

# Assessment of Oral Communication at BYU-Hawaii

Winter 2016-17 Results Summary by the Office of Institutional Research

**Similar to winter 2015-16, assessment results for Oral Communication in winter 2016-17 show seniors are at the “developed” and “highly developed” stages.**



Photo courtesy of BYU-Hawaii Photography (University Communications)

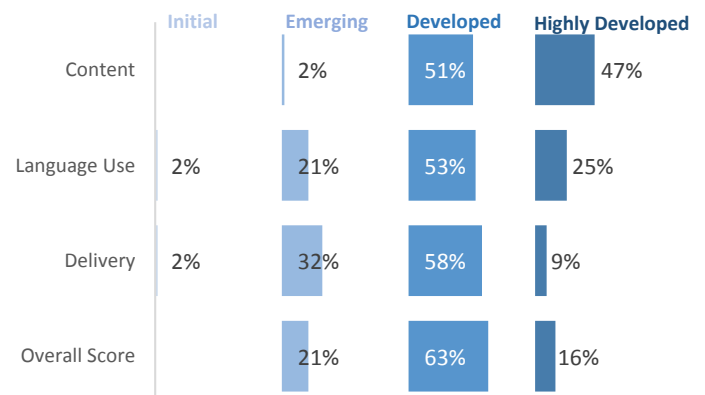
The largest proportion of artifacts are at the “developed” stage for seniors, with a majority of seniors in the “developed” or “highly developed” stage for all Oral Communication criteria.

As shown in Chart 1, the largest proportion of artifacts at the senior level were at the “developed” stage for all criteria, while an overwhelming majority of seniors were “developed” or “highly developed” for all criteria. These results are similar to those from the oral communication assessment conducted in winter 2015-16.

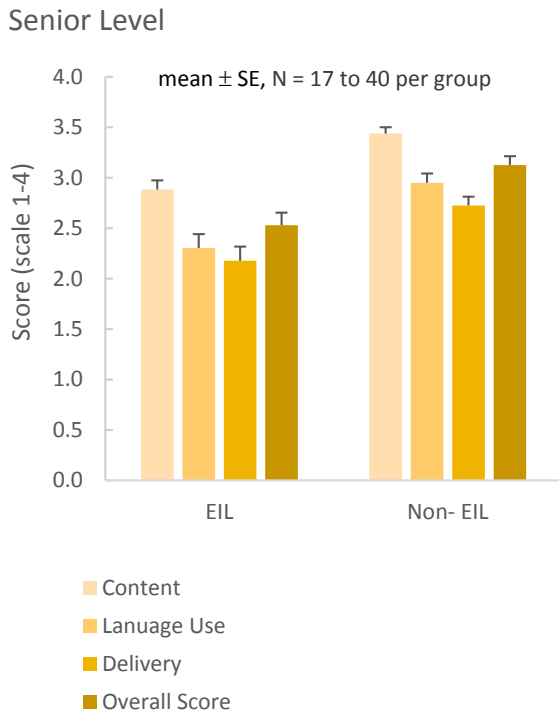
The winter 2016-17 assessment sample for oral communication did not include any student presentations at the sophomore level. For this reason the conclusion made in 2015-16 showing an improvement in oral communication skills from the sophomore to senior levels could not be confirmed from the 2016-17 evaluation results.

**Chart 1: A majority of seniors are “developed” or “highly developed” in Oral Communication**

Senior Level (N=57)



**Chart 2: Comparison of Oral Communication criteria between EIL and non-EIL seniors**



Oral Communication ratings between the presentations given by EIL students and non-EIL students are significantly different for all criteria in 2016-17.

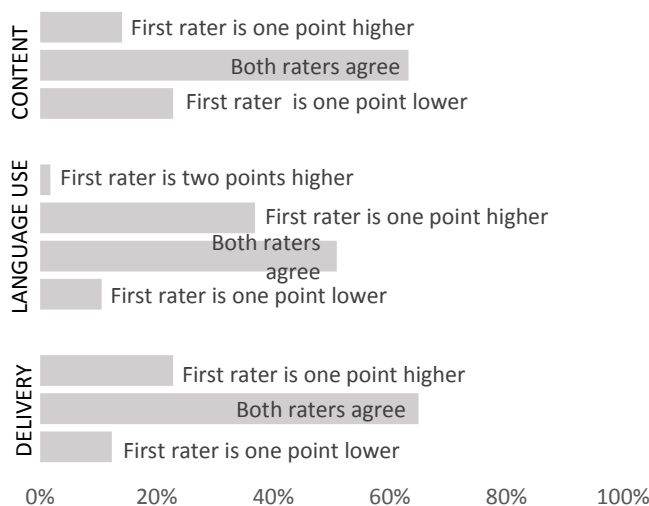
A comparison of means for the 2016-17 sample between ratings for presentations given by EIL and non-EIL students revealed significant differences with large effect sizes for all criteria – Content ( $p < .001$ ), Language Use ( $p < .001$ ), and Delivery ( $p < .01$ ). This is a more pronounced difference than was found in the 2015-16 assessment.

As seen in Chart 2, both EIL and non-EIL seniors on the whole received the highest scores for Content, followed by Language Use, and then Delivery. This indicates a general pattern similar to all seniors.

Mean scores for each criterion were also examined for differences by gender, ethnicity, home area, and major college. There were no statistical differences between scores by gender or major college. Any statistical differences detected between ethnicity and home area were all attributable to EIL status.

In Table 3 (page 6) it shows that regardless of demographic grouping, the highest average score for each group was for the Content area.

**Chart 3: Level of rater disagreement for Oral Communication**



**Inter-Rater Reliability**

The inter-rater reliability for Oral Communication was strong in winter 2016-17. Inter-rater reliability is shown by level of disagreement in Chart 3. Raters showed consistency over all three criterion with general agreement for all criteria (discrepancy of 0) in the range between 51% to 65%.

There were three different combinations of viewer pairs rating artifacts ranging in number from 9 to 28 video presentations for each pair. The inter-rater correlation for these pairs varied by criterion and is shown with other measures of attribute agreement in Table 1. The rater pairs had high correlation and agreement for certain criterion but not for others.

**Table 1: Inter-rater correlation and other measures of attribute agreement for Oral Communication**

| <b>1<sup>st</sup> VIEWER PAIR</b> |                |                     |                 |
|-----------------------------------|----------------|---------------------|-----------------|
|                                   | <b>CONTENT</b> | <b>LANGUAGE USE</b> | <b>DELIVERY</b> |
| Assessment Agreement              | 61%            | 43%                 | 57%             |
| Inter-rater correlation           | .3932          | .6074               | .6000           |
| Cohen's Kappa                     | .2222          | .1795               | .3198           |
| <b>2<sup>nd</sup> VIEWER PAIR</b> |                |                     |                 |
|                                   | <b>CONTENT</b> | <b>LANGUAGE USE</b> | <b>DELIVERY</b> |
| Assessment Agreement              | 70%            | 55%                 | 65%             |
| Inter-rater correlation           | .4399          | .4744               | .3955           |
| Cohen's Kappa                     | .3651          | .2437               | .3237           |
| <b>3<sup>rd</sup> VIEWER PAIR</b> |                |                     |                 |
|                                   | <b>CONTENT</b> | <b>LANGUAGE USE</b> | <b>DELIVERY</b> |
| Assessment Agreement              | 56%            | 67%                 | 89%             |
| Inter-rater correlation           | .1581          | .7729               | .9061           |
| Cohen's Kappa                     | .1429          | .4808               | .8200           |

### Rubric Adjustments

No adjustments were made to the Oral Communication rubric in winter 2016-17. The complete rubric is attached to the end of this report.

### Observations on Methodology

The winter 2016-17 sample for oral communication included video-recordings from various 400-level courses across different programs. Faculty members were invited to participate by having their regularly scheduled course oral presentations video recorded by the university Media Production Center. This resulted in improved sound and video quality over the 2015-16 recordings. Faculty members self-selected for participation. Table 2 on page 6 shows that the demographic proportions of the population are fairly well represented for gender, EIL status, ethnicity, and home area, but not for level (sophomore level is not represented) and college (overrepresentation by the College of Math & Sciences).

The faculty group for Oral Communication conducted a calibration session before the full norming session. During the evaluation session two separate viewers rated each presentation and a third viewer was employed where there was disagreement greater than one whole point. Only one case required a third viewer in this session. The final score is found by taking the average of all viewers.

This experience has garnered the following observations that will be helpful in guiding future efforts to assess Oral Communication at BYU-Hawaii.

#### ***Continuous assessment in small batches***

Small sample size may be a factor in the results. However, it is taxing on faculty members to assess large numbers of artifacts. In order to gain the advantage of a larger sample and not overburden

faculty members, assessment for Oral Communication could be conducted each year in small batches and then combined for overall analysis. To do this it is imperative that the same methodology and rubric be used for each assessment session.

***Artifact selection***

In the 2016-17 assessment the College of Arts & Humanities and College of Business, Computing & Government were greatly underrepresented. In addition, no sophomore level artifacts were evaluated. Due to the nature of oral presentations, artifacts are collected from existing courses where faculty volunteer their classes to participate. In order to ensure representation from all colleges and levels, the university could consider a different or more systematic method for recruitment.

***A focus on EIL students***

The results clearly show that EIL students rate significantly lower on measures of Oral Communication than non-EIL students. Going forward it would be well to put more focus on how to support the learning of EIL students, and less on the difference (which is not unexpected) between EIL and non-EIL students. The next step is to look at these EIL students more closely as a group within themselves to examine different factors that contribute to performance in oral communication. This information will be useful for faculty coaches in the Center for Learning and Teaching to help begin conversations on English language learners and speaking, as well as conversations that can help inform improvement of pedagogy.

Sample and Representativeness

The sample and population proportions listed in Table 2 show that the sample is fairly representative of the population for most demographic categories. The exception to this is College, where the College of Math & Sciences was highly over-represented, and level, where no sophomore level presentations were included. The population is based on Fall 2016 degree-seeking enrollment for all demographic groupings except level. Level (sophomore/senior) is based on the proportion of associates (sophomore level) and bachelors (senior level) degrees that were awarded during the 2015-16 academic year.

**Table 2: Demographic proportions in the sample fairly well represent those of the population for all categories except College and Level**

|                               | SAMPLE<br>N=57 | POPULATION<br>N=2601 |
|-------------------------------|----------------|----------------------|
| <b>Gender</b>                 |                |                      |
| Male                          | 42%            | 41%                  |
| Female                        | 58%            | 59%                  |
| <b>EIL Status</b>             |                |                      |
| Enrolled in EIL               | 30%            | 33%                  |
| Did not enroll in EIL         | 70%            | 67%                  |
| <b>Ethnicity</b>              |                |                      |
| American Indian/Alaska Native | 2%             | 1%                   |
| Asian                         | 33%            | 29%                  |
| Black                         | 2%             | 1%                   |
| Hawaiian                      | 2%             | 4%                   |
| Hispanic                      | 2%             | 6%                   |
| Pacific Islander              | 14%            | 20%                  |
| White                         | 46%            | 39%                  |
| <b>Home Area</b>              |                |                      |
| Asia                          | 25%            | 25%                  |
| Pacific                       | 11%            | 15%                  |
| Hawaii                        | 9%             | 10%                  |
| US Mainland                   | 54%            | 46%                  |
| Other International           | -              | 4%                   |
| <b>College</b>                |                |                      |
| Arts & Humanities             | 4%             | 17%                  |
| Business, Computing & Gov't.  | 2%             | 36%                  |
| Human Development             | 19%            | 15%                  |
| Math & Sciences               | 74%            | 23%                  |
| Special Programs              | 2%             | 4%                   |
| Undecided                     | -              | 5%                   |
| <b>Level</b>                  |                | N=769                |
| Sophomore (Associates)        | -              | 23%                  |
| Senior (Bachelors)            | 100%           | 77%                  |

## Mean Scores

Mean scores are listed by demographic variable grouping in Table 3. The criterion with the highest mean score for each row grouping is highlighted.

**Table 3: Mean scores**

| SENIOR LEVEL (N=57)           | CONTENT | LANGUAGE USE | DELIVERY | OVERALL SCORE |
|-------------------------------|---------|--------------|----------|---------------|
| <b>Gender</b>                 |         |              |          |               |
| Male                          | 3.35    | 2.90         | 2.60     | 3.08          |
| Female                        | 3.21    | 2.66         | 2.53     | 2.85          |
| <b>EIL Status</b>             |         |              |          |               |
| Enrolled in EIL               | 2.88    | 2.30         | 2.18     | 2.53          |
| Did not enroll in EIL         | 3.44    | 2.95         | 2.73     | 3.13          |
| <b>Ethnicity</b>              |         |              |          |               |
| American Indian/Alaska Native | 3.00    | 2.00         | 2.00     | 2.00          |
| Asian                         | 3.03    | 2.43         | 2.39     | 2.74          |
| Black                         | 3.50    | 2.50         | 2.50     | 3.00          |
| Hawaiian                      | 3.00    | 2.00         | 2.00     | 2.00          |
| Hispanic                      | 3.00    | 3.00         | 3.00     | 3.00          |
| Pacific Islander              | 3.13    | 2.81         | 2.38     | 2.75          |
| White                         | 3.52    | 3.04         | 2.77     | 3.23          |
| <b>Home Area</b>              |         |              |          |               |
| Asia                          | 2.96    | 2.37         | 2.29     | 2.64          |
| Pacific                       | 2.92    | 2.50         | 2.17     | 2.33          |
| Hawaii                        | 3.70    | 3.00         | 2.80     | 3.40          |
| US Mainland                   | 3.40    | 2.95         | 2.73     | 3.13          |
| Other International           | 3.50    | 2.50         | 2.50     | 3.00          |
| <b>College</b>                |         |              |          |               |
| Arts & Humanities             | 3.50    | 3.25         | 2.25     | 3.00          |
| Business, Computing & Gov't.  | 3.00    | 2.50         | 2.00     | 3.00          |
| Human Development             | 3.14    | 2.77         | 2.55     | 2.82          |
| Math & Sciences               | 3.31    | 2.74         | 2.60     | 2.98          |
| Special Programs              | 3.00    | 2.50         | 2.50     | 3.00          |

Oral Communication Rubric for BYU-Hawaii Institutional Learning Outcomes Assessment (Draft 12/16/2015)

| Attribute  | (1) Initial   | (2) Emerging  | (3) Developed  | (4) Highly Developed   |
|--|---|---|--|--|
| <p><b>CONTENT</b><br/>Oral communication displays effective communication through</p> <ul style="list-style-type: none"> <li>• clear and coherent message,</li> <li>• strong support for the information presented,</li> <li>• transitioning between ideas (e.g., first, second, next, then), and</li> <li>• appropriate content for the audience and the occasion.</li> </ul>   | <p>Lacks a clear purpose and audience, and support or uses irrelevant, ineffective, or unclear support. Little or no transitions between ideas.</p>   | <p>Has a general sense of purpose with a vague audience, and employs some support that may occasionally be irrelevant or ineffective. Sporadic use of transition between ideas.</p>   | <p>Has a fairly clear purpose and audience, and accomplishes the purpose with support that is mostly relevant. Mostly uses transitions between ideas.</p>  | <p>Has a clear purpose and audience and accomplishes this purpose with effective and appropriate support. Consistently uses smooth transitions between ideas.</p>  |
| <p><b>LANGUAGE USE</b><br/>Oral communication follows linguistics conventions such as</p> <ul style="list-style-type: none"> <li>• acceptable pronunciation,</li> <li>• grammar,</li> <li>• word choice, and</li> <li>• avoidance of filler words (e.g., umms, ahhs, err, like, so).</li> </ul>  | <p>Uses language in repetitive, confusing, or inappropriate ways. Frequently contains grammatical or pronunciation errors that interfere with meaning. Excessive use of filler words.</p>   | <p>Uses language that is vague or general, and lack specificity or appropriateness. Use of filler words that are distracting to the listener. May contain grammatical or pronunciation errors that interfere with meaning.</p>  | <p>Uses some context specific language but may have some problems with appropriateness. Little to no use of filler words. Contains frequent minor grammatical or pronunciation errors that do not interfere with meaning.</p>  | <p>Uses context specific and appropriate language. Little to no use of filler words. May contain some minor grammatical or pronunciation errors that do not interfere with meaning.</p>  |
| <p><b>DELIVERY</b><br/>Oral communication is supported by</p> <ul style="list-style-type: none"> <li>• speaking with confidence</li> <li>• vocal variety (including speaking volume, pausing, and pacing),</li> <li>• appropriate non-verbal communication (including attire, movement, and podium use),</li> <li>• appropriate use of visual aids and props when used, and</li> <li>• management of public speaking anxiety.</li> </ul> | <p>Uses presentation skills in a monotonous voice. Demonstrates hesitation, pausing, choppiness, and a lack of confidence in speaking. Lacks eye contact with the audience. Public speaking anxiety is obvious and distracting. Visual aids or props interferes with the delivery. Nonverbal communication interferes with the message.</p> | <p>Uses presentation skills with minimal vocal variety. Demonstrates minor hesitation, pausing, choppiness, and a lack of confidence in speaking. Occasional eye contact with the audience. Public speaking anxiety is obvious and somewhat distracting. Ineffective use of visual aids or props. Nonverbal communication somewhat interferes with the message.</p> | <p>Uses vocal variety. Demonstrates minimal hesitation, pausing, choppiness, and shows some confidence in speaking. Maintains eye contact with the audience. Public speaking anxiety is obvious but not distracting. Use of visual aids or props supports the delivery. Nonverbal communication does not interfere with the message.</p> | <p>Has strong vocal variety. Demonstrates little or no hesitation, pausing, or choppiness, and shows confidence in speaking. Maintains eye contact with the audience. Little to no evidence of public speaking anxiety. Use of visual aids or props enhances the delivery. Nonverbal communication enhances the message.</p> |