

ALDinHE North Western Regional Group
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A question of evaluation

Impact assessment of WP transition and
retention interventions

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Session outline



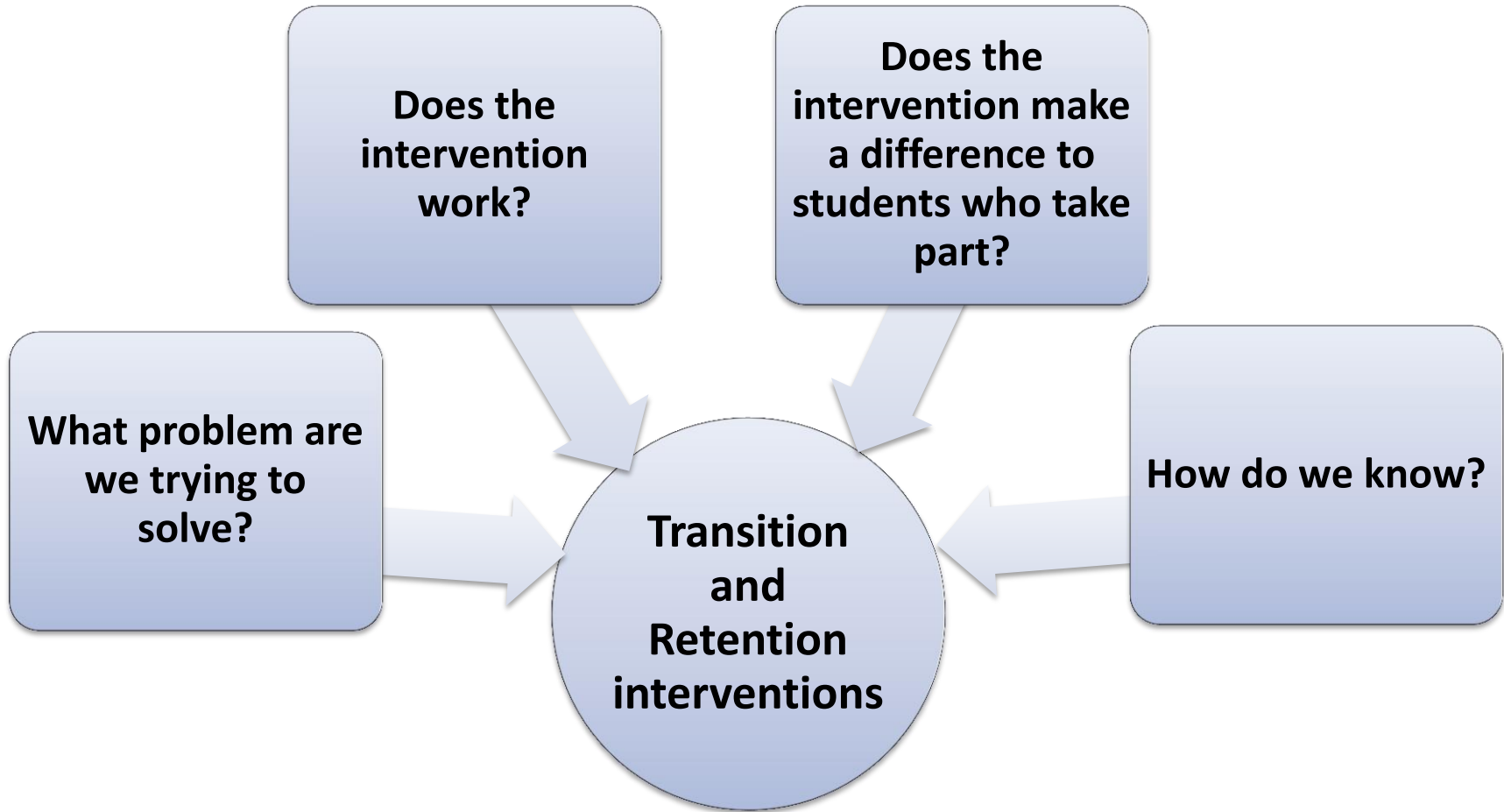
1. The case for evaluation
2. Monitoring, evaluation, value and impact – all the same?
3. Two models of evaluation
4. Models in action – UOC Head Start programme
5. Lessons learned
6. Q&A



Evaluating and measuring impact

- External reporting – e.g. OFFA returns and Access Agreements
- White Paper and TEF
- Managing resources for maximum impact – making the case for more resources
- **Students' learning and success**
- Reflective practitioners – evidence-based practice

Asking the right questions...



A question of definition...



Monitoring

- Identifying outputs – measures of activity
 - No of sessions/events
 - No of participants and profile of participants
 - No of adviser hours
 - Student satisfaction

A question of definition...



Evaluation and impact

- Outcomes and impact – measures of performance
- About change – so what? – ‘before’ and ‘after’ outcomes
 - Improved learning – e.g. increased levels of confidence
 - Academic outcomes – retention and achievement
 - Employability – Graduate employment/further study
- Difficult to measure
 - Causation– evidencing association between intervention and outcome
 - Timescale – may need longitudinal analysis

A question of definition...

Value



- Qualitative and quantitative measures

- What is it worth to learners? What are the benefits to them?

- How important is it to the institution, the wider community and society?
 - Marketing and recruitment
 - Graduate skills/Employability

- Value for money
 - Spending less, spending well and spending wisely
 - Saved income/increased income

The Intervention Logic Model (ILM)

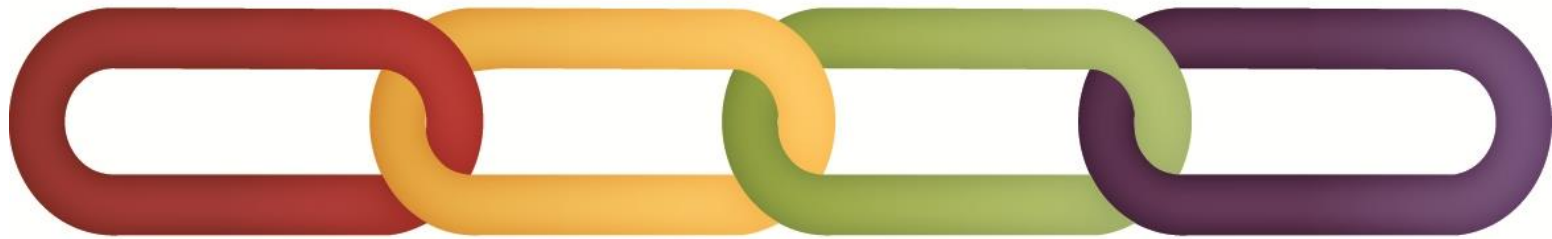
What is the problem?	What are the resources?	What is delivered?	What are the short term effects?	What is the long term objective or goal?
CONTEXT	INPUT	OUTPUT	OUTCOMES	IMPACT
		MONITORING	EVALUATION	

No of events
No of participants

Short & long term effects
Learning gained, attainment,
graduate employment.
Intended or non-intended

Intervention Logic Model – developed by Victoria Goodwin – UOC, 2013

Kirkpatrick's evaluation model



Level 1
Reaction

Level 2
Learning

Level 3
Behavior

Level 4
Results

Image from Kirkpatrick Partners available at <http://www.kirkpatrickpartners.com/OurPhilosophy/TheKirkpatrickModel> Accessed 18 May 2016

Models in action – UoC Head Start programme

- Designed to give students an insight into HE study and an opportunity to refresh or develop their academic skills
- Free, online, pre-entry, non-credit bearing, self-learning course
- 4 core elements: learning skills for HE, information skills, academic writing and referencing
- Promoted to all FT UG applicants between May and September
- Delivered via the university's VLE and monitored by Learning Enhancement Advisers



Kirkpatrick model – Applied to Head Start(HS)

Level	What is measured?	How
1. Reaction	<ul style="list-style-type: none"> Do students engage with the programme? Do WP students engage with the programme? How do they feel about their experience? 	<ul style="list-style-type: none"> Initial HS completion survey – e.g. satisfaction rates Engagement rates WP profile of HS students Access to HS resources during 1st semester
2. Learning	<ul style="list-style-type: none"> Do students feel more confident about HE study? Does it benefit their learning on their main programme of study? 	<ul style="list-style-type: none"> Initial HS completion survey Follow-up survey
3. Behaviour	<ul style="list-style-type: none"> How far has learning been applied? Has it resulted in personal change? 	<ul style="list-style-type: none"> Initial HS completion survey Follow-up survey No of students who revisit HS learning resources Observations from advisers and tutors
4. Results	<ul style="list-style-type: none"> How did the programme impact on retention? 	<ul style="list-style-type: none"> Comparison of retention rates between HS and non-HS students

Models in action – Head Start programme (2015)

Context	Input	Output	Outcomes and impact
<p>60% WP intake at UoC</p> <p>Lack of preparedness for academic study</p> <p>Lack of confidence in navigating HE study</p>	<p>350 hrs content development hours</p> <p>150 hrs student monitoring each year</p> <p>50 hrs admin hours e.g. communication and registration</p>	<p>1015 UG applicants registered on Head Start</p> <p>Increase of 19% on 2014</p> <p>53% WP students (LPN, Disability, BME)</p> <p>50% complete the whole programme</p> <p>70% complete core elements (academic writing and referencing)</p> <p>93% would recommend the programme to others</p>	<p>94% feel more confident about starting at university</p> <p>One semester on, 88% say that HS helped them manage their course assessments</p> <p>66% indicate that HS gave them an advantage compared to their peers who didn't complete it</p> <p>43% indicate that HS helped them remain on course</p> <p>47% continued to access HS resources during the 1st semester</p> <p>Higher retention of HS students versus non-HS – e.g. Nursing (+3%), Forestry and Conservation (+6.9%)</p>

Lessons learned

- Asking the right questions
- Having access to data – e.g. WP markers
- Survey fatigue engaging students in feedback – incentives?
- Staff capacity for evaluation activity
- Longitudinal tracking of students over time and beyond university
- Causation– association between intervention and impact
- Building evidence base over time to enable claims such as 'it is likely the intervention was a key factor in bringing about the positive change.'

How do you
measure impact at
your institution?



Do you engage
students in
evaluation and
how?



What has worked
best at your
institution?



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