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Editor's Note

LILLIAN LODGE KOPENHAVER
Associate Editor

I am honored to write this Editor's Note for the 2015 edition of the *College Media Review Research Annual*. As long-time associate editor of the journal, I have been privileged to be part of the growth of *CMR*, which started out as a small quarterly journal of the National Council of College Publications Advisers, and evolved into a publication with significant research serving College Media Advisers, and then College Media Association. In fact, this is Volume 52, recognizing the strength of the journal in serving CMA members for more than half a century.

In all those changes over all those years, however, the mission of CMR has always been the same: to publish research and articles that provide assistance to our membership as they advise the nation's campus media.

In 2013, we published our first *Research Annual*, compiling the best of the research accepted by *CMR* through the blind review process for that year. The editors recognize the importance of the research being done at colleges and universities across the country that relates to those unique individuals who advise campus media. *CMR* is one of the few journals that welcomes research into these topics, and, as such, serves an immense purpose for those among our ranks who have a research agenda and are seeking tenure and/or promotion.

Every four years since 1984 I have surveyed advisers to ascertain information about salaries, job responsibilities, teaching and advising loads, compensation packages, and degrees required, as well as questions about the media organizations themselves, from editor situations, budgets and advertising, to a range of demographics The results of Part 1 of that survey, which was published in the 2014 *CMR Research Annual*, showed that 62 percent of respondents indicated their advising position led to tenure, a significant increase from 52 percent reported in 2009 on the same

survey. And of the advisers in those positions which do lead to tenure, 44 percent in 2014 said they are tenured. Therefore, having a journal like *CMR* provides a relevant vehicle in which advisers can publish for their research assignments and tackle issues of importance to fellow advisers at the same time.

Let me encourage more of you to use this opportunity to do research into issues facing advisers and the student media they advise. The more research there is, the more our colleagues benefit. I receive numerous emails each year asking questions about information from the surveys I do every four years. Each of you is also able to do research that can provide information to help advisers when they need it, or to give them new ideas or new ways of accomplishing their goals.

Student media advising offers a wide variety of possibilities for research. Just look at this issue. Two articles deal with difficult situations for campus media to cover: Jena Heath and Brooke Blanton look at covering suicide on college campuses, and Bradley Wilson researches the use of graphic spot news images in this age of instant media coverage. Then Jeffrey Hedrick asks if students want to see political news in their campus newspapers, and Lisa Lyon Payne and Thomas Mills look at newspaper content at several institutions. Finally, I report on further results of the survey mentioned above, providing profiles of student media operations nationally in Part 2 of the two-part series.

We hope more of you will take up research on campus media and advising. *College Media Review* is waiting to hear from you. Celebrate *CMR* and the service it can provide for you. Enjoy this issue. This is your journal.

Heath, J., & Blanton, B. (2015). The Most Difficult Story: Covering Suicide on College Campuses. *College Media Review*, 52(1), 4-14.

The Most Difficult Story

Covering Suicide on College Campuses

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ABSTRACT

Student journalists and their faculty advisers face particular challenges when confronted with covering suicide on their campuses. We examine these challenges by analyzing coverage and interviewing student journalists and their advisers about their editorial decisions. The interviews are designed to assess how often college media outlets comply with recommended professional guidelines for covering suicide and to shed light on the decision-making process. The results point to the need to better educate student journalists and advisers about the interpretation and use of these guidelines and to help them navigate pressures to minimize even coverage that conforms with them.

INTRODUCTION

When suicide strikes college campuses, student journalists wrestle with challenges unlike those faced by newsroom professionals. Professional journalists generally cover suicides that occur in public places (including identifying the deceased by name) or involve particularly well-known people. For student journalists, who work in close communities where it is not uncommon for readers to know the victim, privacy and sensitivity are not abstract concerns. When these journalists turn to their faculty advisers for guidance, the advisers may face pressure from family members of the deceased and/or campus administrators to minimize even reporting that follows widely accepted news media suicide coverage guidelines. In this paper, we analyze coverage at public and private campuses and interview the student journalists and faculty advisers involved to better understand the challenges they faced covering a suicide, a story that lights up social media sites and invites distortions and pressures as the news breaks. Results show inconsistent familiarity with the media coverage guidelines and a tendency to under- report or vaguely report suicide in college communities. We conclude by discussing the need for greater support and education of both student journalists and faculty advisers in this area.

Suicide is estimated to be the third leading cause of death among 15-24-year-olds, accounting for 20 percent of all deaths annually, and the second leading cause of death among college students, after accidents (CDC, 2012). Several key questions arise from this research: How do student journalists balance their concerns about/loyalty to a fellow student's memory against their journalistic obligation to report with thoroughness, accuracy and neutrality? What role should the faculty adviser play in helping students sort through these considerations? Finally, guidelines endorsed by journalism organizations and mental health professionals have existed for more than two decades to help journalists cover suicide. Why are campus media outlets following them inconsistently, if at all? Suicide among college students is not officially tracked at the state or national level, so the numbers we have about its frequency are estimates. Accurate reporting by campus-based sources, including student media, is crucial to a full understanding of how frequently suicide occurs and to the development of effective interventions.

Though much has been written about how the news media covers suicide, there is a lack of direct research in the area of student media. This paper provides an initial snapshot. Because this sample size is not large enough to draw representative conclusions, further research, in the form of a survey of the full membership of the College Media Association and editors-in-chief at CMA's member campus news outlets, is planned.

SUICIDE COVERAGE GUIDELINES

As far back as November 1989, a national workshop of suicidologists, public health officials, researchers, psychiatrists, psychologists and news media professionals met to address concerns about the so-called contagion effect of certain types of media coverage of suicide. The panel released specific recommendations for coverage of suicide. Subsequent guidelines for media have largely mirrored them (CDC, 1994). The CDC's April 22, 1994, Morbidity and Mortality Weekly Report makes clear that research supports the idea of a cause and effect between certain types of news coverage on vulnerable individuals, especially young people. Subsequent research has reinforced this conclusion.

"In particular, nonfictional newspaper and television coverage of suicide has been associated with a statistically significant excess of suicides. The effect of contagion appears to be strongest among adolescents, and several well publicized 'clusters' among young persons have occurred."

The panel went on to say, "suicide is often newsworthy, and will probably be reported," and that, "some characteristics of news coverage of suicide may contribute to contagion and other characteristics may help prevent suicide." The guidelines are clear: "Health professionals or other public officials should not try to tell reporters what to report or how to write the news regarding suicide."

These 1994 guidelines, along with others promulgated in 2001 by the Center for Disease Control and Prevention, the American Association of Suicidology, and the Annenberg Public Policy Center, among other organizations, and reiterated in later years, have come to be accepted as standard in professional newsrooms. The World Health Organization also has published a set of guidelines. These experts all caution journalists against sensationalizing suicide, exhorting them to minimize the prominence of such stories, omit details about the method of suicide and frame stories in a mental health context, among other recommendations. The guidelines are readily available to

working journalists via resources such as the Poynter Institute and the Dart Center for Journalism & Trauma at Columbia University, which has a specific tip sheet devoted to covering suicide on college campuses. (See list of resources at the end of this article.)

LITERATURE REVIEW

Multiple studies examine the impact of media coverage on suicide rates. More than 50 studies worldwide conclude that certain types of media coverage can have a contagion effect, especially on young people. No studies were found that focus exclusively on how college media covers suicide and there is little research on the impact of suicide coverage guidelines on professional media coverage in the United States. The following studies were relevant to the findings discussed in this paper

A 2003 regression analysis of 42 studies on the impact of publicized suicide stories in the media found that reducing the amount of suicide coverage may lower suicide rates, but there were caveats with a number of the findings discussed (Stack, 2003).

A July 2006 study offers context in understanding the liability concerns campus administrators face when a student commits suicide (Applebaum, 2006).

A 2009 survey of more than 26,000 undergraduate and graduate students at 70 colleges and universities explored the frequency of suicidal thought and ideation (Drum et. al, 2009) The study did not focus on how student media coverage of suicide might impact suicide rates. This study noted that two-thirds of those who disclosed suicidal ideation first chose to tell a peer. "Almost no undergraduates and not a single graduate student confided in a professor," according to these researchers. This reliance on peer-to-peer communication raises interesting questions about the role student journalists can play in promulgating accurate, thorough and non-sensationalized information to their peers.

More recently, one study published in 2010 and another in 2012 evaluated whether news media adhere to suicide coverage guidelines. The 2010 study evaluated 968 local and national U.S. newspapers in 2002 and 2003 and found that they were inconsistently adhering to the guidelines released in 2001 (Tatum, Canetto & Slater, 2010). The 2012 study addressed guidelines and media in a variety of countries and also found that suicide coverage guidelines were being inconsistently followed by professional news media (Bohanna & Wang, 2012). These researchers urged that, "consultation, collaboration, media ownership, and training are likely to achieve the greatest success."

METHODOLOGY

This analysis is based on an examination of 46 articles published in college news outlets in the United States between 2008-13 and subsequent interviews with the student journalists and faculty advisers who handled the stories. These outlets were based at 17 public and seven private colleges and universities with enrollment ranging from 2,000 to 52,000 students. The articles include breaking news about campus suicides and follow-up stories and were obtained after querying the College Media Association email list and through additional research. Links to the articles were loaded into a spreadsheet and identified by news outlet name, campus and enrollment. Each article was then analyzed and the sample narrowed to 34 incidences, i.e. student deaths reported as suicides, probable suicide or where the cause of death was suspected to be suicide but the news outlet did not report it. The articles were not coded or masked as the goal was to later interview the journalists and faculty advisers involved in the coverage, thus making their feedback directly relevant to this study. Reporters, editors and fac-

ulty advisers directly involved in producing each story in the database were contacted. Those who responded favorably to participating were interviewed.

Student editors and faculty advisers were then contacted for interviews. Four student editors and six advisers/journalism faculty members agreed to be interviewed and were asked the following questions. Each answer was recorded in the spreadsheet for later analysis:

- Was the cause of death reported? If so, why? If not, why not?
- Did the article(s) reporting the death adhere to five of the eight major "Recommendations for Reporting on Suicide" guidelines?

The five guidelines:

- Inform the audience without sensationalizing the suicide and minimize prominence (avoid big or sensationalistic headlines, or prominent placement);
- Use school/work or family photo; include hotline logo or local crisis phone numbers (avoid using photos/videos of the location or method of death; grieving family, friends, memorials or funerals);
- Minimize reporting on suicide notes, e.g. "A note from the deceased was found and is being reviewed by the medical examiner" (avoid: "John Doe left a note saying…");
- Report on suicide as a public health issue (avoid investigating and reporting on suicide similar to reporting on crimes);
- Seek advice from suicide prevention experts (avoid quoting/interviewing police or first responders about the causes of suicide).

In the interviews, each editor and faculty adviser was asked if he/she was aware of any or all of the guidelines. They were also asked about the circumstances of each student suicide covered by the news outlet. Questions included but were not limited to:

- Did the suicide happen in a public place?
- How did the student journalists/faculty advisers learn about the suicide?
- What was the role of the faculty adviser, if any, in considering coverage decisions?
- What was the role of administrators, campus mental health professionals and/or campus police in the coverage, if any?

FINDINGS

These findings offer insight into how student journalists and, when involved, faculty advisers, approach coverage and how aware they are of the media guidelines. A patchwork of approaches and a tendency to downplay, obscure or entirely omit detail emerged. In 10 cases, the cause of death was omitted. Of the 34 articles analyzed,

- Twenty-four reported a cause of death;
- Ten reported no cause of death and one, an editorial, explained the student newspaper's intention not to cover a public suicide at all;
- Nine played the stories prominently (on the front page and/or home page) though coverage was not determined to be sensational;
- Seventeen included photographs. Of those, nine were from the scene of the incident or from a memorial service or vigil;
- Four mentioned suicide notes, including those posted on social media;
- Nine treated the suicide as a public health issue and 12 included resources about who to talk to if one is feeling depressed/suicidal.

Key questions that arose from interviews:

- How do student journalists balance their concerns about/loyalty to a fellow student's memory against their journalistic obligation to report with thoroughness, accuracy and neutrality?
- What role should the faculty adviser (who may face pressure from administrators to discourage students from covering even public suicides), play in helping students sort through these considerations?
- Why are media coverage guidelines for suicide being unevenly followed?

Interviews with student editors

The editors interviewed represented public and private campuses. One of the four editors worked at a news outlet with no faculty adviser; one reported having no faculty adviser at the time of the two suicide stories analyzed for this paper; two reported working with advisers, formally or informally, who they said played virtually no role in guiding students during the coverage of the suicide stories. The publications without faculty advisers were described as independent of the university. In one case, the news outlet received no financial support from the university. In the second case, student media, now a 501(c)(3), has a contractual arrangement with the university and Student Government and receives 60 percent of its funding from the university, according to the editor and a faculty member who is president of the 501(c)(3) and has acted as adviser.

Coverage of suicide in these four news outlets ranged from complete (defined as cause of death reported without detail about the suicide method or location), to incomplete (defined as no cause of death reported). In one case, the 501(c)(3) news outlet, the Editorial Board published an editorial explaining its decision not to cover the public suicide of a student at all.

Regardless of their coverage decisions, the editors all reported feeling discomfort with reporting and writing about suicide in a way that was inconsistent with their feelings about other difficult topics. One editor at a small, private university said she felt comfortable covering "obituaries," saying her paper had written two, in addition to the story she was being interviewed about. Asked to elaborate, she said that when one student died over the summer and one her sophomore year, the paper wrote about their deaths, but the editors did not know and had not pursued reporting to confirm the cause of death. She said about one of these cases, "We questioned if it was suicide or not, That was kind of one where people weren't sure of the circumstances. And, then, this happened off campus. But a student also died under mysterious circumstances in the spring semester of my sophomore year."

This editor also reported that mental health professionals at the campus counseling center contacted the newspaper staff to ask for a meeting just after a student committed suicide on campus and as the staff was making decisions about coverage.

"They wanted to make sure we weren't going to discuss the manner in which the death happened. They wanted to kind of reiterate everything we know about covering obituaries and make sure it was covered in a sensitive manner."

The editors decided not to make an effort to confirm the cause of death.

The editor at a large state university whose paper has covered major controversy, including a child sex abuse scandal, reported feeling confident when it came to handling suicide stories, even when the paper faced criticism for the decision to cover the suicide of a student who jumped from a parking garage.

"Every reporter that I've had that has helped cover an issue like this, whether that be a public death or a sexual assault case, has come back later and talked to me about it and said that they've grown and learned from it. We covered someone's death very publicly and, at this point, it's our job to make sure we cover his life in the same manner that we covered his death…It does create an interesting disconnect sometimes with students because we got some backlash. Why would you cover a suicide? Why would you name him? Because some people don't understand the reasoning behind it."

The editors reported that the following concerns influenced their decisions:

- Fear of causing copycat suicides:
  - "We heard about the suicide and our trepidations were that we didn't want to cause copycat suicides… we weren't really feeling that great about writing an article about a student who had committed suicide in fear that it would cause copycat suicides."
- Lack of experience, guidance:
  - "For the most part we're pretty proud of the fact that we don't have an adviser and that the university doesn't have any input but in this case…it was pretty stressful because none of us had ever reported on a suicide at that time, so we were kind of playing it by ear. It would have been nice to have an adviser."
  - "He's [the adviser] kind of uninvolved…in this case he kind of didn't want to be as involved...he tries to really let us make the decisions unless it's something that he thinks will affect us legally."
  - "It was the hardest time I've ever been in the newsroom. I'm 21 years old. There's a limit to what I know about journalism."
  - "This was a very public case on campus. Everyone knew about it. It occurred on campus. Out of respect for his friends and family, try to keep it a little private for them, I think." – about the paper's decision to report that a student had died, but not to report that it was suicide.
  - "I don't think we did at the time [think to include info about mental health resources]. It seems like it would be a good thing to add but we just never have I don't think."
  - "Honestly, I don't think it was something that we actively thought about at the time [including information about mental health resources, information]. A lot of times we will put in sexual assault articles, 'Here are some resources', but no actually there wasn't much of a conversation about that. Providing suicide resources is the one thing now that I think would have really benefited our coverage."
- Worry about offending the loved ones of the deceased:
  - "The staff was uncomfortable about having to go up to people right after their friend had died and ask them questions. But when we started getting real push back, from parents and other members of the community as well… We didn't really see the value in covering a student's life when (loved ones didn't want us to)… there's nothing like looking at your colleagues and seeing the fear in their faces at the thought of making the wrong decisions." (The paper that chose to publish the editorial explaining its decision not to cover the public suicide.)

Interviews with faculty advisers

Interviews were conducted with six faculty advisers at public and private institutions, ranging from small enrollments (less than 5,000) to large (more than 5,000). One university staff member did not hold the title of faculty adviser, but acts as de-facto adviser. Their level of experience in advising ranged from a handful of years of university experience to more than two decades. They reported varying job structures and degrees of involvement with student journalists. One of the advisers reported offering students information about the media coverage guidelines for suicide; one other adviser reported being familiar with the guidelines. One adviser reported a consistent policy at his university's student publication of always reporting campus deaths, including the cause of death. The policy may be changed by the editorial staff, but has held from staff to staff over a number of years and includes reporting "private" suicides, i.e. those that occur in dormitory rooms. This adviser was the only one of the six interviewed who reported such a policy at a student publication. Most said the publications they advise report student death, particularly suicide, on a case-by-case basis.

"We had one earlier this year. The guy died in a car crash and we could well have reported that he died in an automobile accident, but the coroner ruled suicide because there was a suicide note," the adviser said. The students were criticized, asked how they knew it was a suicide. "The implication was that the students had done something wrong. They simply pointed out that it was in the public record."

Asked if editors had ever expressed ambivalence about covering a suicide, this adviser, who was a professional journalist for nine years before joining his faculty 16 years ago, said:

"Mixed feelings, sure, but they've always finally decided to do it. We've had a run of editors-in-chief who are going into journalism…They have the journalistic chops, so they think that way."

This adviser reported experiencing no negative feedback from administration about the publication's coverage of suicide. As an example, he said that when a student committed suicide in a dormitory, the newspaper staff was alerted first by administration.

Other advisers reported direct input from administration and/or mental health professionals on campus before publication of suicide-related stories. An adviser at a large public university said he brought with him suicide coverage policies in place in the major newsrooms where he had worked for 35 years, i.e. cover suicides that happen in public and/or involve well-known people. A campus mental health professional contacted him when he arrived on the job a semester after the newspaper staff reported the 2009 suicide of a student who jumped from a parking garage on campus. The garage was across from the student newspaper office.

"They saw immediately the police on the scene and rushed out and covered it and they put it on the front page. There was a lot of reaction from the administration about the way that story was handled…They were very concerned about the potential for copycat things."

The adviser agreed that the staff would attend a meeting with this professional, who subsequently arrived at all newspaper staff pre-semester orientation sessions to discuss suicide coverage. He said he explained to the professional that the student editors made all publication decisions:

"They control the content and I'm not going to tell them not to cover things and I don't think you're going to be in a position to tell them not to cover things," he reported telling the mental health professional. "Basically, she started coming to every pre-se-

mester orientation to try to talk about this to the students. When that didn't happen, we would have a meeting in the office."

The university's mental health center estimates the suicide rate at 2.5 students/year (total enrollment, approximately 50,000). The adviser said the paper continued to cover suicides.

"They wound up being briefs, not page one stories, because the circumstances were generally private and the people were not noteworthy."

A university staff member who acts as de facto faculty adviser to the student newspaper said her student publication adheres to university policy (enrollment, approximately 9,000) not to identify students unless the family has agreed.

"This just happened to us last week. We had three deaths: one accident, two unexpected. Two students were named by the university and those names were released in the article. The third was not named, as the name was not released. The university policy is not to name any student unless permission is granted by the family. The family of the third had not responded to calls from the university. All deaths were off campus. Our staff did not name the third student out of respect for the family. I believe they do know the name from [a] Facebook post and still decided against it."

Student reluctance is also a factor in suicide coverage, three of the advisers reported. One, who works at a small, private university, said he does not reach out to student editors to ask if they have questions in such situations, echoing other advisers by emphasizing that he respects the students' independence.

"Our understanding is that I can't be surprised. If there is going to be something in the paper that is going to be controversial to get in touch with me and let's talk it through and I'll present the choices to them."

He said he disagreed with the editors' decision not to confirm the cause of death in a recent suicide, but did not share his thoughts with them. The students reported that their peer had died, with no cause of death in the article. He stressed that the staff had covered other, difficult stories. He said suicide is different.

"I think they are shocked and, in some ways, ambivalent about their own mortality. Oh my goodness, that's scary. We realize that we can actually die. You can have distance from people who drink themselves into a passing-out situation. You can interview them after they sober up, but holy shit, if that kid killed himself…You bring who you are to every story. It affects how you cover it and edit it. They are bringing their own uneasiness to that story."

An adviser at a public university (enrollment, approximately 15,000), said student journalists decided not to report the cause of death in a public suicide that happened on campus. They also chose not to try to interview the student's family. Interviewed by local media, the family refuted assertions posted on social media that the suicide was the result of bullying because their son was gay.

"I think they were afraid that maybe I was going to be annoyed. And I probably did say something like, 'Look you guys, they did talk to other people.' But, you know, I can only push them so far. I don't feel comfortable haranguing them into doing this. I don't want to push them out of their comfort level. They'll probably screw up. I think they did a good job of covering it from other angles. What to do for help, the candlelight vigil, that sort of thing."

Student editors at an approximately 25,000-enrollment public university with a large, 501(c)(3) student media operation (five-day-a week newspaper/website, radio and TV stations) struggled with how to cover the public suicide of a student last year. The

faculty member acting as their adviser shared the suicide media coverage guidelines with the editors. He also conferred with the Student Press Law Center in Washington, D.C. and shared that information. The students decided not to cover the suicide at all and published an editorial explaining their decision.

"If I were the student editors, I would have treated that differently, but I'm not the student editors," the faculty member said. "I just help them make good, sound, journalistic decisions. If it is a public death, I think you're bound to have to cover it, is what I think. And that was the same advice they received from the Student Press Law Center."

According to the faculty member, reporting on an earlier death became difficult when the journalist covering the story repeatedly called the grieving family for comment, despite their decision not to talk. That incident resulted in a change to the student media organization's Code of Ethics, urging students to be sensitive and use restraint. The provision says, in part: "In all cases, the journalist should not contact either family or friends more than once and, if the source or sources decline comment, the journalist must respectfully disengage from further conversations, emails, or other forms of contact to avoid the perception of undue pressure or insensitivity at a time of tragedy for family and friends."

The faculty member, who has been in his position for more than two decades, said he's seen increased attention from campus mental health professionals and public relations staffers when deaths occur on campus.

"One of the other things I've noticed is the phenomenon of campus mental health counselors and public relations [staffers'] influence on the students themselves. I think it's very pervasive, that there's more focus on college campuses among those folks… I've seen it more in recent years that this has grown substantially."

CONCLUSION

Last year, the Centers for Disease Control and Prevention published new statistics showing a sharp rise in the suicide rate in the U.S. More people die of suicide now than in car accidents, and the spike among middle-aged people was dramatic (CDC 2013).

A May 2, 2013, *New York Times* article about the statistics quoted Julie Phillips, an associate professor of sociology at Rutgers University who has published research on suicide.

It's vastly underreported," she said. "We know we're not counting all suicides."

It is not clear what effect, if any, media suicide coverage guidelines have had on suicide rates. Would they be higher if the guidelines didn't exist? Are the rates lower because they do? Additional research will explore this question. In the meantime, this paper's findings indicate the following:

- Coverage of suicide remains a patchwork at college media outlets with little in-depth or follow-up reporting on suicide in the context of mental illness;
- Suicide is under-reported. Though suicide coverage guidelines for media do not call on reporters and editors to neglect reporting cause of death, for instance, nearly one-third of the articles analyzed did so. Editors made these decisions despite the fact that assertions, at times incorrect, were publicly posted on social media about the suicides;
- Student editors need and want guidance in this area;
- Faculty media advisers need support helping students make well-informed, independent, journalistic decisions.

The International Association for Suicide Prevention lists stigma as a major bar-

rier to suicide prevention. Clear and accurate reporting about suicide conforms with the media coverage guidelines and may help quell rumor and inaccurate assumptions about what triggers it. A journalism instructor at one of the campuses included in this study discussed concerns about rumors with a class after a student death on campus. The student newspaper did not report the cause of death, but because the campus community was small, many knew the death was a suicide and speculation was rampant.

"I tried to make the point that there was a lot of public interest in the story and that it was a public health issue. I also talked about when there's not information all that's left is rumor and how dangerous rumor can be. The students weren't that comfortable speaking about it."

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RESOURCES

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2. **The Poynter Institute** http://www.poynter.org/uncategorized/18183/reporting-on-suicide/
3. **The Annenberg Public Policy Center of the University of Pennsylvania** | http://www.annenbergpublicpolicycenter.org/aci/recommendations-for-media-coverage-of-suicide/
4. **National Institute of Mental Health** | http://www.nimh.nih.gov/health/topics/suicide-prevention/recommendations-for-reporting-on-suicide.shtml
5. **American Foundation for Suicide Prevention** | https://www.afsp.org/news-events/for-the-media
6. **Suicide Prevention Resource Center** | http://www.sprc.org/sites/sprc.org/files/library/at_a_glance.pdf

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What's in the Pages?

A Current Look at College Newspaper Content from Various Collegiate Environments

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ABSTRACT

This study examines whether the content of college newspapers differs depending on the presence of a communication program, the presence of a journalism program or the size of the school as determined by data reported in *The College Blue Book*. This content analysis extends earlier work with a reification of variables to describe the content of 71 college newspapers by examining elements such as use of advertising, online presence, social media information, type of news stories and use of wire content and infographics. Newspapers with a communication program at the corresponding institution were significantly more likely to report hard news stories on the front page than were newspapers without a communication program at that school. Additionally, newspapers with a communication program were significantly more likely to include wire content in the publication than were publications with no communication program. No differences were detected in content of the publication based on presence of a journalism program or size of the school. Advertisements and websites are mainstays of the college newspaper, with a full 92 percent of the publications including ads and 78 percent indicating a newspaper website. However, elements such as social media presence, infographics, original illustrations and use of wire services varied widely. Weekly publications and tabloid style were most common, and the mode length was 12 pages. Data were coded by two independent coders, and a Cohen's kappa of .80 or higher was found for all variables, determining acceptable intercoder reliability rates.

INTRODUCTION

In a world where status updates, Vines, and selfies are pervasive, some may consider it ironic that the traditional college newspaper continues to thrive and remain relevant

on campuses nationwide (Keller, 2008). According to a 2011 survey of college students and their reading habits, three-fifths of participants prefer the print version of their newspaper over the online edition (Jackson, 2012). Yet, like the rest of the news industry, the roughly 1,600 U.S. college newspapers are continuing to seek new ways to stave off financial hardship and balance between traditional print and digital media (Vogt 2014). New strategies include adopting a "digital first" mindset, experimenting with paywall options, and seeking innovative revenue sources from student fees to fundraisers and sponsorships (Vogt, 2014).

While the documented decline of the traditional daily newspaper is well established, evidence of how the college newspaper is faring during this downturn is mixed. Readership studies suggest that generally, college students find daily print newspapers irrelevant; however their campus newspaper appears to be an exception (Collins & Armstrong, 2009; Keller, 2008). Data support the notion that readership of a college newspaper does not translate directly with research on college students and newspaper readership in general (Collins & Armstrong, 2008). Some possible reasons for this phenomenon are the direct relevance of a college newspaper (Lin, 2000), the free price tag, and the notion that a college campus is one of the few remaining places with high pedestrian traffic and large amounts of leisure time (Jackson, 2012). Research also suggests that college students find their own newspaper just as credible or more credible than a local newspaper (Armstrong & Collins, 2009; Armstrong & Collins, 2009), and that college students indicate a loyalty to and connection with their campus newspaper unlike other newspapers (Collins, 2003). Some scholars have noted the irony "that the readers most coveted by newspaper executives are only reading news on campus" (Armstrong & Collins, 2009, 101).

Additionally, a comprehensive understanding of how college newspapers are faring in a turbulent time for the news industry is difficult, in part because there are little hard data on the student newspaper field, compared to the widely studied commercial industry (Vogt, 2014). In fact, there is sparse empirical research to understand the landscape of journalism in higher education in general. Newton (2014) suggests there are few useful studies and reports to accurately understand the quality and state of journalism education, and current data comparing college journalism programs are "about as useful as a pile of mismatched socks."

The opaque nature of journalism education, coupled with the notion that a student newspaper is arguably a microcosm of the greater collegiate learning environment, presents a unique opportunity to examine the differences in college newspaper content among the wide array of journalism schools.

This research is an extension study predicated on earlier research that surveyed college newspaper editors at liberal arts institutions (Payne, 2012). Among the key findings of the earlier work were that 100 percent of college newspaper editors at liberal arts schools reported including advertising in the newspapers. Advertisements were seen as the financial lifeblood of the publication. However, the presence of a regularly maintained website was a less well-established element of the college newspaper landscape; only about one in three editors reported having regular online information available for readers. Additionally, newsroom staff came from diverse disciplinary backgrounds with majors ranging from biology to international studies – more than half of respondents didn't have a journalism program at their school at all.

In contrast stand the larger schools, with greater curricular journalism offerings, such as those with accreditation by the Accrediting Council on Education in Journal-

ism and Mass Communication (ACEJMC) – only 108 of the nearly 500 journalism and communication programs in the nation are accredited. Another resource indexing larger journalism programs is *The Journalist's Road to Success: A Career Guide*, available online from the Dow Jones News Fund. To be included in the Guide, the institution must offer a minimum of 10 courses in news-editorial journalism, and include classes on core courses like media law and ethics and reporting and editing (Becker, Vlad & Simpson, 2013).

The current study seeks to examine whether or how college newspaper content differs given these very different learning environments. It explores whether the content of college newspapers differs depending on the presence of a communication program or a journalism program at the institution or on the size of the school.

LITERATURE REVIEW

University enrollments are rising, and the trend is expected to continue in higher education through 2021, and the more general field of communication education is also growing consistently (Becker, Vlad & Simpson, 2013). However, the enrollment numbers in journalism and mass communication programs are contracting for the second year in a row, bucking a pattern of growth for the past 20 years (Becker, Vlad & Simpson, 2013). "The evidence is that the decline in enrollments reflects a lack of growth in the historical core of journalism and mass communication programs" (306). Educators and administrators are searching for ways to reverse the journalism enrollment trend by implementing new curricular strategies "such as using social media, using video and still photos on the web, using video in reporting, and editing and writing for the web" (307).

And while journalism and mass communication programs are struggling to keep up with the times, and college newspapers are also experimenting with innovations in content and structure. Sonya Huber-Humes (2007), adviser for a large-circulation student newspaper, describes the trend for journalism programs to roll out new curricula in an effort to "navigate the maze of media change."

For example, *The Red & Black*, the daily newspaper for the University of Georgia, underwent a massive design renovation in 2011 that embraced technological change happening around them and to the environment (Morales, 2012). Jacob Rooksby, in a study on journalism's uncertain future, explains why it's feasible to switch gears to an online space. "While student journalists are unlikely to have printing presses in their dorm rooms, many know the latest in computer programming and technology and apply those skills, free, to their journalistic endeavors" (Rooksby, 2011).

However, not all journalism programs have the resources of the nationally recognized *Red & Black*. Brockman, Bergland and Hon (2011) explain that the newsroom skill and experience levels may vary widely. For some "small weekly commercial newspapers, just putting out a print product is a challenge, and they are lucky if they are also able to just dump their content online. But, on the other end of the spectrum, some college newsrooms are full of enthusiastic and technologically savvy students who are not constrained by print-centric readers, editors and publishers and 'we've always done it this way' attitudes. These publications are able to go beyond even what many of their most enterprising commercial newspaper peers are doing online" (Brockman, Bergland, & Hon, 2011).

Despite the influx of technology, collegiate newspapers won't be going anywhere anytime soon. In a 2013 study by Collins, Rabby and Brown, more than half of students

surveyed indicated they would not be willing to pay $1 to use a newspaper on an iPad or tablet, confirming the notion that students still like free things.Some colleges have flirted with the idea of using paywalls to cover costs and gain extra revenue. Oklahoma State University's *Daily O'Collegian*, for example, was the first collegiate newspaper to charge for access to online content (Rice, 2011). However, as pointed out by Jeff Jarvis, a blogger and professor of new media at the City University of New York, most college newspapers wouldn't dare charge for their content, even to those not belonging to the community (Rice, 2011). "Most college newspapers…accrue little cost because their labor is voluntary and the printed paper, if there is one, is generally paid for through student dues" (Rice, 2011). Another indication of the health of the college newspaper as preferred news medium was found by Collins and Armstrong (2008). Researchers found that despite having a free, campus-focused edition of the larger metro daily, students still preferred to read their school newspaper (Collins & Armstrong, 2008, p. 82).

This paper provides a comparison of the content of college newspapers with the size and curricular structure of the corresponding institutions. As the newspaper industry reels from a time of massive fluxuation and journalism programs in higher education are struggling to find their way and maintain healthy enrollments, an examination of content of college newspapers will help provide data to contribute to a better understanding of the state of the field in general.

This content analysis extends the earlier work of Payne (2012) with a reification of variables to describe the content of college newspapers and to compare that content with schools of various sizes and curricular offerings, using the following variables:

- Frequency and length of publication
- Advertising presence
- Website information
- Social media information
- Type of news stories and news story topics
- Use of wire content, infographics, QR codes, original illustrations, crime logs, crosswords, classifieds

Additionally, this research will address the following research questions:

RQ1: Do college newspapers differ in content, depending on the presence or absence of a communication program at that institution?

RQ2: Do college newspapers differ in content, depending on the presence or absence of a journalism program at that institution?

RQ3: Do college newspapers differ in content, depending of the size of the institution?

METHOD

To answer the above research questions, a content analysis was conducted of student-run collegiate newspapers in the United States.

Sample. A convenience sample was drawn from the newspapers available at the 2012 annual ACP/CMA College Media Convention. A total of 371 schools were represented at the conference. From the 141 newspapers that were selected, 68 were filtered out and discarded as either duplicate issues, multiple issues from the same school, or special edition issues (such as a freshmen orientation issue). Additionally, newspapers that were not printed between September 1, 2012 and November 1, 2012 were filtered out and discarded. This yielded a remaining sample of 71 newspapers, representing 19 percent

of schools attending the convention.

Despite the fact that this sample is a non-probability, convenience sample, few opportunities exist to gather a large number of hard-copy newspapers, published during a similar timeframe from a wide geographical span, representing many different types of institutions. This sample is not scientifically representative of the population, thus limiting generalizations. However, Wimmer and Dominick note of the convenience sample method that "proponents of the available sample claim that if a phenomenon, characteristic or trait does in fact exist, it should exist in any sample (Wimmer & Dominick, 2014, 95).

Before each newspaper was coded, descriptive information was gathered from *The College Blue Book*, 36th Edition. This descriptive information included geographic location, size of school, type of institution (two-year college, four-year college or university), whether the school has a communication program, and whether the school has a journalism program. College size was then coded as either small (enrollment less than 5,000), medium (enrollment 5,000-15,000) or large (enrollment more than 15,000) based on the classification system used by collegedata.com.

Variables Coded. Coders indicated the following information on each code sheet: newspaper frequency, newspaper length, presence of advertising, type of news for the lead story, topic of lead story, website information, social media information, infographics and newspaper QR codes. Also included in the codebook was the following descriptive information: front page index, head shots, illustrations, events calendars, crime logs, crossword puzzles, classified ads, and use of wire content. Hard news stories were operationally defined as those with high levels of newsworthiness, time sensitive stories, stories written in a formal tone and those stories with a factual intent, without appeal to a human interest element.

Coders and Coding Procedure. Data were coded by two independent coders, and a three-step process was used to train the coders – they reviewed and discussed the coding categories, previewed a sample of college newspapers, and practiced the coding scheme. The two coders worked independently and coded small sets of newspapers over a three-week period. Intercoder reliabilities were calculated for the two coders, and Cohen's kappa of .80 or higher was found for all variables, determining acceptable levels of agreement. Cohen's kappa accounts for chance agreement and is recognized as appropriate for content analysis in mass communication using nominal level variables (Lombard, Snyder-Duch & Bracken, 2002, 592). All data were entered and analyzed using SPSS Statistics 21 software package.

RESULTS

About the Sample. The following data were gathered from *The College Blue Book* information about the schools affiliated with the college newspapers in the sample.

Of the 71 newspapers coded, 28 percent were affiliated with a small college or university, 46 percent were medium and 24 percent were large.

TABLE 1. SIZE OF SCHOOL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Small	19	26.8	28.4	28.4
	Medium	31	43.7	46.3	74.6
	Large	16	22.5	23.9	98.5
	Other	1	1.4	1.5	100.0
	Total	67	94.4	100.0	
Missing	System	4	5.6		
Total		71	100.0		

One-third (33 percent) of the colleges or universities examined were private institutions, while the majority (63 percent) were public schools. The majority of the schools from the sample were identified by *The College Blue Book* as universities (73 percent); with 24 percent classified as two-year colleges and only 3 percent as four-year colleges. Institutions were closely split between those schools that did (48 percent) have a communication program and those that did not (52 percent). However, fewer schools identified having a journalism program (43 percent), compared with those (57 percent) that did not.

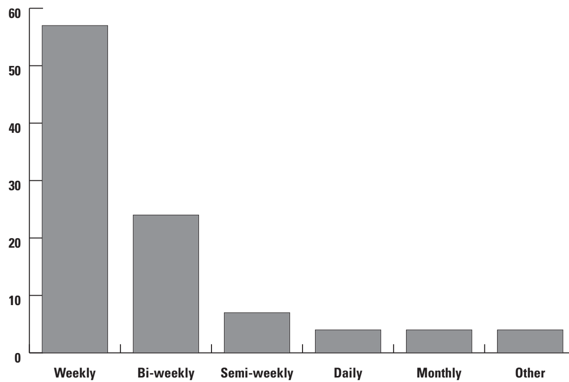
Newspaper Length and Frequency. The mode for the length of the newspapers examined was 12 pages, and newspapers ranged in length from 6-32 pages.

TABLE 2. TOTAL NUMBER OF PAGES FOR NEWSPAPER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6	5	7.0	7.0	7.0
	8	15	21.1	21.1	28.2
	10	2	2.8	2.8	31.0
	12	22	31.0	31.0	62.0
	16	15	21.1	21.1	83.1
	20	7	9.9	9.9	93.0
	24	3	4.2	4.2	97.2
	32	2	2.8	2.8	100.0
	Total	71	100.0	100.0	

Data on the frequency of publication were available on some of the publications' mastheads, but were not identified for all of the newspapers. In the 65 percent of newspapers that did make this information available, the majority of newspapers (57 percent) indicated weekly publication, followed by 24 percent that published bi-weekly, or every other week. Other publication frequencies were semi-weekly (7 percent), monthly (4 percent), daily (4 percent), semi-weekly.

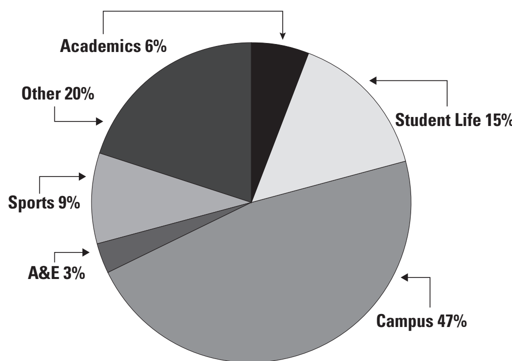
FIGURE 1. FREQUENCY OF PUBLICATION BY PERCENT



About the Lead Story. The majority of lead stories were classified as soft news stories (78 percent); only 22 percent of the lead stories were hard news. The topics of the lead stories varied, with campus news (47 percent) as most common type of story. Other lead stories were about student life (15 percent), sports (9 percent), and academics (6 percent). Only 3 percent of the lead stories were classified as arts and entertainment, and a full 20 percent did not fit with the coding categories and were classified as "other."

Coders also indicated whether the lead story was tied to a larger, national issue, or a campus issue, or both. Just more than a quarter of the lead stories (26 percent) were related to a greater, national news issue, yet a full 87 percent of the lead stories were tied to a campus issue.

FIGURE 2. TOPIC OF THE LEAD STORY

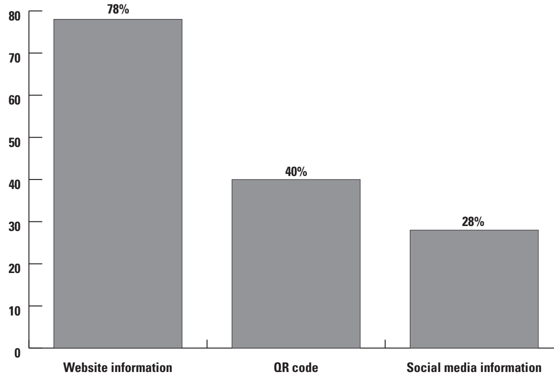


Use of Advertising. The majority of newspapers coded did contain some advertising (92 percent), but of those that included advertisements, only 6 percent included one of the front page of the publication. Almost all of the of publications (99 percent) featured color on the front page.

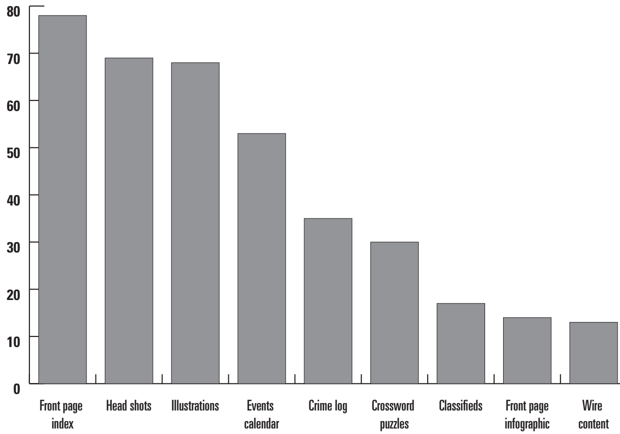
Indications of Convergence and Use of Technology. A full 78 percent of the newspapers included a website with an online version of the newspaper – of those, 66 percent included the information on the front page, and 39 percent included it on the publication masthead with staff names and other publication data. However, these websites were

not verified, and these data do not ensure the website is either functional or regularly updated. Only 28 percent of the newspapers coded included social media information, with Twitter (27 percent) as the most common type, followed by Facebook (25 percent); 7 percent provided some other type of social media information. While the majority of newspapers did not issue a newspaper QR code, 40 percent did provide one, which would direct the reader to electronic information about the newspaper. These codes were not verified to determine what type of newspaper information was provided.

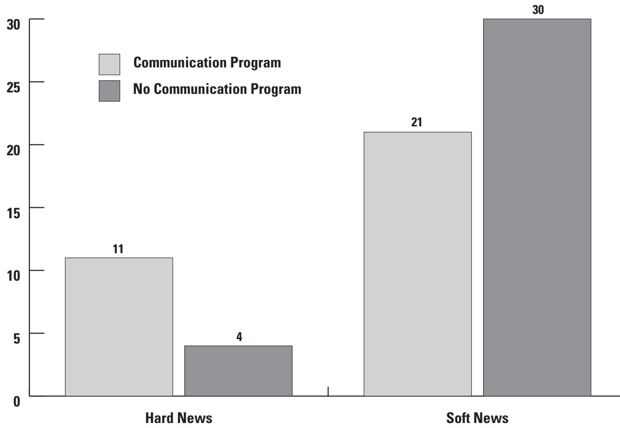
FIGURE 3. INDICATIONS OF CONVERGENCE AND USE OF TECHNOLOGY



Other Descriptive Information. More than three-fourths of the publications (78 percent) included an index with preview information about the newspaper's inside content. Another common characteristic of the newspapers was inclusion of head shot photographs (69 percent), which typically appeared in the opinions section. A full 68 percent of the newspapers included illustrations – a majority of which (92 percent) were original illustrations. About half (53 percent) included an events calendar with campus community information. Crime logs were identified in 35 percent of the newspapers. Crossword puzzles were present in about a third (30 percent) of the publications, and classified ads (17 percent), front page infographics (14 percent) and use of wire content (13 percent) were less common features of the newspapers.

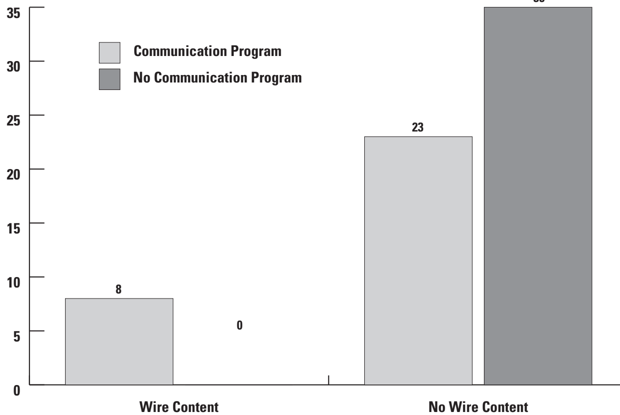


Research Questions. Chi-square tests were conducted to address the three research questions. Two significant differences were found in content depending on the presence or absence of a communication program. First, newspapers with a communication program at the school were significantly more likely to report hard news stories as the lead story on the front page than were newspapers without a communication program at the school, c2(1, N = 71) = 4.80, p = .028.



Also, newspapers with a communication program at the school were significantly more likely to include wire content in the publication than were publications with no communication program at the corresponding institution c2(1, N = 71) = 11.37, p = .003.

FIGURE 6. DIFFERENCES IN USE OF WIRE CONTENT



No significant differences were found in content depending on the presence or absence of a journalism program at the school. There were also no significant differences detected in the content based on the size of the school.

DISCUSSION

The descriptive data from this study reveal that advertisements and websites are mainstays of the college newspaper, with a full 92 percent of the publications including ads and 78 percent indicating a newspaper website. However, elements such as social media presence, infographics, original illustrations and use of wire services varied widely. Just as educators and administrators are implementing different curricular strategies such as using social media and new concepts in design and content, so too are their college newspaper counterparts. Weekly publications and tabloid style were most common, and the mode length was 12 pages.

Additionally, 87 percent of the lead stories were directly tied to a campus issue, and campus news was the most common type of primary story, reinforcing the literature that suggests that the presence of localism (campus news) and relevance is part of what makes college readers loyal to their newspapers (Lin, 2000). Compared to decades ago, when format and content of a newspaper was more uniform, structured and formulaic, mixed use of tools like QR codes, social media and infographics suggest that college newspapers, much like journalism programs themselves, are searching for the right formula to attract and satisfy readers in a new age of news consumption.

While soft news stories were still more common than hard news stories, results of RQ1 suggest that detecting hard news stories and putting them in appropriate journalistic and stylistic format is a tool that communication students have in their skill set. And students who come from an environment of communication coursework are more likely to employ these skills in the newsroom than those without. Whether these tools are a direct result of communication or journalism courses cannot be determined from this method.

However, if the college newsroom is a microcosm of the greater learning environment, it may be that students with communication coursework are more inclined or better able to identify and craft hard news stories for their college newspaper. Like-

wise, an awareness of the option to utilize wire services is more likely among students who have learned in a mass communication course, for example, about what they are and how they are used by newspapers. Students who have not been exposed to these concepts may be less likely to exhibit evidence of hard news stories or wire services in the newspaper, because it's not a "tool" in their "toolbox." Upon initial consideration, it may seem that this premise is self evident, yet this study takes an important first step in providing empirical evidence of the relationship between mass communication curricula in higher education and college newspaper content in an area with an established dearth of scholarly research. These data provide a template from which future research can more closely examine how communication coursework is being reflected in the publications students produce. It is equally noteworthy that no significant differences in content were found based on whether the institution offered a journalism program. Future research should address this paradox, by examining additional variables that might be found in newspapers with a journalism program to more clearly identify how the newspapers reflect the greater educational environment.

Student journalists from large ACEJMC programs like the University of Missouri, which bestowed 949 degrees in journalism and mass communication in 2011-2012, undoubtedly reflect their curricular experiences. Additional research might analyze how the students' curricular lenses impact various aspects of newspaper stories by examining use of open records or "sunshine laws," use of primary or secondary data, or types of sources cited in the stories. Among other questions that could be explored are: Do liberal arts students incorporate into the newspaper more diverse disciplinary material like art, international studies and religion? How are student journalists with a communication background incorporating other classroom concepts such as use of social media to reach and keep readers of the publication?

While there were no differences found in content based on the size of the corresponding school, other variables might be examined such as whether the publication is independent or funded by student fees, whether a practicum for course credit is tied to the newspaper, the size of the newspaper staff or the role of the adviser. Using these questions as a springboard, future researchers are urged to explore some of these areas related to the findings.

While these data are only an initial examination of the relationship between college curricula and student newspapers, this study provides an indication that the nexus between the two variables may yield some useful empirical evidence in a relatively understudied area. Although the results of this study cannot be generalized because of the non-probability sample used, these data do offer a glimpse at a unique subset of college media, given the difficulty of obtaining a large number of hard copy college newspapers from a broad range of programs. The argument can be made that the college newspaper offers the opportunity for its students to use college coursework and emphasis in a journalistic capacity, which is a starting point for a conversation about the state of college newspapers in a rapidly transforming environment.

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Guiding Principles in an Age of Instantaneous Publication

College Students, Media Advisers Agree with Professionals Regarding Publication of Graphic Spot News Images

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INTRODUCTION

Professional photojournalists have been discussing what types of photos they should take and publish since the dawn of the profession. College media advisers and college photojournalists join that discussion more frequently as technology evolves. When dealing with basic photojournalistic ethics, the research and the abundance of prior literature provide a foundation for a discussion about what types of spot news photographs media outlets should publish in an era when all individuals armed with a digital camera can call themselves photojournalists on the scene of a spot news event.

BACKGROUND

During the last half of the 19th century, photography was becoming an integral part of society. Photographers carrying bulky cameras documented building, still objects and, for those people who could sit still for the long exposures, formal portraits. By the time of the Civil War, photographers such as Matthew Brady carried their cameras to the action to show battlefields, camps, towns and people touched by the war. When a selection of Antietam photos went on exhibit in Brady's gallery in New York in 1862, *The New York Times* wrote: "Mr. Brady has done something to bring home to us the terrible reality and earnestness of war. If he has not brought bodies and laid them in our dooryards … he has done something very like it" ("Brady's Photographs," 1862). As historian Naomi Rosenblaum (1984) said of photography at the time, "The photograph was regarded as an exemplary record because it was thought to provide an objective — that is, unaltered — view of solid fact and achievement."

In the decades that followed, photojournalism continued to evolve. The portable and easy-to-conceal Leica camera, invented in 1914 and marketed in 1925, changed the ap-

proach of visual reporters. No longer official observers beholden to those in power, photojournalists could be the eyes of the public — prying, amused, or watchdog eyes (Hoy, 2005). Despite the lack of obvious symbolism, Nick Ut's image, "Napalm Girl," became an icon of the war while it posed ethical challenges for the publishers of *The New York Times*, which chose to run the photo, including full frontal nudity of a minor, on the front page. Photojournalists continued to document the realities of spot news in armed conflicts such as the Vietnam War, as Eddie Adams did with his famous image of the execution of a Viet Cong suspect by a Vietnamese general in Saigon, and conflicts in Iraq and Afghanistan.

Discussion of the ethical dilemmas photojournalists sometimes find themselves in also goes beyond the battlefield, sometimes hitting too close to home for viewers who do not necessarily want to see such graphic, spot news images at their breakfast table no matter how untarnished and real they may be. In early 1987, an era before cell phones and instantaneous Web access, an era when editors generally operated under a philosophy of "If it bleeds, it leads," the state treasurer of Pennsylvania, R. Budd Dwyer, shot himself to death in front of a dozen reporters and camera crews during a news conference. Researchers studying the situation concluded, "Any ethical dilemmas faced by journalists during decision making were put aside for later consideration. The material was edited quickly and according to similar patterns, or conventions, …" (Parson, 1988). The day after the event, the story became the media coverage after headlines in newspapers nationwide read "Cameras Record Deadly Farewell" ("Cameras Record," 1987), "Pennsylvania Treasurer Horrifies Reporters, Aides" ("Pennsylvania Treasurer," 1987), "Disgraced Pa. Pol Blows Brains Out at News Conference" ("Disgraced Pa. Pol.," 1987), "Suicide a Dilemma for Media" ("Suicide," 1987).

In an Associated Press Managing Editors' survey of 85 newspapers, 18 percent of morning papers ran a photo of Dwyer with the gun in his mouth, of the shooting or the aftermath. Others ran a photo of Dwyer holding the gun or no photo. Marty Petty of *The Hartford Courant* concluded, "Some common considerations many editors had in selecting which photos to include: the impact of the Dwyer photos on readers with suicidal tendencies…; as the distance from the event increased, the significance of the story decreased; and the public nature of the event heightened its newsworthiness" (Petty, 1987).

In the same report, David Boardman of the *Seattle Times* concluded, "Every day, every edition, we face challenging judgments. Not all are as tough as a suicide photo, but we know that each is important to some segment of our audience. We know that many of the calls we make in a few minutes on deadline can have a lifelong effect for someone, particularly a subject of a story. We consider it an awesome responsibility" (Boardman, 1987).

That responsibility continued for editors in the days following the Sept. 11 attacks, when they continued to show restraint in displaying graphic images. In those attacks, about 3,000 people died in New York City, Washington, D.C. and Shanksville, Penn. Of those 3,000, the first official casualty of the Sept. 11 attacks was Mychal Judge, chaplain of the Fire Department of New York. Shannon Stapleton's photo of firefighters carrying his body out of the rubble became one of the symbols of the attacks. However, it is hardly as graphic as other images taken that day. For photographer Richard Drew, an Associated Press photographer in New York City, his images — much more disturbing to viewers worldwide — allowed him to humanize the attacks. As he stood on West Street with EMS crews and police officers, he began noticing people coming

out of the building, falling or jumping. One image in particular, an image that the New York Times published on page 7 in the Sept. 12 edition, of a man falling head first before the buildings fell, caused the biggest stir. "He was trapped in the fire," Drew said, "and decided to jump and take his own life rather than being burned" (Howe, 2001). In response, readers explained this was not the kind of picture they wanted to see over their morning corn flakes, as David House reported in a Sept. 13, 2001 column in the *Fort Worth Star-Telegram* (House, 2001).

A study of the images used after the attacks revealed that the debate regarding publishing the images centered around three fundamental issues: reader response, victims' privacy and the ability of the photographs to communicate the story of the day. "Although many editors found the images disturbing, the overwhelming reason for publishing them was that they added to the visual storytelling about what happened during and after the terrorist attacks. Many editors believed readers needed to be exposed to the disturbing images to fully comprehend the story of the day" (Kratzer, 2003).

In the decade since, as technology evolved, photojournalists continued to face similar dilemmas, particularly when it came to publishing first or being certainly accurate (CNN, 2008; Osterreicher, 2012). Further, they continued to face increasing demands on their time at work with editors demanding smaller staffs that do more (Associated Press, 2013).

RESEARCH QUESTIONS

With these cases, and many more, as a foundation, two research questions evolved from the historical imperatives of what photojournalists should or should not publish in an era when anyone armed with an iPhone can be a photojournalist and produce images that can be published from the field with little or no intervention by editors.

(1) GENERAL ETHICS: What are the ethical standards both in terms of what can and should be published and how when covering spot news?

(2) ETHICAL CODES: Is there agreement on the wording within a code of ethics? Do the professional photojournalists and college photojournalists have a code of ethics regarding use and manipulation of graphic, spot news images?

METHODOLOGY

This research used a 36-question survey partially built upon existing studies of professional photojournalists focusing on their ethical standards in spot news situations and digital manipulation of hard news images. The link to the SurveyMonkey survey was distributed on multiple email distribution lists and on social media outlets such as Twitter and Facebook. Both the Radio Television News Directors Association and the National Press Photographers Association promoted the survey.

Respondents were shown widely published images from the Boston Marathon to determine whether a standard for the publication of graphic, spot news images exists.

In total, 829 people, including 283 professionals, 51 college photojournalists and 57 college media advisers/instructors, responded. Of them, 63 percent were male, and more than 40 percent of all respondents had more than 20 years experience. Nearly 40 percent described themselves as primarily working for newspapers, and more than 25 percent described themselves as primarily working for online media. Magazine photojournalists represented nearly 20 percent of the sample.

FINDINGS

As do all good, spot news leads, the lead on the Page 1 story by Mark Arsenault of *The Boston Globe* described the situation on April 15, 2013. "Two bomb blasts, 12 seconds apart, rocked the finish line of the 117th running of the Boston Marathon Monday, killing at least three people, including an 8-year-old Dorchester boy, wounding more than 130, and leaving sidewalks of Boylston Street covered in blood." The tally of injured would later be upgraded to more than 250, and the coverage by The Boston Globe won that paper a Pulitzer Prize a year later. Discussion of the images published in papers and on websites around the world, similar to those published from previous terrorist attacks, school shootings, war zones or suicides, fostered discussion of whether publications should have published the images from the finish line, how they should have been published and what level of digital manipulation, from cropping to blurring of faces, was acceptable in this spot news situation.

In the image of Jeff Bauman, whose legs were blown off in the blast, the college students/instructors in the survey agreed with the professionals, 84 percent responding that it was acceptable to run the image unaltered. In comments reminiscent of those by viewers who viewed Brady's Civil War images, a professional photographer responding said, "It's as it happened. Reality is always best." Another said, "Americans need to see everything when it comes to a major news event. Softening the blow only serves to dehumanize them to tragedy and reinforces the shallow news consumption that has been fostered here."

Still, 16 percent of college students disagreed that publication of the unaltered image was acceptable, further promoting the discussion of ethical standards. One college student who disagreed with publication of the images said, "Although the image depicts the truth, it is too graphic and perhaps unnecessary in telling the story. The same story can be told without emphasizing the gore." And one professional photographer said, "Viewers should not have to also suffer PTSD because a photographer was in the right place to capture some poor bastard being carted away without his extremities."

Some media outlets, such as *The Philadelphia Inquirer*, chose to mitigate the graphic nature of the photo of Jeff Bauman, later the subject of a Pulitzer Prize-winning photo essay in feature photography by Josh Haner, by cropping it. Of the 522 newspapers archived from April 16, 2013 by the Newseum, 29 used this image on the front page, 13 using it as the dominant image. Every one of these papers published the cropped version of the image.

College students/advisers (89 percent) and professionals (86 percent) agreed that cropping was an acceptable treatment of the image. Comments such as "A crop like this is entirely within the bounds of editorial discretion and entirely understandable for a broad-circulation daily newspaper" — from a college media adviser/instructor — prevailed. Most acknowledged that while cropping the graphic portions of the image might shelter viewers from the graphic content, it was within the established norms for any news photo but not without discussion. "Sure it's acceptable but cowardly," said one respondent, also a college media adviser/instructor. Another college media adviser/instructor viewed cropping the image as a form of censorship. "Their decision was acceptable, but still a clear case of censoring the news." Later in the survey, almost 5 percent of college students and advisers and almost 3 percent of professional photojournalists stated cropping ("removing content by trimming off the edges of the photograph") was never acceptable to news photographs.

The Huffington Post and other media outlets published the second image, another

graphic, spot news image by John Tlumacki of the *Boston Globe* of a woman lying in a pool of blood with injuries to her legs, a dazed woman sitting nearby. The professionals and college students/instructors responding to the survey agreed that publishing this image with no manipulation was acceptable — largely for the same reasons and in similar percentages, 91 percent of college students/advisers. "The image is a powerful reflection of a major event. No alteration is needed nor acceptable," said one respondent. Another said, "It is what happened. A NEWS event. Really awful images happen in war/terrorist bombings/natural destructive events like tsunamis and tornados. Showing the truth should always be the guide to be followed." Versions of the image were published in news media outlets such as *Arizona Daily Star*, *Los Angeles Times*, *The Miami Herald*, *The Kansas City Star* and *Hagerstown (Md.) Herald-Mail*.

Regardless of how they stated an image should be published, few cited any links to a specific code of ethics to give them guidance. Only 41 percent of professionals stated they had a company ethics policy and many of those referenced the NPPA Code of Ethics as providing guiding principles. Of the college students and advisers, only 18 percent stated they had any similar policy and many of them also referenced the NPPA Code of Ethics.

DISCUSSION

In general, the results of the survey show that there is merit in continuing the discussion of photojournalistic standards and ethics, particularly in an age of instantaneous publication when street photographers armed with an iPhone may be faced with the same ethical dilemmas about whether to publish an image, dilemmas previously reserved for experienced editors in the security of a newsroom hours after an event. Continuing education, planning and discussion of when it is acceptable to take photos or to publish photos is warranted for anyone armed with a camera — everyone in the newsroom. And a written set of guidelines for photojournalists, possibly with individual case studies from that publication's history, would also serve the 80 percent of student media operations that do not have such written guidelines.

In terms of general ethical standards regarding the publication of graphic, spot news images, the vast majority of college photojournalists and professionals agreed that it is acceptable to document reality without "softening the blow," something that can be written into a student media outlet's own code. And the college students and professionals agreed that the highest standards should be applied to spot news images such as those taken during events such as the shootings at Virginia Tech, Oikos University or Northern Illinois, or fires in residence halls, apartments or Greek houses. Still, everything from how to publish, when to publish and what level of cropping is acceptable for spot news images should be addressed and included in a thorough code of ethics even though professionals and college students/advisers tend to agree in principle.

As to whether any given single image should or should not be published, no single code of ethics or policy can dictate what is right, or wrong. "You can't set ethical guidelines. Ethics, like morals and standards, are personal. Everybody has his or her own. Fine. Except for one small catch: Journalists serve the public. If we aren't perceived as credible, we can't be of much service. Ethics are more than a personal matter in photojournalism because what we do affects a large number of people" (Brink, 1988).

Just as firefighters spend time pre-planning how they will react to a building fire, photojournalists and their editors should plan how they will react at spot news events so that readers will obtain a complete and accurate portrayal of the event that is, based

on their community standards, realistic yet tasteful. As the next generation of cameras and current tools such as Eye-Fi allow for nearly instantaneous publication of photographs from high-end digital cameras, the editor as a gatekeeper may no longer be a part of the process determining what is realistic and tasteful. Photojournalists, who continue to be passionate about their need to document the realities, and sometimes the horrors, of the human condition, need to be made aware of the community standards — standards that differ from publication to publication, city to city, campus to campus — through discussion of specific cases and the expectations placed upon them, and then held accountable to those standards. As Vincent LaForet said, "What really differentiates us from other photographers and media is our credibility. We have a history of getting it right, accurately…. Our credibility is all that we have" (Irby, 2003). When split seconds matter, as technology evolves and the decision making moves into the hands of street photographers, not sheltered editors, credibility and conscience have to remain at the fore of the process.

The guidelines may be as simple as reminding staff members of their obligations to report the truth and to maintain the credibility of their news publication. Quoting a 1994 article by David Johns in *News Photographer*, the magazine of the National Press Photographers Association, Brink (1988) said, "'The photojournalist cannot escape responsibility for unethical shots. He is the first gatekeeper. The photographer makes the initial decision.' And since our work is often done in a split second with no time to think, our ethical standards have to be considered before they are tested."

LIMITATIONS AND AREAS FOR FUTURE RESEARCH

One of the limitations of this research began with the survey, a series of questions that focused on one spot news event, the 2013 Boston Marathon. It is always difficult to generalize findings based on discussion of a single event. Questions in the online survey regarding ethical statements of principle attempted to get at larger issues to provide college media advisers with a specific set of questions — tested in the context of a specific event — they could discuss with their staff members, who could compare their ideas with those of a larger pool of college photojournalists and professional photojournalists. Because the survey was online, it required access to the website and the specific URL which was distributed across various social media outlets and via email to people who were active in college media or interest in such projects, potentially introducing a selection bias.

As with any study using correlation, it is difficult to interpret causation. However, considering the differences between college photojournalists and media advisers and between college photojournalists and professional photojournalists, one area for potential future research is longitudinal. Where and how do college photojournalists learn their ethical principles? Findings may examine the validity of teaching ethics formally in the classroom or the formation of ethical principles before students reach college. Additional research might examine whether those students whose ethical principles do not match the accepted norms of the professional simply enter other careers. Or ethical principles may be evolving along with the technology. What might have been deemed unacceptable 30 years ago may now be acceptable practice under certain circumstances.

When testing those ethical principles, subsequent work might test the guiding principles at the heart of the NPPA Code of Ethics, statements such as, "Be accurate and comprehensive in the representation of subjects." And "Editing should maintain the

integrity of the photographic images' content and context." Concepts like fairness and accuracy may prove to be better, more measurable, benchmarks than objectivity and truth when examining any modern code of ethics.

Finally, as mentioned in some of the discussions regarding these images, publication may depend on media type. For example, publication of a graphic spot news image may be appropriate attached to a Tweet and may be appropriate in a large, daily metropolitan news publication but may be entirely inappropriate for a community-based publication that covers the same area.

TABLE 1 DIFFERENCE BETWEEN PROFESSIONALS AND COLLEGE PHOTOGRAPHERS REGARDING PUBLICATION OF SPOT NEWS IMAGES
(n=107 college photographers/advisers, n=283 professional)

Question	**t**	**p**	**percentage difference (pros-college)**
Online, huffingtonpost.com ran the image with no alteration. Was this acceptable?	0.63	0.52	2.5
The Philadelphia Inquirer was one of the news publications that chose to crop the image as it was used on page 1 of the April 16 print edition. Was this acceptable?	0.74	0.46	-2.8
In addition, theatlantic.com later added a disclaimer: "[Warning, very graphic]…(Note: An earlier version of this gallery featured this photo with the graphic warning but without the image blurred. We have since decided to blur the subject's face out of his respect for privacy)." Should the website have added this disclaimer?	0.76	0.45	-4.0
Online, huffingtonpost.com ran this image with no alteration. Was this acceptable?	0.45	0.65	1.5

Positive effect size values indicate that the professional photojournalists and editors indicated "Yes" more often than the college photographers.

APPENDIX

The entire survey is still open and accessible at http://www.surveymonkey.com/s/photoethics.

Online, huffingtonpost.com ran the image with no alteration. Was this acceptable? (Photo by Charles Krupa, Associated Press)

College students | 84 percent said yes
College advisers | 84 percent said yes
Professionals | 87 percent said yes

The *Philadelphia Inquirer* was one of the news publications that chose to crop the image as it was used on page 1 of the April 16 print edition. Was this acceptable?

College students | 86 percent said yes
College advisers | 89 percent said yes
Professionals | 86 percent said yes

In addition, theatlantic.com later added a disclaimer: "[Warning, very graphic]…(Note: An earlier version of this gallery featured this photo with the graphic warning but without the image blurred. We have since decided to blur the subject's face out of his respect for privacy)." Should the website have added this disclaimer?

College students | 84 percent said yes
College advisers | 65 percent said yes
Professionals | 69 percent said yes

Online, huffingtonpost.com ran this image with no alteration. Was this acceptable? (Photo by John Tlumacki, The Boston Globe)

College students | 88 percent said yes
College advisers | 93 percent said yes
Professionals | 92 percent said yes

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Campus Media Reflect Changing Information Landscape Amid Strong Efforts to Serve Their Communities

Editor's note: This is the second in a two-part series examining the state of college media advising. The first part discussed the role of the adviser, salary/compensation packages and job status. This part profiles student media operations, including demographics, budgets, financing support, and staffing.

LILLIAN LODGE KOPENHAVER, PH.D.
Florida International University

At no time in the evolution of college student media has change been so rapid or provided so many questions and challenges as today. Nor is any media operation immune from the effects of this change.

Newspapers command the status of the most numerous of campus student media, and, as such, have been affected to a greater extent by the changes in the way we deliver information today, just as professional newspapers have faced growing challenges.

Caroline Little, CEO of the Newspaper Association of America, commented, "Newspapers continue to command a huge audience and remain the most-trusted source of news and information. While that will not change, there has been a key shift in the way information is delivered and audience is engaged" (Little, 2014).

On the college and university level, the web has chronicled a number of papers tackling issues such as a decline in circulation or budget:

A growing number of papers are cutting or considering cutting the number of print editions they publish each week or month. Others are trimming their page sizes or reducing the number of copies or pages produced for each issue. Still others are experimenting with magazine editions, non-content revenue streams, social media schemes, mobile apps and web overhauls. A few papers have dropped print entirely, opting to reboot as online-only outlets (Reimold, 2014).

The quest is to develop a model that is sustainable. On the professional level, "news-

papers' business models have been uprooted by a dramatic decline in print advertising revenue, and news organizations have had trouble making up lost ground with online advertising revenue" (Magaw, 2014).

That has influenced the collegiate press as well: "Now, college papers are following suit, slashing print editions and other expenses to make up for losses in revenue, but also to emphasize the importance of the web to their students as they prepare for jobs in an increasingly multimedia-focused industry that places less of a premium on newsprint" (Magaw, 2014).

However, Western Kentucky University finds that print is "still working." A twice-weekly newspaper, the *Heights Herald*, is trying a new distribution model: "instead of counting on students to pick up papers from racks, members of the staff help hand them out, pointing out what's inside…and it has worked. 'Students take it'…" (Hare, 2014).

Kevin Schwartz, former general manager of the newspaper at the University of North Carolina, "still believes heavily in the power of print for a multitude of reasons…he sees print as the main means for college media to remain solvent." Schwartz says that "dropping print does not save money but rather costs the operation its ability to make money…reducing the number of print issues and pages is death by a thousand cuts, not a righting of the ship" (Reimold, 2014).

Papers at Oklahoma State, Columbia University, Kent State and the University of Akron, among others, announced they are cutting frequency of publication and relying more online. But online revenue is still minimal and not increasing. Schwartz argues that what is "mystifying to him is the failure of many student editors, advisers and publication boards to recognize what seems obvious: Print is still by far college media's main source for advertising revenue" (Reimold, 2014).

This study confirms many of these latter contentions. Even though circulation is down, with some papers printing less frequently and generating less revenue from advertising (only 4 percent of papers have more than $1 million in revenue compared to 9 percent four years ago), there has been no parallel revenue increase generated by online from advertising over the last eight years of tracking online editions. So providing fewer print editions, and increasing an online presence, is not helping the bottom line. The professional press is facing the same situation.

Other campus media are also facing challenges. Yearbooks have fewer pages, and nearly half work with budgets of $10,000 or less. A number of radio and television stations are going online only, though their number and hours of broadcasting have grown. They are also increasingly relying on college and university funding for support. Convergence and consolidation are also having some effect. For example, Texas Christian University has merged its newspaper, magazine and television station into a single operation operating out of one newsroom (Yang, 2014).

Magazines are a brighter spot in the student media universe; they have grown in number, variety and frequency of publication, even with somewhat reduced revenues (two thirds operate on $5,000 or less annually).

METHODOLOGY

This survey is the eighth in a series of similar surveys begun in 1984 and conducted at approximately four-year intervals to this one in 2014. The results have been reported in *College Media Review* to provide longitudinal information on college student media operations.

In the spring of 2014 a 69-question survey was sent via Qualtrics to the 841 active members at that time of the College Media Association. A total of 379 surveys were returned, for a response rate of 45 percent. The survey was designed to solicit responses on a broad range of topics relating to college media advisers and the student media with which they work. The first 31 questions covered topics ranging from the role of the adviser to rank, tenure and compensation packages, and reporting responsibilities for these individuals. The results were reported in the first article in this two-part series.

The subsequent 38 questions of the survey requested demographic, financial and operational information on newspapers, online operations, yearbooks, magazines, and radio and television stations on college and university campuses across the U.S. with the goal of providing a profile of these media. In addition, there was an open-ended question at the end soliciting further comments from respondents.

Media operations represent all 50 states and the District of Columbia, with Illinois topping the list of respondents with 7 percent, followed by Texas with 6 percent, and Pennsylvania, New York, California and Georgia with 5 percent. Frequencies were run on all questions and cross-tabulations carried out on select questions to ascertain current and longitudinal data trends and demographic profiles.

PROFILE OF RESPONDENTS

More than one third (40 percent) of the institutions represented have enrollments of 7,500 or fewer students; one fourth have 7,501 to 15,000; 10 percent have 15,001 to 20,000; 7 percent enroll 20,001 to 25,000; and 17 percent exceed 25,000 students.

The largest group of respondents (37 percent) advise newspapers and online. This is significantly different from 2009 when the largest group (49 percent) advised newspaper only, evidencing the rapid growth of online operations. The next largest group (20 percent) advise all media. That is followed by newspaper only with 17 percent; 6 percent who advise radio and online; 4 percent, newspaper and yearbook; 4 percent, newspaper, yearbook and magazine; 3 percent, radio and TV; 3 percent, yearbook; 3 percent, magazine; and 2 percent each, TV and online only. The broad range of combinations of media advised illustrates just how diverse student media operations are on our campuses and how rapidly they are changing.

In the open-ended section, one adviser noted advising eight specialty magazines and two radio stations. Another lamented, "I am having trouble finding students who are at all interested in the online newspaper…students in the last four years or so have just seemed to lose interest in the online. They often have to be really pushed to even upload stories done for the print version online!"

Another noted, "We are undergoing consolidation, merging journalism program with broadcasting program. Current newspaper will no longer be print beginning in fall of 2014 but will be online." And still another said that the TV station was going online only, that the TV and newspaper staffs have been combined for the past two years and that "this seems to work well for a small school."

PROFILE OF NEWSPAPERS

Newspapers are publishing less frequently in 2014 than in the 2009 survey. The number of dailies has decreased to 12 percent from 16 percent in 2009. There are more weeklies (42 percent) than any other frequency (39 percent in 2009). Nearly one third (31 percent) come out less frequently (27 percent in 2009). Of those publishing several times a

week, numbers are comparable to 2009: twice weekly, 8 percent; three times a week, 2 percent; and four times a week, 5 percent. One adviser in the open-ended section said, "This is the last year we will have a printed newspaper. Next year we are going to online only with a digital/print magazine (new)."

At four-year public colleges, weekly papers are the norm (41 percent), an increase from 37 percent in 2009, followed by 21 percent of dailies, a substantial decrease from 29 percent in 2009; 13 percent come out two days a week. Those publishing less frequently than weekly increased to 12 percent from 6 percent in 2009.

At four-year private institutions, more than half the papers (55 percent) are weekly, a decrease from 61 percent in 2009; they are followed by twice a month and monthly papers, 17 percent each, and two days a week, 4 percent. Only 3 percent are dailies, comparable to 2009.

At two-year public colleges, most newspapers publish monthly (41 percent), an increase from 20 percent in 2009, or twice a month (39 percent), a decrease from 73 percent in 2009. Only 6 percent are weekly, and one is a daily. (See Table 1).

TABLE 1. FREQUENCY OF NEWSPAPER PUBLICATION (IN %)

Frequency	4-year public	4-year private	2-year public
Monthly	6	18	41
Twice a month	6	18	39
Weekly	41	55	18
2 days/week	13	4	0
3 days/week	4	0	0
4 days/week	9	2	0
5 or more days/week	21	3	2

The greater the enrollment of the college or university, the more frequently papers tend to publish. Although dailies are found at all size institutions, 59 percent are at colleges with more than 25,000 students (63 percent in 2009), and only 16 percent are at colleges with enrollments of 15,000 or less, an increase from 7 percent in 2009. Nearly all (78 percent) of the weekly newspapers are found at colleges with 15,000 or fewer students, down from 84 percent in 2009, as are 89 percent of monthly publications. Most (94 percent) of those publishing four days a week, an increase from 88 percent in 2009, and 57 percent of those publishing three days a week, an increase from 40 percent on the last survey, are at institutions with enrollments exceeding 15,000.

Overall, circulation has slightly decreased over the last four years. Half the papers (51 percent) have a circulation of 1,001 to 5,000 copies, followed by 22 percent with 5,001 to 10,000, both comparable to 2009. However, 18 percent print 1,000 or fewer, an increase from 10 percent in 2009. Only 1 percent report more than 15,000, down from 7 percent in 2009. One adviser commented, "Circulation has decreased from about 3,500 to 2,000 over the past 15 years. Advertising revenue has been fairly flat."

At four-year public colleges and universities, nearly half (47 percent) have a circulation of 1,001 to 5,000, an increase from 30 percent in 2009; 11 percent circulate 10,001 to 15,000, and 32 percent, 5,001 to 10,000. In 2009, 10 percent of papers had circulations exceeding 20,000; in 2014, none do.

More than half (54 percent) the papers at four-year private institutions have a circulation of 1,001 to 5,000, a decrease from 66 percent in 2009. Another third publish fewer than 1,000 copies, a substantial increase from 18 percent in 2009, and none exceeds 15,000. At two-year schools, nearly two thirds (60 percent) of public college papers have a circulation of 1,001 to 5,000, a decrease from 80 percent in the last survey. Only one paper prints more than 10,000. In most instances, circulation numbers have decreased (see Table 2).

TABLE 2. NEWSPAPER CIRCULATION (IN %)

Copies Printed	4-year public	4-year private	2-year public
1,000 or fewer	7	33	27
1,001-5,000	47	54	60
5,001-10,000	32	12	11
10,001-15,000	11	1	2
15,001-20,000	3	0	0
20,001 or more	0	0	0

The size of the news hole reported by respondents varies greatly. More than three fourths (78 percent) indicated their news hole was more than half, and more than half (58 percent) responded that it was more than 60 percent. More than one third (39 percent) said it was 66 percent or more. All illustrate higher percentages than in 2009.

At four-year public institutions, most (26 percent) listed their news hole as 66 percent or more, followed by 24 percent with 61-65 percent. At four-year private colleges, news holes are significantly larger, with 59 percent at 66 percent or more, and 14 percent at 61 to 65 percent.

At two-year public schools, news holes are also larger, with nearly half (48 percent) stating that they run 66 percent or more; 15 percent report a news hole of 61-65 percent or more.

ONLINE EDITIONS

Obviously, just as the professional press has realized the increasing importance of an online presence, so has the campus press. In the four years since the 2009 survey, online editions have increased from 87 percent to 97 percent on college and university campuses across the country. Most of the four-year public colleges and the four-year private schools (98 percent each) fall into this category, an increase from 94 and 83 percent, respectively, as do 94 percent of the two-year public schools, an increase from 72 percent in 2009.

Online editions are most frequently (41 percent) updated daily, an increase from 38 percent in 2009. Nearly one third (31 percent) update online editions on the day of publication. A smaller number (9 percent) update several times a week, and 6 percent update weekly. Several indicated the timing was "in flux," or "when students are free," or when new content comes in or news breaks, or "as often as possible." Most respondents (80 percent) indicated that they generate new copy for the online edition that is not in the newspaper.

More than half (54 percent) the online editions have a separate editor. This is more prevalent at four-year private colleges (60 percent) than at four-year public schools (53

percent) and two-year public institutions (45 percent). All figures are comparable to 2009.

Two thirds of the online editions run advertising, a slight increase from 64 percent in 2009. This is more common at four-year public colleges (79 percent) than at their private counterparts (56 percent) or at two-year public schools (41 percent). Both four-year colleges have increased over 2009.

More than three fourths (80 percent) charge extra for ads, up from 77 percent in 2009. This is true at 89 percent of four-year public institutions (83 percent in 2009), 65 percent of four-year private colleges (69 percent in 2009), and 61 percent of two-year public colleges (64 percent in 2009).

Half of those that run advertising in their online editions generate $2,000 or less from this source; 28 percent earn more than $5,000; 10 percent generate $5,001 to $10,000, and 18 percent realize $10,001 or more from advertising. All figures are comparable to 2009 (see Table 3).

TABLE 3. TOTAL ANNUAL ONLINE REVENUE (IN %)

Revenue	4-year public	4-year private	2-year public
Part of newspaper budget	21	51	53
$2,000 or less	30	28	37
$2,001-$3,500	11	4	0
$3,501-$5,000	4	7	0
$5,001-$7,500	6	4	7
$7,501-$10,000	2	3	0
$10,001 or more	26	3	3

In more than one third (35 percent) of the online operations, budgets are included in that of the newspaper. Nearly another third (31 percent) report that annual online budgets are $2,000 or less. Nearly one fourth (22 percent) of online operations have revenues exceeding $5,000, and 15 percent exceed $10,000; nearly all of the latter (91 percent) are at four-year public colleges and universities. At four-year private colleges, more than half (51 percent) of online budgets are part of the newspaper budget; that is true at 53 percent of two-year schools and at 21 percent of four-year public institutions. At the latter, 26 percent have annual budgets exceeding $10,000.

Almost all the newspaper advisers (92 percent) work with the online version as well, a decrease from 95 percent in 2009.

NEWSPAPER REVENUE

Nearly half the campus newspapers (45 percent) have annual revenues of $25,000 or less, a slight decrease from 43 percent in 2009. More than one third (34 percent) report revenues of $10,000 or less, an increase from 29 percent in 2009. Nearly another one third (30 percent) exceed $100,000, a decrease from 36 percent in 2009.

The number of newspapers with annual revenues in excess of $500,000 has decreased to 9 percent from 16 percent in 2009; 4 percent exceed $1 million, a decrease from 9 percent in 2009.

One half of four-year public college newspapers report revenues exceeding $100,000,

a significant decrease from 61 percent in 2009. At four-year private institutions, revenues at that level dropped to 8 percent from 16 percent in 2009. Only two papers at two-year public colleges report revenues exceeding $100,000.

At four-year public institutions, 17 percent report revenues exceeding $500,000, a decrease from 28 percent in 2009; no four-year private colleges exceed a half million dollars, a decrease from 5 percent in 2009.

Of those 12 newspapers reporting revenues of more than $1 million, all (8 percent) are at four-year public schools. In 2009, two were at four-year private colleges, but none report that level in 2014.

A larger number of newspapers with budgets of $10,000 or less are at four-year public colleges (16 percent) in 2014 than in 2009 (8 percent). More than half the papers (52 percent) at four-year private institutions fall into this category, an increase from 44 percent in 2009. Two thirds of papers at four-year private colleges have budgets of $25,000 or less, an increase from 62 percent in the last survey. At their public counterparts, 23 percent have budgets of $25,000 or less, an increase from16 percent in 2009.

At two-year public colleges, nearly two thirds (60 percent) have revenues of $10,000 or less, comparable to 2009. Only four have budgets that exceed $50,000.

All of the newspapers with $1 million or more of revenue are at institutions with more than 25,000 students.

NEWSPAPER REVENUE SOURCES

Nearly all (97 percent) college and university student newspapers have revenue from advertising. Of those running ads, 36 percent receive more than half their revenue from this source, down from 48 percent in 2009.

In fact, 10 percent of papers receive more than 90 percent from advertising, a significant decrease from 22 percent in 2009; 7 percent are totally supported through advertising revenue, a decrease from 10 percent four years ago. Only 20 percent receive 10 percent or less of their revenues from ads, down from 12 percent in 2009.

More than half (52 percent) the papers at four-year public colleges receive more than half their revenue from advertising, a substantial decrease from 65 percent in 2009. At four-year private institutions, that percentage has fallen sharply to 16 percent from 32 percent in 2009. At two-year public institutions, 24 percent fall into this category, a significant increase from 13 percent in 2009.

Fewer newspapers (15 percent) are funded more than 80 percent by advertising than in 2009 (33 percent). Those numbers include 24 percent of papers at four-year public colleges, down significantly from 46 percent in 2009, and 7 percent at four-year private schools, a substantial decrease from 26 percent in 2009. Additionally, 12 percent of papers at the former (up from 11 percent in 2009) and 3 percent of those at the latter (down from 13 percent in 2009) are totally funded by advertising revenue. Only one two-year college paper is funded more than 80 percent by advertising, comparable to the last survey.

One adviser noted, "In the past, staff salaries were funded by ad revenue. However, ad revenues no longer are sufficient and this year student government helped cover the shortfall. For next year, the paper staff is taking a 65 percent cut in pay."

Nearly half (46 percent) the college papers are funded by student activity fees, comparable to 2009. More than half of those (54 percent) receive more than half their revenue from this source, the same as in 2009; one forth receive more than 80 percent from these fees, comparable to 2009, while 17 percent are funded in excess of 90 percent, an

increase from 11 percent, and 10 percent are funded totally in this manner, an increase from 7 percent in the last survey.

Of these papers, more than two thirds (69 percent) at four-year private colleges receive more than half their revenue from student activity fees, a sizable decrease from 80 percent in 2009. Four-year public colleges rank next with 49 percent, a significant increase from 34 percent in 2009, while two-year public schools have the least, with 46 percent receiving more than half their revenue from this source, a sharp decrease from 87 percent in 2009.

Nearly one third (31 percent) of the two-year public colleges receiving student activity fees secure more than 80 percent of their budgets from this source, a decrease from 47 percent in 2009; so do 45 percent of four-year private institutions, comparable to 2009, and 15 percent of four-year public schools, an increase from 9 percent in 2009. Those funded totally by student activity fees include 8 percent of two-year public schools (a decrease from 13 percent in 2009), 19 percent of four-year private colleges (an increase from 15 percent in 2009), and 7 percent of four-year public institutions, a significant decrease from 21 percent in the last survey.

Another significant source of revenue for newspapers is general college and university funds; 39 percent of papers are funded by this source, a significant increase from 25 percent in 2009. Of these, two thirds receive more than half their revenue from these funds, the same as 2009. More than one third (42 percent) receive more than 80 percent of their revenue from college funding, an increase from 37 percent four years ago, and 21 percent are totally funded in this manner, the same as 2009.

College and university funding provides more than half the budgets of papers as follows: four-year private institutions, 82 percent (the same as the last survey); two-year public colleges, 67 percent (down from 83 percent in 2009); and four-year public schools, 41 percent (an increase from 29 percent in 2009). Of those funded more than 80 percent in this manner, 58 percent are at four-year private colleges (an increase from 47 percent in 2009); 45 percent at two-year public schools (a decrease from half); and 15 percent at four-year public institutions (the same as 2009). Nearly one third of the papers at two-year public schools are totally funded by these fees, as are 24 percent of those at four-year private colleges and two papers at four-year public institutions. All are increases from the last survey.

Subscription sales are minimal as a source of revenue; 7 percent of papers report this funding, a decrease from 17 percent in 2009. Of the colleges that sell subscriptions, 85 percent report it as 10 percent or less of revenue.

Very few newspapers receive student government funding, only 11 percent, up from 9 percent. Of these 18 papers, 56 percent report it as more than half their income, eight more papers than in 2009. Twelve papers report student government funding of more than 80 percent, up from two, and three papers, all at four-year private colleges, are totally funded by student governments.

One other source of income listed for nine schools, up from four in 2009, is commercial printing and production jobs, all generating less than 40 percent from this source. Finally, six schools, five of which are at four-year public colleges, list investment income as a source of revenue, all 10 percent or less (See Table 4).

TABLE 4. SOURCES OF NEWSPAPER REVENUE (IN %)

Percentage	Advertising	Student activity fees	Student government	General college/ university funds	Subscriptions
0 - 10	20	9	13	9	85
11 - 20	11	7	13	9	5
21 - 30	9	10	9	4	0
31 - 40	13	9	6	7	5
41 - 50	10	9	3	6	0
51 - 60	6	11	3	6	0
61 - 70	6	9	3	6	0
71 - 80	9	9	13	13	0
81 - 90	5	8	22	12	0
91 - 99	3	7	6	9	0
100	7	10	9	21	0

Percentages are those that do receive this type of funding and are rounded to the nearest whole number so may not total 100 percent in all instances.

PROFILE OF YEARBOOKS

More than two thirds of yearbooks have 300 or fewer pages, an increase from 58 percent in 2009; only one book at a four-year public college has more than 500. At four-year private colleges, 8 percent of books exceed 400 pages, as do 7 percent of those at four-year public colleges.

The typical four-year public college book has 201 to 400 pages (67 percent), a decrease from 78 percent in 2009. The typical four-year private school yearbook has the same number of pages (71 percent), and is larger than in 2009 when the typical book had 101-300 pages (64 percent). (See Table 5). Only two two-year public colleges reported having a yearbook, one with fewer than 100 pages and one with 301-400 pages.

TABLE 5. NUMBER OF YEARBOOK PAGES (IN %)

Number of pages	4-year public	4-year private
Fewer than 100	14	4
101 - 200	10	17
201 - 300	41	50
301 - 400	26	21
401 - 500	7	8
501 - 600	2	0

Only 8 percent of schools do a CD-ROM yearbook, a decrease from 9 percent in 2009; half are at four-year public colleges and the other half at four-year private schools. Of those colleges that do a CD-ROM, nearly all (80 percent) do it in addition to the regular yearbook, an increase from two thirds in 2009. In the open-ended section, one adviser commented, “Our yearbook is no longer produced by us but is an on demand purchase.

We supply the core book and students have an option to add 10 pages of their own photos, and they purchase their own customized book on line from Custom Yearbooks, Inc."

More than half (58 percent) the college yearbooks have a fall delivery, comparable to 2009. At four-year public colleges, more than half (52 percent) deliver in fall, as do 71 percent of four-year private colleges.

YEARBOOK REVENUE

Yearbook revenues across the board have significantly decreased from 2009. Nearly three fourths (73 percent) of the college yearbooks have annual revenues of $50,000 or less, a significant increase from 51 percent in 2009. More than one half (56 percent) operate on $25,000 or less, a substantial increase from 35 percent four years ago, and 40 percent operate on budgets of $10,000 or less, an increase from 28 percent in 2009. Only 11 percent have more than $100,000, a decrease from 21 percent on the last survey.

In 2009, 27 percent of four-year public college yearbooks had budgets ranging from $100,001 to $300,000; in 2014, only 9 percent have that level, a substantial decrease. At four-year private schools, 9 percent of yearbooks operate at that level, a decrease from 14 percent in 2009. More than half the four-year private college books (56 percent) have revenues of $10,000 or less, and more than half (54 percent) the four-year public college books, double the percentage of 2009, have revenues of $25,000 or less. One four-year private college book has a budget of $300,001-$500,000 annually.

YEARBOOK REVENUE SOURCES

The two most substantial sources of revenue for college yearbooks continue to be student activity fees (51 percent) and sales of books (32 percent).

Student activity fees as a major source of income have decreased slightly to 51 percent from 56 percent in 2009. More than three fourths of books (78 percent) that rely on these fees receive more than half their revenue from this source, an increase from 73 percent in the last survey; more than half (58 percent) are funded more than 80 percent by activity fees, the same as 2009.

Nearly three fourths (72 percent) of the yearbooks at four-year public colleges, an increase from 69 percent in 2009, and 82 percent of those at four-year private schools, an increase from 77 percent in 2009, receive more than half their revenue from student activity fees. Those funded more than 80 percent include half of the four-year public college books, less than 54 percent, and 65 percent of those at four-year private schools, a slight increase from 62 percent in 2009.

Nearly half (46 percent) the college yearbooks are fully funded by student activity fees. That is true of 44 percent of those at four-year public colleges, an increase from 39 percent in 2009, and 47 percent of those at four-year private institutions, a decrease from 62 percent in the last survey.

Sales of books as a revenue source have decreased substantially from 49 percent in 2009 to 29 percent in 2014. Nearly half (45 percent) the books that rely on sales as a revenue source receive more than half their budget from this source, an increase from 41 percent in 2009, and three books are funded more than 80 percent from sales. Of these, nearly half (47 percent) the four-year public college yearbooks, an increase from 43 percent in 2009, and 40 percent of those at four-year private schools receive more than half their funding from sales, a slight increase from 38 percent. One book at a four-year public college is totally funded from sales.

Nearly half (47 percent) the college yearbooks report advertising sales, a decrease from 62 percent in 2009. That includes 48 percent of four-year public college yearbooks and 43 percent of those at four-year private schools. Only one book at a four-year public college received more than 50 percent of revenue from ads, and that was at the 81-90 percent level, comparable to 2009.

General college and university funding for yearbooks has declined to 18 percent from 20 percent in 2009; of those relying on this type of funding, half receive half their revenue from this source, a decrease from 56 percent four years ago: in fact, half receive more than 80 percent of their funding from general college money, a increase from 44 percent in 2009. Half of both the four-year private college books and those at four-year public schools receive more than half their revenue from the college or university. One fourth of the books at both four-year public and four-year private colleges are totally funded by the college or university.

Sales of pages provide revenue for 9 percent of the nation's yearbooks, a decrease from 11 percent in 2009; all books report less than 20 percent of their income from this source. Four books report minimal revenue from portrait sales and photo contracts. Student governments fund two books; one at a four-year public school receives total funding from this source, and one at a four-year private college receives more than 80 percent from student government.

PROFILE OF MAGAZINES

Nearly half (45 percent) the magazines on U.S. college campuses are general interest in nature, a significant increase from 21 percent in 2009 and a change from four years ago when most were literary (40 percent); those have decreased to 14 percent in this survey. Other types include art/literary (24 percent), an increase from 15 percent in 2009, and news magazines (2 percent), a decrease from 10 percent four years ago. Others listed with one or two each include new student, alumni (produced by students), orientation, regional and travel. One adviser works with general interest, literary, orientation and housing; another with an online e-zine, literary magazine and cultural/news journal. Several noted that they advise multiple magazines. The great diversity in types and numbers advised continues in this survey.

In 2009 the majority of magazines at all four-year colleges were literary, a substantial sea change to 2014, when general interest are overwhelmingly the publication of choice on campus. Nearly two-thirds (65 percent) of the magazines at four-year private colleges are general interest, an increase from one third in 2009, followed by art/literary at 22 percent and literary at 4 percent, the latter down from 44 percent four years ago. At four-year public colleges, 40 percent are general interest, up from 8 percent in 2009. Art/literary magazines rank next in number at four-year public schools with 23 percent, an increase from 18 percent in 2009, and 3 percent are news magazines.

At two-year public schools, most are art/literary magazines (40 percent), an increase from 2 percent on the last survey. Nearly one third (30 percent) are general interest in nature, a decrease from half in 2009.

The frequency of magazine publication has slightly increased. More than one third (38 percent) of campus magazines are published two to three times a year, an increase from 34 percent in 2009. Slightly more than one third (35 percent) publish a single annual issue, comparable to four years ago. Magazines coming out four to five times a year increased to 15 percent from 11 percent in 2009; nine magazines (9 percent) are issued six to eight times annually, an increase of three magazines from 2009, and two publish

nine or more, half that of the last survey.

At four-year public colleges, most (40 percent) publish two to three issues a year, comparable to 2009, followed by one third which publish one annually, an increase from 25 percent in 2009; 16 percent publish four to five, 9 percent issue six to eight, and one distributes nine or more.

More than one third (38 percent) of the magazines at four-year private schools are issued two to three times a year, a substantial increase from 22 percent in 2009. One fourth publish one a year, a decrease from 44 percent in 2009; one fourth are published four to five times a year, an increase from 4 percent in 2009, while 2 percent publish six to eight, and one, nine or more.

Nearly three fourths (70 percent) of the magazines at two-year public institutions are published annually, an increase from two thirds in 2009. The other 30 percent publish two to three issues a year, an increase from one third in 2009. (See Table 6).

TABLE 6. NUMBER OF ISSUES OF MAGAZINE (IN %)

Number of issues	4-year public	4-year private	2-year public
1	33	25	70
2 - 3	40	38	30
4 - 5	16	21	0
6 - 8	9	13	0
9 or more	2	4	0

The data show magazines having slightly more pages, with 28 percent running 17 to 32, the same as 2009, 35 percent having 49 or more, an increase from 32 percent in 2009, and 28 percent printing 33 to 48, fewer than 32 percent in 2009. Only 10 percent print 16 or fewer pages, an increase from 5 percent in the last survey.

At four-year public colleges, the percentages of pages are relatively evenly divided, similar to 2009; 29 percent of magazines have 33 to 49 pages, 32 percent run 17 to 32, and 32 percent, 49 or more. At their private counterparts, magazines with 33 to 48 pages (32 percent) and with 49 or more (32 percent) are more common; 18 percent publish 17 to 32 pages, all comparable to 2009. At two-year public schools, 60 percent run 49 or more; 30 percent have 17-32 pages, and 10 percent, 33-48.

More than one third (37 percent) of the colleges and universities publish web magazines, a decrease from half in 2009. They are more common at four-year public institutions (41 percent), a decrease from 55 percent in the last survey. At two-year public colleges, 18 percent have web magazines, down slightly from 20 percent, and at four-year private schools, 36 percent do, a significant decrease from half in 2009.

Of having web magazines, 73 percent at four-year public schools report that they are online versions of the present publication; in 2009, in contrast, 68 percent were new creations. Two thirds of the two-year public college online magazines are versions of the print publication, as are more than three fourths (79 percent) of those at four-year private institutions, a decrease from 100 percent four years ago.

MAGAZINE REVENUE

Magazine revenue has decreased on many levels in 2014. Nearly two thirds of the magazines (65 percent) report annual budgets of $5,000 or less, a substantial increase

from 48 percent in 2009. Another 10 percent have revenues of $5,001 to $10,000, and 12 percent, $10,001 to $20,000. Only 12 percent have revenues exceeding $20,000, a significant decrease from 23 percent in 2009, and 2 percent have more than $50,000.

At public four-year colleges, 16 percent of magazine budgets exceed $20,000 annually, a substantial decrease from 25 percent in 2009; 9 percent have budgets of more than $30,000, a decrease from 13 percent in 2009. Two report annual revenues of more than $50,000, up from one four years ago, and 60 percent report $5,000 or less. One two-year public college magazine reported a budget of $10,001-$20,000, similar to 2009.

At four-year private colleges, nearly two thirds (63 percent) have budgets of $5,000 or less, comparable to 2009. Two have budgets of $20,001-$30,000 (See Table 7).

MAGAZINE REVENUE SOURCES

Student activity fees are still the primary funding source for campus magazines (51 percent), a decrease from 60 percent in the last survey. Of those receiving revenue from this source, 89 percent receive half or more, a decrease from 100 percent in 2009, and three fourths are funded more than 80 percent, the same as 2009. In fact, 63 percent are totally funded by student activity fees.

All the two-year public college magazines funded by these fees are totally paid for in this manner, a significant increase from two thirds in 2009, as are 55 percent of those at four-year public colleges, an increase from 52 percent in 2009, and all of those at four-year private schools, a significant increase from one third in 2009.

Nearly half (48 percent) of the college magazines carry advertising, less than 51 percent in 2009; of those, 21 percent are totally funded by ads, an increase from 13 percent four years ago. At four-year public colleges, one third of magazines that take ads receive more than half their revenue from this source, a decrease from 41 percent in 2009, while 23 percent are totally funded through advertising, a sharp increase from 12 percent in 2009. At four-year private colleges, 43 percent of those running advertising are funded more than half, an increase from one magazine in 2009.

Nearly one quarter (23 percent) of college magazines receive revenue from general college and university funds, a slight increase from 21 percent in 2009. Of those, 82 percent receive more than half their budget from these funds, a significant increase from 40 percent in 2009; 40 percent also receive more than 80 percent from this source, the same as 2009, and 59 percent are totally funded in this manner, a substantial increase from 30 percent in the last survey. Of those receiving these fees, half at two-year public colleges, three fourths at four-year public colleges and 58 percent at four-year private schools are totally subsidized in this manner.

Donations and fund-raising provide support for 7 percent of magazines, ranging from 11-20 percent to 100 percent; the latter is at a four-year public college. Three magazines receive student government funding, with one at a four-year private college funded at 100 percent. Two magazines receive some revenue from sales, none more than half.

PROFILE OF RADIO

More than half the campus radio stations (58 percent) have between 100 and 3,000 watts of power, an increase from 53 percent in 2009. This includes 64 percent of four-year private schools, up from 77 percent in 2009, one third of two-year public colleges, down from two thirds in 2009, and 64 percent of four-year public institutions, up significantly from 40 percent four years ago. Another 20 percent have between 3,001 and 50,000

watts, a decrease from 28 percent in 2009. This includes one fourth of four-year public colleges, down from 37 percent in 2009, and 18 percent of four-year private schools, a slight increase from 15 percent in 2009. One station at a two-year public college has 50,001-100,000 watts.

Twenty percent operate on carrier current, up from 15 percent in 2009; half of the two-year public schools, 17 percent of four-year public colleges and 18 percent of four-year private institutions fall into this category.

Most (85 percent) of the stations are on the air 19 to 24 hours a day, an increase from 80 percent in 2009. That includes 83 percent of four-year public stations, up from 77 percent in the last survey; 85 percent of those at four-year private schools, down slightly from 88 percent; and all of those at two-year public colleges, an increase from 76 percent in 2009. Another 7 percent broadcast 13 to 18 hours a day, a decrease from 15 percent four years ago; they are found at 6 percent of four-year private colleges, a decrease from 17 percent in 2009, and 6 percent of four-year public institutions, a decrease from 12 percent in the last survey. Only four stations are on the air 7 to 12 hours, one more than 2009.

Another 14 percent state that their radio station is Internet only, an indication of just how fast student media are changing when no stations were transmitting in this manner four years ago.

One adviser in the open-ended section said, “The 24 hours radio and TV are on the air are not all student-produced programming. The radio station has students on air from roughly 8-midnight and overnight runs automation.”

RADIO REVENUE

Radio revenues have headed significantly downward since 2009. Nearly two thirds (65 percent) of the campus stations have annual revenues of $10,000 or less, an increase from 44 percent in 2009. This is true of two thirds of the four-year private college stations, an increase from 44 percent in 2009; 86 percent of those at two-year public institutions, a significant increase from one third four years ago; and 62 percent of those at four-year public schools, an increase from 46 percent in 2009.

On the other end of the scale, more than three fourths (78 percent) of the campus stations receive $30,000 or less annually, an increase from 51 percent in 2009, and15 percent receive more than $50,000 in annual revenue, a significant decrease from 32 percent in 2009. That includes 17 percent of stations at four-year public colleges, down from 37 percent in 2009, and 10 percent of those at four-year private institutions, down from 25 percent in 2009 (see Table 7).

RADIO REVENUE SOURCES

General college and university funds are the largest source of revenue for radio stations (43 percent), an increase from 39 percent in 2009. A majority of stations that receive these funds (86 percent) secure more than half from this source, up from two thirds on the last survey, and 86 percent receive more than 80 percent, up from 57 percent in 2009. Nearly two thirds (63 percent) are totally funded in this manner, a significant increase from 29 percent in 2009. The latter includes 71 percent of the stations at four-year private schools, an increase from half on the last survey; 83 percent at two-year public institutions, an increase from half in 2009; and 30 percent of those at four-year public college, when none were reported in 2009. Those receiving these funds that receive more than half their revenue from the college include 88 percent of four-

year private institutions, 70 percent of four-year public colleges and all the two-year public schools.

Student activity fees are a close second as a source of revenue for radio stations (42 percent), a significant decrease from 57 percent in 2009, when it was the largest source of revenue. A majority (88 percent) of the operations that receive money from this source secure more than half their revenue from these fees, up from 77 percent in 2009. More than three fourths (77 percent) are funded more than 80 percent from these fees, a significant increase from 36 percent in 2009, and 44 percent, up from 19 percent, receive 100 percent of their funding from student activity fees. The latter includes 60 percent of those at four-year private schools, a significant increase from 13 percent, and 41 percent of four-year public school stations, an increase from 22 percent in 2009.

More than one fourth (28 percent) of the stations receive revenue from advertising, a significant decrease from 54 percent in 2009; half are funded 10 percent or less from ads. Only one station at a four-year private college is funded more than half by ads, the same as 2009.

Student government is the smallest funding source, with 13 percent receiving such support, a decrease from 20 percent in 2009. A majority (84 percent) of the radio stations receiving these funds are supported more than half in this manner, an increase from 55 percent in 2009, while 59 percent receive more than 80 percent of their budget from student government, down from 36 percent on the last survey. One fourth of these are totally supported by student government. That includes one at a four-year public college and half of those at four-year private institutions.

More than one fourth (26 percent) of radio stations list underwriting, fundraising, donations, rental of space on tower, grants, pledge drives and mobile DJ services as funding sources, a decrease from 41 percent in 2009. Nearly all (88 percent) receive half or less of their revenue from these sources, and more than half (58 percent) receive 10 percent or less. One station at a four-year public college receives 81-90 percent from these areas, and 29 percent at four-year private schools receive 51-70 percent from these sources.

PROFILE OF TELEVISION

Of the 55 campus television stations represented, an increase from 28 in 2009, nearly all (98 percent) are cable, an increase from 89 percent in 2009; one is UHF. In the open-ended section, a number of advisers indicated that their stations are now on the Internet or will be in the near future.

More than half (53 percent) the television stations broadcast 12 or fewer hours a day, an increase from 46 percent in 2009; most of those (49 percent), are on the air 1 to 6 hours, an increase from 43 percent on the last survey. Conversely, 47 percent broadcast 19 to 24 hours a day, an increase from 43 percent in 2009.

At four-year public schools, 1 to 6 hours a day is the norm (55 percent), an increase from 47 percent in the last survey; at four-year private colleges it is 19 to 24 hours (52 percent), a decrease from 63 percent in 2009. Most (80 percent) of the stations at two-year public institutions broadcast 19 to 24 hours a day, a change from 2009 when the only one station at this type of college was on the air 1-6 hours.

As to format, an adviser added, "Until last year, our TV station operated on a closed circuit on campus, with an online presence. This year the residence halls stopped offering cable—because of students' changing viewing habits—and the TV station moved entirely online." Another adviser faced a similar situation because of the loss of cable

in residence halls and commented, "Today we operate the same amount of content online. However, we've gone from being 'on' 24 hours a day on multiple channels to being on-demand and online."

TELEVISION REVENUE

Half (51 percent) the television stations operate on $5,000 or less in annual revenue, an increase from 41 percent in 2009. That includes half those at two-year public schools, 46 percent of stations at four-year private colleges, an increase from 43 percent in 2009, and 54 percent of those at four-year public institutions, up from 37 percent in 2009.

Nearly three fourths of television stations (72 percent) receive $30,000 or less annually, an increase from 63 percent in 2009, while 19 percent have more than $50,000 in revenue, a decrease from 26 percent on the last survey. Of the latter stations, 20 percent are at four-year public colleges, 13 percent at four-year private colleges and 38 percent at two-year public schools (See Table 7).

TELEVISION REVENUE SOURCES

General college and university funds are the main source of revenue for campus television stations, with 45 percent of funding coming from this source, an increase from 41 percent in 2009. Of those that receive these funds, only one school receives less than 50 percent from this source. Most (80 percent) campus television stations are totally supported by the college or university, a substantial increase from 46 percent in 2009. This includes all the stations at four-year and two-year public colleges, and most (81 percent) of those at four-year private schools. In fact, all those at both two-year and four-year public institutions that receive these funds are totally funded in this manner, as are more than two thirds (69 percent) of those at four-year private universities.

The next prime source of revenue is student activity fees, which support 31 percent of the stations, a substantial decrease from 47 percent in 2009, when these fees were the major source of revenue for television. All are funded more than 80 percent from this source, and 71 percent are totally supported in this manner. Of the latter, nearly two thirds (64 percent) at four-year public colleges, a substantial increase from 37 percent in 2009, and all of those at four-year private colleges, an increase from two thirds in 2009, receive 100 percent from this source. No two-year school receives student activity fee funding.

Only 16 percent of the stations receive advertising revenue, a substantial decrease from 37 percent in 2009; at all of these operations but one, the amount is 20 percent or less.

Seven stations (13 percent) have student government funding, an increase of two from 2009. Three are totally supported from this source. One station at a four-year public school and two at four-year private colleges are totally funded by the student government. Several stations list pledges, underwriting and donations as minor sources of revenue, 10 percent or less.

TABLE 7. ANNUAL REVENUE FOR COLLEGE AND UNIVERSITY MEDIA OPERATIONS (IN %)

Revenue	Newspapers	Yearbooks
0 - $10,000	34	40
$10,001 - 25,000	11	16
$25,001 - 50,000	15	17
$50,001 - 100,000	10	17
$100,001 - 300,000	16	9
$300,001 - 500,000	5	2
$500,001 - 1,000,000	5	0
$1,000,001 or more	4	0

Revenue	Magazines	Radio	Television
0 - $5,000	65	52	51
$5,001 - 10,000	10	13	16
$10,001 - 20,000	13	9	3
$20,001 - 30,000	7	3	1
$30,001 - 50,000	3	9	9
$50,001 or more	2	13	19

CONCLUSIONS

With the rapidly changing broadcast landscape, a number of radio and television advisers described scenarios on their campuses that did not fit into the questions on the survey. This rapid change is indicative of all campus student media and provides a snapshot of the challenges advisers and the students who work with them face.

The 2009 survey concluded that many of the gains in media operations, especially newspapers, in previous years were lost. In 2014, we see some of the same conclusions. A profile of college and university student media operations is one of diversity and cautious experimentation. But there are still some constants.

The small weekly newspaper operation is still the norm, with a circulation of 1,001-5,000, and the added value, in almost all cases, of an online presence that is updated daily with new content. The number of dailies has decreased from 16 to 12 percent in the last four years. Advertising is still the largest funding source for newspapers, even at the decreased level reported in this survey, while college and university funding has substantially increased to fill the void. Funding for online operations remains minimal, less than $2,000 annually, comparable to four years ago.

Yearbooks have seen a decline in budgets as well. The typical book is 300 or fewer pages, with 40 percent reporting a budget of $10,000 or less. Sales have significantly decreased as a source of revenue, while student activities fees provide the main support for this publication.

General interest magazines are the norm on campus, with increasingly more putting the print publication online as well. Frequency of publication has increased to two to three a year, and the number of pages has grown to 49 or more. However, more than three fourths have budgets of $5,000 or less annually, and support from student activities fees has decreased.

Even though a number of radio and television stations are moving online, the typical radio operation still reports 100 to 3,000 watts of power, broadcasts 19 to 24 hours a day, and has revenues of $10,000 or less a year. The norm for television stations is a cable operation broadcasting 17 to 24 hours a day, with an annual budget of $5,000 or less. Both radio and television operations are increasingly being financed by college and university funding, many at 100 percent.

The numbers of student media operations are stable, even with decreased funding. Change will continue to bring challenges, but also opportunities that have to be weighed carefully so that it does not become "change for change sake." Little warns that "one of the biggest mistakes leaders in any industry could make today is eschewing one platform for another, trendier medium without considering how they complement each other" (Little, 2014).

The same is true for campus media.

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Campus Readership Habits

Do College Students Want to See Political News in Their Newspaper?

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The future of print newspapers is a topic for discussion due to declining circulation numbers over time, as online news consumption rose sharply in recent years, coupled with the costs and technological challenges of the rapid advance of the mobile era (Sasseen, Olmstead, & Mitchell, 2013). Some publishers have decreased their fulltime staff, while larger papers have eliminated bureaus in hot news zones. Several daily newspapers with high circulation numbers in one Southern state (Alabama) have in fact reduced their publication frequency, eliminating at least one day and as many as four days. *The Anniston Star* no longer prints a Monday edition, while the *Huntsville Times* and *Birmingham News* have eliminated their Monday, Tuesday, Thursday, and Saturday print editions. Those who work with students in college media are challenged by survey findings that indicate the job market for 2013 communication graduates seeking employment has "stalled," unfavorable findings recruitment-wise for programs in general (Becker, Vlad, & Simpson, 2014, 1).

University newspapers have also been affected by economic conditions and socio-cultural changes as well (Craven, 2013). Educational revenue is unpredictable and undependable, particularly in southern states like Alabama that practice "proration," the process of making mid-year budget cuts (Public Education in Alabama After Desegregation). States are spending about 28 percent less on higher education than they did in 2008, with Alabama spending 39.8 percent less per student (6th highest cut) over the past six fiscal years: FY08 to FY13 (Oliff, Johnson, & Leachman, 2013). These conditions are prompting student media advisers nation-wide to explore ways to make ends meet and maintain circulation numbers.

The current study examines a campus newspaper that has experienced approximately a 40 percent reduction in perceived readership, based upon papers left in the eight distribution bins across campus, over the past four years. Study participants (N=241) are students surveyed within courses at a smaller southeastern public university of approximately 9,000 students at that time. The student media are managed in a way that allows the newspaper editor to independently make decisions with regard to content. The university setting is a "college town," one where a majority of

local residents work for the university. From a socio-economic standpoint, local school calendars mirror the university's, and businesses experience "down time" during the spring and summer break(s). The content of the campus newspaper does not focus on community news, and it is not published during the summer terms.

The rising popularity of social media, particularly amongst teenagers and young adults, has led to considerable research of how managing editors might spark readership interest, perhaps through social networking sites, online features or digital editions. The focus of this research, however, is more concerned with the typical student's overall perception of the newspaper and its possible usefulness as a resource, whether it be print or online. Also of interest is whether university students at a midsize university in a more rural media market perceive their own campus newspaper as their preferred source for political and community news.

LITERATURE REVIEW

The financial outlook for colleges and universities is a continued decrease in allocations, particularly those that are dependent on public revenue (Majumdar, 2014). Many newspapers are entirely student run and produced independently from course credit, which also separates them from fulfilling a direct educational purpose. From a budgetary standpoint, because no tuition revenue has been earned (from the existence of a course), there is less justification for university funding. While most campus newspapers seek to be financially independent from their universities to preserve the student paper's independent editorial voice, they often do not generate enough revenue to cover their publication costs. However, it is rare to find a campus newspaper that charges students for print editions.

Most student newspapers (approximately 95 percent) have needed university aid to keep publishing "amid the economic pressures that have hammered the newspaper industry" (Otto, 2014). There has been pressure on campus newspapers to consider various strategies for cutbacks, with the transition from print (hard copy) to electronic (digital file) seen the mainstay of most efforts to save money. Many universities have in fact considered the viability of the campus newspaper in print form, particularly in light of the cost savings associated with the alternative means of online-only distribution; the university studied in this research has already adapted production of its yearbook, making it available only electronically.

Student interest in reading newspapers

Both campus newspapers and the newspaper industries have a common desire to provide content that their target audience will read on a regular basis, which will increase advertising revenue as circulation numbers rise. In an article in *USA Today* in 2013, Kaz Komolafe, editor of the *Cavalier Daily*, asserts less interest in the print editions on the part of student readers has made things harder financially. Student media adviser Hillary Warren (Otterbein University) notes that bigger college papers must protect advertising revenue from the print edition, as their operating budget is amassed solely through advertising (Craven, 2013).

Depending on the size of the institution and its local media market, campus newspapers usually target their own faculty, staff, alumni, and students, while serving the young adult market demographic. Some papers, particularly those with daily editions, will cover a broader range of news topics that might interest local residents as well. A number of previous studies (e.g. Barnhurst & Wartella, 1998; Diddi & LaRose, 2006;

Lewis, 2008) have explored whether members of the young adult generation, college-age students for the purpose of the current study, represent a promising market for newspapers to pursue, focusing particularly on the demographics of student readers.

Student tendency to read newspapers

A study by Barnhurst and Wartella (1991) found that the college students' subjective experience of newspapers characterized it as a factual yet boring source for citizens, containing information that they perceive unrelated to their lives. The regular consumption or use of newspapers was identified as part of a ritual for young adults, something many do because they were introduced to the practice as children. That study was undertaken before the invention of the World Wide Web, at a time when the Internet was not an option for attaining news information. A later study was undertaken when young adults were able to use dial-up Internet service to attain their news information, with access primarily provided by America Online. A young adult sample in Schlagheck (1998) indicated the majority (68.4 percent) had read a newspaper within the past week, with 49.4 percent responding that they have used the computer to access information.

RQ1: Demographically speaking, what type of college student is more likely to read the newspaper?

One focus group of 12 college students in Nevada revealed they rarely read newspapers or books, while their interests varied from music to personal technology use. When asked what gets their attention when they do seek out news, a few females respondents indicated they don't usually read newspapers and aren't interested in anything that doesn't directly affect them; one male responded he goes online for all his news, particularly information related to technology (*Chronicle of Higher Education*, 2007). A study by Burgess and Jones (2010) found that males read newspapers more often than females, while females prefer to read books for fun and magazines more than their counterparts. Males were more likely to read a section of the newspaper, but not necessarily any more likely to read an entire page or even a complete article. Different perceptions for reading (or not) between gender were found, with being too tired or lacking the time the typical response for not reading amongst females. Their male counterparts, on the other hand, indicated lack of interest as the key non-motivational factor, or that the content was too boring. For the current study, both the campus and local newspapers included in the survey have a heavy focus on sports and in particular football, but both contain content related to the university (that might affect or interest students). This set of circumstances suggests that gender will not be a defining variable of difference, readership-wise, in the current study.

H1: There will be no significance difference between genders, with respect to readership of both the campus and local newspapers.

Campus versus local newspaper

There have been numerous older studies by uses and gratifications researchers (e.g. O'Keefe & Spetnagel, 1973; Henke, 1985; Vincent & Basil, 1997; Parker & Plank, 2000) that have explored why people select certain news media sources over others. A study by Collins (2004) surveyed students to find that high satisfaction with the campus news-

paper isn't necessarily related to devoted readership, with the majority of students (most with high satisfaction) reading no more than one in every four issues (24). When searching for predictors of newspaper readership, age and year in school were positively correlated among undergraduates. Ethnicity was also found to be a relevant factor, with Hispanic and black students reporting higher newspaper exposure than white students. A study by Armstrong and Collins (2009) looked at credibility differences between both campus and local newspapers perceived by young adults. What they found was that whites find both campus and local newspapers more credible than non-whites, defined by blacks and Hispanics in their study (106). Blacks were found to have lower perceptions of newspaper credibility than both white or Hispanic readers (109). Their findings for race were more statistically significant for the local newspapers, which prompted interest in addressing race in the current study. A positive correlation between exposure and perceived credibility was also noted.

H2: Race will be a significant determining factor for campus and local newspaper readership.

The significant finding by Armstrong and Collins (2009) was a lack of difference in the credibility rating from young adults between local and college newspapers. The local paper was the *Gainesville Sun*, which targets college students and employs student writers to engage readers. The college newspaper used for comparison was a largely circulated daily at a larger university (*Alligator*, University of Florida) with similar target demographics. Despite this finding of comparable credibility from a young adult readership at the University of Florida, a different survey study by these same authors notes that Florida students prefer the campus newspaper (107). Collins and Armstrong (2008) found that more students indicated reading the Independent Florida Alligator at least four days a week than those who read the *Gainesville Sun* even once a week (77). Both were free editions for the Florida students, available five days per week with the circulation of either newspaper close to 40,000.

RQ2: Do college students consider their campus newspaper or other local newspapers as a preferred source for political news information, as opposed to other traditional or online media?

PRINT NEWSPAPERS VERSUS ONLINE SOURCES

The technological innovation of smart technology as it might affect media behavior, in particular the introduction of the iPhone in 2007 by Apple Inc., provides an alternative method for students to acquire online news. Consumers are increasingly turning to online sources to acquire information (Cravens, 2013), with the growing popularity of smartphones fueling this trend (Asymco.com). The iPhone exploded in popularity in 2008 once the iPhone 3G was released with a more affordable $200 price tag (Chen, 2009). With the current generation of college students, the assumption can be made that they have access to online news sources, either through their own personal devices or school computers.

Media behavior studies that research newspaper consumption from 2008 forward (iPhone explosion) often focus on college students, members of the young-adult generation that Hong, Teh, and Soh (2014) have been identified as likely early adopters of more sophisticated mobile technology devices. Separate from technology adoption, the

current study is more interested in what media format college students prefer when attaining their newspaper information, whether it be print or online/digital. Diddi and LaRose (2006) found the campus newspaper as the most frequented news source of communication students, with Internet portal sites and late-night comedians (e.g. The Daily Show, The Colbert Report, The Tonight Show) used to a lesser extent.

H3: Communication majors will be much more likely to read the campus newspaper than other majors.

A campus newspaper study of the *Eastern Tennessean* by McCallister (2009) found 68.5 percent of students surveyed likely to "read a printed newspaper from newsstand," while only 49.4 percent indicated they were likely to read an online newspaper (23). An online research study in 2011 gathering information from 600 college students, a sample comprised of only those who had read the college newspaper, found 60 percent prefer to read the print version, 16 percent the online version, and 24 percent prefer either format equally (re:fuel resource, College Newspaper Readership, 2013 report).

R*Q3: Will college students consider online sources better (or worse) than traditional news sources*?

Outlook for print newspapers

Two more recent studies (Ha & Fang, 2012 and Panek, 2014) utilizing the uses and gratifications theoretical perspective indicate that student's overuse of technology leads to a possible displacement effect in that more time is spent online and less time is devoted to traditional news media consumption. Contrary to the popular notion that the youngest generation relies too heavily on online sources, Lewis (2008) used an online survey of college students from two large public universities to find that most young adults feel that in five years they will be less dependent on the Internet (42). Those students, with mean age of 22, responded that their behavior of attaining information using Internet news sites or social media will likely change to a heavier reliance on traditional television news and newspapers. Another emerging pattern of news consumption from that study was the lack of interest (as construed by seldom used, generally less than one day per week) for in-depth coverage of national or international news.

Student interest in political news

The college years, because it is the time when young adults come of age as voters, is an important period to observe students' interest in political news. Previously scholars such as Ben Bagdikian (1990) have attempted to define a correlation between newspaper reading and political engagement, while others have sought to define broader dimensions of student interest. For instance, Jeffries and Atkin (1996) surveyed students taking basic computer courses and used academic major, non-media leisure (activities), and news content preferences as variables associated with newspaper media use. They found positive correlations between newspaper reading in all subjects (defined by their parameters) except those content areas related to leisure-time activity (Jeffries & Atkin, 18). Where academic major was concerned, humanities majors such as English were more inclined to read newspapers, while those majoring in the engineering, math, and sciences indicated less desire to use print media.

Student preference(s) for campus newspaper.

A telephone survey of college students from one southern university in McCallister (2009) reveals that almost half of the respondents felt the editorials, columns, editorial cartoons, and letters to the editors "sometimes reflect issues of interest to them." The minority students were less likely to feel that the paper reflects issues that interest them, and the respondents who were seniors gave less favorable reviews of content elements than their freshmen counterparts. When responding to a question asking what type of subject(s) they would like to see more coverage of in the paper, politics was the seventh most popular category from slightly more than 5 percent of respondents. When asked why they didn't read the newspaper, the most prevalent response from more than 30 percent was "no time to read the *East Tennessean*." When given the opportunity to provide ways to improve the newspaper, community news/events outside the campus made up more than 8 percent of the suggestions.

Lizzio and Wilson (2009) found that university student representatives, those that by definition have some interest in politics through their organizational participation, reported that the personal networks are their preferred way of collecting information. The question of what prompts interest has been investigated many times by other researchers, with Schlagheck (1998) revealing that many students reading the newspaper feel that it assists them by informing them about important issues.

There are two local newspapers published by the same company that are the main competitors for student readership: one weekly consensus-oriented newspaper that serves the community, and a second daily newspaper that serves the surrounding counties (circulation base of approximately 25,000). A few communication faculty members proposed a new focus for the campus newspaper that might include local community news. The underlying questions were: (1) whether the students creating the content of the campus newspaper (primarily communication majors) would embrace such a change?; (2) whether the prospective student readers would be interested in such a revised format?

RQ4: Will students living in a college town welcome local, political, or community news in their campus newspaper?

The current study predicts a correlation between media use and interest and/or perceptions of credibility concerning campus newspapers found in previous studies (Jeffries & Atkin, 1996; Schlagheck, 1998; Armstrong & Collins, 2009).

H4: Students will indicate a preference for the local newspaper for its non-campus related information, whether it be local, state, or national political news and events.

METHODOLOGY

After an informal pre-test using graduated communication (COM) students, revisions were made and questionnaires were distributed and collected by the investigator.

Survey questionnaire

The purpose of the questionnaire was to gather information from current students, self-report responses from young adults to inquiries about their newspaper use. The first three questions addressed whether (or not) political news was part of their news gathering routine. This was followed by a set of two questions designed to verify any

interest with respect to local political news. The first inquired whether they were aware of local government council meetings that addressed housing policy in the local city, in particular a regulation zoning areas where no more than two un-related adults could occupy a household or dwelling. The second ascertained where or how they learned about this news event, if responding in the affirmative. Another set of two questions queried the participants about their use of different media formats, in the particular context of providing information related to their college town.

The survey then specifically addressed their reading habit(s) with respect to the campus newspaper, as well whether they considered it an appropriate forum for community news. This was followed with a question concerning their use (if any) of other newspapers, whether print or online. Students were then asked for their media format preference for acquiring news, whether it be print, broadcast, or online. A different group of questions addressing attitude towards technology use and in particular mobile device use and texting habits followed. The last survey question concerned the importance of free speech to their personal life. The survey concluded with a section that gathered important demographic information about each respondent, including age range, ethnicity, gender, academic major, and voter registration status.

Sampling procedure

A variety of students were needed to contrast newspaper reading habits by academic major, in an effort to survey prospective readers of the campus newspaper. The researcher obtained permission from ten professors, only five of which were from the communication department (COM), to reach students in a variety of different academic areas, as well as provide enough response to make a valid comparison between COM students and other majors. About half of the participants were recruited from general education courses, those that every student must take to earn their degree, regardless of major. Whenever administered, the researcher introduced himself to students as a professor conducting a study on students' use of newspapers, relating that the primary purpose was to gather information to assess the future of the campus newspaper. Students were informed that participation was voluntary and that completion of the survey would be construed as consent. The average time spent on the questionnaires was 10-15 minutes, with some individual students taking as long as half an hour.

Sample

The goal of this sampling procedure was to obtain representation from a cross-section of students representing various fields of study, in an attempt to exemplify the diversity of the target population for the campus newspaper – the entire student body. The students' participation was voluntary, with only two non-communication students that declined. In all, 26 different majors were represented with groupings clustered as administratively overseen by department (Table 1).

TABLE 1. DISTRIBUTION OF PARTICIPANTS, BY ACADEMIC MAJOR

Study emphasis	Frequency	Percent[a]
COM undecided	39	16.2
COM public relations	36	14.9
COM broadcasting	30	12.4
COM print journalism	8	3.3
COMMUNICATION	113	46.9[a]
Political science/pre-law	8	3.3
English	7	2.9
Biology	7	2.9
Math/computer science	5	2.1
Music	5	2.1
Art	4	1.7
Chemistry	4	1.7
Psychology	3	1.2
Drama	1	0.4
ARTS & SCIENCES	44	18.3[a]
Health, physical. Education, exercise science	13	5.4
Criminal justice	13	5.4
Education	12	5.0
Business/finance	12	5.0
Nursing	12	5.0
Social work	2	0.8
PROFESSIONAL[b]	64	26.6[a]
Undecided/undeclared	11	4.6
Masters English	5	2.1
Masters education	4	1.7
OTHER	20	8.3a

a All percentages are calculated by row, rounded up and based on 241 participants; section totals do not necessarily add up to column totals accordingly, and overall exceeds 100 percent accordingly.

b The Professional category includes all majors not within the College of Arts & Sciences at the university being studied.

Sample demographics.

Of the 241 students who participated, 110 (45.6 percent) were male and 131 (54.4 percent) were female. The age ranged from 17 years old (2) to more than 30 years old (8), with the majority (121) falling within the 20-22 year-old range. This sample was predominantly comprised of younger adults, with 179 (74.3 percent) traditional-age respondents, defined for the purpose of this study as 17 to 22 years old. This also reflected the typical university student age-wise, which had been defined as 22 years old during the last enrollment year. A total of 150 participants (62.2 percent) indicated they were Caucasian, 70 African-American (29 percent), 6 Latino (2.5 percent), 1 Asian (0.4 percent), and 13 selecting "mixed/other" as their race; one student declined to answer this field. This closely resembled the ethnic profile of the university at that time, which was 65.2 percent, 28.3 percent black/African-American, 1.4 percent Hispanic, and 0.8 percent Asian (JSU Fact Book, 2012).

RESULTS

RQ1: Demographically speaking, what type of college student is more likely to read the newspaper? The study found there was little difference based on gender, race or age that could accurately identify the typical newspaper reader in college.

H1: There will be no significant difference between genders, with respect to readership of both the campus and local newspapers. The study results affirmed H1, that there were no significance differences in campus readership between respondents based on gender (Levene's test for equality of variance, $p = .004$). A Pearson test rejected the null hypothesis as well, finding that there was no correlation between gender and campus readership ($p = 0.533$, needs to be $p<.05$). Males and females were found to have the same inclinations, based on their response to a question that asked when and how often they read their campus newspaper. When that question changed to their reading habits of other newspapers, there was a similar finding of no difference between genders ($p = 0.488$).

H2: Race will be a significant determining factor for campus and local newspaper readership. The results of this survey significantly rejected H2, going against what had been the case in previous studies introduced in the literature review. There was no relationship between a respondent's ethnicity and their likelihood for reading the campus newspaper, as well as lack of correlation with respect to likelihood for race to be a factor in determining whether a respondent reads other newspapers ($p = .687$ for campus newspaper; $p = .714$ for local newspaper; either needs to be $p>.05$ to be significant). Ethnicity was tested across eight different variables, showing only one correlation of difference(s) to exist. The results showed a relationship of significance between a respondent's ethnicity and his/her perception of the importance of free speech ($p = .025$, needs to be $p>.05$ to be significant).

The only other determining demographic variable found was similar to Jeffries & Atkin (1996), which found that humanities majors such as English were more likely readers.

H3: Communication majors will be much more likely to read the campus newspaper than other majors. There were 113 students that indicated they were communication (COM) majors, while 115 indicated no affiliation to the communication department. The question asked how often the respondent read the campus newspaper with the following ordinal scale choices (1= "never"; 2= "not often"; 3 = "sometimes"; 4 = "often"; 5 = "always") as shown in Table 3. Those that were COM majors had a (2.88) mean response, while those with no relation to the Communication program had a (2.26) mean response. Both were low averages, between "not often"(2) and "sometimes"(3), but the difference was of significance ($p = .001$, needs to be $> .05$ to be significant). This affirms H3, finding that Communication majors were more likely to read the newspaper, as opposed to all other majors, though none of the majors were found very likely be a "typical newspaper reader."

RQ2: Do college students consider their campus newspaper or other local newspapers as a preferred source for political news information, as opposed to other traditional or online media? The student response for reading newspapers in general was low, that students were not reading them often. Documented in Table 2 was the low reading rate for all newspapers, with a comparable finding in Table 3 for the campus newspaper. Students indicated a modest preference for online over traditional sources (Table 4), further suggesting their lack of affinity for newspapers in general as a political news source.

TABLE 2. DO STUDENTS READ OTHER NEWSPAPERS?

	Frequency	Percent	Cum. Percent
I rarely do (read) = 1	91	37.8	37.8
once per week = 2	64	26.6	64.3
two-three times per week = 3	51	21.2	85.5
four-five times per week = 4	12	5.0	90.5
basically every day = 5	23	9.5	100.0
TOTAL	241	100.0	

Notes. Statistically speaking, the mean response was 2.22 (about once per week) and the mode response was 1 ("I rarely read other newspapers").

TABLE 3. DO STUDENTS READ THEIR CAMPUS NEWSPAPER?

	Frequency	Percent	Cum. Percent
never = 1	80	33.2	33.2
not often = 2	45	18.7	51.9
sometimes = 3	46	19.1	71.0
often = 4	46	19.1	90.0
always = 5	24	10.0	100.0
TOTAL	241	100.0	

Notes. Statistically speaking, the mean response was 2.54 and the mode response was 1 ("I never read the campus newspaper").

TABLE 4. WHAT ARE THE STUDENT'S CURRENT NEWS MEDIA PREFERENCES?

	Online preferred over Traditional[a]	Politics as News Routine[b]	Community News in Campus Newspaper[c]
not at all = 1	25 (10.4)	34 (14.1)	10 (4.1)
probably not = 2	42 (17.4)	64 (26.6)	33 (13.7)
somewhat = 3	60 (24.9)	77 (32.0)	73 (30.3)
probably so = 4	50 (20.7)	47 (19.5)	79 (32.8)
definitely = 5	64 (26.6)	19 (7.9)	46 (19.1)
TOTAL RESPONSES	241 (100)	241 (100)	241 (100)
mean response	3.36	2.80	3.49

Note: Response rate(s) reported as "Frequency (percent)"
a Response to Do you prefer to get your news online, as opposed to either print or broadcast?
b Response to Is keeping up with local or state politics a part of your daily/weekly news search(s)?
c Response to Would you like to see media coverage of the local community in the student newspaper?

RQ3: Will college students consider online sources better (or worse) than traditional news sources? An Internet news source was the discovery means for 10 students, only 4.1 percent, which actually goes against the average response in Table 4 that indicated a modest preference for online over traditional media outlets. With respect to the importance that college students place on various media issues that involve the acquisition of news information in general, the findings were that students place little importance on national political news (Table 5).

TABLE 5. STUDENTS' PERCEIVED IMPORTANCE OF VARIOUS MEDIA ISSUES

	Traditional News[a]	**Online Resources[b]**	**National Politics**	**Free Speech Communication[d]**
not important = 1	8 (3.3)	5 (2.1)	24 (10.0)	2 (0.8)
slightly important = 2	26 (10.8)	27 (11.2)	72 (29.9)	11 (4.6)
neutral importance = 3	47 (19.5)	51 (21.2)	52 (21.6)	46 (19.1)
somewhat important = 4	81 (33.6)	81 (33.6)	56 (23.2)	53 (22.0)
very important = 5	79 (32.8)	77 (32.0)	37 (15.4)	128 (53.1)
TOTAL RESPONSES	241 (100)	241 (100)	241 (100)	240 (99.6)
mean response	3.82	3.82	3.04	4.22

Note: Response rate reported as "Frequency (percent)"

a Response to How important do you feel it is for students to pay close attention to print newspaper or broadcast television media coverage of local news and events in their college town?

b Response to How important do you feel it is for students to make good use of the online resources providing news and event information relevant to their college town?

c Response to How important is keeping up with political news around the country to your daily life?

d Response to How important is your personal free speech with respect open/unfettered communication?

RQ4: Will students living in a college town welcome local, political, or community news in their campus newspaper? The approach used to ascertain how much interest students might have in political news relied on the response to three questions. First, students were asked, "How closely do you pay attention to the media coverage of local political news?" The response in Table 6 indicates that they have a "passive" interest, with 64 percent indicating they devote casual attention or less to political news. The typical student (mode) of a middle-heavy distribution responded "casually=3" with 3.08 as the average response as well. Second, when students were asked whether keeping up with local or state politics was part of their news routine, most responded that it was not (Table 4). These two findings were taken into consideration, along with a third survey question that determined whether or not students had knowledge of a council meeting that addressed changing city zoning codes that might impact the student's ability to find housing. That question assessed awareness of the fact that the local city council was voting on an ordinance that would make it illegal for more than two non-related adults to reside in a dwelling within a district that adjoins the campus. If passed, the ordinance would affect students desiring to share an off campus dwelling/home, limiting their possibilities. It had received attention in the campus newspaper, in other local newspapers, on nightly newscasts, and through fliers placed in resident mailboxes by lobbyists.

TABLE 6. DO STUDENTS DEVOTE ATTENTION TO MEDIA COVERAGE OF POLITICS?

	Frequency	**Percent**	**Cum. Percent**
not at all = 1	12	5.0	5.0
very little attention = 2	59	24.5	29.5
casually = 3	84	34.9	64.3
somewhat closely = 4	70	29.0	93.4
very closely = 5	16	6.6	100.0
TOTAL	241	100.0	

Notes. Statistically speaking, the mean response was 3.08 and the mode response (typical student) was 3 ("I pay casual attention to media coverage of local political news").

With respect to attaining political news, the results reveal that only 107 of the 241 respondents (44.4 percent) were even aware of the ordinance vote, regardless of source (Table 7). Word of mouth, either through friends or professors, was the dominant source for approximately 61 percent, with the local daily newspaper the most popular traditional media type. The results indicated that the majority of young adults seeking to acquire local political information were NOT reading newspapers, however, with 19.6 percent using off-campus newspaper outlets while only 8.4 percent consulted their campus newspaper. This suggests most are not necessarily interested in acquiring political news (in general) from such media sources as well. The results infer that, while students might respond "yes," that they would be interested in seeing more local, political, or community news in their campus newspaper, their current news awareness suggests otherwise.

TABLE 7. STUDENT SOURCE FOR LOCAL POLITICAL NEWS EVENT

News information source	Frequency	Percent	Awareness Percentage[a]
no source (did not know)	134	55.6	—
from friends or others (students)	53	22.0	49.5
Anniston Star (daily newspaper)	15	6.2	14.0
professor in class	12	5.0	11.2
television newscast	12	5.0	11.2
internet news source	10	4.1	9.3
The Chanticleer (campus newspaper)	9	3.7	8.4
student government association	4	1.7	3.7
Jacksonville News (weekly newspaper)	4	1.7	3.7
landlord/mailbox	3	1.2	2.8
facebook	3	1.2	2.8
job/realtor	2	0.8	1.9
other local weekly newspaper	1	0.4	0.9
other national newspaper	1	0.4	0.9
email	1	0.4	0.9
radio	1	0.4	0.9
media professional	1	0.4	0.9
flier on Mountain Street	1	0.4	0.9
TOTAL STUDENT PARTICIPANTS	N=241		

Notes: 15 students indicated multiple sources for acquisition of this information; two indicated as many as four sources (daily paper, campus paper, Internet, friends).

a The Awareness Percentage column calculations are based on the 44.4 percent of the total respondents that were aware of the local news event, and specifies percentage-wise how those 107 respondents acquired such knowledge.

H4: Students will indicate a preference for the local newspaper for its non-campus related information, whether it be local, state, or national political news and events. When asked whether they would like to see community news in their campus newspaper, the response suggested that students that would prefer inclusion of such reportage. The 3.49 average response (Table 4) was roughly between "somewhat" and "probably so." The students' lack of awareness in the local political event, however, did not support this response. The numbers in Table 7 reveal how students learned about one local

political news issue, and only nine students (3.7 percent overall) relied on the campus newspaper. There were 21 students (8.7 percent overall) that used print sources, with 20 reading one of the local newspapers (there was one national). Those students using traditional news media increases to 13.7 percent once those who used broadcast news sources (12 students) are considered.

LIMITATIONS

The study was an initial attempt to obtain a sample from students that might be representative of the entire student population, and surveys were administered in general education courses accordingly. Because of time and budget limitations, the researcher could not gather data from all the various upper division courses at the university, so many of the majors were under-represented. The results do not necessarily reflect the readership habits across the full range of students in various class standings either, a sample representative of the number of freshmen, sophomore, junior and senior students enrolled. What the results do offer, however, is a cross-section of current and quite possibly continuing students that will be representative of the prospective readership of the newspaper for the next few years.

DISCUSSION

This research has uncovered some interesting details about the typical college student's inclination to read newspapers. Many might consider these as disturbing trends, if a survey of one smaller southern university can be generalized to other universities with similar attributes; these might include a more rural setting, a college-town environment, and a smaller media market, just to name a few. To dispel any possible notion(s) that the students in charge of editing/producing the newspaper were inadequately trained in the basics of news production, the communication department has been ACEJMC-accredited since 2008, and was recently re-accredited in 2014 while given an excellent review by the visiting team. The program has made every effort to adapt to the changing media landscape, including changing its print journalism sequence to digital journalism while making social media, Internet production, and multimedia production course requirements for all majors.

The popularity of social media outlets have led many college students to adopt a lifestyle where their mobile devices are their primary device for acquiring information, and the fact that in 2012 about half of college students owns an iPhone or other smartphone is a testimonial to this. In 2013, the percentage of college students who owned smartphones rose to around three-quarters, including 77 percent amongst the younger students and 74 percent of the older students surveyed (Dahlstrom, Walker, & Dziuban, EDUCAUSE Center for Analysis and Research, 2013). The current study found that most students rely on their friends or professors to attain news of one local political event, however, a word-of-mouth acquisition of information as opposed to media-reliant. This doesn't match the results from a telephone survey of southern college students by McCallister (2009), where that study found mass emails from the university to be the main source campus news and events. This use of personal networks for collecting political information, previously found in Lizzio and Wilson (2009), continues to be observed even with the increased use of mobile technologies by students in the current study.

From a workplace perspective, student media advisers are feeling pressure from administrators above to cut expenses, while also addressing the demands that rapid tech-

nological change represent. Academic programs need to "find ways to do more with less," when addressing the use of new media technology (Swanson, 2011, 84). From an audience perspective, Becker, Vlad and Simpson (2013) surveyed recent bachelor's degree recipients to note a decreasing trend in their likelihood to read a newspaper or magazine. The communication graduates were found to be more likely to read news on their mobile device, as well as more likely to have viewed a video online, when compared against survey results from the previous year. These findings support the popular notion that mobile devices and social media are the 'wave of the future' when targeting those in the young adult demographic. This study was one example of an effort to find some way to reinvigorate student interest in their campus newspaper.

CONCLUSION

A few things were made clear by the numbers: (1) Most of the students were not reading their campus newspaper regularly, and about a third had never read it; (2) This same lack of interest in reading applies to all newspapers. This belies the alternative explanation that the reason students aren't reading the campus newspaper might be a lack of professionalism. This study found students to have little interest in local community politics, and the assumption is that the more professional newspapers in the area are doing an adequate job of reporting the news. There are, in fact, four community newspapers and two dailies newspapers operating under the same publishing company in the area, all with established online editions that might attract the attention of the primary target audience (18- to 24-year-old college students) of this study. This target age range is based on students beginning college as 18-year-olds, and relies on evidence from the recent accreditation self study that revealed the typical communication student takes between five and one-half and six years to graduate.

The future of campus newspapers is in a precarious state, as the findings of this study attest to the fact that students simply do not consider the newspaper as their first or preferred choice for news information. The university under study had in fact already instituted major cutbacks to one of the other student media, the campus yearbook, making it an electronic-only (PDF) publication in 2011. The yearbook is no longer a student media publication, and is now produced under the guidance of the marketing and communications department. Because the university has instituted a new program (Quality Enhancement Program) that will issue incoming freshmen new iPads beginning in the fall of 2015, this will invariably affect the strategic choices made for distributing student media into the future. This will be further incentive to repeat the surveys again in the spring of 2016, once the incoming freshmen are acclimated to their new technology. The limitations of the current study with respect to budget and audience reach may well be alleviated if studied in the (future) context of the new iPad technology. Further research needs to be conducted to ascertain just how interested students are in political news as well.

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APPENDIX. NEWS AWARENESS SURVEY

1. **How closely do you pay attention to the media coverage of local political news?**
   1=very closely | 2=somewhat closely | 3=casually | 4= very little attention | 5=not at all
2. **Is keeping up with local or state politics a part of your daily/weekly news search(s)?**
   1=definitely | 2=probably so | 3=somewhat | 4=probably not | 5=not at all
3. **How important is keeping up with political news around the country to your daily life?**
   1=not important | 2=slightly important | 3=neutral | 4= somewhat important | 5=very important
4. **Did you know that there has been considerable debate in a Jacksonville City Council meetings concerning a proposed revisal to housing policy, a revision to the current zoning regulations, that has attracted considerable media attention?**
   Yes continue or No skip to #6
5. **If yes, where did you first go/how did you first learn about this news event?**
   Anniston Star | other local daily newspaper | local weekly newspaper | national daily paper | *The Chanticleer* | Internet news source | political blog | email | professor in class | Television newscast |from friends or others | other ______________________
6. **How important do you feel it is for students to pay close attention to newspaper or television media coverage of local news and events in their college town?**
   1=not important | 2=slightly important | 3=neutral | 4= somewhat important | 5=very important
7. **Do you read the student newspaper, *The Chanticleer*, on a regular (weekly) basis?**
   1=always | 2=often | 3=sometimes | 4=not often | 5=never
8. **Would you like to see media coverage of the local community in the student newspaper?**
   1=definitely | 2=probably so | 3=somewhat | 4=probably not | 5=not at all
9. **Do you ever read any other newspapers, whether they be print or online, on a regular basis?**
   I rarely do | once per week | two/three times | four/five times | every day
10. **Do you prefer to get your news online, as opposed to either print or broadcast?**
    1=definitely | 2=probably so | 3=somewhat | 4=probably not | 5=not at all
11. **How important is your personal free speech with respect open/unfettered communication?**
    1=not important | 2=slightly important | 3=neutral | 4= somewhat important | 5=very important

Important voluntary personal data would also be appreciated:

12. **What is your age?** (18-19) (20-22) (23-25) (26-30) (over 30) ; other: ____
13. **Race?** Caucasian Black/African American | Latino | Asian/Pacific Indian/So. Asian | mixed/other
14. **Are you living on campus or in an apartment/house close to the university?** Yes or No
15. **Are you a registered voter?** Yes or No
16. **Are you a communication major or minor?** No ; If Not,
    Please specify your major: Undecided or __________________________
17. **What is your gender?** Male or Female

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