**2018-2019 Annual Program Assessment Report Guide**

Please submit report to your department chair or program coordinator, the Associate Dean of your College, and to james.solomon@csun.edu, Director of the Office of Academic Assessment and Program Review, by **September 30, 2019**. You may, but are not required to, submit a separate report for each program, including graduate degree programs, which conducted assessment activities, or you may combine programs in a single report. **Please include this form with your report in the same file and identify your department/program in the file name.**

**College: MCCAMC**

**Department: Journalism**

**Program: Public Relations Practicum (JOUR 398 B & C) and Journalism Internship (JOUR 494 AEE/BEE)**

**Assessment liaison: Yue Zheng**

1. **Please check off whichever is applicable:**

**A. \_\_\_X\_\_\_\_\_ Measured student work within program major/options.**

**B. \_\_\_X\_\_\_\_\_ Analyzed results of measurement within program major/options.**

**C. \_\_\_\_X\_\_\_\_ Applied results of analysis to program review/curriculum/review/revision major/options.**

**D. \_\_\_\_\_\_\_\_\_ Focused exclusively on the direct assessment measurement of General Education Arts and Humanities student learning outcomes**

1. **Overview of Annual Assessment Project(s).** On a separate sheet,provide a brief overview of this year’s assessment activities, including:
* an explanation for why your department chose the assessment activities (measurement, analysis, application, or GE assessment) that it enacted
* if your department implemented assessment **option A**, identify which program SLOs were assessed (please identify the SLOs in full), in which classes and/or contexts, what assessment instruments were used and the methodology employed, the resulting scores, and the relation between this year’s measure of student work and that of past years: (include as an appendix any and all relevant materials that you wish to include)
* if your department implemented assessment **option B**, identify what conclusions were drawn from the analysis of measured results, what changes to the program were planned in response, and the relation between this year’s analyses and past and future assessment activities
* if your department implemented **option C**, identify the program modifications that were adopted, and the relation between program modifications and past and future assessment activities
* if your program implemented **option D**, exclusively or simultaneously with **options** **A, B, and/or C**, identify the basic skill(s) assessed and the precise learning outcomes assessed, the assessment instruments and methodology employed, and the resulting scores
* in what way(s) your assessment activities may reflect the university’s commitment to diversity in all its dimensions but especially with respect to underrepresented groups
* any other assessment-related information you wish to include, including SLO revision (especially to ensure continuing alignment between program course offerings and both program and university student learning outcomes), and/or the creation and modification of new assessment instruments

**Summary:**

For this year’s assessment activities, the Journalism Department focused on both direct and indirect assessment projects:

* Direct assessment of JOUR 398 B&C (Public Relations Practicum): Invited five outside media professionals to assess a student campaign book.
* Indirect assessment of JOUR 494 AEE/BEE (Internship): Conducted a survey with 30 senior students about their internship experiences.

**Direct Assessment:**

During the Department’s most recent reaccreditation (ACEJMC) completed in 2015-2016, the national site team visitors strongly encouraged inviting outside professionals to review students’ portfolios produced in capstone courses, like JOUR 395 B&C (Broadcast Practicum), JOUR 397 B&C (News Practicum), and JOUR 398 B&C (Public Relations Practicum). One of these three lecture/lab courses are required of all journalism students and operate as student-run media outlets, such as KCSN News/Valley View/Matador News, The Sundial and the PR outlet, and Agency 398. Media professionals who are not involved in journalism academics were asked to provide objective assessments based on the most recent industry standards. By comparing the assessments between professionals and faculty, the journalism department would be able to identify the disparities between education and practice and develop insights on how to revise the curriculum to fill the gap and better prepare our students for their future careers.

In 2017 - 2018 year as part of a pilot for a larger assessment to include all three practicum courses, the department’s assessment committee worked with media professionals from the Journalism Alumni Association and the Public Relations Advisory Council, and developed a survey (Appendix I) that employed Journalism Program SLOs as the primary criteria to review selected student portfolios. Also, in order to pilot the assessment on the Public Relations Practicum (JOUR 398 B&C), the assessment committee worked with PR faculty members to pick two campaign books out of eight student campaigns — representing both above- and below-average levels of student work — based on the content, structure, writing, visuals, and creativity. Particularly, the above-average campaign (74 pages) aimed to improve the general awareness of the University Student Union among CSUN students, where the below-average campaign (30 pages) aimed to improve media relations and promote the annual conference on behalf of California Association of Human Relations Organization. Both campaign books are available upon request.

In 2018 - 2019 year, the assessment committee primarily pretested the assessment of Agency 398, the Public Relations Practicum (JOUR 398 B&C) and found that the physical size (dozens of portfolio pages each) of both campaign books made it difficult for the reviewers to effectively assess the work: All three committee members and chair each spent about two weeks but only finished reading the above-average one. After several rounds of careful discussions, the committee decided to drop the above-average and keep the below-average campaign. That was because while the above-average campaign represented our best student work, it lacked a key component of public relations: media relations, which includes writing press releases, preparing pitch letters, and pitching their clients to media for a publicity. The below-average campaign, while was not well written, covered different kinds of components of public relations, ranging from media relations, social media management, graphics design, communication research, event planning, and employee engagement. The size of the below-average portfolio was also more manageable for the media professionals. Additionally, the primary goal of this assessment project was to compare the reviews between media professionals and faculty members to find the differences, rather than to show our best student work to the industry.

In the next step, the committee chair recruited volunteers from the department’s PR Advisory Council and Public Relations Society of America’s Los Angeles professional chapter. Five media professionals agreed to review the entire campaign book, and another four professionals and four faculty members volunteered to answer the first question of the survey.

Among the five media professionals who reviewed the entire campaign book, three had 21 to 30 years of experience working in public relations, one had 11 to 20 years, and the other one had less than five years. Regarding their titles, two are at the executive level, another two are at the director level, and one is an entry-level professional. Also, two work in a public relations firm while the other three work in a public relations department within a corporation. Regarding the scope of their current jobs, two work in entertainment PR; one focuses on banking or financial public relations, one promotes legal public relations, and the last one’s company produces food and beverages. Regarding gender, three are male; two are female.

These media professionals were given one month to finish reviewing the below-average campaign and filling out the survey. After they turned in their survey scores, the committee chair interviewed each via phone for two follow-up questions: 1) Do you think there is anything missing from this campaign in terms of accomplishing its goals? 2) Do you have any other expectations for entry-level media professionals that were not addressed in this campaign? Key findings were as follows:

* The primary finding is that media professionals have very different opinions regarding the student campaign, because their current scope of work, while all called “public relations,” are very different from each other. For example, regarding the question, “Is this portfolio the kind of work you or your PR firm/department usually produce?”, four respondents said, “We never/rarely need to produce something like this.” That is because their work focuses on corporation communication that deals with the communications within an organization, such as producing internal newsletters, planning employee events, or addressing company crises. While they don’t produce a campaign book like this, they sometimes need to request this kind of work from a third-party company that represents their corporations to conduct public relations. One entry-level professional said she often needs to take in charge of several components on the campaign, but so far, she has not been required to produce a full, comprehensive campaign like this. However, there was one person who said, “We need to produce something like this all the time,” since he works in a firm and has to produce this kind of campaign book either as a project recap every quarter to clients or at the end of the year as a company project review to executives.
* Regarding the importance of public relations proficiencies, media professionals thought that the six most important proficiencies are: “think creatively” (n = 4.89, SD = .33), “think critically” (n = 4.78, SD = .67), “write accurately” (n= 4.78, SD = .44), “write truthfully” (n = 4.67, SD= .50), “think independently” (n = 4.67, SD = .71), and “use proper grammar and punctuation” (n = 4.67, SD = .5).
* Regarding the importance of public relations proficiencies, faculty members believed the most important six are: “write truthfully” (n = 5, SD = .0), “apply AP style” (n = 5, SD = .0), and “use proper grammar and punctuation” (n = 5, SD = .0), “write accurately” (n = 4.75, SD = .5), “write fairly” (n = 4.75, SD = .5), and “think creatively” (n = 4.75, SD = .5).
* In general, media professionals did not think this campaign met their expectations for newly hired employees (n = 2.25, SD = 1.5; 1 = “Didn't meet our expectation at all”, 5 = “Exceeded our expectation”), which is consistent with public relations faculty’s perspectives.
* Regarding the total 21 public relations proficiencies accessed on the campaign book (1 = novice, 5 = expert), media professionals’ average review ranged from 2 to 3.8. The top five proficiencies are “write truthfully” (n = 3.8, SD = .84), “use proper grammar and punctuation” (n = 3.6, SD = .89), “write fairly” (n = 3.6, SD = .55), and “apply communication theories” (n = 3.6, SD = 1.14), and “write accurately” (n = 3.4, SD = .89). The weakest proficiencies assessed by media professionals are “include cultural context” (n = 2, SD = 1), “analyze numeral data” (n = SD = 1.30), and “think creatively” (n = 2.4 SD = .55).
* While the student campaign book showcased as many public relations proficiencies as students could present, there were several proficiencies expected by media professionals for entry levels not reflected in this campaign. For example, in a follow-up interview, a media professional said: “Some young people talk so fast. I can’t catch up with them and it is kind of annoying. I expect entry-levels to communicate more clearly.” Another respondent said: “Dress code is very important. Most decisions were made in the first 20 seconds of an interview. For a PR person, an ‘all-black’ dress code is always safe and professional.”
* Two media professionals said besides meeting their clients’ requests, students should also think out of the box and come up with some “big” ideas: “As I have seen so far, this campaign is a basic student homework and didn’t make me excited. I expected students to blow my mind.”

Learning from the above findings, the assessment committee made the following pedagogical suggestions for the Journalism Department to better refine its curriculum and engagement with media industry:

* Nowadays, public relations practice has evolved from a big, comprehensive project to multiple small, specialized tasks. Most of the time, public relations professionals are not required to produce a complete campaign book all by themselves. Instead, they are required to specialize in certain small elements within a public relations campaign. That means while Public Relations Campaign class is a featured class in most public relations curriculums, it should no longer become a required class due to the current landscape. While the Journalism Department recently developed and added Public Relations Campaign (JOUR 362) to its curriculum, the assessment committee suggests to instead make this an elective class. Also, to help public relations students to develop more specialized skills, the assessment committee suggests to consider adding classes of digital storytelling or marketing to supplement JOUR 362.
* Media professionals and journalism faculty agreed that writing skill is still among the most important proficiencies that public relations students should obtain. The Journalism Department faculty should thus keep its traditional writing classes to its curriculum.
* Besides the traditional writing, media professionals have a consensus that it is critically important to teach students how to think “creatively,” “independently” and “critically.” However, it is a pedagogical challenge of how to teach and assess “thinking:” What kinds of lectures would motivate students to “think” in a certain way, what kinds of assignments would assess the student learning outcomes of their “thoughts,” and what kinds of rubrics would define successful creative thinking, critical thinking, and independent thinking. The assessment committee suggests the Journalism Department bring this topic into its next Public Relations Advisory Council meeting and seek insights from council members, who represents multiple aspects of the industry.
* Public relations is a dynamic and changing field. The committee also suggested the Journalism Department considers possible changes to refine the current JOUR 398 B&C, perhaps by dividing this student-run agency to multiple departments and assign different students to different departments based on their specialized skills. So that students can dive deeper into a particular area, rather than learning several basic skills from various areas.
* There were several proficiencies expected by media professionals for entry levels not reflected in this campaign, like oral communication and dress code. So, in future assessment projects, we might select a video presentation that shows the students in action to provide a means to assess their oral communication and dress code.

**Indirect Assessment:**

The department assessment committee also indirectly assessed JOUR 494 AEE/BEE (Journalism Internship) by replicating a survey about senior students’ internship status in 2018-2019 (Appendix II); the survey outcomes guided the department in several student success activities, such as to improve the Monday Memo (department’s blog used to post intern information), Speed Mentoring (Journalism Department’s annual event where journalism alumni tutor on career development and students are rotated to meet different mentors), and career day. In total, 2018-2019 year had 37 students enrolled in JOUR 494 AEE/BEE, slightly more than 2017-2018 year (n = 34).

The survey was conducted in Fall 2018 with 30 students who were enrolled in JOUR 498 (Senior Project), which is a required capstone course taken in their final semester before graduation. The students can thus share their overall internship experiences. The survey respondents included 37.9% students with public relations emphasis, 41.4% with broadcast journalism emphasis, and 20.7% with newspaper emphasis. Major findings are as follows:

* Regarding the number of internships finished in college, 20% of senior students (2018-2019 graduates) did not do any internships; this percentage is significantly lower than 2017-2018 graduates (41.5%). 43.3% students did one internship, which is significantly higher than 2017-2018 graduates (25.6%).
* Among those who have done any internships, only 33.33% of them had a chance to do a paid internship, about the same as last year.
* Out of the 24 students who have ever done any internships, only 25% of them took JOUR 494 AEE/BEE (Journalism Internship) course, less than last year (41.67%). Top reason is that they did not know about this class (n = 5). None of the students took CSUN Entertainment Initiative online class.
* Regarding the skills improved upon from interns (1=did not improve at all, 5=significantly improved), students believed their top three abilities improved the most are: their ability to work under pressure improved most (Mean = 4.39), followed by time management (M = 4.39), oral communication (M = 4.29), creativity (M = 4.3), and oral communication (M = 4.3), almost the same as last year.
* Top three information sources used by students to seek for internship information are: job searching site (51.9%), professor (48.1%), and friends and family (34.6%).
* Regarding the importance of the workshop topics (1=not important at all, 5=very important), students thought the most important workshop topic is how to prepare resume and cover letter (M = 4.89), how to prepare for job interview (M = 4.79), and how to seek intern information (M = 4.71).

The above findings showed that the efforts conducted by Journalism Department in 2018-2019 year have motivated significantly more students to do internships before they graduate. However, the enrollment of JOUR 494 AEE/BEE (Internship) and/or the optional CSUN Entertainment Alliance online class did not increase a lot, due to the low awareness of among students. Therefore, the Journalism Department should keep promoting these two classes by having more professors to verbally announce them along with other internship information in class, via CSUN email, or on Canvas.

**3. Preview of planned assessment activities for 2019-20.** Include a brief description as reflective of a continuous program of ongoing assessment.

In addition to involving outside professionals in the department’s assessment projects, Journalism’s national accrediting council ([ACEJMC](https://www.acejmc.org/) ) site visit team in 2016 also suggested inviting alumni professionals in this manner due to their special interest and dedication in increasing the strength of the program, and also to continue such projects over time. That way the department can accumulate the findings from the long-term perspective, leading more firmly toward meeting the goal of ACEJMC’s assessment requirement. Therefore, the Journalism Department faculty plan to conduct the following assessment projects in 2019-2020 year:

* Based on the experience of piloting the assessment on Public Relations Practicum, the assessment committee will modify the assessment instruments to make it more manageable for media professionals, by trimming the survey questions and selecting a more concise student portfolio.
* Invite alumni professionals to assess JOUR 395 B&C (Broadcast Practicum) and JOUR 397 B&C (The Sundial Practicum).

Additionally, following CSUN’s GE assessment requirement, Journalism Department will assess the JOUR 365 (News Literacy) course, based on both GE Social Science SLOs and Journalism Department’s program SLOs.

**Appendix I: Assessment on Student Public Relations Portfolio**

Thank you very much for participating in this survey. This survey aims to examine how public relations professionals think about current students’ public relations proficiencies. Please read the student portfolio and answer the following questions:

**Q1. In general, how important do you think it is to obtain the following skills for public relations students? Please put down an “X” in the box you picked for each skill.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Not Important at All** | **Somewhat****Important** | **Important** | **Very****Important** | **Absolutely****Essential** |
| Use proper grammar and punctuation |  |  |  |  |  |
| Use storytelling techniques |  |  |  |  |  |
| Apply AP style |  |  |  |  |  |
| Write for diverse audiences |  |  |  |  |  |
| Write fairly |  |  |  |  |  |
| Write truthfully |  |  |  |  |  |
| Write accurately |  |  |  |  |  |
| Produce and edit graphics |  |  |  |  |  |
| Produce and edit videos |  |  |  |  |  |
| Gather information from primary sources |  |  |  |  |  |
| Gather information from secondary sources |  |  |  |  |  |
| Analyze numerical data |  |  |  |  |  |
| Analyze narrative data |  |  |  |  |  |
| Think critically |  |  |  |  |  |
| Think creatively |  |  |  |  |  |
| Think independently |  |  |  |  |  |
| Include historical contexts |  |  |  |  |  |
| Include legal contexts |  |  |  |  |  |
| Include cultural contexts |  |  |  |  |  |
| Apply communication theories |  |  |  |  |  |
| Utilize media software like Cision and Google analytics |  |  |  |  |  |

**(To be continued…)**

**Q2. Regarding the student portfolio, is this portfolio the kind of work you or your PR firm/department usually produce?**

\_\_\_\_We never need to produce a portfolio like this

\_\_\_\_We rarely need to produce a portfolio like this

\_\_\_\_We sometimes need to produce a portfolio like this

\_\_\_\_We often need to produce a portfolio like this

\_\_\_\_We need to produce a portfolio like this all the time

 **Q3. In general, do you think this portfolio met your expectations for newly hired employees?**

\_\_\_\_Didn't meet our expectation at all

\_\_\_\_Met our basic expectation

\_\_\_\_Met some of our expectation

\_\_\_\_Met most of our expectation

\_\_\_\_Exceeded our expectation

**Q4. Please rate students’ proficiency levels based on the student portfolio. Please put down an “X” in the box you picked for each proficiency.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Unknown** | **Novice** | **Developing** | **Competent**  | **Skilled** | **Expert** |
| Use proper grammar and punctuation |  |  |  |  |  |  |
| Use storytelling techniques |  |  |  |  |  |  |
| Apply AP style |  |  |  |  |  |  |
| Write for diverse audiences |  |  |  |  |  |  |
| Write fairly |  |  |  |  |  |  |
| Write truthfully |  |  |  |  |  |  |
| Write accurately |  |  |  |  |  |  |
| Produce and edit graphics |  |  |  |  |  |  |
| Produce and edit videos |  |  |  |  |  |  |
| Gather information from primary sources |  |  |  |  |  |  |
| Gather information from secondary sources |  |  |  |  |  |  |
| Analyze numerical data |  |  |  |  |  |  |
| Analyze narrative data |  |  |  |  |  |  |
| Think critically |  |  |  |  |  |  |
| Think creatively |  |  |  |  |  |  |
| Think independently |  |  |  |  |  |  |
| Include historical contexts |  |  |  |  |  |  |
| Include legal contexts |  |  |  |  |  |  |
| Include cultural contexts |  |  |  |  |  |  |
| Apply communication theories |  |  |  |  |  |  |
| Utilize media software like Cision and Google analytics |  |  |  |  |  |  |

**(To be continued…)**

**Q5. What specific field of public relations are you currently working in?**

\_\_\_\_Entertainment

\_\_\_\_Finance or bank-related

\_\_\_\_Health

\_\_\_\_Insurance

\_\_\_\_Sports

\_\_\_\_Other, please specify:

**Q6. Are you working in a corporation or public relations firm?**

\_\_\_\_Corporation

\_\_\_\_Public relations firm

\_\_\_\_I have my own public relations firm

\_\_\_\_Media

\_\_\_\_Other, please specify:

**Q7. How long have you been working in public relations field?**

\_\_\_\_Less than 5 years

\_\_\_\_6 to 10 years

\_\_\_\_11 to 20 years

\_\_\_\_21 to 30 years

\_\_\_\_31 to 40 years

\_\_\_\_More than 40 years

**Q8. Which of the following title best describes you?**

\_\_\_\_Entry-level

\_\_\_\_Supervisor

\_\_\_\_Manager

\_\_\_\_Director

\_\_\_\_Executive

\_\_\_\_Other, please specify:

This is the end of the survey. Thank you again for your participation. If you have any questions, please contact Yue Zheng, Ph.D. at yue.zheng@csun.edu. We look forward to meeting you in future CSUN PR Advisory Council meetings.

**Appendix II: Internship Survey for Jour 498 Students**

Q1. What practicum class did you take? Agency 398\_\_\_KCSN\_\_\_ Sundial Writing\_\_\_\_ Sundial Photo\_\_\_\_

Q2. How many internships did you have in total during college, including any internships you’re currently doing this semester?

0 (Skip to Q8) \_\_\_\_\_\_ 1\_\_\_\_\_\_ 2\_\_\_\_\_\_ 3\_\_\_\_\_\_ More than 3, specify\_\_\_\_\_

Q3. How many of your internships were paid? \_\_\_\_\_\_\_\_\_\_

Q4. What did you improve upon from your internship(s)?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| News/PR writing  |  |  |  |  |  |
| Visual communication  |  |  |  |  |  |
| Oral communication |  |  |  |  |  |
| Use of equipment and software  |  |  |  |  |  |
| Research abilities |  |  |  |  |  |
| Time management  |  |  |  |  |  |
| Ability to work under pressure |  |  |  |  |  |
| Problem solving  |  |  |  |  |  |
| Creativity  |  |  |  |  |  |
| Sensitivity to diversity |  |  |  |  |  |
| Ethical decision-making |  |  |  |  |  |
| Understanding of First Amendment/legal issues |  |  |  |  |  |
| Other skill, please specify |  |  |  |  |  |

Q5. Did you enroll in the CSU Entertainment Initiative online class? Yes\_\_\_\_ No\_\_\_\_\_\_\_

Q6. Did you take the Journalism Internship course JOUR 494 AEE/BEE? Yes (Skip to Q11) \_\_\_\_\_ No\_\_\_\_\_

Q7. Why you didn’t take JOUR 494 AEE/BEE? Check all that apply

 Didn’t know about the class

 Didn’t meet the pre-requite(s)

 Didn’t finish the paperwork

 Started internship too late in semester

 My internship was paid and thus I didn’t feel I needed the class

 Other, please specify\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

After finishing this question, please skip to Q11

Q8. If you didn’t do any internship, did you apply to any internships? Yes (Skip to Q10) \_\_\_\_ No\_\_\_\_\_\_

Q9. Why you didn’t apply to any internship? Check all that apply.

 Didn’t know of any internship opportunity

 Didn’t understand the importance of internship

 Didn’t understand how to apply

 Couldn’t finish the application materials

 Didn’t feel prepared to be successful at any internship

 Couldn’t afford to do an unpaid internship

 Couldn’t afford the transportation

 Didn’t have the spare time to do an internship

 Already working in the field so I don’t need an internship

 Don’t plan to go into journalism or PR after I graduate

 Other, please specify \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Q10. If you applied but didn’t do an internship, what was the reason?

A. Wasn’t contacted by the company

B. Interviewed, but wasn’t offered an internship

C. Was offered an internship but I rejected it

D. Other, please specify\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Q11. Are you familiar with the following services?

|  |  |  |  |
| --- | --- | --- | --- |
|  | Never heard about it  | Heard about it | Heard about and even sought information/assistance from it |
| Journalism Department’s Monday Memo |  |  |  |
| Journalism Department’s Social Media  |  |  |  |
| Journalism Department’s Internship Workshops  |  |  |  |
| CSUN Career Center |  |  |  |

Q12. In general, how did you find out the internship information? Check all that apply.

 From a job searching website

 From LinkedIn

 From the company’s website or social media

 From a professor

 From a guest speaker

 From a friend, colleague, or family member

 From the Journalism Department’s Monday Memo

 From the Journalism Department’s social media

 From CSUN Career Center (including SunLink)

 Other, please specify\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Q13. Please indicate the importance of the following workshop topics to you

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Not Important at All | Somewhat Unimportant | Neutral | Somewhat Important | Very Important |
| How to seek internship information |  |  |  |  |  |
| How to prepare my resume and cover letter |  |  |  |  |  |
| How to prepare for my job interview |  |  |  |  |  |
| How to succeed in my internship and my first full-time job |  |  |  |  |  |
| How to enroll in JOUR 494AEE/BEE |  |  |  |  |  |
| Other, please specify |  |  |  |  |  |

Q14. What else could the Journalism Department have done to help your internships?