



Texas Southern University
Assessment Plan 2010-2013

Unit Assessment Plan

College of Liberal Arts & Behavioral Science

Bachelor of Arts in Spanish

Introduction

Texas Southern University's Mission

Texas Southern University is a comprehensive metropolitan university. Building on its legacy as a historically black institution, the university provides academic and research programs that address critical urban issues and prepare an ethnically diverse student population to become a force for positive change in a global society.

In order to achieve this mission, Texas Southern University provides:

- quality instruction in a culture of innovative teaching and learning
- basic and applied research and scholarship that is responsive to community issues
- opportunities for public service that benefit the community and the world.

Texas Southern University's Vision

Texas Southern University will become one of the nation's pre-eminent comprehensive metropolitan universities. We will be recognized by the excellence of our programs, the quality of our instruction, our innovative research, and our desire to be a contributing partner to our community, state, nation, and world.

Accreditation Standards

Accreditation by Southern Association of Colleges and Schools Commission on Colleges (SACS) Commission on Colleges signifies that the institution: (1) has a mission appropriate to higher education, (2) has resources, programs, and services sufficient to accomplish and sustain that mission, and (3) maintains clearly specified educational objectives that are consistent with its mission and appropriate to the degrees it offers, and that indicate whether it is successful in achieving its stated objectives.

Source: The Principles of Accreditation: Foundations for Quality Enhancement, 5th edition

Goal 1 Assessment Plan 2010-11 to 2012-13

1 Goal Description

Goal 1 - To develop student proficiency in written academic Spanish.

2 SLO Student Learning Outcomes/Objectives

Only 2010-2011

SLO 1.1 - The student will be able to use standard Spanish to write academic reports, research papers, or other practical texts with challenging themes. - removed 2011-2012

New 2011-Forward

SLO 1.2 - The student will be able to construct passages with demonstrated mastery of vocabulary, grammar, and rules of composition.

New 2011 - Forward

SLO 1.3 - The student will demonstrate the ability to organize arguments towards a verifiable conclusion.

3 Metric

2010-2011 Only

Metric 1.1 - Span 331 composition/essay evaluations

2011-Forward

Metric 1.2 - Span 444 (2011-2013) writing exercises

Metric 1.3 - Student scores from Capstone course final research paper (Span 445)

4 Target 2010-11

Target 1.1

60% of the students are able to form structured academic essays, including language structure and writing content, scoring at least 75% out of 100.

5 Findings 2010-11

Finding 1.1

61% (8 of 13) students demonstrated sufficient knowledge and language organizing capability (i.e., meeting 80% of the course evaluation criteria). Target met.

6 Action Plan 2010-11

Based on 2010-11 Findings:

Enhance practice on writing for all courses taken prior to Spanish 331.

Enhance practice on writing by offering workshops in addition to class meetings.

Seek funding to secure resources such as journal subscriptions and to be able to offer writing workshops to Spanish majors and minors.

7 Target 2011-12

Target 1.2

75% of the students will score 80% out of 100 on the ability to form articulate and informative writing on academic or professional topic with domination of grammar, vocabulary, and passage construction.

Span 444

Target 1.3

75% of students will score 80% out of 100 on the ability organize arguments towards verifiable conclusions.

Span 445

8 Findings 2011-12

Finding 1.2 - 68% of students (6 of 9) were able to structure academic essays with domination of grammar, vocabulary, and passage construction - target not met.

Finding 1.3 - 55% of students (4 of 7) were able to organize arguments with justifiable conclusions in essay form using research skills - target not met.

9 Action Plan 2011-12

Action Plan 1.2 and Action Plan 1.3

Increase writing opportunities across curriculum and offer at least 1 writing workshop each academic year.

Subscribe to journals that focus on Spanish composition and make these available to students in the program.

Establish an immersion program with a study abroad option to help increase writing skills.

10 Target 2012-13

Target 1.2

75% of the students will score 80% out of 100 on the ability to form articulate and informative writing on academic or professional topic with domination of grammar, vocabulary, and passage construction.

Span 444

Target 1.3

75% of students will score 80% out of 100 on the ability organize arguments towards verifiable conclusions.

Span 445

11 Findings 2012-13

Finding 1.2

63% of the students (5 of 8 students) able to structure academic essay, w/ domination of grammar, vocabulary, passage construction. Target not met.

Finding 1.3

66% of the students (2 of 3 students) scored at or above 80%.

Target not met.

12 Action Plan 2012-13

Action Plan 1.2 and Action Plan 1.3

Enhance course attendance and practice on writing for all post Spanish 331 courses with workshops of writing Spanish papers every semester.

Seek funding of \$1000/yr to set up awards for writing competition among majors and minors. To be started in Fall 2013.

Implementation/Continuation of study abroad immersion program in Spain (started Summer 2013) and yearly thereafter with emphasis on different writing topics.

13 Additional Reference Documents

Assessment reports of writing from relative metric courses.

[Copy of Span444 assess 2012-13\(1\)](#) [XLS 36 KB 10/28/13]

[Span331 data fall '10 2010-11](#) [XLS 26 KB 5/20/14]

[Span444 WRITING data 2011-12](#) [XLS 37 KB 5/20/14]

[Span445 assessment summer 13](#) [XLS 36 KB 5/20/14]

[Span445 data 2010-11](#) [XLS 36 KB 5/20/14]

[Span445 Fall 2011](#) [XLS 36 KB 5/20/14]

Goal 2 Assessment Plan 2010-11 to 2012-13

1 Goal Description

Goal 2:

To develop student proficiency in spoken academic Spanish.

2 SLO Student Learning Outcomes/Objectives

SLO 2.1: The student is able to deliver clear oral presentations with standard grammar and structure, and sufficient vocabulary in Spanish.

SLO 2.2: The student is able to organize themes and arguments of speech on comprehensive and persuasive base.

3 Metric

Metric 2.1

Span 332 - oral presentation with emphasis on oral skills and language

Metric 2.2

Span 445 (Directed Study) - oral presentation on themes and arguments of speech on comprehensive and persuasive base.

4 Target 2010-11

Target 2.1

70% of the students will score at least 80% on their oral skills and language assessment. Span 332

Target 2.2

70% of students will score at least 80% on assessment of the ability organize themes and arguments of speech on comprehensive and persuasive base. Span 445

5 Findings 2010-11

Finding 2.1

43% of the students demonstrated sufficient knowledge and language organizing capability (i.e., meeting 80% of the course evaluation criteria). Target not met.

Finding 2.2

50% of students demonstrated the ability to organize themes and arguments of the speech on comprehensive and persuasive base. Target not met.

6 Action Plan 2010-11

Based on 2010-11 Findings:

Establish language lab to enhance practice on speaking skills and general language skills such as listening and reading on a periodical base.

7 Target 2011-12

Target 2.1

70% of the students will score at least 80% on their oral skills and language assessment. Span 332

Target 2.2

70% of students will score at least 80% on assessment of the ability organize themes and arguments of speech on comprehensive and persuasive base. Span 445

8 Findings 2011-12

Finding 2.1

57% (4 of 7) of students were able to demonstrate sufficient knowledge of grammar and vocabulary using oral language organizing capability - Target not met.

Finding 2.2

71% (5 of 7) of students demonstrated the ability to organize informative and analytical oral narration on target themes. Target met.

9 Action Plan 2011-12

Continue efforts to establish language lab to enhance practice on speaking and general language skills (listening and reading).

Equip 1-2 current classrooms with audio-visual package to enhance listening-speaking practice.

Establish language immersion program with a study abroad option to help increase language use skills

10 Target 2012-13

Target 2.1

70% of the students will score at least 80% on their oral skills and language assessment. Span 332

Target 2.2

70% of students will score at least 80% on assessment of the ability organize themes and arguments of speech on comprehensive and persuasive base. Span 445

11 Findings 2012-13

Finding 2.1

57% (6 of 11) of the students demonstrate sufficient knowledge of grammar and vocabulary with oral language organizing capability. Target not met

Finding 2.2

0% (0 of 3) of students demonstrated the ability to organize themes and arguments of the speech on comprehensive and persuasive base. Target not met.

12 Action Plan 2012-13

Establish Conversation lab in addition to the computerized language lab to enhance practice on speaking skills on a periodical base.

Equip 1-2 current classrooms with audio-visual package to enhance listening-speaking practice.

Development and continuation of study abroad, language immersion program to be started in summer 2013.

13 Additional Reference Documents

Assessment reports of speaking proficiency from relative metric courses.

[Copy of Span332 2012-13\(1\)](#) [XLS 28 KB 10/28/13]

[Copy of Span445 assessment summer 13](#) [XLS 36 KB 10/28/13]

[Span332 ORAL data 2010-11 \(2\)](#) [XLS 37 KB 5/20/14]

[Span332 ORAL data 2011-12](#) [XLS 37 KB 5/20/14]

[Span332 ORAL data 2012-13](#) [XLS 28 KB 5/20/14]

[Span445 2011-12](#) [XLS 36 KB 2/11/15]

[Span445 data 2010-11](#) [XLS 36 KB 2/11/15]

