

Project Assessment and Evaluation Plans

Quality Education for Minorities

Four Points By Sheraton Hotel

Baltimore, MD

November 21, 2009

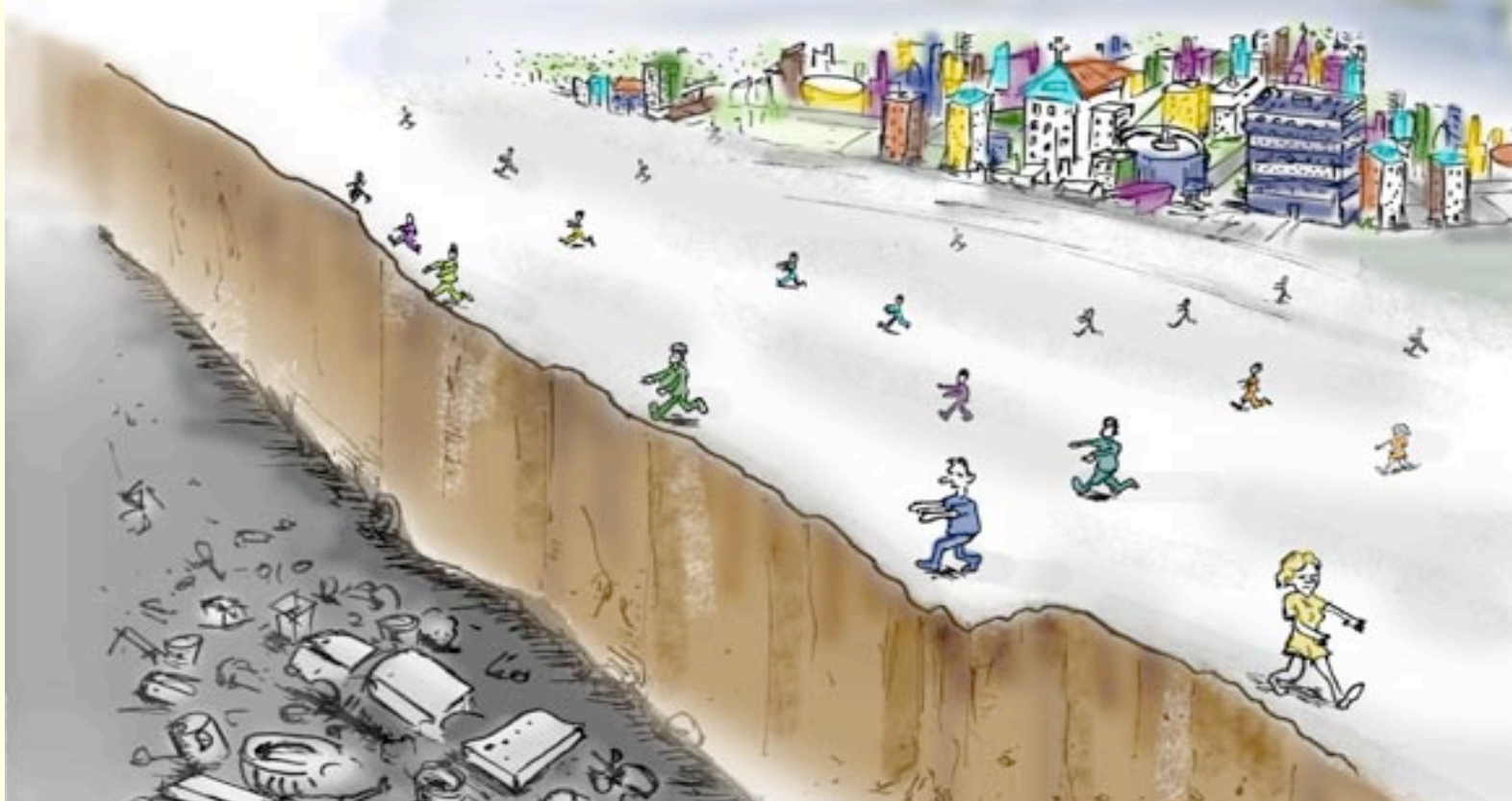
A Presentation By

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Consider The Sleepwalkers If You Don't Know Where You are Going...



You May End Up Anywhere

Project Assessment: THE STEPHEN COVEY APPROACH

VIEW

IN

END

THE

WITH

START

Phase 1: Developing The Proposal

WHAT PROBLEM/ISSUE IS BEING ADDRESSED?

Phase 2: Developing the Evaluation Plan

- How Will I know if/When I have addressed the Problem/Issue? **Assessment**

Results

- How Will I Know how well I have addressed the Problem/Issue? **Evaluation**

Quality of Results

Vocabulary for Proposal Development

- **Evaluation**

The systematic determination of the worth of an effort or intervention.

Stakeholders: Decision Makers

Rationale

- **Informs how well goals are being met, whether improvements are needed; may identify unintended consequences.**
- **Great for marketing the project and disseminating results obtained.**

Vocabulary (Cont'd)

Assessment – The systematic determination of the results of an effort or intervention.

Stakeholders: Managers, Directors

Rationale: Allows for the continuous improvement of project components.

Assessment vs Evaluation

Assessment Answers the
“What” - Results

- What is being learned?
- What is the Impact being made by instruction?
- What is working?
- What is not working?
- What can students do?
- What is the faculty accomplishing?

Evaluation Answers the “How”
Quality of the Results

- How well is the project working?
- How do you know that value is/has being added?
- How valid are the assessment measures?
- How effective are the intervention strategies?

The Evaluation Plan

- The Evaluation Plan should be identified during the planning phase of the proposal.
- The Evaluation Plan is not added to the proposal as an after-thought.
- The Evaluation Plan identifies the assessments and the formative and summative evaluations that are germane to the key evaluative components of the project.
- The Evaluation Plan serves as a management tool for the project.

Assessment and Evaluation

- **Why?** – A Requirement for “Accountability”
- **What?** – Evidence that “Expectations have been Met”
- **When?** – Continuously to “Monitor Progress” and
■ ...at Designated Intervals to Ascertain Success
- **How?** – Varies, “ Aligned with Needs”

The Evaluation Plan: Common Flaws

Flaw # 1: Missing Evaluation Plan

There is no evaluation plan.

Outcomes are described but there is no indication of how the outcomes will be assessed.

Flaw # 2 Unrealistic Use of Percentages

The STEM graduation rate will increase by 100%.

Evaluation: Project components target freshman/sophomore interventions. Upper division interventions are coordinated through other funding sources. No accountability referencing collaborative efforts to ensure the intended outcome.

Flaw # 3 Failure to Appropriately Analyze Trends in Baseline Data

Baseline data are collected and reported with little or no attention to the implications of the data to project outcomes.

Outcome: Increase the retention of STEM majors by 70%, n = 180.

Evaluation: The number of incoming freshmen declaring STEM majors will be followed as a cohort through graduation.

Flaws (Cont'd)

Flaw # 4 Improper Role/Use/Choice of External Evaluators

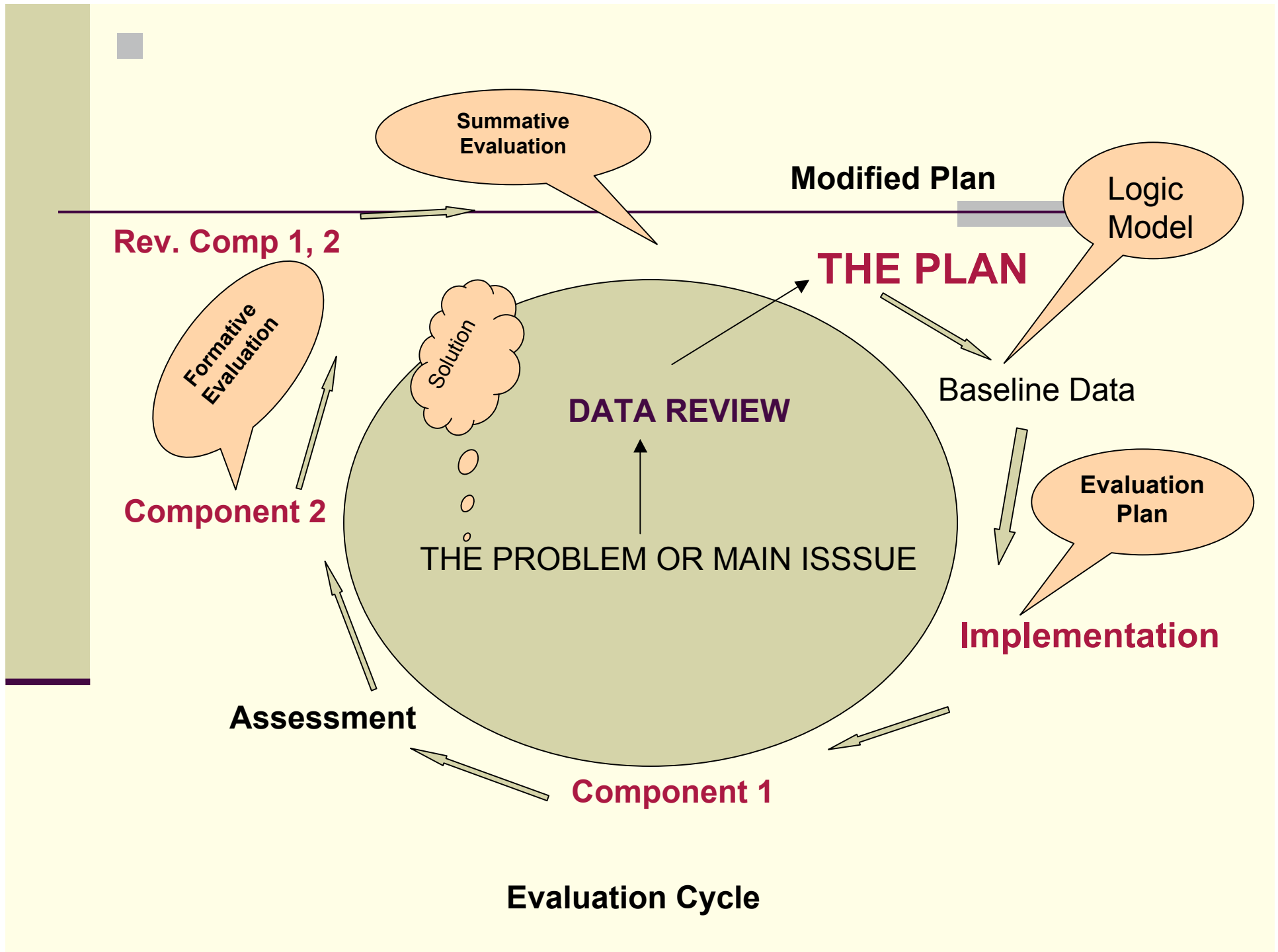
- External Evaluator has no STEM background.
- External Evaluators chosen to be a “friend” of the project avoiding the objective and value-adding feedback required for project improvement.
- External Evaluators retained in Years 2 and beyond of the project implementation

The Assessment/Evaluation Cycle

- Identify the Problem/Situation
- Develop a Plan
- Clearly define project goals and expected outcomes.

Assessment Planning

- **Align the Key Evaluative Components with the expected outcomes.**
- **Determine what is to be assessed and when.**
- What is the purpose of the assessment?
- Who will use the results and in what way?
- Identify the baseline data you will need to document change.
- From the array of assessment techniques available choose the appropriate instruments and metrics that will provide the information required to meet your needs.
- Assessment is ongoing throughout the life of the project.
- Formative evaluation and summative evaluations are done at strategic points in the evaluation cycle.



The Evaluation Plan

Key Project Component to be Evaluated						
<p>What do We want to know?</p> <ol style="list-style-type: none"> 1. 2. 3. 	<p>Indicators: How will we know it?</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 	<p>Time: When will the data be collected?</p> <ol style="list-style-type: none"> 1. 2. 	<p>Data Sources</p> <ol style="list-style-type: none"> 1. 2. 	<p>Methodology</p>	<p>The Sample</p>	<p>Instruments</p>
<p>How will the data be analyzed?</p>	<p>How will the data be interpreted?</p>	<p>Communicate The Results To Whom? When? Where? How?</p>				

Evaluation Plans: Best Practices

1. The evaluation plan starts with a conceptual plan, e.g. The Logic Model.
2. This Logic Model is used by Co-PI to ensure that the management team has a common understanding of the project's structure, connections, and expected outcomes.
3. The evaluation plan focuses on the most critical program elements

Best Practices (Cont'd)

- The External Evaluator is identified early in the implementation stage.
- The External Evaluator is used strategically to communicate sensitive issues needing resolution by the administration.
- The External Advisory Committee is used to inform the project team of best practices and advise on ways to accommodate weaknesses noted in the formative and summative evaluation reports.
- The assessment and formative evaluation results are used in a timely manner to upgrade ongoing activities, and to inform any needed mid-course corrections. Summative evaluations are used to measure overall project success. Longitudinal assessments are used to track impacts beyond the duration or initial scope of the project.