

Evaluation Capability Assessment Tool Results

UOW Equity Teams

September – November 2025

RooftopSocial

EVIDENCE FOR GOOD

In summary

Overall across the four UOW equity teams that participated:

- One domain was seen as 'absent' by 3 out of 4 teams: Data and IT Systems to Support Research/Evaluation
- All other domains were seen to be 'emerging'
- No domains were reported as 'opposed'
- No domains were reported as 'embedded' or 'leading'

1=opposed, 2=absent, 3=emerging, 4=embedded, 5=leading

How we could grow from Emerging → Embedded

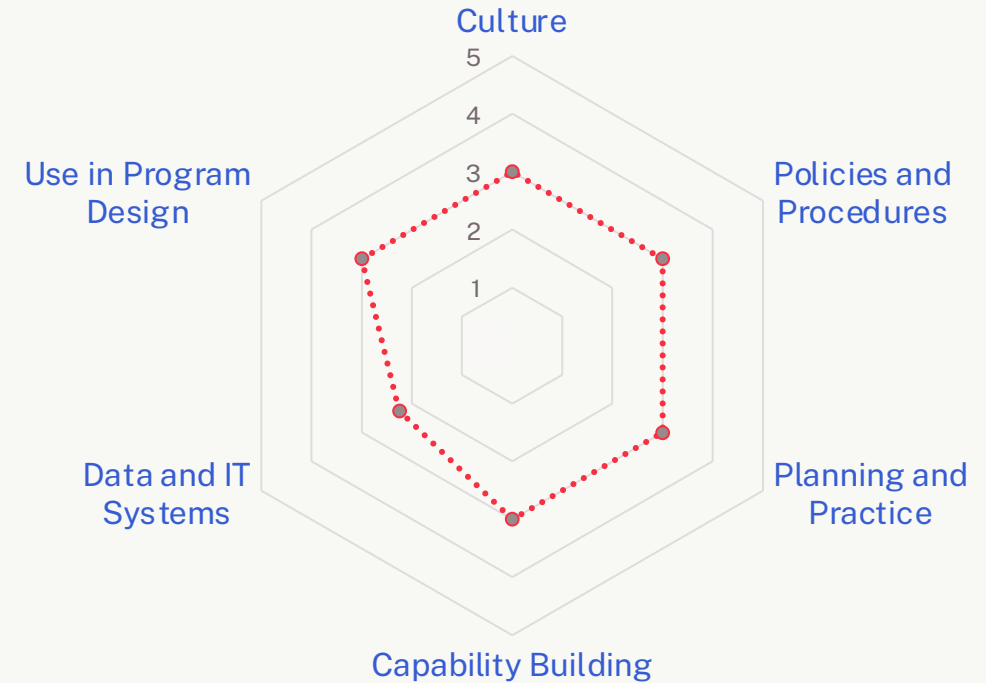
- Celebrate successes, use early adopters to build awareness/interest
- Begin process of ensuring consistency
- Encourage reflection and action

How we could grow from Absent → Emerging

- Raise awareness and articulate the case for change
- Introduce practice into role descriptions
- Provide worked examples and training

Evaluation Capacity Building Assessment

... Average across all teams



Retention Team

For the Retention team:

- One domain was seen as 'absent': Data and IT Systems to Support Research/Evaluation
- All other domains were seen to be 'emerging'
- No domains were reported as 'opposed'
- No domains were reported as 'embedded' or 'leading'

1=opposed, 2=absent, 3=emerging, 4=embedded, 5=leading

How we could grow from Emerging → Embedded

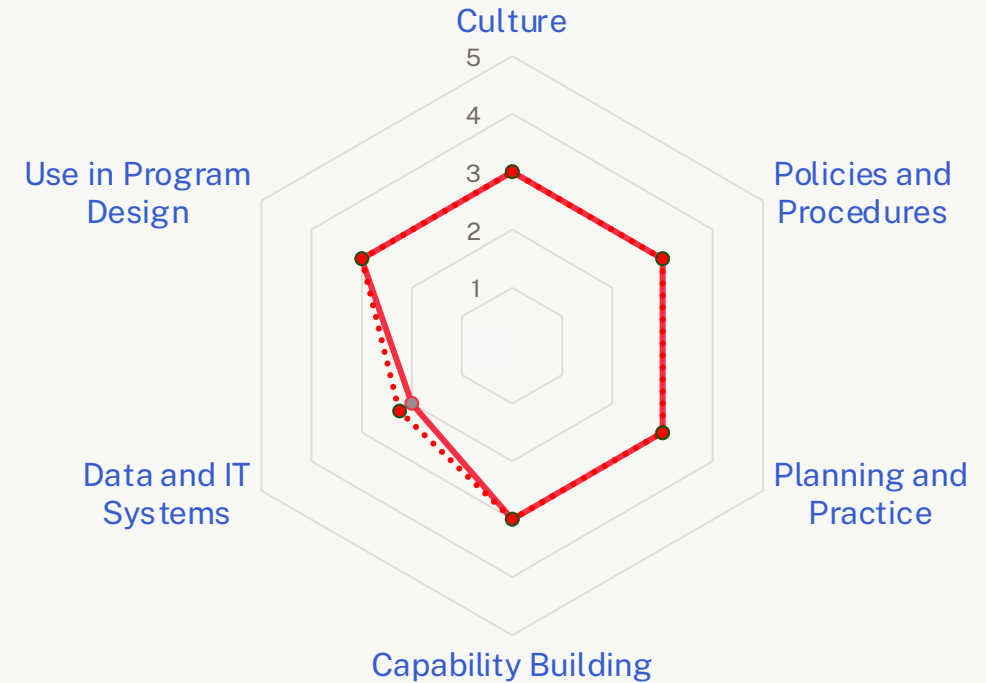
- Celebrate successes, use early adopters to build awareness/interest
- Begin process of ensuring consistency
- Encourage reflection and action

How we could grow from Absent → Emerging

- Raise awareness and articulate the case for change
- Introduce practice into role descriptions
- Provide worked examples and training

Evaluation Capacity Building Assessment

—●— Retention team ···· Average across all teams



Equity Scholarships Team

For the Equity Scholarships team:

- All domains were seen to be 'emerging'
- No domains were reported as 'opposed'
- No domains were reported as 'embedded' or 'leading'

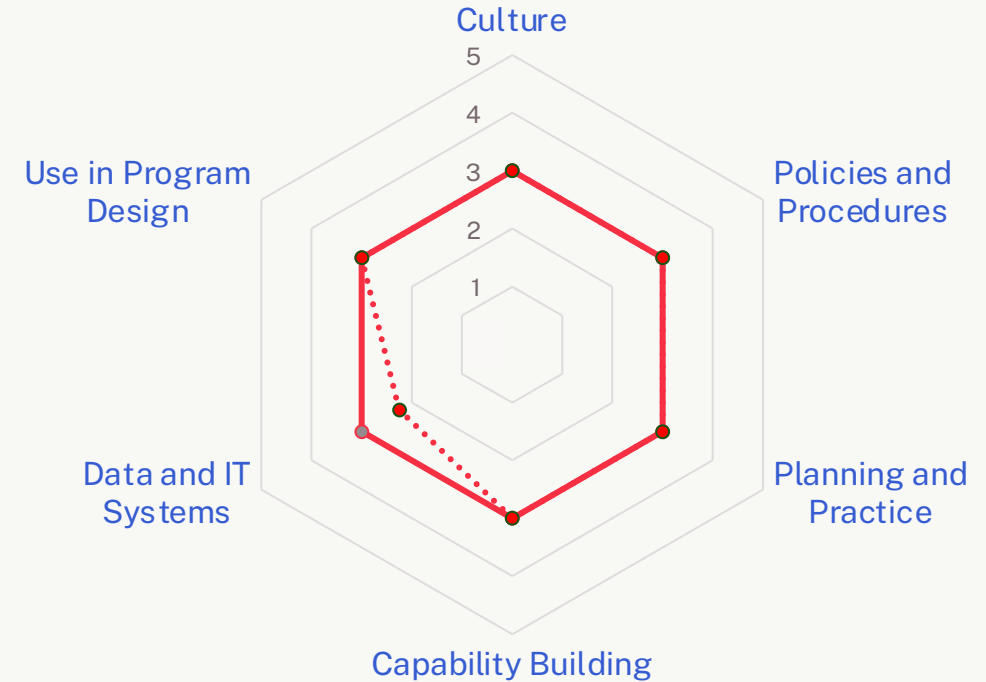
1=opposed, 2=absent, 3=emerging, 4=embedded, 5=leading

How we could grow from Emerging → Embedded

- Celebrate successes, use early adopters to build awareness/interest
- Begin process of ensuring consistency
- Encourage reflection and action

Evaluation Capacity Building Assessment

—●— Equity Scholarships team ...●... Average across all teams



Outreach Programs (FSIE) team

For the Outreach Programs (FSIE) team:

- One domain was seen as 'absent': Data and IT Systems to Support Research/Evaluation
- All other domains were seen to be 'emerging'
- No domains were reported as 'opposed'
- No domains were reported as 'embedded' or 'leading'

1=opposed, 2=absent, 3=emerging, 4=embedded, 5=leading

How we could grow from Emerging → Embedded

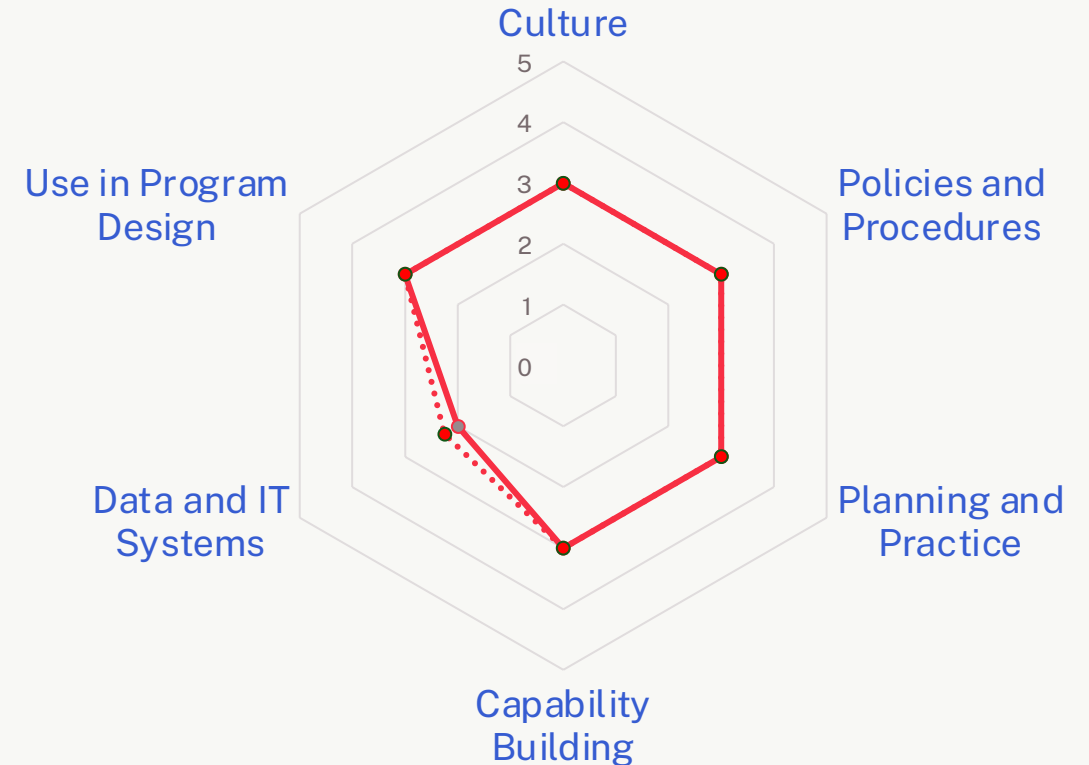
- Celebrate successes, use early adopters to build awareness/interest
- Begin process of ensuring consistency
- Encourage reflection and action

How we could grow from Absent → Emerging

- Raise awareness and articulate the case for change
- Introduce practice into role descriptions
- Provide worked examples and training

Evaluation Capacity Building Assessment

—●— Outreach Programs (FSIE) team ···●··· Average across all teams



Student Academic Success team Evaluation Capacity Building Assessment

—●— Student Academic Success team ···●··· Average across all teams

For the Student Academic Success team:

- One domain was seen as 'absent': Data and IT Systems to Support Research/Evaluation
- All other domains were seen to be 'emerging'
- No domains were reported as 'opposed'
- No domains were reported as 'embedded' or 'leading'

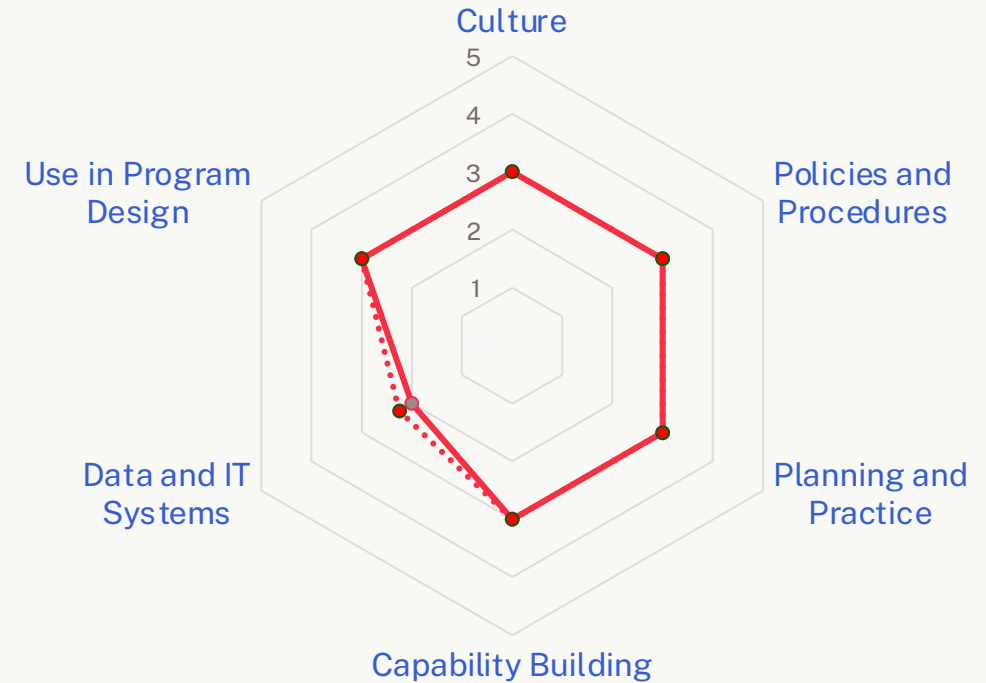
1=opposed, 2=absent, 3=emerging, 4=embedded, 5=leading

How we could grow from Emerging → Embedded

- Celebrate successes, use early adopters to build awareness/interest
- Begin process of ensuring consistency
- Encourage reflection and action

How we could grow from Absent → Emerging

- Raise awareness and articulate the case for change
- Introduce practice into role descriptions
- Provide worked examples and training



Appendix – About the Tool

EVIDENCE FOR GOOD

Evaluation team capability assessment

1. Evaluative culture

OPPOSED - Staff are scared to use evaluations; they actively oppose evaluation or are hostile to it

ABSENT - Evaluation is not understood or else it is seen as unnecessary

EMERGING - There is some awareness of the benefits of evaluation and the need for evidence-informed decision-making

EMBEDDED - There is widespread awareness of the benefits of evaluation, and evidence-informed decision-making is highly valued

LEADING - Staff regularly demonstrate the value they place on evaluation, within the team and with external stakeholders

Evaluation team capability assessment

2. Evaluation policies and procedures

OPPOSED - Our policies and procedures work against the use of evaluation in decision-making

ABSENT - There are no formal evaluation policies and procedures in place

EMERGING - We have some formal evaluation policies and procedures in place, but there are some gaps in coverage and quality is inconsistent

EMBEDDED - Policies and procedures cover most aspects of evaluation, and they are reasonably good at supporting professional practice

LEADING - Our evaluation policies and procedures are extensive, robust, integrated, of proven effectiveness and regularly reviewed to make sure they reflect best practice

Evaluation team capability assessment

3. Evaluation planning and practice

OPPOSED - Staff plan to avoid evaluating their programs or are discouraged from doing so

ABSENT - Staff don't think evaluation planning is necessary. Programs usually either lapse or roll on without much thought about evaluating them

EMERGING - Some projects or programs have evaluation plans in place. When evaluation happens, it is often a scramble to find the data we need

EMBEDDED - Evaluation plans are in place for most projects and programs. Evaluations are prioritised and scaled according to importance and risk

LEADING - Staff model the use of tailored and appropriate evaluation approaches for all or most projects and programs.

Evaluation team capability assessment

4. Evaluation and research capability building

OPPOSED - Developing skills in evaluation and research is seen as a waste of time or discouraged

ABSENT - No effort is put into building evaluation and research capability among staff

EMERGING - There is awareness that staff need skills in evaluation and research, and some training and support is provided

EMBEDDED - Evaluation and research skills are actively supported through targeted training and recruitment

LEADING - We have a reputation for investing in the evaluation and research skills of our people, and our approach to capacity building is recognised by others as 'cutting edge'.

Evaluation capacity assessment

5. Data and IT systems to support research / evaluation

OPPOSED - Barriers and roadblocks are put up to prevent data and IT systems from supporting research and evaluation

ABSENT - Data and IT systems are not designed to support research and evaluation

EMERGING - Relevant data are sometimes available to support research and evaluation but systems could be better integrated

EMBEDDED - Data and IT systems fully support the use of data for research and evaluation

LEADING - Data and IT systems are used in new and innovative ways to support our evolving research and evaluation needs

Evaluation capacity assessment

6. Use of research and evaluation in program design

OPPOSED - Staff are discouraged from using research and evaluation to design and implement projects and programs

ABSENT - Research and evaluation are not taken into account when projects and programs are designed and implemented

EMERGING - Research and evaluation inform some projects and programs, but in an ad hoc way

EMBEDDED - Most of our projects and programs can point to the evidence base that supports them

LEADING - Research and evaluation inform our projects and programs from initial design phase through continuous improvement cycles as part of delivery

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