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| **Assurance of Student Learning Report****2020-2021** |
| Potter College of Arts and Letters | Department of Modern Languages |
| Arabic (609) |
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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 in all skills** |
| **Instrument 1** | ACTFL STAMP Test (Listening/Reading/Speaking/Writing) |
| **Instrument 2** | ARBC 437/418 Listening/Reading Comprehension Tasks |
| **Instrument 3** | ARBC 310 Reading Comprehension Tasks  |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | **[ ]  Met** | **[ ]  Not Met** |
| **Student Learning Outcome 2: Students will achieve Intermediate High level in Speaking** |
| **Instrument 1** | ACTFL STAMP Test Speaking Section |
| **Instrument 2** | 300-400 level last semester oral exam |
| **Instrument 3** |  |
| **Based on your results, check 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 324 Test of Arab Culture |
| **Instrument 2** | ARBC 418/324 oral exams |
| **Instrument 3** |  |
| **Based on your results, check 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.)**  |
| The impact of COVID restrictions affected our results particularly in SLO 2, Speaking. As our methods have relied on conversation in groups/pairs, supervised by instructors, this aspect of the program was most affected by the use of Zoom and social distancing. Reading, Listening and Writing skills were maintained, despite the technical challenges. In both SLO 2 and 3, the results were mixed. In SLO 3, however, as discussed below, we believe the objective was met overall. In SLO 2, the lower scores in some speaking assessments reflects a real degradation of performance and this object was not completely met. The return to normal classroom activity in AY 2021-22 should lead to satisfactory results as in the past. We will monitor progress on interim assessments, especially speaking to ensure students are on track. |

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| **Student Learning Outcome 1** |
| **Student Learning Outcome**  |  **Students will achieve Intermediate Mid level in language proficiency** |
| **Measurement Instrument 1**  | Graduating Seniors take the four-skill STAMP 4s test, an externally administered and graded proficiency test that measures proficiency against the American Council on the Teaching of Foreign Languages (ACTFL) standards, the benchmarks for our field. The test runs over a three day period and assesses listening and reading comprehension, writing tasks and recorded speaking. * 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.
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| **Criteria for Student Success** | Students achieve the proficiency level of Intermediate Mid or higher in each skill. |
| **Program Success Target for this Measurement** | 80% | **Percent of Program Achieving Target** | 80% |
| **Methods**  | All graduating seniors (*N* = 5) receive Listening and Reading proficiency scores by outside evaluators. Three Writing and Speaking tasks (each skill) are evaluated individually. By the standards of this measure, the highest score achieved represents the highest level at which the student can perform. The student overall score is based on their two strongest skills. |
| **Measurement Instrument 2** | ARBC 437/418 (Advanced Media Arabic/Business 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. |
| **Criteria for Student Success** | Student answers identify the correct main idea and critical details of the news item. |
| **Program Success Target for this Measurement** | **80%** | **Percent of Program Achieving Target** | 100%*N*=5 |
| **Methods** | All students in ARBC 437/418 (*N* = 9) answer sections A, B, C and/or D of the ARBC 437 or sections A and F of the ARBC 418 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. |
| **Measurement Instrument 3** | ARBC 310 (Structure of the Arabic Language) Authentic Arabic Exercises. These reading comprehension exercises use authentic materials at the intermediate level (news excerpts). Students are required to answer short answer questions that test comprehension at the factual (not interpretive or abstract) level. The questions are designed to assess student understanding of specific words and phrases in their context and are thus at the intermediate level. The answers are assessed by the instructor to ensure students achieve at least 80% on the words/phrases comprehension items and correctly identify the main idea of the article. |
| **Criteria for Student Success** | Student answers identify the correct main idea and at least 80% of critical details from the news item.  |
| **Program Success Target for this Measurement** | **80%** | **Percent of Program Achieving Target** | 89%*N*=9 |
| **Methods** | The comprehension questions (only) of section D of the ARBC 310 Final Exam are scored for all students in regards to the accurate comprehension of the news items. The other questions in the exercise, which concern structure and word derivation, are not included in this assessment. The ARBC 310 instructor assesses performance of this task. For the purposes of this assessment, the answers to the comprehension questions are judged as adequate/not adequate based on whether the student conveyed understanding of the gist of the information.  |
| **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.) |
| Results in this category were satisfactory, especially considering restrictions placed by COVID-19. Using online resources and Zoom, we were able to train and assess writing, listening and reading skills with no significant degradation. Speaking was the one skill negatively impacted (see SLO 2 below). In future, we will continue these assessment methods as in past years. |
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| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) |
| In AY 2021-22, we will assess this SLO using comprehension and writing items from ARBC 437, 357 and 499. ARBC 310 will not be offered until the following year. |

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| **Student Learning Outcome 2** |
| **Student Learning Outcome**  | **Students will achieve Intermediate High level in Speaking** |
| **Measurement Instrument 1** | **ACTFL STAMP 4s Test Speaking section.** |
| **Criteria for Student Success** | Students achieve a score of Intermediate High or better on the speaking section of the test. |
| **Program Success Target for this Measurement** | 80% | **Percent of Program Achieving Target** | 40%*N*=5 |
| **Methods**  | The STAMP 4s test is externally administered and graded. Students record three speaking items and each is given a separate proficiency score. The score reflects the highest level at which the student is able to perform. In this case, two of the five students performed significantly below their reading/writing levels on the speaking test. A third was very close to achieving the target score. |
| **Measurement Instrument 2** | 300-400 Level Final Oral Exam. The last upper division Arabic course that a graduating major takes will vary based on the year and semester. All 300 and 400 level electives (except ARBC 310) have a final oral exam, administered by the instructor. Although students receive a numerical grade as part of their course grade, those graduating are also assessed in terms of the proficiency level on the ACTFL scale. This exam measures Interpersonal speaking. |
| **Criteria for Student Success** | Student receives an assessment of Intermediate-High or better on the final oral exam. |
| **Program Success Target for this Measurement** | **80%** | **Percent of Program Achieving Target** | 80%*N*=5 |
| **Methods** | The highest oral exam grade for graduating seniors in ARBC 437, 418 or 499 (depending on which course they were enrolled in) was assessed on the ACTFL scale.  |
| **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 of the STAMP test show a clear disparity between students’ overall language proficiency (SLO 1 above) and speaking skills specifically. Students performed better on internal oral exams, where they were speaking with instructors that they knew. Overall, these results show that the impact of COVID-19 restrictions, which took a large toll on speaking proficiency. This effect was expected, as the COVID restrictions meant that much of class time was on Zoom, and even the in-person class time was at a social distance of six feet or more and by a high rate of absences. Our classes have always relied on conversation in pairs and groups, and this was negatively impacted by COVID. We expect that the return to normal class modes will return our results to the previous levels, which were above the target.  |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) |
| Our plan is to return to group/pair speaking practice as the primary class mode in Fall 2021. Instructors will pay close attention to speaking performance on all tests during the year to ensure that performance is returning to normal levels. We will use the STAMP 4s test again in Spring 2022 to recheck progress. |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) |
| This SLO will be assessed using the same methods in 2021-22. |

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| **Student Learning Outcome 3** |
| **Student Learning Outcome**  | Students will demonstrate knowledge and understanding of Arabic culture. |
| **Measurement Instrument 1** | ARBC 324 Test of Arab Culture. The first portion of the ARBC 324 (Arab Civilization) final exam consists of 40 questions of cultural knowledge. The score for these items is separated out from the rest of the final for the purpose of this assessment. |
| **Criteria for Student Success** | Students correctly answer factual questions about Arab culture. |
| **Program Success Target for this Measurement** | 80% | **Percent of Program Achieving Target** | 67%*N*=3 |
| **Methods**  | The 40 multiple choice questions (in Arabic) are given a separate score used only for this assessment. |
| **Measurement Instrument 2** | ARBC 437/324/418 Final Exam Writing Tasks. In the final exams for these courses students analyze texts on real events in the Arab world. These requirements involve students understanding and expressing different points of view of the events, based on their historical, cultural and political knowledge of the region. ARBC 418 specifically tests knowledge of Arab business culture. |
| **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** | **80%** | **Percent of Program Achieving Target** | 80%*N*=5 |
| **Methods** | Cultural knowledge and understanding is assessed on the writing tasks as one criterion in the overall assessment for grade. This individual factor is measured as proficient or not and used for this measure. |
| **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.) |
| The results in this category reflect one student performing consistently below standards. This student was negatively affected by COVID-19 and despite making the cutoff score, did make progress over the year. Given the impact of COVID, especially in a reduced sample size for these assessments, we believe the basic methods are still valid and will be sufficient for the upcoming 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 AY 2021-22, the test of Arab Culture will take place in ARBC 323 and the assessments for instrument 2 in ARBC 357 and 437. The former will focus on pre-modern culture and the latter on modern (contemporary) culture. |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) |
| This SLO will be assessed in the upcoming year as described above. |