



## **Department of Performance Monitoring and Evaluation**

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# **Report on the Assessment of Government Evaluations**

**Summative evaluation of the West Coast College [WCC]**

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**Date Evaluation was completed:** 01 March 2009

**Name of assessor:** Ray Basson

**Evaluation Number:** 2

**Date Assessment Completed:** 07 February 2013

## Evaluation Assessment Details

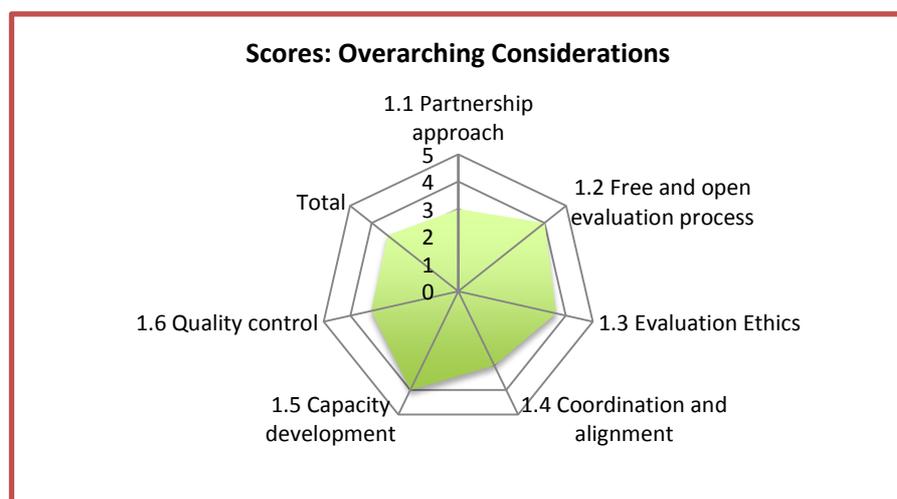
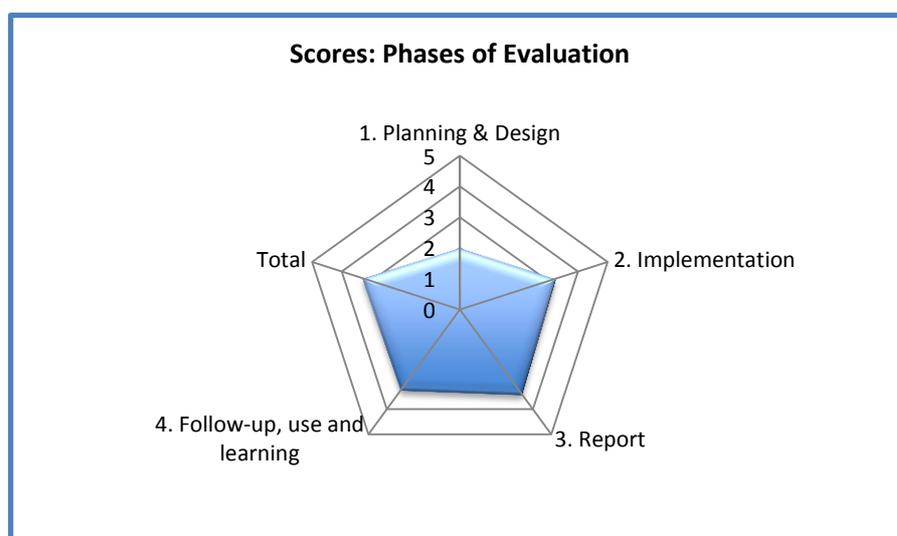
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Title of evaluation report	Summative evaluation of the West Coast College [WCC]
Completion Date of Evaluation	01 March 2009
Name of Assessor	Ray Basson
Evaluation Number	2
Completion Date of Assessment	07 February 2013
Initiated by	DANIDA
Evaluation undertaken by	Human Science Research Council (ESSD Unit)
Evaluation area / sector	Education
	<i>Additional</i>
National Outcome	Outcome 1
	<i>Additional</i>
Type of Evaluation	Impact
	<i>Additional</i>
What is being evaluated	Institution
	<i>Additional</i>
Geographic Scope	District
Period of Evaluation	1-2 months
Known Cost of Evaluation	Not Known

### Quality Assessment Scores

Phase of Evaluation	Score
Planning & Design	2.00
Implementation	3.24
Report	3.39
Follow-up, use and learning	3.21
<b>Total</b>	<b>3.19</b>

Overarching Consideration	Score
Partnership approach	3.00
Free and open evaluation process	4.00
Evaluation Ethics	3.64
Coordination and alignment	3.00
Capacity Development	4.00
Quality control	3.23



## 1. Planning & Design

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### 1.1. Clarity of Purpose and Scope in TOR

**STANDARD:** *The evaluation was guided by a TOR with at least the following sections explicit: purpose, scope and objectives; expectations regarding design and methodology; resources and time allocated; reporting requirements; expectations regarding evaluation process and products..*

#### Comment and Analysis

Not applicable.

**Rating** **N/A**

**STANDARD:** *The purpose of the evaluation was clear and explicit in the TOR*

#### Comment and Analysis

In the absence of clear statements of the Purpose of the evaluation, evaluation questions, methods and overall design, these have to be looked for in the report and assumed to be accurate. On page 1 [Introduction] it states that the current assessment is designed ".to monitor and evaluate the achievements at the college since the baseline assessment." [in June-July 2007]. The Report then provides an Historical Profile of the College, a profile of student numbers 2006-2009 and the facilities of its 12 campus sites 2007-2009, followed by a comparison of the 2009 rating of college Infrastructure and Facilities with these in 2007.

**Rating** **1**

**STANDARD:** *The evaluation questions were clearly stated in the TOR and appropriate to addressing the evaluation purpose*

#### Comment and Analysis

No evaluation questions are stated as such in the Report. 4 are suggested. On p16/24, "growth" and "changes" 2007-9, is suggested. On p27, the "Adequacy of Infrastructure" [following Danida funded interventions 2006-8], is suggested. On p35/44, "rating" with "comment" is suggested [West Cape Department of Education FET Directorate [WCED] [on 7 "dimensions" in 2009 compared to 2007 baseline], is suggested. On p42, "rating" the College on 26 "characteristics" [by lecturers and campus managers], an "overall rating" [by the HSRC evaluator], with "supporting reasons" 2007-2009, is suggested. And, on p87 "strengths and weaknesses" by 'dimension', is suggested.

**Rating** **1**

**STANDARD: The approach and type of evaluation was suited to the purpose and scope of the evaluation TOR**

**Comment and Analysis**

A summative or impact evaluation is appropriate for this evaluation.

**Rating** 3

**STANDARD: Intended users and their information needs were identified in the TOR**

**Comment and Analysis**

Not known. Not applicable.

**Rating** N/A

**STANDARD: Key stakeholders were involved in the scoping of the TOR and determining the purpose of the evaluation**

**Comment and Analysis**

Not known. Not applicable.

**Rating** N/A

## 1.2. Evaluation was adequately resourced

**STANDARD: The evaluation was adequately resourced in terms of time allocated**

### **Comment and Analysis**

1-2 months, which appeared appropriate for a rapid evaluation of this type.

**Rating** 3

**STANDARD: The evaluation was adequately resourced in terms of original budget**

### **Comment and Analysis**

Not known.

**Rating** N/A

**STANDARD: The evaluation was adequately resourced in terms of staffing and skills sets**

### **Comment and Analysis**

These included personnel from the WCDE, an evaluator from the HSRC, College personnel, a project manager and a project administrator, and others involved in conceptualizing of the study and methodology.

**Rating** 3

**STANDARD: Where appropriate, the evaluation planned to incorporate an element of capacity building of partners/staff responsible for the evaluand**

**Comment and Analysis**

Not known.

**Rating** N/A

**1.3. Alignment to Policy Context and Background Literature**

**STANDARD: There was evidence that a review of the relevant policy and programme environments had been conducted and used in the planning of the evaluation by the evaluators**

**Comment and Analysis**

Not known.

**Rating** N/A

**STANDARD: There was evidence of a review of appropriate literature having been conducted and used in the planning of the evaluation by the evaluators**

**Comment and Analysis**

A baseline study in 2007 was extensively referred to in the study. Less so were 2 WCC documents and a document from the WC Treasury. No wider literature was reviewed.

**Rating** 2

**1.4. The evaluation methods planned were appropriate to the project**

**STANDARD: There was explicit reference to the intervention logic or the theory of change of the evaluand in the planning of the evaluation**

**Comment and Analysis**

Not known. Not applicable.

**Rating** N/A

**STANDARD: Key stakeholders were consulted on the design and methodology of the evaluation**

**Comment and Analysis**

Not known. Not applicable.

**Rating** N/A

**STANDARD: The planned methodology was appropriate to the questions being asked**

**Comment and Analysis**

There is evidence that methods were planned. Using a baseline to gauge impact, focus group activities to rate the College, rating instruments, and the like, seem appropriate to the evaluation questions. However, in the absence of explicit questions it is hard to assess if instruments are appropriate to them.

**Rating** 2

**STANDARD: Planned sampling was appropriate and adequate given the focus and purpose of evaluation**

**Comment and Analysis**

Not applicable [the sample was the population].

**Rating** N/A

**STANDARD: There was a planned process for using the findings of the evaluation prior to undertaking the evaluation**

**Comment and Analysis**

Not known.

**Rating** N/A

**1.5. Inception phase**

**STANDARD: The inception phase was used to develop a common agreement on how the evaluation would be implemented**

**Comment and Analysis**

Not known. Not applicable.

**Rating** N/A

## 2. Implementation

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### 2.1. Ethical Review and Considerations

**STANDARD:** *Where data was gathered in contexts where ethical sensitivity is high, appropriate clearance was obtained through an ethics review board; e.g. in evaluation involving minors, institutions where access usually requires ethical or bureaucratic clearance, and situations where assurances of confidentiality was offered to participants*

#### **Comment and Analysis**

As the WCDE was involved, one assumes that appropriate ethical clearance procedures were followed. However, ethical clearance procedures were not made explicit in the Report.

**Rating** N/A

### 2.2. Evaluator independence

**STANDARD:** *Where external, evaluation team was able to work freely without significant interference*

#### **Comment and Analysis**

The evaluation was external to the College, but part internal to the WCDE, and managed, with advisers, by the HSRC. As such, the impression is given the evaluation was conducted without significant interference.

**Rating** 3

**STANDARD: The evaluation team was impartial and there was no evidence of conflict of interest**

**Comment and Analysis**

The evaluation team, it would seem from the Report, was impartial. However, there might have been a conflict of interest with the WCDE rating one if its own FET colleges.

**Rating** 3

### 2.3. Key stakeholder involvement

**STANDARD: Key stakeholders were consulted through a formalised mechanism or institutional arrangement during the evaluation**

**Comment and Analysis**

Not known.

**Rating** N/A

**STANDARD: Where appropriate, an element of capacity building of partners responsible for the evaluand was incorporated into the evaluation**

**Comment and Analysis**

Not known. Not applicable.

**Rating** N/A

## 2.4. Methodology

**STANDARD: The methods employed in the process of the evaluation were consistent with those planned**

**Comment and Analysis**

This appears to be the case.

**Rating** 2

**STANDARD: Data collection was not compromised by fieldwork-level problems or unplanned diversions from original intentions**

**Comment and Analysis**

No problems or diversions were had collecting data.

**Rating** 3

**STANDARD: Forms of data gathering were appropriate given the scope of evaluation**

**Comment and Analysis**

Forms of data gathering were appropriate.

**Rating** 3

**STANDARD: The data analysis approach and methods were appropriate and sufficient given the purposes of the evaluation**

**Comment and Analysis**

Data analysis was appropriate for the evaluation.

**Rating** 4

**STANDARD: Key stakeholders were significantly engaged as part of the methodology**

**Comment and Analysis**

College personnel, WCDE officials as well as the HSRC evaluator were involved in the the methodology of the evaluation.

**Rating** 3

**STANDARD: The methodology included engaging beneficiaries appropriately as a key source of data and information**

**Comment and Analysis**

As beneficiaries, the WW College CEO, Camps managers, and selected personnel were engaged as a key source of data, in this evaluation.

**Rating** 3

## 2.5. Project management

**STANDARD: The evaluation was conducted without shifts to scheduled project milestones and timeframes**

### Comment and Analysis

Not known. Not applicable.

**Rating** N/A

## 3. Report

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**3.1. Report was well-structured and presentation was clear and complete in each of these areas**

**STANDARD: Executive summary captured key components of the report appropriately**

### Comment and Analysis

There was no executive summary in the report.

**Rating** N/A

**STANDARD: The context of the development intervention was explicit and presented as relevant to the evaluation**

### Comment and Analysis

The context of the development intervention [SESDI 11] was discussed, entailing its historical context, college profile, infrastructure and facilities, as well as preceding intervention [SESDI 1]. However, the wider context of FET colleges in the province, their purpose and location within the educational system in the country was not discussed, nor were FET colleges, or their equivalent, elsewhere.

**Rating** 3

**STANDARD: There was a clear rationale for the evaluation questions****Comment and Analysis**

The logic appeared to be clear if not made explicit, broadly to find if the programme had strengthened the College in different ways including against a baseline.

**Rating** 4

**STANDARD: The scope or focus of the evaluation was apparent in the report****Comment and Analysis**

The scope and focus of the evaluation was not explicit in the Report. But as indicated above, could be pieced together with some confidence from its various parts.

**Rating** 2

**STANDARD: A detailed methodology was outlined in the relevant section of a report (full report or 1/3/25) to the point that a reader could understand the data collection, analysis and interpretation****Comment and Analysis**

There was no methodology section in the Report, detailing data collection, analysis and interpretation. This information was fugitive having to be pieced together by the assessor. A study in 2007 provided a baseline against which to gauge impact, focussed groups of college personnel provided rating data of the college, these and other document available to the HSRC evaluator provided data for his/her assessment of the college, rating instruments were developed.

**Rating** 4

**STANDARD: Key findings were presented in a clear way; they were made distinct from uncertain or speculative findings; and unused data was not presented in the body of the report**

**Comment and Analysis**

Key findings were presented clearly. Generally, a discussion of findings were preceded by a summary of the findings, which prepared the reader for the detailed discussion which followed. In the main, findings were based on raw scores, tabularised in multiple tables and figures, in which confidence could be placed. There was thus little space for speculative findings. Unused data was not presented.

**Rating** 4

**STANDARD: Conclusions and recommendations were clear and succinctly articulated**

**Comment and Analysis**

Conclusions and recommendations were clear and succinct.

**Rating** 4

**STANDARD: Acknowledgement of limitations of all aspects of the methodology and findings were clearly and succinctly articulated**

**Comment and Analysis**

Limitations were not acknowledged in the report. Not known.

**Rating** N/A

### 3.2. Writing and presentation

**STANDARD: Quality of writing and presentation was adequate for publication including: adequate layout and consistent formatting; complete sentences and no widespread grammatical or typographical errors; consistency of style and writing conventions (e.g. tense, perspective (first person, third person); levels of formality; references complete and consistent with cited references in reference list and vice versa; etc)**

#### Comment and Analysis

The report was well laid out and formatted. But as shown above, it is not adequate for publication. For example, "rate" often was used for "rating", and words in several places were omitted in sentences [eg: p91, line 2, "...severe as a result."; the word pressure seems omitted]. Grammatical errors and typographical errors are absent in the main, and the style is consistent. References are not used in the text (eg: Department of Education 2007, FET Colleges), but are cited in the Bibliography. And, it is not clear if the WCDE report on FET Colleges (2007) is the baseline study. The Glossary needs a lot of additions to reflect acronyms used in the text.

**Rating** 3

**STANDARD: Appropriate conventions were used in presentation of data (e.g. use of appropriate statistical language; reporting of p-values where appropriate; not reporting statistically insignificant findings as significant; clarifying disaggregation categories in constructing percentages; not using quantitative language in reporting qualitative data, etc.)**

#### Comment and Analysis

Raw scores were used mainly in tables and figures, which for this evaluation, was appropriate.

**Rating** 4

### 3.3. Presentation of findings

**STANDARD: The use of figures and tables was such that it supported communication and comprehension of results; and data reported in figures and tables was readily discernible and useful to a reader familiar with data presentation conventions**

**Comment and Analysis**

Tables and figures supported communication and comprehension of results. Data reported in them were readily discernable and useful to the reader.

**Rating** 4

**STANDARD: Data analysis appeared to have been well executed**

**Comment and Analysis**

Data analysis appeared to be well executed.

**Rating** 3

**STANDARD: Findings were supported by available evidence**

**Comment and Analysis**

Findings were supported by available evidence.

**Rating** 4

***STANDARD: The evidence gathered was sufficiently and appropriately analysed to support the argument***

**Comment and Analysis**

The evidence appeared to be sufficiently and appropriately analysed.

**Rating** **3**

***STANDARD: There was appropriate recognition of the possibility of alternative interpretations***

**Comment and Analysis**

There was no appreciation of the possibility of alternative interpretations.

**Rating** **2**

***STANDARD: The report appeared free of significant methodological and analytic flaws***

**Comment and Analysis**

For its purpose, the evaluation report appeared to be free of methodological and analytic errors.

**Rating** **3**

### 3.4. Conclusions

**STANDARD: Conclusions were derived from evidence**

**Comment and Analysis**

Conclusion were derived from evidence.

**Rating** **3**

**STANDARD: Conclusions took into account relevant empirical and/or analytic work from related research studies and evaluations**

**Comment and Analysis**

Conclusions took into account a baseline study completed in 2007 [ratings and justifications for them].

**Rating** **4**

**STANDARD: Conclusions addressed the original evaluation purpose and questions**

**Comment and Analysis**

As the original purpose and questions were not explicitly stated as such, these were reconstructed in this assessment and seem to be addressed.

**Rating** **2**

**STANDARD: Conclusions were drawn with explicit reference to the intervention logic or theory of change**

**Comment and Analysis**

Not known. Not applicable.

**Rating** N/A

**3.5. Recommendations**

**STANDARD: Recommendations were made in consultation with appropriate sectoral partners or experts**

**Comment and Analysis**

Not known. Not applicable

**Rating** N/A

**STANDARD: Recommendations were shaped following input or review by relevant government officials and other relevant stakeholders**

**Comment and Analysis**

Not known . Not applicable.

**Rating** N/A

**STANDARD: Recommendations were relevant to the policy context****Comment and Analysis**

Not known. Not applicable.

**Rating** N/A

**STANDARD: Recommendations were targetted to a specific audience sufficiently - were specific, feasible, affordable and acceptable****Comment and Analysis**

Recommendations appear to be specific and feasible. They target the College mainly [12], and the WCDE [2]. An indication of the substance intended in recommendations - what "support", what "guidance" - would increase their use by the college.

**Rating** 4

**3.6. Relevant limitations of the evaluation have been noted****STANDARD: Relevant limitations of the evaluation were noted****Comment and Analysis**

Relevant limitations of the study were not noted by the writers in the final report. But, the design and methodology was conceptualised under advisement of colleagues, it appears, from the HSRC.

**Rating** 2

### 3.7 Protection of participants and risk considerations

**STANDARD: The full report documented procedures intended to ensure confidentiality and to secure informed consent where this was needed (in some cases this is not needed - e.g. evaluation synthesis - in which case N/A should be recorded)**

#### Comment and Analysis

Not known. Not applicable.

**Rating** N/A

**STANDARD: There were no risks to participants in disseminating the original report on a public website**

#### Comment and Analysis

Individuals in named positions could be at risk from the report going public, but perhaps no more so than in public debate about the college.

**Rating** 4

**STANDARD: There were no unfair risks to institutions in disseminating the original report on a public website**

#### Comment and Analysis

Aside from the usual risks of exposing the soft underbelly of an institution with the original report being uploaded on a public website, no other unfair risks seem inherent in it going public.

**Rating** 4

## 4. Follow-up, use and learning

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### 4.1. Presentation to stakeholders

**STANDARD: Results were presented to all relevant stakeholders**

#### Comment and Analysis

Not known. Not applicable.

**Rating** N/A

### 4.2. Resource utilisation

**STANDARD: The evaluation was completed within the planned timeframes**

#### Comment and Analysis

The evaluation was completed within the planned timeframes.

**Rating** 4

**STANDARD: The evaluation was completed within the agreed budget**

#### Comment and Analysis

The evaluation was also completed within the planned budget.

**Rating** 4

### 4.3. Transparency

**STANDARD: The report was publicly available (website or otherwise published document), except where there were legitimate security concerns**

#### Comment and Analysis

The Report was accessible on the HSRC website.

**Rating** 4

### 4.4. Lessons learnt

**STANDARD: After completion of the evaluation, a reflective process was undertaken by staff responsible for the evaluand to reflect on what could be done to strengthen future evaluations**

#### Comment and Analysis

Reflecting on the evaluation, it seemed to go well and without any real challenges. Having clear aims for the evaluation and buy-in from evaluatees, worked best for them.

**Rating** N/A

### 4.5. Symbolic and conceptual value

**STANDARD: The evaluation study was seen by interviewed stakeholders as having added significant symbolic value to the policy or programme (eg raised its profile)**

#### Comment and Analysis

The evaluation appeared to be seen by interviewed stakeholders to have added value to the programme.

**Rating** 3

**STANDARD: The evaluation study was of conceptual value in understanding what has happened and possibly in shaping policy and practice**

#### **Comment and Analysis**

The evaluation appeared to have conceptual value for the further development of the WCC as well as to shape its policy and practice going forward.

**Rating** 3

#### **4.6. Utilisation of findings and recommendations**

**STANDARD: There was clear evidence of instrumental use - that the recommendations of the evaluation were implemented to a significant extent**

#### **Comment and Analysis**

There is no clear evidence of instrumental use. But interview data indicates use was part of the evaluation process, and they can imagine that recommendations have been used.

**Rating** 3

**STANDARD: There was clear evidence that the evaluation has had a positive influence on the evaluand, its stakeholders and beneficiaries over the medium to long term**

#### **Comment and Analysis**

There is no clear evidence of positive influence on the evaluand. But as above, the evaluation team can imagine it influenced stakeholders in the medium term.

**Rating** 3

## **References**

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Garish, C, Taylor, V and Netshitangani, T (2009). Summative Evaluation West Cape College.

## **List of Interviewees**

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G Kruss, Project Manager, HSRC; Telephonic Interview, 24/1/2013.

C Garish, Evaluator, HSRC; Telephonic Interview, 28/1/2013.