Annex J: Evaluation Data Matrix

The below matrix outlines which combination of evaluation methods were used to generate data to answer the agreed evaluation questions and were there were data gaps which prevented the evaluators from completely answering the evaluation questions.

Evaluation Questions		Evaluation Methodologies[1]					Extent data answered question	Data Gaps
		SSI-P	SSI-U	SSI-E	LR	AD		
1.1	**How has the program been implemented?**							
1.1.1	Which universities and employers have facilitated/provided Cadetships?					X	The evaluation somewhat answered with question	Data on which universities facilitated cadetships was not routinely captured in administrative data. Data on which employers facilitated cadetships was only available for direct employers, but not for employers who engaged cadets through an intermediary.
1.1.2	How are Indigenous secondary/tertiary students, universities and prospective employers made aware of the Cadetship?	X	X	X			The evaluation answered this question sufficiently	
1.1.3	How much funding has been allocated to the program and what is the unit cost per participant? How does this compare to programs with a similar aim?					X	The evaluation somewhat answered with question	Data on total ICS expenditure was not provided to Inside Policy for analysis. A comparison between the per participant cost of cadetship programs and other Indigenous employment programs was not deemed relevant to the evaluation.

[1] Refer to Semi Structured Interview Guides (Annex I) to see how interview questions were aligned to evaluation questions

	Evaluation Questions	Evaluation Methodologies[1]					Extent data answered question	Data Gaps
		SSI-P	SSI-U	SSI-E	LR	AD		
1.1.4	What added value (if any) do third-party providers bring to the program?	X	X	X		X	The evaluation somewhat answered with question	Inside Policy did not interview employers who engaged cadets through a third-party provider, therefore this was not taken into consideration when answering this question.
1.2	**How was the program designed?**							
1.2.2	To what extent was the program design relevant to the needs of Indigenous students?	X		X			The evaluation answered this question sufficiently	
1.2.1	To what extent have Indigenous Australians, employers and universities been involved in the design and implementation of the program? What effect did this have on the program relevance?		X	X		X	The evaluation answered this question sufficiently	
2.1	**Who are the Cadets and what variables impact on their success or otherwise?**							
2.1.1	What motivates participants and employers to take part in the program?	X		X			The evaluation answered this question sufficiently	

	Evaluation Questions	Evaluation Methodologies[1]					Extent data answered question	Data Gaps
		SSI-P	SSI-U	SSI-E	LR	AD		
2.1.2	What are the educational outcomes of Cadets? Did they complete their degree? If not, at what point did they drop out and why? How does this compare to non-cadet Indigenous dropout rates?	X				X	The evaluation could not answer this question	It was not possible to reliably determine cadet employment outcomes in terms of graduate employment or make a comparison between cadets and non-cadets or Indigenous undergraduates more broadly. Some qualitative themes regarding intermediate cadet employment outcomes were evident and are a reliable (but not statistically significant) indication of outcomes for all cadets.
2.1.3	What are the employment outcomes of Cadets? Did they complete their cadetship and obtain employment on graduation? If so with whom? How does this compare to non-cadet (including those who did not complete their cadetship) Indigenous employment outcomes?	X				X	The evaluation could not answer this question	It was not possible to reliably determine cadet employment outcomes in terms of graduate employment or make a comparison between cadets and non-cadets or Indigenous undergraduates more broadly. Some qualitative themes regarding intermediate cadet employment outcomes were evident and are a reliable (but not statistically significant) indication of outcomes for all cadets.
2.1.4	What is the rate of participation in the full 12-week work placement, and what issues affect participation? What is the relationship between participation in the 12-week work placement and participant's educational and employment outcomes?	X		X		X	The evaluation somewhat answered with question	Data limitations and high margin of error prevented a reliable measure on cadetship completion rates. Qualitative data revealed useful information on issues affecting work placement participation an only limited analysis was possible between work placement participation and education/employment outcomes.
2.1.5	Which students are more likely to participate in the program? Which students are not accessing the program? How do variables such as study area, gender, and location effect the extent to which students access the program?		X			X	The evaluation somewhat answered with question	Demographic characteristics of cadets were available for both ICS and TAEG, however data on course enrolment was only available for ICS as the TAEG database was not designed for education programs.

	Evaluation Questions	Evaluation Methodologies[1]					Extent data answered question	Data Gaps
		SSI-P	SSI-U	SSI-E	LR	AD		
2.1.6	What is the relationship between the model used by universities/employers/third party providers to identify, recruit and support cadets, and the level of satisfaction and/or outcomes achieved by participants?	X	X			X	The evaluation somewhat answered with question	The data was somewhat able to answer this question but was limited by the same issued described above and throughout the report.
2.2	**To what extent did the program meet the needs and expectations of participants and stakeholders?**							
2.2.1	What are participant's and employers' experience with the minimum 12-week work placement? What is the average work placement? What are the issues/successes around work placements?	X		X		X	The evaluation answered this question sufficiently	
2.2.2	What are participant's experiences with the study and equipment allowance, including the amount, frequency and method of payment, and impact on other payments, such as social security and scholarships.	X		X			The evaluation answered this question sufficiently	
2.2.3	What is the overall level of satisfaction by participants/universities/employers/providers in the program? What factors influence participant/employer satisfaction?	X	X	X			The evaluation answered this question sufficiently	
2.3	**Which universities have been most successful in engaging and retaining Cadets?**							
2.3.1	How do the universities support their Indigenous cohorts more broadly and Cadets specifically?	X	X				The evaluation somewhat answered with question	Data was able to answer this question, although the sample of universities was relatively small.

	Evaluation Questions	Evaluation Methodologies[1]					Extent data answered question	Data Gaps
		SSI-P	SSI-U	SSI-E	LR	AD		
2.3.2	Does the university have a Cadetship intake into employment? If so, have they employed Cadets through the ICS/TAEG-cadets program?		X				The evaluation answered this question sufficiently	
2.3.3	How do universities promote Cadetships and utilise Cadets as role models?		X				The evaluation answered this question sufficiently	
2.3.4	Are Cadets eligible for other financial support from the university?	X	X				The evaluation answered this question sufficiently	
2.3.5	Is there a best practice model that other universities could replicate?		X				The evaluation somewhat answered with question	There was limited information on best practice among universities, given their fairly minor role in the program.
2.4	**Which employers have been most successful in engaging and retaining Cadets?**							
2.4.1	How do employers support their Indigenous employees during the work placement?	X		X			The evaluation answered this question sufficiently	

	Evaluation Questions	Evaluation Methodologies[1]					Extent data answered question	Data Gaps
		SSI-P	SSI-U	SSI-E	LR	AD		
2.4.2	What specific career advancement opportunities do they provide Cadets/Indigenous employees?	X		X			The evaluation answered this question sufficiently	
2.4.3	How do outcomes vary by participant and between direct employer and third-party provider models?	X				X	The evaluation somewhat answered with question	Data on differences in cadetship completion rates between direct employers and third-party providers was available in administrative data (albeit with several caveats), there was also some themes on other employment outcomes evidence in qualitative data, however the sample size was small.
2.4.4	How many Cadets are placed into graduate employment programs?			X		X	The evaluation answered this question sufficiently	
2.4.5	Is there a best practice model that other employers could replicate?			X	X		The evaluation answered this question sufficiently	
2.4.6	What percentage of employers are government – local, state and federal?					X	The evaluation somewhat answered with question	Data on employers was only available for direct employers, not those who engaged cadets through a third-party provider.

	Evaluation Questions	Evaluation Methodologies[1]					Extent data answered question	Data Gaps
		SSI-P	SSI-U	SSI-E	LR	AD		
3.1	**What do the outcomes tell us about the efficiency and effectiveness of this program?**							
3.1.1	How can the funding model be improved? (For example, could the same outcomes have been achieved with less funding? Could additional resources have enhanced the program outcomes? If so, how?				X		The evaluation answered this question sufficiently	
3.1.2	How can the chances of continued employment and career progression be improved?	X	X	X			The evaluation answered this question sufficiently	
3.1.3	What improvements can be made to the collection of data for future evaluation?					X	The evaluation answered this question sufficiently	
3.2	**How does the program compare/relate to other programs?**							
3.2.1	What evidence is there about the effectiveness of similar international/national programs?				X		The evaluation somewhat answered with question	There was limited domestic or international examples of similar programs that had been independently evaluated.
3.2.3	What other programs could Cadetships leverage off to support Indigenous participation in education, workforce participation and career development/progression?			X	X		The evaluation answered this question sufficiently	

Legend

Code	Method
SSI (P)	Semi-structured Interview (Participant)
SSI (U)	Semi-structured Interview (University)
SSI (E)	Semi-structured Interview (Employer/Third Party)
LR	Literature Review
AD	Administrative Data Review (including Program Documentation)