

2012-2013
Ph.D. in Mass Communications
Academic Assessment Plan

College of Journalism and Communication

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Office of the Provost

*University of
Florida*

*Institutional
Assessment*

*Continuous Quality
Enhancement*

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Academic Assessment Plan - Ph.D. in Mass Communication

College of Journalism and Communications

A. Mission

From: <http://www.jou.ufl.edu/grad/mission/>

Graduate Division

The Division of Graduate Studies in the College of Journalism and Communications seeks to advance understanding of how mass media and communications contribute to democracy, the economy and a diverse society, and to create graduates who can contribute to this understanding and dialogue. Our graduates learn how to advance the body of knowledge in mass communication by critically evaluating and investigating media theory, research, and applied knowledge. As such, we prepare professionals, educators, and scholars who, through management and research, can provide leadership and service to their fields both nationally and internationally.

College

Our mission is to prepare exemplary professional practitioners and scholars for journalism and communications fields and to generate and exchange new knowledge about these fields. The College is the home for the world's most respected educators and scholars who advance the value, practice, and understanding of journalism and communications in a democratic society. The faculty are committed to preparing professionals and scholars to practice and teach in a global society, providing leading research and service while generating and sharing knowledge.

University

It is the mission of the University of Florida to offer broad-based, exclusive public education, leading-edge research and service to the citizens of Florida, the nation and the world. The fusion of these three endeavors stimulates a remarkable intellectual vitality and generates a synthesis that promises to be the university's greatest strength.

The university maintains its dedication to excellent teaching and researching by creating a strong and flexible foundation for higher education in the 21st century. The university welcomes the full exploration of our intellectual boundaries and supports our faculty and students in the creation of new knowledge and the pursuit of new ideas.

Teaching is a fundamental purpose of this university at both the undergraduate and graduate levels. Research and scholarship are integral to the education process and to the expansion of our understanding of the natural world, the intellect and the senses. Service reflects the university's obligation to share the benefits of its research and knowledge for the public good.

Shared Mission

We seek to produce scholars conducting cutting-edge research to create new knowledge and new ideas. These diverse graduates will be skilled in ethics, professionalism and independent thinking to become the leaders in academic and professional careers.

B. Student Learning Outcomes and Assessment Measures

SLO Type	SLO	Assessment Method	Delivery Mode
Knowledge	Develop a thorough identification and review of mass communication theory and proficiency in research methods surrounding a specific area of expertise in the mass communication field	All doctoral students will demonstrate knowledge through successful completion of at least 5 advanced-level courses (those requiring a completed research project of conference or publication level quality) as measured by the graduate faculty and outside reviewers of research. Research papers produced in each advanced level class will be assessed using a common rubric.	Campus
Knowledge	Discuss and translate mass communication theory and proficiency in research methods surrounding a specific area of expertise in the mass communication field	All doctoral students will conceptualize, carry out and successfully defend a theoretical dissertation on a topic in his or her area of expertise as measured by the students' doctoral dissertation committee. Each doctoral dissertation will be assessed using a common rubric.	Campus
Skills	Explain and report communication subject matter and methodology, successfully complete research studies through conceptualization, methodological expertise, analysis and submission to professional conferences and publication in peer-reviewed journals.	All students completing the program will produce conference or publication level research studies and dissertation. These are tracked through annual self-evaluations.	Campus
Skills		Successful placement in academic or professional research positions. These placements will be assessed using a common rubric.	Campus
Professional Behavior	Display of ethical behaviors, cultural sensitivity and appreciation for diverse viewpoints, leadership, independent and creative thinking.	These behaviors are incorporated into the doctoral colloquium class. A satisfactory grade in these classes must be achieved to reach this competency as measured by the graduate faculty and observation. These will be assessed using a common rubric.	Campus

SLO Type	SLO	Assessment Method	Delivery Mode
Professional Behavior	Participate in professional and academic service activities that develop leadership skills	Students submit an updated CV annually documenting these activities. The CV is submitted to both the students' chairs and to the Associate Dean for Graduate Studies for review.	Campus

C. Research

We expect our doctoral students and graduates to present research papers at top-tier conferences and publish in top-tier journals. To that end, we require all of our doctoral students to take a minimum of five advanced-level courses, those requiring a conference- or publication-level research paper. Students are given options of 10-15 courses per semester from which to choose that qualify as advanced level. In addition, we expect that our graduates aim to publish research from their dissertations.

Preparation: Doctoral students in our program are assigned research mentors before they enter so that they receive guidance from the outset. In the first semester in the program, our doctoral students are required to take two classes that educate them about the importance of research and methods to complete research. First, they must take MMC 6929 Communication Colloquium that introduces them to faculty members' research areas and methods so that students can identify additional faculty with similar research interests. Among other topics, they receive training in being a productive scholar through co-authoring, reviewing, conference and publication venues, etc. The second required class for incoming doctoral students is MMC 6402 Mass Communication Perspectives, which provides a solid background in philosophy of science and mass communication theory. This course is the first advanced-level course that students must take. Advanced-level courses require the completion of a conference- or publication-level research paper. All doctoral students are required to complete five such advanced-level courses.

The College offers a variety of research methods courses each semester including: a basic introduction to research methods, experimental, survey, content analysis and qualitative methods. Students are required to take a minimum of 12-20 hours in research methods courses and 18-24 hours in dissertation research along with the five advanced-level courses. In sum, this approach provides students with the knowledge to complete research from conceptualization through publication.

Finally, to facilitate presentation of research at academic conferences, we fund doctoral students for a portion of travel to two conferences per year.

D. Assessment Timeline

Program: Ph.D. in Mass Communication

College of Journalism and Communications

Assessment	Assessment 1	Assessment 2
SLOs		
Knowledge		
Theory and Research Methods	Dissertation Proposal	Dissertation Defense
Theory and Research Methods/Classes	Upon completion of each advanced-level class	Annual Evaluation
Skills		
Completion of conference papers/publications	Upon completion of each advanced-level class	Annual Evaluation
Job placement	After graduation	
Professional Behavior		
Ethics/diversity appreciation	Upon completion of MMC 6929 Communication Colloquium	
Service/leadership	Annual Evaluation	

E. Assessment Cycle

Use this Assessment Cycle template for your plan. Place an "X" in the cells that coincide with the assessment cycle for your program. Add or delete rows as needed to accommodate your SLOs.

Assessment Cycle for:

Program: Ph.D. in Mass Communication College of Journalism and Communications

Analysis and Interpretation:

May-June

Program Modifications:

Completed by August 31

Dissemination:

Completed by September 30

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
Knowledge							
Theory and Research Methods				X	X	X	X
Theory and Research Methods/Classes				X	X	X	X
Skills							
Completion of conference papers/publications				X	X	X	X
Job placement				X	X	X	X
Professional Behavior							
Ethics/diversity appreciation				X	X	X	X
Service/leadership				X	X	X	X

Note: Data collection for these assessments will begin in the 2012-13 academic year. We did not collect data in prior years.

F. Measurement Tools

As a whole, the measurement tools involve a combination of methods. The theory and research methods **knowledge** SLOs as well as the completion of conference papers/publications **skills** SLO are measured through advanced-level courses faculty members who teach the courses. They decide if the resulting research papers can be submitted to an international conference, a national conference, a regional conference or they are not of conference quality and therefore cannot be submitted. Likewise the research papers can be judged to be submitted to Level A publications, Level B, Level C or not suitable for publication. The rubric for this paper is in Appendix A.

Successful dissertation defenses are measured by pass, conditional pass, needs more coursework or training and not permitted to continue. These are assessed by the students' chairs and dissertation committees. Job placement **skills** are measured through faculty position placement in AAU institutions, non-AAU research institutions, university or college teaching positions, industry research and no placement.

Ethics and diversity appreciation in the **professional behavior** SLO are measured in the completion of the Communication Colloquium class through observations and exit discussions between the Associate Dean for Graduate Studies and the enrolled students at the end of the semester. The service and leadership SLO is measured by presence or absence of service and leadership activities on the students' annually submitted CV, such as participation on college committee, professional organizations, community activity, reviewing, mentoring other students, etc.

G. Assessment Oversight

Here, list the names and contact information of those who oversee the assessment process in your program. Add or delete rows as needed.

Name	Department Affiliation	Email Address	Phone Number
Debbie Treise	Graduate	dtreise@jou.ufl.edu	392-6557

Appendix A. Knowledge Rubric 1: Advanced Level Classes – Ph.D. in Mass Communications

Criterion/weight	Exceeds Expectations	Meets Expectations			Near Expectations			Below Expectations
Content This is 75% of your total assessment of the paper	Paper suitable for acceptance in a tier-one academic journal	Paper suitable for acceptance in a non-tier-one academic journal	Paper suitable for acceptance at a national or international academic conference	Paper suitable for acceptance at a regional conference	Paper competent but not substantive enough for acceptance at a publication or conference			Paper not competent or substantive enough for peer reviewed conference or journal
Timeliness This is 25% of your total assessment of the paper	N/A	Paper complete by course established deadline within the semester of the course			Paper not complete, but largely complete except for minor needed revisions for submission to conference or journal	Paper not complete, and needs modest revisions for submission to conference or journal	Paper not complete and still requires major revisions for determination of suitability for conference or journal	Paper not submitted by deadline or end of course

(assessed at the end of each semester in these classes)

Knowledge Rubric 2: Dissertation – Ph.D. in Mass Communications

Criterion	Exceeds Expectations	Meets Expectations	Near Expectations	Below Expectations
Conceptualization	Dissertation is of the quality to make substantial contributions to theoretical or applied knowledge	Dissertation is of the quality to make modest contributions to theoretical or applied knowledge	Unclear if quality of dissertation will make contribution to theoretical or applied knowledge in the area	Dissertation is not of the quality to make contribution to theoretical or applied knowledge
Method	Chosen method addresses research questions or hypotheses in an appropriate, elegant and unambiguous manner	Chosen method addresses research questions or hypotheses in appropriate manner	Chosen method has minor deficiencies and does not address research questions or hypotheses fully	Chosen method has serious deficiencies and does not address research questions or hypotheses in an appropriate manner
Defense	Student addresses committee members' questions in confident manner that suggests broad understanding of research area. Can offer sophisticated defense of decisions made in carrying out the research	Student addresses committee members' questions in an adequate manner that suggests satisfactory understanding of research area. Can offer a plausible defense of research decisions.	Student addresses questions but shows deficiencies in understanding topic area or lack of confidence in providing answers to committee members' questions. Seems unclear about research decisions or defers to chair or other committee members.	Student reveals serious deficiencies in understanding questions or lack of confidence in answering questions

(assessed after each doctoral defense)

Skills Rubric 1: Research Productivity – Ph.D. in Mass Communications

Criterion	Exceeds Expectations	Meets Expectations	Near Expectations	Below Expectations
Successful completion of research studies to submit to conferences and publication	<p>First-year doctoral students: 1 conference paper accepted and 1 paper submitted to a refereed journal;</p> <p>Second, third and fourth year doctoral students: 1 or more first or sole authored publications accepted in refereed journals; and 1 in revise and resubmit; and 2 or more papers accepted at national conferences</p>	<p>First-year doctoral students: 1 conference paper accepted;</p> <p>Second, third and fourth year doctoral students: 1 first or co-authored publication accepted in refereed journal; and 1 in revise and resubmit, and 2 or more papers accepted at national conferences</p>	<p>First-year doctoral students: 1 conference paper submitted;</p> <p>Second, third and fourth year doctoral students: 1 paper in revise and resubmit in refereed journal, and 2 or more papers accepted at national conferences</p>	<p>First-year doctoral students: No papers submitted to a conference;</p> <p>Second, third and fourth year doctoral students: No papers in revise and resubmit for publication and fewer than two papers submitted to national conference</p>

(assessed each year in annual evaluations)

Professional Behavior Rubric 1: Cultural Sensitivity - Ph.D. in Mass Communications

Criterion	Exceeds Expectations	Meets Expectations	Near Expectations	Below Expectations
Grade:	Pass			Fail
Cultural sensitivity, appreciation for diverse viewpoints including ones that differ from the student	Demonstrates proficiency in all areas based on class interactions, sensitivity to the culture of others and a respect for differing viewpoints	Demonstrates proficiency in most areas based on class interactions. Acts in an ethical manner but may fail to show consistent sensitivity to the culture of others and respect for differing viewpoints	Demonstrates proficiency in less than half of the areas based on class interactions, or demonstrates some antagonism toward either the culture of viewpoints of others.	Does not demonstrate proficiency in any areas based on class interactions, and/or demonstrates hostility toward either the culture or viewpoints of others

(assessed each fall at the end of Doctoral Colloquium)

Professional Behavior Rubric 2: Professional Activities - Ph.D. in Mass Communications

Criterion	Exceeds Expectations	Meets Expectations	Below Expectations
Participates in professional activities on a national scale and/or academic service activities on a university-wide scale or is an outstanding mentor of other students.	Serves on college or professional committees; and participates in academic service, or mentoring of other students	Serves on a college or professional committee or works on an academic service project or mentors other students	Does not participate in professional or college committees, academic service or mentoring

(assessed each year in annual evaluations)