

**World Languages/ELL Department  
Unit-Level Assessment Liaison Report  
Spring 2018**

**Liaison ESL Speech Project Start Date: Fall 2017  
Liaison Spanish 102 Project Start Date: Spring 2017  
Liaison Report prepared by Matthew Williams**

## **I. Department Buy-In and Outcome Definition**

### *ESL Speech Project:*

In Summer of 2017, the department chair asked me to teach ESL Speech 98 since she was planning to ask for an assessment of ESL Speech courses in that fall. I then approached the other two faculty members who would be teaching ESL Speech in Fall of 2017 (Michal Eskayo and Karen Smith) and informed them of the chair's idea for the focus of the ELL unit assessment project. Part of that process entailed sharing the HWCAC philosophy regarding faculty-driven assessment. They accepted the project and were interested in discussing what they would like to have the project focus on. At the opening of the Fall 2017 semester, I discussed with the department chair and with the liaison coordinator the various ways that an assessment could be done at the unit level, and the ESL Speech faculty, but primarily Professor Eskayo, opted to investigate how our students do introductions in their speeches.

### *Spanish 102 Project:*

The previous liaison, Margarita Chavez, had been following a plan set by the department chair to investigate student learning of irregular verbs in Spanish 102. Upon assuming the role of liaison in Spring of 2017, I was asked by the chair to continue that work, which I did. During that semester, I met with two faculty members, Gabriela Cambiasso and Gaby Muralles-Ball, to ask for help with doing a follow up assessment based on Professor Chavez' work. The SLO had been chosen already. Further description of buy-in for this project was described in the report for 2017.

## **II. Assessment Research and Design**

### *ESL Speech Project:*

During the Fall 2018 semester, the ESL Speech faculty agreed on assessing all three levels of ESL Speech (98, 99, and 100) and investigating how well our students perform with speech introductions. We also agreed to use an SLO from the ESL Speech 100 syllabus to assess all three levels. Since there is not a specific SLO that focuses exclusively on introductions, we agreed to use part of an ESL Speech 100 SLO which focused more broadly on the entire speech structure. That SLO, which was taken from the ESL Speech 100 course syllabus for Spring 2018, reads as follows:

- Students will plan, organize and deliver speeches that have an attention getter, preview, series of main ideas, summary and memorable ending at a near-native level.

Given the faculty choice of focusing on introductions only (the underlined section of the SLO above), the best form for a tool would be one of the speeches embedded in the curriculum of each speech class. Professor Eskayo contributed a rubric which I adapted to focus only on introductions and adapted the language using the underlined part of the SLO we had chosen from the ESL Speech 100 syllabus.

### *Spanish 102 Project:*

During the fall 2017 semester, I collaborated with Professor Cambiasso to design a direct assessment tool that would examine student use of the preterite tense (one of two past tense forms in Spanish. Preterite is used when a speaker is conveying information about specific events in the past which have been completed and which lacks emotional/storytelling and so is more antiseptic/scientific/historical) which would be divided into three sections. Section 1 asked for background informations related to experience with Spanish. Section 2 asked students to conjugate three common verbs and display the conjugations in a table. This was done to allow students to 'warm up' before being asked to compose full sentences. Section 3, as stated, required students to compose nine complete sentences about events in the past using the preterite tense.

### **III. Pilot Assessment Tools and Processes**

#### *ESL Speech Project:*

The ESL Speech faculty decided to conduct the assessment during weeks 14 and 15, which would allow the student to display the skills and knowledge they have gained throughout the semester.

We opted to work individually in our own classes to maintain the authenticity of the task type we had selected for this assessment. The procedure included the use of a video camera to record the student performance. During the student speech, the instructor used both the standard class rubric (to evaluate student performance on all parts of the speech and provide graded feedback) and the assessment project rubric (to assess student learning of effective use of an introduction in particular).

I then set up a shared area using the CCC Outlook Email app (Office 360 Email 'groups' function) where we will share all video files of the student speeches. This will enable us to work remotely and share results online.

#### *Spanish 102 Project:*

The pilot for this assessment was completed in a previous semester and was described in the Spring 2017 report.

### **IV. Administer Specific Assessment**

#### *ESL Speech Project:*

I plan to use the results of the pilot from this semester to guide me in conducting the full assessment next semester.

#### *Spanish 102 Project:*

The WL/ELL Department feels that it has enough information from this assessment. The department would now like me to examine student learning of French.

### **V. Data Analysis**

#### *ESL Speech Project:*

Data is still being collected and analyzed, but preliminary data from Speech 98 indicates that student at that level show limited ability to introduce a speech effectively. They are able to provide a basic thesis/preview but do not provide a hook or much background information on the overall topic

before leading into the thesis. We expect that students in levels 99 and 100 will show increased ability to meet the SLO expectations for level 100, but we will see what the data reveals.

#### *Spanish 102 Project:*

Preliminary data indicates a positive effect of more Spanish coursework on successful use of the preterite tense. As shown in Sections 1 and 2, nearly 50% of those who reported no prior coursework in Spanish in high school or at other academic institutions were unable to produce accurate verb conjugations in preterite tense. Of those who reported having taken two previous Spanish courses in high school or at other academic institutions, roughly 60% were able to produce native-like conjugations. In Section 3, the pattern can be seen again. Of those students who were able to create sentences in which they produced native-like preterite tense verb forms, about 80% reported having taken two prior Spanish courses in high school or at other academic institutions. A more comprehensive analysis of the data is necessary to verify these preliminary results.

### **VI. Supporting Evidence-Based Change (Use of Findings)**

#### *ESL Speech Project:*

At this early stage, we have no specific recommendations as yet, but we are hoping to discover what aspects of student learning we can focus on helping students improve.

#### *Spanish 102 Project:*

More analysis must be done over the Summer of 2018, and consultation with Spanish faculty must take place before final recommendations can be proposed. The fact that some of the full time faculty who participated in the early stages were from other campuses and are not at HWC now is a challenge.

### **Success Factors**

#### *ESL Speech Project:*

The WL/ELL department has been assessing student learning in the Unit “Integrated ESL Reading and writing” (ESLINTG 98 , 99, and 100) for over a decade to track student successes (and struggles) across levels. This assessment asks faculty who teach ESLINTG courses to provide information about students including final grades, their performance on an exit exam type evaluation, whether they passed the course or not, and the faculty member’s course recommendation for that student for the following term. This assessment has been conducted each semester since before I was hired in 2007. As a well-established assessment, there is not much opportunity for faculty to suggest changes to it. With this ESL Speech Unit project, we are beginning to build a culture of assessment in the department which the faculty can have more control over in its direction and scope. The fact that faculty had the power to choose what they would explore was definitely a positive factor and drew in those who would not have seen a need to do assessment otherwise.

The ESL Speech assessment is also possibly the first step in developing the speech course sequence to make the sequence more effective for students as a way to better prepare them for Speech 101.

*Spanish 102 Project:*

This assessment has generated valuable conversations among faculty regarding the struggles that Spanish student have with basic grammar in Spanish 102.

**Recommendations**

*ESL Speech Project:*

Begin reaching out to department faculty for buy-in much earlier, perhaps a full semester before the project is to begin. Faculty would have more time to consider what they want to explore and assess.

*Spanish 102 Project:*

Do a better rubric design that accounts for more aspects of language production. The design I created using the previous assessment structure as a guide failed to take into account production errors such as use of present tense and use of non-finite verb forms.<sup>1</sup> I also need to include correct use of accents in future rubrics as these are considered part of spelling and also differentiate many present and preterite verb forms.<sup>2</sup>

<sup>1</sup> A non-finite verb is any verb in a clause that is not the 'finite' or predicate verb. In other words, non-finite verbs are not inflected for person or tense but instead appear in base form, participle form, infinitive form. In 1a below, 'berated' is the finite verb while 'to send' is a non-finite verb. In 1b below, 'did' is the finite verb whereas 'send' is a non-finite verb.

1a. *The young soldier's wife berated him for his failure to send their son a gift on time for the holidays.*

1b. *The young soldier did not send a gift to his young son on time for the holidays.*

<sup>2</sup> Sentence 2a below is first-person singular present tense whereas sentence 2b below has the third person singular preterit past version of the verb 'hablar'.

2a. *Hablo mucho.*  
I talk a lot.

2b. *Habló mucho.*  
S/He talked a lot.