

Plan for Review of Curriculum	Philosophy: A review of Student Achievement (Assessment) may result in possible programmatic adjustments in assessment, curriculum and the overall program which will bring about improvement in student learning.	Fall 1 2012	Fall 2 2012	Spring 1 2013	Spring 2 2013	Summer 2013	Fall 1 2013	Fall 2 2013	Spring 1 2014	Spring 2 2014	Summer 2014	Fall 1 2014	Fall 2 2014	Spring 1 2015	Spring 2 2015	Summer 2015	Who?	Expected outcome Documented evidence of the review and revisions /modification of each identified item.	
Review Student Learning Outcomes	Using SLO rubric, assess effectiveness and coherence of curriculum through analysis of outcomes and connection to course syllabi; identify curricular issues for adjustment. In addition, norming sessions done during all-staff orientations facilitate assessment of the SLOs success and their appropriateness for various levels and skills areas.			LS	LS									L/S	L/S		Academic Support Coord.	Outcome report summary; meeting minutes Research Report	
		W/G	W/G										W/G	W/G					Academic Support Coord.
				R	R										R	R			Academic Support Coord.
Review methodology, syllabi, course overviews, levels, structure	Using Teacher Feedback Form and Peer Observation data identify and assess effectiveness and coherence of curriculum, views on strengths and weaknesses of curriculum, and views on appropriateness of materials. Address issues in committee and faculty meetings and report in memos and minutes.	W/G R	W/G R	LS R	LS R							W/G	W/G	L/S R	L/S R		Academic Support Coordinator / Faculty	completed teacher feedback forms, post observation forms, meeting minutes, memos	
Survey UNI faculty to determine preparedness of CIEP students to enter academic programs of study	Survey UNI faculty in various disciplines about their expectations for students entering classes and to learn about the types of activities done and skills necessary to succeed academically.														X	X	CIEP faculty member	Research results help determine exit criteria for highest proficiency level. Helps determine types of activities and skills most useful for the curriculum.	
Student feedback – (Instructor/Class Evaluation form, Climate Survey results)	Using student feedback forms, assess perception of quality of class and instruction; identify issues with curriculum and methods assessing effectiveness and coherence of curriculum. Use	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Director/ Academic Support Coordinator	Memo on Class/Teacher Evaluations results, memo on Climate Survey results	
Teacher appraisal system – formative assessment	Review documents from the teacher appraisal process (self-appraisal, peer observation, supervisor observation, performance appraisal) to identify issues with curriculum and methods; goal setting for improvement of teacher performance; address whether student learning outcomes (SLOs) are being met; focus on areas for improvement.				X					X						X	Director/ Academic Support Coordinator	Self-appraisal and goal worksheet form, post-observation teacher follow-up plan, supervisor observation notes, performance appraisal document.	
Review current texts in field	Using the text rubric, assess new and current materials as they come in; get input from feedback forms (Instructor/Class Evaluation Forms and Teacher Feedback Forms), review books new in field for appropriateness to curriculum, assess future replacements, assess usability as a core text or for other uses	ongoing														Academic Support Coordinator/ Faculty	completed rubrics; meeting minutes		
Outside evaluation of curriculum	UCIEP, AAIEP, CEA evaluation as a objective means to identify curricular issues for programmatic adjustments	A A I E P	A A I E P											C E A	C E A	C E A	Director/ Accreditation Coordinator	Self- study reports Site visit reports	
Review research in the areas of SLA and Lang. Teaching; review sudden or slowly changing circumstances in the field, world events, UNI and other areas which may impact curriculum and assessment.	Faculty and staff conduct in-house research and produce reports in various areas related to English language teaching and administration. These are posted to the website and discussed in staff meetings. In turn, discussions may result in curricular and programmatic adjustments to the CIEP.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	All CIEP faculty and staff	Reports to the director ; CIEP website link	

What do the results tell us about our program? If intended student outcomes (learning goals) have not been met, what needs to be revised in order to achieve the goals during the next assessment cycle? Assessment report should include assessment results AND the proposed CHANGES in program based on results. Source: <http://www.shepherd.edu/ctl/documents/AssessorRefresher2007.ppt>