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2014 Journalism Graduate Skills for the Professional Workplace: Expectations from Journalism Professionals and Educators

[Bernard R. McCoy](#), University of Nebraska-Lincoln

Abstract

With 2015 graduations approaching, accuracy, ethical principles, and good news judgment were identified as top skills college journalism graduates should possess for the professional workplace, according to a national survey of journalism educators and professionals. There are sharp differences, though, between respondent groups over how well college journalism programs are doing preparing journalism graduates for journalism careers, as well as the perceived importance of social media, mobile, and digital reporting skills. The survey asked journalism professionals and educators to rank skills and experiences journalism graduates need for the professional workplace. Respondents included 665 professional journalism managers, non-managers, and educators. Respondents identified accuracy, ethical principles, and good news judgment as "very important" skills for graduating journalists to possess. Respondents also ranked digital reporting, mobile, and social media reporting skills as "very important" or "important" for journalism graduates to possess.

Introduction

Digital technology, shifting news media business models, and evolving audience habits have been unfolding since the late 1980's. They continue to force change in the way journalists and journalism educators perform their jobs. Also changed are the perceptions journalism professionals and educators have about the skills they believe today's college journalism graduates need possess in the professional workplace.

The Internet, mobile devices, and social media have reshaped the practice and presentation of journalism, information access, and news flow. Pavlik (2000) first noted how Internet access

changed the way reporters get story ideas, gather story information, and disseminate stories to readers and viewers. “No one can dispute the increased speed of news flow,” wrote Pavlik. The Internet, social media, and mobile technology have also changed the audience’s expectations and behaviors about getting news information. Consumers expect to access breaking news and newsworthy information within minutes, not hours or days, as was the case 20 years ago.

“Stories break at the speed of light, circling the globe instantly via the Internet,” Pavlik said. A decade later, Krotoski (2011) noted the effect the Internet and social media had on journalism:

More generally, technology has improved the processes of identifying stories that are newsworthy. Feeds from social networking services such as Facebook and Twitter provide a snapshot of events happening around the world from the viewpoint of first-hand witnesses. Personal blogs and citizen generated news sources sometimes offer analytical perspectives from the ground faster than print or television can provide.

(Retrieved from <http://www.theguardian.com/technology/2011/feb/20/what-effect-internet-on-journalism>)

KETV News Director, Rose Anne Shannon, (personal communication, August 14, 2014) said video and other details are frequently delivered by social media users to TV newsrooms as they cover breaking news stories. “We (KETV, Omaha, Neb.) get video from viewers with smartphones,” said Shannon. “Sometimes, they’re the first to witness breaking news and post smartphone video on Facebook and Twitter.”

Digital technology and changing audience habits have also altered the traditional journalism workplace. Profit margins, advertising revenues, paid subscriptions, and circulation levels have dropped dramatically at most news organizations since the 1990’s. Employee lay-offs, salary and benefit reductions, and fewer reporting resources have followed.

Pew Research (2014) noted that from 2003 to 2012, the American Society of News Editors documented a loss of 16,200 full-time newspaper newsroom jobs while Ad Age recorded a decline of 38,000 magazine jobs, which includes all jobs for the entire consumer magazine sector. Papper (2013) surveyed local U.S. television newsrooms and found total 2012 staffing levels at 27,605 the third-highest total recorded, but the number of TV stations producing news dropped 8% from 2005. Papper (2013) found broadcast journalist salary levels declined or were stagnant too. One bright note: Pew Research (2014) found roughly 5,000 full-time professional jobs at nearly 500 digital news outlets were created since 2008.

Staffing cutbacks mean today there are fewer working journalists left to produce news content than existed 20 years ago. Most journalists today have the added responsibilities of posting content to a company website, as well as promoting or updating it via social media.

Dirienzo (2014) wrote about the impact these changes will have going into the future:

There will be more huge changes in technology and reader habits, followed by still more changes. Whether it's teaching and hiring a staff who is able to adapt to constant change — or the more difficult task of constantly enforcing change on a staff who isn't able to adapt — we need newsroom leaders up to and freed up for the task. (Retrieved from <http://www.niemanlab.org/2014/05/newsrooms-need-hr-specialists-not-just-technologists-in-top-leadership/>)

College journalism programs, with mixed results, have adapted to the technology and professional changes as they prepare today's students to be tomorrow's working journalists. A decade ago, Yau & Al-Hawamdeh (2001) discussed new multi-media storytelling techniques and essential teaching changes needed to make them available for journalism students. "Journalists need to think of stories as almost three-dimensional, where information is not just accessed in the

traditional left to right and top to bottom, but also story to photo or brief to video.” Along the same lines, Alves (2012) described Massive Open Online Course (MOOC) experiments in journalism education: “For the first time, the idea of MOOCs was used to disseminate journalism skills and news literacy, pushing the frontier of journalism education beyond the confines of classrooms and traditional online courses.”

Whether journalism education is adapting quickly enough is open to debate. Heckman (2014) said finding and telling stories is still the focus for most journalism educators, “but the practicalities of that mission are more complicated than ever.” Heckman said along with the basics, computer coding and entrepreneurship go hand-in-hand with copyediting and beat reporting in many of today’s college journalism curriculums. “Digital is the default, and the most innovative schools are churning out students with skills newsrooms may not yet know how to use.”

Finberg & Klinger (2014) noted: “Even as educators recognize the importance of digital skills, the teaching of those skills runs into the inevitable challenges journalism schools confront when defining their curricula.”

Newton (2013) was even more blunt. He said change isn’t happening quickly enough in U.S. journalism education because “only a fraction” of journalism professors and schools have kept pace with the digital technology shift. Newton said, “Every year we fall further behind, thousands of journalism and mass communication students get the intellectual and occupational shaft.”

Building on prior research, the purpose of the survey conducted by the College of Journalism and Mass Communications at the University of Nebraska-Lincoln was to examine how journalism professionals and educators rank skills they believe are important for college journalism

graduates to have upon entering the professional workplace. The survey also explored the different opinions between journalism educators, news managers, and non-managing news professionals and why they exist.

Methods

The survey was conducted March 7- May 5, 2014, among a nationally representative sample of journalism educators, news managers, and non-management news professionals. The survey asked respondents to rank skills and experiences journalism graduates need for the professional workplace. The sample comprised 665 respondents, 206 of whom are journalism educators, 353 were professional news managers, and 106 were non-management news professionals.

The survey questionnaire was approved by the Institutional Review Board at the University of Nebraska-Lincoln and administered via a secured online website to journalism educators and professionals who voluntarily participated in the survey. Survey respondents were represented in 10 regions representing all U.S. states and territories.

For the survey's full sample of 665, based on computations by American Research Group, Inc., the margin of sampling error is plus/minus 3.79 percentage points at the 95 percent confidence level based on an estimated population size of 100,000 for professional journalists and journalism educators across the United States.

Fourteen of the survey's 20 questions asked respondents to rank or explain the skills or learning experiences they felt were important for college journalism graduates to have when entering the professional workplace. Respondents were also asked to rate the important of having a college degree, the most important reporting tool to use on the job, and to rank that past and present job that college journalism programs have done of preparing students for the profession.

Using SurveyMonkey.com as a data collection tool, quantitative and qualitative data results were compared statistically. Cross-tabulation of respondent's gender, job title, work experience, and geographic location were also analyzed along with word/phrase content analysis of respondent answers to qualitative questions.

Results

The survey's quantitative results (Questions 1-5, 8-13, 15-20) are presented first, followed by a content analysis of qualitative survey responses (Questions 6, 7, 14).

Quantitative Results

Question 1 asked how helpful it was for a prospective newsroom employee to have a journalism degree. Of the responses, 40.18% chose "Very helpful" as a response, followed by 41.24% who chose "Helpful." The remaining responses included 17.52% who chose "Somewhat helpful," and 1.06% who chose "Not helpful." [Q1JourGrads.png](#)

Question 2 asked respondents how important it was for journalism graduates to possess 16 different types of skills for the professional workplace. A minimum of 73% of respondents ranked all 16 skills as "Very important" or "Important" in their responses. The top five "Very important" skills listed by respondents were "Accuracy" (96.83%), "Ethical principles" (86.84%), "Good news judgment" (80.18%), "Accountable" (76.83%), and "Good writing/good storytelling" (73.64%). When we weighted the average respondent rating based on a four-point scale ("Very important," "Important," "Somewhat important," "Not important"), "Accuracy" (3.97), "Ethical principles" (3.86), "Good news judgment" (3.80), "Accountable" (3.75), and "Good writing/good storytelling" (3.73) were rated highest by respondents. "Good at giving and receiving feedback" (3.25), "Digital reporting skills" (3.19), "Creativity" (3.18), "Good mobile skills" (3.00), and "Social media reporting skills" (2.95) were also listed by respondents.

When we cross tabulated responses on this question we found basic agreement between journalism educators, professional news managers, and non-management news professionals on most of the mentioned skills with notable exceptions for digital, mobile, and social media reporting skills. Here we found 94.66% of journalism educators, choose “strongly agree” or “agree” when asked how important is was for journalism graduates to possess “digital reporting skills” for the professional workplace. By contrast, 79.43% of professional news managers and 89.32% of non-management news professionals had the same response. For “mobile reporting skills,” we found 86.27% of journalism educators, choose “strongly agree” or “agree” when asked how important is was for journalism graduates to possess. Those reponses compared with 68.84% for professional news managers and 81.37% of non-management news professionals had the same response. For “social media reporting skills,” we found 82.93% of journalism educators choose “strongly agree” or “agree” when asked how important is was for journalism graduates to possess for the professional workplace. Those reponses compared with 66.76% for professional news managers, and 75.24% of non-management news professionals had the same response. **Q2JourGrads.png and Q2JourGradsCrosstabs.png**

Respondents were asked how many of the 16 skills they believed today's journalism graduates possess in Question 3. Respondents listed “All” as a response 0.77% of the time, followed by responses of “Most” (34.25%), “Less than most but more than some” (45.78%), “Some” (18.89%), and “None” (0.31%). **Q3JourGrads.png**

We asked repondents in Question 4 if they agreed or disagreed with the statement that college journalism programs are doing a good job of preparing journalism graduates to enter the professional workplace. “Neither agree or disagree” was the leading response at 40.48%, followed by “Agree” (33.08%), “Disagree” (14.95%), ”Strongly agree” (9.67%), and “Strongly

disagree” (1.81%). When we cross tabulated responses on this question we found 63.55% of journalism educators, choose “strongly agree” or “agree” as responses about whether college journalism programs are doing a good job of preparing journalism graduates for the professional workplace. Only 30.33% of professional news managers and 44.66% of non-management news professionals had the same responses. **Q4JourGrads.png and Q4CrossTabsJourGrads.png**

We also asked respondents in Question 5 if they agreed or disagreed with the statement that college journalism programs are doing a better job of preparing journalism graduates today to enter the professional workplace than they did 10 years ago. “Neither agree or disagree” was the leading response at 47.28%, followed by “Agree” (21.3%), “Disagree” (19.79%), “Strongly agree” (8.76%), and “Strongly disagree” (2.87%). When we cross tabulated responses on this question we found 45.81% of journalism educators, choose “strongly agree” or “agree” as responses about whether college journalism programs are doing a better job of preparing journalism graduates today to enter the professional workplace than they did 10 years ago. In contrast, 21.07% of professional news managers and 30.10% of non-management news professionals had the same responses. **Q5JourGrads.png and Q5CrossTabsJourGrads.png**

In Question 8, respondents were asked what one language, besides English, would make journalism graduates most valuable in the professional workplace. “Spanish” was the overwhelming response by 93.38% of those surveyed. “Chinese” (3.23%) and “Arabic” (1.94%) were distant runner-up responses. **Q8JourGrads.png**

Question 9 asked respondents to choose which reporting tool they would send a journalism graduate to their first professional reporting assignment with if they had just ONE reporting tool to choose. A “smartphone” was the leading response at 36.97%, followed by “pencil or pen and

paper” (32.29%), “tablet” (10.30%), “video camera” (9.20%), “audio recorder (7.02%), “laptop” (2.96%), and “still camera” (1.25%).

We conducted two cross-tab analyses on responses to this question. The first compared years of experience on the job. The other compared responses by journalism educators, professional news managers, and non-management news professionals.

When comparing years of experience on the job, “pencil or pen and paper” was the top response for respondents with 21-25 years of journalism job experience (32.97%), and with 26 or more years of journalism job experience (41.98%), whereas “Smart phone” was the top response for all other categories: 1-5 years (48.44%), 6-10 years (38.37%), 11-15 years (52.31%), 16-20 years (54.79%). When comparing responses between journalism educators, professional news managers, and non-management news professionals, the top response was “Smart phone” for journalism educators (52.28%) and non-management news professionals (42.86%). The top response for professional news managers was “pencil or pen and paper” at 43.93%.

Q9JourGrads.png and Q9CrossTabsYearsJourGrads.png and

Q9CrossTabsPositionJourGrads.png

In Question 10 respondents were asked if internship experiences lead to better hiring opportunities for journalism graduates. Respondents answered “Yes” 89.48% of the time, followed by a 4.88% response rate for “Don’t know,” a 4.42% response rate for “Does not make a difference,” and 1.22% of the respondents answered “No.” Cross-tab analysis indicated that journalism educators were more likely to respond “Yes” to this question (97.53%) than news managers (86.04%) and news employee non-news management (88.35%) respondents.

Q10JourGrads.png and Q10CrossTabsJourGrads.png

On a related note, Question 11 asked respondents if paid internships lead to better hiring opportunities for journalism graduates than unpaid internships. “Does not make a difference” was the leading response by 44.43% of the survey group, followed by 33.44% who answered “Yes,” 15.11% who answered “Don’t know,” and 7.02% who answered “No.” Cross-tab analysis indicated that journalism educators were again more likely to respond “Yes” to this question (41.38%) than news managers (30.66%) and news employee non-management (30.10%) respondents. **Q11JourGrads.png and Q11CrossTabsJourGrads.png**

Question 12 asked respondents to rate the importance of 15 other non-journalism courses or programs they believe journalism graduates should take in college. We weighted the average respondent rating based on a four-point scale (“Very important,” “Important,” “Somewhat important,” “Not important”). The survey found “English” (3.41), “Political Science” (3.22), “History” (3.18), “Business” (2.87), and “Language” (2.76) rated highest by respondents. Rated lowest by respondents were “Philosophy” (2.00), “Art” (1.95), “Agriculture” (1.91), “Engineering” (1.49), and “Architecture” (1.43). **Q12JourGrads.png**

Question 13 asked respondents what ONE other undergraduate major besides a journalism degree they suggest journalism graduates possess. Besides “None,” respondents were given 13 majors to choose from in this survey question. The most frequent response was “Political Science” (21.39%), followed by “English” (16.70%), “Business” (16.17%), “History” (14.96%), and “Advertising/Public Relations” (12.35%). The least frequent responses were “Philosophy” (.70%), “Mathematics” (0.70%), “Art” (0.17%), “Engineering” (0.17%), and “Architecture” (0.00%). Cross-tab analysis indicated disagreement by the three respondent groups to Question 13. Journalism educators most frequently choose “Business” (24.55%) as the ONE degree besides a journalism degree they would suggest a journalism graduate possess. For news

managers the top response was “English” (22.60%). “Political Science” (23.53%) was the most frequent response by news employee non-management respondents. **Q13JourGrads.png and**

Q13CrossTabsJourGrads.png

The last six questions (Questions 15-20) were demographic in nature. Survey respondents included news managers (53.78%), educator/instructors (30.66%), and news employees/not management (15.56%) participants.

Among all respondents, 61.93% were male and 38.07% were female. Among all respondents, 62.69% held a college degree and 37.31% did not have a college degree.

When asked about their journalism-related job experience 9.82% of respondents had 1-5 years of experience, 13.14% chose 6-10 years, 10.12% had between 11 and 15 years, 11.33% had 16-20 years of experience, 14.20% had worked as journalists for 21-25 years, and 41.39% of the respondents had more than 26 years of journalism-related job experience.

In which of 10 U.S. regions did the respondents primarily work? Almost 75% of the respondents worked in four U.S. regions. Most (32.46%) worked in Iowa, Kansas, Missouri and Nebraska.

The other three leading respondent regions were Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin (17.85%), Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee (14.46%), and Arkansas, Louisiana, New Mexico, Oklahoma, Texas (9.23%).

We asked the journalism professionals (N=512) to tell us the general population of the market they served. The responses: “Less than 1,000” (0.59%), “Between 1,000 and 10,000” (17.38%), “Between 10,000 and 50,000” (22.85%), “Between 50,000 and 200,000” (17.77%), “Between 200,000 and 500,000” (12.11%), “Between 500,000 and 1,000,000” (9.18%), “Between

1,000,000 and 3,000,000” (13.28%), “Between 3,000,000 and 6,000,000” (3.71%), “More than 6,000,000” (3.13%).

Qualitative Results

Questions 6, 7, and 14 were qualitative in nature. Question 6 asked respondents: “What new skills do journalism graduates need today because of ongoing changes in the profession?” A word/phrase analysis of 562 responses was conducted on this new skills question. Since the question focused on new skills, we eliminated responses that mentioned traditional journalism skills such as “reporting” and “storytelling.” The most frequent reply was “Social media” at 34.88%. It was followed by “Video” (9.75%), “Technology,” (7.3%), and “Multimedia” (6.05%).

One respondent to this question wrote: “Social media reporting skills... it's the future of reporting... for better or worse.” Another respondent noted: “The ability to engage in social media reporting is probably the newest skill needed; the ability to use social media to gather ideas and information.”

Q6JourGrads.png

Question 7 asked respondents: “What traditional journalism skills are still important for journalism graduates to have today?” A word/phrase analysis of 583 responses was conducted on this question. Responses that mentioned non-specific traits such as “ability” and “skills” were subtracted from consideration. The most frequent reply at 21.27% was “Accuracy,” followed by “Story” (17.84%) where the emphasis most frequently noted storytelling. “Good writing,” (10.12%) and “Critical thinking” (9.09%) were the other most frequent words or phrase responses to this question. One respondent wrote: “Traditional” journalism skills are the only important journalism skills -- the ability to pick up the phone and ask a hard question of someone

in power, the ability to accurately quote a source, the ability to string a few sentences together. Everything else -- social media, digital projects, etc. -- is constantly changing..." Another respondent wrote: "Tell me a story! Accuracy, story balance (both sides), video storytelling, good interviewing skills, ability to find sources, understand story content."

Q7JourGrads.png

Question 14 asked respondents: "What part of your education best prepared you for your journalism career?" A word/phrase analysis of 576 responses was used on this question with "Writing" (19.44%), as the top response. One respondent noted: "A very vocationally focused journalism degree, specifically news writing classes that held us to a high standard."

"Internships" (15.8%), was the second highest response. One respondent wrote; "You can go to all the classes you want and study all you want...but the first time I witnessed a dead body and crying relative of that person...no class room can teach how to handle that situation."

"Journalism" courses (14.58%), and a mix of other "Courses" (14.06%), such as history, political science and social work were also mentioned. "English" (10.76%), "Experience" (8.68%), and "Reporting" (7.47%) rounded out survey responses to this question.

Q14JourGrads.png

Discussion

This national survey found broad respondent agreement that journalism basics such as accuracy and ethics are the most important skills journalism graduates need possess when they enter the professional workplace. "Those are such basic principles," said Charlyne Berens, (email, May 13, 2014) of agreement between journalism professionals and educators on the important role of reporting basics for journalism graduates. Berens, a former Associate Dean in the College of Journalism and Mass Communications at the University of Nebraska-Lincoln, said it was

satisfying to see that “people preparing the next generation of journalists still think integrity matters more than being first and...coolest.”

Survey respondents noted that digital and mobile reporting skills are now a regular expectation of journalism graduates. Qualitative survey responses found the biggest “new skill” reporting tool was “social media” with its potential for broader audience engagement and the ability to monitor, analyze, and disseminate news information. Among journalism educators, 82.93% choose “strongly agree” or “agree” when asked how important it was for journalism graduates to possess social media skills for the professional workplace. In contrast, the same response was held by 66.76% of professional news managers and 75.24% of non-management news professionals. “I was not surprised that the results suggest the growing importance of new technology skills,” said David Dary, former chair of the School of Journalism at the University of Oklahoma and former CBS and NBC reporter. Dary (email, May 26, 2014) said such skills, while important, shouldn’t push aside the need for “thinking skills” and “objectivity” needed in reporting the news.

Why didn’t more journalism professionals assign higher importance to digital, mobile, and social media reporting skills? Finberg (2014), has conducted research on the topic for the Poynter Institute and noted that journalism educators value knowledge about the business of media and the larger media landscape more than their professional counterparts. “Educators appear to recognize the value of key newsgathering skills that have become more essential in the digital age, such as the ability to analyze and synthesize large amounts of data,” Finberg said.

The survey also found significantly different views between journalism educators and professionals regarding the job college journalism programs do preparing journalism graduates for the profession. Among journalism educators, 64% “strongly agree” or “agree” that college

journalism programs are doing a good job preparing graduates for the workplace. In contrast, just 30% of professional news managers and 45% of non-management news professionals had similar responses. “The professors certainly know how hard they have to work to prepare students,” said Rex Seline, former Managing Editor/News for the *Fort Worth Star-Telegram*. In addition to trying to teach the fundamentals of journalism, Seline noted, professors now have to teach new technologies and new platforms. And they don’t have more class hours to do it. Because most journalism professionals are not in college classrooms, he said, they don’t see the challenges. “Instead, they (professionals) see graduates struggling with some of the basics that earlier generations could handle,” Seline said.

Jam Sardar, news director for WLNS-TV in Lansing, Michigan (email, May 13, 2014), said educators tend to give themselves good marks because “who wants to say they’re not doing a good job?” Sardar said news directors tend to believe journalism educators are not doing as good a job educating students as they could be. “They (news directors) likely don’t give enough credit to the professors.” Sardar said.

One possible solution to the respondent’s sharp perceptual differences regarding the job college journalism programs do preparing journalism graduates for the workplace might be broader, formal conversations. The conversations would involve institutions, educators and professionals. They would be designed to promote a better understanding of the demands faced by journalism educators and professionals. The conversations might also spark curriculum changes, student internships, and professional training opportunities to improve core competency skills for journalism graduates.

Future research might benefit from identification, measurement and documentation of such solution-based efforts among educators and professionals. Such research might also take a

longitudinal look at journalism students to see if, how, and why their own perceptions change regarding required skills for the profession as they move from college into the journalism work world.

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Question 1

How helpful is it for a prospective newsroom employee to have a journalism degree?

Answered: 662 Skipped: 0

Answer Choices	Responses	
Very helpful	40.18%	266
Helpful	41.24%	273
Somewhat helpful	17.52%	116
Not helpful	1.06%	7
Total		662

Question 2 **How important is it for journalism graduates to possess the following skills for the professional workplace?**

Answered: 662 Skipped: 0

	Very important	Important	Somewhat important	Not important	Total	Average Rating
Accuracy	96.83% 641	3.17% 21	0.00% 0	0.00% 0	662	3.97
Ethical principles	86.84% 574	12.10% 80	1.06% 7	0.00% 0	661	3.86
Good news judgment	80.18% 530	19.21% 127	0.61% 4	0.00% 0	661	3.80
Accountable	76.83% 504	21.80% 143	1.37% 9	0.00% 0	656	3.75
Good writing/storytelling	73.64% 486	25.45% 168	0.91% 6	0.00% 0	660	3.73
Critical thinking ability	73.37% 485	24.05% 159	2.57% 17	0.00% 0	661	3.71
Good reporting	72.38% 477	26.25% 173	1.37% 9	0.00% 0	659	3.71
Good at deadline reporting	67.52% 447	28.25% 187	4.23% 28	0.00% 0	662	3.63
Awareness of current events	59.57% 392	35.11% 231	5.17% 34	0.15% 1	658	3.54
Passionate about news	59.33% 391	34.45% 227	5.77% 38	0.46% 3	659	3.53
Ability to work with a team	45.90% 302	42.25% 278	11.85% 78	0.00% 0	658	3.34
Good at giving and receiving feedback	38.79% 256	48.03% 317	12.58% 83	0.61% 4	660	3.25
Digital reporting skills	34.34% 227	51.29% 339	13.16% 87	1.21% 8	661	3.19
Creativity	31.81% 209	54.34% 357	13.39% 88	0.46% 3	657	3.18
Good mobile skills	26.37% 173	49.70% 326	21.49% 141	2.44% 16	656	3.00
Social media reporting skills	25.19% 165	47.79% 313	23.97% 157	3.05% 20	655	2.95

Question 2-Crosstabs

How important is it for journalism graduates to possess the following skills for the professional workplace?

Answered: 662 Skipped: 0

Digital reporting skills					
	Very important	Important	Somewhat important	Not important	Total
Q15: News manager	27.04% 96	52.39% 186	18.59% 66	1.97% 7	355
Q15: Educator/instructor	47.09% 97	47.57% 98	5.34% 11	0.00% 0	206
Q15: News employee/ not management	35.92% 37	53.40% 55	9.71% 10	0.97% 1	103
Good mobile skills					
	Very important	Important	Somewhat important	Not important	Total
Q15: News manager	23.51% 83	45.33% 160	27.48% 97	3.68% 13	353
Q15: Educator/instructor	27.94% 57	58.33% 119	12.75% 26	0.98% 2	204
Q15: News employee/ not management	32.35% 33	49.02% 50	17.65% 18	0.98% 1	102
Social media reporting skills					
	Very important	Important	Somewhat important	Not important	Total
Q15: News manager	20.17% 71	46.59% 164	28.41% 100	4.83% 17	352
Q15: Educator/instructor	31.22% 64	51.71% 106	17.07% 35	0.00% 0	205
Q15: News employee/ not management	29.70% 30	45.54% 46	21.78% 22	2.97% 3	101

Question 3

Of the skills listed above, how many do you believe today's journalism graduates possess.

Answered: 651 Skipped: 11

Answer Choices	Responses	
▼ All	0.77%	5
▼ Most	34.25%	223
▼ Less than most but more than some	45.78%	298
▼ Some	18.89%	123
▼ None	0.31%	2
Total	651	

Question 4

Do you agree or disagree with the following statement: College journalism programs are doing a good job of preparing journalism graduates to enter the professional workplace.

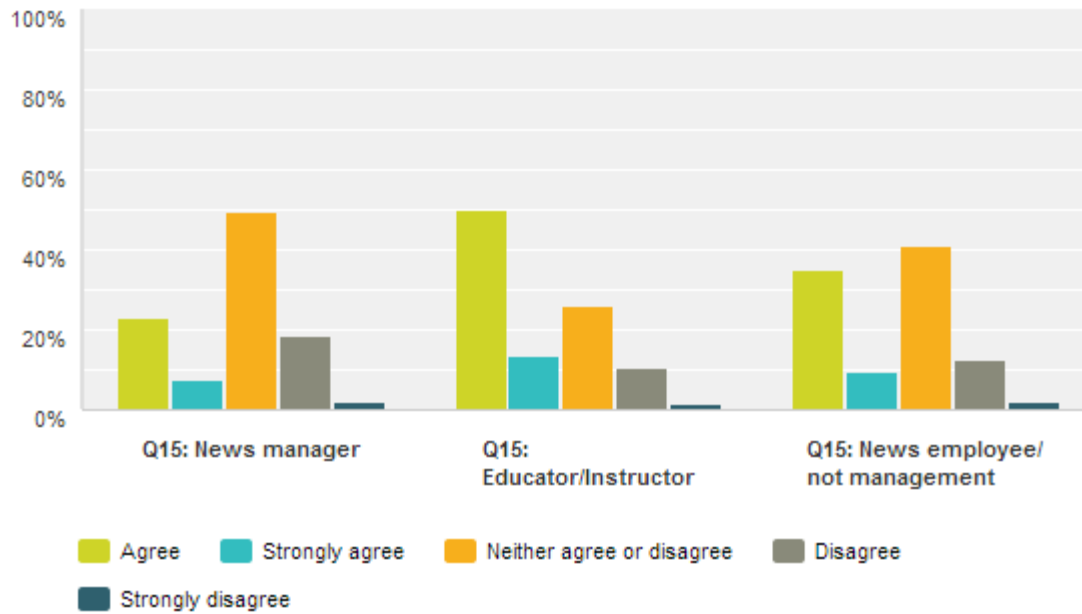
Answered: 662 Skipped: 0

Answer Choices	Responses	
▼ Agree	33.08%	219
▼ Strongly agree	9.67%	64
▼ Neither agree or disagree	40.48%	268
▼ Disagree	14.95%	99
▼ Strongly disagree	1.81%	12
Total	662	

Question 4- Crosstabs

Do you agree or disagree with the following statement: College journalism programs are doing a good job of preparing journalism graduates to enter the professional workplace.

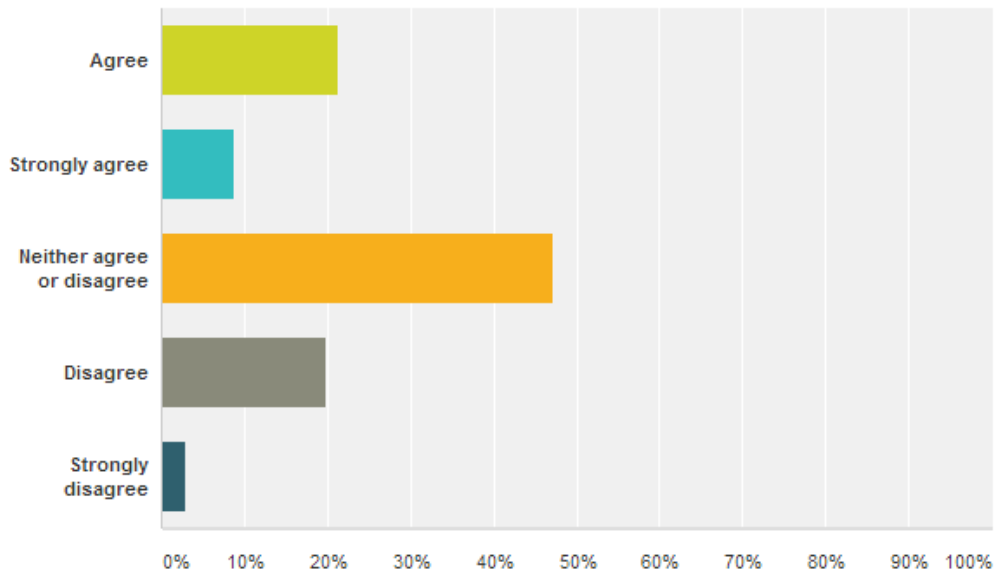
Answered: 662 Skipped: 0



Question 5

Do you agree or disagree with the following statement: College journalism programs are doing a better job of preparing journalism graduates for the professional workplace today than they did 10 years ago.

Answered: 662 Skipped: 0

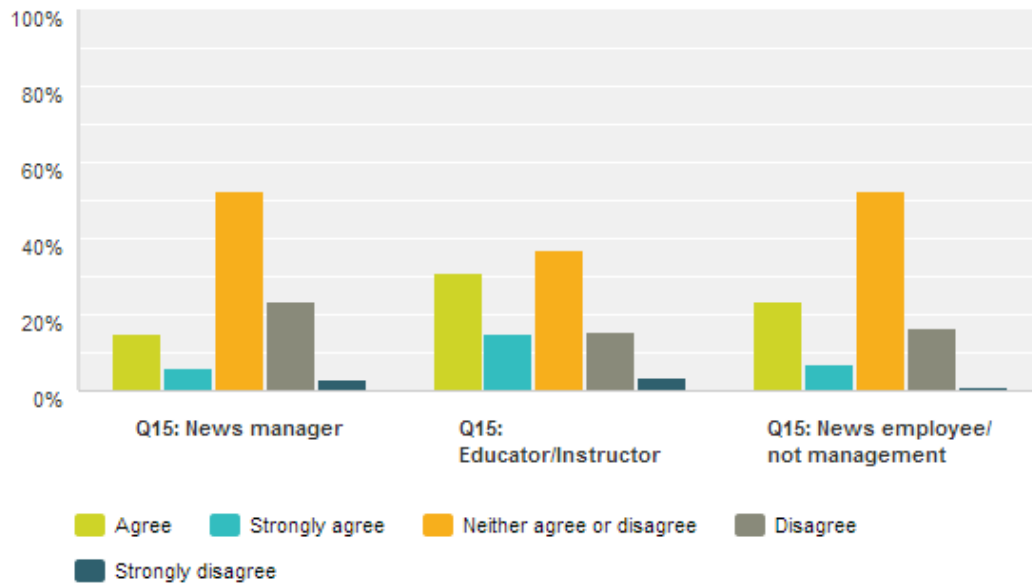


Answer Choices	Responses
Agree	21.30% 141
Strongly agree	8.76% 58
Neither agree or disagree	47.28% 313
Disagree	19.79% 131
Strongly disagree	2.87% 19
Total	662

Question 5- Crosstabs

Do you agree or disagree with the following statement: College journalism programs are doing a better job of preparing journalism graduates for the professional workplace today than they did 10 years ago.

Answered: 662 Skipped: 0



	Agree	Strongly agree	Neither agree or disagree	Disagree	Strongly disagree	Total
Q15: News manager	15.17% 54	5.90% 21	52.53% 187	23.31% 83	3.09% 11	356
Q15: Educator/Instructor	31.03% 63	14.78% 30	36.95% 75	15.27% 31	3.45% 7	206
Q15: News employee/ not management	23.30% 24	6.80% 7	52.43% 54	16.50% 17	0.97% 1	103
Total Respondents	141	58	316	131	19	662

Question 8

If journalism graduates spoke ONE language besides English, which would make them most valuable in the professional workplace?

Answered: 619 Skipped: 43

Answer Choices	Responses
Spanish	93.38% 578
Chinese	3.23% 20
Russian	0.48% 3
Arabic	1.94% 12
German	0.65% 4
Japanese	0.32% 2
Total	619

Question 9

If you sent a journalism graduate to his or her first professional reporting assignment with just ONE reporting tool, which tool would you choose?

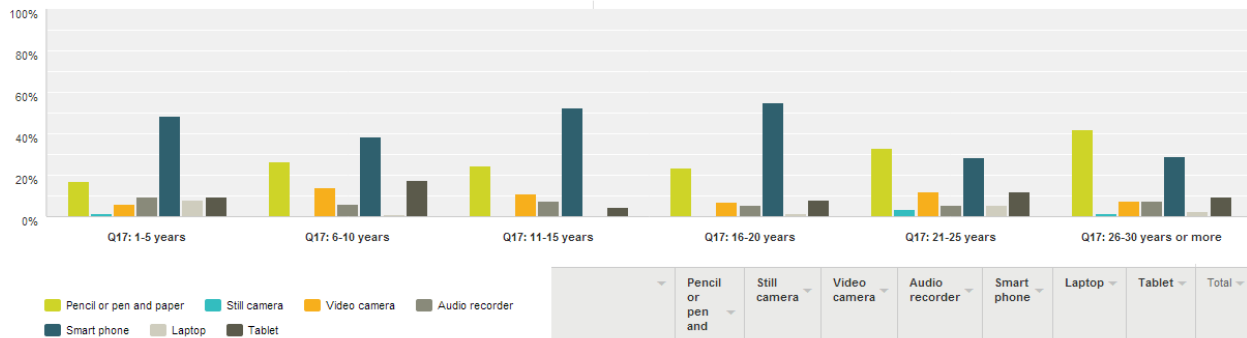
Answered: 641 Skipped: 21

Answer Choices	Responses
Pencil or pen and paper	32.29% 207
Still camera	1.25% 8
Video camera	9.20% 59
Audio recorder	7.02% 45
Smart phone	36.97% 237
Laptop	2.96% 19
Tablet	10.30% 66
Total	641

Question 9-Crosstab -Years of experience

If you sent a journalism graduate to his or her first professional reporting assignment with just ONE reporting tool, which tool would you choose?

Answered: 641 Skipped: 21

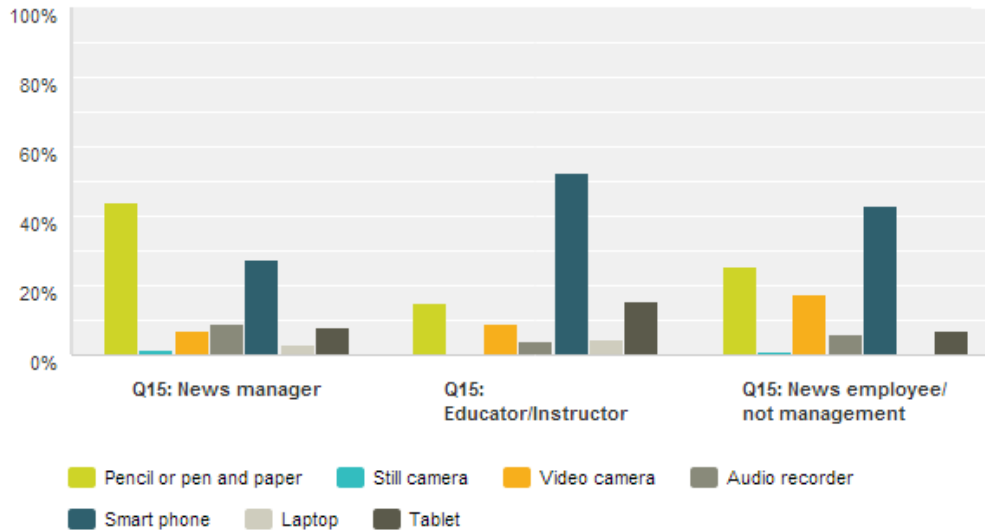


	Pencil or pen and paper	Still camera	Video camera	Audio recorder	Smart phone	Laptop	Tablet	Total
Q17: 1-5 years	17.19% 11	1.56% 1	6.25% 4	9.38% 6	48.44% 31	7.81% 5	9.38% 6	64
Q17: 6-10 years	26.74% 23	0.00% 0	13.95% 12	5.81% 5	38.37% 33	1.16% 1	17.44% 15	89
Q17: 11-15 years	24.62% 16	0.00% 0	10.77% 7	7.69% 5	52.31% 34	0.00% 0	4.62% 3	65
Q17: 16-20 years	23.29% 17	0.00% 0	6.85% 5	5.48% 4	54.79% 40	1.37% 1	8.22% 6	73
Q17: 21-25 years	32.97% 30	3.30% 3	12.09% 11	5.49% 5	28.57% 26	5.49% 5	12.09% 11	91
Q17: 26-30 years or more	41.98% 110	1.53% 4	7.63% 20	7.63% 20	29.01% 76	2.67% 7	9.54% 25	262
Total Respondents	207	8	59	45	240	19	66	641

Question 9-Crosstab-Position

If you sent a journalism graduate to his or her first professional reporting assignment with just ONE reporting tool, which tool would you choose?

Answered: 641 Skipped: 21



	Pencil or pen and paper	Still camera	Video camera	Audio recorder	Smart phone	Laptop	Tablet	Total
Q15: News manager	43.93% 152	1.73% 6	6.94% 24	8.96% 31	27.46% 95	2.89% 10	8.09% 28	346
Q15: Educator/Instructor	15.23% 30	0.51% 1	9.14% 18	4.06% 8	52.28% 103	4.57% 9	15.74% 31	200
Q15: News employee/not management	25.51% 25	1.02% 1	17.35% 17	6.12% 6	42.86% 42	0.00% 0	7.14% 7	98
Total Respondents	207	8	59	45	240	19	66	641

Question 10

"Internship experiences lead to better hiring opportunities for journalism graduates."

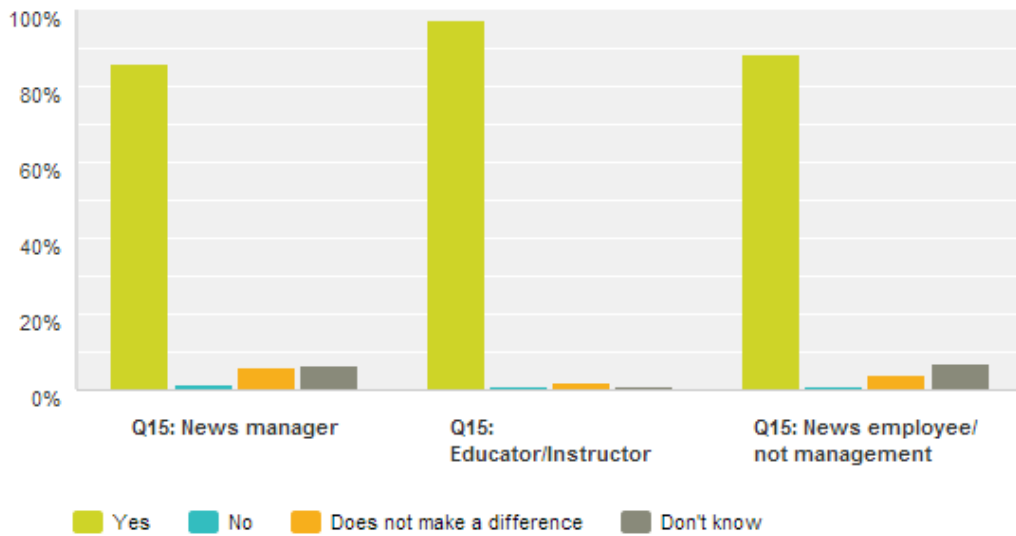
Answered: 656 Skipped: 6

Answer Choices	Responses	
Yes	89.48%	587
No	1.22%	8
Does not make a difference	4.42%	29
Don't know	4.88%	32
Total		656

Question 10- Crosstab

"Internship experiences lead to better hiring opportunities for journalism graduates."

Answered: 656 Skipped: 6



	Yes	No	Does not make a difference	Don't know	Total
Q15: News manager	86.04% 302	1.42% 5	5.98% 21	6.55% 23	351
Q15: Educator/Instructor	97.52% 197	0.99% 2	1.98% 4	0.99% 2	205
Q15: News employee/ not management	88.35% 91	0.97% 1	3.88% 4	6.80% 7	103
Total Respondents	590	8	29	32	656

Question 11

"Paid internships lead to better hiring opportunities for journalism graduates than unpaid internships."

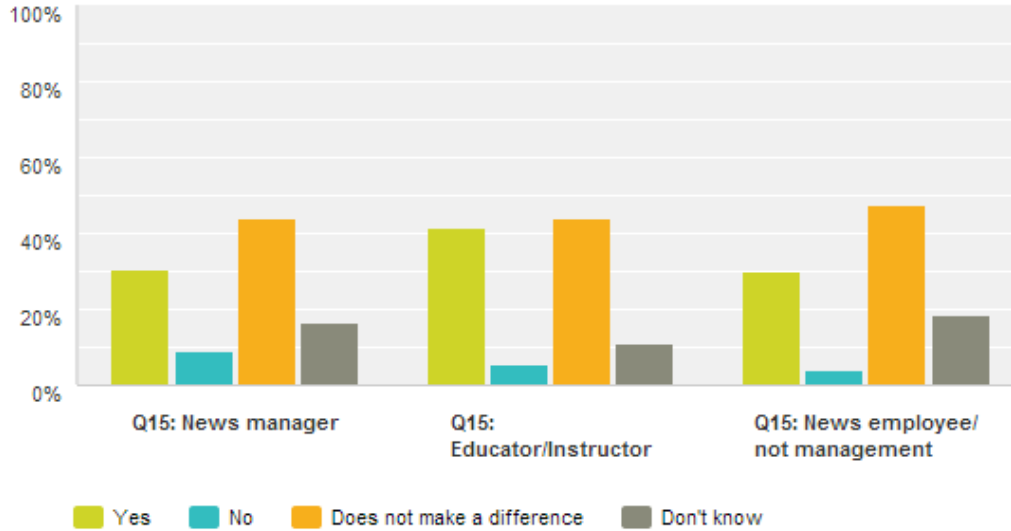
Answered: 655 Skipped: 7

Answer Choices	Responses	
Yes	33.44%	219
No	7.02%	46
Does not make a difference	44.43%	291
Don't know	15.11%	99
Total		655

Question 11- Crosstab

"Paid internships lead to better hiring opportunities for journalism graduates than unpaid internships."

Answered: 655 Skipped: 7



	Yes	No	Does not make a difference	Don't know	Total
Q15: News manager	30.66% 107	8.88% 31	43.84% 153	16.62% 58	349
Q15: Educator/Instructor	41.38% 84	5.42% 11	43.84% 89	10.84% 22	206
Q15: News employee/ not management	30.10% 31	3.88% 4	47.57% 49	18.45% 19	103
Total Respondents	222	46	291	99	655

Question 12

Besides journalism courses, please rate the importance of other courses/programs you believe journalism graduates should take in college.

Answered: 656 Skipped: 6

	Not important	Somewhat important	Important	Very important	Total	Average Rating
Science	9.30% 60	47.75% 308	35.19% 227	7.75% 50	645	2.41
Mathematics	9.89% 64	40.65% 263	38.95% 252	10.51% 68	647	2.50
History	1.53% 10	16.87% 110	43.71% 285	37.88% 247	652	3.18
Political Science	1.70% 11	13.58% 88	45.37% 294	39.35% 255	648	3.22
Art	28.19% 181	51.87% 333	16.82% 108	3.12% 20	642	1.95
Philosophy	29.15% 188	46.98% 303	18.60% 120	5.27% 34	645	2.00
Advertising/Public Relations	12.14% 79	38.56% 251	32.57% 212	16.74% 109	651	2.54
Business	2.95% 19	28.53% 184	47.29% 305	21.24% 137	645	2.87
English	3.09% 20	9.72% 63	29.94% 194	57.25% 371	648	3.41
Engineering	58.84% 376	34.12% 218	5.95% 38	1.10% 7	639	1.49
Architecture	63.91% 409	30.63% 196	4.53% 29	0.94% 6	640	1.43
Language	7.00% 45	31.88% 205	39.04% 251	22.08% 142	643	2.76
Psychology	19.06% 122	47.50% 304	26.41% 169	7.03% 45	640	2.21
Agriculture	34.33% 219	44.20% 282	18.03% 115	3.45% 22	638	1.91
Study abroad	36.72% 231	35.45% 223	18.44% 116	9.38% 59	629	2.00

Question 13

Besides a journalism degree, what ONE other undergraduate major would you suggest a journalism graduate possess?

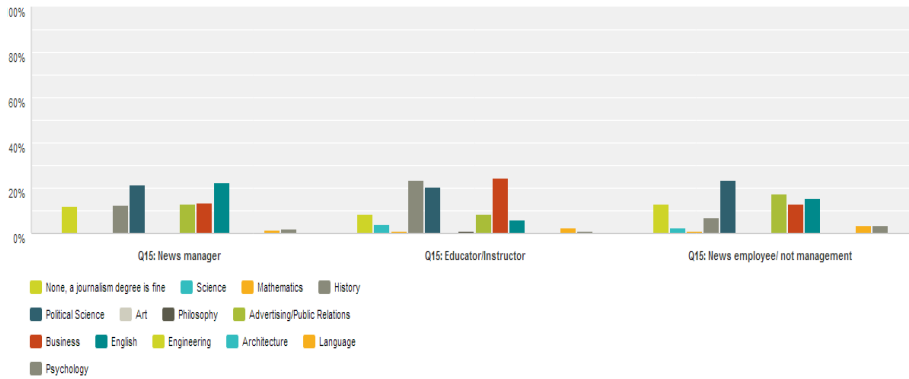
Answered: 575 Skipped: 87

Answer Choices	Responses
None, a journalism degree is fine	10.96% 63
Science	1.57% 9
Mathematics	0.70% 4
History	14.96% 86
Political Science	21.39% 123
Art	0.17% 1
Philosophy	0.70% 4
Advertising/Public Relations	12.35% 71
Business	16.17% 93
English	16.70% 96
Engineering	0.17% 1
Architecture	0.00% 0
Language	2.09% 12
Psychology	2.09% 12
Total	575

Question 13- Crosstab

Besides a journalism degree, what ONE other undergraduate major would you suggest a journalism graduate possess?

Answered: 575 Skipped: 87



	None, a journalism degree is fine	Science	Mathematics	History	Political Science	Art	Philosophy	Advertising/Public Relations	Business	English	Engineering	Architecture	Language	Psychology	Total
Q15: News manager	11.76% 38	0.00% 0	0.31% 1	12.69% 41	21.36% 69	0.31% 1	0.62% 2	13.00% 42	13.62% 44	22.60% 73	0.00% 0	0.00% 0	1.55% 5	2.17% 7	323
Q15: Educator/Instructor	8.38% 14	4.19% 7	1.20% 2	23.35% 39	20.36% 34	0.00% 0	1.20% 2	8.38% 14	24.55% 41	5.99% 10	0.60% 1	0.00% 0	2.40% 4	1.20% 2	170
Q15: News employee/ not management	12.94% 11	2.35% 2	1.18% 1	7.06% 6	23.53% 20	0.00% 0	0.00% 0	17.65% 15	12.94% 11	15.29% 13	0.00% 0	0.00% 0	3.53% 3	3.53% 3	85
Total Respondents	63	9	4	86	123	1	4	71	96	96	1	0	12	12	575

Question 6

What new skills do journalism graduates need today because of ongoing changes in the profession?

Answered: 562 Skipped: 100

Social Media		34.88%	196
Video		9.79%	55
Technology		7.30%	41
Multimedia		6.05%	34

Question 7

What traditional journalism skills are still important for journalism graduates to have today?

Answered: 583 Skipped: 79

Accuracy		21.27%	124
Story		17.84%	104
Good Writing		10.12%	59
Critical Thinking		9.09%	53

Question 14

What part of your education best prepared you for your journalism career?

Answered: 576 Skipped: 86

Writing		19.44%	112
Internship		15.80%	91
Journalism		14.58%	84
Courses		14.06%	81
English		10.76%	62
Experience		8.68%	50
Reporting		7.47%	43