

REPORT OF 2020 STUDENT EXPERIENCES

STUDENT LEARNING OUTCOMES

INDIRECT MEASURE

OVERVIEW OF SENIOR SURVEY (SPRING 2020)

Repeating our assessment activities from last year to continue to develop a pool of data for future trend analyses, we administered a survey to graduating seniors in the Hussman School of Journalism & Media, covering their course of study, their ease of access to required courses, academic and career advising, diversity, career preparation, support from other MJ-school offices, and MJ-school information sources.

All data from the experience survey are reported below. The **most relevant indirect measures** of our student learning outcomes are the

- Perceptions of course coverage of the ACEJMC values and competencies, followed by
- Perceptions of diversity in the school and
- Perceptions of the school’s global programs.

In a different report, we also administered a knowledge “quiz” of 20 questions which serves as a direct measure of students’ knowledge of topics relevant to the ACEJMC values and competencies.

We received 183 responses to our senior survey in April 2020, representing 49% of the 385 May and August graduating seniors. Last year, we received a 61% response rate (207 of 340 seniors) to the senior survey.

This assessment addresses the following ACEJMC values and competencies:

ACEJMC Value/Competency	Assessed Here?
1. Principles and laws of freedom of speech and press in the U.S.	Yes
2. History and role of professionals and institutions in shaping communications	Yes
3. Gender, race, ethnicity, sexual orientation and/or other forms of diversity in relation to media and communications	Yes
4. Diversity of peoples and cultures and of the significance and impact of media and communications in a global society	Yes
5. Concepts and theories in the use and presentation of images and information	Yes
6. Professional ethical principles and work in pursuit of truth, accuracy, fairness and diversity	Yes
7. Thinking critically , creatively and independently	Yes
8. Conducting research and evaluating information by methods appropriate to major area	Yes

9. Writing correctly and clearly in forms and styles appropriate for my major area within MEJO	Yes
10. Ability to critically evaluate my own work and that of others for accuracy and fairness, clarity, appropriate style and grammar	Yes
11. Application of basic numerical and statistical concepts	Yes
12. Application of tools and technologies appropriate for major area	Yes

DEMOGRAPHICS

A total of 264 responses were recorded this year. However, only 191 of the survey respondents completed all of the experience items. The following report only summarizes those 191 students who completed all items.

Course of Study: Two thirds of eligible survey respondents indicated they were in a strategic communication major (advertising, public relations, sports marketing, strategic communication), and one-third indicated a journalism major (reporting, business journalism, broadcasting, photojournalism, graphics or multimedia for news/documentary storytelling).

Age: Respondents’ median age was 22: the median age of for both the strategic communication respondents and journalism respondents was 22.

Gender Identity: 82.6% identified as a woman: 87.7% of the strategic communication respondents and 73.2% of the journalism respondents identified as women. One respondent identified as gender fluid and one as trans*. The other respondents to this question identified as men (other choices included not listed).

Race/Ethnicity: As shown in the table below, 81.9% of all respondents identified as being White, of Europe descent. Values in the table below are percentages.

	All Respondents	Strat. Comm.	Journalism
Am. Indian/Alaskan Native	0.0	0.0	0.0
Asian	7.5	7.2	8.1
Black/African descent	5.2	4.3	6.7
Native Hawaiian/Pacific Islander	0.0	0.0	0.0
White/European descent	81.9	83.9	78.3
Latinx	5.2	4.3	6.7
Multiple races/ethnicities	4.2	4.3	4.0

UNC GPA: Most of the respondents had overall grade-point-averages at or above a 3.0, as can be seen in the following table. Values in the table below are percentages.

GPA range	All Respondents	Strat. Comm.	Journalism
Below 2.49	0.0	0.0	0.0
2.5 to 2.99	2.5	2.3	2.8
3.0 to 3.49	43.3	41.5	46.5
3.5 or above	54.2	56.2	50.7

ACEJMC VALUES & COMPETENCIES

We asked students to tell us how much they agree that their MEJO coursework provided a solid foundation in the 12 areas identified by the ACEJMC as essential media and journalism values & competencies. The four-point Likert scale ranged from “strongly disagree” = 1 to “strongly agree” = 4.

The table below lists the average level of agreement that the respondents’ MEJO coursework provided a foundation in each of the 12 areas listed. Bold scores with superscripts indicate a statistically significant difference ($p < .05$) between the average score from strategic communication respondents and that from journalism respondents, based on an independent samples t-test comparing the two major areas.

AVERAGE AGREEMENT THAT COURSEWORK COVERED:	All Respondents	Mean Strat. Comm.	Mean Journalism
1. Principles and laws of freedom of speech and press in the U.S.	3.68	3.72	3.60
2. History and role of professionals and institutions in shaping communications	3.00	3.09^a	2.84^b
3. Gender, race, ethnicity, sexual orientation and/or other forms of diversity in relation to media and communications	3.03	3.09	2.91
4. Diversity of peoples and cultures and of the significance and impact of media and communications in a global society	3.09	3.14	3.01
5. Concepts and theories in the use and presentation of images and information	3.36	3.39	3.30
6. Professional ethical principles and work in pursuit of truth, accuracy, fairness and diversity	3.67	3.74^a	3.56^b
7. Thinking critically , creatively and independently	3.74	3.80	3.64
8. Conducting research and evaluating information by methods appropriate to my major area within MEJO	3.45	3.65^a	3.10^b
9. Writing correctly and clearly in forms and styles appropriate for my major area within MEJO	3.77	3.80	3.73
10. Ability to critically evaluate my own work and that of others for accuracy and fairness, clarity, appropriate style and grammar	3.71	3.71	3.71
11. Application of basic numerical and statistical concepts	2.88	2.97	2.73
12. Application of tools and technologies appropriate for my major area within MEJO	3.49	3.47	3.51

Students in both tracks self-reported the **greatest agreement** with the following areas:

- Writing correctly and clearly
- Thinking critically and creatively
- Critically evaluate my own work ... for appropriate style & grammar
- Ethical principles
- Principles and laws of freedom of speech & press in the U.S.

Students' **weakest responses were in four areas:**

1. For **diversity of peoples and cultures** and of the significance and impact of media and communications **in a global society**
2. **Gender, race, ethnicity, sexual orientation** and/or other forms of diversity in relation to media and communications
3. The **history of communication** and role of professionals in shaping communications
4. Application of **basic numerical and statistical concepts**

As noted above, strategic communication respondents were in higher agreement that coursework covered **history, ethical principles, and conducting research**, compared to the ratings of journalism respondents.

Preparation for the Workforce

We asked respondents to rate how effective they felt their MEJO coursework had been in preparing them to enter the workforce.

Most students reported feeling that MEJO courses have been **Very effective (fairly effective)** in preparing them to enter the workforce. On a four-point Likert scale from Not effective at all (= 1) to Very effective (= 4), the overall average rating was 3.44.

The average rating for strategic communication respondents was 3.47, and for journalism respondents it was 3.37.

Comments about Courses

We invited respondents to offer comments specifically about current and possible courses and what they felt about their major courses.

Comments included:

"Best decision I ever made in college"

"Classes were always very difficult to get in when registering"

"I absolutely loved being a student at the school. I wish that the curriculum was heavier in creative content creation and more innovative thinking on the strategic communications side of things...I feel that the ad program is often overlooked and I think that's a shame due to the increasing need for vis-com storytelling in addition to journalistic needs."

"I expected more. I felt overworked in Carolina Connection. The TV production course was a joke; I took away more critiques than applicable knowledge. PLEASE EVALUATE THIS COURSE! We also need to talk about how our professors need time to innovate what they are teaching! Please stop teaching me about what is. Teach me about what could be! We need to teach our students how to be above the rest of the students graduating from journalism schools in the world. We need to invest in what our students are actually interested in from day one, rather than assuming that a one size show fits all. It makes sense to teach the basics, but do it in a way that is future-focused and catered to enhancing what the student is capable of becoming!"

"Changes to Hussman School application requirements should be noted on the website to avoid confusion with changing degree requirements that can cause concerns when via word-of-mouth."

"I appreciate the ability to work with administration to substitute course work for certain required classes and hope this is a trend the school continues toward."

"I feel so prepared to enter the workforce and I could not have done it without Hussman. The courses were challenging yet so rewarding. The faculty constantly believed in my abilities even when I couldn't quite see them myself. Thank you for some of the best moments during my time at Carolina."

"I had an amazing experience in my 4 years at Hussman. I learned more than I ever imagined, had amazing professors and mentors, and feel prepared to enter the workforce."

"I love the Hussman School because it has outstanding resources and amazing opportunities for us students to follow our passion and grow our abilities. For me, I gained so many teamwork experiences through the courses offered at the School, and they made me love to work in a collaborative environment."

"I also think that combining Ad and PR was not the best decision. They require different curriculum and education so they should be treated differently. With the change to the Hussman School of Journalism and Media, it felt again that the focus was on the journalism side of things. It wasn't until I was a junior where I felt I had a good understanding of what PR is, as an industry."

"I took MEJO 221 when I was an undecided first year- and it helped me realize that making videos was my passion - After, I went on the photo/video journalism route where I've met the best, most caring people. I feel like my experience was very different from Ad/PR, reporting people because I was surrounded by a very small, yet incredibly supportive community. And I am so, so thankful for those people. I just wish the Hussman School would give more funding to the VISCOM department - like buying more equipment - AND making sure the students take care of the equipment. - Because we have some amazing gear, but I feel like everything is SO worn down due to overuse AND misuse."

"The way the courses are built, Mejo 121 was a class that did not encourage actual learning but just finishing assignments with the intention of getting a passing grade. As a required course for something that I will probably never use again, it was hard for me to get passionate about a project that I did not have time to do to the best of my ability. The class moved too fast and did not offer the support I needed. Additionally, I do not have the design skills that other majors have, hence why I am in research. This already put me behind and I did not feel like my instructors were willing to work with me. They were more interested in telling us to go to Lynda to learn rather than teaching us. I believe this class needs to be re-worked. Additionally, I think the special topics classes are brilliant. It is amazing that the school can bring in great teachers casually to teach innovative classes."

"Just more pure writing classes. The ratio of ad, PR and graphic classes to writing classes is sad."

"Not enough options for journalism capstones for students who have not taken video/photo prerequisites. For many, Media Hub is the only option but it is not adequately advertised on how to apply. If it is the only capstone option for some students, they should not be rejected when they do apply."

"Overall the school does what it is supposed to fairly well. But I do think it has some room for improvement in the following areas:

1. An investigative journalism course, like the one I wrote a syllabus for last summer, should be established immediately. This type of reporting is critical for a healthy democracy, and we seem to have fallen asleep at the wheel on teaching it. As a result I can count on one hand the number of reporters on the school who are devoted to investigative work.
2. Students need training on how to write stories longer than 2000 words.
3. There should be much more collaboration both within tracks and between them. It shouldn't take until Media Hub or International Projects for students to team up to report stories. We should also try to foster better relationships with other departments like computer science, economics and political science. Speaking from some experience, this is how things are done in the real world.
3. The school should hire more (immensely qualified) women and people of color as professors, particularly in the reporting and vis-comm departments. We have a tremendous talent pool of alumni to pick from, so I don't know why this hasn't happened sooner.

4. The school should purchase at least five 4K-capable cinema cameras (Sony FS5, FS7, Canon c200, c300 II) for students in MEJO 584 and MEJO 680 to use. Currently students have no training whatsoever on this equipment, even though it is what's used in the professional world.

5. More effort should be made to send students to conferences like IRE.

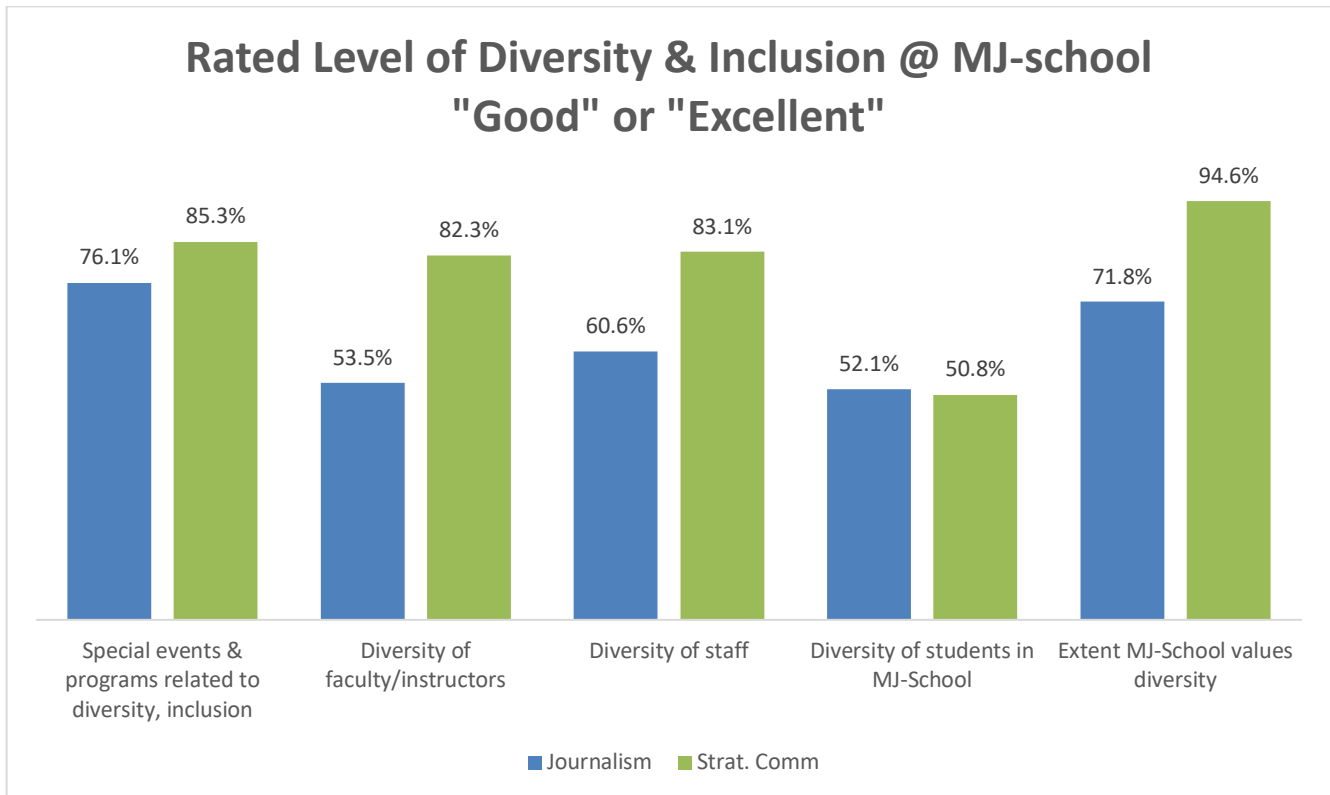
"Really enjoyed my time here. As an advertising major, it probably would have been helpful if i'd had more ad classes and fewer journalism classes, though, as I think there's more info about ad that students could be benefitted to learn. Overall very happy w Hussman and sad to leave early."

"The students here work like family. I couldn't be happier to have gone to school with such fine people. But it feels like there is a general consensus among students that the world of journalism is ahead of the j school. And other schools are more tapped into news trends than we are. I don't think we have sufficient equipment to carry out the exceptional journalism that some of our students strive to turn. I think we really need to pay attention to how things are being done in the real world, and try to innovate and be on the cutting edge instead of about 5-10 years behind. I think there is a general consensus among our students that what makes the Hussman school great is the students that comprise it, not the structure within which they are operating. And I don't say this to scold, I say it in hope of change and growth."

DIVERSITY

Data about Diversity

In the student experience survey, we asked respondents to rate the level of diversity and inclusion in the MJ-school in five areas. Students in the strategic communication track rated the level of diversity more positively than students in the journalism track rated diversity in four of five areas: special events and programs, faculty/instructors, staff, and the extent to which the School values diversity.



Journalism students rated the diversity of students more positively than strategic communication students.

Comments about Diversity

We invited respondents to offer comments throughout the “experience” survey to tell us what they think we are doing well and what we can improve regarding course offerings, services (Park Library), information dissemination, and any other area of their choosing (an open comment category).

The following are comments about diversity and inclusion:

“While my classes focus on issues and diversity & I love my professors, we are seriously lacking people of color and women in professor positions, at least in the viscom department. Once again, I love my professors, but this is an important perspective missing. Women and POC are treated differently in the field, that's just a fact, and I've had multiple experiences on projects when having a mentor who truly understands this would have been an amazing resource.”

“There needs to be more diversity and younger professors. Journalism is evolving and the teachers in the school should reflect that.”

"I typically enjoyed my professors. I wish there was more diversity, specifically in age, race and sex, though."

"I wish there were more men in the program in order to diversify thinking, but I know that's nothing that can be controlled by staff. Additionally, I wish there was a greater focus on ensuring students have basic skills in excel and other similar software that's used frequently in industry."

"I felt like it was difficult to get really ingrained in the Hussman School, and as a result felt a little undervalued. I was a part of organizations, and I went to events but the classes I was able to take were pretty large or core requirements. If there were more community bonding opportunities or chances to connect with professors and students I didn't have a class with would have been helpful."

"I do feel that less popular concentrations in the school are somewhat neglected. The fact that the program changed (in 2017?) from having students choose from several available concentrations to just the Journalism and Advertising/PR umbrellas may exacerbate the problem for students who pursue varied interests/interests that don't exactly fall under the major categories, like mine..."

"I really enjoyed my time here. However, at times, I did feel like my concentration (PR) was kind of swept aside to prioritize journalism..."

"So much of my experience in the MEJO school felt transactional. There's a shared sentiment among students that there's extreme favoritism showed by administrators. That ultimately decides who is selected to compete for awards and who get opportunities. If you aren't transactional and plan your time, you often fail to get the chance to enter your stories or get exciting assignments. You feel far lower than the special few that receive special treatment. I'm leaving the school somewhat bitter for how my peers and I were treated. A tiny group of the administration [additional words removed for confidentiality] makes reporters and producers feel disposable. The second they think you've run your course is the second you're discarded. I want to feel pride for the Hussman School, but [words removed] has worked to strip joy and accomplishment from many of my peers. I loved nearly all of my instructors, and I think the staff that supports the school is fantastic. Overall, I am genuinely thankful for my time at UNC and the Hussman School."

"Treat December grads the same as Spring grads."

"We have to do better and make all of our students and soon to be students feel comfortable and celebrated. Again, gender neutral bathrooms, LGBTQ+ professors and professors of color!"

"I think the Hussman School can do better in diversity and inclusion. I sometimes don't feel like I belong because my own identity and background don't fit with the predominantly major identity. And in some of my classes we don't really talk about other cultures at all, which I understand because it can be irrelevant to the class theme, but I feel like the School can definitely do better in making racial and sexual minority students feel more welcomed and included."

"I think the diversity thing is something that really hindered my ability to love the Hussman school as much as I think many white students do. It felt really difficult to relate to a lot of my professors, and I think that hindered the possibility of relationships with them, and in turn stifled the work that I would have been able to do. The one time that I had a professor of color for one of my viscom classes was [words removed for confidentiality] and we literally ended up creating a wonderful, award winning documentary in that class, I gained a mentor in Ligaiya (we still talk regularly to this day), and I learned so much about filmmaking and it is what got me into filmmaking. So many students are missing out on opportunities like the one that I had, and in turn potential passions that could turn into careers, because of the lack of diversity in the Hussman School, and that breaks my heart."

"It'd be so beautiful if we had more vibrant LGBTQ+ members in our staff, especially transgender professors and gender non-conforming. I'd love to see a pride flag in the school somewhere. I'd love to SEE GENDER NEUTRAL BATHROOMS IN OUR SCHOOL! I literally spent 20 minutes trying to find a gender neutral bathroom in the school but couldn't find one. A few months ago I literally went to use the bathroom and a woman stopped me

before going in telling me it was the men's bathroom. I'd love to have more professors of color as well. At Carolina, all but two of my professors were white. Would love to see that change."

"It's kind that you thought of diversity but also extremely funny that you did NOT even offer a type text box to type more suggestions and only provided simple ranking questions. Is this how a school can improve diversity? Also just FYI, black is not the ONLY minority. There are asians, their are native Americans, there are Latinx, and there are island people and international students (if I have not emphasized how ignored they are treated in school settings and offerings)."

Note. *This comment alerted us to an error in categorizing the comment box in this diversity section as descriptive text rather than as text entry. Due to this error, there was no comment space immediately following the diversity questions and respondents had to answer the next section (on information sources) to reach the final comment box inviting final thoughts and suggestions in order to comment about diversity. This issue has now been fixed.*

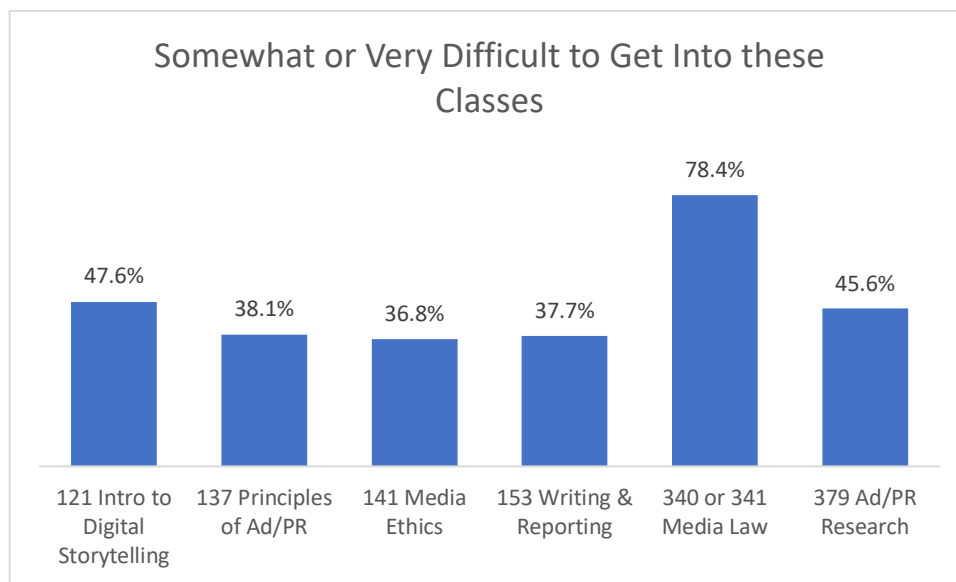
ADMINISTRATIVE ACADEMIC FEEDBACK

Ease of Access to Required Courses

We asked respondents how easy or hard it was to get into specific core courses. **Please note that due to a curriculum change, seniors taking this survey did not have MEJO 141 as a requirement (they may take MEJO 141 as part of their general college requirement for ethics education).**

Only Strategic Communication students responded to the questions about ease of access to MEJO 137 and MEO 379.

The following table shows the percentage of students who indicated **some degree of difficulty** enrolling in their core courses.



As the table shows, 78% of respondents said that MEJO 340 or 341 (Media Law, journalism-focused and strategic communication-focused sections) was somewhat or very difficult to get into, followed by MEJO 121 (Intro to Digital Storytelling).

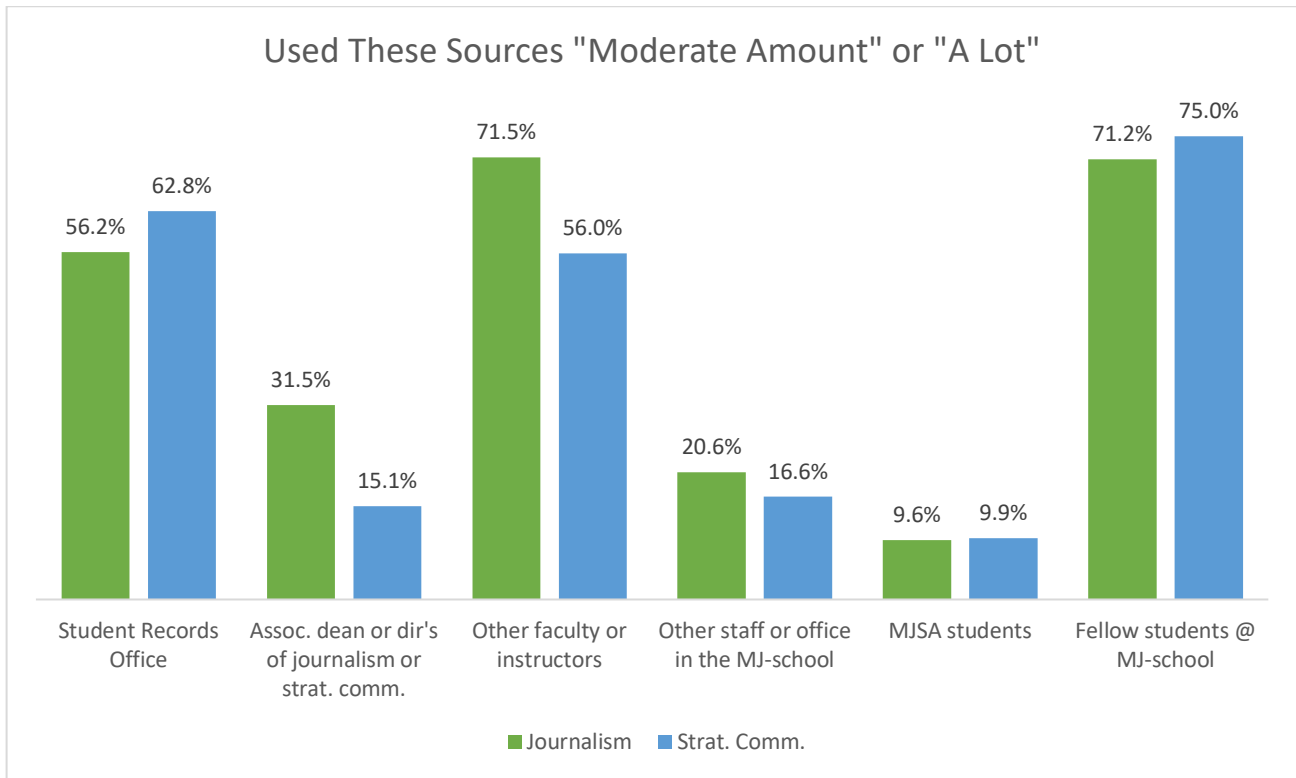
Advising and Registration

Data about Advising & Registration

Nearly all respondents (97%) met with someone in Student Services/Student Records.

Overall, 91% of students (N=204) reported being “somewhat” or “very” satisfied with the advising they’ve received in the MJ-school.

Respondents in both tracks rated their reliance on the above sources similarly. Students largely relied on their fellow students, the Student Records Office and other faculty or instructors. Fewer students reported using other staff or offices in the School or faculty administrators (Associate Dean or area directors) for advising. Journalism students relied on other faculty or instructors more than strategic communication students, and strategic communication students relied on the Student Records Office more than journalism students.



Comments about Advising & Registration

We invited respondents to offer comments specifically about advising to tell us what they think we are doing well and what we can improve regarding course offerings.

Most of the comments praised individuals in the Student Records office. Other comments included:

"The 390 and 490 class lists are very hard to find. I would love a designated tab or part of the website where they are. Every year I had to somehow find the google doc and then save it because I knew I would never find it again."

"Advising was super helpful and they always had a lot of appointments available which I really appreciated."

"advising has always been super helpful to me, nothing much else to say"

"We need to see trust built between our students and the academic advisors from day one in an effective way that ensures employability from day one."

"I love this school. I think there needs to be some better ways to help incoming students to the school and transfers. I never knew if I had a specific advisor or who to ask what about specific questions. I transferred to this school specifically for the Hussman school, and I wish I could have gotten the chance to take classes that were too competitive to enter depending on my enrollment."

"they were unable to assist me when I ran into unique enrollment issues due to being a re-admit student. Very disappointed i their lack of willingness to help me throughout my five years at Carolina. I relied on [name removed] who was my general adviser freshmen year, more than i did the Hussman School Advising staff. He was always more willing to take a second to hear what was wrong and actually try to help me."

"I did not necessarily feel welcome when I utilized these services."

"I may have just been unlucky, but I personally didn't have the best experiences with advising. The Arts and Sciences advisors went above and beyond, and when I was forced to only go through Hussman advisors, I received very little help. My emails always went unanswered, and when I met with both advisors in person, I would always feel like my problems were too much for them to deal with. I was always forced to figure out another way to get help without them."

"I think more effort should be made to reach out to students individually, instead of relying on them to find this resource themselves."

"I think student services was particularly valuable to me as someone who changed majors to come into the Journalism school. It provided me a good resource for course planning and to make sure I was on the right track towards graduation."

"I think the mejo advisors are often too busy, but they're helpful if you can get in touch with them."

"In Spring 2019, I was nearly kicked out of a class two weeks into the semester because it was over-enrolled. If I hadn't gone immediately to talk to [name removed], I am certain I would have been kicked out. She handled the situation so well, and was much more flexible and understanding than the Dean's suite. Upperclassman should get priority for seats in classes that are vital for gaining skills necessary for securing internships."

"It is frustrating when there are classes on the academic worksheet that seem to never be offered."

"My favorite part about Hussman advising is how convenient it is. My experiences with advising outside of the school was always sub par and they were hard to get in touch with. I always found it very easy to get my questions answered with the Hussman school's advising and I always found the advice and information I received to be accurate and helpful."

"Something I would love to see is a sheet available for students to see that had a basic plan for courses in upcoming semesters. I couldn't take the classes I most wanted to in the school because off the off set in scheduling."

"Sometimes the staff in advising was rude. I went to UNC's regular academic advising until I absolutely had to go to the Hussman's academic advising because regular academic advising was usually much more pleasant. However, [name removed] was extremely helpful when I had questions about the U&G test."

"The advising office was amazing every time I went there. They all are so supportive, kind, and caring and I felt better and happier every time I went."

"The change of requirements for my major confused the guidance staff and multiple counselors told me conflicting things. This was really frustrating until I cleared everything up with [name removed]."

"The old curriculum was easier to navigate, since it was more prescriptive, based on my conversations with younger students below me, the new curriculum offers more choice (which is good!) but also requires more guidance."

"There's not much to change, until we change the overall structure of the school."

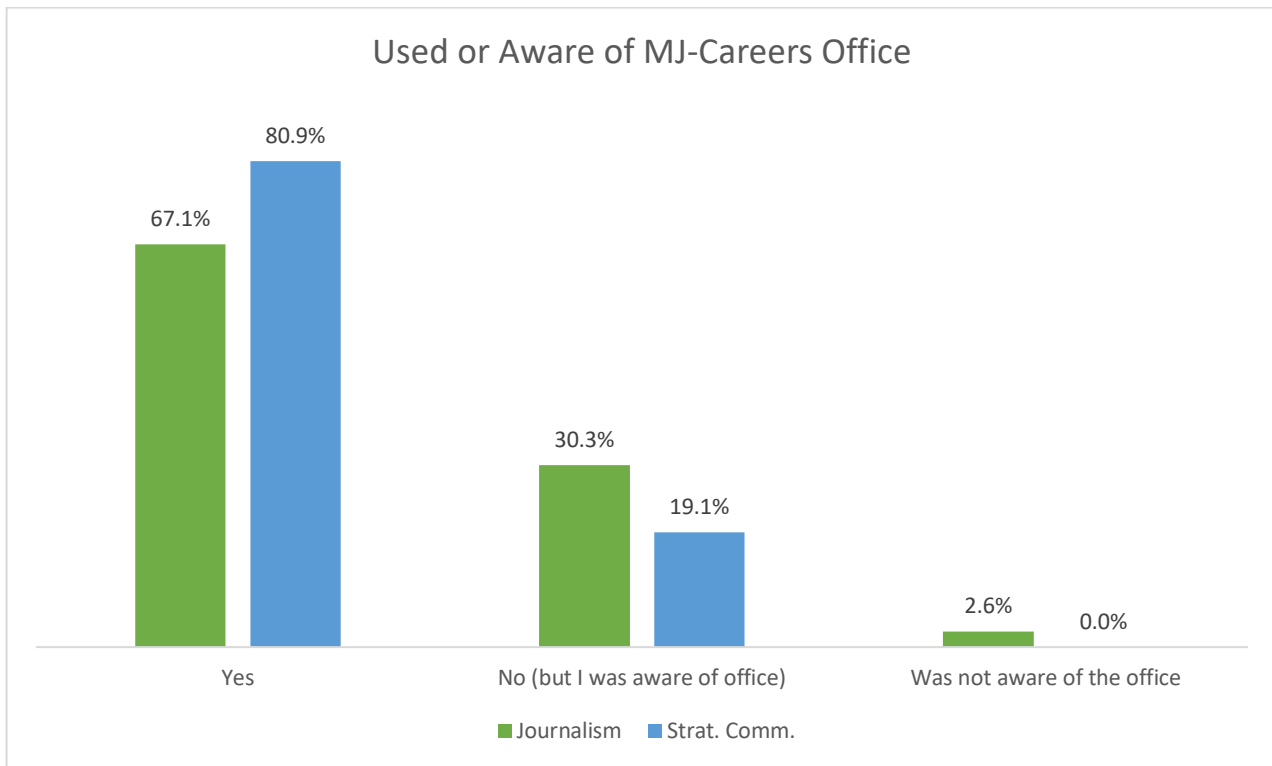
"Whenever I went in for academic advising I got mostly just audits of the classes I've taken and the ones I need. Sometimes when I asked about certain classes or class opportunities I wasn't given as much guidance"

"You should be able to do the same things in drop-in hours as you would in an appointment! Some people's schedules only align with drop-in hours."

"They are awesome! Thank you"

CAREER SERVICES

Nearly all of the students in both tracks were aware of the MJ-Careers Office (100% of strategic communication respondents; 97% of journalism respondents). As shown in the table below, the majority of respondents actually used this office.



However, the use of the MJ-Careers offices differs dramatically by track:

- 81% of the **strategic communication respondents** reported using the services of MJ-Careers
- 67% of the **journalism respondents** reported using the MJ-Careers services.

This difference is also reflected in respondents’ satisfaction using MJ-Careers for creating/editing a resume or cover letter. Strategic communication respondents were more likely to find Career Services helpful for working on a resume or cover letter compared to their journalism counterparts (chi-square test, $X^2(1, N=158) = 7.792, p < .01$). The table showing these results is below.

There was virtually no difference between the tracks in satisfaction with MJ-Careers for finding a job or getting help with professional networking.

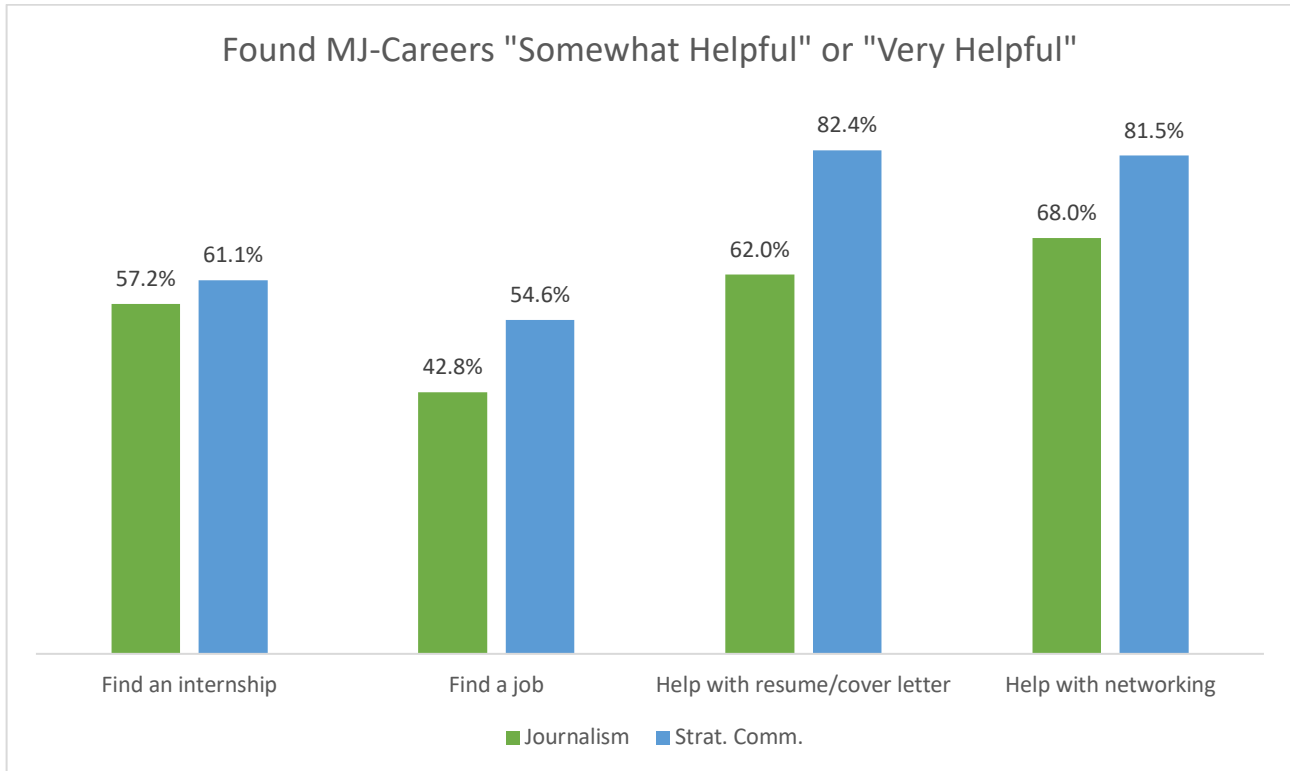
Among students who were aware of the Careers Office (N=210), the vast majority (88%) have used the MJ-school’s jobs and internships email list to help them find an internship/job. About 58% of respondents reported using the list a “moderate amount” or “a lot” (59% of strategic communication students and 54% of journalism students).

About 35% of respondents reported using @UNCMJCareers on Twitter to help them find an internship/job (32% of strategic communication respondents and 41% of journalism respondents). 13% of respondents report

relying on using @UNCMJCareers on Twitter “a moderate amount” or “a lot” to help them find an internship/job (13% of strategic communication students and 14% of journalism students).

The majority of respondents (75%) have used a career counselor to find an internship or job (77% of strategic communication students and 70% of journalism students). More than one-third (45%) of students say they used a career counselor a “moderate amount” or “a lot” to find internships/jobs (49% among strategic communication students and 38% among journalism students).

There were no statistically significant differences found among tracks.



Comments about the Careers office

Many comments about the Careers office were positive including comments about how supportive the staff were and the help they received with networking. Many other comments regarded inclusion.

Comments included:

“We need to host more networking events that are required of our students, so we can be the best of the best and get to know the current best of the best. We also need to from day one have scheduled meetings with our career advisor so we can get started on internships early in the game and have an accountability to see us through our achievements. It's so hard to do everything as a student and to have that required sense of reliance, someone to see your potential when you can't see it for yourself is major.”

“Bringing people into Hussman is how I landed my job!”

“Felt like advice was very scripted and given to everyone. wanted them to make more connections for me based on my interests rather than just telling me who to reach out to or

search for since I feel like that isn't as helpful in job searches and would have been better to get a direct introduction. But very nice and have great intentions!"

"I feel like they definitely favorite some students and while they do help whoever needs help they put a bigger focus on certain students than others."

"I found it to be kind of selective for lack of a better term. It seemed like the careers office was only interested in helping certain students that already "had an in" with staff or the school in general.

"I think for the networking trips, it became almost common knowledge that the same people were always getting the limited positions on the trips. I never got an opportunity to go on a networking trip which was very disappointing"

"I think maybe making it more accessible? I was blessed with the Lookout Fellowship that allowed me to have a super personal relationship with Jenn and Jay, and whenever I talk about them, many students seem frustrated that they don't know how to get in touch with them, they can't get a meeting, or just they don't know what to ask for. Maybe some way to communicate to students who is in Career Services, what kind of stuff they can help with, etc."

"I think there are times when the career center highlights awesome students but that it can come across as favoritism. I think there needs to be more networking when it comes to internship and full-time programs with agencies and companies."

"I understand some connection and network opportunities can only be provided to students who have taken the class. However, when a student approaches you with clear goal, plan, ambition and he/she clearly tick all the minority boxes... it's awkward and seemingly biased when you IGNORE and clearly does not wish to offer such resources... It's saying we help local students more because they are the majority, because they have better chance to find a job, because that's just easier, compared to give you resources that's on an international scale... it seems many students will get shut before they even start."

"Another way to communicate with students when companies/firms are coming to MEJO. I've found that I don't hear about things until after they happen, even though I follow Career Services on Twitter, signed up for emails, etc."

"I love the newsletter with jobs & internships. It's super helpful and the personality added of the person running it is great. I do wish that there were more photo & video positions. I know we're a smaller group in the school but I would love to see more opportunities in those areas listed because there usually aren't too many at all"

"Although journalism was my primary major, I did have a second major and will be pursuing a doctorate in that field after graduation. Therefore, my answers may be skewed for the internship portion of the survey as all of my summer internships were in the other field."

"The one and only time I went to an appointment, the [words removed for confidentiality] who works there asked me if I reached out to people on LinkedIn and I had already done that. Everything she offered I had already previously done and we did not accomplish anything worth my time. I would have been better off meeting with professors and getting their industry opinion on what to do."

"I think the Careers office is amazing! I always received constructive valuable feedback and even now, when nothing is really in their power, I can see that they are trying to get us the information we need in our job and internship search and help us however they can during this time."

"I think the most helpful thing they do is create informal settings for students to meet and learn from alumni ,the personal relationships created there are far more helpful than meeting a recruiter or getting an email intro."

Data about Internships

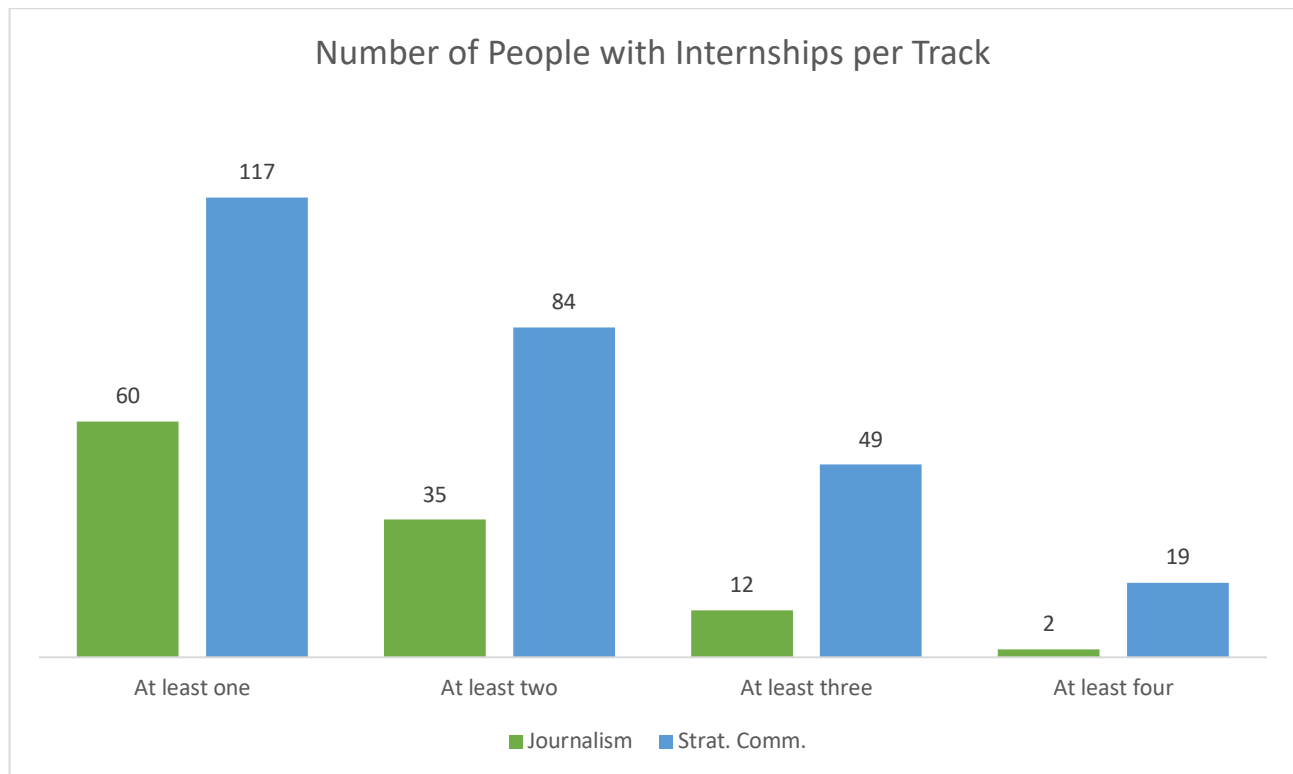
We asked respondents the number of internships they had while attending UNC. Strategic communication respondents averaged 2.98 internships over their time at UNC, and journalism respondents averaged 2.45.

Percentage of Respondents, by Track, who reported having had an Internship

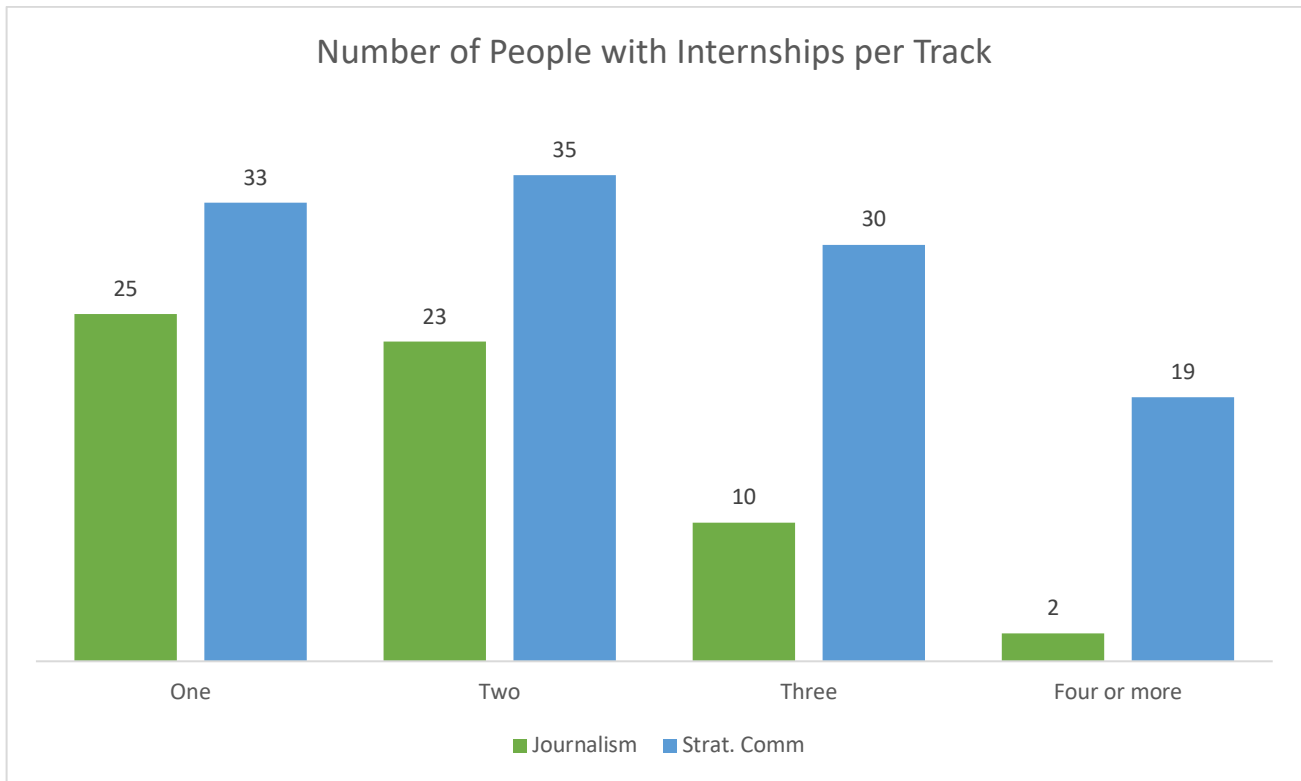
	All Respondents	Journalism	Strat. Comm.
0	16.1%	20.0%	14.0%
1	27.5%	33.3%	24.3%
2	27.5%	30.7%	25.7%
3	19.0%	13.3%	22.1%
4 or more	10.0%	2.7%^a	14.0%^b

Note: bold scores with superscripts indicate a statistically significant difference ($p < .05$) based on a chi-square test.

The number of students on each track that had internships is visually represented below.



Note: numbers equal more than the total number of students because columns represent the number of students who had at least one, two, three or four internships. For example, students with four internships will be counted in all four columns.



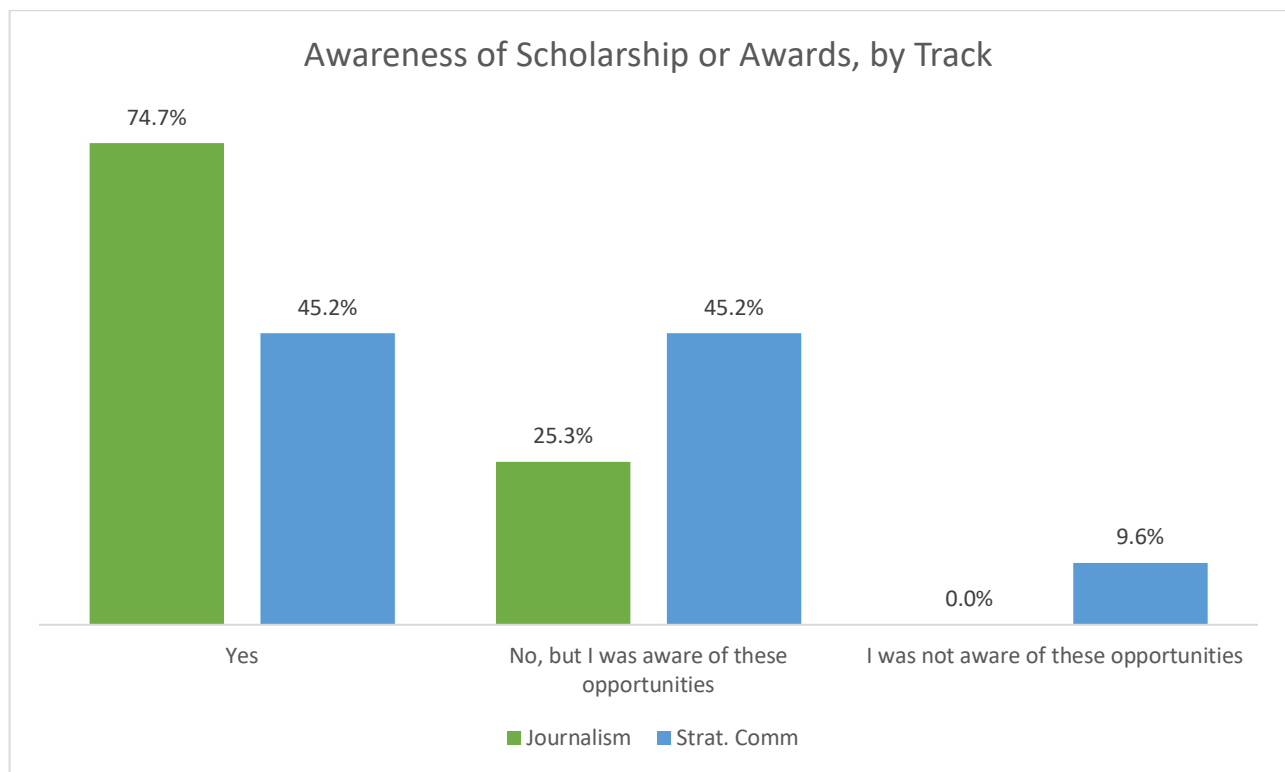
Strategic communication students were more likely to have 4 or more internships than journalism students.

Funding Sources

Individual Scholarships & Awards

About 75% of journalism respondents and 45% of strategic communication students applied for MJ-school scholarships and awards. There were more applicants among journalism students than strategic communication students. This difference in applicants was statistically significant based on a chi-square test, $\chi^2(1, N=210) = 19.73, p < .05$.

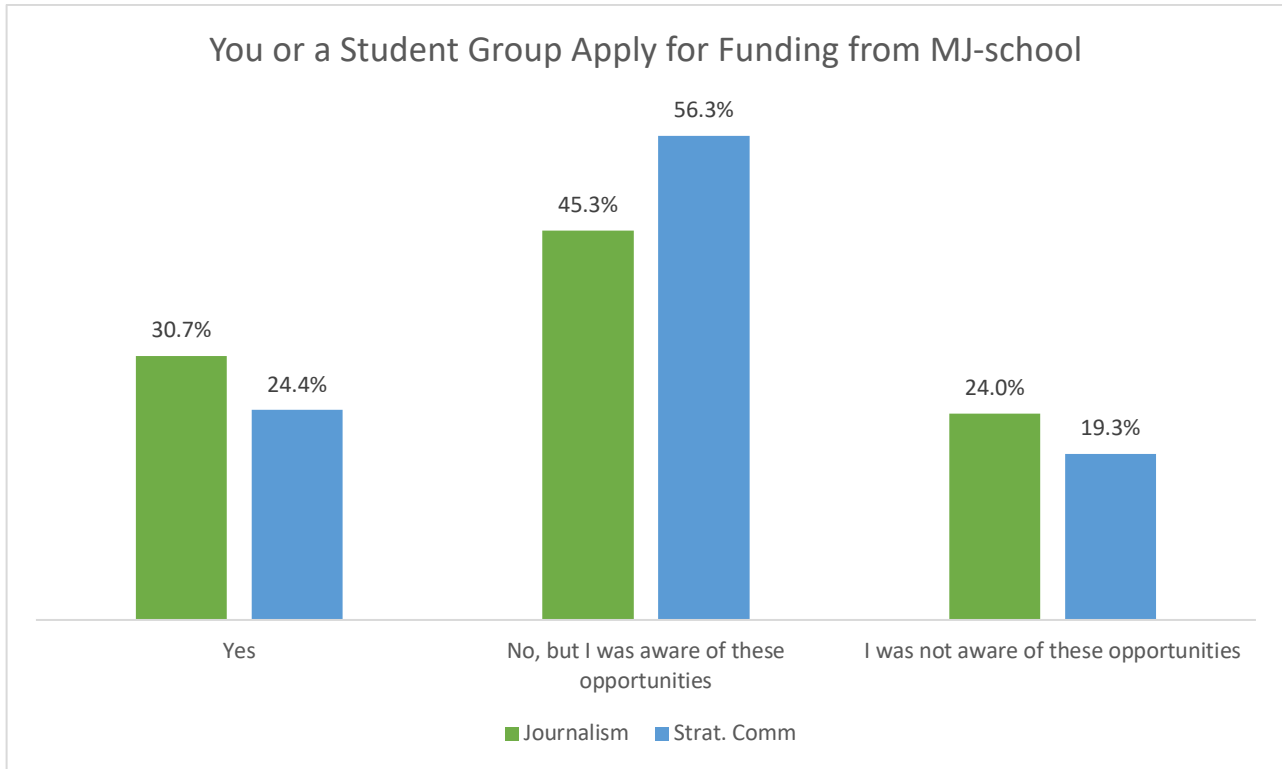
Awareness of scholarships and awards was high among students on both tracks. About 100% of journalism students were aware and 90% of strategic communication students.



Group Funding from MJ-school

We asked students if they applied for, or if they were part of a student group that applied for, activity funds from the MJ-school. The majority of students in both tracks had not applied, although 31% of journalism students (strategic communication respondents) had applied, only 24% of strategic communication students (journalism respondents) had applied for such funds

Only 19% of strategic communication respondents were not aware of funding for their student group, while 24% of journalism respondents were not aware of such funding (these are not statistically different percentages, based on a chi-square test).



SCHOOL INFORMATION SOURCES

Data about Information Sources

We asked respondents to rate the usefulness of the information sources listed in the table below. As shown in the table, the majority of respondents felt the School’s email newsletter and website were somewhat or very useful. Strategic communication students rated the email newsletter higher than journalism students (bold scores with superscripts indicate a statistically significant difference ($p < .05$) based on a chi-square test). Fifty percent of the respondents felt Twitter was useful.

Percent of respondents who found MJ-school information sources somewhat useful or very useful:

Information Source	All Respondents	Strat. Comm.	Journalism
MJ-school Twitter (@UNCMJSchool)	50.7%	53.8%	45.1%
MJ-school email newsletter	90.0%	93.8%^a	83.1%^b
MJ-school website	76.1%	77.7%	73.2%

Comments about Information Sources

We asked respondents for their feedback about how the MJ-school provided information. Some comments with regard to having more information about advising, navigating the curriculum, and finding out about networking opportunities and other career services have been noted above.

Additional comments included:

“Emails announced events too late for me to attend them. I need to know about events at least two weeks in advance if I want to plan to attend them due to my work schedule.”

“Facebook/Instagram updates about deadlines, registering for classes (open and closed classes, etc.)”

“How the degree audit works for seniors and other information about graduating and what the expectations are for the Hussman school vs UNC as a whole.”

“I never got the hussman weekly letter and I even requested it be sent to me a couple times. I was dissapointed I never got added to the list.”

“I think the graduation application & underload process was a little difficult to understand & we could have benefited from more communication about that.”

“I think the news letter is great.”

“I think the newsletters are great, especially the career services emails.”

“I wish major requirements, worksheets and course offerings were easier to find on the Hussman School website”

“I wish the information about deadlines to apply for my degree audit was more effectively distributed. Including it as part of a list of deadlines/dates (most of which didn't apply to me) was not prominent enough and I was not aware of the deadline until right before the audit was due.”

“Information about commencement (before coronavirus). I didn’t see any details about the ceremony when I needed them to plan.”

“Job newsletter could've been better with including a bunch of jobs around the country.”

“Making the weekly newsletter or the jobs/internships newsletter a little less crazy/lengthy would be helpful.”

PARK LIBRARY

Data about the Park Library

Roughly 89% of respondents visited the Park Library at least once in the past year; 90% of strategic communication respondents did, compared with 86% of journalism respondents. Strategic communication students were more likely than journalism students to visit the Park Library three or more times to study (70% vs. 65%). Eleven percent of students had not visited the Park Library in the past year.

Over three-fourths (82%) of respondents used the Park Library’s online resources at least once in the past year.

About the same proportion (72%) changed the focus of a paper or project based on information found while researching the topic at least once over the past year.

Strategic communication students were more likely than journalism students to decide not to use an information source due to its questionable quality at least three times (37% vs. 23%).

Percent of respondents who used the following resources:

Resources	Never	At least once	3 or more times
Visited the Park Library to study	11.3%	20.2%	68.5%
Used the Park Library's online resources (articles, data)	17.7%	37.4%	44.8%
Completed an assignment where I had to find online information resources beyond class material	11.4%	23.4%	65.2%
Changed the focus of a paper or project based on information found while researching the topic	28.1%	48.8%	23.2%
Decided not to use an information source in a course assignment due to its questionable quality	34.2%	34.2%	31.7%

The vast majority of students (89%) were “very likely” or “somewhat likely” to use Articles+/library.unc.edu in a MEJO project that required them to find sources outside of the required reading. Strategic communication students were statistically significantly more likely than journalism students to do so (92% vs. 82% respectively). Strategic communication students were also more likely to use Statista and a library database such as EBSCO compared to their journalism counterparts.

A table illustrating these likelihood ratings is below.

Respondents (%) who were somewhat likely or very likely to use the following resources in MEJO project:

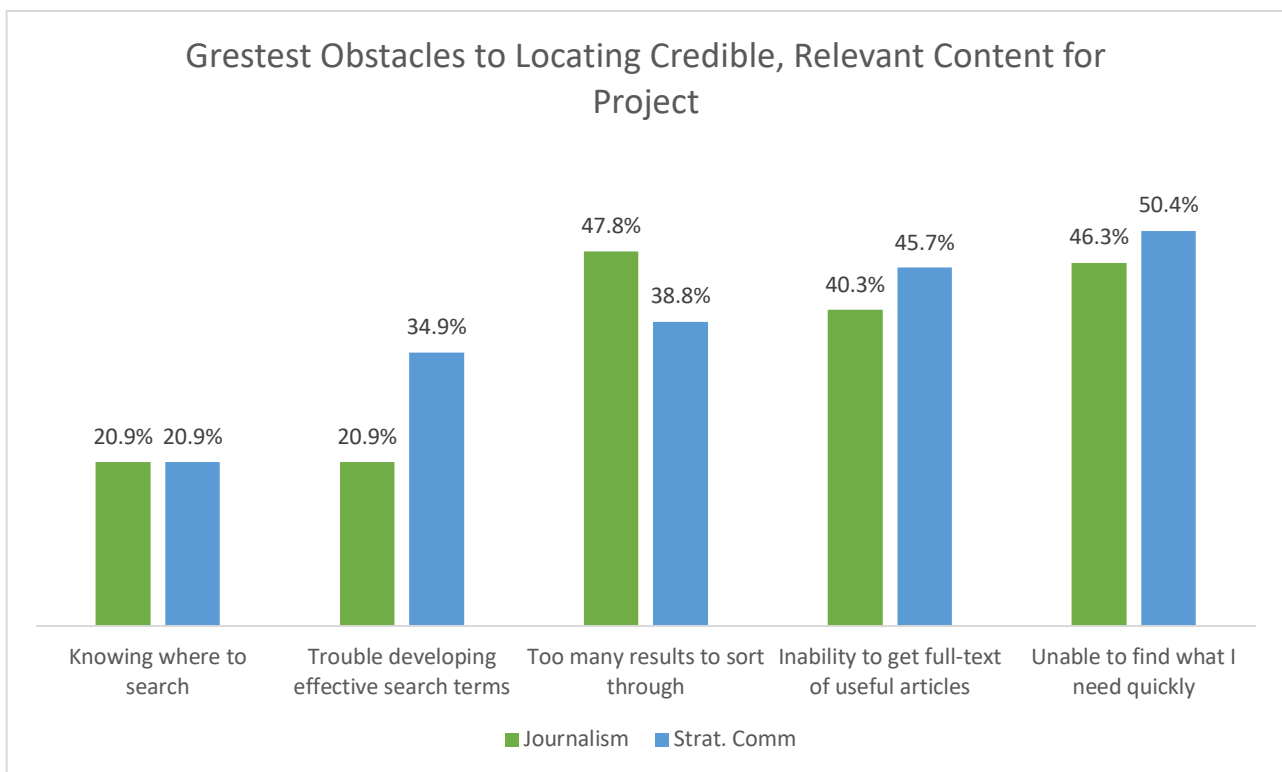
Resources	All Respondents	Mean Strat. Comm.	Mean Journalism
Articles+/library.unc.edu	88.7%	92.4% ^a	81.9% ^b
Google or Google Scholar	81.3%	84.7%	75.0%
Statista	50.0%	60.8% ^a	30.6% ^b
Library database such as EBSCO or ProQuest	66.5%	71.0% ^a	58.3% ^b
Instructor	66.0%	66.4%	65.3%

Friends	40.9%	38.9%	44.4%
Met with a library staffer	18.8%	18.5%	19.4%

Note: bold scores with superscripts indicate a significant difference ($p < .05$) based on a chi-square test.

The greatest obstacle for students in locating credible, relevant content for their last MEJO project was having too many results to sort through (46% of strategic communication students and 47% of journalism students).

Strategic communication students were more likely to say that one of their greatest obstacles was developing effective search terms, compared to journalism students. This difference was statistically significant based on a chi-square test, $X^2(1, N=196) = 4.101, p < .05$.



Note: percentages add up to more than 100 because multiple responses could be selected.

Comments about the Park Library

Most comments specific to Park Library space and services indicated positive experiences with the Park Library staff (e.g., “All of the Park Library staff are top-notch, at least during all of my visits there.”). Some comments were specific to the audiovisual equipment room, which was incorporated into the Park Library this past year.

Comments included:

“I loved the Park Library! The staff was always very friendly and made me feel comfortable asking for help when I needed it.”

"As my classes became more hands-on and less research based, I had less need for the scholarly help in the library but it was nonetheless a great place to study and catch up with MEJO friends I no longer had classes with. Despite being a library, Park is also one of the social centers of Hussman"

"For the last year I would spend every morning before class in park. It gave me a place to focus on my major and my career before I went to class. Additionally, it gave me a place to get to know other majors."

"When I visit Park Library, I do not feel like the libraries want to help me with what I needed help in. I'm not sure how to explain. Library policies particularly about checking things out are too stringent. As J school student, it doesn't make sense that I cannot check out a camera for another class or uni project if I'm not enrolled in 121 or a similar class."

"I love the study space in Park! One of the best on campus in my opinion. I also love that there is a Bloomberg Terminal there that I could use instead of having to go all the way down to the business school."

"I loved studying there but I do wish it was open later."

"love the animal livestreams! (and the coloring pages and crossword)"

"My favorite place to study on campus! I loved all the macs that were available for use especially the ones you can hook up to your own laptop and use as an additional screen. It is such a positive environment with fun and calming activities."

"Need more cameras for the broadcast students. I should not have to use my phone for media hub or carolina week because none of the cameras work."

"The equipment room... needs help. I know it's not specifically the Park Library, but it has been incorporated. There is no reason that they don't have enough equipment for all the students. This has never been a problem until this year. The equipment room made me cry once because they would not give me equipment that I had to have and was authorized for."

"The folks there have done a lovely job running the equipment room!"

"I LOVE the new check out for chargers, etc. That is seriously so helpful and you should continue to do that!"

"Please get a LexisNexis and LinkedIn Premium account that students can use on the computers in the library."

"Would love to learn more about finding audience insights and interpreting data and less about scholarly articles"

"You get the same presentation from the Park Library way too often about how to search for information. I wish that there was a one-time module you did to prove that you've gone through the training because I had the same presentation over 6 times in my J-school career... Please just have an online module like the U&G test or something for classes with research requirements."

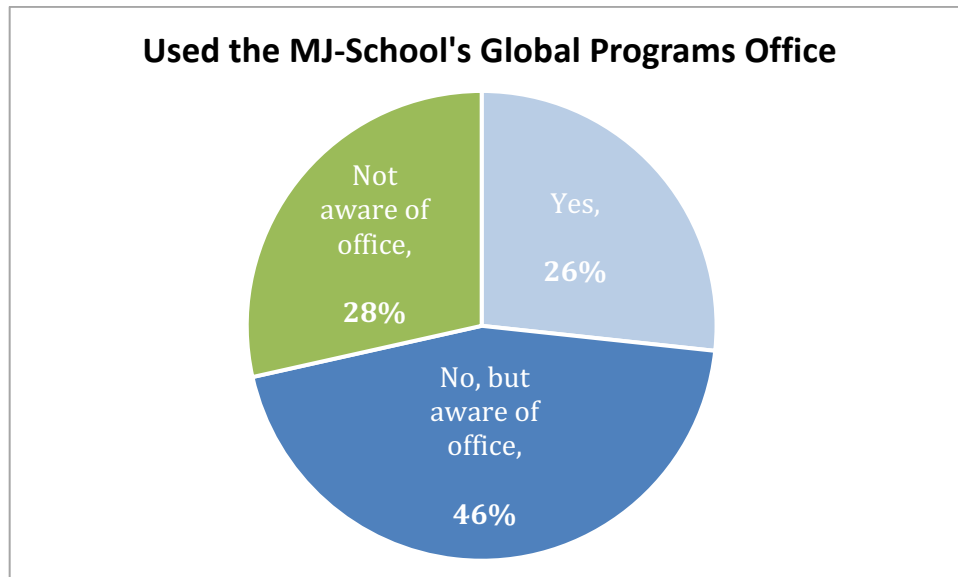
GLOBAL PROGRAMS OFFICE

Data about the Global Programs Office

Two-hundred and three respondents answered the question: Have you used the Global Programs Office? Of those, 26% indicated that they had used the office; 35% were aware of the office but had not used it, and 22% were not aware of the office.

About 21% of strategic communication students and 35% of journalism students indicated they had used the Global Programs Office. Nearly half (48%) of the strategic communication track students indicated that they were aware of the Global Programs Office but had not used it yet, compared with 42% of the journalism students (not a significant difference). About one-third (31%) of strategic communication students and 24% of journalism students claimed they were not aware of the Global Programs Office. The graphic below captures the general trend in the proportion of respondents who knew and who didn't know about the Global Programs office.

All respondents' awareness of the Global Programs Office:



Nearly all (89%) of the students who used the Global Programs Office (N=53) found it useful. Below is a breakdown of respondents who used the Office and took part in one or more international experiences:

	All Respondents	Journalism	Strat. Comm.
Semester-long study abroad	20	6	14
Summer study abroad	8	3	5
MJ-school global immersion	15	9	6
Another international MJ-school experience	3	2	1

Comments about the Global Programs Office

Most comments about the Global Programs Office indicated positive experiences with the staff.

Additional comments, including two comments regarding funding needs, included:

"Can assist career service better in helping students to global and help international students. See previous career advice section for detailed suggestions."

"I did go on the International Media Studies trip to London and although I didn't interact with the office directly, [name removed] was the most helpful and kind and fun person we could have had to help us through London."

"I participated in the MEJO 490 class to China and loved it"

"My semester abroad through the Hussman School Global Program at City University of London was one of the top experiences of my entire four years of undergrad."

"This was the best part of my time at Carolina. More classes like this should be offered"

"I studied abroad but did not do so through Hussman...I knew about this office but didn't know why I'd need to go there"

"I wish it was introduced and pushed on us more upon our enrollment into the school."

"The programs seemed great, but they don't offer any programs in the countries I wanted to go."

"The school should purchase some more powerful MacBooks that students can take with them to edit footage, in addition to the camera gear. Not everyone can afford a \$2000 machine."

"They helped me find a program that would meet major requirements but wasn't a Hussman exchange program"

"when applying for funding for MEJO 592 Product Design trip to Paris, I was pointed to so many different funds by different people. I applied to two and one came back saying my trip didn't qualify. I think more clarity on what each of the funds can be used for would be helpful"

GENERAL COMMENTS

Not included in the above sections were general comments about being in the Hussman school. A sample of these comments is presented below:

"faculty and staff have been amazing, clearly wanting us to succeed, always going out of their way"

"Great school! Needs its own coffee shop"

"I am extremely proud to soon be an alumni of the Hussman school. I hope that the new gift will help the school secure some of the same benefits that students in the business school receive, like more personalized career services, headshots, etc. "

"I am incredibly thankful for this school and all I have learned in it!"

"I had the absolute best time at UNC because of the business journalism program. I was so close to transferring because I was having a difficult time at UNC and the professors in the Business Journalism department made me feel so welcome and encouraged me to succeed. Without that program, I would have transferred and am so happy that I found it. I have never learned such life and academic relevant information than I did in these courses. The required application of understanding companies, the stock market, housing market, market crashes, analysts and a ton of other things and how to report them was so beneficial to my learning. I have been able to talk about those things in interviews and form conversations with the interviewers as a result. We as business journalism students were forced to understand these things deeply and held to a high standard and I thrive in environments like that. I will forever be thankful for this program."

"I have enjoyed my time here and overall think that all of the resources have gotten a lot better throughout my time there"

"I loved my experience in the Hussman School and would not trade it for anything. I feel very lucky to have taken so many classes that I enjoyed with professors who truly cared for their students. My experience with both professors and staff in Career Services and Academic Advising were always positive and helpful. The students I sat with in class and worked in group projects with quickly became friends who I have kept in touch with long after classes ended and who I will continue to call friends long after graduation. My academic experience at UNC has been better than I imagined because of the Hussman School."

I loved my time here. The students at this school are endlessly talented and inspiring and almost every group project I have had in this school has given me close friendships with people I would have otherwise never met. Most of these people were/are advertising students. And unfortunately, most of our initial bonding experiences were over the shortcomings of the Hussman School. By giving us all Journalism degrees (the only "journalism" course I ever took was 153), the school has hindered our abilities to fully develop in the way we would like. The Hussman School better prepares creative students for portfolio school as opposed to the workforce. Which okay, fine, maybe we can't staff all the professors needed to properly prepare us but the degree system the school has in place makes figuring out a way to get all the skills and courses we want more difficult than necessary. In a perfect world, I would have been able to major in multimedia design and advertising, except my major is actually Journalism and for some reason unbeknownst to me, we can't "double concentrate." I could go on forever about this..."

"...the bottom line is I think there should be a better system in place to cater to students who can't afford to go to more school, have limited connections and still want and work towards working at the best of the best. Combining advertising and PR as a single concentration certainly does not do this. They aren't remotely the same and being decently good at everything only gets people so far. I get that it's great that I can write a press release as well as build a very rudimentary website but if I am paying tens of thousands of dollars for an education, I would hope it prepares me more specifically for my desired career choice. My time in the Hussman School was, despite my complaints, incredible and I only hope it can be better for the students who come after me and the rest of the Class of 2020."

"I owe all of my success to the incredible opportunities offered at this school."

"I'm really thankful I had the opportunity to be a part of the Hussman School, even if it was short-lived."

"I've loved every single one of my teachers. They were all incredibly dedicated, useful, and caring."

"I'm so grateful to have attended the Hussman School. I feel like I learned skills that helped me land valuable internships & will allow me to thrive in the workforce."

"It is impossible to get an A in a writing course."

"Overall, I have had a wonderful experience in the Hussman School and I miss Carroll Hall every day. I want to give a huge shout out to some of my favorite professors that I will miss dearly, and hate that I won't get the chance to say a proper goodbye to them in-person [names removed for confidentiality]. The number of times these three professors have stopped to chat with me, give me advice and encouragement, and simply ask how I'm doing is impossible to count. I think the professors in the Hussman School are what makes the school what it is, and I do hope that I get to see some of my professors again."

"I learned how to make a website through the school, how to write effectively, and so on, but it wasn't until I took more hands-on, capstone classes in my senior year that I felt like I got any kind of real-world experience. The National Student Advertising Team was the best thing to happen to me this year, and I had other projects that made an impact as well, but none of them helped me build a resume or find a company I wanted to work for. Thankfully, I leaned on career services, but I wish that my courses had given me a better sense of what I needed to do to find a job in the advertising field."

"More than anything else, I know the school has flaws, but I'm grateful for my time in the Hussman school and I will always recommend mejo courses to future students."

"Some of my favorite classes were with adjunct professors that have a lot of experience in the field and bring in guest speakers. I definitely think these are the classes that I learned the most from"

"Truly the best part of my UNC experience and my home on campus. The faculty and staff are amazing and always willing to help and offer advice."