Technical Communication at Cedarville University

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To: Dr. McClain, Associate Academic Vice President
   Dr. Elliott, Chair of Media and Applied Communications

From: Students in TPC 4010: Designing Technical Reports
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Subject: Survey results for TPC graduates

Date: 9 December, 2011

Overview

The technical and professional communication program (TPC) has been growing steadily since its inception in 1985. However, the program did not have concrete data about its graduates and its effectiveness. Consequently, the Designing Technical Reports class created a survey and report to assess the effectiveness of the TPC program. The purpose of this report is to present information about respondents and to demonstrate the program’s effectiveness to administrators and potential students.

The current TPC program started with a professional writing minor in 1985. Since then, it has evolved from a minor to a professional writing major to the current technical and professional communication major. Although the program has had several different faculty members throughout the years, Senior Professor Sandra Harner is currently the only full-time faculty member despite her heavy course load and hectic advising schedule.

The Designing Technical Reports class created a survey to send to graduates with a professional writing minor, a professional writing major, or a technical and professional communication major. The program has had 242 graduates; of those graduates, 196 had valid email addresses. The class received 102 responses to the survey. The respondents answered questions about demographics, education, jobs, internships, and the value of the TPC program.

Because of the versatility of course material in the TPC program, respondents are well-suited to work in a variety of fields and job responsibilities. Many companies recognize TPC’s reputation, and some specifically request Cedarville TPC graduates.
Through TPC’s internship requirement, students are able to choose a career path with which they are well-suited. Internships allow students to participate in a wide range of activities, often mirroring the broad range of courses in the TPC major.

Respondents were given the opportunity to select the courses they have found particularly helpful in the workplace. Respondents also commented on strengths and weaknesses of the program. Many respondents said that the TPC program effectively prepared students for their careers. Many respondents were unable to provide weaknesses because the program has changed extensively since they graduated. Individuals offered suggestions to the program, such as more web-based learning and more specialization.

The majority of respondents, 91%, indicated that they were very satisfied or satisfied with the TPC program. Respondents had the opportunity to suggest additions to the program, and recommended a diverse range of topics. Many respondents also indicated that they were happy to have been part of the TPC program and that they learned useful skills for their careers.

**History of the TPC Program**

In 1984, during a meeting of the Department of Language and Literature, the then-Chair Edward Spencer asked faculty, “What could we do to make our majors more marketable?” At the time, the department housed three majors: literature, English/secondary education, and Spanish. No one responded to the question. After an awkward silence, Senior Professor Sandra Harner said, “We could develop a technical writing program.” Everyone immediately thought that was a great idea and that she should do that. In a few short weeks, she found herself enrolled in the 35th Annual Technical Writing Institute for Teachers at Rensselaer Polytechnic Institute in Troy, New York. There she learned from seasoned technical writers and technical writing teachers such as James Souther, David Carson, David Porush, Lee Odell, Robert Krull, Jeff Hibbard, James Kinneavy, Philip Rubens, Merrill Whitburn, and the distinguished professor Jay R. Gould.

Two months after leaving Rensselaer, she submitted a proposal to Cedarville College proposing a professional writing minor in the Department of Language and Literature. The minor consisted of the following five courses (At the time Cedarville College was on the quarter system.):

- **Style and Mechanics for Writers: 3 hours**
  A prescriptive approach to a clear, concise prose that is grammatically correct.

- **Professional Writing: 5 hours**
  An introduction to basic technical communication in which students learn oral and written communication with the use of effective visuals.
- **High Technology for Professional Writers: 3 hours**
  Guest speakers will lecture on introductory material in the fields of engineering, electronics, physics, and computers; students will have hands-on experience with word processing; experience editing technical articles related to these fields.

- **Report Writing and Technical Editing: 4 hours**
  A study of the techniques necessary for writing clear, well-organized reports of various kinds and experience in editing technical articles in preparation for a profession in technical editing.

- **Advanced Professional Writing: 4 hours**
  An on-the-job simulation of work for which technical writers are responsible with an emphasis on deadlines, accuracy, effective, professional communication; resume preparation and practice in job interviews; preparation for professionalism.

The remaining forty hours of the major consisted of specific courses in literature determined by the department.

The proposal was accepted and classes were offered the fall of 1985 with thirteen students enrolled in the minor: “The technical writing program came at a perfect time for me. I wanted to be an English major, but I didn’t really want to teach. This was exactly what I was looking for. The program gave me valuable tools for my future.” (Kevin Shaw, 1987 graduate)

In 1992, Cedarville hired an additional faculty member to teach in the professional writing program. Donald Humphreys, a 1989 graduate of the program, had just finished an MA in technical and scientific communication at Southern Polytechnic while working for IBM in Atlanta. With his arrival, the professional writing minor was moved to a major in the Language and Literature Department.
In 1999, Sandra Harner changed the name of the major from professional writing to technical and professional communication (TPC). By then the program had several new courses. The program now included the following requirements:

Table 1: 1999 TPC Course requirements

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Qt. Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 223</td>
<td>Advanced Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 307</td>
<td>Advanced Grammar</td>
<td>5</td>
</tr>
<tr>
<td>TPC 210</td>
<td>Proofreading</td>
<td>3</td>
</tr>
<tr>
<td>TPC 301</td>
<td>Style and Mechanics for Writers</td>
<td>4</td>
</tr>
<tr>
<td>TPC 302</td>
<td>Technical Marketing Communication</td>
<td>5</td>
</tr>
<tr>
<td>TPC 303</td>
<td>The Technical Communicator in a Corporate Culture</td>
<td>3</td>
</tr>
<tr>
<td>TPC 316</td>
<td>Technical Communication</td>
<td>5</td>
</tr>
<tr>
<td>TPC 317</td>
<td>Graphic Design</td>
<td>5</td>
</tr>
<tr>
<td>TPC 318</td>
<td>Instructional Design</td>
<td>5</td>
</tr>
<tr>
<td>TPC 402</td>
<td>Designing Information for the Web</td>
<td>4</td>
</tr>
<tr>
<td>TPC 413</td>
<td>Technical Editing</td>
<td>3</td>
</tr>
<tr>
<td>TPC 414</td>
<td>Report Writing</td>
<td>5</td>
</tr>
<tr>
<td>TPC 415</td>
<td>Special Topics</td>
<td>5</td>
</tr>
<tr>
<td>TPC 419</td>
<td>Design of Manuals</td>
<td>5</td>
</tr>
<tr>
<td>TPC 420</td>
<td>Designing Online Information</td>
<td>5</td>
</tr>
</tbody>
</table>
In 2000, Cedarville College became a university, and in 2002, Cedarville made the change from quarters to semesters. During the planning for the change to semesters, the program took the opportunity to propose the following new courses:

Table 2: 2002 TPC New Courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Sem. Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TPC 2000</td>
<td>Production Tools for Technical Communicators</td>
<td>3</td>
</tr>
<tr>
<td>TPC 3020</td>
<td>Professional Portfolio Development I</td>
<td>1</td>
</tr>
<tr>
<td>TPC 4020</td>
<td>Professional Portfolio Development II</td>
<td>1</td>
</tr>
<tr>
<td>TPC 4160</td>
<td>Internship</td>
<td>10</td>
</tr>
</tbody>
</table>

The Internship was a significant addition. In the past, it had been highly recommended, but now it became a requirement.

During the next years, faculty came and went. Currently, Sandra Harner continues to serve as the director of the program and to teach the majority of the courses. In 2009, she added the following courses:

Table 3: 2009 TPC New Courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Sem. Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TPC 3180</td>
<td>Visual Rhetoric</td>
<td>2</td>
</tr>
<tr>
<td>TPC 4090</td>
<td>Designing Online Information II</td>
<td>3</td>
</tr>
<tr>
<td>TPC 4140</td>
<td>Instructional Design II</td>
<td>3</td>
</tr>
</tbody>
</table>

In 2011, the TPC program switched from the Department of English, Literature, and Modern Languages to the Media and Applied Communications Department in the College of Professions.
The TPC program includes the following program objectives:

- Students will develop a research-based understanding of how readers read and use documents and how visual and verbal features of text facilitate or hinder comprehension. (critical thinking)
- Students will demonstrate an understanding of communication as a complex rhetorical process involving multiple factors—cognitive, social, historical, economical, situational—and significant variations across individuals and groups. (Critical thinking)
- Students will demonstrate the ability to write clearly, concisely, cohesively, and coherently. (effective oral and written communication)
- Students will be able to articulate connections both between their faith and academic endeavors and their faith and professional activities. (Integration and professional preparation)

**Method of Investigation**

The Designing Technical Reports class requested contact information from Information Technology for all graduates with a professional writing minor, professional writing major, or technical and professional communication major. We opened a Gmail account and entered all the contact information into the account.

We then created a list of survey questions to ask the graduates. (See Appendix.) These questions included information about demographics, higher education, jobs and internships, and the value of the TPC program. We formatted each question to eliminate possible errors and optimize the amount of responses we would receive. Information Technology created the survey based on our formatted questions, and we sent the link to all our contacts. After we received the data, we totaled all the information and read the comments that our respondents provided. Out of 196 emails, we received 102 survey responses for an answering rate of 52%.

**Demographics**

Out of the 102 people who responded to the survey, twenty-eight were male and seventy-four were female, and most respondents (41%) are thirty to forty years old. According to the survey, the largest portion of respondents (10%) matriculated in 2007. The physical location of respondents varies greatly. Forty percent list themselves as residents of Ohio, but the remaining respondents reside in twenty-three other states and several other countries.

Most respondents (92%) indicated Caucasian ethnicity. Out of those who responded to the survey only .9% are Hispanic, .9% are Asian, and none are African American. Seven participants preferred not to answer this question.
Membership in the Society for Technical Communication (STC)
The findings of this study reveal that, while most of the respondents (81%) joined the STC as students at Cedarville University, almost none have remained members since graduation. Though 45% noted they were members at some point after they matriculated, only 6% of respondents have continued their membership since graduation.

The primary reason students do not join or continue their membership appears to be cost. Typically, students join the STC while in college for networking, professional opportunities, and informative conferences. However, one STC member comments on his blog that “somewhere along the way having an STC membership became less of a relevant issue when finding work.” One respondent to the survey argues “STC outside of college is not worth the money.” and mentions that she did not find the STC conferences “interesting.” Even those in positions of leadership within the Society have noted “the cost of STC membership skyrocketed this year.”

Education
Each of the graduates surveyed completed one of three degrees at Cedarville University: English with an emphasis in professional writing, professional writing, or technical and professional communication. Figure 1 shows the percentage of graduates who completed each program.

![Figure 1: Degree Completed by Graduates]

A number of students did not end their educational careers after completing one of these three degrees. Thirty-two percent pursued further education at schools following Cedarville University. Of those students, 60% remained in the Midwest at schools such as the University of
Dayton or The Ohio State University. Although more than 30% have attended schools following Cedarville, only 16% have completed some sort of graduate degree (either a Master of Science or a Master of Arts). These masters’ degrees include studies in technical communication, technical and creative writing, law, theology, education, and health care. Of the respondents, 76% listed a Bachelor of Arts as their highest obtained degree.

**Employment**

TPC students take several courses at Cedarville University that actually represent many career paths technical communicators follow. One survey participant wrote:

> It [TPC] is a versatile degree. One doesn't have to work in the profession to utilize the degree. In my current role, I do a lot of writing and editing and have done some graphic design work, so the TPC background was quite helpful. I am also engaged in a lot of marketing, so the courses that focused on marketing and branding were also quite beneficial. Hence, while I don't design manuals or create instructional materials, my degree has proven to be very valuable in an entirely different field.

Table 4 exemplifies how the TPC courses translate to specific job titles.

**Table 4: TPC Courses Translate to Job Titles**

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Technical Editing</th>
<th>Technical Marketing Communication</th>
<th>Instructional Design</th>
<th>Designing Online Information</th>
<th>Documentation Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Designer</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Senior Sales Manager</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Technical Writer</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Managing Editor</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Director of User Experience</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Marketing Manager</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Copy Editor/Proofreader</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Training Manager</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Information Developer</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Staff Writer</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
TPC graduates have the privilege to fill these job titles in a vast array of organizations. According to the data, the survey participants work at such notable organizations as the Department of Defense, JPMorgan Chase, Nationwide Mutual Insurance Company, Microsoft, U.S. Nuclear Regulatory Commission, IBM, Wright-Patterson Air Force Base, and Proctor & Gamble. TPC graduates are also valuable to Cedarville University and fill these positions: Instructional Communications Designer, Centennial Library Public Services Technical Coordinator, Marketing Copy Editor, and Assistant Director of Career Services.

TPC students graduate with a unique degree that not only adapts to several job titles, it provides alumni with the opportunity to accept freelance work. The survey indicates that eight out of the 102 respondents have worked or are working as freelance technical communicators.

TPC graduates from Cedarville University have the skills to attain excellent jobs in their field, yet several graduates have chosen another important path. Of 102 respondents, fourteen are currently choosing to stay home with their children. Additionally, several of our graduates find time in their schedules and use their TPC skills to volunteer. One graduate writes:

Writing skill is highly valued in nonprofit and private sectors, but often these organizations and groups rely on volunteers. In these settings, I know many TPC graduates step up and volunteer their expertise and leadership to write or revise organizational constitutions or bylaws, develop public relations materials, design and maintain online resources, and write proposals. Personally, I am vested in advocacy for children with disabilities and spend hours a week working on this.

TPC graduates certainly add value to their workplaces. In the survey, a few respondents mentioned that their employers were extremely impressed with the Cedarville University program. For instance, one survey participant said, “My boss has told me numerous times that he would hire another CU TPC major because of how prepared he saw me out of college.” Furthermore, thirty-eight of the 102 respondents have held director or management positions. Of this group, 44% have salaries above $70,000.

**Internships**

Internships are an excellent way to prepare students for their future careers. The Cedarville University TPC program currently requires students to complete an internship in the technical communication field for many reasons. Through internships, students may choose a company or an area of work that best suits them. Internships are also valuable because they enable students to apply the skills they developed during their courses in a business setting.

Furthermore, internships allow students to understand how an organization works, and they equip students with real world experience so that they are best prepared for a position in the work force. According to the survey data, respondents were given a variety of responsibilities
during their internships. Several gained experience in areas such as research and data management, video and print instruction, or graphics and media. However, most interns worked to develop technical documents, manuals, or non-technical documents. In Figure 2, notice the range of responsibilities that survey participants undertook during their internships. TPC students have proven that they can use their training to work in a variety of environments.

![Figure 2: Internship Areas of Responsibility](image)

Recently, employers have been keenly aware that internships prepare students for the work force. In fact, internships are one of the key aspects that employers look for on a resume. An article from *Businessweek* says this about internships: “Getting an internship used to mean a 10-week exercise in photocopying, sorting mail, filing, and fetching sandwiches. If you were lucky, there might be a company-wide picnic thrown in. Forget that image. The college internship has become nothing less than a high-stakes tryout to land the perfect first job.” (“Internships: The Best Places to Start – BusinessWeek”).

This article was published in 2007 and suggests that internships were not essential a few years prior, but they are becoming increasingly relevant. This trend shows itself in the survey data. Out of the 102 responses from the survey, eighty-two completed an internship, while only twenty did not. Of those who did not complete an internship, 70% graduated anywhere from 1986 to 1996 when internships were less relevant. Fortunately, the TPC program now requires students to accomplish this important step to success in their field. The faculty is committed to helping their
students land internships and have provided TPC students with a course in which they learn how to develop interview skills and build a portfolio.

As a result, TPC students have worked as interns in several reputable organizations. Survey participants have had the opportunity to work in organizations such as Proctor & Gamble, The Kohler Company, Northrop Grumman, Greene Memorial Hospital, Dell, etc. Historically, we have sent thirteen students to Sheffield Measurement and fifteen students to IBM. Over the years, several employers of TPC interns have come to greatly appreciate Cedarville University students and even make an effort to request our TPC students when they need interns. Through internships, TPC students gain skills in their profession while Cedarville University gains a stronger reputation.

**Most Helpful TPC Class in the Workplace**

When asked what class, or classes, was most helpful when entering the workplace, the respondents had thirteen choices and an option to write in additional classes not listed. The respondents could choose more than one class. The overwhelming majority of them chose Style and Mechanics. (See Table 5, pictured below, for a full breakdown, by percentage, of the responses.)

Table 5: Most Helpful Classes in the Workplace

<table>
<thead>
<tr>
<th>Class</th>
<th>Percentage of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Style and Mechanics</td>
<td>80%</td>
</tr>
<tr>
<td>Proofreading</td>
<td>51%</td>
</tr>
<tr>
<td>Advanced Grammar &amp; Advanced Composition</td>
<td>45%</td>
</tr>
<tr>
<td>Technical Communication</td>
<td>42%</td>
</tr>
<tr>
<td>Technical Editing</td>
<td>39%</td>
</tr>
<tr>
<td>Design of Manuals</td>
<td>32%</td>
</tr>
<tr>
<td>Graphic Design for Non-Majors</td>
<td>26%</td>
</tr>
<tr>
<td>Instructional Design I &amp; II</td>
<td>16%</td>
</tr>
<tr>
<td>Production Tools</td>
<td>16%</td>
</tr>
<tr>
<td>Web Design I &amp; II</td>
<td>15%</td>
</tr>
<tr>
<td>Corporate Culture</td>
<td>12%</td>
</tr>
<tr>
<td>Professional Portfolio Development</td>
<td>0.09%</td>
</tr>
</tbody>
</table>

**Strengths and Weaknesses of Cedarville’s Program**

The common thread of the comments revolving around the strengths of the TPC program was that it does an excellent job of preparing students for their technical writing career. To quote one respondent, “I thought the program did an excellent job of providing the basics of understanding
how to write, how to instruct, how to design, and how to edit. For me, these are the bedrock for any successful career in tech writing."

When asked what weaknesses there were in the program, many responded that it had been too long to respond accurately, as the program has changed so much. Some other common threads were that the program needs more web-based learning. One respondent recommended working with and interacting with engineering students so TPC students have experience working with them before entering the technical communication field where there is a lot of interaction with engineers and Subject Matter Experts (SME’s). Some commented that the program was too broad, and might benefit from opportunities to specialize in one specific area, such as instructional design, web design, technical editing, etc.

**Rate of Satisfaction**

When asked how satisfied the survey participants were with Cedarville’s TPC program, 64% (sixty-five people) said that they were very satisfied, 27% (twenty-eight people) said that they were satisfied, 5% (five people) said that they had neutral feelings, 2% (two people) said that they were somewhat unsatisfied, no one said that they were unsatisfied, and 2% (two people) chose not to answer the question. Figure 3, pictured below, illustrates the respondents’ rate of satisfaction.

![Figure 3: How Satisfied Were You With the TPC Program?](image)
**Suggested Additions to the Program**

The respondents gave a variety of suggestions for additions to the program, with the most common one being that more things related to social media should be included. Other suggestions included an instructional design minor, business classes/skills, a mentorship program, linguistics classes, IT knowledge, information on designing documentation for an international audience, SME interviewing, publishing, more real life experiences (such as day trips), creative writing, structured/critical thinking, adult education/training methods, indexing, information architecture, and information on how to be a freelance technical writer.

**Additional Comments**

A wide variety of additional comments were received from the respondents, but the main theme that ran through them was that the they were happy to have been a part of the TPC program, and enjoyed their classes and professors. Many said that they found what they learned to be useful in their jobs, and even though several said that they are not currently in a TPC position, they still found that the skills that they learned were helpful in their other jobs.

**Conclusion**

After sifting through the survey results and analyzing the data, it is clear that the TPC program has value, as evidenced by its applicability to the workplace, respondents’ current positions of leadership, and their overall high rate of satisfaction with the program. The information also shows that the program would benefit greatly with more faculty. There are currently thirty-three students in the program, and it is continuing to grow. Having only one full-time faculty member to advise and teach all of the TPC classes is more than a full-time job for one person.

To continue to have a lasting impact on students and maintain excellent feedback from employers and graduates of the program, more full-time faculty are necessary. Having more faculty will allow the program to expand and offer more classes. If these changes are made to TPC, it would add even more value to a program that has already equipped hundreds of students for their jobs in the work place, both in technical communication and beyond.

The TPC program has also addressed many of the weaknesses mentioned by the respondents. In the last year Instructional Design II and Designing Online Information II were added to the program. The Technical Marketing Communication class is also changing, adding topics on social media to the course. The TPC program at Cedarville University is continuing to grow and change, adding new classes and exploring new topics as technology and the field of technical communication grows with it.
**Recommendations**

We recommend the following:

- The Cedarville University Academic Vice President should approve additional faculty members to assist Senior Professor Harner in this burgeoning, valuable program.
- The TPC section of the University catalog should include a section on suggested minors such as graphic design and web design.
- The TPC program should include more courses in instructional design.
- Engineering and TPC faculty should explore the feasibility of collaborative assignments between their respective students so that students may experience the real-world interactions of technical communicators and subject matter experts (SMEs).
Appendix
### Q2. Gender [Multiple Choice (Single Selection)]

1 » Male  
2 » Female

### Q3. Age [Multiple Choice - Dropdown (Single Selection)]

1 » Under 25  
2 » 25 - 30  
3 » 30 - 40  
4 » 40 - 50

### Q4. Graduation year [Multiple Choice - Dropdown (Single Selection)]

1 » 1986  
2 » 1987  
3 » 1988  
4 » 1989  
5 » 1990  
6 » 1991  
7 » 1992  
8 » 1993  
9 » 1994  
10 » 1995  
11 » 1996  
12 » 1997  
13 » 1998  
14 » 1999  
15 » 2000  
16 » 2001  
17 » 2002  
18 » 2003  
19 » 2004  
20 » 2005  
21 » 2006  
22 » 2007  
23 » 2008  
24 » 2009  
25 » 2010  
26 » 2011

### Q5. Where do you live? [Multiple Choice - Dropdown (Single Selection)]

1 » Alabama  
2 » Alaska  
3 » Arizona  
4 » Arkansas  
5 » California  
6 » Colorado  
7 » Connecticut  
8 » Delaware  
9 » District Of Columbia
Q6. 5. Ethnicity [Multiple Choice - Dropdown (Single Selection)]
   1 » Caucasian
   2 » African-American
   3 » Hispanic
   4 » Native American
   5 » Asian
   6 » Other
   7 » Prefer not to respond

Q8. 1. Did you transfer to Cedarville? [Multiple Choice (Single Selection)]
   1 » Yes
   2 » No

Q9. 2. Did you graduate from Cedarville? [Multiple Choice (Single Selection)]
   1 » Yes
   2 » No

Q10. 3. Which technical communication degree did you attain? [Multiple Choice (Single Selection)]
Q11. 4. How likely are you to recommend this program to a prospective student? [Multiple Choice (Single Selection)]
   1 » Very likely
   2 » Likely
   3 » Neutral
   4 » Unlikely
   5 » Very unlikely

Q13. 1. Have you attended other schools since Cedarville? [Multiple Choice (Single Selection)]
   1 » Yes
   2 » No

Q14. 2. If so, which schools? [Text Box (Multi)]

Q15. 3. What is the highest degree you have earned? (check all that apply) [Multiple Choice (Multi Selection)]
   Item List:
   Q15_1: BA
   Q15_2: MA
   Q15_3: MS
   Q15_4: Ph. D.

   Answer List:
   0 » Not Selected
   1 » Selected

Q16. 4. In what field was your degree(s)? [Text Box (Multi)]

Q18. 1. Did you complete an internship? [Multiple Choice (Single Selection)]
   1 » Yes
   2 » No

Q19. 2. Where? [Text Box (Single)]

Q20. 3. Year? [Multiple Choice - Dropdown (Single Selection)]
   1 » 1986
   2 » 1987
   3 » 1988
   4 » 1989
   5 » 1990
   6 » 1991
   7 » 1992
   8 » 1993
   9 » 1994
   10 » 1995
   11 » 1996
   12 » 1997
   13 » 1998
   14 » 1999
   15 » 2000
   16 » 2001
   17 » 2002
   18 » 2003
   19 » 2004
   20 » 2005
Q21. 4. Responsibilities? [Text Box (Multi)]

Q22. 5. If applicable, list additional internships. [Text Box (Multi)]

Q23. 6. Did you intern first at the job where you currently work? [Multiple Choice (Single Selection)]

1 » Yes
2 » No

Q25. 1. Current place of employment [Text Box (Single)]

Q26. 1a. Start year [Text Box (Single)]

Q27. 1b. Job title [Text Box (Single)]

Q28. 2. Previous employer [Text Box (Single)]

Q29. 2a. Start year [Text Box (Single)]

Q30. 2b. End year [Text Box (Single)]

Q31. 2c. Job title [Text Box (Single)]

Q32. 3. Additional places of employment [Text Box (Multi)]

Q33. 4. Are you, or have you ever been in a position of management? [Multiple Choice (Single Selection)]

1 » Yes
2 » No

Q34. 5. What is your current salary? [Multiple Choice - Dropdown (Single Selection)]

1 » under $30,000
2 » $30,000 - 40,000
3 » $40,000 - 50,000
4 » $50,000 - 60,000
5 » $60,000 - 70,000
6 » over $70,000

Q36. 1. Which CU technical communication class have you found most helpful in your workplace? (check all that apply) [Multiple Choice (Multi Selection) with Other]

Item List:
Q36_1: Design of Manuals
Q36_2: Designing Technical Reports
Q36_3: Technical Communication
Q36_4: Corporate Culture
Q36_5: Graphic Design for the Non-Major
Q36.6: Production Tools  
Q36.7: Style and Mechanics  
Q36.8: Advanced Grammar / Advanced Composition  
Q36.9: Professional Portfolio Development I & II  
Q36.10: Instructional Design I & II  
Q36.11: Web Design I & II  
Q36.12: Proofreading  
Q36.13: Technical Editing  
OTHER  

Answer List:  
0 » Not Selected  
1 » Selected

Q37. 2. What are the strengths of Cedarville’s TPC program? [Text Box (Multi)]

Q38. 3. What are the weaknesses of Cedarville’s TPC program? [Text Box (Multi)]

Q39. 4. How satisfied were you with the Cedarville technical communication program? [Multiple Choice (Single Selection)]
   1 » Very Satisfied  
   2 » Satisfied  
   3 » Neutral  
   4 » Somewhat Unsatisfied  
   5 » Very Unsatisfied

Q40. 5. What would you suggest Cedarville add to the technical communication program? [Text Box (Multi)]

Q42. 1. Were you a member of the International Society for Technical Communication as a student? [Multiple Choice (Single Selection)]
   1 » Yes  
   2 » No

Q43. 2. Have you ever been a member of the Society for Technical Communication since graduation? [Multiple Choice (Single Selection)]
   1 » Yes  
   2 » No

Q44. 3. Are you currently a member of the Society for Technical Communication? [Multiple Choice (Single Selection)]
   1 » Yes  
   2 » No

Q45. 4. Are you a member of any other professional organization(s)? Please list. [Text Box (Multi)]

Q47. Please provide any additional comments regarding the technical communication program at Cedarville. [Text Box (Multi)]