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Student Equity in Higher Education Evaluation Framework (SEHEEF)

A project commissioned by the Department of Education, Skills and
Employment

Acknowledgment of Country

The University of Queensland (UQ) acknowledges the Traditional Owners and their custodianship of the lands on which we meet.

We pay our respects to their Ancestors and their descendants, who continue cultural and spiritual connections to Country.

We recognise their valuable contributions to Australian and global society.



Webinar Purpose

To socialise the key components of the SEHEEF in order to obtain stakeholder feedback

- Introduction to the SEHEEF
- SEHEEF Foundations
- SEHEEF Components
 - University Level
 - National Level
- Next steps



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Introduction

Background



a **lack of rigorous collection of data** or consistent ongoing evaluations.

considerable support within universities for the **development and embedding of a HEPPP evaluation framework** to enable improved measurement

of the impact of the HEPPP and to provide **greater guidance on the outcomes** sought under the program.

support for **standardising their individual evaluative activities** through the development of a national HEPPP evaluation framework.



REPORT TO
DEPARTMENT OF EDUCATION AND TRAINING
16 MARCH 2017

EVALUATION OF THE HEPPP



HIGHER EDUCATION PARTICIPATION
AND PARTNERSHIPS PROGRAM



Purpose

To design a robust, expert- and stakeholder-informed Student Equity in Higher Education Evaluation Framework (SEHEEF)

The Framework will incorporate clear and detailed guidance for three components:

- The overall evaluation of the Higher Education Participation and Partnerships Program (HEPPP)
- Quality improvement evaluations of university HEPPP-funded activities
- Evaluations of the effectiveness of university HEPPP-funded programs and activities.

Benefits

- Promote systematic planning and reporting mechanisms with links between them
- Reduce reporting burden with focus on learning and improvement
- Increase understanding of link between university level programs and the national HEPPP
- Consistent approach across the sector to support shared learning
- Support continuous improvement of equity policies and practice in the Australian HE sector at a national scale.
- Foster evidence-informed practice

Principles

Credible

Developed by drawing on insights from a range of sources

Implementable

Designed to be pragmatic and provide structure to existing processes

Flexible

Incorporated systematic and standardised planning and reporting, alongside more generic guidelines adaptable to different contexts

Useful

Underpinned by the belief that evaluation (and evaluation frameworks) should be judged on its usefulness to its intended users

Transparent

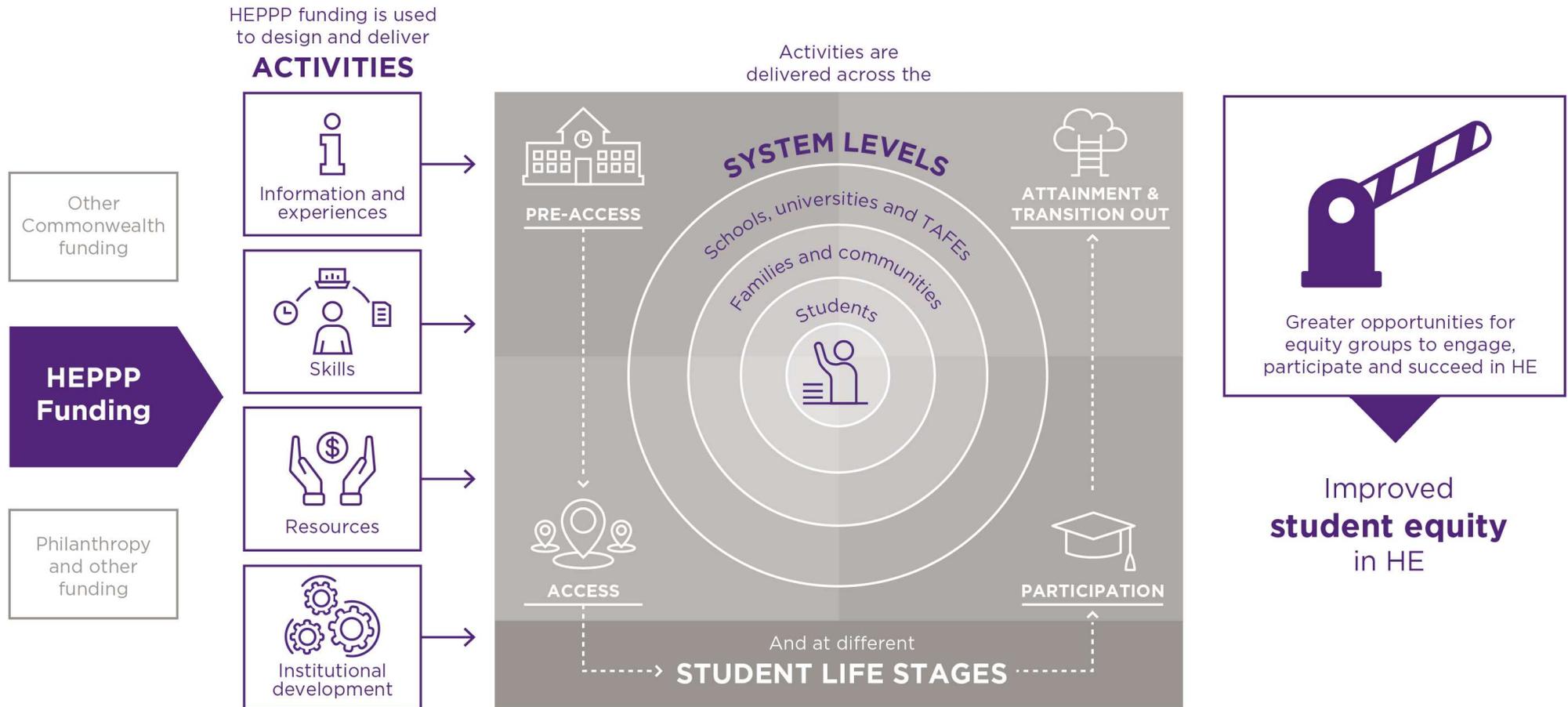
Development of SEHEEF has been transparent and proposes mechanisms for findings to be shared and synthesised

Inclusive and culturally appropriate

Incorporated and valued evaluation designs and methods that are consistent with the national Indigenous Evaluation Strategy



HEPPP Conceptualisation



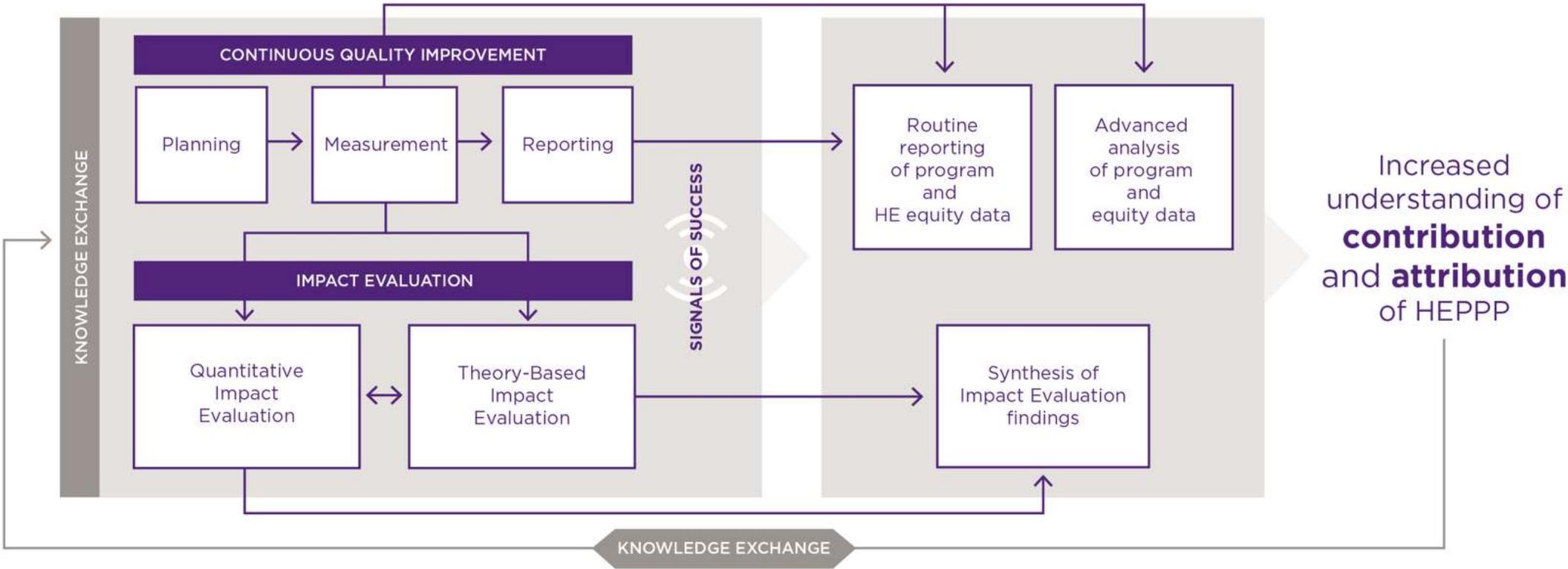
SEHEEF Overview Visual



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SEHEEF Foundations

The Building Blocks



Rapid evidence review:

13 x Annual Reports

32 x Access and Participation Plans



Data meetings:

24 x Stakeholders



6 x Key Informant Meetings



3 x

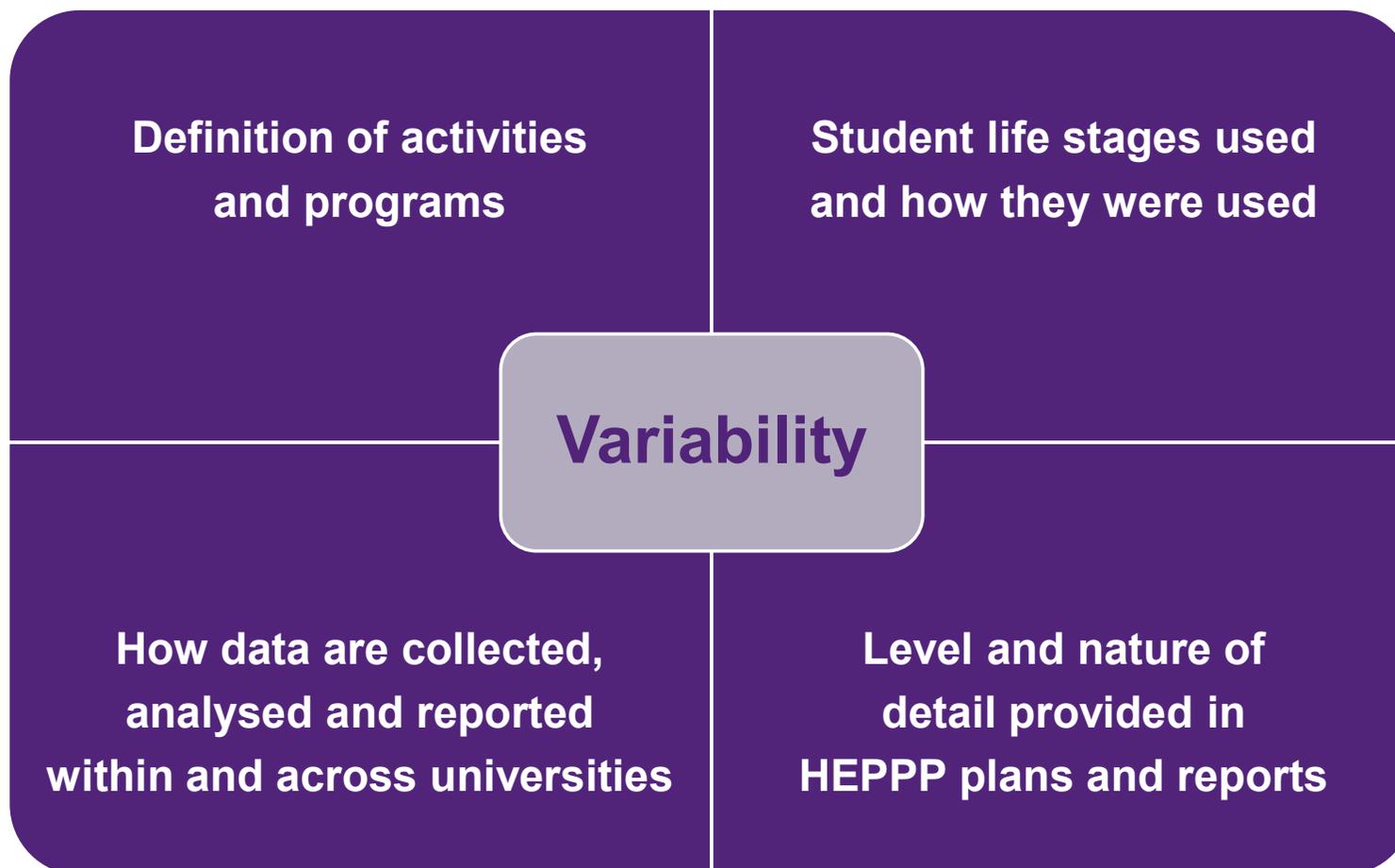
Stakeholder workshops:
>60 Stakeholders (c. 600 comments)



4 x

Workshops with DESE

Key insights



Activity

- An individual component of work funded (wholly or partially) by HEPPP that either stands by itself or is a part of a program made up with other activities.

Program

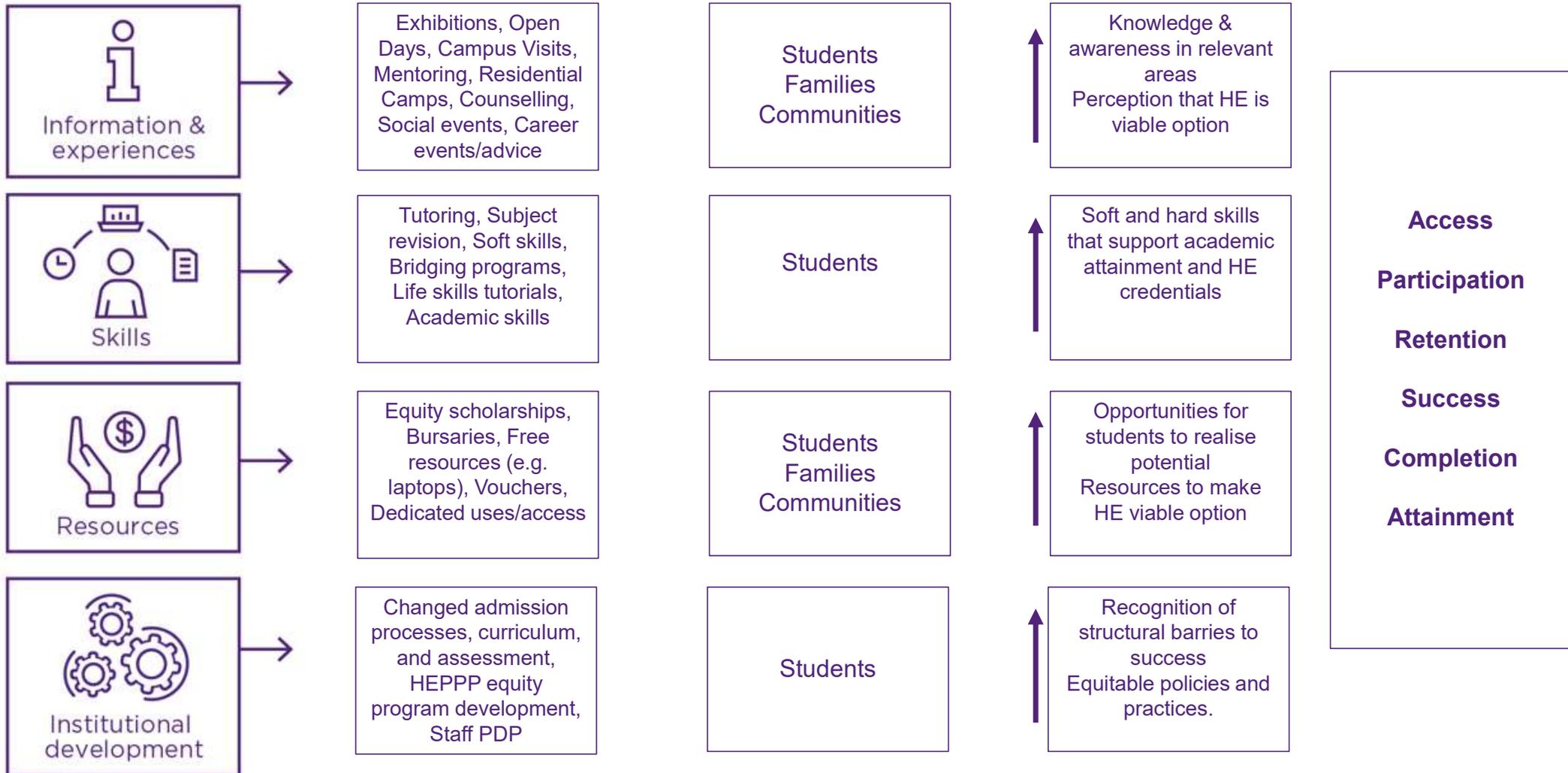
- A set of activities managed together over a sustained period of time funded (wholly or partially) by HEPPP.

What?

How?

Who?

Why?



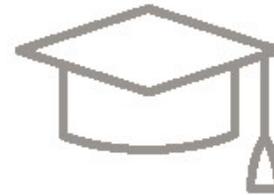
Student life stages



PRE-ACCESS



ACCESS

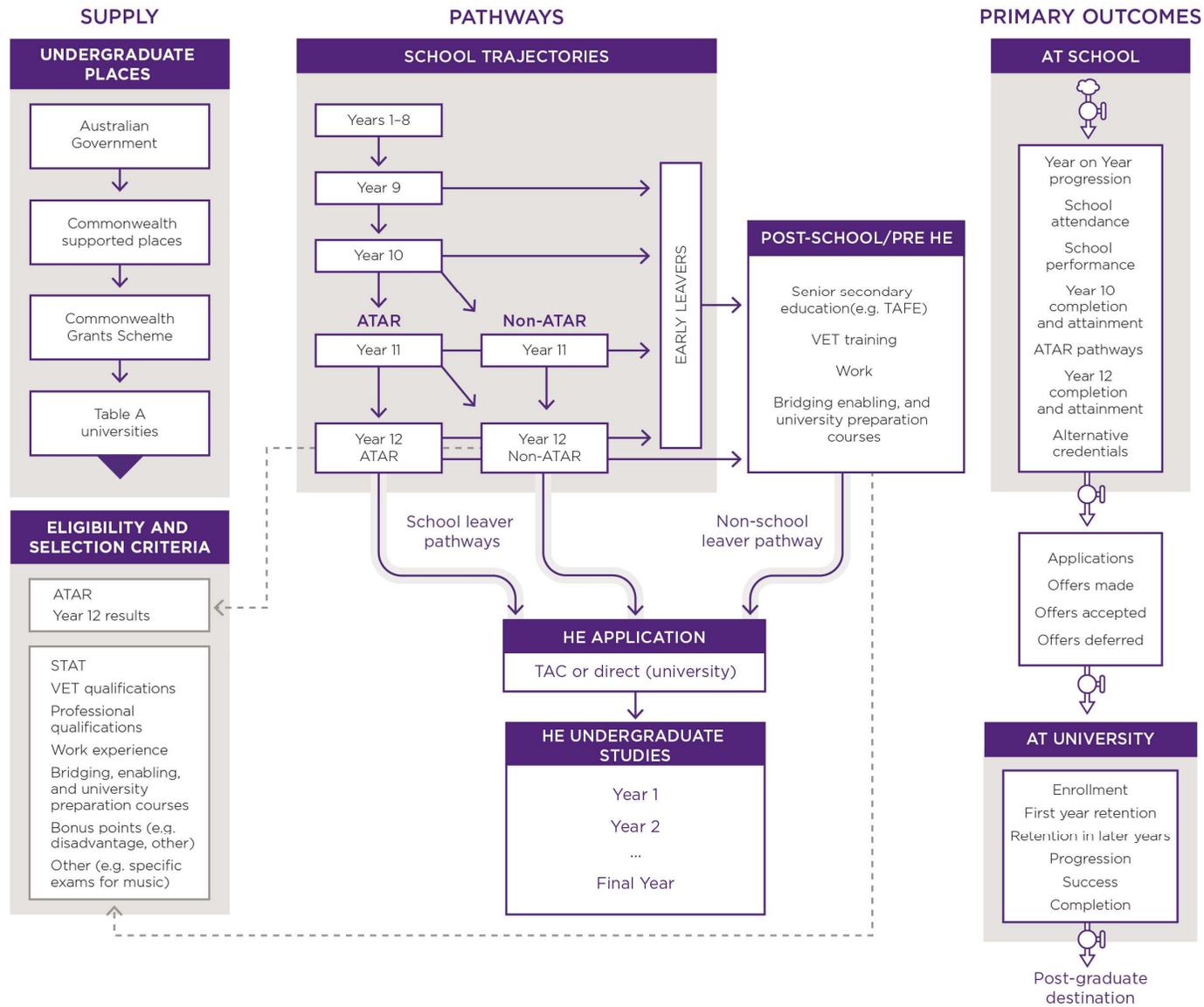


PARTICIPATION

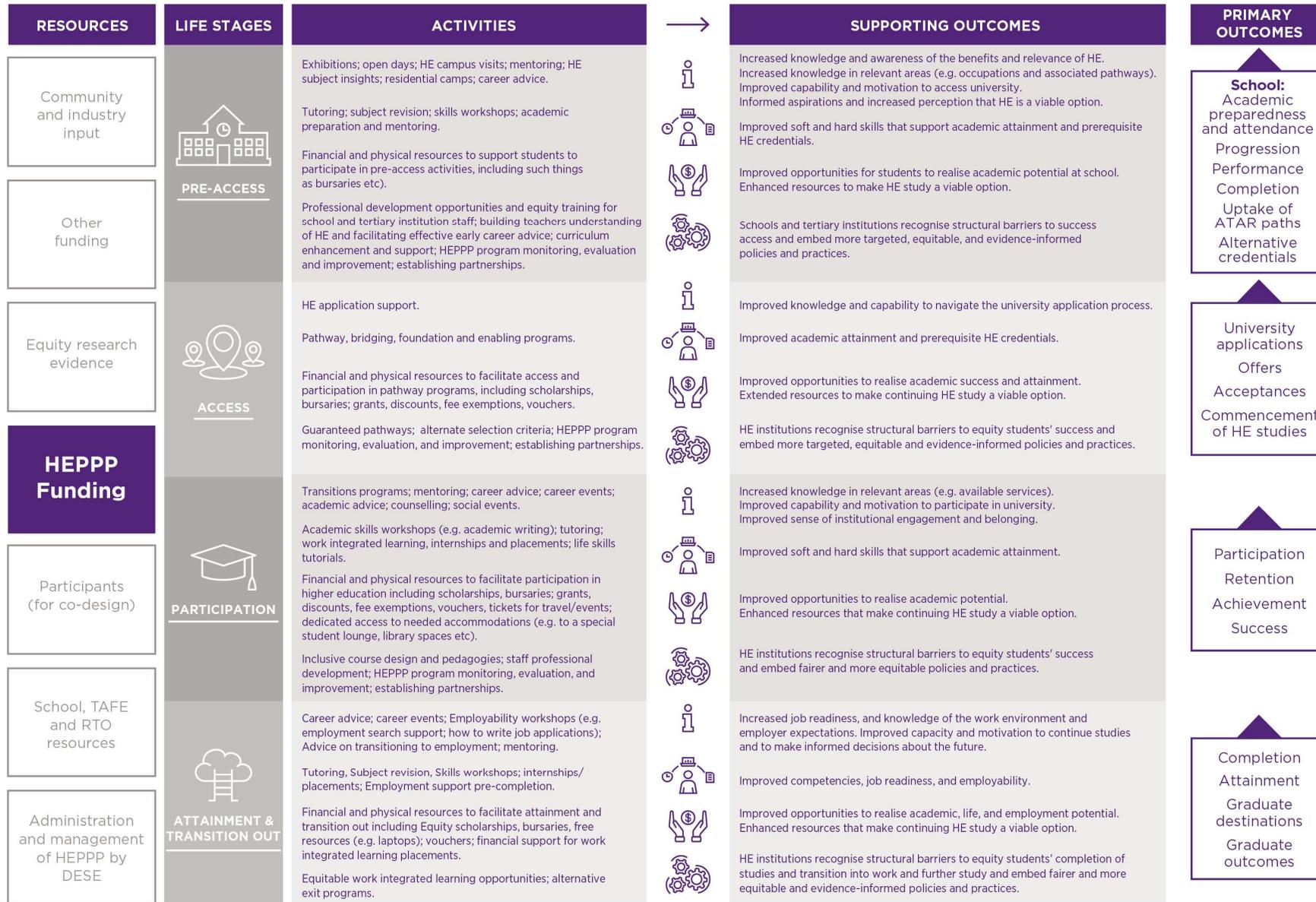


**ATTAINMENT &
TRANSITION OUT**

Student pathway map



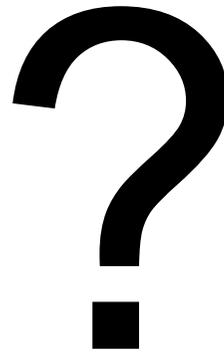
Program logic



Outcomes and indicators



Outcome level	Outcome	Example Indicator(s)
Supporting	Improved capacity and motivation to navigate the Higher Education sector and to make informed decisions about the future	<ul style="list-style-type: none"> • Awareness of pathways into employment • Informed career aspirations • Understanding of how higher education is related to professions and careers • Engagement, integration and satisfaction • Expectations to complete higher education and post-university plans
Primary	Increased participation, retention, performance, progression and success	<ul style="list-style-type: none"> • Retention rate (year on year) based on students who re-enrol in a subsequent year • Success rate (year on year) based on Equivalent Full-time Student Load (EFTSL) of units passed as a percentage of all EFTSL of units attempted • Grade Point Average
	Increased completion and positive graduate destinations and outcomes	<ul style="list-style-type: none"> • Graduate headcount of equity group as a proportion of all graduates in an institution • Completion of course within 5 years of commencement • Employment – any within 4 months / 3 yrs • Employment – related to course within 4 months / within 3 yrs • Further study after completion • Non-labour market outcome measures (e.g. health and wellbeing)



Consultation Questions



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SEHEEF Components

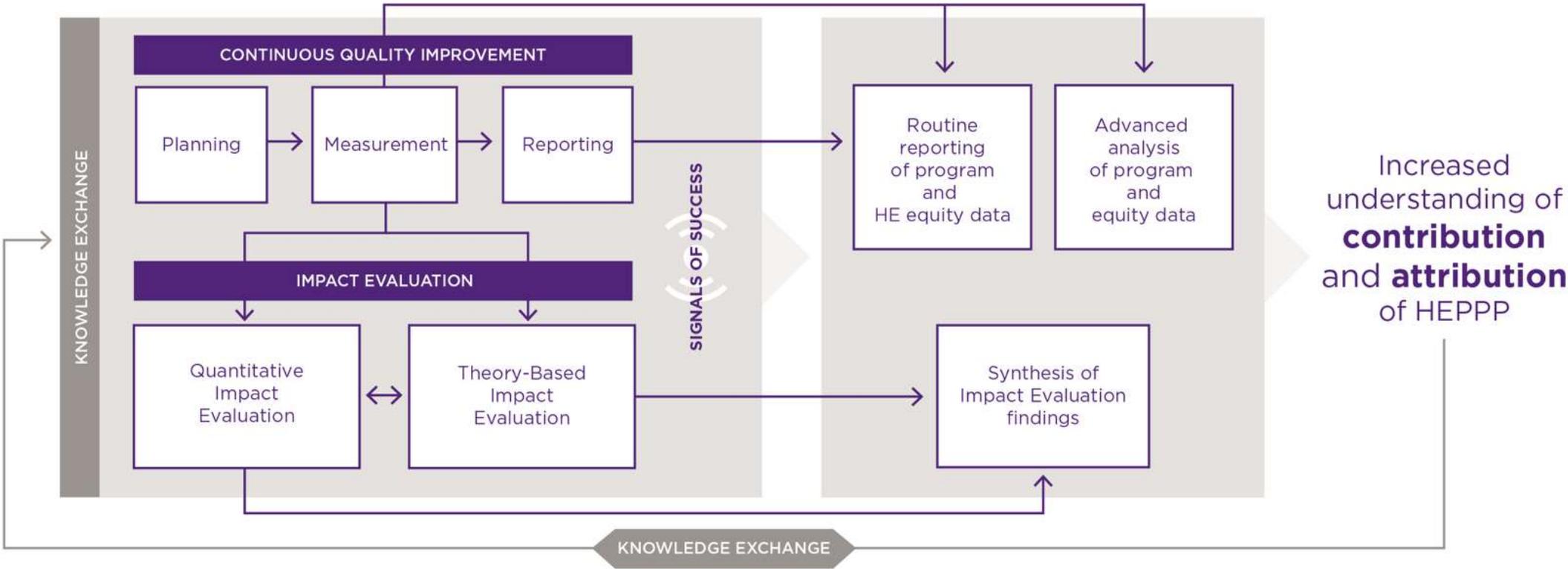
SEHEEF Overview Visual



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CONTINUOUS QUALITY IMPROVEMENT

CQI Framing

How much did
we do?

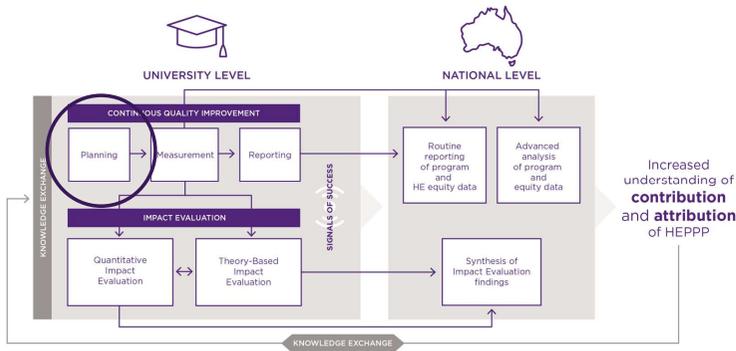
- Number of HEPPP-funded activities delivered
- Number of participants reached

How well did
we do it?

- Participant satisfaction
- Attendance rates

What outcomes
did we achieve?

- Changes in knowledge, awareness, skills, institutional practice



SEHEEF CQI Planning Template

Purpose

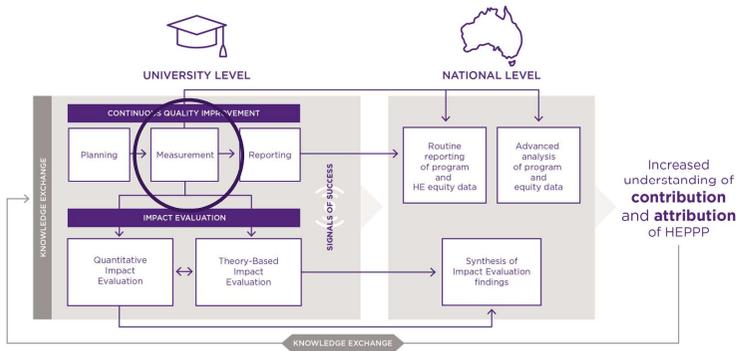
- To provide universities with a template that details: programs to be delivered, including objectives, activities and outcomes; programs to undergo impact evaluation; data collection methods for CQI.
- To provide the Department with a reporting template that enables a streamlined process for identifying what universities are planning to deliver and how they intend to embed continuous quality improvement in those plans.
- To provide a link between planning and reporting.

SEHEEF CQI Planning Template

Pre-access

Program name	Program resources	Program description	Program maturity	Equity group(s)	Stakeholders and partners involved	Activities			Outcomes			Impact Evaluation
						Planned program activities	Indicator(s)	Data source(s) / method(s)	Outcomes	Outcome indicator(s)	Data source(s) / method(s)	
Enter program name	Enter the anticipated budget (Total (HEPPP funded)) and other expected resources (e.g. staff time)	Provide a brief description of the program, including its rationale	Indicate whether the program is 'New' or 'Continuing'	List the equity group(s) that the program is primarily aimed at	List any stakeholders and partners that will be involved in the program	Provide a list of the activities that make up the program. Try to include details such as intended number, duration, and modality of the activities.	Specify indicator(s) of progress for each activity. Indicator(s) should help to answer the questions: <ul style="list-style-type: none"> How much did we do? How well did we do it? 	Describe how the indicator(s) will be measured including the source of the data and, if relevant, the method of data collection	Consider the changes that the program is intending to bring about. Refer to the SEHEEF Program Logic to distinguish between supporting and primary outcomes	Specify indicator(s) for the intended outcomes. Indicator(s) should help to answer the question: What outcomes did we achieve?	Describe how the indicator(s) will be measured including the source of the data and, if relevant, the method of data collection. It is likely that most of the focus will be on supporting outcomes unless you intend to monitor trends in primary outcomes	Specify whether the program will undergo a separate Impact Evaluation (Yes/No). If Yes, please provide further details (e.g. what type of Impact Evaluation and why).





CQI: Measurement

CQI

- Capturing data and evidence to the answer the three questions:
How much did we do? How well did we do it? Is anyone better off?

Data for QIE

- To enable quantitative impact evaluation (particularly for programs in participation stage)
- To facilitate advanced analysis of HEPPP data at the national level

CQI Measurement: Illustrative examples

	How much did we do?	How well did we do it?	What outcomes did we achieve?
Information and experiences	<ul style="list-style-type: none"> Number and reach of information sessions with parents/carers 	<ul style="list-style-type: none"> Participant's feedback on quality, appropriateness, and usefulness of the information-based activity 	<ul style="list-style-type: none"> Changes in participant's levels of: <ul style="list-style-type: none"> - perception that HE is a viable option
Skills	<ul style="list-style-type: none"> Number and reach of skills-based workshops 	<ul style="list-style-type: none"> % of participants who completed all sessions (for multi-session activities) 	<ul style="list-style-type: none"> Changes in participant's levels of: <ul style="list-style-type: none"> - confidence, self-efficacy, communication skills
Resources	<ul style="list-style-type: none"> Number and value of scholarships available 	<ul style="list-style-type: none"> % of participants who agree that additional resources were sufficient to fully participate in university 	<ul style="list-style-type: none"> Evidence of the effect of resources on student's experience of university
Institutional development	<ul style="list-style-type: none"> Number and reach of staff development sessions on equity / inclusive teaching practice 	<ul style="list-style-type: none"> Student feedback on cultural appropriateness of course design and teaching 	<ul style="list-style-type: none"> Evidence of teachers/lecturers delivering more equitable teaching practice
Data sources / methods	<ul style="list-style-type: none"> University HEPPP admin data 	<ul style="list-style-type: none"> Participant surveys, interviews and focus groups Stakeholder surveys and interviews 	<ul style="list-style-type: none"> Participant surveys, interviews and focus groups University admin data Staff surveys and interviews

Minimum data requirements (to support QIEs)

Data about individual participants in HEPPP-funded programs/activities need to be captured in order to support QIEs

Minimum

- a flag identifying each individual participating in programs during the **Participation and Attainment/Transition Out** stages

Example table capturing participants at the *program* level

Student ID (unique)	Program ID (unique)	Program name
0000001	01	Prog A
0000001	02	Prog B
0000002	01	Prog A
0000003	01	Prog A
0000004	01	Prog A
0000005	01	Prog A
0000005	02	Prog B
0000006	02	Prog B

Minimum data requirements (to support QIEs)

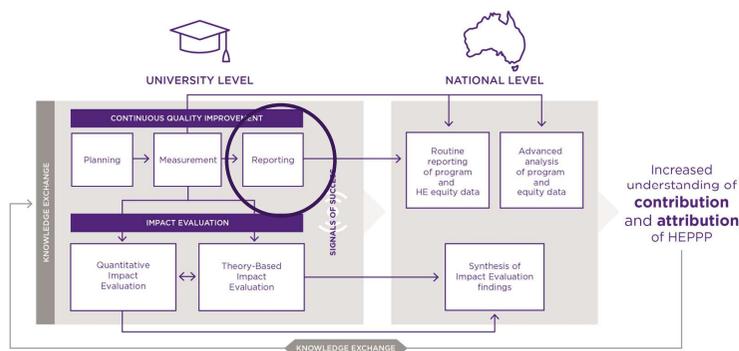
Data about individual participants in HEPPP-funded programs/activities need to be captured in order to support QIEs

Extensions

- Capturing participation at an activity level during **Participation and Attainment/Transition Out** stages
- In time, data capture system could be extended to **Pre-Access & Access** stage, e.g. to capture participants in outreach activities. Higher Education Access Tracker (HEAT) in the UK provides a model for such expansion

Example table capturing participants at the *activity* level

Student ID (unique)	Program ID (unique)	Program name	Activity ID (unique)	Activity name	Activity type
0000001	01	Prog A	0101	Mentor	Info
0000001	01	Prog A	0102	Scholar	Resources
0000001	02	Prog B	0201	Employ	Skills
0000002	01	Prog A	0102	Scholar	Resources
0000003	01	Prog A	0101	Mentor	Info
0000004	01	Prog A	0102	Scholar	Resources
0000005	01	Prog A	0102	Scholar	Resources
0000005	02	Prog B	0201	Employ	Skills
0000006	02	Prog B	0201	Employ	Skills



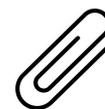
CQI: Reporting

<h2>Program Data Report</h2>	<ul style="list-style-type: none"> To provide universities with a streamlined mechanism for reporting the number, type and reach of the activities they deliver through their HEPPP-funded programs To provide an unambiguous template that enables the Department to easily aggregate data across universities.
<h2>CQI Annual Report</h2>	<ul style="list-style-type: none"> To provide universities with a structured template that: details what CQI methods were used, what was found, and what changes have/will take place; links to activity plans; socialises the basics of program logics and evaluation. To provide additional insights that can be used to understand observed impacts at the program level. To enable DESE to review CQI findings in a more systematic and consistent way and better understand their implications. Also useful for accountability.
<h2>Intended benefits</h2>	<ul style="list-style-type: none"> To reduce the administrative and reporting burden on university staff. To provide universities with an easier way to line up their planning, delivery and reporting. To allow university managers easier access to metrics on how they are progressing

SEHEEF Program Data Reporting Template

Program name		Program Budget	
Program ID		HEPPP Funding Component	
Project Initiation Date		Other Funding Component	
Project Completion Date		Source of other funding	
Actual Program Expenditure		If more than 10% difference between planned and expected expenditure, describe reasons	
Actual HEPPP Expenditure			

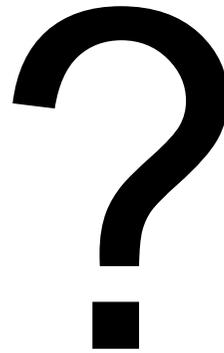
Activity description	Activity Type	Activity Mode	Total duration of activity	Equity group(s)	System level (i.e. student, family, community, institution)	Number of times activity delivered	Number of stakeholder organisations involved (e.g. schools)	Total number of participants completing the activity



SEHEEF Continuous Quality Improvement Reporting Template

Program Name and ID	What did the program involve?	How much did you do?			How well did you do it?			What outcomes did we achieve?			What were the key findings?	What were the main enablers and barriers to program delivery?	What are the key implications?	What, if any, changes should be made?	What resources did the program use and how efficiently were these used?	Overall, what was the most significant change you observed?
		Indicator(s)	Data source / Method	Findings	Indicator(s)	Data source / Method	Findings	Indicator(s)	Data source / Method	Findings						
Enter Program Name and ID	Summarise what the program involved	Refer to the indicator(s) in your CQI Planning Template and add any additional indicator(s) that you did not plan to measure	Describe how the indicator(s) was measured including the source of the data and, if relevant, the method of data collection	Provide quantitative data on how much you delivered as part of this program	Refer to the indicator(s) in your CQI Planning Template and add any additional indicator(s) that you did not plan to measure	Describe how the indicator(s) was measured including the source of the data and, if relevant, the method of data collection, sample size and response rate	Provide quantitative and/or qualitative evidence of how well the program was designed and delivered, and how well it was received.	Refer to the indicator(s) in your CQI Planning Template and add any additional indicator(s) that you did not plan for	Describe how the indicator(s) was measured including the source of the data and, if relevant, the method of data collection, sample size and response rate	Provide quantitative and/or qualitative evidence of the outcomes that that the program achieved. It is likely that most of the focus will be on supporting outcomes unless you monitored trends in primary outcomes	Summarise the three take-home messages from the program	Provide details on any factors that either supported or constrained the implementation or outcomes of the program	Describe the implications the CQI findings on program and policy development.	Describe what changes should be made in response to the CQI findings.	Enter the resources used as part of the program. This will include HEPPP funding and other resources (e.g. staff time). Provide any reflections how efficiently resources were used (e.g. compared to other approaches; how well the intervention was managed)	Describe what you think is the most significant change that the program contributed to (e.g. the lives of the program beneficiaries; an aspect of the how the program was delivered); the wider institutional or policy environment





Consultation Questions



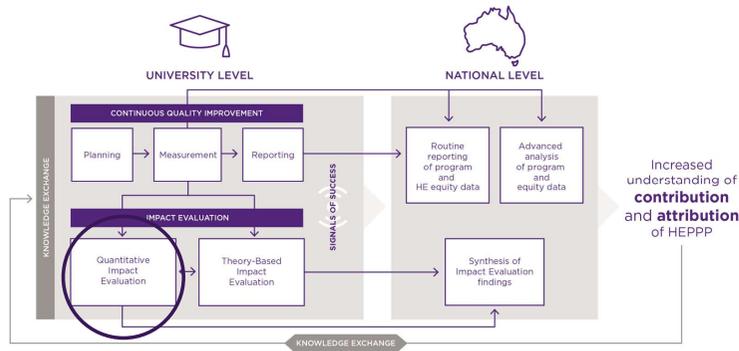
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IMPACT EVALUATION



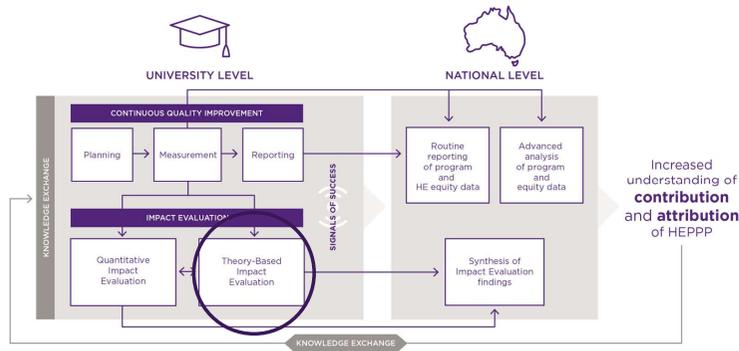
Quantitative Impact Evaluation (QIE)

- Provides a **robust measure** of the impact of a program on target beneficiaries.
- Achieved by comparing outcomes in the group receiving an intervention to a so-called **counterfactual**, i.e. a control group that did not receive the intervention
- Typically use **quasi-experimental design**, i.e. analytically creating a counterfactual that is as close to the intervention group as possible in order to mimic random allocation to the intervention and control groups
- The ability to create such a counterfactual in the case of SEHEEF will depend on both the **features of the program/activity being evaluated**, and on the **availability on the relevant outcome data**

QIE design scenarios

Program design	Data needed to capture information on outcomes for intervention/control groups	Outcome data availability: post-intervention only	Outcome data availability: pre- and post-intervention
Single school/university <ul style="list-style-type: none"> selected students from a target population 	Individual-level data <ul style="list-style-type: none"> for all students in that school/university in the target population 	Typical methods <ul style="list-style-type: none"> Propensity score matching (PSM) Inverse probability of treatment weighting (IPTW) Regression adjustment (RA) designs 	Typical methods <ul style="list-style-type: none"> First difference, fixed effects estimation Interrupted time series Regression discontinuity (RD) Models adjusting for the baseline differences between controls, e.g. difference-in-difference
Single school/university <ul style="list-style-type: none"> all students in a target population 	Individual-level data <ul style="list-style-type: none"> for all students in the target population from the intervention and non-intervention school(s)/uni(s) 		
Multiple schools/universities <ul style="list-style-type: none"> selected students from a target population 	(Preferred) Individual-level data <ul style="list-style-type: none"> for all students in the target population from the intervention schools/universities (OR) School/uni-level data <ul style="list-style-type: none"> covering the intervention schools and non-intervention schools/universities information on the proportion of the students in the target population covered by the intervention in a particular school/university 		
Multiple schools/universities <ul style="list-style-type: none"> all students in a target population 	(Preferred) Individual-level data <ul style="list-style-type: none"> for all students in the target population from the intervention schools/unis and non-intervention schools/universities (OR) School/uni-level data <ul style="list-style-type: none"> covering the intervention and non-intervention schools/universities information on which schools/universities were covered by the intervention 		
		Typical outcomes of interest Interim & Final outcomes: <ul style="list-style-type: none"> <i>Pre-access</i>: progression, attendance, NAPLAN, Y12 completion, alternative credentials; applications, offers, enrolment <i>Participation</i>: retention, progression, success, completion, post-graduate outcomes 	



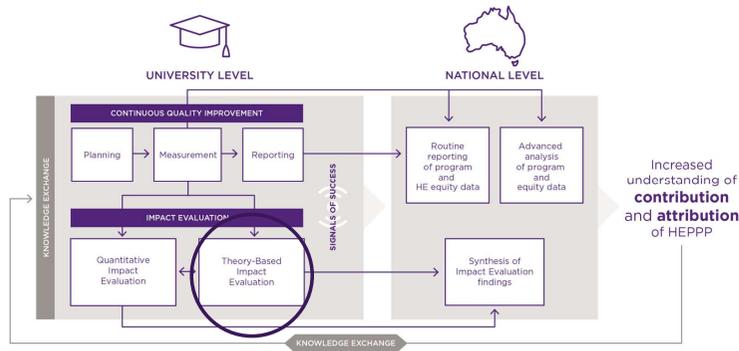


Theory-Based Impact Evaluation

- Particularly suited for the evaluation of complex programs or programs implemented in **complex environments**
- Usually consists of a **conceptual phase** followed by an **empirical phase**
- Focused on contribution of program to multiple effects
- TBIE is **method-neutral**
- Open up the 'black box' to understand **what works, for whom, in what circumstances, how, and why?**

“ we are not seeking to [only] establish causality through statistical tests of correlations but by a ‘burden of evidence’ that supports logically coherent chains of relations that emerge through the contrasting and comparing of findings from many relevant and extant forms of evidence ”

(Baum et al, 2014)

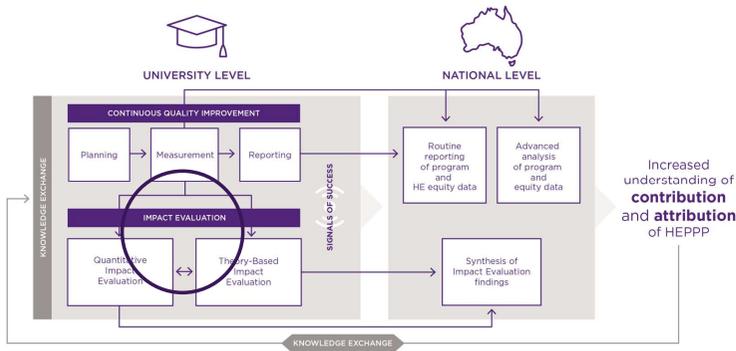


Theory-Based Impact Evaluation

Contribution
Analysis

Realist
Evaluation

Process
Tracing



Impact Evaluation Questions

- To what extent can a specific impact be attributed to the program?
- Did the program make a difference, for whom, in what ways and in what circumstances?
- How has the program made a difference?
- Will the program work elsewhere?

Selecting programs for Impact Evaluation

Table x: Criteria to support the prioritisation of programs for advanced evaluation

Criteria	Description	Prompts to guide prioritisation
Program maturity	This concerns the extent to which the program is new and innovative or a continuation of an already established program.	<ul style="list-style-type: none"> • Is this a new and previously untried project? • Is this program similar to other programs you have delivered or are delivering? • Does the program contain innovative approaches? • Is there uncertainty about program outcomes? • For how long has this program been delivered? • Has the implementation and impact of this program been evaluated before?
Program profile	This concerns the profile of the program in terms of: <ul style="list-style-type: none"> • Program cost • Number of participants • Number of partners and stakeholders involved • Stakeholder importance 	<ul style="list-style-type: none"> • How many participants will be involved in this program? • To what extent are partners and stakeholders involved in this program? • What is the total cost of the program, including staff and non-staff costs? • How does the cost of the program compare to other HEPPP-funded programs being delivered by the university? • Is this program deemed of high importance within the university and to other stakeholders?
QIE feasibility	This concerns the availability of data that facilitates robust QIE: <ul style="list-style-type: none"> • data on participation in HEPPP activities; • data on equity characteristics of participants and non-participants (for generating control groups); • data on relevant outcomes for participants and potential control groups 	<ul style="list-style-type: none"> • Can the collected data reliably identify who has participated in a HEPPP funded activity (and when and in which way)? • Has there been enough time for primary outcomes to accrue and become measurable? • Is there reliable data available on such outcomes for each participant but also for potential control groups? • Do sizes of participant and potential control groups allow robust estimates of differences in outcomes (see Additional Note)?

Box x: Example Prioritisation Scoring Tool for selecting programs for impact evaluation

Prioritisation Tool

Scenario
 Program A accounts for the highest share of University X's HEPPP allocation. It is a relatively new program, having only been implemented for the first time 2 years ago. It is delivered to a large number of students and uptake has been good. The program's design has been informed by available evidence, but it also contains some innovative elements and some of the underlying theory is speculative. The program steering committee involves numerous senior leaders from the University and the number of external stakeholders involved in supporting the program has grown year-on-year. Monitoring of student progression suggests the program is making a difference; however, no formal evaluation has been conducted. The university collects data on the student ID of program participants and this can be linked to outcomes on the university's main data system.

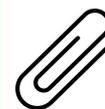
Step 1: Determine whether there is a need for Impact Evaluation
 (by discussing the criteria of Program Maturity, Program Profile and QIE)

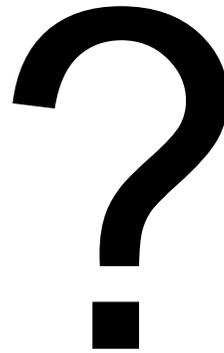
If there is a clear need for Impact Evaluation, please complete Step 2 to prioritise the evaluation of the program against other programs.

If there is not an identified need for Impact Evaluation, the program will be assessed using the continuous quality improvement activities.

Step 2: Calculate a prioritisation score

	Yes (2)	To some extent (1)	No (0)
Program profile			
The amount of HEPPP funding for this program high compared to others within the university	2		
The program reaches a high number of participants / students compared to others in the university.	2		
HEPPP is the main funding source for this program	2		
The program involves a large number of internal and external stakeholders/partners	2		
		Subtotal	20
Program maturity			
The program has not been evaluated before	2		
There is uncertainty about the program's impact on intended outcomes		1	
There is uncertainty about how the program will bring about its intended outcomes		1	
There is a lack of evidence to support the program's design		1	
		Subtotal	12.5
QIE feasibility			
It is likely possible to undertake QIE of the program	2		
		Subtotal	20





Consultation Questions



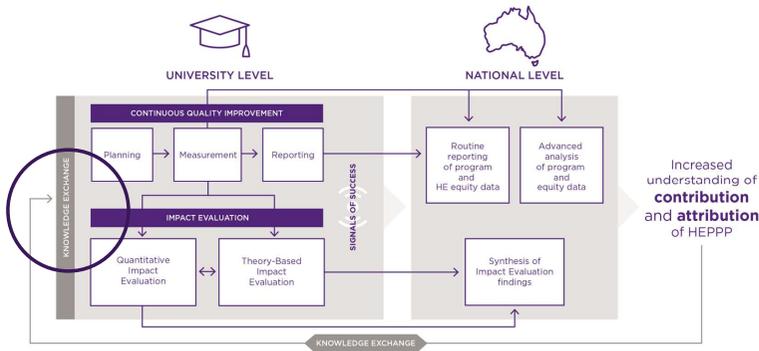
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KNOWLEDGE EXCHANGE



Knowledge Exchange



Publishing, plans, annual reports and impact evaluations

Community of Practice / Regular HEPPP event(s)

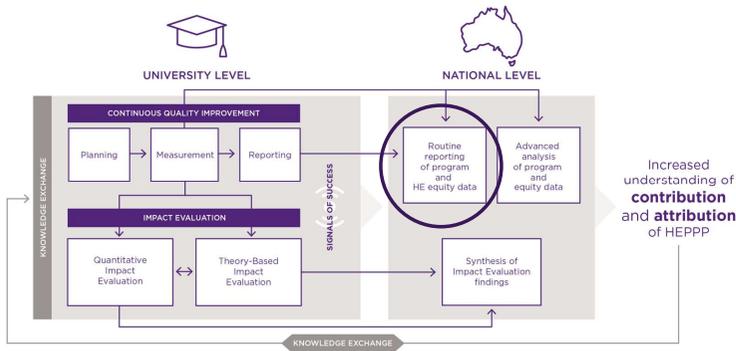


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Routine Reporting

- Comprehensive statistics already managed in the Higher Education Statistics Collection
- Used to produce invaluable dashboards for accessible trends, patterns and visualisations that support discussion and analysis of equity issues in HE
- Scope to complement with data on the number, reach and characteristics of HEPPP funded activities

EQUITY DATA HOME / EQUITY DATA

A core mission of the NCSEHE is to use official data sources to present student data in formats supporting discussion and analysis of equity issues in Australia.

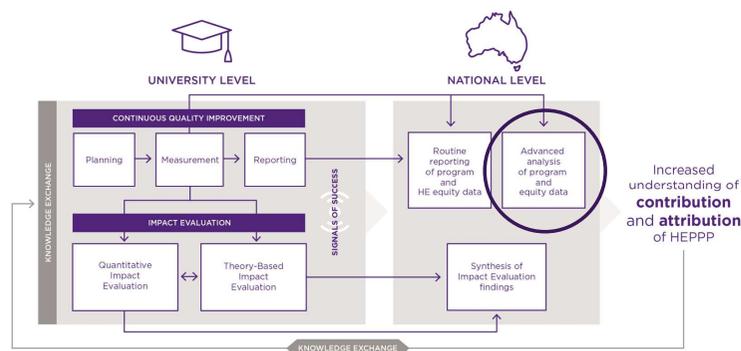
This interactive resource is part of an NCSEHE project to promote public access to data about student equity outcomes in Australian higher education. Users can explore trends in equity group numbers among Australia's undergraduate population, view outcomes by university, and make comparisons with institutions in a given state or territory or institutional grouping.

Instructions (Click to Show) +

University (please select): Domain (please select): Indicator (please select):

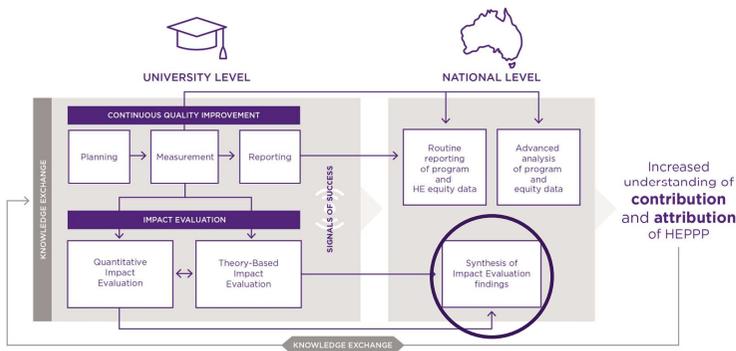
Australian Catholic University Participation (All St... Enrolments

Domestic National Total											
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Australia	292,200	311,957	319,443	343,820	359,949	374,493	370,680	377,036	382,241	376,926	375,323
National Total (Table A and B Institutions)	286,790	306,516	313,859	337,977	354,105	368,227	364,318	368,693	372,404	366,004	364,861
Table A Providers	5,410	5,441	5,584	5,843	5,844	6,266	6,362	6,343	6,837	10,922	10,462
State and Territory											
New South Wales	93,719	100,146	100,960	104,749	106,995	109,123	109,440	110,361	110,306	108,486	108,476
Victoria	63,860	69,322	72,286	80,037	87,869	90,145	90,735	90,795	92,823	91,587	90,283
Queensland	56,989	59,703	60,644	64,518	67,289	70,361	69,238	70,111	70,262	69,650	69,868
Western Australia	31,580	33,071	33,925	37,537	37,004	39,154	36,419	38,996	39,479	39,496	38,867
South Australia	19,273	20,651	21,259	23,534	24,357	24,808	24,198	25,768	27,719	29,723	30,067
Tasmania	7,305	8,546	8,415	9,775	11,420	13,021	13,828	15,053	16,143	13,598	13,328
Northern Territory	3,633	3,636	3,974	4,584	4,522	4,358	3,824	3,631	3,834	3,987	4,193
Australian Capital Territory	9,465	9,812	9,845	10,497	11,227	11,801	11,650	11,145	11,200	10,265	10,443
Multi-State	6,376	7,070	8,135	8,579	9,266	11,722	11,348	11,176	10,469	10,134	9,796
Higher Education Institution											
Australian Catholic University	6,376	7,070	8,135	8,579	9,266	11,722	11,348	11,176	10,469	10,134	9,796
Batchelor Institute of Indigenous Tertiary Education ^(b)	423	190	218	10	0	< 5	5	< 5	< 5	< 5	< 5
Bond University	1,541	1,600	1,659	1,529	1,362	1,387	1,286	1,538	1,267	1,235	1,233
CQUniversity	5,345	5,856	5,935	6,460	6,915	6,544	6,427	6,991	6,471	7,251	7,579
Charles Darwin University ^(b)	3,210	3,446	3,756	4,584	4,522	4,354	3,819	3,627	3,831	3,984	4,192
Charles Sturt University	11,777	14,302	13,142	13,266	12,273	12,185	12,576	14,828	14,376	13,529	14,015
Curtin University	9,138	9,986	10,483	12,839	12,643	13,790	12,775	13,167	12,727	13,057	12,849



Advanced Analysis

Option	Description
HEPPP 'Flag'	When participants in HEPPP-funded programs are flagged in HEIMS/TCSI, statistical and econometric methods can be used to undertake national-level quantitative analysis of outcomes at the Participation & Attainment and Transition Out stages
Widening Participation Longitudinal Survey	WPLS data (when available) will be able to be used to analyse the associations between the types of activities and features of equity interventions (as reported by participants) and their self-reported outcomes
Data linkage: Participation & Attainment and Transition Out	Data linkages can be further leveraged: <ul style="list-style-type: none"> • QILT data (SES, GOS) readily linkable and can provide information about student experiences and post-graduate destinations • Commonwealth administrative data (e.g. MADIP) can be further linked in for more robust estimation of post-graduate outcomes
Data Linkage: Pre-access & Access	Expand data linkages to also cover Pre-Access stage, although this will require setting up a system to capture information about program participation, e.g. modelled on the HEAT system in the UK



Synthesis of Impact Evaluations

Synthesis approach	Purpose	Examples
Quantitative meta-analytical approaches	<ul style="list-style-type: none"> To statistically synthesise quantitative data (e.g. effect size) To summarise findings in narrative, tabular, or graphical form 	<ul style="list-style-type: none"> Meta-analysis Narrative summary
Qualitative synthesis	<ul style="list-style-type: none"> To configure/ summarise / integrate qualitative data to address specific questions 	<ul style="list-style-type: none"> Framework synthesis Thematic synthesis
Mixed-method synthesis	<ul style="list-style-type: none"> To integrate synthesis of quantitative, mixed-method and qualitative evidence within a single review 	<ul style="list-style-type: none"> Realist review Narrative synthesis



Consultation Questions

Next Steps

- Respond to the Qualtrics survey by 28th September
- Join us for an ‘Ask the Team’ Zoom session on
 - Friday 17th 9-10 am
 - Tuesday 21st 10-11am
- SEHHEF Team to review feedback and finalisation of draft report and guidance manual finalised
- The Department will hold an initial webinar in early October, followed by a detailed webinar before the end of the year, to discuss the implementation of the SEHEEF

Thank you

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