

Best Practices in Educational Evaluation and Assessment

Jacob Marszalek, PhD

Research Fellow

UMKC Urban Education Research Center

10 Helpful Hints (Teles, 2011)

1. Identify an evaluator in advance
2. Match the evaluation plan with the project goals
 - Objectives should be stated in measurable terms
 - Expected outcomes should identify specific observable results for each goal
 - development of measurable questions may take several iterations with your evaluator
3. Design the evaluation to provide evidence about what is working and where adjustments and improvements are needed.

10 Helpful Hints (cont., Teles, 2011)

4. While accountability is important, evaluation of impact and effectiveness is vital
5. Evaluate both short- and long-term goals, develop indicators to use to measure progress, and create timelines
6. Develop the evaluation plan jointly with the evaluator(s)

10 Helpful Hints (cont., Teles, 2011)

7. Assign responsibilities for various components of the evaluation.
8. Use the evaluation literature:
 - NSF's web site
 - Online Evaluation Resource Library (OERI)
 - <http://oerl.sri.com/>
 - Field-Tested Learning Assessment Guide (FLAG)
 - <http://www.wcer.wisc.edu/archive/cl1/flag/default.asp>
 - Student Assessment of Their Learning Gains (SALG)
 - <http://www.salgsite.org/>

10 Helpful Hints (cont., Teles, 2011)

9. Develop indicators for project goals and objectives with your evaluation stakeholders in mind
10. Use at least 1 (up to 2.5) of the 15 proposal pages to develop and explain the evaluation.
 - The vita of the evaluator should be provided in the same format as the ones for the principal investigators
 - While some additional information can be included in the appendix, make sure that it is referenced in the body of the proposal

10 Fatal Flaws (Teles, 2011)

The evaluation section ...

1. Is missing.
2. States “after we get the funding, we will develop an evaluation plan”
3. Only evaluates easy things

10 Fatal Flaws (cont., Teles, 2011)

4. Has an unreasonable or unrealistic budget
5. Does not align with the priorities of the funding program
6. States PIs will do all the evaluation
7. Is too short and lacking in details

10 Fatal Flaws (cont., Teles, 2011)

8. Was cut-and-pasted from another proposal
9. Uses too much jargon
10. States that the evaluation will be done using “name your favorite evaluation method,” but fails to explain this method or why it is appropriate.

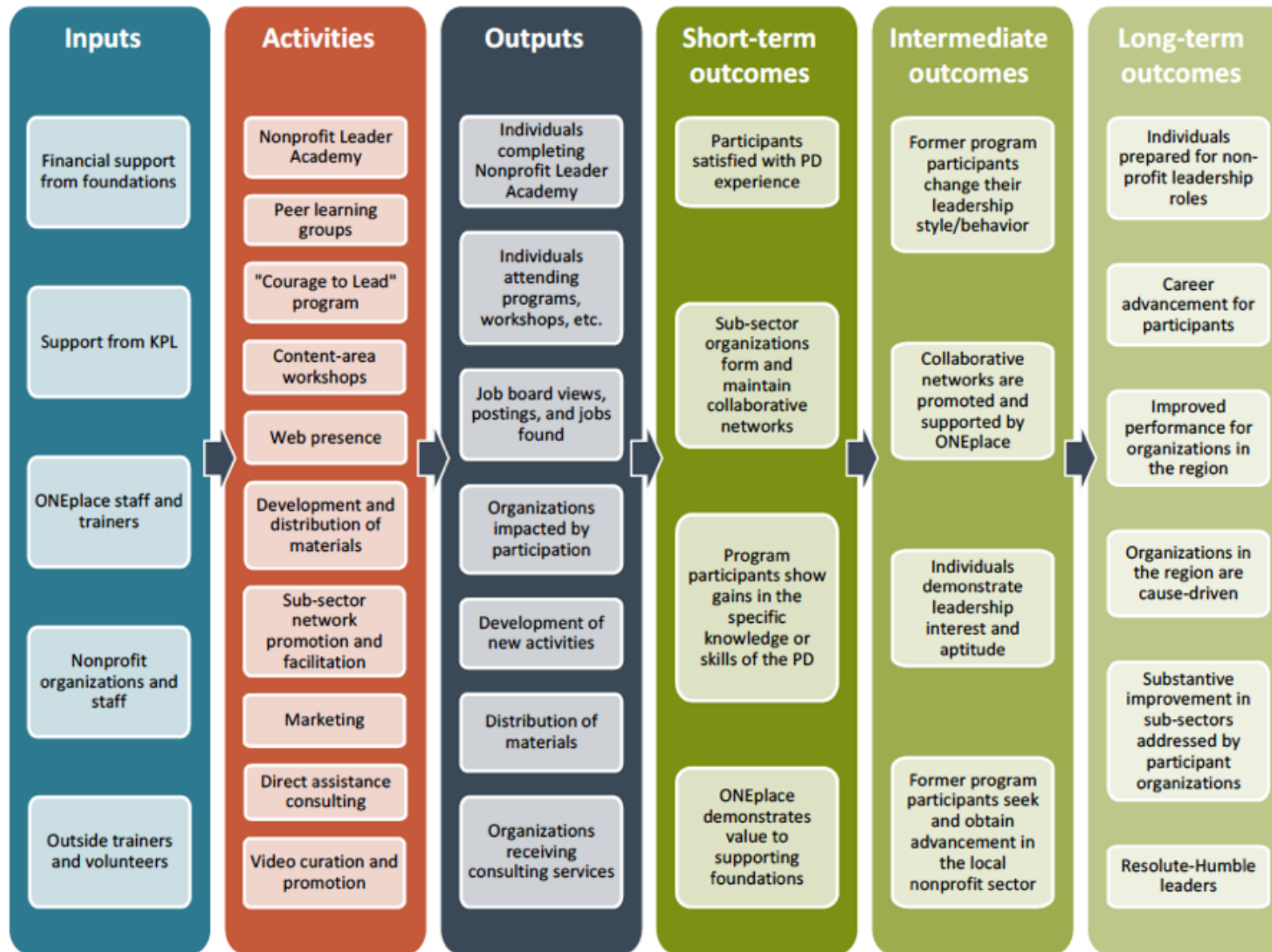
Evaluation Plan

- State the evaluation's focus succinctly
 - 3-7 research questions
- Link the data you plan to collect to the evaluation questions
 - Use a table
- Use straightforward language
- Use a logic model

Evaluation Data Matrix Table (Wingate, 2017)

Evaluation Question:					
Indicator	Data Source and Methods	Responsible Party	Timing	Analysis Plan	Interpretation

Evaluation Question: To what extent are students using education pathways established by the project?					
Indicator	Data Source and Methods	Responsible Party	Timing	Analysis	Interpretation
Number of high school students enrolled in the college's wind energy technology courses	Institutional data	Project director obtains from institutional research office	End of each semester	Counts	Comparison with project target of 10 per semester
Percentage of dual-enrolled high school students who intend to pursue wind technology degrees or certificates	Survey of dual-enrolled students	External evaluator develops survey and conducts analyses; faculty administer survey	End of each semester	Descriptive statistics, disaggregated by demographic characteristics	Comparison with project target of 60% or more, with one-third or more from underrepresented minority groups
Students' perceptions of what affects their education or career interests	Focus group with	External evaluator	End of each spring semester	Inductive coding to determine factors that increase or suppress interest in wind technology	Identify which, if any, factors can be influenced by the program
Percentage of students who began has dual-enrolled who graduate with wind technology degrees or certificates	Institutional data	Project director obtains from institutional research office	End of each semester after first cohort is eligible to receive degree or certificate	Descriptive statistics, disaggregated by demographic characteristics	Comparison with project target of 40% or more, with one-third or more from underrepresented minority groups



Retrieved from: <http://www.evalu-ate.org/wp-content/uploads/2018/06/Dodds-Pic1.png>

References

- Teles, E. (2011). *10 Helpful Hints and 10 Fatal Flaws: Writing Better Evaluation Sections in Your Proposals*. Retrieved from: http://www.evaluate.org/wp-content/uploads/formidable/Doc_2011_10Hints10Flaws-expanded.pdf
- Wingate, L. (2017). *Evaluation Data Matrix Template*. Retrieved from: <http://www.evaluate.org/wp-content/uploads/formidable/14/eval-matrix-2017.pdf>

Thank you!

Marszalekj@umkc.edu