

Academic Program Review:
Technical and Professional Communication

Submitted Fall/Winter 2010-11

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Technical Writing @ Ferris

- 2 Bachelor of Science degrees
 - Technical & Professional Communication
 - Journalism & Technical Communication
 - 2 Certificates
 - Technical Writing certificate
 - Journalism certificate
 - 2 Minors
 - English/Professional Writing minor
 - Multimedia Journalism minor
-

Program coordinator: Sandra J Balkema
Department: Languages & Literature (Head: Nathan Garrelts)
College: Arts & Sciences (Acting Dean: Reinhold Hill)

Program established in 1985
Original program name: Technical Communication Program (TCOM)
Average # of BS students / year since 1985: 25-30
Average # graduates / year: 3-5
Current number of students (BS degrees): 25
Current number of minor / certificate students: 6-8

Student “signature” Internships:

- David Letterman Show (NYC)
- *Car & Driver* magazine (California)
- General Motors (Detroit)
- Chrysler (Detroit)
- WOOD-TV 8 (Grand Rapids)
- Cars.com (Chicago)


Graduates: Sample of current careers/companies

- Sr. Training Specialist: Ford Motor Company
- Proposal Mgr, Business Solutions Consulting: Infor Business Solutions
- Technical Writing Instructor: University of Colorado/Boulder
- Assistant Professor of English: Ferris State University
- Vice President, Global Marketing: Tribiquity Software
- CEO/President: Elexicon (web design)
- Senior Manager, Education Programs: American Pharmacists Association (Wash DC)
- Website Coordinator: Palace Sports & Entertainment (Palace of Auburn Hills)
- Assistant Editor: Cars.com (Chicago)
- Contract IT Writer/Editor: Amway
- Online Content Editor: DeVry (Chicago)
- E-learning Instructional Designer & Development Consultant: Trinity Health
- Technical Writer: JR Automation

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What can I do with this major?

(This page was created as part of a client-based project in English 411 for University College.)


FERRIS STATE UNIVERSITY
What Can I Do with This Major?
Technical and Professional Communication

<div style="text-align: center; background-color: #f2f2f2; padding: 2px;">Work Activities</div> <p>Technical communicators compile and "translate" complex information into documents for specific audiences that have a need for the information and may not be familiar with the subject.</p> <p>Technical communicators create useful documents for virtually any industry in print and electronic format. Some document examples include product documentation, operating and maintenance manuals, catalogs, assembly instructions, and project proposals.</p> <p>Collaboration with subject matter experts (SMEs) and project teams is a common responsibility for technical communicators. Also, they perform research in order to create detailed yet clear and concise documents.</p>	<div style="text-align: center; background-color: #f2f2f2; padding: 2px;">Career Pathways</div> <ul style="list-style-type: none">• Information Technology• Government• Health & Medical• Science• Entertainment• Public Relations• Desktop Publishing• Engineering• Non-Profit• Marketing• Journalism• Translation										
<div style="text-align: center; background-color: #f2f2f2; padding: 2px;">Work Settings</div> <p>Technical communicators have traditionally worked in an office; however, technological advances have given technical communicators some flexibility in the methods they use to get work done — and the environments where they work.</p> <p>Technical communicators are more frequently traveling to perform research on-site, and others are working from home some of the time, if not exclusively. Technical communicators may work for corporations long-term or as freelance writers for short-term contracts.</p> <p>Most technical communicators regularly use technology, whether using their desktop PCs for writing and editing, desktop or electronic publishing systems for mass printing, or scanners and other electronic communication equipment. Technical communicators typically have familiarity and expertise with graphic design, page format and layout, and multimedia editing software.</p>	<div style="text-align: center; background-color: #f2f2f2; padding: 2px;">Personality Traits</div> <p>Common Characteristics of Graduates:</p> <ul style="list-style-type: none">• Creative• Detail-oriented• Works Well under Pressure• Critical and Analytical• Self-motivated• Proficient in Research• Has Aptitude for Technical Information										
<div style="text-align: center; background-color: #f2f2f2; padding: 2px;">Typical Earnings</div> <p>Starting Annual Wages for Occupations:</p> <table border="1" style="width: 100%; border-collapse: collapse;"><tr><td>Technical Writer</td><td style="text-align: right;">\$62,780</td></tr><tr><td>Newspaper, Journalism, and Publishing</td><td style="text-align: right;">\$57,580</td></tr><tr><td>Scientific Writing</td><td style="text-align: right;">\$64,000</td></tr><tr><td>Computer Design</td><td style="text-align: right;">\$66,090</td></tr><tr><td>Software Publishing</td><td style="text-align: right;">\$70,380</td></tr></table> <p><small>Source: PayScale.com</small></p>	Technical Writer	\$62,780	Newspaper, Journalism, and Publishing	\$57,580	Scientific Writing	\$64,000	Computer Design	\$66,090	Software Publishing	\$70,380	<div style="text-align: center; background-color: #f2f2f2; padding: 2px;">Common Minors / Certificates</div> <p>Minors:</p> <ul style="list-style-type: none">• Marketing• Multi-Media Journalism• Political Science• French• Spanish• Computer Information Systems• Desktop Publishing <p>Certificates:</p> <ul style="list-style-type: none">• Technical Writing• Computer Science• Advertising• Marketing• Computer Networking• Public Relations
Technical Writer	\$62,780										
Newspaper, Journalism, and Publishing	\$57,580										
Scientific Writing	\$64,000										
Computer Design	\$66,090										
Software Publishing	\$70,380										
	<div style="text-align: center; background-color: #f2f2f2; padding: 2px;">Networking</div> <p>Professional Organizations:</p> <ul style="list-style-type: none">• Society for Technical Communication• American Medical Writers Association <p>Student Organizations:</p> <ul style="list-style-type: none">• Communication Association										

College of Arts and Sciences
Languages and Literature Department
For more information on what to do with a TPC major contact: 231-591-3988

Educational and Career Counseling • University College
901 S. State Street, STARR 313, Big Rapids, MI 49307-2251
Phone 231 591-3057 Fax 231 591-3939
<http://www.ferris.edu/eccc>

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Section 1: Program Overview

Programs described and evaluated in this report

This report evaluates 6 related programs, certificates, and minors:

- Technical and Professional Communication Bachelor of Science degree (Note: the old program name and abbreviation, TCOM, are still used in Banner)
- Journalism and Technical Communication Bachelor of Science degree (JTPC)
- English and Professional Writing (EPW) minor
- Multimedia Journalism (MMJ) minor
- Technical Writing (TW) certificate
- Journalism (JRNL) certificate

For ease of discussion, this report uses the term “TPC Program” to cover students in all majors, minors, and certificate options. When curricular differences between the 2 BS degrees are discussed, the abbreviations listed above are used: TCOM, for the general degree; JTPC, for the journalism specialty track; EPW, for the English/ Professional Writing minor; MMJ, for the multimedia journalism minor; and JRNL for the journalism certificate.

The course requirements for the minors and certificates are built from the core courses that comprise the 2 B.S. degrees. TPC faculty serve as the advisors for these programs and minors (Sandy Balkema: all B.S. students; Erin Weber: EPW minor and TW certificate; Steve Fox: MMJ minor and JRNL certificate). Check sheets for these programs, certificates, and minors are included in Appendix A to this report.

Prior to 2009, students were able to designate one of 6 “concentration” options in the TPC Program, one of which was the JTPC concentration. Following curricular revisions in 2009, the JTPC degree is now the only “stand-alone” concentration. All others were wrapped into the TCOM abbreviation and graduation designation in Banner; however, all of the concentrations continue to be used for advising and career track discussions. The JTPC core program requirements overlap significantly with TCOM requirements, with only one difference: JTPC students complete JRNL 234 (2 credits) and one ENGL 280 (1 credit) course; TCOM students complete 3 ENGL 280 (total of 3 credits) courses.

The TPC Program curricula are described in more detail in Section 3: Program Profile.

Program goals

Mission statement for the TPC Program

The Technical and Professional Communication Program is committed to preparing students for careers in communication in various government and business settings where they can serve as intermediaries between scientists, researchers, and technical specialists and specialists in other fields or the general public.

Program mission aligned with department, college, and University missions

As illustrated in the table below, the mission of the TPC Program aligns clearly with the department, college, and University mission statements. The program mission most clearly aligns with the University's mission in its emphasis on career-oriented, broad-based education.

<i>DEPARTMENT</i>	<i>The Department of Languages and Literature provides a strong and broad-based education in writing, literature, linguistics, and modern languages through an array of majors, minors, and general education courses. We cultivate an appreciation of languages and literatures, enriching the communities we serve and preparing students to thrive in an increasingly complex and diverse society.</i>
<i>COLLEGE</i>	<i>Through academic programs, general education, and outreach activities, the College of Arts and Sciences provides a learning-centered education that prepares students to contribute to a complex and diverse world.</i>
<i>UNIVERSITY</i>	<i>Ferris State University prepares students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career-oriented, broad-based education, Ferris serves our rapidly changing global economy and society.</i>

Program outcomes

In the late 1980s, the TPC Program established 5 outcome areas, comprised of the 18 specific outcomes (listed in the table below). These outcomes are reviewed annually by the TPC Program faculty and assessed for their alignment to current market conditions and both entry-level and lifelong career expectations. Because the foundation skills required by technical writers — writing, editing, organization, collaboration, and project management — have remained constant, we have not needed to revise the specific outcomes over the years. We purposefully designed the program outcomes to focus on skills, rather than specific software or technologies. For example, outcomes 15, 16, and 17, which address software and technology skills, allow us to adjust our methods and means of meeting them without losing focus on the basis for the outcome. Thus, as technology changes, our specific course requirements and/or course content will change, but our students' preparation remains grounded and tied to the skills required by professionals in the field.

Outcomes based on TPC skill areas. Graduates will be able to:

#1	Write effectively for various audiences.
#2	Research, collect, and present material for various audiences and situations.

#3	Edit their (and others') writing using correct standard written English.
#4	Create effective document layout and design.
#5	Produce various technical and business formats.
#6	Demonstrate their knowledge of publication production cycles and procedures.
#7	Create and use effective technical and business visuals.
Outcomes based on content / technical specialty area. Graduates will be able to:	
#8	Demonstrate their knowledge of information, terminology, technology, and expectations of their chosen technical specialty.
Behavioral outcomes. Graduates will be able to demonstrate:	
#9	Effective collaborative skills.
#10	Effective teamwork strategies.
#11	Effective leadership skills.
#12	Effective project management skills.
Career entry-level skills. Graduates will be able to:	
#13	Write using standard written English.
#14	Edit their (and others') writing using standard written English.
#15	Use word processing programs effectively.
#16	Use desk-top publishing software (page layout) programs effectively.
#17	Demonstrate as many specialized technical communication skills as possible, including HTML / SGML / JAVA, basic technical illustration, multimedia skills
Program GPA requirements.	
#18	Graduates will meet all GPA requirements of the program.

Program visibility and distinctiveness

Program visibility

The TPC Program is housed in the Prakken Building, in a suite of rooms that includes a computer lab, seminar room, traditional classroom, and lounge / library. The TPC Program “spaces” are part of the Department of Languages & Literature “North complex” – separate from the main department locations in the ASC and Starr Building in central campus. The TPC Program moved to the Prakken Building 7 years ago in order to gain this wealth of learning and teaching spaces. However, we share all of these rooms with our colleagues in the Department of Languages & Literature; in fact, of the 8 faculty who have offices in the suite, only 3 teach courses in the TPC Program (Weber, Balkema, and Fox).

Because of our program presence in a building that has more business offices than academic ones, we are physically quite visible to our building colleagues. Our program posters hang outside the suite door, and our program materials are posted on the walls in the computer lab (Prakken 117) and seminar room (Prakken 120). We encourage our students to use the program facilities between and after classes, and we sponsor program activities in our program “space” regularly.

Outside the walls of the Prakken Suite, the TPC Program is visible across campus through the work of our faculty and students. The TPC Program’s website not only includes factual information about program requirements, but it highlights the work of the

students, including an English 280 project (described in the section below) and copies of the annual newsletter.

[TPC Program URL:

http://www.ferris.edu/htmls/colleges/artsands/program_template.cfm?ProgramID=92]

The program is featured on the department homepage in a video produced by the TVPR program. By highlighting the program strengths as well as the some of the career options that our students pursue, the video provides prospective students, their parents, professionals, internal, and external audiences with an introduction to the field of technical communication.

[TPC Program highlight video:

http://www.ferris.edu/htmls/colleges/artsands/department_template.cfm?DepartmentID=3]

The Journalism and Technical Communication BS degree program was also featured in video produced by TVPR students. This video highlights the changes in the journalism field and the ways the TPCJ degree prepares students to succeed.

[JTPC Program highlight video:

http://www.ferris.edu/htmls/colleges/artsands/program_template.cfm?ProgramID=92]

Program's ability to attract quality students

As discussed in Section 3: Student Profile, any student who is interested in a writing career, whether as a journalist, or as a writer in a corporate, educational, technological, or manufacturing industry, is drawn to the TPC Program. Students who want to develop their writing skills — no matter what their degree program or professional interest — are drawn to the TPC minors and certificates. For many reasons, students with interest and abilities in written communication are typically some of the strongest students on the Ferris campus. Therefore, attracting quality students has never been a challenge for the TPC Program. The minors and certificates, especially, have broadened the program's ability to reach and serve many more students. Also, as the 120-credit maximum has limited bachelor degree requirements, more students are electing minors to broaden their marketability and professional skills. Many of these students recognize the professional value of writing skills and look for writing minors and certificates.

The TPC Program not only serves these students' educational and academic needs, it also provides them with a student-centered, collaborative environment for learning. The 3 program faculty members all practice what they teach: not only do they emphasize the importance of collaboration, teamwork, and professional give-and-take, they incorporate these features in the classroom. Balkema, Weber, and Fox encourage peer working relationships both in and out of the classroom, stressing the value of ongoing professional interactions, getting the students involved in professional activities, and treating the students as professional equals. Recognizing the students' status as "soon-to-be-practicing-professionals," these faculty members turn the classroom into active work sessions. The relationships developed in the TPC classes extend immediately into the graduates' professional and personal lives. Lifelong relationships and friendships are the norm among TPC grads.

Distinctiveness: Breadth of career options

All of the degree options within the TPC Program provide students with a foundation of solid writing and editing skills that are highly marketable across a multitude of professional areas and that are recognized by employers as valuable and essential skills. Specifically, the 2 BS degrees provide education and experience that prepare graduates

for a breadth of career options that offer flexibility, mobility, and professional development and personal growth opportunities.

The breadth of the career options available to TPC graduates is reflected in a project completed by the Fall 2009 English 280 class. This project was a follow-up to a similar project completed in the spring of 2004 by that semester's English 280 group. In both classes, students interviewed practicing technical communicators to learn about their career paths, their education and training, and the challenges they face as professional writers. The final interviews were then collected and posted on the TPC Program website. The following description introduces the site:

Conversations with Professional Writers

Who is a technical communicator? Technical and professional communication is a broad field with many career options – and many paths entering the profession. We are about to show you just some of those areas and people whom you may least expect to be technical communicators.

This web site contains stories based on our conversations with technical and professional communicators. We, as a class, interviewed multiple professionals in order to learn what technical and professional communication is and what professional communicators do. The course's goals were to define the options, alternatives, and specialties in the technical communication field as well as identify challenges, changes, and trends that technical communicators face.

Technical and professional communication is a great area to study because it has many career paths. Completing this web site proved just that, and by providing these interviews with technical and professional communicators, we hope we can help upcoming technical and professional communicators take their first step in finding their right career option.

(<http://www.ferris.edu/htmls/colleges/artsands/LangandLit/eng280/>)

Distinctiveness: Comparison with other technical writing degree programs

In the 25+ years of the TPC Program's existence, the technical writing field has grown tremendously. In the mid-1980s, only 3 technical communication degrees existed in the state of Michigan, the other 2 being housed within engineering schools. Since then, technical writing courses have become a staple on most college campuses, ranging from those with a "soft" professional writing focus to a "hard" engineering writing focus. In addition, many English departments now offer either a minor or major in professional or technical writing. The course and/or program emphasis depends, primarily, on the overall educational focus of the college or university.

For example, at **Grand Valley**, a writing major consists of 2 tracks: professional writing and creative writing. The professional writing track includes one required course in professional writing, with additional required courses in creative writing, "writing with style," and American Literature. Students also may elect a business writing course, writing for the web, and "intermediate nonfiction." Similarly, a minor consists of the one professional writing course, a creative writing course, and a course in "writing with style." Students also elect 3 additional courses from a list that includes business writing, poetry, fiction, drama, and nonfiction courses. This more liberal arts focus fits the overall emphasis of GVSU.

At the **University of Michigan**, home of the first technical writing curriculum in the state, the focus remains strongly engineering based. Housed in the College of Engineering, the program continues to be aligned with the theoretical engineering courses and provides

support courses for engineering students. Most of the courses are designed to meet the specific needs of an engineering program (computer science, electrical engineering, etc.) and/or assisting these students — many of whom are non-native speakers of English — with their graduate papers and dissertations.

At **Lawrence Technological University**, the College of Arts & Sciences offers undergraduate minor and certificate in technical communication; however, Lawrence Tech also offers a master's degree and certificate in Technical & Professional Communication that consists of 18 hours of required coursework and 12 hours of electives, including emphases in research methods, ethical and legal issues, medical writing, proposal writing, and communicating across cultures.

At **Saginaw Valley**, students who elect to major in English can choose from 3 areas of concentration: creative writing, literature, or professional and technical rhetoric. Again, as at Grand Valley, this grouping reflects the university's overall focus. SVSU's professional and technical rhetoric program, however, has experienced significant growth over the past few years and offers some lessons for Ferris' TPC Program. As at Ferris, SVSU's technical writing curriculum was originally housed within the English (languages and literature) department. In the last year (spring 2010), the Rhetoric and Professional Writing program split into its own department, now consisting of 6 faculty members and offering a BA degree and a minor. This department's mission reflects the broader, more theoretical basis of SVSU's program:

The Department of Rhetoric and Professional Writing (RPW) balances practice and theory in the development of technologically adept, civic-minded professionals who manage information projects that help members of diverse, increasingly interdisciplinary and global audiences learn, create meaning, and achieve goals. That is, RPW students explore the rhetorical, cultural, and professional dimensions of writing and information design in a variety of genres, contexts and publication media, including print, electronic, video, and multimedia documents.

The RPW website defines their program outcomes as encompassing the full spectrum of technical communication and journalism fields:

RPW students gain the knowledge, abilities and understanding necessary to succeed as writing specialists in a wide range of career contexts, including publishing, government, nonprofit organizations, education, law, medicine, journalism, and product- and information-driven industries. Some RPW students go on to pursue graduate studies in disciplines such as Technical Communication, Rhetoric, Composition, Journalism, Cultural Studies, Law, and English.

How SVSU's RPW program differs from Ferris' TPC Program

While there are many differences between the SVSU program and our own, the key difference lies in the academic model.

TPC model: writing + technical specialty

Ferris' TPC Program was designed to build on the technical specialties available within the University, such as the specialized education offered in computer information systems within the College of Business; medical/scientific education within Allied Health Sciences; automotive, HVAC, electric engineering within the College of Engineering Technology; journalism (CAS); publication management (CET), graphic design (COB), and web design (CET).

In addition to the technical specialty area, the Department of Languages and Literature provides the foundation of area-specific writing courses (business writing, professional writing, proposal writing, and technical writing). The Communication area (Humanities department) provides the verbal communication, interviewing, and non-verbal communication skills. And the TPC Program faculty provides the 4 courses that connect all of these areas.

SVSU model: rhetorical theory and writing practice

At Saginaw Valley, the Rhetoric & Professional Writing programs are built on a model of technical communication that focuses on rhetorical principles and theory, rather than on technical expertise and practice. Their program’s foundation of “4 areas of professional knowledge” includes writing, design, communication tools & technology, and theory. While Ferris students must complete a 21-credit “technical specialty,” SVSU students are only encouraged to develop expertise in a technical area.”

Thus, the SVSU model relies on a larger core of faculty who teach all of the courses required by the curriculum; the TPC model takes the technical/specialized expertise from across the University and overlays the rhetorical and communication principles.

What the TPC Program can learn from the other programs

The different approaches to teaching technical writing can be described by these equations:

Ferris	Writing practice / rhetorical theory + technical expertise / training
SVSU and LTU	Rhetorical theory + writing practice (w/ optional technical expertise)
U-M	Technical expertise / training (w/ writing practice)

The debate about the most useful (practical, valuable) model has been ongoing since the 1980s when the field first emerged. The “best” approach? Most would agree that it depends on where the graduate intends to go. The SVSU and LTU model may best serve graduate students who intend to pursue rhetorical research. The U/M model best serves theoretical engineers who need to write on the job. The Ferris model best serves students who plan to enter the job market upon graduation and work as technical writer in a specialized or technical field. While these 4 programs are not the only ones available within the state of Michigan, they illustrate the dominant approaches to academic programs specifically in technical communication. (CMU has a journalism major with concentrations in advertising, news editorial, photojournalism, and public relations; NMU offers an English Writing major with a literature base and concentrations in journalism, fiction, non-fiction, poetry, technical writing, drama, and media writing; MTU’s undergraduate program is structured much like SVSU’s program and is supported by strong graduate degree research programs.)

Thus, the key lesson for the TPC Program: continue to build on the strengths of the University and the career-focused mission of the University and the TPC Program.

Program relevance

Public understanding and view of the profession

In the program's early years, the field of technical communication was in its infancy. While writers had always had a place in corporate America, the field of technical communication was not truly defined as such until computer technology changed the way people write and communicate. At the same time, the amount of specialized and technical information that inundates a "typical" American in a single day increased dramatically. Suddenly, we needed clear instructions for programming our VCR, for loading new software onto our computers, for taking our medications correctly, and for operating our sophisticated televisions and cell phones. And technical communication became a newly coined career option. In those early years, Ferris students didn't know that the field existed, and they often discovered the program when they encountered an English professor who inspired them.

Since the 80s, technical writing has become much better known and visible to the general public. From Tina the Technical Writer in the "Dilbert" cartoons to Andy Richter, technical writer, the title character in the TV show "Andy Richter Controls the Universe," technical writing has become a recognizable career option and is one many students come to college to pursue.

From the 1980s to the present time, technical writing has been regularly listed on *Money* magazine's list of 50 Best Jobs in America. In 2009, technical writer was ranked #28. The article listed the profession's job growth factor, using a 10-year forecast, at 20%. Below is their description of the career.

BEST JOBS IN AMERICA

Money/PayScale.com's list of great careers 2009

Full List High Pay Job Growth Quality of Life Sectors

28. Technical Writer

28 of 50 Back Next

Top 50 rank: 28
Sector: Information Technology

What they do: Technical writers write technical materials, such as equipment manuals, online help documentation, operating directions and maintenance instructions.




PHOTO: JUPITERIMAGES

The companion online magazine, *CNNMoney*, featured a related article in fall 2009 describing the "10 least stressful jobs" in America. Technical Writer was ranked #5 in their "least stressful" list. Below is their description of a typical technical writer's job, taken from this article.

CNNMoney.com™
A Service of CNN, Fortune & Money

Symbol Keyword

Home Business News Markets Personal Finance Retirement Technology Luxury Small Business

Least stressful jobs

Feeling overworked and overwhelmed? Maybe it's time for a career change to one of these 10 fields from Money and PayScale.com's list of America's best jobs.

From the editors of: **Money** MAGAZINE

5. Technical Writer

5 of 10

Best Jobs rank: 28

% who say their job is low stress:
56.4%

The proliferation of technical products in all parts of our lives, from iPods and HDTVs to medical devices and high-tech manufacturing equipment, means there is huge demand for those who can translate tech talk into understandable language. Though tech writers have deadline pressures, they can work fairly independently, have flexible hours and can often work from home.

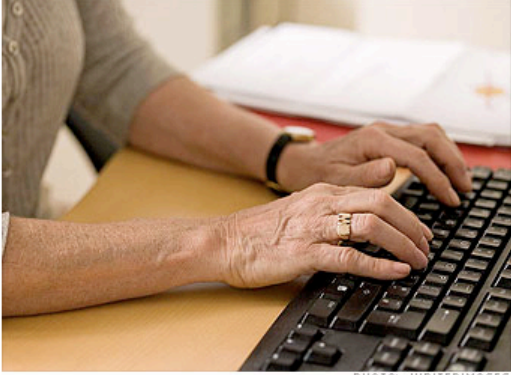


PHOTO: JUPITERIMAGES

BLS Occupational Outlook

The Bureau of Labor Statistics, *Occupational Outlook Handbook, 2010-11 Edition* listed these 3 significant points about technical writers:

- Most jobs in this occupation require a college degree—preferably in communications, journalism, or English—but a degree in a technical subject may be useful.
- Job prospects for most technical writing jobs are expected to be good, particularly for those with Web or multimedia experience.
- Excellent communications skills, curiosity, and attention to detail are highly desired traits.

(<http://www.bls.gov/oco/ocos319.htm>)

The “Job Outlook” section of the report states:

Employment of technical writers is expected to grow faster than the average for all occupations as the need to explain a growing number of electronic and scientific products increases. Job prospects are expected to be good for those with solid writing and communications skills and a technical background.

Job projections, detailed in the table below, indicate steady growth over the ten-year period.

Projections data from the National Employment Matrix					
Occupational Title	SOC Code	Employment, 2008	Projected Employment, 2018	Change, 2008-18	
				Number	Percent
Technical writers	27-3042	48,900	57,800	8,900	18

Projected wages and earnings for the category of **technical writers** described in this report were as follows:

Median annual wages for salaried technical writers were \$61,620 in May 2008. The middle 50 percent earned between \$47,100 and \$78,910. The lowest 10 percent earned less than \$36,500, and the highest 10 percent earned more than \$97,460. Median annual wages in the industries employing the largest number of technical writers were:

Software publishers	\$71,640
Computer systems design and related services	64,380
Management, scientific, and technical consulting services	62,920
Employment services	61,810
Architectural, engineering, and related services	60,140

Projected wages and earnings for the category of **writers and authors** described in this report were as follows:

Median annual wages for salaried editors were \$49,990 in May 2008. The middle 50 percent earned between \$36,690 and \$69,140. The lowest 10 percent earned less than \$28,090, and the highest 10 percent earned more than \$95,490. Median annual wages of those working for newspaper, periodical, book, and directory publishers were \$49,280.

Employment and wage information from Society for Technical Communication

The field’s central professional organization, the Society for Technical Communication (STC), also collects and analyzes employment and salary data. STC’s annual Salary Database is a tool for STC members that draws on data from the BLS Occupational Employment Statistics (OES). The BLS typically releases these data in May or June for the previous year. STC conducts further analysis on the data and publishes its Salary Database one to 2 months after the BLS release. The STC database includes more in-depth discussion of regional and career niche growth areas, focusing on the following questions: What are the fastest growing industries for technical writers? Which ones are posting the sharpest declines? Where are salaries going up the most? How much should a technical writer expect to make if he/she applies for a job in another city?

The 2008 database (the most recent version available in the fall of 2010) consists of 109 pages of detailed analysis and discussion of professional trends (a copy of this report is available from the TPC program coordinator). The database summary states:

*While 2008 proved to be a tough year for technical writers, the profession can at least claim to have outperformed the labor market as a whole and that of other writers. (...)
Therefore, we can anticipate that, although technical writing positions might not suffer a fate as bad as the total economy, the profession will most likely experience the first contraction in employment since 2006. It is unlikely, however,*

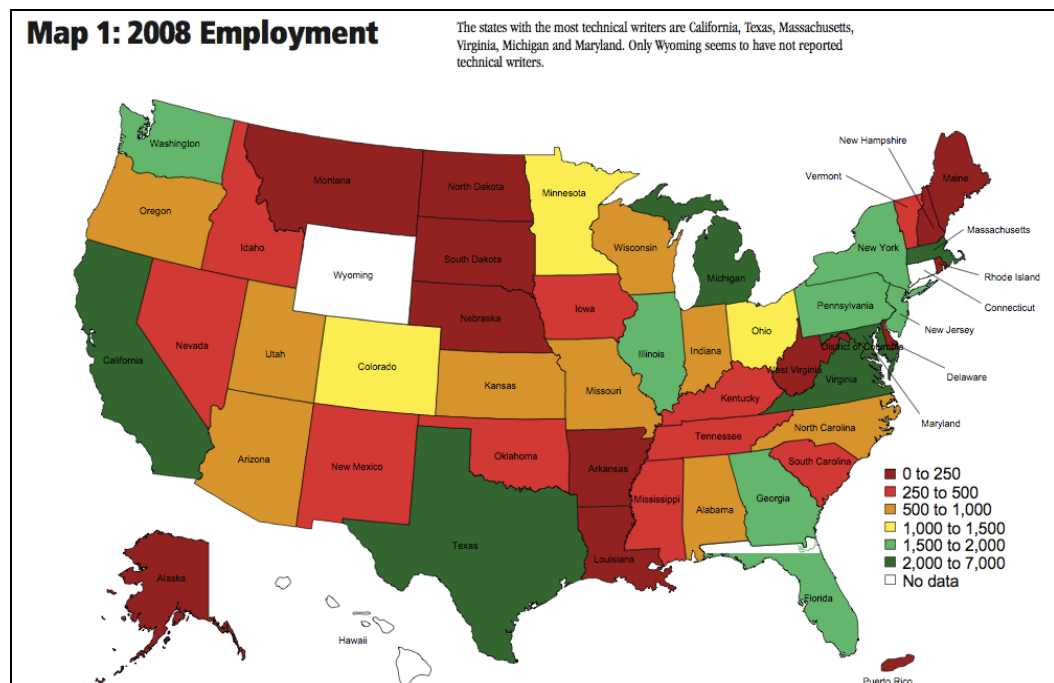
that the technical writing market will witness anything like the 9.5 percent contraction that decimated the profession in 2001. (...)

Interestingly, employment gains did not necessarily translate into wage increases. Despite its revival in jobs, technical writer wages continued to fall in Miami. Greater Chicago, where average annual wages for technical writers fell 6.9 percent, also reported declining wages despite employment gains. Portland, OR, proved to be brightest market as a 16 percent increase in technical writing jobs was matched by a 24 percent increase in annual wages. (...)

Conclusion

The gains in technical writer employment in 2008 were in geographic and economic pockets offsetting losses in traditional regions and industries. While not all of these gains will be sustainable in 2009, where they took place gives STC members some guidance as to where to look in the future. Government, health-care, education, exports, and industrial products manufacturers in old-line Eastern and Midwestern markets have displaced electronics manufacturers, domestic retail goods, financial services, and Internet content in the West and Southeast, which dominated the profession for so long as the primary drivers of new opportunities for the technical communication profession.

The data reported by both of these sources, BLS and STC, indicate that the profession can be cautiously optimistic about job opportunities over the short term, and more confident as the economy stabilizes. Michigan remains in the top 6 states with technical writing positions (see map below from the STC 2008 report). According to the report, states with the most positive growth in numbers of technical writers in 2008 were New Jersey and Michigan. Those that suffered the most losses were Texas, Virginia, North Carolina, Utah, Colorado, and Missouri.



Freelance / contractor rates

The health of the technical communication profession is also reflected in freelance / contractor rates. While a large proportion of technical communication jobs are within established offices (corporate, education, government), a significant number of technical writers, editors, and designers are employed as freelance / contract employees.

The trend for contract writing/editing actually began in the economic recession of the late 1980s. Many corporations found that they could save money by cutting their documentation / writing groups and then rehiring these same workers as contract employees. At that time, many technical writing companies were created, typically carving out a specialty niche such as medical / scientific writing, corporate training, web design, or technical documentation.

During better economic times, many corporations will rebuild their documentation units, corporate communication areas, publication centers, and web design offices. The benefits of employment within larger companies — compared to smaller tech comm. firms and/or freelance work — are health insurance, vacation pay, and similar company perks. Freelance / contract rates tend to be a bit higher than the hourly corporate rates, as indicated on the following pages.



Freelance Rate Chart

Title and Skill Set	Production Options	Low Rate	Average Rate	High Rate
Copywriter <input type="checkbox"/> 5+ years experience <input type="checkbox"/> Degree in Journalism/Marketing/ Mass Communications <input type="checkbox"/> Most work with Designers, some produce own graphics	Brochures Web copy Newsletters Direct mail Articles Ads Presentations Re-Branding	\$45/hr	\$70/hr	\$95+/hr
Web Content Writer <input type="checkbox"/> 5+ years experience <input type="checkbox"/> Degree in English/Communications <input type="checkbox"/> Works with Designer for architectural layout of pages <input type="checkbox"/> Develops concepts <input type="checkbox"/> Strong skills in MS Word, may have knowledge of other Web tools	Web copy Banner ads Logos SEO content Articles	\$42/hr	\$68/hr	\$85+/hr
Software Technical Writer <input type="checkbox"/> 5+ years experience <input type="checkbox"/> Degree in English/Technical Writing <input type="checkbox"/> Strong skills in MS Word, Visio, FrameMaker, RoboHelp, HTML	User guides Online help Process documentation Policies/procedures System documentation Life-cycle development IT network manuals	\$52/hr	\$68/hr	\$80+/hr
Hardware Technical Writer <input type="checkbox"/> 5+ years experience <input type="checkbox"/> Degree in English/Technical Writing <input type="checkbox"/> Engineering/Mechanical Experience <input type="checkbox"/> Strong skills in MS Word, possible FrameMaker, some illustration tools	SOPs Installation manuals Maintenance manuals Operational manuals	\$50/hr	\$64/hr	\$75+/hr
Technical Editor <input type="checkbox"/> 5+ years experience <input type="checkbox"/> Degree in English/Communications <input type="checkbox"/> Some writing experience <input type="checkbox"/> Strong skills in MS Word, possible FrameMaker, Visio	<i>Looks for:</i> Consistency Spelling Grammar Punctuation Standards Format templates Tables Table of contents/index	\$47/hr	\$60/hr	\$72+/hr
Proposal Writer <input type="checkbox"/> 5+ years experience <input type="checkbox"/> Degree in English/Communications or other related field <input type="checkbox"/> In-depth research and interviewing skills <input type="checkbox"/> Strong skills with MS Office Suite	Private proposals Government proposals RFPs Grants	\$65/hr	\$85/hr	\$100+/hr



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Freelance Rate Chart



Title and Skill Set	Production Options	Low Rate	Average Rate	High Rate
Instructional Designer <input type="checkbox"/> 5+ years experience <input type="checkbox"/> Degree in Instructional Design, some have an MA in Education <input type="checkbox"/> Experience with ILT, WBT, CBT, e-Learning <input type="checkbox"/> Strong skills in MS Word, HTML, PowerPoint, Dreamweaver, Director, Flash, Captivate	Course modules Curriculum PowerPoint presentations Soft skill training Technical training Handouts	\$63/hr	\$80/hr	\$95+/hr
Medical/Science Writer <input type="checkbox"/> 5+ years experience <input type="checkbox"/> Degree in Health, Life Sciences, English/ Communications; some experience in medical or pharmaceutical field preferred <input type="checkbox"/> Possible Master's degree, PhD, PharmD or RN <input type="checkbox"/> Knowledge of FDA regulations	Brochures Clinical Studies Protocols Manuscripts Medical Grants Scientific White Papers Articles Abstracts	\$70/hr	\$90/hr	\$120+/hr
Technical Illustrator <input type="checkbox"/> 5+ years experience <input type="checkbox"/> Degree Computer Science or Liberal Arts or Graphic Design <input type="checkbox"/> Engineering/Mechanical Experience <input type="checkbox"/> Strong skills in AutoCAD, Visio, CorelDraw, PhotoShop, Illustrator	Graphics Drawings Touch-ups 3-D images	\$55/hr	\$65/hr	\$80+/hr
Graphic Designer <input type="checkbox"/> 5+ years experience <input type="checkbox"/> Degree in Computer Graphics or Graphic Design or Fine Arts <input type="checkbox"/> Strong skills in PhotoShop, Freehand, Illustrator, Flash, InDesign, Quark	Create animations Design graphics Print design and pre-press production Ads Trade show & display graphics Logos	\$45/hr	\$68/hr	\$90+/hr
Web Designer <input type="checkbox"/> 5+ years experience <input type="checkbox"/> Degree in Computer Graphics or Graphic Design or Fine Arts <input type="checkbox"/> Strong skills in PhotoShop, Freehand, Illustrator, Flash, HTML, GoLive, Dreamweaver, Fireworks, Contribute	Create animations Design graphics Maintain interface, site architecture Custom site design Banners Logos	\$50/hr	\$75/hr	\$90+/hr



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V1.2

Program value

Benefit of the program, facilities, and personnel to the University

The University benefits from the TPC Program, its facilities, and its personnel in many ways already discussed in this report. From the courses that serve the needs of students across the University through the 2 minors and 2 certificates to the importance of a writing degree as a keystone program in any college and university, the TPC Program serves an important role at Ferris.

The Program facilities, too, as noted earlier, actually “belong” to the Department of Languages and Literature and are shared with others in the department. In addition, the physical proximity of the Program facilities with the University’s Human Resources offices and IT offices means that those 2 groups regularly use the Program space. HR schedules their new employee orientation sessions in the PRK-117 computer lab, and reserve space every Monday morning from 8-10 am. The IT groups regularly use the PRK-122 seminar room space for their team and area meetings.

The TPC Program faculty also serve the University in numerous ways. As discussed, one member (Fox) is the advisor for the campus newspaper, *the Torch* (a related, though independent, operation, not specifically tied to the TPC Program). Both Weber and Balkema also have contributed in broader ways to technical writing, editing, and training needs across the University. Weber has worked extensively with the Ferris Foundation, assisting with their grant application processes and procedures. Weber also worked on the Banner training team, assisting with training methods and materials. Balkema has contributed writing and editing skills through several University projects, including HLC reaccreditation reports. Balkema also assisted with training materials for the recent *MyDegree* launch. All 3 faculty members serve on college and University committees and participate actively in various campus groups and activities.

Benefit of the program, facilities, and personnel to the TPC Program students

Also described earlier in this report, the TPC Program’s courses, facilities, and faculty serve the TPC Program students in many ways. The TPC Program courses provide market-based career preparation for the majors, expand and develop the skills of Program minors and certificate students, and give all Program students the opportunity to complete “real-world” projects, make important contacts with professionals, and obtain internship / practicum experience.

The TPC Program facilities, too, are an important part of the students’ educational and co-curricular activities. All Program students receive a personal code for the secure (keypad access) PRK-117 computer lab. They are encouraged to use the computers—and the Program’s specialty software—to complete course projects. The lab is available to them at any time the room is open (no classes scheduled). The seminar room, too, is a space for them to work on team projects whenever they wish. In addition, the faculty who have offices in the Prakken suite treat the TPC students as colleagues, inviting them to use the kitchen, library, and lounge (couch!) areas. The TPC Program facilities and equipment are described in more detail in Section 4.

Benefit of the TPC Program to the state: Expansion of TPC minors and certificates

One of the most significant areas of expansion of the TPC degrees over the past five years has been on-campus growth within the minors and certificates. While the exact number of students in these groups is not readily available, program faculty estimate, based on enrollment in the required courses that have limited number of students — especially English 323 (proposal writing), English 411 (professional technical communication), English 380 (history of rhetoric and style), and English 499 (capstone course) — that at least 10-20 students are identified as minors/certificate students each year. Both of the TPC minors, in English/Professional Writing and in Multimedia Journalism, have been embraced by a growing number of Ferris students who wish to enhance their professional skills and increase their marketability by developing their writing skills.

Program expansion to off-campus sites

The value of the TPC Program is evident, too, by its demand by students at Ferris’ off-campus locations. In 2009-10, Southwestern Michigan College in Dowagiac, Michigan, approached Ferris’ CPTS, requesting our help in setting up an articulation agreement that would allow their students to complete the TPC degree from their campus. Over the academic year, CPTS and the TPC Program coordinator worked with SMC to complete a plan for offering the degree and, within the first month enrolled the first 7 students.

Preparation for lifelong learning, professional development, and career growth

One of the more significant benefits of a bachelor’s degree in professional writing that builds skills in writing, editing, project management, and communication is the foundation it provides for career growth. The following table includes a list of some of the positions currently held by TPC Program graduates (also contained on page 5). This table illustrates some of the opportunities — including the wide range of professional areas and graduate degree options — available to students with a degree in technical communication.

JOB TITLE	SPECIALTY AREA(S)	GRADUATE TRAINING AND/OR EDUCATION
Senior Training Specialist, Ford Motor Company	automotive writing; instructional design	N/A (BS degree)
Proposal Manager, Business Solutions Consulting, Info Software	proposal writing	N/A (BS degree)
Technical Writing Instructor, Univ of Colorado	technical/scientific writing; education	PhD
Assistant Professor of English, Ferris	medical/science writing; education	MS
Vice President, Global Marketing, Tribiquity Software	business management; public relations/marketing	MBA
CEO/President, Elexicon (web design)	business management; web design	MBA
Senior Manager, Education Programs, American Pharmacists Association	medical/science writing; business management; education	N/A (BS degree)
Website Coordinator: Palace Sports & Entertainment (Palace of Auburn Hills)	sports writing; web design	MS
Assistant Editor, Cars.com	automotive writing	N/A (BS degree)
Contract IT Writer/Editor, Amway	computer information systems writing	N/A (BS degree)

JOB TITLE	SPECIALTY AREA(S)	GRADUATE TRAINING AND/OR EDUCATION
Online Content Editor, DeVry	technical writing/editing	N/A (BS degree)
E-learning Instructional Designer & Development Consultant, Trinity Health	instructional design; training	MS
Technical Writer, JR Automation	technical writing / editing	N/A (BS degree)

Many TPC graduates continue their education after leaving Ferris. More of their successes are described in the next section, as their responses to our TPC Program Alumni Survey elicited many comments about their career and personal paths after leaving Ferris.

TPC Program benefit: Survey comments

Two of the APR surveys asked questions that apply to this section, as they asked respondents to identify features that the TPC Program's value.

Respondents to the Advisory Board survey (see Section 2, advisory committee perceptions) included these comments defining the Program's value:

- "Prepares students for a wide variety of professional communications opportunities."
- "Prepares students for the workforce and teaches them the necessary skills to excel in the Technical Writing field."
- "Uniqueness of curriculum — blend of writing, design, oral speaking skills. Very well-rounded program that prepares students for a wide variety of careers."

Faculty respondents (also see Section 2) offered these comments:

Program Value was defined in 3 key areas:

- 1) TPC Program strengthens Ferris-industry relationships
 - 2) TPC Program continues to meet Michigan (and beyond) work/professional needs
 - 3) Graduates of the Program make significant contributions to the fields for which TPC Program prepares them
- "The program's flexibility to serve the needs of students in a changing work environment."
 - "Relevant program/curriculum; variety of options for student interests/career goals and work areas; excellent coordinator with real-world experience and expertise."
 - "The major is related to FSU's mission and we have the facilities and expertise to teach students in a marketable career."
 - "marketability, flexibility"
 - "[The Program's] "connections to industry"
 - "Faculty who remain active in the field and continually adjust curriculum, course projects, and student activities to meet the changing needs of the field. Strong relationships and connections to program graduates."

Three of the Faculty survey questions relate specifically to the Program value. All 3 of the questions elicited strong agreement levels:

- 86.6% strongly or somewhat agree: The Program Coordinator and faculty work collaboratively with other campus units

- 60.0%: Students have ample opportunity for work experiences
- 80.0%: Internships are valuable experiences for students

q6.i The Program Coordinator and faculty work collaboratively with other campus units					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	1	6.7	6.7	6.7
	Somewhat Agree	2	13.3	13.3	20.0
	Strongly Agree	11	73.3	73.3	93.3
	Don't Know	1	6.7	6.7	100.0
	Total	15	100.0	100.0	
q6.p Students have ample opportunity for work experiences					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	0	0	0	0
	Somewhat Agree	2	13.3	13.3	13.3
	Strongly Agree	7	46.7	46.7	60.0
	Don't Know	6	40.0	40.0	100.0
	Total	15	100.0	100.0	
q6.r Internships are valuable experiences for students					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	0	0	0	0
	Somewhat Agree	4	26.7	26.7	26.7
	Strongly Agree	8	53.3	53.3	80.0
	Don't Know	3	20.0	20.0	100.0
	Total	15	100.0	100.0	

Section 2: Collection of Perceptions

Graduate follow-up survey

Because of the close relationships formed by those within the TPC Program, we hear from our graduates regularly. This is more apparent at this review cycle with the prevalent use of Facebook and other social media tools connecting faculty and alumni. Many of our graduates keep in regular contact with the TPC faculty long after they graduate. Alumni who live in the West Michigan area are involved with the West Michigan Shores chapter of STC and are members of our program advisory board. Several alumni attend our yearly portfolio presentations during the Spring semester, as well.

Our program graduates have always been an important source of information for us, advising us about changing job skills and market needs, offering internship and job opportunity for current students, and being a ready contact for career advice for current and graduating students.

For our first program review evaluation in 1998, our Program Review Committee developed a rather lengthy survey for our graduates, from which we elicited valuable data for our future program planning and development. Because we had no systematic data prior to this first self-study, we were eager to collect as much data as possible. We used much of this information to improve the program. For our 2004 review, we reduced the survey to a less-involved structure and length, including open-ended questions in order to elicit personal stories, comments, and suggestions. The current survey was even more streamlined, with only 7 questions evaluating their perceptions directly related to our program's goals and objectives.

Methods

Rather than mail surveys to graduates, we created an online survey using SurveyMonkey.com and generated a link to email to program graduates. This link was sent to over 100 alumni via Facebook messages and email; 34 graduates responded to the request. (A copy of the survey is included in Appendix F.)

As stated earlier in this section, the alumni survey focused on graduates' perceptions of their experience directly related to our published program goals, listed in Section 1 of this report. Because a majority of our graduates keep in regular contact with program faculty, it was not necessary to collect the detailed information as we did in previous review cycles. Rather, we wanted the focus to be on assessing whether or not the curriculum is achieving the stated goals.

Results

Job Titles / Descriptions

In comparing this year's results with our previous program review, we encountered the same issue of determining a specific job title that collectively describes what our graduates. Unlike some more definitive professions (e.g., accounting), the breadth of the technical communication field makes it extremely difficult to define one or 2 or 3 job titles. This is evidence that our program curriculum equips our students with the necessary knowledge, skills, and abilities to be successful in a variety of careers. The following table lists current and entry-level job titles related and not related to the field:

CURRENT JOB TITLE		ENTRY-LEVEL JOB TITLE	
TPC AND RELATED	NON-TPC	TPC AND RELATED	NON-TPC
<ul style="list-style-type: none"> • Assistant teacher/freelance writer • Content Editor • Digital Strategist • Editor • Editorial Intern • Marketing Specialist • News Producer • Project Administrator/Technical Writer • Project Manager/Technical Writer • Proposal Manager • Senior Information Developer • Senior Instructor • Senior Manager, Education • Team Lead • Technical Writer • Training Manager • Training Specialist • Web specialist • Website Coordinator 	<ul style="list-style-type: none"> • A la carte server • Analyst • Automation Analyst • Builder • Catering Manager • Graduate Research Assistant (PhD Student) • Office Manager • Pharmacovigilance specialist • Residence Hall Coordinator • Sales Assistant & Assistant Technical Director • Student • Wine Retailer 	<ul style="list-style-type: none"> • Assistant Producer • Assistant teacher/freelance writer • Editorial Assistant • Instructor • Intern • Marketing Coordinator • News Producer • Online Content Editor • Project Administrator/Technical Writer • Special Projects Coordinator • Technical Communicator • Technical Editor • Technical Writer • Training Intern • Web Designer • Website Coordinator 	<ul style="list-style-type: none"> • Advertising Account Coordinator • Administrative Staff Analyst • Graduate Research Assistant (MS Student) • Pharmacovigilance specialist • Residence Hall Director • Technician Dept. Analyst

This similarity in the lists proves that the broader field of technical and professional communication continues to have an “identity problem.” The profession continues to adapt to the changes and demands of the marketplace, with greater emphasis on digital communication (e.g., websites, social media, etc.). The Society for Technical Communication (STC) continues to debate what does or does not define a “technical communicator.” This has been an ongoing discussion since the organization’s inception in the mid 1950s. We know that the best way to equip our students is to prepare them for the breadth of possibilities within this dynamic career field.

Preparation for Employment

Considering the University’s intense focus on assessment, we wanted to learn from graduates if their academic experience prepared them for entering the workforce. This is a key indicator for us to ensure the core curriculum and electives are meeting the needs of the workplace. Of the 34 responses, 32 felt that they were adequately prepared for their first job. The 2 respondents who felt they were not prepared were because one did not have a job yet and the other was as a teaching assistant for first-year college composition courses. The second respondent ceded that the program was not intended to prepare students for this type of work.

Because the TPC curriculum has changed since its inception (e.g., the addition of the one-credit ENGL 280 requirement) as well as incredible advantages in technology, we

wanted to focus on the goals rather than the specific courses. Additionally, we designed the question in such a way to avoid personal bias towards specific professors.

Based on your experience in the TPC Program, please rate your level of preparedness and ability after graduation:

	EXCELLENT	GOOD	FAIR	POOR	RATING AVERAGE	RESPONSE COUNT
Write effectively for various audiences	76.5% (26)	23.5% (8)	0.0% (0)	0.0% (0)	3.76	34
Collect and present material for various audiences and situations	52.9% (18)	47.1% (16)	0.0% (0)	0.0% (0)	3.53	34
Edit own (and others') writing using correct standard written English	73.5% (25)	23.5% (8)	2.9% (1)	0.0% (0)	3.71	34
Create effective document layout and design	52.9% (18)	35.3% (12)	8.8% (3)	2.9% (1)	3.38	34
Produce various technical and business formats	32.4% (11)	58.8% (20)	5.9% (2)	2.9% (1)	3.21	34
Use knowledge of publication production cycles and procedures	20.6% (7)	52.9% (18)	26.5% (9)	0.0% (0)	2.94	34
Create and use effective technical and business visuals	33.3% (11)	54.5% (18)	12.1% (4)	0.0% (0)	3.21	33
Use knowledge of information, terminology, technology, and expectations of your chosen specialty	48.5% (16)	42.4% (14)	9.1% (3)	0.0% (0)	3.39	33
Demonstrate effective collaborative/teamwork skills	63.6% (21)	33.3% (11)	3.0% (1)	0.0% (0)	3.61	33
Demonstrate project management skills	41.2% (14)	41.2% (14)	17.6% (6)	0.0% (0)	3.24	34
Write using standard written English	79.4% (27)	20.6% (7)	0.0% (0)	0.0% (0)	3.79	34
Use standard office programs effectively (e.g., MS Office)	72.7% (24)	24.2% (8)	3.0% (1)	0.0% (0)	3.70	33
Use document design/production programs effectively (e.g., Adobe programs)	33.3% (11)	33.3% (11)	21.2% (7)	12.1% (4)	2.88	33
Demonstrate as many specialized technical communication skills as possible (e.g., HTML/SGML/XTML/JAVA, basic technical illustration, multimedia)	12.1% (4)	24.2% (8)	51.5% (17)	12.1% (4)	2.36	33

The results, as shown above, are what we expected, with the focus on the curriculum adequately preparing our students for graduation. The areas where the program is not as strong are the areas where we expected to see lower ratings: publication production / procedures and software programs / skills. We didn't want to focus specifically on the courses because so many of the courses within the curriculum address multiple goals. And, we need to consider that while we have a standard check sheet, each student is

advised individually to complete technical specialty courses that provide them the foundational knowledge of a subject area. These courses will vary from student to student, even within the same general specialty, depending on course offerings.

Additionally, we wanted to know about their experience with non-curricular aspects of the program, as is shown in the table below:

	EXCELLENT	GOOD	FAIR	POOR	NO EXPERIENCE	RESPONSE COUNT
Academic advising	82.4% (28)	17.6% (6)	0.0% (0)	0.0% (0)	0.0% (0)	34
Internship opportunities	29.4% (10)	29.4% (10)	29.4% (10)	0.0% (0)	11.8% (4)	34
Program facilities & equipment	35.3% (12)	44.1% (15)	17.6% (6)	2.9% (1)	0.0% (0)	34
Faculty awareness of professional issues/trends	64.7% (22)	29.4% (10)	5.9% (2)	0.0% (0)	0.0% (0)	34

Graduates reflecting on their experience are satisfied with the services and support faculty provide during their time at Ferris. The challenge continues to with internship opportunities. This is a difficult because the business environment is unpredictable. At the same time, we ask ourselves if it is our responsibility to find an internship for each student. We believe that if we were to place students in specific internships it would not be advantageous on many fronts. Automatic placement does not provide the student the “real world” experience of applying for the internship and interviewing for the position. What we do provide are business connections and opportunities through our professional network. We insist that the student follow-up accordingly and take ownership of the process.

Recommendations and Comments

Looking at the collective graduate survey results, we are pleased that we are on track with a curriculum that meets the needs of the business community. Graduates, overall, are positive about their experience in the TPC Program and feel confident that they had the basic skills to enter the profession. Many have continued to build on their Ferris education with continuing education workshops/seminars, graduate school courses, etc. This is expected in our field because the “x factor” is the technology demands of technical communicators. The breadth and depth of the field makes it impossible to address the fast-paced changes in technology knowledge and skills.

How we, as a program, can address the need for more “technical courses” (e.g., web design and programming, multimedia, etc.) is at the advising level, working directly with students to find existing courses in the Ferris Catalog to meet these professional demands. Additionally, we need to work with other departments on campus to request permission for our students to register for these courses (as needed). We can also use our one-credit ENGL 280 to focus on technology-related topics more regularly.

The following table lists the feedback from the graduate respondents:

-
- More courses in HTML/XHTML/website design would be helpful to the program.
-
- Still have not found career-type employment, but I am currently in the process of doing so. There are a few prospects I have lined up, and I'm waiting to see how these turn out.
-
- I wanted to take some other technical courses (video, photoshop, etc.), but since they weren't required for the program I wasn't allowed and never got the chance.
-

-
- Since I left Ferris I've been in advertising and fallen back into a management position at a bakery/cafe! Life takes us in strange places...but I still write for recreation and for communication with my clients :)
-
- Simply the best...
-
- Best program!
-
- The TPC program was a great experience. The faculty was knowledgeable, interested, and caring. I felt very well prepared upon graduation and for all of the professional challenges that have come along since then.
-
- Great program. Keep it up!
-
- The English & Professional Writing Minor and the Technical Writing Certificate program were great compliments to undergraduate program in biology. According to my current graduate advisers, my additional writing experience through the TPC program was what put me ahead of other applicants applying for graduate positions in our Department.
-
- While I feel I was (am) prepared for this field, it was a struggle finding a position as a Technical Writer upon graduating. I feel that the school should seek more opportunities outside of internships currently offered to assist in placing students upon graduating. Many of the responses that I was given is that I do not have enough "experience" in this area. Unfortunately, after looking/interviewing for Technical Writing jobs for 4 years I have decided to go back to school to pursue a career in Nursing. I do feel that the instructors are all phenomenal within the TPC program, and enjoyed my time at Ferris State. I enjoyed working as a Marketing Specialist; however, I do not feel that the salary is high enough to support my education. In addition, there really wasn't a way to work my way up within the company that I worked for.
-
- Because I couldn't write this above, I can't actually say I was prepared for my first job because I haven't had a "job" since graduating, just an internship and the start of grad school. However, I felt very prepared for both. And especially with the internship at the Daily Herald newspaper in Chicago, I felt I was able to bring a different set of skills to news writing than other journalism students because of the TPC program, which taught me to write and approach a piece from many different angles. (Also, as put above, I'm not in Guam at the moment, it just made me choose something and England or the UK wasn't an option :))
-
- As a recent graduate, I think it's important for students to graduate w/ tons of multimedia experience. Everything from HTML, web design and blogging is huge now. I think it's important for the professors to recognize the "social networking" part of the business now.
-
- I was able to write very well in graduate school, to a variety of audiences. A large portion of my graduate work required writing. The information I learned in TPC program is used every day in my professional life.
-
- I wouldn't be where I am in the IT world had it not been for the training and teachers of this program...thank you so much!
-
- The program could use more instructions on document design and production, as well as how to use various programs. You are given some exposure to the programs, but not nearly enough. The program overall is excellent, but could go further with academic development of courses.
-
- The only odd thing I have discovered is not one possible employer has asked to see my portfolio--the only piece of work they care to see is the one I produced during my internship. Schoolwork has seemed unimportant to them beyond what I describe in interviews.
-
- When I was in the TPC program, the equipment was undoubtedly more limited than it is now. Also, scripting languages were not emphasized at that time.
-
- I didn't expect my degree to open as many doors as it did. Because it's flexible (but still targeted thanks to the concentration), I've been able to pursue more diverse opportunities than others.
-

-
- I last attended program classes at Ferris in 1997 and at that time we were provided top notch technology, applications, instruction and guidance. The only improvement I feel could've been in the number of opportunities available for internships and job opportunities offered directly to FSU students. Opportunities were available to FSU students to create or find internships and employment; however they had to be sought by the student and others in the program at the time. This has plusses and minuses; however, it didn't adversely affect me or others that I'm aware of. I'm not so sure that all students today are up to this task. Therefore some handholding may be necessary in this area if companies and individuals aren't physically seeking out TPC grads from FSU. Thank you for your reading and considering comments. Hopefully I was helpful.
-

Employer follow-up survey

The immediate and long-term success of the TPC graduates depends on several factors:

- Their preparation before they leave Ferris State University,
- Their awareness of the demands and needs of the job market they are entering,
- Their flexibility and motivation to adapt to an ever-changing work environment, and
- The job market and careers available to them upon graduation and throughout their career

While the TPC Program is responsible for preparing them for the technical communication job market and making them aware of the challenges they will face upon entering it, much of the responsibility for their success lies with the students themselves. Ferris's responsibility is to provide as many opportunities for education, learning, and hands-on experiences for the students as possible. As an educational institution, we also have the responsibility to offer education experiences with real-world application – and with the potential for providing enriching life-long careers.

While employers are increasingly cautious about discussing employee performance because of legal ramifications and confidentiality issues, another reliable source of information about our graduates' on-the-job performance and readiness for the workplace is the internship evaluation form. All students are required to complete an internship before graduation, ranging from 200-400 hours of work time in the profession.

The internship evaluations show that the program has kept records of its students' professional work experience and they suggest to the employers what expectations the TPC Programs holds of its students so that the employers can help the program modify these expectations.

Technical communication continues to adapt to the dynamic demands of industry, thus redefining itself to broaden the spectrum of the greater professional field. The internship evaluations show us what types of companies and businesses hire our interns, which departments they work in, and the job titles they hold. The evaluation asks employers to identify the most critical skills required of the intern, and the intern's level of success in completing the tasks assigned to them (see Appendix D for a copy of the internship evaluation form).

While the internship form assesses basic employee skills (relations with others, attitude and application to the work tasks, dependability, judgment, quality of work, ability to learn, ability and willingness to adjust, and personal appearance), the supervisor is also prompted to provide descriptions of the skills and abilities that the site would expect future interns to possess and to rate the employability of the intern (they are asked if "the intern is the type of person" they would "consider for future employment").

Because the supervisor is under no legal obligation to accept future interns or hire the student as an employee, the responses to these 2 questions typically provide clear – and honest – assessment of our graduates’ employability and the marketability of their skills. The table below provides a sampling of the comments received by 8 recent TPC graduates (all student and company names have been removed).

Skills and/or abilities expected of future interns?
<ul style="list-style-type: none"> • Journalism intern: Competent photo shooting and video making. Be able to tell a story with either a camera or video camera – or tell a related story that way, to accompany a print story.
<ul style="list-style-type: none"> • Self-starter, disciplined, punctual, creative, enthusiastic, be able to write better than the average non-writing student
<ul style="list-style-type: none"> • Journalism intern: It’s very important for an intern to be pro-active, especially in the world of online journalism where the pressure to produce content is overwhelming. [The student] took some initiative, but mostly responded to direct instructions. The ideal intern (and employee) finds opportunities even when not directed by a supervisor and becomes an active member of the website community.
<ul style="list-style-type: none"> • Website editing skills would be nice...
<ul style="list-style-type: none"> • The ability to take the internship seriously, ask questions when in doubt, understand the importance of representing our company appropriately, and be trusted to work independently as adults.
<ul style="list-style-type: none"> • [The student] sets the bar high in this regard. [Student’s name] is the total package.
<ul style="list-style-type: none"> • More like [the student], please!
<ul style="list-style-type: none"> • Technical skills. Communication skills
Consider this intern for permanent employment?
<ul style="list-style-type: none"> • Journalism intern: [The student] certainly did nothing during his internship to discourage us from hiring him. It’s likely that we would want him to have some real-world experience with a smaller news organization before coming back to the [name of company].
<ul style="list-style-type: none"> • I look for individuals who are honest in their work and able to deliver on their commitments. [Student name] does possess both of these abilities.
<ul style="list-style-type: none"> • Journalism intern: Not currently. While [the student]’s attitude and commitment to deadlines (and her commitment to work in general) are commendable, she is not yet writing at a professional level, nor did she ever quite match her tone and style to that of the website.
<ul style="list-style-type: none"> • Yes, he is easy to work with and stays on task.
<ul style="list-style-type: none"> • Yes, he already has been!
<ul style="list-style-type: none"> • Yes, in fact we have offered her a position for the coming year.
<ul style="list-style-type: none"> • Yes, he is! He’s open-minded and genuinely excited about the subject matter. The best auto writers are those who would be immersed in cars even if they weren’t writing about them, and [the student] fits into this group.
<ul style="list-style-type: none"> • Yes. She is a good worker, but I would not have a job that would match her specific qualifications as I primarily hire nurses.

Graduating student exit survey

Each semester, our graduating students meet with the Languages & Literature Department Head for a one-on-one exit interview. This practice started in 2008. That fact coupled with the transition in Department Head during the past academic year gives us limited results. The purpose of the interview is to gather information about the quality of instruction, relevance of the courses, and satisfaction with the program based on their own experiences. We used a cross-section of surveys since the last program review cycle. (See Appendix F for a copy of the questions used in the exit interviews.)

It is important to note that it is the student's responsibility to meet with the Department Head, and some students choose not to meet for an exit interview. Additionally, when the students meet for the interview is it near the end of their last semester, which is inherently stressful on many levels for the students.

Discussion of Interview Responses

In reviewing the exit surveys, the responses are varied and support the personalized approach to advising and technical specialty the TPC offers to students. There is not one "profile" that fits all TPC students.

Our students come into our program from a wide variety of programs. The majority of our students transfer into the TPC Program from other majors. The exception to this is students who select the Journalism/Technical Communication specialty; these students tend to enter the program directly. The variety and personalization of technical specialties builds on the academic progress students bring to the program upon transfer into the major, as well.

At the time of their interview, students are focused on immediate post-graduation plans in the form of their required internship, and their future plans building on their technical specialty. A few look that post-internship plans may include graduate school in a specialized field. The responses regarding future plans tend to be general (e.g., "future in medical or scientific writing," "successful writer, hopefully for TV," "journalist"), thus showing that our graduates need more focus regarding their personal career goals.

Depending on the strengths and weakness students bring the program influences what the skills they learned in the program. All the responses include specific skills as listed in our program goals and objectives such as (but not limited to) technical editing, layout and design, writing for different audiences, creating various types of documents, and teamwork.

Graduating students agree that advising is helpful and accessible. Again, depending on their personal strengths and weakness, they identify different courses that were most helpful; these include the program core courses (ENGL 380, ENGL 411, and ENGL 499) as well as other English courses (e.g., ENGL 325) and technical courses (e.g., PTEC 153).

The responses to the questions about understanding the writing process, developing project planning skills, learning about desktop publishing and verbal communication confirm that the curriculum equips our students with the necessary knowledge, skills, and abilities related to the field. In our program courses (as well as in the supporting electives and writing courses), students learn to manage the challenges of project planning and management; 5 of 7 responses indicated as such.

The graduating seniors provide helpful feedback with recommendations to the TPC Program. Their responses, though, are similar to the feedback we see from program alumni. Two respondents wanted more classes focused on specific technologies (e.g., web development or Adobe programs) or on their technical specialty. Three of 7 had no recommendations. Two suggested more journalism courses (these respondents were Journalism majors). Such recommendations need to be addressed at the advising level to ensure that the students are completing courses that meet their personal needs and goals. The challenge, though, is that students don't have a focus until their senior year, especially for those students who transfer into the program as a second-semester junior or during their senior year.

Recommendations regarding the process

The process of exit interviews undoubtedly needs improvement. This college-wide process is essential to gathering important feedback from the students who are transitioning from student to professional. Going forth, we need to streamline the questions to connect to our program's goals and objectives.

Student program evaluation

As with the graduate survey, we sent a link via email and Facebook message to current TPC students. The survey focused on their perceptions in the following areas:

- Perceived usefulness of courses taken in the program
- Skills developed in the program
- Overall evaluation of faculty, facilities, and advising
- Employment/career plan

Respondents covered all 4 academic years, totaling 13 respondents. All respondents are majors; no minors responded. Keep in mind that underclassmen have limited exposure to the upper-level TPC courses (e.g., ENGL 380, ENGL 411, and ENGL 499). Some may have not taken an ENGL 280, either.

Current student evaluation of the TPC Program

In general, students seem to be satisfied with the TPC Program, its faculty, facilities, and advising. When asked to rate their TPC education, the responses were as follows:

	EXCELLENT	GOOD	FAIR	POOR	RATING AVERAGE
• preparation for a career	38.5% (5)	30.8% (4)	30.8% (4)	0.0% (0)	3.08
• preparation for advanced education	38.5% (5)	46.2% (6)	15.4% (2)	0.0% (0)	3.23
• intellectual challenge	46.2% (6)	46.2% (6)	7.7% (1)	0.0% (0)	3.38

These results tell us that the TPC program (goals, objectives, outcomes, courses, etc.) meets the expectations of the students to gain a quality education to prepare them for the next steps after graduation. We account for the 4 respondents designating that their TPC education is fairly preparing them for a career as to the probability that these students are underclassmen, thus the majority of their course scheduling is within the realm of general education and electives. Because students join the TPC program at various points in their academic career, those who enter as true freshman do not necessarily have a grasp of their intended career goal and opportunities available to a graduate of the program. Most simply know they want to write but not quite sure where that desire will take them. Through advising and the one-credit ENGL 280 courses, students gain the career perspective and focus to launch into the business world upon graduation.

Current student perceptions of TPC course requirements

In addition to gathering general perceptions about the general TPC program, we wanted to gather perceptions on specific coursework that is required of our graduates. Our “major” or core curriculum consists of 8 courses plus individual content specialty courses (also called technical specialty courses or electives). As discussed elsewhere in this report, these electives are selected with close guidance with the academic advisor to support the student’s specific career goals. For example, a student wanting to work as a medical writer would take content specialty electives in the sciences in order for the student to gain a foundational or baseline knowledge for an entry-level position. Because each student’s content specialty electives are unique, we included this as one line item in the survey rather than asking the student to list their content specialty electives or listing all the possibilities (which would essentially be a large portion of the Ferris Course Catalog). Our respondents rated the TPC required courses and their relevance to the program as follows:

	EXCELLENT	GOOD	FAIR	POOR	HAVE NOT TAKEN	RATING AVERAGE
ENGL 280 Special Topics	38.5% (5)	38.5% (5)	7.7% (1)	0.0% (0)	15.4% (2)	3.36
ENGL 311 Adv. Technical Writing	23.1% (3)	46.2% (6)	0.0% (0)	0.0% (0)	30.8% (4)	3.33
ENGL 321 Adv. Composition	23.1% (3)	23.1% (3)	7.7% (1)	0.0% (0)	46.2% (6)	3.29
ENGL 323 Proposal Writing	15.4% (2)	38.5% (5)	0.0% (0)	0.0% (0)	46.2% (6)	3.29
ENGL 325 Adv. Business Writing	23.1% (3)	23.1% (3)	7.7% (1)	0.0% (0)	46.2% (6)	3.29
ENGL 380 History of Rhetoric & Style	23.1% (3)	15.4% (2)	7.7% (1)	0.0% (0)	53.8% (7)	3.33
ENGL 411 Prof. Technical Communication	38.5% (5)	15.4% (2)	0.0% (0)	0.0% (0)	46.2% (6)	3.71
ENGL 499 Tech Comm Seminar	7.7% (1)	23.1% (3)	0.0% (0)	0.0% (0)	69.2% (9)	3.25
Content Specialty Courses (e.g., JRNL, BIOL, AUTO, etc.)	53.8% (7)	23.1% (3)	15.4% (2)	0.0% (0)	7.7% (1)	3.42

The survey results are representative of the respondents, noticing that about half have not taken 6 of the courses listed on the survey. However, for those that have taken the courses listed, the respondents feel the course is relevant to the overall program. Ten (10) of the respondents feel that the content specialty courses are highly relevant to the program; this confirms that our academic advising is a strong component of the program, matching these required electives to the individual student.

Current student perceptions of development of professional skills & abilities

In addition to gathering perceptions about specific courses, we wanted to step away from the specific courses and gather perceptions about the curriculum developing specific skills (as outlined previously in this report as the program’s goals and objectives). We took some liberties to consolidate the program’s goals and objectives into an understandable format for the students. When asked to rate the effectiveness TPC curriculum to develop your... (fill in with the options listed in the left column), students responded as follows:

	EXCELLENT	GOOD	FAIR	POOR	RATING AVERAGE
• problem solving and critical thinking skills	23.1% (3)	69.2% (9)	7.7% (1)	0.0% (0)	3.15
• writing skills - writing for various audiences	76.9% (10)	23.1% (3)	0.0% (0)	0.0% (0)	3.77
• writing skills – producing various technical and business formats	53.8% (7)	30.8% (4)	15.4% (2)	0.0% (0)	3.38
• writing skills – creating and using effective technical and business visuals	30.8% (4)	53.8% (7)	15.4% (2)	0.0% (0)	3.15
• research skills – collecting information and material	69.2% (9)	23.1% (3)	7.7% (1)	0.0% (0)	3.62
• editing skills – your own writing and the writing of others	58.3% (7)	41.7% (5)	0.0% (0)	0.0% (0)	3.58
• design skills – effective layout and document design	30.8% (4)	53.8% (7)	15.4% (2)	0.0% (0)	3.15
• verbal communication skills	38.5% (5)	30.8% (4)	30.8% (4)	0.0% (0)	3.08
• collaboration/teamwork skills	38.5% (5)	46.2% (6)	15.4% (2)	0.0% (0)	3.23
• project management skills	46.2% (6)	46.2% (6)	7.7% (1)	0.0% (0)	3.38
• content/technical specialty skills and knowledge	50.0% (6)	41.7% (5)	8.3% (1)	0.0% (0)	3.42
• specialized technical communication skills as possible (e.g., word processing, desktop publishing, HTML/SGML/XTML/JAVA, basic technical illustration, multimedia)	23.1% (3)	38.5% (5)	38.5% (5)	0.0% (0)	2.85

We were once again pleased with the results. Overall, the TPC program develops the necessary skills and abilities that is generally accepted by the greater technical communication profession. The fair ratings for verbal communication skills and specialized technical communication skills could, again, be related to students simply have not completed enough coursework in these areas to adequately respond at a higher level. This might also be a point for the TPC program committee to review the courses identified as developing verbal communication skills to evaluate whether or not these specific courses are the right courses for our students.

Current student evaluation of advising, internships, facilities, and faculty

Along with the aforementioned areas, we wanted to gather perceptions about the non-academic/curricular areas of the program. We pride ourselves on individualized and effective academic advising as well as faculty who are passionate and connected to the professional field. Our students agree, as indicated in the following results when as to rate 4 non-curriculum aspects of the TPC program:

	EXCELLENT	GOOD	FAIR	POOR	NO EXPERIENCE
• Academic advising	84.6% (11)	7.7% (1)	7.7% (1)	0.0% (0)	0.0% (0)
• Internship opportunities	23.1% (3)	30.8% (4)	23.1% (3)	7.7% (1)	15.4% (2)
• Program facilities & equipment	46.2% (6)	30.8% (4)	23.1% (3)	0.0% (0)	0.0% (0)
• Faculty awareness of professional issues/trends	53.8% (7)	30.8% (4)	15.4% (2)	0.0% (0)	0.0% (0)

These non-curricular aspects of the program remain strong and support the well-established curriculum.

Current student description of post-graduation plans

While we had the attention of our students, we wanted to learn about their intentions and plans after graduation. This information is important because it allows us to see the varied paths our students how to take after graduation. With a TPC degree, students can really take one of multiple career paths, carving a unique, fulfilling, and flexible career. Students responded as follows regarding their plans upon graduation, selecting the best option:

	RESPONSE PERCENT	RESPONSE COUNT
• work as a writer/editor in business/ industry/ healthcare	7.7	1
• work as a writer/editor in education/government	0.0	0
• work as a freelance writer/editor	23.1	3
• work as a journalist	38.5	5
• work in another technical communication role (e.g., new media, instructional design, etc.)	0.0	0
• attend graduate school	23.1	3
• gain management/supervisory experience and advance into a management position	7.7	1
Other: • Professional Internship for Disney • Use connections established through writing to launch career as a professional musician/ music-writer. After my internship, of course.		

There is not one specific path that the majority of our graduates follow. This fact is another point of pride because we offered a strong foundational curriculum coupled with individually selected electives to guide each student along the career path they desire.

Current student description of career plans (5-10 years after graduation)

We followed up the immediate post-graduation plans with a question regarding their long-term plans (5 to 10 years after graduation), allowing students to select as many as apply. Based on the results below, we find it interesting that our current students (at least the ones that responded) don't see themselves advancing into a management or supervisory position. However, we see that the respondents are definitely aware and open to various possibilities beyond their immediate post-graduation plans. They look to grow into various fields, with the majority thinking they may be a freelance writer/editor.

	RESPONSE PERCENT	RESPONSE COUNT
• work as a writer/editor in business/industry/healthcare	30.8%	4
• work as a writer/editor in education/government	15.4%	2
• work as a freelance writer/editor	61.5%	8
• work as a journalist	46.2%	6
• work in another technical communication role (e.g., new media, instructional design, etc.)	38.5%	5
• attend graduate school	30.8%	4
• gain management/supervisory experience and advance into a	0.0%	0

management position		
Other (please specify):		
<ul style="list-style-type: none"> • Magazine Editor or Disney Event Specialist/Media Work • Cover electronic music venues, interview artists, spread the awareness of new music while trying to get noticed as a producer. • Magazine Editor • Work as a magazine writer. 		4

Student perceptions conclusion

The goal of our student survey was to assess whether or not our current students feel the program (all aspects) are meeting their academic and professional needs and expectations. Based on the results, we can say yes; the TPC program fulfills the expectations of the students and our goals/objectives match those of our students. Because we have a very personalized program, we can adapt our program (especially the ENGL 280, ENGL 411, and ENGL 499 courses) to the needs of the students registered in those classes each year.

Faculty perceptions

During March 2010, the TPC Program APR Committee conducted a survey to obtain feedback from program faculty, both core and non-core instructors, about their perceptions related to instruction in the TPC Program (See Appendix F for the survey questions).

The survey instrument was designed by the APR Committee in cooperation with the Office of Institutional Research. The final survey items/questions were derived from several sources: current program outcomes, elements of instructional quality and best practices, and the previous self-study survey and results. The design and content of the survey instrument were discussed by the APR Committee during 2 planning meetings, in November 2009 and February 2010.

Through the Office of Institutional Research, surveys were distributed by email to a total of 38 instructors (29 from the Department of Languages and Literature; 9 from other departments) who taught program courses during the 2009-10 academic year, including those in the following program areas:

TPC Program, B.S., all concentrations:

- Journalism and Technical Communication Program (B.S.)
- Journalism certificate
- Technical writing certificate
- English/Professional Writing minor
- Multi-media Journalism minor

A total of 15 instructors returned completed surveys (40% return rate):

- 3 Core Faculty
- 12 Non-Core Faculty

Of the 15 respondents, 14 identified themselves as tenured or tenure track, one as part-time non-tenure track faculty. The majority of respondents (13) teach 300-level writing

courses. Fourteen instructors indicated they were familiar with TPC Programs: 9 as “somewhat familiar” and 5 as “very familiar.” Below is a summary of their perceptions as evidenced in the survey results.

Curriculum

Overall, instructors 12 of 15 respondents (80%) see the TPC curricula as relevant to the program and appropriate to program mission and outcomes. Continuity among courses is recognized as adequate by 9 respondents (60%); 6 instructors (40%) indicated they “don’t know.”

An important aspect of the TPC Program is the students’ selection of *areas of specializations* in the curriculum. Ten faculty respondents (67%) feel that the curriculum provides adequate choices for these areas. One survey respondent commented that TPC provides “a variety of options for student interests, career goals, and work areas.” Non-core courses support these areas of specializations, and when asked how *well* these support the curriculum, 12 of the 15 (80%) agree they do support it, with more than half (53%) noting they “strongly agree.”

Finally, a successful TPC curriculum is relevant to the needs of the industry. More than half of the respondents agree that the program curriculum is relevant, with 6 (40%) strongly agreeing and 2 somewhat agreeing (13%). The connection between curriculum and real world experiences is referenced several times in instructors’ written comments as a strength of the TPC Program, especially “continual program updating and revision based on real world needs of students” as one instructor put it.

Instructional resources and administrative support

All respondents agreed that the teaching facilities are adequate for the program (9 “strongly agree,” 6 “somewhat agree”) and that the classroom technology is up-to-date and adequate (7 “strongly agree,” 8 “somewhat agree”).

The majority of respondents (11 of 15; 73%) agree that department administrative support for the TPC Program is adequate, while 3 indicate they “don’t know.”

Overall, faculty perceptions about the department and administrative support of and commitment to the TPC Program were positive. As indicated in this report in Section 4 of this report, the Department has completed major classroom renovations, along with equipment and computer lab updates, since the last APR. Most faculty who use these classrooms and equipment are very aware of the improvements since the last APR and this awareness is reflected in the survey results.

Student advising

Student advising is an integral part of and complement to classroom instruction. Therefore, the APR Committee designed 3 survey items specifically related to advising program students:

q6.m Students are adequately advised in program specialties and career options					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	1	6.7	6.7	6.7
	Somewhat Agree	1	6.7	6.7	13.3
	Strongly Agree	7	46.7	46.7	60.0
	Don't Know	6	40.0	40.0	100.0
	Total	15	100.0	100.0	
q6.n Provides adequate student support for career planning/guidance					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	1	6.7	6.7	6.7
	Somewhat Agree	1	6.7	6.7	13.3
	Strongly Agree	8	53.3	53.3	66.7
	Don't Know	5	33.3	33.3	100.0
	Total	15	100.0	100.0	
q6.q Students are well informed about work experience opportunities					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	2	13.3	13.3	13.3
	Somewhat Agree	2	13.3	13.3	26.7
	Strongly Agree	6	40.0	40.0	66.7
	Don't Know	5	33.3	33.3	100.0
	Total	15	100.0	100.0	

For all 3 items, survey responses are consistent with about half the instructors (53.3%) agreeing that the program provides adequate advising and guidance for students in their program options, career options, and work experience opportunities. (cross reference students' perceptions of advising here?)

Perceptions about instructors' teaching qualities

Apart from these faculty perceptions about program issues and areas, the faculty who were surveyed see themselves as a program strength. Survey items ranking consistently positive (93%, 14 of 15) were the faculty perceptions about instructional qualifications, level of teaching preparedness, and interaction with students.

Faculty self report that they:

- Are well prepared for the courses they teach (93%)
- Are active in campus committees (93%)
- Are concerned with educational needs of students and respond to their individual instruction needs (93%),
- Stay current in their respective fields and have adequate work/field experience (93%)

Conclusions: Faculty Perceptions about Program Strengths

Surveyed faculty identified the following areas as strong features of the TPC Program (percentage of combined “strongly agree” and “somewhat agree” noted)

Strength	
Teaching facilities	100%
Classroom technology	100
Appropriate instructor assignment	93
Instructor understanding of course objectives	93
Collaboration Program Coordinator/Faculty	87
Internships available to students	80
Department administrative support of program	80

Some survey comments from faculty on the above strengths:

- The major is related to Ferris’ mission and we have the facilities and expertise to teach students in a marketable career.
- The program’s flexibility to serve the needs of students in a changing work environment.
- Relevant program/curriculum; variety of options for student interests/career goals and work areas; excellent coordinator with real-world experience and expertise.
- Faculty who remain active in the field and continually adjust curriculum, course projects, and student activities to meet the changing needs of the field.
- Strong relationships and connections to program graduates

Conclusions: Opportunities for program improvement

A few survey items indicate possible areas of program improvement (percentage of combined “somewhat disagree” and “strongly disagree”)

- Faculty involvement in development of course outcomes (60%)
- Faculty involvement in development/revisions of the TPC Program curriculum (53%)

Survey item Q5 asked respondents about their level of familiarity with the program. The survey results showed that 9 were “somewhat familiar” and 1 was “not familiar” with the program. This may help account for the above suggestions related to faculty involvement, and it may also suggest an opportunity for increased dialog/communication with non-core faculty about the program.

Additional opportunities are implied in areas where faculty reported unfamiliarity. For each of the areas listed below, at least 6 of the 15 respondents (40%) responded with “don’t know”:

- Adequate continuity among TPC courses
- The curriculum is relevant to the needs of the industry
- Students are adequately advised in program specialties and career options
- Students have ample opportunity for work experiences

TPC core faculty may have opportunities to communicate with non-core faculty about the above topics related to the program.

Finally, faculty respondents offered several suggestions for program improvement through individual comments in the survey:

- Perhaps initiate occasional dialogs with 300-level writing instructors about TPC needs and expectations to alignment for this level writing?
- Program size has remained constant for 20+ years. While the program faculty see this as a strength (and also appropriate for the market needs), the University tends to see consistent program size as a possible weakness (and, thus, a vulnerability when the University needs to reduce programs. Even though TPC is cost effective (and inexpensive), when looking for sacrificial lambs, the University has been known to target the smaller programs.
- While the program offers flexibility, instituting change in an academic setting can cause positive ideas to be delayed. This means current students may not benefit by the time change can be enacted.
- The new TPC committee is a positive step toward more cohesion and planning. I want to see the committee continue to work on goals.
- ... we have a number of faculty in Lang & Lit who are fully credentialed to teach (with relevant PhDs) but are not included in the program planning or class assignments. Too many TPC classes are taught by faculty without PhDs in the content area.
Workplace experience

Advisory Committee perceptions

In March 2010, a survey was conducted to obtain perceptions and feedback from members of the 2009-10 TPC Advisory Board about the Program.

The TPC Program APR Committee designed the survey instrument in cooperation with the Office of Institutional Research. The final survey items/questions were derived from several sources: current program outcomes, discussions and comments by previous Advisory Boards, and the previous self-study survey.

The design and content of the survey instrument were discussed by the TPC Program APR Committee during 2 meetings in November 2009 and February 2010. Surveys were distributed by email to a total of 14 board members, and a total of 7 (50%) were completed and returned.

Respondents were asked to provide reactions and feedback to 10 items:

- Q1 The TPC program does well
- Q2 The TPC program can brag about
- Q3 The TPC program needs to be better
- Q4 What we can improve
- Q5 Additional comments
- Q6 What it means to be a member of the advisory board
- Q7 What should advisory board members “do”
- Q8 What roles should advisory members have
- Q9 How frequently should the advisory board meet
- Q10 Additional comments

Perceptions about Program Strengths

The board members (6 of 7) identified the preparedness of graduates for careers as a key strength and success of the program. They see this as directly related TPC Program requirements as internships, portfolios, and real world relevance that make “sure students are prepared to enter the work force immediately upon graduation,” as one member noted.

Specifically mentioned were 1) the program’s links between classroom and industry and 2) the incorporation of current trends and technology into the curriculum.

Among the successes that TPC can boast about, members (4 of 7) identified the following:

- Job placement rates
- Student preparation (for a variety of careers, graduate school)
- Core faculty involved in industry (“they practice what they preach”)

These successes were summed up in the comment by one Advisory Board member: “From as long as I can remember, TPC turns out some pretty good writers. Having a core technology to write from, and the internship program, makes this program very worthwhile to potential employers.”

Perceptions about Program Opportunities

In addition to these areas of successes, the board members who replied to this item (3 of 7) offered 2 main suggestions for improvement

- Expand program opportunities and program offerings
- Expose students to wider variety of job opportunities

One respondent noted that “Opportunities don’t just involve tech writing with this degree. Corporate communications, project management, marketing, etc., are applicable jobs for this degree.” Another suggested that the program may need “more precision on defining what types of careers the program supports.”

Advisory Board Roles

In designing this survey, the APR committee, along with the TPC core faculty, was interested in defining the role of the TPC Advisory Board based on board members’ perceptions and suggestions. Therefore, 4 survey items addressed these (Q 6, 7, 8, 9).

Some specific roles and tasks were identified as a result:

- Help guide program, students, and faculty from “field” perspective
- Provide strategic direction of the TPC Program to keep it updated, relevant
- Bring real world experiences to program and students
- Advise about changes and trends in TPC fields
- Work with students in our fields of specialization

The survey indicated member consensus about frequency of convening the full Advisory Board: once or twice a year.

Overall, the responses of board members reflect a positive attitude and a strong interest in the TPC Program.

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Section 3: Program Profile

Student profile

Career Pathways: Arts & Communication Pathway

According to the Career Pathways definitions, technical writing fits within the Arts and Communication pathway:

The Arts & Communications Pathway is a pathway for CREATORS -- people who prefer dealing with IDEAS and PEOPLE and enjoy EXPRESSING their own feelings and ideas in new and different ways through dance, music, art, design, language, literature, and other creative outlets.

The multiple intelligences strengths identified for this pathway (and, thus, for students interested in a writing career) include:

- Interpersonal
- Intrapersonal
- Kinesthetic
- Verbal-Linguistic
- Musical
- Visual/Spatial

Personal skills and personality characteristics of a TPC student

Students who enter a TPC Program, whether as a BS-degree student or as a minor/certificate student, are typically seeking a career as a writer, or one that includes a significant portion of writing tasks. As our catalog description (<http://catalog.ferris.edu/programs/393/>) states,

Technical and professional communication is a combination of writing, organizing, and communicating information. Students gain an understanding of communication media, technical and expository writing, desktop publishing, verbal communication, and a chosen technical or professional specialty.

Thus, students attracted to this field tend to have the following personality characteristics and skills:

- Organized
- Creative
- Communicate effectively in writing
- Logical
- Problem-solvers
- Innovative

While students in the TPC Program may share these characteristics, their interests take them in a variety of directions for career plans and development. As discussed earlier in this report, a bachelor's degree in writing opens doors to many career options, in nearly every professional field, from science/medicine and manufacturing to automotive, computer technology, education/training, and public relations/marketing. Selecting a career path comes easily and quickly to some TPC students; to others, the niche where they will be most comfortable may come years after graduation. The flexibility of the TPC

Program allows them to design a technical concentration that fits their interests and career plans while providing them with a solid foundation in writing and editing.

Student demographic profile

The demographic profile of students in the TPC Program typically mirror those of the University, with a majority of the students being from Michigan, of traditional college age, and full-time college students. The table below details available demographic data, as generated from the Banner system (data available from 2006-present), for graduates with a TPC degree (TCOM or JTPC).

GRAD YEAR	GENDER		RACE/ETHNICITY		AGE (AVG. @ GRAD)	GEOGRAPHY		STATUS	
	M	F	Cauc	Non-cauc		in-state	out of state	Full-Time	Part-Time
2010	5	4	9	1	23	8	1	9	0
2009	3	5	5	3	n/a	8	0	9	0
2008	0	1	1	0	n/a	1	0	1	0
2007	2	4	5	1	n/a	6	0	6	0
2006	0	3	3	0	n/a	3	0	3	0

Enrollment

In a typical year, the TPC Program will have students 25-30 with a range of technical specialties and career interests, and typically a 50/50 split between the 2 B.S. degree programs (TCOM and JTPC). Using the fall 2010 enrollment to illustrate, the following tables reflect this breadth:

Composite enrollment and profile data						
AVG FERRIS GPA	CLASS LEVEL		BIG RAPIDS	OFF-CAMPUS	JTPC STUDENTS	TPC STUDENTS
3.268	Seniors: 6 Juniors: 8	Soph: 5 Fresh: 4	20	3	12	11

Individual student data (names not included)			
GPA	CLASS LEVEL	STATUS	SPECIALTY / CONCENTRATION
1.670	Freshman	Michigan resident	Pre-tech comm. (associates degree)
0.00	Freshman	Michigan resident; started program as FSU freshman	Journalism
4.0	Freshman	Michigan resident; started program as FSU freshman	Journalism
0.00	Freshman	Michigan resident; transfer (from outside Ferris)	Journalism
2.793	Sophomore (athlete)	Michigan resident, TIPS program; started program as freshman	Journalism; minors in Sports Communication and Desktop Publishing
0.00	Sophomore	Michigan resident, transfer (from outside Ferris)	Journalism
3.268	Sophomore	Michigan resident; started as FSU freshman	Journalism
0.00	Sophomore	Michigan resident; transfer (from outside Ferris)	General TPC (concentration not yet determined)

Individual student data (names not included)			
GPA	CLASS LEVEL	STATUS	SPECIALTY / CONCENTRATION
3.517	Sophomore	Michigan resident; transfer from another FSU program	General TPC (concentration not yet determined)
4.0	Junior	Michigan resident; transfer (from outside Ferris)	Journalism
0.00	Junior	Michigan resident; off-campus site (Dowagiac)	General TPC
0.00	Junior	Michigan resident; off-campus site (Dowagiac)	General TPC
3.023	Junior	Michigan resident; started program as freshman, TIPS student	Journalism with minor in Multimedia Journalism (plans for grad school in multimedia journalism)
2.449	Junior	Michigan resident; started program as FSU freshman	Journalism
3.871	Junior	Michigan resident; started program as FSU freshman	Journalism
2.53	Junior	Michigan resident; transfer (from outside Ferris)	Journalism
3.852	Junior (honors)	Michigan resident; double major; started program as freshman	Travel / leisure writing (Hospitality Mgmt = double major)
3.901	Senior (honors)	Michigan resident; transfer (from another Ferris program)	International / global communication
4.0	Senior	Michigan resident; off-campus site (Dowagiac)	General TPC
3.286	Senior	Michigan resident; started program as FSU freshman	Journalism; minor in Sports Communication
2.42	Senior	Michigan resident; transfer (from another Ferris program)	Corporate Training and Music Industry management
0.00	Senior	Michigan resident; transfer (from outside Ferris)	Forestry (transfer specialty)
3.659	Senior (honors)	Michigan resident; started program as FSU freshman	Medical / scientific communication

Program capacity

The enrollment capacity for the TPC Program is driven, primarily, by the class-size capacity of the 2 400-level TPC courses: English 411 and English 499. Because these courses are 400-level, students are advised to complete them during their senior year. Both classes are designed to give students hands-on practice with client-based projects; thus, the most effective class size allows students to work in small groups to problem solve, manage client expectations, and complete project requirements under the guidance and facilitation of the instructor. Students also prepare their professional portfolios, prepare for their next steps (job search or graduate school), and address complex professional and ethical issues. Optimal class size, then, is 12-15 senior-level students.

Over the past 6-8 years, enrollment in both classes has averaged right around those numbers. In spring 2009 we graduated 9 students, so we expect slightly lower numbers for the 2010-11 academic year. Fall 2010 enrollment for English 411, for example, is 6 students (3 majors; 3 minors).

Because our students are taking a wide range of courses across the University, those 2 classes define the only limits to the size of the program. No other faculty, physical

resources, accreditation requirements, state and federal regulations, or other factors affect program capacity.

Retention and graduation

The TPC Program has always enjoyed success in retaining and graduating its students. While specific data are not available to support this statement, the Program faculty's extensive experience with the TPC Program students and advisees (as well as our program files) provides this support. We believe that 2 factors are key in our retention and graduation success.

First, in the 1980s when the TPC Program was first developed, very few students entering college knew what a technical writer was, where they worked, or what career options were available. As described previously in the Program Relevance section, the field is much more widely known and understood in 2010. The number of students who come to college to get a degree in technical writing or journalism has increased significantly. Students who select their degree and career plans with a clear sense of what the job market and career options offer are typically more likely to complete the degree.

Second, as indicated previously, the personality characteristics that lead students to seek a career as a writer are also characteristics of academically strong and determined students. These personality characteristics also contribute to their completing the degree.

The few students who do not complete the TPC degrees once they are enrolled typically transfer to another academic program at Ferris after finding another area of interest (for example, in 2009, one of our journalism freshmen decided to complete a degree in pre-engineering and mathematics, having decided that he wished to pursue a career as an astrophysicist). And, over the history of the program, a few students have left the University completely, without earning any degree. A couple have transferred to other universities to pursue a non-writing degree, and a few more have (to our knowledge) not completed any college degree for personal and/or financial reasons.

Access

TPC Program courses are easily accessible to students across the University, both on- and off-campus. Depending on the students' chosen technical specialty, they can complete over 95% of the course requirements in multiple locations and delivery methods.

Because program requirements are built on courses offered by other departments (COMM courses by Humanities department; PTEC courses by Printing Management), the Program Coordinator helps students identify when the required courses are offered, and often communicates with other Program Coordinators across campus to ensure seat availability for TPC students. In addition, because many TPC students elect courses offered by within GRDE, NMPP, and TVPR programs that may have limited enrollments, emails and phone calls to these coordinators are not unusual. The collegial relationships among Ferris faculty make these contacts relatively easy and painless.

Access to our own department's ENGL and JRNL courses is very good. Many of the upper-level writing courses (ENGL 311, 321, and 325) are offered in multiple formats (traditional F2F, entirely online, blended) and are offered every semester. This flexibility helps our students tremendously, as they must complete all of them.

The 4 TPC-required ENGL courses have more limited offerings:

COURSE	SECTIONS / SEMESTER OFFERED	DELIVERY METHOD
ENGL323, Proposal Writing	One section Fall and Spring	Traditional Online (occasionally)
ENGL380, History of Rhetoric and Style	One section Spring only	Traditional Online (occasionally)
ENGL411, Professional Technical Communication	One section Fall only	Traditional
ENGL499, TPC capstone	One section Spring only	Traditional

The limited availability of these courses has not been a problem historically. Occasionally, program faculty have adjusted the time/day of a course to help students with limited campus access (limited work schedules, long commutes, etc.), but as most of the students are traditional on-campus students, these are rare occurrences.

The Journalism courses, too, also have limited availability because of the number of students in each of the cohort years of the journalism program. Thus, the department ensures that these courses are offered on a regular schedule, allowing the faculty and program advisor to assist students with completing the program efficiently.

COURSE	SECTIONS / SEMESTER OFFERED	DELIVERY METHOD
JRNL 121, Writing for Mass Media	One section Fall only	Traditional
JRNL 122, Reporting	One section spring only	Traditional
JRNL 230, Publication Editing	One section Even years / spring	Traditional Online
JRNL 228, Feature and Opinion Writing	One section Odd years / spring	Traditional
JRNL 251, Understanding Mass Media	One section Spring only	Traditional
JRNL 417, Multimedia Design and Writers	One section Odd years / fall	Blended

Curriculum

Note: Check sheets for all 6 of the TPC Program degrees, minors, and certificates are included in Appendix A.

Bachelors degrees: writing and technical specialty core

Both TPC Program bachelor's degree curricula build on the 2 principles that define our professional identity: technical writers must have *technical* expertise as well as strong *writing/editing* skills.

The writing/editing skills are provided through 18-credit hours of writing courses, extending from freshman- and sophomore-level composition courses (ENGL 150, 250) through 4 300-level writing courses (ENGL 311, 321, 323, and 325).

Both bachelor's degrees provide the *technical education* with a 21-credit (minimum) grouping of technical/specialized concentration courses. For the TCOM students, the

concentration provides expertise in a specific professional field and is designed by the program coordinator based on each student's professional interests and career plans. For the JTTC students, the concentration requirements are comprised of 18 credits of journalism courses and one 3-credit elective.

The TCOM concentration options are designed and developed to meet both an individual student's career interests and appropriate market needs. For example, a student who is interested in a career as a medical/scientific writer will be advised to complete courses in Biology (at least 2 courses), a year of Chemistry (at least 2 courses), medical terminology, and biomedical ethics. A student who is interested in a career as an automotive writer will be advised to complete courses in appropriate engineering technology areas such as brake systems, electrical systems, transmissions, emissions systems, and engines.

Over the history of the TPC Program, the concentrations / technical specialties have reflected the 6 most common, most marketable writing environments and were, therefore, included within Banner as separately established program concentrations (each with its own prefix). In 2009, to simplify record keeping and student advising, 5 of these concentrations were cut from the Banner system. These 5 established concentrations – along with the journalism grouping – continue to be used for advising:

- Automotive writing
- Medical / scientific writing
- Publication management
- Computer information writing
- Multimedia writing

In practice, concentrations less often reflect these pre-determined groupings of courses, but more often reflect a wider range of professional interests. For example, recent graduates have used the 21-credit concentration to develop expertise in Public Relations, International Business, Applied Speech Communication, and Data Security. The flexibility of the TPC Program concentration has proved to be one of the program's significant strengths, allowing Ferris students to enter a myriad of professional fields as competent professional writers. Writing skills are in demand in every field, and, when combined with significant technical expertise or specialized education, provide a Ferris graduate with an extremely marketable and valuable undergraduate degree.

Bachelor's degree "program" courses

In addition to their writing/editing core and their chosen technical concentration, TPC Program students complete additional coursework in these areas:

- Speech communication: 2 300-level courses (COMM 332 and 336)
- Page layout / design: one course in current page layout software (PTEC 153 or GRDE 116)
- Theory and history of technical communication: one 300-level course (ENGL 380)
- Capstone courses covering technical editing, project management, technical communication ethics, portfolio development, and professional issues (ENGL 411 and 499)
- Practicum / Internship (ENGL 491)

Minors

Both of the TPC Program minors (18-credit requirements) were developed from their “parent” bachelor’s degree requirements. The Multimedia Journalism minor is, in effect, the core courses from the TPCJ concentration. The English/ Professional Writing minor is comprised of the core TCOM courses. Both minors have been embraced by a growing number of Ferris students who wish to enhance their professional skills and increase their marketability by developing their writing skills.

Certificates

Both of the TPC Program certificates are also similar groupings of the “parent” program’s courses. However, certificates have fewer courses in each, being comprised of 12-credit requirements. The certificate options, while not as active as the minors, have been most useful for students who are not able to complete a full B.S. degree (such as a full-time Ferris employee) or those who have already earned a B.S. degree and wish to add technical writing skills to their professional arsenal.

2009 curricular revisions

In addition to the curricular revision noted above (dropping 5 TCOM concentrations from the Banner system), the following curricular changes were also completed in the 2009-10 academic year:

- TPCJ bachelor’s degree: the unstructured “Approved grouping of 4-5 courses in a technical area” was replaced with JRNL 251, understanding mass media; JRNL 417, multimedia design and writers; and a related “choose one” grouping (COMM 385, broadcast writing; NMPP 330, digital multimedia Production, or NMPP 420, world wide web publishing).
- English/Professional Writing minor: ENGL 323, proposal writing, was moved from “choose 2” course option to required course. ENGL 301, linguistics was moved from required course to “choose 2” course option. ENGL 499 was added as an “OR” option with ENGL 411.
- Technical Writing certificate: one course was added to list of “choose one” options (ENGL 323, proposal writing).

These curricular changes were based on TPC Program assessment of job market needs, advising trends, and/or recurring scheduling conflicts.

Anticipated future curricular revisions

With these recent updates, the TPC Program curricula are in good shape. We do, however, have plans to develop a new Journalism course (200-level) on web-based journalism. This would replace the JRNL 251: Understanding Mass Media in the JTJC requirements and would provide useful foundational background to the ENGL 417 course. These revisions reflect and support current market needs. We’re also considering adding minimum GPA requirements to several of the journalism courses so students are better prepared for the upper-level courses.

Quality of instruction

The TPC Program has long been valued for a number of reasons, including its quality of instruction, as evidenced, first of all, in its program faculty who demonstrate academic expertise and hold qualifications in their areas of specialization in the program curriculum. Program faculty continue to enhance classroom instruction and serve as models of professionalism by their own active participation and leadership in current real-world work settings as well as in related organizations and activities. Secondly, the quality of instruction is evident in the students' and alumni's successes and in their testimonials about the instruction they receive that leads to these successes. Thirdly, quality of instruction is illustrated in the TPC Program's efforts to create a learning environment where "theory meets practice."

Student and Alumni Perceptions

In the 2 surveys conducted — of TPC students and alumni — many respondents underscored the instructional quality as significant in their preparation for graduate school and/or some other further study. Nearly 40% of the 12 respondents indicated they had, since graduating from Ferris, pursued some kind of academic study, with 7 noting graduate school.

The 3 areas that alumni ranked highest for preparation (70% or higher rated these categories "excellent") were the following:

- Write effectively for various audiences
- Edit writing using correct Standard English
- Write using Standard English

As noted in the Survey Perceptions section of this report, the student survey results also highlight the strength of instruction, for example, in the students' recognition of individual courses as relevant to their TPC Program, of faculty who are aware of professional issues and trends (84%, n 10 report as excellent or good), and of program facilities and equipment as a quality component of their instruction and curriculum (75%, n 9 as excellent or good).

Ninety-one percent (11) of surveyed students report that their TPC Program provided "intellectual challenge." Results also indicate that students see the overall TPC curriculum effectively providing them the necessary professional and academic skills. For example, 100% (12) of respondents indicate (as "excellent" or "good") that the program is effectively teaching writing skills, research skills, and project management skills.

An integral component of quality instruction is advising and developing a professional relationship and community with and among students, an important goal of the TPC Program. This APR study confirms the prominence of that goal and its importance and relevance to students and alumni alike.

Item # 5 in the alumni survey, for example, asked respondents to rate 4 aspects of the TPC Program. "Academic advising received the highest rating with all 34 rating it favorably, 84%(28) as "excellent" and 17.6% (6) as "good." Advising was also of high value to current students with 92% of them rating program advising as either "excellent" (83%, 10) or "good" (8%, 1).

Advisory Board observations of instruction

As noted in the Survey Perceptions section, results reveal the Advisory Board members observe and value the TPC Program's instructional quality as evidenced in preparation of students, in the benefits and positive impact of related internships, and in the variety, uniqueness, and flexibility of the curriculum. Particularly and more frequently noted by these survey respondents is the strength of graduates in the areas of writing and core communication technologies.

Some of the comments included these pertaining to the strengths of the TPC faculty:

- Allowing students to practically apply what they learn to their future careers-- portfolios, internships, STC involvement, etc. Making sure students are prepared to enter the work force immediately upon graduation.
- Utilizes professionals who work in industry - Requires internships - Keeps up to date with industry trends
- Prepares students for a wide variety of professional communications opportunities
- Prepares students for the workforce and teaches them the necessary skills to excel in the Technical Writing field.

Improvements in learning environments

Since 2004, improvements have been made in classrooms and computer labs as noted in Section 4, Facilities and equipment, but learning environments have also been enhanced through social media technologies incorporated into the curriculum and instruction: Twitter, Facebook, and FerrisConnect capabilities such as Tegrity, for example, improve both physical classroom interaction and virtual teaching and learning.

TPC faculty new to Ferris participate in the New Faculty Orientation which provides a full week's introduction (in August) to the many Ferris resources and support programs including those across the university and those in the College of Arts and Sciences.

Ongoing support through the Faculty Center for Teaching and Learning provides instructors with strategies for learner-centered teaching, with dialog among faculty across programs and colleges through academic learning communities, and professional development opportunities such as Summer University on campus and funding (Timme travel grants) for continuing professional development. TPC core faculty avail themselves of these instructional opportunities and FCTL workshops and learning communities whose outcomes include enhancing teaching and learning (see discussion later in this section).

TPC Program faculty bring their real world expertise to their classrooms through professional participation in such nationally known organizations as Association of Teachers of Tech Writing (ATTW), Society for Technical Writing (STC), and the professional journalism organizations and conferences. Program faculty encourage student participation in these as well. The student learning environment expands beyond the classroom and coursework to membership and active participation by students in the local chapter meetings of these organizations. Students attend, for example, the meetings of the West Michigan Shores Chapter of STC, providing them with a chance to meet working professionals and to network with them. Journalism students annually attend national/regional conferences

Interaction of TPC Program students and faculty (core and non-core faculty alike) for social activities centered in professional and technical communication are enjoyable and well-attended events. For example, in 2009-10, students and faculty organized

“AfterWords” events throughout the year. These were gatherings in which students planned and engaged in language and word-related activities and games to enhance their classroom learning through “instructive entertainment.” Such community-building and learner-centered events are a positive aspect of the program’s learning environment.

The TPC Program strives to continue the Ferris Vision of creating learning environments where “theory meets practice” by infusing the program curriculum with professional activities and opportunities for students.

Composition and quality of faculty

The TPC Program is made up of 3 designated full-time tenure and tenure-track faculty from the Department of Languages and Literature. Two faculty members teach full-time TPC core courses and the third member is a full-time instructor teaching Journalism (JTPC) courses. Here are the summaries of the professional qualifications of the 3 program faculty (see Appendix G for the faculty curriculum vitae):

Sandra J Balkema

TPC Program coordinator and faculty advisor, primary instructor for ENGL 380 and 411, primary faculty advisor for internships

- a) Academic rank and qualifications/credentials.
Professor
PhD, English and Education, University of Michigan
MA, English and Education, University of Michigan
BA, English Language & Literature, Calvin College
- b) The number of promotions or merit awards—if applicable—received since the last program review.
Merit: 1
- c) Summary of professional activities since 2004
Contractor / Instructional Designer. 2001–present, Media 1, Grand Haven, MI.
Contract as an instructional designer, editor, technical writer on web-based and instructor-led training projects for Media 1 clients, including Hewlett-Packard, Amway, Dematic, Anheuser-Busch, the State of Maine, and Meijer, (Extended contracting activities during 2001-02 and 08-09 sabbaticals). Coordinate annual Honors Program Writing Assessment; participate in Spaghetti Bridge competition (technical report component). Active member of the West Michigan Shores Chapter of the Society for Technical Communication; currently serving as president. Judge for annual Society for Technical Communication Effective Communication Competition (West Michigan Shores Chapter), 2002 to present. Attend and present at professional conferences including STC annual conference, 2005; ATTW, 2010. Currently serve as editor/writer of Ferris’ self-study report for the HLC continuing accreditation.

Erin M Weber

Primary instructor for program capstone course ENGL 499, backup faculty advisor for internships, advisor for English/Professional Writing minor and Technical Communication certificate.

- a) Academic rank and qualifications/credentials.

Assistant Professor

MTSC--Master of Technical & Scientific Communication, Miami University, 1997
Additional Coursework: professional education courses in instructional design and training between 1997-2000.

B.S. in Technical Communication, Ferris State University, 1993

- b) The number of promotions or merit awards—if applicable—received since the last program review.
NA (did not apply since last APR)
- c) Summary of professional activities since 2004
Yearly judge for Society for Technical Communication West Michigan Shores Chapter technical publications competition, 2002 to present; CPTSC conference, 2009, ATTW, 2010; FCTL courses. Participate in Honors Program writing assessment.

Steven Fox

Primary instructor for all Journalism courses, faculty advisor for Multimedia Journalism minor and Journalism certificate (also advisor for *the Torch*).

- a) Academic rank and qualifications/credentials: Assistant Professor
M. S. in Communications, Grand Valley State University, 2007. Focus: Student media advising
B. S. in Journalism, Central Michigan University, 2004. Minor: History
- b) The number of promotions or merit awards — if applicable — received since the last program review.
Not Applicable (hired since last APR).
- c) Summary of professional activities since 2004.
Presentations the last 2 years at the College Media Advisers spring national convention in New York City; elected to Board for the Michigan Collegiate Press Association; named to Board for the Newfourth Organization promoting journalism education at the K-12 level; secured the inclusion of Ferris in an annual journalism scholarship program presented by the Michigan Press Association Foundation; newspaper contest judge in 3 categories for the Minnesota Press Association; regular attendance and participation with Michigan Press Association annual convention and Michigan Collegiate Press Association annual workshops, including coordinating Ferris student attendance; continuous collaboration with the Pioneer newspaper staff in Big Rapids; led effort to work with community and university to co-sponsor an event bringing speaker Tim Skubick, longtime state political reporter in Michigan, to campus.

Workload

The TPC tenured and tenure-track faculty are assigned the “normal load,” which contractually is the equivalent of 4 courses per semester. The Program Coordinator receives .25 reallocated time for her administrative duties (see Appendix E for list of responsibilities). The faculty advisor for *The Torch* receives .25 reallocated time for his responsibilities (also see Appendix E for a list of these).

Regarding the assignment of specific core courses, the 2 full-time TPC faculty members teach the upper-level required courses ENGL 411 each fall and ENGL 499 each spring as well as the ENGL 280 one-credit course offering (almost always taught as an

overload), along with a number of non-core faculty members. Additionally, these 2 TPC faculty also share responsibilities of the upper-level writing courses: ENGL 311, 321, 325, 323, and 380.

The Journalism program faculty member teaches a full load of Journalism courses and may teach an occasional lower-level writing course (ENGL 150) to round out his load; however, the number of Journalism courses generally fills his load.

In addition to these 3 full-time core program faculty, a number of Ferris faculty teach non-core courses, for example, Advanced Composition courses (ENGL 321, ENGL 325, ENGL 311, COMM, etc.). When asked about their comfort level in teaching these courses, and, thus, contributing to the success of the TPC Program and its graduates' abilities, the respondents were extremely positive, as indicated by the tables below.

q7.k I possess appropriate instructional qualifications for courses I teach					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	14	93.3	93.3	93.3
	Don't Know	1	6.7	6.7	100.0
	Total	15	100.0	100.0	
q7.l I am technically competent for the instructional levels I teach					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	1	6.7	6.7	6.7
	Strongly Agree	13	86.7	86.7	93.3
	Don't Know	1	6.7	6.7	100.0
	Total	15	100.0	100.0	
q7.m I understand and implement varied instructional strategies for students					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	14	93.3	93.3	93.3
	Don't Know	1	6.7	6.7	100.0
	Total	15	100.0	100.0	

New faculty recruitment and hiring

The recruiting and hiring of new faculty for the TPC Program are the responsibility of the Department Head and the Department of Languages and Literature. When tenure-line positions open up, the processes, as outlined by the University, the CAS, and the department are followed, with active input and full participation by the TPC faculty.

Service to non-majors

As discussed earlier in this report, both of the program minors — the English/Professional Writing minor and the Multimedia Journalism minor — have gained significant numbers of students over the past 5 years. Our TPC upper-level courses (ENGL 411 and 499) typically have enrollments of 50/50 majors and minors over recent years.

This increase in interest can be attributed, we believe, to the recognition across disciplines and professional groups, of the importance of well-developed writing and communication skills, especially in entry-level hires. Many of the students who elect the English/Professional Writing minor either come from the pure sciences or business programs (chemistry, biochemistry, public relations, and marketing). While we have only informally noted these trends in recent years, polling our colleagues — about whether they encourage students to complete a writing minor or if students are self-motivated to gain additional writing skills — might provide some interesting data.

Assessment and evaluation

Back in the early 1980s, the TPC Program established student outcomes and a plan for assessing our success in meeting these outcomes. The original 5 outcomes categories and the basic principles behind each of the eighteen outcomes have not changed over the years; however, the specific courses “mapped” to the outcomes and specific skills related to the professional market and work environments have changed to maintain currency and applicability to the job market.

The TPC outcomes are discussed initially in Section 1: Program Overview (page 7) of this report. The curricular map, which shows the direct link between the outcomes and the program requirements, is included in TracDat and in Appendix B of this report.

The primary methods of outcome assessment are the following:

- Individual course assessment methods, including tests, written assignments, experiential activities
- Professional portfolio
- Internship

Professional portfolio

TPC students, including those earning either of the majors and minors, are required to assemble and present a portfolio of materials that reflect and demonstrate their skills in outcomes #1-17. In the TPC capstone course, ENGL 499, the students receive instruction and guidance in developing this professional portfolio that can not only demonstrate their attainment of the TPC skills, but also represent their skills in job and/or graduate school interviews. During the semester that they complete ENGL 499, the students must also present their portfolios to a group of professional reviewers, including the TPC faculty members, members of the TPC Program Committee, the department head of the Department of Languages & Literature, members of the TPC Advisory Board, and additional faculty, family, and friend invitees.

All of the guests who attend the portfolio presentations provide feedback and evaluation, using the program’s established Portfolio Evaluation Form (a copy is contained in Appendix C). Program faculty provide detailed evaluation comments as well as suggestions for further development or revision. These results are collected annually in TracDat.

Internship

All TPC students earning either the TPC BS degree or the JTPC BS degree must complete a 200-400 hour internship as part of the program requirements. These

internship positions are typically identified by the students, with program faculty, program grads, and Advisory Board members offering with contacts, job notices, and advice. Once the students have identified potential sites, the program coordinator assists with formal arrangements and approvals. Most students complete their internship requirement in the summer semester, and an increasing number opt to serve their internship immediately prior to graduation, hoping to use the internship experience as a step into a full-time position.

Students must complete the required number of hours, submit weekly progress reports detailing their experiences, and then, at the end of the internship, submit a report discussing the lessons learned, skills and experience gained, and reflections on the overall experience. Interns are evaluated by their site supervisors using a standard TPC Internship Evaluation form (see Appendix D). Their final grade for the internship course (ENGL 491) is based on their weekly progress reports, their final report, and their site supervisor's evaluation.

TracDat Report / data

See Appendix H for a copy of the 4-column TracDat Report.

Degree program cost and productivity data

All TPC Program costs are all included within the Department of Languages and Literature, with no separate line items or budgets. Because the TPC Program is integrated into the department, with no separate faculty, staff, or facilities, specific program costs are not easily identified.

Faculty assignments

Within the TPC Program, 3 faculty members have partial loads:

- *Sandra J Balkema*: TPC Program coordinator and faculty advisor, primary instructor for ENGL 380 and 411, primary faculty advisor for internships
- *Erin M Weber*: primary instructor for program capstone course ENGL 499, backup faculty advisor for internships, advisor for English/Professional Writing minor and Technical Communication certificate
- *Steven Fox*: primary instructor for all Journalism courses, faculty advisor for Multimedia Journalism minor and Journalism certificate (also advisor for the *Torch*)

Program budget and expenses

Until 2009, the TPC Program received a modest budget for software upgrades (see Section 4: Facilities and Equipment) and library resources. This budget, too, was rolled into the overall department budget. Any program expenses — including travel costs for visiting internship sites, costs for faculty and students to attend professional meetings, and costs for updating program resources — are processed through the department budgets.

Student scholarships and awards

Each year, the TPC Program is allocated a portion of the CAS Dean's Office scholarship funds based on the number of enrolled students. These ability-based scholarships are awarded to TPC students based on established grade point requirements and the students' application materials, including letters of support and a description of career and professional goals. The TPC Program Committee selects recipients from the pool of applicants each fall.

In addition to the ability-based college scholarship monies, the TPC Program has 2 additional program scholarships: the Jerry Jourdain scholarship and the Starkey scholarship. The Jerry Jourdain award is presented annually to one or more outstanding journalism students and typically includes a small monetary award (based on the fund's interest earnings). The Reginald and Vivian Sharkey Memorial Scholarship is only awarded to a TPC student if an applicant meets the following established requirements:

- be a full-time student in good standing in the Technical and Professional Communication (TPC) program
- have a 3.0 cumulative GPA (minimum)
- have achieved sophomore, junior, or senior status
- be from Mecosta, Osceola, Emmet, or Charlevoix counties.

The TPC Program also recognizes one outstanding program student each year with the TPC Program Award. In recent years, the Department of Languages & Literature has supported this award with funds to purchase a scholarly book for the award recipient.

All TPC scholarship and award recipients are publicly recognized each spring at the department's Spring Awards Luncheon with the outstanding students from the other 2 department programs (English BA and English/Ed BS).

Administrative effectiveness

The TPC Program is organized in ways similar to other academic programs, following guidelines for College of Arts and Sciences administrative structures, as well as guidelines that are outlined in the bylaws of the Department of Languages and Literature.

The Program Coordinator is appointed for a 3-year term by the Department Head following an application process for the position:

1. Applicant submits a written application including qualifications, credentials, and other relevant information
2. The Department Planning Committee Chair and Members review applications and make recommendations to the Department Head
3. The Department Head makes the final appointment

The appointed PC signs a contract outlining responsibilities and currently providing .25 reallocated time for carrying out the responsibilities (see Coordinator Responsibilities in Appendix E). Because the TPC Program is a subunit of the Department of Languages and Literature, the PC reports directly to the Department Head. As a CAS program, the TPC Program is responsible for reporting to the Dean.

At the program and department level, the TPC Program also works in conjunction with the TPC Program Committee, which is made up of 6 members: 3 permanent members (TPC Program Coordinator, capstone course instructor, and journalism instructor) along

with 2 department-elected full-time TT faculty (2-year terms) and one NTT faculty member elected by department NTT faculty (one-year term). This standing committee of the department has the purpose of addressing TPC issues related to its curriculum, program needs, students, and advising, as well as assessments. They also advise the Program Coordinator on scholarship applications and awards.

Several survey items from all 3 perception surveys strongly attest to the effective administration of the program across a variety of levels and areas. For example, of the 15 faculty respondents to the faculty perception survey, all but one agreed (86%, n 11 “strongly agree” and 2 “somewhat agree”) that the “Program Coordinator and faculty work collaboratively.”

One of the highest ratings on the student perception survey was the advising, an important aspect of effective program administration and student involvement. All 12 respondents rated advising positively, with 83% (n 10) noting it as “excellent.” Likewise, a very clear response of the 34 alumni respondents on their perception survey was the 100% (n 34) favorable rating of program advising, with 82% (n 28) rating it “excellent.”

Department administrative support was also rated in surveys as positive. For example, among faculty respondents, 78% agreed that the “Department administrators provide adequate support for the TPC Program,” with 4 “strongly agreeing” and 7 “somewhat agreeing.”

Faculty: q6.i The Program Coordinator and faculty work collaboratively with other campus units					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	6.7	6.7	6.7
	Somewhat Agree	2	13.3	13.3	20.0
	Strongly Agree	11	73.3	73.3	93.3
	Don't Know	1	6.7	6.7	100.0
	Total	15	100.0	100.0	
Faculty: q6.m Students are adequately advised in program specialties and career options					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	1	6.7	6.7	6.7
	Somewhat Agree	1	6.7	6.7	13.3
	Strongly Agree	7	46.7	46.7	60.0
	Don't Know	6	40.0	40.0	100.0
	Total	15	100.0	100.0	
Faculty: q6.o Dept administrators provide adequate support for the TPC program					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	7	46.7	50.0	50.0
	Strongly Agree	4	26.7	28.6	78.6
	Don't Know	3	20.0	21.4	100.0
Missing	System	1	6.7		
	Total	15	100.0	100.0	

q2 TPC program can brag about...					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		2	28.6	28.6	28.6
	Job placement rate after graduation.	1	14.3	14.3	42.9
	Not familiar enough with it	1	14.3	14.3	57.1
	Overall how well they prepare students. I went on to get my Masters degree in Tech. Comm. from another school, and I already knew most of the material from my time at Ferris.	1	14.3	14.3	71.4
	That professors "practice what they preach," i.e., they stay involved in the industry	1	14.3	14.3	85.7
	Uniqueness of curriculum--blend of writing, design, oral speaking skills. Very well rounded program that prepares students for a wide variety of careers.	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

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Section 4: Facilities and equipment

Instructional environment

The facilities for the program include an office suite (PRK 120), Seminar Room (PRK 122) Library/Lounge (PRK 122-A) and Computer Lab (PRK 117).

The office suite (PRK 120) has space for 8 offices. All of the program faculty members (Balkema, Weber, and Fox) occupy offices in the suite. The other office spaces are occupied by Languages and Literature faculty members upon assignment by the administrative head. There is a faculty work area with a copy machine, recycle bin, paper and printing supplies, and other necessities. The program files are also housed in this space.

The Seminar Room (PRK 122) has seating for 18-20 participants. It is arranged in seminar (U-shape) fashion and since the last review has been upgraded to “smart room” status. Other instructional equipment includes an overhead projector and screen and map rails for displaying student work.

The lounge (PRK 122-A) contains a refrigerator, a microwave oven, coffee maker, and couch, in addition to the program library (described below). The lounge’s kitchen items are primarily for use by the faculty who have offices in the 120 suite; however, TPC Program students are encouraged to share use (and care) of them.

Computer access and availability

TPC Program students have key-pad access to the PRK 117 computer lab, which contains 24 PCs, all with floppy and CD drives and USB ports. Each semester, the TPC Program coordinator assigns a unique key code to each TPC Program student. Students are invited to use the computer lab when needed during non-classroom hours when the building is open. A schedule of reserved classroom times is posted on the door each semester. (Note: Others who have assigned codes to this room include Lang & Lit faculty members who hold classes in the room, TAC staff members, the janitorial staff, and HR staff members who use the room for training. The codes are reviewed and revised each semester. Non-TPC Program students do not have access to the lab outside of their scheduled classes; it is not an “open” lab.)

The lab was recently upgraded with all new computers, a teacher station, and screen projector. All computers are linked to the main campus network. Among the 24 PCs are 2 “super computers” with special TPC Program-owned software including Pagemaker, Quark, Framemaker, Illustrator, Photoshop, InDesign, and Dreamweaver. These 2 machines also have scanning software and are cabled to a document scanner.

Other instructional technology

(n/a)

Library resources

The TPC Program supports its own resource library in addition to the materials available through FLITE. This library is housed in the Prakken 122 lounge area. The contents include journals (*Intercom*, *Technical Communication Quarterly*, *Publish*, *Syllabus*, *College English*, *College Composition and Communication*, and the *AMWA Journal*), as well as 200+ books covering technical and professional communication foundational knowledge, such as proposal writing, project management, editing principles, writing style, as well as technical communication textbooks, handbooks, and style guides.

Bibliographies of materials available in this lab, as well as through FLITE, are attached to this report.

Conclusion

The TPC Program facilities and equipment fully meet the needs of the program. The evaluation of facilities and equipment, using the input from our program graduates and Advisory Committee—has allowed the program to determine which computer configurations are used in the technical communication profession and whether our program can be successful in meeting the needs of the profession with our training. This evaluation has been an extremely dynamic process, as many of our concerns and requests are included in budget requests every fiscal year. Thus, most of the concerns we hold over the years are addressed when they arise.

Strengths

- Support by both the Department of Languages and Literature and the Arts and Science's Dean's office has allowed the program to re-establish an up-to-date computer lab, usable instructional area, and essential program space.
- Based on the findings of the survey of the program advisory board, the software and hardware available to students match the needs of professionals in the technical communication field.

Concerns:

- The physical distance between the TPC Program and the main Department of Languages and Literature office means that more responsibility for maintenance, repair, and upkeep of the computer lab falls on the faculty residing in the Prakken suite. Although most of these procedural issues have been resolved easily, one item of concern is listed below:
- Non-TPC users of the lab, faculty, and others, look to the TPC Program faculty to fix low-level problems in the lab that are the domain of TAC. Better education of users of the lab about expected rules of use is needed.

Section 5: Conclusions

To identify the key features and strengths in the TPC Program, we asked the TPC Program Committee (especially the new members who were not involved in the APR self-study research process), to review the report draft and to offer their comments. These conclusions reflect their review comments as well as their perceptions of the strengths of the Program.

Relationship to Ferris mission

- The TPC program mission aligns with the university mission in its emphasis on preparing graduates for direct entry into careers by providing students with a broad-based foundational education coupled with hands-on technical application.
- All TPC degrees and concentrations are strong examples of career-related education.
- The Program's broad-based interdisciplinary focus reflects a major emphasis of Ferris' mission.

Program visibility and distinctiveness

- The TPC program is distinctive in its ability to prepare students for a breadth of career options.
- When compared to other technical writing programs in the state, the Ferris TPC program is distinctive in its emphasis on writing practice, rhetorical theory, and technical expertise/training. This emphasis aligns with the University's mission on career emphasis and thus adds to the visibility as well as the distinctiveness of the program.
- The TPC Program is distinctive in its balanced focus on communication skills, rhetorical theory, and technical expertise.

Program value

- The blending of writing, design, and presentation skills with technical expertise and knowledge of software and web applications provides students with highly marketable skills that make them attractive to a wide variety of employment opportunities.
- Students, faculty, and advisory board members agree that the TPC Program provides a valuable, marketable, up-to-date education and preparation for its graduates.
- Industry data further demonstrate that value of TPC graduates in the workplace.

Enrollment

- Enrollment for the program has remained steady and, because of the interdisciplinary nature of the program, only 2 Languages and Literature courses are impacted by low enrollment; however, because of the number of students seeking the TPC minors and certificates, the enrollment for those courses is normally healthy.
- Enrollment in the 2 majors is healthy, with excellent retention and graduation rates.
- The minors and certificates are attracting growing numbers of students.

Characteristics, quality, & employability of students

- Students are highly employable because of their numerous capacities and the workforce need for individuals with excellent communication skills. The interview project as well as alumni survey attest to the broad applications of the degree to the workplace.
- The TPC Program attracts some of Ferris' strongest and most motivated students.
- Graduates are successful in finding employment in a variety of technical and communication-related fields.

Quality of curriculum and instruction

- The quality of instruction has been consistently rated high by graduates and alum and the success of the graduates in their employment or graduate school supports the assertion that the quality is high.
- Faculty respondents rated the program curriculum as extremely strong, providing a variety of options for student interests and career goals.
- A strength identified by faculty, advisory board members, and students is that the TPC faculty remain active in the field, continually adjust the curriculum, integrate appropriate class projects, and develop effective student activities that meet the changing needs of the field.
- The TPC Program's outcomes have remained consistent and closely tied to market needs for over 25 years, regardless of significant ongoing technology changes.
- Within the TPC Program courses, students are treated as fledgling employees and professional colleagues, rather than as inexperienced students. This approach guides their development and provides good training for their transition into the workplace.

Composition and quality of the faculty

- Faculty, students, and advisory board members agree that the TPC Program faculty are well prepared and effective instructors.
- One key qualification of TPC faculty is that they stay up-to-date in the practice of technical and professional communication and keep abreast of industry trends — both of which are essential to effective instruction in the program.

Appendices

A: Program check sheets

- Technical & Professional Communication (BS)
- Journalism & Technical Communication (BS)
- Technical Writing certificate
- Journalism certificate
- English/Professional Writing minor
- Multimedia Journalism minor

B: TPC Program curriculum

- Program goals and assessment plan
- Curriculum map

C: Portfolio evaluation form

D: Internship evaluation form

E: Responsibilities of TPC program coordinator and Torch advisor

F: APR Survey instruments:

- Current Students
- TPC Alumni
- Advisory Board
- TPC and Related Faculty

G: TPC Program faculty credentials (C.V.s)

- Sandra J Balkema
- Erin M Weber
- Steven Fox

H: TracDat report

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A: Program check sheets

- Technical & Professional Communication (BS)
- Journalism & Technical Communication (BS)
- English/Professional Writing minor
- Technical Writing certificate
- Multimedia Journalism minor
- Journalism certificate

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**BACHELOR OF SCIENCE IN
TECHNICAL & PROFESSIONAL COMMUNICATION**

FERRIS STATE UNIVERSITY

PROGRAM COORDINATOR: SANDY BALKEMA

OFFICE: PRK 120A PHONE: (231) 591-5631 E-Mail: balkemas@ferris.edu

Admission requirements: First year student admission is open to high school graduates (or equivalent) who demonstrate appropriate academic preparedness, maturity and seriousness of purpose. High school courses and grade point average, ACT composite score, and ACT Mathematics and Reading sub scores will be considered in the admission and course placement process. Transfer students must have at least 12 credits at the time of application with a minimum 2.0 overall GPA including an English and mathematics course or they will be considered as first year students.

Graduation Requirements:

1. 2.0 CUMULATIVE grade average in all courses and a 3.0 gpa in all writing courses
2. 120 minimum semester credits including general education requirements.
3. Residency requirement: 30 minimum FSU semester credits.
4. Minimum of 40 credits numbered 300 or higher.
5. Portfolio approval

STUDENT NAME _____ STUDENT NUMBER _____ #

*Program requirements for students entering the
Technical & Professional Communication Program, Fall Semester 2007*

REQUIRED		COURSE TITLE – FOR PRE-REQUISITES NOT INDICATED, SEE FSU CATALOG COURSE DESCRIPTIONS		FSU S.H.	GRADE
MAJOR COURSES: Minimum of 53 Total Credits Required					
ENGL	311	Advanced Technical Writing	(ENGL 250)	3	
ENGL	323	Proposal Writing	(ENGL 250)	3	
ENGL	325	Advanced Business Writing	(ENGL 250)	3	
COMM	121	Fundamentals of Public Speaking		3	
COMM	332	Persuasive Speaking	(COMM 121)	3	
COMM	336	Technical & Professional Presentation	(COMM 121)	3	
PTEC	153	Digital Page Layout		4	
ENGL	280	Special Topics in Technical Communication (req.: repeat min 3 times)		1	
ENGL	280	Special Topics in Technical Communication (req.: repeat min 3 times)		1	
ENGL	280	Special Topics in Technical Communication (req.: repeat min 3 times)		1	
ENGL	380	History of Rhetoric and Style	(ENGL 311 OR 321)	3	
ENGL	411	Professional Technical Communication	(ENGL 311 OR 321)	3	
ENGL	491	TPC Internship	(ENGL 311 OR 321)	4-8	
ENGL	499	Technical Communication Seminar	(ENGL 311, 321 AND 411)	3	
		Program Elective		3	
		Program Elective		3	
		Program Elective		3	
		Program Elective		3	
		Program Elective		3	
PORTFOLIO APPROVAL					
CONTENT specialty: 21 credit minimum - Consult with program advisor for approval of appropriate course work					
				3	
				3	
				3	
				3	
				3	
				3	
				3	

GENERAL EDUCATION REQUIREMENTS

Courses which qualify in the Scientific Understanding (Z), Cultural Enrichment (C) and Social Awareness (S) categories are delineated in the General Education section of the FSU electronic catalog:
<http://www.ferris.edu/htmls/academics/gened/courses.html>

I. GENERAL EDUCATION REQUIREMENTS			
A. COMMUNICATION COMPETENCE 12 Sem Credits			
Course	Grade	Credit	
ENGL 150		3	
ENGL 250		3	
ENGL 321		3	
COMM (achieved in major)			
TOTAL			
B. SCIENTIFIC UNDERSTANDING 7 Sem Credits			
Only approved "Z" courses may count toward this category (one must be a lab course).			
Course	Grade	Credit	
Lab			
TOTAL			
C. QUANTITATIVE SKILLS			
This requirement can be fulfilled by ONE of the following options:			
CHECK	Course	Grade	Credit
	MATH 115 or higher <i>or</i>		3
	MATH 115 or higher proficiency <i>or</i>		
	MATH ACT subtest score 24 or higher	Score	
TOTAL			

Additional electives:		
Course	Grade	Credit

D. CULTURAL ENRICHMENT 9 Sem Credits		
Only approved "C" courses may count toward this category. Requirements: 1) one course must be 200+ level, 2) maximum 5 credit hours of music and/or theater activities may apply		
Course	Grade	Credit
200+ level		
TOTAL		
E. SOCIAL AWARENESS 9 Sem Credits		
Only approved "S" courses may count toward this category. Requirements: 1) two different subject areas including at least one "foundation" course, 2) one 200+ level course		
Course	Grade	Credit
Foundation		
200+ level		
TOTAL		
F. GLOBAL CONSCIOUSNESS		
Each student must complete one course from the list of qualifying courses presented in the FSU catalog. This course may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement.		
Course:		
G. RACE/ETHNICITY/GENDER		
Each student must complete one course from the list of qualifying courses presented in the FSU catalog. This course may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement.		
Course:		

NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES

Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the curriculum which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.

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STUDENT NAME _____ ID # _____

**BACHELOR OF SCIENCE IN
TECHNICAL & PROFESSIONAL COMMUNICATION
JOURNALISM and TECHNICAL COMMUNICATION**

PROGRAM COORDINATOR: SANDY BALKEMA
OFFICE: PRK 120A PHONE: (231) 591-5631 E-MAIL: balkemas@ferris.edu

Admission requirements: First year student admission is open to high school graduates (or equivalent) who demonstrate appropriate academic preparedness, maturity and seriousness of purpose. High school courses and grade point average, ACT composite score, and ACT Mathematics and Reading sub scores will be considered in the admission and course placement process. Transfer students must have at least 12 credits at the time of application with a minimum 2.0 overall GPA including an English and mathematics course or they will be considered as first year students.

Graduation Requirements:

1. 2.0 CUMULATIVE grade average in all courses.
2. 120 minimum semester credits including general education requirements.
3. Residency requirement: 30 minimum FSU semester credits.
4. Minimum of 40 credits numbered 300 or higher.
5. Portfolio Approval

Program requirements: effective for students entering Journalism Fall Semester 2007

	REQUIRED	COURSE TITLE – FOR PREREQUISITES NOT INDICATED, SEE FSU CATALOG COURSE DESCRIPTIONS	FSU S.H.	GRADE
Major Courses: 53 Minimum Total Credits Required				
	ENGL 311	Advanced Technical Writing (ENGL 250)	3	
	ENGL 323	Proposal Writing (ENGL 250)	3	
	ENGL 325	Business Writing (ENGL 250)	3	
	COMM 121	Fundamentals of Public Speaking	3	
	COMM 332	Persuasive Speaking (COMM 121)	3	
	COMM 336	Technical & Professional Presentation (COMM 121)	3	
	PTEC 153	Digital Page Layout	4	
	JRNL 234	Journalism Internship	2	
	ENGL 280	Special Topics in Technical Communication	1	
	ENGL 380	History of Rhetoric and Style (ENGL 231 OR 311)	3	
	ENGL 411	Professional Technical Communication (ENGL 311 OR 321)	3	
	ENGL 491	TPC Internship (ENGL 311 OR 321)	4-8	
	ENGL 499	Technical Communication Seminar (ENGL 311 OR 321 AND 411)	3	
		Program Elective	3	
		Program Elective	3	
		Program Elective	3	
		Program Elective	2 - 3	
		PORTFOLIO APPROVAL		
21 Credit Minimum Content Specialty				
	JRNL 121	Writing for Mass Media (fall only)	3	
	JRNL 122	Reporting (spring only) (JRNL 121)	3	
	JRNL 230	Publication Editing (even years / spring) (ENGL 150)	3	
	JRNL 228	Feature & Opinion Writing (odd years / spring) (ENGL 150)	3	
	JRNL 251	Understanding Mass Media (spring only)	3	
	ENGL 417	Multimedia Design and Writers (odd years / fall)	3	
Select one:				
	COMM 385	Broadcast Writing	3	
	NMPP 330	Digital Multimedia Production		
	NMPP 420	World Wide Web Publishing		

GENERAL EDUCATION REQUIREMENTS

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<http://www.ferris.edu/html/academics/gened/courses.html>

I. GENERAL EDUCATION REQUIREMENTS			
A. COMMUNICATION COMPETENCE 12 Sem Credits			
Course	Grade	Credit	
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ENGL 321		3	
COMM (achieved in major)			
TOTAL			
B. SCIENTIFIC UNDERSTANDING 7 Sem Credits			
Only approved "Z" courses may count toward this category (one must be a lab course).			
Course	Grade	Credit	
Lab			
TOTAL			
C. QUANTITATIVE SKILLS			
This requirement can be fulfilled by ONE of the following options:			
Course	Grade	Credit	
MATH 115 or higher or			
MATH 115 or higher proficiency or		3	
MATH ACT subtest score 24 or higher	Score		
TOTAL			
ADDITIONAL ELECTIVES			
Course	Grade	Credit	
TOTAL			

D. CULTURAL ENRICHMENT 9 Sem Credits		
Only approved "C" courses may count toward this category. Requirements: 1) one course must be 200+ level, 2) maximum 5 credit hours of music and/or theater activities may apply		
Course	Grade	Credit
200+ level		
TOTAL		
E. SOCIAL AWARENESS 9 Sem Credits		
Only approved "S" courses may count toward this category. Requirements: 1) two different subject areas including at least one "foundation" course, 2) one 200+ level course		
Course	Grade	Credit
Foundation		
200+ level		
TOTAL		
F. GLOBAL CONSCIOUSNESS		
Each student must complete one course from the list of qualifying courses presented in the FSU catalog. This course may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement.		
Course:		
G. RACE/ETHNICITY/GENDER		
Each student must complete one course from the list of qualifying courses presented in the FSU catalog. This course may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement.		
Course:		

SAMPLE COURSE SEQUENCE: The following chart depicts one method to begin the course work requirements. In order to complete this program in a four year plan, students must average 16-17 credit hours per semester. Students MUST consult their faculty advisor to develop a course sequence plan appropriate to their academic development and educational plans.

FIRST YEAR Fall Semester	FIRST YEAR Spring Semester
ENGL 150 English 1 3	Cultural Enrichment elective 3
COMM 121 Fundamentals of Public Speaking 3	Scientific Understanding elective 4
MATH by placement 3-4	PTEC 153 Electronic Composition 4
Cultural Enrichment elective 3	Social Awareness elective 3
Social Awareness elective 3	TCOM specialty course 3
ENGL 280 Special Topics in Tech. Comm. 1	ENGL 280 Special Topics in Tech. Comm. 1
16-17	18

NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES

Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the curriculum which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.

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English/Professional Writing minor (21 credits)

Required Courses		Credit Hours
ENGL 323	Proposal Writing	3
ENGL 380	History of Rhetoric - Style	3
ENGL 411	Prof Technical Communication	3
OR: ENGL 499	Tech Communication Seminar	3
CHOOSE ONE:		
ENGL 311	Advanced Technical Writing	3
ENGL 321	Advanced Composition	3
ENGL 325	Advanced Business Writing	3
CHOOSE TWO:		
ENGL 222	Introduction Creative Writing	3
ENGL 301	Introduction to Linguistics	3
JRNL 228	Feature and Opinion Writing	3
JRNL 230	Publication Editing	3

Technical Writing certificate (15 credits)

Required Courses:		Credit Hours
ENGL 323	Proposal Writing	3
ENGL 380	History of Rhetoric - Style	3
ENGL 411	Prof Technical Communication	3
ENGL 499	Tech Communication Seminar	3
CHOOSE ONE:		
JRNL 230	Publication Editing	3
ENGL 301	Introduction to Linguistics	3

Multimedia Journalism minor (24 credits)

Required Courses:		Credit Hours
JRNL 121	Writing for Mass Media	3
JRNL 122	Reporting	3
TVPR 136	Audio Production	3
TVPR 243	Video Production	3
COMM 385	Broadcast Writing	3
NMPP 330	Digital Multimedia Production	3
NMPP 420	World Wide Web Publishing	3
ENGL 417	Multimedia Design and Writers	3

Journalism certificate (12 credits)

Required Courses:		Credit Hours
JRNL 121	Writing for Mass Media	3
JRNL 122	Reporting	3
JRNL 228	Feature and Opinion Writing	3
JRNL 230	Publication Editing	3

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B: TPC Program curriculum

- Program goals and assessment plan
- Curriculum map

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TPC Program Goals

Goals based on TPC skill areas:

- Goal #1: Graduates will be able to write effectively for various audiences
- Goal #2: Graduates will be able to collect and present material for various audiences and situations
- Goal #3: Graduates will be able to edit their (and others') writing using correct standard written English
- Goal #4: Graduates will be able to create effective document layout and design
- Goal #5: Graduates will be able to produce various technical and business formats
- Goal #6: Graduates will be able to demonstrate their knowledge of publication production cycles and procedures
- Goal #7: Graduates will be able to create and use effective technical and business visuals

Goals based on content / technical specialty area:

- Goal #8: Graduates will be able to demonstrate their knowledge of information, terminology, technology, and expectations of their chosen technical specialty

Behavioral goals:

- Goal #9: Graduates will be able to demonstrate effective collaborative skills.
- Goal #10: Graduates will be able to demonstrate effective teamwork strategies.
- Goal #11: Graduates will be able to demonstrate effective leadership skills.
- Goal #12: Graduates will be able to demonstrate project management skills.

Career Entry-Level Skills:

- Goal #13: Graduates will be able to write using standard written English.
- Goal #14: Graduates will be able to edit their (and others') writing using standard written English.
- Goal #15: Graduates will be able to use word processing programs effectively.
- Goal #16: Graduates will be able to use desk-top publishing software programs effectively.
- Goal #17: Graduates will be able to demonstrate as many specialized technical communication skills as possible, including HTML / SGML / JAVA, basic technical illustration, multimedia

Program GPA requirements:

- Goal #18: Graduates will meet all GPA requirements of the program.

TPC Program Goals and Objectives with assessment methods and links to required classes

TPC Skill Area Goals

Goal #1: Graduates will be able to write effectively for various audiences

Objectives: a) write for technical and non-technical audiences
b) write for general and specific audiences

Classes: ENGL 150, 250, 280, 311, 321, 323, 325, and 411

Assessment: professional portfolio (ENGL 499)

Procedure: Professional portfolio: students collect work from their academic careers, assemble the portfolio in ENGL 499, and present the portfolio for evaluation (in a professional non-class setting) for ENGL 499. If the portfolio does not pass the evaluation at this time, a student must revise and resubmit (to the TPC committee) prior to graduation.

Goal #2: Graduates will be able to collect and present material for various audiences and situations.

Objectives: a) collect material using various research strategies (incl. traditional research and interview)
b) present material using effective oral presentation techniques and appropriate tools and/or software (i.e., Powerpoint)
c) present material using effective written presentation techniques and appropriate tools and/or software (i.e, word processing, document design programs [i.e., Adobe InDesign, Adobe Pagemaker or Quark Xpress or Adobe FrameMaker], web site construction and/or design programs [i.e., HTML]

Classes: ENGL 150, 250, 280, 311, 321, 323, 325, 380, 411, 499;
COMM 336, 332;
PTEC 153

Assessment: professional portfolio (ENGL 499)

Procedure: Professional portfolio: students collect work from their academic careers, assemble the portfolio in ENGL 499, and present the portfolio for evaluation (in a professional non-class setting) for ENGL 499. If the portfolio does not pass the evaluation at this time, a student must revise and resubmit (to the TPC committee) prior to graduation.

Goal #3: Graduates will be able to edit their (and others') writing using correct standard written English.

Objectives: a) present grammatically correct writing in professional and academic situations
b) revise own and others' writing to meet standards of formal written English

Classes: ENGL 150, 250, 280, 311, 321, 323, 325; ENGL 380, 411, 499

Assessment: • professional portfolio (ENGL 499) and
• editing test [ENGL 411 final exam]

Procedure: Professional portfolio: students collect work from their academic careers, assemble the portfolio in ENGL 499, and present the portfolio for evaluation (in a professional non-class setting) for ENGL 499. If the portfolio does not pass the evaluation at this time, a student must revise and resubmit (to the TPC committee) prior to graduation.

Editing test: students take the test as a diagnostic when they enter ENGL 411, assessing the level of editing skills gained in previous classes. Skills are reinforced, enhanced throughout ENGL 411 and again assessed through the ENGL 411 final exam.

Goal #4: Graduates will be able to create effective document layout and design

Objectives: a) produce effective page layouts using appropriate tools and/or software
b) produce effective page layouts for various single- and multiple-page documents

Classes: PTEC 153; ENGL 411, 499

Assessment: professional portfolio (ENGL 499)

Procedure: Professional portfolio: students collect work from their academic careers, assemble the portfolio in ENGL 499, and present the portfolio for evaluation (in a professional non-class setting) for ENGL 499. If the portfolio does not pass the evaluation at this time, a student must revise and resubmit (to the TPC committee) prior to graduation.

Goal #5: Graduates will be able to produce various technical and business formats

Objectives: a) produce proposals, reports, business memos and letters, newsletters, informational brochures
b) also use e-mail, HTML, SGML, multimedia, as appropriate

Classes: ENGL 311, 321, 323, 325, 411, 499;
COMM 336; PTEC 153

Assessment: professional portfolio (ENGL 499)

Procedure: Professional portfolio: students collect work from their academic careers, assemble the portfolio in ENGL 499, and present the portfolio for evaluation (in a professional non-class setting) for ENGL 499. If the portfolio does not pass the evaluation at this time, a student must revise and resubmit (to the TPC committee) prior to graduation.

Goal #6: Graduates will be able to demonstrate their knowledge of publication production cycles and procedures

Objectives: a) know how to prepare materials for printing

- b) know how to work with printers (choose paper, ink, etc. and specify printing specifications)

Classes: PTEC 153; ENGL 411, 499

Assessment: professional portfolio (ENGL 499)

Procedure: Professional portfolio: students collect work from their academic careers, assemble the portfolio in ENGL 499, and present the portfolio for evaluation (in a professional non-class setting) for ENGL 499. If the portfolio does not pass the evaluation at this time, a student must revise and resubmit (to the TPC committee) prior to graduation.

Goal #7: Graduates will be able to create and use effective technical and business visuals

- Objectives:
- a) develop and use traditional technical and business visuals appropriately (incl. photos, graphs, clip art, etc.)
 - b) develop and use basic computer visuals appropriately

Classes: ENGL 311, 325; ENGL 411, 499; PTEC 153

Assessment: professional portfolio (ENGL 499)

Procedure: Professional portfolio: students collect work from their academic careers, assemble the portfolio in ENGL 499, and present the portfolio for evaluation (in a professional non-class setting) for ENGL 499. If the portfolio does not pass the evaluation at this time, a student must revise and resubmit (to the TPC committee) prior to graduation.

Technical Specialty Area Goals

Goal #8: Graduates will be able to demonstrate their knowledge of information, terminology, technology, and expectations of their chosen technical specialty

- Objectives:
- a) present information from specialized field using the terminology (jargon) of the field appropriately
 - b) present information from specialized field using presentation methods appropriate to the field
 - c) present information from specialized field demonstrating knowledge of the specialized audience

Classes: 21 credits of technical / content specialty

Assessment: professional portfolio (ENGL 499)

Procedure: Professional portfolio: students collect work from their academic careers, assemble the portfolio in ENGL 499, and present the portfolio for evaluation (in a professional non-class setting) for ENGL 499. If the portfolio does not pass the evaluation at this time, a student must revise and resubmit (to the TPC committee) prior to graduation.

Behavioral Goals

Goal #9: Graduates will be able to demonstrate effective collaborative skills.

Objectives: a) work collaboratively with others to problem solve, to identify the needs of the audience, and to determine an appropriate presentation method
b) work collaboratively with others to prepare written documents

Classes: ENGL 280, 311, 321, 325, 411, 499

Assessment: behavior observation

Procedure: Instructors in all upper-level TPC requirements will require collaborative projects and evaluate students for their successful completion of collaborative projects and their demonstration of effective collaborative skills

Goal #10: Graduates will be able to demonstrate effective teamwork strategies.

Objectives: a) work as a team with others to problem solve, to determine potential approaches to problems, to set project goals, and to work constructively to meet goals
b) work as a team to complete tasks efficiently

Classes: ENGL 280, 311, 321, 325, 411, 499

Assessment: behavior observation

Procedure: Instructors in all upper-level TPC requirements will require collaborative projects and evaluate students for their successful completion of collaborative projects and their demonstration of effective collaborative skills

Goal #11: Graduates will be able to demonstrate effective leadership skills.

Objectives: serve as a catalyst to action in teamwork and collaborative efforts

Classes: ENGL 280, 411, 499

Assessment: behavior observation

Procedure: Instructors in English 411 and 499 will assign and evaluate collaborative projects that require each student to assume project leadership roles

Goal #12: Graduates will be able to demonstrate project management skills.

Objectives: a) demonstrate effective project organizational skills
b) demonstrate effective project resource (time and budget) management skills
c) demonstrate effective project human resource management skills (including assigning tasks and assessing project members' work)

Classes: ENGL 411, 499 (possibly ENGL 280, 311, 321)

Assessment: behavior observation

Procedure: Instructors in English 411 and 499 will assign and evaluate collaborative projects that require each student to demonstrate effective project management skills.

Entry-level Skills Goals

Goal #13: Graduates will have career entry-level skills: write using standard written English.

Objectives: a) write for technical and non-technical audiences
b) write for general and specific audiences

Assessment: • internship assessment (ENGL 491)
• placement surveys, employer surveys (to be developed)

Goal #14: Graduates will have career entry-level skills: be able to edit their (and others') writing using standard written English.

Objectives: a) present grammatically correct writing in professional and academic situations
b) revise own and others' writing to meet standards of formal written English

Assessment: • internship assessment (ENGL 491)
• placement surveys, employer surveys (to be developed)

Goal #15: Graduates will have career entry-level skills: use word processing programs effectively.

Objectives: demonstrate ability to use Microsoft Word (or other dominantly used word processing program)

Assessment: • internship assessment (ENGL 491)
• placement surveys, employer surveys (to be developed)

Goal #16: Graduates will have career entry-level skills: use desk-top publishing software programs effectively.

Objectives: demonstrate ability to use Word templates, InDesign, Pagemaker, Quark Xpress, and/or FrameMaker (or to use new dtp software based on ability to use another program)

Assessment: • internship assessment (ENGL 491)
• placement surveys, employer surveys (to be developed)

Goal #17: Graduates will have career entry-level skills: demonstrate as many specialized technical communication skills as possible, including HTML / SGML / JAVA, basic technical illustration, multimedia.

Assessment: • internship assessment (ENGL 491)
• placement surveys, employer surveys (to be developed)

Program GPA Requirements

Goal #18: Graduates will meet all GPA requirements of the program.

Objectives: a) min. 2.0 cumulative gpa in English-prefix courses (150, 250, 321, 311, 323, 325)
b) min. 2.0 gpa in each TPC program course (ENGL 380, 411, 491, 499)
c) min. 2.0 cumulative gpa overall

Assessment: individual student grade reports

Procedure:

- checked by the program coordinator each semester
- notices sent to students when objectives aren't met


TPC Program Curriculum Map

Technical and Professional Communication Program
Curriculum Design — Goals — Assessment

TPC Program Goals		First Year	Second Year	Third Year	Fourth Year	Outcomes
<p>Goals based on TPC skill areas (Graduates will be able to...)</p> <ol style="list-style-type: none"> write effectively for various audiences collect and present material for various audiences and situations (including research strategies, oral presentations, interviewing, and using effective interpersonal communication skills) edit their (and others') writing using correct standard written English create effective document layout and design produce various technical and business formats demonstrate their knowledge of publication production cycles and procedures create and use effective technical and business visuals <p>Goals based on content / technical specialty area:</p> <ol style="list-style-type: none"> demonstrate their knowledge of information, terminology, technology, and expectations of their chosen technical specialty <p>Behavioral goals:</p> <ol style="list-style-type: none"> demonstrate effective collaborative skills. demonstrate effective teamwork strategies. demonstrate effective leadership skills. demonstrate project management skills. <p>Career Entry-Level Skills:</p> <ol style="list-style-type: none"> write using standard written English. edit their (and others') writing using standard written English. use word processing programs effectively. use desk-top publishing software programs effectively. demonstrate as many specialized technical communication skills as possible, including HTML / SGML / JAVA, basic technical illustration, multimedia <p>Program GPA requirements:</p> <ol style="list-style-type: none"> Students will meet all GPA requirements of the program. 		<p>ENGL 150 (1,2,3)</p> <p>COMM 121 (2)</p> <p>ENGL 280 (1-5, 7, 9-12)</p>	<p>ENGL 250 (1,2,3)</p> <p>ENGL 280 (1-5, 7, 9-12)</p>	<p>ENGL 321 (1-5, 7, 9,10)</p> <p>COMM 336 (2)</p> <p>ENGL 311 (1-5, 7, 9,10)</p>	<p>ENGL 380 (1,2,3)</p> <p>ENGL 411 (1,2,4,6,7)</p> <p>ENGL 499 (1,2,3,4,5,6,7,8)</p>	<p>(measured during senior year)</p> <p>Professional Portfolio: Students demonstrate skills in</p> <ul style="list-style-type: none"> Writing Editing Page layout/design Publication production Project coordination and supervision Writing in specialty area <p>Internship: gaining experience in and enhancing knowledge of TPC skills and professional practices.</p> <p>Capstone course (ENGL499): includes development and presentation of professional portfolio</p> <p>(see TPC Portfolio Evaluation forms and TPC Internship Evaluation form for complete assessment criteria)</p> <p>Note: the parenthetical numbers following course names/numbers in the chart below = link to program goal listed in the left column.</p>
<p>General Education Requirements</p> <ul style="list-style-type: none"> Communication competence (see above: ENGL 150, 250, 321; COMM 121) Cultural enrichment (9 cr.) Scientific understanding (7-8 cr.) Social awareness (9 cr.) Quantitative skills (0-4 cr.) Global consciousness: race, ethnicity, and gender (no add'l credits req.) 		<p>PTEC 153 (4,6,15)</p> <p>COMM 301 (2)</p> <p>ENGL 280 (1-5, 7, 9-12)</p>	<p>ENGL 323 (1-5, 9,10)</p> <p>COMM 332 (2)</p> <p>ENGL 491 (Summer)</p> <p>(all)</p>	<p>Content Specialty (min. 21 cr.) (Goal #8)</p> <p>Possible specialty tracks include:</p> <ul style="list-style-type: none"> Scientific / medical writing Technical Journalism Multi-media writing Publication Management Automotive Writing Computer Information Writing <p>Directed Electives (to reach required 120 credits)</p>		

drafted Sept. 1993/lsb
revised 2/04/rjb

C: Portfolio evaluation form

	Not	Acceptable	Low (must improve to pass)	Average (passing)	High (shows excellence)
Student _____					
Evaluator _____					
 The Technical and Professional Communication Program Professional Portfolio Evaluation					
Completeness: Is the portfolio a complete, self-explanatory document, with introductory matter (résumé, table of contents) as well as explanations and descriptions of the portfolio contents?	0	1	2	3	
Selection of Material: Has the student selected the material in the portfolio to best reflect his/her skills and abilities?	0	1	2	3	
Required Elements:					
• current résumé.....	0	1	2	3	
• table of contents (2-level).....	0	1	2	3	
• description of each sample and explanation of the student's role in preparing the document or item	0	1	2	3	
Individual TPC skill areas:					
• demonstrates ability to write for various audiences	0	1	2	3	
• demonstrates ability to collect and present material for various audiences and situations.....	0	1	2	3	
• demonstrates ability to edit own and others' writing.....	0	1	2	3	
• demonstrates ability to create effective layout and design	0	1	2	3	
• demonstrates ability to produce various technical and business formats	0	1	2	3	
• demonstrates knowledge of publication production cycles and procedures	0	1	2	3	
• demonstrates ability to create and use effective technical and business visuals	0	1	2	3	
Content/Technical Specialty Area:					
• demonstrates knowledge of information, terminology, technology, and expectations of technical specialty.....	0	1	2	3	
• demonstrates ability to communicate specialized information to both technical and lay audiences.....	0	1	2	3	
Comments:					

**The Technical and Professional Communication Program
Professional Portfolio Evaluation**

Not
Acceptable
Low (must
improve to pass)
Average
(passing)
High (shows
excellence)


Organization: Has the student organized the portfolio material in a clear, logical manner? 0 1 2 3
Comments:

Professionalism: Has the student presented the material in the portfolio in a professional manner (i.e., appearance of documents, quality of reproduction of photos or visual materials, mounting or presentation of textual and visual materials)? 0 1 2 3
Comments:

Breadth (overall rating): does the portfolio reflect the student's overall skills and abilities in all TPC program areas as well as in his/her technical/professional specialty area? 0 1 2 3
Comments:

Total Score _____
0-17 = Fail
35-51 = Pass

D: Internship evaluation form

Ferris State University					
		Technical & Professional Communication Program			
ENGLISH 491 — Internship					
<i>To the intern: please complete the top portion of this form. Ask your on-site supervisor to complete the evaluation prior to the final assessment meeting.</i>					
Student Name				Date	
FSU student number					
Supervisor Name & Title					
Company Name					
Address					
City		State		Zip code	
Phone ()		Email address			
<p>Instructions: <i>As the student's on-site internship supervisor, please evaluate the student objectively, comparing him/her with other students of comparable academic level, similar age and experience groups, and with other personnel assigned the same or similarly classified tasks.</i></p>					
What experiences and/or assignments were provided to the intern at your site?					
Check the appropriate evaluation					
	excellent	good	average	below average	poor
Relations with others					
Attitude - Application to work					
Dependability					
Judgment					
Quality of work					
Ability to learn					
Ability and willingness to adjust					
Personal appearance					
Comments:					
Please project this intern's chances for future success in the technical communication field					
Excellent	Good	Average	Below Average	Poor	
Reasons:					

Attendance					Punctuality				
Regular			Irregular		Regular			Irregular	
5	4	3	2	1	5	4	3	2	1
Overall Performance (select the category that applies)									
Outstanding (A A-)			Good (B+ B B-)		Average (C+ C C-)		Marginal (D+ D)		Unsatisfactory (D- F)
What are this intern's strongest characteristics?									
What areas of weakness should this intern seek to improve?									
Which skills/abilities would you like (or expect) future interns to possess?									
Is this intern the type of person you would consider for permanent employment? Please explain. <i>(NOTE: an affirmative answer in no way commits you, since that would depend on your needs and the intern's plans for employment.)</i>									
Additional comments:									
<i>Please discuss this evaluation with the student prior to the evaluation meeting.</i>									
Supervisor's signature									
Student's signature									
Faculty advisor's signature								Site visit/ <i>expt. date</i>	

(The original document is the property of Ferris State University and will be kept in the student's program/academic file. Photocopies may be provided to the intern and the internship on-site supervisor, upon request.)

E: Responsibilities of TPC Program coordinator and *Torch* advisor

TPC PROGRAM COORDINATOR RESPONSIBILITIES:

Advising and University Reporting

1. advise all current TPC students for semester-by-semester course selection
2. advise all current TPC students for content specialty selection and career paths
3. maintain files for all current TPC students (approx. 20-30), including courses completed, progress toward degree, GPA, etc.
4. advise all TPC seniors regarding internship sites, contacts, and arrangements
 - during the academic year, direct and supervise all internships at no additional pay/release time;
 - during the summer, direct and supervise internships at pro-rated course pay
5. complete graduation clearance forms and curricular audits for all TPC seniors
6. advise all potential TPC students regarding course election, content specialty selection, career paths, etc.
7. maintain contact with international TPC students' support agencies, including grade reports, progress reports, etc.
8. maintain records of TPC Program (longitudinal), including numbers of students, GPA, etc.
9. develop current TPC students' awareness of professional activities by arranging and coordinating
 - their attendance at professional meetings (such as monthly WMS-STC meetings, etc.)
 - contact with graduates, advisory board members, and other professional technical communicators
 - awareness of work of professional technical communicators (via WMS-STC Effective Communication Competition, program library, etc.)

Program Direction

10. organize and direct TPC Program committee meetings and activities, including
 - annual student scholarships and awards
 - curricular discussions and review (and completing curriculum change forms, as needed)
 - annual portfolio review sessions
 - annual Advisory Board meetings
 - Program Review
11. maintain program facilities
 - program computer lab (work with TAC to maintain hardware and software, to address security issues, to upgrade and develop annually, and as needed)
 - program library, including periodical and book collection, collection of materials produced by graduates

12. maintain contact with TPC graduates and TPC Advisory Board members to identify areas for program development

Department, College, and University Activities

13. represent the TPC Program in department activities, including Curriculum Committee, planning, assessment, faculty development, etc.
14. serve as liaison with university and college offices for the program, including contacts with A & S dean's office, A & S academic counselors, Career Planning and Placement, Admissions Office, Registrar's Office, etc.
15. develop, revise, and maintain articulation agreements with community colleges through FSU Articulation office, Admissions Office, and CAS dean's office
16. prepare written materials to represent TPC Program for on-campus and off-campus students (including updated brochures, letters, web page, etc.)
17. organize program "presence" at campus activities, such as Dawg Days, Career Expo, Job Fairs, UNIV103 classes, athletes' college day visits, University College activities

Professional Recognition and Development

18. represent TPC Program (and FSU) by
 - attending professional organization meetings and
 - maintaining membership and/or contacts in related professional associations:
 - Society for Technical Communication (and West Michigan Shores chapter)
 - Association of Teachers of Technical Writing
 - NCTE/CCC's Technical Writing Interest Group
 - American Medical Writers' Association
 - Council for Programs in Scientific and Technical Communication
 - International Association of Business Communicators
 - Michigan Academy
19. represent TPC Program and FSU by meeting with area schools and/or educators regarding technical communication programs and curricula

TORCH ADVISOR RESPONSIBILITIES:

Newspaper advising responsibilities

- Consult with staff on journalistic, professional and legal issues
- Critique each issue for reporting, design, photography and copy editing
- Attend weekly staff meetings
- Be available (“on call”) Sunday and Monday evenings during production times.
- Develop and update the editorial and policies handbooks
- Ensure that all employees receive copies of these handbooks and follow their policies and guidelines
- Provide continuity and training from year to year as staff members graduate and new ones are hired
- Address complaints from readers and advertisers if they cannot be resolved by the editor-in-chief
- Ensure that staff members follow university policies
- Monitor staff facilities and equipment
- Work with business manager to promote effective business practices (such as printing contracts, advertisements, wages, etc.)
- Organize and oversee the annual editor-in-chief hiring process
- Act as liaison between the newspaper and the University community
- Report to the Languages & Literature department head about newspaper operations
- Submit a year-end report prior to June 1st.

Department, College, and University Activities

- Represent the Journalism program in department activities, including Curriculum Committee, planning, assessment, faculty development, etc.
- Serve as liaison with university and college offices for the program, including contacts with A & S dean’s office, A & S academic counselors, Career Planning and Placement, Admissions Office, Registrar’s Office, etc.
- Represent the journalism program at campus activities, such as Dawg Days, Career Expo, Job Fairs, UNIV103 classes, athletes’ college day visits, University College activities, as needed.

Professional Recognition and Development

- Represent the Journalism program and *Torch* by
 - attending professional organization meetings
 - encouraging journalism students to participate and attend
- Represent the Journalism program and FSU by meeting with area schools and/or educators regarding journalism programs and curricula

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F: APR survey instruments

- Current Students
- TPC Alumni
- Advisory Board
- TPC and Related Faculty
- Department of Languages & Literature: Exit Interview Questions

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Program Review Survey: Current Students

1. Which option best describes you?
 - Major (TPC, JTPC)
 - Minor / Certificate
2. Did you enter the program as a:
 - Freshman
 - Sophomore
 - Junior
 - Senior
3. What is your current academic standing?
 - Freshman
 - Sophomore
 - Junior
 - Senior
4. Please rate your TPC education in terms of the following (Excellent-Good-Fair-Poor)
 - preparation for a career
 - preparation for advanced education
 - intellectual challenge
5. Please rate the following TPC required courses in relation to their relevance to the program (Excellent-Good-Fair-Poor-Have not taken)
 - ENGL 280: special topics
 - ENGL 311: Adv. Technical Writing
 - ENGL 321: Adv. Composition
 - ENGL 323: Proposal Writing
 - ENGL 323: Business Writing
 - ENGL 380: History of Rhetoric & Style
 - ENGL 411: Prof Technical Communication
 - ENGL 499: Tech Comm Seminar
 - Content Specialty Courses (e.g., JRNL, BIOL, AUTO, etc.)
6. Please rate the effectiveness of the TPC curriculum to develop your... (Excellent-Good-Fair-Poor)
 - problems solving and critical thinking skills
 - writing skills: writing for various audiences
 - writing skills: producing various technical and business formats
 - writing skills: creating and using effective technical and business visuals
 - research skills: collecting information and material
 - editing skills: editing your own writing and the writing of others
 - design skills: effective layout and document design
 - verbal communication skills
 - collaboration / teamwork skills
 - content / technical specialty skills and knowledge
 - specialized technical communication skills (such as word process, desktop publishing, HTML/SGML/XML, java, technical illustration, multimedia)
7. Rate the following aspects of the TPC Program (Excellent-Good-Fair-Poor-No experience)
 - Academic advising
 - Internship opportunities
 - Program facilities and equipment
 - Faculty awareness of professional issues / trends
8. What are your plans after graduation (select the option that best describes your plans)
 - work as a writer / editor in business / industry / healthcare
 - work as a freelance writer / editor
 - work as a journalist
 - work in another technical communication role (e.g., new media, instructional design, etc.)
 - attend graduate school
 - gain management / supervisory experience and advance into a management position
9. What are your plans 8-10 years after graduation (select as many as apply)
 - work as a writer / editor in business / industry / healthcare
 - work as a freelance writer / editor
 - work as a journalist
 - work in another technical communication role (e.g., new media, instructional design, etc.)
 - attend graduate school
 - gain management / supervisory experience and advance into a management position

Program Review Survey: TPC Alumni

1. Please complete the following:
 - Year Graduated:
 - Degree (major/minor):
 - Best Email Address:
 - City:
 - State:
 - Current Job Title:
 - Years with Current Employer:
 - Entry-level Job Title:
2. Have you continued your education since graduating from Ferris (e.g., graduate school, workshops, certifications, etc.)? If so, please describe.
 - No
 - Yes (please specify)
3. Which of the following best describes your current employer:
 - contract house/consulting
 - health care/medical/science
 - education
 - government
 - IT/software
 - freelance/independent contractor
 - not currently employed
 - other (please specify)
4. Based on your experience in the TPC Program, please rate your level of preparedness and ability after graduation (Excellent, Good, Fair, Poor)
 - Write effectively for various audiences
 - Collect and present material for various audiences and situations
 - Edit own (and others') writing using correct standard written English
 - Create effective document layout and design
 - Produce various technical and business formats
 - Use knowledge of publication production cycles and procedures
 - Create and use effective technical and business visuals
 - Use knowledge of information, terminology, technology, and expectations of your chosen specialty
 - Demonstrate effective collaborative/teamwork skills
 - Demonstrate project management skills
 - Write using standard written English
 - Use standard office programs effectively (e.g., MS Office)
 - Use document design/production programs effectively (e.g., Adobe programs)
 - Demonstrate as many specialized technical communication skills as possible (e.g., HTML/SGML/XHTML/JAVA, basic technical illustration, multimedia)
5. Rate the following aspects of your TPC experience (excellent, good, fair, poor, no experience)
 - Academic advising
 - Internship opportunities
 - Program facilities & equipment
 - Faculty awareness of professional issues/trends
6. Were you adequately prepared for your first job? If not, what skills/knowledge were you lacking?
 - Yes
 - No (please specify)
7. Do you have any comments, questions, or information you would like to share with the TPC Program?

Program Review Survey: Advisory Board

1. q1 TPC program does well
2. q2 TPC program can brag about
3. q3 Needs to be better
4. q4 What can we improve
5. q5 Additional comments
6. q6 Mean to be a member of advisory board
7. q7 What should advisory members "do"
8. q8 Roles should advisory members have
9. q9 How frequently should the Adv Board meet
10. q10 Additional comments

Program Review Survey: Faculty

1. Teaching facilities are adequate
2. Classroom technology is up-to-date and adequate
3. The academic level of the curriculum is appropriate to mission
4. The appropriate instructors are assigned to courses
5. There is adequate continuity among TPC courses
6. The curriculum provides adequate choices for specialization
7. The curriculum is relevant to the needs of the industry
8. The written outcomes set realistic student learning outcomes
9. The Program Coordinator and faculty work collaboratively with other campus units
10. Non-core courses support the TPC curriculum well
11. Entering TPC students are adequately prepared to undertake the curriculum
12. Students have a good work/professional ethic
13. Students are adequately advised in program specialties and career options
14. Provides adequate student support for career planning/guidance
15. Dept administrators provide adequate support for the TPC program
16. Students have ample opportunity for work experiences
17. Students are well informed about work experience opportunities
18. Internships are valuable experiences for students
19. I support the TPC program
20. I have opportunities to communicate with program coordinator and faculty
21. Communication among TPC program faculty is satisfactory
22. Communication between TPC core faculty and non-core faculty is satisfactory
23. I am familiar with the TPC advisory board
24. I am involved in the development and revision of the TPC program curriculum
25. I am involved in the development of TPC course outcomes
26. I am aware of the program goals
27. I understand the objectives for courses required by the TPC program that I teach
28. I have high expectations for TPC students in my courses
29. I possess appropriate instructional qualifications for courses I teach
30. I am technically competent for the instructional levels I teach
31. I understand and implement varied instructional strategies for students
32. I respond to individual student instructional needs
33. I am well prepared for courses I teach
34. I am concerned with the educational needs of students
35. I am active in committees on campus
36. I am active in professional organizations in my discipline area(s)
37. I stay current in my field
38. I have adequate work/field experience
39. Program's strengths
40. Program's weaknesses
41. Suggestions for improvement
42. Additional comments

Department of Languages & Literature: Exit Survey Questions

1. What are your plans after graduation?
2. What did you learn in the TPC Program that will be helpful to you in this goal?
3. Did you enter Ferris in the TPC Program? From what major did you transfer?
4. Why did you decide to earn a BS in TPC?
5. What are your future career goals (think 5 to 10 years from now)?
6. What kinds of skills did you gain from your program?
7. What did you learn about the history and future of writing in the TPC Program?
8. How did the TPC Program help you to understand the process of writing technical documents and to develop project planning skills?
9. What did you learn about desktop publishing, and verbal communication through the TPC Program?
10. What was your chosen technical or professional specialty?
11. Was there any particular course or group of courses you took as part of your TPC Program that you feel has been particularly helpful to you? (Especially in terms of your future or academic goals).
12. Is graduate school a possibility in your future?
13. How was advising through the Department of Languages & Literature helpful to you?
14. What recommendation would you make to the TPC Program?

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G: TPC Program faculty credentials (CVs)

- Sandra J Balkema
- Erin M Weber
- Steven Fox

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Sandra J. Balkema

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Ferris State University, Big Rapids, MI
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email: balkemas@ferris.edu

Education

1984 Ph.D., English and Education, University of Michigan, Ann Arbor, MI
Dissertation: The Composing Activities of Computer Literate Writers
Qualifying Examinations: Rhetoric and Composition; Sociolinguistics;
English Pedagogy; and Curriculum and Instruction.
Foreign Language Proficiencies: Russian and Classical Greek
1977 M.A., English Language and Literature, University of Michigan, Ann Arbor, MI
1976 B.A., English Language and Literature, Calvin College, Grand Rapids, MI

Academic Employment

1993-present Professor of English, Ferris State University, Big Rapids, MI
1997-present Coordinator, Technical and Professional Communication Program,
1987-93 Associate Professor of English, Ferris State University, Big Rapids, MI
1984-87 Assistant Professor of English, Ferris State College, Big Rapids, MI
1980-84 Technical Writer and Senior Technical Writer, Institute for Social Research,
University of Michigan, Ann Arbor, MI
1979-82 Graduate Student Teaching Assistant, University of Michigan, Ann Arbor, MI
1978-79 Instructor of English, Grand Valley State Colleges, Allendale, MI
1977-78 Instructor of English, Calvin College, Grand Rapids, MI

Teaching Responsibilities

Introduction to Basic Collegiate Writing	Proposal Writing
Freshman Composition 1 and 2	History of Rhetoric and Style
Industrial and Career Writing	Technical Editing & Project Management
Advanced Technical Writing	Technical Communication Seminar
Advanced Composition (incl. special sections for Social Work, Nursing, and Pharmacy students)	Professional Technical Communication

Honors and Awards

2008 *Sabbatical Leave*, Ferris State University. Awarded year's leave to serve as an instructional designer, writer, and editor for Media 1, a West Michigan technical writing/training firm. Academic year 2008-09.

2006 *Associate Fellow Recognition Award*. Society for Technical Communication. Recognized for service to the local chapter, the society, and the profession of technical communication,

2001 *Presidential Recognition Award*, Ferris State University. Recognized for service to the University in technical editing and publication of the 2000-2001 accreditation self-study report, for the North Central Association.

2001 *Sabbatical Leave*, Ferris State University. Awarded year's leave to serve as consultant/faculty intern in computer-based education and training in west Michigan technical writing firms, academic year 2001-02.

- 2000 *Recipient*, Michigan Academy of Governing Boards (MAGB) Teaching Award, Ferris State University.
- 2000 *Finalist*, Distinguished Teacher of the Year Award, Ferris State University.
- 2000 *Nominee*, Jay R. Gould Award for teaching excellence, Society for Technical Communication.
- 1994 *Finalist*, Distinguished Teacher of the Year Award, Ferris State University.
- 1991 *Recipient*, Teaching Excellence Award, Ferris State University.
- 1991 *Finalist*, Distinguished Teacher of the Year Award, Ferris State University.
- 1991 *Finalist*, Michigan Academy of Governing Boards (MAGB) Teaching Award, Ferris State University.
- 1990 Award of "Excellence" for editing work on the publication, *Nurse Aide Test Study Guide*, (Matthew Scott Publishers, Inc.) from the annual Effective Communication Competition, West Michigan Shores Chapter, Society of Technical Communication.
- 1990 *Finalist*, Teaching Excellence Award, Ferris State University.
- 1982 Department recipient of and finalist for university award, Teaching Assistant of the Year Award, The University of Michigan.

Selected Consulting and Professional Activities

- 2002-present Consultant / Instructional Designer.
Media 1, Grand Haven, MI
As part of sabbatical research activities, I began working for Media 1 on a project with Hewlett-Packard, Inc. Since then, I have continued this relationship by serving as an Instructional Designer, writer, and editor on numerous projects for clients such as Meijer, Dematic, USF Holland, Amway, and HP.
- 2002 Consultant / Faculty Intern.
Provia Software, Inc., Grand Rapids, MI
As part of my sabbatical research activities, I worked as a faculty intern for Provia Software, editing and revising an existing web-based training course.
- 2001-02 Consultant / Instructional Designer.
Interactive Learning Systems, Battle Creek, MI
As part of my sabbatical research activities, I worked as a consultant for ILS, Inc., researching e-learning platforms and developing a web-based training module to assist faculty converting traditional course materials into effective online course materials.
- 2001-present Competition Committee Co-chair. Competition Judge.
Society for Technical Communication, West Michigan Shores Chapter. Served as co-chair for annual Effective Communication Competition. Organized Call for Entries, submission forms/materials, and judging materials. Recruited judges, supervised evaluation process, planned Awards Banquet and recognition awards.

- 2001 Consultant/Technical Trainer.
Morley-Stanwood High School. Designed in-service training seminar and materials for cross-curricular faculty and staff in establishing a writing across the curriculum program. Presented in-service training with Dr. R. Cullen. October, 2001.
- 1999-present Spaghetti Bridge Committee.
Serve as writing faculty contact on committee developing and coordinating annual Spaghetti Bridge recruitment efforts. Coordinated development of essay component, essay evaluation criteria, and essay judging.
- 1999 Convene Certification.
Completed on-line course in CLiP, the Convene Learning Internet Platform, to design an online distance education class and class materials.
- 1999 Competition Judge.
International Effective Communication Competition, International Society for Technical Communication. Served as judge for annual international writing competition.
- 1999 Panel Member.
Served on a faculty panel for a break-out session, "What College Professors Expect of Their Students" for the 1999 Pathways Conference, October 1999, for high school seniors.
- 1999 Panel Member.
Served on a faculty panel for a break-out session, "What College Professors Expect" for the 1999 Student Leadership Conference, for high school seniors.
- 1997-present Program Coordinator,
Technical and Professional Communication Program, Ferris State University
Responsible for advising of program students, representing the program at university events, completing necessary graduation paperwork for graduating students, overseeing student internships, and other administrative duties.
- 1997-present Assessment Program Coordinator.
Honors Program Writing Assessment, Ferris State University. Prepare writing prompt, train essay raters, and supervise writing assessment for the writing component of the annual competition for entry into the Honors Program.
- 1997-present, and 1987-90 Competition Judge.
Effective Communication Competition, Society for Technical Communication, West Michigan Shores Chapter. Serve as judge for annual writing competition.
- 1989-present Assessment Coordinator.
Writing Proficiency Examination Program, Assessment Services, Ferris State University. Organize and run one-day training seminar for 20+ Ferris faculty each summer. Prepare and supervise faculty members from Languages and Literature Department for evaluation of writing proficiency exams.
- 1985-present Writing Assessment Evaluator.
Writing Proficiency Examination Program, Assessment Services, Ferris State College. Evaluate writing samples at various times during the academic year, including summer registration.

- 1997-98 Writing Assessment Consultant.
Mecosta-Osceola Career Center (MOCC), Big Rapids, MI. Contracted with MOCC to evaluate writing samples from approx. 350 students of the Center, establish a baseline from which to measure growth in MOCC students' writing skills, and develop a writing assessment program which can be maintained consistently and reliably by the MOCC staff. With Professor C.Stern.
- 1997 Grant Recipient.
Professional Development Grant, Ferris State University. Attended 3-day Multimedia Training Workshop, Dynamic Graphics Institute, Peoria, IL
- 1991-97 WIC coordinator.
Serve as department coordinator for Writing Intensive Courses. Continue work begun with the institution of General Education Requirements in writing competency by serving as a liaison with the department's Curriculum Committee and the University community. Organize monthly workshops for WIC faculty, develop outcome assessment goals, objectives, and research plans.
- 1985-93 Department Assistant.
Departmental release time to coordinate department computer equipment and activities, assist with Technical Communication Program advising and administration, and assist Writing Center Director with day-to-day activities.
- 1993 Grant Recipient.
Professional Development Grant, Ferris State University. "Developing a Broader Definition of 'Competence': Using Portfolios to Measure Program Success."
Supervised a pilot study for a portfolio assessment program to measure the effectiveness of Ferris' English 074 (pre-college writing) class.
- 1992 Grant Recipient.
Advanced Instructional Technology Grant, Ferris State University. Developed and wrote Hypercard program for Technical Communication students. This stack reviews Technical Communication Program requirements and assists students in developing their professional portfolios (with Dr. R. Cullen).
- 1991-92 Mentor.
Department of Languages and Literature, Ferris State University. Served as department "mentor" to new faculty member.
- 1991 Writing Workshop Leader.
Michigan Law Enforcement Training Directors' Association, annual meeting, Thompsonville, Michigan (September). Developed a one-day writing session for representatives of MLETDA, including materials focusing on converting everyday professional activities into professional articles for publication.
- 1990 Critical Thinking Workshop Participant.
Teaching Thinking Skills, Ferris State University (September). As an invited participant, attended a 2-day workshop in teaching students how to think critically led by Dr. Charles E. Wales.
- 1990 Writing Workshop Leader.
Criminal Justice Institute, School of Education, Ferris State University (July). Developed and ran one-day writing session for Criminal Justice faculty, staff, and invited guests. Developed extensive materials for session focusing on writing and editing professional articles for publication.

- 1989-90 Acting Program Coordinator.
Technical Communication Program, Ferris State University. Served as Acting Coordinator while T. Brownell, Coordinator of the program, was on Sabbatical Leave (Fall and Winter Quarters). Responsible for advising of program students, completing necessary graduation paperwork for graduating students, and overseeing student internships.
- 1984-88 Writing Workshop Leader.
Writing Across the Curriculum Project, Ferris State College
- 1987-88—School of Optometry. Presented referral writing seminars for four senior seminars (one per quarter).
 - 1987-88—School of Allied Health, Dental Hygiene Program. Presented sessions on journal writing for Dental Hygiene students and sessions on evaluating journal writing for Dental Hygiene instructors.
 - 1986—School of Education, Teacher Education Program. Presented writing evaluation session for senior-level vocational education class.
- 1987 Grant Recipient / Writing Workshop Leader.
Professional Development Grant, Ferris State College. Organized Writing Across the Curriculum workshops held Sept. 1987 for faculty from the Schools of Business and Technology (with Ms. M. Kilgallen and Dr. C. Vonder Haar).
- 1987 Internship Supervisor.
Technical Communication Program, Department of Languages and Literature, Ferris State College. Supervised a Technical Communication Program internship project involving editing and layout of a college skills textbook.
- 1986 Project Coordinator.
Communication Conference, School of Arts and Sciences, Ferris State College (Sept.). Organized and coordinated the Technology Exhibition.
- 1985 Grant Recipient.
Professional Development Grant, Ferris State College. Researched and visited several college micro-computer laboratories in Michigan for ideas and potential applications useful for the Department of Languages and Literature.
- 1985 Institute Participant.
Technical Writing Institute for Teachers, Rensselaer Polytechnic Institute (June). Attended the Institute as a representative of Ferris State College's Technical Communication Program.
- 1983 Writing Competition Judge.
English Festival, Youngstown State University, Youngstown, OH (April). Served as a judge for the festival writing contests.
- 1983 Project Coordinator.
English and Education Symposium, The University of Michigan, Ann Arbor, MI (Feb.). Organized and co-chaired the annual English and Education Program symposium.
- 1983 Writing Project Assistant.
"Writing Writing/Teaching Writing," In-service Seminar for Kent Intermediate School District (established through The University of Michigan Extension Service) (March). Assisted Dr. S. Dunning with the 2-day seminar.

- 1982 Symposium Coordinator.
English and Education Symposium, The University of Michigan, Ann Arbor, MI (Feb.). Organized and co-chaired the annual English and Education Program symposium.
- 1982 Writing Competition Judge.
Engineering School, The University of Michigan, Ann Arbor, MI. Served as an “External Examiner” of senior projects for a technical writing course.
- 1981 Writing Assessment Evaluator.
English Composition Board, The University of Michigan, Ann Arbor, MI (Summer)
Evaluated freshman entrance examination essays.

Selected Academic Publications

- 2009-present Editor.
Ferris State University's Self-Study Report, Prepared for the Higher Learning Commission Self-Study Project.
- 1999-2000 Editor.
Ferris State University's Self-Study Report, Prepared for the North Central Accreditation Self-Study Project.
- 1996-2007 Technical Editor.
Diversity Counts! Serve as technical editor and production designer for the Diversity Counts! Committee Newsletter, Ferris State University.
- 1998 Author, Book Chapter.
“Developing a Professional Identity with Journal Reading and Writing: The Advanced Composition Course for Nursing, Social Work, and Pharmacy Students,” chapter published in *The Journal Book for Teachers in Technical and Professional Programs*, edited by Susan Gardner and Toby Fulwiler, November 1998.
- 1997 Author, Book Review.
“Nineteenth Century English by Richard W. Bailey,” book review published in the *Michigan Academician*, Vol.29, No.4 (August 1997).
- 1996 Author / Technical Editor.
“Promotion, Development, and Equity,” brochure. Written and designed for the Ferris Professional Women organization, spring 1996.
- 1995 Co-author, Article.
“Hypermedia and the Writing Center,” article published in the Writing Lab Newsletter, spring 1995. Co-authored with Dr. R. Cullen.
- 1995 Co-author, Article.
“Generating a Professional Portfolio in the Writing Center: A Hypertext Tutor,” article published in *Computers and Composition* 12(2), 195-201 (1995). Co-authored with Dr. R. Cullen.
- 1994 Technical Editor.
Analyze and Apply™ (a 14-volume curricular guide for grades 1-12), Analyze and Apply, Inc., 1994.

- 1993-1994 Co-editor.
Ferris State University's Self-Study Report. Prepared for the North Central Accreditation Self-Study Project, with Drs. E. Turpin and R. Cullen.
- 1992 Co-author.
"Cooperation, Collaboration, and CIMs" published in *Proceedings of the Conference on Writing in Engineering Design*, June 1992, co-written with T. Brownell.
- 1990 Editor.
Nurse Aide Course Guide, (526 pgs.), Matthew Scott Publishers, Inc., 1990.
- 1989 Editor.
Nurse Aide Test Study Guide, (232 pgs.), Matthew Scott Publishers, Inc., 1989.
- 1986-87 Co-editor.
North Central Accreditation Self-Study Project, Ferris State College. Co-editor of the College's Self-Study Report (with Dr. R. Ferguson): worked with self-study committee members to write, revise, and edit chapters, as well as to print and distribute the report.
- 1987 Editor.
Vocational Education Counseling and Placement Service, School of Education, Ferris State College. Edited final VECAPS report for Director J. Backstrom.
- 1987 Author, Article.
"Names," featured in the bi-monthly column in the *Big Rapids Pioneer*, "Up and Down the River," sponsored by the Mecosta County Council for the Humanities, Spring 1987.
- 1986 Author, Article.
"The Story of English," featured in the bi-monthly column in the *Big Rapids Pioneer*, "Up and Down the River," sponsored by the Mecosta County Council for the Humanities, Fall 1986.
- 1985 Author, Article.
"Studying the Composing Activities of Experienced Computer Writers," published in *Computers and Composition: Selected Papers from the Conference on Computers and Writing*; 1985.
- 1983 Author, Article.
"Computer Tech and the Writing Teacher," published in the *Kentucky English Bulletin*, Fall 1983.
- 1983-84 Author, Articles.
ICPSR Bulletin, (quarterly). Excerptor/author of feature articles for the following issues: March, May, and October, 1983; January, March, and May, 1984. Institute for Social Research, Ann Arbor, MI.
- 1981-84 Editor.
Guide to Resources and Services, Annual issues, 1981-84. Institute for Social Research, Ann Arbor, MI.

Selected Presentations

- 2002 "Teaching Collaboration and Project Management Skills," paper presented at the American Medical Writers Association national meeting, October 2002, in San Diego, CA.
- 2001 "Working with Men, Working with Women: How Gender Affects Collaboration, Management, and Writing Style," paper presented at the 48th Annual Conference of the International Society for Technical Communication, May 13-16, 2000, in Chicago, Illinois. I also presented an earlier version of this research at the March meeting of the West Michigan Shores Chapter of the Society for Technical Communication, in Kalamazoo, Michigan.
- 2000 "Faculty Renewal: Internships as Professional Development," paper presented at the annual national conference of the National Council of Teachers of English, November 17-19, 2000, in Milwaukee, Wisconsin.
- 2000 "When Words Collide: The New Literacy of the Visual Age," paper presented at the Fourth International Conference for Global Conversations on Language and Literacy, Utrecht, The Netherlands, August 2-5, 2000.
- 2000 "In and Out the Window: Teaching Technical Writers to Understand Visual and Textual Literacies," paper presented at the Conference on College Composition and Communication, Minneapolis, MN, April 13, 2000.
- 1999 "Uncovering (Gold and Land) Mines: Assessing Program Strengths and Weaknesses, Locating Lost Students and Hidden Treasures," presentation for the Conference on College Composition and Communication, held in Atlanta, GA,
- 1998 "Make Your Point (Part II)!" presentation for the Women's Professional Development Conference sponsored by Ferris Professional Women, with Dr. D. Smith.
- 1997 "Make Your Point!" presentation for the Women's Professional Development Conference sponsored by Ferris Professional Women, with Dr. D. Smith.
- 1996 "Using Established Rubrics to Assess Students' Writing," presentation for the Second Annual Michigan Institute for Educational Management Conference.
- 1994 "An Introduction to Ferris State University," presented during a freshman "break-out" session during fall orientation and registration, August 23, 1994.
- 1994 "Portfolio Assessment," panel discussion and workshop presented during Faculty Orientation Week/Professional Convocation, Ferris State University, August 22, 1994 with R.Cullen, B.Vasicek, C.Stern, and S.Hastings-Bishop.
- 1994 "Focusing on the Evaluator: the Readers' Preferences in Portfolio Assessment," presented at the 1994 annual conference of the Michigan Academy of Sciences, Arts, and Letters, March 1994, in East Lansing, MI
- 1994 "Finding a Common Ground Through Portfolio Assessment," presented at the Conference on College Composition and Communication, March 1994, in Nashville, TN.

- 1993 "Making Your Writing Readable (and Read!) in an MTV Age," co-presented (with T. Brownell) at the "Transitions in Communication Conference" sponsored by the Michigan Chapters of the Society for Technical Communication, October 15, 1993, Kalamazoo, Michigan.
- 1992 "Generating a Professional Portfolio and Measuring Program Progress Using a Hypercard Program," presented at the fifth annual conference "New Directions in Portfolio Assessment," Oct. 1992, Miami University, Oxford, OH.
- 1992 "Cooperation, Collaboration, and CIMs" presented at the Conference on Writing in Engineering Design, June 1992, Michigan Technological University, Houghton, Michigan.
- 1992 "Training Technical Writers and Editors to SEE Error," presented at the Conference on College Composition and Communication, March 1992 in Cincinnati, Ohio.
- 1990 "Report on FSU's English Department, 1990," presented at the Michigan Association of Departments of English, Fall, 1990, Northwestern Michigan College, Traverse City, Michigan.
- 1990 "Gender Issues and Technical Writing: Audience Awareness and Audience Education," presented at the Women's Conference, Michigan State University, East Lansing, Michigan, April 1990.
- 1989 "Letters, Diaries, History, and You: a Discussion of Letters of a Woman Homesteader" presentation for the Manchester Township Library, Manchester, Michigan, March 1989.
- 1987 "Partnerships in Technical Communication," presented at the International Technical Communication Conference, May 1987, Denver, Colorado, with Mr. T. Brownell and Mr. R. Lents.
- 1987 "Sex-roles and Fairy Tales," co-presented (with Dr. R. Cullen) at the Children's Literature Conference, May 1987, Ferris State College.
- 1987 "Stay Tuned: A Progress Report on Ferris State College's Writing Assessment Project," presented at the Conference on College Composition and Communication, March 1987, Atlanta, Georgia, with members of the Research and Assessment Committee.
- 1987 "Ferris State College's Writing Assessment Project," presented at the Educational Research Academy, February 1987, Ferris State College, with members of the Research and Assessment Committee.
- 1986 "Report on the Writing Across the Curriculum Project at Ferris State College," presented at the Michigan Association of Departments of English, Fall 1986, Michigan Technological University, Houghton, Michigan, with Dr. J. Alexander.
- 1984 "Studying the Composing Activities of Experienced Computer Writers," presented at the Conference on Computers and Writing, University of Minnesota, April 16-18, 1984.

Selected Committees

- 2000-01 Search Committee. Search Committee, Technical Writing Faculty, Department of Languages and Literature, Ferris State University.
- 1998-present Curriculum Committee.
Department of Languages and Literature, Ferris State University. Serve as elected member of department curriculum committee.
- 1997-present Writing Assessment Committee — Advanced Writing courses.
Department of Languages and Literature, Ferris State University.
- 1996-present General Education, Writing Outcomes Assessment Committee.
Ferris State University. Serve as elected department representative to university assessment committee.
- 1984-present Program Committee.
Technical and Professional Communication Program, Department of Languages and Literature, Ferris State University. Work with program faculty on issues including student progress, curriculum, student internships, approval of student portfolios, graduation requirements.
- 1999 Search Committee, Technical Writing Faculty
Department of Languages and Literature, Ferris State University.
- 1999 College Curriculum Committee.
College of Arts and Sciences, Ferris State University. Serve as department representative to the college curriculum committee.
- 1998-99 Search Committee, Department Head.
College of Arts and Sciences, Ferris State University. Served on search committee for department head for the Languages and Literature Department.
- 1997-98 Search Committee, Technical Writing Faculty.
Department of Languages and Literature, Ferris State University. Served as chair.
- 1993-95 Promotion Committee.
College of Arts and Sciences, Ferris State University. Serve as elected department representative to the college committee for promotion and merit.
- 1993-95 College of Arts and Sciences Remodeling Committee.
Media and Computer Facilities. Serve as department representative and chair of committee to design computer facilities and multi-media classroom facilities for proposed remodeling of College facilities.
- 1991-93 Curriculum Committee.
Department of Languages and Literature, Ferris State University, Chair, 1992. With committee, developed guidelines for Writing Intensive Courses, developed and approved transition courses and plans, and developed plans for beginning departmental outcomes assessment.
- 1985-95 Micro-Computer Committee.
College of Arts and Sciences, Ferris State University, Department representative (elected); Chair (1992-95). With committee, developed department and college computer-use goals, budgets, plans. Developed department goals for computer

use; designed and implemented freshman composition computer-assisted classes (fall 1986); designed and implemented Tech. Comm. Program's Desktop Publishing Center (in place, spring, 1987); developed plans for second CAS micro-computer lab (fall 1992; in place, fall, 1993).

- 1990 Search Committee, Micro-Computer Lab Director.
College of Arts and Sciences, Ferris State University.
- 1989-90 Sabbatical Leave Committee
School of Arts and Sciences and College-wide Sabbatical Leave Committee, Ferris State University. Served as Chair to the committee and School representative to the College-wide Sabbatical Leave Committee.
- 1985-90 Search Committees. Department Faculty.
Department of Languages and Literature, Ferris State University. Served on several elected faculty search committees (1985, 87, 88, and 1990)
- 1984-90 Research and Assessment Committee.
Department of Languages and Literature, Ferris State University. Developed assessment project, rating scheme, and system; piloted and applied system; analyzed results; wrote and presented report findings across campus.
- 1987-89 Academic and Administrative Computer Activities Steering Committee.
Ferris State College. Served for 2 years on this university-wide committee as representative for the School of Arts and Sciences.
- 1986-87 Communication Conference Committee.
School of Arts and Sciences, Ferris State College. Planned 1986 Communication Conference.

Professional Memberships

Society for Technical Communication, West Michigan Shores Chapter, 1985-present

- Chapter President, 2009-present
- Chapter Treasure, 2007-09
- Chapter Competition Co-Chair, 2002-2006
- Chapter Communications Director, 2001-2006
- Chapter newsletter editor, 2000-2006
- Senior Member, 1990-present
- Chapter Secretary 1987-88
- Charter member, 1986

Association of Teachers of Technical Writing, 1985-present

College Composition and Communication, 1979-present

National Council of Teachers of English, 1979-present

Michigan Academy of Sciences, Arts, and Letters, 1986-2001

- Immediate Past President, 1998-20
- President, 1996-98
- President Elect, 1995-96
- Member at Large, 1994-95
- Ferris State University's "Institutional Representative," 1989-2001 (coordinated annual conference hosted by FSU in March 1995)
- Languages and Literature Section Chair, 1988 annual meeting
- Languages and Literature Section Vice-Chair, 1987 annual meeting

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Education

Master of Technical and Scientific Communication (emphasis in medical and computer documentation), Miami University (Oxford, OH) • May 1997 • Thesis: "A Report on a Technical Communication Internship at Keane, Inc."

Bachelor of Science in Technical Communication, emphasis in medical writing • Ferris State University (Big Rapids, MI) • May 1993

Research Interests

Social Media, Usability, Visual Rhetoric, Document Design,

Teaching & Professional Experience

Assistant Professor • Ferris State University (Big Rapids, MI) • August 2001–Present

- Teach advanced technical writing courses (see below)

Senior Project Manager • MYCOM Group, Inc. (Cincinnati, OH) • July 1997–July 2001

- Managed all aspects of various communications projects including training and instructional design, technical communication, business process (re)definition, website development and maintenance, and graphic design

Technical/Business Writer • IBM Global Services (Middletown, OH), located at AK Steel Corporation • January 1997–July 1997

- Wrote department procedures for QS-9000 quality certification program; trained mill staff on new business processes resulting from QS-9000 program

Consultant • Keane, Inc. (Blue Ash, OH) • January 1995–December 1996

- Wrote various types of documentation and manuals for clients

Freelance Technical Writer • May 1993–December 1995

Graduate Assistant • Department of English, Miami University (Oxford, OH) • August 1993–December 1994

- Created computer instructional course modules, including course material, for undergraduate and graduate technical writing students and assisted faculty with undergraduate business writing courses

Teaching Responsibilities

* current teaching responsibilities

ENGL 150 Composition (for automotive cohort)

ENGL 211 Industrial and Career Writing

ENGL 280 Special Topics in Technical Communication (usability, Microsoft Word, etymology)

ENGL 311 Advanced Technical Writing*

ENGL 321 Advanced Composition (product design engineering and nursing sections)

ENGL 323 Proposal Writing*

ENGL 325 Advanced Business Writing

ENGL 411 Technical and Professional Communication

ENGL 499 Technical and Professional Communication Seminar (senior capstone)*

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Committee and University Service

Technical and Professional Communication Committee • 2001–present •
Department of Languages and Literature, Ferris State University

- Work with program faculty on issues including student progress, curriculum, student internships, approval of senior portfolios, and graduation requirements

Reviewer • Honors Essay program (held during Spring semester) • University College, Ferris State University • 2002–present

Editorial Board, *Ferris Magazine* • 2009–present

Faculty Advisor, Delta Chi (DX) Fraternity • 2007–present

Banner Project • 2004–2007 • Ferris State University

- Prepared appropriate documentation and training including manuals, quick reference guides, and presentations incorporating step-by-step procedures, screen shots, and other relevant information

Gifts and Grants Committee • 2003–2007 • Ferris Foundation, Ferris State University

- Reviewed faculty grant requests and student merit scholarship applications

Faculty Development Committee • 2003–2005 • Department of Languages and Literature, Ferris State University

Composition Committee • 2003–2005 • Department of Languages and Literature, Ferris State University

- Reviewed and assessed ENGL 250 portfolios (2003)

Affiliations

Society for Technical Communication (STC) • Senior Member • 1993–present

Association of Teachers of Technical Writing (ATTW) • Member • 2002–present

Council for Programs in Technical and Scientific Communication (CPTSC) • Member • 2008–present

Phi Sigma Sigma (ΦΣΣ) Fraternity • 1990–present

Professional Development/Training

2010 • LEGIT workshop • Department of Languages and Literature

2009 • Online conference via Adobe Connect

2009 • ATTW Annual Conference, Louisville, KY

2007 • CPTSC Annual Conference, University of Minnesota, Minneapolis, MI

2007 • Wikis, Blogs, etc. • Center for Learning and Faculty Development

2003 • Interactive Media Forum: Identity and Cultures in Cyberspace, Miami University, Oxford, OH

2001 • First-year teacher program • Center for Learning and Faculty Development

1999 • Certified Instructional Designer/Development • Langevin Learning Services

Steven R. Fox

Department of Languages and Literature
Ferris State University
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Education

M. S. in Communications, Grand Valley State University, 2007. Focus: Student media advising

B. S. in Journalism, Central Michigan University, 2004. Minor: History

Honors and Awards

2010 Michigan Collegiate Press Association Better Newspaper Contest, Torch garnered nine awards, including all 3 positions in the Multimedia Reporting category including print and online video

2009 Michigan Collegiate Press Association Better Newspaper Contest, Torch garnered 12 awards, including one for Overall Newspaper Design

2008 Apple Award, College Media Advisers (Collegiate, GRCC)

2008 Pacemaker Award Finalist, Collegiate Press Association (winners announced Nov. 2008) (Collegiate)

2008 Best Community College Student Newspaper Web Site, Michigan Community College Press Association (Collegiatelive.com)

2008 General Excellence, Michigan Press Association (Collegiate)

2008 Best Web Site, Michigan Press Association (Collegiate)

2002 Best Sports Page, News-Register, Oregon Newspaper Publisher's Association annual contest

2001 Best Sports Page, News-Register, Oregon Newspaper Publisher's Association annual contest

2000 Best Sports Story, News-Register, Oregon Newspaper Publisher's Association annual contest

2000 Best Sports Page, News-Register, Oregon Newspaper Publisher's Association annual contest

2000 Best Sports Story, News-Register, Oregon Newspaper Publisher's Association annual contest

1994 Community Journalism Award scholarship recipient, Michigan Press Association

Professional Experience

2008- Assistant Professor/Student Newspaper Adviser, Ferris State University. Responsibilities include teaching journalism and English courses, serving as program coordinator for Multimedia Journalism minor and Journalism certificate, as well as advising a staff of 30 students working on weekly editions of the Torch student newspaper.

2006-2008 Part-Time Instructor/Student Newspaper Adviser, Grand Rapids Community College. Responsibilities included teaching all journalism courses and advising a staff of 25 working on the bi-weekly student newspapers. Helped students to win

several major state and national awards in both print and online editions after developing the Web site.

- 2006-2008 Part-Time Instructor, Grand Valley State University.
- 2004-2008 Correspondent, Grand Rapids Press
- 1996-2003 Editor, News-Register, McMinnville, Ore.
- 1994-1996 Reporter, Huron Daily Tribune, Bad Axe, Mich.
- 1993-1994 Reporter, Clare Sentinel, Clare, Mich.

Courses Taught

- Ferris
- JRNL 121 Writing for Mass Media
 - ENGL 150 First-year writing
 - JRNL 122 Reporting
 - JRNL 251 Understanding Mass Media
 - ENGL 417 Multi-media Design and Writers
 - JRNL 230 Publication Editing
 - JRNL 228 Features and Opinion Writing
- GRCC
- JR 251 Introduction to Journalism
 - JR 252 Advanced Journalism
 - JR 253 Journalism Internships
 - JR 255 Newspaper Production
 - JR 257 Reporting
- GVSU
- CJR 256 News Reporting I

Work in Progress

- Building partnership with the Torch and professional media outlets, including Big Rapids Pioneer and Grand Rapids Press
- Developing Online Journalism course as directed by Technical & Professional Communications faculty
- Establishing the Ferris State journalism program, and the Torch, as a recognized member of the state-wide educational community

Accomplishments

- Secured one guaranteed annual scholarship for a Ferris journalism student from the Michigan Press Association Foundation
- Reformatted Torch web site to better suit readership needs of a weekly print edition, addressing the emerging growth areas in journalism

Presentations

- "We Want Rudy: Telling the stories of real people in sports," College Media Advisers Spring Conference, New York, New York, approved for March 13-15, 2011
- "Getting the most out of working for a student newspaper: No matter what your situation," College Media Advisers Spring Conference, New York, New York, March 14-16, 2010

“Partnering with Professionals: How student newspapers can benefit from teaming up with local papers,” College Media Advisers Spring Conference, New York, New York, March 17, 2009.

“Pitching the Media: Getting stories to journalists,” Public Relations Student Society of America regional conference, co-presenter, Central Michigan University, Mount Pleasant, Mich., Feb. 28, 2009.

Professional and Community Service

Judge, Minnesota Press Association annual newspaper contest in exchange with the Michigan Press Association, General Reporting, Social Issues Story and Freedom of Information Award categories, October/November 2010

Accompanied six Torch staff members to Michigan Collegiate Press Association fall workshops, Olivet College, Olivet, Michigan, Sept. 18, 2010

Board of Directors, Michigan Collegiate Press Association, At-Large Director representing District II, 2010

Attended Michigan Press Association Annual Convention, participated in MCPA meetings, Grand Rapids, Michigan, January 2010

Board Chair, Newfourth Organization, non-profit journalism curriculum development based in Salt Lake City, Utah, appointed to 2009-11 term

Accompanied five Torch staff members to Michigan Collegiate Press Association fall workshops, Eastern Michigan University, Ypsilanti, Michigan, September 2009

Registration Volunteer, College Media Advisers Spring Conference, New York, New York, 2007, 2008, 2009

Attended Michigan Press Association Annual Convention, Grand Rapids, Michigan, January 2009

Accompanied 3 Torch staff members to Michigan Collegiate Press Association fall conference, Grand Valley State University, Grand Rapids, Michigan, October 2008

Participated in ENGL 150 composition “norming session” with peers, reviewing student work and analyzing the evaluation process, October 2008

Meeting with New York Times technology reporter Saul Hansell and Torch staff members to gather advice for web site changes, October 2008

Judge, Associated Press Sports Editors annual contest, Long Beach, California, March 2003

Judge, Michigan Press Association and Oregon Newspaper Publisher’s Association contests

Organizer, Sandra Hogan Memorial Quiz Bowl competition, Huron County, 1995

Member, Hearst Corporation Diversity Committee, Huron Daily Tribune, 1995-1996

College Service

Adviser, Torch, student newspaper, August 2008-present

Program coordinator, Multi-media Journalism Minor, Ferris

Program coordinator, Journalism Certificate, Ferris

Co-coordinator of event bringing well-known political reporter Tim Skubick to campus, October 19, 2010

Participated in MyDegree training session in preparation to launch new program to serve students

Member of Languages & Literature Curriculum Committee, elected to 2-year term in 2009

Member of Journalism and Technical Communications Committee, serving as standing member representing Torch and journalism

Interviewer/Participant, Writing Curriculum Assessment Project, assessing general education writing requirements, spring 2010

Participated in Technical & Professional Communications program review, Fall 2009

Participated in Political Engagement Project with JRNL 251 Understanding Mass Media course, spring 2009, Ferris

Adviser, independent study students, spring 2009 and summer 2009, Ferris

Faculty Center for Teaching and Learning, Ferris Connect online training, Ferris, August 2008

Faculty Center for Teaching & Learning, attending new faculty bi-weekly meetings, Ferris, Fall
2008

Professional Memberships

College Media Advisers
Michigan Press Association
Michigan Collegiate Press Association

References

Nathan Garrelts, Department Head, Department of Languages and Literature, Ferris State University, ASC 3080-A, 820 Campus Dr., Big Rapids, MI 49307. E-mail: garreln1@ferris.edu
Office phone: 231-591-3988

Genevieve West, Chair of Texas Woman's University Department of English, Speech and Foreign Languages, P.O. Box 425829, Denton, TX 76204-5829 E-mail: gwest@twu.edu Office phone: 940-898-2324

Alex Nesterenko, Professor of Communications, Communications Department, Grand Valley State University, 290 Lake Superior Hall, Allendale, MI 49401. E-mail: nesterea@gvsu.edu
Office phone: 616-331-3668

Scott McNabb, Professor of English/Student Newspaper Adviser, Grand Rapids Community College, 143 Bostwick Ave. NE, Grand Rapids MI 49503: E-mail: smcnabb@grcc.edu Office phone: 616-234-4158.

Steve Bagwell, Managing Editor of News-Register, 611 NE Third Street, McMinnville, OR 97128. E-mail: sbagwell@newsregister.com Office phone: 513-472-5114, ext. 226

Mary Ullmer, Sports Editor of Grand Rapids Press, 155 Michigan St. NW, Grand Rapids, MI 49503. E-mail: mullmer@grpress.com Office phone: 616-222-5477

H: TracDat report

****Unit Assessment Report - Four Column**
Ferris State University
Program - Technical and Professional Communication - Scientific and Medical writing concentration (B.S.)

<p>Mission Statement: The Technical and Professional Communication Program is committed to preparing students for careers in communication in various government and business settings where they can serve as intermediaries between scientists, researchers, and technical specialists and specialists in other field or the general public.</p> <p>Advisory Board/Committee Once per year</p> <p>Meetings:</p> <p>Next FSU Academic Program Review: 2010-2011</p> <p>College: CAS</p>			
Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Program - Technical and Professional Communication- Scientific and Medical writing concentration (B.S.) - Writing Skills - Graduates will write effectively for technical and non-technical, general and specific audiences.</p> <p>Outcome Types:</p> <p>Learning</p> <p>Outcome Status:</p> <p>Active</p>	<p>Assessment Method:</p> <p>Professional Portfolio: Collection of work from student's academic career, assembled in ENGL 499, and presented for evaluation (in a professional non-class setting) by TPC Committee.</p> <p>Assessment Method Category:</p> <p>Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success:</p> <p>100% pass</p>		
<p>Program - Technical and Professional Communication- Scientific and Medical writing concentration (B.S.) - Editing Skills - Students will edit writing to standards of formal standard written English.</p> <p>Outcome Types:</p> <p>Learning</p> <p>Outcome Status:</p> <p>Active</p>	<p>Assessment Method:</p> <p>Professional Portfolio: Collection of work from student's academic career, assembled in ENGL 499, and presented for evaluation (in a professional non-class setting) by TPC Committee.</p> <p>Criterion for Success:</p> <p>100% pass</p>		
<p>Program - Technical and Professional Communication- Scientific and Medical writing concentration (B.S.) - Research and Presentation Skills - Students will collect</p>	<p>Assessment Method:</p> <p>Professional Portfolio: Collection of work from student's academic career, assembled in ENGL 499, and presented for evaluation</p>		

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>and present material using appropriate research strategies and effective oral and written presentation techniques.</p> <p>Outcome Types: Learning</p> <p>Outcome Status: Active</p>	<p>(in a professional non-class setting) by TPC Committee.</p> <p>Criterion for Success: 100% pass</p>		
<p>Program - Technical and Professional Communication- Scientific and Medical writing concentration (B.S.) - Document Design Skills - Students will create effective document layout and design using appropriate tools/software including word processing programs, desk-top publishing software, and specialized technical programs (such as HTML and Java).</p> <p>Outcome Types: Learning</p> <p>Outcome Status: Active</p>	<p>Assessment Method: Professional Portfolio: Collection of work from student's academic career, assembled in ENGL 499, and presented for evaluation (in a professional non-class setting) by TPC Committee.</p> <p>Criterion for Success: 100% pass</p>		
<p>Program - Technical and Professional Communication- Scientific and Medical writing concentration (B.S.) - Document Formatting Skills - Students will produce documents in standard technical and business formats (proposals, newsletters, memos, etc.).</p> <p>Outcome Types: Learning</p> <p>Outcome Status: Active</p>	<p>Assessment Method: Professional Portfolio: Collection of work from student's academic career, assembled in ENGL 499, and presented for evaluation (in a professional non-class setting) by TPC Committee.</p> <p>Criterion for Success: 100% pass</p>		
<p>Program - Technical and Professional Communication- Scientific and Medical writing concentration (B.S.) - Publication Management Skills - Students will follow publication production cycles and procedures (prepare materials for printing/printers).</p>	<p>Assessment Method: Professional Portfolio: Collection of work from student's academic career, assembled in ENGL 499, and presented for evaluation (in a professional non-class setting) by TPC Committee.</p> <p>Criterion for Success:</p>		
<p>12/12/10 6:18 PM Generated by TracDat a product of Nuventive. Page 2 of 4</p>			

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Outcome Types: Learning</p> <p>Outcome Status: Active</p>	<p>100% pass</p>		
<p>Program - Technical and Professional Communication- Scientific and Medical writing concentration (B.S.) - Visual Design Skills - Students will create effective technical and business visuals (photos, graphs, charts, etc.)</p> <p>Outcome Types: Learning</p> <p>Outcome Status: Active</p>	<p>Assessment Method: Professional Portfolio: Collection of work from student's academic career, assembled in ENGL 499, and presented for evaluation (in a professional non-class setting) by TPC Committee.</p> <p>Criterion for Success: 100% pass</p>		
<p>Program - Technical and Professional Communication- Scientific and Medical writing concentration (B.S.) - Field-based Understanding - Students will present information from a specialized field using the correct terminology, presentation methods, and knowledge base for that field.</p> <p>Outcome Types: Learning</p> <p>Outcome Status: Active</p>	<p>Assessment Method: Professional Portfolio: Collection of work from student's academic career, assembled in ENGL 499, and presented for evaluation (in a professional non-class setting) by TPC Committee.</p> <p>Criterion for Success: 100% pass</p>		
<p>Program - Technical and Professional Communication- Scientific and Medical writing concentration (B.S.) - Team/Leadership Skills - Students will collaborate and solve problems as a team effectively, using appropriate leadership skills and project management skills.</p> <p>Outcome Types: Learning</p> <p>Outcome Status: Active</p>	<p>Assessment Method: Professional Portfolio: Collection of work from student's academic career, assembled in ENGL 499, and presented for evaluation (in a professional non-class setting) by TPC Committee.</p> <p>Criterion for Success: 100% pass</p>		
<p>Outcome Status: Active</p>	<p>Assessment Method: Behavior observation and analysis by TPC Faculty.</p>		
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Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	Criterion for Success: 100% pass		