

South Dakota State University Academic Program/Co-Curricular Unit Assessment Plan

Academic Program/Unit Name	Communication Studies Undergraduate Major
School/Office	School of Communication and Journalism
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SDSU MISSION & VISION STATEMENT (IMAGINE 2023: ASPIRE. DISCOVER. ACHIEVE)

MISSION STATEMENT

South Dakota State University offers a rich academic experience in an environment of inclusion and access through inspired, student-centered education, creative activities and research, innovation and engagement that improve the quality of life in South Dakota, the region, the nation, and the world.

VISION STATEMENT

South Dakota State University will be a premier land-grant university recognized for high value, innovation, and bold impact.

Core Values

People-Centered: We recognize leadership is derived from service to others. We are committed to creating a culture where all thrive and are supported on their own personal and professional paths toward lifelong learning, growth, and leadership.

Creativity: Creativity is our cornerstone to expand knowledge, develop human understanding, and enrich quality of life. We believe that education and research/scholarship/creative activity reinforce one another and the best academic programs bring innovative teaching and rigorous research together.

Integrity: We act with organizational and personal integrity, through honest interactions, professionalism, transparent and accountable decision-making, and respect for others.

Diversity: We are committed to diversity of community and ideas. We believe in a supportive, inclusive, collaborative, and cohesive environment with a focus on access. We actively seek collaboration and we respect individuals with differing perspectives, backgrounds, and areas of expertise.

Excellence: Excellence is achieved through continuous improvement, assessment, and accountability. We embrace bold action and adapt to an ever-changing environment. Individually, we are experts at what we do. Collectively, our impact is even greater.

Goals

- Achieve excellence through transformative education
- Cultivate and strengthen community engagement

- Foster innovation and increase Research, Scholarship, and Creative Activity (RSCA)
- Be a growing, high-performing and healthy university.

PROGRAM/CO-CURRICULAR UNIT MISSION/VISION/GOALS STATEMENTS

School of Communication and Journalism Mission

Mission: The School of Communication and Journalism fosters the development of exemplary communicators as industry leaders, scholars, professionals, and educators through innovative curricula, research, practice, and opportunities.

Vision: To become a premier center for communication excellence.

Core Values:

Respect and Integrity

- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness, and diversity, as well as the principles and laws of freedom of speech and press;
- Practice civility, integrity, and trustworthiness.

Discovery and Innovation

- Conduct research and evaluate information by methods appropriate to the communication professions in which we work;
- Seek out and develop tools and technologies appropriate for communication professions;
- Contribute to knowledge appropriate to communication professions;
- Think critically, creatively, and independently;
- Embrace and champion endeavors that challenge boundaries, reframe definitions, and push the limits of our academic programs and disciplinary understanding;
- Encourage success in scholarship, artistic growth, and the desire for lifelong learning and creativity through reflective practice.

Diversity

- Demonstrate respect for the diversity of peoples and cultures and of the significance and impact of communication in a global society;
- Recognize the diversity of all learners.

Civic Engagement and Outreach

- Improve the quality of life for citizens and communities in South Dakota, the nation, and the world;
- Add to a democratic dialogue through professional, scholarly, and creative activities.

Communication Studies Major Outcomes

SLO 1: Describe the Communication discipline and its central questions by employing communication theories, perspectives, principles, and concepts.

SLO 2: Engage in Communication inquiry.

SLO 3: Create and critically analyze messages appropriate to the audience, purpose, and context.

SLO 4: Demonstrate the ability to accomplish communicative goals (self-efficacy).
 SLO 5: Prepare for ethical public influence that embraces differences.

Cross-Cutting Skills for Communication Studies Major

- Inquiry and Analysis
- Critical and Creative Thinking
- Civic Knowledge and Engagement
- Intercultural Competence
- Foundational Lifelong Learning Skills

**CURRICULUM/EXPERIENCE MAP (“LEARNING OPPORTUNITIES”)
 (I = INTRODUCE; R = REINFORCE; M = MASTER)**

	SLO 1: Describe the Communication discipline and its central questions by employing communication theories, perspectives, principles, and concepts.***	SLO 2: Engage in Communication inquiry.	SLO 3: Create and critically analyze messages appropriate to the audience, purpose, and context.	SLO 4: Demonstrate the ability to accomplish communicative goals (self-efficacy).	SLO 5: Prepare for ethical public influence that embraces differences.
Cross-Cutting Skill	Inquiry and Analysis	Inquiry and Analysis	Critical and Creative Thinking	Foundational Lifelong Learning Skills	Intercultural Competence; Civic Knowledge and Engagement
MCOM 119 First-Year Seminar in Communication & Journalism	I				
CMST 201 Interpersonal Communication		I			I
CMST 215 Public Speaking OR CMST 222 Argumentation & Debate			I	I	
CMST 305 Communication Research		R			
CMST 405 Theories of Communication	M				
CMST 410 Organizational Communication				R	

CMST 434 Small Group Communication				M	
CMST 422 Persuasion OR CMST 416 Rhetorical Criticism			R		R
CMST 465 Capstone in Communication		M	M		
CMST 470 Intercultural Communication					M

*****All CMST elective courses reinforce SLO 1. These courses include the following:**

- CMST 281 Speech and Debate Activities;
- CMST 311 Business & Professional Communication;
- CMST 320 Communication in Interviewing;
- CMST 401 Advanced Interpersonal Communication;
- CMST 415 Communication and Gender;
- CMST 440 Health Communication;
- CMST 441 Current Issues in Health Communication;
- CMST 491 Independent Study;
- CMST 492 Topics;
- CMST 494 Internship;
- CMST 498 Undergraduate Research/Scholarship

COURSE-LEVEL ACTION PLANS FROM FACULTY’S PREVIOUS ANNUAL PROGRAMMATIC ASSESSMENT MEETINGS

ANNUAL ASSESSMENT SUMMARY NOTES FOR ALL COURSES

- Include the specific, corresponding SLOs from the curriculum map on all course syllabi.
- Ensure course designs include materials and assignments that will meet assessment needs (e.g., video-recorded persuasive speeches in CMST 215 and 222 for assessment of SLO #3).
- Incorporate language from the SLOs into course activities and/or assessments (e.g., theory in courses that assess SLO #1, self-efficacy in courses that assess SLO #3)
- Sample only CMST majors for all assessments requiring student assignments.
- Every time students are writing research papers in any CMST class (e.g., in CMST 416 or CMST 415), all instructors will include an emphasis on incorporating limitations.

ANNUAL ASSESSMENT SUMMARY NOTES FOR SPECIFIC COURSES

2018-2019: SLO #1

CMST 405

- Incorporate additional (at least two?) opportunities for students to receive feedback and reflect on their understanding of and ability to apply theories.
- Spend additional time (at least twice?) focusing on application of theory, examples to illustrate theory, and the practicality and usefulness of their applications.

CMST 465

- Ensure that 10% of the points assigned for the major theory-application assignment are based on mandatory rough drafts, reflections, and rewrites.

2019-2020: SLO #4

CMST 222 and CMST 434

- Be transparent with students about the SLOs and assessments being measured and incorporate SLO-related language consistently within courses (e.g., using the term “self-efficacy” in class and in assignments).
- Offer assessment as a pre-test and post-test to measure students’ growth.
- Upon completion of next cycle of SLO#4 assessment, reconsider benchmark (do we wish to maintain a direct, consistent benchmark across all students, or should we adopt a growth-based benchmark?)
- Consider adding 1-2 qualitative questions to the assessment to aid in richness of data.

2020-2021 SLO #5

We chose to wait until after data are collected and analyzed for a second, perhaps more typical, assessment period for this SLO before deciding whether any major programmatic changes should be implemented.

2021-2022 SLO #2

CMST 305

- Include plentiful discussion of limitations in this specific class.

CMST 465

- Discuss the overall CMST curricular goals/SLOs.
- Explain what is meant when students are asked to assess their perceived mastery in communication inquiry.

2022-2023 SLO #3

CMST 215 and 222

- Change to SGR rubric for assessment
- Ensure the course includes a video-recorded, persuasive speech
- Sample majors only
- Sample 10% randomly from each course

CMST 465

- Continue assessing Time 1 and Time 2, but move the Time 2 up to April and make the assessment and reflection a mandatory homework assignment.

ASSESSMENT METHODS DESCRIPTION

SLO 1: Describe the Communication discipline and its central questions by employing communication theories, perspectives, principles, and concepts.

Cross-Curricular Skills: Inquiry and Analysis

Assessment Method

a. Quantitative data will be collected from post hoc, summative analyses of a random sample of CMST major students' work in CMST 405 (Communication Theory) on one assignment (e.g., a paper, outline, or recorded speech, per discretion of the program Assessment Taskforce working in concert with the CMST 405 instructor during each assessment year for this SLO). The Communication Studies Program Assessment Taskforce will use the Theory Rubric* (See Appendix) to evaluate students' demonstrations of familiarity with and accurate use of communication theories, perspectives, principles, and concepts. *Used with permission from Illinois State University.

b. A Likert-type scale in CMST 465 (Capstone) will acquire indirect measurement of this criterion by asking students upon completion of the course to indicate, on a scale of 1-5 (1 being poor, 5 being excellent), their perceived level of mastery with regard to this SLO.

Benchmarks

a. The quantitative rubric for assessment of this SLO classifies student progress into five levels, the first three of which indicate levels of poor performance, and levels four and five indicate excellent performance. Based on that classification, we expect 75% of students to demonstrate mastery at the fourth or fifth level upon completion of CMST 405.

b. The indirect measurement of students' perceived mastery with regard to this SLO will have been collected based on a 5-point, Likert-type scale (1 being poor, 5 being excellent). We expect 75% of CMST 465 students to report that they perceive their level of mastery to be between levels 4 and 5 by the completion of the course.

Frequency

2018-2019, then every five subsequent years (2023-2024; 2028-2029; etc.)

SLO 2: Engage in Communication inquiry.

Cross-Curricular Skills: Inquiry and Analysis

Assessment Method

a. Quantitative data will be collected through assessments of a random sample of interview assignments in CMST 305 (Communication Research). The Communication Studies Program Assessment Taskforce will use a rubric adapted from the National Communication Association's publication in *Drawing Learning Outcomes in Communication into Meaningful Practice*. This rubric is titled "Association of American Colleges & Universities Valid Assessment of Learning in Undergraduate Education (Value) Rubric for Inquiry and Analysis" and it was excerpted with permission from *Assessing Outcomes and Improving Achievement: Tips and Tools for Using Rubrics*, edited by Terrel L. Rhodes. The adapted rubric (See Appendix) will evaluate students' familiarity with and accurate use of appropriate methodologies for study conceptualization, data collection, data analysis, and presentation of results.

b. A Likert-type scale in CMST 465 (Capstone) will acquire indirect measurement of this criterion by asking students, upon completion of the course, to indicate, on a scale of 1-5 (1 being poor, 5 being excellent), their perceived level of mastery with regard to this SLO.

Benchmarks

a. The quantitative rubric for assessment of this SLO classifies student progress into the following categories: Excellent (4), Strong (3), Satisfactory (2), Unsatisfactory (1). Based on that classification, we expect 75% of student work to receive a score of 2.5 or higher.

b. A Likert-type scale in CMST 465 (Capstone) will acquire indirect measurement of this criterion by asking students upon completion of the course to indicate, on a scale of 1-5 (1 being poor, 5 being excellent), their perceived level of mastery with regard to this SLO.

Frequency

2021-2022, then every five subsequent years (2026-2027; 2031-2032; etc.)

SLO 3. Create and critically analyze messages appropriate to the audience, purpose, and context.

Cross-Curricular Skills: Critical and Creative Thinking

Assessment Method

a. The Communication Studies Program Assessment Taskforce will use the SDBOR rubric for SGR 2 (Oral Communication) to assess student progress on SLO 3. The rubric suggests using the following artifact in conjunction with that rubric: a video recorded speech that includes an audience question and speaker response. Therefore, the Taskforce will collect a random sample representing 10% of said speeches given by communication studies majors from the most recently offered sections of CMST 215 and CMST 222. Quantitative data will be collected from post hoc, summative analyses of a random sample of video-recorded persuasive speeches that include an audience question and speaker response.

b. A Likert-type scale in CMST 465 (Capstone) will acquire indirect measurement of this criterion by asking students upon completion of the course to indicate, on a scale of 1-5 (1 being poor, 5 being excellent), their perceived level of mastery with regard to this SLO.

Benchmarks

a. The quantitative rubric for assessment of this SLO classifies student progress into three levels: 3 = exemplary, 2 = proficient, 1 = below proficient. Each evaluator will assess student work using those point values for each criterion on the rubric: organization, language, delivery, supporting material, central message, and active listening. Evaluators will calculate an average score for each student; then evaluators' average scores will be combined to create an overall average score for each student's work. We expect that 75% of students' work will be proficient, i.e., scored at 2.0 or higher, based on averages from all evaluators.

b. The indirect measurement of students' perceived mastery with regard to this SLO will have been collected based on a 5-point, Likert-type scale (1 being poor, 5 being excellent). We expect 75% of our students to report that they perceive their level of mastery to be between levels four and five.

Frequency

2022-2023, then every five subsequent years (2027-2028; 2032-2033; etc.).

SLO 4. Demonstrate the ability to accomplish communicative goals (self-efficacy).

Cross-Curricular Skills: Foundational Lifelong Learning Skills

Assessment Method

a. Self-efficacy, “measures the confidence individuals have that they can successfully employ whatever skills they possess to communicate effectively across different communication settings” (McCroskey & McCroskey, 1988, p. 43) and is sometimes measured via McCroskey & McCroskey’s (1988) Self-Perceived Communication Competence (SPCC) instrument (Hodis & Hodis, 2012). Therefore, quantitative SPCC data will be collected via pre-and post-tests of students’ SPCC in CMST 222 (Argumentation and Debate) and in CMST 434 (Small Group Communication).

b. A Likert-type scale in CMST 465 (Capstone) will acquire indirect measurement of this criterion by asking students upon completion of the course to indicate, on a scale of 1-5 (1 being poor, 5 being excellent), their perceived level of mastery with regard to this SLO.

Benchmarks

a. The SPCC instrument asks respondents to rate their perceived communication competence for 12 different scenarios with scores ranging from zero (completely incompetent) to 100 (fully competent). Each statement represents a communication scenario such as “Talk in a large meeting of acquaintances.” The score for the instrument is obtained using a mathematical formula that provides the total for the SPCC scale. The results indicate whether a person perceives his or her own communication competence as high or low. For the total SPCC score, any number above 86 denotes that the participant has a high perceived level of communication competence while scores below 51 indicate a low perception of one’s communication competence. Previous assessment of total SPCC in CMST 101 (Fundamentals of Speech) has shown that students begin the face-to-face (F2F) course with an average SPCC of 74.62 ($SD = 16.25$) and complete the course with an average SPCC of 79.90 ($SD = 14.06$), a statistically significant improvement ($t(543) = -8.383, p < .001$). The reliability for total SPCC in our previous assessment of F2F sections of CMST 101 was $\alpha = .90$ at the onset of the course and $\alpha = .76$ post course.

Therefore, we expect 75% of our students in CMST 222 to begin the course with SPCC at or above 74.62 and to end the course with SPCC at or above 79.90. We expect 80% of our students in CMST 434 to begin the course with SPCC at or above 79.90 and to end the course with SPCC above 85.

b. The indirect measurement of students’ perceived mastery with regard to this SLO will have been collected based on a 5-point, Likert-type scale (1 being poor, 5 being excellent). We expect 75% of our students to report that they perceive their level of mastery to be between levels four and five.

Frequency

2019-2020, then every five subsequent years (2024-2025; 2029-2030; etc.).

SLO 5: Prepare for ethical public influence that embraces differences.

Cross-Curricular Skills: Intercultural Competence; Civic Knowledge and Engagement

Assessment Method

- a. Quantitative pre- and post-test data will be collected upon completion of CMST 470 (Intercultural Communication) using the Intercultural Sensitivity Scale (Chen & Starosta, 2000). The scale focuses on five areas: interaction engagement, respect for cultural differences, interaction confidence, interaction enjoyment, and interaction attentiveness. An overall score of sensitivity can also be calculated.
- b. A Likert-type scale in CMST 465 (Capstone) will acquire indirect measurement of this criterion by asking students upon completion of the course to indicate, on a scale of 1-5 (1 being poor, 5 being excellent), their perceived level of mastery with regard to this SLO.

Benchmarks

- a. We expect a 15% increase in intercultural sensitivity scores from the pretest to the posttest for students enrolled in CMST 470 in order to demonstrate that students are growing in their ability to prepare for ethical public influence that embraces difference.
- b. The indirect measurement of students' perceived mastery with regard to this SLO will have been collected based on a 5-point, Likert-type scale (1 being poor, 5 being excellent). We expect 75% of our students to report that they perceive their level of mastery to be between levels four and five.

Frequency

2020-2021, then every five subsequent years (2025-2026; 2030-2031; etc.).

COMMUNICATION PLAN

Yearly assessment results will be shared with the School of Communication and Journalism faculty and staff members at an established School monthly meeting and also with the School of Communication and Journalism Advisory Board Members at their annual meeting. Yearly results will also be shared with the School of Communication and Journalism Student Advisory Board. Assessment findings will be translated and appropriate information will be shared through university outlets.

REFERENCES

- Chen, G. M., & Starosta, W. J. (2000). The development of validation of the intercultural sensitivity scale. *Human Communication, 3*, 1-15.
- Hodis, G. M., & Hodis, F. A. (2012). Trends in communicative self-efficacy: A comparative analysis. *Basic Communication Course Annual, 24*, 40-80.
- McCroskey, J. C., & McCroskey, L. L. (1988). Self-report as an approach to measuring communication competence. *Communication Research Reports, 5*(2), 108-113. doi:10.1080/08824098809359810

- Neuliep, J. W. (2002). Assessing the reliability and validity of the Generalized Ethnocentrism Scale. *Journal of Intercultural Communication Research*, 31, 201-215.
- Rhodes, T. L. (2010). *Assessing outcomes and importing achievements: Tips and tools for using rubrics*. Association of American Colleges & Universities.

Rubric for SLO 1: Describe the Communication discipline and its central questions by employing communication theories, perspectives, principles, and concepts.

Title of Paper: _____

Theory for this paper: _____

For assessment: (1) = Clearly below standards, major points missing, poor expression; (2) = Insufficient (parts missing, expression below standard); (3) = Meets the requirements for assignment with minimal errors; (4) = Good (better than average); (5) =Excellent (creative, well explained and expressed)

Criteria	Below standard (1)	Insufficient (2)	Meets requirements (3)	Good, above average (4)	Excellent (5)
Adequate coverage of theory (main/key points covered, balance of breadth & depth)					
Accurate coverage of theory (explanations, key aspects covered)					
Concrete and accurate application of theory (research)					
Examples explicitly tie to theory					
Usefulness/pragmatic value of application					
Breadth of application (covers key points of the theory)					
Development of application (depth of thought)					
Accurate use of terminology for evaluation/critique of theory					
Development of critique (depth of thought)					
Quality of critique (strength of argument)					
Novelty (critique extends beyond authors' stated limitations)					

Rubric for SLO 2: Engage in Communication inquiry.

Criteria	Excellent (4)	Strong (3)	Satisfactory (2)	Unsatisfactory (1)
Introduction and rationale	Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic.	Identifies a focused and manageable/doable topic that appropriately addresses relevant aspects of the topic.	Identifies a topic that while manageable/doable, is too narrowly focused and leaves out relevant aspects of the topic.	Identifies a topic that is far too general and wide-ranging as to be manageable and doable.
Literature Review	Synthesizes in-depth information from relevant sources representing many perspectives.	Presents in-depth information using sufficient information from relevant and varied sources.	Presents information from relevant sources representing limited perspectives.	Presents information from irrelevant sources representing limited perspectives.
Quality and quantity of evidence	Sufficient, high-quality evidence from peer-reviewed scholarly sources supports claims.	A sufficient number of sources are cited but may not all be from peer-reviewed sources.	The number of sources may be cited, but the majority of sources cited are not peer reviewed.	A limited number of sources are used.
Methodology	All elements of methodology are skillfully developed. These include design, sample, sampling, instrumentation, and analysis.	Critical elements of the methodology are appropriately developed. However, subtler elements are not addressed.	Critical elements of the methodology are missing, incorrectly developed, or unfocused.	Inquiry design demonstrates a misunderstanding of the methodology.
Results	Organized and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Organizes evidence to reveal important patterns, differences, or similarities related to focus.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	Lists evidence, but it is not organized and/or is unrelated to focus.
Discussion	States a conclusion that is a logical extrapolation for the inquiry findings. Insightfully discusses in detail relevant and supported limitations and implications.	States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings. Discusses relevant and supported limitations and implications.	States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings. Presents relevant and supported limitations and implications.	States an ambiguous, illogical, or unsupported conclusion from inquiry findings. Presents limitations and implications, but they are possibly irrelevant and unsupported.

Rubric for SLO 3. Create and critically analyze messages appropriate to the audience, purpose, and context.

	Exemplary (3)	Proficient (2)	Below Proficient (1)
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable, is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language is appropriate to audience.	Language choices are accurate and generally support the effectiveness of the presentation. Language is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation clear. Speaker appears adequately prepared.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the clarity of the presentation. Speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation and establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) refer to information or analysis that only minimally supports the presentation and fails to establish the presenter's credibility/authority on the topic.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is basically clear.	Central message can be deduced but is not explicitly stated in the presentation.

	Exemplary (3)	Proficient (2)	Below Proficient (1)
Listening	Relevant, clear, and complete responses consistently demonstrate active listening skills; accurate comprehension of the meaning and tone of listener’s questions; and proficiency in handling inappropriate and unclear questions, when necessary.	Relevant, clear, and partially developed responses demonstrate some active listening skills; moderate comprehension of the meaning and tone of listeners’ questions; and adequate handling of inappropriate or unclear questions, when necessary.	Irrelevant, unclear or incomplete responses demonstrate little or no evidence of active listening skills; little or no comprehension of the meaning and tone of listener’s questions; and an inability to handle inappropriate and unclear questions, when necessary.

Rubric for SLO 4: Demonstrate the ability to accomplish communicative goals (self-efficacy).

Self-Perceived Communication Competence Scale (SPCC)

Directions: Below are twelve situations in which you might need to communicate. People's abilities to communicate effectively vary a lot, and sometimes the same person is more competent to communicate in one situation than in another. Please indicate how competent you believe you are to communicate in each of the situations described below. Indicate in the space provided at the left of each item your estimate of your competence. Presume 0 = completely incompetent and 100 = competent.

- _____ 1. Present a talk to a group of strangers.
- _____ 2. Talk with an acquaintance.
- _____ 3. Talk in a large meeting of friends.
- _____ 4. Talk in a small group of strangers.
- _____ 5. Talk with a friend.
- _____ 6. Talk in a large meeting of acquaintances.
- _____ 7. Talk with a stranger.
- _____ 8. Present a talk to a group of friends.
- _____ 9. Talk in a small group of acquaintances.
- _____ 10. Talk in a large meeting of strangers.
- _____ 11. Talk in a small group of friends.
- _____ 12. Present a talk to a group of acquaintances.

Scoring: To compute the sub scores, add the percentages for the items indicated and divide the total by the number indicated below.

- Public 1 + 8 + 12; divide by 3.
- Meeting 3 + 6 + 10; divide by 3.
- Group 4 + 9 + 11; divide by 3.
- Dyad 2 + 5 + 7; divide by 3.
- Stranger 1 + 4 + 7 + 10; divide by 4.
- Acquaintance 2 + 6 + 9 + 12; divide by 4.
- Friend 3 + 5 + 8 + 11; divide by 4.

To compute the total SPCC score, add the sub scores for Stranger, Acquaintance, and Friend. Then, divide that total by 3.

Public	> 86 High SPCC	< 51 Low SPCC
Meeting	> 85 High SPCC	< 51 Low SPCC
Group	> 90 High SPCC	< 61 Low SPCC
Dyad	> 93 High SPCC	< 68 Low SPCC
Stranger	> 79 High SPCC	< 31 Low SPCC
Acquaintance	> 92 High SPCC	< 62 Low SPCC
Friend	> 99 High SPCC	< 76 Low SPCC
Total	> 87 High SPCC	< 59 Low SPCC

Higher SPCC scores indicate higher self-perceived communication competence with basic communication contexts (public, meeting, group, dyad) and receivers (strangers, acquaintance, friend).

Rubric for SLO 5: Prepare for ethical public influence that embraces differences.

Intercultural Sensitivity Scale

Below is a series of statements concerning Intercultural Communication. There are no right or wrong answers. Please work quickly and record your first impression by indicating the degree to which you agree or disagree with the statement. Thank you for your cooperation.

- 5=Strongly agree
- 4=agree
- 3=uncertain
- 2=disagree
- 1=strongly disagree

Please put the number corresponding to your answer in the blank before the statement

- ___ 1. I enjoy interacting with people from different cultures.
- ___ 2. I think people from other cultures are narrow-minded.
- ___ 3. I am pretty sure of myself and interacting with people from different cultures.
- ___ 4. I find it very hard to talk in front of people from different cultures.
- ___ 5. I always know what to say when interacting with people from different cultures.
- ___ 6. I can be as sociable as I want to be when interacting with people from different cultures.
- ___ 7. I don't like to be with people from different cultures.
- ___ 8. I respect the values of people from different cultures.
- ___ 9. I get upset easily when interacting with people from different cultures.
- ___ 10. I feel confident when interacting with people from different cultures.
- ___ 11. I tend to wait before forming an impression of culturally distinct counterparts.
- ___ 12. I often get discouraged when I'm with people from different cultures.
- ___ 13. I'm open-minded to people from different cultures.
- ___ 14. I'm very observant when interacting with people from different cultures.
- ___ 15. I often feel useless when interacting with people from different cultures.
- ___ 16. I respect the ways people from different cultures behave.
- ___ 17. I try to obtain as much information as I can when interacting with people from different cultures.
- ___ 18. I would not accept the opinions of people from different cultures
- ___ 19. I'm sensitive to my culturally distinct counterparts' subtle meanings during our interaction
- ___ 20. I think my culture is better than other cultures.
- ___ 21. I often give positive responses to my culturally different counterpart during our interaction.
- ___ 22. I avoid those situations where I will have to deal with culturally-different persons.
- ___ 23. I often show my culturally distinct counterpart to my understanding through verbal or non-verbal cues.
- ___ 24. I have a feeling of enjoyment towards differences between my culturally distinct counterpart and me.

Note: items 2, 4, 7, 9, 12, 15, 18, 20 and 22 are reverse coded before summing the 24 items. Interaction Engagement items are 1, 11, 13, 21, 22, 23, 24, Respect for cultural differences items are 2, 7, 8, 16, 18, and 20, Interaction Confidence items are 3, 4, 5, 6 and 10, Interaction enjoyment items are 9, 12, and 15, and interaction attentiveness items are 14, 17, and 19.