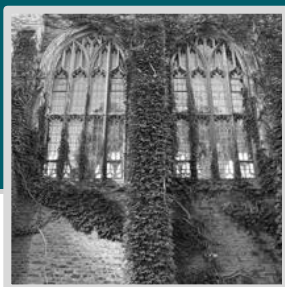


# Market Analysis for Degrees in Communication

Prepared for Clarion University of Pennsylvania

December 2014



In the following report, Hanover Research analyzes student and labor market demand for communication degrees at the bachelor's and master's levels. This report draws on degree completion trends, labor market and employment projections, and information on communication specializations.

# TABLE OF CONTENTS

<b>Executive Summary and Key Findings .....</b>	<b>4</b>
KEY FINDINGS.....	4
<b>Section I: Student Demand .....</b>	<b>6</b>
TRENDS IN STUDENT DEMAND.....	6
COMMUNICATION DEGREE COMPLETIONS TRENDS.....	8
Methodology.....	8
BACHELOR’S DEGREE COMPLETIONS .....	9
National Trends.....	9
Regional Trends.....	11
State Trends .....	12
MASTER’S DEGREE COMPLETIONS.....	13
National Trends.....	13
Regional Trends.....	15
State Trends .....	15
DEMAND BY STUDENT POPULATION.....	16
Men.....	16
Veterans .....	17
<b>Section II: Labor Market Demand.....</b>	<b>18</b>
TRENDS IN LABOR MARKET DEMAND .....	18
EMPLOYMENT PROJECTIONS .....	18
Methodology.....	18
National Employment Projections.....	20
Pennsylvania Employment Projections .....	21
SALARY OUTLOOK.....	22
<b>Section III: Competitor Profiles .....</b>	<b>24</b>
BLOOMSBURG UNIVERSITY OF PENNSYLVANIA.....	25
Curriculum.....	25
Alumni and Employment.....	26
Differentiating Features .....	27
MUHLENBERG COLLEGE .....	28
Curriculum.....	28

Alumni and Employment..... 30

Differentiating Features ..... 30

POINT PARK UNIVERSITY ..... 31

Curriculum..... 33

Alumni and Employment..... 34

Differentiating Features ..... 34

TEMPLE UNIVERSITY..... 35

Curriculum..... 35

**Appendix ..... 37**

## EXECUTIVE SUMMARY AND KEY FINDINGS

In this report, Hanover Research assesses trends in student and labor market demand for bachelor's and master's degrees in communication. Section I includes an analysis of degree completions data at the national, regional, and state levels to assess student demand and emerging and popular communication specializations. Section II examines employment growth projections and salary outlooks for occupations associated with communication degrees. Section III presents profiles of three bachelor's and one master's degree program in communication in the state of Pennsylvania.

### KEY FINDINGS

- **There is considerable student demand for communication programs nationally and regionally.** Communication is a high-volume field, averaging between 60,000 and 70,000 bachelor's degree completions each year between 2009 and 2013. However, while communication completions grew overall between 2009 and 2013, growth in recent years has slowed.
- **Demand for communication programs appears stronger at the undergraduate level than at the master's level.** The field has long had a reputation of catering primarily to undergraduates, and current enrollment trends—with undergraduates outnumbering graduate students nearly 10 to one—supports this conception. Furthermore, those entering communication-related occupations typically require only a bachelor's degree for entry and can potentially earn above-average salaries for some related occupations. On the other hand, master's degree completions grew more rapidly than bachelor's nationally and in the Mideast region in the past five years, with particularly strong growth in Health Communication, Public Relations/Image Management, and Digital Communication and Media/Multimedia.
- **The labor market for those with communication degrees is strong, with a high volume of job openings and employment projections above the national average for several related occupations.** In particular, health communication occupations are expected to grow faster than any other communication-related profession. Other fields projected to experience high growth include those related to advertising and public relations, while more traditional communication occupations in journalism and broadcast media are likely to suffer declining job opportunities.
- **Communication is largely a female-dominated field of education.** Women constitute 60 to 70 percent of the population in most communication subfields. However, though men are generally a minority, certain subfields attract men at higher rates. For example, in 2013 approximately three-quarters of "Sports Communication" graduates were men. Similarly, high-volume subfields within communication that draw roughly even concentrations of men and women include "Radio and Television" and "Digital Communication and Multimedia."

- **The higher education market for communication programs in Pennsylvania is competitive, which requires providers to develop ways of differentiating their offerings.** Institutions may offer specializations within a Bachelor of Arts in Communication program, or they may integrate professional development opportunities into the curricula to maintain a strong focus on employment preparation. Some Pennsylvania institutions, such as Bloomsburg University or Muhlenberg College, compete with much larger universities by offering a broad set of electives through other departments or creating unique opportunities, such as an honors program or communication-specific study abroad offering.

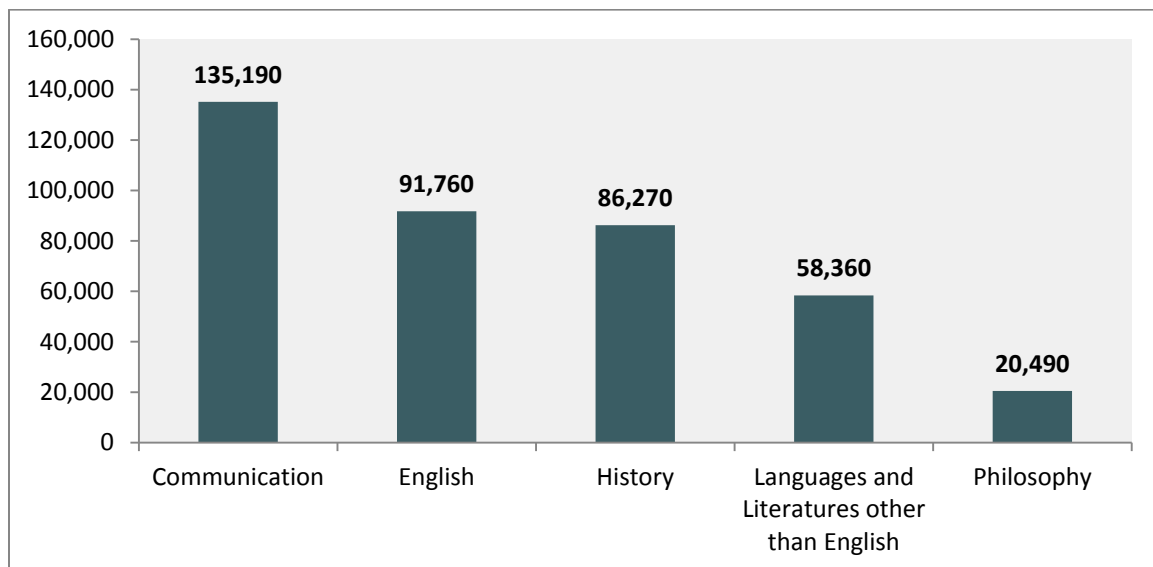
## SECTION I: STUDENT DEMAND

In this section, Hanover Research examines student demand for communication degrees at the bachelor's and master's levels.

### TRENDS IN STUDENT DEMAND

Student demand for degree programs in communication has been fairly robust in recent years. At a time when the number of students majoring in many humanities fields has “slipped,” communication program enrollments have remained steady and have even increased.<sup>1</sup> According to a recent survey of the humanities departments at four-year, U.S. higher education institutions conducted by the American Academy of Arts & Sciences, the number of juniors and seniors with a declared communication major is considerably higher than in other humanities disciplines.<sup>2</sup> Figure 1.1, below, shows the estimated national enrollments of the five largest humanities fields at the time of the survey.

**Figure 1.1: Junior and Senior Humanities Students by Declared Major, Fall 2012**



Source: American Academy of Arts and Sciences<sup>3</sup>

<sup>1</sup> Chu, R., S. White, and R. Czujko. “Overview of the Findings from the 2012-2013 Humanities Departmental Survey.” American Academy of Arts and Sciences, 2014.

<http://www.humanitiesindicators.org/content/indicator.doc.aspx?i=458>

<sup>2</sup> White, S., R. Chu, and R. Czujko. “The 2012-13 Survey of Humanities Departments at Four-Year Institutions: Full Technical Report.” American Academy of Arts and Sciences, 2014. pp. 16-17.

[http://www.humanitiesindicators.org/binaries/pdf/HDS2\\_final.pdf](http://www.humanitiesindicators.org/binaries/pdf/HDS2_final.pdf)

<sup>3</sup> Ibid.

This growing popularity has been driven by multiple factors. Jason Schmitt, Director of Communication Studies at Green Mountain College, recently theorized in a *Huffington Post* article that the popularity of communication programs has grown because:

*“In many ways Communication Studies is the right offering at the right time. The discipline is extremely well positioned as the digital economy, social networking and the move toward media creation rises to prominence. Concepts that may have been more abstract for students fifteen years ago such as relationship networks, group communication, and media theory are becoming vitally relevant knowledge that a wide ranging student body want to obtain. In addition, the broad nature and breadth of coursework in the discipline seems to be another attribute of academic attraction.”<sup>4</sup>*

Others assert that the employability of communication graduates has increased student interest in the field. According to University of Montana Communication Studies professor Betsy Bach, “As students become a little more careerist they search for a degree that is flexible and adaptable and I think communication provides both of those.”<sup>5</sup> University of Nebraska-Lincoln Communication Studies Chair Dawn Braithwaite agrees, asserting that communication graduates “come through the door differently” than students in traditional communication-related professional fields like journalism.<sup>6</sup>

To accommodate this growing need for specialization, some higher education institutions have begun to add diverse subfield specializations to their communication programs. This trend was documented recently by the *American Journalism Review*. As part of its examination of new courses offered by journalism and communication schools, the *Review* surveyed several departments of communication and journalism to understand how they have chosen to adjust their curricular offerings. They found that:

*“...popular areas of curriculum development right now include sports, computer coding, data-driven reporting, and digital audience analysis.... For quick change, it’s hard to beat adding a singular specialized course. It allows students to respond to growing demands for new skills, to particular technologies that emerge suddenly, and to new educational theories.”<sup>7</sup>*

<sup>4</sup> Schmitt, J. “Communication Studies Rise to Relevance.” *Huffington Post*, October 22, 2014. [http://www.huffingtonpost.com/jason-schmitt/communication-studies-ris\\_b\\_6025038.html](http://www.huffingtonpost.com/jason-schmitt/communication-studies-ris_b_6025038.html)

<sup>5</sup> Ibid.

<sup>6</sup> Ibid.

<sup>7</sup> Wordsman, E. “Journalism Schools Add Courses in Sports, Emerging Technology.” *American Journalism Review*, December 18, 2014. <http://ajr.org/2014/12/18/journalism-schools-add-courses-sports-emerging-technology/>

## COMMUNICATION DEGREE COMPLETIONS TRENDS

To better quantify potential student demand for new bachelor's and master's programming in communication, Hanover examines recent trends in degree completions among existing programs. If conferrals in the field have been increasing over time, it can be inferred that student demand for communication programs is on the rise.

### *METHODOLOGY*

To assess completions trends in communication, Hanover analyzes the five most recent years of data available through the National Center for Education Statistics (NCES). The NCES uses a taxonomic system of numeric codes, known as the Classification of Instructional Programs (CIP), to classify higher education programs. All institutions of higher education that receive or apply for federal funding are required to submit conferral data, sorted by award level and CIP code, to the NCES's Integrated Postsecondary Education Data System (IPEDS).<sup>8</sup>

For this report, Hanover considers programs from within the broad education field 09 "Communication, Journalism, and Related Programs."<sup>9</sup> To better target the analysis, overtly professional codes often situated in a school or department other than Communication—such as Journalism or Advertising—are not considered. The final list of CIP classifications shown below encompasses all subfields of communication reported to IPEDS. The appendix to this report includes descriptions of these CIP categories.

- Communication, General (09.0100)
- Speech Communication and Rhetoric (09.0101)
- Mass Communication/Media Studies (09.0102)
- Communication and Media Studies, Other (09.0199)
- Radio and Television (09.0701)
- Digital Communication and Media/Multimedia (09.0702)
- Radio, Television, and Digital Communication, Other (09.0799)
- Public Relations, Advertising, and Applied Communication (09.0900)
- Organizational Communication, General (09.0901)
- Public Relations/Image Management (09.0902)
- Political Communication (09.0904)
- Health Communication (09.0905)
- Sports Communication (09.0906)
- International and Intercultural Communication (09.0907)

---

<sup>8</sup> "IPEDS Data Center." National Center for Education Statistics. <http://nces.ed.gov/ipeds/datacenter/login.aspx>

<sup>9</sup> "Detail for CIP Code 09." National Center for Education Statistics.  
<http://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cid=88043>



- Technical and Scientific Communication (09.0908)
- Public Relations, Advertising, and Applied Communication, Other (09.0999)
- Communication, Journalism, and Related Program, Other (09.9999)

When analyzing program completions data obtained through IPEDS, a few limitations should be considered.

- First, institutions classify their programs independently, meaning that two programs that are identical in all respects could hypothetically be classified under different CIP codes. For example, completions that would most accurately be reported under CIP code 09.0906 “Sports Communication” may be listed under the less specific 09.0100 “Communication, General.” Thus, for any given institution it cannot be assumed that IPEDS completions data for an individual CIP classification always correspond directly to a particular program.
- Second, in 2010 the NCES updated its classification of communication programs from the 2000 version of the CIP taxonomy. Most notably, the NCES introduced a number of more specific program classifications, including “Sports Communication” and “International and Intercultural Communication.” This development is of importance for this analysis because prior to 2010 institutions were not able to report completions separately for these programs at any level.

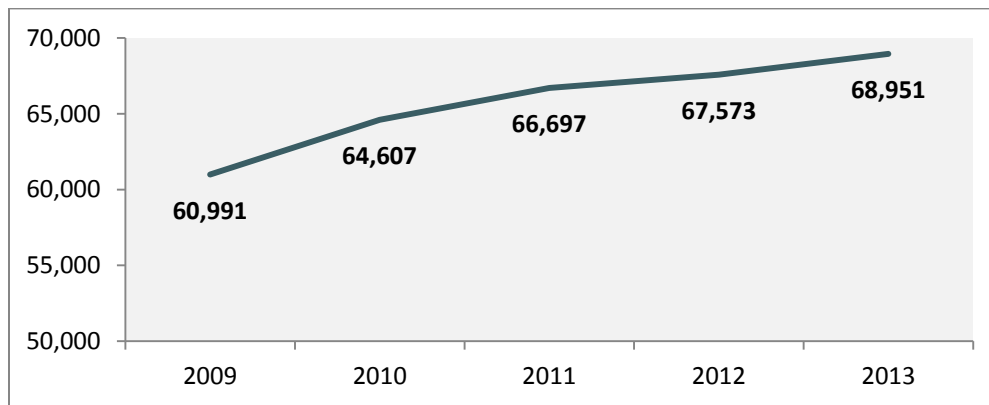
Hanover relies on three statistical metrics for measuring year-to-year trends in completions data: Compound Annual Growth Rate (CAGR), Average Annual Change (AAC), and Standard Deviation of the AAC (STDEV). CAGR is a theoretical indicator that demonstrates the percentage growth in completions from year to year, assuming a steady rate of growth between the first and final years. AAC is determined by calculating the average numerical year-to-year change, which helps to account for the volume of completions. STDEV measures the variance in yearly changes. To avoid misrepresenting market trends, Hanover has only calculated these figures for datasets that include at least five years of information.

## **BACHELOR’S DEGREE COMPLETIONS**

### *NATIONAL TRENDS*

Figure 1.2, on the following page, illustrates the number of communication bachelor’s degree completions between 2009 and 2013. The figure shows that completions in the field increased over this period. As suggested by the secondary literature discussed earlier in this section, the field is fairly high-volume, with more than 60,000 yearly completions. However, the figure also suggests that student demand growth has decelerated in recent years.

**Figure 1.2: U.S. Bachelor's Degree Completions in Communication-Related CIP Codes, 2009-2013**



Source: IPEDS

Overall, as shown in Figure 1.3 on the following page, there was a 3.1-percent compound annual growth rate for the period examined for all examined communication-related CIP codes. This rate is on par with the average compound annual growth rate for all bachelor's degrees over this period, which was 3.6 percent.

However, when disaggregated by CIP category, it is apparent that some communication disciplines have grown more strongly than others. Figure 1.3 also shows that five subfields experienced stronger-than-average growth between 2009 and 2013. Of these, "Digital Communication and Media/Multimedia" is particularly noteworthy due to its strong pattern of growth and its relatively large number of completions. "Public Relations, Advertising, and Applied Communication" also demonstrates a high level of growth and a considerable volume of completions.

**Figure 1.3: U.S. Communication Bachelor's Degree Completions by Subfield, 2009-2013**

CIP CATEGORY	2009	2010	2011	2012	2013	CAGR	AAC	STDEV
Health Communication	6	9	39	65	50	69.9%	11	18
Radio, Television, and Digital Communication, Other	465	476	763	802	929	18.9%	116	108
Digital Communication and Media/Multimedia	1,195	1,475	1,497	1,687	2,051	14.5%	214	127
Communication and Media Studies, Other	1,652	1,975	1,923	1,869	1,915	3.8%	66	154
Political Communication	61	83	71	80	70	3.5%	2	14
Mass Communication/ Media Studies	8,605	8,610	8,988	9,306	9,517	2.6%	228	142
Public Relations, Advertising, and Applied Communication, Other	936	885	1,137	996	1,035	2.5%	25	146
Organizational Communication, General	1,107	1,143	1,052	1,095	1,137	0.7%	8	57
Public Relations/Image Management	4,680	4,524	4,344	4,428	4,508	-0.9%	-43	125
Speech Communication and Rhetoric	34,651	33,445	33,380	32,063	32,559	-1.5%	-523	766
Radio and Television	5,693	5,684	5,214	5,129	5,101	-2.7%	-148	188
Communication, Journalism, and Related Programs, Other	1,940	1,724	1,709	1,736	1,345	-8.8%	-149	167
Communication, General	-	3,839	5,545	7,108	7,392	-	-	-
Public Relations, Advertising, and Applied Communication	-	667	937	1,106	1,212	-	-	-
Sports Communication	-	13	42	39	81	-	-	-
International and Intercultural Communication	-	24	36	35	34	-	-	-
Technical and Scientific Communication	-	31	20	29	15	-	-	-
<b>Total (All Subfields)</b>	<b>60,991</b>	<b>64,607</b>	<b>66,697</b>	<b>67,573</b>	<b>68,951</b>	<b>3.1%</b>	<b>1,990</b>	<b>1,003</b>

Source: IPEDS

### REGIONAL TRENDS

Completion trends for the Mideast region – defined by NCES to include Pennsylvania, Delaware, Maryland, New Jersey, New York, and the District of Columbia – differ somewhat from national trends. The region's relatively large volume of completions (nearly 18 percent of the nation's total communication completions between 2009 and 2013) and slower-than-average rate of growth suggest a fairly mature higher education market. Moreover, the region's largest subfields, including "Radio and Television," "Speech Communication and Rhetoric," and "Communication, Journalism, and Related Programs," all had stagnant or declining completions numbers. The region's most important optimistic communication-related subfields appear to be "Organizational Communication" and "Mass Communication/Media Studies." This information is shown in Figure 1.4, on the following page.

**Figure 1.4: Mideast Communication Bachelor's Degree Completions by Subfield, 2009-2013**

CIP CATEGORY	2009	2010	2011	2012	2013	CAGR	AAC	STDEV
Organizational Communication, General	69	68	84	225	292	43.4%	56	55
Radio, Television, and Digital Communication, Other	110	128	154	186	188	14.3%	20	55
Mass Communication/ Media Studies	1,283	1,339	1,515	1,563	1,635	6.2%	88	52
Political Communication	33	39	48	43	42	6.2%	2	6
Public Relations/Image Management	425	405	416	457	504	4.4%	20	27
Communication and Media Studies, Other	574	543	682	625	680	4.3%	27	77
Digital Communication and Media/Multimedia	267	379	292	230	279	1.1%	3	81
Radio and Television	954	1,133	1,165	1,004	994	1.0%	10	121
Speech Communication and Rhetoric	6,534	6,256	5,874	6,017	6,096	-1.7%	-110	225
Public Relations, Advertising, and Applied Communication, Other	211	306	342	182	190	-2.6%	-5	95
Communication, Journalism, and Related Programs, Other	597	524	528	534	433	-7.7%	-41	47
Communication, General	-	397	854	896	858	-	-	-
Health Communication	-	1	5	-	2	-	-	-
International and Intercultural Communication	-	-	-	-	0	-	-	-
Public Relations, Advertising, and Applied Communication	-	25	41	122	131	-	-	-
Sports Communication	-	11	20	13	18	-	-	-
Technical and Scientific Communication	-	2	2	4	0	-	-	-
<b>Total (All Subfields)</b>	<b>11,057</b>	<b>11,556</b>	<b>12,022</b>	<b>12,101</b>	<b>12,342</b>	<b>2.8%</b>	<b>321</b>	<b>172</b>

Source: IPEDS

### STATE TRENDS

With approximately one-quarter of the Mideast region's communication completions and a compound annual growth rate of 1.4 percent for all examined CIP categories, Pennsylvania appears to be a relatively saturated market for communication bachelor's programs. However, as is shown in Figure 1.5 on the following page, the state has experienced growth in a number of emerging fields. As is the case in the Mideast region more generally, student demand for "Organizational Communication" programs grew rapidly in Pennsylvania between 2009 and 2013, expanding at a CAGR of nearly 100 percent. Much of this growth can be attributed to a large increase in completions reported by Bloomsburg University of Pennsylvania beginning in 2012, possibly as a result of reporting completions, such as those previously reported under CIP categories such as "Rhetoric and Composition," into a different CIP code than before or growth in the program. There is also a relatively large volume and strong growth of "Mass Communication/Media Studies" completions.

**Figure 1.5: Pennsylvania Communication Bachelor's Degree Completions by Subfield, 2009-2013**

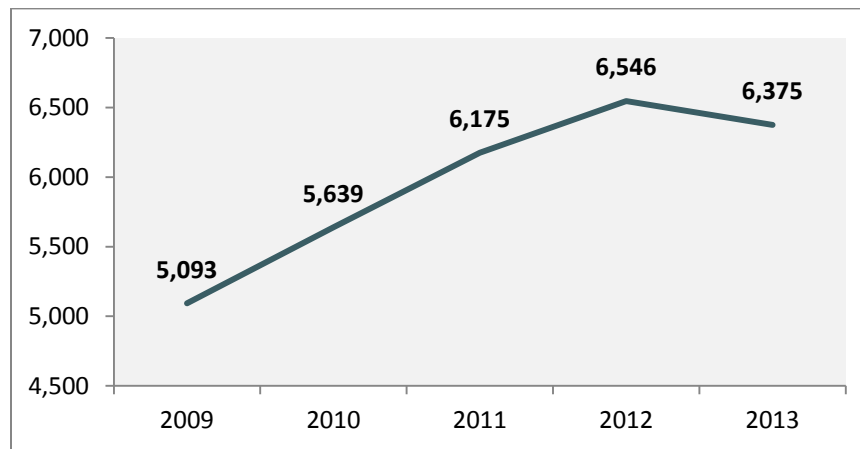
CIP CATEGORY	2009	2010	2011	2012	2013	CAGR	AAC	STDEV
Organizational Communication, General	16	29	18	170	250	98.8%	59	63
Mass Communication/Media Studies	258	285	286	339	412	12.4%	39	27
Public Relations, Advertising, and Applied Communication, Other	57	69	92	61	76	7.5%	5	21
Communication and Media Studies, Other	152	126	240	255	191	5.9%	10	66
Digital Communication and Media Multimedia	104	183	115	144	130	5.7%	7	54
Communication, Journalism, and Related Programs, Other	197	268	242	209	240	5.1%	11	43
Radio and Television	230	215	186	232	218	-1.3%	-3	29
Speech Communication and Rhetoric	1,938	1,862	1,646	1,618	1,540	-5.6%	-100	70
Public Relations/Image Management	141	146	147	70	63	-18.2%	-20	33
Communication, General	-	12	115	125	127	-	-	-
Health Communication	-	1	5	-	2	-	-	-
International and Intercultural Communication	-	-	-	-	0	-	-	-
Public Relations, Advertising, and Applied Communication	-	-	2	11	18	-	-	-
Radio, Television, and Digital Communication, Other	2	1	-	-	-	-	-	-
Technical and Scientific Communication	-	2	2	4	0	-	-	-
Political Communication	-	-	-	-	-	-	-	-
Sports Communication	-	-	-	-	-	-	-	-
<b>Total (All Subfields)</b>	<b>3,095</b>	<b>3,199</b>	<b>3,096</b>	<b>3,238</b>	<b>3,267</b>	<b>1.4%</b>	<b>43</b>	<b>94</b>

Source: IPEDS

## MASTER'S DEGREE COMPLETIONS

### NATIONAL TRENDS

Figures 1.6 and 1.7 on the following page show trends for master's degrees in communication at the national level. These data indicate that communication-related programs are currently more popular among undergraduates, although yearly completions have grown more rapidly at the master's level between 2009 and 2013. "Digital Communication and Media/Multimedia" is one of few CIP categories that saw strong growth in yearly completions at both the undergraduate and graduate levels. It, along with "Health Communication" and "Public Relations/Image Management" appear to be the most rapidly growing communication fields at the master's level.

**Figure 1.6: U.S. Master's Degree Completions in Communication-Related CIP Codes, 2009-2013**

Source: IPEDS

**Figure 1.7: U.S. Communication Master's Degree Completions by Subfield, 2009-2013**

CIP CATEGORY	2009	2010	2011	2012	2013	CAGR	AAC	STDEV
Health Communication	23	61	93	132	132	54.8%	27	16
Public Relations/Image Management	254	402	452	508	594	23.7%	85	39
Digital Communication and Media/Multimedia	142	194	227	296	305	21.1%	41	22
Communication and Media Studies, Other	451	406	597	648	673	10.5%	56	86
Public Relations, Advertising, and Applied Communication, Other	142	149	218	194	188	7.3%	12	35
Mass Communication/ Media Studies	773	923	891	1,110	1,001	6.7%	57	133
Radio, Television, and Digital Communication, Other	10	2	9	16	12	4.7%	1	7
Speech Communication and Rhetoric	2,174	2,100	2,197	2,167	2,055	-1.4%	-30	79
Organizational Communication, General	167	180	108	157	138	-4.7%	-7	44
Communication, Journalism, and Related Programs, Other	668	696	499	513	488	-7.5%	-45	90
Radio and Television	289	277	275	210	189	-10.1%	-25	24
Communication, General	-	191	496	490	510	-	-	-
International and Intercultural Communication	-	37	64	46	48	-	-	-
Public Relations, Advertising, and Applied Communication	-	5	19	14	13	-	-	-
Sports Communication	-	-	1	20	14	-	-	-
Technical and Scientific Communication	-	16	29	25	15	-	-	-
Political Communication	-	-	-	-	-	-	-	-
<b>All Subfields</b>	<b>5,093</b>	<b>5,639</b>	<b>6,175</b>	<b>6,546</b>	<b>6,375</b>	<b>5.8%</b>	<b>321</b>	<b>292</b>

Source: IPEDS

### REGIONAL TRENDS

Figure 1.8 displays master's level communication degree completions in the Mideast region between 2009 and 2013. Completions in this region grew slightly faster than in the nation as a whole, with a compound annual growth rate of 8 percent. Within the Mideast region, three subfields—Public Relations and Image Management, Mass Communication/Media Studies, and Communication and Media Studies—stand out as both relatively high-volume and rapidly growing. However, in contrast to robust performance at the bachelor's level, master's completions within the Organizational Communication subfield declined rapidly at a rate of 20.1 percent and showed only 20 completions in 2013, down from 49 in 2009.

**Figure 1.8: Mideast Communication Master's Degree Completions by Subfield, 2009-2013**

CIP CATEGORY	2009	2010	2011	2012	2013	CAGR	AAC	STDEV
Public Relations/Image Management	102	233	227	290	285	29.3%	46	57
Mass Communication/ Media Studies	196	249	231	394	376	17.7%	45	74
Communication and Media Studies, Other	78	56	101	99	139	15.5%	15	28
Communication, Journalism, and Related Programs, Other	258	286	217	257	264	0.6%	2	42
Digital Communication and Media/Multimedia	11	6	7	3	11	0.0%	0	5
Speech Communication and Rhetoric	450	494	487	486	442	-0.4%	-2	31
Radio and Television	92	95	95	62	72	-5.9%	-5	17
Organizational Communication, General	49	46	30	28	20	-20.1%	-7	6
Communication, General	-	-	82	86	59	-	-	-
Health Communication	-	13	21	17	24	-	-	-
International and Intercultural Communication	-	6	15	15	26	-	-	-
Public Relations, Advertising, and Applied Communication, Other	32	31	35	-	6	-	-	-
Radio, Television, and Digital Communication, Other	-	-	-	5	2	-	-	-
Technical and Scientific Communication	-	1	2	3	1	-	-	-
Political Communication	-	-	-	-	-	-	-	-
Public Relations, Advertising, and Applied Communication	-	-	-	-	-	-	-	-
Sports Communication	-	-	-	-	-	-	-	-
<b>All Subfields</b>	<b>1,268</b>	<b>1,516</b>	<b>1,550</b>	<b>1,745</b>	<b>1,727</b>	<b>8.0%</b>	<b>115</b>	<b>110</b>

Source: IPEDS

### STATE TRENDS

Completions trends suggest stagnant student demand for communication-related master's programs in Pennsylvania between 2009 and 2013. The state, which accounted for approximately 14 percent of the region's master's completions in 2013, saw comparatively little year-to-year growth in the number of degrees being completed. Mirroring the broader

Mideast region as a whole, “Mass Communication/Media Studies” appears to be an emerging field in Pennsylvania, with strong growth in recent years. This information is shown below in Figure 1.9. However, it should be noted that due to the very low volume of completions overall, minor fluctuations in the offerings of individual programs or institutions in any given year may continue to have a significant impact on completion trends in Pennsylvania.

**Figure 1.9: Pennsylvania Communication Master’s Degree Completions by Subfield, 2009-2013**

CIP CATEGORY	2009	2010	2011	2012	2013	CAGR	AAC	STDEV
Mass Communication/ Media Studies	4	9	6	26	36	73.2%	8	8
Radio and Television	13	15	12	19	18	8.5%	1	4
Organizational Communication, General	11	6	12	12	13	4.3%	1	4
Digital Communication and Media/Multimedia	11	6	7	3	11	0.0%	0	5
Speech Communication and Rhetoric	86	100	81	62	63	-7.5%	-6	14
Communication, Journalism, and Related Programs, Other	104	89	54	75	58	-13.6%	-12	20
Communication, General	-	-	56	53	26	-	-	-
Communication and Media Studies, Other	-	-	8	23	15	-	-	-
International and Intercultural Communication	-	-	-	-	1	-	-	-
Public Relations, Advertising, and Applied Communication, Other	-	-	-	-	6	-	-	-
Public Relations/Image Management	1	1	1	-	-	-	-	-
Health Communication	-	-	-	-	-	-	-	-
Political Communication	-	-	-	-	-	-	-	-
Public Relations, Advertising, and Applied Communication	-	-	-	-	-	-	-	-
Radio, Television, and Digital Communication, Other	-	-	-	-	-	-	-	-
Sports Communication	-	-	-	-	-	-	-	-
Technical and Scientific Communication	-	-	-	-	-	-	-	-
<b>All Subfields</b>	<b>230</b>	<b>226</b>	<b>237</b>	<b>273</b>	<b>247</b>	<b>1.8%</b>	<b>4</b>	<b>23</b>

Source: IPEDS

## DEMAND BY STUDENT POPULATION

### MEN

Communication degree programs are largely dominated by women. According to IPEDS data, men comprised about 36 percent of the nearly 329,000 bachelor’s degrees and 31 percent of the almost 30,000 master’s degrees awarded between 2009 and 2013. During the most recent year of data collection, 2012-2013, men made up 36 percent of the approximately 69,000 bachelor’s and 30 percent of the 6,375 master’s degrees awarded.



However, though men are a minority across communication programs generally, certain subfields of communication attract men at higher rates. For example, in 2013 approximately three-quarters of “Sports Communication” graduates were men. Similarly, high-volume subfields within communication that draw roughly even concentrations of men and women include “Radio and Television” and “Digital Communication and Multimedia.” Figure 1.10, below, displays a breakdown of 2013 communication degree completions by gender.

**Figure 1.10: Concentration of Male Bachelor’s and Master’s Graduates in Communication by Subfield, 2013**

DEGREE PROGRAM	MALE BACHELOR’S GRADUATES		MALE MASTER’S GRADUATES	
	%	NUMBER	%	NUMBER
<b>Sports Communication</b>	<b>74.0%</b>	<b>60</b>	<b>78.6%</b>	<b>11</b>
<b>Radio and Television</b>	<b>54.9%</b>	<b>2,753</b>	<b>48.7%</b>	<b>92</b>
<b>Digital Communication and Media/Multimedia</b>	<b>53.5%</b>	<b>1,098</b>	<b>52.1%</b>	<b>305</b>
<b>Radio, Television, and Digital Communication, Other</b>	<b>51.9%</b>	<b>483</b>	<b>75.0%</b>	<b>9</b>
Political Communication	41.4%	29	--	--
International and Intercultural Communication	41.2%	14	16.7%	8
Communication, Journalism, and Related Programs, Other	40.6%	546	25.0%	122
Mass Communication/Media Studies	36.7%	3,491	33.5%	335
Speech Communication and Rhetoric	35.2%	11,463	29.9%	616
Communication and Media Studies, Other	33.6%	643	28.4%	191
Technical and Scientific Communication	33.3%	5	33.3%	5
Communication, General	32.9%	2,434	30.2%	154
Organizational Communication, General	29.9%	341	24.6%	34
Public Relations, Advertising, and Applied Communication, Other	28.8%	298	20.2%	38
Health Communication	28.0%	14	17.4%	23
Public Relations, Advertising, and Applied Communication	24.9%	302	15.4%	2
Public Relations/Image Management	20.2%	909	20.7%	123

Source: IPEDS

## VETERANS

The Public Relations Society of America expresses a strong interest in the inclusion of more veterans in public relations and communication programs. As a means of support, the Society offers free membership to qualified veterans and provides an Accreditation in Public Relations + Military Communication (APR+M) certification to aid in veterans’ transition from or specialization in military public relations.<sup>10</sup> However, there is little published data that indicates whether any particular fields within communication tend to draw veterans.

<sup>10</sup> “Veterans’ Transferable Skills.” Public Relations Society of America. PRSA JobCenter, 2010.  
[http://www.prsa.org/Jobcenter/military/military\\_employer\\_toolkit/Veterans\\_Transferable\\_Skills](http://www.prsa.org/Jobcenter/military/military_employer_toolkit/Veterans_Transferable_Skills)

## SECTION II: LABOR MARKET DEMAND

In the following section, Hanover Research considers the employment outlook for graduates of bachelor's and master's degree programs in communication.

### TRENDS IN LABOR MARKET DEMAND

Qualitative information suggests that the job market for communication degree holders is strong, with a considerable variety of potential positions available to these graduates. Even during the recession, more than two-thirds of journalism and mass communication school graduates had at least one job offer upon graduation.<sup>11</sup> Moreover, according to the Cox Center for International Mass Communication Training and Research's 2013 survey of journalism and mass communication graduates, approximately 74 percent of bachelor's graduates in 2013 received at least one job offer by the time they graduated.<sup>12</sup>

However, graduates' options are largely dependent on their specialization and the fields in which they enter. For example, according to the Public Relations Society of America, the job market for public relations professionals was improving in 2012 in what recruiters described as a "gradual, positive trend." While this source reports that widespread acknowledgment of the importance of public relations at the executive level is likely to lead to increased hiring throughout the public relations field, it also notes that health care public relations and social media specialties are likely to be increasingly critical to hiring in the long term.<sup>13</sup>

### EMPLOYMENT PROJECTIONS

#### METHODOLOGY

To provide a more concrete assessment of future demand for graduates of communication programs, Hanover analyzes employment projections at the national and state levels. This analysis relies on labor market projections at the occupational level from the U.S. Bureau of Labor Statistics (BLS). The BLS classifies occupations using its Standard Occupational Classification (SOC) system, a taxonomical structure used to "classify workers into occupational categories for the purpose of collecting, calculating, and disseminating data."<sup>14</sup>

---

<sup>11</sup> Becker, L., et al. "2012 Annual Survey of Journalism and Mass Communication Graduates." James Cox Center for International Mass Communication Training and Research. August 9, 2013. p. 22.

[http://www.grady.uga.edu/annualsurveys/graduate\\_survey/graduate\\_2012/grdrpt2012mergedv2.pdf](http://www.grady.uga.edu/annualsurveys/graduate_survey/graduate_2012/grdrpt2012mergedv2.pdf)

<sup>12</sup> Ibid., p. 2.

[http://www.grady.uga.edu/annualsurveys/Graduate\\_Survey/Graduate\\_2013/Grad\\_Report\\_2013\\_Combined.pdf](http://www.grady.uga.edu/annualsurveys/Graduate_Survey/Graduate_2013/Grad_Report_2013_Combined.pdf)

<sup>13</sup> Auffermann, K. "In Recovery: Recruiters Say PR Job Market is Improving." Public Relations Society of America, March 1, 2012.

[http://www.prsa.org/intelligence/tactics/articles/view/9639/1045/in\\_recovery\\_recruiters\\_say\\_pr\\_job\\_market\\_is\\_improv#.VJCD-SvF9qU](http://www.prsa.org/intelligence/tactics/articles/view/9639/1045/in_recovery_recruiters_say_pr_job_market_is_improv#.VJCD-SvF9qU)

<sup>14</sup> "Standard Occupational Classification." U.S. Bureau of Labor Statistics. <http://www.bls.gov/SOC/>

In correlating occupations with particular degree programs, Hanover cross-references the applicable NCES CIP codes with the BLS's SOC codes using a crosswalk provided by the National Crosswalk Service Center. This system identifies the types of employment most clearly aligned with specific degree programs. However, despite the usefulness of this approach, the methodology is limited by the fact that CIP-SOC matches do not necessarily describe all occupations that someone with a given degree could enter. Nonetheless, the analysis provides a useful gauge of long-term trends and highlights potential opportunities for new educational programs.

Figure 2.1 defines the occupational codes associated with degrees in communication. Occupations under “Communication, General” are typically relevant to all communication subfields. Each subfield is also linked to more specialized occupations.

**Figure 2.1: SOC Codes and Occupational Descriptions Related to Communication**

CIP TITLE AND CODE	ASSOCIATED SOC CODES	
Communication, General (09.0100)	25-1122 27-3011 27-3022 27-3031 27-3041 27-3043	Communications Teachers, Postsecondary Radio and Television Announcers Reporters and Correspondents Public Relations Specialists Editors Writers and Authors
Speech Communication and Rhetoric (09.0101)	27-3012	Public Address System and Other Announcers
Radio and Television (09.0701)	27-2012 27-3021 27-4032	Producers and Directors Broadcast News Analysts Film and Video Editors
Digital Communication and Media/Multimedia (09.0702)	27-3099	Media and Communication Workers, All Other
Public Relations, Advertising, and Applied Communication (09.0900)	11-2011	Advertising and Promotions Managers
Public Relations/Image Management (09.0902)	11-2031	Public Relations and Fundraising Managers
Health Communication (09.0905)	21-1091 21-1094	Health Educators Community Health Workers
Sports Communication (09.0906)	13-1011 27-2099	Agents and Business Managers of Artists, Performers, and Athletes Entertainers and Performers, Sports and Related Workers, All Other
Technical and Scientific Communication (09.0907)	27-3042	Technical Writers

Source: Bureau of Labor Statistics<sup>15</sup>

<sup>15</sup> “Employment Projections.” Bureau of Labor Statistics, 2014. [data.bls.gov/projections/occupationProj](http://data.bls.gov/projections/occupationProj)

### NATIONAL EMPLOYMENT PROJECTIONS

Figure 2.2 shows the projected employment for communication-related occupations for 2012 to 2022. Although the overall labor market for communication graduates appears likely to grow more slowly than average between 2012 and 2022, this trend is largely attributable to the inclusion of declining journalism-related occupations.

The data in Figure 2.2 indicate that communication-specific occupations are generally expected to grow more quickly than average. Furthermore, employment in core communication professions, such as “Public Relations Specialists” and “Public Relations and Fundraising Managers,” is projected to grow more quickly than average for all occupations through 2022.

**Figure 2.2: Projected National Change in Employment in Communication-Related Occupations, 2012-2022**

OCCUPATION	EMPLOYMENT		EMPLOYMENT CHANGE, 2012-2022		AVERAGE ANNUAL OPENINGS
	2012	2022	NUMBER	PERCENT	
<b>Total, All Occupations</b>	<b>145,355,800</b>	<b>160,983,700</b>	<b>15,628,000</b>	<b>10.8%</b>	<b>5,055,730</b>
Community Health Workers	40,500	50,700	10,200	25.1%	2,080
Health Educators	58,900	70,100	11,200	19.0%	2,660
Technical Writers	49,500	56,900	7,400	14.8%	2,260
Public Relations and Fundraising Managers	62,100	70,100	8,000	12.9%	2,130
Communications Teachers, Postsecondary	36,500	41,200	4,700	12.7%	1,010
Public Relations Specialists	229,100	256,500	27,400	12.0%	5,880
Agents and Business Managers of Artists, Performers, and Athletes	18,300	20,100	1,800	9.7%	580
Public Address System and Other Announcers	10,700	11,500	800	7.6%	300
Entertainers and Performers, Sports and Related Workers, All Other	36,600	39,200	2,700	7.3%	720
Advertising and Promotions Managers	35,500	38,000	2,400	6.9%	1,340
Media and Communication Workers, All Other	30,700	32,300	1,500	4.9%	570
Writers and Authors	129,100	132,900	3,800	3.0%	3,180
Producers and Directors	103,500	106,400	2,900	2.8%	3,790
Film and Video Editors	28,100	28,300	200	0.6%	230
Radio and Television Announcers	41,300	41,200	0	-0.1%	860
Broadcast News Analysts	5,900	5,800	-100	-2.3%	200
Editors	115,300	112,500	-2,800	-2.4%	2,800
Reporters and Correspondents	51,700	44,600	-7,100	-13.8%	1,760
<b>Total, Relevant Occupations</b>	<b>1,083,300</b>	<b>1,158,300</b>	<b>75,000</b>	<b>6.9%</b>	<b>32,350</b>

Source: Bureau of Labor Statistics

Also, hiring for communication graduates in the healthcare industry appears poised for rapid expansion, as employment for community health workers and health educators is forecasted to grow at rates of 25 and 19 percent, respectively, more than the double the 10.8 percent national average for all occupations. The market for health communication degrees in Pennsylvania does not show a particularly high volume of completions (Figure 2.3). This suggests that a health communication offering may present an opportunity for institutions in the state without necessarily requiring an investment in new degree offerings; additional courses, dual degrees, or cooperative efforts with healthcare organizations may offer students healthcare-focused experiences within a broader communication degree program.

### *PENNSYLVANIA EMPLOYMENT PROJECTIONS*

As national employment data have the potential to mask trends at a more local level, Hanover also examines employment projections within the state of Pennsylvania. Pennsylvania occupational projections are published by the state's Department of Labor and Industry.

Employment prospects in the state of Pennsylvania broadly mirror those on the national level, with declining opportunities for "Radio and Television Announcers" and "Reporters and Correspondents" and growing opportunities in other communication fields. Also as at the national level, projected employment for communication graduates is strongest in healthcare and public relations occupations. These data are shown in Figure 2.3 on the following page.

**Figure 2.3: Projected Pennsylvania Change in Employment in Communication-Related Occupations, 2012-2022**

OCCUPATION	EMPLOYMENT		EMPLOYMENT CHANGE, 2012-2022		AVERAGE ANNUAL OPENINGS
	2012	2022	NUMBER	PERCENT	
<b>Total, All Occupations</b>	<b>6,046,560</b>	<b>6,514,500</b>	<b>467,940</b>	<b>7.7%</b>	<b>193,368</b>
Health Educators	2,910	3,400	490	16.8%	126
Community Health Workers	1,340	1,520	180	13.4%	52
Technical Writers	1,790	2,000	210	11.7%	76
Public Relations and Fundraising Managers	2,120	2,320	200	9.4%	66
Communications Teachers, Postsecondary	1,410	1,540	130	9.2%	34
Public Relations Specialists	11,350	12,230	880	7.8%	244
Broadcast News Analysts	150	160	10	6.7%	6
Producers and Directors	2,940	3,120	180	6.1%	117
Media and Communication Workers, All Other	520	550	30	5.8%	10
Public Address System and Other Announcers	230	240	10	4.3%	6
Advertising and Promotions Managers	960	990	30	3.1%	33
Film and Video Editors	510	520	10	2.0%	5
Editors	4,010	4,030	20	0.5%	100
Writers and Authors	4,320	4,310	-10	-0.2%	94
Radio and Television Announcers	1,850	1,840	-10	-0.5%	38
Reporters and Correspondents	1,920	1,690	-230	-12.0%	65
<b>Total, Relevant Occupations</b>	<b>38,330</b>	<b>40,460</b>	<b>2,130</b>	<b>5.6%</b>	<b>1,072</b>

Source: Pennsylvania Department of Labor and Industry<sup>16</sup>

Note: Labor projections for “Agents and Business Managers of Artists, Performers, and Athletes” and “Entertainers and Performers, Sports and Related Workers, All Other” are not available in Pennsylvania.

## SALARY OUTLOOK

Professional salaries for communication graduates can vary considerably depending on the specific industry and occupation in which an individual is employed. For example, in 2014, the National Association of Colleges and Employers named the communication category as the set of college majors with the highest overall increase in starting salary over wages in 2013, with salaries increasing 10.8 percent from the previous year.<sup>17</sup> However, graduates in some disciplines under this categorization, such as advertising and journalism, saw their

<sup>16</sup> “Long-Term Occupational Employment Projections.” Pennsylvania Department of Labor and Industry, 2014. <http://www.portal.state.pa.us/portal/server.pt?open=514&objID=814813&mode=2>

<sup>17</sup> Koc, E., A. Koncz, K. Tsang, and A. Longenberger. “NACE Salary Survey: September 2014 Executive Summary.” National Association of Colleges and Employers, 2014. <http://www.nacweb.org/uploadedFiles/Content/static-assets/downloads/executive-summary/2014-september-salary-survey-executive-summary.pdf>

salaries decline, while those who majored in the general communication discipline reported an average salary increase of 17.5% from the previous year.<sup>18</sup>

Similar trends are apparent in data from the Department of Labor's O\*Net Online. These data, shown in Figure 2.4, indicate that yearly salaries in occupations related to degrees in communication range from as much as \$119,000 to as little as \$25,000. For the most part, however, salaries for the majority of communication-related occupations range from about \$35,000 to \$70,000. Moreover, employees in communication-related occupations in Pennsylvania can typically expect to earn a salary that is in line with the national average.

As most communication-related occupations do not require education beyond a bachelor's degree, salary trends also reflect the entry-level wages of a professional population made up in large part of entering bachelor's graduates.

**Figure 2.4: Median Annual Wages for Communication-Related Occupations**

SOC TITLE	U.S. MEDIAN SALARY	PENNSYLVANIA MEDIAN SALARY
Public Relations and Fundraising Managers	\$98,700	\$104,500
Advertising and Promotions Managers	\$93,900	\$119,300
Producers and Directors	\$69,500	\$59,300
Technical Writers	\$67,900	\$68,600
Agents and Business Managers of Artists, Performers, and Athletes	\$64,500	\$62,400
Communications Teachers, Postsecondary	\$63,600	\$68,300
Broadcast News Analysts	\$60,500	--
Writers and Authors	\$57,800	\$54,800
Public Relations Specialists	\$54,900	\$54,300
Film and Video Editors	\$54,500	\$48,600
Editors	\$54,200	\$50,900
Media and Communication Workers, All Other	\$45,200	\$52,300
Reporters and Correspondents	\$35,600	\$33,700
Health Educators	\$34,600	\$35,700
Community Health Workers	\$34,600	\$35,700
Radio and Television Announcers	\$29,000	\$27,800
Public Address System and Other Announcers	\$25,000	--

Source: O\*Net Online<sup>19</sup>

<sup>18</sup> Adams, S. "The College Majors Whose Starting Salaries Have Increased the Most." *Forbes*, September 9, 2014. <http://www.forbes.com/sites/susanadams/2014/09/04/the-college-majors-whose-starting-salaries-have-increased-the-most/>

<sup>19</sup> "Occupational Outlook Handbook." U.S. Bureau of Labor Statistics. O\*Net Online, 2014. <http://www.onetonline.org/crosswalk/OOH/>

## SECTION III: COMPETITOR PROFILES

In this section, Hanover Research profiles communication offerings at four institutions. These colleges and universities were selected for their similarity to Clarion University (Clarion) in terms of enrollment, proximity to Clarion, positive communication degree enrollment trends, and noteworthy practices in program design, offerings, or features. These institutions include:

- **Bloomsburg University of Pennsylvania (Bloomsburg, PA)** — A mid-size, rural university, Bloomsburg is responsible for a large proportion of student degree completions in communication, particularly for its size, in Pennsylvania. This profile focuses on the bachelor's program in Communication Studies and its three specializations in Organizational Communication, Interpersonal Communication, and Leadership and Public Advocacy.
- **Muhlenberg College (Allentown, PA)** — A liberal arts college similar in size to Clarion, Muhlenberg College offers a general Media and Communication program with strong enrollment. The profile focuses on Muhlenberg's bachelor's program.
- **Point Park University (Pittsburgh, PA)** — A university similar in size to Clarion and located in downtown Pittsburgh, Point Park offers one of the broadest ranges of communication specializations of any communication program in Pennsylvania (based on completions reported into IPEDS communication subfields). The profile focuses on Point Park's bachelor's program, which offers five relevant subfield specializations including Broadcast Production and Media Management, Broadcast Reporting, Mass Communication, Multimedia, and Public Relations and Advertising. Point Park's communication department also partners with other schools or departments to offer programs in Integrated Marketing Communication and Secondary Education Mass Communication.
- **Temple University (Philadelphia, PA)** — This large, nationally-ranked university located in Philadelphia attracts strong numbers of master's students interested in communication. Profiled here is its most popular master's program by number of completions, the Master of Science in Communication Management.



## BLOOMSBURG UNIVERSITY OF PENNSYLVANIA

Located in rural Bloomsburg, Pennsylvania, Bloomsburg University enrolls 9,416 students and is ranked 98th on *U.S. News & World Report's* list of the best regional universities in the North.<sup>20</sup> In 2014, its tuition for in-state undergraduate students, who made up 88 percent of its population, was \$8,914 per semester, and its acceptance rate was 88.6 percent.<sup>21</sup>

As reported to *U.S. News*, the University names communication studies as one of its most popular undergraduate majors.<sup>22</sup> The 434 communication bachelor's degrees the institution awarded between 2009 and 2013 is one of the largest numbers for such degrees in Pennsylvania, exceeded only by very large universities more than double Bloomsburg's size, such as Temple University and Pennsylvania State University.

### CURRICULUM

Bloomsburg's Department of Communication Studies offers a Bachelor of Arts in Communication Studies with three specialization tracks, which it describes as follows:<sup>23</sup>

- Students studying **Organizational Communication** focus on the importance of communication in business and professional settings. Students develop competencies that allow them to understand communication in professional organizations, develop professional communication skills, and to train others to communicate effectively in professional settings. Study in this area prepares students for careers in personnel recruitment and management, sales, corporate communication, development, fundraising, and employee orientation and training.
- Students studying **Interpersonal Communication** focus on communication in human relations. Students develop competencies that allow them to explore human interactions, assess barriers to communication in relationships, and acquire communication skills necessary for successful personal and professional development. Study in this area prepares students for careers in social and human services such as counseling, public administration, health service management, and the ministry.
- Students studying **Leadership and Public Advocacy** focus on the importance of communication in a democratic society. Students develop competencies that allow them to understand the public deliberative process, to assess and create messages, and to enhance their leadership skills. Study in this area prepares students for careers in law, government, media, international relations, speech writing, lobbying, campaign direction, public information, or elected office.

---

<sup>20</sup> "Bloomsburg University of Pennsylvania." *U.S. News & World Report*, 2014.

<http://colleges.usnews.rankingsandreviews.com/best-colleges/bloomsburg-university-3315>

<sup>21</sup> Ibid.

<sup>22</sup> Ibid.

<sup>23</sup> Bulleted points taken verbatim from: "Majoring in Communication Studies." Bloomsburg University of Pennsylvania, 2014. <http://departments.bloomu.edu/commstud/Major.html>

Students in the Communication Studies bachelor's program take a foundational core of five classes, after which they may select from a variety of required courses pertaining to their chosen specialization. The program also offers additional electives within the program for students who finish the required track quickly or choose to minor without a specialization. Figure 3.1 summarizes the curriculum for Bloomsburg's bachelor's program, including the course progression for individual specializations.

**Figure 3.1: Curriculum for Bloomsburg Bachelor in Communication Studies, With Specializations**

REQUIRED COURSE CORE		
<ul style="list-style-type: none"> <li>Public Speaking</li> <li>Interpersonal Communication</li> <li>Intercultural Communication</li> <li>Communication Research Methods</li> <li>Examining Communication</li> </ul>		
SPECIALIZATION COURSE CORE		
ORGANIZATIONAL COMMUNICATION	INTERPERSONAL COMMUNICATION	LEADERSHIP AND PUBLIC ADVOCACY
<ul style="list-style-type: none"> <li>Communication Theory</li> <li>Organizational Communication Theory</li> <li>Computer Applications for Professional Communicators</li> <li>Interviewing</li> <li>Communication Training in Organizations</li> <li>Corporate Communication</li> </ul>	<ul style="list-style-type: none"> <li>Communication Theory</li> <li>Gender Issues in Communication</li> <li>Conflict Management and Resolution</li> <li>Family Communication</li> <li>Relational Communication</li> <li>Leadership and Team Building</li> </ul>	<ul style="list-style-type: none"> <li>Understanding Social Influence</li> <li>Persuasion</li> <li>Argument and Analysis</li> <li>Community Leadership</li> <li>Media and Visual Culture</li> <li>Strategic Communication</li> </ul>
ELECTIVES		
<ul style="list-style-type: none"> <li>Communication for Business Professionals</li> <li>Health Communication</li> <li>Issue and Image Campaigns</li> <li>Nonverbal Communication</li> </ul>		

Source: Bloomsburg University of Pennsylvania<sup>24</sup>

### ALUMNI AND EMPLOYMENT

As is true of most communication programs, Bloomsburg's graduates find employment in a variety of different positions and industries. Figure 3.2 on the following page displays a cross-section of the occupations reported by Bloomsburg graduates. These alumni data demonstrate that many students enter managerial positions within a variety of sectors, including university and nonprofit management, sales, and others. Some work as consultants or recruiters within arms of other types of organizations, and many enter public relations. Most of these alumni appear to remain in Pennsylvania after completing their degrees.

<sup>24</sup> Ibid.

**Figure 3.2: Sampling of Bloomsburg Alumni Careers in Communication**

POSITION	ORGANIZATION
Development Office	Intercollegiate Athletics, Penn State University
TESOL Teacher	Berlitz International
Consultant	Medela, Inc.
Recruiter	Aerotek Professional Services
Instructional Designer	Institute for Interactive Technologies, Bloomsburg University
Intensive Case Manager	Central Susquehanna Opportunities, Inc.
Donor Services Manager	Abramson Center for Jewish Life
Training Manager	Hershey Park, PA
Coordinator of Events and Volunteers	Williamsport YMCA
Assistant Professor of Communication	Penn State University
University Relations Strategist	QVC Talent Acquisition

Source: Bloomsburg University of Pennsylvania<sup>25</sup>

### *DIFFERENTIATING FEATURES*

Bachelor of Arts in Communication Studies students complete at least one internship at the end of their course of study as a capstone experience project. Interns receive an on-site supervisor from their organizations, as well as a faculty supervisor from the department.<sup>26</sup>

Bloomsburg's Department of Communication Studies also offers students the opportunity to participate in student associations related to communication, including a campus chapter of the National Communication Association Student Chapter (NCASC). At Bloomsburg, the club hosts monthly meetings and discussions with professionals covering such career-preparation topics as interviewing, internships, resume-writing, career development, and graduate school.<sup>27</sup> The University also offers a chapter of Lambda Pi Eta, a national honor society for communication studies students.

<sup>25</sup> "Alumni of Communication Studies." Bloomsburg University, 2014.

<http://departments.bloomu.edu/commstud/Alumni.html>

<sup>26</sup> "Majoring in Communication Studies," Op. cit.

<sup>27</sup> "National Communication Association Student Club." Bloomsburg University, 2014.

<http://departments.bloomu.edu/commstud/NCASC.html>

## MUHLENBERG COLLEGE

Located in suburban Allentown, Pennsylvania, Muhlenberg is a small, liberal arts college that enrolls 2,448 students. It is ranked 64th on *U.S. News & World Report's* list of best national liberal arts colleges.<sup>28</sup> In 2014, it charged an annual tuition of \$44,145 per year and had an acceptance rate of 46.2 percent.<sup>29</sup>

### CURRICULUM

Muhlenberg's program is built around a set of values and goals from which its core learning outcomes are derived. These goals include:<sup>30</sup>

- Students become ethical and responsible cultural producers;
- Students think systematically about media and communication;
- Students know the legal, historical, sociological, political, and economic foundations of media institutions;
- Students understand the centrality of media for citizenship and social justice in a democratic society;
- Students acquire literacy in visual and emergent media forms; and
- Students understand the complex interplay between mass media and society.

To this end, Muhlenberg's Media and Communication Department structures its bachelor's degree offering as a single, cohesive program without any specializations. Instead, all students in the program are subject to the same course sequence and distribution requirements. This curriculum is designed to include three types of courses, which must be taken in a particular sequence. These types of courses include:<sup>31</sup>

- **Discovery courses**, or introductory courses that emphasize the breadth of the field of media and communication. They provide an overview of different sub-specializations within the field.
- **Structure courses**, which use media and communication theories and methodologies to provide in-depth exploration of significant media and communication institutions, traditions, or cultural forms.
- **Practice courses**, which provide students with opportunities to become producers, not merely consumers, of print, video, and audio information. Each course gives students in-depth opportunities to put theory into practice in research, writing, or electronic production.

---

<sup>28</sup> "Muhlenberg College." *U.S. News & World Report*, 2014. <http://colleges.usnews.rankingsandreviews.com/best-colleges/muhlenberg-college-3304>

<sup>29</sup> Ibid.

<sup>30</sup> Bullet list taken verbatim from: "Media and Communication at Muhlenberg College: Program Goals." Muhlenberg College, 2014. <http://www.muhlenberg.edu/main/academics/mediacom/about/mission.html>

<sup>31</sup> "Requirements and Courses." Muhlenberg College, 2014. <http://www.muhlenberg.edu/main/academics/mediacom/courses/>

However, within this fairly rigid structure, Muhlenberg students are able to enroll in a wide variety of communication courses. The potential course sequence is shown in Figure 3.3. Students can also diversify their experiences through their selections of internships and other academic initiatives.

**Figure 3.3: Muhlenberg Bachelor in Communication Studies Curriculum, with Specializations**

COURSE PREREQUISITES (ALL REQUIRED)		
<ul style="list-style-type: none"> <li>Media and Society</li> <li>Documentary Research</li> <li>Media Theory and Methods</li> </ul>		
DISTRIBUTION COURSE AREAS (SIX REQUIRED, WITH AT LEAST ONE IN EACH AREA)		
DISCOVERY	STRUCTURE	PRACTICE
<ul style="list-style-type: none"> <li>Communication in the Global Community</li> <li>New Information Technologies</li> <li>Media &amp; War</li> <li>Free Culture</li> <li>Journalistic Traditions</li> <li>Introduction to Film Analysis</li> <li>Twentieth Century Media: Film, Radio, and Television</li> <li>Fundamentals of Visual Communication</li> </ul>	<ul style="list-style-type: none"> <li>Media: Legal &amp; Constitutional Issues</li> <li>Media &amp; Social Movements</li> <li>Media Industries</li> <li>Audience Analysis</li> <li>Propaganda &amp; Promotional Cultures</li> <li>Documentary Film &amp; Social Justice</li> <li>Exploratory Cinema</li> <li>Popular Culture &amp; Communication</li> <li>Race &amp; Representation</li> <li>Gender, Communication &amp; Culture</li> <li>Sport, Culture &amp; media</li> <li>Film Theory &amp; Criticism</li> <li>Children &amp; Communication</li> </ul>	<ul style="list-style-type: none"> <li>Communication &amp; Public Relations</li> <li>Writing for the Media</li> <li>Health Communication</li> <li>Environmental Communication</li> <li>Organizational Communication</li> <li>Video Production</li> <li>Radio Production</li> <li>Hypermedia</li> <li>Studio Workshop in Television and Film</li> <li>Youth Media</li> <li>Documentary Field Work</li> </ul>
CULMINATING UNDERGRADUATE EXPERIENCE REQUIREMENT (ONE REQUIRED)		
<ul style="list-style-type: none"> <li>Advanced Video Production</li> <li>Digital Media Design Lab</li> <li>Communication Internship</li> <li>Communication Practicum</li> </ul>		

Source: Muhlenberg College<sup>32</sup>

<sup>32</sup> Ibid.

### *ALUMNI AND EMPLOYMENT*

Muhlenberg's Media and Communication Department has an alumni network specifically for graduates of the department. According to its description, students and faculty within the network are involved in planning activities such as:<sup>33</sup>

- Job boards for students and alumni
- Internship and short-term shadowing opportunities
- Career coaching
- Workplace tours
- Alumni panels
- Workshops and class visits
- Career of the month alumni profiles,
- Alumni week
- Networking through social media
- Alumni directories by interest
- Regional get-togethers

According to the network, alumni currently hold careers in a variety of organizations including E! Network television, Def Jam Recording, MTV, PBS, NBC, and others.<sup>34</sup> At the department's most recent Alumni Week event, alumni from these and other organizations returned to visit classes, lead workshops, speak on panels, offer career coaching and guidance, and promote internship opportunities in their organizations.<sup>35</sup>

### *DIFFERENTIATING FEATURES*

One of Muhlenberg's Media and Communication Department's primary features is its media production facilities and technology, which it markets extensively to prospective students. These resources include a multimedia studio, private computer lab with multimedia editing software, two post-production labs, and two sound recording booths. Students are also able to make use of the department's in-house production equipment, including professional digital video cameras, digital audio recorders, directional and omnidirectional microphones, lighting kits and tripod systems, and other production accessories.<sup>36</sup>

In addition to these resources, the department also offers a two-semester honors program for exceptional communication students. The program accepts students with a grade point

---

<sup>33</sup> "Welcome to the Alumni Network." Muhlenberg College, 2014.  
<http://www.muhlenberg.edu/main/academics/mediacom/community/alumni/>

<sup>34</sup> Ibid.

<sup>35</sup> Ibid.

<sup>36</sup> "Equipment and Facilities." Muhlenberg College, 2014.  
<http://www.muhlenberg.edu/main/academics/mediacom/equipment/>

average of 3.7 within the major and 3.6 overall who complete an application in their junior year of study. Honors students are able to enroll in special seminars, conduct independent research, gain teaching and mentorship experience, and receive guidance on submitting research to conferences and award competitions.<sup>37</sup>

Further unique aspects of Muhlenberg's program include:

- **Dublin City University (DCU) Study Abroad Program** — This one-semester program is open to all students but is designed specifically for those in the Media and Communication Department. Students take a four-course program at DCU comprised of a required course, an internship, and two electives. Students receive administrative and academic support from both DCU and Muhlenberg faculty members and program contacts.<sup>38</sup>
- **Social Research Social Justice Conference** — Begun by students in the Media and Communication Department, the conference is open to other undergraduates in the Lehigh Valley and was formed “to discuss issues of social justice in a democratic society.”<sup>39</sup>
- **Digital Cultures Tutorial Series** — Faculty member within the department lead sessions within the series, and the department states that these workshops provide “practical training in a variety of media tools, concepts, and practices.”<sup>40</sup>

## POINT PARK UNIVERSITY

Point Park University is a small, urban university located in Pittsburgh, Pennsylvania. It enrolls 3,226 students and is ranked 122nd on *U.S. News & World Report's* list of best regional universities in the North.<sup>41</sup> In 2014, its tuition was \$27,190 per year, and its acceptance rate was 73.9 percent.<sup>42</sup>

Point Park's former Department of Journalism and Mass Communication began offering the region's first journalism and mass communication graduate program in 1981. The department was reorganized to become the School of Communication in 2009.<sup>43</sup> The school has experienced enrollment growth of 146 percent over the past decade, with 433 undergraduate and 94 graduate students enrolled in the fall of 2013.<sup>44</sup> Much of this enrollment growth was likely driven by the School of Communication's programmatic

<sup>37</sup> “Honors Program.” Muhlenberg College, 2014.

<http://www.muhlenberg.edu/main/academics/mediacom/programs/honors/>

<sup>38</sup> “Dublin City University Study Abroad.” Muhlenberg College, 2014.

<http://www.muhlenberg.edu/main/academics/mediacom/dublin.html>

<sup>39</sup> “Social Research, Social Justice.” Muhlenberg College, 2014.

<http://www.muhlenberg.edu/main/academics/mediacom/SRSJ/>

<sup>40</sup> “Resources.” Muhlenberg College, 2014. <http://www.muhlenberg.edu/main/academics/mediacom/resources.html>

<sup>41</sup> “Point Park University.” *U.S. News & World Report*, 2014. <http://colleges.usnews.rankingsandreviews.com/best-colleges/point-park-university-3357>

<sup>42</sup> Ibid.

<sup>43</sup> “School of Communication Fact Sheet.” Point Park University, 2013.

<http://www.pointpark.edu/About/Facts/SchoolofCommunicationFactSheet>

<sup>44</sup> Ibid.

diversity. The department offers a wide array of specializations. Undergraduates in the program can major in:

- Broadcast Production and Programming (Bachelor of Arts)
- Broadcasting Reporting (Bachelor of Arts)
- Journalism (Bachelor of Arts)
- Mass Communication (Bachelor of Arts)
- Multimedia (Bachelor of Arts)
- Photography (Bachelor of Fine Arts)
- Photojournalism (Bachelor of Arts)
- Public Relations and Advertising (Bachelor of Arts)
- Integrated Marketing Communication (Bachelor of Science)
- Secondary Education – Mass Communication (Bachelor of Arts)

Each of the five majors is associated with a set of desired student proficiencies, which overlap to a limited degree. Of these 10 undergraduate offerings, eight are traditional bachelor's degree programs. However, two are non-traditional degree offerings:

- The **Integrated Marketing Communication** program combines courses from the School of Communication (advertising, web publishing, media planning and buying, public relations writing, desktop publishing, social media, and personal branding) with courses from the School of Business (marketing research, marketing management, and related electives). Designed for students who have already completed some credits toward a bachelor's or associate's degree, the two-year program meets on Saturdays and involves completion of communications work for local organizations.<sup>45</sup>
- The **Secondary Education – Mass Communication** program grants students a certification in secondary education through Point Park's Department of Education and the School of Communication. At the School of Communication, students take most of the requirements before taking courses within the Department of Education. A capstone project requirement gives students teaching experience that goes toward earning a teaching certification.<sup>46</sup>

---

<sup>45</sup> "Integrated Marketing Communications Major." Point Park University, 2013.  
<http://www.pointpark.edu/Academics/Schools/SchoolofCommunication/Programs/IntegratedMarketingCommunications>

<sup>46</sup> "Secondary Education – Mass Communication Major." Point Park University, 2013.  
<http://www.pointpark.edu/Academics/Schools/SchoolofCommunication/Programs/MassCommunication/SecondaryEducationMassCommunication>



## CURRICULUM

Most bachelor's degree programs at Point Park are structured around School of Communication core requirements, major requirements, and major electives. Some potential electives and major requirements overlap between degree programs, but most vary across a wide range of undergraduate and graduate-level communication classes at the School. Figure 3.4 details the primary requirements of Point Park's five communication-focused regular degree programs.

**Figure 3.4: Curriculum for Point Park Bachelor's Degree Programs in Communication Studies**

SCHOOL OF COMMUNICATION CORE (REQUIREMENTS VARY BY MAJOR)				
<ul style="list-style-type: none"><li>• Survey of Mass Communication</li><li>• Journalistic Writing &amp; Editing</li></ul>		<ul style="list-style-type: none"><li>• Visual Communication Design</li><li>• Media Ethics &amp; Responsibilities</li></ul>		
MAJOR REQUIREMENTS				
BROADCAST PRODUCTION & MEDIA MANAGEMENT	BROADCAST REPORTING	MASS COMMUNICATION	MULTIMEDIA	PUBLIC RELATIONS & ADVERTISING
<ul style="list-style-type: none"><li>• Broadcast Writing &amp; Editing</li><li>• Introduction to Broadcasting</li><li>• Video Field Production &amp; Editing</li><li>• Multi-Camera Video Prod. &amp; Directing</li><li>• Radio Production</li><li>• Career Preparation Seminar</li><li>• Practicum</li><li>• Radio Station Practices</li><li>• Broadcast Programming &amp; Formatting</li><li>• TV Programming &amp; Sales</li><li>• Broadcast Copywriting</li><li>• Comm. Law &amp; Regulation</li><li>• Electronic Media Management</li></ul>	<ul style="list-style-type: none"><li>• Broadcast Writing &amp; Editing</li><li>• Introduction to Broadcasting</li><li>• Video Field Production &amp; Editing</li><li>• Career Prep</li><li>• Broadcast news Writing</li><li>• Practicum</li><li>• On-Camera Performance</li><li>• Broadcast Announcing</li><li>• Communication Law &amp; Regulation</li><li>• Editing and Producing the News</li></ul>	<ul style="list-style-type: none"><li>• Broadcast Writing &amp; Editing</li><li>• Intro to Broadcasting</li><li>• Intro to Advertising &amp; PR</li><li>• Reporting</li><li>• Mass Media History</li><li>• Career Prep</li><li>• Practicum</li><li>• Media Ethics &amp; Responsibilities</li><li>• Comm. Law &amp; Regulation</li></ul>	<ul style="list-style-type: none"><li>• Video Field Production &amp; Editing</li><li>• Writing for Multimedia &amp; Web</li><li>• Introduction to Multimedia</li><li>• Web Publishing I</li><li>• Desktop/Electronic Publishing</li><li>• Comm. Law and Regulation</li><li>• Multimedia Capstone</li><li>• Intro to Digital Photography</li></ul>	<ul style="list-style-type: none"><li>• Intro to Advertising and PR</li><li>• IMC Research for AD/PR</li><li>• PR Writing</li><li>• Career Prep</li><li>• Ad Copy/Layout</li><li>• Social Media</li><li>• Practicum</li><li>• IMC Planning</li><li>• Comm. Law and Regulation</li><li>• IMC Capstone</li></ul>

Source: Point Park University<sup>47</sup>

<sup>47</sup> "Undergraduate Programs." Point Park University, 2013.  
<http://www.pointpark.edu/Academics/Schools/SchoolofCommunication/Programs>

### ALUMNI AND EMPLOYMENT

Point Park University's School of Communication takes advantage of the surrounding Pittsburgh area to offer its students a wide variety of local internship and collaboration opportunities. The University notes that students in the Public Relations & Advertising major, in particular, have interned at the American Red Cross, Euro RSCG Worldwide, Highmark, MARC USA, Mullen, Smith Brothers, and the THIS IS RED Agency. Graduates have gone on to careers at Brunner, Crossmedia, Ketchum, Make-a-Wish, Misco UK, UPMC, and Yellow Submarine Marketing Communications.<sup>48</sup> Figure 3.5, below, provides an sample of employers and internship sites the School of Communication highlights.

**Figure 3.5: Sampling of Point Park Alumni Careers in Communication**

ALUMNI POSITIONS AND ORGANIZATIONS	
American Red Cross	Associated Press
Brunner	Clear Channel Communications
Eat 'N Park	Fox 53 WPGH
Heinz U.S.A.	KDKA Radio and TV
Ketchum	KQV News Radio
MARC USA	Mullen Advertising
Pittsburgh Business Times	Pittsburgh Magazine
Root Sports	Smith Brothers Agency
Trib Total Medi	UPMC News Bureau

Source: Point Park University<sup>49</sup>

### DIFFERENTIATING FEATURES

Communication students at Point Park have access to a wide array of relevant facilities. Some of these resources include a convergence and producer's newsroom, multiple multimedia labs, photography labs and dark rooms, radio station facilities, and a TV studio and newsroom.<sup>50</sup>

Many of the websites for each major also invite students to participate in one of Point Park's seven student-run TV, radio, and news services as a complement to their degree program. Point Park also has its own chapters of the National Broadcasting Society and other professional organizations.<sup>51</sup>

<sup>48</sup> "School of Communication Fact Sheet," Op. cit.

<sup>49</sup> Ibid.

<sup>50</sup> Ibid.

<sup>51</sup> "Broadcast Major." Point Park University, 2013.

<http://www.pointpark.edu/Academics/Schools/SchoolofCommunication/Programs/OnCameraPerformance>

## TEMPLE UNIVERSITY

Located in Philadelphia, Pennsylvania, Temple University enrolls 28,068 undergraduates and approximately 9,200 graduate students.<sup>52</sup> The University's School of Media and Communication currently offers five graduate programs that collectively enroll approximately 200 students.<sup>53</sup> The largest of these programs, the Master of Science in Communication Management, is profiled below. Graduate tuition for the School of Media and Communication is \$865 per credit hour for in-state students and \$1,163 per credit hour for out-of-state students.<sup>54</sup>

## CURRICULUM

The School of Media and Communication at Temple describes the M.S. in Communication Management as follows:

The Master of Science (M.S.) in Communication Management is a professionally-oriented degree offering students advanced skills to apply strategic communication as part of the leadership team. The program focuses on strategic and management aspects of communication that include: articulating a mission, making ethical decisions on behalf of organizations, formulating message strategies, understanding research into public opinion, and designing information campaigns to achieve an organization's goals.

The M.S. in Communication Management is for those who want to develop their expertise in strategic public relations, organizational communication, and government and political communication. It serves those in both profit and not-for-profit sectors, as well as in local, national and global contexts.<sup>55</sup>

Students are not required to have professional experience in a communication field prior to matriculation, but the University emphasizes the professional orientation of this degree, stating that it is "designed to enhance students' understanding of specialized industries where they work."<sup>56</sup> The 36-credit program contains three required elements, detailed on the following page in Figure 3.6.

---

<sup>52</sup> "Temple University." National Center for Education Statistics.

<http://nces.ed.gov/collegenavigator/?q=temple+university&s=all&id=216339>

<sup>53</sup> "Graduate Programs." Temple University. <http://smc.temple.edu/graduate/graduate-programs>

<sup>54</sup> "Temple University 2014-15 Tuition Rate Schedule by School/College." Temple University, 2014.

[http://bursar.temple.edu/sites/bursar.temple.edu/files/documents/Tuition\\_Rates.pdf](http://bursar.temple.edu/sites/bursar.temple.edu/files/documents/Tuition_Rates.pdf)

<sup>55</sup> "M.S. in Communication Management." Temple University, 2014. <http://smc.temple.edu/strc/graduate-program/>

<sup>56</sup> "M.S. in Communication Management Program Overview." Temple University, 2014.

<http://smc.temple.edu/strc/graduate-program/ms-in-communication-management-program-overview/>

**Figure 3.6: Curriculum for Temple Master's in Organizational Communication**

CORE COURSES (REQUIRED)	
<ul style="list-style-type: none"> <li>• Communication Management Research Methods</li> <li>• Legal Issues in Communication Management</li> </ul>	<ul style="list-style-type: none"> <li>• Organizational Communication</li> <li>• Social Responsibility in Corporations and Not-for-Profit Organizations</li> </ul>
ELECTIVES	
Students can choose from a set of electives within School of Media and Communication, School of Business and Management, Department of Public Health, School of Tourism and Hospitality Management, and College of Liberal Arts	
CAPSTONE THESIS OR PROJECT (REQUIRED)	
50-page, faculty- or employer-supervised independent project	

Source: Temple University<sup>57</sup>

Students in the program may choose between offerings at various schools, and the types of electives appear to vary from year to year. Some electives in past years have included:<sup>58</sup>

- Crisis Communication and Issue Management
- Financial Communication
- Government Relations and Lobbying
- International Communication Management
- Reaching Diverse Audiences
- Speechwriting
- Reputation-Image-Identity
- Grant and Proposal Writing

<sup>57</sup> Ibid.<sup>58</sup> "Department of Strategic Communication." Temple University, 2014. <http://smc.temple.edu/strc/graduate-program/degree-requirements/>

## APPENDIX

**Figure A.1: Description of Relevant CIP Codes**

CIP CODE	DESCRIPTION
Communication, General (09.0100)	A program that focuses on the comprehensive study of communication, and that spans the study of mass communication/media studies, old and new media technologies, social and political applications, and speech communication and rhetoric. Includes instruction in interpersonal, group, organizational, and intercultural communication; theories of communication; critical thinking, argumentation, and persuasion; written communication; printed, electronic, and digital media; rhetorical tradition and criticism; media, society, and culture; consequences and effects of mass media; media social science and criticism; and quantitative and qualitative methods of inquiry.
Speech Communication and Rhetoric (09.0101)	A program that focuses on the scientific, humanistic, and critical study of human communication in a variety of formats, media, and contexts. Includes instruction in the theory and practice of interpersonal, group, organizational, professional, and intercultural communication; speaking and listening; verbal and nonverbal interaction; rhetorical theory and criticism; performance studies; argumentation and persuasion; technologically mediated communication; popular culture; and various contextual applications.
Mass Communication/Media Studies (09.0102)	A program that focuses on the analysis and criticism of media institutions and media texts, how people experience and understand media content, and the roles of media in producing and transforming culture. Includes instruction in communications regulation, law, and policy; media history; media aesthetics, interpretation, and criticism; the social and cultural effects of mass media; cultural studies; the economics of media industries; visual and media literacy; and the psychology and behavioral aspects of media messages, interpretation, and utilization.
Communication and Media Studies, Other (09.0199)	Any instructional program in communication and media studies not listed above.
Radio and Television (09.0701)	A program that focuses on the theories, methods, and techniques used to plan, produce, and distribute audio and video programs and messages, and that prepares individuals to function as staff, producers, directors, and managers of radio and television shows and media organizations. Includes instruction in media aesthetics; planning, scheduling, and production; writing and editing; performing and directing; personnel and facilities management; marketing and distribution; media regulations, law, and policy; and principles of broadcast technology.
Digital Communication and Media/Multimedia (09.0702)	A program that focuses on the development, use, critical evaluation, and regulation of new electronic communication technologies using computer applications; and that prepares individuals to function as developers and managers of digital communications media. Includes instruction in computer and telecommunications technologies and processes; design and development of digital communications; marketing and distribution; digital communications regulation, law, and policy; the study of human interaction with, and use of, digital media; and emerging trends and issues.

Radio, Television, and Digital Communication, Other (09.0799)	Any instructional program in radio, television, and digital communications not listed above.
Public Relations, Advertising, and Applied Communication (09.0900)	A general program that focuses on organizational communication, public relations, and advertising; and that prepares individuals to function in a wide range of public and private sector positions requiring the skills of persuasive communication. Includes instruction in communications, public relations, and advertising theory; principles and techniques of persuasion; message/image design; marketing strategy; professional writing; public speaking and multi-media presentation skills; digital communications; and applied research.
Organizational Communication, General (09.0901)	A program that focuses on general communication processes and dynamics within organizations. Includes instruction in the development and maintenance of interpersonal group relations within organizations; decision-making and conflict management; the use of symbols to create and maintain organizational images, missions, and values; power and politics within organizations; human interaction with computer technology; and how communications socializes and supports employees and team members.
Public Relations/Image Management (09.0902)	A program that focuses on the theories and methods for managing the media image of a business, organization, or individual and the communication process with stakeholders, constituencies, audiences, and the general public; and that prepares individuals to function as public relations assistants, technicians, and managers. Includes instruction in public relations theory; related principles of advertising, marketing, and journalism; message/image design; image management; special event management; media relations; community relations; public affairs; and internal communications.
Political Communication (09.0904)	A program that focuses on human and media communication in the political process and that prepares individuals to function as members of political and public affairs organizations, political campaign staffs, and related government and media entities. Includes instruction in media effects, political speaking and debating, political advertising and marketing, image management, political journalism, opinion polling, and aspects of print and broadcast media related to the production and distribution of media messages in political settings.
Health Communication (09.0905)	A program that focuses on how people, individually and collectively, understand and accommodate to health and illness and the role of communication and media in shaping professional health care messages and public acceptance of these messages. Includes instruction in the development and use of health-related and care-related messages and media; the goals and strategies of health care promotion; relationships, roles, situations, and social structures in the context of health maintenance and promotion; and applications to disease prevention, health advocacy, and communications concerning treatments.
Sports Communication (09.0906)	A program that focuses on the methods and techniques for communicating about sports in a variety of formats, media, and contexts; and that prepares individuals to be sports reporters and writers, photojournalists, radio and television announcers, producers and directors, recreational sports promoters, and public relations specialists. Includes instruction in sports writing, photography, broadcast journalism, sports production, game rules, media and public relations, and sports promotion.

International and Intercultural Communication (09.0907)	A program that focuses on the specialized knowledge and skills needed for effective communication in the international community and among people of different cultures; and that prepares individuals to function at the national and international levels as journalists, public relations specialists, travel industry representatives, intercultural trainers, and/or foreign service officers. Includes instruction in journalism, communications, intercultural and international relations, marketing and public relations, and global communications policy.
Technical and Scientific Communication (09.0908)	A program that focuses on the communication of technical and scientific knowledge to a variety of audiences through print, video, and digital media; and that prepares individuals to function as technical writers and editors, documentation developers, web designers, and usability specialists. Includes instruction in scientific and technical writing and editing, graphic and information design, web design, audience analysis, document usability and field testing, publications management, and applications to specific technical fields.
Public Relations, Advertising, and Applied Communication, Other (09.0999)	Any instructional program in organizational communication, public relations, and advertising not listed above.
Communication, Journalism, and Related Program, Other (09.9999)	Any instructional program in communication, journalism, and related fields not listed above.

Source: NCES<sup>59</sup><sup>59</sup> Table contents taken verbatim from: "Detail for CIP Code 09," Op. cit.

## PROJECT EVALUATION FORM

Hanover Research is committed to providing a work product that meets or exceeds partner expectations. In keeping with that goal, we would like to hear your opinions regarding our reports. Feedback is critically important and serves as the strongest mechanism by which we tailor our research to your organization. When you have had a chance to evaluate this report, please take a moment to fill out the following questionnaire.

<http://www.hanoverresearch.com/evaluation/index.php>

## CAVEAT

The publisher and authors have used their best efforts in preparing this brief. The publisher and authors make no representations or warranties with respect to the accuracy or completeness of the contents of this brief and specifically disclaim any implied warranties of fitness for a particular purpose. There are no warranties which extend beyond the descriptions contained in this paragraph. No warranty may be created or extended by representatives of Hanover Research or its marketing materials. The accuracy and completeness of the information provided herein and the opinions stated herein are not guaranteed or warranted to produce any particular results, and the advice and strategies contained herein may not be suitable for every partner. Neither the publisher nor the authors shall be liable for any loss of profit or any other commercial damages, including but not limited to special, incidental, consequential, or other damages. Moreover, Hanover Research is not engaged in rendering legal, accounting, or other professional services. Partners requiring such services are advised to consult an appropriate professional.





4401 Wilson Boulevard,  
Suite 400  
Arlington, VA 22203

P 202.559.0500 F 866.808.6585  
[www.hanoverresearch.com](http://www.hanoverresearch.com)