

UNIT REPORT

**Mass Communications (MAMC) -
Reviewer's Report - Academic Data**

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Mass Communications (MAMC)

M.A.M.C. Masters in Mass Communication Mission

Mission:

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 prepare 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.

Program Type and Level: Masters (includes all masters level degrees)

Start: 07/01/2022

End: 06/30/2023

Program: Mass Communications (MAMC)

Program CIP: .09.0102

Site Information: Online & Residential

If Other Site: :

Responsible Roles: Deborah Treise (dtreise@ufl.edu)

PG 1 Maintain number of students matriculating

Goal:

Maintain overall number of students studying in the MAMC programs. **Target enrollment numbers should be discussed and adjusted as needed as part of assessment cycle review. Recommend caps of about 600 total in the Online Master's concentrations (per consultation with Evan), 125 in the Pro Master's on campus concentration (per consultation with Lissy), and about 50 total in the research-and-theory concentrations (per consultation with coordinators)?

Program: Mass Communications (MAMC)

Evaluation Method:

Tracking admission and enrollment numbers.

Results:

Our matriculation rate is slightly down from AY 2021-22 (4%, n = 13).

Total graduate student enrollment is consistent from Spring 2022 (n = 951) to Spring 2023 (n = 952) due to a growth in online MAMC students. Doctoral students are down 15%. We graduated a large cohort. This cohort included students whose progress was slowed down during the pandemic. We also saw a 10% decline for in-residence MAMC students. Again, this reflects, to some degree, slower progress due to the pandemic.

Admissions Matriculation

Data

Total MAMC Matriculation for AY 2018-19 = 157

Total MAMC Matriculation for AY 2019-20 = 202

Total MAMC Matriculation for AY 2020-21 = 615

Total MAMC Matriculation for AY 2021-22 = 305

Total MAMC Matriculation for AY 2022-23 = 291

ENROLLMENT DATA

Semester	Pro Master's	Research/Theory	Total In Residence	Online	Total MAMC	Total PhD	Total	
Fall 2016		18	80	98	155	253	63	316
Spring 2017		17	74	91	144	235	62	297
Summer 2017		17	64	81	127	208	62	270
Fall 2017		25	47	72	173	245	70	315
Spring 2018		29	44	73	180	253	65	318
Summer 2018		22	33	55	179	234	61	295
Fall 2018		40	27	67	209	276	61	337
Spring 2019		43	29	72	209	281	60	341
Summer 2019		44	35	79	195	274	56	330
Fall 2019		44	35	79	217	296	63	359
Spring 2020		50	35	85	233	318	62	380
Summer 2020		38	29	67	251	318	60	378
Fall 2020		37	29	39	437	476	70	546
Spring 2021		52	29	81	643	724	65	789
Summer 2021		44	32	76	725	801	61	862
Fall 2021		65	26	91	742	833	60	893
Spring 2022		68	24	92	799	891	60	951
Summer 2022		38	11	49	608	657	29	686
Fall 2022		65	26	91	805	896	56	952
Spring 2023		60	22	82	723	805	51	856

Summer 2023

656

*starting Summer 2022 these are students actively enrolled in classes

Attached Files

PG 2 Level the number of distance students

Goal: Level and maintain enrollments of students in distance specializations at about 600 students

Program: Mass Communications (MAMC)

Evaluation Method:

Tracking enrollment numbers of active students.

Results:

Total Number of Active Students in Online MAMC Concentrations

- Spring 2017 144
- Spring 2018 180
- Spring 2019 209
- Spring 2020 233
- Spring 2021 643
- Spring 2022 799
- Spring 2023. 723

SLO 1 Knowledge

Outcome:

Identify, describe, explain, and apply communication theory and research methods, aiding in a synthesized perspective for evaluating and addressing professional or theoretical problems.

SLO Area (select one): Knowledge (Grad)

Assessment Methods Checklist: Paper(s) - includes reports, plans, other documents

Project(s)

Presentation(s)

Capstone

Faculty Evaluation/Review

Thesis

Assessment Method Narrative:

All master's students will successfully complete and defend a thesis, project in lieu of thesis, or capstone project or exam that is deemed satisfactory by the students' thesis or project committee or capstone instructor.

On-campus students are measured across three dimensions on a 1-3 scale of exceptional, adequate and inadequate. **Conceptualization** asks if the thesis or project makes a substantial contribution to theoretical or applied knowledge, modest contributions, most likely will not contribute; **method** asks if the chosen method addresses the questions appropriate, elegant and unambiguous manner, an appropriate manner or has deficiencies; **defense** asks if the student addressed committee member questions in a manner that demonstrates broad understanding, plausible or unclear understanding of the questions asked.

For the **fully online MAMC program** rubrics, "excellent" and "good" are considered meeting knowledge outcome criteria, those rated "fair" are nearing expectations, and those rated "poor" are considered not meeting knowledge outcome criteria:

Rubric for Assessing <i>Knowledge</i> SLOs in MAMC Thesis/Project Defense			
Criterion	Exceptional	Adequate	Inadequate
Value	3	2	1
Conceptualization	Thesis/project is of quality to make substantial contributions to theoretical or applied knowledge	Thesis/project is of the quality to make modest contributions to theoretical or applied knowledge	Thesis/project most likely will not make contribution to theoretical or applied knowledge in the area
Value	3	2	1
Method	Chosen method/approach addresses research questions, hypotheses, or professional problem in an appropriate, elegant and unambiguous manner	Chosen method/approach addresses research questions, hypotheses, or professional problem in appropriate manner	Chosen method/approach has deficiencies and does not address research questions, hypotheses, or professional problem fully
Value	3	2	1

Defense	Student addresses committee members' questions in confident manner that suggests broad understanding of research or professional area. Can offer sophisticated defense of decisions made in carrying out research or project	Student addresses committee members' questions in an adequate manner that suggests satisfactory understanding of research or professional area. Can offer plausible defense of research or project decisions	Student shows deficiencies in understanding topic area or lack of confidence in providing answers to committee members' questions. Seems unclear about research/project decisions or defers to chair or other committee members
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SLO Not Assessed This Year:

Threshold of Acceptability: 70

How many students did you assess for this outcome?: 345

How many students met the outcome?: 343

What percentage of students met the outcome?: 99

Does this meet your threshold of acceptability?: Yes

Results:

Forty-one in-residence MAMC students defended their project, thesis, or capstone project in AY 2022-23. Following the defense, committee members independently evaluated each student. Their results were averaged. Fifty-eight percent (n = 24) were rated exceeding expectations by all responding committee members across all their knowledge criteria. The remaining students were rated as meeting expectations by one or more committee members on one or more criteria. However, all 3 criteria averaged as well as each criterion individually scored a 2 (i.e., meeting expectations) or higher for all 41 students. Overall mean was 2.55/3.0. Please see the attached spreadsheets for breakdowns and additional information.

For online MAMC students, 304 defended their projects in AY 2022-23.

286 of 304 students were rated as "excellent" (i.e., exceeding expectations) on knowledge outcomes across summer, fall and spring, 16 were rated "good" (i.e., met expectations), and two were rated "poor" (i.e., below expectations). The attached spreadsheet shows name-redacted individual ratings for each student.

Attached Files

SLO 2 Skills

Outcome: Address communication subject matter and issues through application, analysis, or synthesis of subjects, theories and methodologies.

SLO Area (select one): Skills (Grad)

Assessment Methods Checklist: Paper(s) - includes reports, plans, other documents

- Project(s)
- Presentation(s)
- Capstone
- Faculty Evaluation/Review
- Other - please describe in the Assessment Method Narrative.

Assessment Method Narrative:

All students completing the program will create a conceptual thesis, a project in lieu of thesis, a capstone project, or a capstone examination addressing issues in the communication field that demonstrate a synthesis of knowledge gained from the program.

For **on-campus MAMC students**, this SLO is measured by ranking master's students at their defense on their skill in communicating the subject matter (from 1-3) and responding to questions from the committee. Each member of the committee rates the student on these dimensions.

For the **fully online MAMC program** rubrics, "excellent" and "good" are considered meeting skills outcome criteria, those rated "fair" are nearing expectations, and those rated "poor" are considered not meeting skills outcome criteria:

Rubric for Assessing Skill SLOs in MAMC			
Criterion	Exceptional	Adequate	Inadequate
Value	3	2	1
Skill in communicating subject matter expertise	Student skillfully communicates information and opinions	Student adequately communicates information and opinions	Student poorly communicates information and opinions
Value	3	2	1
Skill in responding to questions and criticisms	Student appropriately defends perspective and addresses criticisms and questions thoughtfully, appropriately, and completely	Student adequately defends perspective and addresses most criticisms and questions thoughtfully	Student is challenged to defend perspective and addresses criticisms and questions emotionally or fails to adequately address questions asked or fails to offer complete responses

SLO Not Assessed This Year:

Threshold of Acceptability: 70

How many students did you assess for this outcome?: 345

How many students met the outcome?: 342

What percentage of students met the outcome?: 99

Does this meet your threshold of acceptability?: Yes

Results:

In-residence

Forty-one in-residence master's students defended their thesis or project in AY 2022-23. Overall mean was 2.79.

Of the 41, 66% (n = 27) were rated by their committee members as "exceeding expectations" on the **communication** dimension, meaning they were very successful in communicating their opinions and information at the defense; the remaining students were rated as meeting expectations.

In **responding** to questions, meaning they professionally defended their perspectives, addressed criticism and answered questions thoughtfully and appropriately, 66% (n = 28) were rated as exceeding expectations and the remaining were rated as meeting expectations.

In **communicating** subject matter, 78% (n = 32) were rated as exceeding expectations and the remaining were rated as meeting expectations.

Online

In the **fully online program**, 284 of 304 (93%) online students were rated "excellent" (i.e., exceeded expectations) on skills outcomes across summer, fall and spring, and 17 (6%) were rated "good" (i.e., meets expectations). One student was rated "fair" (i.e., near expectations) and two students were rated "poor" (i.e., below expectations).

Attached files show name-redacted individual ratings for each student.

Attached Files

SLO 3 Professional Behavior

Outcome:

Display ethical behaviors, teamwork, cultural sensitivity/appreciation for diverse viewpoints, and meet professional standards for effective and ethical decision making.

SLO Area (select one): Professional Behavior (Grad)

Assessment Methods Checklist: Paper(s) - includes reports, plans, other documents

Project(s)
Presentation(s)
Capstone
Faculty Evaluation/Review

Assessment Method Narrative:

All students completing the program will create a conceptual thesis, a project in lieu of thesis, a capstone project, or a capstone examination addressing issues in the communication field that demonstrate a synthesis of knowledge gained from the program.

For **on-campus MAMC students**, this SLO is measured by assessing master's students at their defense on their display of ethical behaviors, cultural sensitivity, and appreciation for diverse viewpoints.

For the **fully online MAMC program** rubrics, "excellent" and "good" are considered meeting skills outcome criteria, those rated "fair" are nearing expectations, and those rated "poor" are considered not meeting skills outcome criteria:

Criterion	Exceeds Expectations	Meets Expectations	Below Expectations
Appreciation for differing viewpoints including ones that differ from the student's.	Demonstrates sensitivity to the culture of others and a respect for differing viewpoints.	Demonstrates sensitivity to the culture of others and respect for differing viewpoints at most times.	Does not demonstrate sensitivity to the culture of others and respect for differing viewpoints.

SLO Not Assessed This Year:

Threshold of Acceptability: 70

How many students did you assess for this outcome?: 345

How many students met the outcome?: 343

What percentage of students met the outcome?: 99

Does this meet your threshold of acceptability?: Yes

Results:

In-residence

Forty-one in-residence master's students defended their thesis or project in AY 2022-23. Overall mean was 2.77.

Of the 41, 71% (n = 29) were rated by their committee members as "exceeding expectations." The remaining students were rated as meeting expectations.

Online

In the **fully online program**, 292 of 304 (96%) online students were rated "excellent" (i.e., exceeded expectations) on skills outcomes across summer, fall and spring, and 10 (3%) were rated "good" (i.e., met expectations). Two were rated as below expectations.

Attached files show name-redacted individual ratings for each student.

Attached Files

Mass Communications (MAMC) - Use of Results for Improvement

Improvement Types Checklist: No changes made based on this review (Check this box no more than 2 years in a row)

Use of Results for Improvement Narrative - Required:

The graduate committee comprised of graduate faculty members met on 9/13 to discuss the results. Given that 99% met expectations for all three SLOs, the committee felt that there was no need to change current SLO measurements or curriculum.

Program Results Not Reported This Year:

Program Results Reporting Complete: true

M.A.M.C. Masters in Mass Communication Detail

Providing Department: Mass Communications (MAMC)

Assessment Cycle:

Analysis and Interpretation: From May to September

Improvement Actions: Completed by end of September

Dissemination: Completed in October

SLOs	Year	21-22	22-23	23-24	24-25	25-26	26-27
Knowledge							
SLO #1 - Identify, describe, explain, and apply communication theory and research methods, aiding in a synthesized perspective for evaluating and addressing professional or theoretical problems.		✓	✓	✓	✓	✓	✓
Skill							
SLO #2 - Address communication subject matter and issues through application, analysis, or synthesis of subjects, theories and methodologies.		✓	✓	✓	✓	✓	✓
Professional Behavior							
SLO #3 - Display ethical behaviors, cultural sensitivity and appreciation for diverse viewpoints.		✓	✓	✓	✓	✓	✓

SLO Assessment Rubric:

Knowledge Rubric for SLO 1: Identify, describe, explain, and apply communication theory and research methods, aiding in a synthesized perspective for evaluating and addressing professional or theoretical problems.

Rubric for Assessing Knowledge SLOs in MAMC Thesis/Project Defense			
Criterion	Exceptional	Adequate	Inadequate
Value	3	2	1
Conceptualization	Thesis/project is of quality to make substantial contributions to theoretical or applied knowledge	Thesis/project is of the quality to make modest contributions to theoretical or applied knowledge	Thesis/project most likely will not make contribution to theoretical or applied knowledge in the area
Value	3	2	1
Method	Chosen method/approach addresses research questions, hypotheses, or professional problem in an appropriate, elegant and unambiguous manner	Chosen method/approach addresses research questions, hypotheses, or professional problem in appropriate manner	Chosen method/approach has deficiencies and does not address research questions, hypotheses, or professional problem fully
Value	3	2	1
Defense	Student addresses committee members' questions in confident manner that suggests broad understanding of research or professional area. Can offer sophisticated defense of decisions made in carrying out research or project	Student addresses committee members' questions in an adequate manner that suggests satisfactory understanding of research or professional area. Can offer plausible defense of research or project decisions	Student shows deficiencies in understanding topic area or lack of confidence in providing answers to committee members' questions. Seems unclear about research/project decisions or defers to chair or other committee members

Skill Rubric for SLO 2: Address communication subject matter and issues through application, analysis, or synthesis of subjects, theories and methodologies.

Rubric for Assessing Skill SLOs in MAMC			
Criterion	Exceptional	Adequate	Inadequate
Value	3	2	1

Skill in communicating subject matter expertise	Student skillfully communicates information and opinions	Student adequately communicates information and opinions	Student poorly communicates information and opinions
Value	3	2	1
Skill in responding to questions and criticisms	Student appropriately defends perspective and addresses criticisms and questions thoughtfully, appropriately, and completely	Student adequately defends perspective and addresses most criticisms and questions thoughtfully	Student is challenged to defend perspective and addresses criticisms and questions emotionally or fails to adequately address questions asked or fails to offer complete responses

Professional Behavior Rubric for SLO 3: Display ethical behaviors, cultural sensitivity, and appreciation for diverse viewpoints.

Criterion	Exceeds Expectations	Meets Expectations	Below Expectations
Appreciation for differing viewpoints including ones that differ from the student's.	Demonstrates sensitivity to the culture of others and a respect for differing viewpoints.	Demonstrates sensitivity to the culture of others and respect for differing viewpoints at most times.	Does not demonstrate sensitivity to the culture of others and respect for differing viewpoints.

Assessment Oversight:

Name	Department Affiliation	Email Address	Phone Number
Robyn Goodman, Associate Dean	Graduate Division, College of Journalism and Communications	rgoodman@ufl.edu	392-2704
Evan Kropp, Director	Online Master's, College of Journalism and Communications	ekropp@ufl.edu	294-1558
Elizabeth Calienes, Director	Professional Master's, College of Journalism and Communications	calienes@ufl.edu	273-3726

Methods and Procedures - Undergraduate and All Certificate Programs:

Curriculum Map - Undergraduate Degree Programs:

Research :

Many MAMC concentrations in the College of Journalism and Communications are professionally rather than research focused. The primary purpose of most specializations is to train professional leaders in a variety of mass communication disciplines. However, since an understanding of data and their implications is important to professional practice, every MAMC graduate takes courses in either general mass communication theory or applied theory, and either general communication research methods (e.g., Research Methods in Mass Communication) or research/methods specific to specific areas of practice (e.g, Public Relations Research Methods, Data Visualization).

SLO Measures - Graduate and Professional Programs:

Each student is assessed with direct measures for each of the three SLOs upon completing their capstone class (by instructor in online programs) or thesis/capstone project (by supervisory committee members in on-campus programs). Rubrics are included above. A PDF version of the post-defense evaluation instrument for on-campus MAMC students is attached (MAMC Qualtrics Evals.pdf).

Assessment Timeline - Graduate and Professional Programs:

SLOs	Introduced and Reinforced	Assessed
Knowledge		
SLO #1 - Identify, describe, explain, and apply communication theory and research methods, aiding in a synthesized perspective for evaluating and addressing professional or theoretical problems.	Introduced and reinforced during required theory (e.g, MMC 6400) and methods (e.g, MMC 6421, MMC 6135) courses.	Assessed at capstone/thesis defense (recorded with rubrics for report)
Skill		
SLO #2 - Address communication subject matter and issues through application, analysis, or synthesis of subjects, theories and methodologies.	Introduced and reinforced during thesis proposal process, pro master's seminar, or capstone course prerequisites.	Assessed at capstone/thesis defense (recorded with rubrics for report)
Professional Behavior		
SLO #3 - Display ethical behaviors, cultural sensitivity and appreciation for diverse viewpoints.	Introduced and reinforced during thesis proposal process, pro master's seminar, or capstone course prerequisites.	Assessed at capstone/thesis defense (recorded with rubrics for report)

Attached Files

New Academic Assessment Plan Detail Item

Providing Department: Mass Communications (MAMC)

Assessment Cycle:

SLO Assessment Rubric:

Assessment Oversight:

Methods and Procedures - Undergraduate and All Certificate Programs:

Curriculum Map - Undergraduate Degree Programs:

Research :

SLO Measures - Graduate and Professional Programs:

Assessment Timeline - Graduate and Professional Programs: