Complementary evaluation:

Bringing theory and practice together

through relationships and capacity building

Anzea Conference,10 July 2012, Hamilton

Carol Mutch, Judy Oakden, & Nikki Maw

THE UNIVERSITY OF AUCKLAND
NEW ZEALAND
Te Whare Wānanga o Tāmaki Makaurau

Kinnect group

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Universal College of Learning
Te Pae Mātauranga Ki Te Ao

Agenda for today

- The theory

- The context

- The practice

- The lived experience

- Where to from here

- Questions

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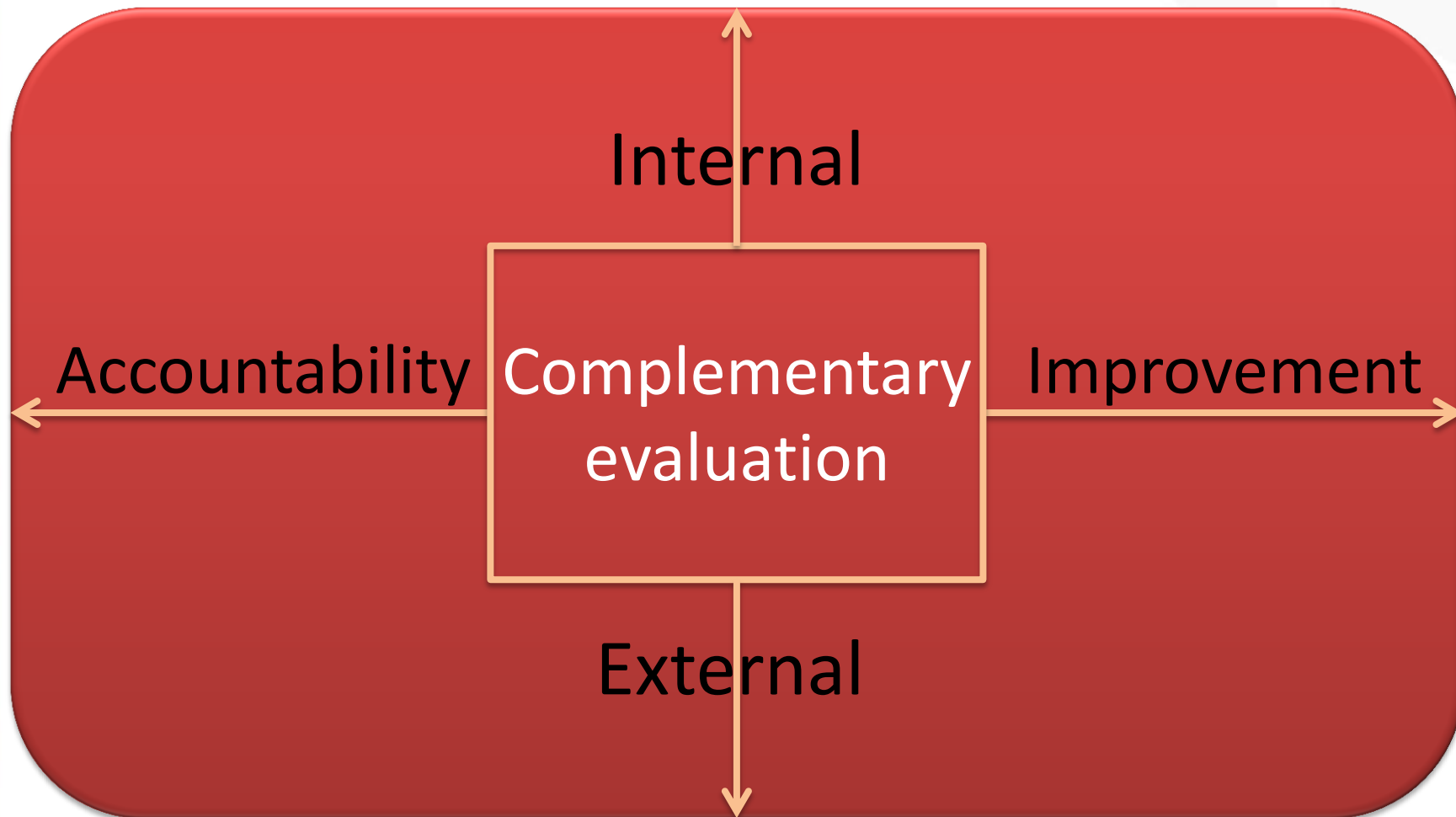
The Theory

How did it come about?

- What was the impetus?
  - Time to reconsider ERO's review approach

- How did we aim to approach it?
  - Finding some way that built on good practice, increased schools' competence and confidence and was flexible to each school's context

- How did we go about this?
  - The Building Capacity in Evaluation project

- What was the result?
  - Complementary evaluation

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The theory

- **Complementary evaluation** takes key aspects of internal and external evaluation, and accountability and improvement, and adjusts these to the relevant context. It is informed by other evaluation theories and aims to resolve the conundrum raised by Nevo (2000, p.28)

    "Everybody seems to hate external evaluation while nobody trusts internal evaluation".

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The model

Internal

Accountability — Complementary evaluation — Improvement

External

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The principles

Working in a complementary manner requires

- A commitment to a common goal
- Willingness to collaborate
- Appropriate levels of understanding and competence
- Clarity around roles and responsibilities
- An agreed evaluation framework to follow
- An agreed way of working together
- Shared understandings (if not agreement) of important assumptions and underpinning values
- Recognition of the contribution each party makes
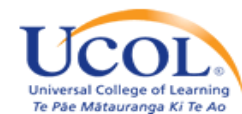- Respect for varying perspectives

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The Context

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The context

- Project Transform – Improving Educational Outcomes
  - Portfolio Management
  - Enrolment Management
  - Credit Achievement Management System (CAMS)
  - Teaching Quality and Innovation
  - Student Support
  - Raukura
  - Improving Online Completions
  - Organisational Strategies and Policy Alignment

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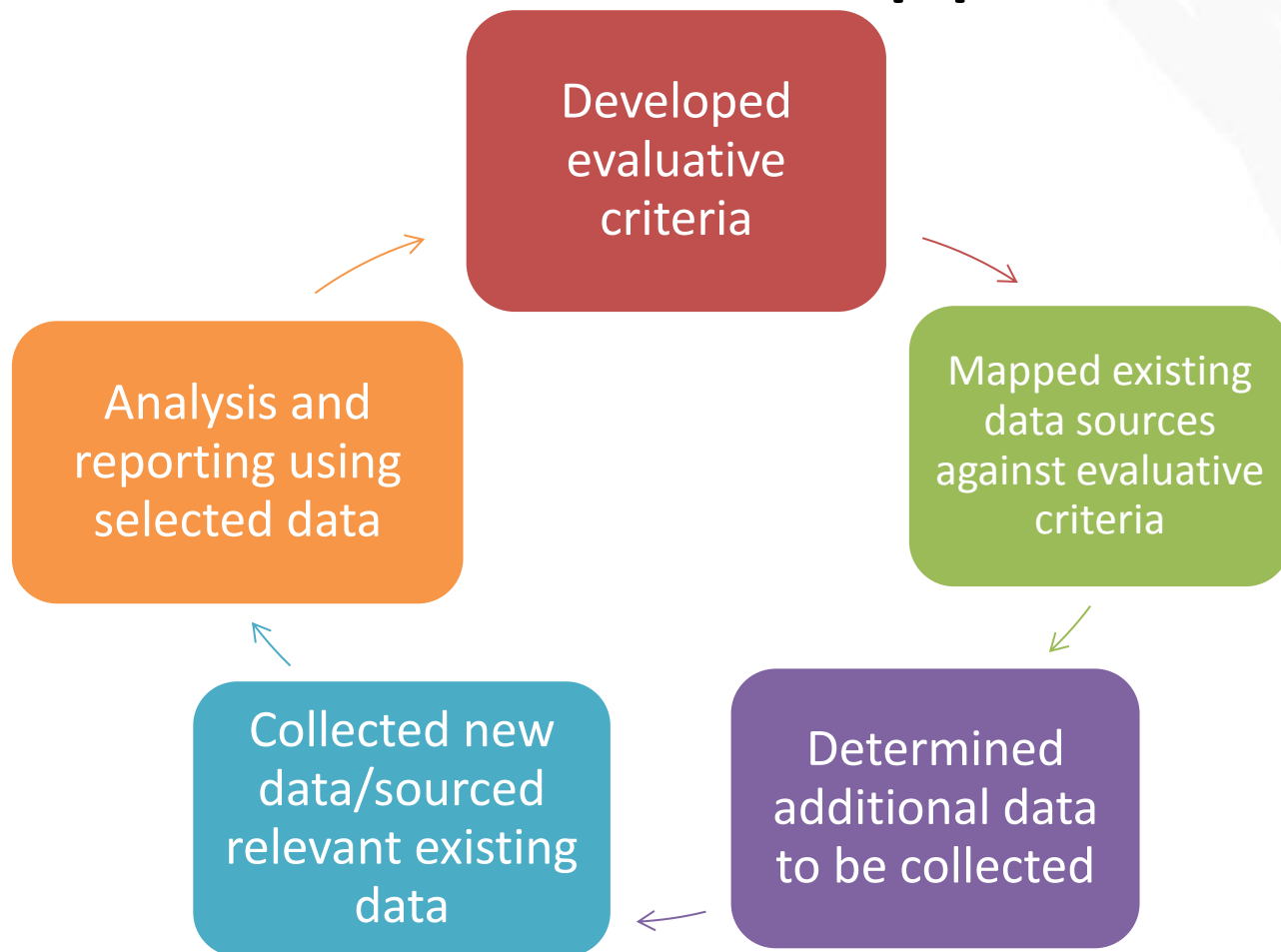
The Practice

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Appeals of this approach

- A data rich organisation—lots of sources of data

- Reduced the additional data we needed to collect
  - Supported a cost-effective, timely evaluation
  - Strengthened the evaluation by providing multiple perspectives

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How we used the approach

Developed evaluative criteria

Mapped existing data sources against evaluative criteria

Determined additional data to be collected

Collected new data/sourced relevant existing data

Analysis and reporting using selected data

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Matrix for mapping/synthesising the data

Criteria	Improved student retention and course completion						
Dimensions of merit	Students are aware of and enrol in appropriate level and programme of study for their ability and interest	Students are retained during the induction period (assessed at two weeks and at six weeks)	Students attend and engage (submit first assessment)	Students including Māori students are retained in study	Effective relationships are established between staff and students	Students are effectively monitored to identify and support students at risk of / not completing	SET team and Raukura team effective in supporting students to succeed academically
Self compeletion questionnaires							
Faculty interviews							
Student support focus							
Senior mgt team							
Intake focus							
Student focus							
Rating from documentation review							
Enrollment mgt data							
CAMS data							
satisfaction survey best used as a comparison with last year					Qs 1.1 - 1.5	Qa 2.1 - 2.16	Q 4.1 - 4.10
Project Transform meeting notes	Possibly some reflections	Possibly some reflections					

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The Lived Experience

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The lived experience

- Spoke the same language
- Co-constructed – everything
- Filled data collection gaps
- Bang for buck – brought together lots of data
- Able to contextualise and explain results
- Brokering for the rest of the institution
- Refinement process of drafts

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Where to from here?

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Where to from here?

- Complementary evaluation a useful conceptual frame supporting the use of both internal and external data in an evaluation

- Seeks to balance the requirement for accountability with the desire for improvement or development

- Builds evaluation capacity in an authentic and real-time situation

- Use of evaluative criteria and rubrics aids both the data mapping, (to identify gaps) compilation, and synthesis processes

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Where to from here?

Complementary evaluation requires:

- Client and external evaluator to work together
- Ability to work with a range of different types of data—from raw data, other evaluations and survey reports, milestone reports, minutes from meetings, etc.
- Flexibility to add other data sources as they come to hand
- Ability to assess the most useful data sources for inclusion (in data rich environment)
- Ability to synthesise data to make overall judgements

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Resources and references

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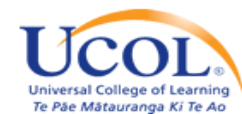
Resources and references

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- Davidson, E. J. (2005). *Evaluation methodology basics : The nuts and bolts of sound evaluation.* Thousand Oaks, Calif: Sage.

Other project examples using a similar approach:

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- Oakden, J., & McKegg, K. (2011). *Waste Minimisation Act implementation: evaluation of stakeholder perceptions*. Wellington. Ministry for the Environment.

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20

Acknowledgements