TASO
Annual
Conference:
How to Evaluate
#TasoCon24

Evaluating student success:
Introducing the post-entry MOAT

Dr Rob Summers / Research Manager
Luke Arundel / Research Officer

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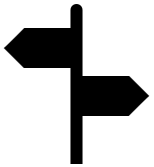
Overview

- Background to the pre-entry MOAT
- Overview of the pre-entry MOAT
- The post-entry MOAT



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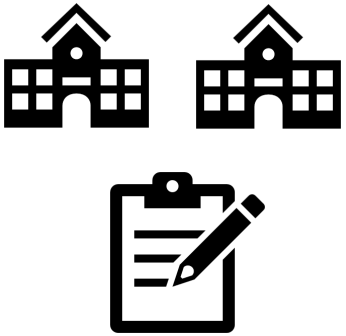
Background: MIOM Project

Background: MIOM Project

- Multi-intervention Outreach and Mentoring (MIOM) Project
- Multi-site randomised controlled trial
- Recording student engagement with MIOM activities
- Different providers → Different MIOM activities



Audience interaction

- Student mental health and wellbeing is in decline, exacerbated by COVID-19.
- Students desire someone to talk to, above any other form of existing support.
- The learning analytics system effectively identifies struggling students, and staff from the calling service can then initiate a conversation with them.
- We aim to coach struggling students to develop self-efficacy and signpost these students to relevant support services if necessary. This will motivate and empower them to increase <POSITIVE OUTCOME>

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TASO Transforming Access and Student Outcomes in Higher Education

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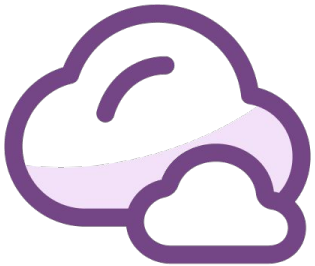

Enter a one- or two-word outcome that you might expect to arise from this intervention.

ⓘ Start presenting to display the poll results on this slide.

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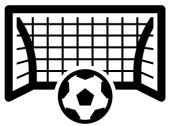
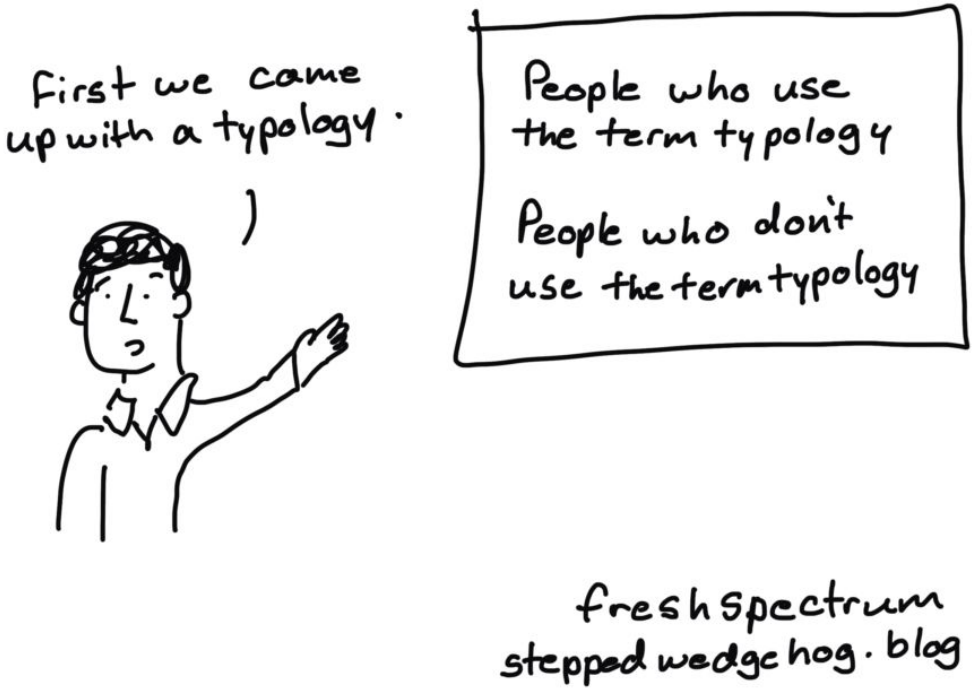
Pre-entry MOAT

Pre-entry MOAT

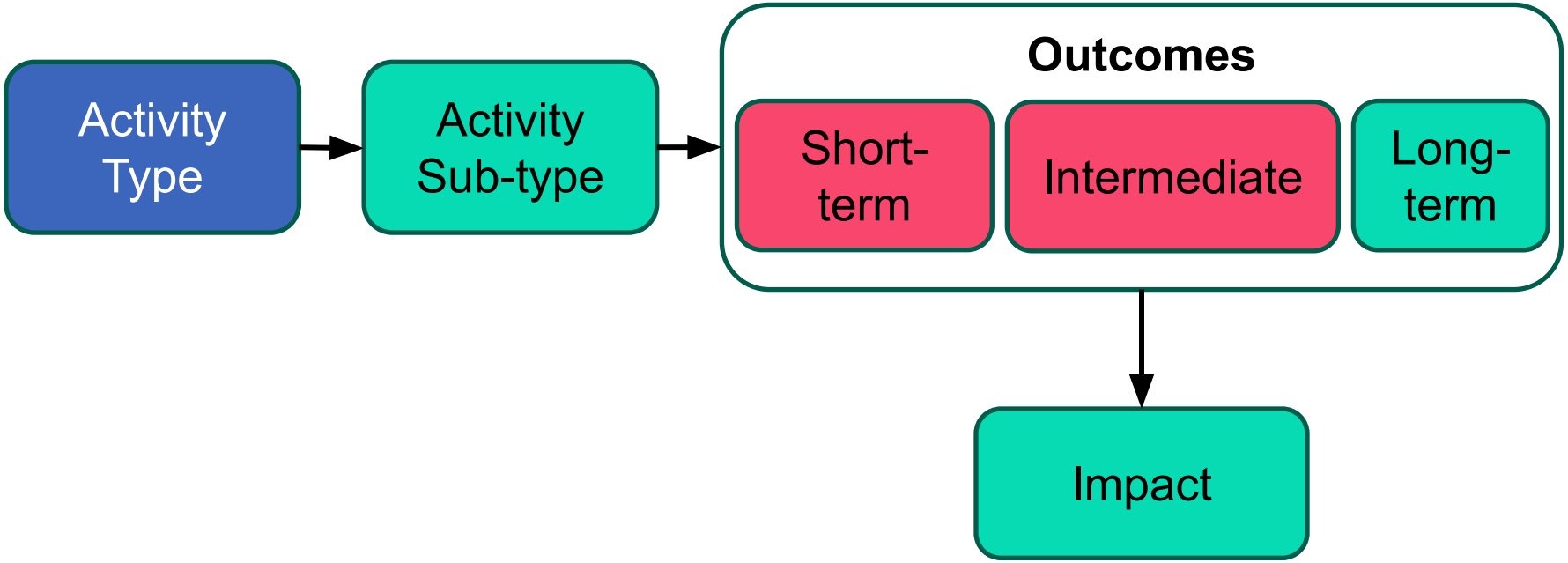
- Mapping of Outcomes and Activities Tool (MOAT)
- Two goals
    1. Provide a common language for describing outreach activities
    2. Aid design and evaluation of outreach programmes



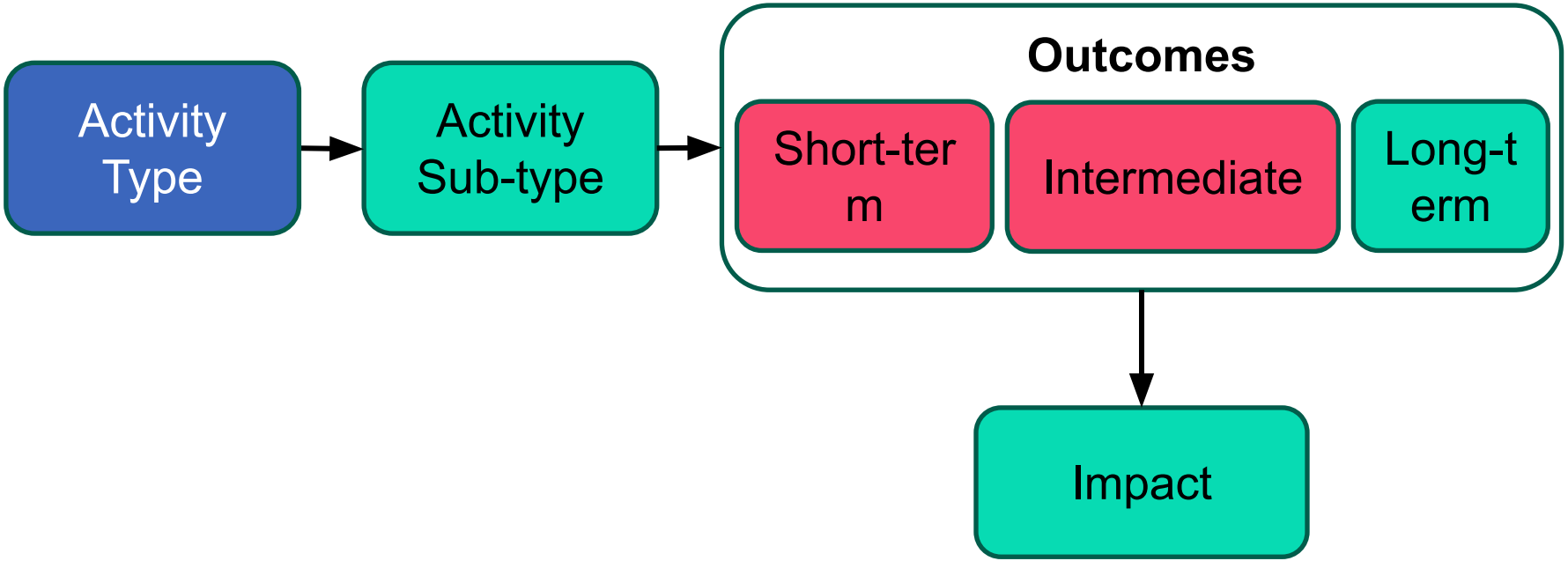
Pre-entry MOAT: A common language



Pre-entry MOAT: Typology



Pre-entry MOAT: Mapping



Pre-entry MOAT: Summary

- Activities led…
- … and also maps outcomes to activities
- Integrated into the pre-entry tracking services
  - AimHigher
  - EMWPREP
  - HEAT
- Targeted at activities for increasing application/enrolment

Attainment-raising pre-entry MOAT

- Companion to the pre-entry MOAT
- Between them cover vast majority of outreach activities

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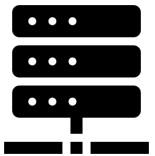
Introducing the Post-entry MOAT

Introducing the Post-entry MOAT

- Designed in partnership with the HE sector
- For students who have made the provider their firm UCAS choice
- Helps providers consistently record post-entry student support activities
- Ready for integration into tracking services and learning analytics systems



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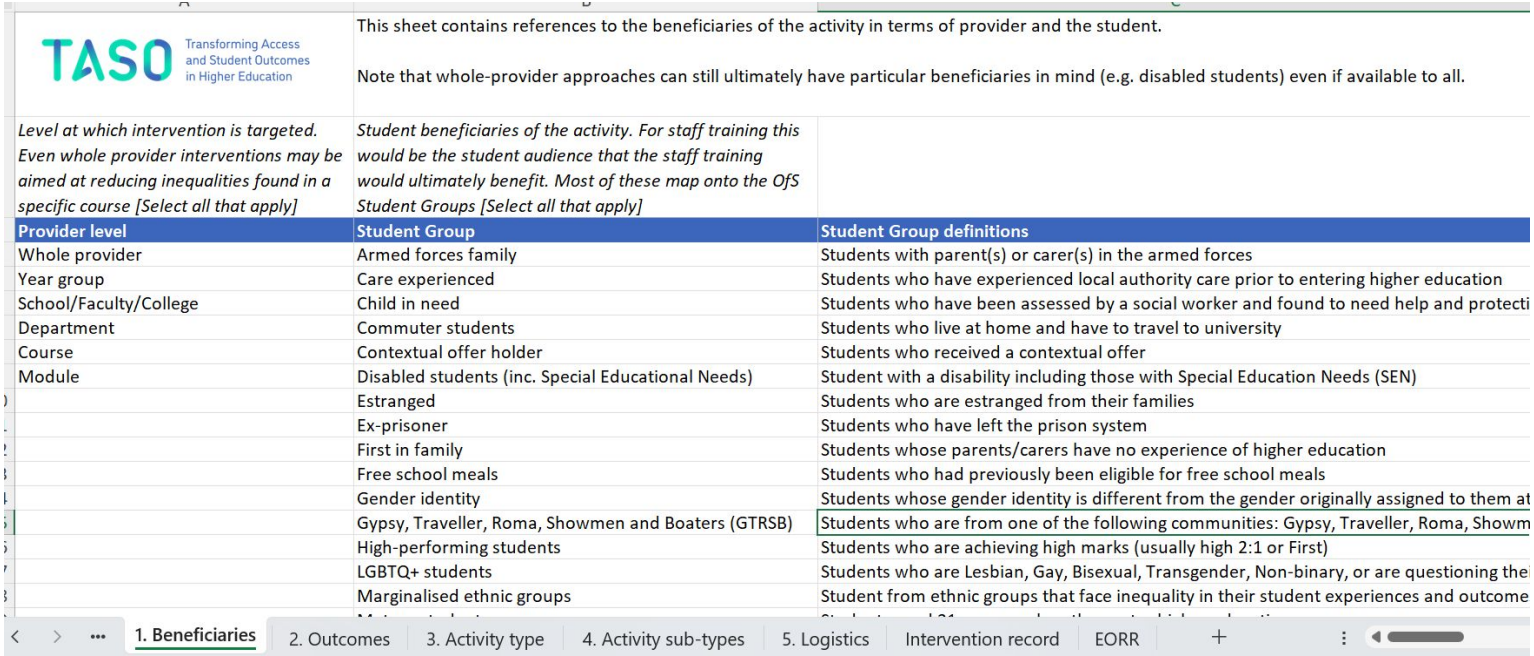
Post-entry MOAT: Audience task

- Spend a minute or two thinking about your own post-entry activities
- Write the titles of them down

Post-entry MOAT



TASO Transforming Access and Student Outcomes in Higher Education

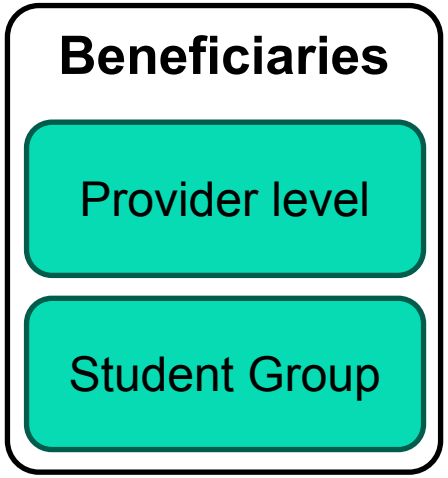
This sheet contains references to the beneficiaries of the activity in terms of provider and the student.

Note that whole-provider approaches can still ultimately have particular beneficiaries in mind (e.g. disabled students) even if available to all.

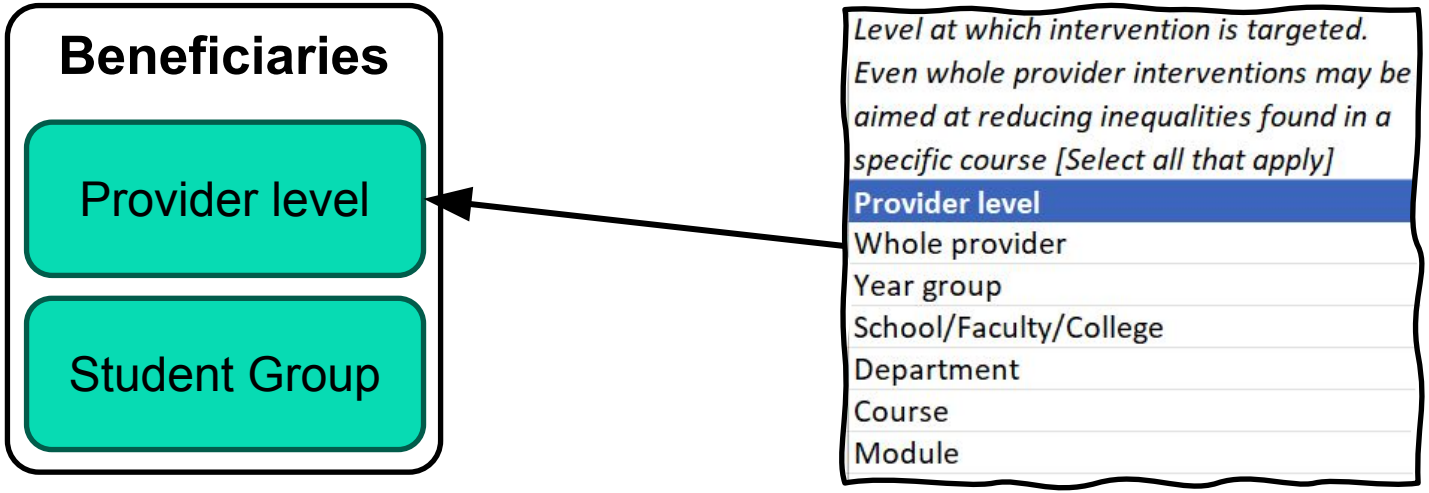
Level at which intervention is targeted. Even whole provider interventions may be aimed at reducing inequalities found in a specific course [Select all that apply]	*Student beneficiaries of the activity. For staff training this would be the student audience that the staff training would ultimately benefit. Most of these map onto the OfS Student Groups [Select all that apply]*	
Provider level	**Student Group**	**Student Group definitions**
Whole provider	Armed forces family	Students with parent(s) or carer(s) in the armed forces
Year group	Care experienced	Students who have experienced local authority care prior to entering higher education
School/Faculty/College	Child in need	Students who have been assessed by a social worker and found to need help and protecti
Department	Commuter students	Students who live at home and have to travel to university
Course	Contextual offer holder	Students who received a contextual offer
Module	Disabled students (inc. Special Educational Needs)	Student with a disability including those with Special Education Needs (SEN)
	Estranged	Students who are estranged from their families
	Ex-prisoner	Students who have left the prison system
	First in family	Students whose parents/carers have no experience of higher education
	Free school meals	Students who had previously been eligible for free school meals
	Gender identity	Students whose gender identity is different from the gender originally assigned to them at
	Gypsy, Traveller, Roma, Showmen and Boaters (GTRSB)	Students who are from one of the following communities: Gypsy, Traveller, Roma, Showm
	High-performing students	Students who are achieving high marks (usually high 2:1 or First)
	LGBTQ+ students	Students who are Lesbian, Gay, Bisexual, Transgender, Non-binary, or are questioning thei
	Marginalised ethnic groups	Student from ethnic groups that face inequality in their student experiences and outcome

1. Beneficiaries | 2. Outcomes | 3. Activity type | 4. Activity sub-types | 5. Logistics | Intervention record | EORR

Post-entry MOAT: Organisation



Post-entry MOAT: Organisation



Post-entry MOAT: Organisation

Beneficiaries

- Provider level
- Student Group

Student beneficiaries of the activity. For staff training this would be the student audience that the staff training would ultimately benefit. Most of these map onto the OfS Student Groups [Select all that apply]

Student Group
Armed forces family
Care experienced
Child in need
Commuter students
Contextual offer holder
Disabled students (inc. Special Educational Needs)
Estranged
Ex-prisoner
First in family

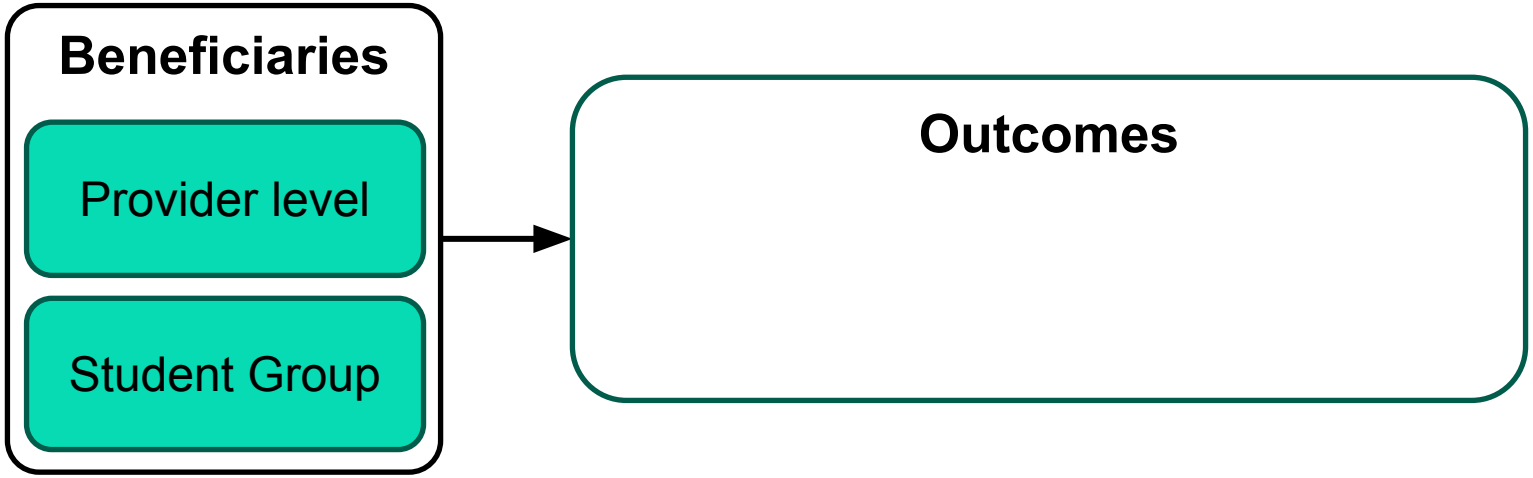
Post-entry MOAT: Audience task

- Think about the activities you noted down. Who are the beneficiaries?

Level at which intervention is targeted. Even whole provider interventions may be aimed at reducing inequalities found in a specific course [Select all that apply]
Provider level
Whole provider
Year group
School/Faculty/College
Department
Course
Module

Student Group	
Armed forces family	Marginalised ethnic groups
Care experienced	Mature student
Child in need	Refugee or asylum seeker
Commuter students	Religion
Contextual offer holder	Service leaver
Disabled students (inc. Special Educational Needs)	Sex: Female student
Estranged	Sex: Male Student
Ex-prisoner	Students from low-income households
First in family	Students reporting a mental health condition
Free school meals	Students selected using area-based measures
Gender identity	Students with non-traditional qualifications
Gypsy, Traveller, Roma, Showmen and Boaters (GTRSB)	Students with parental responsibilities
High-performing students	Young carer
LGBTQ+ students	Other

Post-entry MOAT: Organisation



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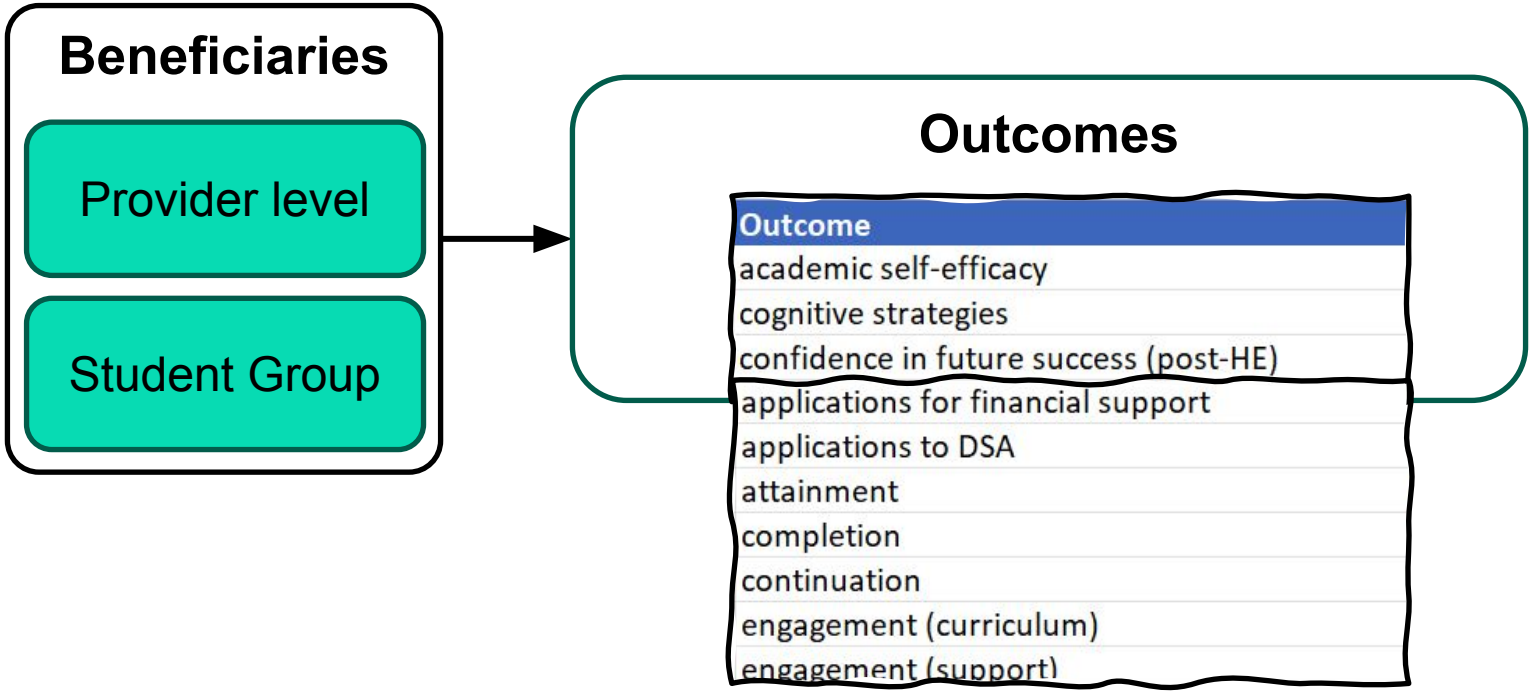

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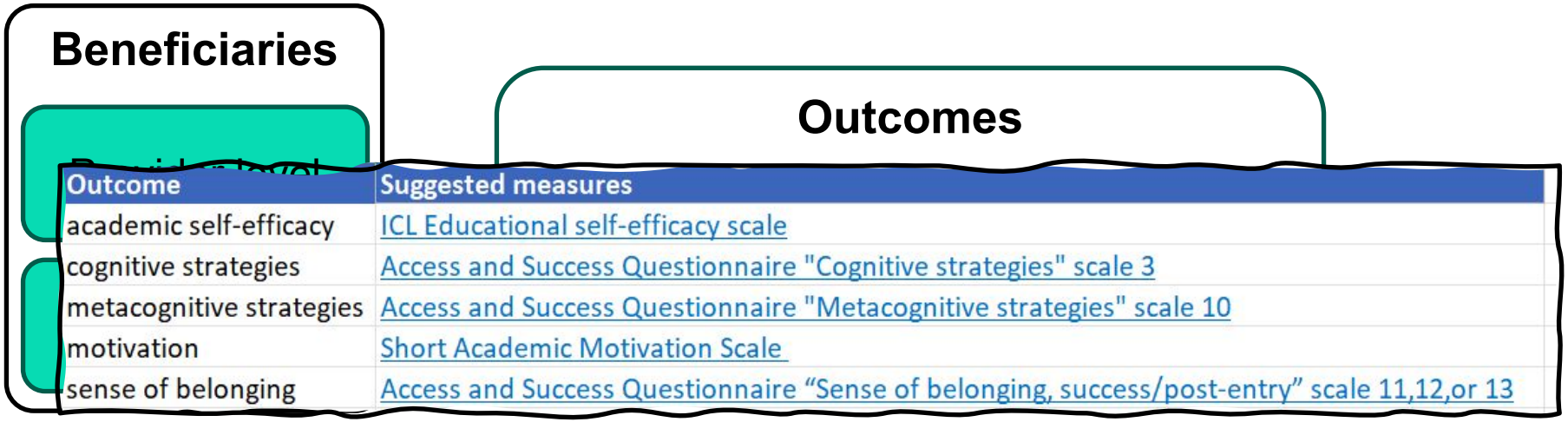
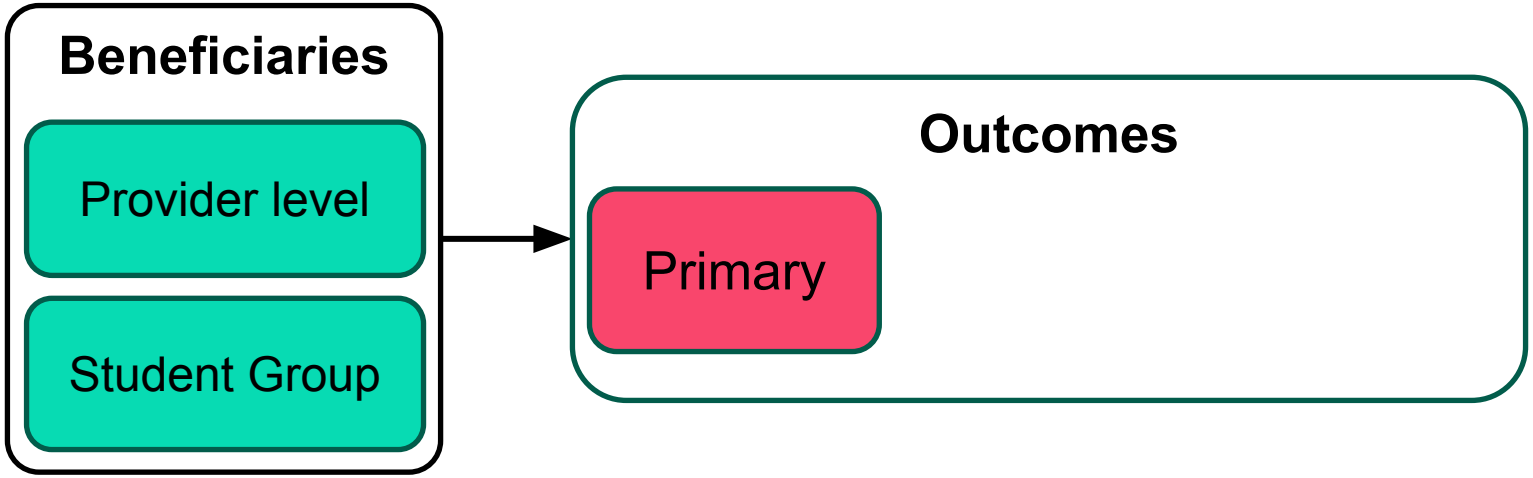


Outcome	Suggested measures
academic self-efficacy	ICL Educational self-efficacy scale
cognitive strategies	Access and Success Questionnaire "Cognitive strategies" scale 3
metacognitive strategies	Access and Success Questionnaire "Metacognitive strategies" scale 10
motivation	Short Academic Motivation Scale
sense of belonging	Access and Success Questionnaire "Sense of belonging, success/post-entry" scale 11,12,or 13

Post-entry MOAT: Organisation



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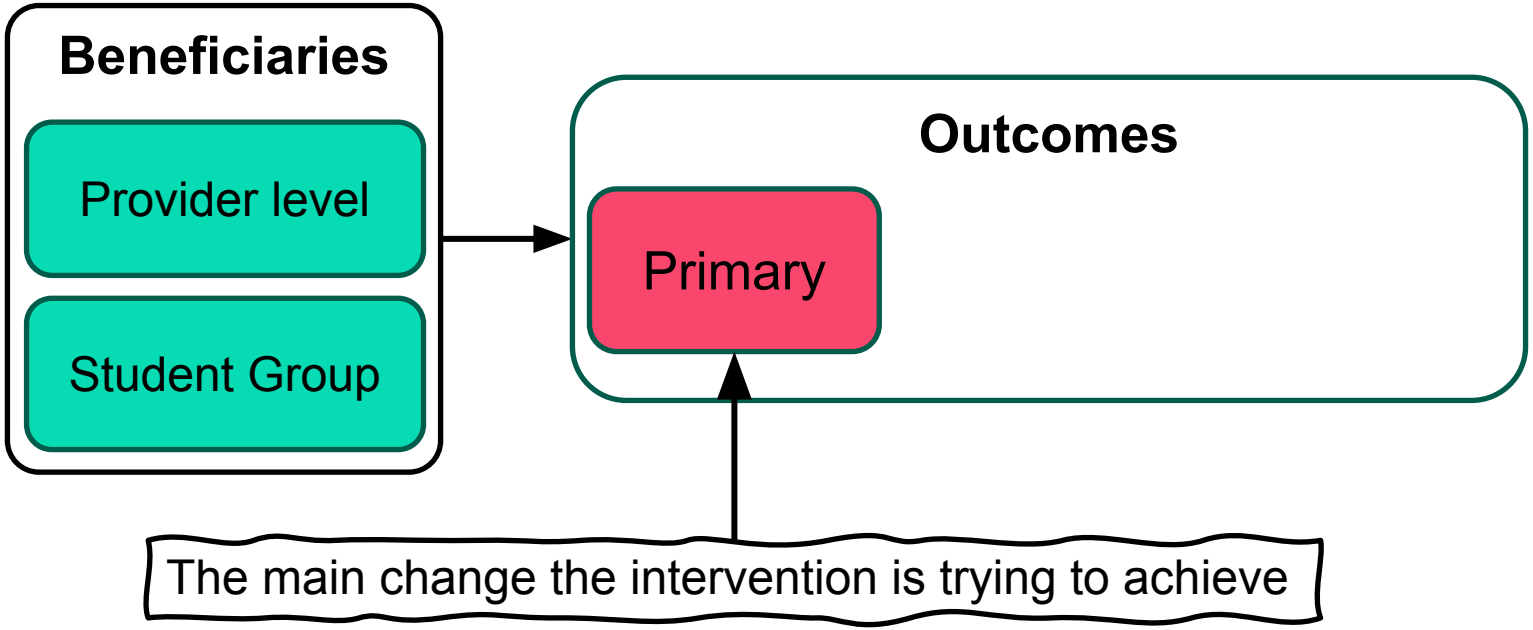

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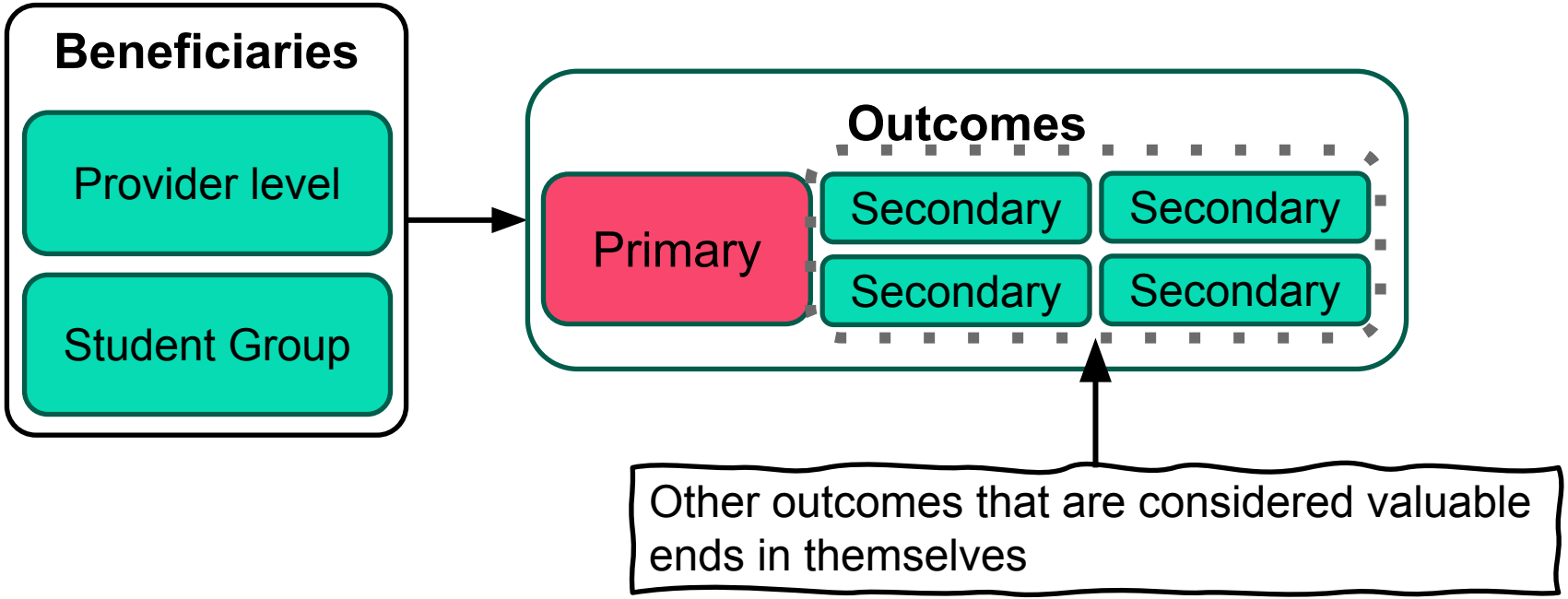
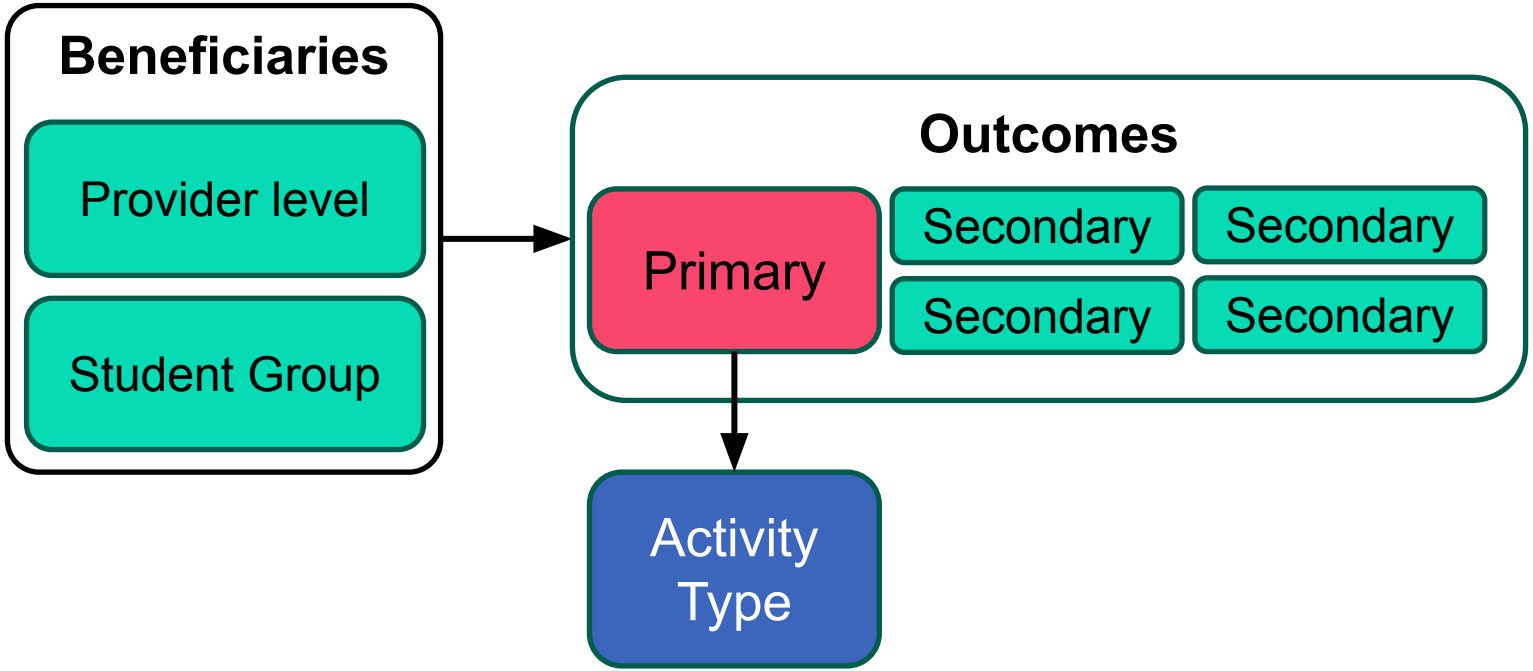


Post-entry MOAT: Audience task

- Think about the activities you noted down.
- What is the primary outcome?
- Any secondary outcomes?

Outcome	
academic self-efficacy	student satisfaction
cognitive strategies	student self-advocacy
confidence in future success (post-HE)	student self-regulation
confidence to declare support needs	student/staff trust
knowledge of support available	wellbeing
metacognitive strategies	applications for financial support
motivation	applications to DSA
parent: knowledge of support available	attainment
preparedness for HE	completion
sense of belonging	continuation
skills and knowledge to successfully make the transition to HE	engagement (curriculum)
social self-efficacy	engagement (support)
staff: confidence to change practice	enrolment
staff: knowledge of student needs	good degree awarded
staff: knowledge of support available	positive progression
staff: skills / professional development	other

Post-entry MOAT: Organisation



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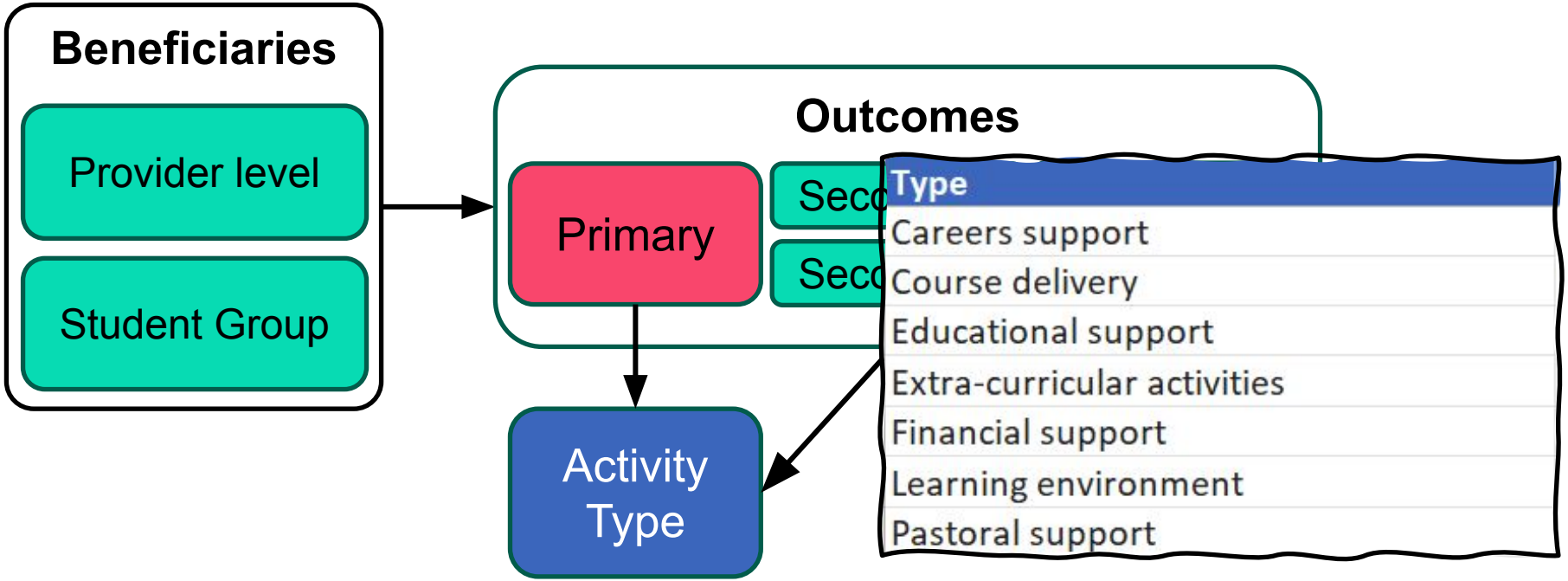

Post-entry MOAT: Audience task

- Think about the activities you noted down.
- Based on their primary outcome how would you code the type of activity?

Type
Careers support
Course delivery
Educational support
Extra-curricular activities
Financial support
Learning environment
Pastoral support

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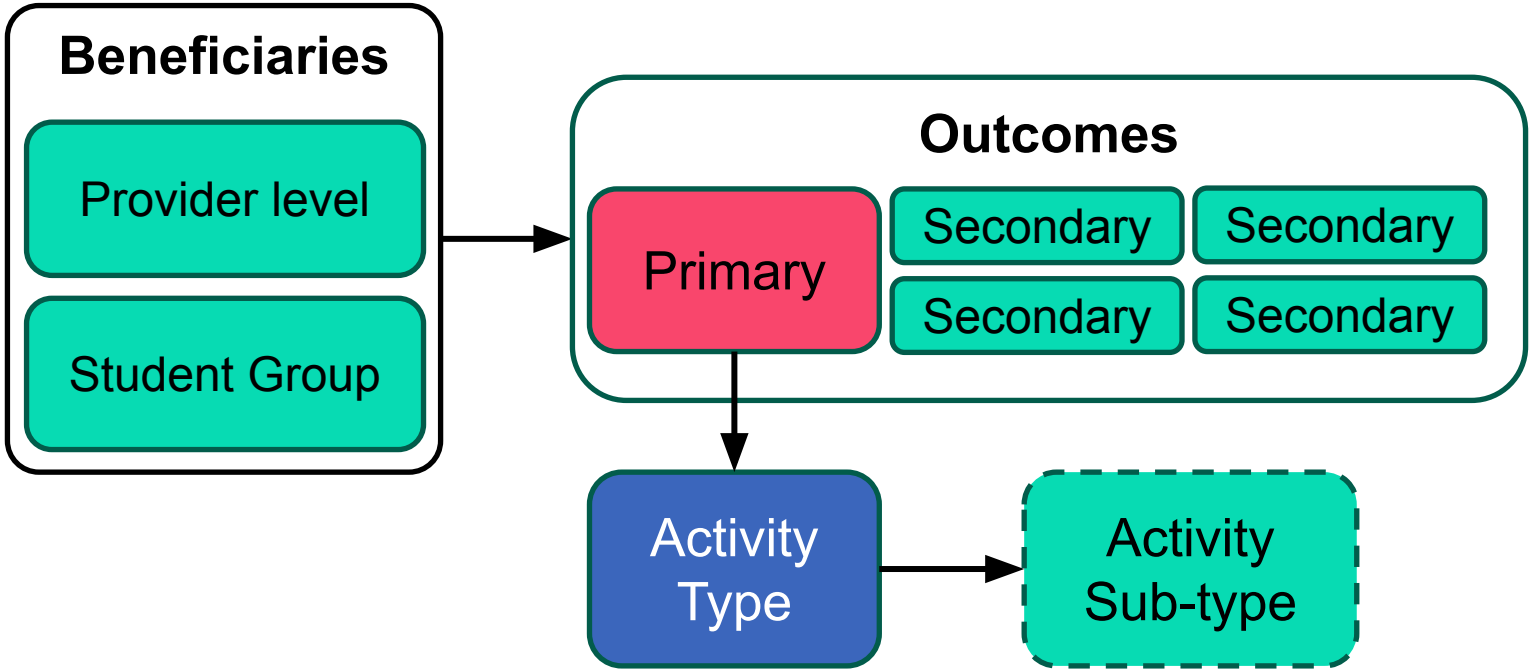
Post-entry MOAT: Organisation



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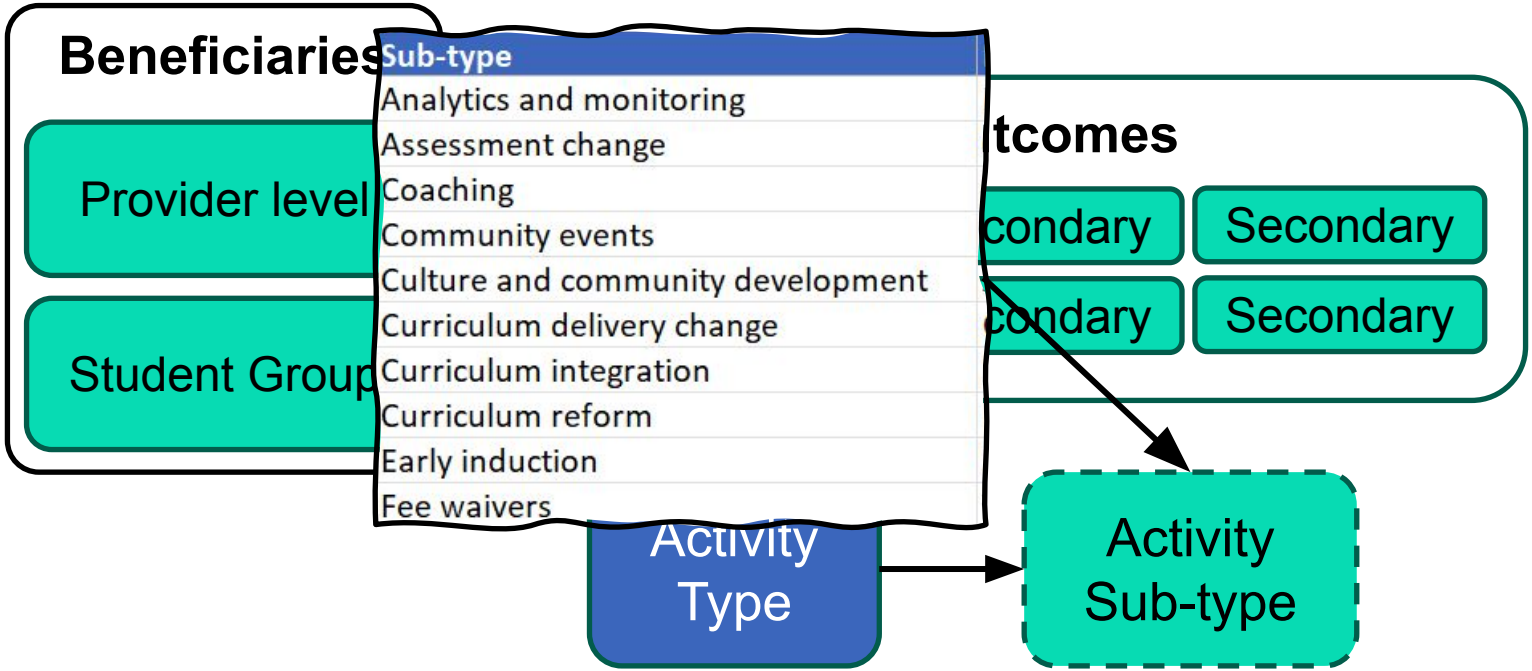

Post-entry MOAT: Audience task

- Think about the activities you noted down.
- How would you code the activity sub-type?

Sub-type	
Analytics and monitoring	Placement: year
Assessment change	Referral
Coaching	Skills workshops
Community events	Social activities
Culture and community development	Staff training
Curriculum delivery change	Student voice
Curriculum integration	Study abroad
Curriculum reform	Support for extra-curricular activity
Early induction	Tailored workshops
Fee waivers	Technology provision
Foundation Year	Timetabling change
Grants/Bursaries	Transition into HE
IAG session	Transition within HE
Needs assessment	Tutoring/Mentoring
Physical activities	Student tutor/mentor
Placement: short-term in-year	Welcome events
Placement: summer	

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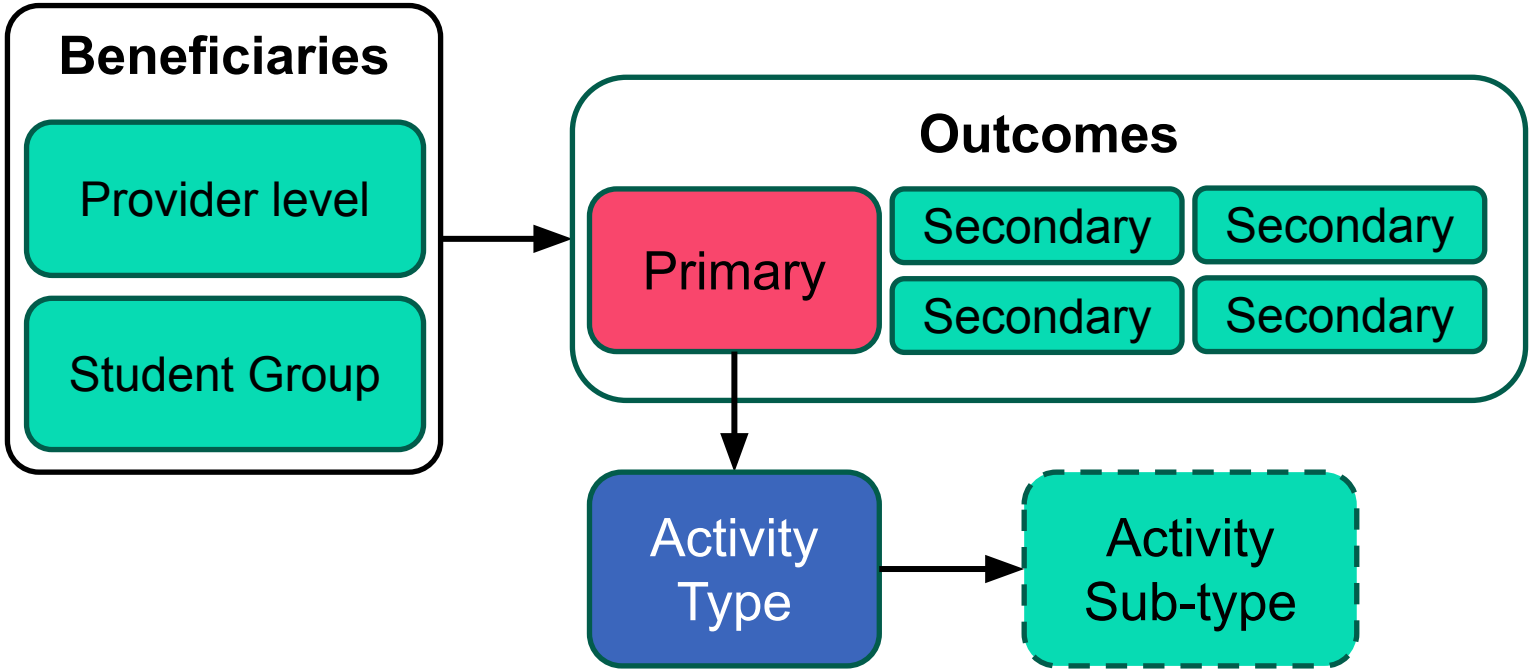
Post-entry MOAT: Logistics



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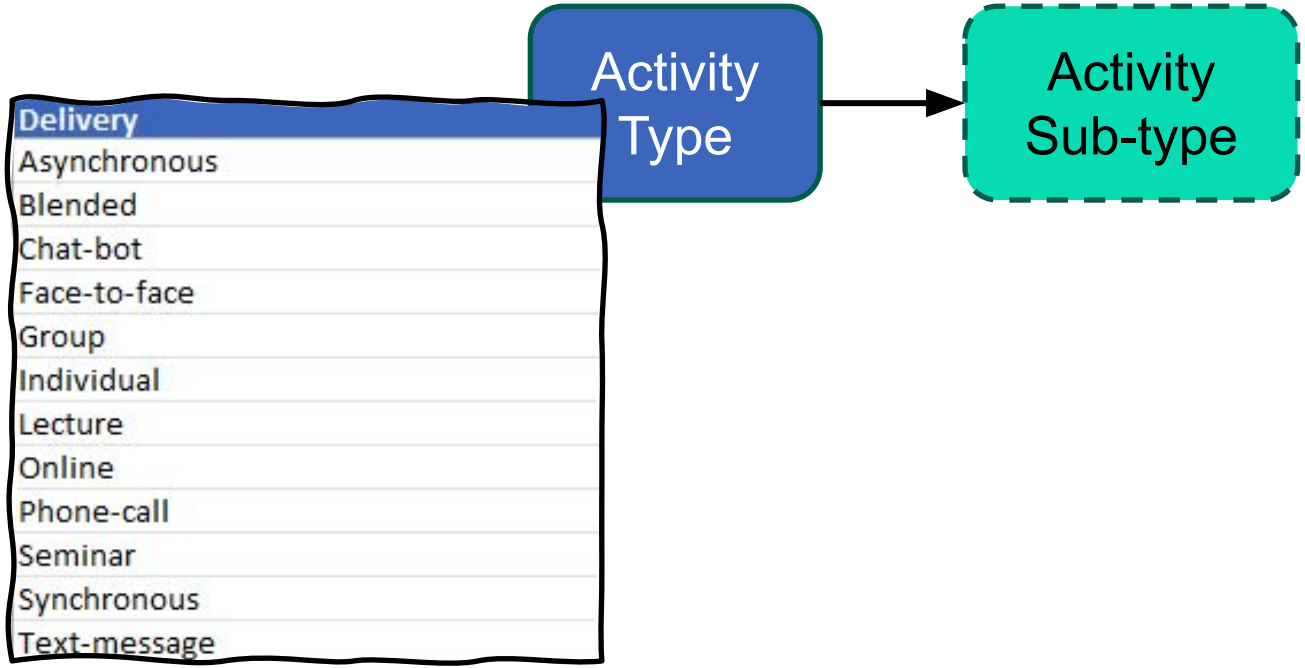

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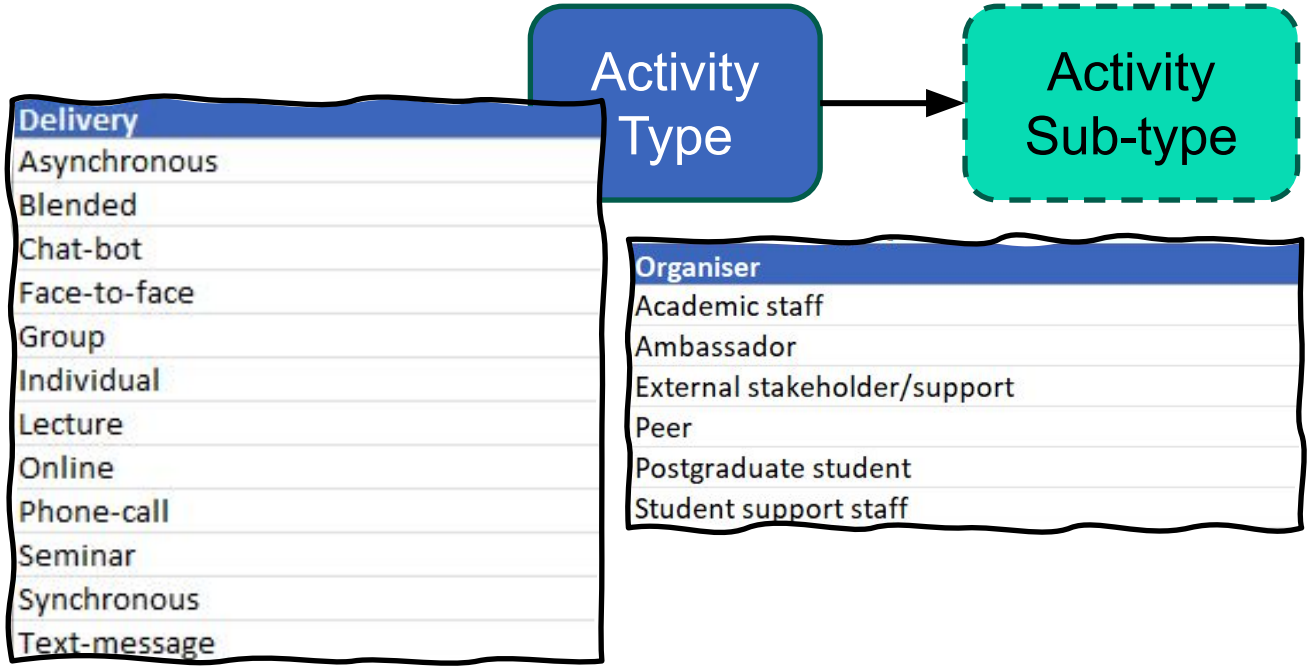
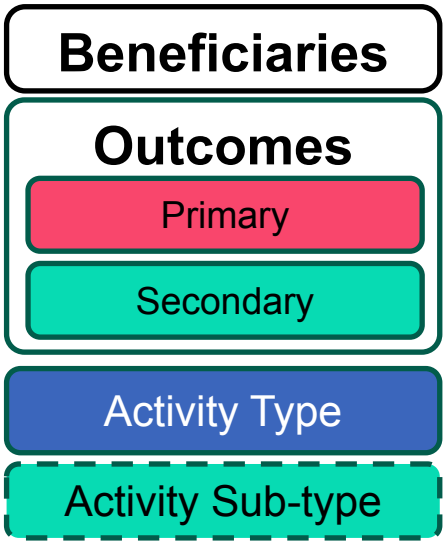


Post-entry MOAT: Theory of Change



Post-entry MOAT: Theory of Change

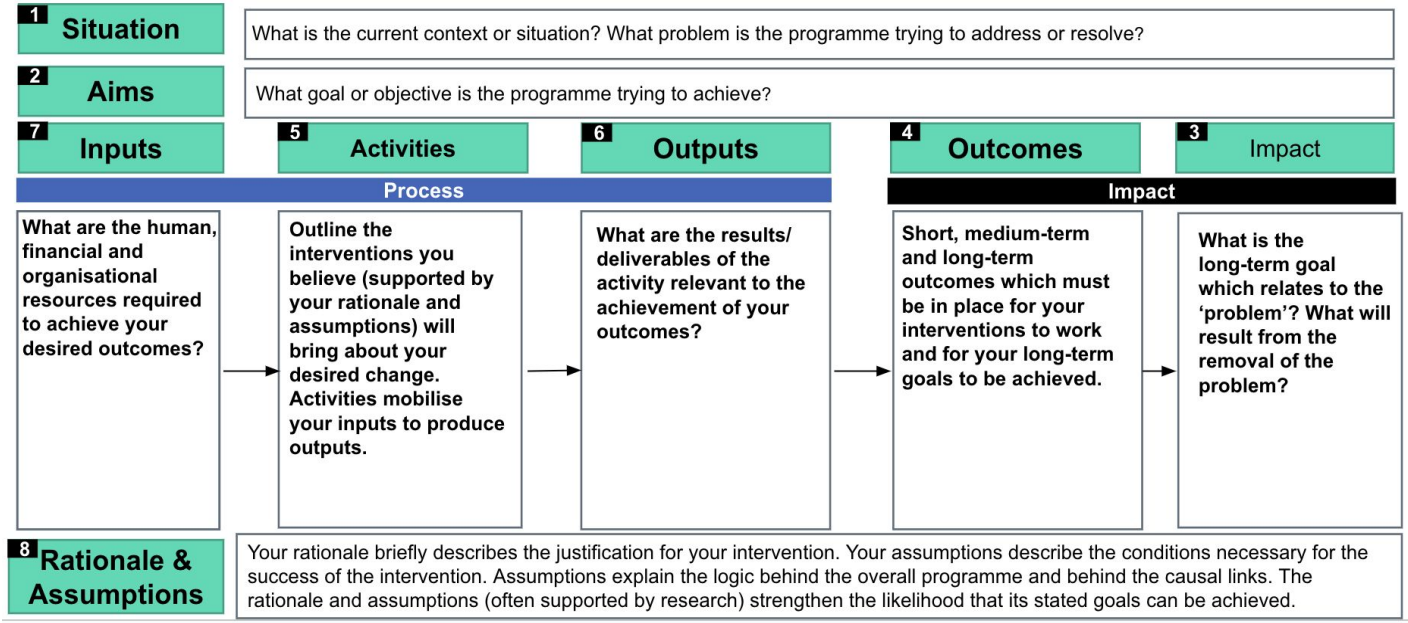
Beneficiaries

Outcomes

- Primary
- Secondary

Activity Type

Activity Sub-type



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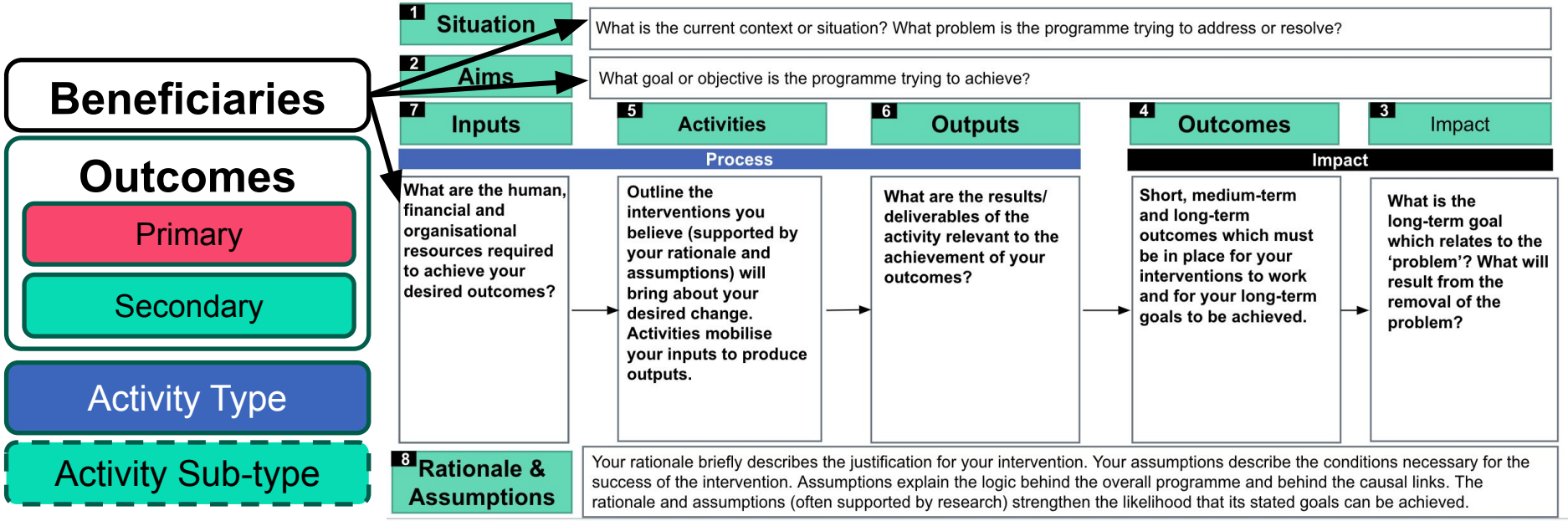

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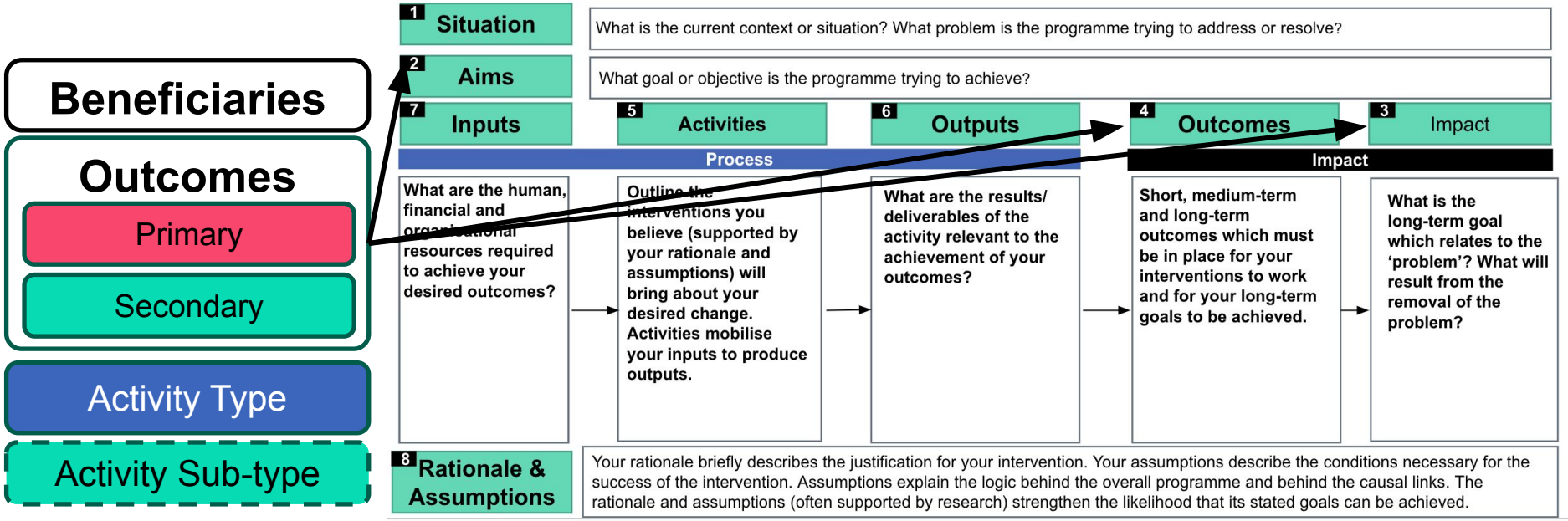

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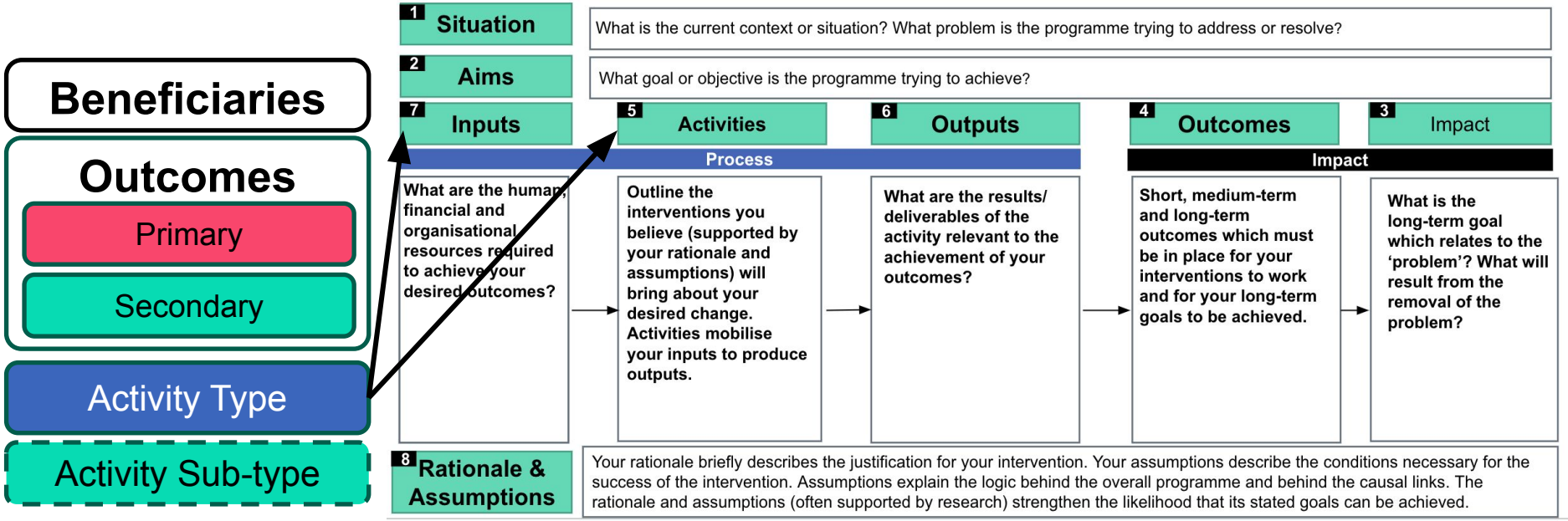
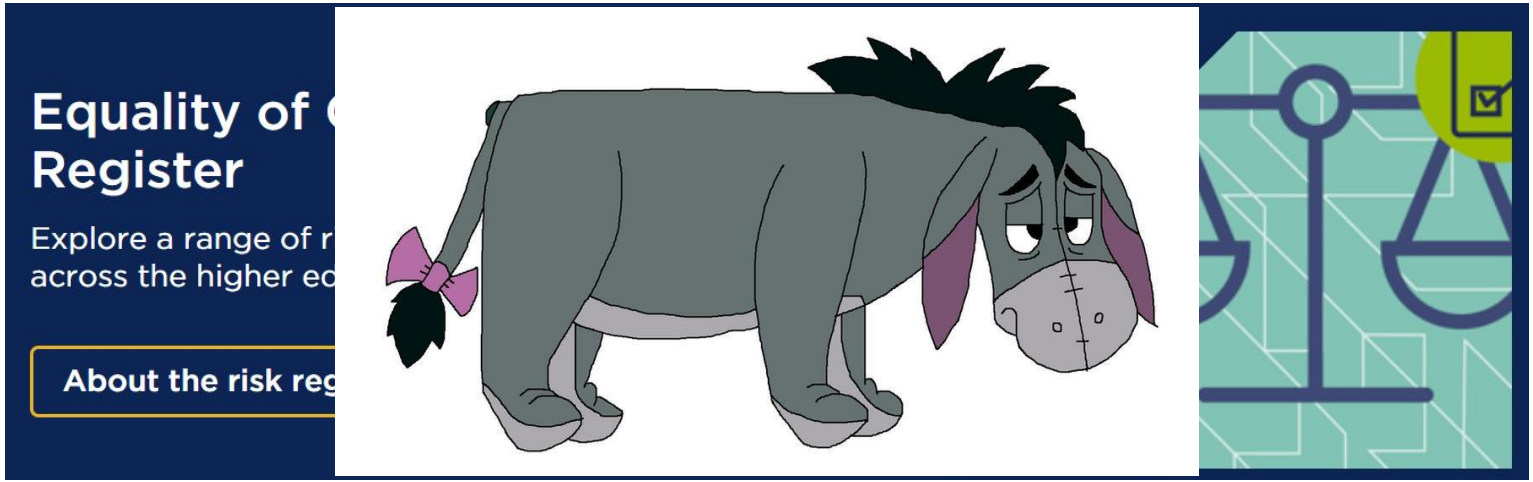


The EORR in the room



Eeyore © hunterxcolleen CC BY-SA 3.0

The EORR in the room

Lifecycle			
Access	On Course	Progression	Risk
X	X	X	Risk 1: Knowledge and skills
X	X	X	Risk 2: Information and guidance
X	X	X	Risk 3: Perception of higher education
X	X	X	Risk 4: Application success rates
X	X	X	Risk 5: Limited choice of course type and delivery mode
	X	X	Risk 6: Insufficient academic support
	X	X	Risk 7: Insufficient personal support
	X	X	Risk 8: Mental health
X	X	X	Risk 9: Ongoing impacts of coronavirus
X	X	X	Risk 10: Cost pressures
X	X	X	Risk 11: Capacity issues
X	X	X	Risk 12: Progression from higher education

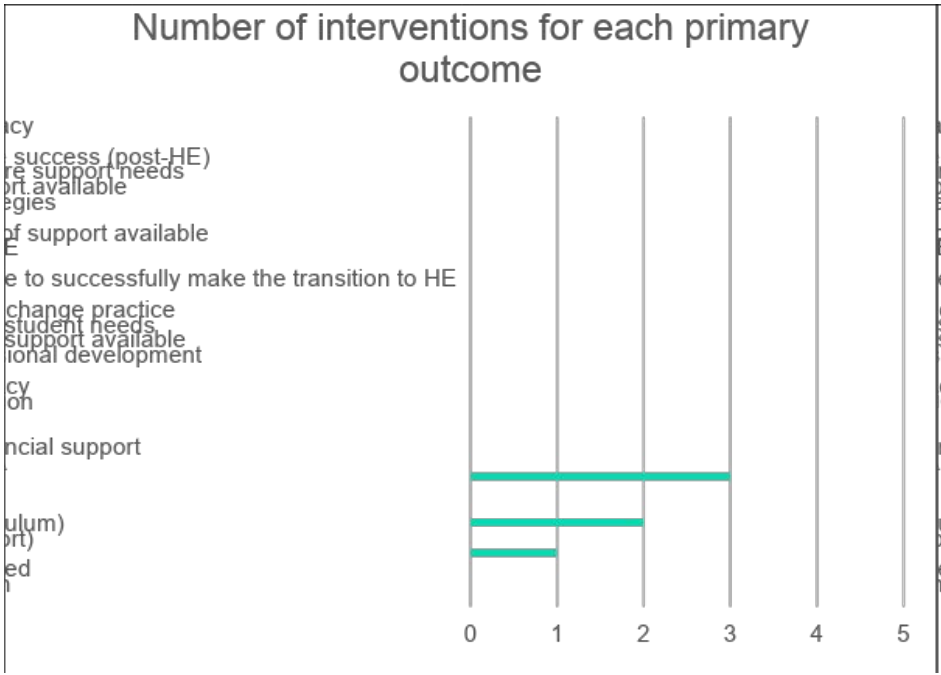
Intervention recording worksheet…

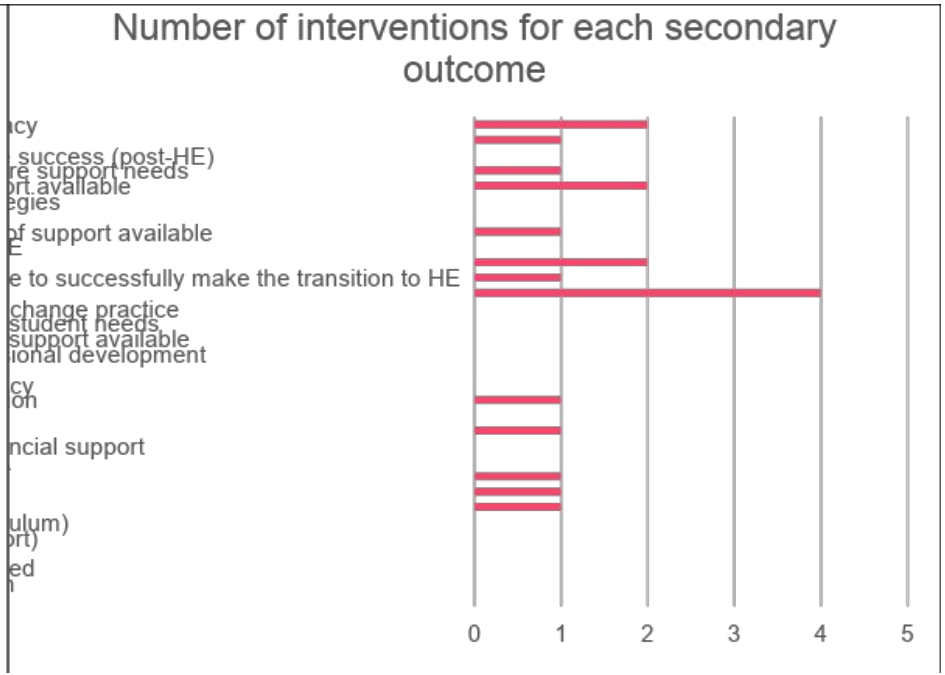
TASO Transforming Access and Student Outcomes in Higher Education

Example sheet to record interventions

	Beneficiaries			Outcomes					
Intervention name	Provider level(s)	Student Group(s)	Student sub-group	Primary Outcome	Secondary outcome 1	Secondary outcome 2	Secondary outcome 3	Secondary outcome 4	
Score as I learn (SAIL)	Course	Students with non-traditional qualifications Other	Students with BTECs and International Students	engagement (curriculu	attainment	student self-regulation			
Black leadership Programme	Whole provider Year group	Marginalised ethnic groups	Black Students	engagement (curriculu	wellbeing	social self-efficacy	sense of belonging	cognitive strategies	
Peer assisted learning (Mentees)	Whole provider Year group	Other	First-year students	attainment	skills and knowledge tc	continuation	academic self-efficacy	social self-efficacy	
Peer assisted learning (Mentors)	Whole provider Year group	Other	Second-year student	attainment	completion	positive progression	social self-efficacy		
Lancaster Success Programme	Whole provider Year group	Contextual offer holder Students with non-traditional qualifications Students selected using area-based measures	POLAR4 Quintile 1	attainment	academic self-efficacy	sense of belonging	positive progression	social self-efficacy	
Supporting Disabled Students	Whole provider Year group	Disabled students (inc. Special Educational Needs)		enrolment	confidence to declare s	knowledge of support a	skills and knowledge tc	parent: knowledge of sup	

Intervention recording worksheet…





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A fortress of MOATs

Pre-entry MOAT

Attainment-raising Pre-entry MOAT

Post-entry MOAT

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Summary and next steps

- Framework for coding most post-entry student support activities (not SMH though)
- Aid evaluation within and across providers
- Call on system developers to incorporate the post-entry MOAT

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Q&A

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Refreshment break

15:30–16:00

Next: Navigating ethics in HE evaluation

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