



Measuring accountability of social inclusive transition program: issues & challenges

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On accountability of transition programs



Evaluating the transition programs: issues and challenges

Focus: short- to medium-term evaluation



Evaluation



Limit understanding about the programs, and their efficacy
and outcomes



Needs for articulation of what can be evaluated about
transition programs



Need for evaluation framework

Monash Access Program (MAP)

- A university wide preparatory program offered to mature students (over 21) who had never studied at university
- Admission through a selection process, no fee applied, potential pathway to undergraduate programs
- Part 1 – 4 months long, 3-4 hour sessions per night, 2 days/wk on:
 - learning in a university context – total: 19 hrs
 - mathematics for tertiary purposes – total: 27 hrs
 - academic writing – total: 14 hrs→ taught by a group of academics and professional staff, including SL and LSA for HEPP
- Part 2 – 1 mainstream unit over the 2nd semester

Evaluation framework used – in brief

Aspects of planning and evaluation	Infrastructure	Pre-	Logistics and administration
		Post-	Coverage and outreach
	Perception	Pre-	Relevance to students' needs and interests
		Post-	Students' reactions and perceived learning
	Learning	Pre-	Relevance of the learning and teaching to the learning outcomes
		Post-	Students' learning and skills development
	Behaviours	Pre-	Transferability of the knowledge and skills taught
		Post-	Students' application of the knowledge and skills
	Outcomes	Pre-	Relevance of the learning and teaching to their contexts
		Post-	Long-term impacts of the learning and teaching

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MAP – example of evaluation approach

Levels of evaluation		Aspects of learning and teaching practice							Aspects of evaluation	Methodology	Method	Instrument
		Content choice and organisation - What to teach	Teaching material and resources - What to use	Teaching environment and facilities - Where to teach	Teachers' involvement - How to engage	Modality - How to deliver	Assessment and feedback - How to measure	The program as a whole				
Infrastructure	Pre-	Logistics and administration The inclusion and sequencing of content are feasible and sustainable in terms of delivery and administration for the HEPP library staff.	The development and provision of the teaching materials and resources offered are feasible, effective and relatively sustainable for the HEPP library staff.	The face-to-face environment and training room facilities are feasible, effective and sustainable for the HEPP library staff.	The involvement of the HEPP library staff is feasible, effective and sustainable.	The modality of learning and teaching is sustainable in terms of delivery and administration for the HEPP library staff.	N/A	The administration and logistics of the program are feasible, effective and relatively sustainable.				
	Post-	Coverage and outreach All the content included are available, accessible and equitable for MAP students.	The provision of the teaching material and resources is available, accessible and equitable to all MAP students.	The face-to-face environment and training room facilities are available, accessible and equitable to all MAP students.	The HEPP library staff's participation is available, accessible and equitable to all MAP students.	The modality of learning and teaching is made available, accessible and equitable to everyone in class.	N/A	The program is accessible and equitable for MAP students and was attended by them.	Effectiveness and efficiency of infrastructure	Quantitative	Structured monitoring of statistics	22 students (of 22) attended 1st session, 16 attended 2nd session, 16 attended 3rd session
Perception	Pre-	Relevance to students' needs and interests The content and sequencing respond to students' needs and interests.	The provision and accessibility of teaching materials and resources respond to students' needs and interests.	The face-to-face environment and training room facilities respond to students' needs and interests.	The involvement of the HEPP library staff respond to students' needs and interests.	The modality of learning and teaching responded to students' needs and interests.	N/A	The program is relevant to students' needs and interests.				
	Post-	Students' reactions and perceived learning Students connect with the content. It was organised as 3 teaching and learning sessions. MAP students find the content relevant and useful in their broader learning experience.	Students like the teaching materials and resources offered, and find them useful in their learning experience.	Students like the environment and facilities used, and find them useful in their learning experience.	Students are engaged in the teaching, and find the teachers' experience and expertise useful in their learning experience.	Students are engaged in the modality of teaching/learning, and find them relevant and useful in their broader learning experience.	N/A	The students like the program and/or find it useful for their learning.	Satisfaction on the program Confidence level and perceived learning at the end of the program The program's impact on confidence and perceived learning All the above three aspects in regards to perception	Quantitative Qualitative	Pre- and post-surveys	Questionnaire
Learning	Pre-	Relevance of the learning and teaching to the learning outcomes The content and the sequencing address the learning outcomes.	The teaching materials and resources align with the learning outcomes.	The face-to-face environment and training room facilities align with the learning outcomes.	The involvement of, and the experience and expertise of the HEPP library staff align with the learning outcomes.	Each mode of learning and teaching addresses the learning outcomes.	N/A	The program aligned with the learning outcomes.				
	Post-	Students' learning and skills development Students learn knowledge and skills included in the content, as articulated in the learning outcomes.	The teaching materials and resources support students' learning.	The face-to-face environment and facilities support students' learning.	The involvement of, and the experience and expertise of the HEPP library staff contribute to the students' learning experience as anticipated.	Students learn knowledge and skills through the modality of learning and teaching, as articulated in the learning outcomes.	N/A	The program achieved what was set out as the learning outcomes of the program.	Impact on students' learning Level of competence at the end of the program	Quantitative	Diagnostic and summative tests	In-class pre- and post test

Conclusion on MAP

- Different narratives:
 - for different audiences: Library Management, Access Monash
 - for different purposes: reports, projections
- Systematic planning for the narratives!

An effective and efficient way of evaluating programs → apply the same approach to other library HEPP programs

Actual and desired levels of evaluation

Faculty	Projects	Actual level of evaluation			Desired level of evaluation		
		Infrastructure	Perception	Learning	Infrastructure	Perception	Learning
Arts	Co-developing Bachelor of Arts (Global Studies) assessment tasks and marking rubrics - 1st yr core unit		→				
Business and Economics	QManual interactive initial development		→				
	Management search strategy video		→				
Education	Diploma of Tertiary Study - Post-assessment feedback and pre-assignment preparation face-to-face sessions						
	Diploma of Tertiary Study - Post-assessment feedback and pre-assignment preparation videos		→				
	Teaching into Monash Access Program (MAP) organised by the Faculty						
	Mpower Game for Master of Education students		→				
Engineering	Teaching into an Engineering unit						
	Using mindmaps video						
Information Technology	Skills Audit Questionnaire with individualised semi-automatic feedback email						
Law	Videos created as research and learning online resources as part of Moodle modules		→				
Art, Design and Architecture (MADA)	Turabian-Chicago Referencing video		→				
	Teaching into a MADA unit						
	Task analysis video		→				
	Citing and referencing video		→				
Medical, Nursing and Health Sciences (MNHS)	Exam preparation video for Health Sciences						
	T2U - Transition to University						
	MHNS Focus Series video						
Pharmacy and Pharmaceutical Sciences (PPS)	Teaching into Communication Workshops for Pharmacy students			→			
	Teaching into OSCE Workshops for Pharmacy students			→			
	First Year Study Skills Workshops (7 weeks)			→			
	Learning Objects via Pharmacy Library Moodle		→	→			
	Skills Audit Questionnaire with individualised semi-automatic feedback email						
Science	Efficient reading strategies video		→	→			
	Orientation to HAL for science students video		→	→			

On accountability of transition programs



Conclusion

- It is important and beneficial to have a structure in evaluating ALL programs so that the process can be systematic, comprehensive, continuous, and consistent.
- An evaluation framework facilitates the production of evidence for ALL professional contributions in the context of university education, where a wide range of university led projects and initiatives including transition programs are implemented.
- Such evaluation would also contribute to the shifting of the ownership of evaluation as a concept – from staff being evaluated to them evaluating their own programs for future practice.

A Conceptual Framework for the Online Evaluation Toolkit (ver. 4.1) [2014]

Created by Leanne McCann and Noriaki Sato, as part of the Evaluation Project, Monash University Library,
based on the Kirkpatrick's model of evaluation, and adapted from the Rugby Team Impact Framework

		Aspects of learning and teaching practice							
		<i>Content choice and organisation – What to teach</i>	<i>Teaching material and resources – What to use</i>	<i>Teaching environment and facilities – Where to teach</i>	<i>Teachers' involvement – How to engage</i>	<i>Modality – How to deliver?</i>	<i>Assessment and feedback – How to measure?</i>		
Aspects of planning and evaluation	Infrastructure	Logistics and administration	Is the inclusion and sequencing of content feasible and sustainable in terms of delivery and administration for the practitioners?	Is the development and provision of the teaching materials and resources offered feasible, effective and sustainable for the practitioners?	Is the environment and facilities feasible, effective and sustainable for the practitioners?	Is the involvement of the teacher feasible, effective and sustainable?	Is the modality of learning and teaching sustainable in terms of delivery and administration for the practitioners?	Is the administration of assessment tasks and feedback mechanisms feasible and sustainable in terms of delivery and administration for the practitioners?	Is the administration and logistics of the program feasible, effective and sustainable?
		Coverage and outreach	Was all the content included available, accessible and equitable to students?	Was the provision of the teaching material and resources available, accessible and equitable to all students?	Was the environment and facilities available, accessible and equitable to all students?	Was the teacher participation available, accessible and equitable to all students?	Was the modality of learning and teaching made available, accessible and equitable to everyone in class?	Was the assessment available, accessible and equitable to everyone in class?	Was the program accessible and equitable for students, and was it attended/accessed by students?
	Perception	Relevance to students' needs and interests	Does the content and sequencing respond to students' needs and interests?	Does the provision and accessibility of teaching materials and resources respond to students' needs and interests?	Does the environment and facilities respond to students' needs and interests?	Does the involvement of the teachers respond to students' needs and interests?	Does the modality of learning and teaching respond to students' needs and interests?	Do the assessment tasks and feedback used respond to students' needs and interests?	Was the program relevant to students' needs and interests?
		Students' reactions and perceived learning	Did students connect with the content and how it was organised?, Did the students find the content relevant and useful in their broader learning experience?	Did students like the teaching materials and resources offered, and find them useful in their learning experience?	Did students like the environment and facilities used, and find them useful in their learning experience?	Did students engage in the teaching, and find the teachers' experience and expertise useful in their learning experience?	Did students engage in the modality of teaching/learning, and find them relevant and useful in their broader learning experience?	How did students respond to the assessment? Did they find it relevant and useful in their broader learning experience?	Did the students like the program and/or find it useful for their learning?
	Learning	Relevance of the learning and teaching to the learning outcomes	How did the content and the sequencing address the learning outcomes?	How do the teaching materials and resources, align with the learning outcomes?	How does the environment and facilities align with the learning outcomes?	How does the involvement of, and the experience and expertise of the teachers align with the learning outcomes?	How does each mode of learning and teaching address the learning outcomes?	How does each assessment task address the learning outcomes, and how do they generate feedback for students?	Is the program aligned with the learning outcomes?
		Students' learning and skills development	Did students learn knowledge and skills included in the content, as articulated in the learning outcomes?	Did the teaching materials and resources support students' learning, taking part of the students' learning experience?	Did the environment and facilities support students' learning, taking part of the students' learning experience?	How did the involvement of, and the experience and expertise of the teachers contribute to the students' learning experience as anticipated?	Did students learn knowledge and skills through the modality of learning and teaching, as articulated in the learning outcomes?	Did students demonstrate their acquisition of the knowledge and skills in the assessment, as articulated in the learning outcomes?	Did the program achieve what was set out as the learning outcomes of the program?
	Behaviours	Transferability of the knowledge and skills taught	How can students recognise the relevance of, and apply the knowledge and skills included in the content in their authentic learning experience outside class?	How do the teaching materials and resources contribute to the students' authentic learning experience outside class?	How does the environment and facilities contribute to the students' authentic learning experience outside class?	How did the involvement of, and the experience and expertise of the teachers contribute to the students' authentic learning experience outside class?	How can students connect the relevance of, and apply the knowledge and skills learnt through the modality of learning and teaching in their authentic learning experience outside class?	How can students connect to the relevance of, and apply the knowledge and skills learnt through the assessment tasks in their authentic learning experience outside class?	How does the program contribute to students' authentic learning experience outside the program?
		Students' application of the knowledge and skills	Did students recognise the relevance of, and apply the knowledge and skills included in the content in their authentic learning experience outside class?	Did the teaching materials and resources contribute to the students' authentic learning experience outside class?	Did the environment and facilities contribute to the students' authentic learning experience outside class?	Did the involvement of, and the experience and expertise of the teachers contribute to the students' authentic learning experience outside class?	Did students connect the relevance of, and apply the knowledge and skills learnt through the modality of learning and teaching in their authentic learning experience outside class?	Did students recognise the relevance of, and apply the knowledge and skills learnt through the assessment tasks in their authentic learning experience outside class?	Did students recognise the relevance of the skills learnt and apply in their authentic learning experience outside the program?
	Outcomes	Relevance of the learning and teaching to their contexts	How is the content complementary and consistent with the course outcomes and other attributes, such as Graduate Attributes?	How are the teaching materials and resources offered relevant and consistent with the course outcomes and other attributes, such as Graduate Attributes?	How is the environment and facilities relevant and consistent with the course outcomes and other attributes, such as Graduate Attributes?	How is the involvement of, and the experience and expertise of the teachers consistent with the course outcomes and other attributes, such as Graduate Attributes?	How is the modality of teaching and learning complementary and consistent with the course outcomes and other attributes, such as Graduate Attributes?	How are the assessment tasks complementary and consistent with the course outcomes and other attributes, such as Graduate Attributes?	Is the program aligned with the course outcomes and attributes, such as Graduate Attributes?
		Long-term impacts of the learning and teaching	How did the specific content impact on the students' outcomes in the course, and beyond university?	How did the provision of the teaching materials and resources impact on the students' outcomes in the course, and beyond university?	How did the environment and facilities impact on the students' outcomes in the course, and beyond university?	How did the involvement of, and the experience and expertise of the teachers' impact on the students' outcomes in the course, and beyond university?	How did the mode of learning and teaching impact the students' outcomes in the course, and beyond university?	How did the assessment and feedback impact on the students' outcomes in the course, and beyond university?	How did the program impact on the students' outcomes in the course, and beyond university?

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