



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

Program:	Human Communication
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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 Human Communication program in the Nicholson School of Communication is dedicated to serving its students, 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 undergraduate education to equip students with the discipline specific knowledge, empirically research-based communication skills, and critical thinking ability necessary to achieve their academic and professional goals; 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.

For contextual reference, the Human Communication program was previously Interpersonal/Organization Communication until program faculty instituted a name change in Fall 2013.

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.

Over the three year time period from 2013-14 through 2015-16, the Human Communication program is listed as offering 50-100% of the program online (i.e., 50-100% of the courses have had at least one section available online – not 50-100% of the sections are delivered fully online). This may include mixed mode courses (particularly the Speech courses that serve as General Education courses).

In addition to the program being offered face-to-face on the main campus, more than 50% of the individual courses in the program have been offered on the following regional campuses: UCF Cocoa, UCF Palm Bay, and UCF Valencia Osceola campuses; and 25-49% of the program offered at the Sanford/Lake Mary Campus.

The Human Communication program is scheduled to move to the UCF Downtown campus in Fall 2019. In preparation for the move downtown, there is currently a plan in place to discontinue offering this program at all regional campuses. After Spring 2019, the program will no longer be offered at the Cocoa and Palm Bay regional campuses. The program and face-to-face courses are no longer being offered at the Sanford/Lake Mary or Valencia Osceola campuses. Online options are available for these students.

Human Communication SCH Generated by Full-Time Faculty in 2015-16

Location <i>Only locations where 50% or more of a program is offered are listed</i>	Full-Time Faculty		Adjunct or GTA	
	SCH	Percent	SCH	Percent
Main Campus (Orlando)	10,465	92.1%	903	7.9%
UCF Cocoa	225	56.4%*	174	43.6%
UCF Palm Bay	279	69.9%	120	30.1%
Web/Video	1,128	85.3%	195	14.7%

*While at the time of this review the UCF Cocoa campus faculty instruction were below the 70% threshold for full-time instruction required by UCF, the fact that this program is discontinued at this campus will resolve the deficiency.

Sections Taught by Full-Time Faculty in 2015-16

Location <i>Only locations where 50% or more of a program is offered are listed</i>	Full-Time Faculty		Adjunct or GTA	
	Sections	Percent	Sections	Percent
Main Campus (Orlando)	117	93.60%	8	6.40%
UCF Cocoa	8	72.73%	3	27.27%
UCF Palm Bay	7	70.00%	3	30.00%
Web/Video	8	88.89%	1	11.11%

Data provided to address this topic are separated by CIP code, and thus may not completely represent all NSC courses students in a given program may be taking in their program of study. To provide additional context, the general communication undergraduate course online/face-to-face data are provided below. There is a broad offering of online courses available to students in the Nicholson School of Communication, but there are not currently any plans to substantively increase online instruction.

Undergraduate Communication General

SCH Generated by Full-Time Faculty in 2015-16

Location	Full-Time Faculty		Adjunct or GTA	
	SCH	Percent	SCH	Percent
Main Campus (Orlando)	2,735	97.4%	72	2.6%
Web/Video	2,817	70.2%	1,194	29.8%

Sections Taught by Full-Time Faculty in 2015-16

Location	Full-Time Faculty		Adjunct or GTA	
	Sections	Percent	Sections	Percent
Main Campus (Orlando)	24	92.31%	2	7.69%
Web/Video	15	78.95%	4	21.05%

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

University of South Florida (USF)
Florida Atlantic University (FAU)
Florida International University (FIU)

Each university listed above is within the SUS. Interestingly, many SUS schools do not offer programs in Human Communication or Communication Studies.

Faculty Overview

Supplemental Information to Inform Reflection

- Contributing Faculty Activity Worksheet* completed by the department for the review (numeric summary of scholarly/creative work s 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)

Data below are reflective of the entire Nicholson School of Communication faculty

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

The Human Communication program is not a limited access program. There are nine tenured or tenure-earning faculty (eight Associate Professors and one Assistant Professor) serving Human Communication and 12 additional full-time faculty (one Associate Lecturer, five Lecturers, three Associate Instructors and three Instructors).

Faculty in Human Communication also provide instructional support two other programs— Communication & Conflict and Ad-PR—as well as helping staff the General Education program. At this time, Human Communication is revising its curriculum to provide tracks and as the flow of students into these tracks stabilizes in the future, there may be an opportunity for growth.

Many of the non-tenure track faculty and adjuncts in this program support the Speech courses: COM 1000, SPC 1608 and SPC1603 for the General Education program. There has been a concerted effort made to reduce reliance on adjunct instructors and provide more opportunities for lecturers. As the schedule is currently projected, the faculty will be fully scheduled at maximum levels.

As the revised HC program becomes more popular, additional sections will be needed, creating additional pressure for additional tenure earning faculty.

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 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, provides 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.

At this time, Human Communication is revising its curriculum to provide tracks. As the flow of students into these tracks stabilize in the future, there may be an opportunity for growth dependent on the most populous tracks and school needs. As the schedule is currently projected, the faculty will be fully scheduled at maximum levels. As the revised Human Communication program becomes more popular additional sections will be needed, creating additional pressure for more tenure earning faculty. The Human Communication program has nine tenured or tenure-track faculty and 12 additional full-time faculty. Faculty in Human

Communication provide instructional support to two other undergraduate programs—Communication & Conflict and Ad/PR—as well as the General Education and graduate programs.

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

Human Communication student SAT and ACT scores and GPA have showed modest improvement over time. The number of full-time students has increased and the mix of FTIC and transfer students has not demonstrated significant change.

In 2013-14 the Interpersonal/Organizational Communication program name was changed to Human Communication. Therefore, some data in this report have both names listed, and some has been merged for easy reference.

From 2010-2016 the average SAT score among students in Human Communication increased from 1070.80 in 2010 to 1084.05 in 2013, and then increased slightly in 2016 to 1087.41. Although the average SAT score for students in the program has been increasing at a rate mirroring overall university scores, it remains below the university undergraduate average.

Year	N	SAT Composite	Avg. University SAT
2010	174	1070.80	1148
2013	126	1084.05	1163
2016	174	1087.41	1165

From 2010-2016 the average ACT score among students in Human Communication increased slightly from 22.13 in 2010 to 23.66 in 2013 and remained relatively stable in 2016 at 23.39. The average ACT score for students in the program has been varied slightly as enrollment continues to increase in the new Human Communication program. Moderate increases in ACT scores mirror university trends though scores in the Human Communication program still remain below the university undergraduate average.

Year	N	ACT Composite	Avg. University ACT
2010	112	22.13	24.2
2013	115	23.66	25.0
2016	166	23.39	25.2

The average high school GPA for students in the Human Communication program during the 2010-2016 has consistently increased from 3.435 in 2010 to 3.849 in 2016. There was a decrease in number of students in reported 2013 (perhaps the result of data pulled due to the name change). The Human Communication average HS GPA has mirrored growth at the university level, but remains lower than the university average.

Year	N	HS GPA	Avg. University HS GPA
2010	182	3.435	3.69
2013	156	3.576	3.79
2016	206	3.863	4.10

The percentage of full-time students in the program has continued to increase (along with increased enrollment) during this time period. In 2010, 69.23 percent were enrolled full-time, increasing to 70.50 percent in 2013, and again increasing to 73.91 in 2016. There are no data to suggest concrete reasons for this shift.

Term	Full Time %	Part Time %	Total enrolled
Fall 2010	69.23%	30.77%	624
Fall 2013	70.50%	29.50%	722
Fall 2016	73.91%	26.09%	782

The Human Communication program consistently had more transfer students than first time in college students. The percentages have fluctuated slightly over time, but approximately 60% of students in the program are FCS transfers. This may be related to the fact that Human Communication is the only non-limited access program in the Nicholson School of Communication (excluding Communication & Conflict), and all FTIC and transfer students are welcomed into the major.

Program	Type of Student	2010	2013	2016
Human Communication	Beginner – FTIC	236 (37.82%)	229 (31.72%)	275 (35.17%)
	FCS Transfer	370 (59.29%)	466 (64.54%)	453 (57.93%)
	Other Undergrad Transfer	18 (2.88%)	27 (3.74%)	50 (6.39%)

- Review program data provided by Institutional Knowledge Management reflecting the following:

- mix of gender and ethnicity among enrolled students
- proportion of student racial and ethnic demographics relative to the geographic area
- proportion of Pell-eligible students relative to the geographic area

The Human Communication program has consistently had more female students, but student ethnic diversity had increased over time and more Human Communication majors are Pell-eligible.

Similar to other social science programs, the Human Communication program has consistently enrolled more female than male students. In 2010, the percentage of female students in the program was 65.71%; however, in 2016, the percentage was 67.14% female and 32.86% male.

Mix of gender

	Fall 2010	Fall 2013	Fall 2016
Female	410 (65.71%)	491 (68.01%)	525 (67.14%)
Male	214 (34.29%)	231 (31.99%)	257 (32.86%)
Total	624 (100%)	722 (100%)	782 (100%)

The predominant ethnic identification among students in the program has been white, accounting for 70.83% in 2010, but shrinking to 50.90% in 2016. The second most represented ethnic identification was Hispanic/Latino, representing 12.18% of students in 2010 and increasing to 25.58% in 2016, followed by Black/African American students who accounted for 11.86% in 2010 and increased to 15.98% in 2016.

Mix of ethnicity

	Fall 2010	Fall 2013	Fall 2016
American Indian/ Alaska Native	3 (.48%)	-	2 (.26%)
Asian	12 (1.92%)	11 (1.52%)	14 (1.79%)
Black/ African American	74 (11.86%)	95 (13.16%)	125 (15.98%)
Hispanic/ Latino	76 (12.18%)	156 (21.61%)	200 (25.58%)
Multi-racial	4 (.64%)	34 (4.71%)	32 (4.09%)
Native Hawaiian/ Other Pacific Islander	3 (.48%)	2 (.28%)	2 (.26%)
Non-resident Alien	4 (.64%)	4 (.55%)	6 (.77%)
Not specified	6 (.96%)	1 (.14%)	3 (.38%)
White	442 (70.83%)	419 (58.03%)	398 (50.9%)
Total	624 (100%)	(100%)	(100%)

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%

The percentage of Pell eligible students has increased since 2010 from 29.01% students to 41.6% of students in the Human Communication program in 2015.

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

*Please note that due to being in the same CIP code, these numbers include those enrolled in the Communication and Conflict BA

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 Human Communication program are largely reflective of the geographical location of Orlando, which is a highly diverse metropolitan area. The growing diversity of students indicated by an increase in both Black/African American and Hispanic/Latino students is a point of pride in the Human Communication program. The large increase in the percentage of Hispanic/Latino students enrolled in 2016 is reflective of the local community, state of Florida, and has contributed to UCF becoming a Hispanic Serving institution.

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.)

In 2013 the Interpersonal/Organizational Communication program changed its name to Human Communication. In fall 2013 there were 231 students enrolled in the program under the new Human Communication name with the remaining in the Interpersonal/Organizational Communication program (both under the same CIP code). Those students who declared the major as Interpersonal/Organization Communication are allowed to remain in that program until graduation (or they change majors). The table below shows that the headcount for the Interpersonal/ Organizational Communication program decreased (and Human Communication majors increased) as students enrolled under the old catalog graduated. Overall, the program has demonstrated headcount growth.

Headcount	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Human Communication	.	.	.	231	593	839	782
Interpersonal/Organizational Communication	624	650	729	491	192	55	9
Organizational Communication	1
	625	650	729	722	785	894	791

Average time-to-degree for students in the Interpersonal/Organizational and Human Communication undergraduate programs varies depending on student status: First Time in College (FTIC), Transfer from a Florida Community College, and other undergraduate transfer. In 2010, the average time-to-degree for FTIC students in the Interpersonal/Organizational program was 4.14; 3.32 for Florida Community College transfer; and 3.37 for other undergraduate transfer.

In 2013, the average time-to-degree for students in the Interpersonal/Organizational program was 4.11 for FTIC; 2.87 for Florida Community College transfer; and 2.67 for other undergraduate transfer. In 2013 the Interpersonal/Organizational Communication program changed its name to Human Communication, and the average time-to-degree for students in the HC program during the 2013 academic school year was 4.33 for FTIC; and 3.91 for Florida Community College transfer.

In 2016, the average time-to-degree for students in the Interpersonal/Organizational program was 4.48 for FTIC; and 4.83 for Florida Community College transfer. The average time-to-

degree for students in the Human Communication program during the 2016 academic school year was 3.91 for FTIC; 2.49 for Florida Community College transfer; and 3.57 for other undergraduate transfer.

The data show average time to degree is decreasing, indicating a positive program shift. Excellent advising, curriculum changes, adjustments to pre-requisites, and efforts to increase retention have allowed for better sequencing of courses and more expedient progression through the degree program.

Time to Degree in Human Communication BA

Recent Type	Academic Year	N	Avg. Years To Degree
Beginner - FTIC	2010-11	-	-
	2011-12	-	-
	2012-13	-	-
	2013-14	2	4.33
	2014-15	29	3.93
	2015-16	82	4.07
	2016-17	102	3.91
FCS Transfer	2010-11	-	-
	2011-12	-	-
	2012-13	-	-
	2013-14	18	3.91
	2014-15	70	2.40
	2015-16	188	2.59
	2016-17	167	2.49
Other Undergrad Transfer	2010-11	-	-
	2011-12	-	-
	2012-13	-	-
	2013-14	-	-
	2014-15	6	3.61
	2015-16	13	2.97
	2016-17	20	3.57

Time to degree for Interpersonal/Organizational Communication necessarily spikes in the 2015-2016 and 2016-2017 years as these students represent the last wave of the teach-out process for that degree program.

Time to Degree in Interpersonal/Organizational Communication BA

Recent Type	Academic Year	N	Avg. Years To Degree
Beginner - FTIC	2010-11	100	4.14

	2011-12	74	4.34
	2012-13	72	4.25
	2013-14	82	4.11
	2014-15	56	3.91
	2015-16	27	4.32
	2016-17	8	4.5
FCS Transfer	2010-11	156	3.32
	2011-12	132	2.81
	2012-13	180	2.85
	2013-14	187	2.87
	2014-15	113	2.91
	2015-16	24	3.89
Other Undergrad Transfer	2016-17	3	5.0
	2010-11	9	3.37
	2011-12	1	3.33
	2012-13	9	4.74
	2013-14	8	2.67
	2014-15	3	2.44
	2015-16	1	3.33
	2016-17	.	.

In the 2010 academic year the Interpersonal/Organizational Communication program awarded a total of 266 degrees. In the 2013 academic year, the Human Communication and Interpersonal/Organizational programs awarded a total of 297 degrees. In the 2016 academic school year, the Human Communication and Interpersonal/Organizational programs awarded a total of 298 degrees. The total number of degrees awarded in the program has largely increased over time, but the decrease between 2015 and 2016 may be attributable to the Communication & Conflict degree and is currently being examined further.

Degrees Awarded

	2010-2011	2011-2012	2010-2013	2013-2014	2014-2015	2015-2016	2016-2017
Human Communication	-	-	-	20	105	283	289
Interpersonal/Organizational Communication*	266	209	261	277	172	52	11
Total	266	209	261	297	277	335	298

*Includes Interpersonal Communication and Organizational Communication majors (N=3)

- 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 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 are 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.

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 Human Communication 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/>).

The Human Communication program is designed to ensure students can understand relevant disciplinary content and translate that understanding to efficient practice. Specific program goals are listed below:

1. Students will be able to demonstrate understanding of constructs, terminology, and historical influences applicable to communication in various contexts.

2. Students will be able to demonstrate understanding of theories, models, and principles that apply to communication in various contexts.
3. Students will be able to apply theory-based communication strategies in various contexts.
4. Students will be able to demonstrate understanding of the processes by which social-scientific knowledge about human communication is generated.
5. Students will be able to recognize communication behaviors necessary to effectively communicate in a diverse society.
6. Students will be able to demonstrate critical thinking in the formulation of context-specific messages and by applying theoretical concepts to practical situations.
7. Graduating Human Communication students will be competent communicators (public speaking/communicating in small groups)
8. Students will be able to demonstrate ability to write effectively in a scholarly context.

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

a. extent to which students are achieving planned outcomes

Human Communication students are largely achieving planned outcomes, but have room to improve on metrics related to writing skills.

1. **Students will be able to demonstrate understanding of constructs, terminology, and historical influences applicable to communication in various contexts.** Exam data from core courses in Interpersonal Communication, Organizational Communication, and Exploring Human Communication indicate students have a firm understanding of constructs, terminology, and historical influences across different communication contexts.
2. **Students will be able to demonstrate understanding of theories, models, and principles that apply to communication in various contexts.** Exam data from core courses in Interpersonal Communication, Organizational Communication, and Exploring Human Communication indicate students have a firm understanding of theories, models, and principles across different communication contexts.
3. **Students will be able to apply theory-based communication strategies in various contexts.** Exam data from core courses in Interpersonal Communication, Organizational Communication, and Exploring Human Communication indicate students are able to apply theory-based communication strategies across different contexts.
4. **Students will be able to demonstrate understanding of the processes by which social-scientific knowledge about Human Communication is generated.** Exam data from communication research methods indicate students are largely able to identify and understand various research methods, measurement and sampling protocols, and analysis techniques.
5. **Students will be able to recognize communication behaviors necessary to effectively communicate in a diverse society.** Exam data from courses in Intercultural Communication courses, Gender Issues in Communication, and Business and Professional

Communication indicate students are able to recognize communication behaviors required to effectively communicate across difference.

6. **Students will be able to demonstrate critical thinking in the formulation of context-specific messages and by applying theoretical concepts to practical situations.** Exam data from courses in Communication and the Family, Health Communication, and Persuasion and Communication indicate students are able to both demonstrate critical thinking in the formulation of context-specific messages, and apply theoretical concepts to practical situations.
7. **Graduating students will be competent communicators (public speaking/communicating in small groups).** Data from Business and Professional Communication indicate students are effective or very effective communicators by their second oral presentation. Additionally, graduating senior survey results indicate graduates consider themselves to be strong speakers with an ability to communicate in small group settings.
8. **Students will be able to demonstrate ability to write effectively in a scholarly context.** A diagnostic writing sample collected in the Exploring Human Communication courses indicates students have satisfactory or better writing skills, but have room for improvement to meet program goals (i.e., above satisfactory). Interestingly, the graduating senior survey indicates students consider themselves competent writers upon graduation.

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

The assessment process has led program faculty to meaningfully reflect on several curricular opportunities and make meaningful program changes. COM 3003: Exploring Human Communication was developed and instituted as a core possibility (students can take this or communication and human relations) in order to provide a broad overview of the field and introduction to faculty members. Additionally, the Research Methods course was previously taught as a large lecture course and Interpersonal Communication in a large lecture format; this was switched to provide more hands on learning for Research Methods students. Finally, a diagnostic essay was also added in the Exploring Human Communication course to help effectively assess writing related outcomes.

Recently, the assessment process has demonstrated there are more areas for improvement related to curricular pathways and necessary coursework in theory and advanced public speaking. Curriculum revisions have been proposed to address these areas for improvement.

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.).

Human Communication students must to take a public speaking course (SPC 1608 or 1603) and a statistics course (STA 1063C or STA 2014C) as general education courses. There is not currently extensive direct sequencing in the program, but students have core level requirements in Organizational Communication, Interpersonal Communication, Communication Research Methods, and either Communication and Human Relations or Exploring Human Communication. Students are advised to take these courses early in their program of study, and Communication Research Methods (COM 3311) is a pre or co-requisite for many upper level electives. Students are then free to take upper level electives of their choice and can also enroll in internship credits.

Proposed curriculum revisions will institute a broader communication core including an Advanced Public Speaking and Communication Theory course.

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).

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
SPC 1608 Fundamentals of Oral Communication 3 hrs
STA 2014C Principles of Statistics 3 hrs
Foreign Language 4 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

COM 3311 Communication Research Methods 3 hrs
Select 1: 3 hrs
COM 3011C Communication and Human Relations or 3 hrs
COM 3003 Exploring Human Communication 3 hrs

GEP 3 hrs
GEP 3 hrs
Elective (Consider a minor) 3 hrs

Junior Year - Fall 15 hrs

SPC 3301 Interpersonal Communication 3 hrs
COM 3120 Organizational Communication 3 hrs
Restricted Elective 3 hrs
Elective (Consider a minor) 3 hrs
GEP 3 hrs

Junior Year - Spring 15 hrs

Restricted Elective 3 hrs
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

Restricted Elective-Internship 3 hrs
Elective (Consider a minor) 3 hrs
Elective (Consider a minor) 3 hrs

Senior Year - Fall 15 hrs

Restricted Elective 3 hrs
Restricted Elective 3 hrs
Elective (Consider a minor) 3 hrs
Elective (Consider a minor) 3 hrs
Elective (Consider a minor) 3 hrs

Senior Year - Spring 10 hrs

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.

In 2015, a representative of academic affairs and the Faculty Center for Teaching and Learning presented an interactive workshop (including curriculum mapping exercise) for program coordinators. There is little sequencing in the Human Communication program as it is currently configured. Students select 21 hours of internal restricted electives without regard to sequence. There are some pre-requisites or co-requisites (e.g., Research Methods), but largely these courses may be taken in any order. Discipline specific knowledge, skills, behaviors and values are not currently delivered sequentially. The faculty have proposed a revised curriculum that would further address this by instituting broader core requirements and tracks that will provide better course sequencing.

-
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.

Arizona State University – The Hugh Downs School of Human Communication (BA in Communication and BS in Communication)

The Arizona State University Hugh Downs School of Human Communication serves as a model for the Human Communication program as it is a similarly large state institution situated in a major metropolitan area that has demonstrated considerable student and faculty success. The High Downs School provides students with focus areas in interpersonal, intercultural, health, and organizational communication. Students take basic communication courses in public speaking, communication inquiry, and research methods before progressing into electives of interest. Students have access to immersive experiences including internships, study abroad, and several communication-focused student groups like forensics (speech and debate). There is also a center for strategic communication, a strong research tradition, and graduate programs at the masters and doctoral level.

University of Illinois – Urbana Champaign – Department of Communication (BA in Communication)

The University of Illinois Department of Communication is a model for the Human Communication program based on their undergraduate specializations, strong research tradition, and focus on undergraduate research. The Illinois program allows students to take a general course of study or select a specialization in communication and culture, communication and health, interpersonal communication, communication in organizations, rhetoric and public communication, or mediated communication and technology. Students have the opportunity to engage in internships or work on research teams to gain hands-on learning experiences. Illinois also has strong graduate programs and a long history of research excellence.

University of Kentucky – Department of Communication (BA in Communication)

The University of Kentucky Department of Communication is a model for the Human Communication program based on their cognate area curriculum, strong research tradition, and certificate in health communication. The UK program has a basic required core with introduction to communication, interpersonal, and mass media courses. Then students select a suggested career pathway cognate area in corporate communication, health communication, interpersonal communication, or mass communication. Students have the opportunity to engage in internships and study abroad to gain immersive learning experiences. Kentucky also has strong graduate programs and a tradition of substantive external funding.

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.

- 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.
- Students engage in research with faculty members. Undergraduate Research Student Headcounts for Human Communication over this six-year period total 193. This commonly occurs through the instruction of an independent research or a directed research project. Students also have the opportunity to do research with faculty or on research teams and engage in creative activities through their internships.

Academic Plan	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Human Communication BA	.	.	.	7	20	20
Interpers/Organization Comm BA	45	34	31	21	15	.

- Since the last program review, NSC started to participate in the Honors in the Major Program in conjunction with the Burnett Honors College. The Honors in the Major program is a prestigious undergraduate research program that is dedicated to helping students identify and work with faculty mentors who assist students in their undertaking original and independent work in their major.
- NSC sponsors the UCF intercollegiate debate program, open to any undergraduate student, enrolled in the university. UCF Debate is a 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".
- NSC sponsors the UCF intercollegiate Speech (Forensics) program, open to any undergraduate students enrolled in the university. UCF Speech is an emerging competitive speech program that competes in eleven different categories of individual speaking events at the regional and national levels. Students are eligible

to qualify for either/or both of the two major intercollegiate national tournaments for competitive speaking: the National Forensic Association (NFA) national tournament or the American Forensic Association's National Individual Events Tournament (AFA-NIET). The typical individual events include the following: Oral Interpretation Events (e.g. Prose, Poetry, Dramatic, and Duo Interpretation); Public Address Events (e.g. Informative, Persuasion, Communication Analysis, After Dinner Speaking, etc.); Limited Preparation Events (e.g. Impromptu, Extemporaneous, etc.) and Lincoln-Douglas debate. Student competitors have extensive experiential learning opportunities that develop public speaking skills, oral interpretation skills, critical thinking skills, research skills, poise and professionalism, teamwork, persuasion and audience analysis abilities, and subject matter expertise in the subject of their presentation and topics.

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

The Human Communication 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 and approved by communication faculty and the program coordinator to count toward internal restricted electives in the major. 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.

HC Restricted Elective Participation Rates

Spring 2013	67
Summer 2013	45
Fall 2013	40
Spring 2014	51
Summer 2014	49
Fall 2014	29
Spring 2015	47
Summer 2015	62
Fall 2015	48
Spring 2016	62
Summer 2016	49
Fall 2016	43
Spring 2017	61

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
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Human Communication BA	.	.	.	26	94	161	148
Interpers/Organization Comm	145	110	151	124	50	14	3

The data in the table above reflect all high impact practices students may enroll in (including internships enrolled through NSC, Office of Experiential Learning, and Practicum).

The new, proposed Human Communication curriculum will require a high-impact learning experience (e.g., internship, service learning, study abroad) for all majors.

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.

Students have the opportunity (optional) 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.

In 2012 NSC also offered a short-term course "Applied Intercultural Communication: An Italian Perspective", which was a 6 week program. The first four weeks the class met on campus, then traveled for two weeks in Italy.

There are also service learning opportunities in several courses including Fundamentals of Oral Communication where students work with organizations such as Junior Achievement.

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

While data collection at the program, school and university level are still improving, there are some data regarding job and graduate school placement from a number of sources.

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 77.9% of the Human Communication respondents (N=181) had full-time employment while 9.9% were part-time, and 5.5% looking for work.

Data below are from the First Destination Survey administered to all students upon graduation. Most students do seek full-time employment upon graduation, but approximately ten percent pursue graduate level education.

1. Please select the statement which MOST CLOSELY describes your PRIMARY plan IMMEDIATELY after graduation.	2013-14		2014-15		2015-16	
	I-O		HC		HC	
	count	col %	count	col %	count	col %
Seeking full-time or part-time employment	142	81.60%	66	78.5%	203	83.8%
Attending graduate or professional school	19	10.90%	9	10.7%	23.5	9.5%
Military Service	5	2.80%	1	1.1%		
Volunteering	1	0.50%	-		1	.04%
Starting or raising a family	2	1.10%	1	1.1%	1	.04%
Taking time off	5	2.80%	7	8.3%	14	5.7%
Total	174	100.00%	84	100.0%	242	100.00%

To add more context, a recent 2017 NSC alumni survey indicated 22.7% of the Human Communication respondents attended graduate school – mostly earning MAs, but also doctorates as well as MS, MBA, and JD degrees. Most alumni attend graduate school at UCF, but many attend other institutions such as the University of Florida, Rollins College, University of Miami, New York University, and Northwestern University. The most frequently enrolled graduate programs are in communication, business, education, law, and management.

According to the first destination survey (question 2 below) in 2015-16 approximately 40% (which has been consistent) reported they have accepted a position in the coming months (12.3%) or are working in a position they plan to continue after graduation (28%). The number of students searching or waiting on offers has increased from 28.10% in 2013-14 to 34.4% in 2015-16.

2. Which statement best describes your CURRENT (at	2013-14		2014-15		2015-16	
	I-O		HC		HC	

graduation from UCF) employment status?	count	col %	count	col %	count	col %
Have accepted a position to begin in the coming months (including residency and internship positions)	18	12.60%	8	12.1%	25	12.3%
Working in a position I plan to continue after graduation	40	28.10%	18	27.2%	57	28.0%
Have been offered a position or multiple positions, but declined offers and still searching for preferred position	4	2.80%	1	1.5%	5	2.4%
Considering one or more offers	8	5.60%	5	7.5%	7	3.4%
Searching or waiting on offers	40	28.10%	25	37.8%	70	34.4%
Will begin searching for a position in the coming months	32	22.50%	9	13.6%	39	19.2%
Total	142	100.00%	66	100.0%	203	100.00%

The data show of those that reported having a job or internship over 80% were full-time positions and less than 10% were self-employed.

3. Is the job or internship a full-time position? (30-40 hours a week)?	2013-14		2014-15		2015-16	
	I-O		HC		TOTAL	
	count	col %	count	col %	count	col %
Yes	46	82.10%	20	80.00%	63	84.0%
No	10	17.80%	5	20.00%	12	16.0%
Total	56	100.00%	25	100.00%	75	100.00%

4. Are you self-employed?	2013-14		2014-15		2015-16	
	I-O		HC		TOTAL	
	count	col %	count	col %	count	col %
Yes	6	9.60%	2	7.6%	7	9.0
No	56	90.30%	24	92.3%	70	90.9
Total	62	100.00%	26	100.0%	77	100.00%

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

Human Communication students win awards and gain recognition in many areas – selected examples are included below:

Awards during the 2016-2017 academic year:

- NSC student Lukas Terhall received multiple awards at the National Speech and Debate Tournament. He was awarded 1st place for extemporaneous speech, 2nd place for individual sweepstakes, and 3rd place for impromptu speaking. (National) Additionally, he has received 1st place for Communication Analysis and 1st place for Impromptu Speaking at the Regional Speech Tournament. (Regional)
- NSC student Christa Beriswill received Top Novice for informative speeches at the Regional Speech Tournament on both days the tournament was held. (Regional)
- The UCF Debate Team received 1st place for group interpretation speeches at the State Speech and Debate tournament. They were awarded by the Florida Intercollegiate Forensics Associate State Championship. (State)

Awards during the 2015-2016 academic year:

- NSC student Lukas Terhall placed in 1st for extemporaneous speaking at the National Speech and Debate tournament. (National)
- NSC student Mairim Perez received 1st place for After Dinner Speaking, 2nd place for Prose Interpretation, and 3rd place for Dramatic Interpretation at the National Speech Tournament. (National)
- UCF's Speech Team placed 4th in the state among other speech teams from colleges in Florida. This was awarded by the Florida Intercollegiate Forensics Association State Championship. (State)

Awards during the 2014-2015 academic year:

- NSC student Hunter Menning received 1st place in persuasive speaking at the Regional Forensics Competition. He was awarded by the 15th Annual Start Invitational. (Regional)
- The UCF Speech and Debate Team placed in third in individual team sweepstakes and fourth in Capitol City Classic at the Regional Forensics Competition. (Regional)
- NSC Emily Stowers received top novice at the Regional Forensics Competition and 1st place in extemporaneous speaking. (Regional)

Awards during the 2013-2014 academic year:

- NSC student Kevin Deo was selected for the 2014 Legislative Internship Program by the Florida House of Representatives. This is a highly competitive internship that is nationally recognized. (National)
- NSC students Jordan McCray and Justin McCray were nominated for the Wuerffel Trophy by the All Sports Association. They are the first brothers in history to be nominated. This prestigious award is given to a college football player who best combines exemplary community service with athletic and academic achievement. There were 74 players nominated nationwide. (National)
- NSC student Blake Bortles was nominated for the Johnny Unitas Golden Arm Award from the Johnny Unitas Golden Arm Education Foundation, Inc. and Transamerica. This is awarded to one college quarterback out of thirty nominees nationwide that demonstrates character, citizenship, scholastic achievement, leadership and athletic accomplishment. (National)

- 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

The COM 4550 Health Communication Campaigns course creates poster presentations based on their research that are displayed and open to the public. The students present their work, and answer questions about their research and health campaign messages.

Additional activity includes the following:

Scholarly or creative works and activities –Publications NSC student-faculty collaboration:

- Kinnally, W., Miller, A. N., Robertson, L., & Montano, E. (2017). Media journaling: A quantitative comparison of approaches to youth media diary reporting. *Communication Research Reports*, 34, 171-179. doi: 10.1080/08824096.2016.1224172
- 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

Scholarly or creative works and activities –Presentations NSC student-faculty collaboration

- 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., 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.

c. other noteworthy student accomplishments

- Since the last program review, NSC started to participate in the Honors in the Major Program in conjunction with the Burnett Honors College. One student began the Honors in the Major process in Spring 2017, and 9 students began the process in Summer 2017.
-

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 Human Communication and Interpersonal/Organizational Communication programs surveyed in the 2012 academic school year, 44.5percent rated their experience "excellent", while 36.3 percent rated it "very good", and 17.2 percent reported their overall experience "good". In total 98% reported an

overall positive experience with the Human Communication program. That percentage decreased slightly in 2015 with 97.6% of respondent reporting an overall positive experience with the program.

	2012-2013	2013-2014	2014-2015	2015-2016
Excellent	44.5%	44.0%	46.3%	40.7%
Very Good	36.3%	38.9%	34.7%	39.8%
Good	17.2%	14.4%	15.9%	17.1%
Fair	1.3%	1.6%	1.4%	2.2%
Poor	0.4%	0.8%	1.4%	-

A recent 2017 NSC alumni survey indicated Human Communication alumni (N=181) felt satisfied with their education M= 4.45 (1.00), prepared for the workforce M=3.88 (1.22), and overall had a positive experience in the Nicholson School of Communication M=4.55 (0.85). These items were measured on five point scales with five indicating high levels of satisfaction and preparedness.

Alumni also indicated they felt their core Human Communication courses, electives, internships, and faculty relationships were the most helpful in preparing them for their careers: general education: M=2.91 (1.24), Human Communication core: M=4.12 (.98), electives: M=3.96 (.95), internship: M=4.72 (0.53), outside NSC classes: M=3.36 (1.03), faculty mentorship: M=3.98 (1.18). 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.

- 1) High quality, award-winning teaching faculty
- 2) Flexible curriculum with a wide range of courses from which students may select electives
- 3) Elements of service learning spread across curriculum
- 4) High participation in internships though not required
- 5) Large program that serves many students
- 6) Well-trained research faculty who engage student in research and mentor student researchers.

29. List program weaknesses.

- 1) Lack of sequencing of courses (currently)
- 2) Lack of curricular focus (proposed tracks address this)
- 3) Absence of communication theory course in the curriculum (proposed curriculum edits address this)
- 4) No high impact learning experience requirement (proposed curriculum edits address this)
- 5) Faculty are stretched thin with high teaching and service loads
- 6) No coordinator (faculty or staff) to oversee high impact learning experiences results in inconsistency
- 7) Not all faculty members have industry experience or connections.

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

- 1) Addition of new strategic communication PhD program relies heavily on Human Communication program faculty
- 2) Move downtown requires substantive work to prepare and there is no direct personnel support for this initiative from the Human Communication program
- 3) Move downtown may result in a loss of students
- 4) Move downtown will separate Human Communication from the mass communication programs and other colleagues on the main campus
- 5) Losing the ability to teach Human Communication general education courses on the downtown campus

31. Discuss potential opportunities in the following areas:

a. actions to improve program quality

Human Communication faculty are developing tracks to allow students to specialize in particular areas within Human Communication. There will be a common core requirement for all track and an additional nine credits required within each track of required courses that will form the foundation courses for that area of specialization. High impact learning experiences (e.g., internship, service learning, study abroad) will also be required. This will improve program quality and student achievement of essential learning outcomes.

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

Moving the Human Communication program will result in the potential for many new internal and external partnership opportunities. First, internal partnerships with the units moving to the UCF Downtown campus (e.g., Legal Studies, Social Work) could result in meaningful curricular, research, and co-curricular activities. External partnerships with healthcare, business, technology, non-profit, and faith based organizations could lead to meaningful collaboration. Additionally, the move downtown may serve as an impetus to establish a Human Communication advisory board made up of industry partners and interested alumni.

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

The Human Communication program will need to engage in active recruitment of students to the downtown campus and consider creative course delivery modes to accommodate and attract diverse student populations.

- d. actions to improve efficiency and reduce cost

Establishment of tracks in the Human Communication program curriculum could result in streamlining the current course offerings which could result in reduced cost.

- 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.

Goal 1: Move essential curriculum changes through the process and begin in Fall 2018
Goal 2: Avoid attrition of current majors when the program moves downtown
Goal 3: Illustrate the utility of a communication degree and capitalize on downtown move momentum to recruit students, partners, and collaborators
Goal 4: Increase immersive experiences in both urban and global contexts

In terms of assistance from program review consultants, it would be helpful to get feedback on the ability to support program goals with current human resources. External perspectives on whether lecturer, instructor, or staff level support is most appropriate would be useful for different functions. With the addition of more graduate curriculum courses, guidance on future tenured or tenure-track hiring priorities (e.g., community-based business and professional, instructional communication and technology, persuasion and communication activism) could be helpful. Additionally, identifying opportunities from an external viewpoint regarding collaboration, intercultural communication integration, and curricular changes would be helpful.

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