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| **Assurance of Student Learning**  **2021-2022** | |
| Potter College of Arts and Letters | Department of Modern Languages |
| Arabic (609) | |
| David DiMeo, david.dimeo@wku.edu | |

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| ***Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.*** | | | |
| **Student Learning Outcome 1:** Students will achieve Intermediate-mid level of proficiency in all language skills. | | | |
| **Instrument 1** | ARBC 437 Listening/Reading Comprehension Final Tasks | | |
| **Instrument 2** | ARBC 323 Writing Tasks | | |
| **Instrument 3** | ARBC 357/437 Writing Tasks | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.** | | **Met** | **Not Met** |
| **Student Learning Outcome 2:**  Students will achieve the Intermediate-High level of speaking proficiency | | | |
| **Instrument 1** | ACTFL Oral Proficiency Interviews | | |
| **Instrument 2** | 300-400 level last semester presentational speaking requirement | | |
| **Instrument 3** | 300-400 level last semester oral exam | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | | **Met** | **Not Met** |
| **Student Learning Outcome 3:**  Students will demonstrate knowledge and understanding of Arabic culture. | | | |
| **Instrument 1** | ARBC 323 Test of Arab Cultural Literacy | | |
| **Instrument 2** | ARBC 357/437/323 Writing Tasks | | |
| **Instrument 3** | ARBC 323 Oral Items | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | | **Met** | **Not Met** |
| **Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)** | | | |
| COVID-19 modifications over the past two years, especially the use of masks, has had a definite impact on oral proficiency. Overall, other items met with success, but oral proficiency, especially student confidence, enunciation and pronunciation were negatively affected. The future staffing of the Arabic program is uncertain, but we recommend the program focus on Oral Proficiency Interview (OPI) preparation and tasks, not only to help with assessment, but because these mirror real world speaking situations. Continued assessment using the instruments described in this report should continue as well. | | | |

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| **Student Learning Outcome 1** | | | | | | | |
| **Student Learning Outcome** | Students will achieve Intermediate-mid level of proficiency in all language skills. | | | | | | |
| **Measurement Instrument 1** | ARBC 437 (Advanced Media Arabic) Listening/Reading Comprehension Tasks on the final exam. Students are required to listen to recorded news broadcasts and read news excerpts and answer questions of comprehension and interpretation at the intermediate level.\* The text levels range from Intermediate to Advanced and the questions are graduated from declarative comprehension to interpretation, thus testing both intermediate and advanced level comprehension.   * Proficiency standards are established by the American Council on the Teaching of Foreign Languages (ACTFL), and specifically adapted for Arabic language proficiency at <https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/arabic/arabic-consensus-project>. These standards will be referenced throughout this document. The associated rubrics are available at the link given. | | | | | | |
| **Criteria for Student Success** | Individual students must achieve 80% accuracy. | | | | | | |
| **Program Success Target for this Measurement** | | | 75% | | **Percent of Program Achieving Target** | 75% | |
| **Methods** | Student answers to the listening and reading sections of the ARBC 437 Final exam are assessed for accurate understanding of the main and idea and facts. This assessment is different than that used to give points in the exam, which also includes grammar, structure and word choice of the responses. This assessment is based on four students, three of whom reached the target. | | | | | | |
| **Measurement Instrument 2** | ARBC 323 (Arab Civilization I) final exam writing tasks. Students write three separate items addressing questions of Arab culture, history and arts. These samples were evaluated on the ACTFL criteria (see Instrument 1 above) for proficiency. This assessment is separate from the course grade, which considers content. | | | | | | |
| **Criteria for Student Success** | Students must reach Intermediate-Mid level on the majority of the items. | | | | | | |
| **Program Success Target for this Measurement** | | 75% | | **Percent of Program Achieving Target** | | 75% | |
| **Methods** | The three writing items were assessed for all four students taking the final exam. Three of four achieved Intermediate-Mid on two or more items. | | | | | | |
| **Measurement Instrument 3** | Writing tasks from ARBC 357 Final Test. Students write analysis and explanation of a political issue in the Arab world. In this evaluation, only the writing proficiency is considered, not the knowledge of the issues. | | | | | | |
| **Criteria for Student Success** | Students produce writing samples equal to or higher than the proficiency standards for Intermediate-mid on the ACTFL Scale (see instrument 1 for source). The assessment of proficiency is separate from the grade on the task included in the test grade, which also focuses on content knowledge. | | | | | | |
| **Program Success Target for this Measurement** | | 75% | | **Percent of Program Achieving Target** | | 83% | |
| **Methods** | Student writing samples are assessed on the ACTFL scale for writing proficiency (see instrument 1). Five of Six students achieved the target level. | | | | | | |
| **Based on your results, highlight whether the program met the goal Student Learning Outcome 1.** | | | | | | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) | | | | | | | |
| Due to the COVID pandemic and difficulty with proctoring the exams, we did not implement the ACTFL STAMP as in the past. It is recommended to resume this test next academic year. | | | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | | | |
| During Spring 2023, program seniors should take the externally administered STAMP test, which is uses ACTFL proficiency standards. We have used this test in the past and received reliable results that correlate with other assessments. STAMP measures all four language skills (writing, reading, speaking, listening). We will still use the other instruments and will also compare results from these with the STAMP data to ensure the fidelity of all instruments to ACTFL standards. | | | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | | | |
| Instrument 1 will be assessed in Fall 2022, Instrument 2 in Spring 2023 and Instrument 3 in ARBC 418 in Spring 2023. | | | | | | | |

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| **Student Learning Outcome 2** | | | | | | | |
| **Student Learning Outcome** | Students will achieve the Intermediate-High level of speaking proficiency | | | | | | |
| **Measurement Instrument 1** | ACTFL Oral Proficiency Interviews (OPI) – given by certified testers by phone in a double-blind evaluation format.   * Proficiency standards are established by the American Council on the Teaching of Foreign Languages (ACTFL), and specifically adapted for Arabic language proficiency at <https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/arabic/arabic-consensus-project>. These standards will be referenced throughout this document. The associated rubrics are available at the link given. | | | | | | |
| **Criteria for Student Success** | Student receives an assessment of Intermediate-High or better on the final oral exam. | | | | | | |
| **Program Success Target for this Measurement** | | | 75% | | **Percent of Program Achieving Target** | 50% | |
| **Methods** | Graduating seniors were given the OPI by phone by ACTFL testers. 2 of 4 students were evaluated at Intermediate High. Technical issues had a major impact on one test. | | | | | | |
| **Measurement Instrument 2** | 300-400 Level Oral Presentational Speaking Requirement. All 300 and 400 level electives (except ARBC 310) have presentational speaking requirements, wherein the student must record themselves speaking on an assigned topic for a designated (maximum) length of time. This instrument measures Presentational rather than the Interpersonal speaking tested in Instrument 1 above. | | | | | | |
| **Criteria for Student Success** | Students perform at the Intermediate-High level or higher on the ACTFL scale. | | | | | | |
| **Program Success Target for this Measurement** | | 75% | | **Percent of Program Achieving Target** | | 80% | |
| **Methods** | In this case, the final oral presentational requirement from ARBC 323 (Arab Civilization I) or ARBC 357 (Arabic For International Service) were assessed the ACTFL criteria for proficiency in Presentational Speaking (see SLO 1, Instrument 1). This assessment is separate from the grade included in the student’s course grade, which includes factors such as content knowledge. Of a total of 10 samples, 8 were rated at the target level or higher. | | | | | | |
| **Measurement Instrument 3** | **300-400 Level Oral Exam.**  All 300 and 400 level electives (except ARBC 310/357) have oral examinations conducted one-on-one with the instructor. This instrument measures Interpersonal rather than the Presentational speaking tested in Instrument 2 above. | | | | | | |
| **Criteria for Student Success** | Students perform at the Intermediate-High level or higher on the ACTFL scale. | | | | | | |
| **Program Success Target for this Measurement** | | **75%** | | **Percent of Program Achieving Target** | | **80%** | |
| **Methods** | Oral exams for ARBC 323 (Arab Civilization) and ARBC 437 (Advanced Arabic Media) were assessed for oral proficiency on the ACTFL scale as referenced above. This assessment was separate from the course grade, which includes content knowledge. Of 10 samples, 8 were at the target level or higher. | | | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | | | | | | **Met** | **Not Met** |
| **Actions:** Describe the decision-making process and actions planned for program improvement. The actions should include a timeline. | | | | | | | |
| The results for all instruments are consistent with past results, although a bit lower (with the exception of Instrument 1, which is well below the goal). The issues with the OPI are likely due in part to COVID related adjustments, such as the use of masks in class for most of the past two years. This likely had the most significant impact on the OPI, which is conducted over a phone, and thus greatly affected by enunciation and speaking confidence. The small sample size likely also played a factor. Arabic enrollments have been significantly lower in the past two years, with upper level classes having four students on average. This greatly impacts speaking confidence and variety. Due to personnel changes in the Arabic program, it is uncertain what actions can be taken. It is recommended to increase oral conversation exercises, particularly over non-face-to-face modes like phone, to increase students’ ability to operate in different environment. | | | | | | | |
| **Follow-Up:** Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement. | | | | | | | |
| Again, future plans for the Arabic program are uncertain, but recommend conducting mock-OPIs using the phone format in 300/400 level classes in Fall 2022/Spring 2023. | | | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | | | |
| Instrument 1 can be assessed in Spring 2023 for graduating students. Instruments 2 and 3 can be assessed in the 300 and 400 level electives in Fall 2022 and Spring 2023. | | | | | | | |

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| **Student Learning Outcome 3** | | | | | | | |
| **Student Learning Outcome** | Students will demonstrate knowledge and understanding of Arabic culture. | | | | | | |
| **Measurement Instrument 1** | The Test of Arabic Cultural Knowledge is given to students as part of the ARBC 323 final exam. It is a multiple choice exam of 43 questions. | | | | | | |
| **Criteria for Student Success** | Students convey a knowledge of declarative information on Arab culture, history and arts, measured by 80% correct on the test. | | | | | | |
| **Program Success Target for this Measurement** | | | 75% | | **Percent of Program Achieving Target** | 75% | |
| **Methods** | The test is administered as part of the final exam, but a separate score calculated for ASL purposes. 80% success on the test is the individual standard. In Spring 2022, four students took the test as part of ARBC 323 and three met the target level. | | | | | | |
| **Measurement Instrument 2** | ARBC 437/357/323 Final Exam writing Tasks. In the final exams for all courses students discuss events in the Arab world from different perspectives. ARBC 357 (Arabic for International Service) requires a discussion of current political events, ARBC 323 (Arab Civilization I) requires discussion of Arab culture and history, while ARBC 437 (Advanced Arabic Media) requires analysis of viewpoints on current issues. These items are evaluated in terms of the content/cultural knowledge, which is different than the grade used for the final exam, which includes writing proficiency. | | | | | | |
| **Criteria for Student Success** | Students convey a proficient understanding and ability to communicate cultural perspectives on the issues involved. | | | | | | |
| **Program Success Target for this Measurement** | | 75% | | **Percent of Program Achieving Target** | | 92.8% | |
| **Methods** | Final exam questions (one each) were assessed from each course. The numbers achieving the desired result were ARBC 357 (5/6), ARBC 323 (4/4), ARBC 437 (4/4). | | | | | | |
| **Measurement Instrument 3** |  | | | | | | |
| **Criteria for Student Success** |  | | | | | | |
| **Program Success Target for this Measurement** | |  | | **Percent of Program Achieving Target** | |  | |
| **Methods** |  | | | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | | | | | | **Met** | **Not Met** |
| **Actions:** Describe the decision-making process and actions for program improvement. The actions should include a timeline. | | | | | | | |
| This portion of the ASL has been successful. These same methods should be maintained. | | | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | | | |
| The Test of Arab Cultural Knowledge will be conducted again next during ARBC 324 (Arab Civilization II) when next offered. | | | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | | | |
| Instrument 1 will be assessed in ARBC 324 in Spring 2023; Instrument 2 in ARBC 437/418 in Fall 2022/Spring 2023. | | | | | | | |

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| **CURRICULUM MAP TEMPLATE** | | |  |  |  |
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| **Program name:** | Arabic | | |  |  |
| **Department:** | Modern Languages | | |  |  |
| **College:** | Potter College of Arts and Letters | | |  |  |
| **Contact person:** | David DiMeo | | |  |  |
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| **KEY:** | |  |  |  |  |
| **I = Introduced** | |  |  |  |  |
| **R = Reinforced/Developed** | |  |  |  |  |
| **M = Mastered** | |  |  |  |  |
| **A = Assessed** | |  |  |  |  |
|  |  |  | **Learning Outcomes** |  |  |
|  |  |  | **LO1:** | **LO2:** | **LO3:** |
|  |  |  | Students will achieve Intermediate-mid level of proficiency in all language skills. | Students will achieve the Intermediate-High level of speaking proficiency | Students will demonstrate knowledge and understanding of Arabic culture. |
| **Course Subject** | **Number** | **Course Title** | I | I | I |
| ARBC | 101 | Beginning Arabic I | R | R | R |
| ARBC | 102 | Beginning Arabic II | R | R | R |
| ARBC | 201 | Intermediate Arabic I | R | R | R |
| ARBC | 202 | Intermediate Arabic II | R | R | R |
| ARBC | 301 | Advanced Arabic I | R | R | R |
| ARBC | 302 | Advanced Arabic II | R | R | R |
| ARBC | 437 | Advanced Media Arabic | M/A | M | M/A |
| ARBC | 357 | Arabic for International Service | M/A | M | M/A |
| ARBC | 418 | Business Arabic | M/A | M | M/A |
|  |  | Arabic Exit OPI |  | A |  |