Ferris State University
College of Arts and Sciences

Communication Area Program
Academic Program Review

Bachelor of Science-Applied Speech Communication

Bachelor of Science-Sports Communication

2013-2018

Program Review Panel

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Section 1: Program Overview

History of the program

Speech Communication courses have always been a part of the curriculum at Ferris State University since its inception as the Big Rapids Industrial School in 1884. The Communication Area of the Department of Humanities expanded in 1987, the same year the college changed its name to Ferris State University, when a minor in speech communication was approved. During the next decade faculty efforts, led by Professor and Dept. Head Lon C. Green, aimed to establish a full range program of communication courses beyond public speaking, interpersonal and group communication. In 1997, due to student demand, the Board of Trustees approved an Associate of Arts degree in Communication and a full major, the Bachelor of Science Degree in Applied Speech Communication (APSC).* Two years later, a teaching minor in communication was added to allow students to obtain certification for teaching speech communication in secondary schools. The program further expanded in 2002 when a Bachelor of Arts Degree in Communication was added to accommodate students with an interest in a more traditional liberal arts degree.

In the ensuing decade, another certificate in Public Advocacy (PUAD) was created by Dr. Stephanie Thomson, which was particularly tailored to students seeking future careers in political consulting and non-profits. The concentration in Public Advocacy provides a more focused option to the general COMM electives in the B.S. in Communication (now known on MyDegree as COMM SKLS Concentration). It takes the B. S. Communication degree and focuses those 18 hours on courses specific to Public Advocacy. There are 4 required courses – an additional speaking course, which may be Persuasive speaking (COMM 332) or Argumentation & Debate (COMM 251), Persuasive Theory course (COMM 333), Leadership and Communication (COMM 421) and a course that focuses on Public Advocacy (COMM 340). There are 2 other elective courses that ask students to choose from a series of courses that are specific to the kind of advocacy that each student is interested in, ranging from COMM, PHIL, SOCY, PREL, HIST, and PLSC.

*In this report, The Applied Speech Communication Major (APSC) will be referred to by that nomenclature; however, the major will be rebranded as the Communication major in 2020 on the advice of our Advisory Board. The name change is pending in the curriculum review process.

The Advocacy course is a blend of social movement communication strategies, and a major advocacy project that students complete in groups either on campus or in the community. Past students have been involved with the first ever Cesar Chavez March

on campus, Angels of Action, OMSS “Let’s Talk about Race,” along with other programs both on and off campus. There is also a minor and a certificate that are available to students. The minor is 18 hours. The certificate includes the first 4 courses of the concentration.

The number of Public Advocacy students fluctuates but is small currently. New outreach is being implemented. Students in COMM must choose either the public advocacy concentration or the communication skills concentration. We are working to target the minor toward social work and other social science majors, along with business and criminal justice majors. Undecided majors are also identified as potential public advocacy students. Recent graduates are working in multiple nonprofit agencies, but there is potential for government and community outreach positions within larger businesses.

Another addition was made to the major in Applied Speech Communication in 2011 with the creation of a concentration in Sports Communication (SPTC). When the Bachelor of Arts core program was revised in 2015 reducing the General Education enrichment requirements, the Communication faculty decided that there were not enough majors in the Communication BA, nor was there enough distinction between the BA Communication and BS Applied Speech Communication degrees to warrant continuing the BA program; and it was eliminated in 2015.

This concentration was a trailblazer in including courses from four Colleges at the University. In 2014, upon the urging of then Dean Rick Kurtz, an entirely new Bachelor of Science in Sports Communication degree, minor, and certificate were established. Led by Dr. Sandra Alspach, the new major required students to select one of three concentrations: Broadcasting/Journalism, Media and Marketing, or Operations and Facilities Management. This program was modified in 2017 with the addition of a concentration in Management and Leadership (MGLD) specifically targeting students desiring careers in sports administration and coaching. The original three career vectors are achieved by completing existing minors in Multimedia Journalism (MJOU, CAS), Integrated Marketing Techniques (IMT, COB), and Event Management (EVMG, COB), with opportunity for course substitution in Facilities Management (CET). These four Content Specialties prepare Sports Communication students for a wide variety of careers in the sports industry.

Outside of the classroom, Dr. Sandra Alspach spearheaded the establishment of a Lambda Pi Eta Communication Honor Society chapter in 1996, named after one of its founding members, Karen L. Paquette, who was honored for her service to the chapter after her untimely death. This nationally recognized (American Association of Honor Societies and National Communication Association) honor society invites students who have 1) earned 56 or more credit hours, 2) achieved a 3.0 overall GPA, 3) completed 12 or more COMM credits, and 4) achieved a 3.25 GPA in COMM courses. The Chapter holds induction ceremonies for new members every academic semester, and it is currently advised by Dr. Stephanie Thomson.

The Communication Area also continued the tradition of Debate and competitive Speech (Forensics), with the Ferris Team competing against other collegiate debate

and forensics speech and debate teams in the Midwest and at yearly national tournaments. The Speech and Debate Team has been a member of Pi Kappa Delta forensics honor society since 1960. The Debate team at Ferris has over a one-hundred-year tradition of being a high impact activity with public visibility that has a great public relations value and has enjoyed significant success in competition all over the nation. The team typically attracts Communication majors and minors and students from a broad range of other majors on campus. In recent years, they have hosted the Rwandan national team, attended Pi Kappa Delta National tournaments, and traveled in Spring 2019 to Berlin, Germany, to compete in international debate. The move towards international debate ties directly into our University's mission and vision statement, especially in terms of inculcating the critical thinking skills required to be an engaged citizen*, and to ensure our students are culturally functional in a global marketplace. Debate also teaches the face-to-face communication skills that major corporations particularly value. The focus on current events in both the domestic and international spheres produces students who are better equipped to cope with an ever-changing world. Competition Speech and debate is especially valuable because it does not just serve Communication majors, but services interested students from any major. Numerous successful alumni from every major imaginable, many who have generously donated to FSU, cite their FSU debate experience as one of the best memories of their undergraduate career and an important part of future job preparation.

*See Pioneer Nov. 15, 2018. The Ferris Debate and Forensics Team has been an integral partner with Ferris State's Carnegie Foundation Political Engagement Program on campus, hosting yearly speech contests and demonstration debates focusing on contemporary political issues, as well as working with voter registration outreach projects on campus. The debate team has for years encouraged students on campus to become informed citizens and critical observers and consumers of media in a time when the country is bombarded by "alternative facts" and internet misinformation. Please see Appendix A for a summary of highlights for the speech and debate team since 2013.

Since 1988, the Communication Area has run a spring campus-wide public address competition, and in the past decades has also added an annual fall speech competition sponsored by Lambda Pi Eta, which focuses on political issues related to Ferris State's participation in the Carnegie Foundation's Political Engagement Project. For the last seventeen years, the Communication Area has provided dedicated public speaking classes for the students in Ferris State's Honors Program, and an annual speech competition exclusively for Honors Students in the public speech course (COMM 121) takes place every November.

Communication majors and minors participate in a wide-range of extracurricular activities including participation in Registered Student Organizations (RSOs) such as the Lambda Pi Eta Communication Honor Society and the Sports Careers RSO. In 2018, a new Special Olympics College Club spun off from Sports Careers RSO to focus entirely on "unified" (inclusive) activities (e.g. volleyball and basketball intramurals and social interaction) with athletes from Area 5 Special Olympics Michigan (SOMI) including Mecosta, Osceola, Lake, and Newago Counties. The creation of this new club was

recognized with the awarding of the title Unified Champion School for Ferris State University. Engagement with Area 5 SOMI since the inception of the Sports Communication program earned Dr. Alspach recognition for Outstanding Education (Higher Education) at the 2018 SOMI Hall of Fame banquet.

Impact on the University

In addition to their work with the two majors, including the Public Advocacy concentration, the Applied Speech Communication Associates degree, three minors, and two certificates, the faculty service the broader undergraduate population through general education courses that empower students to build basic and crucial competencies in communication. Dozens of studies have been published that indicate that oral and written communication skills are the top two "soft skills" most valued by employers in new graduate hires. * Communication studies equip students to become more than simply skilled technicians, but to evolve as fully engaged citizens with interpersonal communication skills, cultural awareness and critical thinking ability. The Communication programs continue to provide training that reflects the FSU mission and vision statements, especially in areas of intellectual development and responsible citizenship. In both the majors and our General Education offerings, we continue to enrich a student's marketability by providing crucial education in one of the most valued soft skills, communication.

* (The EMSI data group surveyed the top ten companies in America in 2018, Walmart, Exxon-Mobil, Apple, Berkshire Hathaway, United health Group, CVS and Amazon among them. Of all skills hard and soft, communication skills ranked number two after management skills. Similarly, a LinkedIn data research report, also completed in 2018, listed leadership and communication skills as the number one and number two soft skills most valued by corporate America).

Historically, the four General Education courses offered by the Communication Area are Interpersonal Communication (COMM 105), Public Speaking (COMM 121), Small Group Communication (COMM 221), and Argumentation and Debate (COMM 251). Most majors on campus require students to pass either COMM 105 or 121 to satisfy the Communication Competency (Oral) attribute.

COMM 366, Diversity and Communication, was granted General Education/Social Awareness (now, Self and Society) status as well as Race-Ethnicity-Gender designation (now, Diversity/Understanding.) This action paved the way for COMM 365, Intercultural Communication, to earn Self and Society status as well as Diversity/Global. These two courses provide value to the University in several ways. First, they offer essential communication knowledge and skills for competent interaction with others in an increasingly diverse America as well as an increasingly interactive global economy. Second, they provide an efficient way for students to meet the General Education requirement for 200+ level coursework in the Self and Society attribute, as well as in the Diversity attribute. Third, they are offered regularly in both face-to-face and fully online formats. COMM 366, Diversity and Communication, is a highly recommended elective by the Human Resource Management program (COB). Recently, Dr. Donna Smith has taught COMM 365, Intercultural Communication, in

Study Abroad experiences in Japan and China. Ferris is currently attempting to establish a micro-campus in China.

COMM 301, Interviewing, and COMM 336, Technical and Professional Communication, are required or highly recommended by a number of majors on campus. Beyond these core courses, faculty, both tenured* and adjunct, teach a broad range of 100, 200, 300 and 400 level courses. Communication General Education courses and upper division courses are listed on over 400 check sheets across the campus curriculum, including Leadership, Conflict Management, Persuasive Theory, Persuasive Speaking, Gender Communication, and Family Communication. The major is bracketed by an Introduction to Communication Studies class (COMM 101) and the two capstones, COMM 499 for the Applied Speech Communication BS and Comm 489 for the Sports Communication BS, and anchored by COMM 299 Communication Theories and COMM 300 Research Methods. These crucial courses prepare students with a broad background in the Communication discipline which serves as a solid foundation for career entry as well as graduate study in the field.

Recently, tenured faculty have made substantial financial gift commitments to the Area's goal of endowing both a Sports Communication scholarship and a Communication Scholars scholarship. (See below in "Plans for Improvement"). This act alone demonstrates the serious degree of support our students receive from their faculty at a time when the high cost of collegiate expenses is a concern for all Americans.

Faculty impact the university by their leadership service to Area, Departmental, College and University level committees; by advising students in the majors and minors and serving as advisors to Registered Student Organizations such as Lambda Pi Eta, Pi Kappa Delta, and Careers. Faculty members also have served or currently serve on the Academic Senate as Senators and/or members of Senate and University committees.

*Adjunct faculty must hold an advanced degree in Communication Studies to teach for the Area, and two current adjuncts are Ph.D. holders; to obtain a tenure-line status, faculty must possess a terminal degree in Communication or a related field. All up-to-date faculty vitas are on file in Digital Measures.

Plans for Improvement

In the past five years, the two most exciting developments in the area were the establishment of the concentration in Public Advocacy and the previously mentioned Sports Communication Major, which has swiftly established itself as a stand-alone major attracting a substantial number of students.

Since its inception, the Sports Communication program at Ferris State University has been a leader in the development and growth of the International Association for Communication and Sport (IACS). Dr. Alspach served a three-year term on the Board of Directors, including as secretary for the Board. Ferris State University has been an institutional member of IACS since that opportunity was offered in 2015. Ferris was the

host school for the 2016 IACS Summit, held for almost 90 participants from eight countries at the Amway Grand Plaza Hotel in Grand Rapids.

In 2018 discussion began to enhance the Sports Communication program by the addition of a Sports Sciences Minor as a Content Specialty option. The proposal to create this new minor, hosted by the School of Education (COEHS), and to add it to the Sports Communication major is currently moving through the curricular process. This new minor targets those students interested in coaching sports at any level who are not enrolled in the education certification program. It also proposes to prepare students for advanced study in Athletic Training.

A new tenure-track hire was approved for Fall 2019. This position was much needed as the Communication Area had lost three professors to attrition, two by retirement and one, Dr. Lon C. Green, by his untimely accidental death in 2016. We were granted a tenure-line hire in Fall 2018. We posted advertisements for, and found a Communication Generalist, who also has a strong grounding in Social Media and Digital Media Communication research and practice. It is hoped that this new tenure-track faculty member will develop an entirely new concentration and possibly a full-program in this contemporary and growing area, which would no doubt attract more students to our program. *
Research points to the substantial expansion of jobs and employment opportunities for students graduating with extensive knowledge in these 21st Century skill sets.

*The New York Times of Nov. 25, 2018, reports (p. 3 travel section) for example, that American Airlines, which began using social media for customer service in 2012, has seen their social media team expand from handling routine issues to handling “issues like discrimination, racial and ethnic tensions among passengers, customers with disabilities,” . . . and according to airline marketing firm Simplflying, has expanded to having social media teams handle most crisis management at the airline.

In Fall of 2018, the Area made the establishment of endowed scholarships for both Sports Communication and the Communication Studies major a goal. Thanks to Dr. Sandra Alspach’s efforts, the Sports Communication Endowed Student Scholarship is making excellent headway towards approaching its goal of endowment with over $9000 given by Nov. 2018 towards the goal of $12,500 required for University “matching” funds to establish an endowment of $25,000.

At the fall 2018 Communication Area retreat, it was decided to establish an entirely new scholarship named the “Communication Scholars” scholarship. The fundraising goal for this scholarship is similar to the Sports Communication scholarship, as it will require $12,500 in contributions over a four year period to achieve “matching” status for endowment. It is important to note that both these new endowed scholarships have already been supported by substantial faculty contributions either as lump sum gifts or payroll deduction donations. In addition to this tremendous financial commitment from the tenure-track faculty, plans have been developed to commence a social media fundraising outreach campaign targeting our alumni, the Communication Advisory Board, and the Sports Leadership Institute Advisory Board.

Our two existing non-endowed scholarships, the Linebaugh Family and Lon C. Green scholarships, will be tapped in the Interim years for student scholarship awards until exhausted.

Program Goals

A1. Programmatic goals

Our program goals for our Bachelor and Associate degrees in 2013 required that successful graduates would be able to:

1. Describe the human communication process: including message construction, dissemination, and interpretation.
2. Interact appropriately and effectively with another person in various contexts and settings both verbally and non-verbally.
3. Analyze how messages construct personal identity.
4. Apply communication theories and communication research to personal and professional life.
5. Participate appropriately and effectively with people from different cultural backgrounds and social identity groups.
6. Critically evaluate ethical principles governing communication.

These objectives have since been further streamlined into four standardized Student Learning Outcomes (SLOs) which align with the assessment and continuous improvement requirements of the Higher Learning Commission (HLC). Now the successful graduate will be able to:

1. Analyze critically the communication discipline and its central questions.
2. Apply communication theories, perspectives, principles and concepts.
3. Create and analyze ethical messages appropriate to the audience, purpose, and context.
4. Demonstrate the ability to accomplish communicative goals (self-efficacy).

Program outcomes for the Sports Communication BS degree are:

1. Identify and evaluate several types of communication messages (face-to-face and mediated) observed during sports events or produced concerning sports events.
2. Demonstrate a variety of communication skills necessary for success in careers in the Sports industry.
3. Critically analyze the interactive relationship of sport and society in the United States and around the globe.
4. Describe and evaluate the relationship between sports organizations, athletes, the media and fans.
5. Identify a variety of careers in the sports industry and evaluate the skills necessary to be successful in these careers.

A2. Explain how and by whom the goals were established

These goals for the Communication Studies program were developed and codified by the Communication faculty during the 2017 academic year, based in part on the National Communication Association's Learning Outcomes in Communication (LOC) Project. The goals for the Sports Communication program were developed by Dr. Alspach with the support of the Sports Leadership Institute Advisory Board.

A3. How goals prepare students for careers and meeting employer needs

The Communication programs prepare students for a wide range of careers and empower them with a skill set and versatility that is critical given the extremely dynamic and fluid changes in the nature of the job market over the last decade. The Bureau of Labor has long estimated that the average professional will have at least several career changes over their lifetimes and will have to adapt to constant social and technological changes.

The Communication programs focus on inculcating knowledge and skills that will allow the successful graduate the flexibility to fulfill the needs and demands of a plethora of jobs and professions. Communication as an academic discipline is unique unlike for example, technical majors in Industrial Product Design, Welding, or HVAC, where the student is prepared to serve one single career-track and profession. Communication students are not just limited to the technical aspects of a particular field. (For example, a Welding major's expertise is crucial to the engineering of bridge-building; a communication major's oral communication and persuasive strategic skills may be far better equipped to handle tasks such as explaining environmental impacts to a zoning commission, soliciting community support, or raising funds from investors)..Group communication and interpersonal skills, team-building and compliance-gaining skills are vital to dealing with all the very different constituencies that must work together to solve challenges and problems when building a bridge.

The B.S. in Sports Communication has evolved to prepare students for a variety of careers in a dynamic multi-billion-dollar international industry. The Content Specialty requirement provides employer recognizable "hard skills", like Broadcasting, Journalism, Marketing, and Event Management. The combination of COMM courses with courses in Management in the Management and Leadership concentration meets employer expectations for a Sports Management or Administration position. The proposed Sports Sciences minor will bring specific knowledge sets like Biomechanics and Nutrition to complement the broad-based "soft skills" developed in the required COMM courses.

All Communication majors must complete COMM 493 Practicum. This course is accomplished by either engaging in one or more internships in a workplace setting or conducting an extensive research project in preparation for graduate study. The Practicum experience requires COMM majors to exercise their knowledge and skills to address workplace tasks and problems. The Practicum is offered in a repeatable format from 1 to 8 credit hours, providing flexibility for students to complete a variety of workplace experiences and/or to extend their experience across several semesters. Currently, each credit hour requires demonstration of 40 hours of workplace

experience, and both majors require a minimum of 6 credits for completion of the degree, or 240 contact hours. We have consulted with other internship programs across the University and learned that our expectation is the “most expensive” one on campus. We plan to revise that expectation so that each credit hour will account for 80 hours of contact and concomitantly reduce our minimum credit hour requirement to 3 credits. These credits will still be variable so that a student can extend them across semesters, placements, or projects. We will continue to encourage students to complete multiple Practicum experiences, including taking Practicum credits above the 3-credit minimum but not above the 8-credit maximum.

A4. Have goals changed since the last program review? Why and how, or why not?

Goals have both changed and evolved since our last program review. The program has both been streamlined, and yet expanded in new directions. As noted earlier, the original BA degree was dropped in 2015, while the program added a very specific and unique Sports Communication major that has attracted significant interest. We have already graduated students in both the APSC and the SPTC majors who have enjoyed success in several areas of the Sports industry. Our new concentration in Public Advocacy is preparing graduates for careers in the political arena and in the non-profit sector. Our new direction in social media and digital communication will similarly prepare our students for employment in these burgeoning and rapidly expanding fields where there is significant demand for skilled graduates savvy in new media communication technologies.

Specific goals (see above section A1.) were streamlined in the past decade, concentrated to six strategic outcomes from twelve earlier outcomes, then further refined to four programmatic student learning outcomes for Communication Studies. Each of these outcomes is measured and assessed yearly and measured in terms of proficiencies with rubrics culled from national communication standards set by organizations such as the National Communication Association and The Higher Learning Commission.

A5. Describe the relationship of the program goals to the University’s mission, and departmental and divisional strategic plans.

The Communication program is exceptionally reflective of the University’s mission and vision statements. Ferris State University’s current mission and vision statements, crafted in 2008, are as follows:

Ferris State University's Mission:
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.

Ferris State University's Vision Statement:
Ferris State University will be: The recognized leader in integrative education, where theory meets practice throughout the curriculum, and where multi-disciplinary skills

important in a global economy are developed with the result that Ferris State University will also be:

- The preferred choice for students who seek specialized, innovative, career- and life-enhancing education
- The premier educational partner for government, communities, agencies, businesses, and industries through applied research and joint ventures
- A stimulating, student-centered academic environment that fosters life-long engagement, leadership, citizenship, and continuing intellectual development
- A university that aligns its practices and resources in support of its core values of collaboration, diversity, ethical community, excellence, learning, and opportunity
  Adopted March 21, 2008*

The Ferris State University Strategic Planning and Resource Council is currently revising the university's core values statements and vision and mission statements. The updated mission and vision statement stresses "responsible citizenship," and responsiveness to a "rapidly changing global economy and society." Of the six core values that will be stressed as Ferris moves into the next decade, diversity, the importance of fostering ethical community, and 'encouraging teamwork and emphasizing critical thinking," are heavily stressed (Ferris State SPARC Report, 2019-2024).

The communication program clearly reflects and advances the University's existing and future mission and vision statement goals and is consistent with the aims of the Departmental, College, and Divisional strategic plans. The program reinforces Dr. David Eisler's three pillars of the strategic plan of the University: to create a learning-centered institution; to become an engaged campus; and to emphasize collaboration.

The goals of the program focus on the knowledge and skills that students are going to need in order to lead successful professional and personal lives. The program is by its very nature learner-centered, as reflected by the delivery of the programmatic content. In face-to-face courses, class size is considerably smaller and more intimate than many competing programs in Michigan, and in mixed or on-line format classes, the course size is similarly limited, allowing faculty to focus on individual student progress. As Ferris is primarily a teaching institution, faculty make every effort to offer students opportunities to discuss ideas and information in class, and actively practice different communication techniques and methods. Additionally, faculty present material in a way that adapts to a wide-variety of learning styles, is adapted to student's interests and experience, and faculty are constantly developing new teaching methodologies.

Tenure-track and adjunct faculty regularly attend and present research at international, national, and regional communication conferences and work regularly with the Faculty Center for Teaching and Learning to remain abreast of new teaching approaches and trends.

The program encourages and fosters engagement and collaboration in many ways. Students participate in debates over contemporary issues in classes, as well as in campus-wide forums,* and in no less than three on-campus public speaking contests. The Ferris speech and debate team travels and competes in-state, across the nation and in 2019 will be expanding to international-format debate in Europe. Students participate in registered student organizations, including the Sports careers RSO and Lambda Pi Eta communication honorary society, where they are afforded opportunities for hands-on leadership experiences. Over the past decade, Ferris undergraduates have traveled to national conventions where their faculty-sponsored competitive research has been presented on panels and at poster sessions. Community outreach programs have included student team presentations at local high schools, food and resource drives for local and national charities, internships at non-profit organizations and a host of other activities which allow students to take their new expertise and apply it in real-world environments. For example, Sports Comm classes, led by the Sports Careers RSO, plan, market, and conducted a fund-raising event for Spectrum Hospital Big Rapids Cardio Rehab unit in February, aligned with the American Heart Association's "Go Red for Women" campaign. In fall 2018, students in COB's MKTG 420 Sports Marketing course prepared a marketing plan for the event for the students in Spring 2019 Sports Communication classes to execute. This initial collaboration between faculty and courses across two Colleges has opened new opportunities.

Similarly, the "Heart to Heart Hand in Hand" exhibition basketball game unifying Area 5 Special Olympics Michigan athletes with the Ferris women's and men's basketball teams, now in its 14th year, as well as other fund-raising projects for Special Olympics (e.g. exhibition Poly Hockey games in spring 2018 and fall 2019, pitting the Ferris Men's Hockey team against Area 5 SOMI athletes and the new 2019 Walk-a-Thon following the Ferris Football team's spring game) have earned grant funding from the Academic Service Learning (ASL) project. Students in COMM 365, Intercultural Communication, engage in Academic Service Learning (ASL) working with international students in intensive English classes on campus.

*Many communication activities are linked to Ferris State's involvement with the Carnegie Foundation's Political Engagement Program (PEP) wing of the American Democracy Project, both of which promote student civic awareness and engagement. In 2017, Sports Communication major Sean Williams was selected to represent Ferris as the Campus Compact Newman Civic Fellow for his leadership in inclusive activities with people with intellectual disabilities (ID). Students in COMM 366, Diversity and Communication, engage in PEP activity by participating in activities honoring Cesar E. Chavez, both in Grand Rapids and on the Big Rapids campus. In targeted public speaking classes, students also participate in "Reacting to the Past" (RTTP) activities, which also promote a heightened awareness of civic issues both historically and contemporaneously, while also allowing students to hone their oral communicative skills.

Across the campus, collaboration has occurred beyond the program's service to general education. For example, Sports Communication and the Sports Careers RSOs have worked hand-in-glove with the Athletics Program and Bulldog Radio to provide

students with invaluable experience covering and promoting sports events on and off campus.

Sports Communication students have generated need for COEHS to offer RMLS 250, Introduction to Sports Management, at least every other year since the development of this concentration/major. We anticipate that the Fall 2019 offering will be the last in this series, as this course content moves into COMM 381, Communication in Sports Organizations.

The collaboration between the School of Education's Education/Physical Education (EDPE) program in the Management and Leadership concentration has led to the expansion of this relationship in the proposed Sports Sciences minor. CET has allowed Sports Communication students to take two Facilities Management courses as compliments to the Events/Facilities Management concentration. The collaboration between Area 5 SOMI has provided invaluable opportunities not only for community outreach and service but has also produced a research agenda that has taken Ferris students to international conferences in Bloomington, IN (2018) and Boise, ID (2019).

B. Program Visibility and Distinctiveness

B1. Describe any unique features or components of the program.

The fact that students can chose from either a general communication BS degree (APSC) or a specialized BS degree in Sports Communication (SPTC) is unique in the state in meeting distinct needs and interests of students choosing to major in communication. Both majors share core classes but are unique in their course selection options and stand alone as unique programs. Both degrees prepare the student with a broad grounding and skills set in the communication discipline, so they are prepared to meet the needs of any employer seeking a "communication" person. Unlike a number of competing programs in the state, the program emphasizes both an introductory course overview of the discipline and at the end of both degree tracks, a customized "capstone" course, which ensures that the successful graduate has a strong foundation and mastery of the discipline. These courses serve both students entering immediately into the workforce, or transitioning to graduate study. Ferris also offers a distinct Public Advocacy track which is especially useful for those seeking careers in the non-profit or governmental sectors.

In addition, the flexible Practicum (internship or research) requirement for graduation in both degrees assures that the student has an opportunity to demonstrate real-world competence and application of their specific skills prior to graduation.

Both programs require a course that satisfies both the General Education Self and Society and Diversity requirements. The APSC program requires COMM 365, Intercultural Communication (Global). The SPTC program requires COMM 366, Diversity and Communication (Race, Ethnicity and Gender/Understanding). These courses were required in the core of these programs before those classes became General Education requirements.

Both degrees also maintain a "C" minimum standard for Communication (COMM) and English (ENGL) writing proficiency courses for students to qualify for graduation. This standard ensures that students meet minimum expectations in skills associated with communication by employers. Our Communication 229, Communication Theories, serves a "gatekeeping" function. For example, program progression requires that students must achieve at least a "C" in COMM 299, Communication Theories, to proceed to COMM 300, Research Methods. Placed in the middle of the core curriculum, these two courses serve as a "firewall" redirecting unsuccessful students to other degree options.

Perhaps the most unique contrast of the Ferris Communication program, relevant to other programs in the state, is the centralized focus on undergraduate education, unlike larger programs where the faculty tend to focus on Master and Ph.D. programs and research agendas. As previously mentioned, the small class sizes and wealth of on-campus and off-campus opportunities (debate, speech competitions, communication-centered registered student organizations such as the Sports Careers RSO, Lambda Pi Eta and Pi Kappa Delta) are but a few examples.

Faculty mentorship of undergraduate scholarship remains a distinct aspect of the Ferris undergraduate communication program experience. Students in the Public Advocacy concentration presented papers mentored by faculty at regional communication association meetings such as Central States conventions in Grand Rapids and Milwaukee. In addition, those students presented their work on campus as well in a series of colloquiums.

Sports Communication students began presenting their research projects at the 2014 IACS Summit in New York City. A follow-up study analyzing Twitter use in Major League Baseball was presented in 2017 in Phoenix, AZ. In 2018 at Indiana University in Bloomington, a Sports Communication research team, including a student member from the School of Education, presented an initial analysis of the positive effect of Unified Sports on both the athletes from Area 5 Special Olympics and the collegians who played sports with them in an intramural setting. This research was extended and presented at the 2019 IACS Summit in Boise. Also, in Boise, a second research team of Sports Communication majors shared their ethnographic study of the impact of a school's winning its first national championship following the successful 2018 campaign of the Ferris Men's Basketball team. Student travel to present their work has been underwritten by Department, College, and University-level grants, including a Diversity Mini-Grant for the travel to Arizona.

B2. Describe and assess the program's ability to attract quality students.

The Applied Speech Communication major attracts very few majors from outside Ferris State University, which generally reflects the experience of most generalist communication majors nationally. Except for very specific programs at large elite institutions, few freshmen come to a four-year college with the specific intention of majoring in communication. Many of the APSC students are recruited into the major, minor, A.A. degree or Public Advocacy concentration after they experience the basic

General Education introductory courses: COMM 105 (Interpersonal Communication), COMM 121 (Public Speaking), and COMM 221 (Small Group Decision Making).

The average communication major in both majors tends to declare in their sophomore or junior years. The faculty continues to promote the major vigorously on campus and in recent years we have expanded our print, poster and on-line promotion on and off campus (Faculty routinely work weekends to promote our program at events such as DAWG DAYS). Off-campus recruiting is rarer, due to a lack of funding to sponsor faculty travel to recruiting events. We are currently concentrating on using social media outreach to connect with high school students in and out of state.

The creation of the Sports Communication major has stimulated interest from students choosing to come to Ferris State as freshmen or transferring from other universities. Inquiries are now being received from prospective students as early as their junior year in high school. In addition, the Ferris State Athletics coaching staff members have contributed to recruitment efforts, as they have found that the Sports Communication program is especially attractive to their athletes. Another example of collaboration can be found in the dialogue between the Athletic Department and the Sports Communication program to accommodate student athletes' training and practice schedules with the demands of the semester course schedule.

B3. Identify the institutions that are the main competitors for prospective students in this program.

Communication Programs in Michigan

A Brief Snapshot

In relation to the other Communication Programs at universities and colleges in Michigan, FSU's program is modestly sized. This may be due to the lack of attractive communication sub programs found at other universities within their communication majors. Communication is an extremely large field encompassing popular sub programs that commonly attract students. These include journalism and broadcasting, public relations, advertising, and more recently social media. At Ferris, all these specific areas, except social media, are housed in other areas of the University. The College of Arts and Sciences' Department of English, Literature and World Languages offers a Journalism and Technical Writing major. The College of Business offers the public relations and advertising/marketing majors. The College of Education and Human Services ' School of Digital Media offers a degree in television production. In 2015, the Communication Area created a new course COMM 383, Mass and Social Media Communication, to capture this growing student interest area and for career preparation as this field explodes.

Students and their parents are, in most cases, not able to understand what type of employment is possible from obtaining a generalist degree in communication. Note in the information that follows in this report, though several universities in Michigan possess a communication generalist focus, all still feature several field-specific offerings such as broadcasting, journalism, media studies, film, interpersonal

communication, public relations, and theatre arts. The Ferris Applied Speech Communication Program requires students to select an Academic Minor to fulfill degree requirements. For example, if a student majors in Applied Speech Communication, they may take the Public Relations minor from the College of Business. The development of the Public Advocacy concentration in 2014 was designed to package a career-focused selection of courses from various Colleges at Ferris into the Applied Speech Communication major.

The creation of the Sports concentration in 2012, and the later expansion of the program into a full BS degree in 2014, directly responded to the diffusion of typical "communication" fields of study across the University. Students in SPTC must select a "Content Specialty" and an Academic Minor. The options for the Content Specialty were originally designed to emulate the field-specific program offerings at other Michigan universities: Broadcasting/Journalism, Media and Marketing, and Operations/Facilities Management. In 2016, the Communication Area added a concentration in Management and Leadership to offer an option for students investigating Sports Management programs at other institutions. The three earlier Content Specialty options were redirected to existing Academic Minors: Multimedia Journalism, Integrated Marketing Techniques, and Events Management (with a Facilities option.) Students achieve the field-specific training they need through these minors. The Sports Communication major brings the wider discipline of Communication back together by reaching out to the other Colleges and Departments where these pieces are housed.

According to a Ferris State Web Focus Report on Students in Curriculum, in fall 2019, the Applied Communication major had 22 students in progress, and Sports Communication had 58 students in that major. Three of the biggest communication programs in the state, Michigan State University, The University of Michigan and Wayne State University, differ from Ferris State in many ways. Demographically, their student bodies tend to be more urban, their tuition is higher, and admission standards, depending on the particular communication program, tend to be more selective. Also, the size of these institutions is substantially larger than Ferris. Ferris serviced a student population of 13, 250 in fall of 2018 at multiple campuses, which reflected a 3.9% decline in enrollment, according to the Michigan Association of Universities 2018 report (Big Rapids Pioneer). Michigan State University and The University of Michigan, serviced 38, 996 students (US News Best Colleges Rankings website) and 46,716 (MLive, Oct. 30, 2018), respectively, in the same year. While Ferris like virtually all Michigan universities and colleges has experienced historic enrollment decreases due to the historic decline in the college age population in Michigan, both Michigan State and the University of Michigan experienced slight increases in enrollment. (Like our sister universities in Michigan, Ferris State's ongoing drop in enrollment is serious cause for concern. For the purposes of benchmarking, this report does not include Michigan State University, The University of Michigan or Wayne State University as comparative institutions due to the entirely different demographics these research institutions draw.

For this report, Communication programs at Western Michigan University, Eastern Michigan University, Central Michigan University, and Grand Valley State University

were deemed far more comparable in terms of Ferris State's overall mission, as they too have a "Generalist" focus in Communication studies. Even so, each institution's program is distinctly different in terms of what is offered, which tends to reflect the extremely varied nature of curricular content in communication programs at most American schools of higher education. (Some communication programs are focused on the traditional Public Address area of communication, including Speech and Debate, some include Broadcasting, Journalism, or Media studies, while others may include Theater Arts. This array reflects the particularly broad nature of the Communication discipline noted above. It is also worth noting that these four institutions house stand-alone communication departments, while the program at Ferris is the largest unit in the Humanities Department.

Regarding our four most comparable sister institutions, here is a basic overview:

Western Michigan University (WMU): WMU had a student enrollment of 22, 869 in 2018; its School of Communication is sizeable in comparison to FSU's, with 800 undergraduate majors, 150 minors and 30 graduate students. WMU's program is very comprehensive, focusing on undergraduate tracks in general Communication Studies, Film, Interpersonal Communication, Journalism, Organizational Communication, Public Relations and Telecommunications. They also field a debate and speech team. . WMU also offers a degree in Recreation/Sports Management (Human Performance and Health Education) in the College of Education and Human Performance. Ferris' Recreation Management and Leisure Services (RMLS) major has been closed to students since 2014.

Eastern Michigan University (EMU): EMU had a student enrollment of 18, 838 in 2018 (US News); The School of Communication, Theatre and Media Arts offers majors in general Communication Studies, Electronic Media and Film, Theatre Arts, Public Relations and Secondary Education specializing in Media, Theatre and Communication Arts. Including their graduate program, which like WMU offers MAs, in 2018 they had 879 students enrolled in the Communication program. Like WMU and FSU, they also have an active competitive speech program, but their program which emphasizes performance/interpretation events, platform speaking, and limited preparation events is perhaps one of the most prominent competitive programs in the state with a national profile and significant funding (EMU).

Central Michigan University (CMU): CMU's enrollment for Fall 2018 was 21, 605, (Morning Sun). The CMU Department of Communication and Dramatic Arts is a broad program offering B.A.s, B.S.s, and B.A.A.s in Communication studies as well as an M.A. Their undergraduate curriculum is fairly similar to FSU's general undergraduate Communication B.S. in terms of course offered. They do, however, offer a Health Communication Minor, unlike FSU. They also field a Debate and Speech program. (They also include a Theatre Arts and Dance program as part of the Department). CMU also offers a B.S., a B.A., and a Bachelor of Applied Arts in Sports Management, as well as an M.A. in Sports Administration in the College of Health Professions.

Grand Valley State University (GVSU): GVSU has an enrollment as of 2018 of approximately 25, 000 students and has been noted for its swift growth in the last

decade (GVSU). The GVSU School of Communications as of 2018 had over 1000 majors in a wide-ranging program that includes undergraduate degrees in general Communication Studies, as well as Health Communication, Advertising and Public Relations, Multi-media Journalism and a M.S. degree in Communication Studies. GVSU also offers a B.S. in Sports Management.

A brief survey was developed and sent to the department heads of all four institutions. We did receive replies from both Eastern Michigan University and Western Michigan University. The key questions focused on graduation rates (over a six year period), and an estimate of how many students came to each school with the specific intention of majoring in Communication. At Eastern Michigan, the six-year graduation rate was 49%, but they were unable to estimate how many came to EMU specifically for a Communication major. Western Michigan measured their graduation rate from 2014 to 2018 and estimated their graduation rate in communication was approximately 69%. Like EMU, WMU was unable to determine how many students declared the communication program as their major as first term freshmen. It is supposed that EMU and GVSU, as well as Ferris, reflect what seems to be the national trend for most state college Communication programs: students tend to declare a Communication major after they have already attended their college or university for a period, either abandoning an earlier major in favor of communication, or "discovering" Communication via a good experience in the General Education Communication courses (Public Speaking, Interpersonal Communication, Group Communication) typically offered at all these institutions. The WMU Dept. Head, Dr. Leigh Ford, did note that they had about a "5-10%" attrition rate with students diverting to other majors, while gaining 20% in new majors from students either double-majoring or leaving an earlier major program. A phone interview with Dr. Jonathan Hodge, Department Head at GVSU, confirmed that at their Department, most students tend to declare a major in Communication after they have attended for a period of time; only a small percentage of their majors come to GVSU purposely to major in Communication.

Since our last APR in 2013, Ferris State has emulated our four sister institutions in developing a program website as well as a social media presence. Although the website is largely controlled by the University for content, in the past five years, guided by Professor Paul Zube and other faculty, the Communication area has developed a significant social media presence of Facebook, Instagram, Linked In, and Twitter. Significantly, the development of this presence has been largely aided by student participation, including internship experiences which allows them to develop their knowledge and skills in social media outside the classroom in a real-world application. Students also assisted Professor Zube in designing an on-line donation site for the Communication Scholars and Sports Communication scholarships endowment funds.

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C. Program Relevance

C1. Labor Market Analysis – Communication

Career track opportunities for successful Communication degree holders are incredibly broad. Unlike specific vocational-technical-oriented degrees, Communication students do not "ladder" into one constricted career-path. In addition, more than students in other majors, Communication majors obviously focus on mastery of communication skills, which are typically ranked as one of the top skills in demand by job recruiters in general. Mike Steinerd, Director of Recruiting for Indeed.com, for example, ranks communication skills as one of the top three skills in demand by corporate job recruiters (Doyle). The Ferris State University website page focusing on Speech Communication generally discusses the career opportunities provided by a communication degree(s): "A degree in Speech Communication provides students with specific skills and in doing so prepares them for a variety of careers in today's ever-changing job market. Program graduates are working in customer service and sales, community outreach and advocacy, human resources and management, and broadcasting and other mass-media fields. Careers are pursued in both the public and private sectors." Additionally, an earlier FSU document titled "What Can I Do with this Degree?" added: "a degree in communication may lead to a variety of career paths. One may choose to do contract work as a freelancer or work with a consulting or public relations firm. Many communicators work in all three branches of government or Foreign Service. There are opportunities in labor unions, non-profit organizations, or in the medical services field." Another possibility is working in education at colleges, universities, or technical and vocational schools (Applied Communication n.d.). In addition, students who elect the Public Advocacy track in communication are particularly well-positioned for jobs in the non-profit and NGO sectors.

Regarding the Sports Communication B. S. Degree program, the same website answers the question, "What can I do with this degree?" "Sports Communication students not only earn a degree but they also build their resume with experiences working in the sports industry. Majors have held paid jobs with the Athletic Department, including Game Day Manager, responsible for setting up 15+ intercollegiate sports facilities and managing a staff of 30+ student workers, many of whom are Sports Communication majors. Through guest speakers in class and community events (such as the Sports Speakers Series), students can network into internships and career tracks in sports from the amateur/recreational level to professional and from K–12 to the major leagues. Student athletes find the major accommodating to their schedules and career goals. Sports Careers RSO supports major coursework with program activities ranging from travel to conferences and career fairs to community service outreach in partnership with Special Olympics College Club. Job titles of our graduates include athletic director, professional athlete, coach, events operations manager for a professional basketball team, and director of education for a coaches' association. Graduates have earned

advanced degrees in communication, higher-education student-affairs, and sports studies. Graduates have pursued careers in sports law and sports psychology.

According to the United States Bureau of Labor Statistics 2018 Occupational Outlook Handbook, employment of media and communication occupations is projected to grow 6% from 2016 to 2026 which will result in about 43, 200 new jobs. Demand for communication occupations is expected to rise from the need to create, edit, translate, and disseminate information from a variety of different platforms. The median annual wage for media and communication occupations was $57, 530 in May 2018, which was higher (author's emphasis) than the median annual wage for all occupations of $38,640.

The website, Best Communication Degrees, reinforces the positivity of Bureau of Labor's job outlook, asserting that: "The job outlook for communication degrees will continue to be positive in an information-driven world. Media and Communication majors can leverage their technical knowledge of information . . . along with their oral and writing skills (author's emphasis) to provide a crucial service across various industries. Most notably, this source predicts that specializations in social media and new technologies will continue to be in high demand with companies (author's emphasis).

This last point seems to auger well for the Ferris State Communication program's planned expansion of a new focus in Social Media and Digital Communication, with the contribution of a new tenure-line faculty member joining us in fall 2019. (The program's new tenure-track hire, Dr. Evan Watts, was hired this year specifically due to his expertise in those areas.)

Looking at more general trends, The Collegiate Employment Research Institute at Michigan State University's 2018-2019 recruiting trends report evaluated feedback from 2,560 employers from corporations to small businesses, 73% of whom were engaged in recruiting for full-time positions. For the ninth consecutive year, the college labor market continues to expand and 98% of recruiters surveyed described the overall new college market as "good to excellent." Specific to the discipline of communication, a National Communication Association "C Brief" quoted the 2018-2019 PayScale College Salary Report which profiled 3.2 million alumni from over 4,000 U.S. universities and colleges. Pay for communication graduates from top tiered schools ranged from $49, 000 to $63, 000 for median salary for alumni with five years of experience. Typical job titles included: Communication Director, Communications Assistant, Media Supervisor, Vice-President, Communications, Social Media Strategist, Social Media Coordinator, Social Media Specialist, Content Marketing Manager and Digital Strategist. The mid-career pay ranges for these jobs ranged from $44,000 to $143,000.

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Median Pay:

The wage at which half of the workers in the occupation earned more than that amount and half earned less. Median wage data are from the BLS Occupational Employment Statistics survey.

Entry-level Education

Typical level of education that most workers need to enter this occupation.

Section 2: PERCEPTIONS OF PROGRAM

A. Internship Supervisor's Survey
The title and scope of COMM 493 changed from "Internship" to "Practicum" effective Fall 2017 (UCC 17-065). Six credits (40 contact hours per credit, total 240 contact hours) of COMM 493 are required for all students in the BS in Applied Speech Communication, the BS in Applied Speech Communication/Public Advocacy, and the BS in Sports Communication. The credits may be achieved in any quantity from 1 to 8 credits in a single placement or project or across several placements or projects. Students may complete workplace placements ("Internship") or research-based projects resulting in an extensive written paper and at least one oral presentation, including Department of Humanities Colloquia or conferences (Practicum).

The Student Learning Outcomes and Assessment Plan for COMM 493 Practicum are:

Students will (Objectives):	**Measurement:**
Complete a job application process	• **Submit a résumé** • **Submit a cover letter of application** • **Interview with Practicum Director** • **Communicate with prospective workplace** • **supervisor or research supervisor**
Conduct workplace activities	• Establish a work schedule and log hours

	• Participate in training (as needed) • Plan, execute, present, and assess a project*
Analyze workplace/career readiness	• Complete at least one performance appraisal • with supervisor • Secure a Letter of Recommendation from • Supervisor • Write Application Papers applying • Communication principles to workplace Experience*
Apply Communication coursework to real life workplace situations	• Write Application Papers applying • Communication principles to workplace experience*

COMM 493 Practicum is reported as Credit/No Credit. The benchmark for "Credit" is satisfactory completion of all required assessments and satisfactory evaluation by the placement supervisor (see Evaluation Check sheet.) "Satisfactory" completion of assessment documents is benchmarked at a minimum of 74% (C letter grade). "Satisfactory" performance is benchmarked at 80% or more of the criteria on the check sheet receiving an "Excellent" rating from the placement supervisor by the end of the placement. "Unsatisfactory" performance reported by the placement supervisor or failure to complete required assignments results in "No Credit."

The onus is placed on the student to secure a placement or to design a practicum project appropriate to their interest and preparation level. Generally, students demonstrate preparation for a Practicum project through their performance in COMM 299 Communication Theories and COMM 300 Research Methods.

Dr. Alspach returned to directing COMM 493 in Fall 2016. Since 2016, the distinction between COMM 493-001 (on-campus) and COMM 493-401 (off-campus), by which it was determined whether the student paid a fee for on-campus services, was resolved by designating all COMM 493 courses as "VL" regardless of location. This change resulted in all students paying the VL or "online" service charge.

The COMM 493 Practicum experience is managed primarily by online communication through Blackboard. All students submit weekly assignments (annotated Time Logs) during their placement or project. Students reflect on their experience (Application Papers) and report their progress on their projects on a time schedule set by the student and Internship Director. Supervisors are asked to complete the Evaluation Check sheet at three points during the placement/project: after "Entry", at mid-point, and at the conclusion of the placement/project.

The Internship Director may be compensated for travel to meet with an intern and supervisor "on site" during the placement within a geographical area approximately 70

miles from the Big Rapids campus, including the Grand Rapids metropolitan area. Outside of this travel distance, “site visits” are conducted virtually through conference call, Skype, Facetime, or other computer applications.

COMM 493 Practicum is an “out of load” assignment for the Internship Director and is compensated on a per student basis, regardless of credit hours enrolled, using a formula established by the College of Arts and Sciences.

Continuous Quality Improvement

The practice of allowing students to complete the contact hours and pay for the credits in a later semester was discontinued. It is possible for a student to begin logging contact hours before the credit enrollment term officially begins, in the case of placements where the work begins before the academic term begins. However, the student must be enrolled for academic credit in the semester in which credit is given.

As a reflection from a University-wide meeting of Internship/Clinical Directors in Spring 2018, the Communication Area has proposed to reduce the minimum number of credit hours required for the BS degrees (Applied Speech Communication and Sports Communication) from 6 credits to 3 credits and to increase the number of contact hours from 40 hours per credit to 80 hours per credit. This change will bring the Communication Practicum (Internship) experience in alignment with other Colleges at the University. It will reduce cost to students while achieving the program goal of at least 240 hours of “workplace” or “project” experience. Students will still be encouraged to complete multiple placements or projects; they will be able to prorate their experience across several semesters; and they will be able to complete additional COMM 493 credits as “elective” credits in their program up to a maximum of 8 credit hours.

Summary of Student Performance in COMM 493 Practicum

Fall 2016		# Cr. Hrs.	# Students	# @ 74%	# @ 80%
493-001	CRN #82154	32	5	5	5
*Practicum			2	2	2
Spring 2017					
493-001	CRN #10357	25	5	5	5
*Practicum			2	2	2
Summer 2017					
493-001	CRN #50474	39	8	7	7
493-401	CRN #50475	18	3	3	3
Fall 2017	CRN #81602				
Internship		46	11	8	8

Practicum		6	2	2	2
Spring 2018	CRN #10566				
Internship		38	10	10	10
Practicum		6	2	2	2
Summer 2018	CRN #50583				
Internship		61	13	13	13
Practicum		0	0	0	0
Fall 2018	CRN #80894				
Internship		8	3	1	1
Practicum		4	2	2	2
Spring 2019	CRN #10797				
Internship		18	4	3	3
Practicum		2	1	1	1
Summer 2019	CRN #50547				
Internship		63	13	In process	In process
Practicum		0	0	0	0

*Two students are engaged in “Practicum” projects instead of traditional workplace “Internships” on an experimental basis. Both students achieved the outcomes described for the Practicum. One student proceeded to complete a M.Ed. degree in the area of his project. The other student secured a full-time position using his Practicum skills in his desired career field within 6 months.

One Practicum student in the 2017-2018 academic year secured a full-time position in the organization associated with his Practicum research project within 6 months.

Dr. Sandra L. Alspach
_____
Communication Internship Director
_____
Department of Humanities
1009 Campus Drive
Ferris State University
Big Rapids, MI 49307
(FAX) 231-591-2188

Intern:

Semester:

Check the appropriate boxes below, three times during the internship. Please initial and date each segment.
Mail, FAX, or attach as a Word document or pdf to an email to SandraAlspach@ferris.edu.

	Excellent		Good		Poor		NA
After Two Weeks							
A. Workplace Skills							
1. Punctuality							
2. Appropriate appearance							
3. Completes assignments as directed							
4. Asks questions appropriately							
5. Takes initiative appropriately							
B. Communication Skills							
1. Interpersonal interaction							
2. Group/team interaction							
3. Presentations							
4. Written communication							
5. Media (computer, telephone, etc.)							
C. Adaptation to the Workplace							
1. Work performance							
2. Personal attitude							
Please sign and date:							
At Half-Way Point							
A. Workplace Skills							
1. Punctuality							
2. Appropriate appearance							
3. Completes assignments as directed							
4. Asks questions appropriately							
5. Takes initiative appropriately							
B. Communication Skills							
1. Interpersonal interaction							
2. Group/team interaction							
3. Presentations							
4. Written communication							
5. Media (computer, telephone, etc.)							
C. Project identified and begun							
D. Site visit arranged							
Please sign and date:							
Last Week							
A. Workplace Skills							
1. Punctuality							
2. Appropriate appearance							
3. Completes assignments as directed							
4. Asks questions appropriately							
5. Takes initiative appropriately							

B. Communication Skills							
1. Interpersonal interaction							
2. Group/team interaction							
3. Presentations							
4. Written communication							
5. Media (computer, telephone, etc.)							
C. Recommendation letter requested							

Because Communication students have such a wide variety of career options, internship experiences tend to be equally varied, ranging from guest services management to special events marketing. It is most likely that a Communication student in either the general Applied Speech Communication major (with Public Advocacy) or the Sports Communication major negotiates a placement through University staff, family, or family friends rather than actively seeking and applying for opportunities through University Career Services or online employment services like Monster.com or WorkinSports. com.

It is encouraging that contacts at several placements have reached out to the Communication programs seeking Ferris students to apply for future opportunities. The largest continuing "employer" of Communication interns is the Ferris State University Athletic Department. For example, we have placed an SPTC major as Game Day Operations manager continuously since 2014. This is a paid position that has been used as an Internship placement by several students. Likewise, several SPTC majors have worked in Sports Marketing or Sports Media for the Athletic Department as their internships over the last five years. The willingness of the Athletic Department to continue to supervise these internships attests to the positive regard they have for majors in our program. For the last three years, we have received requests from prospective internship sites, both on and off-campus, to promote their positions to our SPTC majors.

Another placement that has proven valuable to Communication students is the Ferris State University Admissions Office. Several APSC students have had successful experiences working as Admissions campus tour guides and social media managers. A recent SPTC graduate was hired this year as an Admissions Officer, specializing in student athletes.

The expansion of the COMM 493 Practicum to include research opportunities has proven valuable to entities within and outside of the University. For example, the successful experience enjoyed by a recent 2017 APSC graduate who researched and shadowed Ferris staff in student affairs has led to another placement in that area.

B. Graduate Exit Surveys-COMM 489/COMM 499

Exit surveys of graduating Seniors in both the Sports Communication Major capstone course (COMM 489) and the Applied Speech Communication Major capstone course

(COMM 499) are administered in Spring of every year. Below are the narrative summaries of student perspectives.

COMM 489

Program Assessment: COMM 489 Seminar in Sports Communication

The Sports Communication (SPTC) major evolved from a concentration within the Applied Speech Communication (APSC) major in 2014. A capstone course is a requirement for a Bachelors' degree. COMM 489 Seminar in Sports Communication was created as part of the curriculum proposal to define a separate BS degree in Sports Communication.

The first offering of COMM 489 was in Spring 2015 (10 students); however, program assessment data was not collected from that cohort group. Because much of the core curriculum is shared with the Applied Speech Communication major, the set of program assessment questions used in the COMM 499 Seminar in Communication capstone for the APSC majors was given to subsequent Sports Communication cohorts in 2016, 2017, 2018, and 2019.

In Fall 2016, the Sports Communication major completed a curriculum modification to add a concentration in Management and Leadership and to replace earlier "concentrations" with existing Academic Minors: Multimedia Journalism, Integrated Marketing Techniques, and Event Management. Suggestions from the Spring 2016 cohort were considered in "cleaning up" the core curriculum in Sports Communication. Specifically, some students during the transition period from Sports concentration to the full Bachelors' degree in Sports Communication who had taken both courses reported redundancy between COMM 365, Intercultural Communication, required in APSC, and COMM 366, Diversity and Communication, required in SPTC. Subsequent cohorts did not report this redundancy because they were only required to take COMM 366 Diversity. During this period these two courses were added to the options to satisfy the General Education Self and Society attribute. COMM 365 Intercultural Communication was given Diversity/Global certification; COMM 366 Diversity and Communication was given Diversity/Understanding (Race, Ethnicity, and Gender) certification. Sports Communication students who have elected to take COMM 365 Intercultural Communication to meet the General Education requirement in Diversity/Global recognize the natural redundancy between these two courses and benefit from it by being able to refresh a project (Ancestry and American Culture) that is common to both courses, as taught by Dr. Sandy Alspach.

Because of the Fall 2016 revision in the Sports Communication major, reports from students in the Spring 2016 program assessment sample are analyzed separately from subsequent reports. While the course and program outcomes have not changed during the review period, the instructional strategies for COMM 489 Seminar have been revised several times. This report focuses on elements of the entire SPTC program rather than the specific COMM 489 course. A pattern is identified when 2 or more students in a cohort independently report a similar observation.

Question 1: How adequate were introductory courses in providing a foundation for 300 and 400 level classes? Respond to each course here individually:

a. COMM 101 Introduction to Communication Study

2016 Cohort (n=6): the course is seen as beneficial, especially when taken in the freshman year
2017 Cohort (n=7): the course is seen as beneficial, especially when taken in the freshman year
2018 Cohort (n=6): the course is seen as beneficial, especially when taken in the freshman year; 2 students who took the course later in their program reported negative comments about the course
2019 Cohort (n=8): the course is seen as beneficial; students with negative comments took the course later in their program

The faculty have discussed allowing upper level students who have taken several COMM courses prior to declaring the APSC or SPTC major to substitute a COMM elective course for COMM 101. However, one concern is that students get appropriate guidance in relating their coursework to specific career pathways, a specific course outcome for COMM 101. This concern is addressed in the Sports Communication major in two ways: the Career Exploration project in COMM 389 Sports Communication, and the "Content Specialty" requirement which targets specific career trajectories in the Sports industry.

b. COMM 105 Interpersonal Communication [General Education/Communication Competency (Oral)]
2016 Cohort (n=2): no pattern
2017 Cohort (n=1): insufficient data to generalize
2018 Cohort (n=5): generally seen as beneficial
2019 Cohort (n=2): generally seen as beneficial

c. COMM 221 Small Group Decision Making [General Education/Communication Competency (Oral)]
2016 Cohort (n=5): strong support for this course
2017 Cohort (n=3): strong support for this course
2018 Cohort (n=2): insufficient data (one student took alternate course MGMT 302 Team Dynamics)
2019 Cohort (n=5): generally seen as beneficial

Since students in the Sports Communication program have the option to take either COMM 105, COMM 221, or MGMT 302, advising is important. Generally, COMM 221 has become the recommended selection, based on student feedback noted above. Generally, MGMT 302 is only accepted to meet program outcomes when a student transfers the course into the program.

d. COMM 121 Public Speaking [General Education/Communication Competency (Oral)]
2016 Cohort (n=6): generally seen as a strongly positive skills learning experience

2017 Cohort (n=5): generally seen as a strongly positive skills learning experience, especially for upper level courses which typically require presentations
2018 Cohort (n=5): generally seen as a strongly positive skills learning experience, especially for upper level courses
2019 Cohort (n=9): generally seen as a strongly positive skills learning experience, especially for developing self-confidence as a presenter

Question 2: To what extent was the redundancy of information between courses appropriate?

2016 Cohort (n=6): generally considered content redundancy as important to learning concepts
2017 Cohort (n=5): generally considered content redundancy in lower level courses to be valuable for upper level courses
2018 Cohort (n=6): approached the question with specific courses in mind rather than across the entire program curriculum. Specific examples: redundancy between COMM 389 Sports Communication and COMM 489 Seminar in Sports Communication was seen negatively by one student; redundancy between COMM 299 Communication Theories and COMM 300 Research Methods was seen positively by one student
2019 Cohort (n=8): similar to 2018 cohort; 2 students specifically identified the redundancies between COMM 299 and COMM 300 and between COMM 389 and COMM 489 as positive

The redundancy between COMM 299 and COMM 300 is intentional. Since 2017, the instructors of COMM 299, Communication Theories, and COMM 300, Research Methods, have collaborated on writing the core textbook assigned in COMM 299 so that the material prepares students for studying and applying methods used to test communication theories. The courses have been scheduled as a Fall/Spring sequence and students begin working on a research question in COMM 299 that carries into COMM 300. The instructor of COMM 300 visits COMM 299 several times during the Fall semester to become familiar to the students who continue in COMM 300. COMM 299 is required for all Applied Speech Communication and Sports Communication majors as well as Communication minors. COMM 300 is required only for majors.

The redundancy between COMM 389 and COMM 489 is also intentional. SPTC majors see these two courses as the core of their curriculum because the course titles include the word “Sports.” The organizational model for the project-based learning in these two courses is designed to parallel an athletic department. In COMM 389, the students form teams, which are led by self-selected captains (who receive extra credit for taking this additional responsibility), to plan, market, manage, and assess fund-raising activities associated with sports events. In COMM 489, the majors who have participated in COMM 389 previously become the coaches of the COMM 389 teams and report their experiences at “coaching staff meetings” held during the Seminar class, led by the instructor who acts as athletic director.

Question 3: Reviewing your check sheet, are there any courses that you would ADD or DELETE from this major?

2016 Cohort (n=6):
This cohort identified the redundancy between COMM 365 Intercultural Communication and COMM 366 Diversity and Communication. This redundancy was accounted for in the 2016 curriculum modification that established COMM 366 as the required course for SPTC.

This cohort suggested a course in Social Media. This suggestion spawned the creation of COMM 383 Mass and Social Media Communication.

This cohort identified the need for more training in broadcasting and coaching. These interests have been addressed in adopting the Multimedia Journalism Minor as a "Content Specialty" and the proposal to add a Sports Sciences minor option specifically aimed at preparation for coaching and advanced study in Athletic Training. This proposal (19-063) should arrive at the University Curriculum Committee early in Fall 2019, having been approved through the School of Education where key courses (Education/Physical Education, EDPE) have been identified as critical to this career preparation. This proposal was prompted not only by student interest but also by the fact that, since the 2014 BS in Sports Communication began, five graduates and one Sports Communication minor have successfully taken positions as coaches/graduate assistant coaches; including the current Assistant Men's Basketball coach at Ferris State University.

This cohort suggested adding more courses specifically focused on Sports. This suggestion has been addressed in two specific ways. First, a course left from the Recreation Management and Leisure Studies (RMLS) program: RMLS 250 Introduction to Sports Management, has been offered three times by the owning department with adjunct instructors. Students in the Sports Communication program are permitted to take the course without the prerequisite course (RMLS 121 Introduction to Recreation Management) which is no longer offered. This course is being offered in Fall 2019 for the last time, by mutual agreement. The plan is to bring COMM 381 Communication in Sports Organizations into active status to accomplish the outcomes previously addressed by RMLS 250. This course was included in the 2014 BS proposal but has not been offered in lieu of RMLS 250. It is scheduled to follow the same Fall Odd rotation established for RMLS 250, alternating with COMM 380 Organizational Communication in Fall Even semesters.

Second, the Department of Marketing in College of Business created a course specific to marketing Sports: MKTG 420 Sports Marketing. Students in Sports Communication who have completed the prerequisite course: MKTG 321 Principles of Marketing, have successfully taken MKTG 420. In Fall 2018, the instructor for MKTG 420 met with Dr. Alspach to discuss potential for greater collaboration between the Marketing program and the Sports Communication program. The result was a major project in MKTG 420 to create a marketing plan for the February "Red Out the Rink and the Wink" fund-raising event managed by the combined COMM 389 and 489 classes. Three students in MKTG 420 continued into the COMM 389/489 classes to provide continuity between the projects. The instructors of these courses intend to improve upon this design for Fall 2019/Spring 2020.

2017 Cohort (n=5): generally, the usefulness of an additional presentation course was identified
2018 Cohort (n=6): suggestions were idiosyncratic to the career objectives of the students
2019 Cohort (n=7): no patterns were observed; suggestions were idiosyncratic

Question 4: How satisfied are you with the concentration (Content Specialty) you chose for this major?

This question was added after the 2016 curriculum revision for SPTC in which four Content Specialties are identified: Management and Leadership Concentration, and Academic Minors in Multimedia Journalism, Integrated Marketing Techniques, and Event Management.

2018 Cohort (n=7): generally satisfied with the selection of specific courses in their desired career trajectory
2019 Cohort (n=9): generally satisfied with selection of Content Specialty; especially in the concentration in Management and Leadership

Question 5: How satisfied are you with the Academic Minor you chose for this major?

All SPTC majors are required to identify a Content Specialty and an Academic Minor to complete their program. Selecting an additional Minor from the three Minors listed on the Content Specialty checksheet is permitted. One Minor 'counts' as part of the major, while the other Minor stands alone. With this configuration, a student may 'count' two courses in the Academic Minor towards both the major and the minor. This ability to 'count' 6 credits both towards the major and the minor has facilitated time to completion and reduced student debt. It has also been a positive in planning for students who change majors into SPTC.

2018 Cohort (n=7): Generally, students did not distinguish between their Content Specialty and their Academic Minor, especially when they had chosen a Minor from the selections for the Content Specialty. They reported equal satisfaction with the choice of Content Specialty and the choice of Academic Minor.
2019 Cohort (n=7): idiosyncratic to students' career interests, but generally positive

Question 6: If you created an Application to the Workplace option, how satisfied are you with this process?

Because the Application to the Workplace (WKPL) is a unique element of the Applied Speech Communication and Sports Communication programs, dating from the creation of APSC in 1998 when there were few Academic Minor options, this product is difficult to explain to most students (and faculty and staff!) Essentially, we have used this strategy in the last five years mostly to capture 18 earned credit hours that would be lost in a program change and thereby save time to degree/student debt,

rather than its original intent which was to select courses from the Catalog that meet a student's career interests.

Generally, students appreciate the flexibility of the program to be able to 'count' credits they transfer from an Associates' degree or another institution. Usually this application has been used to replace the Academic Minor requirement; for example, when a Sports Communication student wanted to complete the Associate degree in Legal Studies, this degree's coursework could 'count' towards her SPTC degree. On rare occasion, a transfer or program change has resulted in the SPTC student 'counting' blocks of credits towards both the Academic Minor and the Content Specialty requirements. The guiding principle supporting these decisions has been the University's minimal requirement of 30 credits earned at Ferris State University to earn a Ferris State University degree. On one occasion, a transferring student completed exactly 30 credits of Ferris State University coursework in the SPTC program and satisfied the graduation requirements for the degree by applying two Application to the Workplace strategies to capture 36 credits of coursework from previous institutions.

Question 7: If you have completed more than 4 credits of it, was your internship / practicum (research) effective in supplementing course information and preparing you for a career?

In Fall 2014, the last student enrolled for COMM 395, Leadership Practicum credit. This course was created to be the capstone course for the Community Leadership concentration in the APSC. Without a champion for program development, this concentration was abandoned; another course created for it, COMM 216, Parliamentary Procedure and Meeting Management, remains dormant in the curriculum.

In the curriculum revision in 2016, the Communication faculty agreed to grant the Internship Director latitude in permitting a student to complete an extensive research project rather than a workplace placement. The title of COMM 493 Internship was changed to "Practicum" to accommodate this option. Two students were identified for this experiment. One student subsequently used his project to earn admission and a research scholarship to complete a Masters' degree in Higher Education/Counseling at Grand Valley State University. The other student took leadership in a research project that was presented at the International Association for Communication and Sport (IACS) Summit in Phoenix/Scottsdale.

Since this option, only a rare few (5) students in both the APSC and the SPTC programs have been given the opportunity to divert the required 6 credit hours in both majors' curricula from a workplace experience to a research agenda. Like all experiments, the outcomes are not universally "positive." However, the number of successes has outnumbered the marginal attempts, 4-1. Four of these five Practicum students have been SPTC majors. Three of these four students have produced reports that have been presented at the IACS Summits and on campus at Department of Humanities Colloquia. One Practicum student was recognized as Ferris State University's "(Campus Compact) Newman Civic Fellow" for his dedication to advocacy and

research focusing on the Special Olympics Unified Sports program. He has subsequently taken a position with Special Olympics New Jersey to launch his career.

We are reminded that students need only a 2.0 GPA to earn a Ferris State degree and our Internship requirement has been constructed with that awareness. We are grateful that a significant number of Sports Communication students have found successful internship experiences working with the Ferris State Athletic Department, frequently across both fall and spring semesters, as noted below:

Term/Year	# Students	Placements
F 2016	3	Coaching: Football (2), Track/Cross Country (1)
SP 2017	3	Coaching: Men's Basketball (1), Track/Cross Country (1) Facilities Management (1)
SU 2017	2	Marketing (1) Coaching: Men's Basketball (1)
F 2017	6	Journalism/Sports Information (3) Marketing (2) Coaching: Women's Basketball (1)
SP 2018	3	Journalism/Sports Information (1) Marketing (1) Coaching: Women's Basketball (1)
SU 2018	1	Coaching: Football
F 2018	1	Facilities Management
SP 2019	1	Facilities Management
SU 2019	3	Operations/Sales (1) Event Management (1) Advancement (1)

Question 8: Did you transfer in COMM credits from another school? If so, how did the transferred courses compare with the rest of your Ferris COMM courses?

2016 Cohort (n=1): insufficient data to generalize
2017 Cohort (n=1): insufficient data to generalize
2018 Cohort (n=3): generally, Ferris COMM courses seem more rigorous
2019 Cohort (n=2): generally, Ferris COMM courses seem more relevant, especially since students have identified career trajectories by the time they transfer

Question 9: Do you feel the amount of help you were able to receive from instructors outside of the scheduled class times was adequate?

2016 Cohort (n=6): generally, Communication instructors are helpful and make themselves available to students
2017 Cohort (n=5): generally, Communication instructors are helpful and make themselves available to students
2018 Cohort (n=7): generally, Communication instructors are helpful and make themselves available to students

2019 Cohort (n=9): generally, Communication instructors are helpful and make themselves available to students

Question 10: How satisfied are you graduating with this degree?

2016 Cohort (n=6): generally satisfied; representative comments

1. I am satisfied that I will be graduating with this degree. I was here from the beginning to watch the process of this major unfold and I am proud to be a part of it.
2. I'm extremely pumped and excited to be a part of this program.

2017 Cohort (n=5): generally satisfied; representative comment

1. Extremely, I know numerous people with communication degrees that have interesting careers and well-paying jobs. Regardless of the negativity people may associate communication with, I could not be happier with this degree and being able to apply it to my designated career

2018 Cohort (n=7): generally satisfied; representative comment

1. I am very satisfied with graduating with a degree in Sports Communication next fall. I am very excited to dive into the sports industry and make my name known throughout campus. I want to come back and be a guest speaker for sports communication classes as a part of the sports speaker series

2019 Cohort (n=9): generally satisfied; representative comments

1. Graduating with this degree is a privilege and going forward in my career I will be very satisfied to say I am a Ferris sport comm grad.
2. I am very satisfied with graduating with this degree. I think a lot of people underestimate this degree and I think that makes for a great opportunity to prove a lot of people wrong and represent the Sports Communication Major at Ferris with pride. I love sports and I love people and relationships. I am glad I came to Ferris and that brought me to this major.

Do you have any specific comments or suggestions for the general improvement of the Sports Communication program?

2016 Cohort (n=6): Generally: more sports focused courses and more variety in instructors

1. I feel like I didn't know all the possibilities this degree can bring until my senior year though. So possibly having an exploration career course could help expand the knowledge of professions and fields of study the Applied Speech graduates could pursue.
2. The only thing that I would say about the program is to promote the program even more so it's bigger. When you think of Ferris you hear the "PGM program" or the "Optometry program." I would like to hear the Sports Communication program make that kind of buzz too.

We responded by reaching out to College of Education and Human Services/Recreation Management and Leisure Services to offer RMLS 250 Introduction to Sports Management.
We responded by reaching out to College of Business/Marketing to develop more collaboration with MKTG 420 Sports Marketing.

2017 Cohort (n=5): no trend; representative comment

1. I think that with time the program will grow and especially after the people in it have success people will start to give sports communication the credit it deserves.

2018 Cohort (n=6): more broadcasting courses and opportunities

2019 Cohort (n=6): more projects and less "book work"; more instructors experienced in the sports industry

COMM 499

The following briefly summarizes three years of data from the COMM 499 capstone course, years 2017, 2018, and 2019. (Data prior to 2016 was not available. COMM 499 was taught by the late Dr. Lon C. Green; after his death, the data was not recoverable). Student input and reactions to a nine-item survey by Dr. Neil Patten is summarized and analyzed below.

The survey questions have been developed over the years by both faculty and students to pinpoint areas of concern for development and improvement of the Communication program.

COMM 499 Exit Narrative Student Survey responses:

1. How adequate were introductory courses in providing a foundation for 300 and 400 level courses? (COMM 101, 105, 121, 221-Introduction to COMM Studies, Interpersonal COMM, Public Speaking and Group Communication).

Some concerns were expressed that COMM 101 may have expectations that are too high for a 100-level class. Prior to 2019, some students expressed their concern that being forced to take COMM 101 after they had already taken all the Communication General Education classes was counterproductive, since it is a broad survey course covering an initial introduction to the entire discipline. Other comments were generally positive, especially on COMM 121, which many felt reduced their communication anxiety, and COMM 221, which prepared students for work in groups and teams. Over the years, most students felt the basic courses did prepare them well for their 300 and 400 level courses.

In response to student concerns about COMM 101, faculty revised the 101 requirement to allow students transferring into the program with at least four communication courses (including at least one General Education Communication Competence course) to substitute a Communication elective for COMM 101).

2. Currently in the General Education Courses, while standardized outcomes are required of all instructors, textbook choices are not standardized. Do you feel that textbook standardization and standardization of examinations would be of value or not?

Not surprisingly, over the past three years, many of our students felt that textbooks often added too little value in some classes, especially when the information is available on-line.
Yet, several students did not favor textbook standardization, because as one volunteered, ". . . professors need to teach in a way that will benefit the student, and that sometimes involves different styles (of teaching)."

Since the last Communication Program APR in 2013, some of our faculty have been exploring lower cost textbooks or putting their own low cost or free texts together to help minimize student out-of-pocket expense. Dr. Patten has substituted free on-line "course packs" on Blackboard, for texts in Comm 121, and Comm 336 (Technical and Professional Speaking). In Comm 499, the capstone course, all readings are available free on Blackboard, with the necessary copyright permissions obtained or permission to use fees paid. Dr. Alspach and Professor Zube have also commissioned a very low-cost reader, to complement the basic textbook they have written for COMM 299, Communication Theories, and provide free of charge to students via Blackboard. Standardization on affordable texts in our three General Education classes does remain a topic of faculty discussion however, as it may offer a more effective way of assessing those classes.

3. Was the range of electives offered sufficient in representing both your career goals and areas of personal interest? If not, what courses would you suggest adding?

Most felt the elective options were fine, although one student expressed concern that "they were all related to communication," but the same student also observed that having a different minor gave him/her a broader perspective. Several students mentioned that they found the interviewing course very useful and several also indicated that they enjoyed the Gender Communication course. There was an interest expressed in offering more broadcasting courses. Overall, students seemed in concert in being satisfied with the quality and number of electives offered.

With a new tenure-track faculty member joining us in Fall of 2019, we anticipate being able to offer new courses focusing on digital and mass media, as we continue to develop a new focus in Social Media and Digital Communication. Since Dr. Donna Smith, who has taught the COMM 387 Broadcast Presentation course, is retiring in December 2019, we anticipate hiring an adjunct professor with a specialty in Broadcast Communication who will instruct that course and others that may be developed.

4. If you did an internship or multiple internship experiences under the practicum, did you feel the experience was valuable in preparing you for your career?

Most students who had an internship found the experience useful. ("It was valuable and helpful"; "Yes! I did one that helped me prepare for my minor"; etc.) One student did complain that they had already done an internship for a different degree and was disappointed that the internship didn't transfer.

In recent years, Dr. Alspach has developed a comprehensive student guide to obtaining and successfully completing an internship. Also, the recent approach of allowing students to take multiple internship experiences as a practicum has allowed students to design a versatile internship experience that can make marketing themselves to employers more competitive.

5. Please comment on the quality of your academic advising. Has the introduction of the My Degree software assisted you in keeping track of your progress?

Most students felt that My Degree was very useful, although one professed that they never used it. Most did feel that they had to learn how to use MyDegree on their own, however.
There were a few minor complaints about advising, especially from students who felt confused in their Freshman and Sophomore years. One student did feel faculty needed to receive more training in advising.

Compared with the last two APR exit interview summaries, complaints about the quality of advising have clearly been reduced. All checklists are now standardized, and after some initial "hiccups," My Degree has proven an invaluable tool for both faculty and students alike to monitor degree progress. The faculty continues to devote considerable time in meetings to following and monitoring advising updates. As for the Freshman and Sophomore experiences, the very reason FSU's Communication program offers COMM 101, is to train students on My Degree. Finally, the decrease in advising complaints seems to reflect the program's success in the past five years in re-directing less motivated or involved students to different programs, such as the Integrative Studies major. For the most part, by the time students get to 499 or 489, they have had to get through COMM 299 and 300 courses, which constitute a "de facto firewall" that parses out students less likely to succeed in the program before they progress to the capstone. SPTC majors are also scrutinized in COMM 366 Diversity and Communication, which is required for this degree; especially for their ability to read, write, and analyze material at 300+ level expectation.

6. Do you feel the amount of help you were able to receive from instructors outside of scheduled class times was adequate?

Opinions were slightly split on this question. Some felt that My Degree was so useful that they didn't seek a great deal of advising beyond what was required. Most felt "professors were available during office hours and by cell phone . . . and were flexible;" "If I needed help I was able to get it." There was a small minority of responses that felt advising was not adequate.

Advising remains a concern for faculty. In recent years, due to tenure-track faculty attrition and growth of the program, especially in the minors, advising loads have

increased significantly. At times, some students find they have an affinity for a particular professor who is not their assigned advisor. Students can opt to change advisors, and many do.

7. How valuable was your Application to the Workplace or Minor?

The responses to this question were almost uniformly positive. Remarks included: "SO HELPFUL! And the reason I got this degree;" "It was good;" "My Minor in PR was extremely valuable;" "My minor is in Hospitality, but I believe the Comm Major prepared me more on how to interact and deal with others;" "Valuable . . . it was flexible."

When it was approved in 1998, the Applied Speech Communication B.S. required students to complete 18+ credit hours in a career-specific field. At the time, few Academic Minors existed. The "Application to the Workplace" was developed as a place where students could craft their own 'minors' of 18 or more credit hours in the career field they desired.

When the Bachelor of Arts (B.A.) degree was created, it required students to select an Academic Minor. This development spurred many programs across the University to develop 18+ credit hour "Minors." Subsequently, the University now offers over 80 Academic Minors in every College, except the professional Colleges of Optometry and Pharmacy.

Recently, the Communication Area has used this Application option as a "credit recovery" tool for students transferring from other programs at Ferris or from other institutions of higher learning. For example, a student transferring in an Associate degree from a community college may apply this coursework to the Academic Minor requirement for both the APSC and the SPTC degrees. Students transferring programs with more than 18 earned credits that will not "count" towards another Academic Minor, or either the Public Advocacy or Management and Leadership concentrations, may cobble these credits together into an "Application to the Workplace" that will satisfy either the Academic Minor or a Content Specialty (SPTC) requirement. Although it has been used rarely for the purpose, the Application may be used to satisfy both requirements in SPTC. We are reminded that a student requires only 30 credits earned at Ferris State University to earn a Ferris degree. By using this degree tool, we have been able to accommodate students transferring to Ferris for their final year of study.

8. Why did you choose the Communication major? Do you feel you were adequately advised and prepared for a career?

Responses regarding why the students selected the Communication major tended to reflect trends at most universities and colleges with a Communication major. Very few students come to college with the initial intention of majoring in Communication. Most of our students diverted from earlier majors because they enjoyed their initial Communication Gen Ed classes. Some were candid, in that they admitted they took the major simply because they wanted a Bachelor's degree. As for career advising, the responses were more critical. Many seemed to desire more specific direction to a

distinct career track and complained about being told “they can be anything.” Still, several others observed that they “learned many valuable skills that will be applicable in the workplace.”

The responses about career direction tend to mirror a dilemma for the entire communication discipline in higher education. Unlike Product Design, Respiratory Therapy or any other number of specific majors relating to a lock-step career track, students with a Communication degree tend to wind up in a myriad of jobs in a wide-range of fields. Hence, the conundrum of advising on career specifics. (The Sports Communication major does tend to be more specific in targeting certain paths to jobs in the Sports industry). The area has been working to make students more aware earlier of the broad variety of career paths they can access. The Area also regularly invites our alums back to present and interact with current undergraduate majors (see the Sports Speakers Series.) Finally, the Application to the Workplace and Academic Minor features of the degree along with the internship are specifically designed to assist students in possible career exploration. (Both COMM 101, Introduction to Communication Studies, COMM 389, Sports Communication, and the two capstone courses feature projects which assist students to explore very specific career/job opportunities). Students are specifically encouraged in the program to join pre-professional Registered Student Organizations, (such as PRSSA, the Public Relations Student Society of America, or Sports Careers RSO, for example), which can greatly assist students in defining what career arc will work best for them.

9. What suggestions or comments do you have to improve the Communication program?

Most responses to this question were positive. A significant percentage of responses felt that the program was overall fine as it is. A few complained that there was too much focus on theory and not enough on practical application. Some wanted more student/professorial communication via Blackboard, and again, there was a concern for more specific career focused advising.

C. Faculty, Advisory Boards, and Alumni Surveys

Three surveys were commissioned from FSU Institutional Research on faculty, advisory board(s) and alumni perceptions of the program. They are included here and are self-explanatory. Generally, the faculty and advisory board surveys portray very positive impressions of the entire program (both majors) overall, while both groups, faculty and board members, expressed concern over the inadequacy of the facilities in Johnson Hall.

The alumni survey was based on a disappointingly modest number of responses, although the Office of Institutional Research provided an e-mail list of our alums going back fifteen years. The survey also reflects some students’ experience with our earlier and now discontinued BA program. Still, it is worth noting that 66% of those surveyed reported that they were able to obtain a position paying 40 thousand dollars plus per year within a year of graduation and 75% surveyed reported that they would take the major again. We were able to obtain additional feedback from other alums, however,

as we have several graduates of the Communication and Sports Communication programs on both our advisory boards, and their experience with the program was generally positive. By the time the final version of this report is due, we will be reaching out to our alums via social media in the hopes of increasing our sample pool.

Section 3: PROGRAM PROFILE

A. Profile of Students

According to the Ferris State University FACTBOOK, compiled by the Office of Institutional Research, the demographic profile of the students, (gender, race and ethnicity), enrolled in both the Applied Communication BS (APSC) and the Sports Communication BS (SPTC) BS tend to reflect the overall diversity of the student population on campus. In the College of Arts and Sciences, the demographics for the fall 2018 enrollment are below:

College	American Indian/ Native Alaskan	Asian	Hispanics or Latinos	Int'l	Native Hawaiian or Pacific Islander	Two or More Races	White	Unreported	Total
Arts and Sciences									
Female	9	26	101	6	1	57	870	5	1,136
Male	3	14	53	10	0	25	450	4	602
Total	12	40	154	16	1	82	1,320	9	1,738

B. Enrollment

Specific to the Communication Program's two BS degrees there are two sets of available data from 2013 to 2018 which demonstrate the demographic diversity of the programs. (All data from the FSU Factbook).

Fall 2013-Fall 2017* Enrollment by Sex and Ethnicity BS Applied Speech Communication (2017 last available year of data)

Year	Enrolled	M	F	unknown	Black	Hispanic	Native	Asian	White	Hawaiian	Multi	Foreign
2013	45	28	17	0	10	1	0	1	29	0	2	2
2014	39	18	21	0	13	0	0	1	22	0	2	1
2015	39	16	23	0	4	1	1	1	29	0	2	1
2016	38	14	24	0	5	1	1	0	28	0	2	1
2017	29	10	19	1	4	0	1	1	20	0	1	1

Comparing these figures over a five year APSC tends to attract more females than males (86 male to 104 females), and in terms of ethnic breakdown, Whites predominate the program; yet participation by Black minority students is somewhat higher than the college average, although

Hispanic participation is somewhat lower than the college average. Overall, APSC program demographics reflect those of the College of Arts and Sciences, but confirming communication faculty perceptions, the program tends to attract Black students at a higher than average rate when compared with the CAS figures.

Fall 2014*-2018 Enrollment by Sex and Ethnicity BS Sports Communication (2014 was the first year for the SPTC Program)

Year	Enrolled	M	F	unknown	Black	Hispanic	Native	Asian	White	Hawaiian	Multi	Foreign
2014	4	2	2	0	1	0	0	0	3	0	0	0
2015	25	17	8	0	8	1	0	0	16	0	0	0
2016	37	27	10	0	11	2	0	0	22	0	2	0
2017	42	34	8	0	11	3	0	0	25	0	2	1
2018	52	41	11	0	10	3	0	1	30	0	6	2

The Sports Communication major, perhaps not surprisingly, is overwhelmingly dominated by males (121 males to 39 females over the period measured). Demographically, while White enrollment again predominated, Black participation was higher in the SPTC BS than the APSC BS (41 in SPTC to 36 in ASPC), and Hispanic participation was significantly higher in SPTC with 9 enrolled during the five years measured.

Another chart culled from the FSU FACTBOOK portrays the data in more simplified demographic categories up to 2018.:

Applied Speech Communication (APSC)

Year	Males		Females		"White"		"Non-white"/ Foreign	
	N	%	N	%	N	%	N	%
201308	28	.62	17	.38	29	.64	16	.36
201408	18	.46	21	.54	22	.56	17	.44
201508	16	.40	23	.59	29	.74	10	.26
201608	14	.37	24	.63	28	.74	10	.26
201708	10	.34	19	.66	20	.69	9	.31
201808								

Sports Communication (SPTC)

Year	Males		Females		"White"		"Non-white"/ Foreign	
	N	%	N	%	N	%	N	%
201308	2	.50	2	.50	3	.75	1	.25
201408	17	.68	8	.32	16	.64	9	.36
201508	27	.73	10	.27	22	.59	15	.41
201608	34	.81	8	.19	25	.60	17	.40
201708	41	.79	11	.21	30	.58	22	.42
201808								

Overall, the BS programs in Communication generally reflect the demographic trends in the larger College of Arts and Sciences, while two distinctions seem clear-APSC attracts more female students and SPTC attracts more male students than the college average. This data confirms gender research in the communication discipline that females have a tendency to select more nurturing career options while males tend to select career options that support their interests in more competitive activities like sports. In terms of the two largest minority student cohorts, SPTC tends to particularly attract more Black and Hispanic students than the CAS average. The Communication faculty appreciates the perception that our majors are welcoming to minority students and offer career opportunities they aspire to.

B. Enrollment (Neil Patten)

Current enrollment 2018-2019 was 58 in Sports COMM major (SPTC) and 22 students in the Applied COMM major. Regarding enrollment trends, it is clear since 2015 that the Sports COMM major is growing, while the APSC is stable.

The students within curriculum report was sorted out semester by semester from Fall 2013 on-focusing on the two BS degrees in ASPC (which also included the BA in Communication until its discontinuation in spring 2016.

(AAs and minors were not included in this report but are in the students within curriculum report in Appendice C).

The chart below shows all BS declarations by semester in APSC and SPTC by semester. (The few BAs are identified. Also note-two APSC students one in fall 2013 and one in spring 2014 later declared as SPTC majors by fall 2015 when the SPTC BS was formally established. The Area has retained a full list of each major declaration and the specific student names, which is available upon request, but only in compliance with FERPA policies).

Fall 2013
APSC BS and BA
15 new in program (not including existing enrollees)
(13 BS; 2 BA)

Spring 2014
APSC BS and BA
10 new in program
(7 in BS; 3 in BA. 2 of the Bas moved to SPTC in 2015)

Fall 2014
APSC BS and BA
16 new in ASPC; 3 new in SPTC
(3 of APSC were BAs)

Spring 2015
APSC BS, BA and SPTC BS

5 new in ASPC; 8 new in SPTC
(1 in APSC was the last BA)

Fall 2015
ASPC BS, SPTC BS

10 new in ASPC; 17 new in SPTC

Spring 2016
APSC BS, SPTC BS

6 new in APSC; 10 new in SPTC

Fall 2016
APSC BS, SPTC BS
4 new in APSC; 11 new in SPTC

Spring 2017
APSC BS, SPTC BS
6 new in APSC; 8 new in SPTC

Fall 2017
APSC BS, SPTC BS

3 new in APSC; 4 new in SPTC

Spring 2018
APSC BS, SPTC BS

5 new in APSC; 7 new in SPTC

Fall 2018
ASPC BS, SPTC BS
3 new in APSC; 13 new in SPTC

Analysis: Summarizing totals by academic year starting in 2014, the first year of the Sports Comm major, numbers of
Major Declaration were as follows:

	APSC	SPTC
Fall 2014/Spring 2015	21	11
Fall 2015/Spring 2016	16	27

Fall 2016/Spring 2017	10	19
Fall 2017/Spring 2018	8	11
Fall 2019	3	13

Clearly, over the past five-year period, recruitment in the Applied Communication major has declined, while starting with a spike in the 2015/2016 year, the Sports Communication major has grown rapidly

C. Program Capacity

The Communication programs are not limited by laboratory or equipment space, so "capacity" is only defined by the number of faculty and access to classroom space. We have demonstrated the ability to add sections of required courses upon demand in the last 5 years; specifically, in fall 2013, COMM 101, Intro to Communication Studies (cap. 35), split into 2 sections (section 001 @27, section 002 @19). COMM 299, Communication Theories (cap. 35), held 31 students in fall 2015, 32 students in fall 2017, and split into 2 sections in fall 2018 (section 001 @28, section 002@15.) These two courses are key indicators since they are required for all students in both Communication programs.

D. Retention and Graduation Rates

Retention Report

According to the FACTBOOK from Ferris State University's Department of Institutional Research, retention and graduation figures are based on measurement from freshman year over a six-year period per cohort. FTIAC or "First Time in Any College" figures are then tracked over the years. Initially, data was collected from the FACTBOOK, but it became clear that the FACTBOOK data was not accurate. Unfortunately, Institutional Testing and Research is far better equipped to measure much larger programs such as Criminal Justice, with thousands of students to sort through. According to the FACTBOOK from Ferris State University's department of Institutional Research, retention and graduation figures are based on measurement from freshman year over a six-year period per cohort. FTIAC or "First Time in Any College" figures are then tracked over the years. The Communication program is much smaller and nuanced, and the original retention numbers found in the FACTBOOK were inaccurate, especially on retention rates.

Retention in the Communication programs was calculated by using the following data from fall 2012 to spring 2019 based on the percentage of students enrolled in COMM 300, Research Methods, who progress to the capstones: COMM 489, Seminar in Sports Communication, or COMM 499, Senior Seminar in Communication, in the next academic year. While the program progression suggests that COMM 300, Research Methods, be completed at the bridge between the second year and the third year, the

actual practice is that most majors complete COMM 300 and progress immediately to the capstone course the next academic year.

Although the programmatic entry point for the Communication majors is COMM 101, Introduction to Communication Study, there are several reasons for benchmarking retention in the program from COMM 300, Research Methods, instead. First, some students enroll in COMM 101 to explore the Communication majors and subsequently learn that the career fields frequently populated by people with this major do not meet their interests. Second, some students enroll in COMM 101 but do not have the requisite preparation or motivation to persist in a four-year Bachelor's degree program. Finally, students who discover the Communication discipline to meet their career interests after having taken a General Education Communication Competence (Oral) course such as COMM 105, Interpersonal Communication, may have completed most of their General Education courses by the time they declare the APSC or SPTC major. In these cases, they are more mature and likely more academically prepared to succeed in the study of research methods and to persist in the program. In several instances, students who have successfully completed four or more COMM courses before changing major to APSC or SPTC have been permitted to substitute another COMM elective course for COMM 101.

An additional factor to consider is that there are occasionally a few students enrolled in COMM 300 who are not APSC or SPTC majors, since enrollment in COMM 300 is not limited by major field of study.

A summary of the data is shown in the table below:

Date	Course	# Enrolled	Retention 499/300
F12	COMM 300 Research Methods	10	
SP14	COMM 499 Senior Seminar in Communication	9	90%
F13	COMM 300	15	
SP15	COMM 489 Seminar in Sports Communication	10	67%
	COMM 499	12	80%
	Aggregate capstone/program		147%*
F14	COMM 300	26	
SP16	COMM 489	12	46%
	COMM 499	9	35%
	Aggregate capstone/program		81%
**			
SP16	COMM 300	32	
SP18	COMM 489	12	38%
	COMM 499	9	28%
	Aggregate capstone/program		66%

SP17	COMM 300	26	
SP19	COMM 489	13	50%
	COMM 499	6	23%
	Aggregate capstone/program		73%

**It should be noted that in 2014, COMM 300 Research Methods was moved to a Spring offering to provide better continuity for research projects initiated in COMM 299 Theories of Communication. With that course sequencing change, students transferring into or changing programs into the APSC or SPTC majors are permitted to enroll in COMM 300 Research Methods the same semester as COMM 489 Seminar in Sports Communication or COMM 499 Senior Seminar in Communication. In addition, students transferring into or changing majors into either APSC or SPTC may have taken a research methods course at another institution or in another program at Ferris, accounting for the anomaly in Spring 2015*.

It should also be noted that these data report enrollment in the capstone course but not successful completion of the Bachelor's degree. However, only 8 students who had enrolled in either COMM 489 or COMM 499 during the reporting period had not completed the degree by 2019.

Several observations may be drawn from this data. First, some attrition occurs in both the APSC or SPTC BS program between the research methods course (COMM 300) and the capstone courses; however, the aggregate retention percentages warrant continuation of the program. Second, the addition of the Sports concentration in 2012 and the subsequent expansion of that program to the full Bachelor of Science program to address the decline in numbers in the Applied Speech Communication program appears to have been warranted. (Given that the university graduation rate from 2013 to 2018 was 48% according to the FACTBOOK, our aggregate retention rates for the Communication program are higher than the university average.

E. Curriculum and Quality of Instruction

The two check sheets for the current BS programs in Applied Speech and Sports Communication are listed in Appendice D, along with the four Programmatic Student Learning Outcomes (SLOs) used to evaluate the program each semester. (All data for both Programmatic and General Education are recorded in Nuventive TracDat. Also included in Appendice D, please note the four levels of outcome achievement. All programmatic classes have been assessed since 2017 by tenure- line faculty, and General Education courses have been assessed as well (with Ferris learning Outcomes, FLOs) since 2017 by the tenure-line faculty; in Spring 2019, by agreement with the Adjunct faculty union, adjuncts began General Education Assessment of their own sections of our Communication 121 Public Speaking, Communication 105 Interpersonal Communication, and Communication 221 Group Communication. the data reveals that most of our students as they progress to their Junior and Senior years achieve either proficiency or mastery levels of achievement by the time they complete their respective capstone courses.

F. General Education

As noted below in section G. on Productivity data, with a few exceptions, our programmatic courses generally enjoy high productivity. Our General Education courses, especially Communication 121, Public Speaking, Communication 105, Interpersonal Communication and Communication 221, all required on dozens of check sheets from other majors campus-wide, are "cash cows," dominated by classes full to the seating caps. (See Spreadsheet below). In addition, several other courses, Communication 336, Technical and Professional Communication (ex. Required for Graduation by the Product Design program), or Communication 365, Intercultural Communication, or Communication 366, Diversity, are often required by other programs on campus and rarely run under full cap.

Course	# of associate degrees	# of bachelor degrees	# of certificates	# of minors	Total Check sheets
COMM 105	25	66	0	2	93
COMM 121	30	99	0	2	131
COMM 221	15	35	0	2	52
COMM 251	3	10	1	1	15
COMM 336	0	8	0	0	8
COMM 365	2	4	0	3	9
COMM 366	1	5	1	1	8

Communication courses are required on 316 check sheets on campus.

Chart provided by Dr. Amy Busey, Director of My Degree program.

The full productivity data for the Communication program from 2013 to 2018 is listed below as published in the Institutional Testing and Data FACTBOOK.

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
Aggregated by Course Prefix within College and Department

		Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
Prefix	Year	Summer	Fall	Spring	F + SP (a)	Summer	Fall	Spring	Avg F + SP (b)	Summer	Fall	Spring	F + SP (a/b)
College of Arts and Sciences													
Humanities													
COMH	2013-14		537.00	297.00	834.00		1.86	.95	1.41		288.60	312.63	593.44
COMH	2014-15		525.00	450.00	975.00		1.63	1.66	1.64		323.08	271.70	594.29
COMH	2015-16		525.00	345.00	870.00		2.00	1.50	1.75		262.50	230.00	497.14
COMH	2016-17		519.00	279.00	798.00		1.75	1.02	1.38		296.57	273.87	576.43
COMM	2013-14	831.00	3,803.00	3,680.00	7,483.00	4.08	11.16	10.67	10.91	203.68	340.64	345.04	685.58
COMM	2014-15	849.00	3,687.00	3,777.00	7,464.00	4.08	12.63	12.47	12.55	208.09	292.00	302.92	594.69

G. Degree Program Productivity Data

Productivity Analysis (Sandra Alspach)

The program-specific courses in Communication (excluding General Education/Communication Competence/Oral courses: COMM 105 Interpersonal Communication; COMM 121 Public Speaking; COMM 221 Small Group Decision Making) were assessed for productivity during the review cycle: fall 2013 – spring 2019.

The table below reports that review.

Course #	Title	Cap	Average Productivity
101	Intro to Communication Study	30	85%
251 *	Argumentation and Debate	28	93%
299	Theories Human Communication	30	74%
300	Research Methods in Comm	30	76%
301 **	Interviewing	25-26	101%
305	Communication Human Relations	25	88%
310	Nonverbal Communication	28	89%
315	Gender Communication	32	56%
320	Family Communication	28	100%
332 **	Persuasive Speaking	25	100%
333	Theories of Persuasion	30	46%
336 **	Tech and Prof Presentation	24-30	70%
340	Communicator: Public Advocate	35	43%
365 ***	Intercultural Communication	20-32	95%

366 ***	Diversity and Communication	20-35	95%
370	Conflict and Communication	20-25	77%
380	Organizational Communication	32	68%
383	Mass and Social Media Comm	32	67%
387	Broadcast Presentation	20	87%
389	Sports Communication	25	92%
421	Leadership and Communication	30	52%
460	Comm Rights-Responsibilities	30	52%
489	Seminar in Sports Comm	30	40%1
499	Communication Senior Seminar	30	32%1

*COMM 251, Argumentation and Debate, satisfies the General Education/Communication Competence/Oral attribute; however, it has not been used for that purpose during the review cycle. It has a pre-requisite of COMM 121, Public Speaking, which accomplishes the General Education outcome. Historically, it was used to satisfy General Education for a handful of students who entered the University with extensive high school experience in competitive speech and debate and were permitted to enroll directly into COMM 251. It is a requirement for students seeking certification in Secondary Education/Speech Communication. It is currently heavily enrolled by students in the College of Business to meet their additional oral communication requirement.

**COMM 301 Interviewing, COMM 332, Persuasive Speaking, and COMM 336, Technical and Professional Presentation, are highly enrolled by students in the College of Business to meet their additional oral communication requirement. COMM 336 is taught regularly at several regional locations, often with low-enrollment.

***COMM 365, Intercultural Communication, and COMM 366, Diversity and Communication, were certified to satisfy the General Education/Self and Society attribute during the review period. COMM 365 also satisfies the Diversity/Global attribute; COMM 366 also satisfies the Diversity/Understanding attribute. COMM 365 is required for APSC majors; COMM 366 is required for SPTC majors. These courses are both offered in fully online as well as face-to-face formats.

Both the APSC and the SPTC require a capstone experience. When first COMM 499, Senior Seminar in Communication, and then COMM 489, Seminar in Sports Communication, proceeded through the curriculum process under the UCC designation “Seminar,” the proposals capped these courses at 20 students, so that the intent of a “seminar” experience as defined in the UCC policy could be met. In both cases, the proposals were revised by the Dean of the College of Arts and Sciences to increase the caps to 30. Neither course has enrolled 30 students. The largest enrollment in either course during the review period has been 13 students. If the proposed cap had been honored, the productivity rate for COMM 499 would be 48% and the productivity rate for COMM 489 would be 75%.

The following Communication courses in the University Catalog were not offered during the review period. COMM 381, Communication in Sports Organizations, is scheduled to replace RMLS

250, Intro to Sports Management, which is being offered for the last time in fall 2019. It will alternate with COMM 380, Organizational Communication, in a fall odd rotation.

Course #	Title
216	Parli Procedure and Mtng Mgmt
231	Interpretive Reading
325	Speechwriting
341	Political Communication
352	Directing Speech Activities
381	Comm in Sports Organizations
400	Analysis-Assessment of Organization
485	Communication Research

COMM 190, 290, 390, 490, Special Studies courses ("experimental" courses), are listed in the report under the course number assigned to them after completion of the curriculum process to add them permanently. This report includes the first offering of COMM 383, Mass and Social Media Communication, in spring 2014 as a COMM 390 Special Studies course.

Special Studies courses (aka "independent study") in the x97 range are not included in this analysis.

COMM 396, Cross-Cultural Communication, was offered during summer 2015 and 2016 as the core course for a Study Abroad program in Scotland and Ireland.

COMM 395, Leadership Practicum, and COMM 493, Practicum in Communication, are not included in this analysis. COMM 395 was created to be the capstone of the Community Leadership concentration. It was offered in fall '13, spring '14, and fall '14 before the concentration was discontinued for lack of enrollment.

COMM 493, Practicum, was retitled from "Internship" in 2016 to accommodate the opportunity for prepared and motivated students to complete extensive research projects in lieu of a workplace experience. It is offered every semester including summer and is compensated pro rata and out of workload for the faculty member who serves as Director. The Internship Director has been given .25 release time during the fall and spring semesters. Since all APSC and SPTC majors must complete 6 credit hours of COMM 493, this course is 100% productive. We are preparing to reduce the credit hour requirement to 3 credit hours, repeatable up to 8 credit hours, with 80 contact hours per credit hour. This change will reduce cost to students without reducing the program objective for the workplace experience. We will continue to recommend that students complete more than one Practicum experience.

H. Programmatic Assessment and Evaluation

Programmatic Assessment

Teaching and learning improved over the past five years as assessment methodologies have been refined and are being utilized to ensure better overall outcomes. Traditionally, the Communication Area

has assessed student progression and performance before the implementation of Tracdat and Nuventive data collection via various projects, written and oral, directly tied to both standardized programmatic and course outcomes in the core classes, such as Communication 101 (Introduction to Communication), Communication 299 (Theories of Communication) and Communication 300 (Research Methods). Through a proposed curricular change in 2019, students now are required to achieve a "C" level passing grade in Communication 299, before they are permitted to proceed to Communication 300. These new standards have already demonstrated value, as our number of students passing the capstone courses of Communication 499 and 489 have increased, with more students achieving either proficiency level or the goal of mastery level in assessment. In addition, faculty regularly review every term Student Assessment of Instruction instruments and IDEAFORM student assessment to further tailor class experiences to student needs. We have also utilized student "exit interview" narrative instruments in both capstone courses to alter and improve course content and to respond to valid student suggestions for programmatic change. (For example, students entering the Communication program with four prior communication courses on their transcript at passing grades, "C" or better are sometimes allowed to waive the Communication 101 requirement). In addition, many alums are invited back to campus to address our students, and their opinions on programmatic improvement are solicited; our annual Advisory Board meetings, which are populated in part by alums of the Communication program, are also surveyed for their suggestions for programmatic improvement. (See the 2019 survey included in this report, compiled by the Institutional Research Department). The alumni feedback is particularly useful in adjusting to ever-evolving market demands for employment. This year, we culled some excellent advice on the importance of our Communication 365 (Intercultural Communication) and Communication 366 (Diversity in Communication) courses, which are becoming crucial in the globalized workforce. Many of the suggestions for refinements will be introduced in those courses in the next academic year.

Since 2017, TRACDAT measures were implemented both in General Education assessment of our courses (Communication 101, 121, 105, 221, and 251) and of our Programmatic courses (Communication 101, Communication 299, Communication 300, and the communication capstones 489 and 499). As of spring 2019, we finally received permission from the Adjunct Faculty Union to require our adjuncts to report data on their General Education classes. Although this legal permission was only received in March, adjuncts were trained in Nuventive reporting and designed and implemented assessment instruments in their General Education courses.

Programmatic Assessment Specifics

Programmatic Assessment Narratives: The narratives listed for each of our core program courses describe the assignments utilized to measure the degree of success the courses have attained in achieving the four Student Programmatic Learning Outcomes (SLOS) measured each term in accordance to the outcomes assessment map. Specific Student learning outcomes were measured (developed by the faculty and based on national standards developed by the National Communication Association).

Outcomes for the Communication Major:

SLO #1 Analyze critically the communication discipline and its central questions.

SLO #2 Apply communication theories, perspectives, principles and concepts.

SLO #3 Create and analyze ethical messages appropriate to audience, purpose and context.

SLO #4 Demonstrate the ability to accomplish communicative goals and self-efficacy.

Outcomes for the Sports Communication Major:

The outcomes are "mapped" with one specific outcome being assessed each semester on a rotational basis. The data is collected in Nuventive TRACDAT. The Outcomes for Communication programs and the rotation "map" for evaluating specific Student Learning Outcomes is included below:

Outcomes for Communication Programs

Applied Speech Communication

Student learning outcomes (SLO)

1. Analyze critically the communication discipline and its central questions.

COMM 101 (I); COMM 299(R); COMM 300(R); COMM 493(R); COMM 499, Participate in discussion, write short papers, complete exams

2. Apply communication theories

COMM 299(R); COMM 300(R); COMM 493(RM); COMM 499
Participate in short discussion, write short papers, complete quizzes and exams

3. Create and analyze ethical messages appropriate to the audience, purpose and context.

COMM 101(I), COMM 299; COMM 300(R); COMM 493(RM); COMM499

4. Demonstrate the ability to accomplish communicative goals (self-efficacy) as those goals apply to communication career goals.

COMM 101(I); COMM 299; COMM 300(R); COMM 493 (RM); COMM 499

Applied Speech Communication with concentration in Public Advocacy

Student Learning Outcomes (SLO)

1. Analyze critically the communication discipline and its central questions.

COMM 101(I); COMM 299(R); COMM 493(R); COMM 499
Participate in discussion, write short papers, complete quizzes and exams

2. Apply communication theories perspectives principles and concepts particular to advocacy issues.

COMM 299(I); COMM 300(R); COMM 493(RM); COMM 499

3. Create and analyze ethical messages appropriate to the audience, purpose, and context including public advocacy messages.

COMM 101(I); COMM 299(R); COMM 300(R); COMM 493(RM); COMM 499

4. Demonstrate the ability to accomplish communicative goals (self-efficacy) including those goals related to advocacy issues.

COMM 101(I); COMM 299; COMM 300(R); COMM 493(RM); COMM 499

5. Prepare for entry-level careers and jobs in advocacy-related organizations.

COMM 101(I); COMM340(R); COMM 340(M)

Sports Communication

1. Analyze critically the communication discipline and its central questions (particularly those that apply to the Sports industry).

COMM 101(I); COMM299(R); COMM300(R); COMM 493(R); COMM 489
Participate in discussion, write short papers, complete quizzes

2. Apply communication theories, perspectives, principles and concepts to the Sports industry.

COMM 299(I); COMM 300(R); COMM 493(RM); COMM 489

3. Create and analyze ethical messages appropriate to the audience, purpose, and context, including messages with the Sports industry.

COMM 101(I); COMM299(R); COMM300(R); COMM 493(RM)
Write research-based critical essays.

4. Demonstrate ability to accomplish communicative goals (self-efficacy).

COMM 101(I); COMM 299; COMM 300(R); COMM 493(RM); COMM 489

Complete courses with a career-skills focus from the concentrations.

5. Prepare for entry-level jobs in career fields in the Sports-related organizations.

COMM 101(I)

Spring 2017 Communication Program Assessment Timeline
Note: Fall 2019 rotates back to Fall 2017 pattern

		Student Learning Outcomes		
	SLO 1	SLO 2	SLO 3	SLO 4
Semester				
Fall 2017	COMM101	COMM299		COMM101 COMM299
Spring 2018	COMM489/499	COMM300 COMM489/499	COMM493	COMM300
Fall 2018	COMM299	COMM493	COMM101	
Spring 2019	COMM300		COMM300 COMM489/499	COMM493 COMM489/499
Fall 2019				

Specific Criteria for assessment of student achievement of programmatic outcomes by levels as students progress through the major(s).

#4 Advanced-Advanced performances exceed the expectations for Ferris graduates.

#3 Proficient/Reinforced-Proficient performances meet the expectations for all Ferris graduates. All students are expected to attain this level of ability by graduation.

#2 Progressing-Although this work is more accomplished than that of novices, the scope and accuracy of the response does not yet satisfactorily address the learning outcome.

#1 Beginning-Beginning performances do not meet the expectations for Ferris graduates. This work exhibits a novice level of ability with regard to addressing the learning outcome.

#0 Unsatisfactory-Dissatisfactory performances neither meet the expectations for Ferris Graduates nor those for incoming freshman. This work exhibits profound deficiencies and or is incomplete.

COMM 101

COMM 101

COMM 101 is required for all students, serving as the introductory point for the program. The course was designed for freshman and sophomores. Due to a variety of factors, including transfer students and students changing majors later in their progress toward degree, during this period of review the course was often populated with freshman through seniors. Fall 2017 the program offered 2 sections of COMM101 in order to make room for freshman. Fall 2018 and Spring 2019 saw a significant shift and the course We expect assessment to change as the student population changes.

SLO1 – Analyze critically the communication discipline and its central questions.

Analysis in Fall 2017 was conducted using two essay questions given to a class of 37 students; The first question asked the students to "Describe the communication discipline." The second question asked the students to "Discuss the challenges that the communication discipline has." 36 students responded to the first essay and 35 students responded to the second essay. Scores on these questions were separated and each was converted to a four point scale used for program assessment.

	Mean	SD	Scores 3/4
Describe the communication discipline	2.14	0.93	
33%			
Discuss the challenges of communication discipline	1.94	1.00	
29%			

For this course and this outcome the expectation is that students are introduced to SLO1. These scores/percentages do reflect that students have

been introduced to the discipline and its central questions and that they are beginning to be able discuss them.SLO3 – Create and analyze ethical messages appropriate to the audience, purpose and context.

Analysis in Fall 2018 was conducted using two essay questions given to a class of 23 students. The first questions asked the students to "Analyze a persuasive message, explaining the ethical strengths and weaknesses" of a 45 second TED talks video on computer hacking. The second question asked the students to "write (their own) ethical message related to this or a different topic, adapt to a given audience and explain the ethical choices." 16 students responded to the first question; 14 students responded to the second question. Scores on these questions were separated and each was converted to a four-point scale used for program assessment.

	Mean	SD	Scores 3/4
Analyze a persuasive message	3.04	.74	76%
Write an ethical message	2.78	0.95	61%

For this course and this Outcome, the expectation is that students are introduced to SLO2. These scores/percentages do reflect that students have been introduced to the discipline and its central questions and that they are beginning to be able discuss them.

COMM 299

COMM 299 Communication Theories

Because it is required for all students, COMM 299 Communication Theories is a course situated in the mid-point of the curriculum that "benchmarks" the progress of all students towards achievement of program outcomes for all the Communication degrees offered:

Academic Minor in Communication*
Associate in Applied Speech Communication**
Bachelor of Science in Applied Speech Communication
Bachelor of Science in Applied Speech Communication
(with Public Advocacy concentration)
Bachelor of Science in Sports Communication

*COMM 299 is identified as the capstone course for the Academic Minor in Communication. Students in the Minor typically take the course at the end of their curriculum rather than at the mid-point.

**With few exceptions, students identified by Associate in Applied Speech Communication (ASCA) as their primary degree were also enrolled in secondary Bachelor's degree programs, usually for financial aid reasons (TIP funding.) They are included in the "Majors" data analyzed below.

As a prerequisite condition, COMM 299 requires all students to have successfully completed (C or higher) at least two of the General Education skills/foundation courses (COMM 105, Interpersonal Communication, COMM 121, Public Speaking, or COMM 221, Small Group Decision Making.) Students concurrently enrolled in a skills/foundation course have been permitted to register for COMM 299.

Since fall 2015, COMM 299 has been offered only in the fall semester. Beginning in spring 2016, the curriculum sequence was altered so that COMM 300 Research Methods, is offered in the spring semester as a continuation and extension of students' exposure to and experience with learning how knowledge in the communication discipline is acquired and understood. The same instructor has taught COMM 299 for the six years examined for this review period. Since spring 2016, the same instructor has taught COMM 300. These two instructors have collaborated on writing and annually revising the textbook used in COMM 299 and in designing assignments so that projects the students begin in COMM 299 can be continued in COMM 300.

Majors in any of the BS degrees are required to earn a C or higher in COMM 299 to progress to COMM 300. However, the Banner system permits a student to register for a course with a prerequisite condition if the student's record includes registration in the prerequisite. Although the two instructors have collaborated in reviewing the progression of students from COMM 299 to COMM 300, we did not intervene in the process until 2017 by denying students who had not met the progression standard in COMM 299 from entering COMM 300.

We recommend revising the prerequisite condition in Banner so that students cannot register for COMM 300 without achieving a C or higher in COMM 299. The chart below summarizes the success rate of students in COMM 299 Communication Theories from 2013 to 2018, both by major/non-major (i.e. Communication Minor) and two benchmarks: the C (74%) or higher minimum standard for progression in the program and the 80% goal for the program.

COMM 299 Student Achievement during Review Period

Year	Total #		# @ 74%		# at 80%	
2013						
	18	Major	15	83%	13	72%
	4	Non-Major	2	50%	2	50%
2014						

	8	Major	6	75%	4	50%
	8	Non-Major	6	75%	6	75%
2015						
	24	Major	18	75%	12	50%
	6	Non-Major	6	100%	3	50%
2016						
	20	Major	16	80%	11	55%
	6	Non-Major	5	83%	5	83%
2017						
	20	Major	13	65%	7	35%
	10	Non-Major	10	100%	6	60%
2018						
	28	Major	23	82%	14	50%
	10	Non-Major	9	90%	6	60%

Several observations may be drawn from this data.

First, the number of students enrolling in this course during the review period testifies to the viability of a degree-granting Communication program. At its lowest enrollment, this course exceeded the minimum of 15 students set by the College of Arts and Sciences. In the last four years, the number of students enrolling has approached or exceeded the capacity of 30 students set for the course. Specifically, in Fall 2018, demand exceeded capacity and a second section of the course was added.

Second, the increase in enrollment since 2015 appears to be driven by the number of students enrolling in the BS in Sports Communication. See the appendix (x) for student performance by specific Communication majors.

COMM 300

Communication student learning outcomes (SLOs) were measured using a variety of assignments including test performance, a semester long research project/paper, student presentations, and methodology specific laboratory assignments. To measure each SLO, an average score was constructed using assignments related to each SLO specifically. This average was then converted into the four-point scale used in general education assessment.

	SLO 1	SLO 2	SLO 3	SLO 4
Mean	3.38	3.19	2.75	3.38
SD	0.78	0.807	1.03	0.781
% achieving “Mastery”	50%	44%	25%	50%
% achieving at least “Proficiency”	94%	75%	67%	94%

Based on these results, students in COMM 300: Research Methods are mostly on pace for achieving programmatic outcomes. Every SLO needs to see improvement in students achieving a minimum of “Proficiency,” however.
SLO 1 addresses the critical analysis of central questions to the communication discipline. For the most part, COMM 300 students are meeting this outcome. This is

primarily assessed through a paper and also two lab assignments. Greater focus needs to be placed on the generation of prior knowledge in the field of communication with a stronger emphasis on how this information is created and the potential flaws of this knowledge.
SLO 2 addresses the appropriate application of communication theory. COMM 300 follows the introduction of theories in COMM 299. Overall it appears that students have retained information and that the refresher that occurs in COMM 300 in effective. However, based on this data future efforts will be made to both increase the connection between COMM 299 and COMM 300 as well as focusing more on theory application throughout the introduction of various communication research methodologies.
SLO 3, which addresses the creation and analysis of messages through an ethical lens also did not have a 100% achievement for students. The construction of ethical messages are introduced early in the communication curriculum, however; this data indicates that more emphasis needs to be placed on this in COMM 300. Students were presented with ethics as it pertains to human subjects research but did not naturally apply these concepts when presenting concepts or addressing ethical dilemmas in labs. Ethics with therefore be a stronger emphasis as well as a stronger prompt to students as they work through methodological issues.

SLO 4 addresses the ability to effectively accomplish communication goals. This is primarily assessed through presentations and a final written paper. This is addressed frequently in the communication curriculum, but this data indicates that stronger refresher materials regarding audience adaptation and effective presentation (both written and oral) are necessary.

COMM 489 Seminar in Sports Communication: Course Assessment

The capstone course COMM 489 Seminar in Sports Communication was created in 2014 with the BS in Sports Communication. It was first offered in Spring 2015. Its outcomes mirror the outcomes for the Sports Communication program:

Course Learning Outcomes and Assessment

Outcomes	Assessment Strategies
Identify and evaluate several types of communication messages (face-to-face and mediated) observed during sports events or produced about sports events	Lead class and seminar discussion, write descriptive and evaluative reports of sports communication messages
Demonstrate a variety of communication skills necessary for success in careers in the Sports industry	Compile written and oral documentation of appropriate and effective communication skills: including interpersonal formal and informal interactions and presentations
Critically analyze the interactive relationship of sport and society in the United States and around the globe	Read a variety of text material; write critical essays, supported by primary and secondary data; discuss and present positions on issues, individually and in groups

Describe and evaluate the relationship between sports organizations, athletes, the media, and fans	Complete research projects, applying appropriate data collection strategies to draw conclusions about a question drawn from previous reports; present conclusions effectively in writing (APA format) and orally
Identify a variety of careers in the Sports industry and evaluate the skills necessary to be successful in these careers	Participate in a variety of activities to identify career opportunities in the Sports industry

The assessment tool selected for programmatic assessment for the 5 year period included in this program review addresses three of the student learning outcomes for the course and has been modified twice. In the first offering (2015), students completed a thesis paper on a critical issue in sports communication and presented their analysis orally to their classmates as a demonstration of their oral presentation skills.

In 2016 and 2017, students worked through a Case Study drawn from a collection of cases in sports communication that required them to apply their research question.

In 2018, students created a Case Study based on their experience working with their classmates and the students in COMM 389 Sports Communication on the "Red Out the Wink and the Rink" and the Academic Service Learning projects during the semester.

Results of both the written and the oral components of this assignment are combined in the chart below assessing student performance:

Problem Solving Outcome

		Written Thesis/Case Study		Oral Presentation	
	Final Course Grade ≥ C	74% Reinforced	80%+ Mastery	74% Reinforced	80% Mastery
2015					
# Students (n = 10)	9	5	4	6	6
2016					
# Students (n = 12)	9	1	1	0	2
2017					
# Students (n = 12)*	10	5	5	5	2
2018					
# Students (n = 11)*	10	2	2	5	3
2019					
# Students (n = 10)*	9	2	1	5	5

*Students who changed program to Integrative Studies or were not SPTC majors are excluded from total number (n).

Based on the data above, it appears that majors in Sports Communication are challenged to meet the objectives of traditional academic assignments. Regardless of the topic or approach (the move from selection of a research question from the seminar readings, to selection of a prepared Case, to identification of a problem experienced during project activity), students struggle to meet the objectives of the rubric: identify a problem, isolate variables, review relevant research literature, adopt a theory for analysis, draw conclusions about appropriate and effective solutions. However, the project-based assignments, which carry significant weight in the final grade for the course, appear to compensate for this specific assessment.

COMM 489 is identified as one of two courses to meet the General Education outcomes for Problem-Solving and Collaboration. The challenges of measuring whether students achieve the Mastery level in Problem-Solving in this course are described above. However, the project-based learning approach used in this course, as well as COMM 389 Sports Communication, provides a better assessment of the Collaboration outcome and supports the claim above that Problem-Solving is demonstrated at a pragmatic level by most students in the course. Rubrics for the Academic Service Learning (ASL) projects are provided in Appendix (#). Results from the project assignment are charted below.

Collaboration Outcome

		Team Projects	
	Final Course Grade ≥ C	74% Reinforced	80%+ Mastery
2015			
# Students (n = 10)	9	Data not available	Data not available
2016			
# Students (n = 12)	9	6	6
2017			
# Students (n = 12)*	10	9	8
2018			
# Students (n = 11)*	10	7	6
2019			
# Students (n = 10)*	9	7	7

*Students who changed program to Integrative Studies or were not SPTC majors are excluded from total number (n).

As demonstrated in their final grades for the course, students are better at doing the work than they are at writing or speaking about the work. This conclusion seems logical if we consider the probable motivation of a student to select a major in Sports Communication.

Several observations can be supported from this data. First, the decision to create a Bachelor of Science in Sports Communication with a target number of 50 students was warranted. With a five-year expectation for completion, which is more rigorous than the six-year standard used for most university graduation rate assessment, we would expect a cohort of 10+ students to successfully advance to the capstone COMM 489 course. Second, the attempts to adjust the target assignment for Problem Solving to increase student performance levels have been more successful for the oral presentation than the written report; but neither adjustment has significantly improved students' demonstration of fundamental problem-solving skills. However, students demonstrate these skills "on the field" when they solve problems that arise in their team collaboration projects. It might be argued that the "hands-on" demonstration is a better piece of evidence for the prospective employer of a student with this academic major, and, by extension, consistent with both the professed and the perceived mission of Ferris State University.

Comm 499

Communication 499 Programmatic Assessment Narrative 2018, 2019 outcomes.

The assignment grades on the written assignment selected for programmatic evaluation in the Communication major capstone course reflected changes we have made in programmatic assessment.
(See assignment criteria below). Five years ago, we would invariably have one or two weak students who retook numerous classes, yet still remained marginal or actually failed their capstone class. (This was usually due to either lack of effort or actual inability to be successful in the program). In the past five years, the program has made Comm 299 a "weeder" course and we are currently going through curriculum changes to allow only one repeat of the Comm 299 pre-req class. We have also altered our advising process to "catch" students in danger of failing to complete the program and in some cases diverting them to the "Integrated Studies" major. This has resulted in fewer people actually failing the capstone class over the past five years. (In the past three years only one student came close to not achieving the minimum "C" passing grade. Happily, our more recent graduates of 499 have reflected a much higher percentage of students achieving "mastery" level 4 or at least "proficiency" level 3.

The 2019 spring cohort involved a small group of six students; on the assignment evaluated for SLO #1, which involves demonstrable proof of critical analysis of central questions to the communication discipline. Of those students, four demonstrated "mastery" in terms of the criterial rubric (See assignment criteria attached) and two at least demonstrated proficiency. This was a marked improvement over the Spring 2019 cohort. Although all in that larger class passed the course, those achieving "mastery"

level outcomes significantly increased in 2019. Writing proficiency and compliance with expectations by students has improved.

Assignment utilized for programmatic assessment in Comm 499. (the assignment measures all
Four Student Learning Outcomes, but the focus for this class emphasized outcome one, in accordance with the SLO outcomes measurement map.

Written Product (essay, research paper, journal, newsletter, etc.) This assignment will require the student to prepare a 4-5-page paper (and a ten to fifteen minute in class presentation-analyzing the impact, particularly from a leadership perspective, of a significant public speech given by a 20th or 21st century political, social or business leader. (You can make an argument for an earlier historical speech if you wish).
The paper will address the impact of the address and detail, with a developed analytical argument, why the speech was or was not successful in fulfilling the speaker's audience purpose or exigency. (We will be reading a brief classic essay by Lloyd Bitzer, "The Rhetorical Situation"-which details the nature of a rhetorical event).

Format: This essay should be presented in APA format with a full APA bibliography (again, see the APA tutorial on your class blackboard site). The paper should include headers, pagination, one-inch margins, parenthetical citation in the text, and be double spaced in a 12. font. Proofread and again, it is never a bad idea to run the paper through the writing center. I will be happy to review papers prior to the official due date, but they must be submitted a week in advance, so be proactive. I will only accept hard copy versions-no e-mails.

Content: The introductory thesis paragraph should specify who gave the speech, where, when, why (what purpose) and (how). The context of the time and culture is crucial and should be addressed briefly in the introduction, and in more detail later in the paper. (What was the "zeitgeist" or spirit of the times?)

The second section of the paper (1-2 pages) should detail a brief biographical sketch of the speaker, examining their background, challenges, major influences and personal, political, sociological or business philosophy (ies) and how they impacted their rhetorical style. (ex. Martin Luther King's black upper middle-class background, religious upbringing and formal education greatly informed his pacifist "unification" oriented rhetoric, whereas Malcolm X's (Malcolm Little) impoverished, hardscrabble youth, criminal incarcerations, and self-education led to a much more incendiary, separatist style of speaking during the great civil rights era of the 50s-60s). How did the speaker's reputation reinforce their audience ethos or credibility?

The third section of the paper (approximately 2 pages) should describe the specific speech you selected and its significance. What was the exigency of the speech? Was the speech primarily forensic (factual), epideictic (ceremonial) or deliberative (persuasive/policy oriented) in nature? What was the speaker's strategy? Was a ghostwriter involved and how much influence did they have? (ex. John F. Kennedy's most famous addresses often were partly crafted by his close aide and friend Theodore Sorenson, even Martin Luther King received some assistance on certain texts from

advisors like Bayard Rustin or Ralph Abernathy). Who was the audience? Was it immediate, (the live physically present audience), extended (newspaper, television, radio, internet coverage) or both? How was the speech event "stage-managed?" Was the setting noteworthy? As for the content itself-What was the central theme? How was the message adapted to the realities of the audience? What were the major assertions of the speech? How did the speech anticipate or answer oppositional arguments from those with counter-views? (You can quote lines from the speech or briefly include offset block quotation passages to illustrate-but keep the block quotations to no more than three or four lines).

How did the speech inspire the audience? (Or not . . . keep in mind, you can analyze failed speeches as well). What role did style play? (See sheet on stylistic devices). Did the speaker quote others-philosophers, etc. Was the style informal and conversational, or formal and ornate? What were the most memorable lines, and did they resonate? How did the performance style inform the impact-was it dynamic or low key?

The last section, (one to two paragraphs) should assess the impact of the speech, successful or unsuccessful in achieving its exigency or goal. How was success measured? Polls, assessment by leading journalist and academic critics, public acclaim? In conclusion, why do you think the speech is regarded as memorable?

I. Administrative Effectiveness: The faculty are in unanimous agreement that the higher administration has been very supportive of the Communication program. The 2018-2019 academic year was a particularly demanding one for the Communication faculty, as three tenured faculty members who retired in recent years were not replaced, leaving the department more dependent on adjunct faculty and increasing the service workload on the fewer remaining tenure-line professors. This workload was further increased with the move to a department chair model replacing the earlier department head model. Many of the duties formerly performed by the department head were accordingly reassigned to the tenure-line faculty. In addition, the on-going demands of the assessment process has further increased faculty workload. (In 2018-2019 the area also coped with one professor's absence due to a year-long medical leave and an adjunct faculty member's untimely death.

The increased pressure on faculty in the Communication program was recognized by Dean Haik and Associate Dean Williams as well as Department Chair Cohen. As a result, the area was allowed to search for and hire a new tenure-line faculty member, Dr. Evan Watts, who will be spearheading the development of a new Digital and Social Media program as well as teaching a variety of upper-division courses. The faculty was particularly grateful when a search for a new three-year adjunct position was approved to serve as the Director of Forensics under the supervision of Dr. Kristi Scholten, freeing her schedule to allow her to serve as incoming Area Coordinator and to direct her attention to also providing instruction of upper-division courses. That the administration fought for these positions in a time of economic pressures is deeply appreciated.

Section 4: Facilities, Equipment and Staff Support

As detailed in the Faculty and Advisory Board surveys (in Section Two C. and D.), faculty were overwhelmingly in agreement that the facilities utilized by the Communication program in Johnson Hall are insufficient to meet the program's needs. A large number of Communication courses are taught in the four outdated classrooms in Johnson Hall. The rooms themselves are in shabby shape and at times in winter, faculty have to compete with the deafening clang of the steam heater pipes for the attention of the students. The faculty is in rare consensus on the biggest issue, which is the sorry state of the computer support equipment in these rooms (JH 101, 102, 103, and 104). Computer malfunctions are almost a daily experience in all the rooms and computer technicians from TAC have averred that the entire computer suites in those rooms are in dire need of replacement. Competing universities with Communication programs have rooms that boast Smartboards, but the faculty in Johnson struggle on a daily basis just to get the computer projectors to function correctly to accommodate in-class connections with PowerPoint and Prezi presentations, blackboard and internet links and audio. This is a source of major frustration for both the faculty and students and is particularly egregious in presentation courses. It is difficult to teach corporate-level presentation skills without the adequate computer support one would take for granted in any major company. Members of the Communication program's two advisory boards, populated by communication professionals from companies such as DTE energy, Dow Chemical, Michigan Radio, Mercy Health and other prominent companies have all commented repeatedly in the last five advisory board meetings that they are shocked at the state of our existing computer support equipment in Johnson Hall. (This is not to criticize our computer support staff at TAC-Jason Swearingen, Dean Kludy and their colleagues have been consistently supportive in trying to "jerry rig" fixes and come to the classrooms when equipment is failing, but often they arrive thirty minutes into a class, which causes a great deal of challenges for instructors managing full classes in a tight fifty or one hour and fifteen minute class period. One TAC staff member admitted that the existing equipment was "stuck together with spit and bailing wire." One instructor who depends on Tegrity has in class computer emergencies at a couple times a month. Performance courses also suffer because of staff cuts in media production. Media production used to provide video crews to film student speeches and upload them to private YOUTUBE sites for student reviews and analysis. Unfortunately, with budget cuts, such filming is no longer possible, so faculty have had to seek alternatives such as using ipads or student cell phones to video tape student speeches, which are often unwieldy solutions.

Aside from physical facilities, another issue is secretarial support. The program has been blessed to work with outstanding and stalwart secretarial support over the past five years, especially from Kirsten Johnston, Ruth Reeds and the now retired Ella Shaw. Unfortunately, due once again to the inevitability of budget cuts, the entire Humanities Department now soldiers on with only one full-time secretary. The Humanities Department is really three departments under one umbrella and the workload for the secretarial staff was daunting when we had two full time secretaries. That the department has been able to continue to function reasonably well is only since Ms. Johnston is extraordinarily capable and has been willing to sacrifice family time by

staying late many times a week just to accomplish all the tasks requiring her attention. As for library support, the faculty remains indebted to Mari Kermit in FLITE, who has been enthusiastic and indefatigable in terms of supporting our courses. Mari continues to do a brilliant job designing and implementing course-specific Blackboard sites for use in Communication courses and has been exceptionally supportive in assisting both students and faculty with their own on-going research.

To summarize, the Communication program continues to appreciate the support of our staff; we just need more of them, especially secretarial staff. Our ongoing dilemma with the sad state of our physical and computer equipment issues continues to be an area where the university needs to consider serious re-investment. Our students deserve no less.

Section 5: Conclusions and Future Goals

Since the last Academic Program Review for the Communication Area at Ferris State University in 2013, the program has experienced a great deal of change, much of it positive and evolutionary. Using data collected, the area made the decision to terminate the Communication BA in 2015 due to low enrollments; at the same time, the Sports Communication program, which was started earlier as a concentration, was launched as a stand-alone major BS program to much success. As this report has demonstrated, that degree program has continued to grow every year. While the Applied Speech Communication degree is attracting smaller numbers, it is hoped that with advanced and renewed efforts at recruitment, that program will grow its numbers in the coming years. In both programs, most of the program specific courses operate at efficient productivity numbers. While the two unique capstone courses have at times operated under capacity, as the faculty grow the programs, the numbers in those courses will increase. As the section of this report on retention demonstrates, our numbers of persisting and completing students are generally higher than the university average. At present, students who fail to pass the essential Communication 299 Theories of Communication and/or COMM 300 Research Methods courses, are generally advised strongly to consider another major to prevent excess expense and student debt. The program has also demonstrated stewardship over students who do struggle in the program by making every attempt to redirect them into programs such as Integrative Studies, where they can have a better chance of successfully attaining a degree.

Faculty are continuing efforts to solicit additional funding to two new scholarships for communication students and will be expanding outreach to alumni, and others through social media campaigns until endowment matching for both scholarships is achieved.

Given that the Communication Area's General Education courses remain in high demand across programs on campus and tend to routinely fill to their caps, generating substantial revenue for the university which should more than compensate for the smaller numbers in occasional program specific classes. During the past five years, three separate tenure-line positions vacated due to retirements were replaced with adjunct faculty. While our adjunct faculty is exceptionally capable, they are not required to serve in administrative service capacities for the area. That has resulted,

along with the transition to a Department Chair model over a Department Head model in the Humanities department in a significant and substantial increase in tenure-line faculty work load. This in turn has deflected tenure-line faculty energies into teaching more General Education courses, due to the area's being shorthanded. In the past 2018-2019 academic year, for example, one tenure-line professor was on health leave, in addition to our being "down" three tenure-line spots; we lost an adjunct in Spring 2019 due to unexpected death, so many of our faculty both tenure-line and adjunct were carrying overloads and some were actually teaching double overloads to meet course coverage demands. In that this phenomenon occurred during a time when the program was attempting to expand, made growing our program more challenging. Thankfully, with the return of one tenure line professor and a new tenure-line position approved and staffed for fall, along with a three-year adjunct position added for the Director of Forensics position, our challenges of understaffing will be relieved in the coming year. This is excellent timing as we continue to develop a focus in Social Media and Digital Communication, which we predict will be highly marketable. This new direction, coupled with the success of the Sports Communication BS, demonstrates that the area continues to realistically adapt to market changes in a very challenging economic period.

In the coming years, aside from expanding our programs and using our assessment data to strive for continued quality improvement and even better student outcomes, we will be targeting our assessment processes for improvement as well.
A key focus on streamlining and expanding both General Education and Programmatic Assessment, particularly the later to develop a more uniform and comprehensive approach to evaluating our core program classes every semester is a major objective. In that we have already used our Nuventive TRACDAT data in our program-specific courses to make changes in teaching approaches to achieve greater student success in student learning outcomes and managed to train our adjuncts in data collection for our General Education classes (within a five-week time-line), we seem off to a good start. Our big goal, especially in the coming year is to incorporate more standardized assessment procedures across multiple sections, improve the quality and precision of our data and utilize it to target continual improvement in course and programmatic outcomes. With our understaffing issue initially addressed, we will have more time to normalize these procedures.

Aside from developing and improving programs and assessment procedures, the area has redoubled our efforts at promoting our BS degree programs. New X banners and bulletin boards have been designed and are used to advertise the program(s) in Ferris buildings and at events such as DAWG DAYS. We continue to be successful in recruiting potential majors and minors in our primary General Education class offerings and we have enjoyed particular success in developing our social media presence on Facebook, Twitter, and Instagram in addition to our website. These efforts have been directly linked to outreach to our alumni and advisory board members to solicit for our two new scholarship programs, for both Applied Speech Communication and Sports Communication, which are on target for future endowment. It is again important to note, that both two new scholarships, mentioned earlier in this report, are substantially funded by faculty donations, both by lump sum and payroll deduction donations. The area will be continuing to explore exciting new directions for our

students in competitive speech and Debate, possibly with more international debate trips such as last year's student debate trip to Berlin, Germany. Faculty will continue to sponsor our tradition of presenting undergraduate at state, regional, national, and international conferences.

Appendix A

Ferris State University Speech and Debate Team Highlights 2013-2019

Here are a few of the highlights for the speech and debate team over the last 5 years:
* Pi Kappa Delta members are currently working on a monthly, recurring event, called “Change My Mind” where one of our debaters makes themselves available for impromptu debates by passersby on pressing issues like raising the minimum wage, regulation of marijuana, etc.
* Pi Kappa Delta members are being trained to lead a series of deliberative dialogues (out of Comm research, organized by the National Institutes Forum) for FSU students across campus. They will help lead small groups of students in a civil discussion about immigration issues in Michigan.
* Pi Kappa Delta members are currently working with regional middle schools to start a debate league in the area.
* In the spring of 2018 Pi Kappa Delta members were integral in helping to host a “political fair.” Using a carnival-like atmosphere FSU students were invited to walk around the fair, learning about how to get involved in political literacy efforts, as well as nonpartisan information on the MI 2018 Midterm elections.
* In the spring of 2018 Pi Kappa Delta members help host, as well as presented at, the Theater of Public Policy event. The team members held a debate about current equality
legislation. Then, the improvisational troupe brought that debate to light via improvisational performance and audience interaction.
* Pi Kappa Delta members helped at all of the Political Engagement Project (PEP) 2016 Debate and Election Watch Parties, and helped with the Party at the Polls campus event for the November 2018 mid-term elections.
* Pi Kappa Delta organized, promoted, and ran a campus-wide poetry performance competition in the spring of 2017. We are currently working on a smaller, more informal, but monthly poetry performance event.
Team Awards
* March 2018: National Quarterfinalist in International Parliamentary Debate at the 2018 PKD National Championship Tournament (PLSC major Mason Smith)
* February 2018: First Place Team Sweepstakes Award, Bowling Green State University
* February 2018: Sixth Place Overall Combined Team Sweepstakes Award, Bowling Green State University
* February 2018: 2nd place in International Parliamentary Debate, Bowling Green State University (PLSC major Melissa Fairchild)
* February 2018: 3rd place in International Parliamentary Debate, Bowling Green State University (PLSC major Cece Klee)
* February 2018: 4th place in International Parliamentary Debate, Bowling Green State University (BSADMIN major Alicia Torok)
* November 2017: 1st place in Radio Broadcasting; 3rd place in Radio Broadcasting, Bowling Green State University (TEWR major Marley Tucker)
* February 2017: 2nd place in Radio Broadcasting; 5th place in Prose Interpretation, and another 2nd place in Radio Broadcasting, Bowling Green State University (COMM major Jenna Steele)
* September 2016: Semi-finalists in Parliamentary Debate, Wheaton College Invitational Tournament (COMM major Katie Steadman and PLSC major Melissa Fairchild)
* February 2016: Semi-finalist in International Public Debate, Bowling Green State University (COMM major Katie Steadman)
* November 2015: 3rd place Overall Team Award in Worlds Debate, St. Anselm’s College Invitational Tournament (BUSADMIN major Mark Tynan, PLSC major Melissa Fairchild, and COMM major Katie Steadman)
* November 2014: 1st place in International Parliamentary Debate, Bowling Green State University (PrePHARM major Mikaela Mason)
* November 2014: semifinalist in International Parliamentary Debate, Bowling Green State University (COMM major, Richard Hatcher)
* November 2014: 1st place tie in International Parliamentary Debate, Bowling Green State University (COMM major Richard Hatcher, and PrePHARM major Mikaela Mason)

Appendix B Faculty, Advisory Board and Alumni Surveys

COMM APR - Faculty - Dashboard

VIEWED	STARTED	COMPLETED	COMPLETION RATE	DROP OUTS	TIME TO COMPLETE
8	6	6	100%	0	6 mins

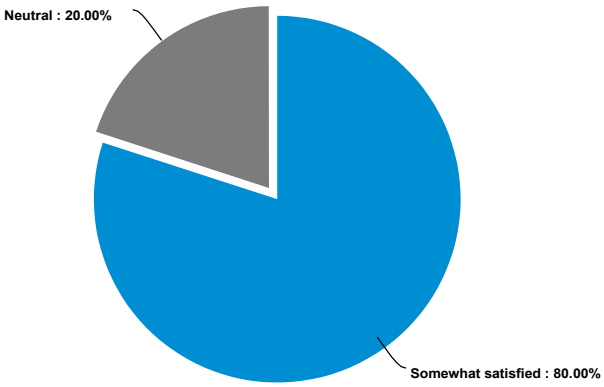
Countries	Responses
US	100.00%
Total	**100.00%**

+

-

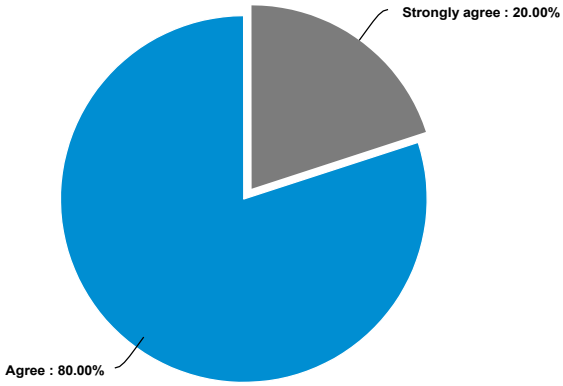
Response Distribution

Please indicate your level of satisfaction with the overall quality of the Ferris COMM program



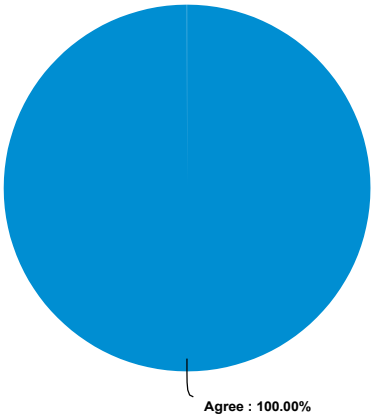
Answer	Count	Percent	20% 40% 60% 80% 100%
Very satisfied	0	0%	
Somewhat satisfied	4	80%	
Neutral	1	20%	
Somewhat dissatisfied	0	0%	
Very dissatisfied	0	0%	
Total	**5**	**100 %**	

Goals are consistent with the mission of the university



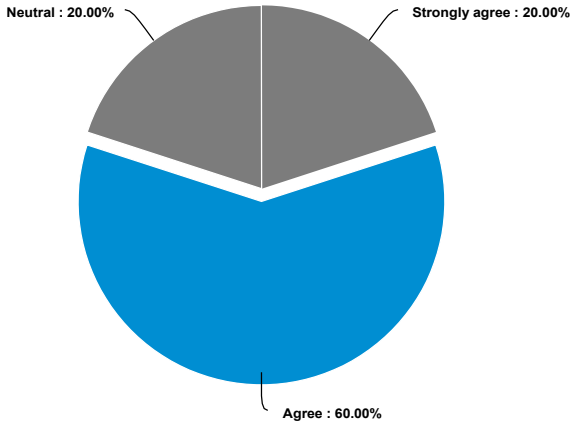
Answer	Count	Percent	20% 40% 60% 80% 100%
Strongly agree	1	20%	
Agree	4	80%	
Neutral	0	0%	
Disagree	0	0%	
Strongly disagree	0	0%	
Total	**5**	**100 %**	

Prepares students for careers in today's marketplace



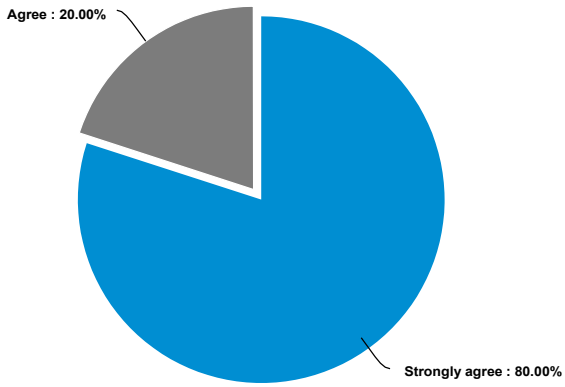
Answer	Count	Percent	20% 40% 60% 80% 100%
Strongly agree	0	0%	
Agree	5	100%	
Neutral	0	0%	
Disagree	0	0%	
Strongly disagree	0	0%	
Total	**5**	**100 %**	

Prepares students for graduate study



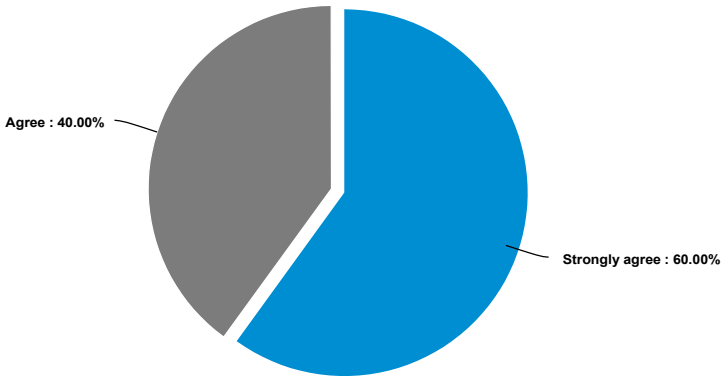
Answer	Count	Percent	20% 40% 60% 80% 100%
Strongly agree	1	20%	
Agree	3	60%	
Neutral	1	20%	
Disagree	0	0%	
Strongly disagree	0	0%	
Total	**5**	**100 %**	

Contributes to the general education of all university students by providing basic courses that build communication competency



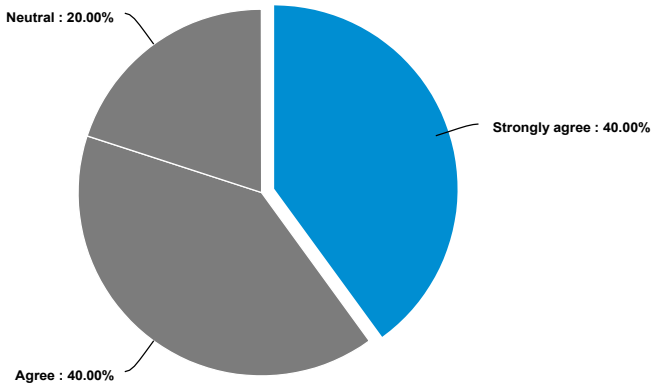
Answer	Count	Percent	20% 40% 60% 80% 100%
Strongly agree	4	80%	
Agree	1	20%	
Neutral	0	0%	
Disagree	0	0%	
Strongly disagree	0	0%	
Total	**5**	**100 %**	

Contributes to the development of an informed and effective citizenry



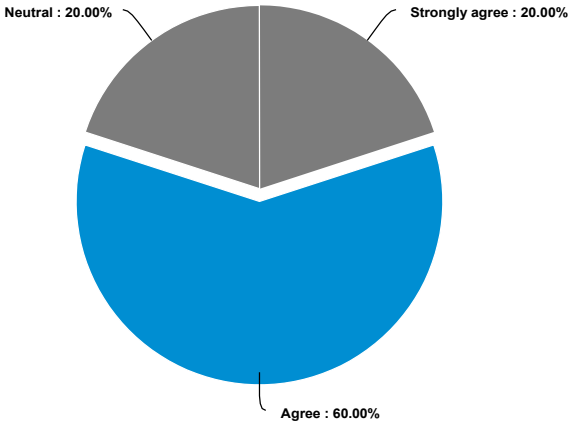
Answer	Count	Percent	20% 40% 60% 80% 100%
Strongly agree	3	60%	
Agree	2	40%	
Neutral	0	0%	
Disagree	0	0%	
Strongly disagree	0	0%	
Total	**5**	**100 %**	

Compares favorably with similar programs throughout the state



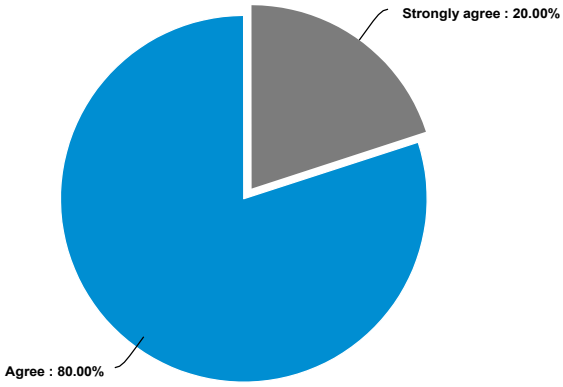
Answer	Count	Percent	20% 40% 60% 80% 100%
Strongly agree	2	40%	
Agree	2	40%	
Neutral	1	20%	
Disagree	0	0%	
Strongly disagree	0	0%	
Total	**5**	**100 %**	

Guided by an effective advisory board



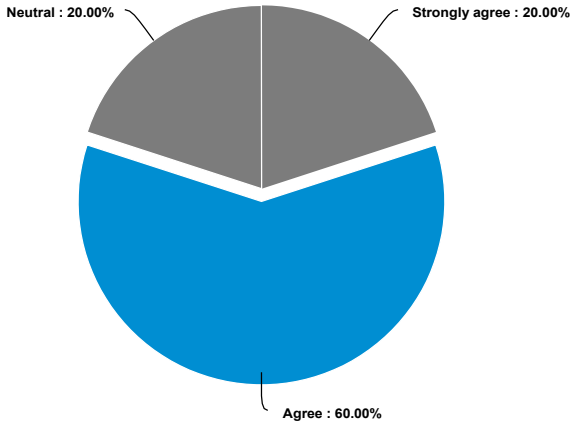
Answer	Count	Percent	20% 40% 60% 80% 100%
Strongly agree	1	20%	
Agree	3	60%	
Neutral	1	20%	
Disagree	0	0%	
Strongly disagree	0	0%	
Total	**5**	**100 %**	

Program content is reviewed and evaluated periodically



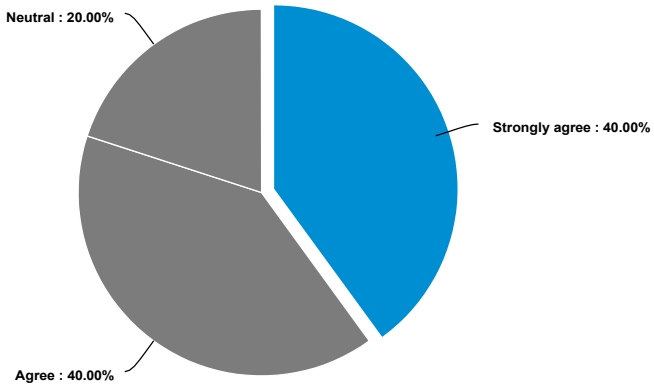
Answer	Count	Percent	20% 40% 60% 80% 100%
Strongly agree	1	20%	
Agree	4	80%	
Neutral	0	0%	
Disagree	0	0%	
Strongly disagree	0	0%	
Total	**5**	**100 %**	

Program content is responsive to the needs of employers



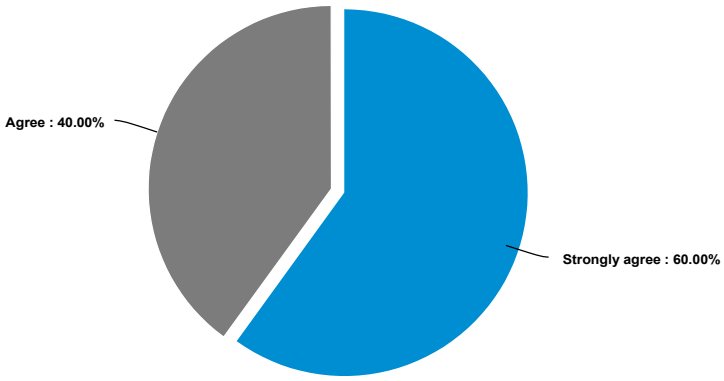
Answer	Count	Percent	20% 40% 60% 80% 100%
Strongly agree	1	20%	
Agree	3	60%	
Neutral	1	20%	
Disagree	0	0%	
Strongly disagree	0	0%	
Total	**5**	**100 %**	

Program content is responsive to the changes occurring within the broader discipline



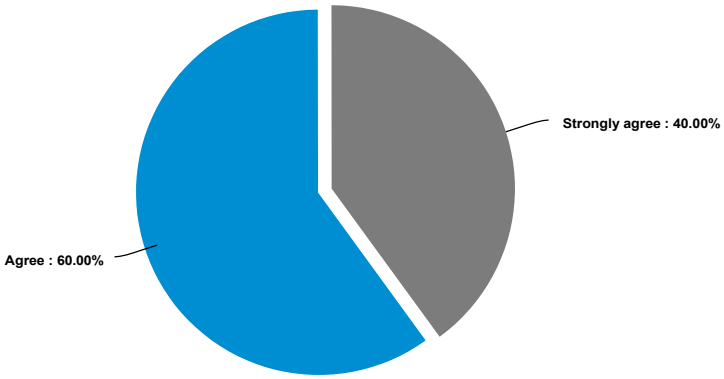
Answer	Count	Percent	20% 40% 60% 80% 100%
Strongly agree	2	40%	
Agree	2	40%	
Neutral	1	20%	
Disagree	0	0%	
Strongly disagree	0	0%	
Total	**5**	**100 %**	

Program content draws upon the humanistic and social scientific traditions



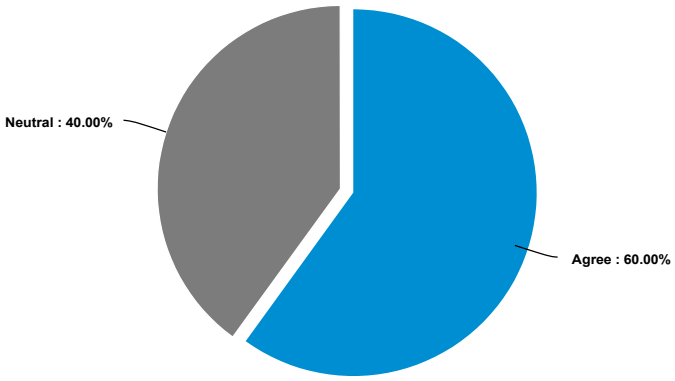
Answer	Count	Percent	20% 40% 60% 80% 100%
Strongly agree	3	60%	
Agree	2	40%	
Neutral	0	0%	
Disagree	0	0%	
Strongly disagree	0	0%	
Total	**5**	**100 %**	

Program faculty makes themselves accessible to students



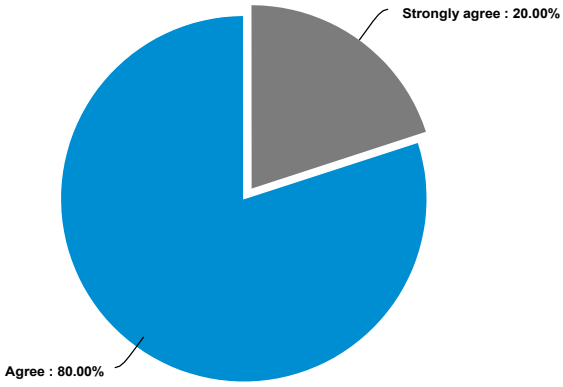
Answer	Count	Percent	20% 40% 60% 80% 100%
Strongly agree	2	40%	
Agree	3	60%	
Neutral	0	0%	
Disagree	0	0%	
Strongly disagree	0	0%	
Total	**5**	**100 %**	

Faculty advise students effectively



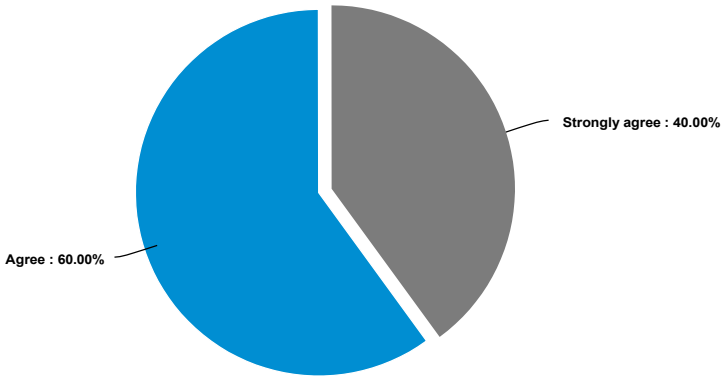
Answer	Count	Percent	20% 40% 60% 80% 100%
Strongly agree	0	0%	
Agree	3	60%	
Neutral	2	40%	
Disagree	0	0%	
Strongly disagree	0	0%	
Total	**5**	**100 %**	

Faculty are effective classroom instructors



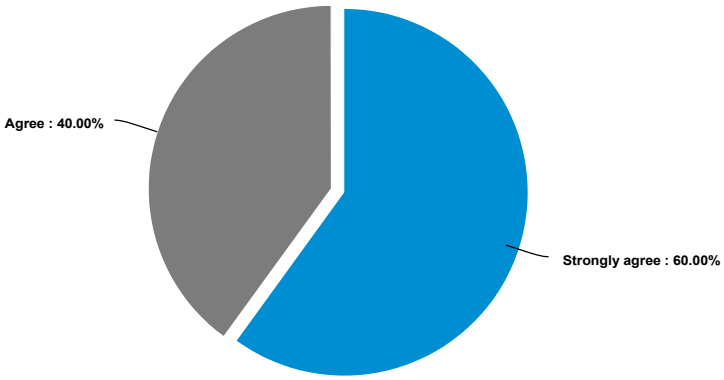
Answer	Count	Percent	20% 40% 60% 80% 100%
Strongly agree	1	20%	
Agree	4	80%	
Neutral	0	0%	
Disagree	0	0%	
Strongly disagree	0	0%	
Total	**5**	**100 %**	

Faculty engage in university service



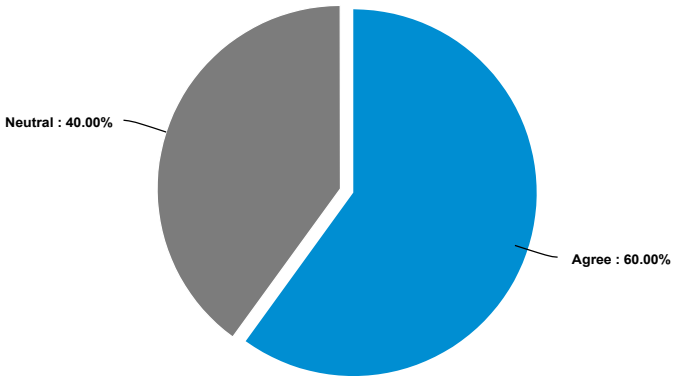
Answer	Count	Percent	20% 40% 60% 80% 100%
Strongly agree	2	40%	
Agree	3	60%	
Neutral	0	0%	
Disagree	0	0%	
Strongly disagree	0	0%	
Total	**5**	**100 %**	

Faculty participate in a variety of professional development activities



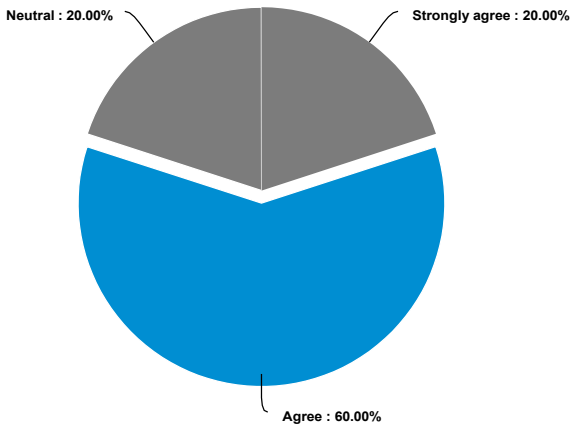
Answer	Count	Percent	20% 40% 60% 80% 100%
Strongly agree	3	60%	
Agree	2	40%	
Neutral	0	0%	
Disagree	0	0%	
Strongly disagree	0	0%	
Total	**5**	**100 %**	

Comm students demonstrate effective writing skills



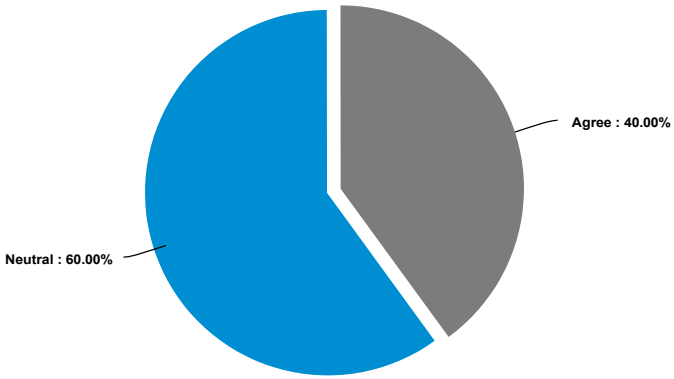
Answer	Count	Percent	20% 40% 60% 80% 100%
Strongly agree	0	0%	
Agree	3	60%	
Neutral	2	40%	
Disagree	0	0%	
Strongly disagree	0	0%	
Total	**5**	**100 %**	

Comm students demonstrate effective oral skills



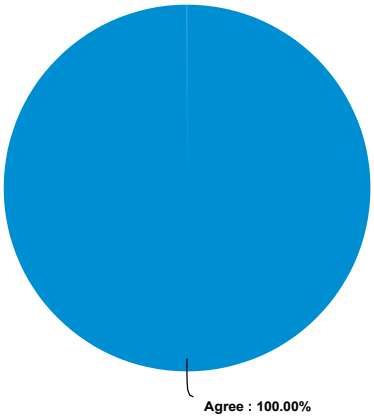
Answer	Count	Percent	20% 40% 60% 80% 100%
Strongly agree	1	20%	
Agree	3	60%	
Neutral	1	20%	
Disagree	0	0%	
Strongly disagree	0	0%	
Total	**5**	**100 %**	

Comm students are motivated to be successful in school



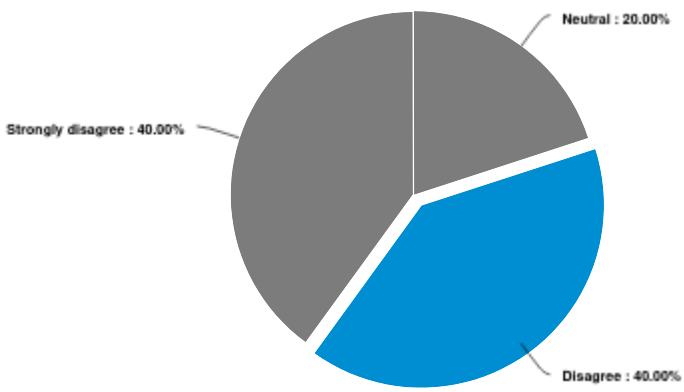
Answer	Count	Percent	20% 40% 60% 80% 100%
Strongly agree	0	0%	
Agree	2	40%	
Neutral	3	60%	
Disagree	0	0%	
Strongly disagree	0	0%	
Total	**5**	**100 %**	

Comm students compare favorably with students from other FSU



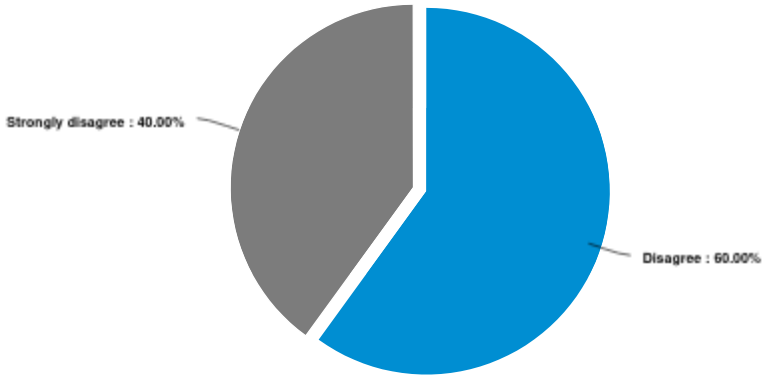
Answer	Count	Percent	20% 40% 60% 80% 100%
Strongly agree	0	0%	
Agree	5	100%	
Neutral	0	0%	
Disagree	0	0%	
Strongly disagree	0	0%	
Total	**5**	**100 %**	

Number of clerical and support staff is sufficient to meet program needs



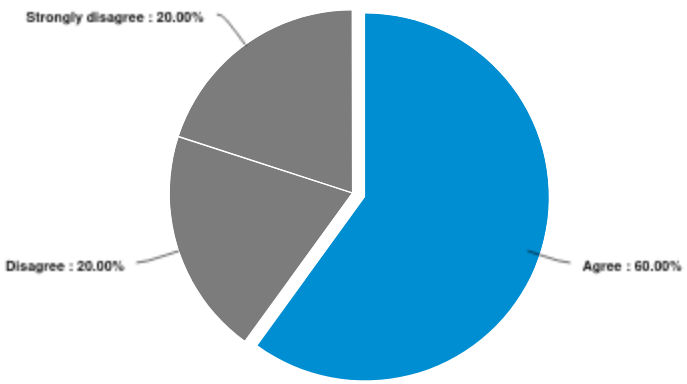
Answer	Count	Percent	20% 40% 60% 80% 100%
Strongly agree	0	0%	
Agree	0	0%	
Neutral	1	20%	
Disagree	2	40%	
Strongly disagree	2	40%	
Total	**5**	**100 %**	

Instructional facilities and equipment are sufficient to meet program needs



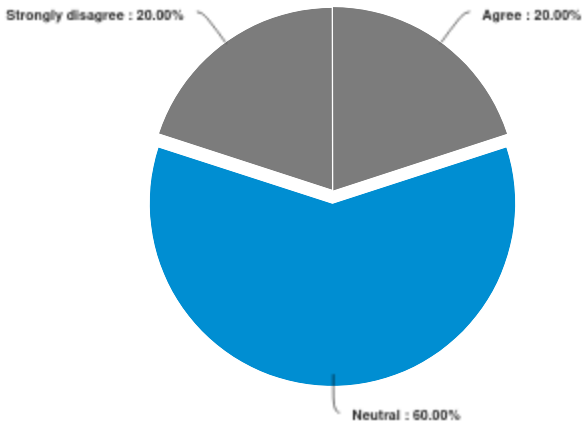
Answer	Count	Percent	20% 40% 60% 80% 100%
Strongly agree	0	0%	
Agree	0	0%	
Neutral	0	0%	
Disagree	3	60%	
Strongly disagree	2	40%	
Total	**5**	**100 %**	

Faculty offices are sufficient for completing needed tasks



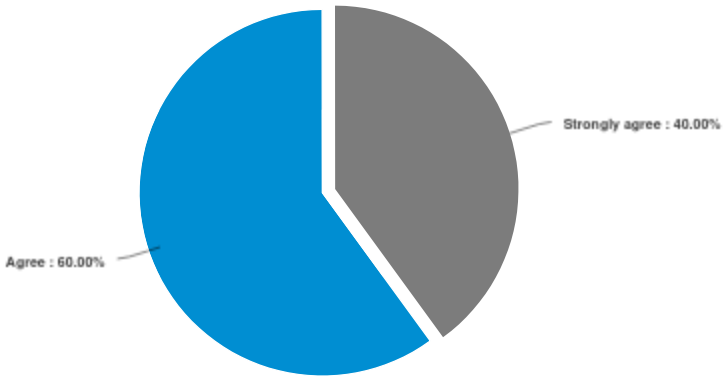
Answer	Count	Percent	20% 40% 60% 80% 100%
Strongly agree	0	0%	
Agree	3	60%	
Neutral	0	0%	
Disagree	1	20%	
Strongly disagree	1	20%	
Total	**5**	**100 %**	

Faculty offices are well located for meeting faculty and program needs



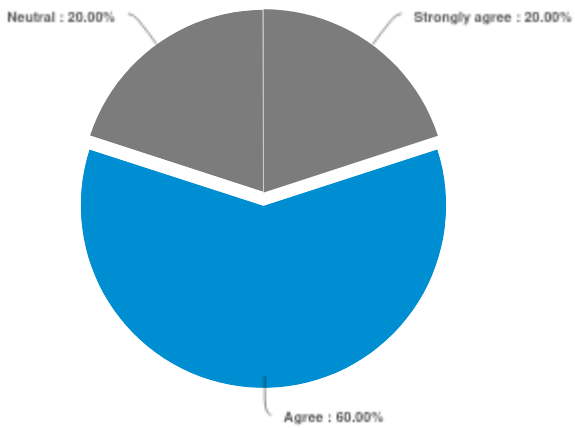
Answer	Count	Percent	20% 40% 60% 80% 100%
Strongly agree	0	0%	
Agree	1	20%	
Neutral	3	60%	
Disagree	0	0%	
Strongly disagree	1	20%	
Total	**5**	**100 %**	

Library and research resources are sufficient to meet program needs



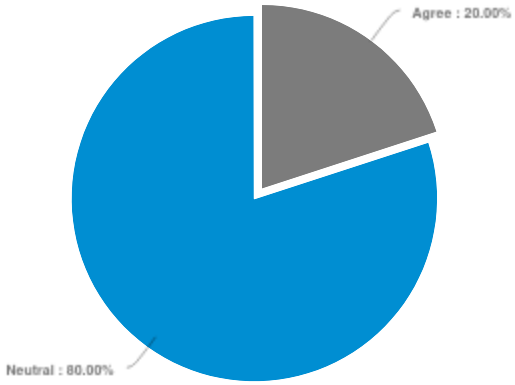
Answer	Count	Percent	20% 40% 60% 80% 100%
Strongly agree	2	40%	
Agree	3	60%	
Neutral	0	0%	
Disagree	0	0%	
Strongly disagree	0	0%	
Total	**5**	**100 %**	

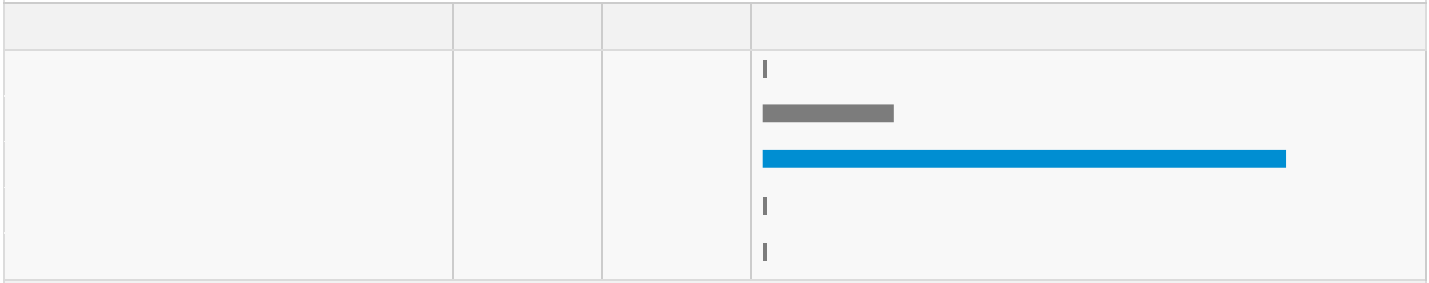
Faculty receives adequate technological assistance



Answer	Count	Percent	20% 40% 60% 80% 100%
Strongly agree	1	20%	
Agree	3	60%	
Neutral	1	20%	
Disagree	0	0%	
Strongly disagree	0	0%	
Total	**5**	**100 %**	

Administration supports the COMM program





If necessary, please elaborate on any answers:

If necessary, please elaborate on any answers:

05/09/2019	96420597	We need more tenure-line positions and much better computer/classroom equipment-we have been “making do” for far too long.
05/08/2019	96387740	Steps are being taken to improve course assessment and program assessment. Facilities have limited maintenance and have building related issues (water seeping through walls or water coming from plumbing in the building). Heat and Cooling systems no longer work properly. Johnson Hall was not handicap accessible during all of the SWAN building renovations.
05/01/2019	96251322	I see the communication faculty as persevering under not always optimum conditions. Students enter Ferris with low reading comprehension skill. Students don't like to read textbooks and wade through chapters of information. Of course not all students fall into this category but many do. The communication faculty attempts to motivate students to see the excitement of the discipline but sometimes it's to no avail The communication faculty are excited by the discipline and would like to have students become excited too. Our equipment in Johnson Hall is held together by duct tape. Even the TAC people are shocked by how antiquated our equipment is currently. I use Tegrity continuously and sometimes it works and sometimes it does not work. We do the best with what we have and somehow manage to train students for successful employment in the area. I am proud to be a member of the Ferris communication faculty. We are a dedicated group that, I truly believe, are moving forward. Though I will be leaving the faculty after fall, 2019, I have the belief that the area will continue to move forward and make progress. All of this is due to the tenacity and creativity of the communication faculty. Employers say, "I can teach new employees to do the job, but I can't teach them communication skills. Send me people with public and interpersonal communication competence." The Ferris communication faculty are doing just that without the latest technological equipment and at times without support from some of the surrounding environments.
04/09/2019	95777452	
04/09/2019	95762484	
03/22/2019	95360540	

Additional questions, comments, or concerns:

Additional questions, comments, or concerns:

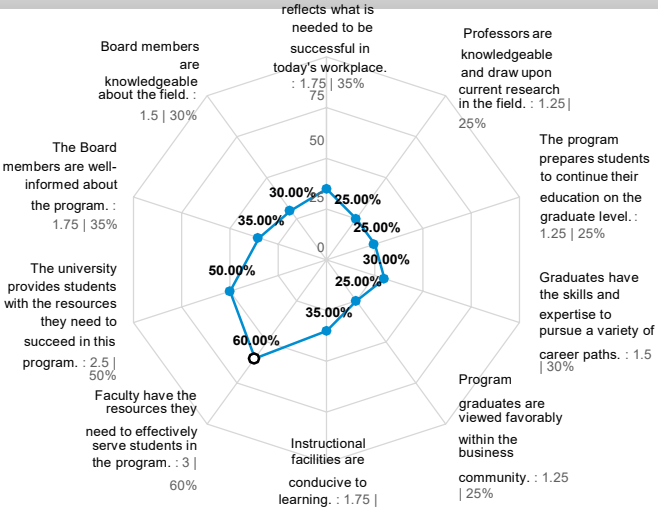
05/09/2019	96420597	
05/08/2019	96387740	
05/01/2019	96251322	
04/09/2019	95777452	
04/09/2019	95762484	
03/22/2019	95360540	

COMM APR - Advisory Board - Dashboard

VIEWED	STARTED	COMPLETED	COMPLETION RATE	DROP OUTS	TIME TO COMPLETE
32	7	7	100%	0	1 min

Countries	Responses
US	100.00%
Total	**100.00%**

Please select the answer that best represents your opinion regarding each of the following:

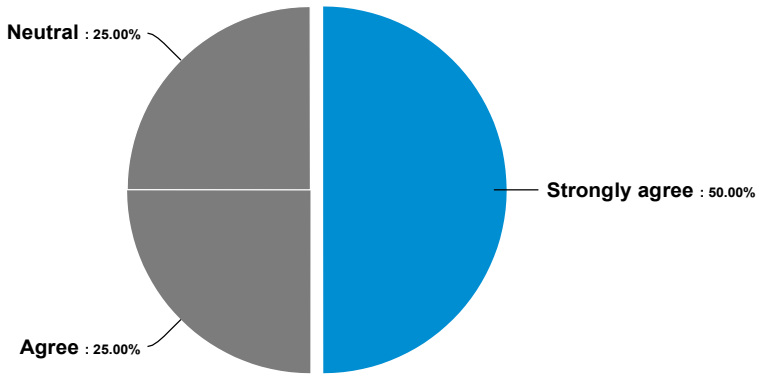


Powered by AI

Question	Count	Score	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Program content reflects what is needed to be successful in today's workplace.	4	1.75					
Professors are knowledgeable and draw upon current research in the field.	4	1.25					
The program prepares students to continue their education on the graduate level.	4	1.25					
Graduates have the skills and expertise to pursue a variety of career paths.	4	1.5					
Program graduates are viewed favorably within the business community.	4	1.25					
The employment prospects for communication graduates are positive.	3	1.67					
Instructional facilities are conducive to learning.	4	1.75					
Faculty have the resources they need to effectively serve students in the program.	3	3					

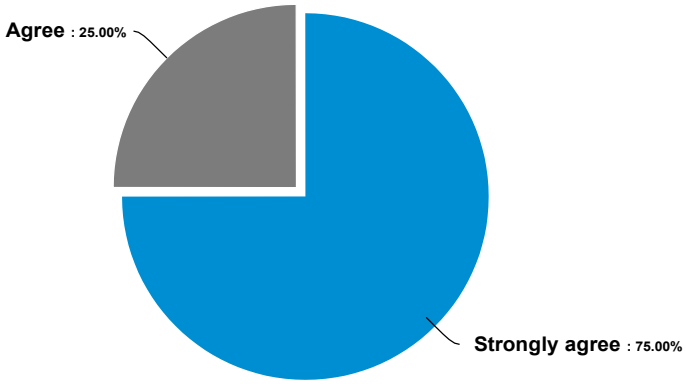
The university provides students with the resources they need to succeed in this program.	4	2.5	
Suggestions from the Advisory Board members are encouraged.	4	1.5	
The Board members are well-informed about the program.	4	1.75	
Board members are knowledgeable about the field.	4	1.5	
	Average	1.7	

Program content reflects what is needed to be successful in today's workplace.



Answer	Count	Percent	20% 40% 60% 80% 100%
Strongly agree	2	50%	
Agree	1	25%	
Neutral	1	25%	
Disagree	0	0%	
Strongly disagree	0	0%	
Total	4	100 %	

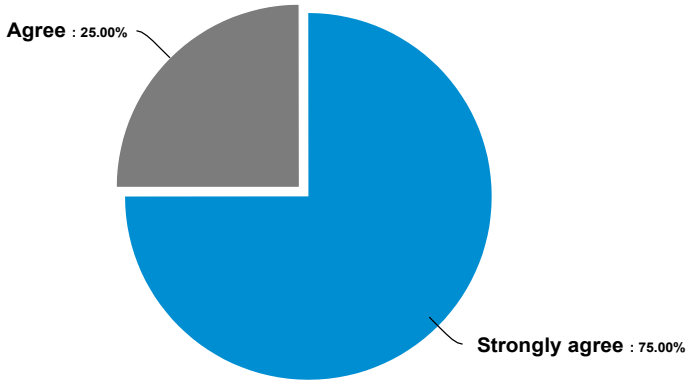
Professors are knowledgeable and draw upon current research in the field.



Answer	Count	Percent	20% 40% 60% 80% 100%
Strongly agree	3	75%	
Agree	1	25%	
Neutral	0	0%	
Disagree	0	0%	

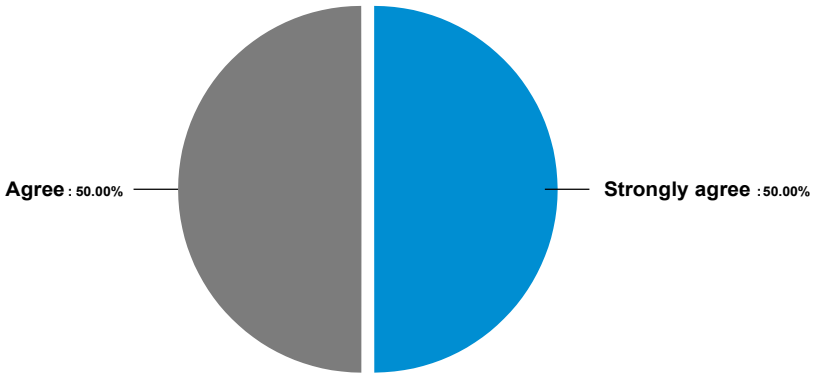
Strongly disagree	0	0%	
Total	**4**	**100 %**	

The program prepares students to continue their education on the graduate level.



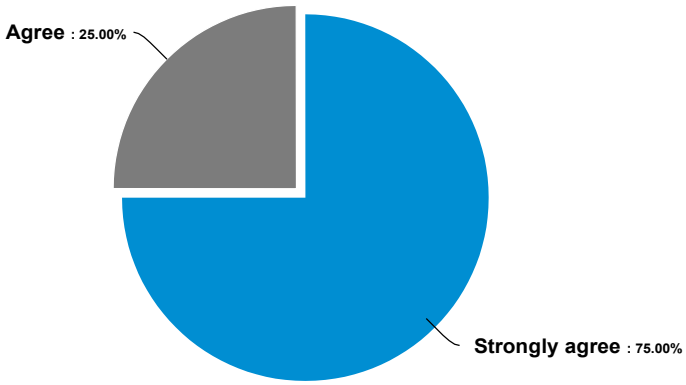
Answer	Count	Percent	20% 40% 60% 80% 100%
Strongly agree	3	75%	
Agree	1	25%	
Neutral	0	0%	
Disagree	0	0%	
Strongly disagree	0	0%	
Total	**4**	**100 %**	

Graduates have the skills and expertise to pursue a variety of career paths.



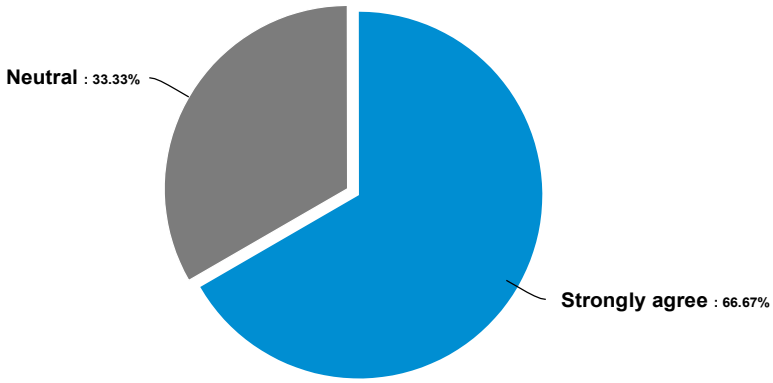
Answer	Count	Percent	20% 40% 60% 80% 100%
Strongly agree	2	50%	
Agree	2	50%	
Neutral	0	0%	
Disagree	0	0%	
Strongly disagree	0	0%	
Total	**4**	**100 %**	

Program graduates are viewed favorably within the business community.



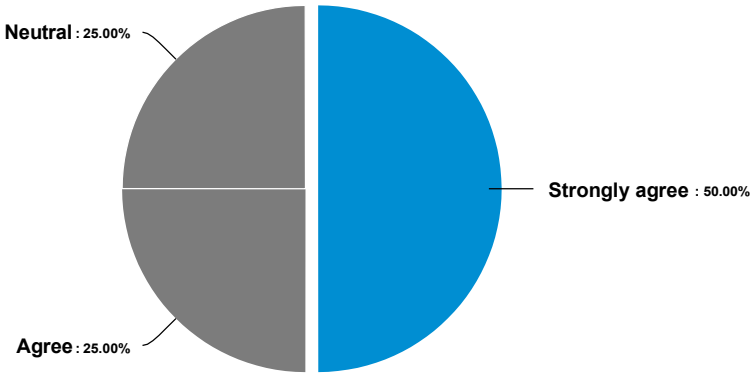
Answer	Count	Percent	20% 40% 60% 80% 100%
Strongly agree	3	75%	
Agree	1	25%	
Neutral	0	0%	
Disagree	0	0%	
Strongly disagree	0	0%	
Total	**4**	**100 %**	

The employment prospects for communication graduates are positive.



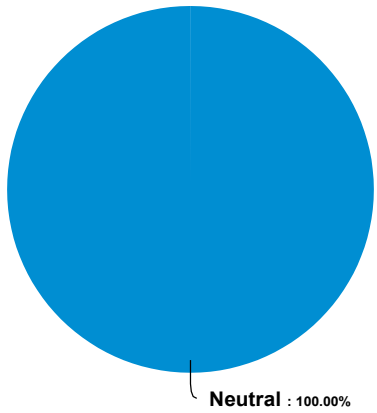
Answer	Count	Percent	20% 40% 60% 80% 100%
Strongly agree	2	66.67%	
Agree	0	0%	
Neutral	1	33.33%	
Disagree	0	0%	
Strongly disagree	0	0%	
Total	**3**	**100 %**	

Instructional facilities are conducive to learning.



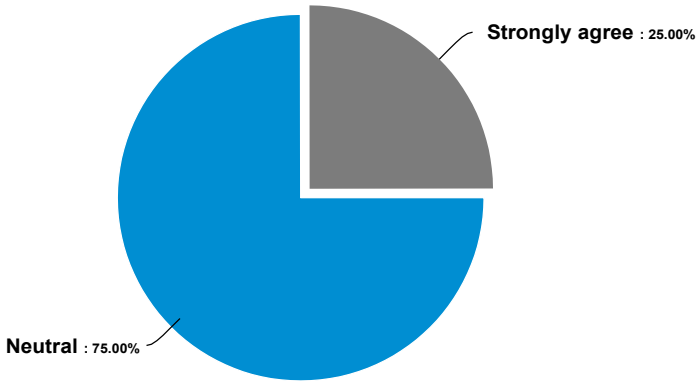
Answer	Count	Percent	20% 40% 60% 80% 100%
Strongly agree	2	50%	
Agree	1	25%	
Neutral	1	25%	
Disagree	0	0%	
Strongly disagree	0	0%	
Total	**4**	**100 %**	

Faculty have the resources they need to effectively serve students in the program.



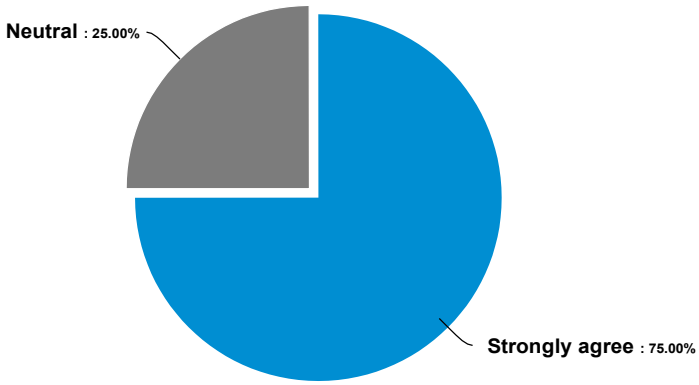
Answer	Count	Percent	20% 40% 60% 80% 100%
Strongly agree	0	0%	
Agree	0	0%	
Neutral	3	100%	
Disagree	0	0%	
Strongly disagree	0	0%	
Total	**3**	**100 %**	

The university provides students with the resources they need to succeed in this program.



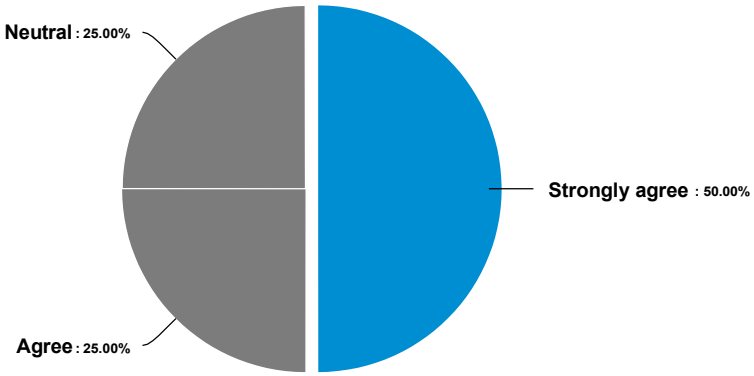
Answer	Count	Percent	20% 40% 60% 80% 100%
Strongly agree	1	25%	
Agree	0	0%	
Neutral	3	75%	
Disagree	0	0%	
Strongly disagree	0	0%	
Total	**4**	**100 %**	

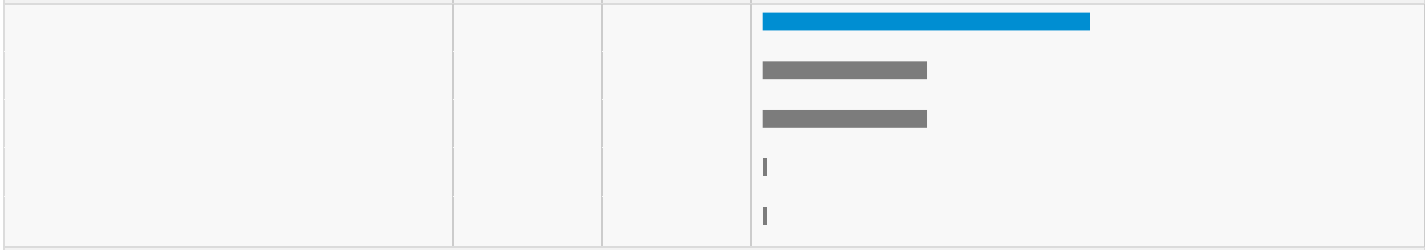
Suggestions from the Advisory Board members are encouraged.

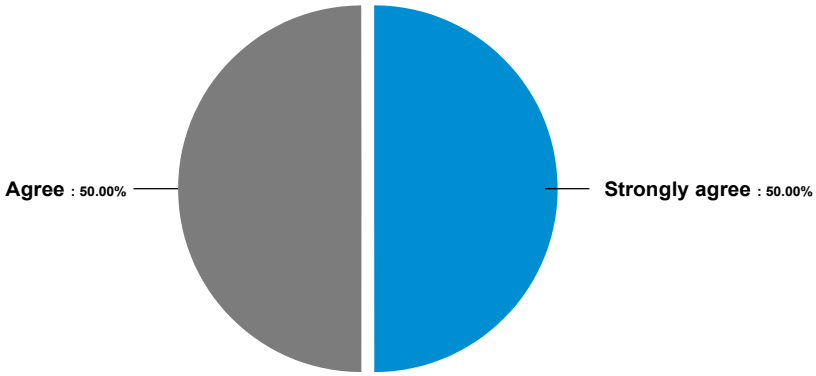


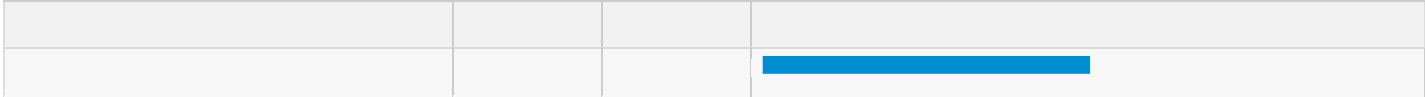
Answer	Count	Percent	20% 40% 60% 80% 100%
Strongly agree	3	75%	
Agree	0	0%	
Neutral	1	25%	
Disagree	0	0%	
Strongly disagree	0	0%	
Total	**4**	**100 %**	

The Board members are well-informed about the program.









Agree	2	50%	
Neutral	0	0%	
Disagree	0	0%	
Strongly disagree	0	0%	
Total	**4**	**100 %**	

If necessary, please elaborate on any answers:

If necessary, please elaborate on any answers:

04/15/2019	95887917	
04/12/2019	95848720	The conversations led to ideas that will be explored to widen opportunities for a more inclusive environment on and off campus.
04/10/2019	95798585	

		Neutral responses are only because I would have to ask faculty if they feel they are well supported with the resources for their tasks.

Additional questions, comments, or concerns:

Additional questions, comments, or concerns:

04/15/2019		

ALUMNI SURVEY

COMM APR - Alumni - Dashboard

VIEWED	STARTED	COMPLETED	COMPLETION RATE	DROP OUTS	TIME TO COMPLETE
17	5	5	100%	0	6 mins

Response Distribution

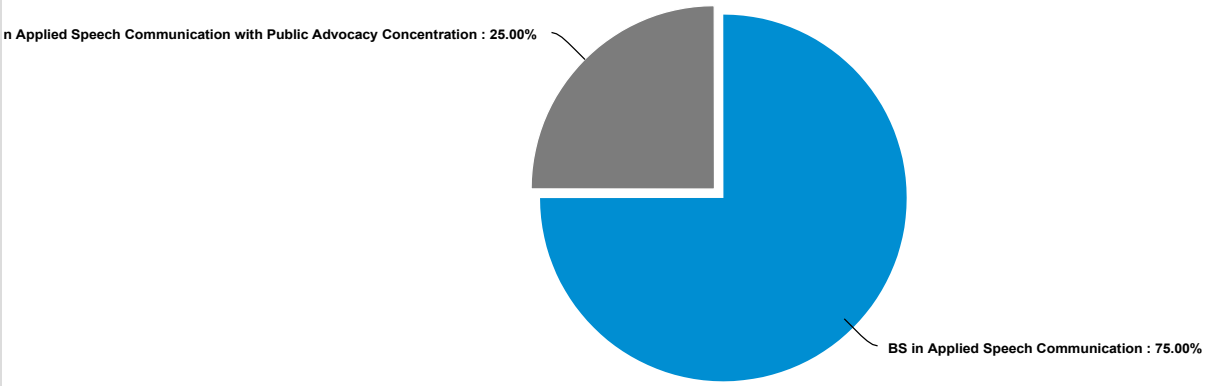
Countries	Responses
US	100.00%
Total	**100.00%**

What year and semester did you graduate? (e.g., Spring 2010, Winter 2011, etc.)

What year and semester did you graduate? (e.g., Spring 2010, Winter 2011, etc.)

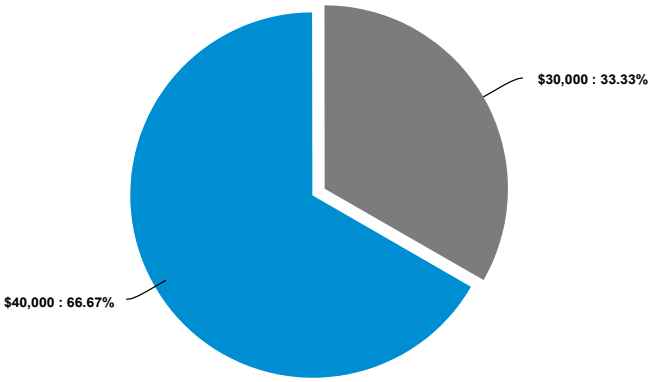
04/30/2019	96228803	Spring 2006
04/23/2019	96063926	
04/22/2019	96036423	Summer 2009
04/22/2019	96034673	Spring 2016
03/22/2019	95360516	

Which degree did you receive?



Answer	Count	Percent
AA in Applied Speech Communication	0	0%
BS in Applied Speech Communication	3	75%
BS in Applied Speech Communication with Public Advocacy Concentration	1	25%
BA in Communication	0	0%
BS in Sports Communication	0	0%
Total	**4**	**100 %**

Were you able to find a full-time position with your communication/sports communication degree within one year of receiving your degree?

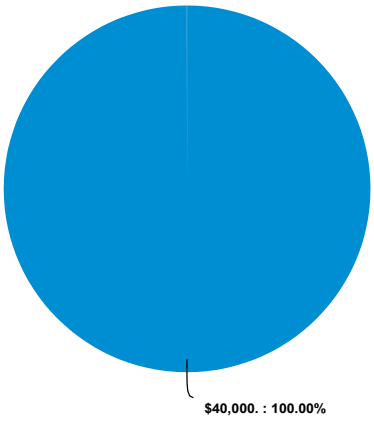


Answer	Count	Percent	20% 40% 60% 80% 100%
$25,000 or less.	0	0%	
$30,000	1	33.33%	
$40,000	2	66.67%	
No, But I was able to find a position in a related field: (Please specify)	0	0%	
Total	**3**	**100 %**	

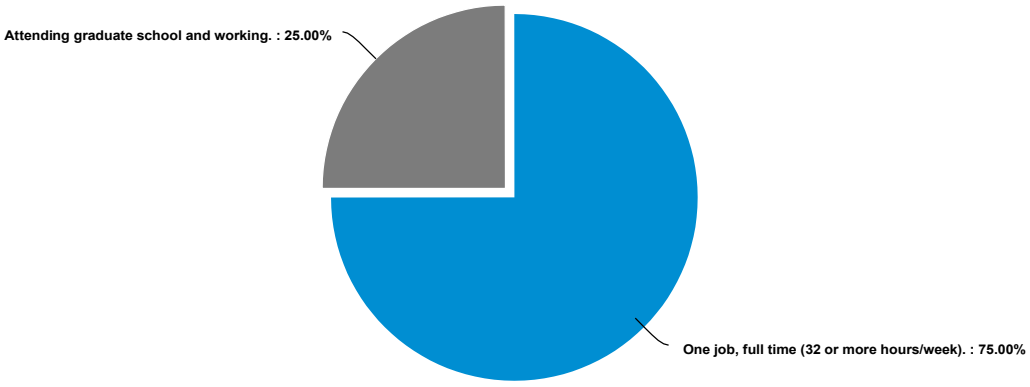
Were you able to find a full-time position with your communication/sports communication degree within one year of receiving your degree? - Text Data for No, But I was able to find a position in a related field: (Please specify)

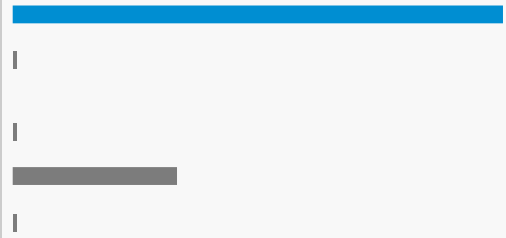
No Data To Display

If you have been employed in a communication field, what was your starting salary?



Answer	Count	Percent	20% 40% 60% 80% 100%
$14,999 or less.	0	0%	
$30,000.	0	0%	
$40,000.	3	100%	
$50,000.	0	0%	
$60,000.	0	0%	





Total	**4**	**100 %**

Currently, you are working: - Text Data for Other

No Data To Display

Who is your employer? (Please provide name and address or company/organization.)

Who is your employer? (Please provide name and address or company/organization.)

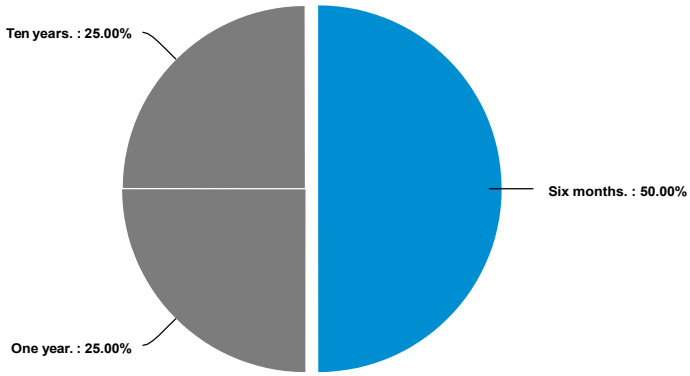
04/30/2019	96228803	Northeast Community College
04/23/2019	96063926	Defense Contract Audit Agency
04/22/2019	96036423	Bionix Development Corporation, Toledo, Ohio
04/22/2019	96034673	Ferris State University
03/22/2019	95360516	

If working, what job title would best describe the work you do?

If working, what job title would best describe the work you do?

04/30/2019	96228803	Residential Life and Housing Director
04/23/2019	96063926	Office Automation Assistant
04/22/2019	96036423	Accounting Manager. General accounting and budgeting, cash flow management, process improvement, team leader
04/22/2019	96034673	Recruiting/Admissions
03/22/2019	95360516	

How long have you held your current position?



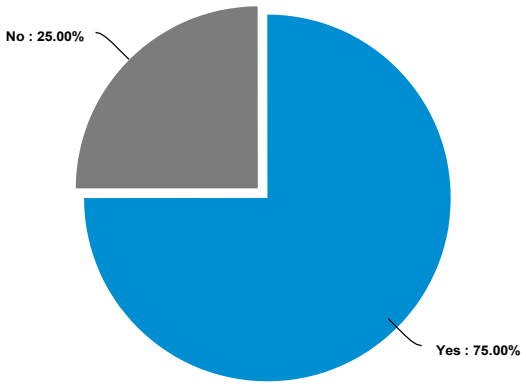
One year.	1	25%	
Five years.	0	0%	
Ten years.	1	25%	
Longer than ten years.	0	0%	
Total	**4**	**100 %**	

Where do you currently live and work? (City and state)

Where do you currently live and work? (City and state)

04/30/2019	96228803	Norfolk, Nebraska
04/23/2019	96063926	Live in Clarksville, TN. Work in Nashville, TN.
04/22/2019	96036423	Toledo, Ohio
04/22/2019	96034673	Live in Rockford MI
03/22/2019	95360516	

Have you attended, or do you plan to attend, graduate school?



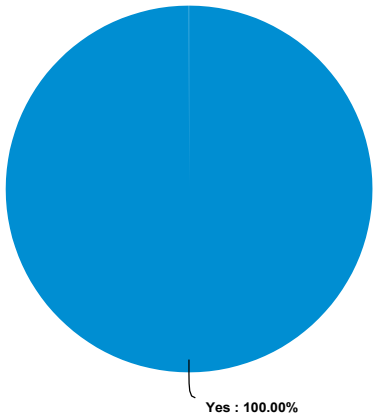
Answer	Count	Percent	20% 40% 60% 80% 100%
Yes	3	75%	
No	1	25%	
Total	**4**	**100 %**	

What graduate schools have you attended or considered attending?

What graduate schools have you attended or considered attending?

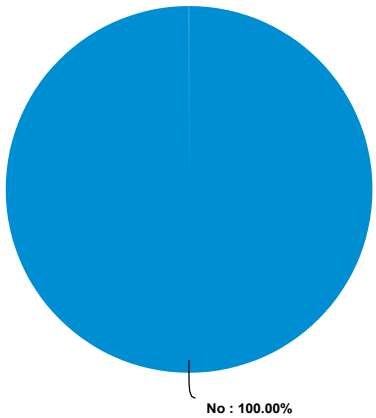
04/30/2019	96228803	University of South Dakota
04/23/2019	96063926	
04/22/2019	96036423	University of Toledo, Michigan State University
04/22/2019	96034673	University of West Alabama
03/22/2019	95360516	

Did you enter Ferris State University as a freshman?



Answer	Count	Percent	20% 40% 60% 80% 100%
Yes	4	100%	
No	0	0%	
Total	**4**	**100 %**	

Did you enter Ferris State University as a communication/sports communication major?



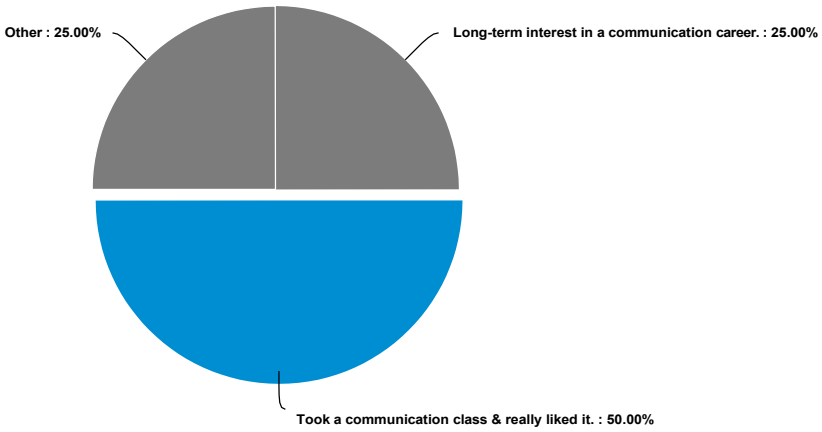
Answer	Count	Percent	20% 40% 60% 80% 100%
Yes	0	0%	
No	4	100%	
Total	**4**	**100 %**	

If you did not enter Ferris State University as a communication/sports communication major, what was your original major?

If you did not enter Ferris State University as a communication/sports communication major, what was your original major?

04/30/2019	96228803	Television Production
04/23/2019	96063926	Psychology
04/22/2019	96036423	Construction Management
04/22/2019	96034673	Recreation Leadership and Criminal Justice

Why did you become a communication/sports communication major? (Choose the one that best describes your reason.)

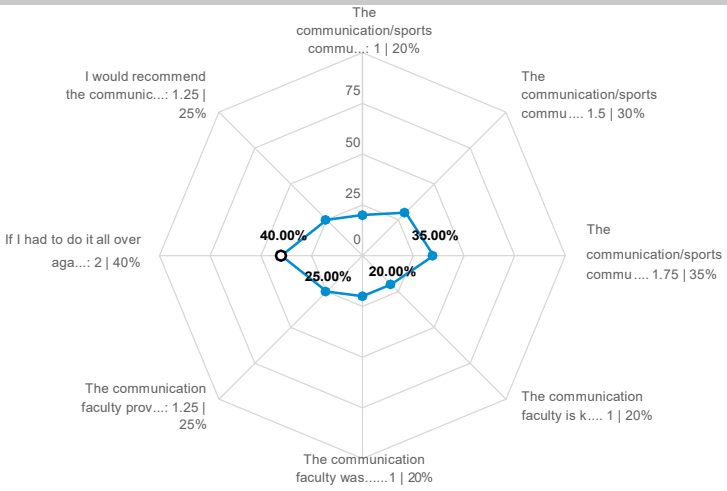


Answer	Count	Percent	20%	40%	60%	80%	100%
Long-term interest in a communication career.	1	25%					
Took a communication class & really liked it.	2	50%					
Was not doing well in my other major.	0	0%					
Other	1	25%					
Total	**4**	**100 %**					

Why did you become a communication/sports communication major? (Choose the one that best describes your reason.) - Text Data for Other

04/22/2019	96036423	It was a means to graduation on time

Please select the option that best reflects your level of agreement with each of the following statements.



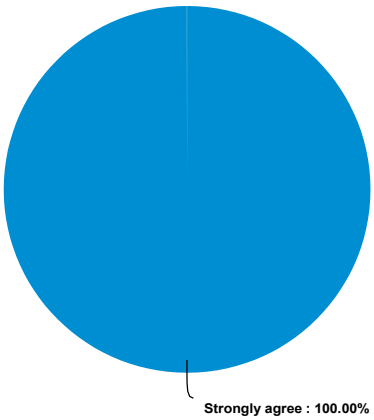
Powered by AI

Question	Count	Score	Strongly agree	Agree	Neutral	Disagree	Strongly disagree

QuestionPro

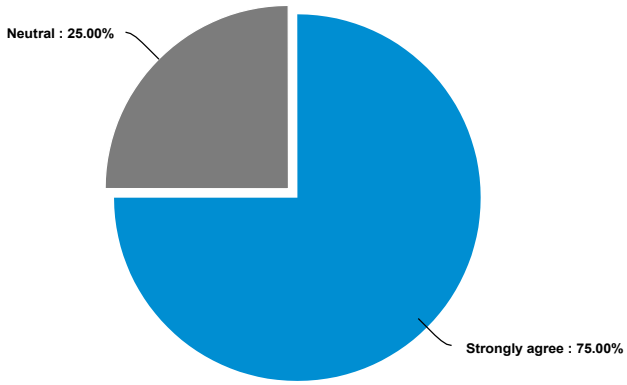
The communication/sports communication program has provided me with a sound foundation in the discipline.	4	1	
The communication/sports communication program has prepared me for future graduate work if I choose to pursue that option.	4	1.5	
The communication/sports communication program has prepared me to be successful in today's marketplace.	4	1.75	
The communication faculty is knowledgeable about the field.	4	1	
The communication faculty was available to help students when problems were encountered.	4	1	
The communication faculty provided adequate advising.	4	1.25	
If I had to do it all over again, I would still major in communication/sports communication.	4	2	
I would recommend the communication/sports communication program to others.	4	1.25	
	Average	**1.34**	

The communication/sports communication program has provided me with a sound foundation in the discipline.



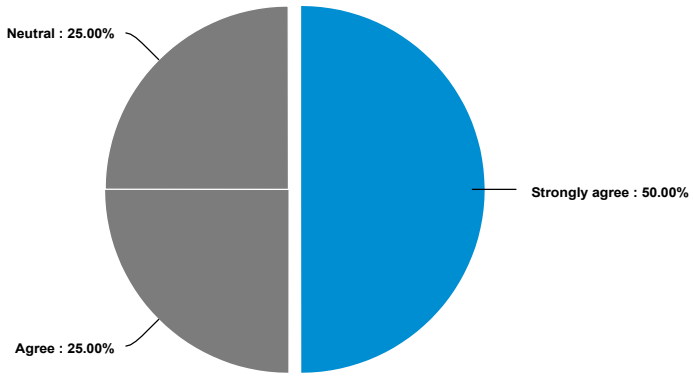
Answer	Count	Percent	20% 40% 60% 80% 100%
Strongly agree	4	100%	
Agree	0	0%	
Neutral	0	0%	
Disagree	0	0%	
Strongly disagree	0	0%	
Total	**4**	**100 %**	

The communication/sports communication program has prepared me for future graduate work if I choose to pursue that option.



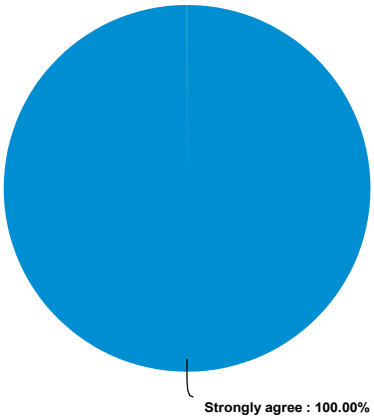
Answer	Count	Percent	20% 40% 60% 80% 100%
Strongly agree	3	75%	
Agree	0	0%	
Neutral	1	25%	
Disagree	0	0%	
Strongly disagree	0	0%	
Total	**4**	**100 %**	

The communication/sports communication program has prepared me to be successful in today's marketplace.



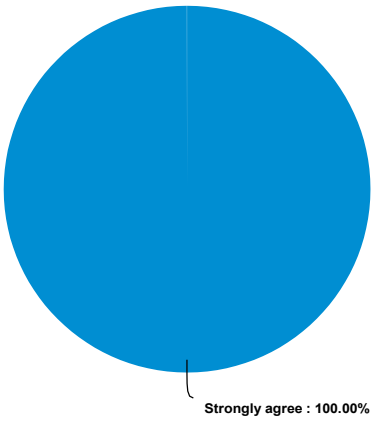
Answer	Count	Percent	20% 40% 60% 80% 100%
Strongly agree	2	50%	
Agree	1	25%	
Neutral	1	25%	
Disagree	0	0%	
Strongly disagree	0	0%	
Total	**4**	**100 %**	

The communication faculty is knowledgeable about the field.



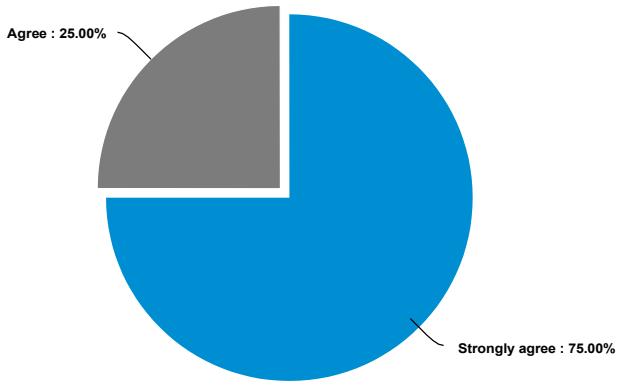
Answer	Count	Percent	20% 40% 60% 80% 100%
Strongly agree	4	100%	
Agree	0	0%	
Neutral	0	0%	
Disagree	0	0%	
Strongly disagree	0	0%	
Total	**4**	**100 %**	

The communication faculty was available to help students when problems were encountered.



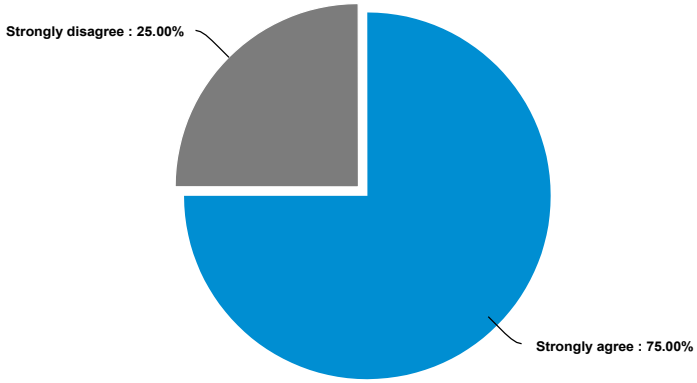
Answer	Count	Percent	20% 40% 60% 80% 100%
Strongly agree	4	100%	
Agree	0	0%	
Neutral	0	0%	
Disagree	0	0%	
Strongly disagree	0	0%	
Total	**4**	**100 %**	

The communication faculty provided adequate advising.



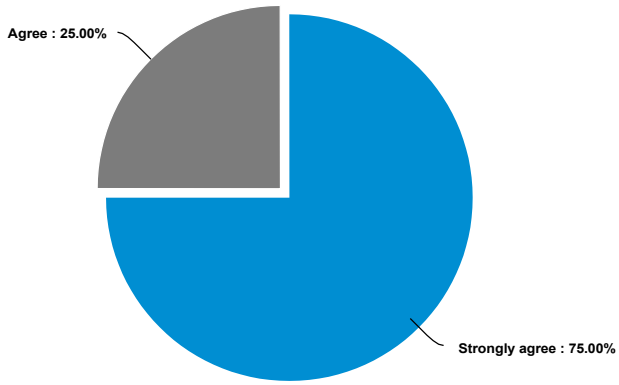
Answer	Count	Percent	20% 40% 60% 80% 100%
Strongly agree	3	75%	
Agree	1	25%	
Neutral	0	0%	
Disagree	0	0%	
Strongly disagree	0	0%	
Total	**4**	**100 %**	

If I had to do it all over again, I would still major in communication/sports communication.



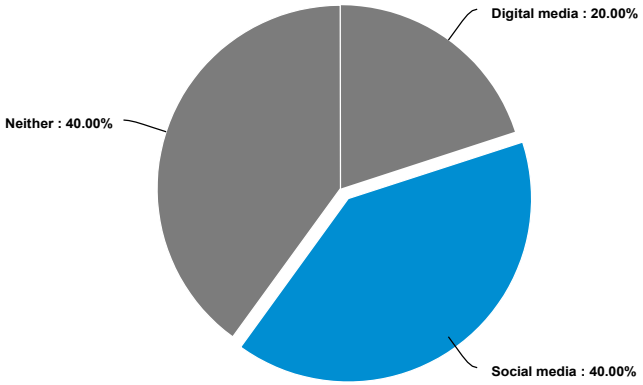
Answer	Count	Percent	20% 40% 60% 80% 100%
Strongly agree	3	75%	
Agree	0	0%	
Neutral	0	0%	
Disagree	0	0%	
Strongly disagree	1	25%	
Total	**4**	**100 %**	

I would recommend the communication/sports communication program to others.



Answer	Count	Percent	20% 40% 60% 80% 100%
Strongly agree	3	75%	
Agree	1	25%	
Neutral	0	0%	
Disagree	0	0%	
Strongly disagree	0	0%	
Total	**4**	**100 %**	

Do you use digital media and/or social media in your job? (Check all that apply)



Answer	Count	Percent	20% 40% 60% 80% 100%
Digital media	1	20%	
Social media	2	40%	
Neither	2	40%	
Total	**5**	**100 %**	

If you use digital or social media, in what way do you use them for your job?

If you use digital or social media, in what way do you use them for your job?

04/22/2019	96034673	

Please use this space to elaborate on any of the answers that you provided or to add any comments you want to make.

Please use this space to elaborate on any of the answers that you provided or to add any comments you want to make.

04/30/2019	96228803	
04/23/2019	96063926	
04/22/2019	96036423	Graduation into the recession I was not able to find work with my degree. Grad school was not on my radar at that time so I bounced around for a few years. in 2011 I landed a job doing accounts receivable for a furniture manufacturer and found a good fit for my skill set. I went to a local community college and received an associates degree in accounting which I have used to climb the corporate ladder. If I had it to do over, I would have been a Business Management or Accounting Major with a HR minor.
04/22/2019	96034673	As an Applied Speech major at FSU I was provided with the communication skills to present myself professionally in the work force. I felt more than prepared for interviews, emailing, and phone calls when seeking a position with companies. I currently present 2-3 times a week in my position and am repeatedly told by high school staff and students that I have great presentation skills, public speaking, and presence, in which I constantly refer to my degree as having prepared me so well! This major at FSU provides a skill set that all students graduating and entering the workforce need.
03/22/2019	95360516	

Appendix C Programmatic Course Productivity Raw Data (Compiled by Sandra Alspach)

Course	Term	Cap	Actual	Prod	Prod AVG
101	F13	30	27	0.90	
		30	19	0.63	
	F14	30	30	1.00	
	F15	30	32	1.07	
	F16	30	29	0.97	
	F17	28	26	0.93	
		30	19	0.63	
	F18	30	29	0.97	
	Sp19	30	17	0.57	
				7.66	0.85
251	Sp14	28	23	0.82	
	Sp15	28	28	1.00	
	F15	28	24	0.86	
	F16	28	27	0.96	
	F17	28	29	1.04	
	F18	28	26	0.93	
				5.61	0.93
299	F13	30	25	0.83	
	Sp14	30	20	0.67	
	F14	30	16	0.53	
	Sp15	30	16	0.53	
	F15	30	21	0.70	
	F16	30	26	0.87	
	F17	30	32	1.07	
	F18	30	28	0.93	
		30	15	0.50	
				6.63	0.74
300	F13	30	15	0.50	
	F14	30	26	0.87	
	Sp16	30	32	1.07	
	Sp17	30	26	0.87	
	Sp18	30	16	0.53	
	Sp19	30	22	0.73	
				4.57	0.76

301	F13	25	26	1.04	
	F14	26	26	1.00	
	F15	25	26	1.04	
	F16	25	25	1.00	
	Sp17	25	25	1.00	
	F17	26	26	1.00	
	Sp18	25	25	1.00	
	F18	25	24	0.96	
	Sp19	25	26	1.04	
				9.08	1.01
305	F15	25	22	0.88	
310	Sp14	28	20	0.71	
	Sp16	28	27	0.96	
	Sp18	28	28	1.00	
				2.68	0.89
315	F16	32	18	0.56	
320	Sp17	28	28	1.00	
	Sp19	28	28	1.00	
332	F13	25	25	1.00	
	Sp15	25	25	1.00	
	Sp16	25	26	1.04	
	Sp17	25	25	1.00	
	Sp18	25	25	1.00	
	Sp19	25	24	0.96	
				6.00	1
333	F13	30	13	0.43	
	F14	30	19	0.63	
	F15	30	9	0.30	
	F18	30	14	0.47	
				1.83	0.46
336	F13	30	25	0.83	
		28	20	0.71	
	Sp14	30	31	1.03	
		30	29	0.97	
		30	29	0.97	
		30	12	0.40	

F14	30	27	0.90
	25	17	0.68
	24	17	0.71
Sp15	30	31	1.03
	30	29	0.97
	24	14	0.58
	24	18	0.75
	30	17	0.57
F15	30	20	0.67
	30	23	0.77
	24	24	1.00
	25	20	0.80
	25	13	0.52
	24	23	0.96
Sp16	30	30	1.00
	24	22	0.92
	30	9	0.30
	24	18	0.75
	24	11	0.46
F16	30	24	0.80
	24	24	1.00
	25	19	0.76
	25	15	0.60
	24	15	0.63
Sp17	30	30	1.00
	30	28	0.93
	28	28	1.00
	30	6	0.20
	24	17	0.71
	24	7	0.29
F17	30	30	1.00
	30	27	0.90
	30	20	0.67
	30	17	0.57
	24	10	0.42
Sp18	30	30	1.00
	30	31	1.03
	30	14	0.47
	30	18	0.60
	30	6	0.20
	30	6	0.20
	24	6	0.25
F18	30	30	1.00

		30	22	0.73	
		30	17	0.57	
		30	14	0.47	
		24	9	0.38	
	Sp19	30	30	1.00	
		30	28	0.93	
		30	13	0.43	
		30	18	0.60	
		24	3	0.13	
				40.69	0.70
340	Sp14	35	23	0.66	
	Sp15	35	17	0.49	
	Sp17	35	11	0.31	
	Sp18	35	9	0.26	
				1.71	0.43
365	F13	32	23	0.72	
	Sp14	20	22	1.1	
	F14	32	18	0.5625	
	F15	32	32	1	
	Sp16	20	20	1	
	F16	32	32	1	
	Sp17	20	20	1	
		20	19	0.95	
	F17	32	31	0.96875	
	Sp18	32	33	1.03125	
		20	20	1	
	F18	20	21	1.05	
	Sp19	20	19	0.95	
				12.33	0.95
366	F13	35	19	0.542857	
	Sp14	35	26	0.742857	
	F14	20	20	1	
	Sp15	35	35	1	
	F15	20	19	0.95	
	Sp16	35	35	1	
	F16	20	19	0.95	
		20	19	0.95	
	Sp17	35	37	1.057143	
	F17	20	22	1.1	
	Sp18	35	37	1.057143	

	F18	20	20	1	
	Sp19	35	35	1	
				12.35	0.95
370	Sp14	25	18	0.72	
	F15	25	15	0.6	
	F17	20	20	1	
				2.32	0.77
380	F13	32	21	0.65625	
	F14	32	27	0.84375	
	F16	32	32	1	
	F17	32	13	0.40625	
	F18	32	15	0.46875	
				3.375	0.68
383	Sp14*	32	16	0.5	
	Sp15	32	26	0.8125	
	F15	32	18	0.5625	
	F16	32	23	0.71875	
	F17	32	18	0.5625	
	F18	32	28	0.875	
				4.03125	0.67
387	Sp15	20	20	1	
	Sp17	20	18	0.9	
	Sp19	20	14	0.7	
				2.6	0.87
389	Sp14	25	23	0.92	
	Sp15	25	25	1	
	Sp16	25	27	1.08	
	Sp17	25	15	0.6	
	Sp18	25	22	0.88	
	Sp19	25	26	1.04	
				5.52	0.92
421	F14	30	23	0.766667	
	F15	30	13	0.433333	
	F16	30	14	0.466667	
	F17	30	12	0.4	
	F18	30	8	0.266667	
				2.333333	0.47

460	Sp14	30	10	0.333333					
	Sp15	30	24	0.8					
	Sp16	30	16	0.533333					
	Sp17	30	22	0.733333					
	Sp18	30	9	0.3					
	Sp19	30	13	0.433333					
				3.133333	0.52				
489	Sp15	30	10	0.333333		20	10	0.5	
	Sp16	30	12	0.4		20	12	0.6	
	Sp17	30	13	0.433333		20	13	0.65	
	Sp18	30	12	0.4		20	12	0.6	
	Sp19	30	13	0.433333		20	13	0.65	
				2	0.4			3	0.75
499	Sp14	30	9	0.3		20	9	0.45	
	Sp15	30	12	0.4		20	12	0.6	
	Sp16	30	9	0.3		20	9	0.45	
	Sp17	30	13	0.433333		20	13	0.65	
	Sp18	30	9	0.3		20	9	0.45	
	Sp19	30	6	0.2		20	6	0.3	
				1.933333	0.32			2.9	0.48

Appendix D: Checksheets for Applied Speech Communication BS and Sports Communication BS
Student learning Outcomes for Programmatic Courses and Four Levels of Achievement Outcomes
Course Curriculum Offerings Map to 2021

College of Arts and Sciences Ferris State University

Applied Speech Communication - Bachelor of Science - 120 Credits

Prefix	###	Course Title (Prerequisites shown in parenthesis)	Crs
MAJOR CORE RE(UIREMENTS - 54 Credits Reauired			
COMM	101	Intro to Communication Stud v <No ne)	3
COMM	105	Interoersonal Communication (met in 2eneral education) <No ne)	3
COMM	121	Fundamentals of Public Speaking (None)	3
COMM	221	Small Group Decision Making (None)	3
COMM	299	Theories of Human Communication ((COMM 105 and 121) or (COMM 105 and 221) or (COMM 121 and 221) w/C or hi1U1er)	3
COMM	300	Research Methods in Comm. (COMM 299)	3
COMM	365	Intercultural Communication (COMM 105, 121, or 221, or COMH 121 w/C or hillher)	3
COMM	380	Organizational Communication (COMM 105, 121, or 221 w/C or hioher)	3
0OCOMM	460	Communication Rights/Responsibilities (COMM 105, 121, or 221, or COMH 121 w/C or hi1U1er)	3
COMM	493	Internship in Communication (total 6 er minimum to meet requirement) (COMM 299 and 300 w/C or higher, and instructor approval)	6-8
0OCOMM	499	Communication Senior Seminar (COMM 299 and 300)	3

0 - Class with Collaboration attribute
0 Class with Problem Solving attribute

ONE CONCENTRATION IS REQUIRED
(Requires Advisor approval)
SELECT ONE CONCENTRATION FROM LIST BELOW
MUST BE 18 CREDITS OR MORE

Required		Course Title (Prerequisites shown in parenthesis) I Crs	Gr
PUBLIC ADVOCACY CONCENTRATION - 18 Credits Required			
CHOOSE ONE	COMM251 COMM332	Argumentation and Debate (COMM 121 or instructor approval) Persuasive Thinking (COMM 121)	3
COMM	333	Theories of Persuasion (COMM 121)	3
COMM	340	Communicator as Public Advocate (COMM 105, 121, or 221 w/C or hi1U1er)	3
COMM	421	Leadership and Communication *(COMM* l 05 or 221 w/C or hi1U1er)	3
ELECTIVES: Select 2 courses from the following: COMM3 l5, COMM320, COMM366, COMM370, HIST259, HIST36 l, INTB410, INTB420, PHIL2l6, PHTL305, PHTL315, PHTL316, PLSC121, PLSC122, PLSC323, PREL342, PREL440, SOCY270, SOCY340 , SOCY341, SOCY345, SSCI425, MGMT492			
			3
			3
Notes:			
COMMUNTCATION SKILLS CONCENTRATION - 18 Credits Required			
COMM			
COMM			
COMM			
COMM	(30o+)		
COMM	(30o+)		
COMM	(30o+)		
Notes:			

MINOR **OR** APPLICATION TO THE WORKPLACE

A student must have either declared an Approved Academic Minor OR have 18 credits of an approved Application to the Workplace

Notes: Either choice must be a minimum of 18 Credits, maximum 6 credits can overlap major core, consult advisor for proper course selection.
Minor GPA requirement must be met OR when Application to the Workplace concentration is declared, the courses within the concentration ARE used to calculate the cumulative 2.0 GPA requirement

ELECTIVES to total 120 credits hours (40 credits at 300 or above)

ADMISSION REQUIREMENTS

New Students

- 2.5 high school GPA
- 17 ACT or 900-930 SAT
- Must demonstrate appropriate academic preparedness, maturity and seriousness ofpuipose.

APSC-

Applied Speech Communication - 120 Credits

College of Arts and

Transfer Students

- Must have at least 12 credits with a minimum 2.0 overall GPA including an English and Mathematics course.

UNIVERSITY GENERAL EDUCATION REQUIREMENTS			
Required		Course Title (Prerequisites shown in parenthesis)	Crs
TIER 1: FOUNDATION COMPETENCIES			
COMMUNICATION COMPETENCY -9 Credits Required (or their equivalent)			
COMM	105	Interpersonal Communication (None)	3
ENGL	150	English I (ENGL 074 or ACT English 14 or SAT ERW 450 orpre2016 SAT Writing 370 or TOEFL Internet Total Score 61 or MSUELT Comnosite 73 orIELTS Overall 5.5)	3
ENGL	250	English 2 (ENGL 150 w/C- or hil!her)	3
CHOOSE ONE	ENGL31 I ENGL321 ENGL323 ENGL325	Advanced Technical Writing (ENGL 250 or 211 w/C or higher) Advanced Composition (ENGL 250 or 211 w/C or higher) Proposal Writing (ENGL 250 or 211 w/C or higher) Advanced Business Writinit rnNGL 250 or 211 w/C or hil!her)	3

QUANTITATIVE LITERACY COMPETENCY - 3 Credits Required			
CHOOSE ONE	MATH 115	Intermediate Algebra (or higher) (MATH 109 or I JO w/C- or higher, or MATH ACT 19 or SAT 500)	3
	MATH 117	Contemporary Mathematics (or higher) (MATH I 09 or 110 w/C- or higher, or MATH ACT 19 or SAT 500)	
		This requirement is waived if ACT Math subscore is> 24.(SAT SCORE??)	

TIER 2: DISTRJBUTION COMPETENCIES
NATURAL SCIENCES COMPETENCY - minimum 6 Credits Required; at least one must be a class with a lab

		Lab class	

CULTURE COMPETENCY - 9 Credits Required *; Courses in this category must come from two different disciplines			
		(200+)	

SELF AND SOCIETY COMPETENCY - 9 Credits Reauired *; Courses in this cateirorv must come from two different disciplines			
		Foundation	
CHOOSE ONE	COMM365 COMM366	Intercultural Communication (COMM 105, 121, or 221, or COMII 121 w/C or higher) Tech and Prof Presentation (COMM I 05, 121 or 221 or COMH 121 w/C or higher) (200+)	3

TIER 3: APPLICATION COMPETENCIES

COLLABORATION COMPETENCY - 2 courses Required ••

These courses are met in the major. Look in the major/core for course prefix marked with0

PROBLEM SOLVING COMPETENCY - 2 courses Required **

These courses are met in the major. Look in the major/core for course prefix marked with0

- General Education Requirements - !"Diversity (both Global and U.S. Diversity)"and "Self and Society Foundation" requirements must be met either through Culture or Self and Society or other courses must have a 200 level course in both Culture and Self and Society Courses. The Self and Society Foundation course can be your 20o+ course.

** Some courses include both Collaboration and Problem Solving attributes

Freshman Seminar Requirement, FSUS 100, or is satisfied by:

Prefix ###		Course Title (Prerequisites shown in parenthesis)	Crs
MAJOR CORE RE(UIREMENTS - 54 Credits Reauired			
COMM	101	Intro to Communication Studv <None)	3
COMM	105	Intemersonal Communication (met in general education) (None)	3
COMM	121	Fundamentals of Public Speaking (None)	3
COMM	221	Small Group Decision Making (None)	3
COMM	299	Theories of Human Communication ((COMM 105 and 121) or (COMM 105 and 221) or (COMM 121 and 221) w/C or hiimer)	3
COMM	300	Research Methods in Comm. (COMM 299)	3
COMM	365	Intercultural Communication (COMM I05, 121, or 221, or COWi 121 w/C or higher)	3
COMM	380	Organizational Communication (COMM 105, 121, or 221 w/C or hiRher)	3
00COMM	460	Communication Rights/Responsibilities (COMM 105, 121, or 221, or COMH 121 w/C or higher)	3
COMM	493	Internship in Communication (total 6 er minimum to meet requirement) (COMM 299 and 300 w/C or higher, and instructor approval)	6-8
OMM	499	Communication Senior Seminar (COMM 299 and 300)	3

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College of Arts and Sciences Ferris State University

Applied Speech Communication - Bachelor of Science - 120 Credits

0 - Class with Collaboration attribute
0 Class with Problem Solving attribute

ONE CONCENTRATION IS REQUJRED
(Requires Advisor approval)
SELECT ONE CONCENTRATION FROM LIST BELOW
MUST BE 18 CREDITS OR MORE

Required		Course Title (Prerequisites shown in parenthesis) I Crs	Gr
PUBLIC ADVOCACY CONCENTRATION - 18 Credits Required			
CHOOSE ONE	COMM251 COMM332	Argumentation and Debate (COMM 121 or instructor approval) Persuasive Thinking (COMM 12 I)	3
COMM	333	Theories of Persuasion (COMM 121)	3
COMM	340	Communicator as Public Advocate (COMM 105, 121, or 221 w/C or higher)	3
COMM	421	Leadership and Communication (COMM 105 or 221 w/C or higher)	3
ELECTIVES: Select2 courses from the following: COMM315, COMM320, COMM366, COMM370, H1ST259, IDST361, INTB410, INTB420, PHIL216, PHIL305, PHIL315, PHIL316, PLSC121, PLSC122, PLSC323, PREL342, PREL440, SOCY270, SOCY340, SOCY341, SOCY345, SSCI425, MGMT492			
			3
			3
Notes:			
COMMUNICATION SKILLS CONCENTRATION - 18 Credits Required			
COMM			
COMM			
COMM			
COMM	(300t)		
COMM	(300t)		
COMM	(300t)		
Notes:			

MINOR **OR** APPLICATION TO THE WORKPLACE A stu must have either declared an Approved Academic Minor OR have 18 credits of an approved Application to the Workplace Notes: Either choice must be a minimum of 18 Credits, maximum 6 credits can overlap major core, consult advisor for proper co urse selection. Minor GPA requirement must be met OR when Application to the Workplace concentration is declared, the courses within the concentration ARE used to calculate the cumulative 2.0 GPA requirement			

ELECTIVES to total 120 credits hours *(40* credits at 300 or above)			

College of Arts and Sciences Ferris State University

Applied Speech Communication - Bachelor of Science - 120 Credits

ADDITIONAL GRADUATION REQUIREMENTS

Students must

- maintain a 2.00 cumulative FSU GPA
- have 40 credits at the 300/400 level
- have 30 credits of Ferris classes (FSU Residency requirement)
- have a minimum 120 total credits to earn a bachelor degree
- mUBt have a 2.0 GPA In the Application to the Workplace Coursework
- earn a grade of"C" or higher for all COMM & ENGL courses

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FERRIS STATE UNIVERSITY

ADMISSION REQUIREMENTS

New Students

- ACT 17 or SAT 900
- High School GPA of 2.5 (on a 4.0scale)

SPTC-

Sports Communication (SPTC) - 120 Credits

College of Arts and

Transfer Students

UNIVERSITY GENERAL EDUCATION REQUIREMENTS		
Courses in this section are required to satisfy the university general education requirements for a BS degree.		
Required	Course Title (Prerequisites shown in parenthesis)	Crs
TIER 1: FOUNDATION COMPETENCIES		

COMMUNICATION COMPETENCY - 9 Credits Required (or their equivalent)			
COMM		*This requirement is met in the program major.*	3
ENGL	150	English I (SAT 370 OR ACT 14 OR ENGL 074 with C- or higher)	3
ENGL	250	English 2 (C- in ENGL 150)	3
CHOOSE ONE	ENGL 31 I ENGL321 ENGL323 ENGL 325	Advanced Technical Writing Advanced Composition Proposal Writing Advanced Business Writing	3

- 12 credits, including an English and a mathematics course
- Overall GPA of 2.0 (on a 4.0 scale)

QUANTITATIVE LITERACY COMPETENCY - 3 Credits Required

MATH ELEC 3

TIER 2: DISTRIBUTION COMPETENCIES

NATURAL SCIENCES COMPETENCY - minimum 6 Credits Required; at least one must be a class with a lab			
ELEC			
ELEC		Lab class	

CULTURE COMPETENCY - 9 Credits Required*; Courses in this category must come from two different disciplines			
ELEC			
ELEC			
ELEC		(200+)	

SELF AND SOCIETY COMPETENCY - 9 Credits Required*; Courses in this category must come from two different disciplines			
ELEC			
ELEC		Foundation	
COMM	366	Diversity and Communication	3

TIER3: APPLICATION COMPETENCIES

COLLABORATION COMPETENCY-2 courses Required**

Courses met in major. Look in Major/Core section for course prefix marked with 0

PROBLEM SOLVING COMPETENCY - 2 courses Required **

Courses met in major. Look in Major/Core section for course prefix marked with 0

*General Education Requirements - !"Diversity (both Global and U.S. Diversity)"and "Self and Society Foundation" requirements must be met either through Culture or Self and Society or other courses must have a 200 level course in both Culture and Self and Society Courses. The Self and Society Foundation course can be your 200+ course.

**Some courses include both Collaboration and Problem Solving attributes

Freshman Seminar Requirement, FSUS 100, or is satisfied by:

College of Arts and Sciences

Sports Communication - Bachelor of Science - 120 Credits

Ferris State University

Prefix ###		Course Title (Prerequisites shown in parenthesis)	Crs
MAJOR REQUIREMENTS - 39 Credits Required			
COMM	101	Intro to Communication Study	3
CHOOSE ONE	COMM 105 COMM221 MGMT 302	Interpersonal Communication Small Group Decision Making Team Dynamics - Org Behavior (sophomore standing)	3
COMM	121	Fundamentals of Public Speaking (mav substitute COMH 121)	3
COMM	299	Theories of Human Communication (COMM 121 or COMH 121 and COMM 105 or COMM 221 w/ C or higher)	3
COMM	300	Research Methods (COMM 299 w/ C or higher)	3
CHOOSE ONE	COMM301 COMM 336	Interviewing (COMM I 05 or COMM 121 or COMH 121 w/ C or higher) Tech and Prof Presentation (COMM 121 or COMH 121 w/ C or higher)	3
CHOOSE ONE	COMM 383 TDMP 110 JRNL 251	Mass and Social Media Comm (COMM 105 or 121 or COMH 121 or COMM 221 w/ C or higher) Intro to Video Productions Understanding Mass Media	3
COMM	366	Diversitv and Communication (COMM 105 or 121 or 221 or COMH 121 w/ C or higher)	3
CHOOSE ONE	COMM 380 RMLS 250 MGMT30I	Organizational Communication (COMM 105 or 121 or 221 or COMH 121 w/ C or higher) Intro to Sports Management (department permit) Applied Management	3
0OCOMM	389	Sports Communication (COMM 105 or 121 or 221 or COMH 121 and ENGL 211 or ENGL 250, all with C or higher)	3
COMM	493	Practicum in Communication (instructor permit} (total 6 credits minimum}	1-8
0OCOMM	489	Seminar in Sports Communication (COMM 300 and COMM 389 w/ C or higher}	3
CONTENT SPECIALTY - 18 Credits Required; student must obtain advisor approval. Choose one of the following: Multimedia Journalism Minor, Integrated Marketing Techniques Minor, Event Management Minor, OR Application to the Workplace Equivalent, OR Management and Leadership Concentration below			
COMM	421	Leadership in Communication (COMM 105 or 121 or 221 or COMH 121, w/ C or higher)	3
COMM	460	Comm Riflhts/Responsibilities (COMM 105 or 121 or 221 or COMH 121 w/ C or higher)	3
MGMT	305	Managerial Leadership	3
MGMT	350	Mllllllt Metrics & Decision Making	3
RMIN	200	Foundations Risk Management & Insurance	3
CHOOSE ONE	MGMT373 MGMT375 EDPE426 EDPE436	Human Resource Mgmt (Sophomore Standing or higher) Negotiations (Junior standing or higher) Issues in Physical Edu-Sport (SOCY 121 or instructor permission) Exercise Psvch in Ph Ed-Sport (PSYC 150 and EDPE 220)	3
ACADEMIC MINOR- 18 Credits Required; Student may choose between any minor in the University OR the Application to the Workplace Equivalent.			

0 - Class with Collaboration attribute

0 Class with Problem Solving attribute

ADDITIONAL GRADUATION REQUIREMENTS

Students must

- maintain a 2.00 cumulative FSU GPA
- have 40 credits at the 300/400 level
- have 30 credits of Fems classes (FSU Residency requirement)
- have a minimum 120 total credits to earn a bachelor degree
- have a C or better in all COMM and ENGL courses

College of Arts and Sciences

Sports Communication - Bachelor of Science - 120 Credits

Ferris State University

Prefix ###		Course Title (Prerequisites shown in parenthesis)	Crs
MAJOR REQUIREMENTS - 39 Credits Required			
COMM	101	Intro to Communication Study	3
CHOOSE ONE	COMM 105 COMM221 MGMT 302	Interpersonal Communication Small Group Decision Making Team Dvnamics - Org Behavior (sophomore standing)	3
COMM	121	Fundamentals of Public Speaking (may substitute COMH 121)	3
COMM	299	Theories of Human Communication (COlv!Nl 121 or COMH 121 and COlvhvl 105 or COMM 221 w' C or higher)	3
COMM	300	Research Methods (COMM 299 w / C or higher)	3
CHOOSE ONE	COMM 301 COMM 336	Interviewing (COlvlNI 105 or COMM 121 or COMH 121 w/ C or **higher)** Tech and Prof Presentation tCOMM 121 or COMH 121 w/ C or higher)	3
CHOOSE ONE	COMM383 TDMP 110 JRNL 251	Mass and Social Media Comm (COMM 105 or 121 or COMH 121 or COMM 221 w/ C or higher) Intro to Video Productions Understanding Mass Media	3
COMM	366	Diversity and Communication (COMM 105 or 121 or 221 or COMH 121 w/ C or higher)	3
CHOOSE ONE	COMM 380 RMLS 250 MGMT301	Organizational Communication (COMM 105 or 121 or 221 or COMH 121 w/ C or higher) Intro to Sports Management (department permit) Applied Management	3
0OCOMM	389	Sports Communication (COMM 105 or 121 or 221 or COMH 121 and ENGL 211 or ENGL 250, all with C or higher)	3
COMM	493	Practicum in Communication (instructor permit) (total 6 credits minimum)	1-8
0OCOMM	489	Seminar in Sports Communication (COMM 300 and CO!\IIM 389 w/ C or higher)	3
CONTENT SPECIALTY - 18 Credits Required; student must obtain advisor approval. Choose one of the following: Multimedia Journalism Minor, Integrated Marketing Techniques Minor, Event Management Minor, OR Application to the Workplace Eauivalent, OR Management and Leadership Concentration below			
COMM	421	Leadership in Communication (COlvlNI I 05 or 121 or 221 or COMH 121, w/ C or higher)	3
COMM	460	Comm Rimts/Responsibilities (COMM 105 or 121 or 221 or COMH 121 w/ C or higher)	3
MGMT	305	Managerial Leadership	3
MGMT	350	Ml!IIlt Metrics & Decision Making	3
RMIN	200	Foundations Risk Management & Insurance	3
CHOOSE ONE	MGMT373 MGMT375 EDPE426 EDPE436	Human Resource Mgmt (Sophomore Standing or higher) Negotiations (Junior standing or higher) Issues in Physical Edu-Sport(SOCY 121 or instructor permission) Exercise Psvch in Ph Ed-Sport (PSYC 150 and EDPE 220)	3

ACADEMIC MINOR- 18 Credits Required; Student may choose between any minor in the University OR the Application to the Workplace Equivalent.			

0 - Class with Collaboration attribute
0 Class with Problem Solving attribute

ADDITIONAL GRADUATION REQUIREMENTS

Students must

- maintain a 2.00 cumulative FSU GPA
- have 40 credits at the 300/400 level
- have 30 credits of Ferris classes (FSU Residency requirement)
- have a minimum 120 total credits to earn a bachelor degree
- have a C or better in all COMM and ENGL courses

College of Arts and Sciences

Sports Communication - Bachelor of Science - 120 Credits

Ferris State University

DEGREE OUTCOMES
1. Students will describe the role of communication in the Sports industry
2. Students will apply communication skills valued in the Sports indus 3. 4. Students will prepare for entry-level jobs in career fields in the Sports-related organizations.

Appendix E

Communication Area Programmatic Student learning Objectives used for Assessment

Outcome

SL0 1 Analyze critically the communication discipline and its central questions.

SLO 2 Apply communication theories, perspectives, principles and concepts.

SLO 3 Create and analyze ethical messages appropriate to the audience, purpose and context.

SLO 4 Demonstrate the ability to accomplish communicative goals (self-efficacy(.

Communication Area Programmatic Assessment Levels of Progress

4 Advanced/Mastery

Advanced performances exceed the expectations for Ferris graduates.

3 Proficient

Proficient performances meet the expectations for Ferris graduates. All students are expected to attain this level of ability by graduation.

2 Progressing

Although this work is more accomplished than that of novices, the scope and accuracy of the response does not yet satisfactorily address the learning outcome.

1 Beginning

Beginning performances do not meet the expectations for Ferris graduates. This work exhibits a novice level of ability with regard to addressing the learning outcome.

0 Unsatisfactory

Dissatisfactory performances neither meet the expectations for Ferris graduates nor those for incoming freshmen. This work exhibits profound deficiencies and/or is incomplete.

Appendix F

Communication Course Sequencing (2019-2021)

Course	Course #	Major Required	Other Maj. Req.	Name of Course	Fall Odd 2019	Spring Even 2020	Summer Even 2020	Fall Even 2020	Spring Odd 2021
COMM	101	BS SC		Intro to Communication Study	X			X	
COMM	105	GE		Interpersonal Communication	X	X	X	X	X
COMM	121	GE		Fundamentals – Public Speaking	X	X	X	X	X
COMM	121	GE		Honors Public Speaking	X	X		X	X
COMM	216			Parli Procedure & Meeting Management					
COMM	221	GE		Small Group Decision Making	X	X	X	X	X
COMM	231	GE		Interpretive Reading	X				
COMM	251	GE PA	X	Argumentation and Debate	X			X	
COMM	252			Speech Activities	X	X		X	X
COMM	299	BS SC		Theories Human Communication	X			X	
COMM	300	BS SC		Research Methods in Communication		X			X
COMM	301	SC		Interviewing	X	X		X	X
COMM	305			Communication – Human Relations	X				
COMM	310			Nonverbal Communication		X			
COMM	315			Gender Communication				X	
COMM	320			Family Communication					X
COMM	325			Speechwriting	X				
COMM	332		X	Persuasive Speaking		X			X
COMM	333	PA		Theories of Persuasion	X				
COMM	336	SC	X	Tech & Prof Presentation	X	X	X	X	X
COMM	340	PA		Communicator as Public Advocate		X			X
COMM	341			Political Communication				X	
COMM	365	BS GE	X	Intercultural Communication					
COMM	366	SC GE	X	Diversity and Communication					
COMM	370			Communication & Conflict			VL		X
COMM	380	BS SC		Organizational Communication				X	
COMM	383	SC		Mass & Social Media Communication	X			X	
COMM	387	SC		Broadcast Presentation					X
COMM	389	SC		Sports Communication		X			X

Signatory Page

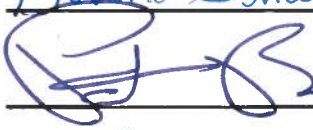
Dr. Neil Patten

Dr. Sandra Alspach

Dr. Kristi Scholten

Dr. Stephanie Thomson

Dr. Donna Smith

Dr. Patrick Bishop 

Ms. Michelle Albright

Submitted to: Dr. Jean Inabinett
Sept. 12, 2019

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