### 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.

**Objective:** To ensure that all aspects of the educational program are reviewed on a periodic basis to assess effectiveness and to make necessary changes.

### Key/Legend:
- **W** = Writing
- **G** = Grammar
- **L** = Listening
- **S** = Speaking
- **R** = Reading
- **X** = activity should occur during this time frame
- **W/G** = Writing/Grammar
- **L/S** = Listening/Speaking
- **R** = Reading
- **X** = activity should occur during this time frame
- **Director/Coordinator/Faculty**
- **Memo on Class/Teacher Evaluations results, memo on Climate Survey results**
- **Self-appraisal and goal worksheet form, supervisor observation notes, performance appraisal document.**
- **Supervisor observation notes, performance appraisal document.**
- **Completed rubrics; meeting minutes, memos**
- **Completed teacher feedback forms, post-observation forms, meeting minutes, memos**
- **Survey results, memo on Climate Survey results**
- **Research results help determine exit criteria for highest proficiency level. Helps determine types of activities and skills most useful for the curriculum.**
- **Time Reports from faculty, committee meeting minutes**
- **Release Outcome report summary; Report to Accreditation Coordinator**
- **Completed rubrics; meeting minutes**
- **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 at-staff orientations facilitate assessment of the SLOs success and their appropriateness for various levels and skills areas. (see Review of Student Learning Outcomes in Plan for Review of Student Achievement.)

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**Expected output:** Academic Support Coordinator / Faculty

- **Outcome report summary; Release Time Reports from faculty, committee meeting minutes**

### Review methodology, syllabi, course overviews, levels, structure

**Using Teacher Feedback Form and Peer Observation data:** Identify curricular issues for adjustment. In addition, norming sessions done during at-staff orientations facilitate assessment of the SLOs success and their appropriateness for various levels and skills areas. Address issues in committee and faculty meetings and report in memos and minutes.

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**Expected output:** 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.

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**Expected output:** CIEP faculty

- **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

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**Expected output:** Director/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.

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**Expected output:** Director/Coordinator

- **Self-appraisal and goal worksheet form, 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

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**Expected output:** 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**

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**Expected output:** Director/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.**

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**Expected output:** All CIEP faculty and staff

- **Reports to the director / CIEP website**