



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

Program:	M.A. Communication
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 M.A. Program is dedicated to serving its stakeholders who are comprised of students, faculty, the Central Florida community and the professions associated with the field of communication. The mission of the program is to offer high-quality, academically challenging graduate education in Mass and Interpersonal Communication; to mentor students in the conduct of research and creative activities; to provide the program's students with the educational development that will enhance the intellectual, cultural, environmental, and economic development of the metropolitan region; to develop students' academic and professional competencies; to establish UCF as a major presence in local and global communication related professional and academic communities; and to, thereby, support the mission and vision of the University of Central Florida as a whole.

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 graduate program does not have any off-campus program offerings - except in rare circumstances, all courses are delivered on the Orlando campus.

SCH Generated by Full-Time Faculty in 2015-16

	Full-Time Faculty	Adjunct or GTA

Location	SCH	Percent	SCH	Percent
Main Campus (Orlando)	368	100.0%	0	0.0%
Web/Video	114	100.0%	0	0.0%

Sections Taught by Full-Time Faculty in 2015-16

Location	Full-Time Faculty		Adjunct or GTA	
	Sections	Percent	Sections	Percent
Main Campus (Orlando)	33	100.00%	0	0.00%
Web/Video	2	100.00%	0	0.00%

The majority of courses are taught face to face on the UCF main campus, but many are mixed mode and some are delivered online. There are not currently any plans to expand online course offerings or include any off-campus program offerings. All courses will be delivered on the UCF Downtown campus beginning in Fall of 2019.

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

<p>SUS:</p> <p>University of Florida</p> <p>Florida State University</p> <p>Florida Atlantic University</p> <p>Florida International University</p> <p>University of South Florida</p> <p>University of West Florida</p> <p>Non-SUS:</p> <p>Florida Institute of Technology</p> <p>University of Miami</p>

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 data for the complete Nicholson School of Communication.

Year	2010		2011		2012		2013		2014		2015		2016	
Communication	FTE	N	FTE	N	FTE	N	FTE	N	FTE	N	FTE	N	FTE	N
Type														
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

Existing program faculty members (i.e., 21 tenured or tenure earning and eight lecturers) currently have the capacity to meet program goals and objectives. The delivery of the master's program of curriculum, including core, research, and electives is sufficient.

With the addition of the Ph.D. in strategic communication, additional faculty will be needed in order to teach and advise doctoral students.

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 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 allows each academic program 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.

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.

The M.A. program has 21 tenured or tenure-earning faculty in NSC to support the master's program. In addition, there are eight lecturers with graduate faculty status. The delivery of the master's program of curriculum, including core, research, and electives is sufficient. With the addition of the Ph.D. in strategic communication, additional faculty are needed in order to teach and advise doctoral students.

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 applicant pool (if applicable) and enrolled majors over the review period. Consider the following in your response: mix of full-time and part-time prospective and enrolled students
- undergraduate GPAs and test scores (e.g., GMAT, GRE)
 - mix of full-time and part-time prospective and enrolled students

Overall, quality of the NSC M.A. applicant pool has remained relatively stable. There have been minor fluctuations in GPAs and GRE scores, and an increase in full-time students.

In 2010, the average GRE score for students enrolled in the Communication master's program was 298. The average GRE score for enrolled students has fluctuated since. In 2013, the average score was 300 and in 2016, the average was 295. The average GPA has consistently been higher than 3.3 among all enrolled students, except for in the 2016 academic year. In 2010, the average GPA was 3.35, the average in 2013 was 3.36, and in 2016, the average was 3.28 among enrolled students.

Although the GRE scores have remained relatively constant over the past five years, increased admission requirements to strengthen the M.A. program and in preparation of the proposed Ph.D. program seems to be reflected in higher GPA scores on the applicant pool (except for 2016-17) and that is expected to continue the doctoral program is introduced.

Average GRE scores – Communication MA:

Year	Applied	Accepted	Enrolled
2010-2011	295	298	298
2011-2012	295	297	296
2012-2013	294	297	299
2013-2014	296	299	300
2014-2015	295	301	299
2015-2016	294	296	297
2016-2017	295	297	295

Average GPA – Communication MA:

Year	Applied	Accepted	Enrolled
2010-2011	3.19	3.32	3.35
2011-2012	3.29	3.38	3.40
2012-2013	3.35	3.42	3.41
2013-2014	3.34	3.38	3.36
2014-2015	3.33	3.45	3.38
2015-2016	3.38	3.43	3.33
2016-2017	3.26	3.33	3.28

The number of full-time/part-time students from 2010-2013 was consistent with 56% of the students attending full-time. However, in the fall of 2016 showed an increase in the percentage of full-time students to 69.39%.

During the Fall 2010 semester, 56.58% of students in the Communication master's program were enrolled full-time and 43.42% were enrolled part-time. In 2013, 56.25% were enrolled full-time and 43.75% part-time, and in 2016, 69.39% were enrolled full-time and 30.61% were enrolled part-time. This increase in full-time students may be reflective of a changing job market or proliferation of online programs as professional students previously studying part-time at NSC may be moving into these programs.

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

The Communication M.A. program has consistently had more female students enrolled than male students. In 2010, the percentage of female students in the program was 75 percent. In 2013, the number of female students had decreased to 71.88 percent of enrolled students, and by 2016 the gender distribution in the program was 71.43 percent female students and 30.61 percent male students.

Term	American Indian/Alaska Native		Asian		Black/African American		Hispanic/Latino		Multi-racial		Non-resident Alien		Not Specified		White		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fall 2010	2	2.63%	1	1.32%	8	10.53%	5	6.58%	-	-	7	9.21%	3	3.95%	50	65.79%	76	100.00%
Fall 2013	-	-	3	4.69%	5	7.81%	2	3.13%	2	3.13%	5	7.81%	5	7.81%	42	65.63%	64	100.00%
Fall 2016	-	-	-	-	5	10.20%	10	20.41%	2	4.08%	11	22.45%	2	4.08%	19	38.78%	49	100.00%

The ethnic identification among students in the master's program in 2010 was predominately white at 65.79% of enrolled students. The Nicholson School of Communication is dedicated to recruiting and retaining a diverse student population. Evidence of this commitment is reflected in that the fall 2016 as only 38.78% of enrolled self-identified as white. The largest percentage increase was in the Hispanic/Latino classification from 6.58% in 2010 to 20.41% in fall 2016, as well as increase in students identifying as non-resident alien from 9.21% to 22.45% in the same time period.

According to the Statistical Atlas (<https://statisticalatlas.com/place/Florida/Orlando/Race-and-Ethnicity>), demographics for Orlando include: 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%

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 M.A. program are reflective of the geographical location of Orlando, which is a highly diverse metropolitan area. The large increase in the percentage of Hispanic/Latino students enrolled in 2016 is reflective of the local community, state of Florida, and to UCF becoming a Hispanic Serving institution.

Recruitment and retention efforts are critical for achieving a diverse student population. Professional and academic organizations including the National Communication Association, the International Communication Association, and the Association for Education in Journalism and Mass Communication all have interest groups and caucuses for various identity groups (<https://www.natcom.org/about-nca/membership-and-interest-groups>; https://www.icahdq.org/page/div_igs; <http://www.aejmc.org/home/about/groups/interest-groups/>). Organization members at all student and faculty levels are invited to join these groups and there are opportunities to promote and advertise the M.A. program in each of these groups.

Additionally, 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.

An analysis of the M.A. program revealed a larger gap of the gender balance of 71.43% females and 28.57% males in 2016. This does reflect a 3.57% increase in male students since 2010 (75% females and 25% males). Although there is a tendency in social sciences to have a higher percentage of female students, the graduate faculty will look for ways to attempt to narrow the gap. The faculty has initiated a more assertive recruiting program by attending local, regional, and national conferences and actively encouraging students from underrepresented demographic groups to apply.

9. 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.)

The average time-to-degree for students in the Communication master's program has mostly stayed at approximately two years, but has fluctuated slightly during the last seven years. An academic year is three semesters (Summer, Fall and Spring).

Time to Degree

Academic Year	Avg. years to degree	# of students
2010-2011	1.93	24
2011-2012	2.02	33
2012-2013	2.51	32
2013-2014	2.17	27
2014-2015	2.35	26
2015-2016	2.19	26
2016-2017	2.62	27

One likely explanation for this increase in time to graduation over the past seven years could be the increase working professionals who begin part-time with the corporate communication certificate program and then progress into the full M.A. program. Additionally, changes to the comprehensive exam process that require students to pass all three core course exams as well as two of three electives instead of an earlier broader requirement to pass any five of six exams may have contributed to this increase as well. This increased rigor in the comprehensive exam process may be slightly delaying time to graduation. A new revised comprehensive exam structure requiring a committee to write four questions for each student (two theory and two methods, both including application) should adequately address these concerns.

Degrees and Certificates Awarded

Year	Total # Degrees awarded	# degrees Interpersonal	# degrees Mass Communication	# certificates awarded

2010-2011	25	6	19	-
2011-2012	33	11	22	1
2012-2013	32	17	15	12
2013-2014	27	4	23	9
2014-2015	26	11	15	16
2015-2016	26	5	21	12
2016-2017	27	7	20	17

The number of degrees awarded has been consistent in relation to student enrollment. The number of degrees awarded has been higher in the Mass Communication track during this seven year period (except for 2012-13). The Corporate Communication Certificate has been popular since its introduction with the number of certificates ranging between 1 and 17.

10. Describe any specific program efforts to improve student retention, time-to-degree, or degree attainment. Note any interventions for specific populations.

The graduate faculty have made several changes to the M.A. curriculum in an attempt to improve student retention and degree attainment. Requiring all students to take the pro-seminar course as their first course in the program has led to a better understanding of the field and created an increased sense of community among cohorts. Students also learn how to better navigate their academic program in the pro-seminar course through the selection of an advisor and formulation of a program of study. These are all significant program changes intended to further empower students in their own educational attainment goals that have been implemented since the last program review.

11. Complete the table below to describe current (FA16-SU17) graduate assistant and postdoctoral associate resources within the program.

Type	HC*	FTE	Notes
			For GTAs, note standard stipend amount, typical hours worked & load assigned (e.g., teach or assist with one undergrad course per term)
Graduate Teaching Associates (instructors of record)	7	.5	Stipends average \$10,000 per yr. (fall and spring) for 20 hours of work. All GTAs must complete training; Associates are usually in their second year and duties vary as determined by their faculty supervisor but typically include some assistance in the classroom.

Type	HC*	FTE	Notes For GTAs, note standard stipend amount, typical hours worked & load assigned (e.g., teach or assist with one undergrad course per term)
Graduate Teaching Assistants (instructional support)	25	.5	Stipends average \$10,000 per yr. (fall and spring) for 20 hours of work. All GTAs must complete training; Assistants are usually in their first year and duties vary as determined by their faculty supervisor.
GTA Graders	-	-	
Subtotal	32		
Graduate Research Assistants	4	.5	Graduate Research Assistants also generally provide 20 hours a week of research assistance per the terms of the grant.
Other Graduate Assistants	-	-	
Subtotal	-	-	
Postdoctoral Associates	-	-	
Total	36	-	

*Headcount

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)

12. Provide an overview of the program goals and learner outcomes. Refer to the program's institutional effectiveness (student learning outcomes) assessment results and plans (available at <https://www.assessment.ucf.edu/>).

The assessment process is designed to measure student competencies using direct and indirect assessments of student learning of academic, research, and professional skills. Program goals and learner outcomes include student competencies in the areas of theory, methodology, and preparedness for doctoral work, critical thinking, and communication skills.

Outcome 1: Students will demonstrate broad knowledge of the literature in the field of communication.

Outcome 2: Students will demonstrate ability to explain, critique, and apply appropriate research methods in a broad range of situations and contexts.

Outcome 3: Graduates will be well prepared for life after graduation. Data will be gathered using an online survey and three year rolling averages will be reported.

Outcome 4: Graduates will demonstrate competent written and oral communication skills.

Outcome 5: Students will demonstrate ability to explain, critique, and apply communication theory in a broad range of situations and contexts.

13. 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 largely achieving planned outcomes related to knowledge of literature, communication/writing skills, and communication theory. There is room for improvement regarding student knowledge of research methods and preparation for life after graduation.

Outcome 1: Students will demonstrate broad knowledge of the literature in the field of communication. Students receive strong training in their elective courses, retain their understanding of the literature in the field, and thus are able to demonstrate this in their comprehensive exams and theses. Students are largely achieving this planned outcome.

Outcome 2: Students will demonstrate ability to explain, critique, and apply appropriate research methods in a broad range of situations and contexts. Students have struggled with the ability to explain, critique, and apply research methods; this is indicated by pass rates for both quantitative and qualitative methods comprehensive exams. Pass rates for both methods courses have historically been the lowest of all courses, but have recently increased because of changes made to the program and comprehensive exam process. Students are now required to pass quantitative and qualitative methods courses with at least a B and must pass both methods exams to graduate. This provides an extra incentive to encourage students to engage and prepare accordingly. There is also a core group of three instructors who have worked with the grad director on curriculum mapping to ensure the outcomes across sections and instructors match. A new introduction to research methods course is a result of further curricular revisions to address these issues.

Outcome 3: Graduates will be well prepared for life after graduation. Data will be gathered using an online survey and three year rolling averages will be reported. There has been some variation in how well students are prepared for graduation over the years. Over 50% of students present or publish with faculty before graduation, indicating involvement and preparation for life after graduation. Exit surveys indicate students have largely felt prepared after graduation and believe the program has had a favorable impact on professional advancement potential, but there has also been some variance in this measure that is important to better understand. Alumni see a capable and engaged faculty as a strength, but are also desirous of more applied courses appropriate for those not seeking a career as an

instructor or going on for a Ph.D. This has been a consistent concern of alumni over several iterations of the alumni survey.

Outcome 4: Graduates will demonstrate competent written and oral communication skills.

The Proseminar in Communication course has helped our students improve greatly on this outcome. Part of this course involves instruction on writing academic papers, specifically, literature reviews. There have been continual updates and modifications to improve this essential course. In summer of 2015 some of the exercises and assignments related to the written project were restructured and that work has resulted in a positive impact on this outcome as measured by student performance on literature reviews. Current measurement for the oral communication outcome is anemic because it is only measured via internship evaluations. However, more than 90% of program alumni say their oral communication skills improved because of their experience in our program.

Outcome 5: Students will demonstrate ability to explain, critique, and apply communication theory in a broad range of situations and contexts. Student ability to explain and apply communication theory has been measured both via comprehensive exams and also using student papers in communication theory courses. There is some evidence to support students are meeting these goals, but it appears providing evidence in support of a theoretical approach is among the most frequent problems in the student papers. Although students overall had some problems in their theoretical analysis papers, alumni who moved on to doctoral programs feel well prepared in the area of theory.

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

In response to previous program review, the program has become more selective in admissions decisions by increasing expectations for GRE Quantitative Reasoning scores and overall application quality. This has decreased admission numbers, however, the overall increase in rigor positions the program more favorably for an addition of a doctoral program and has resulted in improved learning across the curriculum as evidenced by the improvement in assessment measures. In the long run it is anticipated the increase in quality of the program attracts more highly qualified students so that enrollment can increase again.

Regarding adjustments based on the assessment process, issues related to student ability to retain and apply knowledge gained in the methodology courses have been addressed in multiple ways. First, an introduction to research methods course has been instituted to serve as a basic introduction to the scientific method, research process, and foundational quantitative and qualitative methodologies. The comprehensive exam structure has also been revised to more accurately measure student learning relative to their future career path.

Results of an alumni survey have also caused the faculty to further consider the split in student interests and motivations for beginning graduate school. Almost 80% come into the program to improve their professional portfolio and are either updating their skills and knowledge after years in the workplace, or they are looking for a competitive advantage on the job market. This result, along with the development of a PhD program, is leading to the potential merger of the mass and interpersonal tracks in the future. Additionally, professional

development and academic preparation tracks are currently under consideration. This may result in more applied skills courses for the professional development track, some in the form of 6/4000 split level courses that combine the more hands-on experiences in the senior level courses with a strong academic component that maintains the graduate level academic rigor of our program.

14. 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.).

Previously, students were able to complete coursework in whatever order they chose. Now, students must complete the Proseminar course and introduction to research methods in their first semester. These courses lay the essential foundation and prepare students for the coursework they will complete in the next two years. The Proseminar course prepares students for graduate level work and expectations. During the Proseminar course students must also select an advisor and complete a program of study. The research methods course prepares students to read, at the very least, the methods section of a research paper. Students take theory, elective courses, and more in depth methodology courses after completing these core requirements.

After completing core requirements, either a thesis or comprehensive exam committee is selected. At that point, a student can either enroll and thesis hours and schedule the proposal meeting where the topic and data analysis plan are approved, or clarify criteria for successful completion of the exams. Students complete the program by passing a thesis defense or successfully passing their comprehensive exams.

15. 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).

1st Semester:
Proseminar
Introduction to Research Methods
Elective

2nd Semester:
Communication Theory
Research Methods
Elective

3rd semester:
3 Electives

4th semester
Elective
3-4 Thesis Hours
Or
3 Electives (non-thesis)

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

According to assessment results, 80-90% of students are developing a strong foundation in the literature of our field, are able to understand and apply research methods and, after graduation, say their experience in the program has prepared them for their work or for the challenge of a doctoral program. This serves as a strong indication that courses, activities, and experiences are sequenced in a way to be beneficial to our students in preparing them for life after graduate school.

17. 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.

San Diego State University and **Illinois State University** are aspirational programs. Both are identified as among the top "master's only" programs in the country. Although there are existing plans for a Strategic Communication Ph.D. program, the above programs are still models considered aspirational over the past five years. SDSU and ISU both have a long history of training future scholars in the field of communication. Along with that, they have flexible programs with a small core that prepares students for the rigors of their MA program. Both have faculties capable of supporting outstanding doctoral programs. For example, SDSU could potentially be a very strong doctoral program in Interpersonal and Health Communication if they developed a PhD program.

The current curriculum largely mirrors SDSU and ISU. Both programs have a course required of all first time students that prepares them to be professionals in the communication field and introduces the students to communication scholarship in a serious way. The Proseminar course is based on the one at ISU. The introductory research methods course is based on the core research methods course at SDSU that provides an understanding of how theory and methods are related to each other as well as an introduction to research methods.

Student Engagement

Supplemental Information to Inform Reflection

- representative sample of graduate theses and dissertations (if applicable)

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

Students in the thesis track engage in individual research and creative activities as part of their program of study. That is, the thesis represents a significant individual research product.

Students also have many research opportunities outside of the thesis track, as many participate in research projects with faculty members both within and outside of course contexts. Some faculty members also have small research teams comprised of graduate and undergraduate students. Directed research and independent study enrollment options are also offered for students working on non-thesis related research.

Many graduate students have also worked with faculty on funded research grants from groups such as the World Health Organization.

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

Internships are optional, but many students choose to broaden their learning through engagement with a local organization. Students are allowed to complete one internship as part of their program of study. Students may participate in additional internships, but they are rarely approved by the graduate director to be applied to the program of study.

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
MA	9	12	10	8	12	11	3

The table above indicates the number of M.A. students that have completed internships per academic year. During this review period 9 students on average completed an internship. Often graduate students have other responsibilities (e.g., full-time jobs, family) that make it difficult for them to complete internships.

20. 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.

Students have the opportunity to study abroad through NSC, UCF, and external programs. A partnership with Ilmenau Technological University in Germany allows graduate students to have high impact learning abroad for semester-long immersive experiences; one graduate student spent the spring to early summer '16 at Ilmenau. Additionally, two graduate students also studied abroad and completed research on a NSC program titled "Communication, Culture and Technology: An Italian Case Study."

Student Accomplishments and Satisfaction

Supplemental Information to Inform Reflection

- Graduating Senior Survey results (last three years)
- First Destination Survey results (last three years)

21. 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

22. 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

When M.A. graduates from the past four years were asked if they applied to doctoral programs, 16.7% stated they had accepted a position and enrolled in classes and another 2.5% stated they were accepted but did not enroll in classes yet. Additionally, 31.7% stated they did not apply to a doctorate program yet, but they plan on doing so in the future.

There is a strong and reliable record of M.A. graduate placement in top Ph.D. programs. In the last few years, students have attended some of the top doctoral programs in Communication, including Arizona State University, Florida State University, Michigan State University, Ohio State University, University of Texas, University of Florida, George Mason University, Louisiana State University, University of Oklahoma and the University of Nebraska.

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 76.4% of the graduate program alumni respondents (N=57) had full-time employment while 9.1% were part-time, 5.5% were in graduate school, and only 3.6% looking for work.

Alumni were asked to "Rate your agreement with the following statement: Completing the M.A. in Communication helped me get the job I have now" and 70.3% rated this statement as strongly agree or agree. In addition to the alumni survey, alumni have also been identified via LinkedIn.com. The results of the LinkedIn survey is below in "Table 1". This shows the general industries in which alumni find employment.

Table 1. LinkedIn Survey Results Re: Graduate Employment Industry

Industry	% of Positions	Number of Positions
Higher Education	30%	92

Broadcast and Print Media	7%	23
Marketing and Advertising	7%	22
Hospitality	5%	14
Information Technology and telecommunications	5%	14
Public Relations and Communications	4%	11
Unknown	4%	11
Hospital and Health Care	3%	10
Education Management	3%	9
Government Administration	3%	8
Sports	3%	8
Management Consulting and Training	3%	8

Table 2 below lists placement in Ph.D. programs from the last 10 years. These students all matriculated to doctoral programs immediately upon graduation from UCF. In the annual exit survey, 90% or more of respondents who said they applied to a PhD program were accepted to one of their top three choices.

Table 2. Ph.D. Programs Placement

Ph.D. Program	Number of Students
University of Southern California	1
Arizona State University (Hugh Downs)	3
Arizona State University (Walter Cronkite)	1
FAU (Ph.D. Education Leadership)	1
George Mason	2
Louisiana State University	1
Michigan State University	1
Penn State Univesity	1
Purdue	1
UCF (Ph.D. Sociology)	1
University of Georgia	1
University of Nebraska	1
University of Oklahoma	1
University of Pittsburgh	1
University of South Florida	1
University of Texas	1
University of Utah	1

23. 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

Awards during the 2016-2017 academic year:

- NSC graduate student Kena Lewis received the 2017 PR Pro of the Year title from the Florida Public Relations Association (FPRA) Orlando Chapter. (State)

Awards during the 2015-2016 academic year:

- NSC graduate student Milka Derisma was accepted into the Summer Mentoring Fellowship Program, which provides a \$3,500 fellowship for minority graduate students to work closely with a faculty member on a research project during the summer term (University)
- NSC graduate student Billy Table received the Women's Executive Council Scholarship from the Women's Executive Council. This scholarship is granted to women attending college in the Central Florida area. (State)

Awards during the 2014-2015 academic year:

- NSC graduate student Jessica Hewkin is funded by Good of All, which advances the International Declaration of Human Rights. Hewkins completed research on issues important both to NSC and Good of All in related to civility in communication and core freedoms of speech. (National)

Awards during the 2013-2014 academic year:

- NSC graduate student Elisabeth Mendes was selected for the 2014 Legislative Internship Program from the Florida House of Representatives. This internship is a highly competitive state-run internship program. (State)
- NSC graduate student Amber E. Jozwiak received the Buhr Graduate Fellowship from the Colleges of Sciences. This is a highly competitive, prestigious fellowship. (University)
- NSC graduate student Natalie Yrisary was accepted into the Summer Mentoring Fellowship Program, which provides a \$3,500 fellowship for minority graduate students to work closely with a faculty member on a research project during the summer term (University)

- 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

NSC graduate students have presented at national and international conferences, published academic articles, and won awards for their research. Selected accomplishments and provided below.

International Communication Association Conference Presentation (* indicates NSC grad student)

- Neuberger, L., Boutemen, L.*, Knapp, E.*, & Moro, C. (2017, May). *Comparing shelf-level nutrition labeling systems: Do they influence consumer nutritional perceptions and purchase decision making?*. Paper presented at the 2017 International Communication Association Conference, San Diego, CA.
- Neuberger, L., Topping, D., Hsu, S., Ghim, S., & Landis, E.* (2016, June). *Use of emotional language in medical student encounters with standardized patients*. Paper

presented at the 2016 International Communication Association Conference, Fukuoka, Japan.

- Neuberger, L., Topping, D., Ghim, S., Hsu, S., & Landis, E.* (2016, June). *Stressed out students: Examining medical student communication with calm and hostile standardized patients*. Paper presented at the 2016 International Communication Association Conference, Fukuoka, Japan.
- Neuberger, L., Lapinski, M. K., Grayson, K., & Landis, E.* (2016, June). *Examining a susceptibility threshold for high sensation-seekers*. Paper presented at the 2016 International Communication Association Conference, Fukuoka, Japan.
- Neuberger, L., Elrick, A.*, & Senior, C.* (2014, May). *"I mean...it may be kind of effective": Evaluating an online responsible gambling campaign*. Paper presented at the 2014 International Communication Association Conference, Seattle, WA.
- Neuberger, L., Vaduva, A. M.*, & Hall, T. (2013, June). *"Smokers are still going to smoke": Formative research for a smoke free campus campaign*. Paper presented at the 2013 International Communication Association Conference, London, England.
- *Table, A. & Weger, H., & Sandoval J.A. (2017, May). Transitions in polyamorous identity and intercultural communication: An application of Identity Management Theory. *International Communication Association Annual Conference*, San Diego, CA.

National Communication Association Conference Paper Presentation (* indicates NSC grad student)

- NSC graduate student Natalie Yrisarry* received the Top Paper in Instructional Communication, "Instructor Response to Uncivil Behaviors in the Classroom: An Application of Politeness Theory" at the National Communication Association. This is a nationally competitive award among communication scholars and students.
- Neuberger, L., Sandoval, J., Boutemen, L.*, & Dobiyanski, C.* (accepted). *Formative research to guide effective Title IX campaign message development: Avoiding the "I'd probably just throw it away" treatment*. Paper accepted for presentation at the 2017 annual conference of the National Communication Association, Dallas, TX.
- Sandoval, J., Neuberger, L., & Knapp, E.* (accepted). *No one "knows their IX": The promise of Title IX and consent communication*. Paper accepted for presentation at the 2017 annual conference of the National Communication Association, Dallas, TX.
- Landis, E. L.*, Neuberger, L., & Knapp, E.* (2016, November). *Media portrayal of HPV vaccination for adolescent males: A content analysis*. Paper presented at the 2016 National Communication Association Convention, Philadelphia, PA.
- Pabian, M.*, & Neuberger, L. (2014, November). *Understanding student motivations for STD testing: A comparison between students presenting for testing and non-presenters*. Paper presented at the 2014 National Communication Association Conference in Chicago, IL.
- Reymann, R.*, & Weger, H., Jr., (2016, November). *Premarital cohabitation history, married couples' serial argument behavior, and associations between serial argument topics and relationship satisfaction*. Paper presented at the annual meeting of the National Communication Association, Philadelphia, PA.
- Table, B.*, Reymann, R.*, & Weger, H., Jr. (2015, November). *My partner's girlfriend's husband: Embracing and discussing dialectical tensions in polyamorous relationships*. Paper presented at the annual meeting of the National Communication Association, Las Vegas, NV.

International Crisis and Risk Communication Conference (ICRCC)

- NSC graduate student Laura Boutemen received a Poster Presentation Award for her poster titled, “The Viability of Dialogue for Helping to Maintain Staff Capacity During Crises” at the International Crisis and Risk Communication Conference. Only three of these awards are given to graduate students.
- NSC graduate students Tiffany Boodhoo and Sarah Schreck received a Poster Presentation Award for, “Hijacking a Hashtag: Preventing and Navigating Digital Crises” at the International Crisis and Risk Communication Conference. Only three of these awards are given to graduate students.
- NSC graduate student Heidi Bolduc presented “From Praise to Prolapse: Analyzing Odwalla’s Discourse of Renewal Strategies in the Tainted E. coli Apple Juice Case” - International Crisis and Risk Communication Conference (ICRCC).
- NSC student Jenna Jones presented a poster, “The Threat of Uncertainty: High Pathogen Avian Influenza” presentation at the International Crisis and Risk Communication Conference and received an honorable mention.
- NSC graduate students Nazanin Baniamerian, Minyoung Lee, and Christina Olsen presented a poster presentation titled, “Mass Surveillance & Government Secrecy Balance between National Security and Informational Privacy” at the International Crisis and Risk Communication Conference.
- NSC graduate student Julian Brown and Rachel Molko presented a poster, “Profit, Persons, and Preservation: The Consequences of Deep-Water Drilling” at the International Crisis and Risk Communication Conference.
- NSC graduate students Kelly Merrill, Jenna Jones, and Chris Ramos presented a poster presentation titled, “Crises of a Cure” at the International Crisis and Risk Communication Conference.
- NSC graduate students Emily Helsel and Adria McCurdy, presented a poster presentation, “Sensemaking as Instruction in the Porcine Epidemic Virus (PEDv) Crises” at the International Crisis and Risk Communication Conference.
- NSC graduate student Andrea Madrazo presented a poster presentation titled, “Orlando Health’s Application of CERC Model” at the International Crisis and Risk Communication Conference.
- NSC graduate student Erica Homefield presented a paper titled, “The risk of inauthenticity for corporate activism.” with Dr. Melissa Dodd at the International Crisis and Risk Communication Conference.

Florida Communication Association

- NSC graduate student Jessica Hewkin received the Best Graduate Paper Award from the Florida Communication Association.
- NSC graduate student Jessica Hewkin received the Best Graduate Paper Award from the Florida Communication Association.
- Christopher Alloyd - Poster Session Award for Crowd Appeal - Florida Communication Association
- Michael Appelbaum and Rosa Outing received a Poster Presentation Award at the FCA conference.
- NSC graduate students Minyoung Lee and Kelly Merrill presented a paper at the FCA conference in 2016.

- *Rister, A., *Davies, B. & Sandoval, J.A. (2015, Oct). Nourishing knowledge: Exploring Cooking as Inquiry method. *Florida Communication Association* Annual Conference, Orlando, FL.

Other Associations and Conference Papers/Presentations (* indicates NSC grad student)

- NSC graduate student Sasha Dookhoo received the Award for the Top Paper about Public Relations and Social and Emerging Media from the International Public Relations Research Conferences. This award is an internationally competitive award among graduate students and seasoned scholars. (International)
- NSC graduate student Milka Derisma served as a National Student Conference Panelist at the National Institute for the Study of Transfer Students.
- NSC graduate student Kelly Merrill presented a paper at the Streaming TV Workshop at Boston University.
- NSC graduate students Minyoung Lee and Kelly Merrill presented a paper at the Sunshine State Teaching & Learning Conference.
- Neuberger, L., Hall, T., Boutemen, L.*, Knapp, E.*, Fraser, R.* & Moro, C.* (2017). *Forget the Hangover: Research to Better Understand College Non-Drinkers*. Poster presented at the 2017 DC Health Communication Conference, Fairfax, VA.
- Landis, E. L.*, & Neuberger, L., & Sandoval, J. (2016, April). *Changing the culture of provider recommendation of HPV vaccination: Bridging the intention-behavior gap*. Presentation at the 2016 Kentucky Conference on Health Communication, Lexington, KY.
- Merrill Jr., K.*, Rubenking, B., Cohen, O., & Bracken, C. C. (2017, April). *Tuning in at 8, or for 8 hours? A look at age, habit, and multitasking as predictors of binge watching and appointment viewing*. Boston University's Center for Mobile Communication Studies conference: Streaming, Binge-Watching & Second-Screening: Online Social Television in Perspective. Boston, Massachusetts.
- Dookhoo, S.* & Dodd, M. D. (2017, March 8-12). The evolution of online activism and corporate social responsibility: In-depth interviews with the experts. Paper to be presented at the International Public Relations Research Conference, Orlando, FL.
- Dookhoo, S.* & Dodd, M. D. (2016, March 2-6). Millennial engagement in online activism: Theoretical and practical implications for public relations. Paper to be presented at the International Public Relations Research Conference, Miami, FL.
- Dodd, M. D. & Baker, S.* (2015, March 5-9). Social media power, influence, and effectiveness in public relations: In-depth interviews with the experts. Paper presented at the International Public Relations Research Conference, Miami, FL.
- Trad, L.*, Katt, J., & Miller, A. N. (2014, May). The effect of face threat mitigation on instructor credibility and student motivation in the absence of instructor nonverbal immediacy. Presented at the annual convention of the Eastern Communication Association, Providence, RI.
- Goldonowicz, J.*, Klebig, B.*, Mendes, E.*, Katt., J., & Miller, A. N. (2014, May). The effects of instructor behavior and student personality traits on incivility in the college classroom. Presented at the annual convention of the Eastern Communication Association, Providence, RI.

NSC student-faculty Collaborative Refereed Publications (* indicates NSC grad student)

- Klebig, B.*, Goldonowicz, J.*, Mendes, E*., Katt., J., & Miller, A. N. (2016). The effects

of instructor behavior and student personality traits on incivility in the college classroom. *Communication Research Reports*, 33, 152-158. doi: 10.1080/08824096.2016.1154837

- Trad, L.*, Katt, J., & Miller, A. N. (2014). The effect of face threat mitigation on instructor credibility and student motivation in the absence of instructor nonverbal immediacy. *Communication Education*, 63, 136-148. doi: 10.1080/03634523.2014.889319
- Miller, A. N., Deeter, C., Trelstad, A.*, Hawk, M., Ingram, G., & Ramirez, A. (2013). A content analysis of sub-Saharan Africa as a source and topic of scholarship in the field of communication. *Journal of International and Intercultural Communication*, 6, 317-333. doi: 10.1080/17513057.2013.787112
- Lane, R., Miller, A. N., Brown, C., & Vilar, N. (2013). An investigation of the role of perceived salience in narrative, argument, and combination messages. *Communication Quarterly*, 61, 431-445. doi: 10.1080/01463373.2013.799510
- 2016-2017 Graduate Student Young Eun Park Co-Authored a chapter with Dr. Melissa Dodd titled The historical development of corporate social responsibility as a strategic function of public relations. In B. Brunner (Ed.), *The Moral Compass of Public Relations*. New York: Routledge Research in Public Relations Series.
- Rubenking, B., & Rister, A.* (2016). A look at user motivations with restaurant brands on Facebook and Twitter. *Florida Communication Journal*, 44(2), 11-23.
- Rubenking, B., & Appelbaum, M.* (In press). *Measurement of Attitudes*. In J. Matthes and R. F. Potter (Eds.). *The International Encyclopedia of Communication Research Methods*. Wiley.
- Neuberger, L., Vaduva, A. M.*, & Hall, T. (2015). "Smokers are still going to smoke": Formative research for a Florida based smoke free campus campaign. *Florida Communication Journal*, 43, 9-28.
- *Table, B., Sandoval J.A., & Weger, H. (2017). Transitions in polyamorous identity and intercultural communication: An application of Identity Management Theory. *Journal of Bisexuality*.
- *Davies, B., *Rister, A., & Sandoval, J.A. (2017 – IN PRESS). Nourishing knowledge: Exploring the Cooking as Inquiry method. *Florida Communication Journal*.

c. other noteworthy student accomplishments

N/A

24. 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).

Graduating Student Survey

The University of Central Florida requires all students to complete a survey at the time of graduation. 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. Two key questions and the responses provided about their experience while in the program are listed below.

On the question “In general, how would you rate your overall graduate experience of UCF?” for the academic years from 2012 to 2016 the M.A. program’s positive (excellent, very good and good) total percentage results were consistently above the norm for all the graduate programs in the College of Sciences (COS).

1. In general, how would you rate your overall graduate experience at UCF?

M.A.	2012-2013		2013-2014		2014-2015		2015-2016	
	%	# Resp.	%	# Resp.	%	# Resp.	%	# Resp.
Excellent	25.0%	6	25.0%	6	57.1%	4	28.5%	4
Very Good	62.5%	15	54.1%	13	28.5%	2	42.8%	6
Good	12.5%	3	16.6%	4	0.0%	0	28.5%	4
Fair	0.0%	0	0.0%	0	14.2%	1	0.0%	0
Poor	0.0%	0	4.1%	1	0.0%	0	0.0%	0
Total	100.0%	24	99.8%	24	99.8%	7	99.8%	14

Total positive results for the MA program:

2012-13 were 100%, 2013-14 were 95.8%, 2014-15 were 85.7% and 2015-16 were 100%

Total positive results for all graduate programs in the College of Sciences:

2012-13 were 93.6%, 2013-14 were 90.4%, 2014-15 were 85.4% and 2015-16 were 92.8%

On the question “Please rate the following at UCF: Your graduate academic experience” for the academic years from 2012 to 2016 the M.A. program’s positive (excellent, very good and good) total percentage results were above the norm except in 2014-15, for all the graduate programs in the College of Sciences (COS).

6. Please rate the following at UCF: Your graduate academic experience

M.A.	2012-2013		2013-2014		2014-2015		2015-2016	
	%	# Resp.	%	# Resp.	%	# Resp.	%	# Resp.
Excellent	37.5%	9	41.6%	10	57.1%	4	28.5%	4
Very Good	45.8%	11	37.5%	9	14.2%	1	42.8%	6
Good	16.6%	4	12.5%	3	14.2%	1	28.5%	4
Fair	0.0%	0	4.1%	1	14.2%	1	0.0%	0
Poor	0.0%	0	4.1%	1	0.0%	0	0.0%	0
Total	99.9%	24	99.8%	24	99.7%	7	99.8%	14

Total positive results for the MA program:

2012-13 were 100%, 2013-14 were 91.6%, 2014-15 were 85.7% and 2015-16 were 100%

Total positive results for all graduate programs in the College of Sciences:

2012-13 were 93.1%, 2013-14 were 91.4%, 2014-15 were 90.7% and 2015-16 were 94.5%

Though there is some variation year to year, the majority of students indicate having a very good or excellent experience in the program.

A recent 2017 NSC alumni survey indicated graduate program alumni (N=57) felt highly satisfied with their education M=4.76 (.51), prepared for the workforce M=4.29 (.86), and overall had a positive experience in the Nicholson School of Communication M=4.80 (.40). These items were 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: core: M=4.45 (.65), electives: M=4.22 (.84), internship: M=3.84 (1.39), 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

2. List program strengths.

- Strong first year sequence that prepares students for more advanced study.
- Committed and talented faculty who are strong researchers and equally strong teachers.
- Metropolitan area location provides good internship opportunities and creates broad group of potential applicants/students.
- GTAs have extensive training and mentoring by the time they enter the classroom to teach.
- Students have, and exercise, opportunities to collaborate with faculty on research.
- Students receive funding to present research at regional and national conferences
- Student-teacher ratio remains low compared to other programs.
- Growing faculty grant activity provides additional opportunities to fund students.

3. List program weaknesses.

- GTA funding level is low, at \$10,000 per year, plus waiver of tuition portion of fees.
- Limited graduate course offerings in summer sessions.
- Declining enrollment has reduced the number of courses offered which limits electives students can add to their program of study.
- More selective admissions policies, and declining applications, have led to drop in program enrollment.
- Few students completing thesis projects.
- More useful culminating experience needed for students who are not interested in research but can apply training to a project with professional applications.
- Recruiting from the within the Orlando community, especially businesses, is nonexistent.

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

- Online & weekend programs compete for students resulting in declining enrollment.
 - Continuing to lose student credit hours when resources limit accommodation of students from other programs, especially the summer.
 - Loss of student credit hours to other programs and colleges during summer sessions when only two courses are offered.
 - Loss of top students to programs offering higher graduate stipends
 - Increasing competition from other programs, both on-campus and off, that teach coursework similar to the core of our curriculum.
 - GTA assistantships may be affected by the move downtown and introduction of the PhD program.
 - Faculty members will be pulled away to teach and supervise in the PhD program.

5. Discuss potential opportunities in the following areas:

- a. actions to improve program quality

It is hoped the upcoming doctoral program will help attract more high quality applicants for the M.A. program. Additionally, gaining additional tenured or tenure-track faculty members could help further increase quality research engagement with students. The move downtown presents copious opportunities related to community based learning and research projects as well as industry collaboration that could provide students with more robust learning experiences.

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

Adding a Ph.D. program will increase program profile and boost the M.A. program. The upcoming Emergency Management certificate may create opportunities to partner on classes and other projects with COHPA. The move downtown presents opportunities for partnership with organizations in the downtown corridor and other programs moving downtown.

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

Community recruitment of business professionals could help increase enrollments. Offering courses downtown on evening and weekend basis could help with recruiting these students.

Delivering the Corporate Communication Certificate program entirely online could increase enrollment in that program dramatically.

d. actions to improve efficiency and reduce cost

Fill course to caps and better plan scheduling to maximize this.

e. other opportunities not addressed above

N/A

6. 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

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

- Merge mass communication and interpersonal tracks
- Consider potential professional tailored program
- Keep current and adapt to emerging student and industry needs
- Integrate with a strong and successful Strategic Communication doctoral program
- Increase recruiting reach and success

Program review consultants can help by helping provide insight into how to keep the MA program with a new PhD program coming, giving advice about recruitment, and providing ideas about downtown collaboration.

Other (Optional)

8. 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

Graduate 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. Complete the following table for any internal accelerated bachelor’s to master’s degree programs in which the program participates.

Baccalaureate Degree Program Name <i>(e.g., Industrial Engineering, B.S.I.E.)</i>	Master’s Degree Program Name <i>(e.g., Industrial Engineering, M.S.I.E.)</i>	UG Required Hours <i>(128)</i>	Grad Required Hours <i>(30)</i>	Shared Hours <i>(12)</i>	Total Hours <i>(146)</i>
n/a					

Describe the target population(s) and how participation is controlled and limited to high performing undergraduate students. Provide the rationale for the program and explain how its design assures the accelerated program does not:

- interfere with graduate program coherence;
- compromise graduate program quality by inclusion of the undergraduate students in the courses;
- dilute graduate program rigor (i.e., graduate program content is progressively more advanced in academic content than the baccalaureate program); or
- disregard any graduate program prerequisite course(s).

N/A

Reflect on the accelerated program’s relative success to date.

N/A

2. Please describe any other internal combination degree programs that the program participates in (e.g., internal dual master’s degrees). Identify the target population, rationale for the program, and reflect on its relative success to date.

N/A

3. 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

4. Describe any interdisciplinary and/or international aspects of the program. Consider the following:
- interdisciplinary partnerships (internal or external)
 - faculty cluster participation
 - centers or institutes affiliations
 - curricular aspects

Students have the opportunity to participate in NSC's global communication studies initiative as reciprocal exchange students for a semester at Ilmenau Technological University, Germany. 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

Faculty members can also lead study abroad programs and have the opportunity to engage in faculty exchange with international partners focused on either teaching or research.

5. 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