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From Classroom to Real-World: Preparing Students for the Newsroom

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FROM CLASSROOM TO REAL-WORLD: PREPARING STUDENTS FOR THE NEWSROOM

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FROM CLASSROOM TO REAL-WORLD:
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An Abstract of the Thesis by
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The purpose of this study was to determine the preparedness of college graduates entering the news field. Employers search for the best possible person with the necessary skills and qualifications required to complete the day-to-day functions of a job. In television news, very specific traits and skills are needed to work in the newsroom environment. Working as a news producer at a small TV station for almost seven years, new employees, specifically reporters, would struggle with some of the basic skills needed for their job. Are universities teaching students everything they need to know? How are they succeeding? If they struggled, what do they wish they knew? A survey was created for current television news employees who have at least a bachelor's degree. Data was collected through a convenient sample. The results found participants felt more prepared when basic news skills were incorporated into the classes they took. They also felt they learned more from classes when those skills were included, leading to being prepared for their future in television news.

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CHAPTER I

INTRODUCTION

The researcher has worked in the field of Broadcasting for 10 years. For almost seven years, that was spent as a news producer, directly helping and working with reporters. This also required teamwork with anchors, production workers, other producers, and a news director to get a newscast on-air. Over the years, several new employees came to the small market to begin their first job in the field. However, these young people struggled with the basic concept of what to expect in a newsroom setting. This included formatting a story, basic newscast structure, and ethical dilemmas. Instead of being ready to hit the ground running, not knowing these concepts delayed their ability to get started and succeed. They still did stories, but it took longer and postponed any personal growth which in some cases, ultimately led to discouragement or even leaving the field. This results in students having a degree with a specific job in mind, but not using it for that purpose.

To prepare students for a career in broadcast journalism, it should go beyond textbooks and classrooms. Instructors that dwell in textbooks wouldn't be able to predict the future of the field, thus teaching past knowledge. Practitioners on the other hand are entrenched in the field with fixed notions and ideas about the industry. Balanced input and critical knowledge needs to come from both academic and practitioners who are in touch with both worlds. Students and lecturers come face-to-face with authentic learning experiences through their contact with the

industry, where they pick up real-time professional skills. This is only possible with an evolving curriculum that includes progressive thinking on managing uncertainties, though the future of the industry may be unknown. If the industry training provider and the university do not provide the management of uncertainties, it is less likely we can train graduates for the future (Ponnan & Ambalayanan, 2014).

An apprenticeship system has been used to train journalists, requiring the completion of a probationary period (Fedler, 2000). Once hired on, new newspaper reporters rarely received instruction in news work standards (Koenigsberg, 1941). In a study by Sumpter (2013), participants reported receiving "practically no guidance save the outlines of immediate objectives" and learning by trial and error. They should also know news when they see it, developing a "nose" for detecting news. Others received helpful tips to avoid the dangers of libel. After the initial trial, new reporters are expected to take on bigger workloads. Newspaper reporters are criticized for not knowing the subjects they cover such as scientific subjects. Health professionals and researchers believe reporters may harm readers with misleading or incomplete information. This could misguide readers, putting their health at risk or even lead policy makers to adopt harmful policies or regulations (Voss, 2002). Reporters acknowledge they do not understand the complexities (Hartz, 2005) and 73% said training would be helpful (Voss, 2002), but most journalism schools have not required such training (Voss, 2002). Despite all this, no fixed doctrine existed that could be taught in a college classroom (Blowitz, 1895).

In television, some news directors are dissatisfied with most students and feel they lack key skills such as writing for the format and operating equipment. Executives say this should be taught in school before students hit the newsroom. Education programs are perceived as having

too little “hands-on training” and students do not meet employers’ expectations (Funkhouser & Savage, 1987).

The expectations in a newsroom are different from academia. “Academic rules” focus on writing, news gathering, and rules on what should and should not be written. One participant referred to grammar usage and story structure and applied those to specific newsroom settings as “academic rules” (Sumpter, 2013). Students may benefit from hearing directly from practitioners with valuable outcomes from mentoring, providing important perspectives (Wright, 2018). Just by simply making them aware of some applications could motivate students to take charge of their own learning and excited to learn more when they enter the workforce (Bullen, Kordecki, and Capener, 2018). Once the student has that degree, that means they have accomplished the necessary steps to get a job in whatever field. However, that doesn’t mean they have the “right” skills to do the job. Employers place a value on an analytical skill set and graduates should possess a cluster of skills. If they don’t, then they are less likely to be hired (Baird & Paravitam, 2017). Employers also find graduates lack communication skills and experience, but they are happy with their technical knowledge (Baird & Parayitam, 2017). A study conducted by Chegg (2013) found while 50% of surveyed students believed they were “completely or very prepared for a job in their field of study,” only 39% of employers could say the same.

Are universities that offer a Communication degree with an emphasis in Broadcasting or Journalism, teaching students everything they need to know? If so, how are students using that information to succeed? Also, if they did struggle, what do they wish they would have done differently or had learned to better prepare them for the future? Learning the answers to these questions could help university or college programs change and adapt what is being taught to better help students entering the field. In Malaysia, higher learning institutions are required to

incorporate strategies to meet the national agenda. There, the Dean of a communication school has industry experts on an advisory board to help them know what is current. That is then incorporated into the curriculum (Ponnan & Ambalavanan, 2014). Some colleges or universities may or may not have this type of system in place, however, hearing from recent graduates that are familiar with the current curriculum could be beneficial.

The following review of literature looks to further examine how human capital and occupational entry can influence a student along with various learning aspects. It also explores journalistic standards and how colleges and universities prepare students for their future careers, and how employers view graduates entering the workforce.

CHAPTER II

LITERATURE REVIEW

Theoretical Framework

When reviewing a student's preparedness for journalism, there are several theoretical factors. Programs socially construct reality by incorporating hands-on courses into the curriculum. However, not every student learns the same way. By providing a way for them to learn from each other and work together, this can create a simulated newsroom environment. There's also the reason why students want to get into this field. It can be very competitive so by investing time into one's self, that can lead to developing new skills and the ability to adapt.

College and university programs teach students not only the fundamentals, but in some, develop a real world or hands-on experience. These create a social construction, or a perception of what students will face in those occupations while being cultivated to meet higher education criteria. A typical post-secondary program includes many opportunities for learning in an environment designated to simulate those of employment and situations requiring role-playing for anticipated job employment (Becker, Kosicki, Engleman, & Viswanath, 1993). However, learning environments for career-oriented occupations are not uniform. Variations between programs at differing institutions and even within a given institution is common, sometimes even expected. This also extends to theoretical orientation and emphasis on job-specific skills which

are traditionally strong in certain areas. Students also differ, achieving and specializing in different fields and even at different levels (Becker, et al., 1993).

Students may benefit from teaching and/or learning from each other through active learning and Minimally Invasive Education and how these play into Constructivist Learning Theory. Active learning is part of a national trend where many instructors are using techniques that rely heavily on interactions among students and from student to instructor. With this strategy, students are thought to increase their understanding of the course by actively engaging with someone or something within the educational environment (Ginsberg, Friberg, & Visconti, 2011; Lee et al., 2014; Long & Ehrmann, 2005).

Another aspect of learning without teachers is Minimally Invasive Education (MIE) which shifts learning to the learners. A teachers' job evolves into a facilitator who can ask questions and tell students what they have learned. MIE allows teachers to stand back in a way where they are not hindering learning, but enabling it (Shimabukuro, 2013).

Constructivist learning theory posits that students learn best when they are active. Constructivists see knowledge as actively constructed by learners, not acquired from instructors. Students learn more effectively when they "own" the process and work collaboratively on tasks that seem real and authentic (Chen et al., 2001). In the psychological, educational, and pedagogical sense, constructivism "refers to a set of views about how individuals learn (and about how those who help them to learn ought to teach)" (Phillips, 2000). Constructivism views learning as an active process of constructing and seeking meaning. Learners build their own knowledge based on each one's interests and experiences (Chen et al., 2001). In this kind of environment, faculty members serve as facilitators or tutors. They help learners develop their thinking and reasoning by asking questions that further their understanding. Facilitators

shouldn't use their own knowledge that leads learners to the "correct" answers, but rather learning should be self-directed (Savery & Duffy, 1995).

Three notions are involved in developing a constructive environment for learning: collaborative learning, ownership, and authenticity. Constructivists emphasize collaborative learning to challenge and develop alternative viewpoints. This creates a group dialogue and helps students develop collaborative reasoning and reflection. The notion of ownership shows learners oversee a dilemma and develop a resolution to the problem. They have the right to make decisions about what to learn and take responsibility for solving problems. There are two aspects to authenticity. Factual authenticity is when environmental particulars of a task are made to be similar to those in the real world. Procedural authenticity is when the learner practices simulate those they would engage in outside of school (Chen et al., 2001).

Journalism educators apply these notions to their classrooms under one umbrella. Writing is one collaborative aspect with "real world" communication demanding collaboration. To help students prepare for this, professors should give collaborative writing assignments while students are still in college (Haber, 1994). Another aspect of collaboration requires the entire class to work on a product. At one university, students worked together to create a weekly city newspaper with reporters and feature writers in one group and copy editors and graphic reporters in another. Grouping the students allows them to see stories in a broader yet more manageable and understandable way (Kornegay, 1991).

Journalism classes such as editing and reporting already play a part in constructivism and collaborative learning. Upperclassmen have a foundation and are motivated to further develop the skills necessary for a future career. Underclassmen might be overwhelmed with the idea of abandoning the traditional learning style and may not know how to respond to "owning" their

education. Introductory and even basic classes start to break students into work groups to help them think about their personal strengths, curiosity, and critical thinking. This is how collaborative learning comes into play as students learn from others around them. This also helps them take ownership of their education when making choices and decisions. Instructors might ask them to remember what they learned from an introductory class, but then take the steps to see what students ***want*** to learn or know more about. Students experience the authenticity of working with real people and real stories in an advanced reporting class. Whether the stories are published daily or weekly, it gives them a link to reality (Chen et al., 2001).

Becker, Vlad, and Simpson (2014) have conducted yearly surveys of journalism and mass communication programs. In their 2013 survey, 480 programs in universities and colleges in the U.S. enrolled 198,410 students, granting nearly 52,000 undergraduate degrees in spring 2013. Why did they pick that field? Blau, Gustad, Jessor, Parnes, & Wilcock (1956) describe the determinants of occupational entry. There are four factors that pertain to occupations and four that contribute to the individual. First in occupations, the demand for people in a job is determined by the number of vacancies that exist. This will be influenced by the size of the occupational group, its tendency to expand, and its turnover rate. The second factor is a functional requirement which references the technical qualifications needed for optimum performance of occupational tasks. Thirdly, the nonfunctional requirement is criteria that affect selection that is not relevant to performance like good looks. The fourth factor is rewards which not only include pay, prestige, and power, but also advancement opportunities, congenial coworkers, emotional gratification, and desirable work conditions.

Several recruits entering the journalism field are eager to make a difference in society. They also want to experience the glamour, travel, rewards, and fame that often mark a successful

journalists' career (Hickey, 1999). The individual aspect of occupational entry is influenced by their knowledge about the requirements, rewards, and employment along with advancement opportunities. The functional and nonfunctional factors for an individual, technical skills and social characteristics that influence hiring, complement two types of occupational requirements. Finally, what a person values also determines the significance of different rewards and employment conditions such as working in a group versus working alone. Other characteristics also influence an individual when it comes to their career choice. This is referred to as the socio psychological attributes. This includes a person's level of knowledge, ability, and education, their social position and relationships, and an orientation towards occupational life likes its importance and their aspirations (Blau, Gustad, Jessor, Parnes, & Wilcock, 1956).

Occupational choice is seen as a compromise between preferences for and expectations of being able to get into various occupations. Not all people end up in their first occupation: many are not accepted; others quit or are fired after a trial period. When this happens, the individual may have to retrace their steps before choosing another occupation, thus adjusting their thinking or acquiring new skills. Influenced by the rejection and actions that followed, the individual's new choice is investigated when presented as a candidate for an occupation. Determinants are modified as a result of the previous employment. Technical qualifications may be important at one stage in certain circumstances, but irrelevant at another (Blau, Gustad, Jessor, Parnes, & Wilcock, 1956).

On a societal level, occupational entry is influenced by factors where two types of institutions are affecting each other. Universities produce many graduates each year with differentiating traits such as grades, specialized training, media contacts via internships, and simulated activities such as campus media. Employers respond to this system by selecting certain

graduates over others and rewarding them differently. They also rely on universities to train and prepare students for work since employers lack their own system. In turn, universities rely on employers as a way of discerning one program from another (Becker et al., 1993).

Once employers differentiate one program from another, each graduate can be viewed as a product of the training institution, but on an individual level, not all products are equal. Some are trained as journalists, public relations workers, or in advertising. Others can be certified as qualified via their grades while others have been certified as minimally trained. Bills (1988) found experience and skills are much more powerful predictors of success in terms of employment and promotion than formal education. Becker, Fruit, and Caudill (1987) found education was regarded as proof that certain skills were present, but it was not seen as a key determinant in hiring. However, in the Becker et al. (1993) study, they found the accreditation of an educational institution is not a strong or consistent predictor of success in the job market. Specialized training at universities and opportunities to role play through a college media job and internships seem to have a payoff for students. That still isn't as powerful of an indicator in success as one might imagine.

Human capital has been defined as an investment in "the abilities and qualities of people that make them productive" (Becker, Munger, Norton, Ehrbar, & Hardin, 2017). This emphasizes how education increases the productivity and efficiency of workers by increasing the level of cognitive stock of economically productive human capability which is a product of innate abilities and investment in human beings (Olaniyan & Okemakinde, 2008). Human capital is created by changes in a person that brings about skills and capabilities that make them able to act in new ways (Coleman, 1988). Several things can impact a person's productivity, but one's knowledge is considered most influential. Becker (1993) says education and training are the

biggest investments to human capital. College graduates are not fully prepared for the labor market when they leave school and must be fitted into their jobs through formal and informal training programs. The time frame on this training can range from an hour to several years, depending on the job. Babalola (2003) based three arguments on the rationality behind investing in human capital. First, the new generation must be given the appropriate parts of the knowledge which has already been accumulated by previous generations. Then, the new generation should be taught how existing knowledge should be used to develop new products, introduce new processes and production methods. Finally, people must be encouraged to develop entirely new ideas, products, processes, and methods through creative approaches. Human capital can be broken down further. Specific human capital is "knowledge directly tied" to the workplace and cannot be transferred from career to career while general human capital can be learned and applied across many locations, experiences, and industries (Becker et al., 2017). The person that invests the time and resources in building up the human capital produced in school will reap its benefits with a higher-pay job, a more satisfying or higher-status work, and even a greater understanding of the surrounding world (Coleman, 1988).

Coleman (1988) looks at "family background" is a single entity with a human capital component. This is approximately measured by parents' education and provides the potential for a cognitive environment for the child that aids learning. Children are strongly affected by the human capital possessed by parents, but this may be irrelevant if parents are not an important part of their children's lives and their human capital is used exclusively at work or elsewhere. The social capital of the family is the relations between children and parents along with other relatives. This gives children access to an adult's human capital, but all depends on both physical presence and attention given to children by the adults. Even with this presence, a lack of social

capital can happen if there is not a strong relationship between children and parents. Because social capital is missing, children cannot benefit from human capital that exists in the parents.

High in demand graduates possess three skill sets: occupational skill attainment, academic preparedness and workplace readiness (O'Brien & Deans, 1995). Workplace readiness is considered to be the most essential quality. In preparation, five qualities are inculcated. First, Discipline Specific Knowledge serves as a showcase of key qualities, abilities and skills graduating students have to acquire during the course of study. Research projects and internship projects allow students to develop new industry capabilities. Second, Professional Practice allows students to learn professional and ethical practices through authentic case studies and planned activities. These activities let students experience team dynamics, exercise critical thinking, reflect on decisions and actions, and consider civic responsibilities. Third, Cognitive Capabilities develop thinking and problem-solving skills into lifelong learning. Fourth, Project-based Learning Initiatives or Collaborative projects lets students take the technical knowledge they've learned from one subject and apply it to real life scenarios and case studies in another, solving problems and dealing with communication issues. Finally, Soft Skills include communication skills, interpersonal skills, intrapersonal skills citizenship, global perspectives, and digital literacy (Conner, 1991). Conley's (2010) college and career readiness framework features four components students must possess to be successful when completing coursework: key cognitive strategies, key content, academic behaviors, and contextual skills and awareness. Conley feels they must be able to think critically, problem solve and navigate the collegiate landscape (Conley, 2010).

Developing Journalism Rules and Standards

Dicken-Garcia (1989) defined "standards" as "the criteria, or rules of procedure, governing the accomplishment of an occupational end-those 'rules,' for example, that define how information is to be collected, incorporated into a report, and presented in published form" (p. 46). This should not be confused with hard-to-observe and hard-to- measure moral principles that guide ethical behavior within an occupation.

Journalistic standards hadn't really been developed until the end of the 19th century (Dicken-Garcia, 1989). Three reasons may explain this. Journalism has developed into more event centered with more value on on-the-scene reports, human interest, and informal interviews with eyewitnesses (Smythe, 2003). Technical development made it possible to produce large newspapers that increased productivity demands on reporters (Dooley, 2007). Economic conditions for publishing became less favorable which led to labor exploitation, employing cheap, inexperienced reporters. If a novice failed to perform adequately, replacements were plentiful (Smythe, 2003).

Rossiter (1902) thoroughly analyzed the industry's problems and its growing appetite for cheap, expendable reporters. In the 1890s, new printing and reproduction technologies were developed, allowing publishers to print bigger periodicals to get more readers. This required increasing capital investments. However, the industry's overall growth rate had slowed. From 1880 to 1890, periodicals of all types grew more than 50%, but in the next decade, it only grew 20%. Other publications were growing faster than daily and weekly newspapers. This included triweekly, semiweekly, monthly, and quarterly publications. The industry also responded to these factors by cutting labor costs. The working conditions for reporters, especially those new to the field, reflected these conditions (Sumpter, 2013).

An apprenticeship system used to train journalists required that beginners complete a probationary period (Fedler, 2000). Once hired, new reporters rarely received instruction in news work standards. Most senior reporters and editors had little time to teach nuances or even the basics. One beginner reported he had "practically no guidance save the outlines of immediate objectives" and learning by trial and error (Koenigsberg, 1941). In the newspaper field, Breed (1955) found the first mechanism of newsroom conformity is the "socialization" of the staffer to the norms of the job. When a new reporter starts work, he is not told what the policy is nor is he ever told. Interview after interview confirmed the condition. No paper in Breed's (1955) survey had a "training" program for its new men. Some issue a "style" book, but that deals with literary style, not policy. They learn it "by osmosis." Sociologically, this means they become socialized and "learn the ropes" (p. 328). Another beginner observed education was done by absorption and the teaching beginners received was "negative, rather than didactic" (Mitchell, 1924). Breed (1955) found a staffer tends to fashion his own stories after others he sees in the paper. This is particularly true of a newcomer since the news columns and editorials are a guide to the local norms. Sumpter (2013) found other reporters mentored themselves by comparing what they wrote in their newspapers or in their competitors' newspapers. Reporters in this study rarely recalled consulting trade journals, or book-length practical guides for assistance. After an initial trial, new reporters were expected to handle huge workloads that further limited the opportunities for self-study.

One person in Sumpter's (2013) study wrote a reporter should know news when he saw it and within certain limits, show skill and enterprise in getting it. Beginners were told news had to be interesting to the reader and they were expected to develop a "nose" for detecting news. Another said how a new reporter acquired the story was sometimes left open to interpretation.

Another participant said he received rather helpful tips such as never trust a cop and whenever possible, verify his report. Also, always get in early copy since the first story to reach the city desk has a much better chance of being printed in full than the last. Finally, be careful about dates, names, ages, addresses, figures of every sort and always keep in mind the dangers of libel (Sumpter, 2013). Reporters were expected to report the news as it happened, without prejudice and color (Steffens, 1931). Beginning reporters should write what they were told to write and how they were told to write it, according to another participant in Sumpter's (2013) study. It was the goal of every newspaper reporter to get the scoop before the competition, which proves a "journalists' efficiency and enterprise" (Koeninsberg, 1941; Thomas, 1922). One participant recalled trying to score at least one front-page scoop every day. Due to the exclusivity, getting one was "the highest aim and the proudest achievement" of any correspondent (Ralph, 1903).

For a newcomer, learning the policy is a process where the recruit discovers and internalizes the rights and obligations of his status and its norms and values. He learns to anticipate what is expected to win rewards and avoid punishments. Certain editorial actions taken by editors and older staffers serve as controlling guides. An executive may occasionally reprimand a staffer for policy violation. While the reprimand is oblique due to the policy's covert nature, learning happens nevertheless (Breed, 1955). The pattern of control through reprimand was found consistently in Breed's (1955) study. One staffer's story series involved discrimination against Jews at hotel resorts. "The boss called me in … didn't like the stuff … the series never appeared. You start to get the idea …" (p. 329). The boss does not "command", but the direction is more subtle. Most policy indications from executives are negative; they veto with a head nod and punishment is implied if policy is not followed (Breed, 1955).

This untrained labor force gravitated to large cities. Editors warned that rumors about high salaries were exaggerated, plenty of experienced labor was in place and seasoned reporters could be fired on a whim (Sumpter, 2013). City newsroom conditions such as long hours, low pay, and commercialization of news, produced high turnover rates which ensured reporting staffs were young and inexperienced (Baldasty, 1992).

News work in practice was far more complex and the rules governing it fall into several categories. “Academic rules” focus on writing, news gathering, and implicit rules on what should or should not be written. One participant referred to grammar usage, story structure, and applying those to a specific city rooms’ idiosyncratic approaches as “academic rules.” This also included how far a reporter could go to acquire the news. Some newspapers allowed reporters to bribe sources, give a false identity, or search empty offices for incriminating documents (Sumpter, 2013). It’s believed a reporter should learn these “academic” rules “so that customarily he knows how to obey them and also he learns those rules so that intelligently he may know when and where to break them” (Cobb, 1941). Like the inverted pyramid structure of a story could be changed or ignored to allow a more dramatic lead. Beginning a story with a famous quote or verse created a fad and some newspapers had a rule of starting a story with a single word or line punctuated with an exclamation mark (Ralph, 1903; Russell, 1914).

Some standard work practices and conventions of behavior were accepted, but no fixed doctrine existed that could be taught in a college classroom (Blowitz, 1895). Rules could be idiosyncratic, varying from city to city, even nomenclature could change from one region to another (Mitchell, 1924). City rooms also had their own “index expurgatorius” (p. 55) grammar and rules of what wasn’t allowed in stories. One prohibited beginning stories with “the.” An editor in chief had a list posted on the office bulletin. Another enforced a guideline for language

use (Sumpter, 2013). Finally, implicit or unarticulated rules were followed in newsrooms. This allowed slanting stories for the benefit of advertisers, contractors, or utilities that paid bribes to publishers, and in some cases, county commissioners and editors (Sumpter, 2013).

Career Preparation: Overall

A Strada-Gallup Survey of college students (2017) shows only a third of current college students' express confidence they will graduate with the skills and knowledge they need to be successful in the job market and workplace. Bullen, Kordecki, & Capener (2018) have found successful ways to enhance a students' professional development with student activities outside the classroom. Individual faculty can incorporate suggestions into their syllabi. Clubs pertain to "on-campus" groups which may be part of a national or local organization or even a solo group created by students. Plus, there are clubs that are more "school level" that bring in students from across the entire university or college. "Professional organizations" are direct from the workforce and strong relationships can be built. Students may see these as contributing to personal growth and a prospective employer. Student engagement activities, both inside and outside the classroom, create opportunities for friendship and social networking. Grades may also increase enthusiasm to learn and perhaps extra credit may motivate a student to try some activities.

Students may benefit from hearing directly from practitioners as Wright (2018) found valuable outcomes from practitioner mentoring, giving students important perspectives of the business world. Hinson (2017) emphasizes this can happen when practitioners speak to classes or student clubs, serve as judges for class projects, and offer career fair and skills workshop involvement.

Bullen, Kordecki, and Capener (2018) recommend making students aware of some applications will motivate them to search more on their own and be ready and excited to learn more when they enter the workforce. These include student clubs and business organization meetings, student involvement in presentations and/or poster sessions, and conferences. This can also involve practitioner webcasts, learning software used in field, data applications, and social media merits and limitations. Networking is also extremely helpful with, not only in getting internships, but getting a full-time job.

Employers report that college graduates do not possess the transferrable, higher-order skills necessary for workplace success, resulting in them being unprepared to become productive employees (Robinson & Garton, 2008). A study by educational company Chegg (2013) found that while 50% of surveyed students believed they were "completely or very prepared for a job in their field of study," only 39% of employers could say the same. Employers placed a higher value on written and oral communication, teamwork, ethics, decision-making, critical thinking, reasoning, and knowledge application compared to students (American Association of Colleges and Universities, 2015). Many employers believe teaching these skills falls upon colleges and universities (AACU, 2015; Robinson & Garton, 2008). But these same employers feel the current model of employee preparation and skill development isn't working (Career Builder, 2017; Robinson & Garton, 2008). In its survey, Career Builder (2017) found too much emphasis is placed on book learning instead of real-world learning and students need technical and liberal arts skills. Educators need to understand the needs and desires of the workforce and readiness of future employees as careers and technology become more complex.

Career Preparation: Other Cultures and Fields

In their study, Uy, Kim, & Khuon (2019) looked at Southeast Asian American full-time students at a four-year university in New England. They found first-generation Southeast Asian American college students have trouble finding role models on campus who they could relate to and help them transition from college to career. Of the fifty-eight surveys, only ten respondents said they had a chance to shadow a person in the field they wanted to pursue. However, thirty-two respondents said they did not have that opportunity. Out of all of the respondents, twenty-five said they do not feel they have the required knowledge and skills needed for their chosen career.

In Uy, Kim, & Khuon (2019) survey responses, students frequently expressed concern about the lack of career readiness in an open-response survey question on how ready they felt to go on to college or start a career. Some answers included confusing career options from each major and what career opportunities they can have with their specific major.

Advising from faculty and peer mentoring can also play a role in one's career readiness. Uy, Kim, & Khuon (2019) found students in Science, Technology, Engineering, and Mathematics and health fields had more tightly structured curricula, but generally had a less positive experience with advisors. Humanities and social science students were less structured but had a more positive experience with advisors. For those in the sciences and engineering, students reported not being comfortable when visiting their advisors and not liking their advisors. This led to them generally not receiving any help. These first-generation students were frustrated by the lack of assistance from advisors who turned them away and didn't have time to talk to them. Some found their advisors to be inadequate, so they found whatever answers they needed themselves. Others relied on upperclassmen who shared their plight and experiences. On the

other hand, several praised their advisors in specific majors. One engineering student said, “They actually go out of their way to help you” (p. 428). This was similar for a nursing student whose advisor lined out her schedule for the entire four years at the university.

These students’ experiences are similar to what Schademann and Thompson (2016) found. Instructors who focus on developing an authentic relationship with students became a cultural agent for their students. For these first-generation students, having someone who understands them and can advocate for them had a positive and invaluable impact on their lives and careers (Uy, Kim, & Khuon, 2019).

Accounting education connects to practice through the background in the major, strong business background, and broad cultural training (Flewellen Jr., 1959). In a survey, Schlee (2000) found alumni mentors and business executive mentoring programs involved engagement activities such as advice, shadowing, work interviews, lunch or dinner, networking, and field trips. Other activities also enhanced teaching and learning. When faculty are active, students have higher engagement levels in their interaction, learning, and an enriched educational experience (Umbach & Wawrzynski, 2005).

In their study, Uyar & Gungormus (2011) gauged the perceptions of external auditors on the quality of accounting graduates. First, practitioners think students are responsible for preparing themselves for employment. Also, they must not marginalize their curriculum and pick broadening elective courses. Plus, engaging in extracurricular activities will develop personal and professional soft skills such as teamwork, time and stress management. Finally, students should take courses and be involved in activities that improve communication abilities including computer, oral and written skills.

Grouping together outside of class along with internships help prepare accounting graduates for careers in the workforce (Low, Botes, Rue, & Allen, 2016). Those working 21 hours or more a week in their hospitality management major made significant gains over students who didn't work (Schoffstall, 2013). Ogden and Kordecki (2013) found both paid and unpaid internships can provide educational benefits to students. Long, meaningful relationships may develop between employers and educational institutions with properly programmed internships, service-learning courses, and other student engagement activities (Bullen, Capener, and Kordecki, 2015).

Accounting classes were found to generally present course material to students that understates the complex, real-life settings they will face. Behn, et al. (2012) recommends several actions to better address the gap between research and practice, practice and education, and education and research. Those include integrating faculty into significant aspects of accounting education, programs, and research. Also, focus more academic research on relevant practice issues and enhance the value of practitioner-educator exchanges. Finally, incorporate accounting research into accounting courses and programs.

In secondary agriculture education, this can be used to teach public speaking, communication, leadership, along with responsibility and dedication (Dailey, Conroy, and Shelley-Tolbert, 2001). When looking at the employability of university graduates, Robinson and Garton (2008) found key qualities for workplace success included the ability to solve problems, work independently, deal with stress, stay positive, and listen. Projected agriculture job openings through 2020 will actively require higher-order behavioral, interpersonal, leadership, and decision-making skills (Goerker et al., 2015).

In their study, Hendrix & Morrison (2018) focused on two undergraduate agriculture classes and looked at teaching students behavioral and communication skills they will need in their professional careers. 50 job announcements from across the U.S. were also reviewed to formulate a list of behavioral skills sought by employers in the ag industry. Respondents felt the most competent about their ability to maintain harmony at work by modulating personal behaviors and actions. Participants also provided varying ratings for critical thinking-related skills and they did not feel competent in emotion-related skills. Additionally, they indicated lower levels of competence regarding both written and oral communication skills. Communication skills were frequently requested by employers and appeared in more than half of the job announcements, but these were less important to respondents. In verbal communication, survey participants saw value in speaking effectively to others, but they saw themselves as unable to do it well. Written communication skills had low competences ratings overall.

Career Preparation: Broadcasting

In Malaysia, public and private higher learning institutions are required to incorporate strategies that meet the national education agenda. Private institutions work to ensure their long-term sustenance as all-round academic by fostering teaching and learning excellence through academic development and training (Ponnan & Ambalavanan, 2014). In their study, Ponnan & Ambalavanan (2014) conducted interviews with industry experts, decision makers from public and private broadcasters, key training providers, and universities and administrators in Klang Valley, Malaysia. The Dean of a communication school has industry experts on an advisory board to help them know what is current. They then incorporate those needs into the curriculum. Institutions integrate main factors such as workplace competencies and employability into classroom practice.

Broadcasting takes students beyond textbooks and classrooms. It's not entirely possible to teach broadcasting by lecture. Those dwelling in textbooks without sufficient industry practice would not be able to predict the future direction of the industry thus teaching past knowledge. On the other hand, practitioners are entrenched in the industry and have less time for comprehensive academic research. They are insulated with fixed notions and ideas about their own industry. Teaching and learning broadcasting needs a balanced input from both academic and practitioners who are in touch with both worlds to share critical knowledge. Currently, there are active memorandums of understanding between universities and their related industries that include sharing expert resources. However, beyond that they remain separate in their respective domains (Ponnan & Ambalavanan, 2014).

Ponnan & Ambalavanan (2014) found it insufficient to equip students with mere classroom and lab work knowledge. Realigning broadcasting curriculum for students to discover new knowledge through an industry involved learning initiative or collaborative project would be current and challenging. Students and even lecturers come face-to-face with authentic learning experiences through their contact with the industry, where they pick up real-time professional skills. This is only possible with an evolving curriculum that includes managing uncertainties. Practitioners could become uncertain of the future in the industry for lack of comprehensive research. If the curricula of the industry training provider and the university does not provide the management of uncertainties, it is less likely we can train graduates for the future (Ponnan & Ambalayanan, 2014).

When looking at overall career preparation and preparation for various fields, what is taught in the classroom is generally geared to help prepare students for their future career. Instructors can mention campus clubs and professional groups to make students aware which

could lead them to investigate these opportunities further. Specific fields work in various aspects of the field. Universities in other cultures must meet certain standards. This leads to the first hypothesis:

H_1: There will be a statistically significant relationship between the perception of newsroom basics incorporated into classes and the perception of how prepared graduates felt when entering the field.

Focusing specifically on Journalism and the broadcast field, classroom learning gives students an understanding how to cover certain stories or what video to shoot and not shoot, but each newsroom has its own set of rules. There is no fixed doctrine to use in the classroom.

Depending on where one went to get their degree, either a university with a Communication degree or a specific Journalism school, graduates could experience different levels of preparedness for their future career. Universities can prepare students academically and within set parameters to meet the necessary curriculum. This leads to the second hypothesis:

H_2: There will be a statistically significant difference between those who attended a Journalism school and the perception of how prepared graduates felt when entering the field.

Textbooks and in-class practices are good ways to help prepare students, but as mentioned before, it isn't enough. Employers are seeking candidates with hands-on experience. Bringing practitioners and academia together could help students learn workplace practices, adapting them to various scenarios. And while contact with the industry will help develop real-life professional skills, a student-run agency will help students experience real-life scenarios firsthand.

Real-World Experience

Busch (2013) determined the proliferation of student-run agencies is a recent trend. But it is one way where students can gain the hands-on experience employers want. For public relations, fundamental coursework is set, but it's teaching professionalism and exposing students to client-facing experiences with a diverse set of issues and organizations. In advertising, agency professionals engage in problem solving and critical thinking to question and re-define client problems, analyze media buys, and persuade clients the ideas are strategically and creatively sound. The importance of preparing students for the leadership roles essential in innovating and shaping/changing media structures was strongly emphasized (Bush, Haygood, & Vincent, 2017).

When responding to the study, Bush, Haygood, & Vincent (2017) found graduates liked the real-world experience the agencies provided, having a positive impact on being hired for internships or jobs. Participants framed the benefits of their student agency experience as "real-world," "authentic," "real life," or "hands-on experience." They noted the value of learning "how a real agency works and the day-to-day management details." Students said it gave them awareness and appreciation for the professional skills needed for success. Other benefits include learning to work across disciplines with a diversity of individuals and personality types. All participants said they learned skills in the agency that they didn't learn in the classroom, becoming more invested and involved in their student agency work than classroom assignments.

To help better prepare students, some respondents framed the need for "more corporate experience," learning "business processes," or learning the "business of an agency," basically a better understanding of the "business side." They wanted to know more about cost structure, how much to charge clients, and any financial-related comments (p. 417). Another point of improvement was making sure students experience interactions with a diverse set of real clients,

offer training workshops, and develop a network of alumni to provide projects and make connections for job searches. Plus, students wish they had more feedback on their work performance (p. 417 – p. 418).

All participants asserted the student agency experience was instrumental in securing graduates' first job and positioning them for success in their careers (p. 418). It helped them get in the door, set them apart in the interview, made them better prepared, and made them more confident than their peers once they were in their positions (p. 421). Graduates say many of these skills are not being learned in the classroom and often not in their internships, however the classroom time was necessary and valuable. It gives students a base set of skills they can then take into the agency which in turn helps further develop their business knowledge and professional skills. Research shows a tangible link between pedagogy/best practices and demonstrates post-grad success. Student agencies enhance curriculum, helping graduates be fully prepared to meet demands of a rapidly changing communications industry (Bush, Haygood, & Vincent, 2017). Some educators claim journalism skills are best acquired through on-the-job training after receiving an education (Stark et al, 1986).

While it wasn't a classroom, Bush, Haygood, & Vincent (2017) found respondents benefited from the agency, learning "how a real agency works and the day-to-day management details." However, some respondents expressed the need to learn more about the "business side" and receive more feedback on their work. Different students can take away different aspects from a class, no matter the level of difficulty. Also, depending on how various facets were worked into the curriculum could leave students with varying impressions. This leads to Hypothesis 3:

H_3: There will be a statistically significant relationship between the perception of newsroom basics incorporated into classes and the perception of how much graduates learned from the classes they took.

The previous literature looked at a public relations/advertising student run agency. It gave students a jump start on their careers, preparing them for real-life scenarios with real clients. It helped them get their foot in the door which led to more professional development once they had the job. The agency assisted in the development of foundational skills. This leads to being hired for an internship or job (Bush, Haygood, & Vincent, 2017). The literature showcases real-world experience for students going into the PR/advertising job market, however, it doesn't reflect how graduates felt when entering the broadcast field. This leads to Hypothesis 4:

H_4: There will be a statistically significant relationship between and the perception of how much graduates learned from the classes they took and perception of how prepared graduates felt when entering the field.

The agency set up gives students a chance to further develop their skills while adjusting to changes in the industry. It can secure their first job by setting them apart from other interviews. However, graduates say skills are not being learned in the classroom and often not in an internship, though they say classroom work is an important aspect (Bush, Haygood, & Vincent, 2017). Internships provide an understanding and initial training for the field.

Internships

One way of providing insight into the field of Communication is through internships. In the late 1980s to early 1990s, internships became part of more than 95% of journalism and broadcasting programs (Becker, 1991; Meeske, 1988b). This was the result of the industry’s

mandate for entry-level employees to have experience in the field. Colleges and universities help place students in internships to grow in a professional setting while supplementing classroom learning (Basow & Byrne, 1993). For some educators, internships have become a way for students to receive their initial, professional training (Newton, Thien, Buchanan, Ferree, & Pease, 1993; Meeske, 1988a). It remains a common way for students to break into the field. This along with college "experiences" generally seem to pay off. Results from a study by Hilt & Lipschultz (1996) found all intern respondents supported requiring internships in their degree program. Nearly 97% of respondents agree that internships prepare future broadcasters and journalists. They also agree that previous broadcast news experience was important when a company hires a newsroom employee. Undergraduates completing an internship tend to support the experience, saying there are elements of the newsroom that can't be learned in the classroom. By the end, most learned industry experience is necessary to land an entry-level job (Hilt & Lipschultz, 1996).

When learning through an apprenticeship or mentoring from the industry, Ponnan & Ambalavanan (2014) found a longer-term attachment of more than six months will earn an organization's confidence to entrust interns with responsible tasks and subsequently consider employment. Thus, internships should be turned into an "integrated training" scheme where students go back every term vacation during the course study. This way they are constantly in touch with the industry. They have a good chance of receiving a positive assessment from the organization of their employability. In turn, they become part of the industry. This would create a study/work collaborative balance, producing a continuous feed of technically and culturally trained talent for the future broadcasting industry.

Rowland (1994) found that an internship is a “deciding factor” for most entry-level jobs. Internships provide professional experience for resumes and networking opportunities in the industry (Bush, Haygood, & Vincent, 2017). Horowitz (1997) discovered that students’ assessments of internship quality are significant predictors of future job satisfaction.

In a study by Beard & Morton (1998), they looked at advertising and PR interns as predictors to assess the relation between the predictors and outcomes of a successful internship. Six important predictors include academic preparedness by completing the required amount of academic credits before taking on an internship too soon. For proactivity/aggressiveness, students need to demonstrate drive and voice what they want to work on during the internship. In having a positive attitude, an internship is a learning experience, but also an occupational experience. Interns are expected to be ready to learn and work. Quality of worksite supervision is key when giving feedback on an intern’s work and providing a direction along with examples. Organizational practices and policies help structure and manage internships. And finally, compensation has been found to lead to a more successful internship.

In a variety of disciplines, the success of an internship could be evaluated using five constructs. It helps interns gain real world experience by acquiring technical skills. Internships give students career benefits and career focus by improving the chances of getting an entry-level job along with homing in on their future. Students also acquired interpersonal skills, allowing them to adjust to the professional workplace. Finally, walking away from the experience with materials for portfolios and job interviews (Beard & Morton, 1998).

Beard & Morton’s (1998) study confirms the importance of the predictors of a successful internship. However, they noted that a smaller portion of students agreed their internship led to

an increase in career focus. Also, many students use internships to test different career possibilities and may ultimately reject some career paths as a result of the experience.

Internships supplement classroom learning while helping students break into the field. This previous experience/exposure to a newsroom was deemed important when a company hires a newsroom employee (Hilt & Lipschultz, 1996). In some cases, having an internship was the deciding factor whether to hire someone (Rowland, 1994). Interns are expected to be ready to work, learn, and receive feedback on their work (Beard & Morton, 1998). The previous literature briefly mentions PR/advertising internships. Plus, it was incorporated into journalism and broadcasting programs. However, it doesn't break down whether broadcasting/journalism students did an internship and if it benefited them when getting a job. This leads to Hypothesis 5:

H$_5$: There will be a statistically significant difference between those who did an internship at a TV station and the perception of how prepared graduates felt when entering the field.

Internships give students an insight into their future career. This can help them learn what skills are necessary to possess to get hired, leading to an increase in career focus (Beard & Morton, 1998). When they get back to the classroom, they can take what they've learned a step further.

Input from Employers: General

In their study, Baird & Parayitam (2017) found the more employers deem analytical skills as important, then they are likely to expect college graduates to possess that cluster of skills. Since they cannot find graduates with those skills, deciding to hire is less likely. Employers expect graduates to give importance to their career preparation and professional

readiness skills. If they see that focus, then hiring becomes more likely. Baird & Parayitam (2017) also discovered employers indicated students lack confidence, emotional intelligence, and the ability to integrate into a team environment. Interpersonal along with oral and written communication skills are inadequate. Employers were also critical about college graduates' lack of real-world experiences, business maturity, and workplace transition and savvy (p. 165). Employers are specifically indicating a discontent based on the caliber and quality of graduates' preparedness after being assessed during the interview process. They are happy with college grads when it comes to their technical/computer knowledge, but were unsatisfied with their communication skills, experience, and written communications (p.165). Employers also indicated seeking specific skills such as written and oral communication skills, listening skills, and interviewing skills from college graduates and since they are not getting those, this leaves employers not satisfied (Baird & Parayitam, 2017). In a survey by the American Association of Colleges and Universities (2015), employers agreed that students should be able to solve problems with people whose views are different than their own (96%), effectively communicate orally (85%) and in writing (82%), work effectively with others in teams (83%), possess critical thinking and analytical reasoning skills (81%), and apply knowledge and skills to real-world settings (80%).

Input from Employers: News

When it comes to the newsroom, some news directors say training at universities or colleges gives students a head start with a solid grounding in the basics. In one study, news directors believe most broadcast students lack certain key skills: how to write for radio and TV and how to operate equipment. Executives claim those skills need to be taught in schools and not the newsroom. Professional broadcasters are critical of education programs, being perceived as

having too little “hands-on training.” Broadcast managers and managers from all types of organizations, believe college graduates do not meet employers’ expectations (Funkhouser & Savage, 1987).

Hickey (1999) surveyed editors and news directors around the country about the recent crop of newcomers. Of the 125 respondents, two-thirds believe that newcomers have less knowledge of public affairs than their predecessors. More than half believe they have less writing talent. There is less motivation and willingness to work (57%) and neophytes have less ability to recognize a good story (43%). One news director said they don’t know how to write in the required style, conduct an interview, or work in the heat. They know nothing about ethics, legal issues, or privacy rights and they draw a blank on current events (p. 38). Another news director focused on the lack of grammatical, historical, and governmental preparation. An editor-in-chief mentioned they don’t have a basic grasp of history, literature, and political economy. Another editor cited “no firmly-held principles or ethical standards” (p. 38).

The Poynter Institute found that 88% of journalists would like more training—particularly in digital skills (Finberg, 2014). Traditionally, reporters are not trained in the subjects they cover, although evidence indicates they want such training in the newspaper field (Saari et al., 1998; Franklin, 1998; Freedom Forum Survey supplement, 1993; McCleneghan, 1997). Overall, 77% acknowledge they do not understand the complexities of scientific subjects (Hartz, 2005). Reporters have been criticized for careless, inadequate, or unfair coverage while they themselves have also been critical of the quality of health news. Misleading or incomplete news reporting constitutes a public health threat which could misguide choices, putting a readers’ health at risk. This could also lead policy makers to adopt inadequate or harmful laws, regulations, or policies (Voss, 2002).

Voss (2002) conducted a study with newspaper reporters. Nearly 83% said they received no training covering health news. Of those, 73% said training would be helpful. The researcher's results suggest health reporters are aware they lack proficiency and want help. The participants point to four skills: understanding key health issues, putting health news in context, producing balanced stories on a deadline, and interpreting statistics. About half of the respondents agree the media often do not provide context. Respondents views mirror science reporters' perceptions reported in a national study (Hartz, 2005). The results from Voss' (2002) study suggest certain criticisms of news coverage by those outside journalism are valid and newspapers should address them. Without proficiency in these subjects, many health professionals and scientists believe reporters may shortchange or harm readers with poor reporting. However, most journalism schools have not required such training.

In a study by Hickey (1999), he found positive news from newcomers. Those entering the field have greater general intelligence than applicants of the past according to 49% of respondents while only 20% say it's lower. More than six out of ten feel recent arrivals display better technical skills and professional training. However, it's "harder than ever" (p. 37) to find talented new journalists, according to 57% of the panel while 10% think it's easier. Almost a third say the task is about the same as it always has been. One respondent says overall the quality is higher, but newcomer skills tend to be more technical than editorial and the number of eager applicants are dropping. Another stated, "the quality is better because many know they won't get rich and want to be a journalist in order to make a difference" (p. 38). Several said this generation is better educated with more facts and skills at hand but think they have suffered due to exposure to "tabloid disease" (p. 38).

In a study Hickey (1999), respondents worry newcomers aren't as fervently motivated as their predecessors. They mentioned journalism is just a job and there is no fire in young journalists. It's hard to build a passion or fire for the craft. One equated a difference in work ethic because expectations are higher and willingness to pay is lower. Another brought up benefits, pay rates, and hours are the priorities with less enthusiasm for the job. One managing editor mentions a sense of entitlement after about a year on the job which leads to a slip in productivity. That employee then wonders why they don't receive a raise. Another observed some newcomers as less willing to "pay their dues working in the trenches, covering unglamorous assignments" (p. 38). One assistant news director said, "TV news attracts people who are more interested in television than in news" (p. 38)

Some respondents in Hickey's (1999) survey laid the blame on the changing quality of the novice journalists on the new organizations themselves. The most common obstacle to finding good people was low entry-level salaries which rarely increase to parity with those in other professions. Some participants claimed good people were being chased away over concern about profits and there are fewer quality of jobs in journalism compared to ten years ago. One managing editor stated newspapers "need to be places where young people can accomplish their goals, make a living, serve their communities – and have a voice in their paper" (p. 39).

By investing in themselves, a graduate can succeed and adapt to their new job. Human capital creates changes in a person, bringing out skills and capabilities that makes them able to act in new ways (Coleman, 1988). It's defined as an investment in "the abilities and qualities of people that make them productive" (Becker et al. 2017). Even if an issue wasn't incorporated into a class they took and through human capital, they might be able to adapt and learn. In a constructive environment, journalism educators incorporate writing assignments and have the

entire class work on one project. Some students are fine tuning their skills while others are building that foundation (Chen et al., 2001). However, some of the previous literature didn't focus specifically on graduates in the journalism/broadcasting field. This leads to Hypothesis 6:

H_6: There will be a statistically significant relationship between the perception of newsroom basics incorporated into the classes graduates took and personal factors.

News directors felt students had a solid foundation on the basics, but some professionals were critical of academia, producing graduates that did not meet employers' expectations (Funkhouser & Savage, 1987). Several news directors mention lacking the ability to conduct an interview and write in the necessary style along with knowledge on ethical issues, current events, and history (Hickey, 1999). In one study, newspaper reporters didn't receive specific training in covering health news (Voss, 2002). Another study had positive feedback on recent applicants, but respondents were concerned about the lack of work ethic (Hickey, 1999). However, despite new recruits not learning a specific aspect, their personal human capital could still help them succeed.

The previous literature looks at the career readiness of graduates and an employers' dissatisfaction when looking for new employees, specifically in the newsroom. The literature briefly mentions a student's perspective in advertising/public relations, internships, and when covering medical stories. Do they feel the education they received fully prepared them to enter the field? And if not, what do they wish they learned or did differently while in school? By creating a survey for news station employees, the researcher examines how they describe their personal human capital and reasons for occupational entry. The survey also looks at career preparation, job skills, the types of classes they took and how much they felt they learned from those classes.

CHAPTER III

METHODOLOGY

An online survey, created using Google Forms, was used to reach participants who have earned at least a bachelor's degree in the past seven years and currently work at a television station in the newsroom. The survey consisted of six different sections. In the first section, the variable of education was determined by asking the estimated size of the university or college where they attended, if they received a Journalism degree, and if going into news was their first career choice. They were then asked to rank seven questions on a scale of one to seven, best describing what made them want to go into news. The variable of education continued in section two, specifically asking what classes they took and how much they felt they learned from each class. Respondents then gauged the incorporation of eleven skills/traits of a news reporter in any of the classes they took on a scale of one to seven. They were also asked if they completed an internship and whether or not it was in a newsroom. In section three, the variable of employment history was determined by asking whether they worked while in college. The employment variable continued in section four, asking about their current employment: what position they hold, how long they've been there, DMA, if this is their first full-time job, if not what DMA did they work in before and how long they stayed there. Section five specifically focused on the variable of preparedness: on a scale of one to seven, how prepared did you feel for your first job in the newsroom and what is something you wish was taught at the university level that would

better prepare students for the field. The last section explored personal factors variables such as self-motivation, continued learning, hard work, going above and beyond, reaction towards feedback, curiosity, asking for help, and adaptation to a newsroom setting on a scale of one to seven. The complete survey can be found in Appendix A.

To gather data, personal connections working in the news field were contacted, creating a convenient sample for this study. A link to the survey was posted on the researcher's personal Facebook page on the evening of January 24th. This received one like and one share the entire time it was posted. The thought was this would be a good way to reach out to former coworkers who have moved on and still work in the field. Over the course of a week, that generated only four respondents. The link was then shared with a professor at a small university in the Midwest who passed it along to a few of his former students.

With so few responses, a short message with the survey was texted to 22 former coworkers. Some or most of them are still in the business and qualify to take the survey. If not, they were asked to share it with their coworkers. A few liked or loved the text message and even said they passed it on. That same message was sent in a Facebook message to 25 people. Those included coworkers from the researcher's first job in television and professional connections made at a conference. Some people left the message while others said they didn't qualify, but they would share it. That message was also shared to Twitter and Instagram, marked with hashtags. The researcher called a local television news director and spoke to another local news director in person, asking to share it with other news directors.

The survey was emailed to a former coworker and main anchor at a local station to share it with the TV News Women Facebook Group that has approximately 5,139 members. The survey was also shared to BEA – Broadcast Education Association Facebook group with

approximately 1,467 members. A post was also made to the BEA – Panelist Seeking Panels | Panels Seeking Panelists with 828 members.

Four days later, the survey had 54 responses. Another Facebook message was created and shared with 16 people. Those included more of the researcher's former coworkers that worked in the field and professionals met at a conference. The message was also sent to a couple of the same people included in the mass text message.

The next day, there were three more responses. An email was sent to the BEA executive director for suggestions. She sent back a list of 24 State Broadcast Association leaders. Three of the emails bounced back. Navigating directly to the state's websites, two email addresses were found. The third state did not provide an email.

An email was sent to the Department of Communication's representative at the researcher's alumni office. That same email was sent to the executive director and industry relations and sponsorship manager of the Radio Television Digital News Association (RTDNA). The executive director replied saying he would take a look at the survey and give it serious consideration. He explained RTDNA is presently in the field with their own annual research. If it doesn't affect their ability to get a good sample size on their research, then he'd share it.

To figure out the necessary sample size needed for this survey, the researcher spent time looking up the number of graduates that have received a journalism degree. During that search, datausa.io revealed the top three journalism schools and emails with the survey were sent out. The first was the University of Missouri-Columbia. An email went to the nine people on the KOMU news team. The second was Columbia University in the City of New York. In the Columbia Journalism School, an email was sent to eight of the nine faculty under the Multimedia

group and 15 faculty under the Broadcast group. One of those could only be contacted via Twitter and two others were part of the previous group. However, one email bounced back. The third was the University of North Texas. A message with the survey was sent to the alumni program manager, general email, and the journalism specific email.

A previously created tweet was retweeted, directly tagging an adjunct professor at Columbia, Soledad O'Brien, Poynter Institute, NAB Tweets, Turner, CNN Newsroom, Nexstar Digital, Hearst, and Tribune Media. The tweet was also re-tweeted, tagging KY3, KOLR, KSPR, KSN Wichita, KSNT, KTUL, KARK, KNWA, Fox 16, 4029 News, and 5 News. These television stations are located in Kansas, Oklahoma, Missouri, and Arkansas as the employees working there could have graduated in the past seven years.

A professional connection at K-State was contacted to share the survey. It was also sent to the researcher's alma mater and shared on that university's Facebook page for the tv station. The station manager suggested reaching out to the head of the Communication Department. An email was sent to him with a link to the survey.

After not reaching a large enough N size and numerous attempts to reach out to former coworkers, Facebook groups, and directly tagging stations on Twitter, those previously contacted were revisited. This was done to see if they have taken the survey and/or have passed it along to former classmates, colleagues, and current coworkers. Individual messages were sent through Facebook and Instagram. One person shared the survey on their personal Facebook page. Reworded emails have been sent again to State Broadcast Associations, ensuring them this is not spam and encouraging them to pass it along. A few responded, saying they shared it with newsrooms in their state. Some also gave suggestions of others to contact, which had already received the same email with the survey.

After gaining another 24 responses, the survey was shared to three Facebook pages where it haven't been previously shared: Overheard in the Control Room….. which has 56,325 likes and 55,110 followers; TV Production Things which has 6,291 likes and 6,599 followers; and Give to the Industry which has 448 members since it is a private group. It was shared once again to BEA | Panelists Seeking Panels | Panels Seeking Panelists and BEA – Broadcast Education Association.

A few days later, more individual messages were sent to former coworkers who haven't been previously contacted. This included those who did not meet the qualifications, but they were encouraged to share with any current coworkers, former classmates, anyone at their alma mater, and Facebook groups. One responded saying she was trying to think of people who would qualify, but most of her coworkers wouldn't. The survey was shared on BEA News Division private Facebook group with 66 members. An email was also sent to Festival Leadership in the BEA News Division. Specific people were tagged on Twitter and one person retweeted it to her followers. One person known for doing product testing on Facebook, used to work in TV. An email was sent to her, asking if she would share the survey.

With a lack in the number of responses, the criteria for answering the survey was reevaluated. Nothing in the literature review led to establishing a cap of graduating in the past seven years. The only conclusion that led to this factor was professional experience in that participants could hypothetically be in their second or third contract. After concluding that stipulation has no impact on the scope of this study, seven years was removed from the question. That opened the study up to everyone who currently works in TV news with at least a bachelor's degree. A new question was added to gauge how long it had been since the respondent received their degree. Since the survey already captured new graduates up to seven years, groups were

created at seven-year intervals: 0-7, 8-15, 16-23, 24-31, and 32+. Once that change was made, the survey link was posted again to the researcher's personal Facebook page with a clarification of the study being open to all TV employees with a bachelor's degree. Individual and group Facebook messages were resent, clarifying the changes, assuring this would be the last message sent to them and only a few more responses were needed. This would hopefully lead to more participants than necessary. The link with a similar message was posted to several Facebook pages: Give to the Industry, BEA | Panelists Seeking Panels | Panels Seeking Panelists and BEA – Broadcast Education Association. This message was re-emailed to Festival Leadership in the BEA News Division. One person in that division responded stating they had posted it to their LinkedIn profile. Another group email was sent to the list of the State Association of Broadcasters. In the private Facebook group Storytellers with 2,314 likes, the researcher privately messaged one journalist who was searching for feedback on her demo reel. She said she would check out the survey. The researcher followed up, encouraging her to share it with coworkers and classmates.

The survey link was shared on the Pittsburg State University Alumni & Constituent Relations LinkedIn page which has 516 members. It was also shared again on the researcher's personal Facebook page, tagging specific groups such as Storytellers (2,314 members), CAPS 13 – Pittsburg State University (398 likes, 412 followers), Overheard in the Newsroom (151,289 likes, 147,917 followers), Overheard in the Control Room (56,302 likes, 55,085 followers), along with specific hashtags such as broadcast, television, newsroom, reporter, anchor, and producer.

A news director located in the Midwest was contacted. With a previously established professional relationship and no prior mention of the survey, this would potentially provide new

respondents. The news director emailed the link to employees. An email was also sent to the Communication, Research, and Theory Network (CRTNET) for the survey to be under the Conferences, Calls, and Announcements category. Managed by the National Communication Association (NCA), CRTNET sends out emails daily to subscribers. This organization has about 12,000 subscribers. The Association for Education in Journalism and Mass Communication (AEJMC) was contacted via Facebook in hopes the organization would share the survey. One representative said they could post it on its social media channels but would not guarantee those who took it are qualified. The AEJMC has 3,915 likes and 4,178 followers on Facebook, and 11,606 followers on Twitter.

The survey was retweeted again on Twitter, using various hashtags: tv news, broadcasting, tv, news, journalism, education, pittstate, thesis, and grad student. A friend of the researcher retweeted along with a weatherman who used to work in the local market. It was also retweeted, tagging national news organizations, two former coworkers, and national news correspondents.

The previously contacted news directors were re-emailed, asking if they would share the survey one last time. The link was also shared on a never before contacted news director's LinkedIn post talking about a book they got for producers in their newsroom. Several people who commented on the post work in television, so this was a unique way to get more respondents.

Various journalist groups were contacted, tagging them on Twitter and posting on their Facebook pages. The Asian American Journalists Association has 10,943 likes and 11,575 followers on Facebook along with 15,400 followers on Twitter. The National Association of Black Journalists has 16,222 likes and 17,302 followers on Facebook along with 38,900

followers on Twitter. The National Association of Hispanic Journalists has 12,307 likes and 13,023 followers on Facebook along with 31,000 followers on Twitter. NLGJA – The Association of LGBTQ Journalists has 6,993 likes and 7,623 followers on Facebook along with 13,400 followers on Twitter. On three of these Facebook pages, the created post went to the visitor posts section.

In the span of a month, there were 110 total responses. After that, the qualifications were changed to eliminate earning a degree in the past seven years. If they have a bachelor's degree and currently work in the newsroom at a tv station, they could take the survey. One question was added, specifying how long ago they received that degree. One month and two weeks after the change, this yielded 84 more responses. 23 of those participants did not meet the qualifications, leaving a total of 171 respondents. Eighty-six percent completed a bachelor's degree (N = 147), four percent completed some postgraduate work (N = 7), and ten percent received a graduate degree (N = 17). A majority of the respondents graduated with a degree in the past seven years (83%, N = 141), with 8 – 15 years (8%), 16 – 23 years (6%), 24 – 31 years (2%), and 32+ years (2%) saw very few participants. The Designated Market Area (DMA) rank where participants currently work ranges from the number one market (New York) to market 198 (Mankato, Minnesota) with nine not answering the question.

CHAPTER IV

FINDINGS

In order to answer Hypothesis one, which was there will be a statistically significant relationship between the perception of newsroom basics incorporated into classes and the perception of how prepared graduates felt when entering the field, a Pearson product-moment correlation coefficient was computed. Participants were asked 11 questions, looking at the incorporation of getting story ideas, interviewing, scriptwriting, script formatting, covering breaking news, following a developing story, shooting an interview, shooting b-roll, editing, bias, and libel into the classes they took. Responses were rated on a one to seven scale. These questions can be found in section two on the survey in Appendix A. All 11 answers were totaled together. Running a Cronbach's Alpha test produced a reliability statistic of 0.912. There was a statistically significant relationship between the overall perception of newsroom basics incorporated into classes and the perception of how graduates felt when entering the field [r = .446, n = 162, p = .000]. The results suggest when looking at all of the 11 factors together, a graduate's perception of preparedness when going into the broadcast field was higher the more these factors were incorporated into the classes they took.

Breaking these down individually, there was a statistically significant relationship between classes that incorporated getting story ideas [r = .308, n = 166, p = .000], interviewing [r = .366, n = 166, p = .000], scriptwriting [r = .420, n = 164, p = .000], script formatting [r = .389,

n = 166, p = .000], covering breaking news [r = .310, n = 166, p = .000], following a developing story [r = .392, n = 166, p = .000], shooting an interview [r = .274, n = 166, p = .000], shooting b-roll [r = .376, n = 165, p = .000], editing [r = .370, n = 166, p = .000], and bias [r = .205, n = 166, p = .008] and how prepared respondents felt for their first job. There was no statistically significant relationship between classes that incorporated libel and how prepared respondents felt for their first job [r = .145, n = 166, p = .062]. The results suggest the more these factors (getting story ideas, interviewing, scriptwriting, script formatting, covering breaking news, following a developing story, shooting an interview, shooting b-roll, editing, and bias) are used in classes, the more prepared graduates felt when entering the field. No statistically significant relationship was found between libel and how prepared graduates felt when entering the field, meaning the incorporation of this factor had no impact on preparedness.

To answer Hypothesis two, which was there will be a statistically significant difference between those who attended a Journalism school and perception of how prepared graduates felt when entering the field, an independent-samples t-test was conducted. There was no statistically significant difference between those who attended a Journalism school (N = 98, M = 4.86, SD = 1.49) and didn't attend a Journalism school (N = 71, M = 4.45, SD = 1.57) conditions; t(167)= 1.71, p = 0.09. These results suggest there is no difference between attending a J-school and going to a university that has a Communication Department and a graduate's perception of their preparedness when entering the field. This means that one versus the other didn't prepare them better for the field.

To answer Hypothesis three, which was there will be a statistically significant relationship between the perception of newsroom basics incorporated into classes and the perception of how much graduates learned from the classes they took, two scales were created,

totaling all of the basic factors incorporated into classes into one and all of what they learned into another. Participants were asked 11 questions, looking at the incorporation of getting story ideas, interviewing, scriptwriting, script formatting, covering breaking news, following a developing story, shooting an interview, shooting b-roll, editing, bias, and libel into the classes they took. Responses were rated on a one to seven scale. These questions can be found in section two on the survey in Appendix A. All 11 answers were totaled together. Running a Cronbach's Alpha test produced a reliability statistic of 0.912. To gauge how much they learned, participants were asked if they took a variation of six classes including intro to mass communication, intro to audio/video, reporting, law of mass communication, broadcast production, and live event production. These classes cover specific topics/aspects of the broadcast field. These questions can be found in section two on the survey in Appendix A. They were then asked to rate how much they learned from that class on a scale from one to seven. Those responses were then totaled together. Running a Cronbach's Alpha test produced a reliability statistic of 0.746. There was a statistically significant relationship between what was incorporated into classes and how much students learned from the classes they took [$r = 0.780$, $n = 118$, $p = 0.000$]. This means the more that was incorporated into classes about getting story ideas, interviewing, scriptwriting, script formatting, covering breaking news, following a developing story, shooting an interview, shooting b-roll, editing, bias, and libel, the more students perceived they learned from the classes they took.

In order to answer Hypothesis four, which was there will be a statistically significant relationship between the perception of how much graduates learned from the classes they took and the perception of how prepared graduates when entering the field, a Pearson product-moment correlation coefficient was computed. Participants were asked if they took a variation of

six classes including intro to mass communication, intro to audio/video, reporting, law of mass communication, broadcast production, and live event production. They were then asked to rate how much they learned from that class on a scale from one to seven. These questions can be found in section two on the survey in Appendix A. Those responses were then totaled together. Running a Cronbach's Alpha test produced a reliability statistic of 0.746. There was a statistically significant relationship between how much students learned from the classes they took and how prepared students felt when entering the field [r = 0.287, n = 122, p = 0.001]. Breaking down the individual classes further, there was a statistically significant relationship between how much they learned in a class like intro to audio/video [r = 0.251, n = 163, p = 0.001], a class like reporting [r = 0.257, n = 166, p = 0.001], a class similar to law of mass communication [r = 0.165, n = 160, p = 0.037], and a broadcast production style class [r = 0.326, n = 161, p = 0.000] and how prepared they felt. This means the more students perceived they learned from those classes, the more they felt prepared to enter their career. However, no statistically significant relationship was found for how much they learned in a class like intro to mass communication [r = 0.046, n = 168, p = 0.555] and a live event production type class [r = 0.104, n = 126, p = 0.246] and how prepared they felt. This means taking these two classes has no impact on whether students felt prepared for the field.

To answer Hypothesis five, which was there will be a statistically significant difference between those who did an internship at a TV station and the perception of how prepared graduates felt when entering the field, an independent-samples t-test was conducted. There was no statistically significant difference between those who did an internship at a TV station (N = 121, M = 4.76, SD = 1.47) and those who didn't (N = 41, M = 4.54, SD = 1.61) conditions t(160)= 0.82, p = 0.41. The results suggest completing an internship at a TV station didn't

prepare respondents better for their future career compared to those who didn't do an internship at a TV station. When looking at an internship in general, there was no significant difference between those who did an internship (N = 153, M = 4.64, SD = 1.50) and those who didn't (N = 17, M = 5.06, SD = 1.78) conditions; t(168)= -1.07, p = 0.29. While this was meant to specifically look at the broadcast field, the results in this survey suggest taking in internship doesn't necessarily prepare students for their career.

To answer Hypothesis six, which was there will be a statistically significant relationship between the perception of newsroom basics incorporated into classes and personal factors, a Pearson product-moment correlation coefficient was computed. Participants were asked 11 questions, looking at the incorporation of getting story ideas, interviewing, scriptwriting, script formatting, covering breaking news, following a developing story, shooting an interview, shooting b-roll, editing, bias, and libel into the classes they took. These questions can be found in section two on the survey in Appendix A. Responses were rated on a one to seven scale. All 11 answers were totaled together. Running a Cronbach's Alpha test produced a reliability statistic of 0.912. Participants were also asked eight questions on a scale of one to seven, looking at their level of self-motivation, dedication to continue learning, level of hard work, level of going above and beyond, reaction towards feedback when completing a task, level of curiosity, comfort level of asking for help, and ability to adapt to a professional newsroom setting. These questions can be found in section seven on the survey in Appendix A. Those answers were totaled together. Running a Cronbach's Alpha test produced a reliability statistic of 0.785. There was no statistically significant relationship between what was incorporated into classes and personal factors [r = 0.100, n = 160, p = 0.208]. This means no matter how much or how little was incorporated into the class it had no influence or impact on an individual's human capital.

Breaking these down individually, there is a statistically significant relationship between how much interviewing was incorporated into the class and one's level of self-motivation [r = 0.154, n = 165, p = 0.048]. There's also a correlation between the incorporation of interviewing and one's level of hard work [r = 0.158, n = 166, p = 0.042]. This means when interviewing was incorporated more into the classroom, it increased one's motivation and the harder they worked. There's a statistically significant relationship between how much script formatting was incorporated and one's level of curiosity to find the answers [r = 0.157, n = 166, p = 0.043]. A statistically significant relationship was also found between incorporating script formatting and one's ability to adapt to a professional newsroom setting [r = 0.163, n = 165, p = 0.037]. This means more focus on script formatting leads to more curiosity and more adaptability to that professional setting. There is a statistically significant relationship between the incorporation of following a developing story and one's dedication to continue learning [r = 0.178, n = 166, p = 0.022]. When a story continues to develop, one's devotion to learn more rises. There is a statistically significant relationship between the incorporation of bias into classes and one's dedication to continue learning [r = 0.167, n = 166, p = 0.031]. This means the more bias is covered in classes, the more a person continues to learn.

CHAPTER V

DISCUSSION

In the present sample, participants felt more prepared entering the field when getting story ideas, interviewing, scriptwriting, script formatting, covering breaking news, following a developing story, shooting an interview, shooting b-roll, editing, and bias were worked into the classes they took. However, including libel into coursework had no impact on their preparedness. Also, the more these factors were integrated into their courses, the more respondents felt they learned from those classes. These same factors had no influence on a participant's human capital with the exception of individual traits such as motivation, hard work, one's curiosity, adaptability to a newsroom setting, and continued learning. When they completed classes such as intro to audio/video, reporting, law of mass communication, and producing a broadcast, participants felt more prepared and had a better understanding of the field and employer's expectations. Classes that introduced students to the fields of mass communication and covered live events had no impact. Also, attending a Journalism school over a university/college with a Communication department had no influence in developing a better foundation. While internships might be required in some programs or encouraged, completing one at a TV station didn't lay the groundwork for what lies ahead.

The main focus of this study was to look at the participant's overall preparedness when entering the news field. The more newsroom basics that were included in the class such as

getting story ideas, interviewing, scriptwriting, script formatting, covering breaking news, following a developing story, shooting an interview, shooting b-roll, editing, and bias, the better prepared respondents felt for the field. This list of these basics can be found in Table 1 in Appendix C. With the researcher's job experience, these factors were seen as the basics needed to work in a newsroom setting. New reporters were expected to have some sort of exposure or basic experience, even starting to build a foundation of these skills. There was a lack in literature looking specifically at career preparation in the broadcast field in the United States. In Malaysia, communication between industry experts and university leaders helped incorporate current trends into the curriculum. While this is good, participants felt more prepared for their career when these basic factors were blended into their coursework.

A question on the survey asked participants what they wished was taught on the university/college level that would've prepared them for the field. The basic factors seen as important to the researcher were included in their responses. Breaking news alone was mentioned 17 times. Participants cited the structure of how it's reported, how to respond to it, and there's not enough focus on developing breaking news skills. The researcher placed live-shots and adlibbing under this umbrella, mentioned 11 times. When a reporter is covering breaking news, usually live-shots and adlibbing of some kind come into play. Not all programs have the ability to do live shots and the department isn't a 24/7 news station, but socially constructing a similar situation could shed light on the high probability they'll have to do this in the field. Various aspects of interviewing were brought up 20 times. A big emphasis was placed on source gathering and contacts. Getting interviews and conducting them are also important notes. Two people mentioned calling and talking on the phone and actually picking up the phone to call people, not sending emails. This could be a hard task for younger generations to grasp. Another

interesting point is getting people to go on camera and potential interviews saying no. This might be hard to accomplish until someone trusts the newsroom employee, but once trust is earned, they become a contact and someone more willing to talk if they have time. Coming up with story ideas and pitching them along with stories falling through came up 15 times. This was a big issue and can be difficult if new to the area. One participant wanted story ideas to be renamed story plans since news can be unpredictable. This person said make tentative plans every day that you know will work out. Then if news breaks, call and reschedule. This is a great way of thinking ahead because reporters have to have a story the next day unless the news director or assignment editor frowns upon this thinking. Scriptwriting was the next factor with creative writing, conversational writing, writing scripts to b-roll, package writing, and writing for both a newscast and website, totaling 13. Each newsroom is different in the way scripts are written; some require all numbers to be spelled out while others have its own version of shorthand. There are general rules such as active versus passive and starting with the new information, but not every newsroom operates the same when it comes to writing scripts. Libel wasn't brought up, however, media literacy, media law, legal rights in the field, and ethical issues were mentioned. One big contender was FOIA (Freedom of Information Act) requests along with accessing public records and documents. These are just a few of the subjects that fall under the basic factors those working in the field now wished they had learned before entering the field. The list, including each time these newsroom basics were mentioned, can be found in Table 3 in the Appendix 3.

University degree requirements embody classes similar to the six included on the survey. However, just because a student took a specific class doesn't mean anything was learned thus the importance of gauging one's learning on a scale of one to seven. To look at one's overall learning, responses to what they learned from the six classes were totaled together. Running a

Cronbach's Alpha test found a reliability statistic of 0.746. This looks at the internal reliability or internal consistency of a measuring instrument. A coefficient alpha of .70 or greater is considered by researchers to be sufficient. Comparing that to the 11 previously mentioned basic factors seen as important to the researcher, a strong, dependable, positive relationship was found. The respondents perceived they learned more from the classes that included more on these topics: getting story ideas, interviewing, scriptwriting, script formatting, covering breaking news, following a developing story, shooting an interview, shooting b-roll, editing, bias, and libel. Running a Cronbach's Alpha test found a reliability statistic of 0.913. This perceived learning helped them when entering the broadcast field. This is a good sign for a solid foundation of the basics. The literature review only looked at specific employer concerns with job applicants which included their knowledge of current and historical events, politics, and health news. However, as long as these newsroom basics are incorporated into similar classes, the results of this study found students walk away learning more from those classes. A list of these basics can be found in Table 1 in Appendix 3.

By examining the participant's perceived learning from six classes generally included in a university's curriculum for a Journalism or Communication degree, the researcher looked at how that translates to career preparation. To start, a class similar to intro to audio/video could be a prerequisite before students can take upper division classes in the department. This gives students a foundation in audio and video quality along with best practices for recording both and maybe even problem-solving issues that come up. Then, a class comparable to reporting delves more into the life of a reporter: getting story ideas, interviewing, scriptwriting, covering breaking news, following a developing story, bias and libel. A class resembling law of mass communication provides a historical background on the field. It could also go more in-depth

referring to law cases on libel, bias, and ethical issues. Finally, a broadcast production style class would socially construct a professional newscast, bringing all of these factors into practice. More specifically, getting story ideas, interviewing, script writing and formatting, shooting interviews and b-roll along with editing take more president as those are actively put into use. Two classes, however, had no correlation to one's preparedness for the field. A class like intro to mass communication gives students a general understanding of all forms of mass communication. A live event production type class works on setting up a multi-camera production which includes audio, directing, and producing. It usually takes place on location outside of a studio. While these classes expose students to different forms of mass communication and ways of working on a production out of a studio, they had no impact on getting ready for the field.

While some of these classes had a direct impact on the participant's career preparation, there are specific aspects they wished were taught at the university level. Under general career preparation, one of the most important was understanding a day in the life of a reporter or producer. One participant said students entering the field are underprepared with unrealistic expectations for what a day in the life looks like. Newsroom jobs, specifically the job of an assignment editor and a producer, were mentioned. A few brought up wanting to know the actual career path a journalist takes and what you need to prepare for when moving to a new market. Participants also wished they knew about local government/court operations, sweeps, on-air presence/appearance, and voice/tracking. Taking a more in-depth look, meeting deadlines and day turn/quick turn stories were brought up 21 times. One participant said they had a full week to turn a story and the deadline wasn't strictly enforced. Now, they suddenly only had eight hours to put something on air. Another wished they had the opportunity to do more timely assignments. They could only do evergreen stories for their school show due to when it was recorded versus

when it aired. One wanted to fully understand the day turn time crunch. Others included the fast-pace environment and workload, both mentioned five times along with time management, two times. On the collegiate level, students are taking several classes, and are not just focusing on a broadcast production class. Depending on the program, they could already be in a newsroom environment. It would be difficult to simulate this on a massive scale but incorporating these factors could be done in small ways to create this kind of situation. A complete list of what graduates wished they learned can be found in Table 3 in Appendix 3.

There were some surprising career preparation aspects participants wished they learned. There were seven mentions of technology and equipment, wishing they had learned a specific program. This would be hard to accomplish on the collegiate level given there are several rundown and editing programs. Another interesting topic was contracts and negotiations. Although it was brought up six times, this is an aspect the researcher never personally dealt with. It's something that beginning reporters and even some producers or directors encounter that's just part of the process. More specific facets such as investigative tactics, field reporting, political reporting, sports reporting, and crisis reporter were cited. These are all conditions viewed as better preparing graduates for the field. However, there is no set manual for universities to teach this profession. Each newsroom and TV station has different goals, viewpoints, equipment, and operating procedures. It would be hard to include more of these variables into the curriculum but hearing directly from those who are in the field currently could help. This along with stressing adaptability to students since what they learn in class could be a variation of what's required in the field. A list of these specific job aspects can be found in Table 3 of Appendix 3.

When examining the overall personal factors used in the survey and the previously mentioned basics, no relationship was found, but when comparing them individually, interesting results arose. The results found interviewing has a weak correlation to self-motivation and hard work, but there is a relationship. Interviewing involves asking open-ended and specific questions which can help a reporter write a more complete, in-depth story. This can also be seen as a skill that takes time to perfect and it's not something that comes easy, taking hard work and motivation.

Next is script formatting. Every newsroom is different in the way employees format scripts. This all depends on the rundown program being used and how the news director wants it done. While there could be blanket "rules" for everyone, every producer and even directors in the control room could have slight variations from show to show. Although there's a weak correlation, these unforeseen nuances factor into a person's curiosity to find out why stories are formatted a certain way. Once an employee has script formatting down, it allows them the ability to adapt to a professional newsroom setting faster, despite the weak correlation.

Then, there's following a developing story. When news happens and more information continues to come out, the story takes a life of its own. Follow up or break out stories with various angles can come from that first initial story. As the information develops, the reporter/newsroom has to learn more and more about that subject, sometimes even expanding background knowledge. Notwithstanding the weak relationship between following a developing story and one's dedication to continue learning, it has to happen to keep up with newly released information and in-depth journalism.

Finally, incorporating bias into classes. Everyone has some kind of bias, but in the news field, they are taught to keep out one's personal bias to write a fair and balanced story. This can

be hard to do. One respondent to the survey wished they were taught at the university level how to remain unbiased. Every newsroom is different: one could avoid negative stories about advertisers, but another could run that story no matter what. Despite the weak correlation, working the subject of bias into the classroom has a relationship to one's dedication to continue learning. These personal factors can be found in Table 2 in Appendix 3.

Other characteristics indicated by survey participants include those one would and could only experience once in the field. One big factor is pressure/stress. In college, stress is high, but it takes on a different form in the news field. A participant mentioned the high-pressure situation of live TV while another wished they learned how to mentally deal with the stress of the job. Another factor was financial/lifestyle struggle. The news industry is 24/7, it doesn't stop for holidays or family events. One respondent brought up missing major family events and not making enough money to have a good quality life. It's not a career where new employees will be able to take off for every holiday or family gathering, but once they move up, there might be more flexibility in the schedule. Adjusting to the newsroom and the expectations that come with it also comes with getting into news. There is only so much preparation that can be done before entering the career. Some of these elements won't come up until a graduate has the job. A complete list of these characteristics can be found in Table 3 of Appendix 3.

Looking at the participant's education, 58% received a degree in Journalism or from a Journalism school or department while the remaining 42% graduated with a different degree. Some got a Bachelor of Arts or Bachelor of Science in Communication. Others had a BA or BS with a specific emphasis in Journalism, TV broadcast, sports broadcasting, mass communication, documentary, mass media, digital, and electronic news. It didn't matter if a participant went to one of the top Journalism schools in the country or if they obtained a public relation/advertising,

film, or even a telecommunication degree, not every university or college has the same curriculum. Employers eventually learn the nuances of one program versus another and job applicants are viewed as a product of their alma mater, but all are not equal. This study found Journalism schools or departments did not prepare their graduates better than universities or colleges with just a Communication degree.

Internships are seen as a good way to supplement classroom learning with a more hands-on approach in the field. It's a way for students to receive some professional training before entering the workforce. While a study by Hilt & Lipschultz (1996) found 97% of respondents agree internships prepare future broadcasters and journalists, this one did not. Four participants said everything they learned about news came from internships and it prepared them more for the field than classes. However, if participants completed an internship specifically at a TV station or someplace else, this study found that didn't have an impact on preparing them for their future career. Rowland (1994) found internships as a deciding factor for hiring entry-level personnel, this study does not reflect if an internship would help applicants get an interview or even land the job. In the 1996 study, internships could have been strongly encouraged, but Ponnan & Ambalavanan (2014) found that a longer attachment to one's internship could be more beneficial. Bush, Haygood, & Vincent (2017) found the experience adds to resumes and networking opportunities in the industry. In her profession in working with the news director, the researcher saw students get hired at the local station because they did an internship there. During that time, they proved they would be a good, future employee which led to a job. In some cases, it might have opened the doors for some individuals, but that was not found in this study.

What does this all mean for universities and colleges? This study found the more newsroom basics were incorporated into classes; graduates perceived they were more prepared

for the field. The more these were included, graduates perceived they learned more. The more they thought they learned, the more prepared they felt for the field. One recommendation is to look at the classes offered in a Communication department or Journalism school. How are these courses covering the 11 newsroom basics identified by the researcher? Graduates also mentioned other specific aspects they wished they learned while in college. That entire list can be found in Table 3 in Appendix 3. Departments need to start collaborating on ways to cover/incorporate these aspects. This includes professors working with each other to make sure there isn't any big overlap in course subject or topic. This will avoid students feeling they took the same course without expanding their knowledge on certain aspects of the news field.

Another recommendation is for departments to form an advisory board with local and/or regional news professionals. This will bridge the field with academia. In the Ponnan & Ambalavanan (2014) study, an advisory board was created to keep up on current trends in a Communication department in Malaysia. Those were then worked into the curriculum. Having this kind of input from current professionals can help mold what is expected in the newsroom, thus keeping teachers informed on changes. Without industry practice, students could be learning past techniques, putting them already at a disadvantage.

Since this study found that an internship didn't prepare graduates for the field, it may no longer be necessary. Another issue could be students may need a paid internship or they could already be employed at a TV station. However, this doesn't mean that some kind of exposure to a professional newsroom setting should be overlooked. Creating some type of collaborative project or industry-involved learning initiative with a TV station will be challenging and up to date, providing an authentic experience that could lead to real-time professional skills. This could include job shadowing or bringing in guest speakers throughout the semester or year.

Completing an internship was beneficial for four participants who specifically mentioned that's where they learned everything about the field. This could be a sign that taking an internship is a good option, but this doesn't mean it's right for every student.

There's no way to fully prepare students for the news field but developing authentic, collaborative projects that give them ownership over the entire process is a start. It's not possible to prepare them for every single scenario but exposing them to various possibilities could help think about how they'd manage the uncertainties. Professors can't teach students how to be curious or hardworking, but students can benefit from the professors' human capital. Once they set foot in a newsroom, they'll have to problem solve, think outside the box and work with a team. They'll have to adapt to learning new ways of accomplishing goals and get use to the newsroom pace. The researcher doubts there will ever be a guide for teaching journalism/broadcasting but keeping these recommendations in mind can better prepare students for the field.

Limitations

One limitation was lack of developing a systematic approach to getting study participants. It started with contacting the researcher's former coworkers who still work in the news field. Some included those who have recently left the news station but might be in touch with current employees. The researcher had a general idea of who was contacted when but didn't keep an exact list. Without a plan, this led to the bombardment of some potential participants more than others which could have ultimately turned into lack of willingness to help.

Another issue was lack of responses due to one of the original qualifications. The survey was initially restricted to people who have graduated in the past seven years. The researcher thought within seven years, a participant might easily recall what they learned in college and

what they wished they knew coming into the field. Also, a participant could be in their second, even third job. This is based on a reporter signing a two-year contract. Sometimes they break a contract to move on. Other times they stay longer to take a higher paying position which could include signing a new, slightly longer contract. Removing the restriction allowed for more responses, but still resulted in a small sample size.

This leads to another setback: getting people to respond. In news, as in life, things can get overlooked. Sending out messages multiple times helped remind people to take the survey then share it. The researcher was wishing the responses would come pouring in along with enthusiasm for sharing and encouraging others to share the survey. That did come from a few former coworkers, but not as much as the researcher was hoping. However, connections to the field did help.

Working in TV news for nearly 10 years provided several contacts for potential survey participants. However, those were generated in a small/rural area in the Midwest. The Designated Market Area only has two television stations with a small crew at each location. This population base has two small universities, both with Communication departments. This along with the limited number of former coworkers who still work in a newsroom created a convenient sample.

Furthermore, the timeframe limited the number of potential participants. The researcher had a little over two months to get responses. Despite the consistent outreach for people to fill out the survey, it produced a small sample size. This timeframe also restricted to create a random sample. The survey was posted on several social media sites and groups in hopes of reaching a wide and random audience. However, algorithms potentially regulated who saw the survey, if it was seen at all. Some of the social media groups also restricted who could post and where it went

on the page. Those posts would go to the visitor portion of the page, which was not part of the main feed, reducing visibility to potential participants.

During this time, the first case of coronavirus hit the United States in mid-January. Then the World Health Organization declared a global health emergency. The first death in the U.S. was reported in late February. A national emergency was declared towards the end of gathering participants. With this becoming a huge, national story, this started restricting TV news employees time for anything outside of doing their jobs and staying healthy. In this small market/rural area of the Midwest, some employees started working from home, and others worked longer shifts with days off in-between. News during this time had to change to keep everyone safe while still keeping viewers informed.

Another concern involves what questions and the total number of questions on the survey. The researcher didn't include personal questions such as gender, age, race, or income. It wasn't seen as relevant to the study but could've provided more insight into the data and statistical options. Some of the questions used on the survey weren't pertinent to the study. These provided additional information but eliminating them would have shortened the survey. Doing this could have yielded more participants and in some cases, more in-depth responses.

Areas of Future Research

The next step for this research would be to do a qualitative and/or quantitative study on university and college professors/instructors who teach in the Communication field, specifically broadcasting. This would help identify what classes they teach, providing a description and general workflow of coursework. The responses could be compared to this study to see what skills they incorporate into their classes. It could also include if they have any connections at news stations near the institution. With more emphasis on digital media including websites and

mobile apps with varying degrees of notifications, how is this aspect of the profession being worked into classes? This could help identify how college curriculum is developed for changing fields like news.

Going a step beyond the professors, gather specific data on the required curriculum for a Journalism degree and/or a Communication degree. Do institutional requirements for that degree meet the current expectations of employers? The researcher found information on this dating back to 1999. In 2014, journalists said they would like more training, particularly in digital skills. Specific training in health news was found in the literature review. Participants in the study mentioned political, sports, and crisis reporting.

Also, what do university leaders do to keep up with the changing technology usage in the communication field? With the increased usage of posting stories to social media platforms and jobs specifically designed for that purpose, are these trends being incorporated into the classroom? How are universities working with news stations to fulfill the need for qualified applicants? Participants in this study specifically mentioned unforeseen job criteria/circumstances. By taking a deeper look at the results of this study, changes in curriculum at the university level could better prepare graduates for the field.

Examining why people choose a news career and why they left would also be an advancement on this research. Several of the researcher's former coworkers including what some might consider "lifers", are now out of the business. Questions on the survey asked what made participants want to go into news, but the results were not pertinent to the study. This falls into the theoretical framework of occupational entry. Adding degree motivations would identify what attracts people to work in news. For those that left the field, how/why did their original goal of getting into the profession change and did it relate to career preparation? Following the premise

of human capital, knowing what they know now would they have stuck with it? A Communication degree can translate into differing jobs, but they left the news field despite being excited to enter it.

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APPENDICES

Thesis Survey

Before you begin, let me assure you that all the information you give me is confidential, and none of it will be released in any way that would permit the identification of you or your family. The results will aid in the understanding of how graduates prepare for a career in Broadcast News. Of course, your participation is voluntary and should only take about ten minutes of your time.
If you have any questions, contact me, Kate Allred, at 620-515-4977.
If you have any questions about your rights, contact Troy O. Comeau, PhD at 620-235-4721.

If you are not 18 years of age or older, please do not fill out this survey.
* Required

1. By answering yes, you are giving consent to use this survey in a study. *

   Mark only one oval.

   ◯ Yes
   ◯ No
   Skip to section 9 (Thank You! I appreciate you taking the time to fill out my survey.)

2. Do you currently work at a television news station in the newsroom? *

   Mark only one oval.

   ◯ Yes
   ◯ No
   Skip to section 9 (Thank You! I appreciate you taking the time to fill out my survey.)

3. Have you earned a Bachelor's Degree? *

   Mark only one oval.

   ◯ Yes
   ◯ No
   Skip to section 9 (Thank You! I appreciate you taking the time to fill out my survey.)

If you answered NO to EITHER of the previous questions, please do not continue this survey.

Section 1: General Education

This survey begins by asking general questions about your education.

4. What is the highest level of education completed?

Mark only one oval.

1 ◯ Bachelor's Degree
2 ◯ Some Postgraduate
3 ◯ Graduate Degree

5. How long has it been since you graduated with that degree?

Mark only one oval.

1 ◯ 0 - 7 years
2 ◯ 8 - 15 years
3 ◯ 16 - 23 years
4 ◯ 24 - 31 years
5 ◯ 32 + years

6. Estimate the attendance size of the college or university where you received your degree.

Mark only one oval.

1 ◯ 0 - 4,999
2 ◯ 5,000 – 9,999
3 ◯ 10,000 – 14,999
4 ◯ 15,000 – 19,999
5 ◯ 20,000 – 24,999
6 ◯ 25,000 – 29,999
7 ◯ 30,000 – 34,999
8 ◯ 35,000 +

7. Did you receive a degree in Journalism or from a Journalism school or department? (e.g. not just a Communication Department)

Mark only one oval.

- Yes
- No

8. If not, what type of degree did you receive? (e.g. Bachelor of Arts in Communication, Broadcasting emphasis)

9. Was going into the news field your first career choice?

Mark only one oval.

- Yes
- No

10. If not, what was your first career choice?

On a scale of 1 to 7, best describe what made you want to go into news.

11. I want to help inform the community.

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly Disagree								Strongly Agree

12. I want to fight for the underrepresented.

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly Disagree	◯	◯	◯	◯	◯	◯	◯	Strongly Agree

13. I want to be on TV.

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly Disagree	◯	◯	◯	◯	◯	◯	◯	Strongly Agree

14. I want to make a difference.

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly Disagree	◯	◯	◯	◯	◯	◯	◯	Strongly Agree

15. Television news interests me.

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly Disagree	◯	◯	◯	◯	◯	◯	◯	Strongly Agree

16. People who work in news make a lot of money.

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly Disagree	◯	◯	◯	◯	◯	◯	◯	Strongly Agree

17. I am naturally curious.

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly Disagree	◯	◯	◯	◯	◯	◯	◯	Strongly Agree

Section 2: Class Information

This section takes a closer look at specific classes.

18. Did you take a class that covered past, present, and future forms of mass communication (print, public relations, advertising, mass media)? (e.g. Introduction to Mass Communication)

Mark only one oval.

◯ Yes
◯ No

19. How much did you learn from this class?

Mark only one oval.

	1	2	3	4	5	6	7	
Absolutely Nothing	◯	◯	◯	◯	◯	◯	◯	A Lot

20. Did you take a class that covered basic audio and video techniques? (e.g. Introduction to Audio/Vldeo)

Mark only one oval.

- ◯ Yes
- ◯ No

21. How much did you learn from this class?

Mark only one oval.

	1	2	3	4	5	6	7	
Absolutely Nothing	◯	◯	◯	◯	◯	◯	◯	A Lot

22. Did you take a class that covered gathering, writing, and interpreting news? (e.g. Reporting)

Mark only one oval.

- ◯ Yes
- ◯ No

23. How much did you learn from this class?

Mark only one oval.

	1	2	3	4	5	6	7	
Absolutely Nothing	◯	◯	◯	◯	◯	◯	◯	A Lot

24. Did you take a class that covered the study and practice of recording and broadcasting of live events? (e.g. Field Production, Live Remote Production)

Mark only one oval.

- ◯ Yes
- ◯ No

25. How much did you learn from this class?

Mark only one oval.

	1	2	3	4	5	6	7	
Absolutely Nothing	◯	◯	◯	◯	◯	◯	◯	A Lot

26. Did you take a class that covered law cases and principles that established the conduct of mass communication? (e.g. Law of Mass Communication, Communication Law)

Mark only one oval.

- ◯ Yes
- ◯ No

27. How much did you learn from this class?

Mark only one oval.

	1	2	3	4	5	6	7	
Absolutely Nothing	◯	◯	◯	◯	◯	◯	◯	A Lot

28. Did you take class that covered the fundamental skills in news, sports and feature reporting used to create a newscast or studio production? (e.g. Broadcast News Reporting)

Mark only one oval.

- ◯ Yes
- ◯ No

29. How much did you learn from this class?

Mark only one oval.

	1	2	3	4	5	6	7	
Absolutely Nothing	◯	◯	◯	◯	◯	◯	◯	A Lot

30. How often was that newscast?

Mark only one oval.

- ◯ Once a month
- ◯ Once every two weeks
- ◯ Once a week
- ◯ Twice a week
- ◯ Three times a week
- ◯ Four times a week
- ◯ Five times a week
- ◯ Everyday

31. What segments were in this newscast? Select all that apply.

Check all that apply.

- [ ] News
- [ ] Weather
- [ ] Sports
- [ ] Interview segment
- [ ] Cooking segment
- [ ] Movie Review segment

Other: [ ]

32. What positions were incorporated into the production? Select all that apply.

Check all that apply.

- [ ] News Anchor(s)
- [ ] Sports Anchor(s)
- [ ] Weather Anchor(s)
- [ ] Reporter(s)
- [ ] Producer
- [ ] Assignment Editor
- [ ] Photographer
- [ ] Director
- [ ] Technical Director
- [ ] Camera Operator(s)
- [ ] Graphics
- [ ] Audio

How much of the following was incorporated in any of the classes you took:

33. getting story ideas?

Mark only one oval.

	1	2	3	4	5	6	7	
Absolutely Nothing	◯	◯	◯	◯	◯	◯	◯	A Lot

34. interviewing?

Mark only one oval.

	1	2	3	4	5	6	7	
Absolutely Nothing								A Lot

35. script writing?

Mark only one oval.

	1	2	3	4	5	6	7	
Absolutely Nothing								A Lot

36. script formatting?

Mark only one oval.

	1	2	3	4	5	6	7	
Absolutely Nothing								A Lot

37. covering breaking news?

Mark only one oval.

	1	2	3	4	5	6	7	
Absolutely Nothing								A Lot

38. following a developing story?

Mark only one oval.

	1	2	3	4	5	6	7	
Absolutely Nothing								A Lot

39. shooting an interview?

Mark only one oval.

	1	2	3	4	5	6	7	
Absolutely Nothing								A Lot

40. shooting B-roll?

Mark only one oval.

	1	2	3	4	5	6	7	
Absolutely Nothing								A Lot

41. editing?

Mark only one oval.

	1	2	3	4	5	6	7	
Absolutely Nothing								A Lot

42. bias?

Mark only one oval.

	1	2	3	4	5	6	7	
Absolutely Nothing								A Lot

43. libel?

Mark only one oval.

	1	2	3	4	5	6	7	
Absolutely Nothing								A Lot

44. Did you complete an internship in college?

Mark only one oval.

- Yes
- No

45. If so, was it in the newsroom at a news station?

Mark only one oval.

- Yes
- No

Section 4: Employment History

This part of the survey looks at employment history.

46. Did you work while in college?

Mark only one oval.

- Yes
- No

47. If so, did you work at a news station?

Mark only one oval.

- Yes
- No

48. How many hours did you work a week? (e.g. 20 hours)

Section 5: Current Employment

This section looks at your current employment.

49. What is your current job?

Mark only one oval.

- ◯ Evening News Anchor
- ◯ Morning News Anchor
- ◯ Weekend News Anchor/Reporter
- ◯ News Reporter
- ◯ Weather Anchor
- ◯ Weekend Weather Anchor/Reporter
- ◯ Sports Anchor
- ◯ Weekend Sports Anchor/Reporter
- ◯ Sports Reporter
- ◯ News Producer
- ◯ Assignment Editor
- ◯ Photog
- ◯ Other

50. How long have you been in this position? (e.g. 1 year, 4 months)

51. What is the Designated Market Area (DMA) Rank where you currently work?

52. Is this your first full-time job working in a newsroom at a news station?

Mark only one oval.

- ◯ Yes
- ◯ No

53. If not, what was your first full-time job at a news station?

54. What is the Designated Market Area (DMA) Rank there?

55. How long did you stay there? (e.g. 1 year, 4 months)

Section 6: Career Preparation

56. How prepared did you feel for your first job in the newsroom?

Mark only one oval.

	1	2	3	4	5	6	7	
Not prepared at all								Fully prepared

57. What is something you wish was taught at the university level that would better prepare students for the field?

Section 7: Personal Factors

58. On a scale of 1 to 7, describe your level of self-motivation.

Mark only one oval.

	1	2	3	4	5	6	7	
Complete lack of motivation								Extremely motivated

59. On a scale of 1 to 7, describe your dedication to continue learning.

Mark only one oval.

	1	2	3	4	5	6	7	
Completely lack dedication								Extremely dedicated

60. On a scale of 1 to 7, describe your level of hard work.

Mark only one oval.

	1	2	3	4	5	6	7	
Very lazy								Extremely hard working

61. On a scale of 1 to 7, describe your level of going above and beyond.

Mark only one oval.

	1	2	3	4	5	6	7	
Fine with bare minimum								Always going above and beyond

62. On a scale of 1 to 7, describe your reaction towards feedback when trying to complete a task.

Mark only one oval.

	1	2	3	4	5	6	7	
Give up								Work even harder

63. On a scale of 1 to 7, describe your level of curiosity to find the answers.

Mark only one oval.

	1	2	3	4	5	6	7	
Could care less								Extremely curious

64. On a scale of 1 to 7, describe your comfort level with asking for help.

Mark only one oval.

	1	2	3	4	5	6	7	
Very uncomfortable								Extremely comfortable

65. On a scale of 1 to 7, describe your ability to adapt to a professional newsroom setting.

Mark only one oval.

	1	2	3	4	5	6	7	
Less likely to adapt								Extremely adaptable

Thank You! I appreciate you taking the time to fill out my survey.

APPENDIX B

What is the highest level of education completed?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor's Degree	147	86.0	86.0	86.0
	Some Postgraduate	7	4.1	4.1	90.1
	Graduate Degree	17	9.9	9.9	100.0
	Total	171	100.0	100.0	

How long has it been since you graduated with that degree?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-7 years	141	82.5	82.5	82.5
	8-15 years	14	8.2	8.2	90.6
	16-23 years	10	5.8	5.8	96.5
	24-31 years	3	1.8	1.8	98.2
	32+ years	3	1.8	1.8	100.0
	Total	171	100.0	100.0	

Did you complete an internship in college?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	154	90.1	90.1	90.1
	No	17	9.9	9.9	100.0
	Total	171	100.0	100.0	

If so, was it in the newsroom at a news station?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	122	71.3	74.8	74.8
	No	41	24.0	25.2	100.0
	Total	163	95.3	100.0	
Missing	9.00	8	4.7		
Total		171	100.0		

Hypothesis 1 Descriptive Statistics

	Mean	Std. Deviation	N
Total of Newsroom Basics	51.7914	15.66724	163
How prepared did you feel for your first job?	4.6824	1.53239	170

Hypothesis 1

		Total of Newsroom Basics	How prepared did you feel for your first job?
Total of Newsroom Basics	Pearson Correlation	1	.446**
	Sig. (2-tailed)		.000
	N	163	162
How prepared did you feel for your first job?	Pearson Correlation	.446**	1
	Sig. (2-tailed)	.000	
	N	162	170

**. Correlation is significant at the 0.01 level (2-tailed).

Hypothesis 1: Individual

		How prepared did you feel for your first job?
incorporated in any classes took: getting story ideas?	Sig. (2-tailed)	.308 .000 166
incorporated in any classes took: interviewing?	Sig. (2-tailed)	.366 .000 166
incorporated in any classes took: script writing?	Sig. (2-tailed)	.420 .000 164
incorporated in any classes took: script formatting?	Sig. (2-tailed)	.389 .000 166
incorporated in any classes took: covering breaking news?	Sig. (2-tailed)	.310 .000 166
incorporated in any classes took: following a developing story?	Sig. (2-tailed)	.392 .000 166
incorporated in any classes took: shooting an interview?	Sig. (2-tailed)	.274 .000 166
incorporated in any classes took: shooting b-roll?	Sig. (2-tailed)	.376 .000 165
incorporated in any classes took: editing?	Sig. (2-tailed)	.370 .000 166
incorporated in any classes took: bias?	Sig. (2-tailed)	.205 .008 166
incorporated in any classes took: libel?	Sig. (2-tailed)	.145 .062 166

Hypothesis 2 Group Statistics

	Did you receive a degree in Journalism or from a Journalism school or department?	N	Mean	Std. Deviation	Std. Error Mean
How prepared did you feel for your first job?	Yes	98	4.8571	1.49225	.15074
	No	71	4.4507	1.57470	.18688

Hypothesis 2

		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confi Interval o Differen Lower
How prepared did you feel for your first job?	Equal variances assumed	.855	.356	1.707	167	.090	.40644	.23803	-.06351
	Equal variances not assumed			1.693	146.090	.093	.40644	.24010	-.06808

Hypothesis 3 Descriptive Statistics

	Mean	Std. Deviation	N
Total how much learned	30.1382	7.73572	123
Total incorporated in a class	51.7914	15.66724	163

Hypothesis 3

		Total how much learned	Total Newsroom basics incorporated in a class
Total how much learned	Pearson Correlation	1	.780**
	Sig. (2-tailed)		.000
	N	123	118
Total Newsroom Basics incorporated in a class	Pearson Correlation	.780**	1
	Sig. (2-tailed)	.000	
	N	118	163

**. Correlation is significant at the 0.01 level (2-tailed).

Hypothesis 4 Descriptive Statistics

	Mean	Std. Deviation	N
Total how much learned	30.1382	7.73572	123
How prepared did you feel for your first job?	4.6824	1.53239	170

Hypothesis 4

		Total how much learned	How prepared did you feel for your first job?
Total how much learned	Pearson Correlation	1	.287**
	Sig. (2-tailed)		.001
	N	123	122
How prepared did you feel for your first job?	Pearson Correlation	.287**	1
	Sig. (2-tailed)	.001	
	N	122	170

Hypothesis 5 Group Statistics

	Did you complete an internship in college?	N	Mean	Std. Deviation	Std. Error Mean
How prepared did you feel for your first job?	Yes	153	4.6405	1.50269	.12149
	No	17	5.0588	1.78433	.43276

Hypothesis 5

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
How prepared did you feel for your first job?	Equal variances assumed	.442	.507	-1.068	168	.287	-.41830	.39160	-1.19139	.35479
	Equal variances not assumed			-.931	18.609	.364	-.41830	.44949	-1.36044	.52384

Hypothesis 5

	If so, was it in the newsroom at a news station?	N	Mean	Std. Deviation	Std. Error Mean
How prepared did you feel for your first job?	Yes	121	4.7603	1.46643	.13331
	No	41	4.5366	1.61396	.25206

Hypothesis 5: TV Station Specific

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
How prepared did you feel for your first job?	Equal variances assumed	.935	.335	.823	160	.412	.22375	.27190	-.31324	.76073
	Equal variances not assumed			.785	63.843	.436	.22375	.28514	-.34592	.79341

Hypothesis 6 Descriptive Statistics

	Mean	Std. Deviation	N
Total incorporated in a class	51.7914	15.66724	163
Total personal factors	49.5988	4.91501	167

Hypothesis 6

		Total incorporated in a class	Total personal factors
Total incorporated in a class	Pearson Correlation	1	.100
	Sig. (2-tailed)		.208
	N	163	160
Total personal factors	Pearson Correlation	.100	1
	Sig. (2-tailed)	.208	
	N	160	167

Hypothesis 6: Interviewing

		Incorporated in any classes took: interviewing?
On a scale of 1 to 7, describe your level of self-motivation.	Pearson Correlation	.154
	Sig. (2-tailed)	.048
	N	165
On a scale of 1 to 7, describe your dedication to continue learning.	Pearson Correlation	.094
	Sig. (2-tailed)	.227
	N	166
On a scale of 1 to 7, describe your level of hard work	Pearson Correlation	.158
	Sig. (2-tailed)	.042
	N	166
On a scale of 1 to 7, describe your level of going above and beyond	Pearson Correlation	-.013
	Sig. (2-tailed)	.873
	N	166
On a scale of 1 to 7, describe your reaction towards feedback when trying to complete a task	Pearson Correlation	.033
	Sig. (2-tailed)	.669
	N	165
On a scale of 1 to 7, describe your level of curiosity to find the answers	Pearson Correlation	.088
	Sig. (2-tailed)	.259
	N	166
On a scale of 1 to 7, describe your comfort level with asking for help	Pearson Correlation	.057
	Sig. (2-tailed)	.463
	N	166
On a scale of 1 to 7, describe your ability to adapt to a professional newsroom setting	Pearson Correlation	.098
	Sig. (2-tailed)	.210
	N	165
incorporated in any classes took: interviewing?	Pearson Correlation	1
	N	167

Hypothesis 6: Script Formatting

		Incorporated in any classes took: script formatting?
On a scale of 1 to 7, describe your level of self-motivation.	Pearson Correlation	.080
	Sig. (2-tailed)	.310
	N	165
On a scale of 1 to 7, describe your dedication to continue learning.	Pearson Correlation	.062
	Sig. (2-tailed)	.428
	N	166
On a scale of 1 to 7, describe your level of hard work	Pearson Correlation	.040
	Sig. (2-tailed)	.611
	N	166
On a scale of 1 to 7, describe your level of going above and beyond	Pearson Correlation	.032
	Sig. (2-tailed)	.680
	N	166
On a scale of 1 to 7, describe your reaction towards feedback when trying to complete a task	Pearson Correlation	.139
	Sig. (2-tailed)	.075
	N	165
On a scale of 1 to 7, describe your level of curiosity to find the answers	Pearson Correlation	.157
	Sig. (2-tailed)	.043
	N	166
On a scale of 1 to 7, describe your comfort level with asking for help	Pearson Correlation	.097
	Sig. (2-tailed)	.213
	N	166
On a scale of 1 to 7, describe your ability to adapt to a professional newsroom setting	Pearson Correlation	.163
	Sig. (2-tailed)	.037
	N	165
incorporated in any classes took: script formatting?	Pearson Correlation	1
	N	167

Hypothesis 6: Following a Developing Story

		Incorporated in any classes took: following a developing story?
On a scale of 1 to 7, describe your level of self-motivation.	Pearson Correlation	.048
	Sig. (2-tailed)	.544
	N	165
On a scale of 1 to 7, describe your dedication to continue learning.	Pearson Correlation	.178
	Sig. (2-tailed)	.022
	N	166
On a scale of 1 to 7, describe your level of hard work	Pearson Correlation	.093
	Sig. (2-tailed)	.233
	N	166
On a scale of 1 to 7, describe your level of going above and beyond	Pearson Correlation	-.020
	Sig. (2-tailed)	.800
	N	166
On a scale of 1 to 7, describe your reaction towards feedback when trying to complete a task	Pearson Correlation	.092
	Sig. (2-tailed)	.240
	N	165
On a scale of 1 to 7, describe your level of curiosity to find the answers	Pearson Correlation	.105
	Sig. (2-tailed)	.179
	N	166
On a scale of 1 to 7, describe your comfort level with asking for help	Pearson Correlation	.021
	Sig. (2-tailed)	.784
	N	166
On a scale of 1 to 7, describe your ability to adapt to a professional newsroom setting	Pearson Correlation	.052
	Sig. (2-tailed)	.509
	N	165
incorporated in any classes took: following a developing story?	Pearson Correlation	1
	N	167

Hypothesis 6: Bias

		incorporated in any classes took: bias?
incorporated in any classes took: bias?	Pearson Correlation	1
	N	167
On a scale of 1 to 7, describe your level of self-motivation.	Pearson Correlation	.115
	Sig. (2-tailed)	.142
	N	165
On a scale of 1 to 7, describe your dedication to continue learning.	Pearson Correlation	.167
	Sig. (2-tailed)	.031
	N	166
On a scale of 1 to 7, describe your level of hard work	Pearson Correlation	.048
	Sig. (2-tailed)	.536
	N	166
On a scale of 1 to 7, describe your level of going above and beyond	Pearson Correlation	.047
	Sig. (2-tailed)	.546
	N	166
On a scale of 1 to 7, describe your reaction towards feedback when trying to complete a task	Pearson Correlation	.117
	Sig. (2-tailed)	.136
	N	165
On a scale of 1 to 7, describe your level of curiosity to find the answers	Pearson Correlation	.122
	Sig. (2-tailed)	.117
	N	166
On a scale of 1 to 7, describe your comfort level with asking for help	Pearson Correlation	-.078
	Sig. (2-tailed)	.316
	N	166
On a scale of 1 to 7, describe your ability to adapt to a professional newsroom setting	Pearson Correlation	.040
	Sig. (2-tailed)	.609
	N	165

Reliability Statistics: How much did you learn from this class

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.746	.751	6

Reliability Statistics: Factors incorporated into classes

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.912	.913	11

Reliability Statistics: Personal factors

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.785	.810	8

APPENDIX C

TABLE 1: LIST OF 11 NEWSROOM BASICS DEVELOPED BY RESEARCHER

	NEWSROOM BASICS
	Getting Story Ideas
	Interviewing
	Scriptwriting
	Script Formatting
	Covering Breaking News
	Following a Developing Story
	Shooting an Interview
	Shooting B-roll
	Editing
	Bias
	Libel

TABLE 2: LIST OF EIGHT PERSONAL FACTORS/TRAITS DEVELOPED BY RESEARCHER

	PERSONAL FACTORS
	Level of Self-Motivation
	Dedication to Continue Learning
	Level of Hard Work
	Level of Going Above and Beyond
	Reaction Towards Feedback When Completing a Task
	Level of Curiosity
	Comfort Level of Asking for Help
	Ability to Adapt to a Professional Newsroom Setting

TABLE 3: RESPONSES TO WHAT GRADUATES WISHED THEY LEARNED

Categories	More Specific Breakdown	Skills/Issues Graduates wished they learned	Number of times mentioned
Newsroom Basics	Getting Story Ideas	story ideas quality/plans/falling thru/pitching	15
		enterprising stories	2
		news gathering	2
	Interviewing	What can ask	1
		Call/talk on phone	2
		MOS	2
		Source/Contacts	8
		Who to call in emergency	1
		Get interviews	1
		Conducting interviews	1
		Interviewing with confidence	1
		People saying no	1
		Get people go on camera	1
		Communication with officials	1
	Scriptwriting	Creative writing	1
		Write scripts to b-roll	1
		Newscast/web/conversational	11
	Script Formatting	N/A	
	Covering Breaking News	Live-shots/adlib/dictation	11
		Breaking news	17
		Cover news in field	1
	Following a Developing Story	Following up stories/developing	2
		In-depth/viewers perspective/framing	2
	Shooting an Interview/B-roll	Natural sound	1
		Camera technique	1
		Shooting/lighting	4
	Editing	Editing video/tips	5
	Bias	Unbiased	1
	Libel	Media Literacy	1
		Media Law	1
		Legal rights in field	1
		Ethical issues	1
		FOIA/documents/public records	7
Career Preparation		attend J school	1
		large ownership	1

		Day in the life/typical daily biz	12
		Biz behind the biz	1
		job of assignment editor	2
		job of producer/producing	4
		internship	4
		prep to MMJ	3
		newsroom jobs and definition	2
		career path/new market/job hunt	3
		best practices to succeed	1
		real broadcast pract/experience	1
		Reels	1
		what skills need	1
Career Preparation	Job Specific	know your worth/no to risk assign	2
		contract/negotiation	6
		accountability/consequences	1
		tech/equipment aspect	7
		how local gov operates/court	2
		investigative tactics	1
		sweeps	1
		on-air presence practice/appearance	3
		employment rights	1
		wx show on new equip	1
		field reporting/less anchoring	1
		political reporting	1
		sports reporting	1
		crisis reporting	1
		voice/tracking	1
Personal Factors		adjust to newsroom/expectations	3
		time management	2
		emotion from tough stories	1
		financial/lifestyle struggle	5
		good quality of life	1
		pressure/stress	5
		critical thinking	1
Newsroom Expectations or Environment		viewer hate/backlash	1
		quick turns/deadlines	21
		fast pace	5
		little help you'll get	1
		confrontation/conflict resolution	1

		workload	5
		difficult people	1
		work with old unambitious people	1
		SM trolls	1
		how mean everyone is in news	1
		workplace environment	2