

February 20, 2024

## Oral Communications Report for Accreditation

Based on the 2015-2016 work of the BYUH Oral Communication Competency Group, including the use of the rubric which was developed at that time, in 2023-2024 BYUH set out to replicate their study which involved the measurement of oral communication with upper class students across five academic disciplines and numerous undergraduate research conference presenters. The study included recording 60 students' end of semester oral presentations or oral interviews. The oral language tasks consisted of rehearsed monologic discourse in group and individual presentations and conversational data in oral interview settings.

### Results

Direct evidence of student learning was measured by the evaluation of recorded oral presentations/interviews (N = 60). The oral presentations were given one of four scores (1 = Initial, 2 = Emerging, 3 = Developed, 4 = Highly Developed) within three general areas (i.e. Content, Language Use, and Delivery). Faculty volunteers (N = 8) were paired into four groups with each pairing rating 12 samples each. Before completing their ratings, faculty volunteers were asked to complete a training model in Canvas which was designed to help them become familiar with the oral communications rubric. It also helped the raters to demonstrate agreement in rating with their rating partners. After the calibration, the raters were asked to rate their assigned samples. Of the 60 ratings, only twelve subjects required a third rating in at least one of the three general areas. Third ratings were performed by one rater and the three raters' scores were averaged.

Overall, approximately 92% of near bachelor level students who participated in the study were rated at developed (67%) or highly developed (25%), demonstrating a steady trend in similar performance over the past 9 years since the 2015-2016 study. In that study approximately 90% of near bachelor level students were rated at developed or highly developed. It should be noted that no students were rated at an initial stage and only 8% were rated at the emerging stage. An analysis of the three general areas in the rubric (content, language use, and delivery) follows.

### Content

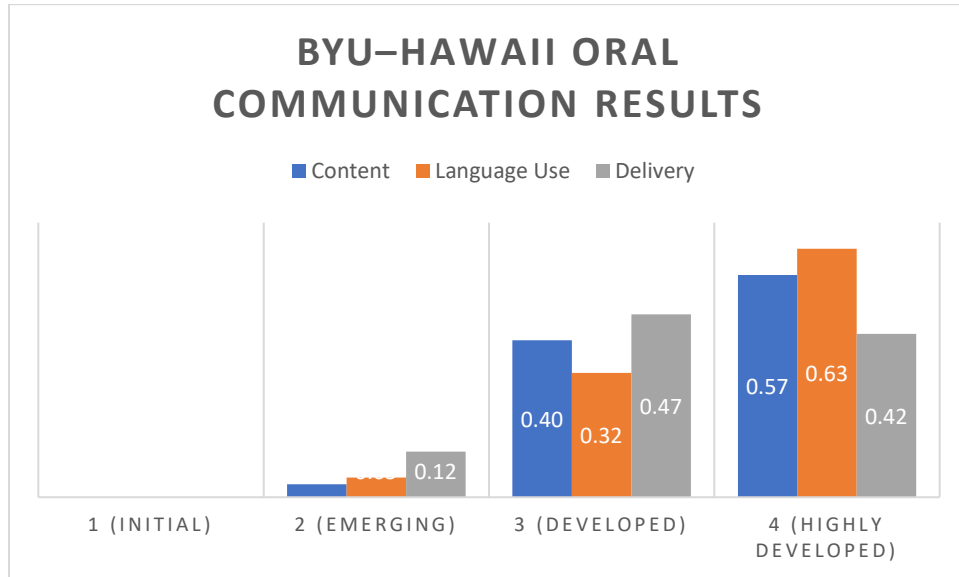
Given the fact that students who participated in this study were near bachelor's level, it is not surprising that 97% (40% developed and 57% highly developed) of the students were able to present content that had a clear or fairly clear purpose and audience and accomplished purpose with effective and appropriate support that was relevant or mostly relevant. In addition, transitions were consistent or mostly consistent between ideas.

### Language Use

The results for this area were also positive. Approximately 95% of the students were rated as being developed (32%) or highly developed (63%) in their language use. Based on the rubric, this means that they were able to use appropriate or mostly appropriate context specific language. They demonstrated little to no use of filler words. And their speech contain only minor grammatical or pronunciation errors that did not interfere with the meaning of their discourse.

### Delivery

This area focuses on the degree to which vocal variety, hesitation, pausing, or choppiness, confidence in speaking, eye contact and anxiety impact the effectiveness of communication. Approximately, 89% of the students were rated developed (47%) or highly developed (42%) in this area.



### Discussion

The assessment findings indicated direct evidence of oral communication success at BYU-H. This success was demonstrated through the high percentages of developed and highly developed students in content, language use, and delivery of oral communication ratings. These high ratings in all three areas of oral communication are clear indications that BYU-Hawaii students can give quality or high quality oral presentations.