

Plan for Review of Student Achievement: 2015-2018

PHILOSOPHY: A review of student achievement procedures and practices may result in possible programmatic adjustment in assessment and the overall program, which will bring about improvement in students' academic English language learning in the CIEP and fulfill the mission of the program.

EXPECTED OUTCOMES: Document student achievement in the CIEP and review and revise assessment practices so that students are accurately and fairly evaluated as to what extent they accomplish the goals, objectives and student learning outcomes of the program.

1 Review of Placement Exam

1.1 Placement Exam Orientation

Description	Prepare and guide instructional staff to accurately and consistently administer testing materials and evaluate new students' performance during the CIEP Placement Exam (CPE). This norming ensures instructors place students in the appropriately levels for academic English language learning.
Outcomes	Review, apply, and practice evaluating CPE materials with instructors to ensure their understanding, accuracy and coherence when administering and evaluating new students' results on the tests and subsequent placement into specific levels according to the applicable student learning outcomes (SLOs).
Staff Responsible	Instructors, Academic Assessment Specialist, Academic Support Coordinator
Instruments	Instructions, tests, and rubrics for norming and orientation to the CPE.
Materials	Past anonymous students' test result samples, rubrics to evaluate the samples, answer keys that indicate how students were placed.
Frequency	Fall 1 and Spring 1 prior to CPE administrations

1.2 Review Placement Procedures and Instruments

Description	Review CPE procedures and instruments that they are free of errors and appropriately aligned with program level SLOs. Incorporate results of reliability analysis (see item 2.6).
Outcomes	Correct any errors in CPE instruments and review alignment with current program SLOs to ensure achievement of accurate student placement.
Staff Responsible	Academic Support Coordinator, Academic Assessment Specialist
Materials	CPE testing materials
Frequency	Every year; Spring 2

1.1 Track Student Placement

Outcomes	Record the initial level placement of newly arrived students to track current English proficiency of students arriving for program study. Record any subsequent change in placement at post-placement meeting discussion and reasons for any movement.
Description	Track rate of movement between initial placement after being moved to higher levels due to teacher promotion and passing SLOs. Following the initial placement and any rates of subsequent changes in level for new student placement can help to inform the reliability of the CPE.
Staff Responsible	Academic Assessment Specialist
Materials	Placement Test Results
Frequency	Every term

2 Reports on Student Performance

2.1 Create Pass/Fail and Probation/Dismissal Reports for Term

Description	Analyze student performance data and report on progress (or lack of) from term to term, every year, and every two years. Academic Assessment Specialist write a report that summarizes passing and failing data to share with all CIEP staff. Success and failure of moving to next levels can be documented for further examination.
Outcomes	Compile and analyze passing/failing data, divided by skill area, level, and first language, as well as and probation/dismissal data, for each term to determine student success in the program and areas where students struggle to achieve course SLOs.

Instrument	A report on the pass/fail rates for skills, levels, and first languages in each term gives a focused analysis on the success and failures of individual classes, skill areas, and language groups.
Staff Responsible	Academic Assessment Specialist; office staff as needed
Materials	Final student grades from Smartsheet; Excel spreadsheets
Frequency	Every term; to be completed by the second week of the subsequent term.

2.2 Create Pass/Fail and Probation/Dismissal Reports for Calendar Year

Description	Compile and analyze passing and failing data for all five terms (ordered Spring 1 to Fall 2, see item 2.1) and make programmatic changes as necessary.
Outcome	Analysis of pass/fail and probation/dismissal results not only indicates where students succeed or fail in the program over the academic year, but combined with other factors may aid in the determination of why some students succeed and others do not.
Instrument	The annual Pass/Fail and Probation/Dismissal Report will look at annual trends of passing and failing rates, as well as dismissal and probation, will help determine long-term trends in success and failure at certain levels and skills areas. This data may help the director make decisions related to changes or improvements in the curriculum or program.
Staff Responsible	Academic Assessment Specialist, CIEP Director, Academic Support Coordinator, office staff as needed
Materials	final grades from Smartsheet; Excel spreadsheets
Frequency	Yearly; to be completed during Spring 1 term.

2.3 Report on Former CIEP Student Performance and Grade Point Averages (GPAs)

Description	The GPA Report will analyze GPA averages and compare the results to current domestic students enrolled in the university in order to assure that CIEP is adequately preparing students for success. The CIEP will gather GPAs for former students (both graduated and dismissed) that are currently enrolled in CIEP.
Outcomes	Determine if CIEP is meeting its mission of preparing students for university academic classes.
Staff Responsible	Academic Assessment Specialist; office staff as needed
Materials	GPAs of former CIEP students (collected through SIS records)
Frequency	Every year; summer

2.4 Complete the CEA Annual Report in regard to Pass/Fail Report and Assessments

Description	The CEA Annual Report will analyze Pass/Fail Report and Assessments to include while completing the CEA Report to verify if we are meeting standards in high quality of instruction, services, procedures, and finances for an accredited program.
Outcomes	Analyze pass/fail data of the CIEP and GPAs of former CIEP students currently enrolled in academic classes to determine their achievement. Success of former CIEP students in academia fulfills the mission of the CIEP.
Instrument	CEA Annual Report, Pass/Fail Reports, additional assessments
Staff Responsible	CIEP Director; Academic Assessment Specialist
Materials	CEA Annual Report, Pass/Fail Reports
Frequency	Every year; February (Spring 1)

2.5 Create Comparative Analyses of Graduate and Dismissal Rates

Description	Collect graduate and dismissal data and compare to initial placement and eventual graduation or dismissal of CIEP Students in order to determine effectiveness of SLOs and curriculum. By analyzing and comparing graduate and dismissal rates based on initial placement, the CIEP can predict the likelihood of graduation or dismissal based on initial placement. After determining from which level students are more likely to be dismissed, assessment and curricular adjustments can be made to better support those students.
Outcomes	Determine why some students succeed and others do not in the CIEP and whether this can be predicted on their English language proficiency prior to starting the CIEP. Reflect on whether the curriculum prepares students for achievement and if any improvements might increase students' success while following curriculum goals, objectives and SLOs.
Instrument	Graduation and Dismissal data gathering instruments.
Staff Responsible	CIEP Director; Academic Support Coordinator; Academic Assessment Specialist
Materials	Dismissal data; final grades
Frequency	Every two years; Fall 1

2.6 Conduct Reliability and Validity Analyses on Standardized Exams

Description	<p>In order to ensure that standardized exams are valid and reliable assessment tools, statistical analyses will be run on past students' test scores. Placement exams will be analyzed for reliability, and midterm and final exams will be analyzed for dependability and item discrimination if necessary.</p> <p>Validity issues such as face validity and construct validity will be investigated through instructor feedback on Level leader reports and teacher evaluation memos (see item 5.2) and "Item Analysis Sheets" for midterm and final exams (see item 5.3). Informal evaluations and feedback from instructors will be taken into consideration as well to ensure exams are meeting SLOs and are appropriate for the level.</p> <p>Revisions to all exams will be made as needed and as strongly supported by statistical analyses and instructor feedback.</p>
Outcomes	Determine whether current standardized exams meet acceptable reliability and validity standards.
Staff Responsible	Academic Support Coordinator; Academic Assessment Specialist; office staff as needed.
Materials	Placement, midterm, and final exam scores; spreadsheet calculations on average scores; statistical programs (e.g. SPSS); instructor feedback from "Item Analysis Sheets."
Frequency	Every two years; summer

3 Review and Revision of Standardized Exams and Evaluation Tools

Description:	Revise standardized exams, rubrics, and classroom assessment tools based on various reports and analyses that indicate long-term trends of failure at specific levels and skill areas.
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3.1 Revise Standardized Exams of Levels/Classes

Outcomes	Analyze teacher feedback regarding midterm and final exams which may lead to possible adjustment to those exams.
Description	<p>Revise standardized midterms and finals in levels and/or classes where there has been a marked decrease in student success rate, according to reports and analyses.</p> <p>Standardized exams can be found here: T:\CIEP teachers</p>

Staff Responsible	Academic Support Coordinator; Academic Assessment Specialist; instructional staff
Materials	Annual pass/fail reports (see item 2.1), graduate/dismissal rate reports; reports on former students' GPAs (see item 2.3); reliability and validity analysis reports (see item 2.6); "Item Analysis and Sheets" and instructor feedback (see item 5.3).
Frequency	Every two years; Spring 2

3.2 Review Rubrics and Evaluation Tools

Outcomes	Analysis of teacher feedback regarding midterm and final exams will lead to possible adjustment to those exams.
Description	Revise standardized rubrics other evaluation tools in levels and/or classes where a marked decrease in student success rates has occurred, according to reports and analyses (see item 3.1). Taking into account the statistical analyses and instructor feedback from the tasks above, revisions and adjustments should be made to rubrics, classroom tests, quizzes, and any other evaluation tools.
Staff Responsible	Academic Support Coordinator; Academic Assessment Specialist; instructional staff
Materials	Annual pass/fail reports, graduate/dismissal rate reports (see item 2.1); reports on former students' GPAs (see item 2.3); reliability, validity, and dependability analysis reports; Level leader reports and teacher evaluation memos (see item 5.2); "Item Analysis Sheets" and instructor feedback (see item 5.3).
Frequency	Every two years; Spring 1

4 Current Research and Theory in the Field

Description	In order to stay updated on assessment practices, it is essential that administration and instructional staff review current research and theory in relation to assessment in Teaching English as a Second Language (TESOL), linguistics, applied statistics, and other related fields.
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4.1 Review Current Second Language Assessment Theory and Research

Outcomes	Regularly review publications and websites in related fields in order to stay informed and apprised on current trends in assessment practices, as well as share these resources with other staff members. Such information would be used to construct assessment tools in the program.
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Staff Responsible	CIEP Director, Academic Support Coordinator, Academic Assessment Specialist, curriculum review committees, and instructional staff
Materials	Textbooks, professional books, refereed articles from reputable publications in the field
Frequency	Ongoing

4.2 Review Current Theory and Research on Computer-Based Statistical Analysis

Outcomes	Regularly review publications and websites in related fields in order to stay informed and apprised on current trends in computer-based statistical analysis. Report on findings.
Staff Responsible	Academic Assessment Specialist
Materials	Textbooks, article publications and web pages from reliable and reputable sources.
Frequency	Ongoing

5 Procedures and Protocol

5.1 Monitor Implementation of Plan for Review of Student Achievement

Outcomes	Monitor the staff's implementation of the Plan for Review: Student Achievement. Staff members are to ensure that they are completing each aspect of the plan on time to meet student achievement needs.
Staff Responsible	Academic Assessment Specialist, Academic Support Coordinator, CIEP Director, instructional and office staff as needed.
Materials	Plan for Review of Student Achievement
Frequency	Every year; summer

5.2 Conduct Level Meetings

Description	Comments and feedback will be used to conduct various analyses on standardized exams (see item 2.6) review rubric and evaluation tools (see item 3.2), as well as revise curriculum, policy, or procedures as necessary.
Outcome	Apply feedback from instructors to revise exams where necessary to meet SLOs students need to achieve to succeed.

Staff Responsible	CIEP Director, Academic Support Coordinator, Academic Assessment Specialist
Materials	Level meeting reports and feedback from level leaders; scanned copies of instructor-completed surveys and checklists; level meeting notes; Teacher-Class Evaluation Memos from the CIEP Director
Frequency	Every Term

5.3 Review Item Analysis Cover Sheets for Midterm and Final Exams

Outcomes	Comments and feedback will be used to conduct various analyses on standardized exams (see item 2.6) review rubric and evaluation tools (see item 3.2), as well as revise curriculum, policy, or procedures as necessary to ensure exams meet the SLOs students need to achieve.
Staff Responsible	Academic Assessment Specialist, Academic Support Coordinator
Materials Involved	Tally and Cover Sheets for midterms and finals exams
Frequency	Bi-annually; every Fall 1 and Spring 1

5.4 Collect Faculty-Made Tests and Other Assessments

Outcomes	Level leaders request each instructor in their level meetings to submit one example of all faculty-created assessments that are calculated into the students' grades (e.g. tests, quizzes, journals, listening/speaking logs, presentation rubrics, Weekly Academic Readings, etc.). Instructors should include a list of the Student Learning Outcomes that are being assessed or targeted on these assessments. These will be submitted to the Academic Support Coordinator and Academic Assessment Specialist for evaluation in Fall 2 and Spring 2.
Staff Responsible	All instructors, Level Leaders, Academic Assessment Specialist, Academic Support Coordinator
Materials Involved	copies of teacher-created assessments
Frequency	Every Fall 1 and Spring 1

5.5 Review Faculty-Made Tests and Other Assessments

Outcomes	From the assessment pool collected in level meetings, select 15 faculty-made assessments to ensure the sample of assessments reflects accepted CIEP Curriculum Assessment Guidelines and SLOs. Choices should focus on problematic levels identified through review of pass/fail rates. Share results and feedback with instructors in a report.
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Staff Responsible	Academic Assessment Specialist, Academic Support Coordinator
Materials Involved	Faculty-made tests from the V: drive; CIEP Assessment Guidelines; other reports or memos as applicable.
Frequency	Every Fall 2 and Spring 2

5.5 Review and Update the CIEP Curriculum Assessment Guidelines

Outcomes	Review and update the CIEP Curriculum Assessment Guidelines as any new concerns and questions arise in CIEP classes.
Instrument	The CIEP Curriculum Assessment Guidelines were written to establish that any method, instrument, or strategy the instructor uses to evaluate whether a student is meeting SLOs in a course.
Staff Responsible	Academic Assessment Specialist, CIEP Director, Academic Support Coordinator.
Materials Involved	Level meeting reports, Teacher Feedback reports, Teacher-Class Evaluation reports, other reports or memos as applicable.
Frequency	Every year; Spring 2

5.6 Review Needs-Assessment Tools and Evaluations

Outcomes	Keeping in mind SLOs for CIEP individual immersion programs, review needs-assessment tools (such as interest surveys) and special program evaluations (such as exit surveys) in order to ensure all materials are meeting expectations and SLOs, as well as checking that evaluations at the end of the immersion program are in need of any revisions.
Staff Responsible	Academic Assessment Specialist, Academic Support Coordinator, CIEP immersion program instructors
Materials	Immersion Program SLOs, CIEP Assessment Guidelines, Program's needs-assessment tools and evaluations, other reports or memos as applicable
Frequency	As applicable

Task for Review	Fall 1 2015	Fall 2 2015	Spring 1 2016	Spring 2 2016	Summer 2016	Fall 1 2016	Fall 2 2016	Spring 1 2017	Spring 2 2017	Summer 2017	Fall 1 2017	Fall 2 2017	Spring 1 2018	Spring 2 2018	Summer 2018
1.1 Placement Exam Orientation	X		X			X		X			X		X		
1.2 Review Placement Procedures and Instruments				X					X					X	
1.3 Track Student Placement	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2.1 Create Pass/Fail and Probation/Dismissal Reports for Term	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2.2 Create Pass/Fail and Probation/Dismissal Reports for Calendar Year			X					X					X		
2.3 Report on Former CIEP Student Performance and Grade Point Averages (GPAs)					X					X					X
2.4 Complete the CEA Annual Report in regard to Pass/Fail Report and Assessments			X					X					X		
2.5 Create Comparative Analyses of Graduate and Dismissal Rates	X					X					X				
2.6 Conduct Reliability and Validity Analyses on Standardized Exams					X					X					X
3.1 Revise Standardized Exams of Levels/Classes				X					X					X	
3.2 Review Rubrics and Evaluation Tools			X					X					X		
4.1 Review Current Second Language Assessment Theory and Research	Ongoing														
4.2 Review Current Theory and Research on Computer-Based Statistical Analysis	Ongoing														
5.1 Monitor Implementation of Plan for Review of Assessment					X					X					X
5.2 Conduct Level Meetings	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5.3 Review Item Analysis Cover Sheets for Midterm and Final Exams	X		X			X		X			X		X		
5.4 Collect Faculty-Made Tests and Other Assessments						X		X			X		X		
5.5 Review Faculty-Made Tests and Other Assessments		X					X	X			X		X		
5.6 Review and Update the CIEP Assessment Guidelines				X					X					X	
5.7 Review Needs-Assessment Tools and Evaluations	As Applicable														