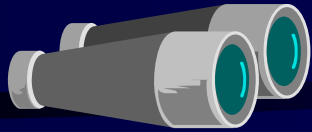


Methodology - Evaluation Design

Tibor Szanto
CARDS 2003

In-house seminar for AZVO, Zagreb, 21 December 2006



In this seminar

Evaluation types, subjects (recapitulation)

Methodology – The four step model

External evaluation, step by step

Questions, comments at any time!

Note on terminology

The word “Evaluation” in this presentation is used in the general, overarching sense, thus including all the major types of external QA (evaluation in the narrow sense, *accreditation, audit*).

“Review” is used as a synonym of “Evaluation” in the wide sense.



Recapitulation: seminars No. 2-3



evaluation

Accreditation

Audit

Inst. (exist.)

EUA, CNE

FINHEEC

Exist. progr.

EVA-QAA

NVAO

New progr.

HAC

Theme

HSV

In this seminar: Evaluation design for...

evaluation Accreditation Audit

Inst. (exist.)

Exist. progr.

New progr.

Theme

✓	✓	✓
✓	✓	(✓)
(✓)	(✓)	
✓	 	

Methodology



The four-step model

- A) self evaluation
- B) external review panel, site visit
- C) public report
- D) follow-up

Overview of Evaluation steps

1. Criteria and procedures
2. Self evaluation
3. Expert tasks
4. Selection of experts
5. Training of experts
6. Site visit
7. Evaluation report
8. The results of evaluation
9. Feedback
10. Monitoring and follow-up
11. Closing the quality loop



Criteria and procedures (ESG 2.3)

- Involvement of HEIs, students, stakeholders
- Aims, objectives (← context, the national system)
- Fitness for purpose (types of HEIs, programmes)
- Use of internal QA processes and results
- Quantitative data, qualitative info (analysis)
- Consistency
- Appeals (accreditation)
- International (“best”) practice
- Publication of criteria and procedures



Self evaluation

Who? Responsible team + involvement of all

What? (Guidelines for HEIs!)

- Context, mission, profile, organisation of HEI / progr
- Strategic goals
- Description + quantitative data
students, staff, infrastructure, research, financing etc.
- Analysis
constraints + SWOT
attainment of learning outcomes, employability of students
- Internal QA
- Improvement measures and tasks

See still areas of eval., seminar No. 2.

Step 3

Expert roles

External party, critic + friend (good advice)

Division of labour:

	agency	experts	council
organisation	✓	(✓)	
visit, checking	✓	✓	
report writing	?	?	
recommendations	(✓)	✓	✓
accr. decision	(✓)		✓
publication	✓		✓
lessons	QA (+QE)	(QA+) QE	QA + QE

Selection of experts

Expertise of panel:

- context knowledge
- disciplinary knowledge (theory)
- professional knowledge / experience (practice)
- QA experience
- student experience
- international experience

Peers (field, status, rank)

No conflict of interest

Objective, impartial approach

Student: full member, training!



Step 5

Training of experts

National and international context

Legal regulations

Principles of Evaluation

Procedures, method(s)

Roles

How to execute/implement the review
preparation, visit, report writing (see following slides)

Group work and decision, consensus

Efficiency!



General (e.g. yearly) and
specific (given task) training!

Site visit₁

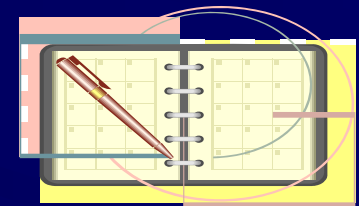
Preparation

- thorough reading of SER + additional info
- panel meeting, S+W, problems, things to check at visit
- roles, division of labour
Who goes where? Who does what?
- logistics



Organisation and methodology

- agenda (agreed with HEI)
- separate meetings (manag., students, instructors)
- semi-directed interviews, closed and open questions, control questions
- class visit(s)
- facilities (library, labs, IT etc.)
- brief closed panel meetings in between
- additional documentation if needed
- final meeting with HEI/prog leader(s)



Site visit₃

Focus

- HEI / programme specifics, strategy
- Organisation and management
- Teaching and learning
(attainment of learning outcomes!)
- Infrastructure
- Student services
- QA
- Development opportunities (→ recommend.)



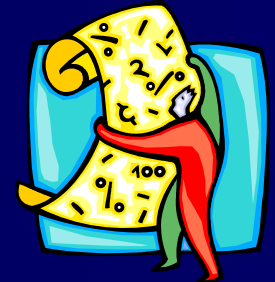
See still areas of eval., seminar No. 2.

Evaluation report

Concise and easily readable

Various possible structures, containing

- context of evaluation
- context of operation of HEI
- description of evaluated subject(s)
- findings, analysis
- judgements (proposal for accreditation decision)
- conclusions and recommendations



Balance (+/–), (C)SWOT

Evidence → judgements → recommendations

Draft – HEI factual check – final report → public

The results of evaluation

(depending on the type of evaluation)

Recommendations for HEI

Proposal for decision-makers / Decision

Information for students, stakeholders and the public

Benchmarking

Sector-wide analyses (ESG 2.8)

Lessons for agency and (national) QA system

Input for national (international) policy development



Feedback

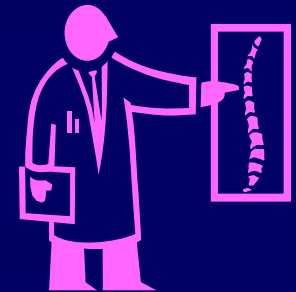
Is to be collected from

- HEI
- expert panel
- agency staff
- Council
- stakeholders



after (each) evaluation

annually
(regularly)



Written and (or?) oral

Analysis and discussion of results

Enhancement measures for agency/Council

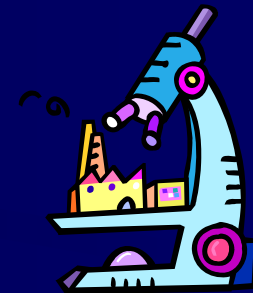
Monitoring and follow-up

Responsibilities of

- HEI
- agency
- decision-making body

should be made clear

Enhancement measures for HEI



Closing the quality loop

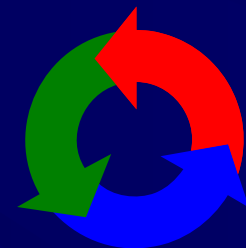
The PDCA cycle for

- HEI
- agency
- decision-making body

Implementation of enhancement measures

Policy development, strategy

A never ending story...



Thank you for your
attention!

