

APPLIED SPEECH COMMUNICATION

**DEPARTMENT OF HUMANITIES
COLLEGE OF ARTS AND SCIENCES**

PROGRAM REVIEW

2001

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Applied Speech Communication Program Review 2001

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Applied Speech Communication

Overview

Mission

The mission of the Applied Speech Communication program is to prepare students to contribute in the workplace and in their communities with enhanced skills and knowledge in effective and appropriate interpersonal, small group and presentational communication.

The communication faculty in the Department of Humanities have historically served the General Education Communication Competency requirement by providing instruction in interpersonal communication (COMM 105), public speaking (COMM 121), and small group decision making (COMM 221). In addition, a few students have completed the requirement through argumentation and debate (COMM 251).

A minor in speech communication was approved in 1987. Although departmental record keeping has been irregular, there is evidence that more than 100 students have completed a speech communication minor to compliment their bachelor of science programs. One argument that compelled the pursuit of a full bachelors program in speech communication was the persistent complaint from students who became fascinated with the discipline through their minor courses that they could not continue their study at Ferris. Over the years, communication faculty accumulated anecdotal records of students who left Ferris to complete their communication programs at other institutions like Central Michigan. This argument was one of several that persuaded the curriculum committees, Academic Senate and administration to secure Board approval for a full Bachelor of Science program in Applied Speech Communication.

The Applied Speech Communication program was approved to enroll students in Fall, 1997, after an arduous journey that had begun fifteen years earlier when speech communication faculty first proposed a major for students interested in studying the discipline of human face-to-face communication in more depth.

Since the implementation of Bachelor of Science and Associate in Arts degree programs in Applied Speech Communication, the speech teaching minor has been added to the array of degree offerings. Several students who have graduated with teaching degrees including the speech teaching minor have reported that they have been asked not only to teach speech classes but also to direct co-curricular activities including debate and forensics because of their preparation and experience in speech communication at Ferris.

Impact

One impact of Ferris' affording an associate's and a bachelor's degree in speech communication on the University is that 27 students have graduated with the Bachelor's degree and 13 students have completed the Associate's degree who might have transferred to other institutions to complete their studies in speech communication.

The ASC degrees have added membership and purpose to the Ferris Communication Association, a 'registered student organization'. Under the advising of Dr. Neil Patten, this organization has contributed to the campus community by providing support for communication students to attend state and national job fairs and conventions. FCA has sponsored speakers for the campus community, including most recently Darryl Davis, pianist and anti-racism writer. FCA has sponsored campus debates on controversial issues, including a debate on freedom of expression in the wake of the canceling of a visit by controversial rock musicians 2 Live Crew to campus. Each spring FCA has sponsored a campus-wide public speaking contest, recognizing outstanding student performance in informative and persuasive speaking.

ASC majors have contributed to the campus broadcasting community. Several ASC majors have volunteered their services as commentators and MC's for Cable 7 programming produced by the Television Production program. One ASC major led in the re-establishment of the Ferris radio station, WFSU, which broadcasts over the Cable 7 wavelength.

Another impact to the University is the establishment of an academic honor society for communication students, Lambda Pi Eta. This honor society, sponsored by the National Communication Association and included among the honor societies recognized nationally by the Association of College Honor Societies, was chartered in 1997, the same year the Applied Speech Communication program was instituted. Without the support of a major degree program, Ferris might not have been able to recognize academically-talented students who selected a concentration of at least four courses in communication. Since its chartering, the number of students invited into AIIH membership has grown from the charter chapter of seven to the winter, 2001 eligibility list of 26 students. The chapter has entered the second year of membership among Ferris' 'registered student organizations'.

Students from Lambda Pi Eta and the debate and speech teams have contributed to the program's service to the community of Big Rapids. Speech and debate team members have presented speeches to campus and community organizations including Kiwanis of Big Rapids. These students have participated in recruitment activities for the ASC program, including attendance at Autumn Adventure, sponsored by the Admissions Department, and making personal calls to admitted students. The students of Lambda Pi Eta and the debate and speech teams who are not ASC majors are frequently ASC minors who promote the ASC program in their major program areas.

An important impact to the University, and to the state and nation, is the nationally-recognized FSU forensics program, directed by Gary Horn. Mr. Horn has coached Ferris debate teams to national rankings for more than 15 years. He has served as president of Pi Kappa Delta, the national forensics honor society, and directs the local FSU chapter. In 1994, the Ferris speech team was revived under the joint direction of Drs. Neil Patten and Sandy Alspach. Since 1995, Dr. Alspach has coached the team, with coaching and judging support from faculty colleagues, parents, and administrative staff, including Dean Sue Hammersmith. In March, 2001, Dr. Alspach was elected to the National Council of PKD, and ASC student Scotty Kehoe was elected Student Representative-at-Large. Participation by both the debate and speech teams at the state and national level bring recognition to Ferris State University and to the ASC Program.

An increasing number of intercollegiate debate and speech competitors are coming from the ranks of the ASC majors, who recognize this activity as a further way to develop their oral presentation skills.

These activities, in total, heighten the visibility of the ASC program to the University, and Ferris State University to the state and nation.

Expectations

While the number of majors enrolled in the ASC program has remained fairly steady (around 50-60) for the last two years, the addition of one replacement and one new tenure-track faculty member promises to increase the recruiting potential of the program. These faculty members bring areas of expertise and interest to the program that compliment the existing faculty. In addition, they extend the opportunity for student involvement in research projects and activities which was previously limited by a faculty stretched in many ways to the limits of their time and energy.

Historically, the entry-level courses (COMM 105, COMM 121 and COMM 221) are the largest 'recruiting grounds' for ASC majors. As demands to staff these courses have increased, the demands have been met heretofore with adjunct or part-time faculty. While these instructors provide a high level of instruction, they lack the investment in program development and recruitment that full time faculty exhibit. The addition of full time tenure-track faculty teaching these courses in fall 2001 increases the likelihood that students will be attracted to continue their studies in communication.

In addition these faculty members provide the potential to develop and offer upper-level courses to enhance and support the growing number of majors and minors in the new BA program. Currently eleven tenure-track communication faculty are working at a full load of four classes, and nine are carrying overload classes this fall. Two full-time adjunct faculty have full loads; one has an overload. And two part-time instructors teach a total of five classes. This faculty load represents an increase of three class sections from last fall.

While the new faculty bring new expertise and potential, it will be important to protect their ability, and the ability of all communication faculty, to develop new courses that contribute not only to the development and improvement of the ASC program but also to the service the communication area provides across the University, both in the General Education program and in other programs across the campus.

Another expectation, as a result of ongoing recruitment efforts in Michigan high schools, is that the number of students entering the University at the freshman level with the intention of completing the ASC degree will continue to rise. In its first years, the ASC program attracted primarily students who were undecided in their career objectives or students who discovered the ASC program after entering the University in some other program. The last two years have seen an increase in the number of entering freshmen who have chosen the ASC program.

A third expectation is that ASC courses, especially courses included in certificate programs, will be offered at off-campus locations. Several upper level communication courses have been offered at the Grand Rapids campus; others are in the planning stages for the Traverse City campus. One faculty member has been instrumental in developing communication courses for the College of Pharmacy in Kalamazoo. In light of staffing concerns outlined above, the desire to offer courses off-campus must be tempered by the reality of demands for communication classes on campus.

Plans for Improvement

The communication faculty will devote a full day this fall and follow-up meetings throughout the year to consider recommendations from the Advisory Board, students and graduates and this Program Review experience for improving the program, and to establish strategies for collecting and maintaining information about student majors and graduates in a more efficient and effective way.

ASC Graduates Survey

A Graduate Survey (see Appendix 3) was distributed to ASC graduates with BS and AA degrees and a representative sample of 50 of the 100+ graduates with the Speech Communication minor. Follow-up phone calls were made to BS and AA graduates. These efforts yielded a 38% response from BS graduates and a 23% response from AA graduates. Four minors responded.

One difficulty in gathering data came from the inability to secure current addresses and telephone numbers. Several surveys were returned with no forwarding address and several telephone calls came to a "dead end" because of disconnected numbers or people having moved to new locations.

Graduates were asked to provide some demographic information on the survey. From these responses, we learned that ASC graduates are either employed in careers that demand skills in all three communication skill sets, like teaching/training, marketing/sales, or the ministry. Several graduates are enrolled in graduate programs in fields including law and training. Several others are enrolled in graduate programs with the intent to enter the communication discipline as professors. Most respondents were in the first year of employment in their current position or graduate study. Graduates were not asked to provide their current salary.

The first question on the survey focused on the amount of time spent in the workplace using each of the three major communication skills sets: interpersonal, small group, and presentation. Two follow-up questions in each set asked about the relevance and the benefit of the training through classroom instruction and co-curricular activities that graduates received in each skill set. The follow-up questions used a 5 point Likert scale ranging from 5 "strongly agree" to 1 "strongly disagree".

The amount of time spent using each of the three skill set areas varied from a low report of "never" in "presentational communication" to a high of 40+ hours per week in "interpersonal communication". Graduates reported an average of 30 hours per week spent in "interpersonal communication", 12 hours per week spent in "small group communication", and 13 hours per week spent in "presentational communication". The average amounts of time for each skill set in each degree category are represented in a table in this report (see Appendix 4).

For all three skill sets, graduates reported mean scores of 4.4 or higher in relevance and benefit of the instruction they had received to prepare them for their careers. The mean scores for each item and each graduate category are presented in a table in this report (see Appendix 4).

Graduates expressed gratitude for an educational experience that prepared them to successfully compete in the workplace and in graduate programs.

Graduates were invited to make comments (see Appendix 5) about each specific skill set and the ASC program in general. The comments suggested that academic standards should be kept high for students to enter and complete the ASC program. They recommended more advising in career options and in understanding the benefits of study in all three communication skill sets. They recommended more practice speaking to larger groups and using PowerPoint technology. They recommended encouraging study groups in some formal way.

Internship Supervisor Survey

Because there was little information available about the employers of graduates of the ASC program, it was decided to survey the supervisors of ASC interns from 1998 to 2000. This decision was based on the question put to each supervisor by the Internship Director, either in the site visit interview or in the telephone interview at the conclusion of the intern's term, "If you had a position today, would you hire this student?" The answer to this question is considered one measure of the student's employability after having completed at least six semesters of coursework in the ASC program.

The Internship (COMM 493) Supervisor Survey 2001 contained 16 items rated on a Likert scale where 5 is "highest" and 1 is "lowest". There were also four open-ended items. The survey instrument and all open-ended responses are included in this report (see Appendices 6 and 7).

From summer 1998 through winter 2001, 29 students have completed COMM 493 Internship. Through clerical error, only 26 internship supervisor surveys were mailed in May, 2001. Survey mailings included postage paid return envelopes to encourage response. Eighteen surveys were completed; one mailing was returned "forwarding address unknown". The response rate was 69%.

The following table summarizes the results of the quantitative section of the survey.

Item #	Item	N	Mean
1	The intern came to the workplace with appropriate skills.	18	4.3333
2	The intern came with appropriate knowledge.	18	4.3889
3	The intern came with appropriate motivation/attitude.	18	4.6111
4	The intern adapted to workplace tasks.	18	4.5556
5	The intern adapted to workplace cultural expectations.	18	4.7222
6	The intern interacted appropriately with co-workers.	18	4.5556
7	The intern interacted appropriately with supervisors.	18	4.6111
8	The intern required supervision and instruction.	18	3.3333
9	The intern asked appropriate questions.	18	4.6111
10	The intern made an overall positive impression.	18	4.7222
11	The internship objectives were clear.	17*	4.0588
12	The intern supervisor's responsibilities were clear.	17	3.9411
13	The intern supervisor's responsibilities were appropriate.	17	4.0588
14	Communication with the Intern Director was adequate.	17	4.0000
15	The on-site visit was valuable.	17	3.8235
16	Reporting procedures were clear.	17	3.9411

* one supervisor received a survey that did not have the second half printed on the back

The following conclusions can be drawn from both the quantitative and the qualitative data:

1. ASC interns have been prepared for the workplace.
2. The Internship Director could provide more information about the ASC program and internship expectations for Internship Supervisors.

As a result of continued monitoring of the internship program, in 1999 the Internship Director created a four-part checksheet of criteria for evaluating the intern's performance. This checksheet procedure allows internship supervisors to communicate easily with the Director at three points during the internship: after the initial "entry" period (usually the first two to three weeks), at a mid-way point in preparation for the on-site visit, and at the conclusion of the intern's experience. Supervisors are also invited to communicate directly with the Director in the cover letter accompanying the checksheet. The primary responsibility for making the objectives of the internship experience clear to the supervisor is given to the intern.

Survey of Undergraduate Students

An attempt was made to poll the currently enrolled Applied Speech Communication majors and minors in winter 2001. A survey was distributed by communication faculty to students enrolled in their classes with a request for the students to return the survey to the Department of Humanities office in Johnson Hall.

Several factors might account for low response rates. First, students were confused by unclear directions for using scantron answer sheets on the first survey. Second, the survey was distributed during the last two weeks of the semester. Third, students were requested to return the completed surveys to the Department office.

Comments returned from the first survey attempt are included in this report (Appendix x).

A second poll of students conducted during the first week of class in fall 2001 proved more successful. Communication faculty were asked to distribute surveys in their classes, collect the responses, and return them to the Program Coordinator. The survey instrument, tables of results and listing of student comments are included in this report (Appendices 8, 9, and 10).

A total of 23 students responded to the survey, with a return rate of 44%, based on the official fall '01 enrollment in the ASC program of 52 students. All respondents were BS candidates. By completed credit hours, the respondents could be identified as 5 sophomores, 9 juniors and 9 seniors. Eleven respondents were male; twelve were female. By age group, 7 respondents were 17-20 years old; 6 were 21-23 years old; 9 were 24 to 30 years old; and 1 was over 30 years old. By number of communication courses completed, 4 respondents indicated 1-4 courses; 6 respondents indicated 5-6 courses; 3 respondents indicated 6-8 courses; and 10 respondents indicated over 8 courses.

In Section 1 of the survey, students responded to items concerning specific courses in the communication curriculum, including both core requirements and elective courses. A summary of the responses by item follows.

1. Courses listed as "most beneficial in preparing you for your career goals" include:

Communication Core

COMM 105, Interpersonal Communication	1 response
COMM 121, Public Speaking	4 responses
COMM 221, Small Group Decision Making	2 responses
COMM 251, Argumentation and Debate	3 responses
COMM 300, Applied Research in Communication	1 response
COMM 365, Intercultural Communication	1 response
COMM 421, Leadership	2 responses
COMM 493, Internship	1 response

Electives

COMM 332, Persuasive Speaking	1 response
COMM 336, Technical and Professional Presentations	1 response

- | | | |
|----|--|--------------|
| | COMM 370, Communication and Conflict | 2 responses |
| | COMM 385, Broadcast Writing | 1 response |
| | COMM 290, Broadcast Presentations (F '01) | 1 response |
| 2. | Courses listed as "least beneficial in preparing you for your career goals" include: | |
| | <u>Communication Core</u> | |
| | COMM 101, Introduction to Communication Studies | 8 responses |
| | COMM 105, Interpersonal Communication | 6 responses |
| | COMM 221, Small Group Decision Making | 1 response |
| | COMM 299, Communication Theories | 3 responses |
| | COMM 460, Communication Rights and Responsibilities | 2 responses |
| | <u>Electives</u> | |
| | COMM 205, Listening | 1 response |
| 3. | Courses listed as providing "the best experience in building your communication skills" include: | |
| | <u>Communication Core</u> | |
| | COMM 105, Interpersonal Communication | 2 responses |
| | COMM 121, Public Speaking | 10 responses |
| | COMM 221, Small Group Decision Making | 1 response |
| | COMM 251, Argumentation and Debate | 3 responses |
| | COMM 299, Communication Theories | 1 response |
| | <u>Electives</u> | |
| | COMM 205, Listening | 1 response |
| | COMM 231, Interpretive Reading | 1 response |
| | COMM 332, Persuasive Speaking | 1 response |
| | COMM 370, Communication and Conflict | 1 response |
| 4. | Courses listed as providing "the best knowledge and understanding of the communication process" include: | |
| | <u>Communication Core</u> | |
| | COMM 101, Introduction to Communication Studies | 3 responses |
| | COMM 105, Interpersonal Communication | 9 responses |
| | COMM 121, Public Speaking | 3 responses |
| | COMM 221, Small Group Decision Making | 1 response |
| | COMM 299, Communication Theories | 5 responses |
| | <u>Electives</u> | |
| | COMM 370, Communication and Conflict | 2 responses |
| | COMM 380, Organizational Communication | 1 response |
| 5. | Courses listed as providing "the best overall learning experience" include: | |
| | <u>Communication Core</u> | |
| | COMM 101, Introduction to Communication Studies | 1 response |
| | COMM 105, Interpersonal Communication | 3 responses |
| | COMM 121, Public Speaking | 3 responses |
| | COMM 221, Small Group Decision Making | 1 response |

COMM 251, Argumentation and Debate	2 responses
COMM 299, Communication Theories	3 responses
COMM 421, Leadership	1 response
COMM 493, Internship	3 responses

Electives

COMM 231, Interpretive Reading	1 response
COMM 370, Communication and Conflict	1 response
COMM 380, Organizational Communication	2 responses
COMM 385, Broadcast Writing	1 response

6. The required (core) courses students feel should not be required include:
- | | |
|---|-------------|
| COMM 101, Introduction to Communication Studies | 5 responses |
| COMM 105, Interpersonal Communication | 2 responses |
| COMM 221, Small Group Decision Making | 1 response |
| COMM 251, Argumentation and Debate | 1 response |
| COMM 299, Communication Theories | 2 responses |
| COMM 365, Intercultural Communication | 4 responses |
| COMM 460, Communication Rights and Responsibilities | 2 responses |
7. The elective courses students feel should be required (core) courses include:
- | | |
|--|-------------|
| COMM 121, Public Speaking * | 1 response |
| COMM 251, Argumentation and Debate * | 1 response |
| COMM 205, Listening | 2 responses |
| COMM 231, Interpretive Reading | 1 response |
| COMM 301, Interviewing | 2 responses |
| COMM 305, Communication in Human Relations | 1 response |
| COMM 310, Nonverbal Communication | 2 responses |
| COMM 332, Persuasive Speaking | 3 responses |
| COMM 370, Communication and Conflict | 3 responses |
| COMM 380, Organizational Communication | 2 responses |

In Sections 2 and 3 of the survey, students responded to items concerning the ASC program and the roles of their advisor and the Program Coordinator. A summary of responses follows. A complete table of responses is included in this report (Appendix x).

8. Almost half of the respondents were “neutral” about the number of core course requirements (n=12).

9. Almost half of the respondents were “neutral” about the number of program requirements (n=13).

10. Most respondents agreed that “the emphasis option is a good focus for my communication studies” (n=11 agree; 5 strongly agree).

11. Almost half of the respondents agreed that “the applications to the workplace requirement is useful to my career goals” (n=6 agree, 6 strongly agree).

12. Most respondents agreed that "the internship requirements are appropriate" (n=9 agree, 6 strongly agree).
13. Most respondents agreed that "I understand my degree requirements" (n=6 agree, 12 strongly agree).
14. Most respondents agreed that "my advisor was helpful to me in meeting my program requirements" (n=8 agree, 10 strongly agree).
15. Respondents were neutral (n=9) to agreement (n=3 agree, 8 strongly agree) that "my advisor was helpful to me in planning my career".
16. Respondents agreed that "my advisor was available when I needed him/her" (n=10 agree, 10 strongly agree).
17. Respondents agreed that "the Program Coordinator was helpful to me in meeting my program requirements" (n=8 agree, 9 strongly agree).
18. Respondents were neutral (n=8) to agreement (n=6 agree, 5 strongly agree) that "the Program Coordinator was helpful to me in planning my career."
19. Respondents agreed that "the Program Coordinator was available when I needed her" (n=5 agree, 13 strongly agree).

In Section Four of the survey, respondents were asked to identify and rank order the five communication courses they considered most valuable to their study of communication. In addition, respondents were invited to put a question mark next to any course they thought should not be a requirement for the ASC program. A table showing the rank ordering of all communication courses is included in this report (Appendix x). A summary of results follows.

Only two courses were not identified at all: COMM 499, Senior Seminar and COMM 325 Speech Writing. COMM 499 is offered in winter semester and only the seniors graduating in fall '01 would have already taken this course. COMM 325 is an elective course offered this fall.

All other communication courses were identified at least once in the selection of five courses. Courses with the highest number of identifications were:

COMM 121, Public Speaking	9 identifications
COMM 421, Leadership	7 identifications
COMM 370, Communication and Conflict	7 identifications
COMM 493, Internship	6 identifications
COMM 105, Interpersonal Communication	5 identifications
COMM 221, Small Group Decision Making	5 identifications
COMM 251, Argumentation and Debate	4 identifications

Courses identified as questionable requirements included:	
COMM 101, Introduction to Communication Study	2 identifications
COMM 299, Communication Theories	1 identification
COMM 300, Applied Research in Communication	1 identification

Interpretation and Conclusions

Section One and Four: curriculum assessment

Students identified most strongly with the “oral presentation” skill set provided by the ASC program. COMM 121 Public Speaking was identified throughout the survey as a course highly beneficial to their perceived career goals and needs. This course was also named most frequently in the students’ selection of “top five courses” in the curriculum. Responding to item #7, three students suggested adding a second presentation course to the core requirements: specifically, COMM 332 Persuasive Speaking. One student recommended requiring COMM 231 Interpretive Reading.

Students also identified strongly with the “interpersonal” skill set provided by the ASC program. COMM 105 Interpersonal Communication was identified as a course highly beneficial in providing students with knowledge and understanding of the communication process. However, students did not relate this course to preparation for their career goals. COMM 370 Communication and Conflict was identified throughout the survey as a valuable course and recommended by three students as a course worthy of being included in the core requirements. Other interpersonal courses mentioned for inclusion in the required core (item #7) were COMM 205 Listening (2 recommendations), COMM 310 Nonverbal Communication (2 recommendation), and COMM 305 Communication in Human Relations (1 recommendation).

Students were less clear about the importance of the “small group communication” skill set provided by the ASC program. However, COMM 221 Small Group Decision Making was mentioned positively throughout the survey. COMM 421 Leadership was identified by seven students as a “top five” course. In addition, COMM 380 Organizational Communication and COMM 301 Interviewing were each recommended as a required (core) course by two students

For those respondents who had completed COMM 493 Internship, this requirement was rated favorably (item #1 and item # 5) and the course was identified by six students as a “top five” course.

Students were ambivalent to negative about several courses in the curriculum. COMM 299 Communication Theories appeared to receive ambivalent responses. It was not seen as valuable preparation for careers (item #2), and it was identified as a questionable core requirement by two students (item #6). However, it was identified positively as a good experience in building communication skills item #3), providing knowledge and

understanding of the communication process (item #4), and providing a good overall learning experience (item #5).

COMM 101 Introduction to Communication Studies was identified as a course “least beneficial to career preparation” (item #2) and five students felt it should not be a core requirement (item #6). However, it received favorable responses in providing knowledge and understanding of the communication process (item #4) and providing a good overall learning experience (item #5).

Some students included courses on item #6 (should not be required) that other students rated favorably; specifically, COMM 105 Interpersonal Communication, COMM 221 Small Group Decision Making, and COMM 251 Argumentation and Debate.

Courses identified as questionable requirements in either item #6 or in section four were COMM 300 Applied Research in Communication, COMM 365 Intercultural Communication, and COMM 460 Communication Rights and Responsibilities.

Sections Two and Three: program assessment

Students were generally “neutral” about number of course requirements and number of program requirements. Most students supported the “emphasis option”, the “applications to the workplace”, and the “internship” requirements. Students clearly understand their program requirements.

While students expressed some ambivalence about support in planning their careers from either their advisor or the Program Coordinator, they were satisfied with the amount of contact and program requirement advice they received from both faculty members.

Conclusion

The Survey of Undergraduate Students provides some information about the curriculum worthy of discussion as the ASC program “clean-up” process begins. This information should be considered along with the narrative observations of the COMM 499 Senior Seminar students before decisions about specific courses are made.

The survey demonstrates student approval for the ASC program requirements and the faculty support they receive in completing these requirements.

Executive Summary

Student Program Evaluations, 1999, 2000, 2001

Prepared by
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On all three reports summarized below, student responses varied much for most questions. The reader is strongly encouraged to read all three reports (see Appendices 11, 12, and 13).

Conclusions and Recommendations, 1999

Limitations

(1) The small number of students in the first seminar may not be representative of present and future communication majors. Moreover, there are no responses from one student who was unable to participate in the requisite classroom discussions. (2) The seminar course was designed for students who have completed an internship, and most of these students had not completed an internship. (3) As reflected in some of their written responses and classroom discussions, students could not cite the major requirements as specified on their checklists. (4) The requirements for completing the program have changed during the time these students have been enrolled. (a) GPA requirements for internship enrollment and graduation have changed. (b) The core course sequence has changed. (c) Communication Theory has been renumbered from the 400 to the 200 level.

Instructor's Interpretation of Student Responses

The course work that pleased students most was described variously as "hands-on," "practical," and "how-to." Although they were not asked to so do, no students mentioned a single theoretical perspective, scholar, or researcher in the discipline of communication. We need to ask ourselves: To what extent are we dedicated to a discipline based on reliable knowledge or mere tradition? By favoring performance-based classes, students by implication disfavor classes that are predominately text-based information. Several years ago I saw a few hundred Strong-Campbell Interest Inventory scores for FSU students enrolled in Comm 105. These scores were much below national norms for the concept of Academic Comfort. Academic Comfort is an index of the extent to which students are interested in the basic job of being a student: reading, writing and working with numbers. We need to decide how much or we can adjust our programs to the possible discomfort students and maintain integrity in an academic major.

An insightful review of the student responses reveals that student preference for class types are independent of their preferences for individual faculty members. For example, a performance class can be highly valued but a text-based course such a Communication

Theory or Research Methods is much less valued, although the instructor was common to all.

Except for the course sequence of Comm 221 and Comm 421, students saw no apparent foundation building or sequencing in our curriculum. Even the obvious connection between Comm 121 and other speaking classes is not clear from student responses. I saw no obvious belief that Comm 105 formed a foundation for higher-level courses. Therefore I do not believe that Comm 105 and Comm 121 can serve both the general education population and provide a foundation for our major and minors. They should be excluded from the major and minor programs and replaced with courses that provide a foundation for upper-division courses as Comm 221 provides a foundation for Comm 421.

I see no practical reason that the program checklists or the programs themselves cannot be simplified enough for students to understand. Even a training session has failed to make them clear to our faculty, according to my informal question asking.

Although there is little or no agreement among students about what can be removed from the core requirements, the consensus is high that students want more electives. For example, no student pursued an independent study based on his or her area of interest. I strongly agree with the one student who reported a need for Comm 333 (Attitude Change) to be taught. The general discipline of persuasion, including attitude change and compliance gaining, continues to be a major research interest in our discipline.

One student suggested soliciting comments from program graduates. This is a useful suggestion. My experience on the review committee in another college suggests the postcard responses administered by the alumni office are insufficient. We need to know not only what our graduates do for a living, but also in what communication contexts they work and the extent to which they can connect their activities to our programs.

Without doubt, the students appreciate the faculty, although they have individual preferences. I would leave further inferences to the Student Assessment of Instruction with the possible interpretative qualifications that rating may be depressed for instructors who concentrate on text-based and predominately 100-level general education courses.

The news is good. Students are well-pleased with the ASC programs.

Recommendations and Conclusions, 2000

I have few; however, I urge each reader to study the students' responses and attempt to discover opportunities to improve our program. I did not infer that reading intensive classes were as unpopular as they were with the 1999 students.

Since students continue to be confused by requirements, scheduling and other issues related to advising, I urge the Area to make a strenuous effort to simplify the program,

the attending documentation for it (check lists, general education requirements, and so on) or both the program and its documentation. I believe students want to be able to figure out what they need to do with less dependence on advising for technical details.

Recommendations and Conclusions, 2001

A general reading suggests, as it has previously, that students make more favorable comments about performance classes, COMM 121 in particular, than classes that require extensively reading. Students are most critical of COMM 299, 300, and 460. The trend appears weaker than in 1999, however.

Since students reported an interest and some experience with media, television in particular, there is an obvious opportunity for the Communication Area to grow and expand courses in mass media and television performance. If the Communication Area does not explore mass media instruction, in particular, other departments certainly will so do.

Faculty Perceptions Survey

Approximately 120 copies of a Faculty Perceptions of the Applied Speech Communication Program, 2001-2002 Academic Program Review Survey (see Appendix 14) were mailed out to faculty across campus during the third week of April 2001. The faculty targeted to receive the surveys were those who were presumed to have had students in courses that might be included in the "Application to the Workplace" area of study. Since at the time only a handful of students had an "Application" proposal with a faculty signature in their files, it was assumed that a number of faculty might be likely to remember students from the Applied Speech Communication Program. Although we surveyed other programs, a major percentage of the faculty polled were from the College of Business, since (until last year) that is where most of our students indicated they intended to complete the "Application to the Workplace" requirement: for example, in Public Relations, Marketing/Sales or Hospitality Management.

The response rate was not strong. Fewer than thirty surveys were completed and returned so it is difficult to interpret the data. The difficulty is complicated by the fact that the responses are not only few in number, but also somewhat uncertain or ambivalent. Several faculty reported being unsure of who the Applied Speech Communications students in their classes were. Others recalled an individual student from the ASC program. If the recollection was favorable, so were the ratings of the program; however, if the recollection was unfavorable, the ratings for the program were also unfavorable. As a result of these perceptions, responses tended to be either all high, all middle, or all low for all items.

Although we did not get a strong sense of faculty perceptions of our program, we did get a better idea of how to conduct this survey next time. Our timing was poor. The end of Winter Semester is probably the worst time to attempt to get a comprehensive response from any faculty. Also, in the next review cycle, we may want to include a list of all our majors from the last five years with the survey, to help jog faculty memories.

ASC Advisory Board Assessment

At the second meeting of the ASC Advisory Board on April 6, 2001, four board members discussed the ASC program. Board members attending were Fred Doelker, Community Relations Administrator for AAA Michigan; Russ Dore, Education and Training Director for the National Truck Equipment Association; Joe Galligan, Public Affairs Director for UpJohn; and Kris Gunderson, Executive Vice President for Junior Achievement of Chicago. A list of the Applied Speech Communication Advisory Board members and nominees is included in this report (see Appendix 15).

The board sessions were chaired by Program Coordinator Sandy Alspach. Also attending the meeting at various times throughout the day were communication faculty Chryl Irvine, Bob Loesch, and Donna Smith. The board received visits from Dean Sue Hammersmith, College of Arts and Sciences; Carla Miller, Assistant Vice President for University Advancement; Jeremy Mischler, Director of Alumni Relations; and Don Flickinger, Humanities Department Head. During the open meeting in the afternoon two senior students met with the board: Michelle Armola and Megan Wall. Complete minutes of the Advisory Board meetings are included in this report (see Appendices 16 and 17).

To inform their discussion of the ASC program, board members had been sent copies of the following documents pertinent to this Program Review:

- Minutes of the April 2000 organizational meeting
- Checksheets of requirements for the BS, AA and minor in Applied Speech
- Description of the BA Communication major
- Summary of student responses from COMM 499 Senior Seminar, 1999

Throughout the day, board members made observations and recommendations about the ASC program. Their comments are summarized below.

1. As we discover more students with interests in broadcasting careers, we need to stress the importance of finishing the BS degree. As one Board member put it, "You'll never move into Pile A without the degree. Today, it takes 'jacks or better to open' (in these career fields.)"
2. Why have both a BA and a BS degree? We could see the advantage of the BA degree for a student interested in a law career or a student interested in earning an MA in journalism, where a solid liberal arts background is the best preparation; while the broadcasting student would be better served by the BS program. Ultimately, offering both degrees will have a cumulative effect, will broaden the field for students, and will grow the 'total boxes bigger' in communication. Providing more options increases the marketing potential for the program. When student customers have more options, we are serving them better by providing more opportunity to move within and between curricula as their interest grow and change. We support the BA in Communication unanimously and enthusiastically.

3. Adding all three courses (COMM 105, Interpersonal Communication; COMM 121, Public Speaking; COMM 221, Small Group Decision Making) to the BA template is good because it forces all BA students to have experience in all three basic skill areas of communication. Forcing the experience denies a student the option to take Interpersonal Communication instead of Public Speaking.

4. The strength of the current BS program is the Applications to the Workplace requirement.

5. One board member recalled how valuable a course in organizational behavior has become for her. Following general discussion, there was unanimous support for COMM 380 Organizational Communication to be added to the core of required courses.

6. Several board members observed that COMM 421 Leadership in Communication is an extremely valuable course in that it addresses many 'hot topics' in the field today. They suggested that a unit in this course, or perhaps a whole course by itself, be developed to address Communication of Change.

7. There was strong support from the board to encourage students into the "Organizational" content emphasis track and to be diligent about promoting and protecting COMM 400 Analysis and Assessment of Organizations as a yearly offering to make this content emphasis option viable.

8. The board agreed that the current requirements for the Communication Teaching Minor should be examined. They recommended requiring the new COMM 200 (Foundations of Interpersonal Communication) and COMM 201 (Public Presentation Practices) for teaching minors, but not counting General Education courses as part of the 20-21 credit hours for a teaching minor. Another recommendation was to require either COMM 231 Oral Interpretation or THTR 251 Introduction to Theatre. The argument was that the teaching minor should not be constrained to 'teach to the test' for state certification....The board strongly supported (a plan to add a required teaching methods course in Speech Communication for the high school teacher) and to ...make space in the required curriculum for...an elective course, like COMM 333 Theories of Persuasion....In addition, the Communication area was encouraged to investigate developing 500 level continuing education courses in communication for teachers seeking to renew their teaching certificates.

9. A board member strongly encouraged the Communication faculty to integrate study and practice of web-based communication (intra- and internet) throughout the curriculum.

10. The board agreed to consider developing Operating Guidelines for the Advisory Board, including electing a core group of officers to facilitate communication between board members and the Program Coordinator. Recommended Operating Guidelines are included in this report (see Appendix 18).

[Although a draft of Operating Guidelines was sent to board members with the minutes of this meeting, as of this date no board member has responded with a self-nomination to take an advisory board office.]

Conclusions and Recommendations

The Advisory Board supports the addition of the BA in Communication, as an additional option for communication students. The Board supports the inclusion of three communication courses in the required core for all BA students.

The Board strongly supports the Application to the Workplace requirement.

The Board recommends adding COMM 380 Organizational Communication to the communication core requirements.

The Board recommends promoting COMM 400 Analysis and Assessment of Organizations to make the "Organizational" emphasis track viable.

The Board recommends modifying the Communication Teaching Minor:

- a. Replace COMM 105 and COMM 121 with the new COMM 200 and COMM 201 courses.
OR
- b. Eliminate General Education courses (COMM 105 or 200, COMM 121 or 201, COMM 221) from 'counting' toward the 20-21 credit hours of the minor, but continue to require them.
- c. Allow teaching minors to select either COMM 231 or THTR 251.
- d. Create and require a teaching methods in speech communication course.
- e. Require teaching minors to select at least one elective 300-level course. COMM 333 is strongly recommended.

The Board recommends adding a unit on "Communication of Change" to COMM 421, if it is not already included.

The Board encourages communication faculty to integrate web-based communication practice and analysis throughout the curriculum.

Memorandum

To: Ferris State University Communication Program Review

From: Don Flickinger, Head, Department of Humanities

Subj.: Communication Area Classroom Facilities and Equipment Review

Date: September 14, 2001

This overview of Ferris State University Humanities Department Communication area classroom facilities and equipment is prepared for the Communication Program Review.

Currently most communication teaching spaces are adequate. Two of the six allocated teaching spaces (Johnson Hall 102 & Johnson Hall 103) are not large enough full class cap 100 and 200 level communication classes. Currently Johnson Hall has two portable PowerPoint units available and Starr also have PowerPoint available. All classrooms except Johnson Hall 101 have video replay availability. The Humanities Department has three VHS and one VHSC recorders available for communication class use.

Recommendations for facilities and equipment improvement:

- **Additional classroom space is needed to allow for housing additional sections. The number of communication sections serving general education and communication majors and minors has grown from (38) in Fall 96 to (63) in Fall 01**
- **Permanent video replay television and VCR is needed in Johnson Hall 101**
- **Internet connections are needed in one Starr classroom and two Johnson Hall classrooms**
- **Additional faculty office space is needed in Johnson Hall allowing for more communication faculty to be located in the same area**

**Applied Speech Communication
Enrollment Trends**

Academic Semester	Number of Majors							Graduates	
		FR	SO	JR	SR	Minors	Teaching Minors	BS	AA
Fall 97	18	3	3	6	6				4
Winter 98	28							1	3
Summer 98								2	
Fall 98	32	10	4	7	11			1	
Winter 99	35							5	
Summer 99									2
Fall 99	46	11	10	14	11			4	2
Winter 00								2	2
Fall 00	53	9	12	17	15	6	29	3	2
Winter 01	52							4	1
Summer 01								6	
Fall 01	52	11	13	13	15				

ASC Recruitment Initiatives 1997-2001

1997

Donna Smith, Program Coordinator, created a promotional advertisement for the Applied Speech Communication program for Channel 7 (cable FSU). This advertisement continues to play on Channel 7, with revisions.

The Program Coordinator worked with the College of Arts and Sciences staff to produce a single sheet brochure summarizing the ASC program for the Admissions Office to send to prospective students.

1998

The Program Coordinator visited counselors at the following Michigan high schools: Mona Shores (Muskegon), Kalamazoo Central and Kalamazoo North, Traverse City Central and Traverse City West, and Holland High School.

The Program Coordinator created a display advertising the Applied Speech Communication program, and she participated in Autumn Adventure in October.

1999

Dr. Smith received a Programmatic Marketing Grant of \$5000 to produce and distribute a brochure aimed at high school sophomores and juniors. The better part of the year was spent coordinating activities to produce the brochure. The brochure features a postage-paid postcard that can be sent to the Admissions Office by students interested in receiving more information about the ASC program.

As soon as they became available, the Program Coordinator mailed ASC brochures to all 33 community colleges in Michigan, with an accompanying letter encouraging counselors to advise students considering transferring to complete a four-year degree that a bachelors degree in speech communication is now available at Ferris.

The new brochures are available at the College of Arts and Sciences office and in the corridor across from the Department of Humanities office in Johnson Hall. The new brochures are mailed to all students expressing interest in communication at Ferris by the Admissions Office.

Dr. Sandy Alspach set up the display, distributed brochures, and answered questions at the Michigan Association of Speech Communication (MASC) and Michigan

Intercollegiate Speech League (MISL) annual meetings in October. The target audience for these activities is high school speech and community college speech teachers. The Program Coordinator participated in Autumn Adventure in October.

2000

Sandy Alspach, Program Coordinator, mailed ASC brochures to three target markets: 187 members of the Michigan Interscholastic Forensic Association, 469 middle school/junior high and high school speech teachers, and 33 speech instructors at community colleges in Michigan.

The Program Coordinator began the practice of holding meetings each semester for majors, minors and prospective students. The fall 2000 meeting was attended by over 50 students, including prospective students.

The Program Coordinator refreshed the display and participated in Autumn Adventure in October. She provided information flyers about the Ferris Speech and Debate teams and Lambda Pi Eta, communication honor society, for the Speech Activities table stationed across from the academic program tables.

2001

The winter 2001 "majors" meeting was attended by over 30 students, including prospective students.

The Program Coordinator began the practice of sending a congratulatory letter to students accepted into the ASC program at Ferris. A brochure and checksheets of requirements accompany the letter.

The Program Coordinator coordinated members of Lambda Pi Eta, communication honor society, to make follow-up phone calls to accepted students. Six students participated in calling; following a scripted interview guide, answering questions and taking information from students or their parents. Twelve actual students or parents were contacted, producing a contact rate of 49 %.

Dr. Smith was granted \$1500 by the Programmatic Marketing Committee to underwrite ASC participation in a Saturday "Dawg Days" program with other programs in the College of Arts and Sciences, scheduled for winter 2002. Participation will include mailing invitations to high school speech teachers to encourage their students and their parents to attend and reply postcards. Communication faculty and students will meet with prospective students to discuss the program and to "experience" communication activities in the television studio, the journalism laboratory, and the speech/debate arena.

Observation

In the five years since the ASC program was opened, Ferris State University marketing policies have changed from dependence on faculty to initiate contacts with prospective students to reliance on faculty to make connections with students accepted into their programs. The recruiting strategies of the ASC coordinators reflect the changes in the institutional strategy for faculty involvement in recruitment.

Applied Speech Communication (ASC) Program Review

Conclusions

Centrality to FSU Mission

The Applied Speech Communication program is central to the Ferris State University mission of providing career-oriented instruction and experience. Through this program, over thirty students have completed internships in placements leading to careers in governmental agencies including criminal justice, non-profit agencies, the ministry, law, education and training, marketing/sales, hotel and convention services, labor relations, small business management, broadcasting and publication. In addition, Associate in Arts graduates reported that their ASC degree has enhanced their career performance and promotion potential. Several ASC graduates are pursuing advanced degrees in communication and related fields, like training and development.

Uniqueness and Visibility

The ASC program is the only program in communication among the state universities to require an internship. Through the co-curricular forensics program (debate and speech), the ASC program brings state and national recognition to Ferris State University.

Service to State and Nation

The ASC program provides readily-employable graduates for the state of Michigan. Graduates have taken their Ferris degrees and their ASC skills into employment in other states as well, including Georgia and Oklahoma. ASC faculty and students serve state and national associations as officers.

Demand by Students

Student enrollment in the ASC program has remained steady at 50-60 students in the last two years. An increase in selection of the speech communication teaching minor has been shown by education students. New strategies for tracking speech communication minors will make it easier to identify trends in this element of the program.

Quality of Instruction

One indicator of the quality of instruction in the ASC program is the number of awards and nominations for teaching excellence accumulated by ASC faculty, including two recipients of the Academic Excellence Award, one Distinguished Teacher and two

Distinguished Teacher finalists, and several nominees for Distinguished Teacher and the Michigan Association of Governing Boards Teaching Award.

Student Assessment of Instruction reports and departmental evaluations indicate that students rate the quality of instruction in the ASC program highly. Students in the capstone course and graduates report that the quality of instruction is one of the strongest aspects of the ASC program.

Internship supervisors report that ASC students come to the internship experience with market-ready communication skills. This indicator demonstrates a high quality of instruction.

Service to Non-Majors

The ASC faculty contribute almost three-fourths of their instructional loads to the General Education program, providing instruction in oral communication competency required for all Ferris State University graduates. All ASC courses are open to the university at large.

Many programs encourage or require their students to elect an additional communication course beyond the General Education requirement. For example, the Criminal Justice program includes a communication concentration, which is completed by taking communication courses taught in the ASC program. The Technical and Professional Communication program requires several advanced communication courses. The Honors College requires entering freshmen to take specially-designated honors sections of COMM 121, Public Speaking. For four years, the Justice Learning Community program for entering freshmen in the fall semester included a communication component.

Facilities and Equipment

Over the last three years, the primary communication classrooms in Johnson Hall, JOH 103 and 104, have been upgraded with wall-mounted monitors, VCR equipment and whiteboards. JOH 101 and 102 have been added to the classrooms regularly used for communication instruction. Portable carts carrying equipment for PowerPoint presentations are available to instructors and student presenters in Johnson Hall as well as Starr Building. Three video cameras and tripods are available for recording presentations for instructional use. In addition, communication faculty regularly receive videotaping service from Media Production. As instructors integrate technology into their instruction, facility and equipment support has grown.

Library Information Resources

Communication faculty regularly receive support from the instructional staff at FLITE in classroom instruction in research strategies in General Education classes as well as communication classes like COMM 299 Communication Theories and COMM 300 Research Methods.

The acquisitions staff has been supportive in enhancing the serial collection to support research in communication for both faculty and students. The Department of Humanities maintains a departmental membership in the National Communication Association, which includes subscriptions to the major communication journals published by this organization. Additional titles and back volumes have been added to the library collection to provide a good research base dating back to 1988 (see Appendix x).

Cost

Based on the calculations provided by the Office of Institutional Research, the cost of the ASC program is \$72 per student credit hour.

Faculty: Professional and Scholarly Activities

The communication faculty is active in participation in state, regional, national and international professional associations. Most of the communication faculty regularly attend regional and national conferences; several are officers in their associations; and several regularly make scholarly contributions as authors, panelists, moderators and short-course instructors.

Several faculty members have had papers published in journals or conference proceedings. One faculty member has co-authored an instructor's manual for a public speaking text. One faculty member has contributed a chapter to an edited work in the field. One faculty member has authored a textbook currently in use in the program and is under contract to write a public speaking textbook for the new COMM 201 Public Presentation Practices course.

Administration Effectiveness

The ASC program has enjoyed full administrative support from the department head Don Flickinger and the dean of the College of Arts and Sciences Sue Hammersmith. Without this administrative support during the program proposal process, it is unlikely that this program, one of the first "liberal arts" programs at Ferris State University, would have been approved. With the Dean's encouragement and support and the Department Head's careful attention to the detail work, as of fall 2001, the ASC program has expanded to include a major in the Bachelor of Arts program.

Both the Department Head and the Dean have been “hands-on” in working with communication faculty to fashion a program that is attractive to students, that provides quality instruction and experiences, and that produces quality graduates.

Applied Speech Communication (ASC) Program Review

Recommendations

From Graduates

Graduates suggested that academic standards continue to be high for students to enter and complete the ASC program. They recommended more advising in understanding the benefits of study in all three communication skill sets, and in understanding career options. They recommended more practice speaking to larger audiences (over 30) and using PowerPoint technology. They recommended encouraging study groups in some formal way.

From Internship Supervisors

Internship supervisors recommended more communication with the Internship Director about the objectives of the internship program and expectations of interns.

From Undergraduate Students

In the survey of undergraduate ASC students, students recommended making COMM 101 Introduction to Communication Studies more relevant to their career goals or eliminating the requirement. Students recommended requiring COMM 332 Persuasive Speaking and COMM 370 Communication and Conflict in the communication core. Students also strongly supported COMM 421 Leadership as valuable to their study of communication.

In the capstone course, students recommended more emphasis on skills-based courses and less emphasis on text-based courses, with more freedom to select their courses. Students wanted greater continuity between introductory-level and advanced-level courses. Students wanted greater clarity in and greater personal control of their program requirements.

From Outside Faculty

Faculty suggest that future surveys include a list of the names of the ASC students.

From the ASC Advisory Board

The Advisory Board recommended adding COMM 380 Organizational Communication to the communication core. They recommended promoting the "organizational" content emphasis option and supporting the regular offering of COMM 400 Assessment and

Analysis of Organizations as part of that option track. They encouraged instructors of COMM 421 Leadership to include a unit in "communication of change". They recommended examining the speech teaching minor; first, to expand the number of upper level communication courses a student could take, and second, to include a teaching methods in communication course. They recommended including web-based communication in all areas of the curriculum.

From the Department Head

The Department Head recommends additional classroom space be allocated for communication classes. He recommends that a permanent video replay television and VCR be installed in Johnson Hall 101. He recommends that two internet connections be added to classrooms in Johnson Hall and one in Starr Building where communication classes are taught. He recommends adding faculty office space in Johnson Hall so that all communication faculty can be located in the same area.

From the Library Staff

The library staff recommends that communication journals sent to the Department of Humanities office be relayed to FLITE in a more timely fashion for shelving and binding.

From Communication Faculty

The faculty recommend that better records be kept of undergraduates in all parts of the program and of graduates, on an on-going basis; including internship supervisor surveys and continuing career surveys of graduates at 5 and, eventually, 10 years. The faculty recommend that better training and materials be provided for ASC faculty advisors. The faculty recommend that recruitment efforts, especially of entering freshmen, be supported in a regular fashion. The faculty recommend that opportunities to develop and teach new courses be continued and supported. The faculty recommend that Advisory Board members be included in program activities, including class visits and networking for internships. The faculty recommend that the debate and speech teams be continued and financially supported, including compensation or released time for the speech coach and an increase in the speech team budget. The faculty recommend that the Ferris Communication Association student organization, and the local chapters of Lambda Pi Eta communication honor society and Pi Kappa Delta forensic honor society be continued and supported financially.

Summary of Recommendations

Academic Program

1. **Simplify requirements and enhance advising, especially in career options.**
2. **Examine course requirements in the communication core and content emphasis areas.**
3. **Support new course development and provide staffing to teach these courses.**
4. **Develop the Advisory Board structure and utilize the Board more in the program.**

Program Management

1. **Collect information from and communicate with undergraduates, graduates and internship supervisors on a regular basis.**
2. **Develop recruitment strategies for in-coming freshmen.**

Facilities and Support

1. **Increase classroom allocation for communication courses.**
2. **Enhance technology support in existing classroom space.**
3. **Increase faculty office space to locate all communication faculty in one area.**
4. **Continue to develop the library communication collection.**

**APPLIED SPEECH
COMMUNICATION**

**PROGRAM REVIEW
2001**

APPENDICES

**Program Evaluation Plan
Applied Speech Communication**

Degrees Awarded: A. A. in Applied Speech Communication (ASCA)
B. S. in Applied Speech Communication (APSC)
Minor in Speech Communication
Teaching Minor in Speech Communication

Program Review Panel:

Chair and Program Coordinator:
Program Faculty:

Sandra Alspach
Lon Green
Robert Loesch
Donna Smith
Sandra Balkema
Clayton Rye
Donald Flickinger

College of Arts and Sciences faculty:
Faculty member outside the College of Arts and Sciences:
Humanities Department Chair:

Purpose: To conduct a study of the Applied Speech Communication Program to evaluate its needs and effectiveness so the University can make informed decisions about resource allocations.

Data Collection Techniques

1. Graduate surveys completed in 2001
2. Internship Supervisor surveys completed in 2001
3. Employer surveys from 2001
4. Student evaluation of program and courses from 1999, 2000, and 2001
5. Faculty perception of program from surveys both to Communication faculty and to College of Arts and Sciences faculty
6. Advisory Board perceptions of the program from questionnaire to advisory board members
7. Labor Market analysis information from current market indicators
8. Evaluation of facilities and equipment by doing a review of the speech communication collection in the library, the adequacy of classrooms and supporting technical equipment

Schedule of Events

<u>Activity</u>	<u>Leader</u>	<u>Target Date</u>
Graduate Survey	Smith and Alspach	March 30
Internship Supervisor Survey	Alspach	March 30
Employer Survey	Smith and Alspach	April 25
Student Evaluation	Loesch	April 25
Faculty Perceptions of Program	Alspach, Balkema and Rye	April 25
Advisory Committee Perceptions	Loesch and Alspach	April 25
Labor Market Analysis	Green	April 25
Evaluation of Facilities	Green and Flickinger	April 25

PROPOSED BUDGET

TO: Vincent King, Optometry
Chair, Academic Program Review Committee

FROM: Sandra Alspach, Applied Speech Communication Coordinator
Chair, APSC Review Committee
Donald Flickinger, Chair, Department of Humanities

SUBJECT: Proposed budget for APSC review panel

DATE: January 9, 2001

Below is a copy of our proposed budget for the Applied Speech Communication review panel. Please contact us if you have any questions.

Student Surveys (100)

Copying Costs	\$ 15.00
Mailing Costs	\$ 65.00
Return Envelope Printing	\$ 15.00

Employer Surveys (30)

Copying Costs	\$ 5.00
Mailing Costs	\$ 40.00
Return Envelope Printing	\$ 5.00

Advisory Board Surveys (12)

Copying and Mailing	\$ 25.00
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Internship Supervisor Surveys

Copying and Mailing	\$ 50.00
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Student Wage Support

40 hours at \$6.00/hour	\$240.00
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Phone Expenses	\$ 50.00
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Final Document Copying Costs	\$200.00
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TOTAL	\$690.00
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Hello Applied Speech Communication Graduates and Communication Minors! Your former professors would like you to take 10 minutes (or less!) out of your busy schedule and fill out this BRIEF graduate survey. Our program is growing in size (over 60 students currently) and we want to make it the best it can possibly be. You can help us with your honest answers. **Please reply IMMEDIATELY! Our report is due September 21, 2001!**

Name _____

FSU Degree Program & Minor _____

Year of FSU Graduation _____

Company _____

Address _____

Position _____

Length of time in the position _____

Please answer the following three questions for each of the three categories.

Interpersonal Communication: (One-on-one communication with other employees, boss, clients, etc.)

In a typical 40 hour work week, how many hours do you spend in interpersonal communication?..... _____

- 1. My training at FSU in interpersonal communication is RELEVANT to my work experience. (Circle one)**

SA A N D SD
(strongly agree) (agree) (neutral) (disagree) (strongly disagree)

- 2. My training at FSU in interpersonal communication is BENEFICAL to my work experience. (Circle one)**

SA A N D SD

Comments: Why (or why not) is your FSU education in interpersonal communication relevant and beneficial?

Public Presentation: (Both inside and outside the organization)

- 1. In a typical 40 hour work week, how many hours do you spend preparing and presenting publicly?..... _____**

- 2. My training at FSU in public presentation is RELEVANT to my work experience. (Circle one)**

SA A N D SD

3. My training at FSU in public presentation is BENEFICIAL to my work experience. (Circle one)

SA A N D SD

Comments: Why (or why not) is your FSU education in public presentation relevant and beneficial?

Small Group Interaction: (Committees, meetings, etc.)

1. In a typical 40 hour work week, how many hours do you spend interacting in a small group situation?..... _____

2. My training at FSU in small group communication is RELEVANT to my work experience. (Circle one)

SA A N D SD

3. My training at FSU in small group dynamics is BENEFICIAL to my work experience. (Circle one)

SA A N D SD

Comments: Why (or why not) is your FSU education in small group interaction relevant and beneficial?

FINAL QUESTION: Write any comments that you feel would benefit our AA, BS, academic minor, or teaching minor program.

Please return this survey by reply e-mail to alspachs@ferris.edu

Do it NOW! Thanks ☺

ASC Graduates Survey Quantitative Results

Time Spent in Workplace

	Interpersonal Communication (IPC)	Small Group Communication (SGC)	Presentational Communication (PC)
BS	29	15	14
AA	33	3	1
Minor	31	3	21
Total	30	12	13

Training (Classes and Co-curricular Activities)

	IPC Relevance	IPC Benefit	SGC Relevance	SGC Benefit	PC Relevance	PC Benefit
BS	4.7777	4.7777	4.5555	4.5555	4.5555	4.6666
AA	4.6666	4.6666	4.6666	4.6666	3.6666	3.6666
Minor	4.25	4.5	4	4	4.75	4.75
Total	4.625	4.6875	4.5384	4.5384	4.4375	4.4375

ASC Graduates Survey Comments

Bachelor of Science Graduate Comments

“Working in public relations, marketing and sales the last few years my interpersonal comm. skills have helped me a great deal. I’m constantly communicating with employees, bosses and clients. I’ve learned to add different twists in my communication when talking to either employees or clients. Everybody is just a little different.”

“Working in sports it is very much a small group business. I spend a lot of time in meetings and have many discussions in groups about various topics on a daily basis. My small group training has helped me a great deal.”

“My public presentation skills were used a great deal more when I was working in minor league baseball. I had to prepare presentations for the media and I would give speeches at community events. With the Lions I don’t do it as much, but it still has been a critical aspect of my work experience.”

“I’m a big advocate of having training directed toward the workplace. The internship I did and the work I did in my workplace classes had a big influence on my decisions and the direction I decided to take. I suggest to continue offering this kind of work and study to your students.”

“Two words can answer this question, ‘people skills’. It’s (Interpersonal communication) relevant and beneficial because it allows one to have people skills and allows one to utilize interpersonal concepts in real world situations.”

It’s (Small group communication) relevant because if you understand the group process then it’s much easier to pinpoint concepts of group communication.”

“I won’t say that public presentation is not relevant or beneficial, but very rarely do I present something in my position.”

“Now that there is a BA and a BS major, how about a Masters and a Ph.D. in the future?”

“I am currently teaching a speech class!”

“This degree needs more ‘direction’ of what you can do when you graduate. For example, when one gets a degree in CIS you know what you’re being trained for. Options should be there for the students.”

“Education in interpersonal communication is relevant and beneficial, because there is not a day that goes by that I’m not interacting with others. Communication with family members, friends, co-workers and potential clients are all prime examples of interpersonal communication. This is important to me because I’m attempting to touch

the lives of people everyday through my business functions. I like to be certain that my message is reaching everyone I interact with and I strongly feel that the education Ferris has provided in interpersonal communication allows me to do just that.”

“Believe it or not, business today is 90% small group interaction. Ferris’ education in small group interaction was perfect preparation for my position as Marketing Coordinator at Simplified Employment Services. On a daily basis we met in groups to make decisions on advertising ideas, direct mail campaigns and everyday functions in our department. Much to my surprise that carried over even when I decided to run my own business, I would meet with fellow educators, principals and community groups about my programs. The knowledge I received from small group decision classes help me deal with constructive criticism, how to avoid “group think”, and just the ability to learn from other ideas and concepts to develop the best overall idea for the team.”

“I’d like to consider my education in public speaking as one of my stronger communication points. My daily duties include motivating children and speaking about the wonderful benefits of physical fitness. As a motivational speaker and educator I don’t believe I’d have the same success in my field if it weren’t for the Applied Speech Communication program at Ferris. I apply those teachings every time I prepare a speech and reflect on the lessons during each presentation.”

“In short I’d like to say thank you for all of the wonderful lessons, terrific instructors and overall support. I honestly believe this is a great program because it allows students to learn valuable information about themselves, communication as theory and how to successfully communicate with others. No matter what your field of education is I think everyone should stumble upon a communication class or two; it’s beneficial for every walk in life.”

(telephone interview) Re. Interpersonal communication: (is relevant and beneficial) because (it) helps him relate to others better.

(telephone interview) Re. Small group communication: without it one wouldn’t know dynamics and how a group thinks. Groupthink is a large problem among first year law students in class and study sessions.

(telephone interview) Re. Presentational communication: without training and knowing how to present, he wouldn’t be able to handle the stress in law school.

(telephone interview) Re. Comments to benefit ASC program: more large group presentations with 50-100 people. More PowerPoint presentations; need to use it all the time.

(telephone interview) Re. Interpersonal communication: In Masters program, a great deal of small group interaction with colleagues from various backgrounds is required. Education has been helpful.

(telephone interview) Re. Small group communication: In small groups, she learned to deal with conflict. Able to go from leader to follower easily; also playing various roles in the group. In Masters program, elements from (all three skill sets) are used daily.

(telephone interview) Re. Presentational communication: Comm. students have an edge on others in (Masters) program. All elements of comm. training are apparent in Masters program.

(telephone interview) Re. Comments to benefit ASC program: She and (another ASC graduate) know everything. Dr. Manley at first was upset, said Ferris shouldn't focus on liberal arts. Dr. Corey was impressed that (these ASC graduates) knew answers. He said, "You must be learning something over there."

(telephone interview) Re. Interpersonal communication: comm. classes are the most important classes you have in a college education.

(telephone interview) Re. Small group communication: This area is used much more than I thought while in college.

(telephone interview) Re. Presentational communication. This area has proven valuable in my job.

(telephone interview) Re. Comments to benefit the ASC program: every single class was valuable to me.

(telephone interview) Re. Interpersonal communication: I spend time as a caregiver in hospitals, one-on-one interaction is very important.

(telephone interview) Re. Small group communication: Youth ministry and all kinds of church groups use small groups to operate.

(telephone interview) Re. Presentational communication: vital to job description; he is a minister.

(telephone interview) Re. Comments to benefit the ASC program: quality of students should improve. Mandatory study groups would be helpful.

(telephone interview) Re. Interpersonal communication: She learned how to interact with different people. Must (in job) ask questions without offending them. She must know how to talk to people to get job done. Wrong verbal/nonverbal (signals) cause defensiveness.

(telephone interview) Re. Small group communication: beneficial, allows you to learn to lead or listen.

(telephone interview) Re. Presentational communication: (Very beneficial and relevant) because she teaches a class on job readiness skills. If she doesn't present it well, they won't listen and ultimately won't get a job.

(telephone interview) Re. Comments to benefit ASC program: We were well prepared. She is glad we were hard on her.

Associate in Arts graduates commented as follows.

(telephone interview) Re. Interpersonal communication: her FSU education in IPC is relevant and beneficial. She deals with people every day. Comm. training has helped her do this better.

(telephone interview) Re. Small group communication: learned how to make a better decision by communicating better in a group and listening to other members.

(telephone interview) Re. Presentational communication: she does have to present occasionally and experience in class has given more confidence and helped in marketing degree internship presentation.

(telephone interview) Re. Comments to benefit ASC program: would like to take advanced courses. She suggests (more of them) be optional in AA degree.

(telephone interview) Re. Interpersonal communication: relevant, she must deal with co-workers daily and employers and students; and to complete tasks you must communicate.

(telephone interview) Re. Small group communication: helps one work in small group and express opinions. Teamwork understanding is essential.

(telephone interview) Re. Presentational communication: not relevant in current job. But, if she were to use it, (training) would be relevant.

(telephone interview) Re. Comments to benefit ASC program: she got more than she expected. Comm. helps enhance ability in workplace.

Speech Communication minors commented as follows.

“In the area of education, it is critical that you be able to communicate with a diverse group of people in our current global society.”

“Every day I interact with my students, parents and administration is a public presentation.”

“Solid interpersonal communication skills are important to any position!”

Circle the appropriate response	Highest			Lowest	
11. The internship objectives were clear.	5	4	3	2	1
12. The intern supervisor's responsibilities were clear.	5	4	3	2	1
13. The intern supervisor's responsibilities were appropriate.	5	4	3	2	1
14. Communication with the Intern Director was adequate.	5	4	3	2	1
15. The on-site visit was valuable.	5	4	3	2	1
16. Reporting procedures were clear.	5	4	3	2	1

Please identify the STRENGTHS of the APSC Internship Program:

Please make additional recommendations that will help us improve the internship experience for Applied Speech Communication students.

14. None
15. some difficulty with syntax and grammar
some emotional/social issues with childcare
occasional absenteeism
16. none listed
17. It is difficult to come into a small business with the skills and knowledge of all aspects of business needs to be addressed.
18. none listed

Please identify the strengths of the APSC Internship Program.

1. NA
2. Lance managed and directed a specific part of a political campaign. Flexibility was primary and accepting continuous change in tasking was excellent.
3. Intern became an extension of myself which made him very productive. He was well prepared and motivated.
4. valuable opportunity
5. none listed
6. none listed
7. none listed
8. none listed
9. none listed
10. strong intern – solid skills – personable and professional
11. none listed
12. none listed
13. Good experience while still in an educational environment
14. I am unable to evaluate these. Intern was excellent
15. helped student develop skills
helped us with task performance
16. none listed
17. We had been involved with several departments at Ferris while Michael was attending school. If Ferris would have offered APSC in the beginning we feel Michael would have felt success a lot sooner than he did. The teachers and advisors in this department gave their students the support and encouragement they needed to succeed.
18. Thank you for thinking about WRIF

Please identify any inadequacies of the APSC Internship Program.

1. NA
2. none listed
3. Although on site visit was a part of the internship, we never got one from the intern director. Yet the intern did function well without such
4. None
5. none listed

6. none listed
7. none listed
8. none listed
9. none listed
10. none listed
11. none listed
12. none listed
13. None
14. This eval (sic) is about a year late. Little communication with faculty.
15. initially unable to develop good project for student
16. none listed
17. none listed
18. none listed

Please make any additional recommendations that will help us improve the internship experience for Applied Speech Communication students.

1. NA
2. none
3. A small stipend would help the interns. They would be able to contribute more hours and obtain a greater scope of work load and functions.
4. Your (sic) doing a great job.
5. The Admissions Office was not prepared for an internship experience at the time it had one. This made for an absolute challenge for the students to understand what was happening in the office.
The students (Michelle) did well considering this.
Question 8 – Michelle required little supervision and if given clear instructions, duties were carried out excellently.
6. The direct supervisor is no longer here. However, I am not aware of any communication that took place between the Intern Director and the intern's supervisor.
7. none
8. none
9. none
10. none
11. none
12. none listed
13. The practice of having internships should be continued. It adds experiential value to the degree.
14. none
15. suggest clearer specific internship plan for student, specific to needs and career aspirations
16. none
17. The only recommendation would be to allow students who have previously interned in a business environment to allow that internship as credit for APSC.
18. none

Applied Speech Communication
Program Review 2001

Undergraduate Student Survey

Thank you for completing this survey. Your insights will help us make the Applied Speech Communication program better for you and future students. **Please return your survey to a communication faculty member or to the Department of Humanities office, Johnson Hall 119; or mail to Sandy Alspach, Dept. of Humanities, Johnson Hall, 1009 Campus Drive, FSU, Big Rapids 49307; or email to alspachs@ferris.edu.**

Section One: Curriculum

Use the list of Communication courses attached to answer the following questions:

- _____ 1. Write the number of the course you feel has been most beneficial in preparing you for your career goals.
- _____ 2. Write the number of the course you feel has been least beneficial in preparing you for your career goals.
- _____ 3. Write the number of the course you feel provided you the best experience in building communication skills.
- _____ 4. Write the number of the course you feel provided you the best knowledge and understanding of the communication process.
- _____ 5. Write the number of the course you feel provided you the best overall learning experience.
- _____ 6. Write the course number of any required (core) course you feel should NOT be required.
- _____ 7. Write the course number of any elective course you feel SHOULD BE REQUIRED (CORE).

OVER

Section Two: Program Requirements

Use the following scale to answer these questions by writing the appropriate number:

Strongly Agree 5 Agree 4 Neutral 3 Disagree 2 Strongly Disagree 1

- _____ 8. There are too many core course requirements.
- _____ 9. There are too many program requirements.
- _____ 10. The Emphasis Option is a good focus for my communication studies.
- _____ 11. The Applications to the Workplace requirement is useful to my career goals.
- _____ 12. The Internship requirements are appropriate.
- _____ 13. I understand my degree requirements.

Section Three: Program Management

Use the same scale as above in Section Two to write in the appropriate number.

- _____ 14. My advisor was helpful to me in meeting my program requirements.
- _____ 15. My advisor was helpful to me in planning my career.
- _____ 16. My advisor was available when I needed him/her.
- _____ 17. The Program Coordinator was helpful to me in meeting my program requirements.
- _____ 18. The Program Coordinator was helpful to me in planning my career.
- _____ 19. The Program Coordinator was available when I needed her.

Demographics. X the appropriate response:

- 20. Degree goal:
 - _____ A. B.S.
 - _____ B. A.A.
 - _____ C. Communication minor
 - _____ D. Speech teaching minor
- 21. Credit hours earned as of fall 2001:
 - _____ A. 1-25 (freshman)
 - _____ B. 26-55 (sophomore)
 - _____ C. 56-85 (junior)
 - _____ D. 86 + (senior)
- 22. Sex:
 - _____ A. Male
 - _____ B. Female
- 23. Age group:
 - _____ A. 17-20
 - _____ B. 21-23
 - _____ C. 24-30
 - _____ D. over 30
- 24. Number of Communication courses taken, before fall 2001:
 - _____ A. 1-4
 - _____ B. 5-6
 - _____ C. 6-8
 - _____ D. over 8

Please use your own paper (or send an e-mail attachment) to answer these questions:

- A. The best thing about the Applied Speech Communication program is
- B. I would recommend the following change(s) to the Applied Speech Communication program;

Communication Courses

Directions: Rank order the 5 courses you think are most valuable to your study of communication: e.g. The top course in your opinion would be ranked 1. Put a question mark (?) next to any course you think should not be a requirement for the ASC program.

Core Requirements

A.A.

- _____ 101 Introduction to Communication Studies
- _____ 105* Interpersonal Communication
- _____ 121* Public Speaking
- _____ 221* Small Group Decision Making
- _____ 251* Argumentation and Debate
- _____ 299 Communication Theories

B.S.

- _____ 300 Applied Research in Communication
- _____ 365 Intercultural Communication
- _____ 421 Leadership
- _____ 460 Communication Rights and Responsibilities
- _____ 493 Internship
- _____ 499 Senior Seminar

Electives

- _____ 205 Listening
- _____ 231** Interpretive Reading
- _____ 301 Interviewing
- _____ 305 Communication in Human Relations
- _____ 310 Nonverbal Communication
- _____ 325 Speech Writing
- _____ 332 Persuasive Speaking
- _____ 336 Technical and Professional Presentations
- _____ 370 Communication and Conflict
- _____ 380 Organizational Communication
- _____ 385 Broadcast Writing

* Course satisfies General Education requirements for Communication Competence

** Course satisfies General Education requirement for Cultural Enrichment

Question

#	Course	#1	#2	#3	#4	#5	#6	#7
101	Introduction to Communication Studies		8		3	1	5	
105	Interpersonal Communication	1	6	2	9	3	2	
121	Public Speaking	4		10	3	3		1
221	Small Group Decision Making	2	1	1	1	1	1	
251	Argumentation and Debate	3		3		2	1	1
299	Communication Theories		3	1	5	3	2	
300	Applied Research in Communication	1						
365	Intercultural Communication	1		1			4	
421	Leadership	2				1		
460	Communication Rights and Responsibilities		2				2	
493	Internship	1				3		
499	Senior Seminar							
205	Listening		1	1				2
231	Interpretive Reading			1		1		1
301	Interviewing							2
305	Communication in Human Relations							1
310	Nonverbal Communication							2
325	Speech Writing							
332	Persuasive Speaking	1		1				3
336	Technical and Professional Presentations	1						
370	Communication and Conflict	2		1	2	1		3
380	Organizational Communication				1	2		2
385	Broadcast Writing	1				1		
290		1						

Questions:

1. What course do you feel has been most beneficial in preparing you for your career goals?
2. What course do you feel has been least beneficial in preparing you for your career goals?
3. What course do you feel provided you the best experience in building your communication skills?
4. What course do you feel provided you the best knowledge and understanding of the communication process?
5. What course do you feel provided you the best overall learning experience?
6. What required (core) course do you feel should not be required?
7. What elective course do you feel should be required (core).

Demographics

#20	A. (B.S.)	B. (A.A.)	C. (Communication minor)	D. (Speech teaching minor)
Degree Goal	23	0	0	0

#21	A. 1-25 (freshman)	B. 26-55 (sophomore)	C. 56-85 (junior)	D. 86+ (senior)
Credit hours as of fall 2001	0	5	9	9

#22	Male	Female
Sex	11	12

#23	A. (17-20)	B. (21-23)	C. (24-30)	D. (Over 30)
Age Group	7	6	9	1

#24	A. (1-4)	B. (5-6)	C. (6-8)	D. Over 8
# of Comm. Courses taken before fall 2001	4	6	3	10

Rank

#	Course	1	2	3	4	5	?
101	Introduction to Communication Studies	0	1	0	0	0	2
105	Interpersonal Communication	1	1	2	1	0	0
121	Public Speaking	3	3	1	1	1	0
221	Small Group Decision Making	1	2	1	0	1	0
251	Argumentation and Debate	1	1	1	0	1	0
299	Communication Theories	0	0	3	0	0	1
300	Applied Research in Communication	0	0	0	1	0	1
365	Intercultural Communication	0	0	1	0	1	0
421	Leadership	0	3	1	2	1	0
460	Communication Rights and Responsibilities	1	0	0	0	1	0
493	Internship	2	1	2	0	1	0
499	Senior Seminar	0	0	0	0	0	0
205	Listening	0	0	1	2	0	0
231	Interpretive Reading	0	0	0	1	0	0
301	Interviewing	0	0	1	1	0	0
305	Communication in Human Relations	0	0	0	0	2	0
310	Nonverbal Communication	0	0	0	2	1	0
325	Speech Writing	0	0	0	0	0	0
332	Persuasive Speaking	0	0	0	1	2	0
336	Technical and Professional Presentations	0	0	0	1	0	0
370	Communication and Conflict	3	1	0	1	2	0
380	Organizational Communication	1	0	0	0	0	0
385	Broadcast Writing	1	0	0	0	0	0
290		0	1	0	0	0	0

Directions:

Rank order the 5 courses you think are the most valuable to your study of communication. The top course in your opinion would be ranked 1. Put a question mark next to any course you think should not be a requirement for the ASC program.

Applied Speech Communication
Survey

- A. The best thing about the Applied Speech Communication program is?**
B. I would recommend the following change(s) to the Applied Speech Communication program?

Student # 1

1. The best thing about the APSC program is the skills you learn which help to make you a better communicator.
2. Leave 299 for those who wish to be philosophers.

Student # 2

1. The best thing about Applied Speech Communication is the broadness of its classes that facilitate the career diversity and enable one to work in just about every office.
2. I would recommend that Comm. 299 be broken down into a 101 introduction and a 400 level final class.

Student # 3

1. Seeing as I have just entered the applied speech program, I am not sure as to what the best thing is, however, I do know that the staff is always available to help and willing to do so.
2. I believe that Comm. 205 should be a core class, as it gives valuable lessons in the act, and understanding there of.

Student # 4

1. The best thing about the Applied Speech Communication program is the communication skills that you acquire. I have learned to pay attention to all the gestures that people make when communicating. I can get all the messages people send me especially nonverbal messages. My own communication skills have improved very much.
2. No response.

Student # 5

1. The best thing about the Applied Speech Communication program is I feel very comfortable. It is alright for me to get confused because when I need help, one of the professor's is always around to help me out.
2. I would recommend Applied Speech Comm. to link with education. I want to teach Comm. classes, but Ferris does not have a program available.

Student # 6

1. They help build skills in every aspect of life/work.
2. None.

Student # 7

1. It gives you a chance to learn the knowledge and then take it and apply it to more than just one field.
2. I don't have any yet, I am just starting.

Student # 8

1. The teachers are helpful.
2. Some of the required classes such as 101, there is too much of a rush to get all of your things done.

Student # 9

1. Friendliness of the faculty. Everyone is willing to help and easy to talk to and make things more available.
2. More exposure to the rest of the campus. Not enough people know about the program.

Applied Speech Communication

APRC 2001-2002

section 2

Student Program Evaluation Comments

Senior Seminar (Communication 499), Winter 1999

Prepared by

Robert W. Loesch, Assoc. Prof., Communication

Introduction

Communication 499, Senior Seminar, was taught for the first time Winter Semester 1999. One purpose of the seminar was to assess the summary evaluations of the students completing the ASC major or minor. During classroom discussion the students demonstrated enthusiasm for commenting on their experiences. With the instructor's approval they generated evaluation questions through discussion and wrote narrative answers to each. One student did not participate, since he finished the class early to assume professional employment. Since students' responses varied widely, I urge you read the entire report. However, I did my best to summarize.

Below is a verbatim copy of the instructions to the students. Each question is also presented exactly as it was discussed, approved by consensus, and asked in the original document. Following each question are the unedited responses of each student. Only the document formatting was changed.

Senior Seminar (Comm. 499) Program Evaluation Questions Winter, 98-99

You, the members of the seminar, have generated the following questions. Please answer each completely. I have added parenthetical statements, which may broaden the scope of your answers. Please write well. Think of your document as a series of short essays, not a questionnaire. Your individual papers will be seen only by me and evaluated for their factual accuracy, the quality of your arguments and the consistency of your thinking. Your paper will be combined with those of the rest of the class to produce a compiled document for the Communication Area Faculty's assessment and program review projects. Lastly, remember to turn in a written copy and a copy on floppy disk that is formatted in Microsoft Word, ASCII (plain text), or Rich Text Format (RTF).

1. *Which classes were the most helpful and least helpful in helping you to develop a foundation for communication study?*

Student 1, Question 1

The classes that I think were most helpful in developing a foundation for communication study include: Comm 105 (Interpersonal Comm), Comm 121 (Fundamentals of Public Speaking), Comm 210, (Nonverbal Comm), Comm 221 (Sm. Group Decision Making), Comm 421 (Leadership in Sm. Groups), Comm 305 (Comm & Human Relations), Comm 332 (Persuasive Speaking), & Comm 370 (Comm & Conflict). Personally, I thought all the classes in Comm. I have taken were very helpful in developing a foundation for comm. study, but I decided to give these classes an extra emphasis because I think these classes are the main ones that help a person to achieve the skills needed to succeed in the field of communication. These seem to be the classes that interested me the most throughout my career here at Ferris and they are also the classes that will be most beneficial in the years to come, information wise. I feel that more of the classes offered here at Ferris need to have another class that somewhat continues on with what you learned from the basic class. A class that takes the information learned to another level and helps one to apply the basics, as does the Comm 221 & 421 classes. These two classes for instances allows one to see both

perspectives since in 221 you are involved in a sm. group and then in 421 you observe one. Overall, by correlating more classes one can begin to obtain a more hands on approach to learning and one will not have to wait until an intern to try to connect the classroom experiences to everyday life/career experiences.

Student 2, Question 1

The classes that I found to be most helpful to me as a communication minor were interpersonal communication, argumentation and debate, and leadership in small groups. First, the class interpersonal communication provided an opportunity to develop and hone my oratory abilities, plus develop new skills. These skills I developed included the following: delivery, proper eye contact, verbiage, content, and basic speech structuring. While on my internship, I found the previous to be very useful in and outside the workplace environment. In addition, these learned skills enhance and supplement core classes within my major. In the like, argumentation and debate added clarity and focus towards the principles and key elements of verbal battle. I also learned how to research a topic and present my argument in a well-planned and persuasive manner. Furthermore, the class yielded the opportunity too hone and develop new listening skills. Although this is not the primary intention of the class, we learned to listen for content while documenting accurately. I directly attribute my techniques of note taking to this class. The content of this class permeates every communication encounter I have had since. I feel this class should become a requirement for all students regardless of their major, because the benefits far out- weigh the negatives. Lastly, the class leadership in small groups directly applies to the workplace environment in every respect. Leadership in small groups provided a unique and beneficial opportunity to observe and understand the formation, phases, and leadership aspects within small groups. More importantly, this class reflects the current shift in the workplace environment from the individual to team philosophy. The best part of the class was the reflection process each of us presented to the class. During this time we were able to tie in all related knowledge in the class to observable behaviors within the groups. This class is an integral part of the understanding of group behavior. I also feel this class is crucial to anyone who has intentions of becoming a manager in the future. As I see it, this class directly pertains to all segments of my experiences in and outside the workplace thus far. I do not consider any of the classes I have had thus far to thought of as unneeded, instead, I look at all my classes as a piece of the "pyramid" that I call education. Therefore, I consider each of my classes equally important in some respect.

Student 3, Question 1

I think that there were a variety of classes that helped me develop a foundation for communication. One of the most important classes I have taken is Communication 421 small group leadership. This class was instructed by George Nagel. This class broadened my whole outlook on communication. Through intensive observations I learned some excellent information about small groups. Another helpful class I took was Communication 251 Argumentation and Debate. This class helped me learn how to construct an argument. One of the least helpful classes I took was Interviewing 301. This class was intended to be structured to show the students how to conduct interviews. I believe this class was organized poorly. I really didn't learn the essentials needed to conduct a good interview.

Student 4, Question 1

The classes that were the most helpful in helping me to develop a foundation for communication study were Communication 221, 300, 301, 365, 370, and 421. Comm. 221 and 421 gave me the ability to make decisions in small groups and to demonstrate leadership capabilities in small groups. Comm. 300 and 301 gave me the opportunity to develop research method skills; furthermore, comm. 301 really help me to gain hands on interviewing concepts that has been beneficial for interviewing with company's outside of Ferris State University. Communication 365 and 370 were the most helpful or important to me because, 365 gives me the skills to communicate effectively with different cultures and 370 is most important because, I've inherited the proper concepts of dealing with conflict in people and organizations.

The classes that were the least helpful in helping me to develop a foundation for comm. Study were communication 105, 205, 460, and 499. Interpersonal comm. 105 and effective listening 205 were classes that I see know relevance at all in helping me to develop a foundation for comm. Study, because I simply didn't learn anything and I don't see how I could apply those issues to help me in comm. study. Communication 460 and 499 were the very least classes that are helpful in comm. study. I don't see any benefits whatsoever in those courses.

They seem like classes that were just made up, just to add to the checklist. I truly don't see the purpose in those courses, nor how I could apply them or the concepts outside of the classroom. The classes are meaningless and I say that respectfully. They seem like experimental courses.

Student 5, Question 1

The classes that I felt were the most helpful were COMM-301 (Dr. Huff) Interviewing, COMM 332 Persuasive Speaking (DR. Horn), COMM 251 Argumentation and Debate (Dr. Horn), COMM 300 Applied Research Methods in Communication (Dr. Alspach), COMM 310 Nonverbal Communication (Dr. Loesch), COMM 325 Speech Writing (Dr. Patten), COMM 365 Intercultural COMM (Dr. Alspach), COMM 370 Communication and Conflict (Dr. Green), COMM 421 Leadership and Small Group Communication, COMM 460 Ethics and Responsibility (Dr. Irvine).

I feel that COMM 301 was very helpful because I used the skills I learned in class out side of the class, in real life interviews. I learned the importance of eye contact, posture of involvement, articulation, voice mechanics, establishing the proper rapport etc. I also like the hands on practice/experience. We had several opportunities to participate in mock interviews.

COMM 332 is very important to me because I was able to get useful experience in public speech and research. I learned the importance and the power of persuasion.

COMM 300 is very useful because I had the opportunity to help conduct a study/research project in which I had hands on experience. I had the opportunity to interview and conduct surveys among the student body.

COMM 310 is very important because regardless of the area of concentration that a student chooses we all need to be able to read non verbal cues of other people, so that we can understand contradictions in communication.

COMM 325 is important because it introduced me into the art of speech writing. I hope that some day I am the position to write speeches for others as well as for my self. I had the

opportunity to participate in hands on learning, by contacting a well know community figure and preparing a speech.

COMM 365 is important because it has introduced me into different cultures, I have had the opportunity to research other cultures and educate myself in the importance of diversity. I think that it is important that we learn to recognize and understand a culture other than our own. We are living in a world where people are not always going to look or sound like us so we have to learn to adjust to diverse people.

I think that COMM 370 is important because I learned that conflict exists and it is inevitable. I learned what type of conflict style that I have and how to deal with conflicting situations. I learned things about myself that I didn't know before.

I feel that COMM 421 was very useful because I learned how to identify different styles of leadership and how to apply them to various situations. I had the opportunity to be a participant observer, which taught me the importance of small groups. I think the skills that I learned in this class will be very helpful for all future leadership responsibilities.

I feel that COMM 460 is very helpful in getting students to think about moral and ethical issues that may some day affect them.

Student 6, Question 1

Before entering the Applied Speech Communication program, I thought that most of my core requirement classes would be performance based. COMM 105 Interpersonal Communication awakened me from that myth. For some unintelligible reason I had never thought of everyday conversations as communication. Interpersonal opened the door to so many different possibilities in the field of communication as well as giving me a solid foundation with which to explore the communication discipline. COMM 300 Applied Communication Research with Dr. Nagel helped shape my objectivity; I began to look at research in scientific terms. My belief that communication research is not a scientific process was a complete misconception on my part. Communication Research changed my entire opinion of communication studies and at the same time taught me how difficult communication research can be.

Student 7, Question 1

I felt that COMM 105 and 121 were helpful foundation classes. Both of these courses covered the basics and gave me a general idea of what I would be studying in the more advanced communication courses. I think that all of the communication courses at Ferris State University are helpful in understanding communication.

Student 8, Question 1

The classes that were most helpful to me in developing in the field of communication was Comm 121, 365, 421, 460, 370. The classes that were the least bit of help, Comm 300, and 299. Comm 121 was helpful to me because it helped me build a solid foundation for speaking in a public setting. Comm 121 structured my speaking ability and gave me the do's and don'ts in a public speaking environment. The small group classes prepared me for dealing with situations were I'm working with other people. For example; I apply a lot of these skills in my student organization or on the job or basically when the situation presents itself. The same would go for the conflict management classes and the Comm cultural classes. These classes helped develop a sense of awareness for other peoples feelings which may cause conflict between people who come from different backgrounds. Personally I think these two classes should have been combined some how because the biggest conflict

we have with each other, is race and the fact we are unsure about other people from different back grounds.

Student 9, Question 1

Communication 121-Fundamental Public Speaking was helpful to me as a freshman because Dr. Green laid a foundation for me. For example, I had to come to class prepared everyday because he would have come down on me in front of the whole class. Therefore, I knew I had to ready or I would have been embarrassed. Comm. 332 Persuasive Speaking was helpful to me because Dr. Horn believed in me enough to help me believe in myself. In order to have and maintain the confidence to know that I could speak and do it well, I needed someone to believe in me. Mr. Horn believed in me. The least helpful class was Comm. 299 Theory of Comm. I can not remember one thing that I learned out this class that I have been able to applied to my life or other comm. classes. Unlike Dr. Horn, Dr. Alpasch did not give encouragement, something that I needed in that course. I didn't see any benefits of that course. I could not apply any of the concepts outside the classroom.

Student 10, Question 1

One of the classes I found that was most helpful to the develop for the foundation for my communication study was communication 121 Public Speaking. That was my first class here at Ferris State University, and I learned a lot of the basics of what visuals were and how to write an outline before giving a speech. I enjoyed that class so much that I decided to take more communication classes and that led into staying here to see if the major was going to pass and eventually it did! I found that all of the public speaking courses I took, for example, Persuasive Speaking, Technical and Professional Presentation, Interpretive Reading and Speech Writing helped me grow as a public speaker. I would like to think that someday I will write speeches, and although the Speech Writing class was helpful it was very repetitive from the visual aids aspect. I felt that all of the classes I took that talked about visuals were repetitive. I would have liked to see more power point and technical presentation methods rather than just using overheads. Interpretive Reading was a class that was the most fun because everyone got to pick out historical passages and read them with meaning like we were acting. It was also helpful on how to use our voice in different instances and what to do with our hands when speaking. Other classes that were helpful were Intercultural Communication, Interviewing and Leadership in Small Groups. Intercultural Communication was an interesting class to be a part of because we did something with the international students that got us out of the classroom and into a real intercultural situation that we could learn from. I learned a lot about many cultures and how communication from one culture to the next differs dramatically. The next class I found helpful was Interviewing. This was taught through demonstrations by the class during mock interviews. I believe that everyone who attends FSU should take this class before going out job hunting. Through this I learned a lot of do's and don't's of what to do during an interview. What was helpful in that class was that we were all video taped on every interview, so we could go back through and critique ourselves. Not only did that help when being the interviewee but also the other side of the table when we had to interview others. The class that I most recently took was Leadership in Small Groups. I like hands on classes, and this one was set up so we could watch a small group form. I enjoyed attending the Small Group Decision Making class and watching how groups form and how they dealt with problems that arose. Everyone reported back to the class, which gave a different aspect on what to look for next

time we meet with them to see if they were experiencing the same thing (for example group think). This gave me a look at how small groups form and function. The least helpful classes that I didn't feel like I learned anything from were Research Methods in Communication and Rights and Responsibilities. The big reason why these were the least helpful I believe is because it was the first time they were taught. I did a total of over 26 papers in Rights and Responsibilities, and I felt like I learned nothing. I wasn't graded on the papers but by checks and pluses, which gave me no indicator on where I stood in the class. Since the first time it has been taught, I understand that now they only do about 10 papers. Before a class is taught for the first time, I think the teacher needs to put more time into what he/she wants students to get out of the class and tell them. The next class that was not helpful was Research Methods. This was the same problem being the first time ever taught. I think the teacher bit off more than she could chew and promised other faculty members that we were going to come up with the research on graduating seniors and their speech skills after leaving FSU. We were so rushed for time that we never learned how to actually do the research and spent most of our time on the phone asking the same questions. Only a few of us learned how to thin out the information to use. I think the classes had a good idea behind them, but were structured terribly.

Student 11, Question 1

I believe all of the classes were helpful for developing a foundation for communication. While assessing the classes in the core of the course work, I found conflict, small groups, theory, and public speaking the most helpful. Other courses were very beneficial and interesting. The course I found least helpful was COMM. 101

2. What classes do you think will be the most helpful in your intended career?

Student 1, Question 2

In taking the time the last couple months to search for a job, I have found that almost all employers are looking for people with excellent interpersonal skills and possess both written and verbal communication skills. The classes that I think will be most helpful in my intended career include classes that teach interpersonal skills, Comm 105 and 305; the ones that stress writing, speaking, and presentation skills, Comm 121, 251, 300, 325 and 332; and finally the small groups classes Comm 221 and 421. Personally, I think interpersonal skills and small group skills are the most important by far. As far as the application to the workplace is concerned, I don't think it is as beneficial to some of us who transferred from one major into communications unless we already had a degree or we still remained in the other major and took on a double major. It seems that when we transferred to communications, an application to the workplace was just formulated so as not to cause us to remain in school longer, it may not be relevant to what we would like to do with our career. I think those that begin the program can utilize their application to the workplace to their advantage, which if we choose to take a route outside our original major, we would have to stay in school another year or so.

Student 2, Question 2

The classes that are most important to my career choice include the ones I mentioned in question one and also persuasive speaking and small group communication. Once again, the classes I deem most helpful to my career fully list as the following: interpersonal

communication, persuasive speaking, argumentation and debate, small group communication, and leadership in small groups. Although I am not a communication major, these classes apply directly to my major in every respect. This includes the organization and structure of small groups, leadership styles and behaviors, validation and support of an argument, and research and listening techniques. I understand that students within the communication major must enroll in classes that delve deeper into the above areas, but as a communication minor the classes I have completed thus far suffice for my individual need.

Student 3, Question 2

One of the most important classes that will assist me in my career was Communication 121 Public Speaking. I was very uncomfortable when I had to speak in front of other people. I have taken Criminal Justice 220 Supervision and Management. This class enlightened me on how to be a successful manager in the workplace. This class is part of my application to the workplace.

Student 4, Question 2

The classes that I think will be the most helpful in my intended career are as stated comm. 221, 300, 301, 365, 370, and 421.

Student 5, Question 2

I think that the classes that will be most helpful in my career are COMM- 301, 251, 310, 421, and 460.

Student 6, Question 2

As an aspiring attorney, I can see three classes helping me with my intended career. First, of course, is COMM 251 Argumentation and Debate. The research skills and "thinking-on-your-feet" experience I gained in Argumentation is unique to that class. COMM 370 Conflict and Communication also showed me how to analysis different situations for key characteristics so that I may manage conflict better. Finally, COMM 105 I am positive will give me a strong reference with which I can better communicate with my clients, another attorneys, and judges.

Student 7, Question 2

There are many courses that I think will be extremely helpful in my intended career in business. I think that COMM 205 will benefit me because listening is such an important skill in any career. After all, studies have shown that most of a person's business day is spent listening. Not only will effective listening skills help me communicate better with my employer, they will also help me become a better leader. I think that COMM 370 will also be helpfull in my career. I am sure to encounter conflict in my career at some time or another. My course in 370 has taught me how to handle conflict situations. COMM 221 and COMM 421 are the two classes that I think will be the most helpful in my career. Small groups have become the norm in business. COMM 221 and COMM 421 gave me an inside look into how groups develop and function. The "hands-on" participant/observer approach that was taken in these two courses allowed me to see important concepts in action. I learned how to approach small group problems such as groupthink. I think that my application to the workplace courses will also be helpful in my career. I was fortunate enough to already have a B.S. in Business Administration, so I was able to apply courses

from that degree to the application to the workplace. However, if I had not already had the business degree, I may have been forced to take courses that I thought were irrelevant to my communication degree.

Student 8, Question 2

The classes that I think will help me the most is the Small group, Conflict Management and Interviewing class. I think the small group, conflict classes will help me because in my chosen profession I will be dealing with some group decision making and at times I think things will become a little heated between my co - workers and myself. The Interviewing class will help because it has given me the necessary skills to have a good interview.

Student 9, Question 2

One of the classes that I feel will be the most helpful in my future career was "Interviewing" with Dr. Green. I believe this class gave me the skill to interact interpersonally with future student in my class, as well as in interviews for future job. Comm. 332 was a model for me to learn how to speak professionally in any professional setting. Also it helped me build self- confidence. Another course that I feel will be helpful in my intended career is Comm. 370-Conflict. This class has taught me to be a good listener in times of conflict. Also, this class has taught me how to conduct myself in times of conflict. Conflict can be a learning experience if addressed properly.

Student 10, Question 2

The class that I think will be most helpful to me is Leadership in Small Groups because I would like to work someday leading groups. I felt I came out of that class with the knowledge of what to look for in solving group problems, and what makes up an effective group. Interviewing would be the next, because it gave me the skills on what to look for when hiring (which hopefully someday I will also be on that side of the desk) and also how to interview and what will help me get the job and what will not.

I like the application to the workplace idea but, I wish it were an actual minor and not an amount of credit hours. I think having an application made us very individual in what we were all going to do with our lives. It should be explained what we could do with an application to the workplace and what kinds of jobs we can expect from picking one. I think it would be helpful to list different options that someone who would like to be a communications major could look at and see what is out in the work place for them.

Student 11, Question 2

The classes most helpful in my intended career consist of COMM.499, COMM.460 COMM.121, COMM.365 & COMM.221. The work force often requires us to work in small groups, often with other cultures and ethical issues. So in my chosen career I found these courses most beneficial.

3. Which courses would you add or subtract from the core requirement? (Be sure to specify your core sequence. You may also consider the availability of elective, special topics or independent study courses in communication)

Student 1, Question 3

In my opinion, the core requirement for this program is decent. There are some changes that could be implemented such as adding some more classes that relate to interpersonal communication. There does need to be more classes to choose from in the elective section than the limited selection that was available to us. Hopefully, as this major grows there are electives added so someone can concentrate their area of study to one specific area of the communication discipline or on the other end of the spectrum expand their study to more related areas. Next, I think that some of the classes that haven't been offered for the past couple years need to be reinstated. The professors here have the ability to teach these classes so why are they not being offered. I have heard that some classes are offered, but low enrollment in those classes cause them to close. First of all, in order for a class to become "popular" (for lack of a better word) it needs to remain open even if there is only a minimal number of students who would like to take it. We come to college to expand our mind, but with only a small amount of communication electives' we are only coming away with the basics. The last issue I would like to touch on is the emphasis tract. Some of the other students', including myself are unfamiliar with the emphasis tract. Hopefully, if there is an emphasis tract and it continues, the upcoming students will be aware of what it is and what tract they are following.

Student 2, Question 3

I was unable to answer this question without a full perspective of each of the classes, being that I am a communication minor. However, I do realize that there is a need for a hands-on opportunity for students within this curriculum. I believe that since this curriculum has the highest enrollment with the lowest related cost per student, there should be an opportunity for students to work in a field specific to their "career track" while in school. Employment status and work roles would be subject to the approval of the advisory staff. You may ask does not an internship provide this function? My answer is flatly no! Students within the communication major have a definite grasp of communication, but lack experience in application. As a result, potential employers are unaware of their capabilities as well as the students. Students who voluntarily choose to seek an opportunity in the workplace apply knowledge of communication daily, instead of several months after they graduate. If students were allowed to seek employment and gain credit doing so, the employers and students would have a vested interest in their futures. Employers would naturally see the benefits of hiring communication students. As a result, they would seek future students and graduates as employment possibilities. Consequently, the causal effect is more career opportunities for students within the communication discipline. Of course, students will receive credit and pay for those credits while they receive invaluable work experience. Thus defeating the most dreaded interview response of, "what experience do you have?" Also, students in situations that would not allow them to work remain unaffected since this opportunity is one of individual choice. I am not for certain of the structure for this program, but I do see this opportunity as a means to the end.

Student 3, Question 3

One of the courses I would subtract from the core is Communication 299, Communication and Theory. This class was organized and structured well. This class just lacked relevant content. There were a lot of theories studied that didn't seem relevant to our major. I believe there should be more availability for independent studies. I think the major could

use upper level public speaking class. This would be a building block for the advancement of Communication majors' vocal skills.

Student 4, Question 3

My core sequence consists of communication 101, 105, 121, 221, 251, (299,410), 300, 365 and Isys 105. I would subtract comm. 101 and 105 from the core requirement because, they are the least beneficial; furthermore they should be replaced with comm. 370 and 421 because, they could really help the student develop skills that will prepare them for future employment after graduation.

Student 5, Question 3

I don't think that any classes should necessarily be subtracted from the core requirement, but I do feel that a mandatory persuasion class should be added. I also think that an intensive writing communication class would be helpful in which we could learn how to edit, prepare, and present papers from the communication perspective.

Student 6, Question 3

Since only students aspiring to become teachers or professors will use all materials covered in communication classes to its fullest potential, flexibility within the core is necessary to allow students to tailor their communication degree to their intended career. Undoubtedly, every communication student should take some of the same classes (I submit COMM 105 Interpersonal, COMM 121 Public Speaking, COMM 251 Argumentation, COMM 221 & 421 Group Communication, COMM 499 Seminar, and COMM 299 Theories), but the requirement of other classes (such as COMM 365 Intercultural and COMM 460 Rights and Responsibilities) seems unnecessary. The communication program is growing every year in terms of majors, minors, and courses. I believe that this ever-increasing popularity will necessitate the restructuring of the core requirements

Student 7, Question 3

I think that COMM 205 and COMM 310 are two courses that should be added to the core requirements of each emphasis track. Study after study has shown that both listening and nonverbal communication are extremely important aspects of effective communication. Yet, despite this, neither of these courses are required to complete the Applied Speech Communication degree. I am disappointed that the importance of listening and nonverbal communication that was stressed in most of my courses is not reflected in the core requirements. Although I enjoyed the class and found it interesting, I do not feel that COMM 365 should be a core requirement of Applied Speech Communication. Intercultural communication is important, however, I do not feel that it is more important than listening or nonverbal communication. Which will we use more in our careers?

Student 8, Question 3

My core classes consist of Comm 105, 221, 101, 299, 410, 499, 300, 365, and Isys 105. If I had a choice I would get rid of 105 and 101 because they are teaching the same material in both classes.

Student 9, Question 3

The core sequence classes are communication 101, 105, 121, 221, 460, 365 and 251. I think that comm. 105 should be eliminated from the core sequence. Comm. 105 did not teach

me enough about interpersonal skills. Instead we just took test and did not do enough hands on assignments. As a substitute for that class I feel that Comm. 370 and 205 should be implemented. Comm. 370 and 205 Conflict and Listening will give the communication majors the upper hand over other major going into the workplace.

Student 10, Question 3

It's hard to say what I would add or subtract from the core requirement because I'm not sure what my core requirement is. I know I have taken all but two of the communications classes that are offered so to have a core requirement was useless to me. Taking all of these classes have helped me but I honestly still don't know what the core requirements are besides 499 and the Ethics class. It seems that we take all of the communication classes and there isn't much to pick from.

Student 11, Question 3

I would eliminate COMM.101 from the core track and possibly add effective listening or theory of persuasion (not persuasive speaking). Argumentation and debate was an enjoyable course but I would probably prefer this class as an elective. I would substitute debate for organizational comm., or conflict (COMM.370).

4. To what extent should particular courses be standardized? (Specify the courses and what, if anything, such as assignments, course goals or examinations that you think should be standardized. What is the value of standardization?)

Student 1, Question 4

I think there are some communication classes that should be standardized, particularly those classes at the 100 level. There are a wide variety of professors teaching at the 100 level and with each professor you have a different style of teaching along with different information that is being taught. Some professors do not give you enough information while others give you way too much. A student may then struggle when they take their upper level classes because the professor failed to do his or her job and provide the student with an understanding of what that aspect of communication is. I think that professors should take the time to get together to correlate their classes so that each student taking 105 or 121, whether they had Dr. Green or Dr. Alspach, will come out with the same concepts and a closely related understanding of the materials. This standardizing needs to be done with the information being taught, the books, and have some similarities in their testing procedures. I feel that this standardizing of test will help minimize the redundancy of content between some courses.

Student 2, Question 4

Once again, as a communication minor I did not personally experience all the core classes for the communication major. The classes I did complete, I took at face value for similarity between other classes on that same level. However, I do believe that the course goals should be similar for all the 100 level classes, but the format should remain that of the choice of the professor. I personally would not want to stifle someone's creativity techniques in getting students to learn. It is important after completion of a particular class that each student end on or near a similar plane of learning. Thus creating the foundation for the next level class and alleviating frustration on the part of future professors who diligently attempt to apply

knowledge from previous classes to the current content at hand. It is direly important that each student receive exposure to similar to those in other related classes.

Student 3, Question 4

I think that 100 level care requirements should be standardized. Some students do not receive the same quality of education that these classes should provide. Communication 121 should have a structured set of speeches that every class completes. Some classes shouldn't be standardized. For instance, I think upper-level classes like Communication 421 and 499 should vary from instructor to instructor. The value of standardization is unlimited. Each student within the major will receive the equal opportunity to attain the information from these individual classes.

Student 4, Question 4

Comm. 370, 301, and 421 should be standardized because of their course goals.

Student 5, Question 4

I think that it would be hard to standardize a class since various professors teach different classes. I think that every professor has his/her own style of teaching, which is good. But often what happens is that students reach a certain point in their major where they have experienced different professors for the same class and they were taught so differently that we are not on the same page, and sometimes we receive totally different perspectives from the same class.

Student 6, Question 4

I am generally skeptical about all standardization as is consistent with my above responses. However, if communication willing majors and minors were assigned certain sections of communication courses, then I would be in favor of a standardized format and a yearly rotation of professors. For example, if section 1 of Communication 105 Interpersonal was reserved for majors and minors, then the curriculum should be more in-depth and prepare students for upper level course on which interpersonal communication theory relies.

Student 7, Question 4

Although I think that each professor should be free to teach a course in a way that suits his/her teaching style, I feel that there should be some level of standardization. Many of the courses in our program are taught by different professors. I think that this is a good idea, because it enables students to choose a teacher that fits their learning style. The problem is that too often, the content of the course varies from professor to professor. Several times, I have compared courses with other students who took the same course with a different instructor. The differences are astounding. It would seem that we have taken two, entirely different courses. I think that standardizing some of the courses would elevate this problem. By standardizing, I do not mean that each course should have specified assignments and/or exams. Instead, I feel that each course should have specified concepts that should be discussed within every course. This may mean that professors within the Communications Department would have to work together to form a standard for each course (perhaps an outline of course concepts). This would be especially important for the foundation courses which are prerequisites for other higher level courses. This would ensure

that each student, regardless of which professor he/she had prior, would enter a new course with the same concepts.

Student 8, Question 4

I think the Comm 221, 421, 370, and 365 should be standardized classes for the Comm major. I think all the structure of the 221, 421, 370, classes were structured very well. I think the Comm 365 class should be more intense. The value of the standardization is for the student to receive the necessary information he or she would in order to have a understanding about communication.

Student 9, Question 4

The classes that I think should be standardized are Comm. 365 Intercultural Communication and Comm. 301 Interviewing. In intercultural communication I learned many things about many different cultures that, I know that will help me in the work force. The class gave me an understanding of cultures and not just mines. Another is Comm. 301, which is good for giving students some ideas of what the employer will probably be looking for, so that we could be prepared in the interview setting. Also, if you have a job where you made have to interview people you would have an idea of what question are important to ask.

Student10, Question 4

I know that many teachers teach Interpersonal Communication and Public Speaking but everyone seems to have learned something different. I think that the teachers need to all teach the same things in those courses because it's not only the communication students taking it but almost every major has to take one of those classes. As above I think that all new classes should have more input than from the professor teaching it.

Student 11, Question 4

To my knowledge the courses are standardized. COMM.105 should be standardized because this is often the first class in the program. In my opinion instructors should follow a common syllabus introductory classes i.e., same test, and perhaps assignments.

5. To what extent is the amount of redundancy of content between classes appropriate? (Consider the probability that some concepts should re-appear in advanced classes but be studied more extensively.)

Student 1, Question 5

I feel that there is some redundancy of content between classes. At times it is relevant to review concepts and then to go more into depth on the particular concept, but there are times when the professor discusses close to the exact same thing another professor discussed before and it takes up a large part of the course. Redundancy is always going to occur when you are studying one subject, but by limiting it to only a brief review of the basics and expanding upon it we will allow more time to learn something new and exciting. I think there is always going to be an amount of redundancy of content that is going to occur when one begins to reach the upper level class, but the key to making the basic concept exciting is to learn how to apply it to an everyday situation. Studying something that has been studied before is one thing, but going into more depth on the subject rather than just skimming the surface is another. You learn the basics in the 100 or even the 200 level to get an overall feel of what communication is so when you reach the upper level classes you can utilize these concepts and apply them to situations.

Student 2, Question 5

Personally I have not experienced a situation where the amount of redundancy was of an inappropriate nature. The classes I completed thus far barely touched upon the materials of the classes before. Each class delved deeper into their specific topic. I am certain redundancy exists, I am just unaware of how much. I do believe some repetition is key to learning, but an over abundance creates boredom on the part of the student.

Student 3, Question 5

I think redundancy is a form of a building block to the upper-level classes ahead. I think redundancy should be kept to a minimal level. Each class should cover the basic terms of Communication. When every class is very redundant the students tend to lose focus.

Student 4, Question 5

The amount of redundancy of content between classes that I feel would be appropriate is classes that relate to communication in-groups, such as, comm. 221 and 421. These courses gave me the needed skills to be able to appropriately communicate or work in-groups and that's vital, because as a comm. student in my field I will be subjected to working in small and large groups. Therefore, redundancy would be appropriate in some cases.

Student 5, Question 5

There is a large amount in certain classes taught by one particular professor Dr. Green. I understand that there are certain aspects in communication that may overlap from time to time. But I think that the material taught by Dr. Green are so similar that I could have just registered for COMM-370 and not COMM 205 because he covered a lot of the exact material to the point that the two courses didn't seem different.

Student 6, Question 5

Redundancy is prized among our colleagues in the Department of Physical Science. Redundancy, while boring at the time, defiantly reinforces the subject of discussion. However, I am opposed to upper-level courses that identically relate to communication as their foundational, lower-level counterpart.

Student 7, Question 5

I think that there is far too much redundancy between classes. Do you know how many times I have studied the definition of communication? Granted, it is necessary for concepts to re-appear in other classes, but is it really necessary to spend another week on the definition of communication? I don't think so. I realize that to some extent, we in the communication program will have to tolerate redundancy because others who are not communication majors will find the information useful. Perhaps, in instances like this, special consideration should be given to communication majors. For example, is it really necessary for me to sit through a week of lecture on the definition of communication when I have already learned the concept (from the same instructor) in a prior class. Unfortunately, I was forced to attend in order to avoid losing attendance points. Would it be too much to ask to be excused from redundant lectures? I think that standardizing courses will alleviate some of the redundancy problems. If a professor knows what other professors are teaching in each class, he/she may not find it necessary to repeat that information (or at least not in

such detail). I think that the best format to follow is to start general in the foundation courses, and become more specific in the advanced courses.

Student 8, Question 5

To be honest, the amount of redundancy really bothered me some classes because I felt like it wasn't helping me because I just learned the material the semester before. I guess the classes I'm speaking of in particular is the 105, 101, and 121 I was upset because I was told that I had to take a class where they were teaching the same material from previous classes.

Student 9, Question 5

The amount of redundancy that I receive in my communication classes is a sufficient amount. As a communication majors I think that we need redundancy because it gives you a chance to receive the information more than once, which strengthens our communication knowledge. For example, when certain communication classes are familiar to you, it allows you get far better grades, and also helps you retain the information better.

Student 10, Question 5

I have seen throughout all of the classes that I have taken that visuals aids are very redundant. In the higher the class level, the students shouldn't have to go through and learn a week of visuals over. We as communication majors should have to take more English classes. I don't believe enough written skills are emphasized in some classes to have the written communication skills that are needed when graduating. The written word we are taught is just as important as the spoken word. . . The redundancy in the classes I feel is necessary so you know you understand and learn the material. What I learned from 105, Interpersonal Communication, five years ago needs to be told to me again in other classes. I'm not 18 anymore and I take school more seriously now than back then and I needed that repeat.

Student 11, Question 5

The amount of redundancy is appropriate I believe by covering a topic again the information sticks with you. I do not agree with instructors covering the exact or almost the exact information in other classes. Please stick to the description of the course.

6. Is the range of elective communication courses sufficient or appropriate to satisfy your curiosity about communication study or meet your perceived future career or educational needs?

Student 1, Question 6

The range of elective communication courses here at Ferris does not satisfy everyone curiosity about communication study. There is not a wide variety of choices when it comes to electives. After an individual fulfills the core requirement, there is only a minimal choice of communication classes to choose from to complete the communication elective section of the program. As I said before, there are classes described in the Ferris course book that may be of interest to communication majors, but they have not been offered in the past few years. I think that a student should be able to concentrate their studies in one are far more than Ferris offers. For example, if they wish to expand the area of small groups it is going to be more effective if they have the option to take four or five classes rather than just two. Also, on the other end of the spectrum if one would like to study a broader array of classes they should have that option. Many students have a second major and maybe some

communication classes could relate to that second major also. For example, one student suggested a class relating to politics and communication. I think expanding the classes offered will not only be beneficial to the students but to the faculty as well. They can look forward to teaching different classes each semester rather than the same classes.

Student 2, Question 6

No response

Student 3, Question 6

There are only nine credits available for elective courses. I think the option is totally left up to the student on which classes to take. Each student can structure their electives to fit their individual needs

Student 4, Question 6

The range of elective communication courses is not sufficient enough to satisfy my curiosity about communication study and does not meet my perceived future career educational needs. The only courses that are appropriate are math 110 and 115. Those courses give me the fundamental knowledge that I will need to demonstrate in my career field.

Student 5, Question 6

Yes, I am very satisfied with the amount of Communication electives that I have taken.

Student 6, Question 6

No, but I understand why the range of electives is limited. May of 1999 will mark the first anniversary of Ferris's first Applied Speech Communication graduate who had obtained a Bachelor degree. As the number of majors in Applied Speech Communication increases, the list of electives will grow. I would have liked to have taken more courses that were the "specialty" of the faculty, yet a major can still tailor his/her degree to match his/her perceived future plans outside of the communication curriculum.

Student 7, Question 6

I would like to see more elective communication courses. Perhaps this will become possible as the Applied Speech Communication program grows. My choices for electives in my last semester of the program were very slim. There were very few courses that I hadn't already taken. In fact, throughout the program, I was forced to take several courses that held no interest for me in order to fit my schedule, and to meet my required number of credits. Ideally, I would like to see more communication courses related to business. For example, Professional Selling which is offered in the business programs was essentially a communication course. Also, I think that it would be in the best interest of the students to tailor some courses toward the job market. For example, small groups are becoming more and more common in the business world, so why not offer more classes relating to small groups? I think that this is the best way to prepare students for the job market. Also, I would be interested in seeing more writing classes available for the communication program. Writing is part of communication isn't it?

Student 8, Question 6

The range of elective communication courses was not sufficient enough to satisfy my curiosity about communication study or meet my perceived future career or educational

needs. The only course I felt was sufficient enough for me to take was the math 110 and the social awareness classes.

Student 9, Question 6

I think the classes I chose for my elective communication courses were adequate to fulfill my expectation for my perceived future career. I know I will probably started out working in the Human Resource Department. The class that will help me in this field is Interviewing Comm. 301. The extensive emphasis on the fundamentals of interviewing will help me when I do hiring for my company. The questions that I learned in comm. 301 will enable me too effectively interview the interviewee.

Student 10, Question 6

I wish things could have been more organized and more options were open for everyone graduating. It will be interesting to see what classes will be offered in the future. I would have liked to have seen more organizational communication classes. If that were to be offered, I would have taken it and it would have given me an idea of what that is because we hear so much about it. Looking through the schedule book for next year, I see that there is going to be a class taught by Sandy about organizational communication. I don't know what other communication classes are offered at other colleges but I think they should be more connected with each other. If the department wants the emphasis track, then they should have the classes coincide more. I think the majority of people that are graduating are still wondering what can we really do with a communication degree. The answers are all the same that 'we can do anything' but we never got any specific suggestions.

Student 11, Question 6

The range of electives could include more courses geared towards the students career tracks.

7. How good was the teaching of the faculty? (You should interpret this question broadly to include the setting of course goals, methods of testing and evaluation, and the presentation of course content. You may consider all learning techniques you experienced all text and reading material used, and the instructor's knowledge of the subject. Since each student experiences each faculty member somewhat differently, you will probably find it necessary to organize your answer with strength and weakness statements, or most helpful and least helpful statement or some similar scheme.

Student 1, Question 7

From my experiences, I was pleased with the teaching of the faculty here at Ferris. Now each student does have their favorite professors and their least favorite professors and I am not saying that I am no different, but for the most part the professors here at Ferris know their stuff. Each student attending college is unique and so are their learning styles, therefore one professors' style may not be right for that particular student. That is not to say it has anything to do with the professor because the next student may enjoy his style of teaching. Each individual learns information slightly different and each professor teaches it slightly different. Just because the professor did not reach one student out of 30 does not mean he is inadequate to teach. I think each faculty member has his or her strengths and weaknesses and the professors here at Ferris are no different from anyplace else.

One problem I have with some of the faculty is the materials they use. I have had professors require a book or two and not even use them or just use a chapter out of the

book. To me this is a waste of money. I would have rather have paid for the professor to copy the chapter than to pay \$30 to \$40 for the book.

Another problem I think is easily solvable is the use of more than one advisor. In my opinion, one advisor can not be responsible for the whole load of communication students. The students enrolled in the curriculum should be divided at minimum among two advisors. I feel that most of the problems that have occurred with the classes could be reduced. For example, a friend in the program only had an intern left to finish the program, then when they went to talk to the advisor again she added two classes that she overlooked. Now if this mistake had caught until later, the student would suffer the consequences and have to stay another semester. Personally, I think that only having one advisor is overloading the job a bit. The students need to be divided amongst the faculty so they can have a more personal advisor-student relationship.

Student 2, Question 7

As a senior having had many professors at this campus, I found all the professors within the communication curriculum to be open, knowledgeable, and enthusiastic for their particular fields of study. I am confident that the knowledge they imparted upon me is sound in every respect of the word. I am certain that I received well above average instruction in all my communication classes. Unfortunately, I have only one negative yet constructive comment, and that is about the textbook entitled the "The Communication Web." This book is an excellent teaching device when you refer to the content, but the organization of the book is of a confusing nature. I will qualify that statement by saying that the numbering of the chapters and parts add confusion during the reading and study process. I cannot say that this book is poorly written though. The information that is provided in this text guided me through the course very easily, as well as other required text within the communication curriculum. I feel that the testing and evaluation tools, knowledge of the professors, and text all are complimentary to the curriculum. As far as the advising, my personal experience in this area is little, but I do feel that proper guidance should not be the sole responsibility of one person. I also believe that any advisor must be knowledgeable in the curriculum for which they are appointed. It is crucial that any and all information communicated to the student be accurate. More importantly, the advisor is not just a guide for the student, but a beacon as well. Above all, students trust the information they receive will benefit them in the future. Lastly, in my regard the advisor's performance has exceeded my expectations, but there is always room for improvement. I will say please add another advisor so that the availability and personal service does not falter.

Student 3, Question 7

I think the staff of the Communication program has left an impact on me. I think one of the best instructors I have taken was George Nagel. He really inspired me to strive harder as a student. I believe Sandy Alspach is a very dedicated instructor that cares what her students needs are. I think that Reggy Regaines was too content orientated. She covered a lot of information, but really didn't get the subject matter across. Dr. Jesse Huff was the instructor that inspired me to switch my major to communication.

Student 4, Question 7

There was some good teaching from the faculty. The courses/ professors that represented good teaching are the professors of comm. 300,301,305,332,370,421,and 251. All of the professors demonstrated affective teaching techniques in and out of the classroom. The

homework assignments, notes, and tests were all relevant to the course. The weaknesses, though the professors had were the text materials. The texts were outdated and rarely used and weren't a benefit to the course. But, all of the professors had a sufficient amount of knowledge relating to the subject they were teaching.

Student 5, Question 7

No answer

Student 6, Question 7

In general I am impressed by the diverse range of knowledge that the faculty possess. Each professor has his/her own unique area of expertise. Yet I fail to see the usefulness of a class designed around the text book. I think what makes for an interesting class is assigned reading outside of class with lecture and activities inside class. COMM 460 Rights and Responsibilities failed to produce the later. All I learned in Rights I could have learned on my own; hence the professor failed to bring her expertise to bear in the class. A good example of the perfect combination between text book learning and class room lecture would be COMM 370 Conflict. The professor in this course had a great deal of personal knowledge on the subject that invigorated my interest in the class. To comment briefly on the advisory aspect of our program, I think the responsibilities of advisor for a whole program are too much for one person to handle. Donna Smith does a great job with the time and resources she has. I would like to see the program in the future divvy out majors to certain professors who may help majors tailor their class schedule to meet their future needs.

Student 7, Question 7

I think the communication faculty at Ferris State University is excellent. Although every professor is uniquely different in his/her teaching style, all show an enthusiasm and knowledge for their work. After taking numerous business courses in which the instructors are putting even themselves to sleep with their monotone lectures, it was very refreshing to take courses in which the professors seem to be enjoying themselves. I think that it is so much easier to learn when instructors carry their enthusiasm for the topics into the courses. I have found that it is far easier to learn when professors relate their topics to real life examples. I think that I received the most benefit from courses such as COMM 221 and COMM 421 that allowed students to see concepts that they have been studying actually take place in a group setting. Talking about concepts is one thing, actually seeing them occur is an entirely different thing. For the most part, I thought that the methods of testing and evaluation (although different with every professor) were fair and adequate. My only complaint for the communication faculty is that too often I spent large amounts of money on "required" texts that were never used in the course. Unfortunately, students don't know that the text won't be used until it is too late to return it for a full refund, what a waste!

Student 8, Question 7

I think the teaching of the faculty was good. Every Comm teacher I had was very knowledgeable about their course material or their field of study. In some classes I questioned the methods of teaching the class. Overall I think the teachers did a good job with the courses considering the fact that the major was new and the faculty was trying to build this major in a short time span. I think that it should've been thought out a little more carefully before it was implemented into the school. To many times I felt like I was taking

the same class over and over again. I must say that testing for Comm classes is much different than testing for classes outside of my curriculum. In some cases the testing methods were okay in other cases they were not. During test some teachers wanted more opinionated answers in other cases some professors wanted more book related or to put it simply they wanted to see if the student had read the given material. I think the strength of the faculty is that the professors know they material. The weakness is that the major is knew and I think some of the faculty members are still growing with the major, but with a few acceptions. Some members are a little ahead of the game.

Student 9, Question 7

All the professors have a specialty. Some professors teach certain subjects better depending on the student ability to retain the information more sufficiently. I believe that Dr. Green has an excellence teaching style he let you know exactly what he want from you. Also, Dr. Green helps me to retain information better by incorporating personal experiences in his lecture. That's makes it interesting for the class. Therefore making the information must clearer to you because you have heard a real-life example. Another professor, Dr. Horn has excellence teaching methods. Throughout the semester he constantly encourages his students to do well. In turn you feel confident about the field of communication. But on the other hand, Dr. Alplach seemed to not appeal to my way of learning. When I turn in a paper, she would write all over my paper instead of offering concrete suggestion for improvement. I could have easily gained low self-esteem from constant criticism, but I held on. I held on mostly due to good criticism from the other professors like Horn Loesch and Green.

Student 10, Question 7

The teaching and the help that I received from all of the professors was great. I think that we have the most approachable professors on campus that actually helped us and knew our names. The advising that I received from Donna Smith saved me from taking the wrong roads in college. She was the biggest help in the department and was very approachable and always had her door open for me with advice and encouragement. I never had the privilege of having her as a professor but I would have liked to. Donna has a tough job figuring out all of the credits and what classes will go where and with me I probably made it rougher but she got me through it. The teaching of the faculty as a whole was good. I think that Sandy Alspach is also one of the people in the department who helps students plan for the right classes to take. As a teacher she was one of the professors who was prepared for class with an actual lesson plan and stuck with her syllabus itinerary. In the classes that Sandy taught, she knew a lot about the subject she was teaching. Another great teacher that I learned many things from was Neil Patten. Neil would get off the subject sometimes but, he was so on top of the latest news and he gave real examples that were fun to listen to. I had him three times for classes, and I left feeling I learned something not only about communication but also about politics and companies and what they look for. Listening to him made me subscribe to Newsweek this year so I could know more of what goes on in the world. I had Cheryl Irvine for the ethics class, and I didn't think she knew what she wanted to get through to the class. The examples she gave were far fetched and didn't pertain to our class. Again I think this was because it was a new course being taught, and it wasn't organized enough. I would have rather looked at real corporate studies in ethics rather than family issues etc. Another teacher that needs to be more organized with handouts and the syllabus is George Nagel. When I was in his class he would talk over students' heads and we never

really knew what we were supposed to be learning. I stated before that Leadership in Small Groups class was good, but that was because of other students' presentations. I think all of the teachers need to decide if they assign a book to buy, then they will use it. I put a lot of money into communication books, and it seems that we usually don't use them and we use communication journals. I could have bought half the books for some of my classes, especially the public speaking ones. If we did ever use the book we only used a chapter out of it and that could have been taught or copied from. I know all of the teachers copy things out of books or journals for their classes so, it wouldn't be a stretch, especially in some of the higher level classes because there's so few students in them.

Student 11, Question 7

For the most part instruction was good. Most teachers followed the course goals. In my opinion I have found that instructors that lecture on the course material and relay it to the book with life examples, get their point across a little better. All instructors seem to have a genuine interest in educating and that enthusiasm is helpful. The largest problem is the quality of the advisor. The advisor takes on a tremendous amount of responsibility, in this program she advises all of the students. In my opinion all faculty members should share a portion of the advising duties for example dividing the students among the instructors by alphabetical order, by class standing, or by duties i.e., internships, grades, registration, or reviewing the check sheets all require a different advisor.

8. *What are your specific suggestions for improving the Applied Speech Communication Major? (Example: Separate sections for ASC majors in basic courses such as Comm 105, 121, 221.)*

Student 1, Question 8

No answer

Student 2, Question 8

I believe that in order to adapt the curriculum to changes within industry, questionnaires should be sent to those who have graduated. The questionnaires should be sent no earlier than one year after graduation. Questions within the questionnaire should address the following: application to the workplace, adjustment to the core classes, specific job roles are they currently in, explanation of their employment seeking experiences, and lastly their opinion on what they were taught. The answers from the questionnaires could prove to be beneficial in helping shape the curriculum for future students. Who would know better than those applying communication techniques on a daily basis?

Student 3, Question 8

I think the only improvement this major needs is clarifying what this major can do for you. Some students can't explain what their major is. I think the program has got off to a good start. Once the problems one worked out this major should be very productive.

Student 4, Question 8

My suggestions for improving the Applied Speech Communication Major are better organization from the advisor. For example, I'm currently taking comm. courses that wasn't in the comm. major a year or two ago and that's isn't fair or right, because I've completed my comm. requirements until the implementation of these so called cap stone classes. It's not right. What if their (professor) son/daughter was in their last semester of school and

they were given the impression of the faculty advisor that it was finally over and that they don't have to pay any more tuition or housing fees. But, the advisor tells the student, there are more classes that were added this semester and you have to take them in order to graduate. It wouldn't be right. And they say these things without remorse. It's just not right. The entire program needs to be restructured for better structure and organization.

Student 5, Question 8

My first suggestion is that I feel that there should be a mandatory course for persuasion. Persuasion plays a very large part in everyone's life and I feel that it is well worth spending a semester of our time to study. My second suggestion is that every student should have individual advisors so that one person is not so overwhelmed with advising that they constantly make large errors, which either hinder or prolong graduation, or at the very least provides students with inaccurate information. My next suggestion is that professor should learn to practice confidentiality and not share personal experiences of students or personal experiences with students to other students or faculty. I think that professor should close their office doors if they feel the need to speak negatively or positively about a student. One would be surprised at how much information can be obtained by walking down the hall of Johnson Hall.

Student 6, Question 8

No answer.

Student 7, Question 8

The only additional suggestion that I have for improving the Applied Speech Communication Major concerns the internship. I think that the internship director should be directly involved in the internship selection. Applied Speech Communication is not as specific as most degrees. Communication skills are used in every business. This leaves the door wide open (perhaps too wide) for the selection of the internship. More guidance in this area might be helpful.

Student 8, Question 8

My advise for improving the Applied Speech Communication major is to have better organization from and advising standpoint. For example; there have been three occasions where I was graduating at a certain time only to find out later that there were classes I had to take that were never mentioned to me in the pass. In cases like this the student suffers and the major suffers. I truly believe that if the structure is not working out in the major then the student should not be the one to suffer for it. I think this major is getting better with time but we have to get the information out there to the students so they will know what's going on with their education.

Student 9, Question 8

I think there should be only certain class that only the communication majors can take. In the beginning course Communication 105 interpersonal should only deal with interpersonal communication. But the Comm. 105 teachers have the tendency to get away from the interpersonal aspect and deal with other issue dealing with communication. Overall, I think that faulty is doing fairly good job and just need to be more tentative to their students needs.

Student 10, Question 8

Most of my suggestions have been put into my paper as I have written it, but a big one that I want to give is about the internship. I know Michigan State University has a student that has already graduated helping other future graduates find internships in their field. I think that more help is needed in finding internships for us because some of the ones I hear people are doing have very little or nothing to do with their application to the workplace. I feel like Sandy says okay go find an internship and then does nothing to help us. There should also be some examples on what we can do with a communication major. I knew I liked all of the classes that I was taking and that was what I wanted to major in, but I didn't know what kind of jobs were out there. More students would look at this major if it were more defined. When I went home and said that I'm majoring in communications to my family and they asked me what kind of job I was going to get with that and I said that there a lot of jobs it was hard to get support. Yes, I am leaving here with a broad range of knowledge in communications and in my application to the workplace but what do I plan on doing with it?

Student 11, Question 8

To improve the COMM. Major I suggest you divide the advisors responsibilities among the instructors. Beginning COMM., courses should be standardized i.e., COMM.105 should follow the same syllabus, material and examinations as other sections. It would be truly helpful if some our classes could relate directly to the "real world" for example half of the course could be lectures and exams while the other half consisted of tackling the challenges we have learned about in a business setting (actual application of the work). A good example in COMM.365 we lectured then actually worked with other cultures, it was one of my best learning experiences.

Summary of Responses

Student responses varied greatly. Where calculation was warranted, responses rarely exceeded 50 percent agreement. A relatively high student agreement was observed in Question 1 about the most and least helpful foundation classes. Comm 121 (Public Speaking) and Comm 421 (Leadership in Small Groups) were each cited as most helpful by 6 and 7 students respectively. Two students, saw no classes as "least helpful." No more than two students agreed on any classes as a "least helpful" foundation class.

Question 2 asked about the helpfulness of courses to expected careers. Student responses were different from their responses to Question 1. Comm. 251 (Argumentation and Debate), Comm 221 (Small Group Decision Making) and Comm 370 (Conflict in Communication) were each cited by 5 students. Comm 421 was cited by 4 students. All other courses received three or fewer citations.

Question 3 asked about additions or subtractions to the core requirements. No student correctly identified his or her core classes, and no students formed an area of agreement about additions and subtractions. Nearly every course currently taught was suggested as an addition or subtraction to the core.

Question 4 asked about course content standardization. Two students suggested all 100-level courses be standardized, and two students suggested Comm 105 and 121 be standardized. Other comments varied.

Question 5 asked about redundancy among courses. Three students viewed redundancy as a negative characteristic, whereas three students identified appropriate redundancy or apparent sequencing between Comm 221 and Comm 421 as good. The latter observation was gleaned from answers to the first 5 questions.

Question 6 asked about electives. Six students wanted more electives.

Question 7 asked about instruction and advising. The majority of responses, by far, were positive. Two students were critical of advising, but identified causes with the complexity of the program and advising time available. One student commented on having to buy textbooks that "were not used."

Question 8 asked for suggestions to improve the program. Responses varied more than they did for any other question. Two students requested more help with finding an internship, and two students suggested more organized advising.

Conclusions and Recommendations

Limitations

(1) The small number of students in the first seminar may not be representative of present and future communication majors. Moreover, there are no responses from one student who was unable to participate in the requisite classroom discussions. (2) The seminar course was designed for students who have completed an internship, and most of these students had not completed an internship. (3) As reflected in some of their written responses and classroom discussions, students could not cite the major requirements as specified on their checklists. (4) The requirements for completing the program have changed during the time these students have been enrolled. (a) GPA requirements for internship enrollment and graduation have changed. (b) The core course sequence has changed. (c) Communication Theory has been renumbered from the 400 to the 200 level.

Instructor's Interpretation of Student Responses

The course work that pleased students most was described variously as "hands-on," "practical," and "how-to." Although they were not asked to do so, no students mentioned a single theoretical perspective, scholar, or researcher in the discipline of communication. We need to ask ourselves: To what extent are we dedicated to a discipline based on reliable knowledge or mere tradition? By favoring performance-based classes, students by implication disfavor classes that are predominately text-based information. Several years ago I saw a few hundred Strong-Campbell Interest Inventory scores for FSU students enrolled in Comm 105. These scores were much below national norms for the concept of Academic Comfort. Academic Comfort is an index of the extent to which students are interested in the basic job of being a student: reading, writing and working with numbers. We need to decide how much or we can adjust our programs to the possible discomfort students and maintain integrity in an academic major.

An insightful review of the student responses reveals that student preference for class types are independent of their preferences for individual faculty members. For example, a performance class can be highly valued but a text-based course such a Communication Theory or Research Methods is much less valued, although the instructor was common to all.

Except for the course sequence of Comm 221 and Comm 421, students saw no apparent foundation building or sequencing in our curriculum. Even the obvious connection between Comm 121 and other speaking classes is not clear from student responses. I saw no obvious belief that Comm 105 formed a foundation for higher-level courses. Therefore I do not believe that Comm 105 and Comm 121 can serve both the general education population and provide a foundation for our major and minors. They should be excluded from the major and minor programs and replaced with courses that provide a foundation for upper-division courses as Comm 221 provides a foundation for Comm 421.

I see no practical reason that the program checklists or the programs themselves cannot be simplified enough for students to understand. Even a training session has failed to make them clear to our faculty, according to my informal question asking.

Although there is little or no agreement among students about what can be removed from the core requirements, the consensus is high that students want more electives. For example, no student pursued an independent study based on his or her area of interest. I strongly agree with the one student who reported a need for Comm 333 (Attitude Change) to be taught. The general discipline of persuasion, including attitude change and compliance gaining, continues to be a major research interest in our discipline.

One student suggested soliciting comments from program graduates. This is a useful suggestion. My experience on the review committee in another college suggests the postcard responses administered by the alumni office are insufficient. We need to know not only what our graduates do for a living, but also in what communication contexts they work and the extent to which they can connect their activities to our programs.

Without doubt, the students appreciate the faculty, although they have individual preferences. I would leave further inferences to the Student Assessment of Instruction with the possible interpretative qualifications that rating may be depressed for instructors who concentrate on text-based and predominately 100-level general education courses.

The news is good. Students are well-pleased with the ASC programs.

Student Program Evaluation Comments
Senior Seminar (Communication 499), Winter 2000

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Introduction

This report is the second one generated by the COMM 499 (Senior Seminar) class. Its purpose is to report the degree of student satisfaction with the Bachelor of Science in Applied Communication curriculum. Since the students themselves generated the questions, direct comparisons between classes are difficult but not impossible. The students' answers have not been edited in any way. Their responses were, however, formatted to uniformity.

1. What classes or other educational experiences associated with the Applied Speech Communication Program do you think will be the most helpful in your intended career?

Student 1 (A criminal justice student with a communication concentration)

I believe that all students in all majors should take at least 18 credits hours in communication. I feel people need to become fluid in communication, because we communicate in every day life. The most helpful would be non-verbal communication. Interpersonal communication (conflict).

Student 2

Other classes, which I think would be helpful in my intended career, would be more communication with larger groups of people. While the seminars and group discussions are very helpful, I think having exposure to communication with a greater amount of input and people would be helpful.

Student 3

Being in college is an experience by itself but I believe that my educational class would help me in the long run. Because one day I would like to be a teacher in someone's high school that is way I think my education class would help me the most.

Student 4

Classes such as Comm 421- Leadership, Comm 221- Small Groups, Comm 305- Human Relations, and Comm 370- Conflict will be the most helpful in my intended career of being a communication professor.

Student 5

I felt my educational experience was good, but I do feel that non-verbal communication should be added to the curriculum for all Applied Speech majors. I think the conflict class, the leadership, class, the small group management class, and the nonverbal class will help me out most in the career I am going into.

Student 6

I think that more public speaking courses will be helpful for educational experience associated with the Applied Speech Communication Program. The scheduled and required classes are very helpful but there needs to be more contact and less busy work. Some of the core classes really need some hands on experience. Maybe some training development and team building classes.

Student 7

My internship experience in the corporate marketing department of the Palace Sports and Entertainment. associated with the applied speech communication program, is the experience that I feel.

Student 8

I believe that most of the classes that I took in the communication program will be helpful in my intended career. I don't think that there are any other classes that I would need, I feel I am very prepared for the work force.

Student 9

I believe all the communication classes that I've taken, ranging from Comm.101 to Comm.499 has and will play a very important role in my intended career. My Bachelor of Science degree in Communication will allow me to use my public speaking ability to communicate and talk professional with colleagues in the education field, network within organizations, and research up coming theories.

Student 10

Although I am not yet sure of my career I can tell you that the class I feel I have received the most valuable information in was COMM 370 (Communication and Conflict). I feel that the information I learned from this class will be very useful in any line of work. Every were you go you are going to have differences of opinion or conflict and how well you connect those differences can make a world of difference.

Student 11

There is not one communication class that I have taken, that will not be helpful in my career. They all play some part in my career. There is not one communication class that I have taken that I would leave out. For my career the classes that have prepare me direct for my career are Comm. 365-Intercultural Communication, and Comm. 460-Communication Rights and Responsibilities. I feel as though I would not be prepared for my career if I would have missed even one the whole realm of communication classes.

Student 12

The classes that I thought would be the most beneficial in the real world are Interpersonal Communication, Intercultural Communication, Small Group Communication, and Senior Seminar class. I feel this way because I have been in the work place for ten years and know the diversity needed to communicate effectively. These classes give a broad range of some skills in understanding how the world communicates.

Student 13

Since my intended career for the moment is Journalism and Film, I think that what I learned about interpersonal and small group communication will be most helpful to me in the future. First of all, interpersonal skills will really help me to get along with the people I work with. I think that in order for a person to succeed in the workplace, he must possess a wide range of interpersonal skills as, assertiveness, conflict management, and listening. I have learned about all of these skills, plus much more, and feel fairly confident in my ability to use them. Also, interpersonal skills will be especially important in my Journalism career since I will be conducting interviews and will need to be a critical listener and know how to interact with people in order to get vital information. What I learned in the small group class will be mostly helpful after I break into the film industry. If I want to be a successful filmmaker, I will need to know how to facilitate groups effectively because all films are made with the cooperation of many people. Since I want to be the person in charge, it will be my role to communicate with my technical people, actors, investors, etc., and make sure that they are communicating with one another. This will bring us into small group situations everyday and a good knowledge of this type of communication will be critical. I really think that communication is the key to a successful film since everyone involved must share a common meaning of what the finished product should be.

Student 14

In my intended career, I think they should offer classes in parliamentary procedure, communication law, and law ethics, mass communication, and media communication.

2. Which courses would you add or subtract from those you were required to complete? You may also comment on the appropriateness of your prerequisites, and GPA requirements.

Student 1

I don't suggest that there should be course subtracted from the major, because every bit of communication classes add to the curriculum, for example add more hands on class. I feel the prerequisites are good because those classes lead up to your major classes. I think the G.P.A. should beat a 2.5.

Student 2

In my opinion, any class, which drives a person into feeling overwhelmed with busy work, being scattered and distracted, is not particularly beneficial. Receiving and having to file multitudinous volumes of paper decreases concentration and focus for me. It's my nature to appreciate classes which help an individual to grow from the inside out, classes with instructors like Smith, Loesch, Nagel and Green.

Student 3**Student 4**

I would subtract Comm 460- Ethics and Comm 421- Leadership and make them emphasis options in the program. I have double feelings about Comm 460. First, I strongly feel that the course should have been taught by someone with a Ph.D. not a Master's degree. Besides, is not a requirement that all 400 level courses be taught by someone of a Ph.D. stature. Second, I felt that the only skills that were gained were debate skills. Maybe Horn should teach this class, but then I would be going against what I said above (Horn would do a much better job then the professor that taught it).

If I had the chance to add a course it would be an interdiction to conflict courses an if I could subtract a courses it would be 460 ethic in commination. I believe that there should be a GPA of 2.5 in your class so that the schools know you did try I don't feel that the repetition of the course content is redundant. I feel that the course work for each course fit the description of that course.

Student 5

I liked the classes I took in communication. Some might have not been taught the way I really would have liked but that's life.

Student 6

The prerequisites and GPA requirements are appropriate for this program. I don't have any concerns with that. I think that the specific courses are just fine and the course content prepares us for theories within the area of communication. As I mentioned before, another class that could be added would be a something a little more hands on.

Student 7

I would add the communication-interviewing course to the required course to complete, However I would subtract many of the redundant communication theory classes, I felt they served no purpose. In applying the various theories to work in the professional career, I plan to enter upon graduating from Ferris.

Student 8

I believe that all the courses that we took should be required for this major.

Student 9

I feel all the courses corresponded very well with the curriculum, but I will make a comment on the order by which they are offered. Comm.299 and Comm.300 Research Methods are very strenuous classes and if they can be rearranged many students wouldn't have a hard time trying to keep up because the work is so intense and time consuming. Also, if possible can Comm.460 be offered more than one semester besides Winter.

Student 10

Thus far the only class that I would subtract, or combine with another class possibly, would be COMM 205 (Effective Listening). This class repeated so much information from other courses that me and other colleagues questioned the fact that this course was even offered. Perhaps this was because this was the instructors' very first class here at Ferris but I assume the criteria of what is to be taught is not up to the instructor.

Student 11

I cannot think of one communication class that should not be taken of which is in the curriculum. I do believe that Comm. 305-Communication & Human Relationships and Comm. 370-Communication & Conflict Management should not be communication electives, but they should be required communication courses. I believe these two classes are both very important especially in the workplace, but are crucial for everyone, not even in our program to be able to implement this into their own lives. I strongly believe that if we apply the things we learn from any of these interpersonal types of communication classes, the knowledge we gain will then flow over into our working lives as well. The prerequisites that are required that I believe should not be required are Math 115 or 117, for a Communication, I see do not see the correlation as to why math is required for this course. If you are a student who is a high school graduate and was not required to take anything higher than 9th grade general math, the student then needs to take Math 010 and Math 110 just to get to Math 115 or 117 and this is quite a major struggle for a large majority of students. Further, Ferris States math program consists of Math specific for the School of Technology, which makes the math courses here at Ferris much more difficult to accomplish. I highly recommend no math for our curriculum or at least only at Math 110 and at a much more achievable level. I know that I was not alone in this struggle with math here at Ferris, many of my classmates and other students struggled tremendously with this same issue and need to take these math classes 1 to 3 times each before passing them. I personally took five math classes and went through lots of money doing so in order to complete Math 117 for my program.

Student 12

I feel that the classes offered in this course are complete and thorough. I do feel that there should be prerequisites to the upper level classes. I don't feel that the materials contained in the upper level classes are out of the reach of the students but I feel that the principles that are needed for the classes are better learned in the lower level classes.

Student 13

I really do not have any complaints when it comes to what was and was not required. I also thought that the prerequisites were appropriate since I made a smooth transition into every one of my comm. courses, including 499. I do think that the minimum GPA of a 2.5 should not be lowered to a 2.0. I think that comm. classes are challenging, but it would take a lot of slacking off to get any lower than a 2.5. I think our standards are just fine.

Student 14

I would subtract Comm 460, and 101. I think the GPA for the application to the workplace should be a 2.3. It makes no sense that you need a 2.0 overall to graduate, but a 2.5 in your application to the workplace.

3. To what extent is the amount of redundancy of content between courses appropriate?

Student 1

The amount redundancy throughout courses is greatly needed. Practice makes perfect, so if a student get a lot of practice and repeat the same information than it will stick longer with the student. A lot of the time students learn just enough to get themselves through a course and to often forget by the end of the semester what he/she has learned.

Student 2

“Redundancy of content” is not ever appropriate to me.

Student 3

All the courses are redounded but that is school you never learn know thing you just learn more about what you know.

Student 4

I don't feel that the repetition of the course content is redundant. I feel that the course work for each course fit the description of that course.

Student 5

I feel that he courses really overlap each other and that department really needs to look at that and see if they can provide more of a diverse learning experience.

Student 6

There is quite a bit of redundancy between classes, but I think that it's appropriate for communication. The theories and explanation of how we communicate are very important and beneficial to how we implement that into our careers.

Student 7

None of the existing redundancy that s in the content of the communication courses is appropriate. As a student and consumer at Ferris, I often that through the excessive amount of redundancy in the course the program was making stay here longer and in the process I was continuing to contribute paying unnecessary extra money for information previously covered in communication course.

Student 8

I believe that that the redundancy in the courses are very appropriate.

Student 9

I don't feel that the repetition of the course content is redundant, I feel that the course Work just goes hand in hand. Your not able to just relate one course to another you can use the courses interchangeable.

Student 10

Thus far the only class that I would subtract, or combine with another class possibly, would be COMM 205 (Effective Listening). This class repeated so much information from other courses that me and other colleagues questioned the fact that this course was even offered. Perhaps this was because this was the instructors' very first class here at Ferris but I assume the criteria of what is to be taught is not up to the instructor.
(Same answer as Question 2)

Student 11

I believe very important. I believe it reminds us of what we have already learned and it keeps this knowledge fresh in our mind allowing us to better retain the information.

Student 12

I feel that the redundancy factor between the classes should be lessened. I have had several classes that were mirror images of each other and given different names. I don't feel that there is a need for such a huge overlap of information when teaching concepts. A small amount is needed of course to show relationships but not much more then that is needed.

Student 13

I think that the amount of redundancy between classes was appropriate because it helped me to retain the concepts. For example, we are only offered one interpersonal class, which is a 100 level course. Because of this, it is likely that I would have forgotten a lot of the main ideas from that class if it weren't for the fact that they are reviewed in other, higher-level courses. I never really felt like the overlap between classes was redundant or unnecessary, in fact, I think that some of it could have been covered a little more, i.e. higher level interpersonal and persuasion electives

Student 14

Well Comm 221 and 421 deals with the same terms, I think they are both great courses, but 421 should be structured differently. I think Comm 121 and 332 are similar, if your going to offer a course specifically in persuasion then you should offer other particular courses like courtroom speaking in persuasion.

4. How valuable and appropriate was your internship? You may include additional comments about internship requirements.

Student 1

My internship was an excellent experience. It gave me hands on experience, and a lot of practice in dealing with people. Hands on experience are much better than sitting and reading the text materials.

Student 2

Haven't done it yet.

Student 3

I have not done my internship I will be doing this fall 2000.

Student 4

My internship will be very valuable to me because it coincides with what I want to do for my career. My internship will consist of the duties of college professor. These duties will include: creating courses, teaching classes, working on committees, etc.

Student 5

I have not done my internship yet so I can't comment on it at this time. I don't believe that the internship will help me much though; I feel all it is doing is holding me back from getting a job and making money.

Student 6

I have not completed my internship yet!

Student 7

My internship was extremely valuable and has provided me with insight into my professional career, however I am extremely disappointed that I receive absolutely no guidance or assistance from Ferris faculty in the selection process of obtaining my internship.

Student 8

I believe that my internship will be very valuable to me because it gives me some experience in my field of what I want to do in the future. What I don't like about the internship is the requirements, I believe that you should be able to do your internship when ever I don't think you should have to wait until after you take Comm 365.

Student 9

My internship was very valuable and appropriate. I was able to use all my knowledge of course material, and presentations to help be more productive and effective to the office I was working for. I was able to use my networking skills, research method process, and talent to produce good work. For example, I wrote a research paper on Aids Awareness and work with Ferris Finest Talent Show that was a success.

Student 10

I have not yet done an internship so I have nothing to really comment on. Although what I have tried to accomplish thus far, I haven't been able to get much help with.

Student 11

I have not I started my internship yet. I start my internship at the beginning of summer semester 2000. I look forward to my internship and believe it will give me more interpersonal communication experience in a professional environment. I believe that it would be a good idea if our program had a specific system for placement of places for us to do our internship. I am very aware of many other curriculums at Ferris that have specific places for their students to do their internship at. I was fortunate enough to be able to do my internship at my current place of employment, but if I needed a place to do my internship, I would have had a very difficult time finding a place I believe because when I inquired of places, the suggestions were very minimal.

Student 12

I an still looking for an internship. I have been left to hang my self and attend another semester because of this requirement. I feel that if an internship is required then it is up to the student AND the advisors to locate one. It is difficult to find a job these days, let alone an unpaid internship in a field that is still considered new.

Student 13

I have not interned yet.

Student 14

I have not done an internship. I think if you're required to do an internship, they should give you a placement list for an internship, because it's too hard to find internships

5. How valuable and appropriate was your application to the workplace requirement? You may include additional comments about your application to the workplace requirement

Student 1 (Criminal justice student with communication emphasis)

I didn't have an application to the work place.

Student 2

Haven't completed yet.

Student 3

My application to the workplace is very valuable to me because I want to teach one day and, per teaching is my application to the workplace.

Student 4

My application to the workplace was very valuable and appropriate. Working as coach allowed me to work with groups and let me explore the group process. Coaching is another field in which I would to make a part of my career.

Student 5

My application to the work place is a key part of my degree. I feel that having a direction to go is great. The application to the work place fits right in with my career. So that is were the internship I feel should come into play. Maybe let the internship be part of the application to the work place credits.

Student 6

I transferred into this program with a certain amount of credits that were from the Public Relations program. Public Relations is my application but I only took a few core classes in that area. The rest of my credits were in business classes, and I just applied my public relations to the Communication Program in order to have an application. So, I think that the workplace requirement is a sticky situation for students that transfer from another program because all their credits just get shoved into one area and that area may not be a specialty.

Student 7

It was okay, the courses that I took were beneficially from learning different and new things, and learning about a new area, that I previously had no knowledge about. However the applications in the workplace will not be beneficially in the long run, mainly because my profession will have nothing to do with the applicant courses I studied and paid for here at Ferris.

Student 8

My application to the work place was very valuable and appropriate, because I need to not only have my communication background, but I also need to have that experience in what I plan to go into. I believe that the eighteen credit hours is just enough for a person to have when completing their application to the workplace.

Student 9

My application to the workplace worked well with my major in communication because I am able to further my career and do more in the workforce. For example, I can become a councilor with my master's degree, go into public relations and or Become a certified teacher.

Student 10

Again I have not yet completed this portion of the program. Though I was a little Confused when my first advisor (Donna Smith) made my application to the workplace in business because I already had a few courses out of the way there. I guess this isn't a problem if I can finish this in another area, and have half of my application to the workplace in business and the other half in music management. I don't know how important this is or isn't but I still have a lot to clear up.

Student 11

My application to the workplace experience so far, has been very valuable. Without it, I would not have been able to figure out what and where to a specific area I would be using my communication degree. The classes that I have taken for my application to the workplace have been very appropriate and have educated me a lot in order to prepare me for the workplace in my field. The part that was difficult about my application to the workplace, was that I did not get much guidance as to what areas were available for our application to the workplace. I was unsure of what I wanted my application to the workplace to be and there was not a list and or much guidance as to what was available for our application to the workplace. Thanks to one of my professors for suggesting me to look through the college catalog and check out the minor programs, because through this process I was successful in obtain an application to the workplace. The other obstacle I ran into was that when I approached two different departments that could house the classes that I needed for my application to the workplace, they knew nothing about an application to the workplace for the Communication Major. I found that nobody, including most of the professors in our Communication department did not know much about what the process was for students to get their application to the workplace set up in order to take

the appropriate classes. This lack of information and “communication” was quite frustrating to say the least.

Student 12

My application to the work place was useful. I plan on becoming an attorney and feel that the legal background and communication skills that I have learned will benefit me in my career choice.

Student 13

I think that my television application was helpful in giving me some technical skills to apply in my future career. However, I do think that people with an application in TV should be allowed to take some of the higher level classes in which they would learn about studio production and broadcasting. As it was, they would not let me, as an applied speech major, take these higher-level classes but only the people who were in the TV program. I think these are important classes for a communication person with an application in TV to take because they teach some fundamental skills that one will need to have an understanding of in the TV industry. I am not sure how the politics work, but I do think that there has to be some more cooperation between the different departments.

Student 14

My application to the workplace will be very valuable when I get into the field of public policy and law, so I think that is the greatest part of the major. I think they should go back to allowing you to pick an emphasis option, instead of the emphasis being all communication courses. This makes the degree more diverse.

6. Is the range of elective communication courses sufficient or appropriate to satisfy your curiosity about communication study or meet your perceived future career or educational needs?

Student 1

I believe the communication electives are appropriate. It goes towards all major communication classes. Majority classes that I've taken have given me a broader idea in communication.

Student 2

Yes.

Student 3

Yes the range of elective is appropriate they are very broad and communication majors have a lot to peak from.

Student 4

Yes and No. This aspect of elective courses has to be further explored. There are many courses in human communication which are not taught at Ferris. For instance, there should be courses in Family Communication, Health Communication, Mass Media, Small Group Theory, Sports Communication, and Sexual Communication.

Student 5

The range of communication classes fit my need for the study of communication fine. I felt I really have learned a great deal in the studies of applied speech communication.

Student 6

I personally haven't taken that many communication elective courses. However, I know that the courses available are very helpful in preparation for a career. To meet the educational needs for my career, I prefer taking courses that are more than just theory-based courses.

Student 7

The range of communication courses is somewhat sufficient to satisfy my curiosity about communication studies.

Student 8

Yes I believe the elective communication courses that I took were appropriate for the the field that I plan to go into.

Student 9

Yes, the range of elective communication courses are sufficient and appropriate to satisfy and meet my future career needs.

Student 10

Yes they were sufficient although it would be nice to have more in-depth elective courses. Electives are the classes that we take according to our interests and whatever that topic might be I would want to learn more than what the basic class offers especially when the topic is touched on in other courses. Persuasion for example, sure this is mentioned in many other courses but there is so much more that could be covered on this topic.

Student 11

Yes, I believe that the range was broad enough of elective classes and that it cover what I will need for when I graduate and enter a career in my field.

Student 12

I feel that the communication electives are substantial, however being this is a new field, I think there should be more classes geared toward showing the application in the job market. There are a lot of electives but few lend themselves toward showing where they would be useful in the work place.

Student 13

No, I do not think that we have a wide enough range of communication electives. I think that there was a lot more that, from looking in various text books, there was a lot more that I could have learned about interpersonal communication had there been an upper-level course offered. I think that interpersonal is one of the most important areas of study and should have more attention devoted to it. I also think that there should be a more theory-based persuasion class offered. The only persuasion class I took was persuasive speaking, and that mainly focused on public speaking. These are just a couple of examples of classes that I wish would have been offered when I was filling my communication elective requirements.

Student 14

No, I think more communication courses should be offered, like they have listed in the catalog. Colleges that have great Communication programs offer many communication courses.

7. How was the teaching and advising of the faculty? (You should interpret this question broadly to include course goals, methods of testing and evaluation, and the instructional methods. You may consider all learning techniques, all text and reading material used, and the instructor's knowledge of the subject.)

Student 1

Teaching was good; teachers were good with keeping office hours. Although advising wasn't the best. We need more advising in dealing with internships. But, as far as book and materials they were consistent with the classes. All of the instructor that I've had was all very fluent on the information that he/she was presenting.

Student 2

The FSU faculty is overall incredibly caring and instructive above all others that I've been part of. Truly appreciate the majority of the instructors I've encountered in the classroom. Having had a couple of serious inconsistencies from one particular instructor, I do wish there was a way to monitor someone who appears to have too much power through being the only one to offer a class which is needed for graduation.

As Green conveyed one day, the combination of two people can be quite impactful, like the two men involved in the murders depicted by "In Cold Blood." It's my thought that perhaps some combinations of students and teachers could also work to their detriment. Call it what you will,

pheremones, ego battles, it doesn't much matter. I would like to see alternatives presented if a student doesn't feel that a particular teacher is being quite fair or reasonable. Of course this leads logically to the conclusion that many students would be switching teachers whenever they have an altercation, but this is not true in my case. I've enjoyed being under the tutelage of all instructors but one. This does not mean I dislike or choose to disconfirm this teacher, it means that "sometimes" there are instances where two people together are not creating a wholesome environment productive for the both of them.

Student 3

The teaching and advising could use some more work but with the Applied Speech communication major being so new I think the staff has done a good job over all.

Student 4

For this question I will rate all of the professors in the program which I had throughout my illustrious career here Ferris State. The rating scale will be based on a likert of 5-1, 5 being excellent and 1 being poor.

Dr. Nagel -5: A true wizard of the small group process and my mentor. The next Aubry Fisher. Relates to the students like no other. A true friend at heart. The Mike Krzyzewski (Duke) of Ferris State

Dr. Loesch - 5: A pure innovator of interpersonal communication. A mastermind of Nonverbal cues. Relates to the students as friends. Tremendous knowledge of research methods. The Dean Smith of Ferris State.

Dr. Sandy Alspach - 5: A genius in all aspects of intercultural and organizational Communication. Hard-nosed, hard-working, really puts you to the test in understanding the communication process. Really helps you find your identity as a communicator. The Pat Summit of Ferris State.

Dr. Donna Smith - 5: A great speaker with lots of energy. Puts you to work 99% of the time. A wizard of public speaking. Doesn't back down from anyone or any student. Makes big play when needed. The other Pat Summit of Ferris State.

Mr. Horn - 5: The John Wooden of Debate. What more can one say. Loves his students.

Dr. Marcia Moore - 5: The young rookie from Bowling Green as made her mark. A great professor who loves to teach. Dr. Moore relates to her students in and out of class. A bonus and great edition to the program.

Dr. Green - 4: I never had Dr. Green for an instructor, but it is to my understanding that he is one tough cookie. According to Loesch, the mastermind of making test questions. A teaching style relevant to the General Bobby Knight.

Dr. Patten – 5: I never had Dr. Patten either, but will work with him this summer. A genius of persuasion and broadcast writing. Very witty and intellectual.

Student 5

The professors in the communication department have been nothing but helpful throughout my studies. Now, don't get me wrong it hasn't been all peaches and cream, but for the most part if you put in the effort they really worked with you.

Student 6

The teaching and advising of the Communication faculty is great. As I mentioned before, when I transferred into this program the faculty helped me with setting goals and what courses that were appropriate for graduation. The instructors are very knowledgeable of the courses and of the real world too. Their educational background and job experience has allowed me to keep an open mind about what I might want to do for a career. I have appreciated their guidance and encouragement.

Student 7

From an advising standpoint of a communication student dealing with the faculty at Ferris, things were not helpful. For my overall development as a student majoring in the applied speech communication program. To many times I received no or mininun proper advising in regards to the correct course to take. Not to mention any assistance as far as internship search and future job opportunities.

Student 8

I believe that the teachers, and the advisors were very helpful in helping me toward Graduation. They taught me a lot, and they were very aware of what they were teaching, I believe that they have prepared me very well for the work force.

Student 9

I feel all the instructors are very much knowledgeable in their course subject, and enjoy what they teach which make learning fun. Also I feel they need more time open to spend with their advisee's to have a better student, professor relationship, not all the time is it about school work. Again, I could be wrong but comm.299 book pages need to be revised but the book itself is fine.

Student 10

The only complaint I have about teachers is Ms. Irvine who is not a teacher in our Program but she teaches COMM 460 (?)(Communication Rights and Responsibilities). She taught this class by assigning a two-page reflection paper due weekly on the two chapters we were to read each week. I think we would have understood her methods better if she were to at least offer what was right or wrong with our reflections and not just gave them a grade, which she never offered a

reason for. This and a paper on an ethical situation we may encounter in our future job were the assignments we were graded on along with our participation. ? The other faculty member I would have to criticize would be my first advisor Donna Smith. She left out classes on my graduation schedule that other professors now tell me that I need to take. I am really confused about what I need and don't need or what they will or what they will not accept. I now have a new advisor and hope to straighten these things up so I can graduate.

Student 11

For me, the advising of the teachers on a one to one level was very, very helpful. I found that I could go to most all of my professors and inquiry about just about anything, and they would be able to guide me quite successfully. For the Applied Speech Communication advisor, I found it most difficult and trying many of the times that I went to her. She was on work overload most all of the time, she would rush me when scheduling for classes even with a scheduled appointment, and then later, three or our different times find that we would need to redo my schedule because there was something missing. Once or twice for this to happen, I can except, but over and over again was very frustrating. My advisor was usually less than willing to help me with guiding me on finding an application to the workplace. She out and out at one point, told me "I can't help you. You need to figure it out for yourself" I was less than happy with this situation because I had absolutely no idea where I was supposed to look to figure out how and where I was supposed to do my application to the workplace. Thanks to one of my professors, he was able to guide me as well as get the advisor to realized guiding me in this process was part of her responsibilities as my advisor. With one of my professors, I felt that the amount of work required of each student for each semester in her classes was way too much. I don't a course this semester in this particular professors class because I could not accomplish the work for my other three classes if I accomplished all of the assignments for her each week. This was the fourth course I had taken from this semester and I found the same to be true in all three of the other classes of hers' that I have taken. I did approach her about the huge work load in her classes and she told me that she felt that she was being fair. I could not agree with her at all. Other classmates have mentioned that they feel the same. One of the other professors that I had had several times as well, also provided us with what I believe to be an extremely large work load as well, and I also mentioned my concern to this professor as well and was listened to and the last class that I took from this professor was much lighter and quite reasonable to keep up with. I approached this professor and asked if they had lessened the load and in deed had because of other students feeling the same over load as I.

Student 12

The course advisor as a whole was good. I feel that there is a great burden placed on the advisor and it is easy to loose student's progresses in the middle of the shuffle. I liked most of the instructors for this degree. I feel that the class on ethics in communication should be taught more strictly. It was taught with the intent of the student giving their interpretation of readings from two course books. The books were not very good and the instructor opinionated her responses to the papers that were required. I feel that the class would be more beneficial if there was a given work load with tests on the subject matter, not the interpretation of. I feel that the instructors should get together and compare notes as to requirements and dates for projects. There were

several projects that could have been scheduled in timed intervals and not pushed to the end of the semester.

Student 13

Overall, I have been very satisfied with the communication faculty and how each one of them ran their courses. For one thing, they all made themselves available outside of class to help with whatever problems I was facing. They also all seemed to make a genuine effort at getting to know me personally and assisting me in achieving my goals. Course materials and objects were all reasonably challenging; I did not think that any classes were overly difficult or overly easy. There was a good balance between bookwork, written work, and application work, such as giving speeches and working in groups. Each instructor that I took gave excellent lectures and really helped me to learn the material. I think that professors in this department offered us a well-rounded education.

Student 14

George Nagel, was my advisor and I felt he was the best and a great teacher. I think the advising for the application to the workplace is horrible and it causes too much confusion when trying to graduate. I think the entire communication faculty was great except Cheryl Irvine. I think the way she taught ethics made no sense and I felt I learned nothing more than what I came to the class with, and knowledge is supposed to increase.

8. What are your specific suggestions for improving the Applied Speech Communication Program?

Student 1

More classes that focuses on different types of communication. G.P.A. standards should be a little higher, more staff in the programs. Classes need to be offered year round.

Student 2

Besides what I mentioned in question one, I believe there could be computer classes for some people who wish to finish up their classes from another location, or if there is an unresolvable disagreement, that an alternative could be provided.

Student 3

The only suggestion that I have is that he makes the 460 ethic in communication class an elective. Having good ethics is one thing but that classes SUKE BIG TIME!

Student 4

Let's do it up. Everything from a Master's to a Ph.D. Let's be considered one of the Best Programs around Michigan and the region.

Student 5

I discussed the only things already that I feel should be look at in the communication major. Over all keep doing what you are doing, and keep the variety that most teachers use in the classroom. I think the communication professors really give you a good learning experience.

Student 6

The only specific suggestion that I would have for improving the Applied Speech Communication Program is to have the different tracks of application to the workplace available for all students to see. Also, it would be great to see the Public Relations program from the business building be intertwined with communication because that's where it needs to be. Then things would be helpful for PR students who desire a more communication-related degree.

Student 7

The specific change I would like to see involving the Applied Speech Program, is the actual name of the program. Whenever others see that I am majoring in Applied Speech outside the Ferris community, they have a difficult time comprehending exactly what the major actually is. I also have to spend too much time explaining what the program is, the name of the program presents a awkward perception to others outside of Ferris.

Student 8

The only suggestions that I would make to improve the applied speech communication program would be the scheduling of the classes. I believe that classes such as Comm 499, or Comm 460 should be offered both fall and winter semester. This way it would help the seniors out, and they won't have to take those two courses together, because from my experience this semester it was a lot of work juggling both of those classes at the same time.

Student 9

We need a Master's Program because the program is growing and students are looking for more than a Bachelors and to promote the program itself.

Student 10

Not answered

Student 11

To have more than one advisor so that each student can get the help that is necessary for them to succeed in and finish there college degree without having major mistakes made and they have to stay longer to graduate than initially planned. To have the professors collaborate together as to

when exams and major projects are going to be due, so that students don't find themselves having to or three exams or major papers and projects due the same day

Student 12.

I like the program and have become very interested in the communication process. I feel that the application to the workplace is a large issue. The information contained in the classes should show their application within the workplace. The degree is so new that it is hard to tell people what we do in the degree. I feel that if there was more public exposure of the degree then it would be easier for the graduates and interns to get jobs.

Student 13

Here are my specific suggestions for improving the Applied Speech Communication Program: Add more elective classes, especially interpersonal; work at having more cooperation with the other programs that students are taking up as an application to the workplace; hire more faculty members so that you can offer more classes; and keep up the good work.

Student 14

To improve the Communication Program, unnecessary classes should not be required for graduation like 299 & 499 only one of the two should be required for the BS program. Communication 460 should be optional and an elective

Summary of Student Responses

The procedure for generating questions was similar to that used for the 1999 class—students generated the questions in class discussion. Responses for 14 students showed little consistency. I urge reading of the complete document. The full text of each question precedes the student responses for each question. Insight into the answer for a particular question may also be gained by reading the responses to an apparently unrelated question. Although the 2000 class chose to answer somewhat different questions from the 1999 class, comparisons are made where it is possible and appropriate.

Question 1 about courses helpful to the students' careers showed some agreement. Four students each suggested all classes or COMM 221 (Small Group Decision Making) as likely to be most helpful. COMM 370 (Communication and Conflict) and COMM 105 (Interpersonal) were supported by 3 students each as most helpful. Both COMM 221 and 370 were also well supported by the 1999 class. No other classes were mentioned more than twice.

Question 2 asked about courses to add or remove from the curriculum. Five students supported the status quo. Three students supported removing COMM 460 (Rights and Responsibilities). Other student's responses varied widely.

Question 3 asked about the appropriateness of redundancy between classes. Ten students supported the status quo, whereas 2 students disliked redundancy between courses. The 1999

class was equally split on the question, however less than half of the 1999 group had an unequivocal opinion.

Question 4 asked about internships. Four students reported positive experiences; however, 10 students had not yet completed an internship. The most common source of dissatisfaction was the difficulty in finding an internship. Clearly the students wish for more faculty assistance.

Question 5 asked about the application to the workplace. Eleven students reported positive experiences. Only one student reported difficulty negotiating with another college.

Question 6 asked about the range of available electives. Six students were pleased or accepting of the status quo, and 4 students wanted more electives. Their suggestions varied considerably.

Question 7 asked about teaching and advising. Students are overwhelmingly positive about the faculty. Statements such as "nothing but helpful" and "great" were common. Advising is a different story. As were the students in the 1999 class, students appear to be confused and frustrated about requirements and tend to suggest advisors could alleviate their feelings. Their comments appear not to be directed at individual advisors as much as a perceived lack of control and understanding of their academic destinies.

Question 8 asked for student suggestions for improving the program. Although their responses varied widely, 3 students repeated their desire for more electives.

Recommendations and Conclusions

I have few; however, I urge each reader to study the students' responses and attempt to discover opportunities to improve our program. I did not infer that reading intensive classes were as unpopular as they were with the 1999 students.

Since students continue to be confused by requirements, scheduling and other issues related to advising, I urge the Area to make a strenuous effort to simplify the program, the attending documentation for it (check lists, general education requirements, and so on) or both the program and its documentation. I believe students want to be able to figure out what they need to do with less dependence on advising for technical details.

Applied Speech Communication

APRC 2001-2002

section 3

Student Program Evaluation Comments
Senior Seminar (Communication 499), Winter 2001

Prepared by
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Introduction

This is the third annual report generated by the students the Senior Seminar (Comm 499). As they did in previous reports, the students developed the questions that they answered. They discussed their ideas before they were allowed to see questions generated by the two previous classes.

Below are the instructions to the students, a verbatim copy of each question, and the unedited answers of each student. The final two sections of this report are the instructor's summary and the instructor's comments.

Senior Seminar (Comm. 499) Program Evaluation Questions Winter, 00-01

Instructions

You, the members of the seminar, have generated the following questions. Please answer each completely. I have added parenthetical statements, which may broaden the scope of your answers. Please write well. Think of your document as a series of short essays, not a questionnaire. Your individual papers will be *seen only by me* and evaluated for their factual accuracy, the quality of your arguments and the consistency of your thinking. Your paper will be combined with those of the rest of the class to produce a compiled document for the Communication Area Faculty's assessment and program review projects.

Lastly, remember to turn in a written copy and a copy on floppy disk that is formatted in Microsoft Word Doc, RTF, or ASCII (plain text). Please number your answers.

1. *Comment on the quality of faculty advising.*

Student 1

The faculty advising in my personal experience has been excellent. My professors have gone above and beyond what is expected of them both in and out of the classroom. I would say that by the faculty developing friendships with their students, we have been most appreciative of their generosity and respect them more than they will ever know.

Student 2

The quality of the faculty advisors is pretty good over all. Both Dr.'s Alspach and Smith have made them self-very assessable to students. And when presented with questions they supply an answer. Or if they do not know they follow up in a timely matter. The only problem I had was with my applications to the workplace 18 credits and also the Emphasis option 12 credits. I never really had these explained to me and as a first year student should be just discussed not executed wait till you have the newly structured 101.

Student 3

I think that the faculty advising could be better than what is. I say this because I don't think that the faculty is concerned with their student's as they should be. Also, there has been careless mistakes made by some of the faculty members when advising students. For example, there are students that have taken a class or two that they didn't need because their advisor advised them to do so when they didn't need to. There have been situations where students have had to stay an extra semester because their advisor told them that they had to take an extra class that they didn't inform the student about. I view these mistakes as careless because there is no way that an advisor should be advising a student in the wrong direction. I know that everyone isn't perfect and everyone make mistakes but like I mentioned those are careless mistakes. I think that the faculty needs to communicate with their students more and show a concern for their well being. When I say communicate with their students more I mean it literally, because there was a situation where I didn't receive some information that I should have received from my advisor and they didn't tell me. I was very upset about it too. I feel like when there is no one else to go to on campus students should be able to go to their advisors. I hear complaints about advisors all the time so I know that I am not over exaggerating about some of the comments that I have made.

Student 4

My experience with faculty advising was a positive experience. It started with Donna Smith evaluating my transcripts, filling in the APSC check sheet, and showing me exactly what I needed to do to graduate with this degree. The meeting took about twenty minutes, and Dr. Smith was the right person to represent the program, her kindness and openness made me want to be a part of the program. Dr. Alspach has always had an open door to her students. She makes me feel welcome at any time to come to her with a problem, and she's more than happy to help. She's a good problem solver.

Student 5

My opinions of the faculty advising have changed dramatically over the course of my college career. When I first decided to major in Applied Speech Communication, I was introduced to my faculty advisor. For the next few semesters, the only contact I had with my advisor was during class scheduling periods. When I discussed the issue of advising with my peers in other programs, I was informed that they keep in regular contact with their advisor throughout the course of the semester. This changed however as I became more established in the communication program. Once I completed the introductory courses my advisor became very helpful in directing me throughout the communication program. My advisor went out of his way to contact a faculty member in television production to let him know that I would be taking some TVPR courses to fulfill my aptitude to the workplace requirements. I believe that the faculty advising in the communication department for the most part is excellent. Some suggestions for improvement may be to help students with finding an internship and remember to check up on the students during the course of the semester.

Student 6

I have found that the advising of the communication faculty to be very helpful and informative since I have been an Applied Speech Communication major. Before I transferred programs I was in the College of Business. It was terrible, my advisor didn't do anything, I do not think that he ever looked at my file to see what classes I had taken. He would ask me if I needed help in scheduling, I would say no, he said alright and then let me go. I think I have been here a semester longer because I took classes that I had transferred and didn't know so I ended up taking them twice. When I transferred into the communication program that is when I found out that I had duplicated some classes. The faculty has been very helpful and anytime I have had a question someone was more than willing to help me out, even if they were not my advisor.

Student 7

The advising in the communication department here at Ferris is great. Donna Smith has been my advisor for the past three years, and she has been wonderful. She will actually sit down and spend time figuring out the best schedule for me each semester. She never tried to overload a semester on me, she always tries to balance out the classes that I am taking, and she always let me know how many classes I have left to complete. However I don't only consider her as my advisor, I have had great teachers in this program who seem to really care, and work hard with you. I think that it is important to have professors at a college who care about each of their students and at Ferris I believe the Communication professors do.

Student 8]

Personally, I only spoke to my advisor three times since I have been here and it was not very helpful. It did not help that I do not really know my advisor so I felt more comfortable going to faculty members I knew and already talked to. They ended up being my advisors and not my assigned one.

Student 9

The advisors should listen to students that have transferred from other schools if they say they have a macro. The staff advisor should check the school you came from on your records and make sure all of your records transferred and are in your file. Know the students file before you talk to the student.

Student 10

I Feel the Faculty advisors need to communicate better with each other. We find our selves having to go see other faculty to get answer to our questions because our advisor doesn't know the answer to question they should know as an advisor. Better communication and training on what they need to know as an advisor in the Communication department.

Student 11

I feel that the faculty advising in the Applied Speech Communication Program was good. I didn't have any problems. Actually, I had my program all mapped out for me from the beginning and didn't have any problems with the advising.

Student 12

The faculty advising in my opinion is very unorganized, frustrating, and the advisors tend to cause the students more grief than relief. The advisors are not advising. I recommend the Communication major employee a separate department to advise the students. This is a very personal major and the students need very personal advising expertise. The faculty members are required to do more than they can handle effectively. With an advisory board the advisors could report to the faculty in a separate meeting. The students then would feel they were then being advised. This in exchange would allow the professors the chance to focus more on the repetitive work from students (this will be described in more detail in question #10). The major is growing and it is now a requirement that the Communication major incorporate this type of advisory board. I personally know of students who have left the major due to the lack of adequate advising. Paying for additional classes that have already been taken. Lack of personal interest in the well being of the advisee. The communication dept. could experiment with an internship in this area but regardless, something has to be done, quick! This is an area that focuses on the diversity within the Communication major. I hope you will consider this from the perspective of a participant observer.

Student 13

During my 4 1/2 years at Ferris, I have had poor quality advisors. Usually I had to find one of my teachers who had my best interest in mind to assist me in my scheduling and academic concerns. In my first couple of years, I was in the College of Business where my advisor would insist that I take classes not on my checksheet and caused me to repeat one or two classes as a result of carelessness. I wasted money and time as a result. I ended up learning to go through and map out my entire schedule until my expected graduation date. When I transferred to the College of Arts and Sciences, I hoped my advisor would be better, but unfortunately I had more struggles. My advisor had too many things on her plate and didn't have time to advise me properly. She was always rushing around when I went to see her, regardless of whether I had an appointment or not. She couldn't say my name correctly, and appeared to not be concerned about it because when I told her it was wrong, she didn't ask for a correction. This made me feel unwanted. I searched around through my new teachers and came across a gentleman who seemed interested in my future. I asked him if he would mind taking me on as his advisee. He said he didn't mind. Months later, he seemed disinterested so I moved on to one of my other teachers. She wasn't my technical advisor, but her office was the only one in which I felt welcome. I believe maybe the department should consider hiring a few faculty specifically for advising.

It doesn't seem as though the professors have enough time or individual concern for their students. Maybe it's just one too many hats for them to wear.

Student 14

My faculty advisor in the communication department was very helpful when I needed a question asked, or I needed help on choosing a class, but the downfall with my advisor was she had to advise to many students. She seemed to be very forgetful, but that would be understandable, because of all the students coming to her and asking for her help. I liked that she trusted me to pick my classes especially when I was in my junior and senior year. I know of some communication professors aren't advisors, so instead of one faculty member taking many students, have the professors that aren't advising take some students so one persons not overloaded with students. Overall the communication faculty advising is very helpful and on task. I noticed that anyone will help you advise, even if it is not your advisor, someone always seem willing and ready to help.

2. What classes would you add or subtract from those you were required to complete? (Discuss core and emphasis-track courses. Do not discuss general education or University requirements.

Student 1

I would subtract Communication 101 definitely. It was a complete waste of my time. The comm. 105 and comm. 121 courses could implement everything that was taught in comm. 101 to their content. I think that the comm. 421 class should work with the comm. 221 class like it use to be. As far as classes being added as requirements, the idea of possibly having a career-planning course where you would organize human resource directors to come in and tell us what they want as employers. Maybe just a 1credit course once a week.

Student 2

There are only two classes that come to mind. The first of the two would be Comm 101 intro to Communication study 2 credits class. First of all it is not set up, as a 2-credit class the workload was more like a 3-credit class. Secondly all information is covered in Comm 105 where I think this class is better structured for the information that is presented. Lastly I think that Comm 101 should be a fun class that everyone taking it would enjoy to come to. Structured in a manner that people want to become a speech communication major. I think involving students of the Comm 499 class, students from Applied Speech Comm. Association or even guest speakers to come and talk about their Career path and or others that they have researched and know a little about would be a great asset. So that the 101 students have a better idea of job's there are out there for an Applied Speech graduate. All I remember of my 101 class is we took a lot of notes for a lecture setting it was almost too basic so I really did understand what was going on until 105 and then had a big career paper at the end. And I really did not know what career I wanted to going in to yet so the paper was needless to say very frustrating. So my structure suggestion is the first few weeks talk about why communication is so important. How can I benefit form communication and how can others I come into contact with benefit. Then have the guest speakers and or other upper class students come in and share their information. Now I as a student am more prepared to make a better choice

of a career for this paper and I am going to feel a little more passionate about writing the paper. It wasn't till my senior year that I really ever gave broadcasting a thought because of a field trip put on by ASC. Association with Armola, Hall, Scott, Ducan and I to the Great Lakes Broadcasting Conference & Expo in Lansing and I must say it was defiantly one of my favorite collage experiences and I learned and experienced a lot. Maybe even create a 497 class that incorporates different students from this class teaching parts of the 101 class with faculty supervision?

The second class that I would restructure is Comm 460 Rights/Responsibilities, or should I just call the class "why we shouldn't lie taught by Ferris's own Dr. Laura" scary a. In this class we used two books 1; Ethics in human communication by Richard L. Johannesen, what I thought was definitely the better of the two books it dealt more of what I thought a Ethics class should address from a communication perspective. Where the second book was Lying Moral choice in public and private life by Sissela Bok. And the title says' it all because that is the entire book was about. I thought though the book was easier to read you can only talk about "Lying" for so long their Dr. Laura. The class needs more of an intellectual approach from a communication perspective.

Student 3

The class that I would eliminate from the communication curriculum is Communication Rights and Responsibilities. I say this because I found this course to be an absolutely waste of my time. I say this because all we talked about is Lying, which I thought was pointless. We also talked about what would be the ethical and unethical thing to do in certain situations. I really think that everyone knows right from wrong its just their decision to do the right thing. The fact that we have diverse people with different backgrounds, what may be right to one person maybe wrong to the other and vice versa. So I found myself repeating a lot of the same things and to me that's a waste of time as well. I can admit that there was one assignment that I thought would help me in the work force, and that assignment consisted of finding out ethical issues that may exist in your field of work. Besides that there was nothing that really interested me in that class. I think that the scheduling of the class plays a role in why it isn't liked very much. I didn't like the time of the class either but if it were a class where I thought the information would be essential to my career then I wouldn't have any problems with the time I would just have to deal with it. The whole 460 situation drives me crazy☺. As far as the emphasis tracks courses I thought that those courses were needed. My emphasis consisted of 370,380,332,and 205. I thought that those courses were O.K, and they are courses that I could use in my everyday life.

Student 4

The only thing I think should be done differently is 380 should be required. I learned so many things in that class that weren't touched on in other courses. Also the experience of a real client and working under deadlines was one that hopefully well prepares me for my career.

Student 5

What classes would you add or subtract from those you were required to complete?
First, I feel that all the communication course I took while at Ferris State University had value. If I had to select one class to subtract from the required courses, it would be Communication 299.

Subtracting this course has nothing to do with the professor; it is just that I find pre-developed theories a bit boring. I think this course would be better understood by students if they were introduced to the perspectives and then allowed to develop their own Theory of Human Communication. Without a doubt, I would add Interviewing to the required courses needed for graduation. This course is an excellent way to apply communication education to a real world setting. I can honestly say that I feel more confident in an Interview setting after taking Comm. 301 than I thought I ever would. Besides that, I feel that all the required and emphasis-track courses are there for a reason and they do great justice in serving that purpose.

Student 6

I wouldn't change anything in the emphasis track courses except to make them more well known. I didn't know that there were different emphasis tracks available. When I discovered that there were choices, it was already too late for me to choose. I was told to take that four classes, and no one told me that I had different choices. The only class that I took in the communication department that I really didn't gain anything from was Comm 299. I didn't understand the material and it really didn't make any sense to me.

Student 7

I think in general that the classes we have to take were right on the money, however I think that Comm. 370 Conflict Management, Comm. 332 Persuasion, and Comm. 310 Nonverbal should be required courses in the program. This course helped me out a lot and I think that they are valuable to any one who is graduating with a degree in Communication. The conflict course is one class that I find myself using information from everyday, whether it is in class for groups, at work, or even at home with roommates. I think that the persuasion class is another course in which helps with other communication classes, with writing and speaking. Last I think that Nonverbal is a must. I learned so much in that class, in how to interpret other people's nonverbal communication. Everything from sitting, looking, and gestures, I have a good idea of what I am dealing with. Obviously this course is not an in-depth, make you a pro type of course, but it will make you aware.

Student 8]

I felt that all of the courses were helpful except Comm 101. I had already taken 5 or 6 other comm classes before that one but still was required to take it anyway. IT was one of the most boring and repetitive classes I have ever had to take. It didn't help that the teacher had no enthusiasm for teaching it either. IT was a waste of time and money because it served no purpose to me.

Student 9

I believe that 336-002 should be a core class in communication and a Human Resource class about dealing with people in the work place, it would help in other areas of communication. I also believe there should be an advance class in Applied Research Methods in Communication because proper research and writing reports are very important in communication. I also believe an another 400 level writing class would be very important to the communication field.

Student 10

Not answered

Student 11

I think that for the majors in the area, COMM 221 is a pointless class. For other majors, it is a good class, but all APSC majors have group work in every communication class that we are required to take.

Student 12

I would add a course that focuses on diversity training. The university is focused towards making Ferris State University more diverse. What better way to accomplish this? Implement a mandatory class for major and minors of APSC that focuses on Communication and Diversity. The Communication degree is such a broad degree that we as students are required to be diverse whether we choose to or not. The student must be exposed to diverse issues that may occur in the workplace. The student will benefit drastically from a course with these focal areas.

Student 13

I wouldn't add or subtract any classes from the core, emphasis, or electives. I feel that all of my classes were worthwhile and I learned valuable information in all of them. Through the classes required, I can now handle different levels of conflicting situations, small and large group projects, I am able to listen effectively, persuade people in a conference, meeting, or seminar, and I'm even informed on all different cultures. The classes are what made me choose the major. Not only did they prepare me for my future job, but they also prepared me to communicate effectively throughout my life.

Student 14

The classes that I would take out of the communication department would be 299 with Sandy Alspach. To be honest I still am not quite sure what I learned and what the whole class was about. Another class that I really am not sure why I had to take was Comm. 460 with Sheryl Irvine. This really isn't a hard class, but I didn't really learn anything. If I were to add a class or requirement I would add the interviewing class. I think this is an important class especially when you become a junior or senior to find out what kinds of questions to ask in an interview and what your going to expect in an interview. This class would have been a great help to be.

3. To what extent is the redundancy of information between classes appropriate?

Student 1

A lot of repetition occurs within 105,370,305 and 101. However this style allows us as students to refresh our minds and it is then instilled in our brains. It is appropriate!

Student 2

The only class that I think has a problem with a bad redundancy is the 101 to the 105 class and I have addressed the problem earlier in this evaluation. I think that 105 is probably the single most important basis for structure in the comm. Program I found that all other class's stem from this class

Student 3

I don't think that there is anything wrong with the redundancy in courses, and there shouldn't be any extent to which it is done. I say this because I think that it is a good thing, because it sometimes takes hearing something twice or more to understand it and remember it. Those are important things to understand and remember the information that has been taught in the major. I think that the faculty does a good job in making sure that we remember the things that we should know when we get into the workforce.

Student 4

Almost all communication courses talk about the same things. However, that is the nature of communication as a study. The repetitiveness of communication courses is not too much and if the student looks at for a different perspective during each course they will understand why it needs to be repeated.

Student 5

To what extent is the redundancy of information between classes, appropriate? Personally, I feel that redundancy is one of the most effective tools for obtaining information. By hearing familiar concepts and terms that were developed in previous classes, I felt like I was learning about the communication discipline. If anything, I would suggest that communication professors would get together and discuss the concepts that they feel is most valuable to an Applied Speech Communication student and use these concepts in every communication course.

Student 6

To what extent is the redundancy of information between classes appropriate? I didn't really notice that much redundancy of the classes. If there was, it wasn't that noticeable to me.

Student 7

To what extent is the redundancy of information between classes appropriate- I think that Comm. 105 and 205 were very similar, and I did not like either one of those classes. Each teacher that I had for those classes, I did not in particular care for. I thought that both of those classes talked about so much of the same thing, but yet when it came time to take tests in those classes I always found myself getting the information confused. I had both of these classes at the same time, and found them very hard to decipher. After talking to other majors, the teachers I had for these classes

where not regulars. I had Dr. Cartledge for 105 and Watkins for 205 and really did not retain much at all.

Student 8]

I feel that redundancy may be necessary at times and it has helped me retain key concepts and terms in communication studies.

Student 9

Comm 105-004 Interpersonal Communication, Comm 305-001 Communication & Human Relations, Comm 221-001 Small Group Decision Making, and Comm 421-001 Leadership in small Group. These should all relate so that you can keep an understanding of the communication course. And 499-001 Seminar in Applied Speech to cover everything you have learned in the communication classes. This will always keep you thinking about what communication is really about.

Student 10

It's understandable that there is going to be some redundancy between core courses. But it should feel like your taking classes you already had, just with a different title on it.

Student 11

To a certain extent the amount of redundancy between classes is important and appropriate. The theories that apply to the human communication process needs to be incorporated in several different classes so that we know and understand the different concepts. When it becomes too much is when we have to take classes that all we do is the same thing that we do in every other course.

Student 12

Redundancy is only appropriate when that point is required to teach something new. Or if it is something very significant to the Communication major. For example, Mr. Edward Hall is important to the Communication major so I could see a repetition of his work being referred to. Otherwise I feel redundancy is an act of laziness on the part of the professor to seek out avenues to by pass time.

Student 13

There is a lot of redundant information between classes, but what I've noticed is that all of this information is vital. This is the most important information of the major. This information, since it's redundant, I will never forget and I will always have it in my mental forefront to recall in a situation. There are a lot of terms and concepts that influence the way people communicate. Since I have heard these terms and concepts time and time again, I will never forget how to handle varying situations.

Student 14

The redundancy between classes is something I think that happens in all programs. Redundancy is beneficial if you are learning something different while looking back on something that you have already learned, but it can be very redundant. I really haven't had a class where it is so redundant that I thought I didn't need to in it.

4. How adequate were the introductory courses in providing a foundation for 300 and 400 level courses? (Confine your comments to 101, 105, 121, and 221.)

Student 1

Comm. 105, 121, and 221 helped out as a foundation for the 300 & 400 level courses tremendously. Learning how to properly do a speech and working in a small group for an entire semester taught us many skills. 101 is worthless!

Student 2

I thought that all classes besides 101. Where of the utmost adequate for providing the foundation for the three and four hundred level class that is what I liked about the program it seemed like the whole program fit together like a jigsaw puzzle with the last couple of pieces finishing "The Big Picture".

Student 3

Beginning with Introduction to Communication I think that this class prepares student for 300 and 400 courses. I say this because it gets a student to think about what s/he wants to do in the communication field, and in higher-level courses you have to be prepared to write and speak about what you want to do when you grow up 😊. I don't think that Interpersonal Communication made an adequate foundation for the course, I say this because I don't see where I used the interpersonal communication skills in the higher level courses. Public Speaking is the best class that really made an adequate foundation for the higher level courses. I say this because it seemed like after I had Public Speaking I was doing speeches in the rest of my classes until graduation. So I think that this course is essential to not just Communication majors but all students. Communication in Small Groups was a good class for the curriculum too. I say this because it takes a lot to work in groups.

You would think that students would be happy to work in groups with other people but it doesn't work that way because we have what you call "non-achievers"☺. I think that after taking this course it seemed like I had to always be in a group after that class. So the class helps because it does teach you how to humble yourself when dealing with groups and different attitudes within that group.

Student 4

I thought they were all satisfactory. Comm 221 was the course that best prepared me for 300 and 400 classes.

Student 5

I feel that the 100 level courses did an excellent job of familiarizing an entry-level communication student with the terminology used in the study of communication. Comm. 121 is one of the most valuable courses a college student can take. Comm. 121 did an excellent job of building up my confidence for presenting in the 300 and 400 level classes. Comm. 221 is also a groundbreaking course. Throughout the course of the communication program, you are involved in small groups. This course gave you the guidelines for success in small groups.

Student 6

The class, Communication 105 that I took did not prepare me at all for upper level courses. My professors are constantly referring to this class, and I have no idea what they are talking about. The other classes were fine, they did an adequate job providing a foundation for the 300 and 400 level classes.

Student 7

How adequate were the introductory courses in providing a foundation for 300 and 400 level courses- I think that the beginning courses for this program were great, except for 105, I am not real sure if I learned anything in this course. I mean 101 helped with a career choice, 105 was interpersonal this was help in improving one's own self, 121 was awesome I loved this course and the professor (Jesse Huff), this allowed me to pick topics that I wanted to talk about and use what I already knew and speak freely and openly about them, and then 221, well I have not yet had this course and won't until Fall of 2001. But working in all of the other courses, I have had a group, which is why I really wish that I could have had this course in the beginning to help me with the group setting.

Student 8]

I felt that the foundation classes 121, 221, and 105 were pretty adequate as far as stepping up to higher level courses. The only problem is that some people have different teachers and the topics they cover are not always the same. This can be very harmful for those who miss key concepts that are used from these foundation classes to apply to the higher level courses. Some kind of unity must be established to solve for this problem.

Student 9

101 is a good course but the instructors need to get into what communication really means and how it relates to all walks of life.

105 is a good course also but it needs to get more into people not just relationships it needs to go into a work place dealing with associates and even other areas that we deal with in the real world.

121 is a good foundation have more speaking in class so that students can get the feel of being in front of people would help before they go to other classes and have to do more presentations.

221 small group is a good builder but the instructor should get more into what you should do if you have people that don't really try to be a team player in the small group how to handle that situation.

Student 10

The introductory course were help full in understanding the uppers courses. With out them you will be loss in those upper classes. There is always room for improvement and there are probably areas in those courses that need improvement but I am satisfied with the result of taking those introductory courses.

Student 11

I feel that I was provided an appropriate foundation in all my 100 level communication courses, except for COMM 101. This may be because I took this class in the winter of my junior year when I had already taken several communication classes. I think that COMM 101 needs to be offered in the fall, so that it is an appropriate foundation class.

Student 12

These courses are all good foundation courses. The Comm. 105 is a very important foundation class and it needs to be taught as such. This course needs to have structure, the faculty should all teach this class the same. That is all I have to say.

Student 13

I believe that the purpose of any introductory class is to first determine whether or not this would be a good major for someone. By requiring Public Speaking and Interpersonal Communication as two introductory classes, a person would get the hardcore of what to expect from this major. Applied Speach Communication is only for people who like and can handle talking in front of people and working in groups. These two classes don't

sugar-coat anything, they lay it all out on the line to be obvious. There is no easy way through either of the classes, a student would have to do their own work effectively to pass. If they can handle it, then this major is probably a good choice. The classes get more specific in the three and four hundred levels and serve as a basis for quality performance. All higher level classes require presentations some individual and some in groups in which all the fundamentals of 121 and 105 are needed and used.

Student 14

The only problem I have is with the communication 105 class (Interpersonal communication). It is taught by many professors and each professor teaches it different, which is fine each professor has a different style of teaching, but the information they are teaching should be the same. The class that I was in had nothing to do with what I supposed to learn. And as a communication student my teachers refer back to that class all of the time, and I never know what their talking about. I really think that the teachers of the lower level classes need to get together and discuss the material, so everyone is on the same level. If I wasn't graduating I would try to take communication 105 over again.

5. To what extent did the faculty model the skills and values they were teaching? (You may discuss observations from inside and outside the classroom.)

Student 1

The faculty in the applied speech communication program posses the skills to be mentors as well as parents. Many of them are very overprotective of us and look out for our best interest at all times. In the classroom, they are interested in the student's perceptions. They take the time to value our opinions and want feedback from us. Outside of the classroom we can tell they are proud of us. They are constantly boasting and bragging to other faculty members about us. We have a relationship that is on a level that is rare and also precious to us. Not only can we contact them at home but we e-mail them regularly as well.

Student 2

To what extent did the faculty model the skills and values they were teaching? (You may discuss observations from inside and outside the classroom.)

Form what I saw all faculty that I had contact with model the skills and values they taught to a tee. Not only could they talk the talk but they where able to walk the walk too, my hats off to the faculty "APPLAUD PLEASE".

Student 3

I think that the faculty member modeled and valued what they taught through how they show their interest in the subject. I could go to any Communication teacher and began a conversation on what they teach and I guarantee that they will be ready to tell me everything that there is to know about

the subject, and give me any references if I need them. This is one thing that I like about Communication teachers and that's their interest in the subject.

Student 4

The faculty in the communication department is my favorite on campus. Always friendly and welcoming towards students. The syllabi given to me by comm. professors have been the most detailed and easy to understand. This shows the professors application of the knowledge of how important creating an understand is.

Student 5

I feel that we as communication students were taught to be good listeners, effective communicators, leaders, organized, and professional. (Just to mention a few) I feel that the faculty "practiced what they preached." The faculty demanded the most out of their students and in turn, they gave there all in providing a top quality education.

Student 6

I think all the faculty modeled appropriately the skill and values they were teaching.

Student 7

I think that the faculty in the Applied Speech Communication program so an excellent job demonstrating to us what they teach. Dr. Alspach is a great example. She is always so involved with each of her classes that I forget she teaches more than one course. I feel that all of the teachers do a great job reaching their students, and I notice too that they always try to use real life experiences to help us relate to them better. I think that this is very important because than it shows us why it is so important to learn what we are.

Student 8]

I believe that the faculty in the communication department are usually pretty good with practicing what they preach. Most tend to be good listeners, as well as interesting speakers and good presenters. I have to say that there are some in the communication department that are really gossipy though and that is not a good quality in communication.

Student 9

The faculty are good staff but some need to follow the teaching of communication such as interpersonal and some should follow organizational communication. Most of the faculty follows what they teach, they just need to understand where some students are coming from in their writings and explain what the writing problem is in detail.

Student 10

Sometimes it felt like some members of the faculty were two different people. There was the classroom teacher and the outside class teacher. Then you would find yourself thinking the teacher is contradicting what they teach in class. The only thing that can improve this is if the teachers monitoring themselves and when they're at the job making sure they're setting an example for their students.

Student 11

I think that for the most part, the faculty models the skills and values that they were teaching. There were times, however, that they need to more effective listeners. Some of the faculty needs to be more approachable.

Student 12

I believe the faculty is pretty good on modeling the skills they teach.

Student 13

The faculty not only taught the subjects, but they were the key models for the concepts. All my teachers had personalities that fit ideally with the course they were teaching which made the class all the more easy to interpret. I associate my teachers with the concept I recall when I need it. They served as an illustrator for the concepts for me. I couldn't have asked for more, personally.

Student 14

I really don't see a problem with this. I think that all the professors model what they teach very well. I know most of the professors pretty well, and they seem to use their communication skills very well, when talking to the students.

6. What are your specific suggestions for improving the Applied Speech Communication Major?**Student 1**

My suggestions are to make the Ferris State University community aware of this major. There needs to be companies available at the job fairs for us. Also make students aware of the tracks as soon as they are admitted to the program. Our faculty needs to have better communication with the application to the workplace faculty. A final suggestion would be for the faculty to be more professional to one another. We are adults and realize not everyone we work with is going to be our

best friend, but get real we all know who you individually despise. Don't bring it to Johnson Hall!
Hate them after you get home!

Student 2

Maybe add listening and conflict to required classes I think these are classes that everyone should experience to become better communicators. I also think more outside trips and guest speakers could help. That's one thing Alspach does well she always have an out side speakers and I think it puts things into perspective alittle better have that other point of view.

Student 3

I think that there should be a more diverse set of teachers. I think that there should be more choices of classes to pick from as far as more meeting times. There are classes that have only one session and I think that students should have different options to choose from. I think that they shouldn't have classes offered only in certain seasons, they should be offered all year around. I think that there should be class pictures taken of each graduating class, and that's not because I'm graduating☺. I think that there should be more concern shown by the faculty towards the students in the Ferris Communication Association. I say this because I don't see any support coming from the faculty only the advisor and he's only one man. I think that if it was more faculty involved helping the organization it would be much more successful than it has been as far as support mentally and financially. I'm not saying that faculty should just give the organization money but donations could be made for good causes. I just think with a little help from the staff the organization will do better.

Student 4

I suggest that students take the courses 300 and 380 during the same semester. I had those courses together and I noticed how well the content of these courses related to each other. At the end of 380 the students compile information obtained for their client and present it. Because I had 300 at the same time I was able to apply what I was learning in 300 to my 380 project. It just clicked for me and I think it would for other students.

Student 5

What are your specific suggestions for improving the Applied Speech Communication Major?

Let us discuss the internship requirement. I know that most programs have some sort of internship placement, in which students have a list of choices in which they can do an internship. I feel this would help a great deal! Many communication students do not have connections in the real world and an internship placement program may help in finding a suitable internship. For god sakes give Dr. Alspach a hand! Being the program coordinator and internship director is a lot to ask of anyone, it might help to implement a co-internship director position. I also think that developing an outline of aptitude to the workplace courses may help students make a choice of what focus they would like to take. Finally, I think that more focus should be put on communication students being

active in F.C.A. F.C.A. could provide students with a world of opportunity in internships and in business world settings.

Student 6

What are your specific suggestions for improving the Applied Speech Communication Major?

I think overall the Applied Speech Communication program has been very educational. The only problem that I noticed is that we seem to do a lot of research projects, but we have not been taught how to use the communication skills in the workplace. There really hasn't been a class that has told us how to apply the skills into our future careers.

Student 7

Some general suggestions I have; implement journalism courses through the communication program, they can be optional; have seniors out talking to high schools in all areas to promote the program here at Ferris, I really do not think that people know about the smaller programs at Ferris and I think it is our job to let them and it could be part of an independent study; I mentioned earlier about the courses that I think should be added to the major. Honestly, I think that this is a question that I should have had all semester to think about, because my mind I blank. But I really think that the first two things I mentioned are very important to this program and major.

Student 8]

I did not care for the application to the workplace because it was not very beneficial. I would have rather just taken 6 more communication classes instead.

Student 9

Take students into a work place and see how people communicate in a work setting, Human Resource class, more report writing classes and advance writing classes 400 level in journal writing with research, and a Tech and Prof. Presentation class 400 level would be good. Have just a class on Internship in Communication that way students will have a better understanding of what is expected of them and will be able to do a better job in internship.

Student 10

What are your specific suggestions for improving the Applied Speech Communication Major?

Make it more applied and the students will grasp the subject matter better. Add a Broadcasting emphasis track that will help broaden the major and help build a strong relationship with the TVPR major.

Student 11

I think that there needs to be more diversity among the faculty. With more diversity, the students may feel that their specific needs are being met

Student 12

To improve the communication program I would advise a more concerned advising board. The faculty seems so overwhelmed with their teaching responsibilities that they cannot focus on the advising

Student 13

The only suggestion I have for the major is to keep improving. There have been classes that are new and soon to be offered every semester which keeps things interesting (COMM 385, and Broadcast Preso.) There is a lot of personality between students in the major. All of them are very different and desire different things in their futures. From being a Sports Announcer to a Relationship Therapist, the students of APSC have unlimited goals. By enhancing the curriculum with more variety in electives, everyone is able to explore their dreams to see if they are in fact worth pursuing.

Student 14

The one section of the program that needs to be improved is the communication between faculty members. I mean making sure each professor is teaching what they are supposed to be. The program also needs a recruiter, to get people in the program. The communication program is a great program, but the students don't really know that Ferris offers such a program. I think the best recruiters are the students already in the program. I talked to my roommate about it and she switched over this semester.

7. Comment on your internship experience.

Student 1

My internship experience was outstanding. I gained so much knowledge from interning in the admissions office here at Ferris State University. I learned what the real world was all about. I used my internship experience, as my final comm. 499 paper as well as in several other classes ex. Comm. 305, 370, 421, and even my 460 class. The correlation between the required coursework and the real world application papers was beneficial, even though it was a pain. We need professors, Lambda Pi Eta, and the Ferris Communication Association to work together for the majors to have more internship opportunities in the community. As communication majors we should be able to intern almost anywhere. However seniors are still struggling in the last month to find an internship. I was lucky to have my internship paid for. I gained a lot of experience and found my courses completed to be most beneficial. We should be more firm about students completing an internship in their app. to the workplace.

Student 2

I have not interned yet but instead of only having one internship why not have two or three during the summers following your first year. It gives you a better outlook on what kind of a job that you really want. If you intern at a specific career you will know at the end of the internship wither it for you or not.

Student 3

I haven't done my internship yet

Student 4

N.A

Student 5

To be completed this summer

Student 6

I have not yet started my internship yet in the Applied Speech Communication Program. I am completing this requirement over the summer. I had a very hard time finding an internship. The communication program does not have a very good network for internships. My application to the workplace is in Hospitality Management. I was very impressed with the amount of networking that they have there. The internship director, Julie Doyle, seems to know about internships anywhere from Michigan, to other countries. I really would have liked to have those connections in the Applied Speech Communication Program. Finding an internship was very difficult for me. I am ending up doing my internship at my work that I have worked at since I was in High School. I am

going to have more job duties than I have had before, but I am disappointed that I did not have the opportunity to complete my internship requirement at another location. The program needs to have employers come to the job fair here on campus. That would give future students opportunities to network and find internships within the field of communication.

Student 7

I have not yet done my internship, so I really cannot answer this question. However, I received my internship at Fox 17 WXMI in Grand Rapids, working with the Sports Director.

Student 8]

I think that more suggestions for possible internship opportunities need to be provided. I realize that the program is new, but I felt like I was left without the proper resources. I do not expect to have an internship handed to me, but some help would be nice.

Student 9

My internship was good but I believe that a class on the content of the red book would help you know what you have to do in each step of the red book. More communication between the instructor and the supervisor where the internship is so that everyone is clear on the project the student has to do. My supervisor could have used more communication between the instructor and what she needed him to do. Explain in depth about students report writing so then will understand what has to be in the reports and if they have to change the writing style some to fit the instructor.

Student 10

Having to find your own internship is very hard. You have no help or suggestion and you really don't even know where to start looking. We need to have a committee or department for internships. That would go out and find employers that are accepting interns. I'm not saying the faculty has to actually get the internship for the majors. I wanted them to help find opportunities instead of sitting back until the major finds one. There just needs to be more involvement in the internship process and there needs to be more than one person running the internships section of the major

Student 11

At this point, I have not completed my internship. I do think that there needs to be a little more direction in helping students to find internships. To give credit where it is due, there is a list of internships that have already been completed, but it would be helpful if there was more direction. What I mean by this, is that there needs to be more suggestions concerning where you can do an internship, what type of project is needed to fulfill the internship requirement, and more understanding and helpfulness when it comes time for the students to look for their internship.

Student 12

The department needs to implement the advising board so they can investigate the need for internships. That way the internships would not seem so hard to find and this would begin a reference list for up coming graduates.

Student 13

I have not completed my internship experience yet, but I do feel well prepared. I'm not at all nervous for the things that may come up. I'm ready to tackle any and every style of communication at Lewis College of Business come Wednesday. I think all of my classes and my teachers have prepared me in one way or another for the positives and negatives of the workforce.

Student14

I haven't really had an internship experience yet, but I will real soon. The one thing I did notice about the intership program is that there really wasn't much help on getting an intership. In my app to the work place my advisor gives us a huge list of companies to call and will help us until we get one. In the communication department they don't help us. Looking through a Big Rapids phone book is not going to help me at all and that's what we were told to do. First I don't want to live in the town of Big Rapids, and second I'm a college student and before that I was a high school student, so who do I know? I hear there is a lot of work and that's expected in an intership, but I here the work is so petty and non beneficial. I guess I will find out for myself and I hope what I here isn't true.

8. To what extent did the content and design of your courses fulfill your expectations for the Applied Speech Communication Major?

Student 1

This major went above and beyond my expectations! Not only are the classes going to impact my future but the teachers have already impacted my life. Never before have I had so many teachers that I call "friends". My app. to the workplace though could have had better options for a comm. major to take. I found many of those courses to be a waste of time.

Student 2

Over all I believe that the design and content was right on "if you will" with the exception of 101 and 460 that I have already talked about but you can tell much time and effort is put in to the planning of each course. "Again APPLAUD PLEASE ". I'm not sure with 300 I though that I got allot out of the class but after talking with students that had a different faculty then I, I think I would like a follow up course.

Student 3

The content and design of the courses fulfilled my expectations of the program as far as how the instructors show their concern for the students learning knowing the material. Also, I liked the subjects that were taught. There was nothing that I just didn't like studying, besides Communication Rights and Responsibilities. These are the things that I was mostly concerned with even before I chose Applied Speech Communication as my major.

Student 4

Coming into this major I had uncertain expectations, I was willing to go whatever way it would take me. The deeper I got into my studies as a comm. major the more I loved studying communication.

Student 5

To what extent did the content and design of your courses fulfill your expectations for the Applied Speech Communication Major?

When I decided to major in communication, I was only concerned with what type of job I would get when I leave Ferris. I never expected that the communication program would develop my leadership skills, help me to develop better relationships, and most of all grow as a person. The content and design of the communication courses help pave the way for growing and learning. I would like to add that the communication courses went far beyond my expectations for the Applied Speech Communication Major.

Student 6

The courses were very much what I had expected as an Applied Speech Communication Major.

Student 7

Going into this program I thought that I would want to become either a speech writer or presenter for major corporations. However, once I started taking more and more courses I realized there was so much more to go into. I think that the program is very well rounded, and it allows students to focus on anything they want. The sky is the limit. However I think that maybe Comm. 101 should be looked at only being a career class, and explore all different areas of moving to. To many students that I talk to in this program really do not know what they want to do, I mean the professors tell us we could do anything with this type of a degree, but what is anything

Student 8]

1. I think there needs to be a class that specifically focuses on jobs in communication, and I'm not referring to 101 which is a joke of a class. The class could be career based with several speakers from a range of jobs dealing with communication. This would be very helpful for students exploring their job opportunities.

Student 9

The course helped me in my internship very much and I used everything I learned in the communication classes. I feel the course fit me very well in internship but some of the things I stated above would help in the Applied Speech Communication. There may be other areas to look at for others coming into the Major, because time change and so the classes would have to change

Student 10

To what extent did the content and design of your courses fulfill your expectations for the Applied Speech Communication Major? I would have liked to see the course be more applied than they are. Coming into the major you really don't know what you can do with applied speech communication. If students were able to see hands on how individuals can use everything their learning in real world occupations then the classes would be more effective themselves.

Student 11

I think that my expectations were fulfilled by the content and design of the courses in this program

Student 12

My expectations were some what fulfilled. Communication is a young major here at Ferris but, if taken into consideration the views of the seniors. I feel it will grow and achieve more than ever expected.

Student 13

The courses within the major fulfilled my needs beyond my expectations. I knew what the classes were about, but I didn't know that the teachers would be so profound and I would grasp the concepts moreso here than when I was in the College of Business. I felt that all the material was presented in a way in which I could easily understand it and grab hold to the main idea. Also, I was given the creative freedom that I desire to express myself uniquely in my speeches, presentations and papers.

Student 14

I believe that the content and design fulfilled my expectation for the program. I know that I have gone into a class and it was nothing like I thought it would be, but sometimes that's a good thing.

9. What classes or other educational experiences associated with the Applied Speech Communication program do you think will be most helpful in your intended career?

Student 1

Networking skills along with confidence. This major requires students to meet deadlines, give many

oral presentations and be tested in a different style. Being a part of FCA has allowed me to get my "foot in the door" in the broadcasting industry. I have had the opportunity to attend many conferences that have led me into potential career and internship options. In my career the public speaking aspect has allowed a lot of practice for me to enter the broadcasting field. By having the opportunity to host Ferris Focus I gained first hand experience not every one has. By being a member of the Ferris State speech team I gained a lot of public speaking skills and learned a lot of new skills. Comm. 305 helped me with my other career goal of becoming a relationship therapist. (marriage counselor)

Student 2

The classes that come to mind the top one being 105 I know it usually a bunch of freshman running around saying duh but I think that it's the basis for the whole program or at least it what brought me to the program. 121 and Persuasion come to mind because they helped to sharpen my skills that I thought I was good at but after being a part of show me different and I believe really improved me. Both Listen and Conflict I think is going to set me aside of other's in my field. 499 I think because of the in class discussions and being able to now look up some journal articles and be able to interpret them well. The other educational experiences would be the broadcasting conference, Darrel Davis, and a international conference in Chicago that I went to with Rick Griffen and the P.A. association. And would like to incorporate with either the intercultural class or the A.S.C. association I do have the contacts and list of number's. These out of class experiences will forever be engraved in my mind.

Student 3

The classes that I think will be most helpful to me in the future is Public Speaking, Small Groups, Conflict, Organizational Communication. I say these courses because each of them have a significance in the work force they will essential to me becoming successful at what I plan to do for a living.

Student 4

I think one of the most beneficial parts of my college career was the education I got when taking biology and chemistry courses. I enjoyed looking at the study of communication from the perspective: I know the physiological functions of the body, I know the science and the facts and laws that make us humans. I know how we work/function as humans and now I know why we behave as we do. My educational experience was evolutionary; I started learning about humans at a molecular level and finished by studying humans at a behavioral level. Some things we study as comm. majors are speculations whereas I began by studying scientific laws.

Student 5

What classes or other educational experiences associated with the Applied Speech Communication program do you think will be most helpful in your intended career?

Being a member of a national fraternity has enabled me to apply my communication education in an organizational setting. I feel developing my communication skills within an organizational setting

will help me to succeed in my intended career. My fraternity allowed me to develop my public speaking skills, my leadership skills, my small group skills, my intercultural communication skills, and my organizational communication skills.

Student 6

I think Comm 221 and 421 will be the most helpful in my intended career. I will be working in small groups at my job and I think the knowledge and skills that I learned from these two classes will greatly benefit me in the workplace. I will have an advantage of having two classes about small groups and leadership in these small groups which will put me at an advantage compared to my co-workers who probably never have had any classes like Comm 221 and 421.

Student 7

Well for the past year now I have been a member of the Ferris Communication Association, holding positions as Public Relations Chair and as Vice President. We have taken field trips to Michigan State, where there was a Job Fair for broadcasting, marketing and advertising majors. Since those are the three areas in which I will have a degree in I found this trip to be very important, in fact this is where I receive my internship. We also took another trip to Michigan State where we were present for the Michigan Association of Broadcasting. This was great we met with people from all over Michigan working all different Television stations. We also were able to attend different seminars, which were designed to prepare us for after graduation. I really think that this last year being active was very beneficial, and I am proud to become alumni not only of Ferris, but the Ferris Communication Association as well.

Student 8]

I feel that the public speaking skills as well as the group work abilities are what will be most beneficial to me in my career. The most useful skills I acquired, however, were from debate where I learned how to assert myself and my position as well as learned persuasive speaking. I would definitely recommend this for anyone in law.

Student 9

Comm 105, 121, 221, 251, 421, 493, 300, ISYS 105, each one of these will help in my career in law and in the area of Human Resource which I am doing now and the classes I have listed has helped out a lot. Also class 205 is another one that helped in the Human Resource area in my internship. I believe that the class 336, helped a lot also. These are the main classes but all the classes helped me in some way or another in Human Resources or going into law.

Student 10

What classes or other educational experiences associated with the Applied Speech Communication program do you think will be most helpful in your intended career?

The Speech team was a very valuable experience that will help me in the future. It prepared me for speaking in front of large groups and under competition pressure. Conflict, non-verbal, research methods, senior seminar, organizational, small group, and effective listening all gave me elements that I can use in my intended career.

Student 11

What classes or other educational experiences associated with the Applied Speech Communication program do you think will be most helpful in your intended career?

Student 12

My internship is the most educational experience. This allowed for a hand on experience, I would recommend an additional internship during the junior year.

Student 13

The relationships that I have built with the faculty and the students have taught me the most about communication in the workforce. I wasn't always comfortable with my classmates and teachers, but through hard work and effective communication, I have learned to overcome certain obstacles and build professional yet comfortable work environments. There is no class that could teach that. The way that I feel upon my completion of the major is irreplaceable; confident, secure, and positive. I'm ready to take on the world because of the verbal and nonverbal communication within the faculty and students.

Student 14

I really think that I benefited from all of the classes in the program, but there is a few that stick out more than others. I really think that small groups will help me in my future working with people and understanding how to be successful while working in a small group. Leadership will also help me in the future to be a better leader and to have an understanding on what being a leader is all about. All of my public speaking classes will have helped me in the future. I liked my classes and I believe in one way or another they will all help me better myself in the future.

10. Comment on the quality of the teaching.

Student 1

As far as teachers go in the Applied Speech Communication program I think that most of the teachers that I had were excellent. I say this because they teach you to be responsible and organized. It takes being responsible and organized to learn and earn a good grade in a course. I haven't had any communication teachers that I didn't like even if I didn't like their assignments I always liked the teacher as a person.

Student 2

I will list the faculty that I have had in order of importance and try to tell why. First on my list is Dr. Loesch one because you taught my 105 class. And that is what brought me to Applied Speech Program. Secondly because you have communication skills and knowledge oozing from you. I would say the most intellectually developed in the department. Not to mention very personable so as that anyone feels that they can go to you for help, questions or just to dump a problem on you and get an honest answer. Maybe it's because of your research background. But I see the way you can criticize papers and people and not let your own beliefs and values get in the way it's almost like you put yourself in their shoes so that that person can write their true thoughts and feelings. Could you show Irvine how to do this? Also the importance of having work experience makes most all respect you more for the simple fact that you've been where most of us are going. So you're not just blowing theory and sunshine up our you know what's. So thanks or as you would say "cheers". P.s. what a brown noser but it is my true thoughts. And lastly I like how rounded your classes are you mix what I think to be the right amount of lecture to the right amount of work by no means are your classes easy but you're not doing a bunch of pointless busy work either. I give him an overall 10 out of 10.

Second would be Dr. Green a hard ass with a military background but that's why I personally like him. A lot of people bitch because of his own family experiences like his wife or that famous Michael in his classes but when I ask them "but don't you understand the concept better now?" they usually agree. He has most all of your good qualities but he is just so damned intimidating to most especially women "there I go stereotyping but it's true" that most will not talk to him. I give him an overall 10 out of 10.

Third, fourth and fifth are ranked the same. So I'll start with Dr. Horn what a guy. You know how in surveys people rank death below the fear of giving a speech. Well Horn should laugh at those surveys because he can change a person and that my friends is not easily done but I've seen him do it time and time again I don't know how he does it but he does. He is very personable and easy to talk to. And hands down the best speech teacher I have ever had or heard anyone even talk about. I give him an overall 10 out of 10.

Next I'll talk about Dr. Alspach one of the most giving and nicest women I know. But she is an overachiever taking one of her classes is really like taking two because of all the busy work that she gives out. I would say that other than she is one of the hardest teachers because of all the busy work, then on top of that she is always giving out other handouts to go along with the other work. You could probably save the rain forests just by shutting her down at the copy machine. She really knows her stuff when it comes to communication I guess I would call her a communication intellect. Because of all the busy work after you have her a while you become numb to the information and it takes away from the learning experience. But overall very good instructor. I give her a 10 out of 10 for knowledge, but a 9 out of 10 for teachability.

Next Dr. Nagel, I think he's a small group's genius probably the most personable instructor in the program to talk to in and out of class. While I took a lot from him in small group's and leadership class I really don't know what I missed in research but after talking to students that had you I

must have missed something. Another communication intellect and a very good instructor. I give him a overall 9 out of 10.

Next Dr. Patten a great guy that from what little I seen really know his stuff too. I had Dr. Patten for Persuasion for about a half of a semester you can tell that his is a big intellect of communication but him not having real work experience hurt him a lot. I felt he was to much theory and not enough practical experience in the persuasion class only two speech's the whole class. I would say one of the harder instructors's and I pulled a lot of knowledge from him. I give him a over all 9 out of 10.

Now for Dr. Smith I will have to hand it to her she know her stuff I would compare her to Patten and Alspach but she doesn't have the patience for most students. I love her to death but she just a little different if you know what I mean. I give her a 9 out of 10 for knowledge but an 8 out 10 for teachability.

Now lastly Chryl Irvine she must be a really good butt kisser. Because I fail to see her as a communication instructor I only had her for 460 and that is what I would she taught the worst class in the program that I have had yet and it sad that it was a 400 level class. On a personal level she is one of those people that would give you the shirt right off her back. Very nice and excited about the class but when it came to ethics she would only be able to tell you about lying. The class had no tests but an weekly response paper to make sure you did the reading which I thought was good but on Thursdays we would seminar and I do not think it went well at all religion was always apart of the discussion which I don't agree with. She reminded me of the Dr. Laura TV show tell you what she thinks is morally right or wrong yuck. But I did sit in on a couple of 105 classes and from what I saw it was excellent and I applaud her for that I will not be ranking her just so I can be a politician too.

Student 3

As far as teachers go in the Applied Speech Communication program I think that most of the teachers that I had were excellent. I say this because they teach you to be responsible and organized. It takes being responsible and organized to learn and earn a good grade in a course. I haven't had any communication teachers that I didn't like even if I didn't like their assignments I always liked the teacher as a person.

Student 4

I've enjoyed the professors in this program. They are all unique as people as well as teachers. I think the quality of comm. professors teaching is good to excellent. Some of them are good and some of them are excellent, but none of them are bad.

Student 5

Ferris State University my not be able to offer many things like a big university. However, Ferris State University can offer a student a top quality education with some of the better professors in the country. The quality of the teaching is due to the diverse backgrounds and skills that each professor

has to offer. I really enjoyed the laid back atmosphere that many of the teachers created throughout their courses. I feel that I will stay in contact with many of the professors here at Ferris State University.

Student 6

I think that the quality of teaching is excellent in the Applied Speech Communication Program. The faculty knows what they are teaching and they like that they are teaching. I have had teachers that really do not know what they are teaching and I don't think that they really even liked the subject. When teachers are interested and enthused in what they are teaching, I think this makes the students interested in what is being taught. The classes I have taken in General Education Courses could be so boring and I never learned anything because the instructor wasn't very interested in what he was teaching. I never saw this happen in the Applied Speech Communication Program. Overall I think the quality of teaching in the program is excellent.

Student 7

I think that the teaching staff here at Ferris is great. I feel privileged to have close relationships with most of all the Applied Speech Communication Faculty. In fact there are many teachers that I know I will want to keep in touch with when I leave Ferris and I know that we will. The classes are small and this allows for better understanding from the students, and a closer relationship to the professors. I would have to say that the professors I always seemed to get a lot out of their classes are Dr. Loesch, Dr. Alspach, Coach Horn and Dr. Smith. However, on the whole I really do think that the teaching for this program is excellent.

Student 8

I have to say that the faculty in the communication department are top notch and I'm glad I had such wonderful professors. They step beyond the classroom and are there to help with not only school issues, but personal issues as well. Thank you.

Student 9

I believe that the teaching was great the staff helped whenever you needed help and took time to make sure you understand the classes. I know that the staff goes out of their way to help by calling you at home to answer your questions, e-mail, and even on their time off they will call and help you with your studies. I would like to say there is one teacher that was hard on me about my style of writing and at first I believed she was being to hard but now I thank her she helped me a lot in that area. I still have a long way to go with my writing but it is better, I have to say thank you to Dr. Alspach. I also would like to say that all of the staff helped me in their own way because each staff member has their own style in teaching the classes they teach and it helps to make learning easier for the students. I would like to say thank you to all of my professors at Ferris I have gained a lot of knowledge from each professor and not just from the class they teach but from other things they know in life and what they have shared with me in class from their experience and

what they have learned in their time until now. There is always room to improve teaching because time changes and I know each professor will change as time moves on and help each and every student be the best the student can be in each class.

Student 10

The entire faculty I had in the Communication program seemed to know their subject matter very well. There were times were you heard of classes being teach differently than taught by another and I think there should be a structure for every course that should be followed by whom ever is teaching that class. They can add stuff to the structure but key elements must be taught know matter what.

Student 11

The entire faculty I had in the Communication program seemed to know their subject matter very well. There were times were you heard of classes being teach differently than taught by another and I think there should be a structure for every course that should be followed by whom ever is teaching that class. They can add stuff to the structure but key elements must be taught know matter what.

Student 12

I think the professors should focus on teaching. They are good professors but, the program is draining them in so many ways. I recommend a time that the faculty is required to meet in a social setting to discuss the repetiveness of the students work. To informally discuss projects. I recommend a raise and an advisory board to allow the professor to do their jobs as professors.

Student 13

Again, I have no complaints on the teaching quality. I couldn't have asked for more. The teachers were upfront and to the point about expectations. I was never in the dark except for once or twice with Dr. Loesch on term paper or proposal requirements, but for the most part, I always knew what I was expected to do. Most of my teachers mapped everything out clearly both through the syllabus and other handouts throughout the duration of the semester. Things were often in outline form that specifically went over all expectations with assignments. The teacher would then emphasize this further by going over the handout verbally in class. I must say, the quality of teaching withing this major is the best I've ever experienced.

Student 14

I believe that the quality of teaching in the program is very high. There are teachers that students are going to like better than others, but I think most of the professors know what they are talking about and can relate experiences they have had with their classes.

Summary of Student Responses

Based on the two previous reports, great variability was predictable. Therefore, it is particularly important for the reader to read the entire report.

Question 1 asked about advising. More comments were positive than negative, and this is an improvement.

Question 2 asked about the addition or removal of courses from the requirements. As in the past, no high level was reported. COMM 299, and COMM 460 were most often cited for removal, but that represent about three students agreements for each. New course suggestions were: an advanced research class, an additional 400-level writing class, and a diversity class.

Question 3 was a familiar question about the appropriateness of redundancy in courses. Most students agreed that there is no problem.

Question 4 asked if the introductory courses (101, 105, 121 and 221) provided an adequate foundation for upper-division classes. Answers were highly inconsistent.

Question 5 reported that agreement is high that the faculty model well the communication skills they attempt to teach.

Question 6 solicited suggestions for improving the program. Most commonly suggested were ideas that connect internships and job placement to the program. Also suggested was the addition of medial and journalism classes to the curriculum.

Question 7 asked about internships. Less than half of the students had completed an internship. Those who did were either very positive about the experience or frustrated at the difficulty finding an internship.

Question 8 asked about course and program expectations. The most common comment was that student expectations were exceeded.

Question 9 showed the typical diversity in the student beliefs about which courses and activities will help with their careers. More than one student mentioned the helpfulness of the field trips and other activities of the Ferris Communication Association

Question 10 was a simple question about the quality of the teaching. The most common adjective the students used was "excellent."

Recommendations and Conclusions

A general reading suggests, as it has previously, that students make more favorable comments about performance classes, COMM 121 in particular, than classes that require extensively reading. Students are most critical of COMM 290, 300, and 460. The trend appears weaker than in 1999, however.

Since students reported an interest and some experience with media, television in particular, there is an obvious opportunity for the Communication Area to grow and expand courses in mass media and television performance. If the Communication Area does not explore mass media instruction, in particular, other departments certainly will so do.

Spring, 2001

to: Ferris faculty

**from: Sandy Alspach, Coordinator, Applied Speech Communication Program
Department of Humanities, College of Arts and Sciences**

re: Enclosed Program Review survey

Hello! I am writing you today with a very serious request. The Applied Speech Communication Program is in the process of collecting information for its Program Review evaluation process. One of the pieces of information we need is from you.

We need your perceptions, as a faculty member who regularly teaches our students and sees our students in your classes, or who has advised our students in fulfilling their Application to the Workplace requirement. Your comments and responses to the attached survey questions are very important to us as we assess our program strengths, and as we attempt to rectify our program weaknesses.

Please help us by completing the survey promptly, and return it to me before you leave for the summer if at all possible.

Thank you for your frank and honest responses!

Faculty Perceptions of the Applied Speech Communication Program 2001-2002 Academic Program Review Survey

The Applied Speech Communication (A.A., B.S., minor, and teaching minor) program is seeking your assistance. We are gathering information for our 2001-2002 Academic Program Review process. As an instructor at Ferris State University, you frequently teach our 2-year and our 4-year degree students in your classes. We would appreciate a few minutes of your time responding to these questions.

Please return the completed survey (via campus mail) to Sandy Alspach, JH 127 as soon as possible before you leave for the summer. Thank You!

Please use the enclosed ScanTron sheet for your numerical responses. Your written comments would also be greatly appreciated and very useful for us.

Scale: 1 = better prepared 3 = average 5 = inadequately prepared
Leave the answer blank if you don't know or wish to indicate a No Answer response.

About Applied Speech Communication (ASC) Students

- 1. Compared to other Ferris State students, I would rate the typical ASC student's level of preparation for my classes as follows.**

Comments: _____

- 2. Compared to other Ferris State students, I would rate the typical ASC student's written communication skills as follows.**

Comments: _____

- 3. Compared to other Ferris State students, I would rate the typical ASC student's verbal communication skills as follows.**

Comments: _____

- 4. Compared to other Ferris State students, I would rate the typical ASC student's reading skills as follows.**

Comments: _____

5. Compared to other Ferris State students, I would rate the typical ASC student's **comprehension skills** as follows.

Comments: _____

6. Compared to other Ferris State students, I would rate the typical ASC student's **problem-solving skills** as follows.

Comments: _____

7. Compared to other Ferris State students, I would rate the typical ASC student's **critical-thinking skills** as follows.

Comments: _____

About the Applied Speech Communication Program

For the following questions, please use this scale:
1= excellent 3 = average 5 = poor
again, leave the response blank to indicate a "don't know" response or "no response."

8. My perception of ASC graduates' opportunities in the labor market.

Comments: _____

9. My perception of the relevance of Application to the Workplace courses to the ASC program's goals and the needs of program students.

Comments: _____

10. My perception of the required internship experience for ASC students.

Comments: _____

11. My perception of provision for regular career planning and guidance, as well as program advising from program faculty and the program coordinator, for the ASC students.

Comments: _____

12. Please rate your overall perception of students receiving a degree in Applied Speech Communication.

Comments: _____

Please suggest any courses / requirements that you believe should be added to, deleted from, or changed in the Applied Speech Communication curriculum.

Please include any additional comments about the Applied Speech Communication curriculum, faculty, or students, which may help us in our Program Review process.

Thank you!

**Applied Speech Communication Advisory Board
2000-2001**

Sandy Alspach, Program Coordinator

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Minutes of the Applied Speech Communication Advisory Board Meeting
Ferris State University

April 28, 2000

Holiday Inn, Big Rapids, Michigan

I. Lunch and introduction of all in attendance

Advisory Board In Attendance

Fredrick Doelker, Field Community Relations Administrator, AAA Michigan

Russell Doré, Ed.D., Education Training Director, National Truck Equipment Association

Joseph Galligan, Public Affairs, Pharmacia & Upjohn

Kris Gunderson, Senior Vice President of Development, Junior Achievement of Chicago

**Karen Hildebrant, Communications Specialist, House Republican Communications Services,
Michigan House of Representatives**

Ricky T. Jackson, Psy.S., Child Adolescent Therapist, Henry Ford Health System

Advisory Board Not In Attendance

Christine Hoek, Director of Public Relations, Straightline Public Relations

Judeth Tamar Newham, President and CEO, Holland Community Hospital

**Frederick W. Wicks, Senior Vice President, Global Marketing and Sales, CompAir Division,
Invensys Air Systems**

Mark Warba, J. D. , Walz and Warba

FSU Administrators

Sue Hammersmith, Dean, College of Arts and Sciences

Donald Flickinger, Head, Department of Humanities

Faculty

Sandra Alspach, Ph.D., Applied Speech Communication

Chryl Irvine, M.A., Applied Speech Communication

Katherine LaPietra, M.F.A., Theatre

Robert Loesch, Ph.D., Applied Speech Communication

George Nagel, Ph.D., Applied Speech Communication

Neil Patten, Ph.D., Applied Speech Communication

**Donna Smith, Ph.D., Applied Speech Communication
Coordinator of the Applied Speech Communication Program**

Students

(Communication Majors and Winners of Ability Based Scholarships)

Andrea Davis

Jeremy Grayewski

Sarah Halsted

Daniel Whiteford

II. *A quick presentation of the Applied Speech Communication Programs*

Bachelor of Science in Applied Speech Communication

Associate of Arts in Applied Speech Communication

Academic Minor

Education Minor

Certificate in Group Dynamics

III. Roundtable discussion

Power Point Usage:

Discussion began with the subject of Power Point usage in speech presentations. Consensus was that it is an important tool but definitely may be subject to overuse within a single speech. In fact, this danger exists with the use of any technology. The SPEAKER is the presentation.

Communication course Comm 336:

For communication course Comm 336, Technical and Professional Presentation, it was suggested that the word 'Business' be added to create the title Business, Technical and Professional Presentation. The alternative word of 'Corporate' was also suggested instead of 'Business.'

General discussion:

Public speech:

Videos attempt to teach too many things; one or two concepts is enough, just as in a speech

Most business meetings do not involve more than 5 people so the speaker should be trained to go one-on-one as well as trained to speak to a large group

Students must start with basics such as learning to use a flip chart and keeping meeting concepts clear and simple

A speaker must know his audience

If a speaker can't explain something clearly (verbally), then all the technical back-up in the world won't help

The importance of enthusiasm in public speech; this makes it memorable

Critical importance of attitude and creativity

Communication is an intransitive verb

Suggestion: Show students video tapes of famous speakers to let them see what makes a speaker powerful

The importance of good solid content in a delivery

Importance of teaching students how to contribute to a meeting if they aren't the speaker or leader:

- Group meeting problem solving skills
- Thinking logically
- Clear agenda and staying with the planned program
- Relating to individuals who are 'different'
- Importance of knowing how to adjust
- Role playing value

Problems of a communication major:

- Graduates appear to be able to 'do everything' so have students pick three skills to sell to employer
- At the close of an internship, the importance of talking with the advisor about student's strengths and weaknesses as demonstrated 'on the job'

What is needed in 'real world':

- Having common sense
- Flexibility and ability to adjust
- Realization that change is inevitable
- Ability to sell self with spark and confidence

Conclusion of general discussion:

It is the hope of the faculty that the Advisory Board members will stay in close contact through E-mail and telephone. The faculty would like to be able to call on the members for advice. Comments from members are always welcome.



FERRIS STATE UNIVERSITY

May 25, 2001

To: Applied Speech Communication (APS) Advisory Board

From: Sandy Alspach, Program Coordinator *Sandy Alspach*

Re: Annual Meeting Minutes with Addenda

The annual meeting of the Applied Speech Communication (ASC) Advisory Board was held April 6, 2001 at the Rankin Center, Ferris State University. Board members attending included Fred Doelker, Russ Dore', Joe Galligan, and Kris Gunderson. Faculty and staff attending included Chryl Irvine, Bob Loesch, Donna Smith and Don Flickinger, head of the Department of Humanities. The group was visited by Dr. Sue Hammersmith, Dean of the College of Arts and Sciences, Jeremy Mischler, Director of Alumni Relations for FSU and Carla Miller, Assistant VP for University Advancement, who works directly with the College of Arts and Sciences to develop external support networks for College and University programming. During the "open house" afternoon meeting at FLITE (Ferris Library for Instruction, Technology and Education), two senior students, Michelle Armola and Megan Wall, joined the Board for informal discussion.

Morning Session: Information Items and Responses

1. Awards and Recognitions

Sandy Alspach, Program Coordinator, reported that \$4000 in scholarship money had been distributed to six juniors and seniors for excellent academic achievement by majors in Applied Speech Communication. The Outstanding ASC Student was Sarah Halsted (SR), a member of the debate team and secretary of the FSU chapter of Lambda Pi Eta, the communication honor society. Although only juniors and seniors are eligible for induction, the FSU AIIH chapter has grown to over 20 members since it was chartered by the National Communication Association in 1996, inducting newly-eligible members each semester.

Six debaters, coached by Gary Horn, and three speakers, coached by Sandy Alspach, represented FSU at the Pi Kappa Delta (national forensic honor society) biennial tournament and convention in Boise, Idaho in March. Communication teaching minors Rhonda Boyer and Christina Junker advanced to the semi-finals in debate; teaching minor Kira Carpenter and ASC major Andrea Davis earned an "Excellent" plaque in debate. ASC majors Sarah Halsted and Rebecca Sementelli also contributed to the debate team sweepstakes "Excellent" award. ASC major Robert Smith won a "Superior" plaque in Impromptu Speaking. Communication minor Allison Oswald won "Excellent" plaques in Impromptu Speaking and Informative Speaking. ASC major Scotty Kehoe won an "Excellent" plaque in Persuasive Speaking.

Kira Carpenter was selected one of six Academic All-Americans from across the country, in recognition of her academic achievement, debate competition achievement, and community service, as well as being a wife and mother of two young children.

Scotty Kehoe (JR) was elected student representative-at-large and Sandy Alspach was elected one of three board members of the National Council of PKD. They will serve two-year terms culminating in the national tournament and convention in March 2003 in Baltimore, MD.

Two ASC majors were recognized for campus-wide student leadership. Michelle Armola (SR), president of the Ferris Communication Association, received a Torchbearer Award (given to ten outstanding juniors and seniors) for her community service. Marquis Scott (SR), president of the WFSU radio station, accepted the award for the club's having achieved a 4-star rating as a Registered Student Organization. The highest rating is 5 star, and the radio club has advanced from 2-star to 4-star in one year, under Marquis' leadership. Michelle and Marquis have also been actively involved as on-air "talent" with Ferris' Channel 7 television programming, and Marquis has been the "voice in the booth" for the Arts and Lectures Series in Williams Auditorium.

**** Board Responses**

As we discover more students with interests in broadcasting careers, we need to stress the importance of finishing the BS degree. As one Board member put it, "You'll never move into Pile A, without the degree. Today, it takes 'jacks or better to open' (in these career fields)."

Two Communication Area faculty members were recognized at the Faculty Recognition Dinner. Sandy Alspach received the Vice President's Award for Academic Excellence and was honored as one of four finalists in the Distinguished Teacher Award process. Neil Patten was promoted to Professor.

2. Bachelor of Arts (BA) in Communication

Department Head Don Flickinger recognized Bob Loesch's leadership in the development and defense of the new BA in Communication, which was approved by the Faculty Senate in late April. The BA in Communication will join several other traditional liberal arts majors, including English, Sociology, History and Biology among others, in the College of Arts and Sciences' new BA program.

Loesch described the essential differences between the current Applied Speech Communication program, with Bachelor of Science and Associate in Arts degrees, and the BA program. First, while BS students are required to complete 6-9 credit hours in Internship, BA students may elect to complete from 1 to 6 hours of Internship. Second, while BS students are required to complete almost 60 hours in communication and "application to the workplace" (18 hours of coursework outside of communication courses), BA students will be required to complete only 32 hours in communication

coursework. Replacing the “application to the workplace” requirement for the BA is a required recognized minor in a discipline like English or Political Science.

**** Board Responses**

Why have both a BA and a BS degree? We could see the advantage of the BA degree for a student interested in a law career or a student interested in earning an MA in journalism where a solid liberal arts background is the best preparation: while the broadcasting student would be better served by the BS program. Ultimately, offering both degrees will have a cumulative effect, will broaden the field for students, and will grow the “total boxes bigger” in communication. Providing more options increases the marketing potential for the program. When student customers have more options, we are serving them better by providing more opportunity to move within and between curricula as their interests grow and change. We support the BA in Communication unanimously and enthusiastically.

For all BA students, the General Education requirements increase from 3 to 9 credits in Communication (including COMM 105, Interpersonal Communication; COMM 121, Public Speaking; and COMM 221, Small Group Decision Making), from 6 to 9 credits in both Social Awareness and Cultural Enrichment, and include 9 hours in a foreign language.

Two new courses have been developed as part of the BA curriculum initiative: COMM 200, Foundations of Interpersonal Communication and COMM 201, Public Speaking Practices. Both COMM 200 and 201 are more highly theory and research-based than the current COMM 105 and COMM 121 courses offered for General Education credit. In early May, both new courses were approved by the General Education Committee to be added to the current list of courses [COMM 105, COMM 121, COMM 221 and COMM 251 (Argumentation and Debate)] to fulfill the Oral Communication Competence criteria for General Education. As part of “Program Assessment and Clean-up”, chaired by Neil Patten, the Communication area will discuss requiring COMM 200 and 201 for all Communication majors (BS, BA, AA and minors) who have not taken COMM 105 or COMM 121. Students who complete COMM 105 and/or COMM 121 with grades of B or higher may be excused from the 200-level course, since a student may not count both COMM 105 and COMM 200, or COMM 121 and COMM 201, toward graduation.

****Board Responses**

Adding all three courses to the BA template is good because it forces all BA students to have experience in all three basic skill areas of communication. Forcing the experience denies a student the option to take Interpersonal Communication instead of Public Speaking.

Much interest was shown by Arts and Sciences curriculum developers throughout the BA design process in seeing the Communication Area add elective courses in areas like Health Communication, Gender Communication, Family Communication, and American

Public Address. In response, several faculty members are designing courses to be phased in over the next three to five years as electives in the communication curriculum. For example, we are currently discussing offering Family Communication (possibly numbered COMM 306) in the Winter 2002 semester as an Interpersonal/Small Group Emphasis elective.

We expect that the BA in Communication will be approved by the Presidents Council of Michigan State Universities in May and that we will enroll our first BA majors in the fall. This program will compliment the existing program and appeal to a student interested in a more traditional communication curriculum.

3. New Faculty

The implications for increased staffing to meet the needs of teaching the new courses and advising the new majors generated by the BA initiative have been noted and addressed at the administrative level. The Communication Area engaged in a national search for two tenure-track faculty throughout the academic year. As a result, two new faculty members will join the area in fall, 2001. Dr. Elizabeth (Liz) Wilson brings teaching experience and an interest in intercultural and interpersonal issues. Cami Sanderson will be receiving her Ph.D. at the end of the summer, and offers the area both experience in coaching forensics and an interest in interpersonal research topics.

4. Program Review

The Applied Speech Communication program is under review in this cycle, with an obligation to report in September to the Academic Program Review Committee of the Faculty Senate. Surveys have been distributed to current students, graduates, faculty members and internship supervisors. This data, and additional information from other sources including students of the Senior Seminar capstone course (COMM 499), will be analyzed and synthesized over the summer, with a draft report made available to the Communication Area faculty at the August meeting. The Board was solicited for their observations about the ASC program.

**** Board Responses**

- a. The strength of the current program is the Application to the Workplace requirement.
- b. One Board member recalled how valuable a course in organizational behavior has become for her. Following general discussion, there was unanimous support for COMM 380, Organizational Communication to be added to the core of required courses.
- c. Several Board members observed that COMM 421, Leadership in Communication, is an extremely valuable course in that it addresses many "hot topics" in the field today. They suggested that a unit in this course, or perhaps a whole course by itself, be developed to address Communication of Change. It was reported that one Communication faculty member currently teaches a course in Diffusion of Change at the graduate level at Central Michigan University.

- d. There was strong support from the Board to encourage students into the “Organizational” Content Emphasis and to be diligent about promoting and protecting COMM 400, Analysis and Assessment of Organizations as a yearly offering to make this content emphasis option viable.
- e. The Board agreed that the current requirements for the Communication Teaching Minor should be examined. They recommended requiring the new COMM 200 and 201 courses for teaching minors, but not counting General Education courses as part of the 20-21 credit hours for a teaching minor. Another recommendation was to require either Oral Interpretation (COMM 231) or Introduction to Theatre (THAR 251). The argument was that the teaching minor should not be constrained to “teach to the test” for state certification. For example, a Board member suggested that communication teachers should be encouraged to elect COMM 333, Theories of Persuasion, to better prepare them to teach about persuasion in today’s world. The policy proposed to eliminate the General Education courses from the credit hour count in the minor (six credit hours) would make space in the required curriculum for the addition of a teaching methods course in Speech Communication for the high school teacher and the selection of an elective course, like COMM 333. The Board strongly supported this policy. In addition, the Communication area was encouraged to investigate developing 500 level continuing education courses in communication for teachers seeking to renew their teaching certificates.
- f. A Board member strongly encouraged the Communication faculty to integrate study and practice of web-based communication (intra- and internet) throughout the curriculum.

**

- 5. Visits from Dean Sue Hammersmith, Jeremy Mischler and Carla Miller
 - a. After welcoming and thanking the attending Board members, the Dean asked Board members to complete a survey about Board involvement in University programs. She spoke briefly about the BA initiative.
 - b. Jeremy Mischler briefed the Board on his role in developing alumni identification with the University.
 - c. Carla Miller was invited to learn from the Board members who she should visit as she travels across the state and the region promoting the Ferris message.

Afternoon: Open Discussion Session

- 1. What should be the structure of this Advisory Board?
 - a. The consensus seems to be that a core group of officers should be identified, with fixed three-year terms (renewable). A larger network of advisors should form a contact circle around the core officers, providing information and responding to inquiries posed by either the Officers or the Program Coordinator.

Following the suggestions for Operating Guidelines provided by the College, a draft of an Advisory Board structure is attached for your consideration. For these Guidelines to become operational, we would need 2/3 support by August 1. Please advise.

2. What can the Advisory Board do for communication students? Following are student responses:
 - a. Board members can work with faculty and students to bring speakers to the Ferris State campus. The group discussed the possibility of bringing James Earl Jones, a Michigan native, to Ferris.
 - b. Board members can attend Job Fairs on campus and help bring potential employers to Ferris Job Fairs.
 - c. Board members can provide contacts with appropriate associations important to students' career goals. It was noted that there is a directory of associations by state (the Michigan Associations Board) and nationally (the National Associations Board).
 - d. Board members can reinforce the importance of building a positive attitude work ethic among students. A Board member noted that employers can train the specific skills a student might lack as a new hire, but employers cannot create the kind of attitude a new employee needs to be successful.
 - e. Board members can attend the meetings of the majors held every semester. It was recommended that the majors meeting be held early each semester at West Campus Community Center between 5:00 and 6:30 pm, perhaps as a "potluck", with the Department providing paper supplies and beverages.

Announcements

1. Megan Hall is the President of the Ferris Communication Association for 2001-2002. Contact her through FCA Advisor Dr. Neil Patten.
2. Congratulations to Board Member Kris Gunderson on her promotion to Executive Vice President for Junior Achievement of Chicago.
3. On Fred Doelker's recommendation, Fred Jacobs, president of Jacobs Media in Southfield, MI, has been invited to consider joining the Advisory Board. If you have suggestions about people who might share an interest in Ferris' mission to produce skilled communication graduates for the workplace, contact Program Coordinator Sandy Alspach.

4. Over 20 students “walked” in May, celebrating completion (or near) of the BS or the AA degrees in Applied Speech Communication. Carl Plaster, a nontraditional student from Greenville, was recognized by President William Sederburg at the College of Arts and Sciences commencement ceremony for his perseverance and accomplishment in earning his BS degree. Sixteen seniors are scheduled to complete their internships this summer.

5. Sandy Alspach will be directing the first Communication Area Study Abroad trip this summer. Eight students, Dr. Alspach and her husband will travel throughout Britain, staying in Edinburgh, Chester, Cardiff and London and making day trips to Liverpool, Bath, Stratford and Salisbury. The topic of the 3 credit-hour course (COMM 490, Special Topics) is an ethnographic study of Anglophiles, subtitled “But I thought they spoke English!”

Additions/Deletions/Corrections to these Minutes should be forwarded to Sandy Alspach, Program Coordinator.

Operating Guidelines for the Applied Speech Communication Advisory Board
Draft: May 25, 2001

Mission: To assist the Applied Speech Communication students and faculty

Objectives: The Advisory Board will pursue the achievement of its mission through the following objectives:

1. Assist in strengthening the Applied Speech Communication Bachelor of Science program, the ASC Associate in Arts program, the Speech Communication minor, the Education Teaching minor and the Bachelor of Arts major in Communication
2. Help determine the courses needed to properly prepare students for employment and advancement in their career goals.
3. Be personally involved with the students
 - Speaking in communication classes and to communication student groups
 - Arranging internships for students
 - Being a role model for the students
4. Assist in developing field experiences and research projects for the faculty
5. Assist in development strategies and goals: i.e. securing financial support for projects, travel, purchases of equipment and software, etc.; securing in-kind gifts of equipment, supplies, etc.

Organization of the Board:

A. Officers

1. **Chair:** provides leadership for the operation of the Board
2. **Vice Chair:** serves in the absence of the Chair
3. **Executive Secretary:** the Program Coordinator; prepares agenda, notifies members of meetings, prepares and distributes minutes, forwards documents to Board members, etc.
4. **Academic Head, Humanities Department:** provides official link for the Board with the College; assists Executive Secretary/Program Coordinator in developing plans for the work of the Board; arranges support necessary for the Board to execute its work effectively.

(telephone interview) Re. Presentational communication: (Very beneficial and relevant) because she teaches a class on job readiness skills. If she doesn't present it well, they won't listen and ultimately won't get a job.

(telephone interview) Re. Comments to benefit ASC program: We were well prepared. She is glad we were hard on her.

Associate in Arts graduates commented as follows.

(telephone interview) Re. Interpersonal communication: her FSU education in IPC is relevant and beneficial. She deals with people every day. Comm. training has helped her do this better.

(telephone interview) Re. Small group communication: learned how to make a better decision by communicating better in a group and listening to other members.

(telephone interview) Re. Presentational communication: she does have to present occasionally and experience in class has given more confidence and helped in marketing degree internship presentation.

(telephone interview) Re. Comments to benefit ASC program: would like to take advanced courses. She suggests (more of them) be optional in AA degree.

(telephone interview) Re. Interpersonal communication: relevant, she must deal with co-workers daily and employers and students; and to complete tasks you must communicate.

(telephone interview) Re. Small group communication: helps one work in small group and express opinions. Teamwork understanding is essential.

(telephone interview) Re. Presentational communication: not relevant in current job. But, if she were to use it, (training) would be relevant.

(telephone interview) Re. Comments to benefit ASC program: she got more than she expected. Comm. helps enhance ability in workplace.

Speech Communication minors commented as follows.

"In the area of education, it is critical that you be able to communicate with a diverse group of people in our current global society."

"Every day I interact with my students, parents and administration is a public presentation."

"Solid interpersonal communication skills are important to any position!"

“I do much more public presenting than I ever anticipated. I am thankful FSU prepared me for that. Additionally, while attending grad. school it is clear that many schools do not prepare students to present publicly (and often these are students who attended more ‘well-known’ schools).”

“I refrained from taking interpersonal classes. At the time I felt studying interpersonal communication was ‘fluff’ and ‘insignificant’. I felt these skills were already developed. I feel no one in the program expressed the importance of these classes. As a teaching assistant, I found the same misconceptions from students. I regret not taking interpersonal comm. courses more seriously.”

“As a debater at FSU I developed my presentation skills far beyond the majority of the FSU students. I find and have found these skills beneficial in every position I have had. As a teaching assistant this skill has given me an advantage over others. I present myself in the classroom with a confidence students respect and appreciate. In a previous sales position it was (an) invaluable skill to have.’

**Applied Speech Communication
Ferris State University**

**Internship (COMM 493)
Supervisor Survey 2001**

Thank you for taking a few minutes to provide your insight and perspective as we assess our Internship program as part of our Program Review process. Please complete this survey and return it promptly in the envelope provided. If you have questions or would like to make additional comments, contact me at:

**Sandra L. Alspach, Program Coordinator
Applied Speech Communication / Humanities Department/ Johnson Hall
(231) 591-2779, alspachs@ferris.edu**

Supervisor _____

Intern _____ Year/Semester _____

Circle the appropriate response	Highest					Lowest
1. The intern came to the workplace with appropriate skills.	5	4	3	2	1	
2. The intern came with appropriate knowledge.	5	4	3	2	1	
3. The intern came with appropriate motivation/attitude.	5	4	3	2	1	
4. The intern adapted to workplace tasks.	5	4	3	2	1	
5. The intern adapted to workplace cultural expectations.	5	4	3	2	1	
6. The intern interacted appropriately with co-workers.	5	4	3	2	1	
7. The intern interacted appropriately with supervisors.	5	4	3	2	1	
8. The intern required supervision and instruction.	5	4	3	2	1	
9. The intern asked appropriate questions.	5	4	3	2	1	
10. The intern made an overall positive impression.	5	4	3	2	1	

Please identify the STRENGTHS the intern brought to the internship:

Please identify any INADEQUACIES the intern had in preparation for this internship:

Please continue on the back of this page.

Circle the appropriate response

	Highest			Lowest	
11. The internship objectives were clear.	5	4	3	2	1
12. The intern supervisor's responsibilities were clear.	5	4	3	2	1
13. The intern supervisor's responsibilities were appropriate.	5	4	3	2	1
14. Communication with the Intern Director was adequate.	5	4	3	2	1
15. The on-site visit was valuable.	5	4	3	2	1
16. Reporting procedures were clear.	5	4	3	2	1

Please identify the **STRENGTHS** of the APSC Internship Program:

Please make additional recommendations that will help us improve the internship experience for Applied Speech Communication students.

14. None
15. some difficulty with syntax and grammar
some emotional/social issues with childcare
occasional absenteeism
16. none listed
17. It is difficult to come into a small business with the skills and knowledge of all aspects of business needs to be addressed.
18. none listed

Please identify the strengths of the APSC Internship Program.

1. NA
2. Lance managed and directed a specific part of a political campaign. Flexibility was primary and accepting continuous change in tasking was excellent.
3. Intern became an extension of myself which ade him very productive. He was well prepared and motivated.
4. valuable opportunity
5. none listed
6. none listed
7. none listed
8. none listed
9. none listed
10. strong intern – solid skills – personable and professional
11. none listed
12. none listed
13. Good experence while still in an educational environment
14. I am unable to evaluate these. Intern was excellent
15. helped student develop skills
helped us with task performance
16. none listed
17. We had been involved with several departments at Ferris whle Michael was attending school. If Ferris would have offered APSC in the beginning we feel Michael would have felt success a lot sooner than he did. The teachers and advisors in this department gave their students the support and encouragement they needed to succeed.
18. Thank you for thinking about WRIF

Please identify any inadequacies of the APSC Internship Program.

1. NA
2. none listed
3. Although on site visit was a part of the internship, we never got one from the intern director. Yet the intern did function well without such
4. None
5. none listed

6. none listed
7. none listed
8. none listed
9. none listed
10. none listed
11. none listed
12. none listed
13. None
14. This eval (sic) is about a year late. Little communication with faculty.
15. initially unable to develop good project for student
16. none listed
17. none listed
18. none listed

Please make any additional recommendations that will help us improve the internship experience for Applied Speech Communication students.

1. NA
2. none
3. A small stipend would help the interns. They would be able to contribute more hours and obtain a greater scope of work load and functions.
4. Your (sic) doing a great job.
5. The Admissions Office was not prepared for an internship experience at the time it had one. This made for an absolute challenge for the students to understand what was happening in the office.

The students (Michelle) did well considering this.

Question 8 – Michelle required little supervision and if given clear instructions, duties were carried out excellently.

6. The direct supervisor is no longer here. However, I am not aware of any communication that took place between the Intern Director and the intern's supervisor.
7. none
8. none
9. none
10. none
11. none
12. none listed
13. The practice of having internships should be continued. It adds experiential value to the degree.
14. none
15. suggest clearer specific internship plan for student, specific to needs and career aspirations
16. none
17. The only recommendation would be to allow students who have previously interned in a business environment to allow that internship as credit for APSC.
18. none

Applied Speech Communication
Program Review 2001

Undergraduate Student Survey

Thank you for completing this survey. Your insights will help us make the Applied Speech Communication program better for you and future students. **Please return your survey to a communication faculty member or to the Department of Humanities office, Johnson Hall 119; or mail to Sandy Alspach, Dept. of Humanities, Johnson Hall, 1009 Campus Drive, FSU, Big Rapids 49307; or email to alspachs@ferris.edu.**

Section One: Curriculum

Use the list of Communication courses attached to answer the following questions:

- _____ 1. Write the number of the course you feel has been most beneficial in preparing you for your career goals.
- _____ 2. Write the number of the course you feel has been least beneficial in preparing you for your career goals.
- _____ 3. Write the number of the course you feel provided you the best experience in building communication skills.
- _____ 4. Write the number of the course you feel provided you the best knowledge and understanding of the communication process.
- _____ 5. Write the number of the course you feel provided you the best overall learning experience.
- _____ 6. Write the course number of any required (core) course you feel should NOT be required.
- _____ 7. Write the course number of any elective course you feel SHOULD BE REQUIRED (CORE).

OVER

Section Two: Program Requirements

Use the following scale to answer these questions by writing the appropriate number:

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

- _____ 8. There are too many core course requirements.
- _____ 9. There are too many program requirements.
- _____ 10. The Emphasis Option is a good focus for my communication studies.
- _____ 11. The Applications to the Workplace requirement is useful to my career goals.
- _____ 12. The Internship requirements are appropriate.
- _____ 13. I understand my degree requirements.

Section Three: Program Management

Use the same scale as above in Section Two to write in the appropriate number.

- _____ 14. My advisor was helpful to me in meeting my program requirements.
- _____ 15. My advisor was helpful to me in planning my career.
- _____ 16. My advisor was available when I needed him/her.
- _____ 17. The Program Coordinator was helpful to me in meeting my program requirements.
- _____ 18. The Program Coordinator was helpful to me in planning my career.
- _____ 19. The Program Coordinator was available when I needed her.

Demographics. X the appropriate response:

- 20. Degree goal:

_____ A. B.S.	_____ C. Communication minor
_____ B. A.A.	_____ D. Speech teaching minor

- 21. Credit hours earned as of fall 2001:

_____ A. 1-25 (freshman)	_____ C. 56-85 (junior)
_____ B. 26-55 (sophomore)	_____ D. 86 + (senior)

- 22. Sex:

_____ A. Male	_____ B. Female
---------------	-----------------

- 23. Age group:

_____ A. 17-20	_____ B. 21-23	_____ C. 24-30	_____ D. over 30
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- 24. Number of Communication courses taken, before fall 2001:

_____ A. 1-4	_____ B. 5-6	_____ C. 6-8	_____ D. over 8
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Please use your own paper (or send an e-mail attachment) to answer these questions:

- A. The best thing about the Applied Speech Communication program is
- B. I would recommend the following change(s) to the Applied Speech Communication program;

Communication Courses

Directions: Rank order the 5 courses you think are most valuable to your study of communication: e.g. The top course in your opinion would be ranked 1. Put a question mark (?) next to any course you think should not be a requirement for the ASC program.

Core Requirements

A.A.

- _____ 101 Introduction to Communication Studies
- _____ 105* Interpersonal Communication
- _____ 121* Public Speaking
- _____ 221* Small Group Decision Making
- _____ 251* Argumentation and Debate
- _____ 299 Communication Theories

B.S.

- _____ 300 Applied Research in Communication
- _____ 365 Intercultural Communication
- _____ 421 Leadership
- _____ 460 Communication Rights and Responsibilities
- _____ 493 Internship
- _____ 499 Senior Seminar

Electives

- _____ 205 Listening
- _____ 231** Interpretive Reading
- _____ 301 Interviewing
- _____ 305 Communication in Human Relations
- _____ 310 Nonverbal Communication
- _____ 325 Speech Writing
- _____ 332 Persuasive Speaking
- _____ 336 Technical and Professional Presentations
- _____ 370 Communication and Conflict
- _____ 380 Organizational Communication
- _____ 385 Broadcast Writing

* Course satisfies General Education requirements for Communication Competence

** Course satisfies General Education requirement for Cultural Enrichment

Question

#	Course	#1	#2	#3	#4	#5	#6	#7
101	Introduction to Communication Studies		8		3	1	5	
105	Interpersonal Communication	1	6	2	9	3	2	
121	Public Speaking	4		10	3	3		1
221	Small Group Decision Making	2	1	1	1	1	1	
251	Argumentation and Debate	3		3		2	1	1
299	Communication Theories		3	1	5	3	2	
300	Applied Research in Communication	1						
365	Intercultural Communication	1		1			4	
421	Leadership	2				1		
460	Communication Rights and Responsibilities		2				2	
493	Internship	1				3		
499	Senior Seminar							
205	Listening		1	1				2
231	Interpretive Reading			1		1		1
301	Interviewing							2
305	Communication in Human Relations							1
310	Nonverbal Communication							2
325	Speech Writing							
332	Persuasive Speaking	1		1				3
336	Technical and Professional Presentations	1						
370	Communication and Conflict	2		1	2	1		3
380	Organizational Communication				1	2		2
385	Broadcast Writing	1				1		
290		1						

Questions:

1. What course do you feel has been most beneficial in preparing you for your career goals?
2. What course do you feel has been least beneficial in preparing you for your career goals?
3. What course do you feel provided you the best experience in building your communication skills?
4. What course do you feel provided you the best knowledge and understanding of the communication process?
5. What course do you feel provided you the best overall learning experience?
6. What required (core) course do you feel should not be required?
7. What elective course do you feel should be required (core).

Applied Speech Communication

APRC 2001-2002

section 4

Questions	1 (Strongly Disagree)	2 (Disagree)	3 (Neutral)	4 (Agree)	5 (Strongly Agree)
Section 2					
#8	1	6	12	3	1
#9	1	5	13	2	3
#10	0	3	3	11	5
#11	1	1	8	6	6
#12	0	2	5	9	6
#13	0	1	3	6	12
Section 3					
#14	0	2	3	8	10
#15	4	1	9	3	8
#16	1	0	5	10	10
#17	0	0	4	8	9
#18	0	1	8	6	5
#19	0	0	5	5	13

Questions: Section Two

8. There are too many core course requirements.
9. There are too many program requirements.
10. The Emphasis Option is a good focus for my communication studies.
11. The Applications to the Workplace requirement is useful to my career goals.
12. The Internship requirements are appropriate.
13. I understand my degree requirements.

Questions: Section Three

14. My advisor was helpful to me in meeting my program requirements.
15. My advisor was helpful to me in planning my career.
16. My advisor was available when I needed him/her.
17. The Program Coordinator was helpful to me in meeting my program requirements.
18. The Program Coordinator was helpful to me in planning my career.
19. The Program Coordinator was available when I needed her.

Demographics

#20	A. (B.S.)	B. (A.A.)	C. (Communication minor)	D. (Speech teaching minor)
Degree Goal	23	0	0	0

#21	A. 1-25 (freshman)	B. 26-55 (sophomore)	C. 56-85 (junior)	D. 86+ (senior)
Credit hours as of fall 2001	0	5	9	9

#22	Male	Female
Sex	11	12

#23	A. (17-20)	B. (21-23)	C. (24-30)	D. (Over 30)
Age Group	7	6	9	1

#24	A. (1-4)	B. (5-6)	C. (6-8)	D. Over 8
# of Comm. Courses taken before fall 2001	4	6	3	10

Rank

#	Course	1	2	3	4	5	?
101	Introduction to Communication Studies	0	1	0	0	0	2
105	Interpersonal Communication	1	1	2	1	0	0
121	Public Speaking	3	3	1	1	1	0
221	Small Group Decision Making	1	2	1	0	1	0
251	Argumentation and Debate	1	1	1	0	1	0
299	Communication Theories	0	0	3	0	0	1
300	Applied Research in Communication	0	0	0	1	0	1
365	Intercultural Communication	0	0	1	0	1	0
421	Leadership	0	3	1	2	1	0
460	Communication Rights and Responsibilities	1	0	0	0	1	0
493	Internship	2	1	2	0	1	0
499	Senior Seminar	0	0	0	0	0	0
205	Listening	0	0	1	2	0	0
231	Interpretive Reading	0	0	0	1	0	0
301	Interviewing	0	0	1	1	0	0
305	Communication in Human Relations	0	0	0	0	2	0
310	Nonverbal Communication	0	0	0	2	1	0
325	Speech Writing	0	0	0	0	0	0
332	Persuasive Speaking	0	0	0	1	2	0
336	Technical and Professional Presentations	0	0	0	1	0	0
370	Communication and Conflict	3	1	0	1	2	0
380	Organizational Communication	1	0	0	0	0	0
385	Broadcast Writing	1	0	0	0	0	0
290		0	1	0	0	0	0

Directions:

Rank order the 5 courses you think are the most valuable to your study of communication. The top course in your opinion would be ranked 1. Put a question mark next to any course you think should not be a requirement for the ASC program.

Applied Speech Communication
Survey

- A. The best thing about the Applied Speech Communication program is?**
- B. I would recommend the following change(s) to the Applied Speech Communication program?**

Student # 1

- 1. The best thing about the APSC program is the skills you learn which help to make you a better communicator.
- 2. Leave 299 for those who wish to be philosophers.

Student # 2

- 1. The best thing about Applied Speech Communication is the broadness of its classes that facilitate the career diversity and enable one to work in just about every office.
- 2. I would recommend that Comm. 299 be broken down into a 101 introduction and a 400 level final class.

Student # 3

- 1. Seeing as I have just entered the applied speech program, I am not sure as to what the best thing is, however, I do know that the staff is always available to help and willing to do so.
- 2. I believe that Comm. 205 should be a core class, as it gives valuable lessons in the act, and understanding there of.

Student # 4

- 1. The best thing about the Applied Speech Communication program is the communication skills that you acquire. I have learned to pay attention to all the gestures that people make when communicating. I can get all the messages people send me especially nonverbal messages. My own communication skills have improved very much.
- 2. No response.

Student # 5

- 1. The best thing about the Applied Speech Communication program is I feel very comfortable. It is alright for me to get confused because when I need help, one of the professor's is always around to help me out.
- 2. I would recommend Applied Speech Comm. to link with education. I want to teach Comm. classes, but Ferris does not have a program available.

Student # 6

- 1. They help build skills in every aspect of life/work.
- 2. None.

Student # 7

- 1. It gives you a chance to learn the knowledge and then take it and apply it to more than just one field.
- 2. I don't have any yet, I am just starting.

Student # 8

- 1. The teachers are helpful.
- 2. Some of the required classes such as 101, there is too much of a rush to get all of your things done.

Student # 9

- 1. Friendliness of the faculty. Everyone is willing to help and easy to talk to and make things more available.
- 2. More exposure to the rest of the campus. Not enough people know about the program.


To: Sandra L Alspach/FSU@Ferris
cc:

Subject: Re: adding to library collection 

Hi, Sandy. Thanks for the info. Here's an update on what we ordered:
Critical Studies in Mass Communication, vols. 10-11; 13-15 (\$432.00)
Management Communication Quarterly, vols. 6-14 (\$1,525.90)
Journal of Applied Communication, vols. 21-22 (\$193.00)
Communication Reports, vols. 4-12 (\$1,789.20)

This should complete our holdings on these four titles from 1991 through the present. I found that it was more cost efficient to order these titles in microfiche. Even so, as you can see I went over the matching \$500 I had promised, but I was able to get my hands on some additional funds. Whoever is responsible for transferring the \$500 from the Humanities Dept. account may contact Brenda Cook, the library accounts clerk, at x3728 for details.

I also have some information regarding other titles on your list. Quarterly Journal of Speech is currently being received on microfiche (holdings from 1988-present) and we also have print backfiles from 1968-75; 76-87. At the present we are retaining print copies until the fiche arrives. Communication Monographs is also being received on fiche and we have complete holdings from 1988-2000.

I am concerned about the completeness of the NCA titles that are being donated by your department. As I was checking the list you provided I noticed there are a number of issues missing from the volumes covering 1997-2000. Chris Jacobs and I have already talked with Donna Smith about this problem, but it doesn't hurt to bring it up again. For this to work, we need to receive all of the issues, and in a timely fashion. On Quarterly Journal of Speech it doesn't matter much, since we are replacing it with fiche; however, on many of the other titles (Critical Studies in Mass Communication, Communication Education, Test and Performance Quarterly, Journal of Applied Communication Research) we bind the print copies and retain them in our collection. If an issue is missing when we bind a volume, we generally will not go back and add that missing issue if and when it shows up. I think we may have returned some of those "orphans" to Donna this spring. If more than one issue is missing when we are ready for a bindery shipment we will hold that volume and not bind it, but that increases the potential for additional loss or damage to the unbound issues. So you can see the kinds of problems we get into if we do not receive issues promptly. Anything you can do on your end to facilitate the timely transfer of the journals from your dept. to the library would be greatly appreciated.

One additional comment: I talked to Carrie about your question regarding her list of communication-related journals, and she told me she had intended it to be indicative of the kinds of journals we had in the library, but had not meant for it to be exhaustive or even inclusive. If your intent was to provide a comprehensive list I think you may want to contact Carrie, since there apparently was some misunderstanding during your original conversation.

That's all for now. Please let me know if you have questions, comments, etc. about any of this.

Joe

Joe Weber
Acquisitions Librarian
Ferris State University
FLITE 414C
Phone: 231-591-3723



F.L.I.T.E

FERRIS STATE UNIVERSITY LIBRARY

Journals in Communications

Bound volumes dated before 1990 are located on the Lower Level of FLITE. Bound volumes of journals from 1990 to the present are housed on Floor 2. Microfiche is located on Floor 2 as well.

Central States Speech Journal

Bound Volumes 1968-1971, 1975-1988

Communication Arts

Bound Volumes 5/1981—

Communication Education

Bound Volumes 1978-92, 1994-1996, 1998—

Communication Monographs

Bound Volumes 1977-1988

Microfiche 1988—

Communication Quarterly

Bound Volumes 1981-1992, 2000—

Academic and Business Periodicals 1997—

General Reference Center Gold 9/1992—

Communication Studies

Bound Volumes 1989-1991, 1999—

Communication Theory

Bound Volumes 1991-1996

Critical Studies in Mass Communication

Bound Volumes 1984-85, 1987, 1989, 1991-1992, 1995-96, 1998—

Human Communication Research

Bound Volumes 1977, 1982, 1986, 1988-1996*

(*many volumes are incomplete)

Academic and Business Periodicals 3/1997-1998

Journal of Applied Communication Research
Bound Volumes 1991-1992, 1995—

Journal of Communication
Bound Volumes 1977-1987
Microfiche 1988—

Management Communication Quarterly
Bound Volumes 1987-1992

Southern Communication Journal
Bound Volumes 1988-1992

Southern Speech Communication Journal
Bound Volumes 1981-1988

Western Journal of Communication
Bound Volumes 2000—

Western Journal of Speech Communication
Bound Volumes 1982-1992

Databases in Communications

Some of the journals listed above as well as many other journals related to Communications are indexed in the databases below. Use the databases to find specific articles in journals.

Academic and Business Periodicals
Password required for off-campus use

Arts and Humanities Search
Password required for off-campus use
FirstSearch database.

ERIC
Password required for off-campus use
FirstSearch database.

General Reference Center Gold
Password required for off-campus use

Social Science Abstracts
Password required for off-campus use
FirstSearch database.

WilsonSelect
Password required for off-campus use
FirstSearch database.