

The Changing Work Environment of Journalists

In the U.S.:

What We can Learn from the Annual Survey of

Journalism & Mass Communication Graduates

By

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Presented to the Journal of Media Business Studies Workshop on News Organization and News Work, Jönköping International Business School, Media Management and Transformation Center, Jönköping, Sweden, April 28-29, 2008.

Introduction

Over the last 20 years, media industries in the United States have gone through dramatic change. The once dominant broadcast television industry was challenged by an industry centered around cable signal delivery. The daily newspaper industry experienced consolidation and then marked decline in terms of audience penetration and advertising support. The emergence of the Internet as an alternative delivery technology changed the fundamentals on which all the traditional media were based.

These changes in the media industries would be expected to have impact on the labor markets on which these industries depend as well as on the very nature of work within them. Despite this expectation, however, relatively little is known about shifts in the labor market or even the nature of communication work.

This paper draws on an unusual, longitudinal study of one component of the communication labor market, namely those individuals entering the labor markets for the first time. By examining the job market activities of those entrants to the markets, it sheds light on the overall labor market and the industries that depend on it. In addition, an analysis of the reports of the entrants on the work they do provides insights into changes in work habits across time as well as data on current reliance of the entrants on technologies not available even a few years ago. While the paper examines the overall entry-level communication labor market, it gives particular attention to those entering the journalistic segment of that market, thereby providing insights into changes in the nature of news work.

Characteristics of the Labor Market

The nature of the communication labor market has been examined in two articles we have written using a set of studies that provide the context for our study of the overall communication labor market (Becker, Vlad & Martin, 2006; Becker, Vlad, Daniels & Martin, 2007). These studies focus on the journalistic labor markets of the daily newspaper industry, the television news business, and the radio news business.

The Dow Jones Newspaper Fund began surveying daily newspaper editors in 1970 to learn about their hiring activities—how many people they hired, how many of them were directly from the university, and

how many of them had journalism degrees. The survey was a companion to the *Annual Survey of Journalism & Mass Communication Graduates*, which was initiated by the Fund in 1964.

The *Annual Survey of Journalism & Mass Communication Graduates* and the *Daily Newspaper Hiring Survey* moved to the Ohio State University, beginning with the 1987 graduate survey. Both surveys moved to the University of Georgia in the autumn of 1997.

The *Daily Newspaper Hiring Survey* has been conducted in 1970, 1974, 1980, 1985, 1990, 1995, 2000 and 2005. In 1990, 2000 and 2005, a select number of comparable questions on hiring by news directors in television and radio newsrooms was added to the Radio-Television News Directors Association Women & Minorities Survey.

In 1995, these same questions were included in a survey of television news directors conducted at the Ohio State University as part of the SPJ Jane Pauley Taskforce on Mass Communication Education. Questions on the journalistic labor market of television and radio stations were included in surveys conducted by the Radio Television News Directors Association in 2000 and 2005.

The *2005 Daily Newspaper Hiring Survey* was conducted from February through July of 2006 with editors of all 1,550 daily newspapers listed in the *Editor & Publisher International Year Book* for 2005. Persons holding the title of editor at each of the newspapers listed were sent a four-page questionnaire via the mail in February. The questionnaire asked about newsroom hiring in 2005.

If no response was received after the initial mailing, subsequent mailings were sent in March, May, and June of 2006. In two cases, the recipient indicated that a single newsroom produced the content for papers with more than one title. In these cases, the data were filed as if for a single newspaper. The newspaper with the largest circulation was retained in the data file. This reduced the total number of newspapers in the population to 1,447.

Of the 1,447 newspaper editors to whom a questionnaire was sent, 578 or 39.9% returned a completed survey. Fifteen editors returned the instrument and indicated they refused to participate; the remainder simply did not return the instrument. An analysis of return by circulation size showed that the final sample of 578 newspapers reflected this characteristic of the population.

In 2005, The RTNDA Ball State University survey was conducted by mail and fax in the fourth quarter of that year among all 1,617 operating, non-satellite television stations and 9,013 U.S. radio stations. Valid responses were obtained from 1,120 television stations (69.3%) and 209 radio news directors and general managers, representing 613 radio stations (6.8%). The survey focuses on newsroom hiring.

An analysis of these data across time leads to the following conclusions:

1. Approximately one in four of those hired by the daily newspaper industry in calendar year 2005 came directly from college; the ratio has varied only slightly going back to 1985.
2. Just fewer than six in 10 of those hired by the newspaper industry in 2005 came from other newspapers; this ratio also has not varied fundamentally in 25 years.
3. Daily newspapers in 2005 hired a relatively small percentage of their new employees from other media or from other occupations.
4. Journalism and mass communication graduates made up 85% of those hired directly from college by the daily newspaper industry in 2005; that figure is up from 78% five years ago and nearly as high as it has been back through 1970.
5. Television newsrooms once again hired more than nine in 10 of its college hires from journalism and mass communication programs. That figure has not varied in any significant way since 1990.
6. The television news industry was less likely in 2005 to hire broadcast journalism majors than it was five years ago. It was more likely to hire graduates with less specialized journalism training.
7. In the radio news industry, journalism majors also made up nine in 10 of the hires directly out of college. This ratio increased from five years ago. Broadcast journalism majors were a smaller part of the mix than five years ago, however, with more hiring being done of those who majored in journalism generally.

The data supporting these conclusions are shown in Charts 1-4.

Methodology of the *Annual Survey of Journalism & Mass Communication Graduates*

The *Annual Survey of Journalism & Mass Communication Graduates* is designed to monitor the employment rates and salaries of graduates of journalism and mass communication programs in the

United States, including Puerto Rico, in the year after graduation. In addition, the survey tracks the curricular activities of those graduates while in college, examines their job-seeking strategies, and provides measures of the professional attitudes and behaviors of the graduates upon completion of their college studies.

Since 1997, the *Annual Survey of Journalism & Mass Communication Graduates* has been conducted at the Grady College of Journalism and Mass Communication at the University of Georgia.

Each year a sample of schools is drawn from those listed in the *Journalism and Mass Communication Directory*, published annually by the Association for Education in Journalism and Mass Communication, and *The Journalist's Road to Success: A Career Guide*, formerly published and printed by the Dow Jones Newspaper Fund, Inc., and now available on the web at the following site: <http://djnewspaperfund.dowjones.com/fund/pubcareerguide.asp>. Schools list themselves in the *AEJMC Directory*. All U.S. programs accredited by the Accrediting Council on Education in Journalism and Mass Communications and all U.S. members of the Association of Schools of Journalism and Mass Communication are in the *AEJMC Directory*. To be included in the *Newspaper Fund Guide*, the college or university must offer at least 10 courses in news-editorial journalism and those courses must include core courses, such as an introduction to the mass media and press law and ethics, as well as basic skills courses such as reporting and editing. Selection of schools for the sample is probabilistic, so that those chosen represent the population of schools in the two directories. In 2005, 89 schools were drawn from the 472 unique entries of four-year programs in the U.S. (including Puerto Rico) in the two directories.

Administrators at the selected schools are asked to provide the names and addresses of their spring bachelor's and master's degree recipients. A questionnaire was mailed in November 2006 to all spring graduates receiving either a bachelor's or a master's degree from the selected programs. A second questionnaire was sent to nonrespondents in January 2007. A third mailing was sent in March 2007 to graduates who had not responded to the first two mailings. The graduates could either return the mailed instrument in a self-addressed, postage paid envelope, or complete the instrument online. All graduates were given a unique password for access to the web survey and could use it only once. The respondents also were told they could win an iPod in a lottery by participating.

The questionnaire asked about the respondent's experiences both while a student and in the months since graduation. Included were questions about university experiences, job-seeking and employment, and salary and benefits.

In 2006, the survey was mailed to 9,639 individuals whose names and addresses were provided by the administrators of the 89 programs. A total of 2,776 returned the questionnaires by the end of May of 2007. Of the returns, 2,425 were from students who reported they actually had completed their degrees during the April to June 2006 period. The remaining 351 had completed their degrees either before or after the specified period, despite their inclusion in the spring graduation lists. A total of 1,267 questionnaires was returned undelivered and without a forwarding address. Return rate, computed as the number of questionnaires returned divided by the number mailed, was 25.2%. Return rate, computed as the number returned divided by the number mailed minus the bad addresses, was 33.2%.¹ Of the 2,425 usable questionnaires, 2,290 (94.0%) were from bachelor's degree recipients and 145 were from those who received a master's degree.

Of the usable surveys, 337, or 13.8%, were completed online. Graduates in 2003 also were given the option of completing the survey online. That year, 4.4% of the usable questionnaires were completed by students via the web.

The findings summarized in this report are projectable to the estimated 49,100 students who earned bachelor's degrees and the 4,400 students who earned master's degrees in academic year 2005-2006 from the 472 colleges and universities across the United States and Puerto Rico offering programs in journalism and mass communication. Comparisons are made with data gathered in graduate surveys back through 1986. Data on master's degree recipients have been available since 1989.

Sample error for the 2006 undergraduate data is 2.1%. Sample error terms for earlier surveys were: 2.0 (2005), 1.8% (2004), 1.9% (1999-2003), 2.1% (1996-8), 2.0% (1990-1995), 2.1% (1989), 3.7% (1988), 2.8% (1987), and 3.2% (1986). In all cases, the confidence level is set at .05, meaning that the odds are 19 to one that the figures presented in this report are within plus or minus sample error of what

¹The return rates in 2005 were 32.6% and 34.8%, and in 2004 they were 37.2% and 39.8%. In general, return rates have been declining for this and other surveys across time. In 2006, an unusually large number of addresses were not workable, compared with earlier years.

would have been obtained had all graduates of journalism and mass communication programs, rather than a sample of these graduates, completed questionnaires. (Sample error, of course, is only one of the sources of error in survey estimates.) Sample error for responses from those receiving master's degrees in 2006 is 8.4%, slightly higher than in previous years. In many instances in this report, fewer than the full number of cases is used for inferences. For example, some of the data are based solely on persons working full-time when surveyed. In these cases, error is greater than 2.1%, depending on the actual number of persons for whom data are reported. In addition, many comparisons between subgroups in the sample and between the 2006 and earlier samples are made. Standard statistical tests have been used to evaluate the observed differences, or trends. Only those differences likely to hold if a census of all graduates were undertaken are discussed in the text.

Women made up 73.7% of respondents. Members of racial or ethnic minorities made up 18.0% of those returning questionnaires. These sample characteristics are similar to those in recent years. Overall, the sample reflects slightly higher return rates from women and slightly lower return rates from minorities, based on the known characteristics of the 472 schools from which the sample was drawn.

Funding for the 2006 graduate survey was provided by the American Society of Newspaper Editors, the Association for Education in Journalism and Mass Communication, the Association of Schools of Journalism and Mass Communication, Cox Newspapers Inc., Gannett, the Hearst Corporation, the John S. and James L. Knight Foundation, the National Association of Broadcasters, Newspaper Association of America, The Newspaper Guild Freedom Award Fund, the Sigma Delta Chi Foundation of the Society of Professional Journalists, the Scripps Howard Foundation, Specialized Information Publishers Foundation, and the Grady College of Journalism and Mass Communication at the University of Georgia.

Question Asked

The question asked of the data from the *Annual Survey of Journalism & Mass Communication Graduates* was straightforward:

What evidence is there of any impact of technological change on media industries and on journalistic work?

Findings

To provide at least a partial answer, we turn to an examination of the entry-level component of the journalism and mass communication labor market first. Next we shift to a comparison of the journalism segment of that entry-level market with other segments of the journalism and mass communication entry-level labor market.

Chart 5 shows the basic pattern of entry-level employment in the journalism and mass communication labor market has varied across time, largely as a reflection of the overall labor market in the U.S. The economic declines of the early 1990s and the early years of 2000 are in clear evidence. There is no evidence of dramatic change associated with the introduction of the Internet or other technological change. The Internet generally is considered to have become a reality in the middle of the 1990s. The data are for bachelor's degree recipients, who make up more than nine of 10 graduates of journalism and mass communication programs around the country.

Chart 6 is a static presentation of where bachelor's degree recipients sought work in 2006 and shows that traditional employers dominate in comparison with online or web employers. Charts 7-9 show the patterns of job seeking over time. Again, there is more evidence of stability than change.

Charts 10-12 plot the types of work being done by journalism and mass communication bachelor's degree recipients who found work in communications. While there is variability over time, it mostly reflects the fact that fewer graduates find work in communication when the market is weak (Chart 5). There is little evidence that the growth of the web in the late 1990s had a distinct impact.

Charts 13-16 show the types of employers of these entry-level communication workers across time. As with the earlier charts, the dominant picture is of stability. Chart 16 shows, for example, that only about 1% of the bachelor's degree recipients in 2006 had found work with web-based employers—a figure that has been nearly unchanged since this measure was first included in the 1996 survey.

In 2004, we asked graduates if they were doing any writing and editing for the web, and 22.6% said they were (Chart 17). That figure nearly doubled to 41.5% in 2006. In 2004, 6.8% of the graduates were designing and building web pages. That figure increased to 13.5% two years later. So clearly web

work has made inroads into the field of communication, even if the Internet has not dramatically changed key features of the labor market.

In 2006, we expanded the battery of questions in the graduate survey on web work, and Chart 18 shows that writing and editing for the web as well as researching materials using the web are the dominant web-related activities of the entry-level communication workers. Designing and building web pages, producing photos and graphics for the web, using the web in promotion, and managing web operations are part of the work of some of the entry-level workers. About one in 10 is involved in creating and using blogs. Writing and editing for the web varies by employer type (Chart 19), with this activity more likely for those with work in daily newspapers, specialized information publishing and PR. Of course, graduates who found jobs in online or web publishing are most likely to engage in this type of activity. Researching materials on the web (Chart 20) is common across the employer types. Chart 21 reports responses to another set of questions about the nature of entry-level communication work. Respondents could pick more than one of these activities, and writing, reporting and editing for print is dominant. Writing, reporting and editing for broadcast also is prominent, as is using a still camera. All of these are traditional activities in communication. Less than 2% of the graduates, by comparison, reported producing content for mobile devices.

Significant numbers of graduates report being able to handle a number of assignments that use new communication technologies (Chart 22), and graduates, by and large, are content with their educational experiences (Chart 23). There is little evidence of change in the latter across time.

In fact, the entry-level employees are relatively content with their work situations as well, as Charts 24-29 indicate. Included here are a number of measures of satisfaction with work and with the particular job the graduates held.

The entry-level employees in recent years may use the traditional media a bit less than they did a decade ago, but their media use habits are relatively conservative. They are as likely to turn to television for news as to the web, and their use of the daily newspaper is not dramatically lower than their use of the web (Charts 30 and 31). The entry-level communications workers also are relatively optimistic about

survival of the traditional media and of their employability in the labor market the traditional currently dominate (Charts 32-34).

The comparisons so far have not singled out the journalists among the graduates of the nation's journalism and mass communication programs. In fact, the graduate survey doesn't ask a single question that singles out journalists. Two questions in the instrument, however, allow us to identify journalistic work and journalistic employers.

Chart 35 lists the work descriptions of the 2006 graduates (bachelor's and master's degree recipients) with jobs they described as in the field of communications. The activities in blue are clearly potentially journalistic ones. We also examined the "Other" responses and reclassified those that also are potentially journalistic. Chart 36 lists the employers of those graduates. Again, those shown in blue are potential homes for journalism. Once again, we examined the "Other" responses and reclassified those graduates if they were with potentially employers of journalists. Chart 37 shows the outcome of the cross-classification of the responses to these two questions. What it shows is that 30.7% of the graduates were working in the media doing journalistic work, compared with 41.7% of the graduates doing advertising and public relations work, and 27.6% working outside the media doing journalistic work or not doing either journalistic or public relations/advertising work.

Chart 38 compares these entry-level workers in terms of their use of the web. The entries are mean number of hours per week of work associated with the web activities. When mean scores are significantly different (using the F test and the .05 level), they are marked. Clearly there are differences. Journalists are more likely to be writing and editing for the web than other entry-level workers. They also are more likely to be researching materials using the web and producing audio and video for the web. Advertising and public relations workers are also affected by the web, however, as they are more likely to be creating advertising for the web and selling advertising for the web. And advertising and public relations workers are more likely to be using the web for promotion.

Advertising and public relations workers also are more likely to be designing and creating computer graphics (Chart 39). Journalists are more likely (using a difference of proportion test at the .05 level) to be doing non-linear editing. Photo imaging and use of a still camera is more common with

journalists and advertising/public relations graduates than the other communication workers. Journalists are more likely to use a video camera, more likely to do writing, reporting and editing for print, and more likely to do writing, reporting and editing for broadcast.

Conclusions

These comparisons suggest a number of specific conclusions.

1. The entry-level journalism and mass communication labor market shows stability in terms of job seeking and jobs landed. There is no major evidence of market turmoil.
2. Web work is now common for graduates with a communication job.
3. Entry-level employees are content with their jobs and their work. Again, there is little evidence of change or turmoil.
4. The media use habits of entry-level employees also are stable. Use of the new media is increasing, but the level of use is not much different than for the mainstream media.
5. Entry-level employees are optimistic about their work, the future of media, and jobs. They do see the Internet growing.

These specific conclusions lead to three more general ones:

1. Journalists are more likely to be involved in some work involving new technologies, but communication work generally involves new technologies.
2. It probably is incorrect at present to say journalistic work has been radically changed by the Internet.
3. It also probably is incorrect to say the Internet has had no impact.

Three challenges can be offered to these conclusions of limited change, based on limitations of the existing data.

1. It is possible that we have missed evidence of dramatic change because we are dealing only with the entry-level workers.
2. It is possible we have missed evidence of dramatic change because entry-level employees are likely to start at small media.

3. It is possible we have missed evidence of dramatic change because the journalism and mass communication graduates are not being hired for jobs in the communication industry where change is most dramatic.

The first of these challenges is probably incorrect because entry-level employees are those who would be most likely to show change. The older, more established employees are more likely to be change resistant.

The second of these challenges probably also is incorrect because small media organizations are probably more nimble and change embracing than the larger organizations with their institutional commitment to the old ways of doing things.

The third challenge is probably more significant. Our 2005 survey of the daily newspaper, television and radio newsrooms gave no evidence, however, that college graduates from fields other than communication were entering the news business in numbers different from the past. But newsroom jobs in web design and graphic design, as but two examples, certainly would be ones that not all journalism and mass communication graduates even feel qualified to hold (Chart 22).

Certainly all three challenges are ones that call for examination of additional data.

At present, however, the evidence is that journalistic work and journalistic organizations are incorporating the new communication technologies, not being transformed by them.

The present incorporation, however, does not preclude transformation in the future. Even though the labor market has not yet been dramatically affected by these technological changes, and even though journalistic work has not yet been greatly affected by these technological changes, transformation remains a real possibility.

In the past, news work has been what the traditional media—the mainstream media—have done. If the new technologies decouple news work from these traditional media and journalistic work is performed by persons working independently or in different organizational settings, news work may well be radically transformed.

While we should not exaggerate at present the nature of change in news work and news organizations that has taken place, we also should not underestimate the nature of change that may take place in the not-so-distant future.

References

Becker, L. B., Vlad, T., & Martin, H. J. (2006). Change and stability in the newspaper industry's journalistic labor market. *The International Journal on Media Management*, 8(1), 39-49.

Becker, L.B. , Vlad, T., Daniels, G., & Martin, H.J. (2007). "The impact of internal labor markets on newspaper industry personnel practices," *International Journal of Media Management*, 9 (2): 59-69.

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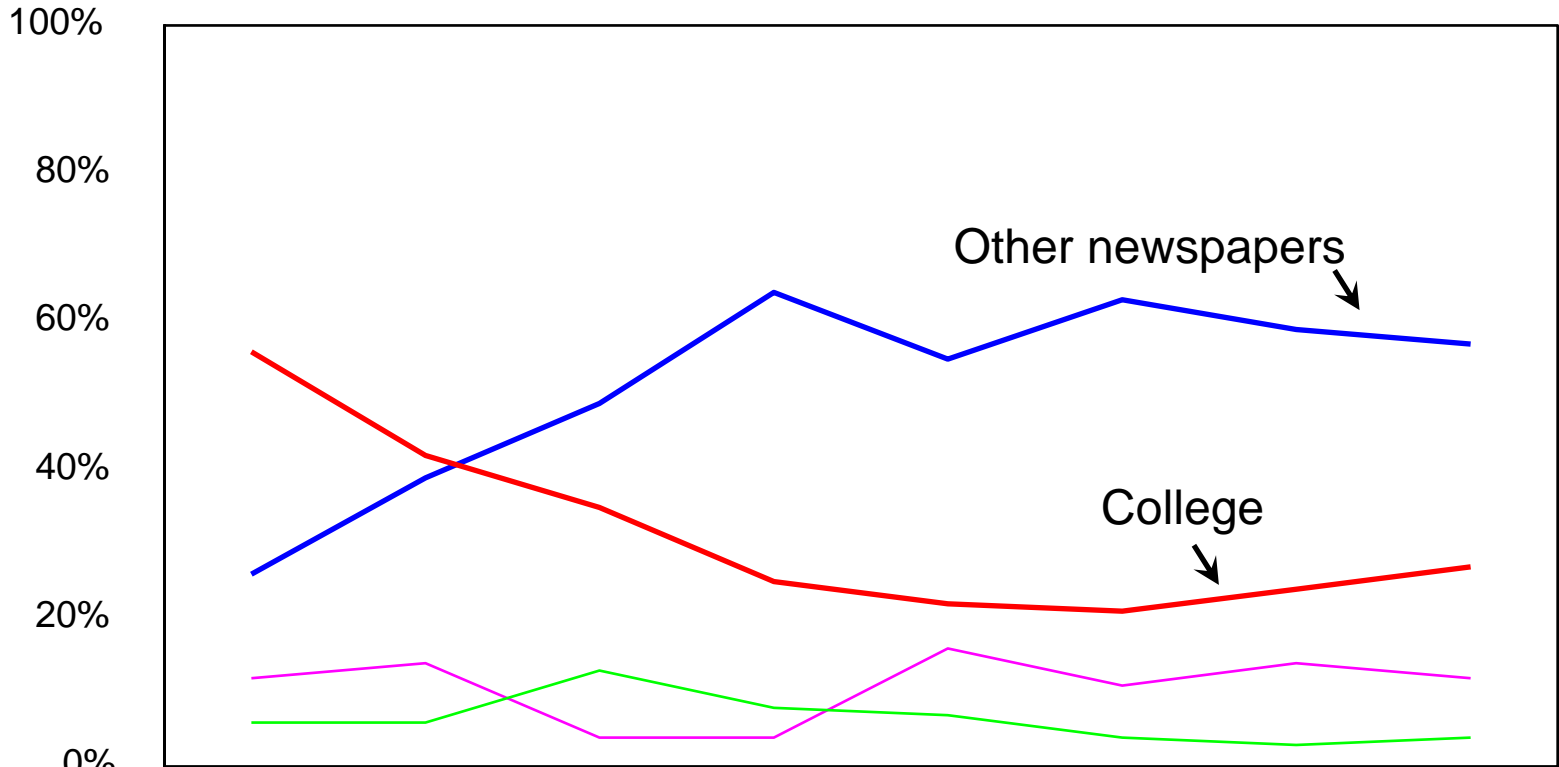
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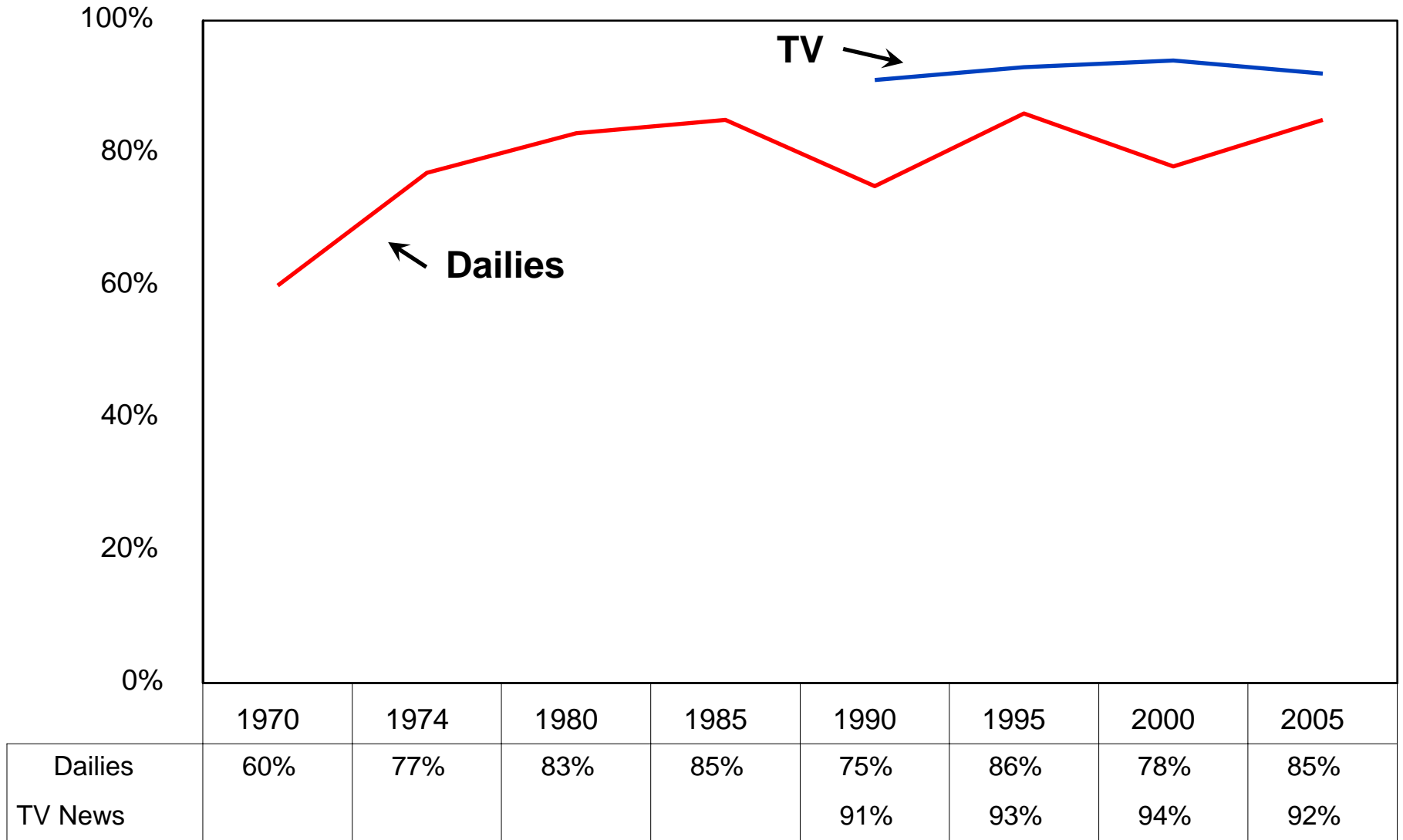
The James M. Cox Jr. Center for International
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1 .Where Daily Newspapers Found Full-Time Newsroom Employees



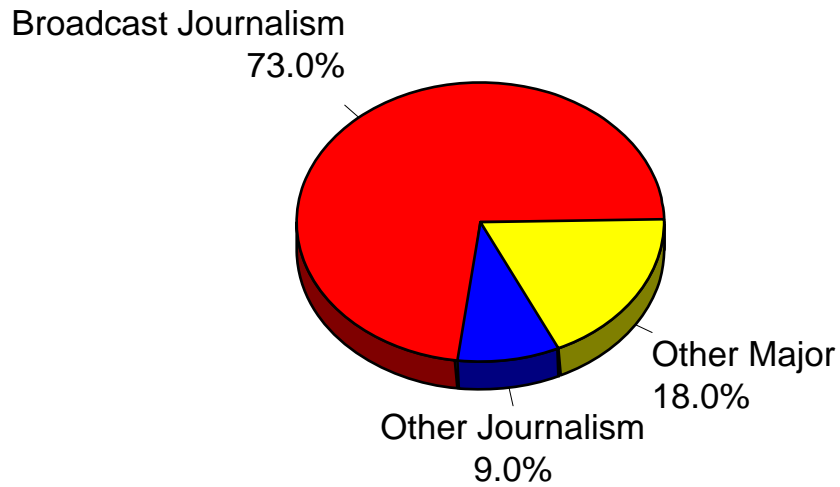
	1970	1974	1980	1985	1990	1995	2000	2005
Colleges	56%	42%	35%	25%	22%	21%	24%	27%
Other Newspapers	26%	39%	49%	64%	55%	63%	59%	57%
Other Media	6%	6%	13%	8%	7%	4%	3%	4%
Other Occupations	12%	14%	4%	4%	16%	11%	14%	12%

2. Percentage of Hires from College with Journalism Degrees

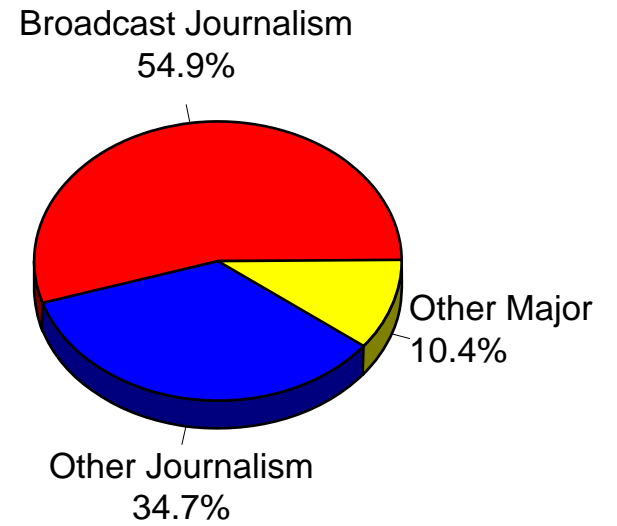


3. Percentage of Hires from College with Journalism Degrees: Radio 2000 & 2005

Radio 2000

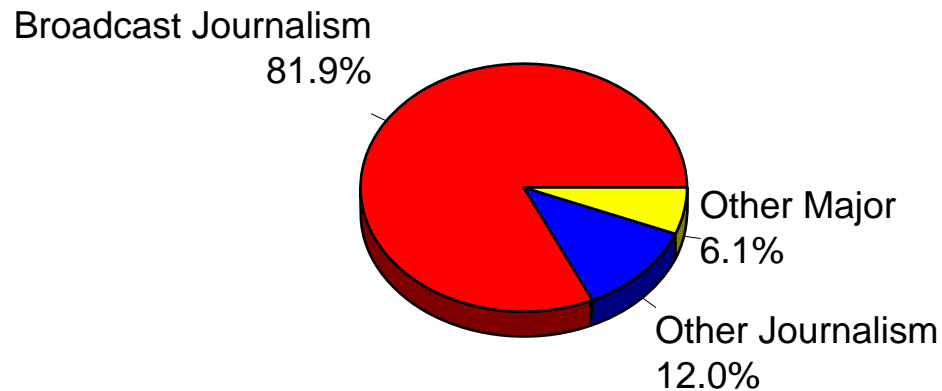


Radio 2005

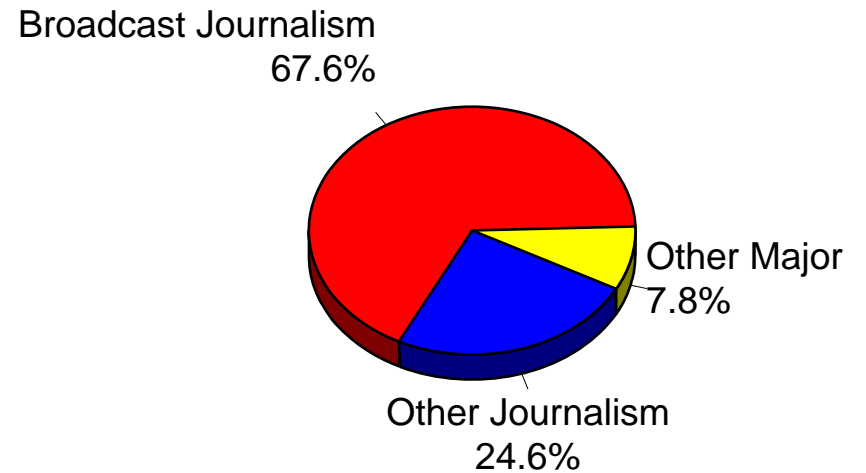


4. Percentage of Hires from College with Journalism Degrees: TV 2000 & 2005

TV 2000

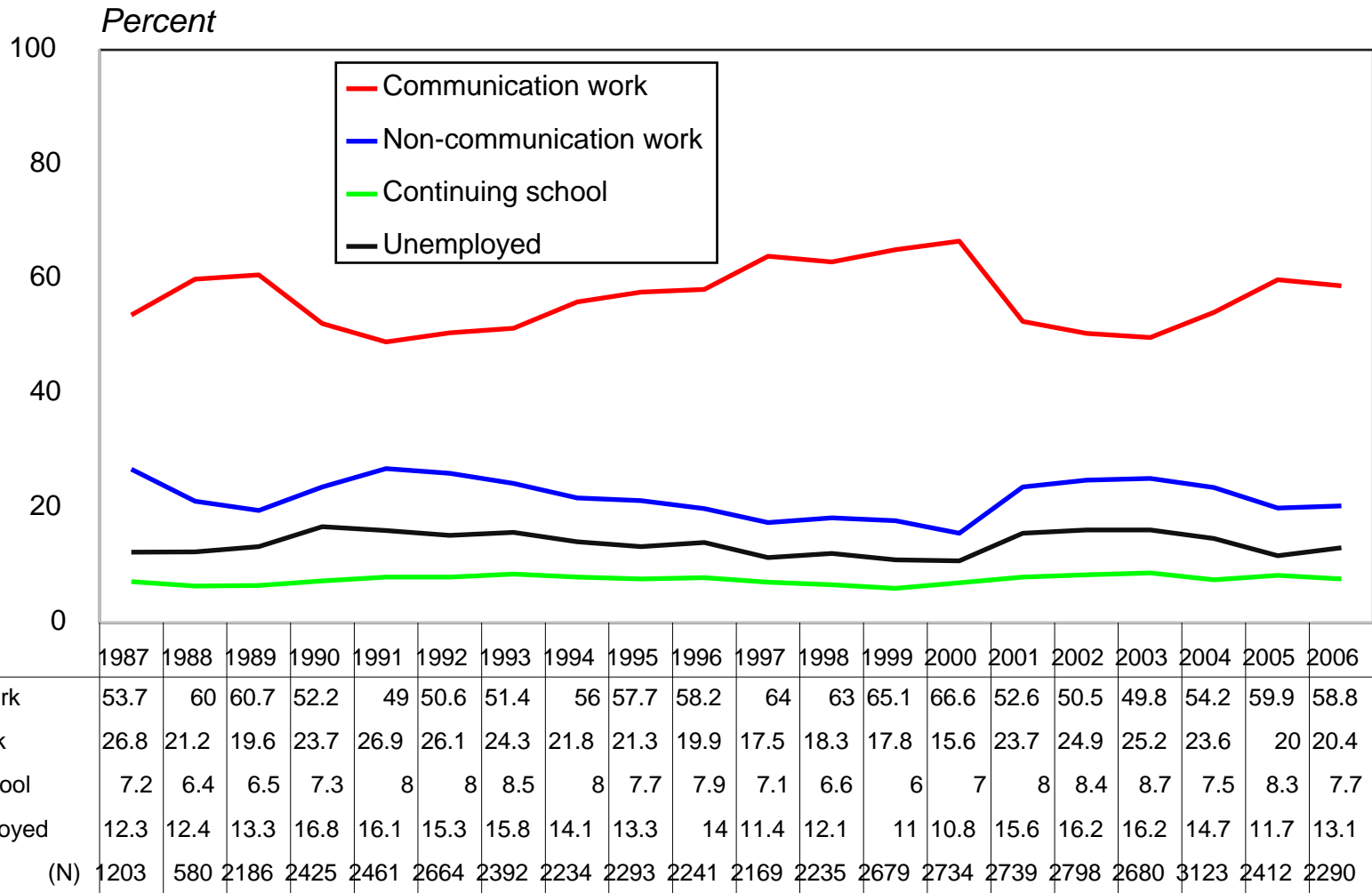


TV 2005



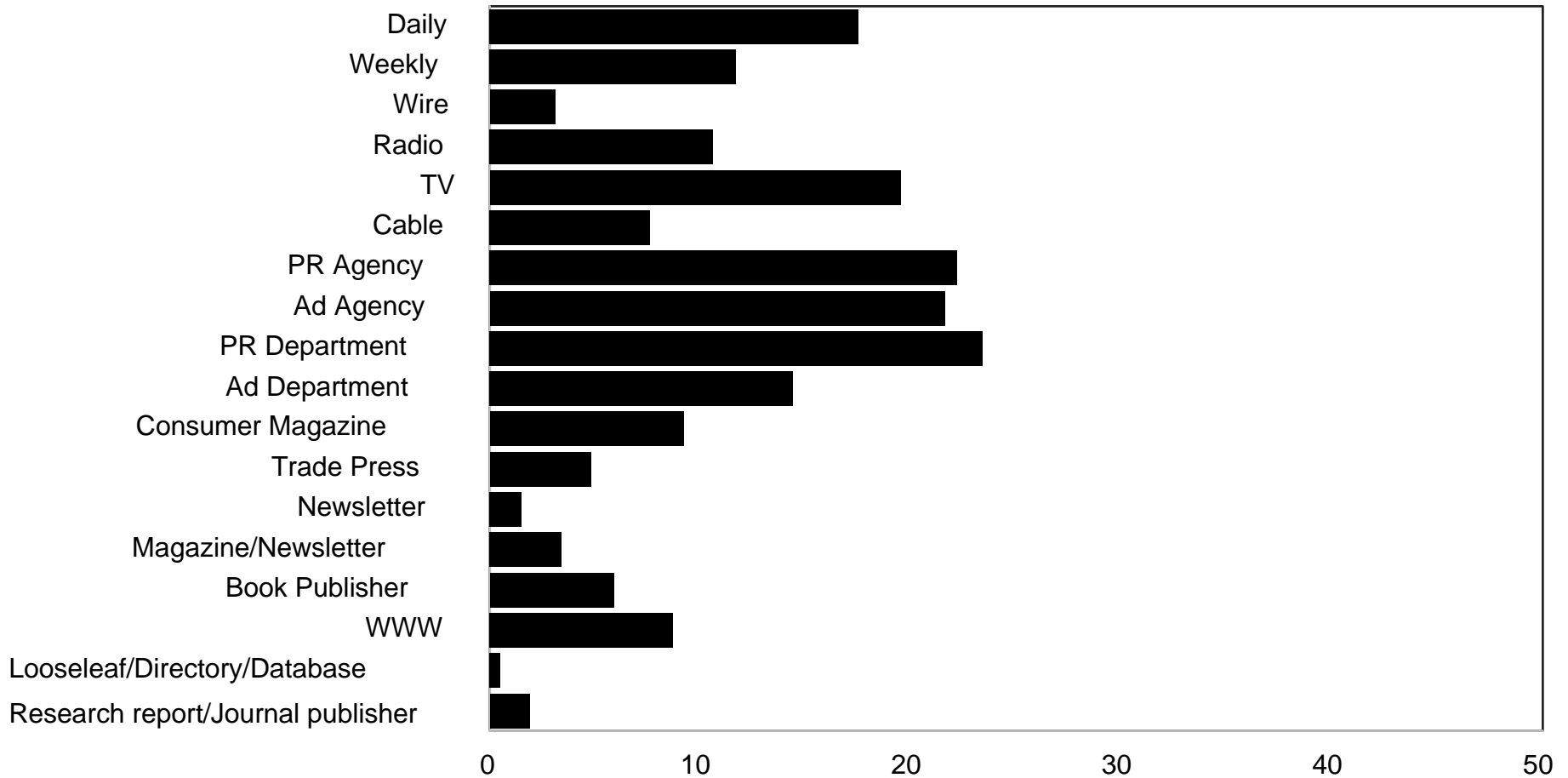
5. General types of work

An overview of Bachelor's degree recipients' work situations



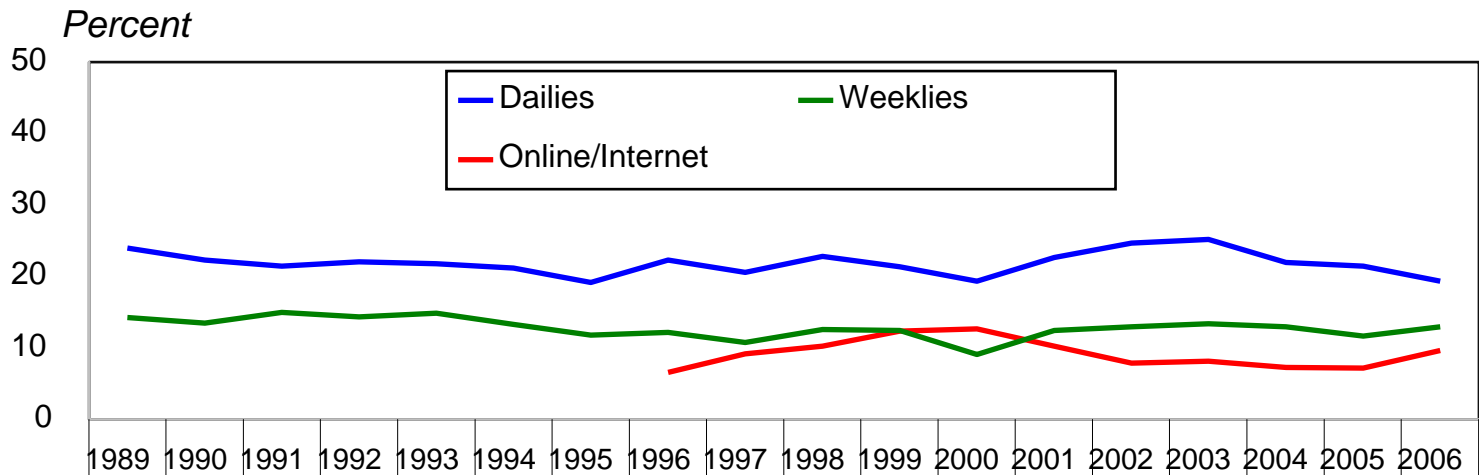
6. Where grads seek work

Types of jobs sought by journalism and mass communication Bachelor's degree recipients in 2006



7. Seeking print jobs

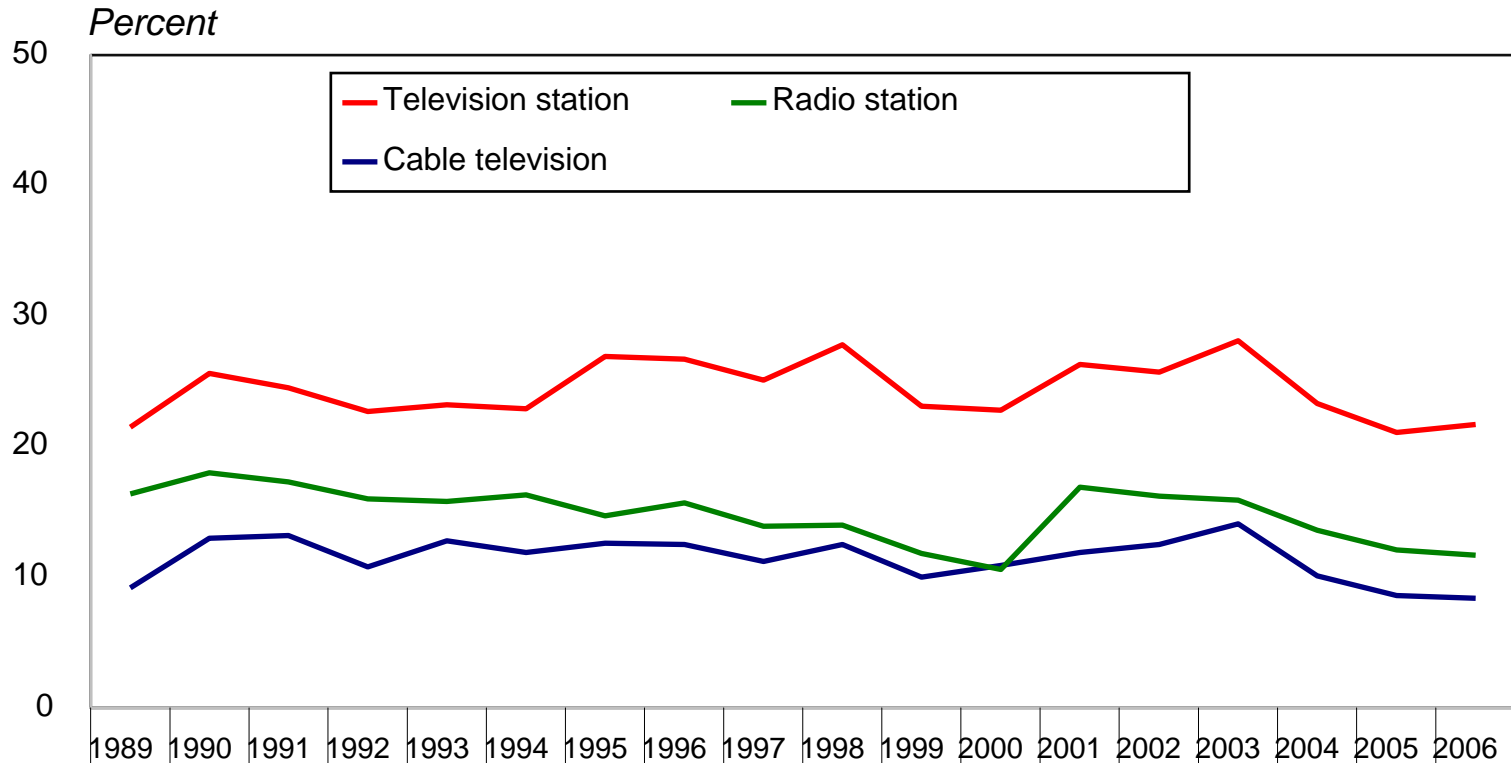
Jobs sought by Bachelor's degree recipients in the area of print media. Excludes students not seeking jobs



	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Dailies	24	22.3	21.5	22.1	21.8	21.2	19.2	22.3	20.6	22.8	21.4	19.4	22.7	24.7	25.2	22	21.5	19.4
Weeklies	14.3	13.5	15	14.4	14.9	13.3	11.8	12.2	10.8	12.6	12.5	9.1	12.5	13	13.4	13	11.7	13
Magazines	14.6	13.5	13.8	13.1	13	11.2	12.3											
Consumer Magazines								7.3	6.9	8	7.6	8.2	10.3	10.2	10.1	10.7	11	10.2
Trade Press								7.6	7.1	7.5	6	6.1	6.9	6.3	6	5.9	5.9	5.4
Book Publishers	9.9	9.1	11.5	9.6	10.1	8	6.2	7.9	6.7	7.8	6.8	6.4	8.3	8.3	9.3	7.8	6.7	6.6
Wire Services	3.1	3	9.1	2.8	3.5	2.7	2.8	2.7	2.9	3.8	3.6	3.4	4.5	4.5	4.8	3.2	2.9	3.4
Newsletters						3.2	2.4	2.2	1.7	2.5	1.9	1.4	2	1.7	1.8	1.8	1.8	1.7
Newsletter/Mags						4.8	4.8	5.2	4.7	5	4.6	3.9	4.5	4.7	4.8	5.3	3.7	3.7
Online/Internet								6.6	9.2	10.3	12.4	12.7	10.3	7.9	8.2	7.3	7.2	9.7
Looseleaf/Directory																		0.5
Research Report/Journal																		1.9
(N)	2190	2434	2465	2670	2392	2238	2296	2241	2169	2235	2679	2734	2739	2798	2680	3123	2412	2290

8. Seeking broadcast jobs

Jobs sought by Bachelor's degree recipients in the area of broadcasting. Excludes students not seeking jobs

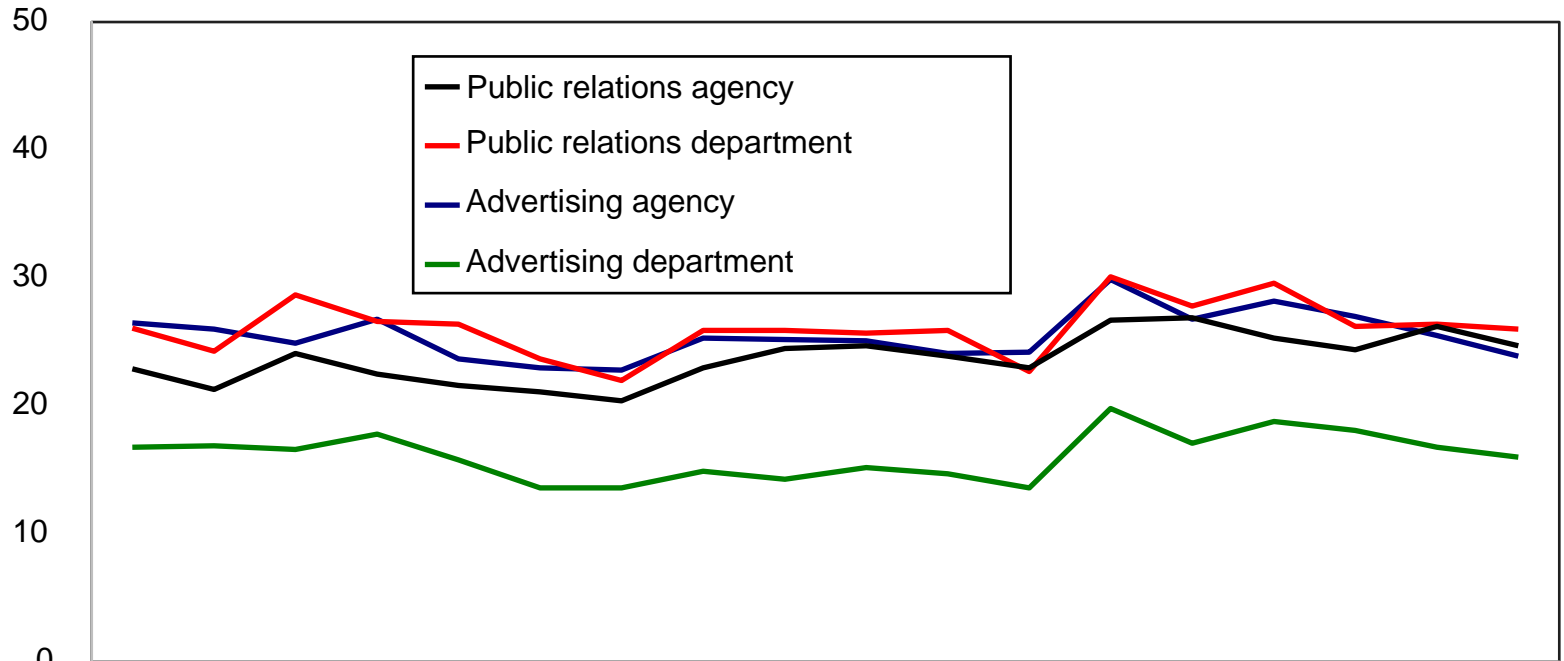


Television station	21.5	25.6	24.5	22.7	23.2	22.9	26.9	26.7	25.1	27.8	23.1	22.8	26.3	25.7	28.1	23.3	21.1	21.7
Radio station	16.4	18	17.3	16	15.8	16.3	14.7	15.7	13.9	14	11.8	10.6	16.9	16.2	15.9	13.6	12.1	11.7
Cable television	9.2	13	13.2	10.8	12.8	11.9	12.6	12.5	11.2	12.5	10	10.9	11.9	12.5	14.1	10.1	8.6	8.4
(N)	2190	2434	2465	2670	2392	2238	2296	2241	2169	2235	2679	2734	2739	2798	2680	3123	2412	2290

9. Seeking PR/advertising jobs

Jobs sought by Bachelor's degree recipients in the area of PR and advertising. Excludes students not seeking jobs

Percent

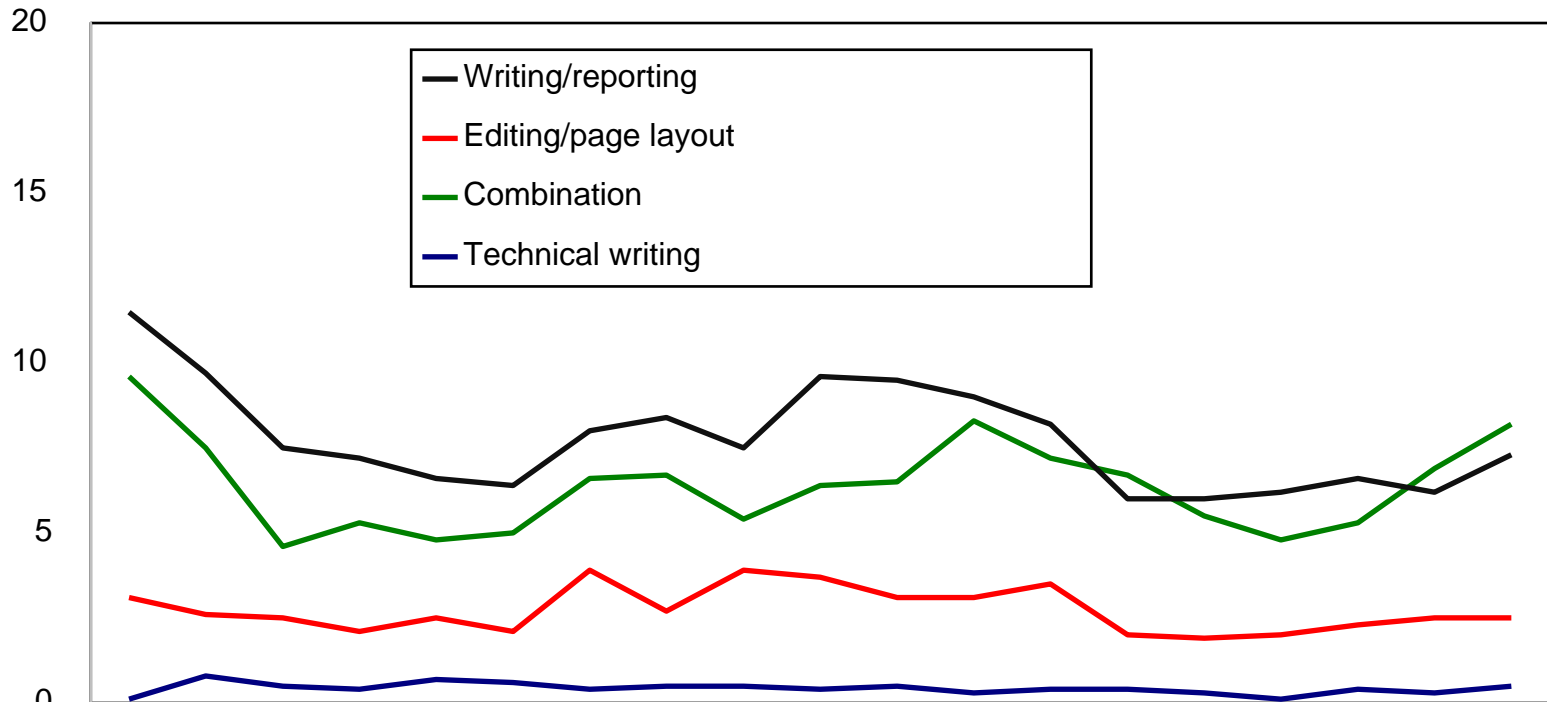


	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Public relations agency	22.9	21.3	24.1	22.5	21.6	21.1	20.4	23	24.5	24.7	23.9	23	26.7	26.9	25.3	24.4	26.2	24.7
Public relations department	26.1	24.3	28.7	26.6	26.4	23.7	22	25.9	25.9	25.7	25.9	22.7	30.1	27.8	29.6	26.2	26.4	26
Advertising agency	26.5	26	24.9	26.8	23.7	23	22.8	25.3	25.2	25.1	24.1	24.2	29.9	26.8	28.2	27	25.5	23.9
Advertising department	16.8	16.9	16.6	17.8	15.8	13.6	13.6	14.9	14.3	15.2	14.7	13.6	19.8	17.1	18.8	18.1	16.8	16
(N)	2190	2434	2465	2670	2392	2238	2296	2241	2169	2235	2679	2734	2739	2798	2680	3123	2412	2290

10. News-editorial tasks

Bachelor's degree recipients' job tasks in the area of print journalism

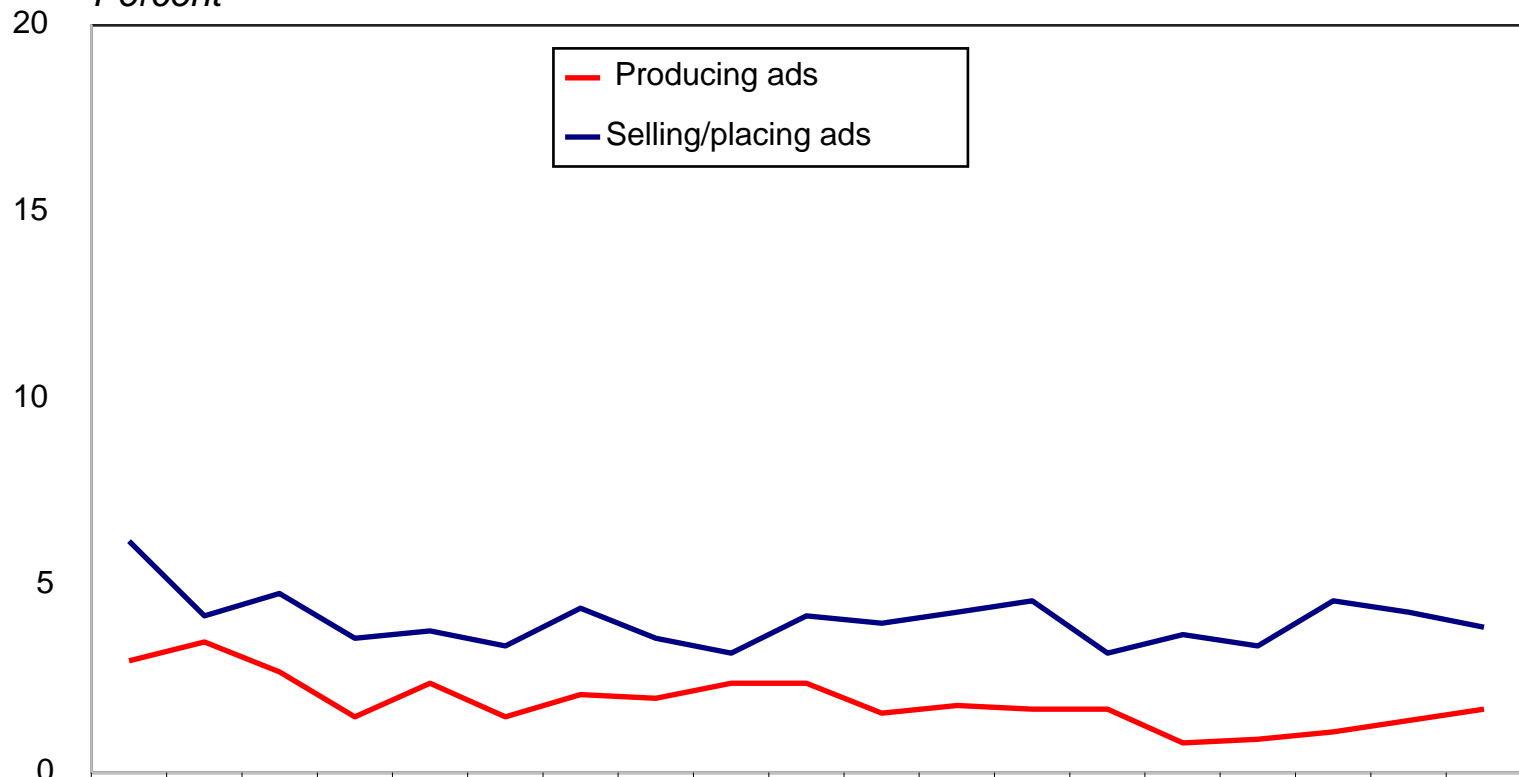
Percent



	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Writing/reporting	11.5	9.7	7.5	7.2	6.6	6.4	8	8.4	7.5	9.6	9.5	9	8.2	6	6	6.2	6.6	6.2	7.3
Editing/page layout	3.1	2.6	2.5	2.1	2.5	2.1	3.9	2.7	3.9	3.7	3.1	3.1	3.5	2	1.9	2	2.3	2.5	2.5
Combination	9.6	7.5	4.6	5.3	4.8	5	6.6	6.7	5.4	6.4	6.5	8.3	7.2	6.7	5.5	4.8	5.3	6.9	8.2
Technical writing	0.1	0.8	0.5	0.4	0.7	0.6	0.4	0.5	0.5	0.4	0.5	0.3	0.4	0.4	0.3	0.1	0.4	0.3	0.5
(N)	711	2171	2448	2500	2670	2397	2238	2282	2241	2169	2235	2679	2734	2739	2798	2680	3123	2412	2290

11. Advertising tasks

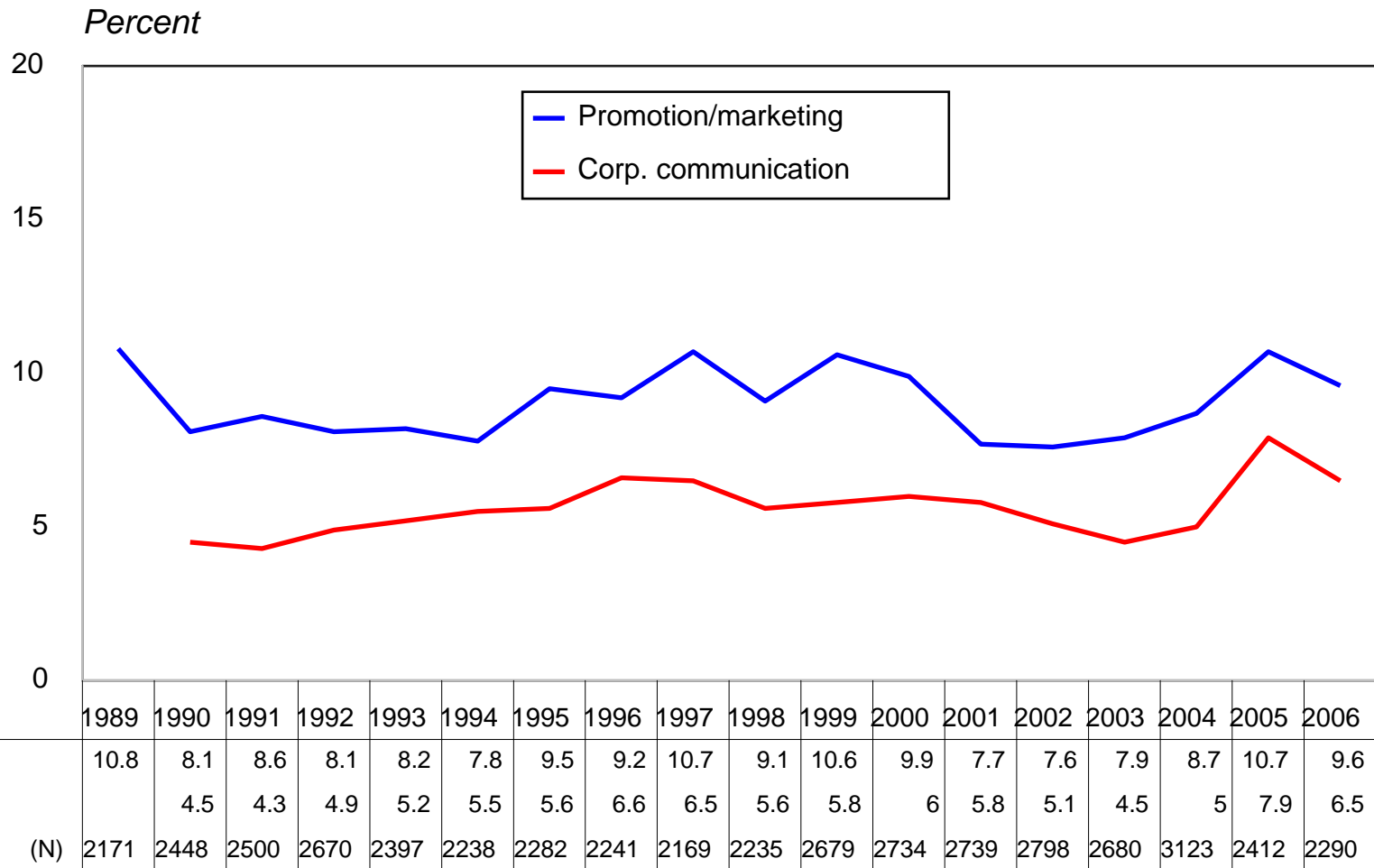
Bachelor's degree recipients' job tasks in the area of advertising
Percent



	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Producing ads	3	3.5	2.7	1.5	2.4	1.5	2.1	2	2.4	2.4	1.6	1.8	1.7	1.7	0.8	0.9	1.1	1.4	1.7
Selling/placing ads	6.2	4.2	4.8	3.6	3.8	3.4	4.4	3.6	3.2	4.2	4	4.3	4.6	3.2	3.7	3.4	4.6	4.3	3.9
(N)	711	2171	2448	2500	2670	2397	2238	2282	2241	2169	2235	2679	2734	2739	2798	2680	3123	2412	2290

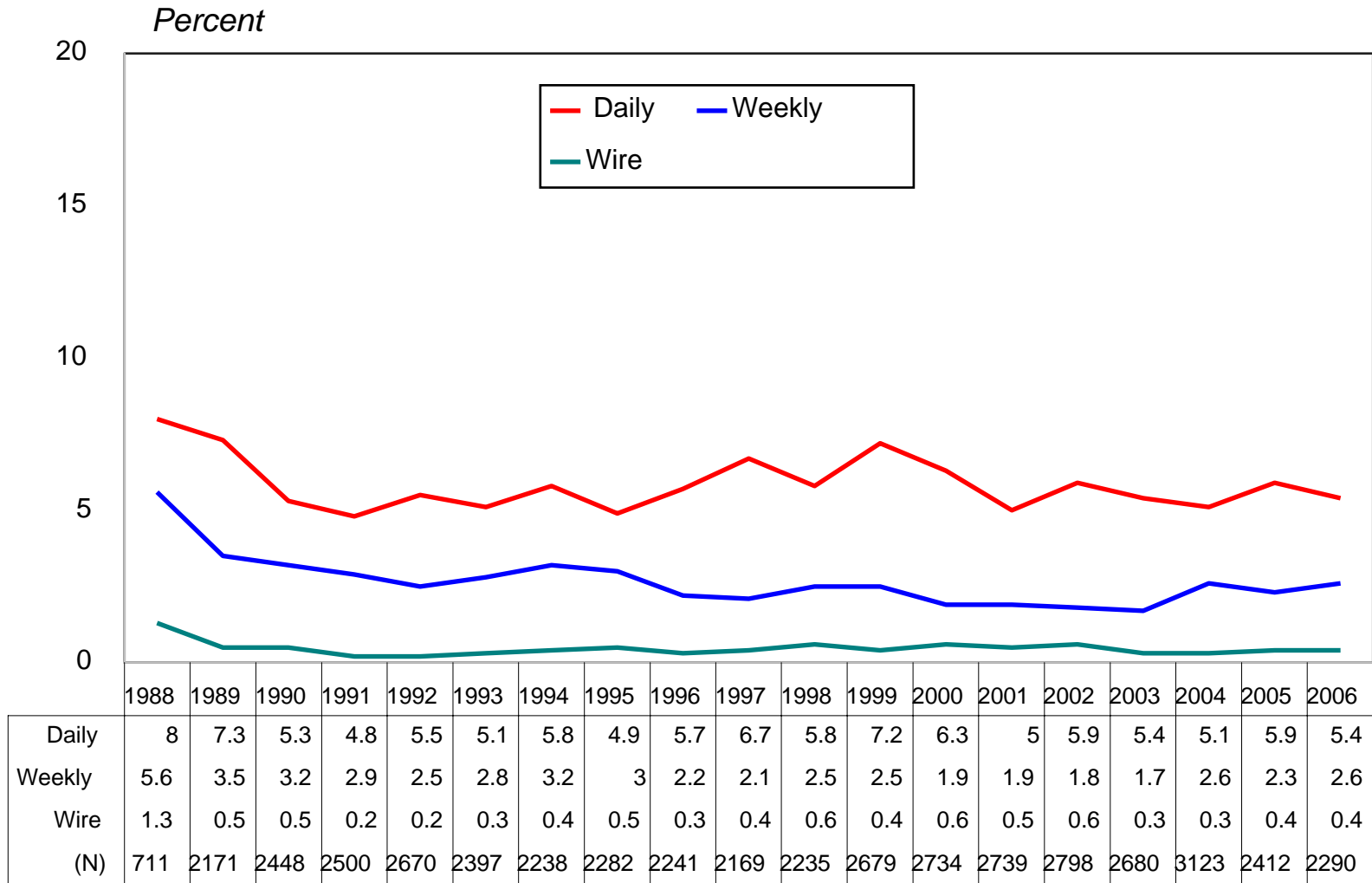
12. Corporate communication tasks

Bachelor's degree recipients' job tasks in the area of corporate marketing and communication



13. Newspaper work

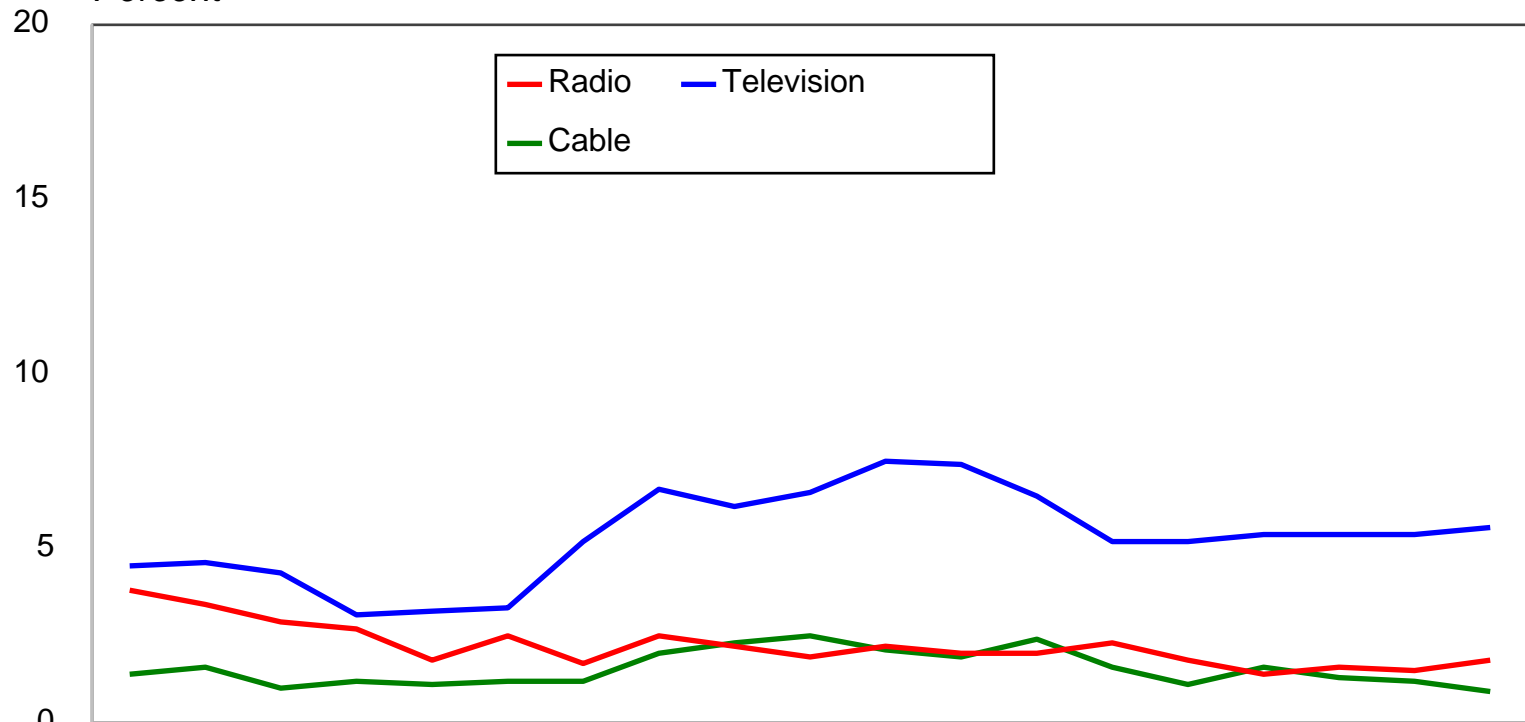
Bachelor's degree recipients working in newspaper jobs



14. Telecommunication work

Bachelor's degree recipients working in telecommunications jobs

Percent

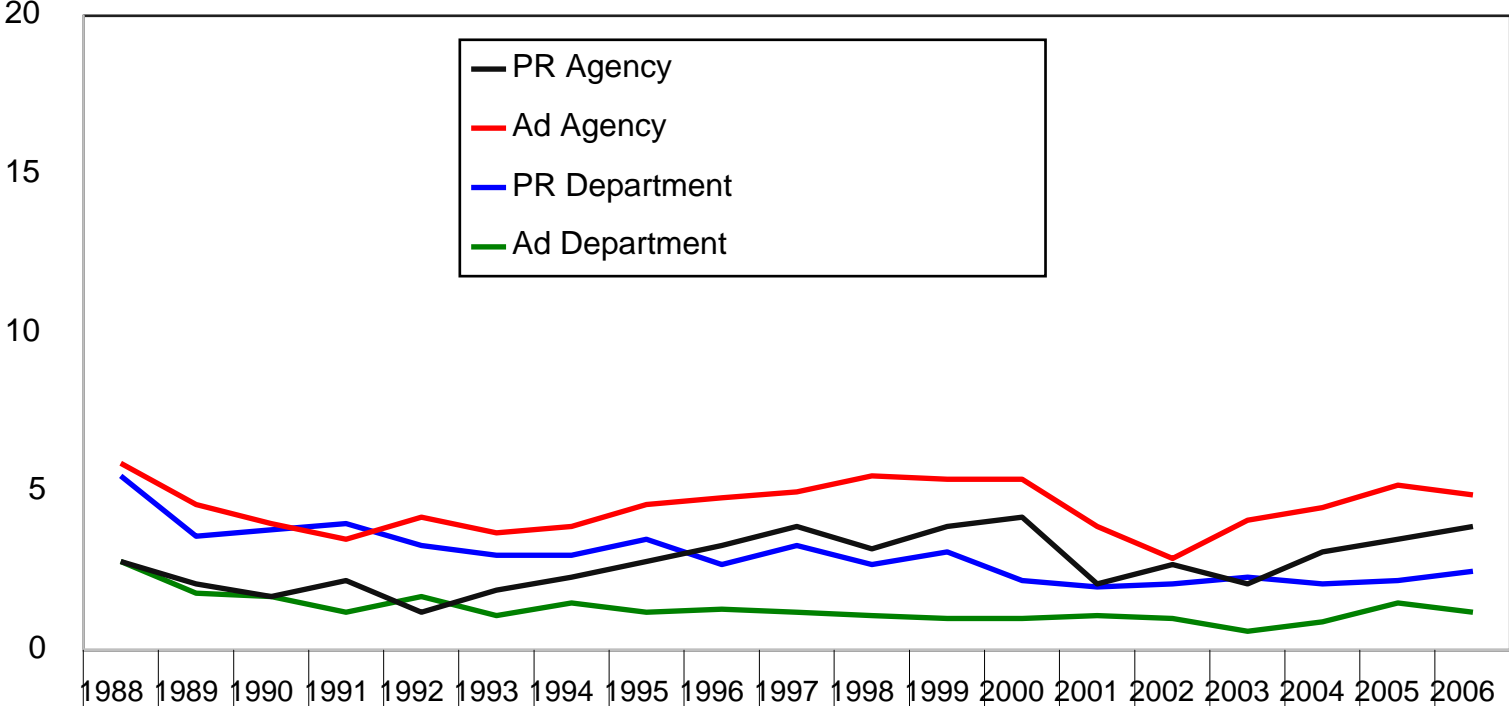


	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Radio	3.8	3.4	2.9	2.7	1.8	2.5	1.7	2.5	2.2	1.9	2.2	2.0	2.0	2.3	1.8	1.4	1.6	1.5	1.8
Television	4.5	4.6	4.3	3.1	3.2	3.3	5.2	6.7	6.2	6.6	7.5	7.4	6.5	5.2	5.2	5.4	5.4	5.4	5.6
Cable	1.4	1.6	1.0	1.2	1.1	1.2	1.2	2.0	2.3	2.5	2.1	1.9	2.4	1.6	1.1	1.6	1.3	1.2	0.9
(N)	711	2171	2448	2500	2670	2397	2238	2282	2241	2169	2235	2679	2734	2739	2798	2680	3123	2412	2290

15. PR and advertising work

Bachelor's degree recipients working in public relations and advertising

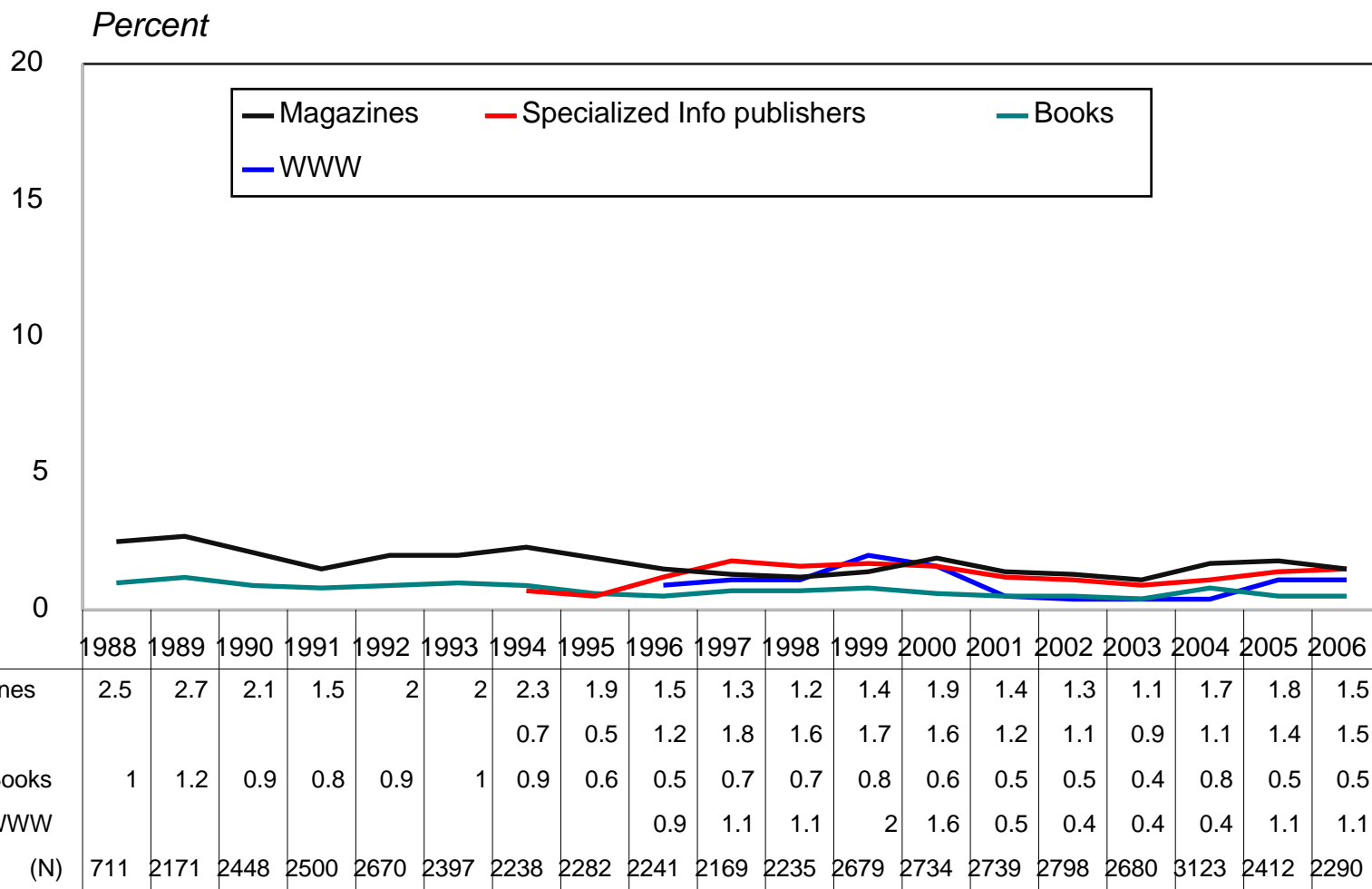
Percent



PR Agency	2.8	2.1	1.7	2.2	1.2	1.9	2.3	2.8	3.3	3.9	3.2	3.9	4.2	2.1	2.7	2.1	3.1	3.5	3.9
Ad Agency	5.9	4.6	4	3.5	4.2	3.7	3.9	4.6	4.8	5	5.5	5.4	5.4	3.9	2.9	4.1	4.5	5.2	4.9
PR Department	5.5	3.6	3.8	4	3.3	3	3	3.5	2.7	3.3	2.7	3.1	2.2	2	2.1	2.3	2.1	2.2	2.5
Ad Department	2.8	1.8	1.7	1.2	1.7	1.1	1.5	1.2	1.3	1.2	1.1	1	1	1.1	1	0.6	0.9	1.5	1.2
(N)	711	2171	2448	2500	2670	2397	2238	2282	2241	2169	2235	2679	2734	2739	2798	2680	3123	2412	2290

16. Other communication work

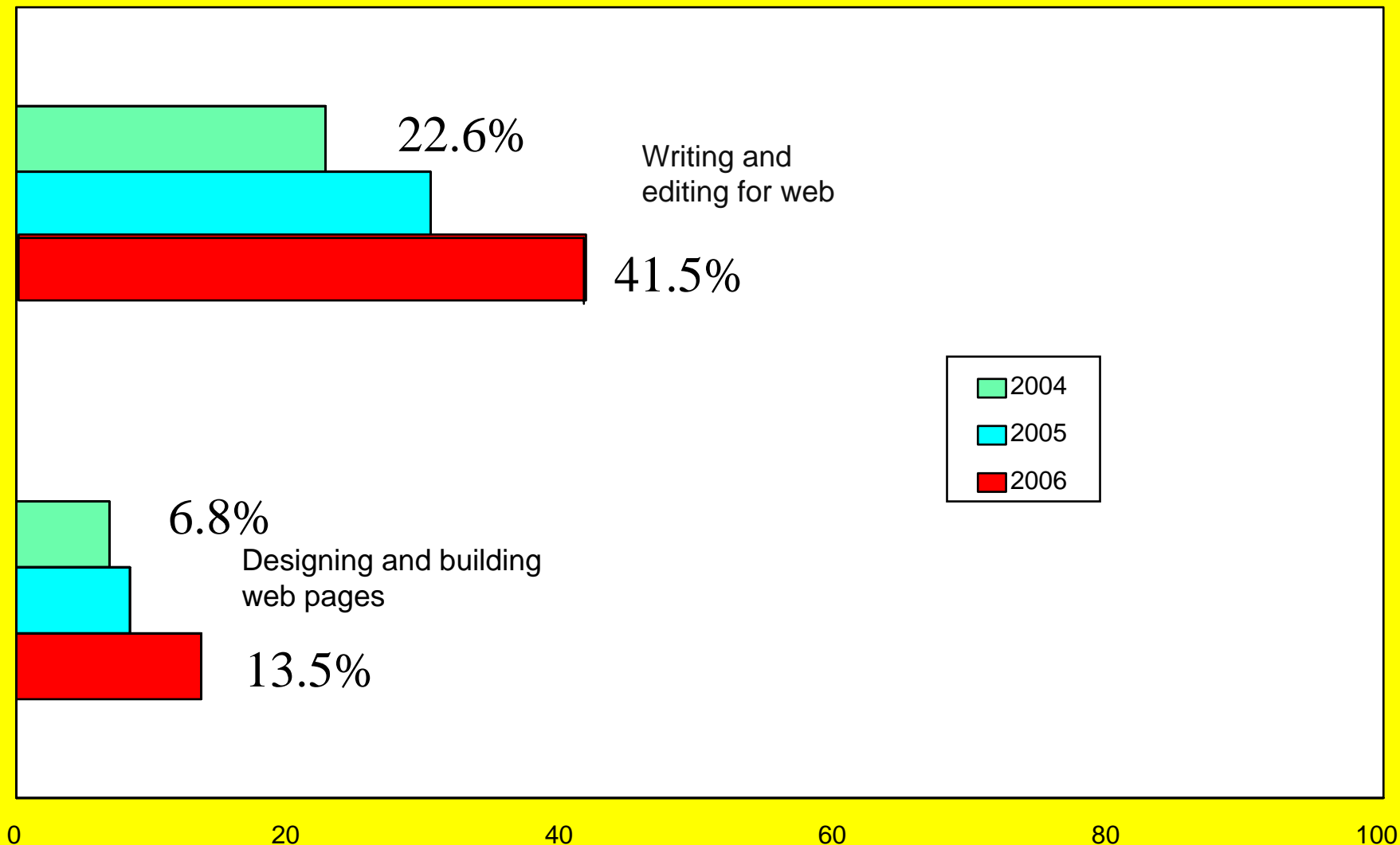
Bachelor's degree recipients working for magazines, newsletters/ trade press, book publishers, WWW



17. Writing, editing and designing for web

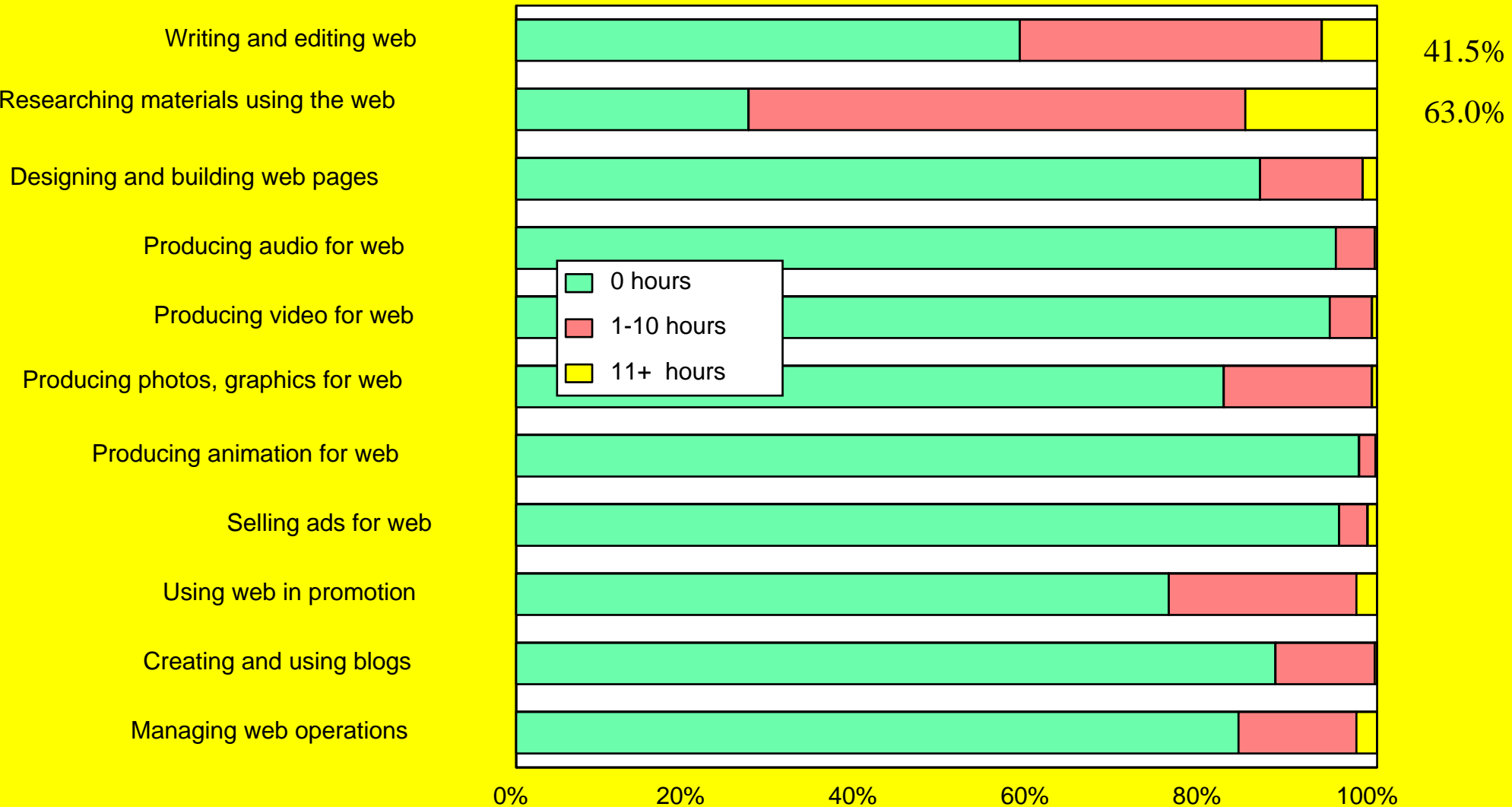
Jobs of employed 2006 Bachelor's degree recipients in communications

Percent



18. Hours spent with web work

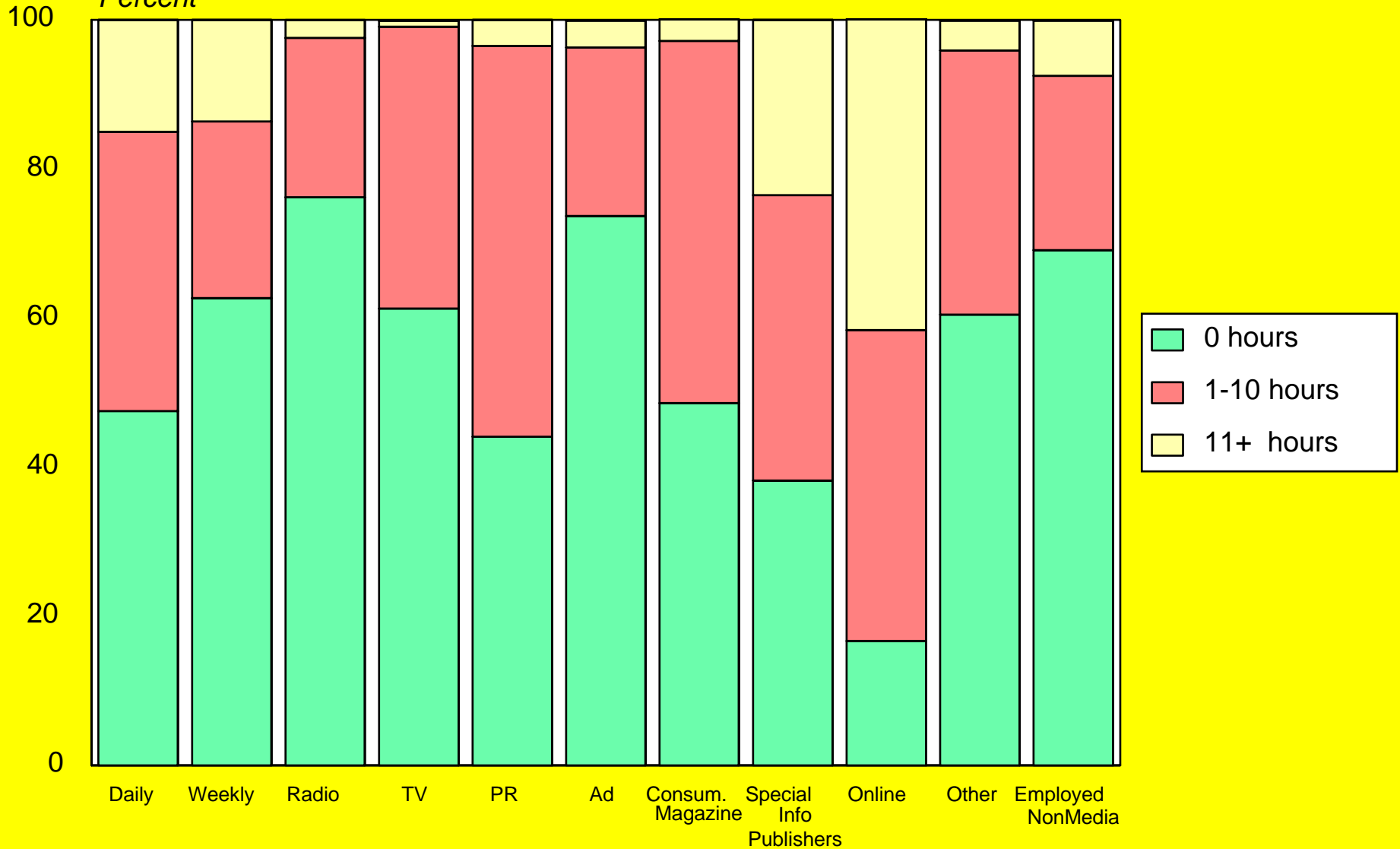
Employed 2006 Bachelor's degree recipients in communications



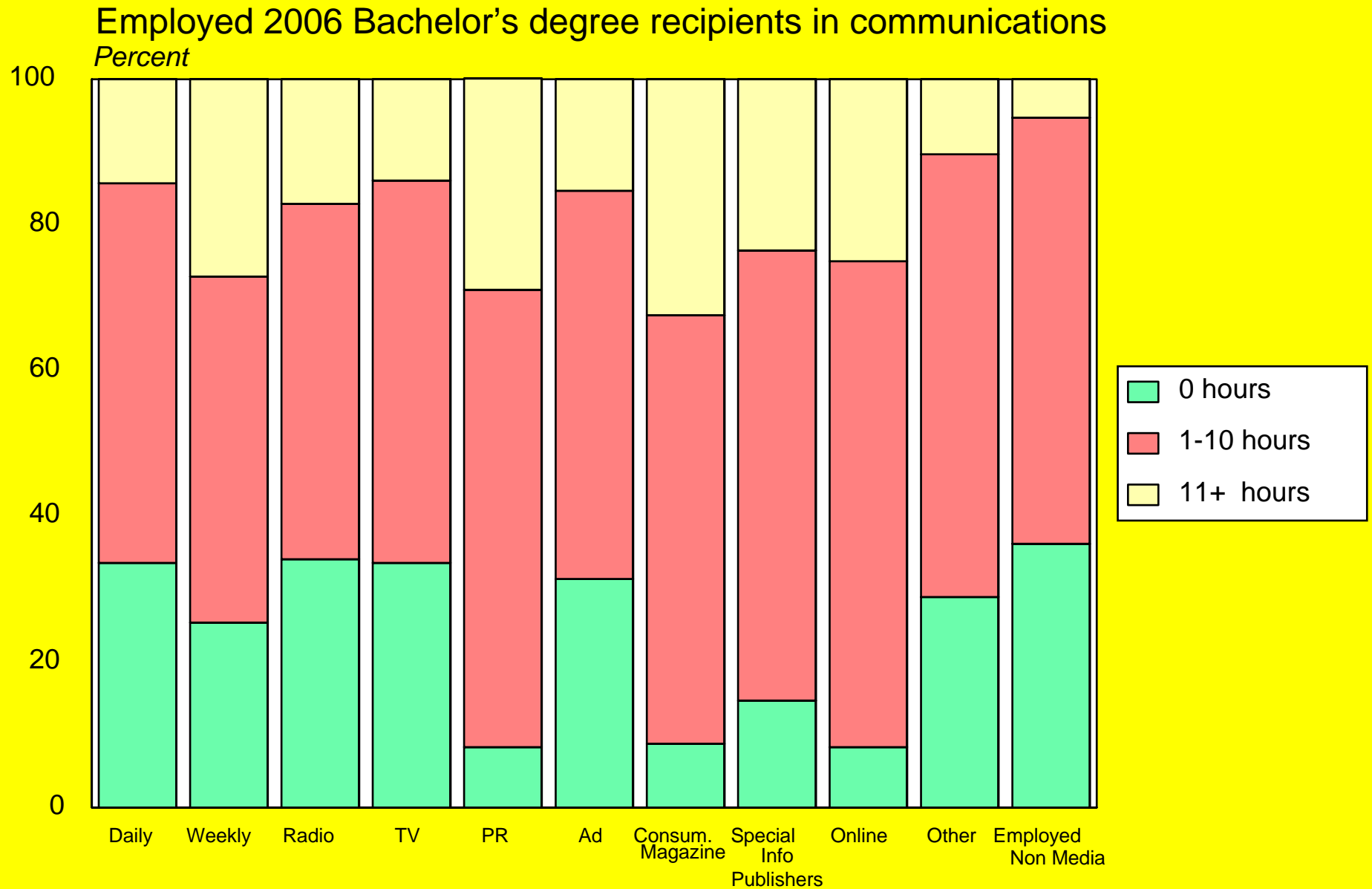
19. Hours writing or editing for web by employer type

Employed 2006 Bachelor's degree recipients in communications

Percent



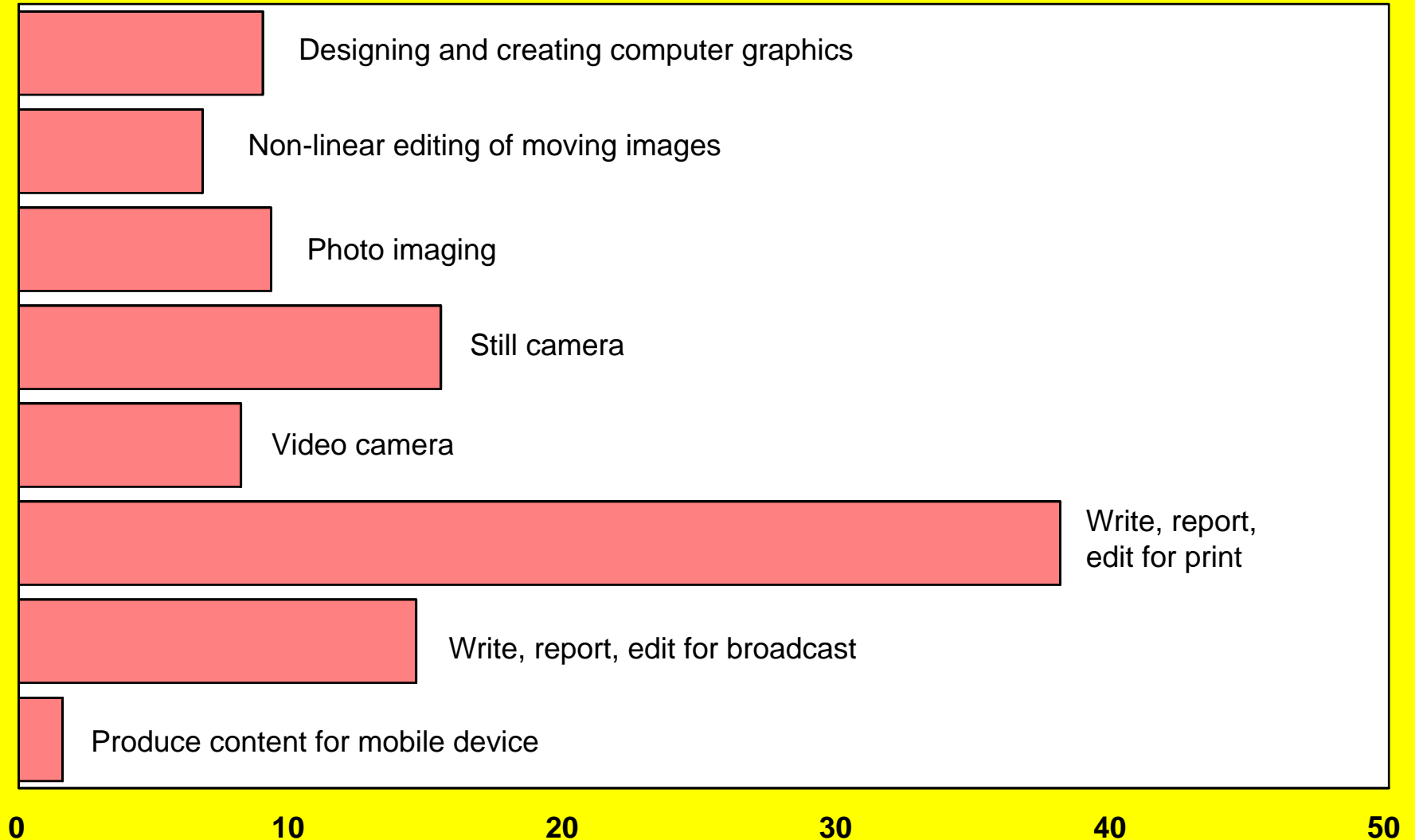
20. Hours researching materials using the web



21. Technical work performed in job

An overview of jobs of employed 2006 Bachelor's degree recipients

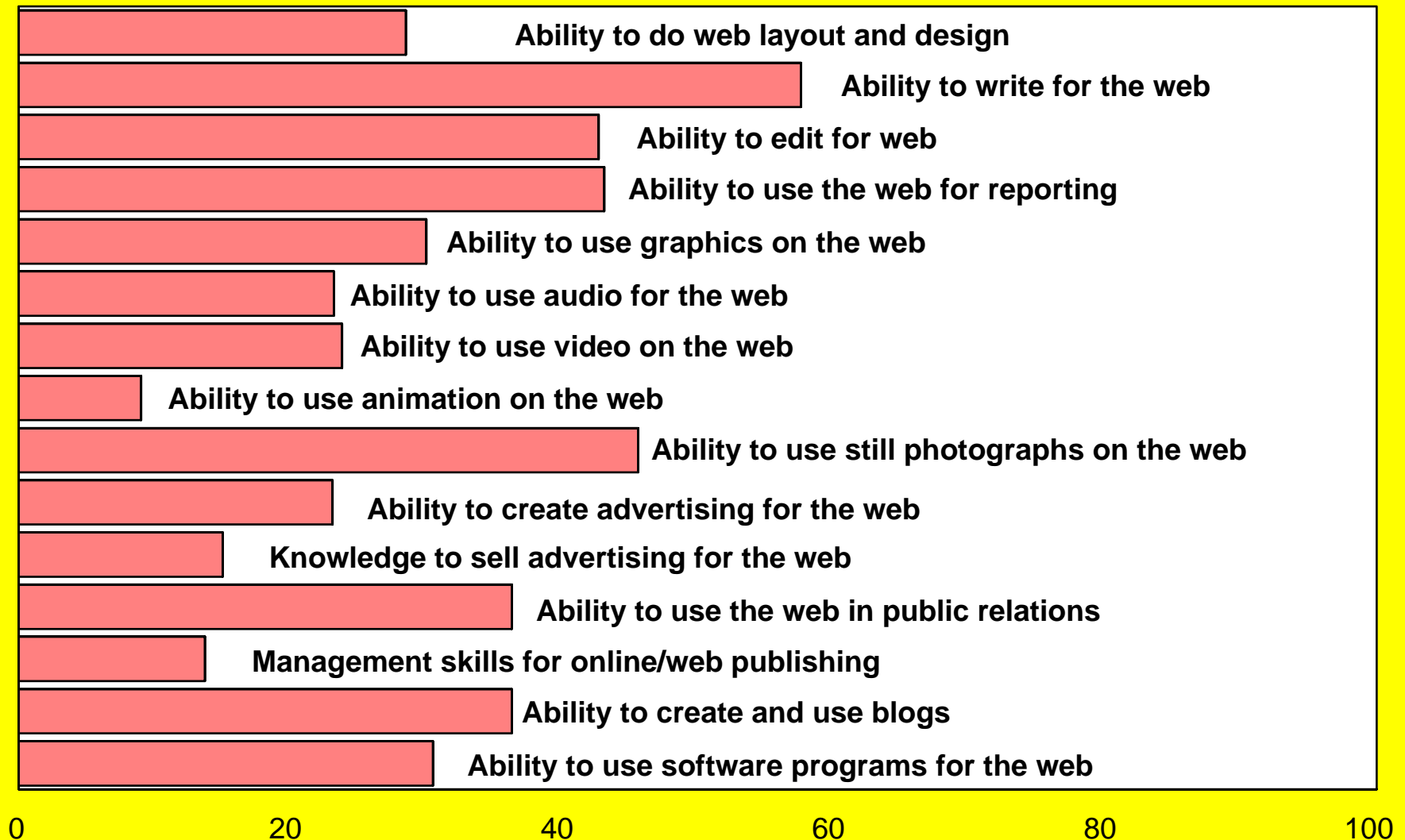
Percent



22. Online and new media skills

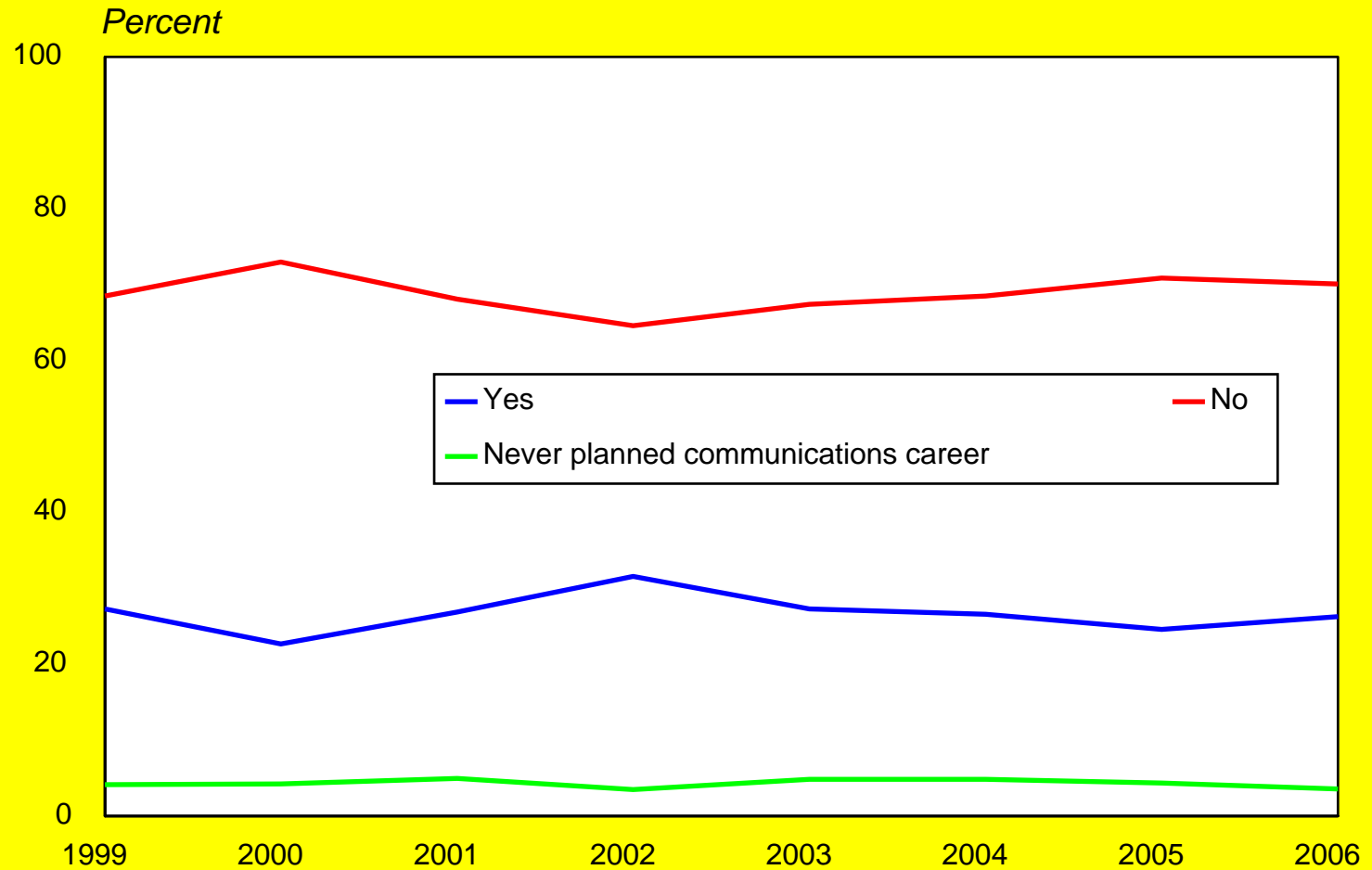
Journalism Bachelor's degree recipients' ability to use the web

Percent



23. Regret career choices

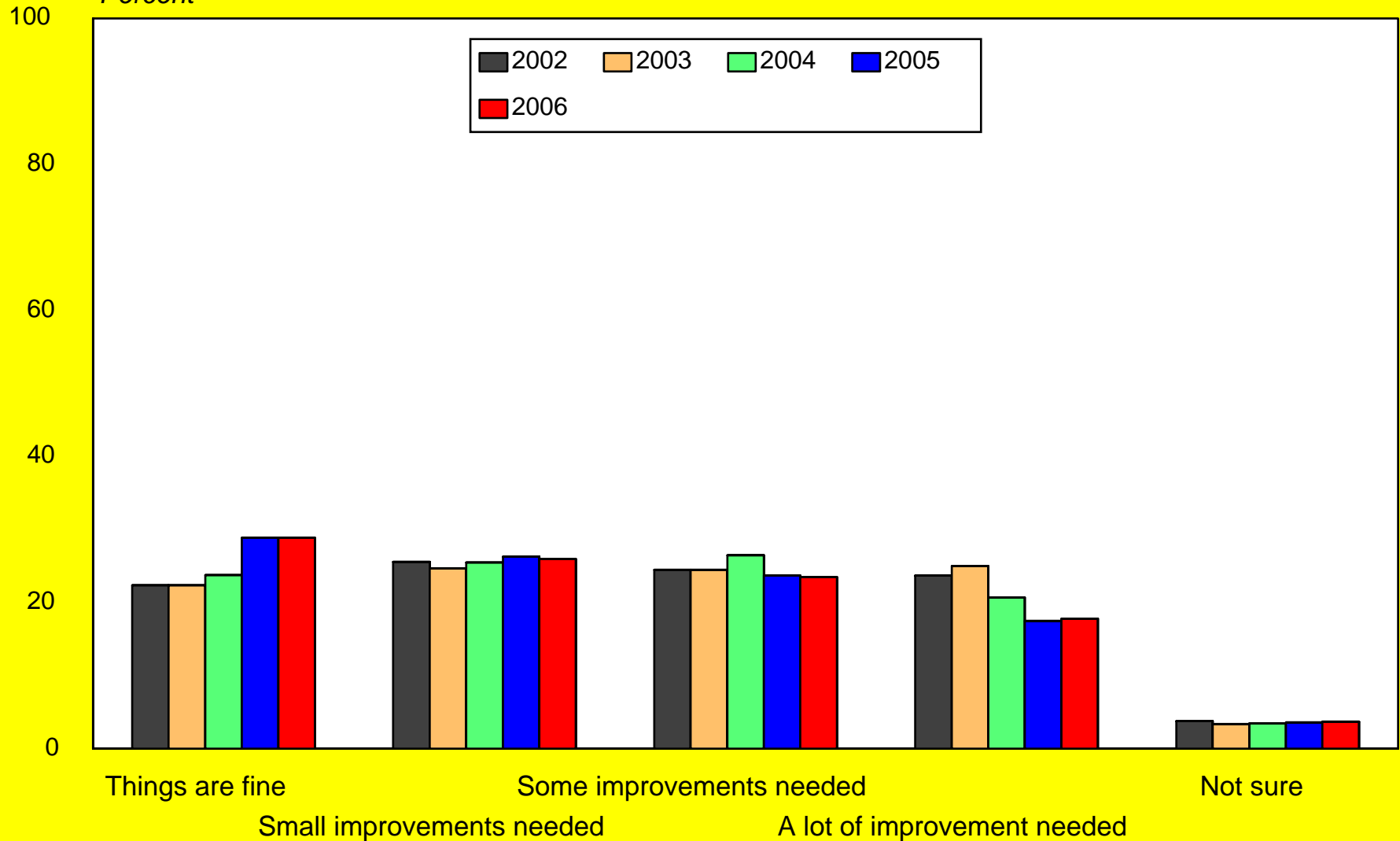
Bachelor's degree recipients who wish they had selected another career



24. Overall job situation

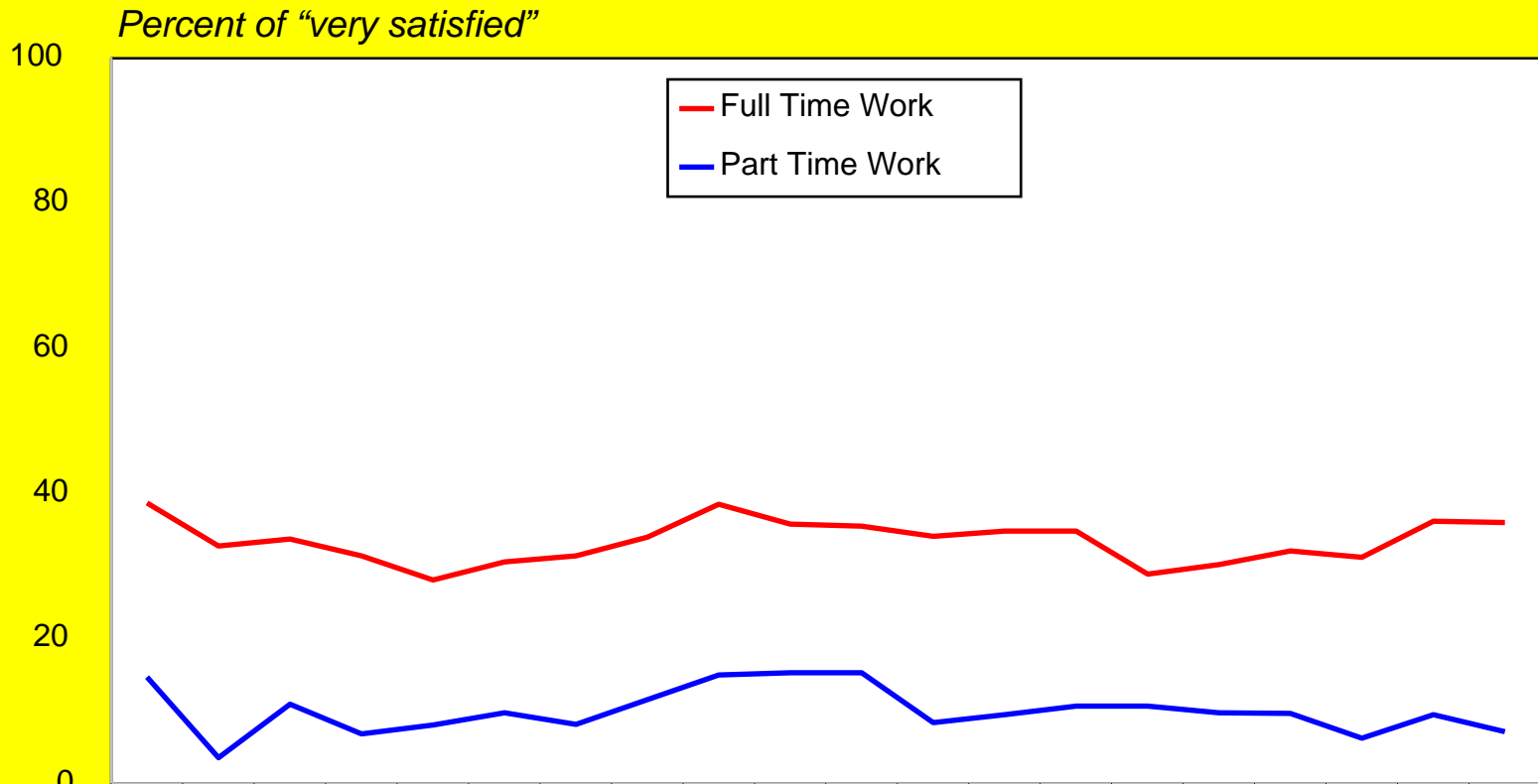
Employed Bachelor's degree recipients views of their jobs

Percent



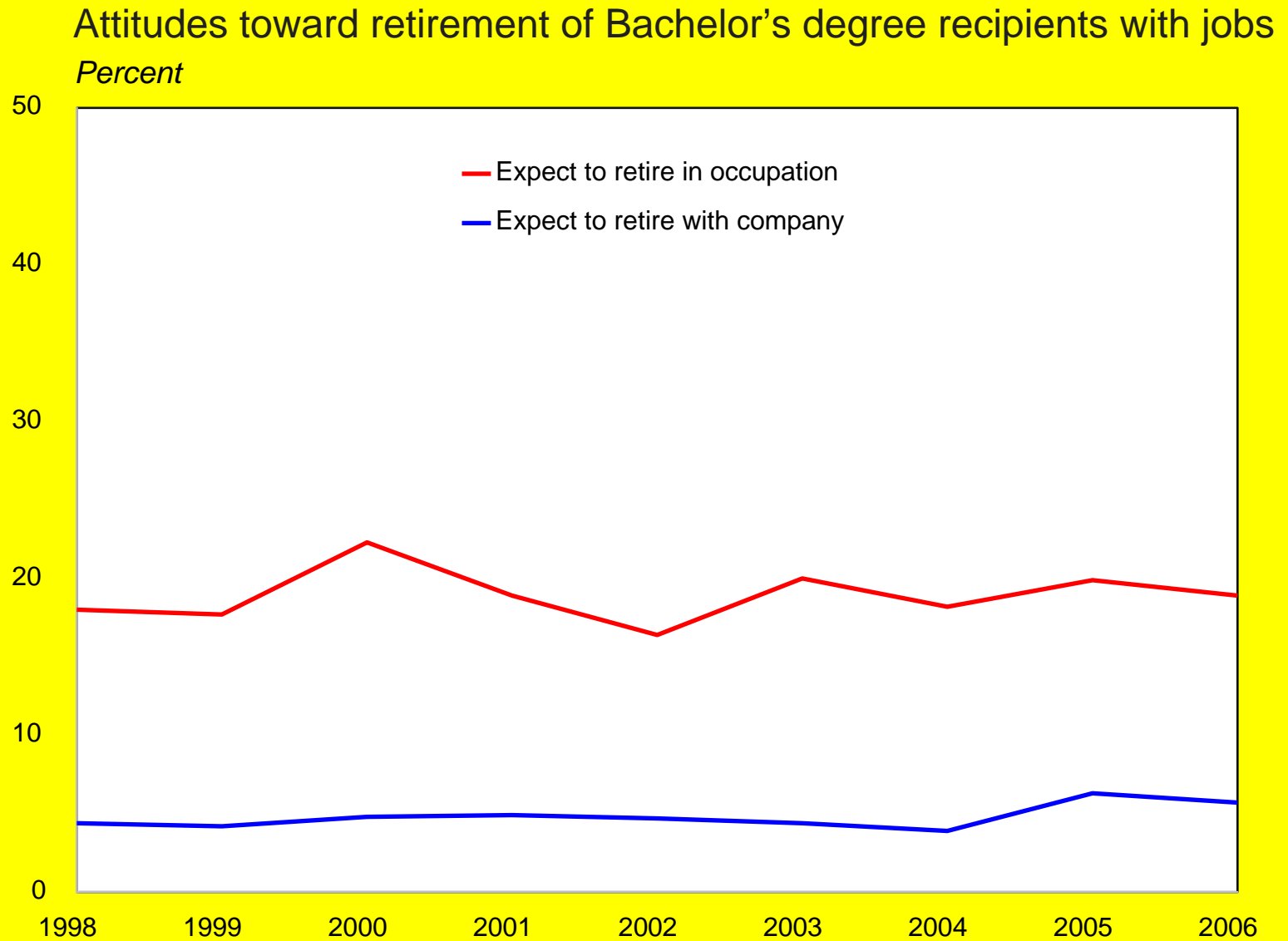
25. Job satisfaction

Job satisfaction of employed Bachelor's degree recipients



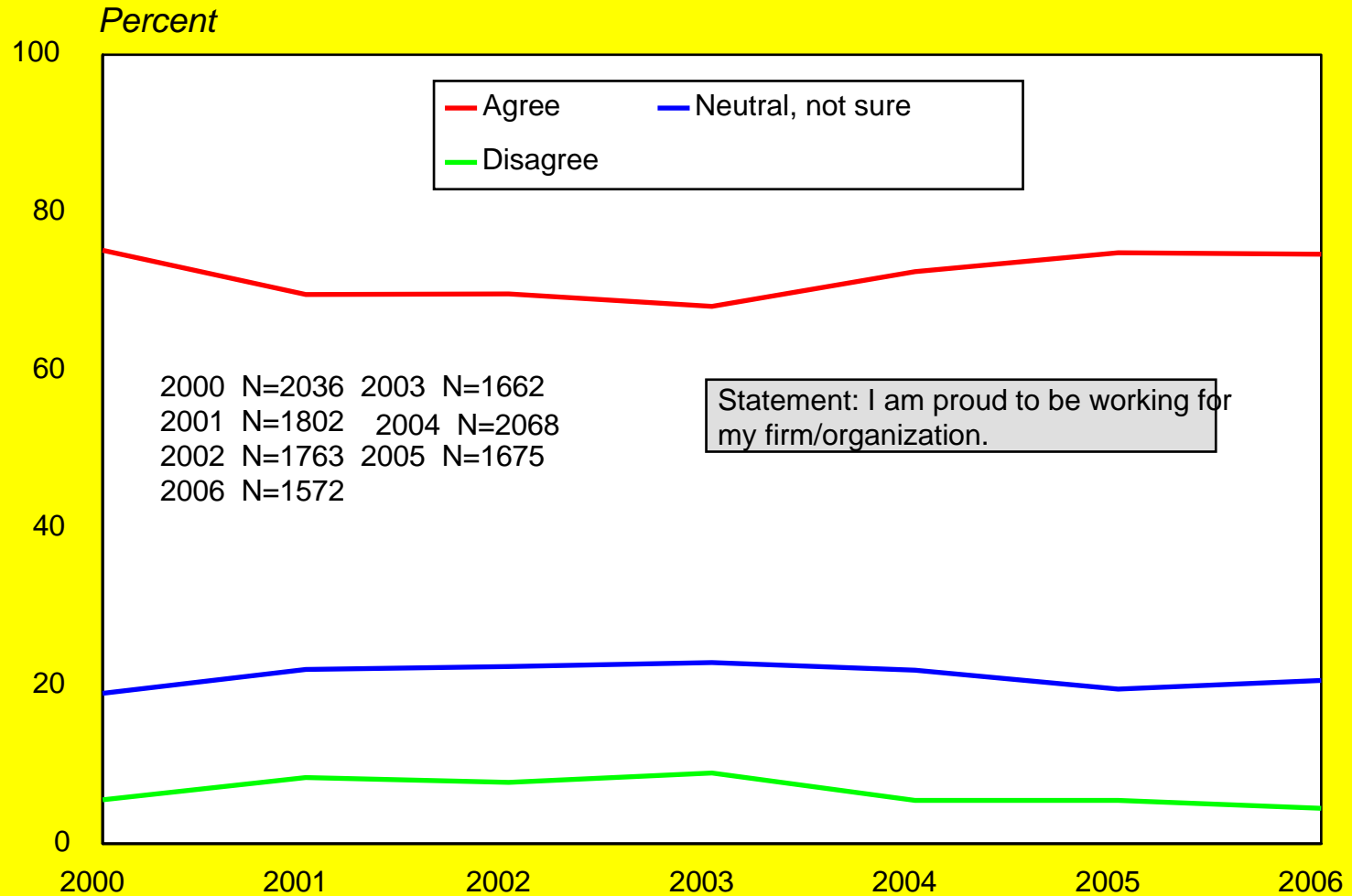
	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Full Time Work	38.7	32.8	33.7	31.4	28.1	30.6	31.4	34	38.5	35.8	35.5	34.1	34.8	34.8	28.9	30.2	32.1	31.2	36.2	36
N	799	409	1536	1565	1511	1651	1472	1461	1546	1516	1574	1658	2026	2030	1802	1762	1651	2061	1674	1572
Part Time Work	14.7	3.6	11	6.9	8.1	9.8	8.2	11.6	15	15.3	15.3	8.4	9.5	10.7	10.7	9.8	9.7	6.3	9.5	7.2
N	143	56	209	277	347	378	318	267	253	216	176	131	179	197	272	327	331	347	242	236

26. Retirement plans



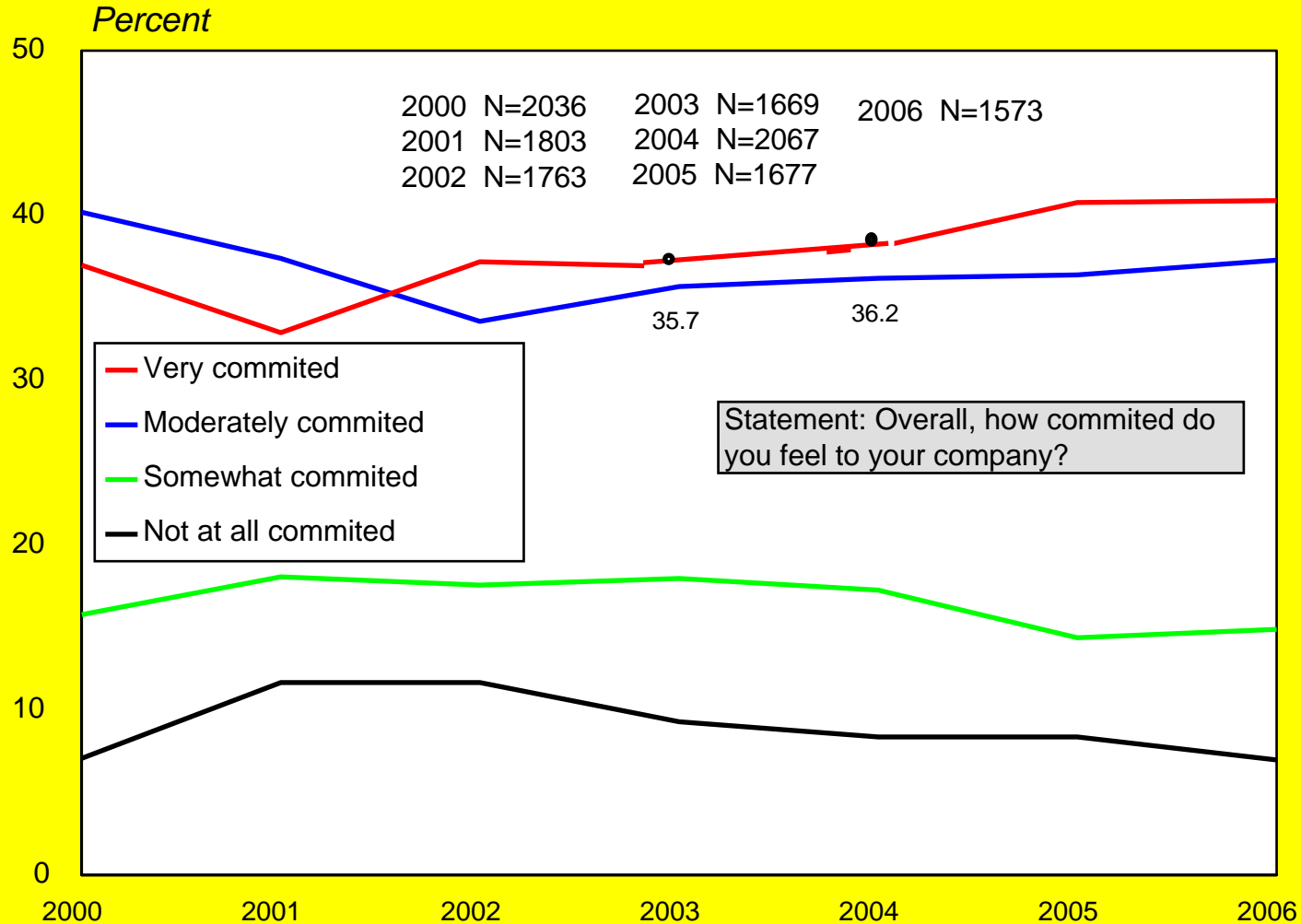
27. Organizational pride

Bachelor's degree recipients with full-time jobs



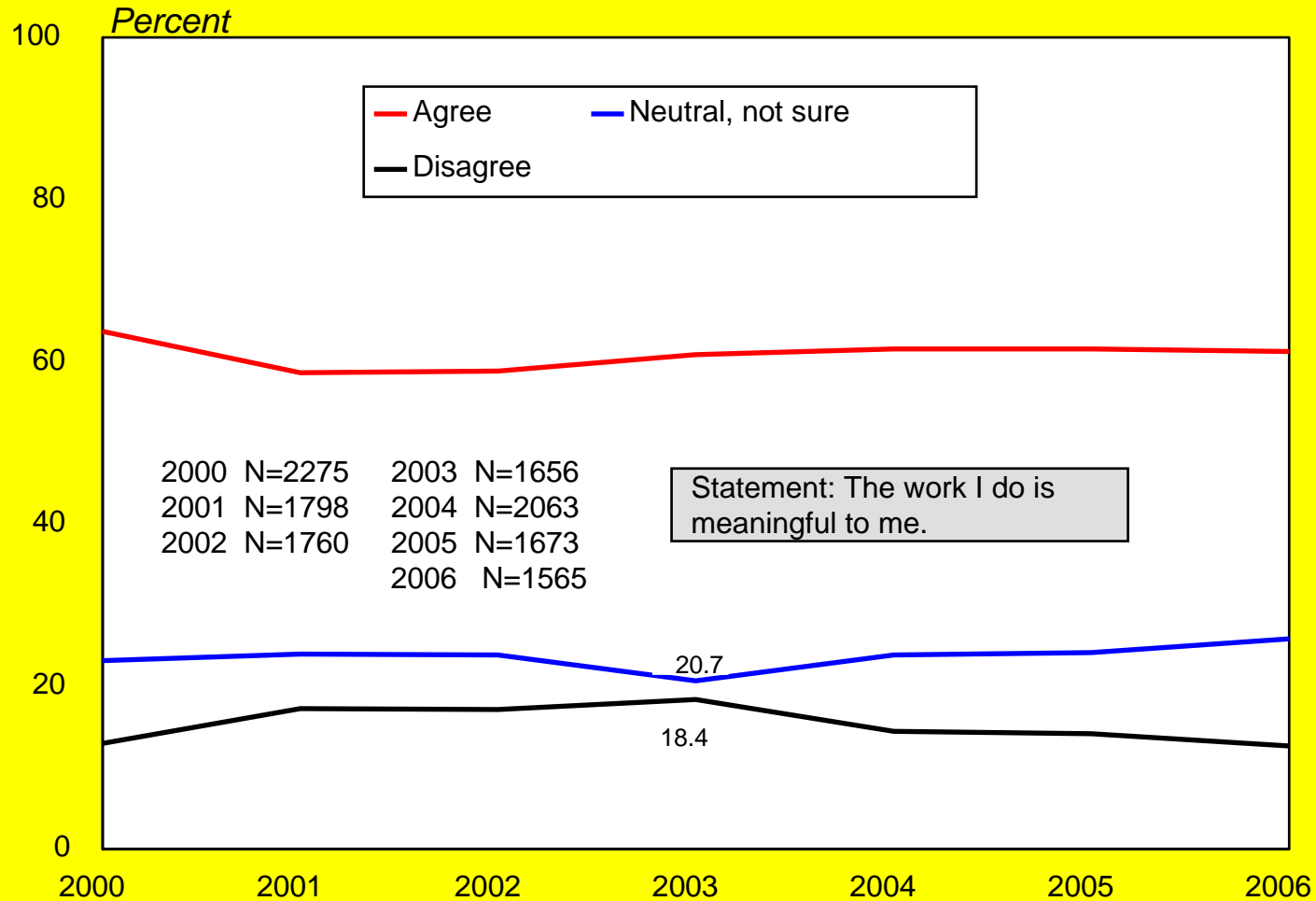
28. Organizational commitment

Bachelor's degree recipients with full-time jobs



29. Meaningfulness of work

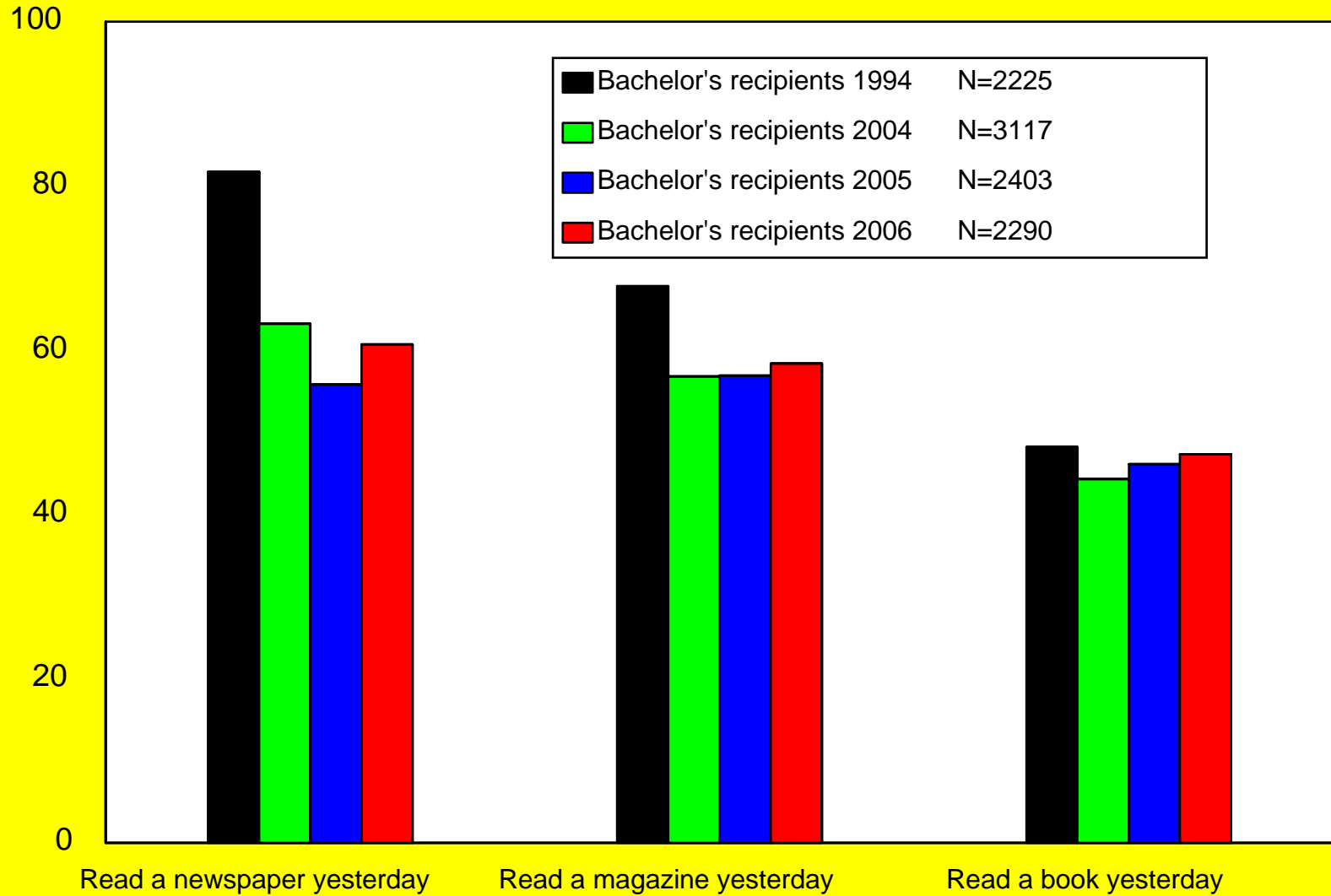
Bachelor's degree recipients with full-time jobs



30. Use of print media

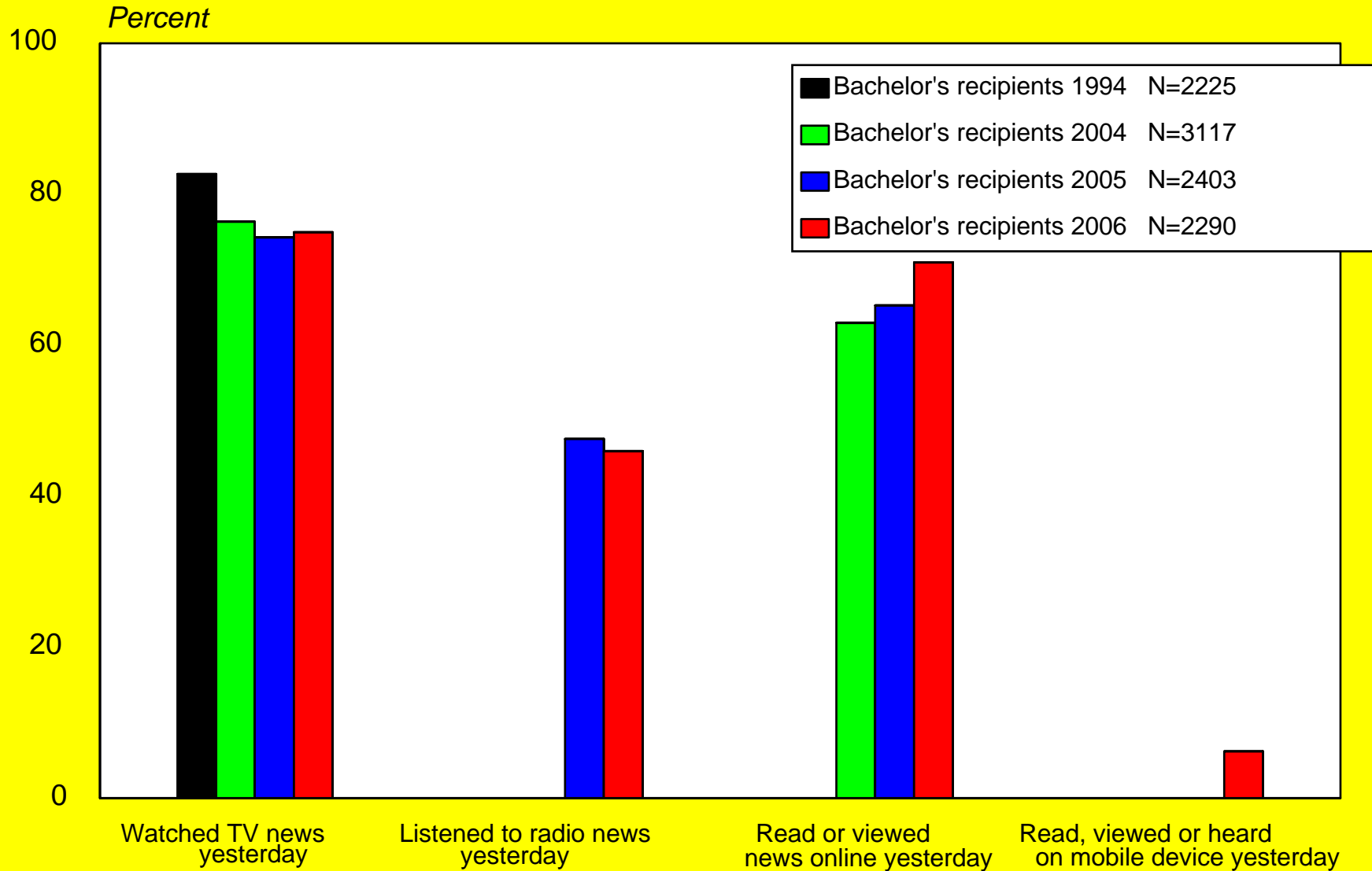
Journalism Bachelor's degree recipients' use of print media

Percent



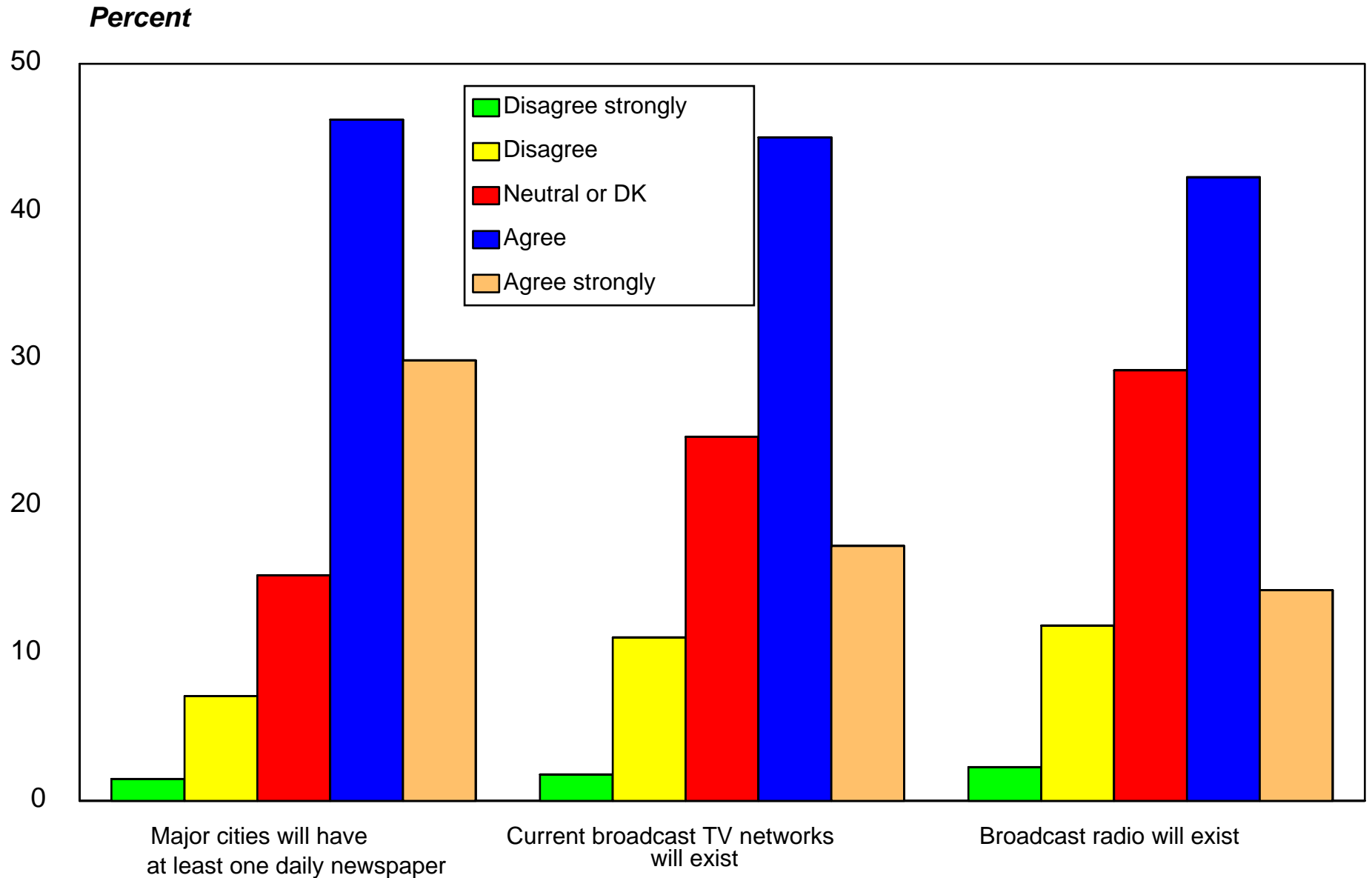
31. Use of electronic media

Journalism Bachelor's degree recipients use of electronic media



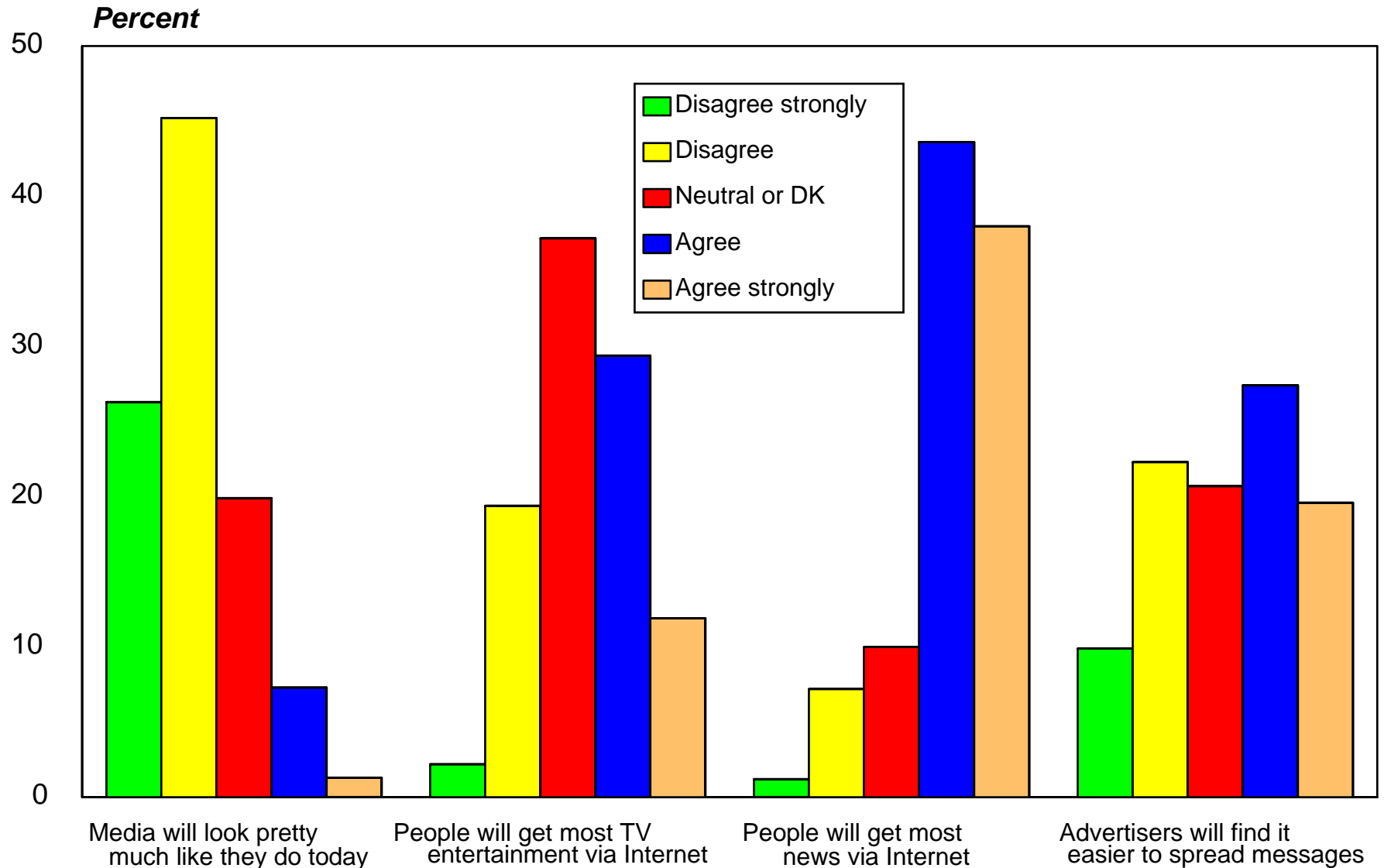
32. Graduates' views of the future of the field

2005 Graduates' predictions about the future of traditional media in 20 years



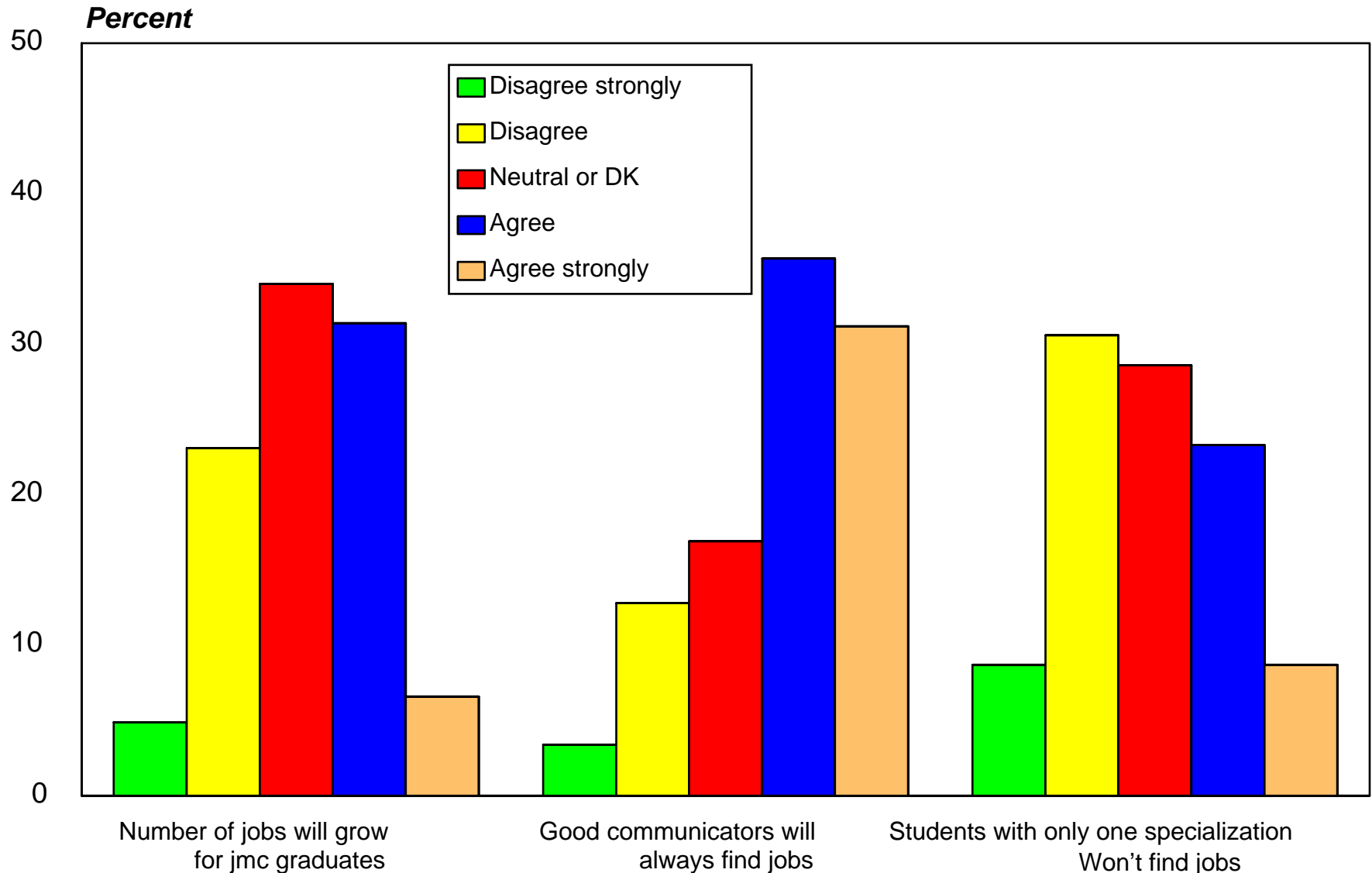
33. Graduates' views of the future of the field

2005 Graduates' predictions about the future of new media in 20 years



34. Graduates' views of the future of the field

2005 Graduates' predictions about jobs in journalism and communication over the next 20 years



35. Examination of 2006 Graduates Work Activities (Bachelor's and Master's in Communication Jobs)

Q23 Which one best describes what you are doing?

		Frequency	Percent	Valid Percent	
Valid	1 Writing and/or reporting	190	7.8	12.8	Potentially journalism
	2 Editing	63	2.6	4.3	
	3 Combination of writing, reporting and editing	203	8.3	13.7	
	4 Design and layout	44	1.8	3	
	5 Graphics and-or illustrating	11	0.5	0.7	
	6 Photography including videography	19	0.8	1.3	
	7 Combination graphics and photography-videography	12	0.5	0.8	
	8 Producing advertisements--copywriting, artwork	39	1.6	2.6	
	9 Selling or placing advertisements	90	3.7	6.1	
	10 Product or company promotion or marketing	242	9.9	16.3	
	11 Corporate communication--general	166	6.8	11.2	
	12 Audio and-or audiovisual production and direction	32	1.3	2.2	
	13 Technical writing	14	0.6	0.9	
	14 On-air work as disc jockey, show host, etc	13	0.5	0.9	
	15 Other	343	14.1	23.2	
Total	1481	60.8	100		
Missing	System	954	39.2		Not employed in communication
Total		2435	100		

36. Examination of 2006 Graduates Employers (Bachelor's and Master's in Communication Jobs)

Q24 Which one best describes where you are employed?

		Frequency	Percent	Valid Percent	
Valid	1 Daily newspaper	139	5.7	9.4	
	2 Weekly, biweekly or triweekly newspaper	65	2.7	4.4	
	3 Wire or news service	11	0.5	0.7	
	4 Radio station	45	1.8	3	Potentially base for journalism
	5 Television station	138	5.7	9.3	
	6 Combination radio-television station	2	0.1	0.1	
	7 Cable television	22	0.9	1.5	
	8 Public relations agency	98	4	6.6	
	9 Advertising agency	115	4.7	7.8	
	10 Combination PR-advertising agency	29	1.2	2	Public relations and advertising
	11 Public relations department of a company	64	2.6	4.3	
	12 Advertising department of a company	28	1.1	1.9	
	13 PR-advertising department of a company	52	2.1	3.5	
	14 Consumer magazine company	45	1.8	3	
	15 Trade press--specialized business publication	20	0.8	1.3	
	16 Subscription newsletter publisher	3	0.1	0.2	
	17 Combined magazine-newsletter publisher	7	0.3	0.5	Potentially base for journalism
	18 Looseleaf/directory/database publisher	2	0.1	0.1	
	19 Research report/journal publisher	2	0.1	0.1	
	20 Book publisher	13	0.5	0.9	
	21 Content Aggregator	2	0.1	0.1	
	23 Podcaster, mobile device content provider	2	0.1	0.1	Potentially base for journalism
	24 Online or internet publishing	29	1.2	2	
	25 Educational institution	79	3.2	5.3	
	26 Military	6	0.2	0.4	
	27 Governmental or quasi-governmental agency	41	1.7	2.8	
	28 Production company	43	1.8	2.9	
	29 Nonmedia corporation or company	108	4.4	7.3	
	30 Other	272	11.2		Examined and recoded
		Total	1482	60.9	100
Missing	System	953	39.1		Not employed in communication
Total		2435	100		

37. Examination of 2006 Graduates Work Activities and Employers (Bachelor's and Master's in Communication Jobs)

Employer Organization by Job Activity
Count

		Job Activity			Total
		Journalistic	Advertising/PR	Other	
Employer Organization	Media	455	64	25	544
	Advertisng/PR	80	229	75	384
	Other	139	242	168	549
Total		674	535	268	1477



		Frequency	Percent
Valid	Journalistic Work with Media	455	30.7
	Advertisng/PR	617	41.7
	Other	409	27.6
	Total	1481	100.0

Note: 4 missing cases for Employer Organization included.

38. Web Work by Work Activity and Employer (2006 Bachelor's and Master's in Communication Jobs)

		Writing and editing for web	Researching materials using web	Designing and building web pages	Producing audio for web	Producing video for web	Producing photos, graphics for web
Journalistic Work with Media	Mean	4.81	7.34	0.94	0.44	0.84	0.97
	N	438	439	435	434	436	435
	SD	9.03	8.36	4.52	2.74	3.77	3.90
Advertising/PR	Mean	2.32	5.50	0.72	0.07	0.08	0.69
	N	603	602	592	592	592	594
	SD	5.05	6.31	2.48	0.61	0.72	2.42
Other	Mean	1.88	5.57	0.81	0.21	0.19	0.57
	N	391	396	387	385	386	387
	SD	4.58	7.30	3.41	1.66	1.18	1.99
Total	Mean	2.96	6.08	0.81	0.22	0.35	0.74
	N	1,432	1,437	1,414	1,411	1,414	1,416
	SD	6.55	7.30	3.47	1.80	2.25	2.87

		Producing animation for web	Creating advertising for web	Selling advertising for web	Using web in promotion	Creating and using blogs	Managing web operations
Journalistic Work with Media	Mean	0.17	0.09	0.01	0.22	0.66	0.93
	N	434	434	434	434	435	435
	SD	2.23	0.69	0.17	0.93	2.72	4.45
Advertising/PR	Mean	0.04	1.00	1.00	2.51	0.54	1.12
	N	593	590	591	590	593	593
	SD	0.39	3.85	4.85	6.14	2.36	3.88
Other	Mean	0.10	0.50	0.08	1.16	0.35	1.48
	N	386	386	386	386	388	388
	SD	1.06	2.65	0.85	3.58	1.46	5.46
Total	Mean	0.10	0.58	0.44	1.44	0.53	1.16
	N	1,413	1,410	1,411	1,410	1,416	1,416
	SD	1.38	2.90	3.20	4.53	2.28	4.54

39. Job Task by Work Activity and Employer (2006 Bachelor's and Master's in Communication Jobs)

		Journalistic Work with Media	Advertising/PR	Other	Total
Job involves designing and creating computer graphics	N	36	72	30	138
	%	7.9%	11.8%	7.4%	9.4%
Job involves non-linear editing of moving images	N	70	16	22	108
	%	15.4%	2.6%	5.4%	7.3%
Job involves photo imaging	N	50	67	26	143
	%	11.0%	10.9%	6.4%	9.7%
Job involves using still photo camera	N	90	105	54	249
	%	19.8%	17.1%	13.3%	16.9%
Job involves using a video camera	N	81	19	36	136
	%	17.8%	3.1%	8.9%	9.2%
Job involves writing, reporting, editing for print	N	245	255	123	623
	%	54.0%	41.5%	30.3%	42.2%
Job involves writing, reporting, or editing for broadcast	N	143	53	36	232
	%	31.5%	8.6%	8.9%	15.7%
Job involves producing content for mobile devices	N	8	12	6	26
	%	1.8%	2.0%	1.5%	1.8%
Total	N	454	615	406	1,475
	%	100.0%	100.0%	100.0%	100.0%

General Conclusions

- Labor market shows stability in terms of job seeking, jobs landed. No major evidence of market turmoil.
- Web work is now common for graduates with a communication job.
- Entry-level employees are content with jobs, work.
- Media use habits of entry-level employees stable. Use of new media increasing, but not much different than for main stream media.
- Entry-level employees optimistic about work, future of media, jobs. See Internet growing.

Conclusions: Journalistic Work

- Journalists more likely to be involved in some work involving new technologies, but communication work generally involves new technologies.
- Probably incorrect at present to say journalistic work radically changed by Internet.
- Also probably incorrect to say Internet has had no impact.