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A Metaevaluation of An Evaluation of A Second Language Course

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A METAEVALUATION OF AN EVALUATION
OF A SECOND LANGUAGE COURSE

by

Edmilson B. Torres

A project submitted to the faculty of

Brigham Young University

in partial fulfillment of the requirements for the degree of

Master of Science

Department of Instructional Psychology & Technology

Brigham Young University

December 2005
Of a project submitted by

Edmilson B. Torres

This dissertation has been read by each member of the following graduate committee and by majority vote has been found to be satisfactory.

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_________________________________  ______________________________________
Date                                      Andrew S. Gibbons

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As chair of the candidate’s graduate committee, I have read the thesis of Edmilson B. Torres in its final form and have found that (1) its format, citations, and bibliographical style are consistent and acceptable and fulfill university and department style requirements; (2) its illustrative materials including figures, tables, and charts are in place; and (3) the final manuscript is satisfactory to the graduate committee and is ready for submission to the university library.

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ABSTRACT

A META-EVALUATION OF AN EVALUATION OF A SECOND LANGUAGE COURSE

Edmilson B. Torres
Department of Instructional Psychology and Technology
Master of Science

This project is a metaevaluation or critique of an evaluation of an intermediate course in a second language curriculum. In this report, the intermediate course evaluation is described to provide a basis for understanding the metaevaluation. Then the metaevaluation is presented.

The evaluation was the first stage of a department-approved and college-supported curriculum redesign project to improve the quality of a second language curriculum in terms of instructional materials, methodological approaches, and pedagogical practices to promote optimal second language learning gains. Through the evaluation, strengths and weaknesses of the curriculum were identified so that these issues could be addressed during curriculum development.

This metaevaluation identifies strengths and weaknesses of the intermediate course evaluation in terms of its utility, feasibility, propriety, and accuracy.
Recommendations are made for improving the evaluation. In addition to several strengths, the metaevaluation identified some ways the intermediate course evaluation could be improved. Findings include the need for creating better relationships with stakeholders by more clearly understanding their concerns and views, creating more comprehensive contracts, and clarifying responsibilities and rights pertaining to the use of reports and data.
I express my most deep thanks to those who helped me in certain ways to accomplish this goal. I thank Dr. David D. Williams who patiently guided me through this process and all my committee members who helped me understand how to metaevaluate. I thank Michelle Bray, who tirelessly answered my questions with a smile, even those often repeated. Most of all I would like to thank Ana Claudia, my wife to whom I am a debtor for this achievement. Silently and lovingly she pushed me, always cheering me up without a single complaint, in spite of her own struggles.
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Introduction

This is a report of a metaevaluation or an evaluation of an evaluation. Metaevaluations are conducted by metaevaluators who observe and critique primary evaluations’ procedures against sets of standards. In this study, the metaevaluation was conducted of an evaluation of an intermediate language course to address concerns of the metaevaluator’s masters degree committee, as well as standards for program evaluation promoted by professional evaluators, including utility, feasibility, propriety, and accuracy.

To set the context for metaevaluating with these standards, a brief literature review summarizes key issues and then the intermediate course evaluation, which was the object of the metaevaluation, is summarized. The intermediate course evaluation summary identifies the evaluand or object being evaluated as an intermediate language course. Further, it clarifies background information about the course and its evaluation, who the stakeholders were, their criteria for judging the course, the questions answered, data collection and analysis procedures, reporting strategies, results, recommendations, schedule, and budget.

With this context established, the metaevaluation of the intermediate course evaluation is presented in terms of how well it met thirty criteria associated with the utility, feasibility, propriety, and accuracy standards. In particular, through observations, report reviews, and interviews, the metaevaluator gathered data regarding the completion of the intermediate course evaluation and judged it in light of these standards.

The utility standards include seven criteria: stakeholder identification, evaluator credibility, information scope and selection, values identification, report clarity, report
timeliness and dissemination, and evaluation impact. The feasibility standards include three criteria: practical procedures, political viability, and cost effectiveness. The propriety standards include eight criteria: service orientation, formal agreements, rights of human subjects, human interactions, complete and fair assessment, disclosure of findings, conflict of interest, fiscal responsibility. Finally, the accuracy standards include twelve criteria: program documentation, context analysis, described purposes and procedures, defensible information sources, valid information, reliable information, systematic information, analysis of quantitative information, analysis of qualitative information, justified conclusions, impartial reporting, and metaevaluation. Based on these thirty criteria, the metaevaluation identifies strengths and weaknesses of the intermediate course evaluation and offers recommendations for improving future evaluations.

Organizationally, this project begins with a literature review, followed by a brief explanation of methods used to conduct the metaevaluation, a description of the primary evaluation or the intermediate course evaluation which was metaevaluated, and then the metaevaluation itself.
Literature Review

Evaluation is a well established process for helping teachers and educational programs improve courses and curricula. Scriven (1981) expressed the concern of many about the importance of evaluation supporting course and curriculum design when he noted,

If we wanted to know about the quality of the curriculum, we would need to examine the content that was being taught. What are the central ideas constituting the curriculum? What concepts are focused upon? What general theoretical structures are being offered to the students on which these concepts can be placed. (p. 42)

Lynch (1996) implies that program evaluation should play an essential role in the development of applied linguistics, such as the intermediate course which was the evaluand in this study. He clarifies that the evaluation process should be focused around stakeholders and their values, “Identification of the evaluation audience leads to determining the evaluation goals, or purpose” (p. 3). Lynch (2003) further reinforces this view by noting that stakeholders are “the audiences that should legitimately have a voice in determining the goals for the assessment and evaluation” (p. 16).

The discrepancy evaluation model proposed by Provus (cited by Brown, 1989) fit the need of the intermediate course evaluation well. As Provus noted:

Program evaluation is the process of 1) defining program standards, 2) determining whether a discrepancy exists between some aspect of program performance and the standards governing that aspect of the program, and 3) using
discrepancy information either to change performance or to change program standards. (p. 228)

Furthermore paying attention to what is taught and how it is taught gives the evaluators insight into identifying weaknesses in instruction. For example, as Merrill (2001) states that, “Learning is facilitated when the instruction demonstrates what is to be learned rather than merely telling information about what is to be learned…” (p. 6). Evaluation should focus on how instruction is designed to improve learning.

As another example of what evaluators should look for in their studies of instruction, Merrill (2001) notes that student participation usually leads to better learning. He states that; “Most of the current work in cognitive psychology has shown that students learn better when engaged in solving problems” (p. 5). Reigeluth (1999) agrees; “If someone wants to learn a skill, then demonstrations of the skill, generalities (or explanations) about how to do it, and practice doing it, with feedback definitely make learning easier and more successful” (p. 14).

Why conduct a metaevaluation? Although most evaluation studies do not include formal metaevaluations, professional evaluators are encouraged to conduct their own internal metaevaluations while planning and conducting their own primary evaluations and to invite others to metaevaluate their final evaluation results to enhance interpretation of their results. As Finn, Stevens, Stufflebeam, & Walberg (1997) note about a metaevaluation they conducted of the Integrated Learning Systems Project evaluation in New York Public Schools, “The meta-evaluation was designed and conducted and is now reported to help these audiences assess the evaluation report and draw warranted conclusions about the merit and worth of the learning systems project” (p. 159).
Metaevaluation, well done, can help stakeholders understand and trust primary evaluations. A team of representatives from organizations associated with many disciplines has collaborated for more than 25 years to create standards for judging evaluations. They have submitted their work to practicing evaluators and continue to obtain feedback for improving the standards in annual meetings. The results of their work are summarized in Program Evaluation Standards (Sanders, 1994) and are used in this project to guide the metaevaluation presented here because the intermediate course evaluation that was metaevaluated is considered a program evaluation. To summarize specific indicators regarding how well the standards are being met in a particular evaluation, Stufflebeam (2005) developed a checklist which also guided this metaevaluation.

Methodology for the Metaevaluation

As suggested in the literature review, the data collection methods for the metaevaluation focused on discovering how well the intermediate course evaluation met the thirty program evaluation standards and the particular list of indicators proposed by Stufflebeam (2005).

Data were collected through observation, review of reports, and interviews. The evaluators’ procedures were observed and recorded in field notes identifying what they did to conduct the primary evaluation. Reports and evaluators’ records were reviewed to clarify how they summarized the evaluation activities and findings. Conversations and informal interviews were conducted to understand the stakeholders’ expectations and how well the evaluation process met their needs.
The metaevaluation was conducted throughout the time that the intermediate course evaluation was being conducted in an informal way. A more formal procedure was implemented after the final reports were completed. This procedure involved reviewing each of the thirty standards and identifying evidence from the metaevaluation data collection process to judge the strengths and weaknesses of the intermediate course evaluation in light of those standards.

In the following section, the primary evaluation of the intermediate course is presented to set a context for the metaevaluation which will follow in the subsequent and final section of this manuscript.

The Intermediate Course Evaluation

In this section, to provide a context for the metaevaluation, the evaluand or object of evaluation (the intermediate course) for the intermediate course evaluation is identified. In addition, important background information, who the stakeholders were, their criteria for judging the evaluand, the questions answered, data collection and analysis procedures, reporting strategies, results, recommendations, schedule, and budget are summarized.

Evaluand

The evaluand was an intermediate second language course. The course description states that the course is an intermediate advanced grammar, reading, and culture class for native English speakers who want to develop their knowledge in this language. It introduces students with some experience in the language to culture, literature, and grammatical concerns through the reading of short stories, novels, and drama in the target language. This course is required for students who will take upper-
division courses for a minor or major in the target language and is required by the
department to qualify students with non-university experience with the language to take a
computer-based challenge exam that tests basic grammar knowledge. Depending on how
well they perform on the challenge exam, students may obtain up to 16 credits for lower
division courses.

Background

The course is offered at a western university that offers 40 to 45 second language
courses regularly. The target course had not been evaluated for about 12 years. Therefore
this evaluation and a subsequent plan to redesign the evaluand were established with the
aspiration of retaining more students who would continue taking upper-division courses
after taking the intermediate course. It was anticipated that this evaluation, followed by
course redesign, would encourage more students to minor or major in the target language
and better prepare them to compete for jobs.

The evaluation took place during the fall to prepare for course redesign, scheduled
to take place during the subsequent winter. The instructors were to be trained at the end
of summer and the new second language course was to be implemented in the
Department of Languages the following fall. All this was part of an ongoing effort to
ensure that this university would develop excellence in languages.

Stakeholders

To better understand the purpose and goal of the evaluation, stakeholders and
their views were identified to include the humanities college, the targeted second
language department, the faculty director assigned to coordinate all instruction associated
with the second language course, instructors (four full-time professors and six native
speaking graduate student instructors), and students. These stakeholders were consulted throughout the evaluation process to understand the evaluand from each of their individual and collective perspectives, to clarify their views on what they felt the evaluand should be doing, how well it was serving them, and how it might change to better serve the students while meeting department and college expectations.

The faculty director was assigned to coordinate all instruction associated with the Second Language Course. In his first semester as director, he identified the need to evaluate the curriculum so that it could be improved through thorough redesign and materials development. He petitioned the assistance of external evaluators for this project and identified graduate students who had taken the necessary classes to qualify as evaluators and who had extensive experience in the targeted second language course.

There were 198 students enrolled in eight sections of the intermediate course which is the course being evaluated, and 60 students in subsequent upper-division courses who have completed the course being evaluated. Random samples from these groups of students were drawn for participation in the focus groups. Results from these samples were extrapolated to future students.

Criteria

The criteria for judging this evaluand were derived from interviews with stakeholders about their questions, concerns, and values associated with the evaluand. Two criteria were identified as essential for evaluating the intermediate course.

1. Students should be prepared to succeed in one or more advanced courses.
2. Students should successfully prepare themselves for the challenging exam.
Questions Regarding How Well the Evaluand Meets the Criteria

Based on the stakeholders’ definition of the evaluand as the intermediate second language course and their criteria for judging it, the principal questions stakeholders wanted answered through this evaluation were:

1. How well does the course prepare students to take advanced courses in the target language?
2. How well does the course prepare students to take the challenge exam?

Data Collection Methods

Two types of data collection activities were used to document stakeholders’ perceptions of the worth of the intermediate course curriculum in terms of discrepancies between program performance and their expectations for it: focus groups and interviews.

Focus groups. Focus groups with students from each of the eight sections of the intermediate course met to discuss their perceptions of the curriculum. Evaluators used the focus groups to follow up on the themes raised to explore issues, concerns, suggestions, and recommendations of the participants regarding the course. These discussions gave the students the opportunity to provide more details, examples, and stories to illustrate their answers to the questions regarding how well the evaluand met the criteria.

The design called for creation of five focus groups of eight students each through random selection of five students from each of the eight sections of the intermediate course. An additional three students were randomly selected from the remaining students in each section to be alternates in case any of the first five selected students could not meet at times scheduled for the focus groups. The selected students were given a memo
inviting and encouraging them to sign up. By mixing the students from different sections together students in each focus group listened to and responded to the issues brought up by
students from other sections.

The day before each focus group an email was sent out to remind students of the upcoming focus group they had signed up for and phone calls were made to encourage them to come participate (See Appendix B for the Focus Group Reminder Email). Pizza and drinks were provided to motivate students to participate. A total of 32 students (out of 40 invited), or 16% of the enrolled students in the intermediate course attended the five focus groups.

At the beginning of each focus group session, students were given a consent form to read and sign (See Appendix C). After that, everyone in the focus group sat on comfortable chairs or couches around a table in a quiet room to discuss a series of prepared questions (See Appendix D). These questions were derived from the principle questions regarding how well the evaluand met the criteria. They were designed to help students’ share their perceptions of what the course should do and how well it met the criteria.

The focus groups lasted about 1 hour and 15 minutes on average. The students said they would not mind staying a little longer so they could completely express their ideas. After completing the focus groups, pizza and drinks were served, and the students continued to talk about the course and shared additional and vital information that was included in the data analysis.
**Interviews.** Interviews were conducted with the six native language-speaking graduate student instructors and the four full-time professors in the department. The interviews were conducted to obtain perceptions of those who teach the course and subsequent courses regarding the academic worth of the intermediate course. Specifically, these interviews were intended to elicit from graduate students and professors their different but complementary perspectives on the evaluand compared to how they felt it should perform.

Although two different sets of questions were developed for these interviews, one for graduate instructors (See Appendix E for the Interview Questions – Graduate Student Instructors) and the other for professors (See Appendix F for the Interview Questions – Professors), they both covered the same themes. The graduate student instructors were asked more questions than the professors because their questions dealt with the actual daily teaching of the intermediate course, which did not apply to the professors who teach subsequent classes to students who have already taken the intermediate class.

These 10 interviews, which were scheduled to last about 30 minutes each, averaged about an hour each, and were conducted in the offices of the graduate student instructors and the professors to provide a safe, familiar, and comfortable environment.

**Data Analysis Procedures**

Qualitative procedures were used to analyze the qualitative data from course focus groups and interviews. That is, the texts from these data collection sources were studied and analyzed in order to categorize the data into major themes associated with the evaluation questions. The details, descriptions, examples, and stories that resulted from
the qualitative data collection activities illustrate the stakeholders’ perceptions of what the evaluand was and what they believed the evaluand should be.

*Reporting Strategies*

There were several reporting strategies for this evaluation. First, an interim report of ten pages was delivered to the director of the course to begin the curriculum design project. This interim document synthesized the results and general themes regarding stakeholders’ perceptions of the course and their ideas regarding the curriculum design, coupled with the evaluators’ recommendations. A later evaluation report was written and presented to the dean, the director, and faculty in the languages department, addressing their questions.

This separate final report is presented to the Department of Instructional Psychology and Technology to provide context for the metaevaluation which follows and will be used to satisfy requirements for the Masters degree.

*Results of Intermediate Course Evaluation*

*Class covered too many topics.* The students felt that this course attempted to cover too many topics. They expressed their displeasure in trying to study grammar, literature, and culture all in one class. As one student said; “I spent hours in subjects that were not on the exam; [the study of] literature was busy work, useless and a waste of time.”

The students and director all described the course curriculum as a “hodge-podge” that may have emerged as such because the graduate student instructors were given a textbook a few days prior to the beginning of each semester and told to focus the course 1/3 on culture, 1/3 on literature, and 1/3 on grammar.
As a result students felt they learned very little about many things, all of which they quickly forgot because the course encouraged them to cram instead of learn. One student summarized his disappointment, “I did not gain any better understanding of the language.” Faculty who teach upper level courses confirmed that the course has not adequately prepared all students equally and evenly for success in advanced courses.

*Language proficiency unimproved.* The most common theme expressed by the students regarding second language pedagogy was that they did not have enough opportunities to practice the language to be prepared for advanced classes. As one student said, “I don’t feel prepared to take advanced classes.” They expressed a strong desire to have more pair and group work doing collaborative and communicative language activities. Because of the lack of language practice and feedback in the class, many students felt that their language proficiency had not improved. Others felt that their language proficiency had actually declined from the level they had from previous immersion experiences with the languages, as a student explained; “I have forgotten much of what I learned.”

*Instructors did not use the syllabus.* From the comments made by the students in the focus groups, it is apparent that none of the instructors used or followed the course syllabus, which was designed to help the students prepare for subsequent advanced courses. The majority of the students did not know what the upcoming assignments would be or when the examinations would be administered. One student expressed her concerns about it saying, “We need more focus on the course.” Another said, ”I did not know the objective of the course.”
Instructors did not give feedback on students’ performance. Additionally, the students generally complained about not getting feedback on their assignments. Worse than this, most of the instructors were perpetually behind in grading, as one student stated, “The teacher was behind on grading and was not worried about it.” As a result, students did not know how well they were doing in the course or how they could improve in their preparations for subsequent courses.

TAs were not trained as teachers. Many of the students expressed concerns regarding their instructors’ qualifications and preparation to teach. Among all six instructors, only one was well regarded by the students. In most cases, the students felt that without better preparation their instructor could not prepare them for advanced classes or to take the challenge exam. One student declared that, “The teacher confessed not knowing what was in the exam.” Although the instructors are easily accessible and very personable, the students tended to complain about their ability to teach. Some blamed this on the instructors’ personal preparation while others blamed lack of department support.

TAs did not prepare helpful lessons. A common theme expressed by the students regarding the instructional methodology was that many of the teachers had the students read aloud in turn from the textbook material that were assigned as homework the day before. This proved to be a very unproductive learning experience and suggested to the students that their instructors were not preparing classes sufficiently beforehand to inspire them to learn and prepare for subsequent courses. Another problem that the students voiced was that the principal instructional methodology was lecture. The students expressed boredom and frustration with this non-interactive instructional approach to
teaching. As one student noted, “It was too much reading from the book, it did not catch my attention.”

*Textbook was for native speakers.* Almost all the students complained about the quality of the textbook. They reported that the textbook was written for native language-speaking students. As one student said, “The book was hard to understand.” Another added, “The book assumes that the learner knows the historical and cultural facts behind the literature pieces and grammar examples.” Another student claimed that; “Students were expected to try to explain the literature even though they did not understand it [grammatically or in terms of the literary quality].” Leaving so much up to the students led many of them to decide not to take upper level classes. As a student declared, “I don’t want any other class on this language.”

Also, the grammar explanations in the textbook were not very clear and the grammar examples were not very useful. A student reported; “The book was written for native speakers, it is too complex.” The students also noted that there were not enough opportunities to practice grammar usage in the textbook, which focused more on historical facts and cultural issues. As a result, the students felt they were not prepared for the challenge exam.

*Professors’ views differed from others.* Interestingly, three of the four professors were opposed to using this evaluation and subsequent curriculum revisions to recruit more students into upper-division courses or to declare a minor or major in the language. They were happy with the small class sizes in their upper-division grammar, literature, linguistics, and culture courses and did not want to add more sections of these classes with more students enrolled in each section.
Not enough grammar was taught. The students wanted to learn more grammar in preparation for the challenge exam than was given. One student summarized, “It would be more successful if the course taught us more grammar and writing and less culture.” Another student said, “The course did not adequately prepare me to do well on that challenge exam.” A third student in an advanced class who had the exam concluded, “Since the exam was only testing for grammar the [intermediate] class should teach grammar.”

Course and exam relationship confused. Several students with extensive experience in the target language reported in interviews and focus groups that they were interested in taking the challenge exam to earn credits without having to take lower level classes. They were told by department secretaries that this was one important reason for taking the intermediate course. However, the official objectives of the course outlined in the course description did not list preparation for the challenge exam. Instead, the description alluded to this course being used as a portal course into upper-division courses associated with a minor or major. The discrepancy between the course description, the reasons department secretaries gave students regarding why they should take this course, and the students’ expectations for the course was a major concern for these students.

No course focus on the challenge exam. Students were not advised regarding when the exam was going to be given or how to take the exam because the instructors did not have this information or any mandate to teach it. As one student from the advanced class declared, “This class failed to prepare me for the exam.” And another agreed, “I felt
that signing up for this class was a waste because it did nothing to prepare me for the exam.”

*Recommendations from Intermediate Course Evaluation*

The previous section outlined results from the focus groups and interviews. Based on these findings, the following recommendations are offered.

1. It appears that the intermediate language course is being offered as an appetizer to other upper-division grammar, literature, culture, and linguistics courses. Most students wanted this class to prepare them well for the challenge exam, while a few want to go on and take advanced classes. So, it would be profitable to the students if this course spent the first half of the semester reviewing and teaching grammar so students could be prepared to take and pass the challenge exam. That exam should be announced well in advance, simulated in class to help students become familiar with its procedures, then be offered at midterm. After the exam, the second half of the course could survey the topics covered in the other upper-division courses and highlight the benefits, including job opportunities, of majoring or minoring in the language. The survey should cover in depth a few well-selected topics rather than superficially introducing several miscellaneous ones.

2. There was a unanimous agreement among most of the students that TAs were not giving information about assignments in advance. Teacher could give students an advanced organizer, a preview of the material that they will read for homework through a schema building activity at the end of the class period. Then the students could go home and prepare that material for the next class. The next class
should be filled with practical application activities that help the learners develop a deeper understanding of the material. The most productive activities are ones that require interaction with others using the target material.

3. The textbook used in this language course does not seem appropriate for native English speakers at the intermediate level. A grammar packet could be prepared and required for the class. This packet might include a review of fundamental grammar as well as cover the grammar problems demonstrated by students who have some experience with the target language. This packet needs to have numerous examples and a lot of practice exercises. It might also include activities that promote interaction and collaboration between classmates.

4. Students complained about the lack of interaction, thus the second language pedagogy needs to be developed around the principle of interaction as explained previously by Merrill (2001). Therefore, the classroom could provide multiple opportunities in every class for each student to interact with each other. This is easily done by putting students in pairs or groups and giving them communicative tasks to complete that require the use of the target material. Another pair or group activity that could be used involves giving students a problem solving task that requires interaction using the target material.

5. Most students did not receive a syllabus for the class and were confused about expectations. A syllabus could be developed and presented to class early in the semester and could be used as a contract agreed upon by the instructor and the students to guide the course. It could list the responsibilities and expectations for the students in terms of well-defined assignments and assessments, as well as
clearly articulated evaluation criteria for judging student work. Additionally, it could serve as a table of contents and a calendar to help students and instructors prepare for course activities. A single course syllabus with clearly outlined objectives could be developed and uniformly implemented in all sections of the language course. Once this syllabus is presented to the various sections, it might be followed by both the instructors and the students.

6. Some students felt the instructors were not as prepared as they might have been. The instructors will fare much better if they are well prepared to teach the course. This could be improved in three ways. First, assignments to teach could be made well in advance so that instructors can prepare lesson plans and complementary materials. Second, the department could organize weekly instructor meetings during which instructors are taught effective teaching methodology. The weekly instructor meetings are also a good opportunity to share materials and resources. They also afford instructors opportunities to gain insights into how various topics can be more effectively taught. Third, instructors might be required to take a second language methodology course their first semester of teaching. However, it is recommended that such a course be completed before the first teaching assignment is made.

Schedule

Work on this evaluation study began when the director requested help in finding external evaluators. Two evaluators began to meet with the director the next week. The following weeks were filled with interviews with stakeholders, the focus groups, the teachers and instructors, through the first half of December. The last half of fall involved
data analysis. An interim report of preliminary findings and initial recommendations for the curriculum development stage of this project was due by end of fall; however, analysis, and reporting continued throughout the following year. The curriculum design project was to be done during winter based on the interim evaluation report submitted and presented at the end of fall. Table 1 outlines the planned compared to time spent for the major events of this evaluation. Differences between what was projected and what actually happened were due to the client deciding to change the project midway through implementation.
Table 1

*Comparison of planned and time spent.*

<table>
<thead>
<tr>
<th>Task name</th>
<th>Start</th>
<th>Finish</th>
<th>planned</th>
<th>lasted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct initial interviews with the client</td>
<td>11/5</td>
<td>11/14</td>
<td>5 days</td>
<td>8 days</td>
</tr>
<tr>
<td>Do literature review of second language acquisition curriculum evaluations</td>
<td>11/7</td>
<td>11/13</td>
<td>7 days</td>
<td>5 days</td>
</tr>
<tr>
<td>Write evaluation proposal and present it to the department of languages faculty.</td>
<td>11/11</td>
<td>11/13</td>
<td>3 days</td>
<td>3 days</td>
</tr>
<tr>
<td>Develop data collection instruments (focus group and interview questions).</td>
<td>11/14</td>
<td>11/25</td>
<td>8 days</td>
<td>8 days</td>
</tr>
<tr>
<td>Prepare for data collection (interviews and focus groups).</td>
<td>11/26</td>
<td>12/1</td>
<td>3 days</td>
<td>4 days</td>
</tr>
<tr>
<td>Conduct focus groups.</td>
<td>12/1</td>
<td>12/5</td>
<td>5 days</td>
<td>5 days</td>
</tr>
<tr>
<td>Conduct faculty and instructor interviews.</td>
<td>12/10</td>
<td>12/18</td>
<td>10 days</td>
<td>9 days</td>
</tr>
<tr>
<td>Do qualitative data analysis on focus groups and interviews.</td>
<td>12/12</td>
<td>12/26</td>
<td>11 days</td>
<td>11 days</td>
</tr>
<tr>
<td>Write interim evaluation report.</td>
<td>12/29</td>
<td>12/31</td>
<td>2 days</td>
<td>3 days</td>
</tr>
<tr>
<td>Write executive summary and final evaluation report.</td>
<td>1/2</td>
<td>1/23</td>
<td>13 days</td>
<td>16 days</td>
</tr>
<tr>
<td>Present findings to the Department of languages.</td>
<td>1/23</td>
<td>1/25</td>
<td>2 days</td>
<td>2 days</td>
</tr>
</tbody>
</table>
**Budget**

Table 2 reports the projected budget and the actual expenditures. In fall, the evaluation team worked about 150 hours on data collection and data analysis. Writing and presenting the evaluation reports required another 150 hours, totaling about 300 man hours to complete the evaluation.

**Table 2**

<table>
<thead>
<tr>
<th>Itemized Resource</th>
<th>Projected Budget</th>
<th>Actual Expenditures</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation Staff</td>
<td>6,000</td>
<td>5,325</td>
<td>675</td>
</tr>
<tr>
<td>Consultants</td>
<td>220</td>
<td>0</td>
<td>220</td>
</tr>
<tr>
<td>Faculty</td>
<td>750</td>
<td>500</td>
<td>250</td>
</tr>
<tr>
<td>Secretaries</td>
<td>120</td>
<td>84</td>
<td>36</td>
</tr>
<tr>
<td>Printing &amp; duplication</td>
<td>100</td>
<td>75</td>
<td>25</td>
</tr>
<tr>
<td>Data processing</td>
<td>75</td>
<td>75</td>
<td>0</td>
</tr>
<tr>
<td>Printed materials</td>
<td>25</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>Supplies and equipment</td>
<td>200</td>
<td>125</td>
<td>75</td>
</tr>
<tr>
<td>Subcontracts</td>
<td>25</td>
<td>25</td>
<td>0</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>7,515</strong></td>
<td><strong>6,219</strong></td>
<td><strong>1,296</strong></td>
</tr>
</tbody>
</table>

Although this evaluation had a relatively large projected budget, most of these costs were defrayed by taking advantage of available local resources that were already paid for by the university. For example, the professors’ and secretaries’ time were paid by their normal salaries. Additional costs were cut by using equipment, materials, and supplies already available through the university. The consultants were not used because there was too little time to involve them.

**Summary of Intermediate Course Evaluation**

As the director of the program declared his desire to find and solve course deficiencies, he initiated an evaluation of the course curriculum, trying to understand the program and its stakeholders and then improve the curriculum. He planned to implement
the results of this evaluation project as soon as possible, which accelerated the study activities. The analysis showed that the curriculum was in need of reform, or better it needed to be rebuilt. The evaluation focused on the extent to which students feel the intermediate course prepares them to take advanced courses in the target language and how well they feel the intermediate course prepares them to take the challenge exam.

The evaluation concluded that according to the students, the course is not achieving its objective of preparing them for subsequent courses. They feel the course is lacking many important elements to make it effective in helping them advance to the next level of courses. Students did not feel that it motivated them to consider going beyond this class to minor or major in the target language.

Likewise, the students felt that the intermediate course did not prepare them to take the challenge exam as well as they hoped it would. They didn’t understand how to take the challenge exam nor did they feel prepared in grammar skills to do well on the exam.
The Metaevaluation

The evaluation of the intermediate language course described above was designed to meet the Program Evaluation Standards; therefore, this Masters project uses those standards as a basis for critiquing or metaevaluating that evaluation. The standards are divided into the following four categories: utility standards, feasibility standards, propriety standards, and accuracy standards. Within each category, the associated standards are described, along with related criteria, against which the performance of the evaluation team in completing the intermediate course evaluation is metaevaluated.

Utility Standards

“The utility standards are intended to ensure that an evaluation will serve the information needs of intended users” (Sanders, 1994, p. 23) through attention to seven standards as follows.

Stakeholder identification. “Persons involved in or affected by the evaluation should be identified, so that their needs can be addressed” (Sanders, 1994, p. 23). According to Stufflebeam (2005), there are criteria for meeting this standard:

(a) clearly identify the evaluation client; (b) engage leadership figures to identify other stakeholders; (c) consult stakeholders to identify their information needs; (d) ask stakeholders to identify other stakeholders; (e) arrange to involve stakeholders throughout the evaluation, consistent with the formal evaluation agreement; (f) keep the evaluation open to serve newly identified stakeholders. (p. 1)

The evaluation team identified the Director of the second language course as the client, as well as the language department professors, the instructors, and the students as the stakeholders. Through a sequence of meetings the criteria and the main questions to
be answered were identified along with other possible stakeholders interested in this program. The stakeholders were involved as much as possible, but some of them were not available as often as needed. As the evaluation evolved the evaluation team members were open to sharing it with new stakeholders, though none were identified.

Evaluator credibility. “The persons conducting the evaluation should be both trustworthy and competent to perform the evaluation, so that the evaluation findings achieve maximum credibility and acceptance” (Sanders, 1994, p. 23), Stufflebeam (2005) notes the criteria for meeting this standard:

(a) engage competent evaluators; (b) engage evaluators whom the stakeholders trust; (c) engage evaluators who can address stakeholders’ concerns; engage evaluators who are appropriately responsive to issues of gender, (d) socioeconomic status, race, and language and cultural differences; (e) help stakeholders understand and assess the evaluation plan and process; (f) attend appropriately to stakeholders’ criticisms and suggestions. (p. 1)

Each of the evaluators on the team addressed and followed the evaluation standards and procedures as they interacted with the stakeholders throughout most of the project. However near the end of the year, one of the stakeholders lost trust in one of the evaluators, which led to the premature ending of the project. Nonetheless, the stakeholders’ needs and concerns were still addressed throughout the evaluation. The evaluators considered all the differences which could exist among the respondents by not discriminating against anyone in any focus group or interview, and by accepting their views and opinions equally. The continuous update reports made during frequent meetings allowed the stakeholders to assess the information and processes used in the
project. Nothing was changed in how the results were obtained and interpreted based on the loss of trust mentioned earlier. All stakeholder criticisms and suggestions were accepted and used in the study.

Information scope and selection. “Information collected should be broadly selected to address pertinent questions about the program and be responsive to the needs and interests of clients and other specified stakeholders” (Sanders, 1994, p. 23). Stufflebeam (2005) identified the related criteria for meeting this standard:

(a) assign priority to the most important questions; (b) allow flexibility for adding questions during the evaluation; (c) obtain sufficient information to address the stakeholders’ most important evaluation questions; (d) obtain sufficient information to assess the program's merit; (e) obtain sufficient information to assess the program's worth; (f) and allocate the evaluation effort in accordance with the priorities assigned to the needed information. (p. 1)

During each evaluation team meeting, considerations were made about what questions to address in the evaluation. Besides several questions identified at the beginning, as the project continued other questions were considered. In fact, the two main questions addressed in the evaluation report presented above were added through this process. The results of the interviews and focus groups provided sufficient data to address the stakeholders’ concerns and generate useful recommendations.

Although some of the professors felt the program did not need the evaluation, they released information needed for the team to conduct the project. Several additional questions were asked by the evaluation in addition to those addressed in the report. The two main questions were selected because there was sufficient data available to the
metaevaluator to use in analyzing the results associated with those questions. Other reports may be generated by the participants when and if they make available the rest of the data addressing additional questions.

Values identification. “The perspectives, procedures, and rationale used to interpret the findings should be carefully described, so that the bases for value judgments are clear” (Sanders, 1994, p. 23). According to Stufflebeam (2005) there are criteria for meeting this standard:

(a) consider all relevant sources of values for interpreting evaluation findings, including societal needs, customer needs, pertinent laws, institutional mission, and program goals; (b) determine the appropriate party(s) to make the valuational interpretations; (c) provide a clear, defensible basis for value judgments; (d) distinguish appropriately among dimensions, weights, and cut scores on the involved values; (e) take into account the stakeholders’ values; (f) as appropriate, present alternative interpretations based on conflicting but credible value bases.

(p. 1)

As mentioned earlier, other values were at work among the stakeholders in addition to those used to define the two criteria used in the report (that the intermediate course should prepare students for upper level classes and to pass the challenge exam). This was because the evaluation team identified all relevant sources of values; but in determining the appropriate parties to make valuational interpretations and stakeholders’ values to include, the team members were limited in the data results they could use. The client, who was a key stakeholder, chose to withhold some of the data that would have been used to address a wider set of values, based on his loss of trust in one of the
evaluation team members. The two main questions were based on the stakeholders’ values but additional values could have been included if the trust levels had been maintained.

*Report clarity.* “Evaluation reports should clearly describe the program being evaluated, including its context, and the purposes, procedures, and findings of the evaluation, so that essential information is provided and easily understood” (Sanders, 1994, p. 24). Stufflebeam (2005) identifies the criteria for meeting this standard:

(a) issue one or more reports as appropriate, such as an executive summary, main report, technical report, and oral presentation; (b) as appropriate, address the special needs of the audiences, such as persons with limited English proficiency; (c) focus reports on contracted questions and convey the essential information in each report; (d) write and/or present the findings simply and directly; (e) employ effective media for informing the different audiences; (f) use examples to help audiences relate the findings to practical situations. (p. 2)

Different reports were written for the director of the course, other members of the department, and readers of this report. There were no special needs audiences. As indicated earlier, the report presented earlier in this metaevaluation has not focused on all the contracted questions (though the other two reports did) because of limited access to the data by the metaevaluator. The results were presented clearly and participants’ statements were quoted in the report to exemplify each of the points. Besides the written reports, no other media were judged necessary to appropriately inform the audiences.

*Report timeliness and dissemination.* “Significant interim findings and evaluation reports should be disseminated to intended users, so that they can be used in a timely
fashion” (Sanders, 1994, p. 24). Stufflebeam (2005) identifies the criteria for meeting this standard:

(a) in cooperation with the client, make special efforts to identify, reach, and inform all intended users; (b) make timely interim reports to intended users; (c) have timely exchanges with the pertinent audiences, e.g., the program's policy board, the program's staff, and the program's customers; (d) deliver the final report when it is needed; (e) as appropriate, issue press releases to the public media; (f) if allowed by the evaluation contract and as appropriate, make findings publicly available via such media as the Internet. (p. 2)

The evaluators did well in terms of timeliness but not so well in terms of dissemination. Oral reports and an interim report were given on time to the client. But based on that report and other interactions, the schedule did not allow the evaluators to share the full report with anyone else. This prevented the evaluators from sharing reports and having timely exchanges with all pertinent audiences, including the public. This metaevaluation, which includes a version of the report as a basis for the critique, constitutes another attempt to share some of the results. However, because the client distributed the report himself and the evaluators were not involved, the results were not fully available to the metaevaluator.

*Evaluation impact.* “Evaluations should be planned, conducted, and reported in ways that encourage follow-through by stakeholders, so that the likelihood that the evaluation will be used is increased” (Sanders, 1994, p. 24). Stufflebeam (2005) notes the criteria for meeting this standard:
(a) as appropriate and feasible, keep audiences informed throughout the evaluation; (b) forecast and serve potential uses of findings; (c) provide interim reports; (d) supplement written reports with ongoing oral communication; (e) to the extent appropriate, conduct feedback sessions to go over and apply findings; (f) make arrangements to provide follow-up assistance in interpreting and applying the findings. (p. 2)

Although the evaluation team provided interim reports and supplemented the written reports with oral reports, because they lost contact with the client and other stakeholders before the project was complete, the impact was less than hoped. Feedback sessions and follow-up assistance to keep all audiences informed throughout the study became impossible when the client asked the evaluation team members to give him all the results and to discontinue participation in the evaluation.

**Feasibility Standards**

“The feasibility standards are intended to ensure that an evaluation will be realistic, prudent, diplomatic, and frugal” (Sanders, 1994, p. 63) through attendance to three standards as follow.

*Practical procedures.* “The evaluation procedures should be practical, to keep disruption to a minimum while needed information is obtained” (Sanders, 1994, p. 63). Stufflebeam (2005) identifies the criteria for meeting this standard:

(a) minimize disruption and data burden; (b) appoint competent staff and train them as needed; (c) choose procedures in light of known resource and staff qualifications constraints; (d) make a realistic schedule; (e) as feasible and
appropriate, engage locals to help conduct the evaluation; (f) as appropriate, make evaluation procedures a part of routine events. (p. 2)

Disruptions during data collection were minimal by selecting interview and focus group sites that were quiet and in areas familiar to the respondents and in harmony with their schedule. Although focus groups and interviews are not routine, they were conducted using evaluation team members who had experience with the language and issues involved. An analysis of the schedule indicated that the study was conducted as planned and was realistic. Evaluation staff who were more politically sensitive would have made the project even more successful by maintaining trust with the client.

Political viability. “The evaluation should be planned and conducted with anticipation of the different positions of various interest groups, so that their cooperation may be obtained, and so that possible attempts by any of these groups to curtail evaluation operations or to bias or misapply the results can be averted or counteracted” (Sanders, 1994, p. 63). Stufflebeam (2005) clarified the criteria for meeting this standard: (a) anticipate different positions of different interest groups; (b) be vigilant and appropriately counteractive concerning pressures and actions designed to impede or destroy the evaluation; (c) foster cooperation; (d) report divergent views; (e) as possible, make constructive use of diverse political forces to achieve the evaluation's purposes; (f) terminate any corrupted evaluation. (p. 3)

Although the reduction in trust between one team member and the client led to early termination of the project and reduced cooperation between those participants, the evaluation was still sensitive to a variety of stakeholders and their values. This allowed
the team to address positions of students, faculty, and instructors and to use their views in judging the quality of the intermediate course.

*Cost effectiveness.* “The evaluation should be efficient and produce information of sufficient value, so that the resources expended can be justified” (Sanders, 1994, p. 63). Stufflebeam (2005) identified the criteria for meeting this standard: “be efficient; make use of in-kind services; inform decisions; foster program improvement; provide accountability information; generate new insights” (p. 3).

The project was less expensive than anticipated through the use of in-kind services and materials and by using graduate students as evaluators. But the effectiveness of the evaluation was unclear due to conflicts between an evaluation team member and the client. Although new insights were generated, it is not clear from the report or from information gathered by the metaevaluator whether or not the results were used to revise the course or inform other decisions about the evaluand. Also, records accounting for how the evaluation funds were spent were not available to the metaevaluator for review.

*Propriety Standards*

“The propriety standards are intended to ensure that an evaluation will be conducted legally, ethically, and with due regard for the welfare of those involved in the evaluation, as well as those affected by its results” (Sanders, 1994, p. 81) through attendance to eight standards as follows.

*Service orientation.* “Evaluations should be designed to assist organizations to address and effectively serve the needs of the full range of targeted participants” (Sanders, 1994, p. 81). Stufflebeam (2005) identified the criteria for meeting this standard:
(a) assess program outcomes against targeted and nontargeted customers’ assessed needs; (b) help assure that the full range of rightful program beneficiaries are served; (c) promote excellent service; (d) identify program strengths to build on; identify program weaknesses to correct; (e) expose persistently harmful practices. (p. 3)

The evaluation focused on the two main criteria the stakeholders said they valued in judging the intermediate course and all relevant stakeholders or beneficiaries were included. The intent was to help the program provide better service to students and to correct weaknesses. Although harmful practices were not identified, the evaluation was open to finding these if participants had reported them. Although there were probably strengths of the program as well as weaknesses, these were not identified clearly in the report.

**Formal agreements.** “Obligations of the formal parties to an evaluation (what is to be done, how, by whom, when) should be agreed to in writing, so that these parties are obligated to adhere to all conditions of the agreement or formally to renegotiate it” (Sanders, 1994, p. 81). Stufflebeam (2005) noted several criteria to include in writing for meeting this standard: “evaluation purpose and questions; audiences; editing; release of reports; evaluation procedures and schedule; evaluation resources” (p. 3).

Although the agreements were summarized in writing in an evaluation proposal, they were not presented in enough detail to address all these standards and issues. Also, the project began to be implemented before the proposal was finally completed; so it did not serve adequately as a contractual agreement.
Rights of human subjects. “Evaluations should be designed and conducted to respect and protect the rights and welfare of human subjects” (Sanders, 1994, p. 81). Stufflebeam (2005) identified the criteria for meeting this standard: “follow due process and uphold civil rights; understand participants’ values; respect diversity; follow protocol; honor confidentiality/ anonymity agreements; minimize harmful consequences of the evaluation” (p. 4).

Concern for human subjects was a high priority in this evaluation project beginning with the application for IRB approval for the proposed study. The protocols set forth in that application were followed and the evaluation team did all they could to maximize the security and comfort of the participants. They were promised anonymity and the report meets that requirement.

Human interactions. “Evaluators should respect human dignity and worth in their interactions with other persons associated with an evaluation, so that participants are not threatened or harmed.” (Sanders, 1994, p. 81). Stufflebeam (2005) identified the criteria for meeting this standard:

(a) consistently relate to all stakeholders in a professional manner; (b) honor participants’ privacy rights; (c) honor time commitments; (d) be sensitive to participants’ diversity of values and cultural differences; (e) be evenly respectful in addressing different stakeholders; (f) do not ignore or help cover up any participant's incompetence, unethical behavior, fraud, waste, or abuse. (p. 4)

As with the rights of human subjects standard, this standard and associated criteria were met by following the protocol agreed to by the IRB review. There is no evidence gathered by the metaevaluation to indicate concern with human interactions.
Complete and fair assessment. “The evaluation should be complete and fair in its examination and recording of strengths and weaknesses of the program being evaluated, so that strengths can be built upon and problem areas addressed.” (Sanders, 1994, p. 82). Stufflebeam (2005) noted the criteria for meeting this standard:

(a) assess and report the program's strengths and weaknesses; (b) report on intended and unintended outcomes; (c) as appropriate, show how the program's strengths could be used to overcome its weaknesses; (d) appropriately address criticisms of the draft report; (e) acknowledge the final report's limitations; (f) estimate and report the effects of the evaluation's limitations on the overall judgment of the program. (p. 4)

Although submission to this metaevaluation indicates the evaluation team’s willingness to acknowledge criticisms of earlier drafts of the report and the final report’s limitations, this was not done soon enough to estimate the impact of the limitations, to identify strengths as well as weaknesses and use them to overcome weaknesses, or to identify unintended outcomes.

Disclosure of findings. “The formal parties to an evaluation should ensure that the full set of evaluation findings along with pertinent limitations are made accessible to the persons affected by the evaluation, and any others with expressed legal rights to receive the results” (Sanders, 1994, p. 82). Stufflebeam (2005) clarified the criteria for meeting this standard:

(a) clearly define the right-to-know audiences; (b) report relevant points of view of both supporters and critics of the program; (c) report balanced, informed conclusions and recommendations; report all findings in writing, except where
circumstances clearly dictate otherwise; (d) in reporting, adhere strictly to a code of directness, openness, and completeness; (e) assure the reports reach their audiences. (p. 4)

Although the reports were balanced and yielded informed conclusions and recommendations in writing and according to codes of directness and openness, the evaluation team reported only to the director of the program and not to all the audiences and stakeholders. Others who had the right to know were identified but were not addressed because the reports were given only to the director.

Conflict of interest. “Conflict of interest should be dealt with openly and honestly, so that it does not compromise the evaluation processes and results” (Sanders, 1994, p. 82). Stufflebeam (2005) noted the criteria for meeting this standard:

(a) identify potential conflicts of interest early in the evaluation; (b) as appropriate and feasible, engage multiple evaluators; (c) maintain evaluation records for independent review; (d) if feasible, contract with the funding authority rather than the funded program; (e) if feasible, have the lead internal evaluator report directly to the chief executive officer; (f) engage uniquely qualified persons to participate in the evaluation, even if they have a potential conflict of interest; but take steps to counteract the conflict. (p. 4)

As designed, the evaluation used two external evaluators and one internal evaluator to balance out potential conflicts of interest and engage people with different points of view in conducting the study. Likewise, records were maintained; however, only one person, the director of the program, ultimately had access to the majority of the
records. Potential conflicts of interest exist because the director was an internal evaluator and not the chief executive officer or the funding authority.

Fiscal responsibility. “The evaluator's allocation and expenditure of resources should reflect sound accountability procedures and otherwise be prudent and ethically responsible, so that expenditures are accounted for and appropriate.” (Sanders, 1994, p. 82). Stufflebeam (2005) clarified the criteria for meeting this standard:

(a) specify and budget for expense items in advance; (b) keep the budget sufficiently flexible to permit appropriate reallocations to strengthen the evaluation; (c) maintain accurate records of sources of funding and expenditure and resulting evaluation services and products; (d) maintain adequate personnel records concerning job allocations and time spent on the evaluation project; (e) be frugal in expending evaluation resources; (f) as appropriate, include an expenditure summary as part of the public evaluation report. (p. 5)

A budget was planned at the beginning of the project with all relevant expenses pertaining to the evaluation purposes delineated in it. The budget was followed closely and no extra expenses were made. In fact, the team performed well using less than what was expected. Expense receipts were given to the director to justify the costs but the evaluation team did not keep records to include in the metaevaluation. Nevertheless, a summary of what was spent is estimated in the evaluation report presented above.

Accuracy Standards

“The accuracy standards are intended to ensure that an evaluation will reveal and convey technically adequate information about the features that determine worth or merit
of the program being evaluated” (Sanders, 1994, p. 125) through attendance to the 12 standards that follow.

Program documentation. “The program being evaluated should be described and documented clearly and accurately, so that the program is clearly identified” (Sanders, 1994, p. 125). Stufflebeam (2005) identified the criteria for meeting the standard above:

(a) collect descriptions of the intended program from various written sources and from the client and other key stakeholders; (b) maintain records from various sources of how the program operated; (c) analyze discrepancies between the various descriptions of how the program was intended to function; (d) analyze discrepancies between how the program was intended to operate and how it actually operated; (e) record the extent to which the program's goals changed over time; (f) produce a technical report that documents the program's operations and results. (p. 5)

Initial information regarding the intended course was provided by the director and later compared to other people’s descriptions of how it was put into practice. Discrepancies were noted and analyzed in the reports. Since the evaluation was of short duration, changes in course goals were not noted.

Context analysis. “The context in which the program exists should be examined in enough detail, so that its likely influences on the program can be identified” (Sanders, 1994, p. 125). Stufflebeam (2005) described the criteria for meeting this standard:

(a) describe the context's technical, social, political, organizational, and economic features; (b) maintain a log of unusual circumstances; (c) report those contextual influences that appeared to significantly influence the program and that might be
of interest to potential adopters; (d) estimate the effects of context on program outcomes; (e) identify and describe any critical competitors to this program that functioned at the same time and in the program's environment; (f) describe how people in the program's general area perceived the program's existence, importance, and quality. (p. 5)

Although the report described how people in the program's general area perceived the program's existence, importance, and quality, most contextual details were omitted to preserve the identity of the participants. This omission makes it difficult for others to judge the applicability of the results to their situations but it seemed essential for ethical reasons.

Described purposes and procedures. “The purposes and procedures of the evaluation should be monitored and described in enough detail, so that they can be identified and assessed” (Sanders, 1994, p. 125). Stufflebeam (2005) identified the criteria for meeting the standard above:

(a) monitor and describe how the evaluation's purposes stay the same or change over time; (b) as appropriate, update evaluation procedures to accommodate changes in the evaluation's purposes; (c) record the actual evaluation procedures, as implemented; (d) when interpreting findings, take into account the extent to which the intended procedures were effectively executed; (e) describe the evaluation's purposes and procedures in the summary and full-length evaluation reports; (f) as feasible, engage independent evaluators to monitor and evaluate the evaluation's purposes and procedures. (p. 6)
All the criteria included in this standard were met but it should be noted that the purposes changed and so only a subset of the methods used were included in the report presented above. Part way through the study the focus shifted to an internal evaluation. The metaevaluator did not have access to those internal evaluation products. The evaluation report presented above and this metaevaluation are based only on data available to the metaevaluator.

Defensible information sources. “The sources of information used in a program evaluation should be described in enough detail, so that the adequacy of the information can be assessed” (Sanders, 1994, p. 125). Stufflebeam (2005) described the criteria for meeting this standard:

(a) once validated, use pertinent, previously collected information; (b) as appropriate, employ a variety of data collection sources and methods;
(c) document and report information sources; (d) document, justify, and report the means used to obtain information from each source; (e) include data collection instruments in a technical appendix to the evaluation report; (f) document and report any biasing features in the obtained information. (p. 6)

A succinct description of a variety of data sources was made in the evaluation report, including the collection conditions and data analysis procedures. Focus group and interview protocols are presented in the appendices but it is not clear that they were validated for those uses. No biasing features of the obtained information were identified so they were not documented or reported.

Valid information. “The information gathering procedures should be chosen or developed and then implemented so that they will assure that the interpretation arrived at
is valid for the intended use” (Sanders, 1994, p. 126). Stufflebeam (2005) listed the criteria for meeting the standard above:

(a) focus the evaluation on key questions; (b) assess and report what type of information each employed procedure acquires; (c) document how information from each procedure was scored, analyzed, and interpreted; (d) report and justify inferences singly and in combination; (e) assess and report the comprehensiveness of the information provided by the procedures as a set in relation to the information needed to answer the set of evaluation questions; (f) establish meaningful categories of information by identifying regular and recurrent themes in information collected using qualitative assessment procedures. (p. 6)

During initial evaluation team meetings team members discussed the kinds of questions and how to collect associated information appropriately. Each piece of information gathered was focused on particular questions and associated criteria, established through discussions with stakeholders. This process appears to have allowed the evaluation team to meet the validity criteria.

Reliable information. “The information gathering procedures should be chosen or developed and then implemented so that they will assure that the information obtained is sufficiently reliable for the intended use” (Sanders, 1994, p. 126). Stufflebeam (2005) described the criteria for meeting the standard above:

(a) identify and justify the type(s) and extent of reliability claimed; (b) as feasible, choose measuring devices that in the past have shown acceptable levels of reliability for their intended uses; (c) in reporting reliability of an instrument, assess and report the factors that influenced the reliability, including the
characteristics of the examinees, the data collection conditions, and the evaluator's biases; (d) check and report the consistency of scoring, categorization, and coding; (e) train and calibrate scorers and analysts to produce consistent results; (f) pilot test new instruments in order to identify and control sources of error.

(p. 6)

During weekly meetings, the evaluation team collaborated to choose and develop the focus group and interview protocols. These are procedures that are commonly used to invite students and faculty to express their opinions and have shown their consistency or reliability in many settings across many different groups meeting at different times. This form of reliability is difficult to calibrate with a statistic since no quantitative scores were involved.

Systematic information. “The information collected, processed, and reported in an evaluation should be systematically reviewed and any errors found should be corrected” (Sanders, 1994, p. 126). Stufflebeam (2005) listed the criteria for meeting the standard above:

(a) establish protocols and mechanisms for quality control of the evaluation information; (b) verify data entry; proofread and verify data tables generated from computer output or other means; (c) systematize and control storage of the evaluation information; (d) strictly control access to the evaluation information according to established protocols; (e) have data providers verify the data they submitted. (p. 6)

After collecting focus group and interview data, team members examined each others’ notes compared to the recordings made. Unfortunately, the team did not give all
the information providers the chance to review what was recorded from these sessions because they did not believe that would be feasible.

*Analysis of quantitative information.* “Quantitative information in an evaluation should be appropriately and systematically analyzed so that evaluation questions are effectively answered” (Sanders, 1994, p. 126). Stufflebeam (2005) explained the criteria for this standard:

(a) whenever possible, begin by conducting preliminary exploratory analyses to assure the data’s correctness and to gain a greater understanding of the data;
(b) report limitations of each analytic procedure, including failure to meet assumptions; (c) employ multiple analytic procedures to check on consistency and replicability of findings; (d) examine variability as well as central tendencies; (e) identify and examine outliers, and verify their correctness; identify and analyze statistical interactions. (p. 7)

Although quantitative data were collected for this study, none of it was available to the metaevaluator, so it was not considered in this metaevaluation.

*Analysis of qualitative information.* “Qualitative information in an evaluation should be appropriately and systematically analyzed so that evaluation questions are effectively answered” (Sanders, 1994, p. 126). Stufflebeam (2005) described the criteria for meeting the standard above:

(a) define the boundaries of information to be used; (b) derive a set of categories that is sufficient to document, illuminate, and respond to the evaluation questions; (c) classify the obtained information into the validated analysis categories;
(d) verify the accuracy of findings by obtaining confirmatory evidence from multiple sources, including stakeholders; (e) derive conclusions and recommendations, and demonstrate their meaningfulness; (f) report limitations of the referenced information, analyses, and inferences. (p. 7)

As documented in the evaluation report above, the data collection and analyses focused exclusively on qualitative data and the criteria presented for this standard were met.

_Justified conclusions._ “The conclusions reached in an evaluation should be explicitly justified, so that stakeholders can assess them” (Sanders, 1994, p. 126).

Stufflebeam (2005) explained the criteria for meeting the standard above:

(a) limit conclusions to the applicable time periods, contexts, purposes, questions, and activities; (b) report alternative plausible conclusions and explain why other rival conclusions were rejected; (c) cite the information that supports each conclusion; (d) identify and report the program's side effects; (e) warn against making common misinterpretations; (f) whenever feasible and appropriate, obtain and address the results of a prerelease review of the draft evaluation report. (p. 7)

Although the results reported appear to be justified by the data gathered and reported, other interpretations and misinterpretations are always possible and the report did not address these or mention any search for side effects or unexpected outcomes.

_Impartial reporting._ “Reporting procedures should guard against distortion caused by personal feelings and biases of any party to the evaluation, so that evaluation reports fairly reflect the evaluation findings” (Sanders, 1994, p. 126). Stufflebeam (2005) described the criteria for meeting this standard:
(a) engage the client to determine steps to ensure fair, impartial reports; (b) safeguard reports from deliberate or inadvertent distortions; (c) as appropriate and feasible, report perspectives of all stakeholder groups and, especially, opposing views on the meaning of the findings; (d) as appropriate and feasible, add a new, impartial evaluator late in the evaluation to help offset any bias the original evaluators may have developed due to their prior judgments and recommendations; (e) describe steps taken to control bias; (f) participate in public presentations of the findings to help guard against and correct distortions by other interested parties. (p. 7)

Because the study focus shifted to an internal evaluation, much of the data and several reports were unavailable to the metaevaluator to use in judging how well the evaluation met this standard. It is possible that some inadvertent distortions could have been made and additional steps to control bias and guard against distortions should have been made.

Metaevaluation. “The evaluation itself should be formatively and summatively evaluated against these and other pertinent standards, so that its conduct is appropriately guided and, on completion, stakeholders can closely examine its strengths and weaknesses” (Sanders, 1994, p. 126). Stufflebeam (2005) listed the criteria for meeting this final standard:

(a) budget appropriately and sufficiently for conducting an internal metaevaluation and, as feasible, an external metaevaluation; (b) designate or define the standards the evaluators used to guide and assess their evaluation;
(c) record the full range of information needed to judge the evaluation against the employed standards; (d) as feasible and appropriate, contract for an independent metaevaluation; (e) evaluate all important aspects of the evaluation, including the instrumentation, data collection, data handling, coding, analysis, synthesis, and reporting; (f) obtain and report both formative and summative metaevaluations to the right-to-know audiences. (p. 8)

Although the original evaluation did not include an independent or internal metaevaluation component to provide formative feedback while the evaluation was conducted, this summative metaevaluation provides useful information to the stakeholders. It is based on well known professional evaluation standards using all the information that was available to the metaevaluator.

*Conclusions and Recommendations of Metaevaluation*

Based on the judgments of the intermediate course evaluation against the standards summarized above, several changes could be made to make the evaluation more useful. First, the external and internal evaluation team members could have interacted more frequently and productively with each other and with all the stakeholders so their values and perspectives could be shared more fully in the study and so the study would be more politically viable and cost effective.

Second, the study could have been improved by using the proposal to create a formal agreement regarding how changes would be made if purposes shifted, noting the need to search for unintended outcomes, providing means for emphasizing strengths as well as weaknesses and how to use the strengths to overcome weaknesses, addressing
potential conflicts of interest better, and insuring procedures for collecting accurate
information and presenting details in the reports associated with the evaluation.

Third, if a formative metaevaluation had been conducted while the evaluation was
in process, formative feedback would have guided the evaluation team’s efforts to
improve their performance while there was still time to make adjustments in the many
ways noted throughout this metaevaluation.

Finally, lessons learned through this summative metaevaluation about how the
evaluation succeeded and mistakes that were made could help readers who conduct and
consume evaluations in the future.
References


Appendix A

Randomly Selected Focus Group Memo

Dear:          Time:          

Place:          

You have been randomly chosen to participate in a focus group that the Languages department is conducting. Because we want to offer the best language instruction possible, we are taking a careful look at the intermediate language class this semester. We would like to request your help.

We realize that this is a busy time of the year. However, because you have been selected through a random process, it is very important that, if at all possible, you be a participant.

We have scheduled meetings on different days and at different times with the hope that one of them will work for you.

The focus group will last one hour. As a small incentive, we will have pizza and drinks for you when you come.
Appendix B

Intermediate Language Course Focus Group Reminder Email (sample)

We appreciate the time you took to complete the Intermediate language class in-class survey and questionnaire this week. As mentioned in class, you were randomly selected to participate in a focus group to discuss in greater depth your evaluation of the course curriculum. Because you were selected through a random process, it is very important that you attend the focus group meeting. Your comments, coupled with those of your peers, will enable the Department of Languages to provide the best language instruction possible. The focus group that you signed up to attend is:

Date: Thursday, 4 December
Time: 11:00 a.m. - Noon
Place: 54041 HB

Please come 5 minutes early so that we can start on time. We will provide pizza and drinks as a small incentive and token of our appreciation of your willingness to participate in this one-hour focus group meeting at this busy time of the year.

The intermediate language Section of the Language Department
Appendix C

Consent for a Research Subject

Introduction

This study is being conducted by the Languages Department in order to evaluate the adequacy and quality of this intermediate language course curriculum. Among the students who are currently taking this intermediate language class, you were randomly selected to participate.

Procedure

You have already completed the university evaluation form and the written survey. During this focus group, you will be asked questions whose responses will help us further assess the quality of this intermediate language class. Questions will focus on, among others, your expectations, the value of the course to you, how the course prepared you for other classes, and how the course can be improved. Your participation will be audio taped so that the moderator can focus on the thread of the discussion rather than having to write down notes.

Risks

There are no risks involved in your participation in this focus group. If you do not wish to answer a question, you may decline to do so. The moderator will be sensitive to your needs.

Benefits

By participating in this focus group, you will be helping the department further refine the curriculum of this intermediate language class and, by extension, will be helping future students who will take the course.
Confidentiality

At no point will you be asked to identify yourself. All answers will remain confidential and will only be reported as group data with no identifying information. All data, including tapes and transcriptions will be kept in a locked storage cabinet and only those directly involved with the research will have access to them. After the research is completed the tapes and the transcriptions will be destroyed.

Participation

Your participation in this focus group is voluntary. You have the right to withdraw or refuse to participate at any time without jeopardy to you at any level.

Questions about the Research and of your Rights as a Participant

If you have any questions regarding this survey, please contact the director at 822-2176 or director@mwu.edu. If you do not feel comfortable asking the researcher, you may contact the IRB Chair, 822-5490, 5120B RB, chair@mwu.edu.

I have read, understood, and received a copy of the above consent and desire of my free will and volition to participate in this study.

Name (Print): _________________________________________

Date: __________________

Signature: _________________________________________
Appendix D

Intermediate Language Course Focus Group Questions

1. Why did you take the intermediate language class?

2. What expectations did you have for the intermediate language class?
   2.1. Were they met?
       2.1.1. How?
       2.1.2. Why not?

3. What is the best or most helpful/useful part of the intermediate language class?

4. Why?
   4.1. The textbook
   4.2. The way the course was taught
   4.3. The instructor
   4.4. The way the course was organized
   4.5. Etc.

5. What is the worst or least helpful/useful part of the intermediate language class?

6. Why?
   6.1. The textbook
   6.2. The way the course was taught
   6.3. The instructor
   6.4. The way the course was organized
   6.5. Etc.

7. How well did the intermediate language class prepare you to:
   7.1. take more advanced upper-division classes in this language,
7.2. complete a minor in this language, and

7.3. complete a major in this language,

7.4. use this language in your professional careers?

8. How can the intermediate language class be improved to better prepare students to:

8.1. take more advanced upper-division classes in this language,

8.2. complete a minor in this language, and

8.3. complete a major in this language,

8.4. use language in your professional careers?

9. Is the intermediate language class successful?

9.1. Why?

9.2. Why not?
Appendix E
Intermediate Language Course Interview Questions
Graduate Student Instructors

As you know, we have been hired to work with the director of this course to evaluate the intermediate language curriculum. We would like the information that we collect to be useful to people like yourself. At this stage, we’re interested in learning about your perceptions of the intermediate language curriculum and what the evaluation can do for you. Could we begin by your sharing your current thoughts about the intermediate language curriculum and this evaluation?

1. What do you perceive as the strengths and weaknesses of students with previous experiences with this language who took the intermediate language class?
   1.1. What areas should the instruction and practice focus on to better serve their needs?

2. What is your general perception of the intermediate language curriculum?
   2.1. What do you think of it?
       2.1.1. What do you like about the intermediate language curriculum? Why?
       2.1.2. What don’t you like about the intermediate language curriculum?
               Why?

3. What do you think the intermediate language curriculum is designed to do? That is, what do you perceive as the purpose, goals, objectives, or guiding philosophy of the Intermediate language curriculum?
   3.1. How well do you think the instruction and activities that you conduct in class lead to the achievement of these goals? Please explain your answer.
3.2. Do you think the content areas the Intermediate language curriculum addresses are important? Why or why not?

4. What do you think the Intermediate language curriculum should be designed to do? That is, what should be the purpose, goals, objectives, or guiding philosophy of the Intermediate language curriculum?

4.1. What would you keep the same? Why?

4.2. What would you change? Why?

4.3. What instructional activities do you see as the most critical for achieving those goals?

5. Having taught Intermediate language, what are your expectations/objectives for it?

5.1. Are they being met? How or how not?

6. How well does the Intermediate language course prepare students to:

   6.1.1. 1) do well on the challenging exam,
   6.1.2. 2) take more advanced upper-division classes in this language,
   6.1.3. 3) complete a minor/major in this language, and
   6.1.4. 4) use this language in their professional careers?

6.2. How can it be improved to better prepare students to be successful in these four areas?

7. The Intermediate language course is currently divided into thirds—1/3 grammar, 1/3 literature, and 1/3 culture. Is this the best organization for this course? Why or why not?

7.1. If not, how would you recommend the course organization be changed?
8. What have you found to be the most helpful or useful part of the Intermediate language course for the returned missionaries? That is, what would you keep in the curriculum? Why?

8.1. What have you found to be the least helpful or useful part of the Intermediate language course for the experienced students in this language?

8.1.1. That is, what would your change? Why?

8.1.2. What would you remove? Why?

9. Do you receive sufficient support from the Department of Languages, this language Section in particular, to be successful in teaching Intermediate language? Why or why not?

9.1. What additional support would you recommend the department or section provide you?

10. Is the Intermediate language course successful? Why or why not?

10.1 If not, what changes would you implement to make Intermediate language more successful? Why?
Appendix F
Intermediate Language Course Interview Questions

Professors

As you know, we have been hired to work with the director of this course to evaluate the Intermediate language curriculum. We would like the information that we collect to be useful to people like yourself. At this stage, we’re interested in learning about your perceptions of the Intermediate language curriculum and what the evaluation can do for you. Could we begin by your sharing your current thoughts about the Intermediate language curriculum and this evaluation?

1. How prepared are students to take your upper-division courses? What abilities are they lacking that they should develop in the Intermediate language course?

2. What is your general perception of the Intermediate language curriculum?

2.1. What do you think of it?

2.1.1. What do you like about the Intermediate language curriculum? Why?

2.1.2. What don’t you like about the Intermediate language curriculum? Why?

3. What do you think the Intermediate language curriculum is designed to do? That is, what do you perceive as the purpose, goals, objectives, or guiding philosophy of the Intermediate language curriculum?

3.1. How well do you think the Intermediate language course is doing what it was designed to do?

3.2. Do you agree with these purposes or philosophy? Please explain your answer.
4. What do you think the Intermediate language curriculum should be designed to do? That is, what should be the purpose, goals, objectives, or guiding philosophy of the Intermediate language curriculum?

4.1. What would you keep the same? Why?

4.2. What would you change? Why?

5. Experienced students in this language are required to take Intermediate language before taking your courses. What objectives should this class have in order to prepare students to perform well in your classes?

6. How well does the Intermediate language course prepare students to:

   6.1.1. 1) do well on the challenging exam,

   6.1.2. 2) take more advanced upper-division classes in this language,

   6.1.3. 3) complete a minor/major in this language, and

   6.1.4. 4) use this language in their professional careers?

6.2. How can it be improved to better prepare students to be successful in these four areas?

7. The Intermediate language course is currently divided into thirds—1/3 grammar, 1/3 literature, and 1/3 culture. Is this the best organization for this course? Why or why not?

7.1. If not, how would you recommend the course organization be changed?

8. Is the Intermediate language course successful? Why or why not?

8.1. If not, what changes would you implement to make Intermediate language more successful? Why?