
Lessons learned from a college-wide student learning outcomes evaluation project: Balancing external and internal impetuses

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Impetuses for evaluation in FL programs

"To what extent do you feel under pressure from the following sources to engage in program evaluation?"

BOTTOM-UP
internal impetus

TOP-DOWN
management-
driven impetus

#1: University
administration

#5: Department
faculty
as a whole

#2: University
Accreditation

EXTERNAL
professional
impetus

#4: Trend in FL
education

#3: Dean of my
college/school

Impetuses for evaluation in FL programs

"To what extent do you feel under pressure from the following sources to engage in program evaluation?"

BOTTOM-UP
internal impetus

TOP-DOWN
management-
impetus

#5: De
fa
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"We have a social and moral responsibility towards our students and towards society at large to state as clearly as we can what it is that we do for them and why what we do is valuable."

Different stakeholders are likely to call for

- ...different purposes & uses of evaluation
- ...different evaluation foci
- ...different methodologies

Balancing external and internal impetuses

Challenges:

- As a College, how can we serve both an internal impetus and external impetus for evaluation?
- What would be the most painless yet useful and meaningful way to get faculty involved in program evaluation? What support can the College provide?
- What is the best approach to build evaluation culture in departments, where evaluation may be seen as “added-work” and “no-value”?

Project

- **ONLINE STUDENT EXIT SURVEYS**
for programs in the College of
Languages, Literatures, and Linguistics
(CLLL)
 - MA/PhD
 - BA
 - Certificates
 - 2-year foreign language
requirement
 - Alumni

Department of Second Language Studies

 Department of English
University of Hawai'i at Mānoa

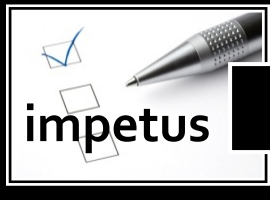
Languages and Literatures
of Europe and the Americas

Indo-Pacific Languages and Literatures

DEPARTMENT OF LINGUISTICS

 East Asian Languages & Literatures
UNIVERSITY OF HAWAII AT MĀNOA

Project impetus



■ Project initiator: Associate Dean of CLLL

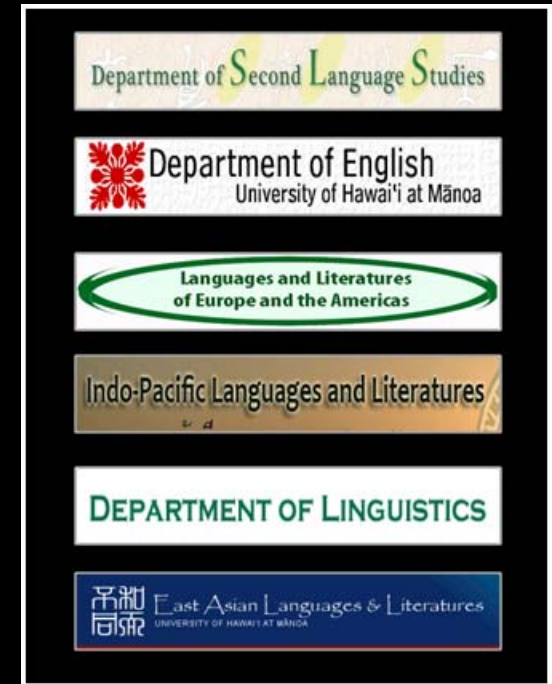
■ Impetus 1  Problematic student data collection - CLLL Program Review report

■ Impetus 2  Enhanced SLOs assessment/development in CLLL departments

■ Impetus 3  Enhanced evaluation capacity

Project goals

1. Respond to internal and external needs
2. Encourage programmatic actions based on evidence
3. Build program evaluation capacity
4. Create a program evaluation system
5. Model effective evaluation practices for other colleges/higher education

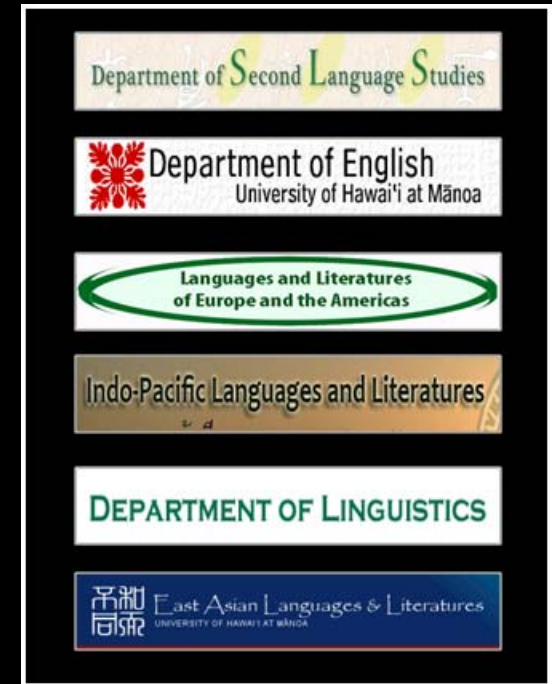


Project evaluation questions

Q1: What is the value of CLLL programs?

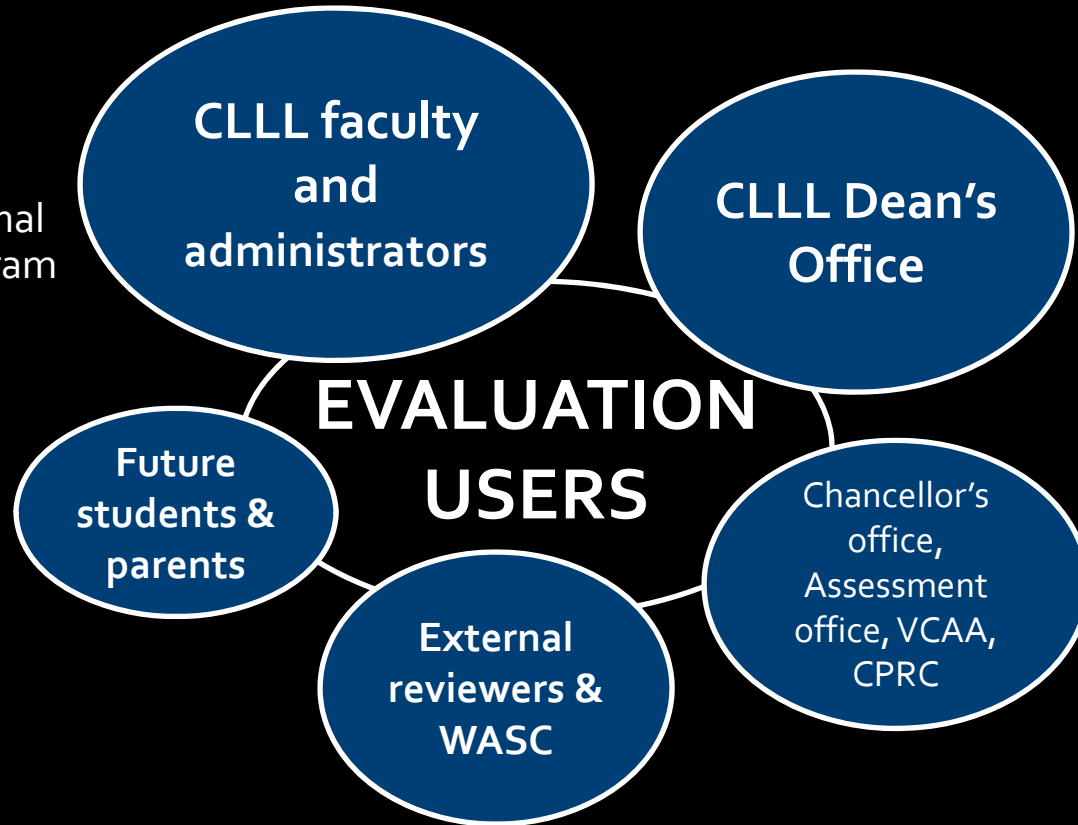
Q2: What areas need attention in order to improve CLLL programs?

Q3: To what extent are educational program-level outcomes being met?



Evaluation users & uses

- Improve teaching & learning
- Demonstrate program values and effectiveness
- Respond to external accreditation/ program review



- Improve teaching and learning
- Demonstrate program values and effectiveness
- Respond to external accreditation/program review
- Enhance evaluation capacity
- Identify and articulate CLLL outcomes

Project history (survey development)

August
2008

- Planning – CLLL-ERT discussions
- Input from evaluation experts

Sept/Oct
2008

- Initial meeting with stakeholders
- ESCIs dissemination
- First draft of common questions submitted to evaluation experts for feedback

Nov/Dec
2008

- Meetings with chairs (answering questions & determining needs)
- Department-specific questions submitted to LLL-ERT (e.g. SLOs)

CIII-Evaluation
Resource Team
(CIII-ERT)

"Assessment council"
(Chairs, eval experts,
liaisons)



CIII faculty,
students

Project history (survey development)

Jan/Feb
2009

- CLLL-ERT develops surveys for each dept/sect
- Surveys are sent to departments & sections for feedback
- Modifications in collaboration with departments and sections

March
2009

- Survey piloting
- Additional survey development

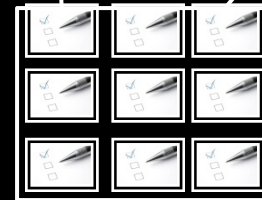
April
2009

- Survey dissemination to CLLL graduates and 202-level FL language requirement students

CIII-Evaluation
Resource Team
(CIII-ERT)

CIII Chairs,
liaisons, faculty

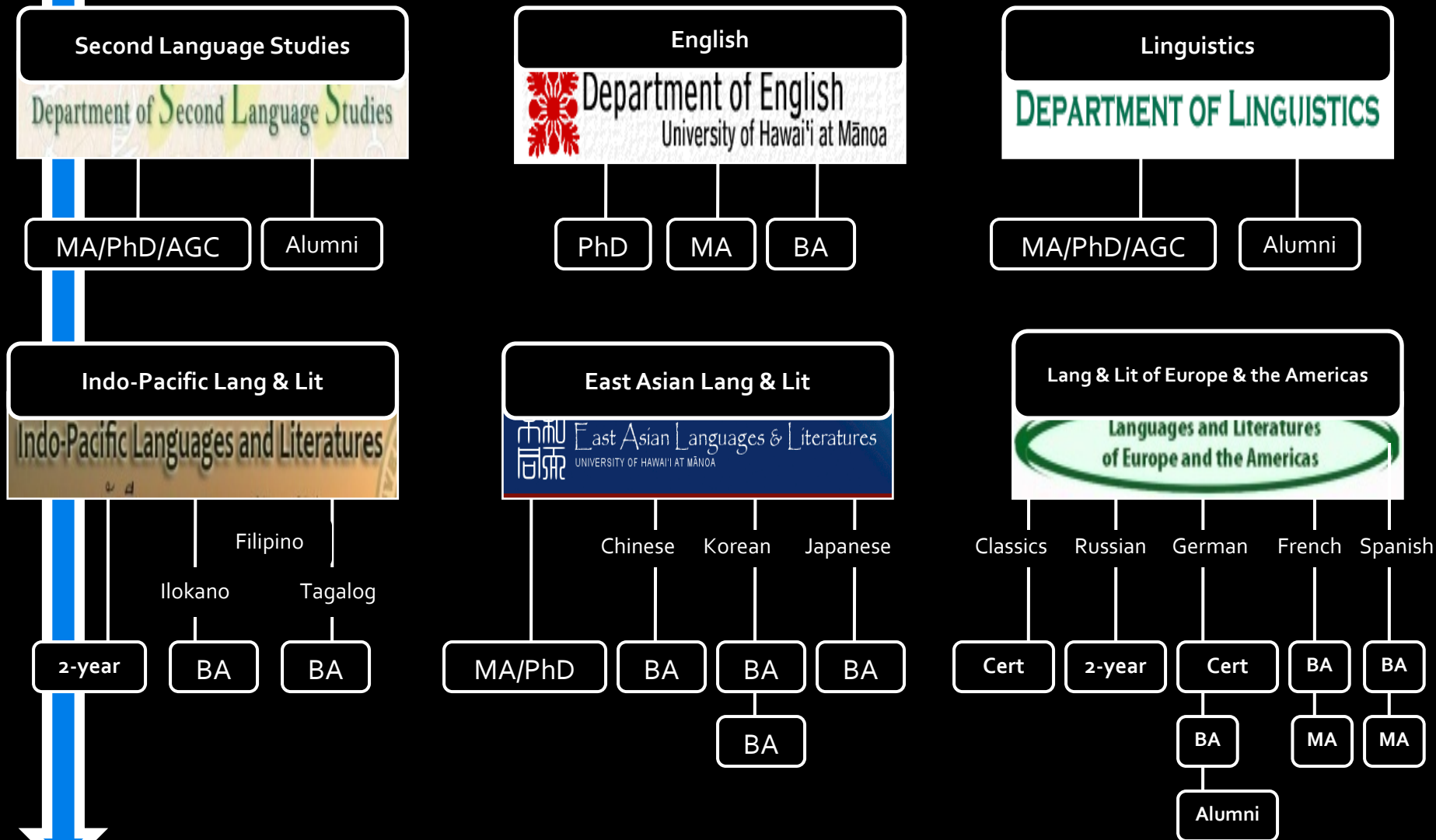
CIII students



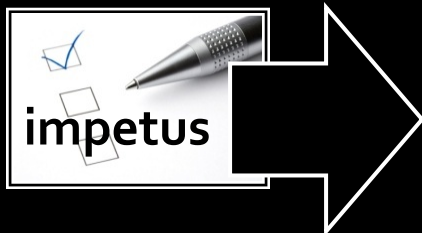
Survey development

SURVEY

March 2009



Project reactions



CLLL evaluation/assessment capacity

Range of existing evaluation practice



Rudimentary

- No internal evaluation practice
- No evaluation committee
- Atomized assessment
- No SLOs

Advanced

- Established and ongoing evaluation practice
- Active evaluation committee
- Evaluation-driven assessment practice
- Established SLOs

Project Reactions

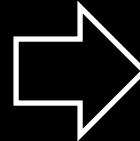
Advanced

Evaluation capacity

- Established, ongoing evaluation practice; evaluation-driven assessment; quality SLOs

Response

- Enhancing/augmenting existing evaluation practice



- Assessment specialist ; some evaluation practice

- Stimulating evaluation/assessment practice

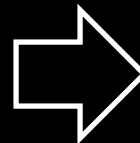


- Stimulating evaluation/assessment thinking and dispositions



- Past evaluation practice (nothing current)

- Reinvigorating evaluation practice



- No internal evaluation practice; no SLOs

- Stimulating evaluation/assessment thinking and dispositions

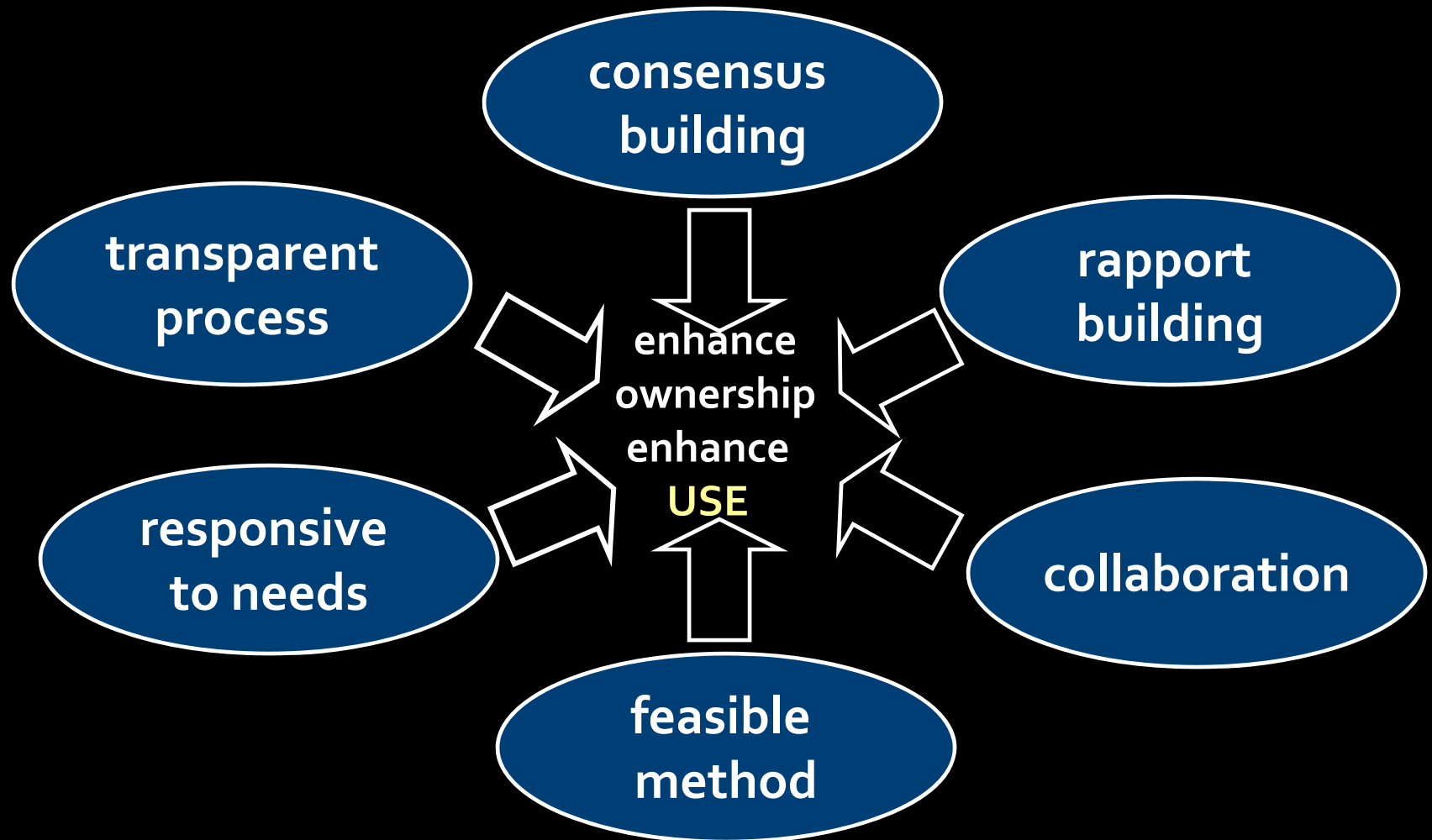


- Minimal engagement; no engagement



Rudimentary

Strategies taken to build evaluation culture



“Own up to it and own it” (Byrnes, 2008, p.30)

The end



Thank you

<http://www.lll.hawaii.edu/eval/>