ELI PLANNING POLICY FOR STUDENT ACHIEVEMENT REVIEW

Under the initiative and oversight of the Director, the ELI faculty carries the ultimate responsibility for the curriculum, including assessment and reporting procedures. Faculty, therefore, constitute the personnel involved in review of assessment instruments, testing policies and procedures, and reporting systems. The Institute-wide formal and systematic planning process for review of student achievement and assessment involves four steps: a) gathering of data; b) reporting recommendations for goals based on analysis of the data; c) annual planning retreats where recommendations are considered, goals set, action plans and timelines developed, and d) implementation of recommended changes.

Gathering data: According to ELI's Bylaws, the primary responsibility for review and modification of assessment instruments, policies, and reporting systems is delegated by the faculty as a whole to the Testing Committee. According to our Bylaws, the Testing Committee "monitors and makes recommendations regarding all Institute placement, proficiency, or promotion tests. . .[and] develops new tests and reviews new and existing tests for validity and reliability."

The Testing Committee is required annually to review assessment instruments, assessment and reporting procedures, student performance and student satisfaction. They do so by gathering information from a variety of sources, including: Institute database records of student performance in the skill areas, institutional research data on matriculated students' performance, composite course evaluation data on student perceived progress on stated course objectives, surveys of faculty satisfaction with current instruments and procedures, and surveys of alumni satisfaction. In addition, the Testing Committee conducts periodic reliability studies of assessment instruments, reviews research in testing and language acquisition, and consults with the Curriculum and Textbook Committees.

Each fall, in Session I (September/October), the Testing Committee, in addition to carrying out its implementation plan from the previous year, solicits feedback and input from: a) faculty regarding their satisfaction with current assessment instruments; b) students through analysis of student assessment data, and c) related committees (Textbook, Technology, and Curriculum). In addition, as part of the process of their periodic peer reviews, faculty members must submit entire sets of their in-class assessment instruments for review by the Testing Committee via the Promotion and Peer Review Committee. The Testing Committee reports to the faculty in Session II (November/December) the initial outcomes of the data collection, identifying potential problem areas and seeking faculty input on recommendations for change.

Research: The Testing Committee researches the critical needs areas identified through data collection. If necessary, the Chair of the Testing Committee will petition the Director for support to attend conferences in support of additional research. Committee members distill the research to inform the final recommendations to be made in their annual report to the Director and their faculty colleagues. By the end of February, the committee chair provides the Director with a draft of a report, which is finalized and submitted to the faculty in April. This report includes: the committee's year-long accomplishments, results of its data gathering and research, and goals for the year(s) to come. These reports, along with any additional information supplied by the Director or others, provide the basis for deliberations at the annual retreat.

Annual planning retreats: In March, the Testing Committee Chair reviews with the director the tentative results of its annual report, prior to release of its finalized April submission to the faculty as a whole. In Session V, May, during the Institute's annual planning retreat, the Chair presides over sessions addressing student achievement and assessment issues stemming from the committee's annual report. Following the retreat, the Director charges the committee with developing implementation plans, inclusive of action steps and timelines for those goals which have been approved by the faculty.

Implementation: Within the timelines set at the retreat, committee will work toward completion of the goals, reporting back to faculty on a regular basis. If recommended changes are extensive, a two to three year implementation plan will be developed. All student achievement changes resulting from the process must be approved by the entire full-time faculty.

ELI SUMMARY STUDENT ACHIVEMENT PLANNING/ IMPLEMENTATION TABLE

AREA	GOAL	Who	ACTION STEP	WHEN	OUTCOME EVIDENCE
Student Achievement	Review of Assessment Instruments, Student progress, and Assessment policies	Testing Committee, with TC chair appointing member(s) to oversee data collection	1. Solicit feedback from all faculty on satisfaction of current assessment instruments and procedures. 2. Review in-class assessment instruments of faculty who are scheduled for peer reviews.* 3. Obtain from ELI administration data on student achievement as measured in course grades and end of session final testing. Review feedback from composite student course evaluations regarding perceived progress on learning outcomes. 4. Consult with Curriculum, Textbook, and Technology Committees on student achievement-related issues.	Session I (Sep/Oct) each year, to be completed by October 31st. *Peer review assessments are conducted in Session II November - December	Testing Committee Chair reports to the faculty in Session II (Nov/Dec) the outcome of action steps 1, 3, and 4, making preliminary recommendations for change (if any) and seeking faculty feedback on those recommendations.
	Research for Testing Revision	TC chair appoints member(s) to research findings.	1. Research identified areas for revision in Testing. 2. Seek support from Director, as necessary, to attend conferences in support of research. 3. Distill research to inform final recommendations.	Session II (November - December)	Submit to Director and Faculty a TC Report on activities of the committee in the calendar year, including specific recommendations for Testing revision.

Obtaining approval for recommended changes	TC Chair, or member(s) appointed by Chair	1. Report to Faculty findings of year-end report. 2. Preside over spring planning retreat sessions on Testing to develop goals for revisions. 3. Develop implementation plan once changes have received faculty approval.	1. Session III (January/February) 2. Session IV (March/April) 3. Session V (May/June)	Submission of Implementation Plan to Director and Faculty by end of June.
Testing Revision	Testing Committee	1. Work on each step of the implementation plan previously approved by the faculty	According to the dates set by the Implementation Plan	Submission of Testing Revisions for faculty approval.