School of Arts and Humanities

COMMUNICATION
PROGRAM ASSESSMENT REVISED
2014

COMMUNICATION ASSESSMENT REPORT 2014
Revised March 2015

GUIDING QUESTIONS

1. What are the Student Learning Outcomes (SLOs) for your unit? How do you inform the public and other stakeholders (students, potential students, the community) about your SLOs?

Students who earn the Bachelor of Arts in Communication should:

1. Send and receive verbal, nonverbal and written messages that meet critical standards;
2. Demonstrate facility in using major theories in message analysis;
3. Demonstrate significant skill in adapting messages to any type of communication;
4. Create formal messages using credible research methods and solid reasoning;
5. Demonstrate an understanding of the ethics, practices, and importance of communication theories in their area of emphases.

The SLOs can be found in the UAM catalogue (see Appendix A), on course syllabi (see Appendix B), and on the School of Arts and Humanities website in the context of assessment reports: http://www.uamont.edu/arts_and_Humanities/assessments/COMMAssesmment2011.pdf

2. Describe how your unit's Student Learning Outcomes fit into the mission of the University.

UAM Mission Statement:

The University of Arkansas at Monticello shares with all universities the commitment to search for truth and understanding through scholastic endeavor. The University seeks to enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought. The University provides learning experiences which enable students to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures.

The University strives for excellence in all its endeavors. Educational opportunities encompass the liberal arts, basic and applied sciences, selected professions, and vocational and technical preparation. These opportunities are founded in a strong program of general education and are fulfilled through contemporary disciplinary curricula, certification programs, and vocational/technical education or workforce training. The University assures opportunities in higher education for both traditional and non-traditional students and strives to provide an environment which fosters individual achievement and personal development.

COMM SLO 1 reflects the university mission in enabling students to communicate effectively. (assured by the core requirements of Communication Writing, Interpersonal Communication, and Argumentation and Debate).

COMM SLO 2 reflects the university mission in educating people for critical thought (assured by the core requirement of Theories of Human Communication).

COMM SLO 3 reflects the university mission to enable students to "synthesize knowledge," "communicate effectively," use "technology with intelligence and responsibility," and "act creatively within their own and other cultures." (assured by the core requirements of Modern Media Literacy, Interpersonal Communication, and Argumentation and Debate, as well as the elective Intercultural Communication).

COMM SLO 4 reflects the university mission in the aim to "enhance and share knowledge, to preserve and promote the intellectual content of society and to educate people for critical thought" (assured by the core requirements of Modern Media Literacy and Theories of Human Communication).

COMM SLO 5 reflects the university mission in teaching students to **"**use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures" (assured by the core requirements of Communication Writing and Modern Media Literary).

3. Provide an analysis of the student learning data from your unit. How is this data used as evidence of learning?

General Education Communication Assessment:

The Communication faculty have decided that, given the extent and complexity of the General Education offerings in their discipline, they will do a separate assessment report evaluating the effectiveness of the Public Speaking, Business and Professional Speaking, and Interpersonal Communication classes. They will submit this report in 2015.

Description of General Education assessment instruments:

Pre-tests and post-tests are administered in the three General Education offerings. The pre-test is administered to students the first week of class. The post-test is administered to these students the final week of the class. See Appendix C (Public Speaking test), Appendix D (Business and Professional Speaking test), and Appendix E (Interpersonal Communication test).

Sample of data gathered in General Education Courses:

Business and Professional Speaking

Pre test

N=104
Mean= 14.808
SD= 4.711

Post test

N=96
Mean= 42.656
SD= 3.939

T value = 45.319

Communication Program Assessment:

Description of assessment instruments:

Our assessment process is consistent with the Communication major as created in 2011. The program has a "Core" of required classes and three "Emphases" for students to select from: Speech, Performance, and Media. Our assessment instruments are as follows:

Core Pre-test/post-test:

These tests (see Attachment F) are designed to determine whether students demonstrate a number of the SLOs, especially those related to courses in the Communication Core. The pre-test is administered to all Communication majors, regardless of Emphasis area, in COMM 2013 Modern Media Literacy, a required Core course. The post-test is administered in the required core course COMM 4623 Theories of Human Communication.

Oral Exam:

An oral exam is given to all Speech Emphasis majors to determine whether they demonstrate SLOs particular to the Speech Emphasis (see Attachment G).

Portfolio:

A portfolio of writings is required of all Media Emphasis majors to determine whether they demonstrate SLOs particular to the Media Emphasis (see Attachment H).

Performance:

A public performance is required of all Performance Emphasis majors
to determine whether they demonstrate SLOs particular to the Performance emphasis (see Attachment I).

Data gathered: Core Pre-test/Post-test

Pre-test results are as follows:

N=184
Mean= 26.484
SD= 7.58

Post-test results are as follows:

N=23
Mean= 50.458
SD= 6.718

T-test calculated to 95% level of confidence
T= 14.4683

Analysis of Data:

The contrast in scores between pre-test and post-test is extremely significant. The post-test mean analysis is nearly double the pre-test score. The data suggests that students are demonstrating the five Expected Student Learning Outcomes at the end of the program.

Data gathered: Oral Exams

This instrument has not yet been employed but will be administered starting in 2014-2015 to all Communication majors who have elected the Speech Emphasis.

Data gathered: Portfolio

There have not yet been any graduates who are products of the Media Emphasis approved in 2011 and implemented in 2012. The first graduates of this new program, which replaced the Journalism major, are expected in the coming year.

Data gathered: Performance

There have been no Communication graduates with a Performance Emphasis.

4. Based on your analysis of student learning data in Question 3, include an explanation of what seems to be improving student learning and what should be revised.

What is working:

The program pre and post-tests are compelling indicators that students are obtaining the knowledge and skills represented by the Communication program's Expected Student Learning

Outcomes. Despite the turnover of Communication faculty over the past three years, students are getting consistent and valuable scholarship during their time in the program. In other words, the objectives of the Core of the program are being met with a high level of success.

What needs to be revised:

What is yet to be determined is the effectiveness of the individual Emphasis areas.   The Emphasis areas were introduced to the Communication program (formerly Speech program) only three years ago, and no data exists yet for students completing the Media emphasis or Performance emphasis. In addition to gathering data through the oral exams, portfolios, and performances, faculty are looking to re-design the pre-test/post-test for the Core to tie each question to specific Student Learning Outcomes and a specific Emphasis area.

5. Other than course level/grades, describe/analyze other data and other sources of data whose results assist your unit to improve student learning.

Syllabi Review:

The faculty and dean review syllabi each semester to assure consistency of content, standards, and Expected Student Learning Outcomes. In recent years, the syllabus of each Communication class has been revised to reflect specific efforts to assure student learning related to SLOs applicable to the course.

Class evaluations:

Class evaluations are analyzed and reflected upon by the faculty and dean. Patterns of comments and patterns of numerical rating are studied to determine what a faculty member or the program should continue doing or change. The only significant patterns resulting in the need for new strategies to promote student learning pertained to a faculty member who has left the university. The issues involved inconsistent application of standards upon student work and a classroom atmosphere that raised student anxiety levels and thus undermined student learning. The evaluations of new faculty teaching the courses in question will be analyzed to determine consistent application of standards and students' opinions as to the conduciveness of the classroom atmosphere to learning. One semester of evaluations suggests a resolution to the issues.
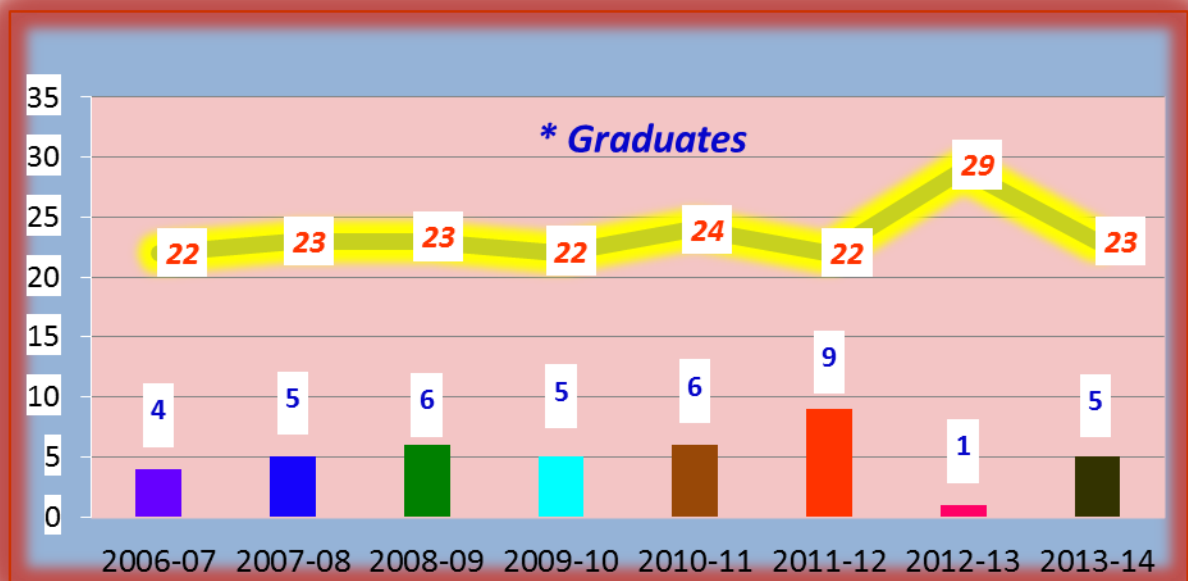
Strategic plan and Analysis of Current Job Market:

Creating, implementing, and reviewing an annual Strategic Plan for the School of Arts and Humanities represent a culmination of discussion, observations, and analysis on the part of the faculty in regard to how SAH might better serve students. See Appendix J. Items pertaining specifically to the Communication program are highlighted. Communication faculty have noted trends in the American and global job markets through newspaper and journal articles and through contact with colleagues at other universities. The design and implementation of new Emphasis areas in Applied Communication and Professional Writing are significant efforts toward enhancing student learning relevant to the current job market.

Data for number of majors and graduates:

The Communication faculty track the number of students majoring in Speech (old program) and Communication and the number of graduates. In the chart below, the numbers for Speech and Communication have been combined.

The number of graduates in Speech/Communication in 2013 was only 1, but in 2012, the number was 9, the largest number in several years. The number in 2014 was 5. The number of majors fell from 29 to 23, but with a new faculty member in Media, the program should see an increase in interest in the Media Emphasis of the major.

The faculty are aware that they need to work at advertising the program and need to clarify for prospective students the career opportunities afforded to college graduates with a degree in Communication. To assure student learning relevant to the demands of the job market, the Communication faculty have begun implementing two new emphasis areas—Applied Communication and Professional Writing—Spring Semester 2015, including six new courses.

6. As a result of your student learning data in previous questions, explain what efforts your unit will make to improve student learning over the next assessment period. Be specific indicating when, how often, how much, and by whom these improvements will take place.

As stated above, the limited data indicate a successful Core program, so the faculty are hesitant to make changes when post-tests results are so impressive; however, the faculty need to gather and analyze data regarding each Emphasis area. In 2014-2015, as the program begins to see

completers of the revamped major implemented in 2012, each of the four full-time faculty will be responsible for gathering and analyzing data for an Emphasis area. In addition, the pre-test/post-test evaluating the Core requirements of the program will be fine-tuned to enhance assessment of specific courses, specific Student Learning Outcomes, and specific Emphasis areas. By necessity, all Communication faculty (full-time and part-time) will be engaged in this endeavor.

7. What new tactics to improve student learning has your unit considered, experimented with, researched, reviewed or put into practice over the past year?

Online and hybrid courses:

The program has experimented with an expanded offering of courses online and with hybrid (partially online) course offerings of Public Speaking. The faculty believe that hybrid courses can be very effective academically while accommodating student schedules and lifestyles, but students need to be educated about hybrid courses so that they know what they are enrolling in and can have appropriate expectations and be properly prepared. One academic enhancement provided by hybrid classes (and by faculty use of Blackboard in fully face-to-face classes) is that delivering lecture materials online frees up more class time that can be spent doing speeches, presentations, and creative and critical-thinking exercises. Specifically, for example, in Public Speaking, student learning is enhanced because lecture materials can be provided online and perused at a pace comfortable to the student. Student learning is also enhanced because students spend more class time giving speeches and observing and learning from the speeches of classmates.

Creation of Applied Emphasis and Professional Writing Emphasis:

As discussed in item 5, Communication faculty have perused media postings and journal articles pertaining to trends in the American and global job markets in addition to discussing these trends with colleagues at other universities. The design and implementation of new Emphasis areas in Applied Communication and Professional Writing are significant efforts toward enhancing student learning relevant to the current job market. These new Emphasis areas include six new courses that will give students relevant knowledge and skills in areas such as conflict management and writing across contexts.

Integration of journalism lab into the media communication classes:

Faculty are interested in fully utilizing the available technology and computer software to support student learning in a modern media environment.

8. How do you ensure shared responsibility for student learning and assessment among students, faculty and other stakeholders?

Student evaluations:

At the end of a course, students receive an evaluative questionnaire and a request for written comments. The information is reviewed by the dean before being forwarded to individual instructors. The potential for course revision in response to student comments exists. As indicated in Item 5, class evaluations have, indeed, played a part in bringing about program changes.

Questionnaire given to graduating seniors:

This questionnaire is attached as Appendix K. This questionnaire has not yet been utilized. Faculty are also considering a survey to be disseminated to juniors, asking students their sense of the relevance of their course work up to that point in the program. The information would augment comments on class evaluations and possibly impact course content and the curriculum of specific Emphasis areas.

Networking with employers:

Faculty meet informally with potential employers in order to determine needs, expectations, and actual findings of employers once students have begun work. This interaction has reinforced faculty perceptions regarding the need for An Applied Communication Emphasis and a Professional Writing Emphasis. Especially now that three additional faculty from English will be playing critical roles in the Communication major through the new Professional Writing Emphasis, faculty will be looking at more formal interactions with employers.

Networking with graduate programs:

Faculty are in communication with graduate programs throughout the area and have made efforts to incorporate these programs' expectations into our own curriculum. The proliferation of graduate programs in Applied Communication and Professional Writing were factors in deciding to add Emphasis areas in those disciplines to the Communication major. The Applied Communication master's program at the University of Arkansas—Little Rock was particularly influential in the decision to create the Applied Emphasis.

9. Describe and provide evidence of efforts your unit is making to recruit/retain/graduate students in your unit/at the university. (A generalized statement such as "we take a personal interest in our students" is not evidence.)

Online Classes:

Several Communication courses are available online to accommodate the lifestyles of students. Many students may not be able to complete a university degree without the availability of online classes.

Involvement Opportunities:

Specific program activities include membership on the UAM Speech and Debate Program, membership in Pi Kappa Delta (Speech and Debate Honorary) and membership in Pi Lambda

Theta (Speech Honorary). Communication Students are also strongly encouraged to participate in a variety of other communication-related activities and programs, including Student Government, The Voice (online student newspaper), Foliate Oak (UAM Sponsored Literary Journal), and non-musical theatrical productions.

Financial Support:

Grants are provided through the Speech and Debate Program. Placement in work study positions are offered both in and out of the department.   Endowed Scholarships include the following:
- o   Barbara Murphy Babin Scholarship (speech)
- o   Marty and Erma Brutscher Debate/Forensics Scholarship (debate)
- o   Charlotte Cruce Hornaday Scholarship (debate)
- o   R. David Ray Debate/Forensics Scholarship (debate)
- o   Fred and Janice Taylor Scholarship (debate)
- o   Anna Blace Barron Debate Scholarship (debate)

APPENDIX A:
Publication of Communication program's Student Learning Outcomes

Communication Major
Student Learning Outcomes
Students who graduate with the Bachelor of Arts in Communication
should:
1. Send and receive both verbal and nonverbal messages
that meet critical standards.
2. Demonstrate facility in using major theorists in message
analysis.
3. Identify and resolve conflict issues in message construction
and reception.

4. Demonstrate significant skill in adapting messages to any
type of communication – i.e. intrapersonal through mediated.
5. Create formal messages using credible research methods
and solid reasoning to draw conclusions.
(Page 69 of the 2013-2015 UAM Catalogue)

APPENDIX B:
Sample syllabus with student learning outcomes highlighted

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Course Syllabus
COMM 3483 Communication in Small Groups
Spring 2014

Instructor: Keith Milstead
Office: Wells 201
Phone: 870-224-3123
Email: milstead@uamont.edu
Office Hours: MWF 1:00pm-3:00pm; TTh 1:00pm-4:30pm

</div>

Textbook: Young, Wood, Phillips, &Pederson, Group Discussion: A Practical Guide to Participation and Leadership, 4e. Waveland, 2007.
ISBN: 978-1-57766-475-8

Course Philosophy and Student Learning Outcomes: This course is designed as an introduction to the theory and practice of communication in small groups. Two broad objectives guide the course: (1) To survey and apply diverse theoretical perspectives and concepts related to small group communication; and (2) to provide students with opportunities to practice specific skills that increase their effectiveness as participants and leaders in groups. After successfully completing this course, students should be able to:

1. Demonstrate an understanding of diverse theoretical perspectives of small group communication;
2. Apply group communication theories and concepts to everyday communication situations;
3. Demonstrate poise and confidence in communicating ideas in small group settings;
4. Use decision-making and problem-solving skills effectively in group meetings; and
5. Apply course information and skills to personal experiences in academic and career settings and seek continued self-improvement.

NOTE: In addition to the textbook, the class will rely heavily on classroom discussions, lectures, and activities that require adequate student involvement and attention, thus making attendance imperative.

Course Expectations:

1. *Required texts and materials*

   a. Purchase the required text.

   b. Ability to take notes on all lectures and actively participate in discussions.

   c.   Please note that everyone is required to write a term paper and engage in other classroom projects as they arise.

2. *Late Assignments and Attendance Policies:*

a. Regular and punctual attendance is expected at all times. The instructor will make all determinations regarding the acceptability of excuses. The below policies will be applied to all students, even if one's absences lead to a lower grade for the course.

b. Students are allowed 2 unexcused absences without penalty with the notable expectation of scheduled presentations dates (however the student is still accountable for all missed work and assignments). It is the responsibility of the student to contact the instructor to obtain information regarding the assignments that were given in the class.

c. Each unexcused absence (after above) will result in the loss of 20 attendance points. Three tardy marks will be considered one absence.

d. Each assignment is due at the beginning of the designated class period and will be considered late when that class period begins. If the student has an excused absence, they should consult with the instructor. Each class period that an assignment is late will reduce the evaluation of the assignment one-letter grade.

e. Unexcused absences on dates of quizzes, presentations, midterm, and final will result in loss of grade for those items

f. All outlines, written assignments and follow-up critiques must either be typed or finalized on a word-processor/printer. Outlines and critiques must contain the students first and last name, class, and identification of the assignment in the upper right hand corner of the paper. ***Hand written material will not be accepted.***

3. *Class deportment*

a. The following action is prohibited under the Student Conduct Code:
"Disorderly Conduct: Any behavior which disrupts the regular or normal functions of the University community, including behavior which breaches the peace or violates the rights of others."

b. Respect for others through active listening and audience analysis is mandatory at all times. Additionally, students are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

c. Children are not permitted in the class.

d. Consumptions of beverages, snacks or other consumables are not permitted during presentations.

e. Dress and appearance should add to a presentation, not detract.

f. Cell phone must be turned off before entering the classroom.

g. Plagiarism and other ethical violations will be dealt with in a manner consistent will the guidelines of the university.

ACADEMIC DISHONESTY:
1. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
   a. Copying from another student's paper;
   b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;

c. Collaboration with another student during the examination;
d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
e. Substituting for another person during an examination or allowing such substitutions for oneself.

2. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name in on the work submitted.
3. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
4. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

4. Course Content
   a. There will be four tests, which will cover the assigned course notes.
   b. There will be one comprehensive final exam.
   c. Each student will be expected to contribute to a group project report that will be explained early in the semester.

5. Course Grading

• Discussion Participation		200
• Written Elements		600
○ Artifact Analysis (250)		
○ Group Project Report (350)		
• Testing elements		700
○ Test 1 (100)		
○ Test 2 (100)		
○ Test 3 (100)		
○ Test 4 (100)		
○ Final (300)		
Total		1500

Students with Disabilities:
It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926.

Please note a change in the last line for the colleges of technology:
McGehee: Office of Special Student Services representative on campus; phone 870 222-5360; fax 870 222-1105.
Crossett: Office of Special Student Services representative on campus; phone 870 364-6414; fax 870 364-5707.

Spring 2012 - CALENDAR OF EVENTS

January 11 (Wednesday): First day of classes (regular and first 8-week fast-track classes).
January 11-18 (Wednesday through Wednesday): Late registration. A $25 late registration fee will be assessed.
January 11-18 (Wednesday through Wednesday): Students may make schedule changes.
January 16 (Monday): Martin Luther King Holiday. All offices and classes closed.
January 18 (Wednesday): Last day to register or add spring classes.

February 20 (Monday): Last day to drop with a W in first 8-week fast-track classes.
February 24 (Friday): Deadline to apply for August and December graduation.
February 29 (Wednesday): Last day to withdraw from first 8-week fast-track classes.
March 5 (Monday): Last day of first 8-week fast-track classes.
March 6 (Tuesday): First day of second 8-week fast-track classes.
March 19-23 (Monday-Friday): Spring Break for faculty and students. All offices closed on March 23.
April 2 (Monday): Preregistration for summer and fall begins.
April 4 (Wednesday): Last day to drop with W in regular classes; not applicable to fast-track classes.
April 13 (Friday): Preregistration for summer and fall ends.
April 19 (Thursday): Last day to drop with a W in second 8-week fast-track classes.
April 26 (Thursday): Last day to withdraw from class (regular and second 8-week fast-track classes).
May 1 (Tuesday): Last day of classes.
May 2-8 (Wednesday-Tuesday): Final exams.
May 11 (Friday): Commencement.

UAM will no longer mail grade reports to all students. You may access your grades through Campus Connect on the UAM homepage, http://www.uamont.edu/. To have your grades mailed to you, complete the grade request form available in the Registrar's Office in Monticello or the Student Services offices in Crossett and McGehee.

APPENDIX C:
General Education Pre-Test/Post Test (administered to all Public Speaking students)

1.   A good topic will be

a.   Easy to research
b.   One the teacher likes
c.   Very technical
d.   Meaningful to the audience
e.   All of the above
f.   None of the above

2.   Transitions should be clear so that

a.   The speaker has time to think
b.   The audience will pay attention again
c.   The audience can figure out how the sections relate to one another
d.   The speaker does not become confused
e.   All of the above
f.   None of the above

3.   When you listen to evaluate a speaker's message for purposes of accepting it or rejecting it, what kind of listening is involved?

a.   Critical
b.   Reflective

c. Evaluative
d. Empathic
e. All of the above
f. None of the above

4. Effective speeches

a. Are comprehensible to the audience
b. Keep the speaker interested in their speech
c. Make the audience cry
d. Get applause
e. All of the above
f. None of the above

5. Rhetorical questions

a. Call for direct answers during the speech
b. Do not call for direct answers during the speech
c. Should not arouse curiosity during the speech
d. Should be asked on during the audience analysis before sharing the speech
e. All of the above
f. None of the above
6. Interference/Noise can disrupt communication effectiveness by

a. Imposing a barrier between the listeners and the message
b. Creating psychological distance between the speaker and the listener
c. Making speakers feel vulnerable and exposed
d. Distracting from the message
e. All of the above
f. None of the above

7. The historical roots of public speaking as we study it today are in

a. Carthage
b. Rome
c. Greece
d. Constantinople
e. All of the above
f. None of the above

8. The conclusion of the speech

a. Should establish your credibility
b. Should summarize the main points of the body
c. Should used extended examples for emotional appeal
d. Should make up about 30 percent of your speech

e.   All of the above
f.   None of the above

9.   A dynamic speaker

a.   Draws attention away from the message
b.   Delivers a speech with energy
c.   Is loud
d.   Gestures constantly
e.   All of the above
f.   None of the above

10.   How can a member of the audience affect the speech responsibly?

a.   By shouting out their opinion of the speaker
b.   By providing non-verbal feedback
c.   By leaving the room
d.   By correcting any mistakes made by the speaker
e.   All of the above
f.   None of the above

11.   The basic model of communication has which elements:

a.   Speaker, Message, Audience
b.   Speaker and Speech
c.   Audience and Active Listening
d.   Podium, Speaker, Message, Reporter
e.   All of the above
f.   None of the above

12.   When listening for a speaker's evidence, you should keep an ear out for its

a.   Sufficiency.
b.   Accuracy.
c.   Objectivity.
d.   Relevance.
e.   All of the above
f.   None of the above

13.   Eye contact is an important element of

a.   Logos
b.   Anxiety reduction
c.   Haptics
d.   Speaker credibility

e.   All of the above
f.   None of the above

14.   Words have meaning only because

a.   They name something
b.   They describe an object or thought
c.   They are given meaning
d.   They don't have any meaning
e.   All of the above
f.   None of the above

15.   Attitudes can influence our actions because they are

a.   Easily changed
b.   Facts
c.   Strong feelings
d.   Any feelings
e.   All of the above
f.   None of the above

16.   Forming particular speech sounds crisply and distinctly is called

a.   Verbalization.
b.   Articulation.
c.   Vocalized pausing.
d.   Pronunciation.
e.   All of the above
f.   None of the above

17.   A simple definition of research is

a.   Looking at the first page of a Google search
b.   Finding the entry for your topic on Wikipedia
c.   Borrowing your roommates speech
d.   Finding good information from reliable sources
e.   All of the above
f.   None of the above

18   From the speakers' perspective, the key to motivation is understanding

a.   The subject
b.   Audience needs
c.   The teacher
d.   Transitions

e. All of the above
f. None of the above

19. Presentation aids should

a. Be handouts
b. Be small
c. Engage additional senses
d. Not be explained
e. All of the above
f. None of the above

20. Which general speech purpose attempts to influence your attitude and actions?

a. Informative
b. Persuasive
c. Entertaining
d. Celebrating
e. All of the above
f. None of the above

21. Speaking without preparation is best known as

a. Extemporaneous speaking
b. Impromptu speaking
c. Manuscript speaking
d. Automatic speaking
e. All of the above
f. None of the above

22. The *primary* purpose of speechmaking is to

a. Gain a desired response from listeners.
b. Learn more about the speech topic.
c. Gain experience as a speaker.
d. Try out new ideas with an audience.
e. All of the above
f. None of the above

23. When the main points of a speech follow a time pattern, they are organized in

a. Problem-solution order.
b. Spatial order.
c. Topical order.
d. Chronological order.

e. All of the above
f. None of the above

24. People spend more time _____ than in any other communication activity.

A Speaking
b. Writing
c. Reading
d. Listening
e. All of the above
f. None of the above

25. What is the *first* step to improving your listening skills?

a. Resist distractions during a speech
b. Focus on the speaker's message
c. Take listening seriously
d. Suspend judgment until the end of the speech
e. All of the above
f. None of the above

26. What constitutes the building blocks of language?

a. Words
b. Articulated sounds
c. Thoughts
d. Ideas
e. All of the above
f. None of the above

27. When do we communicate?

a. When we are talking to other people
b. When we are listening to other people
c. When we are alone
d. When we are in a group
e. All of the above
f. None of the above

28. Who decides if a speaker is trustworthy?

a. The audience
b. The speaker
c. The audience and the speaker
d. Neither
e. All of the above
f. None of the above

29.   Active listening is

a.   A partnership between the speaker and audience
b.   Very tiring
c.   Impossible
d.   Mostly the audience's responsibility
e.   All of the above
f.   None of the above

30.   The body of the speech

a.   Should be the same length as the introduction and conclusion
b.   Should be longer that the introduction and shorter than the conclusion
c.   Should be shorter that the introduction and longer than the conclusion
d.   Should be longer than the introduction and conclusion
e.   All of the above
f.   None of the above

31.   Which of the following is a demographic characteristic of a speech audience?

a.   Age
b.   Interest
c.   Size
d.   Attitude
e.   All of the above
f.   None of the above

32.   When main ideas follow a directional pattern, they are organized in

a.   Geographical order.
b.   Topical order.
c.   Spatial order.
d.   Causal order.
e.   All of the above
f.   None of the above

33.   Plagiarism is a problem because

a.   It is a form of speech impediment
b.   It is a form of theft
c.   It is unavoidable
d.   It is hard to do
e.   All of the above
f.   None of the above

34.   The method of presentation most communication instructors recommend is

a.   Impromptu speaking
b.   Manuscript speaking
c.   Memorized speaking
d.   Extemporaneous speaking
e.   All of the above
f.   None of the above

35.   Outlining

a.   Makes the speech interesting to the audience
b.   Helps the speaker compete a bibliography
c.   Allows the speaker to see the shape of the speech
d.   Allows the audience to know the topic beforehand
e.   All of the above
f.   None of the above

36.   Research shows up in the speech as

a.   Evidence for your conclusions
b.   Signposts
c.   An outline
d.   Parallel construction
e.   All of the above
f.   None of the above

37.   Body movement means

a.   Practicing how to use ones physical presence when giving a speech
b.   Changing the order of your main points
c.   Moving from one main point to another
d.   Identifying your main points
e.   All of the above
f.   None of the above

38.   If we describe man as a symbol-using animal, we mean that:

a.   Communication can be done with gestures
b.   Signs are as effective as speech
c.   No other animals use symbols
d.   Man uses words to name objects
e.   All of the above
f.   None of the above

39.   "Conversational quality" in speech delivery means that the

a.   Speech sounds spontaneous even though it has been rehearsed.
b.   Speaker is not speaking from memory.
c.   Speaker talks the same as she or he would in ordinary conversation.
d.   The audience talks back to the speaker.
e.   All of the above
f.   None of the above

40.   Giving excessive attention to the details of a speech is an example of

a.   Listening too hard.
b.   Giving in to distractions.
c.   Listening for technique.
d.   Jumping to conclusions.
e.   All of the above
f.   None of the above

41.   Words can be confusing when

a.   Meanings change
b.   They are pronounced badly
c.   A speaker talks too much
d.   When they are translated from another language
e.   All of the above
f.   None of the above

42.   A summary statement

a.   Can offer listeners a sense of closure
b.   Should begin the conclusion of the speech
c.   Can function as a transition between the body and final remarks
d.   Restates the main points
e.   All of the above
f.   None of the above

43.   Public Speaking primarily spotlights the role of the

a.   Speaker
b.   Audience
c.   Occasion
d.   Material
e.   All of the above
f.   None of the above

44.   Logical fallacies are

a.   Conclusions based on erroneous reasoning
b.   In every speech
c.   Not important
d.   The bases of sound critical thinking
e.   All of the above
f.   None of the above

45.   The final function of a speech's introduction is to

a.   Gain attention
b.   Establish credibility
c.   Preview the main points
d.   Share the thesis statement
e.   All of the above
f.   None of the above

46.   Changes in the pitch or tone of a speaker's voice are called

a.   Phonemes.
b.   Polytones.
c.   Enunciations.
d.   Inflections.
e.   All of the above
f.   None of the above

47.   Understanding public speaking as communication will help you to

a.   Realize how a public speaking course can help you
b.   Appreciate the course's social benefits
c.   Recognize your ethical speaking responsibilities
d.   Appreciate the course's cultural benefits
e.   All of the above
f.   None of the above

48.   If a speakers' main purpose is to share knowledge, the speech is

a.   Informative
b.   Persuasive
c.   Entertaining
d.   Celebrating
e.   All of the above
f.   None of the above

49.   Audience adaptation is an important factor in which of the following?

a.   Choosing the speech topic
b.   Preparing the speech
c.   Presenting the speech
d.   Narrowing a topic
e.   All of the above
f.   None of the above

50.   Feeling nervous or anxious before a speech

a.   Can be good
b.   Is a sign that you might pass out
c.   Is abnormal
d.   Means you have not practiced you speech
e.   All of the above
f.   None of the above

51.   Which of these describes how trustworthy the speaker might be?

a.   Creativity
b.   Credibility
c.   Concern
d.   Compatibility
e.   All of the above
f.   None of the above

52.   Plato's position on the teaching of public speaking is

a.   It should be kept in a box
b.   Only a few should be taught in order to run the government
c.   Everyone should be taught for self protection
d.   We should teach animals to communicate
e.   All of the above
f.   None of the above

53.   Deductive reasoning is designed to

a.   Reduce the reasoning in a speech
b.   Confuse the audience
c.   Come to a single conclusion based on several pieces of evidence
d.   Avoid logic
e.   All of the above
f.   None of the above

54.   Which of the following believed that public speaking should be taught to the masses

a. Socrates
b. Cicero
c. Plato
d. Aristotle
e. All of the above
f. None of the above

55. The relative highness or lowness of sounds produced by the human voice is called

a. Rate.
b. Pitch.
c. Tone.
d. Quality.
e. All of the above
f. None of the above

56. According to your textbook, saying "pas-ghetti" instead of "spaghetti" is an error in

a. Articulation.
b. Description.
c. Intonation.
d. Pronunciation.
e. All of the above
f. None of the above

57. To say that people usually want to hear about things that are meaningful to them is to say that people are

a. Empathic.
b. Eclectic.
c. Egotistic. .
d. Egocentric.
e. All of the above
f. None of the above

58. Choosing the right words for a speech is important because

a. It reduces the need to pronounce words correctly
b. It makes gestures unimportant
c. Sounds blend when words are said aloud
d. The more technical the better
e. All of the above
f. None of the above

59. Opinions are

a. Conclusions
b. Facts
c. Always wrong
d. Statistics
e. All of the above
f. None of the above

60. What responsibilities does the audience have while listening to a speech?

a. To sit quietly until the speaker is done
b. To correct any mistakes made by the speaker
c. To use lots of eye contact
d. To listen actively
e. All of the above
f. None of the above

APPENDIX D
General Education Pre-Test/Post Test (administered to all Business and Professional students)

Business & Professional Speech Assessment

_____ 1. The process of making sense out of the world and sharing that sense with others by creating meaning through the use of verbal and nonverbal messages is the definition of _____.
a. communication
b. transactional communication
c. human communication
d. interpersonal communication

_____ 2. The _____ of a communication message is the new information, ideas, or suggested actions the speaker wishes to express.
a. Feedback
b. Noise
c. Channel
d. Content

_____ 3. _____ is any communication, other than written or spoken language, that creates meaning for someone.
a. Verbal communication
b. Language
c. Impersonal communication
d. Nonverbal communication

_____ 4. The primary difference between a group and a team is _____.
a. a team is more goal oriented than a group
b. a team involves face-to-face communication, while a group does not
c. a team involves mutual influence, while a group does not
d. a team is more highly structured than a group

_____ 5. A pattern of communication behaviors that others observe when you interact with them is _____.
   a. social style
   b. mindfulness
   c. nonverbal communication
   d. assertiveness

_____ 6. Why is it important to know how other people perceive your social style?
   a. Their perception influences how they treat you.
   b. Their perception influences how you perceive yourself.
   c. Their perception doesn't matter; it only matters how you see yourself.
   d. You can never know how another person perceives you, so you shouldn't try.

_____ 7. Abraham Maslow's theory of human needs is used to help describe which leadership assumption?
   a. Classical
   b. Human relations
   c. Human resources
   d. Systems

_____ 8. Being aware of the organizational culture is important because?
   a. It influences how you communicate with others.
   b. It is nice to know.
   c. So you can explain it to others.
   d. So you can know what to wear.

_____ 9. The idea that there can be several different cultures within a single organization is best represented by which statement?
   a. Organizational culture is created through communication.
   b. Organizational culture is communicated both explicitly and implicitly.
   c. Organizational culture includes multiple factors.
   d. Organizational culture is multilayered and multifaceted.

_____ 10. The beliefs, values, and moral principles by which we determine what is right and wrong are called _____.
   a. leadership style
   b. opinions
   c. ethics
   d. responsibility

_____ 11. _____ messages are messages that use words to create meaning.
   a. Verbal
   b. Nonverbal
   c. Complex
   d. Connotative

_____ 12. _____ messages are communicated through physical appearance, posture, movement, facial expressions, eye contact, and touch.
   a. Verbal
   b. Nonverbal
   c. Complex
   d. Connotative

_____ 13. The primary difference between a denotative meaning and a connotative meaning is that _____.
   a. denotative meanings are based on interpretation, while connotative meanings are literal
   b. denotative meanings are literal, while connotative meanings are based on interpretation
   c. denotative meanings are strategically ambiguous, while connotative meanings are concrete
   d. denotative meanings are based on jargon, while connotative meanings are concise

_____ 14. _____ is a nonverbal communication code that is based upon physical attraction, clothing and artifacts.
   a. Haptics
   b. Complementing
   c. Body Movement
   d. Physical Appearance

_____ 15. The nonverbal aspects of the voice, including pitch, rate, and volume is _____.
   a. kinesics
   b. proximity
   c. haptics
   d. vocalics

_____ 16. The study of how people use and structure time is called _____.
   a. haptics
   b. chronemics
   c. proximity
   d. gatekeeping

_____ 17. A person who controls the flow of communication within an organization is called a(n) _____.
   a. time keeper
   b. information keeper
   c. gatekeeper
   d. social keeper

_____ 18. Unwelcome conduct of a sexual nature that interferes with a person's ability to perform a job or gain an education and that creates a hostile, intimidating or offensive environment is defined as _____.
   a. quid pro quo sexual harassment
   b. coercion
   c. hostile environment sexual harassment
   d. intimidating environment sexual harassment

_____ 19. The primary difference between hearing and listening is _____.
   a. hearing is a process of constructing meaning, while listening is a physiological process
   b. hearing and listening are the same thing
   c. hearing is a physiological process, while listening is a process of constructing meaning
   d. listening and hearing are both passive activities

_____ 20. The capacity to feel what others are feeling is called _____.
   a. sympathy
   b. empathy
   c. social decentering
   d. emotional decentering

_____ 21. A learned system of knowledge, behavior, attitudes, beliefs, values, and norms that is shared by a group of people is a(n) _____.
   a. small group
   b. organization
   c. culture
   d. communication trait

_____ 22. Someone who criticizes or opposes something in order to provoke a discussion or an argument is called a(n) _____.
   a. devil's advocate
   b. challenger
   c. arguer
   d. debater

_____ 23. A form of oral interaction structured to achieve a goal is called a(n) _____.
   a. chatter-box
   b. public speaker
   c. interview
   d. task goal

_____ 24. _____ are focused on, structured conversation whose goal is to seek out important information from another person.
   a. Information-gathering interviews
   b. Persuasive interviews
   c. Reporting interviews
   d. Appraisal interviews

_____ 25. A scripted interview that uses a set of standard questions that are asked of every person who is interviewed is referred to as a(n) _____.
   a. unstructured interview
   b. structured interview
   c. moderately-structured interview
   d. uniquely-structured interview

_____ 26. Asking a respondent to talk about how they might do something is a _____.
   a. question of value
   b. question of policy
   c. question of process
   d. question of fact

_____ 27. _____ limits the possible range of responses and requires a simple, direct, and brief answer.
- a. Closed questions
- b. Probing questions
- c. Leading questions
- d. Open questions

_____ 28. A questioning technique that begins with broad, open questions and proceeds towards more closed questions is called a(n) _____.
- a. funnel sequence
- b. inverted funnel sequence
- c. tunnel sequence
- d. inverted tunnel sequence

_____ 29. Which of the following questions would be considered unlawful?
- a. "How is your previous employment experience relevant to this position?"
- b. "Are you a member of any clubs or associations that are relevant to this position?"
- c. "Are you willing to relocate?"
- d. "Are you a citizen of the United States?"

_____ 30. The ethical principle that requires interviewers to keep information disclosed during an interview private is called _____.
- a. professionalism
- b. ethics
- c. confidentiality
- d. value policy

_____ 31. Skills that are useful in a variety of jobs and positions are referred to as _____.
- a. adaptive skills
- b. transferable skills
- c. job-related skills
- d. organizational skills

_____ 32. A document outlining the specific skills required for and basic duties of a particular position is referred to as a(n) _____.
- a. job description
- b. employment document
- c. hiring document
- d. occupational handbook

_____ 33. A concise, well organized written description of your background, training, and qualifications for a job is referred to as a(n) _____.
- a. cover letter
- b. personal history document
- c. career objective
- d. resume

_____ 34. Which of the following questions should NOT be asked by an interviewee?
   a. What priorities will need to be addressed immediately in this position?
   b. What types of people tend to excel here?
   c. How long was the previous person here?
   d. How much will I be paid?

_____ 35. Identifying the interview goal, analyzing the individual's performance, and arranging the interview are steps to conduct which type of interview?
   a. Exit interview
   b. Appraisal interview
   c. Information-sharing interview
   d. Job interview

_____ 36. Which of the following questions does a gap analysis need to answer?
   a. What were the employee's expectations for the past year? Why was he or she given these expectations? Where is the gap?
   b. Where is the employee's performance now? Where does the employee's performance need to be? What is causing this gap?
   c. How has the employee performed since being hired? How has the employee improved? How can we continue to get improvement from the employee?
   d. Where is the employee's performance now? What are the employee's future goals? How has the employee improved?

_____ 37. Which of the following lists contains the elements of the definition of small group communication?
   a. 2 to 20 people, formal leader, face-to-face, exert influence on each other
   b. People who share a common purpose, 2 to 10 people, formal leader, share a common purpose
   c. 3 to 15 people, share a common purpose, feel a sense of belonging, exert influence on each other
   d. 3 to 20 people, share a common purpose, formal leader, feel a sense of belonging

_____ 38. The consistent way someone communicates with others in a team is referred to as a(n) _____.
   a. task
   b. responsibility
   c. role
   d. assignment

_____ 39. A concise description of a team's goals or desired outcomes is referred to as a _____.
   a. team ground rule
   b. team vision
   c. team mission statement
   d. team dynamic

_____ 40. If a person is elected or appointed, they have _____.
   a. legitimate power
   b. referent power
   c. expert power
   d. reward power

_____ 41. The degree of attraction that members of a group feel toward one another and the group is referred to as _____.
   a. cohesiveness
   b. reinforcement
   c. friendliness
   d. conflict suppressed

_____ 42. An approach to team development that suggests that in order for a team to be effective, that team members need to use specific steps and techniques to stay on task and productive is referred to as a(n) _____.
   a. prescriptive approach
   b. descriptive approach
   c. functional approach
   d. emergence phase

_____ 43. A written list of issues, questions, information, or topics to be discussed or tasks to be completed in a meeting is referred to as a(n) _____.
   a. reference document
   b. agenda
   c. gatekeeper
   d. formal document

_____ 44. The Delphi technique includes _____.
   a. silent brainstorming by individuals followed by sharing ideas with the group
   b. interviewing experts on the topic to gain their insights
   c. sharing ideas in writing or via email and not meeting face-to-face
   d. shouting out as many ideas as possible within a given time frame

_____ 45. A listener's perception of a speaker as competent, trustworthy, and dynamic is referred to as _____.
   a. authority
   b. credibility
   c. legitimate authority
   d. power

_____ 46. A one-sentence summary of your presentation is called your _____.
   a. central idea
   b. purpose statement
   c. topic sentence
   d. audience analysis

_____ 47. The tone, language, voice, and overall viewpoint of a report is called _____.
   a. coherence
   b. grammar
   c. clarity
   d. writing style

_____ 48. _____ refers to technology's ability to simulate face-to-face communication.
a. Media richness
b. Media technology
c. Channel richness
d. Message technology

_____ 49. A _____ is someone who has been appointed to coordinate and facilitate others in accomplishing a task/job.
a. leader
b. manager
c. subordinate
d. follower

_____ 50. The primary difference between a task and process function is _____.
a. task functions focus on getting work done, whereas process functions focus on managing relationships
b. task functions focus on relationship building, whereas process functions focus on procedural tasks
c. task functions focus on leadership, whereas a process function is primarily a role that a follower assumes
d. task functions help the team mediate conflicts, whereas a process role focuses on agenda items

APPENDIX E
General Education Pre-Test/Post Test (administered to all Interpersonal students)

Name: _____
                    Please print

Cont #: ____ Form: II Semester/Year: Course:

Gender: M F Age: _____ Semester in College _____

Apprehension to communicate:

Please indicate the degree to which each statement applies to you by marking whether you: **Strongly Disagree = 1; Disagree = 2; are Neutral = 3; Agree = 4; Strongly Agree = 5**

_____1. I dislike participating in group discussions.

_____2. Generally, I am comfortable while participating in group discussions.

_____3. I am tense and nervous while participating in group discussions.

_____4. I like to get involved in group discussions.

_____5. Engaging in a group discussion with new people makes me tense and nervous.

_____6. I am calm and relaxed while participating in group discussions.

_____7. Generally, I am nervous when I have to participate in a meeting.

_____8. Usually, I am comfortable when I have to participate in a meeting.

_____9. I am very calm and relaxed when I am called upon to express an opinion at a meeting.

_____10. I am afraid to express myself at meetings.

_____11. Communicating at meetings usually makes me uncomfortable.

_____12. I am very relaxed when answering questions at a meeting.

_____13. While participating in a conversation with a new acquaintance, I feel very nervous.

_____14. I have no fear of speaking up in conversations.

_____15. Ordinarily I am very tense and nervous in conversations.

_____16. Ordinarily I am very calm and relaxed in conversations.

_____17. While conversing with a new acquaintance, I feel very relaxed.

_____18. I'm afraid to speak up in conversations.

_____19. I have no fear of giving a speech.

_____20. Certain parts of my body feel very tense and rigid while giving a speech.

_____21. I feel relaxed while giving a speech.

_____22. My thoughts become confused and jumbled when I am giving a speech.

_____23. I face the prospect of giving a speech with confidence.

_____24. While giving a speech, I get so nervous I forget facts I really know.

Willingness to communicate:

Directions: Below are 20 situations in which a person might choose to communicate or not to communicate. Presume you have completely free choice. Indicate the percentage of times you would choose to communicate in each type of situation. Indicate in the space at the left of the item what percent of the time you would choose to communicate. (0 = Never to 100 = Always)

_____1. Talk with a service station attendant.

_____2. Talk with a physician.

_____3. Present a talk to a group of strangers.

_____4. Talk with an acquaintance while standing in line.

_____5. Talk with a salesperson in a store.

_____6. Talk in a large meeting of friends.

_____7. Talk with a police officer.

_____8. Talk in a small group of strangers.

_____9. Talk with a friend while standing in line.

_____10. Talk with a waiter/waitress in a restaurant.

_____11. Talk in a large meeting of acquaintances.

_____12. Talk with a stranger while standing in line.

_____13. Talk with a secretary.

_____14. Present a talk to a group of friends.

_____15. Talk in a small group of acquaintances.

_____16. Talk with a garbage collector.

_____17. Talk in a large meeting of strangers.

_____18. Talk with a spouse (or girl/boyfriend).

_____19. Talk in a small group of friends.

_____20. Present a talk to a group of acquaintances.

APPENDIX F
Pre-Test/Post-Post administered to all COMM majors

This knowledge-based test uses a 60 multiple-choice questions to be given in Interpersonal Communication classes as a pre-test and in the Introduction to Human Communication class as a post-test. It is designed to test knowledge across the 5 core COMM classes in all 5 of the learning objectives. By coding the questions for core classes and learning outcomes we can objectively assess the program and improve any shortcomings. Some questions were developed by UAM COMM faculty. Additional questions come from the Utah State University Assessment Plan and from The Education Praxis II Tests.

1. The U.S. Constitution mentions only this industry as deserving special protection.

a. agriculture

b. business

c. media

d. railroads

e. shipping

2. The First Amendment protects all of the following BUT:

a. a cartoon claiming Jerry Falwell's first time was with his mother in an outhouse
b. protesters picketing the President's political speeches
c. bloggers criticizing Trent Lott for waxing nostalgic about segregation
d. pranksters yelling "fire" in a crowded theater

3. Journalists and Public Relations practitioners should:

a. avoid personal conflicts likely to undermine professional obligations

b. make every effort to resolve unanticipated conflicts of interest

c. acknowledge unavoidable conflicts of interest to the public

d. all of the above

e. none of the above

4. This news value describes the affect of news to the general populace.

a. timeliness

b. impact

c. conflict

d. currency

e. unusualness

f.   prominence

g. proximity

5. When a company has a crisis, public relations professionals should …

a. provide a "no comment" answer

b. provide all of the relevant, attributable information to the media

c. use one spokesperson for the company

d. none of the above

e. B & C

6. Examples of "noise" in communication include:

a.   mowers running outside a classroom lecture

b.   pictures facing toward the edge of a paper

c.   lack of attribution in quotes

d.   running headlines together

e.   all of the above

7. The unauthorized use of someone else's literary or artistic expression:

a.   fabrication
b.   docudrama
c.   misappropriation
d.   plagiarism

8. According to the standard of journalistic truth, articles must:

a.   be accurate

b.   promote understanding

c.   be fair and balanced

d.   all of the above

e.   A & B

9 Hard news articles are written in what form?

a. essay

b. circular

c. inverted pyramid

d. builds to climax

e. none of the above

10 Attributes of a lede include:

a. First paragraph of a news article

b. Identifies who, what, when, where and sometimes why and how

c. No more than 35 words in length

d. Only prominent individuals named

e. All of the above

f. A, B & C

11 Diversity in news coverage includes:

a. gathering information from different individuals affected by a news article

b.   mentioning sexual orientation and race only when relevant to the article

c.   avoiding biased terminology, e.g. "The shapely broad walked next to a gray-haired, surprisingly mobile paraplegic Injun."

d.   all of the above

e.   none of the above

12. When writing on an issue, you choose to emphasize some facts over others. This would be an example of:

a.   third person effect

b.   framing

c.   agenda-setting

d.   two-step flow

e.   unique selling proposition

13. Editors practice agenda-setting through:

a.   headline size

b.   use of pictures

c.   placement of article, e.g. above or below the fold, in section A or C, top of the newscast, etc.

d.   use of upstyle headlines

e.   all of the above

f.   A, B & C

14. In the local paper, the Page 1 stories include the economy, the possibility of war and emergencies caused by the snow. An article about the state's triple execution last night appears on Page B3. This provides an example of:

a.   agenda setting

b.   framing

c.   cultivation analysis

d.   mass society theory

e.   cybernetics

15. Convergence in media includes:

a.   newspapers adding audio and video to articles on Web sites

b. book covers promoting movies

c. pop-up ads on computers

d. films turned into DVDs

e. all of the above

16. Vertical integration, i.e. holding a monopoly over a product from the beginning of production through the end of distribution, has been found in:

a. the film industry

b. the video game industry

c. the radio industry

d. all of the above

e.   none of the above

f. A and B

17. _____ argues that TV violence may cause others to become aggressive.

a. Mass Society theory
b. Third-person effect
c. Framing

d.　Cultivation analysis

18. The philosophy that people cannot govern themselves in a democracy unless they have access to the information they need for that governance is:

a.　the self-righting principle

b.　communism

c.　libertarianism

d.　the marketplace of ideas

19. Which of the following is NOT a classification based on psychographics?

   A) lifestyles
   B) occupation
   C) behavior
   D) attitudes
   E) values

20. When media include brand-name items in movies and video games, this is known as:

a.　theory

b.　culture

c.   capitalism

d.   intrusive advertising

e.   product placement

21. When an audience is receiving a message they go through four stages: awareness, comprehension, conviction, and commitment. Which of these stages involves the audience matching their own interests and views with the information being offered?

A. awareness
B. comprehension
C. conviction
D. commitment

22. When communicating face-to-face, negativity is often apparent when a participant:

A. leans forward in his chair
B. crosses his legs
C. crosses his arms across his chest
D. rests his chin on his hand

23. If you have been asked to give a presentation to an audience of co-workers, a good strategy to keep the audience engaged is:

A. to avoid the use of related visuals such as charts or pictures which might distract from the presentation
B. provide handouts to guide the audience through the presentation
C. avoid contact with specific members of the audience, focusing on a point at the rear of

the room

D. using all strategies stated above

24. When communicating information, employers will most likely be successful in capturing employee attention by:

A. enclosing the information in paycheck or pay stub envelopes
B. printing the information in a company newsletter or regular publication
C. presenting information at brief staff meetings
D. posting information on break area bulletin boards

25. An organization's lateral communications system is most likely to involve which of the following exchanging messages?

A. supervisors and their direct employees
B. employees with similar responsibilities in different departments
C. employees with different responsibilities in the same department
D. company media representatives and the media

26. In order to convince your audience to support your proposed changes to the organization's structure, any speech to them must be of what type?

A. informative
B. persuasive
C. entertaining
D. impromptu

27. Considering that some experts believe more than one half of the emotional meaning of a message comes from non-verbal communication, an important consideration in delivering a speech to an audience is:

A. avoiding overdressing for the occasion

B. keeping your voice low to avoid the impression of yelling

C. choice of vocabulary

D. culturally significant gestures

28. When considering the exact wording of a speech that you are writing, the most important consideration given should be to:

A. using high level vocabulary that indicates your educational achievement

B. avoiding words that must be explained or defined

C. using effective vocabulary that clearly communicates your message

D. limit or avoid the use of highly technical terms

29. After communicating with an employee via email memo regarding project goals, you discover that the employee misinterpreted your expectations. You believe the channel was the problem and:

A. send a more detailed email to correct the miscommunication

B. schedule a meeting to discuss the miscommunication

C. reprimand the employee for disregarding your instructions

D. more closely supervise the project for the remaining duration

30. Non-verbal communication plays a large part in effectively sending a message. When speaking to a group be sure to consider paralanguage factors such as:

A. your hand and body gestures

B. throat clearing and sighs

C. temperature and light

D. proximity to your audience

31. If you are speaking to an audience of professionals in a highly specialized field and are using the manuscript style of delivery, it is very likely that:

A. your speech is impromptu in nature

B. you are trying to persuade the audience to support a change

C. someone else prepared or assisted in the preparation of your speech

D. this is material with which you are very comfortable

32. Your organization employs people in a variety of positions from custodial to professionals with doctoral degrees. You need to send out an effective written communication to all employees regarding a new policy so you are careful to avoid which of the following when writing the memo?

A. a feedback system

B. encoding

C. semantic noise

D. all of the above

33. As a group, a new project team at work has established several norms for the team. All of these might be examples of these except:

A. mandatory attendance at all meetings

B. a rotating chairperson role for meetings

C. regular email updates to all team members

D. management evaluation of group performance

34. You have to give a presentation to employees informing them of impending layoffs due to poor company performance. The best presentation style would be:

A. induction

B. persuasive

C. informative

D. deduction

35. Understanding your target audience is a key to creating effective communication. We can better understand the target audience through demographics which identify primarily physical traits and psychographics which focus on people's:

A. group membership and affiliation

B. education and knowledge

C. beliefs and values

D. health

36. You are giving a presentation to a small group of co-workers and notice that several of them are leaning forward in their chairs, causing you to infer that they:

A. are interested in your presentation

B. are ready to leave the meeting

C. disagree with your position

D. are not paying attention to the presentation

37. When speaking to an audience you utilize the technique of contrast to emphasize one of your main points. Which of the following is an example of this technique?

A. Wouldn't we all be better off in a world without war?

B. Our country's government cannot continue to help people who want to hurt our country.

C. These actions are wrong, they are unacceptable, and they are criminal!

D. Commitment to this cause is like marriage; you have to stick with it in good times and bad

38. You are preparing to give a speech at a convention that will last about 25 minutes. Your primary objective is to appear informed and for your audience to know that a great deal of planning went into your remarks. Which delivery style best accommodates this goal?

A. impromptu
B. memorized
C. extemporaneous
D. manuscript

39. When listening to a presentation, the audience is more likely to be persuaded by the speaker if he has established ethos, or:

A. a personal connection with them
B. his knowledge and experience in this area
C. a strong argument in favor of his position
D. a lengthy list of evidence to support his position

40. When constructing an email, be sure to follow accepted etiquette and create a clear communication by avoiding all of the following except:

A. typing in all capital letters
B. only use widely accepted abbreviations
C. leaving the subject line blank
D. always place all recipients in the 'to' field

41. When you send a message to an intended recipient, whether verbal, written, or non-verbal, how that recipient interprets the message is influenced by all of the following except:

A. context

B. decoding

C. channel

D. all of the above are influences

42. When you listen to evaluate a speaker's message for purposes of accepting it or rejecting it, what kind of listening is involved?

a. Critical

b. Reflective

c. Evaluative

d. Empathic

43. The historical roots of public speaking as we study it today are in

a. Carthage

b. Rome

c. Greece

d. Constantinople

44. Interference/Noise can disrupt communication effectiveness by

a. Imposing a barrier between the listeners and the message

b. Creating psychological distance between the speaker and the listener

c. Making speakers feel vulnerable and exposed

d. Distracting from the message

45. Words have meaning only because

a. They name something

b. They describe an object or thought

c. They are given meaning

d. They don't have any meaning

46. Forming particular speech sounds crisply and distinctly is called

a. Verbalization.

b. Articulation.

c. Vocalized pausing.

d. Pronunciation.

47. A simple definition of research is

a. Looking at the first page of a Google search

b. Finding the entry for your topic on Wikipedia

c. Borrowing your roommates speech

d. Finding good information from reliable sources

48. The *primary* purpose of speechmaking is to

a. Gain a desired response from listeners.

b. Learn more about the speech topic.

c. Gain experience as a speaker.

d. Try out new ideas with an audience.

49. Who decides if a speaker is trustworthy?

a. The audience

b. The speaker

c. The audience and the speaker

d. Neither

50. Plagiarism is a problem because

a. It is a form of speech impediment

b. It is a form of theft

c. It is unavoidable

d. It is hard to do

51. Which of the following statements about the effects of the perception of space on communication behavior is accurate?

A. People usually accept uninvited entry into their personal space but not into their social space.

Bd Seating arrangements have little effect on who is likely to dominate a conversation.

(C) People who are cooperating are more likely to sit at opposite ends of the table.

(D) Interpersonal distances are the same from culture to culture.

(E) People often react to the messages expressed by their physical environments.

52. Our understanding of who we are is called _____.

a. self-esteem

b. self-concept

c. self-worth

d. self-awareness

53. When we stereotype others, we are focus on _____.
a.   individual differences
b.   generalizations about a group of people
c.   developing negative references
d.   improving our interpersonal communication patterns

54. The perceived rightness or wrongness of an action or behavior is called

_____.

a. interpersonal values

b. relational attitudes

c. relational content

d. ethics

55. The model of communication stating that giving and receiving messages is simultaneous and mutual is called the _____.

a. linear model

b. interactional model

c. feedback model

d.   transactional model

56. Which of the following may be included in the definition of cultural context?

a. patterns

b. rules and roles

c. norms

d. All of these answers are correct.

57. Relational history pertains to _____.

a. how communicators frame their relationship and compare it to others

b. the guidelines for behavior in conversations

c. the level of originality present in the relationship

d. the prior relationship experiences two people share

58. The mental framework or memory structure that people rely on to understand experience and to guide their future behavior is called _____.

a. selective perception

b. mental mapping

c. mindful perception

d. relational schema

59. The shared, personal, and learned life experiences of a group of individuals who have a common set of values and norms are known as _____.

a. climate

b. personal blending

c. culture

d. traditions

60. The process in which individuals, companies and/or media impose their way of thinking and behaving on another culture is called _____.

a. ethnocentrism

b. culture shock

c. cultural imperialism

d. cultural empathy

APPENDIX G:
Oral assessment rubric – Speech Emphasis

Learning Outcome	Does not demonstrate outcome	Demonstrates outcome	Exceeds expected outcome
Sends and receives verbal and nonverbal messages that meet critical standards			
Demonstrate facility in applying major speech theories to various communication acts.			
Demonstrate significant skill in adapting messages to various types of communication.			
Creates verbal messages that demonstrate an understanding of credible research methods and solid reasoning.			
Demonstrates an understanding of the ethics, practices, and importance of speech communication			

APPENDIX H:

Portfolio evaluation rubric—Media Emphasis

Learning Outcome	Does not demonstrate outcome	Demonstrates outcome	Exceeds expected outcome
Demonstrates the ability to produce media quality articles fluently, concisely, and clearly.			
Demonstrates an understanding of the practices and importance of media.			
Demonstrates an understanding of communication law and ethics.			
Demonstrates skill in using the technologies commonly used in media production.			

APPENDIX I:
Performance Emphasis Rubric

Student Learning Outcome	Does Not Demonstrate Expected Outcome	Demonstrates Expected Outcome	Exceeds Expected Outcome
1. Select text for performance which demonstrates			

credible research methods and solid reasoning.			
2. Create a written performance plan which demonstrates facility in using major theories in text analysis.			
3. Send and receive verbal and nonverbal messages in a public performance that meets critical standards.			
4. Demonstrate significant skill in adapting performance to audience and venue.			
5. Demonstrate an understanding of the ethics, practices, and importance of performance theories.			

APPENDIX J
Strategic Plan with Communication goals highlighted

http://www.uamont.edu/pdf/UAM%20Strategic%20Plan.pdf

Strategic Plan 2014/15
School of Arts and Humanities

UAM is Dedicated to Providing Educational Opportunities

Strategic Goals	Objectives	Strategies-Measures-Owners
Enhancement of Resources	- Recruit, develop and retain a quality faculty and staff. - Build partnerships through networking and collaboration. - Enhance the university's image, visibility, and influence. - Develop internal and external resources. - Recruit, retain and graduate students.	o See page
Enhancement of Academics	- Improve academic quality standards. - Share academic opportunities across units. - Increase opportunities for faculty/student research and creative activities and increase experimental and service learning opportunities. - Improve internal and external communications. - Provide the latest technology to our students and faculty. - Accommodate the diverse needs of students. - Enhance UAM's image.	o See page
Enhancement of Quality of Life	- Accommodate the diverse needs of students. - Develop and implement a comprehensive student retention plan. - Promote healthy lifestyles	o See page

	for students, employees, and communities	

School of Arts and Humanities

Strategic Goal 1:   Enhancement of Resources

Objectives		Strategy		KPI/Measure/Target	Strategy Owner
1.1	Recruit, develop, retain a quality faculty and staff.	1.1A	Apply to Fulbright/IIE to host two Fulbright International Teaching Assistants (FLTA).	Host two Spanish FLTAs for the academic year.	Dean, Bacon
		1.1B	Determine critical-need areas and seek qualified Graduate Assistants through class announcements and advertisements.	Employ two Graduate Assistants in any of the disciplines of SAH and employ one Debate-Communication GA. Also employ two English Graduate Assistants who are students in the MFA program.	Dean, SAH GA Selection Committee, Director of Forensics, MFA Director
		1.1C	Continue to seek Faculty Mentors for MFA program as necessary. Their qualifications should meet AWP Hallmarks of at least one book, graduate degree, and successful university teaching experience.	Have enough Faculty Mentors that MFA students work with a new faculty member each semester in ENGL 517V Writer's Workshop.	Dean, MFA Director
		1.1D	Hire a non-tenure-track Instructor of English.	Advertise, interview, and hire an individual who can begin employment in January or August	Dean, English Faculty

			2015.	
1.2	Build partnerships through networking and collaboration.	1.2	Enhance communication and collaboration with secondary schools in the region with the purpose of recruiting and of enhancing the preparation of high-school students for college.	Lead professional-development workshops for public-school English teachers. And host visiting scholars or writers whose areas of expertise go beyond the disciplines of SAH, thus leading to collaboration with other academic units.	Bloom, Walter, Borse, Platt, Dean

School of Arts and Humanities

Strategic Goal 1:   Enhancement of Resources

Objectives		Strategy		KPI/Measure/Target	Strategy Owner
1.3	Enhance the university's image, visibility, and influence.	1.3	Plan and organize events that attract the public and particularly high-school students.	Host a high-school debate tournament, a foreign-language festival, a foreign-language film festival, and art exhibitions.	Director of Forensics, Bacon, Richard, Lykens, Jean-Francois
1.4	Develop internal and external resources.	1.4A	Generate funds from custom-published Composition, World Literature, and Spanish texts with the purpose of using funds in ways that will benefit significant	Earn royalties of at least $1,500 and spend those royalties on equipment and scholarships.	Dean

		numbers of students and faculty.		
	1.4B	Prepare for Higher Learning Commission re-accreditation visit.	Gather and organize necessary documents. Contribute to writing of Self-Study. Complete Self-Study by August 2014. Be ready for HLC visit October 2014.	All faculty
	1.4C	Enhance Writing Center Services.	Make improvements in Writing Center services based on assessment data and have improvements reflected in long-range assessment-data trends..	Writing Center Director
	1.4D	Maintain the size of the debate team.	Continue to have current number of students travel to tournaments.	Director of Forensics
	1.4E	Design concentration in Applied Communication.	Gain approval from Curriculum and Standards in Fall 2014 and implement new concentration in Fall 2015.	Communication faculty, Dean
	1.4F	Explore feasibility of enhancing Professional Writing concentration in	Have a plan for development of enhanced or distinct Professional	Platt, Graziano, Waddell

				English or developing a distinct program.	Writing program by spring 2015.	
1.5	Recruit, retain, and graduate students.	1.5A	Increase number of Modern Languages majors.	Have 20 majors by Spring Semester 2015.	Bacon, Francois
		1.5B	Increase number of graduates in Communication and Art.	Have 8 Communication graduates and 6 Art graduates in 2015.	Communication Faculty, Art Faculty

School of Arts and Humanities

Strategic Goal 1:   Enhancement of Resources

Objectives		Strategy		KPI/Measure/Target	Strategy Owner
1.5		1.5C	Increase the number of Communication, Art, and English majors.	Have 30 Communication majors, 30 Art majors, and 60 English majors by Spring Semester 2015.	Speech Faculty, Art Faculty, English Faculty
		1.5D	Reach program viability standard for graduates in Modern Languages.	Graduate 4 Modern Languages majors in 2015.	Bacon, Francois

School of Arts and Humanities

Strategic Goal 2: Enhancement of Academics

Objectives		Strategy		KPI/Measure/Target	Strategy Owner
2.1	Improve academic quality standards.	2.1A	Pilot proposed changes in Composition I and II in selected sections. These changes will involve course requirements,	Make decisions about proposed changes in composition by Fall 2015.	Director of Composition and Composition Committee

			teaching methods, technology, and texts. Coupled with this piloting will be the use of composition program assessment as the basis for making program improvements.		
		2.1B	Continue to Pilot McGraw-Hill online remediation program.	See marked improvement in end-of-course testing (ASSET) and supplement or replace Fundamentals of English with McGraw-Hill online program.	Provost, Dean, Fundamentals Committee
		2.1C	Further revitalize the English program by placing emphasis on close readings, theory, grammar, and writing.	Have assessment data show improved performance of English majors in the areas of literary history and close readings.	Dean, English Faculty
		2.1D	Assure quality and academic standards of online classes.	Observe online courses and peruse course evaluations.	Dean, Director of Composition, MFA Director
2.2	Share academic opportunities across units.	2.2	Promote the interdisciplinary film-studies concentration and the professional-writing	Have at least 5 English majors elect the Film Studies concentration and at least 5 the Professional Writing.	Borse, Stewart, Dean, Platt, Waddell, Graziano

		concentration within the English major.		
2.3	Increase opportunities for faculty/student research and creative activities and increase experimental and service learning opportunities.	2.3A	Develop additional articulation agreements with off-campus sites for placement of Communication interns.	Place students in internships as a result of at least one new agreement.	Communication faculty
		2.3B	Support faculty professional growth.	Support faculty through travel funds and recognition of professional achievement (publicity, annual evaluations, salary increases).	Dean

School of Arts and Humanities
Strategic Goal 2: Enhancement of Academics

Objectives		Strategy		KPI/Measure/Target	Strategy Owner
2.3	Increase opportunities for faculty/student research and creative activities and increase experimental and service learning opportunities (Continued).	2.3C	Create a "reading" series for students and faculty who wish to give presentations of scholarly or creative work, especially in preparation for giving presentations at regional or national conferences.	Have one such "reading" each semester.	All faculty, Sigma Tau Delta
2.4	Improve internal and external communications.	2.4	Revise and keep updated SAH "Let's Communicate" web page.	Publish new "Let's Communicate" each year.	Meeks
2.5	Provide the latest technology to our students and faculty.	2.5	Increase number of "SMART" classrooms.	Add one Smart room to Wells or MCB by Summer 2015.	Dean
2.6	Accommodate the diverse needs of students.	2.6A	Maintain offerings in Japanese language and culture.	Offer one Japanese class each semester.	Shepherd
		2.6B	Maintain offerings in Latin classes.	Offer one or two Latin classes each semester.	Francois
		2.6C	Offer an adequate variety of French classes to serve Modern Language majors, French	Offer five or six sections of French courses each semester.	Francois

		minors, and BA students.		
	2.6D	Maintain offerings of German classes.	Offer one German class each semester.	Strong
	2.6E	Offer Special Topics Art courses related to regional internship opportunities.	Provide an internship to at least one student per year.	Richard, Lykens
2.7 Enhance UAM's image.	2.7	==Continue series of nonmusical plays.==	==Produce one play a year.==	==Walter and/or Williams==

School of Arts and Humanities
Strategic Goal 3:   Enhancement of Quality of Life

	Objectives		Strategy	KPI/Measure/Target	Strategy Owner
3.1	Accommodate the diverse needs of students.	3.1A	==Expand offerings of online classes, including upper-level classes in all disciplines when feasible and when there is a student need/demand.==	==Add new online courses to SAH offerings during the academic year if appropriate.==	==Dean, online faculty==
		3.1B	==Expand the number of hybrid courses.==	==Offer at least two hybrid courses in every discipline.==	==Dean, faculty==
3.2	Develop and implement a comprehensive student retention plan.	3.2	Retain SAH students through a variety of strategies as developed in the annual Retention	See improvement in retention of SAH majors.	Dean, all SAH Faculty

		Report.		
3.3 Promote healthy lifestyles for students, employees, and communities.	3.3A Support activities of student organizations and honor societies: The Creative Society, Journalism Club,, Sigma Tau Delta, Delta Zeta Epsilon, Alpha Chi.		Provide logistical assistance with planning and publicity. Encourage faculty to attend events.	Organizational sponsors, Meeks

APPENDIX K

Questionnaire for seniors graduating with a Communication major

1. Name

2. Are you earning a double major? If so, what is your second major?

3. Minor

4. Did you encounter any difficulties in registering for the classes you needed to meet the requirements for your speech communications major? If so, which ones?

5. Please evaluate your speech communications classes regarding each of the following learning objectives:

Objective 1:
Send and receive verbal, nonverbal and written messages that meet critical standards .
With respect to this objective my classes were effective:
__ Strongly agree

__ Agree
__ Neutral
__ Disagree
__ Strongly disagree

Objective 2:
Demonstrate facility in using major theories in message analysis
With respect to this objective my classes were effective:
__ Strongly agree
__ Agree
__ Neutral
__ Disagree
__ Strongly disagree

Objective 3:
Demonstrate significant skill in adapting messages to any type of communication;
With respect to this objective my classes were effective:
__ Strongly agree
__ Agree
__ Neutral
__ Disagree
__ Strongly disagree

Objective 4:
Create formal messages using credible research methods and solid reasoning
With respect to this objective my classes were effective:
__ Strongly agree
__ Agree
__ Neutral
__ Disagree
__ Strongly disagree

Objective 5:
Demonstrate an understanding of the ethics, practices, and importance of communication theories in their area of emphases.To help students better understand the relationship between communication culture and society in general.
With respect to this objective my classes were effective:
__ Strongly agree
__ Agree
__ Neutral
__ Disagree
__ Strongly disagree

6. What are your post-graduation plans? Please include information concerning a job, graduate school, or professional school.

7. Please provide post-graduation contact information, if possible. This
   information will be confidential.
a. E-mail address:
b. Postal address
c. Phone number
8. Please include any general comments you would like to make about your experiences in the Department of Communication.