

Plan for Review of Student Achievement	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
Writing/Grammar/Presentation Speaking/Listening Reading	Determine whether students meet top level (exit) criteria; whether outcomes are being met. Faculty committee meets annually to assess whether students are meeting established student learning outcomes which should lead them to have the language skills needed for study at the university. Coordinators retain Writing 7 papers, Listening 7 notes, Reading 7 Finals and Presentation (Grammar 7) rubrics for analysis.			W/G ✓					LS ✓					R ✓			Writing and Grammar Coordinators	assessment report; minutes; direct evidence of changes
																	LS Coordinator	assessment report; minutes; direct evidence of changes
																	Reading Coordinator	assessment report; minutes; direct evidence of changes
Review placement exam in addition to the ongoing editorial and curriculum related changes.	Review "move up" or "move down" rate for justified placement changes in initial placement. Conduct curricular review of placement exam at committee meetings.			✓					✓								DIRECTOR / Testing Coordinator	new exam materials; minutes
		ongoing															Testing Coordinator	
Review midterm and final exams/rubrics. (Random selection of 10 to 20 copies for analysis.)	Determine: During period indicated, track test items commonly missed; 1) determine source of commonly missed item, 2) outcomes commonly not met, 3) needed changes due to SLO changes, 4) accountability review – are teachers addressing required outcomes?, 5) editorial issues, 6) data from teacher/student feedback forms; minutes etc...	LS ✓					R/P ✓					W/G ✓					Testing Coordinator	new exam materials; minutes
Review of teacher created material for assessment: tests, rubrics, quizzes etc...	How? Conduct analysis of public drives as part of the review of products. Suggestion: Teachers submit portfolio at time of review. (Save a copy of all your materials – submit with review.)	R ✓					W/G ✓					LS ✓					Level Coordinators or their designees	new materials; minutes
Review rates of pass/fail; program graduation; retention; UNI admission; UNI entrance rates; review GPA – at UNI	SLO Assessment - Determine: program quality; outcomes quality How? Ongoing collection of data allows CIEP to analyze data in a variety of areas (see left) to make curricular and programmatic adjustments and support claims of quality.				✓					✓							DIRECTOR / Program Coordinator	statistical report; meeting minutes; examples of changes in any appropriate document
						✓					✓							
Teacher Feedback Form	Identify assessment issues for programmatic adjustments in assessment and curriculum; administer each term; address at faculty meeting		✓		✓			✓		✓			✓				DIRECTOR / Coordinators	completed forms; meeting minutes
Student Satisfaction Surveys	Identify assessment issues for programmatic adjustments in assessment and curriculum; administer each term; address at faculty meeting	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	DIRECTOR / Coordinators	completed forms; meeting minutes
Exit survey of students	Determine: Do students feel they have the skills to succeed outside of CIEP? How: identify assessment issues for programmatic adjustments in assessment and curriculum; address at faculty meeting	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	DIRECTOR / Program Coordinator	completed forms; meeting minutes
Outside evaluation of assessment.	UCIEP, AAIEP, CEA evaluation as a objective means to identify assessment issues for programmatic adjustments					UCIEP 5yr			CEA init.				CEA 1 yr				DIRECTOR / Accreditation Coord.	completed self studies; site visit reports; meeting minutes **AAIEP Spring 1, 2009
Review current research in assessment	Review research in the areas of SLA and Lang. Teaching as it impacts assessment; review sudden or slowly changing circumstances in the field, world events, UNI and other areas impacting assessment.					✓					✓					✓	DIRECTOR / GTA	annotated bibliography; report from director, evidence of (if changes are made)

KEY/LEGEND: ✓ = activity should occur during this time frame, W = Writing, G=Grammar (including W7Lab), LS= Listening/Speaking, R=Reading, Alternative Assessment review: pick random students and do yearly assessment in all areas ,