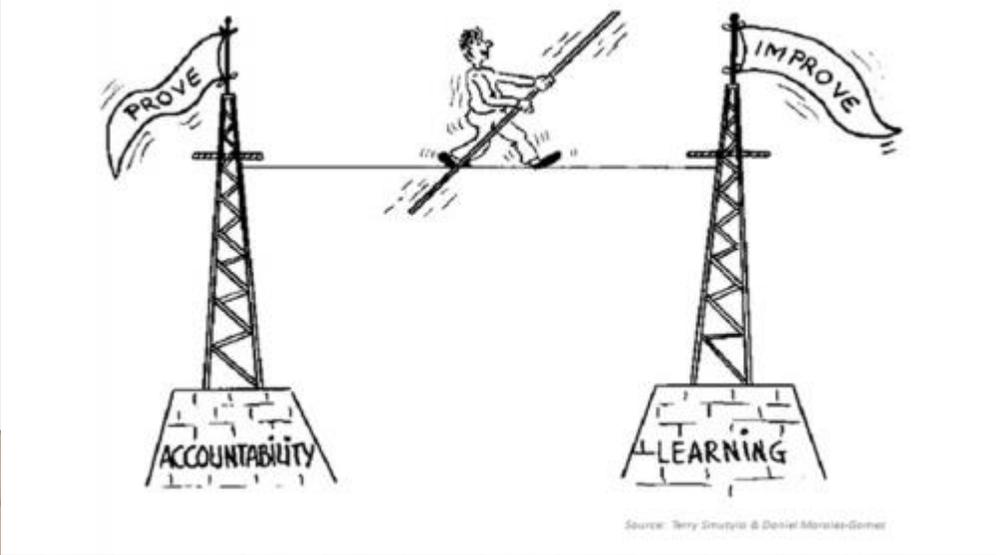


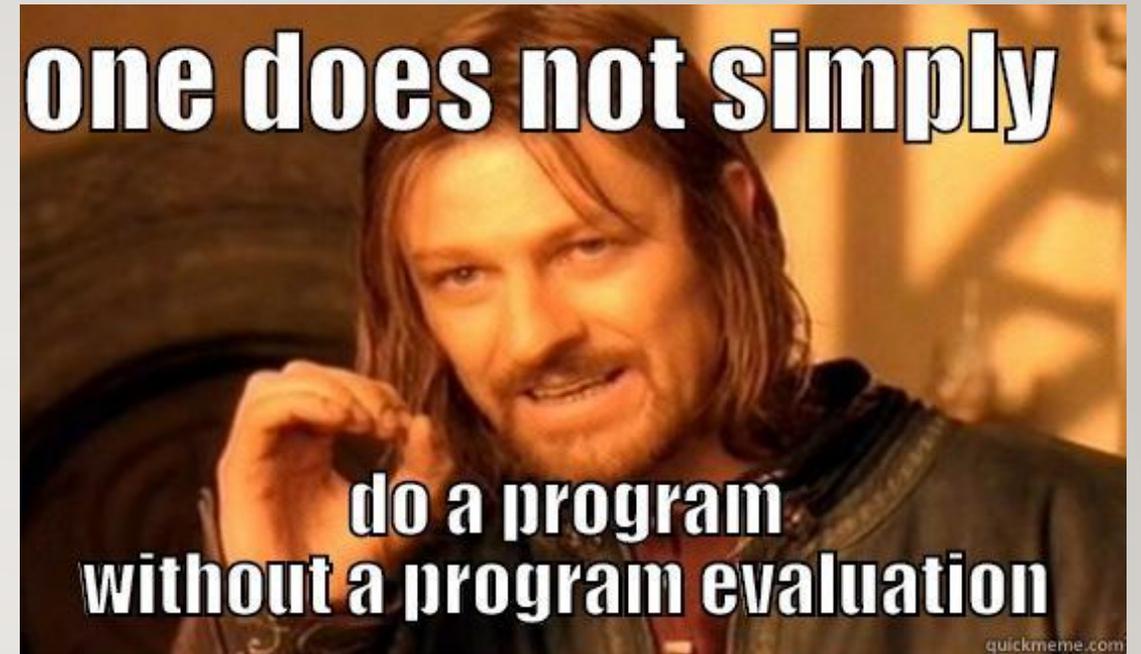
# MONITORING AND EVALUATION

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WHY EVALUATE?

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# WHY EVALUATE?

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# THE 'BRAVE NEW WORLD' & THE OFFICE FOR STUDENTS

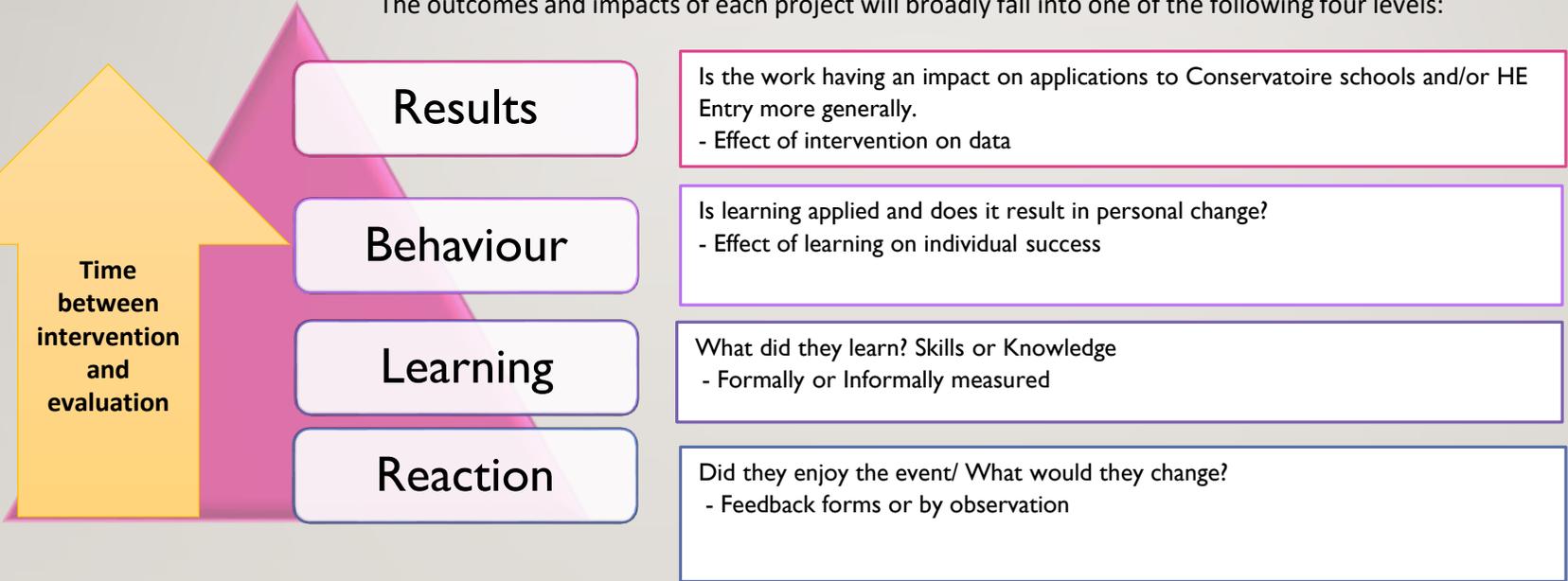
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- Reducing these gaps will require the higher education sector to use **smart, evidence-based practice**
- **Expectations of continuous improvement**
- Improve your practice **including through better evaluation**
- You will need to **evaluate your activities robustly** to make sure they continue to be effective
- **MUST** evaluate activity at **ALL STAGES** of the student lifecycle

# KIRKPATRICK'S EVALUATION LEVELS

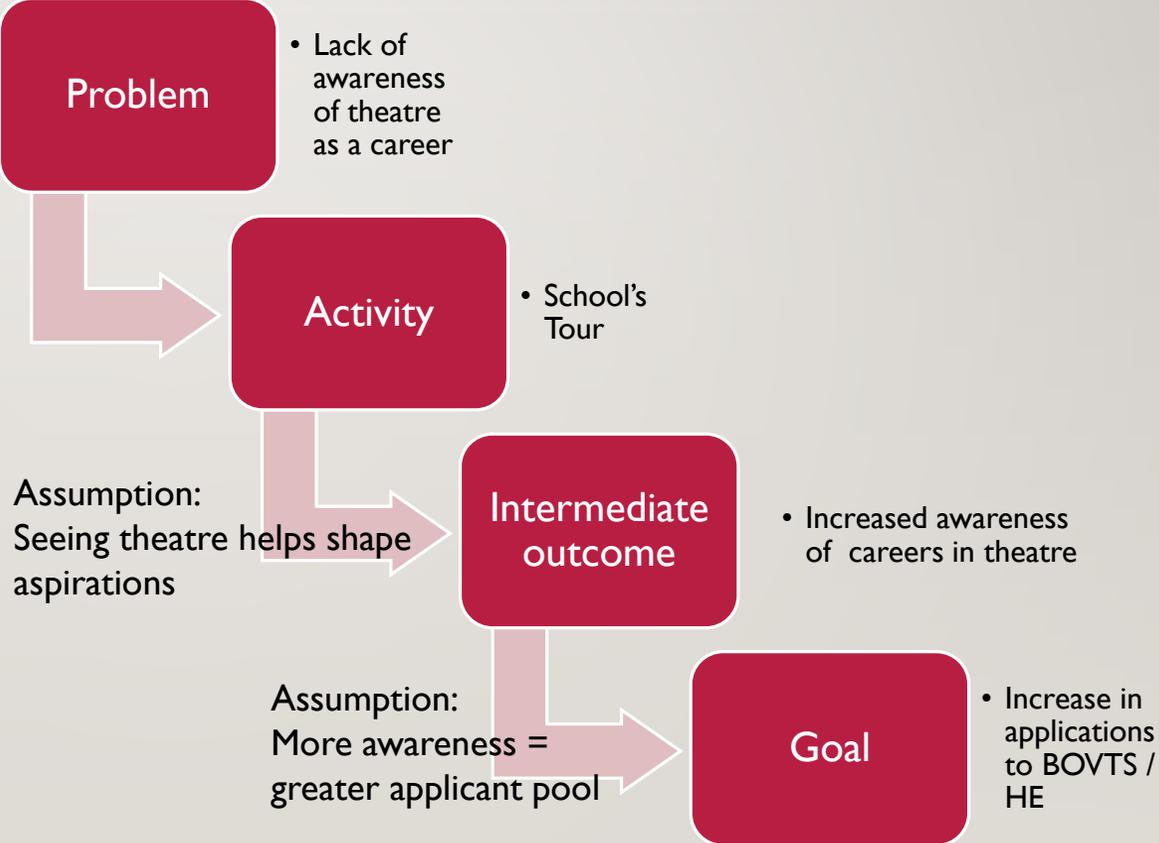
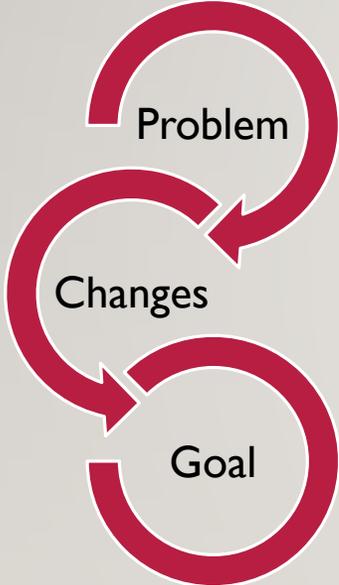
The outcomes and impacts of each project will broadly fall into one of the following four levels:

\*Not all levels are appropriate for all intervention or projects however focusing too heavily on the reaction level across a number of events limits the value of evaluation on long term change.



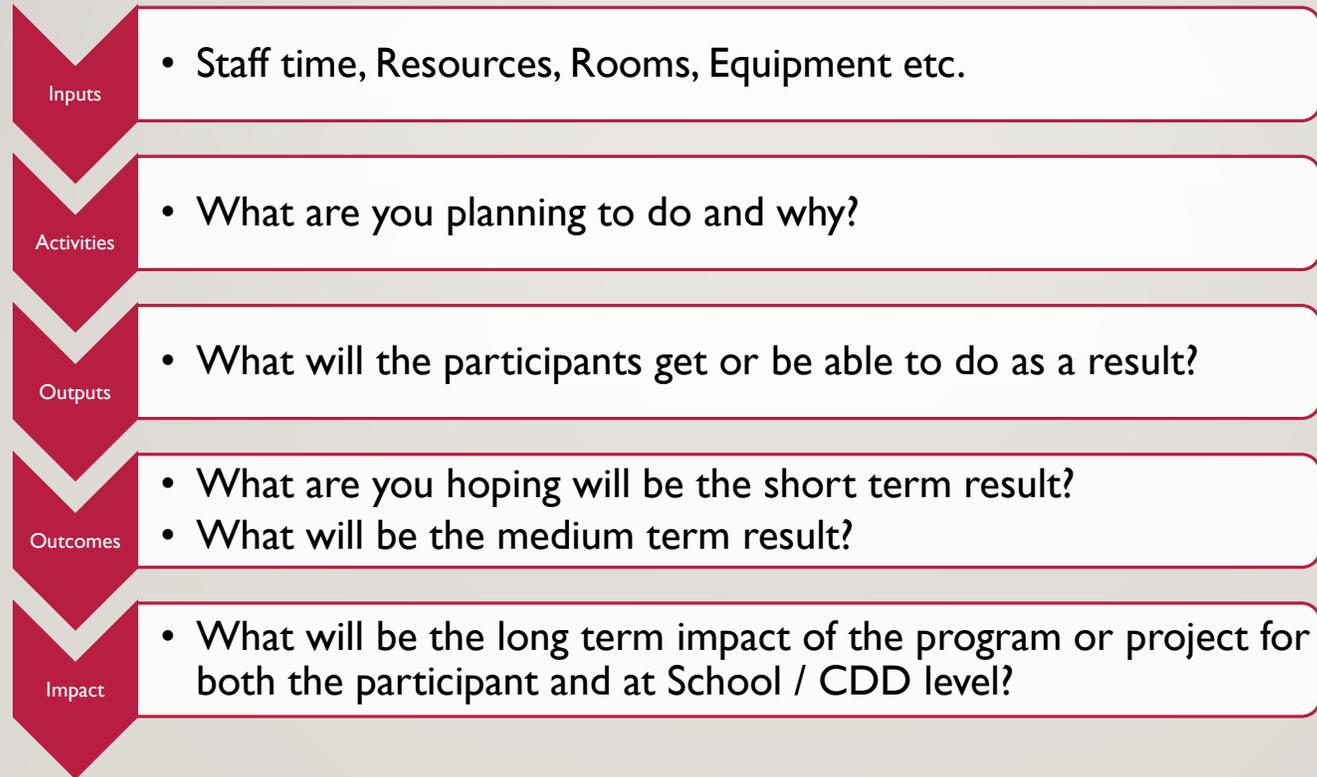
Adapted from Kirkpatrick (1994)

# THEORIES OF CHANGE



# EVIDENCE OF IMPACT

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# MONITORING / TRACKING

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- Have we done what we set out to do
  - Number of students engaged
  - Spend
- Is it having an impact on numbers
  - Applications
  - Enrolment
  - Retention
  - Success



# CREATING A THEORY OF CHANGE

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- **Describe problem & final goal**
  - What is the problem / who is the target group / what are their needs?
  - What is the main goal (it should be realistic, long-term and relevant to needs of group)
- **Identify intermediate outcomes**
  - What is needed to achieve the end goal
  - Should be short-term, achievable, feasible and linked to long-term goal
- **Describe activities**
  - What does the project do? / How do these link to outcomes?
- **Draw casual links**
  - Explain the process of change
- **Make assumptions explicit**
  - Based on experience / research / common sense etc.

# BUILDING EVALUATION INTO PLANNING

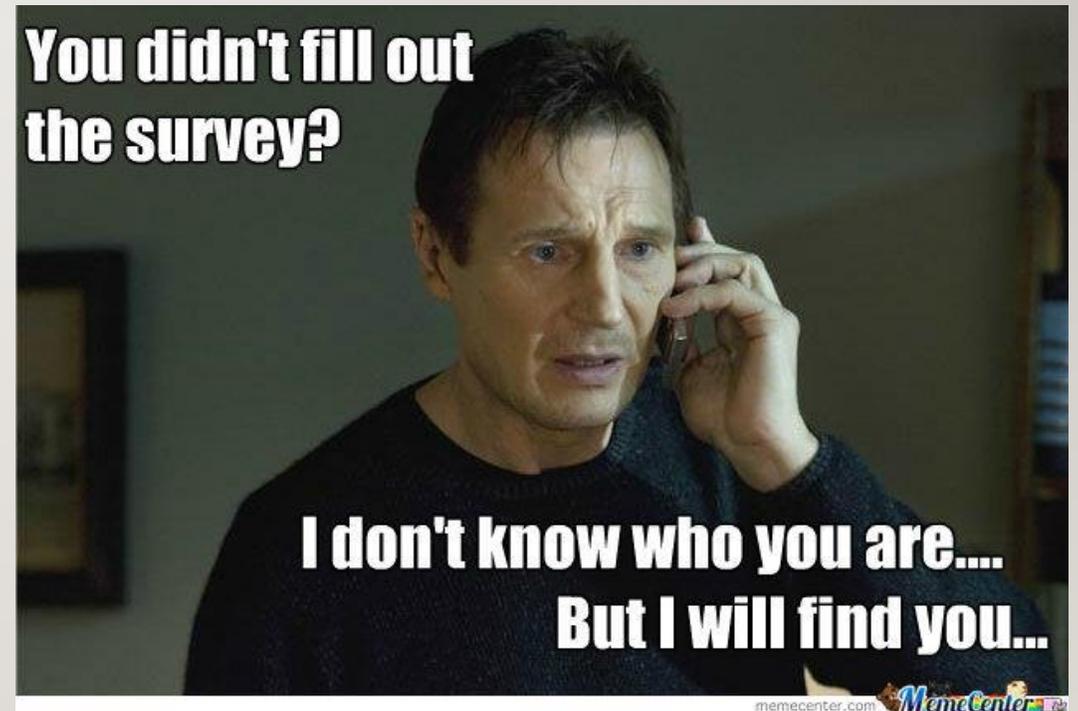
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- What outcomes are you trying to achieve?
- How could these be measured?
- How will you know you have been successful?
- What else might you need to know about the project?
- Who do you need to prove impact to and what do they value?

# QUESTIONNAIRES

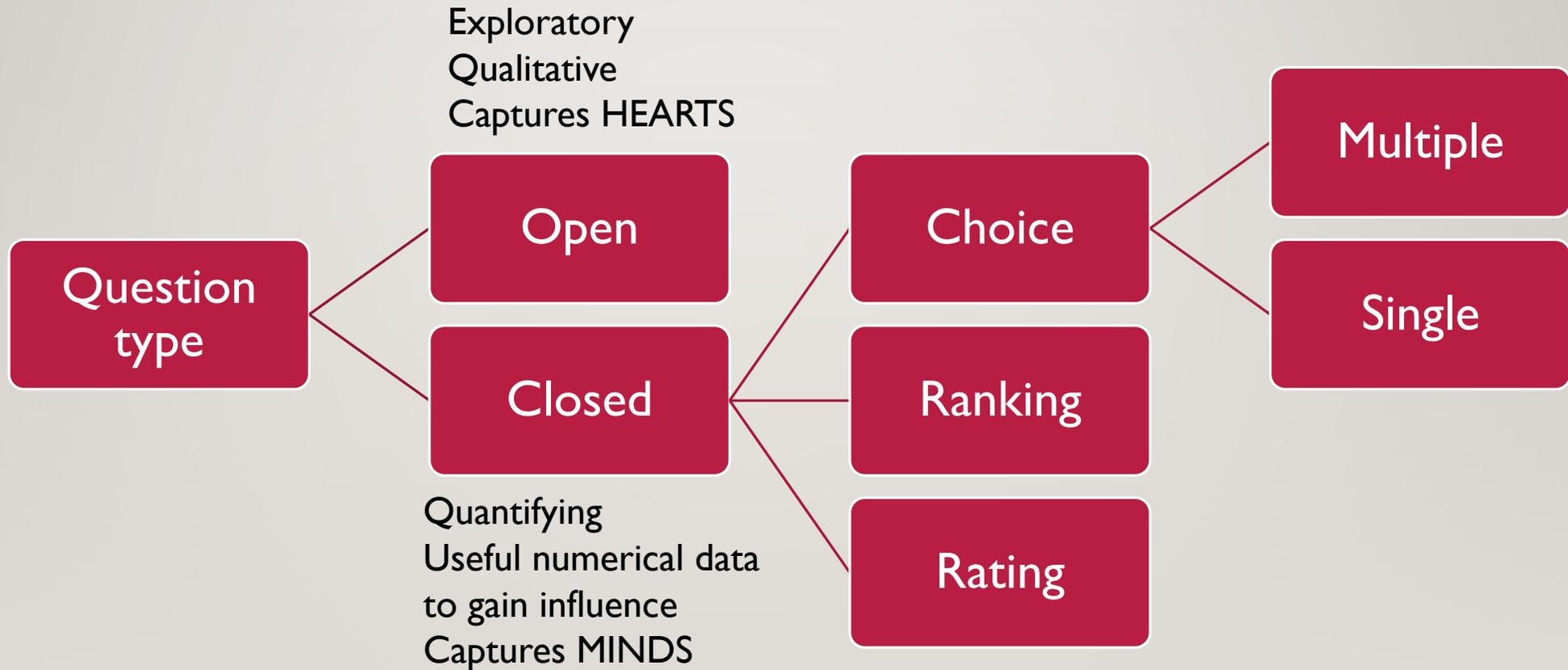
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- Default method of evaluation
- Pros & Cons
- Why are you asking things?
  - Will they change what you do?
  - Do they measure impact?



# QUESTION TYPES

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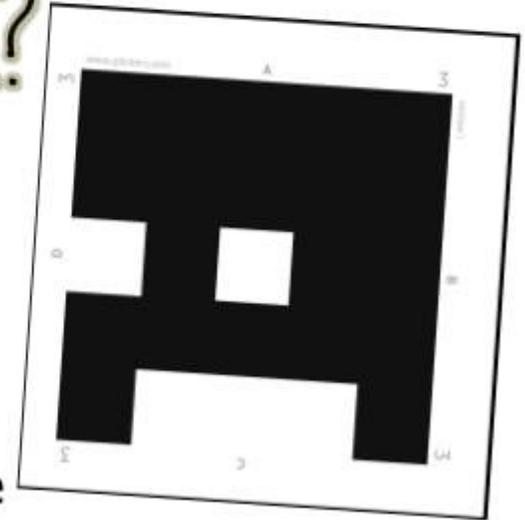


# PLICKERS



## How does it work?

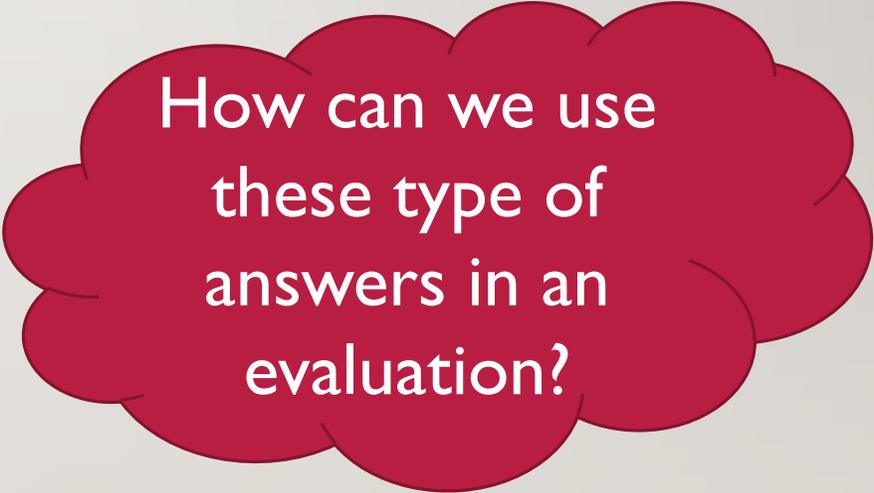
- Each student is given a card with a unique visual code.
- The code has 4 sides, each lettered A, B, C, and D.
- The student holds the card so that the letter they choose to answer the question with is at the top of their card.



# WHAT HAVE YOU LEARNED TODAY?

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- A = Open
- B = Closed – Ranking
- C = Closed – Choice
- D = Closed - Rating

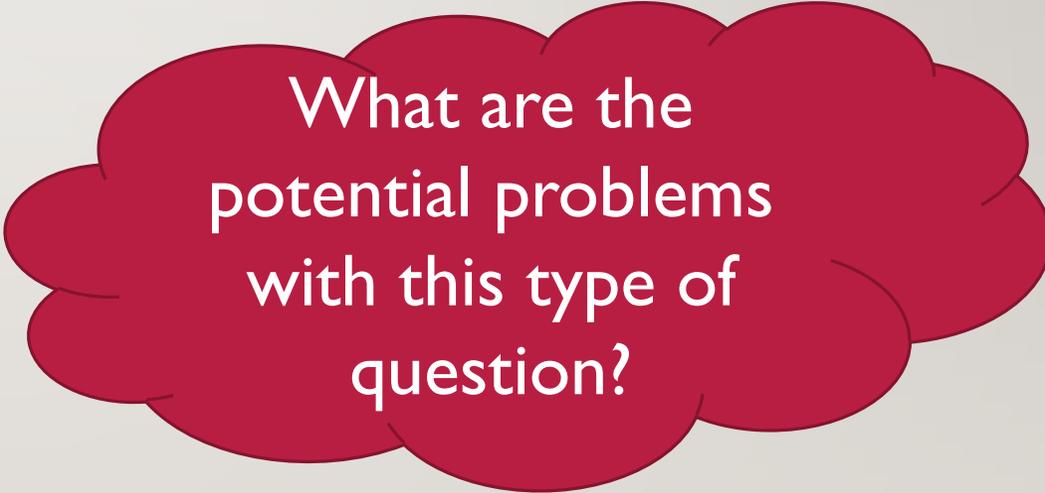


How can we use these type of answers in an evaluation?

# ON A SCALE OF 1-5 HOW LIKELY ARE YOU TO APPLY TO DRAMA SCHOOL

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- A = Open
- B = Closed – Ranking
- C = Closed – Choice
- D = Closed - Rating



What are the potential problems with this type of question?

# DOING THIS ACTIVITY HAS MADE ME MORE SELF-CONFIDENT?

STRONGLY AGREE / AGREE / NEITHER AGREE NOR DISAGREE / DISAGREE / STRONGLY DISAGREE / NOT SURE

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- A = Open
- B = Closed – Ranking
- C = Closed – Choice
- D = Closed - Rating

How else could  
we get  
meaningful data  
on this?

# LIST THE FOLLOWING IN ORDER OF PREFERENCE: DANCE / ACTING / SINGING

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- A = Open
- B = Closed – Ranking
- C = Closed – Choice
- D = Closed - Rating

Is this question  
useful?  
Why?

# OTHER THINGS TO CONSIDER

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- How will you match data over time? - Consider data protection...
  - pre/post event change
- It is useful to capture demographic info? – Does this add anything to analysis?
  - Age / Disability/ Ethnicity
  - Parental experience of higher education
  - Postcode
  - Free School Meals

# WORDING OF QUESTIONS

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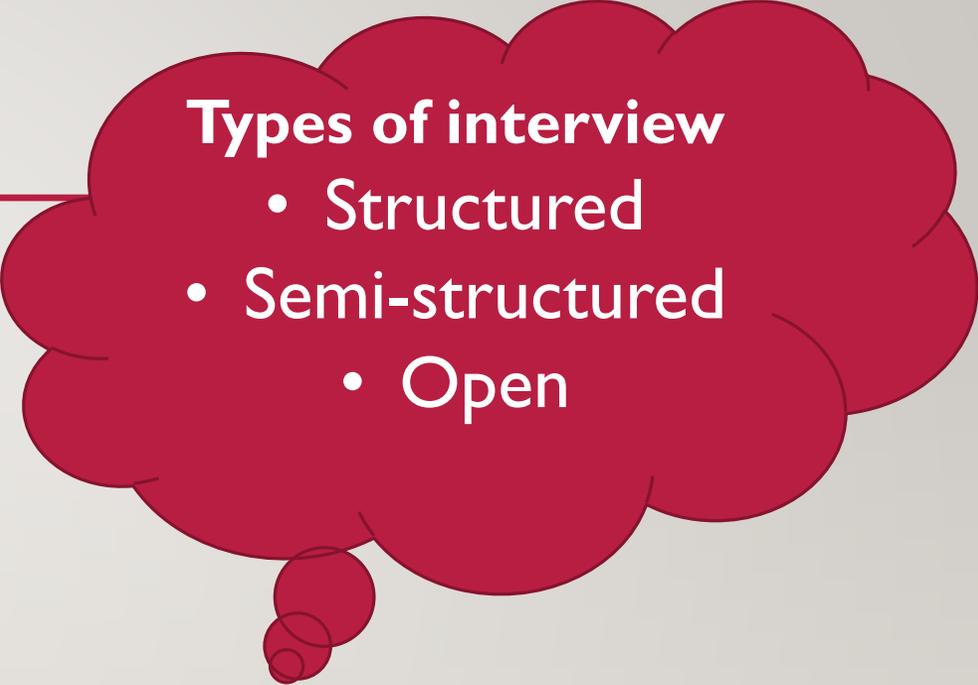
- Be concise and clear – readability in word Flesh-Kincaid grade school = UK school year -1
- No double questions (avoid AND or BUT)
- No double negatives
- No leading questions
- Be specific

-

# INTERVIEWS & FOCUS GROUPS

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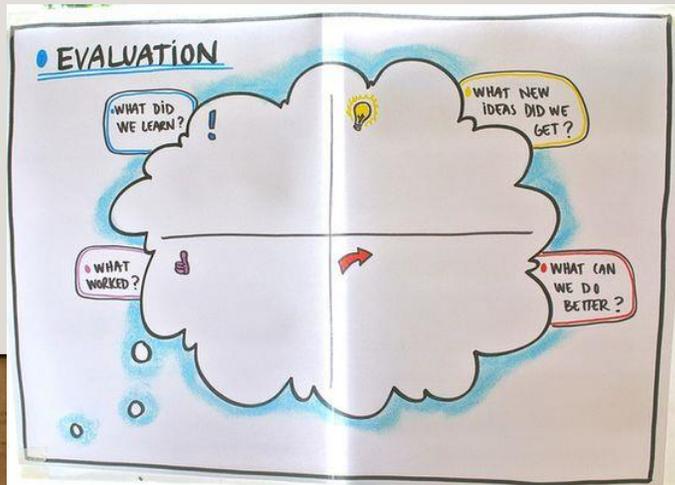
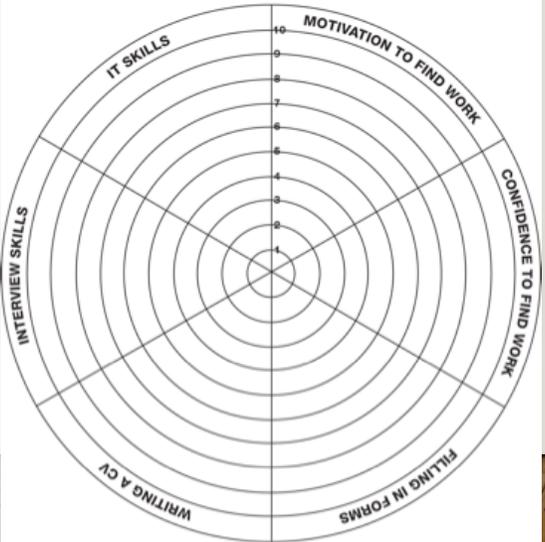
- Opportunity to probe
- Deeper, richer insights
- Can be shaped by who conducts them
- Need more consideration of ethics
- Time to analyse
- Needs skill to make more robust



## Types of interview

- Structured
- Semi-structured
  - Open

# QUICK AND INNOVATIVE METHODS



# CONSENT AND DATA PROTECTION

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- Where personal data is collected and processed\*, explicit consent must be given by the [data subject/student]
- <https://ico.org.uk/media/for-organisations/documents/1625126/privacy-notice-checklist.pdf>. A privacy notice must be issued at the point where personal data is collected.
- Be clear about what data will be used for and who it will be shared with
- There must be an option to withdraw consent or 'be forgotten' (within reason)
- Only gather the data that is needed for the evaluation
- Store data securely and only keep it for as long as is needed to conduct analysis
  - Consider if data can be stored anonymously or pseudonymously
- The GDPR sets the age when a child can give their own consent to this processing at 16 (although this may be lowered to a minimum of 13 in the UK). If a child is younger then you will need to get consent from a person holding 'parental responsibility'.
- <https://ico.org.uk/media/1624219/preparing-for-the-gdpr-12-steps.pdf>

ANY QUESTIONS?

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