

# Student Life

## Student Media Market Assessment

### Spring 2024

#### **Purpose of Assessment**

Student Media wanted to assess their customers, viewers, and those who consume student media through Texas A&M Student Media, including *The Battalion* newspaper, *The Batt* Online, *Maroon Life* magazine, and *The Aggieland* yearbook. The purpose of the assessment was to better understand how they consumed information, preferences in content, connectivity towards the yearbook, and future content and digital creation of content. Student Affairs Planning, Assessment & Research worked with Student Media in the past, but this was the first time for this project.

#### **Key Findings with Recommendations**

Student Affairs Planning, Assessment & Research identified several key findings and developed actionable recommendations the department may take based on the results. However, Student Media staff and student editors may identify other findings using their knowledge and understanding of the publications and community. Staff members and student editors in Student Media are strongly encouraged to read all the results to gain a fuller understanding of students' experiences.

- The majority of students interact with *The Battalion* at least once every school year, with the print edition reaching a broader audience than *The Batt* Online. However, online readers tend to be more regular readers than print edition readers. The news and sports sections had the most engagement from students. Only a small portion of students listened to any of *The Battalion* podcasts, but the majority of those who had, reported that the podcasts are good. *The Battalion's* Instagram accounts seem to have the most following of the social media platforms.
  - Students wish to see more coverage regarding student organizations, research, and pop culture. Student editors may want to explore how to provide more content around these areas.
- Respondents enjoyed reading about culture/lifestyle, health & fitness, and food & drink the most in any magazine. Students indicated they spend time looking at magazines with topics that they can relate to, more than any other aspect including eye-popping graphics or photography. The majority of respondents heard of *Maroon Life* magazine, but very few read every issue. Pieces on individuals within the A&M community were the most enjoyed content in *Maroon Life* magazine, while Fashion/Beauty was the least. The top two reasons students do not read *Maroon Life* magazine were not being into magazines or not having enough free time to do so.
- While most respondents reported buying yearbooks in high school, only 7% had done so at Texas A&M. The main reasons for students not being a yearbook in college included it being a low priority, a financial burden, or feeling a lack of connection to the yearbook. In fact, most students were only willing to pay less than 80 dollars. The majority of respondents feel that a yearbook was at least somewhat important to telling the story of the university for that school year. Students felt the photographs were the most important elements of *The Aggieland* Yearbook that would make them want to read the stories and captions. If students felt the yearbook was well done and they are featured in it, the majority indicated they would purchase it.
  - Student Media may want to explore how they can feature more students in the yearbook, and how to notify students that they are being featured to possibly increase yearbooks being purchased.

## **Method and Sample**

An electronic survey was developed in Qualtrics®, a software program that creates web-based surveys and databases. The survey contained 28 questions; 26 were quantitative and two were demographic. Due to branching technology, not all respondents saw all questions. Student Affairs Planning, Assessment & Research analyzed the results using SPSS®, a statistical software program, and Excel®.

The email invitation with the survey link was sent to a sample of 4,000 Texas A&M students on February 9, 2024. Three email addresses were invalid, and the survey link was not delivered. Non-responders received up to five reminders before the survey closed on March 4, 2024. Of these 3,997 students who successfully received the survey link, 207 completed some part of the survey, yielding a 5% response rate.

## **Results**

Results are reported as means, standard deviation (sd), and frequency percentages for the number of people (n) who responded to the question. For ease of reading, frequency percentages have been rounded to the nearest whole percent, so totals may not add up to exactly 100%. Tables are in descending mean or frequency order unless otherwise specified. Summary themes are contained in this report; the entire list can be found in a separate document. This report is divided into four sections: *The Battalion* and *The Batt Online*, *Maroon Life Magazine*, *The Aggieland Yearbook*, and *Demographics*.

### ***The Battalion and The Batt Online***

This section included questions about the weekly newspaper, *The Battalion*, along with online content from *The Batt Online* ([www.thebatt.com](http://www.thebatt.com)). The first question asked students how often they interacted with *The Battalion* (online, in print, or on social media). Table 1 shows that students did not engage often with *The Battalion*, with the majority either not interacting at all or only doing so one or two times annually. Students who responded with “Not at all” were directed to the beginning of the next section, “*Maroon Life Magazine*”, and did not see the remaining questions in the section.

| <b>How often do you interact with <i>The Battalion</i> (online, in print, on social media)?</b> | <b>2024 Percent [n=193]</b> |
|---|-----------------------------|
| Not at all  | 34%                         |
| One to two times a school/calendar year   | 20%                         |
| Once a week   | 15%                         |
| Two to three times a month  | 11%                         |
| Once a month  | 10%                         |
| Two to three times a week   | 8%                          |
| Every day   | 2%                          |

Table 1: Engagement with *The Battalion*

Those who reported interacting with *The Battalion* were then asked about its content. Table 2, on the following page shows students were overall positive, with 82% answering either “Excellent” or “Good.” No respondents selected the “Poor” or “Terrible” options.

|  | Excellent<br>(5) | Good<br>(4) | Average<br>(3) | Poor<br>(2) | Terrible<br>(1) | 2024<br>Mean<br>(sd)<br>[n=121] |
|--|------------------|-------------|----------------|-------------|-----------------|---------------------------------|
| How would you describe the content in <i>The Battalion</i> ? | 23%              | 59%         | 18%            | --          | --              | 4.05<br>(.64)                   |

Table 2: Content in *The Battalion*

Students were asked about reading *The Battalion*, through a physical print edition. Table 3 illustrates that the majority of respondents indicated that they read *The Battalion* through a print edition once a month or less. A small percentage (8%) read every print issue.

| How often do you read the print edition of <i>The Battalion</i> ? | 2024<br>Percent<br>[n=122] |
|---|----------------------------|
| Occasionally (once a month or less)                               | 58%                        |
| Most issues (two to three times a month)                          | 18%                        |
| I have never read <i>The Battalion</i>                            | 16%                        |
| Every issue (once a week)   | 8%                         |

Table 3: Reading the Print Issue of *The Battalion*

When asked how often they visit *The Batt Online*, approximately one-third of the students reported less than once a month. These results are displayed in Table 4. More people visit *The Batt Online* at least once a week than read the print edition of *The Battalion* once a week (21% vs 8%).

| How often do you visit <i>The Batt Online</i> ? | 2024<br>Percent<br>[n=122] |
|---|----------------------------|
| Less than once a month                          | 36%                        |
| I have never visited <i>The Batt Online</i>     | 34%                        |
| Once a month                                    | 18%                        |
| Once a week                                     | 15%                        |
| Two to three times a week                       | 4%                         |
| Every day                                       | 2%                         |

Table 4: Visiting *The Batt Online*

The next question asked respondents about what section of *The Battalion* they engaged with the most. Table 5, on the following page, demonstrates that the majority of respondents engaged with the news section, and almost half engaged with the sports section; however, only 11% of respondents indicated their engagement with the multimedia section.

| What section(s) of <i>The Battalion</i> (any platform) do you engage with the most frequently? (Select all that apply) | 2024 Percent [n=117] |
|--|----------------------|
| News   | 55%                  |
| Sports   | 48%                  |
| Photo  | 33%                  |
| Opinion  | 27%                  |
| Life & Arts  | 24%                  |
| Multimedia: Videos & Podcasts  | 11%                  |
| I do not engage with <i>The Battalion</i> newspaper or website   | 5%                   |

Table 5: *The Battalion* Engagement by Section

Students were asked what they would like to see more of in *The Battalion*. Table 6 shows that almost all respondents (95%) would like to see more coverage in at least one of these categories, and almost half of respondents indicated wanting to see more about student clubs and organizations in *The Battalion*. Students selecting the “other” response option could provide a comment. One explained that they would like to see more in *The Battalion* about the Corps of Cadets, Singing Cadets, research news, mental health, and beauty. One response even mentioned adding a crossword.

| What, if anything, would you like to see more of in <i>The Battalion</i> ? (Select all that apply) | 2024 Percent [n=116] |
|--|----------------------|
| Information about campus clubs/student organizations   | 47%                  |
| Student/faculty research   | 37%                  |
| Entertainment/Pop Culture  | 36%                  |
| Administration/Academic Coverage   | 32%                  |
| Information about campus resources   | 30%                  |
| Opinion columns  | 29%                  |
| Features/student profiles  | 28%                  |
| Sports coverage  | 27%                  |
| Student government coverage  | 22%                  |
| I don't want any more news content and I'm happy with the coverage                                 | 5%                   |
| Other (please share)   | 3%                   |

Table 6: Suggestions for *The Battalion*

Another question asked respondents if they were subscribed to *The Battalion* newsletter. Of the 117 students who answered, and only 9% of those were subscribed, while 18% were unsure, and 73% indicated that they were not.

Students were asked if they listened to *The Battalion's* podcasts and if so, to indicate which ones. These podcasts are available for listening on thebatt.com, Apple Music, Spotify, Soundcloud, and YouTube. Table 7, on the following page, indicates that most students (89%) do not listen to any of *The Battalion* podcasts.

| Which of <i>The Battalion</i> podcasts, if any, do you listen to? (Select all that apply) | 2024 Percent [n=119] |
|---|----------------------|
| None  | 89%                  |
| Home Turf   | 6%                   |
| The Batt Signal   | 5%                   |
| Calculated Culture  | 2%                   |

Table 7: *The Battalion* Podcasts

Students who indicated they had listened to at least one of *The Battalion* podcasts were asked about the quality of the podcasts, and the results are shown below in Table 8. The majority of respondents believed the quality of the podcasts to be “Good” and no responses indicated the podcasts were either “Poor” or “Terrible.”

|   | Excellent (5) | Good (4) | Average (3) | Poor (2) | Terrible (1) | 2024 Mean (sd) [n=13] |
|---|---------------|----------|-------------|----------|--------------|-----------------------|
| How would you rate the quality of our podcast(s)? | 31%           | 54%      | 15%         | --       | --           | 4.15 (.69)            |

Table 8: Quality of *The Battalion* Podcasts

The final question for this section regarding *The Battalion* and *The Batt* Online asked what social media platforms the respondents followed *The Battalion* on, if any. Table 9 reveals that the majority of respondents follow *The Battalion* on at least one of their accounts. The X (Twitter) account for BattSports had a greater portion of respondents following them as compared to the Instagram account (*thebattsports*) with the same purpose; however, the Instagram account for *thebattonline* has a greater portion of respondents following them as compared to the X (Twitter) account by the same name.

| Which social media platform(s) if any do you use to follow <i>The Battalion</i> ? (Select all that apply) | 2024 Percent [n=116] |
|---|----------------------|
| None  | 46%                  |
| Instagram: thebattonline  | 33%                  |
| X (Twitter): thebattonline  | 15%                  |
| Instagram: thebattsports  | 13%                  |
| Facebook  | 10%                  |
| X (Twitter): BattSports   | 7%                   |
| TikTok: thebattonline   | 7%                   |
| YouTube: The Battalion Multimedia   | 3%                   |

Table 9: Following *The Battalion* on Social Media

### **Maroon Life Magazine**

This section included questions about the feature magazine, *Maroon Life*, which comes out six times annually with coverage on A&M sports, fashion, lifestyle, housing, best venues/businesses in Bryan/College Station, and what new students need to know about as they begin their year. This section started by asking students about the top two categories that they enjoy in any type of magazine. Table 10, on the following page, shows 86% of students read or look at magazines in some capacity. Additionally, “Culture/Lifestyle” and “Health & Fitness” were the most popular categories. Respondents who selected the “Other” response option could write a comment. Students explained that they enjoy seeing organization profiles, “funny stuff,” and articles about religion and technology/engineering.

| What are the top two categories that you enjoy in any type of magazine? (Select two) | 2024 Percent [n=177] |
|--|----------------------|
| Culture/Lifestyle  | 37%                  |
| Health & Fitness   | 36%                  |
| Food & Drinks  | 30%                  |
| Fashion & Beauty   | 25%                  |
| Sports   | 23%                  |
| Student/Faculty/People profiles  | 14%                  |
| I don't read or look at magazines at all   | 14%                  |
| Other (please share):  | 2%                   |

Table 10: Magazine Content Preferences

The next question asked students about the two most important things that made them want to look at a magazine. Table 11 demonstrates that most students felt that topics they could relate to or connect with were most important. Only 11% answered that they do not read or look at magazines at all. Those who selected the "Other" response option were given the opportunity to explain. Two students wrote that fishing and hot headlines were important aspects that interested them in looking at a magazine.

| What are the two most important things that make you spend time looking at any magazine? (Select two) | 2024 Percent [n=177] |
|---|----------------------|
| Topics you can relate to/connect with   | 62%                  |
| Compelling, original story content that digs deep for the story                                       | 45%                  |
| Award-winning photography and photojournalism   | 33%                  |
| Eye-popping graphics with 21 <sup>st</sup> century design   | 23%                  |
| I don't read or look at magazines at all  | 11%                  |
| Other (please share):   | 1%                   |

Table 11: What Makes Respondents Spend Time Looking at Magazines

When asked whether or not they had heard of *Maroon Life* magazine, 38% of the 178 students responding indicated they had heard of the magazine, while 62% had not. Those who had not heard of the magazine, were then directed to the next block regarding *The Aggeland* Yearbook and did not see the remaining questions about *Maroon Life* magazine.

Students who heard of *Maroon Life* magazine were asked about how many times they had picked up and read/looked at a *Maroon Life* magazine. Table 12 illustrates that the majority of respondents had picked up and read/looked at *Maroon Life* magazine at least once; however, only 3% read every issue.

| How many times have you picked up and read/looked at <i>Maroon Life</i> magazine? | 2024 Percent [n=67] |
|---|---------------------|
| Once or twice   | 40%                 |
| A couple of times   | 28%                 |
| Never   | 28%                 |
| Every issue   | 3%                  |

Table 12: How Often Respondents Read *Maroon Life* Magazine

Those who had never picked up and read/looked at *Maroon Life* magazine were asked why they have not done so in a select all that apply formatted question. Table 13 reveals that almost three-fourths of these students were not interested in magazines or periodicals. Those selecting the “Other” response option could write a reason and two students explained they did not know how to get the magazine and that there were no physical magazines like before.

| <b>Why have you not picked up <i>Maroon Life</i> magazine?<br/>(Select all that apply)</b> | <b>2024<br/>Percent<br/>[n=18]</b> |
|--|------------------------------------|
| I'm not into magazines/periodicals   | 72%                                |
| I don't have free time available to sit down with a magazine                               | 44%                                |
| Other (please share):  | 11%                                |
| Up until this survey, I had never heard of <i>Maroon Life</i> magazine                     | 6%                                 |

Table 13: Why Respondents have Not Picked Pp *Maroon Life* Magazine

Students who reported that they had picked up and read/looked at a *Maroon Life* magazine were asked about what type of content they enjoy the most using a select all that apply formatted question. Table 14 shows that most respondents enjoyed profile or feature pieces on individuals in the A&M community. If students had selected the “Other” response option, they could have provided a comment; however, nobody selected this response option.

| <b>What type of content do you enjoy the most in <i>Maroon Life</i> magazine? (Select all that apply)</b> | <b>2024<br/>Percent<br/>[n=47]</b> |
|---|------------------------------------|
| Profile/Feature pieces on individuals in our A&M community  | 55%                                |
| Culture, Fads, or Trends  | 47%                                |
| Entertainment & Arts  | 43%                                |
| Fashion/Beauty  | 28%                                |
| Other (please share):   | --                                 |

Table 14: Content in *Maroon Life* Magazine

The last question in this section asked if respondents had heard about their first release party this past fall (October 26, 2023) at the Corner Bar and Rooftop Grill. They released their magazine at a costume party with A-line magazine. Of the 66 people who responded, 94% reported they had not heard about the release party and 6% said they had heard of it.

### ***The Aggieland Yearbook***

This section contained questions about the annual collegiate yearbook, *The Aggieland Yearbook*, and their overall views on the college yearbook at Texas A&M. Students were initially asked if they purchased a yearbook while they attended high school. Table 15 indicates that students purchased at least a couple of yearbooks in high school, and almost half did so every year.

| <b>Did you purchase a yearbook while you attended high school?</b> | <b>2024<br/>Percent<br/>[n=172]</b> |
|--|-------------------------------------|
| Yes, I purchased one every year                                    | 49%                                 |
| I purchased a couple while in high school                          | 29%                                 |
| I wanted a yearbook, but I did not get one while in high school    | 12%                                 |
| I did not want a yearbook while in high school                     | 11%                                 |

Table 15: Yearbook Purchases

The next question asked students about the importance of a yearbook in telling the story of the university that year. The results displayed in Table 16 tell us that most respondents felt that there is at least some importance of having a yearbook to tell the story of the university for that school year.

| <b>Do you believe that a yearbook is important to telling the story of the university for that school year?</b> | <b>2024 Percent [n=170]</b> |
|---|-----------------------------|
| The book is very important and will always be needed and carry value  | 39%                         |
| Somewhat important until yearbooks expire/die out   | 28%                         |
| I'm indifferent on yearbooks in general and their purpose to our Texas A&M campus                               | 28%                         |
| I don't believe yearbooks are that important to telling the story of the school year                            | 5%                          |

Table 16: Importance of a Yearbook

Students were asked to select the two most important elements for a college yearbook. As shown in Table 17, approximately three-fourths of responses focused on the importance of photographs to make you want to read the stories or graphics on the page. Additionally, half of students shared that fantastic stories on important topics or campus events were important elements of a great yearbook. Students selecting the "Other" response explained that they thought documenting who attends, showing pictures of events and day-to-day activities, and sharing memories were important elements for a yearbook.

| <b>What are the two most important elements of a great college yearbook? (Select two)</b>   | <b>2024 Percent [n=164]</b> |
|---|-----------------------------|
| Extraordinary photographs that are compelling and make you want to read the stories/captions and look at the graphics on the page | 76%                         |
| Fantastic stories that pull the curtains back on important topics/events on campus  | 50%                         |
| You personally being featured 2-3 times somewhere in the yearbook   | 29%                         |
| Eye-popping graphics that match industry standards and keep the reader entertained  | 19%                         |
| Other (please share):   | 2%                          |

Table 17: Important Elements in a College Yearbook

When asked whether they had heard about *The Aggieland* Yearbook here at Texas A&M, 56% of the 175 students responding indicated that they had heard about it and 44% had not. Those who had not heard of it did not see the remaining questions in this section and were directed to the next section.

Students were asked about their stance on purchasing a yearbook. Table 18 demonstrate that the majority of students are more likely to purchase a yearbook if they know they are in it, and it is done well. Only a small portion (14%) of students reported they would consistently purchase *The Aggieland* Yearbook while at A&M regardless.

| <b>Which would most describe your stance on purchasing a yearbook?</b>                     | <b>2024 Percent [n=98]</b> |
|--|----------------------------|
| If the yearbook is well done and I know I'm in it, I'm probably going to purchase the book | 58%                        |
| I have no interest in ever purchasing <i>The Aggieland</i> yearbook while at Texas A&M     | 28%                        |
| I would always purchase <i>The Aggieland</i> yearbook while at Texas A&M                   | 14%                        |

Table 18: Stance on Purchasing a Yearbook



When asked if they had purchased *The Aggieland* Yearbook at Texas A&M, the vast majority (93%) of students indicated that they had not purchased yearbook, as displayed in Table 19. However, just over half reported an interest in purchasing a yearbook.

| Have you purchased <i>The Aggieland</i> yearbook at Texas A&M? | 2024 Percent [n=98] |
|--|---------------------|
| No, I have not purchased a yearbook but would like to          | 52%                 |
| No, I have no interest in purchasing a yearbook at Texas A&M   | 41%                 |
| Yes, I have purchased 1-2 yearbooks                            | 5%                  |
| Yes, I have purchased 3-4 yearbooks                            | 2%                  |

Table 19: Purchase of *The Aggieland* Yearbook

Students who either had purchased a yearbook or were interested in doing so were asked the maximum they would pay for a yearbook at Texas A&M. Table 20 indicates that the lower the price of the yearbook, the more students would be willing to pay for it.

| What's the maximum amount you would pay for a 400-page, full-color yearbook here at Texas A&M? | 2024 Percent [n=58] |
|--|---------------------|
| \$74 or less   | 35%                 |
| \$75-\$80  | 28%                 |
| \$91-\$95  | 16%                 |
| \$86-\$90  | 12%                 |
| \$81-\$85  | 9%                  |
| \$96 or more   | 2%                  |

Table 20: Maximum Price for a Yearbook

Those who reported that they were not interested in purchasing a yearbook at Texas A&M, were asked a follow-up question about why they would not consider purchasing a yearbook. Table 21 demonstrates that a yearbook was a low priority, they were too busy, or that it was a financial burden. Students selecting the "Other" response option could write a comment to explain why they were not interested in purchasing *The Aggieland* Yearbook. One respondent shared that it "seems like a symbol of cancel culture, given the news surrounding it."

| Why would you not consider purchasing <i>The Aggieland</i> yearbook? (Select all that apply)               | 2024 Percent [n=40] |
|--|---------------------|
| The yearbook is a low priority to them; their life is simply too busy with school, work, and personal life | 58%                 |
| It's a financial burden; they simply don't have enough money to purchase the book                          | 53%                 |
| They don't feel "connected" with the yearbook at Texas A&M and aren't featured anywhere in the book        | 45%                 |
| Some students don't understand the importance and purchase that the yearbook serves for a university       | 25%                 |
| Other (please share):  | 5%                  |

Table 21: Reasons for Not Purchasing *The Aggieland* Yearbook

## Demographics

To better understand the students responding to the survey, two demographic questions were asked on the survey. First, students were asked where they lived. Table 22 shows that 15% of students lived on campus, while the majority (82%) either lived in an apartment, home, or duplex in the Bryan/College Station area.

| Where do you live?   | 2024<br>Percent<br>[n=173] |
|--|----------------------------|
| Apartment in the Bryan/College Station area                    | 51%                        |
| Home or duplex in the Bryan/College Station area               | 31%                        |
| On-campus (residence hall or Corps)                            | 15%                        |
| Prefer not to say  | 2%                         |
| Outside of Bryan/College Station                               | 1%                         |
| Not listed   | 1%                         |
| Fraternity or Sorority house in the Bryan/College Station area | --                         |

Table 22: Living Arrangements

Additionally, respondents were asked about their gender identity. Table 23 indicates that almost two-thirds of respondents identified as female, and one-third identified as male.

| Which of the following best describes your gender identity? | 2024<br>Percent<br>[n=173] |
|---|----------------------------|
| Female  | 62%                        |
| Male  | 35%                        |
| Non-binary  | 1%                         |
| Genderfluid   | 1%                         |
| Not listed  | 1%                         |
| Prefer not to say   | 1%                         |
| Genderqueer   | --                         |
| Trans woman   | --                         |
| Trans man   | --                         |
| Two-spirit  | --                         |

Table 23: Gender Identity

In addition to these demographic questions asked on the survey, demographics were pulled from the student information system. Table 24, on the following two pages, displays the results of everyone the survey was sent to and those who responded. The results are in decreasing order by the survey respondent column for each category. The majority of students responding to the survey were from the College Station campus, females, not first-generation, seniors, White, and in the College of Arts and Sciences.

|                                     | Survey<br>Population<br>Percent<br>[n=4,000] | Survey<br>Respondent<br>Percent<br>[n=206] |
|-------------------------------------|--|--|
| <b>Ethnicity</b>                    |  |  |
| White                               | 50%  | 49%  |
| Hispanic or Latino                  | 23%  | 26%  |
| International                       | 8%   | 11%  |
| Asian                               | 12%  | 8%   |
| Multi-racial excluding Black        | 3%   | 2%   |
| Black or Multi-racial with Black    | 3%   | 1%   |
| Unknown or Not Report               | 1%   | 1%   |
| American Indian                     | <1%  | <1%  |
| Native Hawaiian or Pacific Islander | <1%  | --   |
| <b>Classification</b>               |  |  |
| Senior                              | 32%  | 29%  |
| Junior                              | 21%  | 19%  |
| Sophomore                           | 17%  | 18%  |
| Masters                             | 11%  | 16%  |
| Doctoral                            | 7%   | 10%  |
| Freshman                            | 9%   | 5%   |
| Vet School                          | 1%   | 1%   |
| Medical School                      | 1%   | <1%  |
| Pharmacy                            | <1%  | <1%  |
| Other (non-degree or post-bachelor) | <1%  | --   |
| Dental                              | <1%  | --   |
| <b>Top 10 Percent</b>               |  |  |
| Top 10 Percent                      | 35%  | 68%  |
| Not Top 10 Percent                  | 65%  | 32%  |
| <b>College</b>                      |  |  |
| Arts and Sciences                   | 24%  | 22%  |
| Engineering                         | 31%  | 20%  |
| Agriculture                         | 12%  | 17%  |
| Education                           | 6%   | 9%   |
| Business                            | 8%   | 8%   |
| Architecture                        | 4%   | 4%   |
| General Studies                     | 3%   | 4%   |
| Public Health                       | 2%   | 4%   |
| Other                               | 2%   | 4%   |
| Bush School of Government           | 3%   | 2%   |
| Veterinary Medicine                 | 1%   | 2%   |
| Nursing                             | 1%   | 1%   |
| Medicine                            | 1%   | 1%   |
| Performance and Visualization       | 1%   | <1%  |
| Pharmacy                            | 1%   | <1%  |
| Exchange                            | <1%  | <1%  |
| Dentistry                           | <1%  | --   |

|                                | Survey Population Percent [n=4,000] | Survey Respondent Percent [n=206] |
|--------------------------------|-------------------------------------|-----------------------------------|
| <b>Sex</b>                     |                                     |                                   |
| Female                         | 48%                                 | 62%                               |
| Male                           | 52%                                 | 38%                               |
| <b>First-Generation Status</b> |                                     |                                   |
| Not First-Generation           | 67%                                 | 58%                               |
| First-Generation               | 17%                                 | 21%                               |
| Unknown                        | 16%                                 | 21%                               |
| <b>Campus</b>                  |                                     |                                   |
| College Station                | 95%                                 | 94%                               |
| Health Science Center          | 5%                                  | 6%                                |

Table 24: Student Demographics

The final question of the survey asked respondents if they wanted to be entered in a drawing for one of five Texas A&M Tailgate Game Say Gift Boxes (\$80+ value), and if so to provide their email address. Out of 168 responses, 98% indicated yes and 2% responded no. The names and email addresses of those who replied yes are listed in a separate document.

### **Department Background**

Student Media is one of seven units within Student Life. According to its website (<https://studentlife.tamu.edu/studentmedia/>) Student Media, “produces three national award-winning publications, *The Battalion* newspaper, *The Aggieland* yearbook, and *Maroon Life* magazine. All are written, edited, and produced by students and offer excellent opportunities to gain valuable experience for journalistic and related careers.”

### **Project Details**

Student Affairs Planning, Assessment & Research (SAPAR) provides quality assessment services, resources, and assessment training for departments in the Texas A&M University Division of Student Affairs and student organizations. Services by Student Affairs Planning, Assessment & Research are funded, in part, by the Texas A&M University Advancement Fee. Results of this project and other assessment projects done through SAPAR can be found at <https://sapar.tamu.edu/results/>.

To work with Student Affairs Planning, Assessment & Research for future assessment projects, please fill out the Assessment Questionnaire at <https://sapar.tamu.edu/aqform/>.

Report Prepared for: Spencer O’Daniel, Student Media  
 Report Prepared by: Haley Collins and Kelly Cox, Student Affairs Planning, Assessment & Research  
 Report Prepared on: April 12, 2024  
 Analysis Prepared by: Dennis Trukawka, Student Affairs Planning, Assessment & Research  
 Survey Created by: Kelly Cox, Student Affairs Planning, Assessment & Research