

Journalism Minor Assessment Final Report

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1. Project summary:

The UC Berkeley Graduate School of Journalism is launching a minor in journalism over the summer of 2016. This is the first time UC Berkeley has offered an undergraduate journalism degree of any sort since the 1960s. The Journalism Minor Program Director, David Thigpen, wanted to assess the new curriculum in two ways: with comparative curriculum analysis and a survey of incoming students.

The goal of the assessment was twofold: to see how the journalism minor program at UC Berkeley compared to similar programs at other major universities, and to align incoming student expectations with the established curriculum.

Curriculum analysis

David Thigpen outlined key information he wanted from the curriculum analysis:

- 1) Summarize overall journalism curriculum of each school: what's their mission?
- 2) Describe program focus, competencies and skills emphasized.
- 3) What are requirements for minor (number of courses, distribution, etc.) and how is program structured?
- 4) Describe expected learning outcomes (if available).
- 5) Sample syllabi to see if any themes emerge across the field in regard to content.

I analyzed the curriculum and the class descriptions of seven universities (USC, Ball State, University of Missouri, Arizona State, Boston University, Stony Brook University, University of Arizona). I found that most universities offer a Journalism Minor that focuses on media theory rather than journalism skills. Also, most of the minor coursework at other schools is intended for students from different departments and majors (i.e., not journalism, media or communication students).

Both of these findings were relevant to the Berkeley Journalism Minor. The Berkeley program offers journalism skills courses, which sets it apart from other competitive programs. We were also hoping that students from a wide range of majors would apply for the journalism minor program, so the trend seemed promising. Berkeley is also the only program to offer a journalism minor without having a journalism major program offered as well. The results of the analysis were compiled in a summary.

Student expectation survey:

In spring I developed a student learning expectation survey. Our goal was to determine what specific skills students expected to learn from the journalism minor, and ultimate career goals. We also wanted to determine student demographics to make future outreach more effective.

The next step is to administer the survey to all students enrolled in the Journalism Minor and compare student expectations to the student learning outcomes already outlined in the curriculum.

Tips and strategies:

I think coordination with faculty is a great idea. I would have liked to interview the professors who will be teaching the summer courses to see if they have any doubts moving forward, and to compare their expectations with that of the students.

2. Reflections

Assessment looks at education from an unique perspective. I always thought of a good teacher as one who engages the students and inspires conversation and excitement. I now realize that although that's important, a good teacher should also have clear student learning outcome goals and a clear plan to reach those goals. Especially in a professional school like the Graduate School of Journalism, these goals can be hard to define. Students should be acquiring set skills (reporting, shooting and editing video, sound design, writing and coding) but determining the success of the program is usually judged by whether or not the students get jobs upon graduation. Assessment taught me that you can determine what the students are learning as they progress through school.

Curriculum analysis across multiple schools was a challenge. No other program I analyzed was like UC Berkeley's Journalism Minor program. Not only is it a minor, it is also a certificate program and you don't have to be enrolled in the university to attend. I think it would have been interesting to expand the scope of the analysis and include other certificate programs. Occasionally I felt that the analysis I was doing wasn't going to be helpful at the early stage of the Minor in Journalism, or I was unclear what the analysis would be used for. I overcame those doubts by keeping open communication with my advisors.

I was surprised by all the different ways you could get data and organize analysis. Again, I thought of good teaching often as something subjective... your personal feelings about the particular instructor. Learning about assessment made me realize that there are many ways to look at teaching effectiveness, and that assessment is all about making improvements.

Journalism Minor Action Plan and Summary

Overview

The new journalism minor will offer undergraduate UC Berkeley students the opportunity to take classes focusing on professional skills over the summer. The classes will also be open to the general public in the form of a journalism certificate program. Summer session will be offered in two sections. Session A begins May 28th, and Session B begins July 6th.

The coursework will consist of two required core classes and three elective classes. It focuses on practical skills, including writing, reporting, social media, online platforms, multi media skills and publishing opportunities.

This is the first year UC Berkeley is offering summer journalism classes as a minor and certificate program. The Director of the undergraduate minor program and a graduate student fellow will conduct an assessment of the current curriculum structure, syllabi and class model. The goal of this effort is to inform the current and future curriculum development in terms of ways to maximize student-learning outcomes, future course articulation, and potentially addition of new courses that will prepare students for the fast changing world of journalism. Data gathering will include document analyses of targeted peer journalism programs nationwide, and student surveys to solicit student needs. Below is a timeline and data-gathering activities for the assessment process for the school year 2015-2016:

Timeline

Curriculum Benchmarking

September-October:

Conduct curriculum reviews of similar undergraduate journalism programs in peer institutions, for example, USC, University of Missouri, Arizona State, NY State, etc. The goal is to analyze curriculum content, structure, and goals of the most successful journalism programs. What is the emphasis of the curriculum? Are any classes particularly cutting edge? What are the competencies (learning outcomes) the programs are trying to foster? What seems to be a common curriculum structure (pre-requisites, requirements, electives) for a undergraduate journalism major/minor degree program? This analysis will be a benchmark against which faculty can compare the current UC Berkeley journalism minor curriculum.

Action items:

David:

- List of peer institutions to Elly
- Syllabi of 6 planned courses.

Elly:

- Set up a bDrive project folder
- Set up a Google Spreadsheet to organize/define what curricular info will be gathered from peer programs (Reviewed by Yukiko & David)
- Gather a few sample syllabi from peer institutions, if you find similar courses to the ones that will be offered at Berkeley.

Student Needs Analysis Surveys

September—October: Survey Development

- Develop student surveys. A central goal of assessment is to (a) explore what target competencies and training/academic experience potential and graduate students desire at the undergraduate level; (b) use the information gathered from students to identify potential curriculum growth/improvement areas for 2017 summer curriculum. For the program to be successful, the classes offered have to appeal to students from a wide range of majors and backgrounds, and offer professional journalism skills that in demand in today's media environment.

November: Implementation

- Target population: We will reach out to multiple populations: (1) undergraduate writers for the *Daily Cal*, (2) current graduate students at UC Berkeley Journalism School, and (3) potentially undergraduate students taking Media Studies classes.
- Format: Online survey (Qualtrix)?
- Implementation:
 - Grad survey: 2 weeks window time. Faculty encourage grad students to respond to the survey. Invitation email comes from leadership.
 - Daily Cal students.

Reporting and Utilization of Findings

End of February:

- Produce an assessment report from the curriculum analysis and survey results. The goal is to get the report into the hands of the faculty and administrators early enough to be of use.
- Share gathered syllabus with faculty

Additional Data-Collection Possibilities:

April-May, 2015: *Prospective students' motivation and needs, website user-testing*

- Use surveys or interviews to reach out to students enrolled in the summer sessions. Why did they decide to enroll? What can the program improve upon, in both content and outreach?
- Conduct a website user-testing with a few prospective students.

ASSESSMENT REPORT: PROGRAM ANALYSIS

PROGRAM STRUCTURE, CONTENT AND COMPETENCIES:

- 1) Summarize overall journalism curriculum of each school: what's their mission?**
- 2) Describe program focus, competencies and skills emphasized**
- 3) What are requirements for minor (number of courses, distribution, etc.) and how is program structured?**
- 4) Describe expected learning outcomes (if available)**
- 5) Sample syllabi to see if any themes emerge across the field in regard to content**

SCHOOLS:

USC

Ball State

University of Missouri (at Columbia)

Arizona State

Boston University

Stony Brook University

University of Arizona

USC UNDERGRADUATE PROGRAM

- 1) Summarize overall journalism curriculum of each school: what's their mission?**

The undergraduate program focuses on multimedia storytelling. The school also provides specialized reporting classes in government and public affairs, international affairs, science, religion, education, urban ecology, demography, sports, entertainment, the environment and the arts. In addition, students are encouraged to pursue double majors or minors in disciplines outside USC Annenberg School.

The minor is divided into four programs, most having to do less with journalism than communications. There is a heavy focus in the minor program on interdisciplinary study, and on business and marketing.

- 2) Describe program focus, competencies and skills emphasized.**

Business, as in marketing, public relations and communication, seem to be emphasized within the journalism minor program at USC. While the undergrad and graduate programs offer specializations in news, broadcast and new media, the minor does not have such options. The closest thing is a Media and Society track, but this focuses on media theory rather than online media production.

- 3) What are requirements for minor (number of courses, distribution, etc.) and how is program structured?**

There are four minor tracks within the undergrad journalism program. On the website it is not made clear how many units are required to complete each minor,

but there is a clear emphasis on multi-discipline study and business. The minor program is not intending to train journalists.

News Media and Society

Explores myths about the media, explores who they are and how they work. Illustrates why the media are important in a democratic society.

Advertising Minor

Designed for student interested in building a career in the field of advertising. Explores the key role played by advertising in today's global economy. Focus on practical skills required to meet the demands of the marketplace.

Media Economics and Entrepreneurship

Interdisciplinary minor. Trends of contemporary media and information industries. Students with professional media industry aspiration will learn basic economic literacy and discover the key factors that shape competition in information markets. Helps students develop entrepreneurial skills.

Nonprofits, Philanthropy and Volunteerism

Four course minor enable students to learn about the nonprofit sector. Most courses through USC Price School of Public Policy.

4) Describe expected learning outcomes (if available)

These are the learning outcomes as listed on the general undergraduate program page. There isn't anything specific online for the various minor tracks.

1. understand and apply the principles and laws of freedom of speech and press for the country;
2. demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
3. demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
4. demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
5. understand concepts and apply theories in the use and presentation of images and information;
6. demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
7. think critically, creatively and independently;
8. conduct research and evaluate information by methods appropriate to the communications professions in which you work;
9. write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes you serve (deadline/short-form and non-deadline/long-form);
10. critically evaluate your own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
11. apply basic numerical and statistical concepts;
12. apply tools and technologies appropriate for the communications professions in which you work (text, audio, video, web);
13. demonstrate competency in leadership.

5) Sample syllabi to see if any themes emerge across the field in regard to content

BALL STATE UNIVERSITY

1) Summarize the overall journalism curriculum. What is their mission? 2) Focus and competencies emphasized.

Ball State divides its undergraduate program into five specializations: Journalism Graphics, Magazine Media, News, Photojournalism, Education License Addition in Journalism.

Journalism graphics: Students learn how to produce infographics like maps, charts, diagrams and data visualizations. The focus is on immersive learning to gain real-world experience. The goal is to train students for jobs as art directors, graphic designers, photojournalists and visual storytellers.

Magazine Media: One of the only journalism schools offering four magazine specific courses. Focuses on the changing nature of magazines: print, online, mobile and video.

News: You can earn a dual major in journalism and telecommunications. Focus on developing portfolio and learning in the field.

Photojournalism: Program covers news photography, commercial photography, wedding photography. Stresses interdisciplinary study, specifically minors in entrepreneurship or marketing.

The curriculum runs the gamut of news reporting, investigative reporting, design, multimedia, photojournalism and business. Ball State has a Unified Media Model, which is a “cross-platform news and storytelling experience” that links journalism and telecommunications. Intended to help students be competitive in a changing media industry. Particular emphasis seems to be paid on photojournalism and graphics. Again, as with USC, the school is attempting to set itself apart from a writing journalism program and give students in-demand skills. Even the news major is linked to telecommunications.

3) Student learning outcomes for telecommunications:

After successful completion of a major in telecommunications, students will be

able to:

1. Plan and create content that exemplifies techniques of storytelling, concentrating on entertainment, news, or information.
2. Employ skills which contribute to the operations of media organizations.
3. Assess ethical and socially responsible behavior of media professionals, both individually and within organizations.
4. Integrate First Amendment principles of freedom of speech and of the press within media content and operations.
5. Assess the critical and commercial value of content to media outlets and potential audiences.
6. Describe the historical importance of media technologies, institutions, and innovators, and their contributions to American society.
7. Analyze the roles of multiple forms of media in 21st century society.

Here's a link to the full curriculum:

<http://cms.bsu.edu/academics/undergraduatestudy/catalog/current-year/collegesdeptprog/ccim/journalism>

4) What are the requirements for the minor and how is the program structured?

Ball State doesn't have a journalism minor in the strict sense. They do have a telecommunications minor and an interdepartmental digital media minor. The minor is intended for students who are studying other majors and want to develop some media skills in addition.

Telecommunications Minor requirements: 24 units total

Foundations of Telecommunications- 3 credits

Media Analysis and Criticism- 3 credits

Writing for Electronic Media: Scriptwriting- 1 credit

Writing for Electronic Media: Copywriting- 1 credit

Introduction to Electronic Media Law- 1 credit

Electronic Media Law- 3 credits

Media Ethics and Social Responsibility- 3 credits

Digital Media Minor requirements: 20 credits

This minor is intended to give digital media experience to students in other departments. "The ability to communicate is vital to success in all careers.

Digital World- 3 credits

Storytelling- 3 credits

Snr Capstone- 3 Credits

Colloquium- 2 credits

Msg Design- 3 credits

Inter Design- 3 credits

Image Design- 3 credits

Video Design- 3 credits

Sound Design- 3 credits

University of Missouri

1) Summarize overall journalism curriculum of each school: what's their mission?

Missouri J-school offers undergraduate students over 30 specializations within the undergraduate degree. These include radio, design, TV, photojournalism, investigative reporting and various communications options, among many more. Students have to take 13 core units and then 60 units that fulfill the interest area requirements.

The Missouri minor program is for students outside of the journalism department who want to understand new media's role in society. It follows a liberal arts tradition and is not skills-oriented. Students getting a journalism major are ineligible for a journalism minor.

2) Describe program focus, competencies and skills emphasized

Missouri undergraduate program seems to focus on fundamentals of journalism within each interest area. There are also many interdisciplinary options, like design, emerging media, etc.

In contrast, the minor is theoretical.

3) What are requirements for minor (number of courses, distribution, etc.) and how is program structured?

Minor students have to take 15 credit hours. The required classes are:
The News Media: Journalism and Advertising in a Democratic Society or
Principles of American Journalism
Cross-Cultural Journalism
History of American Journalism
Communications Law

Other eligible courses include:

History of Photojournalism
International News Media Systems
International Journalism
Internet Law

4) Describe expected learning outcomes (if available)

The learning outcomes of the minor seem to focus on understanding how the news media works and how it affects society at large.

5) Sample syllabi to see if any themes emerge across the field in regard to content

Arizona State

1) Summarize overall journalism curriculum of each school: what's their mission?

The journalism undergraduate program at Arizona is a professional training program, including a foundation in ethics, media law, principles and history of journalism. Students are intended to later seek jobs in newsrooms and public relations agencies. There are three specializations offered: sports news, business news and Latino issues. The sports program has a broadcasting bureau in LA and the TV program produces a show four nights a week that airs in the Arizona market.

The school offers a minor program for non-journalism majors. It's called a minor of Media Analysis.

2) Describe program focus, competencies and skills emphasized

Like most minors I've come across, this one also focuses on theory: students analyze and learn about the roles the media plays in society and how mass communications institutions function. The idea is to train wise consumers of the media.

3) What are requirements for minor (number of courses, distribution, etc.) and how is program structured?

The minor is 18 semester hours of coursework. The focus is media analysis; evaluating the impact of information dissemination. It is not a skills program.

There are three required courses (9 hours):

MCO 120 Media and Society. (3 credits) Role of newspapers, magazines, radio, television and motion pictures in American society. Credit is allowed for only MCO 120 or 110.

MCO 240 Media Issues in American Pop Culture. (3 credits) The production and consumption of popular culture as disseminated by the mass media with emphasis on the societal implications.

MCO 418 History of Mass Communication. (3 credits) American journalism from its English and colonial origins to the present day. Development and influence of newspapers, magazines, radio, television and newsgathering agencies.

Students also select three courses (9 hours) from the list of MCO classes offered by the Cronkite School. (The common element of these courses is that they focus on understanding specific aspects of the mass media and how those aspects impact individuals and societies in terms of function, effects and enculturation.)

MCO 302 Media Research Methods (3 credits) Surveys research methods used in the social sciences, with a focus on mass communication.

MCO 425 Digital Media Literacy. (3 credits) Helps students begin to navigate the 21st-century media, starting by becoming active users of media, not just passive consumers.

MCO 430 International Mass Communication (3 credits) Comparative study of communication and media systems. Information gathering and dissemination under different political and cultural systems.

MCO 435 Social Media (3 credits) Explores and critically analyzes the social, cultural, legal, ethical, economic, and technological dimensions of social media tools from Facebook to Foursquare, Twitter to Flickr and beyond.

MCO 450 Visual Communication (3 credits) Theory and tradition of communication through the visual media with emphasis on the continuity of traditions common to modern visual media.

MCO 455 War and Mass Media (3 credits) Explores the role and impact of the mass media in shaping public perceptions about one of humanity's most monumental undertakings, the act of war.

MCO 456 Political Communication (3 credits) Theory and research related to political campaign communication. The persuasive process of political campaigning, the role of the media, the candidate, and image creation.

MCO 460 Race, Gender and Media (3 credits) fall, spring and summer. Readings seminar designed to give a probing examination of the interface between African, Hispanic, Asian and Native Americans (AHANA) and the mass media in the United States. Lecture, discussion. Cross-listed as AFR 460. Credit is allowed for only AFR 460 or MCO 460.

MCO 465 Sports and Media (3 credits) Designed for aspiring journalists and media users, explores why great sports journalism is essential to our society.

MCO 473 Sex, Love and Romance in the Mass Media. (3 credits) The role of the mass media in constructing and/or reinforcing unrealistic mythic and stereotypic images of sex, love and romance.

General Studies: SB.MCO 494 Special Topics (1-4 credits)

4) Describe expected learning outcomes (if available)

5) Sample syllabi to see if any themes emerge across the field in regard to content

Boston University

1) Summarize overall journalism curriculum of each school: what's their mission?

Boston offers four undergraduate journalism-related majors. A BA in Cinema and Media Studies, a BS in Communication, a BS in Film and Television and a BS in Journalism. Within the journalism major there are also focus areas, like written journalism, photojournalism, online journalism, broadcast and magazine journalism.

2) Describe program focus, competencies and skills emphasized.

Curriculum covers theory, history and skills. Students are allowed to choose a focus and hone in on a skill. Students are urged to select coursework from multiple disciplines.

A minor in communication is offered to all Boston University undergrads including communication students if they want to minor in a department other than their declared department within the school. They must complete Introduction to Communication Writing

3) What are requirements for minor (number of courses, distribution, etc.) and how is program structured?

I couldn't find details online about this.

4) Describe expected learning outcomes (if available)

5) Sample syllabi to see if any themes emerge across the field in regard to content

STONY BROOK UNIVERSITY

1) Summarize overall journalism curriculum of each school: what's their mission?

Journalism students study across all journalism platforms instead of picking a specific track from the beginning like at other schools. All students are required to take classes in broadcast, print and online journalism. In the last semesters they take advanced courses in one of the platforms. Students are also required to take classes in one of four Multi-Disciplinary Concentrations: Public Affairs and Public Policy, Diversity and American Society, Science and the Environment, Global Issues and Perspectives.

The minor is for students who are not necessarily looking for a career in journalism.

2) Describe program focus, competencies and skills emphasized.

The minor emphasizes knowledge and exposure to basic skills in broadcast, online and print media, but who aren't planning careers in journalism. The minor

provides a broad introduction to journalistic principles and practices and an understanding of the role of journalism in society.

The minor is intended to sharpen students info-gathering and analytical skills and improve their writing and ability to communicate.

3) What are requirements for minor (number of courses, distribution, etc.) and how is program structured?

18 credits are required for the minor. Which classes students take aren't provided.

4) Describe expected learning outcomes (if available)

5) Sample syllabi to see if any themes emerge across the field in regard to content

UNIVERSITY OF ARIZONA

1) Summarize overall journalism curriculum of each school: what's their mission?

The University of Arizona is the only university as far as I can tell that has a separate series of classes to minor students. The goal is to provide minor students with journalism skills that they can apply to their own majors and careers. Most of the classes are taught in the summer by full-time faculty and some are taught online.

2) Describe program focus, competencies and skills emphasized.

A departure from the strictly theoretical minors offered in other schools. UofA offers skills classes, like writing and reporting, visual journalism, watchdog journalism and even a professional project class. Out of all the schools, this program seems to be the one most closely aligned with what the Berkeley J-school summer minor program might be like. Again, the classes are targeted for students not majoring in journalism (not a problem at Berkeley because there is no undergrad journalism program.)

3) What are requirements for minor (number of courses, distribution, etc.) and how is program structured?

The program is designed so five of the six courses can be completed in one summer with the final course being completed in fall semester. Students have the option to take courses over several summers. Below are the courses offered.

1. JOUR 109: Introduction to Journalism (3 cr.). Introduces students to the world of journalism, including its history, theories, law, ethics, culture, practice, and state of the industry. Because this class is equivalent to JOUR 105, if minors taking this want to switch to become journalism majors, they still could and it would count toward the major. This class is typically taught on-campus summer pre-session.

2. JOUR 209 – Writing and Reporting (3 cr.). Teaches students how to gather information and write it in journalistic style, applying grammar, Associated Press style, news judgment, and fundamental story structures. The class is taught in School of Journalism labs of no more than 20 students per class by experienced adjuncts or full-time faculty, typically Summer 1 session.

3. JOUR 319 – Visual Journalism (3 cr.). Provides students a grounding in visual and online journalism, taught in a lab with a cap of 20 students. Students learn how to take effective news photos, shoot video, gather sound, edit visual materials and produce web content. This class is typically taught in conjunction with JOUR 209 Writing and Reporting during Summer 1 session.

4. JOUR 219 – Media Law and Ethics (3 cr.). Focuses on legal and ethical journalism issues that apply to non-majors, including copyright, libel, commercial speech, and privacy. Students leave with a basic competency to avoid violating law or media ethics codes. This class is typically taught online Summer 2 session.

5. JOUR 419 – Watchdog Journalism (3 cr.). Provides students a solid grounding in applying journalism to civic affairs, with an emphasis on bettering communities and improving civic life. Students learn how to investigate government (e.g., cover a city council meeting or local public affairs issue), how to acquire public records, and how to make the information relevant to their careers, personal life, and communities. This class is typically taught online Summer 2 session.

6. JOUR 479 - Professional Project (3 cr.). Teaches students how to create a website, take advantage of social media from a journalistic perspective, and upload a portfolio of work. This class tasks students to complete a final project integrating the skills they have learned in previous classes and tailoring it to their own interests and major field of interest. This class is typically taught fall semester in-person.

4) Describe expected learning outcomes (if available)

5) Sample syllabi to see if any themes emerge across the field in regard to content

Journalism Minor Survey

1. What factors led you to pursue a minor in Journalism? (Select all that apply)

- Program content/focus
- Previous course work
- To improve social media presence
- Learn reporting techniques
- Career considerations
- Networking opportunities with journalists
- Family suggestions
- Friend/peers suggestions
- Faculty/advisor suggestions
- Summer-only coursework
- Other: _____

2. What knowledge and skills do you hope to gain from the Minor in Journalism program?

Journalism Minor Survey

Learning Expectations

3. Choose the skills that most interest you.

- Shooting and editing video
- Recording and editing audio (radio/podcasts)
- Writing skills
- Reporting
- Social media skills
- Multimedia skills (coding)
- Other: _____

4. If we add an elective class, what specialty reporting topic or reporting tool class would interest you the most?

	Not interested at all	Not so interested	Somewhat interested	Very interested
Environmental reporting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business reporting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

International reporting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sports reporting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tech reporting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science reporting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political reporting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arts and culture reporting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Race and ethnicity reporting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video journalism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Podcasting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Is there other content or tools that you would like to see offered?

Your answer _____

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Journalism Minor Survey

Learning Expectations

6. How will training in digital communications complement other courses in your major?

Your answer

7. Which journalism skills do you see as most relevant to your professional plans?

Your answer

8. Would you like to see the summer program expanded to fall and spring semester?

Yes

No

8.1 Why or why not?

Your answer

Journalism Minor Survey

Your background

9. Are you a student at Cal?

- I'm not a cal student
- Freshman
- Sophomore
- Junior
- Senior
- Other : _____

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Journalism Minor Survey

Your background

10. Did you enter UC Berkeley as a freshman or a transfer student?

- Freshman
- Transfer student

11. What is your major?

Your answer

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Journalism Minor Survey

Your background

12. Are you pursuing the journalism minor program or the certificate program?

- Journalism minor
- Certificate program

13. Do you currently have a part-time or full time job? If so please state your industry and role.

Your answer _____

14. How did you hear about the Journalism Minor program?

- Social media
- Email
- Poster on campus
- Journalism school website
- Peers/friends

- Faculty from major
- Student advisor
- Employer
- Other : _____

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