Mission / Purpose
The Department of Communication Studies at The University of Alabama is committed to excellence in teaching, research, and service and traces its disciplinary origins to the rhetorical traditions of ancient Greece and Rome. In twentieth-century programs in the United States, this academic discipline developed into an interdisciplinary field of study, encompassing both humanistic and social scientific approaches to human communication issues and practices in a broad range of public, interpersonal, and cultural contexts.

Connected Documents
- Communication Studies Final MA Assessment Rubric
- Communication Studies MA Curriculum Map 1 -- revised
- Communication Studies MA Curriculum Map 2 -- revised

Goals
G 1: digital portfolio project
We are having difficulty implementing assessment measures consistently and generating sufficient assessment data at the MA level. Depending on the success of the portfolio project with the BA program, we may consider it for the MA program, as well.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans
SLO 1: Foundational Theories
Demonstrate knowledge of major foundational and contemporary theories and scholarly debates in rhetorical, critical/cultural, and human communication approaches to communication studies (Discipline Knowledge)

Connected Documents
- Communication Studies Final MA Assessment Rubric
- Communication Studies MA Colloquium Rubric
- Communication Studies MA Curriculum Map 1 -- revised

Related Measures
M 3: Graduate Colloquium
Assess ability in Graduate Colloquium presentation with a common rubric
Source of Evidence: Presentation, either individual or group

Connected Documents
- Communication Studies MA Colloquium Rubric
- Communication Studies MA Curriculum Map 2 -- revised

Target:
No Target Established

SLO 2: Competence in Applying Theory
Show competence in applying theories either through scholarly analysis and critique of communication artifacts, texts, processes and interactions, or through assessment and evaluation of communication practice in context (Skills/Abilities)

Connected Documents
- Communication Studies Final MA Assessment Rubric
- Communication Studies MA Colloquium Rubric
- Communication Studies MA Curriculum Map 1 -- revised

Related Measures
M 3: Graduate Colloquium
Assess ability in Graduate Colloquium presentation with a common rubric
Source of Evidence: Presentation, either individual or group

Connected Documents
- Communication Studies MA Colloquium Rubric
- Communication Studies MA Curriculum Map 2 -- revised

Target:
No Target Established

M 4: Competitive conference presentations
Track student success in competitive conference presentations
Source of Evidence: Presentation, either individual or group

Target:
No Target Established

M 5: Student success
Track student success at job or advance degree programs and competitive awards
Source of Evidence: Academic direct measure of learning - other

Target:
No Target Established

**SLO 3: Integration of Knowledge**
Demonstrate ability to integrate knowledge from elective course work and from faculty directed projects with core course knowledge for application in meeting individual program goals (Higher Learning)

**Connected Documents**
- Communication Studies Final MA Assessment Rubric
- Communication Studies MA Colloquium Rubric
- Communication Studies MA Curriculum Map 1 -- revised

**Related Measures**

**M 3: Graduate Colloquium**
Assess ability in Graduate Colloquium presentation with a common rubric
Source of Evidence: Presentation, either individual or group

**Connected Documents**
- Communication Studies MA Colloquium Rubric
- Communication Studies MA Curriculum Map 2 -- revised

Target:
No Target Established

**M 6: Critical application of knowledge**
Assess ability through rubrics designed to measure MA students' critical application of knowledge in their COM 499 evaluations
Source of Evidence: Written assignment(s), usually scored by a rubric

**Connected Documents**
- Communication Studies Final MA Assessment Rubric
- Communication Studies MA Colloquium Rubric

Target:
No Target Established

**SLO 4: Formal Communication Skill / Ability**
Demonstrate ability to communicate ideas effectively in a formal academic setting (Skill/Ability)

**Connected Documents**
- Communication Studies Final MA Assessment Rubric
- Communication Studies MA Colloquium Rubric
- Communication Studies MA Curriculum Map 1 -- revised

**Related Measures**

**M 3: Graduate Colloquium**
Assess ability in Graduate Colloquium presentation with a common rubric
Source of Evidence: Presentation, either individual or group

**Connected Documents**
- Communication Studies MA Colloquium Rubric
- Communication Studies MA Curriculum Map 2 -- revised

Target:
No Target Established

**M 7: Ability in class**
Assess ability in class using formalized performance rubric
Source of Evidence: Standardized test of subject matter knowledge

Target:
No Target Established

**Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**OthOtm 5: Recognized Quality**
Continue to build and sustain a high level of recognized quality.

**Related Measures**

**M 8: Past program reviews**
Past program reviews
Source of Evidence: Advisory board or community feedback on program

Target:
No Target Established

**M 9: 2013-14 Modified program review**
Next modified program review, due in 2013-14
Source of Evidence: Advisory board or community feedback on program

Target:
No Target Established
OthOtcm 6: Program enrollments and degree completions
Continue to build and sustain an optimal level of annual program enrollments and degree completion.

**Related Measures**

**M 10: Program majors statistics**
University statistics on the number of program majors during the past six years
Source of Evidence: Academic indirect indicator of learning - other

- **Target:**
  - No Target Established

**M 11: Statistics on degree awards**
University statistics on the number of degrees awarded during the past six years
Source of Evidence: Alumni survey or tracking of alumni achievements

- **Target:**
  - No Target Established

OthOtcm 7: Graduates highly valued
Demonstrate how the program is valued by its graduates and other key constituencies it serves.

**Related Measures**

**M 12: Student graduate records**
The department keeps a record of all students who graduate from the M.A. program, taking note of what positions they take -- professional or advanced degree programs.
Source of Evidence: Job placement data, esp. for career/tech areas

- **Target:**
  - No Target Established

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Changing the Departmental Assessment Plan**
Because we had very little new information we were able to report this year, we have come to the conclusion that many of the assessment plans we developed last year just weren't workable. We have added an overall goal for the program that addresses this issue. Until we decide about the feasibility of the digital portfolio as an assessment measure for our program, we will continue to get better faculty support for the assessment measures we have established.

- **Established in Cycle:** 2011-2012
- **Implementation Status:** Planned
- **Priority:** High
- **Projected Completion Date:** 04/2013
- **Responsible Person/Group:** Graduate Program Director, Dr. Mary Meares
Mission / Purpose

The Department of Communication Studies at The University of Alabama is committed to excellence in teaching, research, and service and traces its disciplinary origins to the rhetorical traditions of ancient Greece and Rome. In twentieth-century programs in the United States, this academic discipline developed into an interdisciplinary field of study, encompassing both humanistic and social scientific approaches to human communication issues and practices in a broad range of public, interpersonal, and cultural contexts.

Connected Documents

Communication Studies Final MA Assessment Rubric
Communication Studies MA Curriculum Map 1 -- revised
Communication Studies MA Curriculum Map 2 -- revised

Goals

G 1: digital portfolio project
We may consider still consider the digital portfolio project for the MA program.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Foundational Theories
Demonstrate knowledge of major foundational and contemporary theories and scholarly debates in rhetorical, critical/cultural, and human communication approaches to communication studies (Discipline Knowledge)

Connected Documents

Communication Studies Final MA Assessment Rubric
Communication Studies MA Colloquium Rubric
Communication Studies MA Curriculum Map 1 -- revised

Related Measures

M 2: Knowledge from Core Courses
Of the M.A. candidates graduating this year, 69% were scored as outstanding, 31% as satisfactory, in demonstrating knowledge of theory in the field of Communication Studies. None was scored as unsatisfactory.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Documents

Communication Studies Final MA Assessment Rubric
Communication Studies MA Colloquium Rubric
Communication Studies MA Curriculum Map 2 -- revised

M 3: Graduate Colloquium
Assess ability in Graduate Colloquium presentation with a common rubric

Source of Evidence: Presentation, either individual or group

Connected Documents

Communication Studies MA Colloquium Rubric
Communication Studies MA Curriculum Map 2 -- revised

Target:
No Target Established

Finding (2012-2013) - Target: Met
On the 3 point scale from the common rubric, faculty rated M.A. students an average score of 2.8; their peers scored them slightly higher, 2.86. From the previous year, this score from the faculty has improved, while the peer score has come closer to the faculty score, suggesting that understanding of the criteria for assessment has improved.

SLO 2: Competence in Applying Theory
Show competence in applying theories either through scholarly analysis and critique of communication artifacts, texts, processes and interactions, or through assessment and evaluation of communication practice in context (Skills/Abilities)

Connected Documents

Communication Studies Final MA Assessment Rubric
Communication Studies MA Colloquium Rubric
Communication Studies MA Curriculum Map 1 -- revised

Related Measures

M 1: Thesis, comprehensives, finals ability
Assess ability in thesis defense, comprehensive exam, or final capstone paper using common rubric completed by faculty members on each student's final committee

Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Documents

Communication Studies Final MA Assessment Rubric
Finding (2012-2013) - Target: Met

We were more consistent this year in reporting final assessments for M.A. candidates. Over 61.5% of the M.A. candidates graduating were scored at the outstanding level, 38.5% at the satisfactory level -- none was reported as unsatisfactory -- in terms of their ability to use and to apply theory in the field of Communication Studies.

M 3: Graduate Colloquium

Assess ability in Graduate Colloquium presentation with a common rubric

Source of Evidence: Presentation, either individual or group

Connected Documents
Communication Studies MA Colloquium Rubric
Communication Studies MA Curriculum Map 2 -- revised

Finding (2012-2013) - Target: Met

This category refers to the demonstration of competence in applying theories through scholarly analyses or critiques or communication assessment and evaluation of communication in context. On a 3.0 scale, faculty evaluated the average quality score for demonstrating critical thinking skills in graduate colloquia this year as 2.81, an improved rating from last year. From their peers, MA students scored an average of 2.82, which is about the same.

M 4: Competitive conference presentations

Track student success in competitive conference presentations

Source of Evidence: Presentation, either individual or group

Finding (2012-2013) - Target: Met

The department approved 11 travel requests from graduate students to conferences this year, 10 of which were for competitively selected conference presentations (see below):

Southern States Communication Association

- Amanda Kimbrough: Cell Phones in the Classroom: A review of the Barriers and Benefits
- Amber Dorsett:
  - "Get Stupid": Carnivalesque and Grotesque Realism in Diesel Jeans Ad Campaign
  - Teacher Self-Disclosure via Facebook: A Literature Review
- Caitlin Malone: Woman Beater: A Burkean Analysis of the Failed Scapegoating of Chris Brown
- Ian Summers (Top Student Paper, History of Rhetoric Interest Group): Montage of a Queering Deferred: Memory, Ownership and Archival Silencing in the Rhetorical Biography of Langston Hughes
- Kyle Fox (Top Student Paper in the Intercultural Communication Division): The Lynching Reported Around the World: An Intercultural Analysis of Recounting of the Lynching of Will Potter in the American South
- Jessica Sharp: Best Frenemies Forever: An Investigation of the Frenemy Relationship

Eastern Communication Association

- TJ Martin: The Influence of Cultural Expectations on Leadership Styles: Developing a Dialectical Perspective of Religious Identity's Influence on Leadership Styles in the Arabic Middle East and the United States

Southeastern Association of Housing Officers

- TJ Martin: Frontstage and Backstage Performances within Housing (based on Goffman's Presentation of Self in Everyday Life, 1959)

M 5: Student success

Track student success at job or advance degree programs and competitive awards

Source of Evidence: Academic direct measure of learning - other

Finding (2012-2013) - Target: Met

M.A. student awards:

Marsha Houston Award for Outstanding Graduate Student Work in Social Justice and Diversity -- Catie Malone.
Frank M. Thompson, Jr. Award for Excellence in Forensics -- Cory Paul Harrison.

Andy Kwon won both the department and the College’s Outstanding M.A. Thesis Award for his study, “Effects of Communication Accommodation in Law Enforcement-Suspect Encounters,” directed by Carol Bishop Mills.

Jeremy Reid received both the department and the College’s Outstanding M.A. Teaching Award.

Jeff Walker won this year’s University-wide Outstanding Doctoral Teaching Award.

Ian Summers (Top Student Paper, History of Rhetoric Interest Group), at the Southern States Communication Association Conference.

Kyle Fox (Top Student Paper in the Intercultural Communication Division), at the Southern States Communication Association Conference.

Funding awards for advanced degree programs: Adam Sharples, GTA, CIS doctoral program, University of Alabama; Jooyoung Jang, GTA doctoral program, University of California-Davis; GTA doctoral program, University of Utah; Levi Pressnell, GTA, CIS doctoral program, University of Alabama; Cory Paul Harrison, forensic assistantship, doctoral program, Ohio University

SLO 3: Integration of Knowledge

Demonstrate ability to integrate knowledge from elective course work and from faculty directed projects with core course knowledge for application in meeting individual program goals (Higher Learning)

Connected Documents
Communication Studies Final MA Assessment Rubric
Communication Studies MA Colloquium Rubric
Communication Studies MA Curriculum Map 1 -- revised

Related Measures

M 1: Thesis, comprehensives, finals ability
Assess ability in thesis defense, comprehensive exam, or final capstone paper using common rubric completed by faculty members on each student’s final committee
Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Documents
Communication Studies Final MA Assessment Rubric
Communication Studies MA Curriculum Map 2 -- revised

Target:
No Target Established

Finding (2012-2013) - Target: Met
Of M.A. candidates graduating this year, 77% were scored as outstanding, 23% as satisfactory, in their ability to integrate relevant knowledge from elective and core coursework. None was scored as unsatisfactory.

M 3: Graduate Colloquium
Assess ability in Graduate Colloquium presentation with a common rubric
Source of Evidence: Presentation, either individual or group

Connected Documents
Communication Studies MA Colloquium Rubric
Communication Studies MA Curriculum Map 2 -- revised

Target:
No Target Established

Finding (2012-2013) - Target: Met
On a 3.0 scale, faculty evaluated the average quality score for demonstrating the ability to integrate knowledge from their coursework and faculty directed projects in meeting individual program goals in graduate colloquia this year as 2.81, which was 0.2 higher than last year. From their peers, MA students scored an average of 2.84, slightly lower.

M 6: Critical application of knowledge
Assess ability to think critically and to formulate an academic argument through final assessment of M.A. candidates completing thesis or M.A. capstone portfolio.
Source of Evidence: Senior thesis or culminating major project

Connected Documents
Communication Studies Final MA Assessment Rubric
Communication Studies MA Colloquium Rubric

Target:
No Target Established

Finding (2012-2013) - Target: Met
In their final theses or capstone portfolios, M.A. candidates scored 77% at the outstanding level, 23.5 at the satisfactory level. None was scored at the unsatisfactory level.

SLO 4: Formal Communication Skill / Ability
Demonstrate ability to communicate ideas effectively in a formal academic setting (Skill/Ability)

Connected Documents
Communication Studies Final MA Assessment Rubric
Communication Studies MA Colloquium Rubric
Communication Studies MA Curriculum Map 1 -- revised

Related Measures
**M 1: Thesis, comprehensives, finals ability**
Assess ability in thesis defense, comprehensive exam, or final capstone paper using common rubric completed by faculty members on each student's final committee
Source of Evidence: Comprehensive/end-of-program subject matter exam

**Connected Documents**
- Communication Studies Final MA Assessment Rubric
- Communication Studies MA Curriculum Map 2 -- revised

**M 3: Graduate Colloquium**
Assess ability in Graduate Colloquium presentation with a common rubric
Source of Evidence: Presentation, either individual or group

**Connected Documents**
- Communication Studies MA Colloquium Rubric
- Communication Studies MA Curriculum Map 2 -- revised

**Target:**
No Target Established

**Finding (2012-2013) - Target: Met**
On the 3 point scale, the faculty rated M.A. candidates on average at 2.83 for this outcome, an improvement over the previous year. Their peers scores them slightly lower, at 2.76, suggesting that the graduate students who are teaching in the public speaking program may have higher presentation standards.

**M 7: Communication Ability**
Assess communication ability in defense of their final work, both written and oral, using the final assessment rubric
Source of Evidence: Standardized test of subject matter knowledge

**Target:**
No Target Established

**Finding (2012-2013) - Target: Met**
Of the M.A. candidates completing their theses or capstone portfolios this year, 61.5% were scored as outstanding and 38.5% as satisfactory in their written work. For the oral defenses or presentations of their work, 69% were scored as outstanding and 31% as satisfactory. None was scored as unsatisfactory in either category.

**Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**OthOtm 5: Recognized Quality**
Continue to build and sustain a high level of recognized quality.

**Related Measures**

**M 8: Past program reviews**
Past program reviews
Source of Evidence: Advisory board or community feedback on program

**Target:**
No Target Established

**Finding (2012-2013) - Target: Not Reported This Cycle**
No new data to report this year

**M 9: Modified program review**
Next modified program review, due with the College's accreditation review, in 2014-15
Source of Evidence: Administrative measure - other

**Target:**
No Target Established

**Finding (2012-2013) - Target: Not Reported This Cycle**
No data this year

**OthOtm 6: Program enrollments and degree completions**
Continue to build and sustain an optimal level of annual program enrollments and degree completion.

**Related Measures**

**M 10: Program majors statistics**
University statistics on the number of program majors during the past six years
Source of Evidence: Academic indirect indicator of learning - other

**Target:**
No Target Established

**Finding (2012-2013) - Target: Met**
**Summary of Program Applicants, 2012-13:**
- Total number -- 33
- Admitted -- 19
- Denied -- 7
- Withdrew -- 5
- Incomplete -- 3
- Waitlisted -- 1
- Geographical Make-up
  - In-state -- 12
  - Out-of-state -- 14
M 11: Statistics on degree awards
University statistics on the number of degrees awarded during the past six years
Source of Evidence: Alumni survey or tracking of alumni achievements

Target: No Target Established

Finding (2012-2013) - Target: Met
From August 2012- May 2013, 16 M.A. candidates completed their degrees in Communication Studies. During that same time period, faculty supervised 21 M.A. capstone portfolios and 12 M.A. THESIS, completing the following -- "Remembering Rustin: A Rhetorical Analysis of Intersectional Memory." Adam Sharples. Completed Summer 2012. Chair: Jason Edward Black.


OthOtcpm 7: Graduates highly valued
Demonstrate how the program is valued by its graduates and other key constituencies it serves.

Related Measures

M 12: Student graduate records
The department keeps a record of all students who graduate from the M.A. program, taking note of what professional positions they take after completing their degrees.
Source of Evidence: Job placement data, esp. for career/tech areas

Target: No Target Established

Finding (2012-2013) - Target: Met
The summary of academic degree programs entered by recent MA grads is provided above under student awards. Here is a summary of professional positions taken by MA grads this year: Elizabeth (Tinnon) Shumaker, HR specialist at Druid City Hospital, Tuscaloosa, AL; Ashley (Joiner) George completed her Ph.D. and took a teaching position with C&BA, UA; Jessica Sharp became the Engagement Advisor, Humana, Knoxville, TN; Eric J. Cooks, Graduate Research Assistant, UA Institute for Social Science Research; Jeff Walker completed his Ph.D. and took faculty position at U Southern Mississippi; Shardé Oliver took at faculty position at Wallace Community College Selma; Amber Dorsett took a position as Domestic Education Assistant, Lifeline Children’s Services, Birmingham, AL; Jeremy Reid took a position as Coordinator of Special Projects, in the UA Office of University Advancement; Mallory Marsh took the position of Director of Forensics at Bethel College, Newton, KS; Meredith Campbell took a position as Community Outreach Manager at Woodmen of the World, Montgomery, AL; Tamica Shambly took a position as assistant for the First Scholars Program, Tuscaloosa, AL; Brittany Finley is the marketing coordinator at BPS, Birmingham, AL.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Changing the Departmental Assessment Plan
Because we had very little new information we were able to report this year, we have come to the conclusion that many of the assessment plans we developed last year just weren't workable. We have added an overall goal for the program that addresses this issue. Until we decide about the feasibility of the digital portfolio as an assessment measure for our program, we will continue to get better faculty support for the assessment measures we have established.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Projected Completion Date: 04/2013
Responsible Person/Group: Graduate Program Director, Dr. Mary Meares
Mission / Purpose
The Department of Communication Studies at The University of Alabama is committed to excellence in teaching, research, and service and traces its disciplinary origins to the rhetorical traditions of ancient Greece and Rome. In twentieth-century programs in the United States, this academic discipline developed into an interdisciplinary field of study, encompassing both humanistic and social scientific approaches to human communication issues and practices in a broad range of public, interpersonal, and cultural contexts.

Goals

G 1: digital portfolio project
We are having difficulty implementing assessment measures consistently and generating sufficient assessment data at the MA level. Depending on the success of the portfolio project with the BA program, we may consider it for the MA program, as well.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Foundational Theories
Demonstrate knowledge of major foundational and contemporary theories and scholarly debates in rhetorical, critical/cultural, and human communication approaches to communication studies (Discipline Knowledge)

Connected Documents
Communication Studies MA Curriculum Map 1
Communication Studies MA Curriculum Map 2

Related Measures

M 1: Thesis, comprehensives, finals ability
Assess ability in thesis defense, comprehensive exam, or final capstone paper using common rubric completed by faculty members on each student's final committee

Source of Evidence: Academic direct measure of learning - other

Connected Document
Communication Studies Final MA Assessment Rubric

Target:
No Target Established
Finding (2011-2012) - Target: Not Reported This Cycle
We are still trying to establish a consistent process for reporting this assessment. Not sufficient to report this year.

M 2: Knowledge from Core Courses
Assess knowledge with embedded content questions in required courses for MA program, COM 545 and COM 561

Source of Evidence: Standardized test of subject matter knowledge

Target:
No Target Established
Finding (2011-2012) - Target: Not Reported This Cycle
No new data to report this year.

M 3: Graduate Colloquium
Assess ability in Graduate Colloquium presentation with a common rubric

Source of Evidence: Presentation, either individual or group

Target:
No Target Established
Finding (2011-2012) - Target: Met
On a 3.0 scale, faculty evaluated the average quality score of content in graduate colloquia this year as 2.73.
This category refers to the demonstration of knowledge of major foundational and contemporary theories in the field of Communication Studies.

Qualitatively, faculty noted that M.A. students demonstrated strength in reviewing relevant academic literature while focusing on their own original research.

From their peers, MA students scored an average of 2.90. In the academic discussion following the graduate presentations, student evaluators demonstrated their own basic understanding of Communication Studies theory in the questions they asked and the comments they made.

SLO 2: Competence in Applying Theory
Show competence in applying theories either through scholarly analysis and critique of communication artifacts, texts, processes and interactions, or through assessment and evaluation of communication practice in context (Skills/Abilities)

Connected Documents
Related Measures

**M 1: Thesis, comprehensives, finals ability**
Assess ability in thesis defense, comprehensive exam, or final capstone paper using common rubric completed by faculty members on each student’s final committee
Source of Evidence: Academic direct measure of learning - other

**Connected Document**
Communication Studies Final MA Assessment Rubric

**Target:**
No Target Established

**Finding (2011-2012) - Target: Not Reported This Cycle**
We are still trying to establish a consistent process for reporting this assessment. Not sufficient to report this year.

**M 3: Graduate Colloquium**
Assess ability in Graduate Colloquium presentation with a common rubric
Source of Evidence: Presentation, either individual or group

**Target:**
No Target Established

**Finding (2011-2012) - Target: Met**
On a 3.0 scale, faculty evaluated the average quality score for demonstrating critical thinking skills in graduate colloquia this year as 2.71. Essentially, this category refers to the demonstration of competence in applying theories through scholarly analyses or critiques or communication assessment and evaluation of communication in context.

From their peers, MA students scored an average of 2.83. In the academic discussion following the graduate presentations, student evaluators demonstrated their own development in critical assessment skills in the questions they asked and the comments they made.

**M 4: Competitive conference presentations**
Track student success in competitive conference presentations
Source of Evidence: Presentation, either individual or group

**Target:**
No Target Established

**Finding (2011-2012) - Target: Met**
The department approved 11 travel requests from graduate students to conferences this year. There was a total of 17 competitively selected conference presentations by current M.A. students (see below):

**Fall 2011**
National Communication Association:
- Jooy Young Jang, The Effect of Social Support Type on Resilience
- Allison Ronnau, My Mentor Only Texts Me: Technological Determinism and Dialogic Theory
- Applied to Mentoring Relationships
- Adam Sharples, Recovering Rustin: A Rhetorical Analysis Intersecting Race and Sexuality

**Spring 2012**
Southern States Communication Association:
- Jacob Bonander, Motivational Appeals used to Strengthen Narrative Fidelity: Veganism Promoted in Children’s Literature
- Fill in the _____: Teaching Eye Contact through Mad Libs
- Angeles Burke, Very Superstitious: An Analysis of Rituals within the Forensics Community
- Cory Paul Harrison, Ritualized Van Games
- Jooy Young Jang, The Effects of Parent-Child Communication Patterns on Children’s Interactive Communication in Online Communities Focusing on Social Self-Efficacy and Unwillingness to Communicate as Mediated Factors
- Andy Kwon, From Hero to Zero – Lebron James’ “Transition Narrative:” The Voice of a Villain
- The “Classroom” Shopping Network: Teaching Monroe’s Motivated Sequence through Infomercials
- Allison Ronnau, Is Sex Still “Gendered”? A Critique of Campbell’s “Feminine Style” through Contemporary Rhetoric [top student paper in Gender Studies]
- Adam Sharples, It Gets Better?: Ideological Fantasies & Gay Liberation
- Daniel Turner, Rapping Rhetorically: A Genre Criticism of Rap Eulogies and Apologia

The University of Tennessee in Knoxville’s 34th Annual Research Symposium
- TJ Martin, Developing a Definition of Nonverbal Slang

**Fifth Summit on Communication and Sport**
- Andy Kwon, From Hero to Zero -- The Narrative Effects of Lebron James and Chris Bosh Taking Their Talents to South Beach

International Organization for Social Science and Behavioral Research
M 5: Student success
Track student success at job or advance degree programs and competitive awards
Source of Evidence: Academic direct measure of learning - other

Target:
No Target Established

Finding (2011-2012) - Target: Met
MA Awards, 2011-12:
- Adam Sharples, Outstanding MA Teaching Award, UA Graduate School
- Melanie Armstead, 2012 Outstanding Thesis Award, UA, College of Communication and Information Sciences
- Allison Ronnau, Top Student Paper Award in Gender Studies, Southern States Communication Association

Admission into Doctoral Programs:

Summer 2012 Grads
- Adam Sharples, awarded GTA to attend UA PhD Program
- Jooy Young Jang, awarded full teaching assistantship and fellowship to attend University of California, Davis, PhD Program

Spring 2012 Grads
- Andrew Kwon, awarded full funding to attend Arizona State U PhD Program
- Allison Ronnau, awarded forensic assistantship to attend University of Nebraska PhD Program

Other Recent MA Alums
- Richard Brophy, completed University of Iowa PhD Program, in one year, now working in London, Lecturer and Researcher in Communication
- Jackson Hataway, completed Ph.D., UA, Communication and Information Sciences; now, Associate Consultant, Strategic Arts & Sciences, Portland, OR
- Jessy Ohl, doctoral candidate and GTA, University of Nebraska
- Jeff Walker, doctoral candidate and GTA, UA, Communication and Information Sciences
- Austin McDonald, doctoral candidate and GTA, LSU
- Jonathan Graham Carpenter, admitted to doctoral program, LSU
- Alyah Hakima, doctoral candidate (fully funded), North Carolina State University, in Communication, Rhetoric, and Digital Media
- William Cliff Lorick, doctoral candidate and GTA, Georgia State University
- Anita Moxon, doctoral candidate (fully funded), University of Illinois
- Samara Mouvery, doctoral candidate, GTA at North Carolina State University
- Richard Mocarski, doctoral candidate with assistantship, UA, Communication and Information Sciences

SLO 3: Integration of Knowledge
Demonstrate ability to integrate knowledge from elective course work and from faculty directed projects with core course knowledge for application in meeting individual program goals (Higher Learning)

Connected Documents
- Communication Studies Final MA Assessment Rubric
- Communication Studies MA Curriculum Map 1
- Communication Studies MA Curriculum Map 2

Related Measures

M 1: Thesis, comprehensive, finals ability
Assess ability in thesis defense, comprehensive exam, or final capstone paper using common rubric completed by faculty members on each student’s final committee
Source of Evidence: Academic direct measure of learning - other

Connected Document
- Communication Studies Final MA Assessment Rubric

Target:
No Target Established

Finding (2011-2012) - Target: Not Reported This Cycle
We are still trying to establish a consistent process for reporting this assessment. Not sufficient to report this year.

M 3: Graduate Colloquium
Assess ability in Graduate Colloquium presentation with a common rubric
Source of Evidence: Presentation, either individual or group

Target:
No Target Established

Finding (2011-2012) - Target: Met
On a 3.0 scale, faculty evaluated the average quality score for demonstrating the ability to integrate knowledge from their coursework and faculty directed projects in meeting individual program goals in graduate colloquia this year as 2.63.

From their peers, MA students scored an average of 2.86. In the academic discussion following the graduate presentations, student evaluators demonstrated their own development in integrating knowledge of Communication Studies theory in the questions they asked and the comments they made.
M 6: Critical application of knowledge
Assess ability through rubrics designed to measure MA students’ critical application of knowledge in their COM 499 evaluations
Source of Evidence: Written assignment(s), usually scored by a rubric
Target:
No Target Established
Finding (2011-2012) - Target: Not Reported This Cycle
The data collection process has not been consistently implemented -- no data to report.

SLO 4: Formal Communication Skill / Ability
Demonstrate ability to communicate ideas effectively in a formal academic setting (Skill/Ability)

Connected Documents
Communication Studies MA Curriculum Map 1
Communication Studies MA Curriculum Map 2

Related Measures
M 3: Graduate Colloquium
Assess ability in Graduate Colloquium presentation with a common rubric
Source of Evidence: Presentation, either individual or group
Target:
No Target Established
Finding (2011-2012) - Target: Met
On a 3.0 scale, faculty evaluated the average quality score of communication skills in graduate colloquia this year as 2.67. Faculty judged that the majority of presenters showed clear control over the material and used effective delivery skills to present their projects and research.

M 7: Ability in class
Assess ability in class using formalized performance rubric
Source of Evidence: Standardized test of subject matter knowledge
Target:
No Target Established
Finding (2011-2012) - Target: Met
On a 3.0 scale, MA students judged their peers to display an average score of 2.78, noting instances where their peers could have improved delivery by standing in better locations, speaking clearly, and not talking to slides.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OtherOtm 5: Recognized Quality
Continue to build and sustain a high level of recognized quality.

Related Measures
M 8: Past program reviews
Past program reviews
Source of Evidence: Advisory board or community feedback on program
Target:
No Target Established
Finding (2011-2012) - Target: Not Reported This Cycle
No new data to report this year.

M 9: 2013-14 Modified program review
Next modified program review, due in 2013-14
Source of Evidence: Advisory board or community feedback on program
Target:
No Target Established
Finding (2011-2012) - Target: Not Reported This Cycle
No data this year

OtherOtm 6: Program enrollments and degree completions
Continue to build and sustain an optimal level of annual program enrollments and degree completion.

Related Measures
M 10: Program majors statistics
University statistics on the number of program majors during the past six years
Source of Evidence: Academic indirect indicator of learning - other
Target:
No Target Established
Finding (2011-2012) - Target: Met
Summary of Program Applicants, 2011-12:

Total number -- 37
Admitted -- 17
Denied -- 6
Withdrew -- 5
Incomplete -- 8
Waitlisted -- 1

Geographical Make-up
In-state -- 11
Out-of-state -- 16
International -- 10 (9 from China)

Unconditional Admissions: 15
Conditional Admissions: 5

Caucasian: 11
African/American: 4

Comparison of Total Apps for 3 yr. Span:
2010 (Fall) 46
2011 (Fall) 37
2012 (Fall) 43

M 11: Statistics on degree awards
University statistics on the number of degrees awarded during the past six years
Source of Evidence: Alumni survey or tracking of alumni achievements

Target:
No Target Established

Finding (2011-2012) - Target: Met
For 2011-12, COM faculty supervised 19 MA theses, and 18 MA professional projects and comprehensive exams, including the following:


Comparison of MA Enrollment Figures:

<table>
<thead>
<tr>
<th>Year</th>
<th>MA students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>29</td>
</tr>
<tr>
<td>2010</td>
<td>34</td>
</tr>
<tr>
<td>2009</td>
<td>30</td>
</tr>
<tr>
<td>2008</td>
<td>22</td>
</tr>
<tr>
<td>2007</td>
<td>17</td>
</tr>
<tr>
<td>2006</td>
<td>14</td>
</tr>
</tbody>
</table>

OthOtm 7: Graduates highly valued
Demonstrate how the program is valued by its graduates and other key constituencies it serves.

Related Measures

M 12: Student graduate records
The department keeps a record of all students who graduate from the M.A. program, taking note of what positions they take -- professional or advanced degree programs.

Source of Evidence: Job placement data, esp. for career/tech areas

Target:
No Target Established
**Finding (2011-2012) - Target: Met**

**Summary of Current Records on Positions Taken by MA Alums:**

**Summer 2012 Grads**
Adam Sharples, awarded GTA to attend UA PhD Program
Joo Young Jang, awarded full teaching assistantship and fellowship to attend University of California, Davis, PhD Program

**Spring 2012 Grads**
Erin Blankenship, Instructor East Tennessee State Univ.
Jacob Bonander, government research job in Nebraska
Matt Brown, Media Assistant, Brodie Collins Consulting (BCC), Washington, D.C.
Angela Burke, Communication Specialist and sponsored athlete for Celcuis
Andrew Kwon, awarded full funding to attend Arizona State U PhD Program
Allison Ronan, awarded forensic assistantship to attend University of Nebraska PhD Program
Daniel Turner, volunteering for a Habitat project in Central American and then working in Atlanta, considering teaching positions in higher education

**Winter 2012 Grads**
Jessica Finrock, Adjunct Teaching

**Other Recent MA Alums**
Robert Harris, Training and Development at Cadence Bank
LeNe" Powe, Manager Minority Business and Small Business Development at the Birmingham Business Alliance
Richard Brophy, completed University of Iowa PhD Program, in one year, now working in London, Lecturer and Researcher in Communication
Heather Harpole, Staff Counselor -- Anorexia and Bullema
Jackson Hataway, Associate Consultant, Strategic Arts & Sciences, Portland, OR
Michelle Howard Hataway, Portland, OR, Customer Service Supervisor at Netflix
Tabatha Jones, Adjunct teaching
Dannielle LaLonde, University of Tennessee, adjunct instructor
Sarah Laurent, Team Building Coordinator, Oklahoma City Boathouse Foundation, Oklahoma City, OK
Nicholas Meade, President and Co-Founder at Innovative Global Communications, LLC; also Lecturer, at University of Tennessee
Stacey Ogle Turner, Client Services Manager at Birmingham Children's Theatre
Jessy Ohl, doctoral candidate, University of Nebraska
Sharidé Oliver, Bham - Wells Fargo loan processor, applying for Teach for America
Jeff Wall, doctoral candidate, UA, Communication and Information Sciences
Jennifer Wells, Producing Director, Phoenix Theatre, Inc., Bowling Green, KY
Austin McDonald, doctoral candidate and GTA, LSU
Yao Yu, working for Sinovation, a Chinese TV station in NYC
Alyiah Hakima, doctoral candidate (fully funded), North Carolina State University, in Communication, Rhetoric, and Digital Media
Leah Garner, Deputy Press Secretary - Governor's Office, State of Alabama
Angela Yarnish, Marketing and Communications Professional at Dodge Communications
Bruno Fierens, Client Executive at Burson-Martseller, Antwerp Area, Belgium
Christina Maltese, Legal Assistant at Kilborn, Roebuck & McDonald, Mobile, AL
Melanie Armistead, Regional Recruiter for the University of Alabama, Instructor in Atlanta Area
William Cliff Lorick, doctoral candidate, Georgia State University
Lauren Messer, professional consultant for political advertising firm, Texas
Anita Micon, doctoral candidate (fully funded), University of Illinois
Samer Mouvery, doctoral candidate, GTA at North Carolina State University
Kimberly Laing, Adjunct teaching at Auburn, working with Auburn coach to pursue track career
Elizabeth Tinnon, Working in Admissions for the College of Business
Courtney Stone, Teach for America
Richard Mocarski, doctoral candidate, UA, Communication and Information Sciences
John Bowles, Birmingham attorney, Sirote & Permutt, P.C.
Ralph Hardesty, Writing & Editing Professional, working for Atticus Does, Austin, TX
Ed Lee, Director of Debate, Emory University
Tawnya Taddiken Johnson, Staff Attorney, Kansas Department of Agriculture, Topeka, KS

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Changing the Departmental Assessment Plan**
Because we had very little new information we were able to report this year, we have come to the conclusion that many of the assessment plans we developed last year just weren't workable. We have added an overall goal for the program that addresses this issue. Until we decide about the feasibility of the digital portfolio as an assessment measure for our program, we will continue to get better faculty support for the assessment measures we have established.

**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
**Priority:** High
**Projected Completion Date:** 04/2013
**Responsible Person/Group:** Graduate Program Director, Dr. Mary Meares
### Curriculum Map II (Assessment Measures employed in which courses/activities/assignments for each Student learning Outcome)

<table>
<thead>
<tr>
<th>MA Degree in COM</th>
<th>Student Learning Outcome 1 Content</th>
<th>Student Learning Outcome 2 Higher Learning</th>
<th>Student Learning Outcome 3 Higher Learning</th>
<th>Student Learning Outcome 4 Communication Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course 1</strong> 545</td>
<td>use of key words/content analysis or common scenarios in a common essay question</td>
<td>presentations/pubs; jobs/degree programs</td>
<td>Performance rubric; peer rubric</td>
<td></td>
</tr>
<tr>
<td><strong>Course 2</strong> 561</td>
<td>use of key words/content analysis or common scenarios in a common essay question</td>
<td>presentations/pubs; jobs/degree programs</td>
<td>Performance rubric; peer rubric</td>
<td></td>
</tr>
<tr>
<td><strong>Required Experience</strong> Final defense</td>
<td>Common rubric for thesis defense, comps exam, or capstone paper</td>
<td>Common rubric for thesis defense, comps exam, or capstone paper</td>
<td>Common rubric for thesis defense, comps exam, or capstone paper</td>
<td></td>
</tr>
<tr>
<td><strong>Required Task</strong> Colloquium</td>
<td>Faculty rubric</td>
<td>Faculty rubric</td>
<td>Faculty rubric</td>
<td>Faculty rubric</td>
</tr>
<tr>
<td><strong>Common Assignment</strong> Evaluate 499</td>
<td></td>
<td></td>
<td></td>
<td>Common rubric</td>
</tr>
</tbody>
</table>
### Curriculum Map I (In which courses or in what activities or assignments are Student Learning Outcomes Addressed)

<table>
<thead>
<tr>
<th>MA Degree in COM</th>
<th>Student Learning Outcome 1</th>
<th>Student Learning Outcome 2</th>
<th>Student Learning Outcome 3</th>
<th>Student Learning Outcome 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Content</td>
<td>Higher Learning</td>
<td>Higher Learning</td>
<td>Communication Skill</td>
</tr>
<tr>
<td>Course 1 545</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Course 2 561</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Required Experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final defense</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Required Task</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Common Assignment</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Evaluate 499</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>Outstanding 3 points</td>
<td>Good 2 points</td>
<td>Acceptable 1 point</td>
<td>Unacceptable 0 point</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>-----------------------</td>
<td>---------------</td>
<td>--------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td><strong>Content</strong>/</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate knowledge of major foundational and contemporary theories and scholarly debates in rhetorical, critical/ cultural, and human communication approaches to communication studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Critical Thinking Skills</strong>/</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Show competence in applying theories:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• scholarly analysis &amp; critique of communication artifacts, texts, processes and interactions, or</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• assessment &amp; evaluation of communication practice in context</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Higher-Order Thinking Skills</strong>/</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate ability to integrate knowledge from elective course work and from faculty directed projects with core course knowledge for application in meeting individual program goals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Communication Skills</strong>/</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate ability to communicate ideas effectively in a formal, academic setting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Final Assessment for M.A. Candidates in Communication Studies

Student Name: ________________________________________________________________

Exam Type: _______________ Date: ________ Evaluator: ___________________________

The student demonstrated:

1. Knowledge of theory in the field of Communication Studies:

<table>
<thead>
<tr>
<th>Outstanding</th>
<th>Satisfactory</th>
<th>Unsatisfactory*</th>
</tr>
</thead>
</table>

2. Ability to use and apply relevant theory:

<table>
<thead>
<tr>
<th>Outstanding</th>
<th>Satisfactory</th>
<th>Unsatisfactory*</th>
</tr>
</thead>
</table>

3. Ability to think critically and formulate an academic argument:

<table>
<thead>
<tr>
<th>Outstanding</th>
<th>Satisfactory</th>
<th>Unsatisfactory*</th>
</tr>
</thead>
</table>

4. Ability to integrate relevant knowledge from elective and core coursework:

<table>
<thead>
<tr>
<th>Outstanding</th>
<th>Satisfactory</th>
<th>Unsatisfactory*</th>
</tr>
</thead>
</table>

5. The ability to communicate their ideas effectively and ethically:

<table>
<thead>
<tr>
<th>Written</th>
<th>Outstanding</th>
<th>Satisfactory</th>
<th>Unsatisfactory*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*6. Appropriate knowledge of research methods (thesis and comprehensive exam options):

<table>
<thead>
<tr>
<th>Outstanding</th>
<th>Satisfactory</th>
<th>Unsatisfactory*</th>
</tr>
</thead>
</table>

Comments (*required for any unsatisfactory area, optional for others):
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<td></td>
<td>Foundational Theories</td>
<td>Competence in Applying Theory</td>
<td>Integration of Knowledge</td>
<td>Formal Communication Skill</td>
</tr>
<tr>
<td>Required Experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final defense</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Required Task Colloquium</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Common Assignment</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluate 499</td>
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<td><strong>Required Task</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Colloquium</td>
<td>Faculty rubric</td>
<td>Faculty rubric</td>
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