

Professional Communication - Master of Arts

Current Compliance Year: 2023-2024

Mid-Cycle Review

Recent Recommendations

Feedback will include recommendations from the last Expedited Review or from your most recent review by your school or college. You may not see any feedback or recommendations until you have completed your first full or mid-cycle review.

Response to Previous Recommendations (if any):

No previous recommendations. The COM department is newly established with new programs and SLOAs (the ones attached are outdated).
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Student Learning Outcomes

The previous Student Learning Outcomes Assessment has been submitted as its own report. Going forward you will use the following prompts to discuss the success of your most recent SLOA plan and address your assessment activities since your last SLOA report (typically the past two years or since your last program review).

Learning outcomes feedback from last review:

Feedback will be provided once you have completed a full or mid-cycle review.

Discuss your SLOA findings, changes you are making and what you hope to see as a result:

The Department of Communication was newly established in Fall23. The program was restructured after an intensive program review during AY22-23. As part of the program review, we established new SLOAs, replacing the 2004 edition the committee has on record. We haven't had a full AY to complete a meaningful assessment of our SLOAs or redesigned programs. However, since we are required to complete this mid-cycle review, we have provided available data. We recognize it is incomplete.
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Discuss the curricular changes made based on assessing your SLO. If you haven't made any curricular changes, please explain why not and address what you did notice in the review, including strengths of your curriculum through the assessment of your outcomes:

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Are communication outcomes embedded in the SLOA Plan?

As of 2017 all Baccalaureate programs were required to embed the communication outcomes within their SLOA Plans, this is optional for non-Baccalaureate programs.

Not Embedded

Student Success

To access the Student Success Dashboard please sign into a UA computer with VPN connection (if not on campus). You will need your UA credentials and it is best accessed with the most updated version of Chrome, Edge, Firefox or Safari browsers; Internet Explorer is not supported. You will need to filter the data to see your programs. If you need assistance in finding the data for your programs, please contact your data liaison or Julia Manfredini in the PAIR office.

Data Liaisons

Each school or college has a team of Data Liaisons to help you analyze the data provided in the portal and may be able to help you see your data in multiple contexts. You can find a list of data liaisons on the resources page for Program Review.

The college or school level committee will also have access to this data with the goal that by providing these visualizations data availability will be increased.

Data supplied within the dashboard linked below is intended for Academic Program Review and not for any other purpose.

Student Success Data Dashboard

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

Student Success Data Trends: (please indicate the trends that apply to your program)

Increase in majors

If equity gaps were found in any of your disaggregated student success data, please explain how you plan to address those gaps. Please contact your data liaison or make an appointment with Julia Manfredini to learn more about analyzing your data.

Unable to assess - first year of our program. We have increased majors from 12 to 43.

Optional Data Explanation

Feel free to share more of your thoughts on the data provided.

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High Impact Practices

According to the AAC&U, High-Impact Educational Practices “have been widely tested and have been shown to be beneficial to college students from many backgrounds.” UAF is particularly interested in Undergraduate Research and/or Scholarly Activity because it is one of our mission fulfillment indicators, but all of these researched High-Impact Educational Practices should be reflected in your program’s student learning outcomes and curriculum.

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

High-Impact Practices Used in this Program

Please use the following fields to discuss how your program is using the high-impact practices, successes and known issues and solutions, or ways you are considering incorporating them in the future. If you are not using any of the high-impact practices listed, please use the “Other or None of These,” field to share what your program is doing to help students be successful.

High Impact Practices that currently apply to your program:

Collaborative Assignments and Projects, Diversity/Global Learning, Writing-Intensive Courses
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Collaborative Assignments & Projects

Research club for grad students

Undergraduate Research

n/a. This is for our MA.

Diversity/Global Learning

All students required to complete COM680 focused on diversity.
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ePortfolios

n/a. This is for our MA.

First-Year Seminars & Experiences

n/a. This is for our MA.

Writing-Intensive Courses

COM602

Service-Learning and/or Community-based Learning

n/a. This is for our MA.

Internships

n/a. This is for our MA.

Capstone Courses & Projects

n/a. This is for our MA.

Other or None of these (explain)

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Submission

Submitter & Collaborator Names

Tori McDermott Kevin Sager Nike Bahr
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Submitter Email

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College or School Review Committee

The college or school committees set the tone for helping each program feel seen during this process. We have provided you with strength-based feedback tags to attach to this program review. Please select as many as applicable.

Overall Recommendations

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Explanation of Recommendations

The Professional Communications MA is a new program. The review panel acknowledges the time and effort that went into preparing the mid-cycle program review for the Professional Communications MA program.

Because much of the information shared in program reviews for the Professional Communications MA and Communications BA were identical or very similar, some of the comments for these two programs were the same. In particular, the review panel noted that the SLOs were identical for two programs in Communication (with only minor differences in some of the sub-SLOs). It is essential that different programs have different outcomes - if students are intended to learn the same things, how are the programs differentiated? Something to resolve, per some of the guidance below, for the full program review in two years.

Learning Outcomes Feedback

Requires Major Revision

Student Learning Outcomes Assessment Feedback (tags)

Strong alignment with SLOA plan,Missing curricular connection

Student Learning Outcomes Assessment Feedback (narrative)

The program provided 9 SLOs for the Communication BA SLOA plan. These SLOs each also include additional sub-SLOs. All SLOs are appropriate as measures of student learning. The review panel offers the following recommendations to improve upon the program's SLOAs:

- The recommendation from the review panel is to reduce the number of SLOs. Per guidance from the NWCCU for accreditation purposes, they recommend that degree programs have between 3-5 SLOs per program. Reducing the number of SLOs to within that range would also make the assessment plan more manageable for the program. Note that additional program outcomes can also be tracked for internal purposes and decision making.
- The program should consider reviewing the type of evidence used for some of the assessments that rely mainly on a course grade course quizzes and exams. It is unclear how the grade on a course or specific assignment relates directly to the SLOs. The program might consider selecting fewer assignments, and work towards more collaborative evaluation of assessments.
- The capstone course might be an opportunity to assess program outcomes in addition to course outcomes.

The program noted no curricular changes because the program was only recently established a couple of years ago. As the program notes, collecting and analyzing data will also be important for future reviews.

Following NWCCU guidance, SLOA plans must emphasize "closing the loop" and continuous improvement, ensuring each SLO within the plan is assessed individually to verify alignment with program objectives. If a SLO fails to produce the expected assessment outcome, adjustments to SLO language, substantial changes to the SLO, or revisions to data collection rubrics are necessary to ensure alignment and facilitate program improvement.

Student Success & Equity Feedback

Because the program is new, it is not possible at this point to identify trends and equity gaps in student success data. This will need to be a focus for future reviews, such as the full program review in two years.

The data that are included in the SLOA plan is based primarily on the number of students meeting or exceeding 70% on specific course assignments or course grades (a passing grade of C- or better). For future assessments, it might be helpful to develop finer grained evaluation metrics for assignments and to develop rubrics that are completed by several faculty in the program.

High-Impact Practices Feedback

The program identified collaborative assignments and writing-intensive courses as HIPs. The narrative for each HIP should be expanded for future reviews to provide more descriptions of the assignments representing these HIPs, explaining how the HIPs fit into the program, and by including more specific examples to demonstrate/highlight each HIP.

The review panel recognizes that the HIPs employed by the Communication program are all positive and meaningful in preparing students to enter the workforce.

UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
MA in Professional Communication
 College of Liberal Arts

NOTE: The learning outcomes are taken directly from the [National Communication Association](#). These learning outcomes are the CORE of the Communication Discipline.

Student Learning Outcomes

The MA in Professional Communication:

1. Prepare graduates to be competitive in regard to the skills and knowledge necessary for their acceptance into and success within doctoral programs in the social or human sciences (e.g. Organizational Communication).
2. Prepares graduates in regard to the skills and knowledge necessary for successful employment and community engagement in an increasingly diverse society.

Graduates successfully completing the MA in Professional Communication will:

1. Demonstrate a mastery of the history and use of theoretical and methodological Communication constructs and paradigms.
2. Design and conduct Communication research using qualitative and quantitative methodologies.
3. Demonstrate the development of Communication Competence required to pursue doctoral study and/or professional employment, including but not limited to interpersonal, organization, public speaking, and intercultural communication.

Expanded Statement of Institutional Purpose	Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
MISSION STATEMENT: Our mission is to advance the Communication competence of our communities by promoting relationship development, facilitating belonging, and cultivating reciprocity.	Students should be able to describe the communication discipline and its central questions: ■ Explain the origins of the communication discipline ■ Summarize the broad nature of the communication discipline	Instrument: Writing assignments. Rubric: The writing rubric covers 6 components. Min. Standard: 70% of students meet or exceed expectations. Instrument: Oral presentations. Rubric: The Oral rubric covers	Data collected every semester, assessment every other year by AOL committee.

Submitted by: Amy May

GOAL STATEMENT: Our goal is to create the space and provide the support for students to identify the problems they want to solve using communication.	■ Articulate the importance of communication expertise in career development and civic engagement ■ Examine contemporary debates within the field ■ Distinguish the communication discipline from related areas of study ■ Identify with intellectual specialization(s) in the communication discipline	8 competencies dimensions. Min. Standard: 70% of students meet or exceed expectations.	
	Students should be able to employ communication theories, perspectives, principles, and concepts: ● Explain communication theories, perspectives, principles, and concepts as to how they relate to human communication and behavior. ● Synthesize communication theories, perspectives, principles, and concepts ● Apply communication theories, perspectives, principles, and concepts “to what?” ● Critique communication theories, perspectives, principles, and concepts	Instrument: Writing assignments. Rubric: The writing rubric covers 6 components. Min. Standard: 70% of students meet or exceed expectations. Instrument: Oral presentations. Rubric: The Oral rubric covers 8 competencies dimensions. Min. Standard: 70% of students meet or exceed expectations.	Data collected every semester, assessment every other year by AOL committee.
	Students should be able to engage in communication inquiry: ● Interpret Communication scholarship ● Evaluate Communication scholarship ● Apply Communication scholarship	Instrument: Writing assignments. Rubric: The writing rubric covers 6 components. Min. Standard: 70% of students meet or exceed expectations.	Data collected every semester, assessment every other year by AOL committee.

	• Formulate questions appropriate for Communication scholarship • Engage in Communication scholarship using the research traditions of the discipline • Differentiate between various approaches to the study of Communication • Contribute to scholarly conversations appropriate to the purpose of inquiry	Instrument: Oral presentations. Rubric: The Oral rubric covers 8 competencies dimensions. Min. Standard: 70% of students meet or exceed expectations.	
	Students should be able to create messages appropriate to the audience, purpose, and context: • Locate and use information relevant to the goals, audiences, purposes and contexts • Select creative and appropriate modalities and technologies to accomplish communicative goals • Adapt messages to the diverse needs of individuals, groups and contexts • Present messages in multiple communication modalities and contexts • Adjust messages while in the process of communicating • Critically reflect on one's own messages after the communication event	Instrument: Writing assignments. Rubric: The writing rubric covers 6 components. Min. Standard: 70% of students meet or exceed expectations. Instrument: Oral presentations. Rubric: The Oral rubric covers 8 competencies dimensions. Min. Standard: 70% of students meet or exceed expectations.	Data collected every semester, assessment every other year by AOL committee.
	Students should be able to critically analyze messages:	Instrument: Writing assignments. Rubric:	Data collected every semester, assessment every other year by AOL committee.

	• Identify meanings embedded in messages • Articulate characteristics of mediated and non-mediated messages • Recognize the influence of messages • Engage in active listening • Enact mindful responding to messages	The writing rubric covers 6 components. Min. Standard: 70% of students meet or exceed expectations. Instrument: Oral presentations. Rubric: The Oral rubric covers 8 competencies dimensions. Min. Standard: 70% of students meet or exceed expectations.	
	Student should be able to demonstrate the ability to accomplish communicative goals (self-efficacy): • Identify contexts, situations and barriers that impede communication self-efficacy • Perform verbal and nonverbal communication behaviors that illustrate self-efficacy • Articulate personal beliefs about abilities to accomplish communication goals • Evaluate personal communication strengths and weaknesses	Instrument: Writing assignments. Rubric: The writing rubric covers 6 components. Min. Standard: 70% of students meet or exceed expectations. Instrument: Oral presentations. Rubric: The Oral rubric covers 8 competencies dimensions. Min. Standard: 70% of students meet or exceed expectations.	Data collected every semester, assessment every other year by AOL committee.
	Student should be able to apply ethical communication principles and practices: • Identify ethical perspectives • Explain the relevance of various ethical perspectives	Instrument: Writing assignments. Rubric: The writing rubric covers 6 components. Min. Standard: 70% of students meet or exceed expectations.	Data collected every semester, assessment every other year by AOL committee.

	• Articulate the ethical dimensions of a communication situation • Choose to communicate with ethical intention • Propose solutions for (un)ethical communication • Evaluate the ethical elements of a communication situation	Instrument: Oral presentations. Rubric: The Oral rubric covers 8 competencies dimensions. Min. Standard: 70% of students meet or exceed expectations.	
	Student should be able to utilize communication to embrace difference: • Articulate the connection between communication and culture • Recognize individual and cultural similarities and differences • Appreciate individual and cultural similarities and differences • Respect diverse perspectives and the ways they influence communication • Articulate one's own cultural standpoint and how it affects communication and world view • Demonstrate the ability to be culturally self-aware • Adapt one's communication in diverse cultural contexts	Instrument: Writing assignments. Rubric: The writing rubric covers 6 components. Min. Standard: 70% of students meet or exceed expectations. Instrument: Oral presentations. Rubric: The Oral rubric covers 8 competencies dimensions. Min. Standard: 70% of students meet or exceed expectations.	Data collected every semester, assessment every other year by AOL committee.
	Student should be able to influence public discourse: • Explain the importance of communication in civic life • Identify the challenges facing communities and the role of communication in resolving those challenges • Frame local, national and/or global issues	Instrument: Writing assignments. Rubric: The writing rubric covers 6 components. Min. Standard: 70% of students meet or exceed expectations.	Data collected every semester, assessment every other year by AOL committee.

	from a communication perspective • Evaluate local, national and/or global issues from a communication perspective • Utilize communication to respond to issues at the local, national, and/or global level • Advocate a course of action to address local, national and/or global issues from a communication perspective • Empower individuals to promote human rights, human dignity and human freedom	Instrument: Oral presentations. Rubric: The Oral rubric covers 8 competencies dimensions. Min. Standard: 70% of students meet or exceed expectations.	
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