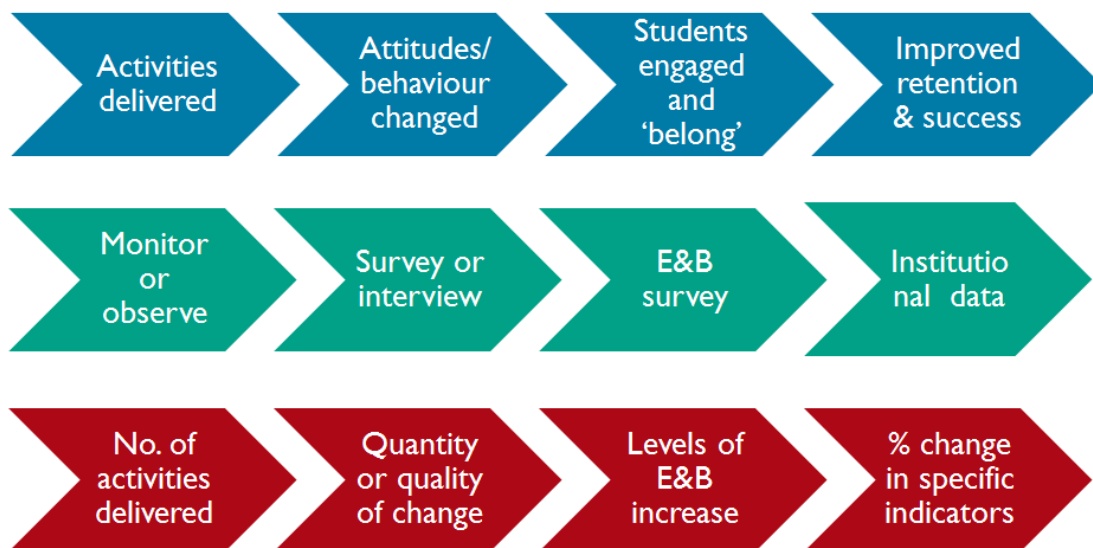


Mixed Methodologies

Liz Thomas

In my contribution I am going to discuss the evaluation methodology we have developed for the what works programme (focusing on student retention and success). This utilises a logic chain approach, and combines institutional data (retention and attainment), survey data (confidence, engagement, belonging), qualitative evidence collected by implementing teams and contextual evaluation evidence including interviews and surveys and review of annual reports.

The logic chain can be visualized as follows:

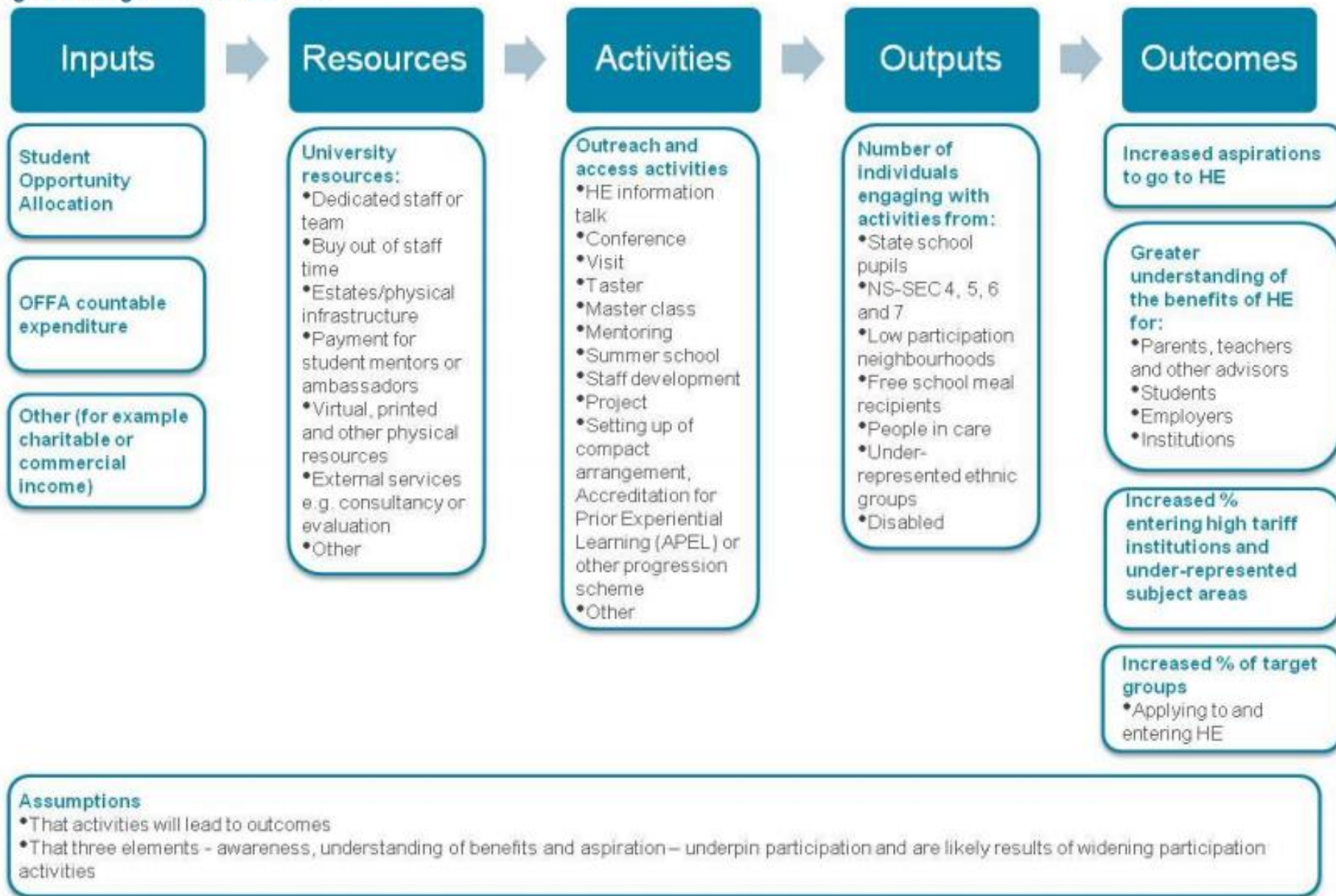


Colleagues may also wish to see the following examples:

- **Tracking belongingness and engagement in UK higher education: The 'What Works?' Student Retention and Success Programme'**
This paper is included in the conference pack. However, please treat this as 'sent in confidence'.
- **Student Opportunity outcomes framework research: in-depth study**
http://www.hefce.ac.uk/pubs/rereports/Year/2015/sodepth/Title_104746.en.html

The following 'Logic Chain for Outreach' and Indicator Back are extracted from this report.

Figure 3 – Logic chain for outreach



Indicator Bank

<p>Outputs – outreach and access</p>	<p>Number individuals engaging with outreach and access activities from disadvantaged backgrounds</p>	<p>How many individuals from disadvantaged backgrounds have engaged with outreach and access activities?</p>	<ul style="list-style-type: none"> • Monitoring of activities • ☑ HEFCE and OFFA returns
<p>Outcomes – outreach and access</p>	<ul style="list-style-type: none"> • Increased aspirations to go to HE • Greater understanding of the benefits of HE, including the financial benefits, the experiential benefits and an increased awareness of HE and what it involves • Increased % of target groups applying to and entering HE • Increased % of disadvantaged students entering high tariff institutions and under-represented subject areas 	<ul style="list-style-type: none"> • Has there been an increase in the proportions of individuals applying from disadvantaged backgrounds? • Has there been an increase in the proportions of students recruited from disadvantaged backgrounds? • Has the proportion of disadvantaged students aspiring to go to HE increased and is there a greater understanding about the benefits within these groups? • Is there a greater mix of students at high tariff institutions and in underrepresented subjects? 	<ul style="list-style-type: none"> • Application statistics • Enrolment statistics • Engagement at events; surveys and focus groups • National statistics

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