL 121	Introduction to Prose Fiction Introduction to Drama and Poetry	3
One of HIST 112 HIST 122 POLI 111 PHIL 111	Introduction to Canadian History History of Canada, 1867 to the Present The Government and Politics of Canada Critical Thinking	3
SCIENCE	Any 1st or 2nd year Science Course	3
	Total Liberal Arts Credits Year III, Option III>	9

Year IV – Option II

A. JOURNALISM COURSES

Option III students will complete 12 credits of journalism courses in Year IV, selected in consultation with the Program Chair.

B. LIBERAL ARTS COURSES

Option III students will usually be required to complete 18 credits of upper level Liberal Arts courses, chosen in consultation with the Journalism Chair.

Post-Baccalaureate Diploma in Journalism

OPTION III - FOR DEGREE HOLDERS: THE POST-BACCALAUREATE DIPLOMA IN JOURNALISM

The Post-Baccalaureate Diploma option, though not as extensive as the full Bachelor of Journalism degree program, is designed for those students who already hold a university degree and who wish to complete a concentrated professional program in one year. The School of Journalism reserves a maximum of six seats for the post-baccalaureate diploma option and thus entry is highly competitive.

Length: 2 semesters + 1 credit internship (33 credits) **Admission Requirements:**

- Baccalaureate degree with evidence of outstanding achievement in the final two years of the degree (e.g., high academic standing, strong letters of reference, etc.)
- work or volunteer experience in journalism or a related field is highly recommended
- a selection interview with program faculty
- a writing sample

Students pursuing the post-baccalaureate diploma must complete 33 credits. Each student's program, including the internship placement, will be developed in consultation with the Program Chair. The program courses will be distributed as follows:

(1) 18 core course credits plus additional credits as follows (2) a minimum of 3 credits in an area of specialization, (3) a minimum of 3 credits in critical issues and theory, (4) a minimum of 6 credits in publication production and (5) a 12-week credit internship (JOUR 399). Students taking this diploma option must complete an internship (paid or unpaid) and the JOUR 399 internship course to graduate. Those students who are unable to complete the internship component may transfer their journalism credits to the regular two-year degree program.

BACHELOR OF JOURNALISM PROGRAM SEAT UTILIZATION

The seat utilization percentage is a measure of the total number of seats occupied in the courses in the program compared to the total seat capacity. This ratio is somewhat suspect since the seating capacity of a course can be affected by factors such as room size and the enrolments of other programs served by the course, but remains a reasonable indicator of whether a program is utilizing its course offerings to capacity.

The following takes into account the stable enrolment and capacity from winter 2000 to fall 2004.

Journalism Fall Semester Utilization

Year	Year 3 enrolment	Year 3 capacity (# of seats)	Year 3 % utilization	Year 4 enrolment	Year 4 capacity (# of seats)	Year 4 % utilization	Total enrolment	Total capacity (# of seats)	Total % utilization
2000	53	55	96%	94	96	98%	147	151	97%
2001	141	160	88%	104	111	94%	245	271	90%
2002	86	105	82%	70	110	64%	156	215	73%
2003	57	60	95%	121	134	90%	178	194	92%
2004	61	59	103%	122	110	111%	183	169	108%

Journalism Winter Semester Utilization

Year	Year 3 enrolment	Year 3 capacity (# of seats)	Year 3 % utilization	Year 4 enrolment	Year 4 capacity (# of seats)	Year 4 % utilization	Total enrolment	Total capacity (# of seats)	Total % utilization
2000	78	105	74%	66	85	78%	144	190	76%
2001	61	80	76%	99	105	94%	160	185	86%
2002	38	50	76%	169	182	93%	207	232	89%
2003	72	90	80%	98	135	73%	170	225	76%
2004	83	95	87%	92	100	92%	175	195	90%

Comparison with other programs for the same period

WINTER 2000

Discipline	Year 3 enrolment	Year 3 capacity (# of seats)	Year 3 % utilization	Year 4 enrolment	Year 4 capacity (# of seats)	Year 4 % utilization	Total enrolment	Total capacity (# of seats)	Total % utilization
JOUR	78	105	74%	66	85	78%	144	190	76%
BSW	133	133	100%	71	69	103%	204	202	101%
BEd	446	501	89%	87	75	116%	533	576	93%
BTM	17	46	37%	83	168	49%	100	214	47%

FALL 2000

Discipline	Year 3 enrolment	Year 3 capacity (# of seats)	Year 3 % utilization	Year 4 enrolment	Year 4 capacity (# of seats)	Year 4 % utilization	Total enrolment	Total capacity (# of seats)	Total % utilization
JOUR	53	55	96%	94	96	98%	147	151	97%
BSW	227	244	93%	115	139	83%	342	383	89%
BEd	359	434	83%	359	434	83%	718	868	83%
BTM	54	60	90%	34	137	25%	88	197	45%

WINTER 2001

Discipline	Year 3 enrolment	Year 3 capacity (# of seats)	Year 3 % utilization	Year 4 enrolment	Year 4 capacity (# of seats)	Year 4 % utilization	Total enrolment	Total capacity (# of seats)	Total % utilization
JOUR	61	80	76%	99	105	94%	160	185	86%
BSW	154	191	81%	85	88	97%	239	279	86%
BEd	446	555	80%	158	175	90%	604	730	83%
BTM	27	36	75%	68	166	41%	95	202	47%

FALL 2001

Discipline	Year 3 enrolment	Year 3 capacity (# of seats)	Year 3 % utilization	Year 4 enrolment	Year 4 capacity (# of seats)	Year 4 % utilization	Total enrolment	Total capacity (# of seats)	Total % utilization
JOUR	141	160	88%	104	111	94%	245	271	90%
BSW	231	257	90%	125	132	95%	356	389	92%
BEd	388	458	85%	51	55	93%	439	513	86%
BTM	46	60	77%	59	112	53%	105	172	61%

WINTER 2002

Discipline	Year 3 enrolment	Year 3 capacity (# of seats)	Year 3 % utilization	Year 4 enrolment	Year 4 capacity (# of seats)	Year 4 % utilization	Total enrolment	Total capacity (# of seats)	Total % utilization
JOUR	38	50	76%	169	182	93%	207	232	89%
BSW	157	191	82%	99	126	79%	256	317	81%
BEd	469	558	84%	231	283	82%	700	841	83%
BTM	23	30	77%	70	107	65%	93	137	68%

FALL 2002

Discipline	Year 3 enrolment	Year 3 capacity (# of seats)	Year 3 % utilization	Year 4 enrolment	Year 4 capacity (# of seats)	Year 4 % utilization	Total enrolment	Total capacity (# of seats)	Total % utilization
JOUR	86	105	82%	70	110	64%	156	215	73%
BSW	220	282	78%	83	145	57%	303	427	71%
BEEd	456	521	88%	51	55	93%	507	576	88%
BTM	42	60	70%	81	196	41%	123	256	48%

WINTER 2003

Discipline	Year 3 enrolment	Year 3 capacity (# of seats)	Year 3 % utilization	Year 4 enrolment	Year 4 capacity (# of seats)	Year 4 % utilization	Total enrolment	Total capacity (# of seats)	Total % utilization
JOUR	72	90	80%	98	135	73%	170	225	76%
BSW	141	173	82%	98	150	65%	239	323	74%
BEEd	452	544	83%	268	337	80%	720	881	82%
BTM	17	30	57%	67	163	41%	84	193	44%

FALL 2003

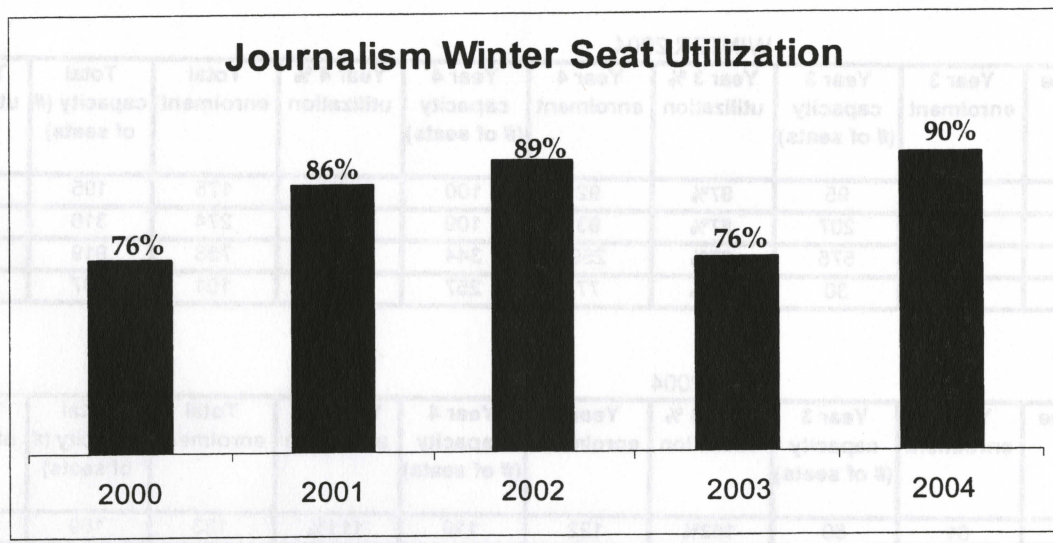
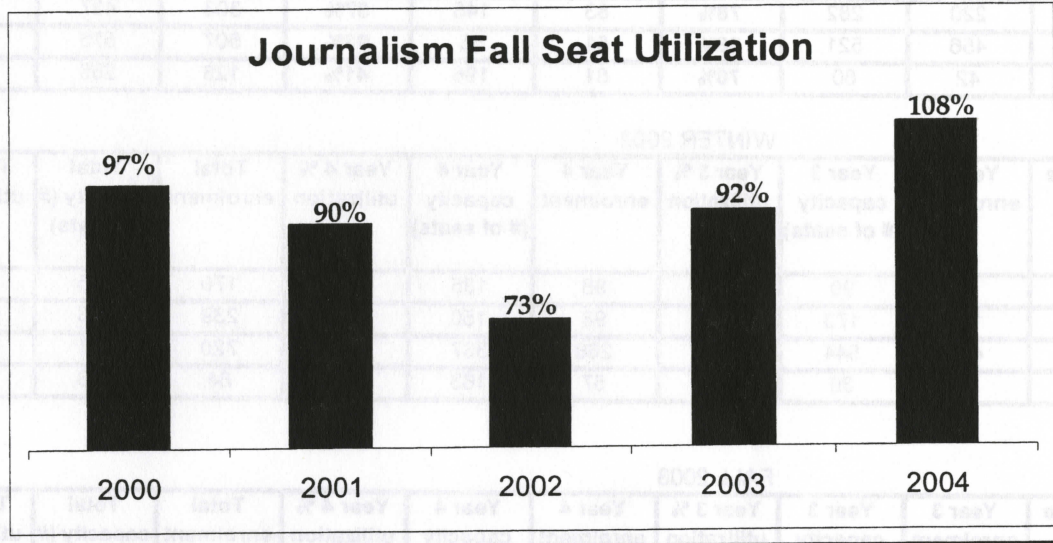
Discipline	Year 3 enrolment	Year 3 capacity (# of seats)	Year 3 % utilization	Year 4 enrolment	Year 4 capacity (# of seats)	Year 4 % utilization	Total enrolment	Total capacity (# of seats)	Total % utilization
JOUR	57	60	95%	121	134	90%	178	194	92%
BSW	307	382	80%	145	206	70%	452	588	77%
BEEd	441	494	89%	70	82	85%	511	576	89%
BTM	97	96	101%	64	155	41%	161	251	64%

WINTER 2004

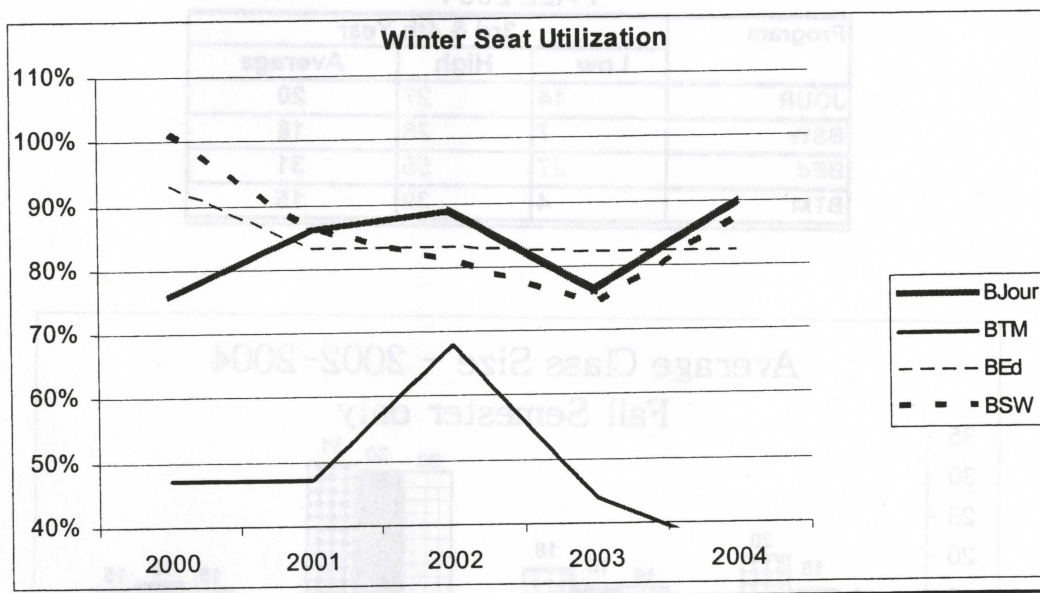
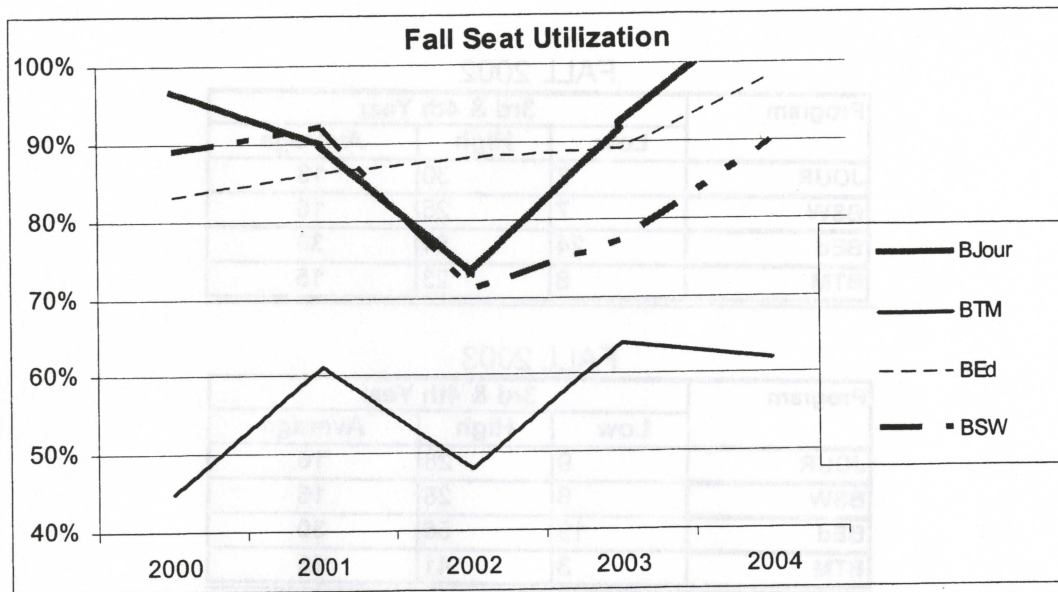
Discipline	Year 3 enrolment	Year 3 capacity (# of seats)	Year 3 % utilization	Year 4 enrolment	Year 4 capacity (# of seats)	Year 4 % utilization	Total enrolment	Total capacity (# of seats)	Total % utilization
JOUR	83	95	87%	92	100	92%	175	195	90%
BSW	181	207	87%	93	109	85%	274	316	87%
BEEd	499	575	87%	259	344	75%	758	919	82%
BTM	24	30	80%	77	257	30%	101	287	35%

FALL 2004

Discipline	Year 3 enrolment	Year 3 capacity (# of seats)	Year 3 % utilization	Year 4 enrolment	Year 4 capacity (# of seats)	Year 4 % utilization	Total enrolment	Total capacity (# of seats)	Total % utilization
JOUR	61	59	103%	122	110	111%	183	169	108%
BSW	214	256	84%	150	148	101%	364	404	90%
BEEd	435	445	98%	55	55	100%	490	500	98%
BTM	100	96	104%	102	229	45%	202	325	62%



Seat utilization comparison with other programs



UTILIZATION - FUNDED VS ACTUAL FTE: 1998 - 2003

(Source: UCC Factbooks 1998/99 – 2002/03)

Journalism Program

	98-99	99-00	00-01	01-02	02-03	03-04
Funded FTE	20.0	43.0	50.0	50.0	50.0	50.0
Actual FTE	18.3	40.0	39.4	59.6	47.1	46.1
Utilization Rate	91.5%	93.0%	78.8%	119.2%	94.2%	92.2%

AVERAGE CLASS SIZES FALL 2002-2004

(Source: UCC Factbooks 2002/03 – 2003/04 and fall 2004 Stable Enrollment)

FALL 2002

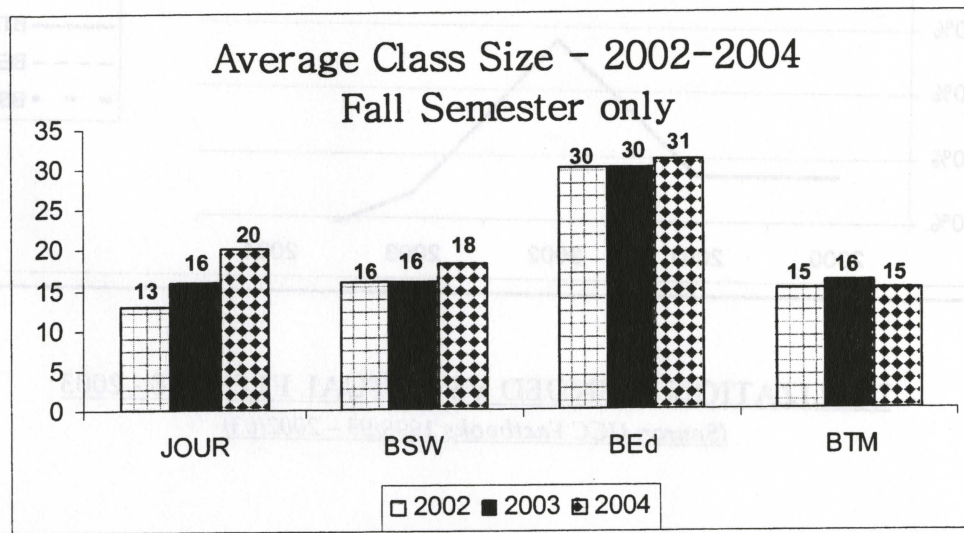
Program	3rd & 4th Year		
	Low	High	Average
JOUR	7	30	13
BSW	7	25	16
BEd	24	54	30
BTM	8	23	15

FALL 2003

Program	3rd & 4th Year		
	Low	High	Average
JOUR	9	28	16
BSW	6	28	16
BEd	19	56	30
BTM	3	41	16

FALL 2004

Program	3rd & 4th Year		
	Low	High	Average
JOUR	14	27	20
BSW	7	28	18
BEd	27	55	31
BTM	4	39	15



TABULAR SUMMARY OF QUESTIONNAIRE RESPONSES
BACHELOR OF JOURNALISM PROGRAM REVIEW

<u>Recipient</u>	<u># Sent</u>	<u># Completed & Returned</u>	<u>% Returned</u>
Faculty	9	9	100 %
Employers:	37	14	38 %
Former Students	83	28	37 %* (net)
Current Students:			
3 rd & 4 th Yrs	46	46	100 %
SORS	47	22	47 %
(BC College and Institutes Student Outcomes Data: 1999-2003)			
<hr/>			
TOTAL	222	119	55%*

****(Note: The number of returned envelopes is subtracted from the number sent to attain the % returned.)***

Returned By Post Office:

Former Students = 7

Total Non Respondents = 96

SUMMARY OF QUESTIONNAIRE RESPONSES

In this summary, special attention will be given to scores at the extremes, usually above 4.0 and below 3.0 on a five point scale. The scales vary in terms of their point labels, but higher scores indicate a more positive evaluation or a greater agreement with a statement. In order to summarize the verbal responses, an attempt will be made to describe themes reported by at least two individuals.

FORMER STUDENTS

Twenty-eight former students responded to the survey. The major strengths of the program that they report relate to the calibre, experience and commitment of instructors, the small class sizes, and the journalism lab. Major limitations identified were conflict among faculty, insufficient writing towards deadlines, and insufficient internship possibilities. A wide range of recommended changes included: more deadline writing, more internships, improved teaching, greater professionalism of faculty with students, and more courses in various areas: sports journalism, PR, digital photography, radio, television, software, etc.

Skills Emphasis

Former students reported that the program had a high emphasis (> 4.0) on the following skills: ability to work independently and editing skills. Skills receiving scores below 3.5 included: research skills and techniques, ability to work as part of a team, creativity, understanding of trends in the industry, realistic understanding of demands of newsrooms, photographic skills and ability to write press releases or speeches. Verbal responses indicated a need for more deadline reporting and writing skills (4 comments).

Program Effectiveness

For these items, respondents were asked to indicate the extent to which the skills and attributes have helped them in the performance of their jobs. High ratings (i.e. > 4.0) were given for the following: editing skills and ability to work to deadline. Lower ratings (between 3.0 and 3.5) were given for the following: writing skills and techniques for different kinds of publications, understanding the media, understanding of trends in the industry, photographic skills, ability to write press releases or speeches. Only knowledge of online journalism received a score below 3.0 (2.73).

Program Content and Learning Process

High scores were received for instructors being available outside of class, encouragement of active participation, instructors being clear on deadlines, and assigned projects being valuable. No items received ratings below 3.0. Those receiving lower scores included: encouraged to use the library (3.0), repetition (3.11), fair and consistent evaluation (3.29), knowledge in emerging technologies (3.32). Two former students indicated in their comments that the workload was too light, and another two

mentioned the need for more practice writing. There were numerous references to the lack of appropriateness of the photography course and the need for a more applied digital photography course in its place. Many students mentioned the beneficial addition of a public relations major. Two students mentioned that the quality of instruction was variable.

CURRENT STUDENTS

Forty-six current students responded to the survey, 52% in third year, 37% in 4th year and the remainder in the post-baccalaureate program. Verbal responses indicate that students are having an overall positive experience in the program. They indicate that the strengths of the program are small class sizes, good facilities and quality instructors. A number of students identified the practical nature of the classes as a strength. In terms of program limitations, lack of breadth of courses and instructors was mentioned by a number of students. In recommendations for improvement, a number of students indicated a need for more story writing, more practical hands-on experience, and a more practical, digital photography course.

Students reported that the program emphasized the following skills to the greatest extent (scores of >4.0): reporting, ability to work independently, journalistic ethics and ability to work to deadline. Skills receiving little emphasis (scores < 3.0) were: writing press releases or speeches. Regarding the program content and learning process, there were 14 out of 29 scores of above 4.0, indicated a very positive response of students to the program. The only scores below 3.0 were opportunities to evaluate and little repetition. Questions regarding library resources indicated no significant problems with their adequacy.

FACULTY MEMBERS

The questionnaire responses of the nine faculty members were by far the most critical of the program of any of the surveyed groups. Of the 80 questions in the faculty survey, only six received scores above a 4, and of these, 2/3 were questions requiring self-evaluation. The other two were faculty-student ratios, and satisfaction with the hands-on approach to teaching journalism. At the other extreme, there were 29 scores between 2.0 and 3.0, and a low score of 1.78 for "adequate communication among faculty".

Notable low scores were those relating to the existence of program goals and objectives (between 2.22 and 2.88). Faculty also tended to disagree with statements regarding the curriculum being appropriate and up-to-date (2.78 to 2.89). Faculty rated the following skills as receiving relatively low levels of emphasis in the program: understanding of demands of newsrooms (2.5), critical thinking (2.63), understanding of the media (2.78), and photographic skills (2.88). Other areas of weaknesses noted in the faculty survey

include appropriate office space (2.44) and sufficient professional development funds (2.25).

In the overall assessment, there are a wide number of comments indicating a high level of dissatisfaction with their experiences within the School. It is difficult to summarize the remainder of the verbal responses because they are divergent.

EMPLOYERS

Fourteen employers responded to the survey. Asked to indicate satisfaction with graduates' work skills, they gave scores ranging from just above 3.0 ("meets expectations") to a high of 3.67 for writing skills and techniques for different kinds of publications. The lower scores were for understanding industry trends (3.10), understanding of media and libel law (3.13) photographic skills (3.14), understanding demands of newsrooms (3.14), critical thinking (3.14) and reporting skills and techniques (3.17).

In their overall assessment of the program, employers responded between "neutral" (3.0) and "agree" (4.0) with a score of 3.69 to the statement that the grads are adequately prepared for the workplace. Of the seven who responded to a question about the desirability of the new PR major, 5 agreed and 2 strongly agreed. The written comments of employers yielded little in the way of consistent responses:

STRENGTHS OF THE BACHELOR OF JOURNALISM PROGRAM

The Review committee identified the following strengths of the UCC Journalism Degree program.

1. Small class size

A common theme in the comments of students, former students and faculty was the benefits of having small class sizes which allow for much individual attention from faculty.

2. Highly experienced and dedicated faculty.

Another common theme in student and former student comments was that the faculty had high levels of experience as practicing journalists and were able to bring this experience to the classroom. Many survey respondents noted the high level of dedication of faculty to student learning and student success.

3. Excellent resource availability

There was significant evidence that students appreciated the extent of computer equipment and software, digital cameras, and laboratory support.

4. Employment rates of graduates.

Of the 28 former students surveyed, an impressive 82% had found work in the field of media or communications.

5. Satisfied students.

Interviews with and survey comments of current and former students indicates a fairly high level of satisfaction with the program. There is evidence that the satisfaction level of students has been increasing.

AREAS OF THE BACHELOR OF JOURNALISM PROGRAM WHICH CAN BE IMPROVED (WITH RECOMMENDATIONS)

The Committee identified the following aspects of the Journalism Program as being in need of improvement:

1. COOPERATION AND COLLEGIALLY

For this program to be successful, the faculty must work as a team to achieve clear goals. Although the Committee was impressed with the personal commitment the faculty has to the program, we came away from the meetings with the feeling that there are still serious disputes between the faculty which impede its ability to meet students' and industry's needs and to continue to grow. These problems were brought up regularly in the faculty and student questionnaire responses and during interviews. While the faculty communicated that the situation is improving, after our conversations with the faculty, the committee continues to be concerned that serious disagreements will again ensue unless preventative steps are taken now. If this does not occur, the Committee feels that problems will only get worse and that this behaviour will jeopardize the effectiveness and future of the program.

RECOMMENDATION 1

That by September 1, 2005 Journalism faculty develop a School of Journalism handbook outlining processes to be followed in the operation of the School. A consideration of past areas of conflict should provide insight into processes most in need of attention. Such processes may include (but are not limited to):

- ❖ departmental meetings
- ❖ membership and operation of hiring committees
- ❖ duties of Dept. chair, advisors, and other roles within the department
- ❖ processes for developing, monitoring, and improving courses
- ❖ guidelines for conduct between faculty members
- ❖ guidelines for conduct of faculty with students
- ❖ processes for resolving conflict between faculty

ACTION: Journalism faculty

2. CLEAR DEFINITION OF GOALS AND OBJECTIVES

As discussed previously, the Committee found that one of the major factors contributing to faculty disharmony is the lack of specific goals and objectives for the program. Some faculty feel strongly about concentrating on the applied aspects of the discipline while others feel as strongly about focussing on the theory. The Committee finds that these

differing philosophies are continuing to cause further unnecessary dissention. The Committee strongly feels that the program does not have a common objective among faculty. It is imperative that the program serve the needs of the students and employers.

The original program proposal contained fundamental courses in both theory and practice. As time passed, new courses have been added and although many of those courses are interesting and appropriate, the committee feels that the curriculum has developed over the years without clear direction and focus and that the curriculum has some areas of redundancy, some areas with too little attention and others with too much attention. The committee feels that the program is ready for a thorough curricular review by the faculty, but also has some specific curriculum recommendations.

The feedback we received from the students and employers, as well as the fact that the students are obtaining positions at small to medium-sized papers, leads us (in particular the external members of our committee) to recommend that there should be a shift to a more applied focus with significantly more exposure to deadline writing. Perhaps if subsequent resources become available for new courses, then more theoretical courses might be added.

RECOMMENDATION 2(a):

That by June 30, 2005, all Journalism faculty set aside some time for a retreat, funded by the Dean of Arts, to create clear and concise goals and objectives for the Journalism program with a focus on the needs of the students and industry.

ACTION: Journalism faculty; Dean of Arts

RECOMMENDATION 2(b)

That by September 1, 2005 a curriculum analysis for the Journalism degree be conducted by:

- ❖ **identifying the desired outcomes that are required to meet these goals.**
- ❖ **mapping these outcomes to specific courses within the program**
- ❖ **where outcomes are not mappable to existing courses, designing new courses and redesign or eliminate old ones.**

ACTION: Journalism faculty

RECOMMENDATION 2(c)

That assignments be reviewed within individual courses and that a strategy be developed to significantly increase the amount of deadline writing required of students.

ACTION: Journalism faculty

RECOMMENDATION 2(d):

That by January 1, 2006, an advisory board comprised of academics, media professionals, and other industry leaders be created to gain an objective, diverse view on the goals and to monitor the program's ability to meet its mandate. At least one media professional should be from a weekly newspaper, one from a daily newspaper, and one from the field of Marketing or Public Relations.

ACTION: Journalism faculty; Dean of Arts

3. PROPOSAL FOR A FOUR-YEAR JOURNALISM DEGREE

The Committee found a need among the students and industry and also an encouraging enthusiasm among all faculty to extend the program to four years. We feel that once the first two sets of recommendations have been successfully implemented, that a four-year option would allow the program to prosper. The Committee also agrees that the current third-year admittance should continue to be offered.

RECOMMENDATION 3:

That once recommendations 1 and 2a-d have been implemented, all Journalism faculty set aside time to design a proposal for a 4 year program, while continuing to allow students the option of entering the program in their third year.

ACTION: Journalism faculty

4. OFFICE SPACE

The Committee believes that the current housing of faculty in different areas of the campus has unnecessarily contributed to some of the difficulties that faculty have experienced. This problem was brought up by both faculty and students we interviewed. To allow for the faculty to have the ability to work collegially, they must be in the same location. To facilitate student and faculty interaction, this common space should be near a journalism lab.

RECOMMENDATION 4

That the Journalism faculty be housed near one another in offices in close proximity to the journalism lab.

ACTION: Dean of Arts; Space Allocation Committee

5. JOURNALISM LABS

The Committee found that many student and faculty, in both questionnaires and interviews, suggested that Mac computers should be more available to the program. There are only six Macs available to Journalism students and these computers are only accessible for limited times, Monday to Friday 9 a.m. to 6 p.m. The Committee realizes that Macs are used in most newsrooms and believes that they should be part of the students' program.

RECOMMENDATION 5(a)

That the Department of Journalism request an increase in the number of Mac computers available for the students' use and increase the use of Macs in their courses.

ACTION: Journalism faculty; Chair of Journalism

RECOMMENDATION 5(b)

That TRU allow the Clock Tower lab to be available for extended hours.

ACTION: VP, Academic; VP Finance; VP Student Services; Dean of Arts

6. MARKETING

Many of the faculty and students we interviewed feel that the Journalism program is not marketed sufficiently by the university. Part of the problem is that Public Relations markets primarily for first-year admission and that the Journalism program starts in third-year. The Committee feels that more marketing will increase the quality of students the program has to choose from and give the program a higher profile in the province and Canada.

RECOMMENDATION 6

That funds be made available for an increase in marketing the Journalism Program.

ACTION: VP-Academic; Dean of Arts; Director of Public Relations

7. INTERDISCIPLINARY OPPORTUNITIES

The Committee feels that the Journalism program could increase its exposure within the university community by taking advantage of the expertise of faculty in other disciplines at TRU, as well as other areas using the skills of Journalism faculty. Many areas of journalism such as science, health, business reporting could be a good fit with other disciplines. As well, using other areas to build minors within the Journalism degree could be quite productive for all concerned, especially if a four-year option is eventually offered.

RECOMMENDATION 7

That interdisciplinary activities with other faculty members at TRU be encouraged by:

- ❖ **investigating the possibilities of using non-Journalism courses to develop minors within Journalism.**
- ❖ **considering using non-Journalism faculty for guest lectures on specific topics, and for possible co-teaching of courses (e.g. Nursing, business, statistics, biology).**

ACTION: Journalism faculty

8. ONGOING MONITORING AND EVALUATION PROCEDURES

The Committee believes that an annual mini-review of the program is required. The faculty should meet after each academic year and do a post-mortem of sorts. How did our students do? Any problems with equipment? Are we achieving our goals? Are the courses at an appropriate level for the students?

RECOMMENDATION 8(a):

That Journalism faculty carry out their own program review at the end of each academic year by:

- ❖ **Openly discussing and evaluating the program to ensure that the goals and objectives are being achieved.**
- ❖ **Reviewing each course to detect duplication, and the need for new content.**
- ❖ **Reviewing marks for each course according to the Arts Division guidelines, ensuring that the grades are consistent with TRU's grading scheme.**
- ❖ **Reviewing student outcomes data that are made available to chairs annually.**
- ❖ **Developing a five year plan for the program, updated annually.**

ACTION: Journalism Faculty

As previously mentioned in the preamble to recommendation # 1, the committee is concerned that future disagreements between faculty members will arrest the positive movements that many members indicated are occurring within the department. It is IN this light that the committee stresses the use of policies, as in Recommendation # 1 and 8(a), to ensure that program improvements continue.

RECOMMENDATION 8(b)

That the TRU administration annually monitor the extent to which the faculty have implemented the recommendations and are following their handbook.

ACTION : Journalism faculty; V.P. Academic; Dean of Arts; EPPR

APPENDIX A

METHODOLOGY

The data were collected in the following ways:

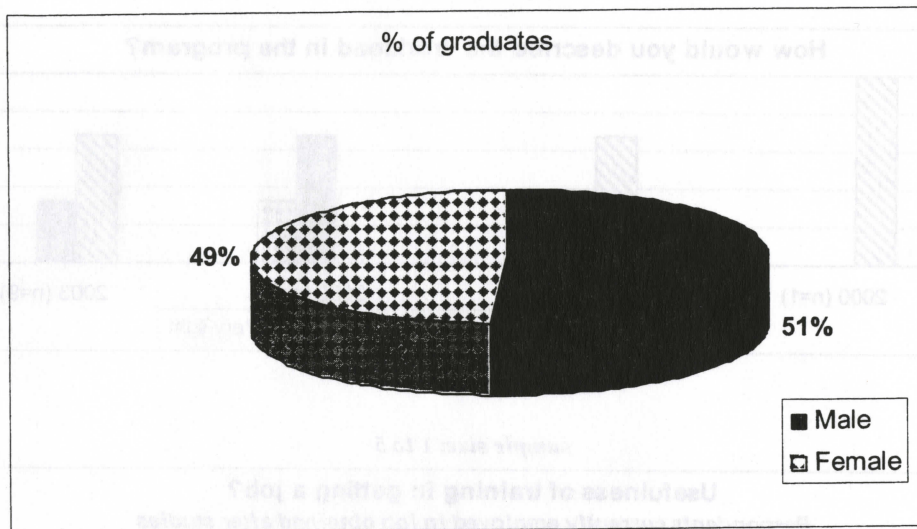
- 1) Consultation took place with Maryanne McNellis, Chair, and the faculty of Journalism program, on the design of the surveys.
- 2) Surveys were administered to the Bachelor of Journalism faculty, current students, former students, and employers. All data were processed using SPSS to achieve frequency rates and mean responses. Subjective comments for each group were recorded separately and anonymously. Former student data from 2000-2004 graduates of the program were summarized from Student Outcomes Reporting System (SORS), as provided by BC. Stats.
- 3) "Descriptive Data" on the Bachelor of Journalism Program's objectives, course outlines, resumes, etc., were solicited from Maryanne McNellis, Chair, Journalism, and Bachelor of Journalism's faculty.
- 4) Data on enrolment figures, graduation rates, gender and grade distributions were provided by the Office of the AVP Planning & Administration.
- 5) Faculty and students associated with the program were invited to be interviewed. The following people participated:

- ❖ Alan Bass, Journalism Chair
- ❖ Bruce Baugh, Philosophy Faculty
- ❖ Penny Haggarty, Collections Librarian
- ❖ Josh Keller, Director, Public Relations
- ❖ Dennis Keusch, Journalism Lab Faculty
- ❖ Eileen Leier, Journalism Faculty
- ❖ Maryanne McNellis, Journalism Faculty
- ❖ Maxine Ruvinsky, Journalism Faculty
- ❖ Shawn Thompson, Journalism Faculty
- ❖ Alastair Watt, Associate Vice President Planning & Administration
- ❖ One fourth year current student
- ❖ One former student

APPENDIX B

GENDER RATIO OF THE BACHELOR OF JOURNALISM GRADUATES:

(Source: Colleague)



APPENDIX C

GRADUATION RATES

(Source: Colleague)

The following table reflects numbers of graduating students by program since 2000:

	2000	2001	2002	2003	2004	Total
Bachelor of Journalism	12	18	16	16	19	81
Post-baccalaureate Diploma			1	2		3
TOTAL	12	18	17	18	19	84

APPENDIX D:

COURSE PASS RATES

(Source: Colleague)

Pass rates may be determined by subtracting "fail" (F), "did not complete" (DNC), "withdrew" (W), and "audit" (AUD) from enrolment numbers.

In this table, we have course pass rates for upper level courses (JOUR) in the Bachelor of Journalism Program over the period of Fall 1998, Winter 1999, Fall 1999, Winter 2000, Fall 2000, Winter 2001, Fall 2001, Winter 2002, Fall 2002, Winter 2003, Fall 2003, and Winter 2004:

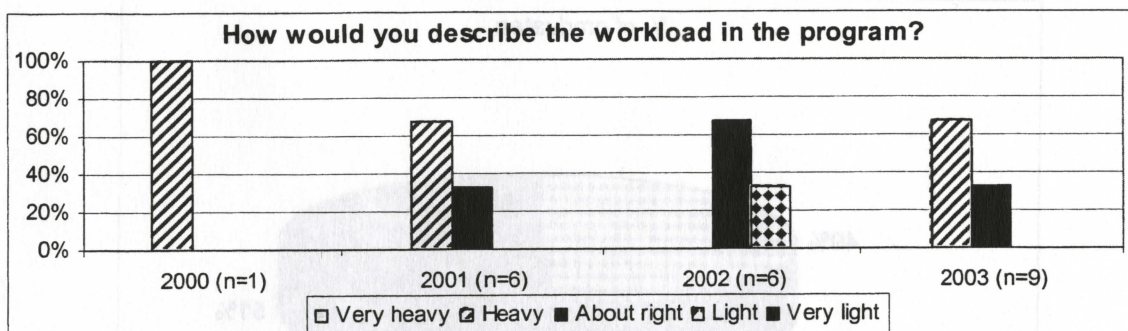
	Total Registrants	Total Passes	Total Non Passes	% Passes	% Non Passes
2nd year courses	52	47	5	90%	10%
3rd year courses	910	886	24	97%	3%
4th year courses	903	892	11	99%	1%
Total	1865	1825	40	98%	2%

APPENDIX E

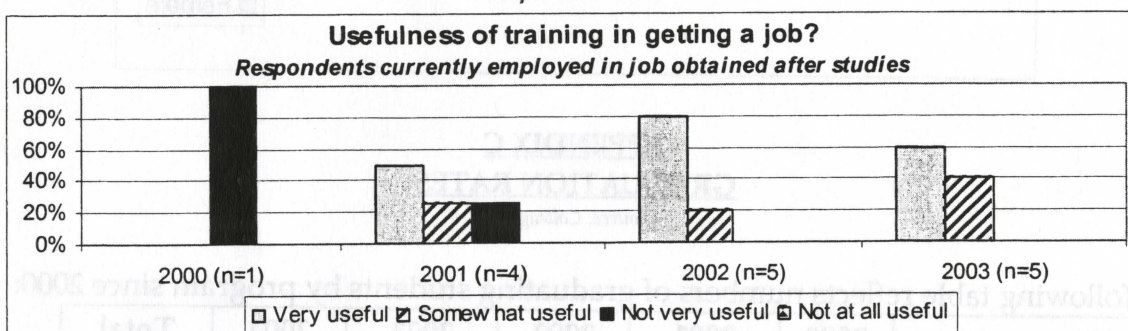
FORMER STUDENTS EVALUATION OF EDUCATION

(Source: BC College and Institutes Student Outcomes Data: 2000-2003)

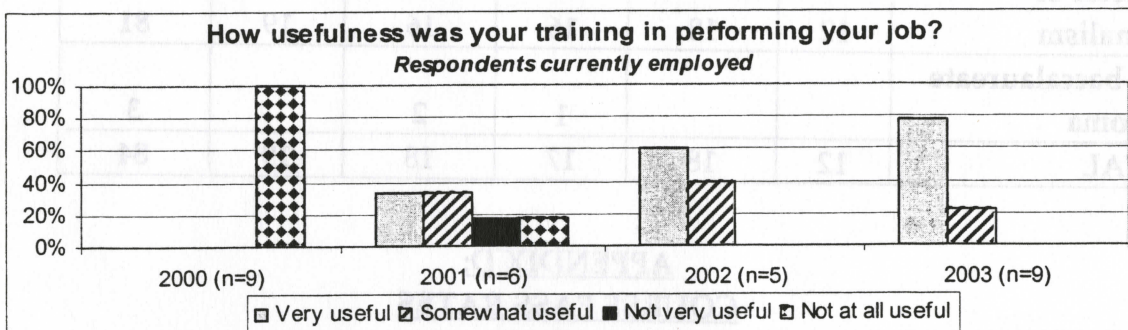
sample size: 1 to 9



sample size: 1 to 5



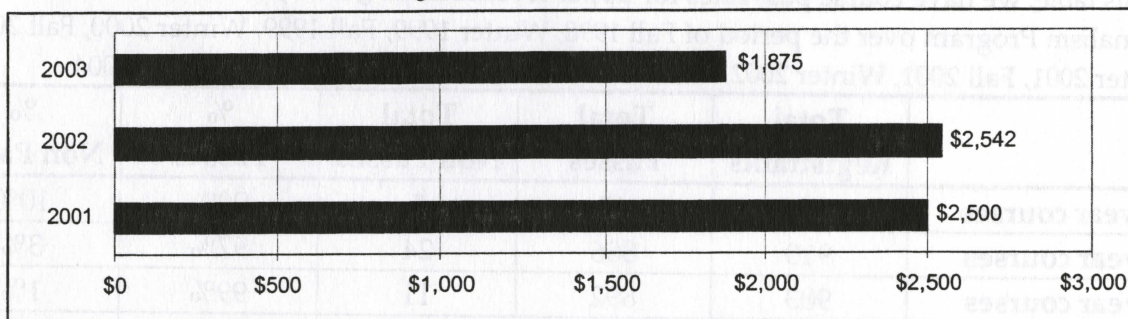
sample size: 1 to 9



APPENDIX F

MEDIAN MONTHLY SALARY FOR JOURNALISM GRADUATES

(Source: BC College and Institutes Student Outcomes Data: 2001-2003)

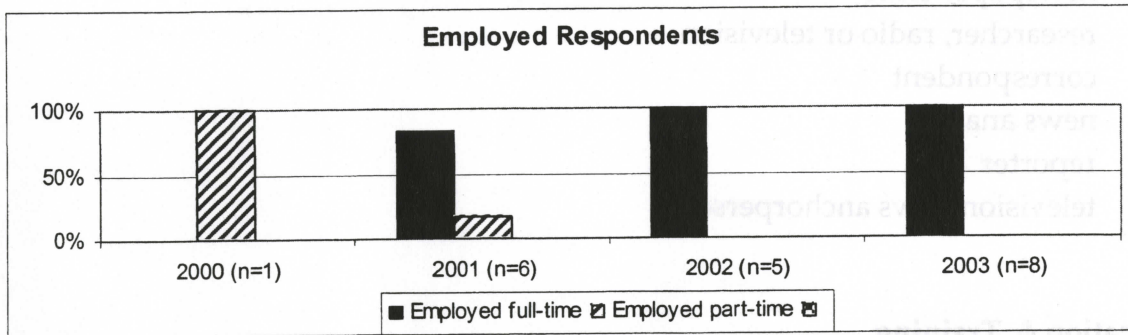


APPENDIX G

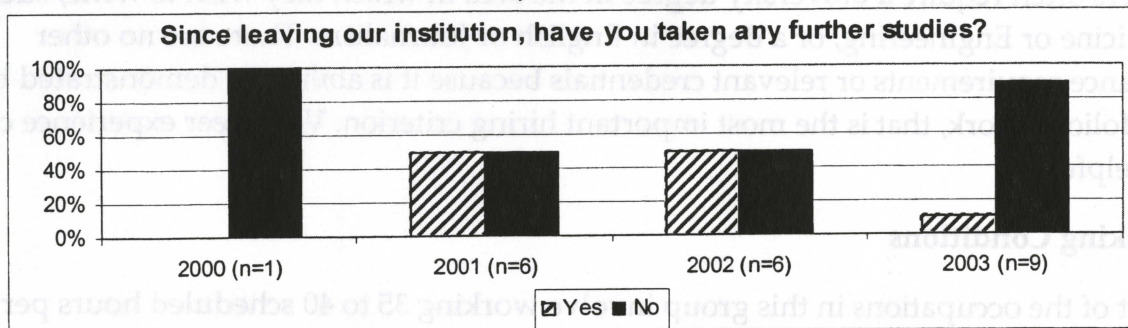
LABOUR FORCE STATISTICS

(Source: BC College and Institutes Student Outcomes Data: 2000-2003)

sample size: 1 to 8



sample size: 1 to 9



APPENDIX H

EMPLOYMENT PROSPECTS

Writing, Translating and Public Relations Professionals (NOC 512)

Main Duties

Journalists collect local, national and international news through interviews, investigation and observation and they write news stories for publication and broadcast. They receive, analyse and verify news and other copy for accuracy, and they arrange for and conduct interviews as part of research as well as for radio and television programs. In addition, they research and report on developments in specialized fields, such as medicine, science and technology, and they prepare regular feature columns and stories on specialized topics. Journalists also write editorials and commentaries on topics of current interest to stimulate public interest and express the views of a publication or broadcasting station. They may also write critical reviews of literary, musical and other artistic works based on knowledge, judgement and experience.

journalists (5123):

- book reviewer
- broadcast journalist
- columnist

- investigative reporter
- news commentator
- network reporter
- newspaper critic
- researcher, radio or television
- correspondent
- news analyst
- reporter
- television news anchorperson

Education & Training

Writers often require a university degree in the area in which they wish to write, such as Medicine or Engineering, or a degree in English or Journalism. There are no other entrance requirements or relevant credentials because it is ability, as demonstrated by a portfolio of work, that is the most important hiring criterion. Volunteer experience can be helpful.

Working Conditions

Most of the occupations in this group involve working 35 to 40 scheduled hours per week, though frequently more hours are required. The actual number of work hours will vary according to circumstances and deadlines. The pace of work will vary depending on the specific occupation within this group.

Others (particularly *journalists*) must often work in noisy and sometimes crowded rooms filled with telephones, word processors and printers.

Although most of these workers have an office as a base of operation, many of their duties are performed elsewhere. Journalists are frequently out of their offices gathering news or other information on local and regional events or trends.

Work schedules are often shifted or rearranged in order to meet deadlines or deal with late-breaking stories or client emergencies. Unpaid overtime and working evenings, weekends or even around the clock are not uncommon for writers, editors, journalists or public relations professionals.

Employment Prospects

The newspaper and broadcasting industries are sensitive to economic ups and downs, because these industries depend on advertising revenue. During recessions, few new journalists are hired and some lose their jobs. The job outlook for the entire occupational group to the year 2008 calls for growth at about the all-occupation average. There are 3,270 total employment openings projected in B.C. between 1998 and 2008. The total

number of openings includes an estimated 1,500 new jobs created as a result of growth and 1,770 for replacement needs due to retirement.

About one-third of those employed in this large occupational group are *writers*. The employment forecast for writers to the year 2008 calls for growth that is about the same as the all-occupation average. Between 1998 and 2008 there will be 930 projected employment openings, about 40% of them as a result of growth in the industry and about 60% to replace individuals due to retire.

The employment forecast for *journalists* is for growth that is about the same as the all-occupation average. A total of 480 openings for journalists are expected through to 2008, 42% to accommodate growth in the industry and 58% due to retirements. Those who can write on scientific or technical subjects will have a particular advantage in the labour market. The emergence and popularity of new technologies, such as personal computers and innovative software programs, results in a positive outlook not only for technologically oriented journalists but also for technical writers.

Journalism graduates have the background for work in closely-related fields, such as advertising and public relations. Journalism-related skills, such as media relations knowledge and team work, are sought after in the public relations field where there are potential jobs for journalists and researchers.

During recessions, versatility and knowledge of various media are major assets for journalists seeking greater job opportunities.

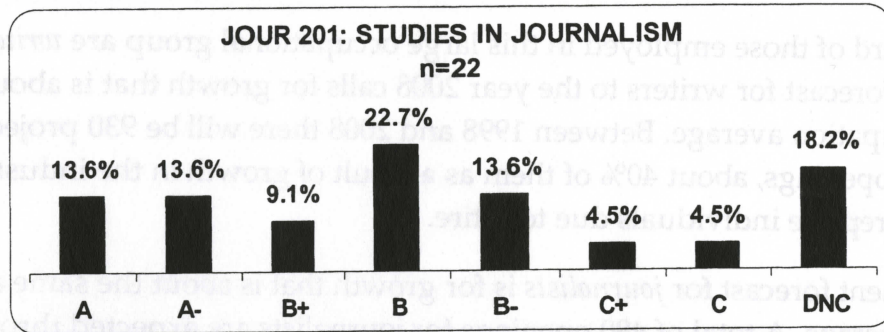
The employment forecast to the year 2008 is for growth below the all-occupation average for *editors*. This is a very small occupation in B.C., with just 230 projected employment openings through to 2008, 30% as a result of growth in the industry and 70% due to retirements. While the printing and publishing industry in B.C. is growing, there has not been a corresponding increase in demand for editors. Editors tend to work in the traditional areas of newspaper and printed publication fields. The fastest areas of growth for writers are in fields such as the Internet where writing is less formal and does not necessarily require the services of an editor.

For print journalists, the Internet has led to a boom in magazines, especially those dealing with computers, networks or multimedia. This growth should spur demand for specialized journalists who can write articles for Web pages on specialized subjects.

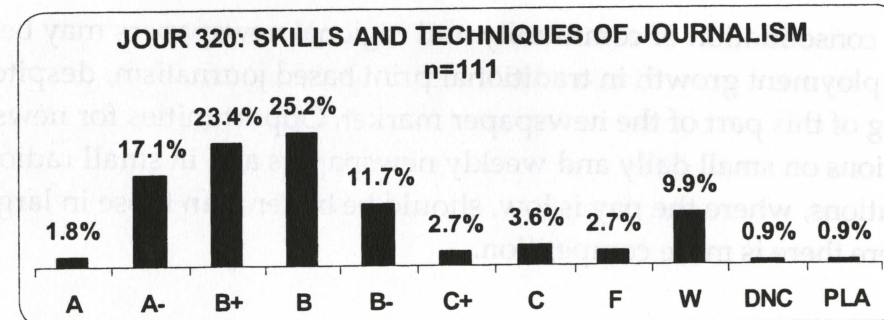
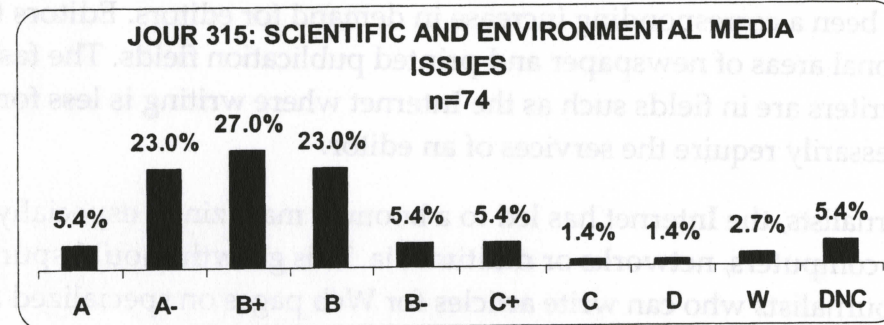
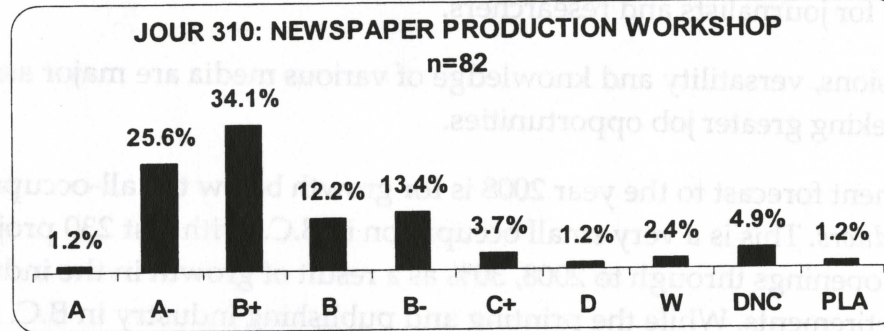
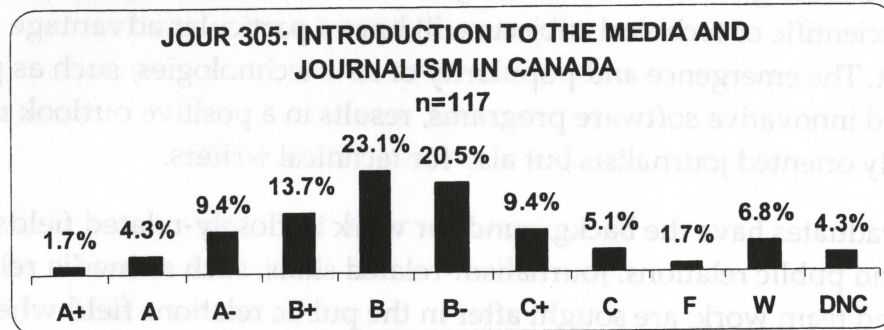
The ongoing consolidation of community and regional newspapers may be a limiting factor for employment growth in traditional print based journalism, despite the recent strengthening of this part of the newspaper market. Opportunities for news writing and editing positions on small daily and weekly newspapers and in small radio and television stations, where the pay is low, should be better than those in larger media markets where there is more competition.

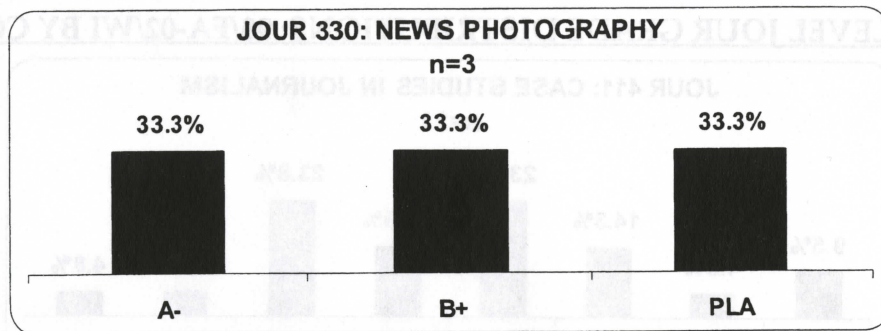
APPENDIX I

LOWER LEVEL JOUR GRADE DISTRIBUTIONS: 98/FA-02/WI BY COURSE

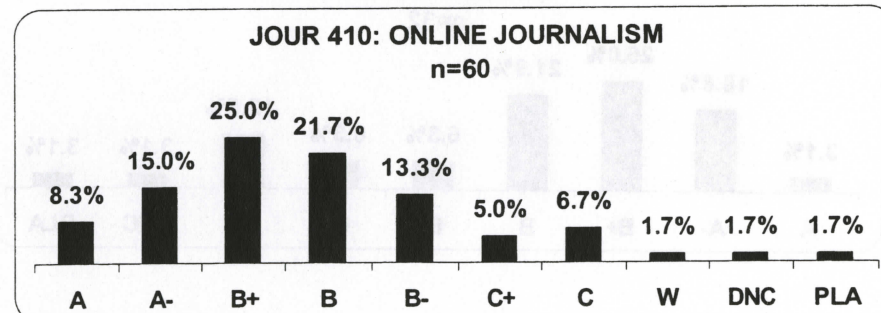
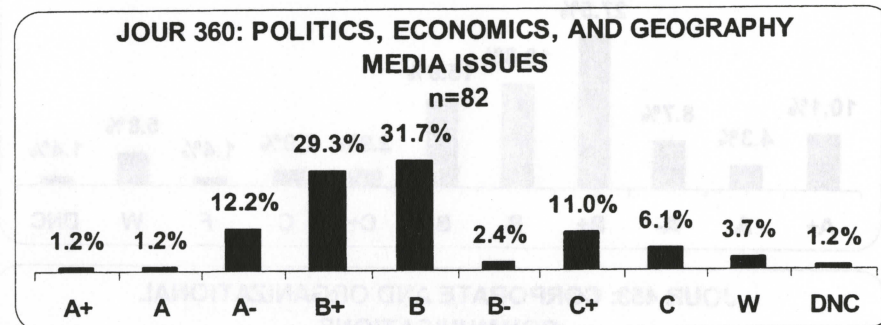
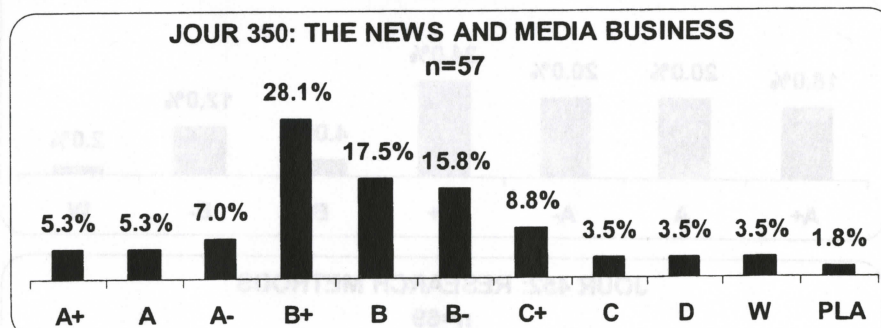
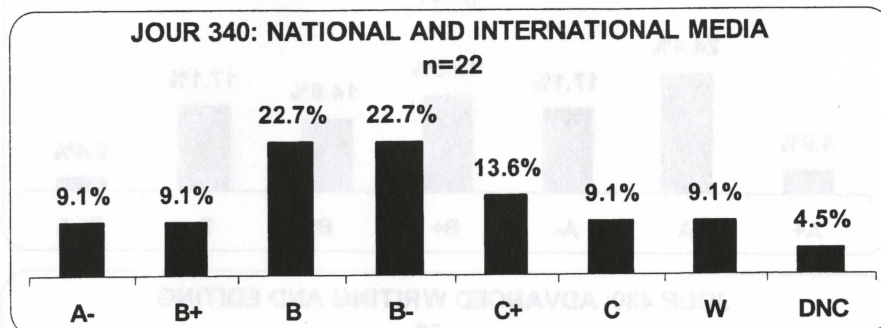


UPPER LEVEL JOUR GRADE DISTRIBUTIONS: 98/FA-02/WI BY COURSE





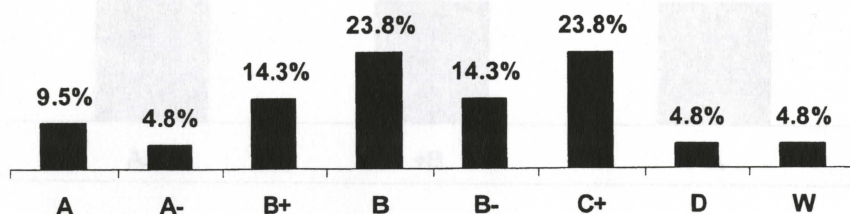
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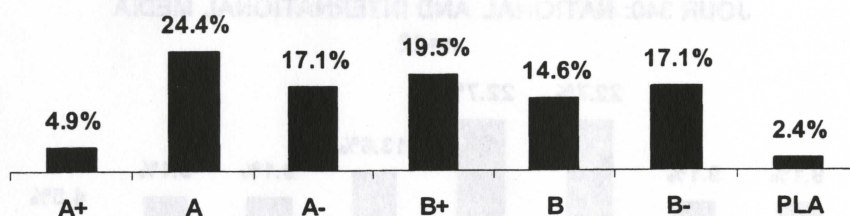
JOUR 411: CASE STUDIES IN JOURNALISM

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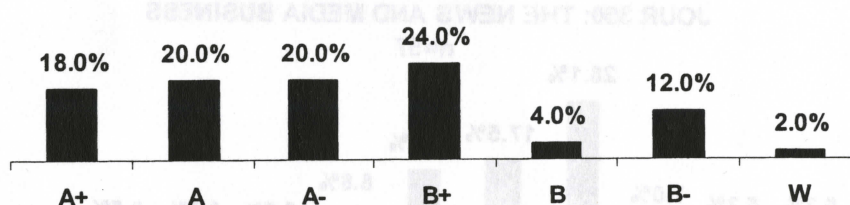
JOUR 420: SPECIALIZED REPORTING

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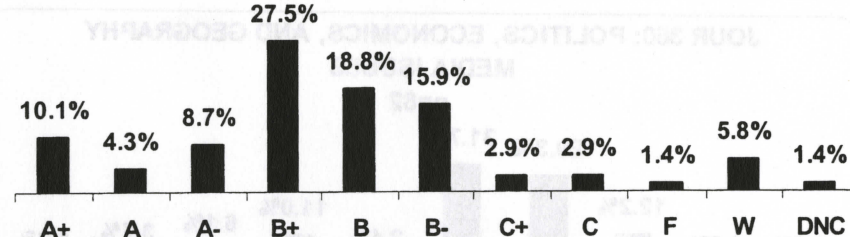
JOUR 430: ADVANCED WRITING AND EDITING

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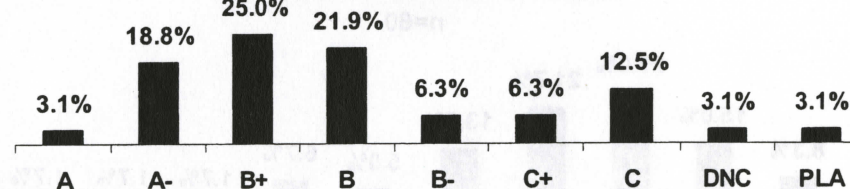
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JOUR 453: CORPORATE AND ORGANIZATIONAL COMMUNICATIONS

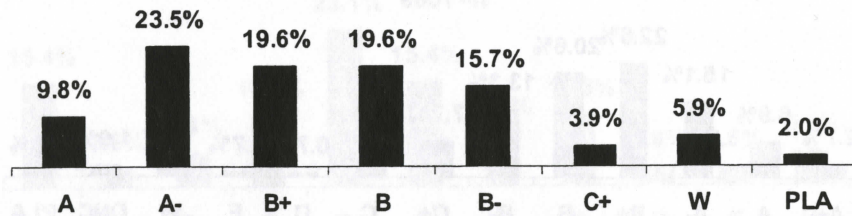
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UPPER LEVEL JOUR GRADE DISTRIBUTIONS: 98/FA-02/WI BY COURSE

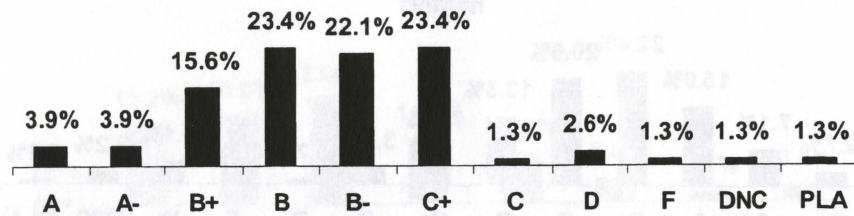
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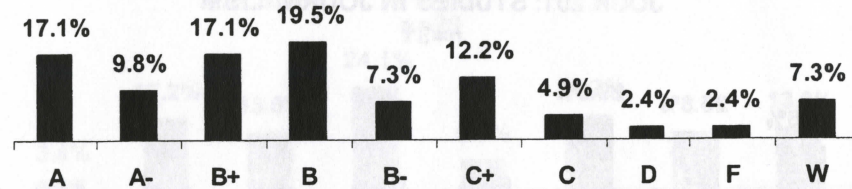
JOUR 455: MEDIA AND PUBLIC RELATIONS

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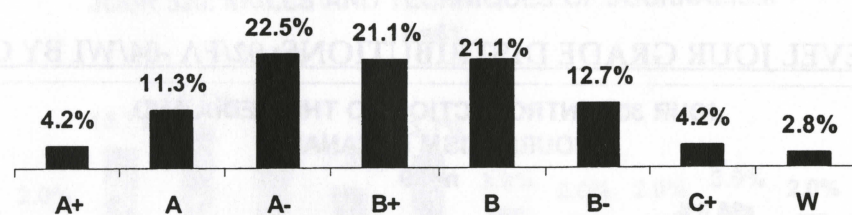
JOUR 457: MEDIA AND COMMUNICATIONS THEORY: ARTS REPORTING

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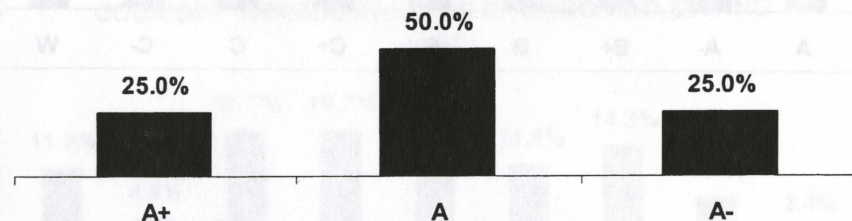
JOUR 470: MEDIA LAW AND MEDIA ETHICS

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JOUR 495: DIRECTED STUDY

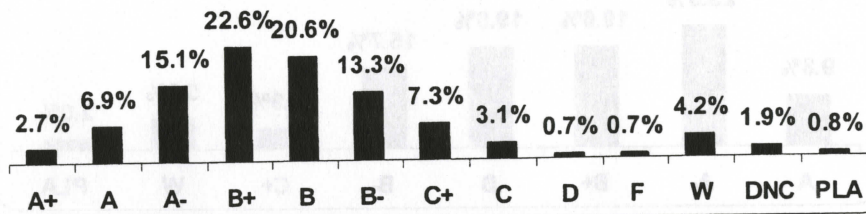
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TOTAL JOUR GRADE DISTRIBUTION SUMMARY - 98/FA - 02/WI

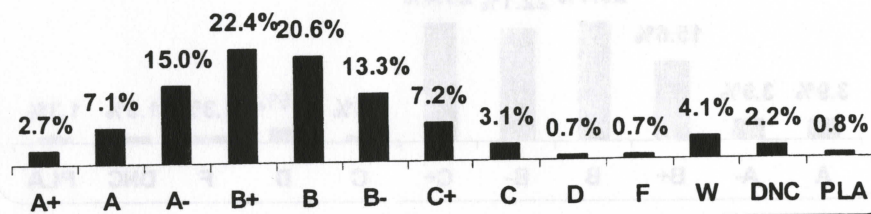
JOURNALISM GRADE DISTRIBUTION SUMMARY: ALL UPPER LEVEL COURSES

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JOURNALISM GRADE DISTRIBUTION SUMMARY: ALL ALL JOURNALISM COURSES

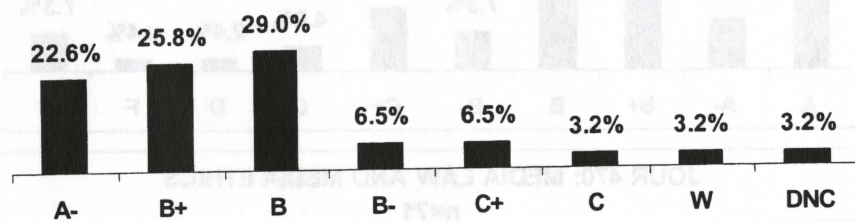
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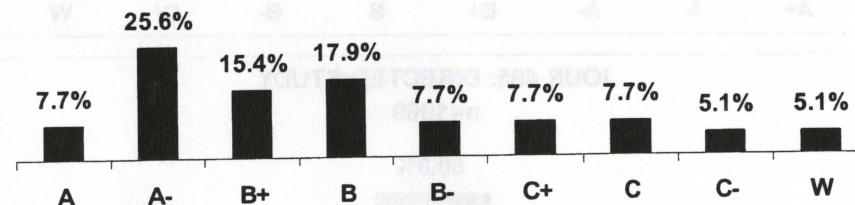
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JOUR 305: INTRODUCTION TO THE MEDIA AND JOURNALISM IN CANADA

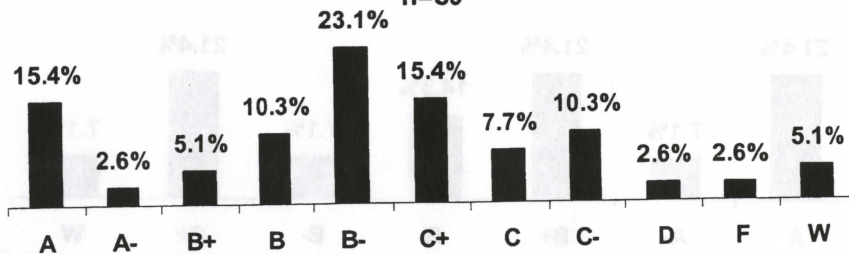
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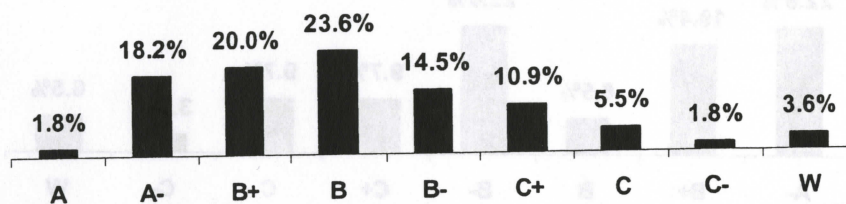
JOUR 310: NEWSPAPER PRODUCTION WORKSHOP

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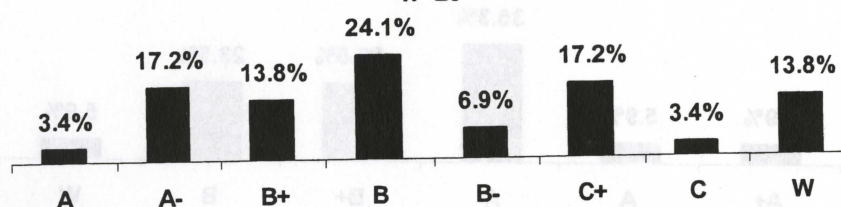
JOUR 311: LAYOUR AND PAGINATION

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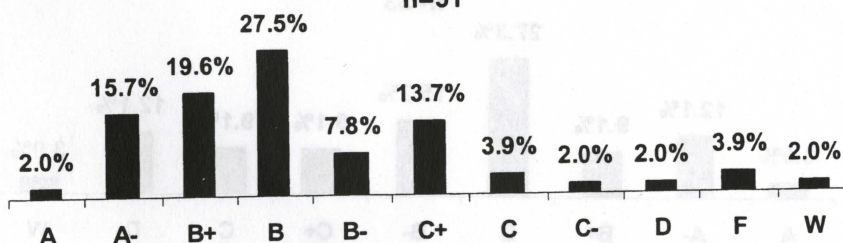
JOUR 315: SCIENTIFIC AND ENVIRONMENTAL MEDIA ISSUES

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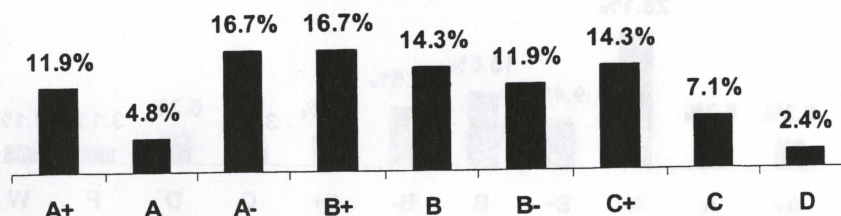
JOUR 320: SKILLS AND TECHNIQUES OF JOURNALISM

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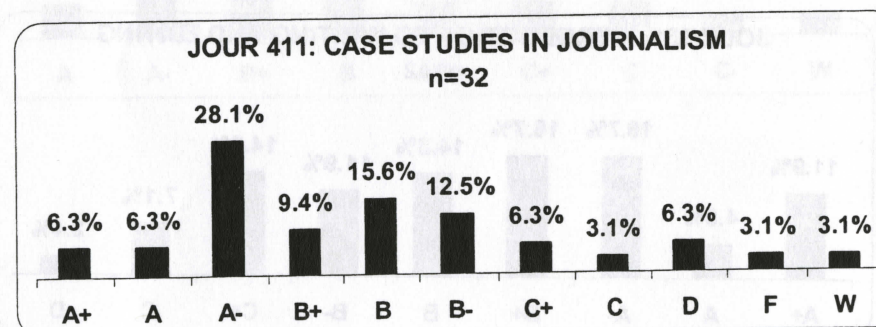
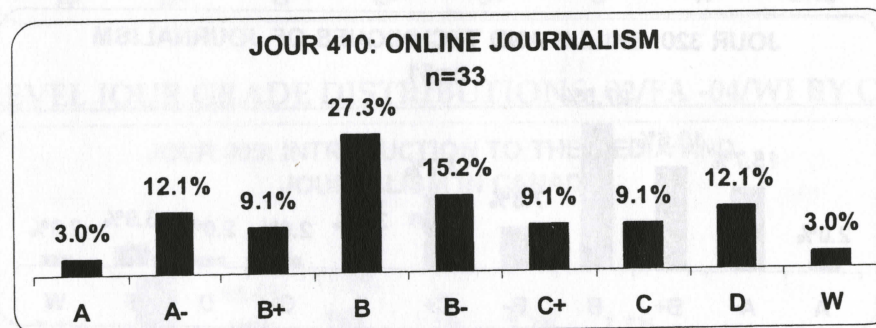
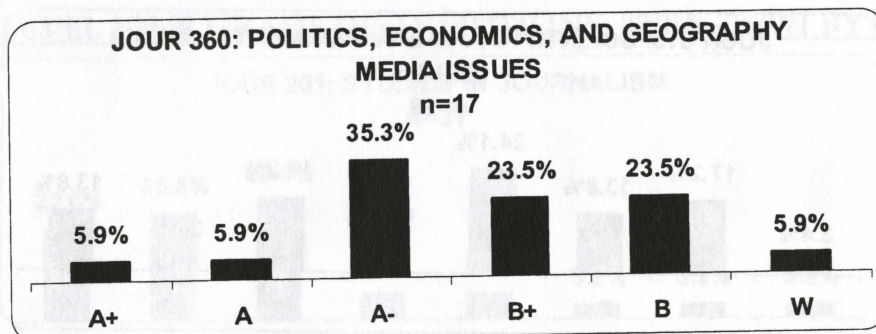
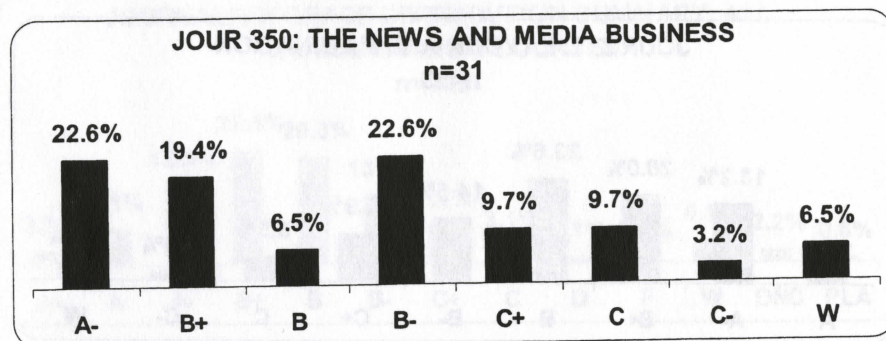
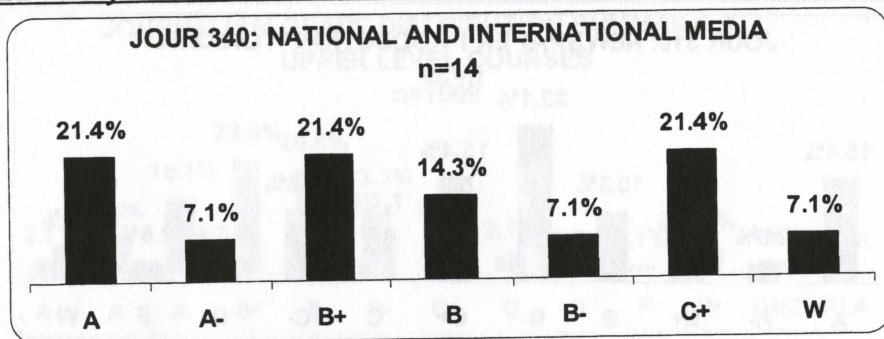


JOUR 331: INTRODUCTION TO WRITING AND EDITING

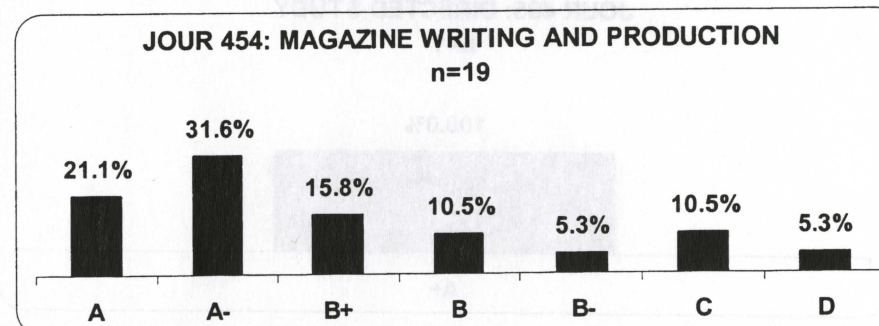
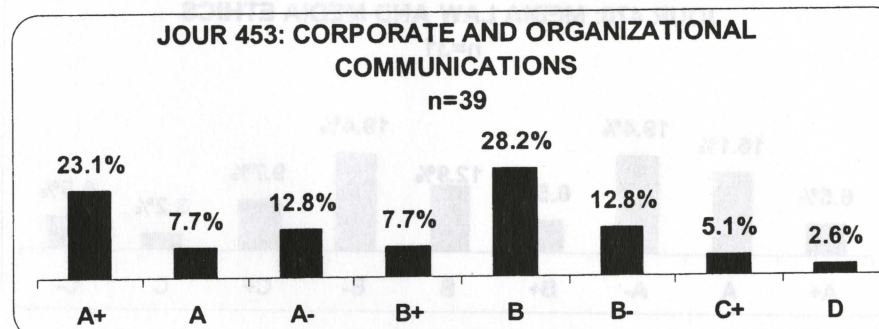
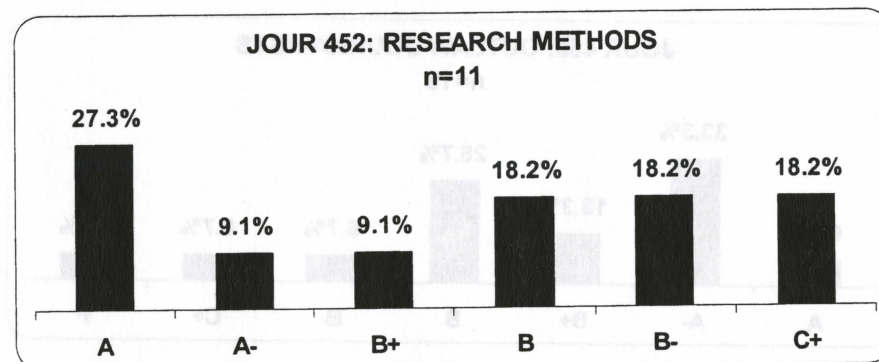
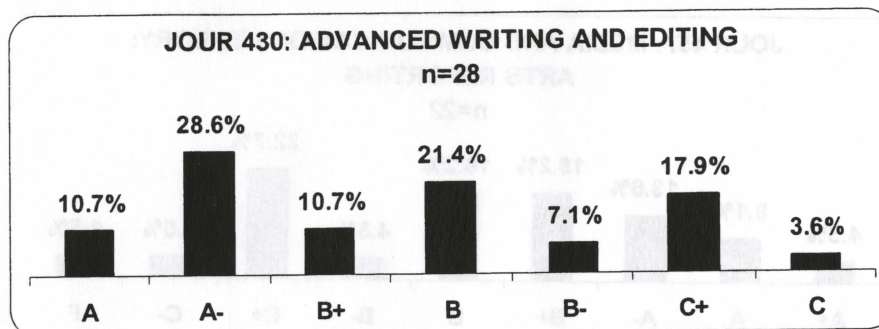
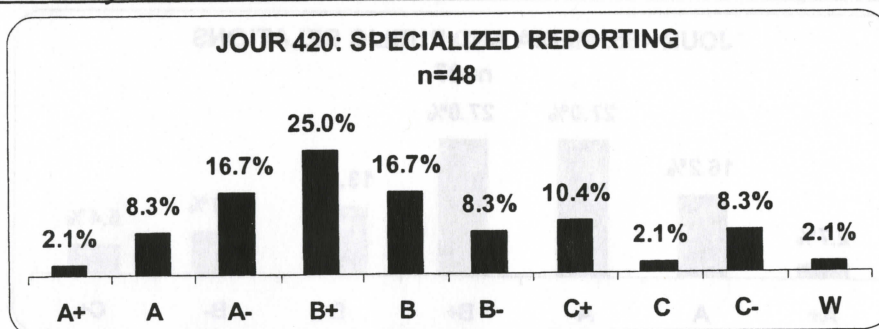
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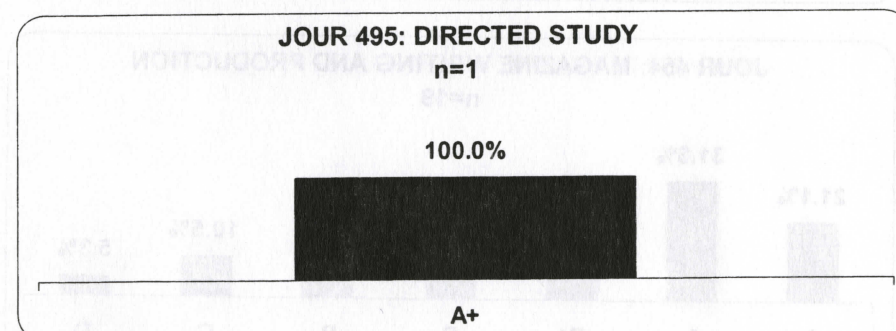
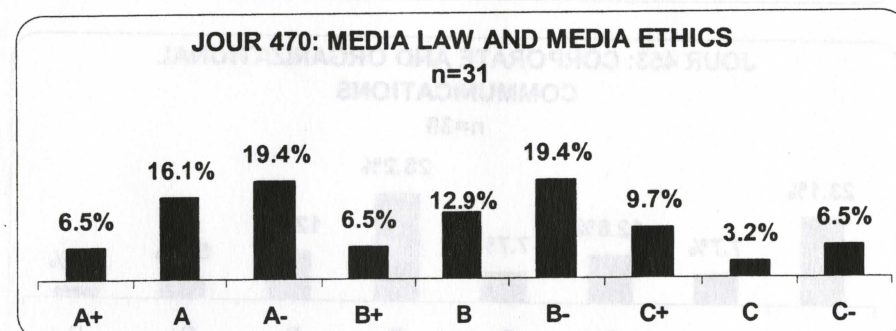
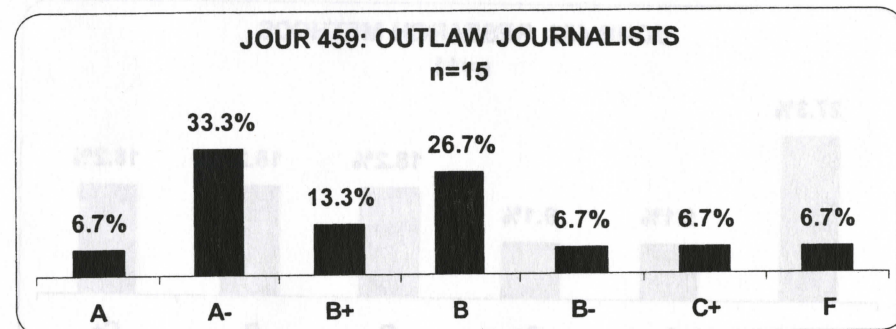
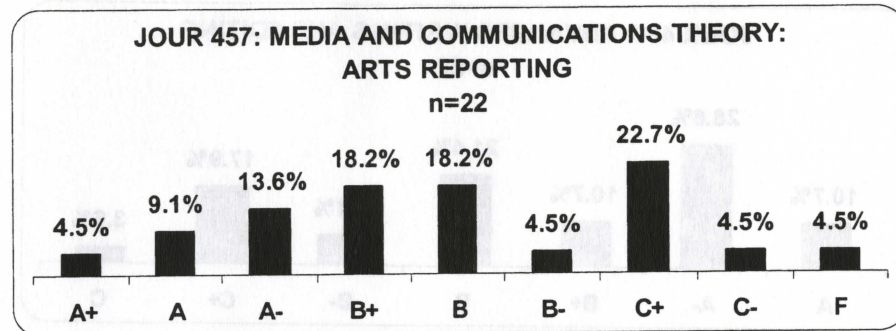
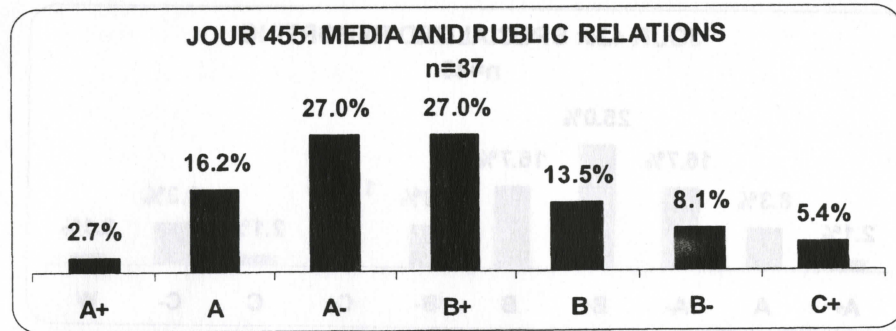
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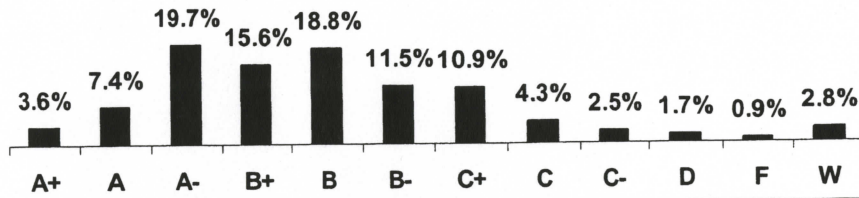
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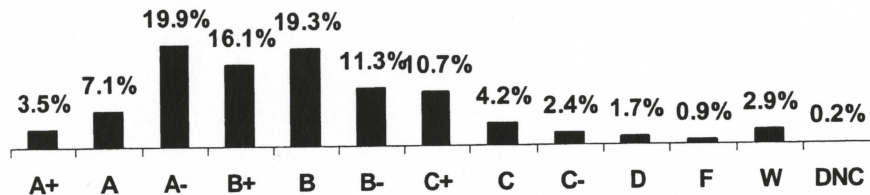
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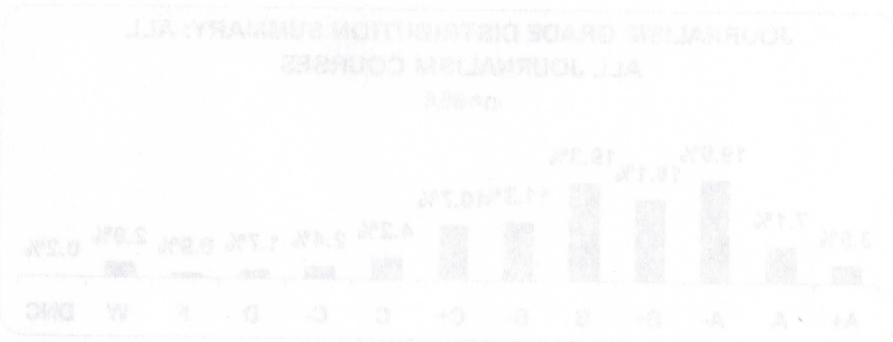


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