

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. Instrument: Oral presentations. Rubric:	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	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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