

Evaluation of the New Writing/Grammar Curriculum – the Culture and Intensive English Program at the University of Northern Iowa

Submitted to:
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An earlier draft of this program evaluation report was submitted to fulfill the requirement for Program Evaluation Practicum class at the University of Iowa under the supervision of Professor Donald Yarbrough.

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EXECUTIVE SUMMARY

In an effort to continuously improve their program, the Culture and Intensive English Program (CIEP) at the University of Northern Iowa (UNI) plans to regularly review its curricula and student assessments. The stated goal for the regular review is to “result in possible programmatic adjustments in assessment, curriculum, and the overall program, which will bring about improvement in the student learning.” This effort for program improvement began with the writing/grammar curriculum review project in 2012-2013 academic year.

This evaluation study was conducted as a requirement for Program Evaluation Practicum course at the University of Iowa. I, the evaluator, am a graduate student being trained in program evaluation. I served as the third party evaluator for this project. I hold a Bachelor of Arts and Master’s of Arts degrees in Teaching English to Speakers of Other Languages from UNI and worked for one year at the CIEP, thus I am familiar with the program and its staff. For this evaluation project, I worked under the supervision of Professor Donald Yarbrough, Ph.D, who also serves as the director of the University of Iowa Center for Evaluation and Assessment (CEA).

This evaluation was conducted for the following purposes:

- 1) To evaluate the effectiveness of the new writing/grammar curriculum,
- 2) To document the revision and implementation processes to help inform subsequent review processes.

This report focuses on the events that transpired during the writing/grammar curriculum revision process, which officially started in August 2012 and ended in May 2013, and the full curriculum implementation that began in August 2013. During the evaluation (January-April, 2014), the new writing/grammar curriculum was in its third term of implementation. Additionally, this report provides an account of the effectiveness of the new writing/grammar curriculum as perceived by the stakeholders: instructors, students, and program alumni.

As part of the evaluation, participating instructors, students, and program alumni were surveyed about their opinions regarding the effectiveness of the new writing/grammar curriculum and materials and the teaching learning and process in the writing classrooms. In addition to the survey, interviews with participating instructors, program alumni, key administrators, and writing/grammar curriculum committee members were conducted.

Three intertwining themes emerged from the interviews with key administrators, writing committee members, and instructors with regards to the events that transpired during the revision and implementation processes. These themes are administrative support, lack of time and competing priorities, and organizational climate.

Results from the surveys and interviews with instructors, program alumni, and students indicated that participants found the overall new curriculum to be effective in meeting the writing needs of the students. Program alumni surveyed also found that the writing skills they learned in their writing classes at the CIEP helped them succeed in their academic classes. Students enrolled in

the program at the time of the evaluation also anticipated that the grammar structures and writing skills they learned would help them meet academic writing demands.

There were differing opinions regarding the newly adopted textbooks. The majority of the instructors agreed that the grammar textbooks were effective in meeting the needs of their students, however, only half of them agreed that the writing textbooks were effective in meeting the needs of their students. The majority of program alumni and students in levels 4-6 indicated they found both the grammar and writing textbooks to be effective in meeting their needs.

In level 7, students did not use the same textbook series as students in the other levels. Rather, they used a course packet developed by the program, which was also recently modified by the writing committee members. Overall, level 7 students found the course packet to meet their needs.

Participating instructors commented that early in the implementation, there were concerns regarding the lack of standardized midterm and final exams. However, during the time of the evaluation, the majority of the instructor survey participants reported that they found the grammar and writing exams to measure what their students knew and the content of the exams reflected important grammar structures and writing skills. Likewise, students and program alumni reported that the grammar and writing exams reflected the materials they learned in class.

Participating instructors also brought up concerns regarding grading inconsistencies of the standardized examinations and the new rubric system. Additionally, they indicated that the current placement exams needed updating.

Regardless of setbacks during the revision process and early implementation, and concerns regarding certain aspects of the new writing/grammar curriculum, the project evaluation found that overall, stakeholders considered the new curriculum to be effective in meeting the needs of the students. Administrators and participating instructors indicated that they would continue addressing issues related to the new curriculum.

PROGRAM AND CONTEXT DESCRIPTION

This section of the evaluation report provides descriptions of the program and background context to the writing curriculum revision project. Content analysis of program literature and other documents, as well as interviews with program administrators and instructors informed the writing of this section (Table 1 for data sources).

Table 1. Data Sources for Program and Context Description

Documents Analyzed	Interviews
Self-study report Program literature Class syllabi E-mail correspondence with the academic support coordinator Syllabus study	Program director Academic support coordinator Instructors

The Culture and Intensive English Program (CIEP) is a sub-unit of the Office of International Programs at the University of Northern Iowa (UNI), a small state university in Cedar Falls, Iowa. In 2013, UNI enrolled approximately 12,000 students, 520 of whom were international students (http://www.regents.iowa.gov/Meetings/DocketMemos/13Memos/October2013/1013_ESAC02.pdf). According to the program director, in Spring 2014 semester, the CIEP's enrollment consisted of approximately 120 students from 16 different countries.

At the time of the evaluation, the CIEP was led by the program director, Phil Plourde¹. Another key administrator of the program was Mike Williams, the academic support coordinator. The instructional staff of the CIEP is divided into three categories: academic support specialists, program assistants, and graduate teaching assistants (GTAs). Figure 2 presents the organizational structure of the program.

¹ Phil Plourde no longer directs the CIEP; however, he will be referred to as the program director for the purpose of this evaluation report. The current director of the CIEP is Carolina Coronado-Park.

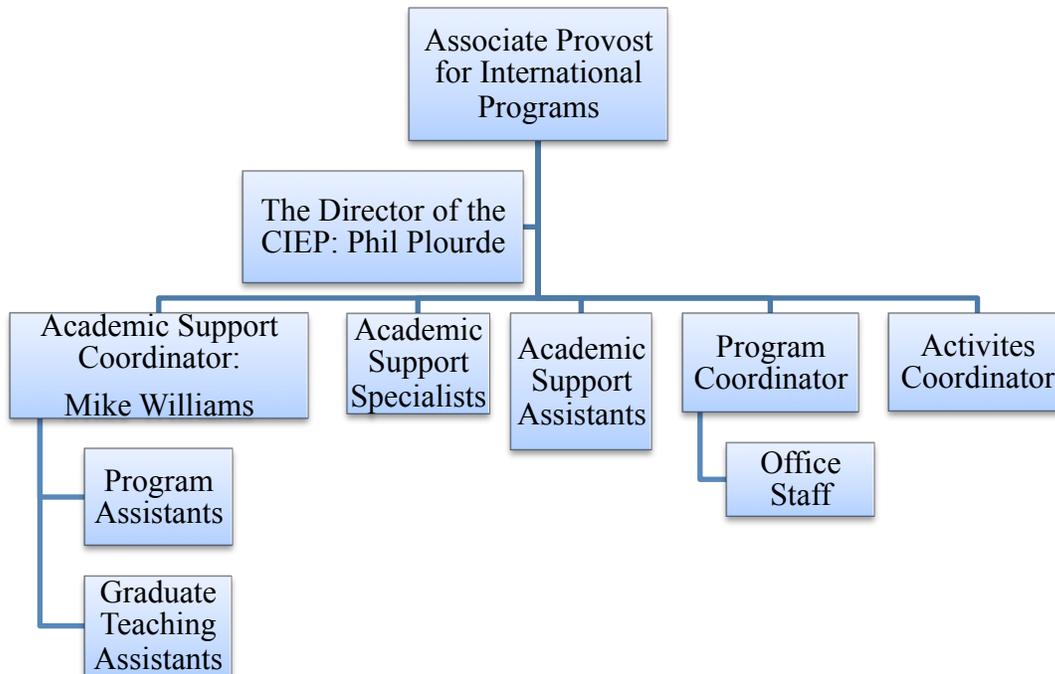


Figure 1: Organizational Chart of the CIEP

Academic support specialists hold at least a Master’s of Arts (MA) degree in Teaching English to Speakers of Other Languages (TESOL) or other related areas, and have a minimum of four academic semesters of full-time ESL teaching experience in the United States prior to employment or promotion within the program. They report directly to the program director. The academic support assistant position also requires a graduate degree in TESOL or other related areas, but there is no minimum amount of experience requirement. The program assistant position is a one-year contract position. The CIEP is currently seeking to extend their appointment for longer than one year. Program assistants usually have their TESOL degrees or may be working towards their degrees. Having previous language teaching experience is also preferable. Program assistants are supervised by the academic support coordinator. Additionally, the CIEP may employ GTAs, as assigned by the Graduate College of UNI. GTAs are students pursuing an MA degree in TESOL at UNI. They also work under direct supervision of the academic support coordinator, as well as the TESOL practicum coordinator.

Typically, students enrolled at the CIEP are those preparing to enter a higher education institution in the United States, or students already enrolled in academic classes at UNI who need additional assistance in improving their English language proficiency. According to the program literature, the mission of the CIEP is to “provide nonnative speakers of English with intensive English-language instruction and a cultural, social, and academic orientation to the United States.”

Operating in 8-week-terms (Fall 1, Fall 2, Spring 1, Spring 2, and Summer terms), the CIEP offers seven levels of English for academic purpose (EAP) classes in listening/speaking, writing

(which includes a grammar component), and reading. Even though the CIEP is an EAP-oriented program, in the lower levels (Bridge through level 3), instruction is geared toward general English language skills. The lowest level, Bridge, is intended for students with very little background in English language instruction. At times, students placed in Bridge classes are not familiar with the English alphabet system and may need to stay in the level for more than one term before they can be promoted to the next level, level 2. In levels 4 to 7, students receive English language instruction with an emphasis on academic literacy and general academic skills (e.g., academic speaking strategies, note taking strategies). Students who successfully complete the highest level, level 7, are considered academically and linguistically ready to participate in academic classes at a higher educational institution in the United States, particularly at UNI. Students typically take a total of four hours of classes per day broken down into one hour of listening/speaking, one hour of reading, and two hours of writing.

Prior to the beginning of each term, new students are required to take the program's placement tests. The results of the placement tests are manually scored by the program instructors using pre-established rubrics and guidelines. Students are then placed in their leveled classes based on the results. In class, students' performance is measured through attendance, in-class activities, quizzes, chapter tests, assignments, and standardized midterm and final exams (the percentages for each component vary depending on the language skill and level). Promotion to the next level requires a minimum of 73%, or a C, as their final grade. Students enrolled in level 5 classes or higher have the option to take an institutional TOEFL administered once per term. If they achieve the required score for admission at UNI, they can proceed to enroll in academic classes. Those who successfully complete the program (i.e., complete level 7 classes) receive a Certificate of Completion.

Accreditation History

It was reported that the accreditation process at the CIEP began in 2006, when an academic support specialist who served as a commissioner for the CEA, Tom Riedmiller, saw the benefits for the program to re-examine the program components and seek accreditation. These efforts began under the direction of the former program director, Dr. Robert Pesek. After Dr. Pesek resigned in 2007, Mr. Plourde, originally appointed as the interim director of the program, halted the process in order to focus on more immediate affairs of the program, in particular the sudden increase in enrollment of students from Saudi Arabia. Many of these students came to the United States through an international scholarship program initiated by King Abdullah of Saudi Arabia (Knickmeyer, 2012).

According to the program director, the large number of Saudi students enrolled in the program brought an unanticipated change in the student demographics from relatively balanced representation of nationalities to predominantly Saudis. Some of these new students needed a more extensive language instruction as they came with little to no skills in English.

In 2010, after the passing of the Accreditation Act, the program director resumed the effort to seek accreditation from the Commission of English Language Accreditation. By this time, Mr. Plourde had been appointed as the permanent director of the program. As a part of accreditation process, full-time instructors formed committees to examine the alignment of the teaching practices and materials with the mission of the program. The committees were also tasked to develop student learning outcomes (SLOs) based on the writing and grammar textbooks used at

the time. This initial accreditation process was led by Mr. Riedmiller. He also served as the self-study coordinator for the accreditation. According to an instructor, shortly after the initial accreditation was obtained, the committees were disbanded so instructors could return to focusing on their teaching responsibilities.

The program director recognized the importance of having a person to lead the subsequent accreditation processes and to be in charge of the curricula. Accordingly, he created an academic support coordinator position after the initial accreditation was obtained. An academic support specialist at the program, Mike Williams, competed for the position and was hired in 2011. The original responsibilities of the academic support coordinator included being in charge of the curricula, teaching one course at the program as needed, counseling students on program-related and acculturation issues, supervising program assistants, and completing self-studies and other reports for accreditation purposes.

To continue the efforts to improve the program for the next round of accreditation, in the spring semester of 2012, an academic support specialist, Lauren Rein, received release time to investigate the expectations of academic professors across UNI. For this study, a preliminary survey was sent to professors in 13 different departments at UNI. Ms. Rein also conducted individual interviews with the professors and analyzed class syllabi. In the survey and interviews, participating professors were asked questions related to reading, writing, and speaking demands in the classroom and homework assignments. Analysis of the data indicated that there was a gap between the learning objectives of the program and what the students were expected to know in their academic classrooms at UNI. As a result, Ms. Rein proposed the program make some curricular changes. The findings from this study were intended to inform subsequent curriculum revision processes.

The Writing Curricula

In the past, the CIEP had offered two hours of listening/speaking class, one hour reading, and one hour of writing. Grammar instruction was included as a component of the writing class. However, instructors reported there was not enough time to cover all the writing and grammar outcomes. Under the direction of Dr. Pesek, the CIEP decided to separate writing and grammar into two classes, each lasting one hour a day. The time allotment for the listening/speaking class was reduced to one hour a day.

Although grammar and writing were separate classes, the skills taught built upon each other. Therefore, students were required to pass both classes in order to be promoted to the next level of either class. During interviews with administrators and curriculum committee, they commented that this policy created confusion among students who passed one class but not the other. It was then decided to combine the writing and grammar classes into a two-hour writing/grammar class, with an emphasis on writing skills. The grammar structures taught were intended to support students' writing. For the newly combined writing/grammar class, 60% of the students' final grade came from the writing portion and the other 40% was from the grammar portion. Other than this, however, no other changes were made to the writing/grammar curriculum. Materials and textbooks were kept the same. At this time, instructors were free to use or adapt any tests developed by other instructors. Alternatively, they could create their own.

In the summer of 2012, the program director contacted two academic support specialists, Gail Farber and Carol Johnston, and requested that they form a new writing/grammar committee. His intention was to have the two instructors work together with the academic support coordinator, Mr. Williams, in revising the writing/grammar curriculum. The program director instructed the committee members to re-examine and modify the writing and grammar outcomes to better reflect the mission of the program and the SLOs developed in 2010. The purpose was to improve the writing curriculum in light of the findings from the survey and interview with UNI faculty.

Prior to the start of the curriculum revision project, the committee consulted other instructors in the program for concerns or suggestions they might have regarding the writing/grammar classes. According to the committee members, feedback from the instructors indicated that the curriculum needed to allow more time to cover all the existing outcomes. During this time, the committee members also simultaneously began the revision project by reviewing the outcomes for level 7 (see Figure 2 for chronology of activities). In addition to the feedback from instructors, the committee stated that they used the results from the interviews with UNI faculty and course syllabus analysis conducted in 2012. They also used the Common Core State Standards for Language Art as a reference to the skills American students were expected to have acquired upon graduating from high school. The committee’s intention was to include those skills in the new curriculum to ensure that graduates of the CIEP were equipped with the same writing skill set as their American counterparts.

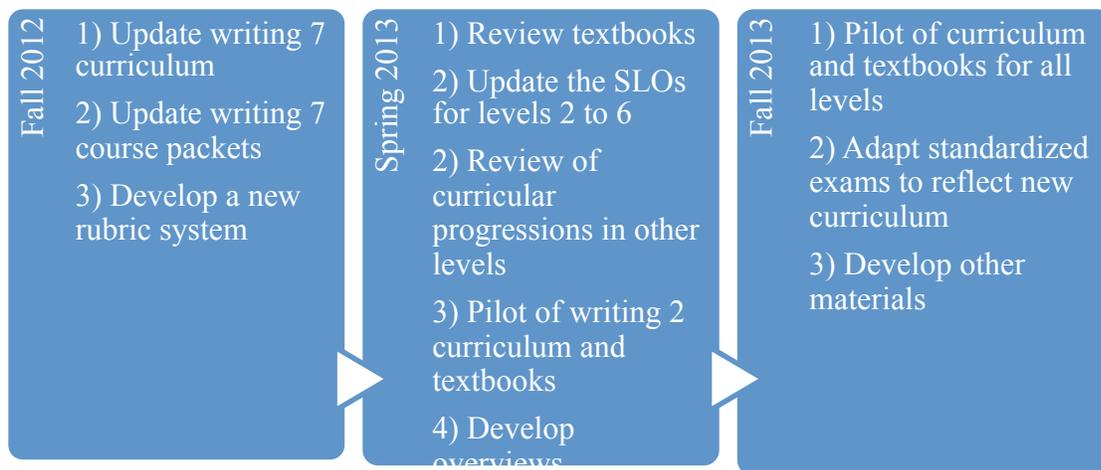


Figure 2: Chronological Timeline of Writing Curriculum Revision Project

According to the committee, their work was guided by the theory that students would be able to meet the writing demands of their academic classes at higher education institutions if the writing tasks at the program were aligned with those found in academic classes. Following this theory, they made some changes to the curriculum and materials for level 7 writing. They added

summary and reflection essays because UNI faculty identified these types as the most common types of essays to be assigned to students.

Additionally, the committee revised the course packet for level 7 writing (at this level, a course packet was used in lieu of a published textbook). Two additional course packets were created for level 7. The only differences among the course packets were the articles used for the summary, exercises, and tests, which were tailored to the articles included in the packets. According to the committee members, the purpose for the additional packets was to allow rotation among the three packets (i.e. Fall/Spring 1 packet, Fall/Spring 2 packet, and Summer packet). The committee also created a user-friendly teacher guideline to assist new instructors in using the packets. Additionally, the committee created a new rubric system to grade major writing assignments in this level.

At around the same time, the committee was asked to select a new textbooks series. Because the committee was in the process of creating a new rubric at that time, they did not begin with the new task until January 2013. They were directed to first read the report produced when another academic support specialist, Petra Maier, was given release time in 2011 to review grammar textbooks. The writing committee started with three of the grammar textbooks that the academic support specialist had indicated she liked best: *Grammar and Beyond 1-4*, *Grammar Sense 1-4*, and *Focus on Grammar/Focus on Writing 1-5*. Other criteria applied to the textbook selection were: 1) it had to have a writing component that connected the grammar structures learned to the writing skills, 2) it was preferred that all levels of writing classes (with the exception of Bridge) use the same series, and 3) it met existing outcomes.

All three grammar textbook series the writing committee reviewed had an on-line writing component within the books. The *Focus on Grammar* series was the only series with a traditional paper writing book, *Focus on Writing*, which accompanied each level of the grammar textbooks. Because of the possibility that a writing/grammar instructor might be assigned to a classroom lacking the proper technology to display the on-line writing components, the committee reported that program director thought it would be best to avoid technology-dependent textbooks. Furthermore, the committee said that they found the *Focus on Grammar/Focus on Writing* series better matched the outcomes of the writing classes. The committee commented that this was very important because textbooks that better reflected the SLOs would better prepare students when they began their academic journey in a higher institution in the United States. Based on the consideration of technology availability and SLO alignment, the committee proposed to adopt this series, which was approved by the academic support coordinator.

Prior to the program-wide adoption of the textbook series, the committee members met with the instructional staff to present the textbook series they had selected. During the meeting, the committee members described the research they had conducted and explained their rationale for choosing the particular series. They also made all the three different textbook series they reviewed available for other instructors to evaluate. According to the academic support coordinator, feedback from other instructors indicated that most favored the same series selected by the committee members.

Once the textbook series was selected for adoption, the committee worked on making some changes to the writing curriculum in levels 2 to 6. The committee rearranged the order of the writing skills and grammar structures presented in the revised SLOs for better curricular progression. Additionally, the committee assigned a new standardized rubric to grade compositions. Per feedback from the other writing instructors, the committee also built more time in the curriculum to cover new skills by reducing the number of grammar structures to be reviewed at the beginning of each term.

Immediately after the new textbook series was chosen, selective piloting of the new textbooks was conducted in two sections of the level 2 writing classes in Spring 2, 2013. The committee reported their concerns to the program director and academic support coordinator regarding the decision to pilot the new writing/grammar curriculum at this time because the materials were not yet aligned with the textbooks and there were no guidelines or evaluation protocols for the piloting process. To assist the two instructors in using the new textbooks, the committee members recalled that they had to quickly create an overview for level 2 indicating the chapters to cover before the midterm and final tests. They also created the midterm test for the two sections. The program director and academic coordinator wanted to fully implement the new curriculum in the Fall 2013 semester. To complete the overviews for the other levels, the committee reported that they worked between 50 to 60 hours a week in May after the Spring 2 term was over.

The overviews were a blue print of the classes, the aim of which was to guide teachers in planning their lessons. In the overviews, the committee members used a color-coding system to indicate the new structures, and those to be reviewed and expanded upon. These overviews also included the outcomes for each of the levels and the parts of the books instructors needed to teach in order to cover the outcomes.

The new curriculum and overviews were implemented program-wide during the Fall 1 2013 term. The academic support coordinator reported that the writing curriculum committee was dissolved in October 2013, leaving him to be person in charge of the new curriculum and materials. However, both curriculum committee members reported that they continued working on the curriculum until they both left the program in December 2013. The academic support coordinator stated that the new curriculum and textbooks would continue to be used until the next round of review in 2016.

EVALUATION QUESTIONS

This program evaluation was intended to document the writing/grammar curriculum revision and implementation process to inform subsequent curriculum revision and implementation processes. In consultation with the program coordinator as the client of the program evaluation, the following three questions were developed for the purpose of this evaluation:

1. How effective are (were) the administrative, organizational, and personnel functions of the project?
2. In what ways and to what extent does the new writing curriculum meet the diverse needs of the students?
3. How is the new curriculum implemented in the classroom?

METHODOLOGY

Background of the Evaluation Study

I conducted the evaluation design in fall 2013 as a required assignment for the Program Evaluation course in which I was enrolled. In the spring of 2014, the program director agreed to have me conduct the evaluation as a part of my assignment for the Program Evaluation Practicum course.

The intended stakeholders of the evaluation are the administrators and instructors of the CIEP. Students may also benefit from this evaluation. The goals of this evaluation, as communicated by the program director, are the following:

- 1) To evaluate the effectiveness of the new writing/grammar curriculum,
- 2) To document the writing/grammar revision and implementation process to help inform subsequent review processes.

Design and Data Sources

In consultation with the program director, I designed an evaluation system to gather data to best answer the evaluation questions. Figure 3 provides the visual representation of the design of the evaluation. To conduct the evaluation of the new writing curriculum at the CIEP, three data collection methods were utilized: 1) content analysis, 2) interviews, and 3) surveys. The evaluation followed the University of Iowa Institutional Review Board human research subject rights and was approved by the University of Northern Iowa Institutional Review Board. Additionally, the evaluation was conducted in adherence to the standards set by the Joint Committee on Standards for Educational Evaluation (Yarbrough, Shulha, Hopson, & Caruthers, 2011).



Figure 3: Design of the Evaluation

Interview and survey participants were initially identified through the results of content analysis and per recommendation of the program director. The draft of participant list was then communicated with the program director for further feedback. After the list of participants had been approved by the program director, I began developing interview questions and survey items (Table 2 for evaluation questions and data sources).

Table 2. Data Sources to Answer Research Questions

Research Question	Document Analyzed	Interview Participants	Survey Respondents
How effective are (were) administrative, organizational, and personnel functions of the project?	Faculty feedback memos	Instructors	Instructors
	Classroom evaluation results	Writing committee members Students	
In what ways and to what extent does the new writing curriculum meet the diverse needs of the students?	Written responses	Program alumni	Program alumni
		Instructors	Students
How is the new curriculum implemented in the classroom?	Written response	Instructors	Instructors

Content Analysis

Content analysis was conducted throughout the evaluation process. During the evaluation design process, literature and documents related to the program were collected and studied in depths. Those pertaining to the program description and the curriculum review, revision, and implementation process were included in the list of the documents to review. The program director also recommended documents he considered relevant for the purpose of the study. The preliminary documents analyzed included the writing class evaluation results from Fall 1 and Fall 2 2013 terms, reports from the faculty interviews and syllabi studies conducted in 2012, and the 2010 self-study report submitted to the accrediting agency. These documents were analyzed and coded.

Additionally, during the focus group interview with the writing instructors, more documents were uncovered and identified to be important, thus, analyzed. These documents were the new writing rubrics, writing overviews, and the report from the feedback form the instructor completed at the end of Spring 2013 semester. These documents were also analyzed and coded.

During the time of the evaluation, the most recent self-study report and supporting documents were submitted to the accrediting agency. These documents were added to the list and analyzed. Also added on to the list were written responses from instructors who were unable to participate in the focus group interview.

Paper version of the documents, their analysis, and codes were stored in a locked office. Electronic version of the documents, analysis, and codes were stored in a password protected computer in a locked office.

Surveys

During the evaluation process, three surveys were designed and administered to multiple stakeholders: writing instructors, students, and CIEP alumni. Table 3 presents the survey administration dates and the response rates.

Table 3. Survey Administration Dates and Response Rates

Administration Date	Survey Participants	No. of Survey Sent	No. of Respondents
3/10 - 4/20	CIEP alumni	167	9
3/13	Writing instructors	8	8
4/1 - 4/20	Level 4, 5, and 6 students	16	6
4/1 - 4/20	Level 7 students	22	15

Instructor Survey

I developed a paper-and-pencil Likert-type survey for instructors. The survey was intended to gather the instructors' general perceptions regarding the new curriculum (Appendix A for survey items). The survey was divided into two parts. The first part consisted of 12 forced-choice items asking instructors to rank from Strongly Agree to Strongly Disagree their opinions regarding the new writing curriculum. The second part consisted of six forced-choice items asking instructors about their teaching practices, with one item asking instructors their opinions on administrative support.

During the time allocated for the focus group interview, the evaluator instructed focus group participants to complete the survey prior to the interview. The two instructors who responded to the interview questions in writing were also requested to complete the survey. In addition to the six interview participants, the survey was sent to two more instructors who agreed to complete the survey. This brought the total number of survey participants to eight (two males and six females).

Student Surveys

I developed two on-line Qualtrics surveys for students enrolled in a writing class at the program at the time of the evaluation. One targeted students in levels 4, 5, and 6, and the other targeted students in level 7. I used the end-of-term survey created and administered by the program as a model to format the on-line surveys for this evaluation study. I also used some survey items from the end-of-term survey. Additional items included on the survey were modified from the original end-of-term survey items, and were developed based on the general comments about the textbooks made by the instructors. See Table 4 for examples of the original items and their modified versions. Other items were included to measure the effectiveness of the writing curriculum in general from the students' perspectives.

Table 4. Examples of Original End-of-Term Survey Items and Modified Items

Original Item	Modified Item
The textbooks are helpful.	The Focus on Grammar textbook... <ol style="list-style-type: none"> <li data-bbox="776 394 1057 426">1. Was easy to follow. <li data-bbox="776 430 1430 493">2. Presented me with clear examples on how to construct the grammar structures I learned in class. <li data-bbox="776 497 1430 560">3. Presented me with clear examples on how to use the grammar structures in my writing. <li data-bbox="776 564 1235 596">4. Contributed to my overall learning.
I learned important skills from CIEP.	I learned to construct new grammar structures. I learned to produce the new structures in original sentences.

After the survey items were developed, the program director and the academic support coordinator were invited to review the items before the surveys were distributed to the writing instructors. Upon approval from the program director, the surveys were distributed to the writing instructors for review and feedback. The surveys were then edited per feedback from instructors.

[Writing 4, 5, and 6 Student Survey](#). The survey for students in levels 4, 5, and 6 consisted of 25 forced-choice and two open-ended items (see Appendix B for survey items). The questions were grouped into four categories: general experience, the assignments and examinations, the textbooks, and background information. When the survey was administered, the current term (Spring 2 2014) had only been in session for approximately two weeks. So that students were able to respond to all aspects of the new curriculum, they were requested to respond to the survey items based on the writing class they took in Spring 1 2014 term. A total of 6 students responded to the survey. It was unclear how many students received the e-mail. The survey was sent to six instructors teaching level 4, 5, and 6 writing courses; only two replied that they had indeed sent the survey link to their students, with a total of 16 students for both classes. Table 5 summarizes the demographics of respondents in writing levels 4, 5, and 6 classes.

Table 5. Demographics of Writing 4, 5, and 6 Student Survey Respondents

	Demographic Item	Response (n=6)	Percentage (%)
Gender	Female	3	50
	Male	3	50
Nationality	Nigerian	1	16
	Chinese	1	16
	Saudi	3	50
	Japanese	1	16
First Language	English	1	16
	Chinese	1	16
	Arabic	3	50
	Japanese	1	16
Writing Level	Writing 4	5	83
	Writing 5	0	0
	Writing 6	1	16

Note: Percentages may not add up to 100% due to rounding

Writing 7 Student Survey. The survey for students in level 7 classes consisted of 12 forced-choice and 2 open-ended items (see Appendix C for the survey items). The questions were grouped into three categories: general experience, the assignments, and background information. Writing 7 student survey differed from Writing 4, 5, and 6 student survey primarily on the items regarding textbooks. In place of the published textbooks, Writing 7 students used course packets as their text. Respondents were requested to respond to the items on the survey based on their current writing class during the time of the study (Spring 2 2014 term). A total of 22 students from two different sections of level 7 writing class were sent the link and 15 students responded to the survey (68% response rate). Demographic information on the respondents for level 7 student survey is presented in Table 6.

Table 6. Demographics of Writing 7 Student Survey Respondents

	Item	Response (n=15)	Percentage (%)
Gender	Female	8	53
	Male	7	47
Nationality	Chilean	1	7
	Chinese	7	47
	Saudi	2	13
	Japanese	4	27
	No answer	1	7
First Language	Spanish	1	7
	Chinese	7	47
	Arabic	2	13
	Japanese	4	27
	No answer	1	7
Enrolled in at least one academic class	Yes	3	20
	No	11	73
	No answer	1	7

Note: Percentages may not add up to 100% due to rounding

CIEP Alumni Survey

The survey for CIEP alumni consisted of 28 forced-choice items and four open-ended items (Appendix D for survey items). Items for the alumni survey were modified from the end-of-term program survey created and administered by the program. The questions were grouped into four categories: background information, general experience, the textbooks, standardized assessments and assignments. The primary objective of the survey was to measure the effectiveness of the new curriculum in meeting the writing needs of the students in academic classes from the students' perspectives.

In order to participate, program alumni must meet the following inclusion criteria: They had to be 1) enrolled in writing classes which used the new curriculum and 2) enrolled in regular academic classes during the time of the study. I requested from the program director a list of program alumni meeting these criteria. A staff in the program contacted UNI registrar's office,

who then compiled the list of students. In March 11, 2014, I received a list consisting of 246 different names. Analysis of the names and majors indicated that 77 of the names belonged to students who enrolled only in classes offered by the CIEP during the time of the study. These names were crossed off because they did not meet the second criterion of inclusion. Two more names were eliminated from the list; one name was eliminated because there was no e-mail address for this person and the other was eliminated because I recognized the name as belonging to an instructor in the program. Upon further inquiry, she informed me that she was never a student at the CIEP. An e-mail requesting participation was sent to students on the final list, which consisted of 167 names.

The link to the on-line Qualtrics survey for the CIEP alumni was sent via e-mail in two rounds. In the first round, a total of 167 international students at the university who enrolled at the CIEP were e-mailed and asked to respond to the survey. The e-mail sent to accompany the survey also listed the inclusion criteria, and requested that only those meeting the inclusion criteria respond to the survey. It was difficult to say how many students on the list actually met the criteria. Out of 167 students to whom the first round of e-mail was sent, eight responded to the survey.

After the first round of e-mail was sent to potential participants, I was given another document from where I was able to obtain the number of CIEP students who completed level 7 (the highest level) in Fall 1 and Fall 2 2013, and Spring 1 2014 terms. A total of 12 students were identified to have finished the program during these terms. The second round of recruitment e-mail was sent to these 12 students, ten of whom were included in the first list. One person responded to the survey after the second round of e-mails was sent, which brought the total number of alumni respondents to nine. Two of the alumni respondents listed level 5 as the last level of writing they took at the CIEP, one indicated level 6 as the last level of writing they took at the CIEP, and six completed level 7. Table 7 presents the demographics of the alumni respondents.

The low response rate of the survey prevents the results from being generalizable to other program alumni. The low response rate was most likely to be due to the broad nature of the list I received from which the potential sample population was identified.

Table 7. Demographics of CIEP Alumni Survey Respondents

	Item	Response (n=9)	Percentage (%)
Gender	Female	7	78
	Male	2	22
Nationality	Indonesian	1	11
	Chinese	3	33
	Saudi	4	44
	Tibetan	1	11
First Language	Javanese (a language of Indonesia)	1	11
	Chinese	3	33
	Arabic	4	44
	Tibetan, English	1	11
	TESOL	2	22
Major at the University	Financial Management	1	11
	Public Relations	1	11
	Biology	1	11
	Early Childhood Education	1	11
	Specialization Emphasis	1	11
	Physics	1	11
	MIS	1	11
	Freshman	2	22
Classification at the University	Sophomore	1	11
	Junior	3	33
	Graduate Student	3	33

Note: Percentages may not add up to 100% due to rounding.

Interviews

The evaluator conducted interviews with multiple stakeholders: key administrators, the writing committee members, CIEP instructors, and CIEP alumni (Table 8 for interview dates). Interview participants were identified from various documents analyzed and per recommendation from the program director.

Table 8. Interview Dates

Date	Interview Participants	n
3/13/2014	CIEP instructors	4
3/13/2014	Writing committee members	2
3/16/2014	Academic support coordinator	1
4/4/2014	Program director	1
4/6/2014	Program alumni	2

Results from content analysis, along with the information gathered during the evaluation design phase (conducted in November and December 2013), helped inform the development of the interview questions. The final draft of the questions was developed per feedback from the program director. The purpose of the interviews was to gain an in-depth understanding of the curriculum revision process, as well as instructors' and students' perceptions regarding the new curriculum. During the interviews, I took detailed notes of responses and, whenever possible, digitally recorded the interviews, with the participants' approval. Prior to analyzing the data, I transcribed verbatim recordings of the interviews. The audio recording, notes, transcriptions, and the analysis and codes from the interviews were stored in a password protected computer in a locked office. Paper versions of the documents were stored in a locked office.

Interview with Key Administrators

Key administrators interviewed were the program coordinator and the academic support coordinator (see Appendices E and F for interview questions). The individual interviews with the administrators were conducted in person. Both interviews lasted approximately 60 minutes. Hand-written notes were taken during the interviews. The interview with the academic support coordinator was digitally recorded and the recording was transcribed verbatim. The interview with the program director was also digitally recorded, however, due to overwhelming background noise, the recording was unusable. Analysis of his interview relied solely on interview notes.

Interview with the Writing Committee Members

The writing committee members were interviewed together and in person (Appendix C for interview questions). The interview lasted approximately 90 minutes. The interview was recorded and the recording was transcribed verbatim. In addition to the recording, hand-written notes were taken during the interview.

Interview with CIEP Instructors

A focus group interview was conducted with CIEP instructors with experience in teaching writing at the program. An e-mail requesting participation in a focus group interview was sent to 11 program instructors with direct experience with the new writing curriculum and four instructors consented (one male and three females). Two more instructors agreed to respond to the interview questions in writing (one male and one female). During the interview, instructors were asked questions about their experiences during the writing curriculum revision process, their experiences with implementing the new writing curriculum, and their opinions about the new curriculum and materials (Appendix G for interview questions and protocol). The focus group interview, which lasted approximately 120 minutes, was recorded and the recording was transcribed verbatim. During the interview, the evaluator also took detailed notes.

Interview with CIEP Alumni

An on-line Qualtrics survey was sent to CIEP alumni who were familiar with the new writing curriculum and enrolled in at least one academic class at UNI (details pertaining to the survey can be found under the Alumni Survey section). Embedded within the survey was a forced-choice item requesting survey participants to indicate whether they would be willing to participate in a focus group interview. Out of nine alumni who responded to the survey, four indicated that they were willing to participate in a focus group interview.

A follow up e-mail was sent to the four potential interviewees. In the follow up e-mail, potential participants were requested to respond to Doodle, an on-line scheduling website, to indicate their available interview times and days; two responded. Another follow up e-mail was sent to the four potential participants with the time and date of the focus group interview based on the availability of the two potential participants. The two people who responded on Doodle confirmed, one potential participant replied that she had a prior engagement during the specified time and date, and one did not respond to the second follow up e-mail.

The interview questions for alumni were developed with the purpose to expand on the survey items. The interview with the two program alumni, which lasted approximately 90 minutes, was not recorded due to background noise (Appendix H for interview questions and protocol). However, the evaluator took detailed notes throughout the interview.

It is important to note that interpretation of findings in regards to alumni's perspectives is limited to those of the two alumni interviewed and should not be generalized to the whole program alumni population.

Trustworthiness of the Study

During the development of the first drafts of the evaluation study, member check was conducted to allow for interview participants to check for accuracy. A draft of the program context and description was sent via email to key administrators for feedback. The writing curriculum committee members were invited to review drafts of the section regarding the writing curriculum. Revision was made to these sections per feedback from key administrators and committee members.

Similarly, individual or group quotes used in the findings section were sent via e-mail to interview participants for accuracy of interpretations and summaries. I made revisions based on the feedback from the participants.

FINDINGS

This section presents the findings of the study in three parts². The first part addresses the first evaluation question regarding the effectiveness of administrative, organization, and personnel functions. The second part addresses the second evaluation question regarding the effectiveness of the new curriculum from the students' perspectives. Findings related to teachers' implementation of the new curriculum are discussed in the third part of this section. When appropriate, relevant data from both the quantitative³ and qualitative instruments are integrated into the three parts.

How effective are (were) the administrative, organizational, and personnel functions of the project?

To answer the first evaluation question, I analyzed some documents, interview transcriptions, and survey results. Out of 11 total instructors contacted to participate in the study, eight completed the survey, four of whom also participated in a focus group interview and two more responded to the interview questions in writing. Table 9 below summarizes the sources of evidence used. During the data analysis process, all documents and interview transcriptions were coded using multiple levels of codes as proposed by Yin (2011).

Table 9. Evaluation Question #1 Data Sources

Method	Source of Evidence	n
Content analysis	Classroom evaluation results	19
	Faculty feedback memos	2
	Textbook analysis memo	1
	Written responses from instructors	2
Interview	Academic support coordinator	1
	Instructors	4
	Program director	1
	Writing committee members	2
Survey	Instructors	8

Three themes emerged during the analysis of the documents pertaining to the first evaluation question. These themes are: administrative support, time and competing priorities, and organizational climate. These themes are discussed individually in this section.

² To protect anonymity and confidentiality of the participants, gender assignment may not actually reflect the actual gender of the participants and classification-neutral language is used in this section. The use of pronouns he or she may not reflect the actual gender of the participants. Similarly, the general term “instructor” is used to refer to academic support specialists, academic support assistants, and program assistants, unless otherwise indicated.

³ Percentages for the survey results may not add up to 100% due to rounding.

Administrative Support

In the summer of 2012, the program director contacted two full time instructors via e-mail requesting them to serve in the writing committee. In an interview with the program director, he stated that both he and the academic support coordinator considered the two instructors to be strong candidates for the writing/grammar committee because they were experienced instructors in the program, were detailed-oriented, and worked well together. Also taken into consideration in the decision to appoint one of the instructors was that she had served in the grammar committee during the initial curriculum review process in 2010.

The program director and academic support coordinator independently identified the committee members as strength of the curriculum revision process. The academic support coordinator commented that the two committee members “did a tremendous job doing research” (interview, March 24, 2014) and “they set the standard for the rest of the committees” (interview, March 24, 2014). A review of the documents produced during the revision process also provided further evidence of the systematic approach and thoroughness exhibited by the committee members. For example, during the textbook selection process, the committee members documented in detail their thoughts for all the 15 textbooks they reviewed and presented a comparison between the content of the books and the SLOs in the form of a table. During a focus group interview, their thoroughness was also noted by an instructor to be strength of the revision process.

With regard to support from the administrators during the revision and implementation process, interviews with committee members and program instructors uncovered differing opinions. From the perspectives of committee members, they commented that they felt that both administrators provided them with enough support throughout the revision process. Specifically, they acknowledged and appreciated the level of trust that both administrators placed on them, as illustrated by the comment made by a committee member:

When it came to issues that we came up with, [the academic support coordinator] would very openly listen to new ideas and reasoning if we agreed on something, he trusted that we had done the research and the thinking and we gave him the reasoning and he basically approved 99% of the things we said (interview, March 13, 2014).

However, they also reported that at times they felt frustrated because they had “to revisit things a number of times” (interview, March 13, 2014) with the academic support coordinator because “his job [was] too big” (interview, March 13, 2014). They added that this was not a criticism toward the academic support coordinator, but rather toward his many responsibilities. In addition to serving in the writing committee, the academic support coordinator also had other responsibilities he needed to attend to, including teaching a class. When asked to list his responsibilities as an academic support coordinator, he described that he provided curriculum/program related counseling for students, was in charge of curriculum review and revision, coordinated placement tests, looked for and set up professional development sessions for instructional staff, represented the CIEP in meetings with other university staff, served in the search committee for new instructors, conducted meetings with instructional staff to disseminate curriculum-related information, supervised GTAs and program assistants, and taught or subbed a class. He added that his list of responsibilities kept growing.

An instructor in the focus group also reported that the academic support coordinator's competing priorities prevented him from responding timely to her curriculum-related inquiries:

I know at times, [the academic support coordinator] seems overwhelmed with everything else that sometimes when you go to him [with questions regarding the curriculum], he was like 'I'll get to it. I'll get to it' and I know that he has the intention on getting to it, but it may not be when you need it (interview, March 13, 2014).

However, the program assistant participants expressed that they had a different experience with the academic support coordinator. According to them, he was receptive and always set aside time to help them with any curriculum-related issues.

The program director acknowledged that the academic support coordinator's long list of responsibilities was an issue. As a result, he reported that he was working on developing a new permanent position of assessment coordinator. He explained that the assessment coordinator would be responsible for revising and developing the standardized midterm and final examinations and placement tests, which took much of the academic support coordinator's time. Shortly after the evaluation study ended, the program director reported that an instructor had been given release time to fulfill a special assignment to work on the assessment in the program. She also assisted the academic support coordinator in working on curriculum documents.

Similarly, instructors differed in their opinions regarding support from the program director. One instructor commented that the program director did not listen to her concerns related to the new textbooks, and another instructor reported the program director had not yet responded to issues that she brought up on her teacher feedback form, which instructors had to complete at the end of every semester. Shortly after the focus group interview, however, this instructor reported that the director responded to the concerns she brought up in her form. Another instructor commended the program director because he had listened to her frustration about issues related to the piloting of the new curriculum in Fall 1 2013 term. She considered this to be "a definite point in his favor" (written response, April 10, 2014). Another instructor reported that he had never talked to the program director about any curriculum-related problems because he did not perceive such problems to be in the purview of the program director's responsibility.

With regards to the teaching and learning process, in general, instructors perceived administrators at the CIEP to be supportive of their efforts to try new ideas in their writing classrooms. Half of the instructor survey participants responded always and the other half responded usually to the item *Administrator(s) support me when I want to try new ideas in my writing classroom* (Figure 4).

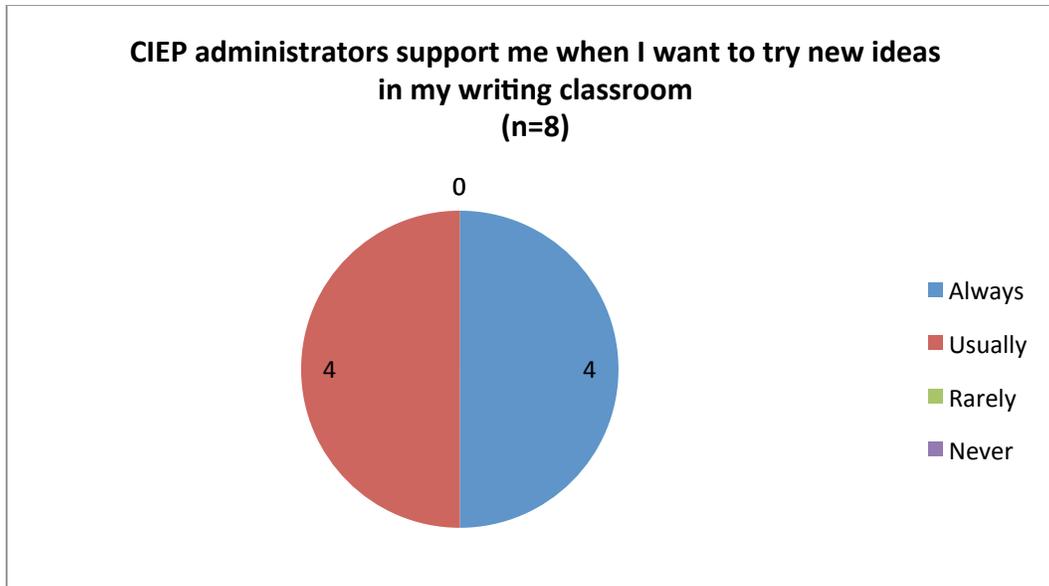


Figure 4: Instructors' Perceptions Regarding Administrative Support

Time and Competing Priorities

The committee members identified lack of time and competing priorities during the curriculum revision process to be major obstacles in their effort. The committee reported that they began the project in August 2012 with the original task to review the SLOs and update the curriculum to reflect the updated SLOs. They started by updating the materials from writing level 7 class, for which they created two additional packets with new articles, assignments, and examples. They also added a presentation section to each of the packets. The committee members considered three packets to be necessary to rotate among terms (Fall/Spring 1, Fall/Spring 2, and Summer terms). The committee members also created curriculum guidelines to help new teachers. However, they commented that before they finished their work with the level 7 materials, they were instructed to review and select textbooks for adoption for the other levels. One committee member stated that they were told by the administrators to “take [their] time to do what [they] need to do” (interview, March 13, 2014). However, before they were able to complete the project, they were informed that their time was up. Both committee members reported that they considered the timeline given by the administrators to be difficult to attain.

Furthermore, both committee members reported that even though they received release time during the year they worked on the writing curriculum, they still had to teach between one to two classes a day. In order to finish what they needed to finish, they reported they worked overtime unpaid. Both the program director and academic support coordinator stated that the extra pressure due to lack of time was an error on their part. The academic support coordinator commented that when he was working on creating the timeline for the activities, he did not take into consideration that the writing curriculum was actually 50% of the program curriculum because it consisted of two separate, but connected, components: writing and grammar. The

program director also acknowledged it was his decision to launch the new curriculum program-wide prematurely in Fall 1 2013 term, against the advice of the committee members, who were concerned that the materials had not been fully developed. One committee member reported she asked whether the program director wanted her to work over the summer to create the standardized midterm and final exams that reflected the new materials, as well as the course overviews, but the program director declined. One committee member commented this decision contributed to the “hostile work environment for [them] in the fall” (interview, March 13, 2014) because the other instructors had to create the exams for materials with which they were unfamiliar. In his written response to the interview questions, an instructor wrote that the committee members “pushed [the writing instructors] too far” (written response, April 10, 2014), presumably by not having the exams ready, which required instructors to create the exams on top of creating new materials for their lessons.

Organizational Climate

The general opinion regarding the climate during revision and initial implementation processes seemed to be negative for both the committee members and the instructors. According to one instructor, the initial piloting of the curriculum in Fall 1 2013 was a “terrible” (written response, April 10, 2014) experience. As recounted by instructors participating in the focus group, during that period, the program was experiencing a sudden increase in enrollment, which resulted on the need to add sections to some writing levels at the last minute. Because of this, some instructors did not receive their instructor copy of the textbooks until days, or the day before the term was to begin. Not only that, a few instructor participants stated the standardized midterm and final exams were not ready. Therefore, one instructor commented that some instructors ended up using exams that were “thrown together by those [instructors] teaching the classes” (written response, April 10, 2014). One instructor recounted her experience in Fall 1 2013 term when she administered a final exam that turned out to be inappropriate for the level she taught based on the new curriculum. She had found the final exam in the shared drive and made copies for her students. During the administration, she noticed that her students completed the exam much sooner than anticipated. Upon grading the exams, she realized that the content of the exam did not reflect the new curriculum and was too easy for his students. She reflected that the problem with the exam was her fault as much as the administrators’. She said because she didn’t examine the exams prior to administering them, her students were given an exam that did not reflect the materials they learned. She further commented that she was concerned that other instructors might have administered this exam inappropriately before she was able to catch the misalignment.

The academic support coordinator reported he was concerned with the unanticipated extra time that it took the writing/grammar committee to complete their tasks. He thought that the instructors would be able to help create the tests to be used in their own classes:

I felt there wasn’t anymore time for the curriculum committee to meet, so I felt, me, I was still an instructor then too, is that who best to determine what to test the students on than the instructors? And so I said, let’s have all the instructors take the old midterms and final exams and adapt those to the new curriculum. And that became a very problematic situation. Cause it put more pressures on the teachers to develop these (interview, March 26, 2014).

In retrospect, he admitted it was a mistake. He thought it might have been better to have the writing committee members work with instructors to develop the exams.

When asked to reflect on the events that unfolded during the curriculum revision and implementation process, both administrators indicated that one area that they would have done differently would be not to rush the piloting of the new curriculum. They remarked that they had not trained instructors adequately to use the new curriculum and materials. As a result, a participating instructor reported that instructors were learning to work with the book and were creating the supplemental materials “on the fly” (written response, April 10, 2014). This lack of familiarity seemed to have also been noted by some students. In their class evaluation, students commented that instructors were not “comfortable” (class evaluation notes, January 31, 2014) with the textbook, or “[did] not know how to explain the grammar [in the new textbook]” (class evaluation notes, January 31, 2014), and that the book was “new for the teacher and she could not explain the book very well” (class evaluation notes, January 31, 2014). One CIEP alumni interview participant commented, “There wasn’t a connection between the teacher and the book” (interview, April 6, 2014), referring to the instructor he had in Fall 1 2013.

Interviews with instructors indicated they experienced pressure from having to work with textbooks which they had not previously used, develop supplemental materials, and develop midterm and final exams at the last minute. Some of the instructors stated they felt the writing committee was given sufficient time to develop all the materials prior to the initial full implementation in Fall 1 2013, as illustrated by the following quote:

You know [the writing/grammar committee members] have release time for almost two years. And then when I got started working, they hadn’t even... what got me a bit annoyed was that they hadn’t touched the midterms and finals. They just assumed the teachers would do that all. (interview, March 13, 2014).

The committee members recalled that some instructors constantly “demanded updates” (interview, March 13, 2014) on what they had accomplished. To keep instructors updated, the writing committee members reported they conducted between three to four meetings with the instructional staff in addition to their regular meetings:

We [the committee members] [already] met everyday, every single week with [the academic support coordinator] and every so often with [the program director]. So we had to meet with [the academic support coordinator] to discuss what we were gonna say in the meetings [with the instructors], then we meet the both of us together just prepare what we would say in the meetings, and we had to conduct the meetings just to put them up to date (interview, March 13, 2014).

The writing committee also indicated that some of the instructors seemed to focus on what they did not accomplish, rather than on what they had accomplished. This seemed to create a feeling of disillusionment on the part of the writing committee, as illustrated by the comment made by one committee member:

Any change and anything new is going to be difficult, so we expected some resistance (laughs). We just didn't expect the hostility because we weren't working for us. We were working with care for the whole program (interview, March 13, 2014).

In what ways and to what extent does the new writing/grammar curriculum meet the needs of the students?

To answer the second evaluation question, I analyzed some documents, interview transcriptions, and survey results. Table 10 below summarizes the sources of evidence used. For this section, findings are presented based on overall experience and components of the curriculum: general experience, standardized midterm and final exams, writing rubric, placement exams and rubric, new grammar and writing textbooks, and classroom and homework assignments.

Table 10. Evaluation Question #2 Data Sources

Method	Source of Evidence	n
Content analysis	Classroom evaluation results	19
	Faculty feedback memos	2
	Textbook analysis memo	1
	Written responses from instructors	2
Interview	Academic support coordinator	1
	Instructors	4
	Program alumni	1
	Writing committee members	2
Survey	Instructors	8
	Program alumni	9
	Level 4, 5, and 6 students	6
	Level 7 students	15

General Experience

Overall, instructor survey results indicated that instructors regarded the new writing curriculum as effective in meeting the needs of their students, as shown in Figure 5. Specifically, the instructors participating in the focus group praised the progression of writing skills and grammar structures as presented in the new curriculum. They commented that the new progression helped bridge all the levels together and provided the necessary connection between levels. They also reported that they liked that the new curriculum reduced the assigned time for grammar review in the beginning of the term. This provided instructors with more time to work with new materials.

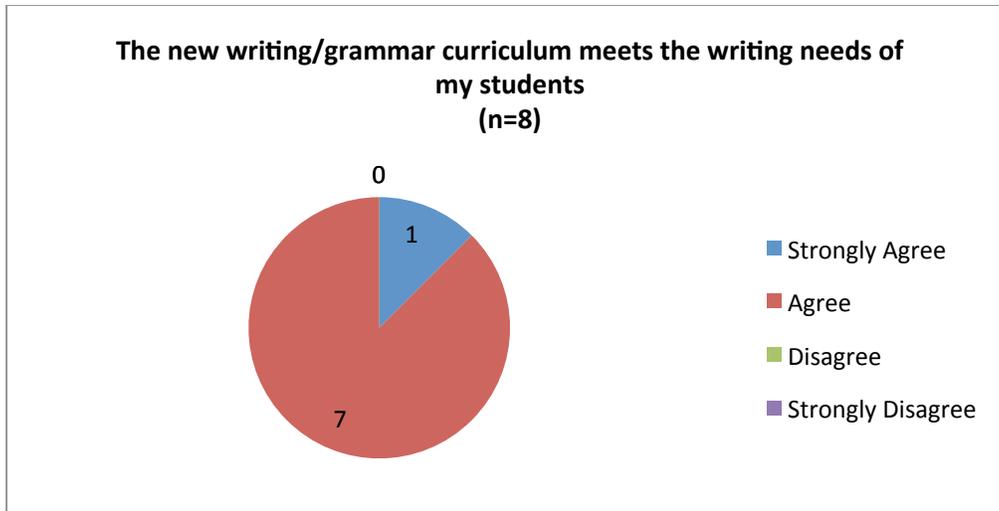


Figure 5: Instructors' Perceptions Regarding the Effectiveness of the New Curriculum

Likewise, participating students and program alumni reported positive experiences in their writing classrooms. As shown in Table 11, most of the program alumni participants responded positively to items related to their general experience in the writing classes. The majority of CIEP alumni survey participants (7 respondents) found that the writing skills they learned at the program were useful in their academic classes and 6 respondents strongly agreed or agreed that the grammar instructions were useful. Additionally, 6 respondents also indicated that the writing courses they took helped them prepare for the writing demands in their academic classes.

Both alumni interview participants also stated they had a good overall experience in their writing classes. They contributed their ability to meet the writing demands in their academic classes, especially in writing reflection papers and summaries, to the instruction they received in the program, as indicated by their comments below:

I really established my writing here. When I started my academic classes, one of my teachers showed a [bad] example of a reflection written by an [American] student. I'm glad we learned [how to write a reflection essay] in the [program]. (interview, April 6, 2014)

Applying in my academic paper, sometimes I have a 3-page writing assignment. First time, I always think about the structures learned in the writing class in the CIEP. Paraphrasing and summarizing was very helpful. In most of my classes, I had to write summaries. (interview, April 6, 2014)

Table 11. Alumni's Perceptions regarding Their Writing Classes

Survey Item	Response (n=9*)				
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
The learning objectives were clear to me.	0	0	2	6	1
The writing skills I learned at the IEP are useful in my academic studies at the university.	0	0	2	4	3
The writing courses I took at the CIEP helped me prepare for the writing demands in my academic classes.	0	1	2	4	2
The grammar instructions I received at the CIEP helped me in my academic writing assignments	0	0	3	4	2

Note: *Survey was sent to 167 potential program alumni. The low number of respondents prevents the survey results from being generalizable.

Respondents enrolled in writing 4, 5, and 6 classes also indicated they had an overall good experience in their writing courses (Table 12). All six of them responded that they learned to construct and produce new grammar structures in their writing/grammar classes. All six of them (100%) also indicated they learned new writing skills and four (66%) reported that they had enough opportunities to improve their writing skills. More than half (four or 66% of respondents) anticipated that the writing skills and grammar structures they learned in their writing class would be useful in their academic classes. While these last two items relied on the opinions of students who might not have yet experienced academic classes, these items were valuable in gauging the respondents' perceptions regarding the usefulness of the skills and structures they were learning in class.

Table 12. Writing 4, 5, and 6 Students' Perceptions regarding Their Writing Classes

Survey Item	Response (n=6*)				
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I was familiar with the Student Learning Outcomes for the class.	0	0	0	6	0
I had the opportunity to use the grammar structures I learned in the level(s) before.	0	0	1	4	1
I learned to construct new grammar structures.	0	0	0	3	3
I learned to produce the new grammar structures in original sentences.	0	0	0	5	1
I learned new writing skills.	0	0	0	4	2
I had enough opportunities to improve my writing skills (e.g. editing, writing and outline, etc.)	0	0	1	2	3
The grammar skills I learned will be useful in my academic classes	0	0	2	2	2
The writing skills I learned will be useful in my academic classes.	0	0	2	2	2

Note: *The survey link was sent to six instructors teaching level 4, 5, and 6 writing courses; only two replied that they had indeed sent the survey link to their students, with a total of 16 students for both classes.

In general, the majority of level 7 student survey participants also responded positively to their general experience in the writing classes (Table 13). All 15 respondents (100%) indicated they had the opportunity to use the grammar structures they learned in previous levels and 14 respondents (93%) indicated they were learning new writing skills. The majority (13 respondents or 87%) also indicated that the skills they were learning in this level would be useful for them in their academic classes.

Table 13. Writing 7 Student Survey Results: General Experience

Survey Item	Response (n=15*)					
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Omit Answer
In this class I know what I'm supposed to learn.	0	1	0	9	5	0
In this class I have the opportunity to use the grammar structures I learned in level(s) before.	0	0	0	10	5	0
In this class I'm learning new writing skills.	0	0	0	8	6	1
In this class I have the opportunity to improve my writing skills (e.g. editing, writing an outline, etc.)	0	0	0	6	9	0
The writing skills I am learning in this class will be useful in my academic classes.	0	0	2	7	6	0

Note: *The survey link was sent to two instructors teaching level 7 writing. Both replied that they sent the survey link to their students, with a total of 22 students for both classes.

Standardized Midterm and Final Exams

During the analysis of the transcripts of the interviews with administrators, committee members, and instructors, the standardized exams and final exams were curriculum products mentioned frequently by the participants. The unavailability of the standardized midterm and final exams the first time the curriculum was implemented program-wide seemed to create a tension between writing instructors and the curriculum committee members. During the focus group interview, instructors also reported they found other problems with the grammar midterm and final exams. These problems included unclear instructions, problematic items (e.g., those with multiple possible correct answers), and confusion with the scoring rules for the grammar exams. One instructor in the focus group reported about the inconsistency in the number of points taken off among instructors for answers that were partially correct or errors that were unrelated to the construct being tested. However, participating instructors indicated that they understood that the assessments were still being worked on, as summed up by an instructor:

I think it's still kinda ongoing process. We still have to look at the language and we're always having some kind of a, I think some instructors, if they're teaching a class, they realize, after grading the problem area, they're like, 'Oh, this doesn't seem right' and you know, then it gets changed, so I think it's kinda an ongoing process to iron out (interview, March 13, 2014)

Results of the instructor survey also indicated that in general the participating instructors were satisfied with the grammar and writing exams (Table 14).

Table 14. Instructors' Perspectives regarding Writing and Grammar Exams

Survey Item	Response (n=8*)			
	Strongly Disagree	Disagree	Agree	Strongly Agree
The writing exams measure what my students know and don't know effectively.	1	1	6	0
The content of the writing exams reflect important writing skills.	0	2	5	1
The grammar exams measure what my students know and don't know effectively.	1	1	5	1
The content of the grammar exams reflect important grammar points.	0	1	6	1

Note: *E-mail requesting participation in the evaluation study was sent to 11 instructors.

From the program alumni respondents' perspectives, five respondents (55%) indicated that the grammar exams to reflect the materials they learned in class (Table 15). One of the CIEP alumni interviewed also stated that she liked that the grammar midterm exams were challenging. Both CIEP alumni interviewed stated they liked that students were made aware of the grammar structures they needed to include in their writing through the rubric provided to them.

Table 15. Alumni's Perceptions regarding Writing and Grammar Exams

Survey Item	Response (n=9*)					
	Never	Rarely	Sometimes	Often	All of the Time	No Answer**
The grammar tests reflected the grammar structures/usage I learned in class.	0	0	3	3	2	1
When I took the grammar tests, I knew what I was being tested for.	0	0	3	2	3	1
The grading criteria (rubric) for the grammar tests were clear.	0	0	4	2	2	1
When I took the writing tests, I knew what skills I was being tested for.	0	0	2	3	3	1
The grading criteria (rubric) for the writing tests were clear.	0	0	2	3	3	1

Note: * The survey was sent to 167 potential program alumni. The low number of respondents prevents the survey results from being generalizable. **This person stated that he only enrolled in level 7, therefore was not familiar with the writing and grammar exams

However, during the interview, both program alumni interview participants reported some concerns regarding the writing exams: inadequate time and the format of the test administration. According to them, the writing exams were scheduled for 2 class periods, or 100 minutes. Both alumni said that the time allocated for the writing exams was too short considering the tasks they had to accomplish. They explained that in one writing level, students were instructed to read the articles the instructor provided and incorporate the information from the articles into their essay. An interview participant indicated that lack of familiarity with the topic hindered his ability to successfully complete the writing exam:

I have good structures, but the topics [of the writing exams] sometimes I don't have any idea how to start. Sometimes I don't have any knowledge about the topic (interview, April 6, 2014).

According to the other program alumni interview participants, what she considered to be a major hindrance to her ability to perform well in her writing exam was not being able to type her essay. She said that she was accustomed to typing her essay that she felt having to write it by hand during the exams was not effective for her. The other participant agreed and added that "I think it's helpful for us to write on a computer because it will save time" (interview, April 6, 2014).

For level 4, 5, and 6 survey respondents, they also indicated that the writing and grammar exams to reflect the structures and skills they learned in class (Table 16). Additionally, they indicated that the grading criteria for both exams to be clear.

Table 16. Level 4, 5, and 6 Students' Perceptions regarding Writing and Grammar Exams

Survey Item	Response (n=6*)				
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
The grammar tests reflected the structures I learned in class.	0	0	0	4	2
The grading criteria (rubric) for the grammar tests were clear.	0	0	0	5	1
The writing tests reflected the writing skills I learned in class.	0	0	0	4	2
The grading criteria (rubric) for the writing tests were clear.	0	0	0	4	2

Note: *The survey link was sent to six instructors teaching level 4, 5, and 6 writing courses; only two replied that they had indeed sent the survey link to their students, with a total of 16 students for both classes.

Writing Rubric

Another assessment component that the instructors and administrators discussed in length in their interviews was the new writing rubric. As reported by interview participants, as a part of the writing curriculum revision, the writing committee members created a new rubric format. With this rubric format, different parts of the essay were given different points and the points were based on the university's 4.0 GPA system. One instructor who participated in the focus group found the application of the decimal range of the new rubrics to be of help for teachers in order to be more precise in their grading. However, he commented that the new format was only applied to the midterm and final exam rubrics and not for other assignments. According to him, for other assignments, instructors developed their own rubrics, which created an issue of grading inconsistencies.

Furthermore, two instructors in the focus group interview reported that grades assigned based on the new rubric format tended to be higher than they thought students should have received:

I mean, I think I'm giving a C and then I find out after doing all the points that [students] now have a B. I said 'No!' I go [to the back of the rubric to read the explanations]. The rubrics are a mess! (interview, March 13, 2014)

That's what I said after I graded yours⁴, too, and I was like, it's this, I just feel like using this rubric [students are] getting higher scores than they should have. (interview, March 13, 2014)

⁴ For standardized midterm and final exams, students' essays were generally read by multiple instructors.

One instructor expressed that she wished the program would conduct a rubric norming session to help teachers be more accurate in their grading using the new system, an opinion with which the academic support coordinator concurred. The academic support coordinator stated that he would like to offer a norming session for instructional staff, however, he did not specify whether this would be done any time in the near future.

Placement Exams and Rubrics

Instructors participating in the focus group also mentioned some concerns regarding the rubrics used for program's placement examinations as they still reflected the old curriculum. One focus group participant commented:

Unless you're familiar with what's being taught and then you can correct [for placement inaccuracy], but if you don't know and it's your first time doing placement and grading placement, you'll probably be putting [students] in the wrong level (interview, March 13, 2014).

The academic support coordinator also commented that the placement exams were one area of assessment that he needed to look into more in-depth now that they had a new curriculum. Additionally, he said that he was looking into the possibility of making the placement test on-line in the future in order to be more efficient and "modern with the technology" (interview, March 26, 2014). In the meantime, he said that he and his graduate assistants were revising the paper-and-pencil format of the placement exams. They had conducted an error analysis looking at commonly missed test items and analyzing students' answers more closely. For example, when grading the placement exams, instructors noticed that some students who performed well in more complex grammatical structures might not perform as well in basic grammar structures. The academic support coordinator and his graduate assistants flagged these items for further analysis to see whether they needed to be revised.

New Grammar and Writing Textbooks

One important element of the curriculum that instructors seemed to have differing opinions on was the selected textbook series. Based on several criteria, the textbook series that the writing committee members decided to adopt was the one with non-electronic versions of the grammar and writing books. One major problem with the new textbooks as identified by the instructors was the disconnection between the grammar and writing textbooks. Over half (5, or 63%) of participating instructors responded that they disagreed or strongly disagreed that the writing textbook connected the writing skills to the grammar presented in the grammar textbook (see Figure 6). Three instructors who responded "agree" to this questions also wrote "if you make the connection" on their survey sheets. During the focus group, an instructor described the relationship between the grammar and writing textbooks as "not exactly married. The teachers really have to do a lot more work to make it connect. [They] really have to find that connection" (interview, March 13, 2014).

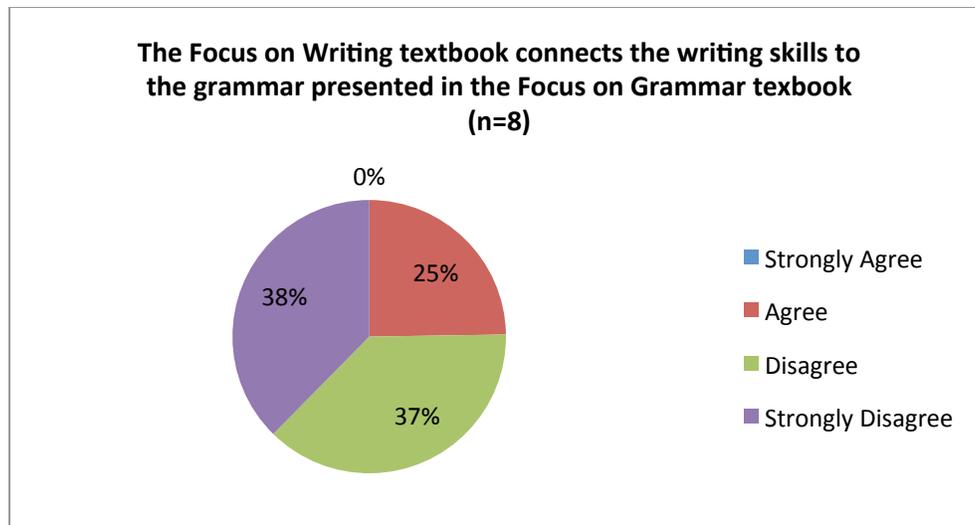


Figure 6: Instructors' Perceptions regarding the Alignment between Grammar and Writing Textbook

Additionally, during the focus group interview with instructors, they indicated that they particularly disliked the writing textbooks. One aspect of the writing textbooks that focus group participants especially found problematic was the inadequate number of examples. Participating instructors reported that they had to bring in extra materials to compensate for the lack of examples provided in the book. Instructors who took the survey were also split in their opinions regarding the clarity of the examples provided in the textbook. Half of the instructors agreed with the statement “The writing textbook gives clear examples of the writing objectives of the class,” while the other half either disagreed or strongly disagreed with the statement (Table 17).

Two instructors who provided written answers to the interview questions were also split in their opinions regarding the grammar textbooks. One commented that he “started using explanations from [other grammar textbooks] because the students found them easier to understand” (written response, April 10, 2014). Conversely, in comparing the new textbooks to the old grammar textbooks, the other commented that the new grammar textbooks were good because

The grammar presentation is broken up more, the activities are shorter, and there is a clear evolution from form-focused, teacher-centered activities to communicative, student-focused activities, and [the new grammar] books try to be more relevant and authentic (written response, April 10, 2014).

Table 17. Instructors' Perceptions regarding Effectiveness of New Textbooks

Survey Item	Responses (n=8*)			
	Strongly Disagree	Disagree	Agree	Strongly Agree
The Focus on Grammar textbook gives clear examples on how to construct sentences using the new grammar structures in their writing.	1	1	6	0
The Focus on Writing textbook gives clear examples of the writing objectives of the class	2	2	4	0

Note: *E-mail requesting participation in the evaluation study was sent to 11 instructors.

The majority of program alumni (5 or 55%) who responded to the survey felt that the grammar textbooks only sometimes presented them with clear examples on how to construct the grammar structures learned in class and sometimes presented them with clear examples on how to use the grammar structures in context (Table 18). The majority (5 or 55%) considered the grammar textbook only sometimes contributed to their learning. However, students in writing 4, 5, and 6 classes who participated in the survey seemed to have a more positive opinion overall regarding the grammar textbooks (Table 19).

Table 18. Alumni's Perceptions regarding Grammar Textbooks

Survey Item	Response (n=9*)				
	Never	Rarely	Sometimes	Often	All of the Time
The Focus on Grammar textbook...					
was easy to follow.	0	0	4	3	2
helped me construct the grammar structures I learned in class.	0	0	4	4	1
presented me with clear examples on how to construct the grammar structures I learned in class.	0	1	5	3	0
helped me use the grammar structures in my writing.	0	0	3	4	2
presented me with clear examples on how to use the grammar structures in context.	0	0	5	3	1
contributed to my overall learning in my writing classes.	0	0	5	2	2

Note: * The survey was sent to 167 potential program alumni. The low number of respondents prevents the survey results from being generalizable.

Table 19. Levels 4, 5, and 6 Students' Perceptions regarding Grammar Textbooks

Survey Item	Response (n=6*)				
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
The Focus on Grammar textbook...					
was easy to follow	0	0	2	2	2
presented me with clear examples on how to construct the grammar structures I learned in class.	0	0	2	4	0
presented me with clear examples on how to use the grammar structures in my writing.	0	0	1	4	1
contributed to my overall learning.	0	1	0	3	2

Note: *The survey link was sent to six instructors teaching level 4, 5, and 6 writing courses; only two replied that they had indeed sent the survey link to their students, with a total of 16 students for both classes.

In contrast to their opinions regarding the grammar textbook, the majority of alumni survey participants (5 or 55%) responded that the writing textbook often presented them with clear examples of the writing skills they learned in class (Table 20). However, half consider the writing textbook only sometimes helpful in improving their writing skills and 1 responded rarely to the same item. Program alumni interview participants found the new writing book to be useful for them. One of the program alumni interviewed said that the different parts of an essay presented in the textbook helped him be more organized in his writing. The other alumni participant added that the writing book provided her with examples of different types of essays. Students enrolled in writing 4, 5, and 6 classes who participated in the survey also had an overall more positive experience with the writing textbooks (Table 21).

Table 20. Alumni's Perceptions regarding Writing Textbooks

Survey Item	Response (n=9*)					
	Never	Rarely	Sometimes	Often	All of the Time	No Answer
The Focus on Writing textbook...						
was easy to follow.	0	2	0	4	2	1
helped me improve my writing skills.	0	1	4	1	2	1
presented me with clear examples of the writing skills I learned in class.	0	0	2	5	1	1
Contributed to my overall learning in the writing classes.	0	1	2	3	1	1

Note: * The survey was sent to 167 potential program alumni. The low number of respondents prevents the survey results from being generalizable.

Table 21. Levels 4, 5, and 6 Students' Perceptions regarding Writing Textbooks

Survey Item	Response (n=6*)				
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
The Focus on Writing textbook...					
was easy to follow.	0	0	1	3	2
helped me improve my writing skills.	0	0	1	3	2
presented me with clear examples of the writing skills I learned in class.	0	1	0	2	3
contributed to my overall learning.	0	1	0	2	3

Note: *The survey link was sent to six instructors teaching level 4, 5, and 6 writing courses; only two replied that they had indeed sent the survey link to their students, with a total of 16 students for both classes.

One explanation for the differences between alumni and current students with regards to the textbooks, specifically the grammar books, could be because some alumni respondents had the opportunity to work with both the old and the new textbooks. It was quite possible that their responses were based on the comparison between the two books, as was the case with one of the program alumni participants. In her interview, she commented that she preferred the old grammar textbook because of the way the grammar was presented and also because the old

grammar textbook presented more examples. In their class evaluation for Fall 1 2013, some students indicated that they preferred the old writing and grammar textbooks through comments such as “the old writing and grammar book [were] more helpful and understandable” (class evaluation notes, January 31, 2014), “please change grammar book because [it] is hard to understand and the old [grammar] book is helpful” (class evaluation notes, January 31, 2014), or “I like the old books better” (class evaluation notes, January 31, 2014). Comments such as these were not apparent in the class evaluation summaries for Fall 2 2013.

The writing committee, including the academic support coordinator, acknowledged that the textbooks they had selected had limitations. They admitted that they actually preferred other grammar textbooks they had reviewed over the series they selected. They commented that the textbook series they selected did not provide sufficient examples for students; however, they indicated that they felt that these books aligned best with the existing SLOs, and met the other criteria set. The two committee members said that creating own packets or textbooks for all the levels would have been preferable, but the academic support coordinator said that he did not think it would be feasible considering the amount of time and effort it would require.

In Writing 7, students did not use the same textbook series as their other peers in the program. Rather, they used a course packet that was specifically designed to meet the objectives of the class. Most students in writing 7 who participated in the survey either strongly agreed (6 or 40%) or agreed (8 or 53%) that the course packet contributed to their learning in the class (Figure 7).

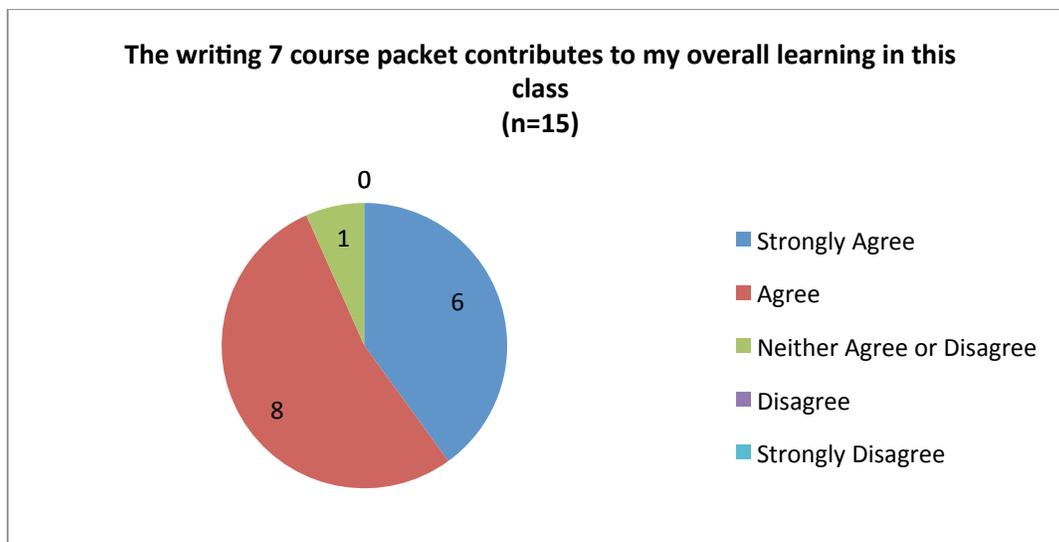


Figure 7: Level 7 Students' Perceptions regarding Course Packet

Classroom and Homework Assignments

In general, participating program alumni and students also perceived the classroom and homework assignments to be of value for them. More than half (6 or 66%) of program alumni considered classroom assignments to contribute to their overall learning often or all of the time. Similarly, more than half (5 or 55%) of program alumni respondents indicated that the homework assignments often contributed to their overall learning (Table 22).

Table 22. Alumni's Perceptions regarding Assignments

Survey Item	Response (n=9*)					
	Never	Rarely	Sometimes	Often	All of the Time	No Answer
The objectives of the classroom assignments were clear.	0	0	2	4	2	1
The classrooms assignments contributed to my overall learning.	0	0	2	4	2	1
The objectives of the homework assignments were clear.	0	0	2	5	1	1
The homework assignments contributed to my overall learning.	0	0	3	5	0	1

Note: * The survey was sent to 167 potential program alumni. The low number of respondents prevents the survey results from being generalizable.

Table 23 showed that 88% of students in writing 4, 5, and 6 classes agreed or strongly agreed that the in class assignments were useful. All of the respondents (100%) agreed or strongly agreed that the homework assignments were useful.

Table 23. Levels 4, 5, and 6 Students' Perceptions regarding Assignments

Survey Item	Response (n=6*)				
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. The in-class assignments were useful.	0	0	1	3	2
2. The homework assignments were useful.	0	0	0	3	3
3. The grading criteria (rubric) for the assignments were clear.	0	0	1	3	1

Note: *The survey link was sent to six instructors teaching level 4, 5, and 6 writing courses; only two replied that they had indeed sent the survey link to their students, with a total of 16 students for both classes.

Similarly, students in writing 7 found both the in-class and homework assignments to be useful (Table 24). All of the respondents (100%) agreed or strongly agreed that the in-class assignments and homework assignments to be useful. Additionally, 100% of the respondents strongly agreed and agreed that the grading criteria for the assignments were clear.

Table 24. Level 7 Students' Perceptions regarding Assignments

Survey Item	Response (n=15*)				
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
The in-class assignments are useful.	0	0	0	13	2
The homework assignments are useful.	0	0	0	11	4
The grading criteria (rubric) for the assignments are clear.	0	1	0	11	3

Note: *The survey link was sent to two instructors teaching level 7 writing. Both replied that they sent the survey link to their students, with a total of 22 students for both classes.

How is the new curriculum implemented in the classroom?

Data used to answer the third evaluation question were taken from interview with instructors and instructor survey results.

Overall, the participating instructors who had the opportunity to work with both the old curriculum and new curriculum (4 or 50% of survey respondents) indicated that they altered their teaching approach as a result of the new curriculum (Figure 8).

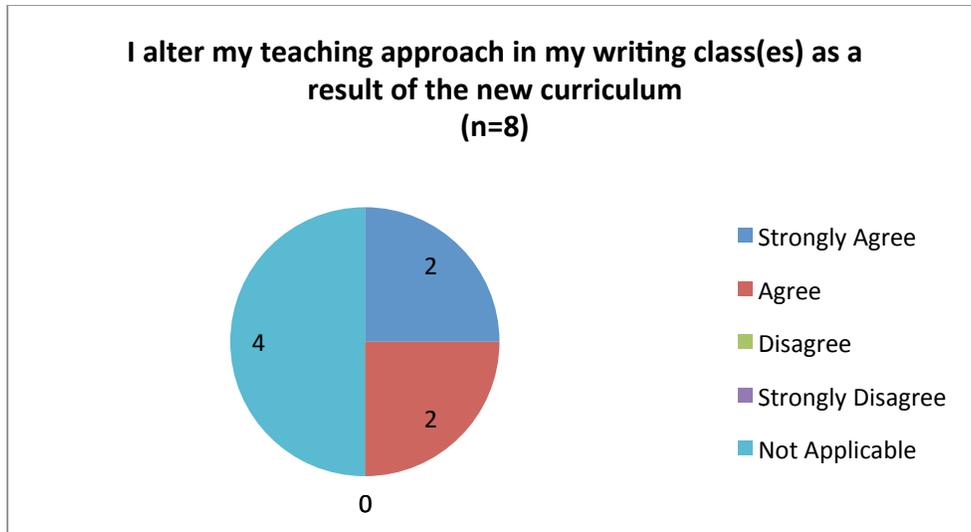


Figure 8: Writing Instructors' Responses to Teaching Approach

Survey results also indicated that instructors usually or sometimes check the SLOs when preparing for their lessons (Figure 10). Additionally, during the interview, participating instructors stated they routinely used the lesson overviews the committee members created to help them plan their lessons. They said that they considered these overviews an asset because they kept instructors on track, as noted by one instructor: “What I like is having, you know, what skills I need to teach and I know roughly from the overview how much time I have to do it. And that really helps” (interview, March 13, 2014). Another instructor also commented on the usefulness of the overviews to give instructors an idea “where [they] should be in order to meet the outcomes” (written response, April 10, 2014).

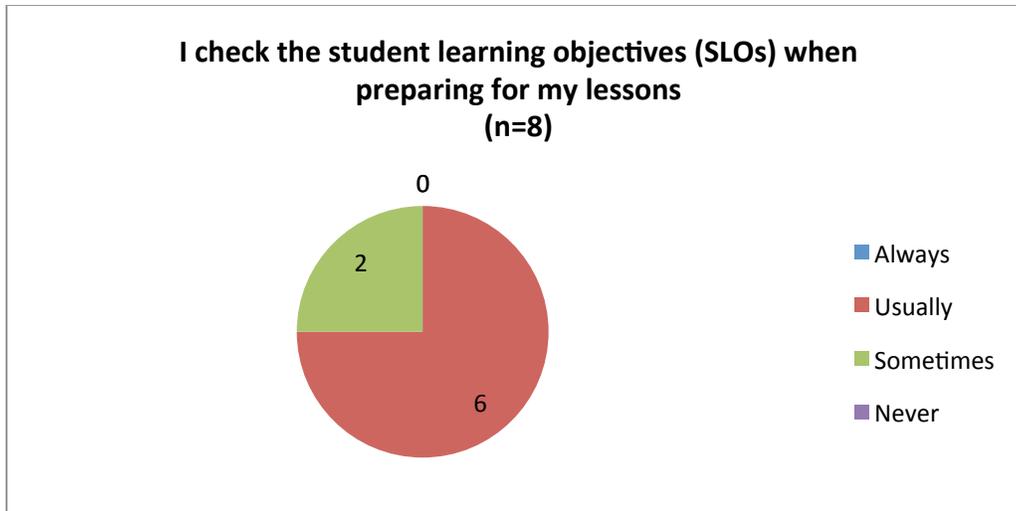


Figure 9: Instructors' Responses to Checking Student learning Objectives

As previously discussed, instructor participating in the survey responded to the effectiveness of the textbooks differently. However, all interview participants and instructors who provided written response agreed that the writing textbooks did not include sufficient examples for students. One instructor stated that because of the lack of examples, she presented students with examples of essays that either she wrote or from other textbooks. As a result she said that she “barely use[d] the writing book” (interview, March 13, 2014). Other participating instructors agreed that they used examples from other books or they created their own models and exercises. Survey results backed up this claim. All of the survey participants indicated that they always or usually used supplementary materials in the writing portion of the class (Table 25). It is worth noting here that it is common for teachers to use supplementary materials to make their lessons more relevant to students.

Table 25. Instructors' Response to Items regarding Use of Supplementary Materials

Survey Item	Response (n=8*)			
	Never	Sometimes	Usually	Always
I use supplementary materials in the writing portion of the lessons.	0	0	3	5
I use supplementary materials in the grammar portion of the lessons.	0	0	3	5

Note: *E-mail requesting participation in the evaluation study was sent to 11 instructors.

With regards to the grammar textbooks, all of the survey participants indicated that they used supplementary materials in the grammar portion of the class. One instructor wrote that he “started using explanations from [other grammar books] because students found them easier to

use” (written response, April 10, 2014). He stated that many of his students were confused by the grammar explanations given in the *Focus in Grammar* textbook.

Instructors who participated in the focus group also mentioned concerns regarding the standardized rubrics and the alignment between standardized rubrics and rubrics for individual assignments. One instructor was concerned that because instructors created their own rubric for individual assignments, these assignments were “graded on a different scale” than those for the midterm and final exams (interview, March 13, 2014).

One participating instructor also showed concerns regarding the scoring inconsistencies of the grammar exams. As a result of these inconsistencies, she said that she felt the scores for the grammar exams were unreliable. Participating instructors acknowledged that the issue with the new standardized rubrics and scoring of the grammar exams could be addressed through a norming session opportunity. During the norming session, instructors stated that they hoped to get better acquainted with the rubric structure and have standardized scoring rules.

CONCLUSION

In 2012, CIEP administrators assigned two senior instructors with the task to review and update the writing/grammar curriculum. Including in their assignments were the tasks to review and update the course packet for level 7, create standardized rubrics to grade students' writing, and select new textbooks for grammar and writing. The writing committee members were given approximately one academic year to complete the project. The stated goal of the project was to update the writing/grammar curriculum so that it better reflected the current needs of the students and the new student learning outcomes. This section summarizes the findings of the evaluation study. Because of the small number of participating alumni and students, the findings of this study are limited to the experiences of the evaluation participants, and should not be used to generalize to the experiences of other instructors, students, and program alumni.

This evaluation study found that in general stakeholders considered the curriculum revision project successful in meeting the stated goal. The surveys documented participating stakeholders' positive opinions and experiences with the new curriculum and the teaching and learning process that took place in the writing classrooms. Participating program alumni found the new writing curriculum at the CIEP to be effective in preparing them to meet the writing demands in their academic classes. Furthermore, participating students reported that they learned useful grammar structures and writing skills.

During the interview, participating instructors reported concerns regarding curricular materials, in particular the new textbooks, standardized exams, placement exams, and writing rubrics. Instructors stated that the new textbook, especially the writing textbooks, did not provide sufficient essay examples for students. With regards to the exams and rubrics, instructors commented that the midterm and final exams were not fully standardized yet and the new writing rubrics were difficult to use. Additionally the placement exams were not aligned with the new curriculum. The academic support coordinator, who was also in charge of the CIEP's curricula, commented that there was still much work to be done in these areas.

This evaluation also documented factors that supported and hindered the curriculum revision and implementation processes. Administrators and instructors who responded to this study agreed that the committee members were very thorough in their work. Both the program director and the academic support coordinator independently identified the committee members to be strengths of the revision project. The writing committee members also reported adequate support from both the program director and the academic support coordinator. Additionally, the evaluation found that participating instructors were committed to continually improve the writing/grammar curriculum.

The committee members reported lack of time and competing priorities to have hindered their revision efforts. They worked overtime, unpaid, in order to complete their assignments. The competing priorities of the academic support coordinator also prevented him from dedicating much time to address the issues with the new writing/grammar curriculum. Administrative decision to fully implement the curriculum before the committee members were able to create the standardized exams, and before the instructors had a chance to become familiar with the new

curriculum and curricular materials, was viewed as a factor that hindered the curriculum implementation processes.

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Appendix A. Survey Items: Writing Instructors

I. Please take a few minutes to read the statements carefully and indicate whether you *strongly agree, agree, disagree, strongly disagree, or not applicable*.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
The new writing curriculum meets the writing needs of my students.					
I alter my teaching approach in my writing class(es) as a result of the new curriculum.					
My students respond positively to the new curriculum.					
The grammar textbook gives clear examples on how to construct sentences using the new grammar structures in their writing.					
The writing textbook gives clear examples of the writing objectives of the class.					
The writing textbook connects the writing skills to the grammar presented in the grammar textbook.					
The writing assignment(s) is (are) effective in gauging where my students are in their writing.					
The standardized writing exams measure what my students know and don't know effectively.					
The content of the writing exams reflect important writing skills.					
The grammar exams measure what my students know and don't know effectively.					
The content of the grammar exams reflect the important grammar points.					
I rely on the grammar tests in preparing my lessons.					

II. Please take a few minutes to read the statements carefully and indicate *always, usually, rarely, or never*.

	Never	Rarely	Usually	Always
I check the Student learning objectives (SLOs) when preparing for my lessons.				

I assign homework to help my students practice their writing skills.				
I assign homework to help my students practice their grammar.				
I use supplementary materials in the writing portion of the lessons.				
I use supplementary materials in the grammar portion of the lessons.				
My administrator(s) support me when I want to try to new ideas in my writing classroom.				

Appendix B. Survey Items: Writing 4, 5, and 6 Students

Writing 4, 5, and 6 Student Survey Items

Item	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
General Experience					
I was familiar with the Student Learning Outcomes for the class.					
I had the opportunity to use the grammar structures I learned in the level(s) before.					
I learned to construct new grammar structures.					
I learned to produce the new grammar structures in original sentences.					
I learned new writing skills.					
I had enough opportunities to improve my writing skills (e.g. editing, writing an outline, etc.)					
The grammar skills I learned will be useful in my academic classes.					
The writing skills I learned will be useful in my academic classes.					
Assignments and Exams					
The in-class assignments were useful.					
The homework assignments were useful.					
The grading criteria (rubric) for the assignments were clear.					
The grammar tests reflected the structures I learned in class.					
The grading criteria (rubric) for the grammar tests were					

clear.					
The writing tests reflected the writing skills I learned in class.					
The grading criteria (rubric) for the writing tests were clear.					
The Grammar Textbook...					
Was easy to follow.					
Presented me with clear examples on how to construct the grammar structures I learned in class.					
Presented me with clear examples on how to use the grammar structures in my writing.					
Contributed to my overall learning.					
The Focus on Writing Textbook...					
Was easy to follow.					
Helped me improve my writing skills.					
Presented me with clear examples of the writing skills I learned in class.					
Contributed to my overall learning.					

Background Information
<p>1. What is your gender?</p> <input type="checkbox"/> Female <input type="checkbox"/> Male
<p>2. What is your nationality?</p>
<p>3. What is your first language?</p>
<p>4. Which writing class are you taking this Spring 2 2014 term?</p> <input type="checkbox"/> Writing 4 <input type="checkbox"/> Writing 5 <input type="checkbox"/> Writing 6

Appendix C. Survey Items: Writing 7 Students

Item	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
General Experience					
In this class I know what I'm supposed to learn.					
In this class I have the opportunity to use the grammar structures I learned in the level(s) before.					
In this class I am learning new writing skills.					
In this class I have the opportunity to improve my writing skills (e.g. editing, writing an outline, etc.)					
The writing skills I am learning in this class will be useful in my academic classes.					
The writing 7 course packet contributes to my overall learning in this class.					
Assignments and Exams					
The in-class assignments are useful.					
The homework assignments are useful.					
The grading criteria (rubric) for the assignments are clear.					

Background Information
<p>1. What is your gender?</p> <input type="checkbox"/> Female <input type="checkbox"/> Male
<p>2. What is your nationality?</p>
<p>3. What is your first language?</p>
<p>4. Are you currently enrolled in at least one academic class at the university?</p> <input type="checkbox"/> Female <input type="checkbox"/> Male

5. What is your classification at the university?

- Freshman
- Sophomore
- Junior
- Senior
- Graduate Student

Appendix D. Survey Items: Program Alumni

Background Information	
1. What is your gender?	<input type="checkbox"/> Female <input type="checkbox"/> Male
2. What is your nationality?	
3. What is your first language?	
4. What is your major at the university?	
5. Are you also currently enrolled in writing course at the IEP?	<input type="checkbox"/> Yes (Please specify which level: _____) <input type="checkbox"/> No (Please write the last writing level you took from the IEP: _____)
6. What is your classification at the university? (Choose one)	<input type="checkbox"/> Freshman <input type="checkbox"/> Sophomore <input type="checkbox"/> Junior <input type="checkbox"/> Senior <input type="checkbox"/> Graduate student

Item	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
General Experience					
The learning objectives were clear to me.					
The writing skills I learned at the IEP are useful in my academic studies at the university.					
The writing courses I took at the IEP helped me prepare for the writing demands in my academic classes.					
The grammar instructions I received at the IEP helped me in my academic writing assignments.					

Item	Never	Rarely	Sometimes	Often	All of the time
The Grammar Textbook...					
was easy to follow.					

helped me construct the grammar structures I learned in class.					
presented me with clear examples on how to construct the grammar structures I learned in class.					
helped me use the grammar structures in my writing.					
presented me with clear example on how to use the grammar structures in context.					
contributed to my overall learning in my writing classes.					
The Writing Textbook....					
was easy to follow.					
helped me improve my writing skills.					
presented me with clear examples of the writing skills I learned in class.					
contributed to my overall learning in my writing classes.					
Assignments and Assessments					
The objectives of the classroom assignments were clear.					
The classrooms assignments contributed to my overall learning					
The objectives of the homework assignments were clear.					
The homework assignments contributed to my overall learning.					
The grading criteria for the assignments were clear.					
The grammar tests reflected the grammar structures/usage I learned in class.					
When I took the grammar tests, I knew what I was being tested for.					
The grading criteria (rubric) for the grammar tests were					

clear.					
When I took the writing tests, I knew what skills I was being tested for.					
The grading criteria (rubric) for the writing tests were clear.					

If you have additional comments, please write them here.

<p>Will you be interested in participating in a focus group to help improve the writing curriculum at the IEP? During the focus group, you WILL NOT be identified by name.</p> <p><input type="checkbox"/> Yes (please write your e-mail address so that we can contact you: _____)</p> <p><input type="checkbox"/> No</p>
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Appendix E. Interview Questions: Academic Support Coordinator

1. Tell me about your responsibilities as the academic coordinator?
 - a. Walk me through you daily obligations.
2. Tell me about your involvement with the designing of the new writing curriculum.
 - a. What was your role?
 - b. How much input did you have in the activities conducted by the other members of the writing committee?
 - c. Were you satisfied with that? Why or why not?
3. Tell me about your perceptions regarding the process of designing the new writing curriculum.
 - a. Do you think it was effective? Why or why not?
 - b. What would you consider to be the strength(s)?
 - c. What areas would you change?
 - d. How satisfied are you with the products (i.e. the new curriculum textbook series, assessments)?
4. What feedback have you gotten from the instructors regarding the new curriculum and materials?
5. What feedback have you gotten from the students regarding the new curriculum and materials?
6. What criteria did the writing committee use to determine which grammar points to include and the order of instruction?
7. Why should the grammar instruction be connected with the writing instruction?

Appendix F. Interview Questions: Program Director

1. Tell me about your responsibilities as the academic coordinator?
 - a. Walk me through your daily obligations.
2. Tell me about your involvement with the designing of the new writing curriculum.
 - a. What was your role?
 - b. How much input did you have in the activities conducted by the other members of the writing committee?
 - c. Were you satisfied with that? Why or why not?
3. Tell me about your perceptions regarding the process of designing the new writing curriculum.
 - a. Do you think it was effective? Why or why not?
 - b. What would you consider to be the strength(s)?
 - c. What areas would you change?
 - d. How satisfied are you with the products (i.e. the new curriculum textbook series, assessments)?
4. What feedback have you gotten from the instructors regarding the new curriculum and materials?
5. What feedback have you gotten from the students regarding the new curriculum and materials?

Appendix G. Interview Questions: Writing Committee

1. Tell me about the process that took place during the redesigning of the new writing curriculum and the selection of the textbooks.
 - a. How were you selected to be in the writing committee?
 - b. How did you, as a committee, determine the process to go about designing the new curriculum and selecting the textbooks?
 - c. What would you consider to be the strengths of the process that you undertook?
 - d. What would you have done differently?
 - e. How satisfied are/were you with the products (i.e. the new curriculum, textbook series, assessments)?
2. What kind of support did you get from the administrators (i.e. the program director and academic support coordinator)?
 - a. How would you describe the level of involvement of the administrators? How so?
 - b. What support from the administrators did you get?
 - c. What support from the administrators didn't you get and you wished you had?
 - d. How would you describe the level of involvement of the other instructors? How so?
 - e. What support from other instructors did you get?
 - f. What support from other instructors didn't you get and you wished you had?
3. How could the program improve subsequent efforts to renew the curricula?

Appendix H. Interview Questions and Protocol: Writing Instructors

Time of focus group interview:

Date:

Place:

Interviewer:

Focus group participants:

Procedure:

1. Welcome and thank the participants for their participation.
2. Offer snacks and refreshment.
3. Briefly describe the project.
4. Give participants a chance to read through the questions.
5. Ask if they have any questions regarding the project and/or the interview questions.
6. Explain that participation is voluntary. They may decide not to answer some questions.
7. Request for permission to record the interview for the purpose of triangulation. Explain that their names will not be included in the transcription.
8. Start the interview.
9. At the end of the interview, thank the participants again for taking their time.

Questions:

1. Tell me about the process that took place during the redesigning of the new writing curriculum and the selection of the textbooks.
 - a. Tell me about your level of involvement throughout the process.
 - b. What did the writing committee do during the process that you liked?
 - c. What could the writing committee have done differently?

2. Tell me about your experience with the new writing curriculum.
 - a. How has it been different compared to your experience with the old curriculum?
 - b. What do you consider to be the strength(s) of the new curriculum?
 - c. What do you consider to be areas for improvement?
 - d. How familiar were you with the new learning objectives prior to using the new curriculum?
3. Tell me about your experience with the new writing textbooks?
 - a. What do you consider to be the strength(s) of the new textbooks?
 - b. What challenges have you encountered in using the new textbooks?
 - c. How familiar were you with the new textbooks prior to using them for the first time?
4. Tell me about your experience with the writing assessments.
 - a. Describe the challenges you have had in administering the assessments.
5. What kind of support have you been getting from the administrators (i.e. the program director and academic support coordinator)?
 - a. What do you consider to be the challenge(s) in implementing the new curriculum?
 - b. How can the administrators assist you in overcoming the challenge(s)?
6. How effective would you say the new curriculum, materials, and assessments are in meeting the academic, language, and acculturation needs of your students?
7. What feedback have you gotten from students regarding the new writing curriculum, materials, and/or assessments?

Appendix I. Interview Questions and Protocol: Program Alumni

Time of focus group interview:

Date:

Place:

Interviewer:

Focus group participants:

Procedure:

1. Welcome and thank the participants for their participation.
2. Offer snacks and refreshment.
3. Briefly describe the project.
4. Give participants a chance to read through the questions.
5. Ask if they have any questions regarding the project and/or the interview questions.
6. Explain that participation is voluntary. They may decide not to answer some questions.
7. Request for permission to record the interview for the purpose of triangulation. Explain that their names will not be included in the transcription.
8. Start the interview.
9. At the end of the interview, thank the participants again for taking their time.

Questions:

1. Tell me about your experience with the writing class(es) you took in Fall 2013.
 - a. How were they different compared to your experience with the writing class(es) you took before Fall 2013?
 - b. Was it clear to you what the learning objectives were for the class(es) you took in Fall 2013? Before Fall 2013?

- c. What do you consider to be the strengths of the writing class(es) you took in Fall 2013?
 - d. If you are currently enrolled in an academic program, how valuable would you say your writing classes at the CIEP have been? Did the materials reflect your needs as a student in academic classes? Why or why not?
 - e. How do you think it could be improved?
2. Tell me about your experience with the textbooks you used in your writing classes in Fall 2013.
 - a. In what ways did they meet your needs as a student?
3. Tell me about your experience with the writing assessments?
 - a. Were you clear on what you were evaluated on? Why or why not?
 - b. Did the content of the tests/assignment reflect the learning objectives? How so?
 - c. Did the content of the tests/assignments reflect the skills or materials you learned in class? How so?