

Unit Name: DEPARTMENT OF COMMUNICATION
Breadth of Learning Assessment Summary
Fall 2011-Spring 2012

<p>What is the course that will be assessed in 2011-2012?</p> <p><u>Course Description:</u></p> <p>SPCH S122 Interpersonal Communication – (3 cr.) Practical consideration of spontaneous human interaction in face-to-face situations. Special attention to perception, language, and attitudes in dyads and small groups. (Fall, Spring, Summer I, Summer II)</p>
<p>What are the Student Outcomes? Which outcome will be assessed this academic year?</p> <p>There are 3 Student Outcomes total. The Dept. of Communication assessed all 3 Outcomes:</p> <p>Outcome 1 – Explain the Interpersonal Communication Methods of Inquiry used by Social and Behavioral Scientists</p> <p>Outcome 2 – Explain Behavior Using Social or Behavioral Science Theories and Concepts of Interpersonal Communication</p> <p>Outcome 3 – Explain the Factors that Influence How Different Societies Organize Themselves or How Individual Differences Influence Various Spheres of Human Activity</p>
<p>How were skills assessed before, during and/or at the end of the semester/ academic year?</p> <p>FALL 2011 PILOT TOWARD ASSESSMENT OF ALL “BREADTH OF LEARNING” STUDENT OUTCOMES:</p> <ul style="list-style-type: none"> • Department of Communication faculty piloted the assessment process described below by developing a lecturette/discussion handout on: a) Methods of Inquiry b) Theories and Concepts of Interpersonal Communication (IPC), and c) Factors that Influence How Humans Organize and Impact Human Activity. For the Pilot, selected Department of Communication faculty delivered the scripted lecturette/discussion unit and had students complete a nationally validated Communication exercise to directly experience an IPC Inquiry Method. • During the Pilot assessment, the faculty had students complete a written survey on their memory of the direct application of the IPC Methods exercise, and students’ retention of key IPC methods, theories, and organizing for human activity. Adjustments were made before the following Spring semester. As Faculty Development, Full and Part-Time Faculty received training toward the formal Spring assessment. • The Department unit filed the Pilot assessment plan with upper administration during Fall 2011. <p>SPRING 2012 FORMAL SPCH S122 ASSESSMENT OF ALL “BREADTH OF LEARNING” STUDENT OUTCOMES 1, 2 & 3</p> <p>The assessment involved specific content coverage of lecture/discussion material on social/behavioral Theory and Methods, a practical exercise for students in social/behavioral methods, students</p>

completing a sheet that measured their learning of S122 Outcomes distributed with formal end-of-semester Student Evaluation forms, and a data results analysis. As specifics:

- All faculty teaching SPCH S122 Interpersonal Communication(IPC) delivered the scripted lecture/discussion unit by mid-semester in his or her own way
- During the lecture/discussion unit or the next class meeting, all SPCH S122 faculty had all of their students complete an exercise as a direct experience in methodology, using an instrument/exercise that has already been validated by our National Communication Association “Conversational Appropriateness and Effectiveness Scale” (Per R. Rubin, P. Palmgreen, & H.E. Sypher, *Communication Research Methods: A Sourcebook*, p. 149-153).

How was the data collected this semester/academic year.

- At the end of the Spring 2012 semester when formal Student Evaluations were due, students **anonymously** completed a written scantron survey on: whether they remembered the direct methods of inquiry exercise. Students had to demonstrate in writing their ability to match a list of key IPC Methods, Theories/ Concepts and factors of organizing to influence human activity. For consistency, the S122 sessions in which students completed the written pencil-paper instrument assessment were conducted (and collected) in the same way by the Department Chair and the Director of the survey courses.
- Data was collected based on the section, time of day, lowest/highest percentage for the Outcome, per question type (see the included data)
- Per data results, department faculty will target low achievement areas and address them for continuous improvement
- During August 2012, the data results were analyzed and reported to the General Education Committee and the Dean

Please summarize the data collected this semester/academic year:

S122 Interpersonal Communication Student Outcomes data is reported in graphic and bar chart forms (see separate documents included). While there are several areas in which students performed satisfactorily, several areas need significant improvement—especially Outcome 2. These areas are being addressed.

Please describe any programmatic changes you have made or are planning to make based on the data you have collected:

- Faculty members have developed foundational guidelines to promote consistency across multiple sections of the S122 Interpersonal Communication course. The guidelines have been revised.
- We are working on ways of making the broad and abstract concepts far more tangible to students for better results in the future. For instance, we included lecture notes initially that were less visual and engaging than PowerPoint notes. More tangible real-life examples and graphics from the students' perspectives should be added to the brief PowerPoint notes (perhaps with accompanying visuals) in the future to help students better understand the concepts being presented. The broad concepts must be simplified and concretized. This is our goal during Fall 2012.
- Time and planning are considerations. With the launch of the assessment, department faculty members were doing assessment while planning assessment. Experience and an earlier start dates should position us for better S122 student learning outcome results in the future.
- We replaced outgoing faculty positions aligned with the new departmental curricular Emphasis Areas and the Student Learning Outcomes
- A Director was named for the basic courses (S121 & S122). The Director has a two-year appointment, with the possibility of renewal or rotating to another faculty member. Part of the Director's charge is to assist with Assessment of S122
- More Faculty Development of both full-Time and Part-Time teachers is continuing to occur. Funding from Academic Affairs is continuously needed to support and sustain these assessment efforts.

Updated 8/28/2012

SPCH S122 INTERPERSONAL COMMUNICATION

GENERAL EDUCATION ASSESSMENT – SPRING 2012

OUTCOME #1 – Explain the Methods of Inquiry Used by Social and Behavioral Scientists

SECT. #, DAYS & CLASS TIME	HUMANISTIC APPROACH (Question 2)	SOCIAL SCIENCE APPROACH (Question 3)	QUALITATIVE OR QUANTITATIVE METHOD (Question 10)	INDUCTIVE OR DEDUCTIVE METHOD (Question 11)
Sect. 2292 Mon. Wed. 10-11:15am	53%	80%	67%	40%
Sect. 2294 Tue. Thr. 10-11:15am	94%	88%	35%	88%
Sect. 2293 Mon. Wed. 1-2:15pm	33%	61%	28%	72%
Sect. 2295 Tue. Thr. 1-2:15pm	73%	82%	55%	59%
Sect. 2764 Tue. Thr. 5:30-6:45pm	71%	64%	57%	57%

Question 2 – I remember the “Humanistic or Pragmatic Approach” to communication research being covered in class during the current semester. ___ **Yes**; ___ No

Question 3 – I remember the “Social Science Approach to Interpersonal Study” being covered in class during the current semester. ___ **Yes**; ___ No

Question 10 – Social Science approaches to communication mostly use ___ Research:
___ a. Qualitative; ___ b. **Quantitative**

Question 11 – Inductive Research Inquiry:
___ a. Moves from General Interpersonal Data to Reach Specific Conclusions
___ b. **Moves from Specific Interpersonal Data to Reach General Conclusions**

Chart reveals Percentage of correct answers by: Sect., Time of Day; Lowest/Highest % for the Outcome, per Question

**SPCH S122 INTERPERSONAL COMMUNICATION
GENERAL EDUCATION ASSESSMENT – SPRING 2012**

OUTCOME #2 – Explain Behavior Using Social or Behavioral Science Theories and Concepts

SECT. #, DAYS & CLASS TIME	ATTRAC- TION THEORY (Question1)	MASLOW’S HIERAR- ACHY (Question 5)	RULES THEORY (Similar to Expectancy Violation & Politeness Theories) (Question7)	UNCER- TAINTY REDUC- TION THEORY (Question 8)
<i>Definitions</i>	<i>Relationships based on attractiveness, proximity & similarities</i>	<i>Five Needs are hierarchical. When lower one is met, the next higher one arises & demands attention in the relationship. Needs are Biological, Safety, Social, Esteem, & Self-Actualization</i>	<i>Communication is governed by rules (ex. Freedom of self-expression), and if broken, the relationship is problematic.</i>	<i>Uncertainty causes discomfort, thus we send & receive verbals and nonverbals to reduce relationship ambiguity</i>
Sect. 2292 Mon. Wed. 10-11:15am	87%	87%	27%	33%
Sect. 2294 Tue. Thr. 10-11:15am	100%	88%	6%	12%
Sect. 2293 Mon. Wed. 1-2:15pm	100%	89%	6%	11%
Sect. 2295 Tu Thr. 1-2:15pm	91%	73%	14%	27%
Sect. 2764 Tue. Thr. 5:30- 6:45pm	93%	100%	43%	29%

Question 1 – I remember “Attraction Theory & Relationships” in interpersonal communication being covered in class during the current semester. ___ Yes; ___ No

Question 5 – I remember “Maslow’s Hierarchy” in relation to intrapersonal needs being covered in class during the current semester. ___ Yes; ___ No

Question 7 – The National Communication Association credo is:

- ___ a. The motto on the headquarters building in Washington D.C. that protects third amendment rights
- ___ b. **The use of Rules Theory whereby the organization establishes guidelines for expected human communication behavior (especially freedom of speech)**

Question 8 – Uncertainty Reduction Theory is:

- ___ a. The theory that finishing a college degree in Communication will assure that you avoid job uncertainty
- ___ b. **Communicating to minimize discomfort, doubt, or ambiguity**

Chart reveals Percentage of correct answers by: Sect., Time of Day; Lowest/Highest % for the Outcome, per Question

SPCH S122 INTERPERSONAL COMMUNICATION

GENERAL EDUCATION ASSESSMENT – SPRING 2012

OUTCOME #3 – Explain the Factors that Influence How Different Societies Organize Themselves or How Individual Differences Influence Various Spheres of Human Activity

SECT. #, DAYS & CLASS TIME	GROUP DECISION MAKING (i.e. “Win-Win Approach) (Question 4)	GROUP DYNAMICS & ROLES (Question 6)	RELATION- SHIP STAGES (Question 9)
Sect. 2292 Mon. Wed. 10-11:15am	80%	87%	13%
Sect. 2294 Tue. Thr. 10-11:15am	47%	94%	6%
Sect. 2293 Mon. Wed. 1-2:15pm	83%	72%	6%
Sect. 2295 Tu Thr. 1-2:15pm	86%	86%	36%
Sect. 2764 Tue. Thr. 5:30-6:45pm	79%	93%	36%

Question 4 – I remember “Consensus & the Win-Win Approach in Group Decision-Making” being covered in class during the current semester. ___ Yes; ___ No

Question 6 – I remember “Group Dynamics and Roles” in communication being covered in class during the current semester. ___ Yes; ___ No

Question 9 – The Relationship Stages consist of:
___ a. Survival, Love and Belonging, Self-Actualization
___ b. **Contact, Involvement, Intimacy**

Chart reveals Percentage of correct answers by: Sect., Time of Day; Lowest/Highest % for the Outcome, per Question

SPCH S122 INTERPERSONAL COMMUNICATION
GENERAL EDUCATION ASSESSMENT – SPRING 2012

AVERAGES FOR ALL OUTCOMES:

SECT. #, DAYS & CLASS TIME	OUT- COME #1 % Avg.s	OUT- COME #2 % Avg.s	OUT- COME #3 % Avg.s
Sect. 2292 Mon. Wed. 10-11:15am	60%	58%	60%
Sect. 2294 Tue. Thr. 10-11:15am	76%	51%	49%
Sect. 2293 Mon. Wed. 1-2:15pm	49%	51%	54%
Sect. 2295 Tu Thr. 1-2:15pm	67%	51%	70%
Sect. 2764 Tue. Thr. 5:30-6:45pm	63%	66%	69%
AVERAGES	63%	55%	60%

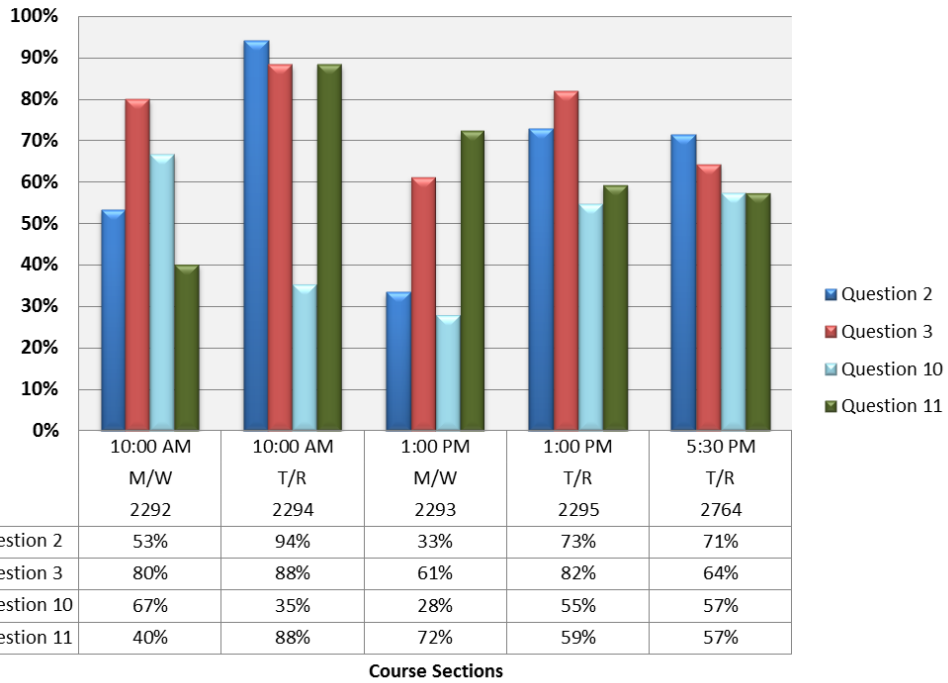
Outcome #1 – Explain Methods of Inquiry Used by Social & Behavioral Scientists

Outcome #2 – Explain Behavior Using Social or Behavioral Science Theories and Concepts

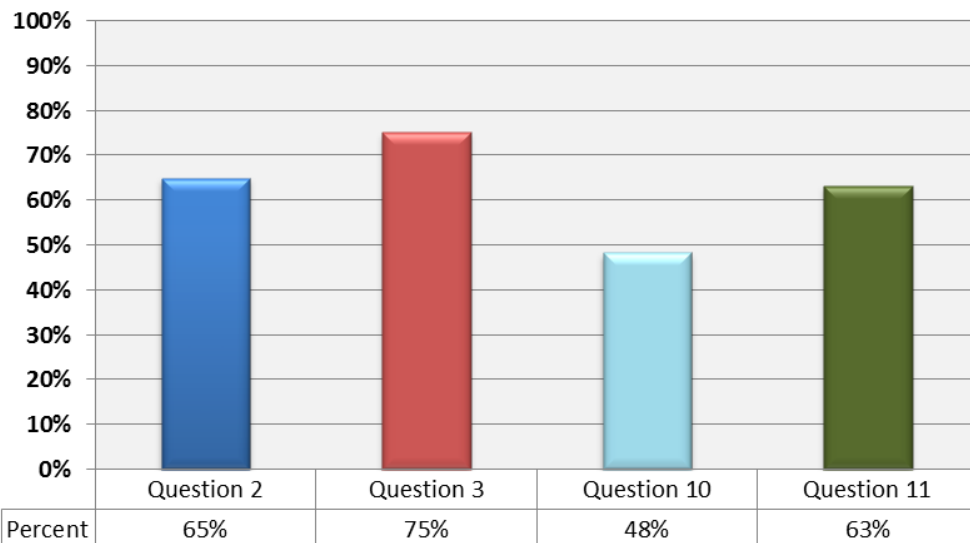
Outcome #3 – Explain the Factors that Influence How Different Societies Organize Themselves
or How individual Differences Influence Various Spheres of Human Activity

*Chart reveals Percentage of correct answers by: Sect., Time of Day; Lowest/Highest % Average
Comparisons per Outcome Comparisons*

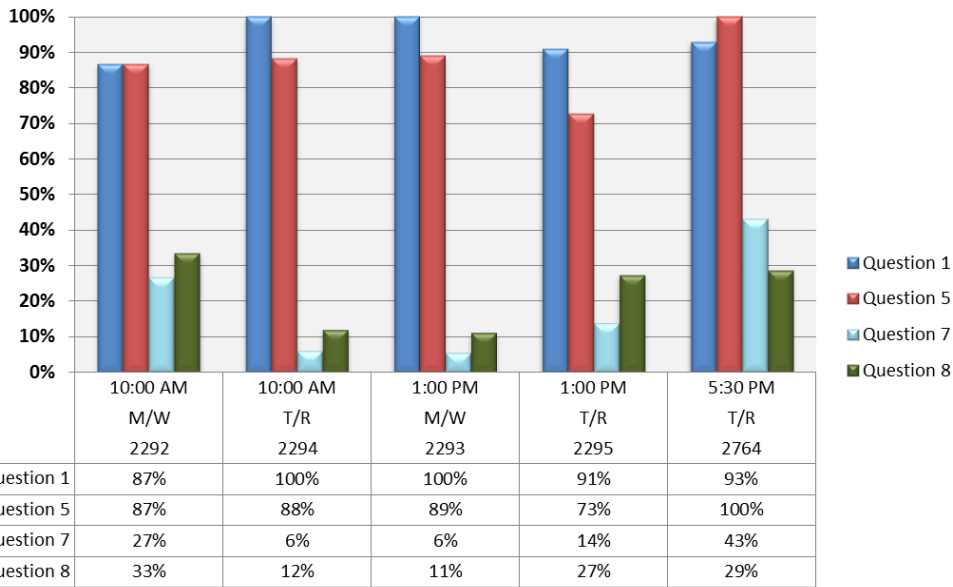
Outcome #1 -SPCH-S122, Spring 2012



Outcome #1 All SPCH-S122 Sections, Spring 2012

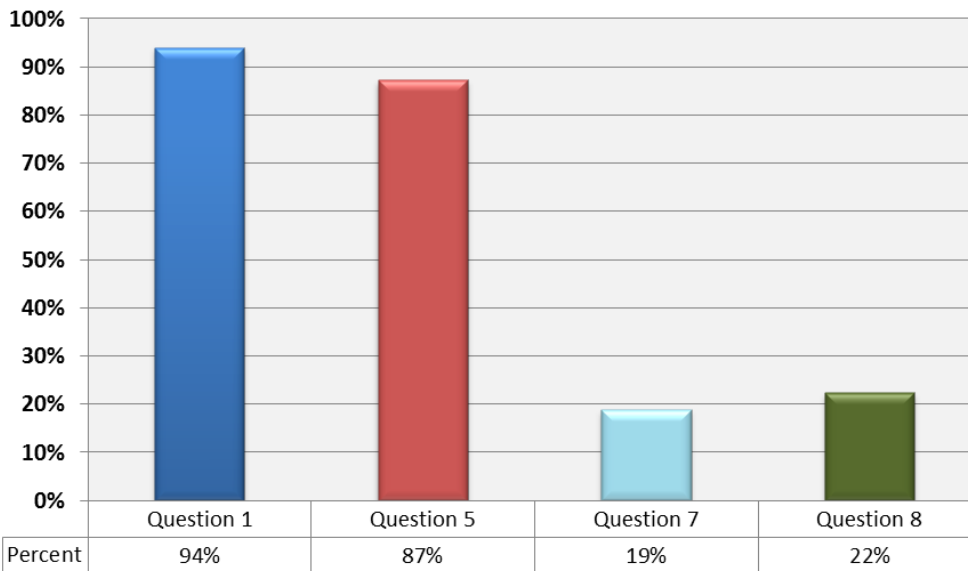


Outcome #2 - SPCH-S122, Spring 2012

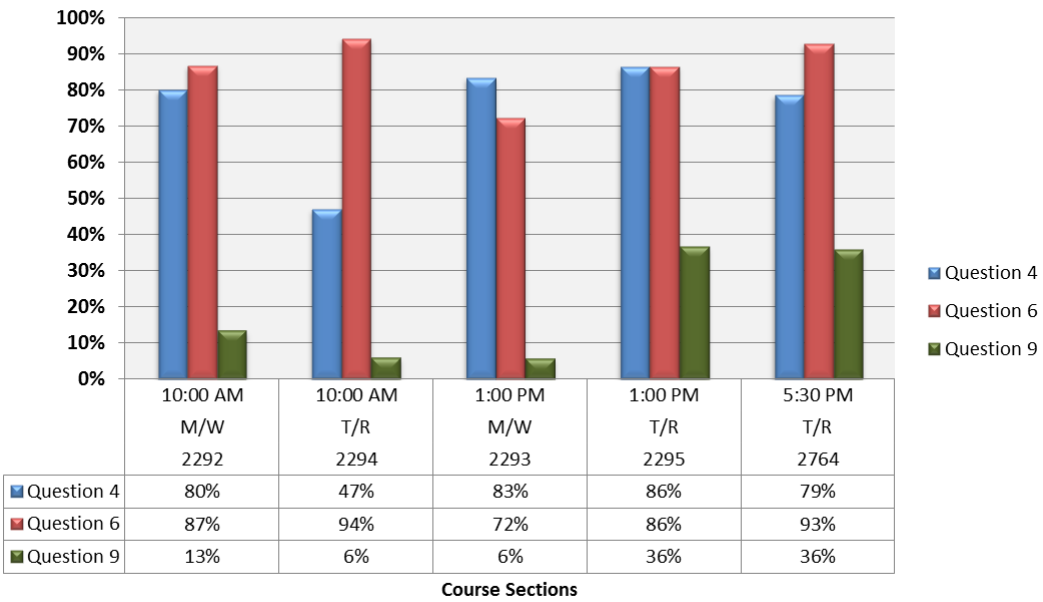


Course Sections

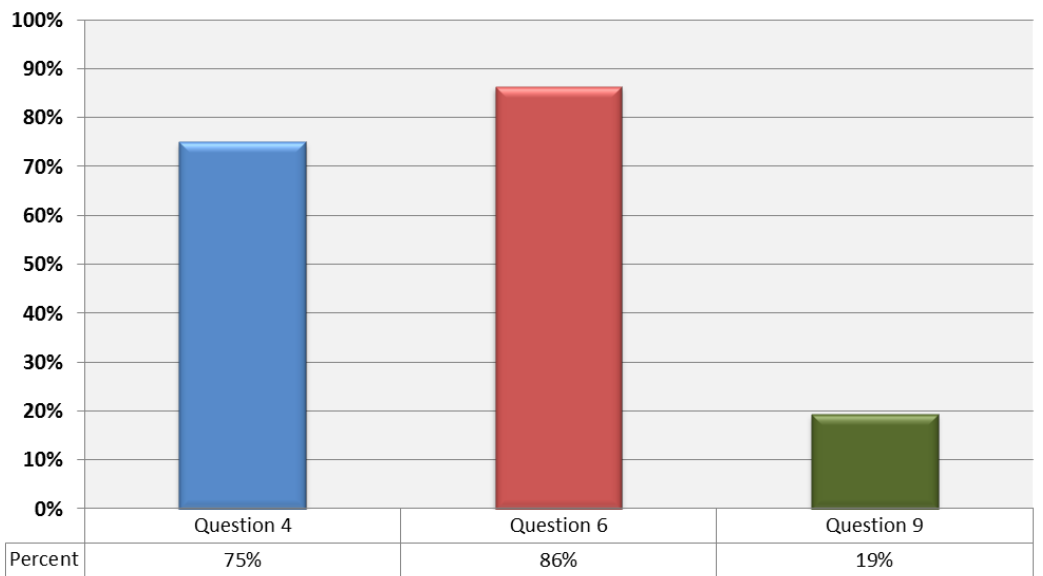
**Outcome #2
All SPCH-S122 Sections, Spring 2012**



Outcome #3 - SPCH-S122, Spring 2012



**Outcome #3
All SPCH-S122 Sections, Spring 2012**



S122 ASSESSMENT EXERCISE - Conversational Effectiveness Scale*

Instructions: Complete the following items about a person with whom you have just had a conversation [on any topic]. Use the following scale and write one number before each statement to indicate your feelings.

7 = Strongly agree

6 = Moderately agree

5 = Slightly agree

4 = Undecided

3 = Slightly disagree

2 = Moderately disagree

1 = Strongly disagree

- ___ 1. Our conversation was very beneficial.
- ___ 2. The other person was more active in the conversation than I was.
- ___ 3. I achieved everything I hoped to achieve in our conversation.
- ___ 4. It was a useless conversation.
- ___ 5. I was in control of the conversation.
- ___ 6. I was effective in the conversation.
- ___ 7. Our conversation was unsuccessful.
- ___ 8. I just let the other person talk most of the time.
- ___ 9. I got what I wanted out of the conversation.
- ___ 10. The conversation was unprofitable.
- ___ 11. It was an advantageous conversation.
- ___ 12. I was an ineffective conversationalist.
- ___ 13. I didn't know what was going on in the conversation.
- ___ 14. It was a rewarding conversation.
- ___ 15. The other person dominated the conversation
- ___ 16. I talked most of the time.
- ___ 17. I found the conversation to be very useful and helpful.
- ___ 18. The other person controlled the conversation.
- ___ 19. The conversation went pretty much the way I wanted.
- ___ 20. The conversation was very unrewarding.

Note. Items 2, 4, 7, 8, 10, 12, 13, 15, 18, and 20 are reverse-coded.

Source: Rubin, R., Palmgreen, P., & Sypher, H. (Eds.), *Communication Research Measures: A Sourcebook* (Mahwah, NJ: Lawrence Erlbaum Associates, 2004) PP.149-153. *Copyright 1987 by Sage Publications, Inc.

END OF SEMESTER - STUDENT EVALUATION OF S122 GENERAL EDUCATION OUTCOMES

Please take 5-7 minutes to complete this **REQUIRED** document of 2 pages and return it per instructions. Your instructor probably covered a unit addressing the questions below earlier in the semester and had you participate in a discussion/exercise as a direct experience in Interpersonal theory and methods. The specific purpose here is to assess how much you know about:

A) Social/Behavioral Science Methods, B) Behavior based Theories/Concepts, and C) How Humans Organize Themselves in Relationships/Groups and Influence Human Activity.

- I.** Use a #2 pencil. On the scantron card, where it asks for your name, please write in the COURSE SECTION NUMBER instead. Do NOT use your name. Next, write in the course # as "S122." Write in today's date. In answering questions, mark the scantron card by the appropriate numbers to indicate any of the Methods, Theories, and Relationship interactions that **you remember** being covered in this class during the current semester. Mark "**A**" for "**Yes**" and "**B**" for "**No**":

Indicate: **A= Yes** **B=No**

1. I remember "*Attraction Theory & Relationships*" in interpersonal communication being covered in class during the current semester.
2. I remember the "*Humanistic or Pragmatic Approach*" to communication research being covered in class during the current semester.
3. I remember the "*Social Science Approach to Interpersonal Study*" being covered in class during the current semester.
4. I remember "*Consensus & the Win-Win Approach in Group Decision-Making*" being covered in class during the current semester.
5. I remember "*Maslow's Hierarchy*" in relation to intrapersonal needs being covered in class during the current semester.
6. I remember "*Group Dynamics and Roles*" in communication being covered in class during the current semester.

II. Please complete the Multiple Choice questions below by indicating the correct term and description:

7. The National Communication Association Credo is:
 - a. The motto on the headquarters building in Washington D. C. that protects third amendment rights
 - b. The use of Rules Theory whereby the organization establishes guidelines for expected human communication behavior (especially freedom of speech)

8. Uncertainty Reduction Theory is:
 - a. The theory that finishing a college degree in Communication will assure that you avoid job uncertainty
 - b. Communicating to minimize discomfort, doubt, or ambiguity

9. The Relationship Stages consist of:
 - a. Survival, Love and Belonging, Self-Actualization
 - b. Contact, Involvement, Intimacy

10. Social Science approaches to communication mostly use ____ Research
 - a. Qualitative
 - b. Quantitative

11. Inductive Research Inquiry:
 - a. Moves from General Interpersonal Data to Reach Specific Conclusions
 - b. Moves from Specific Interpersonal Data to Reach General Conclusions

(Thank You.)

Interpersonal Group & Roles Organization

S122- Interpersonal Communication

Source: Ige, Dorothy W.K. (2011-2013). "Lecture and Discussion Notes." Indiana University Northwest

******Copyright Protected. Used by Permission only in the Dept. of Communication. Contact Dorothy Ige at Indiana University Northwest for Permission Use******

Groups & Individuals

Organize themselves
to Influence Human
Activity

Interpersonal Relationship Stages

- Relationship Development
 - Contact, Involvement, Intimacy
- Relationship Disengage
 - Deterioration, Repair, Dissolution
- Relationships can be repaired
 - Recognize the problem
 - Participate in communication
 - Pose possible solution

Group Dynamics & Interpersonal Communication

- A “group” is a network of individuals
 - Interdependent relationships
 - Send and receive messages to influence internally or externally
- Small groups can grow into large Social Movements
 - Civil rights movement
 - Women’s movement

Group Dynamics

- Group Purposes:
 - To Socialize
 - Gather or Share Information
 - Counsel
 - Solve problems
 - Influence through “In Groups” and “Out Groups”

Group Dynamics

- Leadership Styles in Groups:
 - **Theory X Leaders**
 - Dictatorial, micro-managers, focus on tasks
 - **Theory Y Leaders**
 - Seek participation, focus on people and tasks
 - **Transformational Leaders**
 - Inspire through “vision” & participative systems
 - Consider individual and group needs
 - **Other Leadership Styles**
 - Hands-on, Laissez Faire, Informal

Group Roles

1. **Task Roles** – deal with completing the job
 - **Coordinator**
 - Synthesizes information and duties
 - **Initiator**
 - Energizes and gets initiatives started
 - **Information Giver or Seeker**
 - Offers information or asks for information
 - **Recorder/Technology Facilitator**
 - Keeps written records of the group's initiative

Group Roles

2. **Relational Roles** – Maintains the group
 - **Encourager**
 - Keeps the group motivated
 - **Gatekeeper**
 - Facilitates and monitors the amount and kind of information the group will receive and handle
 - **Tension Reliever**
 - Humor
 - Compromiser or peace maker

Group Roles

3. **Dysfunctional Roles** – self centered roles that serve as hidden or individual agendas
 - Dominator
 - Blocker
 - Attention Seeker
 - Withdrawer
 - Isolator
 - Depender

Problem Solving in Groups

1. **Critical Thinking Method**

- Reflective thinking:
 - Define the problem
 - Analyze the problem
 - Consider possible solutions
 - Choose the best solution
 - Implement the best solution
 - Evaluate and apply follow through steps

Problem Solving in Groups

2. **Decision Making**

- Determine if decisions will be made by compromise or consensus.
 - **Compromise**
 - Everyone has to give up something
 - Lose-lose strategy
 - **Consensus**
 - Solution whereby all group members can commit
 - Win-win approach

References

Burdick, D. (2011), Small Group Discussion Protocols http://www.teachingprofessor.com/wp-content/uploads/Burdick-2011_Discussion-protocols_v4.pdf accessed November 2, 2011.

DeVito, Joseph A. *Interpersonal Communication Book, The (13th Edition)* (Boston: Pearson, 2013).

Harris, Thomas and Sherblom, John. *Small Group and Team Communication*, (Boston: Allyn and Bacon, 2007).

Maslow, Abraham H. *Toward a Psychology of Being*. 3rd edit. Hoboken, (NJ: John Wiley & Sons, 1999).

National Communication Association (1999) NCA Credo for Ethical Communication <https://www.natcom.org/Search.aspx?search=Credo>, accessed August 30, 2011.

Rubin, R. Palmgreen, P., & Sypher, H., *Communication Research Measures*, (Mahwah, NJ: Lawrence Erlbaum Associates, Publishers, 2004).

Salant, P. & Dillman, D. *How to Conduct Your Own Survey*, (New York: Wiley, 1994).

Interpersonal Research Methods & Theories

S122, Interpersonal Communication

Source: Ige, Dorothy W.K. (2011-2013). "Lecture and Discussion Notes." Indiana University Northwest

******Copyright Protected. Used by Permission only in the Dept. of Communication.
Contact Dorothy Ige at Indiana University Northwest for Permission Use******

Two Approaches to Scholarly Study

- **Humanistic Approach** – Describes or critiques communication behavior to understand how it influences human activity
 - Usually Qualitative and Inductive
- **Social Science or Pragmatic Approach** - Studies and predicts communication behavior that influences human activity
 - Usually Quantitative/Statistical and Deductive

Humanistic Approach

- Qualitative Data
 - Focus on verbal/nonverbal interactions, themes, and so forth
- Inductive Inquiry – From the specific to the general
- Interaction or Conversational Analysis
 - Ethnography – Immerse in Field study to describe human cultures

Data: play scripts, speeches, video-recorded interviews

Humanistic Approach

- Surveys can be administered through Focus Groups, Web based Data Collection, Self-Reports, and so on using **Semantic Differential Scales**
- Example: The video programming contents were:
 - Competent :__:__:__:__:__:__:__:Incompetent OR
- Example: The Group was Dynamic:
- __Strongly Agree; __Agree; __Neutral;
 __Strongly Disagree

Social Science (or Pragmatic) Approaches

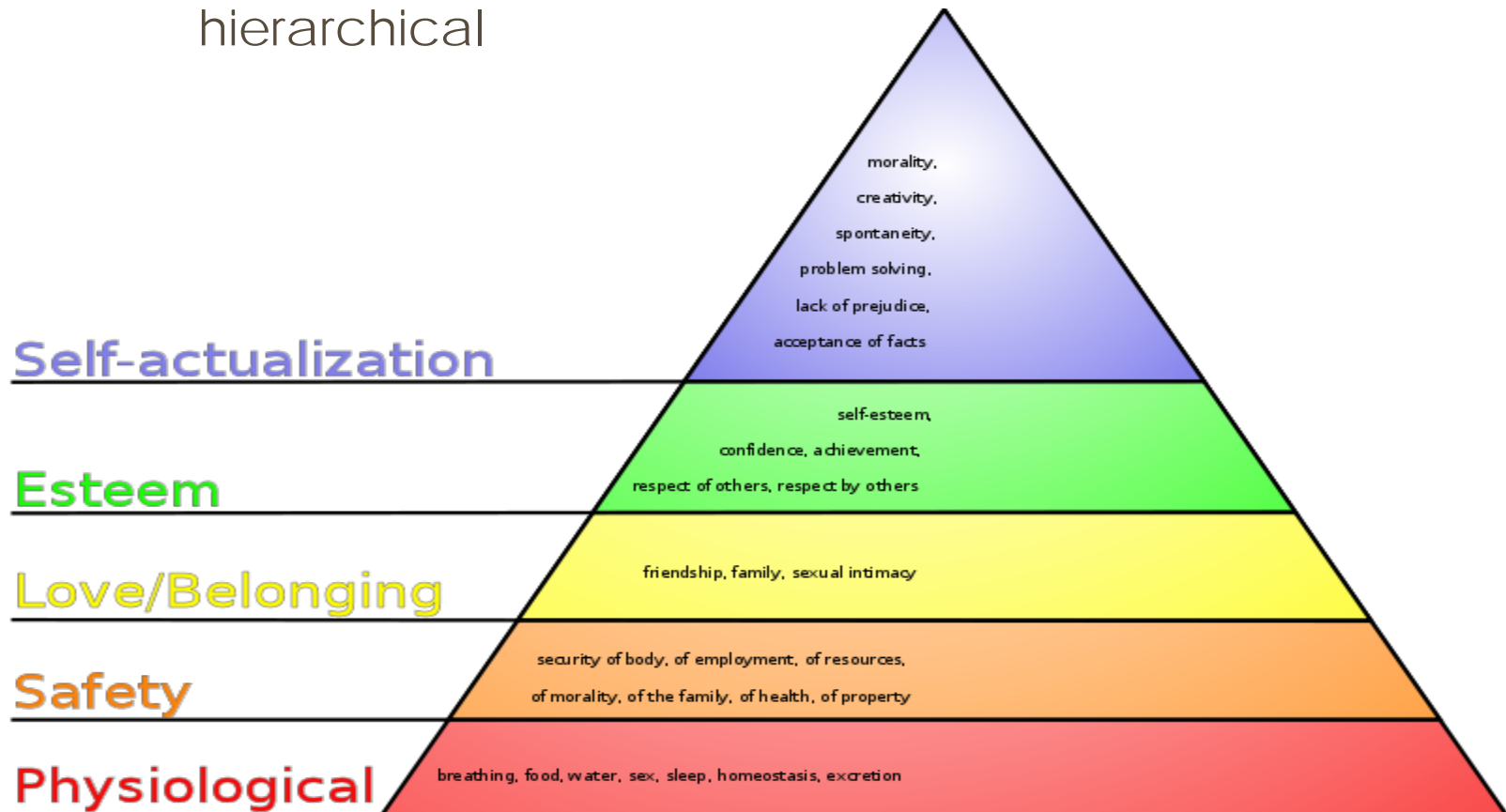
- Quantitative (Numerical/Statistical)
 - Analyze verbal/nonverbal behavior
- Deductive Inquiries
 - Broad to specific
- Hypotheses
 - Tests for acceptance or rejection
- Typically uses numerical textural coding
- Surveys, focus groups
- Controlled study

Interpersonal Theories

- Attraction Theory
 - Relationships are based on:
 - Attractiveness
 - Proximity
 - Similarity to others

Interpersonal Theories

- Maslow's Needs Hierarchy
 - We communicate to meet basic needs that are hierarchical



Interpersonal Theories

- Rules Theory
 - Relationships are governed by rules
 - If broken the relationships are problematic
- Example: The National Communication Association's "credo"
 - Believes in freedom of expression, assembly and peaceful expression per constitutional principles
 - ...
 - Freedom of Speech is a human right or a "rule"

Interpersonal Theories

- Uncertainty Reduction
 - Views relational developments as processes of reducing uncertainty
 - Uncertainty causes discomfort. We send and receive messages in a way that makes us psychologically comfortable

Interpersonal Theories

- Communication Accommodation Theory (CAT) studies how humans adapt communication when interacting with others in groups:
 - We may start speaking with a southern drawl after visiting Dallas or New Orleans
 - Jargon, slang, and nonverbals are adapted to insure “in-group” or “out-group” status in professions, gangs, politics, religion, and fraternities or sororities

Interpersonal Theories

- You can Research Other IPC Theories On Your Own:
 - Attribution
 - Equity
 - Expectancy Violation
 - Politeness
 - Social Exchange
 - Social Penetration

References

Burdick, D. (2011), Small Group Discussion Protocols http://www.teachingprofessor.com/wp-content/uploads/Burdick-2011_Discussion-protocols_v4.pdf accessed November 2, 2011

Dainton, M. & Zelle, E. *Applying Communication Theory for Professional Life*, (Thousand Oaks, CA: Sage Publications, 2005).

DeVito, Joseph A. *Interpersonal Communication Book, The (13th Edition)* (Boston: Pearson, 2013).

Harris, Thomas and Sherblom, John. *Small Group and Team Communication*, (Boston: Allyn and Bacon, 2007).

Maslow, Abraham H. *Toward a Psychology of Being*. 3rd edit. Hoboken, (NJ: John Wiley & Sons, 1999).

National Communication Association (1999) NCA Credo for Ethical Communication <https://www.natcom.org/Search.aspx?search=Credo>, accessed August 30, 2011.

Rubin, R. Palmgreen, P., & Sypher, H., *Communication Research Measures*, (Mahwah, NJ: Lawrence Erlbaum Associates, Publishers, 2004).

Salant, P. & Dillman, D. *How to Conduct Your Own Survey*, (New York: Wiley, 1994).