

WEST OF SCOTLAND WIDER ACCESS FORUM



The On Track Programme

Evaluation of the 2007-2008 cohort

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1 Introduction

The On Track programme is part of the West of Scotland Wider Access Forum (West Forum). The West Forum's objective is to widen access and improve the recruitment, progression and retention of students to further and higher education programmes in colleges and universities in the west of Scotland from those areas and groups where there is low participation in further and higher education (West Forum, 2009).

The West Forum is a partnership of seven Higher Education Institutions (HEIs) (including the Open University in Scotland) and 20 colleges, with the Scottish Agricultural College, Careers Scotland and the Scottish Wider Access Programme – West and Central Consortium (SWAP West) as associate members. It is one of four wider access regional fora in Scotland, with the remaining fora serving the Fife and Tayside area, the north and the south-east of Scotland.

The Forum tackles learners at different stages in their lives, and aims to ease transitions between the school, college and university sector. This is affirmed through its work with schools, colleges, universities as well as Community Learning Centres to support adults returning to learning programmes. The Focus On College and University Study in the West of Scotland) (FOCUS West), which builds on the lessons learned from the Greater Opportunity for Access and Learning with Schools (GOALS) project which ran from 2000 to 2008, supports the Forum's work with schools, young people and communities. In addition, the recently established programme of the Family and Schools Partnership Officer (FSPO), focuses on schools and communities work. The programme aims to facilitate partnerships between school staff, pupils and their families during the decision-making process about transition to college or university.

The forum's second strand of activities is work with adult learners and communities. Two projects (including the work of SWAP West as associate member), in particular, reflect this work of the West Forum; namely On Track and Community Access to Lifelong Learning (CALL) West.

2 The On Track programme

2.1 Introduction

The need for programmes aimed at widening participation of non-traditional students is widely accepted (Benske, 2008). Research has indicated that many students making the transition between sectors experience difficulties in the Higher Education Institution (HEI) to which they progress (Gallacher, 2002). Students may experience the learning environment and teaching methods of their HEI as something of a culture shock. A 'skills gap' is reported between transferring and continuing students, with many students who articulate from college found to lack the note taking, critical thinking and research skills assumed of their peers (MacLennan *et al*, 2000: 33).¹

The On Track programme was initiated to address these issues by promoting independent learning and providing students with the essential skills that they will require at university.

The On Track programme has been in existence since the academic year 2001-2002 as a project to assist students making the transition from college to university. In its second year, the programme worked with more than 30 groups across 15 colleges. Since its inception in January 2002, till 2006-07, the programme has worked with over 2,000 students in 18 of the 20 colleges in the West Forum (Wayne, 2007). In the 2007-08 session, with which the present evaluation is concerned, 488 students participated in the programme and 11 colleges were involved.

The On Track programme in 2007-08 built on previous years and experience. It delivered a package of materials on learning styles and techniques, critical thinking, preparing for lectures and note-taking, research skills, library familiarisation, academic thinking and writing, exams and revision skills, and presentation skills. The programme, up to 2007-08, also offered campus visits to familiarise students with the layout and facilities on campus of their chosen university. The programme's approach is student-centred, and the various programme sessions are all designed to promote independent learning.

The delivery approach of the programme is flexible to reflect the wide-ranging needs of learners from different colleges and courses. Each session is delivered by a team of two facilitators that, where possible, match the group of learners on basis of subject and/or

¹ See Gillan, I. (2007) *The On Track Project: Evaluation of Impacts*, Glasgow: West Forum.

institutional background. The programme is delivered over five two-hour or three three-hour sessions.

Since 2008-09 the programme is divided into two stages to deliver a package of materials on, for example, study skills, library familiarisation, learning styles and techniques, exams and revision skills, critical thinking and writing skills. The programme employs approximately 80 tutors that are drawn from undergraduate and postgraduate students across a number of universities in the west of Scotland to give On Track participants personal insights into what university is like. Since 2008-09, however, campus visits are no longer offered as part of the On Track programme.

2.2 Project aims and objectives

The On Track programme was initiated to support college students to pursue university study, and to provide learners with the essential skills they will need at university.

The On Track programme aims to:

- Provide insight into what degree-level study involves;
- Help college students decide if university is the right option for them at the present time;
- Improve college students existing skills;
- Equip college students with additional skills;
- Boost college students' confidence in their own abilities; and
- Help college students to make a smoother transition into degree-level study at a Higher Education Institution (Gillan, 2007).

On Track supports the West Forum in its efforts to:

- Widen access to, and participation in further and higher education;
- Provide appropriate information and guidance for students and potential students;
- Improve student achievement and retention;
- Facilitate student progression from one programme of study to another; and
- Support students in transition between the sectors (West Forum, 2009).

In addition, Key performance indicators (KPIs) were agreed for the Forum's adult learners and communities work, of which the On Track programme is part. According to these, success of the programme will be measured in terms of:

1. The total number of students (i.e. that the programme has had any contact with, and/or who are registered on a programme of study);
2. The numbers/proportions of students engaged on a programme who can be categorised as part of a disadvantaged social group (e.g. from DZ5 areas, with a black or minority ethnic background, learners with a declared disability, etc.); and
3. The numbers of students progressing into college or university.

In 2007-08, a lower number of students and colleges got involved in the programme in comparison to the previous academic year. In 2007-08, 488 learners across 11 colleges enrolled in the programme, compared to 600 students across 15 colleges in 2006-07 (Gillan, 2008).

The proportion of students engaged on the On Track programme who can be categorised as part of a disadvantaged social group will be discussed below.

2.3 Postcode analysis

Four hundred eighty-eight learners participated in the On Track programme in 2007-08. The tables and figures below show the breakdown of the cohort according to the Scottish Index of Multiple Deprivation (SIMD) 2006.²

Table 1 Number of learning hours delivered by On Track in 2007-08

Learning hours 2007-08						
Category	DZ5	DZ4	DZ3	DZ2	DZ1	not known
Certificate (10 hrs)	1200	930	530	430	360	100
No certificate (3 hrs)	147	78	54	51	51	18
All On Track	1347	1008	584	481	411	118
All On Track (in %)	34.1	25.5	14.8	12.2	10.4	3.0

A total of 3,949 learning hours were delivered by the On Track programme in 2007-08, of which 59.6% (2,355 hours) were delivered to learners from DZ5 or DZ4 postcode areas.

Table 2 Percentage of On Track students and level of study at college by data zone

2007-08 (in %)						
Category	DZ5	DZ4	DZ3	DZ2	DZ1	not known
HNC	32.6	26.9	16.6	14.3	5.7	4.0
HND	34.8	20.5	10.6	11.2	18.6	4.3
Access	37.1	25.8	15.9	11.3	8.6	1.3
All On Track	34.6	24.4	14.5	12.3	10.9	3.3

(Source: SIMD 2006)

Table 2 shows that more than one-third (34.6%) of the students enrolled in the On Track programme in 2007-08 lived in one of the 20 percent most deprived areas in Scotland. Overall, nearly three students in five (59%) lived in DZ5 or DZ4 postcode areas.

The tables and figures below show how the On Track cohort compares with the national college student body.

² The following postcode analysis has been carried out by Ian Gillan: former evaluator of the West Forum.

Table 3 Percentage of On Track students and all Scotland's college further and higher education by data zone

2007-08 (in %)						
Category	DZ5	DZ4	DZ3	DZ2	DZ1	not known
All FE and HE	22.7	19.5	19.2	17.8	14.5	6.3
All On Track	34.6	24.4	14.5	12.3	10.9	3.3

(Source: SIMD 2006)

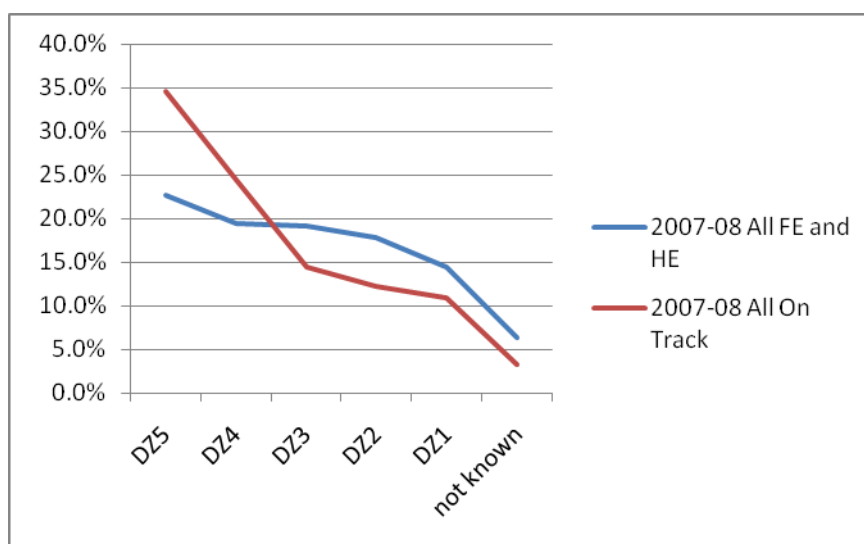


Figure 1 Percentage of On Track students and all Scotland's college further and higher education by data zone

The data show that, overall, On Track students more often than the national college student body lived in DZ5 and DZ4 areas (59%, compared to 42.2%). This is illustrated by Figure 1 above.

This finding is confirmed by data that compare On Track learners and the Scottish college student body across different levels of study (Table 4 and 5; Figure 2 and 3).

Table 4 Percentage of On Track students and HNC degree by data zone

2007-08 (in %)						
Category	DZ5	DZ4	DZ3	DZ2	DZ1	not known
All HNC	23.5	22.7	18.5	17.0	15.9	2.4
On Track HNC	32.6	26.9	16.6	14.3	5.7	4.0

(Source: SIMD 2006)

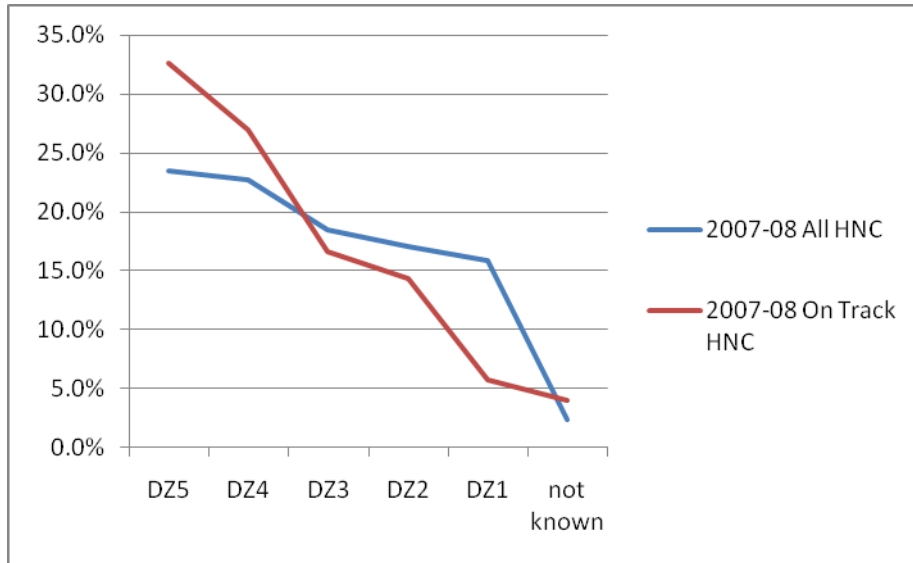


Figure 2 Percentage of On Track students and HNC degree by data zone

A significant greater proportion of On Track students who studied at Higher National Certificate (HNC) level lived in the 20 percent most deprived areas in Scotland, compared to the Scottish college student body who studied at this level (32.6%, compared to 23.5%). A similar trend can be observed for students working towards a HND (Table 5 and Figure 3).

Table 5 Percentage of On Track students and HND degree by data zone

2007-08 (in %)						
Category	DZ5	DZ4	DZ3	DZ2	DZ1	not known
All HND	22.5	20.0	17.3	17.4	18.1	4.7
On Track HND	34.8	20.5	10.6	11.2	18.6	4.3

(Source: SIMD 2006)

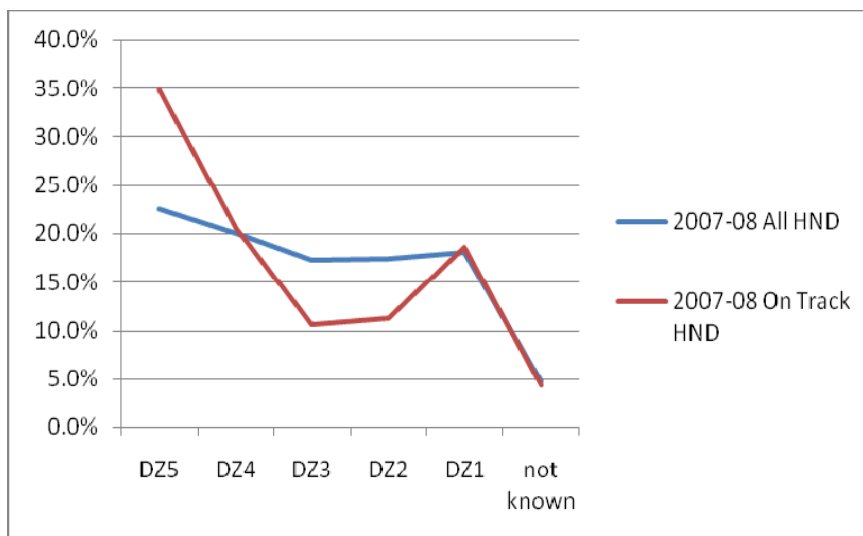


Figure 3 Percentage of On Track students and HND degree by data zone

Overall, more than one-third (34.8%) of students enrolling in On Track in 2007-08 who worked towards a HND while at college lived in DZ5 postcode areas, in comparison to one student in five nationally (20.5%).

In conclusion, it can be said that a significant larger proportion of students who enrolled in On Track in the 2007-08 session lived in DZ5 postcode areas, in comparison to the national college student body. The programme, therefore, was successful in engaging a significant number of learners who can be categorised as part of a disadvantaged social group (in this case, living in areas of deprivation).

2.4 Evaluation history

The On Track project was evaluated by the West Forum Evaluator in three successive years in order to identify learners' post-college destinations and the relative impact of the project on students' progress (see Gillan, 2006, 2007, 2008). The present evaluation completes the evaluation series of the On Track programme prior to changes to the programme in 2008-09.

3 Methods

3.1 Evaluation survey³

Three hundred fifty-five On Track participants, out of a total of 488 enrolled students, were contacted to explore their experience with the programme.⁴ In the following, this group will be referred to as 'target group'. Those with (valid) email addresses within the target group of 355 students were emailed a questionnaire on 20th January 2009; whereas paper copies of the questionnaire were posted out to students on 22nd January 2009. One month later, on 17th February 2009, the questionnaire was sent again to those who had not responded to the first mailing out. Given the low response rate of 20.9% of the first mailing out, a second, shorter, postal survey was sent in August 2009, with seven more responses gathered.

The first part of the main questionnaire (Appendix A) gathered information about participants' socio-economic status and their study experience, both at the time of the survey and when they participated in the On Track project. The next part of the survey discusses participants' learning after completing On Track; with the last part of the questionnaire exploring the impact of On Track on participants' learning experience.

The questionnaire used for the first mailing aimed to gather quantitative as well as more qualitative information about students' learning and their involvement with the On Track programme. This was achieved by including both closed and open questions in the survey.

A shorter version of the main questionnaire was used to evaluate the experience of the follow-up sample who had not responded to the first and second mailing out (Appendix B). Similar to the main questionnaire, the follow-up questionnaire gathered data on students' previous and current learning as well as their experiences with the On Track programme. In contrast to the main questionnaire, however, fewer questions gathered more qualitative evidence of impact.

3.2 Data analysis

The questionnaires were entered into and analysed using SPSS software (version 16.0). Two different data files were created for the main sample (those who replied to the survey

³ The survey data have been collected by Ian Gillan: former evaluator of the West Forum.

⁴ 133 enrolled students had not completed the programme and, thus, were not surveyed.

sent out in January and February 2009) and those that have responded to the questionnaire in August 2009 because different versions of the survey were used.

4 Sample characteristics

The total sample consisted of 81 respondents. This chapter discusses the demographic characteristics of the main and, where information was available, the follow-up sample.

4.1 Gender

The majority of respondents in the total sample were female (77.7%) (Table 6).

Table 6 Gender

Gender	No. of respondents	% of respondents	% of 2007-08 cohort
Male	18	22.2	27.3
Female	63	77.7	70.7
Total	81	100.0	100.0 (478)

The proportion of female and male respondents was largely representative of the total number of students enrolled in the 2007-08 session. Overall, 70.7⁵ percent of enrolled students were female, in comparison to 77.7 percent in the survey sample. Thus slightly more female learners took part in the survey in comparison to the number of women that enrolled in On Track in 2007-08. Similarly, slightly fewer respondents were men, when compared to the overall On Track cohort (22.2%, compared to 27.3%).

4.2 Age

Respondents in the main survey were asked what age they are. Their responses are summarised below.

Table 7 Age group

Age group	No. of respondents	% of respondents
16-18	6	8.2
19-22	18	24.7
23-29	10	13.7
30+	39	53.4
Total	73	100.0

⁵ Information was not available for ten respondents.

On Track attracted a significant number of mature students. Overall, more than half of survey participants (53.4%) were 30 or older. The programme, nevertheless, also was successful in recruiting a significant number of younger students. Overall, 34 respondents out of 73 (46.6%) were between 16 and 29 years old.

4.3 Current employment status

Respondents in the main survey were asked about their current employment status. Table 8 summarises people's responses.

Table 8 Employment status

Employment status	No. of respondents*	% of respondents
Full-time employment	5	6.8
Part-time employment	16	21.6
Looking for work	3	4.1
Full-time education	61	82.4
Part-time education	2	2.7
Training	2	2.7
Homemaker/carer	4	5.4
Other	1	1.4

* Multiple responses possible.

The majority of survey participants were in either full-time or part-time education (85.1%); whereas the largest proportion of respondents was in full-time education (82.4%). In addition, a significant number of respondents (21.6%) were in part-time employment, with a smaller number of respondents (6.8%) in full-time employment at the time of the survey. This indicates that part-time, and even full-time, work was common amongst survey participants while studying at college or university. This is confirmed by the data below.

Table 9 Employment status while at college

Employment status	No. of respondents	% of respondents
Not in employment	21	29.2
Full-time employment	8	11.1
Part-time employment	43	59.7
Total	72	100.0

As the above table illustrates, almost three respondents in five (59.7%) worked part-time while attending college. Interestingly, this number is significant larger than the proportion of students who worked part-time or full-time after completion of the on Track programme.

It is a central aim of the West Forum to support learners from non-traditional backgrounds. One indicator that can be used to identify non-traditional learners is their family background of higher education study (Table 10).

Table 10 First in family in higher education⁶

	No. of respondents	% of respondents
Yes	30	41.7
No	42	58.3
Total	72	100.0

The above table illustrates that a significant number of respondents' families (41.7%) had no one who previously had studied in higher education. Interestingly, though, a larger number of survey participants stated that they were not the first person in their family to study in higher education. This applied to 42 or 58.3% of all respondents. This finding suggests the attraction of the On Track programme to both traditional and non-traditional learners.

4.4 Colleges attended while at On Track

In 2007-08, the On Track programme was delivered across 11 colleges in the west of Scotland. The number of survey participants attending each college during their participation in On Track is listed below:

⁶ This information is not available for the follow-up sample.

Table 11 Name of college studied at previously

Name of college	No. of respondents ⁷	% of respondents	% of 2007-08 cohort
Cardonald College	9	11.5	8.8
Central College of Commerce	5	6.4	4.5
Glasgow Metropolitan College	6	7.7	5.9
James Watt College	4	5.1	7.0
Kilmarnock College	11	14.1	12.1
Langside College	4	5.1	4.3
Motherwell College	7	9.0	13.5
North Glasgow College	7	9.0	12.5
Reid Kerr College	8	10.3	13.5
South Lanarkshire College	7	9.0	8.2
Stow College	10	12.8	9.6
Total	78	100.0	100.0 (488)

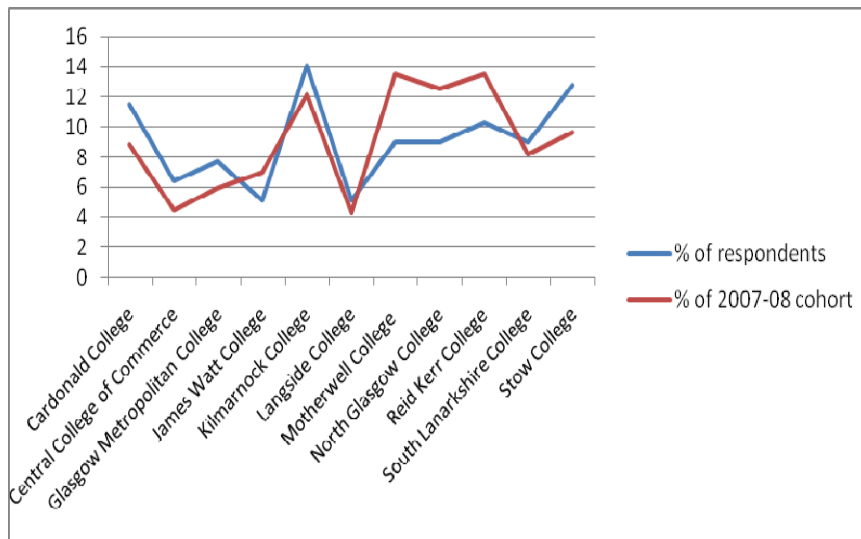


Figure 4 Percentage of respondents and 2007-08 On Track cohort by college attended in 2007-08

Table 11 and Figure 4 show that the colleges that accounted for the largest proportion of On Track survey participants were Kilmarnock College (14.1%), Stow College (12.8%), Cardonald College (11.5%) and Reid Kerr College (10.3%). The latter – Reid Kerr College - also accounted for the largest proportion of enrolled students in 2007-08, together with Motherwell College (both 13.5%). Overall, it can be concluded that the survey cohort is to a great extent representative of the overall group of students enrolled in On Track in the 2007-08 session in terms of college representation.

⁷ This includes the main as well as the follow-up sample.

4.5 Subject area studied at college

Table 12 lists the subject areas studied by students while participating in On Track.

Table 12 Previous subject area

Subject area	No. of respondents ⁸	% of participants	% of 2007-08 cohort
Health studies (incl. nursing, medical studies, healthcare)	32	41.0	42.7
Education, Arts, Humanities & Social Sciences	20	25.6	31.2
Built Environment	3	3.9	1.0
Science & Technology	6	7.7	4.7
Administration, Business studies & ICT	12	15.4	17.9
Other	5	6.4	2.5
Total	78	100.0	100.0 (487)

Table 12 and Figure 5, below, illustrate that the sample is highly representative of the overall 2007-08 On Track cohort in terms of subject areas studied at college. ‘Health studies’ was the subject area that was most often studied at college by both groups. Overall, 41 percent in the sample and 42.7 percent in the overall cohort studied on a health-studies-related course, including nursing, medical studies and healthcare. The second most studied subject area at college was ‘Education, Arts, Humanities and Social Sciences’, again, in both groups. This was followed by ‘Administration, Business studies and Information, Communication and Technology (ICT)’ (15.4% and 17.9% respectively), ‘Science and Technology’, the ‘Built Environment’ and ‘Other’. The latter includes subjects such as sports coaching.

⁸ Includes main as well as follow-up sample.

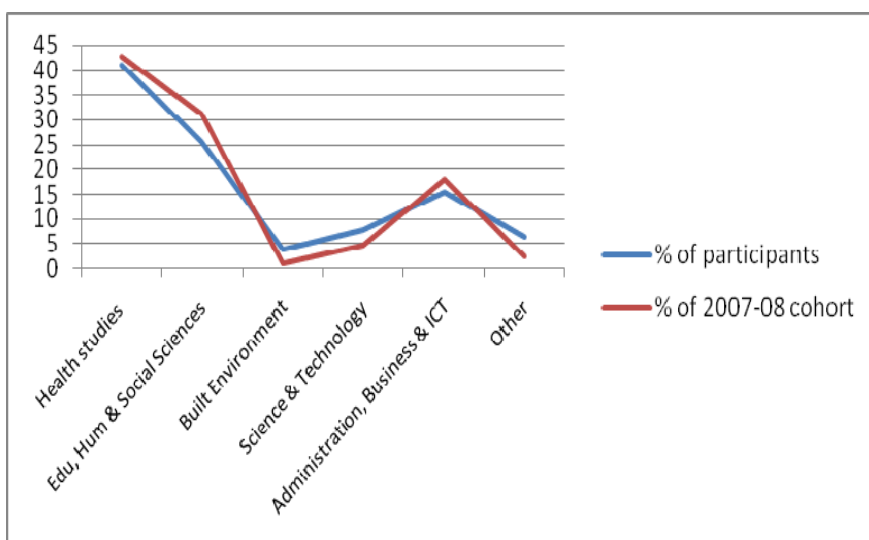


Figure 5 Percentage of respondents and 2007-08 On Track cohort by subject area studied in 2007-08

Overall, the data suggest the popularity of health studies as the chosen subject area of On Track participants while at college. This has been taken into account in the design of the subject-specific second stage in the programme’s new two-stage delivery format.

4.6 Level of study while at college

Survey participants and students who enrolled with On Track in 2007-08 were asked what their level of study was while attending college. The results are shown in Table 13 and Figure 6 below.

Table 13 Previous level of study

Level of study	No. of respondents ⁹	% of respondents	% of 2007-08 cohort
Access	29	35.8	31.0
HNC	26	32.1	35.9
HND	26	32.1	33.1
Total	81	100.0	100.0 (487)

⁹ Includes main as well as follow-up sample.

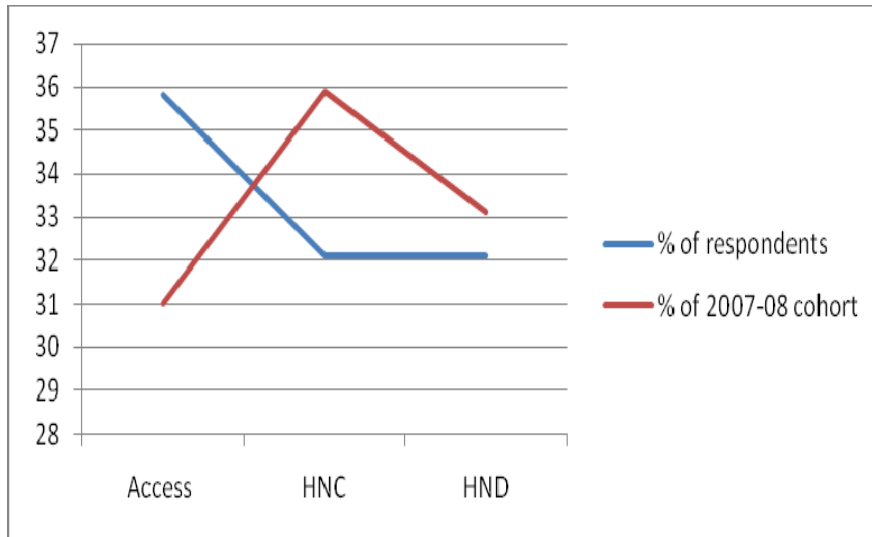


Figure 6 Percentage of respondents and 2007-08 On Track cohort by level of course studied in 2007-08

The survey sample was highly representative of the 2007-08 On Track cohort in terms of the proportion of students who studied towards a HND while at college. However, small discrepancies were evident for the proportion of students who worked towards an Access degree and HNDs. Overall, slightly more respondents studied towards an Access degree and slightly fewer HNCs in comparison to the total number of students enrolled with the On Track programme in 2007-08. However, the discrepancies were below five percent, and the sample can still be considered to be representative of the 2007-08 On Track cohort to a great extent.

4.7 Motivation to start college

Survey participants were asked what their motivation was to start college. The findings are summarised in Table 14.

Table 14 Motivation to embark on college course

Type of motivation	No. of respondents	% of respondents
Career development	36	48.6
Career change	28	37.8
Personal development	33	44.6
Love of learning	15	20.3
Other	5	6.6

The majority of the main sample felt that career and personal development motivated them to embark on their college course (48.6% and 44.6% respectively); followed by a motivation

to change their career (37.8%) and their love of learning (20.3%). This confirms the importance of further learning for the sample and the significance of programmes such as On Track to support learners at this important stage in their life.

In conclusion, the survey sample can be said to be to a great extent representative of the overall 2007-08 cohort in many aspects, such as gender. However, the survey findings can only be generalised to the overall On Track cohort with some caution since some discrepancies were evident between the sample and the total number of students enrolled in On Track in 2007-08.

The subsequent chapters will discuss the findings of the surveys. In detail, these will explore the progression routes of survey participants (chapter five), the impact of the On Track programme (chapter six) and the impact of specific aspects of On Track (chapter seven).

5 Progression routes of participants

5.1 Progression into further or higher education

Those participating in the main survey were asked whether they continued in study after completion of their college course in 2008. The vast majority of respondents (66 out of 73) confirmed that they continued in study (Table 15).

Table 15 Continued in study after completion of their college course in 2008

	No. of respondents	% of respondents
Yes	66	90.4
No	7	9.6
Total	73	100.0

In addition, all seven respondents in the follow-up sample stated that they are currently studying at university. The data, therefore, indicate the success of many On Track participants to continuing in learning after they had completed the On Track programme; with the majority of those who continued in study (and answered the question) attending university (44 out 56 respondents) (Table 16).

Table 16 Name of institution where respondents studied after completion of their college course in 2008

Name of institution	No. of respondents	% of respondents
Glasgow Caledonian University	20	35.7
University of the West of Scotland	16	28.6
University of Glasgow	3	5.4
University of Strathclyde	3	5.4
University of Stirling	2	3.6
Stow college	1	1.8
Reid Kerr College	2	3.6
South Lanarkshire College	1	1.8
Adam Smith College	1	1.8
Jordanhill College	1	1.8
Coatbridge College	1	1.8
James Watt College	1	1.8
Kilmarnock College	3	5.4
Glasgow Metropolitan College	1	1.8
All university	44	78.6
All college	12	21.4
Total	56	100.0

In the follow-up sample, four and three respondents, respectively, out of seven started to study at Glasgow Caledonian University and the University of Strathclyde.

Glasgow Caledonian University and the University of the West of Scotland (UWS) were among the most frequently cited institutions where On Track participants continued in study. Nearly two-thirds (64.3%) cited these institutions as their new place of study. This points to the popularity of these institutions to students who live in the west of Scotland and reflects the activities of the West Forum in this region. However, the data may also indicate difficulty of access or lack of confidence of students from non-traditional backgrounds to study at 'ancient' higher education institutions such as the University of Glasgow. In practical terms, Glasgow Caledonian University and UWS have strong links to the college sector, and offer opportunities for progression from HNC/HND qualifications directly into the second and third years of related degree courses at university¹⁰. Further analysis of the data reveals that a significant proportion of students from Glasgow Caledonian University and UWS had entered directly into the second and third years of their degrees (Table 17).

Table 17 Name of institution where respondents studied and level of study

Level of degree	GCAL	UWS	University of Glasgow	University of Strathclyde	University of Stirling	College
NVQ	-	-	-	-	-	2
HNC	-	-	-	-	-	5
HND	1	-	-	-	--	1
UG degree yr1	10	7	1	2	-	2
UG degree yr2	4	4	1	1	2	-
UG degree yr3	3	5	-	-	-	-
PG degree	-	-	1	-	-	-
Total	18	16	3	3	2	10

Note, not all respondents provided information on level of study AND name of institution where they studied.

Overall, seven respondents from Glasgow Caledonian University out of 18 who provided sufficient information (38.9%) entered into their degree in the second or third year. Similarly, nine respondents from UWS out of 16 (56.3%) progressed directly into second and third-year degree study at university. However, numbers for the remaining universities are low, so that a full comparison between the different HEIs cannot be made.

¹⁰ UWS, Take Your Studies Higher (accessed 26.10. 2009).

5.1.1 Level of current study

As pointed out above, the majority of On Track participants studied at university. This is reflected in the number of respondents who studied at degree level after completion of their college course in 2008 (Table 18).

Table 18 Level of current study

Level of study	No. of respondents	% of respondents
NVQ	2	3.1
HNC	5	7.9
HND	3	4.7
Undergraduate degree (yr 1)	27	42.2
Undergraduate degree (yr 2)	13	20.3
Undergraduate degree (yr 3)	13	20.3
Postgraduate study	1	1.6
Total	64	100.0

More than four respondents in five (84.4%) stated that they studied at degree level, including one respondent who studied at postgraduate level. Although the majority (42.2%) studied in the first year of their degree, more than one respondent in five (20.3%) entered university in either their second or third year of their degree. In the follow-up sample, five respondents out of seven studied in the first year of their degree, while the remaining two entered university in their second year. On the one hand, these findings indicate the success of the On Track programme in making the transition from college to university easier for widening access students. On the other hand, it is suggested that the university sector can assist widening access initiatives through making progress to higher education study easier for college graduates, for example through articulation activity.

5.2 Non-progression into further or higher education

As pointed out above (Table 15), seven respondents stated that they did not continue in study after completion of their college course in 2008. All of them, however, intended to study at university in the future.

In conclusion, the findings suggest that many On Track participants progressed to degree-level study at university; indicating the success of the On Track programme in assisting progression and, thus, the West Forum's efforts of widening access to higher education.

The next chapter will discuss how the On Track programme supported college students in their transition from further to higher education.

6 Impact of the On Track programme

6.1 Intention to progress to higher education

Participants of the main survey were asked whether they intended to progress to degree-level study before participating in the On Track programme. The vast majority of respondents (88.6%) confirmed that they had intended to go to university before they participated in On Track; whereas two respondents had no intention and six were not sure about their intention to progress to higher education prior to participating in On Track (Table 19).

Table 19 Intention to progress to degree-level study before participation in the On Track programme

	No. of respondents	% of respondents
Yes	62	88.6
No	2	2.9
Not sure	6	8.6
Total	70	100.0

The data show that many respondents had made the decision to progress to degree-level study before participating in the On Track programme; thus indicating a limited impact of the programme on influencing participants' decision. This finding, however, needs to be interpreted with caution since this question might have been difficult to answer objectively in retrospective

A range of questions in the main and follow-up survey aimed at understanding On Track's role in supporting learners' transition from further to higher education more closely.

6.2 Insight into university life and study

The first of this set of questions asked respondents to what extent On Track gave them an insight into what university is like. Learners' responses are summarised below.

Table 20 Extent the On Track programme gave respondents insight into what university is like

	No. of respondents	% of respondents
Very much	31	44.9
To some extent	36	52.2
Not very much	2	2.9
Not at all	-	-
Total	69	100.0

Table 20 above illustrates that 97.1% of all respondents who answered this question agreed that On Track gave them insight into what university is like, either 'very much' (44.9%) or 'to some extent' (52.2%). None in the sample stated that On Track did not give them insight into university life and study. Similarly, the majority of those in the follow-up sample (six respondents out of seven) affirmed that On Track increased their knowledge of what university is like 'very much' or 'to some extent'; whereas one survey participant stated that it increased his or her knowledge 'not very much'.

In the main survey, survey participants were encouraged to explain to what extent On Track gave them insight into what university is like. Many survey participants felt that On Track helped them to develop their writing and study skills, and critical thinking. They felt also that the programme provided them with insights into university life (e.g. 'what to expect' and what is expected of university students) and made them more aware of the differences between university and college. Below are some of the comments made by respondents that illustrate the positive impact of the On Track programme.

[On Track] explained the referencing system which made it a bit easier to follow when it came to [writing the] first essay.

I had no idea of what to expect of university until On Track.

Some respondents were more critical about the impact of the On Track project in preparing them for university life and study because they felt that their course were 'different from other courses', the advice was 'useful to more mature students' or they felt that On Track did not fully prepare them for the reality of university study, such as the workload at university. Nevertheless, given the diversity of courses and needs of students, one respondent admitted that it is difficult to full prepare learners for the reality of university study.

The [On Track] course was very informative, full of useful information, but I don't think any amount of info fully prepares you for the experience of uni.

Providing college students with an insight into what degree-level study is like is one of the key aims of the On Track programme. In conclusion, the data suggest that this has been achieved for the majority of On Track participants.

6.3 Gaining or enhancing skills

Respondents in the main survey were asked whether they can think of any skills they gained or enhanced as a result of On Track. This was affirmed by the majority of respondents, as is illustrated in Table 21 below.

Table 21 Whether skills have been gained or enhanced as a result of On Track

	No. of respondents	% of respondents
Yes	55	80.9
No	13	19.1
Total	68	100.0

Overall, four in five respondents (80.9%) affirmed that they have developed skills as a result of participating in the On Track programme.

Again, respondents were encouraged to provide additional comments. These could be divided into six different topic areas which are summarised in Table 22.

Table 22 Type of skills developed as a result of On Track

Type of skills	No. of respondents ¹¹	% of respondents
Understanding of university life	3	5.8
Learning and study skills	18	34.6
Writing skills	32	61.5
Critical thinking	3	5.8
Confidence	2	3.9
Other	8	15.4

Several comments suggested 'a greater level of understanding' of life at university. However, the majority of respondents (32 out of 52 respondents) referred to writing skills, particularly referencing and essay writing skills, as an area where they have developed skills.

¹¹ Note, multiple responses were possible.

In conclusion, the On Track programme had a significant impact on enhancing college students existing skills and equipped them with key skills needed for successful higher education study, such as writing skills.

6.4 Impact of On Track on participants who progressed to degree-level study

6.4.1 Influenced decision to progress to degree study

Those who progressed to degree-level study at college or university were asked to what extent On Track influenced their decision to progress to degree study. People's responses are summarised below.

Table 23 Extent to what On Track influenced respondents' decision to progress to degree-level study

	No. of respondents	% of respondents
Very much	9	16.4
To some extent	15	27.3
Not very much	17	30.9
Not at all	14	25.5
Total	55	100.0

Table 23 shows that the majority of respondents felt that participating in the On Track programme did not influence their decision to progress to degree-level study. Overall, nearly one third (30.9%) and one respondent in four (25.5%) stated that On Track did influence their decision 'not very much' or 'not at all' respectively. Nevertheless, more than two-fifths of the sample (43.7%) stated that On Track influenced their decision to pursue higher education study 'very much' or 'to some extent'.

Respondents were asked to explain their position. Many survey participants stated that they had already made the decision to progress to higher education study when they came in contact with the On Track programme. Overall, 26 respondents out of 37 who answered this question (70.3%) explained their position this way.

I already decided I would go on to uni before On Track.

I was very focused to go onto uni. On Track did provide encouragement.

The last of the two quotations is significant since it indicates that On Track, though not influencing the decision to degree-level study *per se*, helped to ease the transition from

college to university for this respondent: a point which is discussed later. In Other views suggested that the On Track programme increased learners' confidence as well as their ability to cope at university.

After On Track I had the confidence to go to 3rd year [of degree].

[On Track] made me feel as though I would manage to cope at uni and wouldn't fall behind.

Survey participants in the main survey were asked what other factors influenced their decision to progress to degree study. The findings are summarised in Table 24 below.

Table 24 Other factors that influenced respondents' decision to progress to degree-level study

Type of influence	No. of respondents ¹²	% of respondents
Advice from family/friends	23	31.1
Family/friends at university	12	16.2
Long-term ambition	36	48.6
College staff	27	36.5
Momentum from previous study	12	16.2
Career development	33	44.6
Other	5	6.8

Not surprisingly, given that many learners had already made the decision to go to university before enrolling in On Track, 'long-term ambition' was cited in the majority of cases as an important other factor that influenced their decision to progress to degree-level study. Overall, almost half of the sample (48.6%) stated that this had been one of the major influences on their decision. This was followed closely by 'career development' (44.6%) and the influence of college staff (36.5%). Advice from family and friends; though to a lesser extent, was another important influential factor; whereas the momentum from previous studies played a smaller role.

Again, respondents were encouraged to cite any other factors that influenced their decision. Of the five respondents who used this opportunity, all of them cited determination as one of the factors that influenced their decision. This is illustrated by the quotation below:

¹² Note, multiple responses were possible.

It's [study at degree level] what I wanted to do for a long time. Had to wait until the time was right for me.

In conclusion, it can be said that the On Track programme influenced learners' decision to progress to degree-level study only to some extent. Respondents' ambition and determination, in this respect, were important influential factors. However, while not influencing learners' decision to pursue higher education study *per se*, many respondents felt that the programme helped them with easing the transition from college to university. This last point is discussed in the next section.

6.4.2 Smooth transition to degree study

To gauge the impact of the On Track programme on helping respondents progress from further to higher education, participants in the main and the follow-up survey were asked to what extent On Track helped them to make a smoother transition to degree study. Table 25, below, shows that the vast majority of respondents – more than three respondents in four (77.7%) – felt that On Track helped them to make a smoother transition to degree-level study.

Table 25 Extent to what On Track helped respondents to make a smoother transition to degree-level study

	No. of respondents	% of respondents
Very much	16	29.6
To some extent	26	48.1
Not very much	12	22.2
Not at all	-	-
Total	54	100.0

In addition, similarly to the findings of the main sample, the majority of the follow-up sample (six out of seven respondents) felt that On Track helped them to smooth the transition to university studies 'very much' or 'to some extent'; with one respondent stating On Track had not helped at all.

Overall, it can be concluded that On Track had an impact on making the transition from further to higher education easier for college graduates.

Respondents in the main survey were encouraged to make further comments to explain their position. Many respondents commented on the fact that they benefited from advice given by

On Track staff on university life and study, particularly study skills and techniques, and essay writing skills. In general, these respondents felt better prepared for university life and study and felt that they knew better what is expected of them at university, as these respondents explain:

I felt more prepared for uni life.

[On Track] gave you a good idea what to expect as college is very different from uni.

The On Track project also increased learners' confidence that they would be able to cope at university, as this respondent explains:

It [On Track] confirmed my beliefs that I would be able to cope with the work asked of me.

Nevertheless, despite the overall positive response expressed in respondents' additional comments, one respondent felt that 'there were many aspects of uni not mentioned'; whereas another respondent stated that:

No amount of useful information can fully prepare you for the uni experience but On Track was very useful.

Respondents in the main survey were asked what else helped with the transition to degree study. Their responses are summarised in Table 26.

Table 26 Other factors that helped with the transition to degree-level study

Type of influence	No. of respondents ¹³	% of respondents
College staff	38	51.4
University staff	18	24.3
Other preparation programmes	3	4.1
Family/friends at university	18	24.3
Family/friends not at university	18	24.3
Other	4	5.4

Table 26 illustrates that more than half of the sample (51.4%) stated that college staff helped with the transition to higher education. Survey participants also found the support of

¹³ Note, multiple responses were possible.

university staff, family and friends, both at and not at university, helpful (all 24.3%). Only a minority of respondents (4.1%) cited the support of other preparation programmes.

Only four respondents offered additional comments to explain what helped with the transition to degree study. This included their own motivation, the helpfulness of some staff and visits from previous Access students.

It can be concluded that, while generic preparation programmes, such as On Track, can only prepare college students for the reality of life at university to a certain extent, since students have different support needs and experiences, widening access activities are nevertheless important in smoothing learners' transition into higher education study. Other factors, particularly the support of college staff, were important as well.

The following section explores the experience of those who continued at college after completion of their college course in 2008.

6.5 Impact of On Track on those who continued at college

Twelve respondents stated that they continued at college after completion of their course in 2008 (see Table 16). This group of respondents was asked whether On Track influenced their decision to continue at college. Table 27 summarises their responses.

Table 27 Whether On Track influenced respondents' decision to continue at college

	No. of respondents	% of respondents
Yes	2	20.0
No	8	80.0
Total	10	100.0

Table 27 illustrates that four-fifths of those who continued at college (80%) felt that On Track has not influenced their decision. This confirms that the programme had only a limited influence on the decision-making process, as this respondent explains:

[I] already had decided to stay on for HND.

Two other respondents indicated that they intended to go to university in the future. However, one respondent had his or her university application turned down.

Respondents who continued at college cited a range of other factors that influenced their decision, such as career change, recommendation of a particular course by college staff and the university entry levels. This last point indicates that the university sector itself plays a major role in widening access activity. One respondent mentioned that he or she wanted to 'inspire' his or her 'daughter to continue in education'. This last remark suggests that On Track participants can see themselves as inspiring role models to their family; pointing to the significance of family networks in widening access work.

7 Impacts of specific aspects of On Track

To understand better how On Track participants benefited from taking part in the programme, several questions explored the benefits of particular aspects of On Track.

Respondents were asked which aspects of the On Track programme they benefited from. The summary of their responses is shown below.

Table 28 Aspects of On Track respondents benefited from

Name of aspect of On Track	No. of respondents¹⁴	% of respondents
Decision-making about degree study	13	17.6
Learning & study techniques	55	74.3
Contact with project tutors	14	18.9
Insight into university life	45	60.8
Boosting confidence	31	41.9
None	4	5.4
Other	-	-

The vast majority of respondents confirmed that they benefited from On Track's information, advice and guidance on learning and study skills. Overall, nearly three respondents in four (74.3%) felt that they benefited from this aspect of the programme. Similarly, the majority in the follow-up sample (five respondents out of seven) cited 'learning and study techniques' as an aspect they benefited from. This was followed by 'insight into university life' in the main and follow-up sample (60.8% and 57.1% respectively).

In the main sample, 'boosting confidence' was cited by more than two-fifths of the sample (41.9%); whereas only one in the follow-up sample stated this as an aspect of On Track her or she benefited from.

'Contact with project tutors' and 'decision-making about degree study' were aspects that were less often cited by the main sample. However, a significant proportion of the follow-up sample felt that these were aspects of On Track they benefited from. Overall, three respondents out of seven stated that they benefited from decision-making about degree study and two stated that they benefited from contact with programme tutors.

¹⁴ Note, multiple responses were possible.

Overall, On Track’s attempts to influence the decision-making about degree study seemed to have had a limited impact in comparison to other aspects of the programme. This is not surprising, since many respondents in the main sample commented on the fact that they had already made up their mind about degree-level study before coming in contact with the programme.

Only four survey participants, overall, stated that none of the aspects of On Track benefited them; whereas two could not remember. One possible explanation for the former could be that these respondents had previous experiences with university life and study. For example, at least one person in the sample had already studied at university.

Additional comments (though no additional comments were made in the follow-up sample) give further insights into how survey participants benefited from the programme. Table 29 summarises the different types of comments made.

Table 29 Other aspects of On Track respondents benefited from

Other aspects of On Track	No. of respondents¹⁵	% of respondents
Advice on what is expected of students/prepare for university	15	20.3
Study & learning techniques	12	16.2
Confidence boost	3	4.1
General	2	2.7
Cannot remember	2	2.7

The majority of respondents stated that On Track’s advice on what is expected of them at university and the preparation for university were other aspects of the programme they benefited from. Overall, this was mentioned by one respondent in five (20.3%).

It [On Track] made the move from college to uni easier.

[On Track] made the idea of uni seem less scary.

The comments of a significant number of survey participants (16.2%) referred to On Track’s support with study and learning techniques, such as the preparation for the workload at university, as another aspect they felt they benefited from. Others mentioned, again, the boost in confidence and general support.

¹⁵ Note, multiple responses were possible.

Despite the significant support through On Track, one respondent still felt ‘quite overwhelmed by the actual experience’ of studying at university. However, in the majority of cases, respondents confirmed that On Track prepared them for life and study at university.

In conclusion, On Track participants felt that they benefited from several aspects of the programme, particularly its support with learning and study skills, insight into university life and boosting confidence.

7.1 Assessment of the On Track programme

Participants of the main survey were asked whether there were any aspects of On Track that they felt could have been improved or elements they felt should be added to the programme. Table 30 summarises their responses.

Table 30 Aspects of On Track that respondents could have been improved or elements they felt should have been added to the programme

	No. of respondents	% of respondents
Yes	21	32.8
No	43	67.2
Total	64	100.0

Most people who answered the question felt that On Track could not have been improved or did not feel that elements should have been added to the programme. Overall, this was true for more than two respondents in three (67.2%). The following quotations exemplify the sample’s positive response to the On Track programme:

I feel that the time I spent gave me an adequate understanding as it dealt with everything I had issues with at university.

I felt [that] the On Track programme was very holistic in terms of uni life and education.

However, the opportunity for further comments was used by many survey participants to make suggestions of improvement (Table 31).

Table 31 Aspects of On Track that could have been improved or elements that respondents felt should be added to the programme

Type of improvement	No. of respondents ¹⁶	% of respondents
Course contents	8	10.8
Timing of delivery	4	5.4
Length of programme	6	8.1
Campus visits	4	5.4
Tutor support	2	2.7
Other	1	1.3

As Table 31 illustrates, respondents' suggestions of improvement related mainly to the contents of the On Track programme. One specific point of critique in this respect was that the content of the On Track programme was not specifically-tailored to the courses students were undertaking, as this respondent explains:

(...) the On Track programme was not specific enough for the course we were undertaking and the skills we gained were of no use. Making On Track more specific to particular uni courses would be beneficial.

Other respondents felt that the delivery format of the programme should be more flexible to assist learners' needs at different stages of their college course.

(...) On Track at the beginning and towards the end of the [college] course would have been beneficial.

Some respondents commented on their experience that the programme was not long enough to cover all areas in depth, and would have preferred it to run for a longer period of time, as this respondent suggests:

There was not enough time to cover any of the topics in great detail. I felt it was rushed and too general. (...).

Another aspect that respondents felt could have been improved was campus visits. One respondent mentioned that his or her group did not have a campus visits, while three more survey participants felt that campus visits were taken too late in the programme or felt that

¹⁶ Note, multiple response were possible.

one visit was not sufficient to help them decide where to study after completion of their college course. This last point is expressed below:

More than one visit to a uni to give students more choice on where they could study and more knowledge of their chosen uni – layout, facilities, parking etc.

Two comments referred to tutor support. One respondent felt that he or she could not relate to their programme tutor because of the difference in experience of mature and younger students. Another respondent commented on the self-centred focus of their course tutor who ‘talked too much about his experiences’ rather than taking into account different student experiences.

Overall, it can be concluded that the majority of respondents were satisfied with the course programme as it was delivered at the time. In addition, the programme has been revised significantly for the 2008-09 and 2009-10 academic years to address several issues discussed by respondents, including providing more subject-specific support, and delivering the programme in a more flexible format. In addition, the 2007-08 session was the last session that offered campus visits.

7.2 Overall experience of On Track

Respondents in the main sample were asked to rate their overall experience of the On Track programme. Their responses are summarised in Table 32 below.

Table 32 How respondents rated their own experience of On Track

	No. of respondents	% of respondents
Indispensable	15	21.7
Quite helpful	46	66.7
Made little difference either way	8	11.6
Unhelpful	-	-
Total	69	100.0

The majority of survey participants who answered this question felt that the On Track programme was ‘quite helpful’. Overall, more than two respondents in three (66.7%) agreed. In addition, a significant number of respondents felt that the programme was ‘indispensable’. This applied to 21.7 percent of respondents. Only a small number of survey participants

stated that the programme 'made little difference either way' (11.6%), while none said that it was 'unhelpful'.

Again, the data suggest that, while not found 'indispensable' by most respondents, the majority felt that the On Track programme was helpful in some way or another. This is expressed below:

Although not specific for my course I still found the information useful.

Several respondents stated that they found the face-to-face contact with university students particularly helpful.

Face-to-face contact with students providing first-hand experience and help.

Overall, most of the additional comments made by respondents were very positive. These respondents confirmed the importance of the On Track programme in preparing them for university life and study, as this respondent, for example, explains:

[On Track] gives great insight to life at uni. Very informative. The experience has made me more confident about going to university and attaining a degree, now that I know more about uni and what to expect.

One of the few more negative comments referred, again, to the timing of the On Track programme.

[I] had received all useful information from teachers beforehand because [I] received On Track at the end of the year.

This issue has been addressed by On Track staff, as explained above.

7.3 Recommendation of On Track to other college students

Finally, respondents were asked whether they would recommend the On Track programme to other college students. All respondents who answered this question said they would (Table 33).

Table 33 Whether respondents would recommend On Track to other college students

	No. of respondents	% of respondents
Yes	66	100.0
No	-	-
Total	66	100.0

As before, respondents were encouraged to make further comments to explain their position. The following selection of quotations reflects respondents' views.

If they [other college students] are the first person in their family to go to university, then it is useful to have some inside knowledge of how things are done and the level of skills needed to study at this level.

[On Track] makes you feel more prepared and relaxed, especially if you are going into 2nd or 3rd year where many people at the uni will already have this background knowledge.

[On Track gives] great insight into university life. Making it less daunting, especially for the older mature students going back into education.

The above comments clearly suggest the beneficial impact of the On Track programme on survey participants and the benefits expected for future participants of the programme.

8 Conclusion

The On Track programme was successful in recruiting students from, particularly, deprived areas. A significant greater proportion of On Track students who enrolled in the programme in 2007-08 lived in one of the 20 percent most deprived areas in Scotland in comparison to the national college student body.

The analysis shows that the survey sample is highly representative of the overall 2007-08 cohort in terms of gender and the subject areas studied while at college but to a lesser extent in terms of college attended and the level of study while at college. Therefore, the findings can only be generalised to the overall cohort with some caution.

Overall, the findings demonstrate that the project aims and objectives of On Track were largely fulfilled. In detail, the On Track programme helped college students to gain insight into what university is like, improved learners' existing skills, equipped them with additional skills, boosted their confidence in their own abilities, and supported a smoother transition from further to higher education. Through this, the programme supported the West Forum's widening access strategy.

However, many former On Track participants stated that they had made the decision to progress to higher education before they took part in the programme. This suggests that a greater focus needs to be given to those college students who are still undecided about their future learning.

One of the central aims of the West Forum is to improve student achievement and retention. Although this cannot be explored directly, since long-term data on the 2007-08 cohort are not available, the information and guidance college students received from the On Track programme are likely to have direct impact on how well they cope at university. In addition, many commented on the skills they have gained or that were enhanced as a result of participating in On Track, and how these have helped them to, initially, cope better at university. In addition, increase in confidence was cited by many learners as one of the aspects of On Track they felt they benefited from. This can support students, particularly, at the beginning of their higher education study.

The On Track programme has proved its value to college students over the years. This evaluation confirms the important role of the programme in preparing college students for

higher education study through equipping them with essential skills and knowledge needed at university.

Acknowledgement

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Appendix A – 2007-08 cohort questionnaire (long)

ON TRACK EVALUATION 2009

PROJECT PARTICIPANTS



ON TRACK IS FUNDED BY THE WEST OF SCOTLAND WIDER ACCESS FORUM, A WIDENING ACCESS ORGANISATION. QUESTIONNAIRE FEEDBACK FROM PARTICIPANTS LIKE YOU HELPS US AT THE WEST FORUM TO ASSESS THE EFFECTIVENESS OF THE ON TRACK PROGRAMME AND IMPROVE IT FOR THE FUTURE. WE WOULD BE GRATEFUL IF YOU COULD ANSWER THE FOLLOWING BRIEF QUESTIONS.

PLEASE BE ASSURED THAT YOUR PERSONAL DETAILS WILL REMAIN STRICTLY CONFIDENTIAL AND YOU WILL NOT BE IDENTIFIED IN ANY FUTURE EVALUATION REPORTS. YOUR RESPONSES WILL NOT BE SEEN BY THE ON TRACK TEAM OR ANYONE ELSE.

PERSONAL DETAILS

(1) **Your name:** _____

(2) **Your date of birth:** _____

(3) **Are you:** MALE FEMALE

(4) **What is your present economic status?** (*TICK ALL THAT APPLY*)

FULL TIME EMPLOYMENT PART TIME EMPLOYMENT LOOKING FOR WORK

FULL TIME EDUCATION PART TIME EDUCATION TRAINING

HOMEMAKER/ CARER OTHER: _____

(5) **Were you the first in your family to study in Higher Education?** YES No

YOUR DETAILS WHEN YOU PARTICIPATED IN ON TRACK

(6) **College attended:** _____

(7) **Level of course:** ACCESS HNC HND

(8) **Course**

title: _____

(9) **Were you in employment while you studied at college?**

No

YES, FULL-TIME

YES, PART-TIME

DESTINATION AFTER ON TRACK

(10) **Did you continue to study after you completed your college course in 2008?**

YES

No

IF YES:

(11) **Name of new institution:** _____

(12) **New level of study:**

HNC

HND

DEGREE YEAR ONE

DEGREE YEAR TWO

DEGREE YEAR THREE

(13) **Title of new course:** _____

IF NO:

(14) **If you did not continue in study after your college course, do you intend to return to study in the future?**

No

YES, MORE COLLEGE

YES, UNIVERSITY

DON'T KNOW

(PLEASE TURN OVER)

TRANSITIONS

(15) **What motivated you to embark on your college course?** *(TICK ALL THAT APPLY)*

CAREER DEVELOPMENT

CAREER CHANGE

PERSONAL DEVELOPMENT

LOVE OF LEARNING

OTHER: _____

(16) **Did you intend to progress to degree-level study before you took part in On Track?**

YES

NO

YOU WEREN'T SURE

(17) **To what extent did On Track give you an insight into what university is like?**

VERY MUCH

TO SOME EXTENT

NOT VERY MUCH

NOT AT ALL

PLEASE

EXPLAIN: _____

(18) **Can you think of any skills you gained or enhanced as a result of On Track?**

YES

No

PLEASE GIVE

DETAILS: _____

.....
IF YOU ARE PRESENTLY STUDYING TOWARDS A DEGREE PLEASE ANSWER QUESTIONS 19-22 AND THEN TURN OVER

IF YOU ARE AT COLLEGE PLEASE GO TO QUESTION 23

IF YOU ARE NOT PRESENTLY STUDYING PLEASE TURN OVER TO QUESTION 25
.....

(19) **To what extent did On Track influence your decision to progress to degree study?**

VERY MUCH

TO SOME EXTENT

NOT VERY MUCH

NOT AT ALL

PLEASE

EXPLAIN: _____

(20) **What other factors influenced your decision?** *(TICK ALL THAT APPLY)*

ADVICE FROM FAMILY/ FRIENDS <input type="checkbox"/>	FAMILY/ FRIENDS AT UNIVERSITY <input type="checkbox"/>	LONG TERM AMBITION <input type="checkbox"/>	COLLEGE STAFF <input type="checkbox"/>	MOMENTUM FROM PREVIOUS STUDY <input type="checkbox"/>
CAREER DEVELOPMENT <input type="checkbox"/> OTHER: _____				

(21) **To what extent did On Track help you make a smoother transition to degree study?**

VERY MUCH TO SOME EXTENT NOT VERY MUCH NOT AT ALL

PLEASE EXPLAIN: _____

(22) **What else helped with the transition to degree study?**

COLLEGE STAFF <input type="checkbox"/>	UNIVERSITY STAFF <input type="checkbox"/>	OTHER PREPARATION PROGRAMMES <input type="checkbox"/>	FAMILY/ FRIENDS AT UNIVERSITY <input type="checkbox"/>	FAMILY/ FRIENDS NOT AT UNIVERSITY <input type="checkbox"/>
---	--	--	---	---

OTHER: _____

(PLEASE TURN OVER TO QUESTION 25)

(23) **Did On Track influence your decision to continue at college?** Yes No

IN WHAT WAY? _____

(24) **What other factors influenced your decision?** _____

(PLEASE TURN OVER)

PROJECT ACTIVITIES AND IMPACTS

(PLEASE ANSWER ALL QUESTIONS)

(25) Which aspects of the On Track programme did you benefit from? (TICK ALL THAT APPLY)

DECISION-MAKING ABOUT DEGREE STUDY <input type="checkbox"/>	LEARNING AND STUDY TECHNIQUES <input type="checkbox"/>	CONTACT WITH PROJECT TUTORS <input type="checkbox"/>	INSIGHT INTO UNIVERSITY LIFE <input type="checkbox"/>	BOOSTING CONFIDENCE <input type="checkbox"/>
NONE <input type="checkbox"/>	OTHER: _____			

HOW DID YOU BENEFIT FROM THIS? _____

(26) Were there any aspects of On Track you felt could have been improved or elements you feel should be added to the programme? Yes No

PLEASE GIVE DETAILS: _____

(27) How would you rate your own experience of the On Track programme?

INDISPENSABLE <input type="checkbox"/>	QUITE HELPFUL <input type="checkbox"/>	MADE LITTLE DIFFERENCE EITHER WAY <input type="checkbox"/>	UNHELPFUL <input type="checkbox"/>
--	--	--	------------------------------------

PLEASE EXPLAIN: _____

(28) Would you recommend the On Track programme to other college students? Yes No

**PLEASE
EXPLAIN:**

MANY THANKS FOR YOUR TIME AND GOOD LUCK FOR THE FUTURE.

**PLEASE RETURN YOUR COMPLETED QUESTIONNAIRE TO US IN THE STAMPED ADDRESSED
ENVELOPE PROVIDED.**



Appendix B – 2007-08 cohort questionnaire (short)

ON TRACK PROGRAMME 2007-08 COHORT

NAME: _____

COLLEGE ATTENDED: _____

COLLEGE COURSE _____

TITLE: _____

ARE YOU CURRENTLY STUDYING AT UNIVERSITY? YES

No

IF SO, WHICH ONE?

GCU

UWS

UNIVERSITY OF GLASGOW

UNIVERSITY OF

STRATHCLYDE

RSAMD

GLASGOW SCHOOL OF ART

OTHER

(IF 'OTHER',
GIVE DETAILS): _____

WHAT IS THE TITLE OF YOUR DEGREE COURSE?

WHAT YEAR DID YOU GAIN ENTRY AT?

1ST

2ND

3RD

TO WHAT EXTENT DID ON TRACK HELP YOU MAKE A SMOOTHER TRANSITION TO UNIVERSITY STUDY?

VERY MUCH

TO SOME EXTENT

NOT VERY MUCH

NOT AT ALL

TO WHAT EXTENT DID ON TRACK INCREASE YOUR KNOWLEDGE OF WHAT UNIVERSITY IS LIKE?

VERY MUCH

TO SOME EXTENT

NOT VERY MUCH

NOT AT ALL

WHICH ASPECTS OF THE ON TRACK PROGRAMME DID YOU BENEFIT FROM?

STUDY

TECHNIQUES

INSIGHT INTO

UNIVERSITY LIFE

BOOSTING

CONFIDENCE

DECISION-MAKING

ABOUT DEGREE STUDY

CONTACT WITH

ON TRACK TUTORS

NONE

OTHER (GIVE DETAILS):

IF YOU ARE NOT CURRENTLY STUDYING, DO YOU PLAN TO DO SO IN FUTURE? Yes No

GIVE DETAILS IF

YES:
