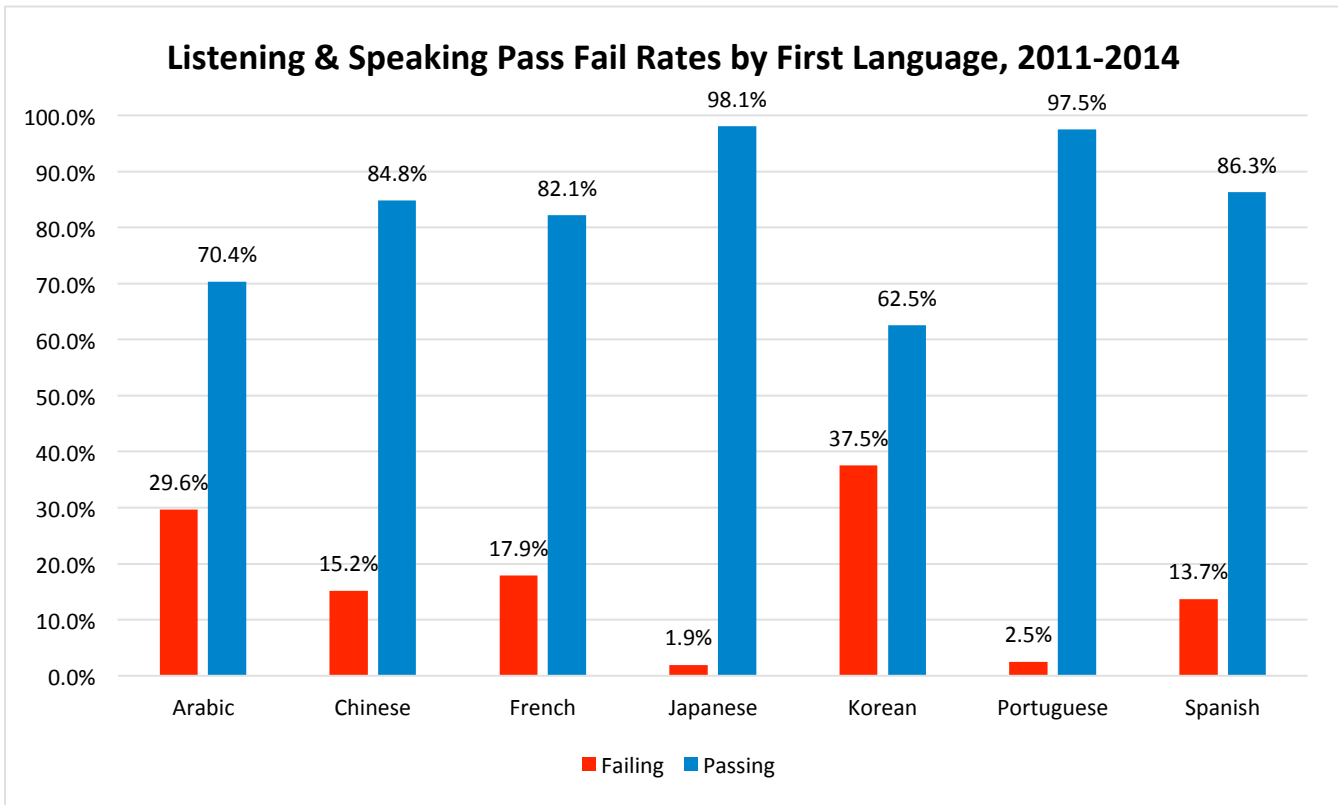


To: CIEP Director, Academic Coordinator, and Staff
From: Lauren Rein, Academic Support Specialist
Date: Nov. 11, 2014
Re: Pass/Fail Rates from 2011-2014 based on first language

This data includes all CIEP students from fall 2011 to fall 2014 semesters. The students' counties and grades was recorded. The final grades were then coded into 0 for Fail and 1 for Pass. Using Excel formulas, percentages of passing and failing were extrapolated and then graphed on the bar charts below. Missing or non-applicable data is not included in these analyses. First languages that numbered more than 20 students were analyzed, as any number less than 20 is not very significant.

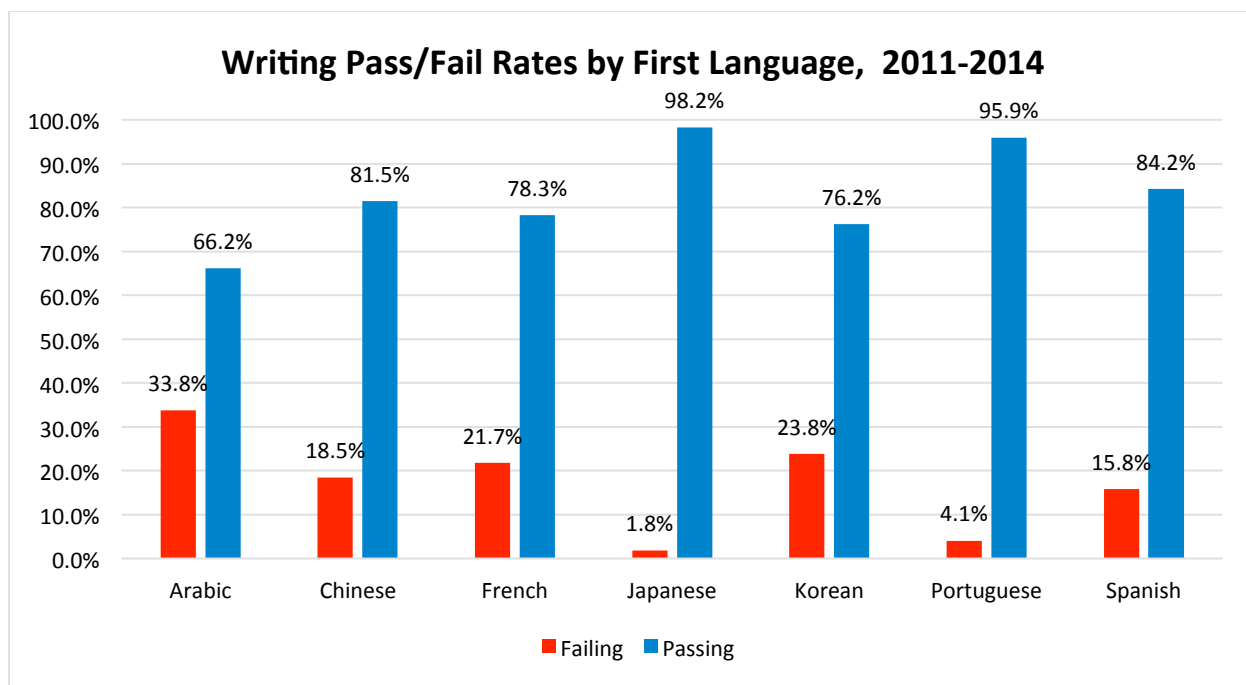


First Language	F	P	Total	% Passing	% Failing
Arabic	284	674	958	29.6%	70.4%
Chinese	39	218	257	15.2%	84.8%
French	5	23	28	17.9%	82.1%
Japanese	2	101	103	1.9%	98.1%
Korean	6	10	16	37.5%	62.5%
Portuguese	3	117	120	2.5%	97.5%
Spanish	7	44	51	13.7%	86.3%
Total	346	1187	1533	22.6%	77.4%

Discussion:

Japanese and Portuguese speakers were most successful in L/S classes overall. The poorest performers were Korean speakers at only 37.5% passing. For all skill areas, students pass LS classes with more frequency than Reading or Writing.

Arabic speakers, which performed poorest in writing and reading rates below, had the highest of their passing rates here; however, they only moved to second lowest ahead of Korean speakers.



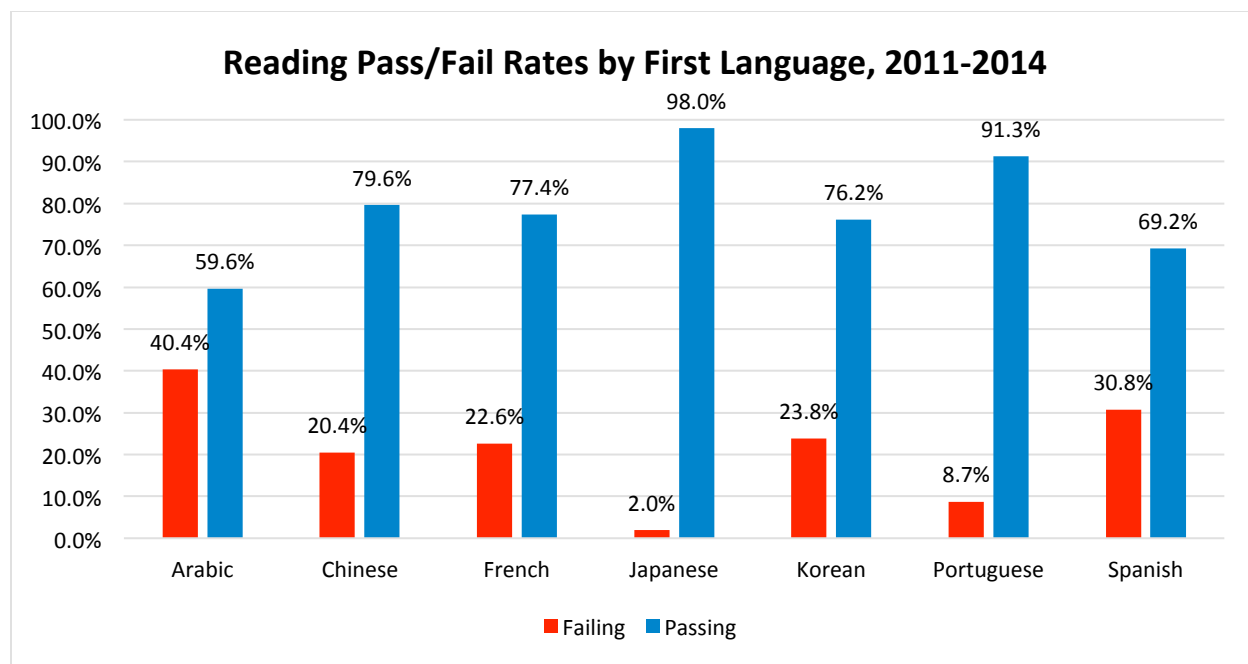
First Languages	F	P	Total	% Passing	% Failing
Arabic	333	652	985	33.8%	66.2%
Chinese	47	207	254	18.5%	81.5%
French	5	18	23	21.7%	78.3%
Japanese	2	108	110	1.8%	98.2%
Korean	5	16	21	23.8%	76.2%
Portuguese	5	118	123	4.1%	95.9%
Spanish	9	48	57	15.8%	84.2%
Total	406	1167	1573	25.8%	74.2%

Discussion:

Japanese and Portuguese speakers were most successful in Writing classes overall. At the lowest end, Arabic speakers passed at 66.2% rate. This low passing rate could be attributed to the lack of written academic preparation these students receive in their home countries (Hall, 2013).

The second largest language group, Chinese, passes at 81.5%.

These lower rates compared to LS could be due to the more difficult nature of the Writing curriculum in its focus on grammatical accuracy and process writing. However, the Writing curriculum was revised in fall 2013 and new textbooks introduced; there have been noticeably different patterns of passing and failing in writing between these years which may have improved student success in achieving outcomes. This was a result of release time projects by Gail Farber and Carol Johnston, Academic Support Specialists (http://www.uni.edu/ciep/sites/default/files/u6/release_time_summary_fall_2012.pdf).



First Languages	F	P	Total	% Passing	% Failing
Arabic	413	609	1022	40.4%	59.6%
Chinese	50	195	245	20.4%	79.6%
French	7	24	31	22.6%	77.4%
Japanese	2	99	101	2.0%	98.0%
Korean	5	16	21	23.8%	76.2%
Portuguese	11	115	126	8.7%	91.3%
Spanish	16	36	52	30.8%	69.2%
Total	504	1094	1598	31.5%	68.5%

Discussion:

Japanese and Portuguese speakers were highly successful in Reading, followed by Chinese, French, and Korean speakers. Perhaps more literacy training at the lower levels will support these struggling students.

The lowest, Arabic speakers, passed at just under 60% in all levels with over 1000 students in the group, indicating a serious problem with Reading in this population. Much outside research has been done into the academic performance of Arab students in intensive English programs. Redden (2013) cites issues of academic preparation in discussion from the 2013 NAFSA Conference: mean TOEFL scores for Saudi students was 60, while it was 81 for all test-takers. The massive scholarship program with open access to all Saudis allows students who may be less academically prepared to study abroad. Additionally, Hall (2013) reported in a survey of Saudi males that reading expectations in English programs and academic classes were difficult to handle due to poor academic preparation through the Saudi Arabian educational system. Additionally, English professionals in Saudi Arabia were reported to be poorly proficient and less rigorous in the second language instruction.

Several steps have been taken to improve student performance in reading classes. The reading curriculum was revised in 2013, new textbooks were introduced with appropriate readability levels, and lower levels are required to use Reading Horizons software. Finally, the bridge program is being revised in all skill areas to better support and prepare students to be successful in subsequent levels.

References:

Hall, T. R. (2013). *Saudi male perceptions of study in the United States: An analysis of King Abdullah Scholarship Program participants*. Retrieved from WKU Top Scholar. Dissertations. Paper 50.
<http://digitalcommons.wku.edu/diss/50/#.VLbsynjPF9Y.gmail>

Redden, E. (2013). *Strategies for Saudi student success*. Inside Higher Ed.
<https://www.insidehighered.com/news/2013/05/30/international-educators-discuss-challenges-facing-saudi-students-and-strategies>