



# Mid-Semester Course Evaluations: Meta Evaluation of Higher Education Course Coordinators' Evaluative Practices

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**Chitra Sabapathy**

Lancaster University, United Kingdom

<https://orcid.org/0000-0003-1293-038X>

## Abstract

**Background:** Mid-semester evaluations are gaining traction as a means to gather evaluation data for formative purposes. However, it is not clear if course coordinators who conduct these evaluations are adequately equipped with evaluative knowledge and skills to guide them through their evaluative processes.

**Objectives:** This study is a meta-evaluation of course coordinators' mid-semester evaluative practices in a Higher Education institution language centre and the extent to which their evaluative practices are attuned to RUFDATA for its preparatory design framework in the evaluative process and Utilization-Focused Evaluation (UFE) for its sets of principles with regards to uses and users and how these impact on the design and use of the evaluation.

**Research design & subjects:** Data was gathered using meta evaluative mixed methods from three groups of participants consisting of course coordinators, academics who taught on their courses and their learners.

**Results:** The results imply that whilst most course coordinators who participated in the study conducted mid-semester evaluations and that their evaluative practices contained some elements from the frameworks, it is problematic to align their evaluative practices and processes against these tools due to the challenges that they encountered in their evaluative processes.

**Conclusions:** As important agents of evaluations in mid semester evaluations, it should be noted that course coordinators are not trained evaluators and conducting evaluations does not constitute a major component of their professional duties and roles. This study has implications for higher education policies and practices, commissioners, and users of evaluations.

**Keywords:** Course/Module Evaluation, Course Coordinators, Higher Education, Mid Semester Evaluation, RUFDATA, Utilisation Focused Evaluation

## Introduction

Evaluation can be broadly defined as the process of “purposeful gathering, analysis, and discussion of evidence from relevant sources about the quality, worth, and impact of provision, development, or policy” (Saunders, 2006). In this sense, evaluative processes and purposes form a type of socio-cultural phenomenon, conceptualized as “clusters of behaviors, forming ways of thinking” (Saunders, 2011). In higher education, these processes operate at macro, meso, and micro levels, drawing from structural, cultural, and individual factors. Summative course/module evaluation, for example, is typically commissioned by macro authorities (Aleamoni & Spencer, 1973; Burdsal & Bardo, 1986) to assess the worth, significance, and merit of educational policies, programs, and practices (Ryan & Cousins, 2009). However, several studies have questioned whether key users like students can effectively evaluate an entire course (Greenwald & Gillmore, 1998; Marsh & Roche, 1997) and whether these evaluations are operationalized for future use (Kember et al., 2002; Murray, 1997; Smith, 2008). Critics have highlighted issues related to the validity and reliability of these evaluations (Greenwald, 1997), as well as their hidden assumptions and misconceptions (Kolitch & Dean, 1999; Greenwald & Gillmore, 1998).

Self-initiated mid-semester course evaluations, unlike their summative counterparts, have garnered attention as a viable formative option. Several studies support their use for generating earlier feedback ([Diamond, 2004](#)), improving learning ([McGowan, 2009](#); [Sadler, 1998](#)), impacting student motivation ([Redmond, 1982](#)), and altering perceptions of the course ([Spencer & Schmelkin, 2002](#)). However, mid-semester evaluations are also a type of social practice, laden with assumptions, values, and ways of thinking and doing. While the benefits and uses of mid-semester evaluations have been explored, there is a lack of studies examining the practices of course coordinators (CCs), particularly when course evaluations are not their core professional duty. This study suggests that a danger in conducting mid-semester evaluations is that these practices are often managed by CCs who may not be trained evaluators. This has two possible implications: their evaluative practices may not align with established evaluative principles, rendering the rigor of these processes, practices, purposes, and outcomes questionable.

This study aims to examine micro-level, CC-initiated mid-semester evaluative practices in response to a macro-level evaluative policy at an English Language Centre (ELC) in an Asian university, using RUFDATA and UFE as interrogatory tools, and to determine if these practices have implications for practice and policy.

The structure of this paper will begin with a discussion of [Saunders' \(2000\)](#) RUFDATA, an adaptable, preparatory, meta-evaluative, reflexive framework designed to assist evaluators in their evaluative design, and [Patton's \(1997\)](#) UFE, which focuses on the uses and users and their impact on the design and use of evaluative outcomes. The complementary nature of both frameworks, which focus on the evaluative process from start to end, is especially relevant in this study of CC evaluative practices. This is followed by an overview of the local context of the study, the research methodology, an exposition and interpretation of the data, and a discussion of the possible misalignment between CCs' evaluative practices and the evaluative frameworks. The paper concludes with implications for practice and policy.

## Research Design

With this context, the timescale for this study is academic years 2020 to 2021. The research questions are:

- What are CCs' mid-semester course evaluative practices in this LC?
- To what extent are CCs' mid-semester course evaluation practices attuned to RUFDATA and UFE frameworks of evaluation?
- What are the implications for practice and policies?

## Methodology

The study used a systematic mixed method triangulation design with a combination of quantitative and qualitative methods. Quantitative functions in Qualtrics surveys were used to gather an aggregation of evaluative practices among the CCs and evaluative experiences of stakeholders. The same questionnaire contained qualitative open text questions. Semi-formal online interviews via Zoom lasting not more than thirty minutes was also used to gather qualitative data from a handful of CCs. Data gathered through these qualitative methods were used to gather deeper insights and clarifications on the evaluative phenomena of the CCs.

## Ethics

This study received the university's ethics committee approval and ethical considerations were duly observed throughout the study.

## Sample

Participation in this study was voluntary and anonymised. Participants included part-time tutors (PTAs), full time tutors (FTAs), learners and CCs. The researcher's insider role influenced the choice of all the research participants except for the learners. Efforts were taken to ensure maximum variation among PTAs, FTAs and CCs, in terms of varied power roles, backgrounds, teaching experiences, and gender differences and that they taught at least one of the five types of communication courses. Individually addressed emails with the survey link were sent to the CCs, FTAs and PTAs in the belief that this personalised method will less likely be construed as junk email ([Tse, 1998](#)), is more

convenient ([Sheenan & McMillan, 1999](#)), would yield higher and immediate response rates ([Walsh et al, 1992](#)) and will result in a higher tendency to respond more fully in open ended questions in the survey.

Students were recruited randomly and through purposive sampling so that diverse experiences could be captured from undergraduate and postgraduate students who had taken at least one of the communication courses offered by the ELC. Due to the large size of the student population, a mass email with the survey detail was sent to the students.

Sample representativeness for the survey was encouraging among the participants (see Table 1). Out of 22 CCs, 18 were invited and 16 (88%) consented to participate in the study. Of these, six who were invited to participate in semi-structured interviews responded favourably (100%). Among 45 PTAs, 15 were invited of whom 14 (31%) participated and two out of FTAs who were invited, agreed to participate in the study. As for students, instead of stratifying the sampling which would yield the same number of students from each communication course (10-15 students per course), a random sample of 50 students from a pool of 400 student names who had taken at least one of the communication courses (out of about 8000) were randomly generated with assistance from the IRB centre in the university. A targeted group of 50 students responded and participated in the study. Although the numbers are small, it was deemed that this will offer some initial useful data which can be potentially expanded for future efforts.

**Table 1 Varied Samples and Tools Used**

Instruments	Participants	Brief profile details
3 different types of online anonymous survey administered to each group of participants	CCs	<ul style="list-style-type: none"> <li>• 16 participated (7 male, 9 female)</li> <li>• 3-10 semesters of experience</li> </ul>

3 different types of online anonymous survey administered to each group of participants	Tutors	<ul style="list-style-type: none"> <li>• 16 participated (14 part-time tutors - 1 male, 13 females, 2 full-time tutors - both females)</li> <li>• 10 semesters teaching experience</li> </ul>
	Students	<ul style="list-style-type: none"> <li>• 50 participated (26 males and 24 female, of whom 45 are undergraduates and 5 are post graduates)</li> </ul>
One-on-one semi-structured online interview	Selected course coordinators who participated in the online survey	<ul style="list-style-type: none"> <li>• 6 participated (3 males and 3 females)</li> </ul>

### Data Preparation

Data analysis functions in Qualtrics were used to understand quantitative results from the questionnaire. Verbatim transcripts generated from Zoom were analysed as follows:

1. Auto generated Zoom transcriptions were edited by listening several times to the video recordings to ensure that any errors in the auto transcriptions were corrected.
2. Each of the 6 participants was given an alphabetical code from A to F.
3. Respective transcripts were subjected to iterations of content analysis ([Thomas, 2006](#)) followed by [Kei and Harland's \(2017\)](#) two-stage analysis comprising deductive and inductive methods.
4. Grounded categories were then developed in two ways:
  - Six out of seven key elements of RUFDATA (reasons and purposes, uses, foci, data and evidence, audience, and agency) and two elements from UFE, namely, role of users, and collaboration were used to code the data. Timing (from RUFDATA) was omitted as the focus is on mid-semester evaluations.
  - Three themes (methodological, users and time) were developed to categorise types of challenges faced by CCs in their evaluative practices.

To ascertain the rigor and validity of the data analysis, steps #1-4 were iterated. Quantitative and qualitative data were then analysed in an integrated method. To add credence to the study, relevant quantitative data is presented using numerical values, tables, figures and qualitative data is presented using verbatim quotes within the texts and represented in tables.

### Data analysis through the lens of RUFDATA and UFE

#### CCs' Evaluative Practices

10 CCs (62.5%) of the 16 CCs who participated in the study, conducted mid-semester evaluations in their respective courses. However, not all their 'intended users' seem to have been cognisant of these practices. 3 PTAs (21%) and 20 students (40%) were not sure if mid-term semesters were conducted in their courses. It is not clear if the CCs' intentions to conduct mid-semester evaluations were preceded with adequate evaluative planning stages outlined in RUFDATA where key intended users should have been identified and involved. Participation according to [Saunders' \(2000\)](#) RUFDATA, means that stakeholders have an "expansive presence" in not only participating in the program evaluation, they must also be actively engaged in designing the evaluation process. This yields "more accurate and authentic accounts of experience" and allows "the legitimate voice of this group of stakeholders" to be heard ([Saunders, 2006](#)). These missing steps seem to indicate a critical gap in collaboration and inclusiveness.

#### Reasons and Purposes of the Evaluation

CCs shared that mid-term evaluations were conducted for several reasons (Figure 1). To gain knowledge about learners' perceptions of the course and the need to develop the course were popular options followed by self-development and accountability. 'Encouraged by the management' was offered as the only 'other' reason which can be subsumed as an accountability purpose.

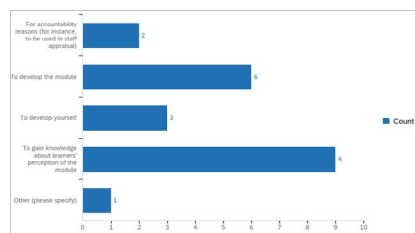


Figure 1 CCs' Reasons for Conducting Mid-Semester Evaluations

If stakeholders are indispensable participants in the evaluative orbit, responses from 11 PTAs (Figure 2), presented slightly different interpretations. Out of five pre-suggested responses that PTAs could choose as multiple responses on possible reasons for CCs to conduct the survey, to gain knowledge about the learners' perceptions of the course seemed to be the most popular option with 54.5% of them choosing this while 36.4% felt that mid-term evaluations results could be used to develop the course and 9.1% felt that it could be a means to know how they as tutors were performing in the course.

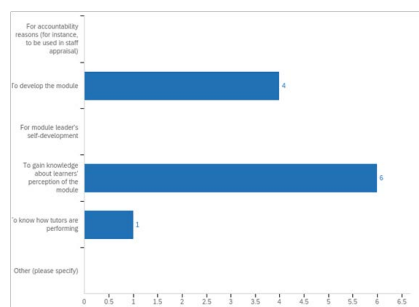


Figure 2 PTA's Perspectives for CCs' Reasons for Conducting Mid-Semester Evaluations

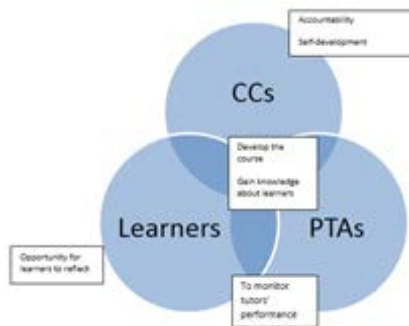
Interestingly, accountability and self-development which were chosen by CCs were not considered as possible reasons by PTAs. One PTA felt that mid-semester evaluations could be used to assess their performance.

10 learners in whose courses mid-semester evaluations were conducted, were asked if they were aware of reasons for conducting those evaluations. Slightly more than half (6) recalled reasons and their qualitative comments (Table 2) were categorised into three broad themes: course related, learning/learner related and for tutors' self-development.

**Table 2 Students’ Perceptions of CCs’ Reasons for Mid-Semester Evaluations**

Possible reasons for mid-semester evaluations	Explanation (To know if)
To develop the course	<ul style="list-style-type: none"> <li>The content matches course requirements</li> <li>Pace and weight of lessons are manageable</li> <li>Improvements are needed</li> <li>The course is relevant and useful</li> </ul>
To know how tutors are performing	<ul style="list-style-type: none"> <li>Tutors need to improve their teaching skills and methods</li> </ul>
To gain knowledge about learners	<ul style="list-style-type: none"> <li>Learners can cope</li> <li>Learners’ perceptions of the course</li> <li>Opportunity for learners to reflect on what was taught and learnt</li> </ul>

These reasons from the three group of participants when triangulated are presented in Figure 3.



**Figure 3 Triangulation of Participants’ Reasons for Mid-Semester Evaluations**

Mid-semester evaluations were conducted for specific reasons by CCs. Intended users such as their teaching team and their learners seem to be aware of some of the intentions suggesting that the CCs’ evaluative practices could have been made known to their intended users. However, stakeholders also appeared to have understood other reasons for commissioning the evaluation which were not intended by the CCs. ‘Accountability’ for instance was not selected as an option by the teaching team and learners as compared to CCs who provided this as a reason for conducting the evaluations. It can be argued that CCs are not obliged to share

this reason with their intended users but sharing or withholding this information can affect the way the results emerge. It is also interesting to note that one learner views mid-semester evaluations as a means for him/her to reflect on what was taught while one PTAs considered as a type of surveillance. These can be construed as unexpected outcomes of the CCs’ evaluation.

**Uses of the Evaluation**

CCs used their evaluation reports in various ways such as to identify and address gaps teaching, course content, assignment prompts and rubrics, norming efforts, and overall communication about the course administration with students and tutors. Specific references were also made to “change one or two readings to reduce the difficulty of readings and help students cope better” and to make the course more “useful and relevant” to “adjust learning” and to “understand learners’ needs” and “perceptions of learners”.

Data gathered from the interviews offered more uses of evaluation. C shared that mid-term evaluation results allowed her to act and make necessary changes as opposed to end-semester summative which are “...too generic, it doesn’t give me what I want”, and that it is “late for me to be able to do anything for the next seven sem”. D felt that mid-semester evaluations allowed him to “rethink what we do” and that it is “good to know what the students did not quite appreciate, or what they do not understand.”

While the CCs had a wide range on when, why and how the evaluation results are centred on users, sharing these results with users was not mentioned by any of the CCs. These evaluators seem to have different ways and thinking of evaluation, with different operating characteristics and which seem to be situated in their idea of what evaluation should do or should not do and how results should be used (Murray, 1984).

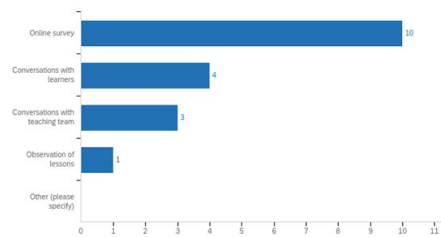
Uses of the evaluation were oriented mostly towards learning, development and planning. Although accountability was provided as one of the reasons for conducting the evaluation, this was not reflected in how the results could be included with other stakeholders via management reports or strategic planning reports.

CCs were not posed a specific question on the foci of their evaluations, but it can be gathered from their reasons and uses of their evaluations that their foci for conducting mid-semester evaluations were centred on their learners, courses, and themselves although it is interesting to note that the evaluative outcomes as proposed in UFE were not openly shared with their intended users.

### Data and Evidence of the Evaluation

Different types of instruments were used by CCs to gather data (Figure 4). These varied from formal online surveys, conversations with users and lesson observations. Of these, online surveys were more commonly used and this was supplemented by evidence gathered from semi-structured interviews. Compared to D who preferred utilising formal quantitative online surveys, A chose informal conversations, as she felt that “formalised surveys do not capture essence.” C on the other hand, specifically used the survey tool in the university’s virtual learning management system, (suggested in the Provost’s message). She reasoned that students were automatically reminded to take the survey which she felt eased her reminder efforts.

These findings contrasted with responses from PTAs and learners who cited online surveys as the only instrument that was used to conduct mid-semester evaluations. Both RUFDATA and UFE suggest that instruments to gather data and evidence need to be considered and implemented in the planning stages. For this to take place, [Patton \(1997\)](#) emphasizes a democratic and inclusive process that gives voice to stakeholders, where good working relationships and communication skills with intended users are established to decide on evaluation options. Similarly, RUFDATA requires the evaluator to be discursive and to be consciously aware of thoughts and actions throughout the evaluative process. In this instance, the procedures of determining possible tools that can be utilised to gather data with the stakeholders seem to have been occluded and decisions to use some instruments as opposed to others appear to have been unilaterally decided by CCs.



**Figure 4 Different Types of Instruments were used by CCs to Gather Data**

CCs shared that data gathered from these sources were analysed in various ways using formal and informal methods. Formal methods included excel spreadsheets, descriptive statistics, thematic analysis, online survey statistics, “basic descriptive statistics”, mean scores and standard deviation, “computing frequencies of closed items and using word cloud to highlight key topics” and informal methods included- “categorise the responses”, “informal theme analysis to see which themes were being repeated in the different responses”. CCs were knowledgeable of a wide spectrum of means to analyse their data. However, primary intended users, advocated by UFE were not referred to or did not seem to participate in any of the suggested analysis methods except for one MC who corroborated that “since my survey was informal, the tutors and I read student responses and made clarifications”.

### Audience of the Evaluation

CCs disseminated evaluation results with a few intended users other than themselves. Aside from themselves as the main users (32%) tutors (26%) were the next group followed by management (5.8%). A much smaller portion (10.5%) were mixed users of teaching team and learners and only one MC shared the reports were communicated to learners and another disseminated the results with the wider academic community through blogs and conferences. Only 5 responded that the evaluation reports were shared with them while none of the students had access to the results. Occluding learners and a portion of the teaching team from evaluation reports do not seem to comply with the principles of RUFDATA of ‘audience’ and UFE’s “intended use for users” and seems to also conflict with two main points: the CCs’ reasons for conducting these evaluations and macro policies with regards to

‘explain the approaches’ to promote learning. If most of the reasons and purposes were centred on the course and the learners, then, the evaluation results should have been shared with the teaching team and learners who provided that data. Not disseminating the results suggests a serious methodological gap in their evaluative processes.

### Agency of the Evaluation

When CCs were asked about the agency of the mid-term evaluation, a sizeable (70%) of them took full ownership while the rest (30%) responded that it was a collaborative effort (Figure 5). However, when the same question was posed to the teaching team and learners, significantly, none of them responded that they were involved in the mid semester evaluative process. [Saunders \(2006\)](#) insists that key stakeholders’ voices “should be foregrounded in evaluation design” and [Patton \(2003\)](#) emphasises that, “evaluations should be judged by their utility and actual use; therefore, evaluators should facilitate the evaluation process and design any evaluation with careful consideration of how everything that is done, from beginning to end, will affect use”. This need of stakeholders’ participation was starkly missing in the CCs’ practices.

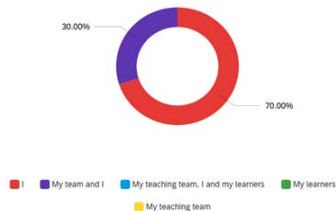


Figure 5 MC’s Response on Agency of Evaluation

### Challenges Faced by CCs

To fully understand CCs evaluative practices and the extent to which they were aligned to RUFDATA and UFE, data from semi-structured interviews revealed, several challenges that CCs were entangled with in their evaluative practices and processes. These were categorized into three main themes (Table 3). Alphabetical codes were then used to match verbatim comments within each of the three areas with key challenges faced by them.

### Challenge 1: Methodological and Operational

A critical aspect highlighted by all 6 CCs was centered on methodological and operational challenges. These ranged from the lack of knowledge on evaluation and evaluation models, to the process of commissioning, conducting and disseminating the results to users and these seemed to hinge on the need of preparatory knowledge and skills.

### Challenge 2: Users

Another challenging aspect was about users, namely management and learners. Interestingly, these users were viewed outside the evaluative orbit explaining perhaps why they were occluded from their evaluative processes and practices.

### Challenge 3: Time

Lastly, time was cited as a major challenge as evaluating the course at the mid-semester is an additional challenging task to their primary role of course coordinators cum teachers. One of them described how these challenges led to a state of “inertia- you know it’s like the spirit is willing to make big adjustments, but the flesh is weak”.

Overall, these challenges offer some understanding for the CCs’ evaluative practices and how they affected their evaluative practices and processes.

Table 3 CCs’ Challenges with Evaluation

Challenges faced by CCs	CCs’ verbatim comments analysed against codes for challenges faced
<p><b>Methodological and operational:</b></p> <p>Knowledge of evaluation and models (K)</p> <p>Skills needed to design instruments (D)</p> <p>Skills needed to analyse (A)</p> <p>Skills needed to report and share results (R)</p>	<p>I can’t act on results immediately (R)</p> <p>Research, evaluative, reporting, analytical skills are challenging (A,D&amp;R)</p> <p>Coding, data analysis, text analysis or content analysis (D&amp;A)</p> <p>making my own crafts (D)</p> <p>to tease out the main themes and the main issues (A)</p> <p>figure out why students say what, match it to match it to the numbers, especially when they don’t go together. (A)</p>

	<p>struggle going on between sort of quantitative evaluative techniques (D)</p> <p>other ways of doing things, shouldn't be confined to just doing quantitative surveys, not just materials but whole thing (D)</p> <p>you get too close to it. Can't be objective to results (R)</p> <p>I maybe not even asking the right questions (K, D)</p> <p>blind spots- not really knowing what else is out there, that really does work and therefore not being able to make adjustments or try alternatives, or because you're a bit blind to it. (K)</p>
<p><b>Role of users</b></p> <p>Fear and anxiety of other viewers of results (O)</p> <p>Learners' lack of evaluative knowledge (L)</p>	<p>Stress that management may view it (O)</p> <p>Takes away the natural or instinctive response that not only the students, but anyone might have you know when they are asked to assess something (L)</p> <p>Students don't realise the weight of what they are saying (L)</p> <p>A lot of times the students don't see the forest for the trees and they just respond to the difficulty or you know, the low grade or something like that. (L)</p> <p>They may be responding more emotionally to their own grades or their own experience, rather than the course as a entity. (L)</p>
<p>Time pressure</p>	<p>The number -time investment, the workload and the numbers of students, numbers of classes, we have to teach</p>

## Discussion

This study points up to a constellation of diverse evaluative formulations and practices, among CCs. To some extent CCs seem to have some evaluative knowledge and skills and these were evident in their reasons for conducting mid semester evaluations and the way they utilised them. However, when their overall evaluative practices and process are analysed

using RUFDATA and UFE as interrogatory tools, there are potentially significant limitations in their evaluative processes which raise several concerns regarding the evaluative power (Bamber, 2011) of their efforts.

There are some possible explanations for the way the findings panned out. An attempt to define what CCs do as evaluators has to be understood from the context in which this study is situated. CCs' evaluative practices and the challenges they encountered ascertain that they are not fully aware of essential competencies for evaluators (Scriven,1996) evaluative frameworks, theories, or concepts.

Macro policy to encourage mid-semester evaluations in this study, could have been driven by 'the current swings of fashion' of 'what evaluation should do', with an outcome-driven evaluation approach. While the intention is helpful, and some suggestions were provided for the process of evaluation, the policy seems to have overlooked salient aspects of the process of evaluation and the types of knowledge and skills that CCs require to conduct evaluations. Relatedly, Saunders' (2000) implementation staircase metaphor illustrates how intended messages can be divergently interpreted and acted upon by various stakeholders by the time the message drifts through to the micro level. CCs played dual roles as recipients and agents, and it is not surprising that due to their varied experiences, range of skillsets, and interpretations the same policy manifested in different forms among them. But more importantly, although CCs were encouraged to "explain or refine" and to "bridge expectations between learners and instructors" only "refine" seems to have been attended to and users like learners and tutors were not active players in the evaluative scene.

## Conclusion

Improvement oriented mid semester evaluations are gaining traction in HE. Yet, there is a lack of studies which examine the roles of CCs who conduct these evaluations, let alone the extent to which their evaluations are aligned to evaluative principles espoused in RUFDATA and UFE and their implications for practice and policy. This study offers new and useful insights on these phenomena.



Namely, findings revealed complex heterogeneity and individual subjectivities of evaluative practices among CCs. To a large extent, CCs were cognizant of reasons and uses of their mid semester evaluation results, indicating perhaps some level of foci. However, better alignment could have been forged between their evaluative practices and evaluative principles especially with regard to both the frameworks' core points on collaboration and inclusiveness which seem to have been occluded in their evaluative practices.

It should be emphasized that the findings should not be construed as a criticism of CCs' evaluative practices, nor should their efforts be gainsaid. Rather they should be understood through the challenges they encountered in their evaluative practices. It must be noted that conducting mid-semester evaluations is not mandatory even as in this study when it was mooted by macro policies. The case in point is that regardless of the need or call, CCs are not formally trained or inducted to undertake these evaluative measures since it does not count as an integral part of their professional obligations and the challenges they faced allude to this to a large extent. Hence, one can fairly expect given these circumstances, that their evaluative practices and processes may not necessarily align with evaluative principles. However, this phenomenon should not be disregarded, since in the process, evaluative outcomes are adversely impacted.

### **Implications for Practice and Policy**

An important implication for HE policy is that while mid semester evaluations may be useful for formative reasons and could be encouraged by macro powers as in the case of this study, CCs who are agents of these evaluations should not be expected to have the knowledge, and skills especially since evaluations are not subsumed within their primary professional duties. Efforts need to be taken to understand CCs' evaluative preparedness before they conduct evaluations. Inductive courses can be offered on evaluative frameworks such as RUFDATA and UFE which are adaptable and their overarching foci on preparedness, inclusiveness and reflexivity are also useful to guide CCs' evaluative practices. Since practice is a set of social practices,

a way of doing which gradually develops into routinized actions (Giddens, 1979), application of these evaluative frameworks can develop into embedded knowledge (Saunders, 2000). This fosters a formalised and embedded evaluative community of reflexive evaluative practitioners who can share their evaluative knowledge and skills and who can then induct novice evaluators into the orbit of evaluations. This induction also invokes a type of negotiated learning, and practice which over time contributes to a new identity (Wenger, 1998), for CCs. However, the development of this organic evaluative culture is challenging for several reasons. Firstly, the mechanics involved in conducting these courses at the micro level and inducting the CCs into the evaluative orbit is debatable. It is doubtful if a professional evaluator is hired for this sole purpose. Additionally, it cannot be ascertained if those who participate in such courses will be able to execute evaluations seamlessly. Thirdly, if evaluations are but a minute component of CCs' roles and responsibilities, it begs the question on the extent to which they should be inducted and assimilated into the evaluative orbit. Next, while the collaborative element of both frameworks is appealing, it might be challenging to put them into practice due to factors such as time, confidentiality, credibility, challenges in including 'intended pool of primary intended users' and the range of collaborative and communicative skill-sets that are required throughout the process. Lastly, and more importantly, if macro powers themselves, seem to have their own interpretations of evaluations then, 'inducting' may have to originate from the top down than the reverse.

Nonetheless, if the principal purpose of evaluation is to measure and to improve, then the means towards that end should be rigorous and aligned against evaluative frameworks and policies should be put in place for CCs to see this into fruition.

A limitation of this study is the author's insider role which can impede its methodological rigor. However, as an initial exploratory effort, this study illuminates CCs' evaluative practices and its associated implications for policies and practice which are pivotal aspects that have not been sufficiently studied in HE evaluative field.

The evaluative phenomenon is more than meets the eye. Future research could explore other nuances of HE evaluative practices in micro environments, the role of stakeholders and implications for practice and policy.

### Declarations

- **Funding:** No funding was received for conducting this study.
- **Availability of Data and Material:** All data that were gathered and used in the study conform to the University's Institutional Review Board (IRB) ethics guidelines.
- **Ethics Approval:** Approval was obtained from the University's IRB ethics committee to conduct this study. The procedures used in this study adhere to its IRB guidelines

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### Author Details

**Chitra Sabapathy**, Lancaster University, United Kingdom, **Email ID:** [elccs@nus.edu.sg](mailto:elccs@nus.edu.sg)