



## ASSESSMENT OF LEARNING OUTCOMES

### HIGHLIGHTS

- The School assesses undergraduate student learning through three direct measures: assessment exam of graduating seniors, aggregate analysis of internships and assessment modules for core classes. It also measures assessment through three indirect measures: survey of graduating seniors, student awards across the curriculum and an employment survey of recent graduates.
- The teaching of our core courses has been sharpened by our assessment measures. In particular, the teaching of JOMC 153, “Writing and Reporting,” now places a heavier emphasis on story organization and fact-gathering due to our assessment evaluations of what students have learned in that course.
- Significant student achievements nationally include winning the overall Hearst championship (the most points won by a school) in 2010 and 2011 and placing in the top five every year in the overall school category during the time period of this self-study. Another example of student achievement is a student-produced documentary – “100 Gallons” – that was an Emmy finalist.
- The M.A. program assesses student learning through two direct measures and three indirect measures. A task force has been working for the past two years to sharpen our professional M.A. program.

Above: Dean King poses with the School's outstanding graduates at spring commencement in 2014. (Pictured left to right: Amelia Nitz, Chelsey Dulaney, Kevin Uhrmacher, Karly Brooks, Landon Dowdy, Dean Susan King, Jacqueline Borrett, Lisa Barnard, John Zhu.)



## Introduction

Assessment became a special focus of attention for the School following the 2009 accreditation process when Standard 9 was found out of compliance, the first time the School had ever received an out-of-compliance on any standard.

Leadership in the School explored how better to assess learning outcomes and to create a dynamic learning loop that could constantly improve the curriculum.

A **new senior survey** was established for the class of 2011 and was implemented in fall 2011, six months after the class was graduated. The survey was designed to systematically gather information each year on students' attitudes about their education. The survey focused on students' thoughts about curriculum – its strengths and weaknesses – and on their perceptions about their readiness to enter the workplace.

The School also focused attention on **two of its core courses** required for all students regardless of their specialization: JOMC 340, "Introduction to Media Law," and JOMC 153, "News Writing" (now "Writing and Reporting".)

Poor grades and low understanding of certain concepts by some, but not a majority, of students was an indicator to media law professors that JOMC 340, the introductory law course, needed to be changed. Faculty members concluded that students needed context for the concepts explored in the course. Since 2009, the media law faculty members have continued to monitor grades and analyze student surveys to refine the course further so that students can successfully master certain key concepts critical in today's challenging media world.

Faculty leaders began making changes to JOMC 153, called "News Writing" for many years, to focus on the digital challenges that online writing demands. The first step was to expand the syllabus to include elements of clear and accurate writing into the online experience.

Next the JOMC 153 committee created an outside professional advisers committee that could help shape the course and ensure cutting-edge professional education for our students. The course is still undergoing revisions

that expand its skill base and has been given a new name to reflect the importance of its skills training: "Writing and Reporting." The changes in JOMC 153 that were stimulated by the assessment are outlined in full later in this Standard.

When Dean Jean Folkerts announced in fall 2010 that she would be retiring at the end of the academic year, **Senior Associate Dean Dulcie Straughan** assumed the leadership of the School's assessment program. She created a faculty committee that represented all the sequences. The committee began meeting to map out how best to create both direct and indirect indicators that could systematically focus attention on curricular improvements. During this time, the JOMC 153 assessment rubric was created. This rubric can be found on page 7 of this Standard.

It was decided that an **assessment exam of graduating seniors** would offer metrics to better understand student outcomes and competencies. This senior assessment exam was different from the School's previous senior survey. The new exam was given for the first time to seniors in spring 2013. A copy can be found in the materials at the end of this Standard (Supplemental 9-B.)

The timing was fortuitous since the School had also decided to offer a **new large course that would attract first- and second-year UNC-CH students**. The course, JOMC 101, "The Media Revolution: From Gutenberg to Zuckerberg," attracted almost 300 students the first semester it was taught. That course offered the School a chance to gauge an incoming university class's baseline knowledge of key media concepts against graduates' knowledge assessed in the new senior final assessment exam.

The assessment committee decided to give the same academic assessment exam to JOMC 101 students. The results would offer a baseline for what college students know about media, journalism, ethics, advertising, public relations and First Amendment rights when they first arrived at the university, before they chose a major. That baseline information now can be assessed against the outcomes of the same exam taken by the recent graduates.

The assessment committee was folded into the School's overall curriculum committee in fall 2014. The curriculum committee was focused on a bold rewriting of

the curriculum to integrate more effectively the changing media environment with the School's fundamental values of good journalism and good communication. **Senior Associate Dean of Undergraduate Studies Chris Roush** leads the curriculum committee. It is made up of sequence leaders who have been working with Roush to strengthen and revitalize the whole undergraduate curriculum.

**The assessment exam produces first-year knowledge vs. graduate-outcome data and is a rich information trove that the curriculum committee is mining as it tweaks and rewrites the curriculum.** Roush has taken the lead on assessment with sequence heads so that the learning loop is creating a direct infusion of information, nuance and data to undertake the best curricular changes that we can make.

The School's assessment plan is at the end of this Standard (Supplemental 9-A.)

## **1. Provide the unit's definition of goals for learning that students must achieve. If this definition is incorporated into the plan for assessment, a page reference will suffice.**

The School aims to produce students who are proficient in a variety of areas. We want our students to master the basic concepts surrounding media writing and persuasion as well as understand the theories and concepts of media law and ethics.

The goals for learning at the School are the professional values and competencies set forth by the Accrediting Council on Education in Journalism and Mass Communications:

- Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances.
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.
- Demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass

communications.

- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.
- Understand concepts and apply theories in the use and presentation of images and information.
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.
- Think critically, creatively and independently.
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work.
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.
- Apply basic numerical and statistical concepts.
- Apply tools and technologies appropriate for the communications professions in which they work.
- Contribute to knowledge appropriate to the communications professions in which they work. (master's students only.)

These goals guide how we assess student learning. This is explained below in item 3 of this Standard.

## 2. Describe the involvement of journalism and mass communication professionals, including alumni, in the assessment process.

Professionals, including alumni, are actively engaged with the School and offer invaluable perspectives to students when assessing their work and performance across the communication disciplines. Professionals assist with assessment during the semester. They visit classes to interact with students and provide feedback on projects and other work, which allows for mid-course corrections and helps identify areas that need further attention. At the end of the semester professionals help evaluate final projects. Professional assessment is factored into student grades by the instructor. In addition, professional assessment has been used to help refine and improve our curricula.

Professionals' expertise have strengthened the emphasis on certain aspects of course content for JOMC 153, "Writing and Reporting," for example. There is a longer explanation about how we assessed JOMC 153 later in this Standard on page 6.

Here are some specific examples of professional and alumni involvement in the assessment process:

### Campaigns and Other Experiential Learning

Students work with professionals as their clients in a number of courses. In addition to providing students with direction and feedback throughout the courses, these professionals play critical roles in assessing student performance and the final work products of student teams.

**JOMC 232, "Public Relations Writing."** Students in this course have worked with more than 50 nonprofit organizations since the last accreditation team visit. They write press releases and other material for these clients who review the strategies and PR products.

**JOMC 333, "Video Communication for Public Relations and Advertising."** In this course, students work with several clients on diverse video projects. Clients review the final pieces and provide their feedback to the instructors, who then relay comments to the students in class and discuss them in light of project goals, target audience and budget-time constraints.

**JOMC 376, "Sports Marketing and Advertising."** This class works each semester with a client that is a major

sports organization. Clients and other professional guests provide input and feedback to students at several points throughout the semester.

**JOMC 434, "Public Relations Campaigns."** Clients in all sections of this capstone course formally evaluate students for at least three campaign components over the course of the semester: research reports, final presentations and a written plan. Some faculty members teaching this course use a formal client-evaluation form; others enable clients to provide verbal feedback directly to students.

**JOMC 552, "Leadership in a Time of Change."** This course is equally divided between classwork and a field assignment with a client that is typically a community newspaper or consulting firm. The grading on the field assignment includes the client's assessment of a student's work, provided in the form of verbal feedback from at least two people, such as the publisher and editor, or advertising director and general manager.

**JOMC 671, "Social Marketing Campaigns."** This course works with clients from the public health sector who come to class three times during the semester. First they present an overview of the public health challenge and answer questions from students. Next, they attend a strategy presentation, where student teams present the results of their formative research and what they plan for interventions. Last, they attend the final presentation. Clients provide verbal comments during the final session, which the instructor collects and incorporates into a feedback rubric.

**JOMC 690, "Advanced Advertising Campaigns."** Students in this course enter their campaign in the American Advertising Federation's National Student Advertising Competition. The campaigns (a written plan plus a 20-minute live presentation) are judged by professionals at the district level, with the district winners advancing to the semifinals. In the semifinals, a second panel of professionals evaluates the campaigns; winners advance to the national finals, where they are judged a third time.

### Critiquing Student Work

Students who are producing broadcast, audio, print and multimedia projects, and public relations-advertising campaigns as part of their coursework and extracurricular activities frequently have the opportunity for their work to be reviewed and critiqued by professionals in these fields. A few examples follow:

**JOMC 422, "Producing Television News."** This class produces the School's "Carolina Week" TV news program.

Each semester broadcast professionals spend a day with the team of this student newscast, assisting with its production and being part of the critique following the newscast. They provide a real-world assessment of what the team is doing well and how it might improve. Professional critiques are provided to individuals as well as to the group.

**JOMC 252, “Audio Journalism,” and JOMC 561, “Medical and Science Video Storytelling.”** Both classes use professionals to critique student work and present examples of professional work from their organizations.

**JOMC 434, “Public Relations Campaigns.”** Student public relations materials – press releases, fact sheets, public service announcements, social media campaigns – are critiqued by professionals, and often the materials and ideas are used by their organizations.

**JOMC 452, “Business Reporting.”** All students participate in a mock news conference competition against a Kenan-Flagler Business School class. The mock news conference is judged by public relations and journalism professionals, and the mock news conference counts as 10 percent of the student’s grade in the course.

## Improving Curricula

Faculty members also seek professional perspectives as they refine and update the School’s curriculum. A recent example illustrates how professionals have helped assess and refine a core course:

**JOMC 153, “Writing and Reporting.”** A panel of three professionals evaluated a random selection of student stories written across all sections of this class for the first time in spring 2014. Instructors were asked to pick two student papers at random from each of their sections in the second or third week of class and submit them to the faculty coordinator. After removing all identifying information, the faculty coordinator submitted 26 stories to the review panel, which met together and assessed the stories using a standard rubric. Again, that rubric can be found on page 7 of this Standard.

Instructors were then asked to submit a second round of student stories written in the last three weeks of the semester using the same process. The goal was to see how the students were doing by the end of the semester and where more attention needed to be paid in future semesters, for example, on leads, quotes, etc. The reviewers were a local daily newspaper editor, a former reporter who is now communications director of an association, and a former sports reporter who is now a university information officer.

**3. Describe the collection and reporting of data from both direct and indirect assessment measures and how the unit used its analysis of the data to improve curriculum, instruction, etc. Provide copies of any end-of-year assessment reports. Provide a written assessment plan for the master’s program. Provide any end-of-year assessment reports. If there are multiple reports from the six-year period, summarize the findings and make the reports available in the appendices or in the workroom.**

## DIRECT MEASURE 1

Since the last accreditation visit, the School launched an **assessment exam for graduating seniors** in spring 2013. The questions for the exam were developed by our faculty members, who are experts in a variety of areas that ACEJMC deems important that students learn, such as law, ethics, history and major mass communication concepts.

The questions also mirror the ACEJMC core values and competencies, which the School uses to determine actions to be taken to improve the curriculum.

The School’s assessment exam was distributed to graduating seniors using Qualtrics. The exam began with questions from the three core classes that every School student must take, and then it asked the students what specialization – advertising, public relations, broadcasting, reporting or visual communication – they had studied. Once they answered that question, the students were given assessment questions pertaining to their specialization.

**The assessment exam and learning outcomes from that assessment are provided at the end of this Standard (Supplemental 9-B.)** The answers in bold denote the correct learning outcome for each question. The percentage of correct and incorrect responses show the School faculty members where improved teaching is needed. We distribute these results to our faculty members at the beginning of the academic year and collect feedback from them on how they are changing their courses as a result. This feedback is collected by the senior associate dean of undergraduate studies through email and in conversations with faculty members.

The same assessment exam was also distributed in fall 2013 to the nearly 300 first- and second-year students enrolled in JOMC 101, “Media Revolution: From Gutenberg to Zuckerberg.” This allowed the School’s administration to compare results with those from the seniors to determine what students have, and have not, learned. The responses of first-year students are in blue.

The School’s assessment exam has now been administered to the last two senior classes and the last two freshman classes. A comparison of these two exams has been instructive for those focused on the assessment question. Below we outline some specific actions that were taken to improve specific courses in our curriculum based on the exam data.

### **Analysis of Assessment-Exam for Graduating Seniors and Actions Taken**

Based on results of the School’s assessment exam for graduating seniors, the following actions have been taken related to each of the ACEJMC core values and competencies:

1. *Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances.*

**Action taken:** Improved training modules on prior restraint, the “marketplace of ideas” metaphor, and actual malice for public officials in JOMC 340, “Introduction to Media Law,” classes.

2. *Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.*

**Action taken:** Emphasized teaching modules for 19<sup>th</sup> century partisan press, entry points for women in early newspapers and muckrakers in history courses.

3. *Demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.*

**Action taken:** Emphasized ethnic newspapers as an advocacy press, the threatening- issue-development phase of media and the Kerner Commission Report in our ethnic and diversity courses.

4. *Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.*

**Action taken:** A course called “International Advertising” was added to the curriculum for the fall 2014 semester. In addition, “Sexual Minorities and the Media,” was brought back into the curriculum and will be taught in the fall 2015 semester.

5. *Understand concepts and apply theories in the use and presentation of images and information.*

**Action taken:** Improved the teaching of topics such as the goals of advertising campaigns, creative briefs, cutaway shots in television, and the framing practice by the media in various courses.

6. *Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.*

**Action taken:** Two of the 10 questions on the assessment exam for graduating seniors were on media codes of ethics and received the correct response only slightly more than half the time. An ethics course assessment of students’ use of a three-step decision-making model revealed that they were omitting a portion of the second step in their analysis. To help ensure they did not omit a crucial element of the model, the instructor now breaks the model down into four steps. The students’ use and understanding of the model has improved as a result, and their decisions better reflect the course objective, “integrate ethical foundations and apply those ideas to professional situations.”

7. *Think critically, creatively and independently.*

**Action taken:** Although student group projects have considerable value and are important in a number of courses, we advocated for somewhat fewer group projects in our overall curriculum in order to improve our students’ abilities to think creatively and independently instead of relying on the collective knowledge of their peers. While the assessment exam for graduating seniors has high scores with these questions, we believe we can always do better.

8. *Conduct research and evaluate information by methods appropriate to the communications professions in which they work.*

**Action taken:** We are improving our education on gathering and presenting information. One change was with JOMC 153, “Newswriting,” which in fall 2013 was changed to “Writing and Reporting,” to incorporate more research and evaluation of information.

9. *Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.*

**Action taken:** We are working with our faculty members and adjuncts to ensure that the teaching modules for JOMC 153, “Writing and Reporting,” are uniform across all sections every semester. In fall 2012 modules on media law basics and information-gathering produced by News U were added to the overall handout in JOMC 153 to ensure students received the same information. We need to improve our student education in punctuation, capitalization and proper word usage. The News U modules are also being utilized in JOMC 232, “Public Relations Writing.”

10. *Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.*

**Action taken:** We have added a 1-credit grammar course to the curriculum that aims to improve student outcomes on the School’s grammar-and-word-usage exam.

11. *Apply basic numerical and statistical concepts.*

**Action taken:** We have improved instruction for photography students on how to calculate equivalent exposure. We have also added media business courses such as “Digital Media Economics” and “Digital Advertising” that incorporate data and analytics in evaluating media.

12. *Apply tools and technologies appropriate for the communications professions in which they work.*

**Action taken:** We have updated teaching modules on topics such as responsive design, programming instructions for web-based software applications, XML and equivalent exposures. We are also proposing a joint major with the computer science department on the campus. We are also offering well-attended workshops on coding as we assess demand for new courses around coding and hacking.

## DIRECT MEASURE 2

An internship is a form of experiential education that extends the classroom beyond the walls of the university. The School does not require students to have an internship, but it does strongly encourage students to complete an internship.

Most of the internships that our students complete are arranged with the assistance of our career services director, **Jay Eubank**. Some students elect to receive academic credit for their internships. The course, JOMC 393,

is 1 credit, and a student may take it up to three times. The grade is Pass or Fail. It is offered in fall, spring and summer. In the fall and spring, students work at least eight hours a week. In the summer, they work at least 20 hours a week. Some students receive pay; others do not.

Eubank sends a survey at the end of each term to internship coordinators, and those data are collected and evaluated as an **aggregate analysis of internships**. Results from our most-recent internship evaluations for spring 2014 are included at the end of this Standard (Supplemental 9-C.) The spring 2014 results are similar to previous terms as to comments and scores. They are quite positive.

As a result of these evaluations, the following action was taken:

**Action taken:** Beginning in fall 2014, there will be a mandatory meeting of all students who enroll in JOMC 393 to emphasize workplace expectations such as being enthusiastic and engaged and to communicate well with supervisors. Employers will also be encouraged to be forthcoming earlier if there are any deficiencies with interns.

Overall, we believe the internship program is working well. Students rate internships quite highly, and the evaluations by internship supervisors are quite positive.

## DIRECT MEASURE 3

This measure examines outcomes by **assessing modules for two core classes:** JOMC 153, “Writing and Reporting,” and JOMC 340, “Introduction to Media Law.” All School students are required to take these two courses, so we feel that it is a valid assessment measure. **Assessing the work in JOMC 153** began shortly after our 2009 accreditation visit.

In JOMC 153, students are assessed at the beginning of the semester and at the end of the semester based on the rubric on the following page. They are evaluated on their competency to demonstrate written communication skills through the ability to write and edit a news story for a professional news outlet regardless of medium. Four is the top grade, down to zero:



## JOMC 153 Assessment Rubric

| 4   | 3   | 2   | 1   | 0  |
|---|---|---|---|--|
| No grammatical errors                                   | No grammatical errors                                   | Some grammatical errors                                 | Major grammatical errors                                    | Major grammatical errors                     |
| Lead is interesting and grabs readers attention         | Lead is interesting and grabs readers attention         | Lead is interesting and grabs readers attention         | Lead is buried  | Lead is buried; story has fact error         |
| Proper usage of quotes that help tell the story         | Proper usage of quotes that help tell the story         | Quotes repeat what writer has written                   | Quotes in story do not help tell the story                  | No quotes, or poorly used quotes             |
| Punctuation is correct                                  | One or two punctuation issues                           | Punctuation errors                                      | Punctuation errors  | Multiple punctuation errors                  |
| Structure of story flows well and keeps readers engaged | Structure of story flows well and keeps readers engaged | Structure of story flows well and keeps readers engaged | Story structure is disjointed and takes reader on wild ride | Story does not flow at all; No nut paragraph |

### Methodology

In the beginning of a semester, faculty members are asked to select assignments from their own students and assess the papers using the criteria above. Faculty members evaluate their own students so they can see first-hand where students are weakest near the end of the semester (most of these faculty members teach the course regularly.) The review also shows where the course syllabus might need to be strengthened going forward. In spring 2013, faculty members not teaching the course reviewed a sample of stories at the end of the semester and applied the same rubric.

Here are the results from fall 2012 with the scores and the number of students making each score:

| October<br>(155 papers assessed) |    | November/December<br>(150 papers assessed) |    |
|----------------------------------|----|--|----|
| 4                                | 10 | 4  | 42 |
| 3                                | 34 | 3  | 49 |
| 2                                | 59 | 2  | 38 |
| 1                                | 35 | 1  | 21 |
| 0                                | 17 | 0  | 0  |

Faculty members noted that students had shown improvement in AP style, lead structure and story completeness. Grammar and usage errors were significantly reduced but not eliminated. Students also had improved in their use of sources and appropriate attribution.

The faculty assessment showed the need to continue to stress grammar, punctuation and spelling, as the School has always tried to do. Years ago a spelling-grammar exam was created in the School, and all students had to pass it to be graduated. It remains a requirement for graduation today. It is now called the **grammar-and-word-usage exam**. For years, the exam was administered in JOMC 153. It was moved out of that course in fall 2013 and is now given separately. But JOMC 153 instructors, of course, still take off points for lack of that knowledge on student papers and stress basic rules in class. The fact that a large number of students still had issues with newswriting skills after six weeks of classes (when the first assessment was done and when one-third of the students scored 0 or 1) made clear to instructors that they needed to use exercises to test students' skills of organization and structure even more, and earlier in the course. That needed to be done at the same time that instructors were focusing on AP style and news judgment. Instructors tended to work longer on leads before moving into story structure. The end-of-the-course assessment showed improvement, but a good number of students still had not grasped newswriting concepts and skills effectively enough.

The assessment data collected from JOMC 153 have led to changes in how the course is being taught. For example, the course now includes more on writing for social media and more on how writing formats and styles are applicable across all forms of mass communication. The course also now emphasizes more instruction in fact-gathering.

As a follow-up to the assessment in fall 2012, when instructors used the above rubric to evaluate their own papers, a panel of three faculty members who had taught JOMC 153 previously but who had not taught in several years reviewed in spring 2013 student papers selected randomly by instructors across 13 sections of the course. A selection of papers written by students during the last three weeks of classes was used; the papers covered different topics, such as news conferences and speeches.

The resulting scores, using the numbered rubric described above, can be found on the following table:

## JOMC 153 Follow-up Assessment

|                    | 4 | 3 | 2 | 1 | 0  |
|--------------------|---|---|---|---|----|
| <b>Professor A</b> | 1 | 6 | 6 | 6 | 1* |
| <b>Professor B</b> | 3 | 4 | 8 | 5 | 0  |
| <b>Professor C</b> | 4 | 6 | 7 | 3 | 0  |

\*Found a fact error not noticed by the other two professors.

Here are the professors' comments in brief form:

- *Leads and general copyediting were acceptable.*
- *More work is needed on punctuation.*
- *Writers also need to give more attention to organization to provide some "connective tissue" to develop the stories.*
- *In speech stories, reporters need quotes from others in attendance and with different perspectives.*
- *In these speech stories, there is a tendency to string quotes together rather than write transitions.*

**Action taken:** The scores led to an expectation that few stories would be at level 4 by the end of the first writing course. At least two-thirds of the stories scored a 2 or 3, showing that students had grasped concepts of writing leads, overall editing and basic organization. JOMC 153 instructors were advised for the fall 2013 semester to spend more time on story organization and to get students to put the latest information earlier in their stories. Instructors were advised to spend more time on using quotes and transitions in stories. Based on professors' comments in the assessment, we will select the same type of story for the next assessment, such as all speech coverage or all event coverage.

For spring 2014, a team of three professionals, each with considerable media experience and currently in a communications-related job, read a random sample of student papers selected in the second to third week of class in what is called round 1. Two papers were selected from each of the 13 sections. Instructor and student names were removed from the papers, and reviewers used the rubric above. In round 2, those same reviewers read papers randomly selected from the same sections of JOMC 153 in the last two to three weeks of class. The stories in round 2 covered a speech, a news conference or a topic of the student's choosing. The assessment results are in the following table.

| Round 1: 26 papers assessed<br>x 3 = 78 |    | Round 2: 26 papers assessed<br>x 3 = 78 |    |
|---|----|---|----|
| 4                                       | 0  | 4                                       | 9  |
| 3                                       | 14 | 3                                       | 29 |
| 2                                       | 33 | 2                                       | 29 |
| 1                                       | 30 | 1                                       | 11 |
| 0                                       | 1  | 0                                       | 0  |

In round 1, the reviewers noted "lots of buried leads" that didn't focus on the most important or newsworthy facts or have sufficient information. Student writers also let some opinion sneak in, and one reviewer noted, "Reporters can't 'know' what subjects are thinking." Punctuation was a challenge, as was story flow. One reviewer noted that the stories seemed "pretty good" for early in the semester for a first writing class, and another saw "glimmers of hope" in the writing as well as some good uses of quotes.

In round 2, the reviewers pointed to some leads that were label leads or used quotes unsuccessfully, resulting in buried leads. In some cases, students needed stronger support and more detail for the leads they selected. Overall, reviewers noted improvement in copy editing with fewer corrected punctuation errors.

**Actions taken:** The summary results of the assessment were shared with instructors teaching in 2014-15 so that they can specifically address continued work on strengthening leads on stories. Instructors will emphasize that the body of the story needs to support what is laid out in the lead, and that writers need to avoid label leads that provide no information on the actual event—or that indicate the writer even attended. The JOMC 153 syllabus has been strengthened to include a "lead refresher" topic later in the semester.

**The other core course in this measure is JOMC 340, "Introduction to Media Law."**

The current UNC-CH catalogue (*Undergraduate Bulletin 2014-15*) describes JOMC 340 as:

Introduction to press freedom and the First Amendment, including libel, privacy, access to information, free-press fair-trial, advertising and broadcast regulation, journalistic privilege and prior restraint.

The aim of JOMC 340 is for students to be able to demonstrate the ability to correctly identify and describe a significant mass communication law issue and, utilizing sound legal reasoning and analysis, apply appropriate legal rules or principles, and appropriate court precedents, to reach a conclusion that is legally sound and supported by the

reasoning and analysis.

To assess these components, students provide written responses to a hypothetical factual scenario at least one time per semester in this course. Randomly selected responses from various sections of the course are independently scored using the criteria and scale described in Supplemental 9-D, which can be found at the end of this Standard.

The sample is usually drawn from the second examination given in each section each semester. The results of this analysis are used to assess teaching and learning in these sections and to make improvements in future semesters.

In the fall of 2013, a sample of answers from the second exam in all four sections of JOMC 340 were scored by a doctoral student with a J.D. who did not participate in the grading of the exams during the course. Using a scale of 0 to 3 (where 0 represents Failure, 1 represents Poor, 2 represents Good, and 3 represents Excellent), the doctoral student scored the exam early in the spring 2014 semester and distributed to JOMC media law faculty members the following analysis:

“We had a sample of 11 exams from each of our sections (from fall 2013).

Here are the averages on the criteria across our sections:

|    |                   |      |
|----|-------------------|------|
| A: | (Issue)           | 2.44 |
| B: | (Rule)            | 2.13 |
| C: | (Application)     | 1.82 |
| D: | (Conclusion)      | 2.13 |
| E: | (Case precedents) | 1.70 |

So our students are doing better than ‘good’ on average on identifying legal issues and the correct rule of law, and reaching a sound legal conclusion. They are scoring just below the “good’ range on applying the law to the facts and supporting their reasoning and analysis with appropriate case precedents. Of course, those are the two most difficult aspects. A reasonable goal would be to try to average in the ‘good’ to ‘excellent’ range on all the criteria (and we are just about there).

So we can work on ways to help students better apply rules of law to the facts of a case, and also support their reasoning and analysis with appropriate case precedents.”

It’s clear from this analysis the power of the

assessment.

In addition, instructors of different sections make similar assessments independently, comparing student performance on the first and second examinations in their sections, to make necessary teaching and learning adjustments during the semester.

Specific details on the assessment of the basic law course are provided at the end of this Standard (Supplemental 9-D.)

Here are actions taken as a result of this assessment:

**Actions taken:** We added a chapter on international media law for all JOMC 340 sections in 2014-15. We have a sample of written responses from the second exams in all of the JOMC 340 sections from spring 2014, which we will have independently scored using the assessment tool. That will take place in the early part of the fall 2014 semester (scoring to be completed by an incoming doctoral student with a J.D. who has no connection with the classes taught in the spring.)

## INDIRECT MEASURE 1

Every year the School conducts a survey of its graduating seniors. They are asked a variety of questions, such as their thoughts on the School’s courses and the ease of getting into those courses.

Here are some data from the most recent graduating senior survey, in spring 2014, in which 5 was a perfect score:

### Student Perceptions of Preparedness for the Workforce and Evaluating Work

How well prepared are you for . . . ?

|                              |      |
|------------------------------|------|
| Entering the workforce       | 4.16 |
| Evaluating work for accuracy | 4.55 |
| Evaluating work for fairness | 4.43 |
| Evaluating work for clarity  | 4.52 |
| Evaluating work for style    | 4.46 |
| Evaluating work for grammar  | 4.44 |

## Student Perceptions of Amount Learned

In looking at your JOMC courses as a whole, how much did you learn about . . . ?

|  |      |
|--|------|
| Mass media and freedom of speech law and issue | 4.27 |
| Media history                                  | 2.83 |
| Diversity of groups in society                 | 2.99 |
| Professional ethical principles                | 3.87 |
| Thinking critically                            | 4.12 |
| Thinking creatively                            | 4.19 |
| Thinking independently                         | 4.19 |
| Researching information                        | 3.92 |
| Basic numerical and statistical concepts       | 2.94 |

**Action taken:** The School's curriculum committee makes recommendations on adjusting the curriculum based on the survey results. For example, the School has added courses emphasizing basic numerical and statistical concepts since the last accreditation visit to improve student learning of those topics. Those courses include "Digital Media Economics" and "New Media Technologies."

Another change made as a result of the survey was the creation of the student-run Heelprint advertising and public relations agency, which gives students from across the curriculum a chance to work with real clients. One of Heelprint's clients in 2013-14 was the U.S. State Department. Heelprint's offices are located in the School.

Courses in media history and diversity are not requirements in the School's curriculum, which may be why these two areas received lower scores. However, the School's curriculum committee is reviewing whether to make a diversity class part of the core.

**The surveys of graduating seniors from 2014 and 2013 will be available in the team's workroom.**

## INDIRECT MEASURE 2

**Student awards across the curriculum** are listed under items 4 and 5 later in this Standard. We use student awards to assess where we need to focus more attention in our curriculum. For example, in recent years the School has traditionally not placed highly in Hearst Contest categories that focus on feature writing and breaking news writing. While the School believes that it does a good job teaching in these areas, an emphasis on longer and more vigorously

reported stories has now been put into our reporting classes, such as JOMC 253, "Introduction to Public Affairs Reporting."

## INDIRECT MEASURE 3

**The School also does an informal employment survey of recent graduates** each November. The most recent survey was completed in November 2013. **Detailed results as well as some summary data going back to 2010 are given at the end of this Standard (Supplemental 9-E.)**

The School believes that the increase in the percentage of its alumni who are employed six months after graduation is a good barometer of career preparedness. Most alumni by far are in communication or communication-related fields. Improvements in the School's curriculum have improved the quality of the education provided, although other factors probably figure into the employment increase, such as an economic improvement nationally.

## 4. If campus media operations are under unit control, discuss awards they have won in local, regional or national competitions in the past six years.

Please note: The campus media are listed and described in Standard 6 under examples of student media, as called for in the accreditation document.

Both WUNC-TV and WUNC radio are educational licensees but neither are under the direct management of the School.

WUNC-TV is a PBS station. It is under the leadership of the University of North Carolina's statewide higher education system. The President of UNC has control of the station. In 2014, the long-time general manager of WUNC-TV announced his retirement. UNC Chief of Staff Kevin Fitzgerald organized a Study Panel to explore what was needed at this time in a general manager. The group's mandate was to make recommendations about the future of the station and its mission as a statewide education and entertainment media. Dean Susan King was a member of that Study Panel along with WUNC-TV's board of trustees, members of the UNC's Board of Governors and state industry and broadcasting leaders.

WUNC radio has a direct relationship with UNC-CH and reports directly to the Vice Chancellor of Communications and Public Affairs, Joel Curran. The station is independent in editorial practice and has a close, but not

direct, relationship with the School. Dean Susan King serves as a member of the station's board of trustees.

**“Carolina Week,” “Sports Xtra” and “Carolina Connection”** are TV and radio shows that the School controls editorially. They have won numerous awards and placed well in national competition. The list of awards is at the end of this standard.

These School media operations often collaborate with WUNC-TV and WUNC radio and student work is often featured in the programming on both stations. Student work frequently appears on other radio and TV stations in the state, as well. “Carolina Connection” is featured every Saturday morning on Chapel Hill’s WCHL, a commercial radio station. Because the shows have won so many awards (and many of them major awards), the lengthy list is at the end of this Standard (Supplemental 9-F.)

School students are heavily involved in the various **Hearst competitions**, and the School believes that its performance in the Hearst rankings helps assess its curriculum when compared with peer schools.

In the five years of the Hearst competition leading up to this self-study, the average finish in the overall Hearst championship by the School was second in the nation. In the five years of the overall Hearst competition leading up to its last self-study, written in 2008, the average finish by the School was third in the nation.

**“Powering a Nation,”** which is the School’s summer multimedia project overseen by faculty members, has been recognized nationally and internationally for its in-depth reporting, powerful videos, and innovative design and interactive graphics, in both student and professional competitions, including the Emmys. The students who work on “Powering a Nation” produce a website every year. “Powering a Nation” awards are listed at the end of this Standard (Supplemental 9-G.)

## 5. Discuss awards won by the unit’s students in local, regional or national competitions in the past six years. If campus media operations are not under unit control, please list only awards won by the unit’s majors.

“The Daily Tar Heel,” the student newspaper at the university, is independent of the School and of UNC-CH. It started in 1893 and has played a vital role on the campus

ever since. It moved a block off the campus a few years ago; it treasures its independence. Over the years, many of the students who work there, and most of the top editors, have been majors in the School. Awards won by School students working at the “DTH,” as it is called, since 2009 are listed at the end of this Standard (Supplemental 9-H.) These awards were in contests sponsored by the **Associated Collegiate Press, the Society of Professional Journalists, the American Copy Editors Society and the N. C. Press Association.**

In addition, our students have done well in the **North Carolina College Media Association’s** contest. Those awards since 2009 are at the end of this Standard (Supplemental 9-I.)

Students in the public relations specialization have done very well in various regional and national competitions. Those awards are listed at the end of this Standard (Supplemental 9-J.)

## 6. List by specialty each member of the graduating class of three years ago and those graduates’ current jobs. If practical, please give a total number of “unknowns” rather than including them in the list.

**Please note:** Our alumni database does not allow us to break out our 2011 graduates by specialty.

- Marlene Alvarez, job title unknown, Baltimore Ravens.
- Sophie Setareh Amini, community manager, Ignite Social Media.
- Maria Paz Araya Zimmerling, assistant account executive, Publicis NY.
- Amber Maria Arciero-Ireland, field sales manager, Constellation Brands, Inc.
- Laura Arredondo-Santisteba, student, UNC-CH.
- Kelly Hart Askew, graphic designer, Office of U.S. Foreign Disaster.
- Claire Elizabeth Atwell, project manager, New Media Campaigns.
- Mary Elizabeth Avant, associate editor, “QSR Magazine.”
- Pressley Kay Baird, copy editor, “The Dallas Morning News.”
- Whitney Ellen Baker, community coordinator, Music Maker Relief Foundation.
- Kaitlyn Thomas Barnes, account associate, Ketchum.
- Allison Nelson Barnes, university relations coordinator, UNC-CH.
- Evan Nicole Bell, graphic designer, Joe Gibbs Racing.
- Ashley Alycia Bennett, Web developer, New Media Campaigns.

- Daniel Paul Bethea, Web specialist, Institute of Medicine, UNC-CH.
- Gretchen Louise Bitar, unknown job title, UNC-CH.
- Erin Brawley Blonkvist, photo assistant, ELLE Décor.
- William Alexander Bocholis, membership coordinator, The Carolina Club at UNC-CH.
- Danielle Shea Bolger, public relations coordinator, Brandlinx DC.
- Caitlyn Christine Bostock, brokerage assistant, Jones Lang La Salle.
- Tracie Kenley Brannon, marketing manager, Business Empire Consulting.
- Nicholas Kreager Brenton, project coordinator, McKinney.
- Teryn Deboer Brill, director of operations, UNC-CH.
- Leah Elizabeth Brinks, events manager, Denver Center for the Performing Arts.
- Lauren Allyson Bristol, account coordinator, French/West/Vaughan.
- Joshua Oren Britton, graduate student, unknown university.
- Angela In-He Brockelsby, director of communications, N.C. State University.
- Wyatt Elliott Bruton, fellow, Teach for China.
- William Smith Bryant, assistant editor, "The Herald Weekly."
- Ashley Marie Buchanan, unknown job title, Altria Group Inc.
- Kristen Marie Butler, retail sales representative, Hershey.
- Daniel Brendan Byrnes, media assistant, Sierra Club.
- Melissa Elizabeth Cahoon, account executive, RepEquity.
- Samantha Reimer Carpenter, stylist-editor, Hanger Envy.
- Joshua Lantz Carter, teacher, Craven County Schools.
- Alexandra Jo Casmer, marketing manager, The Impact Partnership.
- Nicole Marie Cestaro, brand strategist, SapientNitro.
- Anna Therese Chase, marketing research representative, Cora Health Services.
- Yee Wei Jocelyn Choi, assistant account executive, McCann Erickson Advertising.
- Caitlin Cook Clendenin, unknown job title, Saint Timothy's Episcopal Church.
- Cody Christian Clifton, unknown job title, McKinney.
- Seth Steven Cline, reporter, "U.S. News & World Report."
- Stephanie Michelle Cohen, project manager, Blue State Digital.
- Erin Elizabeth Collums, privileges, services and hospitality assistant, Carolina Panthers.
- Alletta Elizabeth Morri Cooper, reporter, 97.9FM-WCHL in Chapel Hill-Carrboro.
- Katie-Leigh Lubinsky Corder, Web managing editor, Sigma Xi.
- Margaret Dawn Craig, account coordinator, The Artigue Agency.
- Ryan Michael Crawford, unknown job title, Gotham.

- Deborah N. Creech, communications coordinator, Carolinas Healthcare System.
- Chelsea Lauren Crites, account manager, Insight Global.
- Robbie Elizabeth Crowell, administrator, Estee Lauder.
- Jessica Lauren Cruel, editorial assistant, Sugar Publishing, Inc.
- Jessey Logan Dearing, associate producer, Talking Eyes Media.
- Reyna Lopesh Desai, copy editor, "Chicago Tribune."
- Lennon Glenn Dodson, unknown job title, N.C. Bankers Association.
- Haley Ottem Dorgan, publicist, Sunshine Sachs.
- Amanda Saunders Dworaczyk, business analyst, Attain, LLC.
- Anna Claire Eddington, admissions counselor, American University.
- Erin Anderson Engstrom, communications manager, Illinois College of Optometry.
- Margaret Mcvey Faircloth, music and entertainment P.R. coordinator, Purple Agency.
- Anna Elizabeth Feagan, market coordinator, Athlon Sports.
- Natalie Michelle Fioto, marketing coordinator, Koroberi.
- Sarah Victoria Frier, reporter, Bloomberg News.
- Chelsea Michelle Gabardine, banquet manager, Courtyard by Marriott.
- Lacy Ann Gallagher, P.R. coordinator, Last Public Relations.
- Carrie E. Gann, health and community specialist, State of Georgia.
- Kirstin Chloe Garriss, news reporter, WHAG-TV.
- Sheridan Sue Gibbons, unknown job title, Netoptix.
- Louisa Angelina Glynne, development coordinator, Harvard University.
- Alyssa Faye Griffith, event coordinator, "Our State" magazine.
- Savannah Michelle Haas, teacher, Teach for America.
- Jonathan Eric Hall, graphic designer, Wood Designs.
- Davis Hillman Harper, Web producer, National Hockey League.
- Hannah Alexandra Harrill, social media project coordinator, Capstrat in Raleigh.
- W. Tyler Harris, professional athlete, Trojan Swim Club.
- Tyler Kathryn Harris, account assistant, JWT.
- Andrew Hayden Hartnett, unknown job title, Home Depot.
- Woodrow Neal Hartzog, assistant professor, Samford University.
- Michael Perry Henson, dispute resolution specialist, Better Business Bureau of Central N.C.
- Paige Marshall Heskamp, corporate sponsorships coordinator, Discovery Communications, LLC.
- Julianne Capel Hoell, communications assistant, The Island School.
- Heather Renee Hosey, assistant account executive, McGarry Bowen.
- Christopher Steven Howerton, sales, Cintas.

- Laura Tappan Hoxworth, content manager and writer, Coker College.
- Charles Samuel Hulme, unknown job title, ESPN.
- Latoya Renae James, research and marketing specialist, Alphabest Education.
- Katherine Diane Jameson, marketing manager, StrikeIron.
- Brittney Tanee Jeffries, director of client relations, Capital Financial Advisory Group.
- Kara Elizabeth Jenkins, account executive, Serino/Coyne.
- Anne Frances Johnson, freelancer, Self-employed.
- Kathryn Jokipii, strategist, OMD.
- Jonathan Davis Jones, director, N.C. Open-Government Coalition at Elon University.
- Gabrielle Denise Jones, executive secretary, Chapel Hill-Carrboro City Schools.
- M. Flynn Jones, director of marketing, Tri Properties Inc.
- Hannah Gerbeth Jones, nutrition policy coordinator, Center for Science in the Public Interest.
- Leah Nicole Josephson, development and communication associate, N.C. Hillel.
- Trevor David Kapp, reporter-producer, DNAinfo.com.
- Carol Bain Kelly, project director, MDB Inc.
- Emily Elaine Kennard, associate producer, Trailblazer Studios.
- Danna Klein, associate, Ogilvy.
- Karen Cooper Kornegay, public relations manager, UNC-CH.
- Ann deRosset Kovan, account executive, Time Warner Cable.
- Anne Elizabeth Kreuser, account executive, Edelman.
- Paul Francis Labarbera, sales and marketing associate, ESPN.
- Jessica Yuk-Kay Lam, account coordinator, Ignite Social Media.
- Cathryn Mallory Little, news associate, CNBC.
- Mina Lian Liu, production designer, unknown employer.
- Andrea Louise Ludtke, production assistant, Bloomberg Television.
- Kelly Margaret Lynch, marketing communication specialist, UNC-CH.
- Alyson Leigh Mackenzie, assistant account executive, Digital Brand Architects.
- Amanda Dawn Maclaren, assistant editor, "Durham" magazine.
- Julian Austin March, reporter, "Star-News."
- Kristen Alexandra Marion, waitress, Two Guys Grill.
- Nicholas Brant Marsden, unknown job title, Message Inc. Advertising and Design.
- Kyle Joseph Marshall, public relations manager, B&B Marketing Communications.
- Emily Kate Mather, law student, Campbell University.
- Maria Elena Mayorga, unknown job title, Coalmarch Productions.
- Erin Rae McClary, associate, Comvest Group.
- Catherine Ann McCormick, student, UNC-CH.
- Anna Lutter McCreight, unknown job title, Blue Ribbon Mentor Advocate Program.
- Lauren Gail Mcgaham, brand strategist, unknown employer.
- Kaitlin Lee McKeown, staff photographer, "The Daily Press."
- Tiye Elise McLeod, assistant media strategist, Universal McCann.
- Brittany Nicole Melvin, account coordinator, Borshoff.
- Alycia Marie Menear, studio coordinator, Lauren Moffatt.
- Stacy Ann Merrick, account executive, RBB Public Relations.
- Jacquelyn Alyse Merrill, unknown job title, Campbell University Law School.
- Amanda Tai Michelson, unknown job title, Time Inc.
- Baxter Storey Miller, appraiser, Leatherman Real Estate.
- Theodore Andrew Mitrosilis, editor, ESPN.
- Laura Marie Montini, writer, Health 2.0.
- Kevin David Moody, unknown job title, Grant Thornton LLP.
- Kathryn Helen Moore, senior secretary, George Washington University.
- Beatrice Elaine Moss, graphic design intern, Kennedy Center for Performing Arts.
- Kelsie Rae Murdock, account executive-analytic manager, MMI Public Relations.
- Taylor Nicole Myers, communications and social media, Kaplan Early Learning Company.
- Ann Phuong Anh Nguyen, strategy and analysis, Digitas.
- Emily Terese Nicholls, associate development editor, Galileo Press.
- Christopher Temple Northup, assistant professor, University of Houston.
- Alexa Anne Nota, owner-graphic designer, Canary Design Group.
- Diana Holoman Oates, reporter, Fox 34 News Team.
- Helen Catherine Orr, documentarian, Story Mine Media.
- Justin Michael Page, sports anchor, KXXV-TV.
- Mary Lide Parker, communications specialist, UNC-CH.
- Sheetal Janak Patel, assistant professor, University of Texas-Arlington.
- Elizabeth Holding Perry, assistant account executive, Olson.
- Whytney L. Pickens, special project manager, Property and Environment Research Center.
- Benjamin Dickens Pierce, teacher, Match Charter Public Middle School.
- Meghan Alissa Prichard, online associate, M&R Strategic Services.
- Rebecca Rose Putterman, reporter, "Chapel Hill" magazine.
- Sophie Spencer Pyle, D.C. editor, Guest of a Guest.
- Kasey Elizabeth Rankin, account coordinator, Pure Communications.
- David L. Remund, assistant professor, Drake University.
- Jarrett Benjamin Rodrigues, analyst, Huron Consulting

- Group Inc.
- Deanna Michel Rothberg, sales consultant, Houston Astros.
- Elena Marso Surin Rue, documentarian, Story Mine Media.
- Lindsay Anne Ruebens, reporter, “Charlotte Observer.”
- Amanda Alice Ruehlen, Web project manager, Viget.
- Claudia Cristina Rupcich, reporter-Web managing editor, WSET-TV.
- Katherine Jane Sawyer, account management intern, McGarry Bowen.
- Rachel Alexa Scall, legal assistant, Skadden Arps Slate Meagher Flom, LLP.
- Jacqueline Alexandra Scott, event planning, self-employed.
- Maria Christina Serrano, office coordinator, Success Academy.
- Janine Adell Shao, unknown job title, ESPN.
- Elizabeth Poland Shugg, associate editor, “Carolina Parent” magazine.
- Dean Christian Smith, visiting teaching professor, UNC-CH.
- Janie Elizabeth Smith, editor, Scholastic Inc.
- Lesley Maxine Smith, director, Davita Inc.
- Jeremy Clinton Spearman, staff assistant for educational innovation, Duke University.
- Daniel John Sullivan, copy editor, Civitas Consulting Services, LLC.
- Kelsey Amanda Swanson, member relations coordinator, The Carolina Club, UNC-CH.
- Edward Farrior Sykes, television reporter, NBC.
- Cory Sanders Tarlton, production manager, AGI.
- Aaron P. Taube, researcher-journalist, Wall Street 60.
- Nancy Caroline Thomas, account executive, MSL Group.
- Alana Grace Tipton, account coordinator, Mottis.
- Cynthia Scott Traeger, web contact editor, UNC-CH.
- Pamela Tseng, graphic designer I, Gannett headquarters.
- Cameron Ellis Vann, account manager, unknown employer.
- Christine Michelle Vaughen, unknown job title, Premier Inc.
- Taylor Walters, unknown job title, Macy’s.
- Samuel Wentworth Ward, digital media assistant producer, Colgate University.
- Amanda Kristen Warren, account manager, BuzzFeed.
- Hannah Christine Watts, SEO copywriter, Click Optimize.
- Meredith Elizabeth Weisler, craft beer specialist, United Beverages of N.C., LLC.
- Ashlie Brook White, director of project development, Adaptive Technologies Inc.
- Clare Elizabeth White, associate, unknown employer.
- Scott Matthew Wilkins, assistant planner, Mullen Advertising.
- Alesia Marie Williams, marketing events coordinator, Georgia Tech.
- Anna Lee Winker, project manager, WorldOne.

- Megan Nicole Winterhalter, marketing assistant-Copywriter, New Media Campaigns.
- Bartosz Wojtek Wojdyski, assistant professor, Virginia Tech University.
- John William Wood, unknown job title, N.C. State Employees Credit Union.
- Seth Adam Wright, Web programmer, Swarm Interactive.
- Nicholas Marsh Yarbrough, assistant email marketing producer, Metropolitan Museum of Art.
- Thomas Christopher Zawistowicz, digital sales leader, Cooke Communications N.C.
- Valerie Marie Zefiretto, marketing specialist, RN Rouse & Company.
- Lilly Min Zhang, unknown job title, William Morris Endeavor.
- Kevin Charles Ziechmann, unknown specialty, self-employed company.

There are 239 “unknown” from the class of 2011, which had 375 students. So we do not have employment records for approximately 63 percent of the class. We rely on the university’s alumni office to help us track our students.

## 7. List graduates who have established distinguished careers in journalism and mass communications.

Because UNC-CH has been teaching journalism and mass communication for more than 100 years, its list of notable journalism-mass communication alumni is vast and deep. Notable **journalism alumni from its first 75 years** of education include industry and education leaders such as Thannasis Cambanis, Cole Campbell, Jonathan Daniels, Susan Miller Fulton, Peter Gammons, Lou Harris, Mary Junck, Karen Jurgensen, Larry Keith, Rolfe Neill, Walter Spearman, Hugh Stevens, Peter Wallsten, Thomas Wolfe, Jonathan Yardley, Edwin Yoder and many others.

**Notable School alumni graduated in the past decade** are listed below:

### Journalism

- Reynai Desai, copy editor, “The New York Times.”
- Kat Downs, graphics director, “The Washington Post.”
- Jonathan Jones, sportswriter, “The Charlotte Observer.”
- Sapna Maheshwari, reporter, BuzzFeed.
- Edythe McNamee, digital content producer, CNN.com.
- Chloe Park, experience designer, OpenTable.com.
- Tarini Parti, reporter, Politico.



## Advertising

- Susan Credle, chief creative officer, Leo Burnett Advertising.
- Greg Johnson, president, Boone Oakley Advertising.
- Jason Kilar, CEO, Fremont Project, and former head of Hulu.
- David Oakley, founder and creative director, Boone Oakley Advertising.
- Stacy Wall, commercial director, Imperial Woodpecker productions.
- Danielle Whalen, executive vice president, Crispin Porter Bogusky.

## Public Relations

- Chad Carroll, executive officer, Chief of Public Affairs of the U.S. Army.
- Julie Dixon, deputy managing director and co-leader of diversity and inclusion, Golin Harris, Washington, D.C.
- David Gercken, commander, 10th Press Camp Headquarters, Fort Bragg.
- Justin Lyons, director, strategic communications, Glover Park Group.
- Michael Steele, press secretary to Speaker of the House John Boehner.
- Kim Stone, executive vice president and general manager, Heat Group-American Airlines Arena.

## Broadcast

- Brooke Baldwin, CNN anchor.
- Pam Brown, CNN justice correspondent.
- Bridgette Williams Ellison, WKMG Local 6 (Orlando) reporter-anchor.
- Aaron Mesmer, Fox 13 (Tampa) reporter.
- Stuart Scott, ESPN anchor.
- Fred Shropshire, ABC 11 (Raleigh-Durham) anchor-reporter.

## Business Journalism

- Melvin Backman, CNNMoney.com.
- Sarah Frier, Bloomberg News.
- Steven Norton, “The Wall Street Journal.”
- Emily Steel, “The New York Times.”
- Amy Thomson, Bloomberg News.

## 8. Describe the program used to track graduates to assess their experience in the professions and to improve curriculum and instruction. Discuss measures used to determine graduates’ satisfaction with the educational experiences provided by the unit. Describe maintenance of records of alumni employment histories and other alumni records.

The School uses a **database maintained by the university’s office of development and the university’s General Alumni Association** to contact alumni by mail, e-mail and phone. The School has 11,614 living alumni in the database (5,000 in North Carolina, with the remainder in the other 49 states and in 29 countries.) We can sort by class year, areas of study in the School, employment, the person’s record of giving to the university and to the School, the person’s address and various other information.

Additionally, the School maintains its own alumni records, of course. We have an online community, named **J-Link**, which makes it possible for alumni and students to stay connected with one another and with the School. Members of this online community include alumni, students, and faculty and staff members. The School also sends out a **monthly electronic newsletter** to alumni. It includes information about School news, alumni news and notes, event promotions and online-giving links. Alumni can use this service to comment on a variety of topics.

As discussed earlier in this Standard, the School **surveys seniors** who are about to graduate. The survey, which is sent via e-mail, asks students about a variety of topics, including their overall satisfaction with the education they received in the School. Typically students give the School very high ratings. In the spring 2014 survey, for example, students were asked to assign a grade for the quality of their overall education in the School. The average score was a 4.68 on a 5-point scale, up from 4.59 in the 2013 survey. Again, the 2013 and 2014 surveys will be available in the team’s workroom.

Students also rate the quality of advising, the School’s Student Records and Services, and the School’s Career Services. In addition, through open-ended questions students can provide comments. They are asked what their favorite and least favorite courses were, and why; who their favorite professors were and why; and what they liked and didn’t like about their specific education in their sequence area, and why.

Results of the survey can be helpful in making decisions about curricular changes. For example, in the past three to four years, a number of students commented that they wished some courses, particularly in the news-editorial area, contained more material on online writing, reporting and editing. This information confirmed that we should modify our curriculum to include a variety of information-gathering, writing and editing styles, as well as presentation of that information. We have done that and will continue to do so. Also, several students from outside the visual communication sequence commented that they would like to be able to take some visual communication classes, which led to creating more availability for some of these classes.

## **9. Attach the unit’s written assessment plan for the master’s program. Provide any end-of-year assessment reports. If there are multiple reports from the six-year period, summarize the findings and make the reports available in the appendices or in the workroom.**

### **RESIDENTIAL MASTER’S PROGRAM**

The School’s residential master’s program is comprised of a research track and a professional track.

Since the last accreditation in 2009, graduate faculty have debated, discussed and assessed the School’s professional-track master’s program in order to align the course of study with new digital realities. Although assessment was part of the early analysis, a formal assessment plan for the master’s program was not written during the initial program review.

Following Dean Jean Folkert’s 2010 announcement that she would be resigning as dean, the graduate studies program experienced a number of leadership changes. In 2011, a master’s degree task force was formally established to re-examine the professional-track program and to recommend improvements. The task force was chaired by Heidi Hennink-Kaminski, who then served as director of the master’s program. In 2012, a process to develop a strategy with specific goals and objectives was begun. The work of the task force converged with recommendations from the *A Path Forward* study on the whole School, which was done during 2012-13 by faculty and staff members. A copy of *A Path Forward* is found in Standard 1, Supplemental 1-A. The master’s group’s work also converged with the Percept

Report conducted during spring 2013; this study is discussed below under Indirect Measure 2.

In July 2013, Hennink-Kaminski was named senior associate dean for graduate studies – the third person in four years to hold that top graduate studies position. The flux in graduate studies leadership stymied the School’s advancement of the master’s program assessment plan prior to 2012. However, the School has made notable strides in the area of assessment since formal discussions commenced in 2012 under Hennink-Kaminski’s leadership.

For example, in addition to final project evaluations and graduate employment tracking, which have been in place since 2009, the School instituted three new measures and an enhancement to the final project evaluation beginning the 2014-15 academic year. These measures are detailed in the sections that follow:

- End-of-program exam (Direct Measure 2).
- Exit survey (Indirect Measure 1).
- Percept study (Indirect Measure 2).
- Addition of an internal final project feedback form to the final project evaluation (Direct Measure 1).

Other master’s task force recommendations have been implemented as well. Since fall 2013, incoming professional-track M.A. students are now advised to take the required course, JOMC 740, “Media Law,” in the fall of their second year, rather than in the fall of their first year, enabling students to engage more readily with topics relevant to their area of study. And beginning in fall 2014, residential master’s students with three-plus years of professional experience may enroll in select online MATC courses, increasing access to courses comprised solely of graduate students.

Detailed findings and strategic recommendations can be found in the Professional Master’s Program Task Force Report provided as part of Standard 1, Supplemental 1-B. The material below outlines the assessment program planned beginning in fall 2014.

**The School now applies two direct measures and three indirect measures to assess student learning in the residential professional-track master’s program:**

### **DIRECT MEASURE 1**

#### **Final Project Evaluations**

The majority of professional-track master’s students complete a professional project thesis, such as a series of in-depth articles, a documentary or a marketing communication campaign. As with a written thesis, the

student's chair evaluates the professional project several times during the process, making suggestions about structure, style and production values along the way. Once the chair has given final approval, the project then goes before the full thesis committee for more suggestions and possible revisions in order to bring the project into line with the highest professional standards. The committee always involves at least one member from outside the School. During the past six years, a working professional served as the outside person for 33 of the 121 professional-project theses, providing another opportunity to bring professional expertise and rigor to the table.

Beginning in fall 2014, we are implementing an additional assessment component during the oral thesis project defense for our professional-track M.A. students. Each committee member will evaluate the student using the Internal Final Project Feedback form, returning the form to the chair in an envelope after the defense. This form is not a substitute for the Graduate School's evaluation and reporting of the thesis. This is an internal document to provide feedback to specialization faculty members in guiding future thesis defenses. Feedback could generally be used to help future students in writing and presenting theses.

The form covers both written and oral components of the project and asks each committee member to rate several criteria on the written and oral components. Each criterion is to be rated "professional," "novice" or "unacceptable." The form itself is provided at the end of this Standard (Supplemental 9-K.)

## DIRECT MEASURE 2

### End-of-Program Examination

A new assessment exam has been developed based on knowledge that professional-track master's students are expected to have acquired during their time in the program. The 15-question **end-of-program exam** includes questions from the core research methods and media law courses, as well as questions tailored for students in each specialization.

Beginning in fall 2014, administrators will give the exam to all incoming professional-track M.A. students, and then will give them the exam a second time upon completion of the program to assess knowledge gained during their time in the program. We will then make any adjustments necessary to ensure that every student has a solid grasp on the material to which he or she is exposed. The exam questions can be found at the end of this Standard (Supplemental 9-L.)

## INDIRECT MEASURE 1

### Exit Survey

A new **exit survey** has been developed for all students in the residential master's program to assess their academic experience. The survey was administered for the first time in May 2014 to provide a benchmark and will be administered to each subsequent graduating class. The entire May 2014 master's graduating class was comprised of 19 residential master's students; 14 were in the professional track. Twelve of the 14 professional-track students completed the exit survey. Results of the May 2014 exit survey can be found at the end of this Standard (Supplemental 9-M.)

## INDIRECT MEASURE 2

### 2013 Percept Report

The School commissioned a study by Percept to examine the application pipeline and brand-positioning perceptions of prospective and current master's students, as well as students offered admission but who decided to enroll elsewhere. Here are key findings:

#### Residential M.A. Program Challenges

- Course quality, selection and relevance need improvement.
- Not enough graduate-only courses, which would allow for shared life and work experiences-interests.
- Too much emphasis on concepts-theory at the expense of practical skills and applied research.
- Better communication about path exam and thesis processes and expectations.
- More assistance with summer internships, networking and career services.

#### Residential M.A. Program Strengths

- Quality of faculty-staff and knowledge-skills-aptitudes were rated above average in both importance and performance.
- Warm, friendly culture.
- Most graduate alumni (M.A.) are likely to recommend the School, are very satisfied with their experience and expect to remain engaged with the School.

The Percept Report concluded that the School's graduate faculty was a strong asset. "JOMC's commitment to offering personal attention to prospective students is a strategic advantage that keeps prospective students engaged in the application process," it stated. It also found that the School offered professional graduate students access to both strong faculty members and facilities. The study noted, "JOMC's ability to support students' work with high-quality

facilities and equipment serves as an asset and student recruitment tool.” The Percept Report will be available in the team’s workroom.

## INDIRECT MEASURE 3

### Graduate Employment

Many of our graduate students come to our School to further develop skills and enhance leadership abilities that they gained from their undergraduate experience in journalism at other universities. Many others are making the transition from unrelated fields into journalism. Below is a representative sampling of the kinds of jobs our professional-track master’s students have gone into after graduating from our program. The success of graduates in finding good positions in fields related to their studies is an indirect measure of the success and quality of the program. We believe that our graduates have done and continue to do well in getting positions after graduation.

#### 2013

- Amanda Adams, account manager, Sharedvue, part of the Channel Company.
- Cindy Austin, communications strategy, Kimberly-Clark Corp.
- Jeanne-Marie Destefano, manager, Corolla Surf Shop.
- Kathryn Faulkner, digital designer, “The New York Times.”
- Calin Gunn, account executive, Merritt Group.
- Scott McBride, Fifth Coast Guard district external affairs officer, U.S. Coast Guard.
- Patrick Mustain, communications manager, Yale Rudd Center for Food Policy and Obesity.
- Carol Perry, photography, self-employed.

#### 2012

- Joshua Davis, multimedia producer, NPR, Planet Money.
- Tiffany Devereux, CEO, TDx Media LLC.
- Stephanie Gillam, corporate communications associate, Carolinas HealthCare System.
- Kelly Izlar, freelance science journalist.
- Vanessa Patchett, audiovisual producer, Second Story Interactive Studios.
- Amy Schiffman, digital content producer-editor, CNN.
- Stephanie Silverman, social media specialist, V Foundation.
- Andrew Westney, writer, SportsBusiness Daily.
- Eric White, founder and owner, Prescribed Media, LLC.
- Barbara Zellweger, investment writer, Bank Vontobel.

#### 2011

- Delphine Andrews, advertising operations coordinator, Blogads.
- Michelle Cerulli, communication and public affairs senior writer, Brigham and Women’s Hospital.
- Carol Kelly, communications project manager, MDB Inc.
- Deborah Neffa, corporate communications associate, Carolinas Healthcare System.
- Sheila Read, assistant, justice and peace office, Catholic Community of St. Francis of Assisi.
- Elena Rue, 2011, multimedia producer, Story Mine Media.

#### 2010

- Lauren Frohne, multimedia producer, Open Society Foundations.
- Jessica Fuller, field instructor, National Outdoor Leadership School.
- Andrew Gaerig, web developer and software engineer, Pitchfork Media.
- Christine Perry, communications technology manager, FHI360, a large international research organization based in Durham.
- Allison Soule, senior associate communications specialist in internal communications, SAS, the large research firm in Research Triangle Park.
- Erica Yamauchi, social marketing director, Project Kealahou.

#### 2009

- John Carmichael, Owner, Chris Carmichael Multimedia.
- Phillip Daquila, Digital media producer and editor, UNC Center for European Studies.
- Melissa Eggleston, multimedia communications specialist, self-employed.
- Christopher Higginbotham, digital communication specialist, U.S. Department of Commerce, the Trade Administration.
- Erik Holmes, writer, “Air Force News.”
- Elizabeth McCamic, Web editor and writer, Duke University Department of Medicine.
- Patrick O’Donnell, international study adviser, Boston College.
- Sara Peach, lecturer, UNC-CH School of Journalism and Mass Communication.
- Tiffany White, Ph.D. student, Ohio State University School of Communication.

## ONLINE MATC PROGRAM

As noted earlier, the online MATC program admitted its first class of 19 students in fall 2011. Sixteen of those students were graduated by August 2014. As a new program, the MATC has been evaluated systematically at several points during the program's existence, in addition to regular course evaluations by the students. Members of each class complete:

- A survey at the conclusion of each of the two on-campus sessions (orientation and summer residency.)
- A curriculum survey two months after the final written exams.
- An exit survey after the final project is successfully defended.

Plans are under way to conduct an MATC alumni survey one year after each class graduates from the program. The first of these surveys is planned for summer 2015.

A number of changes have been made to the MATC program as a result of findings from the surveys already conducted, including:

- Replacing JOMC 714, "Database and Web Research," with a new course, JOMC 890, "Digital Data and Analytics," beginning in fall 2015.
- Establishing an ad hoc committee to investigate the possibility of developing a waiver policy for the GRE requirement. (This is on hold pending action by the UNC-CH Graduate Administrative Board.) The reasoning behind this is that the vast majority of students in this degree program are full-time employees in their jobs and have not been in school for some time.
- Refining promotional messages and channel strategies to reflect more effectively how the degree benefits students academically and professionally.

**The School now applies one direct and three indirect measures to assess student learning in the MATC program.**

### Direct Measure 1

#### Final Project Evaluations

All MATC students complete a professional final project such as a website or a marketing communication campaign. The student's chair evaluates the professional project several times during the process, making suggestions about structure, style and production values along the way. Once the chair has given final approval, the project then goes before the student's full committee for more suggestions

and possible revisions in order to bring the project in line with the highest professional standards. In virtually all cases, the committee involves at least one member from outside the School. For the first MATC class (the only class to have completed a final project thus far), a working professional served as the outside person for 15 of the 16 professional projects completed to date, providing another opportunity to bring professional expertise and rigor to the table. In the 16th project, the student's outside person was a professor from another professional school.

Beginning in fall 2014, we plan to implement a new Internal Final Project Defense Feedback Form as an additional assessment component to be used during the oral final project defense. This form will be identical to the one that will be used for our professional track M.A. students (see above) and provide another direct assessment measure for the program.

### Indirect Measure 1

#### Exit Survey

The MATC program exit survey is sent to students after they successfully defend their final projects. The survey was administered for the first time in the spring 2014 semester. Data collection is still under way as of this writing, as members of the first class continue to complete and defend final projects. At the end of August 2014, 13 of the 16 students who had defended their final projects had responded to the survey, for an 81 percent response rate. Preliminary results from this survey are provided at the end of this Standard (Supplemental 9-N.)

### Indirect Measure 2

#### 2013 Percept Report

The 2013 Percept Report also asked questions about the MATC program. Following are key findings from the study, which have been used to inform redevelopment of the MATC program. A copy of the Percept Report can be found in appendices in the team's workroom.

#### MATC Program Challenges

- Current on-campus sessions can overwhelm some students as they begin to fully realize the work, responsibility and commitment necessary to complete the program.
- With no guarantees for the value the degree will bring to their careers, some students – who are full-time employees for the most part and have only so much time – wonder whether they can finish the program, or whether the challenges to work and home life are worth the sacrifices for the program.

- Some respondents report mixed attitudes from colleagues about the value of the MATC degree in general.
- Respondents suggest that instructors' course designs may seem appropriate for live class interactions but don't always translate well in the online arena.
- MATC students have found some assignment communications confusing; e.g., some objectives and required materials seem unclear.
- Students seem to feel reluctant to communicate needs like these to instructors; instead, they come up with their own solution in the student-only Facebook group.

### MATC Program Strengths

- Initial class and prospective students implicitly trust the quality implied by the UNC-CH and JOMC brands.
- The program's design permits a student to continue working while pursuing a master's degree, which serves as an asset and allows students to avoid the anxieties of economic and industry instability.
- The cohort nature of the program allows students to create a deep network of fellow working professional students and a palpably collegial bond.
- MATC students rationalize that they can learn technical skills alone; in contrast, learning conceptual and analytical skills that help them think managerially must be done in community. Students say they have already derived value from the MATC experience. Some report being able to apply their learning immediately in their work environments; others say that the program influenced recent promotions they received.

### Indirect Measure 3

#### Career Advancement

Because the vast majority of students in the program are working professionals, the School considers career advancement, or a new job, to be an important indicator of how well the program prepares its students for industry demands. Fourteen of the 19 students (74 percent) in the 2011 class occupied a different position at the conclusion of the program than when they began the program.

Here is a review of position changes for some students in the 2011 and 2012 MATC classes:

| Name                | Title/Employer Upon Entry              | Current Title/Employer                      |
|---------------------|--|---|
| <b>Brian Bowman</b> | Public affairs manager, city of Wilson | Communications director, town of Knightdale |

| Name                     | Title/Employer Upon Entry  | Current Title/Employer  |
|--------------------------|--|---|
| <b>Alanna Brock</b>      | Communications associate, TrueBridge Capital Partners                      | Communications manager, TrueBridge Capital Partners                         |
| <b>Andy Cagle</b>        | Community school coordinator, Scotland County Schools                      | Director of marketing and communications, Richmond County Community College |
| <b>Meg Crawford</b>      | Social media marketing specialist, SAS Institute                           | Social media marketing manager, Lulu.com                                    |
| <b>David DeFranza</b>    | Assistant editor, Discovery Communications                                 | Content strategist, Brooks Bell   |
| <b>Darin Dillehunt</b>   | Creative producer, ABC11-WTVD in Durham                                    | Senior creative producer, ABC11 (the Walt Disney Company)                   |
| <b>Lauren Flowers</b>    | Editor and graphic designer, Travel Weekly                                 | Creative content designer, Airlines Reporting Corporation (ARC)             |
| <b>Crystal George</b>    | Alumni relations, marketing and communications coordinator, UNC-Wilmington | Communications manager, UNC-Wilmington                                      |
| <b>Gareth Gwyn</b>       | Talent strategist, Quintiles   | Global talent programs and communications strategist, Quintiles             |
| <b>Steve Jamroz</b>      | Sales support consultant, Kelly Services                                   | Marketing consultant, Jamroz Creative, LLC                                  |
| <b>Kathryn Kennedy</b>   | Reporter, "The Daily Reflector"  | Public relations specialist, East Carolina University News Bureau           |
| <b>Andria Krewson</b>    | Community editor, "Charlotte Observer"                                     | Correspondent, Swing States project, "Columbia Journalism Review"           |
| <b>Teresa Kriegsmann</b> | Design editor, "The News & Observer"                                       | Director of digital strategy and design, S&A Cherokee                       |

| Name                       | Title/Employer Upon Entry  | Current Title/Employer   |
|----------------------------|--|--|
| <b>Julie Macie</b>         | Graphic designer, Wake Med Health and Hospitals  | Internal communications specialist, ABB  |
| <b>Danielle Passingham</b> | Marketing specialist, Burt's Bees  | Associate brand manager, Seventh Generation Ventures   |
| <b>Jill Powell</b>         | Campus housing marketing manager, UNC-CH   | Director of arts marketing, Arts N.C. State  |
| <b>John Roberts</b>        | Founder, president and creative director, Third Floor Productions                                      | Associate creative director, Centerline Digital. Founder, president and creative director, Third Floor Productions |
| <b>Randall Roberts</b>     | Director of information and communications, UNC-CH Eshelman School of Pharmacy's office of advancement | Director of annual giving and alumni affairs, UNC-CH Eshelman School of Pharmacy                                   |
| <b>Marybeth Sandell</b>    | Editorial cross platform, Bloomberg  | Executive director, Moore Forward  |
| <b>Kristin Thompson</b>    | Project Manager, Eric Mower + Associates   | Wholesale user-experience application producer, Wells Fargo  |
| <b>Katie Trapp</b>         | Web editor, N.C. Biotechnology Center  | Online communications manager, BASF Plant Science  |
| <b>Priscilla Tsai</b>      | Online producer, Creative Loafing  | Editor and art director, A.P.E. Publications   |
| <b>Mel Umbarger</b>        | Designer and copy editor, "The News & Record"  | Special sections editor, "The News & Record"   |
| <b>Ashlie White</b>        | Government liaison, N.C. Orthotics and Prosthetics Trade Association                                   | Director of project development, Adaptive Technologies   |

| Name                     | Title/Employer Upon Entry   | Current Title/Employer   |
|--------------------------|---|--|
| <b>Laura Worthington</b> | Marketing manager, Capitol Broadcasting Co. "StepLeader"                | Director of marketing, Ginzametrics, Inc.                      |
| <b>John Zhu</b>          | Assistant director of communication, UNC-CH Eshelman School of Pharmacy | Senior public affairs officer, Duke University Graduate School |

**Overall, the promotions or new positions make us believe that the MATC program is effective. Evaluations by the students have been quite positive, and all the assessment measures have greatly helped to improve this new program.**

**10. Show that the unit has defined outcomes in the professional master's program appropriate to such a program, such as a professional project, a thesis or a comprehensive exam demonstrating development of analytical and critical thinking abilities appropriate to the profession.**

### **Residential M.A. Program – Professional Track**

Students in the residential master's program must complete a comprehensive exam (called a "path exam") as well as a traditional thesis or a nontraditional thesis project as the culmination of their studies. The details for each follow.

**The path exam** tests students' mastery of their coursework through a four-hour examination process. Path-exam questions are written by the students' three committee members, and responses are distributed to committee members for grading.

The majority of students in the professional track elect to complete a thesis project that draws upon the wide range of skills and knowledge attained during their course of study. A three-member committee is established, comprised of two graduate faculty members from the School and a third member from outside the School (typically a professor in another school or department or a professional with subject

expertise.)

Every project, regardless of medium, must include a writing component that includes a literature review of approximately 20 pages to contextualize the project and establish its significance. Students must also include a method section that explains how the student gathered the information, analyzed it and prepared the content.

Some examples of thesis projects include but are not limited to:

- A series of in-depth articles about a subject of public concern.
- A fully detailed public relations or advertising campaign.
- A multimedia, photo, audio or video presentation of significant depth and length.

The thesis project is comprised of three stages of work:

1. A **written proposal**, which must be approved by all three committee members. In most cases, this includes the first three chapters of the thesis and a detailed outline of the remaining components.
2. Completion of the **thesis project** in its final form.
3. A **final oral thesis defense**. Each student makes a formal presentation of his or her work to the committee and completes an oral examination.

Regardless of the final form the project takes, it should demonstrate the student's mastery of a variety of information-gathering techniques and content-creation styles. A wide array of sources must be used in the preparation of the content. It is expected that the student will use both documentary and human sources, including different levels of sources, from officials and experts to ordinary people affected by or involved in the issue or problem being explored. It is expected that the project will demonstrate the depth and level of effort required for a traditional M.A. thesis.

## Online MATC Program

At the culmination of their studies, students in the online MATC program also must complete a comprehensive examination and a final project. The comprehensive exam tests students' mastery of their coursework through a four-hour examination that involves answering three questions written by full-time MATC faculty members.

The final project involves study of an issue or challenge with a digital-media focus faced by an organization

or business. It emphasizes both scholarly and practical application in line with the professional orientation of the MATC. The final project is comprised of four stages of work:

1. A **prospectus**. Students prepare a one-page description of their final project idea, which is circulated to prospective committee members (all of whom are graduate faculty members in the School or working professionals in a relevant field.)
2. A **written proposal**, which must be approved by all three committee members. The proposal includes a rationale for doing the project, a literature review and a proposed methodology.
3. Completion of the **project** in its final form.
4. A **final oral thesis defense**. Students make a formal presentation of their work to their committee and complete an oral examination.

Examples of final projects completed by the first online MATC cohort include:

- **“The Effect of a Redesigned Website on Selected Web Traffic at Greensboro College.”**  
The student analyzed data from Google Analytics, a website form and a user survey to determine whether a college's redesigned site was increasing selected web metrics and recommended ways to improve the site and data-gathering methods.
- **“Public Educators, Social Media, and The First Amendment: When, If Ever, Do Tweets and Facebook Posts Warrant Punishing Educators?”**  
Another student examined policies of educational institutions in North Carolina and court decisions involving public educators who suffered adverse employment actions due to social media speech, culminating in a new social media policy for teachers at a North Carolina community college.
- **“An Exploration of the Content Components that Lead to Increased Interactivity in Public-Facing Blogs in Multinational Corporations.”**  
Another student conducted a content analysis to discover how content components play a role in interactivity in corporate blogs of multinational companies to provide a snapshot of corporate blogging during this time period, knowledge for companies creating corporate blogging strategies, and a foundation for future corporate blogging studies on a global scale.



**Supplemental Materials:  
Standard 9**

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## Supplemental 9-A: UNC-CH School of Journalism and Mass Communication Assessment Plan

### Assessment Plan for 2014 - 17

Summer 2014

“Ignite the public conversation.” That is the phrase that expresses how we inspire our students to lead when they are graduated with a degree from the School of Journalism and Mass Communication.

We are committed to challenging students – undergraduates and graduates – to engage the public in meaningful conversations about issues, ideas, policies and programs that serve the public and democracy. As a professional school in a great public research university, we believe we must produce knowledge that will advance the field, serve the industry and strengthen the values of free expression. We are committed to research with impact, to experiential teaching and immersive learning, and to a system of assessment to determine the ability of our students to master the skills, concepts and competencies expected of our profession.

Those values and competencies, built on the canon outlined by the Accrediting Council on Education in Journalism and Mass Communications, are expressed this way:

#### **Our students understand, embrace and respect:**

- Principles of freedom of expression
- History and role of media in society
- Diverse society and audiences
- Global cultural perspectives
- Academically informed communication practices
- Ethical principles for communications
- Critical, creative and independent thinking
- Research methods and analysis
- Clear and precise writing
- Accuracy, fairness and clarity
- Data, numbers and statistics
- Communications tools and technology

#### **Our commitment to students:**

- We prepare students to become leaders in news, committed to informing communities and ready to invent modern communications and innovate new ways to engage audiences.
- We prepare students to become skilled and ethical advocates for public and private sector causes, focused on reaching key audiences with persuasive messages that advance critical ideas.
- We prepare students to become leaders in marketing communication, able to position, brand and market ideas, policies and products through research, storytelling, design and business principles.
- We prepare doctoral and master’s students to conduct cutting-edge research that improves the health of citizens in our state, the nation and the world; shapes public debate over democracy, media and social life; explores the impact and interaction of law and policy on free expression rights; contributes to our shared body of knowledge about psychological and social processes; and helps news and other media organizations better understand their audiences and customers.

#### **Our commitment to assessment:**

At least since 2004, the School has honed in on measuring the outcome of our students’ learning in a systematic fashion in order to ensure that they are learning what our curriculum intends them to master. The School uses multiple direct and indirect measures of student learning outcomes to help us improve our curriculum, instruction and student learning.

As the concept of assessment moved into higher education, our faculty began engaging in an analysis of the

assessment data collected through various direct and indirect measures. Grades were a part of that method of assessment. So, too, were surveys, placement and internship records, and capstone courses. For years, student experiences in the industry and the bi-annual meeting of the School's Board of Advisers and the School's Foundation Board had directly informed the curriculum and helped faculty members update course offerings.

In 2006-07, the School began to plan specific assessment measures. Along with the national discussion on assessing whether university students were clearly learning the intended goals and objectives, ACEJMC was strengthening its own assessment objectives.

One of the new methods of assessment introduced in the School was the revised senior survey. As the 2006-07 assessment report laid out, "In the spring senior survey, we asked students to self-assess how much they had learned in eight professional values and competencies. That information was compared to how much teaching of those items is conducted in classes, again so the administration could determine if some courses needed content changes."

Since that time, a School assessment committee made up of representatives of the various sequences has focused on classes in their areas to examine closely whether students were achieving the learning and skill mastery that the sequence expected. Those assessment discussions, led by a former senior associate dean, have been incorporated into the formal curriculum review committee currently chaired by the senior associate dean for undergraduate studies. A stronger and more systematic measurement system was introduced into the School, building on the assessment and learning loop that improved our core course on writing and reporting: JOMC 153, "Writing and Reporting." That assessment plan is described below.

Faculty members in the School are committed to an assessment plan that will lead to stronger graduates and deeper learning. Faculty members are determined to produce students who have mastered ACEJMC's 12 professional values and competencies and to continually measure that progress.

Already, specific measures mapped into undergraduate core courses in the curriculum have led to changes. The assessment measures introduced have resulted in upgraded classroom experiences. Internship supervisors report that our students are experienced in research requirements, planning and strategic demands and that they outperform many other interns who are not equipped with the conceptual framework of engaging audiences that is a touchstone of our top-level courses required of majors. We are monitoring the measures to ensure that outcomes of student learning match the aspirations of the course and the School.

The notion of a continuous curriculum review that involves specific assessments of the core courses is now embedded in the DNA of our curriculum committee. We emphasize the importance of assessing how our students reflect the values and master the competencies of ACEJMC. We believe that assessing and measuring the core of our curriculum, as well as the core courses of our sequences, will keep the teaching and learning fresh, focused and relevant.

### **How We Measure**

As a School, we focus on the core courses in our curriculum and monitor closely whether they are preparing students for the changing world of communication and giving them critical thinking and professional skills. Our plan calls for direct and indirect measures.

#### **Undergraduate Students**

##### Direct measures:

1. Assessment exam for graduating seniors.
2. Aggregate analysis of internships.
3. Assessment modules for core classes.

##### Indirect measures:

1. Survey of graduating seniors.
2. Student awards across the curriculum.
3. An employment survey of recent graduates.

## Graduate Students

### Residential Master's Program

#### Direct measures:

1. Final project evaluation.
2. End-of-program examination.

#### Indirect measures:

1. Annual exit survey.
2. The Percept study.
3. Graduate employment.

### Online MATC Program

#### Direct measures:

1. Final project evaluation.

#### INDIRECT MEASURES:

1. Annual exit survey.
2. The Percept study.
3. Career advancement survey..

These measures have changed since the 2009 site team visit. In the self-study for that visit, the School said it would conduct three assessments: 1. Assistant professors would do an annual self-assessment; 2. Data would be collected on skills; 3. A senior survey would be conducted to ask students how much they had learned in the professional values and competencies.

After some experience with these measures, we dropped the assistant professor annual self-assessment and adjusted the senior survey and how we collected data on skills. The previous assessment measures were not informing our learning loop with the kind of information that could truly move the program forward.

For example, the data on skills were not tied to any specific course, so determining where changes in the curriculum needed to be made was difficult. It was decided that data would be collected in our core skills courses, beginning with JOMC 153, "Writing and Reporting," and that began in 2010.

The senior survey is better used as an indirect measure of learning, not a direct measure, we learned. So the School developed an assessment exam for graduating seniors that better measures professional values and competencies, and also better allows us to adjust our curriculum.

### Implementing the Plan

Implementing a plan is critical to its success. During the past six years, we have made progress in making the assessment plan actionable. Our plan has followed phases, focusing initial attention and measures on core courses critical to what we demand of our students. We have focused and changed our core courses as a result of assessment measures and what we have learned. We continue to focus attention on core courses throughout the sequence curriculum and to suggest changes to the curriculum and individual courses as a result of the assessment learnings.

The School's strategic plan calls for reassessing the curriculum to ensure that it reflects demands of a changing communication environment. After a year of discussion, the faculty voted to implement a five-year curriculum plan with a new core course. At the August 2014 retreat, curriculum changes were approved by the faculty. An existing course that is new to the core, JOMC 221, "Audio and Video Information Gathering," will be assessed as part of the modular assessment measure. In addition, new skills such as writing for Twitter and Wiki pages have been introduced into JOMC 153, "Writing and Reporting," based on the assessment results from that course.

Curriculum reform calls for a three- and five-year plan of change informed by the assessment measures.

Embedding the ideals of assessment and assuring that there is a learning cycle that informs curriculum success and

the necessity of change is an ongoing process. Although a plan was put into place before the reaccreditation visit in 2009, a culture of assessment had not permeated the School. The administration was focused on the plan, but individuals and students were not that engaged in the process. Since that time, the School created a committee focused on assessment, and there have been regular reports at faculty meetings. The senior associate dean for undergraduate studies, Chris Roush, has led the successful curriculum review and has, with the curriculum committee he chairs, taken responsibility for deepening the culture of assessment.

Roush explained in an email to the faculty and staff how this process has taken root in an effort to personalize the process of assessment and make it real for individual faculty members. This is his email:

A site team from the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) visited the School in February 2009. The School was found not in compliance with the ACEJMC assessment standards.

At that time the School began a more vigorous effort to collect data that evaluates how its undergraduate students are learning the subject matters that it teaches.

I have been heavily involved in this data collection in two ways:

1. As coordinator of the School's JOMC 153, "Writing and Reporting," classes, I met with an assessment expert from the University of Maryland and developed an **assessment module** for the School's introductory writing course; and
2. As the senior associate dean beginning July 2011, I developed a **School-wide assessment exam** now being administered to our entering students and our graduating seniors.

These two assessments are now two of the direct measures that the School uses to determine whether its students are learning the ACEJMC professional values and competencies. The School has data for JOMC 153 assessments dating back to 2010. The School has data for the School-wide assessment exam dating back to the graduating class of 2013.

Due to the success of the JOMC 153 assessment module, the School added an assessment used for JOMC 340, "Introduction to Media Law," in the 2013-14 academic year.

The School uses a third direct measure for assessment, and that is aggregate evaluations collected on students who are enrolled in JOMC 393, "Mass Communication Practicum." Jay Eubank, the director of career services at the School, collects this data and shares it with me. Data for these evaluations are collected every summer and have been, dating back to before the 2009 accreditation team visit.

The School also uses three indirect measures of assessment. They are:

1. **Senior survey** at the end of every academic year;
2. **Student awards** across the curriculum; and
3. An **employment survey** of recent **graduates**.

The senior survey is conducted shortly before graduation in May. The School has data from the student survey dating back to before the 2009 accreditation team visit. The survey instrument was revised in 2011 and is now conducted by Louise Spieler, the senior associate dean for strategy and administration.

The student awards are collected every year as well and are the responsibility of each individual sequence head. The senior associate dean compiles those lists into one uniform list.

The employment survey is conducted in September and October every year after graduation, and the primary assessment tool here is whether the alumni have mass communication jobs. The survey is unscientific in nature. The employment survey data is available dating back to 2010. These survey data are collected by Louise Spieler, the senior associate dean for strategy and administration.

In addition, the School uses alumni and professional media workers to assess work in specific courses. Examples are listed here:

**JOMC 232, “Public Relations Writing.”** Students in this course have worked with more than 50 nonprofit organizations since the last accreditation team visit. They write press releases and other material for these clients.

**JOMC 333, “Video Communication for Public Relations and Advertising.”** In this course, students work with several clients on diverse video projects. Clients review the final pieces and provide their feedback to the instructors, who then relay comments to the students in class and discuss them in light of project goals, target audience and budget-time constraints.

**JOMC 376, “Sports Marketing and Advertising.”** This class works with a client that is a major sports organization each semester. Clients and other professional guests provide input and feedback to students at several points throughout the semester.

**JOMC 434, “Public Relations Campaigns.”** Clients in all sections of this capstone course formally evaluate students for at least three campaign components over the course of the semester: research reports, final presentations and a written plan. Some faculty members teaching this course use a formal client-evaluation form; others enable clients to provide verbal feedback directly to students.

**JOMC 552, “Leadership in a Time of Change.”** This course is equally divided between classwork and a field assignment with a client that is typically a community newspaper or consulting firm. The grading on the field assignment includes the client’s assessment of a student’s work, provided in the form of verbal feedback from at least two people, such as the publisher and editor, or advertising director and general manager.

**JOMC 671, “Social Marketing Campaigns.”** This course works with clients from the public health sector who come to class three times during the semester. First they present an overview of the public health challenge and answer questions from students; next they attend a strategy presentation, where student teams present the results of their formative research and what they plan for interventions; last they attend the final presentation. Clients provide verbal comments during the final session, which the instructor collects and incorporates into her feedback rubric.

**JOMC 690, “Advanced Advertising Campaigns.”** Students in this course enter their campaign in the American Advertising Federation’s National Student Advertising Competition. The campaigns (a written-plans book plus a 20-minute live presentation) are judged by professionals at the district level, with the district winners advancing to the semifinals. In the semifinals, a second panel of professionals evaluates the campaigns; winners advance to the national finals, where they are judged a third time.

### **Critiquing Student Work**

Students who are producing broadcast, audio, print and multimedia projects, or public relations or advertising campaigns, as part of their coursework and extracurricular activities frequently have the opportunity for their work to be reviewed and critiqued by professionals in these fields. A few examples follow:

**JOMC 422, “Producing Television News.”** This class produces the School’s “Carolina Week” TV news program. Each semester broadcast professionals spend a day with the team of this student newscast, assisting with its production and being part of the critique following the newscast. They provide a real-world assessment of what the team is doing well and how it might improve. Professional critiques are provided to individuals as well as to the group.

**JOMC 252, “Audio Journalism,”** and **JOMC 561, “Medical and Science Video Storytelling.”** Both classes use professionals to critique student work and present examples of professional work from their organizations.

**JOMC 232, “Public Relations Writing,”** and **JOMC 434, “Public Relations Campaigns.”** Student public relations materials – press releases, fact sheets, public service announcements, social media campaigns – are critiqued by professionals, and most of the materials and ideas are used by their organizations

**JOMC 452, “Business Reporting.”** All students participate in a mock news conference competition against a Kenan-Flagler Business School class. The mock news conferences are judged by public relations and journalism professionals, and

the mock news conference counts as 10% of the student's grade in the course.

The School also has assessment tools for its residential professional master's program. Those are administered by Charlie Tuggle, the director of the master's program; and Heidi Hennink-Kaminski, the senior associate dean for graduate students.

Those are the direct measures of a final project evaluation and an end-of-program evaluation, and the indirect measures of an exit survey and an employment survey. Each of these is done annually beginning with the 2013-14 academic year. The end-of-program evaluation and exit survey were new in 2013-14, while the final-project evaluation and employment survey have been done since before the last site team visit.

The online master's in technology and communication (MATC) also has an assessment plan.

The direct measure is the final project evaluation. Indirect measures include an exit survey completed after the final project is successfully defended and a career-advancement survey.

Plans are under way to conduct an MATC alumni survey one year after each class graduates from the program. The first of these surveys is planned for summer 2015.

In 2013, an additional indirect measure of assessment of the residential master's program and the MATC program was conducted by an outside research firm, Percept.

**Every two years, this plan will be updated by the senior associate dean for undergraduate studies. Assessment is part of this senior associate dean's portfolio. The report will be done in conjunction with the senior associate dean for graduate studies. The updated plan will be shared with faculty before votes are taken on phase two and phase three curriculum changes.**





## Supplemental 9-B: Assessment Exam for Graduating Seniors and First-Year Students

### Assessment Exam for Seniors and First-Year Students

The answers in bold denote the correct learning outcome.

1. In the Public Relations Society of America ethics code, which of the following would be considered inappropriate:

|   | Answer   | Senior %   | First-Year % |
|---|--|------------|--------------|
| 1 | A PR professional representing a ski manufacturer gives a pair of expensive racing skis to a sports magazine columnist to influence the columnist to write favorable articles about the product. | 5%         | 11%          |
| 2 | A PR professional employs people to pose as volunteers to speak at public hearings and participate in grass roots campaigns.   | 2%         | 6%           |
| 3 | A PR professional represents a competitor company without informing a prospective client.  | 2%         | 11%          |
| 4 | <b>All of the above</b>  | <b>91%</b> | <b>72%</b>   |

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  | Senior %   | First-Year % |
|---|---|------------|--------------|
| 1 | It does not treat all people equally  | 15%        | 16%          |
| 2 | <b>It is difficult to accurately anticipate all of the ramifications of a particular act.</b> | <b>53%</b> | <b>33%</b>   |
| 3 | It does not focus on the moral character of an individual who is making a decision.           | 22%        | 32%          |
| 4 | It does not place enough emphasis on the value of social justice.                             | 11%        | 19%          |

3. All of the following are rights protected by the First Amendment of the U.S. Constitution except

|   | Answer   | Senior %   | First-Year % |
|---|--|------------|--------------|
| 1 | freedom of speech                                      | 0%         | 3%           |
| 2 | freedom of press                                       | 0%         | 2%           |
| 3 | petitioning the government for a redress of grievances | 7%         | 18%          |
| 4 | <b>keep and bear arms</b>                              | <b>93%</b> | <b>76%</b>   |

4. The caveat emptor ("let the buyer beware") philosophy of advertising puts the burden of determining if an advertisement is truthful on the \_\_\_\_\_.

|   | Answer                               | Senior %   | First-Year % |
|---|--------------------------------------|------------|--------------|
| 1 | group that creates the advertisement | 13%        | 14%          |
| 2 | government                           | 0%         | 3%           |
| 3 | <b>consumer</b>                      | <b>84%</b> | <b>75%</b>   |
| 4 | marketplace                          | 4%         | 7%           |

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  | Senior % | First-Year % |
|---|---|----------|--------------|
| 1 | <b>Use of the undercover reporting methods should be explained in the story.</b>                      | 53%      | 19%          |
| 2 | Editors at the publication must know and approve of the undercover methods to be used by the reporter | 29%      | 37%          |
| 3 | The subject of the undercover reporting must be notified in a timely manner of the situation.         | 15%      | 17%          |
| 4 | Lawyers must agree in advance that the undercover methods do not violate any laws.                    | 4%       | 27%          |

6. The NPPA visual journalism ethics code allows visual journalists to pay sources for information/participation under what type of circumstances?

|   | Answer   | Senior % | First-Year % |
|---|--|----------|--------------|
| 1 | When the issue is of importance to national security.  | 7%       | 12%          |
| 2 | When the source owns the legal rights to the information.  | 40%      | 54%          |
| 3 | When the source is impoverished and has no other viable means of support.  | 0%       | 11%          |
| 4 | <b>The code states that visual journalists should not pay sources or reward them materially for information/participation.</b> | 53%      | 22%          |

7. A headline for a news story or a press release should:

|   | Answer  | Senior % | First-Year % |
|---|---|----------|--------------|
| 1 | Reflect the tone and content of the story or release        | 2%       | 6%           |
| 2 | Help readers using search engines find the story or release | 0%       | 1%           |
| 3 | Communicate news and information                            | 2%       | 4%           |
| 4 | <b>All of the above</b>                                     | 96%      | 89%          |

8. A lead of a news story or press release is

|   | Answer   | Senior % | First-Year % |
|---|--|----------|--------------|
| 1 | <b>The story's introduction, often the first sentence of the paragraph</b> | 91%      | 40%          |
| 2 | The primary source of information in the story or release                  | 9%       | 36%          |
| 3 | A source who provides information anonymously                              | 0%       | 17%          |
| 4 | The file name of the story or release                                      | 0%       | 7%           |

9. Many news stories and press releases are written in this format:

|   | Answer                      | Senior % | First-Year % |
|---|-----------------------------|----------|--------------|
| 1 | The narrative               | 0%       | 26%          |
| 2 | The profile                 | 0%       | 23%          |
| 3 | The sidebar                 | 0%       | 7%           |
| 4 | <b>The inverted pyramid</b> | 100%     | 43%          |

10. The standard style guide for journalists and other media practitioners is:

|          | <b>Answer</b>                         | <b>Senior %</b> | <b>First-Year %</b> |
|----------|---------------------------------------|-----------------|---------------------|
| 1        | Chicago Manual of Style               | 0%              | 31%                 |
| <b>2</b> | <b>The Associated Press Stylebook</b> | <b>100%</b>     | <b>64%</b>          |
| 3        | The Yahoo! Style Guide                | 0%              | 0%                  |
| 4        | Word into Type                        | 0%              | 5%                  |

11. Which of the following does not require a citation?

|          | <b>Answer</b>   | <b>Senior %</b> | <b>First-Year %</b> |
|----------|---|-----------------|---------------------|
| 1        | Summarizing President Obama's State of the Union speech                                     | 9%              | 12%                 |
| <b>2</b> | <b>Stating that the U.S. constitution includes a Bill of Rights</b>                         | <b>84%</b>      | <b>83%</b>          |
| 3        | A portion of an article from Time magazine on Wikileaks                                     | 0%              | 2%                  |
| 4        | A quote from the National Weather Service about winter storms for the remainder of February | 7%              | 3%                  |

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:

|          | <b>Answer</b>                                 | <b>Senior %</b> | <b>First-Year %</b> |
|----------|---|-----------------|---------------------|
| 1        | No, because I might get caught                | 0%              | 4%                  |
| <b>2</b> | <b>No, because my duty proper is veracity</b> | <b>71%</b>      | <b>38%</b>          |
| 3        | No, because there are rules against stealing  | 27%             | 51%                 |
| 4        | No, because Ted Koppel wouldn't               | 0%              | 2%                  |
| 5        | Why not? The mayor's a fink!                  | 2%              | 5%                  |

13. Ethical relativism...

|          | <b>Answer</b>  | <b>Senior %</b> | <b>First-Year %</b> |
|----------|--|-----------------|---------------------|
| 1        | Takes into consideration the reality of the current situation    | 35%             | 32%                 |
| 2        | Requires that the decision maker consider rules and consequences | 15%             | 31%                 |
| <b>3</b> | <b>Indicates that no universal principles exist</b>              | <b>49%</b>      | <b>16%</b>          |
| 4        | Reflects the veil of ignorance                                   | 0%              | 4%                  |
| 5        | Shows a high level of moral conduct                              | 2%              | 17%                 |

14. Pragmatism argues that:

|          | <b>Answer</b>   | <b>Senior %</b> | <b>First-Year %</b> |
|----------|---|-----------------|---------------------|
| 1        | Truth comes from objective science                          | 42%             | 29%                 |
| <b>2</b> | <b>Science does not take into account human fallibility</b> | <b>18%</b>      | <b>14%</b>          |
| 3        | There is value in vigorous debate                           | 5%              | 8%                  |
| 4        | Truth is the meaning we assign to beliefs                   | 24%             | 26%                 |
| 5        | We can strive for truth through intelligence                | 11%             | 24%                 |

15. An ethical dilemma will always result in a right or wrong decision

|   | <b>Answer</b> | <b>Senior %</b> | <b>First-Year %</b> |
|---|---------------|-----------------|---------------------|
| 1 | True          | 2%              | 25%                 |
| 2 | <b>False</b>  | <b>98%</b>      | <b>75%</b>          |

16. When media use framing, they are being unethical

|   | <b>Answer</b> | <b>Senior %</b> | <b>First-Year %</b> |
|---|---------------|-----------------|---------------------|
| 1 | True          | 35%             | 52%                 |
| 2 | <b>False</b>  | <b>65%</b>      | <b>48%</b>          |

17. Persuasion is the same as lying by omission

|   | <b>Answer</b> | <b>Senior %</b> | <b>First-Year %</b> |
|---|---------------|-----------------|---------------------|
| 1 | True          | 20%             | 26%                 |
| 2 | <b>False</b>  | <b>80%</b>      | <b>74%</b>          |

18. Newspapers in the nineteenth century that argued the political viewpoints of the parties or individuals subsidizing the newspapers are considered an example of:

|   | <b>Answer</b>          | <b>Senior %</b> | <b>First-Year %</b> |
|---|------------------------|-----------------|---------------------|
| 1 | Yellow journalism      | 44%             | 48%                 |
| 2 | Penny press            | 5%              | 7%                  |
| 3 | <b>Partisan press</b>  | <b>51%</b>      | <b>41%</b>          |
| 4 | Interpretive reporting | 0%              | 3%                  |

19. Historians credit this technological milestone with initiating mass communication:

|   | <b>Answer</b>                          | <b>Senior %</b> | <b>First-Year %</b> |
|---|--|-----------------|---------------------|
| 1 | Invention of the telegraph             | 4%              | 7%                  |
| 2 | Discovery of radio waves               | 2%              | 5%                  |
| 3 | Development of the Internet            | 4%              | 7%                  |
| 4 | <b>Invention of the printing press</b> | <b>91%</b>      | <b>82%</b>          |

20. An entry point for many women working in early newspapers was:

|   | <b>Answer</b>        | <b>Senior %</b> | <b>First-Year %</b> |
|---|----------------------|-----------------|---------------------|
| 1 | <b>Women's pages</b> | <b>20%</b>      | <b>20%</b>          |
| 2 | Obituaries           | 24%             | 20%                 |
| 3 | Copyediting          | 49%             | 50%                 |
| 4 | Editorial page       | 5%              | 11%                 |

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?

|   | <b>Answer</b>           | <b>Senior %</b> | <b>First-Year %</b> |
|---|-------------------------|-----------------|---------------------|
| 1 | Boycotts                | 0%              | 3%                  |
| 2 | Sit-ins                 | 7%              | 6%                  |
| 3 | Freedom rides           | 0%              | 4%                  |
| 4 | <b>All of the above</b> | <b>93%</b>      | <b>86%</b>          |

22. Ethnic newspapers have traditionally served as \_\_\_\_\_ press in their respective communities.

|   | <b>Answer</b>      | <b>Senior %</b> | <b>First-Year %</b> |
|---|--------------------|-----------------|---------------------|
| 1 | an informational   | 16%             | 26%                 |
| 2 | an entertainment   | 9%              | 4%                  |
| 3 | <b>an advocacy</b> | <b>60%</b>      | <b>41%</b>          |
| 4 | a progressive      | 15%             | 28%                 |

23. The growing racially and ethnically diverse population is \_\_\_\_\_ for media outlets.

|   | <b>Answer</b>         | <b>Senior %</b> | <b>First-Year %</b> |
|---|-----------------------|-----------------|---------------------|
| 1 | a problem             | 2%              | 6%                  |
| 2 | <b>an opportunity</b> | <b>96%</b>      | <b>82%</b>          |
| 3 | a projection          | 0%              | 8%                  |
| 4 | a correlation         | 2%              | 3%                  |

24. In the \_\_\_\_\_ developmental phase of media instills fear in the way minorities are presented.

|   | <b>Answer</b>            | <b>Senior %</b> | <b>First-Year %</b> |
|---|--------------------------|-----------------|---------------------|
| 1 | <b>threatening issue</b> | <b>9%</b>       | <b>8%</b>           |
| 2 | exclusionary             | 42%             | 31%                 |
| 3 | stereotypical            | 44%             | 44%                 |
| 4 | multiracial              | 5%              | 17%                 |

25. The \_\_\_\_\_ opened the doors for minority reporters in newsrooms across the country in the...

|   | <b>Answer</b>                   | <b>Senior %</b> | <b>First-Year %</b> |
|---|---------------------------------|-----------------|---------------------|
| 1 | Civil Rights Act                | 82%             | 69%                 |
| 2 | March on Washington             | 2%              | 14%                 |
| 3 | <b>Kerner Commission Report</b> | <b>16%</b>      | <b>14%</b>          |
| 4 | State of the Union              | 0%              | 3%                  |

26. This journalist who started an anti-lynching campaign was known as a muckraker.

|   | <b>Answer</b>               | <b>Senior %</b> | <b>First-Year %</b> |
|---|-----------------------------|-----------------|---------------------|
| 1 | Walter Cronkite             | 18%             | 10%                 |
| 2 | Robert S. Abbott            | 33%             | 30%                 |
| 3 | Roland Martin               | 11%             | 11%                 |
| 4 | <b>Ida B. Wells-Barnett</b> | <b>38%</b>      | <b>50%</b>          |

27. The primary governing agency for broadcasting in the United States is

|   | <b>Answer</b>                            | <b>Senior %</b> | <b>First-Year %</b> |
|---|--|-----------------|---------------------|
| 1 | Federal Trade Commission                 | 15%             | 10%                 |
| 2 | <b>Federal Communications Commission</b> | <b>85%</b>      | <b>71%</b>          |
| 3 | Securities and Exchange Commission       | 0%              | 4%                  |
| 4 | Federal Aviation Administration          | 0%              | 1%                  |
| 5 | all of the above                         | 0%              | 13%                 |

28. Of the following types of speech, which type is not protected under the First Amendment, according to the U.S. Supreme Court?

|   | <b>Answer</b>                    | <b>Senior %</b> | <b>First-Year %</b> |
|---|----------------------------------|-----------------|---------------------|
| 1 | political and social speech      | 2%              | 3%                  |
| 2 | commercial speech                | 18%             | 14%                 |
| 3 | <b>obscene sexual expression</b> | <b>71%</b>      | <b>48%</b>          |
| 4 | indecent sexual expression       | 9%              | 35%                 |

29. 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

|   | <b>Answer</b>  | <b>Senior %</b> | <b>First-Year %</b> |
|---|--|-----------------|---------------------|
| 1 | survivor lawsuits that threatened to bankrupt the railroad | 33%             | 26%                 |
| 2 | <b>government regulations passed in 1903 and 1906</b>      | <b>20%</b>      | <b>18%</b>          |
| 3 | pressure from the news media                               | 46%             | 49%                 |
| 4 | the consensus among railroad management was for change     | 0%              | 7%                  |

30. The “marketplace of ideas” metaphor for protecting free expression is most closely related to which of the following theoretical First Amendment issues?

|   | <b>Answer</b>              | <b>Senior %</b> | <b>First-Year %</b> |
|---|----------------------------|-----------------|---------------------|
| 1 | <b>attainment of truth</b> | <b>53%</b>      | <b>39%</b>          |
| 2 | change with stability      | 2%              | 10%                 |
| 3 | democratic governance      | 29%             | 32%                 |
| 4 | check on government power  | 16%             | 19%                 |

31. 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:

|          | <b>Answer</b>   | <b>Senior %</b> | <b>First-Year %</b> |
|----------|---|-----------------|---------------------|
| 1        | content-based regulation of speech  | 33%             | 38%                 |
| 2        | content-neutral time, place or manner regulation of speech                    | 4%              | 16%                 |
| <b>3</b> | <b>prior restraint that would be presumed unconstitutional</b>                | <b>57%</b>      | <b>25%</b>          |
| 4        | post-publication punishment that would be presumed unconstitutional on appeal | 6%              | 21%                 |

32. Pursuant to rulings by the U.S. Supreme Court, the First Amendment requires that “public officials” who sue in court for harm to their reputation from the publication of an allegedly false and defamatory statement must prove “actual malice” when the statement relates to their:

|          | <b>Answer</b>  | <b>Senior %</b> | <b>First-Year %</b> |
|----------|--|-----------------|---------------------|
| 1        | personal lives only  | 27%             | 19%                 |
| 2        | official conduct only  | 11%             | 21%                 |
| 3        | official conduct or their personal lives                           | 47%             | 40%                 |
| <b>4</b> | <b>official conduct or touches on their fitness to hold office</b> | <b>15%</b>      | <b>21%</b>          |

34. Media measurement companies have different specializations. For example, A.C. Nielsen

|          | <b>Answer</b>   | <b>Senior %</b> | <b>First-Year %</b> |
|----------|---|-----------------|---------------------|
| 1        | focuses on measuring radio audiences in local markets       | 0%              | 26%                 |
| 2        | studies public policy issues and attitudes toward the media | 0%              | 26%                 |
| 3        | makes sure media circulation claims are accurate            | 0%              | 26%                 |
| <b>4</b> | <b>is best known for its television ratings</b>             | <b>100%</b>     | <b>22%</b>          |

35. A television rating represents

|          | <b>Answer</b>  | <b>Senior %</b> | <b>First-Year %</b> |
|----------|--|-----------------|---------------------|
| 1        | households watching a program out of all households with televisions turned on           | 50%             | 54%                 |
| 2        | households that have a television versus households that do not                          | 0%              | 14%                 |
| <b>3</b> | <b>households watching a program out of all households with television, on or off</b>    | <b>50%</b>      | <b>29%</b>          |
| 4        | individual viewers at home versus individual viewers watching television in public areas | 0%              | 4%                  |

36. 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

|          | <b>Answer</b>         | <b>Senior %</b> | <b>First-Year %</b> |
|----------|-----------------------|-----------------|---------------------|
| 1        | digital displays      | 0%              | 43%                 |
| 2        | image formats         | 0%              | 4%                  |
| <b>3</b> | <b>aspect ratios</b>  | <b>100%</b>     | <b>46%</b>          |
| 4        | screen portrait modes | 0%              | 7%                  |

37. In writing in broadcast style, attribution should

|   | <b>Answer</b>                                  | <b>Senior %</b> | <b>First-Year %</b> |
|---|--|-----------------|---------------------|
| 1 | <b>appear at the beginning of the sentence</b> | 100%            | 39%                 |
| 2 | follow established newspaper style             | 0%              | 14%                 |
| 3 | never be used in broadcast writing             | 0%              | 11%                 |
| 4 | always be at the end of the sentence           | 0%              | 36%                 |

38. Using a cutaway shot in television is a way to

|   | <b>Answer</b>                           | <b>Senior %</b> | <b>First-Year %</b> |
|---|---|-----------------|---------------------|
| 1 | add important supplementary information | 0%              | 7%                  |
| 2 | show information not in the basic scene | 0%              | 11%                 |
| 3 | direct attention to a related element   | 0%              | 14%                 |
| 4 | avoid a jump cut                        | 50%             | 4%                  |
| 5 | <b>all of the above</b>                 | <b>50%</b>      | <b>64%</b>          |

39. 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

|   | <b>Answer</b>             | <b>Senior %</b> | <b>First-Year %</b> |
|---|---------------------------|-----------------|---------------------|
| 1 | 180-degree rule           | 0%              | 11%                 |
| 2 | <b>rule of thirds</b>     | <b>100%</b>     | <b>57%</b>          |
| 3 | general statement         | 0%              | 4%                  |
| 4 | selective focus guideline | 0%              | 29%                 |
| 5 | desensitization principle | 0%              | 0%                  |

40. The public relations efforts of Carl Byoir led to

|   | <b>Answer</b>  | <b>Senior %</b> | <b>First-Year %</b> |
|---|--|-----------------|---------------------|
| 1 | bankruptcy of the Warm Springs Foundation                    | 8%              | 14%                 |
| 2 | Congress approving funding of FDR's public relations machine | 48%             | 68%                 |
| 3 | <b>creation of the March of Dimes</b>                        | <b>40%</b>      | <b>17%</b>          |
| 4 | national celebration of the Fourth of July                   | 4%              | 2%                  |

41. President Franklin Roosevelt employed early public relations pioneers in the Office of War Information to help

|   | <b>Answer</b>                          | <b>Senior %</b> | <b>First-Year %</b> |
|---|--|-----------------|---------------------|
| 1 | sell bonds to finance the war          | 4%              | 12%                 |
| 2 | recruit Americans to join the military | 0%              | 9%                  |
| 3 | promote Rosie the Riveter              | 0%              | 3%                  |
| 4 | <b>all of the above</b>                | <b>96%</b>      | <b>75%</b>          |



42. The main job of the \_\_\_\_\_ is to coordinate research to understand how consumers relate to the brand and product category.

|   | <b>Answer</b>          | <b>Senior %</b> | <b>First-Year %</b> |
|---|------------------------|-----------------|---------------------|
| 1 | <b>account planner</b> | <b>89%</b>      | <b>19%</b>          |
| 2 | media planner          | 0%              | 37%                 |
| 3 | production coordinator | 0%              | 35%                 |
| 4 | account executive      | 11%             | 9%                  |

43. The first advertising agent, Volney Palmer,

|   | <b>Answer</b>                                       | <b>Senior %</b> | <b>First-Year %</b> |
|---|---|-----------------|---------------------|
| 1 | was the first to place an illustration on an ad     | 11%             | 24%                 |
| 2 | was hired to write advertising copy for his clients | 22%             | 24%                 |
| 3 | <b>sold ad space for newspapers</b>                 | <b>44%</b>      | <b>39%</b>          |
| 4 | offered creative and media services                 | 22%             | 13%                 |

44. All of the following are true statements concerning the creative brief except:

|   | <b>Answer</b>  | <b>Senior %</b> | <b>First-Year %</b> |
|---|--|-----------------|---------------------|
| 1 | <b>the creative brief is written by the copywriter and art director</b>                      | <b>67%</b>      | <b>28%</b>          |
| 2 | the creative brief is a one-page document  | 11%             | 30%                 |
| 3 | the creative brief lists reasons for the target to believe the key promise that is presented | 11%             | 28%                 |
| 4 | the creative brief describes the target audience   | 11%             | 15%                 |

45. The goals of an advertising campaign are best describes as

|   | <b>Answer</b>                                  | <b>Senior %</b> | <b>First-Year %</b> |
|---|--|-----------------|---------------------|
| 1 | marketing objectives                           | 33%             | 22%                 |
| 2 | media strategies                               | 0%              | 13%                 |
| 3 | increasing brand sales                         | 0%              | 15%                 |
| 4 | <b>informing, persuading, and/or reminding</b> | <b>67%</b>      | <b>50%</b>          |

46. 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

|   | <b>Answer</b>       | <b>Senior %</b> | <b>First-Year %</b> |
|---|---------------------|-----------------|---------------------|
| 1 | impressions         | 11%             | 17%                 |
| 2 | <b>reach</b>        | <b>89%</b>      | <b>44%</b>          |
| 3 | gross rating points | 0%              | 19%                 |
| 4 | frequency           | 0%              | 20%                 |

47. What is responsive design?

|   | <b>Answer</b>   | <b>Senior %</b> | <b>First-Year %</b> |
|---|---|-----------------|---------------------|
| 1 | Design that adapts to preferences the user indicates when logging onto a website  | 20%             | 50%                 |
| 2 | <b>Design that is liquid and resizes the width of elements relative to a changing window size</b>                             | <b>60%</b>      | <b>18%</b>          |
| 3 | Design that has defined layouts for different resolutions. Within each layout, resizing the window does not change the design | 20%             | 24%                 |
| 4 | none of the above   | 0%              | 9%                  |

48. When conducting a usability test, it is important to let test participants know

|   | <b>Answer</b>   | <b>Senior %</b> | <b>First-Year %</b> |
|---|---|-----------------|---------------------|
| 1 | that they are voluntarily participating and can choose not to participate at any time | 20%             | 32%                 |
| 2 | that their names will not be associated with their response                           | 0%              | 18%                 |
| 3 | that they cannot make mistakes  | 0%              | 6%                  |
| 4 | <b>all of the above</b>   | <b>80%</b>      | <b>44%</b>          |

49. What is API?

|   | <b>Answer</b>  | <b>Senior %</b> | <b>First-Year %</b> |
|---|--|-----------------|---------------------|
| 1 | <b>A set of programming instructions and standards for accessing a Web-based software application</b>            | <b>40%</b>      | <b>26%</b>          |
| 2 | the Associated Press Interface   | 40%             | 29%                 |
| 3 | an advanced programming interface that uses HTML5  | 20%             | 24%                 |
| 4 | a software engineering methodology that deals with object-oriented development in the analysis and design phases | 0%              | 21%                 |

50. Which of the following describes a type of database?

|   | <b>Answer</b>           | <b>Senior %</b> | <b>First-Year %</b> |
|---|-------------------------|-----------------|---------------------|
| 1 | analytic                | 0%              | 18%                 |
| 2 | operational             | 0%              | 6%                  |
| 3 | hierarchical            | 20%             | 12%                 |
| 4 | <b>all of the above</b> | <b>80%</b>      | <b>65%</b>          |

51. Imagine that you were to measure public opinion on a news issue and then you subsequently grouped respondents into categories of supportive, unsupportive, and neutral based on their opinion of the news issues. Which type of chart would be most effective for visualizing your groupings?

|   | <b>Answer</b>    | <b>Senior %</b> | <b>First-Year %</b> |
|---|------------------|-----------------|---------------------|
| 1 | line graph       | 20%             | 6%                  |
| 2 | scatter plot     | 0%              | 6%                  |
| 3 | <b>pie chart</b> | <b>80%</b>      | <b>85%</b>          |
| 4 | network          | 0%              | 3%                  |

52. In a traditional 3-Act structure, what is the inciting incident?

|          | <b>Answer</b>  | <b>Senior %</b> | <b>First-Year %</b> |
|----------|--|-----------------|---------------------|
| 1        | The moment the audience first meets the main character of the story                | 0%              | 12%                 |
| <b>2</b> | <b>The event that launches the main character on his/her journey</b>               | <b>100%</b>     | <b>56%</b>          |
| 3        | The incident that occurs when the main character is in his/her lowest point        | 0%              | 15%                 |
| 4        | The point in the story that the main character overcomes his/her biggest challenge | 0%              | 18%                 |

53. What is XML?

|          | <b>Answer</b>   | <b>Senior %</b> | <b>First-Year %</b> |
|----------|---|-----------------|---------------------|
| <b>1</b> | <b>A structured language for storing and transmitting data</b>  | <b>40%</b>      | <b>15%</b>          |
| 2        | Extensive Modern Language used in creating interactive websites | 20%             | 48%                 |
| 3        | Language for designing websites                                 | 20%             | 18%                 |
| 4        | Similar to HTML but for mobile devices                          | 20%             | 18%                 |

54. Eyetracking research suggests that photos with \_\_\_\_\_ tend to get the most eye fixations, or user views.

|          | <b>Answer</b>          | <b>Senior %</b> | <b>First-Year %</b> |
|----------|------------------------|-----------------|---------------------|
| 1        | Landscapes             | 0%              | 6%                  |
| 2        | Technical diagrams     | 0%              | 9%                  |
| <b>3</b> | <b>Faces of people</b> | <b>100%</b>     | <b>59%</b>          |
| 4        | All of the above       | 0%              | 26%                 |

55. Vector graphics are

|          | <b>Answer</b>   | <b>Senior %</b> | <b>First-Year %</b> |
|----------|---|-----------------|---------------------|
| 1        | primarily created by using Adobe Illustrator                                  | 0%              | 6%                  |
| 2        | can be used to fill gradients   | 0%              | 15%                 |
| 3        | a series of lines and curves that can be scaled larger without losing quality | 20%             | 47%                 |
| <b>4</b> | <b>all of the above</b>   | <b>80%</b>      | <b>32%</b>          |

56. When using Photoshop,

|          | <b>Answer</b>   | <b>Senior %</b> | <b>First-Year %</b> |
|----------|---|-----------------|---------------------|
| 1        | images can be greatly scaled without losing quality as long as you are careful          | 0%              | 24%                 |
| 2        | rely on filters because that is what professionals do                                   | 0%              | 6%                  |
| 3        | it is OK to stretch news images out of proportion if you think it would help the design | 0%              | 6%                  |
| <b>4</b> | <b>none of the above</b>  | <b>100%</b>     | <b>65%</b>          |

57. What does C.R.A.P. stand for in terms of design principles?

|          | <b>Answer</b>   | <b>Senior %</b> | <b>First-Year %</b> |
|----------|---|-----------------|---------------------|
| 1        | your page is pretty bad                               | 0%              | 6%                  |
| 2        | creativity, roughs, alignment, and precision          | 0%              | 18%                 |
| <b>3</b> | <b>contrast, repetition, alignment, and proximity</b> | <b>100%</b>     | <b>44%</b>          |
| 4        | creativity, repetition, alignment, and proximity      | 0%              | 32%                 |

58. When selecting music for a multimedia production, which of the following factors should you consider...

|          | <b>Answer</b>   | <b>Senior %</b> | <b>First-Year %</b> |
|----------|---|-----------------|---------------------|
| 1        | the emotional influence of the music  | 0%              | 3%                  |
| 2        | the audience of the multimedia project  | 0%              | 6%                  |
| 3        | the content of the story, i.e., is it a feature story versus a breaking news story? | 0%              | 9%                  |
| <b>4</b> | <b>all of the above</b>   | <b>100%</b>     | <b>82%</b>          |

59. In photojournalism, with which of the following types of photos is it ethically acceptable for the photographer to exert some control?

|          | <b>Answer</b>    | <b>Senior %</b> | <b>First-Year %</b> |
|----------|------------------|-----------------|---------------------|
| 1        | news photos      | 0%              | 3%                  |
| 2        | sports photos    | 0%              | 3%                  |
| <b>3</b> | <b>portraits</b> | <b>40%</b>      | <b>21%</b>          |
| 4        | feature photos   | 40%             | 15%                 |
| 5        | all of the above | 20%             | 59%                 |

60. Chose the equivalent exposure to 1/250 @ f/8

|          | <b>Answer</b>      | <b>Senior %</b> | <b>First-Year %</b> |
|----------|--------------------|-----------------|---------------------|
| 1        | 1/1000 @ f/2.8     | 0%              | 11%                 |
| <b>2</b> | <b>1/30 @ f/22</b> | <b>60%</b>      | <b>30%</b>          |
| 3        | 1/8 @ f/32         | 40%             | 37%                 |
| 4        | 1/2000 @ f/1.4     | 0%              | 22%                 |

62. A wide-angle lens \_\_\_\_\_ perspective, but a telephoto lens \_\_\_\_\_ perspective

|          | <b>Answer</b>             | <b>Senior %</b> | <b>First-Year %</b> |
|----------|---------------------------|-----------------|---------------------|
| 1        | flattens/opens            | 20%             | 24%                 |
| <b>2</b> | <b>expands/compresses</b> | <b>80%</b>      | <b>68%</b>          |
| 3        | tilts/straightens         | 0%              | 3%                  |
| 4        | sharpens/softens          | 0%              | 6%                  |



## Supplemental 9-C: Evaluation Comments from Student Internship Supervisors

Please note that the comments are given here just as the supervisors wrote them.

The names of students have been deleted, of course, per FERPA regulations.

- L. worked with me as a sales and marketing intern. On a weekly basis she assisted me with setting up social media, marketing, advertising and even helped with some graphic design. She worked with me to reach out to different businesses, campus departments, student organizations and more about hosting events at Fitzgerald's as well as informing them about our private event space and catering service. She helped set up and maintain several private events and catering orders. She was involved in the planning process for our 1 year anniversary party and was essential in the execution of the event the day of. When we had a public relations issue this year involving a group of students and our establishment, she was able to provide input on handling the situation appropriately.
- Marketing assistant duties including: Internet Search Optimization and Google Adwords Analysis and Reporting; Client Call Tracking, Analysis and Reporting Copy writing, Proofing and editing Facebook promotion research and analysis, General office organization, filing, etc.
- K. works as a news production assistant, the weekend assignment editor, and our lottery host. Kristin works directly with all of the staff who make our newsgathering decisions each day.
- Communicate to Carolina's alumni, friends, faculty and students; tailor communications to the GAA's 69,000 members; write copy and design ads for the Carolina Alumni Review; manage the GAA's social media channels including but not limited to Facebook, Twitter, Pinterest, Instagram and G+; create campaigns to gain followers on Instagram; work with outside vendors to quote promotional items and social media management platforms; design various pieces in the Adobe Creative Suite; edit marketing and Web copy; create the storyboard for GAA anniversary video and work with various people on recording narration, etc.
- Writings and editing news releases and stories for the UNC website and University Gazette. Because of her interest in broadcast journalism, C. also helped staff on-campus coverage by various broadcast journalists and helped our resident videographer with various assignments.
- K. was a Customer Relations Associate. She worked directly with our customers and helped support our sales staff of over 700 people. Kayla was responsible for managing several school publications and worked to actively seek customer approval on the advertisements we had created. Kayla also managed incoming calls and questions related to orders, billing, timelines and troubleshooting.
- H. was responsible for managing client online reputation on review websites as well as creating social media posts for individual clients and contributing content to our social media library. He worked with

several of our account managers on some of their daily tasks and special projects including some campaign data analysis.

- J. primarily shot and edited videos for our company.
- E. has been a part of the YMCA Youth In Government movement since high school. He continued to grow the movement by serving as a founding member of our collegiate program - College Youth In Government - and was pivotal in building our online presence. This year, E. served as our communications and web development intern during the spring semester to upgrade our current website and develop an online database - SLY, short for Student Legislation of the YMCA and named after one of our program founders, Professor John F. Sly of Princeton. His work has helped us increase access to the program for college students around the country, and bolstered our efforts to remain in contact with our alumni.
- M. help write case studies, review and contributed content to RFPs, research competitive for Samsung and other prospects, built client/agency partner database, managed NB proprietary asset management system, transcribed all video case studies.
- Assist in launching PR campaigns. Help produce social media content. Build press lists using our media monitoring database, Cision. Update agency crisis communication plan.
- Public relations activities for technology clients including media list and pitch development, monitoring, analytics report development, research and media outreach
- K. wrote a weekly recap on Carolina baseball for CAROLINA digital magazine.
- J. served as our event planner tasked with scheduling home parties and trunk shows to sell Symbology merchandise.
- B. wrote weekly articles for CAROLINA digital magazine, covered UNC basketball games, and wrote stories for GoHeels.com.
- Much of D.'s time was spent working on client reporting and research (client and industry) while here at Rockett. After she was comfortable, she started sitting in on client and vendor meetings to get a better understanding of how we evaluate and present data/insights.
- Thanks to the classes she had taken in the journalism school, R. was able to provide us with a range of useful services, including graphic design, writing, editing, social media and others. She worked on our Wordpress site and also traveled with us to several trade shows, where she helped us cover the shows as an online publication via videos, blogs and social media.
- All Marketing Communications, Planning and Market Research and Community Relations/Outreach staff, Rex co-workers and volunteers working with internal/external events promotions in which Marketing is involved, and Rex patients, visitors and members of the community  
Role and Purpose of Assignment:  
The intern will be an integral part of the Marketing team and will gain valuable experience in healthcare

marketing and public relations. The intern should be interested in hands on experience and is willing to work on all aspects of our marketing, public relations and communications strategy. This experience will assist the student in better understanding the career opportunities available to them. This is not an administrative position. We need someone capable of working alongside our coordinators, managers and director on daily projects. Essential Job Duties and Responsibilities: Research, write and edit marketing materials (brochures, flyers, web content, editorial content?); Work with graphic designers to create materials; Support event coordinator; Work with clinical staff to gather content and verify facts for marketing materials; Assist with media shoots and Rex broadcast products such as Rex On Call; Assist with database management; Update web content; Assist with social media updates and new campaigns; Take photos and/or videos of hospital events

- Assisted with research. Wrote blog entries. Participated in agency meetings and creative sessions.
- A. assisted with the research and writing of internal communications materials, with a focus on development of content for our corporate intranet. This included writing scripts for video productions, interviewing leadership for intranet articles, reporting on developments related to product news and media events, and monitoring and reporting on industry and product-related media coverage.
- H. worked in our Raleigh newsroom with our reporters, photographers, editors, producers and web team. She helped post stories to the web as well as shadowed photographers and reporters out in the field during her time.
- D. was required to work with producers, reporters, photographers, web staff and just about every work group in the newsroom.
- As a marketing intern, Katherine has managed our weekly social media presence and some of our content creation. She's planned and executed several weekly content series. She's also assisted on short term project sprints including event proposals and pitch presentations.
- Worked 2 days/week - daily photo assignments - responsible for editing, toning and writing full caption information - relied upon for same things as staff photographer
- Social media post drafting/content creation; media list compilation; media pitch drafting; secondary research; media monitoring
- Assist with the identification, collation and distribution of news items of significance to state and national politics to more than 5000 subscribers daily. Assist with preparation of content (language and information) for new website launch. Assist with collateral material for events. Assist with duties as needed in other departments.
- Worked as Web editor intern including Writing and copy-editing news and feature stories; cutting and editing video; managing digital story collections; working with photos; reporting; various duties as assigned.



- Work 2 days/week - daily photo assignments - responsible for editing, toning, writing full caption information - relied upon for same things as staff photographer. Design and produce news and feature pages and infographics. Work closely with editors, reporters, and photographers to develop content.
- K. worked as our social media manager this semester, responsible for creating content for our blog, facebook, Pinterest, instagram and Twitter accounts.
- K. worked to research a new media product idea, develop a business plan, prepare documentation and other materials while testing media delivery platform using a wide array of journalistic, multimedia and business skills. K. was a member of the team exploring Capitol Quest, a interactive game (similar to World of Warcraft) that is based on events in the state legislature. While successfully fulfilling many duties, K. excelled when creating the prototypes and all visual elements associated with the idea.
- K. worked on the capital desk at the N&O, learning and reporting on all manner of politics and state government. She covered legislative committee meetings, general assignment political stories, multiple campaign profile pieces and most recently a U.S. Senate debate.
- R. has been a great asset to Social Media Guardian, specifically in helping us grow our business in the Real Estate vertical. With minimal direction, R. has taken the initiative to help us not only create powerful social media post content, but also provided insight and recommendations for additional content categories that have been well received from our clients.
- C. was responsibilities for adding event submissions to CED's online calendar (average 5-7 per week) and schedule associated tweets with each event. She was also responsibility for writing and scheduling social media efforts pertaining to CED events, news and members via Twitter, LinkedIn and Facebook. C. wrote blog posts, which included interviewing a local CEO, attending startup workshops and events. Lastly, she completed two research projects for us comparing membership models and marketing strategies for an upcoming Conference.
- He posted regularly on social media sites Twitter and Facebook. He used the statistics given from our website hosting company to try to increase sales based on targeting. As the semester progressed he was given more responsibilities including tasks associated with maintaining relationships with our long-term customers.
- Interviewing residents, employees and community residents for inclusion in press releases, stories, etc for media outlets. B. reviewed background information on specific subjects/topics as it related to story development for various media outlets. Comprising story for possible publication in local, state and national publications as well as trade journal for senior industry.
- M. worked 2-3 days per week as a photojournalist shooting a variety of still and video assignments for print and online publications.
- C.'s tasks varied from day-to-day. She learned how to transcribe interviews, compile clip files of celebrity cover stars, conduct major research for a lead feature in magazine, pitch story ideas for the website and

features sections, and assist with social media campaigns for Marie Claire @ Work. Courtney also directly assisted the editor in chief and executive editor while their assistant's were on holiday vacation.

- Assisted with the creation and implementation of marketing plans for concerts at Walnut Creek and Red Hat Amp.
- T. led our efforts to redesign our corporate website and created and implemented all outbound marketing campaigns during her tenure here. She also created all web content and templates for our corporate blogs as well as stepping in wherever else we needed her. She did an incredible job!
- Helped to promote brand awareness on UNC's campus. Hosted on campus events to spread awareness of our two brands Geneologie and Morgan Row. Aided in gaining contacts for different organizations on campus.
- C. interned as a general assignment reporter. She covered a variety of features and hard news, and generated many of her own story ideas.
- As an intern at MMI, M. was responsible for supporting the firm's efforts, specifically through working one-on-one with an account executive (in this case, me), playing an active role on supporting accounts. Responsibilities and learning opportunities cover the PR industry across the board, including but not limited to the following: social media content development, social media reporting, press release development, podcast production and editing, pitching the media on behalf of clients, research, event support, and more.
- A. was individually responsible for Contacting, Renewing, and Managing over 141 of our Customer Accounts. Required to meet a minimum of 15 hours per week in our office in Chapel Hill, NC during the Spring Semester. Attended and Completed the 2014 Inside Sales Training Program. Responsible for hitting assigned inventory goals and sales goals associated with his accounts. Required to average at least 10 phone calls per hour and send contact either via email or fax to connect with our customer base.



## Supplemental 9-D: Assessment Criteria and Scales for JOMC 340, “Introduction to Media Law”

### A. Identify a significant mass communication law issue

- o. Failure – Complete failure to correctly identify and describe the legal issue.
- 1. Poor – Identification and description of legal issue are mostly incorrect or incomplete, or both, but not a complete failure; answer has major errors or relevant omissions on this criterion.
- 2. Good – Identification and description of legal issue are mostly correct; answer has some minor errors or relevant omissions, or both, on this criterion.
- 3. Excellent – Identification and description of legal issue are fully correct; answer has no errors or relevant omissions on this criterion other than perhaps one or two minor.

### B. Identify and describe appropriate rule of law

- o. Failure – Complete failure to correctly identify and describe appropriate rule of law to resolve the issue raised by the hypothetical set of facts.
- 1. Poor – Identification and description of appropriate rule of law are mostly incorrect or incomplete, or both, but answer is not a complete failure; answer has major errors or relevant omissions, or both, on this criterion.
- 2. Good – Identification and description of appropriate rule of law are mostly correct and complete; answer may have some minor errors or relevant omissions, or both, on this criterion.
- 3. Excellent – Identification and description appropriate rule of law are correct and complete; answer has no errors or relevant omissions on this criterion other than perhaps one or two minor ones.

### C. Apply the rule of law

- o. Failure – Complete failure to apply the rule of law correctly and completely using sound legal reasoning and analysis.
- 1. Poor – Answer mostly fails to apply the rule of law correctly or completely with sound legal reasoning and analysis, but is not a complete failure; answer has major errors and relevant omissions on this criterion.
- 2. Good – Answer mostly applies the rule of law correctly and completely to the facts using sound legal reasoning and analysis; answer has some minor errors or relevant omissions, or both, on this criterion.
- 3. Excellent – Answer applies the rule of law correctly and completely to the facts using sound legal reasoning and analysis well; answer has no errors or relevant omissions other than perhaps one or two minors ones.

#### **D. Reach a conclusion**

0. Failure – Complete failure to reach and describe a conclusion that is legally sound and supported by the reasoning and analysis.
1. Poor – Answer reaches and describes a conclusion that is not entirely legally sound or supported by the reasoning and analysis, but is not a complete failure; answer has major errors or relevant omissions, or both, on this criterion.
2. Good – Answer reaches and describes a conclusion that is mostly legally sound and supported by the reasoning and analysis; answer has some minor errors or relevant omissions, or both, on this criterion.
3. Excellent – Answer reaches and describes a conclusion that is legally sound and well supported by the reasoning and analysis, and has no errors or relevant omissions on this criterion other than perhaps one or two minor ones.

#### **E. Reasoning and analysis is supported by appropriate case precedents**

0. Failure – Complete failure to use any appropriate case precedents to support the legal reasoning and analysis.
1. Poor – Answer uses some case precedents to support the legal reasoning and analysis but they are mostly inappropriate, although answer is not a complete failure; answer has major errors or relevant omissions, or both, on this criterion.
2. Good – Answer uses case precedents that are mostly appropriate and support the legal reasoning and analysis; answer may have some minor errors or relevant omissions, or both, on this criterion.
3. Excellent – Answer uses appropriate case precedents that fully support the legal reasoning and analysis well; answer has no errors or relevant omissions on this criterion other than a one or two minor ones.



## Supplemental 9-E: Employment Survey of Recent Graduates

### ALUMNI SURVEY RESULTS

Response rate

- **2013:** 44%, 123 out of 279
- **2012:** 45%, 132 out of 292
- **2011:** 46%, 144 out of 315
- **2010:** 201 answered

Are you employed?

|   | <b>2010</b><br>n = 201 | <b>2011</b><br>n = 144 | <b>2012</b><br>n = 132 | <b>2013</b><br>n = 123 |
|---|------------------------|------------------------|------------------------|------------------------|
| <b>Yes.</b>   | 72.6%                  | 76.4%                  | 82.6%                  | 87.0%                  |
| <b>No, I am looking for work.</b>   | 13.4%                  | 13.9%                  | 9.8%                   | 6.5%                   |
| <b>No, I am not looking for work.<br/>(Travelling, graduate school, etc.)</b> | 13.9%                  | 9.7%                   | 7.6%                   | 6.5%                   |

If yes, what type of employment are you currently in?

|  | <b>2010</b><br>n = 145 | <b>2011</b><br>n = 114 | <b>2012</b><br>n = 111 | <b>2013</b><br>n = 103 |
|--|------------------------|------------------------|------------------------|------------------------|
| <b>Permanent position in desired field</b>         | 53.1%                  | 60.5%                  | 73.0%                  | 60.4%                  |
| <b>Temporary position in desired field</b>         | 14.5%                  | 12.3%                  | 12.6%                  | 12.9%                  |
| <b>Temporary position outside of desired field</b> | 13.9%                  | 9.7%                   | 2.7%                   | 5.0%                   |
| <b>Paid internship</b>                             | 11.0%                  | 11.4%                  | 7.2%                   | 16.8%                  |
| <b>Unpaid internship</b>                           | 9.0%                   | 3.5%                   | 2.7%                   | 1.9%                   |
| <b>Freelance</b>                                   | 5.3%                   | 2.1%                   | 1.8%                   | 4.0%                   |
| <b>Other</b>                                       | 9.0%                   | 7.0%                   | 7.2%                   | 10.7%                  |

If not employed, please select what best describes your current situation.

|  | <b>2010</b><br>n = 62 | <b>2011</b><br>n = 35 | <b>2012</b><br>n = 27 | <b>2013</b><br>n = 13 |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| <b>Job hunting</b>                         | 48.4%                 | 57.1%                 | 51.9%                 | 53.8%                 |
| <b>Travelling</b>                          | 9.7%                  | 2.9%                  | 3.7%                  | 0.0%                  |
| <b>Graduate/law/medical school, etc.</b>   | 38.7%                 | 34.3%                 | 37.0%                 | 46.2%                 |
| <b>Preparing to attend graduate school</b> | 3.2%                  | 5.7%                  | 7.4%                  | 0.0%                  |
| <b>Other</b>                               | 4.8%                  | 8.6%                  | 3.7%                  | 0.0%                  |

What was your specialization in the journalism school?

|   | 2010<br>n = 198 | 2011<br>n = 142 | 2012<br>n = 130 | 2013<br>n = 118 |
|---|-----------------|-----------------|-----------------|-----------------|
| <b>Reporting</b>  | 23.7%           | 12.7%           | 8.5%            | 15.3%           |
| <b>Electronic Communication</b>   | 8.6%            | 9.2%            | 14.6%           | 3.4%            |
| <b>Visual Communication (photo, editing/graphic design, multimedia)</b> | 15.2%           | 25.4%           | 13.1%           | 12.7%           |
| <b>Advertising</b>  | 23.2%           | 19.7%           | 24.6%           | 18.6%           |
| <b>Public Relations</b>   | 29.3%           | 33.1%           | 39.2%           | 50.0%           |

Where are you currently employed?

| Location           | Number     | Percentage    |
|--------------------|------------|---------------|
| <b>NC</b>          | <b>38</b>  | <b>36.5%</b>  |
| Chapel Hill        | 8          | 7.7%          |
| Durham             | 1          | 1.0%          |
| Raleigh            | 12         | 11.5%         |
| Charlotte          | 7          | 6.7%          |
| Other              | 10         | 9.6%          |
| <b>Outside NC</b>  | <b>64</b>  | <b>61.5%</b>  |
| New York and metro | 25         | 24.0%         |
| DC and metro       | 9          | 8.7%          |
| Los Angeles        | 6          | 5.8%          |
| Atlanta            | 4          | 3.8%          |
| Other              | 20         | 19.2%         |
| <b>Outside US</b>  | <b>2</b>   | <b>1.9%</b>   |
| <b>Total</b>       | <b>104</b> | <b>100.0%</b> |

The survey also asked recent alumni for their place of employment. Here are those results from 2013:

- Communication and Publication Specialist, UNC Department of Computer Science, Chapel Hill, NC
- CAD Operator, NAVTECH, New Bloomfield, PA
- Press Officer, Congress of Colombia, Bogota
- Assistant Connectivity Planner, Mullen, Winston-Salem, NC
- Interactive Marketing Coordinator, Redeye Distribution, Haw River, NC
- Social Media Coordinator, Kaplan Early Education Company, Winston-Salem, NC
- Creative associate, Clark Realty Capital, Arlington, VA
- Creative Marketing Intern, Joe Gibbs Racing, Huntersville, NC
- Assistant Account Executive, Porter Novelli, New York, NY
- Intern, LG Ad, Englewood Cliffs, NJ



- Public Relations Specialist, Novant Health, Charlotte, NC
- Account Coordinator, Rachel Kay Public Relations, San Diego, CA
- Actor, Actor, Los Angeles, CA
- Community Partnerships Program, Google, Los Angeles, CA
- Communications Intern, Carolina Panthers, Charlotte, NC
- Operations Intern, Charlotte, NC Sports Foundation, Charlotte, NC
- Associate Technical Writer, Allscripts, Raleigh, NC
- Business Development Associate, Hanover Research, Washington, DC
- Public Relations and Social Media Account Coordinator, Howard, Merrell & Partners, Raleigh, NC
- Data intern, Digital First Media, New York, NY
- Language and Culture Assistant in Spain (English Teacher), Spanish Ministry of Education, León, Spain
- Public Relations Intern, Backbone Media LLC, Carbondale, CO
- Account Coordinator, Largemouth Communications, Raleigh, NC
- Jewish Student Life Engagement Coordinator, The College of Charleston Jewish Student Union/Hillel, Charleston, SC
- Reputation and Communications Freelancer, Leo Burnett, Chicago, IL
- Account Coordinator, JCUTLER media group, Los Angeles, CA
- Assistant Connectivity Planner, Mullen, Winston-Salem, NC
- Intern, Stratacomm, Washington, DC
- Press Assistant, U.S. House of Representatives, Washington, DC
- Receptionist, Family Law Group, Asheville, NC
- Graphic designer, Aramark, Chapel Hill, NC
- Community Relations Intern, Orlando Magic, Orlando, FL
- Associate, Ogilvy & Mather, Chicago, IL
- Alfred Fleishman Fellow, FleishmanHillard, New York, NY
- Digital Strategy Intern, The Richards Group, Dallas, TX
- Marketing and Communications Intern, Active Living By Design, Chapel Hill, NC
- Junior Account Executive, Gibbs & Soell, Raleigh, NC
- Human Resources Project Manager, Wells Fargo, Charlotte, NC
- Page, NBC Universal, New York, NY
- News Application Specialist, The Atlanta Journal-Constitution, Atlanta, GA
- Content Management Intern, New Media Campaigns, Chapel Hill, NC
- Account Coordinator, Ketchum, New York, NY
- Account Coordinator, Schroder Public Relations, Atlanta, GA
- Media Strategy Intern, RP3 Agency, Washington, DC
- Assistant Account Executive, Ogilvy & Mather, Atlanta, GA
- Marketing assistant, Wagon Wheel Arts Promotion, Chapel Hill, NC
- Communications Coordinator, Atlantic BT, Raleigh, NC
- Web Designer, Ralph Lauren, New York, NY
- Photographer and Graphic Designer, Southeastern Baptist Theological Seminary, Wake Forest, NC
- Public Affairs Assistant, National Institutes of Health, Bethesda, MD
- Marketing Coordinator, Victory Junction, Randleman, NC
- Freelance and sports news aide, The Washington Post, Washington, DC

- Assistance Account Executive, BBDO Worldwide, New York, NY
- Associate Product Marketing Manager, Google, Mountain View, CA
- Inside Sales Account Manager, Dell, Nashville, TN
- Assistant Account Executive, Erwin Penland, Greenville, SC
- Membership Coordinator, Students for Education Reform, New York, NY
- Contributor, Women's Adventure Magazine and Vagabond Explorer, Remote
- Reporter, The Oregonian, Portland, OR
- Production Assistant, Fox Sports 1, Los Angeles, CA
- Digital Content Producer, News 14 Carolina, Charlotte, NC
- Associate Account Executive, Bliss Integrated Communication, New York, NY
- Analyst, Citigroup, New York, NY
- Marketing Specialist, Cisco, San Jose, CA
- Account coordinator, social media, Capstrat, Raleigh, NC
- Corporate Intern, Edelman, Atlanta, GA
- Communications Department intern, Charlotte, NC Motor Speedway, Concord, NC
- Intern, WCG, New York, NY
- Marketing Consultant, Michael Page, New York, NY
- Communications Intern, Carolina Panthers, Charlotte, NC
- Reporter, GTN News, Gainesville, FL
- Marketing and Communications Intern, Morehead Planetarium and Science Center, Chapel Hill, NC
- Account Coordinator, French West Vaughan, Raleigh, NC
- Associate Publicist, Sacks & Company, New York, NY
- Editorial intern, Garden & Gun magazine, Charleston, SC
- Reporter, Bloomberg LP, New York, NY
- Marketing Assistant, Bailey's Fine Jewelry, Raleigh, NC
- Assistant Graphic Designer, Denver Broncos Football Club, Denver, CO
- Assistant Account Executive, TogoRun (affiliate of Fleishman-Hillard), Washington, DC
- Consumer Marketing Intern, Zeno Group, New York, NY
- Software designer, IBM, Austin, TX
- Regional Marketing Services Coordinator, IMG College, Winston-Salem, NC
- Digital Marketing Associate, 3 Birds Marketing, New York, NY
- Assistant Account Executive, Grey, New York, NY
- Quantitative research intern, THREE, Raleigh, NC
- Special Projects Assistant, Richir Outreach, Raleigh, NC
- Editorial Intern, Refinery29 and NYLON Magazine, New York, NY
- Marketing Assistant, ASOS, New York, NY
- Junior Copywriter, Red Ventures, Charlotte, NC
- Development Assistant, Duke Children's Hospital & Health Center, Durham, NC
- Assistant Account Executive, BBDO Worldwide, New York, NY
- Project Editor, Time Inc., Oxmoor House, Birmingham, AL
- SEO Copywriter, Click Optimize, Raleigh, NC
- Project Assistant, APCO Worldwide, New York, NY
- Planning Assistant, Carat, Los Angeles, CA
- Associate, OgilvyOne Worldwide, San Francisco, CA

- Marketing Coordinator, Ebby Halliday Realtors, Dallas, TX
- Development Assistant, Ronald McDonald House of Chapel Hill, NC, Chapel Hill, NC
- Intern, The Wall Street Journal, New York, NY
- Grant Writer, Autism Society of North Carolina, Raleigh, NC
- Event coordinator, Loulie Walker Events, New York, NY
- Assistant Editor, Wetpaint Entertainment, New York, NY
- Press Associate, Center for American Progress, Washington, DC

## Employment Survey of May 2013 JOMC Graduates

Jobs are grouped by the following specializations:

- Public Relations
- Advertising
- Reporting, Visual Communication and Broadcasting

Abbreviations for job duties are:

- SM = social media
- CR = client relations
- RPTG = reporting
- MR = media relations
- WB = web development
- EV = event planning
- MKTG = marketing
- CON = writing and video content
- MED = media planning
- RES = market research
- GD = Graphic Design
- PM = Project Management
- ED = Editing

Number of jobs with specific job duties:

|             | <b>PR</b> | <b>AD</b> | <b>RP/VIS/BRD</b> |
|-------------|-----------|-----------|-------------------|
| <b>SM</b>   | 34        | 7         | 3                 |
| <b>CR</b>   | 18        | 10        |                   |
| <b>RPTG</b> |           |           | 14                |
| <b>MR</b>   | 28        |           |                   |
| <b>WB</b>   |           |           | 7                 |
| <b>EV</b>   | 8         |           |                   |
| <b>MKTG</b> | 4         | 4         |                   |
| <b>CON</b>  | 29        | 6         | 19                |
| <b>MED</b>  |           | 3         |                   |
| <b>RES</b>  | 7         | 7         |                   |
| <b>GD</b>   |           |           | 3                 |
| <b>PM</b>   |           | 3         |                   |
| <b>ED</b>   |           |           | 3                 |

## Public Relations

- Public Relations Specialist (SM; MR; Content)
- Account Coordinator (SM; MR; Event; CR)
- Communications Intern (Content; SM; MR)
- Operations Intern (Event; Content; SM; MKTG)
- Public Relations and Social Media Account Coordinator (SM, MR, CR)
- Public Relations Intern (SM; CR; Content; MR)
- Account Coordinator (MR; SM; CR)
- Jewish Student Life Engagement Coordinator (Event; Content; MKTG)
- Account Coordinator (MR; SM; RES; CR)
- Intern (MR; Content; SM)
- Press Assistant (MR; Content; SM)
- Community Relations Intern (Event; Content; MKTG; SM)
- Alfred Fleishman Fellow (RES; SM; CR; Event; MR)
- Marketing and Communications Intern (MR; Content; RES)
- Junior Account Executive (MR; Content; SM; CR)
- Account Coordinator (MR; SM; CR; Content)
- Account Coordinator (MR; SM; CR; Content)
- Assistant Account Executive (MR; CR; SM)
- Communications Coordinator (SM; MR; Event; Content)
- Public Affairs Assistant (MR; Content; SM)
- Assistant Account Executive (MR; SM; CR)
- Account Coordinator (RES; SM; CR; Content; MR)
- Associate Account Executive (SM; CR; Content; MR)
- Account Coordinator/Social Media (SM; Content; CR)
- Corporate Intern (MR; SM; Content)
- Communications Department Intern (MR; SM)
- Communications Intern (MR; SM)
- Marketing and Communications Intern (MKTG; SM)
- Account Coordinator (MR; SM; Content; CR; RES)
- Associate Publicist (Content; MR)
- Assistant Account Executive (MR; SM; CR; Content)
- Special Projects Assistant (RES; MR; SM; CR; Content)
- Development Assistant (SM; Content)
- Project Assistant (Content; SM; RES)
- Associate (SM; Content; CR)
- Development Assistant (Content; SM)
- Event Coordinator (Event; Content)
- Grant Writer (Content)
- Press Associate (MR; SM; Event; Content)

## Advertising

- Community Partnerships Program (MKTG; RES; CR)
- Business Development Associate (RES; Content)

- Assistant Connectivity Planner (CR; SM; Media Planning)
- Associate (CR; Project Mgt.)
- Digital Strategy Intern (CR; SM; Content)
- Media Strategy Intern (Branding; CR; Media Planning)
- Inside Sales Account Manager (Adv. Sales)
- Analyst (RES; Content)
- Marketing Specialist (MKTG; Event; Content)
- Marketing Consultant (MKTG; SM; RES)
- Digital Marketing Associate (RES; SM)
- Assistant Account Executive (CR; Project Mgt.)
- Quantitative Research Intern (RES)
- Marketing Assistant (Content; Event)
- Junior Copywriter (Content; CR)
- Assistant Account Executive (CR; Project Mgt.)
- SEO Copywriter (SM; RES)
- Planning Assistant (Media Planning; CR; SM)
- Associate (Direct Mktg; CR; SM)

### **Reporting/Visual Communication/Broadcasting**

- Associate Technical Writer (Content)
- Data Intern (Content; RPTG)
- Graphic Designer (WEB; GD)
- Page (Content)
- News Application Specialist (Content; RPTG; WEB)
- Content Management Intern (Content; RPTG)
- Web Designer (WEB; Content)
- Photographer and Graphic Designer (GD)
- Sports News Aide (RPTG; Content)
- Reporter (RPTG; Content)
- Production Assistant (RPTG; Content; SM)
- Digital Content Producer (Content; WEB)
- Reporter (RPTG; Content)
- Editorial Intern (Content; RPTG; Editing)
- Reporter (RPTG; Content)
- Assistant Graphic Designer (GD; WEB)
- Software Designer (WEB)
- Regional Marketing Services Coordinator (Content; RPTG; SM; Editing)
- Website Designer (WEB; Content)
- Editorial Intern (RPTG; Content; Editing)
- Project Editor (Editing; RPTG; Content)
- Intern (RPTG; Content)
- Assistant Editor (SM; Content; RPTG)



## Supplemental 9-F:

### Awards to Student Broadcast Programs “Carolina Week,” “Sports Xtra” and “Carolina Connection”

#### 2014

##### Hearst National Competition

- UNC-CH, third place: National Broadcast Championship
- Landon Dowdy, first place: Television Broadcast Hard News Reporting
- Landon Dowdy, National Finalist: Television News Reporting
- Charlie Shelton, fourth place: Radio Broadcast Competition
- Charlie Shelton, National Finalist: Radio
- James Kaminsky, eighth place: Radio Broadcast Competition

##### College Television Awards

- Madison Way, second place: Newscast, Sports Xtra 11/25/2013

##### Society of Professional Journalists, National

- Carolina Connection, National Winner: Best All-Around Radio Newscast
- Mark Haywood, National Winner: Radio News Reporting, “North Carolina a leading state for human trafficking”
- Daniel Lane, National Winner: Radio Feature, “Bird-cams aim to explain ‘peacocking’”
- Janelle Davis, National Finalist: Television Sports Photography, “Cost of Recruiting, Part 1”

##### Society of Professional Journalists, Region 2

- Carolina Connection, Winner: Best All-Around Radio Newscast
- Mark Haywood, Winner: Radio News Reporting, “North Carolina a Leading State for Human Trafficking”
- Zach Mayo, Louis Fernandez, Finalist: Radio News Reporting, “Smith Receives Medal of Freedom”
- Daniel Lane, Winner: Radio Feature, “Bird-cams Aim to Explain ‘Peacocking’”
- James Kaminsky, Finalist: Radio Feature, “UNC Class Trains Aspiring Juke Box Heroes”
- Janelle Davis, Winner: Television Sports Reporting, “The Price of Recruiting: Part 2”
- Janelle Davis, Winner: Television Sports Photography, “Cost of Recruiting, Part 1”
- Janelle Davis, Finalist: Television Sports Photography, “Maggie Bill – Lacrosse and Soccer Player”

##### National Broadcasting Society

- Mark Haywood, Finalist: Audio News Segment, “NC a Leading State for Human Trafficking”
- Carter Fourqorean, Finalist: Audio Feature Package, “1988 Time Capsule Puzzles 2013 Excavators”
- James Kaminsky, Andrew Tie, Finalist: Audio Newscast, Carolina Connection, 11/9/2013
- Louis Fernandez, Zach Mayo, Finalist: Audio Sports Segment, “Dean Smith awarded Presidential Medal of Freedom”
- Madison Way, Finalist: Video Feature Package, “Special Talent Admits”
- Delia D’Ambra, Finalist: Video Sports Package, “Equestrian Club”
- Janelle Davis, Finalist: Video Sports Segment, “The Price of Recruiting: Part 2”
- Madison Way, Finalist: Video Sports Segment, “Maggie Bill – Lacrosse/Soccer Player”

##### Broadcast Education Association

- Dan Lane, second place: Radio Feature Reporting, “Bird-cams Aim to Explain Peacocking”
- Mark Haywood, first place: Radio Hard News Reporting, “C a Leading State for Human Trafficking”
- James Kaminsky, Andrew Tie, first place: Radio Newscast, Carolina Connection
- Brenna Cukier, Madison Morgan, Kiara Palmer, Landon Dowdy, 2nd Place: Television Newscast, Carolina Week
- Louis Fernandez, Zach Mayo, second place: Radio Sports Story/Feature, “Dean Smith Awarded the Presidential Medal of Freedom”



## 2013

### Hearst National Competition

- UNC-CH, first place: National Broadcast Championship
- Avery Harper, first place: TV Hard News
- Mike Rodriguez, fifth place: Radio News & Features
- Grace Joyal, sixth place: Radio News & Features

### College Television Awards

- Victoria Cook, Katie Murray, second place: Newscast, Carolina Week 11/28/2012
- Averi Harper, Lindsey Hawkins, third place: Newscast, Carolina Week 4/18/2012

### Society of Professional Journalists, National

- Carolina Connection, National Winner: Best All-Around Radio Newscast
- Carolina Connection Staff, National Finalist: Radio In-Depth Reporting, “Chancellor Thorp’s Resignation” (Series)

### Society of Professional Journalists, Region 2

- Carolina Connection, first place: Best All-Around Radio Newscast
- Carolina Week, second place: Best All-Around Television Newscast
- Carolina Connection Staff, first place: Radio In-Depth Reporting, “Chancellor Thorp’s Resignation (Series)”
- Ashley Gunsteens, first place: Radio News Reporting, “UNC Police Urge Pedestrians, Drivers to Pay More Attention”
- Michael Tomsic, Kirsten Chang, John Caisson and Wesley Graham, 2nd Place: Radio News Reporting, “President Obama visits UNC”
- Grace Joyal, first place: Radio Feature, “Cats Find Refuge with Pittsboro Artist”
- Daniel Lane, second place: Radio Feature, “Student All-Nighters may do more Harm than Good”
- Mike Rodriguez, first place: Radio Sports Reporting, “UNC Uniform Palette Now Includes More Than Carolina Blue”
- Will Rimer, second place: Radio Sports Reporting, “Soccer Players Face Concussion Risk”
- Averi Harper and Alex Giles, first place: Television In-Depth Reporting, “NC a Swing State”
- Julian Caldwell, third place: Television Sports Reporting, “Profile of Hubert Davis”
- Mike Rodriguez, second place: Television Sports Photography, “UVA vs. UNC”
- Johnny Gil, third place: Television Sports Photography, “Late Night with Roy”

### National Broadcasting Society

- Carolina Connection, Winner: Audio News Program, November 17, 2012.
- Sports Xtra, Winner: Video Sports Program, November 19, 2012.
- Preston Jones, Winner: Video News Package, “Tuition Hike Controversy”
- Brenna Cukier, Winner: Video Sports Package, “Indie Cowie”
- Mark Haywood, Winner: Audio Feature Segment, “The Best BLT in Town”
- Mike Rodriguez, Winner: Audio Sports Package, “UNC Uniform Palette Now Includes More Than Carolina Blue”
- Michael Tomsic, Kirsten Chang, John Caisson and Wesley Graham, Finalist: Audio News Segment, “President Courts Young Voters at UNC”
- Patrick Wright, Finalist: Video Feature Package, “New Towing Laws”

### Broadcast Education Association

- Grace Joyal, Student Radio News Best of Festival, “Cats Find Refuge with Pittsboro Artist”
- Patrick Wright, first place: Television Feature Reporting, “New Towing Laws”
- Drew Day, first place: Television Weathercaster
- Carolina Week, third place: Television Newscast, April 18, 2012
- Alex Giles, Honorable Mention: Television News Anchor

## **Radio Television News Directors Association of the Carolinas**

- Victoria Cook, second place: Best Student News Producing, Carolina Week – 3/27/2013
- Katie Murray, Sefe Emokpae, first place: Best Student Newscast, Carolina Week 4/17/2013
- Will Rimer, Natalia Perez-Segnini, second place: Best Student Sportscast, Carolina Week Sportscast
- Drew Day, first place: Best Student Weathercast
- Katie McGee, second place: Best Student Weathercast
- Alex Giles, first place: D. Haney Howell Student Journalist of the Year
- Averi Harper, second place: D. Haney Howell Student Journalist of the Year

## **2012**

### **Hearst National Competition**

- UNC-CH, second place, National Broadcast Championship
- Reema Khrais, second place: Radio News Championship
- Reema Khrais, first place, Radio News & Features
- Kathleen Witte, fifth place, Television News

### **SPJ National**

- Carolina Connection, National Finalist: Best All-Around Radio Newscast
- Michael Tomsic & Alletta Cooper, National Finalist: Radio Feature, “Students’ 9/11 memories”
- Justin Page, National Finalist: Television Sports Reporting, “Cost of Bowls”
- Justin Page, National Finalist: Television Feature Photography, “Outdoor Movie Theater”

### **SPJ Region 2**

- Carolina Week, Best All-Around Television Newscast
- Carolina Connection, Best All-Around Radio Newscast
- Kassy Scarcia, Television Feature Reporting, “North Carolina Wine”
- Justin Page, Television Feature Photography, “Outdoor Movie Theater”
- Justin Page, Television Sports Reporting, “Cost of Bowls”
- Lindsey Hawkins, Television Sports Reporting, “Renner Siblings”
- Michael Tomsic and Alletta Cooper, Radio Feature, “Students’ 9/11 memories”
- Reema Khrais, Radio Feature, “The myth of the ‘freshman fifteen””
- Lydia Wilson, Radio In-Depth Reporting, “UNC Sexual Assault Policy”
- Reema Khrais, Radio News Reporting, “Occupy Chapel Hill”
- Alletta Cooper, Radio News Reporting, “Guns on campus”

### **National Broadcasting Society**

- Michael Tomsic, Alletta Cooper and Reema Khrais, 1st Place, Audio News Program, “Carolina Connection 12/03/2011
- Michael Tomsic, Alletta Cooper and Reema Khrais, National Finalist, Audio News Program, “Carolina Connection 10/15/2011
- Kathleen Witte, first place, Video News Segment, “Sexual Assault Cases”
- Justin Page, first place, Video Feature Package, “Outdoor Movie Theatre”
- Justin Page, first place, Video Sports Segment, “Cost of Bowls”
- Patrick Wright, National Finalist, Video News Segment, “Excessive Towing”
- Alletta Cooper, first place, Audio News Segment, “Students Protest for Guns on Campus”
- Reema Khrais, first place, Audio Feature Segment, “The myth of the ‘freshman fifteen””
- Alletta Cooper, first place, Audio Sports Segment, “What It Takes To Be A Mascot”
- Reema Khrais, National Finalist, Audio News Segment, “Occupy Chapel Hill”
- Alletta Cooper, National Finalist, Audio Feature Package, “Holi Moli! Students Celebrate Spring”

### **Broadcast Education Association**

- Carolina Week, third place, TV Newscast

- Carolina Connection, Best of Festival, Radio Newscast Category
- Reema Khrais, first place, Radio Feature News Reporting, “Tweet more, Eat less”
- Alletta E. Cooper, second place, Radio Hard News Reporting, “Students protest for guns on campus”
- Preston Jones, second place, Television Hard News Reporting, “Tuition Increase Protesters”
- Patrick Wright, Honorable Mention, Television Hard News Reporting, “Predatory Towing Investigation”
- Kassy Scarcia, Honorable Mention, Television Feature News Reporting, “NC Wine”

### **Radio Television News Directors Association of the Carolinas**

- Carolina Week, first place, Best Student Newscast, April 18, 2012
- Patrick Wright, D. Haney Howel Student Journalist of the Year
- Lindsey Hawkins, Television Sports Reporting, “Renner Siblings”
- Preston Jones, second place, Television Hard News Reporting, “Tuition Increase Protesters”
- Andy Rives, second place: Best Student Sportscast, “Carolina Week – November 21, 2012
- Tom Meiner, first place: Best Student Weathercast
- Drew Day, second place: Best Student Weathercast
- Patrick Wright, first place: Best Student Photography, “Chapel Hill Towing”

### **Collegiate Broadcasters Incorporated National Student Production Awards**

- Carolina Week, Best Television Newscast, February 29, 2012
- Patrick Wright, Finalist: Best Television News Reporting, “New Predatory Towing”
- Kathleen Witte, Finalist: Best Television Vodcast, “Wheelchair Accessibility on Campus”
- Reema Khrais, Winner: Best Radio News Reporting, “Myth of Freshman Fifteen”
- Carolina Connection, Winner: Best Radio Feature

## **2011**

### **Hearst National Competition**

- Carolina Week, second place, TV, Intercollegiate Broadcast News Competition
- Justin Page, third place, TV championships
- Justin Page, fifth place, TV Hard News
- Joelle Kaplan, sixth place, TV Hard News
- Michael Tomsic, fourth place, Radio Championships
- Michael Tomsic, second place, Radio, “Live at the Rally to Restore Sanity,” and “Alcohol Abuse Goes Unnoticed on Campus”
- Reema Khrais, sixth place, Radio, “Day with the Homeless” and “Brew to You”

### **Society of Professional Journalists, National**

- Carolina Connection, first place, Best All-Around Radio Newscast
- Justin Page, first place, TV Sports Reporting, “Cost of Athletics”

### **Society of Professional Journalists, Region 2**

- Carolina Connection, first place, Radio Newscast
- Reema Khrais, “A Day with the Homeless,” first place, Radio Feature
- Alletta Cooper, “Painted People,” second place, Radio Feature
- Reema Khrais, “Brew to You,” first place, Radio News Reporting, Michael Tomsic, “Rally to Restore Sanity,” second place, Radio News Reporting
- Carolina Connection staff, “NCAA Football Investigation,” first place, Radio In-Depth Reporting
- Adam Salloum, “UNC Cheerleaders,” first place, Radio Sports Reporting
- Stefano Rivera, “Matt Harvey profile,” second place, Radio Sports Reporting
- Carolina Week, second place, Best All-Around TV Newscast
- Bethany Tuggle, “Student Fees,” second place, TV In-Depth Reporting
- Justin Page, “Cost of Athletics,” first place, TV Sports Reporting

- Eddie Sykes, “Football,” third place, TV Sports Reporting

### **National Broadcasting Society**

- Dandria Young, first place, Video News Program, “Carolina Week for 3/3/10
- Dandria Young, National Finalist, Video News Program, “Carolina Week for 3/31/10
- Nick King, first place, Video Sports Package, “Piegame”
- Justin Page, first place, Video Sports Segment, “Cost of Athletics”
- Adam Yosim, National Finalist, Video Feature Package, “Girl Talks Back”
- Adam Yosim, National Finalist, Video News Segment, “Haiti Relief”
- Eddie Sykes, National Finalist, Video News Segment, “NCAA Investigation”
- Will Gorham Michaels, Karen Bernstein, Michael Tomsic and Alletta Cooper, National Finalists, Audio News Program, “24 April Carolina Connection”
- Rheema Khrais, National Finalist, Audio Feature Segment, “Homelessness”
- Rheema Khrais, National Finalist, Audio News Segment, “Mopeds on Campus”

### **National Broadcasting Society, Region 2**

- Dandria Young, first place, Video News Program, “Carolina Week for 3/3/10
- Dandria Young, National Finalist, Video News Program, “Carolina Week for 3/31/10
- Nick King, first place, Sports Package and Sports Segment, “Mike Copland”
- Nick King, second place, Sports Package and Sports Segment, “Piegame”
- Nick King, third place, Sports Package and Sports Segment, “Golf”
- Bethany Tuggle, first place, Feature Package and Feature Segment, “Krispy Kreme Challenge”
- Adam Yosim, second place, Feature Package and Feature Segment, “Girl Talks Backwards”
- Andrea Blanford, third place, Feature Package and Feature Segment, “Remembering Eve”
- Andrea Blanford, first place, News Segment, “Emily Kennard”
- Adam Yosim, second place, News Segment, “Haiti Relief”
- Bethany Tuggle, third place, News Segment, “Student Fees 2”
- Adam Yosim, first place, News Package, “Chile”
- Andrea Blanford, second place, News Package, “Inauguration”

### **Broadcast Education Association**

- Justin Page, third place, Television Sports Anchor
- Carolina Connection, third place, Radio Newscast
- Michael Tomsic, third place, Radio Hard News Reporting, “Alcohol Abuse Goes Unnoticed”
- Reema Khrais, Honorable Mention, “A Day Spent Homeless in Chapel Hill”

### **Radio Television News Directors Association of the Carolinas**

- Nicole McGinley, producer, first place, Best Student Newscast, Carolina Week 02/23/2011
- Justin Page, Ciarra Watkins, first place, Best Student Sportscast, Carolina Week Sportscast 02/23/2011
- Stefano Rivera, second place, Best Student Sportscast, Carolina Connection 09/18/2010
- Claudia Rupcich, first place, Best News Reporting, “Immigration”
- Eddie Sykes, first place, Best Sports Story, “NCAA Investigation”
- Justin Page, second place, Best Photography, “Outdoor Movie Theater”
- Reema Khrais, second place, Best Student Feature Reporting, “Day With Homeless”
- Michael Tomsic, second place, Best Student News Reporting, “Alcohol Abuse”
- Stefano Rivera, second place, Best Sports Story, “Josh Adams”
- Justin Page, second place, D. Haney Howell Student Journalist of the Year

### **College Broadcasters Incorporated National Student Production Awards**

- Carolina Week, first place, Best Sportscast, 02/23/2011
- Carolina Week, Finalist, Best Student Media Website
- Carolina Week, Finalist, Best Special Broadcast, “Election Show 2011”
- Carolina Connection, Finalist, Best Sports Reporting, “Josh Adams profile.” Stefano Rivera

- Carolina Connection, Finalist, Best News Reporting, “Alcohol abuse on campus often goes unnoticed,” Michael Tomsic
- Carolina Connection, Finalist, Best News Production, 09/11/10

## 2010

### **New York Festivals International Television & Film Awards®**

- Bethany Tuggle, Silver Medal, Student Best On-Campus Anchor/Reporter, “Las Abuelas” (Television)

### **Hearst National Competition**

- Ashley Lopez, second place, Radio Hard News Reporting
- Will Gorham Michaels, third place, Radio Feature Reporting
- Bethany Tuggle, fifth place, TV Hard News Reporting
- Carolina Week, second place, TV, Intercollegiate Broadcast News Competition

### **Society of Professional Journalists, National**

- Carolina Connection, first place, Best All-Around Radio Newscast
- Bethany Tuggle, first place, TV In-Depth Reporting, “Las Abuelas Series”

### **Society of Professional Journalists, Region 2**

- Carolina Connection, first place, Radio Newscast
- Yasmin Amer, “Laughing Therapy,” first place, Radio Feature
- Jason Kahn, first place, TV Sports Photography
- Karen Bernstein, Charlotte Lazimi and Annie Norton, “Swine Flu Series,” first place, Radio In-Depth Reporting
- Karen Bernstein, “Granville Towers Renovation,” first place, Radio News Reporting
- Ashley Lopez, “Texting While Driving, second place, Radio News Reporting
- Michael Tomsic, “R/V Dan Moore Fate in Limbo,” third place, Radio News Reporting
- Bethany Tuggle, “Las Abuelas Series,” first place, TV In-Depth Reporting
- Sam Rosenthal and Jason Kahn, “Franklin Street: April 6-7, 2009, first place, TV Sports Photography
- Samuel J. Rosenthal, “Nogueira Story,” first place, TV Sports Reporting
- Nick King, Emily Hawkes and Simone Scott, “UNC Sports Highlights Fall 09, second place, TV Sports Reporting

### **National Broadcasting Society**

- Carolina Week, April 1, 2009 (Christina Monserrate), National Finalist, Video News Program
- Bethany Tuggle, National Finalist, Video News Segment, “Abuelas 2
- Michael Tomsic, first place, Audio News Segment, “Obama and Young Voters”
- Karen Bernstein, National Finalist, Audio News Segment, “Granville Towers Renovation”
- Yasmin Amer, National Finalist, Audio Feature Segment, “Laughing Yoga”
- Will Gorham Michaels, National Finalist, Audio Feature Segment, “Panhandling”
- Carolina Connection, Sept. 9, 2009 (Karen Bernstein and Will Gorham Michaels), National Finalist, Audio News Program
- Carolina Connection, March 7, 2009 (Will Gorham Michaels, Walter Storholt and Elizabeth Edmonds), first place, Audio News Program
- “Campus Edition” (Karen Bernstein and Will Gorham Michaels), National Finalist, Audio Magazine Program
- Michael Tomsic, first place, Audio Sports Package, “Fencing Team Returns Trophy”
- Jason Kahn, National Finalist, Audio Sports Package, “Atlas Fraley”
- Jason Kahn and Michael Tomsic, Carolina Connection Sportscast “Final Four,” first place, Audio Sports Segment
- Jason Kahn, National Finalist, Video News Package, “Budget Impact”
- Jen Carpenter, first place, Video Feature Segment, “Drag Racing”
- Jen Carpenter, National Finalist, Video Feature Segment, “Battle of Forks Road”
- Jason Kahn, first place, Video Sports Package, “Badminton”

## **National Broadcasting Society, Region 2**

- carolinaweek.org, first place, Interactive Media
- Bethany Tuggle, Video News Segment, “Abuelas 1
- Jennifer Carpenter, Video Feature Segment, “Civil War Re-enactors”
- Carly Swain, Video Feature Package, “Anoop Vs. Obama”
- Jason Kahn, Video News Package, “Budget Impact”
- Jason Kahn, Video Sports Package, “Badminton”
- Will Gorham Michaels, Audio Feature Segment, “Panhandling”
- Yasmin Amer, Audio Feature Package, “Laughing Yoga”
- Carolina Connection, March 7, 2009, Audio News Program
- Karen Bernstein, Audio News Segment, “Granville Towers Renovation”
- Michael Tomsic, Audio Sports Package, “Fencing Team Returns Trophy”

## **Broadcast Education Association**

- Carolina Week, second place, TV Newscast
- Carolina Connection, first place, Radio Newscast
- William Gorham Michaels, second place, Radio Feature News Reporting, “Panhandler Faces Challenge”
- Andrew Ritchey, third place, Radio Feature News Reporting, “Facial Hair”
- Ashley Lopez, second place, Radio Hard News Reporting, “Texting While Driving”

## **Radio Television News Directors Association of the Carolinas**

- Dandria Young, Lauren McGaha, producers, second place, Best Student Newscast, Carolina Week 03/03/10
- John Boyer, first place, Best Student Weathercast, Carolina Week Weather 01/27/10
- Justin Page, Nick King, Emily Hawkes, first place, Best Student Sportscast, Carolina Week Sportscast 02/15/10
- Adam Yosim, second place, Best Student Feature Reporting, “Girl Talks Backwards”
- Bethany Tuggle, second place, D. Haney Howell Student Journalist of the Year

## **College Broadcasters Incorporated National Student Production Awards**

- Carolina Week, 12/02/09, Finalist, Best Newscast: Jeremy Spearman, Christina Monserrate, producers
- Carolina Week, 03/03/09, Finalist, Best Newscast, Dandria Young, producer
- Carolina Connection, “Runoff Election,” first place, Best Special Broadcast, Jeremy Spearman, Christina Monserrate, producers
- Carolina Week, 02/15/10, Finalist, Best Technical Production, Mia Moore, producer
- Carolina Week, 03/31/10, Finalist, Best Technical Production, Dandria Young, producer
- Carolina Week, 02/15/10, first place, Best Sportscast
- Carolina Week, 03/17/10, Finalist, Best Sportscast
- Carolina Connection, “Fastest Tar Heel,” Finalist, Best Sports Reporting, Alletta Cooper

## **2009**

### **College Television Awards**

- “Carolina Week,” first-place Emmy, Student Newscast

### **Hearst National Competition**

- UNC-CH, third place, National Broadcast Championship
- Carly Swain, second place, TV Features Reporting
- Bethany Tuggle, Top 10, TV Features Reporting
- Jason Kahn, Top 10, Radio Hard News Reporting
- Will Gorham, Top 20, Radio Feature Reporting

### **Society of Professional Journalists, National**

- “Carolina Connection,” National Finalist, Radio Newscast
- Carly Swain, National Winner, Television General News Reporting
- Jason Kahn, National Finalist, Television Sports Reporting
- Jennifer Carpenter, National Finalist, Television Feature Photography
- Jason Kahn, National Finalist, Television Sports Photography

### **Society of Professional Journalists, Region 2**

- “Carolina Week,” first place, TV Newscast
- “Carolina Connection,” first place, Radio Newscast
- Jason Kahn, first place, TV Sports Reporting
- Jason Kahn, first place, TV Sports Photography
- Carly Swain, first place, TV General News Reporting
- Erin Franklin, second place, TV General News Reporting
- Jen Carpenter, first place TV Feature Photography
- Bethany Tuggle, third place, TV Feature Photography
- Caroline Dieudonne, third place Radio Feature
- Jason Kahn, second place, Radio Sports Reporting
- Adam Rhew, third place, TV Breaking News Reporting
- Bethany Tuggle, third place, TV Feature

### **National Broadcasting Society, National**

- “Carolina Connection,” first place and National Finalist, Audio News Program (two submissions)
- “Carolina Week,” first place and 3 National Finalists, Video News Program (four submissions)
- Eric Ellington, first place, Audio News Package
- Jason Kahn, first place, Video Sports Segment
- Walter Storholt, first place, Audio Sports Segment
- Elizabeth Edmonds, National Finalist, Audio Feature Package
- Lynn Keck, National Finalist, Audio Feature Segment
- Jason Kahn, National Finalist, Audio Sports Package
- Walter Storholt, National Finalist, Video News Segment
- Jen Carpenter, National Finalist, Video News Segment
- “Carolina Week: Remembering Eve,” National Finalist, Video Magazine Program
- Sara Moore, National Finalist, Video Sports Package
- Jason Kahn, National Finalist, Video Sports Package
- “Carolina Connection,” National Finalist, Audio Magazine Program
- CarolinaWeek.org, National Finalist, Overall Website

### **National Broadcasting Society, Region 2**

- Sarah Moore, first place, Feature Package
- Hilary Erin Schronce, second place, Feature Package
- Rebecca Hilton, third place, Feature Package
- Ashley Wilkinson, second place, Video News Package
- Kate Howard, third place, Video News Package
- Nikissia Craig, first place, News Segment
- Gervais Hagerty, second place, News Segment
- Bethany Tuggle, first place, Feature Segment
- Bethany Tuggle, second place, Feature Segment
- Sara Moore, first place, Sports Package
- Kate Howard, second place, Sports Package
- Jason Kahn, third place, Sports Package
- Jason Kahn, first place, Sports Segment
- Kate Howard, Caroline Dieudonne, tie for first place, Audio Feature Segment
- “Carolina Connection 10/25/08, first place, Audio News Program

- “Carolina Connection 11/11/08, first place, Audio News Program
- “Carolina Week 2/2708, first place, Video News Program
- “Carolina Week 3/19/08, second place, Video News Program
- “Carolina Week 10/27/08, third place, Video News Program
- “Carolina Week 11/05/08,” third place, Video News Program

#### **Broadcast Education Association**

- Adam Rhew, first place, TV News Anchor
- Jason Kahn, third place, TV Sports Reporting
- Kethevane Gorjestani, third place, Radio Feature Reporting

#### **Radio Television News Directors Association of the Carolinas**

- Jennifer Carpenter, first place, Best Student Photography
- Bethany Tuggle, second place, Best Student Photography
- John Boyer, first place, Best Student Weathercast
- Jason Kahn, first place, Best Student Sportscast
- Jason Kahn, “Chapel Hill High School Football Star Dies,” first place, Best Student Radio Sports
- Mike Tomsik, “UNC-CH Fencing,” second place, Best Student Radio Sports

#### **Collegiate Broadcasters Incorporated National Student Production Awards**

- “Carolina Week,” “Cold Is Hotter,” Winner, Best PSA
- “Carolina Week,” March 4, 2009, Finalist, Best Newscast
- “Carolina Week,” “Budget Impact,” Finalist, Best News Reporting
- “Carolina Week,” “Drag Racing,” Finalist, Best News Reporting
- “Carolina Connection,” “Granville Brick Repair,” Finalist, Best News Reporting





## Supplemental 9-G: Awards for “Powering a Nation”

### 2013

#### National Emmy Award

- Finalist nominee for News and Documentary: New Approaches, “100 Gallons” by the 2012 Powering a Nation team.

#### Ivy Film Festival, REACT to FILM Award

- Best Documentary, “A Beautiful Waste” by Jon Kasbe, part of “100 Gallons” by the 2012 Powering a Nation team.

### 2012

#### South by Southwest (SXSW) Interactive Awards

- Champion (Student), “Coal: A Love Story.”

#### Grantham Prize for Environmental Journalism

- Award of Special Merit, “Coal: A Love Story.”

#### Vimeo Awards

- Shortlisted (Documentary), “Born Into Coal.”
- Staff Pick, “Born Into Coal.”

### 2011

#### Horizon Interactive Awards

- Best in Category, School/University Website, “Coal: A Love Story.”
- Gold, Short Film/Entertainment, “Born Into Coal.”

#### Society for News Design (SND)

- Silver, Student Work, “Coal: A Love Story.”

#### Pictures of the Year International (POYi)

- Third place, Issue Reporting Multimedia Story, “Born Into Coal.”

#### College Photographer of the Year 2011

- Gold, Large Group Multimedia Project, “Coal: A Love Story.”
- Award of Excellence, Individual Multimedia Story or Essay, “Born Into Coal.”
- Gold, Multimedia Project, “Born Into Coal.”

#### Framework — LA Times Photography Blog

- Best of the Web, “Coal: A Love Story.”

## **SND “Make an Impression” Design Awards**

- First place, Digital Storytelling, “Powering a Nation.”
- First place, Standalone Multimedia, “Coal & You.”
- Second place, Standalone Multimedia, “Coal: A Love Story (Introduction.)”
- Third place, Standalone Multimedia, “From Coal Towns to Ghost Towns.”
- Third place, Standalone Multimedia, “World of Coal.”

## **2010**

### **College Photographer of the Year 2010 (CPOY)**

- Gold, Large Group Multimedia Project, “Powering a Nation.”
- Gold, Multimedia Project, “Spilling Over.”
- Silver, Multimedia Project, “Power Play.”
- Award of Excellence, Multimedia Project, “Splitting Main Street.”

### **Business Insider — The Wire**

- Most Innovative Alternative News Stories of 2010

### **National Press Photographers Association - September 2010 Multimedia contest**

- First place, Video, “Spilling Over.”

## **2009**

### **Society of Environmental Journalists**

- First Place, Outstanding student reporting, Awards for Reporting on the Environment, “Powering a Nation: Mining the Mountains – Debating Coal’s Future.”

### **NPPA’s Best of Photojournalism**

- Overall Best Use of the Web Award, “Powering a Nation.”
- First place, News or Feature Multimedia Package, “Powering a Nation.”
- Second place, Documentary Video “Mining the Mountains.”
- Second place, Feature Video, “Roping the Wind.”
- Award of Excellence, Documentary Project of the Year, 67th Pictures of the Year International (POYi), “Powering a Nation.”
- Award of Excellence, Issue Reporting — Multimedia, “Mining the Mountains.”

### **College Photographer of the Year**

- Gold, Large Group Multimedia Project, “Powering a Nation.”
- Gold, Individual Multimedia Story or Essay, “Roping the Wind.”
- Bronze, Multimedia Project, “Battle for the Mountains.”

### **National Press Photographers Association – August Multimedia Contest**

- First place, Team Video, “Debating Coal’s Future.”
- Second place, Team Video, “Battle for the Mountains.”
- Second place, Multimedia Project, “Powering a Nation.”

### **National Press Photographers Association – September Multimedia Contest**

- First place, Individual Video, “Roping the Wind.”
- First place, Team Video, “Down the Lines.”
- Second place, Team Video, “Moving to Higher Ground.”
- Third place, Team Video, “Voices of Roscoe.”

### **National Press Photographers Association – October Multimedia Contest**

- First place, Team Video, “Religion Rejuvenates Environmentalism.”

### **Society for News Design Best of Multimedia Quarterly (SND)**

- Quarterly winners in Category 5A — Student News: “Powering a Nation,” “Roping the Wind,” “Climate Refugees,” “Down the Lines,” “Energy Portraits,” “The High-Energy Diet,” “Reclaiming Creation.”

### **Society of Professional Journalists Mark of Excellence Awards (SPJ)**

- Finalist, Best Independent Online Student Publication, “Powering a Nation,” UNC News21 staff.
- Finalist, Online in-depth reporting, “Debating Coal’s Future,” Sara Peach, Monica Ulmanu, Chris Carmichael, Jenn Huetting.
- Finalist, Online in-depth reporting, “Down the Lines,” Eileen Mignoni, Ashley Zammitt, Courtney Woo, Monica Ulmanu.
- Finalist, Online feature reporting, “Reclaiming Creation,” Courtney Woo, Eileen Mignoni, Monica Ulmanu.
- Finalist, Online in-depth reporting, “Roping the Wind,” Nacho Corbella, Jenn Huetting, Monica Ulmanu.

### **Student Society for News Design (SSND)**

- First place, Best overall college news Web site, “Powering a Nation.”
- First place, Best display for multimedia, “Powering Down.”
- First place, Best interactive or animated graphic, “Powering Down.”
- First place, Best one-subject stand-alone mini-site or special section/special package of a larger Web site, “Debating Coal’s Future.”



## Supplemental 9-H: Awards for “The Daily Tar Heel”

### Associated Collegiate Press Individual Awards

#### 2012-13

- Reporter of the Year, Second Place: Caitlin McCabe for coverage of how UNC-CH handles reports of sexual assault.
- Newspaper Page 1 Design, Second Place: Kevin Uhrmacher for the April 1, 2013, front page. The page contained a front-page editorial dedicated to ways UNC-CH could improve its sexual assault policies.
- Sports Story of the Year, Third Place: Kelly Parsons for October 2012 story “Players see a blurry future.” Concussions.
- Infographic of the Year, Honorable Mention: Staff, for a graphic explaining how the endowment fund at UNC-CH works.

#### 2011-12

- News Story of the Year, Third Place: Daniel Wiser Jr. Story on tuition policy.
- Multimedia story of the year, Photo slideshow: Fourth place: Katie Bailey, Erin Hull and Allison Russell. Tuition protests at a UNC Board of Governors meeting. Multimedia feature, Honorable Mention. How well do you know the First Amendment? Sarah Glen, Katy Denault.

#### 2010-11

- Infographic of the Year, First Place: Sara Gregory, Jonathan Jones, Ryan Kurtzman, for Connecting the Dots.
- Newspaper Page One design of the year, fifth place: Kelly McHugh.

#### 2009-10

- Sports Story of the Year, Third Place: Powell Latimer

### Society of Professional Journalists Mark of Excellence

#### 2012

- National Finalist, General News Reporting, Caitlin McCabe.

#### 2009

- National Finalist, Best All-Around Daily Newspaper.

### American Copy Editors Society

#### 2011-12, 2012-13, 2013-14

- Staff, Best Headline Writing, student publication category.

## **N.C. Press Association News-Editorial and Photojournalism Contest**

### **2012-13**

#### **First-Place Awards**

- Editorials. To 2012-13 Editor-in-Chief Andy Thomason, for a trio of editorials including a front-page editorial advocating a new approach to handling sexual assault on campus.
- News enterprise reporting. To reporters Madeline Will, Thomason, Caitlin McCabe and Jordan Bailey for a series of articles detailing how UNC-CH has handled sexual assault. The judges wrote: "This was a great body of work that focuses intense scrutiny on an issue that deserves attention that results in drastic changes."
- Education reporting: To 2013-14 Managing Editor Cammie Bellamy for her story on the opening of the new Northside Elementary, "New school, old ground."
- Special Section: Mail home edition for new students. "Excellent presentation and comprehensive content. The depth of the content, facts and stories rivals what is found in the metro paper entries."

#### **Second-Place Awards**

- General Excellence for Websites. Of "The Daily Tar Heel" website, the judges wrote: "Great videos, and very clean layout. Easy to read."
- Sports Feature Writing. To 2013 graduate Kelly Parsons for her story "Players see a blurry future" on concussions among football players.
- Sports Coverage: To the sports staff. The judges wrote: "A near dead-heat for first. Love the page's flow and the artwork. The writing is crisp and clean."

### **2011-12**

#### **First-Place Awards**

- Sports Feature Photo: Stephen Mitchell. NCAA basketball loss.
- Graphics: Meg Wrather.
- Best Special Section: Mail-home edition.

#### **Second-Place Awards**

- Deadline News Reporting. Coverage of UNC-CH Chancellor Holden Thorp's decision to resign. Nicole Comparato, Chelsey Dulaney and Katie Quine.
- General Excellence for Web Sites. For staff.
- Multimedia Project. Staff. "Police, occupiers clash" package.

#### **Third-Place Awards**

- Appearance and Design.
- Editorial Page. Under Ryan Barber.
- Duke University Green-Rossiter Award for Distinguished Newspaper Work in Higher Education. Daniel Wiser, Isabella Cochrane, Memet Walker and Nicole Comparato.

### **2010-11**

#### **First-Place Awards**

- Best Video for a piece called "I cannot read" by Nushmia Khan.

### **Second-Place Awards**

- Illustration/photo illustration by Lauren McCay and Kelly McHugh. Their illustration commemorated the 10th anniversary of 9/11.
- Graphics for several pieces by Meg Wrather.
- News section design by the design staff.

### **Third-Place Awards**

- News feature, Jeanna Smialek and Caroline Watkins.
- Profile Feature, Kelly Poe.
- Multimedia Project, Allison Russell, Sarah Glen, Colleen Volz and Katie Denault. Appearance and Design.

## **2009-10**

### **First-Place Awards**

- Duke University Green-Rossiter Award for Distinguished Work in Higher Education. Kevin Kiley, Ariel Zirulnick, Eliza Kern, Dean Drescher and Courtney Tye, for coverage of grade inflation, Erskine Bowles' tenure and administrative hiring practices. Judge's comments: "The Daily Tar Heel's stories were written with such authority that after judging I googled the paper. I didn't believe that such impressive work came from a student-run paper."
- Sports Feature Writing: Powell Latimer.
- Best Video: The MP3 Experiment, by Jarrard Cole, Brittany Bellamy, Kristen Chavez, Lydia Walker, Colleen McNamara and Rachel Scall.

### **Second-Place Awards**

- General Excellence: Staff (believed to be first and only college newspaper to receive a General Excellence Award). Judges' comments: "The future is bright for N.C. journalism. Design and graphics shine. Imminently readable for anyone, on or off campus."
- News Section Design. Staff, for Aug. 23-24, 2010, issues.

## **2010-11**

### **First-Place Awards**

- Sports News Reporting: David Ely and Jesse Baumgartner.

### **Second-Place Awards**

- Graphics: Kristen Long, numerous awards.





## Supplemental 9-I: Awards won by the School in the N. C. College Media Association Contest Since 2009

### 2013

#### Photography

- Second Place Mary Stevens, "Turning two months to two years."
- Honorable Mention Melissa Key, "Fish fresh from the farm."

#### Illustration/Graphic/Cartoon

- Second Place Mary Burke, "Dismantling the development trap."

#### Multimedia Package

- First Place Lindsay Carbonell, "Watch: ASG."
- Third Place Brittany Hendricks/Mary Stevens, "Students Enjoy Rain-Free Fall Fest."
- Honorable Mention Brittany Hendricks & Staff, "Stepping Through Stereotypes."

#### News Writing

- Second Place Julia Craven, "A Disproportionate Reality."
- Honorable Mention Anna Long, "Firetruck."

#### Feature Writing

- First Place Katie Quine, "Turning two months into two years."
- Honorable Mention Caroline LeLand, "In the Bubble."

#### Sports Writing

- First Place Michael Lananna, "Class by day, pads by night."
- Second Place Aaron Dodson, "Close to home, close to heart."
- Honorable Mention Aaron Dodson and Brooke Pryor, "Hairston says he'll play this season."

#### Opinion Writing

- First Place Staff, "Rape is a violent crime."
- Third Place Memet Walker, "More innocent time capsules."

### 2012

#### Photography

- First Place Chris Conway, "A call to arms."
- Honorable Mention Brookelyn Riley, "Good guy with a big heart."
- Third Place CeCe Pascual and Kevin Uhrmacher, "Holden Thorp's Time To Go."

#### Illustration/Graphic/Cartoon

- First Place Kevin Uhrmacher, "Swept up in scandal."
- Second Place Staff, "Field Hockey Breakdown."

## **Multimedia Package**

- First Place Paula Seligon, “Incident Map.”
- Honorable Mention Delia D’Ambra, Brooke Pryor, “Field Hockey Preview.”

## **News Writing**

- First Place Chelsey Dulaney, “On last night, a timeline with holes.”
- Second Place Jenny Surane, “Expect Delays.”

## **Feature Writing**

- Second Place Katie Reilly, “A neighborhood in flux.”

## **Sports Writing**

- First Place Robbie Harms, “Time of the essence for UNC’s Presson.”
- Second Place Brooke Pryor, “Third time not the charm.”
- Honorable Mention Brandon Moree, “Great win for Goodwin.”

## **Opinion Writing**

- Honorable Mention Jagir Patel, “Thinking ‘No hair, don’t care.”

## **2011**

### **Photography**

- Second Place Allison Russell, “Expression Uncensored.”
- Honorable Mention Spencer Herlong, “Thrown to the Wolves.”

### **Design**

- First Place Alyssa Bailey and CeCe Pascual, “Choose your horror.”
- Third Place Kelly McHugh and Lauren McCay, “10 years later.”

### **News Writing**

- First Place Daniel Wiser, “Unsustainable Path.”

### **Feature Writing**

- Second Place Jeanna Smialek, “A halt to panhandling.”
- Honorable Mention Chelsae Bailey, “UNC students recall living in New York.”

### **Sports Writing**

- First Place Kelly Parsons, “Just take it, and run.”

### **Opinion Writing**

- First Place C. Ryan Barber, “On to the state.”
- Third Place Andrew Harrell, “A degree in four minutes, not years.”

## **2010**

### **Opinion Writing**

- First Place Editorial Board, “Double Standard?”

### **Sports Writing**

- First Place Mark Thompson, “The Mind of a Coach.”
- Second Place Aaron Taube, “Ackley a hit from coast to coast.”

### **News Writing**

- Third Place C. Ryan Barber, “Waiting for Work.”
- Honorable Mention Victoria Stilwell, “Open container citations multiply sixfold.”

### **Design**

- First Place Sara Gregory and Ryan Kurtzman, “Connecting the Dots.”

### **Photography**

- Honorable Mention Nivi Umasankar, “UNC Salutes Veterans.”

### **Feature Writing**

- Second Place Olivia Barrow, “The Dart: Penning a Love Story.”

## **2009**

### **Opinion Writing**

- Second Place Christian Yoder, “Make ‘access’ meaningful.”
- Third Place Hannah Thurman, “Medicine to help with stage fright?”

### **Sports Writing**

- First Place Mike Ehrlich, “Dewitt’s long journey back to North Carolina.”
- Second Place Jesse Baumgartner, “Hansbrough gets national title.”
- Honorable Mention David Ely, “Runaway Champions.”

### **News Writing**

- First Place Brian Austin, “Greeks, UNC at new crossroads.”
- Second Place Andrew Harrell, “UNC professors provide expertise to lawmakers.”

### **Design**

- First Place Duncan Hoge, “Label Him a Winner.”
- Third Place Jillian Nadell, “A Legacy Fulfilled.”

### **Photography**

- First Place Emma Patti, “National Championship.”
- Third Place Phong Dinh, “Marquee Victory.”

### **Feature Writing**

- First Place Meghan Cooke, “Soldiers in Need.”
- Second Place Amanda Ruehlen, “Tuition increases intensify personal struggles.”



## Supplemental 9-J: Student Public Relations Awards

### 2014

- NCPRSA Inspire Award in 2014 to team in student campaign category (best in category/best in show) for campaign produced in PR Campaigns for UNC Office of Fraternity & Sorority Life and Community Involvement. Under the guidance of Assistant Professor Nori Comello.
- NCPRSA Inspire Award in 2014, bronze category/nonprofit speech subcategory in 2014 for MA 2014 graduate Marshelle Carter Waddell.

### 2013

- NCPRSA InSpire Award in 2013 to team in student campaign category (best in category) for campaign produced in PR Campaigns for Orange County Partnership to Prevent Homelessness. Under the guidance of Assistant Professor Nori Comello.

### 2012

- Zenith Awards (national competition) in 2012 to undergraduate student Caroline Smith in the PR research category.
- NCPRSA Inspire Award in 2012 to team in student campaign category for their “No Need to Speed” campaign for the city of Raleigh, NC. The city began implementing the campaign in 2013. Under the guidance of adjunct instructor Scott Misner (MA-1998)

### 2011

- ‘Continuing the streak in winning two awards in the Arthur W. Page Society Case Study Competition in 2008, Andrea Goetschius received the 2011 grand prize (among communications and business applicants) for her case, “Just a Ding? The NFL Responds to Research on Football-related Concussion,” under the direction of her Professor Dulcie Straughan.
- NCPRSA Inspire Award of Excellence in 2011 for their grassroots campaign, “Grow Your Own Green,” designed to educate women on financial literacy. Under the guidance of Assistant Professor Queenie Byars, Assistant Professor Nori Comello, and (then) adjunct instructor Valerie Fields.

### 2010

- Zenith Award (national competition) in 2010 to Dan Byrne in social media category (second place) for work produced in PR Campaigns for American Red Cross Central North Carolina Chapter. Under the guidance of Assistant Professor Nori Comello.
- NCPRSA Inspire Award of Excellence in 2010 for their Census Awareness Campaign in North Carolina. Under the guidance of Assistant Professor Queenie Byars.



## Supplemental 9-K: Master's Program Final Project Feedback Form

### INTERNAL FINAL PROJECT FEEDBACK FORM

**To be used in oral defenses for all master's professional-track students and MATC students.**

**Instructions:**

Each member of the assembled faculty committee should complete this form at the conclusion of the faculty discussion during the oral defense, but before the student returns to the room (if applicable). Do not identify yourself or the student by name on this form. Add your form to the envelope held by the chair of this committee.

Specialization: \_\_\_\_\_

Term: (please circle and fill in year): Fall \_\_\_\_ Spring \_\_\_\_ Summer \_\_\_\_

Check one for each listed criterion:

| Criteria for written components   | Professional | Novice | Unacceptable |
|---|--------------|--------|--------------|
| Statement of problem and purpose is clear and well-conceptualized.                        |              |        |              |
| Conclusions are well-justified.   |              |        |              |
| Approach to gathering information and data are justified by the author and well-executed. |              |        |              |
| The research base is appropriate and thorough.  |              |        |              |
| There is appropriate use of primary and secondary sources.                                |              |        |              |
| The project is well-written.  |              |        |              |
| The project is publishable.   |              |        |              |

Check one for each listed criterion:

| Criteria for oral components   | Professional | Novice | Unacceptable |
|--|--------------|--------|--------------|
| The student answered the questions faculty asked.  |              |        |              |
| The student observed time limitations, spoke with clarity and sense of organization, and overall gave a compelling oral performance. |              |        |              |
| The student answered questions in ways that deepened the discussion.   |              |        |              |

Comments:





## Supplemental 9-L: End-of-Program Examination for Professional Track Master's Students

Correct answers are in **bold**

### RESEARCH METHODS & THEORY QUESTIONS

1. Generally, laboratory experiments have high internal validity, but may have low:
  - a. **External validity**
  - b. Face validity
  - c. Reliability
  - d. Measurement error
  - e. None of the above
  
2. A moderating variable:
  - a. Is the mechanism through which a causal effect occurs
  - b. Is the cause of an effect
  - c. Is only valid when there is a negative relationship between the independent and dependent variable
  - d. **Affects the strength or direction of a relationship between two other variables**
  - e. None of the above
  
3. Inter-coder reliability refers to:
  - a. The degree to which content analysis can track changes in an independent variable over time
  - b. The degree to which content analysis can track changes in a dependent variable over time
  - c. Achieving a correspondence between the number of coders and the units of analysis
  - d. **The extent of agreement between coders**
  - e. None of the above
  
4. Grounded theory refers to:
  - a. Using theory to 'ground' hypotheses
  - b. Theory that has high external validity
  - c. **An inductive approach of analyzing data to develop theory**
  - d. An approach that uses asynchronous data collection and analysis
  - e. None of the above

5. One strength of qualitative research is:
- a. The ability to generate large, representative samples
  - b. Research designs that have high internal validity
  - c. Research designs that have high reliability
  - d. The generation of data that has statistical significance
  - e. None of the above**

### LAW QUESTIONS

1. According to the U.S. Supreme Court, the First Amendment protects
- a. obscene sexual expression.
  - b. false defamation published with actual malice.
  - c. fighting words, illegal advocacy and true threats.
  - d. truthful, non-misleading commercial advertising for lawful products and services.**
2. When the government tries to regulate the content or message of protected political and social speech under the First Amendment, such a regulation would be tested in court for constitutionality using
- a. rational basis review – the most lenient form of constitutional scrutiny.
  - b. intermediate scrutiny – also referred to as relaxed scrutiny.
  - c. strict scrutiny – the most stringent level of scrutiny for a government regulation of expression.**
  - d. the time, place and manner test – a variation of intermediate scrutiny.
3. Under the First Amendment, the U.S. Supreme Court has held that public officials suing media defendants in libel cases must prove actual malice as the level of fault in the case regarding
- a. any allegedly defamatory statement whatsoever – in all cases.
  - b. any allegedly defamatory statement about their purely private lives.
  - c. an allegedly defamatory statement related to their official conduct, which includes their fitness or qualifications to hold office.**
  - d. None of the above is correct. Public officials in libel cases against the media never have to prove actual malice to recover – only negligence.

4. The U.S. Supreme Court has recognized a qualified right of access, under the First Amendment of the Constitution, for the public including the press to

- a. all state and federal prisons and all prisoners in these facilities.
- b. observe all stages of all state and federal executions.
- c. attend and observe all juvenile criminal proceedings.
- d. attend and observe state and federal criminal trials and certain related criminal proceedings.**

5. According to the U.S. Supreme Court, the Internet, as a medium, receives First Amendment protection

- a. at the highest level similar to traditional print media.**
- b. at the same level as regulated broadcast media – no more.
- c. at the same level as regulated cable television media – no more.
- d. None of the above. The Court has not addressed this issue yet.

### **REPORTING SPECIALIZATION QUESTIONS**

1. What is the first paragraph of a news story called?

- a. The lead**
- b. The nut graph
- c. The header
- d. None of the above

2. Which one of these is not a “news value”?

- a. Proximity
- b. Prominence
- c. Magnitude
- d. Historical Significance**

3. Which of these must a plaintiff prove in order to win a libel case?

- a. Defamation
- b. Falsity
- c. Identification
- d. All of these**
- e. None of these

4. Which of these is a tool that journalists use to incorporate social media into their reporting and distribution?
- a. HootSuite
  - b. Storify
  - c. Reddit
  - d. All of the above**
  - e. None of the above
5. In a database table, each attribute of a record is stored in which of the following?
- a. Row
  - b. SQL
  - c. Field**
  - d. None of the above

#### **STRATEGIC COMMUNICATION SPECIALIZATION QUESTIONS**

1. A communication audit:

- a. Includes primary and secondary research**
- b. Requires a marketing plan
- c. Should be completed annually
- d. Ensures you don't have internal bias
- e. Is done by the marketing department

2. A SWOT analysis:

- a. Includes assessments of internal and external communication
- b. Can be done internally or by a consultant
- c. Helps identify what's working and what's not within your organization
- d. Can be used to prioritize strategies
- e. All of the above**

3. Which objective below incorporates all the components of the SMART criteria?
- a. Our objective is to have 40 percent of college seniors come to Career Services.
  - b. The objective is to get college graduates, prior to the application process, to use and monitor their social media presence responsibly.
  - c. To increase LinkedIn membership among UNC-Chapel Hill seniors by 20% before December 2014, using 40% of the communications budget.**
  - d. By May 2015, 60 percent of UNC-Chapel Hill seniors will believe that their online presence will impact their ability to secure a job.
  - e. The client's objective is to, through marketing and workshops, motivate its students who are in the fall of their senior year, so that 50% successfully go through the Facebook and other Social Media Clean-Up Checklist, and to raise the rate of students with an active LinkedIn Profile to 55% of the senior class by January of the year they will graduate.

4. An attitude objective will generally require
- a. A large budget
  - b. A pretest to know what current attitudes are**
  - c. Fewer tactics
  - d. More benchmarks than other types of objectives
  - e. A safe harbor statement

5. How do public relations and advertising differ?
- a. Advertising is strategic communication and PR is not
  - b. Only advertising is part of the marketing mix
  - c. There is no difference
  - d. Advertising controls the message and public relations influences the message**
  - e. Only advertising costs money

### **BUSINESS AND MEDIA SPECIALIZATION QUESTIONS**

1. If you wanted to find out how much debt a publicly owned company is carrying, where would you look?
- a. Income Statement
  - b. Balance Sheet**
  - c. Cash Flow Statement
  - d. All of the above
  - e. None of the above

2. Accountants often refer to a company's earnings before interest and taxes or EBIT. EBIT is equivalent to:

**a. Operating Income**

b. Net Income

c. Gain on Sale

d. Assets

e. Cash Flow

3. The media industry, and in particular print newspapers, are still in a state of 'creative destruction' which was primarily caused by:

a. Declining print newspaper subscriptions

b. IT infrastructures didn't keep up with the pace of information age and Internet innovation

c. Owning printing presses became unsustainable

d. Declining advertising revenue

**e. All of the above**

4. Today, advertisers commonly categorize their media as "Paid, Earned and Owned" media. Paid media includes all but the following sources:

a. Display advertising

b. Print advertising

c. Direct mail

**d. Search Engine Optimization**

e. None of the above

5. When conducting basic data analysis to determine overall consumer engagement of a website, a media executive should measure which of the following metrics:

a. Number of total visitors

b. Number of unique visitors

c. Bounce rate

d. Time on site

**e. Time on site by pages viewed**

## MEDICAL AND SCIENCE JOURNALISM SPECIALIZATION QUESTIONS

1. What's the best source for recent medical research information?
  - a. Google search
  - b. Medical textbook
  - c. PubMed**
  - d. Compendium site for media releases
  
2. Which of the following should not be in a medical or science news lede?
  - a. Who
  - b. What
  - c. When
  - d. How**
  
3. Which one of the following words is acceptable for a reporter to use in a medical news story?
  - a. Advance**
  - b. Breakthrough
  - c. Hope
  - d. Miracle
  
4. Which of these elements would NOT be in a science radio news story?
  - a. Natural sound
  - b. Reporter track/narration
  - c. Expert sound bites
  - d. Sound effects**
  
5. HIPAA rules prevent which one of the following:
  - a. Doctors from talking to reporters about their patients when the patients freely give consent
  - b. Health care providers from giving patient information to the media without the patient's consent**
  - c. Emergency personnel from giving media general information about disasters
  - d. Police from giving media general information following an incident



## VISUAL COMMUNICATION/PHOTO VIDEO SPECIALIZATION QUESTIONS

1. When selecting music for a multimedia production, which of the following factors should you consider?
  - a. The emotional influence of the music
  - b. The audience of the multimedia project
  - c. The content of the story, i.e., Is it a feature story versus a breaking news story?
  - d. All of the above**
  
2. In photojournalism, with which of the following types of photos is it ethically acceptable for the photographer to influence the situation?
  - a. News photos
  - b. Sports photos
  - c. Portraits**
  - d. Feature photos
  
3. Chose the equivalent exposure to  $1/250 @ f/8$ 
  - a.  $1/1000 @ f/2.8$
  - b.  $1/30 @ f/22$**
  - c.  $1/8 @ f/32$
  - d.  $1/2000 @ f/1.4$
  
4. A wide-angle lens \_\_\_\_\_ perspective, but a telephoto lens \_\_\_\_\_ perspective
  - a. flattens / opens
  - b. expands / compresses**
  - c. tilts / straightens
  - d. sharpens / softens
  
5. In a traditional 3-act structure, in which act would the inciting incident occur?
  - a. Act 1**
  - b. Act 2
  - c. Act 3
  - d. It can occur in anywhere in the story structure

## VISUAL COMMUNICATION SPECIALIZATION QUESTIONS (NOT PHOTO/VIDEO)

1. A wireframe is:

- a. A full-color panel design for a web page, complete with annotations
- b. A simple sketch of a page that blocks out roughly where each item should go.**
- c. The design for a phone display of a web page.
- d. A way to show what advertisements will look like on a web page.

2. Responsive design:

- a. Is aimed at crafting sites to provide an optimal viewing experience across a wide range of devices
- b. Provides for easy reading and navigation from mobile phones to desktop computer monitors.
- c. Adapts the layout of a web page to the viewing environment by using fluid, proportion-based grids
- d. All of the above.**

3. Eyetracking research can measure:

- a. Whether a test subject must use glasses to clearly see all elements on a webpage.
- b. How a phone display of a site compares with its display on a computer monitor.
- c. Eye movements as a means of studying how people interact with online documents.**
- d. Each individual's comprehension of a website.

4. When planning a usability test, it is important to let participants know:

- a. That you are testing the site, not them, and they cannot make mistakes.**
- b. That they should ask the researcher as many questions as they need to in order to complete a task.
- c. That it is unnecessary to pay attention to directions on the website you are testing,
- d. All of the above.

5. When selecting music for a multimedia production, which of the following factors should you consider?

- a. The emotional influence of the music
- b. The audience for the multimedia project
- c. The content of the story, i.e., Is it a feature story versus a breaking news story?
- d. All of the above.**



## Supplemental 9-M: Residential Master's Exit Survey Results, May 2014

1. How likely would you be to choose this program again based on the experience you had?

| Not Very<br>Likely (1) |   |   |   |   |   |  | Very Likely<br>(7) | Rating<br>Average |
|------------------------|---|---|---|---|---|--|--------------------|-------------------|
| 0                      | 0 | 0 | 3 | 5 | 5 |  | 4                  | 5.59              |

2. How likely would you be to recommend this program to a friend or colleague?

| Not Very<br>Likely (1) |   |   |   |   |   |  | Very Likely<br>(7) | Rating<br>Average |
|------------------------|---|---|---|---|---|--|--------------------|-------------------|
| 0                      | 0 | 1 | 3 | 1 | 7 |  | 5                  | 5.71              |

3. How helpful was the assistance you received from the Master's Program Director during your time in the program (Dr. Hennink-Kaminski your first year and Dr. Charlie Tuggle your second year)?

| Not Very<br>Helpful (1) |   |   |   |   |   |  | Very Helpful<br>(7) | Rating<br>Average |
|-------------------------|---|---|---|---|---|--|---------------------|-------------------|
| 1                       | 0 | 2 | 2 | 1 | 5 |  | 6                   | 5.41              |

4. How helpful was the assistance you received from the Graduate Program Manager (Cindy Morton)?

| Not Very<br>Helpful (1) |   |   |   |   |   |  | Very Helpful<br>(7) | Rating<br>Average |
|-------------------------|---|---|---|---|---|--|---------------------|-------------------|
| 0                       | 0 | 0 | 1 | 1 | 4 |  | 11                  | 6.47              |

5. How helpful was the mentoring you received from your academic adviser/committee chair during your time in the program?

| Not Very<br>Helpful (1) |   |   |   |   |   |  | Very Helpful<br>(7) | Rating<br>Average |
|-------------------------|---|---|---|---|---|--|---------------------|-------------------|
| 0                       | 0 | 0 | 2 | 3 | 5 |  | 7                   | 6.00              |

6. How well do you believe the program has prepared you for your next career?

| Not Very<br>Well (1) |   |   |   |   |   |  | Very Well (7) | Rating<br>Average |
|----------------------|---|---|---|---|---|--|---------------|-------------------|
| 0                    | 1 | 1 | 2 | 3 | 8 |  | 2             | 5.29              |

7. Please rate the following in regard to the residential MA program:

|   | Very Poor | Poor | Fair | Average | Good | Very Good | Excellent | Rating Average |
|---|-----------|------|------|---------|------|-----------|-----------|----------------|
| Academic rigor  | 0         | 0    | 0    | 2       | 5    | 5         | 5         | 5.76           |
| Balance of skills and conceptual/research courses   | 0         | 1    | 0    | 3       | 7    | 4         | 2         | 5.12           |
| Quality of curriculum   | 0         | 0    | 1    | 3       | 4    | 8         | 1         | 5.29           |
| Overall intellectual stimulation  | 0         | 0    | 1    | 2       | 3    | 7         | 3         | 5.56           |
| Ability to prepare you for thought leadership in a rapidly changing media/communication field | 0         | 0    | 1    | 4       | 5    | 6         | 1         | 5.12           |
| Interactions with faculty outside of the classroom  | 0         | 0    | 1    | 1       | 5    | 5         | 4         | 5.63           |
| Interactions with fellow graduate students  | 1         | 0    | 0    | 1       | 1    | 6         | 8         | 6.00           |
| Overall quality of teaching and preparedness of instructors                                   | 0         | 0    | 1    | 1       | 2    | 6         | 7         | 6.00           |
| Overall environment of collegiality   | 0         | 0    | 0    | 4       | 0    | 9         | 4         | 5.76           |
| Overall value of the curriculum to your professional goals                                    | 0         | 0    | 0    | 4       | 3    | 7         | 3         | 5.53           |
| Availability of assistantships  | 0         | 0    | 0    | 2       | 3    | 5         | 7         | 6.00           |
| Quality of assistantships   | 0         | 2    | 2    | 2       | 1    | 4         | 5         | 5.13           |
| Support with identifying internship opportunities   | 0         | 2    | 2    | 5       | 4    | 2         | 2         | 4.47           |

8. What is your overall level of satisfaction with the program?

| Not Very Satisfied (1) |   |   |   |   |   | Very Satisfied (7) | Rating Average |
|------------------------|---|---|---|---|---|--------------------|----------------|
| 0                      | 0 | 2 | 2 | 1 | 9 | 3                  | 5.53           |

9. Please indicate your present working status:

|  | Percent | Count |
|--|---------|-------|
| Working full-time in my desired field  | 47.1%   | 8     |
| Working full-time and still looking for a job in my desired field  | 5.9%    | 1     |
| Working part-time in my desired field  | 0.0%    | 0     |
| Working part-time and still looking for a job in my desired field  | 17.6%   | 3     |
| Seeking employment   | 29.4%   | 5     |
| Other (please specify):  |         | 4     |
| <ul style="list-style-type: none"> <li>• Internship in my desired field.</li> <li>• Freelancing in my desired field.</li> <li>• Still enrolled at UNC. Had to select incorrect bubble to proceed to next page in survey.</li> <li>• Intern.</li> </ul> |         |       |

10. What was your track/specialization?

| Non-Professional Tracks             | Percent | Count |
|-------------------------------------|---------|-------|
| IHC Track                           | 17.6%   | 3     |
| Mass Communication Track            | 0.0%    | 0     |
| MAJD                                | 11.8%   | 2     |
| <b>Professional Tracks</b>          |         |       |
| Strategic Communication             | 17.6%   | 3     |
| Broadcast and Electronic Journalism | 0.0%    | 0     |
| Visual Communication                | 35.3%   | 6     |
| Science & Medical Journalism        | 11.8%   | 2     |
| Reporting                           | 0.0%    | 0     |
| Design/Editing                      | 0.0%    | 0     |
| Business & Media                    | 5.9%    | 1     |

## Responses to Open-ended Questions

11. *What do you personally identify as the greatest strength of the residential master's program?*

- Faculty's high expectations and connections to industry.
- Extremely capable and helpful professors.
- My focus was visual communication, with a concentration on documentary video production. The professors and students create an environment that encourages high-quality photo and video journalism. We win awards (student and pro) for our work.
- The supportive environment of the program as well as the encouragement of different/varied areas of study. Notably, having everyone take classes together the first semester helps to build this environment as well.
- I feel that the residential master's program's greatest strength is its faculty members who had significant corporate, hands-on experience before teaching. There needs to be more of this caliber of instructor. Second, I feel its affiliation with UNC-Chapel Hill and its alumni, and its location in the heart of the campus, add so much to the experience.
- The professors.
- University staff; Park Fellowship; Chapel Hill.
- I would say the professors are great.
- The outside events and activities offered by the School of Journalism.
- The students. The Park Fellowship.
- The greatest strength of the residential master's program was the resources available to students. Ranging from equipment to the experience and knowledge of faculty, to the collaboration with both undergraduate and graduate students, a master's student in the residential program could find the support and ability to carry out any sort of project they could think of.
- Quality of faculty.
- Funding.
- The greatest strength has to do with the fellowship - allowing me to focus on this field without worrying about financials.
- The cohort model and peer support. The environment here is one of cooperation, not of competition.
- The faculty, students and general atmosphere of collaboration. everyone works together to help you succeed-- I liked that I could trust my classmates for support rather than the single-minded, competitive, divisive nature that I see at other schools.
- Brilliant professors with strong industry background who care about their students' success.

12. *What do you personally identify as the greatest weakness of the residential master's program?*

- Requirements that don't fit a person's desired educational outcomes.
- The course offerings within my program were heavily supplemented with upper level undergraduate classes. While this program was fine for me (coming from a non-journalistic background), I think that someone who had an undergraduate degree in journalism, marketing or PR would be disappointed by the limited quantity and variety of true MA level courses.
- Not enough emphasis on reporting and investigative journalism.
- It would have been nice to find a few more JOMC courses available that incorporated cultural studies.
- I feel that the program's greatest weakness is lack/absence of focused guidance for students as we created our schedules and selected courses to fit our professional goals. There was little, if any, two-way understanding between advisers and students at the outset and too much chaos each semester at registration time. I also sensed low morale, general agitation and overall disconnection among the faculty members.
- - Lack of communication - Lack of flexibility with choosing courses - a strict requirement to take two outside courses is unnecessary, especially when there are courses inside the J-School that could greatly enhance the graduate's experience or help him/her meet desired goals - Partnerships with outside schools, especially the business school.
- Career placement; recruitment.
- Curriculum setting; received limited help on selecting courses.
- The M.A./J.D. students in the School of Journalism should have their own academic track within the school. Placing those students within the Mass Comm track makes little sense, as most of the classes associated with that track have little applicability to students pursuing a J.D. The M.A./J.D. program needs to be reworked so those students can take more classes that will assist them with their future careers.
- That master's students take so many undergraduate classes. The faculty in my specialization were extremely research focused, which weakened their ability to mentor industry-oriented students.
- From the point of view of a professional track student (reporting, electronic communication, med/sci journalism, etc.) the curriculum contains a significant percentage of courses without any direct relevance to what they study. While interesting, the research methods course does not really contain any material meant to advance a student's journalistic practice. While the exposure to research is good for those who might one day consider doing a PhD, students just looking to hone their reporting craft do not benefit as much. Media law and policy is a course that is absolutely relevant to reporters, but the method in which it is taught is more geared toward those students who are working to become better researchers as opposed to better reporters. That said, the course does offer a wealth of practical knowledge. The biggest issue I had with the curriculum was the lack of a reporting-related 800 level seminar. Again, these courses really benefit PhD and research track master's students who can publish their projects and advance their careers through these courses. But for a reporting track student, the closest the 800 level seminars come is PR. A seminar focused on critique of modern reporting or a practical long-form or investigative journalism seminar would provide reporting track students with the same benefit that research, PR and IHC students get. Alternatively, a seminar on media ethics would be extremely interesting and help reporting students consider how to deal with ethical issues that arise in their stories.
- Lack of integration between core/required classes and specialty
- Lack of exposure to business/professional concepts as they relate to communication fields.



- There are way too many requirements, or badly thought out requirements, that don't allow students to focus on their chosen field.
- As the program adds more credits in pursuit of academic rigor, I think the quality of work that students can produce in any given seminar decreases. I'd rather have had more time to build foundational skills in research and practice. Quality over quantity.
- Sometimes the protocol for certain things could have been clarified more-- acceptable courses, thesis project etc.

13. *Do you have any other suggestions or comments you would like to share?*

- Please consider revising the curriculum of the Media Law class. I found the insistence and immersion in conducting legal research extremely prohibitive to my attention to other classes. I found Research Methods thought-provoking, though and got valuable transferable skills. This was not the case from Media Law. In fact it prohibited me from concentrating on actual practical do's and don'ts of legal issues I will face as a professional and wish the curriculum had focused more on that.
- The MAJD program was still under development when I came through and suffered from the lack of a committed and qualified program coordinator on the law side. I think that this has improved with the addition of David Ardia to the program, but it was a difficult experience on a variety of levels. I was the 5th person to attempt the program, and it took longer than 4 years nearly all of us. Ultimately I had to sever the degrees. Even if I had completed the dual degree and done it in the expected time frame, I would probably not recommend it for the stress alone. It creates constant back and forth with registrars and financial aid, all of your friends (from both programs) graduate before you do, and you find yourself living awkwardly between two worlds and never fully a part of either. It would have been better for me if I had completed one degree and then the other (or only the one).
- The media law course was intensive and rigorous, but I don't think it will be useful for my career. It was useful to learn the basics of media law relevant to professional journalists, it's not useful to write an academic paper, and learn tedious conventions (blue book). I wish the class was more basic and geared toward the professional journalist.
- The mass comm track, as you know, has quite different course requirements and different timelines for the completion of the thesis than the professional or IHC tracks. It would have been helpful to have a bit more contact to prepare those of us in the mass comm track for the requirements. Students in other tracks often are able to gain support in the overlapping classes they take, but the students in the mass comm track might have incredibly different interests and might be taking several classes outside of the school. As such, it would be nice to have a few more points of interaction to discuss the track. Even 5-10 minutes after other master's meetings might have tied in solitary studies outside the school back to the track.
- I would suggest making more opportunities for M.A. students to meet as a group with the program advisers/managers TOGETHER, maybe even monthly, to voice questions, concerns and to get information, feedback and encouragement. I would hope that future students will receive more one-to-one counsel and guidance before and during the educational process.
- JoAnn Sciarrino is a tremendous asset to the school, and one of the best, most challenging professors I've had the privilege to learn from.
- IHC has so much potential, but needs to be better marketed to employers.
- I understand that IHC is a fairly new track, but there is still some room for improvement. I appreciate that there are some classes outside J-school we can take, such as those in school of public health and psychology which I found helpful to

understand literature in health comm field. But I am not sure how the information science class fits in this program. Also, I felt quantitative research methods and experiment design is very important to health comm, however these are not built into this program. I understand that some students may look for professional (non-academic) job, then more industry connection and potential job opportunities may need to be provided, like what school of public health does.

- I don't think the school can maintain its quality and at the same time provide so many graduate specializations. Overall the program didn't feel much like a program -- I felt community among my peers (because we made an effort to socialize) but little connection to most of the faculty and little cohesion within the program.
- Just that I'm thankful for all the opportunities I've gotten in the J-School!
- The lack of appropriate seminar class for the visual communication track or lack of flexibility with that requirement was my largest frustration with the program. If there is a required class, there ought to be an appropriate selection for all students.
- The faculty was very supportive. However, I found the requirements to be a big detraction, and the administration was not always open to hearing student criticism.
- Hope the program will continue and expand, reaching (perhaps) to international markets.



## Supplemental 9-N: MATC Exit Survey, May 2014

### Question 1:

**How have you already used the knowledge and skills gained through the program? For example, have you taken on new responsibilities in your job, received a promotion or changed positions? (These are direct quotes from students.)**

- Primarily, I've gotten a lot better at responsibilities I already had. Secondly, my MATC projects have benefited my employer in marketing and copyright law, among other things.
- Yes, I got a new job because of the knowledge and skills gained through the program.
- Yes. By org chart, I am boxed in to some limitations because of reporting structure. However, to use and hone my skills, I've taken on a role outside of my traditional work that utilizes what I've learned.
- Some basic things, but not really yet. Working on that.
- I have already used my graphic design skills from Alberto's infographics class to make numerous successful information graphics for my organization. I also got a lucrative freelance gig designing gear for a Brazilian Jiu-Jitsu company. Who knew? Most importantly, my thesis research has helped guide my employer's strategy on messaging. This will be a long-lasting positive effect.
- Yes, my ability to format and write copy for online readers has improved quite a bit, and I've gained a lot of knowledge about strategic communications. I had never used Adobe Illustrator prior to the program, but today I feel at least adequate with it. Also enjoyed the business and investing data gathering we covered in Penny's class.
- Yes, I've called on the knowledge and skills I gained through the program to solve problems for my clients and develop more strategic and integrated programs.
- I changed positions, to a higher level position that requires more strategy and leadership than my former position. I educate the people around me often, using the knowledge I gained in the MATC.
- Promotion within current company, have become renaissance employee in terms of marketing and social media!
- I have landed a new job that represents a step up in responsibilities. Before that, the things I've learned in the program also helped me take what I was doing at work to a higher level in terms of quality.

**Question 2:**

**What skills acquired in the MATC do you think will be most useful in your career? (These are direct quotes from students.)**

- Analytics and marketing.
- Web design/usability and integrated communications strategy/marketing.
- Writing, data visualization, copyright law info, strategic communication, research application.
- Being able to assess new technology and ideas in an academically rigorous way. Learning about usability and human-computer interaction.
- Data visualization: this is a large and growing part of modern communication.
- Online writing; strategic communication; better understanding of web design, graphics.
- Integrated marketing (Heidi's class), information visualization, leadership in digital economics. Other classes didn't provide skills I'll use on a daily basis (research, database use, web design, new media law). However, the information was relevant to my career and has helped me in small ways (e.g., understanding what UX is for web design to make sure our web development team is doing that well/right).
- Understanding what is good quality and what is not -- in writing, usability, best practice, visual design, conceptual strategy and steering audience behavior. Learning how to pick a direction for an organization's marketing communication strategy and pursue it, focusing on the "why" and driving people toward achievement of a communication goal, not getting bogged down in arbitrary opinion battles.
- Adaption to change -- both in technology and in marketing. MATC, though it cannot predict what's around the corner, can prepare you on how to handle what is coming.
- Strategic communications - Design and usability - Data visualization.

**Question 3:**

**List any skills, topics or theories that were not included in the MATC that you think should have been. (These are direct quotes from students.)**

- Less on business "leadership" vs. sound management and strategic planning.
- More practical applications - an advanced course in design/usability, more information about measuring ROI online.
- I wish there had been a little more practicum - I realize MA is a lofty abstract thing, but a little more "How-to" / practical application would have been extremely valuable in making the abstract concrete. Brian Carroll and Genie did this successfully. Updating Google maps, Wikipedia pages made the classes a little more real. I felt there could have

been more classwork related to visual side of digital media but that was short-shrifted to a degree because writing skills are given more weight, and thus more value.

- Basic coding and data journalism.
- There was much in the way of business-specific subject matter, but little comparatively for non-profit folks.
- Video. All indicators point to more online video in the future. The cost has come down a lot, and many of us can use it. Felt like we squeezed it in during orientation.
- Larger emphasis on social media and when/how to use them in communications. We did discuss social media and its impact on theoretic basis, but we missed the practical application of how to and not to involve this new channel.
- Advice about how to deal with people around you who did not go through the MATC! Half joking with this one. It's very hard to come away from such a rich learning experience and go back to what feels like a dead end with co-workers and bosses. People didn't learn what we learned, so I find that I have to coach them out of their old ways (some of which used to be my old ways, too). It's been a steady challenge getting them to understand and buy into the concepts/theories, ditch their preferences for proven research, and focus on quality and efficacy rather than pizazz.
- No answer.
- Photography -- More hands-on experience with some of the topics discussed (e.g., SEO).

**Question 4:**

**How well did the MATC Academic Director assist you with your academic-related questions and mentoring?**

|                    | Response Percent | Response Count |
|--------------------|------------------|----------------|
| Exceptionally Well | 90.9%            | 10             |
| Well               | 9.1%             | 1              |
| Adequately         | 0.0%             | 0              |
| Poorly             | 0.0%             | 0              |
| Very Poorly        | 0.0%             | 0              |

**Comments:**

- Direct us to a helpful resource about IRB application.
- I thought all the MATC program staff were outstanding.
- I'd like more information about how to market myself to potential employers. I have the degree, but want to ensure I'm making the most of it.
- I felt supported and connected the whole time.

**Question 5:****How satisfied are you with:**

|   | Very Dissatisfied | Dissatisfied | Satisfied | Very Satisfied | Rating Avg |
|---|-------------------|--------------|-----------|----------------|------------|
| The academic rigor of the MATC curriculum                       | 0.0% (0)          | 0.0% (0)     | 9.1% (1)  | 90.9% (10)     | 3.91       |
| Overall graduate experience                                     | 0.0% (0)          | 0.0% (0)     | 45.5% (5) | 54.5% (6)      | 3.55       |
| The MATC curriculum   | 0.0% (0)          | 0.0% (0)     | 63.6% (7) | 36.4% (4)      | 3.36       |
| Degree to which the MATC prepared you for growth in your career | 0.0% (0)          | 0.0% (0)     | 54.5% (6) | 45.5% (5)      | 3.45       |
| The intellectual quality of the faculty                         | 0.0% (0)          | 0.0% (0)     | 9.1% (1)  | 90.9% (10)     | 3.91       |
| The overall quality of teaching in the MATC                     | 0.0% (0)          | 0.0% (0)     | 27.3% (3) | 72.7% (8)      | 3.73       |
| The intellectual quality of my fellow graduate students         | 0.0% (0)          | 0.0% (0)     | 0.0% (0)  | 100.0% (11)    | 4.00       |

**Question 6:****Please indicate your level of agreement.**

|   | Strongly Disagree | Disagree | Agree     | Strongly Agree | Rating Avg |
|---|-------------------|----------|-----------|----------------|------------|
| Overall, the climate of the MATC is positive.         | 0.0% (0)          | 0.0% (0) | 27.3% (3) | 72.7% (8)      | 3.73       |
| Amount of coursework seems appropriate to the degree. | 9.1% (1)          | 0.0% (0) | 36.4% (4) | 54.5% (6)      | 3.36       |

Comments:

- I think that the classroom environment allows for some healthy discourse that can be regarded as venting. Online is different, because healthy discourse can ricochet in the compact online environment space, which had the capability of becoming negative.

- There was one class that I think most students found a substantial degree of negativity, but other than that, almost none.
- The offline/unofficial discussion boards got intense sometimes, but since this part is optional, I stepped away when I needed to unplug from any negativity there.
- I think our professors erred on the side of rigorous coursework wherever possible, potentially because we were the first class. I didn't mind this but some folks found the work a tad onerous.
- The workload is too much for working professionals. It becomes about surviving the coursework before it buries you vs. truly having the time to absorb and learn. Maybe it was just me given my high-pressured job, but from our MATC Facebook group I don't think so.

**Question 7:**

**Is there anything that has hindered your academic progress or MATC experience?**

| Yes       | No        |
|-----------|-----------|
| 45.5% (5) | 54.5% (6) |

If yes, please specify.

- Trying to do the program while also being a dad and working full-time. At my age I need more sleep than I used to.
- The IRB experience was painful. I wish there had been more guidance on how to tackle that.
- My full-time job!
- I wish the digital economics course had been a bit more academically rigorous.
- Had a big life experience happen during the program. Faculty was very caring and helpful. Pleasantly surprised at how responsive they were personally. Much appreciated. :)
- Same as above. Too much work led to overload vs. learning.



**Question 8:**

**Overall, the amount of time needed for coursework each semester**

|   | Response Percent | Response Count |
|---|------------------|----------------|
| significantly less than I expected                  | 0.00%            | 0              |
| less than I expected                                | 0.00%            | 0              |
| about the same as I expected (20 hours/week)        | 45.50%           | 5              |
| more than I expected                                | 45.50%           | 5              |
| significantly more than I expected (30+ hours/week) | 9.10%            | 1              |

**Question 9:**

**What do you perceive as the greatest strength(s) of the MATC?**

- Quality of teaching, with one exception.
- The relationships among class members, the involvement of top faculty
- The class's own support system. The flexibility of leadership to allow for growing pains and to hear us out when we had concerns.
- The close ties you develop with peers, and the exposure to a lot of great ideas and ways to look at emerging technology.
- Terrific program staff and largely excellent professors.
- Knowledge, experience of faculty; knowledge, experience of class; academic rigor
- The class. The teachers. The interface and ability to do the work when you can fit it into your schedule.
- The reputation of UNC for journalism/communication, which stems from the faculty on board.
- The Class - with their varied backgrounds they each contribute something of value and perspective to discussions
- Class's knowledge, experience, and mutual support - Expertise of the faculty - Rigorous curriculum

**Question 10:**

**What do you perceive as the greatest weakness(es) of the MATC?**

- Possible complacency. You're sharp; stay that way!
- Lack of practice with Final Cut Pro - the summer course where we had to find our own story and produce it was too heavy on finding the story and left little time to actually learn how to edit. Also, the name of the program: "Technology and Communication" is

nebulous and difficult to explain to potential employers. Maybe it could be "Digital Communication."

- It was easy to get disoriented and feel alone at times because of the online environment. Usability-wise, there were consistency issues on where things were on Sakai, etc.
- The few professors who are not comfortable teaching online.
- Without more of an in-person component, personal attention for students is at risk. This puts more of a burden on the student to excel independently, which is the price of admission, I think.
- Online format was somewhat difficult for me. Of course, it's also the reason I was able to take on the work, so I can't complain much. Had to put extra effort into connecting with faculty. Face-to-face is still helpful for me.
- The workload. Courses more applicable to PhD work or J-school (research methods, database research). And although some of the information was interesting in Penny's course, she at times was a bit much.
- The unconventional package (the curriculum, the name, etc.) This is only a temporary weakness. Once hiring managers become more familiar with the skill set, and graduates do their job to reverse-educate the public about this degree, UNC will simply be seen as a leader in online higher education. I would not change a thing, but in its early stages, the package is a slight weakness.
- Adapting teaching styles to be effective in an online-only setting. - Organization of the course materials

**Question 11:**

**Please rate the level to which you believe the program delivered on each of these value statements.**

|  | Lowest      |             |             |             |             |             |              |              |              |              | Highest | Rating Avg |
|--|-------------|-------------|-------------|-------------|-------------|-------------|--------------|--------------|--------------|--------------|---------|------------|
| Uniquely positions graduates for leadership careers by providing them with current knowledge of communication technologies and digital media business concepts and models.           | 0.0%<br>(0) | 0.0%<br>(0) | 9.1%<br>(1) | 0.0%<br>(0) | 0.0%<br>(0) | 0.0%<br>(0) | 18.2%<br>(2) | 27.3%<br>(3) | 27.3%<br>(3) | 18.2%<br>(2) |         | 8          |
| Enables students to use today's communications tools strategically and effectively.  | 0.0%<br>(0) | 0.0%<br>(0) | 0.0%<br>(0) | 0.0%<br>(0) | 0.0%<br>(0) | 9.1%<br>(1) | 0.0%<br>(0)  | 45.5%<br>(5) | 27.3%<br>(3) | 18.2%<br>(2) |         | 8.45       |
| Broadens and deepens students' knowledge of communication theory as it applies to digital media.   | 0.0%<br>(0) | 0.0%<br>(0) | 0.0%<br>(0) | 0.0%<br>(0) | 0.0%<br>(0) | 0.0%<br>(0) | 9.1%<br>(1)  | 18.2%<br>(2) | 27.3%<br>(3) | 45.5%<br>(5) |         | 9.09       |
| Fosters skills needed to conduct innovative research and analysis.   | 0.0%<br>(0) | 0.0%<br>(0) | 0.0%<br>(0) | 0.0%<br>(0) | 0.0%<br>(0) | 0.0%<br>(0) | 18.2%<br>(2) | 18.2%<br>(2) | 36.4%<br>(4) | 27.3%<br>(3) |         | 8.73       |
| Increases familiarity with digital media tools and their constantly evolving roles in business and communication, including blogs and wikis; social networking sites; and RSS feeds. | 0.0%<br>(0) | 0.0%<br>(0) | 0.0%<br>(0) | 0.0%<br>(0) | 0.0%<br>(0) | 0.0%<br>(0) | 9.1%<br>(1)  | 54.5%<br>(6) | 18.2%<br>(2) | 18.2%<br>(2) |         | 8.45       |

|  | Lowest          |                 |                 |                 |                 |               |              |               |              |              | Highest | Rating Avg |
|--|-----------------|-----------------|-----------------|-----------------|-----------------|---------------|--------------|---------------|--------------|--------------|---------|------------|
| Integrates rigorous scholarship and communication technology acumen to bring both intellectual and strategic leadership to the complex challenges of communication and business. | 0.0<br>%<br>(0) | 0.0<br>%<br>(0) | 0.0<br>%<br>(0) | 0.0<br>%<br>(0) | 0.0<br>%<br>(0) | 0.0%<br>(0)   | 20.0%<br>(2) | 20.0<br>% (2) | 30.0%<br>(3) | 30.0%<br>(3) |         | 8.7        |
| Shows students how to manage new communication technologies strategically to achieve an organization's mission.  | 0.0<br>%<br>(0) | 0.0<br>%<br>(0) | 0.0<br>%<br>(0) | 0.0<br>%<br>(0) | 9.1%<br>(1)     | 0.0%<br>(0)   | 0.0%<br>(0)  | 45.5<br>% (5) | 18.2%<br>(2) | 27.3%<br>(3) |         | 8.45       |
| Facilitates study with instructors dedicated to teaching relevant skills applicable to the workplace.  | 0.0<br>%<br>(0) | 0.0<br>%<br>(0) | 9.1%<br>(1)     | 0.0<br>%<br>(0) | 0.0<br>%<br>(0) | 0.0%<br>(0)   | 18.2%<br>(2) | 9.1%<br>(1)   | 45.5%<br>(5) | 18.2%<br>(2) |         | 8.18       |
| Offers thought-provoking study of industry case studies to emphasize real-world problem-solving.   | 0.0<br>%<br>(0) | 0.0<br>%<br>(0) | 9.1%<br>(1)     | 0.0<br>%<br>(0) | 0.0<br>%<br>(0) | 0.0%<br>(0)   | 0.0%<br>(0)  | 36.4<br>% (4) | 27.3%<br>(3) | 27.3%<br>(3) |         | 8.36       |
| Provides opportunities for networking with industry experts and career-focused peers.  | 0.0<br>%<br>(0) | 0.0<br>%<br>(0) | 0.0<br>%<br>(0) | 0.0<br>%<br>(0) | 0.0<br>%<br>(0) | 18.2<br>% (2) | 9.1%<br>(1)  | 18.2<br>% (2) | 27.3%<br>(3) | 27.3%<br>(3) |         | 8.36       |
| Shows students how to use critical analysis to identify and articulate a core problem or opportunity.  | 0.0<br>%<br>(0) | 0.0<br>%<br>(0) | 0.0<br>%<br>(0) | 0.0<br>%<br>(0) | 0.0<br>%<br>(0) | 18.2<br>% (2) | 9.1%<br>(1)  | 27.3<br>% (3) | 36.4%<br>(4) | 9.1%<br>(1)  |         | 8.09       |

**Question 12:**

**If you could only name one thing that would have made the MATC a better program for you (either personally or professionally), what would that be?**

- More sleep. :-)
- Advanced courses in web design/usability and in strategic communication.
- Maybe more information on what to expect. Of course none of us knew what that would be. Just like any other class, each teacher is different. I think if they were to provide a statement at the beginning of class of more clear expectations. Brian Carroll loved the "more is better" posting style vs Penny saying "cut to the chase". I think everyone would benefit from knowing what the posting expectations are.
- More in-person get-togethers.
- More information about career development, specifically how to make the most of the degree and the career resources offered by UNC.
- More time.
- More examples of actual marketing and communication plans (not case studies). I felt like we saw corporate/retail marketing/comm plans, and I would have liked more examples for non-profit, small organizations, shorter time frame campaigns, etc. When I go to draft a marketing plan, I feel like I am always starting from scratch and don't have a good bank of examples to inspire ideas. When I draft a full length marketing plan, my co-workers find it cumbersome and don't take the time to work from it. I find myself needing assistance with writing brief, workable marketing plans that outline the goals and objectives and nail the key highlights without getting bogged down in lengthy commentary. As a firm believer in "simple is difficult," I could use examples to help me achieve "simple yet meaty."
- More opportunities to become acquainted with faculty members who do not teach in the MATC but whose areas of expertise are relevant.

**Question 13:**

**Would you be interested in additional professional development opportunities offered online through the school? Is there anything specific you would like to see us offer?**

- I would, but I'd need to think about what would be most interesting and/Or useful to me.
- Advanced courses in web design/usability and in strategic communication.
- Boot camp in google, facebook and twitter analytics
- Yes. I would love a coding for journalists program, as well as classes in data journalism skills.

- Perhaps the occasional webinar covering program topics? I'd love to see another Alberto Cairo technique session.
- Yes!
- Yes, if it was also online. I'd like to see 1-2 hour webinars with professors on hot topics or skill refreshers.
- Yes! I worry I'll lose once I'm not working at the momentum we did during the program. Social media, digital advertising, content strategy, web usability, audience behavior, all of interest.
- Definitely interested. More training in web development and multimedia that goes deeper than what can be achieved in a bootcamp setting.

**Question 14:**

**Would you recommend this program to a colleague?**

|                | Response Percent | Response Count |
|----------------|------------------|----------------|
| Definitely Yes | 72.70%           | 8              |
| Probably Yes   | 27.30%           | 3              |
| Not Sure       | 0.00%            | 0              |
| Probably Not   | 0.00%            | 0              |
| Definitely Not | 0.00%            | 0              |

How would you describe the program?

- As a digital-media management program - an MBA with somewhat less accounting and many more electrons.
- An investigative reporter asked me whether he should apply to the program. As we looked at the curriculum, we realized that all of the research classes and the writing for the web class were skills in which he was already advanced. Since there are no options for other classes, he decided that this wasn't the program for him, even though he was interested in the leadership course.
- It's still hard to describe. Overarching skill set critical to digital media.
- It's like a tech MBA.
- A cutting-edge program that melds theory and practice, providing vital communications education in the digital age.
- The MATC is an online, project-based program that teaches critical thinking through a broad understanding of media trends.
- It's a good way to start to wrap your head around how technology has forever changed communications. You'll also learn some practical skills you can apply to your job.

- You'll gain a very deep understanding of how people behave when using digital media, and that will enable you to guide your client/organization's communication strategy. You'll touch on creative production enough to intelligently work with web/design/developer vendors. And you'll gain the confidence to step into leadership roles and be regarded as the communication expert in your organization.
- A master's in Digital Media.
- A career booster rather than a career changer. Looks at how various communication disciplines converge online and how to strategically use them. Prepares you not to be a specialist in any one of these disciplines, but to be the person who can coordinate with and manage specialists from all these disciplines by learning to at least speak their language.

**Question 15:**

**What suggestions or additional comments would you like to share with us?**

- I had a really good committee chair.
- Thank you for the great experience!
- You guys are great. Thank you to everyone who has contributed to the program. Better for the experience!
- The administrative staff and teachers were really terrific. You all did a great job ensuring we felt connect to the school and the program. I'd just suggest shifting the courses to the working professional, and possibly having tracks like you do in undergrad (PR/ad vs. news media).
- Thanks for creating this degree and offering it online, part-time. It has changed my life, I am not exaggerating at all.
- Overall, the MATC was a terrific experience, especially considering we were the first class. A couple thoughts on the thesis project: 1. Timing for picking a project topic seems rather tricky. We're encouraged to pick one very early on and try to make our individual course projects related to that. But personally, it wasn't until midway through the fall of the second year that I had absorbed enough from the MATC curriculum to clearly envision a project that makes use of what I've learned. The project deadlines were also a bit too close together and could potentially cause problems in completing the project on time. 2. We need more guidance for things related to our project, such as the IRB approval process, how much involvement and effort is appropriate to expect from the committee chair (e.g., am I talking to my chair too much/not enough?). And we need it before we settle on a project topic to help us plan out our timetable and decide whether a project topic is feasible.