

UCF Assessment

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Assessment Archives

Plan Year: 2014-2015 ▼

Program/Unit: Communication - M.A. ▼

Program/Unit: Communication - M.A. DRC Chair: Elizabeth Grauerholz

Year: 2014-2015 DRC: College of Sciences

Due Date: 09/23/2015 Coordinator(s): Harry Weger, Boyd Lindsley, Kim Tuorto

Mission:

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.

Assessment Process:

The assessment process is designed to measure student competencies using direct and indirect assessments of student learning of academic, research, and professional skills. The plan includes direct measures of student competencies in the areas of theory, methodology, preparedness for doctoral work, critical thinking, and communication skills. Students' competencies are measured by evaluating specific sections of their theses (completed in the immediately previous fall, spring, and summer semesters) or by evaluating responses to specific comprehensive exam questions (completed in the immediate fall, spring, and summer semesters) addressing quantitative research methods, qualitative research methods, or communication theory; through surveys administered online; and through supervisors' assessments of students' workplace communication skills. Theses and comprehensive exam responses are evaluated by a panel of faculty members using a rubric. Reviews of exam responses occur in the first two weeks of the fall semester. Reviews of theses occur at the time of the thesis defense. Indirect measures of preparedness for doctoral work and relevance of the program to professional career settings are measured using an online survey of recently graduated students administered in late August or early September.

Outcome: 1

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

Measure: 1.1

90% of students taking comprehensive examinations will pass 2 out of 3 elective area comprehensive examinations.

The following rubric will be used to assess elective portion comprehensive exam questions:

Pass:

To pass, a student's answer must conform to 5 of 6 of the following requirements:

Responds adequately to the questions asked,

Responses to question are accurate with analyses that go beyond the obvious.

Provides sufficient and appropriate evidence and, makes effort to contextualize it.

Responses contain distinct units of thought in paragraphs, coherently arranged.

No more than occasional weakness in transitions between sentences, paragraphs or thoughts.

No more than a few minor grammar errors (e.g., agreement, tense) or cases of imprecise language or awkward syntax.

Fail:

An answer will be graded as "fail" if:

Answer reflects student does not understand questions and/or concepts.

No discernable responses to most elements of the question are given.

Little or no evidence cited to support responses.

Responses are arbitrary or not structured, illogical or not coherent.

Measure: 1.2

90 % of thesis students' literature review chapter will be rated satisfactory or above satisfactory by their thesis committee. Rubric: 3 = Above Satisfactory: both breadth and depth of literature review is at peer reviewed journal quality; 2 = Satisfactory: breadth or depth, but not both, at peer reviewed journal quality; 1 = Below Satisfactory: neither breadth nor depth at peer reviewed journal quality.

Outcome: 2

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

Measure: 2.1

90% of students taking the comprehensive examination will pass the quantitative research methods portion on their first attempt.

The following rubric will be used to determine a passing grade for the comprehensive examination:

Pass: Student must complete 6 of the 8 tasks below.

Fail: Student completes 5 or fewer of the 8 tasks below.

Based on a sample research article:

1. the student correctly identifies research design
2. student identifies independent and dependent variable
3. student correctly identifies hypothesis to be tested
4. correctly produces a statement of the null hypothesis
5. student correctly identifies measurement adequacy of independent and dependent variable
6. student correctly interprets statistical result
7. student correctly identifies alternative IV
8. student correctly constructs a hypothesis based on the alternative IV

Measure: 2.2

90% of students taking the comprehensive examination will pass the qualitative research methods portion on their first attempt.

The following rubric will be used to determine a passing grade on the comprehensive exam:

Pass: The student demonstrates satisfactory knowledge of all three elements below.

Fail: The student demonstrates satisfactory knowledge of two or fewer of the elements below.

Differentiate between quantitative and qualitative research methods

Identify a research question best studied using qualitative research methods.

Identify and describe the strengths and weaknesses of at least three different qualitative methods.

Measure: 2.3

100% of students' theses will be judged as satisfactory or above satisfactory on all of the following elements:

Methodology is appropriate to research question(s).

Quantitative/qualitative tools are utilized effectively.

Methodology produces sufficient evidence to address research question.

Student identifies weaknesses/tradeoffs in her/his methodology compared to other possible methodologies.

Rating scale: Above Satisfactory: Satisfactory: Below Satisfactory

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.

Measure: 3.1

90% of graduates who have enrolled in doctoral degree programs will report satisfactory or above satisfactory preparation for doctoral work in general and in the areas of theory and methodology. A three year rolling average will be reported.

Measure: 3.2

At least 80% of our graduates who apply to doctoral programs will have published one or more peer-reviewed articles and/or presented one or more conference papers as a student in our Program.

Measure: 3.3

90% of students will agree or strongly agree with the following statement: The skills and knowledge I acquired during the Communication MA program can be applied to my current job responsibilities.

Measure: 3.4

90% of students will agree or strongly agree with the following statement: Completion of the Communication M.A. program has had (will have) a favorable impact on my professional advancement.

Measure: 3.5

Our graduates will be asked (online survey) to identify specific areas in which the NSC M.A. program that can be improved to help prepare students for life after graduation.

Outcome: 4

Graduates will demonstrate competent written and oral communication skills.

Measure: 4.1

At least 90% of students will score above satisfactory or satisfactory on the writing skill rubric below. Student papers from the Mass Communication Theory and the Modern Communication Theory courses will be evaluated by the course instructor and one other judge.

Rubric for measure 7.1: Above Satisfactory: Writing shows high competence in the areas of precision, organization (including effective use of transitions), use of grammar, and language usage. Satisfactory: Writing is below the high competence level in one or more areas listed in the AS category, but is at least adequate in all areas. Unsatisfactory: Writing is below adequate and needs improvement in one or more areas listed in the AS category

Measure: 4.2

Students completing internships will be assessed on their workplace interpersonal communication skills by their supervisors. Upon completion of the internship, supervisors will be asked to complete an online questionnaire consisting of the Communicator Competence Questionnaire. At least 90% of students will score **at least a score of 5** on a 7 point scale on the following CCQ (**see attachment**) items:

My intern is a good listener.

My intern can deal with others effectively.

My intern works well in groups.

Outcome: 5

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

Measure: 5.1

90% of students taking comprehensive exams will pass the theory portion of the exam on their first attempt.

The following rubric is used to determine pass/fail of comprehensive exam:

Pass: Student satisfactorily completes all three of the following tasks:

Fail: Student completes two or fewer of the following tasks:

Student correctly identifies and describes epistemology, axiology, and ontology as they relate to communication theories;

Student can satisfactorily compare and contrast any two of the seven communication theory traditions from the following list: semiotic, phenomenological, cybernetic, socio-psychological, sociocultural, critical, and rhetorical;

Student correctly identifies standards for evaluating social scientific theories.

Measure: 5.2

90% of students will be rated satisfactory or above satisfactory in on each of the following scales:

Theory Critique: 3 = Above Satisfactory: Student synthesizes multiple theoretical perspectives in a logical way; provides well-reasoned critique of theory; uses logical rationale in developing ideas and/or supporting claims made about theory in the paper. 2 = Satisfactory: Student satisfies all but one of the characteristics in the "above satisfactory" category 1 = Below satisfactory: Student fails to satisfy two or more characteristics in the "above satisfactory" category

Theory explanation: 3 = Above Satisfactory: demonstrates precise and detailed understanding of theoretical bases of one or more communication theories 2 = Satisfactory: demonstrates basic understanding of one or more communication theories, but lacks precision and/or detail 1 = Below Satisfactory: fails to demonstrate basic understanding of one or more communication theories

Theory application: 3 = Above satisfactory: applies theory in a novel or creative way; 2 = Satisfactory: correctly applies theory in a conventional way; 1 = below satisfactory: misapplies theory or does not apply theory at all

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