University of Alabama

Detailed Assessment Report  
2013-2014 Comm & Information Science Ph.D.  
As of: 7/15/2014 09:15 AM CENTRAL

**Mission / Purpose**

The mission of the CIS doctoral program is to advance the disciplines of communication and information sciences by attracting the brightest doctoral students and empowering them with the knowledge, skills and inspiration to excel in teaching, research and service. We offer an interdisciplinary program that draws on talents from all subdivisions of the College.

**Goals**

**G 1: Discipline Distinction**
1. The doctoral program in the College of Communication and Information Sciences is designed to meet the highest standards of research, teaching, and service. Students are expected to demonstrate the ability to understand, synthesize and contribute to the literature in both their major concentration and cognate fields.

   Connected Document  
   Curriculum Map II

**G 2: Degree Completion**
2. The program will build and sustain an optimal level of annual program enrollment and degree completion.

   Connected Document  
   CCIS Ph.D. Statistics

**G 3: Recognized Quality**
3. The program will be highly valued by its program graduates and other key constituencies it serves.

   Connected Document  
   CCIS Ph.D. Statistics

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

**SLO 1: Discipline Distinction**
Students should understand and evaluate concepts and theories related to communication of information and images.

   Connected Documents  
   Curriculum Map II  
   Final Assessment for PhD

**Related Measures**

**M 1: Ability to describe relevant literature**
We will assess this outcome by evaluating the extent to which students describe relevant literature of the doctoral program in communication & information sciences. Comprehensive exams test their knowledge in methods, theory, specialization, and cognate areas of study. We also assess this outcome by the number of dissertations completed. Results from this assessment are reported.

Source of Evidence: External report

**Target:**
We assessed this outcome by evaluating the extent to which students correctly described the relevant literature in their Communication and Information Sciences Comprehensive Exams and the number of dissertations completed.

The targets are that all students taking comps pass comps. And all students completing their dissertations successfully defend their dissertations

   Connected Document  
   Curriculum Map II

**Finding (2013-2014) - Target: Met**

**Results Summary**

Measure 1: We assessed this outcome by evaluating the extent to which students correctly described the relevant literature in the the Communication & Information Sciences Ph.D. Comprehensive Exams. This year we had 12 Ph.D students taking their comprehensive exams.

Results: 10 exemplary, 2 adequate, 0 inadequate.

Measure 2: We also assessed this outcome by evaluating the number of dissertation completed in comparison to the number of attempted defenses.

Results: 7 completed dissertation in comparison to 7 attempted defenses.

**Interpretations and Conclusions**

All twelve of the students performed at a adequate or exemplary level. 83% of these students passed the exam on the first attempt. This is slightly lower than than that in previous years of achievement (90%).

All seven students successfully defended their dissertation, without a single dissent recorded. The goal is to
repeat this 100% completion rate in the coming year.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Program Concentration**
*Established in Cycle: 2011-2012*
A redefinition of our program's areas of concentration is being conducted to remove confusion over definition and divisiveness b...

**M 4: Performance in Comprehensive Exam**
The College expects students to have mastery of four bodies of knowledge related to students' areas of concentration. They include theories, methods, specialization, and cognate. All students take 16 hours of comprehensive exams after completion of course work. These exams are excellent opportunities for students to integrate and synthesize knowledge and to build a foundation for dissertation research.

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

**Connected Document**
Curriculum Map II

**Target:**
While no percentage is set for passing the comprehensive exams, we expect that majority of students pass these exams. If a student fails in one or more areas, they are only allowed to retake the exams after a six-month period has elapsed. Only those students who successfully pass the comprehensive exams are allow to engage in dissertation research.

**M 7: Committee assessment of dissertation**
Assessment of this outcome will be done through committee assessment of the dissertation project. To pass, a student must demonstrate familiarity with relevant theory, use appropriate methodological tools, the ability to create a defensible research design, and the development of an original contribution to the literature in his or her field. All 12 of our dissertation projects this year were adequate or exemplary.

**Interpretations and Conclusions**
No target was established for this assessment, the results were satisfactory. No changes planned.

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

**Target:**
We assessed this outcome by evaluating the extent to which students adequately describe the relevant literature in each of their subject exams in the Ph.D. level Comprehensive Exams. Results 1 exemplary, 2 adequate, and 0 inadequate.

**Finding (2013-2014) - Target: Partially Met**
All ten of the students performed at an adequate or exemplary level. We may to look into the breadth and variety of material tested on the exams to see if adjustments need to be made. This will be discussed with the Graduate Studies Committee of the College.

**SLO 2: Degree Completion**
Assessment methods are taken in the following: a. Number of degrees awarded. b. Number of students enrolled. c. Number of assistantships and fellowships awarded.

**Connected Document**
CCIS Ph.D. Statistics

**Related Measures**

**M 2: Degree Completion**
CIS Ph.D. students have seven years to complete their degrees. Our program is designed as a three-year program. Most students, however, take four years to complete. Our goals is to have at least a 70% graduation rate, which is higher than most Ph.D. programs nationally.

*Source of Evidence: Existing data*

**Connected Documents**
CCIS Ph.D. Statistics
Curriculum Map I

**Target:**
Because the large size of our program, we aim at a realistic average of 70% completion rate.

**Finding (2013-2014) - Target: Met**
In the last five years we have had an average enrollment of 53 students. We have graduated an average of nine students per year, which translates into an 85% graduation rate. So we are doing fine in this regard.

**M 9: Ph.D degrees awarded with time limit**
The time limit for a Ph.D. degree is seven years. Our program is designed to allow students to graduate in three years. But most students take four years to complete the degree. Past data indicate that most than half of the students entering the College of Communication and Information Sciences doctoral program graduate with a Ph.D. degree within 4 years of matriculation into the program.

*Source of Evidence: Senior thesis or culminating major project*

**Target:**
We are aiming at a 70% graduation rate within four years.

**Finding (2013-2014) - Target: Met**
Based on graduation data, 85% of students finished their degrees in four years.

**SLO 3: Recognized Quality**
a. Graduate feedback
b. Alumni relationship

c. Perceived affinity in working environment

**Relevant Associations:**
Evidence for improvement based on assessment findings.

1. We need to set up more scholarship opportunities by working with alumni.
2. We will continue to seek revenues to support our students to conferences to present their research.
3. We will seek more funding opportunities on and off campus for our students to present their papers in national and international venues.

**Related Measures**

**M 1: Ability to describe relevant literature**
We will assess this outcome by evaluating the extent to which students describe relevant literature of the doctoral program in communication & information sciences. Comprehensive exams test their knowledge in methods, theory, specialization, and cognate areas of study. We also assess this outcome by the number of dissertations completed. Results from this assessment are reported.

Source of Evidence: External report

**Target:**
We also assess this outcome by the number of accepted conference and journal papers our students submitted annually. In all juried conference presentations and journal publications, the ability to describe relevant literature is an absolute must. Our target is at least one publication per student.

**Finding (2013-2014) - Target: Met**
In AY 2011-2012, our students reported a total of 25 journal articles, 4 book chapters and 107 conference presentations.
In AY 2012-2013, our students reported a total of 19 journal articles, 2 book chapters and 69 conference presentations.
Given that we typically enroll 50-55 students each academic year, the target we set were fully met.

**M 3: High Level of Recognized Quality**
The program will improve and sustain a high level of recognized quality. Doctoral students are to demonstrate the skills and competencies to enhance their ability to gain employment that will allow them to use the knowledge they have acquired.

Source of Evidence: Client satisfaction survey (student, faculty)

**Target:**
This outcome is measured by students' acquisition of full-time teaching or research positions after graduation. Our target is that 75% of PhD recipients will secure a full-time teaching or research position at a college or university after receiving their degree.

**Finding (2013-2014) - Target: Met**
Findings (2012-13) - Target Met
Findings (2011-12) - Target Met

Source of Evidence: Job placement data, alumni data

**SLO 4: Mastery of Methodological Skills**
The College expects doctoral students to develop methodological skills that will serve them well in academic careers.

**Connected Documents**
Curriculum Map II
Final Assessment for PhD

**Related Measures**

**M 6: Mastery of Methodological Skills**
Students are expected to develop methodological skills that will serve them in academic careers. Students are expected to choose and execute an appropriate statistical analysis in a research project. Students acquire this in a core method course: CIS 603 Communication Research Method. Also, it is recommended they take one additional statistics course outside the college.

**Interpretations and Conclusions**
Although no target is established for this assessment, all student of in CIS 603 have performed at a adequate or exemplary level. The instructor of this class evaluate the students' abilities in basic probability and statistics.

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

**Connected Document**
Curriculum Map II

**Target:**
All students should pass CIS603 before they are allowed to continue in the program. Those who received a C or below are required to retake the course

**Finding (2013-2014) - Target: Partially Met**
Of the thirteen Ph.D. students taking CIS603 last semester, ten earned a final grade of As, 2 Bs and 1 C.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Possible addition of a qualitative method course**
Established in Cycle: 2013-2014
At present, only one method course (CIS603) is required as a core course. This course is typically taught as a quantitative rese...
SLO 5: Ability to Conduct Independent Research
Student should be able to demonstrate the ability to conduct independent, original research that meets the highest standards of quality of their discipline.

Related Measures

M 1: Ability to describe relevant literature
We will assess this outcome by evaluating the extent to which students describe relevant literature of the doctoral program in communication & information sciences. Comprehensive exams test their knowledge in methods, theory, specialization, and cognate areas of study. We also assess this outcome by the number of dissertations completed. Results from this assessment are reported.

Source of Evidence: External report

M 5: Ability to synthesize relevant literature
Evaluate the extent to which students successfully synthesize the relevant literature into a coherent essay first in CIS604 Communication Theories and second in the Ph.D. Comprehensive Exams. In CIS604, all students are required to write a synthesis paper on a communication theory or an area of a student's research interest. In the comprehensive exam, students are tested on their synthesizing ability in both their specialization and cognate areas.

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

Connected Document
Curriculum Map II

Target:
We aim at a 80% pass rate in both CIS604 and the exams.

Finding (2013-2014) - Target: Met
In CIS604 for Fall 2012, ten students received As and 3 received Bs for their syntheses, which indicated a 100% pass rate.
In all comprehensive exams last year, all students passed their comps

SLO 6: Sustain Optimal Level of Enrollment
The program will sustain an optimal level of annual program enrollments.

Relevant Associations:
Source of Evidence: Academic indirect indicator of learning

Related Measures

M 8: Number of Students in Ph.D. Program
We assess this outcome by data on students enrolled from the Office of Institutional Results. In fall 2012 there were 53 students enrolled in the Ph.D. program in Communication & Information Sciences. In fall 2013, 51 students are enrolled.

Source of Evidence: Existing data

Target:
We intend to maintain the number of degrees awarded that meets or exceeds the ACHE standard for Ph.D programs.

Finding (2013-2014) - Target: Met
The minimum required by ACHE is three. We graduate an average of nine each year.

M 10: Monitor enrollment
The Associate Dean for Graduate Studies will monitor the requested enrollments in the PhD level classes and make necessary adjustments to accommodate all eligible students who qualify for enrollment.

Source of Evidence: Curriculum/syllabus analysis of course to program

SLO 7: Comparison of the number of degrees awarded
We will assess this outcome by comparing the number of degrees awarded in the last three years with the ACHE viability standards.

SLO 8: Success of Graduate Students in Employment
We will assess this outcome using data on the extent which graduates of the program are able to find employment related to the discipline.

Related Measures

M 11: Success of Graduate Students in Employment
We aim to have 75% of our graduates employed. We will assess this outcome using data on the extent which graduates of the program are able to find employment related to the discipline.

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

Target:
No target established.

SLO 9: Recognized Quality
The program will continue to sustain a high level of recognized quality in our doctoral students.

Connected Documents
CCIS Ph.D. Statistics
Curriculum Map II
Final Assessment for PhD

Related Measures

M 12: University Wide Awards
The CIS Ph.D. program is known for its excellence. We want such excellence to be reflected in the number of University wide graduate student awards.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
We want at least two incoming students each year to receive prestigious Fellowship awards. We also want at least one of our students win one of the 13 university wide graduate students awards in teaching, research, thesis and service.

**Finding (2013-2014) - Target: Met**
This year we have Yueying Zhang and Kim Baker receiving these awards.
Our students have won the University wide Outstanding Teaching by a Doctoral Student three years in a row.

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

**OthOtcn 10: Continued Success**
Continue to build and sustain a high level of recognized quality.

**OthOtcn 11: Enrollment and Degree Completions**
Continue to build and sustain an optimal level of annual program enrollments and degree completion.

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

**Increase Number of Assistantships**
Our assistantship number has been stagnant for the last decade while enrollment has increase and our doctoral students teaching many more undergraduate courses. Without an increase in the number of assistantship, we are not going to be able to increase our enrollment, as Dean Francko of the University Graduate School has urged us to do and we are not going to be competitive in attracting qualified students.

**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
**Priority:** High
**Implementation Description:** The plan is to work with Dean Loy Singleton and Dean Francko in our presentation to Provost Jody Bonner
**Responsible Person/Group:** Shuhua Zhou, Associate Dean for Graduate Studies
**Additional Resources:** Four additional assistantship lines
**Budget Amount Requested:** $20,000.00 (recurring)

**Program Concentration**
A redefinition of our program's areas of concentration is being conducted to remove confusion over definition and divisiveness because of the definition associated with methodology. The graduate faculty voted in April to suspend our current definitions. A new set of concentrations will be forthcoming to better define our faculty and research strength.

**Established in Cycle:** 2011-2012
**Implementation Status:** In-Progress
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
  **Measure:** Ability to describe relevant literature  |  **Outcome/Objective:** Discipline Distinction

**Implementation Description:** Incoming students in Fall 2012 will no longer use the old areas of concentration and will instead work with their program committee to define an area of concentration within the designated areas set forth by the Graduate Studies Committee.

**Projected Completion Date:** 04/2013
**Responsible Person/Group:** Shuhua Zhou, Associate Dean for Graduate Studies & CIS Graduate Studies Committee

**Possible addition of a qualitative method course**
At present, only one method course (CIS603) is required as a core course. This course is typically taught as a quantitative research method course, though qualitative methods are also included. However, the emphasis is heavily on quantitative methods. It is important that students also acquire adequate knowledge of qualitative methods. Adding a core qualitative research method course will likely add to the number of core courses, which may displace some specialization, cognate, or electives. But the balance is needed.

**Established in Cycle:** 2013-2014
**Implementation Status:** Planned
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
  **Measure:** Mastery of Methodological Skills  |  **Outcome/Objective:** Mastery of Methodological Skills

**Implementation Description:** This will be first discussed among graduate faculty at the college. The graduate studies committee will make formal recommendations to the Associate Dean.
**Responsible Person/Group:** Associate Dean Dr. Shuhua Zhou will oversee this process.
Mission / Purpose

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Goals

G 1: Discipline Distinction
The doctoral program in the College of Communication and Information Sciences is designed to meet the highest standards of research, teaching, and service. Students are expected to demonstrate the ability to understand, synthesize and contribute to the literature in both their major concentration and cognate fields.

G 2: Degree Completion
2. The program will build and sustain an optimal level of annual program enrollment and degree completion.

G 3: Recognized Quality
3. The program will be highly valued by its program graduates and other key constituencies it serves.

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

SLO 1: Discipline Distinction
Students should understand and evaluate concepts and theories related to communication of information and images.

Relevant Associations:

Related Measures

M 1: Discipline Distinction
Assessment findings indicate that the stated outcome for the CIS doctoral program is achieved, with much acclaim.

a. The 2010 National Research Council announced in October 2010 that our mass communication doctoral program was ranked in the top quartile of all schools in the Council's Student Support and outcomes measurement. NCR data came from more than 5,000 doctoral programs at 221 institutions. The variables contributing to the rankings originated from three areas of assessment: research activity of faculty, Ph.D. students financing, diversity of the academic environment and teaching. More information is available http://sites.nationalacademics.org/pga/Resdoc/index.htm

b. The NCA rankings were based on rankings of faculty publication records and comprehensive glimpse of publication patterns amount communication scholars. NCA ranked UA’s Communication & Information Sciences Doctoral Program #7 in 2006.

c. In its latest report on program efficiency in 2010, Journalism & Mass Communication Educator placed the UA doctoral program #2 as producers of doctoral degrees in mass communication.

Target:
Evidence of improvement is found in many fronts, including continued high graduate rates, rapid time to degree completion, high visibility in national and international conferences, recruitment of the best, brightest and most diverse group of new graduate students. In addition, our doctoral program has continued to graduate and place our graduates in competitive peer institutions.

a. Since May 2008, we have placed our graduates 40 academic positions, 5 in the private or research industry, with 2 returning to Korea.

b. Our program is a three-year program, one year shorter than some four-year programs. The graduate faculty work closely with students to ensure that most graduate in four years.

c. In the past six years we have graduated a total of 71 students from our program. Considering that the total number of graduates since the program’s inception in 1988 amounts to only 161, this presents a sizable growth of our program.

d. Recruitment efforts are being made at every level to ensure that we attract the brightest. We typically act fast to nominate well-qualified candidates to the University as fellowship candidates. We also partner with the graduate school in the Fellowship Enhancement program to augment financial support to excellent candidates.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Program Concentration
Established in Cycle: 2011-2012
A redefinition of our program's areas of concentration is being conducted to remove confusion over
definition and divisiveness b...

**M 4: Ability to describe the relevant literature**
We will assess this outcome by evaluating the extent to which students describe relevant literature of the doctoral
program in communication & information sciences. Comprehensive exams test their knowledge in methods, theory,
specialization, and cognate areas of student. Results from this assessment are reported.

Source of Evidence: External report

**M 5: Ability to describe the relevant literature**
We will assess this outcome by evaluating the extent to which students correctly described the relevant literature in
their Communication and Information Sciences Comprehensive Exams. This year we had 8 Ph.D. students take their
comprehensive exams. Interpretations and Conclusions. Seven of the eight students performed at adequate or
exemplary levels. Seven of these students passed the exams on the first attempt. A common qualifying exam rubric
is used in the evaluation.

Source of Evidence: External report

**SLO 2: Degree Completion**
Assessment methods are taken in the following: a. Number of degrees awarded. b. Number of students enrolled. c. Number of assistantships and fellowships awarded.

**Related Measures**

**M 2: Degree Completion**
Finding(s) describing the extent to which the outcome is achieved:

a. Number of Ph.D Degrees awarded:

- 2004-05 - 9
- 2005-06 - 14
- 2006-07 - 8
- 2007-08 - 6
- 2008-09 - 12
- 2009-10 - 16
- 2010-11 - 11
- 2011-12 - 12

b. Number of students Enrolled:

- 2004-05       47
- 2005-06       44
- 2006-07       48
- 2007-08       57
- 2008-09       60
- 2009-10       57
- 2010-11       57
- 2011-12       51

c. In 2010 we had 64 applications for our doctoral program; In 2011 we had 58 applications. So far for the 2012
academic year we have 42 applications.

d. Our new students continue to receive national fellowships (McNair, SREB, & Graduate School Fellowships). In
2009 these fellowships help funded an all-time high of 20 doctoral students. This past year we had 7 students funded
on fellowships.

Source of Evidence: Existing data

**Target:**
The time limit for a Ph.D. degree is seven years. Our program is designed to allow students to graduate in three
years. Most students take four years to complete the degree. Past data indicate that more than half of the
students entering the doctoral program in communication graduate with their degree withing 4 years of
matriculation into the program.

**SLO 3: Recognized Quality**


**Related Measures**

**M 3: Recognized Quality**

a. The Office for Graduate Studies keeps all communication channels open to our graduates. They have many ways
to give back, whether in concepts and concrete financial terms. For example, Hong-Sik Yu (02) has offered to fund
an annual award of $500 for the next three years to support doctoral students.

b. We continue to create a climate of research and publish updates that they share with us each year in our
newsletter Crimson Tidings, in which we highlight the accomplishments of our doctoral students and alumni. The link
to our current newsletter and previous newsletters:
http://cis.ua.edu/graduatestudies/newsletter.html.

c. We will continue to create a climate of research for our students. We feel productivity defines a scholar and
dictates much of a person's success; therefore we continue to actively update our research labs and amenities in the
office areas.

d. All conference attendee is funded in some way in partnership with the Graduate School.

e. We have many graduates placed at highly ranked programs, such as the University of North Carolina at Chapel Hill
(5); University of Florida (4) and Florida State (2), and University of Texas Tech (3). It is safe to draw the conclusion
that we are doing something right.
Source of Evidence: Client satisfaction survey (student, faculty)

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

**Increase Number of Assistantships**
Our assistantship number has been stagnant for the last decade while enrollment has increased and our doctoral students teaching many more undergraduate courses. Without an increase in the number of assistantship, we are not going to be able to increase our enrollment, as Dean Francko of the University Graduate School has urged us to do and we are not going to be competitive in attracting qualified students.

- **Established in Cycle:** 2011-2012
- **Implementation Status:** Planned
- **Priority:** High
- **Implementation Description:** The plan is to work with Dean Loy Singleton and Dean Francko in our presentation to Provost Jody Bonner
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- **Established in Cycle:** 2011-2012
- **Implementation Status:** In-Progress
- **Priority:** High
- **Relationships (Measure | Outcome/Objective):**
  - **Measure:** Discipline Distinction
  - **Outcome/Objective:** Discipline Distinction
- **Implementation Description:** Incoming students in Fall 2012 will no longer use the old areas of concentration and will instead work with their program committee to define an area of concentration within the designated areas set forth by the Graduate Studies Committee.
- **Projected Completion Date:** 04/2013
- **Responsible Person/Group:** Shuhua Zhou, Associate Dean for Graduate Studies & CIS Graduate Studies Committee
Detailed Assessment Report
2011-2012 Comm & Information Science Ph.D.
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Mission / Purpose
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Goals

G 1: Discipline Distinction
1. The program will improve and sustain a high level of recognized quality, including national accreditation.

G 2: Degree Completion
2. The program will build and sustain an optimal level of annual program enrollment and degree completion.

G 3: Recognized Quality
3. The program will be highly valued by its program graduates and other key constituencies it serves.

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

SLO 1: Discipline Distinction
Assessment methods and measures are both external and internal. While both are important, we rely more on external assessment because national agencies are perceived to be more impartial, and they seem to carry more credibility. Here are primary measures that we use:

a. The 2010 National Research Council rankings.
b. The National Communication Association (NCA) program ranking.
d. Periodic Internal Review.

Relevant Associations:
Evidence of distinction is found on many fronts, including the following:

a. In the 2010 NRC Assessment of Research-Doctorate Programs, CIS doctoral program was ranked 23 out of 80, one of the five programs in UA to rank high in the report.
b. Our program was ranked No. 7 by the National Communication Association in 2006.
c. Journalism & Mass Communication Educator ranked us in the latest 2010 report as the 2nd leader producer of doctoral degrees in mass communication and we were the 7th largest in the country.
d. Since May 2008, we have placed our graduates in 41 academic positions; 7 in the private or research industry.

Related Measures

M 1: Discipline Distinction
Assessment findings indicate that the stated outcome for the CIS doctoral program is achieved, with much acclaim.

a. The 2010 National Research Council announced in October 2010 that our mass communication doctoral program was ranked in the top quartile of all schools in the Council’s Student Support and outcomes measurement. NCR data came from more than 5,000 doctoral programs at 221 institutions. The variables contributing to the rankings originated from three areas of assessment: research activity of faculty, Ph.D. students financing, diversity of the academic environment and teaching. More information is available http://sites.nationalacademics.org/pga/Resdoc/index.htm

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c. In its latest report on program efficiency in 2010, Journalism & Mass Communication Educator placed the UA doctoral program #2 as producers of doctoral degrees in mass communication.

Source of Evidence: External report

Target:
Evidence of improvement is found in many fronts, including continued high graduate rates, rapid time to degree completion, high visibility in national and international conferences, recruitment of the best, brightest and most diverse group of new graduate students. In addition, our doctoral program has continued to graduate and place our graduates in competitive peer institutions.

a. Since May 2008, we have placed our graduates 40 academic positions; 5 in the private or research industry, with 2 returning to Korea.
b. Our program is a three-year program, one year shorter than some four-year programs. The graduate faculty work closely with students to ensure that most graduate in four years.
c. In the past six years we have graduated a total of 71 students from our program. Considering that the total number of graduates since the program's inception in 1988 amounts to only 161, this presents a sizable growth of our program.

d. Recruitment efforts are being made at every level to ensure that we attract the brightest. We typically act fast to nominate well-qualified candidates to the University as fellowship candidates. We also partner with the graduate school in the Fellowship Enhancement program to augment financial support to excellent candidates.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Child Media Lab**
*Established in Cycle: 2011-2012*
*Addition of Child Media Lab in the Institute of Communication & Information Research completed in academic year 2011.*

**Program Concentration**
*Established in Cycle: 2011-2012*
*A redefinition of our program's areas of concentration is being conducted to remove confusion over definition and divisiveness b...*

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**SLO 2: Degree Completion**
Assessment methods are taken in the following:

- a. Number of degrees awarded
- b. Number of students enrolled
- c. Number of applications
- d. Number of assistantships and fellowships awarded

**Relevant Associations:**
Evidence of improvement.

1. The number of degrees awarded, though not a linear relationship, shows an upward trend.
2. Enrollment is growing, as the numbers show.
3. The number of applicants to our program is quite steady.
4. We actively encourage students to seek outside funding in the form of fellowships and paid assistantships, in addition to our own funding sources.

**Related Measures**

**M 2: Degree Completion**
Finding(s) describing the extent to which the outcome is achieved:

- a. Number of Ph.D Degrees awarded:
  
<table>
<thead>
<tr>
<th>Year</th>
<th>Degrees Awarded</th>
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<tbody>
<tr>
<td>2004-05</td>
<td>9</td>
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<tr>
<td>2005-06</td>
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<td>2011-12</td>
<td>12</td>
</tr>
</tbody>
</table>

- b. Number of students Enrolled:
  
<table>
<thead>
<tr>
<th>Year</th>
<th>Number Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-05</td>
<td>47</td>
</tr>
<tr>
<td>2005-06</td>
<td>44</td>
</tr>
<tr>
<td>2006-07</td>
<td>48</td>
</tr>
<tr>
<td>2007-08</td>
<td>57</td>
</tr>
<tr>
<td>2008-09</td>
<td>60</td>
</tr>
<tr>
<td>2009-10</td>
<td>57</td>
</tr>
<tr>
<td>2010-11</td>
<td>57</td>
</tr>
<tr>
<td>2011-12</td>
<td>51</td>
</tr>
</tbody>
</table>

c. In 2010 we had 64 applications for our doctoral program; In 2011 we had 58 applications. So far for the 2012 academic year we have 42 applications.

d. Our new students continue to receive national fellowships (McNair, SREB, & Graduate School Fellowships). In 2009 these fellowships help funded an all-time high of 20 doctoral students. This past year we had 7 students funded on fellowships.

Source of Evidence: Existing data

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**SLO 3: Recognized Quality**

- a. Graduate feedback
- b. Alumni relationship
- c. Perceived affinity in working environment

**Relevant Associations:**
Evidence for improvement based on assessment findings.

1. We need to set up more scholarship opportunities by working with alumni. Two initiatives are in the work to honor professors just retired.
2. We will continue to seek revenues to support our students to conferences to present their research.
3. Please see the revamped web page for the ICIR for workshops that we have offered to help our students be
3. Please see the revamped web page for the ICIR for workshops that we have offered to help our students be competitive: http://icir.ua.edu/projects/past.html

4. We will seek more funding opportunities on and off campus for our students to present their papers in national and international venues.

Related Measures

M 3: Recognized Quality
a. The Office for Graduate Studies keeps all communication channels open to our graduates. They have many ways to give back, whether in concepts and concrete financial terms. For example, Hong-Sik Yu (02) has offered to fund an annual award of $500 for the next three years to support doctoral students.

b. We continue to create a climate of research and publish updates that they share with us each year in our newsletter Crimson Tidings, in which we highlight the accomplishments of our doctoral students and alumni. The link to our current newsletter and previous newsletters: http://cis.ua.edu/graduatestudies/newsletter.html.

c. We will continue to create a climate of research for our students. We feel productivity defines a scholar and dictates much of a person’s success; therefore we continue to actively update our research labs and amenities in the office areas.

d. All conference attendee is funded in some way in partnership with the Graduate School.

e. We have many graduates placed at highly ranked programs, such as the University of North Carolina at Chapel Hill (5); University of Florida (4) and Florida State (2), and University of Texas Tech (3). It is safe to draw the conclusion that we are doing something right.

Source of Evidence: Client satisfaction survey (student, faculty)

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

Child Media Lab

Established in Cycle: 2011-2012
Implementation Status: Finished
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Discipline Distinction | Outcome/Objective: Discipline Distinction

Implementation Description: New equipment purchased including the bio-harness, a set of Biopac system for physiological data collection, several sets of video game system, to HD and 3-D 52-inch LED TV monitors. Original focus group lab was converted to become the new Child Media Lab

Responsible Person/Group: Dr. Kim Bissell, associate dean for research

Increase Number of Assistantships
Our assistantship number has been stagnant for the last decade while enrollment has increase and our doctoral students teaching many more undergraduate courses. Without an increase in the number of assistantship, we are not going to be able to increase our enrollment, as Dean Francko of the University Graduate School has urged us to do and we are not going to be competitive in attracting qualified students.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Implementation Description: The plan is to work with Dean Loy Singleton and Dean Francko in our presentation to Provost Jody Bonner

Responsible Person/Group: Shuhua Zhou, Associate Dean for Graduate Studies

Additional Resources: Four additional assistantship lines

Budget Amount Requested: $20,000.00 (recurring)

Program Concentration
A redefinition of our program's areas of concentration is being conducted to remove confusion over definition and divisiveness because of the definition associated with methodology. The graduate faculty voted in April to suspend our current definitions. A new set of concentrations will be forthcoming to better define our faculty and research strength.

Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Discipline Distinction | Outcome/Objective: Discipline Distinction

Implementation Description: Incoming students in Fall 2012 will no longer use the old areas of concentration and will instead work with their program committee to define an area of concentration within the designated areas set forth by the Graduate Studies Committee.

Projected Completion Date: 04/2013
Responsible Person/Group: Shuhua Zhou, Associate Dean for Graduate Studies & CIS Graduate Studies Committee