Navigating Evaluation Capacity Building and Practice in (Japanese) University Contexts

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Discussion Qs: *How do you ensure assessment/evaluation resonates with what faculty care about and life-cycles of curriculum in academic departments/units?*

(a) **Language matters.** Have you had any experience needing to adapt your language of assessment/evaluation in university contexts? What framework (or phrases) resonates with faculty in your institution?

Outcomes:

Program/curricular-level assessment:

Curriculum map:

(b) **Creating or use existing opportunities.** Do you have any creative strategies you use to create/identify assessment/evaluation opportunities (instead of saying "You need to do this.")?

(c) **Recognize limited time, expertise, and resources.** What strategies does your campus use that have been successful in supporting faculty to engage in assessment efforts?

[ ] Course buy-out
[ ] Assessment grants
[ ] Expert consultations & guidance
[ ] Data collection support
[ ] Data analysis support

[ ] Faculty workshops and learning community
[ ] Guiding materials and examples
[ ] Recognition of assessment efforts (campus-wide showcase, tenure & promotion, etc.)
[ ] Other???

(d) **Pace/cycle and management of assessment.** What strategies have been successful in ensuring that departments make progress with assessment? If you have an assessment report requirement, how did you determine what is an appropriate/effective cycle?

Samples from Japanese University Context

	University A—Info/academic literacy program (Library)	University B—Japanese as a second language program in a medical campus
Approach	Utilization-focused evaluation/assessment	Empowerment evaluation/assessment
Working group	Internal evaluation team (faculty + librarian) + evaluation facilitator (me)	All instructors + "critical friend" (me)
Why & How	• Redesign and improve a piloted info/academic literacy course. →Needs analysis survey of librarians and enrolled students to articulate SLOs. • Partner with faculty to co-run info/academic literacy courses. → Faculty survey on students' info/academic literacy needs. • Gain recognition of library's educational role in undergrad education among campus community. → Provost, Deans, academic support unit interview on educational role of the library.	• Articulate mission, program goals, and curricular-level SLOs. Create meaningful language learning tasks. →Affinity diagram for mission and program goals development; →Syllabi, curricular-level student performance review • Create meaningful language learning tasks. →International student survey and focus groups on language contact and use • Cultivate instructor ownership of the curriculum. →Pre-mid-post instructor survey on their sense of program ownership and engagement • Raise awareness of the importance of language learning among medical faculty (so they allow students to attend the JSL course.) → Faculty interviews on international students' linguistic and intercultural critical incidences in labs • Build Japanese students' intercultural competencies and recruit language assistants/partners. → Collection of testimonials of Japanese language assistants on what they gained through interactions with international students.
Evaluation impact and resulted actions	• Articulation of SLOs, refining content to align with the SLOs. • More academic writing sessions (to meet learning needs) • Pedagogical shift from lecture-based to task-based pedagogy. More hands-on lab sessions (to meet learning styles). • Refined classroom assessment via outcome-assessment construct mapping (short session quizzes, final exam, final paper)	• Articulation of mission, program goals, and SLOs. Pedagogical tasks being adopted in • Increase in instructor engagement in curricular discussions (more interaction, opinions, sharing of ideas, etc.) as well as increased sense of belonging and curriculum ownership. • Students' increased sense of belonging in language learning community. • Challenges still remain in medical faculty's perception towards international students' language learning; however, a few faculty champions/supporters/advocates were identified.
Strategies	• **Understanding power structure and leadership styles** • Myth-busting, re-framing of evaluation • **Negotiation and articulation of intended use** • Roles and process clarification	• **Understanding power structure and leadership styles** • **Democratic meeting facilitation** (modeled by the "critical friend"). • **Myth-busting, re-framing of evaluation** • Negotiation and articulation of intended use • Roles and process clarification, **periodic reflection of the process & engagement**