

# ORAL COMMUNICATION

BYU-HAWAII • WINTER 2015-16

*Results from evaluation of student work by the Oral Communication Core  
Competency/ILO group in Winter 2015- 2016*

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# ABOUT THIS REPORT

## About this report

### PURPOSE

The purpose of this report is to summarize the results of the evaluation of student work by the Oral Communication Core Competency/ILO Group (OC Group). Evaluation was conducted during the winter 2015-16 semester.

This report is intended to inform the OC Group discussion and consensus on the measured level of oral communication at BYU-Hawaii. This report may also aid the OC Group in determining next steps for the measurement of oral communication at the University.

### ARTIFACT SELECTION

Video recordings of student oral presentations were reviewed to reflect students' oral communication at or near graduation at both the Associates and Bachelors levels. The Associate Academic VP for Assessment and Accreditation made an open invitation to faculty members asking for participation by having their regularly scheduled course oral presentations video recorded.

The video recordings were compressed and uploaded to a Canvas course where OC Group members accessed and reviewed each selection.

### NORMING AND CALIBRATION

The Oral Communication Rubric was developed by the OC Group and used to evaluate each student artifact. Norming and calibration were conducted within the group and are not covered in this report.

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# SAMPLE AND REPRESENTATIVENESS

## Sample and Representativeness

A total of 77 individual student presentations were reviewed and included in these results. Of these, 42% were at the Associates level and 58% were at the Bachelors level. In addition, 21 group presentations were reviewed where 43% of these were at the Associates level and 57% were at the Bachelors level. In total there were 98 oral presentations reviewed. The results by variable in this report reflect only the individual student presentations.

The sample used was generally representative of the overall student population. When broken down by gender, EIL status, ethnicity, home area, and college, the sample fairly well reflects the enrolled winter 2015-16 population as seen in the table below. However, all presentations from the College of Language, Culture, & Arts were group presentations, therefore these are not included in the drill down by variable.

	SAMPLE	POPULATION
<b>GENDER</b>		
Male	47%	42%
Female	53%	58%
<b>EIL STATUS</b>		
Enrolled in EIL	26%	30%
Did not enroll in EIL	74%	70%
<b>ETHNICITY</b>		
American Indian/Alaska Native	3%	1%
Asian	26%	28%
Black	1%	1%
Hawaiian	3%	4%
Hispanic	5%	6%
Pacific Islander	14%	18%
White	48%	42%
<b>HOME AREA</b>		
Asia	22%	24%
Pacific	10%	13%
Hawaii	6%	10%
US Mainland	51%	49%
Other International	10%	4%
<b>COLLEGE</b>		
Business, Computing & Gov't.	40%	35%
Human Development	9%	15%
Language, Culture & Arts	14%	17%
Math & Sciences	30%	25%
Special	3%	5%
Undecided	4%	4%

# RESULTS SUMMARY

## Results Summary

Results of the scored presentations are summarized by level in Table 1 and Table 2 below. The same general pattern appears at both the Associates and Bachelors levels where most of the students fall into the Developed stage. This is true for every area for the Delivery criterion at the Associates level where the highest proportion is in the Emerging category.

TABLE 1: ASSOCIATES LEVEL SUMMARY

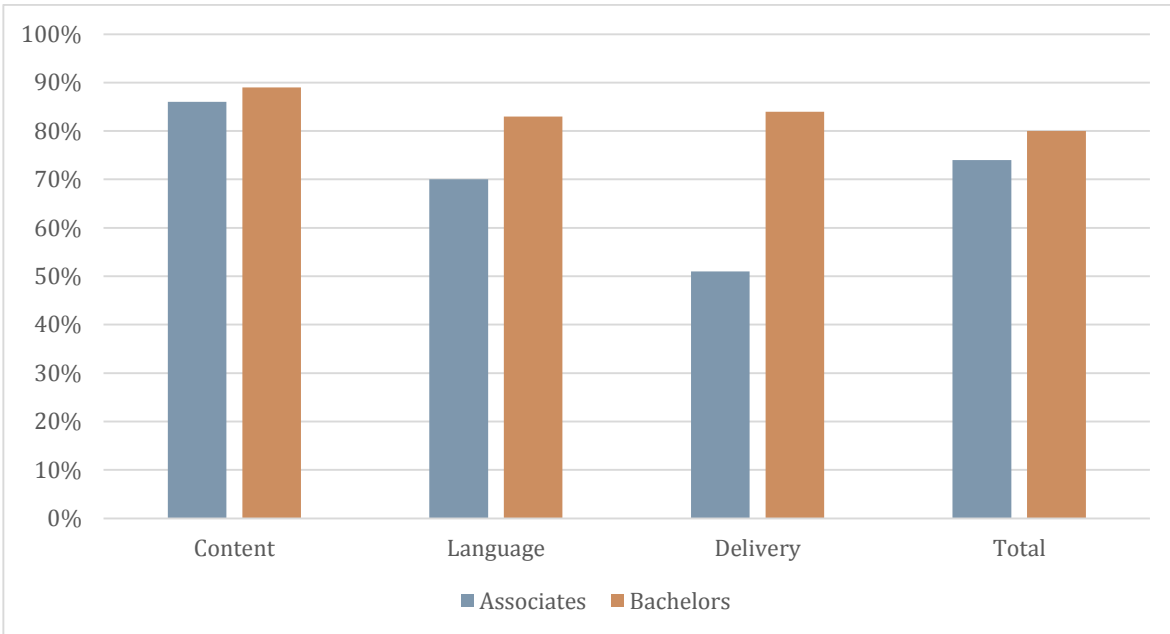
CRITERIA	INITIAL (1)	EMERGING (2)	DEVELOPED (3)	HIGHLY DEVELOPED (4)
<b>Content</b>	0%	15%	66%	20%
<b>Language</b>	3%	27%	70%	0%
<b>Delivery</b>	2%	47%	43%	8%
<b>Total</b>	0%	26%	72%	2%

TABLE 2: BACHELORS LEVEL SUMMARY

CRITERIA	INITIAL (1)	EMERGING (2)	DEVELOPED (3)	HIGHLY DEVELOPED (4)
<b>Content</b>	0%	11%	54%	35%
<b>Language</b>	0%	18%	69%	14%
<b>Delivery</b>	0%	15%	75%	9%
<b>Total</b>	0%	20%	76%	4%

# RESULTS SUMMARY

**Chart 1: Proportion at the Developed or Highly Developed stages by level**



The graph above shows the proportion of students who achieved Developed or Highly Developed scores at the Associates and Bachelors levels. There is significant improvement for the criteria of Language, Delivery and Total scores between the Associates and Bachelors levels, while there is very little difference between these levels for Content.

Results from T-tests for independent groups show that presentations at the Bachelors level score significantly higher than presentations at the Associates level for Language ( $p < .001$ ), Delivery ( $p < .001$ ), and Total score ( $p < .001$ ). There is no statistically significant difference between Associates and Bachelors level presentations for Content.

# GROUP COMPARISONS

## Group Comparisons

Scored results were analyzed by the following demographic groups: gender, EIL status, ethnicity, home area, and college. Each level (Associates and Bachelors) was analyzed separately and results for these comparisons are below. Overall there were very minor differences between demographic groups, but those that had statistically significant effects are outlined below. Group presentations are not included in the results below.

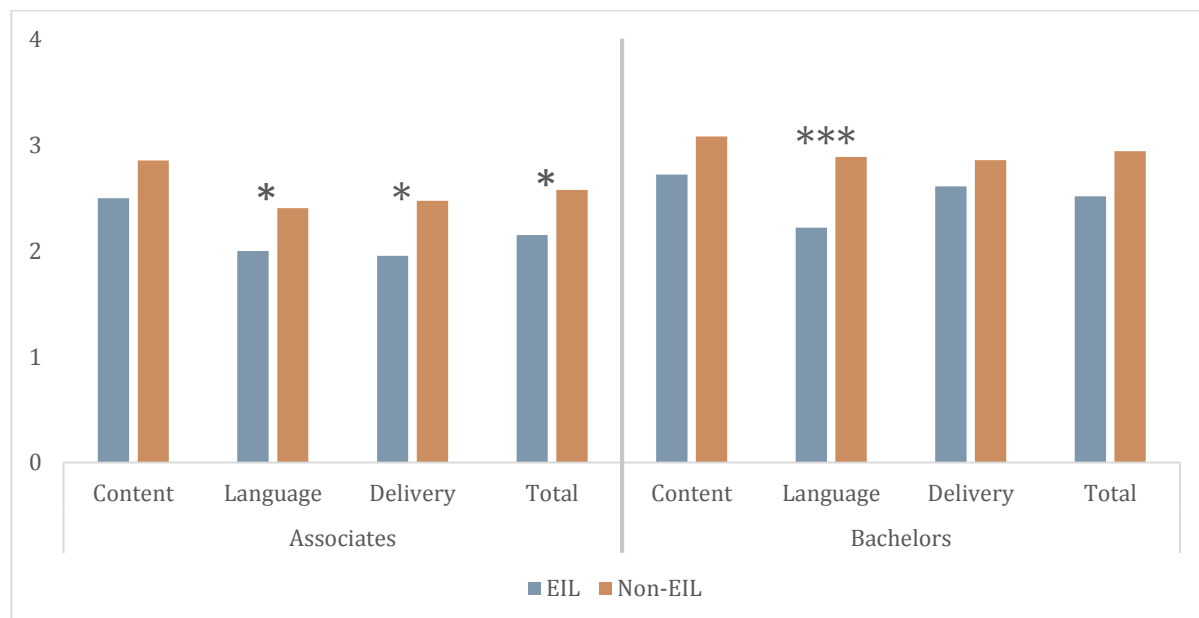
### GENDER

Males and females at both the Associates and Bachelors levels were rated very similarly. There was no statistically significant difference between males and females at either the Associates or Bachelors level for any of the criteria or the overall score.

### EIL STATUS

T-tests for independent groups showed the differences between students who enrolled in EIL credits at any point in their BYUH career and those who did not. At the Associate's level, EIL students received lower ratings for Language ( $p < .05$ ), Delivery ( $p < .05$ ), and Total ( $p < .05$ ) than student who did not enroll in EIL. At the Bachelors level EIL students were rated lower than non-EIL students in Language ( $p < .001$ ) and Total ( $p < .01$ ) only.

**Chart 2: Mean differences between EIL and non-EIL students at the Associates and Bachelors levels**



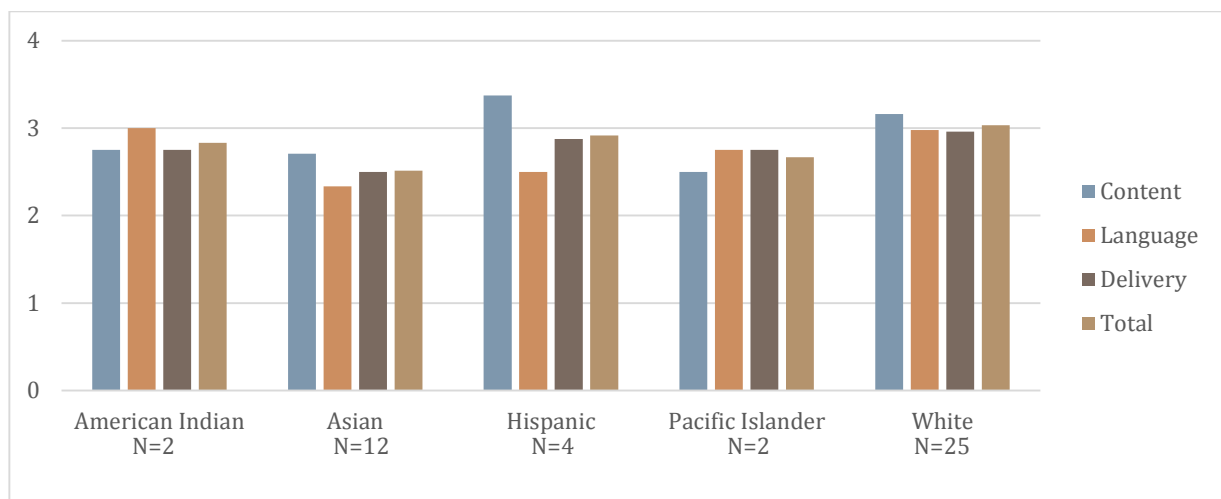
\* Significant difference at  $p < .05$   
\*\* Significant difference at  $p < .01$   
\*\*\* Significant difference at  $p < .001$

# GROUP COMPARISONS

## ETHNICITY

There were no statistically significant differences between ethnicities at the Associates level. At the Bachelors level, a one-way Analysis of Variance (ANOVA) revealed significant effects for ethnicity for the criterion of Language ( $p < .01$ ) and Total ( $p < .05$ ). In the criterion of Language, a Tukey HSD post-hoc test showed that the mean score for White students (2.98) was significantly higher than the mean for Asian students (2.33,  $p < .01$ ), and the Total mean score for White students (3.03) was significantly higher than the mean for Asian students (2.51,  $p < .01$ ).

**Chart 3: Means by ethnicity at Bachelors level**



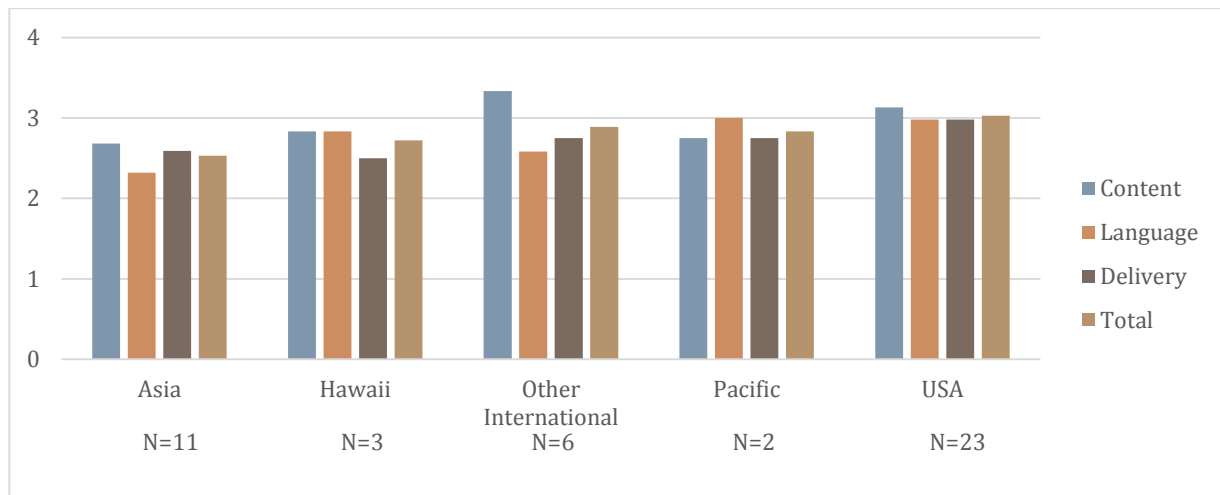


# GROUP COMPARISONS

## HOME AREA

One-way ANOVAs were employed to discover differences in scores for students from Asia, the Pacific, Hawaii, the US Mainland and Other International areas. While there was no significant difference for any of the criterion between these groups at the Associates level, there were significant differences between home areas for the Language ( $p < .01$ ) and Total ( $p < .05$ ) at the Bachelors level. A Tukey HSD post-hoc test showed that students from the US Mainland had a significantly higher mean (2.98) than students from Asia (2.32,  $p < .01$ ) for Language as well as Total score (US=3.03, Asia=2.53,  $p < .05$ ).

**Chart 4: Bachelors Level mean scores by Home Area**



**TABLE 3: BACHELORS LEVEL MEAN SCORES BY HOME AREA**

CRITERIA	ASIA	HAWAII	OTHER INTERNATIONAL	PACIFIC	US MAINLAND
<b>Content</b>	2.68	2.83	3.33	2.75	3.13
<b>Language</b>	2.32	2.83	2.58	3.00	2.98
<b>Delivery</b>	2.59	2.50	2.75	2.75	2.98
<b>Total</b>	2.53	2.72	2.89	2.83	3.03

# GROUP COMPARISONS

## COLLEGE

There were no statistically significant differences between colleges at the Associates level. At the Bachelors level, one-way ANOVAs reveal significant effects for college for all criteria -- Content ( $p < .01$ ), Language ( $p < .05$ ), Delivery ( $p < .05$ ) and Total ( $p < .01$ ), and Tukey HSD post-hoc tests show that mean scores for artifacts from the College of Math & Sciences are significantly higher than those from the College of Human Development for all criteria.

These mean scores by college are outlined in Table 4. Note that mean scores for the College of Language, Culture and Arts are not available outlined because all presentations evaluated from that college were group presentations which were not included in this analysis.

TABLE 4: BACHELORS LEVEL MEAN SCORES BY COLLEGE

CRITERIA	BUSINESS COMPUTING & GOVERNMENT	HUMAN DEVELOPMENT	MATH & SCIENCES
<b>Content</b>	2.91	2.72	2.66
<b>Language</b>	2.42	2.33	2.42
<b>Delivery</b>	3.24	2.89	3.02
<b>Total</b>	2.91	2.72	2.66

Means for the College of Math & Sciences are significantly higher than those for the College of Human Development for all criteria.

## Notes

- Each presentation was reviewed by two raters. The two scores for each individual presentation were averaged to create a final score.
- Demographic designations are made by individual student. College is determined by each individual student's major program. For this reason, group presentations are not included in the breakdown by demographic variable. It should also be noted that all presentations from the College of Language, Culture and Arts were group presentations and thus not included in the demographic breakdown.