Academic Program Review (APR) Class of 2017-18
Undergraduate Program Self-study Report Template

Program:	**Communication and Conflict**
Program Director/Coordinator Name:	Dr. Robert Littlefield
Program Self-study Contact: (*if different from above*)	Dr. Lindsay Neuberger
Self-study Contact Email:	Lindsay.neuberger@ucf.edu
Self-study Contact Phone Number:	407-823-5537

Program Overview

Supplemental Information to Inform Reflection
- Summary of programming available online and at locations off the main Orlando campus

1. Provide a hyperlink to the program's mission or state it below. If the program's mission is identical to the department's mission, you may respond by simply saying so. (Note: program mission is a comprehensive statement that describes the purpose(s) of the program, including its main functions, activities, and stakeholders; it is included as a component of the program's institutional effectiveness student learning outcomes assessment plan)

   > The Communication and Conflict program focuses on skills and knowledge that empower careers in mediation, arbitration, employee assistance providers, human resources, and management. The major also serves as excellent preparation for graduate studies in communication, management and law. Students study the interaction of communication and conflict at all levels from the interpersonal to the intercultural, with a strong emphasis on experiential learning and real world applications. The Communication and Conflict program is an open access degree program that is committed to offering a complete online curriculum supplemented with traditional classes.

2. Review the data provided by Academic Program Quality identifying the proportion of the program available online and the list of locations off the main Orlando campus where a substantial proportion of the program is offered face-to-face. Discuss any plans for reduction or expansion of online or off-campus program offerings, if applicable. Note any niche opportunities.

   > The Communication and Conflict program is 100% available online. No additional data specific to Communication and Conflict are provided.

3. List competing program(s), particularly those within the State University System of Florida.

> Although FIU offers a minor in Leadership and Conflict Management and the majority of the SUS schools (except FPU and UWF) offer conflict courses ranging from Cross-Cultural Conflict Resolution to Interpersonal Conflict Management, no other SUS schools offer this innovative program as a major or as a purely online program.

Faculty Overview

Supplemental Information to Inform Reflection
- *Contributing Faculty Activity Worksheet* completed by the department for the review (numeric summary of scholarly/creative works and UG and grad teaching activity by faculty member)
- List of **noteworthy** awards and achievements accomplished by department faculty members since 2013
- List of **significant** professional service activities undertaken by department faculty members since 2013
- department/unit faculty workload policy
- department/unit faculty annual evaluation standards and procedures
- department/unit (or college) promotion and tenure criteria
- department minimum teaching qualifications statement (Discipline Description)
- current faculty CVs
- summary - percent of instruction taught by full-time faculty (by SCH and section)
- summary - percent of undergraduate instruction taught by faculty holding the terminal degree in field (by SCH and section)
- average 9-month faculty salaries by faculty rank, department and college
- link to Faculty Cluster Initiative website

4. Review the faculty counts and FTE trend data provided by Institutional Knowledge Management and the additional detail provided by the department in the Contributing Faculty Activity Worksheet (CFAW) completed for this review. (Consult with your chair regarding CFAW data collection.) Discuss the degree to which department faculty members have the capacity to meet the program's goals and objectives; address the relative appropriateness of faculty mix to support those undertakings (consider full-time vs. adjunct; academic ranks and tenure status; areas of expertise)

The data below represent faculty for the complete Nicholson School of Communication.

Year	2010		2011		2012		2013		2014		2015		2016	
Communication Type	FTE	N	FTE	N	FTE	N	FTE	N	FTE	N	FTE	N	FTE	N
Tenured or Tenure Earning	22	22	21.8	22	22.5	23	22	22	20.5	21	19	19	20	20
Regular Non-Tenure Track	18.2	18	15.8	18	15.2	16	14.7	17	20.7	23	24.9	28	24.4	29
Visiting Non-Tenure Track	4	4	7	7	6	6	4	4	2	2	2	2	3	3
Adjunct	2.36	25	5.36	20	5.06	19	7.04	23	8.25	21	6.15	19	5.69	17
GA/GRA	0.5	1	0.5	1	1.25	3	0.5	1	1	2	.	.	0.5	1
GTA	6.75	13	6.63	14	7	13	6.5	13	6.5	13	7.5	15	7.5	15
Total	53.8	83	57	82	57	80	54.7	80	58.9	82	59.6	83	61.1	85

The Communication & Conflict program has one tenured faculty and one additional full-time faculty assigned to the program. The Human Communication faculty are able to support this program to some extent through the offering of electives. However, an additional full-time tenure-earning faculty member is needed immediately to offer the core courses of the program at appropriate enrollment levels. The Communication & Conflict coordinator is working with administrators in UCF Online to identify potential revenue to support this growing program.

Because Communication & Conflict is not a limited access program, the need for two additional tenure-earning faculty with the conflict specialization is pressing and only will grow in the future. Adding faculty members in this area is a priority.

5. As it relates to this program, reflect on program faculty retention, mentoring, and advancement.

Retention

An Equitable Load Policy has been implemented to assist with employee retention. This policy assigns course load based on research productivity with all Assistant Professor level faculty automatically assigned a 2-2 teaching load. This provides junior faculty with additional time needed to complete the research and service required to successfully earn promotion and tenure. Additionally, this policy results in a more manageable teaching load for our tenured faculty members as well, with their load being dependent on publications and grant productivity across a three-year rolling average. For example, a tenured faculty member who consistently publishes an average of two double-blind peer reviewed articles a year will remain on a 2-2 teaching load, thus creating a more sustainable environment and also laying the groundwork for successful promotion to full professor.

The annual Faculty Workday and Program meetings (held every August) also help facilitate retention and mentoring within NSC. The Faculty Work Day provides an opportunity for NSC faculty and staff to meet prior to the start of each academic year, welcome new faculty and

staff, celebrate successes from the previous year, and introduce upcoming changes. Additionally, the program specific meetings allow each academic program with an opportunity to discuss opportunities related to curriculum, gather and share information related to assessment, outline goals for the upcoming year, and build community.

Mentoring

All NSC junior faculty participate in the Assistant Professor Excellence Program, focused on mentoring tenure-track faculty on the college and university level. This program, which is a joint venture between the College of Sciences and Faculty Excellence, provide professional development and coaching for assistant professors specifically during their first three years. This formal structured mentoring program matches assistant professors with seasoned faculty members to serve as their mentors meeting once a month and assist them with funding opportunities, promotion and tenure, establishing research, and preparing their annual report. This program often results in meaningful long-term mentorship relationships well beyond the bounds of the program timeline.

The Nicholson School of Communication also has a new mentoring program for faculty during their first year at UCF. This program matches new, incoming faculty members with veteran faculty members within NSC to help with their transition into the School. This mentoring relationship provides new faculty members with an opportunity to develop an informal connection with a more senior colleague that allows them to have a contact for any questions while providing support during their transition.

Advancement

The Nicholson School is committed to the advancement of faculty through progression in rank, accomplishment in the field, movement into administrative roles, and professional development. During the tenure process, tenure earning faculty receive annual feedback from the Promotion and Tenure Committee (all tenured faculty), the Chair, and the Dean of the College of Sciences. Normally this process occurs during the spring semester in accordance with University requirements. Evaluation formats include Cumulative Progress Evaluations (reviewed by tenured faculty, Chair, and Dean) and Annual Performance (Merit) Evaluations (Chair).

Over the past five years, a concerted effort has been made to streamline and clarify tenure and promotion criteria in an attempt to expedite appropriate progression in rank. The Equitable Load Policy has been essential in this process as it provides faculty members more time to focus on the research essential for promotion.

The university has also implemented a new promotion process for instructors and lecturers. Instructors and lecturers can now apply for promotion to associate instructor/lecturer and senior instructor/lecturer levels. Candidates must demonstrate excellence in instruction, a commitment to professional and curricular development, dedication to student advisement or mentoring, and significant service to the school, university, and field. This, paired with the traditional tenure and promotion process for tenure-track faculty, provides a clear advancement structure NSC faculty members.

Additionally, funding to support faculty travel to academic and professional conferences and meetings as well as faculty development institutes and workshops has been ample. This provides an opportunity for faculty to disseminate their work, collaborate with colleagues in the field, and network with academics and professionals.

NSC structure also provides many opportunities for advancement into leadership roles within the school. Faculty members are encouraged to apply for positions as program coordinators, now occurring on a three-year rotating basis. There are also opportunities to represent NSC in Faculty Senate, on college and university committees, and to chair internal NSC working groups. Two new associate director positions have also been created within the past five years to assist the school in addressing emerging opportunities, and also provide faculty with internal administrative advancement opportunities.

6. If there is concern about departmental capacity, provide a future hiring plan that prioritizes needs.

Because Communication & Conflict is not a limited access program, the need for two additional tenure-earning faculty with the conflict specialization is pressing and only will grow in the future. Adding faculty members in this area is a priority. The Communication & Conflict program has one tenured faculty and one additional full-time faculty assigned to the program. The Human Communication faculty are able to support this program to some extent through the offering of electives. However, an additional full-time tenure-earning faculty member is needed immediately to offer the core courses of the program at appropriate enrollment levels. The Communication & Conflict coordinator is working with administrators in UCF Online to identify potential revenue to support this growing program.

Student and Prospect Overview

Supplemental Information to Inform Reflection
- seven-year program trend data provided by Institutional Knowledge Management

7. Review the trend data provided by Institutional Knowledge Management and reflect on upward or downward trends of the program's enrolled majors over the review period. Consider the following in your response:
    - high school GPAs and test scores (e.g., SAT, ACT) of enrolled students
    - mix of full-time and part-time prospective and enrolled students
    - mix of FTIC, community college transfer, other transfer, and non-degree seeking prospects or students

The Communication and Conflict B.A. degree program was approved in the 2015-16 catalog year. As it is a new program, and shares the same CIP code with Human Communication, there are not much data yet available. In 2016-17 the average SAT score of 1115.71 was below the University average of 1165 but was above the average score for the Human Communication program of 1087.41 for 2016.

Year	N	SAT Composite	Avg. University SAT
2016	7	1115.71	1165

In 2016-17 the average ACT score of 24.38 was slightly below the University average of 25.2 but was above the average score for the Human Communication program of 1087.41, but again above the average of 23.39 for the Human Communication program.

Year	N	ACT Composite	Avg. University ACT
2016	8	24.38	25.2

The average high school GPA for the program in 2016 was 3.85, below the University average of 4.10 and just slightly below the Human Communication average of 3.86.

Year	N	HS GPA	Avg. University HS GPA
2016	9	3.859	4.10

Of the 117 students enrolled in Fall 2016 the majority (54.70%) were part-time students and the remaining (45.30%) were full-time.

Academic Load	Fall 2016
Full Time	53
Part Time	64
Total	117

Early data indicate that the program is attracting mostly Florida community College transfer students.

Headcount by Recent Student Type

Student Type	Fall 2016	
	N	%
Beginner - First Time In College	20	17.09
Florida community college transfer	85	72.6
Other undergraduate transfer	9	7.69
Post Bacc – Degree Seek	3	2.56
Total	117	100

8. Review program data provided by Institutional Knowledge Management reflecting the following:
   - o   mix of gender and ethnicity among enrolled students
   - o   proportion of student racial and ethnic demographics relative to the geographic area
   - o   proportion of Pell-eligible students relative to the geographic area

Similar to other social science programs and the Human Communication program the Communication and Conflict program has many more female students (82.91%) enrolled than male students (17%).

Mix of gender

	Fall 2016
Male	20
Female	97

The predominant ethnic identification among the 117 students in the first year of the program was white, accounting for 58.12 % in 2016. The second most represented ethnic identification was Hispanic/Latino, representing 25.64% of students, followed by Black/African American students who accounted for 12.82% in 2016.

Mix of ethnicity

	Fall 2016
American Indian/ Alaska Native	-
Asian	2 (1.71%)
Black/ African America	15 (12.82%)
Hispanic/ Latino	30 (25.64%)
Multi-racial	2 (1.71%)
Native Hawaiian/ Other Pacific Islander	-
Non-resident Alien	-
Not specified	-
White	68 (58.12%)
Total	117 (100%)

Due to being in the same CIP code with Human Communication, data on Pell eligible students are not reflective of only Communication and Conflict majors.

Pell Eligible Students

	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	N	%	N	%	N	%	N	%	N	%	N	%
Pell Recipient	181	29.01	231	35.54	278	38.13	287	39.75	316	40.25	384	41.6
Not Pell	443	70.99	419	64.46	451	61.87	435	60.25	469	59.75	539	58.4

Given these data on students and student demographics, evaluate your ability to recruit and retain a diverse student body within your program. Compare your student body to the demographics of the geographic region in which the university is located and, if known, to national norms for this type of program. What plans do you have for the future recruitment and retention of a diverse population of students in your program?

The racial and ethnic demographics in the Comm. & Conflict program are similar to that of the geographical location of Orlando, which is a highly diverse metropolitan area. However, these early numbers show a higher percentage identified as white and a little bit lower percentage of those identified as black, than the Orlando area and a bit closer to the demographics of the state.

According to the Statistical Atlas demographics for Orlando include (https://statisticalatlas.com/place/Florida/Orlando/Race-and-Ethnicity): 40.50% White; 25.1% Hispanic; 28.6% Black; 3.5% Asian; Mixed 1.6%; and Other .8%. The demographics for the State of Florida are: 57.2% White; 22.2% Hispanic; 16% Black; 2.49% Asian; 1.58% Mixed; and Other .53%.

Several program faculty are involved with diverse groups across campus including the Black Faculty and Staff Association, the Latino Faculty and Staff Association, and the Pride Faculty and Staff Association. These groups have student mentorship programs that provide opportunities for faculty members to connect with, recruit, and effectively mentor a diverse student population.

9. If applicable, provide the program's criteria for admission.

Admission is open to any student admitted to UCF.

10. If applicable, discuss the degree program's state-approved "limited access" or university-approved "restricted access" status. Note the reason(s) why limiting or restricting access to the program remains necessary (undergraduate programs only).

N/A

11. If the degree program enforces a graduation requirement that requires a GPA higher than the university's 2.0 minimum standard for "good academic standing," please provide the rationale.

N/A

12. Explain any major shifts or challenges faced with regard to enrollments, time-to-degree, degrees awarded. (Consult the trend data provided by Institutional Knowledge Management.)

Although the Communication and Conflict program is in its infancy (approved for 2015-16), enrollment is increasing faster than expected.

Headcount	Fall 2015	Fall 2016
Communication and Conflict	29	117

As the program is new, there are not enough data yet to determine trends.

Recent Type	Academic Year	N	Avg. Years To Degree
Beginner FTIC	2016-2017	3	4.22
FCS Transfer	2016-2017	6	2.56

Since its inception in 2015-2016, the Communication & Conflict program has had the total of 9 graduates as of 2016-2017.

Degrees Awarded	2016-2017
First Time In College	3
Florida community college transfer	6
Total	9

In the program specific graduate senior survey questions, students are satisfied with the program and the knowledge base gained from their degree in Communication and Conflict.

Question 1. Agree or Disagree: I am confident in my knowledge of the basic concepts and procedures associated with conflict analysis, management, and resolution.	Count	Percent
Strongly Agree	2	33.30%
Agree	4	66.60%
Total	6	100.00%
Question 2. Agree or Disagree: I am confident in my knowledge of Conflict and Communication theory.	Count	Percent
Strongly Agree	3	42.80%
Agree	4	57.10%
Total	7	100.00%
Question 3. Agree or Disagree: I am confident in my ability to apply Conflict and Communication theory to better understand real world conflicts.	Count	Percent
Strongly Agree	4	57.10%
Agree	3	42.80%
Total	7	100.00%

Question 4. Agree or Disagree: I am confident in my ability to effectively analyze real world conflicts at the interpersonal, organizational, community, and international level.	Count	Percent
Strongly Agree	3	42.80%
Agree	4	57.10%
Total	7	100.00%
Question 5. Agree or Disagree: I am confident in my ability to generate the appropriate intervention strategy for managing or resolving conflict at all conflict levels.	Count	Percent
Strongly Agree	4	57.10%
Agree	2	28.50%
Somewhat Agree / Somewhat Disagree	1	14.20%
Total	7	100.00%
Question 6. Agree or Disagree: I have developed a better understanding of my conflict communication style.	Count	Percent
Strongly Agree	4	57.10%
Agree	3	42.80%
Total	7	100.00%
Question 7. Agree or Disagree: I have developed a greater skill level in communicating during conflicts.	Count	Percent
Strongly Agree	3	42.80%
Agree	4	57.10%
Total	7	100.00%
Question 8. Agree or Disagree: I am confident of my ability to act as a third party in conflict situations, both as an analyst and as a catalyst for managing that conflict.	Count	Percent
Strongly Agree	4	57.10%
Agree	3	42.80%
Total	7	100.00%
Question 9. Agree or Disagree: I am confident in my ability to write effectively in an analytical style in evaluating and understanding a conflict.	Count	Percent
Strongly Agree	4	57.10%
Agree	2	28.50%
Somewhat Agree / Somewhat Disagree	1	14.20%
Total	7	100.00%
Question 10. Agree or Disagree: I am confident in my ability to understand and utilize academic research in conflict and communication.	Count	Percent
Strongly Agree	3	42.80%
Agree	3	42.80%
Somewhat Agree / Somewhat Disagree	1	14.20%

Total	7	100.00%

13. Describe any specific program efforts to improve student retention, time-to-degree, or degree attainment. Note any interventions for specific populations (e.g., transfer students).

> In collaboration with the NSC faculty, Nicholson Academic Student Services Center (NASSC) staff have developed an early warning system to reach out to at-risk students in an attempt to get them back on track before they are put on academic probation. This hands-on approach encourages students to come in for additional advising and provides access to useful resources. Students placed on probation will be called in for a meeting with a NASSC advisor and notified that they must attend mandatory advising sessions and/or workshops in order to improve retention, time-to-degree, and degree attainment. The school is currently working on the development of online modules particularly focused on retaining transfer students and helping them succeed.
>
> UCF Online provides the fully online students (approximately 25% of the Communication and Conflict majors) online success coaches that work individually with students to ensure they are supported with their degree plans.
>
> The Communication & Conflict program has a capstone course requirement of all majors. COM4806 applies the theory learned via case studies.
>
> In addition, the college advising office also engages in several efforts that supplement the retention, TTD, and degree attainment efforts of this program. See the attached College Addendum.

Program Curriculum Design and Student Learning Outcomes

Supplemental Information to Inform Reflection
- program catalog copy
- program handbooks
- Academic Learning Compacts *(undergraduate programs only)*
- last two years of institutional effectiveness (student learning outcomes) assessment results reports
- upcoming year's institutional effectiveness (student learning outcomes) assessment plan
- selected syllabi (e.g., core courses, representative sample of elective courses)

14. Click here to review the state-approved lower-level common prerequisites for the degree program. If the degree program is not in compliance, please explain in detail how it will be updated during fall 2017 to bring it into compliance for 2018-19. (undergraduate programs)

> The state-approved lower level common prerequisite for Communication and Conflict is SPCX608. The program is in compliance as this course is included in the programs common program prerequisites.

15. Provide an overview of the program goals and learner outcomes. Refer to the program's Academic Learning Compacts (available at http://oeas.ucf.edu/academiclearningcompacts.html) and institutional effectiveness (student learning outcomes) assessment results and plans (available at https://www.assessment.ucf.edu/).

Communication and Conflict focuses on strategic application of knowledge and skills in a variety of conflict contexts. Students learn to evaluate and analyze real world case studies as well as how to effectively design conflict interventions at multiple levels. Not only do they hone their writing skills through research and case study analysis, but they demonstrate appropriate use of communication behaviors in managing and resolving conflicts and difficult communication across difference. Assessment includes both direct and indirect measures of student learning through data collection of their achievement on specific measures in their major courses and their self-report in a senior survey. Below are the eight student learning outcomes for the program:

1. Students will demonstrate knowledge of the basic constructs, terms, and concepts necessary to understanding communication and conflict.
2. Students will demonstrate knowledge of the central theories associated with communication and conflict.
3. Students will be able to evaluate and apply key theories of communication and conflict at the Interpersonal, Organizational, Community, and International level.
4. Students will be able to effectively analyze real world conflicts at the Interpersonal, Organizational, Community, and International level.
5. Students will be able to effectively design conflict interventions at the interpersonal, Organizational, Community, and International level.
6. Students will understand and be able to employ communication behaviors useful in managing and resolving conflict.
7. Students will demonstrate effective writing skills at an appropriate scholarly level.
8. Students will understand the basic parameters for conducting research in communication and conflict so as to be able to use such research effectively.

16. Reflect on recent student learning outcomes assessment results and evaluate each of the following:

a. extent to which students are achieving planned outcomes

Students are surpassing goals and expectations in achieving planned learning outcomes. This major debuted in Summer of 2015. As the program arrives at its two year anniversary there are only 12 graduates, but 228 declared majors. This assessment cycle should reveal additional data points, however assessment of the 2016-2017 academic year shows that students are achieving well beyond targets, enabling program faculty to increase the goals for the 2017-2018 academic year assessment plan. Below is a brief report of the eight student learning outcomes.

1. **Students will demonstrate knowledge of the basic constructs, terms, and concepts necessary to understanding communication and conflict.**
Data from a program pre and posttest evaluation as well as the graduating senior survey show that students have adequate knowledge of basic constructs, terms, and concepts necessary to understand communication and conflict.

2. **Students will demonstrate knowledge of the central theories associated with communication and conflict.**
Data from a program pre and posttest evaluation as well as the graduating senior survey show that students have adequate knowledge of the central theories associated with communication and conflict.
3. **Students will be able to evaluate and apply key theories of communication and conflict at the Interpersonal, Organizational, Community, and International level.**
Case study assignment evaluation data in COM 4804 Conflict and Communication Context and COM 4806 Conflict and Communication Case Studies indicate students are able to evaluate and apply key theories of communication and conflict at the Interpersonal, Organizational, Community, and International level. Additionally, graduating senior survey results indicate students are confident in their abilities to apply conflict and communication theories at these levels.
4. **Students will be able to effectively analyze real world conflicts at the Interpersonal, Organizational, Community, and International level.**
Case study assignment evaluation data in COM 4804 Conflict and Communication Context and COM 4806 Conflict and Communication Case Studies indicate students are able to effectively analyze real world conflicts at the Interpersonal, Organizational, Community, and International level. Additionally, graduating senior survey results indicate students are confident in their abilities to analyze real world conflicts at multiple levels.
5. **Students will be able to effectively design conflict interventions at the interpersonal, Organizational, Community, and International level.**
Case study assignment evaluation data in COM 4804 Conflict and Communication Context and COM 4806 Conflict and Communication Case Studies indicate students are able to effectively design conflict interventions at the Interpersonal, Organizational, Community, and International Level. Additionally, graduating senior survey results indicate students are confident in their abilities to act as a third party in a variety of conflict situations.
6. **Students will understand and be able to employ communication behaviors useful in managing and resolving conflict.**
Data from a program pre and posttest evaluation as well as the graduating senior survey show that students have adequate understanding and ability to employ communication behaviors useful in managing and resolving conflict.
7. **Students will demonstrate effective writing skills at an appropriate scholarly level.**
Case study assignment evaluation data in COM 4804 Conflict and Communication Context and COM 4806 Conflict and Communication Case Studies indicate students write effectively at the appropriate scholarly level. Additionally, graduating senior survey results indicate students are confident in their writing abilities.
8. **Students will understand the basic parameters for conducting research in communication and conflict so as to be able to use such research effectively.**
Data from student performance in COM 3800 Conflict Communication Research Methods indicate students understand the basic parameters for conducting research and complete a research proposal assignment satisfactorily. Additionally, graduating senior survey results indicate students are confident in their ability to conduct research effectively.

b. how the institutional effectiveness assessment process has resulted in program improvements over the last three years

> This year program faculty are implementing additional sequencing requirements so students are more prepared for their capstone course. Additionally, program faculty have identified more internal restricted electives (e.g., Persuasion and Communication, Terrorism and Communication) that can be available to these majors now that there are a significant number of students declared in the program.

17. What are the program's milestones? A milestone is a course or activity that needs to be accomplished at a certain point in a student's plan of study. These can be identified as items to be completed by a certain semester (e.g., 2nd fall of enrollment), by a certain level (e.g., junior year), or prior to advancing to a next stage of academic progress (e.g., before admission into a limited access program). Examples of milestone activities include: major or career specific standardized exam(s) (e.g., GKT, Praxis, DAT, MCAT, LSAT, GRE, etc.).

> Currently students must have senior standing and declared major status to take the capstone requirement. As a brand new program, faculty determined that high levels of flexibility for students would help them meet the graduation requirements. The program is now in a position to require COM3800 Conflict Communication Research Methods, and COM3802 Foundations in Communication and Conflict as pre-requisites to COM4806; require declared major status and COM3802 for COM4803 Third Party Processes and Interventions; and declared major status or special permission for COM4805 Transformative Communication. These changes are being requested this year to be put in place the following catalogue year (2018/19).

18. Provide the curriculum designed to meet the milestones described above. Please do so by identifying the typical course sequence on a year-by-year basis (e.g., first year courses, second year courses); you may attach a separate document to respond to this question (e.g., program curriculum map).

> Below is the current course map. Program faculty allowed for maximum flexibility in course sequencing the first two years as the school built the program and expanded numbers of students and instructors. Additional course sequencing will now be part of the major moving forward.
>
> **Plan of Study**
>
> **Freshman Year - Fall 13 hrs**
> ENC 1101 Composition I 3 hrs
> GEP-Math 3 hrs
> GEP 3 hrs
> Foreign Language 4 hrs
>
> **Freshman Year - Spring 13 hrs**
> ENC 1102 Composition II 3 hrs

STA 2014C Principles of Statistics 3 hrs
Foreign Language 4 hrs
Select 1:
- SPC 1608 Fundamentals of Oral Communication 3 hrs
- COM 1000 Introduction to Communication 3 hrs

Sophomore Year - Fall 15 hrs
Core-Computer Science 3 hrs
GEP 3 hrs
GEP 3 hrs
GEP 3 hrs
Elective (Consider a minor) 3 hrs

Sophomore Year - Spring 15 hrs

Internal Restricted Elective 3 hrs
GEP 3 hrs
COM 3800 Conflict Communication Research Methods 3 hrs
GEP 3 hrs
GEP 3 hrs

Junior Year - Fall 15 hrs
COM 3801 Communication Theories of Interpersonal Conflict 3 hrs
Internal Restricted Elective 3 hrs
External Restricted Elective 3 hrs
Elective (Consider a minor) 3 hrs
Elective (Consider a minor) 3 hrs

Junior Year - Spring 15 hrs
COM 3802 Communication & Conflict 3 hrs
Internal Restricted Elective 3 hrs
Elective (Consider a minor) 3 hrs
Elective (Consider a minor) 3 hrs
External Restricted Elective 3 hrs

Junior Year - Summer 9 hrs
Internal Restricted Elective-Internship 3 hrs
Elective (Consider a minor) 3 hrs
Elective (Consider a minor) 3 hrs

Senior Year - Fall 12 hrs
COM 4804 Conflict & Communication Context 3 hrs
Internal Restricted Elective 3 hrs
Elective (Consider a minor) 3 hrs
Elective (Consider a minor) 3 hrs

Senior Year - Spring 13 hrs

COM 4804 Conflict & Communication Context 3 hrs
Internal Restricted Elective 3 hrs
Elective (Consider a minor) 3 hrs
Elective (Consider a minor) 3 hrs

19. Please evaluate the degree to which the program's course/activity/experiences sequence is appropriate to achieve the program outcomes and student learning objectives.

The plan of study is currently structured in a way that allowed for maximum access to courses and ability to complete the major in an appropriate time frame. The goal was to enroll students in 3000 level courses prior to 4000 whenever possible, while still meeting the needs of the 12 students who were able to graduate in the first two years. A large number of majors are transfer students and thus program sequencing focused on the final four semesters of courses reaching the populations' scheduling needs. There are some challenges in this level of flexibility that lead to the requested changes for pre-requisites to the capstone and other 4000 level course this year.

20. If applicable, please identify one or more programs in your field offered elsewhere that provide(s) an exemplar curricular model and/or student outcomes to which the program aspires. In addition to providing the names of the institution(s) and program(s), please describe the key attributes of interest and corresponding goals for student engagement, learning outcomes, and/or other achievements.

The UCF Online Communication and Conflict B.A. degree is unique in the national landscape of undergraduate degrees. There are quite a few prestigious graduate programs that specialize in Conflict Resolution or Peace Studies (e.g. Georgetown, Pepperdine School of Law, Columbia University, University of Oregon Law School) and a small number of institutions that offer tracks or certificates in conflict (e.g. Pepperdine University, George Washington University, University of Notre Dame, Northwestern), but a majority are also at the graduate level. Additionally, virtually none of the programs are within a communication department. This program aims to be a national leader in this area.

Student Engagement

Supplemental Information to Inform Reflection
- representative sample of undergraduate theses (if available electronically)

21. Describe opportunities for students in the program to engage in research and creative activities.

- Students can engage in research with faculty members. Though Communication & Conflict is a new program, the Undergraduate Research Student Headcounts shows at least one student has taken advantage of this opportunity.

Academic Plan	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Communication and Conflict	.	.	.	.	.	1

- Collaborative Experiential Research Practicums (CERPs) are experiential learning practicums in which qualified students can enroll to learn about research by participating as part of a research team and research assistants under the direct supervision and direction of a faculty/PI.
- NSC sponsors the UCF intercollegiate debate program, which is open to any under-graduate student, enrolled in the university. UCF Debate is nationally competitive team policy debate program that competes on the annual national topic. UCF debaters seek to qualify for one or both of the two prestigious national tournaments: American Forensic Association's National Debate Tournament (NDT) and the Cross Examination Debate Association (CEDA) national tournament. Student debaters have extensive experiential learning opportunities that develop critical thinking skills, research skills, organization and analytical skills, teamwork, argumentation abilities, and extensive subject matter expertise in the social science subject being debated each year. UCF debaters are coached by full-time faculty members and graduate assistant debate coaches. Debaters compete at regional and national tournaments. UCF is part of the National Debate Tournament's southeastern region "District 6."
- Students also have opportunities to engage in research and creative activities in their internships.

22. Describe any student internship opportunities and indicate if they are required or optional. If optional, discuss participation rates.

The Communication and Conflict program offers students the opportunity for internship credit, though internship credit is not required to graduate. Internships provide students valuable applied experience and may lead to post-graduation employment opportunities. Internships must be communication-related. While communication may be defined in a broad and general way, all internships must employ some form of effective oral and/or written communication and help the student achieve career goals.

Experiential Learning Student Headcounts by Plan and Academic Year (Includes Clinical, Internship, Co-op, and Practicum courses)							
Academic Plan	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Communication and Conflict	.	.	.	.	.	2	2

23. Describe any other engagement activities available to students in the program (e.g., co-op, service learning, and study abroad) and indicate if they are required or optional. If optional, discuss participation rates.

One optional engagement activity includes a maximum of 6 credits of any of the following as internal restricted electives: Internship, Directed Independent research or Cooperative Education.

Although students in this program are online students they may choose to participate in NSC's global communication studies initiative for a semester in Jonkoping, Sweden, University of Canberra, Australia, IE Universidad or Universidad San Jorge, Spain, and Bournemouth University, UK or a semester study abroad experience at Salzburg College, Austria. In addition there are opportunities for students to study abroad in short-term faculty led programs that are available through NSC or the Office of International Studies.

Student Accomplishments and Satisfaction

Supplemental Information to Inform Reflection
- Graduating Senior Survey results (last three years)
- First Destination Survey results (last three years)

24. If applicable, provide licensure pass rates for 2014-15 through 2016-17. Include the total number of students attempting the exam and the total number who pass.

N/A

25. Does the unit or program currently collect any of the following information regarding program graduates? If so, please provide recent data in that regard and incorporate appropriate reflection.
    - Job placement rates and employer information
    - Employer satisfaction
    - Graduate school placement and caliber of graduate schools

There are not currently substantive alumni or job placement data as there are only 12 graduates as of August 2017. As more students graduate there will be more opportunities to track post UCF placement.

Strong relationships with alumni indicate students who are committed to working in the field are successful in finding jobs. A recent 2017 NSC alumni survey indicated 100% of the Communication and Conflict respondents (N=5) had full-time employment.

26. Provide a brief summary of student accomplishments during the review period in the following areas:
    a. awards at the national, regional, state, university and college levels

As an emerging online program faculty, are in the process of identifying strategies to effectively collect data on unique student achievements as well as identifying awards appropriate for the Communication and Conflict majors to pursue.

b. significant scholarly and creative works and activities completed outside of regular classroom activity (e.g., publications, presentations, performances) - include the nature of the activity and the venue and note whether the activities were refereed or juried

As an emerging online program, faculty are in the process of identifying strategies to effectively engage the primarily online student population in co-curricular activities and advanced research projects and presentations.

c. other noteworthy student accomplishments

N/A

27. Reflect on student perceptions of program quality based on appropriate data sources (e.g., institutional effectiveness assessment results, Graduating Senior Survey results, First Destination Survey results, alumni survey data).

The University of Central Florida requires all students with senior standing to complete a survey prior to graduating. The survey addresses many facets of the university experience including questions specific to the student's major program of study to assess perceptions of program quality. Of seniors graduating from the Communication and Conflict program surveyed in the 2016-17 academic school year eight students completed the survey, 12.5% rated their experience "excellent", while 62.5 % rated it "very good", and 12.5 % reported their overall experience "good". In total 87.5% reported an overall positive experience with the Communication and Conflict program.

Sr. Survey Respondents	2016-17 N	2016-17 %
Excellent	1	12.5
Very Good	5	62.5
Good	1	12.5
Fair	1	12.5
Poor	0	0
Total	8	100

To give more context, a recent 2017 NSC alumni survey indicated Communication and Conflict alumni (N=5) felt satisfied with their education M= 4.40 (0.54). This item was measured on five point scales with five indicating high levels of satisfaction and preparedness.

Alumni also indicated they felt their core courses, electives, and faculty relationships were the most helpful in preparing them for their careers: general education: M=3.49 (1.12), core: M=4.45 (.65), electives: M=4.22 (.84), outside NSC classes: M=3.35 (1.21), faculty mentorship: M=4.53 (.82). These data indicate alumni feel strongly satisfied with their educational experience and found program curriculum to be impactful.

*Note: M=X.XX (X.XX) indicates mean and standard deviation for each item.

SWOT Analysis and Planning

28. List program strengths.

- The program is incredibly accessible based on its UCF Online status. Students in this program are enrolled across the United States and work in a variety of professions that require heavy travel.
- The online program allows for an increased diversity of perspective and professional background in the discussions and activities in Webcourses. Additionally, students who wish to take a variety of course formats can access many face-to-face and mixed mode classes in both their internal and external elective choices.
- The program offers skills- based education in an area that is consistently reported as valued by employers in the U.S. and the subject matter has appeal across industry.
- The current faculty have high levels of professional experience and expertise.

29. List program weaknesses.

- The program is only two years old and still building.
- Students do not get a variety of faculty in their major courses as the program has limited resources to hire new full-time faculty and shares instructors with the Human Communication program.
- While the subject matter has great potential for high levels of application and skill-focused instruction, it can be difficult to provide immersive experiences in the online format.
- Course sizes are large for the content matter.

30. List program barriers, threats, and unique vulnerabilities (e.g., loss of one faculty member may result in inability to offer program).

- There are limited faculty assigned to the Communication and Conflict major.
- The number of majors has grown exponentially and thus so has student demand for multiple sections of courses.
- The program has one primary instructor assigned full-time to the program and if that faculty member were lost, it would be near impossible to serve the number of declared majors.
- While the online format is appealing to a number of students, only 25% of the majors are fully online students. The program has lost a handful of majors to the Human Communication program due to their desire to avoid primarily online education.

31. Discuss potential opportunities in the following areas:

a. actions to improve program quality

Due to the level of growth the program will be requesting additional faculty resources that can provide important expert perspectives for students in their major courses. Program faculty have recently proposed several curricular changes that will provide more variety and structure for students in their progression through the degree. Additionally, faculty have worked to align some of the curricular goals with the Human Communication program so that more faculty from that degree can support the Communication and Conflict courses providing a wider variety of faculty to the students. The Nicholson School as a whole is working to improve transfer student success which is important for this program as well.

b. new ventures to increase demand or improve competitiveness (e.g., internal or external partnership opportunities)

The program has proven to be popular and students report high levels of satisfaction in the skills and knowledge they gain. Communication and Conflict faculty will be part of the Phase 1 move to the downtown campus providing new opportunities for high-impact learning experiences in partnership with the community. Connecting students to the downtown business community and the mediation work in the Orange County courthouse will be valuable ways to take advantage of the new location.

c. actions to achieve productivity gains (e.g., recruitment, non-traditional instructional delivery systems)

As the only major in the Nicholson School that can be completed fully online it is able to have national and international reach in recruitment. UCF Online is an important partner in the marketing efforts to fully online students. These students pay a discounted tuition rate for fully online status which makes it more economically accessible. It is a more flexible program for students who have demanding professional and/or family responsibilities.

d. actions to improve efficiency and reduce cost

This is currently the most cost efficient program in the Nicholson School. None of the core or required courses use physical classroom space and currently there is only one full time faculty member assigned to the program. It would be difficult to identify additional ways to reduce cost beyond the current protocols. The program is connected with the Human Communication degree, particularly in Restricted Elective Offerings. The program coordinators of both programs are working together to jointly streamline scheduling and improve course offerings.

e. other opportunities not addressed above

N/A

32. Provide any benchmark data collected during the review period, if applicable (e.g., using Academic Analytics), and a list of up to five university's the program would like to be benchmarked against.

N/A

33. Articulate key program goals and initiatives moving forward. Note how the program review consultants can help in this regard.

As the Communication and Conflict program enters its third year in the Nicholson School of Communication there are several key goals on the horizon. This year program faculty proposed critical curriculum updates to provide students an optimal sequence for successful achievement at every level leading to graduation. Additionally, program faculty have continued to identify appropriate internal and external electives to deliver a diverse and well-rounded offering for both the fully online and mixed mode student populations.

Key program goals are student centered looking toward the future at the UCF downtown campus and creative village. Firstly, the program aims to continue to expand responsibly to meet student needs. This will require an immediate increase in the number of faculty in the program. Secondly, program faculty are working to develop co-curricular opportunities for students so they may participate in immersive, high-impact learning experiences specifically related to communication and conflict work. Thirdly, as a program that is available fully online the program should be a leader in innovative web-based education. Finally, the program aims to ultimately be nationally recognized as an inclusive, yet rigorous degree meeting the needs of diverse and talented student populations.

In order to achieve the ambitious goals set forth the program faculty seek recommendations in the following areas:

1. Prioritization of faculty hiring: determining an accurate need and demand assessment, strategic decision making in hiring proposals (e.g., what kind of line is most necessary? Tenure track, lecturer, instructor etc.)
2. Innovative practices for engaging online students in co-curricular activities and high impact learning experiences
3. Developing collaborations both within and outside the discipline
4. Opportunities for student organization/leadership development both on campus and online
5. Identification of blind spots in our strategic planning

Other *(Optional)*

34. If necessary, please use the space below to provide any information not addressed elsewhere in the self-study that you think important to inform the review of this program.

N/A

Undergraduate Program Self-Study Addendum

Instructions: The following questions **will not apply to all programs**. Please respond to the items that do apply to the program addressed in this self-study and insert "not applicable" to those that do not.

1. If the program has received authorization by the Florida Board of Governors to exceed the 120 credit hour maximum for a baccalaureate degree program, please articulate the rationale for the additional hours required and affirm whether or not those hours remain necessary.

   N/A

2. Describe any combination programs (e.g., accelerated, dual, or joint degree programs) in which the program participates with external higher education partners. Provide a summary of enrollments spanning 2014-15 – 2016-17. Identify the target population, rationale for the program, and reflect on its relative success to date.

   N/A

3. Describe any interdisciplinary and/or international aspects of the program. Consider the following:
   a. interdisciplinary partnerships (internal or external)
   b. faculty cluster participation
   c. centers or institutes affiliations
   d. curricular aspects

   Students have the opportunity to participate in NSC's global communication studies initiative as reciprocal exchange students for a semester at Jonkoping University, Sweden; University of Canberra, Australia; IE Universidad or Universidad San Jorge, Spain and in Bournemouth University in the UK. They may also participate in a study abroad program at Salzburg College, Austria. In addition, there are opportunities for students to study abroad in short-term faculty led programs that are available through NSC (e.g., Italy, Cuba, Ecuador) or the Office of International Studies

4. Please provide the composition of any program and advisory boards, including member affiliations.

   NSC's Advisory Board is comprised of a geographically and professionally diverse cross-section of alumni, friends, and professionals selected for their ability to provide advice to the director on how to strengthen teaching, scholarship, and service at the Nicholson School of Communication. Membership on the board is recognized as both a privilege and an

opportunity for significant service to the school. NSC pledges to treat board members with respect, professional courtesy and graciousness, recognizing the contribution of service and resources that they are providing to the school.

Membership on the NSC Advisory Board is by invitation of the director of the Nicholson School of Communication and is non-compensated. Out of pocket expenses associated with membership and/or participation including travel and transportation, accommodations and other incurred personal expenses are to be borne by the individual member and/or their employer (by arrangement). Members who reside more than 50 miles away from the UCF Orlando campus may request assistance with travel costs for attending the annual Advisory Board meeting in advance of making travel arrangements. Reimbursement of any such expenses requires prior approval. With prior approval and advance notice NSC may also, at its discretion, pay for specific events, services and programs related to the work of the board. NSC shall create and maintain a list of active board members and officers. Continuation of board membership is contingent upon consistent active member status. Periodically, the NSC director shall review board membership and invite new board members to replace inactive members.

Below is a list of all of the members on the advisory board:

- Julie Anderson – Senior Vice President at Tribune Interactive, Tribune Company
- Shawn Bartelt – Vice President and General Manager, WFTV-TV
- Cindy Barth – Editor, Orlando Business Journal
- Lisa Cianci – Local News Editor, Orlando Sentinel
- Jay Coffin – Editor, GolfChannel.com
- Peter Cranis – Vice President of Global Marketing, Visit Orlando
- Shelby Curry – Internal Communication Manager, Walt Disney World Resort
- Linda Ferrell – Professor, Anderson School of Management, University of New Mexico
- O.C. Ferrell – Professor, Anderson School of Management, University of New Mexico
- Jorge Friguls – Director of News Operations, Entravision Communication
- Michael Griffin – Vice President of Public Affairs, Florida Hospital
- Heissam I'm in. Jebailey – Managing Partner, Jebden Management
- Heather Kelly – Senior Communication Manager, Missions Systems and Training, Lockheed Martin
- Marc Ladin – Chief Marketing Officer, Tiger Text
- Lee Lerner – Editor and Publisher, Sunny Day News
- John Mahony – Chief Operating Officer, Kavaliro Staffing Company
- Lisa A. Malone – Former Director of Public Affairs, NASA Kennedy Space Center and NSC Kennedy Space Center Liaison
- Clay McMillan – Owner, CMI Production Services
- David Miller – Director of digital Media, National Oceanic and Atmospheric Administration

- Donna Mirus Bates – Senior Vice President of Marketing Communication & Content Development, Universal Orlando Resort
- Clay Newbill – President and Executive Producer, 310 Entertainment
- Anthony J. Nicholson – Benefactor, Nicholson School of Communication
- Sonja Nicholson – Benefactor, Nicholson School of Communication
- Samantha O'Lenick – Executive Director, Corporate Communication & Community Partnerships, Fl. Hospital
- Sean Perry – Founding Partner, aXis Magazine / aXis Productions & Events
- Sal Paolantonio – National Correspondent, ESPN
- Roger Pynn – President, Curley & Pynn Public Relations
- Barry Ragsdale – Litigator, Sirote & Permutt, P.C.
- Amy Rettig – Senior Vice President, Public Affairs at Nielsen
- Jeff Robertson – Chief Executive Officer, Chinese Agape Foundation
- Judge Jose R. Rodriguez – Ninth Judicial Circuit Court of Florida, Juvenile Division
- Dan Ward – Vice President and Partner, Curley & Pynn Public Relations