

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 2009	Fall 2 2009	Spring 1 2010	Spring 2 2010	Summer 2010	Fall 1 2010	Fall 2 2010	Spring 1 2011	Spring 2 2011	Summer 2011	Fall 1 2011	Fall 2 2011	Spring 1 2012	Spring 2 2012	Summer 2012	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		LS					W/G									LS Coordinator WG Coordinator Reading Coordinator	completed outcomes survey forms and report summary; meeting minutes
Review methodology, syllabi, overviews, levels, structure	Using Teacher Feedback Form and Peer Observation data, assess effectiveness and coherence of curriculum; views on strengths and weaknesses of curriculum; views on appropriateness of materials; on-going assessment of effectiveness and coherence of curriculum			✓					✓					✓			Level Coordinators	completed teacher feedback forms; peer observation forms; meeting minutes
Student feedback forms – (methods, outcomes achievability, exams)	Using student feedback forms, assess perception of quality of class and instruction; identify issues with curriculum and methods assessing effectiveness and coherence of curriculum			✓					✓					✓			Level Coordinators	student feedback forms; peer observation forms; meeting minutes
Teacher self appraisal – formative assessment	Using formative teacher self appraisal and observation forms, identify issues with curriculum and methods; goal setting for improvement; address whether outcomes are being met				✓					✓				✓			DIRECTOR	teacher self appraisal; meeting minutes
Teacher performance appraisal – summative assessment	Using teacher summative evaluation forms, assess if teachers are addressing SLO; assess teacher quality; focus on areas of improvement; goal setting for improvement				✓					✓				✓			DIRECTOR	teacher performance appraisal; meeting minutes
Review current texts in field	Using the text rubric, assess new and current materials as they come in; get input from feedback forms (T, S), review books new in field appropriateness of texts to curriculum, assess future replacements, assess usability as a core text or for other uses	ongoing															Textbook Coordinator	completed rubrics; meeting minutes
Outside evaluation of curriculum	UCIEP, AAIEP, CEA evaluation as a objective means to identify CURRICULAR issues for programmatic adjustments					UCIEP 5yr			CEA init.				CEA 1 yr				DIRECTOR /Accreditati on Coord.	**AAIEP Spring 1, 2009
Exit survey of students	Using exit survey, gather data for curricular and programmatic adjustments Determine: Do students feel they are learning what they need to learn to reach their goals? Review yearly at faculty meeting.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	DIRECTOR	completed surveys; meeting minutes
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.	curricular and programmatic adjustments					✓					✓				✓		DIRECTOR / GTA	annotated bibliography; report from director

**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>