



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Klaipėdos universiteto
ŽURNALISTIKA (valstybinis kodas 612P50002)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *JOURNALISM* (state code 612P50002)
STUDY PROGRAMME
at Klaipėda University

Grupės vadovas:
Team Leader:

Peter C. Neijens, PhD

Grupės nariai:
Team members:

Henrik Bodker, PhD

Artūras Jonkus, MSc

Ullamaija Kivikuru, PhD

Steven Knowlton, PhD

Simonas Kabašinskas

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Žurnalistika</i>
Valstybinis kodas	612P50002
Studijų sritis	Socialiniai mokslai
Studijų kryptis	žurnalistika
Studijų programos rūšis	universitetinė
Studijų pakopa	pirmoji
Studijų forma (trukmė metais)	Nuolatinė (4 m.)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Žurnalistikos bakalauras
Studijų programos įregistravimo data	2000

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Journalism</i>
State code	612P50002
Study area	Social Sciences
Study field	Journalism
Kind of the study programme	University Studies
Cycle of studies	First
Study mode (length in years)	Full Time (4 years)
Scope of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor of Journalism
Date of registration of the study programme	2000

CONTENTS

PREFACE.....	4
I. INTRODUCTION	5
II. PROGRAMME ANALYSIS	5
1. Programme aims and learning outcomes.....	5
2. Curriculum design.....	6
3. Teaching staff	7
4. Facilities and learning resources	9
5. Study process and students' performance assessment	9
6. Programme management	10
III. RECOMMENDATIONS	10
IV. SUMMARY	12
V. GENERAL ASSESSMENT	15

PREFACE

Our Assessment Team was appointed by The Centre for Quality Assessment in Higher Education to conduct an Evaluation of the study programme *Journalism* (612P50002). In conducting our evaluation of the study programme, the Assessment Team have applied the methodological guidelines developed by the Centre for Quality Assessment in Higher Education.

The following analysis is based on the self-evaluation report, plus site visits and interviews with relevant stakeholders conducted in Klaipeda on the campus of Klaipeda University on November 20, 2012.

Team members found the schedule of meetings to be valuable and as efficiently scheduled as possible, to make maximum use of the limited time the team had to conduct its work. University administrators, teaching staff, students, alumni, employers and other stakeholders were invariably gracious and helpful in answering questions from team members.

In conducting their evaluation of the study programme, the Assessment Team has applied the methodological guidelines developed by the Centre for Quality Assessment in Higher Education to implement provisions of the Order No. ISAK-1652 of 24 July 2009 of the Minister of Education and Science “On the approval of the description of the procedure for the external assessment and accreditation of study programmes” (Official Gazette, 2009, No. 96-4083), following the Law on Science and Studies of the Republic of Lithuania (Official Gazette, 2009, No. 54-2140).

I. INTRODUCTION

The Klaipeda University is a regional university located on the Baltic Sea coast, which primarily draws its students from western Lithuania. The journalism programme was begun in 2000, after the Department of Communication was established. The initial assessment of the programme was conducted at that time, when programme evaluators found significant deficiencies. Two years later another assessment was done and these deficiencies had largely been successfully addressed. An internal self-assessment was completed in 2008, but there was no external evaluation conducted then because of lack of funds, according to documents provided to the external Expert Team. Hence, this is the first evaluation since 2003.

The programme administration laid out a sound justification for the need for a journalism programme in the western part of the country, primarily focusing on two factors: It is difficult for students from the Klaipeda region to study at Vilnius University, and students from the western part of the country are particularly well-suited to work in newspapers and other news outlets in the region.

The programme admits about 30 students a year. It is unclear from the documents presented to the visitation team how many graduates are now working in the sector.

The self assessment report (SAR) provided to the Expert Team was replete with evidence of legal compliance with Lithuanian law and university regulation. However, the Expert Team would have preferred more attention for larger, and more amorphous, questions of programme quality and of dealing with the problems facing the programme.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The aim of the undergraduate study programme of Journalism is to train professional journalists who understand the place, functions, and role of journalism in democratic society, who are able to orient themselves in social life, to reveal topical social problems, and present political, cultural, and economic events and phenomena in media.

The aim of the undergraduate study programme of Journalism complies with the principal aims of Klaipeda University: to train highly qualified specialists of different fields in demand in Lithuania, researchers and artists able to do intellectual and creative work; to enable an individual to acquire higher education, qualification, or degree, based on scientific research or artistic achievements and in compliance with the level of the latest technologies; and to promote the development of Lithuania and its individual regions, in particular those of the coastal region of Western Lithuania and Samogitia.

The programme's SAR makes clear the need for the programme: 'School leavers of the city of Klaipeda, neighbouring districts, and all Samogitia (the Western region of Lithuania) were provided with an opportunity to study journalism in a university geographically closer to their living places which translates into more favourable financial conditions both for the students and the parents maintaining them. The motive was indicated by the majority of Klaipeda University students of journalism.' ... 'The regional newspaper offices and TV and radio stations have the possibility to make use of the services of

journalist students, especially during their professional practices, and in four years to include qualified specialists in their staff. It should be noted that presently the graduates of the first cohorts of the study programme of *Journalism* of KU are employed in the regional media and invite the present students to come and work for them (e.g., the regional Balticum TV).’

The overall goal of the programme of study is laudable: to provide education and training for students from the Klaipeda and the whole Samotitia region of Lithuania. The programme seeks to provide a quality university level education to its students and to generate a high-quality workforce to build careers in the news organizations of the region of Klaipeda and surrounding areas.

The learning outcomes of the Journalism programme are listed in table 1 (page 7) of the SAR. Although the learning outcomes of the programme are relatively broad (including general social science learning outcomes, in addition to learning outcomes in the area of journalism studies), they are sufficient for the programme aim which includes the training of professional journalists with a broad view on an academic level. The balance between learning outcomes that specify knowledge and skills in the areas of social sciences and language, and those that are specific for journalism could be changed somewhat in favour of the latter.

Main strengths and weaknesses

The overall goal of the programme of study is laudable: to provide education and training for students from the Klaipeda and the whole Samotitia region of Lithuania. The programme seeks to provide a quality university level education to its students and to generate a high-quality workforce to build careers in the news organizations of the region of Klaipeda and surrounding areas. The programme meets legal requirements. Although the learning outcomes of the programme are relatively broad (including general social science learning outcomes, in addition to learning outcomes in the area of journalism studies), they are satisfactory for the programme aim which includes the training of professional journalists with a broad view on an academic level. The balance between learning outcomes that specify knowledge and skills in the areas of social sciences and language, and those that are specific for journalism could be changed somewhat in favour of the latter.

2. Curriculum design

According to the material made available to the Expert Team, the programme is generally consistent with General Requirements for the Degree conferring First Cycle and Integrated study programme. The programme has 240 ECTS credits allocated thusly: 174 credits for the subjects in the study field, 15 credits allotted to general education. Another 15 credits are for practical training and the final project receives the remaining 15 credits.

The programme meets legal requirements. There are strengths to the curriculum, combining practical skills with a broad liberal arts education. While the different courses are well-described there is less documentation for how the various courses are related to one another and how they are layered in order to accumulate in an integrated whole. One could have wished for a more elaborate discussion of the accumulation and coherence of the specific courses. During the site visit the Expert Team was provided with examples, but the Expert Team believes that it is worthwhile to document this systematically for the whole programme.

The experts understand from the discussion during the site visit that the lecturers in several courses make an effort to combine theoretical approaches with practical exercises, but are of the opinion that the integration of the theoretical and skill courses could be stronger. The experts also believe that, given the aim and learning outcomes of the programme, the curriculum could pay more attention to practical journalism skills. The curriculum could also pay more attention to new media such as internet and social media in particular, topics that are given little systematic attention in the current programme.

Furthermore, some academic subjects offered in the programme may need more argumentation. For example, it is difficult to see how two required semesters of physical education are vital to a journalism curriculum. A single course in Advertising Theory and Practice may be too little to be considered a serious contribution to the curriculum overall. The stylistics and accentology modules are sound ideas for a programme based in this part of the country, but they would be of vastly greater use if they were offered earlier in the course of study. Why is editing only an elective, when editing is a core function of the profession and by rights should almost certainly be a required course? Why is there a single course in ecology and not corresponding other courses in the other sciences? Why social psychology instead of other similar subjects? Is there a need for a course in general law and a second course in media law?

The Expert Team also noted that the 'Principal Literature' for the courses is almost completely in Lithuanian. Although the team realizes that this is a bachelor's programme, it is advised to include more international literature on the required reading lists for the courses.

Stakeholders mentioned during the site visit that they were not positive about the internships scheduled in the summer.

Main strengths and weaknesses

The programme meets legal requirements. There are strengths to the curriculum, combining practical skills with a broad liberal arts education. While the different courses are well-described there is less documentation for how the various courses are related to one another and how they are layered in order to accumulate in an integrated whole. During the site visit the Expert Team was provided with examples, but the Expert Team believes that it is worthwhile to document this systematically for the whole programme. The curriculum could pay more attention to practical journalism skills and new media. The Expert Team noted that the 'Principal Literature' for the courses is almost completely in Lithuanian. Although the team realizes that this is a bachelor's programme, it is advised to include more international literature on the required reading lists for the courses. The Expert Team believes that the curriculum is satisfactory for the learning outcomes.

3. Teaching staff

Teachers' qualification is in accordance with General Requirements for the Degree-Confering First Cycle and Integrated study program: more than half of the study program (62%) is taught by teachers who have a scientific degree.

In 2011, the Department of Communications employed 7 teachers for work in the study programme of Journalism; the latter were elected in public competition and included 4 teachers with PhD and 3 teachers with higher education equivalent to Master's degree. Two visiting teachers with higher education

equivalent to Master's degree were invited to teach specific subjects. All teachers (except for one visiting teacher) have been teaching their subjects for three and more years.

The SAR mentions a problem with the composition of the staff: 'After bringing the study programmes of Journalism and Informology to the Department of Communications, the number of PhDs employed in the programme increased, and two practitioners with extensive experience of work in the media were invited to teach specific subjects. Regretfully, two teachers who started work in the Department and defended their doctoral theses in it (2 over the assessed period) chose to work full-time in other higher schools motivated by better financial prospects and broader career opportunities.' ...'there is a shortage of teachers of the subjects of professional specialization who would have research degree or academic titles all over the country.' The programme management mentioned during the site visit that they try to solve the current shortage of qualified staff by visiting professors from around the world. The management also believes that the current shortage is temporary: in the near future the number of PhDs in Journalism will increase and that will contribute to solve the problem. The management speaks of a 'change of generations'.

Another problem is that the current staff of teachers began their teaching careers in disciplines other than journalism, and it is not clear to what extent they are fully integrated in the Journalism programme.

With respect to research: in the Faculty of Social Sciences, research is conducted on a common subject *The Potential of Sustainable Development and Problems in Small Countries: 2010-2014*. The staff of the Department of Communications conducts research under the sub-theme *The Potential of Sustainable Development and Problems in Small Countries: Aspects of Information and Communication*. This sub-theme seems only weakly aligned with Journalism studies.

During the site visit, it was mentioned that international mobility and conference visits are supported by the management. Due to the teaching load, research time is less than the scheduled 30%.

One of the great strengths of the programme is the willingness – even eagerness – on the part of area professionals to help with the programme. These outside professionals should be used much more extensively than they are currently in a wide number of roles: as one-off guest lecturers, as professional adjunct instructors with their own courses, and perhaps as members of a programme advisory board. Because of the enthusiasm and energy that professionals bring to their classroom – and to the staff room – there are good grounds to believe that they can contribute greatly to the programme.

Main strength and weaknesses

The composition of the staff meets legal requirements. Overall, the teaching staff is adequate. International mobility is supported. However, the number of staff members with a PhD is small, as is the number of staff members with an educational background in journalism (studies). Research of the staff is only weakly related to Journalism studies. In practice, research time of the staff members is less than the scheduled 30%, due to the teaching load.

The programme management tries to solve the current shortage of qualified staff by visiting professors from around the world. The management also believes that the current shortage is temporary and that in the near future qualified staff (with PhDs) will be on the market. The Expert Team suggests, in addition to this, that existing staff which do not wholly come from either the academic or the professional side of

journalism education will have to retrain, in some sense, to acquire the skills necessary to teach journalism and journalism-related courses.

4. Facilities and learning resources

Facilities include next to classrooms, 99 computers, including 39 notebooks, 15 multimedia projectors, 2 TV sets, 2 sets of video equipment, 2 professional video cameras (Sony and Panasonic), 3 small Sony cameras, and 37 printers. Other equipment include volume mixer Yamaha, a stationary radio and TV centre (microphones, TV, amplifier, speakers, etc.) a video player, a computer with a montage software, and 4 digital voice recorders. More TV equipment is installed in the KU TV studio, in the central building of KU. Students can practice there by making reportages for the programme *universitetai.lt*. They also use 2 professional video cameras (Sony and Panasonic) and 3 small Sony cameras. A stationary computer has video and audio editing software *ADOBE PREMIERE PRO 2* and *AUDITION 1.5*. For the practice in photojournalist and reporter jobs, two cameras (*Pentax MZ-30* and *Kodak*) and 4 digital voice recorders are used. In 2011, *wordpress.blog* layout with the Lithuanian language support capabilities was acquired, which is used to create a blog for the studies of Electronic Media. In addition, since the completion of the SAR, further hardware and software have been acquired. At the beginning of November 2012, a Media Lab, intended for the development of practical skills of TV journalists, started functioning. Further development of the lab for the development of photo and radio work skills is planned. With respect to the library: The SAR states that ‘The gap in professional literature in foreign languages can be stopped by the texts from electronic databases and e-libraries’.

Main strength and weaknesses

Basic facilities such as classrooms, computers, offices, and statistical analyses programmes are satisfactory. Equipment for journalism studies is at a minimum. Since the completion of the SAR, further hardware and software have been acquired, but more is needed, both in video and audio as well as still photography. Further development of the lab for the development of photo and radio work skills is planned. The Expert Team concluded that facilities are satisfactory, but further development of facilities for practical journalistic work is recommended.

5. Study process and students’ performance assessment

Over the period of 2007-2011, 151 students were admitted, and 95 graduated. The number of students in the study programme has been increasing. Presently, there are 102 students in all four years (on average, 25 in a group).

There is no entrance examination. The Experts understand from the meetings during the site visit, that in a few cases an interview is held to estimate the suitability of the candidate for the programme. Stakeholders mentioned during the site visit that an entry examination to check the motivation of the potential student could be a good idea. The programme has in place methods of monitoring student mobility, student progression toward their degree and other measurement devices appropriate to the course of study. There is a mechanism to detect plagiarism, which is commendable.

The SAR states that the average competition score of the admitted students tends to decrease. The dropout rate 'is not great'. The SAR states that no cases of plagiarism have been detected. On the completion of the studies, students find jobs within 3 to 8 months, the SAR says.

Students' performance assessment procedures are laid out in the Study Regulations KU and in the Descriptor of General Requirements for Klaipeda University Students Independent Academic Papers and Art Works, and are described in the SAR. During the site visit, students reported how they present their projects, make portfolios and what literature they had to include in their diploma work. In addition to the SAR, written information was presented to the Expert Team about the assessment procedure of the Final Thesis and the Journalism Practice assessment. No complaints about the assessments procedures were put forward during the site visit.

There are fixed office hours for students. Students were satisfied with the possibilities to contact their teachers. Concerning student mobility, an important matter for Lithuanian students, a dozen students spent a semester abroad under the Erasmus program. Students were satisfied with the possibilities to go abroad. No international students reciprocated and came to Klaipeda. This is unfortunate.

The staff said that the student body is active and energetic, but that quality and motivation vary.

The SAR does not contain exact information on drop-out rates, assessments scores, percentage of students failing examinations, employment rates of graduates, etc. As much as possible, this information was gathered during the site visit. The university also provided the Expert Team with additional written information. The Expert Team concludes that the study process and students' performance assessment are satisfactory.

Main strengths and weaknesses

Student support and student assessment meet legal requirements and university regulations. The student body is rather active. The programme has in place methods of monitoring student mobility, student progression toward their degree and other measurement devices appropriate to the course of study.

Student feedback is sought through surveys on the quality of teaching. The university also has a range of supplementary measures to assure the quality of teaching. There is a mechanism to detect plagiarism. Students are satisfied about contact possibilities with their teachers.

The average competition score of the admitted students tends to decrease. Students' quality and motivations vary. No international students participated in the programme. The SAR does not contain exact information on drop-out rates, assessments scores, percentage of students failing examinations, employment rates of graduates, etc. As much as possible, this information was gathered during the site visit. The University also sent additional information. The Expert Team concludes that the study process and students' performance assessment are satisfactory.

6. Programme management

According to the SAR to assure the quality of studies, a system of measures laid out in the Study Regulations of KU is applied. 'The process of the study programme administration and quality assurance is regulated by the Study Regulations of KU, and the internal quality of studies is determined by the

strategy of implementation of the Faculty Council and KU Senate resolutions. The assurance of the quality of studies at KU is the responsibility of the Study Quality Commission formed by KU Rector's Order No. 1-016, 25-09-2006, and consisting of 12 representatives of all Faculties and the administration'. ... 'The Study Quality Commission belongs to the KU Department of Studies. A system of quality measures enables the maintenance of the quality of implementation of the undergraduate study programme of Journalism', the SAR says. The program management is thus clearly embedded in University regulations.

The initiator of the study programme retired in 2009. The head of the Department is in charge of two study programmes those of Informology and Journalism. Her expertise is in the field of Information Sciences.

A significant measure of internal assurance of the quality of studies is regular assessment of the quality of the study programme, the taught subjects, and teaching. In accordance with the KU study programme updating procedure, the aims, structure, process, and study methods of the undergraduate study programme of Journalism are assessed every two years, or even more frequently, whenever necessary. On the basis of the regulations of the attesting of academic subjects, the latter are attested not less frequently as every two years. The presently valid academic subjects were attested in May 2011.

No market survey for market needs has been carried out. Stakeholder feedback has resulted in several changes and improvements in the programme. Student feedback is sought through surveys on the quality of teaching. The university also has a range of supplementary measures to assure the quality of teaching. The Study Programme Committee supervises the implementation of the programme, organizes its assessment and the updating of the programme. Each year, the Faculty of Social Sciences has meetings with employers and other stakeholders.

The University has implemented management bodies and procedures in agreement with university regulations. The practice of the management processes were discussed during the site visit. The Expert Team believes that the programme management should make an additional effort to design the programme as an integrated, cumulative programme. Stakeholders indicated that they would be eager to contribute more to the programme. They said that they had not been involved with the SAR.

The Expert Team concludes that management of the programme is satisfactory.

Main strengths and weaknesses

The University has implemented management bodies and procedures in agreement with university regulations. The structure of management of the programme is systematic and with a focus on quality control. The Expert Team believes that the programme management should make an additional effort to design the program as an integrated, cumulative programme. Stakeholders indicated that they would be eager to contribute more to the programme. All in all, the Expert Team concludes that management of the programme is satisfactory.

III. RECOMMENDATIONS

3.1 The balance between learning outcomes that specify knowledge and skills in the areas of social sciences and language, and those that are specific for journalism could be changed somewhat in favour of the latter.

- 3.2 More focus should be given to how the various learning outcomes and courses are related and how they are layered in order to accumulate in an integrated whole.
- 3.3 The Expert Team recommends including more international literature on the required reading lists for the courses, almost all of which now contain Lithuanian texts only.
- 3.4 The programme management tries to solve the current shortage of qualified staff by visiting professors from around the world. The management also believes that the current shortage is temporary and that in the near future qualified staff (with PhDs) will be on the market. The Expert Team suggests, in addition to this, that existing staff which do not wholly come from either the academic or the professional side of journalism education will have to retrain, in some sense, to acquire the skills necessary to teach journalism and journalism-related courses.
- 3.5 One of the great strengths of the programme is the willingness – even eagerness – on the part of area professionals to help with the programme. These outside professionals should be used much more extensively than they are currently in a wide number of roles: as one-off guest lecturers, as professional adjunct instructors with their own courses, and perhaps as members of a programme advisory board.
- 3.6 Facilities have expanded and are currently satisfactory; further development of facilities for practical journalistic work is recommended.
- 3.7 The next self assessment report should contain much more detailed information about drop-out rates, assessments scores, percentage of students failing examinations, employment rates of graduates, and management processes in practice. The self assessment report should, in addition to evidence of legal compliance with Lithuanian law and university regulation, pay more attention to larger, and more amorphous, questions of programme quality and of dealing with the problems facing the programme.

IV. SUMMARY

The self assessment report provided to the Expert Team was replete with evidence of legal compliance with Lithuanian law and university regulation. However, the Expert Team would have preferred more attention for larger, and more amorphous, questions of programme quality and of dealing with the problems facing the programme.

The next self assessment report should also contain much more detailed information about drop-out rates, assessments scores, percentage of students failing examinations, employment rates of graduates, and management processes in practice.

Programme aims and learning outcomes. The overall goal of the programme of study is laudable: to provide education and training for students from the Klaipeda and the whole Samotitia region of Lithuania. The programme seeks to provide a quality university level education to its students and to generate a high-quality workforce to build careers in the news organizations of the region of Klaipeda and surrounding areas. The programme meets legal requirements. Although the learning outcomes of the programme are relatively broad (including general social science learning outcomes, in addition to learning outcomes in the area of journalism studies), they are satisfactory for the programme aim which includes the training of professional journalists with a broad view on an academic level. The balance between learning outcomes that specify knowledge and skills in the areas of social sciences and language, and those that are specific for journalism could be changed somewhat in favour of the latter.

The Study Programme Committee is advised to specify the relationships between goal(s) of the programme, learning outcomes, and academic subjects in more detail.

Curriculum design. The programme meets legal requirements. There are strengths to the curriculum, combining practical skills with a broad liberal arts education. While the different courses are well-described there is less documentation for how the various courses are related to one another and how they are layered in order to accumulate in an integrated whole. During the site visit the Expert Team was provided with examples, but the Expert Team believes that it is worthwhile to document this for the whole programme. The curriculum could pay more attention to practical skills and new media. The Expert Team noted that the 'Principal Literature' for the courses were almost completely in Lithuanian. Although the team realizes that this is a bachelor's programme, it is advised to include more international literature on the required reading lists for the courses. The Expert Team believes that the curriculum is sufficient for the learning outcomes.

Teaching staff. The composition of the staff meets legal requirements. Overall, the teaching staff is adequate. International mobility is supported. However, the number of staff members with a PhD is small, as is the number of staff members with an educational background in journalism (studies). Research of the staff is only weakly related to Journalism studies. In practice, research time of the staff members is less than the scheduled 30%, due to the teaching load.

The programme management tries to solve the current shortage of qualified staff by visiting professors from around the world. The management also believes that the current shortage is temporary and that in the near future qualified staff (with PhDs) will be on the market. The Expert Team suggests, in addition to this, that existing staff which do not wholly come from either the academic or the professional side of journalism education will have to retrain, in some sense, to acquire the skills necessary to teach journalism and journalism-related courses.

One of the great strengths of the programme is the willingness – even eagerness – on the part of area professionals to help with the programme. These outside professionals should be used much more extensively than they are currently in a wide number of roles: as one-off guest lecturers, as professional adjunct instructors with their own courses, and perhaps as members of a programme advisory board.

Because of the enthusiasm and energy that professionals bring to their classroom – and to the staff room – there are good grounds to believe that they can contribute greatly to the programme.

Facilities and equipment. Basic facilities such as classrooms, computers, offices, and statistical analyses programmes are satisfactory. Equipment for journalism studies is at a minimum. Since the completion of the SAR, further hardware and software have been acquired, but more is needed, both in video and audio as well as still photography. Further development of the lab for the development of photo and radio work skills is planned. The Expert Team concluded that facilities are satisfactory, but further development of facilities for practical journalistic work is recommended.

Study process and student assessment. Student support and student assessment meet legal requirements and university regulations. The student body is rather active. The programme has in place methods of monitoring student mobility, student progression toward their degree and other measurement devices appropriate to the course of study. Student feedback is sought through surveys on the quality of teaching. The university also has a range of supplementary measures to assure the quality of teaching. There is a mechanism to detect plagiarism. Students are satisfied about contact possibilities with their teachers.

The average competition score of the admitted students tends to decrease. Students' quality and motivations vary. No international students participated in the programme. The SAR does not contain exact information on drop-out rates, assessments scores, percentage of students failing examinations, employment rates of graduates, etc. As much as possible, this information was gathered during the site visit. The University also sent additional information. The Expert Team concludes that the study process and students' performance assessment are satisfactory.

Programme management. The University has implemented management bodies and procedures in agreement with university regulations. The structure of management of the programme is systematic and with a focus on quality control. The Expert Team believes that the programme management should make an additional effort to design the program as an integrated, cumulative programme. Stakeholders indicated that they would be eager to contribute more to the programme. All in all, the Expert Team concludes that management of the programme is satisfactory.

V. GENERAL ASSESSMENT

The study programme *Journalism* (state code 621P50002) of Klaipeda University is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	2
2.	Curriculum design	2
3.	Teaching staff	2
4.	Facilities and learning resources	2
5.	Study process and students' performance assessment	2
6.	Programme management	2
	Total:	12

*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;

2 (satisfactory) - meets the established minimum requirements, needs improvement;

3 (good) - the field develops systematically, has distinctive features;

4 (very good) - the field is exceptionally good.

Grupēs vadovas:

Team leader: Peter C. Neijens, PhD

Team members: Henrik Bodker, PhD
Artūras Jonkus, MSc
Simonas Kabašinskas
Ullamaija Kivikuru, PhD
Steven Knowlton, PhD

**KLAIPĖDOS UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS
ŽURNALISTIKA (VALSTYBINIS KODAS – 612P50002) 2013-02-06 EKSPERTINIO
VERTINIMO IŠVADŲ NR. SV4-45 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Klaipėdos universiteto studijų programa *Žurnalistika* (valstybinis kodas – 612P50002) vertinama teigiamai.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	2
3.	Personalas	2
4.	Materialieji ištekliai	2
5.	Studijų eiga ir jos vertinimas	2
6.	Programos vadyba	2
	Iš viso:	12

* 1 - Nepatenkinamai (yra

esminių trūkumų, kuriuos būtina pašalinti)

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

3 - Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)

4 - Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA

Ekspertų grupei pateiktoje savianalizės suvestinėje buvo gausu teisinio atitikimo Lietuvos teisės aktams ir universiteto statutui įrodymų. Tačiau ekspertų grupei būtų labiau patikę, jei daugiau dėmesio būtų buvę skirta platesniems ir *dar nesuformuluotiems* programos kokybės klausimams ir problemų, kylančių įgyvendinant programą, sprendimui. Be to, kitoje savianalizės suvestinėje turėtų būti pateikta daugiau išsamesnės informacijos apie „nubyrėjimo“ lygį, vertinimo rezultatus, egzaminų neišlaikiusių studentų skaičių procentais, absolventų užimtumo lygį ir praktines vadybos procedūras.

Programos tikslai ir numatomi studijų rezultatai. Bendras studijų programos tikslas yra pagirtinas: suteikti mokymą ir lavinimą Klaipėdos bei viso Žemaitijos regiono studentams. Šia programa siekiama suteikti savo studentams kokybišką universitetinį išsilavinimą ir parengti aukštos kvalifikacijos darbuotojus, kurie siektų karjeros Klaipėdos ir aplinkinių regionų žiniasklaidos struktūrose. Programa atitinka teisės aktuose nustatytus reikalavimus. Nors programos studijų rezultatai yra sąlyginai platūs (be žurnalistikos studijų rezultatų įskaitant ir bendruosius socialinio mokslo studijų rezultatus), jie atitinka programos tikslą, apimančią profesionalių žurnalistų, turinčių platų akademinį požiūrį, rengimą. Studijų rezultatų, nusakančių žinias ir įgūdžius socialinių mokslų bei kalbos srityje, ir konkrečiai žurnalistikos studijų rezultatų pusiausvyrą būtų galima šiek tiek pakeisti pastarųjų naudai.

Studijų programos komitetui patariama išsamiau nurodyti programos tikslo (tikslų), studijų rezultatų ir mokomųjų dalykų ryšį.

Programos sandara. Programa atitinka teisės aktuose nustatytus reikalavimus. Programos pranašumas tas, kad ji derina praktinius įgūdžius ir visapusišką išsilavinimą laisvųjų menų srityje. Nors įvairūs dalykai apibūdinti gerai, mažiau yra dokumentų apie tai, kaip įvairūs dalykai susiję tarpusavyje ir kaip jie išdėstyti, kad sudarytų neatsiejamą visumą. Vizito į aukštąją mokyklą metu ekspertų grupei buvo pateikta pavyzdžių, bet grupė mano, kad verta tai atspindėti dokumentuose visos programos atžvilgiu. Programoje daugiau dėmesio galėtų būti skiriama praktiniams įgūdžiams ir naujoms žiniasklaidos priemonėms. Ekspertų grupė pažymėjo, kad beveik visa programos „pagrindinė literatūra“ yra lietuvių kalba. Nors ekspertai ir supranta, kad tai bakalauro laipsnį suteikianti programa, patartina įtraukti daugiau tarptautinės literatūros į programos skaitinių sąrašą. Ekspertų grupės nuomone, dėstomųjų dalykų pakanka numatomiems studijų rezultatams pasiekti.

Akademiniis personalas. Personalo sudėtis atitinka teisės aktuose nustatytus reikalavimus. Apskritai akademinis personalas kompetentingas. Remiamas tarptautinis judumas. Tačiau filosofijos daktaro laipsnį, kaip ir žurnalistinį išsilavinimą, turinčio akademinio personalo nedaug. Personalo mokslo tiriamasis darbas, susijęs su žurnalistikos studijomis, silpnas. Dėl dėstymo krūvio praktiškai moksliniams tyrimams darbuotojai skiria mažiau laiko nei numatyti 30 proc.

Programos vadovai stengiasi išspręsti minėtą kvalifikuoto personalo stygiaus problemą kviesdamiesi dėstytojus iš viso pasaulio. Be to, vadovybė mano, kad dabartinis darbuotojų trūkumas yra laikinas ir kad artimiausioje ateityje rinkoje netrūks kvalifikuotų darbuotojų (turinčių filosofijos daktaro laipsnį). Ekspertų grupė dar mano, kad dabartiniams darbuotojams, kurie nei akademine, nei profesine prasme neturi tikrojo žurnalistinio išsilavinimo, teks persikvalifikuoti ir įgyti įgūdžių mokyti žurnalistikos ir su žurnalistika susijusių dalykų.

Viena iš didžiųjų programos stiprybių yra vietovės profesionalų noras, netgi troškimas, padėti įgyvendinti programą. Šių išorės profesionalų paslaugomis reikėtų pasinaudoti daug daugiau nei dabar, jie turėtų atlikti daugiau funkcijų – būti vienkartiniais kviestiniais lektoriais, profesionaliais dėstytojų padėjėjais (adjunktais), dėstančiais savo dalykus, ir galbūt programos patariamąsios tarybos nariais. Profesionalų entuziazmas ir energija, pasireiškianti ir auditorijose, ir dėstytojų kambaryje, yra geras pagrindas tikėti, kad jie gali daug prisidėti prie programos.

Materialieji ištekliai. Pagrindiniai materialieji ištekliai, pavyzdžiui, auditorijos, kompiuteriai, kabinetai ir statistikos analizės programos yra patenkinami. Žurnalistikos studijoms skirta įranga minimali. Po to, kai buvo parengta savianalizės suvestinė, įsigyta daugiau aparatinės ir programinės įrangos, bet jos reikia dar daugiau, susijusios su vaizdo, garso ir fotoreklamos (*still photography*) priemonių naudojimu. Planuojama ir toliau įrenginėti laboratorijas, skirtas fotografijos bei radijo srities įgūdžiams lavinti. Ekspertų grupė padarė išvadą, kad materialieji ištekliai (priemonės) patenkinami, bet rekomenduojama ir toliau tobulinti praktiniam žurnalistiniam darbui skirtas priemonės.

Studijų eiga ir jos vertinimas. Studentų parama ir studentų vertinimas atitinka teisės aktų ir universiteto statuto reikalavimus. Studentų organizacija pakankamai aktyvi. Įgyvendinant šią programą taikomi studentų judumo, studentų pažangos siekiant (mokslinio) laipsnio stebėsenos metodai ir kitos studijų programai vertinti tinkamos priemonės. Studentų grįžtamajam

ryšiui gauti taikomos apklausos dėl mokymo kokybės. Be to, universitete taikoma nemažai papildomų mokymo kokybę užtikrinančių priemonių. Įdiegtas plagijavimo nustatymo mechanizmas. Studentus tenkina jų kontakto su dėstytojais galimybės.

Priimamų studentų konkursinių taškų vidurkis linkęs mažėti. Studentų kokybė (*pasirengimas*) ir motyvacija skiriasi. Programoje nedalyvavo užsienio studentai. Savianalizės suvestinėje nepateikta tiksli informacija apie „nubyrėjimo“ lygį, vertinimo rezultatus, egzaminų neišlaikiusių studentų skaičių procentais, absolventų užimtumo lygį, praktines vadybos procedūras ir t. t. Kiek įmanoma daugiau šios informacijos buvo stengiamasi surinkti vizito vietoje metu. Be to, universitetas atsiuntė papildomos informacijos. Ekspertų grupė daro išvadą, kad studijų eiga ir studentų rezultatų vertinimas patenkinami.

Programos vadyba. Universitetas, laikydamasis universiteto statuto, yra sukūręs vadybos organus ir įdiegęs vadybos procedūras. Programos vadybos struktūra yra sisteminė, pagrindinis jos dėmesys skirtas kokybės kontrolei. Ekspertų grupė mano, kad programos vadovai turėtų dėti daugiau pastangų, kad sukurtų integruotą, suvestinę programą. Socialiniai dalininkai nurodė, kad norėtų daugiau prisidėti prie programos.

Apskritai ekspertų grupė daro išvadą, kad programos vadyba patenkinama.

III. REKOMENDACIJOS

3.1. Studijų rezultatų, kurie rodo žinias ir kvalifikacijas socialinių mokslų bei kalbos srityse, ir žurnalistikos studijų rezultatų pusiausvyra gali būti iš dalies pakeista pastarųjų naudai.

3.2. Reikėtų daugiau dėmesio skirti tam, kaip įvairūs studijų rezultatai ir dalykai yra tarpusavyje susiję ir taip jie išdėstyti, kad sudarytų neatsiejamą visumą.

3.3. Ekspertų grupė rekomenduoja į programos reikalaujamų skaitinių sąrašus įtraukti daugiau tarptautinės literatūros, nes dabar beveik visi sąrašuose nurodyti tekstai yra lietuviški.

3.4. Programos vadovai stengiasi išspręsti šiuo metu aktualią problemą – kvalifikuoto personalo stygių – kviesdamiesi dėstytojus (profesorius) iš viso pasaulio. Be to, vadovybė tikisi, kad šis trūkumas yra laikinas ir kad artimiausioje ateityje rinkoje netrūks kvalifikuotų darbuotojų (turinčių filosofijos daktaro laipsnį). Be to, ekspertų grupė mano, kad dabartiniams darbuotojams, kurie neturi tikrojo žurnalistinio išsilavinimo nei akademine, nei profesine prasme, teks persikvalifikuoti ir įgyti įgūdžių mokytį žurnalistikos bei su žurnalistika susijusių dalykų.

3.5. Viena iš didžiųjų programos stiprybių yra regiono profesionalų noras, netgi troškimas, padėti įgyvendinti programą. Šių išorės profesionalų paslaugomis reikėtų pasinaudoti daug daugiau nei dabar, jie turėtų atlikti daugiau funkcijų – būti vienkartiniais kviestiniais lektoriais, profesionaliais dėstytojų padėjėjais (adjunktais), dėstančiais savo dalykus, ir galbūt programos patariamąsios tarybos nariais.

3.6. Materialieji ištekliai padidinti ir dabar yra patenkinami; rekomenduojama ir toliau tobulinti praktinio žurnalistinio darbo priemones.

3.7. Kitoje savianalizės suvestinėje turėtų būti nurodyta išsamesnė informacija apie „nubyrėjimo“ lygį, vertinimo rezultatus, egzaminų neišlaikiusių studentų skaičių procentais, absolventų užimtumo lygį ir praktines vadybos procedūras. Savianalizės suvestinėje be teisinio atitikimo Lietuvos teisės aktams ir universiteto statutui įrodymų, didesnis dėmesys turi būti

skirtas platesniems, dar nesuformuluotiems (*more amorphus*) programos kokybės klausimams ir problemų, kylančių taikant šią programą, sprendimui.
