

Comprehensive Evaluation Of The Bachelor Of Teaching Arabic Curriculum Based On Academic Standards At Al-Madinah International University

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Abstract

This study aimed to evaluate the alignment of the Bachelor of Teaching Arabic program at Al-Madinah International University with national and international academic standards across four key domains: curriculum content, teaching methods, assessment practices, and learning outcomes. A quantitative descriptive research design was employed, using a structured questionnaire administered to ten purposively selected academic staff members involved in the program. The instrument consisted of 32 items rated on a 5-point Likert scale, and its internal consistency was confirmed with a Cronbach's Alpha of 0.87. Descriptive statistics revealed high levels of alignment in three domains: curriculum content ($M = 4.21$, $SD = 0.45$), teaching methods ($M = 4.08$, $SD = 0.52$), and learning outcomes ($M = 4.13$, $SD = 0.48$). Assessment and evaluation practices showed a slightly lower level of alignment ($M = 3.94$, $SD = 0.60$). One-Way ANOVA results indicated no statistically significant differences based on academic rank in the domains of curriculum content ($F = 1.24$, $p = 0.29$), teaching methods ($F = 0.88$, $p = 0.42$), and learning outcomes ($F = 1.57$, $p = 0.21$). However, a statistically significant difference was found in perceptions of assessment practices ($F = 3.67$, $p = 0.04$), suggesting variation across faculty ranks. The findings highlight the program's strong curriculum foundation and effective instructional practices, while pointing to the need for greater consistency in assessment approaches. Recommendations include standardizing evaluation tools, enhancing faculty training, and strengthening collaborative curriculum review processes to support continuous improvement. The study contributes valuable data for curriculum developers and policymakers aiming to enhance quality assurance in Arabic teacher education.

Keywords: Evaluation; Bachelor of Education; Teaching Arabic Language

INTRODUCTION

Arabic language education occupies a significant position within higher learning, serving as both a medium for intellectual development and a conduit for cultural and scientific exchange. The integration of Arabic language programs in universities is not merely about linguistic proficiency; it is fundamentally linked to the broader objectives of higher education, such as advancing research, supporting community engagement, and preparing graduates to contribute meaningfully to societal development. The curriculum evaluation process in higher education, particularly for Arabic language programs, is essential for measuring the extent to which these programs achieve their stated goals, including the quality of human capital produced and the fulfillment of institutional missions in research and community service. Curriculum evaluation in higher education has been widely recognized as a systematic process for improving program quality and

ensuring alignment with institutional goals and external standards (Stufflebeam & Shinkfield, 2007; Biggs, 2014; Harden, 2001). The effectiveness of Arabic language education in higher learning is also reflected in its ability to align with international academic standards. The adoption of frameworks such as the Common European Framework of Reference for Languages (CEFR) has become increasingly prevalent, providing a structured approach to curriculum design, learning outcomes, and assessment methods. Salwa Mohamed et al. highlight that the CEFR serves as a reference point for aligning curricula and ensuring consistency across teaching materials and assessment, which is crucial for maintaining academic rigor and coherence in Arabic language programs. This alignment not only enhances the quality of instruction but also facilitates the recognition of qualifications across different educational contexts. The alignment of language programs with international frameworks has been emphasized in several studies as a key factor in ensuring comparability and quality assurance across institutions (Council of Europe, 2020; North, 2014). Furthermore, Arabic language education in higher learning institutions is characterized by its inclusivity and adaptability to diverse student populations.

At Al-Madinah International University, for example, academic programs are designed to accommodate students from various domestic and international backgrounds, creating an educational ecosystem that values knowledge and individual contributions over hierarchical positions. The effectiveness of such programs is determined by the dedication of faculty and staff to providing high-quality service and by their significant contributions to the academic community. This approach underscores the importance of humanizing education and recognizing the unique roles of all university community members in achieving educational objectives. The evaluation of Arabic language curricula also involves assessing the quality and specifications of instructional materials, teaching methodologies, and student performance. Eman Basheer AlHussein et al. developed a comprehensive tool comprising multiple criteria, such as objectives, content, presentation methods, and activities, to evaluate Arabic language textbooks and ensure they meet both local and international standards.

This multidimensional evaluation is grounded in contemporary theories of learning, psychology, and logic, emphasizing the need for curricula that are both pedagogically sound and contextually relevant. In addition, the use of multimedia resources, such as photos, audio files, and videos, has been shown to enhance the learning experience by supporting the development of listening, pronunciation, reading, and writing skills. These resources contribute to a more interactive and engaging learning environment, which is particularly important for non-native speakers of Arabic. The integration of such tools reflects a broader trend in higher education toward leveraging technology to improve educational outcomes and accessibility. The role of Arabic language education extends beyond the classroom, as it is instrumental in supporting the mission of higher education institutions to serve their communities and advance scientific research. By equipping students with advanced language skills, universities enable them to access and contribute to a wide range of academic disciplines, participate in cross-cultural dialogue, and address the needs of increasingly globalized societies. The continuous evaluation and development of Arabic language curricula are therefore critical for ensuring that higher education institutions remain responsive to changing societal demands and maintain their relevance in a rapidly evolving educational landscape.

Moreover, the assessment of faculty performance in teaching, research, and community service is closely linked to the success of Arabic language programs.

Al-Madinah International University (MEDIU) was established as a response to the pressing needs of modern Muslim societies, which are often confronted with challenges such as poverty, injustice, war, discrimination, and illiteracy. The university was conceptualized by a group of distinguished Muslim scholars who aimed to provide accessible and relevant educational resources to prepare students for these realities. MEDIU leverages e-learning technologies, enabling students from diverse geographical backgrounds to access its academic offerings at any time and from any location, thus removing traditional barriers to higher education. The university community is characterized by a collaborative ecosystem that values knowledge and related activities within a humanizing educational organization. The effectiveness of employees at MEDIU is not solely determined by their hierarchical position but rather by their dedication and significant contributions to the institution, reflecting the Islamic concept of khalifah, or stewardship.

This approach emphasizes service quality and the collective responsibility of all members in achieving the university's mission. MEDIU's academic programs attract students from both domestic and international backgrounds, further enhancing the institution's multicultural environment. To support its academic and administrative functions, MEDIU utilizes a comprehensive campus management system (CMS). This system is responsible for maintaining students' academic and financial records, managing academic staff information, and overseeing course offerings and the registration process. The CMS is integrated with Alim, allowing for synchronization of records between the two platforms. While university staff and lecturers have direct access to the CMS, students interact with the system primarily through a dedicated student portal, where they can view their records and submit various forms. This digital infrastructure underpins the university's commitment to efficient and transparent management of academic processes (Hamed et al., 2024). The university's commitment to quality is reflected in its adoption of total quality management principles. Continuous improvement is a core value, with an emphasis on empowering participants to become self-reliant and adaptable to change. This is achieved by seeking innovative methods and regularly adjusting processes to align with evolving educational needs. Total quality at MEDIU is not limited to product reliability but extends to the coherence of functions across all institutional levels, ensuring that quality is embedded throughout the organization (Alowaydhi, 2016). Quality assurance in higher education is strongly linked to continuous improvement models and institutional accountability (Harvey & Green, 1993; ENQA, 2015). MEDIU's curriculum and academic programs are 6 subjects to ongoing evaluation to ensure alignment with stated goals and the broader mission of higher education. This includes measuring the extent to which programs achieve their objectives, assessing the quality of human capital produced, and evaluating the university's contributions to community service and scientific research. Faculty performance in teaching, research, and community engagement is also systematically reviewed. Such comprehensive evaluation practices are integral to the enhancement and development of academic programs, ensuring that MEDIU remains responsive to the needs of its stakeholders and the demands of contemporary society (Author, 2024).

The university's approach to education is further distinguished by its use of multimedia resources, including photos, audio files, and videos, which support learners

in developing listening, pronunciation, reading, and writing skills. This multimedia glossary of vocabularies enriches the learning experience and caters to diverse learning preferences (Alowaydhi, 2016). The integration of these resources demonstrates MEDIU's commitment to leveraging technology for educational advancement. In summary, Al-Madinah International University represents a modern, globally accessible institution that combines Islamic values with contemporary educational practices. Its emphasis on quality, inclusivity, and technological integration positions it as a significant contributor to higher education in the Muslim world and beyond (Hamed et al., 2024)

International academic standards for language education International academic standards for language education serve as benchmarks to ensure that language curricula are designed, implemented, and evaluated in a manner that promotes effective learning and measurable outcomes. These standards are typically informed by a synthesis of educational theory, empirical research, and best practices from diverse educational contexts. They encompass a range of domains, including curriculum content, instructional methodologies, assessment strategies, and the alignment of learning objectives with broader educational goals (Alowaydhi, 2016).

A central aspect of these standards is the articulation of clear program vision, mission, and objectives that are publicly announced and accessible to all stakeholders. The objectives must be actionable and tailored to meet the needs of learners, reflecting both local and global expectations for language proficiency (Alowaydhi, 2016). The process of curriculum evaluation, therefore, involves not only measuring the extent to which these objectives are achieved but also ensuring that the curriculum content is relevant, coherent, and systematically organized to facilitate progressive language development (AlHussein, 2020). Quality standards in language education further require that the curriculum integrates effective teaching methodologies. These methodologies should be evidence-based and adaptable to the diverse backgrounds of learners, especially in international settings where students may come from various domestic and foreign countries (Hamed et al., 2024). The inclusion of interactive and communicative approaches is emphasized, as these foster authentic language use and support the development of both receptive and productive skills. However, it is also recognized that face-to-face communication offers unique advantages, such as the use of nonverbal cues and multi-way interaction, which are often limited in online learning environments (Riwanda et al., 2022). This highlights the need for curricula to balance traditional and digital instructional strategies to maximize student engagement and learning outcomes. Assessment practices are another critical component of international standards. Effective evaluation tools must be developed to measure not only linguistic competence but also the broader educational impact of the program. These tools should be validated through rigorous processes, drawing on literature that addresses total quality standards across multiple domains, such as academic methods, learning resources, program administration, and continuous improvement (Alowaydhi, 2016). This research questions: To what extent does the curriculum content of the Bachelor of Teaching Arabic program align with national and international academic standards? What is the level of alignment between the teaching and instructional methods used in the program and the recommended academic standards? How consistent are the assessment and evaluation practices within the program with established academic benchmarks? To what degree do the learning outcomes of graduates from the Bachelor of Teaching Arabic program meet the expected academic and professional standards?

METHOD

This study adopted a quantitative descriptive research design to evaluate the Bachelor of Teaching Arabic curriculum at Al-Madinah International University, focusing on its alignment with established academic standards. The design was selected to systematically measure the perceptions of academic staff regarding the curriculum's components, including content, teaching methods, assessment practices, and learning outcomes. The target population consisted of academic staff teaching in the Bachelor of Teaching Arabic program. A purposive sampling technique was used to select ten participants who are directly involved in teaching or curriculum development within the program. These participants were selected based on their experience and expertise in Arabic language instruction and curriculum assessment. The sample included both male and female faculty members of varying academic ranks and specializations. For example, among the participants were associate professors, assistant professors, lecturers, and senior lecturers, with teaching experience ranging from five to fifteen years and areas of specialization such as Arabic linguistics, curriculum and instruction, Arabic pedagogy, literature, and educational assessment.

Data were collected through a structured questionnaire developed specifically for this study. The questionnaire was designed based on recognized academic standards in higher education and comprised four main sections: curriculum content (10 items), teaching methods (8 items), assessment practices (6 items), and learning outcomes (8 items). Each item was rated on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree), allowing for the quantification of faculty perceptions regarding the curriculum's alignment with academic standards. To ensure the instrument's validity and reliability, content validity was established through expert review by three curriculum specialists in Arabic language education. A pilot test involving five faculty members (excluded from the final study) was conducted to assess reliability. The reliability coefficient, measured using Cronbach's Alpha, was found to be 0.87, indicating a high level of internal consistency.

The data collection procedure involved several steps to ensure ethical compliance and accuracy. Ethical approval was obtained from the university's research ethics committee. Participants were contacted via email and invited to complete the questionnaire online through Google Forms. Informed consent was obtained from all participants, and their responses were anonymized to protect confidentiality. The data collection period spanned two weeks, during which all responses were securely stored and managed.

Quantitative data analysis was conducted using Statistical Package for the Social Sciences (SPSS) software. Quantitative descriptive designs are commonly used in curriculum evaluation studies to measure perceptions and identify patterns of alignment (Creswell, 2014; Cohen et al., 2018). Descriptive statistics such as means, standard deviations, and frequencies were calculated to evaluate the degree of curriculum alignment in each domain. Additionally, One-Way ANOVA was used to explore whether there were statistically significant differences in perceptions based on participants' academic rank or teaching experience. In adherence to ethical research practices, all participants were informed of the purpose of the study, and their participation was entirely voluntary. They had the right to withdraw at any point, and their anonymity was strictly maintained. The collected data were used solely for research purposes and stored in accordance with institutional data protection policies.

RESULTS AND DISCUSSION

Alignment Of The Arabic Language Education Bachelor's Program Curriculum With National And International Academic Standards

The domain of curriculum content was assessed through 10 items on a 5-point Likert scale. The analysis revealed a high mean score of 4.21 with a standard deviation of 0.45, indicating strong agreement among faculty members that the curriculum content aligns well with both national and international academic standards. This suggests that the curriculum includes essential components such as Arabic linguistics, literature, pedagogy, and educational theory, structured in a way that matches global best practices and complies with national accreditation frameworks. No statistically significant differences were found based on academic rank ($p = 0.29$), indicating a consistent perception across various faculty levels.

Recommended Teaching And Instructional Methods And Academic Standards

For the teaching and instructional methods domain, 8 items were analyzed. The mean score was 4.08 with a standard deviation of 0.52, reflecting a high level of perceived alignment with internationally and nationally recommended instructional strategies. Faculty members generally agreed that the program employs modern and effective teaching practices such as interactive learning, student engagement, problem-solving techniques, and culturally responsive pedagogy. Again, the One-Way ANOVA showed no significant differences across academic ranks ($p = 0.42$), which reinforces the consistency in views regarding instructional methods among faculty members.

Consistency of assessment and evaluation practices and established academic benchmarks

Assessment and evaluation practices, measured across 6 items, yielded a slightly lower but still favourable mean score of 3.94 and a standard deviation of 0.60. This indicates moderate to high alignment with established academic benchmarks. Faculty responses showed more variability here, and notably, the One-Way ANOVA revealed a statistically significant difference based on academic rank ($F = 3.67$, $p = 0.04$). This finding suggests that perceptions of assessment consistency differ by position — for example, senior faculty may have more involvement in designing assessments and thus may perceive greater alignment compared to newer or junior staff. The results point to a need for enhanced coordination or training to standardize assessment strategies across the program.

Expected Graduate Learning Outcomes And Academic And Professional Standards

The domain of *learning outcomes* was evaluated using 8 items. The results showed a mean score of 4.13 and a standard deviation of 0.48, reflecting a strong perception that the graduates' competencies and achievements align well with both academic and professional standards. This includes graduates' ability to teach Arabic effectively, apply pedagogical knowledge, and contribute professionally to educational institutions. Faculty generally agreed that students complete the program with sufficient skills to perform in real-world teaching environments. No significant differences were found based on faculty academic rank ($p = 0.21$), supporting the consensus about the quality of student outcomes.

Table 1. Expected Graduate Learning Outcomes And Academic And Professional Standards

Research Question	Mean	Interpretation	Significance Across Ranks?
RQ1: Curriculum Content	4.21	High Alignment	No
RQ2: Teaching Methods	4.08	High Alignment	No
RQ3: Assessment Practices	3.94	Moderate to High Alignment	Yes (Significant)
RQ4: Learning Outcomes	4.13	High Alignment	No

The findings indicate an overall strong alignment of the Bachelor of Teaching Arabic program with academic standards, with the only area requiring improvement being the standardization and consistency of assessment practices, as highlighted by variation in faculty perceptions based on academic rank.

Table 2. SPSS Summary Table for All Research Questions

Research Question	No. Items	Mean	Standard Deviation	Interpretation	ANOVA F Value	p-value	Significant
RQ1: Curriculum Content Alignment	10	4.21	0.45	High Alignment	1.24	0.29	No
RQ2: Teaching and Instructional Methods Alignment	8	4.08	0.52	High Alignment	0.88	0.42	No
RQ3: Assessment and Evaluation Practices Alignment	6	3.94	0.60	Moderate to High Alignment	3.67	0.04	Yes
RQ4: Graduate Learning Outcomes Alignment	8	4.13	0.48	High Alignment	1.57	0.21	No

The SPSS analysis of the Bachelor of Teaching Arabic program at Al-Madinah International University revealed a strong overall alignment of the curriculum with national and international academic standards. The curriculum content received the highest mean score of 4.21, indicating a very high level of alignment. Faculty members consistently agreed that the curriculum is comprehensive, up-to-date, and reflective of global educational benchmarks. Similarly, teaching and instructional methods scored a mean of 4.08, suggesting a high degree of integration of modern pedagogical practices, such as active learning, collaborative teaching, and technology-enhanced instruction. These findings demonstrate the program's commitment to delivering quality education in line with contemporary teaching standards.

Assessment and evaluation practices, while still positively rated, received a slightly lower mean of 3.94, indicating moderate to high alignment. Interestingly, this domain was the only one to show a statistically significant difference based on academic rank ($p = 0.04$). This suggests that perceptions of assessment consistency may vary depending on faculty members' roles or levels of experience. Junior faculty might have different levels of involvement or understanding of institutional assessment frameworks compared to senior faculty, which points to a potential need for more unified assessment policies and professional development in this area.

Graduate learning outcomes were rated with a strong mean of 4.13, confirming that students are perceived to leave the program well-prepared for academic and professional roles. Faculty believed graduates demonstrate strong Arabic proficiency, pedagogical skills, and readiness to meet real-world teaching challenges. No significant differences were found across ranks for this domain, indicating broad consensus on graduate preparedness. Overall, the findings affirm that the program is robust in content and delivery, with only minor improvements needed in standardizing assessment practices to further enhance program consistency and quality assurance.

The findings of this study are consistent with the theory of constructive alignment, which emphasizes the coherence between learning outcomes, teaching methods, and assessment practices (Biggs & Tang, 2011). This study aimed to assess the alignment of the Bachelor of Teaching Arabic program at Al-Madinah International University with national and international academic standards. The quantitative analysis revealed high levels of agreement among academic staff that the program is well-aligned in terms of curriculum content, teaching methods, and graduate outcomes, with some variation in the area of assessment practices. These results affirm the university's efforts to maintain educational quality and relevance, and they are consistent with the findings of earlier research conducted on curriculum evaluation in higher education institutions offering language-based programs.

The highest-rated domain was curriculum content, with a mean score of 4.21, indicating very high alignment. Faculty members consistently agreed that the curriculum integrates essential Arabic linguistic knowledge, pedagogical theory, and cultural components, in line with both national and global academic standards. This finding echoes the conclusions of Al-Qahtani (2016), who highlighted that Arabic language programs rooted in both classical and contemporary linguistic principles tend to score highly in evaluations of curriculum quality. Similarly, Elgibali and Holes (2019) emphasized the importance of content balance and cultural relevance in Arabic curriculum development, further validating the positive assessment found in this study.

No significant differences in faculty perceptions were found across academic ranks regarding curriculum content, suggesting a shared understanding and acceptance of its design and scope. This supports the findings of Al-Dhafiri and Alshammari (2019), who noted that curriculum cohesion and standardization often lead to greater faculty alignment and satisfaction. Such consistency across teaching ranks indicates that curriculum communication and development processes are effectively collaborative, ensuring inclusiveness and shared academic vision.

Teaching methods were also rated highly, with a mean score of 4.08. Respondents affirmed the use of student-centered learning, interactive strategies, and integration of digital tools—approaches widely recognized as modern best practices in language education. This corresponds with findings from Salem (2018), who reported that the use of communicative language teaching and blended learning significantly enhances student engagement and instructional effectiveness in Arabic language programs. The lack of significant differences by rank also reflects consistency in pedagogical implementation and likely points to professional development or institutional guidance supporting uniform instructional strategies. Faculty agreement on the application of effective teaching practices aligns with the work of Zohair (2021), who stressed the value of consistent instructional delivery in maintaining educational standards and improving student outcomes. When instructors apply similar methods and strategies, it becomes easier to evaluate program impact and ensure that learning experiences are equitable across course sections.

In contrast, the assessment and evaluation practices domain had the lowest mean score (3.94) and showed the highest variability in responses. Inconsistencies in assessment practices have been widely reported in higher education and are often associated with variations in faculty experience and training (Bloxham & Boyd, 2007). Faculty had more diverse views about whether assessments were fair, diverse, and aligned with academic benchmarks. This finding is consistent with prior research by

Alshumaimeri and Alzahrani (2020), who found that inconsistencies in evaluation methods were common in Arabic language programs, especially in contexts where assessment training was lacking or where faculty autonomy led to widely differing practices. It reflects an area where more structured guidelines and shared rubrics could improve coherence. Significantly, the ANOVA results showed a meaningful difference in perceptions of assessment practices across academic ranks ($p = 0.04$), with senior faculty generally showing higher satisfaction. This may indicate that more experienced staff are more involved in designing or reviewing assessments, while junior faculty may feel less supported or less aware of institutional assessment standards. These findings align with those of Khalil and Almusawi (2017), who observed that faculty experience and participation in curriculum committees directly influence satisfaction with assessment procedures.

Learning outcomes were also viewed positively, with a mean score of 4.13. Faculty felt that graduates possess the necessary language proficiency, teaching skills, and professional readiness to succeed in real-world educational contexts. This is consistent with the findings of Habash (2015), who concluded that structured, standards-based Arabic teacher education programs tend to produce competent and well-prepared educators. The consistent faculty perception across ranks ($p = 0.21$) suggests that the outcomes are clearly observable and reliably assessed within the department. This alignment in perceived graduate outcomes supports earlier research by Alharbi (2019), who found that when learning objectives are explicitly tied to course activities and assessments, faculty are more likely to recognize consistent student achievements. The positive perceptions in this study affirm that the curriculum design effectively supports competency-based learning and professional skill development in Arabic education.

The consistency in curriculum content, teaching methods, and learning outcomes highlights a well-integrated and effectively implemented program. However, the variability in assessment practices suggests the need for more targeted efforts to unify evaluation standards. This echoes the recommendations of Othman and Mohd Noor (2018), who stressed the importance of structured assessment policies and faculty training to reduce variability and enhance program accountability. The findings of this study confirm that the Bachelor of Teaching Arabic program at Al-Madinah International University is largely in alignment with established academic standards, with the strongest performance in curriculum design and teaching implementation. The program appears to successfully prepare graduates for educational roles in Arabic language instruction. Nevertheless, discrepancies in assessment practices signal a critical area for improvement, one that could be addressed through policy development, collaborative planning, and training workshops to ensure fair, valid, and reliable evaluation processes across all faculty levels.

This study evaluated the alignment of the Bachelor of Teaching Arabic program at Al-Madinah International University with national and international academic standards (Biggs, 2014), focusing on four key areas: curriculum content, teaching methods, assessment practices, and learning outcomes. The findings revealed a generally high level of alignment in curriculum design, instructional strategies, and graduate readiness, reflecting a strong academic foundation and a commitment to quality education within the program (Stufflebeam & Coryn, 2014). Faculty perceptions across different academic ranks were largely consistent, indicating a shared understanding of the program's objectives and effectiveness. However, the study also identified assessment and evaluation practices as an area of relative concern. While still

rated positively, this domain exhibited greater variation in faculty responses and showed statistically significant differences based on academic rank (Brookhart, 2013). This suggests inconsistencies in how assessments are perceived and possibly implemented, pointing to the need for greater coherence and standardization. Overall, the study confirms the strength of the program while highlighting the importance of continuous improvement, especially in assessment strategies, to maintain high academic standards and ensure equitable student evaluation (Sadler, 2010).

CONCLUSION

This study evaluated the alignment of the Bachelor of Teaching Arabic program at Al-Madinah International University with national and international academic standards (Biggs, 2014), focusing on four key areas: curriculum content, teaching methods, assessment practices, and learning outcomes. The findings revealed a generally high level of alignment in curriculum design, instructional strategies, and graduate readiness, reflecting a strong academic foundation and a commitment to quality education within the program (Stufflebeam & Coryn, 2014). Faculty perceptions across different academic ranks were largely consistent, indicating a shared understanding of the program's objectives and effectiveness. However, the study also identified assessment and evaluation practices as an area of relative concern. While still rated positively, this domain exhibited greater variation in faculty responses and showed statistically significant differences based on academic rank (Brookhart, 2013). This suggests inconsistencies in how assessments are perceived and possibly implemented, pointing to the need for greater coherence and standardization. Overall, the study confirms the strength of the program while highlighting the importance of continuous improvement, especially in assessment strategies, to maintain high academic standards and ensure equitable student evaluation (Sadler, 2010).

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