

12-2020

Newsroom Convergence in a College Journalism School: Are Students Prepared for a Job?

Travis Feltner
University of Arkansas, Fayetteville

Follow this and additional works at: <https://scholarworks.uark.edu/etd>



Part of the [Curriculum and Instruction Commons](#), [Educational Assessment, Evaluation, and Research Commons](#), [Journalism Studies Commons](#), and the [Scholarship of Teaching and Learning Commons](#)

Citation

Feltner, T. (2020). Newsroom Convergence in a College Journalism School: Are Students Prepared for a Job?. *Graduate Theses and Dissertations* Retrieved from <https://scholarworks.uark.edu/etd/3848>

This Thesis is brought to you for free and open access by ScholarWorks@UARK. It has been accepted for inclusion in Graduate Theses and Dissertations by an authorized administrator of ScholarWorks@UARK. For more information, please contact scholar@uark.edu.

Newsroom Convergence in a College Journalism School: Are Students Prepared for a Job?

A thesis submitted in partial fulfillment
of the requirements for the degree of
Master of Arts in Journalism

by

Travis Feltner
University of Arkansas
Bachelor of Arts in Journalism, 2007

December 2020
University of Arkansas

This thesis is approved for recommendation to the Graduate Council.

Larry Foley, M.A.
Thesis Director

Rob Wells, Ph.D.
Committee Member

Robyn Starling Ledbetter, M.A.
Committee Member

Abstract

This study aims to examine the current state of broadcast journalism education at the college level. It will also ask if college broadcast journalism students are receiving sufficient education and experience in their university newsrooms to get a job after graduation. The study surveyed professional television news directors from the 210 Designated Market Areas (DMA) in the United States. Most respondents agreed to some extent that converged college newsrooms better prepare students for a job as prior research suggested. However, it does not appear that those same applicants would be preferred over ones with traditional broadcast journalism education. The survey results did not show that students graduating from journalism school are perceived as highly skilled in the job functions of the profession. Few responding television news directors rated graduates as extremely good or moderately good at the skills in question. Writing and copy-editing abilities were among the most poorly ranked and indicate areas deserving of more attention from journalism educators. The findings suggest, though, that a broadcast degree is worth it for journalism students seeking a job in television as responses were less favorable for graduates without one. Even further, being more qualified or having converged journalism experience does not necessarily mean a higher salary or an increased chance for a promotion or managerial position.

Keywords

newsroom convergence, journalism education, broadcast journalism, television news, job

©2020 by Travis Feltner
All Rights Reserved

Table of Contents

Introduction	1
Literature Review	2
Theory	8
Research Questions	8
Method	10
Results	13
Discussion and Conclusion	30
References	36
Appendix	39

Introduction

Newsroom convergence is a concept that may sound new to many people in the age of digital technology and social media, but it is not a novel idea. Simply defined, it is the merging of print, broadcast, and online journalism practices into one organization along with the greater use of internet technology and new media (Crawford *et al.*, 2016). Convergent journalism began to emerge within the field in the late-1990s when the internet boomed, communication laws became more relaxed, and corporations merged (Filak, 2016). Newsrooms in markets such as Tampa, Dallas, and Phoenix were among the first to bring together their newspapers, television stations, and online products (Filak, 2016). Such drastic changes were met with concern at the time and have been a topic of ongoing research. Experts feared the quality of journalists' work would decrease while their workload increased (Filak, 2016).

Journalism has evolved in many ways throughout the last two decades, particularly online with the advent of digital journalism (Burgess & Hurcombe, 2019). By 2009, the way in which news was gathered, reported, and received was radically and rapidly changing (Franklin, 2012). Factors resulting in the reshaping of journalism included: continuing innovations in communication technologies, competitive and fragmented markets for audiences and advertising revenues, reductions in entry costs for online outlets, an expanded role for social media, and shifts in audience preferences for consuming news due to the expansive number of devices on which it could be received (Franklin, 2012). All these transformations have had a significant impact on journalists' jobs, workplaces, products and perceptions of their professional roles, ethics, and daily practices (Franklin, 2012).

This research will seek to discover if journalism schools have adapted along with these changes. The study will examine the current state of broadcast journalism education at the

college level. It will also ask if college journalism students are receiving sufficient education and experience in their university newsrooms to get a job after graduation. Answers to such questions will be collected through a survey of professional television news directors across all 210 Designated Market Areas in the United States. They are warranted to ensure that the next generation of journalists is qualified to seek the truth and report it regardless of the medium in which their employer asks them to do so.

Literature Review

Convergence is not merely the use of new internet technology and media within journalism (Hubbard *et al.*, 2016). More importantly, it is defined by the combining of print, broadcast, and online components into one news agency (Filak, 2004). The model has been developed to increase profits and improve the dissemination of news to better reach modern audiences (Filak, 2004). Media professionals have experienced many changes in the way they work with others in the field and have had to adapt their skills required to succeed. Consequently, the adjustments in education and training of college journalism students to accommodate these changes has been the topic of much research (Hubbard *et al.*, 2016).

In March 2000, the first major newsroom convergence test began when Media General opened the Tampa News Center and placed the operations of *The Tampa Tribune*, WFLA-TV, and the *Tampa Bay Online* service under one roof (Dupagne & Garrison, 2006). The structure was met with optimism and uncertainty. Many professionals saw it as inevitable in the highly competitive news business while others were skeptical of its impact on the culture of the newsroom and employment opportunities (Dupagne & Garrison, 2006). Media General became a pioneer in the format and set forth to have a TV station anywhere it had a newspaper and a newspaper anywhere it had a TV station. This model was predicted to be one for many other

newsrooms across the country (Dupagne & Garrison, 2006). As a result, Media General became the subject of a case study as researchers sought to understand the meaning of convergence, changes in newsroom practices and culture, and job functions within a converged newsroom that could impact journalism curriculum (Dupagne & Garrison, 2006).

The examination of Media General uncovered five themes of interest to journalism educators (Dupagne & Garrison, 2006). First, students must be very good at one skill but able to do others as well. Second, it emphasized basic journalistic fundamentals, such as writing and reporting, for any platform. Third, it stressed the significance of cross-media adaptability for students. Fourth, it highlighted good communication as a necessary skill regardless of platform. Finally, it underscored the importance of experience working in a converged newsroom for students preparing for careers in journalism (Dupagne & Garrison, 2006).

Educators have debated for decades on how to best train journalists (Tanner *et. al.*, 2012). Historically, programs focused students' study on one area of mass communication, such as print or broadcast journalism (Tanner *et. al.*, 2012). As media companies began converging their outlets through the years, college administrators and faculty saw a need for modifications but struggled with the implementation of a convergence curriculum (Sarachan, 2011). The conventional journalism school structure of different tracks was questioned and the preparedness of instructors to train their students for converged media to meet the expectations of future employers was a major concern (Huang *et al.*, 2000). Moreover, a common core could not be agreed upon aside from writing and reporting classes (Blom & Davenport, 2012). Programs struggled to find their identity but began evolving their specialized, medium specific approach into broader based instruction that focused on media convergence and a wide array of skills students would need when entering the workplace (Tanner *et. al.*, 2012).

Such a transformation had long been rejected by journalism educators who tended to be from the world of old-school media (Pavlik, 2013). Although they brought strong values and ethical principles to their teaching, they held tight to the methods and models of traditional journalism (Pavlik, 2013). They typically had decision-making power and stood in the way of those advocating for innovation (Pavlik, 2013). They could not let go of the principles and practices of the long-gone golden age of print and broadcast journalism (Pavlik, 2013).

Research through the years sought to determine if program structure changes would better train students for a job. A team of graduate scholars from the Department of Journalism and Media Studies at the University of South Florida, St. Petersburg, set out to explore how journalism schools should prepare students for media convergence (Huang *et al.*, 2000). Their research, led by professor Edgar Huang of Indiana University, conducted a national survey among news editors, news professionals, and journalism professors to determine their level of support for cross-media training (Huang *et al.*, 2000). The study concluded that journalism schools should urgently deal with media convergence (Huang *et al.*, 2000). Scholars stressed that “failing to properly prepare students for the newsrooms they are to inhabit would be devastating to any quality program” (Filak, 2006, p. 48).

Students have been examined within a converged media structure to understand its role towards success in the profession. In 1996, the broadcast and print faculty at Brigham Young University converged the school’s newspaper and television and radio stations into one organization (Hammond *et al.*, 2000). Researchers used stakeholder interviews, document analysis, observations, and surveys for data to study the new structure. They explored the processes, skills and culture of the newsroom, as well as the editorial shifts that emerged

(Hammond *et al.*, 2000). Their findings suggested that convergence of a college's journalism programs increases the employability of its graduating students (Hammond *et al.*, 2000).

The Media School at the Bournemouth University in the UK conducted a similar experiment. Students from its print and broadcast programs teamed up to cover the 2012 U.S. Presidential Election. They published 176 online news articles and produced 65 TV and radio packages to support their 10 hours of live coverage on election night itself (Charles & Luce, 2016). The project was a live case study to evaluate the benefits of experiential learning within a converged media environment. Journalism schools have long aimed to replicate the demands and pressures of a real newsroom. Many of which practice news-day exercises where students produce real news stories in real time (Charles & Luce, 2016). The UK study sought to prove that an experience simulating the professional world would result in a deeper level of learning (Charles & Luce, 2016). Although the results failed to show the extent to which real world application increases learning, it did provide assurance that learning does occur in the experiential process (Charles & Luce, 2016). These findings would support research from the mid 1990s that showed a connection between a university's curriculum and employment opportunities (Charles & Luce, 2016). Aspiring journalists who participate in activities related to their chosen career path before they graduate are more likely to get a job in journalism (Feldman, 1995).

Other studies have been performed to provide guidance for college instructors. In 2006, a study explored how to teach in a converged environment using two different methods but instead stumbled across some interesting results (Filak, 2006). It examined the attitudes of students enrolled in an introductory convergence-news course. One group of students was taught by an individual instructor across mediums, while other students were taught by instructors with print

and broadcast specialties (Filak, 2006). Unexpectedly, an area of research that was not being addressed at the collegiate level was discovered – the cultural effects of convergence (Filak, 2006). The study showed that students taught by an individual instructor were more likely to view print and broadcast media, as well as the benefits of convergence more positively than those taught by multiple instructors (Filak, 2006). Cultural barriers have been one of the biggest problems for converging newsrooms. This research proved that the manner in which courses are taught across media formats can diminish negative feelings toward convergence (Filak, 2006). Students would be less likely to let bias impact their work if they graduate from journalism school convergent-ready (Filak, 2006).

Years before his 2006 study, Filak (2004) performed a series of interviews with professionals working in a converged environment. He found that print and broadcast journalists struggled to cooperate across platforms. Additionally, he observed the formation of homogenous, stereotyped groups that demonstrated intergroup bias (Filak, 2004). Members of each group viewed their career and medium as superior and were reserved when acknowledging the benefits of the other (Filak, 2004). They were more likely to support a convergence plan if proposed by members of their own group and less likely if not (Filak, 2004). The findings reinforced prior research that suggested a resistance to change among journalists (Filak, 2004). Future studies showed little difference in the relationship between the two groups. Filak would later assert that such division exists in college newsrooms and journalism classroom settings (Filak, 2016).

The dynamic of intergroup bias between print and broadcast journalists has been explained by social identity theory (Filak, 2004). The theory argues that the organization of people into groups creates ingroup favoritism. Group membership or affiliation provides a sense of worth and social value for a group and its members (Filak, 2004). It contends that people

associate with others who share similar viewpoints and values but compete with those who do not (Filak, 2004).

Hubbard, Crawford, and Platt (2014) looked to relate social identity theory to preferences for medium-specific skills training in print and broadcast journalism programs. They conducted an internet survey among 208 mass communication students and faculty to collect their data. Their findings suggested that print students and faculty accept convergence and its skills more than their broadcast counterparts. They also suggested that print group members embrace the web more than broadcast group members (Hubbard *et al.*, 2014). Broadcast students and faculty adopted an attitude of superiority toward their medium and were less accepting of convergence. The study indicated that broadcast education is not reflecting journalism's emphasis on integration (Hubbard *et al.*, 2014). At the time of the study, many programs around the country had already moved to a converged newsroom. Print journalism students and faculty generally performed well in the model, while any difficulties were more likely to arise from those in broadcast (Hubbard *et al.*, 2014). Regardless of the difference between the two concentrations, the research highlighted benefits in cross platform journalism education (Hubbard *et al.*, 2014).

Pardue (2004) measured how business editors rated the preparedness of new reporters to cover business news to show the need for improved journalism education. To do so, she sent an email survey to 229 business editors, of which 127 responses were received. Nearly 80 percent of the editors rated graduating journalism students as moderately or extremely unprepared (Pardue, 2004). Pardue (2013) performed a follow-up survey with business editors to determine if any progress had been made. Despite some improvement, it showed a need for continued better training in business journalism and the regular examination of the level of education provided in journalism schools (Pardue, 2013).

Theory

Social identity theory assumes that being part of a group with persons who share similar values creates an identity and that people desire to view themselves positively and have others see them the same way (Ferrucci & Vos, 2017). Members of a group possess a sense of superiority when they compare themselves to those of different groups (Ferrucci & Vos, 2017).

Ingroups and outgroups are formed when people differentiate between the groups they belong to and do not belong. Once people have defined their ingroup and the outgroup, they draw conclusions about the other based on membership (Ferrucci & Vos, 2017). Consequently, people view the ingroup more favorably than the outgroup (Gardikiotis, 2008). They often negatively perceive the outgroup as more homogenous and stereotypic than their own group (Linville & Fischer, 1993). In other words, they see the ingroup as made up of unique individuals, while the outgroup consists of members with all the same characteristics (Ferrucci & Vos, 2017).

Social identity theory offers a framework for understanding how people see their ingroups and outgroups. It allows the similarities and difference between the two to be identified and accentuated (Bresnahan & Lee, 2011). For this study, social identity theory provides context to examine the opinions television news directors have of job applicants with broadcasting degrees compared to those without (Ferrucci & Vos, 2017).

Research Questions

As outlined in the literature review, newsroom convergence in college journalism schools and its role in students' success has been highly investigated. Much of the research supports the model at the collegiate level and suggests it gives students a better chance of getting a job after graduation. However, since many of these studies were performed, the internet, and social media

in particular, have drastically changed the journalism landscape (Grubenmann & Meckel, 2017). The increasingly accessible Web has allowed for many new ways of doing journalism, especially within the last decade (Eldridge *et al.*, 2019). Technology's transformation of the journalistic process requires new skills and is continually introducing innovative techniques (Grubenmann & Meckel, 2017). As a result, more recent studies have focused on production practices within news organizations and not on the demands the profession requires to get a job (Ross, 2017). Therefore, the questions of this research sought to understand if college journalism programs are keeping pace with the rapidly changing environment and producing more prepared, hireable graduates. This study built upon current literature by focusing solely on the merits of students seeking jobs in television news. The following research questions were asked:

RQ1. How do TV news directors rate the skills of applicants with broadcasting degrees in terms of on-camera, video editing, writing, copy editing, reporting/storytelling, social media journalism, and workplace interpersonal – teamwork?

RQ2. How do TV news directors rate the skills of applicants without broadcasting degrees in terms of on-camera, video editing, writing, copy editing, reporting/storytelling, social media journalism, and workplace interpersonal – teamwork?

RQ3. Do college journalism schools with converged newsrooms produce more qualified applicants?

RQ4. Do graduates from a converged college newsroom have better skills than students from traditional broadcast programs in terms of on-camera, video editing, writing, copy editing, reporting/storytelling, social media journalism, and workplace interpersonal – teamwork?

RQ5. Are new hires required to produce content ready for distribution on all platforms – broadcast, print and digital – without supervision?

RQ6. Is a job applicant with converged newsroom experience in college preferred over an applicant with traditional broadcast education?

RQ7. Will a job applicant with converged newsroom experience in college receive a higher salary than an applicant with traditional broadcast education?

RQ8. Are employees with converged newsroom experience in college more likely to receive promotions or managerial opportunities than employees with traditional broadcast education?

Method

Procedure

This study was conducted through a survey to measure how TV news directors rate the preparedness of broadcast and non-broadcast journalism graduates for a job. It assessed the directors' views on the need for students to be experienced in a converged newsroom setting (Pardue, 2004). The questions were developed as a result of the author's observations made while a graduate student at the University of Arkansas School of Journalism and Strategic Media. The school had recently converged its newsroom, but discussions persisted about the best way to properly develop the curriculum and train students. The author desired to become a journalism educator, so this topic was of much importance.

Television news directors were also asked to rate the need for cross-media training among broadcast, print, and digital platforms. Finally, they were asked for feedback on pay scales and advancement opportunities for applicants with converged newsroom experience in college. An e-mail survey was chosen, because it could be completed quickly and conveniently.

Only the most important questions were asked to minimize the time needed to record answers and to increase the response rate (Pardue, 2004). Responses were collected and stored through Qualtrics survey software.

Sampling/Participants

A purposive sampling method was used. News directors were selected from the 210 Designated Market Areas listed by the 2019-2020 Nielsen ranks. Contact information was collected for directors from the three national network affiliates – ABC, CBS, and NBC. Best efforts were made to obtain current email addresses through news station websites and social media networks. The news directors were sent an e-mail questionnaire on Sept. 21, 2020 and three reminders – the first on Sept. 23, 2020, a second on Sept. 28, 2020 and a third on Sept. 30, 2020. Responses were received between Sept. 21, 2020 and Oct. 4, 2020. A total of 503 working email addresses were used as some outlets are sister stations, owned and operated by the same company. Eighty-seven responses were received, a response rate of 17 percent. Surveys were completed by participants from markets as big as Philadelphia (#4) and New York (#1).

Independent Variables

Independent variables included skills for on-camera, video editing, writing, copy editing, reporting/storytelling, social media journalism, and workplace interpersonal – teamwork.

Dependent Variable

The dependent variable was preparedness for a job.

Questions

News directors were asked eight important questions as part of a questionnaire designed for this study (Pardue, 2004):

1. For applicants with broadcasting degrees, please rate their skills in terms of on-camera, video editing, writing, copy editing, reporting/storytelling, social media journalism, and workplace interpersonal – teamwork. The choices included extremely good, moderately good, slightly good, neither good nor bad, slightly bad, moderately bad, and extremely bad.
2. For applicants without broadcasting degrees, please rate their skills in terms of on-camera, video editing, writing, copy editing, reporting/storytelling, social media journalism, and workplace interpersonal – teamwork. The choices included extremely good, moderately good, slightly good, neither good nor bad, slightly bad, moderately bad, and extremely bad.
3. Generally, college journalism schools with converged newsrooms produce more qualified applicants. The choices included strongly agree, agree, somewhat agree, neither agree nor disagree, somewhat disagree, disagree, and strongly disagree.
4. Graduates from a converged college newsroom have better skills than students from traditional broadcast programs in terms of on-camera, video editing, writing, copy editing, reporting/storytelling, social media journalism, and workplace interpersonal – teamwork. The choices included strongly agree, agree, somewhat agree, neither agree nor disagree, somewhat disagree, disagree, and strongly disagree.
5. Generally, new hires must produce content ready for distribution on all platforms – broadcast print, and digital – without supervision. The choices included definitely yes, probably yes, might or might not, probably not, and definitely not.

6. Generally, a job applicant with converged newsroom experience in college is preferred over an applicant with traditional broadcast education. The choices included definitely yes, probably yes, might or might not, probably not, and definitely not.
7. Generally, a job applicant with converged newsroom experience in college will receive a higher salary than an applicant with traditional broadcast education. The choices included definitely yes, probably yes, might or might not, probably not, and definitely not.
8. Generally, employees with converged newsroom experience in college are more likely to receive promotions or managerial opportunities than employees with traditional broadcast education. The choices included definitely yes, probably yes, might or might not, probably not, and definitely not.

Statistical Analysis

A simple ANOVA analysis at a 95 percent confidence level was used to test the differences in ratings by news directors. Respondents were grouped based on demographic information collected – age, years of journalism experience, race/ethnicity, and Designated Market Area (DMA).

Results

Again, 87 completed surveys were submitted from 503 working emails, a response rate of 17 percent. None of the questions received an answer from every participant. The total number of responses for each question is indicated below. It should be noted that percentages were calculated from the number of responses for each question, not from the number of surveys collected.

The survey results did not show that students graduating from journalism school are perceived as highly skilled in the job functions of the profession. Few responding television

news directors rated graduates as extremely good or moderately good at the skills in question. Responses were less favorable for graduates without broadcast degrees. Most respondents agreed to some extent that converged college newsrooms better prepare students for a job as prior research suggested. However, it does not appear that those same applicants would be preferred over ones with traditional broadcast journalism education. Further, being more qualified or having converged journalism experience does not necessarily mean a higher salary or an increased chance for a promotion or managerial position.

Demographic information was gathered before the main questionnaire to learn more about the respondents. The requests sought information about their age, years of journalism experience, race/ethnicity, and Designated Market Area (DMA).

Participants were given six ranges of years to provide details about their age. Less than 5 percent (4.65%) selected 18-25 and 12.79 percent chose 26-35. Almost a quarter (24.42%) of respondents were between the ages of 36 and 45, while nearly a third (31.40%) were between 46 and 55. About another quarter (24.42%) answered 56-65, and only 2.33 percent were 66 years old or older.

Respondents were given another six ranges to describe their number of years of journalism experience. Less than 10 percent (8.14%) had only one to five years of experience, while 5.81 percent had six to ten, 6.98 percent 11-15, and 15.12 percent 16-20 years. About one in five (19.77%) participants answered 21 to 25 and almost half (44.19%) had 26 years or more.

A little more than three-quarters (76.19%) of the participants were white. Hispanics accounted for 10.71 percent, and black or African Americans made up 7.14 percent. The remaining respondents combined for less than 10 percent with 3.57 percent answering "mixed,"

1.19 percent “other,” and another 1.19 percent who preferred not to say. No participants responded as Asian.

The 210 Designated Market Areas in the United States were divided into three categories. Almost half (44.71%) of the responses came from market size 71-140. The other two groups each accounted for a little more than quarter of the responses, with 29.41 percent coming from markets 1-70 and 25.88 percent from 141-210.

The ANOVA analysis mostly revealed that there was no statistically significant relationship between news directors as categorized above and their ratings. Demographic makeup played a minimal role in respondents’ evaluation of graduating journalism students. Only a handful of times was a significant relationship discovered.

There was a correlation between participant age and writing and copy-editing skills (both $p < 0.01$) for applicants with broadcasting degrees. The youngest (18-25) and oldest (56-65 and 66+) offered more praise in the two abilities while middle aged respondents were less impressed. Age also played a factor in ratings for new hires having to produce content ready for distribution on all platforms – broadcast, print, and digital – without supervision ($p = 0.02$). Older respondents were more certain that new hires must be able to produce such content.

News directors’ years of journalism experience connected graduates from a converged college newsroom to better skills than students from traditional broadcast programs in three categories – on-camera ($p = 0.03$), writing ($p = 0.02$), and workplace interpersonal – teamwork ($p < 0.01$). Those with the fewest years of experience (1-5) overwhelmingly agreed to some extent that these graduates are better at the three skills. No particular pattern was observed for the remaining year ranges.

The race and ethnicity of respondents also showed an association between graduates from converged newsrooms and better writing skills ($p = 0.02$) than those from conventional programs. The majority (whites, Hispanics, and blacks or African Americans) was far more decisive in labeling these graduates as better writers while the remaining minority (mixed, other, and those that preferred not to say) was not so sure.

Participants' Designated Market Area related to four of the seven skills ratings given to applicants with broadcast degrees – on-camera, copy editing, and reporting/storytelling (all $p < 0.01$) and writing ($p = 0.03$). A similar pattern was recognized among the three market groups for all the skills. The smallest stations (markets 141-210) were the most generous with their praise. The biggest stations (1-70) were next, while those in the middle (71-140) were the least generous (see Appendix).

Question 1: For applicants with broadcasting degrees, please rate their skills in terms of on-camera, video editing, writing, copy editing, reporting/storytelling, social media journalism, and workplace interpersonal – teamwork. The choices included extremely good, moderately good, slightly good, neither good nor bad, slightly bad, moderately bad, and extremely bad. Each skill received 80 responses except for copy editing, which had 79.

Only 1.25 percent of television news directors rated broadcast graduates as “extremely good” on-camera. About one in five (18.75%) said they are “moderately good.” Nearly a third (30%) responded “slightly good,” while 28.75 percent chose “neither good nor bad,” 13.75 percent “slightly bad,” and 7.5 percent “moderately bad.” No responses were collected for “extremely bad.”

Two and a half percent of respondents said this group of graduates is “extremely good” at video editing. Slightly less than a third (31.25%) said it is “moderately good,” while more than a

third (36.25%) responded “slightly good,” 13.75 percent “neither good nor bad,” 7.5 percent “slightly bad,” and 8.75 percent “moderately bad.” Again, no responses were received for “extremely bad” (see Figure 1).

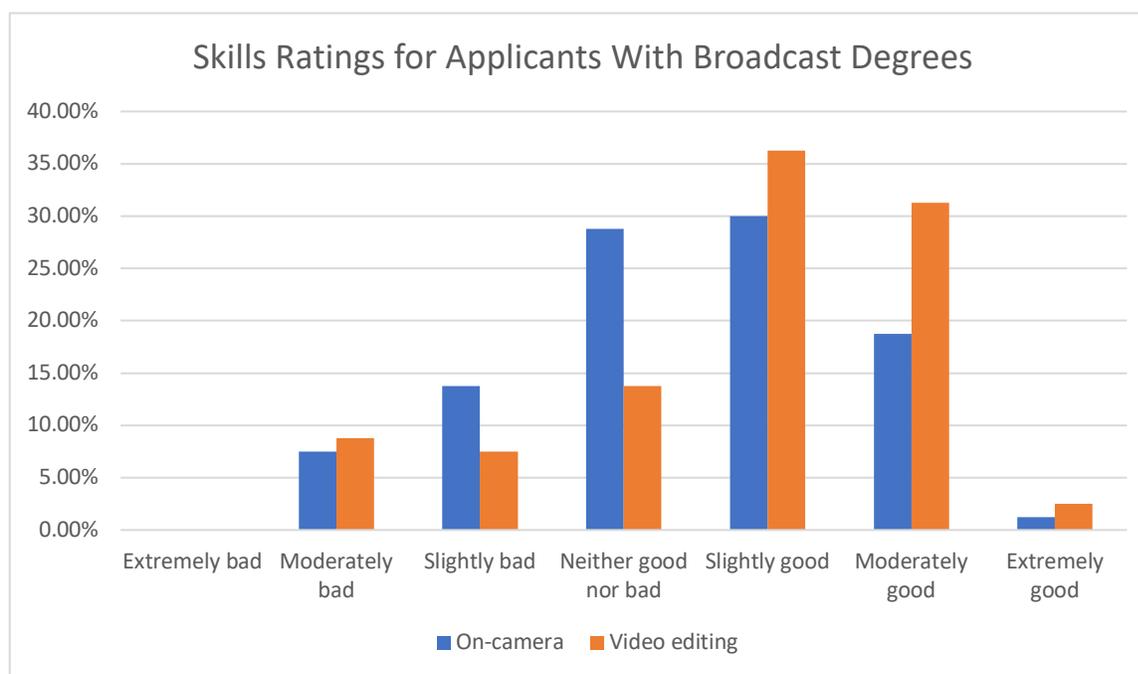


Figure 1.

Only 1.25 percent of participants said broadcast graduates are “extremely good” writers and not even 10 percent (8.75%) said they are “moderately good.” Almost one in five (18.75%) responded “slightly good” and another 8.75 percent “neither good nor bad.” About half (45%) of the responses collected were “slightly bad,” while 15 percent were “moderately bad,” and 2.5 percent “extremely bad.”

For copy editing, 1.27 percent of news directors rated applicants with broadcasting degrees “extremely good,” while 5.06 percent rated them “moderately good,” 12.66 percent “slightly good,” and 16.46 percent “neither good nor bad.” A little more than one-third (34.18%) responded “slightly bad,” while 21.52 percent said “moderately bad,” and 8.86 percent “extremely bad” (see Figure 2).

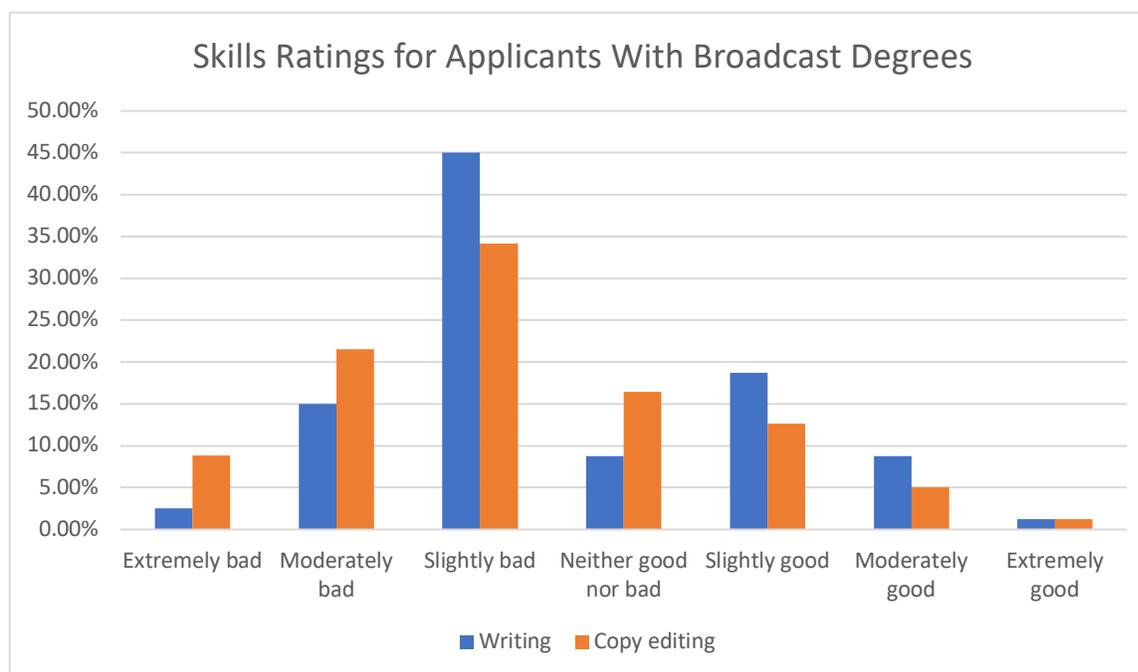


Figure 2.

Not even one news director surveyed said broadcast degree holders are “extremely good” reporters/storytellers. Instead, 16.25 percent rated them “moderately good,” 30 percent “slightly good,” and 11.25 percent “neither good nor bad.” A little more than a quarter (26.25%) said “slightly bad,” while 13.75 percent responded “moderately bad,” and 2.5 percent “extremely bad.”

Only 5 percent of respondents chose “extremely good” to describe broadcast applicants’ social media journalism skills. Almost a third (30%) picked “moderately good,” and (32.5%) “slightly good,” while 21.25 percent selected “neither good nor bad,” 7.5 percent “slightly bad,” 2.5 percent “moderately bad,” and 1.25 percent “extremely bad.”

For workplace interpersonal – teamwork skills, 8.75 percent of news directors said broadcast graduates are “extremely good,” while 22.5 percent said “moderately good” and “slightly good.” Almost one-third (31.25%) responded “neither good nor bad,” with 11.25

percent responding “slightly bad,” 1.25 percent “moderately bad,” and 2.5 percent “extremely bad” (see Figure 3).

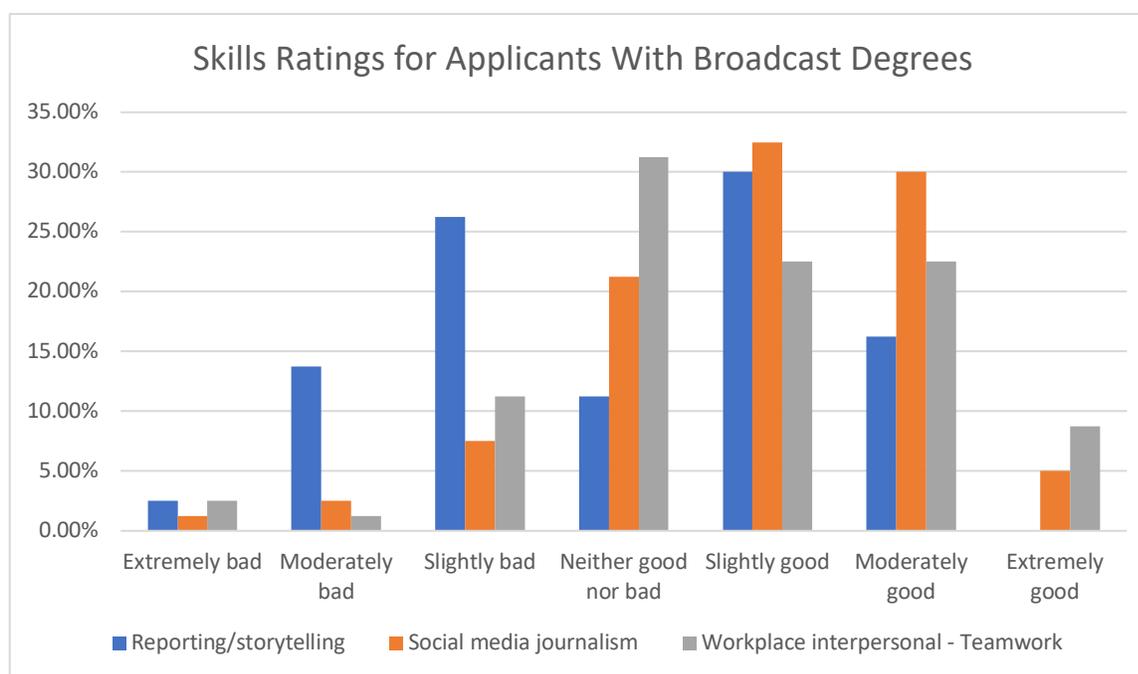


Figure 3.

Question 2: For applicants without broadcasting degrees, please rate their skills in terms of on-camera, video editing, writing, copy editing, reporting/storytelling, social media journalism, and workplace interpersonal – teamwork. The choices included extremely good, moderately good, slightly good, neither good nor bad, slightly bad, moderately bad, and extremely bad. Each skill received 77 responses except for reporting/storytelling, which had 76. Perhaps fewer responses to this question could be attributed to fewer applicants without broadcasting degrees applying for jobs in television news than those with broadcasting degrees.

No television news directors rated applicants without broadcast degrees as “extremely good” on-camera. Only 3.9 percent gave them a rating of “moderately good” and 10.39 percent “slightly good.” More than a third (38.96%) said they are “neither good nor bad,” while 20.78 percent said “slightly bad,” 19.48 percent “moderately bad,” and 6.49 percent “extremely bad.”

No ratings were received for this group once again as “extremely good” in the video editing skills category. Only 6.49 percent of respondents said non-broadcast graduates are “moderately good” video editors, and about one in five (19.48%) said they are “slightly good.” Right at one-third (33.77%) chose “neither good nor bad,” while 15.58 percent gave a rating of “slightly bad,” 16.88 percent “moderately bad,” and 7.79 percent “extremely bad” (see Figure 4).

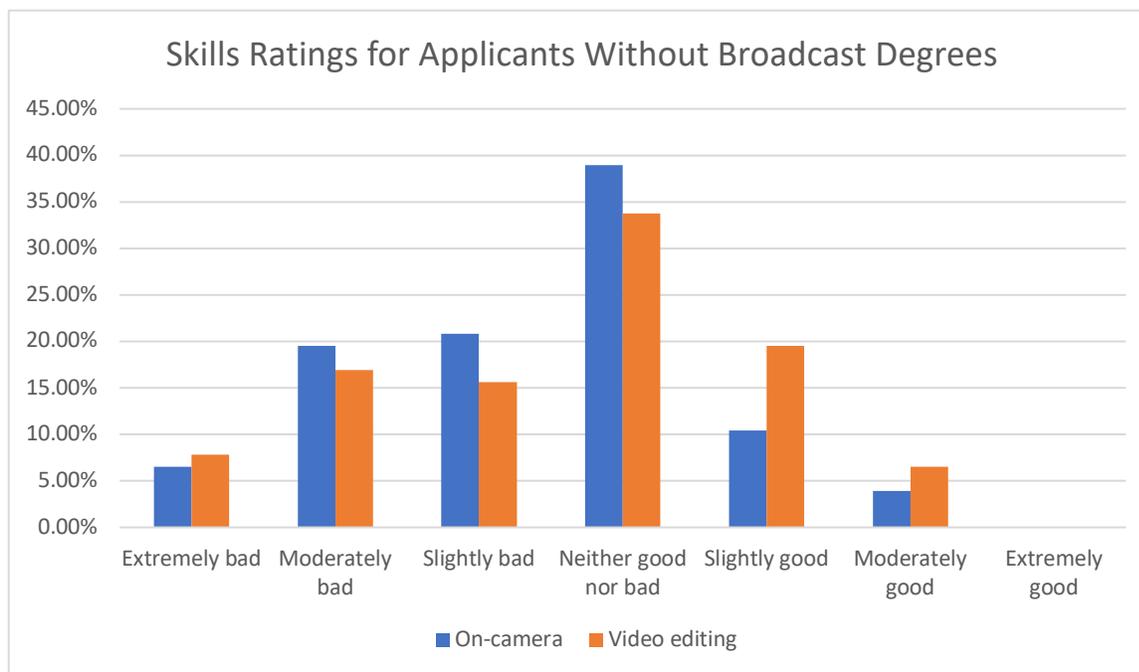


Figure 4.

Only 2.6 percent of participants said graduates without broadcast degrees are “extremely good” writers, while 3.9 percent said they are “moderately good” and 10.39 percent “slightly good.” A little more than a quarter (25.97%) responded “neither good nor bad” and 16.88 percent said “slightly bad.” Another 25.97 percent replied “moderately bad,” while the remaining 14.29 percent answered “extremely bad.”

For copy editing, 2.6 percent of news directors again rated applicants without broadcasting degrees “extremely good.” The same percentage (2.6%) of responses was collected for “moderately good,” while “slightly good” received 5.19 percent. “Neither good nor bad” was

chosen by 29.87 percent of respondents, while 15.58 percent of them chose “slightly bad,” 23.38 percent “moderately bad,” and 20.78 percent “extremely bad” (see Figure 5).

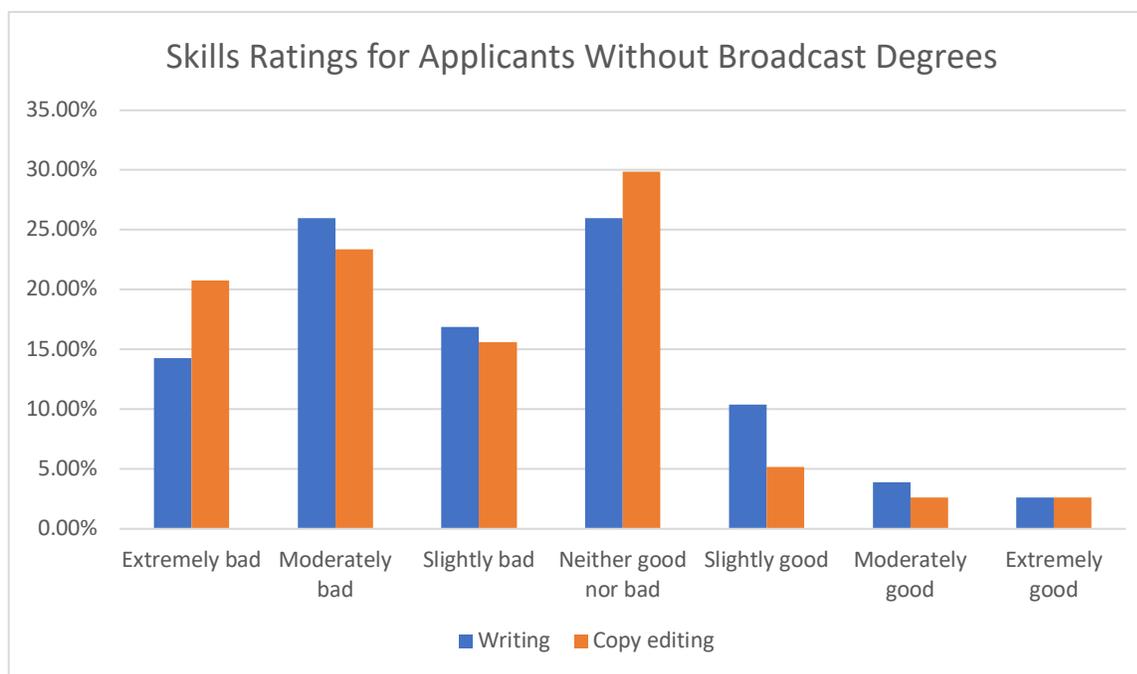


Figure 5.

A mere 2.63% of participants surveyed said graduates without a broadcast focus are “extremely good” reporters/storytellers. No participants rated them “moderately good,” and only 13.16 percent gave a rating of “slightly good.” A little more than a quarter (26.32%) chose “neither good nor bad,” while about one in five (19.74%) chose “slightly bad.” A quarter (25%) of respondents picked “moderately bad,” and another 13.16 percent picked “extremely bad.”

Only 3.9 percent of respondents chose “extremely good” to describe non-broadcast applicants’ social media journalism skills, while 12.99 percent selected “moderately good” and 14.29 percent “slightly good.” More than a third (38.96%) selected “neither good nor bad.” Another 12.99 percent chose “slightly bad,” while 10.39 percent picked “moderately bad” and 6.49 percent “extremely bad.”

For workplace interpersonal – teamwork skills, 3.9 percent of news directors said non-broadcast graduates are “extremely good,” while 15.58 percent said “moderately good” and 14.29 percent “slightly good.” Almost half (48.05%) responded “neither good nor bad,” with 10.39 percent responding “slightly bad,” and another 3.9 percent for both “moderately bad” and “extremely bad” (see Figure 6).

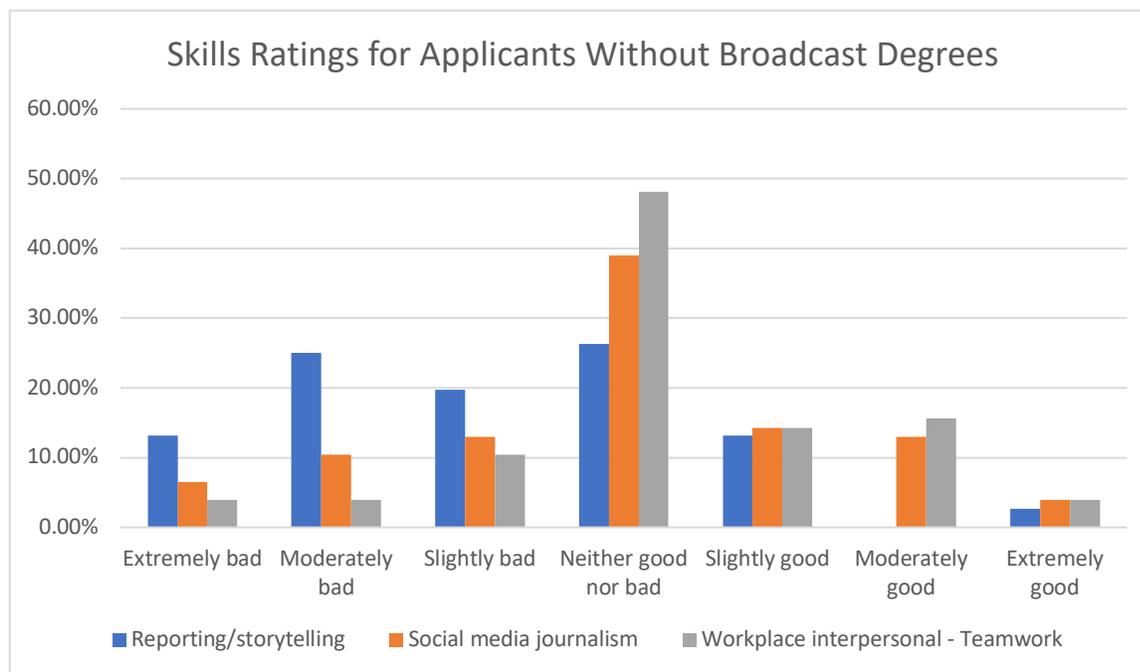


Figure 6.

Question 3: Generally, college journalism schools with converged newsrooms produce more qualified applicants. The choices included strongly agree, agree, somewhat agree, neither agree nor disagree, somewhat disagree, disagree, and strongly disagree. The question received 86 responses from 87 completed surveys.

Television news directors surveyed “strongly agree” at a rate of 12.79 percent that college journalism schools with converged newsrooms produce more qualified applicants. More than a quarter (27.91%) “agree,” and a little less than one-third (30.23%) “somewhat agree.”

Nearly one in five (18.6%) “neither agree nor disagree,” while 3.49 percent “somewhat disagree,” 5.81 percent “disagree,” and only 1.16 percent “strongly disagree” (see Figure 7).

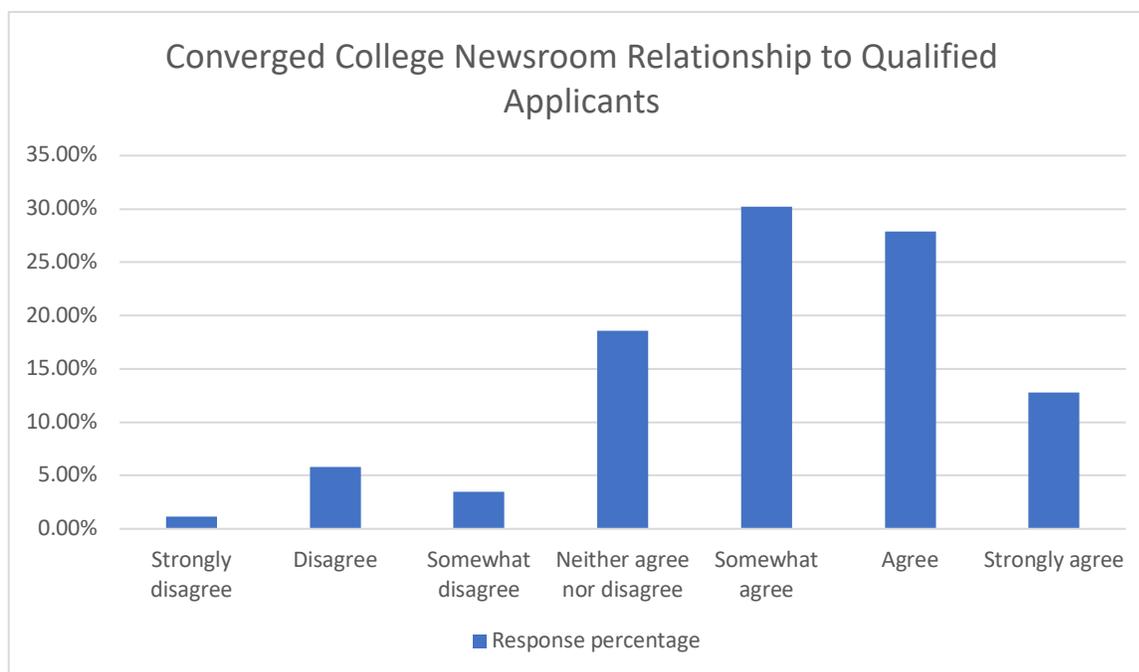


Figure 7.

Question 4: Graduates from a converged college newsroom have better skills than students from traditional broadcast programs in terms of on-camera, video editing, writing, copy editing, reporting/storytelling, social media journalism, and workplace interpersonal – teamwork. The choices included strongly agree, agree, somewhat agree, neither agree nor disagree, somewhat disagree, disagree, and strongly disagree. Video editing received 81 responses while copy editing collected 82. The remainder of the skills each received 83 answers.

Only 3.61 percent of television news directors “strongly agree” that graduates from a converged college newsroom have better on-camera skills than students from traditional broadcast programs. However, more than half agree to a lesser extent, with 16.87 percent selecting “agree” and 37.35 percent “somewhat agree.” Less than a third (28.92%) “neither agree nor disagree.” Those that disagreed to some level accounted for barely more than 10 percent of

responses combined, with 7.23 percent saying “somewhat disagree,” 4.82 percent “disagree,” and 1.2 percent “strongly disagree.”

A similar pattern was recorded for video editing. Only 2.47 percent of participants picked “strongly agree,” but, again, more than half combined to agree to some extent, with about a quarter (25.93%) choosing “agree” and one third (33.33%) “somewhat agree.” About a quarter (25.93%) also chose “neither agree nor disagree.” As before, those that disagreed at all totaled only a little more than 10 percent, with 4.94 percent selecting “somewhat agree,” 7.41 percent “disagree,” and no selections for “strongly disagree” (see Figure 8).

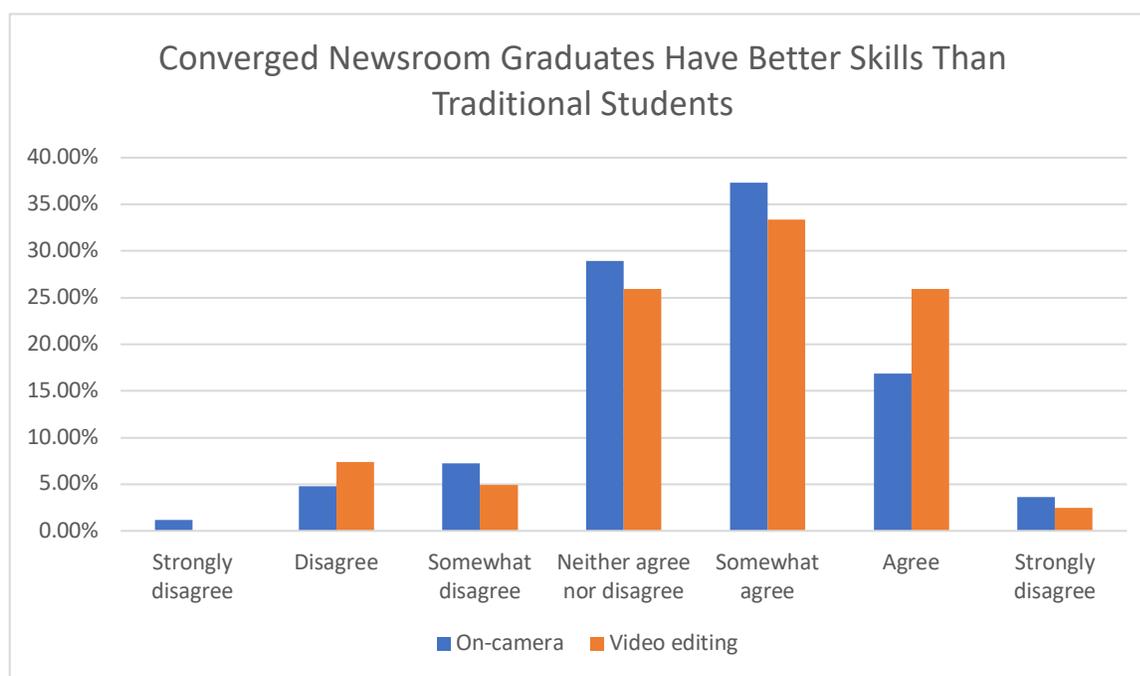


Figure 8.

For writing, 3.61 percent of respondents “strongly agree” that converged newsroom graduates are better writers than traditional students, while 15.66 percent “agree” and 38.55 percent “somewhat agree.” Again, more than half of respondents agree at some level. A little more than a quarter (26.51%) “neither agree nor disagree.” Less than 10 percent (9.64%) “somewhat disagree”, while 6.02 percent “disagree” and none “strongly disagree.”

Responses for copy editing were in line with those of writing. Only 2.44 percent chose “strongly agree,” while 13.41 percent picked “agree” and a little more than a third (34.15%) “somewhat agree.” More than a third (35.37%) also picked “neither agree nor disagree.” Television news directors “somewhat disagree” at 6.1 percent and “disagree” at 8.54 percent. No response was collected for “strongly disagree” (see Figure 9).

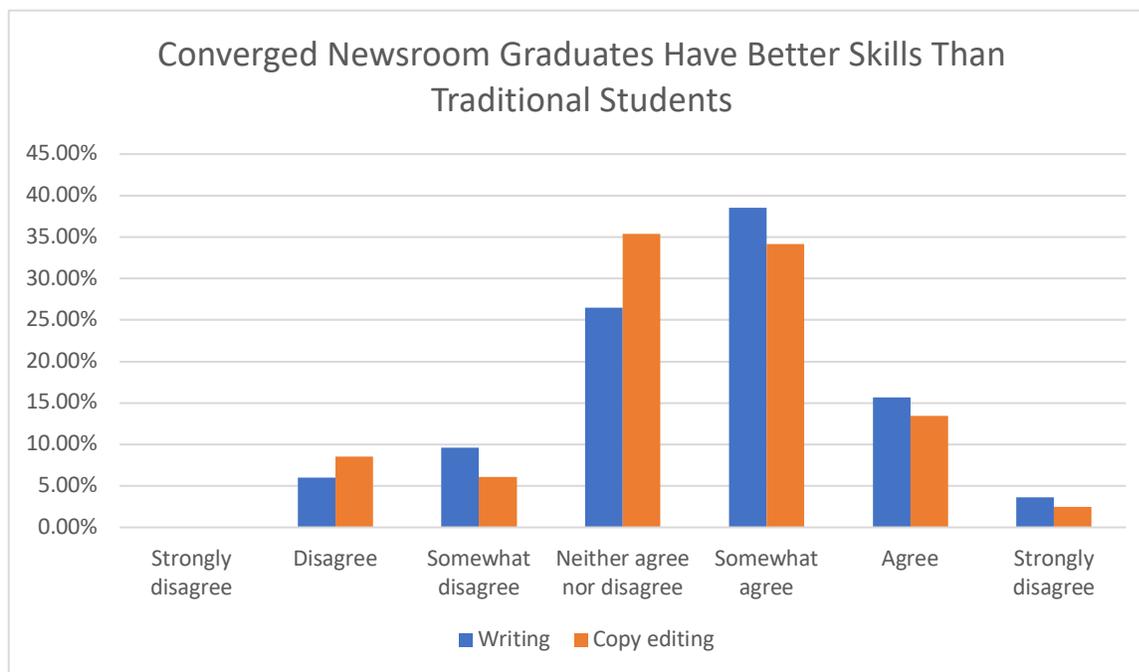


Figure 9.

Graduates of converged college newsrooms are rated as better reporters/storytellers by 4.82 percent of news directors who chose “strongly agree,” 21.69 percent “agree,” and 34.94 percent “somewhat agree.” About a quarter (25.30%) selected “neither agree nor disagree.” Those that disagreed to some extent accounted for just over 10 percent combined, with 3.61 percent choosing “somewhat disagree,” 9.64 percent “disagree,” and no selections for “strongly disagree.”

Almost two-thirds (65.06%) of participants combined to agree to some degree that converged newsroom graduates are better at social media journalism than traditional students,

with 7.23 percent responding “strongly agree,” 24.10 percent “agree,” and 33.73 percent “somewhat agree.” A little more than a quarter (26.51%) responded “neither agree nor disagree.” Participants that disagreed at any level totaled less than 10 percent of responses. Only 3.61 percent picked “somewhat disagree” and 4.82 percent “disagree.” No news director selected “strongly disagree” for the fourth skill in a row.

Only 3.61 percent of respondents said they “strongly agree” that the workplace interpersonal – teamwork skills of graduates from converged college newsrooms are better. Almost one in five (19.28%) said they “agree,” while 22.89 percent “somewhat agree.” Close to half (45.78%) “neither agree nor disagree.” Again, less than 10 percent of all responses disagreed to some extent, with 3.61 percent of television news directors saying “somewhat disagree” and “disagree.” Finally, just 1.2 percent said “strongly disagree” (see Figure 10).

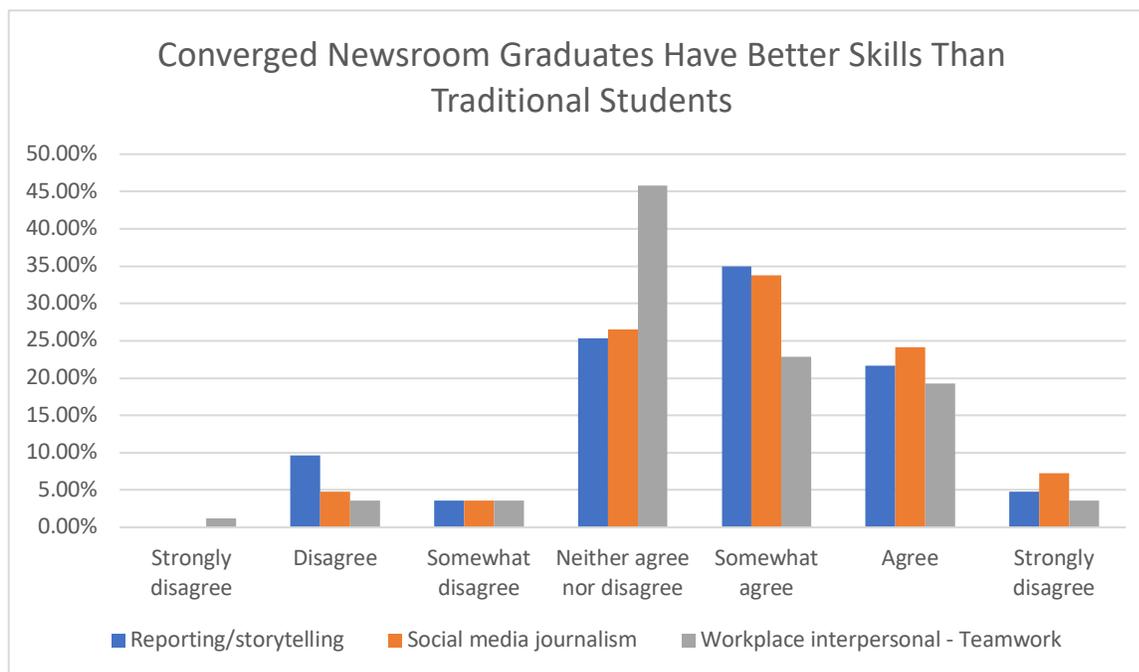


Figure 10.

Question 5: Generally, new hires must produce content ready for distribution on all platforms – broadcast print, and digital – without supervision. The choices included definitely yes, probably

yes, might or might not, probably not, and definitely not. The question received 86 responses from 87 completed surveys.

More than half (53.49%) of the responding television news directors said new hires must produce content ready for distribution on all platforms – broadcast, print, and digital – without supervision answering, “definitely yes.” Almost a quarter (24.42%) answered “probably yes,” while 13.95 percent said “might or might not.” Only 5.81 percent selected “probably not,” with the remaining 2.33 percent selecting “definitely not” (see Figure 11).

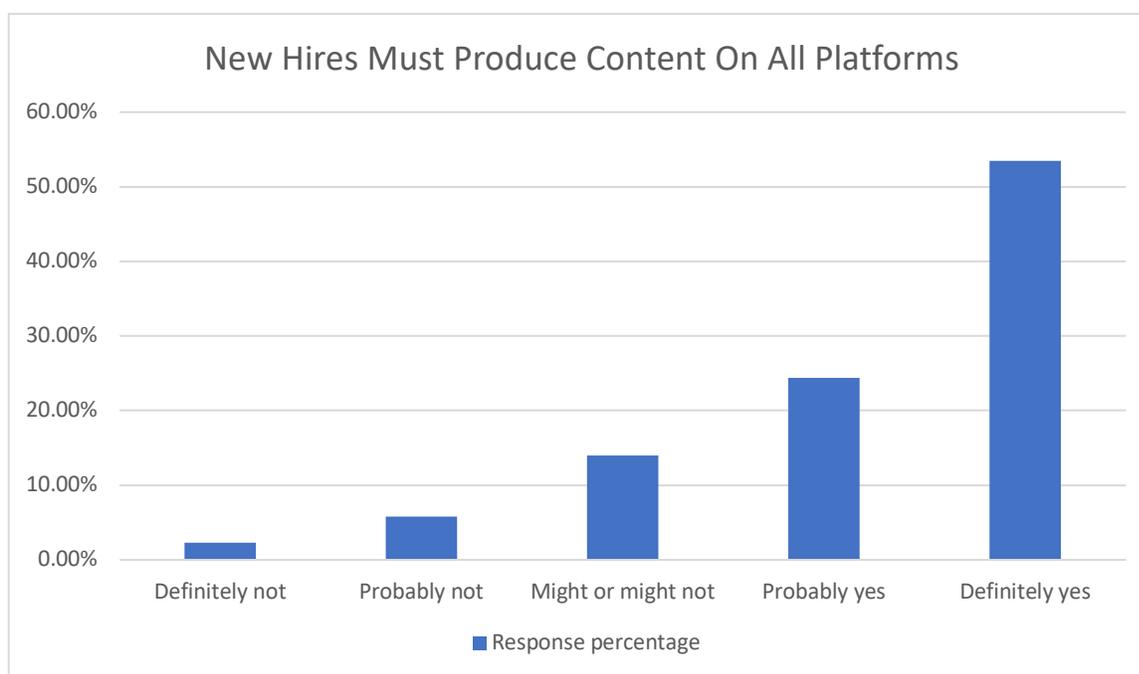


Figure 11.

Question 6: Generally, a job applicant with converged newsroom experience in college is preferred over an applicant with traditional broadcast education. The choices included definitely yes, probably yes, might or might not, probably not, and definitely not. The question received 85 responses from 87 completed surveys.

Only 10.59 percent of respondents said “definitely yes” that applicants with converged newsroom experience in college would be preferred over those with conventional broadcast

education. More than a quarter (28.24%) said “probably yes” and barely more than half (50.59%) answered “might or might not.” “Probably not” received 8.24 percent of the responses while “definitely not” collected just 2.35 percent (see Figure 12).

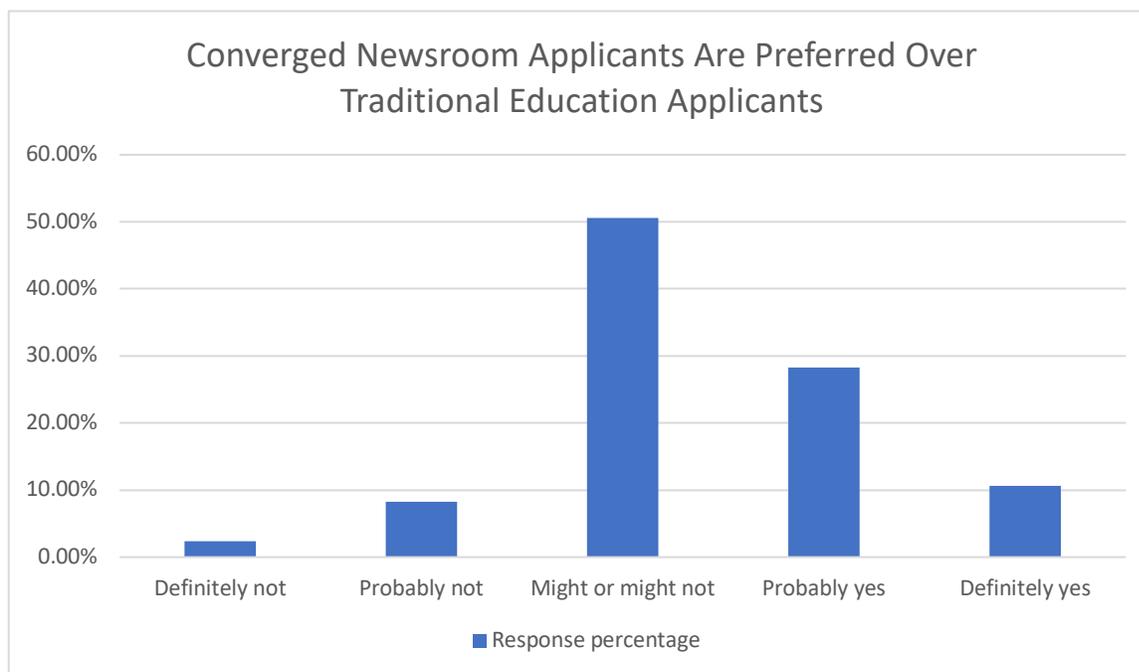


Figure 12.

Question 7: Generally, a job applicant with converged newsroom experience in college will receive a higher salary than an applicant with traditional broadcast education. The choices included definitely yes, probably yes, might or might not, probably not, and definitely not. The question received 83 responses from 87 completed surveys.

A mere 1.2 percent of television news directors answered “definitely yes” that new hires with converged newsroom experience in college will receive a higher salary than applicants with conventional broadcast education. Not even 10 percent (8.43%) said “probably yes.” A little more than a quarter (27.71%) responded “might or might not.” A little less than two-thirds (62.65%) of respondents combined for the final two choices with 40.96 percent saying “probably not” and 21.69 percent “definitely not” (see Figure 13).

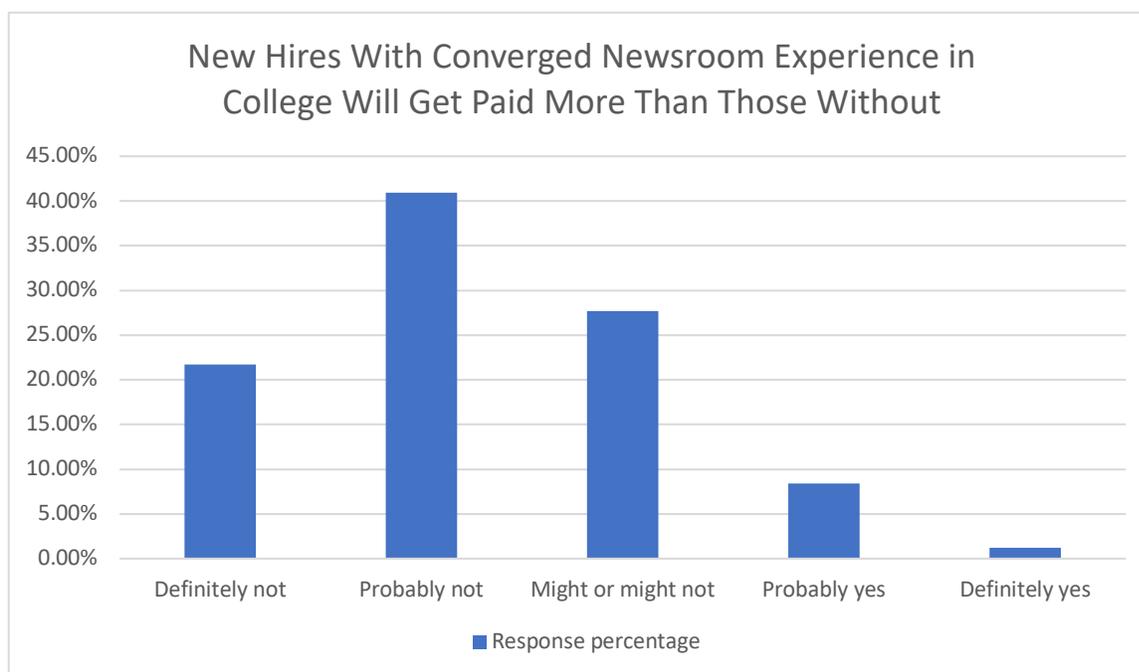


Figure 13.

Question 8: Generally, employees with converged newsroom experience in college are more likely to receive promotions or managerial opportunities than employees with traditional broadcast education. The choices included definitely yes, probably yes, might or might not, probably not, and definitely not. The question received 85 responses from 87 completed surveys.

Barely one percent (1.18%) of participants said “definitely yes” that employees with converged newsroom experience in college are more likely to receive promotions or managerial opportunities than employees with traditional broadcast education. Only 12.94 percent answered “probably yes.” More than half (55.29%) said they “might or might not.” Almost a quarter (22.35%) of news directors responded “probably not,” while the remaining 8.24 percent said “definitely not” (see Figure 14).

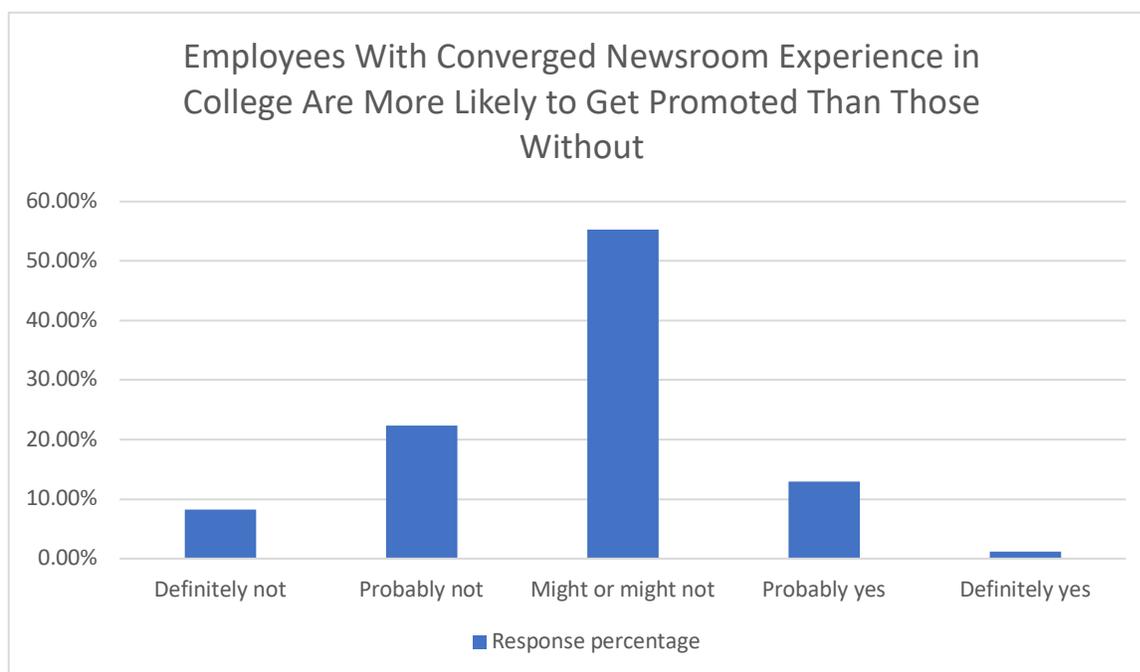


Figure 14.

Discussion and Conclusion

This study shows room for improvement in the opinions news directors hold of journalism students' abilities to perform their job duties. Very few respondents rated them as extremely good or moderately good at the skills in question. Of the 87 surveys submitted, 559 skill responses were collected for broadcast graduates. Only 2.86 percent were "extremely good" and not even one in five (18.96%) was "moderately good." Students without broadcasting degrees fared even worse. Just 2.23 percent of 538 skill responses for them were "extremely good" and only 6.5 percent were "moderately good." Including responses for "slightly good" resulted in a little less than half (47.94%) of participants who think broadcast applicants are at least somewhat good at the skills, while not even a quarter (21.19%) think so for non-broadcast applicants. More telling is the number of respondents who rated both groups poorly. Right at one-third (33.27%) said broadcast grads are bad to some extent, while almost half (44.24%) said so for non-broadcast grads. About one out of every five (18.78%) responses for broadcasting

degree holders was “neither good nor bad” and more than a third (34.57%) was such for those without broadcasting degrees (see Figure 15).

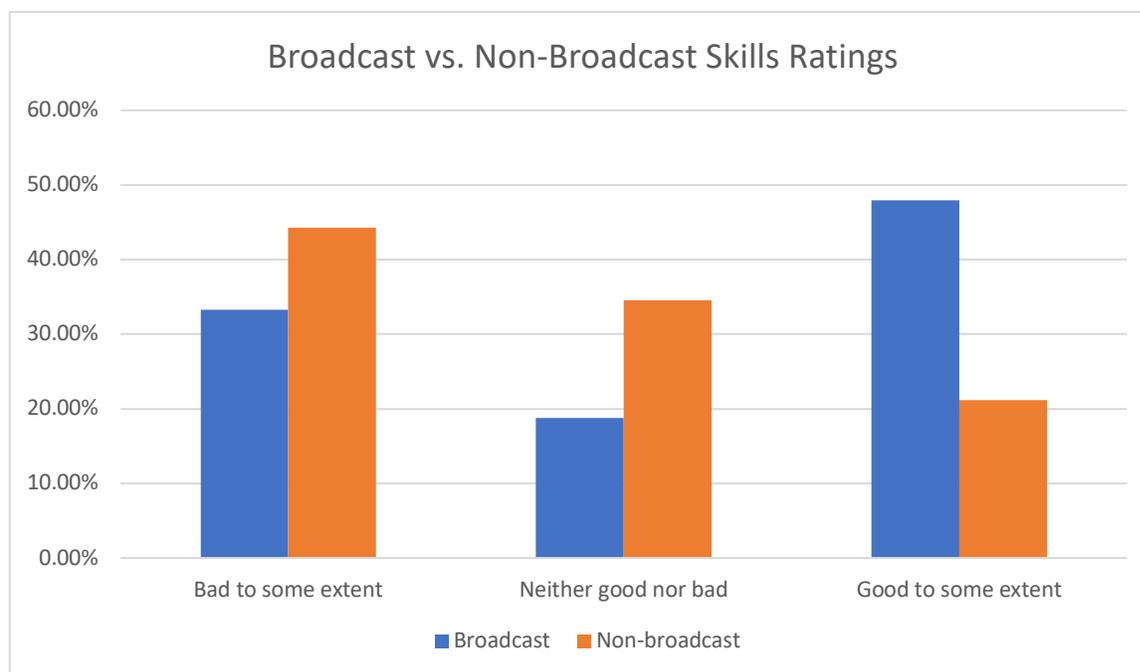


Figure 15.

The findings suggest that a broadcast degree is worth it for journalism students seeking a job in television. Although neither group was rated particularly high by news directors, applicants with broadcasting education received better marks on average for all the skills requested than those without it. Perhaps that could be attributed to fewer graduates without broadcasting degrees applying for jobs in television news. It should be noted that participants overwhelmingly responded “neither good nor bad” for non-broadcast applicants when compared to any other individual rating. Again, possibly due to less experience with applicants from that group, as those applying for TV jobs more likely have a broadcast degree.

Higher ratings for broadcast graduates, however, could be explained by social identity theory (Ferrucci & Vos, 2017). It is possible that television news directors have shown ingroup favoritism when comparing broadcast degree holders to those without broadcast degrees. This

study indicates that respondents value the skills of members within their group slightly more than those of the outgroup. Ratings for every skill surveyed were more favorable for ingroup members from broadcasting compared to outgroup members from other journalism mediums. The results point to a more positive view of applicants holding degrees related to the field for which they are applying. These findings follow similar patterns of behavior from previous work in this area (Filak, 2004). The diversity of the news directors is worth mentioning here. The participant pool was not made up of only white males from one location. Instead, it consisted of a wide range of races and ethnicities from all across the United States that share a fairly homogenous worldview. Further research is needed to determine if such group associations as described by social identity theory had a significant impact on the respondents' feedback.

The bigger question is why students, whether with or without broadcast degrees, are so poorly rated by news directors in certain skills. Writing and copy editing were two of the worst ranked abilities for both groups. More than half (51.59%) of respondents said all applicants are "slightly bad" or "moderately bad" writers and just less than half (47.43%) said so for copy editing. Despite broadcast graduates receiving a higher average score for writing, they racked up the most responses for any single rating in the category. Almost half (45%) of participants rated them "slightly bad" writers. That is an alarming figure coming from those filling job positions with what are supposed to be qualified applicants based on their education. The survey results indicate that writing and copy-editing skills deserve more attention from journalism educators.

Reporting/storytelling capabilities should also be of interest to program leaders. Ratings for these skills fell into the bottom three for both broadcast and non-broadcast degree applicants. A little less than half (42.5%) of news directors said broadcast graduates are to some degree bad reporters and storytellers. More than half (57.9%) said the same for students without a broadcast

background. These discoveries should be cause for concern about the state of journalism education at the college level, especially considering the general public's perception of the media under President Trump's administration. How can a nation perceive the next generation of journalists as good reporters if not even their bosses can do so?

As expected, broadcast applicants scored better at skills related to broadcasting – on-camera and video editing. Half (50%) of the survey participants said broadcast degree holders are good to some extent on camera, while almost three-quarters (70%) said the same for video editing. For those without broadcast degrees, almost half (46.75%) said they are at some level bad on camera, and about two in five (40.25%) responded the same for video editing. What is surprising is that as unfavorable as these ratings were for non-broadcast applicants, they still scored better on average at these skills than those they were expected to perform better in – writing and copy editing.

Both groups received some of their higher marks from news directors for social media journalism and workplace interpersonal – teamwork skills. A little more than two-thirds (67.5%) of respondents rated broadcast graduates as somewhat good at social media journalism and a little more than half (53.75%) said the same for workplace interpersonal – teamwork skills. The same ratings were not as high for non-broadcast graduates but were still the highest they received for any of the those in study. A little less than a third (31.18%) of participants rated this group good to some extent at social media journalism, while right at one-third (33.77%) answered the same for workplace interpersonal – teamwork skills. It is not shocking that these abilities were so positively rated, particularly social media journalism. Technology and digital platforms are considered native to younger generations, which could likely be linked to better performance in these two areas.

Almost three-quarters (70.93%) of responding news directors agreed to some extent that college journalism schools with converged newsrooms produce more qualified applicants than traditional programs. The results are in line with past studies that stressed the importance of such experience in getting a job after graduation. At least half of the respondents agreed to a point that graduates from converged programs have better skills than students from traditional broadcast schools. They did so for all but one of the skills surveyed – workplace interpersonal – teamwork, which was at 45.78 percent.

Since more than three quarters (77.91%) of respondents indicated that new hires must or will likely have to produce content ready for distribution on all platforms, this research would seem to suggest that graduates from converged newsrooms in college journalism school would be better trained to do so. Therefore, they would be ideal candidates for an open position. Surprisingly, though, converged education does not necessarily mean graduates with it will be preferred over those without. Interestingly, more than half (50.59%) of participants said an applicant with converged newsroom experience “might or might not” get hired over one with a conventional broadcast background. Even though 38.83 percent said “definitely yes” or “probably yes”, more research is warranted to understand why such applicants were rated more qualified but not more desired by news directors.

Students are often told from a young age to go to college, educate themselves, and get as much experience as possible so they can earn more money and move up the ladder. Unfortunately, that is not a guarantee in television news. Being more qualified does not mean higher pay and promotions or managerial opportunities. The honest truth is brutal for aspiring broadcast journalists. A staggering 90.36 percent of news directors said job applicants with converged newsroom experience in college “might or might not,” will “probably not,” or will

“definitely not” receive a higher salary than applicants with traditional education. They responded only slightly less demoralizing at 85.88 percent for the chance to receive a promotion or managerial opportunity.

As technology and news gathering, reporting, and receiving continue to change so will the education and training required of journalism students. Graduates are getting hired even if their skills are not highly rated by their future employers. Further examination is necessary to determine what curriculum changes should be made to improve the perception of job applicants’ skills by news directors. Converged college newsrooms appear to result in more positive ratings and should likely be a model to follow for programs that have not already.

The overall negative assessment of the students was somewhat surprising to the author. Further review of the survey results uncovered a flaw in its design. It lacked a baseline assessment of the news directors’ opinions of their existing staffs. Future research should also address the skills of current staff members as a reference to understand the news directors’ evaluation of the graduates. Participants should be asked how they would rate their own employees to determine how highly they assess the abilities of their veteran staff. Such information would dig deeper into what skills news directors value when filling vacant job positions.

References

- Blom, R., & Davenport, L. D. (2012). Searching for the core of journalism education: Program directors disagree on curriculum priorities. *Journalism & Mass Communication Educator*, 67(1), 70-86. doi:10.1177/1077695811428885
- Bresnahan, M. J., & Lee, C. (2011). Activating racial stereotypes on survivor: Cook Islands. *The Howard Journal of Communications*, 22(1), 64-82. doi:10.1080/10646175.2011.546746
- Burgess, J., & Hurcombe, E. (2019). Digital journalism as symptom, response, and agent of change in the platformed media environment. *Digital Journalism*, 7(3), 359-367. doi:10.1080/21670811.2018.1556313
- Charles, M., & Luce, A. (2016). US 2012 live: When the classroom becomes a newsroom. *Cambridge Journal of Education*, 46(1), 113-130. doi:10.1080/0305764X.2015.1022137
- Dupagne, M., & Garrison, B. (2006). The meaning and influence of convergence: A qualitative case study of newsroom work at the Tampa News Center. *Journalism Studies*, 7(2), 237-255. doi:10.1080/14616700500533569
- Eldridge, S. A., Hess, K., Tandoc, E. C., & Westlund, O. (2019). Navigating the scholarly terrain: Introducing the digital journalism studies compass. *Digital Journalism*, 7(3), 386-403. doi:10.1080/21670811.2019.1599724
- Feldman, B. J. (1995). Journalism career paths and experiential learning. *Journalism & Mass Communication Educator*, 50(2), 23-29. doi:10.1177/107769589505000203
- Ferrucci, P., & Vos, T. (2017). Who's in, who's out?: Constructing the identity of digital journalists. *Digital Journalism*, 5(7), 868-883. doi:10.1080/21670811.2016.1208054
- Filak, V. (2004). Cultural convergence: Intergroup bias among journalists and its impact on convergence. *Atlantic Journal of Communication*, 12(4), 216-232. doi:10.1207/s15456889ajc1204_3
- Filak, V. (2006). The impact of instructional methods on medium-based bias and convergence approval. *Journalism & Mass Communication Educator*, 61(1), 48-64. doi:10.1177/107769580606100107
- Filak, V. (2016). Cultural convergence 10 years later: A reexamination of intergroup bias among journalists in the digital media age. *Atlantic Journal of Communication*, 24(5), 302-312. doi:10.1080/15456870.2016.1237254
- Franklin, B. (2012). The future of journalism: Developments and debates. *Journalism Studies*, 13(5-6), 663-681. doi:10.1080/1461670X.2012.712301

- Gardikiotis, A. (2008). Group distinctiveness, political identification, and the third-person effect: Perceptions of a political campaign in the 2004 Greek national election. *Media Psychology, 11*(3), 331-353. doi:10.1080/15213260801994212
- Grubenmann, S., & Meckel, M. (2017). Journalists' professional identity: A resource to cope with change in the industry? *Journalism Studies, 18*(6), 732-748. doi:10.1080/1461670X.2015.1087812
- Hammond, S. C., Petersen, D., & Thomsen, S. (2000). Print, broadcast and online convergence in the newsroom. *Journalism & Mass Communication Educator, 55*(2), 16-26. doi:10.1177/107769580005500203
- Huang, E., Davison, K., Shreve, S., Davis, T., Bettendorf, E., & Nair, A. (2006). Bridging newsrooms and classrooms: Preparing the next generation of journalists for converged media. *Journalism & Mass Communication Monographs, 8*(3), 221-262. doi:10.1177/152263790600800302
- Hubbard, G. T., Crawford, E. C., & Platt, C. A. (2014). Who's really converging anyway: A survey of broadcast and print journalism student and faculty attitudes on cross-platform journalism education. *Atlantic Journal of Communication, 22*(2), 93-110. doi:10.1080/15456870.2014.890100
- Hubbard, G. T., Kang, J., & Crawford, E. C. (2016). Crossing cross-platform: Comparing skills preferences and convergence attitudes in strategic communication and news disciplines. *Journalism & Mass Communication Educator, 71*(4), 453-469. doi:10.1177/1077695815598865
- Linville, P. W., & Fischer, G. W. (1993). Exemplar and abstraction models of perceived group variability and stereotypicality. *Social Cognition, 11*(1), 92-125. doi:10.1521/soco.1993.11.1.92
- Pardue, M. J. (2004). Most business editors find news reporters unprepared. *Newspaper Research Journal, 25*(3), 66-76. doi:10.1177/073953290402500306
- Pardue, M. J. (2013). Most business editors find journalism graduates still unprepared. *Journalism & Mass Communication Educator, 69*(1), 49-60. doi:10.1177/1077695813506989
- Pavlik, J. V. (2013). A vision for transformative leadership: Rethinking journalism and mass communication education for the twenty-first century. *Journalism & Mass Communication Educator, 68*(3), 211-221. doi:10.1177/1077695813499561
- Ross, A. A. (2017). "If nobody gives a shit, is it really news?": Changing standards of news production in a learning newsroom. *Digital Journalism, 5*(1), 82-99. doi:10.1080/21670811.2016.1155965

- Sarachan, J. (2011). The path already taken: Technological and pedagogical practices in convergence education. *Journalism & Mass Communication Educator*, 66(2), 160-174. doi:10.1177/107769581106600204
- Tanner, A., Forde, K. R., Besley, J. C., & Weir, T. (2012). Broadcast journalism education and the capstone experience. *Journalism & Mass Communication Educator*, 67(3), 219-233. doi:10.1177/1077695812444097

Appendix

DMA

D-4: Designated Market Area (DMA):

	71-	141-
Total	1-70	210

For applicants with broadcasting degrees, please rate their skills in terms of:	Average (On-Camera)	4.42	4.50	3.97	5.10
	Average (Video Editing)	4.81	4.50	4.78	5.19
	Average (Writing)	3.58	3.82	3.14	4.10
	Average (Copy Editing)	3.23	3.45	2.71	3.86
	Average (Reporting/Storytelling)	4.00	4.23	3.47	4.67
	Average (Social Media Journalism)	4.90	4.91	4.78	5.10
	Average (Workplace Interpersonal - Teamwork)	4.71	4.41	4.67	5.10
	Overall Stat Test of Averages (On-Camera)	0.0017703076712187737			
	Overall Stat Test of Averages (Video Editing)	0.2824950883825259			
	Overall Stat Test of Averages (Writing)	0.03215269733358628			
	Overall Stat Test of Averages (Copy Editing)	0.0045012321710269365			
	Overall Stat Test of Averages (Reporting/Storytelling)	0.008621242236904747			
	Overall Stat Test of Averages (Social Media Journalism)	0.48141993615682566			
	Overall Stat Test of Averages (Workplace Interpersonal - Teamwork)	0.16001509134418568			