Academic Program Review:
Professional Writing Degrees at Ferris

Technical and Professional Communication, BS degree

Journalism & Technical Communication, BS degree

English / Professional Writing, minor

Multimedia Journalism, minor

Technical Writing, certificate

Journalism, certificate

Submitted 2016

To: Matt Wagenheim and the 2016-2017 Academic Program Review Council

From: Debra K. Courtright-Nash, Department Chair, Languages and Literature

RE: Professional Writing Degrees Academic Program Review

Our Professional Writing degrees, including journalism and professional and technical communication, is a relevant and career enhancing area of study that allows students to flexibly accrue the skills and accreditation they need to enter a variety of fields. According to an April 2013 *Techwhirl* article by John Paz, there are approximately 46,000 technical writers in the United States and the majority of them are employed in industries ranging from Navigation and Control Instrument Manufacturing to Architecture, Engineering, and Computer Design. In a May 2015 visit to the College of Arts and Sciences, several Board of Trustees members expressed to me the importance of writing to careers in their fields and companies and the ways in which writing ability allowed for advancement.

Ferris State University's Professional Writing degrees are growing in number as well as in quality of instruction. The most recent revisions to the program outcomes reflect the changing nature of professional and technical communication, as well as the specific needs of the workforce. For example, the ability to recognize and utilize genre and dominant document types specifically addresses the fact that genres are evolving to meet specific needs. The department is in complete support of such revisions, as the department recently reaffirmed a commitment, as the report states, "to evaluate our academic degrees and program structure… a plan [that] provides a focus for our program activities, assessment, and development efforts."

One question that I would like to address in the Program Review Report is "What makes a 'preeminent' program in professional writing?" The answer is found in Section 12 of the report: the pre-eminence is in our faculty. As the report notes, "the TPC/JTC Program continues to enhance the program by ensuring quality." Our faculty have worked in industry and journalism settings and are thus able to bring real world applications to the classroom and insights to the work world. They have completed scholarship and published in areas such as document design, digital communication, gaming, and information security.

I want to echo the fact that in addition to providing quality instruction for the program, the faculty and the program contribute to the University in overall student credit hour production through courses required in the program that are offered in other departments and by the contributions that our faculty make in other areas throughout the University.

Two areas in which I, as an administrator, am hoping to help to make a difference is in continuing to increase the level of expertise in faculty by hiring at least one, if not two, more faculty in the technical and professional writing area. Another is to increase the visibility of the program across the state and the University. For example, we would like to follow up and increase activities— such as J-Day— that successfully promote the degrees to high school students and teachers who visit.

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Professional writing degrees @ Ferris

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2 Minors
  English/Professional Writing minor
  Multimedia Journalism minor

Program coordinator: Sandra J Balkema, PhD
Department: Languages & Literature (Chair: Debbie Courtright-Nash, PhD)
College: Arts & Sciences (Dean: Kristi Haik, PhD)

Program established in 1985
Original program name: Technical Communication Program (TCOM)
Average # of BS students / year since 1985: 25-30
Average # graduates / year: 4-9
Current number of students (BS degrees): 26
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
- Assistant Professor of English, Ferris State University
- CEO/President, Elexicon
- Senior Road Test Editor, Cars.com
- Proposal Writer, Duncan Solutions, Inc.
- VP, Global Strategy Director, Carat
- CEO, President / Founder, Relevant Recovery
- Programmer Analyst, Landstar System, Inc.
- Project Consultant, Infor Business Solutions
- Senior Technical Writer, Broadway Systems
- Media Buyer, Dunham's Sporting Goods
- Sr. Public Information Assistant, American College of Surgeons
- Staff Attorney, Legal Services of South Central Michigan
- Senior Instructor of Science Communication, Univ of Colorado

Section 1. Program Name and History

Programs described and evaluated in this report

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

1. Technical and Professional Communication Bachelor of Science degree (TPC)
   Note: the old program abbreviation, TCOM, is still used in Banner
2. Journalism and Technical Communication Bachelor of Science degree (JTC)
3. English / Professional Writing (EPW) minor
4. Multimedia Journalism (MMJ) minor
5. Technical Writing (TW) certificate
6. Journalism (JRNL) certificate

For ease of discussion, this report uses the term "TPC/JTC Program" to cover students in all majors, minors, and certificate options. When curricular differences between the two BS degrees are discussed, the abbreviations listed above in parentheses are used.

The course requirements for the minors and certificates are built from the core courses that comprise the two BS degrees. 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 six "concentration" options in the TPC Program, one of which was the JTC concentration. Following curricular revisions in 2009, the JTC degree is now the only "stand-alone" concentration. All others were wrapped into the TPC abbreviation and graduation designation in Banner. The JTC core Program Requirements are nearly identical with TPC Program Requirements, with only one difference:
- JTC students complete JRNL 234 (2 credits) and one ENGL 280 (1 credit) course
- TPC students complete three ENGL 280 (total of 3 credits) courses

The TPC/JTC Program curricula are described in more detail in Section 3: Program Curriculum.

Program history

The TPC/JTC program originated at Ferris in the early 1980s, at the same time that the technical communication field first gained significant visibility across the country, prompted by the growth in the computer industry. Emphases for early technical writing programs in US universities were focused in the automotive and computer industries. As use of technology increased and became more complex, technical writers and editors were in high demand in all fields, including science, business, industry, manufacturing, and government.

As noted above, when the TPC/JTC program was first created, it offered six defined specialty tracks. At the same time, the Journalism program was a 2-year associates degree, only peripherally connected to the Technical Communication BS program. Over the past 30 years, the writing programs have evolved to their current configuration, with the Journalism specialty providing the only remaining independent specialty track.

Current curriculum efforts continue, with current topics including the following: (1) the value of the separate degree title for Journalism, (2) the benefits of remaining a separate degree option from the English BA degree, (3) recommendations for changing the

program name, and (4) the current program outcomes. These current (academic year 2015-16, and plans for 2016-17) are discussed in Section 3: Program Curriculum.

This history and program evolution has, of course, impacted our decision-making processes and advising approach. The key impact is the relationship of the Journalism specialty with the overall program. While all students in the JTC specialty are part of the TPC/JTC Program, not all TPC/JTC Program students are JTC students. Currently, as has been the practice throughout our history, Journalism courses are peripheral to the overall TPC program. They are taught by one faculty member, are required only by the JTC students, and thus are seen as separate from the Program courses, Program outcomes, and Program assessment.

When the coordinator advises entry-level students, the role of the Content Specialty area —which may or may not be Journalism— is a focus of the conversation. Students are told about their options in selecting and identifying their Specialty, the career opportunities afforded by the two BS degrees, and the connection and relationship between the two BS degrees.

Our TPC/JTC Program Committee work, thus, typically focuses on the Program as a whole, and considers students in all specialty areas somewhat equally. Because the Journalism specialty is also writing focused, there are, of course stronger connections. Within the Languages and Literature department, too, this merging of tech writing and journalism as one entity is probably the norm. Few members of the department are likely aware of the structure of the program and the relationship of Journalism to the other possible specialties.

Because this relationship / connection is unusual, and because students seeking a writing career will likely be looking for specific key words, the College and Department websites present these degree options as completely separate degrees. The fact that the Program Coordinator and initial contact person is the same for both is the only clear, obvious similarity unless one examines the listed course requirements. The relationship between the two BS degrees is seen as a strength by the faculty members involved in the program, as it provides a wider range of career options for the journalism students and increased awareness of the breadth within the professional writing field for all students.

Section 2. Program Mission and Goals

Mission statement for the TPC/JTC Program

The Technical & Professional Communication / Journalism & Technical Communication BS Program is committed to preparing students for careers in written 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/JTC 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.

DEPARTMENT	*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.*
COLLEGE	*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.*
UNIVERSITY	*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.*

Integration of mission into program activities

The program mission provides a foundation for all of the program's day-to-day activities, from advising students about valuable program electives, marketable career options, and life-long professional development opportunities to program assessment of curriculum and student achievement of learning outcomes.

TPC/JTC Program outcomes

Program outcomes, prior to 2015

In the late 1980s, the TPC/JTC Program established five outcome areas, comprised of the 18 specific outcomes (listed in the table below). These outcomes are reviewed annually by the TPC/JTC 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 wording of 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.

Table 1: TPC/JTC Program Outcomes, prior to 2016

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.

Revised outcomes, as of 2016

During this current APR process, the TPC/JTC Program Committee revisited the program outcomes and decided to revise and reword them. While they remain substantially the same, the TPC/JTC Program Committee felt they better captured the program goals.

Table 2: TPC/JTC Program Outcomes, revised 2016

Foundational skills.

1.	Reading skills	Read critically and comprehend complex information
2.	Writing skills	Produce clear, concise writing, with clear focus and emphasis
3.	Editing skills	Edit own and others' writing, apply Standard English "rules," and apply appropriate Style Guide "rules"
4.	Document design basics	Apply effective document design principles (including the rule of 3, page layout grids, etc.) and reflect the hierarchy of information
5.	Research / Inquiry skills	Frame research questions and determine appropriate inquiry methods Apply basic quantitative and qualitative reasoning abilities, interpret, and analyze quantitative and qualitative data
6.	Technical	Use foundational communication / writing software and strategies effectively: email, document sharing (ex: google docs), doc creation (ex: Word and InDesign), file storage and tracking

Rhetorical Analysis skills.

7.	Medium	Select appropriate channel(s) of communication
8.	Audience	Select appropriate word choice, approach, etc. for the intended audience; to understand/apply cultural differences in conveying information
9.	Purpose	Select appropriate organization, style, design (etc.) that reflects the purpose of communication
10.	Style (incl. information accessibility)	Design information appropriately for accessibility, usability, and audience needs, etc. Recognize effect of cultural, social, and political influences

Human Perspective skills.

11.	Ethical principles	Present fair, balanced, accurate information
12.	Life-long learning	Recognize growth/development needs and respond appropriately through personal and professional development
13.	Historical / cultural perspective	Understand the effect of historical, cultural, social, and political influences on rhetorical choices
14.	Communication channels	Use organizational communication (email, letters/memos, committees, etc.) effectively and appropriately
15.	Adaptability	Adapt to changing needs of professional environment (technical, social, etc.)
16.	Team work / collaboration	Apply effective team work and collaboration tools and practices to complete tasks successfully
17.	Project management	Apply effective project management tools and practices to complete projects successfully

Specialized / Language community skills.

18.	Technical skills	Identify, learn, and use appropriate software for the task, including advanced software expected by a chosen professional area / language community
19.	Subject area expectations	Use appropriate genre, terminology, and style/approach expected by a chosen professional area / language community
20.	Genre and dominant document types	Understand the expectations of formats, audiences, and purposes of documents used within specific professional areas and fields, including technical reports, specifications, directions, business reports, instructions, proposals, feasibility reports

TPC/JTC Program strategic plan / planning process

Because the writing degrees and programs are part of the Department of Languages and Literature (L&L) and housed within the College of Arts and Sciences (CAS), the planning processes and plans of these two entities drive the long-term planning for the program. As indicated earlier in this document, the College's and department's planning initiatives often constrain the activities of the program committee's work — as reflected by the focus of the past two years on the structure of our programs.

CAS Strategic Plan

The College's current strategic plan (http://www.ferris.edu/strategic-planning2/div-plans.htm) defines the action steps for four intiatives for 2015-17 that link directly to the University's strategic plan. The four initiatives provide a broad vision for the College's goals, with more specific action steps that departments and programs are expected to address and measure success.

Department Strategic Plan

Most of the department's activities, as reflected in our departmental plan, focus on the actions we take to address the College's strategic planning initiatives. For example, as discussed previously, our department set a priority to evaluate our academic degrees and program structure. While the College's plan provides the broad vision, the department's plan provides a focus for our program activities, assessment, and development efforts. The department's Planning Committee collects data and monitors our department activities.

TPC/JTC Program Plan

Because the TPC/JTC Program Committee is an established committee within the department's committee structure, we have an established committee charge and membership structure. These are described in the *Department Handbook*, which is available on the department's Blackboard site. Three of the members are on-going: the program coordinator (chair of the committee), the Journalism faculty member / Torch adviser, and the Capstone Course (ENGL499) faculty member. The remaining members are elected to 2-year terms. The program coordinator, with the advice of the program committee, is responsible for the program activities and day-to-day governance. These responsibilities include advising on curricular issues, reviewing ENGL 499 (capstone/grad) portfolios, participating in Advisory Board meetings and activities, advising and participating in ENGL 280 teaching rotation, awarding scholarships, and participating at the appropriate time in the Program Review Process.

The Program Committee's planning process, then, is typically focused with ongoing assessment and curricular review and revision processes. The Program Coordinator reports regularly to the department chair, including a written annual report detailing the year's activities, actions, and decisions.

Section 3. Curriculum

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

Overview to the TPC/JTC curricular structure

Bachelors degrees: writing and technical specialty core

Both TPC/JTC Program bachelor's degree curricula build on the two principles that define our professional identity: technical/professional 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 four 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 TPC (specific) 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 JTC (specific) students, the concentration requirements are comprised of 15 credits of journalism courses and two 3-credit electives.

The TPC (specific) 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 two courses), a year of Chemistry (at least two 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 reflected the six 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, five of these concentrations were cut from the Banner system.

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/JTC Program students complete additional coursework in these areas.

- Speech communication: one 300-level course
- Page layout / design: one course in current page layout software (DSNG 110, Design Principles or DSNG 224, Web Design and Planning)
- Theory and history of style and written communication: one 300-level course (ENGL 380)
- Visual rhetoric and document design (ENGL 417)
- 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/JTC Program minors (22- and 24-credit requirements) were developed from their "parent" bachelor's degree requirements. The Multimedia Journalism minor is, in effect, the core courses from the JTC concentration. The English/ Professional Writing minor is comprised of the core TPC 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- and 14-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 BS degree (such as a full-time Ferris employee) or those who have already earned a BS degree and wish to add technical writing skills to their professional arsenal.

Ensuring consistency of program outcomes across program courses

Consistency within the L&L department's writing courses

Because the TPC/JTC degrees (majors, minors, and certificates) are writing degrees, the foundation for all of them are the four 300-level writing courses offered by the L&L department. These four courses, listed below, are taught by both full-time and adjunct instructors. Their course outcomes and course design are directed and overseen by the Composition Committee, an elected department committee. The outcomes and design of these courses are reviewed regularly, and consistency across sections and instructors is ensured, as much as possible, through regular assessment activities, advising by the Composition Coordinator, and department-level discussions.

- English 311, Advanced Technical Writing
- English 321, Advanced Professional Writing
- English 323, Proposal Writing
- English 325, Advanced Business Writing

Especially important to the TPC/JTC program is the separation and individual outcomes established for each of these four courses. As illustrated by the Program Outcomes, TPC/JTC graduates must have the ability to write for various professional audiences, using accepted and expected genre and document types. The assumption we make is

that all four courses are different from each other in significant, important ways. The TPC/JTC students are the only students on campus that are required to complete all four of the courses; other students complete one, typically designated by the students' program.

Consistency within program courses

For the TPC/JTC Program Courses, consistency of program outcomes is easy to maintain and oversee — only one section of these classes is offered each year, and typically by the same instructor from year to year. Their course outcomes and course design are directed and overseen by the TPC/JTC Program Committee, described earlier. The outcomes and design of these courses are reviewed regularly, and updated or revised as needed following committee discussions.

Role of General Education and co-curricular courses within TPC/JTC curriculum

General Education coursework

Because students enter the TPC/JTC program from various directions and at various times in their college careers, the Program does not identify specific courses for the General Education requirements. However, when a student enters the program as a freshman, advising may direct students to develop additional areas of expertise or to use the General Education requirements to enhance their marketable skills. For example, world language skills are extremely valuable to a professional writer; thus, the Cultural Enrichment courses can be combined with the Program Electives to give the student an opportunity to complete a minor in Spanish or French. Another example is the use of the Science requirement to supplement a Specialty in medical/science writing.

Required courses from across the University

The TPC/JTC Program relies on courses from across the University to develop skills required by our graduates. These include advanced Communication skills, developed in the required 300-level COMM course; page layout/design skills, developed in the required DSNG course; and the 21-credit Content Specialty skills. As the Program Coordinator identifies difficulties in any of these areas, she may first substitute a related course to meet the requirement and then bring the issue to the Program Committee for possible curricular action or revision.

Role of advising in communicating program outcomes

As indicated throughout this discussion, the Program outcomes are a key part of the message in all advising sessions between the Coordinator and TPC/JTC students. Each semester, when they meet to discuss the upcoming semester, the Coordinator explains not only which courses the student should complete, but why. Because of the individualization allowed within the Program structure, each student makes course selection decisions based on his/her career plans, specialized skill needs, and enhanced marketability.

Recent curricular revisions

2012-13 curricular revisions

During the 2012-13 academic year, the TPC/JTC Program made several "clean-up" revisions to the curriculum. Some of these were the result of course changes across

campus that affected our curriculum; others were cleaning up errors that had crept into the University catalog and course descriptions over the years. The table below summarizes these corrections and revisions.

Table 3: TPC/JTC Program, Curricular Revisions, 2012-13

REVISION TYPE	DESCRIPTION
PTEC153 replacement	Replace PTEC 153 with GRDE 118 in both BS programs. PTEC 153 no longer exists. GRDE 118 has equivalent/similar outcomes that meet program needs
Revisions to JTPC major & MM-JRNL minor	(1) Renumber the JRNL courses to better reflect the course sequencing, course content, and level of professionalism expected in the courses. The original numbering remains from the associate's degree in Journalism. As BS degree requirements they reflect this increased level of writing ability/expectations. Summary: JRNL122 = JRNL222; JRNL228 =JRNL328; JRNL230 =JRNL330. These changes also included pre-requsite course requirements. (2) Restructure the JTPC BS program and Multimedia Journalism minor to reflect changes in the JRNL, NMPP, GRDE, and TDMP programs. Summary: replace NMPP courses that no longer exist; replace the TVPR classes with the newly named/revised TDMP courses; renumber JRNL courses, provide add'l options to fulfill requirements.
GPA requirements for both BS programs	Revise the GPA requirement for graduation for TPC and JTPC programs to simplify and avoid confusion. **Old:** 2.0 cumulative grade average in all courses; 3.0 cumulative grade average in all 300-level ENGL courses; 2.0 min. grade in all TPC upper-level courses (380, 411, 491, and 499). **Revised:** 3.0 cumulative GPA in all 300+-level ENGL courses, with min. 2.3 grade in individual ENGL courses
ENGL499 credits	ENGL 499 (Program Capstone course for TPC and JTPC programs). Revise the credit # to 4, to include a lab component for portfolio preparation. Currently the course is 3 credits; however, one of the course outcomes is for the students to prepare and present their Professional Portfolios. This is also a program graduation requirement. The extra credit will provide lab time for learning the (new) portfolio software and for developing the online portfolios.
Course pre-reqs	Revise the pre-reqs for several program courses: ENGL 380, 411, 417, 499. At the time of the conversion to Banner, pre-reqs of grades of "D- or better" or "C or better" were included somewhat randomly. We're finally updating these descriptions to reflect program expectations. All changed to the following wording: ENGL 311 or ENGL 321 or ENGL 323 or ENGL 325 with a grade of C+ or better.

2015-16 curricular revisions

In the 2013 academic year, the department of Languages and Literature's Planning Committee proposed that the department consider revising the three degrees offered through the department: the English/Education BS (shared w/ the School of Education) the English BA, and the TPC/JTC BS degree. This proposal for program revision was prompted by several factors, including (1) low enrollment in several upper-level courses in all three programs, prompting annual discussions with the dean's office about program and course costs; (2) increasing overlap in program outcomes for the English BA and the TPC/JTC programs; (3) changing professional career goals for many English BA students; (4) a changing model for education degrees, including modifications to the existing English courses and moving education coursework requirements to an added year following completion of the content area degree.

The first two factors potentially affected the "shape" of all of the L&L degree programs and opened discussion about creating one English degree that would serve the needs of

all of our students / majors. The department decided to elicit creative proposals for a new degree program, with the option of tracks or options in writing, literature, and education.

Because the TPC/JTC program was beginning the APR process at the same time, the TPC/JTC Program Committee decided to approach curricular review process as part of our APR research and planning. Following extensive curricular review meetings — conducted internally with program faculty and Program Committee members and externally with Advisory Board / Professional representatives — several curricular changes were proposed, accepted, and completed. Based on the meeting with Program Advisory Board members and professional writers about the value of the program name, recognition, and "brand," the TPC/JTC Program Commiittee was led to reaffirm the current outcomes, overall structure, and name, and, thus, reject the option for scrapping the TPC/JTC degree and creating a new degree with a new name and outcomes.

Therefore, in December 2015, the TPC/JTC Program Committee recommended that the department consider revisions to the current programs individually, at least for the present time.

Over the year, the TPC/JTC Program Committee continued to review the existing program outcomes and course structure and made the following changes. The paperwork for these changes is currently underway with department and college curriculum committee approval processes beginning in August 2016. The College is expected to submit the revisions to the UCC in the fall of 2016.

1. Revised program outcomes (see Section 2)
2. Inclusion of ENGL 417 into the TPC/JTC Program Requirements — moved out of the JTC specialty-specific requirements and replaced there with an additional elective (see new/revised checksheets in Appendix A)
3. Revised upper-level COMM requirement, changed from two specific 300-level COMM classes to one open elective from 300-level COMM options
4. Revised course descriptions and outcomes for the five Program Courses: ENGL 280, 380, 411, 417, and 499
5. Revisions to the GRDE 118 requirement, based on recent changes in the Graphic Design Program

The Program Committee also considered — and rejected, at least for the present time — the option for rolling the two degrees, TPC and JTC, into one program name, and cutting the separate degree title for Journalism and Technical Communication. During the 2016-17 academic year, the Program Committee will continue Program Revision discussions, focusing more specifically on the Journalism courses and the future direction of the Journalism specialty. Potential implications for the JTC program designator are likely to be discussed at this time.

Anticipated future curricular revisions

With these recent updates, the TPC/JTC Program requirements are in good shape. As noted, our next steps are to complete review of the individual course outcomes for all of the Journalism courses and, potentially, to develop two new Journalism courses. One could replace the JRNL 251: Understanding Mass Media requirement; the second would replace ENGL 417, which was moved to the overall Program Requirements this year. These revisions reflect and support current market needs.

Section 4. Assessment of Student Learning

Assessment and evaluation

Back in the early 1980s, the TPC/JTC Program established student outcomes and a plan for assessing our success in meeting these. This year we revised and reworded these outcome categories slightly and re-mapped them to the outcomes related to the professional market and work environments to maintain currency and applicability to the job market.

The TPC/JTC outcomes are discussed initially in Section 2: Program Mission and Goals 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
- Capstone course assignments (ENGL 411 and 499)
- Professional portfolio
- Internship (ENGL 491)

Assignments from capstone courses: ENGL 411 and 499

Both of these classes serve as capstone experiences for TPC/JTC students and assignments from these classes assess the students' ability to meet the primary course outcomes.

ENGL 411 assignments: Students prepare a packet of materials for a client that demonstrates their technical writing and editing skills, as well as their visual rhetoric, document design, and project management skills.

ENGL 499 assignments: Students prepare specific professional-quality documents, as well as research professional ethical issues and demonstrate their ability to analyze rhetorical situations and create appropriate solutions to meet specific communication needs. They also prepare their professional application materials, including their resume, business card, professional brand, and portfolio.

Professional portfolio

TPC/JTC 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 the major program outcomes outcomes. In the TPC/JTC 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/JTC 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/JTC faculty members, members of the TPC/JTC Program Committee, the department chair of the department of Languages & Literature, members of the TPC/JTC Advisory Board, program alums, 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 criteria (details are contained in Appendix C). Program faculty are asked to provide detailed evaluation comments as well

as suggestions for further development or revision. These results are collected annually in TracDat.

Internship

All TPC/JTC students 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 graduates, 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/JTC 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. A discussion of internship site/employers' assessment of the interns' "employability" is included later in this report, Section 11: Employability of Graduates.

TracDat Report / data

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

Section 5. Program Profile

Applications, admits, and enrolled

There is significant interest in the TPC/JTC Program from students applying to Ferris, but not all of these students enroll in the program. According to data found later in this report, the Program seems to attract more students switching from other majors. Since the core of the Program begins with General Education writing courses, this low freshman enrollment does not impact our program course enrollments.

The TPC/JTC Program works with the College to reach out to admitted students. In many cases, the Program Coordinator is notified when students who have designated an interest in a writing program are on campus, either for a scheduled campus visit or for a Dawg Days event. Overall, however, Program recruiting efforts are limited to what is provided by Admissions and University marketing. In the recent past, the Journalism program hosted an annual event, called J-Day, for high school students that successfully promoted the Program, *the Torch*, and the University to the students and teachers who visit.

Another regular (formerly, annual) activity organized by the Admissions Office allowed faculty and senior students to make recruiting phone calls to newly admitted students to answer questions and encourage attendance. These events seem to have been discontinued, likely because they weren't as cost or time effective as needed to continue them.

An additional trend that has increased TPC/JTC numbers has been an increased interest among Ferris students to earn a writing minor. The number of English / Professional Writing students has increased significantly during the past 5-10 years, providing approximately half of the students enrolled in the two 400-level TPC courses each year (ENGL 411 and ENGL 499). Polling our University colleagues about whether they encourage students to complete a writing minor or if students are self-motivated to gain additional writing skills might also provide some insight into how we attract students to the program.

Table 4: TPC/JTC Program Applications, Admits, and Enrolled, 2011-15

	YEAR	APPLICATIONS	ADMITTED	ENROLLED
TPC specific	2011	3	3	0
	2012	2	2	1
	2013	5	3	1
	2014	2	2	1
	2015	2	0	0
JTC specific	2011	30	20	3
	2012	42	33	1
	2013	36	20	2
	2014	61	35	6
	2015	45	33	2

Enrollment: headcounts

The enrollment capacity for the TPC/JTC Program is driven, primarily, by the class-size capacity of the two 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.

Because our students are taking a wide range of courses across the University, those two 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.

Over the last five years, the number of seniors needing the courses has averaged 10 per course, with as many as 16 students needing the course in one year. The TPC/JTC Program is generally operating near the ideal range, but this can fluctuate from year to year. Because the ideal range is less than the course cap, we do have the capacity to accommodate some limited program growth. Only once in the past 15 years, however, have we been unable to offer the courses because enrollments dropped below 6-8. Note that these courses are required for both TPC/JTC majors and minors; thus, the total student numbers are difficult to predict from year to year.

The TPC/JTC Program is continually focused on ensuring the quality of the Program and quality of the students we attract; both are efforts that will contribute to Program sustainability. As discussed earlier in this report, during the 2015-16 academic year, the TPC/JTC Program Committee worked with the department, advisory board, and other stakeholders to assess and revise program outcomes and program courses. We also work closely with the English BA and English Education advisors to make sure that students are enrolled in the proper programs based on their career aspirations. Although the TPC/JTC Program is not over enrolled, we are consistently viable with a steady and successful cohort graduating every year. This same consistency, attributable to quality, is apparent in other data points discussed later in this report.

The overall enrollment in the program per year averages 25 with as many as 37 students being enrolled concurrently at one time during the period being reviewed. The total enrollment in the program can fluctuate annually by as many as 10 students per year. Some of this movement is due to students changing majors during registration periods.

The first step for addressing headcount trends is to understand the cause of the fluctuation from year to year. While we can certainly capture data on students who transfer to other programs, it may be more difficult to track students who take a semester off for financial or personal reasons. Data presented later in this report suggests, for example, that approximately half of the TPC (specific) students are part-time students. Another data feature suggests that the TPC (specific) students are also non-traditional students with an average age 5 to 10 years greater than the students in the JTC (specific) Specialty. These factors likely impact course enrollment each semester.

Table 5: TPC/JTC Program Headcounts, 2011-15

| | | ACADEMIC STATUS | | | |
	YEAR	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
TPC specific	2011	0	1	5	6
	2012	1	1	3	11
	2013	1	2	3	6
	2014	0	2	2	5
	2015	0	2	1	5
JTC specific	2011	3	2	2	4
	2012	1	3	2	5
	2013	2	4	3	1
	2014	9	5	5	1
	2015	2	4	2	4

Student credit hour trends

The institutional data do not accurately reflect the Program's credit hour production. The TPC/JTC Program's curriculum is built on the two 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 four 300-level writing courses (ENGL 311, 321, 323, and 325). These are General Education courses not counted above.

Both bachelor's degrees provide the technical education with a 21-credit (minimum) grouping of technical/specialized concentration courses. For the JTC (specific) students, the concentration requirements are comprised of 15 credits of Journalism courses and two 3-credit electives. These data are accurate in the table. However, for the TPC (specific) 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.

As discussed previously, additional skills are built on courses offered by other departments (COMM and DSNG, formerly GRDE, courses), 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/JTC students. The TPC (specific) concentration specialty 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 two courses), a year of Chemistry (at least two 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.

The flexibility of the TPC (specific) 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.

As for overall trends, the credit hour production for the TPC (specific) Program students seems to increase as they near their Senior year because the only classes unique to the

TPC/JTC Program are the upper-level courses. For JTC (specific) Program students, this trend is the opposite because several of the Journalism courses are taken earlier, at a lower level.

As discussed in previous sections, the TPC/JTC Program continues to enhance the program by ensuring quality. The TPC/JTC Program in particular contributes to the credit hour production in the upper-level writing courses offered through the L&L department and in more specialized courses offered in other departments. We expect that this has a net benefit across the University because it increases the viability of other courses and programs.

Table 6: TPC/JTC Student Credit Hour Production, 2011-15

	YEAR	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
			ACADEMIC STATUS		
TPC specific	2011	0	6	46	63
	2012	16	9	35	122
	2013	14	23	30	68
	2014	0	26	25	54
	2015	0	19	13	50
JTC specific	2011	39	30	30	35
	2012	14	41	29	56
	2013	28	50	31	16
	2014	114	61	67	13
	2015	25	56	28	41

Productivity

All TPC/JTC Program costs are included within the L&L department, with no separate line items or budgets. Because the TPC/JTC Program is integrated into the department, with no separate faculty, staff, or facilities, specific program costs are not easily identified. Looking at department data is not accurate. Within the TPC/JTC Program, four faculty members have partial loads specifically allocated for Program courses or administration:

- *Sandra J Balkema:* TPC Program coordinator and faculty advisor, primary instructor for ENGL 380 and 411, primary faculty advisor for internships. Typically . 5 load, fall; .25 load, spring.

- *Erin M Weber:* primary instructor for program capstone course ENGL 499, backup faculty advisor for internships, back-up advisor for English/Professional Writing minor and Technical Communication certificate students. Typically .25 load spring semester only.

- *Steven Fox:* primary instructor for all Journalism courses, faculty advisor for Multimedia Journalism minor and Journalism certificate (also adviser for the *Torch*). Typically full load for JRNL and Torch combined. Ocassional .25 load for freshman English, ENGL 150.

- *Nate Garrelts:* Backup instructor for ENGL 380. Typically .25 load, spring.

Because program faculty teach the majority of their courses outside of the Program, we cannot adequately consider the overall productivity of faculty. If the APR process is trying to uncover the cost effectiveness of faculty in light of the credit hours produced by these same faculty, it would be more accurate to consider the overall SCH production of the

L&L department, which according to the data presented, exceeds the University average each year. Thus, overall, the SCH production for TPC/JTC Program faculty probably fall into this larger pattern.

Table 7: Department of Languages & Literature SCH, FTEF, and SCH/FTEF, 2012-15 [University data included, in parentheses, for comparison purposes]

DEPT. OF LANGUAGES AND LITERATURE, CAS	SEMESTER	YEAR		
		2012-13	2013-14	2014-15
Student Credit Hours	Summer	2,796.00 (35,023.00)	2,562.00 (34,135.50)	2,545.00 33,743.50)
	Fall	13,440.00 (168,457.00)	13,552.00 (167,183.50)	13,223.00 (166,453.50)
	Spring	2,545.00 (157,083.00)	13,223.00 (157,302.00)	12,003.00 (157,633.55)
	F+Sp (a)	25,910.00 (325,540.00)	25,991.00 (324,485.50)	25,226.00 (324.086.50)
Full-time Equated Faculty	Summer	16.30 (237.15)	16.37 (241.65)	15.60 (234.76)
	Fall	55.28 (718.26)	52.84 (701.92)	53.72 (705.24)
	Spring	51.73 (689.39)	49.10 (681.49)	49.80 (703.03)
	F+Sp (a)	53.51 (703.83)	50.97 (691.71)	51.76 (704.13)
SCH/FTEF (a)	Summer	171.57 (147.68)	156.55 (141.26)	163.14 (143.74)
	Fall	243.11 (234.53)	256.49 (238.18)	246.15 (236.02)
	Spring	241.06 (227.86)	253.36 (230.82)	241.04 (224.26)
	F+Sp (a)	484.24 (462.53)	509.96 (469.11)	487.38 (460.26)

Important Note: The data presented in Table 8, below, for the TPC (specific) program are inaccurate. The credit hour requirement for both programs is 120 credits. It's not clear where the 122 credit number came from.

Table 8: TPC/JTC Program Costs, 2013-14

COST CATEGORY	TPC (SPECIFIC)	JTC (SPECIFIC)
Program Credit Hour Requirement	122	120
Total Instructor Cost	$17,133.03	$17,285.03
Total Department Cost	$4,314.49	$4,297.29
Total Dean's Cost	$1,830.27	$1,870.84
Total Program Cost	$23,277.79	$23,453.16
Instructor Cost per SCH	$134.78	$141.61
Department Cost per SCH	$32.43	$33.70
Dean's Cost per SCH	$14.30	$15.10
Total Cost per SCH	$181.51	$190.41

Enrollment: residency

The profile of students in the JTC (specific) 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. However, the average age for students in the TPC (specific) program is much higher, which suggests that these are non-traditional students. In a typical year, the TPC (specific) Program will have students who are age 19-30 with a range of technical specialties and career interests.

The TPC/JTC Program, because it relies on Ferris-specific marketing and recruiting, does not actively recruit in states other than Michigan. While the Program's Advisory Board has a wider geographic representation than Michigan, it is also centered primarily in the midwest.

Table 9: TPC/JTC Enrollment by Residency, Age, Ferris GPA, and ACT, 2011-15

	YEAR	RESIDENCY			AVG AGE	GPA			ACT		
		RES	MW	NON		AVG	MIN	MAX	AVG	MIN	MAX
TPC specific	2011	12	0	0	25	3.27	1.75	4.0	23.00	18	26
	2012	*	*	*	*	*	*	*	*	*	*
	2013	12	0	0	27	3.59	2.30	4.0	23.20	19	29
	2014	9	0	0	29	3.26	2.08	3.89	22.20	18	26
	2015	8	0	0	30	3.21	2.33	3.79	21.43	18	26
JTC specific	2011	11	0	0	21	3.14	2.20	3.88	20.22	17	25
	2012	*	*	*	*	*	*	*	*	*	*
	2013	8	1	0	20	2.90	2.22	3.84	21.44	16	25
	2014	19	1	0	19	2.90	1.54	4.00	21.95	16	31
	2015	11	0	1	21	2.74	1.85	3.97	23.33	17	31

Missing data for both programs, 2012

Enrollment: gender and ethnicity

The table below details available demographic data, as generated from the Banner system. The students in both TPC and JTP are currently split evenly between males and females, with slightly more females in TPC and more males in JTC at times. The Program diversity reflects the diversity of the University as a whole and in some cases exceeds it; during some semesters 18 of the students in JTC identify as black. Students who identify as multicultural, Hispanic, or international are also represented.

Based on percentages the diversity of the TPC/JTC Program looks encouraging. Of course, these data are skewed by the small size of the Program. The addition of one or two individuals who identify in any tracked category can have a significant impact. As a whole, Ferris works hard to make our campus and classes welcoming to all students, and there are several initiatives on campus that could be partnered with to help promote our programs and attract a more diverse student population.

Table 10: TPC/JTC Enrollment by Gender and Ethnicity, 2011-15

| | | YEAR / PROGRAM | | | | | | | | | |
| | | 2011 | | 2012 | | 2013 | | 2014 | | 2015 | |
CATEGORY		TPC	JTC	TPC	JTC	TPC	JTC	TPC	JTC	TPC	JTC
Enrolled		12	11	16	11	12	9	9	20	8	12
Gender	Male	6	6	7	7	5	6	5	11	4	6
	Female	6	5	9	4	7	3	4	9	4	6
Ethnicity (only categories with data are included)	Unknown	0	0	1	0	1	0	1	0	0	0
	Black	0	2	0	2	0	1	1	2	0	1
	Hispanic	0	0	0	0	1	0	0	0	0	0
	White	12	9	15	9	9	8	7	18	6	10
	Multi	0	0	0	0	1	0	1	0	1	0
Status	Full-time	5	9	9	9	8	9	5	18	3	8
	Part-time	7	2	7	2	4	0	4	2	5	4

Retention

The TPC/JTC Program has always enjoyed success in retaining and graduating its students. We believe that two factors are key in our retention and graduation success. First, in the 1980s when the TPC/JTC Program was developed, very few students entering college knew what a technical writer was, where they worked, or what career options were available. The field is much more widely known and understood in 2016. 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.

The few students who do not complete the TPC/JTC degrees once they are enrolled typically transfer to another academic program at Ferris after finding another area of interest. And, over the history of the program, a few students have left the University completely, without earning any degree. A couple of students 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.

The TPC/JTC Program has two program scholarships: the Jerry Jourdain scholarship and the Sharkey 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/JTC student if an applicant meets established requirements. Another valuable scholarship (linked to involvement with the Torch vs program status) is the annual Michigan Press Association scholarship ($1K). In fact, student involvement in the MPA has increased dramatically over the last five years, with regular attendance at the organization's annual convention.

Table 11: TPC/JTC Retention and Graduation Rates, 2011-15

Entering Fall Term / Program	N	Status	Fall Term					
			Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7
2005 TPC	1	Graduated by	0	0	0	100	100	100
		Still Enrolled in	100	100	100	0	0	0
		Persisters	100	100	100	100	100	100
		Non-persisters	0	0	0	0	0	0
2012 TPC	1	Graduated by	0	0	0			
		Still Enrolled in	100	100	100			
		Persisters	100	100	100			
		Non-persisters	0	0	0			
2008 JTC	1	Graduated by	0	0	0	0	0	0
		Still Enrolled in	100	0	100	100	100	0
		Persisters	100	0	100	100	100	0
		Non-persisters	0	100	0	0	0	100
2009 JTC	2	Graduated by	0	0	50	50	50	50
		Still Enrolled in	100	100	0	0	0	50
		Persisters	100	100	50	50	50	100
		Non-persisters	0	0	50	50	50	0
2010 JTC	2	Graduated by	0	0	0	50	50	
		Still Enrolled in	100	100	100	50	50	
		Persisters	100	100	100	100	100	
		Non-persisters	0	0	0	0	0	
2011 JTC	2	Graduated by	0	0	0	0		
		Still Enrolled in	50	50	50	0		
		Persisters	50	50	50	0		
		Non-persisters	50	50	50	100		
2012 JTC	1	Graduated by	0	0	0			
		Still Enrolled in	100	100	0			
		Persisters	100	100	0			
		Non-persisters	0	0	100			
2013 JTC	2	Graduated by	0	0				
		Still Enrolled in	0	0				
		Persisters	0	0				
		Non-persisters	100	100				
2014 JTC	5	Graduated by	0					
		Still Enrolled in	80					
		Persisters	80					
		Non-persisters	20					

Program graduates

Each year, approximately 4-9 students graduate from the TPC/JTC Program. Some years we have a particularly large class of graduates followed by several smaller graduation class years. Interestingly, the JTC (specific) graduates tend to be on campus students, while the TPC (specific) students are off-campus students. This makes sense given the differences in age and enrollment status (full/part-time) between the different program areas.

Table 12: TPC/JTC Graduation Rates, 2011-15

	YEAR / PROGRAM									
	2010-11		2011-12		2012-13		2013-14		2014-15	
	TPC	JTC	TPC	JTC	TPC	JTC	TPC	JTC	TPC	JTC
On-campus	2	2	3	3	3	3	2	2	1	*
Off-campus	0	0	0	0	3	0	3	0	3	*
Total	2	2	3	3	6	3	5	2	4	*
Total, both programs	4		6		9		7		4	

Missing data for JTC, 2014-15

Six-year graduation rate

The only data available related to this question are presented above in the section on Retention rates. In addition, the data do not appear to be correct. Information for "TCOM" (TPC specific) was missing from the report and the information for JTC looks as if we did not have any students graduate since 2010. As can be gleaned from previous data points, this is not the case. However, based on what we can see in this data set, it looks as if the TPC/JTC Program is successful in retaining and graduating students.

Graduate average GPA

As reported in Table 9 (above) the average GPA for students in the TPC/JTC Program remains consistently high and has tended to increase over the last 5 years. This same trend is even more noticeable among the JTC (specific) students, with the average GPA increasing a full point from 2.7 to 3.7. Historically, students in the Program are high achieving students across the University. 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.

The Program has high standards for student performance. All TPC/JTC Program students are required to have a 3.0 cumulative GPA in all 300+ level writing courses (English 311, 321, 323, 325) with a minimum 2.0 GPA in every Program Course (English 380, 411, 417, 499, and 491). Since these courses make up such a significant number of their course credits, it likely has an impact on their overall GPA. At the same time, one could speculate that having strong writing skills also contributes to TPC and JTC students doing well in their other coursework.

Graduate average ACT

The data presented above (see Table 9) suggests those students who perform better on standardized tests are not matriculating from the Program as often as students who performed worse. The students who graduate from the TPC/JTC Program appear to have average ACT scores that are lower than the overall program average. While this is only

slightly the case with TPC (specific) students, the difference is probably statistically significant for JTC (specific) students.

Because the TPC/JTC Program maintains minimum GPA requirements for entry into the Program, as well as strong GPA requirements for graduation, the ACT scores have not been an issue (nor considered) when evaluating the strengths or weaknesses of Program students and graduates.

State and national examinations

At the present time, no accreditation bodies oversee credentialling for technical writers or journalists. Thus, there are no state or national examinations that apply to our students.

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 continued to gain significant numbers of students over the past five years. Our TPC/JTC 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.

In addition, some of the Journalism courses — JRNL 121, 222, and 251 — serve students from across campus: JRNL 251 meets the General Education, Social Awareness requirement, and JRNL 121 and 222 are core requirements for the Public Relations program.

Section 6. Program Value Beyond Productivity and Enrollment

Impact of the TPC/JTC Program and personnel across the University

The University benefits from the TPC/JTC Program, its facilities, and its personnel in many ways already discussed in this report. Not only do the courses serve the needs of students across the University through two valuable minors and two certificates, but importance of a writing degree as a keystone program in any college and university can not be overstated.

The TPC/JTC Program faculty also serve the University in numerous ways. As discussed, one member (Fox) is the adviser for the campus newspaper, *the Torch* (a related, though independent, student-run operation, not specifically tied to the TPC/JTC Program). Weber, Garrelts, and Balkema also have contributed in broader ways to technical writing, editing, and training needs across the University. Weber worked extensively with the Ferris Foundation, assisting with their grant application processes and procedures. Garrelts has worked with the College of Business in developing graduate-level writing courses for the college's master's degrees. Balkema has contributed writing and editing skills through several University projects, including HLC reaccreditation reports. All four faculty members serve on college and University committees and participate actively in various campus groups and activities.

Positive impact of the TPC/JTC Program on the community and external stakeholders

Also described earlier in this report, the TPC/JTC Program's courses and faculty serve the TPC/JTC Program students in many ways. The TPC/JTC 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. Many TPC/JTC students work in positions that contribute to the University as well, including working as writers and editors in UAM offices.

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/JTC Program graduates. 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 or professional writing.

Table 13: Career growth reflected in TPC/JTC graduates

CURRENT JOB TITLE	SPECIALTY AREA(S) / CONCENTRATION	GRADUATE TRAINING AND/OR EDUCATION
Senior Road Test Editor	Automotive writing	N/A (BS degree)
Proposal Manager, Business Solutions Consulting	Proposal writing	N/A (BS degree)
Proposal Writer	Technical training	N/A (BS degree)
CEO/President, web design	Graphic illustration	N/A (BS degree)
VP, Global Strategy Director	Health sciences; multimedia journalism	N/A (BS degree)
Assistant Professor of English, Ferris	Medical/science writing; education	MS, Technical and Scientific Comm.
CEO, President / Founder	Technical training; Spanish	MBA
Senior Technical Writer	Instructional design	MA, Writing
Media Buyer	Sports communication	MA, Sports Admin.
Senior Public Information Assistant	Journalism	MA, Social and Political Thought
Senior Technical Writer	Medical/science writing	MA, Communications
Staff Attorney	History, minor in ENGL/PW	JD
Senior Instructor of Science Communication, Univ of Colorado	Technical/scientific writing; education	PhD, Technical and Scientific Comm.

Section 7. Program Flexibility and Access

Offsite locations

The TPC/JTC Program is offered exclusively at the Big Rapids campus.

In 2009-10, Ferris' Dowagiac campus, located at Southwestern Michigan College (SMC), requested development of a TPC degree for their site. Over that academic year, the (former) College of Professional and Technological Studies (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 seven students. At the time of the Program's last APR, this program was just beginning. Over the past six years, the TPC Program at SMC started, graduated about a dozen students, and was closed because of low enrollments. The last Dowagiac campus student graduated this past May 2016.

Several difficulties plagued the program from the beginning: (1) a limited array of concentrations / specialties to provide solid career options for the students, (2) a limited number of Ferris courses offered online to fulfill the program electives and, again, provide solid career skills for the students, (3) a small number of students enrolled in the Program at any time ready to take the Capstone and Program Required courses (ENGL 380, 411, and 499). Originally, these three courses were intended to be taught on-site at SMC with local faculty members, providing the essential face-to-face, hands-on experiences needed for the editing, project management, and client project activities. While numbers were expected to be low in the first years, distance education options (using remote video and audio) were used for two years of instruction. The difficulties of offering this instruction using inadequate equipment led to frustration. Finally, after extensive discussion with CPTS, CAS, and Program faculty, the decision was made to close the Program there.

Availability of program-required courses

TPC/JTC 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; DSNG courses by Graphic Design), 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/JTC students. In addition, because many TPC students elect courses offered by DSNG, TDMP, AIMC, and PREL 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 the 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 TPC/JTC students tremendously, as they must complete all of them.

The five program-required ENGL courses have more limited offerings:

Table 14: TPC/JTC Program required English courses, availability and delivery

COURSE	SECTIONS / SEMESTER OFFERED	DELIVERY METHODS
ENGL 323, Proposal Writing	One section Fall and Spring	Traditional and Online
ENGL 380, History of Written Communication and Style	One section Spring only	Traditional and Online (occasionally)
ENGL 417, Visual Rhetoric and Document Design	One section Fall only	Traditional
ENGL 411, Professional Technical Communication	One section Fall only	Traditional
ENGL 499, Program 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. However, as noted previously, three of the Journalism courses — JRNL 121, 222, and 251 — fill easily every semester they are offered. These healthy enrollments are because JRNL 251 meets the General Education: Social Awareness requirement, and JRNL 121 and 222 are core requirements for the Public Relations program.

Table 15: JRNL Courses, availability and delivery

COURSE	SECTIONS / SEMESTER OFFERED	DELIVERY METHODS
JRNL 121, Writing for Mass Media	One section Fall only	Traditional
JRNL 222, Reporting	One section spring only	Traditional
JRNL 328, Feature and Opinion Writing	One section Odd years / spring	Traditional
JRNL 330, Publication Editing	One section Even years / spring	Traditional and Online
JRNL 251, Understanding Mass Media	One section Spring only	Traditional

Options for accelerated, evening, or summer completion

The options described above allow the Program Coordinator to advise students well in advance about the scheduled courses, ensuring their awareness of which courses are offered each semester. Rarely do TPC/JTC students elect to take evening courses, mainly because of personal and work schedules. Over the past several years, because of the reductions in Pell Grant and financial aid funding for summer coursework, fewer students are taking courses in the summer. Many return to their parents' homes to work, save money, and potentially complete General Education coursework at local community colleges. Again, with effective advising, students are able to "save" courses for the summer that are either available for transfer or regularly offered by Ferris.

Section 8. Program Visibility and Distinctiveness

Program visibility and distinctiveness

The TPC/JTC Program is visible across campus through the work of our faculty and students. The TPC/JTC Program's website includes factual information about program requirements, but it highlights the work of the students, including copies of the annual newsletter [http://www.ferris.edu/htmls/colleges/artsands/languages-and-literature/programs/tech-prof-comm/].

The TPC program also provides this information, geared for future students: http://www.ferris.edu/arts-sciences/departments/languages-and-literature/technical-professional-communication-bachelor.htm

Similar information is provided for the JTC Program: http://www.ferris.edu/arts-sciences/departments/languages-and-literature/journalism-technical-communication-bachelor.htm

The program is also featured on the JTC homepage in a video produced by the TDMP 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 journalism and technical communication. This video "program spotlight" has been updated regularly by TDMP students, whose professional efforts we greatly appreciate.

Program's ability to attract quality students

As discussed in Section 5: 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/JTC Program. Students who want to develop their writing skills — no matter what their degree program or professional interest — are drawn to the TPC/JTC 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/JTC 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/JTC Program not only serves these students' educational and academic needs, it also provides them with a student-centered, collaborative environment for learning. The four 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, Garrelts, 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/JTC grads.

Distinctiveness: Breadth of career options

The TPC/JTC Program provides 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 BS degree provides education and experience that prepares graduates for a breadth of career options that offer flexibility, mobility, and professional development and personal growth opportunities.

Distinctiveness: Comparison with other technical writing degree programs

In the 25+ years of the TPC/JTC Program's existence, the technical writing field has grown tremendously. In the mid-1980s, only three technical communication degrees existed in the state of Michigan, the other two 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**, the writing major consists of 2 tracks, a BA track that includes a language requirement, and a BS track that includes an internship requirement. Both degrees, offered through the liberal arts college, are decribed as being "modular," with the student selecting three modules from a list of eight. Approximately half of these are focused on creative writing genre (poetry, fiction, nonfiction), and the other half on professional writing skills (style, web-based writing, magazine writing). In addition to these degrees in Writing, GVSU offers a Multimedia Journalism degree (with the same BA and BS options) offered through a different school (the school of communications), clustered with degrees in advertising, photography, film/video production, theatre, and communication studies. This split between the writing skills and the technical skills is typical for liberal arts colleges.

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 **Saginaw Valley**, students who elect to major in English can choose from three 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 experienced significant growth about ten years ago when it moved out of the English (languages and literature) department into its own department, now consisting of 6 faculty members and offering a BA degree and a minor. (Note: the department's mission — and the entire curriculum — have not changed since our last program review.)

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

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

TPC/JTC model: writing + technical specialty
Ferris' TPC/JTC 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 Health Professions; 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 four 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/JTC Program can learn from the other programs

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 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 programs are not the only ones available within the state of Michigan, they illustrate the dominant approaches to academic programs specifically in technical communication.

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

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

What makes a "preeminent" program in professional writing?

Identifying a "preeminent" program, thus, is difficult for professionals in the field as well as the academics involved in designing the programs. All would agree that entering professionals must have a solid foundation in writing/editing and a facility for interpreting and sharing technical/specialized information, but the method for gaining those skills, and the balance between them, will likely continue to be contested. The TPC/JTC Program has based its reputation on providing strong writers/editors first and foremost, and

developing graduates who remain committed to ongoing personal development and life-long learning.

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

Section 9. Program Demand

Program demand at Ferris State University

Students who wish to pursue a career in a professional writing-related field have a few degree options at Ferris, for careers that focus on marketing and public relations and have less focus on writing, they can pursue business degrees in marketing, advertising and integrated marketing, or public relations. For students who want a career that involves more writing, they have degree options in TPC, JTC, and even the more traditional literature-based English degree. The flexibility of the TPC curriculum that builds on a content specialty area also provides a wide range of additional career options in a wide range of business / industry environments. Additional options, available through the Communication program (Humanities department), focus on verbal communication vs written communication and include Applied Speech Communication and Sports Communication.

The data provided from the Current Student Survey are representative of typical patterns of enrollment, with 50 of the respondents (N=12) representing the JTC major, 33 the TPC major, and 17 the ENGL/PW minor. Of these students, 4 entered the program as freshmen, 2 as sophomores, 4 as juniors, and 2 as seniors. The students who entered the program as seniors are likely enrolled in the ENGL/PW minor; the remaining are the TPC/JTC majors. This pattern reflects current patterns of enrollment in the TPC/JTC Program. As noted previously, professional writing careers are more widely known and recognized by incoming freshmen in recent years than in the past. In addition, public awareness of options in journalism, extending from television broadcast news to online "public voice" reporting, has made these careers attractive to students who have a social conscience and desire to "make a difference."

The results of the Current Student Survey also provide an additional insight into the areas of career plans, with 6 of the 12 reporting that they are also earning minors or certificates. History minor (2), public relations minor (1), advertising/marketing certificate (1), creative writing minor (1), and philosophy minor (1) are all typical areas of interest for TPC/JTC majors.

These 12 respondents also provide a representative view of the point of entry for the TPC/JTC program with 3 of the respondents noting they transferred to Ferris from a community college, and 2 transferring into the TPC/JTC Program from another program at Ferris.

When asked why they were pursuing the TPC/JTC Program, 4 noted that they are "interested in improving my writing skills for graduate school or to enhance the skills I'm developing for another major"; 3 noted they "enjoy researching, writing, and editing"; 2 noted that they are "interested in a career as a journalist"; and one noted being "interested in a writing career."

Alumni perceptions of value of the TPC/JTC Program

TPC/JTC Program alumni also provide valuable insights into program demand and program preparation for the workplace. Of the alumni who responded to the question asking if they were "adequately prepared" for their first job, 100 (N = 34) said Yes.

The table below presents the results of the Alumni Survey evaluation of their preparation for the workplace and life-long learning. The weighted average for all four questions reflects positively on the program's value for TPC/JTC graduates with the lowest rating being 3.59 (5-point scale).

Table 16: TPC/JTC Alumni Perceptions: Preparation for Career and Beyond (N = 41)

	WEAK 1	2	NEUTRAL 3	4	STRONG 5	WTD. AVG
Intellectual challenge	2.44 (1)	4.88 (2)	14.63 (6)	51.22 (21)	26.83 (11)	3.95
Preparation for a career	4.88 (2)	2.44 (1)	9.76 (4)	56.10 (23)	26.83 (11)	3.98
Preparation for advanced education, training, or specialization	7.32 (3)	4.88 (2)	29.27 (12)	39.02 (16)	19.51 (8)	3.59
Preparation for life-long learning and responsible citzenship	4.88 (2)	4.88 (2)	14.63 (6)	31.71 (13)	43.90 (18)	4.05

A final question on the Alumni Survey asked program graduates if they would "recommend the TPC/JTC Program to incoming freshmen" and their reasons for a Yes/No response. Of the 41 respondents, 38 provided responses. Of the 38, 30 provided strong "Yes" responses; 5 provided "Yes" with caveats; 2 provided unclear responses; and one provided a strong "No" response. The table below provides these comments.

Table 17: TPC/JTC Alumni Perceptions: Value of the Degree (N = 38)

POSITIVE RESPONSES
1. Yes.
2. YES!
3. Yes! It is a great program with great advisors!
4. Yes, because it teaches you valuable hard and soft skills that employers desire in the workplace while giving you the flexibility to pursue your passions.
5. Yes. It is an excellent program that helps students to understand who the end user is and how to creatively and analytically communicate. I have received jobs and promotions based on my ability to take information and apply it to the end user.
6. Absolutely. The staff and faculty are engaging and empathetic. But more importantly, the values and knowledge I gained in this program shaped me to be a better professional and a more tactful social being.
7. Yes! I would highly recommend the program. The faculty in the program (back then) were really great and very, very supportive. I also liked that the program was relatively small, so you were able to get to know others fairly easily. The program offers many different avenues for an aspiring technical communicator to branch into.
8. Absolutely, it consists more of a specialty but with the same concepts and understanding of a communications major. I felt like a dived deeper into my field than just taking general communication courses. I learned how to use in class material in the real world. I've only built off of those skills since I've graduated. If I could have told myself how much I would develop just three years after graduating, I wouldn't have believed it!
9. I would recommend the program because it's very educational and supportive.
10. Of course I would! Although tech comm is changing as a career path, communication is, and always will be, an essential component of all industries. First-year students with communication talents need to see their skills are valuable in and of themselves.
11. I would recommend it for sure. I find myself using many communication skills I learned at Ferris in everyday life - effective listening, presentation skills, writing clearly to be understood by clients, and understanding how groups communicate with each other and easing disputes.

12. yes, no matter the field you choose to work, you will be required to be able to write clearly. present your ideas with clear direction and with ease of reading. It also teaches you how to time manage yourself and your work requirements.

13. Yes, excellent faculty and great program.

14. Yes, I would absolutely recommend the TPC / JTC program to incoming freshmen. My minor in English & Professional Writing and my certificate program in TPC were wonderful additions to my bachelor's program in environmental biology. The skills I developed through these programs made me a more attractive candidate as I applied to graduate schools and left me better prepared to tackle the writing requirements of graduate school than many of my peers. In my current position, managing a federal environmental education program, I apply the skills I developed through the TPC program every single day. I prepare grant proposals, develop curriculum and teacher training materials, manage social media, and write stories that demonstrate the impact of our program.

15. I always recommend the program. It's an effective way to learn skills that will help you stand out from the crowd and excel in any chosen career path.

16. Yes, I would recommend the program to incoming freshmen because it provides an excellent base in proper writing, investigating, and presentation which are crucial to most careers.

17. Yes because it is an interesting and fun career path

18. Absolutely. It is a very practical education that applies to many career fields. The faculty is great, and the opportunity to collaborate with other students was a great experience.

19. Yes. It's a versatile degree that can take you into any field in any country.

20. I would because these skills are universal and necessary in any field.

21. Yes I would recommend the program. I have talked to other professionals who received the same degree from other colleges and I believe Ferris's TPC/JTC program is one of the best out there. I would suggest to incoming freshman that a minor in marketing, advertisement or other related field would strongly complement a TPC degree and even open the doors to different yet similar job positions.

22. Yes - because of the diversity of curriculum. Those course offerings prepare you for a variety of career options.

23. The TPC/JTC program is unique in that it teaches students a wide range of communication skills that other programs are not able to offer. Because of the smaller size of the program, there is a high level of interaction between advisers/professors and students, creating a more individualized experience that helps students compete for internship and job opportunities.

24. Yes, I was given many opportunities and developed lasting relationships with mentors. Such a difference from a science major. You are not a number in the TPC/JTC program, and that is a fantastic environment for learning.

25. Yes. If you can write, you can write professionally. Writing copy can pay the bills while you write an award winning screenplay.

26. Yes, the program helped me develop my natural writing and communication abilities and turn them into marketable skills to start a career.

27. Absolutely. The level of personal attention from advisors and teachers is unbeatable. They're able to help you achieve success and custom tailored the learning experience by getting to know you on a personal level with tons of one-on-one interaction.

28. Absolutely. It's an amazing program with great faculty that prepare for a great career in the communications field.

29. Absolutely. I often call back to lessons I learned in my classes, and more than one supervisor has told me that my education made me a demonstrably superior candidate during the hiring process. I left the program feeling well prepared to fit seamlessly into any work environment--or even grad school. I tell people often that I believe that TPC skills are valuable to anyone, whatever field someone works in, and form a solid backbone of versatility that any employer would find essential.

30. I would recommend it to any good writer interested in a major that offers career options and stability.

Positive Comments with Caveats

31. I would if there was an internship placement program and a job placement program. I was not prepared for how hard it would be to break into the field. More help while in college would have made a huge difference.

32. Yes, with a caveat. My experiences with faculty were incredible — particularly with Dennis Ruzicka and Sandy Balkema. I felt those two, in particular, were invested in me and challenged me to think about the world (and my role in it) in very novel, important ways. They helped me to realize my potential and then to drill down into a niche where I could put it to use. I am grateful for their investment in me, and would encourage any incoming college freshmen to connect with them and take advantage of their passion for education and training, and their willingness to position folks to do and be their best. I would encourage those same freshmen, though, to do some serious market research about ANY field they're remotely interested in going into to determine which skill sets are needed to be competitive, and how that maps to courses available through Ferris. Doing that sort of work would be an excellent exercise to complete in a course or an orientation to the program. TPC/JTC is great about letting you take courses that don't traditionally fall into the scheduled coursework, but benefiting from that is predicated on the individual (a) knowing which skills are needed and relevant to their chosen career path at this point in time, and (b) knowing how to identify and map them to Ferris offerings. Challenge the prescribed course map -- do what you need to in order to earn the degree, but be strategic because it's about so much more than that. You want a job and you want to be great at that job; don't leave the work to get you there solely in the hands of your academic adviser. Some of my Ferris courses were useless (sorry, guys), and partially because they were just behind in the times or they didn't relate to my long-term career and education goals. Something the program doesn't do well is mentoring and creating opportunities to expand students' networks, namely with providing students with opportunities to interface with folks who are already in the field. Newbies to the program will also want to be intentional about finding those opportunities.

33. Yes, but with the caveat that they closely pay attention to the moving world outside and gain more skills that just clear writing.

34. I would offer it to them, but I would also suggest they have a minor such as public relations, graphic design or computer science.

35. Yes, overall. The professors and structure are strong. However, the outcome or professional pursuit (for me) was not obvious or directive. The overall career direction for the program is somewhat generic and could run the risk of not providing as much value (without a concentration). I would advise an incoming freshman to consider a concentration related to this degree, which would likely result stronger salaries than the non-concentration option. I would not advise this program to an incoming freshman who did not include the concentration. As example, I did a concentration in multimedia writing — which is an outdated term already (ha!). My position today was largely influenced by an internship I pursued independently that aligned well with this concentration.

Unclear Responses

36. I would hope that the program has changed since 2002.

37. Can't say. I haven't been on campus for over a decade.

Negative Responses

38. No. It's been a challenge to obtain and retain a job in this field. When cutbacks are doled out, writers are the first to go. I guess if you want to struggle, go for it.

Professional writing colleagues' perceptions of demand

Additional insight into the value of a degree in professional writing was provided by the respondents of the Survey presented to TPC/JTC Advisory Board members and professional colleagues. The 28 respondents included program graduates, graduates of

another Ferris program, professional writers/journalists, corporate trainers, and writers in a related communication field (such as PR or advertising). The respondents work in a wide range of sectors, from contract companies/consulting groups, business / manufacturing / industry, and the IT/software industry to healthcare / medical / science sector, government, and education. Their experience ranged from under 10 years (11 respondents) to over 10 years (17 respondents).

When asked which areas of the profession they considered the most promising for "future growth and job opportunities for technical and professional writers," the top five areas receiving the strongest indicators were the following:

o Healthcare / medical / science (21 "good/strong")
o Education / training (17 "good/strong")
o Contract companies / consulting groups (16 "good/strong")
o IT/software (16 "good/strong")
o Freelance / independent contractor (15 "good/strong")

This group was also asked to rate various geographic areas for their promise for future growth and job opportunities. The table below presents their perceptions (N = 24; 4 skipped).

Table 18: Advisory Board Members / Professional collegues: Future growth by geographic area

	NO EXP.	WEAK 1	2	NEUTRAL 3	4	STRONG 5
Michigan: SE	25.00% 6	4.17% 1	4.17% 1	20.83% 5	37.50% 9	8.33% 2
Michigan: SW	16.67 4	4.17 1	4.17 1	37.50 9	29.17 7	8.33 2
Michigan: Northern + UP	33.33 8	16.67 4	37.50 9	12.50 3	0.00 0	0.00 0
Michigan: mid	20.83 5	0.00 0	16.67 4	54.17 13	8.33 2	0.00 0
Midwest US	8.33 2	0.00 0	0.00 0	45.83 11	41.67 10	4.17 1

Market projections for professional writers

BLS Occupational Outlook

The Bureau of Labor Statistics, *Occupational Outlook Handbook (published date, December 17, 2015)*, provided the following Quick Facts about **technical writers**.

Table 19: BLS, Quick Facts: Technical Writers
(http://www.bls.gov/ooh/media-and-communication/technical-writers.htm)

Quick Facts: Technical Writers	
2015 Median Pay ❓	$70,240 per year $33.77 per hour
Typical Entry-Level Education ❓	Bachelor's degree
Work Experience in a Related Occupation ❓	Less than 5 years
On-the-job Training ❓	Short-term on-the-job training
Number of Jobs, 2014 ❓	52,000
Job Outlook, 2014-24 ❓	10% (Faster than average)
Employment Change, 2014-24 ❓	5,300

The "Job Outlook" section of the report states:

> *Employment of technical writers is projected to grow 10 percent from 2014 to 2024, faster than the average for all occupations. Employment growth will be driven by the continuing expansion of scientific and technical products and by growth in Web-based product support. Job opportunities, especially for applicants with technical skills, are expected to be good.*

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

Table 20: BLS, job projections
(http://www.bls.gov/ooh/media-and-communication/technical-writers.htm#tab-6)

Occupational Title	SOC Code	Employment, 2014	Projected Employment, 2024	Change, 2014-24	
				Percent	Numeric
Technical writers	27-3042	52,000	57,300	10	5,300

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

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

> *The median annual wage for technical writers was $70,240 in May 2015. The median wage is the wage at which half the workers in an occupation earned more than that amount and half earned less. The lowest 10 percent earned less than $41,610, and the highest 10 percent earned more than $112,220.*

> *In May 2015, the median annual wages for technical writers in the top industries in which they worked were as follows:*

Table 21: BLS, projected wages
(http://www.bls.gov/ooh/media-and-communication/technical-writers.htm#tab-5)

Professional, scientific, and technical services	$72,850
Information	71,100
Administrative and support services	70,260
Manufacturing	68,140

In comparison, the Bureau of Labor Statistics, *Occupational Outlook Handbook (published date, December 17, 2015)*, provided the following Quick Facts about **editors** (table 22) and **journalists (reporters, correspondents, and broadcast news analysts)** (table 23). As is clear from these data, both specialty areas reflect declining need and long-term growth expectations for the upcoming ten-year period.

These decreases reflect some complex shifts both in the job market (coming off of the recent recession) and in the titles used within the profession to define job positions. First, the recession caused overall decreases in pay across the professional writing field, no matter what the position title or employment sector. Within industry, for example, many companies reduced costs by decreasing the sizes (and increasing workloads) within their documentation and training areas. Many companies simply did without new manuals, personnel training, and advertising/marketing materials. These decreases are typical during weak economic periods. Another shift that these data reflect is a redefinition within the profession. Increased specialization is apparent in some areas (for example, the BLS category description for "Writers and authors" now overlaps traditional definitions for journalists: "develop written content for advertisements, books, magazines, movie and television scripts, songs, blogs, or other types of media."

Table 22: BLS, Quick Facts: Editors
http://www.bls.gov/ooh/media-and-communication/editors.htm

Quick Facts: Editors	
2015 Median Pay ?	$56,010 per year $26.93 per hour
Typical Entry-Level Education ?	Bachelor's degree
Work Experience in a Related Occupation ?	Less than 5 years
On-the-job Training ?	None
Number of Jobs, 2014 ?	117,200
Job Outlook, 2014-24 ?	-5% (Decline)
Employment Change, 2014-24 ?	-6,200

Table 23: BLS, Quick Facts: Journalists
http://www.bls.gov/ooh/media-and-communication/reporters-correspondents-and-broadcast-news-analysts.htm

Quick Facts: Reporters, Correspondents, and Broadcast News Analysts	
2015 Median Pay ?	$37,720 per year $18.13 per hour
Typical Entry-Level Education ?	Bachelor's degree
Work Experience in a Related Occupation ?	None
On-the-job Training ?	None
Number of Jobs, 2014 ?	54,400
Job Outlook, 2014-24 ?	-9% (Decline)
Employment Change, 2014-24 ?	-4,800

Another interesting comparison is the list of "similar occupations" listed within the BLS. The following table lists the "similar occupations" category for technical writer, editor, writer/author, and journalists (reporters, correspondenst, and broadcast news analysts). This list supports the design of the TPC/JTC Program and its philosophy regarding graduate preparation for long-term career growth.

Table 24: BLS, similar occupations

KEY OCCUPATION	LISTED "SIMILAR" OCCUPATIONS
Technical writer	Computer hardware engineers Computer programmers Editors Interpreters and translaters Public relations and fundraising managers Public relations specialists Writers and authors
Editor	Announcers Reporters, correspondents, and broadcast news analysts Technical writers Writers and authors
Writers and authors	Announcers Editors Public relations and fundraising managers Public relations specialists Reporters, correspondents, and broadcast news analysts Technical writers
Reporters, correspondents, and broadcast news analysts	Announcers Atmospheric scientists, including meterologists Broadcast and sound engineering technicians Editors Film and video editors and camera operators Photographers Postsecondard teachers Public relations and fundraising managers Public relations specialists Technical writers Writers and authors

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 complete 2012 database was not yet ready at the time of this report (the final report is expected to be completed by the fall); however, a Preview version of the report (*STC's 2012–2013 Salary Database Preview Report)* had some applicable information.

> *Technical Writer Employment 2012*
> *The number of technical writers employed in the United States*

increased by 1,040 in 2012, a 2.3 percent increase from the previous year and just 90 fewer than the increase in 2011. This marks the first time the profession reported two consecutive years of positive job gains since 2007–2008. However, despite continued strong demand for technical writers, the profession has yet to regain all of the jobs lost to the 2007–2009 Recession. The 46,160 technical writers employed in 2012 remains 1,300 fewer than the 47,460 peak employment level recorded by the profession in 2008. Nonetheless, 2012 marked the fourth year in the last five that the market for technical writers outperformed the labor market in total. The entire workforce grew by only 1.6 percent from 2011 to 2012.

Technical writers continue to fare better than other writing professions as well. In 2012, only interpreters and translators (+4.9 percent) and writers and authors (+2.6 percent) posted faster job gains. Aside from interpreters and translators, who have greatly benefited from the growth in exports, technical writers have come closest of all communications professions to returning to pre-recession job levels

According to the Preview, states with the largest gains in employment for technical writers include three midwestern states (Illinois, Wisconsin, and Minnesota). In 2008, Michigan was in the top six states with technical writing positions; in 2012, Michigan has dropped to eleventh. The table below presents salary data for the top eleven states (to include Michigan) in terms of employment, annual wages, and percent change since 2011.

Table 25: 2012 State rankings by number of technical writers

STATE	EMPLOYMENT	CHANGE FROM 2011 (#)	CHANGE FROM 2011 (%)	AVG. ANNUAL WAGE	CHANGE FROM 2011 ($)	CHANGE FROM 2011 (%)
United States	46,160	1,040	2.3	$67,910.	$630.	0.9
California	5,800	-110	-1.9	81,880.	-2,500.	-3.0
Texas	3,470	50	1.5	63,350.	3,240.	5.4
Virginia	2,910	30	1.0	74,380.	-1,930.	-2.5
Maryland	2,050	50	2.5	73,700.	3,700.	5.3
New York	2,050	50	2.5	67,480.	700.	1.0
Massachusetts	1,870	-90	-4.6	79,900.	-2,160.	-2.6
Florida	1,780	-40	-2.2	60,250.	3,900.	6.9
Pennsylvania	1,690	50	3.0	67,700.	1,040.	1.6
New Jersey	1,620	90	5.9	72,260.	790.	1.1
Washington	1,620	10	0.6	82,780.	3,330.	4.2
Michigan	1,440	-20	-1.4	60,790.	1,010.	1.7

Source: *STC's 2012–2013 Salary Database Preview Report*

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 and reoccurred during the recent recession. 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. As noted previously, the recent recession had predictable effects on employment opportunities, pay rates, and freelance/ contract rates. Freelance / contract rates tend to be a bit higher than the hourly corporate rates, as indicated in the table below (selected data), from About Careers website.

Table 26: Freelance and contract rates for professional writers, 2016
(http://freelancewrite.about.com/od/finances/a/Freelance-Writing-Rates-List.htm)

FREELANCE WRITING RATES- BY PROJECT

- Articles (news, or with significant research, web-based): $15-50 per page
- Articles (magazines): $150 to $5000+
- Articles (content/keyword): $15 to $50
- Articles (newspapers): $75 to $1000
- Brochures (no graphics work): $300-$2500
- Business Plans: $500 to $5000+
- Grant Writing: $200-$5000+
- Newsletters: $200 to $1000
- Press releases: $200 to $500
- Resumes: $200 to $500

FREELANCE WRITING RATES BY HOUR

- Copyediting: $30-$70/hr
- Developmental Editing: $50-$80/hr
- Fact Checking: $15-$50/hr
- Indexing: $30-$70/hr
- Line Editing: $40-$70/hr
- Proofreading: $25-$60/hr
- Proposals Grants: $40-$80/hr
- Tech Editing: $30-$90/hr
- Technical Writing: $40-100/hr
- Web Content :$10-$90/hr
- White Papers: $100-$200/hr

FREELANCE WRITING RATES BY WORD OR PAGE

- E-books: $10-$35 per page
- Indexing: $3 to $6 per page
- Lesson Plans: $10-$20 per page

MISCELLANEOUS CHARGES FOR FREELANCE WRITING

- Upcharge for rush: +10-25
- Upcharge for keyword stuffing +10
- Down payment: 10 for companies, publishers, 25 for individuals/authors

TPC/JTC Program approach to demand trends

Because of the wide variety of job titles, opportunities, and employment sectors, the importance of effective advising with the TPC/JTC cannot be understated. The program's advisors and faculy members must maintain strong connections to the profession in order to provide advice and guidance for students as they move into their professional lives.

Section 10. Student Achievement

Student-reported activities and achievements, 2010-15

Because of the relatively small size of the TPC/JTC Program, faculty members and advisors tend to be more aware of the students' extra-curricular activities. However, no systematic data are collected related to student involvement. While reviewing student files would allow us to collect some of this information, for this APR report, the TPC/JTC Program Committee relied on the electronic survey to collect more reliable — though sparce — information.

The table below summarizes student-reported activities as collected in the TPC/JTC Alumni Survey in response to the question "When you were a student at Ferris, did you participate in any of the following activities, or earn any of the identified awards?" Of the 41 alums who responded to the survey, 16 graduated between 2010-15; their responses are compiled below. Note that, of the 16 respondents, 2 earned the ENGL/PW minor, not a TPC/JTC BS degree. Also note that reporting the activity in each of these activities by year was not possible because it wasn't collected in this way.

Table 27: Student-reported Activities and Achievements

ACTIVITY OR AWARD WHILE A STUDENT	# INDICATING PARTICIPATION
Honors Program	5
Student Government	0
Registered Student Organization (RSO)	9
Residential Life / RA	1
The Torch	6
Community and/or volunteer work	7
Athletic teams	2
Club sports / Intramurals	5
Paid employment on campus	11
Paid employment off campus	4
Earned a scholarship	9
Earned an academic award or honor (such as Dean's List)	13

Trends and assessment of student activities and achievements

The following comments are based on the above data and advisor recollection of trends over the history of the TPC/JTC Program, with emphasis on the past five years.

TPC/JTC student strengths

As is clear from the student-reported data collected above and from the GPA information reported in Section 5: Program Profile, TPC/JTC students tend to be strong academically, with a majority earning scholarships and academic awards and honors. As is also clear from these data, the TPC/JTC students tend to be active on campus, with many completing volunteer and community service and participating in RSOs. Over the years, these numbers have remained consistent, as would be expected of the academically strong, engaged students we typically see in the Program. More interesting to us, in analyzing the data, were the number of students who did not report participating in the Honors Program. Clearly, a majority of the TPC/JTC students are eligible for the Honors Program; however, many students either drop out of the Honors Program after a year

and/or decide not to finish or graduate with Honors status. Of the 16 students who graduated between 2010-15 who completed this survey, an additional 3-4 who were known to have been accepted into the Honors Program did not report their participation on this survey. (It's possible they didn't report because they didn't stay in the Honors Program for their full academic career.)

TPC/JTC student activity trends related to program activities

Although the JTC (specific) Program has academic connections to the campus newspaper, *the Torch*, involvement in the paper is not required. The data collected from this survey indicate that, of the 16 who responded, 6 worked for *the Torch* while they were students, and all 6 were JTC (specific) graduates. While students in the JTC (specific) program are required to complete two internships, including a 2-credit on-campus internship, this on-campus internship is not always fullfilled by work at *the Torch*. In recent years, many of the students have also been encouraged to seek positions in the University Advancement and Marketing offices where they can supplement their journalism experience with marketing, public relations, and social media work. Thus, two pieces of data from the table above may be involved in these activity trends: on-campus employment for those who work for UAM and involvement with *the Torch*.

As noted previously, student involvement in the Michigan Press Association (MPA) has increased over the last five years, with regular attendance at the organization's annual convention. MPA's annual $1,000 scholarship has also provided valuable support for the Journalism activities.

Student employment and support trends

Another obvious trend suggested by these data is the importance of paid employment for our students. Over the years, and even more apparent in recent years, it has been increasing apparent that all of our students require employment of some kind, many working near full-time positions to pay for their education and living expenses. The increasing rarity are the students who have their education paid by family members or entirely by financial aid and scholarships. A related piece of data, while not collected here, is the number of students in the TIP program; this number has also increased over the years; guess-timates would put that percentage at approximately 20-25. The Program advisors are always cognizant of the implications of increased student financial need and reliance on support, whether employment or financial aid.

TPC/JTC Program efforts related to student activities

Program efforts related to student strengths

The TPC/JTC Program has historically attracted students with strong academic backgrounds and a strong commitment to their education. It would make sense that students considering careers as writers would be confident in their writing, editing, research, and communication skills. The greatest challenge we face — outside of the classroom — in preparing most of these students for careers as a professional writers is helping them identify specific career options and long-term career paths. Because most are young and relatively immature, with limited work/employment experience, the Program plans to provide increased awareness of their career options and opportunities following graduation.

Program efforts related to student activity trends

Because the TPC/JTC students are, overall, an active, engaged group of students, the Program has made several decisions — both intential and less intentional — over the years related to this feature. First, program efforts to initiate a program-based RSO based on the students' interest in writing or their future careers as journalists or technical writers have not been widely supported by the students. Every 10 years or so, a group of students will show interest in and take steps toward establishiing such an organzation; however, these efforts have all fizzled. Even with faculty encouragement and involvement, these efforts typically remain as occasional social events, rather than more organized activities.

Second, over the years, faculty have focused these efforts in developing the students' professional identity and connections to professional organizations while they are still students. Thus, the faculty have encouraged the students' involvement in the state- and national-level writing organizations, such as the Michigan Press Association (MPA) and the Society for Technical Communication (STC). Getting students involved in these organizations continues to be important, and an effort the Program will continue.

Program efforts related to student employment and support trends

A reliance on financial support and employment is a reality all students face; some, however, more than others. Some of our students have found it difficult, even impossible, to continue their education. Unfortunately, if we don't know the reason for their leaving the University, there isn't much we can do after the fact. We have, however, been successful in helping several students remain in school and finish their degrees. In one instance, we were able to locate and provide last-minute funds to pay for a students' final 10 credits. In another case, we were able to award some scholarship funds to help a student remain in the program at a part-time level.

Because of the limits on summer Pell Grant funds, another approach that has been successful for many is moving the internship credits to the academic year and out of the summer semester. In that way, students' financial aid can support the in-year credits while they earn the essential experience of the internship work in the summer months. However, because Program advisors are only paid for internship supervision on a "per head" basis and only during the summer months, this requires the Program Coordinator to work without pay to supervise and oversee these students. As the restrictions on the Pell Grants have now just been removed, we hope to have more students able to enroll for internship credits in the summer.

Section 11. Employability of Graduates

Stakeholder perceptions of the employability of graduates

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 players, 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 (first published in 1989) to Andy Richter, technical writer, the title character in the TV show "Andy Richter Controls the Universe" that aired from 2002-03, technical writing has become a recognizable career option and is one many students come to college to pursue.

Employers' perceptions of employability

The TPC/JTC Program does not track students' employment in any formal way following graduation; however, informal contacts through social media and personal contacts keep program faculty and advisors notified of career advancement and professional development. Thus, the Program's information related to employers' perceptions of employability rests primarily on self-reporting.

However, an additional source of information about student employability is provided in their Internship Evaluation form, completed by the students' site supervisor at the end of the internship (see Appendix D for a copy of this form). Over the history of the Program, only very rarely does a site supervisor have difficulties with an intern's abilities, attitude, or desire to succeed, and the comments on the evaluation form support the students' preparation and employability. The list below provides a sample of comments from these site supervisors in response to the question, "Is this intern the type of person you would consider for permanent employment? Please explain."

- o Yes, if there was an entry-level communications/development position within our organization.
- o Absolutely! We are hoping to make him a permanent part of our team; there is just a lot of red tape we have to go through to get to that point
- o If we were able to staff entry-level designers, but our budget/structure doesn't allow for us to hire full-time designers.
- o I would certainly consider xxx for permanent employment. Her familiarity with style and convention have been very helpful in creating several publications for the university. I anticipate that she will gain confidence and assertiveness as she moves into the professional world, and she shows a great deal of enthusiasm for her work.
- o Xxx has already, in just my 8 weeks of working with him, earned the chance to work for us in a permanent employment opportunity. We look forward to a long working relationship with him here at What's Up Magazine.
- o Xxxx is a permanent employee. We are so glad to have her and although we'll be sad when she leaves to attend grad school, she'll always have our support. Her skills can

only get better and I appreciate her willingness to learn all that she can while here at GRTV.
- o Yes. Xxxx is a team player, energetic and can work with little direction.
- o I am not the ultimate authority on hiring here, but I would certainly give a positive recommendation for Xxx if we had the capacity to keep her on staff. She gelled very well with our staff and would fit in nicely here.
- o Yes, Xxxx has been with Recycle for almost five years. A dedicated employee with a positive attitude. I would recommend him to a potential employer.

Alumni perceptions of employability

Because of the close relationships formed by those within the TPC/JTC 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/JTC 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 this Program Review process, 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; 41 graduates responded to the request. (A copy of the survey is included in Appendix F.)

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 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 job titles related and not related to the field:

Table 28: TPC/JTC Alumni Current and Entry-level Job Titles

PROFESSIONAL WRITING / RELATED	NON-TPC/JTC
Advertising Assistant	Account Coordinator
Associate Producer	Account Executive
Business Analyst	Activities Director
Cadillac News Reporter	Administrative assistant
Communications Assistant	Adult Services Librarian/Reference Librarian
Communications intern	Appliance Sales
Communications Leader	Athletic Camps Coordinator
Content Writer	Executive Consultant
Content Writer / Inventory Specialist	Global Resort Operations Assistant
Copywriter	Hall Director
Digital Marketing Specialist	New Business Processor
Director of Marketing	Office Manager
Email Marketing Coordinator	Paid Search Account Manager
Instructor	Professional Tutor

PROFESSIONAL WRITING / RELATED	NON-TPC/JTC
Marketing Coordinator	Programmer Analyst
Media Buyer	Project Associate
Multimedia Associate	Quality lab tech
Program Instructor	Secretary
Program Intern, Program Manager	Staff Attorney
Promotions Assistant	
Proposal Writer, Senior Proposal Writer	
Reporter	
Research Assistant	
Road Test Editor, Senior Road Test Editor	
Senior Instructor of Science Communication	
Senior Public Information Assistant	
Staff Writer	
Teacher	
Technical Writer, Senior Technical Writer	
Technical Writer, training	
VP, Global Strategy Director	
Web developer	
Website Coordinator	

This variety of titles in the first column illustrates 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

As part of our Program Review process, we asked TPC/JTC alumni 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 to the question, 100 felt that they were adequately prepared for their first job.

Because the TPC/JTC curriculum has changed since its inception 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. Grads were asked to rate their level of preparedness and ability following graduation in 14 areas, covering the program's outcomes. The table below presents their assessment of their preparation (sorted by the weighted averages).

Table 29: Alumni perception of preparedness for workforce

	1 (WEAK)	2	3 (NEUTRAL)	4	5 (STRONG)	WTD AVG
Write using standard written English	0.00% 0	0.00% 0	7.14% 3	19.0% 8	73.81% 31	4.67
Use standard office programs effectively (eg, MS Office)	0.00 0	0.00 0	4.76 2	28.57 12	66.67 28	4.62
Write effectively for various audiences	0.00 0	2.38 1	7.14 3	19.05 8	71.43 (30)	4.60
Demonstrate effective teamwork skills	0.00 0	0.00 0	4.76 2	33.33 14	61.90 26	4.57
Collect and present material for various audiences / situations	0.00 0	0.00 0	9.52 4	33.33 14	57.14 24	4.48
Edit own (and others') writing using standard written English	0.00 0	2.38 1	9.52 4	33.33 14	54.76 23	4.40
Demonstrate project management skills	0.00 0	4.76 2	21.43 9	28.57 12	45.24 19	4.14
Create effective document layout and design	0.00 0	9.52 4	9.52 4	45.24 19	35.71 15	4.07
Produce various technical and business formats	2.38 1	7.14 3	16.67 7	40.48 17	33.33 14	3.95
Use info, terminology, technology, and expectations of specialty area	0.00 0	7.14 3	26.19 11	30.95 13	35.71 15	3.95
Create and use effective technical and business visuals	2.38 1	9.52 4	23.81 10	28.57 12	35.71 15	3.86
Use doc design /production programs (e.g., Adobe programs)	7.14 3	21.43 9	16.67 7	33.33 14	21.43 9	3.40
Demonstrate specialized tech comm skills (eg, social media, HTML, tech illust, multimedia)	11.9 5	16.67 7	28.57 12	26.19 11	16.67 7	3.19
Use knowledge of publication production cycles / procedures	4.76 2	28.57 12	23.81 10	30.95 13	11.90 5	3.17

The results, as shown above, are what we expected, with 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.

Recommendations and comments

Looking at the Alumni 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/JTC 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.

Current student perceptions of employability

As with the Alumni Survey, we sent a link via email and Facebook message to current TPC/JTC 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 four academic years, totaling 12 respondents. 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 taken only one of their ENGL 280 requirements as well.

Current student perceptions of development of professional skills & abilities

As with the Program graduates, we asked students about their perceptions about the curriculum in developing specific skills needed for employment. We used similar wording and categories with these current students. A total of 10 of the 12 current students responded to this question.

Table 30: Current students' perception of preparedness for workforce

	1 (WEAK)	2	3 (NEUTRAL)	4	5 (STRONG)
Writing skills - for various audiences	0.00% 0	0.00% 0	0.00% 0	60.00% 6	40.00% 4
Collaboration / teamwork skills	0.00 0	10.00 1	20.00 2	30.00 3	40.00 4
Research skills - collecting information and material	0.00 0	0.00 0	20.00 2	30.00 3	50.00 5
Editing skills - editing your own writing and the writing of others	0.00 0	0.00 0	10.00 1	30.00 3	60.00 6
Project management skills	0.00 0	10.00 1	0.00 0	40.00 4	50.00 5
Writing skills - producing various tech and business formats	0.00 0	0.00 0	10.00 1	80.00 8	10.00 1
Awareness of your specific content area (terminology, tools, etc.)	0.00 0	10.00 1	10.00 1	20.00 2	60.00 6
Problem solving and critical thinking	0.00 0	0.00 0	20.00 2	60.00 6	20.00 2
Design skills - effective layout and document design	0.00 0	10.00 1	20.00 2	50.00 5	20.00 2
Verbal communication skills	0.00 0	0.00 0	40.00 4	30.00 3	30.00 3
Technical writing tools and software (word processing, graphic design, multimedia, web design, etc.)	0.00 0	20.00 2	10.00 1	30.00 3	40.00 4

We were once again pleased with the results. Overall, the TPC/JTC Program develops the necessary skills and abilities that are expected by the greater technical

communication profession. The lower ratings for verbal communication skills and the software tools have been consistent over the past few years and has led the TPC/JTC Program to review the required courses and adjust our advising and our course requirements to address these.

Current student description of post-graduation plans

We also asked current students about their intentions and plans after graduation. This is information is important because it allows us to see the varied paths our students how to take after graduation. With a TPC/JTC degree, students can persue a wide range of career paths, carving a unique, fulfilling, and flexible career. Students responded as follows regarding their plans upon graduation, selecting the best option from the list.

Table 31: Current students' plans following graduation

	1-5 YEARS	5-10 YEARS	# RESPONDING
Work as a writer/editor in business/industry/healthcare	75.00% 3	25.00% 1	4
Work as a writer/editor in education / government	60.00 3	40.00 2	5
Work as a journalist for a newspaper, magazine, or web based publication	100.00 3	0.00 0	3
Work as a freelance writer / editor	75.00 3	25.00 1	4
Work in another professional communication role (e.g., instructional design, media, etc.)	85.71 6	14.29 1	7
Attend graduate school	75.00 6	25.00 2	8
Gain management / supervisory experience and advance into a management position	50.00 3	50.00 3	6

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.

Conclusion: Stakeholder perceptions of the employability of graduates

The responses from our internship supervisors, graduates, and current students indicate that the TPC/JTC Program is meeting the academic and professional needs and expectations of all groups.

Section 12. Faculty Composition and Engagement

TPC/JTC Program faculty

The TPC/JTC 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."

Although the TPC/JTC Program is a stand-alone program in the Department of Languages and Literature, it does not stand alone at all because is part of the broad institution to which it belongs. Several courses required by the TPC Program, i.e., ENGL 311, ENGL 321, and ENGL 325, qualify as general education courses. In other words, TPC/JTC Program courses have become part of each student's entire education program and a component in each student's rhetorical education. So, in addition to the designated faculty members of the programs, many other faculty members, tenured, tenure-track, or adjunct, within the department also teach the courses required by the programs, including four TPC/JTC Program faculty members.

TPC/JTC Program consists of four designed faculty members. Three of them are full-time faculty members who teach TPC/JTC program courses, and the fourth is a full-time faculty member teaching Journalism (JTC) courses. The summaries of the professional qualifications of the four program faculty follow (See Appendix H for the faculty curriculum vitae).

Sandra J Balkema, PhD

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

1. 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

2. The number of promotions or merit awards—if applicable—received since the last program review. None applied for.

3. Summary of professional activities since 2006
   - Annual Effective Communication Competition, Society for Technical Communication (STC), West Michigan Shores Chapter. Competition Judge, 1997–2014. Competition Coordinator: 2006-14.
   - West Michigan Shores Chapter, Society for Technical Communication (STC). Recent service: Executive Board. Chapter president, 2009–present; chapter treasurer, 2007–09
   - Contractor / Instructional Designer. Media 1 Interactive, Inc., Grand Haven, MI. Contract as an instructional designer, editor, technical writer on web-based

(WBT) and instructor-led training (ILT) projects for Media 1 clients, including Hewlett-Packard, Amway, Dematic, Anheuser-Busch, the State of Maine, and Meijer. Extended contracting activities during 2001-02, 08-09; sabbaticals, 2001–13.

- External editor. College of Pharmacy, Ferris State University. Self-Study Report, 2015.
- Ferris State University's HLC Self-Study Report, submitted to the Higher Learning Commission / North Central Association, Technical Editor/Writer and Production Manager, 2009–11. Site visit: April 2011.

Erin M Weber, MTSC

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

1. 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.
   BS in Technical Communication, Ferris State University, 1993

2. The number of promotions or merit awards—if applicable—received since the last program review. None applied for.

3. Summary of professional activities since 2006
   - 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, MS

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

1. Academic rank and qualifications/credentials:
   Assistant Professor
   MS in Communications, Grand Valley State University, 2007. Focus: Student media advising
   BS in Journalism, Central Michigan University, 2004. Minor: History

2. The number of promotions or merit awards — if applicable — received since the last program review. None applied for.

3. Summary of professional activities since 2006
   - Presentations at the annual College Media Advisers spring national convention in New York City, Associated Collegiate Press national convention, College Media Advocates convention, and Michigan Press Association convention, 2014-16
   - 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
- Secured the inclusion of Ferris in an annual journalism scholarship program presented by the Michigan Press Association Foundation
- 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
- Planned and directed 1st and 2nd Ferris High School Journalism Workshops
- As Torch adviser: Directed process to create financial stability for Ferris State Torch student-led newspaper; Reformatted Torch website, developed on-going collaboration with the Pioneer newspaper staff in Big Rapids

Nate Garrelts, PhD

Primary Instructor for program required course, ENGL 380.

1. Academic rank and qualifications/credentials.
   Professor
   PhD, American Studies, Michigan State University, 2003
      Concentrations: Cultural Studies, Composition-Rhetoric, and Contemporary American Literature
   MS Information Security and Intelligence, Ferris State University, 2015
   MA English, Ball State University, 1998
   BA Education, Michigan State University, 1997

2. The number of promotions or merit awards—if applicable—received since the last program review. Promotion to professor, 2016

3. Summary of professional activities since 2010
   - Edited one book and published 6 articles in web journals
   - Presented at International Conference on the Fantastic in the Arts, Children's Literature Association, and Ferris State University
   - Reviewer for Bedford St Martin's
   - Served as department head, Languages and Literature
   - Advised pre-pharmacy students; technical and professional communication advisor for FSU @ Southwestern Michigan College
   - Webmaster for department of Languages and Literature

Workload

The TPC tenured and tenure-track faculty are assigned the "normal load," which contractually is the equivalent of four courses per semester. The Program Coordinator receives .25 reallocated time for her administrative duties (see Appendix E for list of responsibilities). The faculty adviser for *The Torch* receives .50 reallocated time for his responsibilities.

Regarding the assignment of specific core courses, the three full-time TPC/JTC 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 three TPC/JTC 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.

Service

The TPC/JTC faculty members all perform their service duties across campus and beyond. They advise program students and/or students from other programs; they serve on department committees, College committees, and University committees; they serve on other professional committees in their own professional fields. For a list of service activities, see their CVs contained in Appendix H.

Research

All TPC/JTC faculty members perform research and present papers at conferences or publish papers, complete design projects, and engage in other professional activities. For example, Sandy Balkema designed projects and presented at 4Cs; Steve Fox presented various press association conferences; and Nate Garrelts published online articles and presented at a variety of conferences. For a list presentations and papers, see their CVs contained in Appendix H.

Continuing education

The TPC/JTC faculty either provide training or participate in training courses. Sandy Balkema served as consultant/technical trainer for several companies in West Michigan, including Gentex, Meijer, and Amway. Nate Garrelts received his MS degree in Information and Intelligence Security. For more details, see their CVs contained in Appendix H.

Perceptions of TPC/JTC faculty members

Students' evaluations of the program faculty

The following table presents the overall averages of the IDEA evaluations of each course the faculty taught in the past five years.

Table 32: Average IDEA ratings, TPC/JTC faculty, 2011-16

FACULTY MEMBER	COURSE	AVG RATING
Sandy Balkema	ENGL 323	3.8
	ENGL 411	4.4
	ENGL 380	4.7
Erin Weber (data not available; on sabbatical leave)	ENGL 323	x.x
	ENGL 499	x.x
Steve Fox	ENGL 150	3.7
	JRNL 121	4.1
Nate Garrelts	ENGL 321	4.3
	ENGL 325	4.1
	ENGL 311	5

As indicated by the tables, the evaluation scores are way above the average of 3, even close to 5. These results tell us that the students in the pogrom are overall satisfied with the courses they take and with the faculty who teach these courses. The TPC/JTC faculty meet the expectations of the students to gain a quality education to prepare them for the next steps after graduation. In a nutshell, the results suggest that the faculty are excellent instructors.

Students' perceptions of advising and faculty

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. In the spring of 2016, we surveyed current students and 10 students responded to the following question (see Appendix F for the survey questions). Our students agree, as indicated in the following results, to rate four non-curriculum aspects of the TPC/JTC program.

Table 33: Current Students' perceptions, non-academic/curricular program features

	STRONG	GOOD	NEUTRAL	WEAK	NO EXPERIENCE
Academic advising	80% (8)	20% (2)	0% (0)	0% (0)	0% (0)
Internship opportunities	30 (3)	10 (1)	3 (3)	0 (0)	30 (3)
Program facilities & equipment	20 (2)	30 (3)	50 (5)	0 (0)	0 (0)
Faculty awareness of professional issues/trends	40 (4)	40 (4)	20 (2)	0 (0)	0 (0)

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

Perceptions of Languages and Literature faculty

We also conducted a survey to obtain feedback from Languages and Literature faculty, including the TPC/JTC core and non-core instructors, about their perceptions related to instruction in the TPC/JTC Program (see Appendix F for the survey questions). Twenty-nine (29) responded to the survey; 22 responded to the following question. Below is a summary of their perceptions as evidenced in the survey results.

Table 34: Department faculty perceptions of TPC/JTC faculty and advising

	STRONG	GOOD	NEUTRAL	WEAK	NO EXPERIENCE
Program faculty involvement across college and campus	22.73% (5)	50% (11)	18.8% (4)	4.55% (1)	0.0% (0)
Program faculty involvement in the department	27.2 (6)	45.45 (10)	13.64 (3)	4.55 (1)	9.09 (2)
Advising in Program	36.36 (8)	36.36 (8)	27.27 (6)	0.0 (0)	0.0 (0)

For all three items, survey responses are consistent with more than half the instructors agreeing that the program provides (strong or good) adequate advising and guidance for students in their program options, career options, and work experience opportunities.

Program alumni perceptions

In the surveys conducted of TPC/JTC alumni, many respondents underscored the instructional quality as significant in their preparation for graduate school and/or some other further study. On average, about 41 of the 45 respondents indicated they were fully prepared for the job duties after graduation; about 41 indicated they were prepared for the various job duties.

As noted previously (in Section 11, Employability of graduates), the three areas that alumni ranked highest for preparation (70 or higher rated these categories "excellent") were the following:

- Write using Standard English (74)
- Write effectively for various audiences (71)
- Demonstrate effective collaboative/team work skills (62)

The responses to the Current Student Survey also highlight the strength of instruction, for example, in the students' recognition of individual courses as relevant to their TPC/JTC Program, of faculty who are aware of professional issues and trends 69, (N = 29 report as "excellent" or "good"), and of academic advising as a quality component of their instruction and curriculum (93, N = 30, as "excellent" or "good").

Of the students who responded, 78 (n=32) report that their TPC/JTC Program provided "intellectual challenge." Results also indicate that students see the overall TPC/JTC curriculum effectively providing them the necessary professional and academic skills. For example, 76 (31) of respondents indicate (as "excellent" or "good") that the program is effectively teaching life-long 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/JTC Program. This APR study confirms the prominence of that goal and its importance and relevance to alumni.

Advisory Board / Professional colleagues' erceptions

We also surveyed our Advisory Board members and additional professional writing colleagues to obtain perceptions and feedback about the Program faculty. We received 28 responses; 22 responded to the following question. See the following table for the results.

Table 35: Program Advisory Board and Professional Writing colleagues' perceptions of the TPC/JTC Program Faculty (N = 22)

	STRONG 5	4	NEUTRAL 3	2	WEAK 1	N/A 0
Composition and quality of program faculty	22.73% (5)	63.64% (14)	4.55% (1)	0.00% (0)	0.00% (0)	9.09% (2)

Of the 22 respondents, 19 believe that the Program faculty are highly competent (strong or good).

Program policies and procedures

Teaching improvement activities, research, and service

The department of Languages and Literature has Faculty Development funds, which support all faculty members, including TPC/JTC faculty members' research, service, and other professional activities.

Advising

Advising of program majors and minors is part of the coordinator's responsibilities (as part of the 1/4 release time responsibilities).

Program faculty members, especially Steve Fox and Erin Weber, assist in advising in two areas, with Steve Fox assisting with multimedia journalism minors and journalism certificate students, and Erin Weber assisting with English/professional writing minors and technical writing certificate students.

Qualifications

The department of Languages and Literature and the College of Arts and Sciences establishes the minimal qualifications for faculty positions. All TPC/JTC faculty members are part of the English Faculty Member rotation list and bargaining unit classification.

Faculty evaluation and assessment

TPC/JTC faculty members are evaluated, according to the FFA contract guidelines, following the same procedures and approach as all faculty members in the department of Languages and Literature by the department chair. The Program Coordinator is also evaluated annually by the department chair; the coordinator's appointment is renewed according to department policy every three years.

Hiring and retaining program faculty

Recruiting, hiring, and retaining faculty members for the TPC/JTC Program is the responsibility of the department of Languages and Literature and led by the department chair. 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/JTC faculty.

In the 2014-15 academic year, a successful search for two technical writing faculty positions (full-time, tenure-track) was completed. The two faculty positions emphasized specialty strengths in teaching technical writing, writing for the health sciences, and visual rhetoric. In addition, applicants were encouraged to participate in the TPC/JTC Program, both as members of the Program Committee and potential instructors of the program-required courses.

During the past academic year (2015-16), the two faculty members participated actively in program activities, including curricular revision and this Academic Program Review process. Recently (summer 2016) one of the new faculty members resigned her position for family reasons. The second new member continues to be active in the program and will be teaching the revised ENGL 417 course in the next academic year.

Section 13. Program Administration and Support

Program administration

The TPC/JTC Program is organized in ways similar to other academic programs within the College of Arts and Sciences, 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.

Administrative oversight

As noted previously, the Program Coordinator is appointed for a 3-year term by the department chair following an application process for the position. The appointed Coordinator 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/JTC Program is a subunit of the department of Languages and Literature, the Coordinator reports directly to the department chair. As a CAS program, the TPC/JTC Program is ultimately responsible for reporting to the Dean. No staff members are assigned to the Program; the department clerical staff and student workers assist with program duties, as needed.

o   Program coordinator: Sandy Balkema, PhD
o   Department chair: Debbie Courtright-Nash, PhD
o   College dean: Kristi Haik, PhD

At the program and department level, the TPC/JTC Program also works in conjunction with the TPC/JTC Program Committee, which is made up of six members: three permanent members (program coordinator, capstone course instructor, and journalism instructor) along with two department-elected full-time TT faculty (two-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 program issues related to its curriculum, program needs, students, and advising, as well as assessments. The committee also advises the program coordinator on scholarship applications and awards. The organizational chart (below) summarizes this structure.

Division	Academic Affairs								
College	College of Arts and Sciences								
Dept	Lang & Lit			Math	Hum.	Soc Sci	Phys Sci	Biol	Soc Work
Prog	TPC/JTC BS	Engl BA	Span BS						
Minors	ENGL/PW	CrWtg	Span	Fren					
	MMJrnl	Engl Lit							
Certifi-cates	TW	CrWtg							
	Jrnl								

Figure 1: Organizational chart, TPC/JTC Program

Efficiency and effectiveness of current adminstrative structure

Two of the APR surveys asked respondents to evaluate aspects of the Program's administrative functions. The two groups expected to be most familiar with, and thus able to assess, these were the department faculty members and Program Advisory Board / professional writing colleagues. Both groups perceive the program administration overall to be effective and to meet the needs of the students.

On the Faculty survey, in response to questions related to the relationship of the TPC/JTC Program to the department as a whole, of the 29 responses, only one question received a rating of one/weak. In assessing the department's support of the program in areas of faculty support, opportunities for working with students, faculty professional development, and hiring / retaining faculty, department faculty gave strong ratings (4 or 5) an average of 72 of the time. The question receiving the weak rating, the department's ability to hire and retain quality faculty, may have been prompted by the recent resignation of a brand new faculty member following one year working at Ferris (note: she left for personal, family reasons, not because of any difficulties with the position).

The table below summarizes these responses from the Faculty survey related to the relationship of the program to the department.

Table 36: Department faculty perceptions of TPC/JTC Program relationship to the department, including weighted averages.

	WEAK 1	2	NEUTRAL 3	4	STRONG 5	WTD. AVG
The department provides adequate support for the TPC/JTC program	0.00 0	0.00 0	36.36 8	36.36 8	27.27 6	3.91
The department provides opportunity for TPC/JTC program faculty to advise and mentor students	0.00 0	0.00 0	27.27 6	45.45 10	27.27 6	4.00
The department provides opportunity for TPC /JTC program faculty to engage in teaching improvement activities, research, and service	0.00 0	0.00 0	22.73 5	36.36 8	40.91 9	4.18
The department is able to hire and retain quality faculty at all levels for the TPC/JTC program	4.55 1	0.00 0	22.73 5	45.45 10	27.27 6	3.91

Program Advisory Board members and Professional Writing colleagues were also asked to evaluate several features of the TPC/JTC program administration, from the composition and quality of program faculty (as discussed in the previous section) to the program leadership and University support for the program's activities, goals, growth, and development. The table below summarizes the responses to these questions. Those having suffcient knowledge of the Program faculty and leadership rated these very highly, providing 95 and 100 "good" to "strong" ratings, respectively. University support received a range of assessments, with over a third (37) providing neutral (3) ratings.

Table 37: Program Advisory Board and Professional Writing colleague's perceptions of the TPC/JTC Program (N = 22)

	N / A 0	WEAK 1	2	NEUTRAL 3	4	STRONG 5
Composition and quality of program faculty	9.09 2	0.00 0	0.00 0	4.55 1	63.64 14	22.73 5
Program leadership	9.09 2	0.00 0	0.00 0	0.00 0	45.45 10	45.45 10
University support for the program's activities, goals, growth, and development	31.82 7	4.55 1	9.09 2	36.36 8	13.64 3	4.55 1

Section 14. Support Services

The TPC/JTC Program relies on supporting services available across the University campus and digitally in order to provide students the necessary tools for success. Wide-ranging University services represent opportunities for diverse interactions, mentoring opportunities, and unique learning opportunities outside of the program. Students in the program utilize support services for broad academic advising, specific academic planning, advancement of social and cultural, awareness, career development, and personal needs.

The University library, FLITE, is open seven days a week during the regular academic schedule with varying late hours to accommodate student schedules. The current physical location opened in 2001 as a modern, open information center, with both digital and hard copies as its focus. A library research assistant is available in person seven days a week, as well as by chat, through e-mail, over the telephone and using text messages, meeting students in virtually any format they need.

According to the TPC/JTC Current Student Survey, 80 of the respondents reported that FLITE library resources ranked as moderate to excellent based on personal experiences with the library. Additional results from the Current Student Survey are summarized in the table below.

Table 38: Current student assessment of University support services

UNIVERSITY SUPPORT SERVICE	STUDENT ASSESSMENT
Writing Center and Tutoring Center	30 = no experience 30 = weak to neutral experiences 40 = good to excellent
Technology Assistance Center	80 = neutral to good 0 = excellent
Birkam Health Center	40 = no experience 40 = neutral 0 = good to excellent ratings
Career Center	40 = no experience 40 = neutral
Educational Counseling and Disability Services	60 = no experience 30 neutral 10 moderate
Diversity and Inclusion Office	40 = no experience 40 = good to excellent
Multicultural Student Services	40 = no experience 40 = good to excellent

Increased use of available University support services can be improved in many instances. The pattern of students with no experience with the various campus support services, particularly the Writing/Tutoring centers, Career Center, Educational Counseling/Disability Services, and Diversity and Inclusion/Multicultural Student Services indicate a potential weakness of the program. It could be an indication that students in the program are not being counseled toward these services properly or that students in the program feel isolated from many of the campus services and as a result do not take advantage of them. Access to some of the support services are on an as-needed basis that will remain individual to students, such as health services.

Internally, the TPC/JTC Program supports its own resource library in addition to the materials available through FLITE. The program library is housed in the Prakken 122 lounge area, attached to the primary seminar course facility for the TPC/JTC Program. The contents include journals (*Intercom*, *Technical Communication Quarterly*, *Publish*, Syllabus, *College English*, *College Composition and Communication*, and the *AMWA Journal*), 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 industry-specific style guides. Use of the TPC/JTC Program resource library is light according to the check out/in sheet; however, students often use items within the area or do not log their use on the check out/in sheet. The program required courses, ENGL 380, 411, and 499, regularly use the resources for class assignments and in-class activities.

Opportunities to improve in this area could include a digital resource library that would prove more useful to students. It would be available any time the students need access and is likely the way most students would prefer to access resource materials such as industry style guides, handbooks, and writing guides. Determining the digital location and access to an electronic resource collection would be important to the success of such an addition.

Section 15. 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, Garrelts, 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 approximately 22-24 participants. The room's tables and chairs are all on casters, allowing for classroom (front-facing), seminar (U-shape), or modular arrangements. It also has standard "smart room" equipment.

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

Computer access and availability

TPC/JTC Program students have key-pad access to the PRK 117 computer lab, which contains 24 PCs, all with USB ports and campus network access. The lab was recently upgraded with all new computers and a new color printer. All computer and software updates are part of the department and college update policies and schedule.

Each semester, the TPC/JTC Program coordinator assigns a unique key code to each TPC/JTC 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. 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.

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.

The physical distance between the TPC/JTC Program and the main department of Languages and Literature office means that responsibility for maintenance, repair, and upkeep of the computer lab falls on the faculty residing in the Prakken suite. At times, non-TPC users of the lab (faculty and others) may look to the TPC/JTC Program faculty to fix issues in the lab that are the domain of TAC; ongoing education has largely been successful.

Other instructional technology / equipment

All classrooms used for program courses — typcially located in the Prakken and Alumni buildings — are "owned" and assigned by the department of Languages and Literature, based on faculty schedule requests. Because faculty member offices are located in the Prakken building, most of the program courses are held in nearby rooms (PRK 119, 117, and 122; ALUM 123).

Conclusion

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

Support by both the department of Languages and Literature and the Arts and Science's Dean's office has allowed the program to maintain an up-to-date computer lab, usable instructional area, and essential program space.

Section 16. Perceptions of Overall Quality

To identify the key features and strengths in the TPC/JTC Program, we asked the TPC/JTC Program Committee — including the TPC/JTC faculty members and the chair of the department of Languages and Literature — to provide their assessments and perceptions of the Program's overall quality.

Table 39: Perceptions of overall quality, TPC/JTC Program Committee

Category	Average Rating (scale of 1-100) Low-High
Program mission and goals	95.5
Curriculum	94.67
Assessment of student learning	82.5
Program profile	90
Program value	95
Program flexibility and access	97.17
Visibility and distinctiveness	86.67
Program demand	85.83
Student achievement	90
Employability of graduates	91.6
Faculty composition and engagement	87.5
Program administration and support	93.33
Support services	86.67
Facilities and equipment	84.17

Program mission and goals

o   The mission of the program is aligned with the broader missions of the department, college, and University. While we certainly focus on written communication in the program, what this means is far more complex. This complexity is covered in the program in many ways, but I am not sure that it is represented in the official mission statement.

o   The revised mission and goals are progressive and show awareness of future market needs.

o   The TPC/JTC mission maintains focus on professional trends, meeting the University mission by preparing graduates for careers in technical fields.

o   The TPC/JTC 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.

o   All TPC/JTC degrees and concentrations are strong examples of career-related education.

o   The Program's broad-based interdisciplinary focus reflects a major emphasis of Ferris' mission.

o   We have a clear, well-defined mission and goals which align well with the University's mission and identity.

Program curriculum and assessment of student learning

- o Given the structure of the program, students have the opportunity to work with many faculty members across the University. This, no doubt, gives them a diversity of perspectives. The trade-off for relying on other departments, and even own department's general education offerings, means that we relinquish control of what is being taught to students and who is teaching it. Of course, our own departmental structure and the structure of the University ensures that we have a voice. We also have faith in both our colleagues and the process.

- o Our portfolio system is both formative and evaluative. Students present their work to faculty, advisory board members, and other experts in the field and receive feedback that will help them improve their professional materials and ethos. At the same time, we use this activity to assess the students' progress toward meeting program outcomes and our overall effectiveness. The process is comprehensive, supportive, and valuable for everyone. This is how assessment should be.

- o Some of the curriculum is purposefully flexible, but there are standard courses that make sure students gain necessary skills and knowledge to be successful.

- o While the portfolio and internal assessment are excellent, TracDat does not show Action steps or follow-up assessment measures.

- o Students are challenged to produce work reflective of the careers they will be entering. Students benefit from faculty members who remain active in the field, understanding the demands they will face entering the workplace.

- o Professional portfolio presentations continue to be an important component of the student's culminating education. Presentations display each student's level of preparation to apply skills learned in the program to the professional field of choice. It is an opportunity for the students themselves to test presentations and physical material in front of a group who provide constructive feedback. It is also a time for program faculty members to observe areas of success and weakness among graduating students in order to spark immediate discussion if needed.

- o Consistency within program courses is a strength of TPC/JTC, due largely to consistency in instructors. Courses are formally evaluated, assessed based on objectives and outcomes, and improved as needed. Due to consistency and cooperative communication within the program, courses are also informally discussed on a regular basis to ensure any weaknesses are addressed as soon as possible in order to benefit the students currently in the program as well as future students.

- o Areas that could be further encouraged within the program include more emphasis on world languages, exploring diverse cultures and improving a wide range of communication skills. One way this can be done is to further encourage study abroad opportunities. Those TPC/JTC students who do complete study abroad courses often possess added awareness of language and cultural skills and their importance.

- o Within the TPC/JTC 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.

- o Our curriculum is very strong; this is widely agreed-upon by students, alumni, faculty, and the business community.

- Programmatic assessment is consistent and substantive, but needs modernization. The program is aware of this and is in the process of doing so now.

Program profile, value, flexibility, demand, and enrollment

- It is obvious that we attract a small cohort of relatively high achieving students and help them to successfully graduate and find employment. We do this with very little administrative cost or other resources. While our program is not as large as others, it is appropriately sized for our current resources and is highly effective. At the same time, it would certainly be nice to have a program that exceeds our current resources and attracts students from around the country like welding or pharmacy. Given the other programs at Ferris and our national reputation, the true potential of the TPC program is probably not fully realized.

- Considering the flexibility of the program, employability of our students, and the average salary of graduates, the TPC program presents a good value proposition when compared with other majors in the college and university.

- 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.

- The TPC/JTC program fills a much-needed niche for many students who enter college as strong writers, but struggle to find the practical career path they desire.

- The program has a great deal of flexibility that allows students to have concentrations and attach minors and/or certificates that make them well-rounded professional writers.

- Our program has clear value, is flexible, and is unique in Michigan for both its focus and its structure.

- Enrollment for the program has remained steady and, because of the interdisciplinary nature of the program, only a handful of Languages and Literature courses are impacted by low enrollment; however, because of the number of students seeking the TPC/JTC minors and certificates, the enrollment for those courses is normally healthy.

- The minors and certificates are attracting growing numbers of students.

Program visibility and distinctiveness

- The technical writing field remains unclear to some; however, the program is distinct in its ability to help students who are strong writers to find a way to put their skills to practical career use.

- The TPC/JTC 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/JTC 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.

- o Our programmatic visibility and non-English (major) student awareness of our majors as viable, employable paths could be improved. Doing so may grow the program.

Student achievement & employability of students

- o As the University grows and changes to meet real world demands, the linked and flexible nature of our concentration model allows our program to simultaneously and immediately change. This gives our students the opportunity to always stay on the cutting edge.

- o Students sometimes need time to sort through their specific career focus; however, the skills they possess make them strong candidates for a wide variety of professional writing positions that make them immediately attractive.

- o Our students are consistently high achievers; we demand a lot from them, and they work to exceed those demands.

- o The TPC/JTC Program attracts some of Ferris' strongest and most motivated students.

- o Graduates are successful in finding employment in a variety of technical and communication-related fields.

Program faculty, administration, support services, and facilities

- o The program coordinator does an excellent job providing each student with a personalized plan for meeting their educational and career goals. Given the close quarters of our offices, I regularly see students enter her office for advising. She knows them all by name, engages them in friendly conversation, and provides them with the advice and resources they need to be successful. The program is successful in large part because of her tireless effort. I have the highest level of confidence in her as a colleague and believe that others across the University feel the same.

- o It is convenient for our faculty to be collocated in one building with offices next to our seminar room and lab. We have awesome parking and enjoy the collegiality afforded by the space. Yet, being in cubicles is not ideal for student confidentiality and working privately, the Formica on my desk regularly pops off, my printer is from a past era, and my chair is the best thing I could scrounge when my original one finally broke. The situation is improving, though, since the bathrooms in Prakken have been renovated and no longer smell like urine. Space and resources are important, and in my experience, often reflect a University's general attitude toward a program.

- o The faculty we have are highly qualified and active individuals; however, the department needs to hire more faculty for this area to assist with the advising and is in the process of doing so for the 2017-2018 school year.

- o The current program coordinator is rated as excellent and even "life-changing" by students, who feel well-guided and supported.

- o Although we recently purchased a new printer for the area, and the dean's office was helpful in arranging for "new to the students" computers for our computer labs by reassigning computers that had rotated out of other areas into the computer lab, there will be a rising need for even more up to date computers and software as we move towards our new goals and outcomes.

- The program is well-supported in all respects, and while campus computers sometimes struggle with the high demands of our software, that struggle does not significantly interfere with instruction or student work at this time.

- One key qualification of TPC/JTC 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.

- Faculty members connect with most students in various ways, from traditional classroom settings to one-on-one project oversight, career advice, mentoring, and outside settings such as involvement in *The Torch* student newspaper.

Section 17. Implementation of Findings

In addition to providing their assessments and perceptions of the Program, the TPC/JTC Program Committee members were also asked to share their views about the implications of the entire APR process. Their comments are included below.

- o The institutional emphasis on teaching and service at Ferris likely impacts the amount of scholarship we produce, national recognition we receive, and our comfort in sharing with one another. Yet, program faculty actively work in the field, present, and publish. Faculty who teach many of our general education offerings also have impressive teaching, service, and scholarship records that do not appear in this report. Researching and sharing our findings does much more than add a CV line. It inspires students, keeps us current in the field, markets our programs, causes us to question, etc. After reading this APR report, it is apparent the we could do more to promote the value of our scholarly endeavors and program to students and other stakeholders. We do this at the department level, yet advisory board members and students may not know just how active we are. A good next step after APR might be to consider ways to share our work to inform and widen our program audience.

- o Survey feedback from current TPC/JTC students and recent graduates provide strong evidence that the program continues to serve students well and has made the necessary changes to remain relevant. The comment sections are particularly revealing with overwhelmingly positive feedback in areas of faculty knowledge and engagement as well as strong career preparation.

- o Several steps of the program review process, including meeting with Advisory Board members and professional writers, paid immediate dividends. While it is sometimes easier to look toward change as the best path forward, the Advisory Board was able to help make it clear that instead of significant changes a process of analysis and revision was more beneficial to students and to the professionals in the field who will be hiring graduates of the TPC/JTC program. This was not done to avoid making important changes, but as a response to the Advisory Board to address needs within the professional field. Further revisions are still being considered based on feedback.

- o Recent curricular revisions have benefited the instructor and students in Journalism courses. The changing in course numbers may seem insignificant on the surface; however, it does help to establish more clear expectations regarding the entering skill level of students, the order of courses to be taken, and the expected level of rigor for the various courses. The revisions, including more well thought out prerequisites, have been positive.

- o Some of the most noteworthy and significant observations I gained from the APR process are these: (1) The Ferris TPC/JTC program is more customizable than any other program I've seen, which allows students to position themselves very well for employment at graduation. (2) Our students are consistently high achievers; we demand a lot from them, and they work to exceed those demands. (3) Our curriculum is very strong; this is widely agreed-upon by students, alumni, faculty, and the business community.

- o One way to implement the findings is to send the report to all the stakeholders, solicit their feedback, and then revise the report. Another way is to focus on the suggestions to improve the program. According to the Languages and Literature faculty survey results, for example, some faculty reported unfamiliarity, and quite a number of faculty are not even aware of the functions of the program, so it may be necessary to create more opportunities for the program and the faculty to engage in

dialogues or other activities. TPC/JTC Program core faculty may have opportunities to communicate with non-core faculty about the topics related to the program. In addition, we could do the following to increase dialogue/communication between TPC/JTC Program faculty and non-TPC/JTC Program faculty:

- Dialogs with 300-level writing instructors about TPC/JTC Program student needs and expectations to increase alignment for this level of writing instruction.

- Create more opportunities for non-TPC/JTC faculty members to teach TPC classes.

Appendices

A: Program check sheets
- Technical & Professional Communication (BS)
- Journalism & Technical Communication (BS)
- English/Professional Writing minor
- Multimedia Journalism minor
- Technical Writing certificate
- Journalism certificate

B: TPC/JTC Program curriculum
- Program goals and assessment plan
- Curriculum map

C: Portfolio evaluation form

D: Internship evaluation form

E: Responsibilities of TPC/JTC program coordinator

F: APR Survey instruments
- Current Students
- TPC Alumni
- Advisory Board
- TPC and Related Faculty

G: TPC Program faculty credentials (CVs)
- Sandra J Balkema, coordinator
- Steven Fox
- Erin M Weber (not available; currently on sabbatical leave)
- Nathan Garrelts

H: TracDat report

A: Program check sheets

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

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. 3.0 cumulative GPA in all 300-level ENGL courses, with minimum 2.3 grade in individual 400-level ENGL 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 _____
Portfolio approval _____ (coordinator's initials) Date _____

REQUIRED		COURSE TITLE – FOR PRE-REQUISITES NOT INDICATED, SEE FSU CATALOG COURSE DESCRIPTIONS	FSU S.H.	GRADE
MAJOR COURSES		**MAJOR COURSES: Minimum of 54 Total Credits Required** (pre-reqs)		
ENGL	311	Advanced Technical Writing (ENGL 250)	3	
ENGL	321	Advanced Professional Writing (ENGL 250)	3	
ENGL	323	Proposal Writing (ENGL 250)	3	
ENGL	325	Advanced Business Writing (ENGL 250)	3	
COMM	3xx	300-level Communications elective (COMM 121)	3	
DSNG	110	Design Principles *OR*	3	
DSNG	224	Web Design and Planning		
GRDE	118	Desktop Publishing	3	
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 Written Communication and Style (ENGL311 or 321 or 323 or 325)	3	
ENGL	411	Professional Technical Communication (ENGL311 or 321 or 323 or 325)	4	
ENGL	417	Visual Rhetoric and Document Design (ENGL311 or 321 or 323 or 325)	3	
ENGL	491	TPC Internship (ENGL311 or 321 or 323 or 325)	4-8	
ENGL	499	Technical Communication Seminar (ENGL311 or 321 or 323 or 325)	4	
		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	

Revised Summer 2016

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 Cr.		
Course	Grade	Credit
ENGL 150		3
ENGL 250		3
(achieved in major)		3
COMM 121		3
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:			
x	Course	Grade	Credit
	MATH 115 or higher or		3
	MATH 115 or higher proficiency or		
	ACT MATH 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:

BACHELOR OF SCIENCE IN
JOURNALISM and TECHNICAL COMMUNICATION

FERRIS STATE UNIVERSITY
Program Coordinator: SANDY BALKEMA
Office: PRK 120A   Telephone: (231) 591-5631   Email: 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. 3.0 cumulative GPA in all 300-level ENGL courses, with minimum 2.3 grade in individual 400-level ENGL 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 _____
    Portfolio approval _____ (coordinator's initials) Date _____

REQUIRED		COURSE TITLE – FOR PREREQUISITES NOT INDICATED, SEE FSU CATALOG COURSE DESCRIPTIONS		FSU S.H.	GRADE
**Major Courses: 54 Minimum Total Credits Required** (pre-reqs)
ENGL	311	Advanced Technical Writing	(ENGL 250)	3	
ENGL	321	Advanced Professional Writing	(ENGL 250)	3	
ENGL	323	Proposal Writing	(ENGL 250)	3	
ENGL	325	Advanced Business Writing	(ENGL 250)	3	
COMM	3xx	300-level Communications elective	(COMM 121)	3	
DSNG	110	Design Principles *OR*		3	
DSNG	224	Web Design and Planning			
JRNL	234	Journalism Internship		2	
ENGL	280	Special Topics in Technical Communication		1	
ENGL	380	History of Written Communication and Style	(ENGL311 or 321 or 323 or 325)	3	
ENGL	411	Professional Technical Communication	(ENGL311 or 321 or 323 or 325)	4	
ENGL	417	Visual Rhetoric and Document Design	(ENGL311 or 321 or 323 or 325)	3	
ENGL	491	TPC Internship	(ENGL311 or 321 or 323 or 325)	4-8	
ENGL	499	Technical Communication Seminar	(ENGL311 or 321 or 323 or 325)	4	
		Program Elective		3	
		Program Elective		3	
		Program Elective		3	
		Program Elective		3	
		PORTFOLIO APPROVAL			
**21-Credit Minimum Content Specialty** *(semester offered)* (pre-requisites)
JRNL	121	Writing for Mass Media	*(fall only)*	3	
JRNL	222	Reporting	*(spring only)* (ENGL 150, JRNL 121)	3	
JRNL	330	Publication Editing	*(even years / spring)* (ENGL 250)	3	
JRNL	328	Feature & Opinion Writing	*(odd years / spring)* (ENGL 250)	3	
JRNL	251	Understanding Mass Media	*(spring only)*	3	
Select two:
COMM	385	Broadcast Writing	(COMM105 or 121 or 200 or 201)	3	
TDMP	328	Streaming Media Production		3	
GRDE	224	Website Design & Planning		3	
TDMP	326	Television Production Writing		3	

Revised Summer 2016

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 Cr.

Course	Grade	Credit
ENGL 150		3
ENGL 250		3
(achieved in major)		3
COMM 121		3
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:

x	Course	Grade	Credit
	MATH 115 or higher or		3
	MATH 115 or higher proficiency or		
	ACT MATH 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:

English/Professional Writing minor (22 credits)

Required Courses		Credits
ENGL 323	Proposal Writing	3
ENGL 380	History of Written Communication and Style	3
ENGL 417	Visual Rhetoric and Document Design	3
ENGL 411	Prof Technical Communication	4
OR: ENGL 499	Tech Communication Seminar	
CHOOSE ONE:		
ENGL 311	Advanced Technical Writing	3
ENGL 321	Advanced Professional Writing	3
ENGL 325	Advanced Business Writing	3
CHOOSE TWO:		
ENGL 222	Introduction Creative Writing	3
ENGL 301	Introduction to Linguistics	3
JRNL 328	Feature and Opinion Writing	3
JRNL 330	Publication Editing	3

Technical Writing certificate (14 credits)

Required Courses	Credits
ENGL 380: History of Written Communication and Style	3
ENGL 411: Prof Technical Communication	4
ENGL 499: Tech Comm Seminar	4

Choose one:
    ENGL 301: Introduction to Linguistics
    ENGL 323: Proposal Writing
    JRNL 330: Publication Editing
	3

Multimedia Journalism minor (24 credits)

Journalism Core	Credits
▪ JRNL 222: Reporting	3
▪ JRNL 328: Feature and Opinion Writing OR JRNL 330: Publication Editing	3
▪ ENGL 417: Visual Rhetoric and Document Design	3
▪ PHOT 101: Photography	3
Select one (3 credits)	
▪ COMM 385: Broadcast Writing ▪ TDMP 326: Script Writing	3
Select group "A" or "B" (6 credits)	
A: GRDE 224: Website Design & Planning	3
TDMP 243: Field Production	3
B: TDMP 132: Digital Media Art and Technology	3
TDMP 328: Streaming Media Production	3

Journalism certificate (12 credits)

Required Courses		Credits
JRNL 121	Writing for Mass Media	3
JRNL 222	Reporting	3
JRNL 328	Feature and Opinion Writing	3
JRNL 330	Publication Editing	3

B: TPC/JTC Program curriculum: Curriculum map (skills to courses)

KEY: F = foundational skill —developed in the class   P = primary outcome of the class   S = secondary outcome of the class

Skills / Outcomes	Other: Non-program (list)	300-level Writing Courses				280	380	Program Courses			
		323	311	321	325			417	411	499	491 (intern-ship)
Writing/editing											
Writing styles (use appropriate)		P	P	P	P	P	F	F	P	F	F
Practical writing		P	P	P	P	F	F	F	F	F	F
Minimalist writing		F	P	P	P		F	F	F	F	F
Academic writing		F	F	F	F		F	F	F	F	F
Proposal writing		P	S	S	S		F	F	F	F	F
Procedural writing	Specialty	S	P	S	S		F	F	F	F	F
Write various genre / doc types: based on prof field / area		F	P	P	P		F	F	P	F	F
Writing for various media		F	P	P	P		F	F	F	F	F
Writing web content		S	S	S	S		F	F	F	F	F
Use style guides (e.g. AP, Chicago)		F	P	P	P		F	F	P	F	F
Basic grammar		F	F	F	F		F	F	F	F	F
Revising: methods & principles		F	F	F	F	F	F	F	P	F	F
Proofreading & copyediting		F	F	F	F		F	F	P	F	F
Editing: methods & principles		F	F	F	F	F	F	F	P	F	F
Other:											
Rhetorical Analysis											
Medium: use appro comm channel		P	P	P	P		P	S	P		P
Audience: analyze & address needs		P	P	P	P		P	S	F		P
Purpose: org, style, design reflect		P	P	P	P		P	S	F		P
Style (& access to info): appro for M-A-P		P	P	P	P		P	S	P		P
Subject area expectations: terminology, formats, etc.	Specialty										
Translate / interpret technical or specialized info			P	P	P				S	F	P
Other:											
Visual content											
Visual rhetoric		S	S	S	S		S	P	P	F	F
Basic graphic design	GRDE req.		P	P	P			F	F	F	F
Web publishing (visual design)								P	S	F	F
Document design basics		S	S	S	S			F	F	F	F
Create and use appro visuals		P	P	P	P			F	F	F	F
Other:											

Skills / Outcomes	Other Non-program (list)	300-level Writing Courses						Program Courses			
		323	311	321	325	280	380	417	411	499	491 (intern-ship)
Foundational Skills											
Research / inquiry skills	G.E.	F	F	F	F		F	F	F	F	F
Locate / use resources	G.E.	F	F	F	F	P	F	F	F	F	F
Critical reading and thinking	G.E.	F	F	F	F	F	F	F	F	F	F
Content management		S									F
Information architecture		S	S	S	S	P	P	S	P	F	F
Project management		S					P		P		F
Interviewing			S						F		F
Presentation abilities		S	S	S	S				S	S	F
Meeting facilitation			S	S							F
Flowchart abilities			S						P		F
Instructional design								S			F
Ethical communication		S	S	S	S	S	S	S	S	P	F
Communication strategies	COMM3xx	S	S	S	S	P	S	S	S		F
Cross-cultural											
Historical / cultural perspective	G.E.		S	S	S		P		F	F	F
Experience with multiple cultures	G.E.		S	S	S		P		F	F	F
Second language											
Awareness: structure of language			S	S	S		P		P	F	F
Global issues	G.E.	S	S	S	S		S		S	S	S
Pop culture	G.E.						S		S	S	S
Technical											
Doc storage, transfer, & tracking		S	S	S	S			P	P	F	F
Emerging technologies											S
Tech awareness (how things work)			P								F
Interpret stats/data (e.g. soc media)		S	S	S	S			S	S	S	F
Software											
Blog platforms (e.g. WordPress)								P		P	F
XML								P	S	F	F
Adobe Creative Suite									F	F	F
Apps appropriate to prof. field / area	Specialty					P			F	F	P
Templates (creating/using)								P	S	F	F
M Word skills (mod. to expert)		F	F	F	F	P			F	F	F
Social media								P	S	F	F
Screen/video capture (e.g.Snag It)								P	S	F	F

Skills / Outcomes	Other Non-program (list)	300-level Writing Courses 323	311	321	325	280	Program Courses 380	417	411	499	491 (intern-ship)
Soft Skills											
Time management	G.E.	F	F	F	F	P	F	F	F	F	P
Organization	G.E.	F	F	F	F	P	F	P	P	P	P
Attention to detail	G.E.	F	F	F	F	P	F	F	P	P	P
Listening	G.E.					P					P
Creativity	G.E.					P		P	P	P	P
Strategy											P
Diplomacy, relationship bldg	G.E.					P			P		P
Confidence	G.E.					P	F	F	F	F	P
Work independently / self-motivated	G.E.	F	F	F	F	P	F		P	P	P
Teamwork / collaboration	G.E.	P	P	P	P	P		P	P	P	P
Understand balance/boundaries	G.E.					P					P
Ask for help elegantly / appropriately						P					P
Positive attitude						P	F		P	P	P
Life-long learning	G.E.					P					P
Adaptability	G.E.									P	P
Non-verbal comm.			S	S	S					S	F
Other:											

C: Portfolio evaluation criteria

As part of their ENGL 499 capstone course, TPC/JTC students create a professional portfolio, representing their achievement of the TPC/JTC program outcomes.

At the end of the semester, the students present their portfolios to an audience of peers, faculty members from the program and the department of Languages and Literature, family members, and invited guests. Every member of the audience is invited to evaluate the portfolios, providing written comments to the following criteria.

These comments provide feedback for the students to improve their portfolios, as well as course and program assessment data. Approval of the portfolio is required for graduation from the program.

Completeness: Is the portfolio a complete, self-explanatory website/document, with introductory matter, as well as explanations and descriptions of the portfolio contents?

Selection of material: Has the student selected the material in the portfolio to best reflect his / her skills and abilities? (see reverse for details)

Organization: Has the student organized the portfolio material in a clear, logical manner?

Professionalism: Has the student presented the material in the portfolio in a professional matter (i.e., appearance of documents, quality of reproductio of photos or visual materials, presentation of textual and visual materials)?

Breadth (overall rating): Does the portfolio reflect the student's overall skills and abilities in all TPC/JTC program areas, as well as in his / her technical/professional specialty area?

Presentation: Has the stuent clearly explained his/her choices and rhetorical rationale during the presentation as if he/she were presenting for a job interview?

D: Internship evaluation form

Technical & Professional Communication Program

ENGLISH 491 — Internship

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.

Student Name	Date
FSU student number	
Supervisor Name & Title	
Company Name	
Address	

City	State	Zip code
Phone ( )	Email address	

Instructions:
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.

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.
(NOTE: an affirmative answer in no way commits you, since that would depend on your needs and the intern's plans for employment.)

Additional comments:

Please discuss this evaluation with the student prior to the evaluation meeting.

Supervisor's signature	
Student's signature	
Faculty advisor's signature	Site visit/ *eval.* date

(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/JTC Program coordinator

A. Student-Related Responsibilities

1. Maintain files for students in program, including courses completed, progress toward degree, GPA, etc.
2. Recruit and admit students into program, including transfer credit determination and community college articulation.
3. Advise students on program requirements, course selection, concentrations, and career options (or, in large programs, coordinate academic advising for program).
4. Monitor student progress (including probation, dismissal, and readmission into program) and perform graduation audits.
5. Administer student honors, recognitions, and/or scholarships.
6. Assist students with internships and with job placement and/or admission into graduate or professional school.
7. Represent the program at student-related events and activities, e.g., commencement, student awards luncheon, Autumn Adventure, Career Expo.

B. Program-Related Responsibilities

1. Prepare program materials, e.g., for recruitment, advising, publicity, special events, community college articulation, transfer guidelines.
2. Maintain files on and active relations with program alumni.
3. Represent the program in professional organizations or networks, at conferences, and at special events.
4. Organize and work with the program's external advisory board.
5. Conduct or coordinate student outcomes assessment, portfolio evaluation, and/or any other required testing.
6. Ongoing curriculum evaluation and revision, as appropriate.
7. Oversee and maintain any special program facilities, equipment, or collections (in cooperation with department head and others as assigned).
8. Liaison with university and college offices as needed for the well being of the program (e.g., Career Planning and Placement, Library, Admissions, Record's Office, Dean's Office, Computer Support).
9. Compile and maintain historic records and files pertaining to the program, e.g., program history, accreditation reports, academic program review, alumni records, donor records, employer information, etc.
10. Prepare analyses and reports for academic program review and for accreditation (if applicable), and participate in those processes as appropriate.
11. Participate in the department's planning, budgeting, faculty development, hiring, fundraising activities, and facilities management as needed for the well being of the program, and advise the department head regarding these matters.
12. Coordinate with program faculty, department head, internship supervisors, employers, dean's office personnel, and others as needed for the well being and operation of the program.

F: APR survey instruments

1. TPC/JTC Program Alumni, including minors
2. Current Students, including minors and certificate students
3. Languages and Literature Department faculty
4. Advisory Board / Professional writers

Survey Tool: SurveyMonkey

Thank you for taking the time to complete this brief survey!

Who are we?
The Technical & Professional Communication (TPC) and the Journalism & Technical Communication (JTC) programs at Ferris State University. We are faculty from the program and members of the TPC/JTC Program Committee.

Sandy Balkema, faculty member and program coordinator. Steve Fox, faculty member and Torch adviser. Erin Weber and Nate Garrelts, faculty members. Dan Ding, Julia Boyd, Zachary Wendler, and Denise Cosper, program committee members.

What are the surveys for?
We are currently completing Ferris' Academic Program Review Process, required of all academic programs every 6 years. For that process, we must evaluate our program's goals, our curriculum, and our effectiveness in preparing our students. We must also identify areas for current and future growth.

That's why we need your help.
We're contacting you — our current students, our program graduates, our academic colleagues, and our professional colleagues — for your valuable comments and recommendations. If you happen to fit into more than one of these categories, you may receive more than one survey — each asking for your views on different topics and issues. We appreciate your taking the time to respond to these surveys!

Confidentiality.
Your individual responses to these questions will remain confidential and will be used only by the TPC/JTC program committee members. Aggregate responses will be used in the Program Review Report to support the full program assessment activities. All individual demographic information is being collected to help us understand our students, our graduates, and the professional environments in which we work. You may, of course, skip any question(s) that you don't wish to answer.

Response rate for all surveys

1.	TPC/JTC Program Alumni	41
2.	Current Students	12
3.	Languages and Literature Department faculty	29
4.	Advisory Board / Professional writers	28

Survey #1: Program Grads / Alums

1. Please complete the following:
   a. Year Graduated: Degree (major/minor):
   b. Best Email Address:
   c. City:
   d. State:
   e. Current Job Title:
   f. Years with Current Employer:
   g. 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.
   a. No
   b. Yes (please specify)

3. Which of the following best describes your current employer:
   a. Contract company / consulting group
   b. Healthcare / medical / science
   c. Education / Training
   d. Government
   e. IT / software
   f. Business / Manufacturing / Industry
   g. Public Relations / Communications Industry
   h. Non-profit organization
   i. Media (television, radio, newspaper, magazine, etc.)
   j. Freelance / independent contractor
   k. Not currently employed
   l. Other (please specify)

4. Based on your experience in the TPC program, please rate your level of preparedness and ability to do each of the following after graduation (weak = 1; strong = 5)
   a. Write effectively for various audiences
   b. Collect and present material for various audiences and situations
   c. Edit own (and others') writing using correct standard written English
   d. Create effective document layout and design
   e. Produce various technical and business formats
   f. Use knowledge of publication production cycles and procedures
   g. Create and use effective technical and business visuals
   h. Use knowledge of information, terminology, technology, and expectations of your chosen specialty
   i. Demonstrate effective collaborative/teamwork skills
   j. Demonstrate project management skills
   k. Write using standard written English
   l. Use standard office programs effectively (e.g., MS Office)
   m. Use document design/production programs effectively (e.g., Adobe programs)
   n. Demonstrate as many specialized technical communication skills as possible (e.g., social media tools, HTML/XTML, basic technical illustration, multimedia)

5. Rate the following aspects of your TPC / JTC experience (1=no experience; 5=excellent)
   a. Academic advising
   b. Internship opportunities
   c. Program facilities & equipment
   d. Faculty awareness of professional issues/trends
   e. Preparation for life-ling learning and career advancement

6. Were you adequately prepared for your first job? If not, what skills/knowledge were you lacking?
    a. Yes
    b. No (please specify)

7. Based on your experiences in your TPC / JTC required classes, please rate the following: (0=no experience; 1=weak/poor; 5=strong/excellent)
    a. Intellectual challenge
    b. Preparation for a career
    c. Preparation for advanced education, training, or specialization
    d. Preparation for life-long learning and responsible citizenship
    e. Other: _____

8. When you were a student at Ferris, did you participate in any of the following activities, or earn any of the identified awards?
    a. Honors Program
    b. Student Government
    c. Registered Student Organization (RSO)
    d. Residential Life / RA
    e. The Torch
    f. Community and/or volunteer work
    g. Athletic teams
    h. Club sports / Intramurals
    i. Paid employment on campus
    j. Paid employment off campus
    k. Earned a scholarship
    l. Earned an academic award or honor (such as Dean's List)

9. Please rate the following student support services and offices at Ferris, based on your experiences with them as a student (1=no experience; 5=excellent)
    a. FLITE / Library
    b. Writing Center and Tutoring Center
    c. Technology Assistance Center (computer support)
    d. Birkam Health Center
    e. Career Center
    f. Educational Counseling and Disabilities Service
    g. Diversity and Inclusion Office and the Multicultural Student Services
    h. Other (please list)

10. Would you recommend the TPC / JTC program to incoming college freshmen? Why / why not?
    a. Yes: _____
    b. No: _____
    c. Maybe: _____

If you have any comments, questions, or information that you would like to share with the TPC / JTC program, please add them below

Survey #2: Current Students

1. Which of the following best describes you? Check one in each grouping.
    Dropdown Menu A:
    a. Major: TPC or JTC
    b. Minor: English / Professional Writing or Multimedia Journalism
    c. Certificate: Technical Writing or Journalism
    Dropdown Menu B:
    d. Entered the program as a Freshman
    e. Entered the program as a Sophomore
    f. Entered the program as a Junior
    g. Entered the program as a Senior

2. If you are a TPC / JTC major, are you earning (or plan to earn) an additional minor or certificate? If yes, please list.
    a. No
    b. Yes: _____

3. Did you transfer into the TPC / JTC program from other program or another college / university? If yes, please list.
    a. No
    b. Yes: _____

4. Why did you decide to complete the TPC / JTC major, the minors, or the certificates?
    a. I am interested in a writing career
    b. I am interested in a career as a journalist
    c. I am interested in improving my writing skills for graduate school or to enhance the skills I'm developing for another major
    d. I enjoy researching, writing, and editing
    e. Other (please list):

5. The following courses are required of all TPC / JTC students. Please rate their effectiveness in adding to your preparation for the workplace and a future career as a professional writer. (0=haven't taken; 1=poor; 5=strong / excellent)
    a. ENGL 280: Special topics
    b. ENGL 311: Advanced Technical Writing
    c. ENGL 321: Advanced Professional Writing
    d. ENGL 325: Advanced Business Writing
    e. ENGL 323: Proposal Writing
    f. ENGL 380: History of Rhetoric and Style
    g. ENGL 411: Professional Technical Communication
    h. ENGL 499: Tech Communication Seminar
    i. ENGL 491: Internship

6. The following courses are required of all JTC students. Please rate their effectiveness in adding to your preparation for the workplace and a future career as a professional writer. (0=haven't taken; 1=poor; 5=strong / excellent). If you are a TPC major or an ENGL/PW minor, please leave this question blank.
    a. JRNL 121: Writing for Mass Media
    b. JRNL 222 (previously JRNL 122): Reporting
    c. JRNL 234: Journalism Internship
    d. JRNL 251: Understanding Mass Media
    e. JRNL 328 (previously JRNL 228): Feature and Opinion Writing
    f. JRNL 330 (previously JRNL 230): Publication Editing

7. Please rate the effectiveness of the TPC / JTC curriculum to develop your skills in the following areas (0=no experience; 1=weak; 5-strong)
    a. Problem solving and critical thinking
    b. Writing skills – for various audiences
    c. Writing skills – producing various tech and bus formats
    d. Research skills – collecting information and material
    e. Editing skills – editing your own writing and the writing of others
    f. Design skills – effective layout and document design
    g. Verbal communication skills
    h. Collaboration / teamwork skills
    i. Project management skills
    j. Awareness of your specific content area (terminology, tools, etc.)
    k. Technical writing tools and software (word processing, graphic design, multimedia, web design, etc.)

8. Please rate the following aspects of the TPC / JTC program (0=no experience; 1=weak; 5-strong)
    a. Academic advising
    b. Internship opportunities
    c. Program facilities and equipment
    d. Faculty awareness of professional issues / trends
    e. Opportunities for learning about professional options, careers, and opportunities

9. Please rate the following Ferris support services and offices, based on your experiences with them as a student (1=no experience; 5=excellent)
    a. FLITE / Library
    b. Writing Center and Tutoring Center
    c. Technology Assistance Center (computer support)
    d. Birkam Health Center
    e. Career Center
    f. Educational Counseling and Disabilities Service
    g. Diversity and Inclusion Office and the Multicultural Student Services
    h. Other (please list)

10. What are your plans 1-5 years after graduation and 5-10 years after graduation (X=immediate plans; Y=long-range plans)
    a. Work as a writer/editor in business/industry/healthcare
    b. Work as a writer/editor in education / government
    c. Work as a journalist for a newspaper, magazine, or web based publication
    d. Work as a freelance writer / editor
    e. Work in another professional communication role (e.g., instructional design, media, etc.)
    f. Attend graduate school
    g. Gain management / supervisory experience and advance into a management position
    h. Other (please list)

Survey #3: L&L Faculty

1. Please identify your primary role and/or relationship with the TPC and JTC programs
   a. Teach program courses (JRNL classes, ENGL 280, 380, 411, or 499)
   b. Teach department courses required by the program (ENGL 321, 311, 323, 325)
   c. Am a member of the department with significant awareness of the program
   d. Am a member of the department with limited awareness of the program
   e. Am a member of the department with no awareness of the program

2. Based on your experiences with the academic preparation of program students, please rate the following: (0=no experience, 1=weak; 5=strong)
   a. Overall, TPC / JTC students are well respected in their classes across campus
   b. Overall, TPC / JTC students are well respected in their department classes (languages, literature, writing)
   c. Overall, TPC / JTC students demonstrate good work / professional ethic
   d. I have high expectations for the TPC / JTC students in my courses

3. Based on your knowledge of the program, please rate the success of the program in the following areas: (0=no experience, 1=weak; 5=strong)
   a. Teaching facilities are adequate
   b. Classroom technology is up to date and adequate
   c. The academic level of the curriculum is appropriate to the program mission
   d. The program has clearly defined learning outcomes and goals
   e. The TPC / JTC program adequately prepares grads for the entry-level positions
   f. The TPC / JTC program adequately prepares grads for long-term career growth
   g. The TPC / JTC program provides adequate student support for career planning / guidance
   h. The TPC / JTC students are adequately advised in program and career options
   i. The TPC / JTC internships provide valuable experiences for students

4. Based on your knowledge of TPC / JTC program and its relationship to the department, please rate the following (0=no experience, 1=weak; 5=strong)
   a. The department provides adequate support for the TPC / JTC program
   b. The department provides opportunity for TPC / JTC program faculty to advise and mentor students
   c. The department provides opportunity for TPC / JTC program faculty to engage in teaching improvement activities, research, and service
   d. The department is able to hire and retain quality faculty at all levels for the TPC / JTC program
   e. Communication among TPC / JTC faculty is satisfactory
   f. I have opportunities to communicate with program faculty and hear about program activities, student accomplishments, etc.

5. Based on your knowledge of the program and its relationship to the college and University, please rate the following: 0=no experience; 1=weak; 5-strong
   a. The program's mission is appropriate to the department, the college, and the University
   b. Program faculty are involved actively across the college and the University
   c. Program faculty are involved actively within the department
   d. TPC / JTC students are involved actively across the college and University
   e. TPC / JTC students are well respected in their extra-curricular activities across campus

6. If you have any comments, questions, or information that you would like to share with the TPC / JTC program, please add them below. [comment box]

Survey #4: Ad Bd / Prof Friends

1. Which of the following best describes you? Please check all that apply
   a. Ferris alum: Technical & Professional Communication or Journalism/Technical Communication major
   b. Ferris alum: writing or journalism minor
   c. Ferris alum: other degree (non-TPC/JTC major or minor)
   d. Professional writer / journalist
   e. Writer/editor in related communication field: PR, advertising, etc.
   f. Advisory board member
   g. Friend of TPC/JTC faculty member or program graduate
   h. Other (please list)

2. Which of the following best describes your current employer / work sector:
   a. Contract company / consulting group
   b. Healthcare / medical / science
   c. Education / Training
   d. Government
   e. IT / software
   f. Business / Manufacturing / Industry
   g. Freelance / independent contractor
   h. Not currently employed
   i. Other (please specify)

3. How many years have you worked as a professional writer / editor / journalist / communicator?
   a. Under 5 years
   b. Between 5-10 years
   c. Between 10-15 years
   d. Over 15 years

4. Which areas of the profession do you foresee as being the most promising for future growth and job opportunities for technical and professional writers? (0=no experience; 1=weak; 5-strong)
   a. Contract company / consulting group
   b. Healthcare / medical / science
   c. Education / Training
   d. Government
   e. IT / software
   f. Business / Manufacturing / Industry
   g. Public Relations / Communications Industry
   h. Non-profit organization
   i. Media (television, radio, newspaper, magazine, etc.)
   j. Freelance / independent contractor
   k. Other (please specify)

5. How would you rate the following geographic areas for their promise for future growth and job opportunities for tech communication / journalism graduates? (0=no experience; 1=weak; 5-strong)
   a. Michigan: southeast
   b. Michigan: southwest
   c. Michigan: northern + UP
   d. Michigan: mid sections
   e. Midwest US
   f. Identify area of the country that (in your opinion) offers the most promise in the next 5 years _____

6. How well does the TPC/JTC program at Ferris address the following areas: (0=no experience; 1=weak; 5-strong)
   a. Involves and utilizes professionals who work in industry
   b. Connects students with productive internships
   c. Keeps up to date with industry trends
   d. Students apply what they learn to future careers: portfolios, internships, involvement in professional organizations, etc
   e. Prepares graduates for writing careers
   f. Prepares graduates for a wide range of tech communication and/or journalism careers
   g. Prepares graduates for the realities of the workplace
   h. Helps graduates with internship and job placement
   i. Has a balanced curriculum: blend of writing, design, verbal communication, project management, (etc.)
   j. Prepares graduates with an understanding of the tools of the trade and an ability to use them

7. In what ways does the program use (or should the program use) professionals like you to contribute? (0=no experience; 1=weak; 5-strong)
   a. Advisory board activities (including curricular review, strategic planning, etc.)
   b. Class speaker
   c. Setting for class assignments
   d. Site visit (workplace)
   e. Senior portfolio reviewer
   f. Mentoring of junior / senior student
   g. Internship site contact or opportunities
   h. Feedback via conversation, email, surveys, etc.
   i. Other (please list)

8. Please rate the following aspects of the TPC / JTC program (0=no experience; 1=weak; 5-strong)
   a. Composition and quality of program faculty
   b. Program leadership
   c. Program use of Advisory Board and/or alumni views of trends in the field
   d. University support for the program's activities, goals, growth, and development
   e. Overall preparation of graduates for entry-level positions
   f. Overall preparation of graduates for long-term employment, development, and contribution to the field
   g. Visibility of the program to potential students or employers
   h. Accessibility of program information to potential students or employers

9. Do you have any comments, questions, or information you would like to share with the TPC / JTC program? [Comment box]

G: TrakDat Report

The 4-column Program Assessment Report for the 2015-16 academic year are included in the following four pages. The Outcomes listed here are the same used for the past 5-6 years. After we complete the Curricular Revision process (fall 2016), we will update these outcomes and assessment methods to better reflect the breadth of our program assessment practices.

Assessment: Program Four Column

Program - Technical and Professional Communication (B.S.)

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.
Advisory Board/Committee Meetings: Once per year
Next FSU Academic Program Review: 2015-2016
College: CAS

Outcomes	Assessment Methods	Results	Actions
Writing Skills - Graduates will write effectively for technical and non-technical, general and specific audiences. **Outcome Status:** Active **Planned Year(s) of Assessment:** Learning	**Written Product (essay, research paper, journal, newsletter, etc.) -** 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/JTC Program Committee. **Criterion for Success:** 100% pass **Assessment Schedule:** Yearly	**Reporting Period:** 2015 - 2016 **Classification:** Criterion Met Student portfolio presentations in April 2016 overall were highly successful. Six students were scheduled to present: 5 TPC/JTC majors and 1 minor. The 5 majors presented successfully; the one minor did not show (thus, failed). (07/27/2016)	
		Reporting Period: 3 - Action Completed **Classification:** Criterion Met Nine students in English 499 (spring semester) presented professional portfolios at April Advisory Board meeting. All received comments and suggestions for improvement. All received passing grades from TPC faculty (Balkema, Weber, Fox). (06/12/2010)	
Editing Skills - Students will edit writing to standards of formal standard written English. **Outcome Status:** Active **Planned Year(s) of Assessment:** Learning	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/JTC Program Committee. **Criterion for Success:** 100% pass **Assessment Schedule:** Annual	**Reporting Period:** 2015 - 2016 **Classification:** Criterion Met Student portfolio presentations in April 2016 overall were highly successful. Six students were scheduled to present: 5 TPC/JTC majors and 1 minor. The 5 majors presented successfully; the one minor did not show (thus, failed). (07/27/2016)	
		Reporting Period: 1 - No Action Required **Classification:** Criterion Met	

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Outcomes	Assessment Methods	Results	Actions
		Nine students in English 499 (spring semester) presented professional portfolios at April Advisory Board meeting. All received comments and suggestions for improvement. All received passing grades from TPC faculty (Balkema, Weber, Fox). (12/12/2010)	
Research and Presentation Skills - Students will collect and present material using appropriate research strategies and effective oral and written presentation techniques. **Outcome Status:** Active **Planned Year(s) of Assessment:** Learning	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/JTC Program Committee. **Criterion for Success:** 100% pass **Assessment Schedule:** Annual	**Reporting Period:** 2015 - 2016 **Classification:** Criterion Met Student portfolio presentations in April 2016 overall were highly successful. Six students were scheduled to present: 5 TPC/JTC majors and 1 minor. The 5 majors presented successfully; the one minor did not show (thus, failed). (07/27/2016)	
		Reporting Period: 1 - No Action Required **Classification:** Criterion Met Nine students in English 499 (spring semester) presented professional portfolios at April Advisory Board meeting. All received comments and suggestions for improvement. All received passing grades from TPC faculty (Balkema, Weber, Fox). (06/12/2010)	
		Reporting Period: 1 - No Action Required **Classification:** Criterion Met Nine students in English 499 (spring semester) presented professional portfolios at April Advisory Board meeting. All received comments and suggestions for improvement. All received passing grades from TPC faculty (Balkema, Weber, Fox). (06/12/2010)	
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). **Outcome Status:** Active **Planned Year(s) of Assessment:** Learning	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/JTC Program Committee. **Criterion for Success:** 100% pass **Assessment Schedule:** Annual	**Reporting Period:** 2015 - 2016 **Classification:** Criterion Met Student portfolio presentations in April 2016 overall were highly successful. Six students were scheduled to present: 5 TPC/JTC majors and 1 minor. The 5 majors presented successfully; the one minor did not show (thus, failed). (07/27/2016)	
		Reporting Period: 1 - No Action Required **Classification:** Criterion Met Nine students in English 499 (spring semester) presented professional portfolios at April Advisory Board meeting. All received comments and suggestions for improvement. All	

Outcomes	Assessment Methods	Results	Actions
		received passing grades from TPC faculty (Balkema, Weber, Fox). (06/12/2010)	
Document Formatting Skills - Students will produce documents in standard technical and business formats (proposals, newsletters, memos, etc.). **Outcome Status:** Active **Planned Year(s) of Assessment:** Learning	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/JTC Program Committee. **Criterion for Success:** 100% pass **Assessment Schedule:** Annual	**Reporting Period:** 2015 - 2016 **Classification:** Criterion Met Student portfolio presentations in April 2016 overall were highly successful. Six students were scheduled to present: 5 TPC/JTC majors and 1 minor. The 5 majors presented successfully; the one minor did not show (thus, failed). (07/27/2016)	
		Reporting Period: 1 - No Action Required **Classification:** Criterion Met Nine students in English 499 (spring semester) presented professional portfolios at April Advisory Board meeting. All received comments and suggestions for improvement. All received passing grades from TPC faculty (Balkema, Weber, Fox). (06/12/2010)	**Action:** Student portfolio presentations in April 2016 overall were highly successful. Six students were scheduled to present: 5 TPC/JTC majors and 1 minor. The 5 majors presented successfully; the one minor did not show (thus, failed). (07/27/2016)
Publication Management Skills - Students will follow publication production cycles and procedures (prepare materials for printing/printers). **Outcome Status:** Active **Planned Year(s) of Assessment:** Learning	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/JTC Program Committee. **Criterion for Success:** 100% pass **Assessment Schedule:** Annual.	**Reporting Period:** 2015 - 2016 **Classification:** Criterion Met Student portfolio presentations in April 2016 overall were highly successful. Six students were scheduled to present: 5 TPC/JTC majors and 1 minor. The 5 majors presented successfully; the one minor did not show (thus, failed). (07/27/2016)	
		Reporting Period: 1 - No Action Required **Classification:** Criterion Met Nine students in English 499 (spring semester) presented professional portfolios at April Advisory Board meeting. All received comments and suggestions for improvement. All received passing grades from TPC faculty (Balkema, Weber, Fox). (06/12/2010)	
Visual Design Skills - Students will create effective technical and business visuals (photos, graphs, charts, etc.) **Outcome Status:** Active	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	**Reporting Period:** 2015 - 2016 **Classification:** Criterion Met Student portfolio presentations in April 2016 overall were highly successful. Six students were scheduled to present: 5 TPC/JTC majors and 1 minor. The 5 majors presented	

Outcomes	Assessment Methods	Results	Actions
Planned Year(s) of Assessment: Learning	TPC/JTC Program Committee. **Criterion for Success:** 100% pass **Assessment Schedule:** Annual	successfully; the one minor did not show (thus, failed). (07/27/2016)	
		Reporting Period: 1 - No Action Required **Classification:** Criterion Met Nine students in English 499 (spring semester) presented professional portfolios at April Advisory Board meeting. All received comments and suggestions for improvement. All received passing grades from TPC faculty (Balkema, Weber, Fox). (06/12/2010)	
Field-based Understanding - Students will present information from a specialized field using the correct terminology, presentation methods, and knowledge base for that field. **Outcome Status:** Active **Planned Year(s) of Assessment:** Learning	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/JTC Program Committee. **Criterion for Success:** 100% pass **Assessment Schedule:** Annual	**Reporting Period:** 1 - No Action Required **Classification:** Criterion Met Student portfolio presentations in April 2016 overall were highly successful. Six students were scheduled to present: 5 TPC/JTC majors and 1 minor. The 5 majors presented successfully; the one minor did not show (thus, failed). (07/27/2016)	
Team/Leadership Skills - Students will collaborate and solve problems as a team effectively, using appropriate leadership skills and project management skills. **Outcome Status:** Active **Planned Year(s) of Assessment:** Learning	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/JTC Program Committee. **Criterion for Success:** 100% pass **Assessment Schedule:** Annual	**Reporting Period:** 2015 - 2016 **Classification:** Criterion Met Student portfolio presentations in April 2016 overall were highly successful. Six students were scheduled to present: 5 TPC/JTC majors and 1 minor. The 5 majors presented successfully; the one minor did not show (thus, failed). (07/27/2016) **Curriculum Change:** Does Not Require UCC Approval	
	Observations (e.g. Clinical or Field) - Behavior observation and analysis by TPC/JTC Faculty in capstone courses (ENGL 411 and 499). **Criterion for Success:** 100% pass **Assessment Schedule:** Annual	**Reporting Period:** 2015 - 2016 **Classification:** Criterion Met Students in both capstone classes, ENGL 411 (fall 2015) and ENGL 499 (spring 2016) met this outcome successfully, demonstrating their teamwork skills by completing group projects in both classes. Client projects in ENGL 411 were extremely successful in fall 2015. (07/27/2016)	

H: TPC Program faculty credentials (CVs)

- Sandra J Balkema
- Steven Fox
- Erin M Weber (not available; currently on sabbatical leave)
- Nathan Garrelts

Sandra J. Balkema

Prakken 120A, Dept. of Languages and Literature
Ferris State University, Big Rapids, MI 49307
231-591-5631 • balkemas@ferris.edu

4576 Truax Lake Road
Williamsburg, MI 49690
drsandyb@sbcglobal.net

Education

PhD, English and Education, University of Michigan, Ann Arbor, MI, 1984

Institutional Responsibilities

- Professor of English. Department of Languages and Literature. Ferris State University. Teach writing, composition, editing, and project management courses. 1984-present.
- Dissertation Director. Community College Leadership, EdD program. Ferris State University. Advise doctoral students on aspects of their dissertation research, including selecting their committee members; defining their research plans/projects; completing the IRB approval process; and writing, editing, and revising their dissertations. Communicate regularly with students and their chairs to facilitate these processes. 2010–present.
- Acting Interim Department Head. Served in one-year appointment as department head during search process. 2012-13.
- Program Coordinator. Technical and Professional Communication / Journalism and Technical Communication BS Degree Program, Ferris State University. Advise program students, oversee student internships, and complete required administrative duties. 1997–present.

Selected Consulting Activities

- External editor. College of Pharmacy, Ferris State University. Self-Study Report, 2015
- Contractor / Instructional Designer. Media 1 Interactive, Inc., Grand Haven, MI. Contract as an instructional designer, editor, technical writer on web-based (WBT) and instructor-led training (ILT) projects for Media 1 clients, including Hewlett-Packard, Amway, Dematic, Anheuser-Busch, the State of Maine, and Meijer. (Extended contracting activities during 2001-02, 08-09 sabbaticals.) 2001–13
- Contractor / Faculty Intern. Provia Software, Inc., Grand Rapids, MI. As part of a year-long faculty internship sabbatical, worked in the documentation department, editing and revising an existing web-based training course and writing a software user manual, 2001–02
- Consultant / Instructional Designer. Interactive Learning Systems, Battle Creek, MI. As part of a year-long internship / sabbatical, researched e-learning platforms and developed a web-based training course to assist faculty converting traditional course materials into effective online materials, 2001
- Consultant. Bishop Corporation, Kalamazoo, MI. Researched and developed plan for usability study of company's Integrated Instruction project, 2001
- Consultant / Technical Trainer, Morley-Stanwood High School. Designed on-going assessment program to measure and improve students' writing skills. Trained cross-curricular faculty, 2001

Assessment Projects

Assessment Coordinator / Judge
- Honors Program Writing Assessment, Ferris State University. 1997–present
- Writing Proficiency Examination Program, Ferris State University. 1989–2002
- General Education Writing Outcomes Assessment Program, Ferris State University, 1996–

2002
- Spaghetti Bridge Invitational Competition, Ferris State University, Technical Report, 2000–12

Additional Department, College, and University Service

- Served as co-chair of Ferris State University's 2013-14 Strategic Planning Committee, with Provost Dr. F. Erickson
- Department committees: various search committees, Composition Committee, and Faculty Development Committee, as well as ongoing membership in Planning Committee and Curriculum Committee (as TPC/JTC Program representative)
- College & University service, including
    - College Curriculum Committee
    - Search committees, including CAS dean search, 2015-16
    - GE Writing Outcomes Committee, 2005-08
    - President's Communication Task Force, 2006–07
- Assist colleagues with writing/editing tasks, as requested. For example, edit journal articles for J. Hoerter (biology) and L. Ngoh (pharmacy); write/edit recruitment materials for CAS; edit/format reports for business affairs and student affairs vice presidents; etc.

Professional Recognition: Teaching Awards

- Teaching Excellence Award, Michigan Association of Governing Boards, Recipient, 2000; Finalist, 1991
- Jay R. Gould Award for Teaching Excellence, Society for Technical Communication, Nominee, 2000
- Distinguished Teacher of the Year Award, Ferris State University, Finalist, 2000, 1994, and 1991
- Teaching Excellence Award, Ferris State University, Recipient, 1991; Finalist, 1990

Professional Recognition: Honors and Awards

- Ferris State University Sabbatical Leave. Awarded year's leave to serve as an instructional designer, writer, and editor for Media 1, a West Michigan technical writing/training firm, 2008–09
- Associate Fellow Recognition Award. Society for Technical Communication. Recognized for service to the local chapter, the society, and the profession of technical communication, 2006
- Presidential Recognition Award. Ferris State University. Recognized for service to the University in technical editing and publication of the 2000-01 accreditation self-study report.
- Ferris State University Sabbatical Leave. Awarded year's leave to serve as consultant/faculty intern in computer-based education and training in west Michigan technical writing firms, 2001–02
- Merit Award. Editing and production of Analyze and Apply™ (a 14-volume curricular and training guide for grades 1–12). Effective Communication Competition, West Michigan Shores Chapter, Society for Technical Communication, 1996
- Excellence Award. Editing and production of Nurse Aide Test Study Guide. Effective Communication Competition, West Michigan Shores Chapter, Society for Technical Communication, 1990

Professional Activities

- Competition Judge. Annual Effective Communication Competition, Society for Technical Communication (STC), West Michigan Shores Chapter. Judge: 1987-95, 1997–2014. Competition Coordinator: 2001–06, 2008-14.
- Executive Board. West Michigan Shores Chapter, Society for Technical Communication (STC). Recent service: chapter president, 2009–present; chapter treasurer, 2007–09

Selected Technical Writing, Editing, and Design Projects

- Ferris State University's HLC Self-Study Report, submitted to the Higher Learning Commission / North Central Association, Technical Editor/Writer and Production Manager, 2009–11. Site visit: April 2011
- Michigan Career Pathways. Ferris State University, Educational & Career Counseling Department. Writer/Editor of audio scripts for the Career Pathways DVD project, 2005
- Ferris State University's Self-Study Report, submitted to the North Central Association, Technical Editor and Production Manager, 2000–01
- "Developing a Professional Identity with Journal Reading and Writing," chapter in The Journal Book for Teachers in Technical and Professional Programs, 1998
- "Promotion, Development, and Equity," brochure. Written and designed for the Ferris Professional Women organization, Ferris State University, 1996
- Analyze and Apply™ (a 14-volume curricular guide for grades 1-12), Technical editor, Analyze and Apply, Inc., 1994
- Ferris State University's Self-Study Report, submitted to North Central Association, Co-editor, 1993.
- Nurse Aide Course Guide. Editor, Matthew Scott Publishers, Inc., 1990
- Nurse Aide Test Study Guide. Editor, Matthew Scott Publishers, Inc., 1989
- Ferris State College's Self-Study Report, submitted to North Central Association, Technical Editor and Production Manager, 1987

Selected Conference Presentations

- International Society for Technical Communication Conference, Seattle, 2005, Chicago, 2001; Denver, 1987
- Fourth International Conference for Global Conversations on Language and Literacy, Utrecht, The Netherlands, 2000
- Conference on College Composition and Communication, 2008, 2000, 1999, 1994, 1992, 1987, 1984
- Michigan Academy of Sciences, Arts, and Letters, 2003, 1994, 1987

Steven R. Fox

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820 Campus Dr., 3080 ASC
Big Rapids, Mich., 49307
231-591-2529
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Home: 2315 Burchard St. SE, Grand Rapids, Mich., 49506
616-340-0923

Electronic: stevenfox@ferris.edu (work), smeh4@comcastnet (home)

Education
M. S. in Communications, Grand Valley State University, Michigan, 2007
        Concentration: Student media advising
B. S. in Journalism, Central Michigan University, Mich., 2004. Minor: History

Professional/Teaching Positions

Fall 2008-Present
        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 editorial and management of a staff of 25-30 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.

2004-2010   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.

Honors and Awards

2015 Michigan Collegiate Press Association Better Newspaper Contest, Torch garnered 15 awards, including second in General Excellence, and notably all 15 awards were in editorial categories ranging from photography to writing, page design and web site (adviser)

2014 Michigan Collegiate Press Association Better Newspaper Contest, Torch garnered 6 awards, including first place for best News Story and Best Feature Story (adviser)

2013 Michigan Collegiate Press Association Better Newspaper Contest, Torch garnered 11 awards, including second in General Excellence (adviser)

2012 Torch staff member John Vestevich repeated as Society of Professional Journalists Mark of Excellence national winner Editorial Cartoon (adviser)

2012 Michigan Collegiate Press Association Better Newspaper Contest, Torch garnered 14 awards, including third place for General Excellence (adviser)

2012 Torch staff member Alex Wittman became the first from the paper to be named a finalist in the Associated Collegiate Press Story of the Year annual contest (adviser)

2012 Torch staff member John Vestevich named Society of Professional Journalists Mark of Excellence national winner Editorial Cartoon (adviser)

2011 Michigan Collegiate Press Association Better Newspaper Contest, Torch garnered 23 awards, including the second year in a row sweeping all three positions in the Multimedia Reporting category featuring print and online video, as well as second place for General Excellence (adviser)

2011 Torch staff member John Vestevich named Charles Schultz collegiate national winner Editorial Cartoon (adviser)

2010 Michigan Collegiate Press Association Better Newspaper Contest, Torch earned nine awards, including all three positions in the Multimedia Reporting category featuring print and online video (adviser)

2009 Michigan Collegiate Press Association Better Newspaper Contest, Torch earned 12 awards, including one for Overall Newspaper Design (adviser)

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

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

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

2008 General Excellence, Michigan Press Association (Collegiate adviser)

2008 Best Web Site, Michigan Press Association (Collegiate adviser)

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

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

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

2000 Best Sports Page, News-Register sports editor, Oregon Newspaper Publisher's
Association annual contest
2000 Best Sports Story, News-Register sports editor, Oregon Newspaper Publisher's
Association annual contest
1994 Community Journalism Award scholarship student recipient, Michigan Press
Association Foundation

Courses Taught
Ferris   JRNL 121 Writing for Mass Media
                JRNL 222 Reporting
                JRNL 328 Features and Opinion Writing
                JRNL 330 Publication Editing
                JRNL 251 Understanding Mass Media
                ENGL 150 First-year writing
                ENGL 417 Multi-media Design and Writers

GVSU   CJR 256 News Reporting I

GRCC   JR 251 Introduction to Journalism
                JR 252 Advanced Journalism
                JR 253 Journalism Internships
                JR 255 Newspaper Production
                JR 257 Reporting

Accomplishments
Directed process to create financial stability for Ferris State Torch student
          newspaper, including site visit by student media consulting team and the
          following implementation of a plan that has resulted in increased
          partnership between the Torch and local professional news organization
          The Pioneer Group. The agreement includes print and web site work and
          advertising sales, with all editorial control of the Torch in the hands of the
          student staff members, beginning Fall 2014
Expanded advising role with the Torch to include employee supervision, office
          management and budget oversight, beginning Fall 2014
Planned and executed first Ferris High School Journalism workshop in fall 2011 and
          fall 2012, called J-Factor: Lessons in Storytelling, bringing more than 100
          high school students and teachers to campus to learn about journalism
          and tour journalism facilities. Joint project included participation and
          funding from the College of Arts & Sciences, University Advancement &
          Marketing, Admissions, The Torch, Journalism and Technical Professional
          Communications program, and the Big Rapids Pioneer newspaper
Secured one guaranteed annual scholarship for a Ferris State Torch student
          newspaper staff member from the Michigan Press Association Foundation,

beginning in January 2011, helping to establish the Torch as a recognized member of the state-wide journalism community

Reformatted Torch web site to better suit readership needs of a weekly print edition, addressing emerging growth areas in journalism. Site reached 148,000 pageviews as all-time high, with 2015-16 at 125,000 pageviews as of March 1, 2016.

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

Presentations

"New Relationships for Revenue Growth," panel discussion member, Michigan Press Association 2015 annual convention, Feb. 6, 2015, joined by Pioneer Group advertising director Danette Doyle to present and discuss the collaboration between the Torch and the Pioneer

"Ethics beyond the SPJ Code," co-presented with Utah State University professor Matthew LaPlante, Associated Collegiate Press national convention, Oct. 23-27, 2013, New Orleans

"Find the Stories Beneath the Surface," College Media Advocates Fall Conference, Chicago, Ill., Oct. 31-Nov. 3, 2012

"We Want Rudy: Telling the stories of real people in sports," College Media Advisers Spring Conference, New York, New York, March 13-15, 2011 and March 18-22, 2012

"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

Traveled with seven student members of Torch staff to Associated Collegiate Press annual convention, Austin, Texas, Oct. 28-Nov. 1, 2015

Administered student travel to Michigan Press Association annual convention, Grand Rapids, Michigan, January 2009-2016, including arranged site tour of Mlive Grand Rapids media facility

Vice President, Michigan Collegiate Press Association Board of Directors, 2015-present

Member, Michigan Collegiate Press Association Board of Directors, At-Large Director representing District II, 2010-14

Host of two episodes of political television show produced by Television Production students, Spring 2012

Participating in Political Engagement Project, Journalism 121: Writing for Mass Media, both sections will participate in events on campus leading up to Nov. 6 election and produce news writing assignments

Judge, North Carolina Press Association annual newspaper contest in exchange with the Michigan Press Association, Fall 2012

Accompanied Torch production manager to one-day workshop at Adrian College with speakers Tim Harrower and Jim Sheeler. Focus was on college newspaper design and attracting readership

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

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, 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 three 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/Departmental Service
Adviser, Torch, student newspaper, August 2008-present

Advisor, Journalism Certificate, Ferris
Participated in Technical & Professional Communications program review, 2015-
        2016 academic year
Hiring committee member for two full-time tenure track positions in the
        Department of Languages & Literature, with focus on technical and
        professional writing teaching skills, 2014-15 academic year
Member of Journalism and Technical Communications Committee, serving as
        standing member representing Torch and journalism
Hosting and serving as moderator for two episodes of student Television & Digital
        Media Production panel project, "Political Action," Feb. 16, 2012 and April
        26, 2012
Recorder for Online Teaching & Learning Committee, 2011-12 academic year
Member of Languages & Literature Online Teaching & Learning Committee, elected
        to two-year term in 2011
Member of Languages & Literature Curriculum Committee, elected to
        two-year term in 2009
Member of Languages & Literature Online Teaching Committee, elected to two-year
        term in 2011
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 and Spring 2010, 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 Advocates
Associated Collegiate Press
Michigan Press Association
Michigan Collegiate Press Association, vice president 2015-present

References:
Dr. Debra Courtright-Nash
Chair, Department of Languages & Literature, Ferris State University, 820 Campus
Dr., ASC 3020, Big Rapids, MI, 49307. E-mail: DebraCourtright-Nash@ferris.edu.
Office Phone: 231-591-3988

Dr. Sandra Balkema
Professor, Department of Languages & Literature, Ferris State University, 820
Campus Dr., ASC 3020, Big Rapids, MI, 49307. E-mail: SandraBalkema@ferris.edu.
Office phone: 231-591-5631

Dr. 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

Mary Ullmer
Former Sports Editor of Grand Rapids Press. E-mail: mary.ullmer1@gmail.com Personal phone: 616-292-8824

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

Dr. Scott McNabb
Retired Professor of English/Student Newspaper Adviser, Grand Rapids Community College. E-mail: mcnabbs3@comcast.net

Weber CV

not available; currently on sabbatical leave

Nate Garrelts

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Home: 12969 Oak Highland Dr., Lowell, Michigan 49331, (616) 541- 4173

Electronic: (work email) nategarrelts@ferris.edu, (home email) nategarrelts@hotmail.com

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Education

Ph.D. American Studies, Michigan State University, MI, August 2003.
Concentrations: Cultural Studies, Composition-Rhetoric, and Contemporary American Literature.
Dissertation: *The Official Strategy Guide for Video Game Studies: A Grammar and Rhetoric of Video Games.*

M.S. Information Security and Intelligence, Ferris State University, MI, August 2015.
Thesis: *Press Button to Hack: What Digital Games Teach Us About Information Security*

M.A. English, Ball State University, IN, May 1998.

B.A. Education, Michigan State University, MI, May 1997.

Certifications: Certified Associate in Project Management (CAPM), PMI, April 2015.
Certified Scrum Master (CSM), Scrum Alliance, April 2015.
Advanced Studies in Project Management (ASPM), Ferris State, August 2015.
Offensive Security Certified Professional (OSCP), Offensive Sec., In-Progress.

Teaching Positions

Associate Professor of Languages and Literature (Tenured), Ferris State University
Fall 2011- Present

ENGL 150: Composition 1
ENGL 311: Advanced Technical Writing (Online and Mixed Delivery)
ENGL 321: Advanced Composition (Online and Mixed Delivery)
ENGP 321: Advanced Composition for Prof Prog-Pharmacy (Mixed Delivery)
ENGL 325: Advanced Business Writing (Online and Mixed Delivery)
ENGL 380: History of Rhetoric--Style
LITR 416: Literary Theory

Courses taught for Accountancy, Finance, & Information Systems Department
MISI 665: Secure Information Systems (Online)
MISI 799: Integrated Capstone Project (Mixed Delivery)

Associate Professor of English (Tenured), Saginaw Valley State University
Fall 2004- Summer 2009

ENGL 080: Writing Skills
ENGL 111: Composition 1
ENGL 111: Composition 1 (Honors)
ENGL 201: Introduction to Literary Studies
ENGL 202: Literary Genre (Poetry)

ENGL 203: Historical Approaches to Literature (Postmodern Lit)
ENGL 212: Topics in Critical Writing
ENGL 212H: Topics in Critical Writing (Honors)
ENGL 261: Introduction to Creative Writing
ENGL 272: American Literature
ENGL 300: Writing in the Professions (Online)
ENGL 305: Creative Writing Poetry (Independent Study)

Courses taught for the College of Education
TE 601: Workshops in Teacher Education (Literacy Professional Development)

International Exchange Professor, Shikoku University, Spring/Summer 2006
Business Communication III
American Culture
International Understanding for Citizens

Instructor of English (Tenure Track), New Mexico State University-Alamogordo
Fall 2003- Spring 2004

CCDE 105: Effective Communication Skills
CCDE 110N: General Composition
ENGL 111G: Rhetoric and Composition (Holloman Air Force Base)
ENGL 211G: Writing in the Humanities and Social Sciences

Courses taught for the College of Education
EDUC 501: Writing for the Education Major (Independent Study)

Instructor/ Graduate Teaching Instructor, Michigan State University
Fall 1998-Spring 2003

IAH 201: The US and the World
ATL110: Science and Technology
ATL125: The American Ethnic and Racial Experience
ATL 130: American Radical Thought

Adjunct Instructor, Lansing Community College
Fall 2001- Fall 2002

Writing 121: Composition 1 (Online, Distance TV)
Writing 122: Composition 2

Administrative Positions

Languages and Literature Department Head. Ferris State University. Summer 2009- Summer 2011.

First-Year Writing Coordinator. Saginaw Valley State University. Summer 2006- Spring 2008.

Project Director Title II (3A) Grant. Saginaw Valley State University. Spring 2005- Fall 2007.

Co- Director Mary Virginia Brown Writing Center. New Mexico State University- Alamogordo. Fall 2003- Spring 2004.

Developmental English Lead Faculty. New Mexico State University- Alamogordo. Fall 2003- Spring 2004.

Admissions Visitors Desk Supervisor. Office of Admissions, Ball State University. Fall 1997-Spring 1998.

Books

Garrelts, Nate, ed. Understanding *Minecraft: Essays on Play, Community and Possibilities*. Jefferson: McFarland, 2014.

Garrelts, Nate, ed. *The Meaning and Culture of Grand Theft Auto: Critical Essays*. Jefferson: McFarland, 2006.

Garrelts, Nate, ed. *Digital Gameplay: Essays on the Nexus of Game and Gamer*. Jefferson: McFarland, 2005.

Other Publications

Garrelts, Nate. "Don't Shoot the Pretty Pink Hat: How to Play JFK: Reloaded on the Anniversary of his Assassination." *Bad Subjects (*Nov 2013). Web.

Garrelts, Nate. "The Pencil Shaped Joystick: A Synoptic History of Text in Digital Games." *Rhetoric/Composition/Play through Video Games*. Rebekah Colby, Richard Colby, and Matthew Johnson, Eds. Palgrave, 2013.

Garrelts, Nate. "The Children of Anthropomorphic Guns: Current Trends in Instructional Comics." *Berfrois* (June 2012). Web.

Garrelts, Nate. "If the Coffee is Good, Who Cares about the Graphics? *Deadly Premonition, Twin Peaks*, and Cult Fandom." *Berfrois* (Dec 2010). Web.

Garrelts, Nate. "Unable to Leap Tall Buildings and Much Smaller Objects: Why Americans Don't Embrace The Adventures of Tintin.*" Bad Subjects* (2010). Web.

Garrelts, Nate. "I'm Just a Wizard Laboring in a Violent and Softcore Consumer Culture: A Historical Look at the Changing Culture of Consumption in Digital Games." *Bad Subjects* (2010), Web.

Flynn, Jennifer, Nate Garrelts, and Amanda Waterman. "Does Dove Really Love Our Humps?" *Bad Subjects* (2008). Web.

Garrelts, Nate. "Go, Go, Go and Get *Back to Black*." *Bad Subjects* (2008). Web.

Garrelts, Nate. "Not My Worst Nightmare: *Rambo* (2008)." *Bad Subjects* (2008). Web.

Garrelts, Nate. "Just Like Home a Million Miles Away: An Exchange Professor's Reflections on Tokushima." *Yoshinogawa Review*. Shikoku University English Association, Spring 2007.

Garrelts, Nate. "GUN: It's More Fun to Jack Cars than to Rustle Horses." *Bad Subjects* (2007). Web.

Garrelts, Nate. "Who will be the Big Wii-ner in the Console War?" *Bad Subjects* (2007). Web.

Garrelts, Nate. "The Big Penny Pussy Sale: White Patriarchy and the Rhetoric of the Hollywood Fancyman." *Bad Subjects* 76 (2006). Web.

Garrelts, Nate. "Shel Silverstein's The Missing Piece: A Lacanian Reading." *Bad Subjects* (2006). Web.

Garrelts, Nate. "How We Get Our Learn On: Critical Thinking, Academic Discourse, and Freshman Composition at Saginaw Valley." *Literacy Link,* Valley SU, Winter 2005.

Garrelts, Nate. "Will Master Chief Ever Frag Moby Dick." Ivory Tower, *International Game Developers Association* (Dec 2005). Web.

Grant Projects

Saginaw Valley State University Research Grant. "Mapping the American Music Community with GIS." Writer and Primary Investigator. November 2007. Three credits reallocated time and $3,431.

Michigan Department of Education, Title II (3A) Improving Teacher Quality. "Literacy Professional Development Cooperative Grant between Saginaw City Schools and Saginaw Valley State University." Co-Writer and Primary Investigator. September 2005. $182,000.

Department of Education, Title V. "Cooperative Grant between New Mexico State University-Alamogordo and New Mexico State University-Carlsbad/ Individual Grant New Mexico State University-Alamogordo." English Department Consultant. September 2004.

Lansing Community College Center for Teaching Excellence. "Enhancing Online Learning in Blackboard." Writer. February 2002. $400.

Presentations

"'It's Dangerous to Go Alone! Take This.' A Retrospective on Digital Game Studies." Languages and Literature Colloquium. Ferris State University. October 2015.

"How *Final Fantasy* Taught Me to Jack Cars and Kill Hookers: Fantastic RPG Empires, Procedural Rhetoric, and Ideology." International Conference on the Fantastic in the Arts. Orlando, FL. March 2014.

"Using Comics to Enhance Student Engagement and Learning." Discussions on Teaching and Learning Series. Ferris State University. February 2012.

"The Children of Anthropomorphic Guns: Current Trends in Instructional Comics." Far West Popular Culture Association. Las Vegas, NV. February 2012.

"The Pencil Shaped Joystick: A Historical Look at Text in Digital Games."
Children's Literature Association. Ypsilanti, MI. June 2010.

"There Is No Kryptonite Strong Enough: From Marvelous to Uncanny in *The Adventures of Tintin*."
International Conference on the Fantastic in the Arts. Orlando, FL. March 2010.

"I'm Just a Wizard Laboring in a Violent and Softcore Consumer Culture:
A Historical Look at the Changing Culture of Consumption in Digital Games." International Conference on the Fantastic in the Arts. Orlando, FL. March 2009.

"The Art of Conferencing with Students." First-Year Writing Program Brown-Bag Series. Saginaw Valley State University. September 2008.

"Research and Writing in the English Department." Saginaw Valley State University Board of Control. Saginaw Valley State University. October 2007.

"First-Year Writing at the University." Saginaw High School. Saginaw, MI. April 2007.

"Literacy, Lesson Planning and Cyberspace." Michigan Council for the Social Studies State Conference. Lansing, MI. February 2007.

"What's the Dilly Yo? Understanding American Slang." Shikoku University. Tokushima, Japan. June 2006.

"The Grand Theft Auto Way of Life: A Framework for Analyzing Digital Games as Cultural Artifacts." Far West Popular Culture Association/American Culture Association Regional Conference. Las Vegas, NV. January 2006.

"Empowering Student Writers." Coulter Elementary Professional Development Forum. Saginaw, MI. November 2005.

"Instructional Leadership in Literacy Education." Saginaw Schools Intermediate Staff Development Center. November 2005.

"White Patriarchy and the Rhetoric of the Hollywood Fancyman." Popular Culture Association/American Culture Association National Conference. San Diego, CA. April 2005.

"Serving the Under-Prepared Student." CTDC Workshop, New Mexico State University-Alamogordo. January 2004.

"The Poetry of Rock 'n' Roll." The Fall Reader's Hour, New Mexico State University-Alamogordo. November 2003.

"Mighty Morphing PowerPoint." Serving the Underprepared Student: Branch Campus Roundup. Grants, NM. August 2003.

"The New Dr. Strangelove: An Analysis of the Rhetoric of Conquest in Video Games." Popular Culture Association/American Culture Association National Conference. New Orleans, LA. April 2003.

"An Academic Ménage a Trois: Video Games, Contemporary Literature, and English Departments." Michigan College English Association. Henry Ford Community College, MI. November 2002.

"Dude, I'm Gonna Kick Your Ass, Then Take Your Stuff: An Analysis of the Economic Motivations of Conquest within Video Games." Midwest Popular Culture Association Conference. Madison, WI. October 2002.

"Using Assistive Technology in the Special Education Classroom." Kent Intermediate School District. Grand Rapids, MI. April 2001.

"Video Games: Role Playing Your Way to Literacy." Spring Conference of the English Language Arts: Literacy in a Changing World. Michigan State University. April 2001.

"The Positive Popular Portrayal of the American Pimp in Films." Literature of the Americas Conference. East Lansing, MI. February 2000.

"Using WebChat." Integrative Studies in the Arts and Humanities Training Session. Michigan

State University, MI. January 2000.

"A Snide Collection of Poetry." The MT Cup. Muncie, IN. May 1998.

Departmental Service

Department of Languages and Professional Development Committee Chair. Ferris State University. Fall 2014- Present.

Department of Languages and Literature Technical and Professional Communication Committee Member. Ferris State University. Fall 2011- Present.

Department of Languages and Literature Technical and Professional Communication Hiring Committee Member. Ferris State University. Fall 2014-Spring 2015

Department of Languages and Literature Tenure Review Committee Member. Ferris State University. Fall 2013- Spring 2015.

Technical and Professional Communication Advisor. Ferris State Univeristy @ Southwestern Michigan College. Spring 2012- Summer 2013

Department of Languages and Literature Webmaster. Ferris State University. Fall 2009- Spring 2013.

ENGL411 Departmental Contact for Handbook Revision. Ferris State University. Fall 2011.

German Search Committee Co-Chair. Ferris State University. Spring 2011.

Department of Languages and Literature Planning Committee Member. Ferris State University. Fall 2009- Spring 2011.

Professional Technical Writing Committee Member. Saginaw Valley State University. Fall 2008- Summer 2009.

Faculty Mentor for Cathy Gondek. Saginaw Valley State University. Fall 2008- Winter 2009.

First-Year Writing Committee Chair. Saginaw Valley State University. Fall 2006- Winter 2008.

Robert S.P. Yien First-Year Writing Award Coordinator. Saginaw Valley State University. Fall 2006- 2008.

Basic Skills Program Review Committee Member. Saginaw Valley State University. Fall 2007- Winter 2008.

English Faculty Search Committee (Composition-Rhetoric) Member. Saginaw Valley State University. Winter 2005.

First-Year Writing Textbook Evaluation Committee Chair. Saginaw Valley State University. Fall 2006- Winter 2007.

Faculty Mentor for Marianne Bird. Saginaw Valley State University. Fall 2006- Winter 2007.

Faculty Mentor for Tamara Migan. Saginaw Valley State University. Fall 2006- Winter 2007.

Associate Editor of Cardinalis. Saginaw Valley State University. Fall 2005- Fall 2006.

SVSU English Department Webmaster. Saginaw Valley State University. Fall 2005- Summer 2006.

The Tyner-Roethke Prizes in Writing Excellence in the Humanities Coordinator. Saginaw Valley State University. Fall 2005- Summer 2006.

Faculty Mentor for Nichole Coonrandt. Saginaw Valley State University. Winter 2006.

Seitz Creative Writing Scholarship Committee Member. Saginaw Valley State University. Spring 2006, Spring 2007.

Tyner Award in Creative Writing Judge. Saginaw Valley State University. Winter 2005.

English 111 Essay Competition Judge. Saginaw Valley State University. Winter 2005.

Faculty Mentor for Gillan Markey. Saginaw Valley State University. Fall 2005- Winter 2006.

Faculty Search Committee Member (Developmental English). Saginaw Valley State University. Winter 2005.

Fall University Open House Department Representative. Saginaw Valley State University. Fall 2004.

English 080 Committee Member. Saginaw Valley State University. Fall 2004- Spring 2008.

English 111 Committee Member. Saginaw Valley State University. Fall 2004- Spring 2008.

English Faculty Search Committee Memer. New Mexico State University-Alamogordo. Fall 2003- Spring 2004.

IAH 201 Faculty of Record. Michigan State University. Fall 1998- Spring 1999.

University Service

Pre-Pharmacy Advisor. Ferris State University. Fall 2013-Present.

Preparing for Tenure Discussion Leader. FCTL New Faculty Transition Program. Ferris State University. Fall 2015.

Thesis Advisor for Leslie Bravender. Information Security and Intelligence, Ferris State University. Summer 2015.

Faculty Week Blackboard Training Assistant. Ferris State University. Fall 2011.

Ferris Forward SPARC Sub-Committee Member. Ferris State University. Fall 2010- Spring 2011.

FSU Academic Leadership Council Member. Ferris State University. Fall 2009- Summer 2011.

College of Arts and Sciences Administrative Council Member. Ferris State University. Fall 2009- Summer 2011.

Dow Visiting Scholars Selection Committee Member. Saginaw Valley State University. Fall 2007- Winter 2009.

Thesis Committee Advisor for Cristin Lazzaro. Communication Design/ Multimedia Design, Saginaw Valley State University. Fall 2008.

Evaluation Team for Suzanne Savoy. Nursing, Saginaw Valley State University. Fall 2006- Winter 2007.

Evaluation Team for Susan Plachta. English, Saginaw Valley State University. Fall 2006- Winter 2007.

College Transitions Participant. Saginaw Valley State University. Winter 2005- Fall 2005.

Fresh Start Orientation Academic Essentials Instructor. Saginaw Valley State University. August 2005.

Occupational Therapy Faculty Search Committee Member. Saginaw Valley State University. Winter 2005.

Distance Education Committee Member. Saginaw Valley State University. Fall 2004- Winter 2005.

Institutional Technology Committee Member. New Mexico State University-Alamogordo. Fall 2003- Winter 2004.

Student Activities Committee Advisor. New Mexico State University-Alamogordo. Fall 2003- Spring 2004.

College of Arts and Letters Dean's Advisory Committee Member. Michigan State University. Fall 1999.

Council of Graduate Students Member. Michigan State University. 1998-1999.

Professional Service

GRRCon 2015 Volunteer. Grand Rapids, MI. October 2015.

The Bedford Handbook Reviewer. Bedford St. Martin's. May 2011.

Untitled Book Reviewer. Houghton-Mifflin. May 2008.

Digital Game Studies Area Coordinator. Popular Culture Association/American Culture Association National Conference. Boston, MA. April 2007.

Dynamic Argument Reviewer. Houghton-Mifflin. 2007.

AP Interactive Website Reviewer. Houghton-Mifflin. 2007.

Digital Game Studies Area Coordinator. Popular Culture Association/American Culture Association National Conference. Atlanta, GA. April 2006.

The Short Prose Reader Reviewer. McGraw-Hill. 2005.

Video Game Studies Area Coordinator. Popular Culture Association/American Culture Association National Conference. San Diego, CA. April 2005.

1-800 Flowers/ New Mexico Works Curriculum Developer. New Mexico State University-Alamogordo. 2004.

Creative Writing Competition Judge. North Elementary School. Alamogordo, NM. Spring 2004.

Video Game Studies Area Coordinator. Popular Culture Association/American Culture Association National Conference. San Antonio, TX. April 2004.

Video Game Studies Area Coordinator. Popular Culture Association/American Culture Association National Conference. New Orleans, LA. April 2003.

MSU-ACLU Faculty Advisor. Michigan State University. 2000-2001.

Students United for Peaceful Revolution Faculty Advisor. Michigan State University. 1998- 2000.

Children's Literacy Volunteer. Lansing, MI. Summer 1996.

Professional Memberships

ScrumAlliance, 2015-2017
Project Management Institute, 2015-2016
West Michigan Project Management Institute, 2015-2016
International Association for the Fantastic in the Arts, 2008-2011, 2014
Far West Popular Culture Association, 2006- 2007, 2012-2013
Popular Culture Association, 2002-2006.
National Council of Teachers of English, 2000-2006.
Conference on College Composition and Communication, 2000-2006.
Modern Language Association, 2000-2005.

Additional Training

Academic Advising Summer Institute. National Academic Advising Association (NACADA). Philadelphia, PA. August 1-6, 2010.

Development for Deans: Winter Session. Council for Advancement and Support of Education. February 15-17, 2010.

ADE-ADFL Summer Seminar East. Association of Departments of Foreign Languages. Providence, RI. June 11-14, 2009.

Getting Started: The First Step Toward Online Teaching. Sloan-C Course. Spring 2009.

Protecting Human Research Participants Web Based Training Course. National Institute of Health. Certificate Number 108801. October 1, 2008.

Mapping Your Community: Intro to GIS. New Urban Research. Southfield, MI. April 2008.

Faculty Summer Teaching Institute. Saginaw Valley State University. August 2004.

Michigan Virtual University Certification Course. Lansing Community College. Spring 2002.

Humanities Computing Certification Course. MATRIX. Michigan State University. Fall 2001.

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