2022

GULL Week 2022: State of Learning

2022 ASSESSMENTS: ORAL COMMUNICATION AND INTELLECTUAL CURIOSITY

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GULL Week 2022 Outcomes Report – Conversation Skills Rating Scale (CSRS) & Intellectual Curiosity Assessment (ICA)

2022 Learning Outcomes for G.U.L.L. Week

Table 1: Assessment Information

Essential Competencies	Instrument	Questions	Scale/Subscale Information
Oral Communication: Students will be able to prepare, deliver, and reflect upon purposeful oral communication appropriate to the audience, purpose, and context.	Conversation Skills Rating Scale (CSRS), National Communication Association	30 questions, Likert scale with 5 and 7 choices (7 only for Molar subscale)	25 behavioral items, with subscales *attentiveness, composure, expressiveness, & coordination*; 5 "Molar" items*
Personal, Social, and Cultural Responsibility	**Instrument**	**Questions**	**Scale/Subscale Information**
Intellectual Curiosity: Students will explore a range of topics; be open minded to new ideas and ways of thinking; and be able to ask relevant questions or develop original thoughts.	Intellectual Curiosity Assessment (ICA)	22 questions (plus one quality control question), Likert scale with 5 choices	22 items, self-reported 1-5 scale measuring individual differences, with 1 indicating less relative curiosity, and 5, the most; subskills are *Stretching* & *Embracing***

*CSRS Subscale comprises three skill clusters: attentiveness (i.e., a tendency to be concerned with, interested in, and attentive to, a conversational partner) & coordination (i.e., coordinated entrance and exit from conversations, nondisruptive flow of conversational turns, topical innovation, etc.); vocalics (i.e. pitch, verbal fillers, rate) & composure (i.e., avoidance of anxiety cues, and an assertive or confident manner); expressiveness (i.e., gestural and facial animation, topical verbosity, etc.), and; finally, there are 5 "Molar" items, which are questions asking general impressions and which assist with helping validate the behavioral results.

** ICA Subscales of *Stretching* (*aka Exploration*-items 1, 3, 5, 7, 9) & *Embracing* (*aka absorption* - items 2, 4, 6, 8, 10) were not separately or individually measured due to weaknesses in reliability and validity.

Table 2: CSRS Subscale Guide[1]

	CSRS Subscale	CSRS Subscale Description	CSRS Items
Molecular		Behavioral questions	1-25
	Attentiveness & Coordination	Attentiveness: "attention to, interest in, and concern for conversational partner" Coordination: "the nondisruptive negotiation of speaking turns, conversational initiation, and conversational closings"	Attentiveness: 8, 12, 18, 19, 20, 21, (17) Coordination: 1, 17, 22, 23, 24, 25, (2)
	Vocalics & Composure	Vocalics: the study of paralanguage qualities such as pitch, rate, verbal quality, volume, and use of fillers[2]; Composure: "confidence, assertiveness, and relaxation";	2, 3, 6, 7, 9, 10, (16)
	Expressiveness	"animation and variation in verbal and nonverbal forms of expression"	4, 5, 11, 13, 14, 15, 16
Molar		General impression questions	26-30

PLEASE NOTE: due to issues surrounding factor stability with the subskills, validity and reliability is limited and subskills/subscales are recommended only for instructional guidance.

Sample

Total GULL Week Participants in Fall 2022 (with quality data) = 1261

Table 3: CSRS/ICA Participants Compared with SU Students Overall - Race

	Respondents (1261)	FA22 SU Students Overall (7123)
African American	137 (11%)	965 (13.5%)
American Indian/Alaska Native	5 (.4%)	32 (.4%)
Asian	53 (4%)	228 (3.2%)
Hispanic	62 (5%)	461 (6.5%)
Non-resident Alien	10 (.7%)	67 (.9%)
Two or More Races	49 (4%)	254 (3.6%)
Unknown/Not specified	25 (2%)	186 (2.6%)
White	920 (73%)	4922 (69.1%)
Total	1261 (17.7% of 7123)	7123 (100% of SU students)

Table 4: CSRS/ICA Sample - Male vs. Female (& Non-binary)

	CSRS + ICA	SU Students Overall – Fall 2022
Male	369 (29%)	3062 (43%)
Female	887 (70%)	4035 (56.6%)
Non-binary	5 (.4%)	26 (.4%)

[1] Spitzberg, B. H. (2007). Conversational skills rating scale: An instructional assessment of interpersonal competence. Retrieved from https://www.natcom.org/sites/default/files/pages/Basic_Course_and_Gen_Ed_Conversational_Skills_Rating_Scale.pdf

[2] Andersen, P. A., Nonverbal Communication: Forms and Functions (Mountain View, CA: Mayfield, 1999), 36.

Sample Discussion

- The sample for the CSRS & ICA is reflective of the student population at SU, especially viewed from the axis of race. Approximately 18% of the total student population took the 2022 GW Assessments.
- Sampling was weakest on the sex/gender axis, as female GULL Week participants were overrepresented among test-takers when juxtaposed to their proportion among the general student population. Underrepresentation of male students in GULL Week assessment is an ongoing challenge.

CSRS Results

CSRS Instructions & Scoring: scoring for the CSRS is done on a competence continuum from inadequate, to adequate, to excellent (see instructions below). The overall CSRS scale has a possibility of range from 1.07 – 5.33.

Assessment Instructions & Scoring: IN GENERAL, rate (compared with your estimate of the typical conversationalist) how skillfully you use, or don't use, the following communicative behaviors in conversations:

- Inadequate (1) = use is awkward, disruptive, or results in a negative impression of communicative skills
- Fair = occasionally awkward or disruptive; occasionally adequate
- Adequate (3) = sufficient but neither noticeable nor excellent; produces neither strong positive nor negative impression
- Good = use is better than adequate but not outstanding
- Excellent (5) = use is smooth, controlled; results in positive impression of communicative skills

Proficiency is determined by all Molecular scores of 3+ (of 5) and Molar scores of 4+ (of 7); students must have met both cutoffs to be considered proficient overall.

Table 5: 2016 CSRS Results - Baseline data established during 2016 GULL Week

Scale (*Subscales)	SU Minimum *Qualitative Category*	SU Maximum *Qualitative Category*	SU Avg (SD) *Qualitative Category*	Proficiency (% of students)	
				Proficient	Needs Improvement
Overall	2.27 *n/a*	5.33 *n/a*	4.12 (.55) *n/a*	n/a	n/a
*Molecular	1.80 *Inadequate*	5.00 *Excellent*	3.77 (.52) *Adequate*	93.8%	6.2%
**Attentiveness & Coordination	1.08 *Inadequate*	4.58 *Good*	3.57 (.54) *Adequate*	88.1%	11.9%
**Vocalics & Composure	1.70 *Inadequate*	5.00 *Excellent*	3.57 (.61) *Adequate*	84.7%	15.3%
**Expressiveness	1.00 *Inadequate*	5.00 *Excellent*	4.03 (.68) *Good*	96.0%	4.0%
*Molar	1.00 *Lowest range value*	7.00 *Highest range value*	5.85 (.99) *Towards high end of range*	n/a	n/a

Table 6: 2022 CSRS (Oral Communication) Results

Scale (*Subscales)	SU Minimum Qualitative Category	SU Maximum Qualitative Category	SU Avg (SD) Qualitative Category	Proficient	Needs Improvement
1. Overall	1.33	5.33	3.98 (.59)	93%*	7%
2. Molecular	1.20	5.00	3.65 (.57)	95%	5%
2a. Attentiveness & Coordination	1.00	5.00	3.79 (.61)	93%	7%
2b. Vocalics & Composure	1.10	5.00	3.38 (.67)	73%	27%
2c. Expressiveness	1.00	5.00	3.98 (.72)	94%	6%
3. Molar	1.00	7.00	5.63 (.94)	96%	4%

*NOTE: Overall proficiency is delineated by all Molecular scores of 3+ (of 5) and Molar scores of 4+ (of 7); students must have met both cutoffs to be considered proficient overall.

Table 7: 2016 CSRS Results by First-time students versus Transfer students

Scale (*Subscales)	**SU Admit Type** (code; sample size) **Avg (SD)**	
	First time student (F; n=526)	**Transfer** (T + U; n=235)
Overall	4.14 (.53)	4.11 (.60)
*Molecular	3.79 (.49)	3.76 (.58)
**Attentiveness & Coordination	3.58 (.50)	3.56 (.61)
**Vocalics & Composure	3.60 (.59)	3.55 (.65)
**Expressiveness	4.06 (.65)	3.98 (.74)
*Molar	5.85 (.98)	5.89 (1.03)

Table 8: 2022 CSRS (Oral Communication) Results by First-time students versus Transfer students

Scale	SU Admit Type	
	First-time student, N=989* (SD)	Transfer, N=202 (SD)
Overall	3.99 (.57)	3.89 (.68)
Molecular	3.66 (.55)	3.58 (.64)
Attentiveness & Coordination	3.81 (.59)	3.72 (.67)
Vocalics & Composure	3.38 (.66)	3.33 (.74)
Expressiveness	4.01 (.70)	3.83 (.78)
Molar (out of 7)	5.65 (.92)	5.47 (1.08)

*Note: 1191 students were First-time students or Transfer students, with the remainder being undeclared, 2nd degree, and graduate students.

Table 9: 2016 CSRS (Oral Communication) Results by class level

Scale (*Subscales)	**Class Level** (code; sample size) **Avg (SD)**				
	First time students (1; n=153)	**Sophomores** (2; n=163)	**Juniors** (3; n=223)	**Seniors (and +)** (4; n=219)	**Unclassified non-degree undergrads** (7; n=13)
Overall	4.05 (.49)	4.15 (.54)	4.15 (.57)	4.15 (.59)	3.92 (.59)
*Molecular	3.71 (.46)	3.78 (.51)	3.82 (.53)	3.80 (.57)	3.56 (.57)
**Attentiveness & Coordination	3.53 (.46)	3.60 (.56)	3.57 (.54)	3.59 (.57)	3.40 (.49)
**Vocalics & Composure	3.47 (.58)[a]	3.56 (.59)	3.65 (.60)[b]	3.60 (.65)	3.38 (.79)
**Expressiveness	4.01 (.63)	3.99 (.70)	4.07 (.64)	4.06 (.73)	3.72 (.72)
*Molar	5.77 (.90)	5.98 (.99)	5.80 (1.05)	5.90 (1.01)	5.71 (.86)

Table 10: 2022 CSRS (Oral Communication) Results by class level

Scale (Likert)	Class Level				
	First-time, N=305 (SD)	Sophomore, N=277 (SD)	Junior, N=279	Senior, N=330	Unclassified/Non-degree/Graduate, N=70 (SD)
Overall (1-5 Scale)	4.02 (.59)	3.98 (.56)	3.89 (.62)	4.01 (.56)	3.99 (.65)
Molecular	3.70 (.57)	3.65 (.54)	3.56 (.59)	3.67 (.54)	3.64 (.65)
Attentiveness & Coordination	3.86 (.62)	3.81 (.57)	3.71 (.63)	3.79 (.56)	3.74 (.69)
Vocalics & Composure	3.414 (.65)	3.34 (.67)	3.30 (.69)	3.43 (.66)	3.44 (.70)
Expressiveness	4.03 (.70)	4.02 (.72)	3.87 (.73)	4.01 (.69)	3.96 (.82)
Molar (1-7 Scale)	5.61 (.95)	5.62 (.90)	5.53 (.99)	5.71 (.93)	5.75 (.87)

2022 CSRS Results Discussion

- Results for students across all class levels and enrollment statuses (first-time students vs. transfer) tended to be lower in 2022 compared to 2016 results. Factors that could explain this result include increased amounts of communication happening digitally via means such as social media and text message. Additional considerations include selectivity of the admissions process at SU and the COVID-19 pandemic.
- 2022 GW results show students entering the student population as first-year, first-time students and registering higher scores on the CSRS than transfer students or sophomores, juniors, or seniors in 2022. 2022 seniors scored slightly lower than students in their first year at SU. This result diverges from the 2016 results, in that students taking the CSRS in 2016 reported lower scores at entry to the SU population and reported improvement as they progressed to degree completion.
- 2022 CSRS Attentiveness & Coordination scores were higher than students' Attentiveness & Coordination scores in 2016, when looking at results for first-time students vs. transfer students. Outside of that subskill, scores trend lower for students in 2022 vs. 2016.
- Students struggle the most with Vocalics & Composure, among subskills.

2022 ICA Results

The Intellectual Curiosity Assessment is a self-report scale ideal for measuring individual differences. Scores in the middle range (2-4) are considered more reliable. Proficiency for the ICA is measured at a score of 3 or higher (out of 5).

> Assessment Instructions: Rate the statements below for how accurately they reflect the way you generally feel and behave. Do not rate what you think you should do, or wish you do, or things you no longer do. Please be as honest as possible.
>
> Scoring: Items are anchored on the following scale: 1= very slightly or not at all; 2 = a little; 3 = moderately; 4 = quite a bit; 5 = extremely.

Table 11: ICA (Intellectual Curiosity) by First-time student versus Transfer students

Scale	SU Admit Type			
	First-time student, N=989* (SD)	Transfer, N=202 (SD)	Overall, N=1261	Proficient (N)
Overall (out of 5)*	3.56 (.62)	3.59 (.66)	3.57 (.66)	83% (1040)

* Please Note: Scores of 1 indicate lower relative curiosity and 5 indicates a higher level of curiosity.[3]

Table 12: ICA (Intellectual Curiosity) Results by class level

Scale (Likert)	Class Level				
	First-time, N=305 (SD)	Sophomore, N=277 (SD)	Junior, N=279	Senior, N=330	Unclassified/Non-degree/Graduate, N=70 (SD)
Overall (1-5 Scale)	3.64 (.65)	3.58 (.59)	3.50 (.64)	3.53 (.64)	3.50 (.56)

[3] Kashdan, T. B., Gallagher, M. W., Silvia, P. J., Winterstein, B. P., Breen, W. E., Terhar, D., & Steger, M. F. (2009). The curiosity and exploration inventory-II: Development, factor structure, and psychometrics. *Journal of research in personality*, *43*(6), 987-998.

Table 13: ICA (Intellectual Curiosity) Questions – 22 items

Question	SU Average Score	% Proficient (N)
1. I view challenging situations as an opportunity to grow and learn. (IC_Q01)	4.04	94% (1183)
2. I am always looking for experiences that challenge how I think about myself and the world. (IC_Q02)	3.75	90% (1130)
3. I seek out situations where it is likely that I will have to think in depth about something. (IC_Q03)	3.65	94% (1184)
4. I enjoy learning about subjects that are unfamiliar to me. (IC_Q04)	3.80	87% (1091)
5. I find it fascinating to learn new information. (IC_Q05)	4.25	95% (1192)
6. Thinking about solutions to difficult conceptual problems can keep me awake at night. (IC_Q06)	3.31	70% (882)
7. I can spend hours on a single problem because I just can't rest without knowing the answer. (IC_Q07)	3.26	59% (749)
8. I feel frustrated if I can't figure out the solution to a problem, so I work even harder to solve it. (IC_Q08)	3.75	80% (1004)
9. I work relentlessly at problems that I feel must be solved. (IC_Q09)	3.62	80% (1012)
10. We use this question to identify participants who are not reading the statements. Please select “Does not describe me at all” to preserve your answers. (IC_QC_Q10)	N/A	N/A
11. It frustrates me not having all the information I need. (IC_Q11)	4.30	92% (1158)
12. I actively seek as much information as I can in new situations. (IC_Q12)	4.20	93% (1166)
13. I am the type of person who really enjoys the uncertainty of everyday life. (IC_Q13)	2.32	49% (618)
14. I am at my best when doing something that is complex or challenging. (IC_Q14)	3.32	75% (943)
15. Everywhere I go, I am out looking for new things or experiences. (IC_Q15)	3.61	83% (1044)
16. I like to do things that are a little frightening. (IC_Q16)	2.86	67% (843)
17. I prefer jobs that are excitingly unpredictable. (IC_Q17)	3.14	69% (874)
18. I frequently seek out opportunities to challenge myself and grow as a person. (IC_Q18)	3.69	86% (1083)

19. I am the kind of person who embraces unfamiliar people, events, and places. (IC_Q19)	3.26	72% (912)
20. I enjoy exploring new ideas. (IC_Q20)	3.95	91% (1143)
21. When I learn something new, I would like to find out more about it. (IC_Q21)	3.98	91% (1141)
22. I brood for a long time in an attempt to solve some fundamental problem. (IC_Q22)	3.16	72% (909)
23. I enjoy discussing abstract concepts. (IC_Q23)	3.40	77% (973)

2022 ICA Results Discussion

- In ICA results, 83% of SU students demonstrate at least a moderate level of intellectual curiosity (3 out of 5) and are considered proficient.
- 2022 results show students more advanced in their courses of study (juniors and seniors) demonstrating lower Intellectual Curiosity than first-year students or sophomores.
- SU students indicated lower levels of intellectual curiosity (proficiency) in contexts with uncertainty or fear, and/or requiring sustained attention/effort:
    - See question #13 in table 12 above: I am the type of person who really enjoys the uncertainty of everyday life. (IC_Q13) – 49% scored 3+
    - See question #7: I can spend hours on a single problem because I just can't rest without knowing the answer. (IC_Q07) – 59% scored 3+
    - See question #16: I like to do things that are a little frightening. (IC_Q16) – 67% scored 3+