

UNIT REPORT

Communication - Final Annual Report

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Communication Department/Program Mission**Start:** 07/01/2017**End:** 06/30/2018**Reporting Year:** 2017-2018**Providing Department:** Communication**Department/Unit Contact:** Brenda Wilson**Mission/Vision/Goal Statement:**

The Bachelor of Science degree in Communication supports the department's goals to help students "tap the power of words to create meaning and understanding and pursue intellectual curiosity, cultural awareness, creative expression, and build effective communication skills." The communication program at TTU is dedicated to fostering a strong sense of public citizenship preparing students for civic participation in an increasingly complex world that requires sophisticated, practical, critical, and theoretical understanding of the human communication process. The B.S. in communication degree program includes both communication studies and journalism and supports these outcomes by using active learning strategies and experiential learning to develop students' critical-thinking, problem-solving, and communication skills for their professional goals and personal success. Our mission is to provide general education instruction in oral communication and a variety of undergraduate courses in communication studies and journalism including mass communication, print and broadcast journalism, literary journalism, public relations, advertising, photojournalism, interpersonal, intercultural, and computer-mediated communication, persuasion, and conflict resolution. Besides those majoring in communication with an emphasis in communication studies or journalism, Tennessee Tech students take our courses for general education requirements or sometimes as a minor that will enhance their communication skills and their versatility in whatever career they choose. Students are encouraged to get hands-on, real-world experience in their field through the internship or co-op program. Our program provides students the opportunity to participate in various clubs related to their major as well.

The journalism curriculum is designed to prepare students for a variety of employment opportunities in the communication professions, primarily in print media and public relations. The program stresses practical experience. We offer students experience in media through work for the student-run newspaper (The Oracle), radio station (WTTU-FM), yearbook (the Eagle), campus magazine (Eagle Eye), and multimedia club (Eagle View Productions). The student newspaper, magazine, yearbook, radio station, and multimedia club, and the regional educational television station are utilized extensively in connection with class work.

The communication studies curriculum provides instruction in the ability to understand and apply principles that guide communication theory and research; the ability to deliver effective public speeches; the ability to write clearly and concisely; the ability to engage in effective communication on the interpersonal level, in small and large group activities and settings. Our award-winning speech and debate team gives students competitive forensics experience to strengthen their oral presentation skills and debate and persuasion techniques.

The Communication Department's Mission relates to the Flight Plan items of Co-Curricular Undergraduate Program and Technology in Teaching.

Program Goal 1: Written and Oral Communication Skills**Progress:** Ongoing**Define Goal:**

Program Goal 1: The program will provide instruction in effective written and oral communication skills and current technology for a variety of media and for interpersonal, small and large group settings, and business environments.

Intended Outcomes / Objectives:

Journalism Graduates will be able to: Student Learning Outcome 1: Students will demonstrate the ability to write and edit competently for the news media and public relations settings.

Communication Studies Graduates will be able to: Student Learning Outcome 3: Students will demonstrate effective oral presentation skills that correspond with various communication events and the ability to evaluate written and oral presentations.

These Learning Outcomes relate to the Flight Plan items of Co-Curricular Undergraduate Program and Technology in Teaching.

Program Goal 2: Career Preparation

Progress: Ongoing

Define Goal:

Program Goal 2: The program will prepare students for entry-level positions in a number of different fields that emphasize effective communication skills or for a graduate program.

Intended Outcomes / Objectives:

Journalism Graduates will be able to:

Student Learning Outcome 2: Students will demonstrate the knowledge and critical-thinking skills to be discerning consumers of the media through an understanding of the roles and functions of the media.

Communication Studies Graduates will be able to:

Student Learning Outcome 4: Students will demonstrate an understanding of communication theory and research and their practical application to Interpersonal, Intercultural, Public Address, and Business Communication.

These Learning Outcomes relate to the Flight Plan items of Co-Curricular Undergraduate Program and Technology in Teaching.

Assessment 1: Area Concentration Assessment Test (ACAT) for Communication

Goal/ Outcome/ Objective: Program Goal 1 and Student Learning Outcomes 2 and 4

Type of Tool: Exit Exam

Frequency of Assessment: Each fall and spring semester

Rationale:

Communication majors take the ACAT (Area Concentration Assessment Test) for Communication which tests students in the following areas of the communication discipline: Interpersonal Communications, Laws and Ethics, Mass Communication/Mass Media, and Public Speaking/Debate. Students are expected to score at least as well as the average score in their reference group.

*ACAT scores range from 200-800 with an average score of 500 and a standard deviation of 100. Nationally, 68% of scores in any given year should fall between approximately 400 and 600. Year-to-year variations in the size of the reference groups will cause scores to fall outside these limits. The content area scores are compared with a reference group of other examinees taking the same content area. The overall performance score is compared with other examinees taking the ACAT in this discipline with the same number of content areas. The overall score is a separately determined performance appraisal rather than a numerical average of the area scores.

*From ACAT Departmental Score Report. For more information, visit www.collegeoutcomes.com

Assessment 2: California Critical Thinking Skills Test

Goal/ Outcome/ Objective: Program Goal 2 and Learning Outcomes 2 and 4

Type of Tool: Exit Exam

Frequency of Assessment: Each fall and spring semester

Rationale:

The California Critical Thinking Skills Test is given each semester to graduating seniors to assess general education learning outcomes of our graduates. Critical-thinking skills are necessary to be discerning consumers of media and for the practical application of theoretical concepts (learning outcomes 2 and 4).

Employers cite communication and critical-thinking skills as top qualifications for potential employees. The CCTST permits test-takers to demonstrate the critical-thinking skills required to succeed in educational or workplace settings where solving problems and making decisions by forming reasoned judgments are important. Communication students are expected to perform as well as their campus peers and the national average for the test.

Assessment 3: General Education Learning Outcomes Assessment of Oral Communication

Goal/ Outcome/ Objective: Program Goal 1 and Learning Outcome 3

Type of Tool: Rubric

Frequency of Assessment: Annually

Rationale:

The TBR-mandated General Education Learning Outcomes Assessment of the oral communication competencies of students enrolled in COMM 2025 Fundamentals of Communication course is conducted annually every spring semester. This assessment provides very useful data on student progress in oral communication competencies across multiple sections of the COMM 2025 Fundamentals of Communication including the following oral communication competencies: 1. Students are able to distill a primary purpose into a single, compelling statement; 2. Students are able to order major points in a reasonable and convincing manner based on that purpose; 3. Students are able to develop their ideas using appropriate rhetorical patterns (e.g., narration, example, comparison/contrast, classification, cause/effect, definition); 4. Students are able to employ correct diction, syntax, usage, grammar, and mechanics; and 5. Students are able to manage and coordinate basic information gathered from multiple sources. Our students are expected to score at or above the average level as compared to other TBR institutions.

Assessment 4: Communication Studies Program Internship and Extra-Curricular Experiences

Goal/ Outcome/ Objective: Program Goals 1 and 2 and Student Learning Outcome 3

Type of Tool: Other

Frequency of Assessment: Each semester

Rationale:

Our award-winning speech and debate team gives students competitive forensics experience to strengthen their oral presentation skills and debate and persuasion techniques. Students also compete nationally and regionally through clubs associated with their major.

Students receive a grade in courses, internships and co-ops to reflect their level of performance in relevant academic assignments and real-world settings. The speech and debate team, student media and Society for Collegiate Journalists members compete regionally and nationally for external assessment and recognition of their skills. Students set individual and team goals for these competitions.

Assessment 5: National Survey of Student Engagement

Goal/ Outcome/ Objective: Program Goal 1 and Student Learning Outcomes 1 and 3

Type of Tool: Survey

Frequency of Assessment: Every 2-3 years

Rationale:

The National Survey of Student Engagement (NSSE) assesses students' confidence in their abilities to communicate effectively using written and oral communication skills.

Through coursework and extra-curricular experiences, communication majors will be required to write, edit, and present to a variety of audiences and through several media. The National Survey of Student Engagement (NSSE) assesses students' confidence in their abilities to write and speak clearly and effectively. These results are compared to other TTU students and our Carnegie peer institutions. Students are expected to score at least as well as other Tech students and Carnegie peers.

Assessment 6: QEP/EDGE Participation

Goal/ Outcome/ Objective: Program Goal 2 and Learning Outcomes 1 and 2

Type of Tool: Other

Frequency of Assessment: At completion of project

Rationale:

Communication faculty members participate in the University's Quality Enhancement Plan, now known as the EDGE program, in order to give students the opportunity to improve communication and critical-thinking skills as well as to provide hands-on, experiential learning. The EDGE program seeks to improve critical-thinking and communication skills and real-world problem-solving through the use of active learning strategies. The program administers a pre- and post- survey to measure students' perceived progress in these skills.

Journalism faculty participated in the university's Quality Enhancement Plan grant program in 2014-15 with a project that focused on identifying, visually documenting and publicizing social issues in the local community and the larger Upper Cumberland region in a community-oriented photojournalism course.

Employers cite communication and critical-thinking skills as top qualifications for potential employees. The communication program participates in the EDGE initiative when possible in order to show student gains in these areas.

Assessment 7: Senior Exit Survey

Goal/ Outcome/ Objective: Program Goals 1 and 2, Student Learning Objectives 1-4

Type of Tool: Survey

Frequency of Assessment: Each fall and spring semester

Rationale:

We specifically ask graduating seniors to report their progress on the program goals and learning objectives in each concentration.

Senior Exit Surveys provide feedback for continuous quality improvement of our program and to determine students' perceived progress on our program goals and learning outcomes 1-4. The majority of comments are positive which indicates to us that students are pleased with our program. We review the data and implement improvements during periodic audits by the Tennessee Board of Regents for performance funding. We successfully completed an audit of our academic program in spring 2013. One of the commendations we received from the audit team was for the enthusiasm students who participated in the review process showed for their major.

Assessment 8: Journalism Program Student Media, Internship, Co-op and Extra-Curricular Experiences

Goal/ Outcome/ Objective: Program Goals 1 and 2 and Student Learning Outcome 1

Type of Tool: Other

Frequency of Assessment: Each semester and weekly

Rationale:

For decades, Tech's journalism program has produced a weekly newspaper, a year-round radio station and an annual yearbook that are supplemental to the curriculum and provide practical experience in both print and broadcast media. In 2012 we added a campus magazine, Eagle Eye, to the media mix, and in 2016 we added a broadcasting club, Eagle View Productions. An internship program is available to students that provides experience in organizations on and off campus for news reporting and public relations and with the PBS-affiliate on campus for television broadcasting experience.

Student media experience is guaranteed through a "campus beat" system in print reporting and editing classes. We include beat assignments in one introductory and two advanced journalism courses. All three of these courses are required for the journalism degree program. Students may also take an introductory broadcasting course with a campus beat assignment for the broadcast media. Other opportunities for hands-on learning include management positions on the student media and the internship or co-op program. Students receive a grade in courses, internships and co-ops to reflect their level of performance in relevant academic assignments and real-world settings. Academic assignments are designed to provide practical instruction for news reporting and editing and for public relations. These courses prepare students for work at internships and co-ops as well. The Speech and Debate team, student media and Society for Collegiate Journalists members compete regionally and nationally for external assessment and recognition of their skills. Students set individual and team goals for these competitions.

Assessment 9: Personal Report of Communication Apprehension (PRCA-24)

Goal/ Outcome/ Objective: Program Goal 1 and Learning Outcome 3

Type of Tool: Other

Frequency of Assessment: Pretest/posttest in COMM 2025 courses

Rationale:

The **Personal Report of Communication Apprehension (PRCA-24)** typically has an α of .93-.95 (McCroskey, Beatty, Kearney, & Plax, 1985). The scale accesses four dimensions of communication apprehension: interpersonal, group, meeting, and public speaking (McCroskey, 1982; Rubin, 2009). Instructors in COMM 2025, a required general education communication course, use the instrument to measure progress on building confidence in students' communication skills. The instrument can be scored both by adding the value of items in individual sub-measures to assess communication apprehension in a particular context or by combining the scores of each sub-measure to assess overall communication apprehension (McCroskey, 1982). The norms for the PRCA-24 are listed below.

Norms for the PRCA-24	High Anxiety	Medium Anxiety	Low Anxiety	Mean	Std. Deviation
Interpersonal	19 or more	18-11	10 or lower	14.2	3.9
Group	20 or more	19-11	10 or lower	15.4	4.8
Meeting	21 or more	20-13	12 or lower	16.4	4.2
Public	25 or more	24-14	13 or lower	19.3	5.1
Overall Communication Anxiety	81 or more	80-51	50 or lower	65.6	15.3

**<http://www.jamescmccroskey.com/measures/prca24.htm>*

New Assessment Tools Item

Results of Assessment 1

Goal/Objective/Outcome Number: Program Goal 1 and Student Learning Outcomes 2 and 4

Results:

Students take the **Area Concentration Assessment Test (ACAT)** for communication in the semester in which they plan to graduate or once they have completed coursework in their major. Since we began administering the test in fall 2010, our students have been performing well. In 2010-2011, 23 graduating seniors took the test with 20 of the 23 scoring at the 90th percentile or higher. All but one were in the 80th percentile or higher, with six students in the 100th percentile and two students scoring a perfect score of 800. In 2011-2012, 31 graduating seniors took the test, and all but four were in the 74th percentile or higher, with 24 in the 90th percentile, 8 in the 100th percentile and four perfect scores. In 2012-2013, 24 graduating seniors took the test with 15 of 24 scoring at the 74th percentile or higher. Six of those were at the 90th percentile or higher. In 2013-2014, 25 students completed the test with 14 scoring in the 75th percentile or higher. Four were in the 90th percentile or higher. In 2014-15, 27 graduating seniors took the test, with two scoring in the 91st and 92nd percentiles, two scoring in the 84th percentile, and seven above the 72nd percentile. In 2015-16, 28 students took the test with 17 scoring at the 80th percentile or better and one student scoring in the 100th percentile. In 2016-17, 42 students took the test, with an overall score of 562, the 73rd percentile, and seven students scored at or above the 90th percentile. In 2017-18, 32 students completed the test with an overall performance score of 575, in the 77th percentile.

While our average score has dropped as our enrollment has grown, 40 percent of recent graduates scored at or above the 72nd percentile and continue to score above the average score for their reference group, which exceeds our expectations.

The following attachments show the scores for years 2010-2018, since inception of the test for our program, and the most recent year's scores.

Attachments: Attached Files

[ACAT Scores 10F-18S.xlsx](#)

[ACAT Scores 17F-18S.xlsx](#)

Results of Assessment 2

Goal/Objective/Outcome Number: Program Goal 2 and Student Learning Outcomes 2 and 4

Results:

On the **California Critical Thinking Skills Test**, communication students scored lower than both the campus and national averages in 2017-18 with a 14.41 average score (N=29) compared to a campus average of 17.6 and national average of 16.2. Also for academic year 2016-17, communication students scored slightly lower with a 16.1 average (N=41), compared with a campus average of 17.1 and a national average of 16.2. However in the previous three years, our students scored higher than the campus and national averages. In 2015-16, communication students scored a 19.6 (N=11), compared to the Tech average of 16.9 and the national average of 17.1. In 2014-15, communication students scored an 18.5 (N=25), compared to the campus average of 17.3 and the national average of 17.1. In 2013-14, our students scored a 17.9, compared to a campus average of 17.7 and a national average of 17.1. The average score for the five year period of 2013-2018 for our students is 17.3, which equals the five-year average for campus, and is higher than the national average of 16.74.

We will continue to monitor our students' performance on this test.

Attached is a chart of scores for communication students compared to the campus and national averages the previous few years.

Attachments: Attached Files

[CCTST2018.xlsx](#)

Results of Assessment 3

Goal/Objective/Outcome Number: Program Goal 1 and Student Learning Outcome 3

Results:

The TBR-mandated General Education Learning Outcomes Assessment includes the following oral communication competencies of students enrolled in *COMM 2025 Fundamentals of Communication* course: 1. Students are able to distill a primary purpose into a single, compelling statement; 2. Students are able to order major points in a reasonable and convincing manner based on that purpose; 3. Students are able to develop their ideas using appropriate rhetorical patterns (e.g., narration, example, comparison/contrast, classification, cause/effect, definition); 4. Students are able to employ correct diction, syntax, usage, grammar, and mechanics; and 5. Students are able to manage and coordinate basic information gathered from multiple sources. Our students are expected to score at or above the average level as compared to other TBR institutions.

This assessment was discontinued after the 2017 reporting period at the request of the Associate Dean of Arts and Sciences.

A review and analysis of the statistical data from 2017 indicates that the majority of students included in the assessment scored as either superior, with percentages varying between 65% and 77%, or, as satisfactory varying between 21% and 32% in each category. The percentage of students assessed as unsatisfactory generally ranged between 0.9% and 7.16% on any given outcome. This means that, on the average, no more than 8 students out of 100 performed unsatisfactorily in any of the five categories. The overall scores for each outcome appear to be about even, with the category (E) "use of sources and research" being slightly weaker.

A review and analysis of the statistical data based on the scores received in Spring 2016 (see attached table) indicates that the majority of students included in the assessment scored as either superior, with percentages varying between 65% and 79%, or, as satisfactory varying between 18% and 29% in each category. The percentage of students assessed as unsatisfactory generally ranged between 1.8% and 4.7% on any given outcome. This means that, on the average, no more than five students out of 100 performed unsatisfactorily in any of the five categories. The overall scores for each outcome appear to be about even, with the category (E) "use of sources and research" being slightly weaker. The data clearly indicates that students enrolled in *COMM 2025* continue to meet or exceed outcome goals in excess of 95%.

The Analysis of the Statistical Data for years 2012-2015 indicates that students enrolled in COMM 2025 continue to meet or exceed outcome goals in excess of 88%. The majority of students included in the assessment scored as either superior, with percentages varying between 53% and 86%, or, as satisfactory varying between 12% and 42% in the categories tested. The percentage of students assessed as unsatisfactory generally ranged between 0.97% and 11.55% on any given outcome. This means that, on the average, one student out of 16 performed unsatisfactorily. The overall scores for each outcome appear to be about even, with the category (5) "Use of sources and research" being weaker followed by the outcome in the category (1) "Formulating a purpose statement." The attachments below show the results for this test for years 2010-2016 and the most recent year's results.

Attachments: Attached Files

[Results of Assessment of General Education Learning Outcomes 2010-2016](#)

[Results of Assessment of General Education Outcomes 2017](#)

Results of Assessment 4

Goal/Objective/Outcome Number: Program Goals 1 and 2 and Student Learning Outcomes 1 and 3

Results:

The communication studies program began offering internships in fall 2013 with one student completing a three-hour internship as a "special topics" course and earning an "A". From summer 2014 to spring 2015, one speech student completed a six-hour internship with a grade of "A" and two students completed three-hour internships with "A" grades. In summer 2015, two speech students completed internships and both received a grade of "A." In academic year fall 2015 to spring 2016, four speech students completed internships. All four received a grade of "A." In 2016-17, three students completed internships with grades of "A," while one student received a "W" grade, withdrawing before completing the internship. In 2017-18, two communication studies students completed internships with one receiving a grade of "A" and one receiving an "F."

Faculty oversight is maintained by interns supplying written monthly summaries of their internship work.

Debate and Forensics team experience offers students training and application opportunities for their public speaking skills in argumentation and persuasion. While participation on the team is open to all students, speech majors are required to participate. The team travels to and participates in state and regional speech contests and tournaments. The number of various awards received by our students provides a measure of success in achieving the learning objectives and has grown each year with the 2017-18 year being the most successful in recent history including 117 individual awards, 13 team awards and one outstanding teammate award. Also, in 2017-18 a member of the team won first place in the nation in the novice speaking category.

The following attachments show the team's accomplishments for the past several years.

Attachments: Attached Files

[TTU Speech and Debate Team Awards 2011-2016](#)

[TTU Speech and Debate Team Awards 2016-2017](#)

[TTU Speech and Debate Team Awards 2017-2018.doc](#)

Results of Assessment 5

Goal/Objective/Outcome Number: Program Goal 1 and Student Learning Outcomes 1 and 3

Results:

Learning Outcome Skill	TTU	TTU	Carnegie
	Communication	Total	Peers
2017			
Oral Communication			
Freshmen	2.00	2.24	2.31
Seniors	3.29	2.70	2.59

Written Communication

Freshmen	3.00	2.44	2.57
Seniors	3.43	2.93	2.90

2016**Oral Communication**

Freshmen	1.75	2.20	2.30
Seniors	3.45	2.70	2.70

Written Communication

Freshmen	1.75	2.50	2.60
Seniors	2.55	2.90	3.00

2014**Oral Communication**

Freshmen	3.00	3.00	2.70
Seniors	3.50	3.30	3.10

Written Communication

Freshmen	3.25	3.10	2.90
Seniors	3.50	3.50	3.30

Results of Assessment 6

Goal/Objective/Outcome Number: Program Goals 1 and 2 and Learning Outcomes 1-4

Results:

We participated in **Tech's QEP/EDGE program** in 2014-15. Results of the 2014-15 project are not available.

Results of Assessment 7

Goal/Objective/Outcome Number: Program Goals 1 and 2 and Student Learning Outcomes 1-4

Results:

Students are asked to complete the **senior exit survey** immediately after completing the ACAT test, during the same testing appointment time. Most students in the journalism concentration plan to work after graduating, and many have already accepted jobs. Others plan to go to graduate school or law school upon graduation. They chose their major because of their interest or ability in writing and because of the importance of these skills for their chosen career path. They chose Tech's journalism program because of its size, friendly atmosphere, affordability, proximity to home, broad curriculum that employs a hands-on approach to learning and opportunities on the student media. Some suggestions for improvement include more instruction in digital, electronic and social media, more coursework in broadcasting and additional courses in public relations. Students reported being pleased with the academic and career advising they received and would recommend the program to others. They reported being pleased with their progress on journalism program learning objectives and outcomes. Students in the communication studies concentration report that they are planning to work or attend graduate school upon graduation. Some students said they chose communication studies as a major because of their own interests or prior experience in public speaking. Others commented that they majored in communication studies because they recognize effective communication skills as an attribute potential employers seek in graduates. Students said they chose Tech's program because of its breadth of courses and small class size. Comm studies students recommend that the coursework include a theory or research class to prepare them for graduate school. However, some comment that classes should remain focused on practical application rather

than have a strong emphasis on theory. Comm studies graduates report high satisfaction with the advisement they received and said they would recommend the program to future students. They report high satisfaction with progress on the learning objectives of the program.

Results of Assessment 8

Goal/Objective/Outcome Number: Program Goals 1 and 2 and Student Learning Outcomes 1 and 3

Results:

All program goals and student learning outcomes are evaluated on an ongoing and systematic basis. Students are evaluated through coursework, internships, and/or co-ops each semester on their **performance** of effective written and oral communication skills in various settings.

For academic year summer 2017 through spring 2018, 20 journalism students completed three-hour internships. Upon the recommendation of their employment supervisors, 19 received a grade of “A” and one received a grade of “B” while two students completed a six-hour internship and received a grade of “A.” In the previous three years, our students completed a total of 70 journalism internships, 65 were for three credit hours, three for six credit hours and two for 9 credit hours, with 66 students earning a grade of “A” and 4 earning a “B” grade.

Faculty oversight is maintained by interns supplying written monthly summaries of their internship work.

Students enter extra-curricular competitions throughout the academic year through work on the student media or clubs associated with their major in order to get external assessment of their performance and skills.

For the past several years student media productions have been entered in various college media contests. The number of various awards received by our students provides a measure of success in achieving the learning objectives. The chart in the attachment below summarizes the categories in which we were judged and the awards received at the regional and national levels from 2012 to the present.

Attachments: Attached Files

[📄 Student media awards 2012 to present.docx](#)

Results of Assessment 9

Goal/Objective/Outcome Number: Program Goal 1 and Learning Outcome 3

Results:

On the **PRCA-24 assessment**, Communication apprehension (CA) total score showed a reduction in communication anxiety $t(461) = 8.5, p < .05$ with an overall reduction of 4.4 in the mean. This is important to note since prior research has found that high levels of CA have a negative effect on student assertiveness (McCroskey et al., 1985), and student ability to recall lecture material if they are expected to interact in class (Booth-Butterfield, 1988). Going beyond the classroom, the National Association of Colleges and Employers (NACE) state that oral/written communication, Teamwork, and Professionalism/work ethic are an essential requirements for new college graduates (2015). The description of these requirements all pertain to communication skills. The results suggest that the COMM 2025 class increases a student’s confidence in their ability to interact with others, which will have an affect both on their academic and employment goals.

Additionally, the public speaking apprehension portion of the measure showed the most substantive decrease with a reduction of 1.537 in the mean of the pretest posttest. Since public speaking anxiety is the primary concern for the COMM 2025 course, these results show that there is a reduction in speech anxiety $t(461) = 7.7, p < .05$. Previous studies have shown that speech anxiety affects avoidance and withdrawal behaviors (Beaty, 1987), and speech duration (Beaty, Forst, & Stewart, 1980). This implies that students that complete COMM 2025 will be better prepared to present information in their other classes and in their future careers. The full analyses can be seen below.

PRCA-24 Contexts	Fall 2017 *		Spring 2018*		Academic Year 2017-2018	
	Reduction in the Mean	Results	Reduction in the Mean	Results	Reduction in the Mean	Results
Public Speaking	2.24	$t(206) = 6.18, p < .05, d = 0.43$	2.92	$t(140) = 7.19, p < .05, d = 0.61$	2.46	$t(350) = 8.94, p < .05, d = 0.48$

Meeting	2.06	$t(206)$ = 5.79, $p < .05$ $d = 0.40$	2.65	$t(140)$ = 6.05, $p < .05$ $d = 0.51$	2.24	$t(350)$ = 7.93, $p < .05$ $d = 0.42$
Interpersonal	.517	$t(206)$ = 2.53, $p < .05$ $d = 0.18$	0.77	$t(140)$ = 2.80, $p < .05$ $d = 0.23$	0.60	$t(350)$ = 3.60, $p < .05$ $d = 0.19$
Group	1.49	$t(206)$ = 4.98, $p < .05$ $d = 0.35$	2.37	$t(140)$ = 6.05, $p < .05$ $d = 0.50$	1.82	$t(350)$ = 7.49, $p < .05$ $d = 0.40$
Comm Anxiety	6.31	$t(206)$ = 8.26, $p < .05$ $d = 0.44$	8.71	$t(140)$ = 6.97, $p < .05$ $d = 0.59$	7.12	$t(350)$ = 8.96, $p < .05$ $d = 0.48$

* Dr. Ding's classes did not submit data. Thus the data from three classes were not included in this analysis.