

AN UPDATE OF OKLAHOMA STATE UNIVERSITY
SPEECH COMMUNICATION ALUMNI

By

William J. Wardrope

Bachelor of Arts

Central State University

Edmond, Oklahoma

1986

Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
requirements for
the Degree of
MASTER OF ARTS
July, 1988

AN UPDATE OF OKLAHOMA STATE UNIVERSITY
SPEECH COMMUNICATION ALUMNI

Report Approved:

Paul Harper

Report Advisor

Michael Stans

J. D. Hayley (SAB)

Dean of Graduate College

PREFACE

The purpose of this study was to obtain information about the careers of OSU Speech Communication alumni, the skills they utilize in their professions, and their evaluation of the Speech Communication curriculum at OSU. The research was in the form of mail questionnaires sent to alumni.

TABLE OF CONTENTS

Chapter	Page
I. PURPOSE AND DESCRIPTIONS	1
II. METHODOLOGY	3
III. RESULTS	4
IV. COMPARISON TO EARLIER STUDIES	22
V. CONCLUSIONS	25
BIBLIOGRAPHY	27
APPENDIXES	28
APPENDIX A - INSTRUMENT	29
APPENDIX B - GRADUATE STUDENT FORM	32
APPENDIX C - COVER LETTER	34

LIST OF TABLES

Table	Page
I. Respondents' Degrees Earned at Oklahoma State University	5
II. Respondents' Degrees from Other Institutions	6
III. Speech Communication Consultancy Graduates' Occupation Categories	8
IV. Salary Ranges of Communication Graduates	9
V. Exact Salaries of Communication Graduates	10
VI. Competencies and Skills Most Needed In Graduates' Professions	12
VII. Speech Courses Most Beneficial to Respondents	13
VIII. Facets of Training Most Used	14
IX. Respondents' Cognate, Minor, or Support Areas	16
X. Respondents Adequately Prepared for Professions	17
XI. Respondents Who Would Choose Communication As a Career If Starting Over Again	18
XII. Categories of Recommendations for Improving the Consultancy Program	19
XIII. Examination of Graduate Program Components	21
XIV. Two-Study Comparison of Speech Courses Reported Most Beneficial by Respondents by Frequency of Occurrence	24

CHAPTER I

PURPOSE AND DESCRIPTION

During the spring, 1988 semester, an alumni survey was conducted by the Speech Communication Department at Oklahoma State University. The survey was in the form of mail questionnaires and it was distributed to all individuals who hold undergraduate or graduate degrees in Speech Communication Consultancy from OSU. The project's goals were: (1) to update records concerning graduates' locations and employment and (2) to obtain input from the respondents which assessed the quality of the training they received as communication majors.

This survey also served as a follow-up investigation to similar studies completed by Fisher (1974) and Hannah (1979). This project reflected the basic philosophy and direction of the previous studies in that it examined essentially the same aspects of alumni information. Similar to Hannah's work, this project investigated the type and nature of employment held by the graduates, salary ranges, evaluation of the consultancy program and courses, and competencies and skills required by their jobs. The instrument utilized open-ended, closed-ended and checklist items (See Appendix A).

Following a variety of questions regarding their training and employment, respondents were given the opportunity to (1) provide recommendations for improving the structure and quality of the speech program and (2) list the names and addresses of alumni with whom they

corresponded. The information from this last item was used to compile a current mailing list for future use by the Speech Communication Department.

This study was dissimilar to prior research as a separate sheet (See Appendix B) was provided for the graduate students (Master of Arts and Doctor of Education). Such a form was not included in either previous instrument. This insert addressed each specific component of the graduate program, including the graduate practicum and teaching assistantships. In addition to this form, graduate students received the same two-page questionnaire that all undergraduate students received.

Rationale

The data requested in this study is useful in a variety of ways. For departmental review of curriculum, this information will be helpful in assessing current course offering. Also, the data may be important in departmental reports to the College of Arts and Sciences. Finally, the results of this survey are relevant to the career development course currently offered by the Speech Communication Department.

CHAPTER II

METHODOLOGY

Using available departmental records, a mailing list of OSU speech communication alumni (N=281) was developed. This list included undergraduates (N=177) and graduate students (N=104). In an effort to increase mailing accuracy and response rate, telephone directories and input from faculty and alumni were used to locate as many graduates as possible. The instrument, which included a cover letter explaining the purpose of the research (See Appendix C) was mailed in January, 1988. In March, 1988, a follow-up mailing (N=15) was sent to other alumni whose addresses had been provided by earlier respondents.

Of the total 296 questionnaires distributed, only 75 were completed and returned, representing a 25% rate of return. In addition to these, 12 were returned undeliverable. Of the seventy-six completed, 38% of the responses were from graduate students, and 62% came from those receiving the Bachelor of Arts or Bachelor of Science degrees. The information obtained from the total number were tabled according to each item and general conclusions were drawn from this data.

CHAPTER III

RESULTS

Because the response rate of this study was not particularly high, accurate interpretation of data was difficult. However, some trends in the data were apparent and useful information was obtained. This section will provide a discussion of the findings.

Table I represents a distribution of the graduates' degrees that were awarded by Oklahoma State University. Since the undergraduate program in Speech Communication Consultancy offers both the Bachelor of Arts and Bachelor of Sciences degrees, respondents were asked to indicate which of the two degrees they earned. Most of these degrees were Bachelor of Science. Since only one degree in speech is offered at the Master's level, no option was given in this item. Those reporting a Doctor's degree received the degree through the College of Education and each person had a specialization in some other area (usually speech communication).

Degrees received from other institutions were also investigated. These degrees are reflected in Table II. Two considerations prompted the request for this information: First, students who received the Bachelor's or Master's degree from OSU often earned other advanced degrees from other institutions. Second, many graduate students who came into the OSU program earned their Bachelor's degrees elsewhere. This information was sought for purposes of investigating undergraduate

TABLE I
RESPONDENTS' DEGREES EARNED AT
OKLAHOMA STATE UNIVERSITY

Degree	Number
Bachelor of Arts	15
Bachelor of Science	40
Master of Arts	25
Doctor of Education	5
	TOTAL 85

Respondents who received more than one degree at OSU account for the higher total number of degrees.

TABLE II
 RESPONDENTS' DEGREES FROM OTHER
 INSTITUTIONS

Degree	Degree Area	Number
Bachelor of Arts	English/Speech	2
Bachelor of Arts	Journalism	1
Bachelor of Arts	Prelaw	1
Bachelor of Arts	Sociology	1
Bachelor of Arts	Speech	6
Bachelor of Science	Business	1
Bachelor of Science	Elementary Education	1
Bachelor of Science	RTVF	2
Master of Arts	Elementary Education	1
Master of Arts	Speech Pathology	1
Master of Divinity	(Theology)	1
Master of Education	Education	3
Master of Public Health	(Health)	1
Master of Science	English	1
Juris Doctor	(Law)	2

Associate Degrees not included.

preparation and direction future academic work.

Table III identifies the various types of employment held by the respondents. Since so much variation in job titles and descriptions exist, professions were subjectively grouped into general areas of employment. These groups serve as broad classifications of employment by nature. The Sales & Marketing group was the category reporting the most frequent occurrences. This fact is consistent with the human relations/organizational orientation currently held by the Speech Communication Department.

Table IV examined the salary ranges of the alumni. Because approximately nine years elapsed since the last survey of this nature was conducted, ranges were modified somewhat to reflect current salary trends. The largest range occurred on the second level of ranges (\$15,001 - \$30,000, 42.6%). Slightly over 50% of the other responses fell within the ranges immediately below or above this category, with four responses reporting significantly higher incomes.

Respondents were then asked to provide exact salaries (the item was marked "optional"). Only twenty-three individuals responded to this item. Table V reports the frequencies of these figures. The mean salary was \$27,800. This item was included in an effort to ascertain what salary ranges existed, should one range be clearly the most commonly-identified. Apparently, the range was in the mid-to-upper 20's.

Due to an obviously diverse and changing communication-related career field, this survey instrument asked graduates to identify those skills that were most essential in their professions. Of the nine provided choices (not including the "other" category), all were indicated frequently. The three most frequently-indicated choices were,

TABLE III
 SPEECH COMMUNICATION CONSULTANCY GRADUATES'
 OCCUPATION CATEGORIES

Category	Frequency
Sales and Marketing	13
Human Relations-Training/Development	11
Administrative	10
Campus Services*	8
Teaching	7
Homemaker	4
Law/Law Enforcement	4
Ministry	3
Technical/Specialty**	3
Self-Employed	2
Other	9

*This category includes non-teaching positions in instructional institutions.

**Includes computer-related and nursing professions.

TABLE IV
SALARY RANGES OF COMMUNICATION GRADUATES

Range	N	Approximate %
Under \$15,000	12	16.0
\$15,001 - \$30,000	32	42.6
\$30,001 - \$50,000	22	29.3
\$50,001 - \$75,000	3	4.0
Over \$75,000	1	1.3

TABLE V
 EXACT SALARIES OF COMMUNICATION GRADUATES
 N=23 M=\$27,800

Salary	Frequency
\$ 500	1
12,500	1
20,400	1
22,000	1
22,500	1
22,900	1
24,000	1
25,000	2
26,000	1
26,500	1
27,000	1
29,000	1
29,700	1
31,000	2
35,000	1
40,000	1
45,000	1
48,000	2

Figures have been rounded to hundreds.

in order of occurrence, human relations skills (N=64), group communication (N=55), and writing (N=52). Public speaking and interviewing followed closely with 50 each. Table VI reflects the total distribution.

Table VII represents the different speech communication courses which respondents identified as the most beneficial to them. This particular item was open-ended and allowed complete freedom of response.

Although this freedom of response was included to promote original responses, some ambiguity may have resulted as respondents' answers were not always necessarily consistent with speech communication course offerings and titles. For example, "counseling" was indicated as a choice on this item. Since no course exists within the speech communication curriculum, the class to which the graduates referred is obviously one outside of the department. Organizational communication was the leader in this item, closely followed by persuasion and interpersonal communication.

Somewhat related to the data displayed in the preceding table, Table VIII indicates which facet of communication training graduates utilize most in their professions. This item served as an illustrator of what specific areas of study were the most applicable to "real world" settings. By a large margin, interpersonal skills was listed as the most frequently used (N=55). Other highly-ranked choices included organizational skills (38), persuasion (39), business and public communication skills (29), interviewing (28), and small group (25). Intercultural and "other" categories received five or fewer responses each.

To determine what, if any, minor or cognate support areas are common to speech communication majors, respondents were asked to

TABLE VI
 COMPETENCIES AND SKILLS MOST NEEDED IN
 GRADUATES' PROFESSIONS

Skill	Frequency
Human Relations	64
Group Communication	55
Writing	52
Interviewing	50
Public Speaking	50
Training	43
Counseling	34
Media/Public Relations	30
Research	28
Other*	14

*Includes persuasion, sales, teaching, nonverbal communication, management, and intercultural communication.

TABLE VII
SPEECH COURSES MOST BENEFICIAL TO RESPONDENTS

Course	Frequency
Organizational Communication	24
Persuasion	22
Interpersonal Communication	21
Group Communication	16
Interviewing	15
Public Speaking	13
Workshops*	7
Introduction to Speech Communication	5
Nonverbal Communication	5
Practicum	4
Human Relations in Organizations*	3
Oral Communication Theory*	3
Statistics*	3
Business and Professional Communication	2
Consulting*	2
Debate	2
Intercultural Communication	2
Rhetorical Theory*	2

*Graduate-level courses.

TABLE VIII
FACETS OF TRAINING MOST USED

Facet	Frequency
Interpersonal Communication	55
Persuasion	39
Organizational Communication	38
Business/Public Communication	29
Interviewing	28
Small Group Communication	25
Intercultural	5

indicate what minor areas of concentration they had in their various degree programs. Table IX provides this breakdown. The most frequently reported minor area was "business", either given generally or in other facets of business including unspecified business (15), management (6), personnel management (1), marketing (2), general administration (1), business psychology (1), and business law (1). Social sciences (sociology, psychology, etc.) and education minors were also listed with some frequency.

Table X lists the responses to the item, "Do you feel adequately prepared for your line of work?" Subjects were given only "yes" and "no" categories; all but three respondents reacted to this item. Of these, 91% (N=68) answered affirmatively.

Respondents were asked, if they were beginning their careers over again, would they choose speech communication as a major/career. Hannah and Fisher also requested the same information, and found that most would, in fact, take the same career path. The current study received the same affirmative response. However, the reaction was not quite as favorable as the item addressing graduates' job preparation. Seventy-seven percent said, "yes" and nine percent responded "no". Eight percent failed to respond to this item. Table XI provides this information.

Table XII lists responses given in regard to suggestions for improving the speech communication program. Since two responses were hardly, if ever, completely the same, these recommendations have been subjectively grouped according to general subject area. The main concern of the students appears to be making the courses as practical or "real world" as possible. Other frequently-suggested concerns were placing

TABLE IX
 RESPONDENTS' COGNATE, MINOR,
 OR SUPPORT AREAS

Area	Frequency
Business (unspecified)	15
Management	6
Psychology	5
Higher Education	4
Broadcasting	3
Sociology.	3
English	2
Marketing	2
Theatre	2
Advertising	1
Business Law	1
Business Psychology	1
Chemical Engineering	1
Education	1
Family Relations	1
French	1
General Administration	1
Music	1
Personnel Management	1
Political Science	1
Public Relations	1

TABLE X
 RESPONDENTS ADEQUATELY PREPARED
 FOR PROFESSIONS

Response	Undergraduates	Graduates	Cumulative	Percentage*
"Yes"	41	27	68	91.0
"No"	3	1	4	5.0
N/A	2	1	3	4.0

*Rounded.

TABLE XI
 RESPONDENTS WHO WOULD CHOOSE COMMUNICATION
 AS A CAREER IF STARTING OVER AGAIN

Response	Undergraduates	Graduates*	Cumulative	Percentage
"Yes"	37	22	59	79.0
"No"	3	6	9	12.0
N/A	5	2	7	9.0

*One respondent indicated dual responses.

TABLE XII
 CATEGORIES OF RECOMMENDATIONS FOR IMPROVING
 THE CONSULTANCY PROGRAM

Category	Frequency
Implement more practical application of theory in coursework	12
Place more emphasis on business	6
Place more emphasis on job/career preparation	5
Promote more technical training	5
Place more emphasis on organizational consulting	4
Revise some aspect of internship program:*	4
Assign internships outside of college	
More supervision	
Promote summer internships	
Require more internships	
Develop more specialized emphasis	3
Promote higher acceptance/understanding of the communication degree within the business community	3
Encourage appropriate minor areas	2
Place more emphasis on persuasion	2
Some courses not applicable to "real world"	2
Put more emphasis on other areas:	
Communication study	1
Conflict solving/listening	1
Public relations	1
Public speaking	1
Miscellaneous	7

*One response for each suggestion.

more emphasis on business and promoting more technical skills within the curriculum. Many of the respondents did not respond to this request for information.

Table XIII represents the data received from the "graduate student" supplement. Currently, the graduate program's curriculum is divided up into several components. For each of these areas, subjects were asked to indicate (1) whether they took the courses that were included in each component and (2) if these courses were beneficial to them. Course titles are listed at the bottom of the table.

Apparent inconsistencies between "did you take these courses" and "were they helpful to you" figures may be the result of some students' having only completed one of the two courses grouped together in each component. In some instances, graduate students may have only taken one course in a two-course component and found the class to be helpful, therefore causing an apparent response discrepancy.

The last category, teaching assistantship (2713) is not a part of the graduate coursework. Typically, assistantships are awarded to qualified graduate students who teach one to three sections of the introductory speech course per semester. This item was included because the teaching experience is often just as much a part of a student's work in the department as the actual coursework. Therefore, an assessment of this experience seemed appropriate. One hundred percent of those respondents who held assistantships indicated teaching experience had been a positive element of their work at OSU.

TABLE XIII
EXAMINATION OF GRADUATE PROGRAM COMPONENTS

Component and Courses	Respondents Taking Courses		Respondents Finding Courses Helpful	
	<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>
Theory Courses (5713 Rhetorical Theory) (5723 Oral Comm. Theory)	26	0	23	2
Organizational Courses (5733 Human Relations) (5763 Consulting)	18	9	23	2
Research Courses (5013 Intro. Grad. Study) (5023 Quantative Research)	22	3	19	4
Workshop Course (5710)	24	2	24	0
Graduate Practicum (5210)	21	4	19	2
Teaching Assistantship (2713)	14	3	24	0

CHAPTER IV

COMPARISON TO EARLIER STUDIES

Although this study identified essentially the same goals as did earlier departmental questionnaires, structural differences in the survey instrument made statistical comparison impractical. However, based on the information generated by the current research effort, some observations may be made about the nature of this data with regard to past findings.

The only significant variation existing between this survey and the preceding ones is the salaries reported by respondents. Fisher (1974) reported only seven instances (4.6%) in which salaries exceeded \$20,000. Hannah (1979) found 16 such cases (28%). Although this study did not provide a cut-off margin at \$20,000, twenty-six of the respondents (34%) reported salaries exceeding \$30,000, with the vast majority falling in the \$15-30,000 range (Mean salary of exact reported salaries = \$27,800). Clearly, graduates' salaries have increased somewhat over the past decade.

A second area of comparison involves the value of specified courses in the consultancy program. In this study and in the 1979 study, two courses (Organizational Communication and Persuasion) were listed as first and second most beneficial courses. Also, respondents in both previous studies expressed a need for further training in technological areas. Since Fisher's study (1974) was implemented in the early stages

of a departmental shift of emphasis from speech education to consultancy, and due to the increased usage of computers in the workplace over the past few years, the demand of courses has changed somewhat since the Fisher study (1974). Table XIV represents a comparison of most beneficial speech courses reported in this study and Hannah's (1979) survey.

The third area of analysis concerns the various occupations held by respondents. Hannah (1979) indicated that since the professions of his subjects were so varied, no in-depth discussion was provided. Although similar to the diversity of Hannah's report (1979), this study grouped occupations by general nature and found that a majority of reported jobs dealt with some aspect of human relations, including specific aspects of management, training and development, teaching and counseling. Because of a shift in market demands and a resulting departmental emphasis, fewer later graduates pursued secondary teaching certificates or were in fewer secondary teaching capacities than the students who responded to the Fisher (1974) study.

Overall, the findings of this study were reasonably consistent with the prior studies. The current demand for communication specialists would seem to support the presence of a program which emphasizes proficiency in developing, directing, and evaluating human relations programs and practices in various aspects of business, education, and industry.

TABLE XIV
 TWO-STUDY COMPARISON OF SPEECH COURSES
 REPORTED MOST BENEFICIAL BY RESPONDENTS
 BY FREQUENCY OF OCCURANCE

Current Study (1988)	Hannah Study (1979)
Organizational Communication	Organizational Communication
Persuasion	Persuasion
Interpersonal Communication	Interviewing
Group Communication	Practicum
Interviewing	Workshop Development
Public Speaking	Oral Communication Theory
Workshops	2713
Nonverbal Communication/2713	Models
Practicum	Teaching Experience
Human Relations/ Oral Communication Theory	Nonverbal Communication
Consulting/Rhetorical Theory/ Intercultural Communication/ Business and Professional Communication/Debate	Debate
	Statistics
	Listening
	Interpersonal Communication
	Group Communication

CHAPTER V

CONCLUSIONS

Based on the data received from the graduates who responded to this current survey, and in harmony with the prior studies conducted, the career options afforded by the Speech Communication Consultancy Degree are diverse and reasonably abundant. This study supports such a conclusion.

Primarily, speech communication graduates are serving in human relations, sales, management, and instructional capacities. Organizational, small group, and interpersonal communication skills continue to be of vast importance to the graduates, as the need for these competencies is reflected in the various professional capacities represented by the research population.

Consistent with these needs, graduates indicate the desire for coursework reflecting all levels of communication, supported with the most practical "real world" application of theory possible. Most minor areas of preparation included different areas of business; the most commonly-recommended support areas are those within the business field.

Generally, graduates of the Speech Communication Consultancy Program express a satisfaction with their preparation and training, and are content with regard to the professional opportunities the communication degree program at OSU provides. To consistently provide quality and relevant training and skill development, and in keeping with Hannah's

(1979) and Fisher's (1974) recommendations, alumni updates should be conducted every few years. With such frequent input, the communication program at Oklahoma State University should continue to meet the needs of its students and the business populations with which it associates.

Limitations

As is typical with survey research, low return rates often hinder complete analysis. A 30% or higher return rate was desired for this survey; since the return rate was only 25%, consideration is suggested when interpreting any tendencies the data may suggest.

BIBLIOGRAPHY

- Fisher, S. F. (1974). Sociological and Opinion Survey of Speech Department Graduates 1964-1974. (Unpublished M.A. Report, Oklahoma State University).
- Hannah, D. J. (1979). A Survey of Oklahoma State University Communication Consultancy Graduates 1964-1978. (Unpublished M.A. Report, Oklahoma State University).

APPENDIXES

APPENDIX A

INSTRUMENT

Please complete the following questions as fully as possible. Leave spaces blank where questions do not apply to you.

I. PERSONAL DATA AND DEGREE INFORMATION

1. Name, address, and telephone number:

2. Indicate OSU degree and date conferred:

B.A. _____ B.S. _____ M.A. _____ Ed.D. _____

3. Indicate degrees from other institutions:

<u>Degree</u>	<u>Area of Study</u>	<u>Institution</u>	<u>Date</u>
_____	_____	_____	_____
_____	_____	_____	_____

II. OCCUPATION INFORMATION

4. Name of organization by which you are employed:

_____ () Check if self-employed.

5. Official title: _____

6. Brief job description: _____

7. Salary range: (check one)

_____ under \$15,000
 _____ \$15,001 - \$30,000
 _____ \$30,001 - \$50,000
 _____ \$50,001 - \$75,000
 _____ over \$75,001

8. (OPTIONAL) Indicate exact salary: \$ _____

III. CURRICULUM ASSESSMENT

9. What communication competencies or skills are most needed in your profession? (Check as many as appropriate.)

<input type="checkbox"/> interviewing	<input type="checkbox"/> public speaking
<input type="checkbox"/> group communication	<input type="checkbox"/> media/public relations
<input type="checkbox"/> writing	<input type="checkbox"/> research
<input type="checkbox"/> training	<input type="checkbox"/> counseling
<input type="checkbox"/> human relations	<input type="checkbox"/> other (specify)

10. What speech communication courses at OSU were the most beneficial to you in terms of your present employment?

11. What facet of your communication training at OSU do you use the most?

<input type="checkbox"/> interpersonal	<input type="checkbox"/> organizational
<input type="checkbox"/> small group	<input type="checkbox"/> business/public communication
<input type="checkbox"/> interviewing	<input type="checkbox"/> intercultural
<input type="checkbox"/> persuasion	<input type="checkbox"/> other (specify)

12. What minor area of study did you have in your degree program? Was this study helpful?

13. Do you feel adequately prepared for your line of work?

yes no

14. If you were beginning your career over again, would you pursue a communication degree? If yes, why? If no, why not?

15. What comments or recommendations do you have for improving the quality of communication study at OSU? (Use the back of this form if necessary.)

16. Also, on the reverse side of this form, please provide the names, addresses, and telephone numbers of other alumni with whom you correspond.

APPENDIX B

GRADUATE STUDENT FORM

FOR GRADUATE STUDENTS

Please provide information about each component of the graduate program:

1. Theory (Communication/Rhetorical)

- (a) Did you take both of these classes? _____yes _____no
 (b) Were they helpful to you? _____yes _____no
 (c) What suggestions do you have for
 improving these courses?
-

2. Organizational Communication (Human Relations/Consulting)

- (a) Did you take both of these classes? _____yes _____no
 (b) Were they helpful to you? _____yes _____no
 (c) What suggestions do you have for
 improving these courses?
-

3. Research (Introduction to Graduate Study/Quantitative Research)

- (a) Did you take both of these classes? _____yes _____no
 (b) Were they helpful to you? _____yes _____no
 (c) What suggestions do you have for
 improving these courses?
-

4. Communication Workshops

- (a) Did you facilitate a workshop? _____yes _____no
 (b) Was this experience helpful to you? _____yes _____no
 (c) What suggestions do you have for
 improving this course?
-

5. Practicum

- (a) Did you do a practicum? _____yes _____no
 (b) Was this experience helpful to you? _____yes _____no
 (c) What suggestions do you have for
 improving the practicum program?
-

6. Teaching Assistantship (2713)

- (a) Were you a teaching assistant during
 your graduate studies? _____yes _____no
 (b) Was this experience helpful to you? _____yes _____no
 (c) What suggestions do you have for
 improving the graduate teaching program?
-

APPENDIX C

COVER LETTER



Oklahoma State University

DEPARTMENT OF SPEECH COMMUNICATION
COLLEGE OF ARTS AND SCIENCES

STILLWATER, OKLAHOMA 74078
MORRILL HALL 109
(405) 624-6150

January 18, 1988

Dear Alumnus:

Several years ago, two mail questionnaires were distributed to all speech communication graduates of Oklahoma State University. These surveys investigated the respondents' professions, communication-related job descriptions, and their assessment of the training they received at OSU.

To update our files, current information in these areas is needed again. Enclosed is a questionnaire which allows you the opportunity to provide helpful information for departmental records. I will also use this data to complete a graduate report in partial fulfillment of my Master's Degree in Speech Communication Consultancy.

Please complete the enclosed form and return no later than February 22, 1988.

Thank you for your cooperation and input.

Sincerely,

A handwritten signature in cursive script, appearing to read 'William Wardrope'.

William Wardrope

WW/ub

Enclosures: (1) Questionnaire
(2) Stamped Return Envelope

VITA

William J. Wardrope

Candidate for the Degree of

Master of Arts

Report: AN UPDATE OF OKLAHOMA STATE UNIVERSITY SPEECH COMMUNICATION
ALUMNI

Major Field: Speech Communication Consultancy

Biographical:

Personal Data: Born in San Antonio, Texas, October 14, 1962.

Education: Received Bachelor of Arts Degree in Oral Communication
from Central State University at Edmond, Oklahoma in May,
1986; completed requirements for the Master of Arts Degree in
Speech Communication Consultancy at Oklahoma State University
in July, 1988.

Professional Experience: Teaching Assistant, Department of Speech
Communication, Oklahoma State University, August, 1986, to
May, 1988.