

Survey Guide

A guide to the survey's administered by the College of Journalism and Mass Communication including roles and responsibilities, survey purpose, instruments, schedules, data collection, storage and reporting plans.

Survey	Abbreviation
Undergraduate Senior Exit Survey	USES
Employee Climate Survey	ECS
Alumni Survey	AS
First Destination Survey	FDS
Internship Survey - Student	ISS
Internship Survey - Employer	ISE
Experiential Learning Survey	ELS

Survey Schedule

January	FDS (Dec) - 1	ESL		
February	FDS (Aug) - 3			
March	FDS (Dec) - 2	ECS		
April	USES			
May	FDS (May) - 4	AS	ISS	ISE
June	FDS (Dec) - 3	FDS (May) - 1	ESL	
July	USES	ISS	ISE	
August	FDS (May) - 2	FDS (Aug) - 4	ESL	
September	FDS (Aug) - 1			
October				
November	FDS (May) - 3	FDS (Aug) - 2	USES	
December	FDS (Dec) - 4	ISS	ISE	

Undergraduate Senior Exit Survey (USES)

Purpose of the Program: To assess student learning outcomes, the quality of the student experience, our faculty, advising and facilities, to ensure that students feel they have been provided a high-quality education, an inclusive environment and prepared for future careers.

Overview/Background: The Senior Exit Survey has been administered in the college for many years. It is administered through a 0-credit hour required course (JOMC 98) that students take in their final semester.

Instrument: The survey is administered in Qualtrics, and students are provided links through Canvas to complete the survey. Completion of the survey is a requirement of the course. Survey questions are included at the end.

Data Collection Schedule

Month	
January	
February	
March	
April	May Survey
May	
June	
July	August Survey
August	Consolidated Report from previous year
September	
October	
November	December Survey
December	

Audience: Emails and follow-up is directed to all students who have (1) not responded, (2) responded that they are still seeking employment or (3) responded that they are employed but have not provided employment information.

Data Collection: Data is downloaded as in the [Undergraduate Senior Exit Survey](#) folder on the college's SharePoint site.

Data Reporting: Although data will be collected following each graduation, data will be summarized annually and reported to the Undergraduate Curriculum Committee. The report will occur at the first meeting of the academic year for data collected during the previous academic year and will include the results of the student learning outcomes as well as a thematic analysis of accomplishments, challenges, and concerns. The curriculum committee will make recommendations for changes to the academic programs to the full faculty.

Roles and Responsibilities

The college's assistant director of advising is responsible for overseeing the administration of the senior exit survey in her role as the JOMC 098 course administrator. She will work with the administrative coordinator to prepare and distribute the survey. The Associate Dean of Academic Programs is responsible for the analysis of survey data and the reporting of results to the Undergraduate Curriculum Committee or other administrators and seeking recommendations for changes to the curriculum/academic programs of the college to be approved by the full faculty.

To Dos:

1. Confirm survey questions for inclusion in the survey.
2. Establish a shared storage location to keep data pulls, spreadsheets, reports and presentations related to first destination outcomes.
3. Establish a report and presentations templates to be used for reporting on Senior Exist Survey Data.

Employee Climate Survey (ECS)

Purpose of the Program: To improve our understanding of the employee experience and identify opportunities for improvement in our alignment, culture, climate, inclusiveness and support structures.

Overview/Background: The Employee Climate Survey is new to the college and will be administered to all employees, full and part time, including student employees, annually.

Instrument: The survey is administered in Qualtrics, and employees are provided a link through the Monday Memo to complete the survey. Completion of the survey is strongly encouraged for all employees. Survey questions are included at the end.

Audience: The employee survey is distributed to all current employees of the college including full-time and part time employees, faculty, staff and students.

Data Collection Schedule

Month	
January	
February	
March	Survey (First week of March)
April	
May	
June	
July	
August	Report
September	
October	
November	
December	

Data Collection: Data will be downloaded and saved to the [Employee Climate Survey](#) folder on the college's SharePoint site.

Data Reporting: The report will be prepared over the summer and provided to the college's DEI and Executive Committees at the first meeting of the academic year. These committees will be responsible for developing recommendations for changes to the full faculty.

Roles and Responsibilities: The Associate Dean for Faculty Affairs and the Business and Operations Manager will jointly be responsible for the administration of the survey, as well as the analysis and reporting of results to the DEI and Executive Committees and for seeking recommendations for changes to improve the climate for presentation to the entire college.

To Dos:

1. Confirm questions to be included in the climate survey
2. Build the Survey in Qualtrics
3. Establish a report and presentation template to report results consistently overtime

Alumni Survey (AS)

Purpose of the Program: To gauge the quality of our academic programs, assess student learning and career preparation, understand alumni employment patterns and identify opportunities to further engage our alumni.

Overview/Background: The alumni survey has been periodically administered for many years. The college will seek to establish an annual survey to ensure consistent data collection and reporting of survey results.

Instrument: The survey is administered in Qualtrics, and alumni are provided a link through email to complete the survey. Survey questions are included at the end.

Audience: The alumni survey will be sent to alums who graduated during the previous academic year and other alumni in 5-year increments. For example, the 2020 alumni survey will be sent to graduates of 2019, 2015, 2010, 2005, 2000, 1995, 1990, 1985, 1980, 1975, 1970, etc.

Data Collection Schedule: The alumni survey will be administered in May each year.

Data Storage: The data, as well as all reports and presentations, will be kept in the college's SharePoint site, [Alumni Survey Data](#).

Roles and Responsibilities: The Career Services Specialist is responsible for the administration of the alumni survey, the maintenance of data, reports and presentations, ADAM analyzing results and presenting finds to the college's strategic planning and curriculum committees. The committees are responsible for making recommendations for changes for improvement to the full faculty.

Specific Measures for the Strategic Plan

To Dos:

1. Confirm questions to be included in the alumni survey
2. Build the Survey in Qualtrics

3. Establish a report and presentation template to report results consistently overtime

First Destination Survey (FDS)

Purpose of the Program

To improve the quality of data related to first destination outcomes for CoJMC. This data is important for student recruitment, the college's continued accreditation, the development of partnerships to enhance internship and employment opportunities for current and future students, the enhancement of our curriculum through employer feedback.

Overview/Background

The First Destination Survey is administered to each graduating class by the Office of Career Services. The college's efforts are in support of Career Services and are intended to enhance their data collection quality and efforts. Changes to the survey itself are requested through the Career Services leaders committee.

Instrument

The survey is administered in MyRed by Career Services. The college is provided direct links to the survey.

Data Collection

Step	When	What	Notes
1	One Month	Email from advisers with link to survey	Should have direct link to the survey and explain why the survey matters to the college
2	Three Months	Follow-up email to non-respondents	Should have direct link to the survey and explain why the survey matters to the college
3	Six Months	Scrape LinkedIn for data	Use front office student workers to scrape LinkedIn for information
4	One Year	Send follow-up to any non-respondent and scrape LinkedIn for Data	

Audience:

Emails and follow-up are directed to all students who have (1) not responded, (2) responded that they are still seeking employment or (3) responded that they are employed but have not provided employment information.

Schedule of Activities

Month	December Grads	May Grads	August Grads
January	Step 1 & Report		
February			Step 3
March	Step 2		
April			
May		Step 4	
June	Step 3	Step 1 & Report	
July			
August		Step 2	Step 4
September			Step 1 & Report
October			
November		Step 3	Step 2
December	Step 4		

Data Source:

Tableau>UNL-Career Services>FDS-Core Dev>Export Crosstab (CONFIDENTIAL)

**Must have access to the report in Tableau to view*

This report provides a list of graduates and their survey responses or lack thereof. Email addresses are not contained in the report and must be gathered separately to complete steps 1, 2 and 4.

Data Return

For steps 3 and 4, we will use the report above to identify students whose information is needed. We will search LinkedIn for graduates. If we believe we have identified a graduate, we will record the information and their LinkedIn URL in a shared spreadsheet. We will verify their entry and double check the LinkedIn account to ensure the correct student is being reported and will then complete the survey on the students' behalf.

Data Storage

Data and reports will be stored in the [First Destination Survey](#) folder on the college's SharePoint site.

Data Reporting

Thirteen months post-graduation (following the completion of step 4) we will report on the first destination outcomes for our students. We will compile information on the number of students in each employment category, the salary ranges of students, top employers, and top graduate programs. This data will be summarized and presented at an all-college meeting. The summaries will be recorded for the inclusion in our accreditation reports.

Roles and Responsibilities

The college's career development specialist is responsible for overseeing the first destination data support process. She will work with Communications Associate and Assistant Director of Advising to craft emails from the advisors to be sent using the college's Mail Chimp system. She will oversee front office student workers in the initial scraping of LinkedIn (Steps 3 and 4) and will validate their findings and enter survey responses on behalf of students. Additionally, she will summarize the survey findings and present at all-college meetings.

To Dos:

1. Develop One month and three-month emails (Kris/Kaitlin/Andrea) – Due July 2021
 - a. From advisers
 - b. Include an explanation of why this data is important.
 - c. Use MailChimp to send auto emails so we can track
2. Develop process for scraping LinkedIn and reporting the results back to Career Services.
 - a. Understand how to search LinkedIn
 - b. Understand how to verify you have the correct person
 - c. How to record the data (direction from Career Services)
3. Establish training for student workers to support the data collection process using LinkedIn.
4. Establish a report and presentations templates to be used for reporting on first destination survey outcomes.

Internship Surveys (3 separate surveys)

Purpose of the Program: The purpose of the internship surveys is to assess student learning outcomes, preparation for jobs and internships and collect data on internship providers.

Overview: The college uses three different instruments to collect survey about student participation in internships: (1) Internship for Credit Survey – Student, (ISS) (2) Internship for Credit Survey – Employer (ISE) and (3) Experiential Learning Survey (ELS).

Instruments: Survey's 1 and 2 above are administered by the college using Qualtrics. Survey 3 is administered by the Office of Career Services with support activities form the college.

Data Collection Schedule

Month	Intern - Student	Intern - Employer	Experiential
January			Survey
February			
March			

April			
May	Survey	Survey	
June			Survey
July	Survey	Survey	
August	Report	Report	Survey/Report
September			
October			
November			
December	Survey	Survey	

Data Storage

- [Experience Survey](#)
- [Internship Survey](#) (Student and employer)

Roles and Responsibilities

The Career Services Specialist will be responsible for administering the internship surveys to employers and students. She will also be responsible for ensuring that faculty have the information needed to provide time on the first day of class each term to allow students to complete the experiential learning survey in MyRed. She is also responsible for the maintenance of data, reports and presentations, analyzing results and presenting finds to the college’s strategic planning and curriculum committees. The committees are responsible for making recommendations for changes for improvement to the full faculty.

To Dos:

1. Confirm the questions on the internship surveys.
2. Establish a report and presentations templates to be used for reporting on internships.

Survey	Abbreviation
Undergraduate Senior Exit Survey	USES
Employee Climate Survey	ECS
Alumni Survey	AS
First Destination Survey	FDS
Internship Survey - Student	ISS
Internship Survey - Employer	ISE
Experiential Learning Survey	ELS

Survey Schedule

January	Febraury	March	April	May	June	July	August	September	October	November	December
FDS (Dec) - 1	FDS (Aug) - 3	FDS (Dec) - 2	USES	FDS (May) - 4	FDS (Dec) - 3	USES	FDS (May) - 2	FDS (Aug) - 1		FDS (May) - 3	FDS (Dec) - 4
ESL		ECS		AS	FDS (May) - 1	ISS	FDS (Aug) - 4			FDS (Aug) - 2	ISS
				ISS	ESL	ISE	ESL			USES	ISE
				ISE							

Senior Exit Survey						
Question	Text	Type	Options	Purpose of Question	STRATEGIC PLAN	NOTES
1	Major	Radio button	Advertising & Public Relations, Broadcasting, Journalism, Sports Media and Communication, Other	Demographic		
2	I understand and can apply First Amendment principles to my work.	Radio button	Strongly Agree, Agree, Disagree, Strongly Disagree	Assessment		
3	I can demonstrate an understanding of the history and the role of the professions in shaping communications.	Radio button	Strongly Agree, Agree, Disagree, Strongly Disagree	Assessment		
4	I can demonstrate a respect for colleagues of different ethnic and cultural backgrounds.	Radio button	Strongly Agree, Agree, Disagree, Strongly Disagree	Assessment		
5	I can demonstrate a respect for colleagues of different genders.	Radio button	Strongly Agree, Agree, Disagree, Strongly Disagree	Assessment		
6	I can demonstrate a respect for colleagues of different races and ethnicity.	Radio button	Strongly Agree, Agree, Disagree, Strongly Disagree	Assessment		
7	I can demonstrate a respect for colleagues of different sexual orientations.	Radio button	Strongly Agree, Agree, Disagree, Strongly Disagree	Assessment		
8	I can demonstrate a respect for colleagues from different countries.	Radio button	Strongly Agree, Agree, Disagree, Strongly Disagree	Assessment		
9	I can present data, text and images in a professional manner.	Radio button	Strongly Agree, Agree, Disagree, Strongly Disagree	Assessment		
10	I can demonstrate professional and ethical principles through my work, including truth, accuracy, fairness and diversity.	Radio button	Strongly Agree, Agree, Disagree, Strongly Disagree	Assessment		
11	I can solve problems creatively, independently and resourcefully.	Radio button	Strongly Agree, Agree, Disagree, Strongly Disagree	Assessment		
12	I can conduct research and am able to evaluate information.	Radio button	Strongly Agree, Agree, Disagree, Strongly Disagree	Assessment	A4E6	
13	I can write correctly and clearly in styles appropriate to the communications professions.	Radio button	Strongly Agree, Agree, Disagree, Strongly Disagree	Assessment		
14	I am able to critically evaluate the quality of my own work for fairness, clarity, appropriate style and grammatical correctness.	Radio button	Strongly Agree, Agree, Disagree, Strongly Disagree	Assessment		

Senior Exit Survey						
Question	Text	Type	Options	Purpose of Question	STRATEGIC PLAN	NOTES
15	I am able to critically evaluate the quality of the work of others for fairness, clarity, appropriate style and grammatical correctness.	Radio button	Strongly Agree, Agree, Disagree, Strongly Disagree	Assessment		
16	Please rate how agree or disagree you are with each of the following statements: - I understand and can apply basic numerical and statistical concepts.	Radio button	Strongly Agree, Agree, Disagree, Strongly Disagree	Assessment		
17	I can apply tools and technology appropriate to the communications profession in which I plan to work.	Radio button	Very Satisfied, Satisfied, Unsatisfied, Very Unsatisfied	Assessment		
18	The advice, counsel, and guidance you received from the faculty in the College of Journalism and Mass Communications.	Radio button	Very Satisfied, Satisfied, Unsatisfied, Very Unsatisfied	Quality of Education		
19	The advice, counsel, and guidance you received from the academic advisors in the College of Journalism and Mass Communications.	Radio button	Very Satisfied, Satisfied, Unsatisfied, Very Unsatisfied	Quality of Education		
20	Have you switched your major since you have been at UNL?	Radio button	Yes, No	Recruiting/Curriculum	A1E7	How many times? What year? Freshman/Sophomore/Junior/Senior?
21	From which major did you switch?	Text	Open text	Recruiting/Curriculum		
22	What helped you decide to attend UNL over other schools to which you applied (if applicable)	Text	Open Text	Recruiting		
23	In addition to UNL, to what other universities did you apply (if applicable)	Text	Open Text	Recruiting		
24	The education you received in the College of Journalism and Mass Communications.	Radio button	Very Satisfied, Satisfied, Unsatisfied, Very Unsatisfied	Quality of Education	A7E1: A7T4	
25	The availability of the equipment in the College of Journalism and Mass Communications outside of class time.	Radio button	Very Satisfied, Satisfied, Unsatisfied, Very Unsatisfied	Quality of Education		
26	The College of Journalism and Mass Communications has prepared you for success in your chosen profession.	Radio button	Very Satisfied, Satisfied, Unsatisfied, Very Unsatisfied	Quality of Education	A7E1: A7T4	

Senior Exit Survey						
Question	Text	Type	Options	Purpose of Question	STRATEGIC PLAN	NOTES
27	Which, if any, of the following student organizations were you involved in while you were a student in the College of Journalism and Mass Communications?	Checkbox	ACES, Ad Club, Friends of KRNU, Creative Commons, The Circle, PRSSA, NBS	Student Involvement	A6E10	
28	Please explain how you think your involvement in the above organizations contributed to your overall experience in COJMC.	Text	Open Text	Student Involvement		
30	Do you plan to get a job related to your major?	Radio button	Yes, No	Career		Make conditional question
31	If so, in which area will you be working?	Radio button	Broadcasting, Journalism, Advertising/Public Relations, Sports Media & Communication, Other	Career		Use question only if 30 is yes
32	What were your biggest successes at the College of Journalism and Mass Communications?	Text	Open Text	Quality of Education		
33	What were your biggest challenges at the College of Journalism and Mass Communications?	Text	Open Text	Quality of Education		
34	What, if anything, do you wish you had learned that you did not?	Text	Open Text	Quality of Education		
35	Please list any internships and/or work experience that you had while you were a student in the College of Journalism and Mass Communications.	Text	Open Text	Career	A1E10; A1T8; A7E6	
36	What is your age?	Radio button	Younger than 20, 20, 21, 22, 23, 24, 25 or older	Demographic		
37	Are you:	Radio button	Male, Female, Other	Demographic		
38	What is your hometown?	Text	Open Text	Demographic	A6E10	
39	What is your home state?	Text	Open Text	Demographic	A6E10	
40	What is your country if not from U.S.	Text	Open Text	Demographic		
41	Please include any other information you feel is important for us to know about the College of Journalism and Mass Communications for our evaluation.	Text	Open Text			
43	Ethnicity	Radio button	Hispanic/Latino, Not Hispanic/Latino	Demographic		

Senior Exit Survey						
Question	Text	Type	Options	Purpose of Question	STRATEGIC PLAN	NOTES
44	Race	Radio button	White, Black or African American, Asian, Native Hasaiian or other Pacific Islander, Two or More Races	Demographic		
45	Are you a first generation student?	Radio button	Yes, No	Demographic	A6ET6	

Employee Survey

Question	Text	Field Type	Responses	Purpose	STRATEGIC PLAN
1	Faculty/Staff	Radio Button	Faculty/Staff	Demographic	
2	How long have you been with the college?	Radio Button	1-3 years, 3-5 Years, 5-10 years, 10-20 years, more than 20 years	Demographic	A7E3
3	Ethnicity	Radio Button	Hispanic/Latino Not Hispanic/Latino	Demographic	
4	Race	Radio Button	White Black or African American Asian Native Hawaiian or Other Pacific Islander Two or More Races	Demographic	
5	I understand how my work impacts the success of the college in achieving positive results.	Likert	Strongly Agree Agree Disagree Strongly Disagree	Alignment (M,V,V)	
6	I believe my opinions and perspectives are represented in decisions made.	Likert	Strongly Agree Agree Disagree Strongly Disagree	Communication	A7E2
7	I can be myself at this organization without worrying about how I will be accepted	Likert	Strongly Agree Agree Disagree Strongly Disagree	Diversity and Inclusion	A7E2
8	Employees in the college are treated with dignity and respect, regardless of their position or background.	Likert	Strongly Agree Agree Disagree Strongly Disagree	Diversity and Inclusion	A7E2
9	Most of the time it is safe to speak up in the college.	Likert	Strongly Agree Agree Disagree Strongly Disagree	Empowered Culture	A7E2
10	I am satisfied with my involvement in decisions that affect my work.	Likert	Strongly Agree Agree Disagree Strongly Disagree	Engagement	A7E2
11	I believe my work positively impacts the success of our students, faculty, and staff.	Likert	Strongly Agree Agree Disagree Strongly Disagree	Engagement	A7E2
12	I am proud to be associated with the college and university.	Likert	Strongly Agree Agree Disagree Strongly Disagree	Image/Brand	A7E2
13	Leadership in the college has adequately communicated the organization's long-range goals and strategic direction.	Likert	Strongly Agree Agree Disagree Strongly Disagree	Leadership	A7E2
14	People here are open to trying new and different ways of addressing our college's challenges	Likert	Strongly Agree Agree Disagree Strongly Disagree	Organizational Change	A7E2
15	I feel my personal contributions are recognized.	Likert	Strongly Agree Agree Disagree Strongly Disagree	Performance Management	A7E2
16	My supervisor treats me with respect.	Likert	Strongly Agree Agree Disagree Strongly Disagree	Supervision	A7E2
14	The college promotes an environment of physical, mental, and social well-being.	Likert	Strongly Agree Agree Disagree Strongly Disagree	Wellness	

18	There is good cooperation between employees in the college.	Likert	Strongly Agree Agree Disagree Strongly Disagree	Working Relationships	
19	I feel my professional development is supported and encouraged	Radio Button	Agree Disagree	Support	A2T4
20	I feel that training and engagement for diversity equity and inclusion are supported and encouraged	Radio Button	Agree Disagree	Support	A6T1
21	I feel opportunities for improving course management and course grading via canvas and other applications is supported and encouraged	Radio Button	Agree Disagree	Support	A6T2

Alumni Survey				
Question	Text	Type	Responses	Purpose
1	What was your major in the College of Journalism and Mass Communications?	Radio Button	Advertising/Public Relations, Broadcasting, Journalism, Sports Media and Communication, Other	Demographic
2	In what year did you graduate?	Text	Open Text	Demographic
3	What is your age?	Radio Button	under 21, 21-29, 30-39, 40-49, 50-59, 60-69, 70 or older	Demographic
4	Are you:	Radio Button	Female, Male, Other	Demographic
5	Do you identify as transgender?	Radio Button	Yes, No, Prefer not to say	Demographic
6	What is your race?	Radio Button	American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander	Demographic
7	What is your ethnicity	Radio Button	Hispanic/Latino, Not Hispanic/Latino	Demographic
8	What is your current level of employment	Radio Button	working full-time, working part-time, not employed	Demographic
9	Are you currently in the journalism/mass communications field?	Radio Button	Yes, No	Career
10	Is your employment in the area of your major?	Radio Button	Yes, No	Career
11	What category best describe the company, corporation or nonprofit for which you work?	Radio Button	non-media company, web-based company, advertising agency, newspaper, nonprofit organization, radio station, government/public service, education, television station, other	Career
12	In which city, state and zip code are you currently employed?	Text	Text boxes	Demographic
13	Do you see your current job as a stepping stone to where you would like to be?	Radio Button	Yes, No, Don't Know	Educational Quality
14	How satisfied are you in your current job?	Radio Button	Very Satisfied, Satisfied, Unsatisfied, Very Unsatisfied	Educational Quality

Alumni Survey				
Question	Text	Type	Responses	Purpose
17	Understanding and applying First Amendment principles	Radio Button	very satisfactory, somewhat satisfactory, somewhat unsatisfactory, very unsatisfactory	Assessment
18	Understanding the role of the profession in society	Radio Button	very satisfactory, somewhat satisfactory, somewhat unsatisfactory, very unsatisfactory	Assessment
19	Respecting colleagues with different ethnic and cultural backgrounds	Radio Button	very satisfactory, somewhat satisfactory, somewhat unsatisfactory, very unsatisfactory	Assessment
20	Respecting colleagues from different countries	Radio Button	very satisfactory, somewhat satisfactory, somewhat unsatisfactory, very unsatisfactory	Assessment
21	Presenting data, text and images in a professional manner	Radio Button	very satisfactory, somewhat satisfactory, somewhat unsatisfactory, very unsatisfactory	Assessment
22	Practicing professional and ethical principles	Radio Button	very satisfactory, somewhat satisfactory, somewhat unsatisfactory, very unsatisfactory	Assessment
23	Solving problems creatively and resourcefully	Radio Button	very satisfactory, somewhat satisfactory, somewhat unsatisfactory, very unsatisfactory	Assessment
24	Conducting research and evaluating information	Radio Button	very satisfactory, somewhat satisfactory, somewhat unsatisfactory, very unsatisfactory	Assessment
25	Writing correctly and clearly	Radio Button	very satisfactory, somewhat satisfactory, somewhat unsatisfactory, very unsatisfactory	Assessment
26	Critically evaluating your own work and that of others to ensure quality of work	Radio Button	very satisfactory, somewhat satisfactory, somewhat unsatisfactory, very unsatisfactory	Assessment
27	Understanding and applying basic numeric and statistical concepts	Radio Button	very satisfactory, somewhat satisfactory, somewhat unsatisfactory, very unsatisfactory	Assessment

Alumni Survey				
Question	Text	Type	Responses	Purpose
28	Understanding the tools and technology required to get assigned tasks completed	Radio Button	very satisfactory, somewhat satisfactory, somewhat unsatisfactory, very unsatisfactory	Assessment
19	What is your overall level of satisfaction with your experience in the College of Journalism and Mass Communications?	Radio Button	Very Satisfied, Satisfied, Unsatisfied, Very Unsatisfied	Educational Quality
30	What do you wish you were taught in the college that you were not?	Text	Open Text	Educational Quality

Intern Survey - Student					
Question	Response Type	Responses	Purpose	STRATEGIC PLAN	NOTES
1.) Name	Open Text		Demographic	A1E10	*If a student fills out this survey, we can clearly see they have worked an internship. However, this survey is not a REQUIRED survey.
2.) Email Address	Open Text		Demographic	A1E10	
3.) Your Major	Checkboxes	ADPR, BRDC, JOUR, SMPC, Other	Demographic	A1E10	
4.) Your Year	Radio Button	Freshman, Sophomore, Junior, Senior	Demographic	A1E10	
5.) Name of Organization	Open Text		Demographic	A1E10	
6.) City/Town	Open Text		Demographic	A1E10	
7.) State	Drop Down	States	Demographic	A1E10	
8.) Zip/Postal Code	Open Text		Demographic	A1E10	
9.) Country	Open Text		Demographic	A1E10	
10.) Your Title:	Open Text		Demographic	A1E10	
11.) Describe your responsibilities:	Open Text		Demographic	A1E10	
12.) Supervisor Name	Open Text		Demographic	A1E10	
13.) Supervisor Email	Open Text		Demographic	A1E10	
14.) Supervisor Phone	Open Text		Demographic	A1E10	
15.) Start Date	Calendar Box		Demographic	A1E10	
16.) End Date	Calendar Box		Demographic	A1E10	
17.) Will you continue with this organization next semester?	Radio Button	Yes, No, Unknown	Demographic	A1E10	
18.) Total number of hours worked:	Radio Button	0-99, 100-199, 200-299, 300+	Demographic	A1E10	
19.) Was this internship paid?	Radio Button	Yes, No	Demographic	A1E10	
20.) Are you seeking academic credit for this intership?	Radio Button	Yes, No	Demographic	A1E10	
21.) Semester	Drop Down	Fall, Spring, Summer 8-week	Demographic	A1E10	
22.) Year	Open Text		Demographic	A1E10	

Intern Survey - Student					
Question	Response Type	Responses	Purpose	STRATEGIC PLAN	NOTES
23.) Relationship of work to career goals	Likert Scale	unsatisfactory, needs improvement, satisfactory, above average, excellent	Career Preperation		
24.) Training received	Likert Scale	unsatisfactory, needs improvement, satisfactory, above average, excellent	Career Preperation		
25.) Supervision received	Likert Scale	unsatisfactory, needs improvement, satisfactory, above average, excellent	Career Preperation		
26.) Level of responsibility assigned	Likert Scale	unsatisfactory, needs improvement, satisfactory, above average, excellent	Career Preperation		
27.) Abilities used	Likert Scale	unsatisfactory, needs improvement, satisfactory, above average, excellent	Career Preperation		
28.) Overall rating of work experience	Likert Scale	unsatisfactory, needs improvement, satisfactory, above average, excellent	Career Preperation		
29.) Gained greater self-confidence	Likert Scale	unsatisfactory, needs improvement, satisfactory, above average, excellent	Career Preperation		
30.) Gained career/professional knowledge	Likert Scale	unsatisfactory, needs improvement, satisfactory, above average, excellent	Career Preperation		
31.) Impoved understanding of my stregnths/weaknesses	Likert Scale	unsatisfactory, needs improvement, satisfactory, above average, excellent	Career Preperation		
32.) Met people who contributed to my professional growth	Likert Scale	unsatisfactory, needs improvement, satisfactory, above average, excellent	Career Preperation	A5E1	
33.) Learned information, skills or techniques no learned in class	Likert Scale	unsatisfactory, needs improvement, satisfactory, above average, excellent	Career Preperation		
34.) Relationship of academic assignments to work	Likert Scale	unsatisfactory, needs improvement, satisfactory, above average, excellent	Career Preperation		
35.) Overall rating of professional development	Likert Scale	unsatisfactory, needs improvement, satisfactory, above average, excellent	Career Preperation		
36.) I understand and can apply First Amendment principles to my work.	Likert Scale	Rarely/Never, Seldom, Sometimes, Often, Always/Most of the time, N/A	Assessment		
37.) I can demonstrate an understanding of the history and the role of the professions in shaping communications.	Likert Scale	Rarely/Never, Seldom, Sometimes, Often, Always/Most of the time, N/A	Assessment		

Intern Survey - Student					
Question	Response Type	Responses	Purpose	STRATEGIC PLAN	NOTES
38.) I can demonstrate a respect for colleagues of different ethnic and cultural backgrounds.	Likert Scale	Rarely/Never, Seldom, Sometimes, Often, Always/Most of the time, N/A	Assessment		
39.) I can demonstrate a respect for colleagues of different genders.	Likert Scale	Rarely/Never, Seldom, Sometimes, Often, Always/Most of the time, N/A	Assessment		
40.) I can demonstrate a respect for colleagues of different races and ethnicity.	Likert Scale	Rarely/Never, Seldom, Sometimes, Often, Always/Most of the time, N/A	Assessment		
41.) I can demonstrate a respect for colleagues of different sexual orientations.	Likert Scale	Rarely/Never, Seldom, Sometimes, Often, Always/Most of the time, N/A	Assessment		
42.) I can demonstrate a respect for colleagues from different countries.	Likert Scale	Rarely/Never, Seldom, Sometimes, Often, Always/Most of the time, N/A	Assessment		
43.) I can present data, text and images in a professional manner.	Likert Scale	Rarely/Never, Seldom, Sometimes, Often, Always/Most of the time, N/A	Assessment		
44.) I can demonstrate professional and ethical principles through my work, including truth, accuracy, fairness and diversity.	Likert Scale	Rarely/Never, Seldom, Sometimes, Often, Always/Most of the time, N/A	Assessment		
45.) I can solve problems creatively, independently and resourcefully.	Likert Scale	Rarely/Never, Seldom, Sometimes, Often, Always/Most of the time, N/A	Assessment		
46.) I can conduct research and am able to evaluate information.	Likert Scale	Rarely/Never, Seldom, Sometimes, Often, Always/Most of the time, N/A	Assessment		
47.) I can write correctly and clearly in styles appropriate to the communications professions.	Likert Scale	Rarely/Never, Seldom, Sometimes, Often, Always/Most of the time, N/A	Assessment		
48.) I am able to critically evaluate the quality of my own work for fairness, clarity, appropriate style and grammatical correctness.	Likert Scale	Rarely/Never, Seldom, Sometimes, Often, Always/Most of the time, N/A	Assessment		

Intern Survey - Student					
Question	Response Type	Responses	Purpose	STRATEGIC PLAN	NOTES
49.) I am able to critically evaluate the quality of the work of others for fairness, clarity, appropriate style and grammatical correctness.	Likert Scale	Rarely/Never, Seldom, Sometimes, Often, Always/Most of the time, N/A	Assessment		
50.) I understand and can apply basic numerical and statistical concepts.	Likert Scale	Rarely/Never, Seldom, Sometimes, Often, Always/Most of the time, N/A	Assessment		
51.) I can apply tools and technology appropriate to the communications profession in which I plan to work.	Likert Scale	Rarely/Never, Seldom, Sometimes, Often, Always/Most of the time, N/A	Assessment		
52.) How did this experience affect your education or professional plans?	Radio Button	Changed Plans, Confirmed Plans	Career Preperation		
53.) Briefly explain your previous answer	Open Text		Career Preperation		
54.) To what extent did you achieve your objectives for this experience?	Open Text		Career Preperation		
55.) Please describe how the courses in your major prepared you for this experience?	Open Text		Career Preperation		
56.) Is there anything you wish the courses in your major would have covered to prepare you better for this internship?	Open Text		Career Preperation		
57.) Describe what you liked most about this experience.	Open Text		Career Preperation		
58.) Describe what you like least about this internship experience:	Open Text		Career Preperation		
59.) Additional Comments:	Open Text				
60.) Handshake Report	Radio Button	Yes, No			