<table>
<thead>
<tr>
<th>Method</th>
<th>Description</th>
<th>Purposes</th>
<th>Advantages</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questionnaire</td>
<td>Series of written questions administered to individuals</td>
<td>-Gain insight into learner attitudes, outcomes about the program. -Elicit stakeholders’ perceptions of outcomes. -Judge program performance. -Assess changes in program practices.</td>
<td>-Can be completed anonymously. -Non-threatening. -Inexpensive and easy to administer. -Easy to compare and analyze data. -Can be administered to large groups.</td>
<td>-Not suitable for collecting in-depth info. -Does not get whole story. -Might not generate careful feedback. -Wording can bias respondents. -Requires careful writing and sampling. -Impersonal. -Response rates.</td>
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<tr>
<td>Interview</td>
<td>Interactions with individuals to gather extended responses</td>
<td>-Gain insight into attitudes and perceptions. -Capture and describe complex processes like learning or teaching. -Elicit stakeholders’ expectations and needs. -Understand learner experiences.</td>
<td>-Elicit full range and depth of info. -Develop relationship with interviewee. -Can be flexible, tailored to interviewee.</td>
<td>-Training interviewers, conducting interviews, and transcribing can be expensive and time-consuming. -Data analysis is complex -Results may not generalize -Interviewer can bias interviewee responses</td>
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<tr>
<td>Focus Group</td>
<td>Group interaction directed and moderated by a facilitator</td>
<td>-Gain insight into group perception of learning -Identify and understand needs and expectations of group. -Elicit group attitudes towards program. -Focus evaluation questions.</td>
<td>-Can be efficient way of getting breadth and depth of information. -Can be used with wide range of topics, individuals, and settings. -Can convey key information on program</td>
<td>-Training moderators, conducting sessions, and transcribing can be expensive and time-consuming. -Data analysis is complex. -Results may not generalize across individuals.</td>
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<tr>
<td>Observation</td>
<td>Systematic observation using protocols, checklists, ratings, and field notes</td>
<td>-Understand context, activities, people, and interactions. -Identify needs and areas of improvement. -Understand complex processes like teaching and learning. -“see” what people “say” and “do”.</td>
<td>-View operations as they are occurring. -Adapt to events as they unfold.</td>
<td>-Can be difficult to interpret seen behaviors. -Can be complex to categorize observations. -Observer can influence behaviors of observed. -Can be expensive and time-consuming.</td>
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<tr>
<td>Document analysis</td>
<td>Examination of program-related documents (e.g., syllabi, learning outcomes, webpage)</td>
<td>-Examine trends, patterns, and consistency in program. -Identify gaps in curriculum. -Gain insight into program and its history. -Preliminary study for other methods (surveys, interviews, etc).</td>
<td>-Provides comprehensive and historical information. -Does not interrupt routine of a program. -Information already in existence. -Few biases about the information.</td>
<td>-Documents or materials may be incomplete or missing. -Data is restricted to what already exists. -Does not evaluate current staff or client opinion, needs, or satisfaction. -Can be time consuming.</td>
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<tr>
<td>Case Studies</td>
<td>Intense investigation of a program, class, individual using multiple methods</td>
<td>-Document what actually happened. -Track perceptions, attitudes, behavior. -Understand individuals’ needs &amp;expectations -Identify obstacles to program implementation</td>
<td>-Fully depicts an individual’s experience in a program, a class, etc. -Powerful means to portray program to outsiders. -Can generate thorough understandings</td>
<td>-Time-consuming to collect, organize, describe, and analyze. -Represents depth of information rather than breadth. -Multiple methods require training</td>
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<tr>
<td>Assessment</td>
<td>Systematic gathering of information about student learning (e.g., portfolios, OPI, in-class tests)</td>
<td>-Examine student achievement of outcomes. -Ascertain extent to which programs meet goals. -Understand student progress within program. -Judge program effectiveness. -Feedback to teachers, students, admin.</td>
<td>-Can compare students’ performance to each other (NRT). -Can assess the degree of student achievement on a priori set goals (CRT). -Can direct teaching and encourage learning.</td>
<td>-Developing reliable, valid, and practical language tests is difficult. -Time consuming to create meaningful assessment rubrics and criteria. -Scoring can be labor, training intensive. -Good understanding of various assessment tools are needed to match them to purposes.</td>
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</tbody>
</table>
Methodology Resources

**TOOLS & GUIDES**
Foreign Language Program Evaluation Project (FLPEP) site: [http://nflrc.hawaii.edu/evaluation](http://nflrc.hawaii.edu/evaluation)

**QUESTIONNAIRES**
Useful website: [http://www.engin.umich.edu/teaching/assess_and_improve/handbook/indirect/surveys.html](http://www.engin.umich.edu/teaching/assess_and_improve/handbook/indirect/surveys.html)

**INTERVIEWS**
Administering interviews: [http://oerl.sri.com/module/mod7/m7_p1.html](http://oerl.sri.com/module/mod7/m7_p1.html)

**FOCUS GROUPS**
Useful website: [http://ag.arizona.edu/fcs/cyfernet/cyfar/focus.htm](http://ag.arizona.edu/fcs/cyfernet/cyfar/focus.htm)

**OBSERVATIONS**

**DOCUMENT ANALYSIS**

**ASSESSMENT**
Useful website: Comprehensive list of outcomes assessment practices in Higher Education: [http://www2.acs.ncsu.edu/UPA/assmt/resource.htm](http://www2.acs.ncsu.edu/UPA/assmt/resource.htm)

**CASE STUDIES**