

FUNDAMENTALS IN PROGRAM EVALUATION

1. Evaluation: definitions and principles

- From Handbook of medical teacher 4th edition:
 - Is a process of obtaining information for judgement and decision making about programs, courses and teachers.
 - Assessment, a term which is sometimes used interchangeably with evaluation, is about obtaining for judgement and decision making about students and their learning.
 - The results of an assessment of students learning is a very important part of evaluation.
- From lecture (Dr Nik Rizal):
 - The process by which some individual or groups makes a judgement about the value of some object, person or process.
 - Evaluation involves 3 activities:
 - Outlining clear purposes
 - Gathering evidence
 - Judgement
 - Evaluation should be a part of development rather than apart from it.

2. Purposes of evaluations:

- From lecture (Dr Nik Rizal)
 - To provide information for making decisions about the program
 - Is the document complete, internally consistent, and well written?
 - Does the document represent a program that has sufficient depth and breath and is well organized, rigorous and up to date?
 - How can be it improved?
- From reading and understanding
 - Steering the program.
 - How far/good the program.
 - Achievement of goals and objectives.
 - Continuous evaluation of program progression.

- Improvement of program.
- To correct the weakness of program.
- For change of plan of program.
- Judging mastery of essential skills, attitudes and knowledge from the program
- Rank ordering program.
- Measuring improvement overtime.
- Diagnosing program difficulties.
- Providing feedback for the program.
- Evaluating the effectiveness of the program.
- Setting standard.
- Quality control of program.

4. What to evaluate:

- Usability (on-line material e.g. CBL, or CD-ROM)
- Teaching and learning effectiveness
- Accessibility (where and when can material be used)

3. Sources of information for an evaluation:

- People sources:
 - Students
 - E.g. they can give information regarding course implementation, teaching behaviour.
 - Academic colleagues
 - E.g. they can give information regarding contribution to the administration of teaching
 - Graduates
 - E.g. they can give information regarding relationship of courses to work
 - Observers
 - E.g. they can give information regarding description of what is occurring
 - Professional associations
 - E.g. they can give information regarding comparative data against some agreed standard.
 - Self

- E.g. it can give information regarding satisfaction; allocation of resources (time)
- Administrators, departmental heads, deans
 - E.g. they can give information regarding administration, commitment and innovation.
- Employers
 - E.g. they can give information regarding satisfaction with graduates skills
- Materials resources:
 - Course materials
 - E.g. it can give information regarding teaching plans and philosophies, administration.
 - Products of student learning and assessment results
 - E.g. it can give information regarding learning outcomes
 - Files and records
 - E.g. it can give information regarding administrative matters, student data.

4. Success criteria

- Establish the criteria for success, ensure these are:
 - Simple
 - Observable
 - As few as are necessary to complete the task
 - Related to realistic goals over which you have some control
 - Reflective of positive and negative factors

5. Methods and techniques for an evaluation:

- Questionnaires
 - Can be used for survey of students, graduate, employer opinion
- Interviews
 - Can be used for in-depth exploration of issues
- Students' diaries/work records/logs
 - Can be used for learning activities, processes and reaction
- Discussion (focus group, panel)
 - Can be used for identification of issues in teaching or courses

- Comments (both solicited and unsolicited)
 - Can be used for student reaction to a broad range of issues
- Observation of student/ teacher behaviour
 - Can be used for learning process; teaching behaviour
- 'unobtrusive' observation (e.g. noting the extent of students use of recommended books)
 - Can be used for students' learning activities
- Feedback sections on homepages attached to an email address
 - Can be used for almost all areas of teaching and other facilities
- Results of student work
 - Can be used for learning
- Personally gathered information (teaching portfolio)
 - Can be used for documenting and describing teaching

6. Methods of program evaluation

- The methods of program evaluation include any methods that can be used to secure evidence on the attainment of objectives
- Evaluation should be built-in to all the steps of program development.
- All stakeholders participate in regular and ongoing evaluation of the program and its outcomes.
- The program is revised and modified in response to the evaluation process
- Learners receive constructive feedback following assessment by peers, educators and trainer, and are facilitated and supported in the self evaluation process
- Development and implementation of program is directed toward the need of state, organization, national standard and sector.
- The time frame and extent of the evaluation will depend on
 - Regulation
 - Organizational quality assurance systems
 - The length of time since the program was developed
 - External changes which make new material essential for inclusion
 - Existing content obsolete