

Early engagement: measuring an outreach program's impact

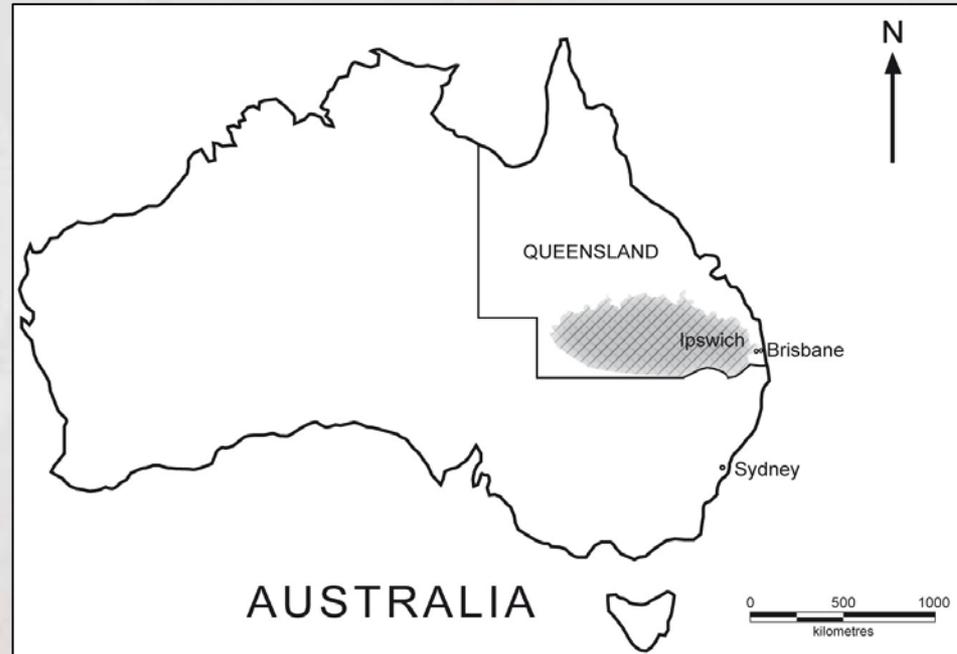


Tuesday 4 October
2011 National Outreach Scholarship Conference
Michigan State University

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EDUCATIONAL DISADVANTAGE higher education *equity access participation*
university outreach **Disability** barriers to higher education *aspirations* **Financial hardship**
equity higher education non-English speaking background *access* Indigenous Low
SES widening participation *outreach programs* **Geographic isolation** educational disadvantage
barriers aspirations First-in-family Educational Disadvantage: inequities in higher education access,
participation and benefits due to factors outside of a person's control. Age *higher education equity access*
participation *university outreach* **Disability** educational disadvantage Low SES *barriers to higher*
education educational aspirations **Financial hardship** *equity tertiary education* non-English
speaking background *access* **Indigenous** widening participation *outreach programs*
Geographic isolation educational disadvantage *barriers aspirations* **First-in-family**
Educational Disadvantage: inequities in higher education access, participation and benefits due to factors
outside of a person's control. Age *equity access participation university outreach* **Disability** educational
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Low SES **Financial hardship** Educational Disadvantage: inequities in higher education access,

UQ Young Achievers Program:



Map1: UQYAP Catchment area

Impact study:

What are the impacts of the UQ Young Achievers Program for participants, and their families, schools and community?

2010-2015 Design / timeframes:

-> Impact Study Year	1 st : 2010 - 2011	2 nd : 2011 - 2012	3 rd : 2012 - 2013	4 th : 2013 - 2014	5 th : 2014 - 2015
-> Student Lifecycle (UQYAP Cohort 2)	Secondary school Years 10-11	Secondary school Years 11-12	Secondary school Year 12 – 1 st year university	1 st - 2 nd year university	2 nd - 3 rd year university
-> Program Stages (UQYAP Milestone activities)	<ul style="list-style-type: none"> - School nominations - Welcome (family event) - Year 11 Residential camp 	<ul style="list-style-type: none"> - University open day - Year 12 Residential camp - School/ community project 	<ul style="list-style-type: none"> - Regional parents information session - University open day - School/ community project - Celebration (family event) 	<ul style="list-style-type: none"> - Scholarship support - Opportunity to become a UQYAP student mentor 	<ul style="list-style-type: none"> - Scholarship support - Opportunity to become a UQYAP student mentor
<- Student mentoring and bursary / scholarship support ->					

Table 1: Impact study timeframes

Research data:

- **Semi-structured interviews**
- Stakeholder workshops / meetings
- Program surveys, records and materials
- Academic and industry literature

2011 Interview sample:

	Young Achievers		Parents/Guardians		School Staff	
<u>N = 35:</u>	11		11		13	
Age:	15 years of age (7) 16 years of age (4)		-		-	
Gender: (12 Male 23 Female)	Male (4)	Female (7)	Male (1)	Female (10)	Male (7)	Female (6)

Table 2: 2011 Interview sample

2011 Preliminary findings:

- Entry point data:
 - Most Young Achievers come to the program with university aspirations
- Interview data by themes:
 - Recognition
 - Relief
 - Social connections
 - Raised awareness

Recognition

“... there’s a positive for that student that they’ve been acknowledged, there’s a positive for the family “hold on my son or my daughter has some significant potential” ... [it’s] almost like throwing the rock in the pool and [the ripple effect] ... an influence on that person’s peers and friends and that’s what we need to do more of.”

(Interview 1, School Staff, March 2011)

Relief

“Yeah, I think it’s a very good help for me because I worry about the future, we’re getting old now, and the business is starting to go down and we can’t afford university. But [Young Achiever] can join in this program, that’s a big worry for me to pass away, just put it on one side ... the financial support.”

(Interview 14, Parent/Guardian, March 2011)

Social connections

“...[the residential camp] gave us the opportunity to go onto the campus and experience life and learn a little bit more about it ... it was awesome, meeting new people, like at first I was really really nervous about it, cause I’m not like so far out there. But you get to know people and then you form like really close friendships. ... I’ve kept in contact with my mentors, I haven’t got like Facebook or anything like that so I’m kind of a bit you know I’ve only got one email account so I’m a bit secluded .”

(Interview 15, Young Achiever, March 2011)

Raised awareness

“It was always in the plan to go to university [but] if you’d asked me you know exactly what I had to do to get into university and what I was going to do while I was there I couldn’t have told you but the program’s really sort of been an eye opener as to you know how it all works.”

(Interview 10, Young Achiever, March 2011)

Early engagement ...

...long term impacts.

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For more information about ...

[UQ Young Achievers Program:](#)
www.uq.edu.au/youngachievers

UQYAP Impact study:

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