

WRITTEN COMMUNICATION

BYU-HAWAII • WINTER 2015-16

Results from evaluation of student work during sessions held by the Written Communication Core Competency/ILO group on November 21, 2015, and January 16, 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 Written Communication Core Competency/ILO Group (WC Group). Evaluation sessions were held during the winter 2015-16 semester on November 21, 2015, and January 16, 2016.

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

ARTIFACT SELECTION

Student artifacts were reviewed to reflect students' written communication abilities at or near graduation at both the Associates and Bachelors levels. At the Associates level student work from GE 110 and ENGL 201 were used. At the Bachelors level student work from ENGL 314, ENGL 315, BIOL 494L, CHEM 494, and HIST 490 were used.

A stratified random sample of students was selected to represent the number of graduates receiving degrees at each level, the number enrolled in the corresponding courses, and the number in select demographic groupings on campus. Artifacts from courses offered during 2013, 2014, and 2015 were included in the random selection.

The Associate Academic VP for Assessment and Accreditation, Rose Ram, collected the artifacts from Canvas, stripped identifying information, and shared the artifacts with the WC Group lead. Artifacts were disseminated to WC Group members by the group lead.

NORMING AND CALIBRATION

The Written Communication Rubric was developed by the WC Group and used to evaluate each student artifact. At each norming session, several papers were scored by more than one group member to calibrate for interrater reliability. The statistical results of these correlations are shared in a separate document.

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March 7, 2016

SAMPLE AND REPRESENTATIVENESS

Sample and Representativeness

A total of 150 student artifacts were reviewed and included in these results. Of these, 23% or 35 papers were at the Associates level and 77% or 115 papers were at the Bachelors level. This closely mirrors the proportion of degrees that were awarded in 2015, of which 22% were at the Associates level and 79% were at the Bachelors level.

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.

	SAMPLE	POPULATION
GENDER		
Male	50%	42%
Female	50%	58%
EIL STATUS		
Enrolled in EIL	34%	30%
Did not enroll in EIL	66%	70%
ETHNICITY		
American Indian/Alaska Native	1%	1%
Asian	36%	28%
Black	1%	1%
Hawaiian	2%	4%
Hispanic	2%	6%
Pacific Islander	22%	18%
White	35%	42%
HOME AREA		
Asia	32%	24%
Pacific	14%	13%
Hawaii	11%	10%
US Mainland	37%	49%
Other International	6%	4%
COLLEGE		
Business, Computing & Gov't.	39%	35%
Human Development	15%	15%
Language, Culture & Arts	13%	17%
Math & Sciences	22%	25%
Special	10%	5%
Undecided	1%	4%

RESULTS SUMMARY

Results Summary

Results of the scored artifacts are summarized by level in Table 1 and Table 2 below. A similar pattern appears at both the Associates and Bachelors levels for all attributes except Content. At both levels, the highest proportion of scores for Coherence are at the Emerging level, for Language Use they are evenly spread over Emerging and Developed, for Sources & Evidence they are Developed, and for Overall Holistic Score the highest proportion of artifacts are at the Emerging level. For the Content attribute, the highest proportion of papers at the Associates level are Developed, while those at the Bachelors level are at the Emerging level.

TABLE 1: ASSOCIATES LEVEL SUMMARY

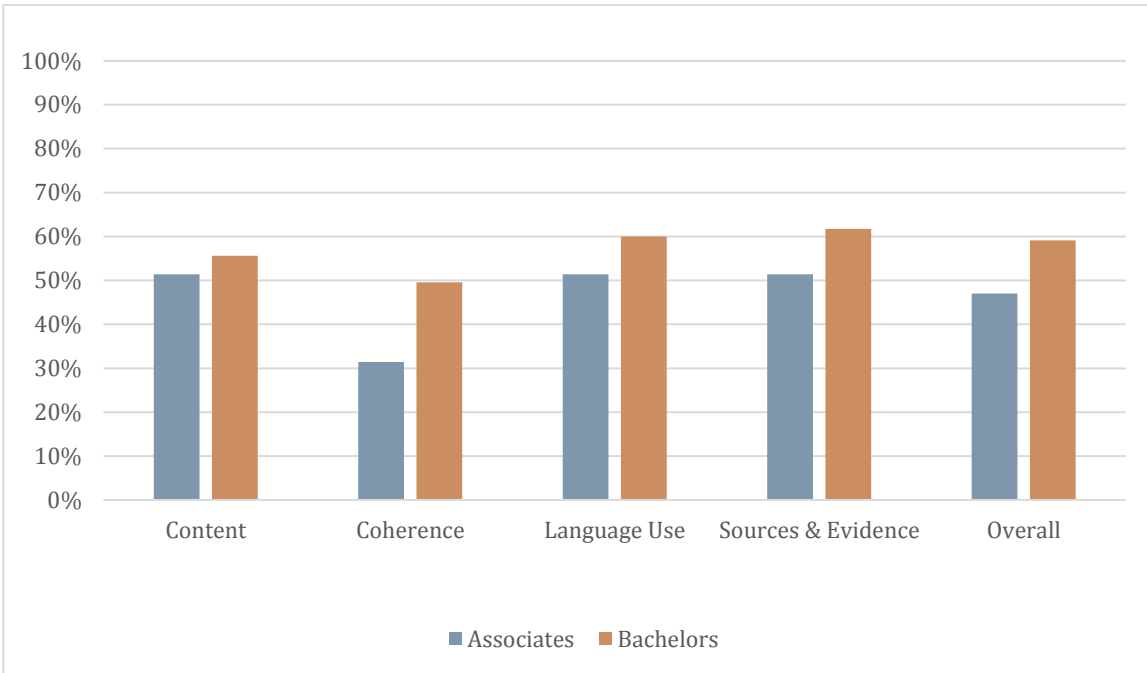
ATTRIBUTE	INITIAL (1)	EMERGING (2)	DEVELOPED (3)	HIGHLY DEVELOPED (4)
Content	9%	40%	49%	3%
Coherence	9%	60%	26%	6%
Language Use	6%	43%	43%	9%
Sources & Evidence	14%	34%	51%	0%
Overall Holistic Score	6%	47%	44%	3%

TABLE 2: BACHELORS LEVEL SUMMARY

ATTRIBUTE	INITIAL (1)	EMERGING (2)	DEVELOPED (3)	HIGHLY DEVELOPED (4)
Content	5%	39%	29%	27%
Coherence	10%	40%	35%	15%
Language Use	5%	35%	35%	25%
Sources & Evidence	10%	28%	42%	20%
Overall Holistic Score	5%	36%	34%	25%

RESULTS SUMMARY

Chart 1: Proportion of artifacts at the Developed or Highly Developed levels



The artifacts at the Bachelors level have a higher proportion at the Developing and Highly Developed stages than do those at the Associates level. This is depicted in Chart 1 above, which shows gap differences ranging from 4% to 18% between the Associates and Bachelors levels for each attribute. Students at the Associates and Bachelors levels seem to perform most similarly in the Content attribute, and have the widest difference in the attribute of Coherence. Student work at the Bachelors level had a 9% to 24% higher proportion of Highly Developed ratings than did those at the Associates level.

GROUP COMPARISONS

Group Comparisons

Results from T-tests for independent groups show that artifacts at the Bachelors level score significantly higher than artifacts at the Associates level for Sources and Overall Holistic Score ($p < .05$). There does not appear to be as strong of a separation between Bachelors and Associates levels in the attributes of Content, Coherence, and Language.

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. The small size of the Associates sample ($N=35$) may account for the general lack of significant findings at this level. Detailed results of the analyses are shared in a separate document.

GENDER

TABLE 3: MEAN SCORES BY GENDER

ATTRIBUTE	ASSOCIATES LEVEL		BACHELORS LEVEL	
	MALE	FEMALE	MALE	FEMALE
Content	2.28	2.65	2.75	2.79
Coherence	2.22	2.35	2.53	2.55
Language Use	2.61	2.47	2.72	2.88
Sources & Evidence	2.44	2.29	2.63	2.79
Overall Holistic Score	2.28	2.63	2.72	2.86

EIL STATUS

TABLE 4: MEAN SCORES BY EIL STATUS

ATTRIBUTE	ASSOCIATES LEVEL		BACHELORS LEVEL	
	EIL	Non-EIL	EIL	Non-EIL
Content	2.07	2.71	2.24	3.03
Coherence	2.07	2.43	2.08	2.76
Language Use	2.21	2.76	2.32	3.03

GROUP COMPARISONS

ATTRIBUTE	ASSOCIATES LEVEL		BACHELORS LEVEL	
	EIL	Non-EIL	EIL	Non-EIL
Sources & Evidence	2.29	2.43	2.19	2.96
<i>Overall Holistic Score</i>	2.00	2.75	2.27	3.04

ETHNICITY

TABLE 5: BACHELORS LEVEL MEAN SCORES BY ETHNICITY

ATTRIBUTE	ASIAN	AMERICAN INDIAN	BLACK	HAWAIIAN	HISPANIC	PACIFIC ISLANDER	WHITE
Content	2.41	2.00	1.50	3.00	3.00	2.65	3.28
Coherence	2.27	1.00	1.00	2.33	2.67	2.46	3.00
Language Use	2.39	2.00	2.00	2.67	3.00	2.77	3.31
Sources & Evidence	2.32	1.00	2.00	3.00	3.33	2.58	3.23
<i>Overall Holistic Score</i>	2.37	1.00	2.00	3.00	3.33	2.69	3.33

HOME AREA

TABLE 3: BACHELORS LEVEL MEAN SCORES BY HOME AREA

ATTRIBUTE	ASIA	PACIFIC	HAWAII	US MAINLAND	OTHER INTERNATIONAL
Content	2.43	2.25	3.08	3.21	2.57
Coherence	2.32	2.00	2.67	2.88	2.57
Language Use	2.41	2.50	2.92	3.19	3.00
Sources & Evidence	2.32	2.19	3.00	3.12	3.00
<i>Overall Holistic Score</i>	2.41	2.38	3.00	3.21	2.86

GROUP COMPARISONS

COLLEGE

TABLE 4: BACHELORS LEVEL MEAN SCORES BY COLLEGE

ATTRIBUTE	BUSINESS COMPUT- ING & GOVT	HUMAN DEVELOP- MENT	LANGUAGE CULTURE & ARTS	MATH & SCIENCES	SPECIAL PROGRAMS
Content	2.50	2.47	2.47	3.54	2.92
Coherence	2.33	2.16	2.33	3.04	3.00
Language Use	2.45	2.53	2.67	3.42	3.23
Sources & Evidence	2.45	2.63	2.27	3.42	2.77
<i>Overall Holistic Score</i>	2.55	2.53	2.33	3.50	3.08

Notes

- Scores that were not whole numbers were rounded up to the nearest whole number.
- Artifact scores were removed where student ID number was either missing or not locatable in the general sample selection file.
- Artifacts reviewed by multiple raters were included in the overall reported data set. To avoid duplicate scores for these individuals, scores from all raters were averaged and rounded to nearest whole number so each student artifact was included just once in the results.