UPDATING THE JOURNALIST'S TOOLBOX: AN

ANALYSIS OF THE MULTIMEDIA SKILLS THAT

JOURNALISM GRADUATES NEED AND

EMPLOYERS WANT IN

TODAY'S CONVERGED NEWSROOM

By

SHANE HOFFMAN

Bachelor of Journalism in Broadcast Journalism

University of Missouri

Columbia, Missouri

2011

Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
MASTER OF SCIENCE
July, 2013

UPDATING THE JOURNALIST'S TOOLBOX: AN ANALYSIS OF THE

MULTIMEDIA SKILLS THAT JOURNALISM GRADUATES NEED AND

EMPLOYERS WANT IN TODAY'S CONVERGED NEWSROOM

Thesis Approved:

Dr. Joey Senat

Thesis Adviser

_____

Dr. Stan Ketterer

_____

Dr. John McGuire

_____

Name: SHANE HOFFMAN

Date of Degree: JULY, 2013

Title of Study: UPDATING THE JOURNALIST'S TOOLBOX: AN ANALYSIS OF THE

MULTIMEDIA SKILLS THAT JOURNALISM GRADUATES NEED AND EMPLOYERS

WANT IN TODAY'S CONVERGED NEWSROOM

Major Field: MASS COMMUNICATION

Abstract: Journalism has changed at a faster pace in the first decade of the 21st century than during any time period in the history of the profession. If journalism students expect to be hired upon graduating in the new convergence journalism world, they no longer can afford to specialize in only one skill area. This thesis compared and contrasted current journalism seniors convergence journalism skills with the skills that journalism employers were looking for when hiring. A total of 17 journalism seniors and 45 journalism employers responded to two separate online surveys, the following results were sought:

     In answering five research questions posed about multimedia journalism skills, 16 independent t-tests were conducted, 10 of which were statistically significant. Journalism employers and journalism seniors largely saw convergence journalism as a multiplatform industry reality that brought the worlds of print, broadcast, and online journalism together. Journalism seniors were also confident that journalism employers were looking for them to be competent in print writing, broadcast writing, audio, video, photography and blogging skills. When surveyed about specific software skills, journalism employers seemed to favor the audio software editing program of Adobe Audition over the program that journalism seniors were most familiar with – Pro Tools. In contrast, both journalism employers and journalism students seemed to be on the same page regarding video editing software. The only area of convergence skills that journalism employers felt journalism graduates were properly trained in was print writing. Both journalism seniors and employers placed a high amount of importance on the opportunity to acquire and advance journalism skills once in the field. This result was consistent with previous literature done in the field of convergence journalism.

TABLE OF CONTENTS

CHAPTER I

INTRODUCTION

Journalism has changed at a faster pace in the first decade of the 21st century than during

any time period in the history of the profession (Suddath, 2011). Television news stations now

stream video content online and post stories to their constantly updated websites. Many

newspapers have started hiring videographers for their online content as their print circulation has

further declined (Grabowicz, 2012). Even some radio news stations now require applicants to be

versed in skills such as photography and videography, a concept that would have seemed absurd

before the Internet (Siklos, 2007).

If journalism students expect to be hired upon graduation, they no longer can afford to

specialize in only one skill. The backpack journalist has to be able to write well, record quality

audio, shoot video, and take photos to survive in the modern world of convergence journalism.

These changes have caused journalism programs across the United States to find new ways to

keep their curricula current (Lowrey, Daniels, & Becker, 2005).

Although professors and university administrators have felt the pressure to upgrade their

curricula, journalism students have the most to lose if they graduate without the skills they need

to survive in a converged journalism world. In a 2009 survey produced by the National Council

For The Training of Journalists, 71% of employers surveyed thought there was a multimedia

skills gap among graduates entering journalism (NCFTJ, 2009). This meant that almost 75% of

graduating journalism students did not possess enough multimedia skills to satisfy employers'

expectations.

For those journalism graduates who are fortunate enough to find a job after graduation,

the economic reality of the journalism industry will present them with further challenges.

Between 2006 and 2011 the average starting salary of journalism graduates, in part because of an economic recession, has remained stagnant at about $30,000 a year (Becker et. al.; 2011, Mendolera, 2012). Graduates have also entered the job market during "the worst employment market for journalists in 25 years" (Becker et. al., 2010; Simon, 2011, p. 1; Mendolera, 2012). During the same time, undergraduate student loan debt has risen to a record high (Cauchon, 2011). With such large student loan debt loads, many journalism graduates cannot afford to take low-paying, entry-level jobs or unpaid internships. Furthermore, some students may question entering a field where even if they are fortunate enough to find a job, it could not pay nearly well enough to cover living costs (Greenslade, 2010).

For decades, journalism has driven many people to work long hours in vastly underpaid positions to serve the public good (Reinardy, 2009). Journalists have been willing to sacrifice their time and effort because their passion for their work has exceeded the cost-benefit analysis of their long hours and low pay. However, since journalism students are graduating with high debt in uncertain job market conditions, the excitement that once fueled students to have a passion for their work could be declining (Colozo, 2012). Technology has also changed so quickly that the skills journalism students have been trained in while in college might already be outdated by the time they graduate.

This research examines the job skills that journalism students need to be hired upon graduation through survey research, as well as employers' expectations of those same graduates' multimedia skills. The research applies Herzberg's motivation-hygiene theory. This research adds to the literature of the motivation-hygiene theory by examining the value that modern journalism students place on the internal factor of acquiring and advancing their journalism skills when looking for jobs in their field. This research also compares the results with the top motivating factor of the 1978 Shaver study that used the same theory to look at the internal factor of acquiring and advancing journalism students' job skills upon graduation in the mid-1970s.

The research provides professors and employers with a sample of the convergence skills that 2012 journalism students are equipped with and how confident they are in those skills. This information is helpful to colleges and universities to have as they figure out how to best mold a curriculum in which students feel confidently prepared and enthused about the profession when they graduate. This research also examines what skills employers are looking for in those graduates and whether the journalism graduates in this study are meeting those expectations. As the world of convergence journalism continues to evolve, such research adds to the growing literature about the expectations of both journalism students and employers in a continually changing field.

In the rest of this thesis, the literature review examines (a) what convergence journalism is, (b) the issues that convergence journalism presents for workers in the field, and (c) how college newsrooms and journalism programs are beginning to adapt to convergence to better prepare their journalism students for jobs in the field. After the literature review, research questions and hypotheses frame the research being conducted. The research methodology examines how the researcher conducted and analyzed the research. Reliability and validity also are explained.

The thesis concludes by discussing the results and findings of the research as well as a discussion and limitations section, which suggests further research in the area of convergence journalism.

CHAPTER II

REVIEW OF LITERATURE

As stated in the introduction, this research examines the job skills that journalism students need to be hired upon graduation through survey research, as well as employers' expectations of those same graduates' multimedia skills. The research applies Herzberg's motivation-hygiene theory. This research adds to the literature of the motivation-hygiene theory by examining the value that modern journalism students place on the internal factor of acquiring and advancing their journalism skills when looking for jobs in their field. This research also compares and contrasts the results with that of the 1978 Shaver study that used the same theory to look at the internal factor of acquiring and advancing journalism students' job skills upon graduation in the mid-1970s.

This literature review focuses on (a) defining what convergence journalism is, (b) the issues that convergence journalism presents for workers in the field, and (c) how college newsrooms and journalism programs are adapting to convergence. Finally, the literature review examines Herzberg's motivation-hygiene theory and how it relates to college graduates' job expectations in a convergence world.

What is Convergence Journalism?

At the turn of the 21st century, Bardoel and Deuze (2001) predicted that the Internet would be an innovative tool that would forever change journalism. The authors predicted that technology would greatly further both the decline of print circulation and the rise of online (digital) news. At the time, online journalism was seen as the fourth kind of journalism next to radio, television, and print. Online journalism was originally viewed by journalists as a medium that only served as a way to re-air already produced content (Achtenhagen & Raviola, 2009). However, the evolution and definition of convergence journalism over the next few years

challenged the traditional role of online journalism as more newsrooms began to produce original content for the web. (Thornton & Keith, 2009).

Klinenberg (2004) described convergence as a world where journalists could "move freely between print, television, radio, and Internet outlets and meet the demands of the new media environment" (p. 53). This is a radical change from the traditional model of journalism in which newspapers, television news stations, and radio worked independently of each other in their own specialized fields.

The concept of convergence journalism revolves around certain assumptions about the future of the journalism industry. Deuze (2004) defined convergence journalism as a "convergence continuum" that "assumes that sooner or later all media organizations move towards a stage where integration of different parts of the news-making process is achieved" (p. 140). This integration includes all aspects of the newsroom, including (a) audio, (b) video, (c) text, (d) images, (e) graphics, (f) marketing, (g) cross-promotion, and (h) sales (Deuze).

After 1998, journalism researchers began asking about convergence journalism issues in surveys (Huang et al., 2006a; Outing, 1999). Some studies have examined what specific convergence journalism skills are needed in order to be successful in the journalism field as a whole. A broadcast journalism study examined the needed skills of television reporters (Cleary, 2006) while others examined the future convergence job skills desired of the next generation of sports journalists (Murray et. al.; 2011) and magazine writers (Lepre & Breske, 2005).

Newsrooms have incorporated convergence journalism into their reporting since the 1990s, although convergence played a limited role in how the media operated for journalists in the 20th century (Maxwell & Miller, 2011). Some of the earliest examples of convergence journalism include print journalists borrowing from the television or radio concept of stand-ups to produce a unique aspect of the story that could be told only from the live reporter's point of view (Achtenhagen & Raviola, 2009; Dueze, 2004). Other early examples of convergence journalism include slideshows from photojournalists who used multiple pictures of a story to add visual

context in an online gallery (Dueze, 2004; Larkin, 2008). This type of convergence provided

photojournalists with an avenue to publish photos that otherwise would not have been seen in the

print world where newspapers have a limited space for photos (Dueze, 2004).

Since CNN was founded in 1980, the 24-hour news cycle has changed journalism from a

traditional daily newsroom to one that is always updating with breaking news stories. This CNN

effect destroyed the concept of the traditional news cycle and made the new reality of journalism

one where the viewer constantly expected to be updated with the latest news during every hour of

the day (Strobel, 1996). The rise of the Internet has accelerated the 24- hour news cycle even

further by making it possible to access the most up-to-date news at the click of a mouse.

In a practical sense, convergence journalism in the print journalism world means having

the reporter go into the field and shoot both video and still photos for the news story. The

journalist then returns to the newsroom and edits the footage to be used in a video package. In

addition to the video story, the reporter also has the ability and expectation to combine audio,

visual, and writing skills to produce an additional written version for the news webpage as well as

other extra features such as sound slides (Larkin, 2008). In one story the reporter has converged

the traditional skills of radio, television, and newspaper reporting. This is the new reality of

convergence journalism, a world that challenges journalism students to push past being identified

with only one particular medium to better develop a multi-medium skill set (Singer, 2004).

Issues in Convergence Journalism

Convergence journalism has drastically changed how reporters cover the news

(Achtenhagen & Raviola, 2009). Before the Internet, journalists produced content that was edited

and then published in a timely basis whether daily in a local newspaper or monthly in a magazine.

Now, journalists are asked to write multiple stories a day on a variety of platforms and constantly

update them so that the most current information will appear online (Robinson, 2011). This new

digital pressure has forced media outlets to have their reporters constantly update their stories

throughout the week. Television reporters have added to their workload by producing Internet-

6

only stories in addition to their daily news packages as well as additional online exclusive features.

Although laptop computers and smart phones have freed journalists to be more productive, new technology has also added a great deal of stress on modern journalists. Robinson (2011) found through qualitative interviews with newsroom reporters and editors that journalists were torn between being excited about the new digital age and feeling overwhelmed. One reporter said he felt the need to "connect all the time," which led him to feel guilty when he took a break from his job (Robinson, 2011, Larkin, 2008). This modern, never-ending news cycle is what Klinenberg (2004) refers to as the "news cyclone," where "the rapid emergence of instant Internet news sites have eliminated the temporal borders in the news day, creating an informational environment in which there is always breaking news to produce" (Klinenberg, p. 54). The never-ending news cycle adds major pressure to newsrooms to be constantly updating their online news content.

Journalism Alliances

Convergence journalism can also refer to the collaboration of competing media outlets, an idea that seemed unheard of before the 21st century. One study examined the convergence of a broadcast company and newspaper company in Oklahoma City (Ketterer, Weir, & Back, 2004), while another study examined a similar convergence collaboration between the *Orlando Sentinel* and AOL/Time-Warner (Gentry, 2001). Both examples of convergence collaboration help illustrate the reality that now, more than ever, journalism competitors might have to lean on one another and work together to survive. Graduating multimedia and journalism students now enter a job field where traditional platforms such as newspaper, radio, and television often can no longer afford to operate alone (Carey, 2006; Chimbel, 2010).

In an era where convergence demands that newspapers and television news stations sometimes work together, some newspaper editors are resisting such integration (Killebrew, 2009). Until the 1980s, most journalism mediums proudly and defiantly worked alone.

Newspapers, some of whom could trace their existence back more than 100 years, often refused to cooperate with television newsrooms that were looked at more like the "new kids on the block" (Killebrew, 2009, p.44). Some newsrooms wanted to stay consistent with how journalism was practiced before the convergence age and resisted integrating their content with other platforms. This resistance to change has led to one of the major issues facing many newsrooms that seek to hire college graduates: a lack of desire to change one's organizational culture (Achtenhagen & Raviola, 2009; Chimbel, 2010). As long as professors and newsrooms continue to disagree about the best approach for implementing convergence, the longer journalism students will suffer because the subject will be debated more than it will be taught (Birge, 2004).

Killebrew found some newsroom editors were so concerned about having to converge content with other media platforms that their desire to stay independent carried over into a kind of paranoia about whether competing newsrooms were actually trying to sabotage their news content. For example, "one television news manager blatantly accused his newspaper partners of trying to undermine convergence efforts" (Killebrew, 2009, p.44). The study concluded that for modern newsrooms (especially newspapers) to survive, their organizational culture was going to have to drastically change to be more open to working with other newsrooms and take on more of a creative approach in producing new content (Achtenhagen & Raviola, 2009; Killebrew, 2009).

Another qualitative study of 67 journalists across three media platforms identified two major clashes of traditional newsroom values that conflicted with the convergence culture: Professional competition and medium-specific culture (Singer, 2006). Similar to Killebrew's findings, Singer concluded that cultural compatibility is a major obstacle for print journalists who were appalled at the notion of working alongside television journalists. The study found that differences in organizational culture, from the types of shirts employees are supposed to wear to the reporting background of journalists, all contributed to the refusal of some employees to converge newsrooms (Achtenhagen & Raviola, 2009; Singer, 2006).

One fear shared by both television journalists and print journalists was the reality that converging journalists from different platforms who have not been trained correctly could result in a mediocre news product (Sullivan, 2012). However, there is some hope that organizational culture is changing for the better. The Singer study concluded by quoting some journalists who through the process of integrating newsrooms gained more respect for competitors from different platforms when working with them. The results helped illustrate both the short-term problems as well as the long-term gains associated with convergence when competing newsrooms cooperate in the same area.

Market fragmentation is another issue facing newsrooms as they converge. An early study of convergence found that newsrooms were struggling to sustain their advertising revenue because the emergence of online news had driven away advertisers from traditional print media (Mendolera, 2012; Quinn, 2004). Media fragmentation is also an issue because the web has produced a variety of niche markets where consumers rarely venture away after logging onto the Internet. Both factors, in turn, have "increased the perception and reality of a more fragmented market" (Quinn, 2004, p.117). For newsrooms to remain financially stable, they will have to justify to future advertisers the value of their product in a world where consumers are acquiring their news from television, smart phones, the Internet, newspapers, and a host of other diverse media outlets like never before (Achtenhagen & Raviola, 2009).

Journalism College Newsrooms and Convergence Programs

Since 1996, researchers and media activists have looked at how journalism schools are updating their curricula (Cohen et. al, 2011; Yovovich, 1996). One challenge of adapting to convergence in the first decade of the 21st century has been trying to revolutionize the way that journalism programs across the country train future journalists. Lowrey, Daniels, & Becker (2005) wrote that internal influences (i.e., resistance to change, lack of funding, and refusal to learn updated software programs) can often constrain change when different journalism and mass communication programs implement convergence programs into their curriculum.

Changing how curriculum is taught, specifically in the journalism field, can be greeted with a negative reaction from professors who have grown accustomed to teaching their courses in the same manner for decades (Davis-Scholle, 2012). Others insist that to take the pressure off professors who would spend hours being trained in convergence, students should develop the ability to produce convergence content on their own without the consultation of a faculty member (Tarpenning, & Schaub, 2002). Professors are not the only members of the college community who are resisting the integration of newsrooms.

A study of converged newsrooms at Brigham Young University revealed a conflict between broadcast students and other journalism majors who were more resistant to working with other newsrooms when faced with the implementation of convergence (Lowrey, Daniels, & Becker, 2005). A similar push back to integrating convergence curriculum was found in a study among journalism students and faculty at the University of Kansas. The study found two major obstacles kept KU and other universities from changing their curriculum: A lack of faculty training and the continued desire for students to primarily specialize in only one media (Lowrey, Daniels, & Becker, 2005).

Journalism students who attend colleges that fail to teach them convergence skills risk not being hired after they graduate because most newsrooms are now practicing convergence journalism (Killebrew, 2009; Sherrin, 2005). This new reality has caused some schools to implement team-teaching models of media convergence curriculum in order to more effectively train students across traditional media platforms (Auman & Lillie, 2008). Students also need to continue to be open-minded about the best way to tell a story, given how many different platforms are available to them with convergence (McKean, 2007).

In 2005, a study of 53 academics and 170 news directors found that 88% of news directors said they were practicing some form of convergence and 85% of educators said convergence was being taught in their programs (Tanner & Duhe, 2005). About half the educators in the study said a highly influential factor that caused them to want to update their curricula was

the allure of attracting prospective students who had an interest in convergence (Tanner & Duhe, 2005). Students such as the ones mentioned in the Tanner & Duhe study were attracted to learning new media skills because they understood the skills were needed to gain a job in the field after graduation (Lowrey, Daniels, & Becker, 2005). Another factor that influenced educators to implement convergence was the recognition that employers are much more likely to hire graduates with convergence skills (Sullivan, 2012).

However, schools still differed in how they were implementing convergence skills into their program. Of schools responding that convergence is part of their curriculum, 71% said convergence is mainly being taught in lecture courses (Tanner & Duhe, 2005). This reality caused some students to become frustrated with the process because they were only hearing about convergence and not directly learning new skills.

Karen Turner, a professor in the School of Communication and Theatre at Temple University, identified three key areas that students must embrace to succeed in a convergence world: (a) Students must understand different theories of mass communication; (b) students must be equipped with a diverse skill set; and (c) students must be prepared to live in a journalism world that demands they interact with the public more than ever before (Sherrin, 2005). Like their professors, some students adapt to these demands more quickly than others, a problem that could result in a lack of enthusiasm for the profession upon graduation.

Another finding of the Tanner & Duh study (2005) was that only faculty members voiced complaints with implementing convergence into their curriculum. This finding was important because it showed that in some cases faculty are much more likely to resist change than their students and that even when faculty are excited about implementing convergence, a lack of technology training could hinder them from teaching convergence.

However, even when students and faculty are both on board with implementing convergence, many challenges still can slow the teaching of convergence. A major challenge to implementing convergence was funding. More than 71% of respondents "indicated that a lack of

money to hire new faculty was very challenging or challenging regarding the implementation of convergence education" (Tanner & Duhe, p. 6, 2005). Funding issues cause faculty to fall behind because they cannot provide their students with the necessary skills to get hired in the field when they graduate.

Another issue facing convergence educators involved product quality. Nearly 30% of respondents reported a decrease in product quality because student newspaper employees had to focus too much of their reporting time on uploading their stories to the Internet instead of working on new content (Tanner & Duhe, 2005, Achtenhagen & Raviola, 2009). This new reality of doing more work for the same amount of pay could be a negative factor that influences whether journalism graduates want to pursue a career in the field when they graduate. Furthermore, even as journalism students become more experienced and confident with online journalism, that does not mean they will gain an appreciation for the convergence process. This is why the concern for journalism educators about the difficulty of mastering skills needed to perform in one medium, let alone multiple ones, remains high as the pace of change continues to accelerate (Black, 2004, Wenger, 2005).

In a longitudinal study of a collaborative website at Kent State University, students did not grow more attached in identity to the convergence process or the newsroom that they worked in (Endres, 2008). One major finding of the study is that the more experienced and advanced students had an easier time adjusting to the news convergence website than did less experienced students. Endres' findings reflected some of Singer's research findings in that "individuals trained in one aspect of journalism had a difficult time adapting to the idea of convergence and the practice of media collaboration." The difference in attitudes between journalism seniors and journalism employers toward convergence as well as the definition of the term will be further examined in the research.

Mensing (2004) noted three main problems in the current structure of journalism education that prohibit undergraduate and graduate students from getting the most out of their

degree: (a) A focus on creating professionals, despite trends towards de-professionalization and contested meanings of the term professional; (b) a focus on teaching skills and techniques that reinforce one-way communication; and (c) a focus on socializing students for a newsroom (that many will never enter) more than engaging in critical inquiry (p. 513). This multidisciplinary approach to convergence training exemplifies the better alternative for teaching convergence journalism (Whiting, 2010).

Joe Murray, a journalism professor at the Kent State University School of Journalism and Mass Communication, wrote a book advising journalism schools on what steps journalism programs needed to take to transition into a modern convergence curriculum (Murray, 2007). Murray theorized that journalism schools have adopted three main strategies when it comes to updating their curriculum to convergence: "Declare all current courses in the journalism curriculum 'weapons of mass instruction' and blow them up"; instead of focusing on media industries, emphasize issues of journalism and service to the public; and resist change altogether with the hope that the current curriculum will be a strong enough foundation to land students a job in the field (p.7). However, overall, as with so many programs in higher education, the evolution of a journalism program often still comes down to funding and available resources. This means that more than ever before, journalism educators will need to be better at spotting and developing the talent of students, developing themselves into the role as general managers over a converged newsroom, and maintaining the integrity of the content as it constantly evolves throughout the journalistic process (Kinsman & Pettas, 2007).

Despite the best efforts of journalism schools to update their programs, a few constants highlight the importance of a foundation of specific journalism skills that current journalism graduates need. For example, studies have shown that it is imperative that journalism graduates, whether in broadcast or print, need to have strong writing skills (Birge, 2006; Fahmy, 2008; Huang et al.; 2006b; Murray et. al.; 2011, Russial & Santana, 2011). Similarly, studies have shown that journalism graduates need to continue to write a tight lede, do a strong standup, and

exercise critical thinking abilities above such skills as being on camera (Adams, 2008; Huang et al.; 2006b; Murray et. al.; 2011, Thornton & Keith, 2009). A stronger emphasis on blogging has also emerged in journalism literature as a result of the rise of citizen journalists (Lum, 2005). This thesis examines the job skills that journalism employers are seeking and if, as the literature suggests, they believe strong writing skills remain important for journalism graduates entering the job market.

Other scholars have argued that journalism schools need to continue to "put a stronger emphasis on critical thinking, basic writing, reporting, and grammar skills" (Castañeda, Murphy, & Heather, 2005) if they want to produce competitive graduates. But if journalism students graduate without the needed convergence skills to be hired, they could struggle with unrealistic expectations about the kind of job they will obtain upon graduating into a convergence world that is becoming far less traditional than the typical newsroom environment of the past. However, training journalism students to be more proficient in their convergence skills upon entering the job market could lead them to gain an intrinsic factor of motivation (i.e., pride for their job).

Motivation-Hygiene Theory

Herzberg (1968) developed the two-factor theory, which stated that an employee's job satisfaction is determined by factors independent of the factors that cause job dissatisfaction (Herzberg, 1968). The theory has been used in multiple academic fields, including psychology and education, to help determine what motivates employees to work harder (Katt & Condly, 2009; Sachau, 2007). Under Herzberg's theory, intrinsic factors such as enjoyment of the job and job recognition are factors that more heavily influence personal job satisfaction than extrinsic factors. Herzberg's motivation-hygiene theory rejects the traditional notion that extrinsic factors such as a strong supervisor, salary increase, or acceptable company policy increased job satisfaction for employees.

In 2009, Reinardy conducted a study using Herzberg's theory to evaluate career intentions and motivations of journalists. In a survey of 2,671 full-time journalists, the primary

reason journalists cited for wanting to leave the profession was "the concern about the quality of journalism" (Reinardy, p. 135). The newspaper journalists' main concern over lack of quality journalism reflected one of the previously mentioned issues of convergence journalism: A decrease in product quality as reporters are asked to do more work with, at times, fewer resources.

Reinardy found that many extrinsic factors including long hours, deadlines, and work/family conflict caused 25% of journalists surveyed to report that they were intending to leave the newspaper journalism industry (Reinardy, 2009). The researcher also found that those surveyed were missing two intrinsic factors from their employers, support and encouragement, that factored into the high amount of dissatisfaction that participants experienced in the workplace (Reinardy, 2009).

The Reinardy study was an important examination of the intrinsic and extrinsic factors that drove many journalists to enter the profession. However, questions remain as to whether the same factors that have motivated young professionals to get into the field of journalism remain constant with those of the past. However, the most relevant study for this research is the study Shaver conducted in the 1970s. This is the only study to examine what motivates journalism graduates to enter the field.

Shaver conducted a study of journalism graduates that had been in the field for at least two years. He used Herzberg's theory to determine job satisfaction and dissatisfaction among journalism graduates (Shaver, 1978). The study surveyed 404 news/editorial and advertising graduates and revealed that the graduates' job satisfaction and dissatisfaction was consistent with the intrinsic emotional factors in Herzberg's theory. These factors included pride in the profession, motivation to serve the public as a watchdog, and tell captivating stories. Shaver found that the No. 1 satisfier to journalism students in their first job was the opportunity for acquisition and advancement in job skills. Shaver concluded, "The importance of the opportunity for acquiring new professional skills … is more than 50% greater than the next-most-important

factor - varied, creative, challenging work - to journalism graduates" (Shaver, p. 59). The opportunity for acquiring new professional skills and stature clearly emerged as the most important specific job factor for the student respondents.

In addition to measuring the level of importance journalism graduates place on acquiring skills, Shaver also concluded in his study that "journalism educators need to assess how well they are preparing students for the realities of the news-editorial and advertising jobs they may someday have" (Shaver, p. 61). Therefore, it is also important to conduct a research study asking journalism graduates to assess how well they have been trained by the faculty in their journalism program in specific convergence journalism skills to see if improvement is needed in this area.

Furthermore, as major newspapers and other media outlets have continued to lay off employees since the early 2000s, it is important to examine whether current journalism graduates believe they have the needed skills to obtain a job in the struggling journalism field and whether employers are looking for the same convergence skills that journalism graduates have been trained in (Weaver, 2009).

Summary and Conclusions

The review of the literature demonstrates the dramatic changes that have taken place in the journalism industry due to the rise of convergence. Journalism graduates must now be equipped with a variety of skills ranging from all traditional journalism sequences including video and audio editing, photography, and the ability to write for both broadcast and print platforms. Colleges and universities across the country are largely doing their best to prepare their journalism graduates for convergence jobs (Cohen et. al, 2011).

With the rise of convergence journalism, it is time to reassess the level of importance current journalism graduates place on acquiring new skills in their future job as well as the digital skills they are being trained in to prepare them for employment in the field. However, such a survey has not been conducted during the modern convergence era among journalism graduates. Therefore, this research adds to the growing literature on journalism graduates' motivation by

examining what skills graduates possess to see if they are prepared to succeed in this new convergence journalism world.

Studies have shown some journalism programs are struggling to transition to a convergence curricula for a number of reasons, including funding issues, undertrained faculty, and the backlash of some professors who are holding onto the traditional model of journalism sequences working independently of each other. Other studies have examined journalism students' perceptions of their journalism education (Getz 2001; Pearson, 2010), and others have examined employers' perceptions of the contemporary media programs at major universities, such as a study of the journalism curricula at the University of South Dakota (Van Maanen, 2006). These studies, however, lacked depth. They did not examine what specific convergence skills journalism graduates were being taught or whether those graduates felt confident enough in those skills to acquire a job in the field after graduation. Similarly, the studies that examined employers' perceptions of graduates did not contain comparisons to the graduates' perceptions that they were employing. This thesis expands this area by contributing a comparison analysis of the skills 2013 journalism students are graduating with and whether journalism employers are looking for the same or different skills.

Research Questions and Hypotheses

As noted in the literature review, researchers have examined what (a) convergence journalism is, (b) the issues that convergence journalism presents, and (c) how universities are adapting to convergence. As this study is particularly interested in journalism students' job skills upon graduation, Herzberg's motivation-hygiene theory (1968) and how it was incorporated into the Shaver Study provides the framework for an analysis of what skills journalism graduates were trained in and their expectations of how those skills will assist them when they enter the journalism field. Therefore, the first three research questions examine what skills journalism seniors have been trained in, the confidence they have in those skills, and whether they think employers are looking to graduates with those skills:

17

RQ1: Which specific multimedia journalism-related software programs have journalism seniors been trained in?

RQ2: How confident are journalism seniors in the convergence skills they have been trained in?

RQ3: How confident are journalism seniors that their multimedia skills are what employers want?

In addition to examining what convergence skills journalism seniors have been trained in, it would be useful to examine if journalism employers are looking for the same convergence skill set when hiring:

RQ4: Which specific multimedia journalism-related software programs are employers looking for graduates to be trained in?

RQ5: How confident are journalism employers that journalism students are being taught the multimedia skills needed to be hired by them?

One final research question will examine if journalism seniors and journalism employers differ in their definition of convergence journalism:

RQ6: How do journalism seniors and journalism employers define convergence journalism?

In addition to evaluating the convergence skills that journalism graduates have been trained in and the skills employers are looking for, it is useful to examine the relationship between journalism graduates and employers as well as the top factor that journalism graduates in the Shaver study identified as the most important motivating factor when graduating. Therefore, this thesis tests the following two hypotheses:

H1: Journalism seniors and journalism employers will differ in how competent they expect the students' multimedia skills to be when they graduate.

H2:   Journalism seniors will differ from journalism employers when assessing the

importance of acquiring and advancing convergence journalism skills in their

first jobs.

CHAPTER III

METHODOLOGY

The goal of this research was to compare and contrast current journalism seniors

convergence journalism skills with the skills journalism employers are looking for when hiring to

better understand how journalism students need to be best trained. Herzberg's motivation-hygiene

theory (1968) also provided the foundation for an analysis of the level of importance current

journalism graduates and their potential employers place on the opportunity to acquire and

advance job skills once hired, which was the No. 1 motivator for graduates surveyed by Shaver

(1978). The survey research method was also used for this study because it is the best method for

collecting large amounts of data from many people in different locations during a short period of

time, and it was high external validity (Buddenbaum & Novak, 2001, p. 53). Survey methodology

was appropriate for this research because it was the primary methodology for similar studies that

used Herzberg's motivation-hygiene theory in the journalism field.

Sample

For this research study, the sample consisted of seniors in a journalism related field.

Journalism seniors (n=17) from one Midwestern U.S. university were compared with journalism

employers in the same state ($n=45$) in evaluating their expectations of those seniors' skill set

upon graduation. Follow-up procedures were used through reminder emails to journalism

employers to help increase response rate to a satisfactory level (Dillman, 2000).

Instrument

Two separate surveys were disseminated for this study. Both surveys were conducted

online with the first being sent to journalism employers throughout the state of Oklahoma. The

second survey was distributed to journalism seniors. Both surveys used the online survey tool

Survey Monkey to help collect data. Each survey included a series of questions as well as several open-ended questions for subjects to provide additional comments about specific areas related to convergence journalism skills and software programs.

The first section of the journalism student survey asked participants to select a number of boxes that corresponded with a specific convergence skill (see survey in Appendix). To address RQ1, which specific multimedia journalism-related software programs have journalism seniors been trained in?, participants were asked to respond by checking yes or no to whether they have been trained in the convergence skills of (a) audio, (b) video, (c) blogging, (d) photography, (e) broadcasting writing and (f) print writing.

To address RQ2, how confident are journalism seniors in the convergence skills they have been trained in?, the next section of the student survey asked journalism seniors to evaluate how confident they are in each of the six convergence skills listed in RQ1. A semantic differential scale procedure was used (scale of 1 to 7) with 1 used as "no confidence in" and 7 used as "strongly confident in."

Next, several open-ended questions asked participants to expand upon which specific convergence software programs (e.g., Final Cut Pro, Pro Tools, iMovie) they were trained in. The section also asked them if they wished they had received further training in any software program and to explain why. Next, the students used a semantic differential scale procedure (scale of 1 to 7) that corresponds with each multimedia software program to rank their confidence in each skill. 1 was used as "no confidence in" and 7 used as "strongly confident in." To further address RQ2, a semantic differential scale procedure was used to have student participants rank their confidence that their multimedia skills are what employers are seeking.

To address RQ3, how confident are journalism seniors that their multimedia skills are what employers want?, student participants were asked to rank the importance of having an opportunity in their first job to acquire and advance their multimedia skills. 1 was used as "not important," and 1 was used as "very important."

The first section in the employer survey asked a series of questions ranking which specific convergence skills they are looking for in new hires. Participants began by selecting a number of boxes that each corresponded with a specific convergence skill. To address RQ4, which specific multimedia journalism-related software programs are employers looking for graduates to be trained in?, participants were asked to respond by checking yes or no as to whether they expect applicants to be trained in the convergence skills of audio, video, blogging, photography, broadcasting writing and print writing. To address RQ5, how confident are journalism employers that journalism students are being taught the multimedia skills needed to be hired by them?, the next section of the employer survey asked participants to expand upon RQ4. Using a semantic differential scale procedure, participants were asked to rate the level of competence they wanted graduates to have in each of the six convergence skill areas listed in RQ4. 1 was used as "no competence needed," and 7 was used as "very competent."

To further address RQ5, a semantic differential scale procedure was used to ask employers to expand upon the specific skills and programs they want graduates to have. Participants were asked to rate the level of competence from a 1 to a 7 for each software program listed in the student survey (Final Cut Pro, Pro Tools, iMovie etc.). If employers used different software programs than the ones listed in the survey, another option was available to select.

RQ6, how do journalism seniors and journalism employers define convergence journalism?, was examined through a series of quotes taken from the first question of both the journalism senior and journalism employer surveys that asked respondents to define in their own words the definition of convergence journalism.

H1, journalism seniors and journalism employers will differ in how competent they expect the students' multimedia skills to be when they graduate, was tested through 16 independent-samples *t*-tests that compared the proficiency ratings recorded using the 7 point semantic differential scale procedure from both the journalism employer and journalism senior

surveys. Each convergence journalism skill for journalism seniors was assessed. Independent t-tests were conducted because the means of two unrelated groups were compared.

Similarly, H2, journalism seniors will differ from journalism employers when assessing the importance of acquiring and advancing convergence journalism skills in their first jobs, was tested through an independent-samples t-test that compared the importance of acquiring and advancing job skills from both the journalism senior and journalism employer surveys using the 7 point semantic differential scale procedure.

Procedure

An application to the IRB board was presented for approval following the acceptance of this research proposal. A pre-test was disseminated to approximately 50 students in a journalism related field. The journalism seniors and employer surveys were sent following IRB approval..

The researcher collected data through two surveys, both through the Survey Monkey website. Survey research in past studies has been effective in determining similar attitudes about journalism seniors and their employers (Shaver, Lowrey, Daniels, & Becker, 2005, Tanner & Duhe, 2005, Killebrew, 2009). Institutional Review Board approval was obtained for the consent form that participants filled out at the beginning of the survey. Before the survey began, participants read a consent section informing them that IRB approval had been granted. Participants checked off an information box that reviewed their voluntary participation rights and signified the subjects' agreement. At the end of the survey, student participants provided their demographic information such as gender, year of graduation and major. Employers were contacted through an electronic contact list generated by the Oklahoma Association of Broadcasters and the Oklahoma Press Association. Employers provided their demographic information such as gender, workplace (TV, newspaper, radio, etc.) and size of market. The results were then analyzed

Data Analysis

Completed surveys were quantitatively analyzed using SPSS Version 20 for MacIntosh. First, the responses to the semantic differential scale statements were coded: Extremely not confident (1), neutral (4), extremely confident (7). An analysis of association using eta (*n*) and eta squared (η^2) was also conducted to test how much the two variables were related.

Prior to the analysis, the variables were screened for accuracy and the assumptions of a *t*-test. First, the data were screened in SPSS for missing values. If less than 5% was missing, Listwise Deletion was used (Mertler & Vannata, 2005, pp. 36-37). If 5% to 15% was missing, mean substitution was used. The variable was not used if missing data exceeded 15% and it could not be determined to be missing randomly.

Next, the data were screened for univariate outliers using frequency distributions, descriptive statistics, stem and leaf plots, and boxplots. Frequency distributions were examined for the categorical independent variable to determine if any data was out of its normal range. In addition, the valid percentages in each category of the independent variable were examined to ensure that they did not exceed the standard of less than 90% of the data in one category (Mertler & Vannatta, 2005, p. 38). Because the analysis involved grouped data and the assumptions of a *t*-test must be satisfied for both groups, the data was split by the dependent variable. Minimum and Maximum values were reviewed to determine if any data was out of its normal range. The means and standard deviations were also examined for each group to determine if they were plausible. Stem and leaf plots and boxplots were examined for univariate outliers. When possible, the data was checked with the original instrument to ensure its accuracy. Moreover, z-scores were generated and values of ±3.0 or more were considered extreme enough to cause problems (Garson, 2008). To minimize the effects of the outliers, winsorizing was used (Tabachnick & Fidell, 1996, p. 69).

The data were then screened for univariate normality using graphs and descriptive statistics. Histograms and Q-Q Normal Probability Plots were used to assess the shape of the distribution and detect if more than one mode was present. Subsequently, skewness and kurtosis

were assessed using the conservative benchmarks of ±1.0 (Garson, 2009) and ±2.0 respectively. If the values were greater than these benchmarks, the sample size for each group was also checked to determine if the Central Limit Theorem applied. A sample size of at least 30 for each group is required for the theorem to apply to a *t*-test (Tabachnick & Fidell, 1996, p. 71). If the theorem applied, the assumption was assumed to be satisfied. If the assumption of normality was violated and the Central Limit Theorem did not apply, the variables were transformed.

Finally, the variables were screened for homogeneity of variance. Boxplots were examined to determine if the height of the box portion of the plots was similar. In addition, Levene's Test for Equality of Variance was conducted. If the significance value exceeded .05, the assumption was satisfied. If not, the *t* for Equal Variances Not Assumed was used.

The confidence statements in multimedia skills were analyzed and mean scores calculated. Demographic questions were coded, analyzed, and reported. Responses to open-ended questions from both the journalism seniors and journalism employers were recorded in a Microsoft Excel spreadsheet.

Data were analyzed using independent *t*-tests. *T*-tests are used to test significant differences among the means of two unrelated groups. In this study, journalism seniors and journalism employers were compared.

CHAPTER IV

FINDINGS

The purpose of this research was to expand upon the knowledge of convergence journalism through a comparison analysis of the skills 2013 journalism seniors are graduating with and whether journalism employers are looking for the same convergence skills in the workplace.

Participants

A total of 45 of 366 members of the Oklahoma Broadcasters Association and Oklahoma Press Association completed the online employer survey, representing a 12% response rate. Of the 44 respondents who reported their gender, 21 (46%) of the respondents were male, 11 (24%) were female, and 12 (30%) did not designate a gender. Of the 37 respondents who reported their race/ethnicity, 31 (84%) were Caucasian, 5 (14%) were American Indian or Alaska Native, and 1 reported other.

Nearly two-thirds (63%) of employer respondents worked in a small market (less than 50,000 people), 11% worked in a medium size market (50,000-99,999), and 26% worked in a large market of 100,000 people or more. Nearly half (47%) of respondents were employed at a newspaper, 9% at a TV station, 30% in radio, 5% at a multimedia specialized publication, and 9% in an online publication.

A total of 17 of 59 sports media and multimedia journalism seniors at a Midwestern U.S. university completed an online survey, representing a 28% response rate. 6 (35%) respondents were female, and 11 (65%) were male. All 16 respondents who reported their race/ethnicity were Caucasian.

Nearly two-thirds (65%) of student respondents were hoping to work in the journalism field of television after graduation, 24% in the newspaper field, and 11% at an online-only publication. About three-fourths (73%) of respondents were hoping to work at a job with multimedia opportunities.

Results

Research Question 1 asked which specific multimedia journalism-related software programs have journalism seniors been trained in. When assessing audio software skills, 78% of journalism seniors surveyed were trained in Pro Tools audio editing software, 18% in Garageband, and 4% gave no response. When assessing video software skills, 100% of the journalism seniors surveyed had been trained in Final Cut Pro video editing software. When assessing photography software skills, 56% of the journalism seniors surveyed had been trained in Adobe Photoshop photography editing software. The other 44% reported not being trained in any photography editing software.

Research Question 2 asked how confident are journalism seniors in the convergence skills they have been trained in. Based on the mean scores of each convergence journalism skill from the 7-point semantic differential scale, journalism seniors were confident in their ability to produce professional-quality broadcast writing (M=5.65) and print writing (M=5.18). Seniors were neutral in their ability to produce professional-quality blogging (M=4.18) and audio (M=4.14). Seniors were less than confident in their ability to produce professional-quality video (M=3.22) and photography (M=3.18).

Research Question 3 asked how confident are journalism seniors that their multimedia skills are what employers want. Based on the mean scores of questions 17-22 in the journalism senior survey, journalism seniors were confident that journalism employers are looking for journalism graduates with professional blogging skills (M=5.71), broadcast writing skills (M=5.65), photography skills (M=5.18), and audio skills (M=5.06). Seniors were certain that

journalism employers want journalism graduates with professional video skills (M=6.35) and print writing skills (M=6.24).

Research Question 4 asked which specific multimedia journalism-related software programs are employers looking for graduates to be trained in. Of the journalism employers surveyed, 62% had no preference regarding which audio software students were trained in. Twenty-five percent wanted applicants to be trained in Adobe Audition audio editing software, 8% wanted Cool Edit Pro, and 5% preferred Pro Tools. Seventy-percent had no preference regarding which video software graduates knew how to use. Nineteen-percent wanted applicants to be trained in Final Cut Pro, 8% preferred Adobe Audition, and 3% wanted graduates to know how to use Avid. In contrast, the journalism employers had a strong preference regarding photography software, with 58% wanting applicants to be trained in Adobe Photoshop photography editing software. Of the rest, 6% preferred Lightroom and 36% either left the question blank or selected N/A.

Research Question 5 asked how confident are journalism employers that journalism students are being taught the multimedia skills needed to be hired. Based on the mean scores of questions 17-22 in the journalism employer survey, journalism employers were less than confident journalism students are being taught professional-quality audio skills (M=3.00), video skills (M=3.14), photography skills (M=3.72), blogging skills (M=3.39), and broadcast writing skills (M=3.28). Employers were only neutral that journalism students are being taught professional-quality print writing skills (M=4.06).

Research Question 6 asked how would journalism seniors and journalism employers define convergence journalism. Of the 70 definitions of convergence journalism given by journalism seniors and journalism employers, no two were the same word-for-word. However, some similar trends developed from the respondents' definitions. Out of the journalism employers who defined convergence journalism, 12% defined it as a negative reality that added pressure to their already demanding jobs. For example, one described convergence as "The distressing of a

reporter to the point at which their story, photos and videos reflect that all are important, but none are great." Three others said they had "no idea" what the term convergence journalism meant. In contrast to the negative perception of convergence journalism, only one employer positively described the medium as "a fantastic new way to inform the public."

Collectively, journalism seniors differed from journalism employers when defining convergence journalism in that 94% stayed away from a positive or negative view of the term. The only journalism senior who defined convergence as more than a textbook-like definition of multiplatform journalism described it as a way to "provide viewers with a more dynamic experience."

Instead of focusing on an emotional aspect of the phrase, journalism seniors described convergence as a multiplatform medium "using writing, video, editing and marketing tools together to create a solid journalistic output" and "A combination of all forms of journalism, including print, broadcast, photojournalism, and others." One journalism senior defined convergence as a way to address several needs: "Using multiple forms of media to tell the story, needing to be able to write, do video, and web are becoming increasingly more popular. People are needing to learn all the skills to be able to proceed." A complete table with all definitions of convergence from both journalism seniors and journalism employers is attached at the end of this thesis in the Appendix.

Hypothesis 1 predicted that journalism seniors and journalism employers would differ in how competent they expected journalism seniors' multimedia skills to be when they graduated. Professional convergence journalism skills were examined through 15 independent-samples *t*-tests (See Table 1). Independent *t*-tests were conducted because the means of two unrelated groups were compared. Of the 15 independent-samples *t*-tests conducted, 11 were statistically significant in confidence levels. Because only 11 out of 15 of the independent-samples *t*-tests were statistically significant, Hypothesis 1 was judged partially supported.

Table 1

T-test Comparing Confidence in Convergence Journalism Skills

	Employers					Seniors				
	M	*SD*	*T*	η	η^2	*M*	*SD*	*T*	η	η^2
1. Professional Video	3.22	2.14	-3.18*	.379	.144	5.00	1.37	-3.18*	.379	.144
2. Professional Photo	5.27	1.89	3.95**	.454	.206	3.18	1.77	3.95**	.454	.206
3. Pro Tools	2.50	2.20	-3.09*	.397	.158	4.47	2.20	-3.09*	.397	.158
4. Final Cut Pro	2.78	2.19	-5.16**	.586	.343	5.76	1.35	-5.16**	.586	.343
5. Photoshop	5.39	1.89	4.12**	.498	.248	3.18	1.70	4.12**	.498	.248
6. Employers Seeking Audio Skills	3.00	1.55	-4.43**	.528	.278	5.06	1.64	-4.43**	.528	.278
7. Employers Seeking Video Skills	3.14	1.42	-8.60**	.769	.592	6.35	0.86	-8.60**	.769	.592
8. Employers Seeking Photography Skills	3.72	1.34	-3.65*	.455	.207	5.18	1.38	-3.65*	.455	.207
9. Employers Seeking Blogging Skills	3.39	1.58	-5.41**	.679	.461	5.71	1.16	-5.41**	.679	.461
10. Employers Seeking Broadcast Writing Skills	3.28	1.52	-5.18**	.587	.345	5.65	1.62	-5.18**	.587	.345
11. Employers Seeking Print Writing Skills	3.94	1.37	-6.26**	.659	.434	6.24	0.90	-6.26**	.659	.434
12. Professional Audio	4.13	4.88	-1.12	.582	.388	4.88	1.54	-1.12	.582	.388
13. Blogging	3.36	1.99	-1.50	.323	.104	4.18	1.74	-1.50	.323	.104
14. Broadcast Writing	4.16	2.44	-1.58	.532	.283	5.18	1.70	-1.58	.532	.283
15. Print Writing	5.89	1.64	.555	.353	.124	5.65	1.17	.555	.353	.124

Note: Employer N=36; Student N=17. *p < .05 **p <.01

The need for journalism seniors to have competency in professional video convergence skills was examined. As Table 1 shows, $t(62)=-3.18$, $p=.001$, journalism seniors, $M=5.00$, were statistically more confident about their need to be competent in professional video skills when being hired than were the journalism employers, $M=3.22$. The hypothesis was supported. An analysis of association using eta, $n=.379$, indicated a large effect between journalism senior and journalism employer confidence levels in whether professional video skills were needed, according to Cohen's guidelines (Cohen, 1992). Eta-squared was used to determine the explained variance, ($\eta^2=.144$). Confidence in professional video skills explained 14.4% of the variation between journalism seniors and journalism employers.

The need for journalism seniors to have competency in professional photography skills was examined, $t(62)=3.95$, $p=.001$, journalism employers, $M=5.27$, were statistically more confident about the need for journalism seniors to be competent in professional photography skills when being hired than were the journalism seniors, $M=3.18$. The hypothesis was supported. An analysis of association using eta, $n=.454$, indicated a large effect between journalism seniors and journalism employers confidence in professional photography skills. Confidence in professional photography skills explained 20.6% ($\eta^2=.206$) of the variation between journalism seniors and journalism employers.

The need for journalism seniors to competent in Pro Tools audio editing software skills was examined, $t(53)=-3.09$, $p=.001$, journalism seniors, $M=4.47$, were statistically more confident about their need to be competent in Pro Tools audio editing software skills when being hired than were the journalism employers, $M=2.50$. The hypothesis was supported. An analysis of association using eta, $n=.397$, indicated a large effect between journalism seniors and journalism employers confidence in professional photography skills. Confidence in Pro Tools audio editing

software skills explained 15.8% (η^2=.158) of the variation between journalism seniors and journalism employers.

The need for journalism seniors to have competency in Final Cut video editing software skills was examined, $t(53)$=-5.16, p=.001, journalism seniors, M=5.76, were statistically more confident about their need to be competent in Final Cut Pro video editing software skills when being hired than were the journalism employers, M=2.78. The hypothesis was supported. An analysis of association using eta, n=.586, indicated a large effect between journalism seniors and journalism employers confidence in Final Cut Pro video editing skills. Confidence in Final Cut Pro video editing software skills explained 34.3% (η^2=.343) of the variation between journalism seniors and journalism employers.

The need for journalism seniors to be competent in Photoshop photography editing software also was examined, $t(53)$=4.12, p=.001, journalism employers, M=5.39, were statistically more confident about the need for journalism seniors to be competent in Photoshop photo editing software skills when being hired than were the journalism seniors, M=3.18. The hypothesis was supported. An analysis of association using eta, n=.498, indicated a large effect between journalism seniors and journalism employers confidence in Photoshop photo editing skills. Confidence in Photoshop photo editing software skills explained 24.8% (η^2=.248) of the variation between journalism seniors and journalism employers.

The need for journalism seniors to be competent in audio editing software skills was examined, $t(53)$=-4.43, p=.001, journalism seniors, M=5.06, were statistically more confident about the value of their audio editing skills when being hired than were the journalism employers, M=3.00. The hypothesis was supported. An analysis of association using eta, n=.498, indicated a large effect between journalism seniors and journalism employers confidence in seniors' need to be competent in audio editing skills. Confidence in seniors audio editing skills explained 52.8% (η^2=.528) of the variation between journalism seniors and journalism employers.

32

The need for journalism seniors to be competent in video editing software skills was examined, $t(53)=-8.60$, $p=.001$, journalism seniors, $M=6.35$, were statistically more confident about the value of their video editing skills when being hired than were the journalism employers, $M=3.14$. The hypothesis was supported. An analysis of association using eta, $n=.769$, indicated a large effect between journalism seniors and journalism employers confidence in seniors' need to be competent in video editing skills. Confidence in seniors' video editing skills explained 59.2% ($\eta^2=.592$) of the variation between journalism seniors and journalism employers.

The need for journalism seniors to have competency in photography editing software skills was examined, $t(53)=-5.41$, $p=.001$, journalism seniors, $M=5.65$, were statistically more confident about the value of their blogging skills when being hired than were the journalism employers, $M=3.28$. The hypothesis was supported. An analysis of association using eta, $n=.679$, indicated a large effect between journalism seniors and journalism employers confidence in seniors' need to be competent bloggers. Confidence in seniors' blogging skills explained 46.1% ($\eta^2=.461$) of the variation between journalism seniors and journalism employers.

The need for journalism seniors to be competent bloggers was examined, $t(53)=-3.65$, $p=.001$, journalism seniors, $M=5.65$, were statistically more confident about the value of their broadcast writing skills when being hired than were the journalism employers, $M=3.28$. The hypothesis was supported. An analysis of association using eta, $n=.587$, indicated a large effect between journalism seniors and journalism employers confidence in seniors' need to be competent in broadcast writing. Confidence in seniors' broadcast writing skills explained 34.5% ($\eta^2=.345$) of the variation between journalism seniors and journalism employers.

The need for journalism seniors to be competent broadcast writers was examined, $t(53)=-3.65$, $p=.001$, journalism seniors, $M=5.65$, were statistically more confident about the value of their broadcast writing skills when being hired than were the journalism employers, $M=3.28$. The hypothesis was supported. An analysis of association using eta, $n=.587$, indicated a large effect between journalism seniors and journalism employers confidence in seniors' need to be

competent in broadcast writing. Confidence in seniors' broadcast writing skills explained 34.5% (η^2=.345) of the variation between journalism seniors and journalism employers.

The need for journalism seniors to be competent print writers was examined, $t(53)$=-6.26, p=.001, journalism seniors, M=6.24, were statistically more confident about the value of their print writing skills when being hired than were the journalism employers, M=3.94. The hypothesis was supported. An analysis of association using eta, n=.659, indicated a large effect between journalism seniors and journalism employers confidence in seniors' need to be competent in print writing . Confidence in seniors' print writing skills explained 43.4% (η^2=.434) of the variation between journalism seniors and journalism employers.

The need for journalism seniors to have competency in professional audio convergence skills was examined, $t(60)$=-3.18, p=.267, journalism seniors, M=4.88, were not statistically more confident about their need to be competent in professional video skills when being hired than were the journalism employers, M=4.13. The hypothesis was not supported.

The need for journalism seniors to have competency in professional blogging convergence skills was examined. As Table 1 shows, $t(60)$=-1.50, p=.140, journalism seniors, M=4.18, were not statistically more confident about their need to be competent in professional blogging skills when being hired than were the journalism employers, M=3.36. The hypothesis was not supported.

The need for journalism seniors to have competency in professional broadcast writing convergence skills was examined. As Table 1 shows, $t(60)$=-1.58, p=.119, journalism seniors, M=5.18, were not statistically more confident about their need to be competent in professional broadcast writing skills when being hired than were the journalism employers, M=4.16. The hypothesis was not supported.

The need for journalism seniors to have competency in professional print writing convergence skills was examined. As Table 1 shows, $t(60)$=.555, p=.583, journalism seniors, M=5.65, were not statistically more confident about their need to be competent in professional

print writing skills when being hired than were the journalism employers, *M*=5.89. The

hypothesis was not supported**.**

Hypothesis 2 predicted that journalism seniors would differ from journalism employers

when assessing the importance of acquiring and advancing their convergence journalism skills.

Table 2

T-test Comparing the Acquiring and Advancement of Job Skills

	N	M	SD	t	η	η²
Employers	36	6.08	1.36	-1.07	.187	.035
Seniors	17	6.47	0.87			

- p < .05 **p <.01

The need for acquiring and advancing job skills once hired was examined. As Table 2

shows, $t(53)$=-1.07, p=.289, journalism seniors, *M*=6.47, were not statistically more confident

about the need for acquiring and advancing job skills than were journalism employers, *M*=6.08.

Thus, Hypothesis 2 was supported. An analysis of association using eta, n=.187, indicated a small

effect between journalism senior and journalism employer need for acquiring and advancing job

skills. The need for acquiring and advancing job skills once hired explained 3.5% (η^2=.035) of the

variation between journalism seniors and journalism employers.

CHAPTER V

DISCUSSION & CONCLUSION

The most important finding of this research centered on the gap between what

convergence journalism skills journalism seniors though employers valued verses what skills

journalism employers actually valued. Journalism seniors rated convergence skills as more

important than the employers. Seniors were consistent when rating the perceived competency

levels of the convergence skills of professional video, audio, photography, blogging, print writing

and broadcast writing skills between a mean score of competent to very competent. However,

journalism employers were mostly neutral about many of those same convergence skill areas as

they reported mainly being concerned that seniors need to above all else be able to write well.

This study offered five research questions about the multimedia journalism skills needed

for both journalism seniors and the employers hiring them as well as one research question that

sought to better understand how both groups of participants defined convergence journalism:

How confident are journalism seniors in the convergence skills they have been trained in? Which

specific multimedia journalism-related software programs have journalism seniors been trained

in? How confident are journalism seniors that their multimedia skills are what employers want?

Which specific multimedia journalism-related software programs are employers looking for

graduates to be trained in? How confident are journalism employers that journalism seniors are

being taught the multimedia skills they need to have to be hired? And how will journalism seniors

and journalism employers define convergence journalism?

In answering the five research questions about multimedia journalism skills, 15

independent t-tests were conducted, 11 were significant. The need for journalism seniors to be

competent in professional video, professional photography, Pro Tools audio software, Final Cut

Pro video software, and Photoshop software were statistically significant. In other words, these areas of convergence journalism skills revealed a statistically significant difference between how competent journalism seniors believed they needed to be in a skill or software program verses how competent journalism employers felt they needed to be when entering the field. In most cases, the means of journalism seniors were higher than the means of journalism employers, revealing that journalism seniors thought they needed to be more competent in specific journalism skills such as professional video and audio production than employers were looking for when hiring. Overall, this can be viewed as a positive sign for journalism students because they are not expected to be masters of all traits when they enter the field.

Furthermore, on a 7-point semantic differential scale, journalism seniors recorded a higher mean score than employers on the perceived need of seniors to be trained professionally in video, audio, blogging, and broadcast writing. In contrast, employers recorded a higher mean score than seniors on the importance of print writing and professional photography. The results suggest that employers are looking for journalism seniors who have a strong foundation of print writing and photography skills along with experience in audio and video editing, although the high percentage of employer respondents working in the newspaper field may have skewed the percentages. These results mirrored the results of previous convergence journalism studies of Birge, 2006; Fahmy, 2008; Huang et al.; 2006b; Murray et. al.; 2011, and Russial & Santana, 2011, Ketterer, McGuire, & Murray, 2013, which all stressed the importance of strong writing skills as the foundation of any convergence journalism curricula.

This study offered one research question regarding the top factor that journalism seniors in the Shaver study identified as the most important motivating factor when graduating: How important to journalism seniors is the opportunity to acquire and advance their multimedia skills in their first job? Of all the survey questions asked of both the journalism seniors and journalism employers, this was the only question that received an average mean score of above six on the 7-point semantic differential scale used in the study, a rating that indicated both journalism seniors

and employers view the acquiring and advancing of journalism skills in the field as "very important." The high mean scores that journalism seniors recorded on the research survey suggest that the 2013 seniors still share the same top priority of acquiring and advancing their journalism skills in their first job that their pre-Internet, social media, and convergence journalism counterparts regarded as the top factor in the Shaver study 30 years earlier.

Herzberg's theory of job satisfaction was mainly examined in this study through seniors and employers' differing opinions on the importance of intrinsic convergence journalism skills. Journalism seniors consistently reported that they expected to work at a journalism-related job that gave them the opportunity to further acquire and advance their professional video, audio, photography and other convergence-related skills. However, journalism employers were not as certain about spending time and money advancing many of these same convergence skills. If journalism seniors end up taking jobs in the field on the assumption that they will help them advance their skills only to find out later that they are not needed or used, then this could result in a high level of job dissatisfaction. This result mirrors Herzberg's original theory that pride in a worker's job is one of the most important intrinsic skills needed for that person to be happy in the workforce.

When surveyed about specific software skills, journalism employers seemed to favor the audio software editing program of Adobe Audition over the program that journalism seniors were most familiar with – Pro Tools. Although the argument could be made that both audio software editing programs are similar enough that a graduating student should be able to adapt to the other fairly, there is no guarantee that an applicant with an expertise in Adobe Audition will not get first preference over one without the same knowledge of the program.

In contrast, both journalism employers and journalism students seemed to be on the same page regarding video editing software. The highest percentage of employers who wrote in a specific video editing software program in the survey were looking for journalism graduates to be trained in Final Cut Pro. This should be seen as welcomed news by the journalism seniors of the

Midwestern University surveyed because all respondents reported being trained in the program. The same can be said for the photography editing software Adobe Photoshop, which continues to be the overwhelming favorite for employers to use when editing photos. This result suggests the ability to produce and edit video content is a primary focus of convergence perhaps for newspapers in particular in all markets.

It is worth nothing that the highest percentage of journalism employer respondents to both the audio and video software programs were not looking for any specific audio or video program when hiring. This could be perceived as welcoming news for journalism schools because as long as they train students to be competent, it should be fairly easy for graduates to adjust to a new software program in their first job.

That being said, software editing programs update constantly, and just as the journalism industry must continue to evolve or risk becoming obsolete, so to must journalism schools continue to teach students the most up-to-date software programs so that graduates are given the best opportunity to succeed in the competitive field.

Implications

Going forward, it is important for journalism schools to continue to produce graduates who are confident in a variety of convergence skills. It is equally important to produce journalism graduates who are excited about the profession. Some of the negative comments that journalism employers made about convergence journalism could be direct reflections of how much is expected of the professional journalist. Many newspapers, radio stations, and television stations will continue to fight an uphill battle of keeping their audiences engaged while at the same time not burning out their employees. The hope is that, as one journalism senior defined convergence journalism, more employers and journalism publications will embrace convergence as a "fantastic new way to inform the public" instead of, as one journalism employer defined it, "The distressing of a reporter to the point at which their story, photos and videos reflect that all are

39

important, but none are great." Focusing on journalistic principles will help build a strong foundation that can be applied to any software as it continues to change.

The results of this research suggests journalism schools should continue to produce graduates who have a strong foundation of writing skills with at least a basic knowledge of audio, video, photography, and blogging skills. As one journalism employer put it, "At a community weekly paper, we are looking for writing potential first but also the use of engaging new technology (web, social media, video, etc.)." Another added "The delivery platforms are merging. A reporter for radio needs print writing skills as well as those of a video reporter."

Herzberg's job satisfaction may be over 45 years old, but its relevancy still significantly applies to workers in the modern convergence journalism workforce. Journalism students have traditionally never gone into the field because of high paying salaries. Instead, it is assumed that, as indicated in the Shaver study, the intrinsic pride that journalists get from their job is enough to offset the lack of financial extrinsic motivators that are lost by choosing journalism over a higher paying field.

As college costs continue to outpace the inflation rate while journalism salaries remain mostly stagnant, it has never been more important for journalists to have a high intrinsic motivator of pride in their job. One of the main ways this can occur is by giving journalism graduates the opportunity to advance their convergence journalism skills in a variety of media platforms. If employers continue to refuse to adapt to the new convergence culture and cling to the old way of doing things, then the industry will risk losing talented new journalists who will quickly become frustrated or bored with the field and move on to a more enjoyable occupation. These young journalists need to be welcomed into the newsrooms that they enter into because they might be teaching the older ones, especially about new ways to use the technology to better serve to public.

Limitations and Future Research

The Midwestern U.S. University used in this study had only 59 senior students in both the multimedia journalism and sports media journalism programs. The original goal was to have at least one other Midwestern U.S. university journalism program surveyed. However, the deadlines of the study made such a goal unrealistic because of the unexpected added delay of approval of all survey instruments, procedures and questionnaires by an additional Institutional Review Board. Consequently, the results cannot be generalized to any other journalism institution's journalism program except for the Midwestern U.S. University used in this study.

Furthermore, two original research questions -- "What specific convergence journalism skills were journalism seniors trained in?" and "Which specific skills (audio, video, etc) are journalism employers looking for when hiring recent journalism seniors?" -- had to be thrown out because the question that corresponded to both RQ's on the journalism senior and journalism employer surveys produced an unexpected glitch that did not allow participants to select more than one box that corresponded to each convergence journalism skill. This potentially discouraged multiple participants from continuing on to complete the survey. Had this problem not occurred, the expected sample size of both the journalism employers and journalism seniors would be higher. The low response rate also hindered these results.

This study also dealt with a much smaller than ideal sample size. Had the sample size been larger for both journalism employers and journalism seniors, an analysis of variance would have been used to better understand the statistical significance of the findings. Furthermore, because almost half of the employer respondents were from newspaper related jobs, the results, especially concerning non-traditional print related skills (i.e., broadcast writing, video editing, audio editing) could have been skewed. The state has many small newspapers and these employers likely influenced the results. It is more difficult for smaller staffs to do all of the skills required for convergence, which might have results in the negative comments. Also, there is less need for convergence skills at smaller newspapers because they use them less on their websites. A more effective way of conducting such a study in future research would be to have a sample size

of at least 30 or more for statistical purposes represented from each field. This would ensure that the results of a more complex analysis would increase the explanation power of the results and also lessen the likelihood of skewed statistics such as comparing the responses by the media type and size of media outlet.

Future convergence journalism studies should look to build off this thesis by doing a larger scale survey comparing and contrasting the competency levels that journalism students are trained in verses how competent the print, broadcast, and multimedia employers expect those same students to be when graduating. Future studies should examine how the broadcast and print industries are adapting to the demands of convergence journalism as well as the problems associated with such a transition. This study especially needs to be done with a broader sample from several universities.

 This study suggests using the Diffusion of Innovation theory to examine how journalism professionals are adapting to their new convergence journalism environment in future research. If journalism schools can continue to get feedback regarding what training is working, what needs to be improved, and what software needs to be implemented, then schools should produce more graduates ready to succeed in the changing convergence journalism world.

REFERENCES

Achtenhagen, L., & Raviola, E. (2009). Balancing tensions during convergence: duality management in a newspaper company. *International Journal on Media Management*, *11*(1), 32-41. DOI**:**10.1080/14241270802518505

Adams, W. J. (2008). Industry guidance could help J-programs prepare print majors for convergence. *Newspaper Research Journal, 29*(4), 81-88.

Agresti, A. & Finlay, B. (1986). *Statistical Methods for the Social Sciences* (2nd). San Francisco: Dellen.

Auman, A., & Lillie, J. (2008). An evaluation of team-teaching models in a media convergence curriculum. *Journalism & Mass Communication Educator, 62*(4), 360-375. Retrieved from http://search.proquest.com/docview/215288703?accountid=4117

Bardoel, J., & Deuze, M. (2001). 'Network journalism': Converging competences of old and new media professionals. *Austrailian Journalism Review*, *23*(2), 91-103.

Becker, L. B., Vlad, T., Kazragis, W., Toledo, C., & Desnoes, P. (2011, August 10). Annual Surveys of Journalism and Mass Communication. *Welcome To Grady College*. Retrieved January 31, 2012, from http://www.grady.uga.edu/annualsurveys/

Black, T. (2004). Higher learning; training never stops on the road to success. *NABJ Journal, 22*(1), 38-38. Retrieved from http://search.proquest.com/docview/224157582?accountid=4117

Birge, E. (2004). Teaching convergence - but what is it? *The Quill, 92*(4), 10-13. Retrieved from http://search.proquest.com/docview/219781801?accountid=4117

Birge, E. (2006). The great divide. *The Quill, 94*(6), 20-24. Retrieved from http://search.proquest.com/docview/219758509?accountid=4117

Boczkowski, P. J., & Peer, L. (2011). The choice gap: The divergent online news perferences of journalists and consumers. *Journal of Communication*, *61*, 857-876. doi: 10.1111/j.1460-2466.2011.01582.x

Buddenbaum, J. M., & Novak, K. B. (2001). Applied Communication Research. Ames, Iowa: Iowa State Press.

Cauchon, D. (2011, October 19). Student Loan Debt Hits Record Levels - CNBC. *Stock Market News, Business News, Financial, Earnings, World Market News and Information - CNBC*. Retrieved January 31, 2012, from http://www.cnbc.com/id/44958852/Student_Loan_Debt_Hits_Record_Levels

Carey, R. J. (2006). *The working relationship of photojournalists and reporters: A coorientation study*. Regent University). *ProQuest Dissertations and Theses, ,* 142-142 p. Retrieved from http://search.proquest.com/docview/304925708?accountid=4117. (304925708).

Castañeda, L., Murphy, S., & Heather, J. H. (2005). Teaching print, broadcast, and online journalism concurrently: A case study assessing a convergence curriculum. *Journalism & Mass Communication Educator, 60*(1), 57-70. Retrieved from http://search.proquest.com/docview/215289656?accountid=4117

Chimbel, A. (2010, June 17). News convergence isn't easy for student journalists, either. *Online Journalism Review*. Retrieved September 13, 2012, from http://www.ojr.org/ojr/people/AaronChimbel/201006/1860/

Cleary, J. (2006). From the classroom to the newsroom: Professional development in broadcast journalism. *Journalism and Mass Communication Educator, 61*(3), 254-266.

Cohen, J. (1992). A power primer. *Psychological Bulletin, 112*, 155-159.

Cohen, N.S., Macdonald, S., Mazepa, P., & Skinner, D. (2011). Making media public: From discussion to action? *Canadian Journal of Communication, 36*(1), 169-178. Retrieved from http://search.proquest.com/docview/864114299?accountid=4117

Davis-Scholle, T. (2012, September 24). Are journalism schools adapting to new media?. *USA today college*. Retrieved September 29, 2012, from http://www.usatodayeducate.com/staging/index.php/campuslife/are-journalism-schools-adapting-to-new-media

Deuze, M. (2004). What is multimedia journalism?. *Journalism Studies*, *5*(2), 139-152. doi: 10.1080/1461670042000211131

Dillman, D. A. (2000). *Mail and Internet surveys: The tailored design method* (2nd ed.) New York: Wiley and Sons.

Endres, F. (2008). Media convergence in a college newsroom: a longitudinal study of identification and commitment to a collaborative web site. *Journal of the Research Center for Educational Technology*, *4*(2), 57-65.

Fahmy, S. (2008). How online journalists rank importance of news skills. *Newspaper Research Journal*, *29*(2), 23-39.

Garson, G. D. (2009). *Testing of assumptions*. Retrieved from http://www2.chass.ncsu.edu/garson/pa765/assumpt.htm.

Gentry, J.K. "Convergence in Action," (presentation and panel discussion at the annual meeting of the AEJMC, Washington, D.C., August, 2001); Morton, "The Emergence of Convergence."

Getz, J. E. (2001). *Interns in the workplace: How students perceive the value of field experience in journalism education.* University of South Dakota). *ProQuest Dissertations and Theses,* , 204-204 p. Retrieved from http://search.proquest.com/docview/251778552?accountid=4117. (251778552).

Gorsuch, R.L. (1983). *Factor analysis* (2nd ed.). Hillsdale, NJ: Erlbaum.

Greenslade, R. (2010, June 4). Low pay the major problem for journalism graduates. *The Guardian* . Retrieved July 23, 2012, from http://www.guardian.co.uk/media/greenslade/2010/jun/04/journalism-education-newspapers

Gravetter, F.J. and Wallnau. (2000). *Statistics for the behavioral sciences* (5th ed.). California: Wadsworth/Thompson Learning.

Hatcher, L. (1994). *A step-by-step approach to using the SAS system for factor analysis and structural equation modeling*. Cary, NC: SAS Institute.

Herzberg, F. (1968). One more time: How do you motivate employees?. *Harvard Business Review*, *46*(1), 53-62.

Huang, E., Davison, K., Shreve, S., Davis, T., Bettendorf, E., & Nair, A. (2006a). Bridging newsrooms and classrooms: Preparing the next generation of journalists for converged media. *Journalism and Mass Communication Monographs, 8*, 233-262.

Huang, E., Davison, K., Shreve, S., Davis, T., Bettendorf, E., & Nair, A. (2006b). Facing the challenges of convergence: Media professionals concerns of working across media platforms. *Convergence, 12*(1), 83-98.

Katt, J. A., & Condly, S. J. (2009). A preliminary study of classroom motivators and de-motivators from a motivation-hygiene perspective. *Communication Education*, *16*(19), 213-234. doi: 10.1080/03634520802511472

Ketterer, S., Weir, T., J, S. S., & Back, J. (2004). Case study shows limited benefits of convergence. *Newspaper Research Journal, 25*(3), 52-65. Retrieved from http://search.proquest.com/docview/200630522?accountid=4117

Killebrew, K. C. (2009). Culture, creativity and convergence: managing journalists in a changing information workplace. *International Journal on Media Management*, *5*(1), 39-46. doi:10.1080/14241270309390017

Kinsman, M., & Pettas, J. (2007). The must-have skills you didn't know you needed yet. *Folio, 36*(10), 20-23. Retrieved from http://search.proquest.com/docview/223308971?accountid=4117

Kline, P. (1979). *Psychometrics and psychology*. London: Academic Press.

Klinenberg, E. (2004). Convergence: News Production in a Digital Age. *The Annals of the American Academy of Political and Social Science*, *597*(48), 48-64. doi: 10.1177/0002716204270346

Kraeplin, C., & Carrie, A. C. (2005). Building a case for convergence journalism curriculum. *Journalism & Mass Communication Educator, 60*(1), 47-56. Retrieved from http://search.proquest.com/docview/215292097?accountid=4117

Larkin, J. (2008). Convergence journalism: Towards a new media landscape. *University of Canterbury*. Retrieved September 12, 2012, from

www.saps.canterbury.ac.nz/docs/robert_bell_report_feb09.pdf

Lepre, C., & Breske, G.L. (2005). Little common ground for magazine editors and professors surveyed on journalism curriculum. *Journalism and Mass Communication Educator, 60*, 190-200.

Leslie-Jean Thornton, & Susan, M. K. (2009). From convergence to webvergence: Tracking the evolution of broadcast-print partnerships through the lens of change theory. *Journalism and Mass Communication Quarterly, 86*(2), 257-276. Retrieved from http://search.proquest.com/docview/216937556?accountid=4117

Lum, L. (2005). The rise of blog nation. *Black Issues in Higher Education, 22*(12), 20-22. Retrieved from http://search.proquest.com/docview/62007468?accountid=4117

Lowrey, W., Daniels, G. L., & Becker, L. B. (2005). Predictors of convergence curricula in journalism and mass communication programs. *Educator, 60*, 32-46.

Maxwell, R., & Miller, T. (2011). Old, new, and middle-aged media convergence. *Cultural Studies*, *25*(4-5), 583-603. doi: 10.1080/09502386.2011.600550

McKean, M. (2007). Passing along the value of humility. *Nieman Reports, 61*(3), 83-84. Retrieved from http://search.proquest.com/docview/216756517?accountid=4117

Mendolera, K. M. (2012). State of the media report 2012. *The new PR site*. Retrieved September 28, 2012, from http://www.vocus.com

Mensing, D. (2010). Rethinking [again] the future of journalism education. *Journalism Studies*, *11*(4), 511-523.doi: 10.1080/14616701003638376

Mertler, C. A., & Vannatta, R. A. (2005). *Advanced and multivariate statistical methods* (3rd ed.). Glendale, CA: Pryczak Publishing.

Michael, S. (2005). Media convergence: How are we preparing students of journalism and mass communication to deal with it?. *journalism.fiu.edu*. Retrieved September 4, 2012, from journalism.fiu.edu/assets/docs/faculty/SheerinResearch.pdf

Murray, J. (2007). *A 10-step survival guide for journalism schools stuck in the fourth estate*. Kent: Kent State University of Journalism and Mass Communication. Retrieved November, 26, 2012, from http://stream.kent.edu/gmurray/JMC/Adapt_Or_Die.pdf

Murray, R., McGuire, J., Ketterer, S., & Sowell, M. (2011). Flipping the field: The next generation of newspaper sports journalists. *Journal of Sports Media*, *6*(2), 65-88.

NCFTJ. (2009). Journalism skills survey. *creativeskillset.org*. Retrieved July 23, 2012, from www.creativeskillset.org/uploads/pdf/asset_13022.pdf?2

Outing, S. (1999). Preparing J-school students for new media convergence. *Editor & Publisher, 132*(1), 49-49. Retrieved from http://search.proquest.com/docview/194317187?accountid=4117

Pearson, M. A. (2010). *A phenomenological study of journalism students' perceptions of their*

education. La Sierra University). *ProQuest Dissertations and Theses, ,* 130. Retrieved from http://search.proquest.com/docview/743814796?accountid=4117. (743814796)

Quinn, S. (2004). An intersection of ideals: Journalism, profits, technology and convergence. *The Sage Journal*, *10*(109), 109-123. doi: 10.1177/135485650401000409

Reinardy, S. (2009). Beyond satisfaction: Journalists doubt career intentions as organizational support dimishes and job satisfaction declines. *Atlantic Journal of Communication*, *17*(3), 126-139. doi: 10.1080/15456870902873192

Robinson, S. (2011). Convergence crises: News work and news space in the digitally transforming newsroom. *Journal of Communication*, *61*, 1122-1141. doi: 10.1111/j.1460-2466.2011.01603.x

Russial, J., & Santana, A. (2011). Specialization still favored in most newspaper jobs. *Newspaper Research Journal, 32*(3), 6-23. Retrieved from http://search.proquest.com/docview/906020723?accountid=4117

Sachau, D. A. (2007). Resurrecting the motivation-hygiene theory: Herzberg and the positive psychology movement. *Human Resource Development Review*, *6*(377), 377-393.

Schwab, A.J. (2007). Principal components analysis. Retrieved from http://www.utexas.edu/courses/schwab/sw388r7_spring_2007/SolvingProblemsIn SPSS/0_SolvingProblems_Spring_2007.htm

Shaver, H. (1978). Job satisfaction and dissatisfaction among journalism graduates. *Journalism Quarterly*, *55*(1), 54-61.

Siklos, R. (2007, February 14). Is Radio Still Radio if Theres Video?. *The New York Times*. Retrieved November, 28, 2012, from http://www.nytimes.com/2007/02/14/business/media/14radio.html?pagewanted=all

Simon, C. C. (2011, July 22). R.O.I. - NYTimes.com. *Education Life*. Retrieved January 31, 2012, from http://www.nytimes.com/2011/07/24/education/edlife/edl-24roi-t.html?_r=1&pagewanted=all

Jane, B. S. (2004). More than ink-stained wretches: The resocialization of print journalists in converged newsrooms. *Journalism and Mass Communication Quarterly, 81*(4), 838-856. Retrieved from http://search.proquest.com/docview/216925860?accountid=411

Singer, J. (2006). Strange bedfellows? The diffusion of convergence in four news organizations. *Journalism Studies*, *5*(2), 3-18. doi:10.1080/1461670032000174701

Strobel, W. P. (1996). The CNN effect. *American Journalism Review*. Retrieved September 13, 2012, from http://www.ajr.org/article.asp?id=3572

Suddath, C. (2011, October 13). Chicago Ideas Week: The Future of Journalism. *TIME*. Retrieved February 9, 2012, from http://www.time.com/time/specials/packages/article/0,28804,2096504_2096506_209679 9,00.html

Sullivan, A. (2012). Media convergence of newspapers. *Liberty University*. Retrieved September 12, 2012, from digitalcommons.liberty.edu/cgi/viewcontent.cgi?article=1240&context=masters

Tabachnick, B. G., and Fidell, L. S. (1996). *Using multivariate statistics* (3rd ed.). New York, NY: HarperCollins.

Tanner, A., & Duhe, S. (2005). Trends in mass education in the age of media convergence: preparing students for careers in a converging news environment. *Studies in Media & Information Literacy Education*, *5*(3), 1-12. DOI: 10.3138/sim.5.3.001

Tarpenning, D., & Schaub, L. (2002). Sweet! Generation "D" takes on media convergence. *Quill and Scroll, 77*(1), 4-5. Retrieved from http://search.proquest.com/docview/62212826?accountid=41

Thornton, L., & Keith, S. M. (2009, August). From convergence to webvergence: Tracking the evolution of broadcast-print partnerships through the lens of change theory [electronic version]. Journalism & Mass Communications Quarterly, 86(2), 257-276.

Van Maanen, M. M. (2006). *Employer perceptions of the contemporary media and journalism program at the university of south dakota.* University of South Dakota). *ProQuest Dissertations and Theses,* , 117. Retrieved from http://search.proquest.com/docview/305259871?accountid=4117. (305259871).

Weaver, D. H. (2009). US journalism in the 21st century--what future?. *Sage Journal* , *10*(3), 396-397. doi: 10.1177/1464884909102604

Wenger, D.H. (2005). Cross-training students key in multimedia world. *The Quill, 93*(2), 28-29. Retrieved from http://search.proquest.com/docview/219787945?accountid=41

Whiting, J. (2010). *Convergence in the classroom: Expanding new media delivery and content in journalism and broadcast courses.* Michigan State University). *ProQuest Dissertations and Theses*, 76. Retrieved from http://search.proquest.com/docview/871195239?accountid=4117. (871195239).

Yovovich, B. G. (1996). J-schools in transition. *Editor & Publisher, 129*(7), 3-20I. Retrieved from http://search.proquest.com/docview/194300109?accountid=4117

APPENDICES

Journalism employer convergence definitions:

-News across multiple platforms

-Convergence journalism is using multiple mediums to tell a story.

-Convergence journalism involves the melding of print, online, audio, video

and interactive media into one information-providing source

1. The distressing of a reporter to the point at which their story, photos and videos reflect
that all are important, but none are great.

2. Where news is delivered in a variety of formats in an effort to capture every possible eyeball.

-Teaching students all aspects of journalism, from multimedia to the ""old style.

-When print, broadcast and digital media come together.

-No idea

-Blending the old and the new: print, digital and mobile. Providing the accuracy and

credibility of old-school journalists with the immediacy of today's communications.

-Covering a story with the intent to produce the story on several platforms.

-The regular newspaper, the newspape website, mobile website, photo galleries and video galleries

-Meshing electronic delivery with traditional print and/or broadcast journalism

-I view it as the telling of stories in a variety of media. Broadcast, web, social media, pictures,

and each media tells its story in a particular way, or style.

-The delivery platforms are merging. A reporter for radio needs print writing skills as well as

those of a video reporter

-At a community weekly paper, we are looking for writing potential first but also the use of

engaging new technology (web, social media, video, etc.)

-I have no idea.

-The interactive delivery and receipt of news or public affairs information through traditional and

non-traditional means.

-Never heard of it

-Using different platforms/tools to report news: Online, print, still and video.

journalists and media sharing editorial content through varied platforms

-The ability to quickly and accurately report information in various forms (written, photographic, video)

and on multiple platforms (print, news website, social media).

Additionally, the ability to use those same forms and platforms effectively in enterprise reporting.

-Competence in varied journalism disciplines (print, broadcast and online) to produce content that can

be distributed via diverse platforms.

-The melding of print and broadcast, particularly on the web, where audio, visual and textual

delivery of the news are all options for all media outlets. And secondly, where traditional

print and broadcast media outlets form partnerships to share delivery formats.

-Professional journalism deploying information using multiple media platforms.

-Never heard of it

-A fantastic new way to inform the public.

-This sounds like something a professor came up with, but I assume it means

a coming together of all types of journalism, be it print, etc.

-Different forms of media and/or different media organizations working together,

 i.e. television/print, radio/print, and so on.

-I have no idea. Never heard the phrase before.

-I will guess it may mean the utilization of audio, video and print.

-Use of all forms of media - print, photos, Facebook, Twitter, video - to present the news.

-I would say it is a partnership between print, radio and television journalism, resulting primarily in

enhanced online content for all the above,.

-Convergence journalism is the combination of skills required to do journalism and then report the story

for different distribution methods: print (text), audio, video, photography -- for use on

various digital platforms and/or traditional media.

-Traditional and Digital

-A form of journalism in which various forms of media (writing, video, photos, and more)

are combined to create a larger journalistic project.

-Utilization of multiple media platforms to distribute current information that would be of use to the

majority of society.

-A melting of every form of communication now required at all of the different outlets.

Journalism that includes many different skill sets that find common ground to ultimately

come to the same conclusion.

-Moving forward journalist will be expected to be able to file reports in written, oral, and Video form.

With all of the skills sets to record, edit and post to digital and broadcast media outlets.

-Ability to use various forms for news presentation

-We are communicators; not broadcasters, not editors, publishers, or journalists.

-Communicating through any available medium.

-I believe convergence journalism is something that used to be taught in a well-rounded liberal

arts curriculum. I was taught print, radio and TV in my Mass Comm degree program before

 something called convergence journalism was even conceived.

So, if by convergence journalism, you are referring to tuning out employees that have been trained

across multiple platforms, then we are probably taking about the same thing.

-A convocation of journalists to learn about the latest technology for and available to journalists.

-Taking a multi-media, multi-faceted approach to conventional journalism

-Being able to combine all aspects of getting information out to the public.   Radio, web, mobile.

-Use of multi media disciplines in reporting

utilizing the numerous media platforms in order to report news

Radio, Internet, news paper

-It involves presenting a story across multiple platforms.

The use of different type media coverage

Journalism senior convergence definitions:

-Journalists communicating with text, audio and video and producing their work on multiple

publishing platforms, including print and digital/online information products.

-Combining different style of journalism, print, web, broadcast to allow news telling to benefit

from each style's strengths.

-Convergence journalism is where all meduims converge for a product. Radio, TV, print.

-A perfect example being how newspapers papers now have online news and video stories.

-All aspects of journalism combined, including print, broadcast and web based journalism.

-The culmination of various media used to tell the news/story.

-Using multiple forms of media to tell the story. Needing to be able to write, do video, and web are

becoming increasingly more popular. People are needing to learn all the skills to be able to proceed.

-All mediums within journalism are combined.

-The combining of print, broadcast, digital, radio and other forms of communication into one

multiple media outlets intertwining to communicate information

-I believe convergence journalism means using writing, video, editing and marketing

tools together to create a solid journalistic output.

-A combination of all forms of journalism, including print, broadcast, photojournalism, and others.

-Journalism that incorporates various media to reach the public rather than one specific method

in order to increase the public's exposure to the news content.

-The coming together of different types of media. Print, broadcast, online etc.

-All types of journalism such as print, video and photos coming together to create a greater story.

-Using many different types of media (writing, videos, radio) to further tell a story.

-The bringing toghether of print media, broadcast media and now social media

and bringing them all together in ways to communicate information to the public.

-Convergence Journalism is the practice of taking a news story, say a wildfire,

and investigating it and reporting it for many different media.

-It's the act of taking print stories and making them suitable for radio,

television, online, social media, digital, etc etc.

-All aspects of newer technology coming together to provide viewers with a more dynamic experience

Updating the Journalist's Toolbox: An Analysis of the Multimedia Skills that Journalism Graduates Need and Employers Want in Today's Converged Newsroom

Investigator(s):
Shane Hoffman, mass communication graduate student
Nancy Struby, Director of Operations for Oklahoma Association of Broadcasters
Lisa Potts, Members Services Director for Oklahoma Press Association

Purpose: The purpose of the research study is to understand what multimedia skills journalism students are being trained in and whether journalism employers are looking for the same skills when hiring. Journalism students will take a survey to determine how confident each individual is with the convergence journalism skills that they have been trained in. Journalism employers will take a similar survey to determine what convergence journalism skills they are looking for when hiring journalism graduates. The data will then be compared with each other to see if the information is similar or different.

What to Expect: Participation in this research will involve completion of two survey questionnaires online via the online survey website Survey Monkey, although journalism seniors will only complete the journalism graduate survey and journalism employers will only complete the journalism employers survey. The first questionnaire will ask journalism students to rate their confidence in the multimedia journalism skills that they have been trained in. The second questionnaire will ask journalism employers similar questions about what convergence skills they are looking for when hiring journalism graduates. You must complete each question before moving on to the next. You will be expected to complete the questionnaire once. It should take you about 15 minutes to complete. You may be contacted one additional time via a follow up email reminding you about your voluntary participation in the survey.

Risks: There are no risks associated with this project which are expected to be greater than those ordinarily encountered in daily life.

Benefits: You may gain an appreciation and understanding of how research is conducted, knowledge of your own confidence in multimedia journalism skills, and what multimedia journalism skills journalism employers are looking for from journalism graduates.

Compensation: No extra credit or any other forms of compensation will be given for participation in this study.

Your Rights: Your participation in this research is voluntary. There is no penalty for refusal to participate, and you are free to withdraw your consent and participation in this project at any time, without penalty.

Confidentiality: All information about you will be kept confidential and will not be released. You will not be identified individually; we will be looking at the group as a whole. Demographic information will not be specific enough to be connected back to any individual participant. IP addresses will not be collected. Employers will not have access to any information in these surveys and will not know which of their employees have completed the surveys.

Contacts: You may contact any of the researchers at the following addresses and phone numbers, should you desire to

discuss your participation in the study and/or request information about the results of the study: Shane Hoffman, mass communication graduate student, shane.m.hoffman@okstate.edu , 575-973-2198, or Dr. Joey Senat, Ph.D., Associate Professor of multimedia journalism, joey.senat@okstate.edu, 405-744-8277. If you have questions about your rights as a research volunteer, you may contact Dr. Shelia Kennison, IRB Chair, 219 Cordell North, Stillwater, OK 74078, 405-744-3377 or irb@okstate.edu

1. Thank you for your consideration of participating in the research study.

○   I agree to participate in this study.

Defining Convergence Journalism

Before continuing with the survey, it is important to examine the definition of convergence journalism.

*2. Please in your own words define convergence journalism.

*3. **Please select whether you have been trained in the following convergence skills:**

	Video Production	Audio Production	Photography	Blogging	Broadcast Writing	Print Writing
Yes	○	○	○	○	○	○
No	○	○	○	○	○	○

*4. **How confident are you in your ability to produce professional quality audio?**

Not confident   Extremely confident

○	○	○	○	○	○	○

*5. **How confident are you in your ability to produce professional quality video?**

Not confident   Extremely confident

○	○	○	○	○	○	○

*6. **How confident are you in your ability to produce professional quality photography?**

Not confident   Extremely confident

○	○	○	○	○	○	○

*7. **How confident are you in your ability to produce professional quality blogging?**

Not confident   Extremely confident

○	○	○	○	○	○	○

*8. **How confident are you in your ability to write in professional broadcast style?**

Not confident   Extremely confident

○	○	○	○	○	○	○

*9. **How confident are you in your ability to write in professional print style?**

Not confident   Extremely confident

○	○	○	○	○	○	○

✱10. In which audio software have you been trained?

✱11. In which video software have you been trained?

✱12. In which photo editing software have you been trained?

✱13. How confident are you in your ability to use Protools?

Not confident

Extremely
confident

○   ○   ○   ○   ○   ○   ○   ○

Other (please specify)

✱14. How confident are you in your ability to use Final Cut Pro?

Not confident

Extremely
confident

○　　　　○　　　　○　　　　○　　　　○　　　　○　　　　○　　　　○

Other (please specify)

*15. How confident are you in your ability to use Photoshop?

Not confident

Extremely
confident

Other (please specify)

*16. Which convergence skills, if any, do you wish you had received more training in and why?

*17. How confident are you that journalism employers are looking for journalism graduates with audio production skills?

Not confident   Extremely confident
○   ○   ○   ○   ○   ○   ○

*18. How confident are you that journalism employers are looking for journalism graduates with video production skills?

Not confident   Extremely confident
○   ○   ○   ○   ○   ○   ○

*19. How confident are you that journalism employers are looking for journalism graduates with photography skills?

Not confident   Extremely confident

○   ○   ○   ○   ○   ○   ○

*20. How confident are you that journalism employers are looking for journalism graduates with blogging skills?

Not confident   Extremely confident

○   ○   ○   ○   ○   ○   ○

*21. How confident are you that future journalism employers are looking for journalism graduates with broadcast writing skills?

Not confident   Extremely confident

○   ○   ○   ○   ○   ○   ○

*22. How confident are you that journalism employers are looking for journalism graduates with print writing skills?

Not confident   Extremely confident

○   ○   ○   ○   ○   ○   ○

*23. How important to you is the opportunity in your first job to acquire and advance your journalism skills?

Not important at all   Extremely important

○   ○   ○   ○   ○   ○   ○

Demographic Information

*24. What is your gender?

○ Female

○ Male

*25. What is your ethnicity? Please choose one or more.

☐ White

☐ Black or African-American

☐ Asian

☐ Native Hawaiian or other Pacific Islander

☐ American Indian or Alaska Native

☐ Other

*26. In what month and year do you expect to graduate?

*27. Which area(s) of the journalism field are you hoping to work in your first job after graduation?

☐ Radio

☐ TV

☐ Newspaper

☐ Broadcast

☐ Magazine

☐ Multimedia

☐ Online publication

Other (please specify)

Thank You

Thank you for participating in this study on multimedia journalism skills. Your answers will contribute to the body of knowledge on this subject. If you have questions or concerns about this project or survey, please ask the principal investigator, Mr. Shane Hoffman (shane.m.hoffman@okstate.edu) at 575-973-2198

If you have questions about your rights as a research volunteer, you may contact the Oklahoma State University Institutional Review Board (IRB) Chair, Dr. Shelia Kennison at 219 Cordell North, Stillwater, OK 74078, 405-744-3377 or irb@okstate.edu.

Again, thank you and have a nice day.

Updating the Journalist's Toolbox: An Analysis of the Multimedia Skills that Journalism Graduates Need and Employers Want in Today's Converged Newsroom

Investigator:
Shane Hoffman, mass communication graduate student

Purpose: The purpose of the research study is to understand what multimedia skills journalism students are being trained in and whether journalism employers are looking for the same skills when hiring. Journalism students will take a survey to determine how confident each individual is with the convergence journalism skills that they have been trained in. Journalism employers will take a similar survey to determine what convergence journalism skills they are looking for when hiring journalism graduates. The data will then be compared with each other to see if the information is similar or different.

What to Expect: Participation in this research will involve completion of two survey questionnaires online via the online survey website Survey Monkey, although journalism seniors will only complete the journalism graduate survey and journalism employers will only complete the journalism employers survey. The first questionnaire will ask journalism students to rate their confidence in the multimedia journalism skills that they have been trained in. The second questionnaire will ask journalism employers similar questions about what convergence skills they are looking for when hiring journalism graduates. You must complete each question before moving on to the next. You will be expected to complete the questionnaire once. It should take you about 15 minutes to complete. You may be contacted one additional time via a follow up email reminding you about your voluntary participation in the survey.

Risks: There are no risks associated with this project which are expected to be greater than those ordinarily encountered in daily life.

Benefits: You may gain an appreciation and understanding of how research is conducted, knowledge of your own confidence in multimedia journalism skills, and what multimedia journalism skills journalism employers are looking for from journalism graduates.

Compensation: No extra credit or any other forms of compensation will be given for participation in this study.

Your Rights: Your participation in this research is voluntary. There is no penalty for refusal to participate, and you are free to withdraw your consent and participation in this project at any time, without penalty.

Confidentiality: All information about you will be kept confidential and will not be released. You will not be identified individually; we will be looking at the group as a whole. Demographic information will not be specific enough to be connected back to any individual participant. IP addresses will not be collected. Employers will not have access to any information in these surveys and will not know which of their employees have completed the surveys.

Contacts: You may contact any of the researchers at the following addresses and phone numbers, should you desire to discuss your participation in the study and/or request information about the results of the study: Shane Hoffman, mass communication graduate student, shane.m.hoffman@okstate.edu , 575-973-2198, or Dr. Joey Senat, Ph.D., Associate Professor of multimedia journalism, joey.senat@okstate.edu, 405-744-8277. If you have questions about your rights as a research volunteer, you may contact Dr. Shelia Kennison, IRB Chair, 219 Cordell North, Stillwater, OK 74078, 405-744-3377 or irb@okstate.edu

1. Thank you for your consideration of participating in the research study.

    ◯   I agree to participate in this study.

Defining Convergence Journalism

Before continuing with the survey, it is important to examine the definition of convergence journalism.

*2. Please in your own words define convergence journalism.

*3. Please select what convergence skill areas you expect employees to be competent in:

	Video Production	Audio Production	Photography	Blogging	Broadcast Writing	Print Writing
Yes	○	○	○	○	○	○
No	○	○	○	○	○	○

*4. How important is it to you that new employees can produce professional quality audio?

Not important at all   Extremely important
| ○ | ○ | ○ | ○ | ○ | ○ | ○ |

*5. How important is it to you that new employees can produce professional quality video?

Not important at all   Extremely important
| ○ | ○ | ○ | ○ | ○ | ○ | ○ |

*6. How important is it to you that new employees can produce professional quality photography?

Not important at all   Extremely important
| ○ | ○ | ○ | ○ | ○ | ○ | ○ |

*7. How important is it to you that new employees can produce professional quality blogging?

Not important at all   Extremely important
| ○ | ○ | ○ | ○ | ○ | ○ | ○ |

*8. How important is it to you that new employees can write in professional broadcast style?

Not important at all   Extremely important
| ○ | ○ | ○ | ○ | ○ | ○ | ○ |

*9. How important is it to you that new employees can write in professional print style?

Not important at all   Extremely important
| ○ | ○ | ○ | ○ | ○ | ○ | ○ |

*10. In which audio software program(s) do you expect employees to be trained?

*11. In which video software program(s) do you expect employees to be trained?

*12. In which photo editing software program(s) do you expect employees to be trained?

*13. How important it is that your employees are proficient in Protools?

Not important at
all

Extremely
important

○ ○ ○ ○ ○ ○ ○ ○

Other (please specify)

*14. How important it is that your employees are proficient in Final Cut Pro?

Not important at   Extremely
    all   important

○ ○ ○ ○ ○ ○ ○ ○

Other (please specify)

*15. How important it is that your employees are proficient in Photoshop?

Not important at   Extremely
    all   important

Other (please specify)

*16. Which convergence skills, if any, do you wish employees received more training in and why?

*17. How confident are you about journalism graduates' competence in audio production skills?

Not confident   Extremely confident
○   ○   ○   ○   ○   ○   ○

*18. How confident are you about journalism graduates' competence in video production skills?

Not confident   Extremely confident

*19. How confident are you about journalism graduates' competence in photography skills?

Not confident						Extremely confident
○	○	○	○	○	○	○

*20. How confident are you about journalism graduates' competence in blogging?

Not confident						Extremely confident
○	○	○	○	○	○	○

*21. How confident are you about journalism graduates' competence in broadcast writing skills?

No confidence						Extremely confident
○	○	○	○	○	○	○

*22. How confident are you about journalism graduates' competence in print writing skills?

Not confident						Extremely confident
○	○	○	○	○	○	○

*23. How important is it for you to advance the journalism skills of your new employees?

Not important at all						Extremely important
○	○	○	○	○	○	○

Demographic Information

*24. What is your gender?

○ Female

○ Male

*25. What is your race? Please choose one or more.

☐ White

☐ Black or African-American

☐ Asian

☐ Native Hawaiian or other Pacific Islander

☐ American Indian or Alaska Native

☐ Other

*26. Which area(s) of the journalism field are you employed in?

☐ Radio

☐ TV

☐ Newspaper

☐ Broadcast

☐ Magazine

☐ Multimedia

☐ Online publication

Other (please specify)

[   ]

*27. How big is the market of your journalism medium served by?

○ Small market (less than 50,000)

○ Medium market (50,000-99,999)

○ Large market (100,000+)

Thank you for participating in this study on multimedia journalism skills. Your answers will contribute to the body of knowledge on this subject. If you have questions or concerns about this project or survey, please ask the principal investigator, Mr. Shane Hoffman (shane.m.hoffman@okstate.edu) at 575-973-2198

If you have questions about your rights as a research volunteer, you may contact the Oklahoma State University Institutional Review Board (IRB) Chair, Dr. Shelia Kennison at 219 Cordell North, Stillwater, OK 74078, 405-744-3377 or irb@okstate.edu.

Again, thank you and have a nice day.

Oklahoma State University Institutional Review Board

Date: Thursday, February 21, 2013

IRB Application No AS1321

Proposal Title: Updating the Journalists' Toolbox: An Analysis of the Multimedia Skills that Journalism Graduates Need and Employers Want in Today's Converged Newsroom

Reviewed and Processed as: Exempt

Status Recommended by Reviewer(s): Approved   Protocol Expires: 2/20/2014

Principal Investigator(s):

Shane Hoffman
309 N Duck
Stillwater, OK 74075

Joey Senat
216 Paul Miller
Stillwater, OK 74078

The IRB application referenced above has been approved. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

☒ The final versions of any printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval. Protocol modifications requiring approval may include changes to the title, PI, advisor, funding status or sponsor, subject population composition or size, recruitment, inclusion/exclusion criteria, research site, research procedures and consent/assent process or forms.
2. Submit a request for continuation if the study extends beyond the approval period of one calendar year. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of this research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the authority to inspect research records associated with this protocol at any time. If you have questions about the IRB procedures or need any assistance from the Board, please contact Dawnett Watkins 219 Cordell North (phone: 405-744-5700, dawnett.watkins@okstate.edu).

Sincerely,

Shelia Kennison, Chair
Institutional Review Board
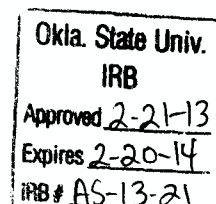
Journalism seniors email text:

Journalism has changed at a faster pace in the first decade of the 21st century than during any time period in the history of the profession. One area that has become particularly interesting to researchers is how journalism schools are preparing their graduates to succeed in the new convergence journalism world. The proposed research study seeks to understand what multimedia skills journalism students are being trained in and whether journalism employers are looking for the same skills.

Participation in this research study includes completing a survey on multimedia journalism skills. The survey takes about 15 minutes to complete.

https://www.surveymonkey.com/s/X3GVM6T

Thank you for your assistance and time,

Shane

Journalism employers email text:

Journalism has changed at a faster pace in the first decade of the 21st century than during any time period in the history of the profession. One area that has become particularly interesting to researchers is how journalism schools are preparing their graduates to succeed in the new convergence journalism world. The proposed research study seeks to understand what multimedia skills journalism students are being trained in and whether journalism employers are looking for the same skills.

Participation in this research study includes completing a survey on multimedia journalism skills. The survey takes about 15 minutes to complete.

https://www.surveymonkey.com/s/HZQS786

Thank you for your assistance and time,

Shane

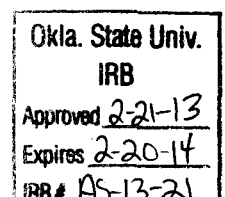Follow-up email text for journalism seniors:

To whom it may concern:

My name is Shane Hoffman and I am a mass communication graduate student at Oklahoma St. University. I am currently working on a graduate thesis that examines multimedia journalism skills.

Journalism has changed at a faster pace in the first decade of the 21st century than during any time period in the history of the profession. One area that has become particularly interesting to researchers is how journalism schools are preparing their graduates to succeed in the new convergence journalism world. The proposed research study seeks to understand what multimedia skills journalism students are being trained in and whether journalism employers are looking for the same skills.

Participation in this research study includes completing a survey on multimedia journalism skills. The survey takes about 15 minutes to complete.

https://www.surveymonkey.com/s/X3GVM6T

Thank you for your assistance and time,
Shane

Follow-up email text for journalism employers:

To whom it may concern:

My name is Shane Hoffman and I am a mass communication graduate student at Oklahoma St. University. I am currently working on a graduate thesis that examines multimedia journalism skills.
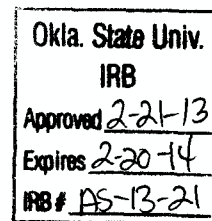
Journalism has changed at a faster pace in the first decade of the 21st century than during any time period in the history of the profession. One area that has become particularly interesting to researchers is how journalism schools are preparing their graduates to succeed in the new convergence journalism world. The proposed research study seeks to understand what multimedia skills journalism students are being trained in and whether journalism employers are looking for the same skills.

Participation in this research study includes completing a survey on multimedia journalism skills. The survey takes about 15 minutes to complete.

https://www.surveymonkey.com/s/HZQS786

Thank you for your assistance and time,
Shane

PARTICIPANT INFORMATION
OKLAHOMA STATE UNIVERSITY

Title: Updating the Journalist's Toolbox: An Analysis of the Multimedia Skills that Journalism Graduates Need and Employers Want in Today's Converged Newsroom

Investigator(s): Shane Hoffman, mass communication graduate student
Nancy Struby, Director of Operations for Oklahoma Association of Broadcasters
Lisa Potts, Members Services Director for Oklahoma Press Association

Purpose: The purpose of the research study is to understand what multimedia skills journalism students are being trained in and whether journalism employers are looking for the same skills when hiring. Journalism students will take a survey to determine how confident each individual is with the convergence journalism skills that they have been trained in. Journalism employers will take a similar survey to determine what convergence journalism skills they are looking for when hiring journalism graduates. The data will then be compared with each other to see if the information is similar or different.

What to Expect: Example: Participation in this research will involve completion of two survey questionnaires online via the online survey website Survey Monkey, although journalism seniors will only complete the journalism graduate survey and journalism employers will only complete the journalism employers survey. The first questionnaire will ask journalism students to rate their confidence in the multimedia journalism skills that they have been trained in. The second questionnaire will ask journalism employers similar questions about what convergence skills they are looking for when hiring journalism graduates. You must complete each question before moving on to the next. You will be expected to complete the questionnaire once. It should take you about 15 minutes to complete. You may be contacted one additional time via a follow up email reminding you about your voluntary participation in the survey.

Risks: There are no risks associated with this project which are expected to be greater than those ordinarily encountered in daily life.

Benefits: You may gain an appreciation and understanding of how research is conducted, knowledge of your own confidence in multimedia journalism skills, and what multimedia journalism skills journalism employers are looking for from journalism graduates.

Compensation: No extra credit or any other forms of compensation will be given for participation in this study.

Your Rights: Your participation in this research is voluntary. There is no penalty for refusal to participate, and you are free to withdraw your consent and participation in this project at any time, without penalty.

Confidentiality: All information about you will be kept confidential and will not be released. You will not be identified individually; we will be looking at the group as a whole. Demographic

information will not be specific enough to be connected back to any individual particip&
addresses will not be collected. Employers will not have access to any information in th
surveys and will not know which of their employees have completed the surveys.

Contacts: You may contact any of the researchers at the following addresses and phone
numbers, should you desire to discuss your participation in the study and/or request info
about the results of the study: Shane Hoffman, mass communication graduate student,
shane.m.hoffman@okstate.edu , 575-973-2198, or Dr. Joey Senat, Ph.D., Associate Pro
multimedia journalism, joey.senat@okstate.edu, 405-744-8277. If you have questions a
rights as a research volunteer, you may contact Dr. Shelia Kennison, IRB Chair, 219 Cc
North, Stillwater, OK 74078, 405-744-3377 or irb@okstate.edu

VITA

Shane Hoffman

Candidate for the Degree of

Master of Science

Thesis: UPDATING THE JOURNALIST'S TOOLBOX: AN ANALYSIS OF THE

MULTIMEDIA SKILLS THAT JOURNALISM GRADUATES NEED AND

EMPLOYERS WANT IN TODAY'S CONVERGED NEWSROOM

Major Field: MASS COMMUNICATION

Biographical:

    Education:

    Completed the requirements for the Master of Arts in mass communication at
    Oklahoma State University, Stillwater, Oklahoma in July, 2013.

    Completed the requirements for the Bachelor of Arts in broadcast journalism at
    the University of Missouri, Columbia, Missouri in May, 2011.

    Experience: Graduate teaching assistant: August 2011-May 2013
                Audio specialist Cowboy Sports Radio: August 2011-Present
                Reporter and anchor at KBIA Radio in Columbia, MO
                2009-2011

    Professional Memberships: Kappa Tau Alpha May 2013-Present