Gaining involvement and support for assessment efforts can be a major challenge for institutions. Examining this challenge through a multi-frame perspective results in new insights and strategies.

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duplication of effort</td>
<td>Synthesize reporting requirements and formats</td>
</tr>
<tr>
<td>Unclear processes and roles</td>
<td>Establish clear reporting structures, timelines, and mechanisms for aggregating, analyzing, and using data</td>
</tr>
<tr>
<td>Lack of infrastructure</td>
<td></td>
</tr>
<tr>
<td>Not using data for decision-making</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment focused on compliance rather than learning and improvement</td>
<td>Involve stakeholders in decision-making and creating vision</td>
</tr>
<tr>
<td>Limited stakeholder involvement</td>
<td>Increase participation</td>
</tr>
<tr>
<td>Lack of expertise</td>
<td>Share information</td>
</tr>
<tr>
<td></td>
<td>Provide training and professional development</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fear of negative repercussions</td>
<td>Clarify expectations</td>
</tr>
<tr>
<td>Concerns about increased workload</td>
<td>Provide opportunities for discussion and input</td>
</tr>
<tr>
<td>Resistance to change</td>
<td>Identify supporters</td>
</tr>
<tr>
<td></td>
<td>Negotiate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of common vision</td>
<td>Communicate and celebrate success through awards, showcase events, and celebrations</td>
</tr>
<tr>
<td>Belief that assessment work is devalued</td>
<td>Connect assessment to institutional culture and symbols</td>
</tr>
<tr>
<td>No culture of assessment</td>
<td>Use data for decision-making</td>
</tr>
</tbody>
</table>

Maureen Andrade
Associate Vice President, Academic Programs
Utah Valley University
Leading Assessment-Based Change—Strategies for Faculty Buy-In and Development

2012 Assessment Institution in Indianapolis
October 28-30

Dr. Maureen Andrade, Utah Valley University
“Gaining faculty involvement and support remains a major challenge.”

What schools need to more effectively assess and use student learning outcomes –

“More faculty engagement, with 66% of the schools saying this would be helpful in assessing learning outcomes.”

“About four-fifths of provosts at doctoral-research universities reported greater faculty engagement as their number one challenge.”

(Kuh & Ikenberry, p. 24)
Reasons for Resistance

- Restricts Academic Freedom
- Waste of Resources
- Fear of Consequences
- Increased Workload
- Not Linked to Tenure/Rank
- Threatens Status Quo
Challenges

- Compliance
- Aiming low
- Not using results for decision-making
- No broad involvement

Change

- Disrupts patterns
- Creates uncertainty
- Results in confusion, anxiety, feelings of incompetence, withdrawal

Examples

- Implementing university-wide student learning outcomes
- Identifying core themes
- Adopting ePortfolios
- Using assessment software
“People only support what they create”
(Wheatley, 2005, p. 89).
Multiframe Thinking

“Multiframe thinking requires moving beyond narrow, mechanical approaches for understanding organizations” (Bolman & Deal, 2008, p. 19).

“The frames can be used as tools for expanding understanding, balancing alternatives, and finding new options and strategies” (Andrade, 2011, p. 219).
- Structural
- Human Resource
- Political
- Symbolic

(Bolman & Deal, 2008)
# Structural Strategies

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment at various levels across the institution (e.g., program, general education, institutional) may involve unnecessary duplication and effort.</td>
<td>Align assessment efforts by linking assessment outcomes, considering the multiple purposes for which data is needed, and allowing for flexibility in reporting formats; consider software that allows for tracking of learning outcomes and use of standardized scoring rubrics.</td>
</tr>
<tr>
<td>No existing infrastructure for assessment work.</td>
<td>Consider roles and responsibilities to create layers of accountability and support at the program, college/school, and institutional levels, and provide opportunities for greater involvement.</td>
</tr>
<tr>
<td>No common reporting template, established deadlines, or system for data collection and review.</td>
<td>Design appropriate processes and procedures for planning, collecting and reviewing data, implementing needed changes, and reporting (e.g., design a common template, set deadlines, establish a system for regular review of information).</td>
</tr>
<tr>
<td>Lack of experience of general assessment principles related to identifying outcomes and means of assessment.</td>
<td>Provide guidelines and training to increase understanding regarding expectations in terms of number of outcomes, number and types of measures, use of course objectives, rotation of outcomes, use of self-report data, etc.</td>
</tr>
</tbody>
</table>

(Andrade, 2011)
## Assessment Software

<table>
<thead>
<tr>
<th>Home</th>
<th>Planning</th>
<th>Program Review</th>
<th>Accreditation</th>
<th>Faculty Credentials</th>
<th>Implementation &amp; Support</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategic and Annual Planning</strong></td>
<td><strong>Pre-loaded Templates</strong></td>
<td><strong>Provide Evidence</strong></td>
<td><strong>Advanced Reporting</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Strategic and Annual Planning**: Organize planning documents and reports at the institutional, divisional, or departmental level.
- **Pre-loaded Templates**: Accreditation and program review templates are pre-loaded and kept up-to-date as standards change.
- **Provide Evidence**: Document assessment efforts and provide detailed information about methods, results, and action plans.
- **Advanced Reporting**: Create role-based reports that showcase campus achievements and institutional effectiveness.

Guide strategic planning, program review, learning outcomes assessment, and preparation for accreditation.
**CREATIVE THINKING VALUE RUBRIC**

For more information, please contact value@aaecn.org

**Definition**

Creative thinking is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reading, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

<table>
<thead>
<tr>
<th></th>
<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Acquiring Competencies</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This step refers to acquiring strategies and skills within a particular domain.</td>
<td>Reflect: Evaluates creative process and product using domain-appropriate criteria.</td>
<td>Create: Creates an entirely new object, solution or idea that is appropriate to the domain.</td>
<td>Model: Successfully reproduces an appropriate exemplar.</td>
</tr>
<tr>
<td><strong>Taking Risks</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May include personal risk (fear of embarrassment or rejection) or risk of failure in successfully completing assignment, i.e. going beyond original parameters of assignment, introducing new materials and forms, tackling controversial topics, advocating unpopular ideas or solutions.</td>
<td>Actively seeks out and follows through on untested and potentially risky directions or approaches to the assignment in the final product.</td>
<td>Incorporates new directions or approaches to the assignment in the final product.</td>
<td>Stays strictly within the guidelines of the assignment.</td>
</tr>
<tr>
<td><strong>Solving Problems</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not only develops a logical, consistent plan to solve problem, but recognizes consequences of solution and can articulate reason for choosing solution.</td>
<td>Having selected from among alternatives, develops a logical, consistent plan to solve the problem.</td>
<td>Considers and rejects less acceptable approaches to solving problem.</td>
<td>Only one single approach is considered and is used to solve the problem.</td>
</tr>
<tr>
<td><strong>Embracing Contradictions</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrates alternate, divergent, or contradictory perspectives or ideas fully.</td>
<td>Incorporates alternate, divergent, or contradictory perspectives or ideas in an exploratory way.</td>
<td>Includes (recognizes the value of) alternate, divergent, or contradictory perspectives or ideas in a small way.</td>
<td>Acknowledges (mentions in passing) alternate, divergent, or contradictory perspectives or ideas.</td>
</tr>
<tr>
<td><strong>Innovative Thinking</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Novelty or uniqueness (of idea, claim, question, form, etc.)</td>
<td>Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.</td>
<td>Creates a novel or unique idea, question, format, or product.</td>
<td>Experiments with creating a novel or unique idea, question, format, or product.</td>
</tr>
<tr>
<td><strong>Connecting, Synthesizing, Transforming</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Transforms ideas or solutions into entirely new forms.</td>
<td>Synthesizes ideas or solutions into a coherent whole.</td>
<td>Connects ideas or solutions in novel ways.</td>
</tr>
</tbody>
</table>
Adapted from Walvoord, 2011.
## Human Resource Strategies

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment focused on compliance rather than learning and improvement (e.g., setting goals that are easily met or continually meeting goals without exploring additional outcomes or means of assessment).</td>
<td>Involve others in creating vision; inspire creativity through the good to great approach; provide support and resources to accomplish the vision.</td>
</tr>
<tr>
<td>One person managing assessment in a program or department rather than wide stakeholder involvement.</td>
<td>Encourage broad involvement through sharing and discussion of information; use of committees; inclusion of outcomes on course syllabi.</td>
</tr>
<tr>
<td>Fear that assessment information will be used in negative ways (e.g., to discontinue programs or eliminate positions).</td>
<td>Hold open meetings for demonstrating the importance and use of assessment results, proposing improvements, and requesting needed funding to support accomplishment of goals.</td>
</tr>
<tr>
<td>Lack of expertise in writing outcomes, developing tests, collecting and analyzing data.</td>
<td>Provide professional development opportunities and rewards for involvement.</td>
</tr>
</tbody>
</table>

(Andrade, 2011)
Create Vision

<table>
<thead>
<tr>
<th>Superior performance</th>
<th>Being efficient and delivering results related to the organization’s mission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinctive impact</td>
<td>Making a unique contribution; if the organization disappeared, it would leave a void</td>
</tr>
<tr>
<td>Lasting endurance</td>
<td>Delivering exceptional results over the long term</td>
</tr>
</tbody>
</table>

(Good to Great and the Social Sectors, Jim Collins)
<table>
<thead>
<tr>
<th>Monday 5/7</th>
<th>Tuesday 5/8</th>
<th>Wednesday 5/9</th>
<th>Thursday 5/10</th>
<th>Friday 5/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 - 9:45</td>
<td>introductions via <a href="#">guided</a> small &amp; whole group work.</td>
<td>→ ?’s + sharing homework</td>
<td>optional workshop w/ bonnie</td>
<td>→ share, small groups</td>
</tr>
<tr>
<td>9:45 - 10:00</td>
<td>→ Forecast nature of ePortfolio pilot at UVU (Signature Project -- “significant across sections” &amp; significant relative to Critical Thinking Outcomes + Reflection)</td>
<td>→ bonnie on “guided reflection”</td>
<td>@ home</td>
<td>→ share, whole group</td>
</tr>
<tr>
<td></td>
<td>→ bonnie: options for the ePortfolio (Canvas, Weebly, WordPress, Yola).</td>
<td>→ Mike Harper on future vision (Phase 2 ...). WordPress.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
AAC&U sponsors a variety of continuing programs—meetings, workshops, and summer institutes for campus teams—that bring together college educators from across institutional types, disciplines, and departments. AAC&U activities nurture the talents and creativity of higher education’s current and future leaders. Attendees of recent meetings have described them as powerful and transformative—providing participants with innovative ideas and practices, and shaping the direction of their educational reform efforts.

**ANNUAL MEETING**

Each year, the Annual Meeting provides a broad, national framework and setting for approximately 1,800 attendees interested in higher education—including presidents, academic administrators, faculty members, policy leaders, and student affairs administrators—to gain a deeper understanding of current research, national trends, and innovative approaches to undergraduate education reform. Join us at our [2013 Annual Meeting](#) in Atlanta, Georgia.

**NETWORK FOR ACADEMIC RENEWAL**

The Network for Academic Renewal offers an annual series of working conferences collaboratively designed and led by members of the higher education community. These conferences provide an opportunity for faculty, administrators, and student affairs educators to

**2012–2013 MEETINGS**

- **Modeling Equity, Engaging Difference: New Frameworks for Diversity and Learning** in Baltimore, Maryland—October 18-20, 2012
- **Next Generation STEM Learning: Investigate, Innovate, Inspire** in Kansas City, Missouri—November 8-10, 2012
- **2013 Annual Meeting: The Quality of U.S. Degrees: Innovations, Efficiencies, and Disruptions—To What Ends?** in Atlanta, Georgia—January 23-26, 2013
- **General Education and Assessment: A Sea Change in Student Learning** in Boston, Massachusetts—February 28-March 2, 2013
- **Student Success and The Quality Agenda** in Miami, Florida—April 4-6, 2013
## Political Strategies

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conflict, protection of the status quo, individual agendas.</td>
<td>Encourage diversity of opinion through a supportive environment and opportunities to negotiate, resolve differences, and compromise; create diverse teams.</td>
</tr>
<tr>
<td>Concerns about increased work load related to assessment responsibilities.</td>
<td>Be willing to negotiate in terms of reassigned time, deadlines; hire needed personnel; encourage embedded assessment; provide models for unfamiliar tasks.</td>
</tr>
<tr>
<td>Lack of progress by committees; lack of decision-making and results.</td>
<td>Manage coalitions by forming teams to accomplish specific tasks; identify appropriate participants and reporting deadlines.</td>
</tr>
</tbody>
</table>

(Andrade, 2011)
Department/Course: MATH1050/ College algebra

Assessment Period: Fall 2012

Intellectual & Practical Skills

UVU General Education Mission Statement
General Education assists students to become independent, creative, and productive learners. The knowledge and skills gained from General Education provide a broad educational background that benefits students for a lifetime, regardless of their career paths.

Intellectual & Practical Skills Foundation – Essential Learning Outcome (ELO)
A student will acquire a foundation of intellectual and practical skills including communication, quantitative reasoning, qualitative reasoning (critical, analytical, and creative thinking), and technical and information literacies.

<table>
<thead>
<tr>
<th>GE Essential Learning Outcome</th>
<th>Plan</th>
<th>Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013: Critical Thinking</td>
<td>Course Objectives or Outcomes which align with Critical Thinking</td>
<td>Means of Assessment: Signature Assignment &amp; Rubric</td>
</tr>
<tr>
<td></td>
<td>Plan submission date:</td>
<td>Submitted by:</td>
</tr>
</tbody>
</table>


Position: Assistant Program Director - Institutional Effectiveness and Planning

Grade | Department | Position type | Position Number
----- | ---------- |-------------- |----------------
43    | 1CA - Department not found | Full-time | A390680

Job Number | Class | Reviewed on
----- | ----- | ------
3963 - 001 | Exempt | 05/01/2009

Position Summary:
Under the direct supervision of the Director - Institutional Effectiveness, the Assistant Program Director will: execute a variety of enterprise assessment and planning activities and projects that ensure administrative and operational effectiveness; support the Director in the management, coordination, development and maintenance of institutional strategic and master plans, outcomes assessments, and quality improvement initiatives.

Essential Functions, Major Duties, and/or Accountabilities:
- Assist in managing, developing, designing, and maintaining at all levels of the institution, a systematic and integrated planning, outcomes assessment, evaluation, and quality improvement program that will support internal, state, and regional accreditation needs.
- Assist in establishing and maintaining web based reporting systems including e-portfolios, internal institutional effectiveness reports, program review data, etc.
- Provide creative, competent, and technical leadership and vision for a comprehensive university wide assessment and total quality improvement program, ensuring that divisional specific outcomes are measured.
- Support university administration in the development, coordination, maintenance and evaluation of the university’s strategic planning process and regional accreditation activities.
- Assist in planning, designing, consulting and training faculty, staff, and administrators on current and innovative practices designed to increase knowledge and skill in assessment, planning, and quality improvement through workshops and other development programs.
- Assist in managing assessments and total quality improvement information for internal and external decision support including Institutional Effectiveness and Planning web pages.
- Provide strong administrative support to the Director of Institutional Effectiveness and Planning and represent Institutional Effectiveness and Planning on various university committees.
- Provide leadership for the continuous quality improvements of institutional programs and services.
- Create and manage budgets.
- Perform miscellaneous duties as assigned.

The duties and responsibilities of the Assessment Coordinator include the following:

1. Serves as the primary point of contact for the department with regard to academic assessment
2. Serves as a liaison between the department and the Academic Assessment Specialist
3. Facilitates conversations with the departments to identify outcomes and means of assessment, as well as interpret results and create initiatives for improvement.
4. Works with the respective department to create and revise annual assessment plans and reports at the program and course levels
5. Submits assessment information from the department to the Academic Assessment Specialist
6. Receives training on, and utilizes, assessment software to maintain current program outcomes and assessment information for the department
7. Attends coordination meetings with the Academic Assessment Specialist as applicable
8. Other tasks as needed
The Learning Portfolio
Reflective Practice for Improving Student Learning
SECOND EDITION
John Zubizarreta

Learning Circle
## Symbolic Strategies

<table>
<thead>
<tr>
<th>Challenge</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Need to unite around a common vision and set of values.</td>
<td>Focus on institutional mission by making it central to assessment work and encouraging individual programs to demonstrate their contributions toward it.</td>
</tr>
<tr>
<td>A focus on assessment rather than learning and improvement.</td>
<td>Cultivate a culture of learning by uniting constituents around key aspects of the institution’s mission that directly affect them.</td>
</tr>
<tr>
<td>Belief that assessment is not valued by the institution and that information from assessment activities is not used.</td>
<td>Communicate success through the inclusion of assessment outcomes and highlights in documents such as course syllabi, newsletters, marketing materials, and websites, and at special events.</td>
</tr>
<tr>
<td>Assessment efforts are not part of institutional culture.</td>
<td>Celebrate success with award ceremonies, transition rituals, showcase events; develop related grant programs, tenure/promotion criteria; support presentations and publications on assessment topics.</td>
</tr>
</tbody>
</table>

(Andrade, 2011)
Core Themes and Objectives (Endorsed by Trustees June 2010)

**Student Success**
- **SS.1** UVU supports students’ preparation for and achievement of academic success at the university.
- **SS.2** UVU provides a meaningful and well-rounded university experience.
- **SS.3** UVU prepares students for success in their subsequent academic, professional, and lifelong learning pursuits including serving as leaders, people of integrity, and stewards of their communities.

**Engaged**
- **E.1** UVU faculty and staff engage students using real-world contexts within the curriculum and activities outside the classroom to increase professional competence and confidence.
- **E.2** UVU fosters partnerships and outreach opportunities that enhance the regional, national, and global communities.
- **E.3** UVU serves as a portal of civic engagement and an engine of regional economic and business development.
Poster Displays
Aloha Center Mall
Setup - March 25, 9:00 a.m. - 12:00 noon
Display - March 25 - 28, 2008

Awards Reception
Aloha Center Mall
Thursday, March 27, 2008 at 4:00 p.m.

Welcome .................................................................Glade Tew
Invocation ..............................................................Kaliki Unga
Awards .................................................................Kevin Schlag & Glade Tew
Department Awards
Poster Display Awards - TBA
Mahalo Nui Loa Award

2007-2008 University Assessment Committee (UAC)

Chair: Glade Tew (Accounting)
Co-Chair: Kevin Schlag (LIS)
Committee Members
Bill Neal (Institutional Research)
Paul Freeborn (Assessment & Testing)
Karen Miller (Academic Advising)
Helena Hannonen (International Business)
Fairira McCarthy-Stone (Counseling)

Stephen Hancock (English)
Scott Hyde (Mathematics)
Troy Smith (Political Science)
Kaliki Unga (CDC)
Mark Cannon (Biochemistry)
Hiagi Wesley (Education)

Previous UAC Officers
Chair: Mark James (English Language Teaching and Learning)
Co-chair: Araipata Meha (Admissions)
Co-chair: John Elkington (Housing)

2008 Best Practices Awards

Campus Distribution Center - For consistent application of best practices in efforts to engage departments in improving services.

Career Services – For continuously learning and adopting the assessment process to fit department needs and working hard to make improvements.

Information Systems (now Computer & Information Sciences) – For consistent efforts to document evidence of student learning and adapt to the needs of students.

Biochemistry, International Business Management and Religious Education – For much improved efforts in assessing student learning this past year.

Housing – For active department involvement in assessing efforts to provide a quality residential environment for students living on campus.

Math – For engaging all department faculty in assessment practices and sustaining a culture of evidence.

Purchasing & Travel – For application of assessment practices within the department and continuously using feedback to improve service to customers.

Mahalo Nui Loa Award – This year we recognize Maureen Ancrude for her consistent efforts in assessment over the years, for actively engaging in her department, and for providing 100% documentation for TESOL Department’s ePortfolio.

We wish to express our appreciation to all individuals and departments for their assessment efforts and support this year. Special appreciation is extended to those who prepared a poster for their department!
EIL PROGRAM

Mission Statement
The mission of the TESOL program is to educate and prepare individuals who leave the institution knowledgeable in the factors and issues which inform second language education, are capable of teaching English as a Second Language, and have the skills necessary to respect, work with, and live among diverse cultures and populations of learners while promoting better communication and world peace.

Outcome
Graduating TESOL majors will be familiar with and know how to apply language learning technology.

Means of Assessment
One lesson plan of the ten plans submitted by students in the TESOL 480 course will include the use of language learning technology. The lesson plan will be included in students’ electronic portfolios and given a “satisfactory” rating or better by two department faculty members.

Findings
- We realized that students who were enrolled in TESOL 480 (practicum) were not concurrently enrolled in TESOL 490 (the portfolio class), so they had not yet developed their electronic portfolios; in lieu of this, we had students submit hard copies of their lesson plans.
- We also found that the portfolio rubric was not sufficient for evaluating the lesson plans; so we developed a separate rubric for this.
- 77% of the students received a satisfactory rating; 23% of the students did not use technology, or listed it, but did not explain how it would be used in the lesson.

What We Learned
The majority of students are meeting this outcome according to the stated measure; however, the types of technology they are using are limited (e.g., PowerPoint, CDs, DVDs). Also, students do not always indicate clearly how the technology assists them in accomplishing lesson objectives.

Implementation and Impact
- Have students submit hard copies of lesson plans from the TESOL 480 class for assessment purposes and later put them in their electronic portfolios when they take TESOL 490.
- Continue to help students focus on why and how they are using technology in their teaching and expand their repertoire of possible technologies for language teaching.
- Provide students with a copy of the lesson plan rubric so that they can better understand our expectations.

What We Learned
From these results we learned that students are largely satisfied with their EIL experience but the program is not perfect.

Implementation and Impact
As a result, we determined to focus on instructor in-service training to strengthen teaching skills, ensure teachers focus on course objectives, and find ways to challenge and motivate students. We remain mindful of issues related to length of stay in EIL courses and helping students move ahead with general university courses as soon as possible. On-going refinement of final exams will allow increasing accuracy in our ability to assess students’ skills.

Department Mission
To assist students who are nonnative speakers of English in accomplishing the goals envisioned in BYU Hawai’i’s mission statement by helping them develop the English language skills necessary for success at the University.

Outcome
One of the outcomes for our department was that students will recognize that the EIL program was beneficial in assisting them with the English language proficiencies necessary for success at the University.

Means of Assessment
We chose two ways to measure the outcome:
1. University Graduation Survey
2. Focus Groups

Result #1
79% of former EIL students rated their overall experience in EIL as “Good,” “Very Good,” or “Excellent”

Result #2
81% of former EIL students rated the quality of teaching in the EIL program as “Good,” “Very Good,” or “Excellent”

Result #3
79% of former EIL students felt the length of time spent in the program was appropriate.

Result #4
79% of former EIL students felt the level of preparation provided by the EIL program as “Good,” “Very Good,” or “Excellent”

Result #5
Focus group comments were largely positive citing the value of EIL in linguistic growth and overall adjustment. Negative comments focused on perceived problems with assessment measures, repeating classes, and teaching quality. Personal motivation and attitudinal problems also apparent.
References