



Campbell-Kibler Associates, Inc.

Students as Evaluators: A Model for Meaningful Evaluation Pat Campbell, campbell@campbell-kibler.com

Model Goals:

- To provide students with the experience of being in charge while helping to build skills in written and oral communication and analysis.
- To provide program staff and/or instructors with usable information about the program.

Model Rules:

- Students need to be or have been participating in the project being evaluated.
- Students must be treated and see themselves as evaluators, including serving snacks at meetings.
- Within any legal, ethical, or safety constraints, the student evaluators will be making the decisions.
- Those in charge will implement the recommendations or explain why they aren't able.

Facilitator Responsibilities:

- Check to see what, if any, permission is needed to do the evaluation.
- Get commitments from those running the program/teaching the course to review the findings and either implement the recommendations or explain why they can't.
- Get nominations/recruit 5- 10 Student Evaluators.
- Set up two 60-90 minute meetings several weeks apart.
- Troubleshoot the data collection process (and other areas) as needed.
- Serve as a facilitator and a coach rather than as a teacher or a boss.
- If the students are younger than high school, write the first draft of the report based on the data analysis for the students to review and revise.
- Assist in the dissemination process.

Phases of the Evaluation Process

Planning

- Determine project and evaluation goals.
- Identify questions and indicators
- Select measures and a data collection plan.
- Develop a time and task chart.

Implementation

- Gather credible evidence (data collection).
- Conduct data analysis, interpretation, and synthesis.
- Write up results.

Reporting/Use of Results

- Report findings.
- Disseminate findings and share lessons learned.
- Encourage use of results.
- Determine next steps, if any.