

《編者的話：2016特刊》 提升教育評鑑之品質與運用

在過去數十年，教育評鑑獲得許多國家的重視，尤其是在教育改革的議程上。於今，在全球化競爭的脈絡下，教育環境中的評鑑角色再度受到重視。一般而言，教育評鑑可運用在不同領域，例如評估工具的評鑑、教育方案的評鑑、教學品質的評鑑，以及針對教育方案的評鑑所進行的後設評鑑等。

評鑑的實施，一方面能讓我們瞭解機構、人員、方案或政策的效率、效能及生產力；另一方面，亦能針對不同層級的學校或機構提供改善的回饋或決策所需的證據，以確保教育品質。然而，評鑑發展雖已有多年，惟如何適當地運用評鑑仍令人關切，且評鑑的設計也需進一步優質化。因之，為提升評鑑的品質和運用，我們尚須透過創新的理論和實務典範，以獲得更多的啟示，而本特刊提供了一個探討與反思的平台。

經過嚴格的審查程序，本特刊蒐羅了四篇文章，其呈現了過去數十年教育評鑑的發展及影響教育品質的情形，也透過案例的探討，檢視了教育評鑑與相關教育政策的互動，以及教育評鑑如何被運用。我們期盼本特刊所提出的相關發現及主張，能豐富化教育評鑑的發展，並有助於政策的擬定。以下針對四篇文章做一簡要介紹。其中前兩篇屬「研究論文」；後兩篇則是「學術評論」。

第一篇刊登的是以 **Learning From U.S. Research on the Impact of Financial Aid on College Student Outcomes to Advance Institutional Research in Taiwan** 為主題之文，作者是亞洲大學的林靜慧（Ching-Hui Lin）與 Indiana University 的 Victor M. H. Borden。他們針對美國校務研究（institutional research），檢視財務援助政策與選校偏好、學業表現之關係，指出從校務研究了解到財務援助政策的成功處，由之反思台灣尚欠缺所需的相關研究。此外，研究發現台灣的學生，來自較低收入家庭者通常選擇排序較後的學校，而機構的財務援助政策成為這類學生考量的規準之

一。作者因而提出應當即刻展開更多財務援助的校務研究，以因應台灣正在遽變的高教環境。

第二篇文章 **School Evaluation Use Among Local Educational Agencies**，作者是臺灣師範大學的鄭淑惠（Shu-Huei Cheng）。本文針對台灣三縣市 23 名相關的行政人員進行半結構訪談，受訪人員服務於地方主管教育行政機關，負責中小學校務評鑑的推動。有關評鑑的運用，作者分以結果性與過程性的角度分析。研究發現指陳在結果性運用（findings use）上，評鑑可用來了解學校辦學情形、協助學校改善辦學品質、輔助行政決定及進行政策說服。而在過程性運用上，受訪人員表示在實施評鑑過程中，可增進對學校辦學及意見的了解、促進自己的專業學習及引導學校發展。最後作者指出運用評鑑結果做為促進學校發展的證據，這種作法在台灣尚不夠受重視，實際運用的也不多，故期冀能有更多有關評鑑功能與運用的進一步研究。

接下來的兩篇文章係由美國知名的評鑑學者所撰，他們以多年的智慧結晶分別論述方案評鑑的政策、實務與結果運用，以及半世紀方案評鑑發展的反思。這兩篇論文或以概念澄清式的調性，引導讀者更加認識評鑑，或以自我研究式的風格，道出這五十年來自己踏拓的評鑑軌跡所映照的美國評鑑發展進程。

首先，以量化評鑑方法著稱，曾列名於 Marvin C. Alkin 與 Christina A. Christie 繪製之 Evaluation Theory Tree (http://www.corwin.com/upm-data/5074_Alkin_Chapter_2.pdf) 中 Methods 一員的 Robert Boruch（服務於 University of Pennsylvania），其與 Jessica L. Chao 與 Selene S. Lee 合寫了 **Program Evaluation Policy, Practice, and the Use of Results** 一文。文中針對美國的方案評鑑政策、評鑑本質、方案介入的成效、方案的成本效能、評鑑的證據運用等進行探討。另說明評鑑普遍使用的設計，包括橫斷式研究、縱貫式研究、焦點團體研究等，而隨機化與準實驗設計則是最常用於方案介入與評鑑的方法。作者最後提及評鑑證據的運用，闡述評估評鑑證據來源的重要性、掌握評鑑證據的用途、善用評鑑結果提供的證據、以及說明了影響是否使用評鑑結果的相關因素。

最後一篇文章則是由 James W. Altschuld（服務於 Ohio State University）所寫，其在評鑑領域中，所著之需求評估專書，十分知名。

在本刊中，他以 **Reflections on a Half Century in Program Evaluation** 為題，從自身經驗出發，述說評鑑做為一個領域，其發展的軌跡。有鑑於專業訓練可以陶養一個人的心智、能力與興趣，影響了畢業後評鑑志業的開展，故作者針對自己所就讀的研究所進行評鑑，就教學品質、學術知識與方法訓練等不同面向，提出針砭之見。接續地，作者對於美國過去五十年來評鑑專業領域的缺失進行檢視，提出未來發展之建議。故而更多的評鑑訓練是必要的，如此方能因應瞬息萬變的評鑑需求，特別是面對下一個十年。

綜言之，教育評鑑，特別是方案評鑑，在美國已實施數十年，然在台灣，仍處亟待開發階段。本特刊呈現教育評鑑是一項有效評量方案品質與程序的取徑，且可做為改進發展之重要依據。只是機構要進行評鑑，需要投入許多資源，且在評鑑過程中需要謀求共識。由於評鑑結果的運用涉及方案或機構中不同的群體，故評鑑結果中有關後續執行的建議，需要受到相關群體的重視方能落實。

教育評鑑結果將影響政策決定者如何看待及處理教育議題，以形成政策。而同樣地，教育政策亦會影響教育評鑑實際執行時所採用的規準。因之，我們期盼透過不同場域各類評鑑的實施，得以不斷地充實教育評鑑的發展，進而啟知（inform）教育決策，影響實務運作，讓教育品質日益提升。

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《Editors' Notes: 2016 Special Issue》

ENHANCING THE QUALITY AND USE OF EDUCATIONAL EVALUATION

Since the past few decades, educational evaluation has drawn much attention especially in education reforms across different countries. Currently, in the context of global competitiveness, the role of evaluation in educational settings has been refocused. Generally speaking, educational evaluation can be categorized into different domains as evaluation of assessment tool, evaluation of educational programmes, evaluation of teaching quality, evaluation of student's perception on educational programmes, and meta-evaluation on evaluation of educational programmes.

Evaluation, on the one hand, contributes to our understanding about the efficiency, effectiveness, and productivity either of institution, personnel, program, or policy. On the other hand, it provides feedbacks for improvement and evidences for decision-making to assure educational quality among different levels of schools/institutions. However, the proper use of evaluation in the fields remains a concern and the design of evaluation also needs to be optimized. We still have much to learn from innovative theories and exemplary practice to enhance the quality and use of evaluation. This special issue provides a forum for discussion and reflections on relevant issues.

After rigorous review process, four articles are included in this special issue. The articles review how education evaluation has developed and shaped the quality of education in the past few decades. In addition, how educational evaluation and related educational policies interacted with each other with reference to selected cases and how the use of educational evaluation and its evidence adopted in practice are explored. We anticipate that the findings, propositions and theses assembled in this special issue would further enrich the course of development in education evaluation and its policymaking. Four articles are introduced briefly as follows. The former two are "research papers," while the latter two are "scholarly commentary."

The first article, **Learning From U.S. Research on the Impact of Financial Aid on College Student Outcomes to Advance Institutional Research in Taiwan**, was written by Ching-Hui Lin from Asia University and Victor M. H. Borden from Indiana University. They reviewed the institutional research regarding the relationship between financial aid and students' preference on selection of college and academic performance. The authors

highlighted the success of financial aid policy from the institutional studies of United States and reflected on the lack of relevant studies conducted in Taiwan. Findings show that Taiwanese college students from low-income families chose lower-ranked colleges while their counterparts from high-income families could be admitted to higher-ranked colleges. Institution's financial aid was also one of the important criteria students from low-income families would consider. They argued that more institutional research regarding financial aid policy should be conducted promptly to catch up with the dramatically changing environment of tertiary education in Taiwan.

The second article, **School Evaluation Use Among Local Educational Agencies**, was written by Shu-Huei Cheng from National Taiwan Normal University. The author conducted semi-structured interviews with 23 evaluation-related administrators working in local educational authorities that served to undergo evaluation on elementary and junior high schools in Taiwan. The findings indicate that school evaluation findings were used to enhance the understanding of school development, to inform decision making in school development, and to provide solid evidence on how to support specific programmes. The study also shows that the process use of evaluation include helping local educational authorities acquire a good understanding of the school's general performance, advancing self-professional learning and guiding school development. The author pointed that school evaluation and evidence-based school development were not much emphasized and practiced over the past decades in Taiwan and hoped that further studies about the functions and the use of educational evaluation should be carried out in Taiwanese schools.

The following two articles were written by two American well-known evaluation scholars. They either introduced program evaluation policy, practice, and the use of results, or reflected on the half-century development of program evaluation. Firstly, it is the article **Program Evaluation Policy, Practice, and the Use of Results**, written by Robert Boruch from University of Pennsylvania. The author is categorized as a significant figure in the "methods" branch of the Evaluation Theory Tree developed by Marvin C. Alkin and Christina A. Christie (http://www.corwin.com/upm-data/5074_Alkin_Chapter_2.pdf). Co-authors of the article include Jessica L. Chao and Selene S. Lee. They reviewed the studies on programme evaluation policy, nature of evaluation, effect of programme interventions, cost-effectiveness of programme, and the use of evaluation evidence in the U.S. The authors outlined the common practices of educational evaluation which include cross-

sectional study, longitudinal study, and focus group study, while randomized trials and quasi-experiment are the common methods in programme interventions and evaluation. Finally, the authors drew our attention to the use of evaluation evidence and argued the importance of involving related parties in accessing the source of evaluation evidence, having a good understanding of the results of evaluation evidence, being capable of making good use of the results of evaluation evidence, and what incentive and disincentive driving the parties to employ the evaluation evidence.

Finally, the last article, **Reflections on a Half Century in Program Evaluation**, was written by James W. Altschuld from the Ohio State University. The author, renowned in evaluation for his contribution on needs assessment, presented the history of the development of evaluation as a field by using the author's self-portrait as an example. The author evaluated the graduate programme he studied, by outlining its strengths and weakness in terms of teaching quality, subject knowledge, and methodological training in sequence. The author argued that the professional training could cultivate the evaluators' mindset, capabilities, and preference when they proceeded to their evaluation work after graduation from the programme. At last, the author reviewed the shortcomings of being a profession in evaluation in the United States over the past five decades and provided some suggestions on the future development of evaluation as a field. More training of evaluators should be provided in response to the fast-changing demanding needs of institution-level evaluation, especially in the next decade. Details of the author's self-portrait on his characters, capabilities and constraints as well as the graduate programme evaluated by the author can be found in this article.

In summary, education evaluation, especially programme evaluation, has been practiced for decades in the United States. However, it has not yet well established and developed in Taiwan. This special issue shows that education evaluation is an effective measure to objectively assess the quality and procedures of specific programmes and institutions for the sake of further improvement. However, evaluation especially at the institution level requires much resources and consensus among different parties throughout the evaluation process. The use of evaluation and its findings involved various parties from the evaluated programmes and institutions. Thus, the implementation of recommendations stated in evaluation findings does need the attention and agreements of the involving parties. The findings of education evaluation would affect how policy makers perceive and tackle educational issues in formulation of educational policy, while educational

policies, in turns, would influence the criteria on which the education evaluation in practice is based. Therefore, it is hoped that the development of education evaluation can be further consolidated via various programme- or institution-level evaluations at different settings.

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