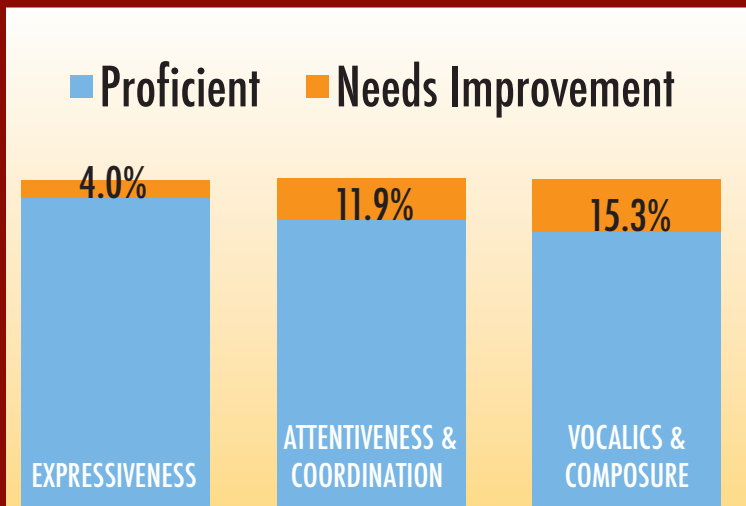


INSTRUMENT

Conversation Skills Rating Scale (CSRS) Rating of Self Form (student self-report); 30 Likert-type questions, Spitzberg (2007)

INTERPERSONAL COMMUNICATION SUBSCALES



Expressiveness: "animation and variation in verbal and nonverbal forms of expression"

Attentiveness & Coordination:

- Attentiveness – "attention to, interest in, and concern for conversational partner"
- Coordination – "the nondisruptive negotiation of speaking turns, conversational initiation, and conversational closings"

Vocalics & Composure:

- Vocalics – expressiveness specifically describing vocal expressiveness, such as vocal variety, vocal volume, and vocal confidence
- Composure – "confidence, assertiveness, and relaxation"

For more information see Spitzberg 2007:

www.natcom.org/sites/default/files/pages/Basic_Course_and_Gen_Ed_Conversational_Skills_Rating_Scale.pdf

RESULTS

- Students who took the CSRS instrument (n = 756) were representative of the overall and non-test-taker populations at SU
- 96% of students self report they were proficient in **Expressiveness**
- Efforts could be focused on the **Attentiveness & Coordination** and **Vocalics & Composure** subscales where > 10% of students self report they need improvement
- No significant difference between overall or subscale average scores of SU native, first-time students and transfer students
- Students' overall and subscale average scores generally increase by class level (i.e., freshman, sophomore, junior, senior) and are similar, except for the **Vocalics & Composure** subscale where freshman students' average scores were significantly less than juniors
- No significant difference between overall and most subscale average scores by SU school (i.e., Fulton, Henson, Perdue and Seidel; based on students' primary major), except for the **Vocalics & Composure** subscale where Henson majors' average scores were significantly less than Seidel majors, no other school comparison was significantly different

WHAT NEXT?

1. Decide benchmark values for acceptable levels of proficiency
2. Consider triangulating CSRS forms and assessment data in a more authentic academic environment
3. Consider using pre- and post-testing or longitudinal studies
4. Consider whether the CSRS instrument is aligned well with current (or revised) Interpersonal Communication General Education student learning outcome(s) or select an alternative assessment
5. Utilize results to develop interventions and determine a timeline to re-collect assessment data

For more information, please see the full report: www.salisbury.edu/2016-rating-scale-report/ or contact Dr. Sarah Winger: sewinger@salisbury.edu.