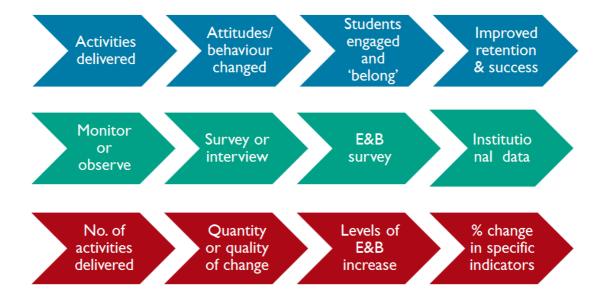
Mixed Methodologies Liz Thomas

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

Inputs



Resources



Activities



Outputs



Outcomes

Student Opportunity Allocation

OFFA countable expenditure

Other (for example charitable or commercial income)

University resources:

- *Dedicated staff or team
- Buy out of staff time
- Estates/physical infrastructure
- *Payment for student mentors or ambassadors
- Virtual, printed and other physical resources
- External services
 e.g. consultancy or evaluation
- •Other

Outreach and access activities

- •HE information talk
- Conference
- Visit
- Taster
- Master class
- Mentoring
- Summer school
- Staff development
- Project
- Setting up of compact arrangement, Accreditation for Prior Experiential Learning (APEL) or other progression scheme

Number of individuals engaging with activities from:

- *State school pupils
- *NS-SEC 4, 5, 6 and 7
- Low participation neighbourhoods
- Free school meal recipients
- ·People in care
- *Underrepresented ethnic groups
- *Disabled

Increased aspirations to go to HE

Greater understanding of the benefits of HE for:

- Parents, teachers and other advisors
- Students
- Employers
- Institutions

Increased % entering high tariff institutions and under-represented subject areas

Increased % of target groups

 Applying to and entering HE

Assumptions

- That activities will lead to outcomes
- *That three elements awareness, understanding of benefits and aspiration underpin participation and are likely results of widening participation activities

Indicator Bank			
Outputs – outreach and access	Number individuals engaging with outreach and access activities from disadvantaged backgrounds	How many individuals from disadvantaged backgrounds have engaged with outreach and access activities?	Monitoring of activities HEFCE and OFFA returns
Outcomes – outreach and access	 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 	 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? 	 Application statistics Enrolment statistics
	 Increased % of target groups applying to and entering HE Increased % of disadvantaged students entering high tariff institutions and underrepresented subject areas 	Has the proportion of disadvantaged students aspiring to go to HE increased and is there a greater understanding about the benefits within these groups?	Engagement at events; surveys and focus groups
		 Is there a greater mix of students at high tariff institutions and in underrepresented subjects? 	National statistics

