

REPORT OF 2015 KNOWLEDGE TEST

STUDENT LEARNING OUTCOMES

DIRECT MEASURE

OVERVIEW OF INSTRUMENT

In the last weeks of the Spring 2015 semester, graduating seniors were asked to complete a survey instrument that consisted of a series of questions designed to assess learning outcomes relevant to ACEJMC values and competencies.

All students, regardless of their major area of study, were asked a common set of **28** questions.

Students were then separated based on major area of study and were given additional questions that were most relevant to their track. The major areas included the following:

- News-editorial (5 questions)
- Advertising (5 questions)
- Public relations (and strategic communication) (6 questions)
- Broadcast and electronic journalism (6 questions)
- Business journalism (4 questions)
- Interactive media (3 questions)
- Graphic design and editing (4 questions)
- Photo and video journalism (2 questions)

We received a total of **34** responses to this senior knowledge test.

In the early weeks of Fall 2015, students enrolled in MEJO 101, a large introductory seminar offered to majors and non-majors, were asked to take this same knowledge test, answering every question in the test rather than only answering a common set plus a specialized set. These students were used as a means of comparing introductory students with graduating students.

We received a total of **253** responses to this entrance test.

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	No
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	No (NOT A PART OF THIS ASSESSMENT, ALL STUDENTS MUST PASS A WORD USAGE AND GRAMMAR TEST AS A REQUIREMENT FOR GRADUATION)
11. Application of basic numerical and statistical concepts	Yes
12. Application of tools and technologies appropriate for major area	Yes

RESULTS OF ENTRANCE VS. SENIOR TESTS

The following table shows the percentage of correct responses for each question out of the total number of respondents answering the question for the senior and entrance tests, sorted by the ACEJMC value/competency and the major area addressed. The average number of correct responses is also reported for each ACEJMC value/competency addressed.

QUESTION BASED ON ACEJMC VALUE/COMPETENCY (PERCENTAGE OF STUDENTS ANSWERING CORRECTLY TO THE RIGHT)	2015 Entrance Test		2015 Senior Test	
	%	N	%	N
1. Principles and laws of freedom of speech and press in the U.S.				
Question 3: All of the following are rights protected by the First Amendment of the U.S. Constitution except one. Which one? Answer: Right to keep and bear arms Block: General	76	251	94	34
Question 4: The caveat emptor ("let the buyer beware") philosophy of advertising puts the burden of determining if an advertisement is truthful on the _____. Answer: consumer Block: General	77	251	79	33
Question 27: The primary governing agency for broadcasting in the United States is Answer: Federal Communications Commission Block: General	78	249	94	33
Question 29: Of the following types of speech, which type is not protected under the First Amendment, according to the U.S. Supreme Court? Answer: Obscene sexual expression	48	249	82	33

Block: General				
Question 31: According to the “marketplace of ideas” metaphor for protecting free expression, what is the result of an uncensored marketplace? Answer: Discovery of the truth Block: General	61	250	52	33
Question 32: Assume that a trial judge enters an order against a publisher that prohibits the publication of specific secret government documents that have been leaked to the publisher by an unknown government insider. This court order would best be described as a Answer: Prior restraint that would be presumed unconstitutional on appeal Block: General	41	249	42	33
Question 33: The U.S. Supreme Court has ruled under the First Amendment that “public officials,” like people elected to political office, who sue for libel must prove "actual malice" when the allegedly defamatory statement published about them relates to their official conduct, including their fitness to hold office. In this context, "actual malice" means Answer: Knowingly publishing falsity or publishing with reckless disregard for the truth Block: General	42	250	39	33
AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK	58		62	
2. History and role of professionals and institutions in shaping communications	%	N	%	N
Question 18: Newspapers in the nineteenth century that argued the political viewpoints of the parties or individuals subsidizing the newspapers are considered an example of: Answer: Partisan press Block: General	38	250	52	33
Question 19: Historians credit this technological milestone with initiating mass communication: Answer: Invention of the printing press Block: General	77	250	85	33
Question 20: An entry point for many women working in early newspapers was: Answer: Women's pages Block: General	23	250	31	32
Question 21: As part of their media strategy in the mid-20th century, some civil rights activists staged campaigns in racially tense cities, where their actions provoked Southern white violence and attracted widespread news coverage. What form did these mass protests take? Answer: All of the above Block: General	88	250	100	33

<p>Question 22: Ethnic newspapers have traditionally served as _____ press in their respective communities.</p> <p>Answer: an advocacy</p> <p>Block: General</p>	48	250	76	33
<p>Question 24: In the _____ developmental phase of media instills fear in they way minorities are presented.</p> <p>Answer: threatening issue</p> <p>Block: General</p>	10	249	12	33
<p>Question 25: The _____ opened the doors for minority reporters in newsrooms across the country in the late 1960s.</p> <p>Answer: Kerner Commission Report</p> <p>Block: General</p>	22	250	27	33
<p>Question 26: This journalist who started an anti-lynching campaign was known as a muckraker.</p> <p>Answer: Ida B. Wells-Barnett</p> <p>Block: General</p>	44	250	52	33
<p>Question 30: The Pennsylvania Railroad sought the public relations counsel of Ivy Lee on how best to communicate in the aftermath of train accidents primarily because of _____</p> <p>Answer: government regulations passed in 1903 and 1906</p> <p>Block: General</p>	16	250	25	32
<p>Question 32: Assume that a trial judge enters an order against a publisher that prohibits the publication of specific secret government documents that have been leaked to the publisher by an unknown government insider. This court order would best be described as a _____</p> <p>Answer: Prior restraint that would be presumed unconstitutional on appeal</p> <p>Block: General</p>	41	249	42	33
<p>Question 10: The standard style guide for journalists and other media practitioners is: _____</p> <p>Answer: The Associated Press Stylebook</p> <p>Block: News-editorial</p>	60	251	100	32
<p>Question 48: Media measurement companies have different specializations. For example, A.C. Nielsen _____</p> <p>Answer: is best known for its television ratings</p> <p>Block: Broadcast and electronic journalism</p>	24	99	100	2
<p>Question 54: President Franklin Roosevelt employed early public relations pioneers in the Office of War Information to help _____</p> <p>Answer: all of the above</p> <p>Block: Public relations (strategic communication)</p>	72	129	60	10
<p>Question 60: The main job of the _____ is to coordinate research to understand how consumers relate to the brand and product category.</p> <p>Answer: account planner</p> <p>Block: Advertising</p>	14	107	25	4

Question 61: The first advertising agent, Volney Palmer, Answer: sold ad space for newspapers Block: Advertising	30	107	50	4
Question 62: All of the following are true statements concerning the creative brief except: Answer: the creative brief is written by the copywriter and art director Block: Advertising	26	107	75	4
AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK	43		55	
3. Gender, race, ethnicity, sexual orientation and/or other forms of diversity in relation to media and communications	%	N	%	N
Question 22: Ethnic newspapers have traditionally served as _____ press in their respective communities. Answer: an advocacy Block: General	48	250	76	33
Question 23: The growing racially and ethnically diverse population is _____ for media outlets. Answer: an opportunity Block: General	87	248	94	33
Question 24: In the _____ developmental phase of media instills fear in they way minorities are presented. Answer: threatening issue Block: General	10	249	12	33
Question 25: The _____ opened the doors for minority reporters in newsrooms across the country in the late 1960s. Answer: Kerner Commission Report Block: General	22	250	27	33
Question 26: This journalist who started an anti-lynching campaign was known as a muckraker. Answer: Ida B. Wells-Barnett Block: General	44	250	52	33
AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK	42		52	
4. Diversity of peoples and cultures and of the significance and impact of media and communications in a global society	%	N	%	N
N/A – NOT ASSESSED AT THIS TIME				
5. Concepts and theories in the use and presentation of images and information	%	N	%	N
Question 28: If you increase the shutter speed on a camera, the picture would Answer: get darker Block: General	37	143	33	33
Question 35: What is responsive design? Answer: Design that is liquid and resizes the width of elements relative to a changing window size	88	24	75	4

Block: Interactive media				
Question 38: Vector graphics are Answer: all of the above Block: Graphic design and editing	55	87	80	5
Question 39: When using Photoshop, Answer: none of the above Block: Graphic design and editing	57	87	100	5
Question 40: These design principles help create interesting and effective design and are also known as C.R.A.P. Answer: contrast, repetition, alignment, and proximity Block: Graphic design and editing	50	88	100	5
Question 42: In photojournalism, with which of the following types of photos is it ethically acceptable for the photographer to exert some control? Answer: portraits Block: Photo and video journalism	17	88	60	5
Question 43: A wide-angle lens _____ perspective, but a telephoto lens _____ perspective Answer: expands/ compresses Block: Photo and video journalism	72	88	100	5
Question 50: The old TV screen format of 4:30 has evolved into a high-definition format of 16:9. These numbers (e.g., 4:3) are called Answer: aspect ratios Block: Broadcast and electronic journalism	63	99	100	2
Question 52: Using a cutaway shot in television is a way to Answer: all of the above Block: Broadcast and electronic journalism	70	99	50	2
Question 53: When invisible lines are used to divide a frame vertically and horizontally into three equal sections and you place the center of interest at one of the line cross-points, you are following the Answer: rule of thirds Block: Broadcast and electronic journalism	66	99	100	2
AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK	48		52	
6. Professional ethical principles and work in pursuit of truth, accuracy, fairness and diversity	%	N	%	N
Question 1: According to the Public Relations Society of America ethics code, which of the following would be considered inappropriate: Answer: All of the above Block: General	10	251	94	34
Question 2: What is the major criticism and/or challenge of John Stuart Mill's utilitarianism philosophy and its focus on the outcome of an action? Answer: It is difficult to accurately anticipate all of the ramifications of a particular act. Block: General	37	249	38	34

<p>Question 4: The caveat emptor (“let the buyer beware”) philosophy of advertising puts the burden of determining if an advertisement is truthful on the _____.</p> <p>Answer: consumer Block: General</p>	77	251	79	33
<p>Question 5: The Society of Professional Journalists ethics code allows reporters to use undercover reporting methods when traditional open methods of reporting will not yield information vital to the public. What requirement does the SPJ have for reporters who do undercover reporting?</p> <p>Answer: Use of the undercover reporting methods should be explained in the story. Block: General</p>	28	249	64	33
<p>Question 6: The NPPA visual journalism ethics code allows visual journalists to pay sources for information/participation under what type of circumstances?</p> <p>Answer: The code states that visual journalists should not pay sources or reward them materially for information/participation. Block: General</p>	24	250	58	33
<p>Question 12: Assume you’re a reporter covering city government. You’re waiting for a meeting with the mayor and you spot some confidential papers on the secretary’s desk about the topic you’re going to discuss with the mayor. Would you copy the information down? Ross would say:</p> <p>Answer: No, because my duty proper is veracity Block: General</p>	49	249	56	32
<p>Question 13: Ethical relativism...</p> <p>Answer: Indicates that no universal principles exist Block: General</p>	20	248	39	33
<p>Question 14: Pragmatism argues that:</p> <p>Answer: Science does not take into account human fallibility Block: General</p>	13	248	0	31
<p>Question 15: An ethical dilemma will always result in a right or wrong decision</p> <p>Answer: False Block: General</p>	72	249	97	33
<p>Question 16: When media use framing, they are being unethical</p> <p>Answer: False Block: General</p>	58	249	85	33

Question 17: Persuasion is the same as lying by omission Answer: False Block: General	73	250	97	33
Question 7: A headline for a news story or a press release should: Answer: All of the above Block: News-editorial	93	249	100	33
Question 11: Which of the following does not require a citation? Answer: Stating that the U.S. Constitution includes a Bill of Rights Block: News-editorial	83	251	97	33
Question 42: In photojournalism, with which of the following types of photos is it ethically acceptable for the photographer to exert some control? Answer: portraits Block: Photo and video journalism	17	88	60	5
Question 46: When can a business journalist buy stock in a company they cover? Answer: Never Block: Business journalism	N/A	N/A	N/A	N/A
Question 58: True or False: Press agentry is the most-ethical approach to public relations. Answer: False Block: Public relations (strategic communication)	N/A	N/A	N/A	N/A
AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK	38		48	
7. Thinking critically, creatively and independently	%	N	%	N
Question 41: When selecting music for a multimedia production, which of the following factors should you consider? Answer: all of the above Block: Graphic design and editing	87	87	100	5
Question 56: True or False: Latent publics know about an issue but they're not interested in doing anything about it. Answer: False Block: Public relations (strategic communication)	N/A	N/A	N/A	N/A
Question 63: The goals of an advertising campaign are best described as Answer: informing, persuading, and/or reminding Block: Advertising	47	107	50	4
AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK	63		78	
8. Conducting research and evaluating information by methods appropriate to my major area within MEJO	%	N	%	N
Question 36: When conducting a usability test, it is important to let test participants know Answer: all of the above Block: Interactive media	56	88	50	4

Question 37: What is API? Answer: A set of programming instructions and standards for accessing a Web-based software application Block: Interactive media	19	88	25	4
Question 41: When selecting music for a multimedia production, which of the following factors should you consider? Answer: all of the above Block: Graphic design and editing	87	87	100	5
Question 44: What Securities and Exchange Commission filing would a business reporter likely use to write a story about executive compensation? Answer: DEF 14A Block: Business journalism	N/A	N/A	N/A	N/A
Question 47: What Securities and Exchange Commission filing does a reporter use to write a story about an initial public offering? Answer: Form S-1 Block: Business journalism	N/A	N/A	N/A	N/A
Question 48: Media measurement companies have different specializations. For example, A.C. Nielsen Answer: is best known for its television ratings Block: Broadcast and electronic journalism	24	99	100	2
Question 49: A television rating represents Answer: households watching a program out of all households with television, on or off Block: Broadcast and electronic journalism	31	98	100	2
Question 55: A SWOT analysis Answer: Identifies an organization's internal and external issues from which a public relations plan can be created Block: Public relations (strategic communication)	N/A	N/A	N/A	N/A
Question 57: In public relations, the RACE model Answer: Provides a strategic approach to planning Block: Public relations (strategic communication)	N/A	N/A	N/A	N/A
Question 59: True or False: Qualitative research helps answer "how" and "why" questions. Answer: True Block: Public relations (strategic communication)	N/A	N/A	N/A	N/A
Question 64: The percentage of people in a target audience who will be exposed to a media vehicle or vehicles in a media plan is equivalent to Answer: reach Block: Advertising	55	107	100	4
AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK	44		83	
9. Writing correctly and clearly in forms and styles appropriate for my major area within MEJO	%	N	%	N

Question 7: A headline for a news story or a press release should: Answer: All of the above Block: News-editorial	93	249	100	33
Question 8: A lead of a news story or press release is Answer: The story's introduction, often the first sentence of the paragraph Block: News-editorial	39	250	97	33
Question 9: Many news stories and press releases are written in this format: Answer: The inverted pyramid Block: News-editorial	30	251	100	33
Question 10: The standard style guide for journalists and other media practitioners is: Answer: The Associated Press Stylebook Block: News-editorial	60	251	100	32
Question 11: Which of the following does not require a citation? Answer: Stating that the U.S. Constitution includes a Bill of Rights Block: News-editorial	83	251	97	33
Question 45: What are the two numbers that a reporter should focus on when writing about unemployment? Answer: The unemployment rate and the total number of people unemployed Block: Business journalism	N/A	N/A	N/A	N/A
Question 51: In writing in broadcast style, attribution should Answer: appear at the beginning of the sentence Block: Broadcast and electronic journalism	35	99	100	2
Question 62: All of the following are true statements concerning the creative brief except: Answer: the creative brief is written by the copywriter and art director Block: Advertising	26	107	75	4
AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK	57		98	
10. Ability to critically evaluate my own work and that of others for accuracy and fairness, clarity, appropriate style and grammar	%	N	%	N
Not assessed in this knowledge test				
NOT A PART OF THIS ASSESSMENT, ALL GRADUATING STUDENTS MUST HAVE PASSED A WORD USAGE AND GRAMMAR TEST AS A REQUIREMENT FOR GRADUATION				
11. Application of basic numerical and statistical concepts	%	N	%	N
Question 45: What are the two numbers that a reporter should focus on when writing about unemployment? Answer: The unemployment rate and the total number of people unemployed Block: Business journalism	N/A	N/A	N/A	N/A

Question 49: A television rating represents Answer: households watching a program out of all households with television, on or off Block: Broadcast and electronic journalism	31	98	100	2
Question 64: The percentage of people in a target audience who will be exposed to a media vehicle or vehicles in a media plan is equivalent to Answer: reach Block: Advertising	55	107	100	4
AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK	43		86	
12. Application of tools and technologies appropriate for my major area within MEJO*	%	N	%	N
Question 28: If you increase the shutter speed on a camera, the picture would Answer: get darker Block: General	37	143	33	33
Question 7: A headline for a news story or a press release should: Answer: All of the above Block: News-editorial	93	249	100	33
Question 35: What is responsive design? Answer: Design that is liquid and resizes the width of elements relative to a changing window size Block: Interactive media	24	88	75	4
Question 36: When conducting a usability test, it is important to let test participants know Answer: all of the above Block: Interactive media	56	88	50	4
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Question 38: Vector graphics are Answer: all of the above Block: Graphic design and editing	55	87	80	5
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Question 41: When selecting music for a multimedia production, which of the following factors should you consider? Answer: all of the above Block: Graphic design and editing	87	87	100	5
Question 43: A wide-angle lens _____ perspective, but a telephoto lens _____ perspective	72	88	100	5

Answer: expands/ compresses Block: Photo and video journalism				
Question 44: What Securities and Exchange Commission filing would a business reporter likely use to write a story about executive compensation? Answer: DEF 14A Block: Business journalism	N/A	N/A	N/A	N/A
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Question 50: The old TV screen format of 4:30 has evolved into a high-definition format of 16:9. These numbers (e.g., 4:3) are called Answer: aspect ratios Block: Broadcast and electronic journalism	63	99	100	2
Question 51: In writing in broadcast style, attribution should Answer: appear at the beginning of the sentence Block: Broadcast and electronic journalism	35	99	100	2
Question 52: Using a cutaway shot in television is a way to Answer: all of the above Block: Broadcast and electronic journalism	70	99	50	2
Question 53: When invisible lines are used to divide a frame vertically and horizontally into three equal sections and you place the center of interest at one of the line cross-points, you are following the Answer: rule of thirds Block: Broadcast and electronic journalism	66	99	100	2
Question 55: A SWOT analysis Answer: Identifies an organization's internal and external issues from which a public relations plan can be created Block: Public relations (strategic communication)	N/A	N/A	N/A	N/A
Question 57: In public relations, the RACE model Answer: Provides a strategic approach to planning Block: Public relations (strategic communication)	N/A	N/A	N/A	N/A
Question 62: All of the following are true statements concerning the creative brief except: Answer: the creative brief is written by the copywriter and art director Block: Advertising	26	107	75	4
Question 64: The percentage of people in a target audience who will be exposed to a media vehicle or vehicles in a media plan is equivalent to Answer: reach Block: Advertising	55	107	100	4

AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK	60	70
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SUMMARY OF FINDINGS

In all areas, seniors outperformed students taking the entrance test.

Seniors on average answered less than 70% of the items correct for the following areas, suggesting a need for improvement:

- #1 Principles and laws of freedom of speech and press
- #2 History and role of professionals and institutions in shaping communications
- #3 Gender, race, ethnicity, sexual orientation, and/or other forms of diversity
- #5 Concepts and theories in the use and presentation of images and information
- #6 Professional ethical principles and work in pursuit of truth, accuracy, fairness and diversity

Seniors on average provided the fewest correct answers in the area of #6 Professional ethical principles. Closer inspection of their responses suggests this average score was lowered most by the item regarding the definition of Pragmatism. Given the goal of this student learning outcome, this and other questions that might not clearly reflect the goals of these outcomes will be monitored over the next administrations of this instrument to evaluate trends in responses, possibly leading to an eventual revision of the instrument itself.

Seniors showed a strong performance in the following areas, answering at least 70% of items correct on average:

- #7 Thinking critically, creatively and independently
- #8 Conducting research and evaluating information
- #9 Writing correctly and clearly in forms and styles appropriate for area
- #11 Application of basic numerical and statistical concepts
- #12 Application of tools and technologies appropriate for area

The strongest performance by seniors was in the area of #9 Writing correctly and clearly.

It is important to note that the number of seniors taking this test is very low and likely not an adequate representation of all graduating seniors. The number of students answering questions specific to major areas of study is even smaller. Therefore, these results should be interpreted with caution.



UNC
SCHOOL OF JOURNALISM
AND MASS COMMUNICATION

Senior Survey Responses

Spring 2015

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Notes

For the sake of comparison with previous surveys, the data for this year will be followed, where appropriate, by last years' data in parentheses.

The response and completion rate this year is lower than previous years. The response rate gives an excellent snapshot of students' views and opinions on the school as a whole, though it does not give a complete picture of opinions on classes and specializations. This should be kept in mind when looking at responses and ratings.

It is unclear why the response rate was lower this year as the time the survey was in the field and the number of requests/reminders for completion was the same as in previous years. Next year some thought should go into considering whether the school should offer an incentive to complete the survey or change the timing of the survey; would more students complete the survey if it was sent out midway through the spring semester?

Survey Snapshot

Ratings

All the following ratings are on a scale of 1 to 5:

1 = Not of high quality/Not very valuable/useful/familiar/prepared.

5 = Very high quality/Very valuable/useful/familiar/prepared.

	<u>2015</u>	<u>2014</u>
Overall quality of JOMC international office	4.86	4.66
Overall satisfaction of Park Library services	4.80	4.66
Overall quality for JOMC academic advising	4.52	4.49
Overall quality of JOMC education	4.51	4.67
Overall quality of JOMC diversity	4.23	4.31
Overall quality for JOMC careers services	4.17	4.25
Overall usefulness of JOMC News	4.08	4.07
Overall readiness to enter the workforce	4.07	4.16
Overall usefulness of @UNCJSchool	3.79	3.77
Usefulness of @UNCJCareers to find a job/listserv	3.69	3.37
Usefulness of JOMC careers listserv to find a job/internship	3.64	3.35
Familiarity with the ReeseNewsLab	2.91	2.32

Student Feedback (repeatedly cited in survey)

- Public relations and reporting tracks are in need of review and change with both being highlighted as being out of date and in need of more practical, skills-based courses. Students are fearful of being generalists and not having enough opportunity to take courses that would give them specific skills or experiences.
- Students want more courses in the creative skills to build a foundation of storytelling and creativity that could be applicable to any career: storytelling, video, HTML, CSS, photo, graphics.
- Students want to be challenged to write in a way they will need to in their careers. AD, PR and SC students feel they are not being prepared for the writing they will need to do. Journalism students who have extensive DTH or internship experience feel constrained by 153 and 253.
- Students want more flexibility in their specializations, immersions and course selections. The school should ensure new students know the 6 elective hours are an opportunity for them and not a hardship.
- Many students do not know about the opportunities, the services or even the differences in the specializations the school offers. The school should ensure students are given an opportunity to learn about these things from the administration, not just through comparing notes with peers, haphazard advising and the website.

Response Rate & Demographics

Response Rate

Of the 372 students surveyed, 84 responded to at least some of the questions, a 23% response rate.

Age

55% of participants were 22 years old. Most others, 39%, were 21. 4% older than 22 and 2% younger than 21.

Gender

- 86% of participants were female
- 14% of participants were male

Race of participants

- 84.6% White
- 7.7% African American
- 4.6% Asian or Asian American
- 3.1% Hispanic

GPA of participants

- 30% reported a GPA of 3.6 or higher
- 55% reported a GPA between 3.1 and 3.5
- 15% reported a GPA between 2.6 and 3.0

Majors, Minors and Specializations

Specializations

Students reported having the following specializations:

- 38% Public Relations (32%)
- 18% Reporting (15%)
- 15% Advertising (20%)
- 12% Editing and Graphic Design (11%)
- 5% Business Journalism (1%)
- 5% Electronic Communications (7%)
- 4% Multimedia (7%)
- 2% Strategic Communications (6%)
- 1% Photojournalism (1%)

Second Major

35% of JOMC majors also had a second major (32%). Of those who had a second major, their majors were:

- 48% (21%) Political Science
- 21% (4%) Spanish
- 14% (15%) Communication Studies
- 14% (8%) International Studies
- 10% (4%) English
- 7% (N/A) History

Other majors included: Asian Studies, Computer Science, Drama, Music and Public Policy.

Minor

About 36% of respondents had at least one minor (39%). Minors included:

- 5% (18%) Spanish
- 12% (10%) History
- 2% (10%) English
- 4% (6%) Entrepreneurship
- 4% (N/A) Hispanic Studies
- 2% (5%) Creative Writing
- 2% (3%) Business

Other minors include: Arabic, Cognitive Science, Education, Environmental Science, French, Geography and Information Science.

Rating the Courses

	Course	Overall Grade	Ease of Getting Into	
<i>Core Curriculum</i>				
	Professional Problems and Ethics	141	4.22 (4.54)	3.34 (3.36)
	Newswriting	153	4.27 (4.40)	3.33 (3.56)
	Intro to Mass Communication Law	340	4.35 (4.37)	3.22 (3.11)
<i>Advertising/PR Core</i>				
	Principles of Advertising and PR	137	3.77 (4.51)	3.04 (3.64)
	Advertising and PR Research	279	3.43 (4.13)	3.00 (3.40)
<i>Advertising/PR Specialization</i>				
	Intro to Graphic Design	182	3.60 (4.30)	1.75 (2.53)
	Intro to Multimedia	187	4.15 (3.74)	2.75 (3.54)
	Public Relations Writing	232	4.66 (4.70)	3.66 (3.56)
	Advertising Copy and Communication	271	4.38 (4.65)	3.38 (3.38)
	Advertising Media	272	3.99 (4.35)	3.22 (3.33)
	Video Communication for PR and Marketing	333	4.10 (3.66)	4.25 (4.00)
	Case Studies in Public Relations	431	4.38 (4.63)	3.61 (3.29)
	Crisis Communication	433	4.83 (4.15)	2.00 (3.10)
	Public Relations Campaigns	434	4.30 (4.44)	3.36 (3.53)
	Public Information Strategies	435	4.65 (4.79)	3.00 (3.57)
	Art Direction in Advertising	472	4.73 (4.76)	2.60 (2.11)
	Advertising Campaigns	473	3.55 (4.38)	3.50 (3.28)
	Concepts of Marketing	475	3.64 (4.57)	3.80 (3.67)
	Special Topics in Advertising	690	5.00 (4.91)	2.25 (3.11)
<i>Journalism Core</i>				
	News Editing	157	4.45 (4.22)	3.71 (3.74)
	Audio-Video Information Gathering	221	4.33 (4.54)	3.55 (4.05)
	Reporting	253	4.24 (4.29)	3.58 (3.31)
<i>Journalism Specializations</i>				
	Writing for Electronic Media	121	3.71 (4.58)	3.50 (4.33)
	Beginning Photojournalism	180	5.00 (4.80)	5.00 (4.00)
	Introduction to Graphic Design	182	4.23 (4.75)	3.00 (3.41)
	Introduction to Multimedia	187	4.64 (4.42)	3.67 (3.38)
	Feature Writing	256	4.15 (4.50)	3.50 (3.82)
	Editorial Writing	258	3.40 (5.00)	3.67 (5.00)
	Electronic Journalism	421	4.15 (4.47)	4.00 (4.40)
	Producing Television News	422	5.00 (4.52)	5.00 (4.00)
	Television News and Production Management	423	0.00 (4.87)	0.00 (5.00)
	Electronic Media Management and Policy	424	4.30 (4.63)	3.50 (5.00)
	Voice and Diction	425	5.00 (4.82)	4.00 (4.50)
	Producing Radio	426	3.30 (4.66)	4.00 (4.40)
	Studio Production for Television News	427	0.00 (0.00)	0.00 (0.00)
	Broadcast History	428	5.00 (4.87)	4.00 (5.00)
	Economics Reporting	451	4.26 (4.93)	3.75 (4.29)
	Business Reporting	452	4.26 (4.80)	3.75 (4.50)

Advanced Reporting	453	3.98 (0.00)	4.33 (0.00)
Advanced Feature Writing	454	2.80 (0.00)	4.00 (0.00)
Magazine Writing and Editing	456	3.40 (4.48)	4.50 (4.20)
Advanced Editing	457	4.12 (4.76)	3.80 (4.21)
Community Journalism	459	4.11 (4.72)	4.00 (4.30)
News Lab	463	4.28 (4.30)	4.57 (4.00)
Advanced Photojournalism	480	5.00 (4.80)	5.00 (5.00)
Documentary Photojournalism	481	4.30 (4.80)	5.00 (5.00)
Newspaper Design	482	3.87 (4.48)	4.50 (4.18)
Magazine Design	483	4.82 (4.97)	4.50 (3.79)
Multimedia Design	581	4.50 (4.13)	4.00 (4.10)
Interactive Multimedia Narratives	582	5.00 (3.58)	5.00 (3.50)
Multimedia Programming and Production	583	5.00 (4.66)	3.00 (3.88)

Overall quality of education	4.51 (4.67)
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For the grade: 1=F, 2=D, 3=C, 4=B, 5=A

For the Ease of Getting Into the Course: 1=Very Difficult, 5=Very Easy

See page 24 for student views on what courses the school should consider adding to the curriculum, their favorite classes and their least favorite classes.

Preparedness for workforce and evaluating work

How well prepared are you for:

Entering the workforce	4.07	(4.16)
Evaluating Work for Accuracy	4.49	(4.55)
Evaluating Work for Fairness	4.41	(4.43)
Evaluating Work for Clarity	4.55	(4.52)
Evaluating Work for Style	4.44	(4.46)
Evaluating Work for Grammar	4.44	(4.44)

For preparedness: 1=Not very well prepared, 5=Very well prepared

Student Perceptions of Amount Learned

In looking at your JOMC courses as a whole, how confident do you feel about the following concepts or skills:

Mass media and freedom of speech law and issues	4.13	(4.27)
Media history	3.03	(2.83)
Diversity of groups in society	3.47	(2.99)
Professional ethical principles	4.18	(3.87)
Thinking critically	4.40	(4.12)
Thinking creatively	4.22	(4.19)
Thinking independently	4.28	(4.19)
Researching information	3.66	(3.92)
Basic numerical and statistical concepts	3.22	(2.94)
Media theory	2.79	(N/A)
Reporting	3.28	(N/A)
Production	2.85	(N/A)

For amount known about a subject: 1=Nothing, 2=A little, 3=Some, 4=A lot, 5=I'm an expert

Extracurricular Activities

About 67% of respondents indicated that during their time at UNC they participated in extracurricular activities that were related to their J-school majors.

For those were involved in major-related extracurricular activities, those activities included:

- 73% Daily Tar Heel
- 25% Reese News Lab
- 15% J-School Ambassadors
- 13% Blue & White
- 10% Heel Print
- 10% Synapse Magazine
- 8% Carolina Week
- 8% Black Ink
- 5% AdClub
- 5% PRSSA
- 3% Carolina Connection
- 3% Dance Marathon
- 3% The Odyssey
- 3% Passport Magazine

In answer to the question if there were lots of opportunities for students to take part in extracurricular activities related to their work at the J-school, 76% of respondents said they agreed or strongly agreed. (1=Strongly disagree, 5=Strongly agree. Mean: 4.08)

Employment, Career Services and Internships

About 36% of students currently have a job lined up post-graduation (36%). For these jobs:

- 77% are full time jobs (56%)
- None are part time jobs (4%)
- 23% are internships (38%)

68% of the students said their jobs were related to their major specialization (71%).

For those without a job lined up after graduation:

- 80% said they were looking for a job (81%)
- 7% said they were attending graduate school (9%)

For those looking for a job, 64% indicated they had strong job prospects.

For those going to graduate school, all were going to a graduate program in something related to their specialization.

90% of respondents said that they completed one or more internships while at UNC. 25% of students completed two internships, and 60% of students completed three or more internship. The school helped arrange 43% of these internships.

94% of students who had an internship said the experience was valuable to them, giving a valuable rating of 4.70 out of 5 (1 = Not Very Valuable, 5 = Very Valuable.)

About 8% of students never used JOMC career services. For those students who did use career services:

- 53% of students used it to improve their resume or cover letter
- 80% of students used it to find an internship
- 44% of students used it to find a job

How helpful was career services in:

Helping you find an internship	3.30	(3.32)
Helping you find a job	3.22	(3.10)
Helping you with your resume/cover letter	3.73	(3.90)
Overall grade for Career Services	4.17	(4.25)

For how helpful: 1=Not very helpful, 5=Very helpful

For grade: 1=F, 2=D, 3=C, 4=B, 5=A

97% of students subscribed to the J-school jobs or internship listservs. In answer to the question of how useful the listservs were in finding a job or internship, respondents who subscribed to either of those listservs gave a mean score of 3.64 out of 5. (5=Very useful, 1=Not useful at all)

76% of students follow @UNCJCareers. In answer to the question of how useful this service was in finding a job or internship, respondents gave a mean score of 3.69 out of 5. (5=Very useful, 1=Not useful at all)

See from page 37 for information on where students interned during their time at the J-School, where they have been offered jobs and comments on careers services in the J-School.

Academic Advising

94% of respondents indicated they had used the J-school's academic advisors.

For those who had used academic advising, they were asked to respond with how strongly they agree or disagree with the following statements:

The academic advisors in the J-school were always able to answer my questions	4.37	(4.16)
The academic advisors in the J-school were always helpful in explaining the requirements	4.30	(4.24)
My experiences with academic advising was always positive	4.10	(3.96)
I would recommend to my friends to visit with academic advisors if they needed help	4.24	(4.23)
I think the academic advising process works well	3.90	(3.99)
My overall grade for the academic advisors is:	4.52	(4.49)

For agree/disagree statements: 1=Strongly disagree, 5=Strongly agree

For the grade: 1=F, 2=D, 3=C, 4=B, 5=A

88% of respondents indicated they had also used UNC advisors outside of the J-school. For those who had used both inside and outside of the J-school, 71% of students said that the J-school advisors were better.

(1=Outside advisors were better, 5=J-school advisors were better. Mean=4.03)

See from page 42 for student comments on academic advising in the J-School.

JOMC website and other communication

88% of respondents indicated they use the JOMC website.

Of those who use the JOMC website:

- 91% use it to find course information/schedules
- 83% use it to find requirement information
- 71% use it to find faculty and staff information
- 64% use it to find school-related news
- 63% use it to find registration information
- 56% use it to find event information

The respondents were asked to agree or disagree with the following statement:

I frequently use the JOMC website	3.57	(3.50)
<hr/>		
The JOMC website is easy to use	4.20	(4.06)
<hr/>		
I could always find answers to my questions when using the JOMC website	4.03	(3.66)
<hr/>		

For agree/disagree statements: 1=Strongly disagree, 5=Strongly agree

88% of respondents indicated they used JOMC News and 78% follow the J-school's Twitter feed. Of those who did use those, their overall usefulness rating was:

JOMC News	4.08	(4.07)
<hr/>		
JOMC Twitter	3.79	(3.77)
<hr/>		

For usefulness: 1=Useless, 5=Very useful

As alums, students would like to stay connected to the school via e-mail (94%), Facebook (50%), the school website (40%), Twitter (35%), and via postal mailings (29%). 2% would prefer not to receive communications from the school.

See page 44 for student comments on communication and the J-School.

Ethnic and Racial Diversity Issues

Please rate the School's performance with regard to diversity in the following areas:

Inclusive curriculum	3.82	(3.92)
Special events and programs related to diversity	3.58	(3.59)
Faculty diversity	3.27	(3.73)
Staff diversity	3.32	(3.70)
Student diversity	3.11	(3.50)

For performance: 1=Poor, 2=Not so good, 3=Good, 4=Very good, 5=Excellent

The following statements the students had to agree or disagree with:

Diversity issues were addressed in my courses	3.79	(3.68)
Diversity is valued within the school	4.09	(4.00)
Overall grade of the J-school and diversity issues	4.23	(4.31)

For agree/disagree statements: 1=Strongly disagree, 5=Strongly agree

Please see page 46 for student comments on diversity in the J-School.

International Programs

33% of the respondents indicated that they had studied abroad. Participants gave a grade of 4.88 out of 5 for their study abroad experience.

The most common study abroad destinations were:

- 28% Spain
- 22% England
- 22% Italy
- 11% Australia
- 6% China
- 6% Argentina
- 6% France

Other destinations include: Chile, Peru and Morocco.

71% of respondents were aware of the JOMC study abroad programs. 20% of respondents had used the JOMC international office, giving their experience with the office a satisfaction grade of 4.86 out of 5.

Students are interested in more international opportunities in:

- New Zealand
- Italy
- Germany
- Singapore
- Asia
- The Middle East

Reese News Lab

Respondents were asked how familiar they were with the Reese News Lab and the projects the lab carries out. On a scale of 1 being 'Not very familiar' and 5 being 'Very familiar', respondents gave a familiarity rating of 2.91.

3% of respondents knew nothing of the Reese News Lab.

Park Library

96% of respondents said that they had used the Park Library in the past year.

Of those who used the Park Library:

- 85% went there to study
- 44% went there to work with a group
- 58% went there to use resources like the Bloomberg terminal or newspaper archives
- 26% went there to check out books
- 38% went there to meet with the librarian

The respondents were asked how useful the library was at:

Offering the articles and books you needed to complete your assignments	4.77	(4.62)
Helping you find books and articles for assignments	4.79	(4.60)
Explaining how to use library resources	4.79	(4.72)
Providing a quiet place to study	4.85	(4.80)
Overall satisfaction of library services	4.80	(4.69)

For usefulness: 1=Not very useful, 5=Very useful

What are the strengths of the school?

- The professors are nice and experts in their field. the professors who have very prominent backgrounds are the most valuable thing in the school. i also like that the school emphasizes the importance of internships. few programs do so and it results in having underprepared graduates. I love the passion of the longtime professors and the students. The viscom department in particular really seems to have something special. I love Susan King, I think she's great. I took a class that Dr. Richard Cole that really affected me for probably the rest of my life.
- Small, get to know professors
- Diversity and AMAZING faculty and great technology
- The school has great professors who can advise you on your career and provide you with contacts to increase your chances of landing internships and jobs. The school also has fantastic facilities for all journalism tracks, and it has brought some really interesting speakers to campus.
- The faculty, the extra curricular opportunities, and the quality of the education that we receive
- The professors and the library
- great professors, lots of opportunitites
- Awesome Staff that provide you with real life experiences. They push you and want to see you exceed. Very helpful resources
- Professional, good teaching, good variety of courses
- Its professors
- Faculty and culture between students and faculty.
- The j-school has many dedicated professors and a progressive attitude about journalism. Almost all the professors I had seemed to genuinely care about their students and want them to succeed. And of course, they're all extremely qualified in their fields.
- Amazing professors and hardworking students!
- Some good professors. Reese News Lab
- Faculty that really care about their students and want to help them further their careers
- Faculty serve as mentors
- Professors' experience, hands on activities in class
- Lots of classes offered for different interests
- topics cover a broad range does its best to teach students about an industry that's constantly changing grammar grammar grammar
- Wide variety of classes.
- We look at real life examples rather than reading from outdated textbooks. We're encouraged to think critically and creatively to fix problems that we'll one day have to fix.
- A lot of great courses available, capable professors with proven track records in their fields (I love that most have had long, successful careers before coming to teach), professors are extremely dedicated and accessible to students. Carroll Hall has gotten A LOT nicer in the last year (updated furniture, new labs for clubs, etc.)
- Critical thinking focus Career services Personality and activity of career services, the Dean's Suite, professors Availability of most classes
- Its up to date with the current nature of the field and creates opportunities for great connections. It's constantly trying to move forward, and it offers resources and large amounts of information in all aspects of the field.
- Really learn a new skill. hands-on
- I think the school has done a good job of remaining flexible as the industry of journalism changes.
- resources and skill teaching
- Career services and giving us real world experience

- Push/help/focus on careers.
- Career services and the job-search/application process. Basically making sure students are competitive.
- The alumni network and professors who are willing to help inside and outside of the classroom
- connections within the school and to alumni
- Resources available and connections with agencies and alumni. Staff and faculty willing to help.
- Powerful, successful, smart alumni and professors. Great events and guest speakers. Great use of social media.
- J-School's exchange programs for study abroad, Reese News Lab, Carolina Week, courses on diversity and the media
- Great recognition
- I have absolutely loved my time at the J-School. I'm a tour guide of the University, and I always rave about it to prospective students! I've obviously never attended another journalism school, but I have no doubts that ours is one of the best in the country. I feel fully prepared to enter the workforce.

How could the J-School be improved?

Courses and curriculum

- I think the school needs to strengthen some of its tracks. For example, what exactly is the electronic communication track? How does that differ from reporting? The bottom line is that those two programs are the same. They should be combined. Also, the school needs to cut some of its needless programs and focus on creating very specified programming for students.
- The public relations track is in need of serious change, with all due respect. I feel like all I learned was how to make my words pretty and appealing, even if the subject itself wasn't all that great. Due to credits and my 2nd major I didn't get a chance to go outside of my requirements and take more hands-on classes, but I honestly find it kind of appalling that I didn't at some point learn how to use all things Adobe in the core classes. I feel like that's a very necessary and important skill that I missed out on and will now have to teach myself. My need to constantly be working and earning money stifled my ability to do internships that would probably have taught me how to use them. I just feel like I didn't get any outside experiences and the classes did not make up for the slack as far as experience and preparation go. I shouldn't have needed internships to feel like my education and training were sufficient. I also feel like my 434 section stifled creativity b/c we were encouraged to follow exactly what the professor wanted and going outside the pre-determined box led to a deduction of points. I just really don't feel like I learned that much. I regret choosing public relations over reporting or viscom, and it was too late for me to switch.
- Expand curriculum and not limit hours taken
- Update the curriculum, more aggressive job placement, better resources for students, more faculty mentorship
- More writing-intensive courses. More rigorous.
- The curriculum needs to be updated for reporting students. I never learned how to use data and statistics to report a story, how to do basic HTML coding, or how to use public records, all of which are considered highly marketable skills in the internships and jobs I've looked into. The 253 requirement should be replaced with a required semester at the DTH or an internship at a nearby publication; that course is not helpful to students who already know how to report, and real work experience would be far more valuable. Finally, better collaboration with newspapers, magazines and blogs in the state would be helpful; journalism students could get their classroom stories published and enhance their resume and professional connections while doing so.
- I think that there needs to be more flexibility between specializations. I started as a graphic design major and I regret switching to multimedia but I wanted to learn to code and I was told that if I wanted to take those classes I would have to switch over. This didn't work out in my favor because when I switched over I had to take reporting and that blocked me out from taking other classes that I was really interested in and really wanted to take because I maxed out on elective credits. Basically I took news editing which is the trade off for reporting in the graphic design track and literally no faculty or staff would work with me to let this count on the multimedia track which I thought wasn't helpful especially because I have no interest in being a reporter and I didn't really learn anything additional to what I learned in newswriting. This was just really frustrating to me because I was not allowed to take certain classes that I was dying to take before I graduated and basically that was because my news editing and other classes i took in graphic design suddenly became "electives" that just took up my allotted hours.
- As the nature of journalism evolves, our J-School needs to as well. The current, rigid system of specialization tracks (particularly the reporting track) need to be reevaluated and students need more opportunities like the new build-your-own curriculum program to fully take advantage of the academic opportunities at the J-School. Today's reporters (especially competitive ones) need to be able to do more than write. We need to be equipped with the skills to shoot our own photos and video and edit/optimize that content for online media. In addition, online/data journalism is

becoming ever more important. Students need courses/workshops/programs where they can learn coding, web design, statistics, analytics and other technical skills.

- More class availability
- introduce students to the different tracks they can do here, I didn't know much about multimedia track and ended up taking a few useful courses there.
- Difficult to have options with regard to electives available.
- There needs to be more classes offered. It's very difficult to get into some classes and that really holds students back.
- There needs to be different course paths for students with real-world experience and strictly academic students. By the time I was able to get into a reporting class (which was a huge challenge), I had three years of DTH experience and two competitive internships under my belt, so the class was a major waste of time for me. It would have been much more constructive for me to move straight into the advanced reporting class so I could've challenged myself. In the same vein, I think the partnership between the j-school and the DTH needs to be strengthened. It's insane that some people spend 40 plus hours a week working at the DTH and don't get a single hour of class credit for it. A lot of people at the DTH are starting to decide on majors outside the j-school because the rigorous curricula in their j-school classes in addition to the DTH is too much to handle. And DTH experience is what helps students get good jobs and internships. It doesn't help that a small group of professors and graduate students in the j-school have an extremely negative attitude towards the DTH.
- More freedom in choosing classes, more knowledge-based classes, more innovation, more multimedia/coding/graphics classes, more real-world projects, lots and lots of innovation in reporting track
- More modernization (less focus on newspaper, more on digital mediums, design, etc.)
- Cross-sequence relationships.
- Would love to see more business-focused curriculum and some presentation skills incorporated into classes. It would also be great if it were easier for non-vis comm students to take classes like 182, 187 etc. I had an extremely difficult time getting into those courses as a 2nd semester senior and i feel they are very valuable to PR track students.
- The curriculum needs to change. From everyone that I've spoken to, the immersion system is completely worthless. If you want to have us do an immersion, have us do it in another major from the school. For example, I'm an advertising major and my immersion could be in graphic design or public relations.
- Have more access to classes student are interested in taking.
- Find a way to encourage deep consideration, which is contrary to the type of thinking we're encouraged to partake in for successful mass communication. The answer shouldn't always be to make it more simple and less intellectual. If it is, then I fear for the future of media.
- Diversity definitely; more alternative types of journalism classes like community journalism; make students who are good not only in their specialization, but in multiple areas (I wish I was better in multimedia things)
- more diversity addressing the impact that media has in shaping perceptions and societal issues and how, as journalists, we can make positive change
- Though I think the school overall is great, and I think they've done a good job keeping current, they could probably benefit from getting rid of some of the bureaucracy so that the school can change as fast as the news industry changes. For instance, when I took JOMC-153 two years ago it was horribly outdated. We didn't even talk about online writing or how it differs from writing for print. I think that course has changed since then, but even so, two years ago wasn't that long and online writing was just as prevalent then as it is now.

Advising, communication and other issues

- Better interdepartmental communication. More general awareness of non journalism tracks.
- Better advising, communication via email (which I think we were supposed to have but for some reason I just wasn't put on the list), more diversity in the backgrounds and perspectives of students and faculty, and more acceptance of those with varied viewpoints (I feel like I'm walking through the halls with a bunch of like-minded clones)
- Needs to consider reaching the individual student more closely- supporting them better in career services and especially through advising. I had no idea there was Journalism advising until my senior year. A journalism school orientation would be nice, or a faculty member that is assigned as an advisor based on track. Also I would love to see more of an interest in student work. The website frequently features older professors and guest speakers- why not some of the work being done by students?
- Advising and making curriculum more up to date
- Better advising, transfer student support, issues of diversity and media representation interwoven into ALL classes (not just classes devoted to diversity, gender, etc.).
- Making sure everyone is learning everything they need to to succeed. More one on one interactions or career fairs exclusively for J-school students
- Some teachers were bad, help to get into the school, more awareness about majors in the J-School
- Have doors unlocked for more hours--can't study there during the evening hours.
- More money for resources, more full-time professors. There's a dearth of resources for reporting students, and it often feels as if all the attention, glamour, prestige and money goes toward the other half of the School -- advertising, PR. It should feel more balanced. Though the news industry is changing, writing and reporting skills will never not be vital.
- more events to help students get to know each other...
- Create a Student - Faculty mentor program
- Easier for people to go abroad
- I think more could be done to consider and help out ALL JOMC students as opposed to holding up a few on a pedestal. I think professors should be reviewed as some are excellent and some are terrible. I think there could be more cross-over with classes working for real life clients and less fake clients.

If you could add a course into the CORE CURRICULUM of the School (JOMC 141, 153 and 340), what course would it be and why?

- Please cut JOMC 153 or change this class. It is awful and it's impossible to enroll in. Professors also hate teaching this class. I know because they have said so. Reporting was just as good of a class and teaches the same fundamentals. If anything, students can take a writing test to place them in JOMC 153, but there are so many people in that class who are wasting their time and the professor's. I would add a basic coding class to the core curriculum. That is a skill that few are exposed to but it actually can result in a job if a student is good at it.
- I want to say an Adobe/other programs course but I know many students are lucky enough to have had some experience with these programs prior to the J-School. So n/a!
- Something digital like coding or design. Almost every sequence can use that.
- Storytelling is more universal and creative than news writing (jomc 153).
- Intermediate writing. 153 would be the prereq, but there would be an additional required all-encompassing journalism writing course after that
- JOMC 221
- Graphic design
- something about graphics and web design. these are invaluable skills everyone should have. it's a basic understanding that will be helpful. as well as a crash course in social media and the role it plays in reporting, pr, advertising, everything
- I think that it would be good to add in a class that is related to statistics or finance specifically related to the media industry. We have to take a random math class to get credit but if I was learning analytics skills like stats in terms of tracking media and how to use google analytics and that sort of thing I think that would be super beneficial to students and would make them more rounded.
- A data journalism class (see previous question) - coding, Google analytics, spreadsheets, data interpretation/analytics, statistical interpretations
- women in media
- The Media Industry--this course would briefly teach the history of journalism, as well as teaching students where the industry is headed. Could teach basic computer programming skills, editing, multimedia formatting, and further discussions about staying entrepreneurial in the greater media industry.
- I think an internship credit should be part of the core curriculum. A major weakness in the current curriculum is that it doesn't teach students how to work on real-world deadlines. You'll never have two weeks to finish an assignment at a professional publication.
- Public speaking, everybody needs it and almost every class has a speaking element, but the art of presentating and speaking is not taught.
- I would not.
- None, please don't add anymore. I'd rather have more time to take skills-based classes or classes that teach you knowledge in particular fields.
- Intro to graphic design - I think no matter what your concentration, knowing the programs in the Adobe Creative Suite is really important.
- intro to web development (187) EVERYONE SHOULD HAVE AN INTRODUCTION TO CODE
- JOMC 182 - I think graphic design is an important skill for everyone to have a basic knowledge of.
- Graphic Design and Video Production/Editing.
- JOMC 182, I think it teaches a valuable experience
- A technology class. I've been in classes where I have to teach teammates how to use Google Drive or the server. I think all journalism students should know how to use the internet effectively. That's

bigger than just social media. WordPress and even some basic design lessons would be super beneficial.

- Business Essentials for Media Professionals: basic overview of professionalism in the workplace, leadership skills, how to properly give presentations and format business materials, etc.
- The Branding of Me because it's extremely important that J-School students know how to brand themselves.
- Community journalism--learn how to run your own newspaper essentially and you serve a community that probably doesn't look like you
- JOMC 137 because as important as it is for a PR student to have a reporters brain, it would be nice if reporting students had a PR/AD brain, too.

Thinking about the courses that were available to you, are there any courses you think the school should offer in the future that aren't currently offered? Why?

- The issue is not that courses aren't available, it's that the courses are extremely limited in the # of seats available and, more importantly, when they're available. There's also just so much out there that it can seem broad. When I look at that list, there are about three that are related to my anticipated beat and career. That's not enough. Getting into courses shouldn't be some sort of battle, and it caused me to delay my core courses til junior year, which limited what classes I could take senior year. That needs to be remedied if the school wants to create specialists instead of generalists. My overall recommendation is that the school do a better job of teaming up with other programs, such as the business journalism or environmental journalism degrees. The same could be done with political science, gender and ethnicity, law, etc.
- I think Digital Media courses should be a requirement not an elective. You should also have to take at least one coding or design class. I also think you could get rid of case studies or change the curriculum. It adds nothing really. PR and Ad majors should have more shared classes.
- There needs to be more writing-intensive required courses. I cannot stress that enough - coming in to the workforce (I began a full-time job in January) I have never felt more self-conscious about the professionalism of my writing. My PR writing class 232 tested my grammar and writing through multiple choice and T/F exams...not something that will prepare me to write. The required writing for many of my journalism classes were academic-style (research papers, proposals, etc) << you don't write that way in a job. Writing is done in active voice, often times like a news article (at least in PR). I feel prepared in every way, EXCEPT writing. And as the fundamental part of journalism and PR, I feel like that's a huge issue. My photography professor in the Art department was a harsher grader for my grammar/style/voice than my J-School professors were (with the exception of 232 and 153). However, that discipline should be practiced across the board in all classes.
- Storytelling seems like a much more sensical requirement than news writing. A ton of students are not in the journalism track per se, but are in advertising and public relations tracks. Objectivity is an important skill, but so is creativity.
- Account planning Life skills in general Presentation/interview behavior
- Virtual reality, job search class, PR video production should be much more readily available
- Definitely more courses on how the journalism world is changing - such as social media, new media technology. To be quite honest nothing I am learning in 141 or 340 will help me in the real world. I would even suggest combining those two if we must take them anyway otherwise it is a waste of time .
- Courses involving data and statistical analysis, basic coding, and public records requests and how to report using the records. These are key skills for a reporting resume these days, but the J school did not provide me with a good foundation in these areas
- Graphic design should be a required course
- Coding
- Teach EVERYONE how to make and produce their own stuff, not just design and video majors. Every single J-school student should know their way around Adobe Creative Suite and Final Cut Pro, as well as basic HTML 5 and CSS.
- women in media--diversity is important and women are often overlooked
- More the math behind account management and billable hours learning for both Ad and PR- should be a requirement
- Advanced Graphic Design - a class solely to teach harder concepts in Illustrator, Indesign, and Photoshop
- I think there should be a course offered that does sort of an overview of all things -- a little bit of graphic design, a little bit of excel, a little bit of photoshop, etc. and other things that relate to an agency that are good to know for the real world. Though most classes were helpful, there are still

some practical things that I didn't get a chance to learn simply because I didn't have the time to take a full course on those topics.

- My problem with the classes is they are not specific. I learned general knowledge of PR but not the type I will assimilate best into.
- It would be great to have a greater diversity of reporting class options. I only got to take three classes in which I did actual reporting. As a result, almost all of my reporting skills were developed outside the j-school, from the DTH and internships.
- Public speaking needs to be offered. It is expected of us for PR campaigns, case studies, and writing, but we are never given courses on that. Plus it's an enormously helpful life skill.
- A Pass/Fail job hunt practicum. Etiquette, cover letter writing, etc. tend to be "last lecture" topics in classes or just random tips through the semester. This practical knowledge should be specialized for each track and offered as a very small course instead because it matters so much for adding experiential education (internships) and for finding a career.
- "Editorial Illustrations and Creative Photoshop" "Advanced Photo Editing (and portfolio design)"
- Give us freedom to choose what classes we want outside of our specializations. Have more skills based classes especially in multimedia.
- It never really made sense to me that editing and graphic design are grouped together. I took the specialization because I was interested in editing, so now I am a strong editor and mediocre designer because I only took two design classes, yet that's what my degree will be in. As well, the thing that has bothered me most about my education at UNC is that there are no resources available for individuals interested in book publishing careers. I tried time and time to get advice from the J-school or to spark the J-school to offer resources for individuals who are like-minded to me, but always failed. This is ridiculous to me because 1. books are a form of media and 2. books are a method for mass communication. As well, we have Algonquin Books of Chapel Hill, UNC Press, Oxford University Press, Duke University Press and Light Messages Publishing all in the area. I know numerous UNC students who have interned at each. I just think the J-school could do a better job of offering resources to these individuals seeing as there is such a large group within the UNC community. I don't think it would be impossible to incorporate a publishing course on the editing track, or something of that nature. As a soon-to-be alumna who wants to give back to the J-school in the future, I hope my contribution will be to get options into the school for students interested in publishing careers.
- More Sports Communication courses
- I think that ALL advertising majors should be required to take a course in graphic design and video production - we need to be able to create deliverables for clients by the time we graduate, and as it stands, I wager less than half of my graduating class knows how to use any kind of graphic design software or produce video content. I only know how to use these programs myself because I took Introduction to Graphic Design - an ELECTIVE course I CHOSE to enroll in because an internship required those skills.
- More graphic design classes!
- I think there should be more intro level courses to the different specializations. There needs to be better guidance about which one to specialize in.
- I think they should offer more immersion classes. Fortunately, they have worked on doing this with China, but I think Africa would be a good place as well.
- -Business of PR got cancelled for Spring 2015. The J-school should REALLY push to get some sort of business writing or financial communications course back on the schedule because this is a critical skill for anyone looking to go into any sort of corporate communications or financial comm career. Overall, I think the PR track lacks a connection to how businesses run/function from a financial perspective and it would be really helpful for students to understand the constraints and financial implications that affect PR (and on the flip-side of that, how PR can affect finances/business operations). -I would love to see a MANDATORY course covering professionalism in the workplace

and presentation skills. Maybe a 1-hr credit or something less rigid than a full 3hour course, but I've noticed in every class I've taken that students in the school are not properly trained in the art of business presentations. Having taken business communication courses in other departments that focus on how to properly format business letters and proposals and how to effectively present ones self in a business presentation, I am appalled at the lack of professionalism shown by my peers when presenting to clients in courses like JOMC 232/434 etc. As communication professionals, we should be able to put together proper presentations and reports that reflect more positively on our school.

- Creative Writing vs. News Writing - could have much more benefitted in a writing class not geared specifically to reporting; Cause Marketing Mobile Advertising WAY MORE ON MEDIA PLANNING - the school barely touches this with 272 and many people go into internships/jobs with no knowledge of media compared to knowledge of strategy and creative. in general, for Ad majors, the curriculum needs to more narrowly follow agency experiences because right now it is hard for someone to get a good scope while also mastering one topic
- Roush's idea for a class that attempts to identify the source who leaked documents in Enron
- More data

Over the summer the School's name is officially changing to the School of Media and Journalism. What are your thoughts on this name change?

- I literally don't care
- Sounds good to me!
- I think it's fitting
- I don't like it. It sounds redundant and is not a major improvement over the old name.
- I dig it
- Makes sense.
- Its advancing to keep up with modern day
- Wish it would have been changed before I graduated.
- I think it's a good move.
- It's pointless and stupid
- I like the name change!
- i think it sounds more modern and all encompassing. good move.
- I think it is suitable
- I think it is a good move and I am excited about the change. I only wish that my degree would say the right name because now I feel like people will be confused and it won't even say the right name even though its super close to the change. Some of the transition I guess will just be kind of weird.
- Personally I wish it had been School of Journalism and Media so it could still be the J-school (because that's what most journalism schools are normally called)... but that's not a huge issue.
- I like it! Journalism schools across the country are rebranding and media itself is rebranding - and we need to keep up with that! Replacing "Mass Communication" with "Media" broadens the scope of our school.
- I think it's weird and I don't like it.
- Good
- Interesting. I think I prefer Journalism and Mass Communication
- like it! way better!
- Terrible--I'm glad my diploma will say School of Journalism and Mass Communication. "Media" is a less-professional name than "journalism." Therefore, I believe, the name change could be a disservice because people may associate the school as less professional.
- I'm fairly indifferent but understand the rationale.
- I like it - it's good to differentiate between the Jschool and a comm major
- It's ridiculous.
- Love it! Very appropriate
- I don't love it, but I understand why it happened to include the more media heavy future that the school is working toward. It just sounds less prestigious than "School of Journalism and Mass Communication".
- I think mass communication is a huge component of the school and it is a mistake to get rid of it. Media makes it sound more related to news journalism and the school teaches so much more than that. If it were named that when I was a freshman, I may have reconsidered entering the school in the first place.
- I can't believe I'm the last class of School of Journalism and Mass Communication grade. Love the name change otherwise
- I don't like change typically, but I think this sounds fresh and exciting!

- Mass communication makes sense because of the amount of training we get to cater communication to the broadest possible market. If it's all about the character count, why not be bold and drop "journalism" as well?
- Nothing much
- I was in the class that helped think of the rebranding strategy and I think it's great.
- Not a huge fan but I understand the reasoning behind the change
- I think journalism should ALWAYS come first. Media has such a negative connotation and does not accurately represent what goes on in this school.
- YESSSSSSSSSS
- I believe it should be named after Stuart Scott
- I think it's more appropriate for the changing climate of the school. My only concern is will it still be called the J-school???
- I approve of the change.
- I like it! reflects the change in time.
- I don't really like it because I love School of Journalism. I think I am traditional and love the idea of Journalism and not Media.
- I prefer School of Journalism and Mass Communication. When I tell people my major is Journalism, they often assume I want to be a news reporter (which I don't--my specialization is in PR). I think that having the "Mass Communication" part in the title indicates that there are other facets to the major, whereas "Media" really just reinforces the news reporting part, as most people assume that media means news outlets/reporters etc.
- Great!
- I like it
- I don't like it.
- I love it. Smart move.
- Sounds like a good change
- It's much better. The previous name was a real mouthful and I don't feel like it was completely accurate in representing everything that the school teaches. Things like coding and graphic/web design aren't really obvious things that come to mind when you say "Journalism and Mass Communication" to someone.
- It's a good idea.

What were some of your favorite classes and why?

- Business reporting because I learned things I will actually need to know
- Mass Comm in Mexico with Dr. Richard Cole. Great, great class. Really changed how I think. I also loved news writing so much because that was my first experience with journalistic writing and I ate it up.
- Branding of me taught me about life. David Cupps electronic broadcast writing class was also very informative.
- Digital Media Economics - fast paced, rigorous, interesting, and lots of transferable skills from a variety of journalism-related pathways
- JOMC 551: Digital Media Economics and Behavior- BEST CLASS EVER. Learned so much from professor abernathy. She is amazing and so inspiring.
- Community Journalism with Jock Lauterer was great fun. Opinion Writing with Paul O'Connor was another highlight. I also loved Media Law contrary to many other journalism students; I love how relevant the topics are to the 21st century and how we could discuss court cases literally at the same moment they were being deliberated.
- News editing and advanced editing, community journalism, southern politics, reporting
- Crisis communication and NMTIFAMP. Crisis comm gave us so much real world experience and taught me a lot about the PR field. Gary did a great job with teaching the NMTIFAMP class and it's great to take senior year
- media law because i'm a geek for that kind of stuff graphics because it taught me invaluable skills pr writing because i thought it was challenging, yet fun
- JOMC 272: Advertising Media was fun because it helped with the creativity aspects about ads JOMC 551: Digital Media Economics and Behavior was very useful and interesting since it focused more on the business aspect of media companies
- All of Dr. Barnes' classes. He is one of the best professor's I have had and he really works with students and cares about their work and their success. He opened a ton of doors for me to network, do freelance work, and get internships and practical experience. I also loved Professor Boynton's ethics class.
- SCIARRINO. She is magic; never let her go guys. Never. Also Dana is, of course, amazing.
- JOMC 442: Gender, Class, Race and Mass Media - Dr. Friedman is an outstanding educator and I gained very valuable understandings of diversity in the media and its history. JOMC 443: Latino Media Studies - Dr. Vargas is an incredibly passionate, informed teacher and her course is appropriately challenging, engaging and enjoyable. I also worked with Radio Latijam as part of her course, which was an invaluable experience working firsthand with Latinos and the media. JOMC 221: Audio-Video Information Gathering - Shaena Mallett is an incredible teacher. Her passion, creativity and innovation are clear in her teaching style and course projects. This was also the only course I had time to take related to multimedia. Had the reporting track been less restrictive, I would have greatly benefitted from taking more courses like this — or had the reporting track incorporated more classes apart from writing-focused ones.
- JOMC 425: Voice and Diction and JOMC 428: Broadcast History
- The sports communication program- amazing professor (Sweeney)
- JOMC 182 - Graphic Design - so fun and interesting! JOMC 484 - Infographics - very cool class JOMC 141 - Ethics - very interesting
- JOMC 340: Media Law--I enjoy law. JOMC 450: Business and the Media--introducing business and media was very interesting.
- I really enjoy Jim Hefner's Media Management and Policy because of him as a professor. I also really enjoyed Joe Cabosky' JOMC 279: AD/PR Research course, again because I thought he was a wonderful professor. They both seemed particularly invested in the success of their students.

- ethics, pr writing and pr campaigns. I thought they were interesting and actually applicable to what i want to do
- Media law, because it was fascinating and Cathy Packer was incredible.
- JOMC 490: The American Journalistic Mind with Donald Shaw. This course was essentially an independent study, though we did meet once a week to share ideas and get feedback from the professor. It was great to do research on people I'm actually interested in. Professor Shaw is easy to work with and cares a lot about this course and the students who take it. I also really enjoyed JOMC 340 with Tori Ekstrand. I was in the "innovation section," which only had about 15 students. Being able to have that small group discussion was invaluable, and Professor Ekstrand is an incredibly engaging teacher.
- JOMC 586: Intermediate Interactive Multimedia, JOMC 463: News Lab, JOMC 253: Reporting
- JOMC 137 - helped me decide between PR and advertising JOMC 491 Market Intelligence - taught me statistical analysis methods that are fantastic to talk about in interviews JOMC 491 DAM - opportunity to pitch for a real client
- JOMC 141: Ethics- Boynton is hilarious. Poverty, Plurality and the Media- Cuadros is a wonderful professor
- Community Journalism – it excelled at every level, and especially because it got me out doing real work, and building an actual portfolio.
- Community Journalism because it was real, you could feel the impact and you knew why you were doing what you were doing. Jock's passion is infectious. News Lab because they address the problems in journalism and try to resolve it instead of just talking about it. Environmental Journalism because you actually learn a more specialized form of reporting.
- Branding of Me, JOMC 240: Current Issues with John Robinson, PR Campaigns with Merrill Rose
- JOMC 457: Advanced Editing, JOMC 157: News Editing - Andy Bechtel is great and I learned a lot
- JOMC 141: Ethics - One of the classes where I learned the most
- Terence Oliver's magazine design class was terrific - it was very hands on and I feel like I developed my skills so much in that short period of time.
- Steven King's web development / multimedia sequence – JOMC 187: Introduction to Interactive Multimedia, JOMC 586: Intermediate Interactive Multimedia, JOMC 583: Multimedia Programming and Production. I LEARNED SO MUCH, the classes were small and project based, these classes definitely helped me get my internships and jobs at Google.
- Sports Comm courses
- I really enjoyed Infographics (JOMC 484) with Terence Oliver because he was a great professor and the class really helped me improve as a designer. I also loved New Media Technologies and Branding of Me with Gary Kayye because they felt very useful for the real world. I also enjoyed taking classes with Lois Boynton and Trevy McDonald.
- JOMC 271: Advertising Copy and Communication with Joe Bob Hester - that man is one of THE best teachers this school has, and it's because of him I enjoyed JOMC 271 most. He's accessible, he knows his stuff, and he's a TEACHER. It means little if you're an expert in your area but you don't know how to teach it - Joe Bob is an expert and he knows how to teach what he knows wonderfully.
- JOMC 182: Introduction to Graphic Design with new teacher Lisa Vilamil- she really cares about her students. 153 with John Robinson- simply an AMAZING professor that again cares so individually about students it is amazing.
- I loved JOMC 182 Introduction to Graphic Design, I was able to gain a skill that is useful for my future career goals.
- Loved JOMC 433: Crisis Communication with VK Fields. Also loved JOMC 377: Sports Communication and JOMC 476: Ethical Issues and Sports Communication with Professor Sweeney. And the 1 credit hour Sports and the Media class with Tim Crothers was awesome. Also loved into to

PR principles with Lisa Barnard...JOMC 340 with Hoefges was difficult but very informative. Hard to choose a favorite--like I said, I've loved my time in the J-School!

- Environmental storytelling because it taught me how to translate jargon and make boring topics relevant and interesting. Also the Malawi Documentary Project Class and Newsbureau because they involved intra-sequence teamwork.
- I loved graphic design (182) and Penny Abernathy's courses - Digital Media Economics (551) and Leadership in a Time of Change (552). 182 was just a really great class for learning design skills and challenged me in a different way than my other courses. 551 and 552 were eye-opening for me in that they covered business and financial topics that NONE of my other courses taught and I feel so much better prepared for my post-grad job because I understand things like balance sheets and financial statements and can keep up with discussions on business operations, etc.
- JOMC 272 (media planning and buying) was my favorite class because it taught me something that I hadn't already learned in 137 (unlike the other ad classes at this school).
- Branding of Me (474), Media Law (340), Presentation Design for Strategic Communication (491)
- Community journalism; feature writing--because I really enjoyed my professor, Paul Cuadros, and the freedom the class afforded me to write about any topic that interests me
- JOMC 483: Magazine Design has been great. JOMC 463: News Lab was a challenge and I didn't do as well as I wanted to in the class, but looking back on it I think it was great for my personal growth. I also really enjoyed JOMC 180: Beginning Photojournalism, JOMC 187: Introduction to Interactive Multimedia and JOMC 221: Audio Video Information Gathering because they were out of my specialization but were a lot of fun and gave me extra tools that I can tie into my graphic design.
- PR writing because of my professor, professor Campi. She really knew what she was talking about.
- JOMC 472: Art Direction in Advertising, JOMC 137: Principles of AD/PR, JOMC 271: Advertising Copy and Communication

What were some of your least favorite classes and why?

- JOMC 153 and 141. I have already mentioned why 153 was terrible, but 141 was also completely asinine to me because we learn the fundamentals of ethics in nearly every course in the J-School. Rather than make us take it, professors should be required to devote X number of days to ethics in the profession. That way professors can be very specific. Professors do this anyway, usually, and it is more interesting.
- All of the PR core classes, especially 279 and 434. I quickly realized I had made a mistake and couldn't do anything to fix it. Also, JOMC 187 (I think? Intro to Multimedia) because it was so fast paced and I was so terrible at it that I had a breakdown and dropped it right before the deadline.
- Media Law; only because it was difficult and long-winded.
- 232 PR writing. 141 Ethics. Grad students/ recent grads who teach don't seem to have a good grasp on how to project the right skills to the students. WAY too academic-based and not nearly enough skills-based
- JOMC 340. Was too hard and I'm not just complaining or saying that I didn't work hard. I think there could be some better way to learn the material than trying to memorize cases and terms so I could do well on the tests.
- I HATED 340. WHY DO WE HAVE TO TAKE IT.
- JOMC 431: Case Studies in PR, 141, 153
- I took Reporting while abroad, but it was definitely my least favorite class because it was mostly an annoyance (sources often didn't want to talk to "student reporters") and I didn't learn much.
- Media ethics because it was a waste of time (all of that information is incorporated into the other classes that we take in the J-School)
- Southern studies communication (don't remember the exact title) but it's part of the political communication immersion. Teacher was awful and hard grader.
- pr campaigns pr case studies they were boring. had so much potential and they were boring
- Reporting, because I didn't want to take reporting. I understand that you can't really be a journalism major and not take reporting but I took news writing and honestly didn't learn anything new in reporting it was 100% a useless class for me. I loved my professor but I didn't like what I was doing and I don't think that I should have had to take that class (see previous response about improving the school). Honestly I would never be a reporter and a lot of other students feel this way being in the J school who want to do ad/pr for example and they don't have to take the class so because I was doing design and multimedia design/coding rather than multimedia reporting there should have been more leeway. I wish that I could have filled that credit with something more useful to what I hope to do. I also didn't like the intermediate coding class very much. It was very hard and to be honest I don't feel that I got the individual help or attention that I needed because I had computer science majors in my class who were way ahead of the learning curve and the professor spent his time moving at their pace so that by the end of the semester I don't feel like I knew how to do javascript or jquery at all. This was disappointing to me because I worked hard and didn't feel like I learned what I was supposed to. That being said, I don't want to sound like a solely negative j school grad. I had a friend in that class that felt the exact same way and several friends who were also frustrated with having to take reporting. I am a J school ambassador and I love the J school with all my heart. I think it is an excellent institution with excellent faculty and excellent students pursuing excellent projects and educations. These are simply the few things that really bothered me during my time in the school that I really think you should consider and address.
- 340 was terribly dry. I get why it's important though.
- JOMC 253, JOMC 157 - because I had extensive experience outside of the journalism school with reporting and with these class as requirements for my reporting track, I did not have time to explore other important areas of journalism, like multimedia, that I do not have as much knowledge of
- 253 and 153

- PR research- very dry not an engaging professor
- J483 - Magazine Design - not my style of class learning environment. Even though I was most looking forward to this class it was disappointing
- Ethics class was painfully boring
- 256--like feature writing, but WAY too much work for a 200-level course. Had a greater workload in 256 than my 400-level business journalism classes.
- I found the 141 ethics course somewhat dry.
- pr research -- didn't feel like it was taught well / I gained alot from the class
- JOMC 221 with Jon Camp. He was terrible at teaching and his attitude reeked of sexism and racism. JOMC 141 with grad student Suzannah Evans. Again, because of the instructor. She was a snob and took it upon herself to give a critique of the DTH's front page regularly. Not exactly what you want to deal with at 8 a.m. after getting only three hours of sleep.
- JOMC 440: Law of Cyberspace - completely irrelevant to me and far too stressful for an ad student doing the bulk of their core classes at once to take on as an elective in the same semester JOMC 271: Advertising Copy and Communication - poorly taught, professor have so little direction that we didn't get feedback until end of semester
- 153 – after the first four weeks it was a convoluted mess. Don't get me wrong, they were a good four weeks, but after that it was actually counterproductive.
- News Writing because I learned nothing there that I couldn't have learned in Daily Tar Heel.
- JOMC141 with Meredith Clark
- JOMC 279 was boring and I didn't feel like I took much away from it
- JOMC 221 - felt pointless, didn't learn anything
- I really did not like having to take JOMC 221. I feel like everything I learned in that class I could have learned by reading the camera's instruction manual, and since I do not ever plan on working in audio or video it felt like a waste of my time. It was not challenging in any way and was more of a hassle than anything.
- news writing was just boring and irrelevant to any work I want to do
- J 340, Hoefges
- I didn't enjoy JOMC 153 (Newswriting) because I felt like it was very unrelated to my sequence and I had no interest in writing or reporting.
- Advertising Campaigns. What I thought was going to be a capstone/project-based class was instead a predominantly lecture-based course wherein my teacher read off of powerpoints information we'd already covered in prior classes. We only have two weeks left within the course, and the class is only NOW collaborating on our "final" group projects - an advertising campaign for a local veterinarian startup.
- Some of my immersion classes were extremely easy and I did not feel challenged at all. Specifically History of Broadcast Journalism and History of the Black Press.
- News writing. It was so long and draining.
- JOMC 141. I think the class was pretty pointless and not really applicable. A lot of it was common knowledge too.
- Newswriting. I think maybe newswriting and reporting could be combined.
- graphic design for a PR major... not fair and should not have to be graded up against those who ARE graphic design majors
- Hated media law - too in-depth and most of it was not very relevant to my track (PR). Also feel as though PR Case studies (431) was pointless and I didn't learn anything that I hadn't already learned in other classes.
- Almost all of the advertising core classes. These classes all focused on the creative side of the advertising business and rarely on the account management, client services, project management, strategy, etc. functions in the business. Even in my JOMC 473 (Ad campaigns) class, we solely

focused on creative work. I don't see how requiring an ad major to take multiple art/creative classes is fair, particularly when that is only one of many departments that contribute to creating advertising campaigns.

- JOMC 279: AD/PR Research, JOMC 272: Advertising Media, 153,
- Audio Visual Information Gathering--I found the technical aspects of camera work very difficult
- JOMC 482: News Design was probably one of the most boring classes I've had in the school. I also didn't really like JOMC-153 because, like I said earlier, it felt outdated. Actually, both classes felt outdated and kind of irrelevant. I also don't really like JOMC 458: Southern Politics, but that's mostly because it didn't turn out to be what I thought it was.
- Media law. I don't think the intensity is necessary.
- JOMC 279 - Advertising & Public Relations Research. This was by far one of the worst courses I've taken at UNC, but the fact that it was a class that came from the J-School was particularly disappointing. Dr. Saffer was a terrible teacher, the year-long group assignment was unnecessarily demanding and the course required a frustratingly large amount of busy work on top of multiple assignments at the same time.

Where have you been offered a job after your graduation from the J-School?

- Media Entrepreneur, Reese News Lab; UNC Chapel Hill Journalism School
- Sales Associate, Align Technologies; Raleigh, NC
- Communications Intern, Bank of America; Charlotte, North Carolina
- Account Coordinator, Capstrat; Raleigh
- Business development coordinator, McKinney; Durham, NC
- Communications Intern, International Justice Mission; La Paz, Bolivia
- Production Artist, Pace Communications; Greensboro, NC
- Software Engineering Resident, Google; Mountain View, CA
- Text/Graphics Specialist, IBM; Research Triangle Park, NC
- Capital Teaching Residency, KIPP DC Grow Academy; Washington DC
- Associate, National Basketball Association; New York, NY
- Assistant to the Director, Reese News Lab; Chapel Hill, NC
- Recruiter, Insight Global; Charlotte, NC
- Marketing Specialist, Deloitte Services LP; Atlanta, GA
- Intern, Forbes Magazine; Jersey City, NJ
- Campus Minister, Every Nation Campus; Chapel Hill
- Web intern, Tampa Bay Times; St Pete, FLA

Where have you interned while at UNC JOMC?

- UNC Management Company; Fill Your Bucket List Foundation; Triangle Business Journal
- Nourish International; Algonquin Book Publishing; Ogilvy Public Relations; UNC Office of Admissions.
- Ackland Art Museum; Howard/Merrell; Koroberi Inc.; Shoeboxed
- Blogads.com; The McDonald Group Real Estate; Mortimer's Cafe & Leroy Fox Kitchen
- The AroundCampus Group. Also will be interning with Gary Kaye's RavePubs this summer.
- Bank of America
- Make-A-Wish Eastern NC; NYT; SCALE
- Goodman Theatre in Chicago; Cathy Taylor PR in Chicago
- McKinney; Carolina Higher Education Opportunity Programs Office; Sixth Sense Media
- UNC Admissions Office; Horizon Productions; UNC Law School
- The Pilot; The Philadelphia Inquirer
- NC-HCAP; The V Foundation; 3 Birds Marketing
- Senator Kay Hagan; Charlotte Observer; Tampa Bay Times
- University of West Florida; Office of Fraternity and Sorority Life and Community Involvement; New Student and Carolina Parent Programs; WSRE TV; Gulf Power
- Raleigh Convention Center/Red Hat Amphitheater; No Regret Productions; Durham Arts Council; Maxpoint Interactive; Cisco
- Industry Standard Research; UNC Athletic Department
- Indy Week; Reese News Lab
- CNN; TWC News
- McKinney; Trailblazer Studios; United States Anti Doping Agency; Copper Mobile; Late Night with Seth Meyers
- Calvary Baptist Church - Winston Salem
- J-School Communications Office; other internships I lined up myself - ByrdHouse PR and Leapfrog PR in Charleston (she's an alumna so would keep her under your hat)
- Leadership Edge Inc.; g-bit; Danny Dahl Financial Services
- Quintiles Transnational; Schiller & Schiller, PLLC
- MMI Public Relations; Capstrat; Rivers Agency
- Dods Parliamentary Communications; The News & Observer; The Charlotte Observer
- McKinney
- Intrepid marketing group; girls on the run; stigma free Carolina; science and laboratory automation screening; southern neighbor
- Deep Focus NY, NY; Razbaby Miami, FL
- Arkansas Democrat-Gazette; NC Health News; Dunn Daily Record
- Movement of Youth; Duke Energy; 3 Birds Marketing; Leukemia and lymphoma society; Howard/Merrell; Koroberi; Strata Solar
- 919 Marketing; School of Education
- Intrepid Marketing Group; Capstrat; McKinney
- U.S. Senate; Office of Senator Kay Hagan; Cornerstone Healthcare; Daily Tar Heel Advertising Office
- Reese News Lab
- The Support Center
- Novant Health in Charlotte; UNC Press in Chapel Hill

- I did nine internships while at UNC, and honestly it's disappointing to me how little the J-school helped when I was going after all of these: - Worth Publishers, a division of Macmillan, editorial intern, NYC - Bookish, editorial intern, NYC - Folio Literary Management, editorial intern, NYC -Algonquin Books of Chapel Hill, Workman Publishing, editorial intern, Chapel Hill, NC - Scholastic Inc., editorial intern, NYC - Algonquin Books of Chapel Hill, Workman Publishing, digital marketing intern, Chapel Hill, NC - Scholastic Inc., editorial freelancer, telecommute - Flyleaf Books, bookseller, Chapel Hill, NC - InkWell Management, freelance reader, telecommute
- We Keep it Off; Hotel Belmar; A Cruising Couple; Curamericas Global
- Google; Microsoft; Caktus
- IBM
- University Directories/AroundCampus Group; IBM
- Sentinel Plant Network; Intrepid Marketing; LaForce+Stevens; NC Children's Promise
- First-Year, Ghana with Global Brigades; Second-Year, Durham with the Collaborative; Third-Year, New York with Showtime
- UNC Summer School; Intrepid Marketing Group, Raleigh, NC; North Carolina Department of Public Instruction, Raleigh, NC; Carolina Performing Arts
- CNN; The Daily Caller; Summit Consulting, LLC
- General Assembly; AIESEC (summer in China)
- 1. 3 Birds Marketing, Chapel Hill, NC (digital marketing agency; landed this on my own using personal network) 2. Spark Strategic Ideas, Charlotte NC (boutique PR firm; again got this through my own job hunting) 3. FGI Research, Chapel Hill, NC (market research firm; applied through Careerolina) 4. Bank of America, Charlotte, NC (was in 1st class of Corporate Communications internship program; applied through Careerolina) 5. UNC School of Public Health (working currently as an assistant in their communications office, so not technically an internship....applied through Careerolina)
- The Motley Fool; Carolina Pad
- Daily Tar Heel; MedThink Communications; UNC Dental Faculty Practice; Yapp, Inc.; The Odyssey; Etix
- National Geographic
- The News & Observer; Carolina Parent; UNC Office of Undergraduate Admissions; Reese News Lab

Any comments about J-School careers services?

- He only posts PR and advertising internships. There are plenty of editorial positions out there but we rarely get emails about them.
- It was hard for me to find an opportunity to actually use career services, because I couldn't afford to quit one of my jobs to do an internship during the school year, and during the summers I was either taking classes and working or a full-time waitress. Because so many internships were unpaid I gave up looking.
- Our school needs to be much more aggressive about reaching out to alumni and agencies instead of waiting for them to reach out to us. Peer schools like Syracuse seem to do much better than we do with job placement. I know we're at a geographic disadvantage, but we should at least be taking advantage of our proximity to Atlanta, etc.
- I think it should be easier to make an appointment but overall Jay does such a great job with everything! He is so helpful
- Jay can be unresponsive. I love him and he's been generally amazing, but he's notorious for not responding to emails.
- Very helpful! Great knowing that there's someone specifically dedicated to jobs/internships within the J-school.
- Jay is the best resource in the j-school! I got 2/3 of my internships from his listserv email.
- JAY EUBANK IS AMAZING I don't know how he stores names and companies and internship/job offerings but he seems to be able to recall them at the drop of a hat. It's phenomenal. He also has a calming attitude. Helps a lot in high-stress application periods.
- I got better advice from Jay than from UCS, but (with Jay) it was really hard to make an appointment happen, and I barely have time for my course work and surveys, to the detriment of my resume building and job searching.
- More Internship fairs, talks, advice and resources for non Pr and Ad majors
- I felt there was much more information and opportunities for internships rather than jobs
- Jay Eubank cannot know everything about every job- there needs to be more career advising through professors and classes- they are the people that actually know things
- Awesome opportunity. thank you
- Jay has always been great to me!
- I didn't use Jay Eubank's services all that much for the majority of my time at UNC (mostly because I worked my own network for internships during my soph. and junior years), but after coming back from interning at Bank of America last summer I began working a little more closely with him and he was very helpful in connecting me with J-School alum who might be able to help me job search, etc. I also attended the NYC networking trip and while I didn't end up getting my job offer through that, it was really eye-opening for me to see what it's like actually working in a big city like that and also showed me that i preferred corporate communications/marketing to agency PR.
- Jay Eubank was basically unreachable. As the only advisor available, I don't know if it was due to lack of time or lack of ability. Throughout my senior year, I emailed at minimum 30 times and he has not responded to a single one. I'm unsure if he knows me by name or considers me a good student in the school. But honestly, he hasn't spent the time to figure it out. It was probably the most disappointing experience in my time at the J-school to not have more of a supportive advisor. This is the time in my life I need it the most, and I felt 100% alone when it came to what he was supposed to offer.
- The senior trips should be able to take more students

Why did you never use the J-School career services?

- I always went to my profs when it came to jobs because they had really experiences and connections.
- I guess I thought I could do it all myself. For the summer, I was specific about where I was going to be and didn't see many options for those places with career services.
- Never found the need to, also didn't know what they provided. I'm only familiar with the University's Career Services, not the J-school's.
- I kept forgetting to make appointments. :(
- Was pursuing a different career field than journalism
- I used the general career services that the University provides and my plans for after graduation (teaching English overseas) fall more in line with that than with placement in journalism-related fields.

Is there any way J-School academic advising could be improved?

- Need better visibility. Had no idea they existed
- More advisors and more consistent advice. I was given conflicting scheduling advice from virtually everybody in the department.
- Here is the largest opportunity for improvement: advising should operate on a principle of proactivity rather than reactivity. Currently, advisers have a passive approach to students' scheduling difficulties. Advisers refuse to help students get into required classes until it is the ABSOLUTE LAST semester that the student could take the class. Instead, advisers should take a proactive approach. Advisers should help students get into required classes earlier in their j-school careers. Now, advising is caught in a continuous cycle of forcing panicked students to wait to take required classes during the absolute last semester they could ever take the class. Furthermore, advisers should cultivate a sense of respect and care for students, rather than their sense of disdain and condescension. Also, advisers should listen to students. I have had an adviser patronizingly explain something to me that I had articulated that I understood earlier in the conversation.
- Make it easier to make appointments and make it more welcoming to students. I felt like I was bothering the staff with my questions
- more communication of the various processes. there were a lot of things i didn't know.
- Everyone should be assigned an advisor that you have to see at least once a year
- The advisors don't seem to know what they're talking about. Every time I went I was told something different about what classes to take, what my special topics class would count for, etc. They can answer basic questions, but in general they're not knowledgeable.
- Be more attentive. Don't just give generic answers and not really look at our files. There were times when I could have avoided frustrating situations if I had been given better advice when I asked for it.
- Maybe get more up to date knowledge on outside majors. Even though J-school advising can't advise on those majors, they could point out helpful crossover classes and second majors that wouldn't be overwhelming
- Be more clear about who to see for advising, I couldn't go to Steele building for journalism advising anymore, but then I couldn't always meet with advisers in the J school because they were too busy
- I would change the mysterious ways the university operates before I change the J-school advisers.
- It's annoying to have to go to two different advisors for my two different majors....
- Need to know specifics about classes and advertise services to students!
- I really appreciate that there are walk-in hours every day, but I think there is miscommunication between our advisers and advisers at the Steele Building...I had a lot of trouble trying to figure out who to talk to for my second major (Spanish) because the J-School advisers sent me to the Steele Building and those advisers were very annoyed with me and said it was the J-School advisers' job to help me, because Journalism is my primary major. Frustrating experience, and I think the disconnect between offices should be addressed!
- Maybe offer some appointment hours in addition to drop-ins
- They need better communication/relationship with advising in the Steele Building and more shared knowledge between the two
- I wish our advising could help with our second major
- I was always confused about which advising I needed to go to regarding issues related to classes outside of the J-School. I would always get redirected from the J-School's advisors to the Arts & Sciences advisors and vice versa.

Was there anyone in J-School academic advising that was particularly helpful?

- Marla!!!!
- Sharon Jones is very nice and helpful, which I appreciate a lot.
- Marla Barnes was a wonderful advisor and always helped me whenever I needed it.
- Sharon Jones is the least unhelpful.
- Marla Barnes
- Marla is awesome! Always so helpful and has such a positive disposition, even when overwhelmed.
- Marla is the best!
- Marla Barnes
- Michael Penny does an outstanding job working personally with J-School students studying abroad. He is incredibly helpful, friendly and the best advisor I worked with at the J-School.
- Marla Barnes is the best! She was always helpful and even looking out for me when I wasn't thinking about things.
- All of them were helpful, but I think every one should be assigned an advisor that you have to go visit at least once a year.
- I heart Marla Barnes. She consistently knows her stuff and is very efficient and helpful.
- Jay Eubank had great advice, but doesn't know how to respond to an email
- Marla Barnes helped me a lot
- I was never assigned a "J school adviser" and they were always hard to get an appointment with because so many students were trying to see them.
- Marla Barnes has been like family to me. She was an invaluable presence and I will never forget her contribution to my success.
- Marla Barnes!
- Sharon Jones
- Sharon Jones was always comforting
- Marla Barnes
- I appreciate the enthusiasm advisers have for their students, but NOTHING about the advising process was proactive. I'm a transfer - I was never contacted about my transfer credits, what credits were required for the major, whether I was on track to graduate. NOTHING. I even had to proactively go and ask about participating in a commencement ceremony - apparently we have to proactively let the department know we want to participate before we receive any information on it, which I consider ridiculous. When I asked how we let our advisers know, I was told we needed to write in the left-hand corner of our graduation application that we wished to participate in the commencement ceremony - there was no specific line on the document asking that, so I didn't understand how it was automatically assumed we'd naturally know the J-School needed to know we wanted to participate. On the whole, logistics/advising within the J-School has been AWFUL. Much work/correction needs to be done to address transfer students' needs because it's unfair to expect us to automatically "know" all these things upon admissions.
- Marla Barnes was very helpful. When I wanted to get into the J-School she helped me with everything although I wasn't officially in the J-School.
- Although it can be frustrating to wait when there are multiple people trying to see an advisor at the same time, I actually like the drop-in setup for advising in the J-School. I've had great experiences with each of the advisors and they've always been friendly and able to answer my questions.
- Marla
- Sharon Jones
- Marla Barnes was very helpful.
- Marla was always there for me and I always looked for her when I had a question.

Please share any additional comments you may have about the JOMC communications, JOMC website, JOMC News, or other ways the school can share information with students:

- YGG, Kyle and Morgan.
- The way that course information and specialization/major requirements is laid out is confusing.
- I never got any email newsletter. That would have probably helped a bit.
- The newsletter needs some help. It has way too many irrelevant events or reoccurring events that I know most people don't read it, even though there's really important information on it. There just has to be a better way to organize it
- The website is a little hard to navigate to find what I need. Also it isn't listed what the walk-in hours are for academic advising, only for Jay Eubank, and that was often frustrating
- There are glitches on the website after the redesign. The listed classes for each track aren't actually there. Instead the catalog displays all JOMC classes for all tracks, even when you navigate to a track-specific page
- The website needs work - as it stands (since the site has been "revamped"), I can't look up advising sheets at all.
- Only frustration with the website is that there is some confusing information about senior underloading policies - I had to come see an advisor because I wasn't completely sure about how the process worked. Would be nice to have a more explicit explanation of the process available online.

From where do you typically get your news?

- Twitter
- NY Times
- Twitter
- Internet
- Depends on where I hear it first...
- Social Media
- Twitter, WSJ, social media
- Twitter and facebook
- Social Media
- Print for the DTH, online for all other news
- Twitter
- Twitter
- Wall Street Journal
- Twitter/Email (the Skimm), News apps on phone
- Online.
- online sources
- The Skimm, Twitter
- Twitter
- Nytimes
- Newspaper and Twitter
- Social Media
- Online
- Twitter, headlines to inbox, NYT, WaPo, WSJ

- WSJ
- Facebook
- Twitter
- Facebook, Twitter
- CNN, the Atlantic, MSNBC, twitter, daily email listservs like theSkimm, etc...
- New York Times, DTH
- Google News and the Washington Post
- Email newsletters; Twitter
- CNN, BBC online
- Facebook
- twitter and email
- Twitter
- Facebook
- Social Media and the Skimm
- Word of Mouth
- News & Observer, CNN
- twitter, cnn
- Twitter
- twitter, tv
- BuzzFeed, CNN, Wall Street Journal
- Twitter, The Skimm
- Social media
- Twitter
- social media
- The Skimm, DTH, NY Times
- The Skimm daily newsletter
- Twitter

Do you have any comments about diversity and the J-School?

- There are too many white girls in the JSchool
- In the PR track I was very much surrounded by a white, relatively wealthy crowd, many of which were great and celebrated diversity, but there were also many who seemed very ignorant of their words and would say racist things. It was really discouraging.
- You can always do more. So many of the events are voluntary. Let's promote it more in the curriculum.
- The PR/advertising tracks seemed especially segregated.
- Mostly females, but not the J-schools fault
- In realize it's a worldwide problem, but the j-school has got to have more guys and people from diverse socio-economic backgrounds. ESPECIALLY in the PR track.
- Professors have inclusive attitudes, but it isn't reflected in their courses.
- There seems to be a lot of 19 to 24-year-old upper middle class white females, mostly maintaining an insular white Carolina bourgeoisie atmosphere, which becomes the dominant culture. I'm not saying it should be officially regulated, but I do feel that this group maintains a particular paradigm in the lower floors of Carroll, and it is all but encouraged by certain faculty. Certainly, nobody is asking them to tone it down, or expand the circle... and so on
- Make an effort to make Black Ink more j school related
- Only within those courses DEVOTED to diversity was diversity and media representation covered or ethical implications about said representations covered. I had my Advertising Campaigns professor show and sign off on HIGHLY sexist advertising in class without in any way addressing or contesting them for their ethical implications or sexist imagery. Considering he's in a position of power and influence within the J-School, I consider this highly irresponsible.
- We really tackled issues of diversity in J433, Crisis Communication with VK Fields. I'd say that students in the J-School are predominantly white females...but that is also the main makeup of the University as a whole, so I'm not sure if that could be helped.
- Should be brought up early and often in courses

Who were any of your favorite professors?

- Ferrel Guillory
- Richard Cole, Lois Boynton, Napoleon and Queenie Byars (hated PR but loved them)
- Chris Roush Dr. Boynton
- Gary Kayye, Dana McMahan, John Robinson, Oscar Guerra, David Cup
- Penny Abernathy, Gary Kayye, Laura Marshall, Donald Shaw, Joe Bob
- P. Abernathy, J. Cabosky, A. Hochberg, Sara Greer (TA for 571 with Abernathy),
- Lois Boynton is the bomb.
- Valerie Fields, Cathy Roche
- Paul O'Connor, Jock Lauterer, Steve Bouser
- Guillory, Robinson, Lauterer, Bechtel
- Valerie Fields. She did a great job of relating to students and making us learn the most.
- BOYNTON!!!! AND EKSTRAND!
- Professor Abernathy Professor Boynton
- Dr. Barnes, Louis Boynton, Caleb Smith (adjunct), Cathy Packer, John Clark, Paul Cuadros
- Sara Peach, Lucila Vargas, Cathy Packer, Barbara Friedman, Shaena Mallett
- Cupp, Hefner
- John Sweeney and Merrill Rose
- Lois Boynton John Robinson
- Chris Roush--he's very helpful and responds quickly to emails, which most professors do not. Tori Eckstrand and Napoleon Byars.
- Cabosky; Hefner; Fields
- Dr. Boynton, Professor Sweeney
- Cathy Packer, Chris Roush, Ryan Thornburg, Paul O'Connor, Ferrel Guillory
- Donald Shaw Tori Ekstrand Michael Yopp
- Steven King Bill Cloud Spencer Barnes Paul O'Connor
- Livis Freeman, Cathy Roche
- Lois Boynton
- Prof. JoAnn Sciarrino Prof. Lois Boynton Prof. Joe Bob Hester
- Jock Lauterer, Lois Boynton, Ross Taylor, Chad Stevens, Trevy MacDonald,
- Jock Lauterer, Sara Peach, John Clark, Laura Ruel
- Gary Kayye, Merrill Rose, Steven King, John Robinson
- Spencer Barnes, Daniel Kreiss
- Andy Bechtel Lois Boynton
- Steven King, Andy Bechtel, Ryan Thornburg
- Terrance and Sweeney
- Terence Oliver, Gary Kayye, Lois Boynton, Trevy McDonald
- Joe Bob Hester
- John Robinson
- VK Fields Barbara Friedman
- VK Fields, John Sweeney, Tim Crothers, Winston Cavin...many more!
- Sara Peach, Steven King, Dr. Ekstrand, Meredith Clark
- Penny Abernathy hands down is my favorite. Also really liked Lisa Villamill (JOMC 182),
- Professor John Robinson. Professor Chris Roush.

- John Robinson was hands down the best professor I've ever had. I also really liked Dan Kim and Josh Carlton because they brought professional experiences to the classroom.
- Paul Cuadros, Jock Lauterer, Victoria Ekstrand
- Terence Oliver, for sure. He's so passionate about what he does and his enthusiasm for the success of his students shows in everything that he says and does. I also loved Victoria Ekstrand, though JOMC-340 was a tough class. I still stay in touch with her and I feel like I connected with her on a personal basis as more of a peer than a student.
- Professor Campi, professor Robinson, dr. Barnes
- Dana McMahan, Joe Bob Hester, Napoleon Byars

Who were any of your favorite staff members?

- Sharon Jones, and of course, Dr. Susan King.
- Jay Eubank is great!!
- Marla Barnes, Jay Eubank
- Meghan Hunt, Robin Jackson, Jay Eubank
- Marla is bae
- John Clark, Michael Penny,
- Robin Jackson
- Marla Barnes
- Morgan and Kyle!
- Robin Jackson, Stephanie Brown
- Marla Barnes
- Stephanie at the Park Library always made my day!
- Michael Penny
- Marla Barnes
- Robin Jackson Jay Eubank Stephanie Brown
- Marla Barnes, Michael Penny, Chris Roush, Sharon Jones
- Marla Barnes
- Jay Eubank is awesome!
- Jay Eubank
- Marla Barnes
- Meghan Horton, Morgan Ellis, Rachel because she's Ollie's mom. I just met Jill Ullman and she's awesome too. Chris Roush is always super helpful with regards to credits and classes.
- Paula Seligson (Research Assistant) Jay Eubank
- Marla Barnes is one of the sweetest people I've ever met and she does a fantastic job.
- Robin Jackson, Meghan Hunt(sad to see her go), Jill Ultman and Stephanie Brown

REPORT OF 2015 INTERNSHIP STUDENT SELF-REPORTS

STUDENT LEARNING OUTCOMES

INDIRECT MEASURE

OVERVIEW OF INTERNSHIP SELF-REPORTS BY STUDENTS

Each year, undergraduate students who have had an internship are asked to provide their perceptions of their own performance in the internship by rating themselves on a number of items. These ratings are asked of students who have obtained the intern(s) through MEJO Career Services. Any internships that were not obtained through MEJO Career Services are therefore not represented in the data below.

Two of these items relate to three student learning outcomes and are being used as indirect inferences for those outcomes. The other items are used to assess general perceptions only.

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.	No
2. History and role of professionals and institutions in shaping communications	No
3. Gender, race, ethnicity, sexual orientation and/or other forms of diversity in relation to media and communications	No
4. Diversity of peoples and cultures and of the significance and impact of media and communications in a global society	No
5. Concepts and theories in the use and presentation of images and information	No
6. Professional ethical principles and work in pursuit of truth, accuracy, fairness and diversity	No
7. Thinking critically , creatively and independently	Yes
8. Conducting research and evaluating information by methods appropriate to major area	No
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	No
12. Application of tools and technologies appropriate for major area	No

Students were asked to evaluate themselves on a scale from 1 to 5 (1 being lowest performance, 5 being highest performance) on seven traits/abilities and then rate their overall performance on one “overall” item.

Specific to student learning outcomes, the two questions relevant to ACEJMC values and competencies are as follows:

ACEJMC Value/Competency	Question Item
1. Principles and laws of freedom of speech and press in the U.S.	N/A
2. History and role of professionals and institutions in shaping communications	N/A
3. Gender, race, ethnicity, sexual orientation and/or other forms of diversity in relation to media and communications	N/A
4. Diversity of peoples and cultures and of the significance and impact of media and communications in a global society	N/A
5. Concepts and theories in the use and presentation of images and information	N/A
6. Professional ethical principles and work in pursuit of truth, accuracy, fairness and diversity	N/A
7. Thinking critically , creatively and independently	4. Initiative and creativity.
8. Conducting research and evaluating information by methods appropriate to my major area within MEJO	N/A
9. Writing correctly and clearly in forms and styles appropriate for my major area within MEJO	7. Grammar and spelling
10. Ability to critically evaluate my own work and that of others for accuracy and fairness, clarity, appropriate style and grammar	7. Grammar and spelling
11. Application of basic numerical and statistical concepts	N/A
12. Application of tools and technologies appropriate for my major area within MEJO	N/A

Average ratings on each of the eight items were calculated for all students who had an internship (via MEJO Career Services) during the period indicated in the title of this report and in the title of the following table. In addition to these averages across all student interns, average ratings were also calculated based on each major area of study. The following table shows these data.

Average (and Standard Deviation) Ratings for Summer 2015 Internship Student Self-Reports

Self-evaluation item (on scale from 1 = lowest to 5 = highest performance)	Major Track		Grand Total
	Journalism	Strategic Communication	
	N = 19	N = 25	N = 44
1. Dependability	4.74 (.56)	4.92 (.28)	4.84 (.43)
2. Willingness to take instruction	4.89 (.32)	4.88 (.33)	4.89 (.32)
3. Ability to work with others	4.63 (.50)	4.64 (.49)	4.63 (.49)
4. Initiative and creativity <i>(Infer #7 Thinking critically, creatively, and independently)</i>	4.63 (.50)	4.2 (.58)	4.39 (.58)
5. Enthusiasm	4.63 (.60)	4.52 (.51)	4.57 (.55)
6. Communication skills	4.47 (.61)	4.8 (.41)	4.66 (.53)
7. Grammar and spelling <i>(Infer #9 Writing correctly and clearly and #10 Ability to critically evaluate own work)</i>	4.32 (.58)	4.48 (.65)	4.41 (.62)
8. Overall	4.74 (.45)	4.64 (.49)	4.68 (.47)

Note: Ratings are on a scale from 1 to 5. 1 = Poor, 2 = Below Average, 3 = Average, 4 = Very Good, 5 = Excellent.

Average (and Standard Deviation) Ratings for Fall 2015 Internship Student Self-Reports

Self-evaluation item (on scale from 1 = lowest to 5 = highest performance)	Major Track		Grand Total
	Journalism	Strategic Communication	
	N = 23	N = 20	N = 43
1. Dependability	4.61 (.50)	4.55 (.60)	4.58 (.54)
2. Willingness to take instruction	4.90 (.34)	4.75 (.44)	4.81 (.39)
3. Ability to work with others	4.70 (.63)	4.75 (.44)	4.72 (.55)
4. Initiative and creativity <i>(Infer #7 Thinking critically, creatively, and independently)</i>	4.45 (.67)	4.35 (.59)	4.40 (.63)
5. Enthusiasm	4.57 (.66)	4.55 (.69)	4.56 (.67)
6. Communication skills	4.65 (.49)	4.5 (.51)	4.58 (.50)
7. Grammar and spelling <i>(Infer #9 Writing correctly and clearly and #10 Ability to critically evaluate own work)</i>	4.39 (.66)	4.45 (.60)	4.42 (.63)
8. Overall	4.65 (.49)	4.45 (.51)	4.56 (.50)

Note: Ratings are on a scale from 1 to 5. 1 = Poor, 2 = Below Average, 3 = Average, 4 = Very Good, 5 = Excellent.

REPORT OF 2016 KNOWLEDGE TEST

STUDENT LEARNING OUTCOMES

DIRECT MEASURE

OVERVIEW OF INSTRUMENT

In the last weeks of the Spring 2016 semester, graduating seniors were asked to complete a survey instrument that consisted of a series of questions designed to assess learning outcomes relevant to ACEJMC values and competencies.

All students, regardless of their major area of study, were asked a common set of **28** questions.

Students were then separated based on major area of study and were given additional questions that were most relevant to their track. The major areas included the following:

- News-editorial (5 questions)
- Advertising (5 questions)
- Public relations (and strategic communication) (6 questions)
- Broadcast and electronic journalism (6 questions)
- Business journalism (4 questions)
- Interactive media (3 questions)
- Graphic design and editing (4 questions)
- Photo and video journalism (2 questions)

We received a total of **58** responses to this senior knowledge test.

In the early weeks of Fall 2016, students enrolled in MEJO 101, a large introductory seminar offered to majors and non-majors, were asked to take this same knowledge test, answering every question in the test rather than only answering a common set plus a specialized set. These students were used as a means of comparing introductory students with graduating students.

We received a total of **257** responses to this entrance test.

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	No
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	No (NOT A PART OF THIS ASSESSMENT, ALL STUDENTS MUST PASS A WORD USAGE AND GRAMMAR TEST AS A REQUIREMENT FOR GRADUATION)
11. Application of basic numerical and statistical concepts	Yes
12. Application of tools and technologies appropriate for major area	Yes

RESULTS OF ENTRANCE VS. SENIOR TESTS

The following table shows the percentage of correct responses for each question out of the total number of respondents answering the question for the senior and entrance surveys, sorted by the ACEJMC value/competency and the major area addressed. The average number of correct responses is also reported for each ACEJMC value/competency addressed.

QUESTION BASED ON ACEJMC VALUE/COMPETENCY (PERCENTAGE OF STUDENTS ANSWERING CORRECTLY TO THE RIGHT)	2016 Entrance Test		2016 Senior Test	
	%	N	%	N
1. Principles and laws of freedom of speech and press in the U.S.				
Question 3: All of the following are rights protected by the First Amendment of the U.S. Constitution except one. Which one? Answer: Right to keep and bear arms Block: General	78	256	91	58
Question 4: The caveat emptor ("let the buyer beware") philosophy of advertising puts the burden of determining if an advertisement is truthful on the _____. Answer: consumer Block: General	77	257	79	58
Question 27: The primary governing agency for broadcasting in the United States is Answer: Federal Communications Commission Block: General	77	257	93	58
Question 29: Of the following types of speech, which type is not protected under the First Amendment, according to the U.S. Supreme Court? Answer: Obscene sexual expression	52	257	88	57

Block: General				
Question 31: According to the “marketplace of ideas” metaphor for protecting free expression, what is the result of an uncensored marketplace? Answer: Discovery of the truth Block: General	63	257	93	58
Question 32: Assume that a trial judge enters an order against a publisher that prohibits the publication of specific secret government documents that have been leaked to the publisher by an unknown government insider. This court order would best be described as a Answer: Prior restraint that would be presumed unconstitutional on appeal Block: General	44	255	72	57
Question 33: The U.S. Supreme Court has ruled under the First Amendment that “public officials,” like people elected to political office, who sue for libel must prove "actual malice" when the allegedly defamatory statement published about them relates to their official conduct, including their fitness to hold office. In this context, "actual malice" means Answer: Knowingly publishing falsity or publishing with reckless disregard for the truth Block: General	40	257	77	57
AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK	62		85	
2. History and role of professionals and institutions in shaping communications	%	N	%	N
Question 18: Newspapers in the nineteenth century that argued the political viewpoints of the parties or individuals subsidizing the newspapers are considered an example of: Answer: Partisan press Block: General	39	256	59	58
Question 19: Historians credit this technological milestone with initiating mass communication: Answer: Invention of the printing press Block: General	82	256	91	58
Question 20: An entry point for many women working in early newspapers was: Answer: Women's pages Block: General	21	256	24	58
Question 21: As part of their media strategy in the mid-20th century, some civil rights activists staged campaigns in racially tense cities, where their actions provoked Southern white violence and attracted widespread news coverage. What form did these mass protests take? Answer: All of the above Block: General	87	257	95	58

<p>Question 22: Ethnic newspapers have traditionally served as _____ press in their respective communities.</p> <p>Answer: an advocacy</p> <p>Block: General</p>	56	257	66	58
<p>Question 24: In the _____ developmental phase of media instills fear in they way minorities are presented.</p> <p>Answer: threatening issue</p> <p>Block: General</p>	8	257	21	57
<p>Question 25: The _____ opened the doors for minority reporters in newsrooms across the country in the late 1960s.</p> <p>Answer: Kerner Commission Report</p> <p>Block: General</p>	23	257	19	58
<p>Question 26: This journalist who started an anti-lynching campaign was known as a muckraker.</p> <p>Answer: Ida B. Wells-Barnett</p> <p>Block: General</p>	47	257	58	57
<p>Question 30: The Pennsylvania Railroad sought the public relations counsel of Ivy Lee on how best to communicate in the aftermath of train accidents primarily because of _____</p> <p>Answer: government regulations passed in 1903 and 1906</p> <p>Block: General</p>	14	256	2	58
<p>Question 32: Assume that a trial judge enters an order against a publisher that prohibits the publication of specific secret government documents that have been leaked to the publisher by an unknown government insider. This court order would best be described as a _____</p> <p>Answer: Prior restraint that would be presumed unconstitutional on appeal</p> <p>Block: General</p>	44	255	72	57
<p>Question 10: The standard style guide for journalists and other media practitioners is: _____</p> <p>Answer: The Associated Press Stylebook</p> <p>Block: News-editorial</p>	60	253	100	58
<p>Question 48: Media measurement companies have different specializations. For example, A.C. Nielsen _____</p> <p>Answer: is best known for its television ratings</p> <p>Block: Broadcast and electronic journalism</p>	20	255	67	12
<p>Question 54: President Franklin Roosevelt employed early public relations pioneers in the Office of War Information to help _____</p> <p>Answer: all of the above</p> <p>Block: Public relations (strategic communication)</p>	65	256	81	26
<p>Question 60: The main job of the _____ is to coordinate research to understand how consumers relate to the brand and product category.</p> <p>Answer: account planner</p> <p>Block: Advertising</p>	12	255	63	24

Question 61: The first advertising agent, Volney Palmer, Answer: sold ad space for newspapers Block: Advertising	35	254	38	24
Question 62: All of the following are true statements concerning the creative brief except: Answer: the creative brief is written by the copywriter and art director Block: Advertising	22	253	67	24
AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK	40		56	
3. Gender, race, ethnicity, sexual orientation and/or other forms of diversity in relation to media and communications	%	N	%	N
Question 22: Ethnic newspapers have traditionally served as _____ press in their respective communities. Answer: an advocacy Block: General	56	257	66	58
Question 23: The growing racially and ethnically diverse population is _____ for media outlets. Answer: an opportunity Block: General	86	257	98	58
Question 24: In the _____ developmental phase of media instills fear in they way minorities are presented. Answer: threatening issue Block: General	8	257	21	57
Question 25: The _____ opened the doors for minority reporters in newsrooms across the country in the late 1960s. Answer: Kerner Commission Report Block: General	23	257	19	58
Question 26: This journalist who started an anti-lynching campaign was known as a muckraker. Answer: Ida B. Wells-Barnett Block: General	47	257	58	57
AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK	44		53	
4. Diversity of peoples and cultures and of the significance and impact of media and communications in a global society	%	N	%	N
N/A – NOT ASSESSED AT THIS TIME				
5. Concepts and theories in the use and presentation of images and information	%	N	%	N
Question 28: If you increase the shutter speed on a camera, the picture would Answer: get darker Block: General	31	149	65	40
Question 35: What is responsive design? Answer: Design that is liquid and resizes the width of elements relative to a changing window size	19	253	67	15

Block: Interactive media				
Question 38: Vector graphics are Answer: all of the above Block: Graphic design and editing	63	255	80	15
Question 39: When using Photoshop, Answer: none of the above Block: Graphic design and editing	58	255	67	15
Question 40: These design principles help create interesting and effective design and are also known as C.R.A.P. Answer: contrast, repetition, alignment, and proximity Block: Graphic design and editing	46	254	47	15
Question 42: In photojournalism, with which of the following types of photos is it ethically acceptable for the photographer to exert some control? Answer: portraits Block: Photo and video journalism	17	256	53	15
Question 43: A wide-angle lens _____ perspective, but a telephoto lens _____ perspective Answer: expands/ compresses Block: Photo and video journalism	76	255	100	15
Question 50: The old TV screen format of 4:30 has evolved into a high-definition format of 16:9. These numbers (e.g., 4:3) are called Answer: aspect ratios Block: Broadcast and electronic journalism	53	256	100	12
Question 52: Using a cutaway shot in television is a way to Answer: all of the above Block: Broadcast and electronic journalism	57	256	100	12
Question 53: When invisible lines are used to divide a frame vertically and horizontally into three equal sections and you place the center of interest at one of the line cross-points, you are following the Answer: rule of thirds Block: Broadcast and electronic journalism	63	256	100	12
AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK		49		67
6. Professional ethical principles and work in pursuit of truth, accuracy, fairness and diversity	%	N	%	N
Question 1: According to the Public Relations Society of America ethics code, which of the following would be considered inappropriate: Answer: All of the above Block: General	81	257	97	58
Question 2: What is the major criticism and/or challenge of John Stuart Mill's utilitarianism philosophy and its focus on the outcome of an action? Answer: It is difficult to accurately anticipate all of the ramifications of a particular act. Block: General	33	253	56	57

<p>Question 4: The caveat emptor (“let the buyer beware”) philosophy of advertising puts the burden of determining if an advertisement is truthful on the _____.</p> <p>Answer: consumer Block: General</p>	77	257	79	58
<p>Question 5: The Society of Professional Journalists ethics code allows reporters to use undercover reporting methods when traditional open methods of reporting will not yield information vital to the public. What requirement does the SPJ have for reporters who do undercover reporting?</p> <p>Answer: Use of the undercover reporting methods should be explained in the story. Block: General</p>	28	257	60	58
<p>Question 6: The NPPA visual journalism ethics code allows visual journalists to pay sources for information/participation under what type of circumstances?</p> <p>Answer: The code states that visual journalists should not pay sources or reward them materially for information/participation. Block: General</p>	35	255	65	57
<p>Question 12: Assume you’re a reporter covering city government. You’re waiting for a meeting with the mayor and you spot some confidential papers on the secretary’s desk about the topic you’re going to discuss with the mayor. Would you copy the information down? Ross would say:</p> <p>Answer: No, because my duty proper is veracity Block: General</p>	49	257	74	57
<p>Question 13: Ethical relativism...</p> <p>Answer: Indicates that no universal principles exist Block: General</p>	24	255	40	57
<p>Question 14: Pragmatism argues that:</p> <p>Answer: Science does not take into account human fallibility Block: General</p>	13	254	16	57
<p>Question 15: An ethical dilemma will always result in a right or wrong decision</p> <p>Answer: False Block: General</p>	82	257	91	58
<p>Question 16: When media use framing, they are being unethical</p> <p>Answer: False Block: General</p>	53	257	76	58

Question 17: Persuasion is the same as lying by omission Answer: False Block: General	73	256	86	57
Question 7: A headline for a news story or a press release should: Answer: All of the above Block: News-editorial	88	256	97	58
Question 11: Which of the following does not require a citation? Answer: Stating that the U.S. Constitution includes a Bill of Rights Block: News-editorial	82	256	97	58
Question 42: In photojournalism, with which of the following types of photos is it ethically acceptable for the photographer to exert some control? Answer: portraits Block: Photo and video journalism	17	256	53	15
Question 46: When can a business journalist buy stock in a company they cover? Answer: Never Block: Business journalism	61	233	N/A	N/A
Question 58: True or False: Press agentry is the most-ethical approach to public relations. Answer: False Block: Public relations (strategic communication)	60	255	N/A	N/A
AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK	53		72	
7. Thinking critically, creatively and independently	%	N	%	N
Question 41: When selecting music for a multimedia production, which of the following factors should you consider? Answer: all of the above Block: Graphic design and editing	86	254	100	15
Question 56: True or False: Latent publics know about an issue but they're not interested in doing anything about it. Answer: False Block: Public relations (strategic communication)	39	256	N/A	N/A
Question 63: The goals of an advertising campaign are best described as Answer: informing, persuading, and/or reminding Block: Advertising	43	255	67	24
AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK	56		76	
8. Conducting research and evaluating information by methods appropriate to my major area within MEJO	%	N	%	N
Question 36: When conducting a usability test, it is important to let test participants know Answer: all of the above Block: Interactive media	46	255	67	15

Question 37: What is API? Answer: A set of programming instructions and standards for accessing a Web-based software application Block: Interactive media	20	253	67	15
Question 41: When selecting music for a multimedia production, which of the following factors should you consider? Answer: all of the above Block: Graphic design and editing	86	254	100	15
Question 44: What Securities and Exchange Commission filing would a business reporter likely use to write a story about executive compensation? Answer: DEF 14A Block: Business journalism	20	217	N/A	N/A
Question 47: What Securities and Exchange Commission filing does a reporter use to write a story about an initial public offering? Answer: Form S-1 Block: Business journalism	19	228	N/A	N/A
Question 48: Media measurement companies have different specializations. For example, A.C. Nielsen Answer: is best known for its television ratings Block: Broadcast and electronic journalism	20	255	67	12
Question 49: A television rating represents Answer: households watching a program out of all households with television, on or off Block: Broadcast and electronic journalism	30	256	25	12
Question 55: A SWOT analysis Answer: Identifies an organization's internal and external issues from which a public relations plan can be created Block: Public relations (strategic communication)	48	224	N/A	N/A
Question 57: In public relations, the RACE model Answer: Provides a strategic approach to planning Block: Public relations (strategic communication)	53	230	N/A	N/A
Question 59: True or False: Qualitative research helps answer "how" and "why" questions. Answer: True Block: Public relations (strategic communication)	86	256	N/A	N/A
Question 64: The percentage of people in a target audience who will be exposed to a media vehicle or vehicles in a media plan is equivalent to Answer: reach Block: Advertising	54	255	71	24
AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK	45		70	
9. Writing correctly and clearly in forms and styles appropriate for my major area within MEJO	%	N	%	N

<p>Question 7: A headline for a news story or a press release should:</p> <p>Answer: All of the above</p> <p>Block: News-editorial</p>	88	256	97	58
<p>Question 8: A lead of a news story or press release is</p> <p>Answer: The story's introduction, often the first sentence of the paragraph</p> <p>Block: News-editorial</p>	37	253	97	58
<p>Question 9: Many news stories and press releases are written in this format:</p> <p>Answer: The inverted pyramid</p> <p>Block: News-editorial</p>	39	255	98	58
<p>Question 10: The standard style guide for journalists and other media practitioners is:</p> <p>Answer: The Associated Press Stylebook</p> <p>Block: News-editorial</p>	60	253	100	58
<p>Question 11: Which of the following does not require a citation?</p> <p>Answer: Stating that the U.S. Constitution includes a Bill of Rights</p> <p>Block: News-editorial</p>	82	256	97	58
<p>Question 45: What are the two numbers that a reporter should focus on when writing about unemployment?</p> <p>Answer: The unemployment rate and the total number of people unemployed</p> <p>Block: Business journalism</p>	22	244	N/A	N/A
<p>Question 51: In writing in broadcast style, attribution should</p> <p>Answer: appear at the beginning of the sentence</p> <p>Block: Broadcast and electronic journalism</p>	36	255	75	12
<p>Question 62: All of the following are true statements concerning the creative brief except:</p> <p>Answer: the creative brief is written by the copywriter and art director</p> <p>Block: Advertising</p>			67	24
AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK	48		95	
10. Ability to critically evaluate my own work and that of others for accuracy and fairness, clarity, appropriate style and grammar	%	N	%	N
Not assessed in this knowledge test				
NOT A PART OF THIS ASSESSMENT, ALL GRADUATING STUDENTS MUST HAVE PASSED A WORD USAGE AND GRAMMAR TEST AS A REQUIREMENT FOR GRADUATION				
11. Application of basic numerical and statistical concepts	%	N	%	N
<p>Question 45: What are the two numbers that a reporter should focus on when writing about unemployment?</p> <p>Answer: The unemployment rate and the total number of people unemployed</p> <p>Block: Business journalism</p>	22	244	N/A	N/A

Question 49: A television rating represents Answer: households watching a program out of all households with television, on or off Block: Broadcast and electronic journalism	30	256	25	12
Question 64: The percentage of people in a target audience who will be exposed to a media vehicle or vehicles in a media plan is equivalent to Answer: reach Block: Advertising	54	255	71	24
AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK	36		57	
12. Application of tools and technologies appropriate for my major area within MEJO*	%	N	%	N
Question 28: If you increase the shutter speed on a camera, the picture would Answer: get darker Block: General	31	149	65	40
Question 7: A headline for a news story or a press release should: Answer: All of the above Block: News-editorial	88	256	97	58
Question 35: What is responsive design? Answer: Design that is liquid and resizes the width of elements relative to a changing window size Block: Interactive media	19	253	67	15
Question 36: When conducting a usability test, it is important to let test participants know Answer: all of the above Block: Interactive media	46	255	67	15
Question 37: What is API? Answer: A set of programming instructions and standards for accessing a Web-based software application Block: Interactive media	20	253	67	15
Question 38: Vector graphics are Answer: all of the above Block: Graphic design and editing	63	255	80	15
Question 39: When using Photoshop, Answer: none of the above Block: Graphic design and editing	58	255	67	15
Question 40: These design principles help create interesting and effective design and are also known as C.R.A.P. Answer: contrast, repetition, alignment, and proximity Block: Graphic design and editing	46	254	47	15
Question 41: When selecting music for a multimedia production, which of the following factors should you consider? Answer: all of the above Block: Graphic design and editing	86	254	100	15
Question 43: A wide-angle lens _____ perspective, but a telephoto lens _____ perspective	75	255	100	15

Answer: expands/ compresses Block: Photo and video journalism				
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Question 52: Using a cutaway shot in television is a way to Answer: all of the above Block: Broadcast and electronic journalism	57	256	100	12
Question 53: When invisible lines are used to divide a frame vertically and horizontally into three equal sections and you place the center of interest at one of the line cross-points, you are following the Answer: rule of thirds Block: Broadcast and electronic journalism	63	256	100	12
Question 55: A SWOT analysis Answer: Identifies an organization's internal and external issues from which a public relations plan can be created Block: Public relations (strategic communication)	48	224	N/A	N/A
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Question 64: The percentage of people in a target audience who will be exposed to a media vehicle or vehicles in a media plan is equivalent to Answer: reach Block: Advertising	54	255	71	24

AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK	48	79
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SUMMARY OF FINDINGS

In all areas, seniors outperformed students taking the entrance test.

Seniors on average answered less than 70% of the items correct for the following areas, suggesting a need for improvement:

- #2 History and role of professionals and institutions in shaping communications
- #3 Gender, race, ethnicity, sexual orientation, and/or other forms of diversity
- #5 Concepts and theories in the use and presentation of images and information
- #11 Application of basic numerical and statistical concepts

Seniors on average provided the fewest correct answers in the area of #3 Gender, race, ethnicity, sexual orientation, and/or other forms of diversity. Attention to diversity in the curriculum will need to be monitored to address this potential issue.

Seniors showed a strong performance in the following areas, answering at least 70% of items correct on average:

- #1 Principles and laws of freedom of speech and press
- #6 Professional ethical principles and work in pursuit of truth, accuracy, fairness and diversity
- #7 Thinking critically, creatively and independently
- #8 Conducting research and evaluating information
- #9 Writing correctly and clearly in forms and styles appropriate for area
- #12 Application of tools and technologies appropriate to area

The strongest performance by seniors was in the area of #9 Writing correctly and clearly. This was also the observation in the previous year (2015).

Changes from the previous year

From the previous year, seniors **improved** in their correct responses in the following areas, based on answering less than 70% correct on average in 2015 and answering at least 70% of items correctly in 2016:

- #1 Principles and laws of freedom of speech and press
- #6 Professional ethical principles and work in pursuit of truth, accuracy, fairness and diversity

Seniors showed **similarly strong performance** as the previous year (2015) in the following areas, answering at least 70% of items correct on average in both years:

- #7 Thinking critically, creatively and independently
- #8 Conducting research and evaluating information
- #9 Writing correctly and clearly in forms and styles appropriate for area
- #12 Application of tools and technologies appropriate to area

Seniors had **similar performance of answering less than 70% correct** as the previous year (2015) in the following areas:

- #2 History and role of professionals and institutions in shaping communications
- #3 Gender, race, ethnicity, sexual orientation, and/or other forms of diversity
- #5 Concepts and theories in the use and presentation of images and information

From the previous year, seniors on average ***declined in performance*** (answering less than 70% correct) compared to seniors in the previous year (answering at least 70% correct) in the following areas:

- #11 Application of basic numerical and statistical concepts

It is important to note that the number of seniors taking this test is very low and likely not an adequate representation of all graduating seniors. The number of students answering questions specific to major areas of study is even smaller. Therefore, these results should be interpreted with caution.



UNC
SCHOOL OF MEDIA
AND JOURNALISM

Senior Survey Responses

Spring 2016

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Notes

For the sake of comparison with previous surveys, the data for this year will be followed, where appropriate, by last years' data in parentheses.

The response and completion rate this year is up from last year. Responses were collected over a two-week period with students being reminded through Survey Monkey, the weekly newsletter and in communications regarding the Senior Legacy Campaign. Students were also given an incentive this year to complete the survey. The response rate gives an excellent snapshot of students' views and opinions on the school as a whole, though it does not give a complete picture of opinions on classes and specializations. This should be kept in mind when analyzing responses and ratings.

Survey Snapshot

Ratings

All the following ratings are on a scale of 1 to 5:

1 = Not of high quality/Not very valuable/useful/familiar/prepared.

5 = Very high quality/Very valuable/useful/familiar/prepared.

	2015	2016
Overall quality of MEJO education	4.51	4.49
Overall quality of MEJO international office	4.86	4.74
Overall satisfaction of Park Library services	4.80	4.79
Overall quality for MEJO academic advising	4.52	4.38
Overall quality of MEJO diversity	4.23	4.08
Overall quality for MEJO careers services	4.17	4.10
Overall readiness to enter the workforce	4.07	3.80
Overall usefulness of @UNCMJSchool	3.79	3.75
Usefulness of @UNCMJCareers to find a job/internship	3.69	3.32
Usefulness of MEJO careers listserv to find a job/internship	3.64	3.65
Familiarity with the ReeseNewsLab	2.91	2.68

Student Feedback (repeatedly cited in survey)

- Students of all specializations want a dedicated class on using social media in a professional context.
- Students want more courses in foundational creative skills that could be applicable to any career: storytelling, video, HTML, CSS, photo, graphics.
- Students on the AD/PR/SC tracks are increasingly frustrated with having to take JOMC 153 and being taught to write in a different way as compared to the way they write in their AD/PR classes.
- More sections of core and required classes are needed and the registration system needs to be simpler to understand. However, if there is an increase in course sections there must be consistency in rigor and expectations across all sections. Students have noticed wildly varying standards of difficulty between sections of the same class.
- Students want to be challenged. They recognize that a rigorous education now will stand them in good stead in their career. However, many students think too many classes are easy and the school is starting to get a reputation of one that is easy to get in to and easy to do well in.
- Many students do not know about the opportunities, the services or even the differences in the specializations the school offers. The school should ensure students are given an opportunity to learn about these things from the administration, not just through comparing notes with peers, haphazard advising and the website.
- Students increasingly believe that opportunities are being steered towards the elite few in each specialization. Is the school concentrating on getting award winners to the detriment of the education of the entire student body?

Response Rate & Demographics

Response Rate

Of the 410 students surveyed, 101 responded to at least some of the questions, a 25% response rate.

Age

50% of respondents were 22 years old. 47% of respondents were 21 years old. 1% of respondents were 26 years old. 1% of respondents were 23 years old. 1% of respondents were 20 years old.

Gender

- 88% of participants were female
- 12% of participants were male

Race of participants

- 82.2% White
- 6.7% Asian or Asian American
- 5.6% African American
- 5.6% Hispanic
- 2.2% Multi-racial

GPA of participants

- 40% reported a GPA of 3.6 or higher
- 57% reported a GPA between 3.1 and 3.5
- 2% reported a GPA between 2.6 and 3.0
- 1% reported a GPA between 2.1 and 2.5

Majors, Minors and Specializations

Specializations

Students reported having the following specializations:

- 32.7% Public Relations (38%)
- 23.7% Advertising (15%)
- 8.9% Editing and Graphic Design (12%)
- 8.9% Broadcast & Electronic Communications (5%)
- 7.9% Reporting (18%)
- 4% Business Journalism (5%)
- 7% Strategic Communications (2%)
- 4% Photojournalism (1%)
- 3% Multimedia (4%)

Second Major

36% of MEJO majors that responded also had a second major (35%). Of those who had a second major, their majors were:

- 36% (48%) Political Science
- 25% (14%) Communication Studies
- 11% (N/A) Business
- 8% (N/A) Economics
- 5% (10%) English
- 5% (14%) International Studies

Other majors included: Global Studies, American Studies, Spanish, Sociology and Anthropology.

Minor

About 53% of respondents had at least one minor (36%). Minors included:

- 13% (5%) Spanish
- 8% (12%) History
- 6% (2%) Communication Studies
- 5% (4%) Entrepreneurship
- 5% (4%) International Studies
- 4% (2%) Religious Studies
- 4% (2%) Political Science

Other minors include: American Studies, French, Hispanic Studies, Studio Art, PPE, Creative Writing, Business, English, Psychology, Chemistry, Italian, Anthropology, African Studies, Sociology, Environmental Studies, Islamic Cultures, Information Science, Education, Folklore, Dramatic Art, Women's Studies, Social and Economic Justice and Dramaturgy.

Rating the Courses

	Course	Overall Grade	Ease of Getting Into	
<i>Core Curriculum</i>				
	Professional Problems and Ethics	141	4.37 (4.22)	3.16 (3.34)
	Newswriting	153	4.36 (4.27)	3..05 (3.33)
	Intro to Mass Communication Law	340	4.50 (4.35)	2.80 (3.22)
<i>Advertising/PR/Strat Comm Core</i>				
	Principles of Advertising and PR	137	4.40 (3.77)	3.00 (3.04)
	Advertising and PR Research	279	4.33 (3.43)	3.00 (3.00)
<i>Journalism Core</i>				
	News Editing	157	4.63 (4.45)	3.75 (3.71)
	Audio-Video Information Gathering	221	4.25 (4.33)	3.50 (3.55)
	Reporting	253	4.39 (4.24)	3.50 (3.58)
Overall quality of education		4.49 (4.51)		

For the grade: 1=F, 2=D, 3=C, 4=B, 5=A

For the Ease of Getting Into the Course: 1=Very Difficult, 5=Very Easy

See page 26 for student views on what courses the school should consider adding to the curriculum, their favorite classes and their least favorite classes.

Preparedness for workforce and evaluating work

How well prepared are you for:

Entering the workforce	3.8	(4.07)
Evaluating Work for Accuracy	4.16	(4.49)
Evaluating Work for Fairness	4.07	(4.41)
Evaluating Work for Clarity	4.24	(4.55)
Evaluating Work for Style	4.1	(4.44)
Evaluating Work for Grammar	4.14	(4.44)

For preparedness: 1=Not very well prepared, 3 = Well-prepared, 5=Very well prepared

Student Perceptions of Amount Learned

In looking at your MEJO courses as a whole, how confident do you feel about the following concepts or skills:

Mass media and freedom of speech law and issues	3.77	(4.13)
Media history	2.99	(3.03)
Diversity of groups in society	3.41	(3.47)
Professional ethical principles	4.12	(4.18)

Thinking critically	4.26	(4.40)
Thinking creatively	4.27	(4.22)
Thinking independently	4.34	(4.28)
Researching information	3.81	(3.66)
Basic numerical and statistical concepts	3.26	(3.22)
Media theory	3.22	(2.79)
Reporting	3.22	(3.28)
Production	2.81	(2.85)

For amount known about a subject: 1=Nothing, 2=A little, 3=Some, 4=A lot, 5=I'm an expert

Extracurricular Activities

About 65% of respondents indicated that during their time at UNC they participated in extracurricular activities that were related to their J-school majors.

For those were involved in major-related extracurricular activities, those activities included:

- 68% Daily Tar Heel
- 14% Reese News Lab
- 7% J-School Ambassadors
- 7% Blue & White
- 15% Heel Print
- 7% Synapse Magazine
- 8% Carolina Week
- 2% Black Ink
- 24% AdClub
- 5% PRSSA
- 4% Carolina Connection
- 1% Dance Marathon
- 3% Southern Neighbor
- 10% Carolina Association for Future Magazine Editors (CAFME)

Other major-related career activities that students have completed, include: Her Campus, Crash Campaign, Carolina Union Communications & Creative Services, Kappa Delta, UNC Athletic Communications Department, Campus Connect, and Sports Xtra.

In answer to the question if there were lots of opportunities for students to take part in extracurricular activities related to their work at the MJ-school, 74% of respondents said they agreed or strongly agreed. (1=Strongly disagree, 5=Strongly agree. Mean: 4.0)

Employment, Career Services and Internships

About 33% of respondents currently have a job lined up post-graduation (36%). For these jobs:

- 52% are full time jobs (77%)
- 3% are part time jobs (0%)
- 45% are internships (23%)

71% of the respondents said their jobs were related to their major specialization (68%).

For those without a job lined up after graduation:

- 85% said they were looking for a job (80%)
- 10% said they were attending graduate school (9%)
- 5% said they have other plans after graduation.

For those looking for a job, 50% indicated they had strong job prospects.

For those going to graduate school, all were going to a graduate program in something related to their specialization.

93% of respondents said that they completed one or more internships while at UNC. 24% of respondents completed two internships, and 57% of students completed three or more internships. The school helped arrange 30% of these internships.

92% of respondents who had an internship said the experience was valuable to them, giving a valuable rating of 4.21 out of 5 (1 = Not Very Valuable, 5 = Very Valuable.)

About 17.4% of respondents never used JOMC career services. For those students who did use career services:

- 54% of students used it to improve their resume or cover letter
- 62% of students used it to find an internship
- 38% of students used it to find a job

How helpful was career services in:

Helping you find an internship	2.95	(3.30)
Helping you find a job	2.64	(3.22)
Helping you with your resume/cover letter	3.50	(3.73)
Overall grade for Career Services	4.10	(4.17)

*For how helpful: 1=Unhelpful, 3=Somewhat helpful, 5=Helpful
For grade: 1=F, 2=D, 3=C, 4=B, 5=A*

95% of respondents subscribed to the MJ-school jobs or internship listservs. In answer to the question of how useful the listservs were in finding a job or internship, respondents who subscribed to either of those listservs gave a mean score of 3.65 out of 5. (5=Very useful, 3=Useful, 1=Not useful at all)

66% of students follow @UNCMJCareers. In answer to the question of how useful this service was in finding a job or internship, respondents gave a mean score of 3.32 out of 5. 5=Very useful, 3=Useful, 1=Not useful at all)

See from page 45 for information on where students interned during their time at the J-School, where they have been offered jobs and comments on careers services in the J-School.

Academic Advising

92% of respondents indicated they had used the MJ-school's academic advisors.

For those who had used academic advising, they were asked to respond with how strongly they agree or disagree with the following statements:

The academic advisors in the J-school were always able to answer my questions	4.06	(4.37)
The academic advisors in the J-school were always helpful in explaining the requirements	4.08	(4.30)
My experiences with academic advising was always positive	3.81	(4.10)
I would recommend to my friends to visit with academic advisors if they needed help	4.06	(4.24)
I think the academic advising process works well	3.74	(3.90)
My overall grade for the academic advisors is:	4.38	(4.52)

For agree/disagree statements: 1=Strongly disagree, 5=Strongly agree

For the grade: 1=F, 2=D, 3=C, 4=B, 5=A

84% of respondents indicated they had also used UNC advisors outside of the MJ-school. For those who had used both inside and outside of the J-school, 38% of respondents said that they preferred using the MJ-school advisors while 16% preferred using outside school advisors, and 47% said that they used both sets of advisors (inside and outside) for different purposes.

See from page 51 for student comments on academic advising in the MJ-School.

MEJO website and other communication

89% of respondents indicated they use the MEJO website.

Of those who use the MEJO website:

- 89% use it to find course information/schedules
- 85% use it to find requirement information
- 72% use it to find faculty and staff information
- 63% use it to find school-related news
- 64% use it to find registration information
- 50% use it to find event information

The respondents were asked to agree or disagree with the following statement:

I frequently use the MEJO website	3.46	(3.57)
<hr/>		
The MEJO website is easy to use	3.91	(4.20)
<hr/>		
I could always find answers to my questions when using the MEJO website	3.67	(4.03)
<hr/>		

For agree/disagree statements: 1=Strongly disagree, 5=Strongly agree

91% of respondents indicated they used the school's weekly email newsletter and 73% follow the MJ-school's Twitter feed. Of those who did use those, their overall usefulness rating was:

Weekly newsletter for students	4.07	(4.08)
<hr/>		
MEJO Twitter	3.75	(3.79)
<hr/>		

For usefulness: 1=Useless, 3=Somewhat useful, 5=Very useful

As alumni, students would like to stay connected to the school via e-mail (89%), Facebook (52%), the school website (33%), Twitter (38%), and via postal mailings (19%). 3% would prefer not to receive communications from the school.

See page 55 for student comments on communication and the MJ-School.

Ethnic and Racial Diversity Issues

Please rate the School's performance with regard to diversity in the following areas:

Inclusive curriculum	3.56	(3.82)
Special events and programs related to diversity	3.17	(3.58)
Faculty diversity	3.03	(3.27)
Staff diversity	3.06	(3.32)
Student diversity	2.79	(3.11)

For performance: 1=Poor, 2=Not so good, 3=Good, 4=Very good, 5=Excellent

The following statements the students had to agree or disagree with:

Diversity issues were addressed in my courses	3.51	(3.79)
Diversity is valued within the school	3.72	(4.09)
Overall grade of the J-school and diversity issues	4.08	(4.23)

For agree/disagree statements: 1=Strongly disagree, 5=Strongly agree

Please see page 58 for student comments on diversity in the J-School.

International Programs

43% of the respondents indicated that they had studied abroad. Participants gave a grade of 4.70 out of 5 for their study abroad experience.

The most common study abroad destinations were:

- 32% Spain
- 18% England
- 15% Italy
- 12% China
- 9% France
- 9% Australia
- 9% Chile
- 3% Ireland
- 3% South Africa

Other destinations include: Denmark, Norway, Singapore, Turks & Caicos Islands, Czech Republic, New Zealand, Bosnia and Herzegovina, Kosovo, Austria

82% of respondents were aware of the JOMC study abroad programs. 35% of respondents had used the MEJO international office, giving their experience with the office a satisfaction grade of 4.70 out of 5.

Students are interested in more international opportunities in:

- In-country “abroad” opportunities
- Spain
- Australia
- Asia
- Central America
- Italy
- Europe
- Africa
- Dubai
- Caribbean nations
- Scandinavian countries
- The Middle East

Reese News Lab

Respondents were asked how familiar they were with the Reese News Lab and the projects the lab carries out. On a scale of 1 being 'Not very familiar' and 5 being 'Very familiar', respondents gave a familiarity rating of 2.68.

14% of respondents knew nothing of the Reese News Lab.

Park Library

92% of respondents said that they had used the Park Library in the past year.

Of those who used the Park Library:

- 85% went there to study
- 25% went there to work with a group
- 54% went there to use resources like the Bloomberg terminal or newspaper archives
- 19% went there to check out books
- 38% went there to meet with the librarian

The respondents were asked how useful the library was at:

Offering the articles and books you needed to complete your assignments	4.73	(4.77)
Helping you find books and articles for assignments	4.71	(4.79)
Explaining how to use library resources	4.79	(4.79)
Providing a quiet place to study	4.92	(4.85)
Overall satisfaction of library services	4.79	(4.69)

For usefulness: 1=Not very useful, 5=Very useful

What are the strengths of the school?

- Hands on learning, professors that are willing to talk with you/help
- Strong faculty and courses-I had a lot of practical application projects that I learned a lot from. They are also really good about giving students the chance to use these skills outside of the classroom through things like Carolina week and Heelprint
- Solid curriculum
- Knowledgeable staff
- All of the professors know what they are talking about and they are masters of their craft
- It has a nice diversity of tracks and individuals.
- Fun teachers
- Wonderful professors, well-connected, great network.
- The professors! I have had so many wonderful professors during my time here and hearing about their past experiences has helped me immensely in the learning process.
- Experienced faculty, connections with agencies, collaboration with real clients in many classes offered = real-world experience.
- Faculty, willingness to adapt to the needs and requirements of a changing industry, opportunities for students, strong career services and academic advising departments, being treated like a professional adult journalist, being prepared for the real world, up-to-date equipment and technology
- Professors who are well-connected and who provide opportunities for students. Classes that teach hands-on skills and provide hands-on learning experiences.
- Experienced professors, good career events
- The school truly wants the students to succeed and so how challenging the school is great in the long run.
- Lots of opportunities.
- Updated coursework - not outdated, wonderful faculty, real-world experience
- Really invested and intelligent professors with real-world experience committed to the learning of individual students. Felt challenged and that my time in J-school classes was never "easy". Feel prepared for the working world and that I have learned history and theory in tandem with a marketable skill set.
- Equipment and tech
- Campus publications
- The school is very good at being able to connect students with professionals at organizations across the country.
- Prepares you well for a career
- It's amazing professors, resources, connections and classes
- The professors are incredibly strong. I also think the MJ school values digital content and proficiency, which is hugely important to the media world today.
- The faculty
- Overall, I felt like I received a comprehensive curriculum at the school.
- Variety of courses, driven students, mostly nice and smart faculty
- professors and class materials and topics
- The diversity of classes offered and the strength of the mentorship the professors can offer is unparalleled
- There are a lot of resources
- Courses are rigorous and most are very good for giving students real-world experience in their selected concentration. I really appreciated that nearly all of my professors had previously (or were still currently) working in a field related to the course. Their real-world experience helped keep the

courses relevant and allowed me to ask questions beyond the textbook. Additionally, there are a lot of ways for students to get involved in extracurricular activities through the school related to their concentration. I also appreciated how active the job/internship listserv was - I felt like the school was always finding new opportunities for students.

- Incredible faculty who are passionate about what they are teaching
- Curriculum
- Amazing Professors
- The staff members and professors are very helpful, classes are organized well overall, and there is a variety of classes to take.
- Students become good friends and help each other succeed in their majors. My current and former classmates have become my strongest professional network.
- It's reputation (but to be honest, I'm not sure why)
- The instructors are above and beyond helpful. I enjoyed the other students in my classes and the opportunities that I received were beneficial to me both academically and socially.
- Inclusive student body and student relationships. It's a very tight knit group of students that we work with and feels good to have the relationships between faculty and student that exist.
- Great professors
- A lot of resources and faculty that have both compelling teaching material and ways to help network
- Among many, the school does a great job at stressing the importance of internships and real-work experiences prior to graduation.
- Using new technology, asking difficult questions about the future and uncertainty of the profession, preparing students for their specific fields
- Great faculty, great resources. If a student wants to delve deeper into a particular field in communications, they have plenty of great professors and resources to turn to.
- The professors have a lot of professional experience and can offer insight into what the world of journalism used to be like. Chris Roush is the best professor in the entire school with his business journalism class. The school's media law program is also extremely strong and important.
- Hands on learning, career services, professors with experience in the field
- Very prestigious and competitive
- Great faculty, well respected, lots of diversity of curriculum and opportunities
- Faculty
- The brand, the alumni connections, the journalistic backing.
- Good skills sets taught
- Practical curriculum
- It is full of professors who actually care about their students.
- The school is changing, which I appreciate because the media industry is changing all the time. Students can find a lot of opportunities within the school such as networking trips, different classes and info sessions with professionals. I think the school has pretty good connections, which helps set students up for career success. Reese News Lab is super underrated and incredible. I know John is leaving but the school should find a way to keep it going please.
- I feel like I learn practical knowledge in the school
- Seems to offer a lot of extracurricular activities for some people.
- Not stuck in its ways. The school is willing to constantly change and adapt to changing media environments.
- The professors and the reputation of being a top journalism program.
- By far the greatest strength of the MJ school is the faculty. Not only are the permanent faculty members highly regarded and top notch, but the school does a really great job in attracting adjunct professors who make a significant impact on students and come from a wide range of backgrounds.

- Intelligent professors
- Preparing students for the "real world" and helping students network.
- Good variety of courses that are challenging and high-quality.
- Giving real life clients to simulate what it would be like at a job.
- Connections to outside organizations via faculty and staff. The name also carries a lot of weight and is widely recognized as a solid journalism school in the US.
- Wide variety of courses
- There are some excellent faculty members, responsive to student needs/concerns, technology, scholarships
- The international programs are top of the line.
- The study abroad office/programs are so much better than UNC's general study abroad office, the small classes make learning more accessible and the breadth of classes from ethics and law to basic editing and reporting/writing classes are good.
- Provides hands-on experience
- Great reputation
- I think a big strength of the school is connections. A lot of graduates of the school have gone on to work for big companies and are willing to help current students get jobs and internships with those big companies. I was also able to meet people, like Richard Griffiths, through the school that might lead to potential employment.
- The diversity in its elective courses. My favorite courses in the J-school were not specifically required by my major or specialization: Media Management & Policy, Voice & Diction, Broadcast History
- There are so many. So proud to be a part of this institution.
- Variety of classes
- Networking, reputation, introductory skills
- Sense of community, encouraging people who want everyone to succeed
- It is ahead of every other school in technological development and the adjunct professors are amazing.
- Most instructors have been very accessible and genuinely care about students' success. Many classes offer real-world experience!
- Great professors and interesting classes. A lot of extra resources and opportunities available if you want them. Nice building and facilities.
- The school does an amazing job providing real world connections and experiences. Especially as the courses progressed, I felt that course work transitioned from monotonous tasks and assignments with a grade slapped on them, and moved more toward internship-like projects and assignments that had more real world application. In every interview I have had I have drawn upon experiences gained in my courses, specifically JOMC 279 (PR and Advertising Research) with Joe Cabosky, JOMC 232 (PR Writing) with Marshale Carter and Media Hub with Dr. T. It's great to see the faculty and staff so genuinely concerned about my well-being and how I'm progressing both as a student and as a person outside of an academic setting. I have always felt that my professors genuinely care about me and want me to grow in all aspects of my life. There have been several instances where I have had things come up and needed to miss class. Never once was a professor rude or not understanding. This encouraged me to perform highly in all of my classes; when it's made obvious that professors care about me and will do anything to help me, I can't help but want to put forth my best effort and not disappoint. The resources provided to students have been nothing short of amazing and I have thoroughly enjoyed my time in the School of Media and Journalism. It has, hands down, been the highlight of my UNC experience and I would recommend this school to absolutely anyone who asks (I do so on a weekly basis as an admissions ambassador!)
- Great professors, good resources, smart students
- Good faculty, solid curriculum

- Provides job opportunities and connections to important alumni. Professors really cared that students learned and accomplished their goals, which makes a big difference.
- They do an excellent job of bringing in professionals to teach and lead as professors.
- Holistic approach, opportunity to learn diverse range of technical skills
- Professors, relationships with companies

How could the J-School be improved?

Courses and curriculum

- Please make more sections of the core classes-everyone has to take them, but sometimes it is just so difficult to get into them
- More availability of core courses. You pretty much have to take 153 sophomore year, but it's hard to get into.
- Course availability/flexibility
- The grad students and new teachers don't know as much. The past two semesters I've ended up with a completely new teacher who didn't know how to teach and then a grad student who simply doesn't understand the world of PR yet
- There should not be as much as an emphasis on awards. It has been one of my biggest pet peeves that the only thing professors in my track seem to care about is winning awards from Hearst or other organizations. Instead of building solid journalists and letting that drive people towards winning awards, it's winning the awards that is most emphasized. In addition, instead of building up weaker students, professors instead came off as worshiping certain higher achieving students saying things including, "When XYZ was in my class..." or "XYZ did it this way, so why can't you?" It is incredibly frustrating to hear this repeatedly, especially when you are already struggling and just need extra assistance with a class.
- More teachers! It is impossible to get into courses
- Better focus on topics of social justice, diversity, and intersectionality.
- It felt like there was more emphasis put on the Ad/PR tracks than the other tracks like broadcast and reporting.
- More hands-on learning
- More comprehensive advertising program; eliminate having to take, or at the very least, alter the newswriting class for Ad and PR students. It inhibits creativity, and adds a rigid structure that ad students have to unlearn, so it's actually harmful; Get like 10 new professors- it's impossible to get into classes; include grad student surveys in the survey requirements for classes
- The registration process is simply a nightmare
- More class availability, not knowing and becoming more fearful with every semester that I might not graduate on time made things stressful.
- The school could use a few more graphic design classes that focus more on the creative side and less on the news side. Clearly, news is important because this is the School of Media and Journalism, but if students were supposed to be able to create the best products after graduation, it would be helpful if there were more classes focusing on software rather than layout.
- Better communication of requirements
- MAKE MORE CLASS SECTIONS!!!!!! I cannot even begin to put into words how irritating most J school students believe the class registration process to be. If there are 60 students sitting in on a 20 person class and they ALL need it to graduate and there are no other sections, this is CLEARLY a problem. PLEASE make more class sections for the sake of everyone's sanity. This way students will not have to spend two weeks trying to get into classes and be forced to fall behind/catch up in anything

- I had a lot of trouble enrolling in courses. Not sure if there's a fix for that, but I felt limited as far as what I could study in other specializations (and my own).
- The grammar test requirement. Attach it to 153
- Multiple-choice exams were my entire grade for classes in the Journalism school, which really bothered me. I sometimes felt that I didn't receive the personal attention or feedback I was paying for. I would also try and implement more bonding programs so that students in the school can form friendships and decrease class sizes.
- I think they need more classes focused on the cutting edge advertising out there. We have a fantastic base of information given to us, but there are so many things on the forefront of advertising that we are just "expected to know". Also, mandate that every AD/PR student must have a core in multimedia design and coding
- Removal of the usage and grammar test
- Allow more flexibility in course enrollment across MJ concentrations. While I am happy overall with the quality of the PR concentration courses, I feel like I would have been a more well-rounded professional if I had been able to enroll in courses like graphic design, video production, etc. to increase my skills across the board.
- More design classes or even the addition of a web design major. Print and web design are different and it has been frustrating feeling like we have all be included in the same lump of people.
- Honors Courses
- I think a more flexible curriculum by a few classes would be helpful.
- Not requiring JOMC 153 of ad majors—it was interesting to me personally, but's it's unnecessary and irrelevant for a career in advertising.
- The courses could be significantly more challenging... I hardly did any work unless it was an assignment I had to turn in, and did well in all of my classes... towards the end, I just stopped buying textbooks all together. It truly makes me sad that I did not feel challenged or inspired by my major and that I am embarrassed to say what my major is (advertising) when I meet people. I would not recommend it to future students. Compared to the coursework that my peers in other schools are doing, my education feels like a joke.
- I would like to see more concrete skills taught in courses (like the applications available to us in the Virtual Lab... hardly anyone in the MJ school even knows this exists)
- More inclusivity among concentrations and a little more emphasis on learning the basics.
- Hard to get into classes, need updates to classrooms
- More classes that have students see the impact of their work in lieu of case studies
- More skills-based learning classes
- Allow advertising students to take more design courses as a part of their curriculum, such as intro to graphic and interactive design
- Classes in general were not particularly insightful. Too many of them were based entirely on vocabulary and concepts straight from textbooks, when they could have instead been based on real-life examples. In the public relations specialization, I learned a few concepts that were taught over and over again. I was shocked by how unprepared I was to actually write press release and work in an agency during an internship. I applied the concepts I learned on the first day of my job, but quickly realized there was much more to being in the communications field. I feel that the MJ school should encourage teachers, especially in PR Case Studies and PR Writing, to focus less on the textbooks, and more on actual examples of past campaigns and get students to practice writing PR materials over and over again.
- More of an emphasis on good writing instead of merely cranking out story after story. Also, it is hard to listen to 60-year-olds talk about journalism when the field is nothing like it was when they were reporters. For instance, social media reporting would be a great class for rising reporters to learn how to manage your social media, what ethics you have to follow, the main issues with live tweeting, etc.

- MORE PR PROFESSORS
- Clarify what the multimedia specialization is supposed to be and how to apply it to life.
- A lot of my work has been hypothetical. Let me work on something real
- There are classes that are very very very rudimentary. I personally think that the intro-level PR classes are super unnecessary and should be combined. The PR writing class was also very poor interns of quality and utility. I don't think my writing improved and all I did was completing writing tasks that reflected no skills. The school does not foster enough critical thinking in its curriculum. Very few classes I took actually valued critical thinking (Digital Media Economics and Media Law are good in this regard). I think whether it's journalism or PR, communication professionals need to be good thinkers before they can be good writers, and it is just unfortunate that the school does not cultivate/value critical thinking that much. The quality of faculty is also very uneven, which I assume would be addressed after the curriculum change.
- The professors could actually structure their courses and stick to that structure.
- The ratio between students and professors in the PR track.
- More creative classes, and make the class sizes larger or offer more sections because registering was a nightmare.
- Vis Comm curriculum should be redesigned to include more relevant courses for students. Removing all the political science courses and making 221 a 2 in 1 course is a step in the right direction. Editing and Graphic Design should not be together as they are very difficult set of skills. All graphic design students should be required to learn web design.
- Make the courses more challenging and develop more concrete curriculum for public relations courses (I cannot speak of other specializations course content).
- Offer more courses in new media (virtual reality, artificial intelligence, etc.)
- It's currently not seen as competitive across campus, and the number of students continues to increase beyond capacity for many courses. It seems we might be better served to act more like the B-school and create an application, to control class size and increase prestige. Also, the curriculum does not seem to evolve as quickly as it probably should be, considering the "media revolution" we constantly talk about.
- There is a general feeling of divisiveness between the majors. It seems as though certain programs like the ad/pr and broadcast majors are elevated above others and are given better access to resources. Additionally, and most importantly, students should be seen as students — not as cogs in the award mill.
- More discussion earlier on as to what a major will entail as you reach the higher-level courses. Had I know that the higher-level courses would have the requirements that they did, I may have given more thought to my choice of specialization.
- The broadcast department needs a HUGE facelift in terms of professors and the message they send to students. In all honesty, the broadcast department is one of the most pretentious organizations at this school. Professors like Jim Hefner, Lynn Owens and Dave Cupp were amazing professors to me who treated every student equally and truly cared about improving our education and career goals. Professors like Charlie Tuggle are only concerned with winning Hearst awards and therefore only put effort into the students most likely to win those for him. I have felt (especially in my higher level broadcast classes) that I was on the outside of an elite club comprised of students hand-picked by Tuggle. It has destroyed my confidence in myself and in the great work I previously saw happening at the J-School. We need more professors who teach to TEACH, not professors who teach to win awards. Because of my experiences in the Broadcast department I strongly wish I had been a Reporting major or another track in the J-School. I am really disappointed in the broadcast department.
- More sections of required classes
- Easier to get into classes
- Make it easier to get into classes.

- More classes in public affairs.
- Providing more in depth classes
- The school lacks depth in most of its material in core classes. I feel that sometimes the school does not teach us how to think deeply or critically; it just teaches us basics. Academia is lost in the school. Also, I think the recent decision to require fewer general education classes was made with poor judgment. The j-school is not particularly challenging and making it even easier for students to avoid critical thinking and diverse subjects compromises the integrity and academic prestige of the school as a whole.
- More social events for students in the school
- Change the setup of JOMC 153 so it integrates skills for the non-reporting people as well
- Be certain that every class section of specialization courses is consistent in difficulty and rigor. I have taken a few courses that were far easier than my peers and feel as though I didn't get as quality of an education because of it. Specifically, the courses I took that were too easy were PR/Ad Research with Amanda Gallagher , PR Case Studies with Laura Marshall and PR Campaigns with Livis Freeman.
- Sometimes hard to get into required classes, not great academic advising and career services experiences, many of the classes are scheduled for really weird and inconvenient times (once a week later than 6 p.m., for example).
- I think courses across specializations need to be more consistent across sections. I know I had excellent experiences in 279, which has proven to be integral to my education in strategic communication. However, several friends had an experience in that course with a different professor and didn't gain the same value and skill set as I did. These courses are imperative to our success and its important that everyone learn the same material and difficulty of a course doesn't vastly change depending on the instructor.
- Adjunct professors were very hit or miss. Had some good ones but also some very not good ones
- Reinstate the Econ 101 requirement. Students will complain, but enabling journalists to continue to not understand basic math and the economy is not helpful.
- There are a lot of requirements that are unnecessary to my degree that I was required to take.
- Offering more specialized classes
- Diversity, more specialized courses, more sections of courses offered in general so students don't have to stress about getting their requirements completed, less group projects more focus on the individual (my gpa would've been much higher if it were not for group projects)

Advising, communication and other issues

- I wish we had a system where we could apply to be paired with a professor within our specialization to be used as an advisor for the job/internship search and for real world advice. I think if we had something like this where we could be matched based on our interests and where professors could get to know us better, it would be so helpful.
- Some students seem to be favored over others - equal opportunities for all students is necessary for all to have a chance to succeed.
- Being inclusive of different cultures and making those students feel welcome.
- Would love for the J school to create a podcast.
- Longform support
- Grants for specific reporting projects
- More help in career services for students looking for jobs in the online media world, not just print daily newspapers or ad/PR
- I think there needs to be more networking events within the school. For example, I am a public relations major, and yet I don't know the majority of students also majoring in that specialization.
- More attention focused on job placement.

- I think the school needs to do a study on the mental health of its students and how it contributes to stress. Over the last two years, I've had countless conversations with my peers about stress and imposter syndrome, often caused by the MJ school's "poster-child" approach to advertise its favorite students. Idealizing a few students makes the other 4.0, high-achieving students believe they're still not doing enough. I think the school should implement programs to teach journalists how to find a work-life balance, with hobbies beyond the DTH and updating their LinkedIn profiles. Dedication to your work is important, but a happy journalists is usually more successful and productive than an overworked one. I'm very passionate about this topic and would be happy to talk to someone about it if they'd like: kristiwalker22@gmail.com
- More diversity of students and professors, more networking events that cater to specific sequences
- It could be more welcoming
- Better communication about opportunities to prospective students. I wasn't admitted to the J-school until spring of junior year, so I feel as though I missed out on a lot of what the school had to offer because I wasn't being included in the communication about different events and opportunities. I feel as though I didn't get the most of my experience because of that. So, find ways to include students who have not been officially admitted but still plan to major within the school.
- More career services staff
- More diverse, more technologically advanced
- More funding for cooler programs.
- Times for classes that better accommodate students who have other obligations (esp jobs) outside of class
- Greater focus on diversity in media and more diverse career paths.
- The career services department
- I think the school could be improved through fostering a higher job acceptance rate among graduating students. I think having career fairs and bringing employers on campus to meet with and interview students would be a way to help students in getting jobs and also gain a wider recognition of the MJ school brand in different industries (not just among PR firms, ad agencies and publications).
- Help out with post-graduation job search
- The diversity of the school is lacking, career services could be far better organized.

If you could add a course into the CORE CURRICULUM of the School (JOMC 141, 153, 221 and 340), what course would it be and why?

- I don't have any suggestions.
- Maybe a research class? I think that's a good skill for everyone to have (might be biased since I'm an ad major though and research is big with us)
- I think everyone should be required to take intro to graphic design because it is a skill that is useful in almost any journalism specialization
- Media innovation. A course designed on finding that new medium to experiment with to reach larger audiences.
- Media & Politics because to be a good citizen of the country and of the world it's important to know how media affects the political world.
- Introduction to Photoshop & InDesign because everyone should know basic skills to help them with projects both while at school and in the workplace if they are going to be working in any field related in media.
- Design. Everyone needs graphic design these days to some degree. It gives applicants a huge advantage in the internship search.
- I think everyone should have to take JOMC 100 - the grammar course - because it was so extremely beneficial to me and I think students would have an easier time in 153 if they did,
- Global Communication. Communication is a part of every aspect of society and media convergence is real. As millennials and practitioners we should better understand where our practice is headed
- Digital Advertising and Marketing with JoAnn Sciarrino was the most valuable class I have taken. While it is advertising and marketing-focused, it was important to learn some business skills to succeed in the workforce.
- Experiential Ad Team: a class where you learn about/complete projects in each aspect of an ad team (creative, account management, account planning, etc.) so you can earn a proper understanding and gain real experience in each.
- Digital/Online Media Strategies
- JOMC 441, Diversity and Communication.
- JOMC 137. If all majors need the news writing component, they should also get an intro to ad/PR as well because all MJ-school student will be exposed to people in those fields at some point.
- Probably like media history, or something related to the progress of mediums and styles of communication over time and where it is headed. I think the constant change of this realm is something to be aware of as a future practitioner.
- Social Media for Journalists or PR (separate sections)
- I would add 182 (intro to graphic design) because design skills are a very desirable ability in the job market and because it is a very popular course that a lot of students want to take but don't have the opportunity to.
- JOMC 279 because research is going to be a part of any career you have. I am applying to consulting jobs, which have nothing to do with my major and being able to talk about my experience with in-depth research is extremely useful
- Something that focuses on diverse identities -- possibly an elective requirement that focuses on LGBTQ, poverty, or race issues?
- Graphic design
- Photography course because basic camera skills are important for just about any journalism/media job.
- Multimedia Design (187?). Not the graphic design but the one that teaches you how to code and design and etc

- Graphic Design
- I would not add to the core curriculum, but I would make the concentrations more
- Some course about social media. That aspect of Journalism is one of the biggest outlets (bigger than web and newspaper combined) and there needs to be a course that everyone takes addressing ethics, proper usage, etc.
- 441- Diversity in Communication because it is vital to all aspects of Journalism
- A course related to photography/video/media production in general would be good to add.
- JOMC 101—for the sake of media literacy.
- Something more skills-based, I couldn't tell you a single thing I learned in 141 and I took it last semester. 153 and 340 were better because you were actually learning concrete things.
- Economics. I know that everyone rejoiced when it was taken away but honestly after working in D.C. for the last semester, knowing some of the basic functions of supply and demand will never put you at a disadvantage.
- 279, the research course
- New media technologies or The branding of me. Everyone should take those courses.
- I think reporting should be required, but updated to be more digital-first. No matter the sequence, everyone on the journalism side should be better at all of the skills reporting offers. I wasn't required to take the class, but as an interactive storyteller, I need to constantly use those skills to create charts and multimedia pages.
- This could probably be included within a course instead of separate, but something on the ethical and legal implications of social media
- not to the core curriculum, but coding would be a great requirement to add to the general major requirements for mj students
- Why take Ethics and Media Law? They overlap too much.
- The Reese News Lab course.
- I think an introductory PR or Ad course could be helpful for reporting students, to make students a bit more educated across the board
- I would take away 153, not add a course. As an advertising minor, I had absolutely no need to learn about newswriting.
- Diversity related course because not all professors and students focus on this issue.
- JOMC 187; this course introduces students to web development tools and enables them to understand the language of coding. With the way technology is continuing to take over our lives and the working world, it it a necessary skill that students learn. Having a knowledge of these skills helped me get an internship with a international corporation, and has enabled me to perform in areas that other communications professionals on my team can't. I strongly believe that our students would benefit from gaining these skills before they enter the working world, and it would reflect favorably on the MJ school.
- Branding of Me
- No, but I'd take out 153 for those uninterested in news writing/reporting.
- depends on what you are studying. Vis comm students should be required to learn web design.
- how to cultivate jomc skills into a job
- Gary Kayye's New Media Technologies course
- Something related to Advertising/PR, there are way more students in those sequences but clearly journalism curriculum still drives school, I'd also add a visual/design course (but not just 221- maybe a choice or hybrid of video, graphic design, coding, excel/data, etc.)
- All were good
- JOMC 253 because everyone should have to learn how to interview people, fact check and hone their verbal and written communication skills.

- JOMC 182, intro to graphic design
- Diversity & Communication so that all students can be aware of diversity issues that might arise.
- A course examining objectivity, media bias, and media diversity issues. I learned a lot about these things through my 4 years at The Daily Tar Heel, but felt that a lot of my peers lacked knowledge of how to keep reporting neutral, what bias and diversity issues are present in the media today, and why this all matters.
- Media history or mass media information
- I would say multimedia or graphic design. Those classes teach tangible skills that will be beneficial no matter the career path a student chooses.
- graphic design -- I think everyone needs to know how to use adobe creative suite. very useful in the real world
- Some sort of design class would be neat.
- A course grounded in research because research is a necessary skill set to develop and its applicable to every different concentration.
- Something digital; I think digital skills are a requirement in today's age
- Econ 101, or have a MJ school specific class about math and econ
- Journalism and Social Media
- Public Speaking - doesn't matter if you're an introvert, shy, etc. you represent yourself better professionally when you're eloquent and confident.
- Investor relations

Thinking about the courses that were available to you, are there any courses you think the school should offer in the future that aren't currently offered? Why?

- I'm not sure about what types of classes should be offered in the future, but I wish it was easier for students to take classes that are outside of their specialization within the journalism school, such as a broadcasting student taking a graphic design course, to make us more well-rounded.
- Classes about the business aspect of graphic design would have been so helpful. How to create a contract. Pricing. How much a client should pay up front, etc.
- A class that taught about workflows and how to find a good printer etc would have been so incredibly helpful.
- I always wanted a more advanced advertising research class. I loved 279-I took it sophomore year with Prof. Cabosky-and I really enjoyed the course work and thought there was more for me to learn, maybe including more of an independent practical component?
- I think there should be more courses that focus on the craft of writing because there's really only feature writing and then reporting classes.
- I think that a career planning or budgeting type class where you think about your financials after graduation might be nice
- A course on media innovation. This could include allowing students to brainstorm ways to better reach out to an audience as well as methods to bring information through unique methods.
- There should be more courses that teach you basic concepts of Photoshop and Indesign. The current courses that offer these programs are always extremely difficult, if not impossible, to get into and frequently reserved for people who are graphic design majors. In many classes it is almost assumed that you know how to use these programs but it is very difficult.
- There should also be additional sports marketing classes because it is again very difficult, if not impossible, to get into the current course.
- I'm happy with the courses offered. Perhaps a course titled Brand Design would be appealing to advertising and start comm.
- I believe the school should offer more classes related to political communication and short, informative web videos as opposed to traditional broadcast/news stories. Adding these classes would allow an aspiring journalist to be better trained for the changing workforce they're preparing to enter.
- I think that the MJ School shouldn't require everyone to take News Writing, but instead should offer more availability in specialized courses.
- I think a grammar class should be required, especially if we are required to take a grammar test. It could be incorporated into a creative writing class, which I feel could be beneficial to offer within the MJ school. I also believe that making advertising students and other students who are not journalism track take News Writing is not beneficial. I did not retain much from that class. I also believe that if 153 remains, the curriculum needs to become more standardized.
- Social Media Strategies
- I think crisis communication should be offered more sections/emphasis, and all upper-level PR courses that were very difficult to get into should have more sections
- Social Media For Journalists
- The school needs to offer more advanced classes in Adobe Illustrator and Photoshop because we have an introductory class with the basics, but this one class is not sufficient to teach all the nuances of the programs that would be beneficial for students in creating their portfolios and entering the workforce.
- More classes like Account Planning/ other advertising focuses early on in your time in the j school to decide what you want to do
- More on social media, app development, etc. Like a deeper dive course beyond the New Media Technology class for people passionate about those concepts who want more skills

- Finding jobs, because it's hard
- I was in the Sports Communication Certificate Program, and I would have enjoyed taking more classes in that field. I don't know if this class is already offered, but something solely on social media would be cool.
- I really wanted to take a crisis communication class (because I have a job at a crisis communication agency) and I was not able to take that class because of the limited size and time offering.
- There should be more multimedia type courses available to non-graphic design majors. I wish I had the opportunity to learn more about design than I had -- despite three semesters of trying, I was unable to enroll in any design-related courses.
- Classes that are more digitally focused. There is DAM, but we need more classes that are focused on the front end of digital marketing
- I think a course in community relations would be a good addition to the curriculum. I say this because community relations is a field that many people are interested in, but they know little about it. If there were courses taught on it, then that would be very helpful.
- I can't think of any new courses, but I would have liked for courses to be more accessible across the various concentrations. I would have enjoyed taking courses in video production and graphic design, but was unable to get into them because they weren't required for my PR concentration.
- As a design student, we are very limited on our courses. All of the upper level design classes are basically the same class but with different names. We absolutely need a Typography course as well as a color theory course.
- Honors courses. It's a disincentive for Honors students to major in journalism because no Honors courses are offered.
- I would have wanted to take a wider variety of courses that are already available.
- Why is there no class that focuses on social media and writing for Internet mediums? That is absolutely ridiculous to me. There is a new media outlet being started every day that's internet-only, and we're being taught out to write 450 word pieces for reporting class that are very print-centric.
- An entire course devoted to crafting a creative professional resume, Linked In, website, template cover letter, and blog and developing a list of contacts in the industry you want to enter with whom you regularly keep in touch. So many students make it to senior year still not knowing how to do this properly for the advertising world and it's so important. It could be similar to Branding of Me, but more focused specifically on maneuvering within the job market.
- The classes I took were always interesting, but I don't feel like I really gained any skills. I feel extremely prepared to enter the workforce, but that's because of my extracurricular and intern experiences. If I did not have those, I would feel essentially worthless to a future employee.
- The only class where I really feel like I learned anything was Media Law.
- I really liked my course in Environmental storytelling. I would love to have had another class that would have allowed me to explore that focus a little deeper.
- Portfolio composition. Students who are applying to creative jobs don't often have enough projects or work under their belt to be hired at a decent agency. Agencies want to see the work we've produced and I think the J School needs to offer a course for seniors to build their portfolios in anticipation of applying to creative jobs.
- diversity trainings
- I think more courses like the Creative Workroom for Advertising majors would be great. The main thing I have found is that there is a lot of advertising theory in my classes, and not as much interaction with outside entities. I would like future graduates to be able to have an impact in the community with their work. Instead of case studies, we should get out there and create great work in our community.
- Yes and no. I believe that the graphic design needs more of a journalistic focus than it currently does. Classes like infographics need to focus less on illustration and more on data visualization theory, for

example. I also think that the graphic design track should begin to implement classes related to UI/UX design. Students should at least understand user interactions and how to design for the web, even if they're not taking classes in the multi-media track. Designing for the web is tremendously different than designing for print, which we do less and less of in journalism and even advertising/PR these days. Overall, I would say that re-focusing the graphic design classes and putting a digital-first approach would have made me feel more suited for the internet-savvy workforce I'm about to enter.

- I think there definitely needs to be a course in production, specifically in the broadcast sector. We all learn audio/video, but don't all understand or know how to do the production side unless they are possibly mentored by another student during Carolina Week or something of the sort.
- As far as I'm aware, there isn't a course that offers assistance with careers and the job market. That would be very helpful, as many MJ students feel lost and alone during their job search. We also tend to lack basic skills in salary negotiation and networking.
- A class on watchdog, governmental journalism where students learn how to request public records, dissect legislation, how the courts work, etc.
- I think UNC in general should offer more real life skills, like doing taxes, filling out "adult" forms etc.
- Something about social media or digital media trends. There might be one, I just couldn't find it.
- More marketing courses. I've found that a lot of people (myself included) want to pursue a marketing career, but we do not have the same exposure to marketing within the classroom that those in the business school do. More specialized marketing courses (social media, digital, etc.) would be helpful.
- More data analytics and media (advertising) courses
- A freelancing class on how to do that because I have no clue.
- More opportunities for practical application. I'm in COMM 625 (Communication and Non-Profits) right now and the J school could use a class like that.
- Critique writing or more opinion-based writing courses
- The courses offered were fine. I had problems with how the courses were structured and taught.
- Skill-centered courses that involve more intensive programming, web developing, graphic designing for the purpose of training students quickly, like bootcamps. Classes that encourage students to think critically about the role of media in the society. Writing classes that involve more in-depth thinking. Public speaking classes that focus on presentation skills (I've seen a class that is similar to this but not sure if it is focused on the person's presentation skills, which is what I would want, or making PPTs and etc.). Classes that allow independent projects. Classes that focus on how to work on teams.
- Diversity in media required course
- Event planning and management- PR covers a wide range of responsibilities and most jobs require at least some experience with event planning and management.
- A class that would help you land a job, prepare you for an interview, and help you craft the perfect resume and cover letter. The career service aspect of the J-school is embarrassing and extremely unhelpful. For having a top national journalism program, you would think this would be more of a priority like it is at the business school. The two men who have the single purpose of helping land their students jobs came into one of my jschool classes to speak because of how lacking the J-school's services are.
- I think there should be a course on corporate communications. By this I mean, I think the school should offer a course that teaches students how the skills we have gained through the MJ school will transfer over into a corporate environment and what the transition will be like. I strongly believe that we need this because when I took a co-op with a corporation spring semester senior year, the transition was shocking on many levels. It would be helpful to give students insight into what the corporate world holds for communicators.
- I think more creative advertising classes should be offered because the advertising track is too focused on research, strategy and account management.
- typography course/intermediate graphic design course

- Media of the Future
- Diversity in Media
- Advanced Video Course between 221 and Narratives/Capstone
- Currently, there is just too much discrepancy among requirements and flexibility/class choice among sequences. I would like to see more hybrid courses/collaboration between PR/Advertising. It's not clear why those are so distinct from each other in our school, despite the increasing consolidation of the industry. I think there should be a class on digital content creation (social media, email, etc.), or it should at least be incorporated more into existing curriculum. However, it must be taught by an authoritative source that understands the digital landscape/strategies and what makes compelling content.
- Job position-based classes like my Account Planning course because it puts everything we have learned in perspective and into action. It's not learning it's doing.
- I think that a class for every senior in which you learn how to apply for jobs specifically for their specialization. I have struggled in my final semester to make time to apply for jobs while I am completing my capstone courses. I know that every course is important, but I think it's just as important to give us more structured guidance than offering a career advisor. I think there needs to be a class that allows you time to start developing your portfolio as a professional. A slower-paced capstone class.
- Diversity of classes in the reporting track — there should be some course based on foreign correspondency/war reporting, a required business journalism class, an interdisciplinary class on writing for different mediums within the same class.
- I think there should be more courses relating to the digital realm of media since it is becoming more popular.
- I think the J-School should split JOMC 221 into a course for photography/video majors, and one for more hard news majors. As a broadcast major, I felt my 221 course was too focused on documentary-style filming that didn't work with my 421 and 422 courses. Things like framing, music, special effects, etc. are completely different between these platforms and I don't believe my 221 course helped me in 421 or 422 whatsoever, other than learning very basic knowledge of Adobe Premiere.
- It would be helpful for graphic design majors to have more courses offered that focus on each design software as well as designing for the web
- There was a Talk Politics class, but I think there should be more classes that discuss the intersection between Media and Politics. Specifically public affairs campaigns.
- More digital media/branding classes, such as Gary Kayye's.
- Account Management Skills and a Creative Portfolio class. More sports-related classes as well.
- I would love to see classes directed toward teaching ad and PR principles on more specific subjects aside from sports. There is a heavy emphasis on sports at this university, understandably, but it would be nice to provide insight into industries like entertainment or other popular industries.
- The business journalism curriculum is rather comprehensive. Can't speak to the rest of the tracks
- Social media strategy/analytics, community relations, brand journalism/content marketing
- I feel like taking 253 as is, was a complete waste of time. Instead there should be a course for web-based like Multimedia concentrations that instead focuses on "reporting for the web." Also, there should be more in depth multimedia courses to reduce the huge jump in the learning curve from 187 to 586.
- More courses covering social media strategy and media relations. Though it's assumed that people in our generation know how to use social media, we aren't really trained it proper strategy and methods, and I think that would be really helpful. Also, a class that prepares us more for media relations (pitching, cold calling, etc.).

- This isn't necessarily a suggestion about a course that should be offered, but I believe the Usage & Grammar test should be offered at the end of JOMC 153. I think this would make the completion of this graduation requirement a lot easier to obtain.
- More digital centric courses on SEO, digital advertising, etc.
- Advanced creative advertising/portfolio classes
- Investor relations courses!
- A course in crisis reporting and management would be incredibly helpful, especially now in the days of major breaking news. Courses on reporting in social media would also be helpful.
- Public Speaking - required skill today in the workforce, also makes J-School more attractive to students and employers

In summer 2015 the School's name officially changed to the School of Media and Journalism. What are your thoughts on this name change?

- I like the name change. It's shorter/simpler, and I like the term media instead of mass communication.
- love the new name, indifferent on the slogan "start here, never stop" It's grown on me over the past year, but I still don't love it
- Indifferent
- It's fine
- It has been hard for me to remember to use
- I understand why it was done, but it could have been done without so much fanfare and celebration. It's a name change. not the birth of your first child.
- I like it but I think it's a little odd that the initials are MJ because of Michael Jordan which is an obvious connection that many people made right away.
- It's good.
- I like it.
- I think media has a negative connotation among publics/audiences. As a PR major, I don't consider what I do to be media, but to be implementing communication strategies. I know
- I like it
- I thought it was a little hokey at first, but after reflecting on it, it was a good change that was needed for changing times.
- At first I was hesitant, but I like that the word "media" is now included. It shows that students are taught to work with all kinds of mediums and have a tangible skill set. It also differentiates the school from the Communications department on campus.
- I like it, but the nickname "The MJ School" doesn't work. It's not catchy. Maybe just call it Meej, or "the M school" because media encompasses journalism. I guess now that you think about it, having Journalism in the name is kind of redundant anyway, but it doesn't bother me.
- I love it! It's a change that is indicative of the direction Journalism is headed.
- I understand why they wanted to change it. But I prefer Mass Communication.
- I like it. It's much better than JOMC
- I think it reflects the change in the industry and is a progressive and accurate title.
- Excellent idea. Reflects the changing media landscape well.
- I think that rebranding is helpful in order to maintain a new and innovative image, and I think that is what the name change was trying to accomplish.
- like it- more modern

- I like it
- I don't feel strongly at all. I didn't even really notice.
- Love it MJ23
- I think the school has done a good job of communicating about the change and rebranding itself.
- I'm indifferent towards the change.
- I like this change, I think it is representative of what we do in the J school.
- I like it, I think it shows up best for AD students applying to jobs. Helps us to stack up to business school candidates
- I like the name change because it represents the direction the school is going in.
- I like the name change. I think it better reflects the changing atmosphere of our times and the influence of technology on our field.
- I like it more because it includes the creative, design people within the "media" side
- It's more encompassing
- This is a modern name and a good change overall.
- I like it and think it better reflects what I have learned there.
- Much better - many of the majors/specializations have little to nothing to do with Journalism, so it's nice to not say I am in the School of Journalism.
- I'm still not used to it. It took me 15 minutes to figure out how to sign up for classes without typing "JOMC" into ConnectCarolina. Aside from that, I have no problems with it.
- I think it's a great name change.
- I like the name change
- Very fitting and more inclusive of our other specializations.
- I feel like it's a bit broad, just like the previous name, but it doesn't concern me.
- I understand the name change, but calling it the "MJ School" makes it sound like we are the "Michael Jordan school" when it could still be simplified to the "J School"
- I like it.
- I think it is indicative of the culture in the school that is continually devaluing traditional reporting.
- It was annoying to deal with but I don't really have an opinion other than that
- Sounds great!
- Neutral
- I like the change, more reflective of the industry
- It's fine.
- i like it
- I wish it was Journalism and Media so it would still be the J school. I like the sentiment, but I don't want to lose the nick name
- I think it's the stupidest thing ever. We are a journalism school and journalism should be prioritized.
- Good idea.
- I liked calling it "the J-school" but I understand the name change and the need to reflect the current state of media/mass comm
- I do not understand the name change at all. It basically changed to say the same thing in another way.
- Good move forward!
- I don't really see the point.
- In all honesty, I am not a big fan of the name change. While I understand the decision to change the name in reflection of the changes taking place in the field, I think this change takes away from the name recognition that the school worked very hard to gain. In many of my interviews employers weren't familiar with the school and I had to explain to them that the school underwent a re-brand this summer. I also think the the course code of MEJO really wasn't thought about before it was

decided upon. In time the recognition of the brand will build back up. The School of Media and Journalism sounds pretty good and I think people will get used to it and come to accept it. However, MEJO is laughable.

- I think it is a good fit
- I prefer it to the old one.
- Good
- I think it reflects the time change and more accurate of classes i took
- I thought "communications" encompassed what the School offers more than "media."
- I like it
- Glad the name changed, but I was surprised it did not come with other strategic or curriculum changes. The name changed, but I did not notice changes in school operations or coursework.
- It does well to reflect the changing environment of journalism.
- Not a fan.
- the name change is great for the overall understanding of the school's brand
- I approve!
- I like it but it has been hard to get used to. I still find myself calling it the Jscool.
- Neutral, no complaints. I like that it's a shorter line to fit on my resume!!
- Good and makes sense.
- I feel like it accurately reflects the changing times of journalism
- I've grown to be okay with it, but I still don't care for it. The name change was meant to be more inclusive, but I think it erases PR, ad and strat comm. To most people, journalism and "media" are interchangeable and refer to "the media" as in "the news." I felt that mass communication was more representative of the school's majors.
- love it. it reflects the changing times and how our curriculum is keeping with those changes
- I like it a lot
- At first, I didn't like it because media is somewhat of a vague term. It could refer to media outlets, which suggests the same meaning as journalism to me. Perhaps it refers to multimedia, such as videos and interactive websites. I don't feel that the specializations of strategic communication, advertising and PR fit into the name "media and journalism." However, I have gotten used to the name.
- I like it, but I don't really care all that much. MJ-school sounds dumb, though. Just keep saying j-school.
- I think it's more representative of the disciplines within the school than JOMC was, but I'm not sure it truly grasps the aspects of advertising and PR that are so prominent within the school.
- Good change; old one was outdated
- Name is less important than curriculum. As long as the curriculum prioritizes preparing students for the new digital age, I couldn't care less about the name.
- It focuses a lot less on advertising and public relations (since it no longer says "Communications" in the title), and since that's a major part of the school, it is less inclusive.
- I think it makes sense, though it can create a lot of rebranding issues.
- Positive; "mass communications" was outdated
- indifferent

What were some of your favorite classes and why?

- Sports Xtra, because that's where I learned most of my current production skills.
- I loved 279 when I took it sophomore year, but I have heard a lot of people complaining about it recently, which makes me sad. It has the potential to be a really interesting class, I just think that the group work is a lot this year, which is hard for some people.
- I also loved 271 (ad copy, took it junior year with Prof. Sweeney). There was so much learning through doing in that class, and I really got a lot out of it. The projects were fun and I got to know a lot of my fellow classmates in that class.
- I took the law of cyberspace (jmc 440 maybe?) with Dr. Packer. It was probably the most challenging course I've taken here, but it was a great class and I learned a lot about internet law
- I was fortunate enough to take both new media tech and the branding of me with Gary Kayye, both of which have been phenomenal experiences-new media taught me so much about how to use social media effectively and the semester project was a lot of work, but I learned a lot. For the branding class, I was talking to someone else in my class and they described it as a class that teaches you how to be a better person-I'd never thought of it that way, but as soon as he said it, I thought it was so accurate.
- Currently, I'm taking 390 (account planning) with Josh Carlton. This is what I want to do after graduation, so this has been an awesome class. I loved taking classes with adjunct profs because they have so much real world experience to bring to the classroom, and this is especially true with prof Carlton.
- I'm also taking the presidential campaigns class with Prof Kreiss. This was probably the best semester to have offered this class, and it is quickly becoming the best class I've ever taken. The projects are so interesting and current; it's been such a fun experience. (sorry for writing so much, but I basically adored every class I took in the j school)
- JOMC 256 because it focuses more on the craft of writing.
- JOMC 340
- Media Ethics because it was so discussion based and I loved debating topics, even random ones that I had never even thought of as being a sort of media issue. I also am really enjoying intro to graphic design because it is a medium that I knew nothing about and it's so cool to get the chance to take it
- JOMC 271 Copywriting with Joe Bob Hester because he made the class fun, and it was mostly later on that I realized how much I had learned while in the class.
- JOMC 153. John Robinson is an amazing professor.
- I thoroughly enjoyed 390 (Investor Relations). Even though it was an elective, it was a subject I think a lot of journalism students don't realize they could easily get involved in with a journalism background. Joe Cabosky teaches us to think outside the box and really apply what we've learned in our time at the MJ school. I also love that we produce work we can show off to future employers.
- JOMC 137- Napoleon Byars was one of the main reasons why I came to Carolina. JOMC 431 VK Fields was one of the few professors I've had in the J-School that challenged perspectives and provided a context beyond that of the US
- Branding of Me, NMTIFAMP, Creative Incubator, Presentation design for Strat Comm, 271. Allowed me to think creatively and generally had a very laid-back environment and class structure
- Public Affairs Reporting (JOMC 253), JOMC 421, Media Hub, JOMC 153. These classes helped prepare me for the real world and taught me many useful skills I need to possess as a journalist.
- Digital Advertising and Marketing. JOMC 240 with John Robinson because he is an incredible professor. JOMC 445 with Allison Lazard taught me hands-on research skills.
- I liked Ad and PR research because of the experience, but it was way too much work for the return. I loved PR Writing also because it was so valuable to gain the APPLES experience on the side and apply classroom concepts. Reese News Lab was also valuable.

- I really enjoyed both Digital Advertising and Marketing and Market Intelligence with Joann Sciarrino. They were incredibly practical, rewarding, and challenging. I also like NMTIFAMP with Gary Kayye because it gave another perspective on media. And I loved Media Law with Tori Ekstrand.
- Ethics with Sriram Kalyanaraman because it used real world examples and was hands on, and he was especially charismatic as well as really challenging us in critical thinking. Also PR Writing with Adam Saffer because I gained confidence in actually producing PR materials and honing my writing skills in a way I would eventually use them, I felt well-prepared and having actual clients was a push factor. I did not love media law but Michael Hoefges is so excellent that I actually thought about this as a career option which in his class.
- Feature Writing with Paul Cuadros
- Public Affairs Reporting with Paul O'Connor
- 141 with Boynton
- 340 with Packer
- I really enjoyed JOMC 182 and 585 because they were areas in which I learned a lot of new skills and could showcase my artistic creativity.
- JOMC 137
- Account Planning
- I loved my JOMC 271 class, mainly because I loved my Professor, Dana McMahan. Having a professor with such a breadth of knowledge is extremely helpful
- I loved JOMC 340, because I'm interested in law and free speech. I also liked an elective taught by Rhonda Gibson called Sexual Minorities and the Media -- it was incredibly interesting and eye-opening.
- I enjoyed all of Professor Sweeney's sports communication classes. I also love Crisis Communication with Valerie Fields.
- PR campaigns and Investor Relations - I took both of these with Professor Cabosky and he made the course a seminar with lots of writing and critical thinking. I learned a lot from these courses and improved as a writer.
- Media law!! Professor Ekstrand was awesome and it was one of the most interesting classes that I took in the J school.
- All of Sciarrino's classes were fantastic (Market Intelligence and DAM), they were very critical and new and taught me how to break down a problem really well
- Creative Sportswriting, PR Campaigns, Current Issues in Mass Media, Graphic Design
- JOMC 240 Current Issues in Mass Communication - covered a really wide range of modern media issues in a unique way.
- JOMC 445 Process and Effects of Mass Communication - Dived into rhetoric and persuasion tactics, which was interesting and informative. The crash exercises definitely made me a better presenter!
- JOMC 433 Crisis Communication - Easily the BEST course I took in the school. A lot of courses are theoretical and only reflect on the choices others have made in past campaigns. This class is all about hands-on experience with real-life crisis issues. Not only do I have a better understanding of the crisis communication process, I've improved my public speaking skills and general confidence in my professional work."
- Infographics and motion graphics- Terence is a great Teacher and my design skills improved infinitely
- 141- Challenged me to think and I loved Dr. B
- I enjoyed my major classes the most, but I liked all of the classes.
- JOMC 390.2 Account Planning—really helpful professionally and Josh Carlton is a great, inspiring professor.
- JOMC 690 (NSAC) — one of the toughest most rewarding classes I have taken. You get real experience, make awesome professional connections, and learn SO much.
- JOMC 475—Concepts of Marketing with Kevin Nathanson. Really interesting and helpful.

- JOMC 270—Copywriting with John Sweeney. Interesting and fun class that gives a taste of what it's like at a creative agency.
- My 491 courses. (Database Reporting, Media Sales and Management). These were the only classes that I learned concrete skills in that I have already used in the professional world. You could also tell that professors were more enthusiastic and passionate about teaching these topics.
- Environmental Storytelling was one of my favorite classes, mainly due to the content and the freedom given by Sara Peach for stories. I also loved Community Journalism with Jock. I learned a lot about journalism and life in that class working in inner city Durham.
- Copywriting was my favorite class because not only is it my field but it was fun to improve and learn more about the details of my field.
- Graphic design - tested me in a different subject than my major
- J390, creative workroom, because Dana challenges us to think creatively and provides us ways to apply our work outside the classroom
- I really enjoyed my ethics class -- it helped me define why I'm a journalist. I also have enjoyed all of my interactive storytelling classes because they challenged my critical thinking more than my graphic design classes.
- Broadcast history, just because it crossed over between my minor and major and was extremely interesting.
- Ethics, Media Economics, Environmental Reporting, International Journalism, Media Law, Multimedia. I chose all these classes because they were difficult and forced me to delve deep into the material and learn it well. More importantly, I was exposed to new ideas and ways of thinking. From these classes, I believe I also developed marketable skills and a general understanding of concepts in business, technology and writing that I can apply to anything I do in life.
- Business journalism with Chris Roush because I learned something that I didn't at the DTH. Media law with Tori Ekstrand because I am fascinated by media law.
- 153 was the most helpful for real life writing skills
- JOMC 141 (Lois Boynton makes everything wonderful), JOMC 490 (Very interesting!) and the independent study I created because it was very interesting and helpful
- JOMC 279 - I enjoyed combining analytical and creativity, and Joe Cabosky was a great teacher
- Professor Sciarrino's classes. She is the best professor and mentor I have ever had, and is the single reason I feel prepared for my job.
- Intro to Graphic Design and Intro to Multimedia because they weren't overwhelming but allowed you to be creative.
- reporting, feature writing
- All my business journalism classes.
- Digital Media Economics with Abernathy - challenges me to think.
- 153 with Thornburg - He is just a great guy.
- Investor Relations with Cabosky - knows what he is talking about and integrates current events in his lectures.
- Media Law with Ekstrand- sweet professor/person, likes to think, likes her students to think.
- I really liked magazine writing and feature writing because of the open-ended assignments and because they most closely mirror what I want to do professionally
- JOMC 137. I really enjoyed the first professor, but not the second.
- 244 with Kriess, anything with Cabosky, global immersion classes to China and London, 433
- Jomc 137- Byers was one of my favorite professors I had at UNC and I'm so lucky to have had him for this course before he retired.
- All of the classes with Gary Kayye.
- Sports and the media with Crothers.

- 1) New Media Technologies- this was a really interesting and entertaining class. Gary always made the class enjoyable and gave students a reason to want to come to class. I learned a lot a material that was very applicable to the real-world. 2) Case studies in PR- I thoroughly enjoyed getting to discuss PR cases throughout the semester. Because this was a discussion based class on real-world examples, not only did I enjoy the class but I will be able to take these lessons and discussions with me wherever I go. 3) Media law- while this class was extremely difficult, the subject matter was fascinating. 4) PR campaigns- after all of the lessons we were taught in other classes, this was the most practical application. I thoroughly enjoyed that the class was essentially run by the students because we spent most class periods working on the campaigns we were developing for our clients. This class taught me a lot about working on a team and that a team that works well together is the key to success.
- Branding of Me - such a good class in preparation for life after college.
- JOMC 424, Professor Hefner is one of the most engaging professors I've had. JOMC 450, Chris Roush helped my writing confidence immensely.
- 240- Effects of Mass Communication with John Robinson. It was a very open ended class with great discussion and allowed me to think ahead. Also 390 Account planning with Josh Carlton. He helped me with expanding my creativity in advertising.
- JOMC 431 because Joe Cabosky is an amazing professor.
- Anything taught by Gary Kayye, Chris Roush, Lois Boynton
- Digital Advertising and Marketing - the work was thorough and applicable outside of class and built my portfolio
- Presidential Campaigns and Social Media (new class with Daniel Kreiss)
- JOMC 141 because of Professor Boynton.
- JOMC 447 and JOMC 340 — 447 was an incredible opportunity to learn about something other than simply trade courses or American media history courses. The ability to travel with a class and get to know people outside of my track, as well as to research a topic of relevance, were all valuable. 340 was hard, but rewarding — I feel well versed in media law and enjoyed learning about it as it related to journalism specifically (Ekstrand is a wonderful professor).
- JOMC 376
- Marketing
- I thought 279 was great because it taught me skills that I feel like I can use anywhere in the real world.
- Broadcast History/ Voice & Diction — because you will not find a more passionate person than Dave Cupp. He was one of the best assets in the J-school because of his immense experience and his immense passion for the profession. Taking Broadcast History was what made me switch from the reporting track to the broadcast track.
- Media Management & Policy — Jim Hefner is another extremely talented professor with vast experience in the industry and care for his students. Many classes in the J-school teach you the skills to get into the media industry. Hefner's class was the only one I've encountered that teaches you what the hell to do once you get there. "
- Talk Politics was EXCELLENT.
- JOMC 483 and 484 because Prof. Oliver is a great teacher
- I really loved ethics, due to its academic nature. Also, news writing, due to how tangible the skills were.
- loved JOMC 141 and JOMC 182. I learned a lot, and the professors were incredible -- Boynton & Spencer
- All of the sports communication-related classes, account planning
- Information Graphics - Terence Oliver has been one of the most passionate instructors who really cares about the success of his students. I felt I got a lot of experience and really honed my ability to use Adobe products to visualize data and be creative.

- Crisis Communication - This class has enlightened me to the frightening world of crisis communication. I have appreciated being able to practice conducting press conferences and am looking forward to the final press conference, in which we'll face business journalism reporters.
- Media Law - Despite the criticism it gets, Media Law taught me a lot of important information, especially laws related to advertising.
- New Media Technologies, Branding of Me—both super interesting and applicable to general life and post-grad life.
- PR Writing- Learned a ton and helped a lot with professional development. Also think the APPLES component is a great idea.
- PR Case Studies—Relevant to today, always changing information that forces you to stay up to date with what's going on in the world.
- JOMC 279 – Everything Joe taught us I have been able to apply in other courses and in the real world. It was very applicable and I loved it.
- Media Hub – An awesome real world experience.
- 279 was good because it used real world research application
- JOMC 451 and 452: Roush is a great professor.
- JOMC 551: Very difficult but Penny is also a great professor
- 583, 584
- JOMC 232, JOMC 433, JOMC 390, JOMC 441. All provided really useful and important information and had great professors.
- Ethics with Lois Boynton and all of the courses in the Sports Communication track are by far the best. There is no one better than John Sweeney.
- 182; very efficient in getting students to learn technical skills, plus I love design and think it's so much fun
- Digital Media Economics, Diversity and Communication, International Media Studies

What were some of your least favorite classes and why?

- Audio-Video Information Gathering (I think 221?), because it taught a conflicting style of production from broadcasting.
- I didn't love 272 (media planning), but I wouldn't want them to get rid of it. It's a useful class, just not very interesting to me.
- 221
- Jomc 153
- Media law was difficult for me because I didn't find the material interesting so it was hard to focus on.
- Really anything dealing with Carolina Connection/Carolina Week. I did not enroll in Carolina Week, but I volunteered in that for a year. I was with Carolina Connection for almost three years. It seems the professors of these courses care more about winning awards and supporting a minority of students rather than building solid programs and creating stronger journalists. I did not learn how to become a better journalist from these experiences, and I feel like serving with both were more or less a massive waste of my time.
- JOMC 470
- Copywriting with Dana McMahan. I felt marginalized in the class.
- JOMC 141 - philosophy is just not my thing, JOMC 187- way harder than I thought
- JOMC 340-It is very similar to the style of a history course and I hate studying history. Pre-recs- Econ 101 and Poli 100/101... Irrelevant to major
- JOMC 340 (Media Law) without a doubt. This class provided a lot of stress, headaches, and worry. Granted, I understand that the material is difficult and I respect Cathy Packer's in-depth master knowledge of the law, but more quizzes or homework would've been nice to help us learn the material better. I felt like everything came down to the tests and, if you struggled with the material, you sank instantly.
- JOMC 153 - the grading was far too critical. While I understand the importance of producing accurate, quality work, my final grade reflected the opinion of a professor on one final assignment instead of the quality work I produced all semester long. I also think that, while learning how to interview and write is useful for every track of the MJ-School, the entire class is not relevant to every student's career goals.
- Newswriting was torturous, and it's not even something I'm interested in- unnecessarily inflicted pain. I also dislike Advertising Media because it's wayyyy too math based (I didn't sign up for this.), it's boring, and it's hard to understand the professor's accent.
- ECON 101! I know this is technically not in the school and no longer a requirement but I had already taken it when the change was made.
- JOMC 340 & 153:
- News writing. The class is just too long.
- I did not enjoy news writing. I thought the scoring of my work was not always fair and the amount of direction I was given was minimal.
- JOMC 157 -- antiquated curriculum and rude and unprofessional teacher (he no longer works in the school I believe)
- I did not like newspaper or magazine design because the classes focused heavily on layout and got to be fairly repetitive. I felt like I was too constrained and didn't learn anything new or that I found to be particularly interesting.
- Media Law, Newswriting
- JOMC 141, I do not feel like I gained anything from when I took it. Literally hated the class more than anything
- Although the class was well taught, I didn't like JOMC 141 -- as a PPE minor, it just seemed incredibly simplified.

- JOMC 141. I loved Professor Boynton, but I didn't really see any value to the class.
- I liked 153, but I thought it was unnecessary for PR majors considering we take 232.
- I felt like 279 was just worthless. It could have been really cool but wasn't
- AD/PR Research
- JOMC 279 Ad/PR Research - While I recognize the importance of understanding research basics for the profession, this course gave me the most work and the least lasting knowledge value in everything I did at the school. I was repeatedly told that we were completing work that in the "real world" as PR professional we would be hiring an outside agency to complete. It felt like a waste of my time to try so hard to complete work that no one would ever ask me to do in my professional career.
- Advanced editing. I can understand why I would need to take 153 but being forced to take advanced editing as a graphic designer was very frustrating. People that are pursuing a writing career should have to take it but I learned all of the knowledge needed in 153.
- 279- We did not learn much and group work was very unfair
- I didn't have any least favorite classes.
- JOMC 279—total waste of my time with the professor at the time (Fall 2014). Nobody showed up for class (including myself once I realized it was unnecessary) and we all still got A's. She didn't teach us anything we didn't already know and didn't test us well. It wasn't challenging in any way.
- 141 - the class was fun and easy, but we didn't learn anything beyond common sense
- The advertising classes with Dana McMahon - these classes were always interesting to go to, but we were always given grandiose projects and assignments at the beginning of the semester and they hardly ever came through. There were promises that certain things would be done (Commercials made, videos/pitches delivered to clients, etc.) and none of them ever happened - very disappointing.
- The Immersion classes - I don't understand the push for 'conceptual classes' where 50+% of the class is theoretical. If I could have taken only 491 courses, I would have. These were the courses I truly felt challenged.
- Ha, I didn't love Media Law, but I don't think anyone ever really does. I also felt like I had signed up for the wrong class when I took Media and Management...wasn't what I expected – but I did learn a lot about broadcast.
- I did not like News Writing because I thought it was too long. I think the class time could be shorter but still accomplish the same objectives.
- 153 - Teachers were biased from class to class in their grading. My teacher was very harsh while other teachers were not
- J153 was not my least favorite, yet I do not see the need for it for ad/pr/stat comm specializations
- I wasn't crazy about my news editing class, and I actually think I would have enjoyed it more if it had been more geared towards my particular sequence and more challenging.
- Media law, just because it was unnecessarily difficult and could have been explained in a simplified manner.
- PR Research, Intro to AD and PR, PR Case Studies, PR Writing. These classes were chosen because they were easy and, therefore, I did not get much out of them. The professors for these classes either did not teach well or did not care. PR Writing, specifically, was bad. My teacher did not make us write much or often. Any PR writing skills I have are from internships instead.
- Any class on media structures. These classes often lacked structure and lectures were mostly just us talking in circles about the same thing.
- I didn't like ethics very much. It was important to learn but not taught in a very effective way.
- JOMC 340. I felt it went way too far in depth.
- Reporting because I have no desire to be a reporter and news writing covered everything I needed to know. Having to talk to so many strangers and write so many stories when all I want to do is multimedia design stuff was exhausting and excessive.
- media law

- intro to ad/pr because you don't do anything
- Reporting... seemed like a waste of time following news writing.
- All the required intro-level PR classes - didn't learn much and had to do a lot of work that had small educational value. Intro-level ad class- same reason. Higher level PR classes were also quite unsatisfying, potentially depending on the instructors - did not challenge me and the quality of faculty varies too much. 141 should be an interesting class but the class is too big to help create the kind of discussion-based classroom an ethics class requires.
- I really like all of my J-school classes, if I had to pick a least favorite, it would probably be one of the Poli classes that were required. They were fairly lower-level and dull
- Most of the courses I took at the J school I did not really enjoy. The professors started out with a structure but then completely changed the class in the middle of the semester.
- 141--didn't go very in depth
- 141- I had a TA that didn't know what she was talking about and it was an extremely boring class.
- 279- I don't think this course should be required because it is extremely irrelevant unless you want to do research as a career. There is a much better way to incorporate the basics into another PR course. "
- 1) AD/PR Research- for the most part I feel that this class did not accomplish what it was supposed to. I did not really learn a lot about research. However, that may be because of my professor. This class (while I was in it at least) was a waste of time and energy. 2) PR writing- again, this was due to the professor I had, but during my time in this class I learned next to nothing. The professor never came to class prepared and things that were said in her presentations were wrong. You could also never count on her to get assignments back, which meant it was impossible to learn from mistakes.
- Ethics, Media Law, and Newswriting were all dreadfully boring to me.
- I disliked news writing. I wasn't motivated to write well in my course because I knew I would get 25 points off for some random mistakes I didn't even know I was making. I found it frustrating and demoralizing. I stayed in a concentration I didn't like (graphic design) instead of switching to writing because I had heard reporting was even worse.
- Market Intelligence-the professor didn't set us up to succeed.
- JOMC 279 because I do not believe it was taught very well.
- Classes I didn't feel prepared for (PR capstone because it was taught out of sequence)
- 279 - the workload required did not match the course number and the work was insignificant and not applicable to my interests/career, 431 - case studies lacked substance and did add to my education, Leadership in a time of change - it lacked substance, focused more on professor's research than learning about leadership
- JOMC 481 because it was the most stressful and least rewarding class that I have taken. It made me anxious to come to class because I didn't feel empowered to meet the expectations.
- JOMC 340
- PR Writing because my professor was disorganized.
- JOMC 422 (Carolina Week). This course is catered to the already experienced broadcast majors who have been volunteering for the program since freshman year. The rest of us, who needed help and guidance, were given none and essentially disregarded. It's an elitist structure to the class and me as well as 5-6 of my peers felt that we weren't getting nearly as much out of it as those who had been around for a while.
- Ethics. I see why it's necessary;
- JOMC 221 because I felt I was graded unfairly for this to be an introductory class
- 279 was boring, but I understand why it's required. Campaigns could be more helpful; it was too easy and, depending on the professor, didn't really provide any information that would be helpful in a workplace.
- JOMC 431. It wasn't as engaging of a class as i thought it would be. it was rick clancy's first semester teaching, and I think he was still unsure how to lead the class.

- I did not like my Presentation Design class (JOMC 334) because it demanded too much outside of class work. We never got anything done during the one time a week period we met. We had to watch a lot of instructional videos outside the class and basically get thrown into assignments without proper instruction.
- Media Management and Policy - Information was relayed in somewhat of a mundane manner.
- 137—Wasn't taught well and didn't feel useful.
- JOMC 137 – I didn't learn anything and the tests touched on information that was seemingly irrelevant and way too detailed (memorizing a statistic out of a textbook reading and being testing on that rather than larger-scale issues)
- PR campaigns and case studies because adjunct professors weren't good
- Media law: should focus less on past law and case study and more about how journalists in the workforce today should understand copyright laws, etc. Knowing the history is helpful, but more practical applications to journalists' everyday lives would be more helpful.
- 253
- JOMC 137-- The class didn't test much useful information and I didn't feel I got much out of it.
- Carolina Week. It's primarily about winning awards and just putting out a show...I don't believe my involvement with the class has truly taught me anything.
- JOMC 340, JOMC 279
- ECON 101

Where have you been offered a job after your graduation from the J-School?

- Production Intern, NFL Films, Mount Laurel, New Jersey
- Legal Assistant, Hatch and Rockers Law Firm, Durham, NC
- Burton C. Gray Memorial Internship Program, Reason Magazine, Washington, D.C.
- Strategy Intern, Clean Design, Raleigh, NC
- Professional Clothier, Tom James, Charlotte, NC
- Editorial Operations Intern. CNN. Atlanta, Georgia
- Campus Minister, Cru, Chapel Hill, NC
- Brand Strategist, Clean Design, Raleigh, NC
- Marketing Project Specialist, Cisco Systems, RTP, NC
- Account Executive, Joele Frank, New York, New York
- Account Planning Intern, The Community, Miami, Florida
- Intern, Olympic News Service, Rio de Janeiro, Brazil
- Jr. Account Executive, Refuel Agency, NYC
- Los Angeles
- Digital Producer, The Charlotte Observer, Charlotte, NC
- Coordinator, Discovery Communications, Silver Spring, Maryland
- News intern, Bloomberg News, Washington DC
- Associate, Ogilvy and Mather, Chicago, IL
- Technology intern, Reuters, San Francisco, Calif.
- Sales Development Program, Anheuser-Busch InBev, St. Louis, Missouri
- Marketing Intern, Lenovo, Morrisville, NC
- Intern, Arkansas Democrat-Gazette, Little Rock, AR
- Associate Product Marketing Manager, Google, San Francisco, CA
- ABC News, New York City
- Contract Graphic Designer, ISCA Design Studio, New York
- Business analyst, Capital One, McLean, VA
- Design/Code Intern, NPR, Washington, D.C.
- Internal Sales and Marketing Representative, Red Ventures, Charlotte, North Carolina
- Summer Intern, TBWA\Worldhealth, New York, New York
- Communications Coordinator, American Junior Golf Association, Atlanta, Georgia
- SEO Associate, Seer Interactive, Philadelphia, PA

Where have you interned while a student in the MJ-school?

- Time Warner Cable SportsNet/SportsNet LA
- Carolina Higher Education Opportunity Programs
- 1. Wildfire-an advertising agency in Winston-Salem; 2. The UNC Office of Undergraduate Admissions as a social media intern
- The Smoky Mountain News, Carolina Alumni Review
- Women AdvanCe, National Alliance of Concurrent Enrollment Partnerships, Student Action with Farmworkers
- Clairemont Communications, MMI Public Relations, Allison Development Group, Glamhive
- United States House of Representatives, Committee to Elect Lt. Gov. Dan Forest, United States Senate

- Christie's Auction House in NYC the summer after freshman year. Masterworks Museum of Bermuda Art in Bermuda summer after sophomore year. Social Media Link in NYC the summer after junior year.
- Carolina Union, Raising the Village/GlobeMed at UNC, and Marken
- The AroundCampus Group
- Multimedia Political Reporting Intern at The News & Observer
- Fill Your Bucket List Foundation (Through JOMC 232), Algonquin Books, BeccaPR
- McKinney, Deep Focus, Three Birds Marketing
- French West Vaughan, BCS, Inc., UNC Institute for the Environment
- UNC Athletics Department
- I interned with Rent the Runway and with Brandnation in London, UK.
- Democracy North Carolina, ThinkProgress, Sweeps LLC
- UNC Athletics Department of Marketing and Promotions (graphic design intern)
- Jimmy Williams Photography, Burkhead Brand Group, UNC Dean of Students, Clean Design
- Cisco System, Daily Tar Heel business office
- UNC Health Care, External Affairs Department, TogoRun
- UNC Athletic Communications, The V Foundation, Howard, Merrell & Partners, 3 Birds Marketing
- Lippe Taylor, M18PR, Vornado Realty Trust
- Clean Design, WUNC
- WPTF News- Raleigh, NC, ABC11-WTVD News- Durham, NC, WECT News- Wilmington, NC
- Generation Opportunity, Jus Cogens LLC (twice), US House of Representatives
- Nest Seekers International, Daily Tar Heel
- UNCGAA- Carolina Alumni Review Magazine, Communications Intern for Carolina Veterans Organization
- Paws4ever
- Angel Oak Creative (Raleigh, NC)
- SB Nation, 4 Our Fans, ESPNU Campus Connection, Canon Solutions America, Good Samaritan Hospital, Social Media Link
- Reese News Lab
- The Charlotte Observer
- McKinney (Durham)
- The Stone Agency (Raleigh), The Sawtooth Group (Red Bank, NJ)
- Discovery Communications (2 summers), Discover Excursions, United States Olympic Committee
- The Incite Agency, Washington D.C.
- Easy Milano, Italy
- Kenya for Amani Childrens Foundation, Victoria King Public Relations
- AroundCampus Group, The Grill House Company, Day2Night Fashion, UQ Marketing, Lenovo (upcoming)
- 2012-13: University Development Office, Summer 2013: Capstrat, Summer 2014: The Boston Globe, Post-grad Summer 2015: The Dallas Morning News,
- WFMY News 2 in Greensboro, NC
- Carolina Dining Services
- Austin American-Statesman, GlaxoSmithKline
- Marbles Kids Museum and IMAX Theatre, Largemouth Communications, PLA Media, Deep South Entertainment
- Carolina Higher Opportunities Education Program, AroundCampus Group, Mashable

- Fill Your Bucket List Foundation; Chapel Hill Public Library; Young Life of Durham/Chapel Hill; Crooked Creek Ranch
- Rivers Agency, Starcom, Mediavest Group
- UNC Health Care, AndiSites Inc.
- CNN
- Office of the Vice Chancellor for Student Affairs, 100.3 Kiss FM (Greensboro), 12 South Music (Nashville)
- The Greater Wilmington Business Journal; Talking Biz News; TheStreet
- Marriott Vacations Worldwide
- VIF International Education, Reese News Lab, the Daily Tar Heel.
- Design Chic
- Wilmed Healthcare Foundation, 3D Women, Fill Your Bucket List Foundation, bevello, Chicago Scene
- MaxPoint, The Salvation Army, Scoop Charlotte, Centre for Homeownership and Economic Development
- Nokia, MMI Public Relations, Cone Health
- TIPS Technical Publishing, Oxford University Press
- Polka Dot Mama Melanoma Foundation, Glamour Magazine
- McKinney, French West Vaughan, Kenan-Flagler Business School Marketing and Communications Department, UNC Library Communications Department, UNC Athletic Communications Department
- ZOZI, BACKPACKER Magazine, Face2Face Films, Ripple Effect Images, LHA Charitable Trust, Walking Tree Travel
- GMMB, U.S. House of Representatives, Reese News Lab, Capitol hound, Roy Cooper for North Carolina
- Reese News Lab; The AroundCampus Group
- Health Alert Uganda, Houston Center for Photography, TABLE, Chapel Hill and Durham Magazine
- The North Carolina Heritage Calendar, A Cruising Couple, CNN International
- Winston-Salem Open, UNC Department of Athletics
- WALTER Magazine, Biologics, Inc., French | West | Vaughan
- North Carolina Botanical Garden, DSI Comedy Club
- Cosmopolitan Magazine (New York, NY), WCVB Channel 5 News Boston, ABC News (New York, NY)
- Ivory and Lace Weddings and Events, Fabric & Drapery Designs
- APCO Worldwide, Purple Strategies, Powell Tate, UNC Office of Communications and Public Affairs
- rAve Publications, Carolina Office of Annual Giving (University Development)
- Signal Hill and Carr Communications (Dublin, Ireland)
- WWAY Newschannel 3 (Wilmington), Wilmington StarNews
- Office of Undergraduate Admissions, Carolina RailHawks, MGH Inc., Movement of Youth, Design Lab
- Douglas County Courthouse (freshman year), Denver Business Journal (sophomore), Capital One (junior)
- Swarm Interactive, UNC Athletic Comm
- Carolina Dining Services, OrangePolitics (part of 232 APPLES course), Carolina Navigators
- Reese News Lab, Carolina Wren Press, Sports Media Challenge
- Susan Magrino Agency, ShopPR, Around Campus, North Carolinians Against Gun Violence

- Chapel Hill and Durham Magazines, The Splinter Group, Duke Medicine
- French West Vaughan, Chick-fil-A, Benevolence Farm, niNe. Magazine
- Long Center for the Performing Arts (Austin, TX)
- UNC Global, UNC Superfund (Apples), Resource/Ammirati New York
- TheStreet, Bloomberg, CNBC
- UNC Athletic Communications, American Junior Golf Association
- Brand Union, Sungard Availability Services, Families Development Association

Any comments about J-School careers services?

- I appreciated receiving the careers listserv (especially now that he has been consolidating them into one email a day). My experiences going into his office have been mostly good. He is good about answering specific questions, but sometimes if I was just looking for general advice it was less helpful.
- I wish there was more assistance for finding jobs/internships. Jay gave great advice, but when I talked to friends at other schools, those schools had partnerships with different companies/networks that gave preference for positions to students from those schools.
- I think it is honestly ridiculous that there is no alumni database for contact information.
- The email listserv provides internship posts but there aren't many internships and hundreds of students who are applying for the same position who have similar qualifications.
- Need to do resume and cover letter workshops and networking nights within the J-school itself.
- I didn't use career services very much during my time here as I obtained work experience from outside sources. However, the one time I met with Jay he was friendly and helpful.
- As far as the listserv goes, it's really annoying to receive 17 emails in one day. Compiling these into weekly emails would be much more convenient and I think effective
- I wish there was more than one person in the career services office. The Business school has 2 men working to them who actually help students get jobs, not just help them look, but actually get them jobs. The MJ-school should also do that.
- Jay Eubanks has always offered steadfast support and optimism during my most trying times when I was struggling to find internships to help further my career. He instantly provided names of UNC J-School alumni to reach out to, who were extremely helpful and offered plentiful amounts of guidance about the industry and pathways to jobs. Without Jay's services and dedication I truly don't know where I would be.
- It's very accessible and that's a great thing!
- Not helpful. Told me how to use linked in instead of actually helping me find places to apply. Rarely replied to my emails.
- Jay Eubank is awesome
- I think Jay does a great job, but I feel like the school should employ more people to help in that department. Jay can only do so much.
- Sharon Jones is the greatest. Chris Roush was a great dean sad to see him replaced. The advertising department here at the University are some of the best and nicest people I've ever met. Thank you!
- Jay connected me with a UNC alum in the House, and I believe that connection figured heavily into getting me that internship. He also helped A LOT with my cover letter and personal statement -- I had no idea where to start.
- overwhelming amount of information, it's really hard to hone in on things that are relevant to me. Recently they have started to send out consolidated lists which I like a lot better than getting 10 emails from Jay

- In the future, dividing the listserv by concentration would be helpful. I appreciated that the school was really on top of sending out job and internship opportunities, but the sheer number of them in my inbox became overwhelming. As a PR major, I wasn't interested in the reporting opportunities, as I'm sure the reporting students weren't interested in hearing about PR/advertising positions.
- Design job opportunities are very few.
- Increase access to alumni networks would be helpful!
- Jay does a great job, but we need more than one person working to help us find careers in the MJ-school. I think more focused attention would go a long way.
- Additionally, the jobs that are sent out over the MJ-careers listserv are very rarely jobs that would be of interest to people in my major (advertising). For those of use looking to work at advertising (not PR or marketing) agencies, there are very limited options that come out over the listserv, and many of the opportunities are at lower-caliber shops that wouldn't look great on a resume. I'd like to see a little more attention given to the ad majors looking for jobs.
- I like the recent push to work with companies directly to hire interns or employees through Career Services. It would definitely help in using our network to get more relevant jobs/internships. Please continue with the networking trips as well.
- Sometimes I feel like the career services has a stronger focus on PR/Advertising and traditional journalistic sequences. I would really like to see more of a focus on the journalism side, especially the sequences that are often overlooked.
- Oftentimes, the MJ Career Services mainly apply to advertising or PR... I feel like the service needs to do a better job of appealing to those in other sequences.
- Jay needs to be more responsive to emails. It is very difficult to get in touch with him that way.
- He cared more about ad and pr than reporting majors, which is frustrating given that the J-school should care about the ones doing journalism.
- My only complaint is that it can take Jay a LONG time to respond to emails, if he even responds at all.
- I wish I knew how to get a job outside of using LinkedIn. But LinkedIn has been helpful!
- Needs more staff
- teaching me to network can only go so far. there are not a lot of options for individuals who are not pursuing traditional careers after graduation.
- I think career services can help students better by regularly hosting career sessions on different topics to get students think about their career paths earlier and more holistically. I think the career listserv can be better organized, which I think is happening. I would also prefer to have the MJ school professors talk about their careers more so we don't waste the faculty resources we already have in the building.
- Career services needs to be a significantly better resource for students. There needs to be career fairs for J-school students and much more of an effort helping these top tier students land the jobs they deserve. The listserv is almost completely useless, unless there are alumni that read it; there is no point to send out a job that has a 4-5 year work experience minimum for graduating seniors.
- The J School desperately needs more help in the career services department. Jay is extremely busy and the women in the office are often rude and unhelpful. Jay is the only one available to talk about jobs and internships with - the others in the office should be able to help with this too. I have visited the B school career services in order to get the help I need.
- I scheduled many appointments that were cancelled last minute. I pretty much gave up on using career services as a resource.
- Let students know about the more specialized listservs/make more specialized listservs. I literally have no interest in PR internships. I get way to many emails and only a fraction of them are useful.
- Jay Eubanks underestimates students' ability to utilize LinkedIn.
- When the emails were sent, I often had no idea if the internships or jobs were the right fit for me. I wish that there was a description (based on the judgment of the career services office) of the type of

individual who should apply for a given job. For example, "This is a posting for a photojournalism or multimedia studies major looking for full-time employment after May 2016." That would make my inbox much cleaner.

- I think you have to build a relationship with Jay Eubank for Career Services to really work for you. He is a busy guy, so sometimes people have a hard time reaching him or having his help. But he knows the rock stars in the MJ-School and his help is really invaluable.
- Jay Eubank is really unhelpful in my experience. He was in charge of JOMC 393 grading for internships and he was very unresponsive when I had questions about the course or grading. Also, he took a really long time to post grades for that course; sometimes it will be October before he posts grades. I have met few people in the J-school that have not experienced problems with Jay, whether it be grading, lack of help in his office hours, disorganization or trouble with communication or fund disbursement.
- A lot of the help provided is information I already know/can easily figure out myself.
- Perhaps split listservs into internships that are more relevant for underclassmen and post-grad internships and jobs.
- Jay Eubank is always really helpful with any questions I have about resumes, cover letters and reaching out to alums at companies I'm interested in. He has been super helpful during my time here!
- Jay is super personable and helpful. He was always encouraging and never rude or condescending when students approached him with what might be considered an obvious answer. He kept job and internship opportunities flowing into our email inboxes and always kept students aware of events and things going on.
- Career services doesn't seem to offer as much for advertising students who want to work at agencies; creatives in particular

Why did you never use the J-School career services?

- I honestly didn't really know it was there.
- I have tried to join the MJ Career listserv and it never lets me. I also felt that I was not that welcomed in Career Services/I had heard many things that it was not that helpful.
- I had a job lined up in early fall, and my previous internships were found without using career services.
- I went once and I was very disappointed by my experience.
- Jay Eubank is not helpful. He does not answer emails, but he is constantly sending blasts to your inbox. He fills out paperwork that has very, very late deadlines. He is unhelpful at networking events and will leave students standing alone without helping them to meet others. The networking events are also an entire waste of time because of how unorganized they were. I have been on two trips and we were late to every single session scheduled for us, and it was his fault. He is unorganized and unhelpful, and if you ever need advice on jobs, he tells you to make a LinkedIn. That's all.
- I felt confident in my ability to find a job.
- I typically had peers or professors help me with my career-related needs
- I had another advisor that understood my area of focus better.
- Didn't have time/want to in the future
- I felt I could do my own career planning.
- I used other resources
- Never found a need
- I found out about more opportunities through my internship on campus than through the journalism school.
- Heard it was awful from other students and that Jay Eubank was difficult to get in contact with. Also heard from multiple sources that it's only useful for people who want to stay and work in NC.
- Wasn't helpful to me

Is there any way J-School academic advising could be improved?

- There is a disconnect between the college of arts and sciences and the MJ School so that often my questions were met with people directing me to each other. There needs to be more streamlined policies for things like underloading.
- I'm always unsure when I walk into Academic advising if I am allowed to go into the office of an advisor since hours are walk in all the time. I'm never sure if I should just walk in or wait to be invited. It could be made clear with just a simple sign
- No, I think they're great.
- Sometimes they can be a bit slow replying to emails, but I am sure that's likely a result of there being so few of them to help so many of us. Otherwise, no!
- some of the other staff members can be a bit rude--the environment/culture/dynamic of the office could be improved upon
- I like walk-in hours, and don't think the MJ-school advising needs much improvement.
- Efficiency!, overall explaining requirements better, more friendly office environment (you don't know whether to just wait there for someone to help you or go behind the desk and knock), Going out of their way to help students instead of the minimum
- let students be aware of the various options. encourage students to go to advising more often, especially before registration
- Ability to book an actual appointment
- Personally, I wish we could schedule appointments. I also wish there was more information available online about requirements and I wish class registration wasn't the most stressful thing I've ever done
- Better explain how academic advising in the school is different from UNC's overall advising services.
- More people. They have a lot to do.
- If there was any way to make the registration process less stressful - by ensuring students had spots in classes necessary to graduate - that would be very helpful.
- More communication with the Steele building as far as majors/minors outside the J-school? It seemed disconnected.
- Sometimes it's really difficult to understand what I need to do or how to make changes, so having transparency or just a simple reaching out to us would be SO helpful
- The process for students with double majors should be made more clear. I was unsure of when I was supposed to "switch" advisors and exclusively talk to MJ school advising, and even after I did switch I wasn't sure if I still needed to speak to someone in Steele for any concerns about my second major.
- There are a lot of J-School students, so being able to schedule appoints online would be helpful. Right now, only walk-in hours are available, and those can get really busy.
- Work more closely with Career Services—know which classes would best serve a student looking to go into a certain career and help them design a course plan accordingly.
- I never used it until the end of senior year, maybe more information about it to younger students would be helpful!
- Honestly, I never had a problem with academic advising within the J-school.
- Better sign up system, hard to understand when walk in hours were,
- Update resources on the MJ site more quickly and with plenty of time before class registration
- I think students should be required to meet more often. I don't have a problem keeping up with my requirements, but so many of my peers did.
- It doesn't always feel personal and it would be helpful to be able to book an appointment instead of passing by and hoping someone's available.
- Nope, they are perfect
- Ability to make appointments

- It should be more clear that you can just walk in
- Ability to make appointments; not always feasible to wait in line
- Make it clearer how to get in contact with them other than walking in.
- Please let us make appointments
- Set appointment times, not just walk-ins.
- More straightforward information given out at the beginning of enrollment + more clear communication about graduation requirements
- Academic advising should work out the differences in requirements listings with ConnectCarolina.
- I never experience the MJ-School's academic advising, so I cannot accurately answer.
- They need to be a little more organized. It took them 15 minutes to find my file on multiple occasions because it was in one of their piles.
- If the others (besides Jay) in academic advising were able to help with job searching, this would be extremely beneficial. Also, scheduled times to meet with an adviser instead of only walk-in hours.
- At least in my experience, advisers were somewhat unfriendly. They could begin by being more open to students and understanding of the pressures we are under while at school. Secondly, I think we should be able to schedule appointments rather than seeing advisers on a first-come-first-serve basis. All MJ students are extremely busy and it would be helpful to be able to schedule a time to meet with advisers that best fits the individual students availability.
- Allow scheduling appointments so you are guaranteed not to wait in a line
- Nope! Super simple process.
- UNC's advising in general could be better — there's too little communication between advisers and students and too much reliance on technology and Connect Carolina to do the brunt of the work.
- I wish I was able to schedule an appointment--rather than just walk in hours.
- Hire more advisers and maybe don't make the appointments drop-in only. It likely feeds the rude disposition of the advisers and the tendency to shuffle students in an out of appointments.
- Every time I went to academic advising the advisors made it seem like they were incredibly busy (which I'm sure they are) but that me being there was almost a nuisance and they were doing me a massive favor by answering even simple questions.
- Making it more electronic
- I think the J School should make a senior advising meeting mandatory for all students graduating. It's not an attractive recommendation, but I think it would help make sure everyone was on the same page and would probably cut down on the amount of back and forth between advisors and students as the year progresses.
- Not that I know of
- Going digital.
- Better communication with students - all students I spoke to did not know about MJ graduation application, general lack of awareness about the sequence requirements, advisors need to send out more email reminders and have increased contact with the student body in general. More sympathy and accountability for students as well.
- I like the idea of having a specific advisor rather than just walking in any time because I did not feel that the experience was very personalized.
- Have more staff

Was there anyone in J-School academic advising that was particularly helpful?

- Marla Barnes was usually the most helpful.
- Marla!!!

- No
- Something that I struggled with my entire time at UNC was dealing with academic advising as a double major with one major inside the MJ school and my second major outside the school (Political Science). When I had questions about Political Science, I would try to go to the arts and sciences advising and before I could even ask a question they would tell me that they couldn't talk to me because I was in the J School and I had to go there. When I would go to the J School they would tell me that they couldn't answer my questions because it was about an arts and sciences major and that I had to go to their advising. An entire day (multiple times) would be spent going back and forth from the two buildings. I also thought that it would be useful if you could set up a specific time online to go to MJ advising just in case the advisor was out for a few hours and you don't show up and have to wait in a line for long periods of time.
- Sharon Jones and Marla are always a dream to meet with. They are lovely people. The third woman has repeatedly noted racist and unhelpful comments to me personally.
- When I decided to change my specialization my junior year, I went to Marla Barnes for help. She was wonderful to work with! She answered all of my questions and helped me work through the process fast and easily.
- Marla
- Marla Barnes
- While I have always had a pleasant experience with everyone in academic advising, Marla Barnes has been one of the most helpful, positive counselors. She has made what I thought was the impossible possible, and she has always provided support and helpful advice when I desperately needed it. She is a true gem, and I am so grateful to her for all she has done.
- Marla and Tricia were wonderful and always very nice!
- Marla was so helpful.
- Marla Barnes
- Marla
- Marla Barnes
- They are all very helpful and accessible
- Sharon Jones.
- Advising misplaced some of my records, making it difficult to enroll in classes for my minor. It was also needlessly difficult for me to declare my minor -- MJ school advising is perfectly sufficient for only J-school related questions, but for majors/minors in the liberal arts college, not as much (but we have to visit them for everything anyways, I tried to revisit the Steele building and was turned away).
- Sharon and Marla are the best!
- Marla Barnes
- Sharon!!
- Marla Barnes is a saint.
- Marla Barnes is the greatest. She's always happy to answer questions, whether it's a 30 minute conversation, or a quick drop by to clarify something. I always try to go to her, if possible.
- Marla Barnes was so wonderful throughout my whole time in the J-school! Very personable and so much better than going to a random adviser.
- Marla Barnes kicks all of the ass
- I wish that we were assigned advisors and could make appointments. I hated that I had to go in during office hours and not necessarily know if I could be helped and that I didn't really have a relationship with my advisor like I did when I went to just the general school of arts advisors before I was in the J-School
- I just love Marla Barnes. She was great at calming me down, very wise and very kind.
- Marla is a goddess!! Chris Roush is an invaluable asset to students not only within business journalism but any track.

- Marla is very nice and helpful. I've had unpleasant experience with other advisors, not to say that they did not give useful information but it just seemed like they felt bothered by students and were not happy to help.
- Marla Barnes
- Mrs. Jones
- Not at all - the only thing they can help you with is figuring out your classes.
- Marla Barnes
- They always treated me like it was a hassle whenever I approached them with questions; mostly rude and cold, made me not want to go back.
- Marla Barnes is a ROCKSTAR
- Sharon Jones
- Marla and Sharon
- Marla was always available when I needed her and worked on my academic plan efficiently and effectively. She talked over the smallest matters with me and always made me feel at ease after leaving.
- Marla Barnes was always great. Marla is incredibly kind and approachable and I always gravitated to her for my questions.
- Marla Barnes has been absolutely wonderful. I have reached out to her many times for help and guidance. She is such a sweet woman and is always available to talk when I need her. The best thing about Marla is her positive attitude and smiling face that always greets me when I visit academic advising.
- I used my two minors as excuses to visit the regular of of Academic Advising because I dislike the J-School advisers so much. They are not very kind and seem only eager to get me out of their office as quickly as possible. They answer my questions with yes or no answers and don't seem at all interested or concerned with my academic career. In contrast, I have had an immensely positive experience with the advisers in the College of Arts & Sciences, who are kind, patience, and curious about me and my experiences at Carolina. I've had many great conversations with those advisers about my life at UNC and have always left those offices feeling I had all my questions sufficiently answered, my concerns quelled, and that someone cares about my career at UNC. I have never once felt that way about the J-School advisers.
- Marla Barnes
- Marla was always able to answer questions, and Sharon always had the best attitude!
- Marla Barnes was incredibly helpful every time I went to Academic Advising. Always pleasant and very helpful.
- I usually talked to Marla Barnes or Tricia Robinson. Both are equally helpful, but I found Tricia to have a more comforting presence.
- Sharon Jones
- Marla Barnes was always very responsive to emails and that was helpful in times of class registration and graduation requirements, when stress levels ran high.
- Marla
- Marla

Please share any additional comments you may have about the MJ-school website, weekly newsletter, or other ways the school can share information with students:

- I think the MJ-school twitter does a really good job of sharing student stories and news-well done, whoever runs that!
- It's fine.
- I have utilized all of these resources and found them all to be very helpful. One thing I think should be publicized more, though, is the fact that students can send things in to be published in the newsletter. I did not know this until Professor Boynton pointed it out and my PR Campaigns group sent a survey out in the letter. It was so helpful and I think a lot of students would benefit from knowing they can do this.
- the website homepage seems to value the building more than the people inside of it. maybe showcasing students & faculty and their work would be more helpful
- I think that the weekly newsletter is a great way to communicate with students.
- The Newsletter always has the same tabs in the top right, and the links that change (ones that have deadlines, etc.) are always smaller and not as easy to read... I always thought those should be highlighted more, while the general ones should be at the bottom. I always clicked on the smaller links, and never once opened the top right portion.
- weekly newsletter should be formatted in a different way to convey the information in a more appealing way. The honors program does a good job with this when they have a lot of information
- Flyers are helpful, especially in the stairwells.
- I've noticed significant improvements over the last few months and think there is still a lot of room to grow, but keep up the good work!
- sometimes the website is a little too spread out and makes it harder to find specific things
- I don't use them very much, but I know they are there and I think they are great!
- the new newsletter is awful on mobile
- Nope.
- I think the school has done a pretty good job in terms of keeping the students informed. The school could do a blog. Students who have great experience can share their stories on a platform that is frequented by other students. I would love to learn more about what other students are doing I think the media world is so integrated, there is really no need to separate the different tracks in the school when it comes to sharing news.
- I never really used these resources because I am only a minor in the MJ-School, not a major.
- Keep up the good work in trying to engage students through mass communication tools and social media. The more the MJ school participates on these platforms, the more the school demonstrates to students that it is cutting edge and actually does what it teaches.
- I follow the MJ School's Twitter accounts, but I don't use Twitter so I may not be an accurate representation of those resources' usefulness. I did read the weekly newsletter every week, though.
- Seems good.
- The website should be updated to have a more modern and easy to navigate feel.
- Use it! 9 times out of 10 you can find what you need online.
- The weekly newsletter is ill-formatted - it's hard to read both on my computer and my phone. The Oct. 15 deadline for graduation was hidden among several less important bullets. There should have been at least one email specifically announcing the graduation deadline, if not subsequent reminder emails.
- I think the forms of communication set up between the school and students is really helpful and consistently filled with updated and relevant information.

From where do you typically get your news?

- Twitter, Television
- Twitter
- what kind of news? student news, facebook, twitter, and the dth but like world news? traditional news sites
- Twitter, NYT, Washington Post
- The Week top 10, CNN
- BuzzFeed, and Twitter, and Facebook
- Social media, which includes a variety of sources such as Fox News, CNN, The Hill, Politico, News & Observer, etc.
- Facebook, CNN, AdWeek
- Mashable
- Online
- Skimm
- Social Media, The Skimm
- Politico, CNNPolitics.com, The Washington Post, News & Observer, The Hill, Roll Call
- The Skimm, Facebook, Online news
- Twitter, The Skimm, Wall Street Journal, NYT, Facebook
- Facebook
- USA Today, CNN
- Online or social media
- Twitter
- social media
- Social media, online news websites
- Yahoo, CNN
- Twitter
- The Skimm, Facebook
- Social media
- Newspaper websites
- Google News
- Apps on my phone
- Twitter and Email
- cnn, abc,
- Broadcast, web, social media, DTH
- Web
- Twitter
- News websites, social media, and news apps
- Newsletter and Online
- Not Social Media... sources that I subscribe to by email
- New York Times, Twitter
- Email
- Online, emails
- Emails
- The Skimm, Twitter, NYT, socially
- News apps, Twitter, Facebook

- NY Times, WSJ
- News agencies
- Twitter
- Twitter
- Online news sites, The Skimm, Twitter
- Twitter, facebook
- Social media because I'm a millennial.
- Online
- social media
- Social media
- Twitter or news apps
- Skimm, FB, News listed on my iPhone.
- CNN
- Quartz, Skimm, CNN app, Following news orgs on Twitter and Instagram
- Twitter and the Skimm
- It depends on the news I am consuming
- Twitter
- TV
- Online
- CNN Mobile App
- Email newsletter (NY Times Morning Briefing)
- New York Times
- Twitter, Facebook, NYT, WaPo, BuzzFeed
- Online; word of mouth
- The Skimm
- The DTH, Washington Post, NYT, The Guardian, CNN, WRAL/N&O, The Atlantic, AP/Reuters, Twitter
- Online
- Social Media
- The Skimm
- Twitter — following numerous news handles
- CNN.com
- Social Media, newspaper
- Daily Water Cooler, The Atlantic, PSFK, BBC
- News accounts on Twitter
- Twitter
- CNN, NY Times, Business Insider, the Skimm, Guardian, social media
- NY Times, Buzzfeed
- AP News,
- New York Times or Twitter
- NYTimes, the Skimm, Twitter
- Online news/social media
- Following news organizations on Twitter (viewed on Tweetdeck)
- mobile apps, social media
- Twitter, television
- Twitter

Do you have any comments about diversity and the J-School?

- Diversity is clearly a struggle within the MJ-school. Intersectionality was never really discussed in my various classes. While I can look around a classroom and see "diversity" in terms of racial representation, there was a clear lack of inclusivity and integration. In fact, in my copywriting class, our groups were "randomly assigned" and all the minorities were placed in a singular group that never got much attention from the professor.
- I'd love to see more minorities involved at the MJ School, it is a great place that I feel a lot of people are missing out on! I often felt that I couldn't fully relate to those people in my classes because there wasn't anyone like me.
- There are so many girls
- Need more awareness
- Most of the students in my classes, including myself, are white females. I have noticed an increase in black females in my classes as well, but even so, there is little diversity within my classes. While it is exciting to see so many strong women coding and designing in a field that is so comprised of older men, I can't believe we're properly covering issues in projects with without a diverse team of many varying perspectives, which should include those of men and other races/ethnicities.
- The school itself is majority white and majority female. I'm not sure how this could be fixed, but that's how it is.
- I am a minority, and I was disappointed by the lack of diversity in the school, but also the lack of diverse viewpoints represented in classes. The majority of the content I learned from was communications catering to white Americans. This is a disservice to the students, as they aren't being exposed to the many great ideas and perspectives out there. It would be helpful to have examples in class about advertising or campaigns that cater to people of all races, including Black and Asian. If I wanted to enter the world of hip-hop music promotion, I would be sorely under prepared, having never encountered even an example of this in any of my classes. If I wanted to be in advertising abroad, in Asia for example, I would also be unprepared, as I have never only seen international examples a few times. A possible solution could be for faculty to talk to successful minorities in the communications field to hear their thoughts on this issue.
- I feel like the school likes to talk about diversity as a vague subject, but is too afraid to actually dig in to the reality of it. Most of my classmates were white people who talk like they understand minority issues and have good intentions, but don't actually care to investigate further and attempt to understand.
- keep working. a reporting student and i don't think any of my professors were non-white. plus there were far fewer women than men.
- the male to female ratio needs some work
- It's a bunch of old, white men teaching typically to group of white students. Diversity, or lack thereof, is rarely mentioned, except in ethics.
- I think students who have experience abroad should have a better platform to share their experience as a way of promoting diversity.
- I never saw any issues with diversity during my time at the MJ school
- Diversity wasn't really addressed in any of my courses, except for news writing and ethics, but it wasn't necessarily relevant in my other courses.
- UNC in general has problems with creating a diverse space, but that's no reason the J-school shouldn't do better.
- The school is largely white and I don't remember diversity ever being explicitly discussed in any of my classes.
- Diversity is lacking and needs to be improved. For instance, in a recent trip I took with the MJ-school, a coach said this is the most diverse group they've had. The group included only 8 women of color. There were only 2 men and neither were of color. Also from that trip, I learned that we need to work

on writing unbiasedly. It was very apparently that a person from the school was from a privileged background and made the indigenous people seem like they were "othered."

- I took two JOMC courses for the diversity immersion, which I think were really important in shaping my views on media and diversity, and were really informative. Because of this, I definitely had more involvement in diversity discussions about media than many students did, and I think it's something that's helpful and important for all students.

Who were any of your favorite professors?

- Hefner, Boynton, Ekstrand, Cavin (retired)
- Dr Packer, Gary Kayye, Prof Kreiss, Prof Sweeney, Prof Cabosky, Prof. Keith King-had him for newswriting, which was so much more interesting than I had expected
- John Robinson, Jock Lauterer
- Dr. Cabosky
- Spencer Barnes, Sri K., Professor Byars, Jeremy Holden
- Cathy Packer, John Robinson, Paul Cuadros, Jim Hefner.
- Joe Bob Hester, Michael Hoefges
- John Robinson, Heidi Kaminski, Adam Saffer, and William/Bill Cokas. They were very interested in the overall success and wellbeing of their students.
- Joe Cabosky, Rhonda Gibson, Joe Bob Hester, Bruce Curran, John Sweeney.
- Dr. Saffer, VK Fields, Crista Cala, Marshale Carter, Steven King
- Byers, Kayye, McMahan
- "Paul O'Connor was one of the most helpful and insightful professors I've ever had. His class, more than any other I've taken in the MJ-school, prepared me for the real world. He will definitely be one of the people I miss the most after I graduate..."
- Dr. Tuggle, Cupp, and Jim Hefner were also excellent professors that I will always remember. "
- John Robinson, Allison Lazard, JoAnn Sciarrino, Dana McMahan, Brooks Fuller
- Dana McMahan (caring and funny), John Robinson (LOVE HIM!!!), Jeremy Holden (super interesting)
- John Robinson, Spencer Barnes, Andy Bechtel, Victoria Ekstrand, Lois Boynton, Lucila Vargas
- Trevy McDonald, David Cupp
- Sciarrino, Kayye, Ekstrand, Sweeney, Cupp, Boynton
- Michael Hoefges, Sriram Kalyanaraman, Adam Saffer.
- Cuadros, O'Connor, Boynton, Packer
- Dr. Spencer Barnes is one of my favorite professors because he is so passionate about the classes that he teaches and is always open to helping students with any sort of project they are working on.
- Jeremy Holden, Dana McMahan, Josh Carlton
- Dana McMahan, Adam Saffer, John McCann, Sweeney and Crothers are all amazing professors
- Rhonda Gibson, Bruce Curran, Jeremy Holden (I liked most of my professor a lot actually).
- Whole Ad/Pr Staff
- Professors Saffer, Boynton, Sweeney and Fields
- Joe Cabosky
- Dr. Owens and Dr. Tuggle are AMAZING. They do such much and care about their students immensely. The broadcast journalism program wouldn't be the same without them.
- JoAnn Sciarrino
- Livis Freeman, Laura Marshall, Spencer Barnes, Tim Crothers and Dr. T

- Allison Lazard - Honestly, only Allison could make students happy to get up for an early-morning class. Friendly personality and very passionate about her work. Gives great feedback on student work and is always willing to meet with you to discuss the course, your projects, or the field in general.
- Valerie Fields - The Annaliese Keating of the MJ school! Whenever she enters a room, everyone falls into a hush out of respect. You know she's going to work you hard, but you're going to come out better for it. She's obviously the best at what she does. Can answer any question and will always tell you how it is in the real world - the good, the bad, and the ugly. Definitely the person who has taught me the most in the school and who has forced me to grow the most as a person and as a professional.
- Terence Oliver, Tobias Rose, John Clark
- Boynton, Freeman, Tuggle
- I enjoyed learning from all of my professors, and one of my favorites was Professor Roush.
- John Sweeney, Jo Ann Sciarrino, Josh Carlton, Joe Bob Hester, Kevin Nathanson, Lois Boynton
- Ryan Thornburg, John Sweeney, Gary Galloway
- Jock Lauterer, Sara Peach, and Christa Gala.
- JOHN SWEENEY!! He is the absolute greatest!
- Napeleon
- Dana McMahan, John Clark, Meredith Clark (previous grad student), and a grad student in the advertising track two years ago (forgot her name)
- Steven King, Terence Oliver, Laura Ruel
- Dr. T and Jim Heffner
- Dr. Ekstrand, Dr. Abernathy, Dr. Vargas
- Roush, Bechtel, Ekstrand, Robinson, O'Connor were all quality professors. I know Thornburg personally and he is an extremely intelligent guy.
- Livis Freeman, Daniel Kreiss
- LOIS BOYNTON! Rhonda Gibson, Spencer Barnes
- Joe Cabosky
- Professor Sciarrino
- Chad Stevens and Lois Boynton
- dan bernard, charlie tuggle, ryan thornburg, paul o'connor
- Marshelle Waddell, Joe Cabsoky, Winston Cavin, Gary Kayye
- Chris Roush! Michael Hoefges. Lois Boynton.
- Ryan Thornburg, Tori Ekstrand, Joe Cabosky, Penny Abernathy
- Paul Cuadros
- Daniel Kriess, Joe Cabosky, VK Field, John Robinson
- Byers, Kayye, Livis Freeman, Marshelle Waddell, VK Fields
- Joe Cabosky, Livis Freeman, Kevin Nathanson, Gary Kayye (all of these professors care a great deal about students and are willing to do anything they can to help them out. All of these people deserve recognition.)
- Gary Kaye, Valerie Fields, Livis Freeman, Hoefges
- Chris Roush, James Hefner, Mike Yopp and Dan Kim.
- Ekstrand was a good professor. Very knowledgable and good at explaining things, and her tests were fairly straight-forward as long as you studied throughly. I also enjoyed Boynton's sense of humor.
- John Robinson, Josh Carlton
- John Robinson, Joe Cabosky and John Sweeney.
- Gary Kayye, Chris Roush, Lois Boynton
- Daniel Kreiss was my best professor by far, John Clark, Lois Boynton, Chris Roush

- Lois Boynton is easily one of the best professors I had. She was funny and lighthearted, but I came out of the class learning much more than I expected. She also had reasonable expectations for us and was very understanding. I looked forward to coming to her class. Chad is also great.
- Tori Ekstrand, Paul O'Connor, Winston Cavin
- VK Fields, John Sweeney
- Lois Boynton; VK Fields
- Lynn Owens, Daniel Kreiss, Michael Hofges.
- David Cupp, Jim Hefner, Paul Cuadros, Lois Boynton
- Napoleon Byers, Livis Freeman, Valerie Fields,
- Terence Oliver
- Joe Cabosky is the best! He was engaging, knowledgeable and approachable. I still meet with him a year after taking his class to discuss careers and school.
- Boynton, Saffer and Spencer
- Josh Carlton, Joe Bob Hester, John Sweeney, Joe Cabosky, Victoria Ekstrand
- VK Fields, Terence Oliver, Gary Kayye, Charlie Tuggle, Jeremy D. Holden, Napoleon Byars, Michael Hoefges
- VK Fields, Joe Cabosky, Gary Kayye, Michael Hoefges,
- John Robinson, Marshale Carter, Joe Cabosky , Charlie Tuggle, John Sweeney
- Lois Boynton, Joe Cabosky
- Roush, Abernathy, Boynton
- Steven King
- VK Fields, Dr. Tuggle, Joe Cabosky, Lois Boynton
- John Sweeney, Lois Boynton, Keith King.
- Dana McMahan, Chris Roush, Spencer Barnes
- Rhonda Gibson
- Chris Roush, Joe Cabosky

Who were any of your favorite staff members?

- Dylan Field
- I don't know if this counts, but I love Dean King! She's been so supportive of our efforts in Heelprint and she just seems to really love working with the school
- I honestly don't know the difference between the two so if anyone I listed above is a staff member then add them here
- Marla, Sharon, and Jay are the best :)
- Marla Barnes and Michael Penny.
- Jay Eubanks, Marla Barnes
- Marla & Tricia in academic advising
- Jay Eubank
- Stephanie at Park Library
- Marla Barnes
- Marla Barnes
- Michael Penny and Marla in advising
- Jay Eubank is great at his job and at offering suggestions to students seeking career advice.
- Joe Bob
- Jay Eubank

- Stephanie from Park!
- Sharon Jones, Chris Roush and Louis Boyton.
- Jay
- Michael Penny, Louise Spieler
- Dean King, Ms. Pittman, Livis Freeman, and Dr. T
- Courtney Turner
- All of the staff is very good, including Professor Roush, John Clark, and Sara Peach.
- Linda Peterson
- Will Rimer
- Kathleen Harrington
- Did not interact with many, everyone is very friendly though!
- Like I said, Marla Barnes is a saint.
- Marla Barnes and Jay Eubank
- Marla Barnes, Linda Peterson,
- Jay Eubank
- Sara Peach has been an incredible mentor to me, as well as John Clark. Dean Spieler is also great to talk to.
- Marla!
- The dog in the dean's office
- Marla!
- John Clark, Sarah Peach, Marla Barnes
- Stephanie Brown, Brooks Fuller
- Marla Barnes
- Marla Barnes
- Same as above
- Marla Barnes
- Stephanie from Park Library
- Monica Hill, Robin Jackson, Michael Penny
- Matt in the equipment room.
- Shaena Mallet, Brooks Fuller
- Jay Eubank
- MARLA BARNES IS THE MOST AMAZING WOMAN EVER, YOU SHOULD GIVE HER A PRIZE, A RAISE, AND A PARTY IN HONOR OF HOW AWESOME SHE IS.
- Stephanie Willen Brown!!!!
- Jay Eubank, Dean King, Robin Jackson
- Stephanie Brown
- Marla and Sharon
- Marla Barnes
- Jay Eubank, Marla Barnes
- Stephanie Brown
- Michael Penny
- Michael Penny
- Jay Eubank
- Evan Badler and Dylan Field with Carolina Week are the best staff members in the journalism school. Their help with the show is unmatched.

REPORT OF 2016 INTERNSHIP EVALUATIONS

STUDENT LEARNING OUTCOMES

DIRECT MEASURE

OVERVIEW OF INTERNSHIP RATINGS BY SUPERVISORS

Each year, the employers or supervisors of undergraduate student interns are asked to rate the student interns on a number of items in order to provide feedback on student success as related to learning outcomes. These ratings are asked of employers/supervisors who have obtained the intern(s) through MEJO Career Services. Any internships that were not obtained through MEJO Career Services are therefore not represented in the data below.

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.	No
2. History and role of professionals and institutions in shaping communications	No
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	No
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	No
11. Application of basic numerical and statistical concepts	No
12. Application of tools and technologies appropriate for major area	Yes

Specific to student learning outcomes, five questions were asked with the intention of inferring performance in the following ACEJMC values and competencies:

ACEJMC Value/Competency	Question Item
1. Principles and laws of freedom of speech and press in the U.S.	N/A
2. History and role of professionals and institutions in shaping communications	N/A
3. Gender, race, ethnicity, sexual orientation and/or other forms of diversity in relation to media and communications	1. Communicated effectively with individuals and groups diverse in gender, race and ethnicity
4. Diversity of peoples and cultures and of the significance and impact of media and communications in a global society	N/A
5. Concepts and theories in the use and presentation of images and information	2. Communicated effectively in words, numbers, images and sounds across media platforms
6. Professional ethical principles and work in pursuit of truth, accuracy, fairness and diversity	4. Produced work that was well-researched, accurate and fair and met deadlines
7. Thinking critically , creatively and independently	5. Demonstrated an ability to think critically, creatively and independently
8. Conducting research and evaluating information by methods appropriate to my major area within MEJO	4. Produced work that was well-researched, accurate and fair and met deadlines
9. Writing correctly and clearly in forms and styles appropriate for my major area within MEJO	2. Communicated effectively in words, numbers, images and sounds across media platforms 3. Wrote correctly, clearly and interestingly
10. Ability to critically evaluate my own work and that of others for accuracy and fairness, clarity, appropriate style and grammar	N/A
11. Application of basic numerical and statistical concepts	N/A
12. Application of tools and technologies appropriate for my major area within MEJO	2. Communicated effectively in words, numbers, images and sounds across media platforms

Values and competencies listed above were deemed most appropriate for employers/supervisors to assess, given the typical type and amount of contact and work performed by a student intern.

Average ratings on each of the five items were calculated for all students who had an internship (via MEJO Career Services) during the period indicated in the title of this report and in the title of the following table. In addition to these averages across all student interns, average ratings were also calculated based on each major area of study. The following table shows these data.

Average (and Standard Deviation) Ratings for Summer 2016 Internship Performance

Major Track	Communicated effectively with individuals and groups diverse in gender, race and ethnicity	Communicated effectively in words, numbers, images and sounds across media platforms	Wrote correctly, clearly and interestingly	Produced work that was well-researched, accurate and fair and met deadlines	Demonstrated an ability to think critically, creatively and independently
	#3 – Diversity (local)	#5 – Use and presentation of images #9 – Writing correctly and clearly #12 Tools and technology	#9 – Writing correctly and clearly	#6 – Professional ethical principles #8 – Conduct research and evaluate information	#7 – Think critically, creatively, and independently
Journalism (Total) (N=35)	4.64 (.60)	4.58 (.61)	4.41 (.66)	4.43 (.78)	4.35 (.92)
Broadcast news	4.64 (.63)	4.50 (.65)	4.36 (.75)	4.47 (.92)	4.33 (1.18)
Graphic design	5.00 (0.0)	5.00 (0.0)	4.50 (.71)	4.50 (.71)	4.50 (.71)
Multimedia design	5.00 (0.0)	5.00 (0.0)	4.50 (.71)	4.50 (.71)	4.00 (1.41)
Newspaper/magazine/online journalism	4.45 (.69)	4.45 (.69)	4.42 (.67)	4.33 (.78)	4.36 (.67)
Photojournalism	4.75 (.50)	4.75 (.50)	4.50 (.58)	4.50 (.58)	4.50 (.58)
Strategic communication (Total) (N=32)	4.77 (.77)	4.90 (.30)	4.74 (.58)	4.77 (.43)	4.62 (.71)
Advertising	4.93 (.26)	4.88 (.34)	4.75 (.58)	4.81 (.40)	4.59 (.62)
Public Relations	4.60 (1.06)	4.93 (.26)	4.73 (.59)	4.73 (.46)	4.67 (.82)
Grand Total (N=66)	4.70 (.69)	4.73 (.51)	4.57 (.64)	4.59 (.66)	4.48 (.83)

Note: Ratings are on a scale from 1 to 5. 1 = Poor, 2 = Below Average, 3 = Average, 4 = Very Good, 5 = Excellent.

Average (and Standard Deviation) Ratings for Fall 2016 Internship Performance

Major Track	Communicated effectively with individuals and groups diverse in gender, race and ethnicity	Communicated effectively in words, numbers, images and sounds across media platforms	Wrote correctly, clearly and interestingly	Produced work that was well-researched, accurate and fair and met deadlines	Demonstrated an ability to think critically, creatively and independently
	#3 – Diversity (local)	#5 – Use and presentation of images #9 – Writing correctly and clearly #12 Tools and technology	#9 – Writing correctly and clearly	#6 – Professional ethical principles #8 – Conduct research and evaluate information	#7 – Think critically, creatively, and independently
Journalism (Total) (N=20)	4.55 (.61)	4.35 (.67)	4.30 (.73)	4.45 (.76)	4.45 (.69)
Broadcast news (N=1)	3.00 (N/A)	3.00 (N/A)	3.00 (N/A)	3.00 (N/A)	3.00 (N/A)
Graphic design (N=4)	4.50 (.58)	4.25 (.50)	4.25 (.50)	4.50 (.58)	4.50 (.58)
Multimedia design (N=4)	4.75 (.50)	4.75 (.50)	4.75 (.50)	4.75 (.50)	5.00 (0.0)
Newspaper/magazine/online journalism (N=10)	4.70 (.48)	4.50 (.53)	4.40 (.70)	4.60 (.70)	4.50 (.53)
Photojournalism (N=1)	4.00 (N/A)	3.00 (N/A)	3.00 (N/A)	3.00 (N/A)	3.00 (N/A)
Strategic communication (Total) (N=20)	4.50 (.76)	4.55 (.61)	4.45 (.69)	4.50 (.76)	4.40 (.75)
Advertising (N=10)	4.50 (.71)	4.50 (.71)	4.40 (.70)	4.50 (.71)	4.30 (.82)
Public Relations (N=10)	4.50 (.85)	4.60 (.52)	4.50 (.71)	4.50 (.85)	4.50 (.71)
Grand Total (N=40)	4.53 (.68)	4.45 (.64)	4.37 (.71)	4.48 (.75)	4.43 (.71)

Note: Ratings are on a scale from 1 to 5. 1 = Poor, 2 = Below Average, 3 = Average, 4 = Very Good, 5 = Excellent.

REPORT OF 2016 INTERNSHIP STUDENT SELF-REPORTS

STUDENT LEARNING OUTCOMES

INDIRECT MEASURE

OVERVIEW OF INTERNSHIP SELF-REPORTS BY STUDENTS

Each year, undergraduate students who have had an internship are asked to provide their perceptions of their own performance in the internship by rating themselves on a number of items. These ratings are asked of students who have obtained the intern(s) through MEJO Career Services. Any internships that were not obtained through MEJO Career Services are therefore not represented in the data below.

Two of these items relate to three student learning outcomes and are being used as indirect inferences for those outcomes. The other items are used to assess general perceptions only.

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.	No
2. History and role of professionals and institutions in shaping communications	No
3. Gender, race, ethnicity, sexual orientation and/or other forms of diversity in relation to media and communications	No
4. Diversity of peoples and cultures and of the significance and impact of media and communications in a global society	No
5. Concepts and theories in the use and presentation of images and information	No
6. Professional ethical principles and work in pursuit of truth, accuracy, fairness and diversity	No
7. Thinking critically , creatively and independently	Yes
8. Conducting research and evaluating information by methods appropriate to major area	No
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	No
12. Application of tools and technologies appropriate for major area	No

Students were asked to evaluate themselves on a scale from 1 to 5 (1 being lowest performance, 5 being highest performance) on seven traits/abilities and then rate their overall performance on one “overall” item.

Specific to student learning outcomes, the two questions relevant to ACEJMC values and competencies are as follows:

ACEJMC Value/Competency	Question Item
1. Principles and laws of freedom of speech and press in the U.S.	N/A
2. History and role of professionals and institutions in shaping communications	N/A
3. Gender, race, ethnicity, sexual orientation and/or other forms of diversity in relation to media and communications	N/A
4. Diversity of peoples and cultures and of the significance and impact of media and communications in a global society	N/A
5. Concepts and theories in the use and presentation of images and information	N/A
6. Professional ethical principles and work in pursuit of truth, accuracy, fairness and diversity	N/A
7. Thinking critically , creatively and independently	4. Initiative and creativity.
8. Conducting research and evaluating information by methods appropriate to my major area within MEJO	N/A
9. Writing correctly and clearly in forms and styles appropriate for my major area within MEJO	7. Grammar and spelling
10. Ability to critically evaluate my own work and that of others for accuracy and fairness, clarity, appropriate style and grammar	7. Grammar and spelling
11. Application of basic numerical and statistical concepts	N/A
12. Application of tools and technologies appropriate for my major area within MEJO	N/A

Average ratings on each of the eight items were calculated for all students who had an internship (via MEJO Career Services) during the period indicated in the title of this report and in the title of the following table. In addition to these averages across all student interns, average ratings were also calculated based on each major area of study. The following table shows these data.

Average (and Standard Deviation) Ratings for Spring 2016 Internship Student Self-Reports

Self-evaluation item (on scale from 1 = lowest to 5 = highest performance)	Major Track		Grand Total
	Journalism	Strategic Communication	
	N = 13	N = 23	N = 36
1. Dependability	4.0 (.91)	4.48 (.51)	4.31 (.71)
2. Willingness to take instruction	4.62 (.51)	4.78 (.42)	4.72 (.45)
3. Ability to work with others	4.46 (.52)	4.70 (.47)	4.61 (.49)
4. Initiative and creativity <i>(Infer #7 Thinking critically, creatively, and independently)</i>	4.38 (.77)	4.35 (.65)	4.36 (.68)
5. Enthusiasm	4.67 (.49)	4.43 (.66)	4.51 (.61)
6. Communication skills	4.31 (.85)	4.70 (.47)	4.56 (.65)
7. Grammar and spelling <i>(Infer #9 Writing correctly and clearly and #10 Ability to critically evaluate own work)</i>	4.23 (.73)	4.43 (.66)	4.36 (.68)
8. Overall	4.15 (.55)	4.39 (.58)	4.31 (.58)

Note: Ratings are on a scale from 1 to 5. 1 = Poor, 2 = Below Average, 3 = Average, 4 = Very Good, 5 = Excellent.

Average (and Standard Deviation) Ratings for Summer 2016 Internship Student Self-Reports

Self-evaluation item (on scale from 1 = lowest to 5 = highest performance)	Major Track		Grand Total
	Journalism	Strategic Communication	
	N = 32	N = 27	N = 59
1. Dependability	4.59 (.50)	4.59 (.50)	4.59 (.50)
2. Willingness to take instruction	4.88 (.34)	4.74 (.50)	4.81 (.39)
3. Ability to work with others	4.72 (.52)	4.63 (.45)	4.68 (.54)
4. Initiative and creativity <i>(Infer #7 Thinking critically, creatively, and independently)</i>	4.25 (.72)	4.37 (.56)	4.31 (.68)
5. Enthusiasm	4.71 (.59)	4.26 (.63)	4.5 (.68)
6. Communication skills	4.47 (.62)	4.52 (.71)	4.49 (.60)
7. Grammar and spelling <i>(Infer #9 Writing correctly and clearly and #10 Ability to critically evaluate own work)</i>	4.56 (.62)	4.41 (.58)	4.49 (.65)
8. Overall	4.56 (.50)	4.59 (.69)	4.58 (.50)

Note: Ratings are on a scale from 1 to 5. 1 = Poor, 2 = Below Average, 3 = Average, 4 = Very Good, 5 = Excellent.

Average (and Standard Deviation) Ratings for Fall 2016 Internship Student Self-Reports

Self-evaluation item (on scale from 1 = lowest to 5 = highest performance)	Major Track		Grand Total
	Journalism	Strategic Communication	
	N = 19	N = 19	N = 38
1. Dependability	4.47 (.51)	4.47 (.61)	4.46 (.55)
2. Willingness to take instruction	4.74 (.45)	4.84 (.37)	4.77 (.43)
3. Ability to work with others	4.79 (.42)	4.63 (.50)	4.69 (.47)
4. Initiative and creativity <i>(Infer #7 Thinking critically, creatively, and independently)</i>	4.21 (.71)	4.53 (.51)	4.36 (.63)
5. Enthusiasm	4.58 (.61)	4.53 (.51)	4.56 (.55)
6. Communication skills	4.63 (.50)	4.68 (.48)	4.64 (.49)
7. Grammar and spelling <i>(Infer #9 Writing correctly and clearly and #10 Ability to critically evaluate own work)</i>	4.53 (.61)	4.56 (.51)	4.53 (.56)
8. Overall	4.53 (.51)	4.53 (.51)	4.49 (.56)

Note: Ratings are on a scale from 1 to 5. 1 = Poor, 2 = Below Average, 3 = Average, 4 = Very Good, 5 = Excellent.

REPORT OF 2017 KNOWLEDGE TEST

STUDENT LEARNING OUTCOMES

DIRECT MEASURE

OVERVIEW OF INSTRUMENT

In the last weeks of the Spring 2017 semester, graduating seniors were asked to complete a survey instrument that consisted of a series of questions designed to assess learning outcomes relevant to ACEJMC values and competencies.

All students, regardless of their major area of study, were asked a common set of **28** questions.

Students were then separated based on major area of study and were given additional questions that were most relevant to their track. The major areas included the following:

- News-editorial (5 questions)
- Advertising (5 questions)
- Public relations (and strategic communication) (6 questions)
- Broadcast and electronic journalism (6 questions)
- Business journalism (4 questions)
- Interactive media (3 questions)
- Graphic design and editing (4 questions)
- Photo and video journalism (2 questions)

We received a total of **35** responses to this senior knowledge test.

A change to this assessment procedure, new conversations have been underway with regard to best practices for assessment. Among the topics of discussion are the need to capture ample representation of students within the MEJO majors and a comparison of students who are graduating seniors at the end of their studies with MEJO with students who are at the beginning of their major. The practice of drawing from students enrolled in MEJO 101—a large introductory seminar offered to majors and non-majors—to serve as a comparison point against graduating seniors is being reviewed and reconsidered, due to the fact that not all MEJO 101 students become MEJO majors and not all MEJO 101 students are in the first years of their college education (there are MEJO 101 students who are seniors at UNC, for example). In anticipation of a change to this assessment procedure, students in MEJO 101 were not surveyed in Fall 2017, as the existing procedure would dictate. For this 2017 evaluation, graduating seniors from Spring 2017 are being compared with the prior year's entrance exam of MEJO 101 students gathered in Fall 2016. These are the same data reported in the Report of 2016 Knowledge Survey: Student Learning Outcomes document.

In the early weeks of Fall 2016, students enrolled in MEJO 101 were asked to take this same knowledge test, answering every question in the test rather than only answering a common set plus a specialized set. These students were used as a means of comparing introductory students with graduating students.

We received a total of **257** responses to this entrance test.

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	No
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	No <small>(NOT A PART OF THIS ASSESSMENT, ALL STUDENTS MUST PASS A WORD USAGE AND GRAMMAR TEST AS A REQUIREMENT FOR GRADUATION)</small>
11. Application of basic numerical and statistical concepts	Yes
12. Application of tools and technologies appropriate for major area	Yes

RESULTS OF ENTRANCE VS. SENIOR TESTS

The following table shows the percentage of correct responses for each question out of the total number of respondents answering the question for the senior and entrance tests, sorted by the ACEJMC value/competency and the major area addressed. The average number of correct responses is also reported for each ACEJMC value/competency addressed.

QUESTION BASED ON ACEJMC VALUE/COMPETENCY (PERCENTAGE OF STUDENTS ANSWERING CORRECTLY TO THE RIGHT)	2016 Entrance Test		2017 Senior Test	
	%	N	%	N
1. Principles and laws of freedom of speech and press in the U.S.				
Question 3: All of the following are rights protected by the First Amendment of the U.S. Constitution except one. Which one? Answer: Right to keep and bear arms Block: General	78	256	94	35

<p>Question 4: The caveat emptor (“let the buyer beware”) philosophy of advertising puts the burden of determining if an advertisement is truthful on the _____.</p> <p>Answer: consumer</p> <p>Block: General</p>	77	257	94	34
<p>Question 27: The primary governing agency for broadcasting in the United States is</p> <p>Answer: Federal Communications Commission</p> <p>Block: General</p>	77	257	94	34
<p>Question 29: Of the following types of speech, which type is not protected under the First Amendment, according to the U.S. Supreme Court?</p> <p>Answer: Obscene sexual expression</p> <p>Block: General</p>	52	257	79	34
<p>Question 31: According to the “marketplace of ideas” metaphor for protecting free expression, what is the result of an uncensored marketplace?</p> <p>Answer: Discovery of the truth</p> <p>Block: General</p>	63	257	97	33
<p>Question 32: Assume that a trial judge enters an order against a publisher that prohibits the publication of specific secret government documents that have been leaked to the publisher by an unknown government insider. This court order would best be described as a</p> <p>Answer: Prior restraint that would be presumed unconstitutional on appeal</p> <p>Block: General</p>	44	255	81	32
<p>Question 33: The U.S. Supreme Court has ruled under the First Amendment that “public officials,” like people elected to political office, who sue for libel must prove “actual malice” when the allegedly defamatory statement published about them relates to their official conduct, including their fitness to hold office. In this context, “actual malice” means</p> <p>Answer: Knowingly publishing falsity or publishing with reckless disregard for the truth</p> <p>Block: General</p>	40	257	58	33
AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK	62		86	
2. History and role of professionals and institutions in shaping communications	%	N	%	N
<p>Question 18: Newspapers in the nineteenth century that argued the political viewpoints of the parties or individuals subsidizing the newspapers are considered an example of:</p> <p>Answer: Partisan press</p> <p>Block: General</p>	39	256	45	33
<p>Question 19: Historians credit this technological milestone with initiating mass communication:</p>	82	256	88	34

<p>Answer: Invention of the printing press</p> <p>Block: General</p>				
<p>Question 20: An entry point for many women working in early newspapers was:</p> <p>Answer: Women's pages</p> <p>Block: General</p>	21	256	29	34
<p>Question 21: As part of their media strategy in the mid-20th century, some civil rights activists staged campaigns in racially tense cities, where their actions provoked Southern white violence and attracted widespread news coverage. What form did these mass protests take?</p> <p>Answer: All of the above</p> <p>Block: General</p>	87	257	97	33
<p>Question 22: Ethnic newspapers have traditionally served as _____ press in their respective communities.</p> <p>Answer: an advocacy</p> <p>Block: General</p>	56	257	76	33
<p>Question 24: In the _____ developmental phase of media instills fear in they way minorities are presented.</p> <p>Answer: threatening issue</p> <p>Block: General</p>	8	257	6	32
<p>Question 25: The _____ opened the doors for minority reporters in newsrooms across the country in the late 1960s.</p> <p>Answer: Kerner Commission Report</p> <p>Block: General</p>	23	257	15	33
<p>Question 26: This journalist who started an anti-lynching campaign was known as a muckraker.</p> <p>Answer: Ida B. Wells-Barnett</p> <p>Block: General</p>	47	257	59	32
<p>Question 30: The Pennsylvania Railroad sought the public relations counsel of Ivy Lee on how best to communicate in the aftermath of train accidents primarily because of _____</p> <p>Answer: government regulations passed in 1903 and 1906</p> <p>Block: General</p>	14	256	16	31
<p>Question 32: Assume that a trial judge enters an order against a publisher that prohibits the publication of specific secret government documents that have been leaked to the publisher by an unknown government insider. This court order would best be described as a _____</p> <p>Answer: Prior restraint that would be presumed unconstitutional on appeal</p> <p>Block: General</p>	44	255	81	32

Question 10: The standard style guide for journalists and other media practitioners is: Answer: The Associated Press Stylebook Block: News-editorial	60	253	100	2
Question 48: Media measurement companies have different specializations. For example, A.C. Nielsen Answer: is best known for its television ratings Block: Broadcast and electronic journalism	20	255	100	2
Question 54: President Franklin Roosevelt employed early public relations pioneers in the Office of War Information to help Answer: all of the above Block: Public relations (strategic communication)	65	256	N/A	N/A
Question 60: The main job of the _____ is to coordinate research to understand how consumers relate to the brand and product category. Answer: account planner Block: Advertising	12	255	83	6
Question 61: The first advertising agent, Volney Palmer, Answer: sold ad space for newspapers Block: Advertising	35	254	50	6
Question 62: All of the following are true statements concerning the creative brief except: Answer: the creative brief is written by the copywriter and art director Block: Advertising	22	253	83	6
AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK	40		54	
3. Gender, race, ethnicity, sexual orientation and/or other forms of diversity in relation to media and communications	%	N	%	N
Question 22: Ethnic newspapers have traditionally served as _____ press in their respective communities. Answer: an advocacy Block: General	56	257	76	33
Question 23: The growing racially and ethnically diverse population is _____ for media outlets. Answer: an opportunity Block: General	86	257	100	33
Question 24: In the _____ developmental phase of media instills fear in they way minorities are presented. Answer: threatening issue Block: General	8	257	6	32
Question 25: The _____ opened the doors for minority reporters in newsrooms across the country in the late 1960s. Answer: Kerner Commission Report Block: General	23	257	15	33

Question 26: This journalist who started an anti-lynching campaign was known as a muckraker. Answer: Ida B. Wells-Barnett Block: General	47	257	59	32
AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK	44		52	
4. Diversity of peoples and cultures and of the significance and impact of media and communications in a global society	%	N	%	N
N/A – NOT ASSESSED AT THIS TIME				
5. Concepts and theories in the use and presentation of images and information	%	N	%	N
Question 28: If you increase the shutter speed on a camera, the picture would Answer: get darker Block: General	31	149	31	36
Question 35: What is responsive design? Answer: Design that is liquid and resizes the width of elements relative to a changing window size Block: Interactive media	19	253	52	21
Question 38: Vector graphics are Answer: all of the above Block: Graphic design and editing	63	255	100	3
Question 39: When using Photoshop, Answer: none of the above Block: Graphic design and editing	58	255	67	3
Question 40: These design principles help create interesting and effective design and are also known as C.R.A.P. Answer: contrast, repetition, alignment, and proximity Block: Graphic design and editing	46	254	100	3
Question 42: In photojournalism, with which of the following types of photos is it ethically acceptable for the photographer to exert some control? Answer: portraits Block: Photo and video journalism	17	256	N/A	N/A
Question 43: A wide-angle lens _____ perspective, but a telephoto lens _____ perspective Answer: expands/ compresses Block: Photo and video journalism	76	255	N/A	N/A
Question 51: The old TV screen format of 4:30 has evolved into a high-definition format of 16:9. These numbers (e.g., 4:3) are called Answer: aspect ratios Block: Broadcast and electronic journalism	53	256	100	2
Question 53: Using a cutaway shot in television is a way to Answer: all of the above Block: Broadcast and electronic journalism	57	256	100	2
Question 54: When invisible lines are used to divide a frame vertically and horizontally into three equal sections and you	63	256	100	2

place the center of interest at one of the line cross-points, you are following the Answer: rule of thirds Block: Broadcast and electronic journalism				
AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK	49		63	
6. Professional ethical principles and work in pursuit of truth, accuracy, fairness and diversity	%	N	%	N
Question 1: According to the Public Relations Society of America ethics code, which of the following would be considered inappropriate: Answer: All of the above Block: General	81	257	97	34
Question 2: What is the major criticism and/or challenge of John Stuart Mill's utilitarianism philosophy and its focus on the outcome of an action? Answer: It is difficult to accurately anticipate all of the ramifications of a particular act. Block: General	33	253	53	34
Question 4: The caveat emptor ("let the buyer beware") philosophy of advertising puts the burden of determining if an advertisement is truthful on the _____. Answer: consumer Block: General	77	257	94	34
Question 5: The Society of Professional Journalists ethics code allows reporters to use undercover reporting methods when traditional open methods of reporting will not yield information vital to the public. What requirement does the SPJ have for reporters who do undercover reporting? Answer: Use of the undercover reporting methods should be explained in the story. Block: General	28	257	57	35
Question 6: The NPPA visual journalism ethics code allows visual journalists to pay sources for information/participation under what type of circumstances? Answer: The code states that visual journalists should not pay sources or reward them materially for information/participation. Block: General	35	255	71	34
Question 12: Assume you're a reporter covering city government. You're waiting for a meeting with the mayor and you spot some confidential papers on the secretary's desk about the topic you're going to discuss with the mayor. Would you copy the information down? Ross would say: Answer: No, because my duty proper is veracity Block: General	49	257	82	34
Question 13: Ethical relativism... Answer: Indicates that no universal principles exist	24	255	36	33

Block: General				
Question 14: Pragmatism argues that: Answer: Science does not take into account human fallibility Block: General	13	254	16	32
Question 15: An ethical dilemma will always result in a right or wrong decision Answer: False Block: General	82	257	88	34
Question 16: When media use framing, they are being unethical Answer: False Block: General	53	257	74	34
Question 17: Persuasion is the same as lying by omission Answer: False Block: General	73	256	82	33
Question 7: A headline for a news story or a press release should: Answer: All of the above Block: News-editorial	88	256	100	2
Question 11: Which of the following does not require a citation? Answer: Stating that the U.S. Constitution includes a Bill of Rights Block: News-editorial	82	256	100	2
Question 42: In photojournalism, with which of the following types of photos is it ethically acceptable for the photographer to exert some control? Answer: portraits Block: Photo and video journalism	17	256	N/A	N/A
Question 46: When can a business journalist buy stock in a company they cover? Answer: Never Block: Business journalism	61	233	50	2
Question 58: True or False: Press agentry is the most-ethical approach to public relations. Answer: False Block: Public relations (strategic communication)	60	255	87	15
AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK	53		70	
7. Thinking critically, creatively and independently	%	N	%	N
Question 41: When selecting music for a multimedia production, which of the following factors should you consider? Answer: all of the above Block: Graphic design and editing	86	254	N/A	N/A
Question 56: True or False: Latent publics know about an issue but they're not interested in doing anything about it. Answer: False Block: Public relations (strategic communication)	39	256	13	15

Question 63: The goals of an advertising campaign are best described as Answer: informing, persuading, and/or reminding Block: Advertising	43	255	17	6
AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK	56		14	
8. Conducting research and evaluating information by methods appropriate to my major area within MEJO	%	N	%	N
Question 36: When conducting a usability test, it is important to let test participants know Answer: all of the above Block: Interactive media	46	255	67	3
Question 37: What is API? Answer: A set of programming instructions and standards for accessing a Web-based software application Block: Interactive media	20	253	67	3
Question 41: When selecting music for a multimedia production, which of the following factors should you consider? Answer: all of the above Block: Graphic design and editing	86	254	N/A	N/A
Question 44: What Securities and Exchange Commission filing would a business reporter likely use to write a story about executive compensation? Answer: DEF 14A Block: Business journalism	20	217	100	2
Question 47: What Securities and Exchange Commission filing does a reporter use to write a story about an initial public offering? Answer: Form S-1 Block: Business journalism	19	228	100	2
Question 48: Media measurement companies have different specializations. For example, A.C. Nielsen Answer: is best known for its television ratings Block: Broadcast and electronic journalism	20	255	100	2
Question 49: A television rating represents Answer: households watching a program out of all households with television, on or off Block: Broadcast and electronic journalism	30	256	100	2
Question 55: A SWOT analysis Answer: Identifies an organization's internal and external issues from which a public relations plan can be created Block: Public relations (strategic communication)	48	224	100	13
Question 57: In public relations, the RACE model Answer: Provides a strategic approach to planning Block: Public relations (strategic communication)	53	230	93	15
Question 59: True or False: Qualitative research helps answer "how" and "why" questions. Answer: True Block: Public relations (strategic communication)	86	256	100	15

Question 64: The percentage of people in a target audience who will be exposed to a media vehicle or vehicles in a media plan is equivalent to Answer: reach Block: Advertising	54	255	100	6
AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK	45		95	
9. Writing correctly and clearly in forms and styles appropriate for my major area within MEJO	%	N	%	N
Question 7: A headline for a news story or a press release should: Answer: All of the above Block: News-editorial	88	256	100	2
Question 8: A lead of a news story or press release is Answer: The story's introduction, often the first sentence of the paragraph Block: News-editorial	37	253	100	2
Question 9: Many news stories and press releases are written in this format: Answer: The inverted pyramid Block: News-editorial	39	255	100	2
Question 10: The standard style guide for journalists and other media practitioners is: Answer: The Associated Press Stylebook Block: News-editorial	60	253	100	2
Question 11: Which of the following does not require a citation? Answer: Stating that the U.S. Constitution includes a Bill of Rights Block: News-editorial	82	256	100	2
Question 45: What are the two numbers that a reporter should focus on when writing about unemployment? Answer: The unemployment rate and the total number of people unemployed Block: Business journalism	22	244	50	2
Question 51: In writing in broadcast style, attribution should Answer: appear at the beginning of the sentence Block: Broadcast and electronic journalism	36	255	50	2
Question 62: All of the following are true statements concerning the creative brief except: Answer: the creative brief is written by the copywriter and art director Block: Advertising			83	6
AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK	48		75	
10. Ability to critically evaluate my own work and that of others for accuracy and fairness, clarity, appropriate style and grammar	%	N	%	N
Not assessed in this knowledge test				

NOT A PART OF THIS ASSESSMENT, ALL GRADUATING STUDENTS MUST HAVE PASSED A WORD USAGE AND GRAMMAR TEST AS A REQUIREMENT FOR GRADUATION				
11. Application of basic numerical and statistical concepts	%	N	%	N
Question 45: What are the two numbers that a reporter should focus on when writing about unemployment? Answer: The unemployment rate and the total number of people unemployed Block: Business journalism	22	244	50	2
Question 49: A television rating represents Answer: households watching a program out of all households with television, on or off Block: Broadcast and electronic journalism	30	256	100	2
Question 64: The percentage of people in a target audience who will be exposed to a media vehicle or vehicles in a media plan is equivalent to Answer: reach Block: Advertising	54	255	100	6
AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK	36		90	
12. Application of tools and technologies appropriate for my major area within MEJO*	%	N	%	N
Question 28: If you increase the shutter speed on a camera, the picture would Answer: get darker Block: General	31	149	31	36
Question 7: A headline for a news story or a press release should: Answer: All of the above Block: News-editorial	88	256	52	21
Question 35: What is responsive design? Answer: Design that is liquid and resizes the width of elements relative to a changing window size Block: Interactive media	19	253	100	3
Question 36: When conducting a usability test, it is important to let test participants know Answer: all of the above Block: Interactive media	46	255	67	3
Question 37: What is API? Answer: A set of programming instructions and standards for accessing a Web-based software application Block: Interactive media	20	253	67	3
Question 38: Vector graphics are Answer: all of the above Block: Graphic design and editing	63	255	100	3
Question 39: When using Photoshop, Answer: none of the above Block: Graphic design and editing	58	255	67	3

<p>Question 40: These design principles help create interesting and effective design and are also known as C.R.A.P.</p> <p>Answer: contrast, repetition, alignment, and proximity</p> <p>Block: Graphic design and editing</p>	46	254	100	3
<p>Question 41: When selecting music for a multimedia production, which of the following factors should you consider?</p> <p>Answer: all of the above</p> <p>Block: Graphic design and editing</p>	86	254	N/A	N/A
<p>Question 43: A wide-angle lens _____ perspective, but a telephoto lends _____ perspective</p> <p>Answer: expands/ compresses</p> <p>Block: Photo and video journalism</p>	75	255	N/A	N/A
<p>Question 44: What Securities and Exchange Commission filing would a business reporter likely use to write a story about executive compensation?</p> <p>Answer: DEF 14A</p> <p>Block: Business journalism</p>	20	217	100	2
<p>Question 47: What Securities and Exchange Commission filing does a reporter use to write a story about an initial public offering?</p> <p>Answer: Form S-1</p> <p>Block: Business journalism</p>	19	228	100	2
<p>Question 49: A television rating represents</p> <p>Answer: households watching a program out of all households with television, on or off</p> <p>Block: Broadcast and electronic journalism</p>	30	256	100	2
<p>Question 50: The old TV screen format of 4:30 has evolved into a high-definition format of 16:9. These numbers (e.g., 4:3) are called</p> <p>Answer: aspect ratios</p> <p>Block: Broadcast and electronic journalism</p>	53	256	100	2
<p>Question 51: In writing in broadcast style, attribution should</p> <p>Answer: appear at the beginning of the sentence</p> <p>Block: Broadcast and electronic journalism</p>	36	255	50	2
<p>Question 52: Using a cutaway shot in television is a way to</p> <p>Answer: all of the above</p> <p>Block: Broadcast and electronic journalism</p>	57	256	100	2
<p>Question 53: When invisible lines are used to divide a frame vertically and horizontally into three equal sections and you place the center of interest at one of the line cross-points, you are following the</p> <p>Answer: rule of thirds</p> <p>Block: Broadcast and electronic journalism</p>	63	256	100	2
<p>Question 55: A SWOT analysis</p> <p>Answer: Identifies an organization's internal and external issues from which a public relations plan can be created</p> <p>Block: Public relations (strategic communication)</p>	48	224	100	13
<p>Question 57: In public relations, the RACE model</p> <p>Answer: Provides a strategic approach to planning</p> <p>Block: Public relations (strategic communication)</p>	53	230	93	15

Question 62: All of the following are true statements concerning the creative brief except: Answer: the creative brief is written by the copywriter and art director Block: Advertising	22	253	83	6
Question 64: The percentage of people in a target audience who will be exposed to a media vehicle or vehicles in a media plan is equivalent to Answer: reach Block: Advertising	54	255	100	6
AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK	48		85	

SUMMARY OF FINDINGS

In all but one area, seniors outperformed students taking the entrance test.

The one area where seniors did not outperform the entrance test takers was for #7 Thinking critically, creatively and independently. The low percentage of correct responses in this area (14%) suggests one of three conclusions: (1) a major shift in teaching has made these questions insufficient for examining critical thinking, (2) a revisit of curricular instruction is needed to ensure students are in fact learning to think critically, creatively, and independently, and/or (3) the low number of seniors represented in this data set is not representative of the graduating seniors and therefore this finding should be questioned.

Seniors on average answered less than 70% of the items correct for the following areas, suggesting a need for improvement:

- #2 History and role of professionals and institutions in shaping communications
- #3 Gender, race, ethnicity, sexual orientation, and/or other forms of diversity
- #5 Concepts and theories in the use and presentation of images and information
- #7 Thinking critically, creatively, and independently

Seniors on average provided the fewest correct answers in the area of #7 Thinking critically, creatively and independently. This was addressed above.

Also low (although seniors on average answered over half these questions correctly) was #3 Gender, race, ethnicity, sexual orientation, and/or other forms of diversity. This finding is consistent with 2015 and 2016 findings. Attention to diversity in the curriculum is still needed to address this issue.

Seniors showed a strong performance in the following areas, answering at least 70% of items correct on average:

- #1 Principles and laws of freedom of speech and press
- #6 Professional ethical principles and work in pursuit of truth, accuracy, fairness and diversity
- #8 Conducting research and evaluating information
- #9 Writing correctly and clearly in forms and styles appropriate for area
- #11 Application of basic numerical and statistical concepts
- #12 Application of tools and technologies appropriate to area

The strongest performance by seniors was in the area of #8 Conducting research and evaluating information.

Changes from the previous year

From the previous year, seniors **improved** in their correct responses in the following areas, based on answering less than 70% correct on average last year and answering at least 70% of items correctly this year:

- #11 Application of basic numerical and statistical concepts

Seniors showed **similarly strong performance** as the previous year in the following areas, answering at least 70% of items correct on average in both years:

- #1 Principles and laws of freedom of speech and press
- #6 Professional ethical principles and work in pursuit of truth, accuracy, fairness and diversity
- #8 Conducting research and evaluating information
- #9 Writing correctly and clearly in forms and styles appropriate for area
- #12 Application of tools and technologies appropriate to area

Seniors had **similar performance of answering less than 70% correct** as the previous year in the following areas:

- #2 History and role of professionals and institutions in shaping communications
- #3 Gender, race, ethnicity, sexual orientation, and/or other forms of diversity
- #5 Concepts and theories in the use and presentation of images and information

From the previous year, seniors on average **declined in performance** (answering less than 70% correct) compared to seniors in the previous year (answering at least 70% correct) in the following areas:

- #7 Thinking critically, creatively, and independently

It is important to note that the number of seniors taking this test is very low and likely not an adequate representation of all graduating seniors. The number of students answering questions specific to major areas of study is even smaller. Therefore, these results should be interpreted with caution.



UNC
SCHOOL OF MEDIA
AND JOURNALISM

Senior Survey Responses

Spring 2017

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Notes

For the sake of comparison with previous surveys, the data for this year will be followed, where appropriate, by last years' data in parentheses.

Responses were collected over a two-week period with students being reminded through the weekly newsletter and in communications regarding the Senior Legacy Campaign. The response rate gives a snapshot of students' views and opinions on the school as a whole, though it does not give a complete picture of opinions on all classes and specializations. This should be kept in mind when analyzing responses and ratings.

Survey Snapshot

Ratings

All the following ratings are on a scale of 1 to 5:

1 = Not of high quality/Not very valuable/useful/familiar/prepared.

5 = Very high quality/Very valuable/useful/familiar/prepared.

	2016	2017
Overall quality of MEJO education	4.49	4.60
Overall quality of MEJO international office	4.74	4.88
Overall satisfaction of Park Library services	4.79	4.72
Overall quality for MEJO academic advising	4.38	4.37
Overall quality of MEJO diversity	4.08	4.08
Overall quality for MEJO careers services	4.10	4.16
Overall readiness to enter the workforce	3.80	3.49
Overall usefulness of @UNCMJSchool	3.75	3.49
Usefulness of @UNCMJCareers to find a job/internship	3.32	2.76
Usefulness of MEJO careers listserv to find a job/internship	3.65	3.33
Familiarity with the ReeseNewsLab	2.68	2.28

Student Feedback (repeatedly cited in survey)

Students value the community atmosphere of the school with staff and faculty being willing to offer support and provide professional connections.

There is a desire for increased diversity among students, staff and faculty.

Many adjuncts possess professional knowledge but need help learning to teach.

Students believe that the school needs more careers advisors; an academic advising appointment system; and increased advising collaboration between Carroll and Steele for double-majors.

Students from all specializations think that a basic graphic design course should be a required core course as it is a necessary skill for jobs in many different areas. Many also want more opportunity to acquire skills training in the Adobe suite.

Students are having real issues with course scheduling and registering for classes, especially in PR.

Facilities need to be updated, especially adding collaborative spaces for group work.

Response Rate & Demographics

Response Rate

Of the 300 students surveyed, 88 responded to at least some of the questions, a 29% response rate.

Age

63% of respondents were 22 years old. 35% of respondents were 21 years old. 2% of respondents were 25 years old.

Gender

- 82% of participants were female
- 18% of participants were male

Race of participants

- 82% White
- 6% Asian or Asian American
- 8% African American
- 4% Hispanic

GPA of participants

- 39% reported a GPA of 3.6 or higher
- 57% reported a GPA between 3.1 and 3.5
- 4% reported a GPA between 2.6 and 3.0

Majors, Minors and Specializations

Specializations

Students reported having the following specializations:

- 34% Public Relations (33%)
- 18% Advertising (24%)
- 11% Strategic Communications (7%)
- 10% Reporting (8%)
- 7% Multimedia (3%)
- 7% Editing and Graphic Design (9%)
- 6% Broadcast & Electronic Communications (9%)
- 2% Business Journalism (4%)
- 0% Photojournalism (4%)

Second Major

38% of MEJO majors that responded also had a second major (34%). Of those who had a second major, their majors were:

- 36% (36%) Political Science
- 9% (11%) Business
- 9% (N/A) Public Policy
- 6% (8%) Economics
- 6% (5%) International Studies
- 6% (N/A) Anthropology
- 6% (N/A) Psychology

Other majors included: History, Global Studies, English, Communication Studies, Japanese, Exercise and Sports Science, and Peace, War and Defense.

Minor

About 51% of respondents had at least one minor (53%). Minors included:

- 16% (13%) Spanish
- 8% (8%) Music
- 8% (5%) Entrepreneurship
- 6% (6%) Communication Studies
- 6% (N/A) Creative Writing
- 4% (N/A) Environmental Studies
- 4% (N/A) PPE
- 4% (N/A) Political Science
- 4% (N/A) Public Policy
- 4% (N/A) English

Other minors include: French, Hispanic Studies, Art History, Studio Art, Religious Studies, Aerospace Studies, Geography, Italian, Dramatic Arts, Women and Gender Studies, Classical Humanities, and Middle Eastern Studies.

Rating the Courses

	Course	Overall Grade	Ease of Getting Into	
<i>Core Curriculum</i>				
	Professional Problems and Ethics	141	4.36 (4.37)	3.18 (3.16)
	Newswriting	153	4.48 (4.36)	3.26 (3.05)
	Intro to Mass Communication Law (Journalism)	340	4.25 (4.50)	2.89 (2.80)
	Intro to Mass Communication Law (AD-PR)	341	4.34 (N/A)	2.66 (N/A)
<i>Advertising/PR/Strat Comm Core</i>				
	Principles of Advertising and PR	137	4.21 (4.40)	2.66 (3.00)
	Advertising and PR Research	279	4.52 (4.33)	2.66 (3.00)
<i>Journalism Core</i>				
	News Editing	157	4.64 (4.63)	3.88 (3.75)
	Audio-Video Information Gathering	221	4.11 (4.25)	3.68 (3.50)
	Reporting	253	4.14 (4.39)	3.41 (3.50)
Overall quality of education		4.60 (4.49)		

For the grade: 1=F, 2=D, 3=C, 4=B, 5=A

For the Ease of Getting Into the Course: 1=Very Difficult, 5=Very Easy

See page 24 for student views on what courses the school should consider adding to the curriculum, their favorite classes and their least favorite classes.

Preparedness for workforce and evaluating work

How well prepared are you for:

Entering the workforce	3.49	(3.80)
Evaluating Work for Accuracy	4.14	(4.16)
Evaluating Work for Fairness	3.96	(4.07)
Evaluating Work for Clarity	4.23	(4.24)
Evaluating Work for Style	3.96	(4.10)
Evaluating Work for Grammar	3.81	(4.14)

For preparedness: 1=Not very well prepared, 3 = Well-prepared, 5=Very well prepared

Student Perceptions of Amount Learned

In looking at your MEJO courses as a whole, how confident do you feel about the following concepts or skills:

Mass media and freedom of speech law and issues	3.75	(3.77)
Media history	2.82	(2.99)
Diversity of groups in society	3.52	(3.41)
Professional ethical principles	4.05	(4.12)

Thinking critically	4.44	(4.26)
Thinking creatively	4.39	(4.27)
Thinking independently	4.44	(4.34)
Researching information	3.90	(3.81)
Basic numerical and statistical concepts	3.13	(3.26)
Media theory	2.89	(3.22)
Reporting	3.39	(3.22)
Production	2.65	(2.81)

For amount known about a subject: 1=Nothing, 2=A little, 3=Some, 4=A lot, 5=I'm an expert

Extracurricular Activities

About 69% of respondents indicated that during their time at UNC they participated in extracurricular activities that were related to their J-school majors.

For those were involved in major-related extracurricular activities, those activities included:

- 58% Daily Tar Heel
- 17% Ad Club
- 17% Heel Print
- 17% Reese News Lab
- 12% Carolina Week
- 10% Carolina Connection
- 10% CAFME
- 6% Blue & White
- 4% Synapse
- 4% Crash Campaign
- 4% Sports Xtra
- 4% Carolina Data Desk
- 4% PRSSA

Other major-related career activities that students have completed, include: Endeavors magazine, Southern Neighbor, Radio Latijam, Carolina Now, Carolina Ahora, The Tab, Passport magazine, and CABJ.

In answer to the question if there were lots of opportunities for students to take part in extracurricular activities related to their work at the MJ-school, 73% of respondents said they agreed or strongly agreed. (1=Strongly disagree, 5=Strongly agree.)

Employment, Career Services and Internships

About 26% of respondents currently have a job lined up post-graduation (33%). For these jobs:

- 59% are full time jobs (52%)
- 41% are internships (45%)

75% of the respondents said their jobs were related to their major specialization (71%).

For those without a job lined up after graduation:

- 86% said they were looking for a job (85%)
- 12% said they were attending graduate school (10%)
- 2% said they have other plans after graduation.

For those looking for a job, 29% indicated they had strong job prospects.

For those going to graduate school, all were going to a graduate program in something related to their specialization.

88% of respondents said that they completed one or more internships while at UNC. 37% of respondents completed two internships, and 42% of students completed three or more internships. The school helped arrange 30% of these internships.

94% of respondents who had an internship said the experience was valuable to them, giving a valuable rating of 4.1 out of 5 (1 = Not Very Valuable, 5 = Very Valuable.)

About 36% of respondents never used the MJ-school's career services. For those students who did use career services:

- 34% of students used it to improve their resume or cover letter
- 55% of students used it to find an internship
- 39% of students used it to find a job

How helpful was career services in:

Helping you find an internship	3.04	(2.95)
Helping you find a job	2.88	(2.64)
Helping you with your resume/cover letter	3.28	(3.50)
Overall grade for Career Services	4.16	(4.10)

For how helpful: 1=Unhelpful, 3=Somewhat helpful, 5=Helpful

For grade: 1=F, 2=D, 3=C, 4=B, 5=A

96% of respondents subscribed to the MJ-school jobs or internship listservs. In answer to the question of how useful the listservs were in finding a job or internship, respondents who subscribed to either of those listservs gave a mean score of 3.33 out of 5. (5=Very useful, 3=Useful, 1=Not useful at all)

66% of students follow @UNCMJCareers. In answer to the question of how useful this service was in finding a job or internship, respondents gave a mean score of 2.76 out of 5. (5=Very useful, 3=Useful, 1=Not useful at all)

See from page 37 for information on where students interned during their time at the J-School, where they have been offered jobs and comments on careers services in the J-School.

Academic Advising

91% of respondents indicated they had used the MJ-school's academic advisors.

For those who had used academic advising, they were asked to respond with how strongly they agree or disagree with the following statements:

The academic advisors in the J-school were always able to answer my questions	3.96	(4.06)
The academic advisors in the J-school were always helpful in explaining the requirements	4.00	(4.08)
My experiences with academic advising was always positive	3.88	(3.81)
I would recommend to my friends to visit with academic advisors if they needed help	3.88	(4.06)
I think the academic advising process works well	3.51	(3.74)
My overall grade for the academic advisors is:	4.37	(4.38)

For agree/disagree statements: 1=Strongly disagree, 5=Strongly agree

For the grade: 1=F, 2=D, 3=C, 4=B, 5=A

91% of respondents indicated they had also used UNC advisors outside of the MJ-school. For those who had used both inside and outside of the J-school, 30% of respondents said that they preferred using the MJ-school advisors while 15% preferred using outside school advisors, and 55% said that they used both sets of advisors (inside and outside) for different purposes.

See from page 41 for student comments on academic advising in the MJ-School.

MJ-school website and other communication

96% of respondents indicated they use the mj.unc.edu website.

Of those who use the MEJO website:

- 90% use it to find requirement information
- 87% use it to find course information/schedules
- 77% use it to find faculty and staff information
- 73% use it to find registration information
- 67% use it to find school-related news
- 61% use it to find event information

The respondents were asked to agree or disagree with the following statement:

I frequently use the MEJO website	3.61	(3.46)
<hr/>		
The MEJO website is easy to use	3.90	(3.91)
<hr/>		
I could always find answers to my questions when using the MEJO website	3.39	(3.67)
<hr/>		

For agree/disagree statements: 1=Strongly disagree, 5=Strongly agree

90% of respondents indicated they used the school's weekly email newsletter and 73% follow the MJ-school's Twitter feed. Of those who did use those, their overall usefulness rating was:

Weekly newsletter for students	4.12	(4.07)
<hr/>		
MEJO Twitter	3.49	(3.75)
<hr/>		

For usefulness: 1=Useless, 3=Somewhat useful, 5=Very useful

As alumni, students would like to stay connected to the school via e-mail (92%), Facebook (56%), Twitter (33%), the school website (28%), and via postal mailings (21%).

See page 43 for student comments on communication and the MJ-school.

Ethnic and Racial Diversity Issues

Please rate the School's performance with regard to diversity in the following areas:

Inclusive curriculum	3.51	(3.56)
Special events and programs related to diversity	3.21	(3.17)
Faculty diversity	3.07	(3.03)
Staff diversity	3.18	(3.06)
Student diversity	2.69	(2.79)

For performance: 1=Poor, 2=Not so good, 3=Good, 4=Very good, 5=Excellent

The following statements the students had to agree or disagree with:

Diversity issues were addressed in my courses	3.50	(3.51)
Diversity is valued within the school	3.74	(3.72)
Overall grade of the J-school and diversity issues	4.08	(4.08)

For agree/disagree statements: 1=Strongly disagree, 5=Strongly agree

Please see page 45 for student comments on diversity in the MJ-school.

International Programs

54% of the respondents indicated that they had taken part in an international experience during their time at UNC. Of these students, 45% did a semester-long study abroad, 38% did a summer study abroad, 15% did an MJ-school global immersion, and 25% did another international MJ-school experience. Participants gave a grade of 4.82 out of 5 for their study abroad experience.

The most common destinations for international opportunities are:

- 20% England
- 14% Italy
- 12% Spain
- 8% Australia
- 8% Brazil

Other destinations include: Denmark, Ireland, China, Panama, Japan, Cuba, Colombia, South Korea, India, Malawi, Austria, Singapore, Germany, Ecuador.

79% of respondents were aware of the MJ-school's semester-long study abroad programs and 89% were aware of the MJ-school's global immersion programs. 35% of respondents had used the MEJO international office, giving their experience with the office a satisfaction grade of 4.88 out of 5.

Reese News Lab

Respondents were asked how familiar they were with the Reese News Lab and the projects the lab carries out. On a scale of 1 being 'Not very familiar' and 5 being 'Very familiar', respondents gave a familiarity rating of 2.28.

18% of respondents knew nothing of the Reese News Lab.

Park Library

96% of respondents said that they had used the Park Library in the past year.

Of those who used the Park Library:

- 91% went there to study
- 37% went there to use resources like the Bloomberg terminal or newspaper archives
- 31% went there to meet with the librarian
- 24% went there to check out books
- 16% went there to work with a group

The respondents were asked how useful the library was at:

Offering the articles and books you needed to complete your assignments	4.67	(4.73)
Helping you find books and articles for assignments	4.68	(4.71)
Explaining how to use library resources	4.74	(4.79)
Providing a quiet place to study	4.80	(4.92)
Overall satisfaction of library services	4.72	(4.79)

For usefulness: 1=Not very useful, 5=Very useful

What are the strengths of the school?

- The tight-knit nature you form from working with other students in many classes, the hands-on experiences you gain, the ample scholarship/networking trips/and other opportunities you have. There are members of the faculty that have been truly formative for me, and continue to act as mentors.
- great branding, strong connections with career fields
- Positive relationships forged between students and instructors. Those in the MJ-School are always willing to help, no matter the department. Completely prepare you to succeed in the real world.
- real-world client experience; scholarships; accessibility to professors + networking opportunities
- The faculty, the core PR classes and different topics. Opportunities to explore different areas of journalism (graphic design, audio visual, etc.)
- I think the strengths of the school lies in how practical the classes are. We actually get to work on clients and get to do projects that let us learn the skills first hand, not just through lectures.
- It does a good job introducing you to a wide array of topics.
- The professors in the J-School are extremely smart and passionate about their field. It's so useful to know them as individuals to help with the job search.
- The faculty and students -- Everyone wants to help one another, and that's not something you find everywhere.
- Providing a variety of new and unique opportunities to students
- There are key faculty members in the school that makes it what it is. The communications side of the school, the newsletter, website, social media, is also superior to any other school on campus.
- real world- hands on experience
- The professors are knowledgeable and carry experience that speaks for itself. Most if not all are willing to sit down and talk with you about anything. Stephanie Brown is another strength for the school (pay her more haha). She has helped me through course work and thesis research countless times and always makes an effort to say hello when she sees me.
- The hands on education
- Offering students professional connections; giving them opportunities to work with real world clients
- Mostly qualified professionals that are not academics, but had worked in the field
- The school does a wonderful job at offering a wide variety of courses and hiring professors who are very experienced and have a lot to offer.
- You all have amazing connections everywhere.
- The caliber of the professors. Many of my classes had professors that were very accomplished in the professional world and not only did I learn a lot of from their lectures but greatly benefited from learning from their personal experiences and having them as a connected in the future.
- Professors
- Professors--every one that I've had would go out of their way to help people
- Teaching trade skills
- Fun classes, great professors, solid curriculum
- resources and hands on experience
- There are some amazing professors and the classes that I loved were so great and useful.
- There are a large variety of classes and we learn practical skills in most of them. Resources in Park Library are especially valuable.
- breadth and variety in courses exciting courses
- Wide range of hands-on opportunities, globally-oriented programs, experienced and thoughtful professors and staff
- Great faculty and staff, bright students and academic excellence

- I think there are a lot of opportunities in the MJ school to go beyond just academics, which is so valuable.
- I have already mentioned this, but the journalism has a lot of really cool, interesting and relevant classes that are offered. The course work is (almost) always relevant to what we need to know in the workforce. The combination of academic preparation at the MJ School and internship experience has made me feel prepared to enter the workforce.
- Professors
- the faculty is OUTSTANDING
- Employs people who teach real-world skills.
- Experience and background of professors. Real world application through capstone courses
- Great staff, wide range of courses
- The majors provide both practical skills and big picture perspective.
- Good, strong culture. There's a sense of camaraderie that sadly can't be found everywhere on campus but can be within the halls of Carroll.
- Simulating real-world experiences for students to gain valuable journalism skills
- Discussions of law and ethics. Focusing on brevity and clarity.
- Great professors
- Timely. Well-connected. Solid professors, even grad student professors. Incredible faculty and staff, and a good vision for how to best prepare students for a constantly shifting real world of journalism.
- Experienced faculty, intensive workload, opportunities to gain experience
- Range of courses and portfolio opportunities
- Excellent curriculum, good, rounded out selection of classes
- reputation, teaching staff/adjunct professors, resources available
- Amazing classes and extra-curricular opportunities. If students are willing, they will gain tons of information. Lots of different tracks and chances to take different types of classes still in the MJ school but outside of concentration.
- Giving students opportunities to explore career paths and being flexible if students change said career paths.
- Professional lecturers
- Communicating opportunities for students to learn and experience what it is to be a professional.
- Passionate faculty and staff that want to have relationships with students and want to help them beyond the classroom; career services
- Involvement and support
- The experience of the professors
- decent amount of events; strongly prepares you for writing
- relevant coursework with lots of options and varieties, relatable to various fields, i like that everything is in one building, lots of group work which simulates the real world, exposure to many topics
- The j school is one of the best schools in the country and has a strong alumni network and reputation
- The MJ school makes me proud to be in the school. You know you are getting a great education here.
- Honestly I love this school.
- There are some really wonderful professors who have impressive backgrounds and use their experience in the workforce when teaching which is a real advantage to a student.
- The school is great at teaching us hard skills that translate directly into a career.
- I loved my time at this school. I had close relationships with faculty members and fellow students, and I learned how to produce ethical, well-written, concise pieces that would have a real-world impact.
- Amazing faculty who are accessible, helpful, and interested in their students

- Faculty are phenomenal and the school has many resources and opportunities available to students
- Good professors Sports communication certificate program
- The professors have such a passion for teaching to students and having them learn from their experiences. They are the real MVPs of the J-school.
- Courses, coursework

How could the J-School be improved?

- I think that everyone, especially PR, should take production classes. I think we need more classes, since a good deal are hard to get into.
- greater emphasis on diversity, especially in the makeup of staff/faculty and student body
- Continue working on diversity: classes, programs, instructors.
- Diversity; funding for internships, internship partnerships w/ agencies + news orgs; career services (we need another Jay!) and study abroad (We need another Michael!)
- Offer more classes to make registration easier.
- I think that the beginning level classes and core classes could try to incorporate actually doing projects and learning through doing rather than lectures about the principles of advertising/PR.
- Create more meeting spaces and a better layout for the building. Value PR majors more. There needs to be more professors so it is not so hard to get into necessary introductory classes.
- I think that the MJ-School curriculum should be changed to be more structured. Instead of allowing each student decide what classes sound interesting, the department should require that you take a variety of classes that cover the basics of the major in order for students to build skills.
- Things aren't always as organized as they should be... It's definitely taught me to be flexible in always adapting my schedule or being creative with completing my assignments.
- Diversity is the main issue that needs to be addressed in the school. The school needs a more diverse staff and needs to work on bringing in diversity among students.
- Some of the faculty members in the school are not very connected with the students. Over the next couple of years, the school really needs to focus on including students in a way that does not simply check off boxes.
- diversity of students, working with other majors or schools.
- The diversity issue I mentioned earlier needs to be improved, but so does the course scheduling. There's so many students in the MJ-school (especially in ad and pr) and there's not enough courses offered. Instead, you are stuck with large class rooms with high student to professor ratios. That's not how your upper level major courses should be. Class sizes should be limited, but that also means that the MJ-school needs to offer more. Students learn more with a lower ratio of students to professors and especially with the industry we are approaching, connections are necessary. With large classrooms, students don't get the benefit of working directly with the professor and gaining knowledge and support that will last beyond graduation.
- More unique programs that include travel or work with unique clients
- Allow students to take a few more classes before they are admitted to the MJ school so they aren't scrambling to complete all requirements right before graduation.
- Have internships count for 3 credit hours. I worked 20 hours every week at APCO for 1 credit hour. I spent more time at APCO every week than I did in class for my other 12 credits. Every other department allows internships to count for 3 credits if they spend a proper amount of time there. That would also open up spots in classes.
- Don't offer courses online that aren't actually going to be taught in the upcoming semester.

- Despite the amazing connections, I leave feeling insufficiently confident that I can perform well in my job because the reporting & business reporting classes didn't emphasize independent thinking enough. There were too few opportunities for us to pitch stories and report on a regular basis, especially considering the business journalism students weren't required to take Public Affairs Reporting and don't seem welcome or encouraged to take Media Hub. The Daily Tar Heel and other extracurricular organizations shouldn't be our only source of practice and expert feedback on how to pitch, research and report at a competitive or even mediocre level.
- Offering more business-advertising classes. I am interested in account management and only found a few classes that were helpful.
- Clearer requirements; ability to get into classes
- Better maps because the third floor is confusing
- More classes to make it easier to get into the classes, make sure your adjunct professors are actually good at teaching (some of them are very experienced but can't teach well)
- classes being available and requirements being more flexible/clear
- Here is a short list: advising, career services, technology, access to classes, the building, more professors, less required traditional journalism courses for Ad and PR students. I really found it annoying that my favorite and most usual classes were my capstone PR classes that I wasn't able to take until senior year. This prohibited me from using the valuable experience and skills I gained in these classes on my resume to get a job or internship. I was employed before Thanksgiving so I wasn't even able to add my fall projects and classes to my resume. I also think career services needs to be completely redone. I had no assistance and applied to jobs that only B school students were applying for. I sent multiple emails to career services throughout my fall semester and did not receive one response, which is unprofessional for a professional school on campus. There also should be a specialization that is more marketing focused. Most PR and Ad students I know want to go into marketing. It is very hard to get into MJ School classes. I could barely get into them my senior year. More professors should be hired and more sections of classes should be created to adapt to the growing popularity of the school. Or perhaps there needs to be a more rigorous application process so that classes are not impossible to get into.
- The graphic design major needs more courses. I kind of became disenchanted with my specialization as I got into the upper-level design courses, and as a result, I do not want to pursue a career as a graphic designer. I like that I have a working knowledge of the Adobe suite, but that's about it. For professors and instructors, it would be better to ensure they know how to teach. A lot of professionals in the field are super smart, but they have no idea how to share that knowledge. Another thing is that the school prides itself on its prestige, but this sometimes makes it feel very "exclusive" and nonwelcoming. As a student from a lower-income background, I sometimes felt out of place when in class and walking around Carroll Hall.
- better graphic design program. Better classes, better teachers (professionals in the field not always the best teachers)
- More opportunities for bridging gaps between entry level classes and higher level, fully hands-on classes; extended mentorship between alumni and current students
- By promoting the school nationally and globally and attracting students from everywhere
- I think making sure all concentrations receive some insight into foundational aspects of each of the other concentrations. It's easy to get bogged down in your specific concentration, but then not end up with any insight into graphic design or production.
- The problem is... not many people know about the classes! Or, if they do, they cannot get into the classes. More sections need to be offered, and an updated course list of all that is offered should be posted on the website each semester (BEFORE WE REGISTER)! Additionally, the MJ School needs to work on helping seniors line up jobs after graduation. I know of only a handful of students who will be employed immediately following graduation. Also, I never got a chance to be in one of Dana McMahan's classes... I tried for 3 semesters!

- Facilities
- more class offerings and fewer requirements
- Diversity, not enough time with actually challenging material.
- Updated resources within the school
- More career advisors
- I firmly believe the strategic communication track should no longer be listed as a choice for students. The courses are just a random aggregation of advertising and PR courses with no real structure. Connect Carolina doesn't recognize the track as being a credential to access major-reserved seats. As a result, I have had to battle wait lists for nearly every required course in the major. I chose this track as a way to apply the major to my interest in the legal field. The lack of purpose and logistical nightmare that the track created for me has led me to discourage others from participating in the track. I would make a different selection if I were to do it all again. This situation constitutes a failure on the part of the school.
- I think there are a good number of students who don't feel the way I do. I mean when I say I love this school, I'm not kidding. But if I wasn't close to so many faculty members and didn't have mentors on staff or the chance to create campaigns or compete with classmates, would I feel this way? Probably not, and I don't think all that involvement can be placed on me. I think it was other students and subtle comments of advice from professors. It seems like some students get lost in the cracks, and I don't know who that comes down on, but the MJ School is the best professional school on campus even with its flaws. I think the biggest possible improvement is making sure all our students understand why some of us feel this way and how their experience could be better.
- Stop using adjunct professors. Most of them really don't care how students do and aren't helpful. This is a complaint many of my peers have discussed with me and I couldn't agree more. I felt (pardon my French) screwed over by many adjunct professors who didn't want to help me. I attempted to reach out for help or to see how I was doing in the course and received no response or was brushed off. There's no reason I've worked for two top magazines and had shining recommendations and reviews from them and yet I got a C in magazine writing with no grades returned to me throughout the course except one initial A on the first test-run writing assignment. Yes, that's a very specific example, but similar issues have arisen in other courses for me personally and my peers and this is a complaint of many MJ students.
- More focused specializations. Multimedia majors end up pretty confused about their skillsets. It's unclear if it's a data visualization, web development, or UX design program. Many people actually enter it thinking it's the video program since photojournalism doesn't specify that it includes video.
- Very little opportunity within the J School and for the very few chances/programs, no one really knows about it until after it's already been completed and there are pictures posted on social media. There is also little to no discussion about diversity, whether it comes to professors, students or issues relating to diversity.
- Park Lecture always leans conservative and everyone is forced to go and write about it for certain classes.
- Continue to add courses that benefit students, like data journalism.
- More help finding jobs, less required core classes
- Availability of courses
- The maximum credit hours in the school requirement is pointless and just means I ended up taking classes that had nothing to do with what I'm studying.
- a better website to more clearly communicate what is happening within the School
- Better career guidance
- I think that if there was more flexibility within the courses that students were able to take, as well as communicating better with freshmen. (I didn't even know about the opportunities in the MJ school until the very end of my first year)

- More student study space, a bit more accepting of students who may not be as involved as others in the school.
- More professional courses
- It would be awesome if the school embraced and helped to make other budding student organizations and publications more known to students. I also understand that news outlets are becoming more bias, but I think it's important to self-check and make sure that we're still upholding and implementing the principle of objectivity. It sometimes doesn't feel that this is the case in class.
- The school needs to host student networking nights and events. I don't know many students within the school, even within my own specialization. Having networking nights for students would help us to meet new people and form relationships with each other to help each other with internships or media relations down the road (like reporting or broadcast students forming relationships with PR students).
- Establishing intro courses to the different tracks required for every major -- I would've loved to have left with some PR/HR/Ad experience. Create an intro to creative cloud quarterly course.
- The school is outdated in so many ways. It's curriculum is not up to date with the current media environment. There is still an overwhelming emphasis on print and broadcast journalism. These students are prioritized even though they make up the minority of the school. There are not enough classes, professors, or even lectures for AD, PR and Strat Comm majors. The technology in the building is so outdated that as a student I have better luck going somewhere else on campus. Information is nearly impossible to come by as the website is not user friendly and to get any question answered you have to jump through so many hoops.
- maybe more flexibility in classes
- maybe more info early on about j-school clubs and like events
- The curriculum needs to be more flexible. Not every student fits into the cookie cutter track of a path and it was a difficult process to go outside of that path. Classes need to be offered earlier or more sections to make them easier to get into especially as the major only grows. Students could be encouraged to take classes that sound interesting to them instead of shut out of them because it isn't in the narrow path they choose.
- Treat all specializations fairly. Don't favor one track. Try to recruit a diverse group of people. Hire more public relations professors- I think that would make class registration slightly less difficult.
- The building itself-it is so old, doesn't cater to new media tools and trends, and is really behind other media schools. The school could be more selective to who it admits in order to improve its ranking and prestige. It could do better to improve recruiting from areas outside of North Carolina, because for me as an out-of-state student, it felt like so many opportunities were just for the Raleigh area instead of looking for career opportunities all across the country. It needs to build its network and find a way to really use its alumni to help students make connections to find jobs and opportunities they couldn't on their own.
- Sometimes the school is too "sink or swim." If you don't know how to edit video, teach yourself. If you don't already know how to do the position at Carolina Week, you aren't allowed to. I think there needs to be more teaching, and more failing. The Broadcast sequence could benefit from more hard-skills workshops (like Adobe workshops) and more practice shows.
- Although the school gave me great training in how to be a reporter, it gave me very little training in anything else --- how to market myself, how to take photos and make infographics to accompany my stories, how to post my completed pieces on a CMS like Wordpress, how to promote my piece on social media networks, etc etc. Looking for a job now, I feel like the curriculum that I so enjoyed was a bit antiquated, since most of my professors were "classic newspaper men" and their job was literally just writing good, hard-hitting news. Today's market is totally different and, other than my (relatively good) clips and my radio pieces, I have nothing to show. I'm spending extra money on coding classes and graphic design courses when I could have taken classes for my degree, if only someone had told

me they were required skills for a modern print writer. I hope that future reporting track majors can be better prepared by their MEJO courses.

- Better communication regarding deadlines. Making it easier, if possible, to get into classes
- More collaborative spaces in the building and interdisciplinary curriculum
- More sections of classes to make it much easier to get into required courses. For my first three years, it was very difficult to get into any classes.
- More classes about sports.
- Add more courses, very difficult to get into classes

If you could add a course into the CORE CURRICULUM of the School (JOMC 141, 153, 221 and 340), what course would it be and why?

- YES! I think Graphic Design, basic HTML, and Photography should all be included!!
- yes! It would be nice to have a course in which we learn more real world skills, such as 187
- I didn't personally enjoy 221, but I learned a lot and see how it is valuable. I think a mandatory graphic design course would be beneficial, or perhaps a software or computer course.
- I think this is a great class to include as it will equip students w/ the skills + tools necessary to tell compelling stories in different ways. Probs doesn't need to be required, but branding of me or personal finance (w/ Carol Wolfe specifically) should be highly recommended as they are SUPER PRACTICAL classes **especially effective to take during senior year**
- Yes! I took MEJO 221 as an elective course, and I think that makes any major stand apart from others. I am a PR major and I think that saying that I have this experience with video is very valuable for the growing and changing industry.
- I think a design course would also be really useful. It is such a plus to have graphic design skills.
- It could be, but I don't think it is as relevant for PR/Ad majors.
- Yes. I think graphic design, or some type of design class, to get students familiar with using Adobe Creative Cloud programs.
- I think that is a good addition, especially since those skills are fairly applicable for anyone going into the world of media and journalism.
- I think students should have the option between 221 and 187. I stumbled across web development by accident and did not realize how important it is to journalism.
- Yes. These are necessary skills for any incoming MJ-schooler. I would also recommend a basic HTML/CSS section in this course.
- Yes it is very helpful. I would add graphic design because that's just a good skill for everyone to have
- Yes I think so...so long as the school offers enough so that seniors aren't taken intro level courses and having to delay their graduation. Graphic Design should be added because I do think that design fits into every specialization.
- None- there are already a lot of requirements and I like the flexibility of choosing my classes
- Not sure what MEJO 221 is.
- No
- I think that graphic design needs to be a required course for every concentration. If not a required course, a course that is more accessible to other concentrations.
- I do think it's good. Professionals who visit my classes constantly say we should know how to do a little of everything and yet have a focus that we're expert in. I also think Public Affairs reporting should be required of all traditional reporting majors (reporting, business reporting, broadcast and electronic reporting, possibly with adapted requirements for photo/video students tailored to their

mediums) and definitely with adapted requirements for interactive multimedia students tailored to their mediums.

- Yes; political reporting
- Video is important so I think it's a good addition.
- Something about website editing, digital media
- I think it's a good addition
- I think graphic design would be helpful for any major in the J-school and I always wanted to get more experience.
- Yes
- Yes, 221 was a great experience for me, and I really loved learning Adobe premiere. With today's emphasis on the media, it makes sense to add this course in video newsgathering. I think maybe the graphic design intro should be offered to everyone, or at least strongly considered. Knowing how to use the Adobe suite is a useful skill.
- yes, i loved 221
- Yes! I took 221 by choice and was in the section with combined video and graphics and coding. I wish I could have gotten more experience in all of those aspects but was glad I at least had a foundation.
- MEJO 221 is definitely a good addition to the curriculum in that it teaches basic audio and video skills that are now required for individuals who work in media and journalism. In addition to 221, MEJO 187 could be another good addition to the core curriculum.
- I do not even know what MEJO 221 is. Maybe I am biased because I am a history major as well, but I think we should learn more about the history of journalism. Maybe 101 should be required?
- No
- Yes. Video and audio editing is great for ever specialization.
- Yes. I think intro to graphic design should be a required introductory course. This could be a great course for freshman and sophomores to take who want to take classes in the mj-school, but are unable to get into classes that are required for each specialization.
- Mejo 433
- an additional writing course directed at the students' track specifically.
- Excellent addition. Sad I won't be able to partake.
- I think it's a good addition to the curriculum in the sense that it gives students another skill set with Adobe Premier but at the same time most reporting majors won't be going out and filming videos like that so I don't feel being graded on how you framed a shot or how you filmed really benefits a reporting student. I feel that opinion writing should be added to the core curriculum to replace 221.
- I think it's fine, but I've heard 221 might become a mix of web development and video, which I think is a bad idea. You can't learn either of those things in half a semester, so you just end up skimming the top surface of both topics.
- Yes MEJO 221 is a great addition to the core curriculum. Introduction to graphic design should also be included in the core curriculum.
- I think that's a good addition.
- Yes,
- Yes
- Yes
- 221 was very helpful in learning video editing.
- yes I think it's good 221 is in the core - I think a graphics course or coding course should included as well
- I don't think this a good addition - especially if students have already declared a track that is more driven for PR/Design, I don't think this class is a good addition. I think it would be better to have a

class for potentially interested students that samples from all majors so people have a chance to explore before they get in too deep into their major.

- I don't think it's a good addition, I think it's hard if people aren't apt to that type of work and it puts unnecessary stress on them.
- No, leave it more open.
- I totally think this is a smart move, to allow students to be exposed to all kinds of skills and possibilities. It might behoove all students to gain some rudimentary knowledge of Adobe products in a class like 182.
- I think it's useful.
- Yes! Everyone should learn how to use Audition/Premiere Pro and learn the art of storytelling audio-visually.
- I don't even know what MEJO 221 is... I think PR or AD writing should be added to the overall core curriculum. As a PR student I have to take so many classes that emphasize print journalism yet there is no crossover for those students to take my classes. If you are trying to provide students with a rounded education you would require them to take a class in the other specialization as well.
- I think it is important, I just wish I had a better professor for the class. This was one of my least favorite classes to take, but I probably would have liked it and would have liked learning the material if I'd had a different teacher.
- don't know much about 221 but i don't recall thinking it were necessary
- Yes, looking back it's something I wish I had taken. I think graphic design and a basic coding class would also be very valuable skills in the job market
- A course on research would be great for the core curriculum.
- NO-this is a horrible addition. I took this course and it should not be a core requirement. I thought it would be so fun-but it expects students to already know so much and students who are photojournalism majors come in with video experience. If you're someone like me who had no video experience you're penalized and not viewed on your own personal progress but compared to classmates who may have more experience. I was so stressed out, felt I couldn't enjoy the class, couldn't earn an A despite my improvement and growth throughout the class, and it was a miserable experience when it could've been an opportunity to learn a useful skill.
- I think the less core requirements, the better.
- No, i dont think its helpful for business journalism majors
- YES, video editing skills are another huge plus that papers are looking for. Other core courses should be: -Coding 101 (with HTML, CSS, and basic training in CMS's and a brief section on up-and-coming technologies that students should look into if they want to train themselves and get ahead of the curve) -Graphic Design/Infographic 101 (with instruction in Illustrator, that could be a pre-req for an interactive graphics class) -MEJO 180 (basic photography)
- I think this would be a good addition. I also wish I had a more developed skill set in multimedia website design, even if that's just basic web editing.
- Yes I think it is a good addition.
- It was a good addition. I think 182 should be added as well.
- I do not know of another class I would add to the core curriculum

Thinking about the courses that were available to you, are there any courses you think the school should offer in the future that aren't currently offered? Why?

- Specific courses on political communications/public affairs/work beyond agencies in PR
- More options in design and developing - especially for UX!
- More sports and entertainment-based media and journalism classes.
- Maybe a special topics courses that talks about how to work with influencers
- I think Gary Kaye's Branding of Me class should be more readily available
- I think design courses are really useful.
- Many of my interests were available in the form of course requirements, but maybe a few more courses focusing on sports reporting, since it is so different from other journalism.
- I think the multimedia track needs a class strictly on javascript because I felt my javascript skills were lacking a lot going into 583 in comparison to the computer science students in the class.
- It would be nice to have a class in freelancing tactics or job search strategies. Maybe even a seminar or one credit hour course. I also wish there had more opportunity for students to give feedback on individual courses outside of course reviews.
- Professional communications- I think it's helpful to learn how to communicate with other professionals
- There should be more intersectional courses offered specifically designed for ad and pr majors. I know that they exist as electives and for reporting majors; however, in the industry, it's important to be aware of other cultures (anthropology), identities (women's studies) and world politics (political science). Also, while I don't intend on going directly into the advertising field, I have heard that the J-School should offer more portfolio building courses
- Maybe a course on professional development, or how to better apply the skills you have learned in the classroom to a job.
- Yes. I think there should be a class for conducting research experiments that is not just an independent study/ thesis class. I think that would prepare us better and make it easier on the students. I did not want to tackle a massive thesis and would have liked to have gotten more practical primary research experience beyond 279 and surveys for other classes.
- My pr case studies class was exclusively a study of crisis situations. I think it'd be better to have a required class focusing on great PR campaign, not just crises. Or maybe the current case studies class could be split in 2. It is a major gap in the curriculum because by the time I got to PR campaigns, many students in my class did not actually have a full grasp on what a pr campaign was, because we never studied them.
- I really enjoyed my intro to marketing concepts class and would have enjoyed more classes that were more business side of advertising as opposed to the creative side.
- Yes. A practicum business journalism class equivalent to Media Hub, or if Media Hub were more welcoming/encouraging of business journalism students to join the class. It would have been amazing for us to get more practice pitching stories on a regular basis and doing enterprise reporting on business/economics/financial topics. I'm sure it's great practice for thinking critically and creatively about story angles, about our own biases as we report, and even for encouraging more data-based journalism in the courses the j-school teaches (being that there's nearly always data to incorporate into a business story).
- I think a course that focuses on interviewing subjects could be good.
- A required, school facilitated internship independent of a traditional class meeting. Many courses in the MJ-School have "real world clients," but you also have to attend class and do class work in addition to your work for the client. I didn't get much experience working outside of the classroom setting, even if the client was a real organization. I think I would feel better prepared for the workforce if the school had exposed me to a workforce environment

- Well, I would strongly recommend that you keep offering Personal Finance as a special section. I'm in it now, and I'm learning a lot about the real world. Maybe restrict enrollment to juniors and seniors to ensure everyone who wants to take it can.
- More variety of design classes, especially those that offer study of the fundamentals.
- More in depth coding, ad/social media analytics to have more marketable skills
- There could be a media history class required for every MJ school student. I think it is important for journalism students to have an understanding of the overall history of journalism and media.
- I think a course on careers/opportunities within journalism/communication would be help. This is such a versatile major (which is great) but at the same time, when it comes to the job search, there are so many different ways that you could go that it becomes a little difficult to navigate the search. I know we have great career resources in general at UNC and also specifically within the MJ school, but having this as a class could be really appealing to students I think.
- The MJ School course offering is great. I think it is more of an awareness problem—there are so many courses I did not even know existed that I hear people talk about. Also, I wish it would be required for AD students to take a PR course. It's relevant for us to be able to know how to write press releases, etc. as many jobs in marketing and advertising require a mix of both PR and AD.
- More research classes! Digital analytics, personal finance/ investments, excel
- More variety in the sports communications courses
- I think more specialized classes that pertain to current industry trends. For example, entertainment public relations. We offer courses on topics like media in South America, but I would benefit more in a course in entertainment PR (my intended career path) rather than a class on cultural practices. While this is solely an example, I would love to see immersions and electives aligning more with students' ultimate career goals rather than on "textbook" subjects.
- one on new media technologies like VR
- More streamlined strategic communication courses as opposed to just dipping in and out of PR and Ad
- Either offer a more theory-based computer-science programming course for multimedia majors or require a computer science course for them. Many of us end up with poor programming skills since we don't actually understand the theory behind what we're implementing.
- More sections of the opinion writing course and the self-branding course. The skills taught in these courses are extremely relevant in the current media climate and I wish I could've had the chance to take them.
- Learning the actual statistics and analyzing social media. A lot of jobs have this and it would be great if we were actually prepared to write/plan great social media posts and also know whether or not they work or not.
- Offer more data journalism courses, as this is going to be more and more important. The course offered currently is a great intro, but I feel like there's potential for a second, more advanced course to dive deeper in. A course in interviewing, perhaps augmented with building sources or other people-based information gathering techniques, would also be helpful for a wide variety of people I think.
- A class on creative thinking would be wonderful to have as an Ad major - that being said, I think the amount of classes now that are very very niche could be part of the distraction from courses that we all need. For example, I ranked production very low when indicating how prepared I feel for the future because I never once had to hold a camera and point and shoot for any class.
- Music and Arts Reporting, more sports journalism
- I enjoyed Latino Media Studies and Diversity & Comm - I wish you offered an Asian Media Studies course especially since we offer global engagement in Hong Kong.
- I was very disappointed at the lack of creative or narrative writing courses. Storytelling is an important skill for advertisers and other journalistic careers.
- You should bring back Mobile App Design and Dev but still keep the VR class

- An intro class for non-designers - something that would combine graphic design and coding just to give people a basic understanding and skim the surface. It would be helpful when in a career to at least have a jumping off point for these skills.
- I think that the school should offer more practical business orientated classes. Because so many majors are extremely versatile students tend to pursue many different fields - I think offering more consulting courses in the context of media and communication would be invaluable.
- More courses on design and branding. There aren't very many options for viscom students, and I think these options could be expanded!
- symbology - for logo design
- I think there should be more specialized courses for graphic design and other multimedia majors like typography classes and, in general more class offerings for these concentrations.
- I would enjoy a media relations course. That's an area of PR where I feel like I'm not as confident and where I haven't had a ton of experience, even after interning at a large agency like Ketchum.
- A TV news production/direction/control room class
- I think the school should offer more classes related to current events/politics. There are very few of these courses and they are very hard to get into.
- no - i think there is a wide variety of classes available to students as long as they can get into the classes
- Digital advertising/ data analytics. Basic CSS and HTML classes. More graphic design classes so students can actually get into them.
- Numeracy/stats in the context of data journalism,
- For the public relations specialization I think it would benefit students to have courses with clients that aren't graded based on technical things. Students need to know whether or not their ideas are good enough to survive the real world-- not if their grammar was all correct. I think their needs to be more PR classes and professors.
- -Courses for basic photoshop/editing skills for non-design majors -An econ/basic finance course for non-busi/econ majors
- I wish there was a class solely for video editing. I feel like the news reporting classes don't teach you all the tips and tricks of adobe, which I had to teach myself or learn from YouTube tutorials.
- A class emphasizing verbal communications like learning how to write and deliver speeches-whether it be speeches for a TV show or talk show or formal corporation. Podcasts are becoming an increasingly relevant media tool and learning how to develop one would be a great course. We're required to learn how to do video but a more entry-level audio class would be great.
- Personal finance tailored to post-grad life
- I wish there were more fashion and UX classes.
- I think the school should offer more social media centric courses. Social media is becoming such a huge part of the media landscape. And while most of us know how to tweet or post on Instagram, it's important to look at the nuances and the metrics of it as well and learn how to better impact people with our content.
- More in-depth research courses (other than Market Intelligence with Sciarrino which is an amazingly valuable course. I believe statistical and analytical courses are essential in today's communications fields.
- Courses strictly dedicated to coding; infographocs; social media strategy; SEO; "digital media." Although all of those courses are currently offered, the courses are small, hard to get into and, most importantly, not emphasized as an important part of the reporting track! 75 percent of the print journalism job listings I've seen since I started applying have heavily favored candidates with basic HTML/CSS, CMS and/or social media strategy experience, and I feel woefully unprepared.
- Less agency focused classes, more graphic design course
- I think the MJ-School has all the courses it needs now.

- More sections of the classes offered now. As a PR major it's just so difficult to get into classes when only so many seats are reserved for my specialization. I spent years waiting to get into some classes and will graduate having not gotten into others that I thought looked interesting. I had to beg to get into a class that was required.
- More sports communication courses, or maybe offer a minor in sports communication instead of just a specialization.
- Instead of course--offer semester internships at local newspapers and magazines!!!!
- Offer international advertising and personal finance (other elective courses) more often

What were some of your favorite classes and why?

- I loved MEJO 244, and the 490 classes I have been able to take. I also loved research with Joe Cabosky, he was amazing. I actually also loved media law, but that is an unpopular opinion.
- I loved all my multimedia classes
- Media Law because it aligned my interests of law and public relations/media.
- MEJO232- PR writing. Very practical, loved having a real-world client (took w/ Marshéle Carter)
- MEJO279- a toughie but a goodie, especially if you take it with Saffer. He will work you but you will learn so much+ you'll have a real-world client. Honestly, any class w/ an actual client.
- MEJO 153 with John Robinson, he is just fantastic and really cares about teaching his students the proper news writing techniques. And he cares about his students a lot. Crisis Communication and PR Writing with VK Fields.
- NSAC absolutely. It was a semester long group project and I got to learn through doing. I also really loved the Account Planning class because I learned things that I can apply to real work.
- 341, 474, 182
- Market Intelligence because it forces you to learn how to critically think. I also really loved presentation design because it challenged me creatively.
- MEJO 256 with John Robinson, MEJO 455 with Tim Crothers, MEJO 421 with Jim Hefner -- The format of all three classes was very open, letting students discuss their work and the work of their peers in a friendly setting. We could see what things worked, what didn't, and really take away from each other.
- I love 584. I appreciated the ability to immerse myself into a community outside of the United States. I just hate that students who could not fork out \$2500 would not be able to enjoy the class.
- Anything with Daniel Kreiss or Ferrel Guillory -- they are both incredible individuals and instructors. The coursework was also incredibly relevant to what I want to do one day.
- Crisis Communication-VK Fields Latino Media Studies-Pablo Mino They taught me a lot of real world issues and were really interesting and fun
- JOMC 565 Environmental Storytelling - This class led to me internship because a story I did was shared with the environmental organization. It also led to me interest in environmental law because a guest speaker came in one day to talk about an issue that I made my final story. Oral History (can't remember the number) - This course was wonderful because it exposed a cultural element to the journalism field and it introduced me to my favorite professor, Dr. Friedman.
- Gary Kayye's classes were immersive and educational
- MEJO 182: allowed me to explore another side of journalism that I had no experience in MEJO 442: Allowed me to explore many issues of diversity within media and journalism
- 470, 279, Account Planning, Investor Relations, Comms Consulting. 473. 271. They prepared me directly for a job and gave me experience working with actual brands/ clients.
- MEJO 279, 341 and 433 because they challenged me more than any other courses and I gained the most from them.

- Loved 551: Digital Economics and Behavior with Penny Abernathy. It was great for learning the Bloomberg Terminal and learning how to research well, as well as how to write a lengthy research well. Also loved 452: Business Reporting. The mock news conference was an amazing exercise in thinking on our feet as well as researching to find interesting angles for a story.
- Ryan Thornburgs Digital Media Economics class. It was challenging but I learned that most from that class that I did in any other class because it challenged us to use Bloomberg Terminals and looks at media in a different lense.
- MEJO 421
- Feature Writing because John Robinson is a great help and Audio Journalism because Jim Hefner is an awesome professor.
- 279- I like research
- 141 was fun; rhonda gibson is such a cool professor Any class with John Sweeney; awesome guy
- Really enjoyed 425, 340, and 477 because the professors were incredible
- 279 and 434 because these were so in depth. What I do not like about these courses is that we don't take them until senior year. The skills I learned in these classes could have been crucial in interviews for internships
- Media law, while challenging, was great because the copyright law really fascinated me. And Cathy Packer was so knowledgeable about everything! 221 was lots of fun; I was so nervous about it because I'd never done any kind of video editing, but Julia Wall (a recent grad) was a wonderful teacher. She made it all fun and approachable. Personal Finance, which I'm currently taking, would also have to be in my favorite classes because it is teaching me life skills. I am learning about the 2008 housing crisis, investing, mortgages, taxes, and more. I wish everyone got the opportunity to take a class like this.
- 221 - got me excited about video and storytelling 157 - Andy bechtel is awesome at what he does! learned a lot
- Media Hub and Branding of Me both treated the students as professionals in different ways, and I loved both angles. Media Hub gave us so much independence to challenge ourselves and produce our best work, and Branding of Me gave a lot of insight into what having an authentic brand means, how to apply that to our professional lives, and how to set ourselves up for a career we're passionate about.
- MEJO 240 made me think critically about a lot of salient issues in the realm of media and journalism. MEJO 232 taught me all the basic writing styles and skills required for PR professionals.
- I loved MEJO 431 with Joe Cabosky. This class expanded my understanding of public relations and really offered some thought-provoking and challenging class discussions and activities.
- London class and NSAC!!! These were the most immersive, hands-on classes that I have taken—apart from MEJO 279. The professors are both awesome. I also liked graphic design.
- MEJO 690, MEJO 376, MEJO 279
- i loved digital media economics
- Digital Media Economics with Penny Abernathy because it's looking at journalism in a way that I've never been able to do before.
- Crisis Communication was one of my all time favorite classes. I have spoken about a particular experience on every tour of the mj-school I give and in every interview I have had. I discuss the time VK asked me to leave the room and would notify me when I could enter again. When she called me back, she informed me that I would be speaking to the National Woman's Conference as Donald Trump's publicist. This was during the breaking news surrounding comments Trump made while speaking with Billy Bush. In addition, she told my classmates to turn on the flash on their camera phones and throw paper balls at me. While this was all in good fun, it taught me to not only always think on my feet, but to be prepared for any situation. It is a classroom experience like this that separates the faculty in the mj-school from different journalism programs.
- MEJO 433- great content and professor (Fields) MEJO 244- amazing professor, very relevant and interesting (Kriess) MEJO 153- John Robinson great professor

- Media law. These have been my favorite professors and aligns with my career interests.
- Ad copy & Art Direction (this is what I want to do one day so), ad research (wow, Joe Cab, way to make this one incredible), sports ad and marketing - Sweeney really is passionate about this subject, which is way the course is as good as it is
- I really enjoyed Media Law. My professor (Victora Ekstrand) was passionate and extremely knowledgeable and her enthusiasm translated to the class, making it one of my favorite class experiences. She was also extremely fair. She expected a lot out of students, but she was extremely reasonable and wanted to help you understand not punish you on your inability to do so. I also really loved my class with Paul Jones. He was a great teacher and I've never been in a class with such a lively in class discussion atmosphere. Also, graphic design with Spencer Barnes was a great class. He's an amazing teacher and I couldn't imagine that class being taught in a more effective way. He really works with students to make you succeed even if graphic design isn't your forte.
- MEJO 584 - it gave a really good opportunity to actually apply my skills as a group.
- Media Law. Great professor and felt very challenged.
- Crisis Communication - real life practical experience MEJO 232 - Marshale made me believe I was a writer again MEJO 279 - Conducting research became fun for me even though I didn't think it would
- MEJO 455 with Tim Crothers. One of the best professors and an incredibly talented writer. I saw the most improvement of any class I've ever taken with him.
- Sportswriting and Feature writing were by far my favorite classes. The professors and subject matter were awesome.
- Newswriting, Advertising Copy & Communication, because they improved useful career-related skills
- 586, 583, 660. All production-heavy and taught me real world skills I can use in a variety of professions and roles
- Gary Kayye's classes. It had a direct real-world application and was extremely helpful to me as I search for jobs.
- Media law. Professor ekstrand was great
- My special topics Communication Consulting Class was great. I love how practical it was and that I got constant feedback throughout the course, as well as learning from current employees and not just theories. Also, PR Case Studies with Cabosky was awesome, really practical course that was super informative.
- All of the design classes and especially Gary Kayye's classes. Gary's classes helped me decide what I want to do for a career.
- MEJO 479 - JoAnn is a boss
- I loved motion graphics with Terence Oliver and his magazine design class. He works so hard to develop our marketable skills and give us insight into how to interact and conduct projects in a professional setting.
- Both classes (MEJO 182 and MEJO 490) with Lisa Villamil because of her passion for her students. Also, I'm so glad to now know graphic design.
- All the BEJ track classes and MEJO 446: Global and International Journ.
- MEJO 431 - PR Case Studies: Professor Joe Cabosky was amazing and I got to learn so much. By far the most valuable class to my major and what really helped me to understand how all the aspects of PR come together. MEJO 279 - PR Reseach: Professor Adam Saffer does a great job with this course. He expects a lot from his students but by the end you feel as though you've really gotten to dive into research and analyze it. It has helped me in my research after the class. MEJO 425 - Voice & Diction: This class is just a joy. It's really fun and Professor Lynn Owens always makes her students feel comfortable. I am not a public speaker but I feel as though I can be one after taking this course.
- Beginning Photojournalism: had a great professor that made it really fun; Feature Writing: learned a different style of writing and really enjoyed the professor
- 431, 477 - interesting and related to marketing/what i want to do in the future

- I enjoyed media law with elkstrand, graphic design and experience design with Lisa, ad pr research and joe and issues in mass media with John Robinson. The above classes weren't all classes I was interested in the topic but the professors truly cared about the students and made the course enjoyable.
- PR Writing- because VK Fields is the greatest and I am now afraid to make any spelling/grammar errors on anything. I felt like I really learned in this class. Voice and Diction- because I have greater respect for the broadcast field. Sports and the Media- I learned so much from this class and it was fun. Sports Marketing- because John Sweeney is the greatest
- MEJO 551-Penny Abernathy is an incredible professor. This was a class that catered to group discussions, debates ensued among students, she helped us learn difficult but important financial material in interesting ways but applying real-life case studies that are relevant in today's world. She was so smart and it was one of the hardest classes I took at UNC but one where I didn't care if I couldn't get an A because I was enjoying learning this material so much and loved going to class.
- Chris Roush's 153 class was boss. I learned more in 5 months than I learn in all of high school.
- Community Journalism with Jock Lauterer was my favorite class. Jock is a wonderful professor, and it was my only academic experience where I was forced to take my own pictures and one of only two classes where I had to pitch my own stories. The other of the two was Producing Radio with Adam Hochberg -- another class that shaped who I am as a journalist. Adam is tough but fair, and is one of the best professors for preparing you for a real work environment.
- MEJO 279 - I like research, it taught me statistics in a way that was relevant and made sense, and it showed how research can create a strong foundation for communications efforts. MEJO 341 - I find law really fascinating, and I loved how the course provided real world examples of cases. I know it's not everyone's favorite, but it's what made me want to pursue a degree in media law and policy.
- Daniel Kreiss' MEJO 244 because the conversations were engaging as well as Adam Saffer's MEJO 490 and 279 because I really enjoyed the China program and learned the most in PR research out of all of my MJ school classes
- Sports Communication Certificate classes because I plan to go into sports information at a university after college.
- Ethics (141) was my favorite class because it was designed and taught in a way that let us discuss how we approached certain situations.
- International advertising, personal finance, ethics, media law, account planning --> very interesting, all relevant to my major and internships/jobs/etc.

What were some of your least favorite classes and why?

- I think my least favorite were some of the core classes. Ethics was not very salient, and case-studies was interesting but I feel could have been more expansive.
- Writing and Reporting; the class was fine but I really didn't gain anything for my future
- 221 because audio/video editing is not my strong suit.
- PR Case studies- absolute waste of time; curriculum needs to be updated or thrown out.
- PR Campaigns. I wish it was a bit more organized and that we had more checkpoints for our overall campaign that were assigned at different points of the semester.
- I disliked Media Law because some things seemed very unrelated to what I'll be doing or outdated.
- 137
- I overall really enjoyed all of my classes in the MJ-School.
- Really didn't have any... I learned something valuable in every MEJO class I took. Picking a least favorite would just be answering the question for the sake of answering.

- I hated 253. I feel that the multimedia track needs to do more writing for web type classes instead of hard news. I did not find that type of reporting useful, especially since I had to crank out a story every week. I think that students who do not plan to be reporters should take classes on data reporting, social media writing or writing for web.
- Probably my higher level skills based courses -- like advanced photojournalism or Carolina Connection. I felt like the professors in these classes cared less about the students and more about the work they did and the potential to win awards.
- Media law and Ad/PR Research Necessary classes, but boring/stale
- MEJO 271 - There wasn't much direction and we didn't get any grades until the end of the year. It seemed like the professor was distracted the whole semester and took sides with particular students.
- Media law- I felt like this was the least applicable
- MEJO 137: Boring and unstimulating overview of Ad and PR
- Media Law. Instead of taking a class that would prepare me for the workforce, I have to sit in this snoozefest for 3 hours a week. I don't want to be an attorney. I have known that since I worked at a law firm after my freshman year. These cases may be important, but I do not need to know how they were litigated. I only need to know the results that are going to directly affect the work I do. It is one of the most difficult classes I have taken at while UNC. I have spent more time studying for the exams than any other class at UNC. I should know I can't use a celebrity lookalike in a commercial. I don't need to know how it was litigated and all of the laws surrounding how the case was decided and how damages were awarded. In summary, it's overly difficult and for the most part useless in preparing me for a career in advertising.
- I think 153 babied us too much. I appreciate being taught the principles so strictly and thoroughly, but I think the class could include more practice with pitching stories and maybe partially writing those stories, if not entirely writing them. I'm not totally sure why, but I left the course feeling unconfident in my ability to report: not being quite sure where/how to start researching for a story or potential story angle, not quite sure how to ensure I'm getting as many sides of the story as possible with as many stakeholders as possible, and feeling very insecure about the strength of my news judgement.
- I didn't particularly enjoy my 139 class but that is because I did not like PR side of it.
- MEJO 153
- 221 because there wasn't much guidance and I didn't feel like I got a whole lot out of it.
- 279- group projects.
- Media law; dry and pretty difficult 279-just not really interested in research
- MEJO 221 didn't learn as much I wanted to
- 153 because I am not interested in being a reporter, news values, or anything related to typical journalism. This class should not be required for PR/Ad students 137, this was my least favorite by far because it's all multiple choice and I had professors who literally just read off a power point. It was pure memorization and I didn't learn anything. I actually almost changed my major to english and left the MJ School because of this class. I did change my specialization after it though to graphic design. I ended up changing it back to PR because that is what I wanted to do and heard the higher level courses are better. 341- Media Law was completely unnecessary for PR/Ad students. Like 137 it is pure memorization and students gain no skills out of it.
- I didn't like 141 Ethics because it was so heavily discussion-based. Lots of the classes fall into this category. They favor extroverted students, and not all of us like to speak up all of the time. Participation should not count so much for this class. News Design (with Tobias Rose) was the bane of my existence. He didn't understand that we had 4 other classes to deal with and was extremely unprofessional.
- 187 with Barnes - wasn't taught design, frustrating 482 with Tobias - wasn't taught design, frustrating
- Workroom has the potential to be a really rewarding experience but the process feels unorganized and doesn't teach teams as much as it could along the way.

- MEJO 341 was too lecture oriented.
- I did not enjoy 141 (ethics). It was a larger class and a large portion of the class was graded on participation which was difficult to do well in such a big class. Also many of those topics were so difficult to be tested on. I think papers, rather than tests, would have suited that class better.
- The core classes were my least favorite, but I understand why I needed to take them.
- MEJO 153, MEJO 137
- media law - too difficult
- A lot of my multimedia classes because they are so hard and there's not much time to learn large ideas.
- MEJO 141 was too much of a textbook course. I did not feel like I was learning valuable takeaways from the class.
- MEJO 279- workload varied from section to section
- the only courses I didn't like were those in which I thought the professor wasn't up to par. I've enjoyed the premise of all courses though
- Ethics - I recognize the importance of ethics in journalistic practices. Just wish it could be divided between ad and broadcast people or at least that there be one with a narrowed focus.
- My least favorite classes were 221 and Magazine Writing. My professor in 221 was more concerned with his ego and showing you his work and his expertise rather than helping you. It was blatant the competition he felt with students in the class who were extremely skilled at video editing, and it was uncomfortable to watch him critique students who clearly hit it out of the park in a way that clearly showed he felt threatened by them. Also, he wasn't available for help for students like myself who were average or who could've benefitted from pointers. Magazine writing was one of my least favorite courses as well because I don't feel like I gained any knowledge and I felt discriminated against by my teacher because I wasn't in the "DTH Crew" that tends to run MJ-School classes. We had one graded assignment at the beginning of the course, then were left to our own essentially, then we got a final grade. When I went to speak to my teacher about my grade, she was extremely unprofessional. She refused to speak to me. I missed one class period which was the end of the year "party" day to work a charity event for Make-A-Wish, which I let her know ahead of time and she responded with, "It wouldn't have even mattered if you showed up." I think it's simply ridiculous to not give any feedback to students then give them a barely passing grade without explanation. I would've gladly accepted a C in a course like Media Law, where I gained valuable skills and I felt improved by the end of the course, but I felt I didn't learn anything in Magazine Writing and that it was a waste of my time and all it did was lower my GPA.
- MEJO 253 - it isn't relevant to my career interests at all and took up a ton of time and energy.
- JOMC 153. It didn't need to 2 1/2 hours.
- MEJO 153 almost dissuaded me from the MJ school. The professor I had is now gone, but MEJO 232 brought back the confidence I had in my writing. MEJO 153 definitely made me lose faith in my writing.
- Media Ethics. I took it with Lois Boynton, and she's a wonderful professor. It's interesting to study ethics in a classroom, though, because you miss some of the pressures and consequences of making those decisions in real life. There's a lot of good aspects about the course, particularly in outlining journalistic values and describing some common situations with ethical pitfalls. I feel there's room for it to be improved, though.
- 253, 340, 153, 252, Unnecessarily hard grading and boring subject matter
- Media Law, as it involved so much information that I didn't retain much of it
- 141 and 340. 340 was just difficult and 141 was a little unclear on what I was supposed to learn at the end of it
- 137 - I felt like it was a lot of memorization and I didn't actually learn anything from the course.
- Ethics. The grading was very subjective and based on participation which is ridiculous in a 130 person class.

- MEJO 272...didn't feel that the course was taught in a relevant way. It was very confusing and felt like a waste of time - felt like I already knew enough about media planning and buying from my other courses.
- 141, 153, classes that are less based in the real world.
- MEJO 153 - No license to develop writing style
- News Design- the projects and requirements felt somewhat aimless and harder to connect. The information from the professor was valuable, especially with his personal experience, but I felt that there should have been some kind of primer class that helped to give far more background and technical knowledge than is possible with MEJO 182. The jump between those two classes was so big.
- Media Ethics - I feel like it's mostly common sense. Taking it as a senior also just felt like a waste of time since it is an easier course. I think it's good that the school offers it though. While it is common sense to me, maybe it's not common sense to everyone.
- 340 --- It was hard to keep up with. Could be more dynamic and engaging.
- MEJO 153 - News Writing: As a PR major this class was not helpful other than the parts on feature writing. What would have been more helpful is having two PR writing courses required and the first half of the first one could be a focus on news writing. I think this class is very outdated and archaic and the fact that I had to spend a whole semester writing fake crime stories is pathetic. I know people who really enjoyed this course but depending on what professor you get drastically changes how the course is taught. Either the curriculum for all classes should be similar or you should come up with a way for this class to actually be useful for students who are not going into print journalism when they graduate...aka the majority of the student body. MEJO 141 - Media Ethics: In the same fashion as the MEJO 153 class this course has such an emphasis on journalism only. There were no cases on AD/PR/Strat Comm even though as an ethics course there are so many cases that could have been drawn on. It was disappointing really how little this course focuses on other specializations.
- 221: I really disliked my professor. The information he shared seemed out of date and irrelevant. He wanted us to remember unreasonable and irrelevant things. Other people in the same class but with a different professor learned a lot more than my class did.
- 141/341 - not interested in topics like these but Brooks Fuller made them so much better
- I disliked 141. The class was very abstract and unclear.
- Media Management- because I didn't learn what I expected to learn. News Writing- because it was a necessary evil Media ethics- because it was so difficult.
- JOMC 424 JOMC 141
- MEJO 341-my professor, Dr. Hoedges, is the kind of professor who ruins a class. The material is hard but interesting and so many of the students in the class want to learn it because they may be considering law school. This is my first exposure to law and it's disappointing that a teacher is overly rigid and ruining the class. In the journalism school, they try to make Media Law known as the "hard course" and professors take it upon themselves to make it harder than it needs to be in an unfair way. By implementing the most unheard of grading rubrics, they all take the reputation of being the "hard" class too seriously and it takes away from teaching, being fair, and educating students properly.
- Media Law was by far my least favorite class. It felt like the professor and TA wanted us to fail rather than succeed. I also felt like the class focused on knowing legal jargon and memorizing stuff that I could look up in the real world.
- Mejo 340- waste of time for my schedule and teacher was awful.
- MEJO 137 - it just seemed unnecessary and the information could easily be folded into other courses. MEJO 434 - I think PR campaigns is a valuable class, but I'd consider tweaking it a bit. I don't like that we're only designing and I think it would be more valuable to also implement and then evaluate the effectiveness of a campaign. I realize this would require a significantly longer course. We do a fair bit of research in PR campaigns, and I wonder if it would be beneficial to combine research methods with campaigns to create a single, year long course where students work with the same client. The fall semester would be focused on research, and the spring semester, rather than spending half the

semester on research again, could be entirely devoted to developing and implementing the campaign, with maybe a little time to discuss campaign evaluation.

- PR writing and case studies just because I wasn't interested in the material
- MEJO 279
- Media law (341) and Research (279). They are both so dry and boring and very hard to pay attention in to be honest.

What company are you working at after you graduate?

- Kantar Futures
- Walt Disney Company
- Sports Illustrated
- Blue State Digital
- United States Air Force
- Newell Brands
- Hachette Book Group
- Oracle
- Johnny T-shirt
- Red Ventures
- The Link Group
- Weber Shandwick/Powell Tate
- Meddeas
- IBM
- Las Vegas Review Journal/El Tiempo Las Vegas/National Association of Hispanic Journalists
- Unilever
- DISH Network
- Deloitte
- Oracle

Where have you interned while a student in the MJ-school?

- Intrepid Marketing Group
- Women AdvanCe; Lillian's List; Kay Hagan for NC Senate; Equal Opportunity and Compliance Office; emerge poverty free; Scholars for North Carolina's Future; Federal Election Commission; Roy Cooper for North Carolina; APCO Worldwide
- Shakori Hills Community Arts Center (via APPLoS Service-Learning); Bullies 2 The Rescue (via PR Campaigns)
- Largemouth Communications (Summer 2016); UNC Kenan-Flagler Marketing/Communications Assistant (Fall 2016-Spring 2017)
- MullenLowe
- Howard/Merrell
- Merkle
- The Charlotte Observer; The Olympic News Service in Rio de Janeiro
- Reese News Lab; UNC Office of Research Communications; Office of Representative David Price; Roy Cooper for North Carolina; UNC Office of Research Development
- Time Warner Cable News (Spectrum News); Air Force Association Communications Dept

- Bigelow Tea; Bobble Waterbottles; Insomnia Cookies; Elix; Local Government Federal Credit Union; Kenan-Flagler Business School; NC Department of Commerce
- The Rams Club; The Carolina Annual Giving Department; Appalachian Voices; Waterkeeper Alliance
- Summit Consulting; Duke University; School of Nursing; Reese News Lab
- 3 Birds Marketing; APCO Worldwide
- BikeWalk NC; The Glenwood Club; UNC Campus Rec
- Reese News Lab; Carolina Woman Magazine; niNe Magazine
- Clean Design; Girl Scouts of the USA; North Carolina Coastal Pines; NR Digital Media
- NBC News; CNN; CBS
- Reese News Lab; UNC-TV; NPR; Data Desk.
- 247 Sports Scout.com
- office of external affairs at Lineberger Cancer Center
- Rhino Sports and Entertainment Services
- Chapel Hill/Durham Magazines; World Relief
- Journalistic Inc;Choice Hotels; America's Promise Alliance; UNC Office of Admissions
- Burson-Marsteller
- DTH; Clean Design
- Harris Teeter Supermarkets
- Olympic News Service
- Mediavest; Spark; SCOUT; Bondy Consulting; Marigold and Grey; The National Trust for Historic Preservation; SALT Magazine
- NC Craft Brewers Guild; The Milwaukee Journal Sentinel; UNC School of Law; Carolina Alumni Review; So Gutsy Media
- AroundCampus Group
- Bolt PR; Odyssey; Lenovo; Pi Beta Phi - Vice President of Communications; Her Campus
- Purcado; Ogilvy PR; Carolina Performing Arts, Development Office; Global
- CBS Sports
- Time Out Sydney; Cosmopolitan Magazine
- Italian Academy Foundation Freedom School Partners
- Clean Design; UNC Athletic Department; Dimoso PR & Marketing
- Raleigh News and Observer
- 247 Sports; Rio Summer Games ONS
- NGO in Barcelona while studying abroad; Upward Bound
- Cat's Cradle; New Media Campaigns
- UNC Office of Research Communications
- Law firms
- 3 Birds Marketing; HB Hospitality; Jenn V Event Planning and Design; TRIO Solutions; Faith Connections on Mental Illness
- Freedom Global; The Irene Wortham Center; The Goss Agency; Bank of America; APCO Worldwide
- UNC Office of University Development; Class Cover; Victory Junction; rAVE Pubs
- The Carolina Union Communications and Creative Services
- MMI Public Relations; Parris Communications; Ketchum
- Festevents; Proctor & Gamble
- Dognition; UNC Global; DPAC; Oxford University Press; Carolina Alumni Review
- Reese News Lab; The Texas Tribune

- General Alumni Association
- Special Olympics of North Carolina; The Fill Your Bucket List Foundation; SoloPro, Inc. (Now GoldenKey, Inc.)
- Pew Research Center; The News & Observer; Outside Magazine
- Nissan Headquarters; DISH Network
- Grant Thornton; UNC Management Company; Eric Mower and Associates; Foresters Financial; Charlotte Observer
- CPA firm; interior design firm
- UNC Athletic Communications Department
- 3 Birds Marketing;; SFW; CRISP; Village Marketing
- Carolina Public Press; Olympic News Service
- GKV Communications
- UNC Office of Athletic Communications (3 years); USA Baseball (2 summers)
- UNC School of Law, Comm Dept; Deborah Ross for US Senate
- Strowd Roses, Inc.; APPLES course; 4ourFans, Inc.
- Algonquin Books; Samantha Cabe for District Court Judge; Alamance News
- Breaking Sports; Eckel & Vaughan; 3 Birds Marketing

Any comments about J-School careers services?

- Jay is fantastic! He helped me get in contact with some great UNC alums!
- The internship and job opportunities presented through career services seemed very target towards either journalism or advertising and public relations. I wish there had been more opportunities for strategic communications or at areas that are not simple media companies. The networking trip I attended could have also been better planned. I would recommend planning them based on students' interests on the trip, rather than just Carolina alumni. Though the MJ-school alumni base could be better leveraged by Career Services all around.
- I wish it was not just Jay. He has so much responsibility, and having someone be in charge of the day-to-day and then someone else in charge of talking with potential employers and recruiters
- Jay Eubank is very helpful. It's a self motivated process though. Students who rate career services poorly are probably ones who never bothered to visit before.
- I found that the career services department had adequate services, especially compared to other universities, however; compare to Kenan Flagler Business School, there is not much of a push to find jobs. The MJ Career Services had much more of a focus on resumes and cover letters rather than actually finding a job/internship.
- Great at bringing in professionals. Doesn't always respond to emails in time or at all to help with extra information on career fairs and such. Most career services for the business journalism major seem to go through the head of the program, not Jay Eubank, but I am very happy with how that arrangement has worked.
- I love Jay Eubank. He's been very helpful every time I've had an appointment with him. However, he is only one person—it's unrealistic to expect him alone to service the entire MJ School. Career Services needs to be a larger department.
- Career services was not very helpful throughout my time in the MJ School. Often, MJ students are left to find their own internships and jobs. With some many graduates working at amazing companies and agencies the MJ School should leverage those alumni.
- It would be helpful to have more than one advisor, as there as many students in the MJ school
- I don't feel that career services helped me get a job. I think the majors could use restructuring in the sense that an applicable internship should get a student credit for a certain major course. I was an

editorial intern at two top magazines and yet still had to take magazine writing, in which my teacher was incredibly biased and refused to explain my grade to me or offer any progress updates when I asked.

- Thank you to Jay and Oliver currently for always ALWAYS having cool stuff lined up for us. Additionally, I've had a lot of success and help from Michael Penny and Robin Jackson who are also superstars in their own right. There's a reason that people know our school. Part of it has to do with the incredible individuals that leave Carroll Hall and part has to do with the efforts of this team finding us spots and helping us get to know people through their varied efforts. The MJ School has a topnotch career services team. Only comment is that maybe they could use one or two more people helping out. I'm always directing people to Jay or Michael, and they'll tell me they can't ever catch them in office or not on a call or with another student.
- Great info! Love the drop in hours
- Jay is so great and should be used more than students use him!
- Eubank knows the industry 1000X better than UCS in Hanes.
- We are so very lucky to have Jay Eubank. He has been invaluable to me over the past four years, and I don't think I'd where I'd be today without him. He's given me confidence in myself and my skills, has connected me with important people, and has taught me to network. I like to tell prospective students on tours that he can help you "make your dreams come true," and I firmly believe that.
- Jay was a great resource at the MJSB17 trip in San Francisco.
- wasn't personally helpful to me because of other career prep things I was involved with but know it has been helpful to others
- Mr. Eubank frequently forget to respond to my emails. The career listserv is super helpful, but most of the internships I've gotten have come directly from my professors.
- I transferred from Syracuse where the Newhouse School of Public Communications helped secure some of the most prestigious internships for its students. A majority of my friends now work for NBC affiliate networks, at talent agencies in California, etc. The career services at UNC doesn't do anything to help create unique relationships or create opportunities you couldn't get on your own-so many of the jobs on the listserv are great opportunities-but they're jobs that you apply to through the internet just like thousands of other kids-the school could do a better job to build relationships with companies so that we have an edge up when applying to these positions. Also, whenever there was special interview opportunities-it wasn't based on skill, resume, or what the employer was interested in, it just depended on whoever could sign in for the google doc first and enter their name. Students should be able to apply for these opportunities and each have an equal chance and then be selected to interview by the employer for their competency.
- Compared to the business school- a comparable field of study- we have a rather weak career services program. I wish there were more career fairs or a symposium during the year that is specific to the journalism school and majors.
- Jay is such a nice guy, for the record!
- There isn't as much help as the B School gets. We need the jobs to be a top priority for J-School students from the first semester we enter the school. These "networking" trips are also pointless. We need stronger relationships with relevant newspapers, media, etc.
- Add more career counselors

Why did you never use the J-School career services?

- I struggle with anxiety, and approaching Jay and other resources that the MJ school provides was hard for me to initiate on my own.
- I used career services for UNC as a whole (in Hanes Hall). Had my resume looked over and career recommendations given by MJ-School professors.

- Didn't take the time to find an appointment time that fit my schedule.
- I never heard anyone say anything about career services and what it offered.
- I had other career services help- UCS, Kenan-Flagler Business School
- I knew that I was not intending on going into the advertising field after graduation. I had heard that career services was a little degrading and that if you didn't have internships lined up, or a certain amount of job offers, they were harsh on you.
- The only way to make an appointment was through the emails, I couldn't find a drop in time on the website and I'm honestly not positive where Jay's office is.
- Simply never took the time
- I didn't think it would be too helpful to me and I had heard that it wasn't too great. I like my academic adviser in Steele Building, and my career counselor in Hanes is awesome.
- I am an international student and plan to get a job in my home country (South Korea).
- I am looking more at using my media and journalism education in the field of education so I never really needed specific MJ school career services.
- Didn't need to
- I was pursuing graduate studies as opposed to a career
- I'm trying to go into web development (which the multimedia sequence teaches you) but I got the impression career services was only for people trying to go into public relations/journalism and not technology.
- He helped me sort which major I would like in the MJ school but I never sought career services after
- I just haven't gotten around to it yet. Also it's not very clear that they even exist.
- It was not relevant to what I was seeking
- I was never properly informed on the services and opportunities that were offered through career services. I tried numerous times to get on the listserv and was not able to get on it until my senior year.
- I decided to go into a field that wasn't Media and Journalism
- I always found internships on my own, and I utilized resources outside of career services.
- He is not responsive to emails
- I used career services through my job in the athletic department, which I felt was more beneficial to me in the long run since I want to pursue a career in the sports world.
- I'm not interested in commercial, corporate, or agency work.
- It seemed a little intimidating personally, and I felt like I could handle it on my own for what I wanted to do.

Is there any way J-School academic advising could be improved?

- More advisors? Mandatory meeting when you come into the J school.
- More accountability during the year, to keep up with your graduation checklist
- Keep up the good work.
- I think that there should be some time where you can schedule appointments. It's hard to have walk in hours because I never felt like I had the time to wait.
- Have them have a day for set appointments as well as the regular walk-ins
- There should be more communication between academic advising and the students. I did not have any interaction with advising until my senior year.

- As a second major in the MJ school I always felt like advisers were hesitant to help me and would tell me to go to my main department. However, this wasn't helpful as I needed advising specifically for the MJ school.
- The real problems with registration comes from the way that process works, but on the advising side, I don't think so.
- It's kind of annoying that advisors inside the MJ school can't help you with College of Arts and Sciences classes and advisors in Steele can't help you with MJ classes. They can organize each of these separate majors, but you have to be the one to make sure you have enough time to complete them combined.
- With the curriculum changes, they did not have to seem to have answers that were clear to me. I'm prepped to graduate, but based off of a mix of worksheets. I had to go in a number of times to clarify. Especially for the 490 and 390 courses I took.
- Maybe a better system for figuring out who you should talk to when you walk in. The huge counter in front of the offices makes the advisors initially feel unapproachable even though they aren't.
- The system is a little weird- you just stand in the office and then walk into an open door if they aren't busy.
- Ability to make appointments
- Implement a better peer-advising program so we can learn from our fellow students.
- I always thought it would be helpful if they could actually help me decide how I should plan my course schedule. The advisors in Steele were good about that before I changed my major. I don't have parents that can help me with that and I always felt a bit lost on what might be my best course of action.
- Establishing more long-term relationships with students, more guidance in connecting classes/tracks to career goals
- Sometimes, students have to wait too long to see an advisor.
- I would probably like a more structured appointment system. The walk in idea is great, but scheduling an appointment is something we are very used to doing as students anyways and then maybe the advisors could anticipate our visits (for example already having looked us up and pulled our folder). You could still keep the walk in idea, but maybe make it walk in only on Friday's.
- It's very frustrating that often times when students complain about not being able to get into the classes they want, the response is that "there is nothing they [student services] can do." Not only can students not get into classes they want to take, but as senior year approaches it gets hard to even get into major classes (specifically advertising, from my experience). The staff in student services are always very nice, but it is frustrating being told that nothing can be done.
- Yes! I think academic advising appointments are crucial. Appointments show students that advisors are dedicated to their specific questions and concerns. I also think more needs to be done for graduating seniors because there is a serious lack of communication. In addition, advisor emails should be on the MJ School website so that students can email them for small and easy to answer questions. Students should also be assigned an advisor once they are accepted into the MJ-School so they can form relationships with advisors. This would likely require more advisors. A mentorship program with students and professors could also be a way to go about this.
- I really enjoy the drop-in hours but sometimes there is a line and it would be nice to get an appt. So if there could be a balance between walk-in hours and appts that would be awesome!
- allow campus advising to work with MEJO students. Campus advising has said it was unable to help with my PLCY second major solely because MEJO overrides their ability to help me.
- Be more visible and accessible to students. I think most MJ students simply don't know how to tap into that resource and just result to going to regular campus academic advisors.
- Everything.

- It should be more upfront that these ladies cannot assist with things outside the journalism school because I ran across this issue multiple times.
- Not really, I know they get swamped certain times of the year
- Communication with students could be better. I was often told conflicting things fr different advisors
- I think academic advising could help students choose which classes to take in regards to what would be most helpful for their future career plans.
- I wish it was communicated to me that advisors had drop in hours when I was early on in the major - I was very confused about if I should go to the MJ-school for help or Steele
- Have appointments so you don't feel like you are intruding and it takes less time for advisors to fill out your sheet when you arrive.
- Even though the idea of flexible office hours sounds nice, I think it would be so much better to be able to have a set time that you know you can come in and meet with someone without a wait and without confusion.
- More info about outside requirements
- I think the split from University academic advising and MJ School academic advising is very poorly handled.
- Maybe explaining better over email the graduation requirements
- more structure for students - kind of ambiguous
- Hire people who actually care and are invested in the students. Train the staff to be open and knowledgeable about the school, not constantly looking things up online. Encourage and help students with their desires instead of putting them down.
- The set up of courses you have to take is unnecessarily difficult.
- Yes, kinder and more patient advisors; availability to book and appt online
- Not that I can think of!
- Yes-you could make it so that every student is assigned an advisor and required to meet with them at least once-that way they can build a relationship with them and maybe use their services more if they know who they are and have to meet them.
- None that I can think of, besides maybe having specified drop in hours for students and allowing appointments to be made online.
- More eager to help staff. I oftentimes feel I am pestering them when I seek advice or need help with my schedule, when, if I'm not mistaken, it is one of their main jobs to help jschool students figure out their schedules and answer any questions regarding that.

Please share any additional comments you may have about the MJ-school website, weekly newsletter, or other ways the school can share information with students:

- The website is pretty, but sometimes not very helpful course list wise. Additionally, since the requirements were changed it became a little confusing for older students.
- Perhaps consider a mid-weekly newsletter as a reminder for those of us who forget Monday morning information. Continue to update and communicate important info to graduating seniors.
- I think the format for the newsletter needs to be changed. Most of the announcements are so small that it's hard to read and see what is important. For instance, I almost missed the deadline to graduate because the announcement in the newsletter was at the bottom.
- The website needs some work. I would like more information on the faculty pages and a more organized homepage for one.
- The newsletter is my preferred way of getting information

- Overall, I think the communication through the website and newsletter is effective for general information, but for upcoming events and opportunities most people hear from their professors. So perhaps it would be worth it to connect with professors to share news.
- I think that the MJ School twitter account could be used for frequently to update students on whats going on.
- Do you all have a Snapchat? It could be a fun way to give virtual tours of the everyday life and events going on in the j-school to prospective students and nostalgic alumni. (Inspired by the NYSE's and Forbes' Snapchat accounts)
- Make the website easier to navigate. It's incredibly circular and doesn't have some info students would need- like where to go to reserve a room
- Weekly email newsletter could be optimized more for mobile devices. Right now, it's hard to read them on my phone. The letters are too small.
- Maybe making the academic worksheets more updated/easier to view/understand.
- The website needs to be updated from every aspect. It lacks a showcase of student work and the work that is shown is after the fact. For example, as a student I was unaware of the trip to Rio last August until the MJ posted pictures after the fact. Updates about both student work and events that students can apply for or attend should be showcased on the website and updated daily. The social media should also reflect this and be updated multiple times a day. The newsletter font is too small. It's hard to read and typically overlooked by students as a result.
- The weekly newsletter always goes to my promotions folder in gmail, so I have to remember to look for it.
- Lots of info but hard to find.
- Keep it up
- Make it more clear how to set up an advising appointment. It just says you can walk in for small questions and that you can set up an appointment for larger ones, but the link to that just goes to the UNC advising page. Jay Eubank's name doesn't have a link attached to it on that page.
- The newsletter is an easy way to find out what is going on within the school and deadlines coming up.
- I really enjoyed the list servs that came out with job and internship opportunities. Wish there was a more structured schedule for office hours with the pros and those types of meetings
- I think the website is usually easy to use, but sometimes information gets buried. I remember when I was in high school, I didn't think the school had any journalism camps. Now that I'm here and working in the NCSMA office, I know that it has three. I think the website has made these easier to find, but they're still not as easy to find as they should be. For one of our top programs for example, we got very few applicants this year. I would think that the MJ School website should draw in the most number of applicants for us.
- The website is a horrible blackhole where information is impossible to find and not user friendly. For a media and journalism school this is particularly pathetic when comparing the site to other schools.
- The website needs to be updated frequently at least in regards to class information. Course descriptions were impossible to find and were not update prior to registration
- The announcements on the Monday letter are frequently repetitive....it would be nice to have a "New Updates" section so I know what to read if I've been reading it every week.
- the newsletter is hard to read very squished and small font
- I feel like I only hear about things either very close to the deadline or after the deadline has passed. For example, the deadline to apply to graduate through the MJ school was in Oct., but it wasn't publicized on screens around the school until after the deadline, then it told everyone they were late. My roommate, also a graduating MJ school student, didn't even know there was a newsletter until last semester. Social media doesn't always link up to the website. This spring, the deadline for grants was extended by 24 or 48 hours and a post was created to advertise that, but when you tried to click on that link to apply, the website was still set to the old deadline and the application was inaccessible.

Do you have any comments about diversity and the J-School?

- I think that while diversity was discussed in classes on occasion, we probably could have talked more about messaging to certain groups, had more diverse faculty (a lot of my professors were men in PR, which I find surprising considering the profession is so female heavy).
- Diversity, especially in the VisComm department, is very poor in terms of the diversity of students and faculty. Diverse issues, such as police brutality, are rarely talked about and when it is, it is often treated as "a great portfolio piece" or "an interesting and fun experience" in regards to going into communities and attending protests. I often felt uncomfortable and unheard. And it is difficult to navigate these issues and have someone to talk to when a majority of the professors in the department are white men.
- It was hard to take courses in which my professors never looked like me.
- sometimes hard to do research projects when everyone in the class is the same demographic
- The student body is not diverse, and I feel like students offer many of the same perspectives.
- I think the diversity issue is culture based in the MJ-school. The professors can try to talk about it all they want, but the student body within the school doesn't reflect it. This is seen most prominently in the ad and pr specializations where the majority of the students are white women. I don't have a magic solution, but I do think that the MJ-school has a lot to improve upon if it wants to reflect the diversity it desires. Starting with professors and cross-listed courses may be a good beginning.
- Need to be better in recruiting more people of color and more males in order to get more diverse perspectives, esp. when working in groups.
- The only class in which I remember having a conversation addressing diversity is Ethics and at least once in Business and the Media. It'd be nice to see it discussed also as an issue of our implicit bias in news judgement, in interviewing sources.
- You know all of the students are white girls. Diversity is included in the classes but not in the classrooms.
- This is probably the problem of UNC as a whole, but MJ-school needs more international students to cultivate a stronger global presence and mindset.
- serious improvement is needed here, particularly in curriculum and drawing in diverse students
- As a minority, I believe the MJ School makes several efforts in creating programs and attracting diverse students (Latijam, CBC-UNC Diversity Fellowship, CABJ, CAAJ, Carolina Ahora, Bloomberg Diversity Fellowship). However, I believe there are not many racially/ethnically diverse students as there could be, as is evident in how it invites students from other schools to join and participate in our events/initiatives.
- It's not diverse and diversity is often emphasized as a value yet nothing is done to really give the topic value.
- just not a diverse environment in terms of teachings, staff or students
- It is a lot of white girls and I'd see this in my classes. Just because the class isn't always filled with a wide array of diverse students doesn't mean diversity issues shouldn't be talked about-but I felt like a lot of professors just didn't want to get "into trouble" so instead of saying something that could be seen as an opinion or controversial they said nothing at all-but as a media school I think it's important to talk about relevant issues even if they're somewhat sensitive topics. My teachers never strayed from the syllabus and course schedule to talk about current news. It was disappointing.
- There are a lot of (very wonderful, highly qualified) white male professors. Perhaps there can be fewer in the future, with more women of color and/or people of color being recruited.
- The school does a good job of offering courses related to diversity, but they aren't really presented as vital parts of the school which is a shame.
- All of my classes had a majority of white students.

Any other thoughts you would like to share?

- I think that the journalism school really provided me with formative experiences at Carolina. I didn't know what I wanted to do, and the MJ School really helped me figure that out. I loved having supportive faculty, people who remembered my name, my face and my interests. I also feel I have met some people that will be my friends for life, but also potentially people I will run into in the professional world. Thank you MJ School.
- Thank you MJ-School!
- I never was asked for my input on the MyPlan program. I know it has been discontinued, but I have included my advice below in case a similar program is ever implemented. • How to find a mentor that fits your specific interest? o Maybe a list of advisors with their specialties • Picking conceptual and skills based courses o New list and new sheet are perfect for this • How often should we meet with mentors or academic advising? o Check Tar Heel tracker o Issues with having classes in the plan that are not offered every semester
- Registering for classes is incredibly stressful and I really wish there was a way to offer more sections of a course so that you could have a more productive space with less people. Oh and I wish there were more study/meeting spaces around the building that students had access to.
- I'm very glad I chose to complete my degree in the MJ school. I feel prepared to enter the workforce and feel my professional skills are higher than that of my peers in other majors.
- Combine media law and ethics. For non-journalists, neither are helpful. Tell us what we will actually need to know even without context. That's all I need.
- I truly love the j-school. I consider myself a Carolina journalism student before I consider myself just a Carolina student, so I really hope to see this place continue to grow over the years and continue to work hard at keeping up with industry standards, including not just things like the introduction and encouragement of courses on topics like social media and data journalism, but also including the caliber of students' work and skills, the caliber of students to think critically, creatively and independently, as well as the caliber of professors' abilities to teach and challenge us.
- Focus on preparing your students for the workforce. I chose the MJ School because I wanted to learn a trade with hard skills to apply to the workforce. I got some of that, but also got a lot about the definition of PR.
- Studying at the MJ-school has been more than wonderful!
- I <3 the MJ School.
- Thanks for everything.
- Again, get rid of the maximum hours in the school requirement. I've heard just about every student I know complain about it
- Loved my experience in this school. Many thanks to all of the professors and staff who work so hard to go above and beyond in curating relationships and organizing events for students. I highly recommend students to consider any major in the school :)
- I love the MJ-School! It's such a fantastic school, and I think another way the school can improve is just by making sure that the UNC community and the rest of the U.S. knows how great we are. Everyone on campus knows how great Kenan-Flagler is, for example, but I don't think most people know how outstanding the MJ-School is. This bothers me a lot, particularly since the MJ-School is more innovative and up-to-date than the B-School. I think we also probably lose some potential students to the B-School. If you want to do advertising or marketing, the MJ-School is the place to be in my opinion. I will say, though, I like how humble we are. I honestly hate the B-School because I think a lot of people in the B-School think they're so great because of it. While MJ-School students and the school are all great, we don't have this air of arrogance and being better than everyone else.
- I love you all and will miss you all!
- I did not enjoy my time within the MJ School. Students are not helped career wise or specialization wise to the degree they should be. When comparing it to other professional schools at UNC such as

Kenan-Flager it is really sad to me how bad my experience has been compared to my friends in those other schools. The absolute only thing that has made it worthwhile to me has been my professors. They are the core of this school and have helped me professionally and personally. The school itself, school curriculum and school administration does not support the faculty and students as it should. Both faculty and students are basically left to fend for themselves and have more things inhibiting success than promoting it. I am severely disappointed by my time in this school and wish I could properly explain it in a survey but it's hard to explain such a negative time.

- I love you MJ School and I hate I have to leave you!
- I love the J-school with all my heart and I never want to leave.

REPORT OF 2017 INTERNSHIP EVALUATIONS

STUDENT LEARNING OUTCOMES

DIRECT MEASURE

OVERVIEW OF INTERNSHIP RATINGS BY SUPERVISORS

Each year, the employers or supervisors of undergraduate student interns are asked to rate the student interns on a number of items in order to provide feedback on student success as related to learning outcomes. These ratings are asked of employers/supervisors who have obtained the intern(s) through MEJO Career Services. Any internships that were not obtained through MEJO Career Services are therefore not represented in the data below.

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.	No
2. History and role of professionals and institutions in shaping communications	No
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	No
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	No
11. Application of basic numerical and statistical concepts	No
12. Application of tools and technologies appropriate for major area	Yes

Specific to student learning outcomes, five questions were asked with the intention of inferring performance in the following ACEJMC values and competencies:

ACEJMC Value/Competency	Question Item
1. Principles and laws of freedom of speech and press in the U.S.	N/A
2. History and role of professionals and institutions in shaping communications	N/A
3. Gender, race, ethnicity, sexual orientation and/or other forms of diversity in relation to media and communications	1. Communicated effectively with individuals and groups diverse in gender, race and ethnicity
4. Diversity of peoples and cultures and of the significance and impact of media and communications in a global society	N/A
5. Concepts and theories in the use and presentation of images and information	2. Communicated effectively in words, numbers, images and sounds across media platforms
6. Professional ethical principles and work in pursuit of truth, accuracy, fairness and diversity	4. Produced work that was well-researched, accurate and fair and met deadlines
7. Thinking critically , creatively and independently	5. Demonstrated an ability to think critically, creatively and independently
8. Conducting research and evaluating information by methods appropriate to my major area within MEJO	4. Produced work that was well-researched, accurate and fair and met deadlines
9. Writing correctly and clearly in forms and styles appropriate for my major area within MEJO	2. Communicated effectively in words, numbers, images and sounds across media platforms 3. Wrote correctly, clearly and interestingly
10. Ability to critically evaluate my own work and that of others for accuracy and fairness, clarity, appropriate style and grammar	N/A
11. Application of basic numerical and statistical concepts	N/A
12. Application of tools and technologies appropriate for my major area within MEJO	2. Communicated effectively in words, numbers, images and sounds across media platforms

Values and competencies listed above were deemed most appropriate for employers/supervisors to assess, given the typical type and amount of contact and work performed by a student intern.

Average ratings on each of the five items were calculated for all students who had an internship (via MEJO Career Services) during the period indicated in the title of this report and in the title of the following table. In addition to these averages across all student interns, average ratings were also calculated based on each major area of study. The following table shows these data.

Average (and Standard Deviation) Ratings for Spring 2017 Internship Performance

Major Track	Communicated effectively with individuals and groups diverse in gender, race and ethnicity	Communicated effectively in words, numbers, images and sounds across media platforms	Wrote correctly, clearly and interestingly	Produced work that was well-researched, accurate and fair and met deadlines	Demonstrated an ability to think critically, creatively and independently
	#3 – Diversity (local)	#5 – Use and presentation of images #9 – Writing correctly and clearly #12 Tools and technology	#9 – Writing correctly and clearly	#6 – Professional ethical principles #8 – Conduct research and evaluate information	#7 – Think critically, creatively, and independently
Journalism (Total) (N=14)	4.79 (.43)	4.57 (.51)	4.57 (.51)	4.64 (.50)	4.64 (.50)
Broadcast news (N=3)	4.33 (.58)	4.33 (.58)	4.33 (.58)	4.67 (.58)	4.33 (.58)
Graphic design (N=2)	5.00 (0.0)	4.50 (.71)	4.50 (.71)	4.50 (.71)	4.50 (.71)
Multimedia design (N=3)	4.67 (.58)	4.67 (.58)	4.67 (.58)	4.67 (.58)	4.67 (.58)
Newspaper/magazine/online journalism (N=6)	5.00 (0.0)	4.67 (.52)	4.67 (.52)	4.67 (.52)	4.83 (.41)
Photojournalism (N=0)					
Strategic communication (Total) (N=15)	4.80 (.56)	4.67 (.49)	4.60 (.63)	4.53 (.52)	4.60 (.63)
Advertising (N=5)	5.00 (0.0)	4.80 (.45)	4.40 (.89)	4.60 (.55)	4.60 (.55)
Public Relations (N=10)	4.70 (.68)	4.60 (.52)	4.70 (.48)	4.50 (.53)	4.60 (.70)
Grand Total (N=30)	4.77 (.50)	4.63 (.49)	4.57 (.57)	4.60 (.50)	4.63 (.56)

Note: Ratings are on a scale from 1 to 5. 1 = Poor, 2 = Below Average, 3 = Average, 4 = Very Good, 5 = Excellent.

Average (and Standard Deviation) Ratings for Summer 2017 Internship Performance

Major Track	Communicated effectively with individuals and groups diverse in gender, race and ethnicity	Communicated effectively in words, numbers, images and sounds across media platforms	Wrote correctly, clearly and interestingly	Produced work that was well-researched, accurate and fair and met deadlines	Demonstrated an ability to think critically, creatively and independently
	#3 – Diversity (local)	#5 – Use and presentation of images #9 – Writing correctly and clearly #12 Tools and technology	#9 – Writing correctly and clearly	#6 – Professional ethical principles #8 – Conduct research and evaluate information	#7 – Think critically, creatively, and independently
Journalism (Total) (N=33)	4.61 (.66)	4.61 (.61)	4.58 (.61)	4.64 (.70)	4.55 (.67)
Broadcast news (N=11)	4.82 (.41)	4.82 (.41)	4.73 (.47)	4.82 (.41)	4.73 (.47)
Graphic design (N=2)	4.00 (1.41)	4.00 (0.0)	3.50 (.71)	4.00 (1.41)	4.00 (0.0)
Multimedia design (N=2)	4.50 (.71)	5.00 (0.0)	4.50 (.71)	5.00 (0.0)	5.00 (0.0)
Newspaper/magazine/online journalism	4.54 (.66)	4.62 (.65)	4.62 (.51)	4.69 (.48)	4.62 (.51)
Photojournalism (N=5)	4.60 (.89)	4.20 (.84)	4.60 (.89)	4.20 (1.30)	4.00 (1.23)
Strategic communication (Total) (N=15)	4.93 (.26)	4.87 (.35)	4.60 (.63)	4.67 (.62)	4.87 (.35)
Advertising (N=6)	4.83 (.41)	4.83 (.41)	4.50 (.55)	4.83 (.41)	5.00 (0.0)
Public Relations (N=9)	5.00 (0.0)	4.89 (.33)	4.67 (.71)	4.56 (.73)	4.78 (.44)
Grand Total (N=50)	4.72 (.57)	4.70 (.54)	4.60 (.61)	4.66 (.66)	4.64 (.60)

Note: Ratings are on a scale from 1 to 5. 1 = Poor, 2 = Below Average, 3 = Average, 4 = Very Good, 5 = Excellent.

Average (and Standard Deviation) Ratings for Fall 2017 Internship Performance

Major Track	Communicated effectively with individuals and groups diverse in gender, race and ethnicity	Communicated effectively in words, numbers, images and sounds across media platforms	Wrote correctly, clearly and interestingly	Produced work that was well-researched, accurate and fair and met deadlines	Demonstrated an ability to think critically, creatively and independently
	#3 – Diversity (local)	#5 – Use and presentation of images #9 – Writing correctly and clearly #12 Tools and technology	#9 – Writing correctly and clearly	#6 – Professional ethical principles #8 – Conduct research and evaluate information	#7 – Think critically, creatively, and independently
Journalism (Total) (N=17)	4.65 (.49)	4.65 (.61)	4.59 (.62)	4.59 (.51)	4.71 (.47)
Broadcast news (N=1)	5.00 (N/A)	5.00 (N/A)	5.00 (N/A)	5.00 (N/A)	5.00 (N/A)
Graphic design (N=3)	5.00 (0.0)	5.00 (0.0)	5.00 (0.0)	4.33 (.58)	5.00 (0.0)
Multimedia design (N=4)	4.50 (.58)	4.50 (.58)	4.50 (.58)	4.50 (.58)	4.50 (.58)
Newspaper/magazine/online journalism (N=7)	4.57 (.54)	4.43 (.79)	4.43 (.79)	4.57 (.54)	4.57 (.54)
Photojournalism (N=2)	4.50 (.71)	5.00 (0.0)	4.50 (.71)	5.00 (0.0)	5.00 (0.0)
Strategic communication (Total) (N=23)	4.70 (.64)	4.43 (.66)	4.35 (.83)	4.48 (.67)	4.43 (.90)
Advertising (N=9)	4.56 (.73)	4.44 (.73)	4.44 (.73)	4.44 (.73)	4.33 (1.00)
Public Relations (N=14)	4.79 (.58)	4.43 (.65)	4.29 (.91)	4.50 (.65)	4.50 (.86)
Grand Total (N=40)	4.68 (.57)	4.52 (.64)	4.45 (.75)	4.52 (.60)	4.55 (.75)

Note: Ratings are on a scale from 1 to 5. 1 = Poor, 2 = Below Average, 3 = Average, 4 = Very Good, 5 = Excellent.

REPORT OF 2017 INTERNSHIP STUDENT SELF-REPORTS

STUDENT LEARNING OUTCOMES

INDIRECT MEASURE

OVERVIEW OF INTERNSHIP SELF-REPORTS BY STUDENTS

Each year, undergraduate students who have had an internship are asked to provide their perceptions of their own performance in the internship by rating themselves on a number of items. These ratings are asked of students who have obtained the intern(s) through MEJO Career Services. Any internships that were not obtained through MEJO Career Services are therefore not represented in the data below.

Two of these items relate to three student learning outcomes and are being used as indirect inferences for those outcomes. The other items are used to assess general perceptions only.

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.	No
2. History and role of professionals and institutions in shaping communications	No
3. Gender, race, ethnicity, sexual orientation and/or other forms of diversity in relation to media and communications	No
4. Diversity of peoples and cultures and of the significance and impact of media and communications in a global society	No
5. Concepts and theories in the use and presentation of images and information	No
6. Professional ethical principles and work in pursuit of truth, accuracy, fairness and diversity	No
7. Thinking critically , creatively and independently	Yes
8. Conducting research and evaluating information by methods appropriate to major area	No
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	No
12. Application of tools and technologies appropriate for major area	No

Students were asked to evaluate themselves on a scale from 1 to 5 (1 being lowest performance, 5 being highest performance) on seven traits/abilities and then rate their overall performance on one “overall” item.

Specific to student learning outcomes, the two questions relevant to ACEJMC values and competencies are as follows:

ACEJMC Value/Competency	Question Item
1. Principles and laws of freedom of speech and press in the U.S.	N/A
2. History and role of professionals and institutions in shaping communications	N/A
3. Gender, race, ethnicity, sexual orientation and/or other forms of diversity in relation to media and communications	N/A
4. Diversity of peoples and cultures and of the significance and impact of media and communications in a global society	N/A
5. Concepts and theories in the use and presentation of images and information	N/A
6. Professional ethical principles and work in pursuit of truth, accuracy, fairness and diversity	N/A
7. Thinking critically , creatively and independently	4. Initiative and creativity.
8. Conducting research and evaluating information by methods appropriate to my major area within MEJO	N/A
9. Writing correctly and clearly in forms and styles appropriate for my major area within MEJO	7. Grammar and spelling
10. Ability to critically evaluate my own work and that of others for accuracy and fairness, clarity, appropriate style and grammar	7. Grammar and spelling
11. Application of basic numerical and statistical concepts	N/A
12. Application of tools and technologies appropriate for my major area within MEJO	N/A

Average ratings on each of the eight items were calculated for all students who had an internship (via MEJO Career Services) during the period indicated in the title of this report and in the title of the following table. In addition to these averages across all student interns, average ratings were also calculated based on each major area of study. The following table shows these data.

Average (and Standard Deviation) Ratings for Spring 2017 Internship Student Self-Reports

Self-evaluation item (on scale from 1 = lowest to 5 = highest performance)	Major Track		Grand Total
	Journalism	Strategic Communication	
	N = 15	N = 15	N = 30
1. Dependability	4.53 (.52)	4.27 (.70)	4.4 (.62)
2. Willingness to take instruction	4.73 (.46)	4.8 (.41)	4.77 (.43)
3. Ability to work with others	4.67 (.49)	4.67 (.49)	4.67 (.48)
4. Initiative and creativity <i>(Infer #7 Thinking critically, creatively, and independently)</i>	4.53 (.52)	4.53 (.52)	4.53 (.51)
5. Enthusiasm	4.73 (.46)	4.67 (.62)	4.7 (.53)
6. Communication skills	4.47 (.64)	4.6 (.63)	4.53 (.63)
7. Grammar and spelling <i>(Infer #9 Writing correctly and clearly and #10 Ability to critically evaluate own work)</i>	4.33 (.72)	4.6 (.51)	4.47 (.63)
8. Overall	4.4 (.51)	4.64 (.50)	4.52 (.51)

Note: Ratings are on a scale from 1 to 5. 1 = Poor, 2 = Below Average, 3 = Average, 4 = Very Good, 5 = Excellent.

Average (and Standard Deviation) Ratings for Summer 2017 Internship Student Self-Reports

Self-evaluation item (on scale from 1 = lowest to 5 = highest performance)	Major Track		Grand Total
	Journalism	Strategic Communication	
	N = 36	N = 14	N = 50
1. Dependability	4.58 (.55)	4.36 (.93)	4.52 (.68)
2. Willingness to take instruction	4.64 (.59)	4.79 (.43)	4.68 (.55)
3. Ability to work with others	4.64 (.59)	4.64 (.63)	4.64 (.60)
4. Initiative and creativity <i>(Infer #7 Thinking critically, creatively, and independently)</i>	4.39 (.64)	4.36 (.63)	4.38 (.64)
5. Enthusiasm	4.53 (.56)	4.79 (.43)	4.6 (.53)
6. Communication skills	4.5 (.62)	4.57 (.51)	4.52 (.58)
7. Grammar and spelling <i>(Infer #9 Writing correctly and clearly and #10 Ability to critically evaluate own work)</i>	4.56 (.56)	4.43 (.76)	4.52 (.61)
8. Overall	4.47 (.51)	4.43 (.65)	4.46 (.54)

Note: Ratings are on a scale from 1 to 5. 1 = Poor, 2 = Below Average, 3 = Average, 4 = Very Good, 5 = Excellent.

Average (and Standard Deviation) Ratings for Semester 20## Internship Student Self-Reports

Self-evaluation item (on scale from 1 = lowest to 5 = highest performance)	Major Track		Grand Total
	Journalism	Strategic Communication	
	N = 18	N = 23	N = 41
1. Dependability	4.44 (.51)	4.22 (.51)	4.32 (.52)
2. Willingness to take instruction	4.72 (.57)	4.70 (.52)	4.71 (.51)
3. Ability to work with others	4.44 (.62)	4.74 (.47)	4.61 (.54)
4. Initiative and creativity <i>(Infer #7 Thinking critically, creatively, and independently)</i>	4.56 (.51)	4.17 (.45)	4.34 (.66)
5. Enthusiasm	4.5 (.51)	4.30 (.72)	4.39 (.67)
6. Communication skills	4.33 (.49)	4.22 (.76)	4.27 (.55)
7. Grammar and spelling <i>(Infer #9 Writing correctly and clearly and #10 Ability to critically evaluate own work)</i>	4.44 (.62)	4.39 (.60)	4.41 (.63)
8. Overall	4.5 (.51)	4.26 (.66)	4.37 (.54)

Note: Ratings are on a scale from 1 to 5. 1 = Poor, 2 = Below Average, 3 = Average, 4 = Very Good, 5 = Excellent.

REPORT OF 2018 STUDENT EXPERIENCES

STUDENT LEARNING OUTCOMES

INDIRECT MEASURE

OVERVIEW OF SENIOR SURVEY (SPRING 2018)

In 2017, the assessment team reviewed past assessment activities for effectiveness in evaluating student learning outcomes based on the nature of the evaluations, the evaluators, and the existing data quality. Based on this analysis, the team decided to alter the assessment plan to improve both data quality and effectiveness by merging the existing student knowledge survey with the existing student experience survey to improve the response rate for both, as well as administer a knowledge survey to students new to our major, in order to compare outgoing students’ knowledge with incoming students’ knowledge of ACEJMC values and competencies. In favor of increasing the survey response rate for seniors and facilitating administration of the knowledge portion of the survey to incoming students within entry-level course periods, the team reviewed and reduced the number of questions initially included in prior knowledge tests and experience surveys.

In addition to this incoming/outgoing survey-based assessment, the team also launched an assessment of senior student work by high-ranking professionals in the journalism and strategic communication industries. More information about this activity is presented below, after the report of survey findings.

With regard to the survey, we asked 38 questions about students’ experiences in the School of Media & Journalism, 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. We also administered 20 questions addressing students’ knowledge.

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 describe the results of the 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 184 responses to our combined student experience survey in April 2018, or 57% of the 320 May graduating seniors. This was a 40% increase in the student experience survey response rate from prior years and a 300% increase in student knowledge survey over prior years.

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

Course of Study: Two thirds of eligible survey respondents (114) indicated they were in a strategic communication major (advertising, public relations, sports marketing, strategic communication), and one-third (58) indicated a journalism major (reporting, business journalism, broadcasting, photojournalism, graphics or multimedia for news/documentary storytelling). However, 8 students did not complete most of the survey items, leaving 164 students (109 strategic communication, 55 journalism) who fully completed the survey.

Age: Respondents’ median age was 21.6: the median age of the strategic communication respondents was 22, and the median age of the journalism respondents was 21.

Gender Identity: Of the 164 respondents who answered this question, 79.9% identified as a woman: 81.7% of the strategic communication respondents and 76.4% of the journalism respondents identified as women. The other respondents to this question identified as a man (other choices included trans*, gender fluid, and not listed).

Race/Ethnicity: As shown in the table below, 72.1% 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	1.7	0.0	4.0
Asian	5.8	4.6	10.0
Black/African descent	8.1	7.3	12.0
Native Hawaiian/Pacific Islander	1.2	0.0	0.0
White/European descent	72.1	78.0	66.0
Latinx	8.7	4.6	8.0
Multiple races/ethnicities	2.3	5.5	1.7

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	1.7	1.8	1.7
3.0 to 3.49	52.3	52.6	51.7
3.5 or above	40.7	41.2	39.7
Left blank	5.2	4.4	6.9

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.	3.60	3.58	3.65
2. History and role of professionals and institutions in shaping communications	2.86	2.94	2.70
3. Gender, race, ethnicity, sexual orientation and/or other forms of diversity in relation to media and communications	2.84	2.89	2.74
4. Diversity of peoples and cultures and of the significance and impact of media and communications in a global society	2.85	2.96^a	2.63^b
5. Concepts and theories in the use and presentation of images and information	3.30	3.33	3.25
6. Professional ethical principles and work in pursuit of truth, accuracy, fairness and diversity	3.62	3.64	3.60
7. Thinking critically , creatively and independently	3.69	3.69	3.70
8. Conducting research and evaluating information by methods appropriate to my major area within MEJO	3.46	3.63^a	3.14^b
9. Writing correctly and clearly in forms and styles appropriate for my major area within MEJO	3.70	3.71	3.68
10. Ability to critically evaluate my own work and that of others for accuracy and fairness, clarity, appropriate style and grammar	3.72	3.71	3.75
11. Application of basic numerical and statistical concepts	2.93	2.95	2.89
12. Application of tools and technologies appropriate for my major area within MEJO	3.38	3.31	3.51

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

1. Critically evaluate my own work ... for appropriate style & grammar (mean 3.72)
2. Writing correctly and clearly (mean 3.70)
3. Thinking critically and creatively (mean 3.69)
4. Ethical principles (mean 3.62)
5. Principles and laws of freedom of speech & press in the U.S. (mean 3.60)

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

1. Respondents self-reported lower than average confidence in "application of **basic numerical and statistical concepts.**" (mean 2.93)
2. The **history of communication** and role of professionals in shaping communications (mean 2.86)
3. **Diversity** of gender, race/ethnicity, sexual orientation within media & communications Our respondents had a mean response of 2.84, with strategic communication students slightly higher than journalism students (2.89 and 2.74)
4. The response to our question about **diversity of peoples in a global society** had a slightly higher mean of 2.85, with strategic communication respondents at a mean of 2.89 compared with their journalism counterparts at 2.63.

As noted above, strategic communication respondents were in higher agreement that their coursework provided a good foundation in **diversity of peoples in a global society**, compared to the ratings of journalism respondents.

Strategic communication students also were in higher agreement that their coursework provided a solid foundation in **conducting research and evaluating information**, compared to their journalism counterparts.

The other areas were rated similarly by strategic communication and journalism students.

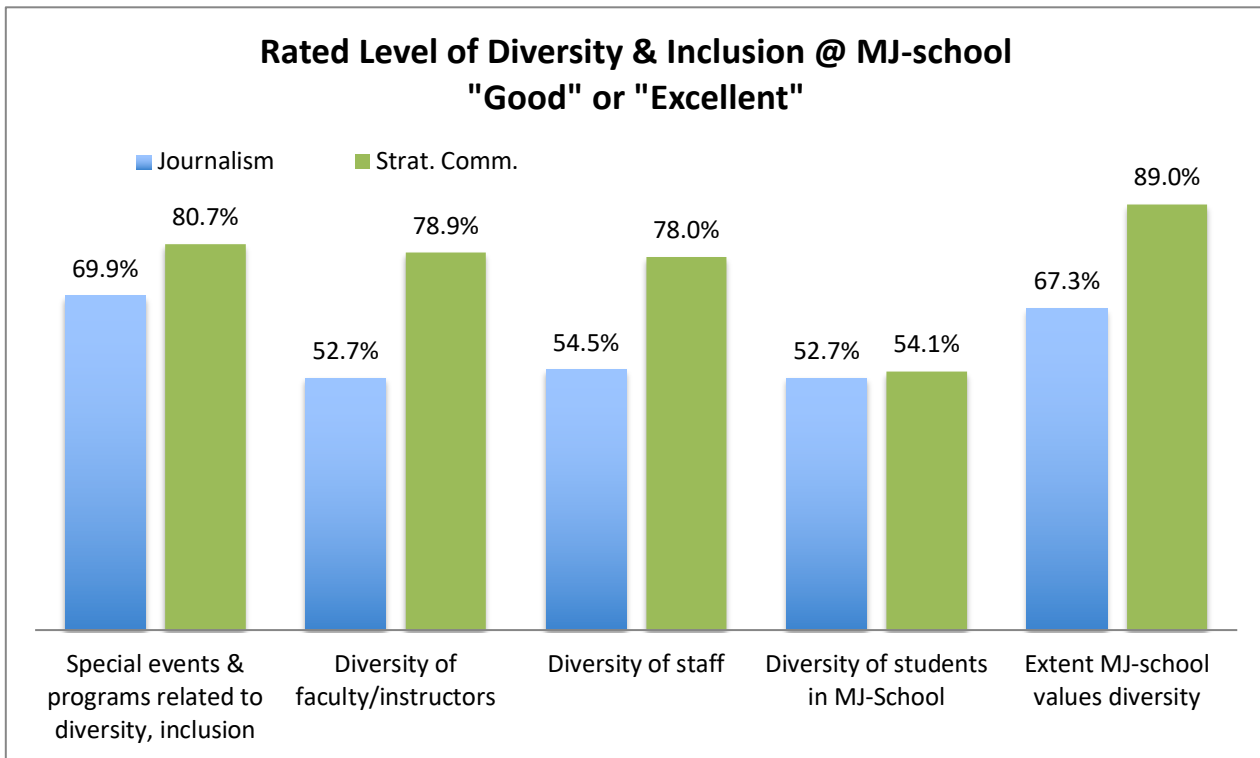
Preparation for the Workforce

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 **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 3.42. The average rating for strategic communication respondents was 3.31, and for journalism respondents it was 3.40.

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.



The one similarity, and low spot for respondents in each track, is the rating for diversity of students within the MJ-school: just over 50% of each group rated this as good or excellent. Put another way, 46% of all respondents rated diversity of students within the MJ-school as below average or poor.

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).

Sixteen comments (11%) concerned diversity. Eight respondents (11%) in the courses section wrote about diversity. Five recommended that a class about diversity should be required, including "Everyone should be required to take MEJO 441 so they can understand the effects of negatively framing minority groups." Three commenters suggested requiring a course in Women's and Gender Studies.

Additional **comments about diversity** included:

"The school is largely white women. Most of my classes had 1-4 men or POC. I know that MJ in the real world might reflect this ... but I feel like there should be a focus in recruiting different kinds of people and making men/POC aware of ALL of our programs and how a MEJO degree can help you do almost anything."

"I really wish there was more diversity in the MJ-school and I want more events and space for diversity and race talks!"

"At times, it was tough to navigate a school where very few members of it looked like me and shared my experiences as a person of color. As great as the overall experience was, I'd love to see more diversity amongst both staff and students to ensure that EVERYONE'S experience is that much better!"

"Work on the diversity thing. You have a predominantly white staff teaching predominantly white students that will be going out in the world to tell minority stories. They aren't prepared for it. Many of these students are quite privileged, and aren't aware of how their perceptions affect some stories."

"I'd like to end by saying that the MJ-school has been instrumental to my success at Carolina. Incredible professors, scholarships/awards and alumni have opened so many doors for me..."

"[I] ... completed my dream internship only by the grace of the Sharoky Fellowship. I was awarded an academic scholarship last year to help pay for my tuition. This school has gone above and beyond to help me achieve all that I have wanted over my last four years."

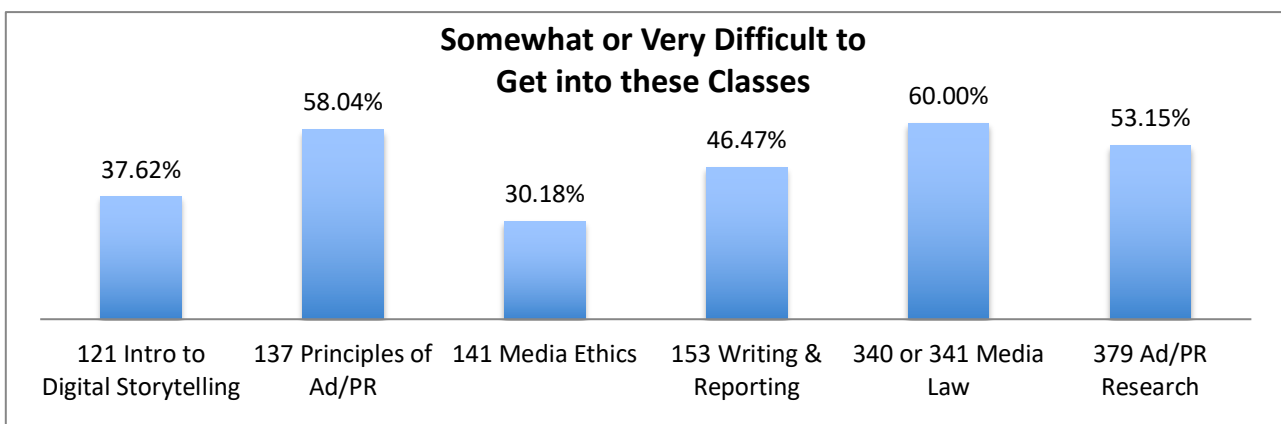
ADMINISTRATIVE ACADEMIC FEEDBACK

Ease of Access to Required Courses

We asked respondents how easy or hard it was to get into specific core courses. **We should note here that the seniors taking this survey had entered the School before MEJO 121 became a school-wide requirement, and new entrants will 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 MEJO 379. Journalism students were the primary respondents for MEJO 121.

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

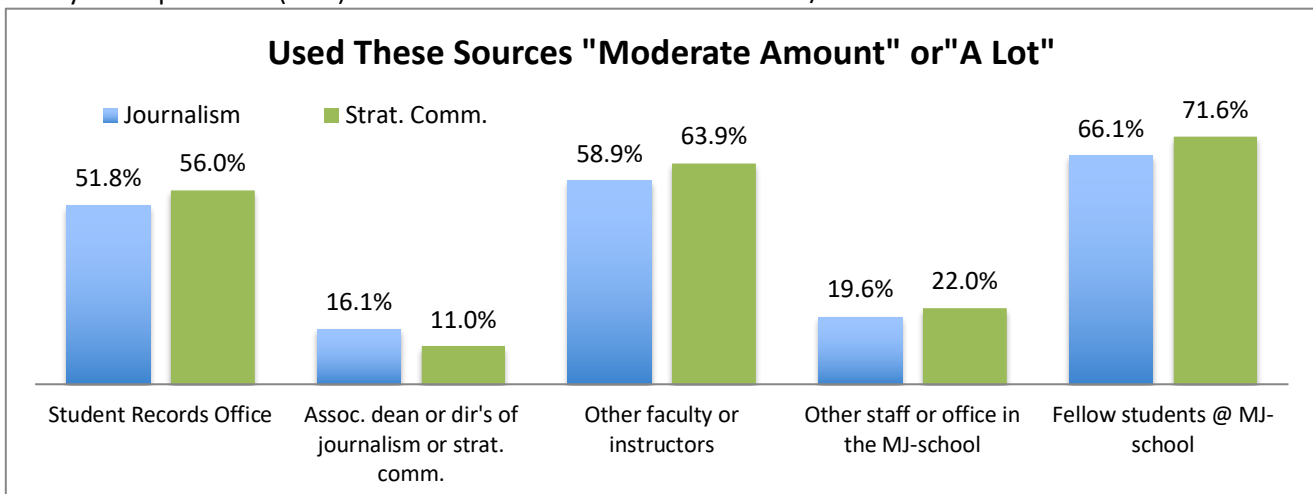


As the table shows, 60% of respondents said that MEJO 340 or 341 (Media Law, journalism-focused and strategic communication-focused sections) was somewhat or very difficult to get into, followed closely by MEJO 137 (Principles of Advertising and PR). Just over 50% of strategic communication respondents also reported difficulty getting into MEJO 379 (Advertising & PR Research).

Advising and Registration

Data about Advising & Registration

Nearly all respondents (95%) met with someone in Student Services/Student Records.



Overall, 84% of students 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, other faculty or instructors, and the Student Records Office. Few students reported using other staff or offices in the School or faculty administrators (Associate Dean or area directors) for advising.

Comments about Advising & Registration

Despite their levels of satisfaction with advising, many comments referred to the difficulty with registration. Respondents referred to course registration as stressful, both because of ConnectCarolina and uncertainty about which courses to take. Comments about **registration and advising** include:

“I found course registration at the MJ-school to be a stressful process. Connect Carolina was not very transparent about seat reservations and professor permission, which led to errors during the registration process. I think that MJ-school students should have an easier time registering for required classes and have more freedom to take classes outside their specific concentration.”

“It was really really difficult to know what classes to take. The numbers and major worksheets changed so frequently that the mj-school advisors couldn't even keep up with it.”

“I felt I took classes that were not beneficial to my passions because I had to.”

“I think that the journalism school should work harder on providing an adviser for each student that is admitted into the school.”

“I haven't had positive experiences with Academic/Career Advising in the MJ-school. The advisors seemed very removed from courses in terms of difficulty, content and professor reputation, and so they never provided helpful advice about what classes were best for specific interests.”

“Better advising as to which courses to take first.”

“I was always given different information by the different people and the requirements were never clear.”

Four transfer students commented about the **difficulty of being a transfer student**. Comments:

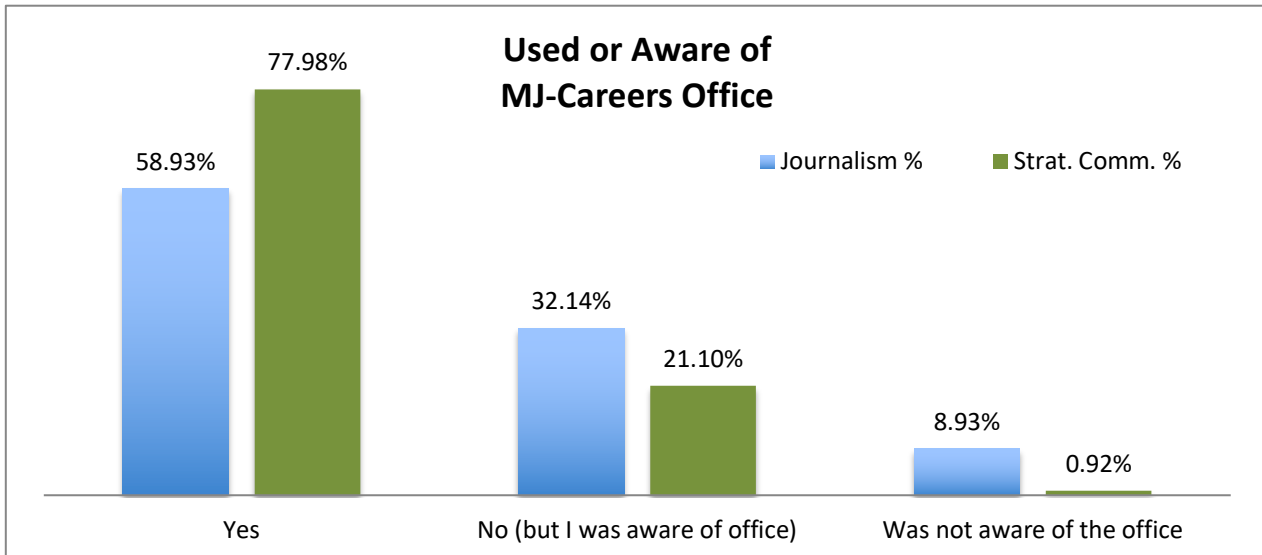
“It needs to be easier for transfer students to register for MEJO classes. Doing it by number of semesters at UNC puts transfers at a huge disadvantage.”

“UNC as a whole needs to do a better job of helping transfer students make smoother transitions into their desired major of choice. Most programs simply tell transfers to catch up without providing them effective ways of doing so. We are left to fend for ourselves while already having lost out on several credit hours due to UNC's transfer credit ratios.”

“You all make it so damn hard for transfers to graduate on time.”

CAREER SERVICES

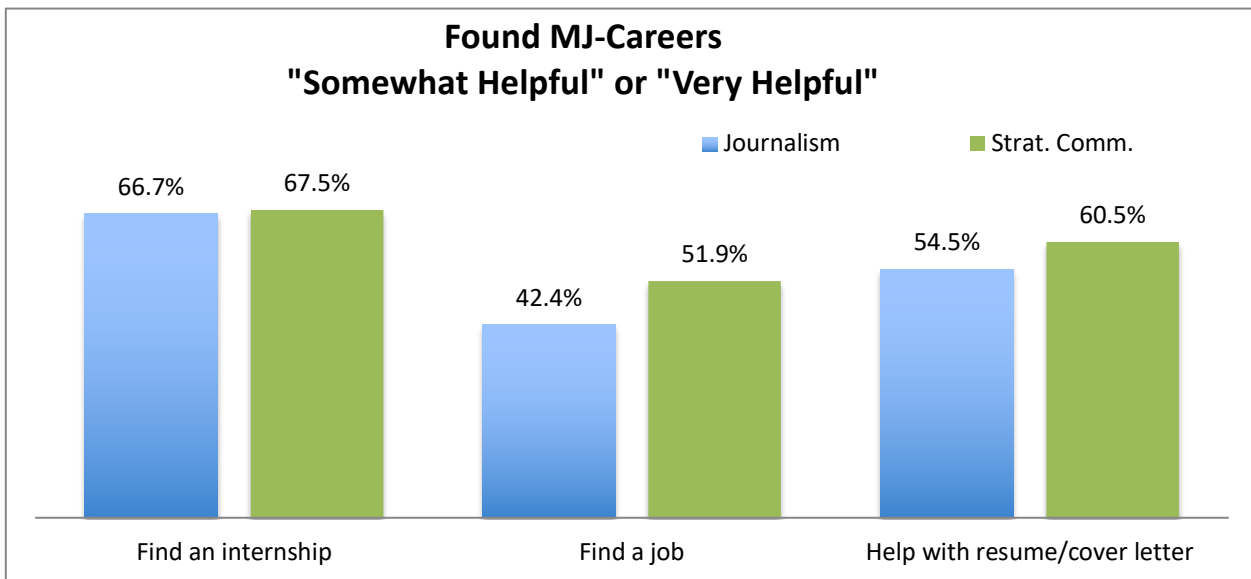
Nearly all of the students in both tracks were aware of the MJ-Careers Office (99% of strategic communication respondents; 91% of journalism respondents). As shown in the table below, the majority of respondents actually used this office.



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

- 78% of the **strategic communication respondents** reported using the services of MJ-Careers
- 59% of the **journalism respondents** reported using the MJ-Careers services.

This difference is also reflected in respondents' satisfaction using MJ-Careers for finding a job or creating/editing a resume or cover letter. Strategic communication respondents were more likely to find Career Services helpful for finding a job or working on a resume or cover letter than were their journalism counterparts.



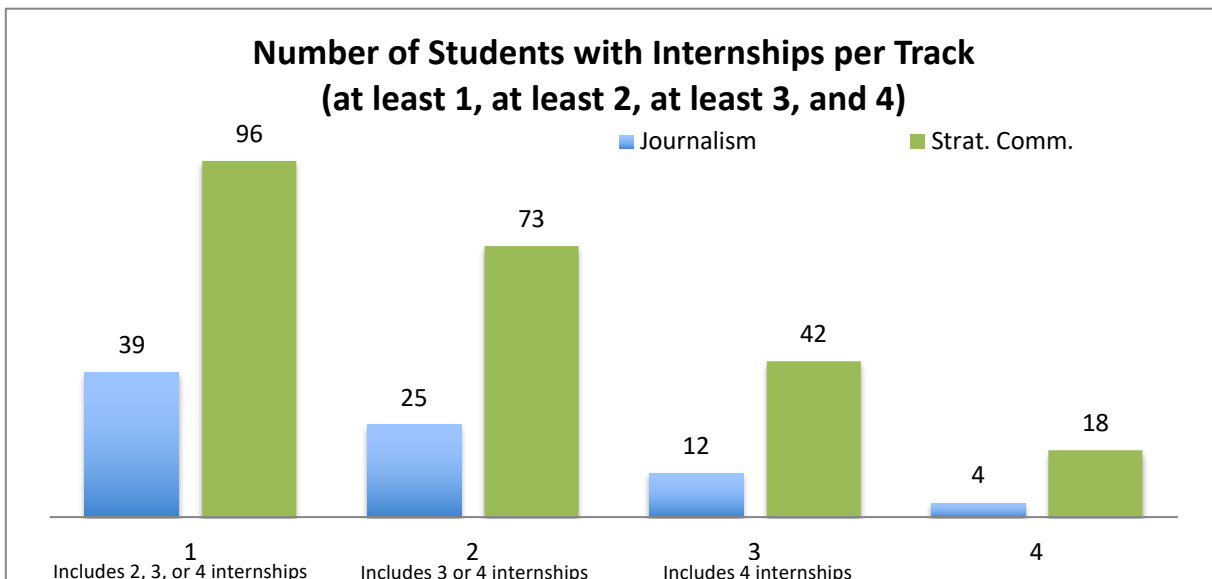
There was virtually no difference between the tracks in satisfaction with MJ-Careers for finding an internship.

About 77% of strategic communication respondents and 70% of journalism respondents reported following the MJ-school’s jobs and internships email list. Only about 10% of respondents reported following @UNCMJCareers on Twitter (9.4 % of strategic communication and 12.1% of journalism respondents). Three students mentioned career support; two wanted more, and one specifically mentioned Jay Eubank as being helpful.

Data about Internships

We asked respondents the number of internships they had while attending UNC. Strategic communication respondents averaged 2.0 internships over their time at UNC, and journalism respondents averaged 1.38 (see below for details showing that more journalism students had 0 internship, compared to students having 2 or more internships while at UNC).

In fact, 33% of journalism respondents did not have an internship while at UNC, compared with 16% of strategic communication students. The chart below illustrates the number of internships held by students within each discipline.



Looking at this another way, the percentage of respondents with no internships differed for journalism students and strategic communication students (statistically significant at $p < .05$ based on a Fisher exact test, see bold values with superscripts below). However, the differences in the percentage of respondents by track who had 1, 2, 3, or 4 internships were not statistically significant.

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

	All Respondents	Strat. Comm.	Journalism
0	18.2%	15.8%^a	32.8%^b
1	22.4%	20.2%	24.1%
2	26.7%	27.2%	22.4%
3	19.4%	21.1%	13.8%
4	13.3%	15.8%	6.9%

Comments about Internships

Several commenters referred to **internships**. In the section on information sharing, six commenters requested additional information about jobs and internships in Chapel Hill and the Triangle (one commented that the

job/internship deadlines were too close to the time the mailing was generated). In the section on courses, four requested some kind of paid internship or co-op.

Two specifically requested internships in journalism; and one recommended that the Washington Experience be a permanent class. In the final comments, five responses requested more career support, while one requested that the Washington Experience not be by invitation only; and another requested more than one credit for internships.

Two students commented that they were unable to participate in experiential learning opportunities (CPJ; the Washington Experience; and international courses) due to **expenses**.

Jobs

We asked respondents to indicate whether and what kind of employment they had lined up upon graduation. The table below lists the percentages of respondents who indicated different kinds of employment, based on track. As shown below, fewer than half of the respondents had lined up full-time part-time employment, an internship, or graduate school.

Percent of respondents with employment lined up after graduation (at time of survey, April 2018):

	All Respondents	Strat. Comm.	Journalism
Full-time Employment	23.0%	23.9%	19.6%
Part-time Employment	1.2%	0%	1.8%
Internship	13.3%	8.7%^a	17.9%^b
Graduate School	6.1%	6.5%	5.4%
No job lined up	56.4%	60.9%	55.4%

As shown in the table, a greater percentage of journalism students had secured internships after graduation, compared to the percentage of strategic communication students. The other categories were similar between track.

We asked additional questions about their job prospects, including

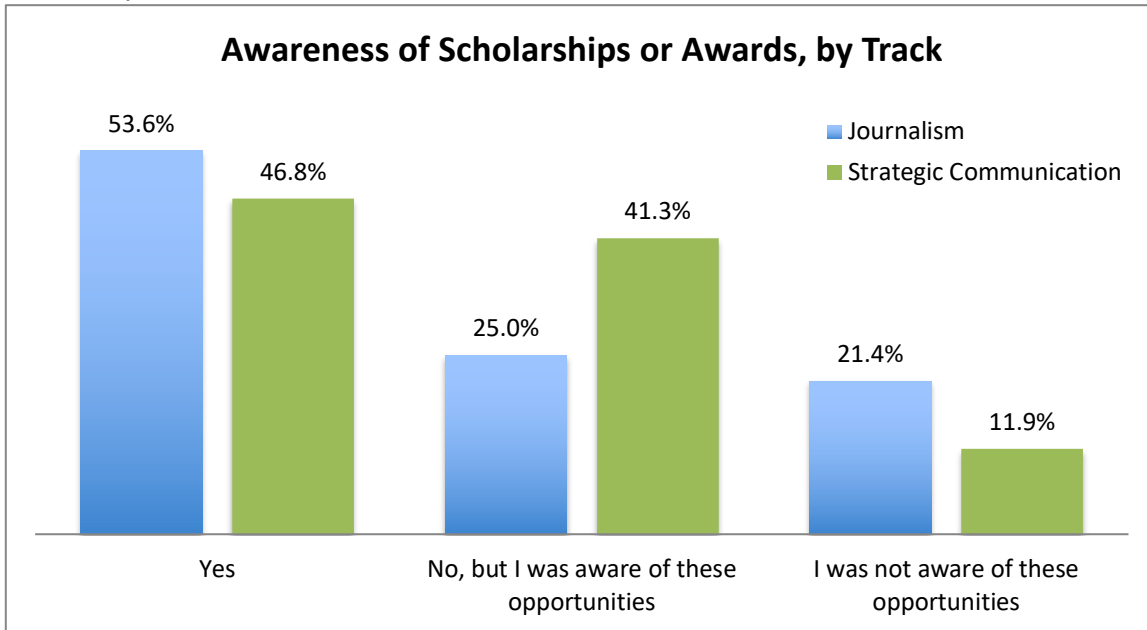
- Q9 - Do you currently have a job lined up after graduation?
- Q12 - Employer or organization
- Q15 - Internship organization or employer
- Q14 - Location (city & state, plus country if not U.S.) (for internship? Job? Grad school? Unclear)
- Q13 - Your position title

These data are redundant with the data collected and presented as part of the First Destination report by MEJO Career Services. Please see the First Destination Report for a more detailed, thorough account of job placement.

Funding Sources

Individual Scholarships & Awards

About 54% of journalism respondents and 47% of strategic communication students were aware of MJ-school scholarships and awards. This translates to 30 journalism and 51 strategic communication respondents, respectively. The proportion of respondents aware (and unaware) of these awards and scholarships were statistically the same for each track.



One respondent commented about funding for courses, saying that the Carolina Photojournalism Workshop and International Projects were “...courses I would have loved to take, but could not justify the extra expenses.”

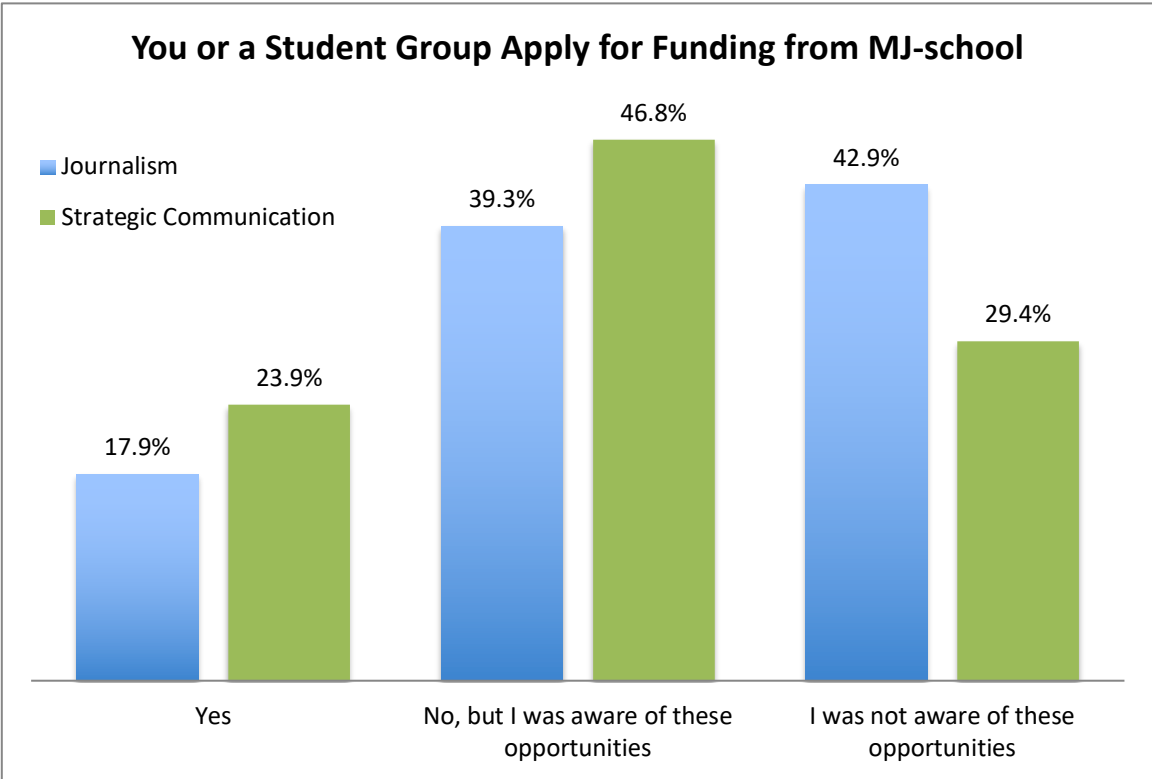
We didn’t ask any questions about this, but a few respondents mentioned their **appreciation for our scholarships**, saying:

“I had a great experience with the faculty and staff in the school, as well as opportunities to get involved right away, scholarships, global travel, etc.”

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 24% of strategic communication respondents had applied, only 18% of journalism respondents had applied for such funds.

About 46% of the strategic communication students and nearly 40% of the journalism students were aware of options for funding for student groups. Forty-three percent of journalism respondents were not aware of funding for their student group, and 29% of strategic communication respondents were not aware of such funding (these are not statistically different percentages, based on a Fisher exact 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. Fewer than half of the respondents felt Twitter was useful. There were no statistical differences in these ratings of usefulness based on track.

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)	38.0	34.3	45.5
MJ-school email newsletter	81.6	83.3	78.2
MJ-school website	75.5	76.9	72.7

Comments about Information Sources

We asked respondents for their feedback about how the MJ-school provided information and received 27 comments. Of those, students commented about the following areas:

- Seven students (26%) mentioned the MJ-school mailing list. Some said they loved it & one said it was an “easy read.” Negative comments included “too jumbled” and “too much.”
- Three students commented about the website, saying that it is hard to navigate and that they wanted more information available on the website.
- One student mentioned wanting information via Instagram and Snapchat.

Several students commented about communication of specific services and activities:

- Seven students (26%) wanted more reminders about graduation.
- Six students (22%) commented specifically about jobs and internship communications.
- Five students (19%) wanted more information about advising and course information. One specifically asked for more promotion, while others said they wish they’d known about the MJ-school’s advising services earlier.
- Three wanted more contacts with alumni.
- Two students commented that they wish they had known about scholarship opportunities earlier.

PARK LIBRARY

Data about the Park Library

Roughly 90% of respondents used the Park Library at least once in the past year; 93% of strategic communication respondents did, compared with 82% of journalism respondents. Another 9.7% had not visited the Park Library in the past year but indicated that they were aware of it.

Of those who had used the library within the last year, the primary use was as a place to study or work with a group: 66% of all respondents (75% of strategic communication students) said they studied in the library a moderate amount or a lot, while 40% of all respondents indicated that they used the library computers to complete an assignment a moderate amount or a lot.

As shown in the table below (bold with superscripts), strategic communication and journalism students differed significantly how much they relied on the Park Library for finding information needed for an assignment, as well as using the library as a place to study/work with a group.

Comments about the Park Library

We received many comments about the library, including the following responses:

- Eight (24%) wanted longer hours.
- Seven mentioned that they “love” the Park Library.
- Five wanted more space or group study space. (This was mentioned five times in the “last comments” section as well)
- Four wanted coffee available in the library.
- Three comments wanted more information about services or resources.
- Two comments each referred to
 - Kitten cams
 - Request for updated Adobe software
 - Therapy pets
- One comment each referred to
 - Color printing
 - Dirty tables
 - Ringing the bell for service (dislike)
 - Slow computers
 - Wanting more quiet in the library

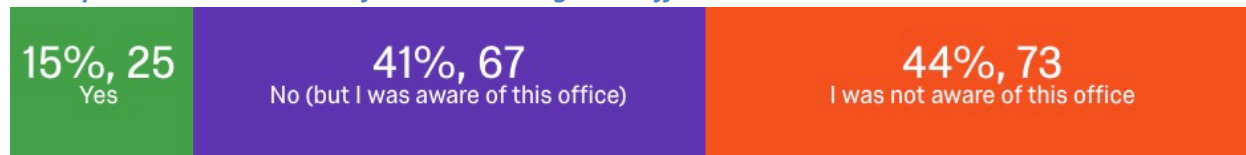
GLOBAL PROGRAMS OFFICE

Data about the Global Programs Office

One-hundred and sixty-five respondents answered the question: Have you used the Global Programs Office? Of those, 15% indicated that they had used the office; 41% were aware of the office, and 44% were not aware of the office at all.

About 17% of strategic communication students and 11% of journalism students indicated they had used the Global Programs Office—a similar proportion of each track (not significantly different based on track). By contrast, fully 50% of the journalism track students indicated that they were aware of the Global Programs Office, compared with 36% of the strategic communication students, albeit this difference in percentage was also not statistically significant, based on a Fisher exact test. Similarly, a statistically similar percentage of strategic communication (47%) and journalism (39%) 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:



All of the students who used the Global Programs Office found it useful. Below is a breakdown of respondents who used the Office for one or another international experience:

	All Respondents	Strat. Comm.	Journalism
Semester-long study abroad	9	7	2
Summer study abroad	2	2	0
MJ-school global immersion	7	5	2
Another international MJ-school experience	2	1	1

Comments about the Global Programs Office

There were three comments about international / global programs. Two respondents had very positive comments:

"I had a great experience with the faculty and staff in the school, as well as opportunities to get involved right away, scholarships, global travel, etc."

"My time studying abroad to China led by Michael Penny was also a defining moment in my time as a UNC student."

One respondent commented about funding for international courses, saying that CPJW and International Projects were "...courses I would have loved to take, but could not justify the extra expenses."

GENERAL COMMENTS

We received 201 responses to long-answer questions about four areas of the MJ-school:

1. Courses MJ-school should offer that aren't currently offered? (75 responses)
2. Catch-all question for anything else (65 responses)
3. Additional Park Library resources, please tell us below. (34 responses)
4. Information sources (27 responses)

Most of these are integrated into the analysis below.

The comments receiving over 20% of total responses in each category are:

- Love the MJ-school (19, or 29% of final comments)
- Love the faculty (17, or 26% of final comments) or noted that faculty were very supportive.
- More strategic communication courses (26, or 35% of "additional courses" comments)
- More journalism courses (17, or 23% of "additional courses" comments)
- Longer Park Library hours (8, or 23% of Park Library comments)
- Love the Park Library (7, or 21% of Park Library comments)
- More reminders about graduation requirements (7, or 26% of "information sharing" comments)

Comments that are not explicitly referenced above are summarized at the end of this document.

Faculty

There were several comments about faculty in the courses and final thoughts sections. Over one-quarter of students (17, or 26% of the "anything else" commenters) indicated that **faculty were very supportive**. Four students commented that faculty were not supportive, and there were four additional negative comments: instructors in required courses were not consistent; and instructors were not familiar with technology or software (Adobe software and the term "aperture" were used).

Space in Carroll

Eight commenters wanted more group meeting space (five in the "final comments section" and three in the Park Library comments).

Responses to Questions about Courses

We asked students about courses the MJ-school should offer that aren't currently offered, and we received 75 responses – this was a very popular question. One-third of all comments in this category (26) mentioned some element of courses in the **strategic communication** track. These included requests for more data analytics courses; advertising design; campaign management; non-profit public relations; experiential marketing; market intelligence; and social media in campaigns; and history of advertisements and advertising design.

Twenty-three percent of comments (17) referred to courses in **journalism**. These comments requested courses in data analytics (journalism), alternative careers in journalism (such as community journalism, podcasting, and blogging); offering opportunities for journalism internships; business storytelling, and sports journalism.

Eleven percent of comments (8) requested additional **design** courses, including graphics, typography, and web design.

Three areas yielded nine responses each, or **12% of total course comments** each. These included:

- Requests for a career preparation class or option to create a portfolio
- Teaching more software skills like the Creative Cloud suite.

There were seven comments requesting **ethics** (especially in photo and journalism), theory-based, and research courses.

Commenters requested two **formerly offered** courses:

- MEJO 428, Broadcast History (1)
- MEJO 440, The Law of Cyberspace (1).

Single comments regarding courses mentioned the following:

- Broadcast production / film editing (2)
- Coding (2)
- Artificial intelligence (1)
- Current events (1)
- Fashion (1)
- Global (1)
- Personal finance (1)
- Web security (1)

REPORT OF 2018 INDUSTRY PROFESSIONALS EVALUATION

STUDENT LEARNING OUTCOMES

DIRECT MEASURE

SUMMER 2018 UNDERGRADUATE CAPSTONE AND PROFESSIONAL MASTERS ASSESSMENT OF FINAL PROJECTS BY INDUSTRY PROFESSIONALS

Evaluating professional deliverables by graduating seniors versus MA/MADC students

In 2017, the assessment team reviewed past assessment activities for effectiveness in evaluating student learning outcomes based on the nature of the evaluations, the evaluators, and the existing data quality. Based on this analysis, the team decided to alter the assessment plan to improve both data quality and effectiveness by changing the administration and content of the undergraduate knowledge pretest/posttest assessment and the senior student experience survey and by launching an assessment of senior student work by high-ranking professionals in the journalism and strategic communication industries to provide another direct measure of student learning outcomes.

This report describes the results of the first launch of this assessment of senior student work by industry professionals. To provide a comparison point relevant to workplace readiness, senior-level capstone projects were compared with projects from the school's master's level students engaged in professional projects. We felt this comparison would be much more meaningful and useful for assessing our senior students' accomplishments and would also be more meaningful time spent by our industry professional volunteers (compared to asking these professionals to evaluate beginning student work, which does not provide a comparison point for workplace readiness or desired/aspirational levels of student learning).

In July 2018, we selected several student projects from fall 2017 and spring 2018 and submitted them for external review. The review panel consisted of five journalism and strategic communication professionals from the MEJO Board of Advisors.

Our reviewers evaluated a random selection of deliverables from senior undergraduate capstone courses, online MADC (Master of Arts in Digital Communication) thesis projects from MADC students graduating in fall 2017, and thesis projects of professional-track residential MA students who graduated in Spring 2018.

We asked these professionals to look at several components of our students' work, including:

- Coverage of topic
- Sources and evidence used
- Organization of information
- Writing mechanics
- Strategic Communication (when there is a strategic communication component to the project)
- Design (when there is a visual/ design component to the project)

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.	No
2. History and role of professionals and institutions in shaping communications	No
3. Gender, race, ethnicity, sexual orientation and/or other forms of diversity in relation to media and communications	No
4. Diversity of peoples and cultures and of the significance and impact of media and communications in a global society	No
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	No
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	No
11. Application of basic numerical and statistical concepts	No
12. Application of tools and technologies appropriate for major area	Yes

We used quantitative (ratings) feedback and qualitative (comments) feedback from the above components to make inferences of student success in 4 of the 5 key ACEJMC values and competencies included in the annual university assessment reporting (#1 Law excluded, see below):

- #7 Critical thinking
 - Coverage of topic
 - Sources and evidence used
 - Strategic Communication components
- #8 Conducting research and evaluating information
 - Coverage of topic
 - Sources and evidence used
- #9 Writing correctly and clearly
 - Organization of information
 - Writing mechanics
- #12 Application of tools and technologies appropriate for major
 - Strategic Communication
 - Design

Because ACEJMC value #1 regarding freedom of the press was not determined to be the most appropriate measure of evaluation for this particular exercise, which is focused on judgments of quality by high-ranking members of the journalism and strategic communication professions, we replaced this value with an inference to ACEJMC competency #5 relating to the use and presentation of information,

which would be relevant to capstone projects. Thus, in addition to the four competencies evaluated above, the following competency was also evaluated via this capstone assessment:

- #5 Concepts and theories in use and presentation of images and information
 - Coverage of topic
 - Design (visual/design components)

The following table shows the quantitative results of the scoring by industry professionals of a random sampling of residential and online masters students' final professional thesis projects, compared with a random sampling of undergraduate senior student work from capstone courses.

Overall impressions, quality of writing, evidence, organization, visuals, and other elements were rated by professionals on the following 1-5 scale (midpoint = 3):

- 5** = Seasoned professional (as in 5 years in the job)
- 4** = Early career (first or second year in the job)
- 3** = Intern (student approaching their senior year)
- 2** = Student (beginning to learn the ropes)
- 1** = Does not meet the minimum rating of student

For the very last question of the assessment, professionals were asked to rate "if this project were included in a portfolio, would you consider interviewing the author for an open position." This final item was rated with 4 items scored as a 1-5 scale, with "3" being missing (midpoint = 3):

- 5** = Definitely yes
- 4** = Probably yes
- (3 is purposely missing)
- 2** = Probably not
- 1** = Definitely not

Overall Project Scores, Undergraduate & MA/MADC

The sample sizes are very small and so average scores should be interpreted with caution. The size of this sample also prevents additional statistical analyses of significant differences to be conducted.

Scores for Master's student projects were similar to the scores for the undergraduate students' projects. Undergraduate students received an overall impression score of $3.00 \pm .72$ (Intern level) and Master's students received an overall average score of 3.38 ± 1.12 (between Intern and Early Career).

Specifically, external reviewers gave their highest ratings for the writing mechanics of undergraduate capstone projects (3.42 ± 1.02 , between Intern and Early Career) and for writing mechanics for MA student projects (4.00 ± 1.00 , Early Career).

The undergraduate work scored lowest on quality of sources and/or evidence.

Regarding overall ACEJMC competencies, all average scores for undergraduates were at the Intern level with the highest average scores being for:

- #5 Concepts and theories in use and presentation of images and information
- #12 Application of tools and technologies appropriate for major.

For MA projects, the lowest scores were on organization of information. Yet their highest composite average score per ACEJMC competency was for #9 Writing correctly and clearly.

On balance, the external reviewers were mixed on whether they would interview the student based on the assessed work (3.38 ± 1.10 for undergraduates and 3.62 ± 1.12 for MA students).

Question (on 1-5 scale)	Capstone Projects		All Masters Projects	
	N = 24		N = 13	
	Mean	S.D.	Mean	S.D.
Please rate your overall impression of the student’s work.	3.00	.72	3.38	1.12
#5 Concepts and theories in use and presentation of images and information				
Rate the project’s coverage of topic .	3.17	.96	3.77	1.23
Video / design component only: Rate the project’s use of visuals	3.13	.83	3.78	1.20
Average across area	3.38	.69	3.51	1.22
#7 Critical thinking				
Rate the project’s coverage of topic .	3.17	.96	3.77	1.23
Rate the project’s sources and/or evidence .	2.96	.95	3.54	1.20
Strategic Communication only: Rate the project’s thoroughness and administrative detail .	3.29	.83	N/A	N/A
Average across area	3.07	.78	3.65	1.13
#8 Conducting research and evaluating information				
Rate the project’s coverage of topic .	3.17	.96	3.77	1.23
Rate the project’s sources and/or evidence .	2.96	.95	3.54	1.20
Average across area	3.06	.83	3.65	1.13
#9 Writing clearly and correctly				
Rate the project’s organization of information .	2.92	.83	3.23	1.30

Rate the project’s writing mechanics .	3.42	1.02	4.00	1.00
Average across area	3.17	.73	3.78	.90
#12 Application of tools and technologies				
Strategic Communication only: Rate the project’s thoroughness and administrative detail .	3.29	.83	N/A	N/A
Video / design component only: Rate the project’s use of visuals	3.13	.83	3.78	1.20
Average across area	3.38	.64	N/A	N/A
If this project were included in a portfolio, would you consider interviewing the author for an open position?	3.38	1.10	3.62	1.12

Select Comments from Reviewers Across All Projects

Industry professionals were invited at the end of the assessment form to write comments about the project they just rated. Below are key comments offered by the industry professionals that capture the general themes we noted across all comments from the assessments of both the undergraduate capstone and master’s programs. Feedback regarding each learning outcome must be inferred from the topic indicated in each comment.

In summary, areas for improvement include the gathering, analysis, and explanation of data and the use of concise and engaging writing. Strengths include the technical quality of writing and the use of various story elements, including visuals and characters.

Comments

“... A little more data would go a long way to communicate the size and scale of the challenge and create a greater sense of urgency.”

“... A little cluttered and clunky. But that's not the point. For what it is, I think the design works...it is intuitive and easy to follow which is important in this context for this audience.”

“The videos were beautifully and professionally produced. The first-person stories...were compelling. The interviews...were too long and needed editing in order to better tell their stories.”

“Characters are effectively introduced and woven into the narrative ... uses enticing leads effectively in tracking the story from segment to segment... makes a technical topic interesting to the layman reader.”

“...thorough and professional. I don't agree with every recommendation, but I can see the thought process and there's good detail in the plan.”

“The sources were largely internal. The piece could benefit from some outsiders with different opinions.”

“...writing is technically adequate but not at all interesting. A significant lack of creativity for what should be a creative project.”

REPORT OF 2018 INTERNSHIP EVALUATIONS

STUDENT LEARNING OUTCOMES

DIRECT MEASURE

OVERVIEW OF INTERNSHIP RATINGS BY SUPERVISORS

Each year, the employers or supervisors of undergraduate student interns are asked to rate the student interns on a number of items in order to provide feedback on student success as related to learning outcomes. These ratings are asked of employers/supervisors who have obtained the intern(s) through MEJO Career Services. Any internships that were not obtained through MEJO Career Services are therefore not represented in the data below.

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.	No
2. History and role of professionals and institutions in shaping communications	No
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	No
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	No
11. Application of basic numerical and statistical concepts	No
12. Application of tools and technologies appropriate for major area	Yes

Specific to student learning outcomes, five questions were asked with the intention of inferring performance in the following ACEJMC values and competencies:

ACEJMC Value/Competency	Question Item
1. Principles and laws of freedom of speech and press in the U.S.	N/A
2. History and role of professionals and institutions in shaping communications	N/A
3. Gender, race, ethnicity, sexual orientation and/or other forms of diversity in relation to media and communications	1. Communicated effectively with individuals and groups diverse in gender, race and ethnicity
4. Diversity of peoples and cultures and of the significance and impact of media and communications in a global society	N/A
5. Concepts and theories in the use and presentation of images and information	2. Communicated effectively in words, numbers, images and sounds across media platforms
6. Professional ethical principles and work in pursuit of truth, accuracy, fairness and diversity	4. Produced work that was well-researched, accurate and fair and met deadlines
7. Thinking critically , creatively and independently	5. Demonstrated an ability to think critically, creatively and independently
8. Conducting research and evaluating information by methods appropriate to my major area within MEJO	4. Produced work that was well-researched, accurate and fair and met deadlines
9. Writing correctly and clearly in forms and styles appropriate for my major area within MEJO	2. Communicated effectively in words, numbers, images and sounds across media platforms 3. Wrote correctly, clearly and interestingly
10. Ability to critically evaluate my own work and that of others for accuracy and fairness, clarity, appropriate style and grammar	N/A
11. Application of basic numerical and statistical concepts	N/A
12. Application of tools and technologies appropriate for my major area within MEJO	2. Communicated effectively in words, numbers, images and sounds across media platforms

Values and competencies listed above were deemed most appropriate for employers/supervisors to assess, given the typical type and amount of contact and work performed by a student intern.

Average ratings on each of the five items were calculated for all students who had an internship (via MEJO Career Services) during the period indicated in the title of this report and in the title of the following table. In addition to these averages across all student interns, average ratings were also calculated based on each major area of study. The following table shows these data.

Average (and Standard Deviation) Ratings for Spring 2018 Internship Performance

Major Track	Communicated effectively with individuals and groups diverse in gender, race and ethnicity	Communicated effectively in words, numbers, images and sounds across media platforms	Wrote correctly, clearly and interestingly	Produced work that was well-researched, accurate and fair and met deadlines	Demonstrated an ability to think critically, creatively and independently
	#3 – Diversity (local)	#5 – Use and presentation of images #9 – Writing correctly and clearly #12 Tools and technology	#9 – Writing correctly and clearly	#6 – Professional ethical principles #8 – Conduct research and evaluate information	#7 – Think critically, creatively, and independently
Journalism (Total) (N=10)	4.80 (.42)	4.60 (.52)	4.44 (.73)	4.30 (.95)	4.50 (.71)
Broadcast news (N=1)	5.00 (N/A)	5.00 (N/A)	5.00 (N/A)	5.00 (N/A)	5.00 (N/A)
Graphic design (N=2)	4.50 (.71)	4.00 (0.0)	4.00 (N/A)	4.00 (0.0)	4.00 (0.0)
Multimedia design (N=2)	5.00 (0.0)	4.50 (.71)	4.00 (1.41)	3.50 (2.12)	4.00 (1.41)
Newspaper/magazine/online journalism (N=5)	4.80 (.45)	4.80 (.45)	4.60 (.55)	4.60 (.55)	4.80 (.45)
Photojournalism	N/A	N/A	N/A	N/A	N/A
Strategic communication (Total) (N=13)	4.69 (.48)	4.77 (.44)	4.77 (.44)	4.85 (.38)	4.77 (.44)
Advertising (N=7)	4.71 (.49)	4.86 (.38)	5.00 (0.0)	4.86 (.38)	4.71 (.49)
Public Relations (N=6)	4.67 (.52)	4.67 (.52)	4.50 (.55)	4.83 (.41)	4.83 (.41)
Grand Total (N=24)	4.75 (.44)	4.71 (.46)	4.61 (.58)	4.58 (.72)	4.63 (.58)

Note: Ratings are on a scale from 1 to 5. 1 = Poor, 2 = Below Average, 3 = Average, 4 = Very Good, 5 = Excellent.

Average (and Standard Deviation) Ratings for Summer 2018 Internship Performance

Major Track	Communicated effectively with individuals and groups diverse in gender, race and ethnicity	Communicated effectively in words, numbers, images and sounds across media platforms	Wrote correctly, clearly and interestingly	Produced work that was well-researched, accurate and fair and met deadlines	Demonstrated an ability to think critically, creatively and independently
	#3 – Diversity (local)	#5 – Use and presentation of images #9 – Writing correctly and clearly #12 Tools and technology	#9 – Writing correctly and clearly	#6 – Professional ethical principles #8 – Conduct research and evaluate information	#7 – Think critically, creatively, and independently
Journalism (Total) (N=27)	4.85 (.36)	4.78 (.51)	4.67 (.62)	4.78 (.58)	4.63 (.57)
Broadcast news (N=6)	4.83 (.41)	4.33 (.82)	4.33 (.82)	4.50 (.84)	4.50 (.55)
Graphic design (N=3)	5.00 (0.0)	5.00 (0.0)	5.00 (0.0)	5.00 (0.0)	5.00 (0.0)
Multimedia design (N=2)	5.00 (0.0)	5.00 (0.0)	5.00 (0.0)	5.00 (0.0)	5.00 (0.0)
Newspaper/magazine/online journalism (N=15)	4.80 (.41)	4.87 (.35)	4.73 (.59)	4.80 (.56)	4.60 (.63)
Photojournalism (N=1)	5.00 (N/A)	5.00 (N/A)	5.00 (N/A)	5.00 (N/A)	5.00 (N/A)
Strategic communication (Total) (N=14)	4.86 (.36)	4.64 (.50)	4.79 (.43)	4.86 (.36)	4.79 (.43)
Advertising (N=7)	4.71 (.49)	4.57 (.54)	4.86 (.38)	4.86 (.38)	4.71 (.49)
Public Relations (N=7)	5.00 (0.0)	4.71 (.49)	4.71 (.49)	4.86 (.38)	4.86 (.38)
Grand Total (N=43)	4.84 (.37)	4.70 (.56)	4.67 (.61)	4.77 (.57)	4.65 (.57)

Note: Ratings are on a scale from 1 to 5. 1 = Poor, 2 = Below Average, 3 = Average, 4 = Very Good, 5 = Excellent.

Average (and Standard Deviation) Ratings for Fall 2018 Internship Performance

Major Track	Communicated effectively with individuals and groups diverse in gender, race and ethnicity	Communicated effectively in words, numbers, images and sounds across media platforms	Wrote correctly, clearly and interestingly	Produced work that was well-researched, accurate and fair and met deadlines	Demonstrated an ability to think critically, creatively and independently
	#3 – Diversity (local)	#5 – Use and presentation of images #9 – Writing correctly and clearly #12 Tools and technology	#9 – Writing correctly and clearly	#6 – Professional ethical principles #8 – Conduct research and evaluate information	#7 – Think critically, creatively, and independently
Journalism (Total) (N=8)	4.75 (.46)	4.63 (.74)	4.63 (1.06)	4.63 (.74)	4.88 (.35)
Broadcast news	N/A	N/A	N/A	N/A	N/A
Graphic design (N=2)	4.50 (.71)	4.00 (1.41)	3.50 (2.12)	4.00 (1.41)	4.50 (.71)
Multimedia design (N=1)	4.00 (N/A)	5.00 (N/A)	5.00 (N/A)	5.00 (N/A)	5.00 (N/A)
Newspaper/magazine/online journalism (N=5)	5.00 (0.0)	4.80 (.45)	5.00 (0.0)	4.80 (.45)	5.00 (0.0)
Photojournalism	N/A	N/A	N/A	N/A	N/A
Strategic communication (Total) (N=14)	4.86 (.54)	4.79 (.58)	4.71 (.61)	4.86 (.54)	4.71 (.61)
Advertising (N=6)	4.67 (.82)	4.50 (.84)	4.50 (.84)	4.67 (.82)	4.67 (.82)
Public Relations (N=8)	5.00 (0.0)	5.00 (0.0)	4.88 (.35)	5.00 (0.0)	4.75 (.46)
Grand Total (N=23)	4.83 (.49)	4.74 (.62)	4.70 (.77)	4.78 (.60)	4.78 (.52)

Note: Ratings are on a scale from 1 to 5. 1 = Poor, 2 = Below Average, 3 = Average, 4 = Very Good, 5 = Excellent.

REPORT OF 2018 INTERNSHIP STUDENT SELF-REPORTS

STUDENT LEARNING OUTCOMES

INDIRECT MEASURE

OVERVIEW OF INTERNSHIP SELF-REPORTS BY STUDENTS

Each year, undergraduate students who have had an internship are asked to provide their perceptions of their own performance in the internship by rating themselves on a number of items. These ratings are asked of students who have obtained the intern(s) through MEJO Career Services. Any internships that were not obtained through MEJO Career Services are therefore not represented in the data below.

Two of these items relate to three student learning outcomes and are being used as indirect inferences for those outcomes. The other items are used to assess general perceptions only.

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.	No
2. History and role of professionals and institutions in shaping communications	No
3. Gender, race, ethnicity, sexual orientation and/or other forms of diversity in relation to media and communications	No
4. Diversity of peoples and cultures and of the significance and impact of media and communications in a global society	No
5. Concepts and theories in the use and presentation of images and information	No
6. Professional ethical principles and work in pursuit of truth, accuracy, fairness and diversity	No
7. Thinking critically , creatively and independently	Yes
8. Conducting research and evaluating information by methods appropriate to major area	No
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	No
12. Application of tools and technologies appropriate for major area	No

Students were asked to evaluate themselves on a scale from 1 to 5 (1 being lowest performance, 5 being highest performance) on seven traits/abilities and then rate their overall performance on one “overall” item.

Specific to student learning outcomes, the two questions relevant to ACEJMC values and competencies are as follows:

ACEJMC Value/Competency	Question Item
1. Principles and laws of freedom of speech and press in the U.S.	N/A
2. History and role of professionals and institutions in shaping communications	N/A
3. Gender, race, ethnicity, sexual orientation and/or other forms of diversity in relation to media and communications	N/A
4. Diversity of peoples and cultures and of the significance and impact of media and communications in a global society	N/A
5. Concepts and theories in the use and presentation of images and information	N/A
6. Professional ethical principles and work in pursuit of truth, accuracy, fairness and diversity	N/A
7. Thinking critically , creatively and independently	4. Initiative and creativity.
8. Conducting research and evaluating information by methods appropriate to my major area within MEJO	N/A
9. Writing correctly and clearly in forms and styles appropriate for my major area within MEJO	7. Grammar and spelling
10. Ability to critically evaluate my own work and that of others for accuracy and fairness, clarity, appropriate style and grammar	7. Grammar and spelling
11. Application of basic numerical and statistical concepts	N/A
12. Application of tools and technologies appropriate for my major area within MEJO	N/A

Average ratings on each of the eight items were calculated for all students who had an internship (via MEJO Career Services) during the period indicated in the title of this report and in the title of the following table. In addition to these averages across all student interns, average ratings were also calculated based on each major area of study. The following table shows these data.

Average (and Standard Deviation) Ratings for Spring 2018 Internship Student Self-Reports

Self-evaluation item (on scale from 1 = lowest to 5 = highest performance)	Major Track		Grand Total
	Journalism	Strategic Communication	
	N = 10	N = 14	N = 24
1. Dependability	4.2 (.79)	4.57 (.51)	4.42 (.65)
2. Willingness to take instruction	4.6 (.97)	4.71 (.47)	4.67 (.70)
3. Ability to work with others	4.4 (1.26)	4.5 (.65)	4.46 (.93)
4. Initiative and creativity <i>(Infer #7 Thinking critically, creatively, and independently)</i>	4.4 (1.07)	4.07 (.73)	4.21 (.88)
5. Enthusiasm	4.4 (.97)	4.5 (.65)	4.46 (.78)
6. Communication skills	4.2 (.92)	4.36 (.63)	4.29 (.75)
7. Grammar and spelling <i>(Infer #9 Writing correctly and clearly and #10 Ability to critically evaluate own work)</i>	4.7 (.67)	4.5 (.52)	4.58 (.58)
8. Overall	4.5 (.71)	4.5 (.52)	4.5 (.59)

Note: Ratings are on a scale from 1 to 5. 1 = Poor, 2 = Below Average, 3 = Average, 4 = Very Good, 5 = Excellent.

Average (and Standard Deviation) Ratings for Summer 2018 Internship Student Self-Reports

Self-evaluation item (on scale from 1 = lowest to 5 = highest performance)	Major Track		Grand Total
	Journalism	Strategic Communication	
	N = 25	N = 16	N = 41
1. Dependability	4.68 (.56)	4.56 (.51)	4.62 (.54)
2. Willingness to take instruction	4.72 (.54)	4.69 (.60)	4.71 (.55)
3. Ability to work with others	4.72 (.46)	4.69 (.48)	4.71 (.46)
4. Initiative and creativity <i>(Infer #7 Thinking critically, creatively, and independently)</i>	4.36 (.70)	4.31 (.60)	4.33 (.65)
5. Enthusiasm	4.64 (.49)	4.5 (.63)	4.60 (.54)
6. Communication skills	4.72 (.46)	4.25 (.68)	4.52 (.59)
7. Grammar and spelling <i>(Infer #9 Writing correctly and clearly and #10 Ability to critically evaluate own work)</i>	4.36 (.57)	4.53 (.64)	4.41 (.59)
8. Overall	4.52 (.51)	4.44 (.51)	4.48 (.51)

Note: Ratings are on a scale from 1 to 5. 1 = Poor, 2 = Below Average, 3 = Average, 4 = Very Good, 5 = Excellent.

Average (and Standard Deviation) Ratings for Fall 2018 Internship Student Self-Reports

Self-evaluation item (on scale from 1 = lowest to 5 = highest performance)	Major Track		Grand Total
	Journalism	Strategic Communication	
	N = 8	N = 15	N = 23
1. Dependability	4.5 (.53)	4.6 (.51)	4.57 (.51)
2. Willingness to take instruction	4.88 (.35)	4.87 (.35)	4.87 (.34)
3. Ability to work with others	4.38 (.52)	4.64 (.63)	4.55 (.60)
4. Initiative and creativity <i>(Infer #7 Thinking critically, creatively, and independently)</i>	4.38 (.52)	4.27 (.70)	4.30 (.63)
5. Enthusiasm	4.38 (.74)	4.47 (.64)	4.43 (.66)
6. Communication skills	4.38 (.52)	4.67 (.49)	4.57 (.51)
7. Grammar and spelling <i>(Infer #9 Writing correctly and clearly and #10 Ability to critically evaluate own work)</i>	4.5 (.76)	4.53 (.64)	4.52 (.67)
8. Overall	4.5 (.53)	4.47 (.52)	4.48 (.51)

Note: Ratings are on a scale from 1 to 5. 1 = Poor, 2 = Below Average, 3 = Average, 4 = Very Good, 5 = Excellent.

REPORT OF 2018 KNOWLEDGE TEST

STUDENT LEARNING OUTCOMES

DIRECT MEASURE

OVERVIEW OF INSTRUMENT

In 2017, the assessment team reviewed past assessment activities for effectiveness in evaluating student learning outcomes based on the nature of the evaluations, the evaluators, and the existing data quality. Based on this analysis, the team decided to alter the assessment plan to improve both data quality and effectiveness by merging the existing student knowledge test with the existing student experience survey to improve the response rate for both, as well as administer a knowledge test to students new to our major, in order to compare outgoing students’ knowledge with incoming students’ knowledge of ACEJMC values and competencies. In favor of increasing the survey response rate for seniors and facilitating administration of the knowledge test to incoming students within entry-level course periods, the team reviewed and reduced the number of questions initially included in prior knowledge test and experience surveys.

In a different report, the team also launched an assessment of senior student work by high-ranking professionals in the journalism and strategic communication industries to provide another direct measure of student learning outcomes.

Also in a different report, we asked 38 questions about students’ experiences in the School of Media & Journalism, 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. In this experience survey, we included indirect measures of student perceptions of course coverage of student learning outcomes, perceptions of diversity within the school, and perceptions and use of global programs within the school.

This report covers the knowledge “quiz” of 20 questions which serves as a direct measure of student learning on ACEJMC values and competencies.

We received 184 responses to our combined student knowledge survey and student experience survey in April 2018, or 57% of the 320 May graduating seniors. This was a 40% increase in the student experience survey response rate from prior years and a 300% increase in student knowledge survey over prior years.

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	No

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

RESULTS OF ENTRANCE VS. SENIOR TESTS

Graduating seniors compared with incoming MEJO 153 students

A total of 198 incoming students and 184 graduating seniors took this quiz in early September and late April, respectively.

Senior Demographics

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 21.6: the median age of the strategic communication respondents was 22, and the median age of the journalism respondents was 21.

Gender Identity: Of the 184 respondents who answered this question, 79.9% identified as a woman: 81.7% of the strategic communication respondents and 76.4% of the journalism respondents identified as women. The other respondents to this question identified as a man (other choices included trans*, gender fluid, and not listed).

Race/Ethnicity: As shown in the table below, 72.1% 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	1.7	0.0	4.0
Asian	5.8	4.6	10.0
Black/African descent	8.1	7.3	12.0
Native Hawaiian/Pacific Islander	1.2	0.0	0.0
White/European descent	72.1	78.0	66.0

Latinx	8.7	4.6	8.0
Multiple races/ethnicities	2.3	5.5	1.7

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	1.7	1.8	1.7
3.0 to 3.49	52.3	52.6	51.7
3.5 or above	40.7	41.2	39.7
Left blank	5.2	4.4	6.9

Incoming Student Demographics

The 198 incoming students were recruited from the introductory MEJO 153 news writing a reporting course and took the knowledge quiz at the beginning of the Fall 2018 semester to minimize the amount of formal instruction they would have received in a MEJO course.

Course of Study: About 16% of the incoming students said they did not plan to major in the School, 19% said they were not currently a major but planned to major in the School, and the remaining 65% were MEJO majors. Of those students currently or planning to major in MEJO, about 46% indicated interest in majoring in advertising or public relations, 30% indicated an interest in majoring in journalism, and the remaining 24% were undecided.

Gender Identity: About 70% of these incoming students identified as women, 30% as men, 1 person identified as trans* and 1 person preferred not to answer the question about gender identity.

Race/Ethnicity: About 76% identified as White of European descent, 13% as Black of African descent, 9% as Asian, 9% as Latinx, and 4% as American Indian or Alaskan Native (respondents could choose all that apply; these categories are not mutually exclusive).

UNC GPA: About 88% of the respondents reported an overall GPA of at least 3.0 or over, 9% reported an overall GPA of 2.5 to 2.99, and 3% reported GPAs at 2.49 or below.

Results

The table below shows the percentage of students from the Fall 2018 (early September) MEJO 153 courses and the percentage of the graduating seniors from the Spring (late April) 2018 senior survey who provided the correct responses to each question on the 20-question knowledge quiz. The last column of the table indicates whether there was a statistically significant difference between the percentages for incoming students and graduating seniors for each question, based on a Fisher exact test.

QUESTION BASED ON ACEJMC VALUE/COMPETENCY (PERCENTAGE OF STUDENTS ANSWERING CORRECTLY TO THE RIGHT)	Incoming Majors Fall18 (N=198)	Grad. Seniors May18 (N = 184)	Sig. Diff.?
1. Principles and laws of freedom of speech and press in the U.S.			
Question 16: According to the "marketplace of ideas" metaphor for protecting free expression, what is the result of an uncensored marketplace? Answer: discovery of the truth	60.1%	78.8%	Yes
Question 17: All of the following are rights protected by the First Amendment of the U.S. Constitution except... Answer: freedom to keep and bear arms	57.1%	75.5%	Yes
Question 18: Assume that a trial judge enters an order against a publisher that prohibits the publication of specific secret government documents that have been leaked to the publisher by an unknown government insider. This court order would best be described as a... Answer: prior restraint that would be presumed unconstitutional	18.7%	45.7%	Yes
Question 19: Of the following types of speech, which type is not protected under the First Amendment, according to the U.S. Supreme Court? Answer: obscene sexual expression	54.6%	65.2%	Yes
Question 20: If you create a song, story or slogan, at what point is it protected by copyright law? Answer: the moment you write it down	8.1%	40.2%	Yes
AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK	39.7%	61.1%	Yes
2. History and role of professionals and institutions in shaping communications			
Question 11: How do public relations and advertising differ? Answer: advertising controls the message and public relations influences the message	63.1%	65.8%	No
Question 15: The standard style guide for journalists and other media practitioners is: Answer: The Associated Press Stylebook	80.8%	85.3%	No
Question 18: Assume that a trial judge enters an order against a publisher that prohibits the publication of specific secret government documents that have been leaked to the publisher by an unknown government insider. This court order would best be described as a... Answer: prior restraint that would be presumed unconstitutional	18.7%	45.7%	Yes
AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK	54.2%	65.6%	Yes

3. Gender, race, ethnicity, sexual orientation and/or other forms of diversity in relation to media and communications			
<p>Question 3: In a news release issued by a local neighborhood association, a reporter reads the following facts: “In the awards ceremony, four association members will be recognized for their contributions to improving recreational services in the neighborhood: Gina Gesualdi, a young and attractive mechanical engineer; Robert Jones, a black attorney; Sonia Suarez, an articulate Hispanic actor; and John Patterson, an assistant football coach at Madison High School.” In the interest of fairness, the reporter in charge of rewriting the release omits the word...</p> <p>Answer: young and attractive, black, articulate, Hispanic</p>	70.2%	82.1%	Yes
<p>Question 4: When you ask people for their gender, race or age, you are asking for...</p> <p>Answer: demographics</p>	74.8%	84.8%	Yes
AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK	72.5%	83.4%	Yes
4. Diversity of peoples and cultures and of the significance and impact of media and communications in a global society			
N/A – NOT ASSESSED AT THIS TIME			
5. Concepts and theories in the use and presentation of images and information			
<p>Question 5: When invisible lines are used to divide a frame vertically and horizontally into three equal sections and you place the center of interest at one of the line crosspoints, you are following the...</p> <p>Answer: rule of thirds</p>	74.2%	79.9%	No
<p>Question 6: What is responsive design?</p> <p>Answer: design that is liquid and resizes the width of elements relative to a changing window size</p> <p>Competencies: #5 Presentation of images and information; #12 Tools & technologies appropriate to the profession</p>	9.6%	28.3%	Yes
<p>Question 7: Imagine that you were to measure public opinion on a news issue and then you subsequently grouped respondents into the categories of supportive, unsupportive, and neutral based on their opinion of the news issue. Of the following choices, which type of chart would be most effective for visualizing your groupings?</p> <p>Answer: pie chart</p>	67.7%	72.8%	No
AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK	50.5%	60.3%	Yes
6. Professional ethical principles and work in pursuit of truth, accuracy, fairness and diversity			

<p>Question 8: If a CEO of a company asks a journalist to go "off the record" with his or her comments, which of these statements most accurately describes how his or her comments should be used in the news story? Answer: use the comments and lead to other sources who can be quoted</p>	31.3%	41.9%	Yes
<p>Question 9: Which of the following does not require a citation? Answer: stating that the U.S. Constitution includes a Bill of Rights</p>	72.2%	82.1%	Yes
<p>Question 14: A headline for a news story or a press release should: Answer: help readers using search engines find the story or release</p>	30.8%	51.1%	Yes
AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK	44.8%	58.3%	Yes
7. Thinking critically, creatively and independently			
<p>Question 3: In a news release issued by a local neighborhood association, a reporter reads the following facts: "In the awards ceremony, four association members will be recognized for their contributions to improving recreational services in the neighborhood: Gina Gesualdi, a young and attractive mechanical engineer; Robert Jones, a black attorney; Sonia Suarez, an articulate Hispanic actor; and John Patterson, an assistant football coach at Madison High School." In the interest of fairness, the reporter in charge of rewriting the release omits the word... Answer: young and attractive, black, articulate, Hispanic</p>	70.2%	82.1%	Yes
<p>Question 7: Imagine that you were to measure public opinion on a news issue and then you subsequently grouped respondents into the categories of supportive, unsupportive, and neutral based on their opinion of the news issue. Of the following choices, which type of chart would be most effective for visualizing your groupings? Answer: pie chart</p>	67.7%	72.8%	No
<p>Question 13: Which of the following is false with regard to evaluating information? Answer: information that has achieved many "hits" is typically reliable because of the "crowdsourcing" that "going viral" entails</p>	59.6%	64.7%	No
AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK	65.8%	73.2%	Yes
8. Conducting research and evaluating information by methods appropriate to my major area within MEJO			

<p>Question 1: The percentage of people in a target audience who will be exposed, at least once, to a message delivered through a given media vehicle (or vehicles) in a media plan is equivalent to...</p> <p>Answer: reach</p>	56.1%	59.2%	No
<p>Question 2: What is meant by "API"?</p> <p>Answer: A set of programming instructions and standards for accessing a web-based software application</p>	19.2%	39.1%	Yes
<p>Question 4: When you ask people for their gender, race or age, you are asking for...</p> <p>Answer: demographics</p>	74.8%	84.8%	Yes
<p>Question 8: If a CEO of a company asks a journalist to go "off the record" with his or her comments, which of these statements most accurately describes how his or her comments should be used in the news story?</p> <p>Answer: use the comments and lead to other sources who can be quoted</p>	31.3%	41.9%	Yes
<p>Question 10: One strength of qualitative research is:</p> <p>Answer: detailed, in-depth examinations with a selective group of high-value subjects</p>	45.5%	70.7%	Yes
<p>Question 11: How do public relations and advertising differ?</p> <p>Answer: advertising controls the message and public relations influences the message</p>	63.1%	65.8%	No
<p>Question 12: In a recent poll of 500 likely voters in the Piedmont Triad, the <i>News & Record</i> reported that 45% of those polled said they would vote for Candidate A, 42% said they'd vote for Candidate B, and 13% were undecided. The poll reported a margin of error of 4%. Based on this information, which of the following would be the most accurate headline?</p> <p>Answer: the race is too close to call</p>	42.4%	64.1%	Yes
<p>Question 13: Which of the following is false with regard to evaluating information?</p> <p>Answer: information that has achieved many "hits" is typically reliable because of the "crowdsourcing" that "going viral" entails</p>	59.6%	64.7%	No
<p>AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK</p>	49.0%	61.3%	Yes
<p>9. Writing correctly and clearly in forms and styles appropriate for my major area within MEJO</p>			
<p>Question 3: In a news release issued by a local neighborhood association, a reporter reads the following facts: "In the awards ceremony, four association members will be recognized for their contributions to improving recreational</p>			

<p>services in the neighborhood: Gina Gesualdi, a young and attractive mechanical engineer; Robert Jones, a black attorney; Sonia Suarez, an articulate Hispanic actor; and John Patterson, an assistant football coach at Madison High School.” In the interest of fairness, the reporter in charge of rewriting the release omits the word...</p> <p>Answer: young and attractive, black, articulate, Hispanic</p>	70.2%	82.1%	Yes
<p>Question 8: If a CEO of a company asks a journalist to go "off the record" with his or her comments, which of these statements most accurately describes how his or her comments should be used in the news story?</p> <p>Answer: use the comments and lead to other sources who can be quoted</p>	31.3%	41.9%	Yes
<p>Question 9: Which of the following does not require a citation?</p> <p>Answer: stating that the U.S. Constitution includes a Bill of Rights</p>	72.2%	82.1%	Yes
<p>Question 14: A headline for a news story or a press release should:</p> <p>Answer: help readers using search engines find the story or release</p>	30.8%	51.1%	Yes
<p>Question 15: The standard style guide for journalists and other media practitioners is:</p> <p>Answer: The Associated Press Stylebook</p>	80.8%	85.3%	No
AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK	57.1%	68.5%	Yes
10. Ability to critically evaluate my own work and that of others for accuracy and fairness, clarity, appropriate style and grammar			
<p>Question 3: In a news release issued by a local neighborhood association, a reporter reads the following facts: “In the awards ceremony, four association members will be recognized for their contributions to improving recreational services in the neighborhood: Gina Gesualdi, a young and attractive mechanical engineer; Robert Jones, a black attorney; Sonia Suarez, an articulate Hispanic actor; and John Patterson, an assistant football coach at Madison High School.” In the interest of fairness, the reporter in charge of rewriting the release omits the word...</p> <p>Answer: young and attractive, black, articulate, Hispanic</p>	70.2%	82.1%	Yes
<p>Question 7: Imagine that you were to measure public opinion on a news issue and then you subsequently grouped respondents into the categories of supportive, unsupportive, and neutral based on their opinion of the news issue. Of the following choices, which type of chart would be most effective for visualizing your groupings?</p> <p>Answer: pie chart</p>	67.7%	72.8%	No

NOT A PART OF THIS ASSESSMENT, ALL GRADUATING STUDENTS MUST HAVE PASSED A WORD USAGE AND GRAMMAR TEST AS A REQUIREMENT FOR GRADUATION			
AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK	68.9%	77.5%	Yes
11. Application of basic numerical and statistical concepts			
Question 1: The percentage of people in a target audience who will be exposed, at least once, to a message delivered through a given media vehicle (or vehicles) in a media plan is equivalent to... Answer: reach	56.1%	59.2%	No
Question 7: Imagine that you were to measure public opinion on a news issue and then you subsequently grouped respondents into the categories of supportive, unsupportive, and neutral based on their opinion of the news issue. Of the following choices, which type of chart would be most effective for visualizing your groupings? Answer: pie chart	67.7%	72.8%	No
Question 12: In a recent poll of 500 likely voters in the Piedmont Triad, the <i>News & Record</i> reported that 45% of those polled said they would vote for Candidate A, 42% said they'd vote for Candidate B, and 13% were undecided. The poll reported a margin of error of 4%. Based on this information, which of the following would be the most accurate headline? Answer: the race is too close to call	42.4%	64.1%	Yes
AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK	55.4%	65.4%	Yes
12. Application of tools and technologies appropriate for my major area within MEJO*			
Question 1: The percentage of people in a target audience who will be exposed, at least once, to a message delivered through a given media vehicle (or vehicles) in a media plan is equivalent to... Answer: reach	56.1%	59.2%	No
Question 2: What is meant by "API"? Answer: A set of programming instructions and standards for accessing a web-based software application	19.2%	39.1%	Yes
Question 5: When invisible lines are used to divide a frame vertically and horizontally into three equal sections and you place the center of interest at one of the line crosspoints, you are following the... Answer: rule of thirds	74.2%	79.9%	No
Question 6*: What is responsive design?			

<p>Answer: design that is liquid and resizes the width of elements relative to a changing window size</p> <p>Competencies: #5 Presentation of images and information; #12 Tools & technologies appropriate to the profession</p>	9.6%	28.3%	Yes
<p>Question 13: Which of the following is false with regard to evaluating information?</p> <p>Answer: information that has achieved many “hits” is typically reliable because of the “crowdsourcing” that “going viral” entails</p>	59.6%	64.7%	No
<p>Question 14: A headline for a news story or a press release should:</p> <p>Answer: help readers using search engines find the story or release</p>	30.8%	51.1%	Yes
AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK	41.6%	53.7%	Yes

*Note that not all of the graduating seniors had not taken MEJO 121 (introduction to digital storytelling with video and web/graphics), as MEJO 121 had not yet been a requirement for graduation when these students entered the major.

On average, the **graduating seniors scored 12.8 out of 20** and the **incoming students scored an average of 10.0 out of 20**. Based on an independent samples *t*-test, the **graduating seniors did significantly better than the incoming students** on the knowledge quiz.

Variations by Major

In addition to the above findings, the graduating seniors’ responses on the following two questions varied significantly ($p < .05$) based on their major:

Question	% Strategic Communication seniors answering question correctly	% Journalism seniors answering question correctly
Question 10: One strength of qualitative research is:	83.3%	59.3%
Question 20: If you create a song, story or slogan, at what point is it protected by copyright law?	31.6%	66.1%

SUMMARY OF FINDINGS

In all areas, seniors outperformed students taking the entrance test.

On this new quiz, seniors on average answered less than 70% of the items correct for the following areas, suggesting a need for improvement:

- #1 Principles and laws of freedom of speech and press
- #2 History and role of professionals and institutions in shaping communications
- #5 Concepts and theories in the use and presentation of images and information
- #6 Professional ethical principles and work in pursuit of truth, accuracy, fairness and diversity
- #8 Conducting research and evaluating information
- #9 Writing correctly and clearly in forms and styles appropriate for area
- #11 Application of basic numerical and statistical concepts
- #12 Application of tools and technologies appropriate to area

Seniors on average provided the fewest correct answers in the area of #12 Application of tools and technologies appropriate to area. It is important to note that these quiz questions are driven by general knowledge across major area that we aspire for our graduating seniors to possess for readiness to innovate and lead in the job market. In anticipation of a new requirement for all majors to have an introduction to video production, web design, and graphics (MEJO 121 Introduction to Digital Storytelling), some of the items in #12 may not have been covered in this year's graduating seniors' curriculum and therefore should improve as the new curriculum is delivered.

Also lower was #3 Professional ethical principles. This finding will be monitored, as the current and future changes to this score may reflect the curriculum re-designation of the MEJO 141 Ethics course (formerly in the school-wide major core) as fulfilling a university general education requirement (thus, MEJO 141 was removed from the school-wide core requirements for the major).

Seniors showed a strong performance in the following areas, answering at least 70% of items correct on average:

- #3 Gender, race, ethnicity, sexual orientation and/or other forms of diversity
- #7 Thinking critically, creatively, and independently
- #10 Ability to critically evaluate own work and work of others

The strongest performance by seniors was in the area of #3 Diversity.

This is the first time this area was strongest, compared to 2015, 2016, and 2017. It is important to remember, however, that the instrument is different than the instrument used in the prior years.

Changes from the previous year

All changes should be considered with caution, as findings from this year are from a new assessment instrument.

From the previous year, seniors **improved** in their correct responses in the following areas, based on answering less than 70% correct on average last year and answering at least 70% of items correctly this year:

- #3 Gender, race, ethnicity, sexual orientation and/or other forms of diversity

- #7 Thinking critically, creatively, and independently (although the increase from 2017 may be due to a questionably low average score in this area in 2017)

Seniors showed **similarly strong performance** as the previous year in the following areas, answering at least 70% of items correct on average in both years:
(no area)

Seniors had **similar performance of answering less than 70% correct** as the previous year in the following areas:

- #2 History and role of professionals and institutions in shaping communications
- #5 Concepts and theories in the use and presentation of images and information

From the previous year, seniors on average **declined in performance** (answering less than 70% correct) compared to seniors in the previous year (answering at least 70% correct) in the following areas:

- #1 Principles and laws of freedom of speech and press
- #6 Professional ethical principles and work in pursuit of truth, accuracy, fairness and diversity
- #8 Conducting research and evaluating information
- #9 Writing correctly and clearly in forms and styles appropriate to area
- #11 Application of basic numerical and statistical concepts
- #12 Application of tools and technologies appropriate for area

With this new method of assessment, several years of this data gathering method will be needed to evaluate trends with respect to this instrument.

Finally, with respect to the differences seen between journalism and strategic communication majors, these differences suggest a need to improve the general research literacy of journalism students (who are likely to read about or report on scientific studies in the future) and ensure that copyright information is being conveyed to strategic communication students (who are likely to be involved in the creation of online or other promotional content that might be subject to copyright laws).

REPORT OF 2019 STUDENT EXPERIENCES

STUDENT LEARNING OUTCOMES

INDIRECT MEASURE

OVERVIEW OF SENIOR SURVEY (SPRING 2019)

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 207 responses to our survey in April 2019, representing 61% of the 340 May graduating seniors. Last year, we received 57% response rate 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 207 responses were recorded this year. However, only 172 of the survey respondents completed all of the experience 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: 77.3% identified as a woman: 82.5% of the strategic communication respondents and 69.6% of the journalism respondents identified as women. One respondent identified as gender fluid. The other respondents to this question identified as men (other choices included trans* and not listed).

Race/Ethnicity: As shown in the table below, 83.1% 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	5.8	5.8	5.8
Black/African descent	8.7	8.7	8.7
Native Hawaiian/Pacific Islander	0.6	0.0	1.4
White/European descent	83.1	82.5	84.1
Latinx	6.4	6.8	5.8
Multiple races/ethnicities	3.5	2.9	4.3

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	2.3	2.9	1.4
3.0 to 3.49	45.3	43.7	47.8
3.5 or above	52.3	53.4	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.	3.59	3.55	3.65
2. History and role of professionals and institutions in shaping communications	3.00	2.97	3.04
3. Gender, race, ethnicity, sexual orientation and/or other forms of diversity in relation to media and communications	2.87	2.89	2.84
4. Diversity of peoples and cultures and of the significance and impact of media and communications in a global society	3.03	3.06	2.99
5. Concepts and theories in the use and presentation of images and information	3.33	3.29	3.39
6. Professional ethical principles and work in pursuit of truth, accuracy, fairness and diversity	3.65	3.57^a	3.77^b
7. Thinking critically , creatively and independently	3.68	3.66	3.71
8. Conducting research and evaluating information by methods appropriate to my major area within MEJO	3.46	3.57^a	3.29^b
9. Writing correctly and clearly in forms and styles appropriate for my major area within MEJO	3.73	3.73	3.72
10. Ability to critically evaluate my own work and that of others for accuracy and fairness, clarity, appropriate style and grammar	3.70	3.66	3.75
11. Application of basic numerical and statistical concepts	2.83	2.82	2.84
12. Application of tools and technologies appropriate for my major area within MEJO	3.40	3.29^a	3.57^b

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

1. Writing correctly and clearly (mean 3.73)
2. Critically evaluate my own work ... for appropriate style & grammar (mean 3.70)
3. Thinking critically and creatively (mean 3.68)
4. Ethical principles (mean 3.65). Strategic communication students had a slightly lower mean than journalism students (3.57 and 3.77)
5. Principles and laws of freedom of speech & press in the U.S. (mean 3.59)

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**, our respondents had a mean response of 3.03.
2. The **history of communication** and role of professionals in shaping communications (mean 3.00)
3. **Gender, race, ethnicity, sexual orientation** and/or other forms of diversity in relation to media and communications had a mean of 2.87.
4. Respondents self-reported lower than average confidence in "application of **basic numerical and statistical concepts.**" (mean 2.83)

As noted above, journalism respondents were in higher agreement that coursework covered professional **ethical principles** and work in pursuit of truth, accuracy, fairness and diversity, compared to the ratings of strategic communication respondents.

Journalism students were also in higher agreement that their coursework allowed them to apply **tools and technologies appropriate for their major**, compared to their strategic communication counterparts.

Strategic communication students were in higher agreement that their coursework provided a solid foundation in **conducting research and evaluating information**, compared to their journalism counterparts.

The other areas were rated similarly by strategic communication and journalism students.

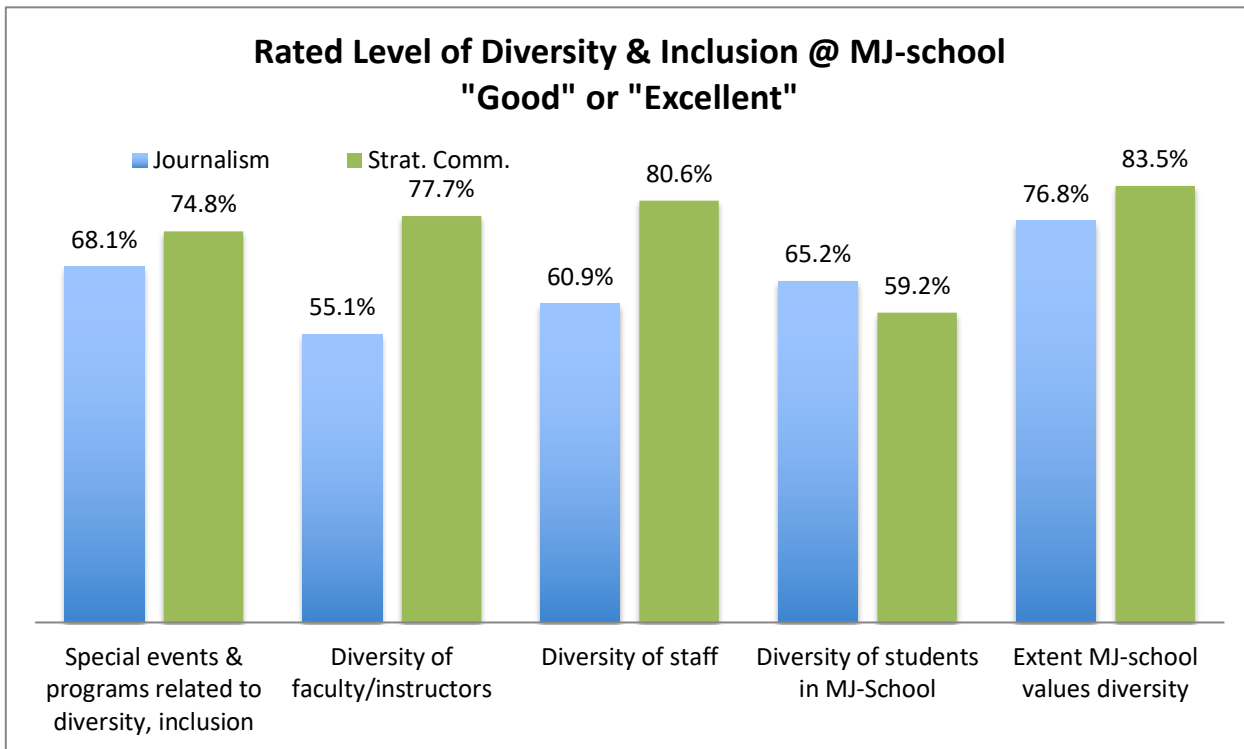
Preparation for the Workforce

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 3.37. The average rating for strategic communication respondents was 3.33, and for journalism respondents it was 3.43.

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).

Eleven comments (8%) were made about diversity. Eight respondents commented in the open commentary section. Among these respondents, four commented on the overall lack of diversity in the school and three commented on the need for more support resources for students of color such as raising discussions about diversity and intersectionality, facilitating opportunities for minorities and having the support of a Diversity/Inclusion staff member. One student mentioned wanting more support in preparing women photo and video journalists for working in a male dominated space.

In the class comments section, one student mentioned that a “diversity in media and the newsroom” class should be required. Another respondent wanted to see a class for strategic communication students that would provide education about how to sell to, create campaigns around and talk to minorities.

The following are **comments about diversity**:

"I would really like to see the school take more responsibility in raising discussions about diversity and intersectionality of identities both in the media and in the workroom. In the current political environment, I find it disappointing that the MJ School doesn't value educating students on these topics and giving them the base knowledge they need to grow as people, know how to tell diverse stories and, as future leaders, and create spaces in which people of many identities are represented and valued."

"The students are all white women. The professors are almost all white men. It's not the school's fault, per se, but it's a struggle when diversity is not really shown to be accepted (I'm nonbinary, on testosterone, and a lot of teachers have clearly not had diversity training or mental health related knowledge or training on how to properly work with students relating to these issues)."

"Very little people of color existed in the journalism track and even less in the PR/AD/SC tracks. In some ways this didn't matter, but I believe it affects how people can think inclusively and critically."

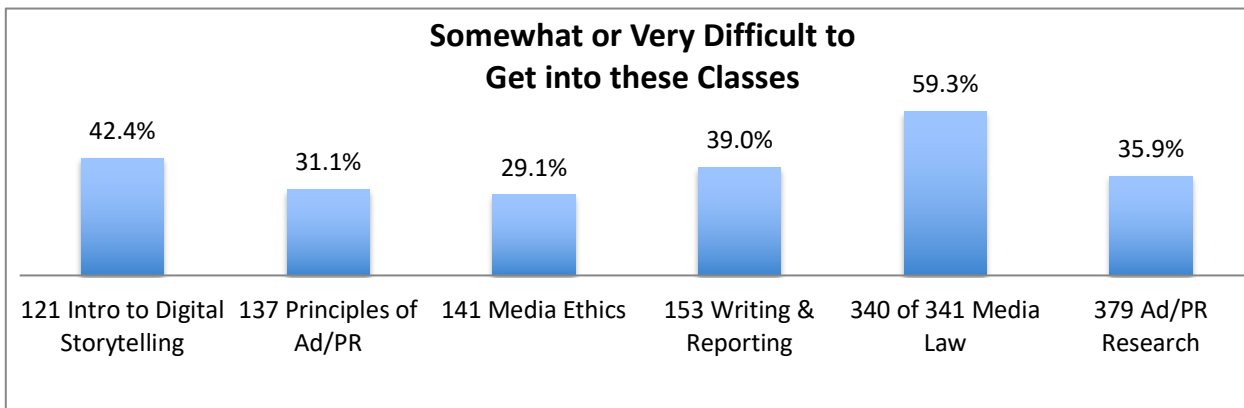
ADMINISTRATIVE ACADEMIC FEEDBACK

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. Journalism students were the primary respondents for MEJO 121.

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

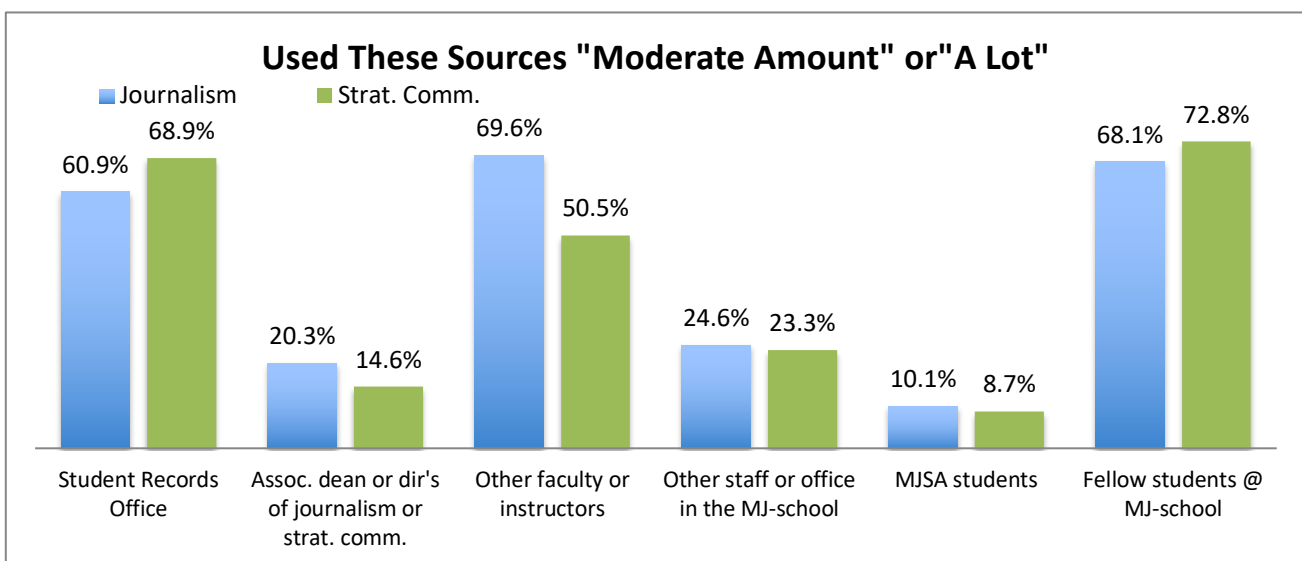


As the table shows, 59% of respondents said that MEJO 340 or 341 (Media Law, journalism-focused and strategic communication-focused sections) was somewhat or very difficult to get into, followed by MEJO 121 (Intro to Digital Storytelling).

Advising and Registration

Data about Advising & Registration

Nearly all respondents (95%) met with someone in Student Services/Student Records.



Overall, 91% of students (N=169, 3 students did not answer) 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. Few 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, while strategic communication students relied on the Student Records Office more than journalism students.

Comments about Advising & Registration

There were many positive comments about the advising office and the helpfulness of the advisors.

With respect to negative comments, three respondents referred to the registration process as stressful. Four respondent mentioned feeling unwelcome upon visiting the advising office. An additional three respondents said they received incorrect information about their degree requirements.

A couple of respondents said it would be helpful to know about advising resources earlier and one mentioned that it would be helpful to have mandatory yearly advising meetings.

Comments about **registration and advising** include:

“The degree audit system this year was a little bit hectic/seemed disorganized. If there is a better way to spread the word about the deadline and then to communicate with students pre-registration for spring courses, I think that would be HUGE.”

“A lot of the time they were confused and unclear about which classes to take/how many credits I had left. I came into second semester senior year thinking I was fine until the first week of classes they told me I actually needed 16 credits to graduate.”

“The advisors often acted like I was bothering them when I would stop by drop-in hours. There were often times I left still not receiving the answers I needed.”

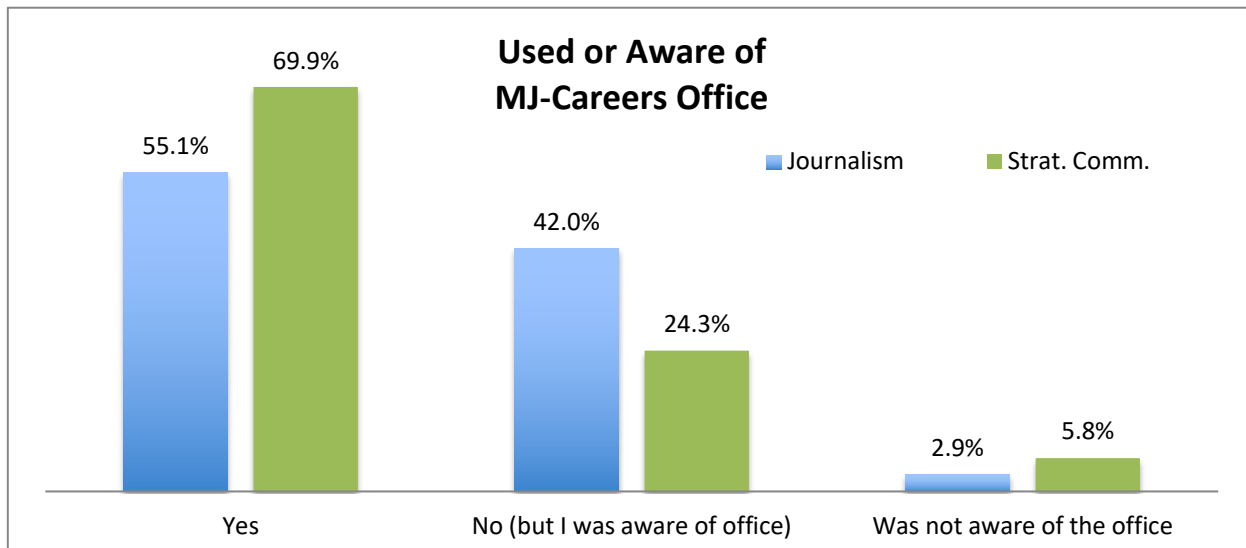
“I wish the people in the office would be more willing to talk. Sometimes I would come into the office during hours outside of drop-in hours and would be given a cold shoulder.”

“It seems as though editing and graphic design was forgotten as a concentration as my time at the J school progressed. This made class registration stressful and frustrating because the courses I needed were either full or unavailable.”

“MEJO's academic advisors have been helpful, but the registration process through MEJO is extremely stressful, as classes are not offered with enough sections to accommodate the mandatory small class size.”

CAREER SERVICES

Nearly all of the students in both tracks were aware of the MJ-Careers Office (94% 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:

- 70% of the **strategic communication respondents** reported using the services of MJ-Careers
- 55% 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, $X^2(1, N=110) = 7.867, p < .01$). The table showing these results is below.

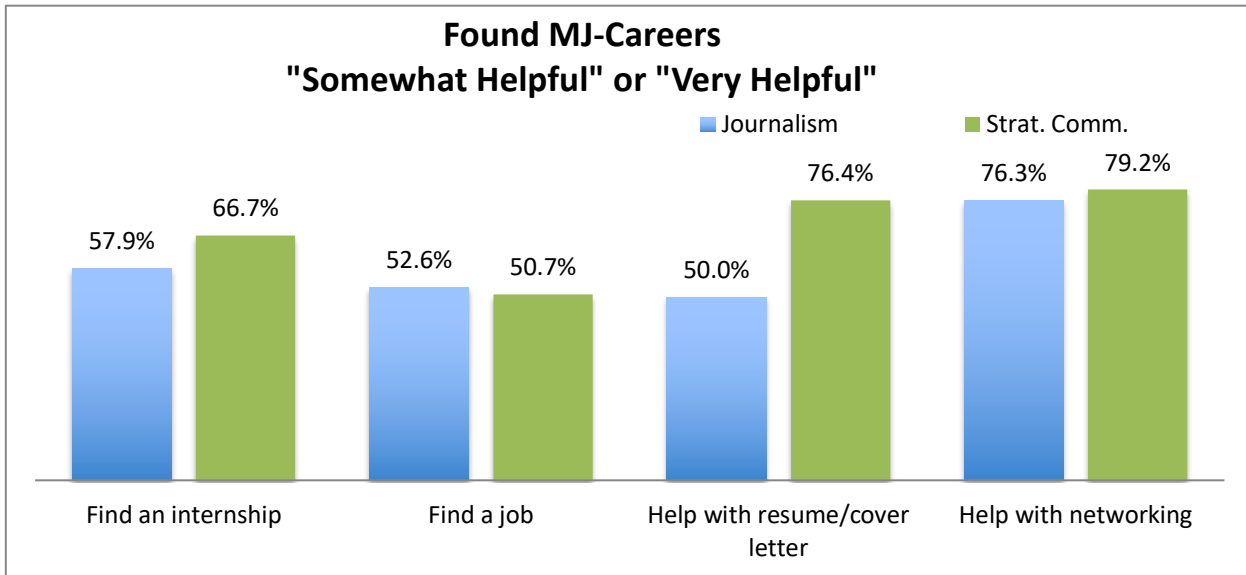
There was virtually no difference between the tracks in satisfaction with MJ-Careers for finding a job or getting help with professional networking.

Among students who were aware of the Careers Office (N=110), the vast majority (93%) have used the MJ-school’s jobs and internships email list to help them find an internship/job. About 66% of respondents reported using the list a “moderate amount” or “a lot” (65% of strategic communication students and 68% of journalism students).

About 36% of respondents reported using @UNCMJCareers on Twitter to help them find an internship/job (36% of strategic communication respondents and 37% of journalism respondents). Only 13% of respondents report relying on a career counselor “a moderate amount” or “a lot” to help them find an internship/job (11% of strategic communication students and 16% of journalism students).

The majority of respondents (70%) have used a career counselor to find an internship or job (69% of strategic communication students and 71% of journalism students). More than one-third (37%) of students say they used a career counselor a “moderate amount” or “a lot” to find internships/jobs (40% among strategic communication students and 32% 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. Two respondents mentioned that they wanted to be given resources outside of networking such as more direct access to internships. One student wished there were more networking opportunities for minority students.

Data about Internships

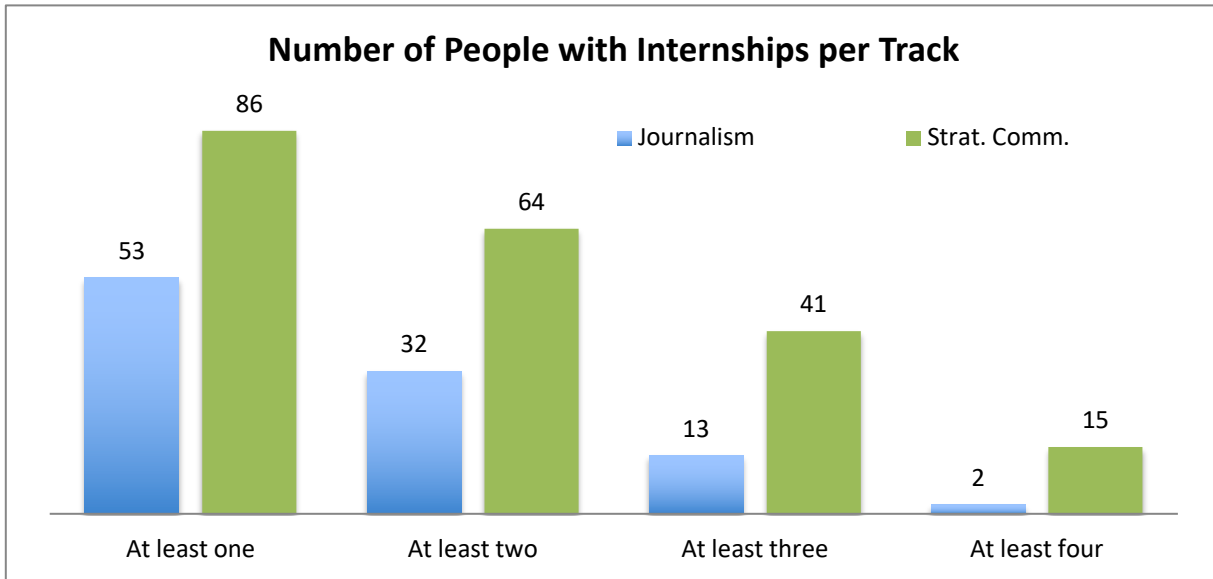
We asked respondents the number of internships they had while attending UNC. Strategic communication respondents averaged 3.0 internships over their time at UNC, and journalism respondents averaged 2.45.

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

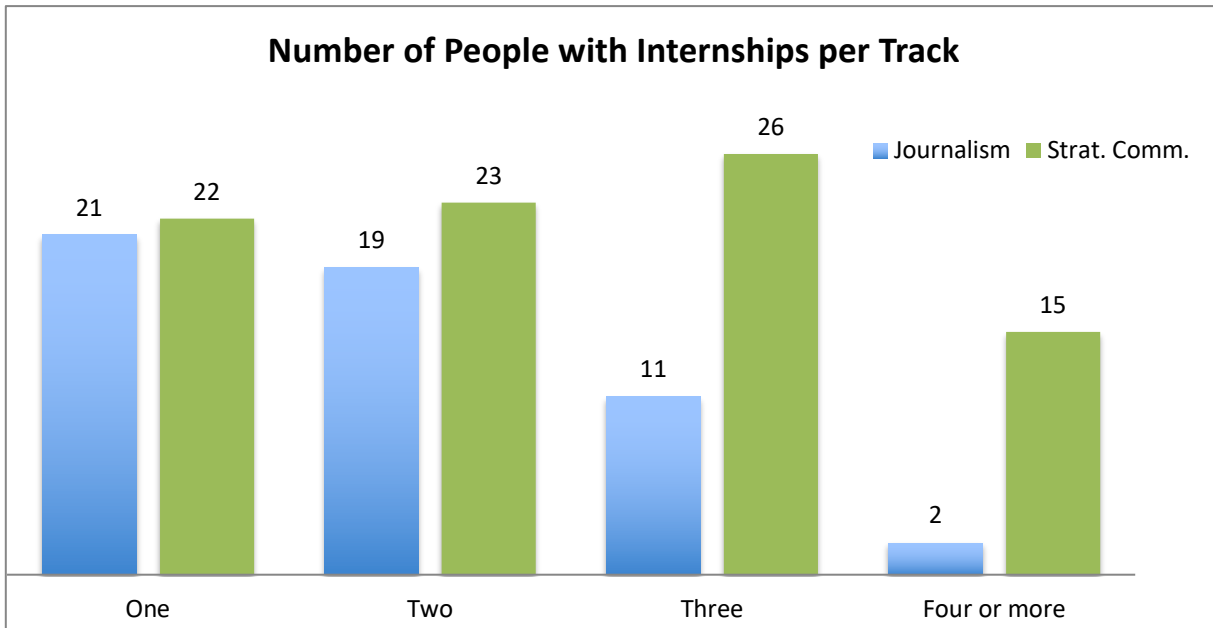
	All Respondents	Journalism	Strat. Comm.
0	19.2%	23.2%	16.5%
1	25.0%	30.4%	21.4%
2	24.4%	27.5%	22.3%
3	21.5%	15.9%	25.2%
4 or more	9.9%	2.9%^a	14.6%^b

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.



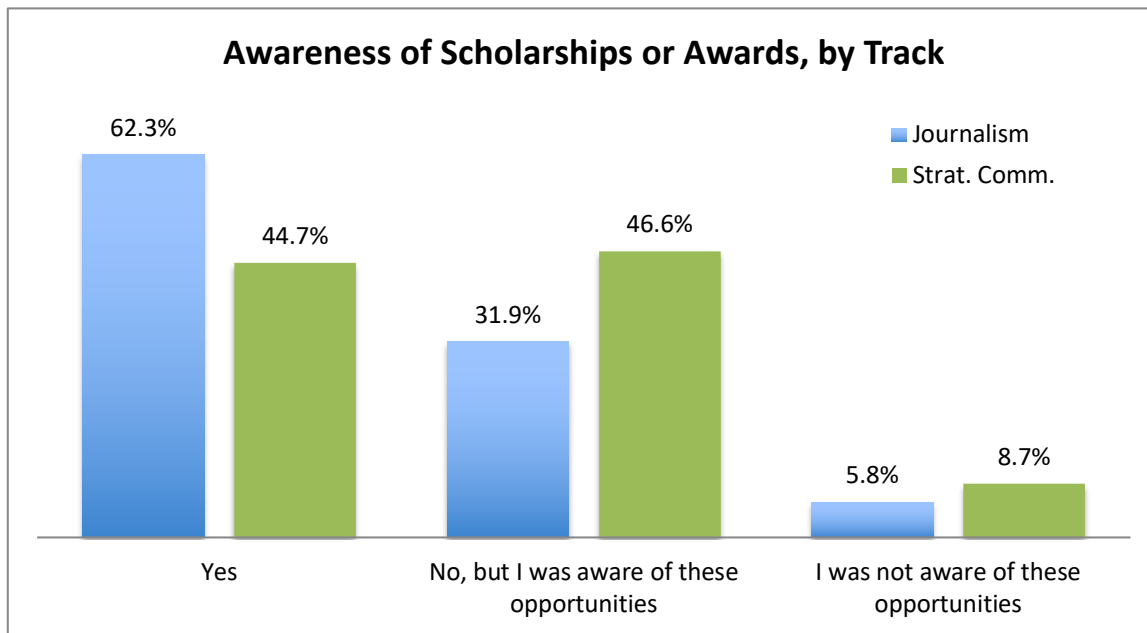
Strategic communication students were more likely to have 4 or more internships than journalism students.

Funding Sources

Individual Scholarships & Awards

About 62% 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, $\chi^2(1, N=172) = 5.16, p < .05$.

Awareness of scholarships and awards was high among students on both tracks. About 94% of journalism students were aware and 91% of strategic communication students.



One respondent commented about funding for courses, saying “we are concerned with the disregard and lack of funding dedicated to the viscom program, despite a significant rise in demand and importance in the media and journalism field.”

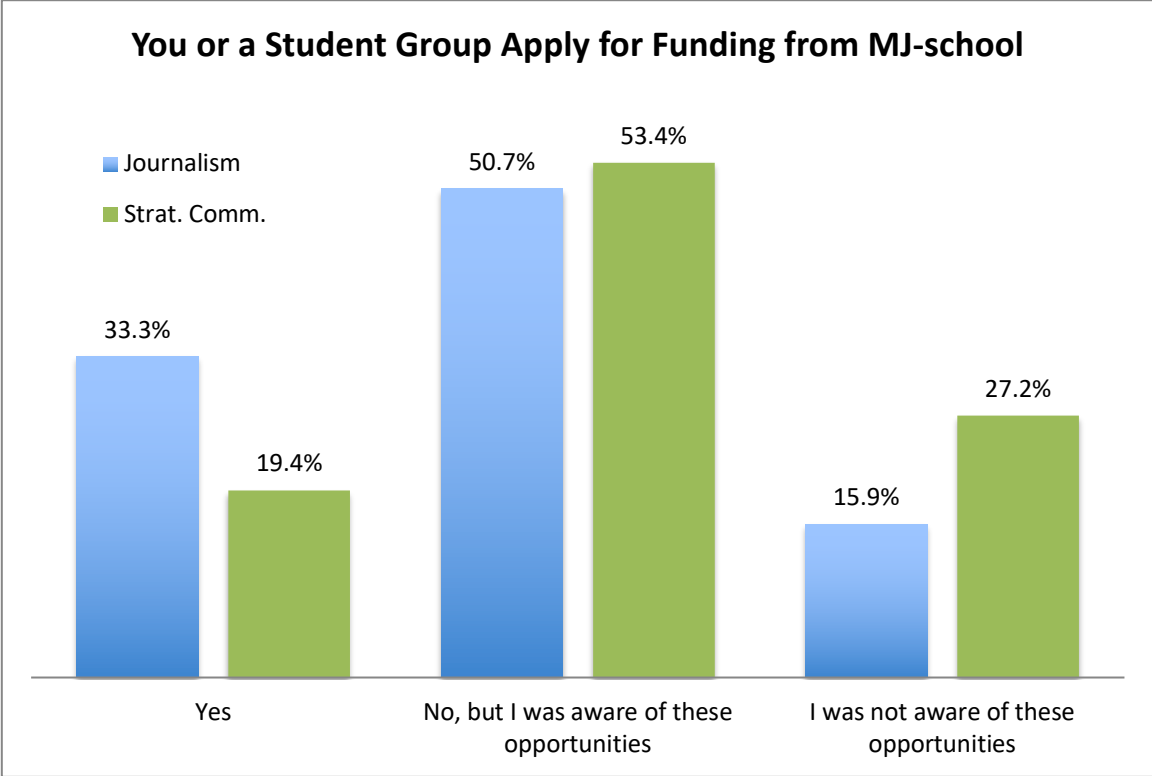
Comments about funding (in the “other” section) included:

“I owe so much to this school- I have been able to go on two networking trips, found an internship, received academic funding, and received global funding for this summer.”

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 33% of journalism students (strategic communication respondents) had applied, only 19% of strategic communication students (journalism respondents) had applied for such funds. This is a statistically significant difference based on a chi-square test, $\chi^2(1, N=172) = 4.27, p < .05$.

Only 16% of journalism respondents were not aware of funding for their student group, while 27% of strategic communication 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). Forty-four 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)	44.2%	41.7%	47.8%
MJ-school email newsletter	86.6%	92.2%^a	78.3%^b
MJ-school website	77.3%	77.7%	76.8%

Comments about Information Sources

We asked respondents for their feedback about how the MJ-school provided information and received 17 comments. Of those, students commented about the following areas:

- Seven students (out of the 17 who commented on information sources) mentioned the weekly newsletter. Positive comments include: it was “extremely helpful” and “it’s an easy way to see what’s going on”. Negative comments included: it can be very long so its “easy to miss out on important information”, “very dense” and “I wish there was a way to break it up more.”
- Two students mentioned that including the degree audit/graduation application in the newsletter caused many students to miss this information. One student suggested putting important information in the subject line.

PARK LIBRARY

Data about the Park Library

Roughly 89% of respondents visited the Park Library at least once in the past year; 86% of strategic communication respondents did, compared with 91% of journalism respondents. Strategic communication students were more likely than journalism students to visit the Park Library three or more times to study (78% vs. 62%). This was a significant difference based on a chi-square test, $\chi^2(1, N=72) = 4.780, p < .05$. Eleven percent of students had not visited the Park Library in the past year.

About three-fourths (76%) of respondents used the Park Library’s online resources at least once in the past year.

About the same proportion (73%) 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 (78% vs. 62%). This was a significant difference based on a chi-square test, $\chi^2(1, N=171) = 7.217, p < .01$.

Percent of respondents who used the following resources:

Resources	Never	At least once	3 or more times
Visited the Park Library to study	11.0%	89.0%	71.5%
Used the Park Library's online resources (articles, data)	23.8%	76.2%	41.9%
Completed an assignment where I had to find online information resources beyond class material	15.7%	84.3%	58.7%
Changed the focus of a paper or project based on information found while researching the topic	27.5%	72.5%	26.3%
Decided not to use an information source in a course assignment due to its questionable quality	35.1%	64.9%	34.5%

The vast majority of students (81%) 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 (87% vs. 71% 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.

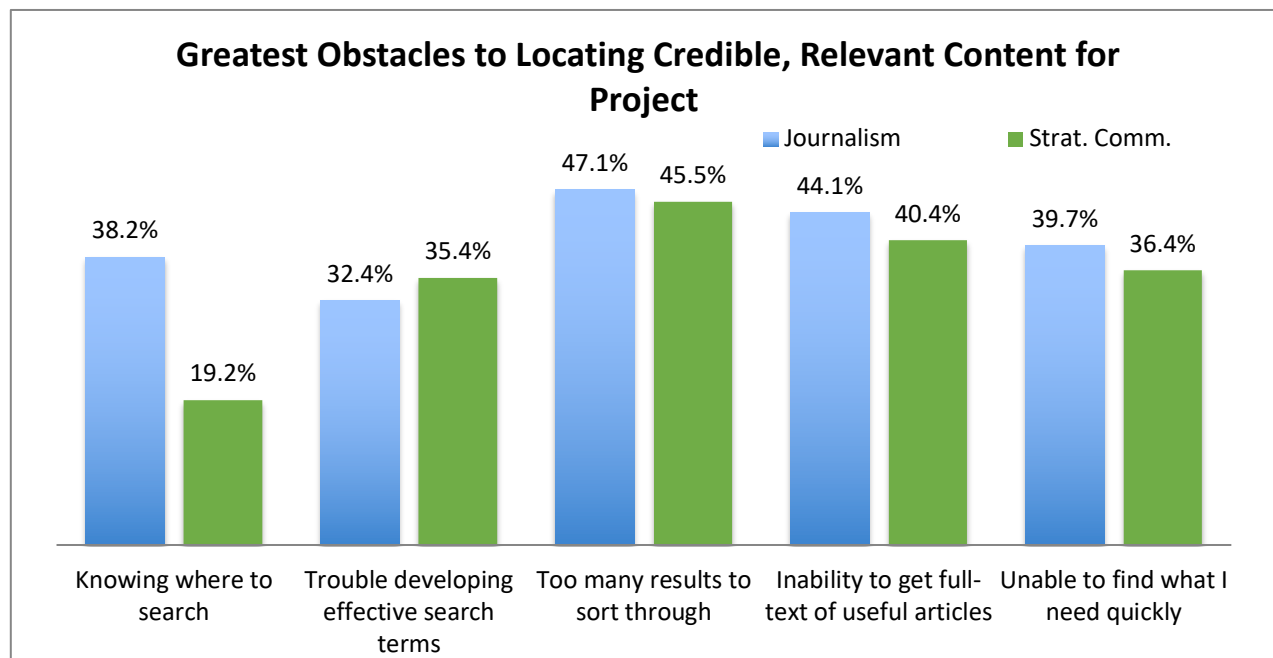
Respondents (%) who were somewhat likely or very likely to use the following resources in MEJO project:

Resources	All Respondents	Mean Strat. Comm.	Mean Journalism
Articles+/library.unc.edu	80.8%	87.4%^a	71.0%^b
Google or Google Scholar	85.5%	86.4%	84.1%
Statista	51.2%	61.4%^a	36.2%^b
Library database such as EBSCO or ProQuest	59.3%	67.0%^a	47.8%^b
Instructor	66.9%	67.0%	66.7%
Friends	41.3%	37.9%	46.4%
Met with a library staffer	21.5%	24.3%	17.4%

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).

Journalism students were more likely to say that one of their greatest obstacles was knowing where to search, compared to strategic communication students. This difference was statistically significant based on a chi-square test, $\chi^2(1, N=167) = 7.426, p < .05$.



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

Comments about the Park Library

We received eight comments about the library. Seven respondents gave positive reviews of the resources available and commented on the helpfulness of the staff. One student mentioned it would be helpful to offer workshops/refresher for students on how to use databases and other research resources.

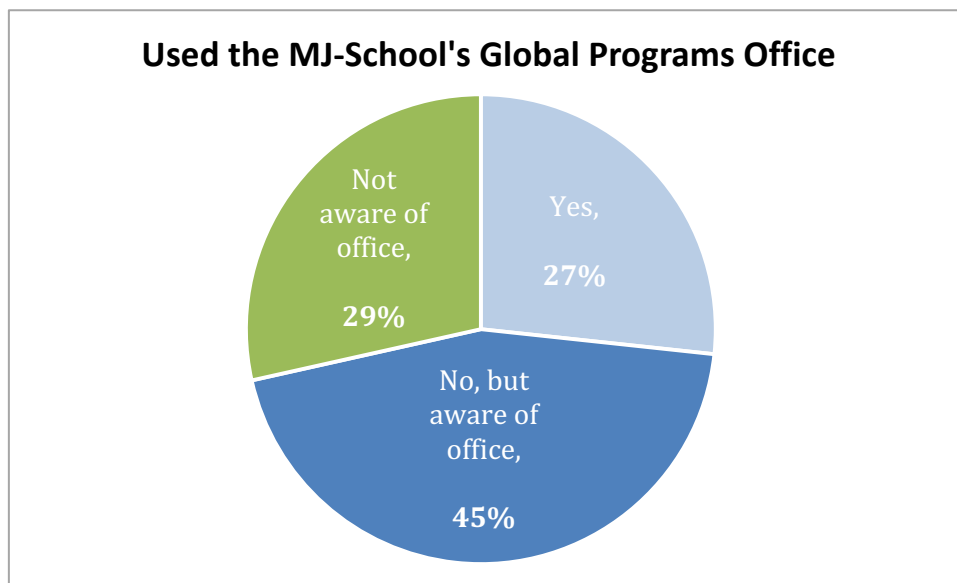
GLOBAL PROGRAMS OFFICE

Data about the Global Programs Office

One-hundred and sixty-five respondents answered the question: Have you used the Global Programs Office? Of those, 27% indicated that they had used the office; 45% were aware of the office but had not used it, and 29% were not aware of the office.

About 18% of strategic communication students and 39% of journalism students indicated they had used the Global Programs Office—a statistically significantly different based on a chi-square test, $X^2(2, N=172) = 9.038, p < .05$. Nearly half (45%) of the strategic communication track students indicated that they were aware of the Global Programs Office but had not used it yet, compared with 38% of the strategic communication students (not a significant difference). About one-third (32%) of strategic communication students and 23% 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 (98%) of the students who used the Global Programs Office (N=46) 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	18	10	8
Summer study abroad	6	4	2
MJ-school global immersion	26	16	10
Another international MJ-school experience	7	3	4

Comments about the Global Programs Office

There were fourteen comments about international / global programs. Six respondents wrote positive comments about receiving helpful assistance from the office.

One respondent commented on wanting to see opportunities offered in areas with more people of color.

A couple of respondents mentioned they would like to see improved planning for the flights they took in which their layover was too short to get through customs.

Comments on the Global Programs office included:

"Both programs I participated on were life-altering and incredible so shout out to this office."

"I wish there was a list serv that informed students of global opportunities because the only way I have found out about opportunities was through peers and professors."

"I wish someone checked in on me while I was abroad or asked me about my experience after."

GENERAL COMMENTS

We received 135 responses to long-answer questions about four areas of the MJ-school:

1. Courses MJ-school should offer that aren't currently offered? (78 responses)
2. Catch-all question for anything else (32 responses)
3. Additional Park Library resources, please tell us below. (8 responses)
4. Information sources (17 responses)

Most of these are integrated into the analysis below.

The comments receiving over 20% of total responses in each category are:

- Love the MJ-school/program/faculty (16, or 50% of "catch-all" comments)
- Improving diversity/lack of diversity (8, or 25% of "catch-all" comments)
- Less dense newsletters/better call out of important information/separate email for grad application and degree audit deadlines (5 out of 17 "information sharing" comments)
- Helpful staff in the Park Library/Love Park Library (6 out of 8 Park Library comments)

Comments that are not explicitly referenced above are summarized at the end of this document.

Faculty

There were a nine comments about faculty in the final thoughts sections. Seven comments were positive feedback about the faculty including that the professors were helpful, "top-notch" and "had a lot of field experience". One student in photo journalism was interested in having more visiting professors to bring new perspectives because the field is rapidly changing.

Comments included:

"Every professor I encountered was welcoming and helpful. I truly found a home in the MJ-school. Thank you for everything."

"Can't say enough good things about it! Especially valuable were: instructors with lots of field experience/who were currently in the field."

Responses to Questions about Courses

We asked students about courses the MJ-school should offer that aren't currently offered, and we received 78 responses – this was a very popular question.

Forty-one percent of comments in this category (32) mentioned some element of courses in the **strategic communication** track. These included requests for data analytics courses (6), business/strategy (4), public speaking (3), research tools (3), social media analytics/campaigns (3), advertising design (2), campaign management/evaluation (2), sports marketing, advertising to minorities, Google Ad Words/Analytics and history of advertising.

Thirty-two percent of comments (25) referred to courses in **journalism**. These comments requested courses in trauma journalism (8), advanced data journalism/data journalism (4), magazine writing (2), sports writing, history of journalism (2), diversity in the newsroom, and social media reporting.

Seven students from a class that went to Colombia said it would be useful to have a trauma/crisis journalism course to help prepare students to cover traumatic stories, deal with complex ethical issues, cope with reporting emotionally sensitive subjects and to interact with subjects in these situations.

Twenty-one percent of comments (16) requested additional **design** courses, including Adobe Suite classes (3), a freelance course for graphics students (2), copyediting (2), typography, color theory and motion graphics.

Resources/Equipment

Ride Share

In the final thoughts section, three students mentioned wanting a ride share service to help those without cars complete required assignments off campus such as reporting on stories.

Comments included:

"A ride share program through the j school could help a lot of students without cars get to stories and assignments off campus which are required in all classes. Students without cars are at a disadvantage."

"If you are going to highlight our work, like Uprooted, you need to take into consideration providing your students with the proper resources to complete their work. This includes a possible fund for photo/video students that NEED a car to complete their work (ZipCar is a possible collaborator)..."

"The photo/video journalism track is inaccessible to most students because of financial barriers. Professors expect students to have a car and money for gas in order to travel widely to find interesting stories..."

Equipment

In the final thoughts section, three students mentioned that the computer labs in the basement of Carroll were vital to completing their assignments because their laptops or the laptops provided by CCI were not capable of handling Adobe programs.

Comments included:

"It can be really hard for students to create meaningful work if they don't have the money to travel for stories or to invest in a computer that easily runs Adobe programs (this is why the computer labs in the basement are SO SO SO IMPORTANT for students!!!!). Without the equipment room and the computer labs downstairs, I would not have been able to complete this major."

"The laptops we receive via CCI are NOT remotely capable of handling the adobe programs we require to do our work. Those computers are vital to us doing our work effectively and if they are removed it'll make a further rift based on socio-economic status."

"If you are planning on changing any access to computers regularly used by students for editing, you need to consider providing MJ students with a technology stipend. Without the editing computer lab in the basement of Carroll, I would have been unable to complete my assignments all four years because my computer can't even open Adobe Lightroom."

REPORT OF 2019 INDUSTRY PROFESSIONALS EVALUATION

STUDENT LEARNING OUTCOMES

DIRECT MEASURE

SUMMER 2019 UNDERGRADUATE CAPSTONE AND PROFESSIONAL MASTERS ASSESSMENT OF FINAL PROJECTS BY INDUSTRY PROFESSIONALS

Evaluating professional deliverables by graduating seniors versus MA/MADC students

In 2017, the assessment team reviewed past assessment activities for effectiveness in evaluating student learning outcomes based on the nature of the evaluations, the evaluators, and the existing data quality. Based on this analysis, the team decided to alter the assessment plan to improve both data quality and effectiveness by changing the administration and content of the undergraduate knowledge pretest/posttest assessment and the senior student experience survey and by launching an assessment of senior student work by high-ranking professionals in the journalism and strategic communication industries to provide another direct measure of student learning outcomes.

This report describes the results of the second launch of this assessment of senior student work by industry professionals. To provide a comparison point relevant to workplace readiness, senior-level capstone projects were compared with projects from the school's master's level students engaged in professional projects. We felt this comparison would be much more meaningful and useful for assessing our senior students' accomplishments and would also be more meaningful time spent by our industry professional volunteers (compared to asking these professionals to evaluate beginning student work, which does not provide a comparison point for workplace readiness or desired/aspirational levels of student learning).

In July 2019, we selected undergraduate student capstone projects and MA theses at random from the 2018-2019 academic year and submitted them for review by strategic communication and journalism professionals. The review panel consisted of five journalism and four strategic communication professionals from the MEJO Board of Advisors, Foundation Board, or MJAA.

Reviewers evaluated the deliverable from senior undergraduate capstone courses, online MADC (Master of Arts in Digital Communication) thesis projects from MADC students graduating in Fall 2018, and the thesis projects of professional-track residential MA students who graduated in Spring 2019.

We asked these professionals to look at several components of our students' work, including:

- Coverage of topic
- Sources and evidence used
- Organization of information
- Writing mechanics
- Strategic Communication (when there is a strategic communication component to the project)
- Design (when there is a visual/ design component to the project)

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.	No
2. History and role of professionals and institutions in shaping communications	No
3. Gender, race, ethnicity, sexual orientation and/or other forms of diversity in relation to media and communications	No
4. Diversity of peoples and cultures and of the significance and impact of media and communications in a global society	No
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	No
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	No
11. Application of basic numerical and statistical concepts	No
12. Application of tools and technologies appropriate for major area	Yes

We used quantitative (ratings) feedback and qualitative (comments) feedback from the above components to make inferences of student success in 4 of the 5 key ACEJMC values and competencies included in the annual university assessment reporting (#1 Law excluded, see below):

- #7 Critical thinking
 - Coverage of topic
 - Sources and evidence used
 - Strategic Communication components
- #8 Conducting research and evaluating information
 - Coverage of topic
 - Sources and evidence used
- #9 Writing correctly and clearly
 - Organization of information
 - Writing mechanics
- #12 Application of tools and technologies appropriate for major
 - Strategic Communication
 - Design

Because ACEJMC value #1 regarding freedom of the press was not determined to be the most appropriate measure of evaluation for this particular exercise, which is focused on judgments of quality by high-ranking members of the journalism and strategic communication professions, we replaced this value with an inference to ACEJMC competency #5 relating to the use and presentation of information,

which would be relevant to capstone projects. Thus, in addition to the four competencies evaluated above, the following competency was also evaluated via this capstone assessment:

- #5 Concepts and theories in use and presentation of images and information
 - Coverage of topic
 - Design (visual/design components)

The following table shows the quantitative results of the scoring by industry professionals of a random sampling of residential and online masters students' final professional thesis projects, compared with a random sampling of undergraduate senior student work from capstone courses.

Overall impressions, quality of writing, evidence, organization, visuals, and other elements were rated by professionals on the following 1-5 scale (midpoint = 3):

- 5** = Seasoned professional (as in 5 years in the job)
- 4** = Early career (first or second year in the job)
- 3** = Intern (student approaching their senior year)
- 2** = Student (beginning to learn the ropes)
- 1** = Does not meet the minimum rating of student

For the very last question of the assessment, professionals were asked to rate "if this project were included in a portfolio, would you consider interviewing the author for an open position." This final item was rated with 4 items scored as a 1-5 scale, with "3" being missing (midpoint = 3):

- 5** = Definitely yes
- 4** = Probably yes
- (3 is purposely missing)
- 2** = Probably not
- 1** = Definitely not

Overall Project Scores, Undergraduate & MA/MADC

The sample sizes are very small and so average scores should be interpreted with caution. The size of this sample also prevents additional statistical analyses of significant differences to be conducted.

Scores for Master's student projects were similar to the scores for the undergraduate students' projects. Undergraduate students received an overall average score of 3.06 ± 1.00 (Intern level) and Master's students received an overall average score of $3.28 \pm .99$ (Intern level).

The undergraduate work scored lowest on quality of sources and/or evidence, which is consistent with the previous year's lowest average score.

Regarding overall ACEJMC competencies, all average scores for undergraduates were at the Intern level with the highest average scores being for:

- #9 Writing correctly and clearly
- #7 Thinking critically, creatively, and independently.

For MA projects, the lowest scores were on overall impression of their work. Their highest composite average score per ACEJMC competency was for #7 Thinking critically, creatively, and independently.

On balance, the external reviewers were mixed on whether they would interview the student based on the assessed work (3.41 ± 1.38 for undergraduates and 3.76 ± 1.30 for MA students).

Question (on 1-5 scale)	Capstone Projects		All Masters Projects	
	N = 26		N = 18	
	Mean	S.D.	Mean	S.D.
Please rate your overall impression of the student’s work.	3.06	1.00	3.28	.99
#5 Concepts and theories in use and presentation of images and information				
Rate the project’s coverage of topic .	3.34	.97	3.76	.88
Video / design component only: Rate the project’s use of visuals	3.00	1.28	3.50	.67
Average across area	3.19	1.07	3.67	.62
#7 Critical thinking				
Rate the project’s coverage of topic .	3.34	.97	3.76	.88
Rate the project’s sources and/or evidence .	2.91	1.06	3.60	1.04
Strategic Communication only: Rate the project’s thoroughness and administrative detail .	3.46	1.20	3.40	.52
Average across area	3.49	1.16	3.70	.74
#8 Conducting research and evaluating information				
Rate the project’s coverage of topic .	3.34	.97	3.76	.88
Rate the project’s sources and/or evidence .	2.91	1.06	3.60	1.04
Average across area	3.13	.98	3.68	.91
#9 Writing clearly and correctly				
Rate the project’s organization of information .	3.31	.97	3.60	1.04
Rate the project’s writing mechanics .	3.59	.93	3.76	.88
Average across area	3.52	.90	3.68	.85

#12 Application of tools and technologies				
Strategic Communication only: Rate the project's thoroughness and administrative detail .	3.46	1.20	3.40	.52
Video / design component only: Rate the project's use of visuals	3.00	1.28	3.50	.67
Average across area	3.13	1.25	3.68* (reflects the 6 students with both elements in project)	.41
If this project were included in a portfolio, would you consider interviewing the author for an open position?	3.41	1.38	3.76	1.30

Select Comments from Reviewers Across All Projects

Embedded within the assessment tool, industry professionals were invited to provide comments to qualify their rating each time they assigned a score to an element of the project. This provision of comments differs from the first iteration of this assessment, administered the previous year, in order to more adequately capture qualitative evaluations for each element (e.g., writing, use of sources, visuals). In that first iteration, only one opportunity for comments was provided at the end of the assessment instrument. In this current iteration, comments were specific to each element, making it easier to identify comments specific to each student learning outcome.

Below are key comments offered by the industry professionals that capture the general themes we noted across all comments from the assessments of both the undergraduate capstone and master's programs.

In summary, the top areas for improvement include analysis, attributing sources, providing more evidence vs. relying on assumptions and organization. Strengths include depth of research, strong writing (e.g. engaging, original, thoughtful, articulate) and strong production (e.g. video editing, video composition, webpage design).

Overall Comments

"... I think admirably well researched and excellently reasoned path to initial success of such an undertaking."

"Well written and constructive, good use of sound, breadth of research and reporting show through, highly engaging."

"... Overall impression: I felt as if I were reading someone's notes. The reporter clearly made an effort to contact sources and gather data, but the stories in general lacked sharp focus, nut graphs and sweep."

"This student does not demonstrate basic journalism skills. He or she shows no mastery of AP style, leads, nut graphs, sourcing, story organization, and quote usage. The student made a style error six words into the story."

"The analysis is at quite a high level. It actually could have benefited from less technical language and more explanation of terms and concepts. These are complex issues and a good journalist makes them digestible and clear."

Sources (#7 Critical thinking and #8 Conducting research and evaluating information)

Fourteen comments mentioned good use of sources or good variety of sources. Twelve comments indicated that more evidence was needed to support conclusions. Ten comments mentioned the lack of variety of sources or having too few sources.

"The reporter made an effort, but that effort serves to underscore a striking lack of knowledge about what to do with those sources once someone answers the telephone. I also wonder if the reporter relied too heavily on email, rather than picking up the phone."

"The sourcing is the strongest part of the story, with a broad range of voices in most stories."

"The lack of critical analysis appears directly tied to the lack of critical sourcing. The story cites one meek analyst report deep into the story and needs more accountability at the top."

Organization (#9 Writing clearly)

"Structure is the weakest element of this portfolio, along with story form. The pieces present facts almost as a research summary versus as engaging journalism."

"The organization needs work -- and there are segments that need cutting. But there is such an abundance of good material -- with a solid construct -- that the editing process would be fairly easy."

"The story starts strong and flows nicely. With minor editing and significant cuts, it could be ready for publication within a day. The biggest missing component is an 'so what' paragraph to help readers understand why [name removed] is a story."

Writing (#9 Writing clearly)

"This reporter clearly has some writing talent, but the story was marred by style errors and general sloppiness."

"Straightforward, minimal jargon, clear, concise. This is a plan that could be out to use right away."

"The voice and storytelling are impressive and could sharpen with few edits."

Strategic Communication Elements (#7 Critical thinking and #12 Application of tools and technologies)

Five comments in this section mentioned that the student did not include a budget plan.

Other comments include:

“Excellent. Target audience identified. Action plan thought out and clearly articulated.”

“High score for thoroughness and detail...methodology lacks wider sample of population demos.”

Design (#5 Use and presentation of images and information and #12 Application of tools and technologies)

“The graphics are helpful, but could have been better incorporated into the story. They are pretty basic, and other data elements would have been more helpful to tell the local story in new ways.”

“This is the strongest component of the entire project. Nice design. Good vertical layout keeps the reader/viewer engaged.”

“This piece had very, very strong visuals and audio. It contained very, very strong video framing and composition.”

REPORT OF 2019 INTERNSHIP EVALUATIONS

STUDENT LEARNING OUTCOMES

DIRECT MEASURE

OVERVIEW OF INTERNSHIP RATINGS BY SUPERVISORS

Each year, the employers or supervisors of undergraduate student interns are asked to rate the student interns on a number of items in order to provide feedback on student success as related to learning outcomes. These ratings are asked of employers/supervisors who have obtained the intern(s) through MEJO Career Services. Any internships that were not obtained through MEJO Career Services are therefore not represented in the data below.

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.	No
2. History and role of professionals and institutions in shaping communications	No
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	No
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	No
11. Application of basic numerical and statistical concepts	No
12. Application of tools and technologies appropriate for major area	Yes

Specific to student learning outcomes, five questions were asked with the intention of inferring performance in the following ACEJMC values and competencies:

ACEJMC Value/Competency	Question Item
1. Principles and laws of freedom of speech and press in the U.S.	N/A
2. History and role of professionals and institutions in shaping communications	N/A
3. Gender, race, ethnicity, sexual orientation and/or other forms of diversity in relation to media and communications	1. Communicated effectively with individuals and groups diverse in gender, race and ethnicity
4. Diversity of peoples and cultures and of the significance and impact of media and communications in a global society	N/A
5. Concepts and theories in the use and presentation of images and information	2. Communicated effectively in words, numbers, images and sounds across media platforms
6. Professional ethical principles and work in pursuit of truth, accuracy, fairness and diversity	4. Produced work that was well-researched, accurate and fair and met deadlines
7. Thinking critically , creatively and independently	5. Demonstrated an ability to think critically, creatively and independently
8. Conducting research and evaluating information by methods appropriate to my major area within MEJO	4. Produced work that was well-researched, accurate and fair and met deadlines
9. Writing correctly and clearly in forms and styles appropriate for my major area within MEJO	2. Communicated effectively in words, numbers, images and sounds across media platforms 3. Wrote correctly, clearly and interestingly
10. Ability to critically evaluate my own work and that of others for accuracy and fairness, clarity, appropriate style and grammar	N/A
11. Application of basic numerical and statistical concepts	N/A
12. Application of tools and technologies appropriate for my major area within MEJO	2. Communicated effectively in words, numbers, images and sounds across media platforms

Values and competencies listed above were deemed most appropriate for employers/supervisors to assess, given the typical type and amount of contact and work performed by a student intern.

Average ratings on each of the five items were calculated for all students who had an internship (via MEJO Career Services) during the period indicated in the title of this report and in the title of the following table. In addition to these averages across all student interns, average ratings were also calculated based on each major area of study. The following table shows these data.

Average (and Standard Deviation) Ratings for Spring 2019 Internship Performance

Major Track	Communicated effectively with individuals and groups diverse in gender, race and ethnicity	Communicated effectively in words, numbers, images and sounds across media platforms	Wrote correctly, clearly and interestingly	Produced work that was well-researched, accurate and fair and met deadlines	Demonstrated an ability to think critically, creatively and independently
	#3 – Diversity (local)	#5 – Use and presentation of images #9 – Writing correctly and clearly #12 Tools and technology	#9 – Writing correctly and clearly	#6 – Professional ethical principles #8 – Conduct research and evaluate information	#7 – Think critically, creatively, and independently
Journalism (Total) (N=10)	4.90 (.32)	4.70 (.48)	4.30 (.68)	4.60 (.52)	4.80 (.42)
Broadcast news (N=1)	5.00 (N/A)	5.00 (N/A)	5.00 (N/A)	5.00 (N/A)	5.00 (N/A)
Graphic design (N=3)	4.67 (.58)	4.33 (.58)	3.67 (.58)	4.67 (.58)	4.67 (.58)
Multimedia design (N=1)	5.00 (N/A)	5.00 (N/A)	4.00 (N/A)	4.00 (N/A)	5.00 (N/A)
Newspaper/magazine/online journalism (N=5)	5.00 (0.0)	4.80 (.45)	4.60 (.55)	4.60 (.55)	4.80 (.45)
Photojournalism	N/A	N/A	N/A	N/A	N/A
Strategic communication (Total) (N=17)	4.71 (.59)	4.71 (.47)	4.59 (.62)	4.59 (.62)	4.59 (.62)
Advertising (N=12)	4.58 (.67)	4.67 (.49)	4.58 (.67)	4.50 (.67)	4.50 (.67)
Public Relations (N=5)	5.00 (0.0)	4.80 (.45)	4.60 (.55)	4.80 (.45)	4.80 (.45)
Grand Total (N=27)	4.78 (.51)	4.70 (.47)	4.48 (.64)	4.59 (.57)	4.67 (.56)

Note: Ratings are on a scale from 1 to 5. 1 = Poor, 2 = Below Average, 3 = Average, 4 = Very Good, 5 = Excellent.

Average (and Standard Deviation) Ratings for Summer 2019 Internship Performance

Major Track	Communicated effectively with individuals and groups diverse in gender, race and ethnicity	Communicated effectively in words, numbers, images and sounds across media platforms	Wrote correctly, clearly and interestingly	Produced work that was well-researched, accurate and fair and met deadlines	Demonstrated an ability to think critically, creatively and independently
	#3 – Diversity (local)	#5 – Use and presentation of images #9 – Writing correctly and clearly #12 Tools and technology	#9 – Writing correctly and clearly	#6 – Professional ethical principles #8 – Conduct research and evaluate information	#7 – Think critically, creatively, and independently
Journalism (Total) (N=18)	4.56 (.51)	4.59 (.62)	4.28 (.67)	4.28 (.67)	4.39 (.61)
Broadcast news (N=6)	4.33 (.52)	4.60 (.55)	4.17 (.98)	4.17 (.75)	4.17 (.75)
Graphic design (N=2)	5.00 (0.0)	5.00 (0.0)	5.00 (0.0)	5.00 (0.0)	5.00 (0.0)
Multimedia design (N=1)	4.00 (N/A)	3.00 (N/A)	4.00 (N/A)	3.00 (N/A)	4.00 (N/A)
Newspaper/magazine/online journalism (N=9)	4.67 (.50)	4.67 (.50)	4.22 (.44)	4.33 (.50)	4.44 (.53)
Photojournalism	N/A	N/A	N/A	N/A	N/A
Strategic communication (Total) (N=12)	4.75 (.45)	4.58 (.52)	4.75 (.45)	4.67 (.49)	4.67 (.49)
Advertising (N=5)	5.00 (0.0)	4.80 (.45)	4.80 (.45)	4.80 (.45)	4.80 (.45)
Public Relations (N=7)	4.57 (.54)	4.43 (.54)	4.71 (.49)	4.57 (.54)	4.57 (.54)
Grand Total (N= 31)	4.65 (.49)	4.60 (.56)	4.48 (.63)	4.45 (.62)	4.52 (.57)

Note: Ratings are on a scale from 1 to 5. 1 = Poor, 2 = Below Average, 3 = Average, 4 = Very Good, 5 = Excellent.

Average (and Standard Deviation) Ratings for Fall 2019 Internship Performance

Major Track	Communicated effectively with individuals and groups diverse in gender, race and ethnicity	Communicated effectively in words, numbers, images and sounds across media platforms	Wrote correctly, clearly and interestingly	Produced work that was well-researched, accurate and fair and met deadlines	Demonstrated an ability to think critically, creatively and independently
	#3 – Diversity (local)	#5 – Use and presentation of images #9 – Writing correctly and clearly #12 Tools and technology	#9 – Writing correctly and clearly	#6 – Professional ethical principles #8 – Conduct research and evaluate information	#7 – Think critically, creatively, and independently
Journalism (Total) (N=6)	4.67 (.52)	4.50 (.55)	4.00 (.71)	4.17 (.41)	4.17 (.41)
Broadcast news (N=1)	5.00 (N/A)	5.00 (N/A)	5.00 (N/A)	5.00 (N/A)	5.00 (N/A)
Graphic design (N=1)	4.00 (N/A)	4.00 (N/A)	N/A	4.00 (N/A)	4.00 (N/A)
Multimedia design					
Newspaper/magazine/online journalism (N=4)	4.75 (.50)	4.50 (.58)	3.75 (.50)	4.00 (0.0)	4.00 (0.0)
Photojournalism	N/A	N/A	N/A	N/A	N/A
Strategic communication (Total) (N=11)	4.73 (.47)	4.55 (.52)	4.73 (.47)	4.91 (.30)	4.91 (.30)
Advertising (N=5)	4.80 (.45)	4.80 (.45)	4.80 (.45)	5.00 (0.0)	5.00 (0.0)
Public Relations (N=6)	4.67 (.52)	4.33 (.52)	4.67 (.52)	4.83 (.41)	4.83 (.41)
Grand Total (N= 17)	4.71 (.47)	4.53 (.51)	4.50 (.63)	4.65 (.49)	4.65 (.49)

Note: Ratings are on a scale from 1 to 5. 1 = Poor, 2 = Below Average, 3 = Average, 4 = Very Good, 5 = Excellent.

REPORT OF 2019 INTERNSHIP STUDENT SELF-REPORTS

STUDENT LEARNING OUTCOMES

INDIRECT MEASURE

OVERVIEW OF INTERNSHIP SELF-REPORTS BY STUDENTS

Each year, undergraduate students who have had an internship are asked to provide their perceptions of their own performance in the internship by rating themselves on a number of items. These ratings are asked of students who have obtained the intern(s) through MEJO Career Services. Any internships that were not obtained through MEJO Career Services are therefore not represented in the data below.

Two of these items relate to three student learning outcomes and are being used as indirect inferences for those outcomes. The other items are used to assess general perceptions only.

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.	No
2. History and role of professionals and institutions in shaping communications	No
3. Gender, race, ethnicity, sexual orientation and/or other forms of diversity in relation to media and communications	No
4. Diversity of peoples and cultures and of the significance and impact of media and communications in a global society	No
5. Concepts and theories in the use and presentation of images and information	No
6. Professional ethical principles and work in pursuit of truth, accuracy, fairness and diversity	No
7. Thinking critically , creatively and independently	Yes
8. Conducting research and evaluating information by methods appropriate to major area	No
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	No
12. Application of tools and technologies appropriate for major area	No

Students were asked to evaluate themselves on a scale from 1 to 5 (1 being lowest performance, 5 being highest performance) on seven traits/abilities and then rate their overall performance on one “overall” item.

Specific to student learning outcomes, the two questions relevant to ACEJMC values and competencies are as follows:

ACEJMC Value/Competency	Question Item
1. Principles and laws of freedom of speech and press in the U.S.	N/A
2. History and role of professionals and institutions in shaping communications	N/A
3. Gender, race, ethnicity, sexual orientation and/or other forms of diversity in relation to media and communications	N/A
4. Diversity of peoples and cultures and of the significance and impact of media and communications in a global society	N/A
5. Concepts and theories in the use and presentation of images and information	N/A
6. Professional ethical principles and work in pursuit of truth, accuracy, fairness and diversity	N/A
7. Thinking critically , creatively and independently	4. Initiative and creativity.
8. Conducting research and evaluating information by methods appropriate to my major area within MEJO	N/A
9. Writing correctly and clearly in forms and styles appropriate for my major area within MEJO	7. Grammar and spelling
10. Ability to critically evaluate my own work and that of others for accuracy and fairness, clarity, appropriate style and grammar	7. Grammar and spelling
11. Application of basic numerical and statistical concepts	N/A
12. Application of tools and technologies appropriate for my major area within MEJO	N/A

Average ratings on each of the eight items were calculated for all students who had an internship (via MEJO Career Services) during the period indicated in the title of this report and in the title of the following table. In addition to these averages across all student interns, average ratings were also calculated based on each major area of study. The following table shows these data.

Average (and Standard Deviation) Ratings for Spring 2019 Internship Student Self-Reports

Self-evaluation item (on scale from 1 = lowest to 5 = highest performance)	Major Track		Grand Total
	Journalism	Strategic Communication	
	N = 7	N = 18	N = 25
1. Dependability	4.14 (.38)	4.61 (.50)	4.48 (.51)
2. Willingness to take instruction	4.57 (.53)	4.78 (.43)	4.72 (.46)
3. Ability to work with others	4.57 (.53)	4.83 (.38)	4.76 (.44)
4. Initiative and creativity <i>(Infer #7 Thinking critically, creatively, and independently)</i>	4.29 (.49)	4.5 (.62)	4.44 (.58)
5. Enthusiasm	4.57 (.53)	4.67 (.49)	4.64 (.49)
6. Communication skills	4.29 (.76)	4.56 (.70)	4.48 (.71)
7. Grammar and spelling <i>(Infer #9 Writing correctly and clearly and #10 Ability to critically evaluate own work)</i>	3.86 (.90)	4.5 (.71)	4.32 (.80)
8. Overall	4.14 (.38)	4.61 (.50)	4.48 (.51)

Note: Ratings are on a scale from 1 to 5. 1 = Poor, 2 = Below Average, 3 = Average, 4 = Very Good, 5 = Excellent.

Average (and Standard Deviation) Ratings for Summer 2019 Internship Student Self-Reports

Self-evaluation item (on scale from 1 = lowest to 5 = highest performance)	Major Track		Grand Total
	Journalism	Strategic Communication	
	N = 15	N = 16	N = 31
1. Dependability	4.67 (.49)	4.5 (.52)	4.58 (.51)
2. Willingness to take instruction	4.67 (.49)	4.75 (.45)	4.71 (.46)
3. Ability to work with others	4.67 (.49)	4.81 (.40)	4.74 (.44)
4. Initiative and creativity <i>(Infer #7 Thinking critically, creatively, and independently)</i>	4.27 (.59)	4.31 (.60)	4.29 (.59)
5. Enthusiasm	4.6 (.74)	4.73 (.46)	4.67 (.61)
6. Communication skills	4.6 (.51)	4.56 (.51)	4.58 (.50)
7. Grammar and spelling <i>(Infer #9 Writing correctly and clearly and #10 Ability to critically evaluate own work)</i>	4.47 (.64)	4.44 (.63)	4.45 (.62)
8. Overall	4.53 (.52)	4.56 (.51)	4.55 (.51)

Note: Ratings are on a scale from 1 to 5. 1 = Poor, 2 = Below Average, 3 = Average, 4 = Very Good, 5 = Excellent.

Average (and Standard Deviation) Ratings for Fall 2019 Internship Student Self-Reports

Self-evaluation item (on scale from 1 = lowest to 5 = highest performance)	Major Track		Grand Total
	Journalism	Strategic Communication	
	N = 5	N = 12	N = 17
1. Dependability	4.4 (.55)	4.67 (.49)	4.59 (.51)
2. Willingness to take instruction	4.4 (.55)	4.92 (.29)	4.76 (.44)
3. Ability to work with others	4.6 (.55)	4.75 (.45)	4.71 (.47)
4. Initiative and creativity <i>(Infer #7 Thinking critically, creatively, and independently)</i>	4.6 (.55)	4.58 (.67)	4.59 (.62)
5. Enthusiasm	4.6 (.55)	4.83 (.39)	4.76 (.44)
6. Communication skills	4.0 (.71)	4.67 (.65)	4.47 (.72)
7. Grammar and spelling <i>(Infer #9 Writing correctly and clearly and #10 Ability to critically evaluate own work)</i>	3.8 (.84)	4.75 (.45)	4.47 (.72)
8. Overall	4.6 (.55)	4.58 (.51)	4.59 (.51)

Note: Ratings are on a scale from 1 to 5. 1 = Poor, 2 = Below Average, 3 = Average, 4 = Very Good, 5 = Excellent.

REPORT OF 2019 KNOWLEDGE TEST

STUDENT LEARNING OUTCOMES

DIRECT MEASURE

OVERVIEW OF INSTRUMENT

In 2017, the assessment team reviewed past assessment activities for effectiveness in evaluating student learning outcomes based on the nature of the evaluations, the evaluators, and the existing data quality. Based on this analysis, the team decided to alter the assessment plan to improve both data quality and effectiveness by merging the existing student knowledge test with the existing student experience survey to improve the response rate for both, as well as administer a knowledge test to students new to our major, in order to compare outgoing students’ knowledge with incoming students’ knowledge of ACEJMC values and competencies. In favor of increasing the survey response rate for seniors and facilitating administration of the knowledge test to incoming students within entry-level course periods, the team reviewed and reduced the number of questions initially included in prior knowledge test and experience surveys.

This report describes the second administration of the knowledge quiz to graduating seniors in the Hussman School of Journalism & Media and student entering the major through MEJO 153 (introduction to news writing and reporting). This report covers the 20 questions which serve as a direct measure of student learning on ACEJMC values and competencies.

We received 159 responses to our knowledge quiz and experience survey in April 2019, representing 61% of the 340 May graduating seniors. Last year, we received 57% response rate 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	No
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

RESULTS OF ENTRANCE VS. SENIOR TESTS

Graduating seniors compared with incoming MEJO 153 students

A total of 344 incoming students over two semesters and 159 seniors graduating in May & August 2019 took this quiz. Incoming students and graduating seniors took this quiz in early September/early January and late April, respectively. More detail is presented below.

Senior Demographics

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: 77.3% identified as a woman: 82.5% of the strategic communication respondents and 69.6% of the journalism respondents identified as women. One respondent identified as gender fluid. The other respondents to this question identified as men (other choices included trans* and not listed).

Race/Ethnicity: As shown in the table below, 83.1% 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	5.8	5.8	5.8
Black/African descent	8.7	8.7	8.7
Native Hawaiian/Pacific Islander	0.6	0.0	1.4
White/European descent	83.1	82.5	84.1
Latinx	6.4	6.8	5.8
Multiple races/ethnicities	3.5	2.9	4.3

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	2.3	2.9	1.4
3.0 to 3.49	45.3	43.7	47.8

3.5 or above	52.3	53.4	50.7
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We also wanted to compare the performance of graduating seniors on this quiz with the performance of students who were just beginning the MEJO major for purposes of educational assessment.

Incoming Student Demographics

The 344 incoming students were recruited from the introductory MEJO 153 news writing a reporting course and took the knowledge quiz at the beginning of the Spring 2019 semester or the Fall 2019 semester.

Course of Study: Approximately 10% of the incoming students said they did not plan to major in the School, 22% said they were not currently a major but planned to major in the School, and the remaining 67% were MEJO majors. Of those students currently or planning to major in MEJO, roughly 59% indicated interest in majoring in advertising or public relations, 37% indicated an interest in majoring in journalism, 1 person was interested in Business Journalism specifically, and the remaining 4% were undecided.

Gender Identity: About 74% of these incoming students identified as women, 25% as men, 2 people identified as gender fluid and 1 person preferred not to answer the question about gender identity.

Race/Ethnicity: About 80% identified as White of European descent, 9% as Black of African descent, 9% as Latinx, 7% as Asian, and 2% as American Indian or Alaskan Native (these categories are not mutually exclusive; respondents could choose all that apply).

UNC GPA: About 90% of the respondents reported an overall GPA of at least 3.0 or over, 9% reported an overall GPA of 2.5 to 2.99, and 2% reported GPAs at 2.49 or below.

Results

The table below shows the percentage of students from the Spring 2019/Fall 2019 MEJO 153 courses and the percentage of the graduating seniors from the Spring 2019 senior survey who provided the correct responses to each question on the 20-question knowledge quiz. The middle column of the table indicates whether there was a statistically significant difference between the percentages for incoming students and graduating seniors for each question, based on a Fisher’s exact test.

QUESTION BASED ON ACEJMC VALUE/COMPETENCY (PERCENTAGE OF STUDENTS ANSWERING CORRECTLY TO THE RIGHT)	Incoming Majors Spring19 + Fall19 (N=344)	Grad. Seniors May19 (N = 159)	Sig. Diff.?
1. Principles and laws of freedom of speech and press in the U.S.			
Question 16: According to the "marketplace of ideas" metaphor for protecting free expression, what is the result of an uncensored marketplace? Answer: discovery of the truth	78.2%	93.1%	Yes
Question 17: All of the following are rights protected by the First Amendment of the U.S. Constitution except... Answer: freedom to keep and bear arms	69.8%	89.3%	Yes

<p>Question 18: Assume that a trial judge enters an order against a publisher that prohibits the publication of specific secret government documents that have been leaked to the publisher by an unknown government insider. This court order would best be described as a...</p> <p>Answer: prior restraint that would be presumed unconstitutional</p>	23.8%	57.2%	Yes
<p>Question 19: Of the following types of speech, which type is not protected under the First Amendment, according to the U.S. Supreme Court?</p> <p>Answer: obscene sexual expression</p>	62.8%	69.8%	(No)
<p>Question 20: If you create a song, story or slogan, at what point is it protected by copyright law?</p> <p>Answer: the moment you write it down</p>	8.4%	54.7%	Yes
AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK	48.6%	72.8%	Yes
2. History and role of professionals and institutions in shaping communications			
<p>Question 11: How do public relations and advertising differ?</p> <p>Answer: advertising controls the message and public relations influences the message</p>	76.2%	74.8%	(No)
<p>Question 15: The standard style guide for journalists and other media practitioners is:</p> <p>Answer: The Associated Press Stylebook</p>	95.3%	95.0%	(No)
<p>Question 18: Assume that a trial judge enters an order against a publisher that prohibits the publication of specific secret government documents that have been leaked to the publisher by an unknown government insider. This court order would best be described as a...</p> <p>Answer: prior restraint that would be presumed unconstitutional</p>	23.8%	57.2%	Yes
AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK	65.1%	75.7%	Yes
3. Gender, race, ethnicity, sexual orientation and/or other forms of diversity in relation to media and communications			
<p>Question 3: In a news release issued by a local neighborhood association, a reporter reads the following facts: "In the awards ceremony, four association members will be recognized for their contributions to improving recreational services in the neighborhood: Gina Gesualdi, a young and attractive mechanical engineer; Robert Jones, a black attorney; Sonia Suarez, an articulate Hispanic actor; and John Patterson, an assistant football coach at Madison High School." In the interest of fairness, the reporter in charge of rewriting the release omits the word...</p>	90.7%	93.7%	(No)

Answer: young and attractive, black, articulate, Hispanic			
Question 4: When you ask people for their gender, race or age, you are asking for... Answer: demographics	85.5%	91.8%	Yes
AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK	88.1%	92.8%	Yes
4. Diversity of peoples and cultures and of the significance and impact of media and communications in a global society			
N/A – NOT ASSESSED AT THIS TIME			
5. Concepts and theories in the use and presentation of images and information			
Question 5: When invisible lines are used to divide a frame vertically and horizontally into three equal sections and you place the center of interest at one of the line crosspoints, you are following the... Answer: rule of thirds	89.8%	98.7%	Yes
Question 6: What is responsive design? Answer: design that is liquid and resizes the width of elements relative to a changing window size Competencies: #5 Presentation of images and information; #12 Tools & technologies appropriate to the profession	19.5%	37.1%	Yes
Question 7: Imagine that you were to measure public opinion on a news issue and then you subsequently grouped respondents into the categories of supportive, unsupportive, and neutral based on their opinion of the news issue. Of the following choices, which type of chart would be most effective for visualizing your groupings? Answer: pie chart	80.2%	81.1%	(No)
AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK	63.2%	72.3%	Yes
6. Professional ethical principles and work in pursuit of truth, accuracy, fairness and diversity			
Question 8: If a CEO of a company asks a journalist to go "off the record" with his or her comments, which of these statements most accurately describes how his or her comments should be used in the news story? Answer: use the comments and lead to other sources who can be quoted	42.7%	59.1%	Yes
Question 9: Which of the following does not require a citation? Answer: stating that the U.S. Constitution includes a Bill of Rights	88.7%	86.8%	(No)

<p>Question 14: A headline for a news story or a press release should:</p> <p>Answer: help readers using search engines find the story or release</p>	68.9%	83.0%	Yes
AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK	66.8%	76.3%	Yes
7. Thinking critically, creatively and independently			
<p>Question 3: In a news release issued by a local neighborhood association, a reporter reads the following facts: "In the awards ceremony, four association members will be recognized for their contributions to improving recreational services in the neighborhood: Gina Gesualdi, a young and attractive mechanical engineer; Robert Jones, a black attorney; Sonia Suarez, an articulate Hispanic actor; and John Patterson, an assistant football coach at Madison High School." In the interest of fairness, the reporter in charge of rewriting the release omits the word...</p> <p>Answer: young and attractive, black, articulate, Hispanic</p>	90.7%	93.7%	(No)
<p>Question 7: Imagine that you were to measure public opinion on a news issue and then you subsequently grouped respondents into the categories of supportive, unsupportive, and neutral based on their opinion of the news issue. Of the following choices, which type of chart would be most effective for visualizing your groupings?</p> <p>Answer: pie chart</p>	80.2%	81.1%	(No)
<p>Question 13: Which of the following is false with regard to evaluating information?</p> <p>Answer: information that has achieved many "hits" is typically reliable because of the "crowdsourcing" that "going viral" entails</p>	73.0%	71.1%	(No)
AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK	81.3%	82.0%	(No)
8. Conducting research and evaluating information by methods appropriate to my major area within MEJO			
<p>Question 1: The percentage of people in a target audience who will be exposed, at least once, to a message delivered through a given media vehicle (or vehicles) in a media plan is equivalent to...</p> <p>Answer: reach</p>	65.1%	66.7%	(No)
<p>Question 2: What is meant by "API"?</p> <p>Answer: A set of programming instructions and standards for accessing a web-based software application</p>	18.0%	45.3%	Yes
<p>Question 4: When you ask people for their gender, race or age, you are asking for...</p>	85.5%	91.8%	Yes

Answer: demographics			
Question 8: If a CEO of a company asks a journalist to go "off the record" with his or her comments, which of these statements most accurately describes how his or her comments should be used in the news story? Answer: use the comments and lead to other sources who can be quoted	42.7%	59.1%	Yes
Question 10: One strength of qualitative research is: Answer: detailed, in-depth examinations with a selective group of high-value subjects	59.0%	72.3%	Yes
Question 11: How do public relations and advertising differ? Answer: advertising controls the message and public relations influences the message	76.2%	74.8%	(No)
Question 12: In a recent poll of 500 likely voters in the Piedmont Triad, the <i>News & Record</i> reported that 45% of those polled said they would vote for Candidate A, 42% said they'd vote for Candidate B, and 13% were undecided. The poll reported a margin of error of 4%. Based on this information, which of the following would be the most accurate headline? Answer: the race is too close to call	60.5%	64.8%	(No)
Question 13: Which of the following is false with regard to evaluating information? Answer: information that has achieved many "hits" is typically reliable because of the "crowdsourcing" that "going viral" entails	73.0%	71.1%	(No)
AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK	60.0%	68.2%	Yes
9. Writing correctly and clearly in forms and styles appropriate for my major area within MEJO			
Question 3: In a news release issued by a local neighborhood association, a reporter reads the following facts: "In the awards ceremony, four association members will be recognized for their contributions to improving recreational services in the neighborhood: Gina Gesualdi, a young and attractive mechanical engineer; Robert Jones, a black attorney; Sonia Suarez, an articulate Hispanic actor; and John Patterson, an assistant football coach at Madison High School." In the interest of fairness, the reporter in charge of rewriting the release omits the word... Answer: young and attractive, black, articulate, Hispanic	90.7%	93.7%	(No)
Question 8: If a CEO of a company asks a journalist to go "off the record" with his or her comments, which of these statements most accurately describes how his or her comments should be used in the news story?	42.7%	59.1%	Yes

Answer: use the comments and lead to other sources who can be quoted			
Question 9: Which of the following does not require a citation? Answer: stating that the U.S. Constitution includes a Bill of Rights	88.7%	86.8%	(No)
Question 14: A headline for a news story or a press release should: Answer: help readers using search engines find the story or release	68.9%	83.0%	Yes
Question 15: The standard style guide for journalists and other media practitioners is: Answer: The Associated Press Stylebook	95.3%	95.0%	(No)
AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK	77.3%	83.5%	Yes
10. Ability to critically evaluate my own work and that of others for accuracy and fairness, clarity, appropriate style and grammar			
Question 3: In a news release issued by a local neighborhood association, a reporter reads the following facts: “In the awards ceremony, four association members will be recognized for their contributions to improving recreational services in the neighborhood: Gina Gesualdi, a young and attractive mechanical engineer; Robert Jones, a black attorney; Sonia Suarez, an articulate Hispanic actor; and John Patterson, an assistant football coach at Madison High School.” In the interest of fairness, the reporter in charge of rewriting the release omits the word... Answer: young and attractive, black, articulate, Hispanic	90.7%	93.7%	(No)
Question 7: Imagine that you were to measure public opinion on a news issue and then you subsequently grouped respondents into the categories of supportive, unsupportive, and neutral based on their opinion of the news issue. Of the following choices, which type of chart would be most effective for visualizing your groupings? Answer: pie chart	80.2%	81.1%	(No)
NOT A PART OF THIS ASSESSMENT, ALL GRADUATING STUDENTS MUST HAVE PASSED A WORD USAGE AND GRAMMAR TEST AS A REQUIREMENT FOR GRADUATION			
AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK	85.5%	87.4%	(No)
11. Application of basic numerical and statistical concepts			
Question 1: The percentage of people in a target audience who will be exposed, at least once, to a message delivered through a given media vehicle (or vehicles) in a media plan is equivalent to... Answer: reach	65.1%	66.7%	(No)

<p>Question 7: Imagine that you were to measure public opinion on a news issue and then you subsequently grouped respondents into the categories of supportive, unsupportive, and neutral based on their opinion of the news issue. Of the following choices, which type of chart would be most effective for visualizing your groupings? Answer: pie chart</p>	80.2%	81.1%	(No)
<p>Question 12: In a recent poll of 500 likely voters in the Piedmont Triad, the <i>News & Record</i> reported that 45% of those polled said they would vote for Candidate A, 42% said they'd vote for Candidate B, and 13% were undecided. The poll reported a margin of error of 4%. Based on this information, which of the following would be the most accurate headline? Answer: the race is too close to call</p>	60.5%	64.8%	(No)
AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK	68.6%	70.9%	(No)
12. Application of tools and technologies appropriate for my major area within MEJO			
<p>Question 1: The percentage of people in a target audience who will be exposed, at least once, to a message delivered through a given media vehicle (or vehicles) in a media plan is equivalent to... Answer: reach</p>	65.1%	66.7%	(No)
<p>Question 2: What is meant by "API"? Answer: A set of programming instructions and standards for accessing a web-based software application</p>	18.0%	45.3%	Yes
<p>Question 5: When invisible lines are used to divide a frame vertically and horizontally into three equal sections and you place the center of interest at one of the line crosspoints, you are following the... Answer: rule of thirds</p>	89.8%	98.7%	Yes
<p>Question 6: What is responsive design? Answer: design that is liquid and resizes the width of elements relative to a changing window size Competencies: #5 Presentation of images and information; #12 Tools & technologies appropriate to the profession</p>	19.5%	37.1%	Yes
<p>Question 13: Which of the following is false with regard to evaluating information? Answer: information that has achieved many "hits" is typically reliable because of the "crowdsourcing" that "going viral" entails</p>	73.0%	71.1%	(No)

Question 14: A headline for a news story or a press release should: Answer: help readers using search engines find the story or release	68.9%	83.0%	Yes
AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK	55.7%	67.0%	Yes

On average, **the graduating seniors scored 14.9 and the incoming students scored an average of 12.6 out of 20.** Based on an independent samples *t*-test, the **graduating seniors did significantly better than the incoming students** on the knowledge quiz.

Variations by Major

In addition to the above findings, the graduating seniors’ responses on the following four questions varied significantly ($p < .05$) based on their major:

Question	% Strategic Communication seniors answering question correctly	% Journalism seniors answering question correctly
Question 3: In a news release issued by a local neighborhood association, a reporter reads the following facts: “In the awards ceremony, four association members will be recognized for their contributions to improving recreational services in the neighborhood: Gina Gesualdi, a young and attractive mechanical engineer; Robert Jones, a black attorney; Sonia Suarez, an articulate Hispanic actor; and John Patterson, an assistant football coach at Madison High School.” In the interest of fairness, the reporter in charge of rewriting the release omits the word...	89.5%	100%
Question 6: What is responsive design?	27.4%	51.6%
Question 10: One strength of qualitative research is:	81.1%	59.4%
Question 20: If you create a song, story or slogan, at what point is it protected by copyright law?	44.2%	70.3%

SUMMARY OF FINDINGS

In all areas, seniors outperformed students taking the entrance test, although this outperformance was not statistically significant in the areas of #7 Thinking critically, #10 Ability to critically evaluate work, and #11 Application of basic numerical and statistical concepts.

Seniors on average answered less than 70% of the items correct for the following areas, suggesting a need for improvement, although the lowest average was 67.0%:

- #8 Conducting research and evaluating information
- #12 Application of tools and technologies appropriate to area

Seniors on average provided the fewest correct answers in the area of #12 Application of tools and technologies appropriate to area. However, performance on this area markedly improved from the previous year (2018), as expected given that more graduating seniors would have taken the newly required MEJO 121 introduction to digital storytelling course, where many of these knowledge items would have been addressed. Specifically, the average number of correct items in this area went from 53.7% in 2018 to 67.0% in 2019.

Seniors showed a strong performance in the following areas, answering at least 70% of items correct on average:

- #1 Principles and laws of freedom of speech and press
- #2 History and role of professionals and institutions
- #3 Gender, race, ethnicity, sexual orientation and/or other forms of diversity
- #5 Concepts and theories in the use and presentation of images and information
- #6 Professional ethical principles and work in pursuit of truth, accuracy, fairness, and diversity
- #7 Thinking critically, creatively, and independently
- #9 Writing correctly and clearly in forms and styles appropriate for area
- #10 Ability to critically evaluate own work and work of others
- #11 Application of basic numerical and statistical concepts

The strongest performance by seniors was in the area of #3 Diversity. This was the strongest area in the previous year, as well.

Changes from the previous year

Important to note, average number of correct items within each area was higher in this 2019 knowledge quiz, compared to the 2018 knowledge quiz, suggesting overall improvement across the board.

From the previous year, seniors **improved** in their correct responses in the following areas, based on answering less than 70% correct on average in 2015 and answering at least 70% of items correctly in 2016:

- #1 Principles and laws of freedom of speech and press
- #2 History and role of professionals and institutions in shaping communications
- #5 Concepts and theories in the use and presentation of images and information
- #6 Professional ethical principles and work in pursuit of truth, accuracy, fairness and diversity
- #9 Writing correctly and clearly in forms and styles appropriate to area
- #11 Application of basic numerical and statistical concepts

Seniors showed **similarly strong performance** as the previous year in the following areas, answering at least 70% of items correct on average in both years:

- #3 Gender, race, ethnicity, sexual orientation and/or other forms of diversity
- #7 Thinking critically, creatively, and independently
- #10 Ability to critically evaluate own work and work of others

Seniors had **similar performance of answering less than 70% correct** as the previous year in the following areas:

- #8 Conducting research and evaluating information
- #12 Application of tools and technologies appropriate for area

From the previous year, seniors on average ***declined in performance*** (answering less than 70% correct) compared to seniors in the previous year (answering at least 70% correct) in the following areas:
(no area)

Findings suggest a need to find ways to introduce numeracy, visual literacy, and technological lessons into the curriculum in new ways, perhaps with new faculty hires as well, to improve performance on these critical areas.

Writing and critical thinking should also be monitored to ensure continued strength in these areas.

Finally, with respect to the differences seen between journalism and strategic communication majors, findings from this year reveal the same issue that improvement is needed to strengthen the general research literacy of journalism students (who are likely to read about or report on scientific studies in the future) and ensure that copyright information is being conveyed to strategic communication students (who are likely to be involved in the creation of online or other promotional content that might be subject to copyright laws). This year's findings additionally suggest a need for technology instruction specifically within strategic communication with respect to web design, as the lessons provided in MEJO 121's introduction might be too little for this specialization.

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.

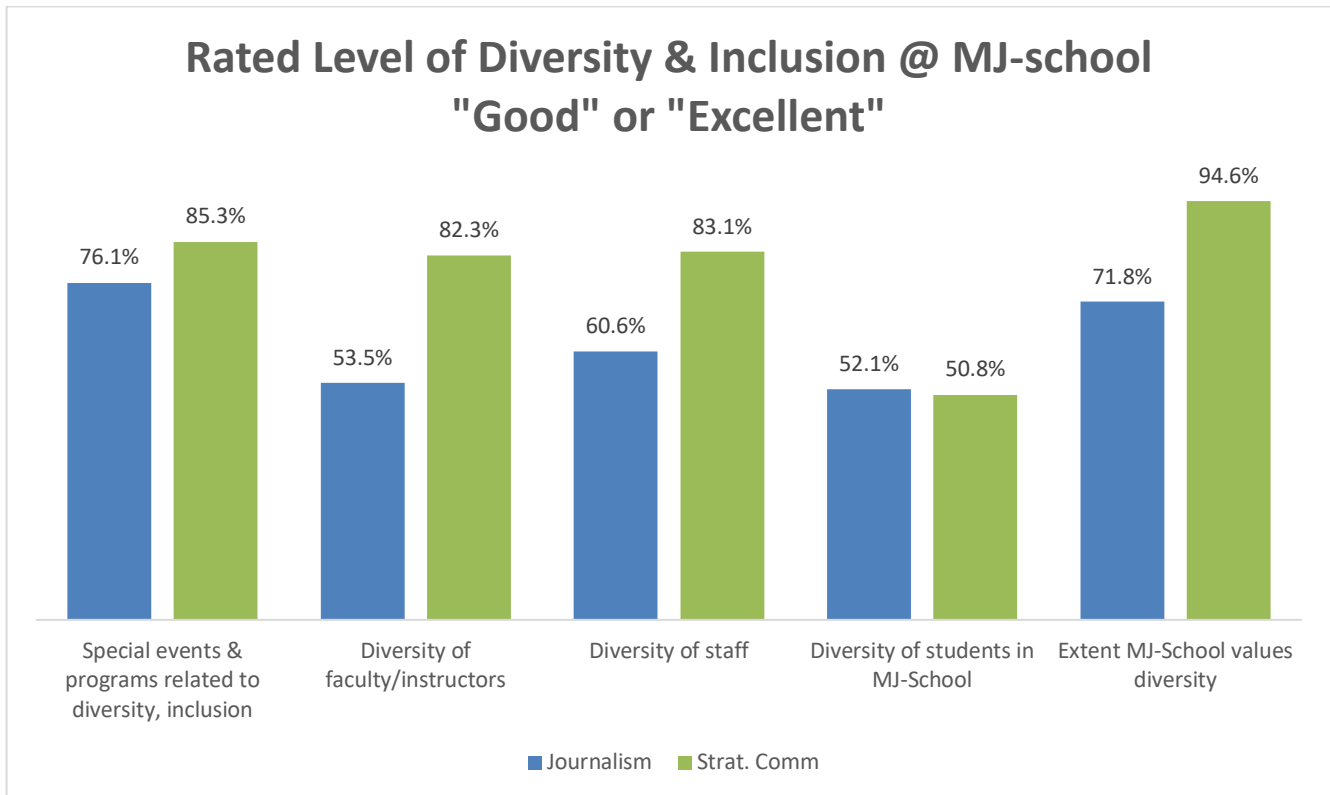
"Really enjoyed my time here. As an advertising major, it probably would have been helpful if i'd had more ad classes and fewer journalism classes, though, as I think there's more info about ad that students could be benefitted to learn. Overall very happy w Hussman and sad to leave early."

"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.*

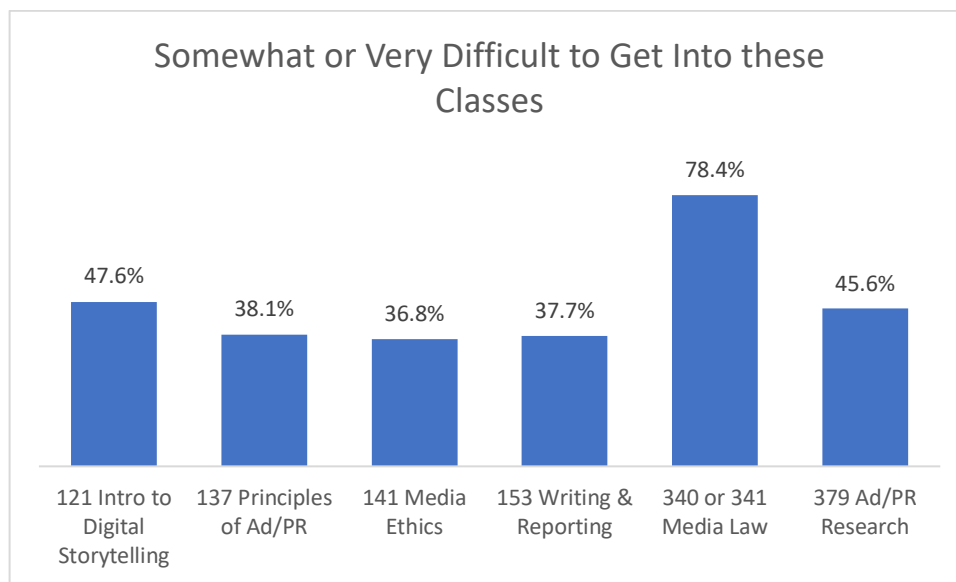
ADMINISTRATIVE ACADEMIC FEEDBACK

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).

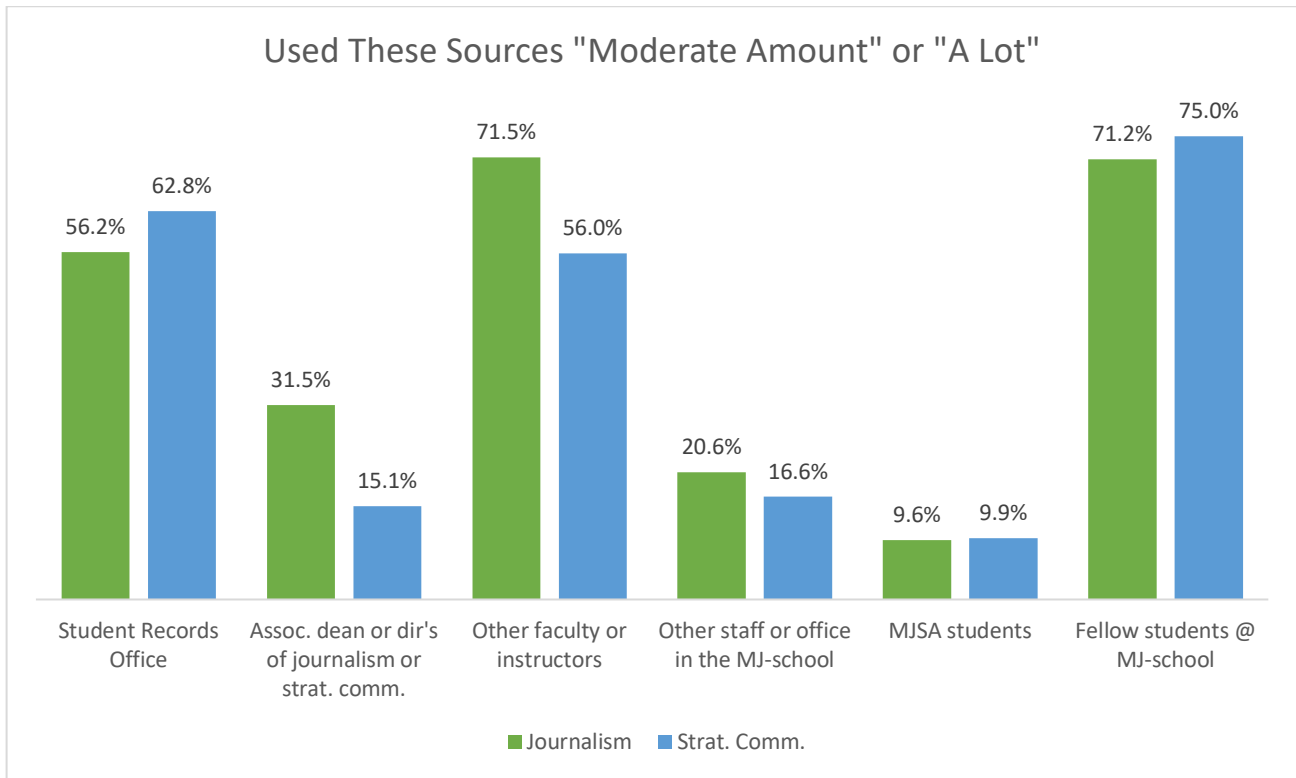
Advising and Registration

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."

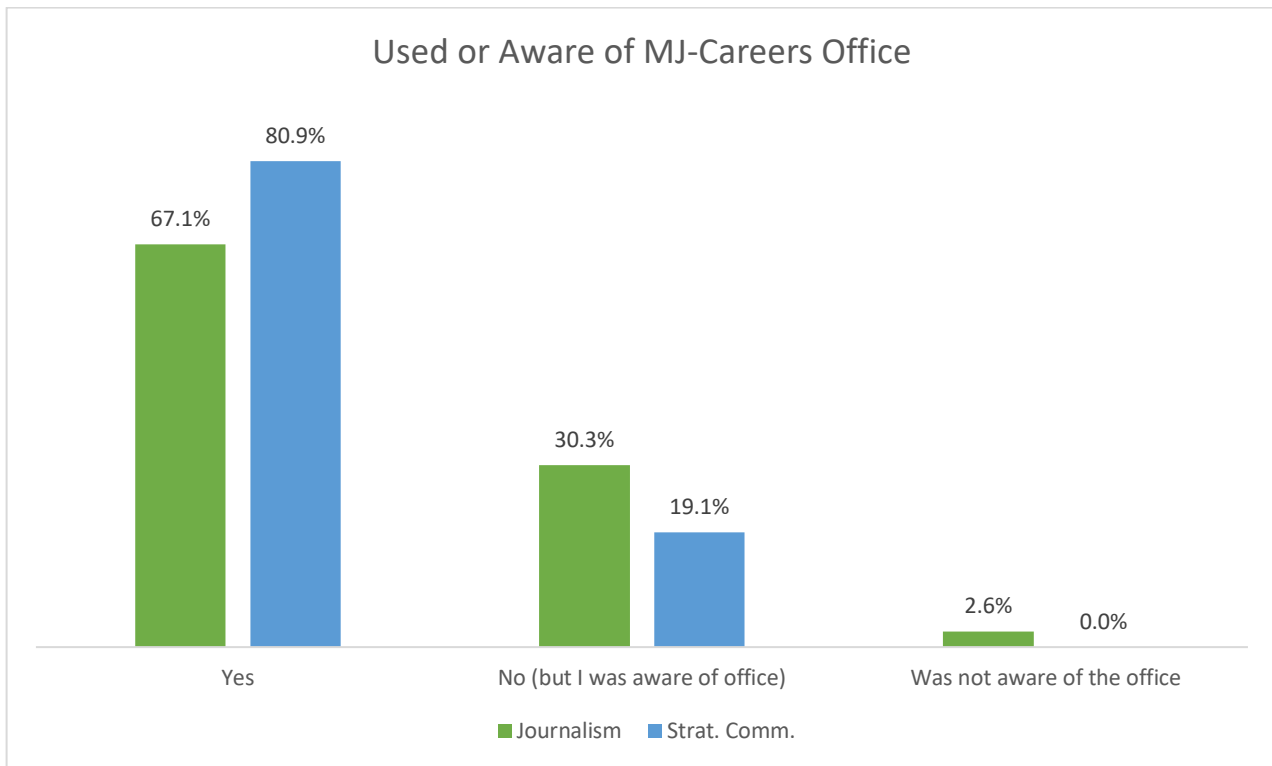
"Whenever I went in for academic advising I got mostly just audits of the classes I've taken and the ones I need. Sometimes when I asked about certain classes or class opportunities I wasn't given as much guidance"

"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.

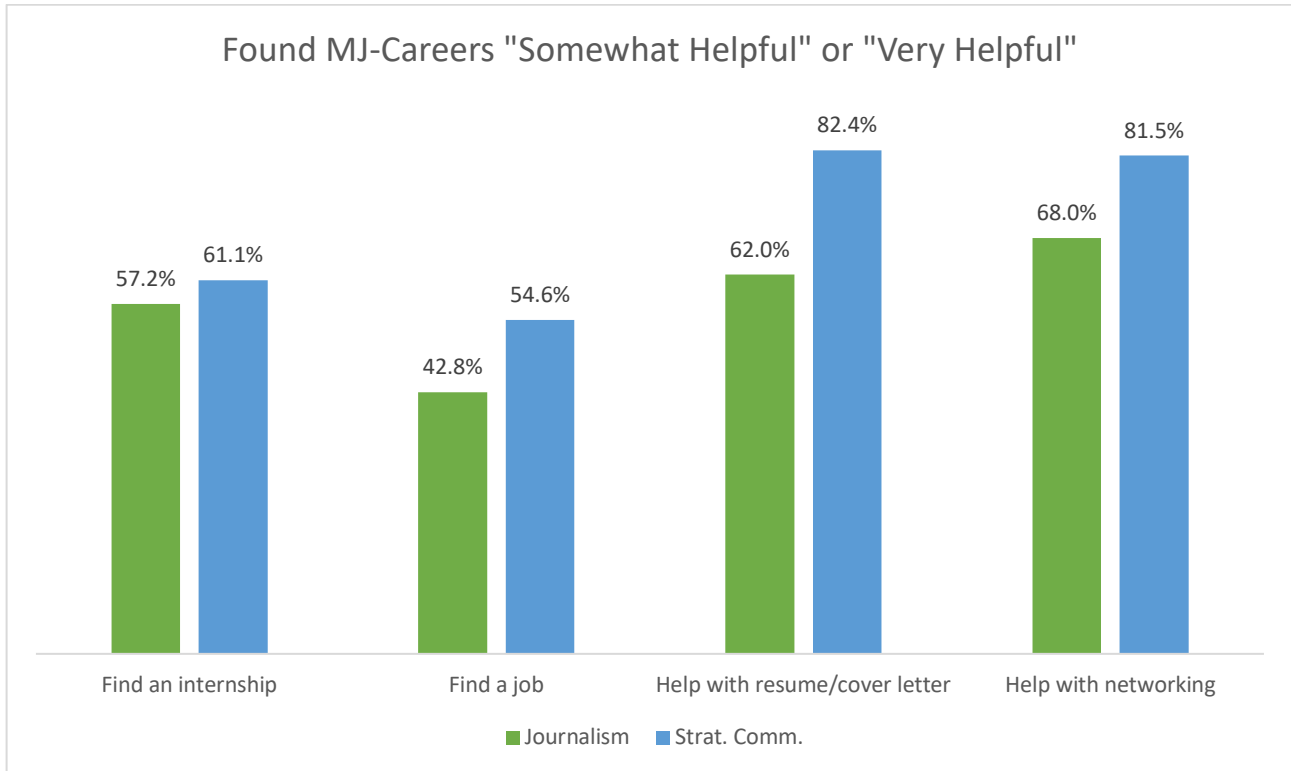
Among students who were aware of the Careers Office (N=210), the vast majority (88%) have used the MJ-school’s jobs and internships email list to help them find an internship/job. About 58% of respondents reported using the list a “moderate amount” or “a lot” (59% of strategic communication students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

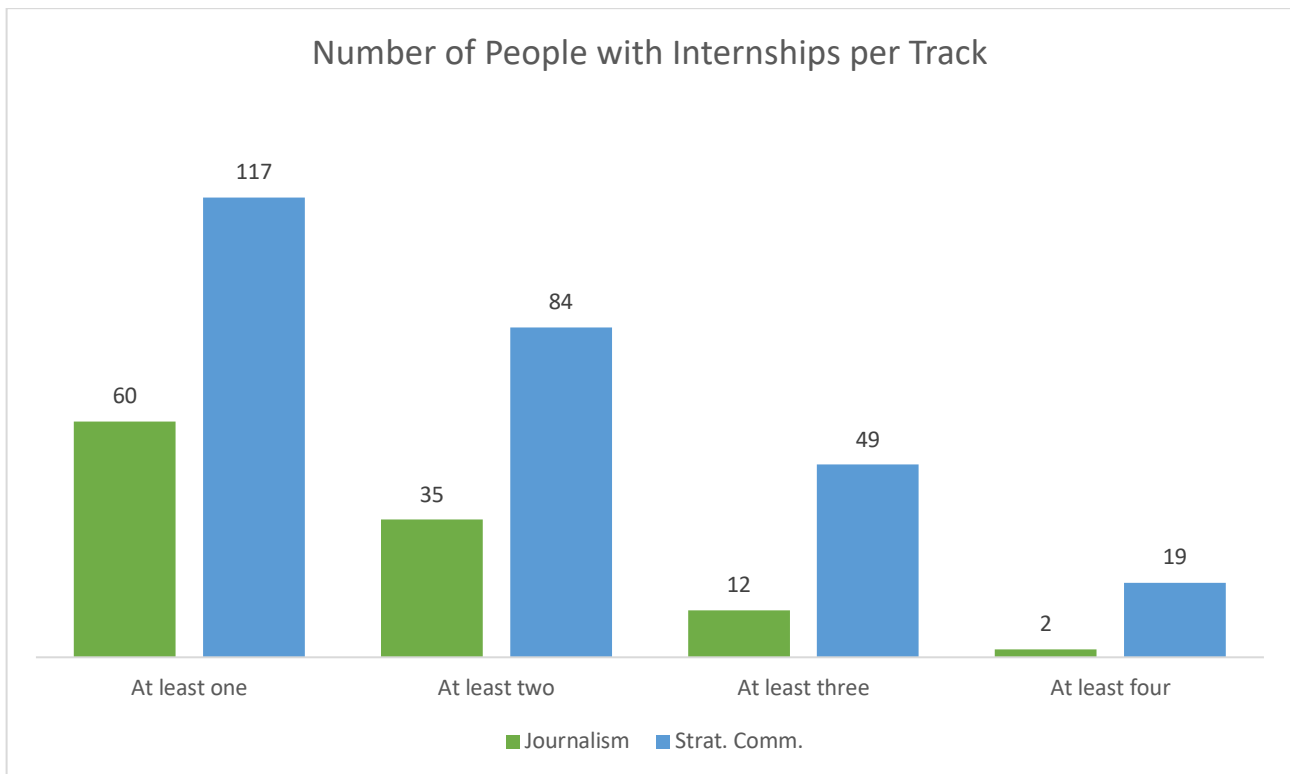
We asked respondents the number of internships they had while attending UNC. Strategic communication respondents averaged 2.98 internships over their time at UNC, and journalism respondents averaged 2.45.

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

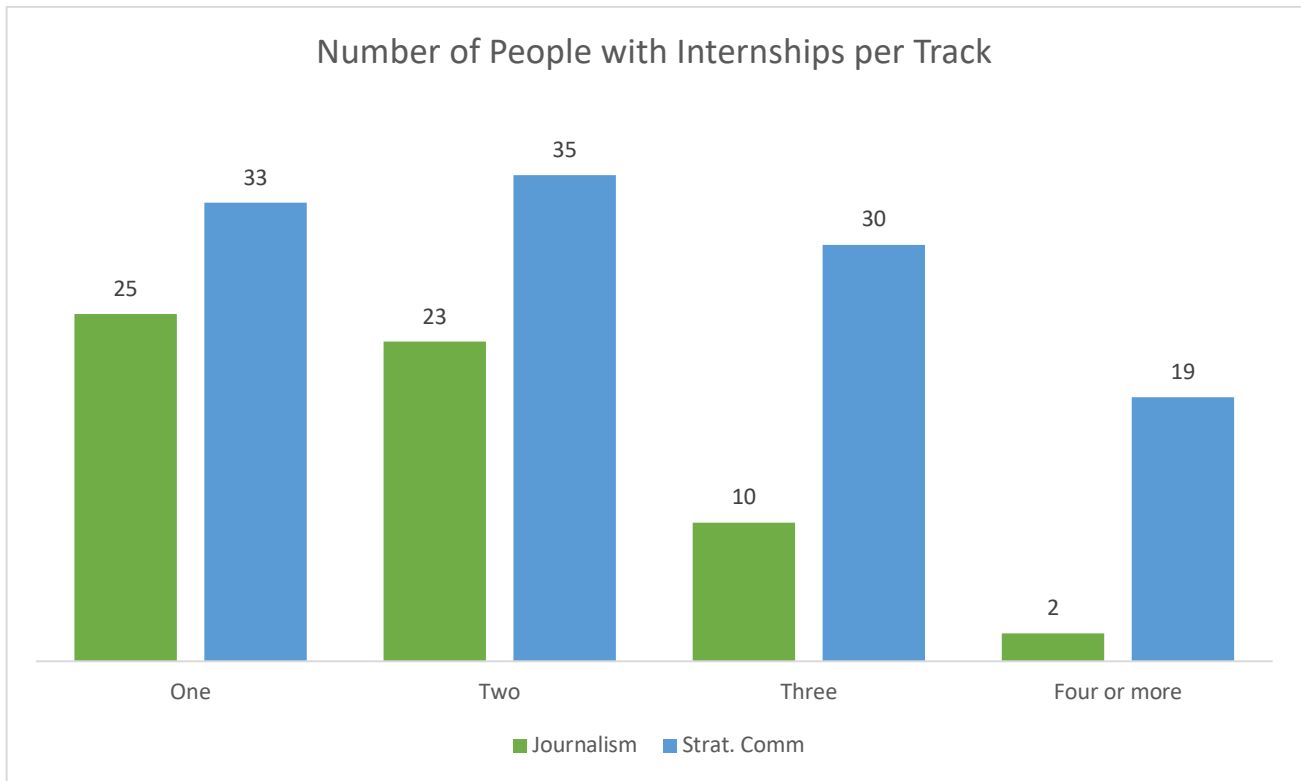
	All Respondents	Journalism	Strat. Comm.
0	16.1%	20.0%	14.0%
1	27.5%	33.3%	24.3%
2	27.5%	30.7%	25.7%
3	19.0%	13.3%	22.1%
4 or more	10.0%	2.7%^a	14.0%^b

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.



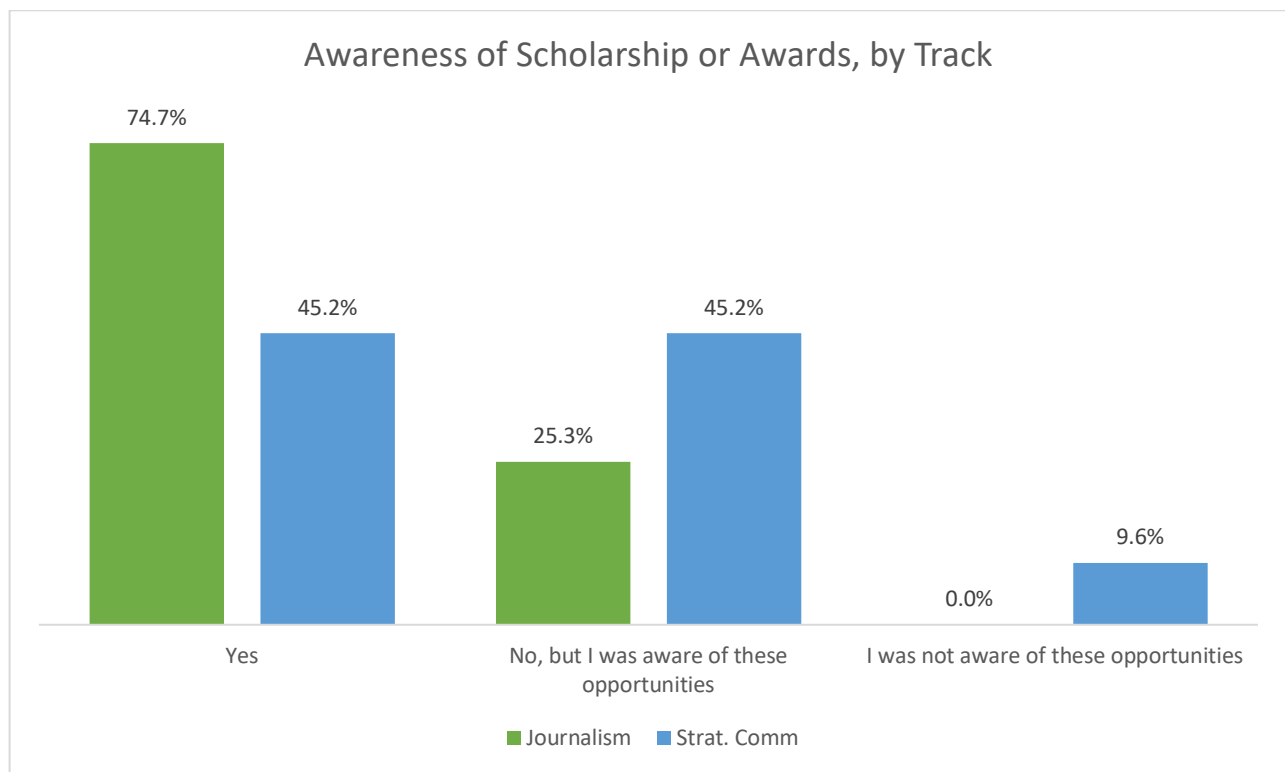
Strategic communication students were more likely to have 4 or more internships than journalism students.

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, $\chi^2(1, N=210) = 19.73, p < .05$.

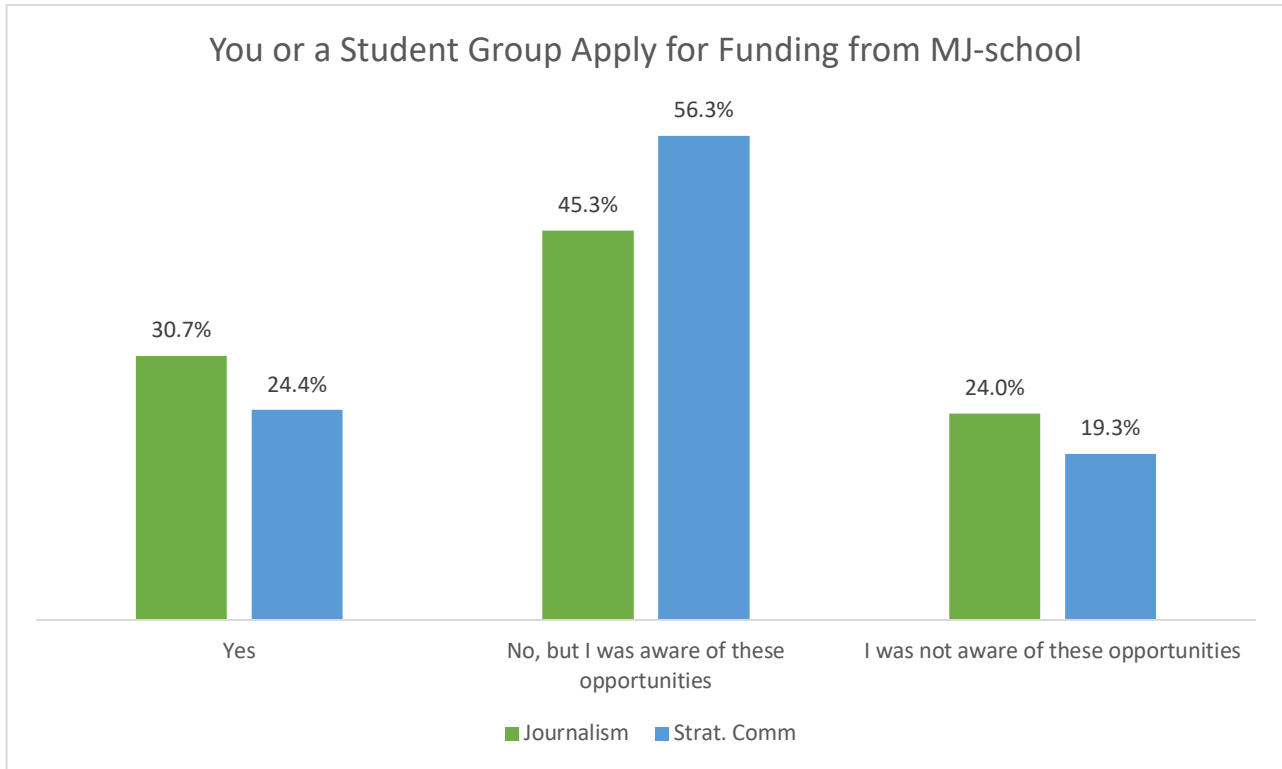
Awareness of scholarships and awards was high among students on both tracks. About 100% of journalism students were aware and 90% of strategic communication students.



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:

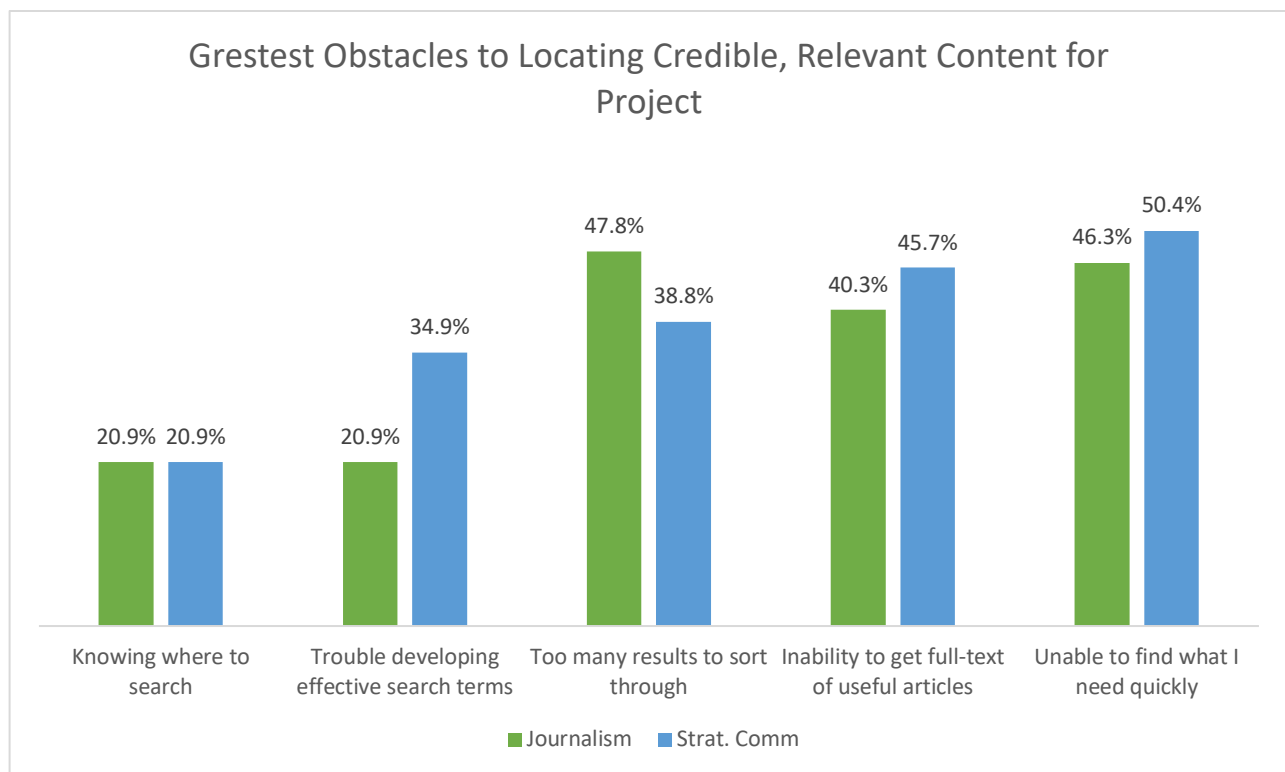
Resources	All Respondents	Mean Strat. Comm.	Mean Journalism
Articles+/library.unc.edu	88.7%	92.4% ^a	81.9% ^b
Google or Google Scholar	81.3%	84.7%	75.0%
Statista	50.0%	60.8% ^a	30.6% ^b
Library database such as EBSCO or ProQuest	66.5%	71.0% ^a	58.3% ^b
Instructor	66.0%	66.4%	65.3%

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."

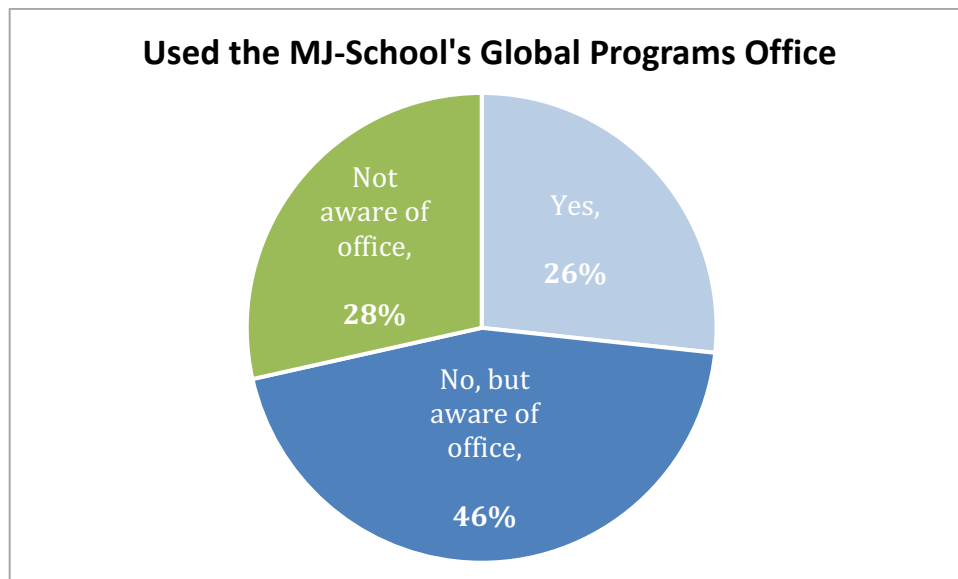
GLOBAL PROGRAMS OFFICE

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."

REPORT OF 2020 INDUSTRY PROFESSIONALS EVALUATION

STUDENT LEARNING OUTCOMES

DIRECT MEASURE

SUMMER 2020 UNDERGRADUATE CAPSTONE AND PROFESSIONAL MASTERS ASSESSMENT OF FINAL PROJECTS BY INDUSTRY PROFESSIONALS

Evaluating professional deliverables by graduating seniors versus MA/MADC students

In 2017, the assessment team reviewed past assessment activities for effectiveness in evaluating student learning outcomes based on the nature of the evaluations, the evaluators, and the existing data quality. Based on this analysis, the team decided to alter the assessment plan to improve both data quality and effectiveness by changing the administration and content of the undergraduate knowledge pretest/posttest assessment and the senior student experience survey and by launching an assessment of senior student work by high-ranking professionals in the journalism and strategic communication industries to provide another direct measure of student learning outcomes.

This report describes the results of the third launch of this assessment of senior student work by industry professionals. To provide a comparison point relevant to workplace readiness, senior-level capstone projects were compared with projects from the school's master's level students engaged in professional projects. We felt this comparison would be much more meaningful and useful for assessing our senior students' accomplishments and would also be more meaningful time spent by our industry professional volunteers (compared to asking these professionals to evaluate beginning student work, which does not provide a comparison point for workplace readiness or desired/aspirational levels of student learning).

In June 2020, we selected undergraduate student capstone projects and MA theses at random from the 2019-2020 academic year and submitted them for review by strategic communication and journalism professionals. The scope of the review was modified due to the COVID-19 pandemic, and the 2020 reviewers consisted of two journalism and two strategic communication professionals from the MEJO Board of Advisors, Foundation Board, or MJAA.

Reviewers evaluated the deliverable from senior undergraduate capstone courses, online MADC (Master of Arts in Digital Communication) thesis projects from MADC students graduating in Fall 2019, and the thesis projects of professional-track residential MA students who graduated in Spring 2020.

We asked these professionals to look at several components of our students' work, including:

- Coverage of topic
- Sources and evidence used
- Organization of information
- Writing mechanics
- Strategic Communication (when there is a strategic communication component to the project)

- Design (when there is a visual/ design component to the project)

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.	No
2. History and role of professionals and institutions in shaping communications	No
3. Gender, race, ethnicity, sexual orientation and/or other forms of diversity in relation to media and communications	No
4. Diversity of peoples and cultures and of the significance and impact of media and communications in a global society	No
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	No
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	No
11. Application of basic numerical and statistical concepts	No
12. Application of tools and technologies appropriate for major area	Yes

We used quantitative (ratings) feedback and qualitative (comments) feedback from the above components to make inferences of student success in 4 of the 5 key ACEJMC values and competencies included in the annual university assessment reporting (#1 Law excluded, see below):

- #7 Critical thinking
 - Coverage of topic
 - Sources and evidence used
 - Strategic Communication components
- #8 Conducting research and evaluating information
 - Coverage of topic
 - Sources and evidence used
- #9 Writing correctly and clearly
 - Organization of information
 - Writing mechanics
- #12 Application of tools and technologies appropriate for major
 - Strategic Communication
 - Design

Because ACEJMC value #1 regarding freedom of the press was not determined to be the most appropriate measure of evaluation for this particular exercise, which is focused on judgments of quality

by high-ranking members of the journalism and strategic communication professions, we replaced this value with an inference to ACEJMC competency #5 relating to the use and presentation of information, which would be relevant to capstone projects. Thus, in addition to the four competencies evaluated above, the following competency was also evaluated via this capstone assessment:

- #5 Concepts and theories in use and presentation of images and information
 - Coverage of topic
 - Design (visual/design components)

The following table shows the quantitative results of the scoring by industry professionals of a random sampling of residential and online masters students' final professional thesis projects, compared with a random sampling of undergraduate senior student work from capstone courses.

Overall impressions, quality of writing, evidence, organization, visuals, and other elements were rated by professionals on the following 1-5 scale (midpoint = 3):

- 5** = Seasoned professional (as in 5 years in the job)
- 4** = Early career (first or second year in the job)
- 3** = Intern (student approaching their senior year)
- 2** = Student (beginning to learn the ropes)
- 1** = Does not meet the minimum rating of student

For the very last question of the assessment, professionals were asked to rate "if this project were included in a portfolio, would you consider interviewing the author for an open position." This final item was rated with 4 items scored as a 1-5 scale, with "3" being missing (midpoint = 3):

- 5** = Definitely yes
- 4** = Probably yes
- (3 is purposely missing)
- 2** = Probably not
- 1** = Definitely not

Overall Project Scores, Undergraduate & MA/MADC

The sample sizes are very small and so average scores should be interpreted with caution. The size of this sample also prevents additional statistical analyses of significant differences to be conducted.

Scores for Master's student projects (including both MA and MADC) were similar to the scores for the undergraduate students' projects. Undergraduate students received an overall average score of $3.69 \pm .90$ (between Intern and Early Career level) and Master's students received an overall average score of 3.60 ± 1.30 . These are both higher scores this year, compared with last year's scores of 3.06 ± 1.00 (Intern level) for undergraduates and $3.28 \pm .99$ (Intern level) for Master's students.

The undergraduate work scored lowest on quality of sources and/or evidence, which is consistent with the previous two years. Their highest scores were on organization of information. Also noteworthy, undergraduates' average score on the use of visuals increased from 3.0 last year to 3.75 this year.

All average composite scores for each evaluated ACEJMC competency were above Intern level for both undergraduates and Master's students. For undergraduates, the average composite score for #9 Writing correctly and clearly was at the Early Career level.

Master’s students’ lowest scores were on their use of sources and evidence. Their highest scores were on the organization of information.

On balance, the external reviewers were somewhat mixed, leaning toward probably yes, on whether they would interview the student based on the assessed work (4.00 ± 1.04 for undergraduates and 3.50 ± 1.73 for MA/MADC students).

Question (on 1-5 scale)	Capstone Projects		All Masters Projects	
	N = 12		N = 4	
	Mean	S.D.	Mean	S.D.
Please rate your overall impression of the student’s work.	3.58	1.00	3.50	1.29
#5 Concepts and theories in use and presentation of images and information				
Rate the project’s coverage of topic .	3.50	1.09	3.75	.96
Video / design component only: Rate the project’s use of visuals	3.75	.89	3.50	.71
Average across area	3.58	.90	3.75	.96
#7 Critical thinking				
Rate the project’s coverage of topic .	3.50	1.09	3.75	.96
Rate the project’s sources and/or evidence .	2.92	1.17	3.25	1.50
Strategic Communication only: Rate the project’s thoroughness and administrative detail .	3.83	1.17	3.50	.71
Average across area	3.28	1.05	3.54	1.18
#8 Conducting research and evaluating information				
Rate the project’s coverage of topic .	3.50	1.09	3.75	.96
Rate the project’s sources and/or evidence .	2.92	1.17	3.25	1.50
Average across area	3.21	1.03	3.50	1.22
#9 Writing clearly and correctly				
Rate the project’s organization of information .	4.17	1.03	4.00	1.41

Rate the project’s writing mechanics .	4.09	.94	3.75	1.50
Average across area	4.08	.95	3.88	1.44
#12 Application of tools and technologies				
Strategic Communication only: Rate the project’s thoroughness and administrative detail .	3.83	1.17	3.50	.71
Video / design component only: Rate the project’s use of visuals	3.75	.89	3.50	.71
Average across area	3.81	.96	3.50	.71
If this project were included in a portfolio, would you consider interviewing the author for an open position?	4.00	1.04	3.50	1.73

Select Comments from Reviewers Across All Projects

Embedded within the assessment tool, industry professionals were invited to provide comments to qualify their rating each time they assigned a score to an element of the project. This provision of comments differs from the first iteration of this assessment, administered the previous year, in order to more adequately capture qualitative evaluations for each element (e.g., writing, use of sources, visuals). In that first iteration, only one opportunity for comments was provided at the end of the assessment instrument. In this current iteration, comments were specific to each element, making it easier to identify comments specific to each student learning outcome.

Below are key comments offered by the industry professionals that capture the general themes we noted across all comments from the assessments of both the undergraduate capstone and master’s programs.

In summary, the top areas for improvement include analysis, attributing sources, providing more evidence vs. relying on assumptions and organization. Strengths include depth of research, strong writing (e.g. engaging, original, thoughtful, articulate) and strong production (e.g. video editing, video composition, webpage design).

Overall Comments

Journalism

- This is, hands down, the best work I’ve ever heard, seen, read coming from UNC Chapel Hill’s Hussman Media School. Ever. It is complete, compelling, riveting, important, told in a way that kept me glued to the podcast afraid to turn away.
- The lede paragraphs and set-up story is wonderful and compelling and pulls the reader into the broader, wider narrative through the eyes and experiences of pastor whose life was changed because of this church.

- The style of writing, the interactions and characters of the interview subjects and the tone of the story were superb. If this were a "feature" assignment at a major newspaper I'm not sure it could have been done much better. If this was a business story it could have used more data or an overall view that showed how small businesses such as hair salons are struggling overall. But as a straight feature this was terrific.
- The story is well composed and read smoothly. It just needed a little more polish and better sourcing.
- The organization, lack of a clear so-what element near the top, as well as the punctuation errors led me to put this writing sample in the category of intern.
- The camera work was stellar. The editing was strong and kept the piece moving throughout.
- These budding writers, reporters, producers and photographers be told again and again there can be no shortcuts. They must seek other voices, be skeptical of sources, assertions and story lines that all too easily fit a preconceived narrative.

Strategic Communication

- This could have been a seasoned pro except that the methodology and much of the strategy overlooks non-collegiate millennials.
- I believe a PR plan structured on this framework stands a very good chance of achieving the well-stated goals of the project. Best of all there's plenty of room for the "on-the-fly" adjustments that are always necessary.
- I was impressed and thrilled with both the [PR project] work not because either one was flawless – but because both projects showed great conceptual thinking, smart creative strategies and thoughtful, practical tactics in real-life problem-solving. In my view THIS is the key to MEJO training in strategic communication.
- Consider assisting in organizing a non-student/beyond university survey population database so folks can get more real world experience and results.
- Encourage and facilitate research that includes audience respondents beyond the campus population for projects that naturally involve the broader target. Stress that any figures/statistics/definitions included need source cited.

Coverage of Topic (#5 Use and presentation of images and information, #7 Critical thinking, and #8 Conducting research and evaluating information)

Journalism

- Great sensitivity and understanding of the topic. Terrific interviews and perspectives to give the reader the sense that they know these people, that these people matter and this subject matters.
- ... lacking more perspective and depth. ... My editor at a major professional journalism company would have insisted on more.
- Well researched and thoroughly reported. Maybe too thoroughly...very long
- It covered the major components of the story solidly, but only in a limited capacity. For a short story, this was fine. It needed to emphasize the local angle higher up in the story -- started to read like a national piece only to find the local angle tucked in the bottom.

Strategic Communication

- Overall, assuming the research is valid, coverage is well-considered well reported and well translated into action plans
- The coverage was excellent. I can only think of a few things that might have been further addressed, (and perhaps only in a Phase II of this plan). First some thought on integration of this "outside" millennial group among the older ... clique.
- Again, "college student" and "millennial" terminology was used interchangeably, and any behavioral distinctions between the two are not captured.

Sources (#7 Critical thinking and #8 Conducting research and evaluating information)

Journalism

- Several comments on the journalism pieces about relying on too few human sources, such as this: "This is the weakest part of this project. There is one source. One perspective. And the only evidence is from his mouth. Now, there can be powerful and meaningful pieces done through the eyes of one person. But telling this story alone without getting other sources or digging up other evidence leaves the viewer wanting more."
- A major problem with this piece is relying on The NY times article for data points and broad assumptions about "mainstream" denominations listed in the article that are simply not true. A simple query or search for other sources or evidence or merely checking the website of those denominations would have shown that.
- I don't see any attribution of source or evidence other than uncited and unproven presumption of effective strategies for I-don't-know-what.
- The voices of multiple people -- and one expert -- were the strongest part of the story. Given the constraints of reporting these days, it's more difficult to reach ordinary people. But moving the conversation with sources beyond the basics and bringing in a broader cultural element -- possibly an expert or two -- would have made this story more definitive instead of a collection of voices.

Strategic Communication

- Several comments on the strategic communication pieces about insufficient sample size or relying too much on college students, such as this: "Millennial populations are far larger than simply UNC college students and that, perhaps insular, psychographic, and I suggest expanding the research respondent base to include community college, non-college blue collar millennials, maybe others in the age demographic with disposable incomes."
- Primary research based on personal social media accounts. An admirable amount of secondary sources.

Organization (#9 Writing clearly)

Journalism

- Great paragraphs describing personal experiences to "get into" the wider story. Nice organization of the narrative telling how this church serves its community and interacts with the wider world.
- This was one of the strongest parts of the project. Nice visuals interspersed among soundbites from the interview. The video and editing didn't get in the way or become too "showy." Good focus on his face and thoughtful emotion.
- An important topic told in a terrific, compelling way. My only thought would be to hold off on the ending of the reveal of [the] murderer more towards the end. Part four talking about controversy over genealogy and use of DNA to solve crimes started to drag after we learn [the] murder has been solved.
- I don't know what I'm reading or why. And that continues in each as it lacks a cohesive point on why the series was organized in this fashion and why the information is relevant to me as a reader.

Writing (#9 Writing clearly)

Journalism

- Writing is clear, concise, simple yet powerful. It tells an important and compelling story in a way that makes the reader want to keep engaged until the end.
- Needs work but a good start. Nothing breakthrough, but admirable work.

- The writing is fine. But it's what the author decided to write and how the author executed it that had problems. The material in the story is rich in detail, so the author missed an opportunity to write it more cinematically.
- Well written. Simple yet engaging. No real run-on sentences. Strong writing was one of the best parts of this piece.

Strategic Communication

- The writing element is simply the plan itself and with the exception of some minor grammatical and punctuation edits, the report was coherent, organized and well written.
- The example digital posts are all technically written well enough, I guess.
- The writing elements of the suggested creative were very good and about what I'd expect.

Strategic Communication Elements (#7 Critical thinking and #12 Application of tools and technologies)

- I simply do not see much missing. Very thorough and detailed to the extent possible in a Phase I proposal.
- Methodology details need to be disclosed, or more encompassing of full target audience.
- This team can write well. However, no granular details of the research methodology were provided (survey qs, how survey administered, demo/qualifying info on who were the interviewees/focus group participants), and the recommendations are so campus oriented, that it is not clear whether research included non-student Millennials.
- Great strategic communications elements and empirical solutions...now how do they relate to any real-life problem?
- Well considered and the thought was very good. I do not think the budget was even close to realistic, sadly, students seemingly have little idea what such a project would actually cost. You gonna get Pepsi and/or other (currently suffering) local or regional businesses on board with this idea for spending their money?...possible...maybe...but people stand at their door asking every day, and they must evaluate cost/benefit...not cheap or easy persuasion.

Design (#5 Use and presentation of images and information and #12 Application of tools and technologies)

- Very strong, very powerful, very compelling video and editing
- The visual elements were OK, nothing blockbuster.
- Room for improvement, but well-conceived. I'm not "WOWED" but not disappointed either. Pretty fair start.
- The visuals were good -- lots of good B roll to overlay audio. The visuals really helped carry it -- the detailed shots from the water and the subject gave me a good sense of him and his work in the visual sense. The subtitles were helpful and necessary. The captions (introducing him and telling more about the project) were adequate but not consistently in the same place, so it made it harder to follow.
- The graphics and layout of the visual elements (the proposed flyer, app and social media) are very good. I do believe with some effort there exists opportunity to make these visual elements and associated copy real creative "stunners." We're not quite there yet on that. Very serviceable visual elements nevertheless. Good, not great yet.

REPORT OF 2020 KNOWLEDGE TEST

STUDENT LEARNING OUTCOMES

DIRECT MEASURE

OVERVIEW OF INSTRUMENT

In 2017, the assessment team reviewed past assessment activities for effectiveness in evaluating student learning outcomes based on the nature of the evaluations, the evaluators, and the existing data quality. Based on this analysis, the team decided to alter the assessment plan to improve both data quality and effectiveness by merging the existing student knowledge test with the existing student experience survey to improve the response rate for both, as well as administer a knowledge test to students new to our major, in order to compare outgoing students’ knowledge with incoming students’ knowledge of ACEJMC values and competencies. In favor of increasing the survey response rate for seniors and facilitating administration of the knowledge test to incoming students within entry-level course periods, the team reviewed and reduced the number of questions initially included in prior knowledge test and experience surveys.

This report describes the results of the knowledge quiz administered to graduating seniors in the Hussman School of Journalism & Media in April 2020, compared against the same quiz given to students entering the major through MEJO 153 (introduction to news writing and reporting) at the beginning of Fall and Spring 2019. This report covers the 20 questions which serve as a direct measure of student learning on 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	No
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

RESULTS OF ENTRANCE VS. SENIOR TESTS

May/August 2020 Graduating Seniors vs. Spring/Fall 2019 Entering MEJO 153 Students

A total of 344 entering students over two semesters (also reported in last year’s 2019 knowledge test report) and 183 seniors graduating in April 2020 completed all questions of this quiz. Incoming students and graduating seniors took this quiz in early September/early January and late April, respectively. The following report only summarizes those who completed all questions.

Senior Demographics

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, 83.1% 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

We also wanted to compare the performance of graduating seniors on this quiz with the performance of students who were just beginning the MEJO major for purposes of educational assessment.

Incoming Student Demographics

Also reported in the 2019 knowledge test report, the 344 incoming students were recruited from the introductory MEJO 153 news writing a reporting course and took the knowledge quiz at the beginning of the Spring 2019 semester or the Fall 2019 semester.

Course of Study: Approximately 10% of the incoming students said they did not plan to major in the School, 22% said they were not currently a major but planned to major in the School, and the remaining 67% were MEJO majors. Of those students currently or planning to major in MEJO, roughly 59% indicated interest in majoring in advertising or public relations, 37% indicated an interest in majoring in journalism, 1 person was interested in Business Journalism specifically, and the remaining 4% were undecided.

Gender Identity: About 74% of these incoming students identified as women, 25% as men, 2 people identified as gender fluid and 1 person preferred not to answer the question about gender identity.

Race/Ethnicity: About 80% identified as White of European descent, 9% as Black of African descent, 9% as Latinx, 7% as Asian, and 2% as American Indian or Alaskan Native (these categories are not mutually exclusive; respondents could choose all that apply).

UNC GPA: About 90% of the respondents reported an overall GPA of at least 3.0 or over, 9% reported an overall GPA of 2.5 to 2.99, and 2% reported GPAs at 2.49 or below.

Results

The table below shows the percentage of students from the 2019 MEJO 153 courses and the percentage of the graduating seniors from the Spring 2020 senior survey who provided the correct responses to each question on the 20-question knowledge quiz. The middle column of the table indicates whether there was a statistically significant difference between the percentages for incoming students and graduating seniors for each question, based on a Fisher's exact test.

QUESTION BASED ON ACEJMC VALUE/COMPETENCY (PERCENTAGE OF STUDENTS ANSWERING CORRECTLY TO THE RIGHT)	Incoming Majors Spring19 + Fall19 (N=344)	Grad. Seniors May20 (N = 183)	Sig. Diff.?
1. Principles and laws of freedom of speech and press in the U.S.			
Question 16: According to the "marketplace of ideas" metaphor for protecting free expression, what is the result of an uncensored marketplace? Answer: discovery of the truth	78.2%	91.3%	Yes
Question 17: All of the following are rights protected by the First Amendment of the U.S. Constitution except... Answer: freedom to keep and bear arms	69.8%	85.8%	Yes
Question 18: Assume that a trial judge enters an order against a publisher that prohibits the publication of specific secret government documents that have been leaked to the publisher by an unknown government insider. This court order would best be described as a... Answer: prior restraint that would be presumed unconstitutional	23.8%	61.2%	Yes
Question 19: Of the following types of speech, which type is not protected under the First Amendment, according to the U.S. Supreme Court? Answer: obscene sexual expression	62.8%	82.0%	Yes
Question 20: If you create a song, story or slogan, at what point is it protected by copyright law? Answer: the moment you write it down	8.4%	46.5%	Yes
AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK	48.6%	73.3%	Yes
2. History and role of professionals and institutions in shaping communications			
Question 11: How do public relations and advertising differ? Answer: advertising controls the message and public relations influences the message	76.2%	80.3%	(No)
Question 15: The standard style guide for journalists and other media practitioners is: Answer: The Associated Press Stylebook	95.3%	98.4%	(No)
Question 18: Assume that a trial judge enters an order against a publisher that prohibits the publication of specific secret government documents that have been leaked to the publisher by an unknown government insider. This court order would best be described as a... Answer: prior restraint that would be presumed unconstitutional	23.8%	61.2%	Yes

AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK	65.1%	80.0%	Yes
3. Gender, race, ethnicity, sexual orientation and/or other forms of diversity in relation to media and communications			
<p>Question 3: In a news release issued by a local neighborhood association, a reporter reads the following facts: “In the awards ceremony, four association members will be recognized for their contributions to improving recreational services in the neighborhood: Gina Gesualdi, a young and attractive mechanical engineer; Robert Jones, a black attorney; Sonia Suarez, an articulate Hispanic actor; and John Patterson, an assistant football coach at Madison High School.” In the interest of fairness, the reporter in charge of rewriting the release omits the word...</p> <p>Answer: young and attractive, black, articulate, Hispanic</p>	90.7%	95.1%	(No)
<p>Question 4: When you ask people for their gender, race or age, you are asking for...</p> <p>Answer: demographics</p>	85.5%	95.6%	Yes
AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK	88.1%	95.4%	Yes
4. Diversity of peoples and cultures and of the significance and impact of media and communications in a global society			
N/A – NOT ASSESSED AT THIS TIME			
5. Concepts and theories in the use and presentation of images and information			
<p>Question 5: When invisible lines are used to divide a frame vertically and horizontally into three equal sections and you place the center of interest at one of the line crosspoints, you are following the...</p> <p>Answer: rule of thirds</p>	89.8%	97.3%	Yes
<p>Question 6: What is responsive design?</p> <p>Answer: design that is liquid and resizes the width of elements relative to a changing window size</p> <p>Competencies: #5 Presentation of images and information; #12 Tools & technologies appropriate to the profession</p>	19.5%	35.0%	Yes
<p>Question 7: Imagine that you were to measure public opinion on a news issue and then you subsequently grouped respondents into the categories of supportive, unsupportive, and neutral based on their opinion of the news issue. Of the following choices, which type of chart would be most effective for visualizing your groupings?</p> <p>Answer: pie chart</p>	80.2%	80.9%	(No)

AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK	63.2%	71.0%	Yes
6. Professional ethical principles and work in pursuit of truth, accuracy, fairness and diversity			
Question 8: If a CEO of a company asks a journalist to go "off the record" with his or her comments, which of these statements most accurately describes how his or her comments should be used in the news story? Answer: use the comments and lead to other sources who can be quoted	42.7%	63.9%	Yes
Question 9: Which of the following does not require a citation? Answer: stating that the U.S. Constitution includes a Bill of Rights	88.7%	91.8%	(No)
Question 14: A headline for a news story or a press release should: Answer: help readers using search engines find the story or release	68.9%	82.0%	Yes
AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK	66.8%	79.2%	Yes
7. Thinking critically , creatively and independently			
Question 3: In a news release issued by a local neighborhood association, a reporter reads the following facts: "In the awards ceremony, four association members will be recognized for their contributions to improving recreational services in the neighborhood: Gina Gesualdi, a young and attractive mechanical engineer; Robert Jones, a black attorney; Sonia Suarez, an articulate Hispanic actor; and John Patterson, an assistant football coach at Madison High School." In the interest of fairness, the reporter in charge of rewriting the release omits the word... Answer: young and attractive, black, articulate, Hispanic	90.7%	95.1%	(No)
Question 7: Imagine that you were to measure public opinion on a news issue and then you subsequently grouped respondents into the categories of supportive, unsupportive, and neutral based on their opinion of the news issue. Of the following choices, which type of chart would be most effective for visualizing your groupings? Answer: pie chart	80.2%	80.9%	(No)
Question 13: Which of the following is false with regard to evaluating information? Answer: information that has achieved many "hits" is typically reliable because of the "crowdsourcing" that "going viral" entails	73.0%	79.2%	(No)

AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK	81.3%	85.1%	(No)
8. Conducting research and evaluating information by methods appropriate to my major area within MEJO			
Question 1: The percentage of people in a target audience who will be exposed, at least once, to a message delivered through a given media vehicle (or vehicles) in a media plan is equivalent to... Answer: reach	65.1%	64.5%	(No)
Question 2: What is meant by "API"? Answer: A set of programming instructions and standards for accessing a web-based software application	18.0%	43.2%	Yes
Question 4: When you ask people for their gender, race or age, you are asking for... Answer: demographics	85.5%	95.6%	Yes
Question 8: If a CEO of a company asks a journalist to go "off the record" with his or her comments, which of these statements most accurately describes how his or her comments should be used in the news story? Answer: use the comments and lead to other sources who can be quoted	42.7%	63.9%	Yes
Question 10: One strength of qualitative research is: Answer: detailed, in-depth examinations with a selective group of high-value subjects	59.0%	79.2%	Yes
Question 11: How do public relations and advertising differ? Answer: advertising controls the message and public relations influences the message	76.2%	80.3%	(No)
Question 12: In a recent poll of 500 likely voters in the Piedmont Triad, the <i>News & Record</i> reported that 45% of those polled said they would vote for Candidate A, 42% said they'd vote for Candidate B, and 13% were undecided. The poll reported a margin of error of 4%. Based on this information, which of the following would be the most accurate headline? Answer: the race is too close to call	60.5%	56.3%	(No)
Question 13: Which of the following is false with regard to evaluating information? Answer: information that has achieved many "hits" is typically reliable because of the "crowdsourcing" that "going viral" entails	73.0%	79.2%	(No)
AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK	60.0%	70.3%	Yes
9. Writing correctly and clearly in forms and styles appropriate for my major area within MEJO			

<p>Question 3: In a news release issued by a local neighborhood association, a reporter reads the following facts: “In the awards ceremony, four association members will be recognized for their contributions to improving recreational services in the neighborhood: Gina Gesualdi, a young and attractive mechanical engineer; Robert Jones, a black attorney; Sonia Suarez, an articulate Hispanic actor; and John Patterson, an assistant football coach at Madison High School.” In the interest of fairness, the reporter in charge of rewriting the release omits the word...</p> <p>Answer: young and attractive, black, articulate, Hispanic</p>	90.7%	95.1%	(No)
<p>Question 8: If a CEO of a company asks a journalist to go "off the record" with his or her comments, which of these statements most accurately describes how his or her comments should be used in the news story?</p> <p>Answer: use the comments and lead to other sources who can be quoted</p>	42.7%	63.9%	Yes
<p>Question 9: Which of the following does not require a citation?</p> <p>Answer: stating that the U.S. Constitution includes a Bill of Rights</p>	88.7%	91.8%	(No)
<p>Question 14: A headline for a news story or a press release should:</p> <p>Answer: help readers using search engines find the story or release</p>	68.9%	82.0%	Yes
<p>Question 15: The standard style guide for journalists and other media practitioners is:</p> <p>Answer: The Associated Press Stylebook</p>	95.3%	98.4%	(No)
<p>AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK</p>	77.3%	86.2%	Yes
<p>10. Ability to critically evaluate my own work and that of others for accuracy and fairness, clarity, appropriate style and grammar</p>			
<p>Question 3: In a news release issued by a local neighborhood association, a reporter reads the following facts: “In the awards ceremony, four association members will be recognized for their contributions to improving recreational services in the neighborhood: Gina Gesualdi, a young and attractive mechanical engineer; Robert Jones, a black attorney; Sonia Suarez, an articulate Hispanic actor; and John Patterson, an assistant football coach at Madison High School.” In the interest of fairness, the reporter in charge of rewriting the release omits the word...</p> <p>Answer: young and attractive, black, articulate, Hispanic</p>	90.7%	95.1%	(No)
<p>Question 7: Imagine that you were to measure public opinion on a news issue and then you subsequently grouped respondents</p>	80.2%	80.9%	(No)

<p>into the categories of supportive, unsupportive, and neutral based on their opinion of the news issue. Of the following choices, which type of chart would be most effective for visualizing your groupings? Answer: pie chart</p>			
<p>NOT A PART OF THIS ASSESSMENT, ALL GRADUATING STUDENTS MUST HAVE PASSED A WORD USAGE AND GRAMMAR TEST AS A REQUIREMENT FOR GRADUATION</p>			
<p>AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK</p>			
	85.5%	88.0%	(No)
<p>11. Application of basic numerical and statistical concepts</p>			
<p>Question 1: The percentage of people in a target audience who will be exposed, at least once, to a message delivered through a given media vehicle (or vehicles) in a media plan is equivalent to... Answer: reach</p>	65.1%	64.5%	(No)
<p>Question 7: Imagine that you were to measure public opinion on a news issue and then you subsequently grouped respondents into the categories of supportive, unsupportive, and neutral based on their opinion of the news issue. Of the following choices, which type of chart would be most effective for visualizing your groupings? Answer: pie chart</p>	80.2%	80.9%	(No)
<p>Question 12: In a recent poll of 500 likely voters in the Piedmont Triad, the <i>News & Record</i> reported that 45% of those polled said they would vote for Candidate A, 42% said they'd vote for Candidate B, and 13% were undecided. The poll reported a margin of error of 4%. Based on this information, which of the following would be the most accurate headline? Answer: the race is too close to call</p>	60.5%	56.3%	(No)
<p>AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK</p>			
	68.6%	67.2%	(No)
<p>12. Application of tools and technologies appropriate for my major area within MEJO</p>			
<p>Question 1: The percentage of people in a target audience who will be exposed, at least once, to a message delivered through a given media vehicle (or vehicles) in a media plan is equivalent to... Answer: reach</p>	65.1%	64.5%	(No)
<p>Question 2: What is meant by "API"? Answer: A set of programming instructions and standards for accessing a web-based software application</p>	18.0%	43.2%	Yes
<p>Question 5: When invisible lines are used to divide a frame vertically and horizontally into three equal sections and you</p>	89.8%	97.3%	Yes

place the center of interest at one of the line crosspoints, you are following the... Answer: rule of thirds			
Question 6: What is responsive design? Answer: design that is liquid and resizes the width of elements relative to a changing window size Competencies: #5 Presentation of images and information; #12 Tools & technologies appropriate to the profession	19.5%	35.0%	Yes
Question 13: Which of the following is false with regard to evaluating information? Answer: information that has achieved many “hits” is typically reliable because of the “crowdsourcing” that “going viral” entails	73.0%	79.2%	(No)
Question 14: A headline for a news story or a press release should: Answer: help readers using search engines find the story or release	68.9%	82.0%	Yes
AVERAGE % CORRECT ACROSS ALL ITEMS IN THIS BLOCK	55.7%	66.9%	Yes

On average, **the graduating seniors scored 15.1 and the incoming students scored an average of 12.6 out of 20.** Based on an independent samples *t*-test, the **graduating seniors did significantly better than the incoming students** on the knowledge quiz.

Variations by Major

In addition to the above findings, the graduating seniors’ responses on the following four questions varied significantly (*p*<.05) based on their major:

Question	% Strategic Comm seniors answering question correctly	% Journalism seniors answering question correctly
Question 8: If a CEO of a company asks a journalist to go "off the record" with his or her comments, which of these statements most accurately describes how his or her comments should be used in the news story?	58.3%	73.5%
Question 10: One strength of qualitative research is:	87.0%	66.2%
Question 14: A headline for a news story or a press release should:	77.4%	89.7%
Question 18: Assume that a trial judge enters an order against a publisher that prohibits the publication of specific secret government documents that have been leaked to the publisher	67.0%	51.5%

by an unknown government insider. This court order would best be described as a...		
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SUMMARY OF FINDINGS

Seniors outperformed students taking the entrance test in the following areas:

- Principles and **laws of freedom of speech** and press in the U.S.
 - Significantly more seniors than entrance takers got all 5 of the questions in this section correct
- **History and role** of professionals and institutions in shaping communications
 - Significantly more seniors than entrance takers got 1 of the questions in this section correct
 - More seniors than entrance exam takers got the other 2 questions correct, but the difference was not statistically significant
- **Gender, race, ethnicity, sexual orientation** and/or other forms of diversity
 - Significantly more seniors than entrance takers got 1 of the questions in this section correct
 - More seniors than entrance exam takers got the other 1 question correct, but the difference was not statistically significant
- Concepts and theories in the use and **presentation of images** and information
 - Significantly more seniors than entrance takers got 2 of the questions in this section correct
 - More seniors than entrance exam takers got the other 1 question correct, but the difference was not statistically significant
- Professional **ethical principles** and work in pursuit of truth, accuracy, fairness and diversity
 - Significantly more seniors than entrance takers got 2 of the questions in this section correct
 - More seniors than entrance exam takers got the other 1 question correct, but the difference was not statistically significant
- **Conducting research and evaluating information**
 - Significantly more seniors than entrance takers got 4 of the questions in this section correct
 - More seniors than entrance exam takers got 2 of the remaining 4 questions correct, but the difference was not statistically significant
- **Writing correctly and clearly** in forms and styles appropriate for my major area within MEJO
 - Significantly more seniors than entrance takers got 2 of the questions in this section correct
 - More seniors than entrance exam takers got the remaining 3 questions correct, but the difference was not statistically significant
- Application of **tools and technologies appropriate for my major** area within MEJO
 - Significantly more seniors than entrance takers got 4 of the questions in this section correct
 - More seniors than entrance exam takers got 1 the remaining 2 questions correct, but the difference was not statistically significant

Seniors did not outperform students taking the entrance test in the following areas, suggesting a need for improvement:

- **Thinking critically**, creatively and independently
 - More seniors than entrance exam takers got all 3 of these question correct, but the difference was not statistically significant
- Ability to **critically evaluate work for accuracy and fairness, clarity, appropriate style and grammar**
 - More seniors than entrance exam takers got both of these question correct, but the difference was not statistically significant
- Application of **basic numerical and statistical concepts**
 - More seniors than entrance exam takers got 1 of the 3 questions correct, but the difference was not statistically significant

Seniors on average answered less than 70% of the items correct across the following areas, suggesting a particular need for improvement:

- Application of **basic numerical and statistical concepts**
- Application of tools and technologies appropriate to area

Application of tools and technologies was also an area noted for improvement last year.

Seniors on average provided the fewest correct answers in the area of #12 Application of tools and technologies appropriate to area. Performance on this area was equivalent to performance in the previous year. Both this year and last year are improvements from 2018. This improvement was expected given that more graduating seniors would have taken the newly required MEJO 121 introduction to digital storytelling course, where many of these knowledge items would have been addressed.

The strongest performance by seniors was in the area of Diversity. This was the strongest area in 2019 and 2018, as well.

Changes from the previous year

The average number of correct items across the entire 20-question quiz for 2020 seniors (average of 15.1 out of 20 questions correct) is higher than the previous year (14.6 out of 20 correct in 2019), suggesting overall improvement

From the previous year, seniors **improved** in their correct responses in the following areas:

- History and role of professionals and institutions in shaping communications
- Gender, race, ethnicity, sexual orientation and/or other forms of diversity
- Professional ethical principles and work in pursuit of truth, accuracy, fairness and diversity
- Thinking critically, creatively, and independently
- Conducting research and evaluating information
- Writing correctly and clearly in forms and styles appropriate to area

Seniors showed **similar performance** as the previous year in the following areas, answering at least 70% of items correct on average in both years:

- Principles and laws of freedom of speech and press
- Ability to critically evaluate own work and work of others
- Application of tools and technologies

Seniors **declined in their performance** compared to the previous year in the following areas:

- Concepts and theories in the use and presentation of images and information
- Application of basic numerical and statistical concepts

Findings suggest a need to further improve the ways in which we address numeracy, visual literacy, and technological lessons into the curriculum.

With respect to the differences seen between journalism and strategic communication majors, findings from this year reveal the same issue that improvement is needed to strengthen the general research literacy of journalism students.