

Developing an Evaluation Plan: Distinguished Teacher Scholar Workshop Spring 2015

Evaluation element	Evaluation Plan Ideas
<p>Program/course</p> <ul style="list-style-type: none">• Goals/objectives• Participants• Staff/instructors/TAs• Content• Activities	
<p>Purpose</p> <ul style="list-style-type: none">• Why evaluate your program/course?	
<p>Audience(s)</p> <ul style="list-style-type: none">• Who cares about the evaluation?	
<p>Use(s)</p> <ul style="list-style-type: none">• How do you or others plan to use the results?	
<p>Questions</p> <ul style="list-style-type: none">• <i>Formative questions</i>: aimed at finding out what's working well and what needs changed• <i>Summative questions</i>: aimed at identifying outcomes and impact associated with participation in course/program	

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<p>Design and methods</p> <ul style="list-style-type: none"> • <i>Designs</i>: experimental, quasi-experimental, descriptive and relational, case-oriented, action- or dialogue-oriented, mixed methods • <i>Methods</i>: learning assessments, observations, surveys, individual interviews, focus groups 	
<p>Judging program quality</p> <ul style="list-style-type: none"> • Criteria or standards used to make judgments of program quality <ul style="list-style-type: none"> ○ Ex: student learning gains, student satisfaction and engagement, increased enrollment and satisfaction of students from underrepresented groups 	
<p>Communication and reporting</p> <ul style="list-style-type: none"> • How will you share the results and with whom? 	
<p>IRB approval</p> <ul style="list-style-type: none"> • Who will be on the research team (anyone collecting and/or analyzing the data)? • Plan for completing IRB training • Timeline for review process 	
<p>Administrative Buy-in</p> <ul style="list-style-type: none"> • Challenges • Strategies 	