Evaluation plan

March 2010, version 4.1

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1. Goal, approach and structure

This document outlines the evaluation plan for the Cascade project. The overall aim of the Cascade project is to investigate the use of technology to create improved curriculum delivery models that allow the University of Oxford's Department for Continuing Education to respond more flexibly to stakeholders' needs. Accordingly, the goal of this evaluation plan is to outline the activities the project team will undertake to evaluate the success of both the overall project as well as each of the five focus areas of the Cascade project.

In order to construct this evaluation plan, three steps were taken. Firstly, all available Cascade documents, such as the original JISC call, the project plan and activity plans for the five focus areas of the project were reviewed and synthesised. Next, several informal meetings were conducted with the project manager and all project team members. Two days were spent identifying aims and key measures of success for the individual focus areas. Finally, an evaluation plan matrix was agreed, outlining the various evaluation questions, activities, and suggested data collection methods.

The evaluation plan is one building block of the project's evaluation activities. The plan will be followed by the collection of baseline information and a written baseline report summarising the results of the baseline activities (planned for completion by 30 April 2010). This baseline data will be compared to data collected after the project's interventions and pilots, and a complete evaluation report will be submitted as part of the final project report at the end of December 2010.

This evaluation plan is structured as follows: first, the three Cascade project aims are outlined and linked to the five focus areas; then, a programme of evaluation activities is proposed for each of the five focus areas; followed by a brief outline of how the overall project will be evaluated.

2. Linking focus areas to project aims

The Cascade project aims to use technology to enable the Department for Continuing Education to respond better to the challenges of the government's Equivalent or Lower Qualification (ELQ) policy by:

1. **Undertaking its activities more efficiently** so that resources are focused on value-adding activities e.g. delivering improvements to the student experience and the creation of tools that support best practice.
2. **Developing new, or repurposing existing activities** to support the Department in the delivery of its new vision and provide additional revenue streams as it seeks to maintain its position as an internationally-recognised centre for excellence for continuing and professional education.
3. Supporting the Department's ability to deliver academically superb courses to students of the highest calibre through the use of new tools and functionality to **augment the services currently offered to students**.

In short, the Cascade project aims are to (1) increase efficiency, (2) innovate and (3) improve levels of service.

The Cascade project's activities have been divided into the following five focus areas:

1. Online assignment handling
2. VLE support for courses
3. Online delivery of generic content
4. Course design
5. Online payment and enrolment

In focus area 1, a new online assignment submission system will be developed and implemented to be available for the Department's portfolio of courses. Focus area 2 seeks to develop templates, guidelines and processes to make it easier for staff to use a virtual learning environment (VLE) to support their courses, in particular to make it easier to set up an online course presence and to register students. Focus area 3 will look at generic content that can be used, re-used and customised more efficiently across courses. Innovative course design and increasing appropriate use of technology in course delivery is the aim of focus area 4. Finally, focus area 5 aims for increased efficiency through the wider use of online registration and payment for courses.

By linking overall project aims to individual focus areas we developed the following focus areas and aims matrix:

Aims / Focus areas	Efficiency	Innovation	Service
Online assignment handling	✓		(✓)
VLE support for courses	✓		(✓)
Online delivery of generic content	(✓)		✓
Course design		✓	
Online payment and enrolment	✓		(✓)

Table 2.1: Matrix linking project aims to focus areas

Thus, out of the five focus areas, three primarily strive for cost reduction and improved operational efficiency. We identified the focus area of 'course design' to target the deployment of new and innovative technologies whilst the third focus area aims for tangible service improvements to students. Some focus areas also try to achieve secondary aims (✓) and these will be outlined in the respective sections of this evaluation plan.

3. Evaluation plan by focus area

In order to develop an evaluation programme by focus area, we worked through the following four-step process:

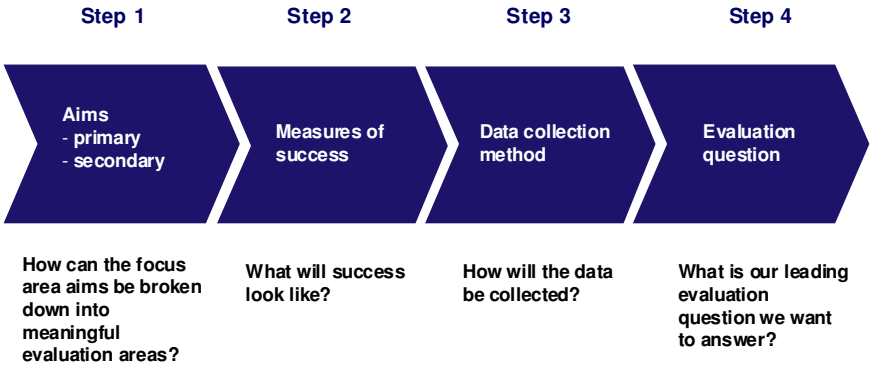

Figure 3.1: Four-step process used to develop the evaluation plan

We started formulating the evaluation plan by assigning primary and secondary aims, as outlined in the previous section, and then structuring them into meaningful evaluation areas. For each evaluation area we then identified what success would look like and described the respective measures. In the next step we identified which data collection method would be most suitable, and finally, we linked the evaluation aims, measures of success and data collection method to the evaluation question we want to answer. This four-step process was repeated for each focus area.

Focus area 1: Online assignment handling

This focus area looks at online assignment handling, replacing the Department's current Collaborative Assignment Submission System (CASS) with an enhanced online assignment system. This new online assignment system will enable more efficient assignment handling within the Department. It is also hoped that the improved online assignment handling system will encourage more courses to adopt online assignment submission instead of using paper-based methods. Appendix 1 provides a complete overview of the proposed evaluation plan for this focus area.

The **primary aim** of focus area 1 is to deliver efficiency improvements to the various processes involved in online assignment handling. Efficiency improvements in this area can be broken down into the following elements:

- IT support time
- Administration handling time
- Adoption rate

IT support time

The first area to evaluate is the impact that this project has on IT support when running an online assignment submission process for courses. A measure of success would be to see major reductions of IT support time and a subsequent reduction of the support cost per course using the new system. As the data collection method, we suggest gathering before

and after time series information on support time and costs from the TALL IT support team. By time series data we mean information collected in prescribed periods, e.g. months, that can be analysed in a time sequence or by comparing averages of time intervals. By choosing this data collection method we hope to answer the evaluation question: how does the new online assignment handling system affect IT support?

Administration handling time
In this second evaluation area, we want to understand the impact of the new online assignment system on administration handling time – especially in the context of more courses moving from paper-based to online assignment handling. A measure of success would be to see significant savings in end-to-end assignment handling time as well as the time it takes to approve a requested extension. As a data collection method, we suggest running two time motion studies with the Department's Registry staff. In these studies, which will be conducted using process flow diagrams for both the paper-based and the old online assignment submission system (CASS) compared to the new system, we will collect data on the time and cost involved in each process. The data collection process will be executed in two steps. First, paper assignment handling times will be compared to CASS times, and then CASS times will be compare to the new system times. By using time motion studies and comparing average handling times in this way, we hope to answer the evaluation question on how online assignment handling affects the total administration handling and extension approval time.

Adoption rate
Once we have identified administration handling time, we would like to match this with adoption rates of the new system. A measure of success in this area would be to see an increased number of courses using the new online assignment handling system. To find relevant data, we will access the new system and count the number of courses that have been set up there since the start of the project. Based on the number of courses, scenarios of future use and cost savings for the Department will be constructed. In this way we will be able to answer the question: what is the rate of adoption within the Department for the new online assignment handling system?

The **secondary aim** of this focus area is to augment the service currently offered to students and academics. To evaluate this aspect of the online assignment handling project, we suggest gathering data in the following three areas:

- Service response time
- Customer satisfaction
- Ease of use

Service response time
The service response time looks at the total time it takes from a student uploading an assignment to having their final assignment grade returned to system: through a more efficient online assignment handling process, the total lead time from beginning to end should be reduced. The measure of success would thus be a significant improvement in service response times. As a data collection method, we will collect records from the Department's Registry staff to inform us about current service response times. The records will then be compared to post-pilot data on service response times. This way, we can answer the question on how online assignment handling affects the service response time for students. However, it should be noted that post-pilot data might not be available until the end of the Cascade project as the end-to-end online assignment handling process may take several months. Alternatively, we may use current service response times as baseline data to extrapolate possible future improvements.

Customer satisfaction
A second measure of success for this focus area would be to see improvements in customer satisfaction. Key customers of this process are students who upload their assignments online and academics who download the students' submissions, mark them and then upload the grades into the same system. We suggest two evaluation methods in this area. First, we plan to administer an online survey before and after the pilot with students from selected courses. By comparing the answers from these two online surveys, we could establish whether the satisfaction of students in submitting their assignments online has been increased. The feasibility of the post-pilot survey still needs to be confirmed. Markers are a second group of key stakeholders in the process; their satisfaction with the new process is crucial to the success of this focus area implementation. Before the pilot, there were some complaints about the current system. The complaints, collected by email, indicate the nature and degree of dissatisfaction with the current CASS system. As a data collection method, we will evaluate these complaints and compare them in a case study to any written feedback we receive after the implementation. By conducting these two activities, we hope to answer the question: how does online assignment handling affect the customer satisfaction of academics and students?

Ease of use
As the last measure of success in this focus area, we hope to identify an improvement in the ease of use of the new online assignment submission system. We expect to be able to use system log information to look at page views, time spent on pages, error messages and communication with IT support to establish the percentage of system errors and user queries per assignment handled. Ideally, this number would be very low indicating a user friendly environment for students. This way, we will establish what improvements in terms of perceived ease of use have been made through the introduction of the new online assignment handling process.

It should be noted, however, that the reliability of the system log data will still need to be confirmed during the pilot of the project. Some of the ease of use data will also be available when collecting data on IT support time.

Focus area 2: VLE support for courses
The second focus area is looking at improvements to encourage greater use of the VLE by the Department's course administrators and tutors to support their courses. Appendix 2 provides a complete overview of the proposed evaluation plan for this focus area.

The **primary aim** of this focus area is to deliver efficiency improvements by making VLEs more accessible and user-friendly for the various user groups. These efficiency improvements can be broken down into four areas:

- User friendliness
- IT set-up and support time
- Adoption rate
- Usage rate

User friendliness
The first area to evaluate is the perception of the course administrators in terms of user friendliness of the VLE. A measure of success would be an overall positive user experience. The VLE should be perceived as simple and easy to set up by course administrators. As the data collection method, we will implement a qualitative approach of conducting semi-structured interviews with individual course administrators who have agreed to participate in

the project. In these interviews, course administrators would be asked about their experiences before and after the implementation of VLE support for courses. These interviews will be partially transcribed, coded and then analysed, looking at themes such as user friendliness, time spent on individual VLE pages, errors reported etc. By choosing this data collection and analysis method we hope to answer the evaluation question: how does VLE support for courses affect course administrators?

IT set-up and support time
The second area of evaluation is looking at IT set-up and support time. A measure of success would be a reduction in set-up and support time. Building on the data collection suggested for focus area 1, we intend for focus area 2 to conduct semi-structured interviews with colleagues from the VLE support team to evaluate whether VLE set-up and support time has been reduced and overall support efficiency improved. By conducting semi-structured interviews, in addition to collecting the data outlined above, we aim to enrich our evaluation basis and to answer the evaluation question.

Adoption rate
The third area of evaluation on VLE support for courses looks at adoption rates. A measure of success would be to see an increasing number of courses using the VLE. A method to evaluate this area would be to simply count the number of courses that are set up in the VLE. The trend of supporting a course with an online presence could be analysed, and scenarios on how the increasing number of VLE-supported courses will impact the Department in the future could be established.

Usage rate
Usage rate is the final evaluation aspect of this focus area. The measure of success here would be to establish that where courses are set up to be supported by a VLE, both students and tutors use the online learning environment broadly and frequently. Two data sources will be drawn upon: firstly, a group of weekly class tutors will be asked in a survey about their current use of technology as well as their willingness to use new technology. Since many of the weekly class tutors fall into the age group of 55+, and their Internet access and use cannot be assumed, a paper-based survey is recommended. Once the results of this survey have dictated the approach taken to the implementation of VLE-support, overall usage rate and most commonly used tools and resources could be established.

The second data source would be to analyse VLE logs to establish time series data on the number of users online and usage of the various tools and resources provide in the VLE. This second data source and evaluation area would look specifically at the usage rate of students and course administrators and tutors. By using these two evaluation methods we aim to answer the question: what are the usage rates and most commonly used tools and resources for VLE-supported courses?

The **secondary aim** of focus area 2 is to augment the service currently offered to students. To evaluate this aspect of the VLE support for courses focus area, we will gather data in the following two areas:

- Customer satisfaction
- User acceptance

Customer satisfaction
In this area of evaluation, we would look at the perceived customer satisfaction when using VLE-supported courses. A measure of success would be indications that students are satisfied when using the VLE. In terms of the evaluation method, we suggest conducting two online surveys with students who are studying courses without a VLE to compare with

students whose courses are supported with a VLE. By comparing the answers from these two online surveys, we could establish expectations and analyse satisfaction. We are then in a position to answer the evaluation question on how VLE support for courses affects the satisfaction of students.

User acceptance
A second evaluation target group would be to look at course administrators and their user acceptance of the templates that help generate an online presence for courses in the VLE. An overall positive rating of the templates could be used to measure success in this area. Data from emails, interviews and general feedback will be collected and analysed in a case study. This way, the evaluation question, whether the VLE templates are acceptable for course administrators, could be answered.

Focus area 3: Online delivery of generic content

Focus area 3 looks at online delivery of generic content to support the Department's activities. More specifically, this focus area aims to identify and develop reusable, customisable versions of generic content materials to be used in a VLE. Appendix 3 provides a complete overview of the proposed evaluation plan for this focus area.

The **primary aim** of focus area 3 is to augment the service currently offered to students and administrators. These service improvements can be further broken down into two areas:

- Customer satisfaction
- User acceptance

Customer satisfaction
The first area of evaluation looks at the customer satisfaction aspect of generic content enhancements in VLEs. Similar to customer satisfaction in the previous two focus areas, we would be looking for increased student satisfaction as a measure of success. We suggest using the same online survey as in focus areas 2 adding specific questions on generic content. We aim to compare data that has been collected before the provision of generic content enhancements to the experience of those students who have studied a course including online generic content. This way we could answer the evaluation question about how online generic content affects the satisfaction of students.

User acceptance
The second area of generic content evaluation looks at the user acceptance of generic content. Key measures of success would be overall positive ratings by students and staff that have used the new online generic content introduced during the lifetime of the project. As the research method, we suggest designing an online questionnaire for a specific group of students on the one hand and gathering data from different sources, such as emails, interview transcripts, feedback and observations of administrators and academic staff on the other. By combining these two data sets, we hope to answer the question whether the online delivery of generic content is acceptable to staff and students.

The **secondary aim** of the Focus area 3 is to deliver efficiency improvements. Efficiency improvements in the context of online generic content delivery can be broken down into two elements:

- Usage rate
- Administration

Usage rate
The evaluation area on delivery of generic content looks at usage rates of generic content by students, administrative and academic staff. A measure of success would be a high percentage of users accessing the generic content available through the VLE and a reduction in the duplication of efforts in creating the same generic content for different courses. To evaluate this development, we will analyse time series data of the VLE logs and conducting semi-structured interviews with administrators and academic staff. By analysing and evaluating this data set, we aim to answer the question: what are the overall usage rates and most used generic online resources?

Administration
The last evaluation area looks at the amount of administrative time spent on creating generic content. Here, the specific example of the course handbook could be evaluated. Through enhancements, falling under this focus area, providing the course handbook as generic content is expected to enable significant time savings. A measure of success would be the reduced time for handbook creation through the use of generic handbook templates. A number of emails, interview transcripts and anecdotal information are already available on this aspect of generic content. We therefore suggest combining this data into a case study. The case study would be used to evaluate whether online delivery of handbooks affects the course administration time required for producing this essential course resource.

Focus area 4: Course design

Focus area 4 looks at innovative course design and the increased use of appropriate technology in course delivery. Appendix 4 provides a complete overview of the proposed evaluation plan for this focus area.

The **primary and sole aim** of focus area 4 is to consider using technology, where appropriate, to improve the delivery of new and existing courses. These innovation improvements can be further broken down into three evaluation areas:

- Technology engagement
- Technology confidence
- Technology best practice

Technology engagement
The first evaluation area looks at engagement with technology when designing new courses. A measure of success would be to find more courses using technology as part of their course delivery. As amendments have been made to the new course proposal form presented at the Department's Academic Board meetings, the corresponding sections of the forms could be scanned and a case study written on the extent to which new courses have consider using technology as part of their course delivery plan. A technology engagement rate could be calculated. Finally, the evaluation question can be answered about how this focus area has affected technology use in new course design.

Technology confidence
Confidence with technology is an enabler to technology use. A measure of success of this evaluation area would be to increase technology awareness and confidence amongst academics in the context of new course design. Therefore, it is planned to run a series of workshops aimed at academics to discuss course delivery options and the use of technology. In conjunction with these workshops, we suggest collecting feedback at the end of the workshop. By analysing the information collected, we hope to be able to answer the next evaluation question: how has the workshop on course design affected academics' confidence in the area of technology use in course design?

Technology best practice
The last evaluation area in course design looks at best practice when it comes to the use of technology in course delivery. A measure of success would be to demonstrate examples of best practice where technology has been successfully implemented during the course design stage. As the data collection method, we recommend evaluating existing examples of course design in a case study explaining the various elements and considerations that led to the choices of technology used. By using this method, we hope to answer our last evaluation question: how have academics successfully used technology in course delivery?

Focus area 5: Online payment and enrolment

Focus area 5 looks at the wider use of online payment and enrolment for the Department. Appendix 5 provides a complete overview of the proposed evaluation plan for this focus area.

The **primary aim** of the fifth focus area is to deliver efficiency improvements through online payment and enrolment. Efficiency improvements in this area can be broken down into the following elements:

- Administration handling time
- Adoption rate

Administration handling time
A measure of success would be to see significant time improvements in end-to-end enrolment handling. The same applies to the time it takes to process a course payment. As the data collection method, we will run one time motion study using process flow diagrams to compare paper-based enrolment and payment administration time data against administrative time spent using the Department's online payment and enrolment system for the same kind of course. By using time motion studies and comparing the different handling modes, we hope to answer the evaluation question about how online payment and enrolment affects administration handling time.

Adoption rate
Once we have identified time improvements, we would like to match these with adoption rates of the online payment and enrolment system. A measure of success in this area could be to find a positive trend in the percentage of courses adopting online payment and enrolment compared with paper-based methods. In terms of the data collection method, we will collect and analyse time series data from InforSys, the Department's student record database. The analysis of this data will help us to answer the evaluation question: what is the adoption rate of online payment and enrolment in the Department?

The **secondary aim** of focus area 5 is to augment the service currently offered to students. To evaluate this aspect of online payment and enrolment, we suggest gathering data on customer satisfaction.

Customer satisfaction
The last area of evaluation is the effect online payment and enrolment has on customer satisfaction. A measure of success would be an indication that student satisfaction, when using the online payment and enrolment facility, is high. Also, a reduction in the number of errors and complaints within the online payment and evaluation system should be aimed for. In terms of the evaluation method, we suggest conducting an online survey with students who have used online payment and enrolment. By analysing the answers from the online survey, we could establish whether the satisfaction of students is positive and thus answer

the evaluation question on how online payment and enrolment affects the satisfaction of students.

4. Overall project evaluation

The overall project evaluation will establish whether the Cascade project has achieved its aims and objectives. In the broader context, we will also assess the impacts, benefits and value of the overall project. The team will be reflecting on the project milestones, its pace of progress and its deliverables over the period of the project. Another aim of the overall project evaluation is to synthesise knowledge generated from the project and lessons learnt. Areas for future development work will be identified as well.

To give some structure to this part of the evaluation, we will divide the overall project evaluation up into five areas:

- Achievements against aims and objectives
- Project management
- Stakeholder engagement
- Learning as a result of the project
- Tangible benefits and future scenarios

Achievements against aims and objectives
A measure of success would be to have achieved all project aims and objectives. The following pyramid depicts how project aims have been cascaded into focus areas and respective evaluation areas:

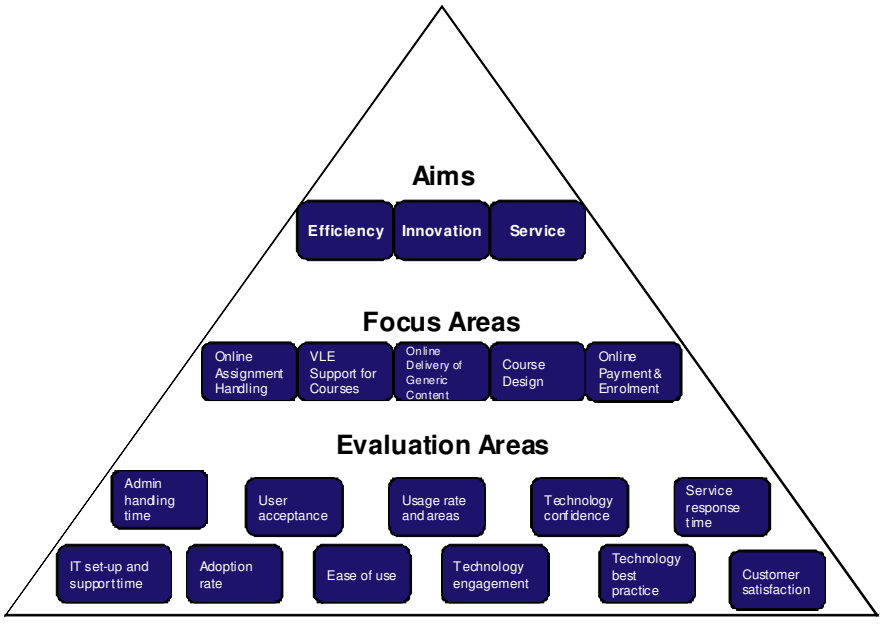

Figure 4.1: Cascade of project aims in focus and evaluation areas

Project management
Overall project management in terms of project set up, division of tasks, milestone planning and project budgets will be evaluated in this area.

Stakeholder engagement
We suggest evaluating stakeholder engagement as part of the overall project evaluation. The project's stakeholders include JISC, the project team, academics, administrative staff, IT support staff, students and external partners of the Department. In the project's Communication and Engagement Strategy and Plan, we identified a number of measures of success that will be used as an evaluation basis on stakeholder engagement. More evaluation data could be collected by adding extra questions to the surveys and interviews undertaken, as outlined in section 3 above. We will also use an end of project event to collect additional data on stakeholder engagement.

Learning as a result of the project
Learning as a result of the project will be another measure of success for the overall project evaluation. Internal and external learning opportunities will be considered, and case studies developed as part of the evaluation of the five focus areas will be used to highlight the learning as a result of the project.

Tangible benefits and future scenarios
Tangible benefits and future scenarios for the Department will be another area of the project report. We suggest dedicating a separate section to a summary of potential tangible benefits that emerge from the project's activities. The aim is to create future scenarios in terms of cost savings based on best case, worst case and most likely case considerations.

5. List of appendices

Appendix 1: Focus area 1, Online assignment handling evaluation activities
Appendix 2: Focus area 2, VLE support for courses evaluation activities
Appendix 3: Focus area 3, Online delivery of generic content evaluation activities
Appendix 4: Focus area 4, Course design evaluation activities
Appendix 5: Focus area 5, Online payment and enrolment evaluation activities

Appendix 1: Focus area 1, Online assignment handling evaluation activities

Number	Evaluation area	Evaluation question	Timing 1st snapshot	Timing 2nd snapshot	Who	Data source	Data collection method	Stakeholders for data collection	Evidence gathered	Measures of success	Objective
1.1	IT support time	How does online assignment handling affect IT support time?	done	June 2010	NW	xls with TALL costing/time per assignment, CASS data available For history Aug 2007-July 2009	Time series	IT support	Man hours needed for IT support	IT support spends less time in support activities	1
1.2	Administration handling time	How does online assignment handling affect the total administration handling time?	15/04/2010 (in progress)	July/Aug 2010	BL	xls with time details on different process steps for local history courses (online and face to face)	Time motion study using flow diagrams (paper, CASS, MASS)	Administrators	Time it takes for the end2end handling process of one assignment in paper, current and new system	Time reduced with online assignment handling	1
1.3	Administration handling time	How does online assignment handling affect the extension approval time?	15/04/2010 (in progress)	July/Aug 2010	BL	xls with time details on different process steps for local history courses (online and face to face)	Time motion study using flow diagrams (paper, CASS, MASS)	Administrators	Time it takes for the end2end handling process of one extension application in paper, current and new system	Time reduced with online assignment handling	1
1.4	Adoption rate	What is the rate of adoption within the Department for the new online assignment handling system?	na	October 2010	MM	Courses using MASS in Moodle	Time series	na	Number of courses using MASS since the start of the project	All CASS users migrate to MASS and at least 3 new courses use MASS	1
1.5	Service response time	How does online assignment handling affect the service response time for students?	15/04/2010 (in progress)	na	BL	Existing service level statements	Time series, part of the flow diagram	Administrators	Estimation of current and new service response time?	Service response time is reduced	3
1.6	Customer satisfaction	How does online assignment handling affect the satisfaction of students?	done	July/Aug 2010	BL	Survey monkey Archaeology/psychodynamic surveys for baselining	Online survey	Students	Q12/13; Q13/14; Q14/15; Q15/16;	The satisfaction of students has increased	3
1.7	Customer satisfaction	How does online assignment handling affect the satisfaction of academics?	done	July/Aug 2010	NW	Emails from RL and existing assignment handling surveys on survey monkey results for baselining	Case study	Academics	Number and nature of complaints before and after pilot and feedback on current CASS system	There are less complaints after the pilot and the satisfaction of users has increased	3
1.8	Ease of use	How is the system ease of use impacted by the new online assignment handling process?	done	July/Aug 2010	BL	VLE logs	Time series	All	Page views, time on pages, error messages, contacts with web master	Low percentage of system errors and user queries per assignments handled	3

Appendix 2: Focus area 2, VLE support for courses evaluation activities

Number	Evaluation area	Evaluation question	Timing 1st snapshot	Timing 2nd snapshot	Who	Data source	Data collection method	Stakeholders for data collection	Evidence gathered	Measures of success	Objective
2.1	User friendliness	How does VLE support for courses affect course administrators?	na	Jun 10	MM	Interview transcripts	Semi-structured interviews	Administrators	Experience with VLE support for courses	The experience is positive using the VLE support for courses; it's perceived as simple and easy to administer	1
2.2	IT set-up and support	How does VLE support for courses affect TALL support?	15/04/2010 (in progress)	15. Apr 10	MM	Interview transcripts	Semi-structured interviews	IT support	Experience with VLE support for courses	The experience is positive using the VLE support for courses; it's perceived as simple and easy to support	1
2.3	Adoption rate	How many courses started using the VLE support for courses?	na	October 2010	MM	Courses set up in Moodle	Time series	na	Number of courses using VLE support for courses since the start of the project	Number of courses using VLE support for courses has increased	1
2.4	Usage rate	What is the usage rate of the VLE supported courses by students?	na	July/Aug 2010	BL	VLE logs	Time series	Administrators and students	Page views, time on pages, error messages, contacts with web master	High percentage of users online, using all different areas of the VLE	1
2.5	Usage rate	What is the usage rate of the weekly class part-time tutors VLE site?	done	July/Aug 2010	MM	xls with summary of results from first paper based survey; VLE logs and usage data for second data collection snapshot	Paper-based survey	Tutors	Data gathered on usage and acceptance of technology in general	Usage of technology increases in the course of the project; technology acceptance is improved	1
2.6	Customer satisfaction	How does VLE support for courses affect the satisfaction of students?	done	June 2010	MM	Survey monkey archaeology and psychodynamic results for baseline; survey for satisfaction after changes needs to be created	Online survey	Students	Q9/10; Q16/17	The satisfaction of students has increased	3
2.7	User acceptance	Are the VLE support for courses templates acceptable for course administrators?	na	Sep 10	MM	Emails, interview data, observations and feedback from event (tbc)	Case study	Administrators	Rating on various parts of VLE support for courses templates	Overall positive rating of VLE support for courses templates	3

Appendix 3: Focus area 3, Online delivery of generic content evaluation activities

Number	Evaluation area	Evaluation question	Timing 1st snapshot	Timing 2nd snapshot	Who	Data source	Data collection method	Stakeholders for data collection	Evidence gathered	Measures of success	Objective
3.1	Customer satisfaction	How does online delivery of generic content affect the satisfaction of students?	done	June 2010	MM	Survey monkey archaeology and psychodynamic for baselining; survey for after data needs to be created	Online survey	Students	Q10/11	The satisfaction of students has increased	3
3.2	User acceptance	Is the online delivery of generic content acceptable to students?	na	May/June 2010	MM	Survey monkey to be developed	Online survey	Students	Rating on various parts of online generic content	Overall rating of online generic content is positive	3
3.3	User acceptance	Is the online delivery of generic content acceptable to course administrators?	na	Sep 10	MM	Different data sources, e.g. emails, interviews, observations at event in September (tbc)	Case study	Administrators	Rating on various parts of online generic content	Overall rating of online generic content is positive	3
3.4	Usage rate and areas	What is the usage rate of online delivery of generic content by students?	na	July/Aug 2010	BL	VLE logs	Time series	Students	Page views, time on pages, error messages, contacts with web master	High percentage of users online and successful usage of online generic content	1
3.5	Administration handling time	How does online delivery of generic content affect the handbook administration time?	done	Sept/October 2010	MM	doc summary of interviews, emails and anecdotal 2008/2009	Case study	Administrators	Experience with handbook before and after improvements	New handbook creation and administration takes less time and is more user-friendly to administer	1
3.6	Usage rate	What is the usage rate of online delivery of generic content by administrators and academics?	na	Sept/October 2010	MM	Interview guide to be created and review of content in courses	Semi-structured interviews and course review	Administrators and academics	Utilisation of available generic content	No duplication of efforts and high usage rate of generic content	1

Appendix 4: Focus area 4, Course design evaluation activities

Number	Evaluation area	Evaluation question	Timing 1st snapshot	Timing 2nd snapshot	Who	Data source	Data collection method	Stakeholders for data collection	Evidence gathered	Measures of success	Objective
4.1	Technology engagement	How has technology use in new course design be affected by the initiatives in this focus area?	na	Sept/October 2010	MM	Sections 4d and 5e of the proposal for new course forms are filled	Case study and technology engagement rate	Academics	Information on planned use of technology provide on course proposal form	All academics consider the use of technology for course delivery	2
4.2	Technology confidence	How has the workshop on course design affected academics' confidence in this area?	na	May 2010	MM	Workshop evaluation form	Evaluation form	Academics	Information of knowledge about and confidence with use of technology for course delivery	Awareness and confidence increased after workshop	2
4.3	Technology best practice	How have academics successfully used technology in course delivery?	na	August/September 2010	MM	interviews with academics and VLE logs	Case study	Academics	Details on implementations of technology for course delivery	Implementation successful	2

Appendix 5: Focus area 5, Online payment and enrolment evaluation activities

Number	Evaluation area	Evaluation question	Timing 1st snapshot	Timing 2nd snapshot	Who	Data source	Data collection method	Stakeholders for data collection	Evidence gathered	Measures of success	Objective
5.1	Administration handling time	How does online payment and enrolment affect the total enrolment handling time?	15/04/2010 (in progress)	15. Apr 10	HL	xls with details on different process steps	Time motion study using flow diagrams (paper and online)	Administrators	Time it takes for the end2end admin process of one offline vs. online payment and enrolment	Time reduced with online payment and enrolment	1
5.2	Adoption rate	What is adoption rate of online payment and enrolment within the Department?	15/04/2010 (in progress)	Sept/October 2010	NW	xls with details on online enrolment and courses	Time series	Administrators	Absolute number of online enrolment and payment, percentage of online vs. paper enrolment	Number of online enrolment has grown, percentage of online vs. paper enrolment has grown	1
5.3	Customer satisfaction	How does online enrolment and payment affect the satisfaction of students?	done	Sept/October 2010	MM	Survey monkey online enrolments survey	Online survey	Students	Experience with online enrolment and payment system	The experience is positive using online enrolment and payment system; number of errors and complaints is reduced	3