School of Communication, Journalism and Marketing
Bachelor of Communication Assessment Plan

Background

The purpose of assessment in the School of Communication, Journalism and Marketing is threefold:

1. To ensure that students are learning core values and competencies embedded in our curricula.
2. To identify specific initiatives that the School can undertake to better embed these values and competencies.
3. To assess the impact of initiatives designed to improve student learning.

The School is committed to the provision of a learning environment that nurtures and properly supports the diverse learning communities that constitute the School. It will ensure that assessment tasks and procedures are designed to be inclusive and do not disadvantage any group or individual. Thus, assessment activities in the School are designed to evolve and change over time so that they can properly respond to the complex three-campus environment in which the School operates. In turn, the assessment plan itself is a living document that both documents the history of our assessment activities as well as charts a course for future assessments.

Learning goals and core values and competences: Some context

The assessment plan initially drafted in 2012 couched assessment needs in terms of the overall learning goals and graduate profile associated with the Bachelor of Communication. The plan was revised and sharpened following several reviews including a standard formal university-led review of the overall degree, a university-led standard formal review of two communication majors in the BC and inclusion and assessment of ACEJMC values and competencies from 2014 to 2015. These reviews and studies demonstrated that:

a) the School needed to frame core values and competencies in communication education using language accessible to and directly relevant for our students;

b) in keeping with best practice in NZ, each major needed to clearly state a mission, a graduate profile and learning goals; and

c) learning goals were needed that were clearly stated in terms of emphasizing theories, values, practices and skills.

Accordingly, in 2014/15, the School developed a framework for communication pedagogy for its majors in the Bachelor of Communication degree that both translated core values and competencies into terms accessible for our students and underscored our bicultural commitment to diversity and the Treaty of Waitangi. This document, our pedagogical Mātapono or core values, mapped closely onto the various values and competencies

emphasized by ACEJMC. It also corresponded well with the learning goals of the entire degree. In 2021, the Mātapono was revised to reflect the new values and competencies as released by ACEJMC. Subsequently, curricula was re-mapped against the revised Mātapono.

The graduate profile of the Bachelor of Communication degree states an aim to broaden students' access to complementary programs of study by blending business and creative disciplines in a way that enhances their learning and their employability in the extensive range of areas related to communication and/or the media. The degree's overall graduate profile connects to the 10 ACEJMC values and competencies and our Mātapono framework in the ways outlined in Table H on the following page.

Additionally, learning goals for each of the BC majors have been mapped to all dimensions of our Mātapono. The first goal of each major relates substantively to all dimensions of our Mātapono. The second goal of each major, which focuses on values, relates to our three major values: Korero (free exchange), Ngaiotanga (professionalism) and Matatini (diversity). The third and fourth goals of each major, which emphasize professional practice and skills, relate in equal measure to the seven competencies in our framework: Tatari (critical thinking), Arotake (evaluative capacity), Rangahau (research proficiency), Tatau (numeracy), Hangarau (technical fluency), Tuhituhi (effective writing) and Whakaatu (informed presentation).

Methods of Assessment: Evidence Collection and Reporting

Methods of assessment of student learning in the School have historically included two major university-level assessments: reviews of entire qualifications and a graduating year review for specific majors in the degree. The graduating year review is a moderation process directed by the Committee for University Academic Programs (CUAP). All NZ universities are required to conduct a formal review of new qualifications generally within three years of the first cohort of students graduating.

The last university review of the Bachelor of Communication was conducted in 2019 as part of a seven-year cycle of program review at the university. The review found that the BC was meeting its programme goals and learning objectives. The programme was commended for its mix of theoretical and practical approaches to teaching and for the extent to which graduates of the BC are successful in post-graduate job placements. As for recommendations, the primary recommendation of the review was for the programme to re-consider the requirement that students major and minor in different colleges.

Graduating year reviews and entire qualification reviews usually involve collecting data and views from students, reviewing graduation information, grade distributions, soliciting input from industry and other stakeholders and assessing the level of compliance with university and national regulations. In this way, they involve both indirect as well as direct assessment of student learning, but a comprehensive direct assessment of student learning is not built into these processes. In 2013, the School set up the Direct Assessment Project as part of its assessment plan to fill this gap and systematize how we assessed student learning, identifying sources and methods of data collection, with a comprehensive round of data collection and

Table H. Mapping the BC graduate profile and learning goals to the School Mātapono and ACEJMC values and competencies.

Graduate Profile Element	Mātapono	ACEJMC Values & Competencies (VC)
Graduates engage with critical/creative approaches to communication	*Tātari/Critical Thinking:* A generative, systematic, reflective and analytical process designed to cultivate reasoned, creative and independent thought. *Kōrero/Free Exchange:* This value denotes the free flow of ideas, information, speech, narrative, news, discussion and discourse, and connotes truth and fairness in expression.	VC1: To apply the principles and laws of freedom of speech and press in a global context, and for NZ. VC6: To demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity. VC9: To critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.
Graduates engage with organisational/industry approaches to communication	*Tuhituhi/Effective Writing:* The ability to write well and in appropriate formats for one's chosen professional career track. *Ngaiotanga/Professionalism:* This value signals our deep investment in the development of our students' ethical and professional integrity. We ensure that students know the history and role of their profession and can apply that profession's ethical principles and codes of conduct.	VC2: To demonstrate an understanding of the multicultural history and role of professionals and institutions in shaping communications. VC5: To write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve. VC6: To demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.
Graduates are versed in diverse theories, principles and models that explain communication in a range of contexts	*Matatini/Diversity:* This value highlights our commitment to the Treaty of Waitangi. We nurture our students' commitment to indigenous and other local and global forms of diversity in an interconnected and multicultural world. *Whakaatu/Informed Presentation:* Theoretically informed presentation and production of images and/or information.	VC3: To demonstrate culturally proficient communication that empowers those traditionally disenfranchised in society, especially as grounded in race, ethnicity, gender, sexual orientation and ability in a domestic and global context across communication and media. VC4: To present images and information effectively and creatively, using appropriate tools and technologies.

	Hangarau/Technical Fluency: The ability to adapt to, navigate and analyse particular technological and digital platforms and tools relevant to communication professions.	VC6: To demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity. VC10: To apply tools and technologies appropriate for the communications professions in which they work.
Graduates have experience applying theory to practice	*Whakaatu/Informed Presentation:* Theoretically informed presentation and production of images and/or information. *Hangarau/Technical Fluency:* The ability to adapt to, navigate and analyse particular technological and digital platforms and tools relevant to communication professions.	VC4: To present images and information effectively and creatively, using appropriate tools and technologies. VC10: To apply tools and technologies appropriate for the communications professions in which they work.
Graduates have experience making connections with industry and the community	*Matatini/Diversity:* This value highlights our commitment to the Treaty of Waitangi. We nurture our students' commitment to indigenous and other local and global forms of diversity in an interconnected and multicultural world. *Ngaiotanga/Professionalism:* This value signals our deep investment in the development of our students' ethical and professional integrity. We ensure that students know the history and role of their profession and can apply that profession's ethical principles and codes of conduct.	VC2: To demonstrate an understanding of the multicultural history and role of professionals and institutions in shaping communications. VC3: To demonstrate culturally proficient communication that empowers those traditionally disenfranchised in society, especially as grounded in race, ethnicity, gender, sexual orientation and ability in a domestic and global context across communication and media. VC6: To demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.
Graduates can analyse, problem-solve and innovate	*Tātari/Critical Thinking:* A generative, systematic, reflective and analytical process designed to cultivate reasoned, creative and independent thought. *Arotake/Evaluative Capacity:* As a key aspect of contemporary problem-solving, evaluative capacity involves the ability to engage in comparative and evaluative scrutiny of information.	VC7: To apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work. VC8: To effectively and correctly apply basic numerical and statistical concepts.

		VC9: To critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.
	Rangahau/Research Proficiency: The ability to conduct primary or secondary research and derive professionally relevant findings. *Tatau/Numeracy:* The ability to use and interpret numerical and statistical information.	
Graduates can draw on varied communication paradigms in response to real-world issues in a rapidly changing digital world	*Matatini/Diversity:* This value highlights our commitment to the Treaty of Waitangi. We nurture our students' commitment to indigenous and other local and global forms of diversity in an interconnected and multicultural world. *Hangarau/Technical Fluency:* The ability to adapt to, navigate and analyse particular technological and digital platforms and tools relevant to communication professions. *Whakaatu/Informed Presentation:* Theoretically informed presentation and production of images and/or information.	VC3: To demonstrate culturally proficient communication that empowers those traditionally disenfranchised in society, especially as grounded in race, ethnicity, gender, sexual orientation and ability in a domestic and global context across communication and media. VC4: To present images and information effectively and creatively, using appropriate tools and technologies. VC10: To apply tools and technologies appropriate for the communications professions in which they work.

analysis conducted. The Direct Assessment Project is in keeping with best assessment practices at the university and in the sector. A range of direct and indirect assessment measures now form the heart of internal assessment activity in the School.

Direct Assessment Measures

In revising the ACEJMC assessment plan, we recognize that a longitudinal measure of student learning is needed within the School to provide evidence that graduating students have met their learning goals and the Mātapono framework. All direct and indirect measures of undergraduate learning will draw from the School's Mātapono document. The following direct assessment projects are currently prioritized for the School.

Direct Assessment Study

The direct assessment study is designed to:

a) systematically collect samples of student work and evaluate them against the core values and competencies articulated in the School's Mātapono, and which form the heart of communication instruction in the School;
b) obtain assessments from communication professionals as to the extent to which our students are learning what we have set out for them to learn; and
c) making recommendations for action assessing the impact of specific measures designed to improve the curriculum.

Each major and the Bachelor of Communication core will be assessed at least once in every accreditation review period.

Communication Internship Employer Evaluations Project

The Communication Internship course, 219.311, is a selected-entry final-year elective undertaken by an increasing number of students. Both faculty and the placement organization monitor student performance particularly as to applying knowledge to professional and work-based practices. While the School cannot mandate employer evaluations as part of the formal evaluation of student performance in the internship because of academic regulations in the sector, we have been collecting systematic data from employer evaluations since 2011. Historically, employer evaluations of student internships have been used to:

a) guide the internship selection process, both in terms of the employing agency as well as the profile of the student;
b) provide input into course content and assignments so that students can leverage internships productively;
c) provide a means of feedback from employers on the work-readiness of our soon-to-be graduates.

Employer evaluation reports are collated by the Course Coordinator. Feedback from these is reported as needed at faculty meetings and in internship course discussions. It is acknowledged that a formal reporting line, particularly in terms of employer evaluations of item c above is required. Internship faculty in 2023 will be required to submit a short report of summarised feedback from employers to the SEG following the end of each semester.

Indirect Assessment Measures

BC Advisory Committee

In the past, the School of CJM has had a BC Advisory Committee and a Journalism Qualifications Advisory Committee. It was found over time that it was more useful to be able to contact industry professionals as and when needed and to focus requests for feedback to specific specialists, rather than wait for Committee meetings to occur. Therefore, currently the Journalism faculty, who have regular contact with industry professionals, seek advice and assistance similarly to a Just-In-Time model. Additionally, one of the recommendations of the 2019 BC Qualification Review, was to re-instate a BC Advisory Committee to ensure that all the disciplines have adequate means to discuss ideas with industry. The School has

accepted this recommendation by changing the Terms of Reference of the Communication Qualifications Committee (CQC) (a joint Committee between the School of CJM and the School of HMCC) to include membership of industry representatives. Industry representation on the Committee is to begin in 2023. As the CQC focuses on the BC and reviews and provides advice to the Schools on course reviews, qualification reviews, program reviews and student recruitment, outreach and learning, feedback from this Committee forms an important indirect measure of student learning.

Student evaluations

Student evaluations of teaching are an indirect measure of student learning. The School ensures that student evaluations of each course are conducted at least every second year. There are two means of student feedback: an online anonymous survey called MOST and a guided, qualitative focus group with students facilitated by a member of the university's Center for Teaching and Learning. While student evaluations focus substantially on the quality of a course and the instructor, students also often report on the extent to which they were able to meet the learning objectives and goals of the course. Associate Heads of School and administrative staff are responsible for ensuring that student evaluations of teaching are collected regularly, and the Head of School receives teaching evaluations annually for all classes taught in the School that year. Discussions are sometimes held in the School Executive Group meetings, but the primary mechanism for ensuring that student feedback is acted upon is during the annual performance development process, which takes the form of a discussion and review between faculty members and their line managers, who are either the Associate Head of School, or the Head of School. Necessary changes are the responsibility of the Course Coordinator. MOST student evaluations are also required to be attached to faculty promotion applications for consideration.

Responsibilities and Reporting

The scope and appropriateness of student learning outcomes is the responsibility of the academics in the School who develop the program of study, in accordance with acceptable standards within the field of study. These outcomes encompass what is considered most important for students to demonstrate in cognitive and behavioral domains as a result of completing the program. All assessments must be relevant and mapped to the learning outcomes, and also fair, equitable, evidence-informed and academically defensible. Learning outcomes within a course cannot be changed without an effective rationale demonstrated by the teaching team and accepted by the College Board.

In terms of administrative responsibility for the assessment plan, the School Executive Group takes ultimate responsibility for seeing the plan is implemented and ensuring resource support and funding. This group monitors the Direct Assessment Project, the Internship Evaluations and the Student Evaluations. The School's Accreditation Manager and faculty from the major-appropriate disciplines will assist as required.

(Approved by the Head of School, October 2013; Reviewed by the School Executive, June 2014; Revised November 2014; Revised June 2015; Revised November 2015; Revised February 2021).