



Self-evaluation in a large-scale school program

Conditions and consequences of a self-determined
approach to quality assurance

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What is self-evaluation?

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- Stakeholders as "**owners**" of the evaluation process
- Variants:
 - Self-initiated vs. externally initiated (James, 1987)
 - Combinations with external evaluation (Nevo, 2001)
 - Internal or external expertise (Specht, 1998)

Relation to other evaluation approaches

- Structural similarities with
 - Participatory evaluation (Cousins & Whitmore, 1998)
 - Stakeholder-based evaluation (Bryk, 1983; Greene, 1988)
 - Empowerment evaluation (Fetterman, 1994, 1996)
 - Democratic evaluation (House & Howe, 2000)
 - Fourth-generation evaluation (Guba & Lincoln, 1989)
 - Responsive evaluation (Stake, 1975)
- **Common rationale**
 - Criticism of "traditional" evaluation approaches
 - Increased influence of stakeholders
 - Emphasis on utilization

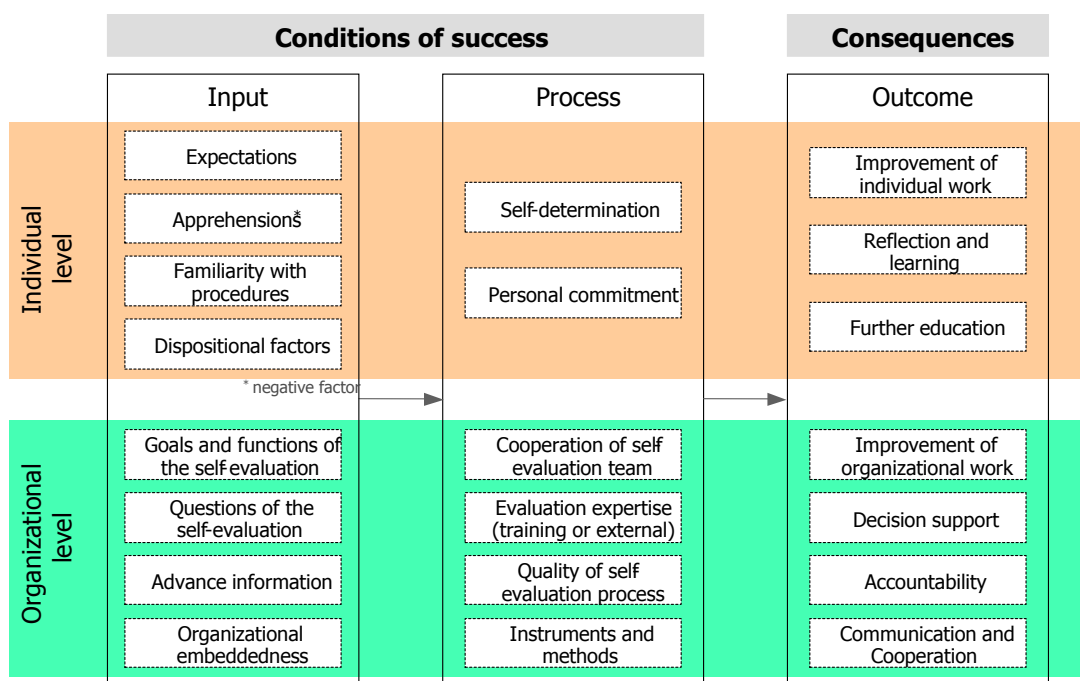
Problem

- Increasing **popularity** of self-evaluation approaches in European schools
- Theoretical and empirical **deficits** of current research:
 1. What exactly is self-evaluation and how is it related to other evaluation approaches?
 2. What are the preconditions of its successful implementation in schools?

Self-evaluation in a descriptive evaluation theory context

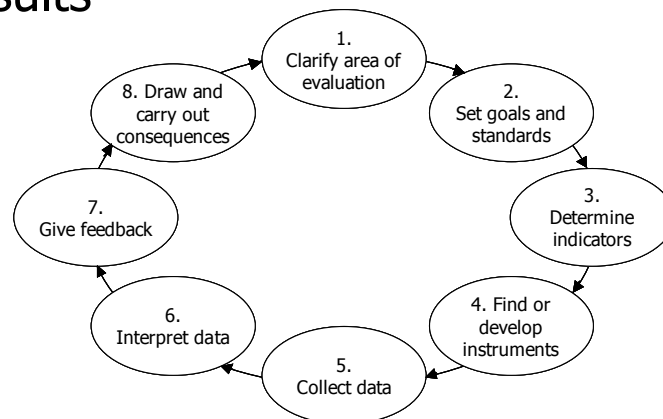
- **Functions**
 - Primary: improvement
 - Secondary:
 - promoting communication
 - documentation
 - further education
- **Objects**
 - institutional practice
 - programs
- **Temporal aspects**
 - process-oriented
- **Organization**
 - strongly participative
 - internal
- **Methodology**
 - qualitative methods
 - exploratory
- **Standards**
 - utility
 - feasibility
 - propriety

Consequences and conditions of successful school self-evaluation



Self-evaluation in the national innovation program SEMIK

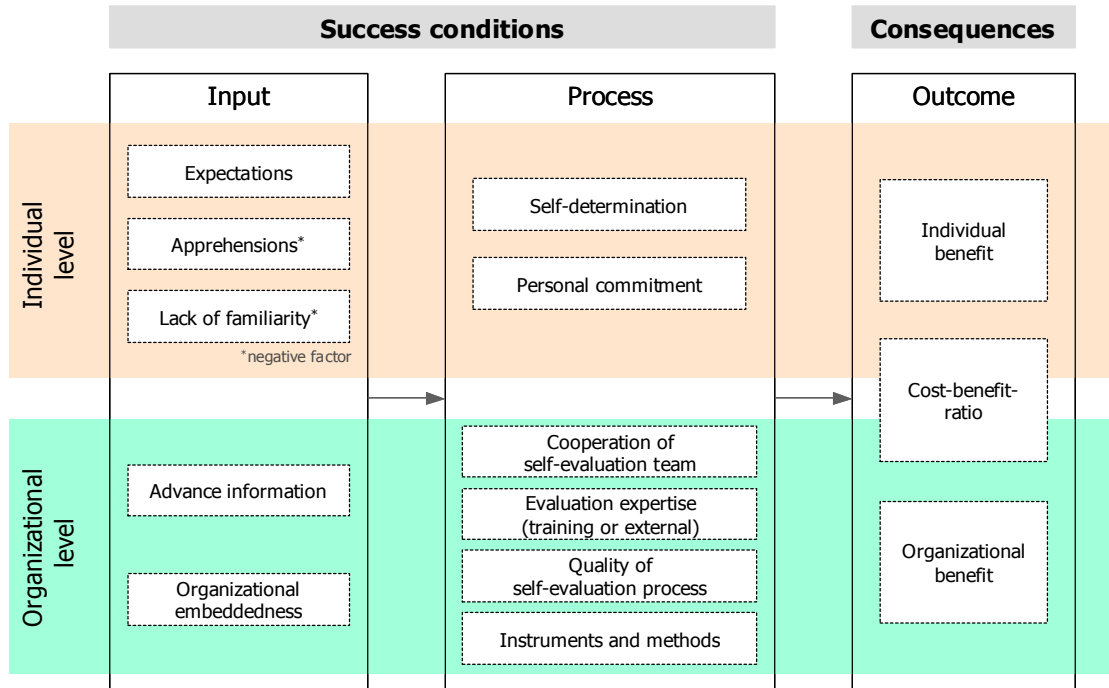
- Self-evaluation in **five project teams** with external evaluation expertise
- Main objective: **improvement** of everyday work and project results



Research questions

- Which **input and process factors** of self-evaluation contribute to explaining its **consequences** on different levels?
 1. Predictors of individual benefit
 2. Predictors of organizational benefit
 3. Predictors of cost-benefit-ratio

Adapted framework model

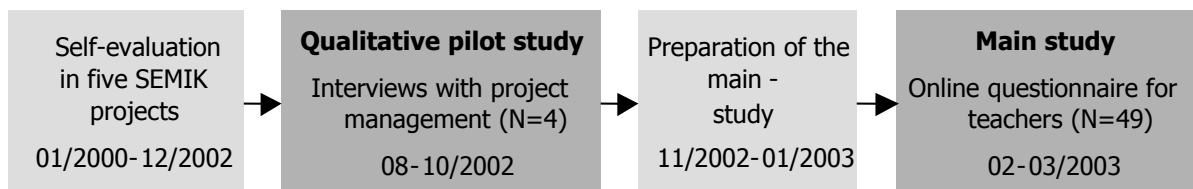


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Design of the study



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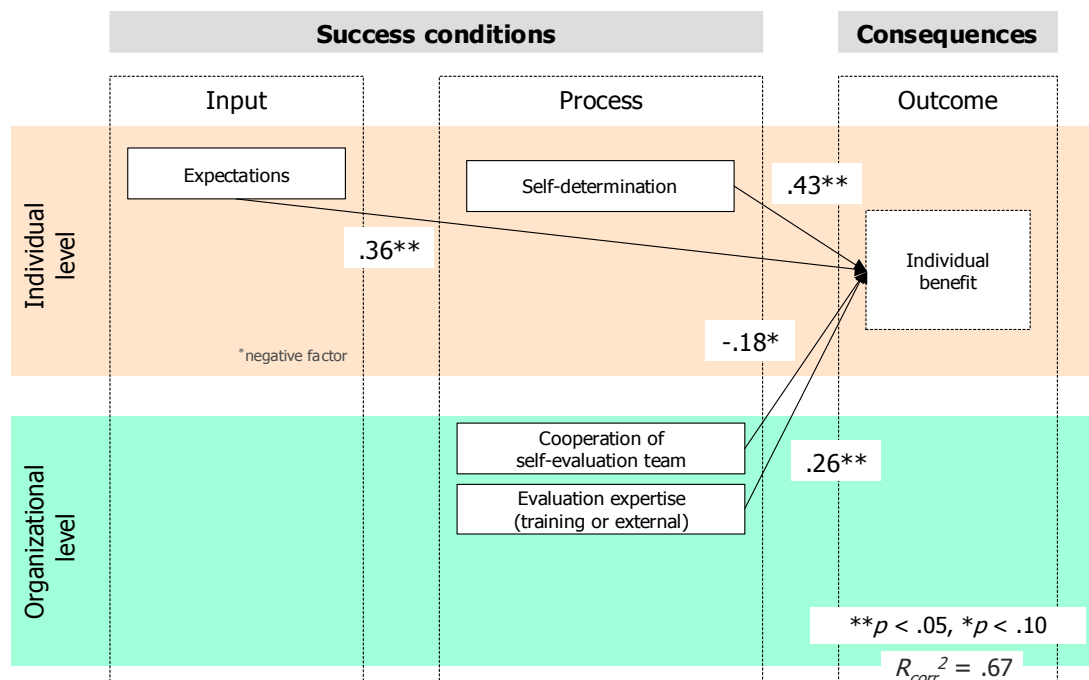
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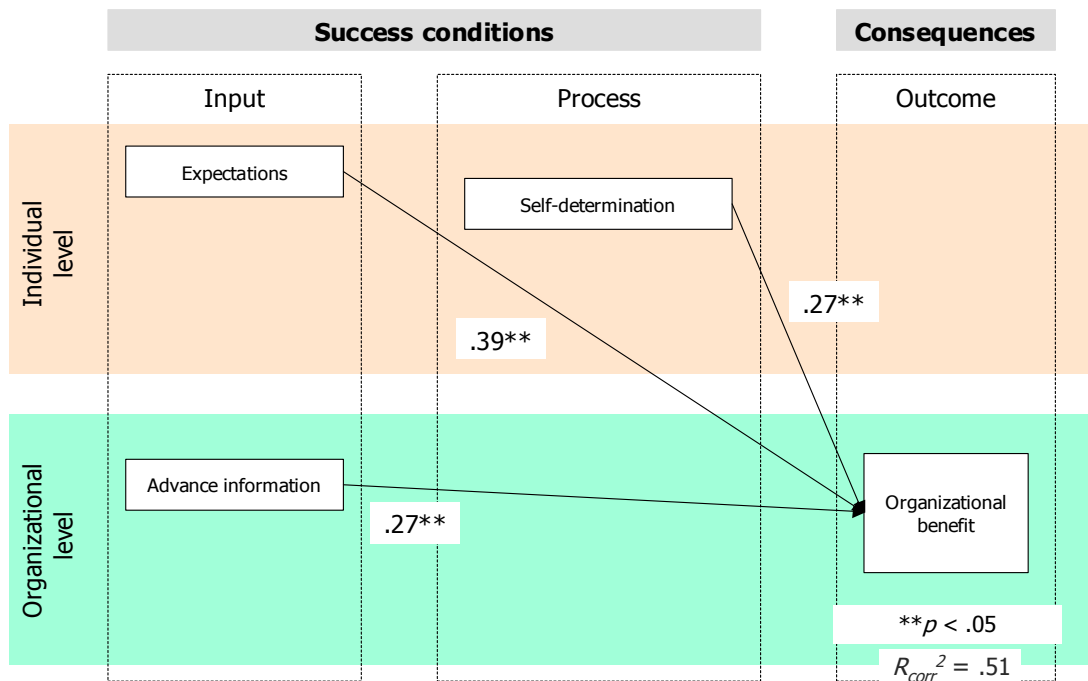
Online questionnaire

	Items	Alpha
<i>Individual input factors</i>		
Expectations	5	.80
Apprehensions	3	.71
Lack of familiarity	5	.77
<i>Individual process factors</i>		
Self-determination	5	.77
Personal commitment	3	.68
<i>Organizational input factors</i>		
Advance information	3	.92
Organizational embeddedness	3	.79
<i>Organizational process factors</i>		
Cooperation	4	.87
Evaluation expertise	3	.75
Quality of process	3	.78
Instruments and methods	2	.70
<i>Outcome factors</i>		
Individual benefit	5	.83
Organizational benefit	7	.78
Cost-benefit-ratio	3	.89

Results: Individual benefit



Results: Organizational benefit

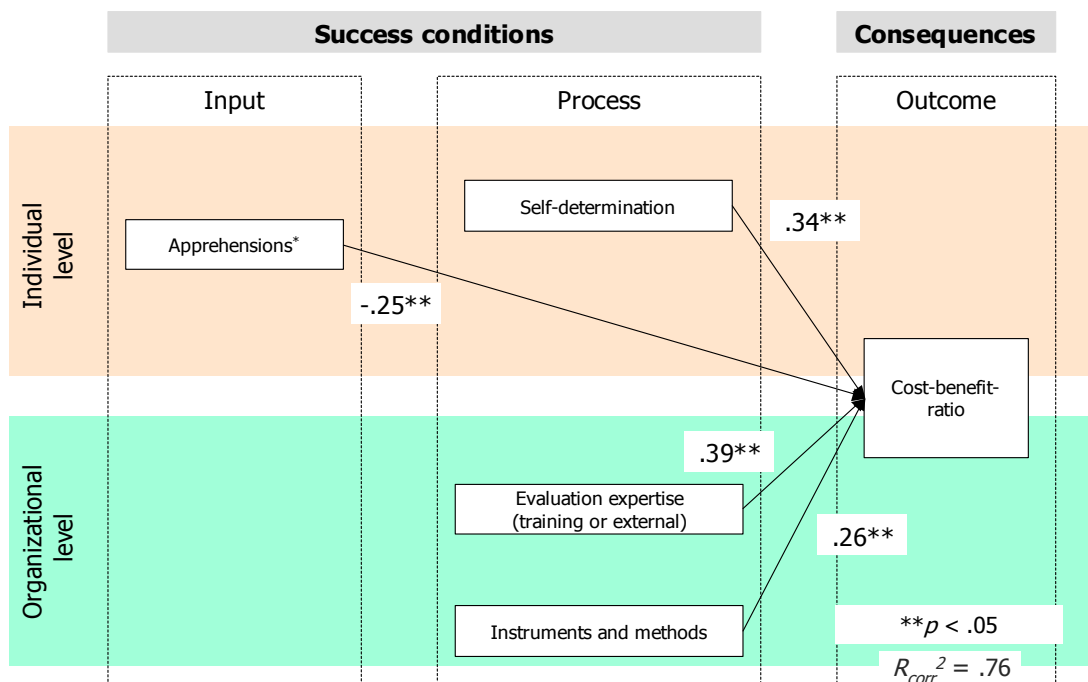


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Results: Cost-benefit-ratio



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Consequences for practice

- **Main results:**
 - Primacy of self-initiated self-evaluation
 - Watch out for dispositional factors!
 - Provide evaluation expertise
- **Additional results:**
 - Provide advance information
 - Facilitate cooperation, if necessary
 - Use effective instruments and methods

Consequences for research

- **Theoretical** research
 - Further refinement of framework model
 - More precise causal assumptions
- **Empirical** research
 - Replication in other contexts
 - Investigation of the complete model
 - Investigate dispositional factors