Incorporating feedback into best practice

A top-down approach using ‘Evaluation Week’

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LLRS @ UWA

- 17,000+ students in 2005
- 75% school leavers
- 18% international, 26% PG

- 5.0 FTE general staff
- centrally located within Student Services
- Study Smarter@UWA

Evaluation

- Prevalence of action research
- Focus on program improvement
- Vast range of techniques
- Debate over qualitative vs. quantitative
- Our students aren’t our students

• Goals drive processes

Changes to the program

Pre 2004:
- Individual appointments used as first-contact
- Courses of generic workshops
- Students split into disciplines
- Workload focused on assignment reviews
- Limited faculty teaching

Current practice:
- Drop-ins, outreach and website used as first-contact
- Stand-alone workshops only*
- Workshops open to all students
- Streamlined procedure for assignment reviews
- Much greater faculty teaching

Promotion and Evaluation
LLRS evaluation plan

- 'Whole-of-system' approach
- Annual cycle of data collection — analysis/reporting

** Evaluation Week
Not as 'clean' as the model
All staff involved
Adds structure to planning
Embeds 'triangulation'

Semester 1
Semester 2

Translating the model

<table>
<thead>
<tr>
<th>Whole-of-system</th>
<th>Staff surveys, access figures, benchmarking, EOS surveys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual services</td>
<td>SPOT, access figures, EOS survey, webalizer, minute papers, focus groups</td>
</tr>
<tr>
<td>Awareness</td>
<td>CEO, outreach, marketing expert, program exit surveys</td>
</tr>
<tr>
<td>Teaching</td>
<td>SPOT, peer review, minute papers, on-line surveys</td>
</tr>
<tr>
<td>Other</td>
<td>team review, faculty feedback</td>
</tr>
</tbody>
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Big picture benefits

Established benefits
- Improve programs
- Reach more students
- Improve our teaching
- Compare over time
- Prioritise our projects
- Direct our research

Additional benefits
- Knowledge of the whole system
- Refine promotional strategies
- Justify travel/getting funding
- Report across UWA
- Prioritise our projects
- Direct our research
- Regular and frequent findings

Notable findings

- EOS surveys
- Faculty staff
- Attendance data
- Sign-up data
- Focus groups
- Demographics
- Exit surveys
- Workshops

- Targeted Agriculture students
- Renamed some workshops
- Modified sign-up procedure
- Reported on growing attendances
- Developed follow-up material on-line

A one-year review

Positives
- mix of quant and qual
- aligns with strategic direction
- cohesive team approach
- allows broad questions that no single test will answer (e.g. do students change their behaviour)

However....
- balancing qual and quant data
- only one annual cycle completed
- influence of 'environmental' conditions
- critical success factors (time and $$)

Summary and conclusion

- Top-down model
  - encompasses whole-of-system approach
  - looks beyond data collection and program improvement
  - gives structure and priority to activities
  - highlights that we are more than our programs and services