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| **Assurance of Student Learning Report**  **2022-2023** | |
| Potter College of Arts and Letters | Department of Modern Languages |
| Arabic 609 | |
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| ***Is this an online program***?  Yes  No | Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here  Yes, they match! (If they don’t match, explain on this page under **Assessment Cycle)** |

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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 301/ 302 (Listening/Reading/Speaking/Writing) | | |
| **Instrument 2** | ARBC 324 Listening/Writing/speaking Comprehension Tasks | | |
| **Instrument 3** | ARBC 418/437/499 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** | ARBC 301/302 Test Speaking Section | | |
| **Instrument 2** | 300 oral exam | | |
| **Instrument 3** | 400 level oral exam | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 2.** | | **Met** | **Not Met** |
| **Student Learning Outcome 3:**  **Students will achieve Intermediate High level in Listening** | | | |
| **Instrument 1** | Oral proficiency exam | | |
| **Instrument 2** | 300-400 level presentational speaking requirement | | |
| **Instrument 3** | **ARBC 418/437/499 Reading/ speaking Comprehension Tasks** | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 3.** | | **Met** | **Not Met** |
| **Assessment Cycle Plan** | | | |
| Program has been suspended: SLOs can no longer be viewed in CourseLeaf.  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. | | | |

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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** | Students achieve the proficiency level of Intermediate Mid or higher in each skill. | | | | | | |
| **Program Success Target for this Measurement** | | | 90% | | **Percent of Program Achieving Target** | 90% | |
| **Methods** | Student answers to the listening, writing 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 three students, they all reached the target. | | | | | | |
| **Measurement Instrument 2** | ARBC 302/418 (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*=6 | |
| **Methods** | All students in ARBC 437/418 (*N* = 6) 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 324 (Business Arabic) 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** | | 100%  N=6 | |
| **Methods** | The ARBC 324 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. | | | | | | | |
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| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | | | |
| I enjoyed teaching the WKU students, they were very motivated. Unfortunately the program won’t be offered. | | | | | | | |

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| **Student Learning Outcome 2** | | | | | | | |
| **Student Learning Outcome** | **Students will achieve Intermediate High level in Speaking** | | | | | | |
| **Measurement Instrument 1** | **The instructor 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** | 90%  *N*=3 | |
| **Methods** | Students recorded 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, three students performed significantly below their reading/writing levels on the speaking test. | | | | | | |
| **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 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** | | 100%  *N*=3 | |
| **Methods** | The instructor assessed students | | | | | | |
| **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 students performed very well on oral exams, where they were speaking with the instructor 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, Our Zoom 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.) | | | | | | | |
| The program won’t be offered. | | | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | | | |
| The program won’t be offered | | | | | | | |

Needs curriculum map