

University of Minnesota Morris Digital Well

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Assessment of Student Learning Reports

Assessment of Student Learning Committee
(Inactive)

Spring 2017

Communication, Media, and Rhetoric Indirect Assessment of Seniors Report 2017

Communication, Media, and Rhetoric Discipline

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CMR 2017 senior indirect assessment:
students are asked to remember what they think they have they have learned

Com Theories students know:

Agenda Setting Agenda Setting Theory
Dramatist dramatism
Attribution Theory
Uncertainty Reduction Theory Uncertainty Reduction Theory
Expectancy Violation Theory
Communication Accommodation Theory Communication Accommodation Theory
Coordinated Management of Meaning
Cultivation Cultivation Analysis
Cultural Identity Theory Facework (Goffman) Politeness Theory
Negotiation Theory face negotiation theory
Spiral of Silence Theory
Modeling Behavior Theory One Step Flow Theory
Communication Accommodation Theory Communication Accommodation accommodation theory
Cognitive Dissonance Theory Cognitive Dissonance Theory dissonance theory
Relational Dialectics Communication Privacy Management Theory

Media Theories students know:

Agenda Setting Theory Agenda Setting Theory agenda setting Agenda Setting Theory Agenda-setting
Cultivation Effect Cultivation Theory cultivation Cultivation theory
Uses and Gratifications Uses and Gratifications Theory gratification and uses theory Uses and Gratification Uses and Gratifications Theory
Spiral of Silence Technological Determinism Third-Person Effect .
Media Richness Theory Media Richness Theory
Media Dependency Theory Diffusion Theory
Spiral of Silence Spiral of Silence
Multi-step flow
Gate keeping Theory
Symbolic Interaction Theory Social Learning theory Media Ecology Theory

CMR 2017 senior indirect assessment:
students are asked to remember what they think they have learned

# responses	G1: I am able to name some communication theories	G1: I am able to name some media theories	G1: I can define rhetoric	G2: I know an approach to use to describe communication experiences	G2: I know a method to use to evaluate media	G2: I can choose a method of rhetorical criticism to analyze a piece of discourse	G2: I can construct an analysis or evaluation of observable communication interactions	G2: I can analyze media	G2: I can evaluate rhetoric	G3: I have learned what it takes to be an effective communicator
For 2016 10/11 respond	100% agree or strongly agree	100% agree or strongly agree	90% agree or strongly agree 10% disagree	100% agree or strongly agree	90% agree or strongly agree, 10% neutral	100% agree or strongly agree	100% agree or strongly agree	100% agree or strongly agree	100% agree or strongly agree	90% agree or strongly agree, 10% neutral
For 2017 7/14 respond	100% agree or strongly agree	100% agree or strongly agree	100% agree or strongly agree	100% agree or strongly agree	100% agree or strongly agree	100% agree or strongly agree	100% agree or strongly agree	100% agree or strongly agree	100% agree or strongly agree	100% agree or strongly agree

Explanation of 2017 responses

- Improved perceptions of knowledge may be attributed to CMR 4900 assignments to record theory summaries
- Student (real) knowledge (shown by the generated lists) indicates we need to further clarify which theories are Com, which are Media, and which are Rhetoric
- Lower response rate in 2017 may be partially attributed to technical problems
- Responses and data for a population this size do not generalize well (i.e., one confused student in the 2017 cohort may be confused in a different way, or for different reasons than one may be in in the 2018 cohort)