



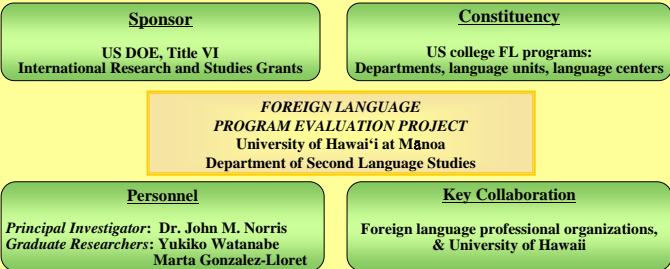
# Identifying and Responding to Evaluation Needs in college Foreign Language Programs

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Purpose

Foreign language educators in U.S. colleges are under pressure to ensure the value and effectiveness of their educational programs. Program evaluation is a key—but often missing—component in pursuit of educational effectiveness, enabling educators to understand, improve, demonstrate, and ensure the quality of the program. This project responds to needs, gaps, and concerns related to evaluation at the tertiary level, building the capacity of FL educators to engage with a variety of program evaluation demands in meaningful and useful ways.



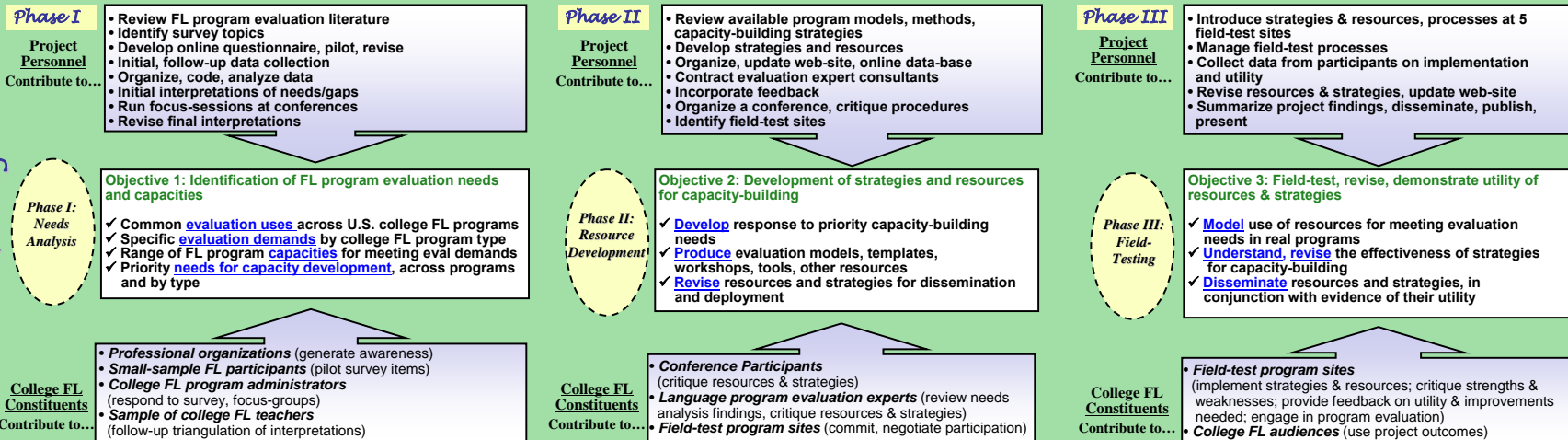
## Research Questions

- RQ1: What are the primary uses and demands for evaluation in U.S. college FL programs?
- RQ2: What are the current capacities of U.S. college FL programs to adopt/adapt/develop and use evaluation models, instruments, and procedures to meet primary demands?
- RQ3: What are the differences in evaluation demands and capacities across types of U.S. college FL programs, as distinguished by institutional and program size/setting, target language, and learner constituency?
- RQ4: What key resources and strategies can be developed and disseminated for helping U.S. college FL programs to increase their capacities to meet priority evaluation demands?
- RQ5: How can capacity-building resources and strategies be improved to better serve the evaluation needs of U.S. college FL programs?

## Findings used by...

- FL programs, for implementing specific evaluation models, procedures, and tools articulated to meet their priorities and in support of their programs
- FL education community, for addressing program evaluation capacity issues in terms of teacher development, program staffing, standards of practice
- Project personnel, for refining strategies and resources, and for improving their delivery to FL program constituents
- FL programs, for understanding and relating their own evaluation demands, capacities, and constraints
- Evaluation researchers, consultants, and experts, for responding to actual evaluation uses/needs in college FL education through research and practice
- Project personnel, for informing the development of capacity-building strategies and resources in response to priority needs

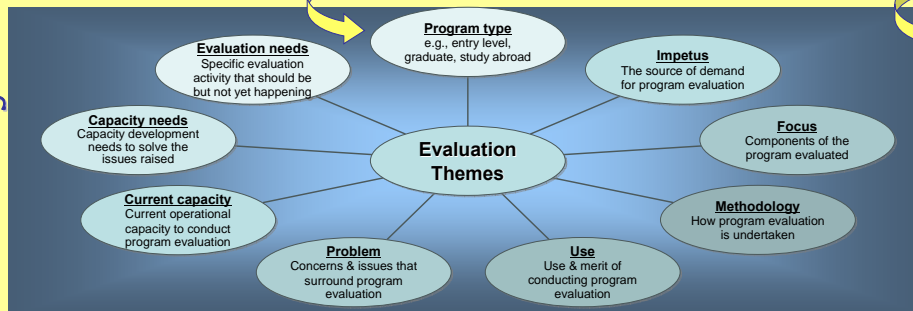
Planning



## Conducting needs analysis: Interview and survey



Progress



	Interview study	Online questionnaire
Participants	Hawaii (face-to-face): 13 Chairs, language center directors, assessment specialist, & language coordinators. Mainland (phone): 7 Chairs & language center directors.	Invitations sent to ... • 775 FL program administrators. • 1424 Additional FL program chairs/contact person in the U.S.
Purpose	To understand the kind of language respondents use when talking about program evaluation and the wide range of values respondents have towards evaluation.	To understand and prioritize evaluation focus, use, impetus, methods taken, problems, capacity, and needs among college FL programs in the U.S.
Use	• Data used to create an online survey. • Quotes will be used in the project website and articles to reflect real voice from FL educators.	• Create resources, templates, strategies, and tools for conducting program evaluation.

Visit our project website: <http://www.nflrc.hawaii.edu/evaluation/>