

**From:** [Vankeerbergen, Bernadette](#)  
**To:** [Brenner, Naomi](#); [Smith, Jeremie S.](#)  
**Cc:** [Savage, Shari](#); [Heysel, Garrett](#); [Aski, Janice](#)  
**Subject:** Revisions Arabic Major and Minor  
**Date:** Friday, February 8, 2019 4:13:00 PM  
**Attachments:** [image001.png](#)

---

Dear Naomi and Jeremie,

On Tuesday, February 5, the Arts and Humanities 1 Panel of the ASC Curriculum Committee reconsidered proposals to revise the Arabic Major and Minor.

Please find below the feedback of the Panel:

- Arabic Minor Revision: unanimously approved: The proposal will now move to the full college curriculum committee.
- Arabic Major Revision: unanimously approved with contingencies pertaining to the advising sheets & the assessment plan
  - Advising sheets:
    - Current advising sheet: In the electives, Arabic 4597 “Why do they hate us?” was never converted at semester conversion, so the course does not exist. Remove from current advising sheet.
    - Revised advising sheet: For the electives, do students still need to take two of the courses in the Arabic language? If that is in fact a change, the proposal does not explain why that change has been made. (This question was posed previously by the Panel.)
  - Assessment plan:
    - The Panel notes substantial improvements in the major assessment plan but also notes that there are remaining issues.
    - Bring assessment plan in conversation with curriculum map. After the first panel review, NELC decided to change Goal 1 in the curriculum map to “Arabic” (instead of specifically “Modern Standard Arabic”) because of the panel’s following feedback about the curriculum map: Some of the courses listed as fulfilling Goal 1 are actually not Modern Standard Arabic courses: Arabic 2111 and 2112 are colloquial Arabic. However, Goal 1 in the actual assessment plan is still the old Goal that pertains to Modern Standard Arabic. Goal 1 should be consistent amongst all the documents in the proposal.
    - Goal 1:
      - Direct assessment about performance in one particular course at the beginning, midpoint, and end of the semester is more course assessment than program assessment. Indeed, this type of assessment will compare progress over the course of the semester in that particular course, rather than how much students have learned over the course of their 4 years.
      - Indirect assessment: Why include a pre- and post-test in an opinion survey? An opinion poll is not connected to a pre- and post-test. Indirect

- assessment (asking one's students opinion about their level of learning wrt the major goals) could more easily and correctly be done in a survey for graduating seniors (as indicated in the plan for goals 2, 3, and 4).
- Goals 3 and 4: The following paragraph is cut/pasted from Goal 2, even though Goals 3 and 4 are not about the "historical breath and diversity of Arab cultures": "For this course, we will embed questions on the final exam or project to assess the degree to which students have become familiar with the historical breadth and diversity of Arab cultures."
  - Goal 4: Arabic 4120 is included in the lists of courses that will be used to assess this goal. However, the curriculum map indicates that 4120 does not fulfill Goal 4. Again, bring the map and the plan into conversation. (Related note: The official title of this course is "Arabic Media." However, the curriculum map gives "Media Arabic" and the assessment plan "Arab Media" as the title. Use official title throughout.)
  - More generally, regarding Goals 2, 3, and 4, the Panel feels that (like for Goal 1) inserting questions in one course will not produce good data for the whole major program, as the responses (and likely the questions posed) will be specific to the course at hand. Therefore, the data collected for one course may not carry the same value as (be comparable to) the data collected for another course. One cannot compare things that are different. Also, keep in mind that students will take courses in a different semester. For example, in the sample 4-year plan submitted by the Department, the student takes 2241 in his/her very first semester. If that semester 2241 is used for major assessment, that person would have a difficult time providing as developed and refined an answer as another student who takes the course later in their career. At least for that particular student, this would not produce major assessment data at all.
  - Conclusion for direct assessment of the major goals: Suggestion from Janice Aski, Professor of Italian (her Dept has recently revised their major assessment plan after realizing that some of the methods that they were using were not working): Track seniors in one specific course. Have them take the same test on Carmen (e.g., questions that they listen to and they respond orally into Carmen; written prompts that students respond to). By having students respond to the same questions at the same time (during their senior year), the data collected is much more reliable. Please follow up with a conversation with Janice Aski (cc'd on this email).

When I receive the revised major proposal, I will submit it to Shari Savage (faculty Chair of the Panel) for full approval. Please let us know if you have any questions.

Best,  
Bernadette

**Bernadette Vankeerbergen, Ph.D.**

Program Director, Curriculum and Assessment

College of Arts and Sciences

154D Denney Hall, 164 Annie & John Glenn Ave.

Columbus, OH 43210

Phone: 614-688-5679 / Fax: 614-292-6303

<http://ascas.osu.edu>