



Australian Government

Department of Education, Employment and Workplace Relations

Interventions early in school as a means to improve higher education outcomes for disadvantaged (particularly low SES) students

Component B: A survey of the nature and extent of outreach activities conducted by Australian higher education (Table A) providers

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COMMISSIONED BY

THE DEPARTMENT OF EDUCATION, EMPLOYMENT
AND WORKPLACE RELATIONS

The views and opinions in this document are those of the project team and do not necessarily reflect the views of the Australian Government or of any Minister, or indicate the Australian Government's commitment to a particular course of action.

About this report

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Executive summary

This report presents the analysis of survey data collected in late 2008 on the nature and extent of programs, interventions, and outreach activities targeting pre-Year 11 students, and operated by Australian universities. It constitutes Component B of the DEEWR funded research project *Interventions early in school as a means to improve higher education outcomes for disadvantaged (particularly low SES) students*. All Australian public universities were invited to participate. Responses were received from 26 universities reporting on 59 programs. The survey asked respondents to answer questions relating to the type of interventions provided by universities to encourage low socioeconomic status (SES) school students to consider higher education. Basic data was requested, including target groups, annual budgets and the origin of the programs. Other questions asked about how programs were evaluated, about program aims and what outcomes had been identified.

Survey results

Key data from the survey indicates the following:

- Most of the interventions reported were aimed at Year 10 students.
- The largest group of these Year 10 programs aimed at building student aspirations to attend university, while financial assistance for students was the least commonly reported aim.
- Many of the interventions were one-off events that aimed to provide students with a taste of university, although extended programs of on-campus visits by school students, and school visits by university staff and students, were also reported.
- University equity units drive and fund a large proportion of the early interventions. Nearly 40 per cent of the programs in this survey were reported to be based in equity units. The majority of programs reported were both initiated and funded by universities.
- Universities generally received funding of between \$10,001 and \$50,000 per program per year, with most being funded for more than five years.
- The largest group (39 per cent) of programs included in this survey involves more than 20 schools, while 27 per cent involve 6 to 10 schools.
- Programs that involve large numbers of students (201 to 500 students each year) accounted for 31 per cent of programs reported.
- Students from low SES backgrounds represent the most significant target group, followed by Indigenous students and then students from rural and remote locations.¹
- Most respondents reported that their programs are evaluated, predominantly on the basis of participant feedback.
- The most frequently reported program outcome was a change in aspirations towards higher education. Also commonly reported was an increase in students' understanding of university enrolment and procedures.

¹ While it is acknowledged that the term 'regional and remote' is now used by government, the nomenclature 'rural and remote' was used in the survey and hence is used throughout this report.

Implications

The report identifies issues for further research, including the following:

- Investigation of the ways in which equity policies are developed, implemented and evaluated in the sector
- Issues pertaining to best practices of interventions and their implementation
- Investigation into the extent to which equity policy is quarantined or mainstreamed in universities
- Exploration of the effect on equity policy of the imperative to market the university
- Research into the level and nature of collaboration between universities and schools
- Further investigation of the relationships between aspirations and achievement
- Evaluating the long-term effects of interventions through a range of longitudinal research studies
- Conducting research-driven interventions to improve equity policy processes in universities.

Analysis of the data also has implications for policy. Given the generally limited nature and extent of interventions currently in operation, more funds would seem to be needed for outreach activities that target school students before they enter the post-compulsory years, in the primary and middle years of schooling. In particular, government funding needs to be introduced in ways that drive universities' outreach activities in particular directions and sustain interventions over longer periods of time.

Funds need to be made available to universities according to certain priorities and conditions. For example, applications for program funding from government could be required to demonstrate how they are informed by the characteristics of good programs derived from the project's literature review (see Component A).

Universities in receipt of funding could be encouraged to target particular school year levels or year level groupings (for example, middle school, junior primary) and design intervention aims most relevant to those year levels (for example, increasing aspiration, achievement, accessibility). They could also be given incentives to submit applications in partnership with other universities and/or education institutions, to stimulate collaboration and diminish the potential negative effects of a marketing orientation. Finally, sufficient consideration and funding needs to be built into the design of programs that allow for their appropriate evaluation, ideally undertaken by individuals and organisations external to a program's operation.

Introduction

This report presents the analysis of survey data on the nature and extent of programs,² interventions, and outreach activities targeting pre-Year 11 students, and operated by Australian higher education (Table A) providers. All Australian public universities were invited to participate, initially through their Pro/Deputy Vice-Chancellors (Academic) and later through their equity practitioners. The online survey was open to receive responses for a period of approximately two months in late 2008. After the online survey closed, additional invitations were made directly to equity practitioners by way of reminder to institutions that had not yet responded. Subsequent survey responses from some institutions were submitted directly to the National Centre for Student Equity in MS Word format for processing. A copy of the survey can be found in Appendix A. Appendix B provides a list of universities that responded and their reported programs

Fifty-nine completed surveys were returned from 26 universities (70 per cent of all Table A higher education providers). Responses were received from all states and territories except for Tasmania and the Northern Territory. Several institutions provided multiple responses in an effort to reflect the number of equity programs they operate. Other institutions provided aggregate responses that combined several programs into one survey response. In part, this reflects the different ways in which outreach activities are perceived within institutions, whether as a number of programs that originate from disparate parts of the university and are potentially unrelated, or as a coherent collection of activities that share a common purpose and a coordinated approach.

Analysis of the survey data is divided into three sections: *Part A: Institutional issues* (items 1–9) that reflect the internal concerns and workings of universities (for example, funding levels, program duration, location); *Part B: Programmatic issues* (items 10–15) that reflect the internal concerns and workings of the programs themselves (for example, main target groups, program aims, initiatives); and *Part C: Qualitative data* (various items) that reflects the additional and alternative qualitative comments provided by some respondents. The quantitative data is represented in graphs, charts and tables, which are accompanied by a brief discussion and analysis of their most salient features. In some instances, data from several survey questions has been combined in order to generate greater insight into the nature and extent of universities' outreach activities targeting pre-Year 11 students. The qualitative data is presented in a narrative format. A discussion follows the presentation of the data, which reads the results of this survey through the set of characteristics for intervention programs identified in the literature review (Component A).

There are a few limitations to the survey that are worth drawing attention to at the outset. These tend to be highlighted throughout where they are most relevant although there are two general limitations worth noting here, both of which speak to the completeness of the data.

While 70 per cent is a high survey return rate, it is not possible to claim that the data represents all possible responses. For example, not returning a survey does not necessarily mean that the

² Throughout, 'program' is used to mean an overall approach by an institution whereas 'interventions' refer to strategies within a program. 'Outreach activities' is a more general term but is commonly used to mean 'interventions'.

university does not conduct outreach programs of the kind canvassed in the survey. Similarly, respondents did not all respond to each survey question, but such non-response cannot be interpreted as a university having no relevant or legitimate response to a particular question. However, a 70 per cent overall return rate does provide a healthy representative sample from which we are able to make some generalisations about programs operating in the sector.

The second general limitation concerns the ways in which respondents may have interpreted the terms 'interventions', 'outreach activities' and/or 'programs' {in different ways}. A common understanding of these terms may have generated a larger or smaller number of responses. However, the more general point is that the interpretation of survey questions plays a role in the ways in which responses are elicited. Surveys do not easily allow respondents to develop a shared meaning for terms, either with researchers or with each other.

Having noted these limitations, it is nonetheless possible from this survey to discern patterns and trends that are indicative of current practice. The survey shows what the university sector is doing in relation to early interventions. In terms of the project's research priorities, the following can be noted:

- *Early interventions*

Most of the interventions reported were aimed at Year 10 students, with only a few targeting students in the primary or junior primary years.

- *Low SES and other target groups*

Students from low SES backgrounds represent the most significant target group, followed by Indigenous students and then students from rural and remote locations. A second group of interventions targeted students with disabilities, those with specific regional issues, and recent immigrants. A third, less prominent, grouping included men and women in non-traditional roles.

- *Nature of the interventions*

The interventions generally received funding of between \$10,001 and \$50,000 per year, with most being funded for more than five years. Analysis of the qualitative data suggests that such funding may not be sufficient to undertake relevant programs and that there is a degree of uncertainty regarding funding sources. Early interventions mostly aimed to build aspirations for going to university; programs that familiarise students with university were also frequently reported. Notably, financial assistance was the least common intervention aim. Many of the interventions were one-off events that aimed to provide target students with a taste of university, although extended programs of on-campus visits by school students were also reported.

Most respondents reported that their programs are evaluated, with perception-based criteria informing the majority of these evaluations. University equity units drive a large proportion of the early interventions. Nearly 40 per cent of the programs in this survey were reported to be based in equity units, almost twice as many as the next most frequent which were programs based in faculties, schools or departments.

- *Schools*

The largest group (39 per cent) of programs included in this survey involves more than 20 schools, while 27 per cent involve 6 to 10 schools. Similarly, 31 per cent of programs include between 201 and 500 students each year.

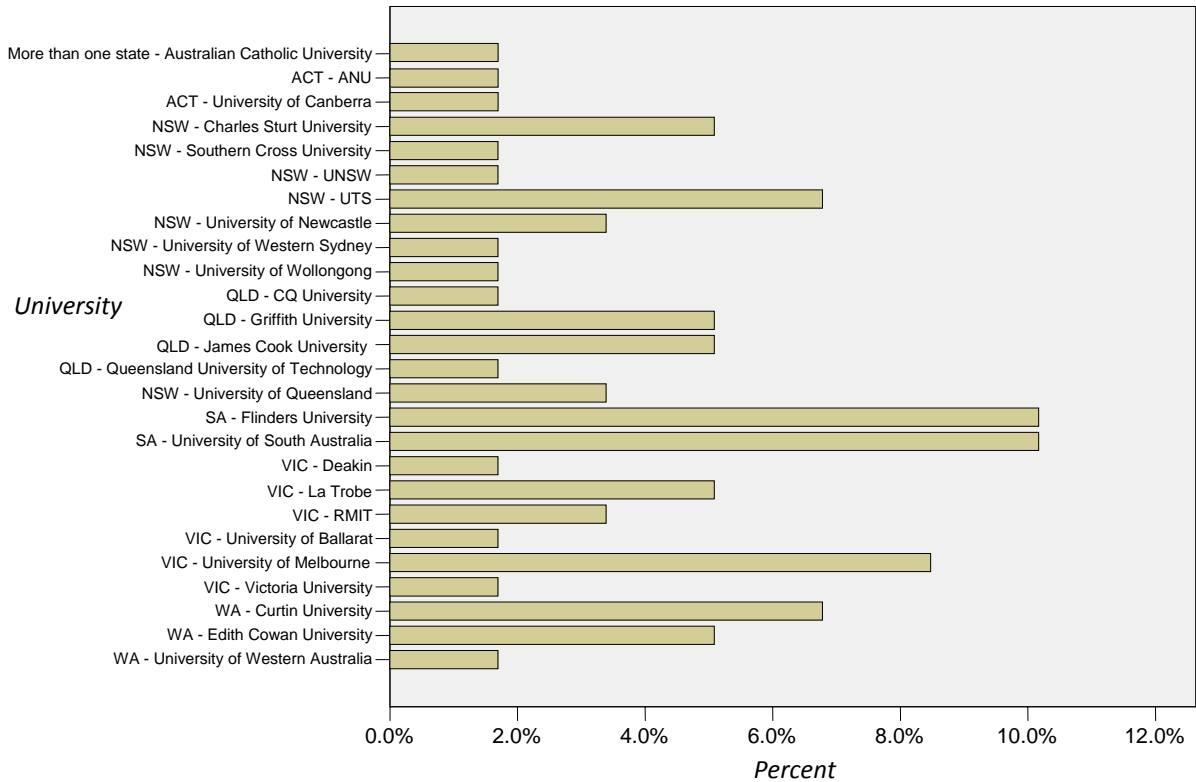
Part A: Institutional issues

This first section of the report begins by identifying the universities that responded to the survey and noting their outreach activity by state. It then identifies the program initiators within universities, and the institutional units that currently have responsibility for those programs. Information is also provided on when the programs commenced, whether they are still operating and the programs' expected end dates. A further dataset provides information on annual budgets, funding sources and the anticipated years of funding available. As a bridge to what follows, the section ends with analysis of the students and schools targeted by these institutions' early intervention strategies. The data is organised under questions derived from the survey.

1. Which universities operate outreach activities that target pre-Year 11 students?

Twenty-six Australian universities submitted responses to the survey and reported on 59 'programs' targeting pre-Year 11 students, as depicted in Figure 1 below. As for the institutions that did not respond to the survey, it is not known whether this was because they do not operate the kinds of outreach activities surveyed or whether they chose not to respond for other reasons. Half (13) of the institutions that completed the survey reported on only one program while two (both in South Australia) reported operating six relevant programs each. No response was received from Tasmania or the Northern Territory, -each of which has a single university.

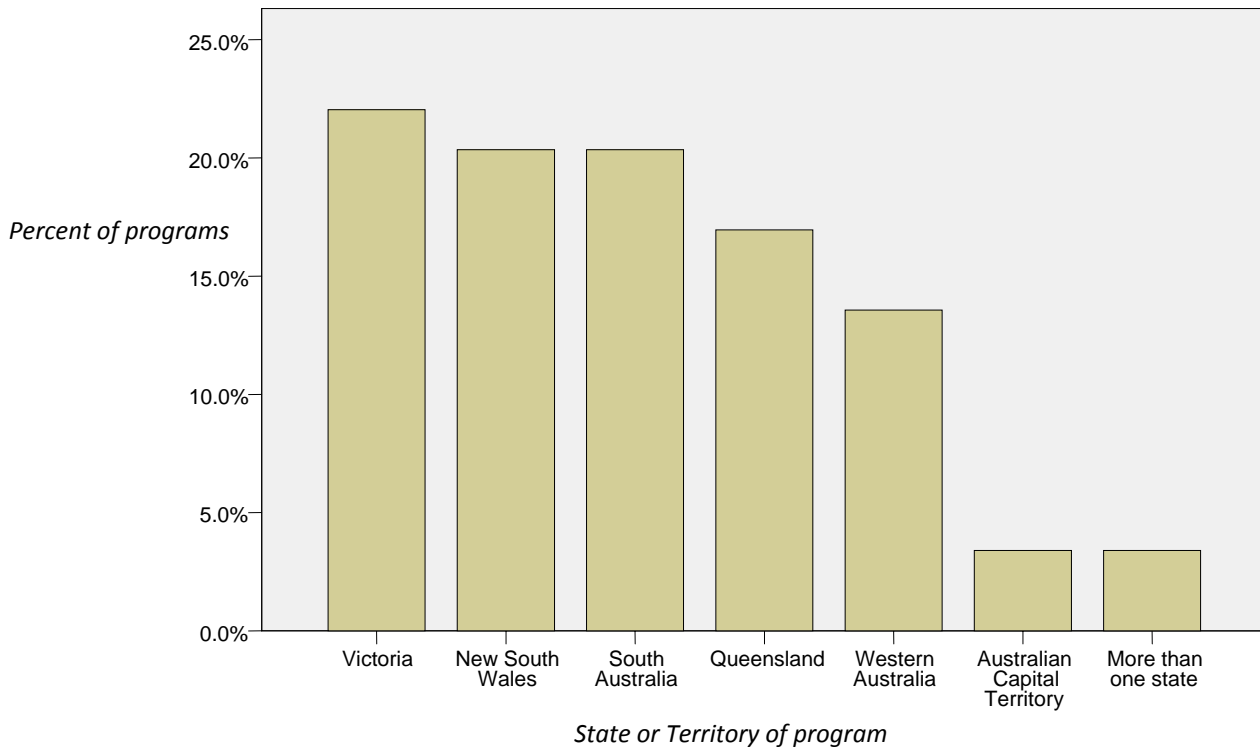
Figure 1: Programs per university, grouped by states



2. In which state or territory do the programs operate?

Twenty-two per cent of all reported programs operate in Victoria and almost half operate in New South Wales and Victoria (more than half if the Australian Capital Territory is included), which reflects the size of their populations relative to Australia as a whole (see Figure 2). However, despite the smaller population, South Australian institutions offer 20 per cent of all reported programs (equal to the number reported for New South Wales) and a greater proportion of relevant programs per head of population than all other states and territories. These differences may be due to (i) the particular South Australian demographic that may require more of these programs (for example, 40 per cent of the South Australian population is considered of low socioeconomic status), (ii) greater appreciation for the issues and how they can be addressed, (iii) better relations with schools and the school sector, or (iv) more access to or mobilisation of resources. Alternatively, these differences may indicate some underreporting of interventions by some universities in other states.

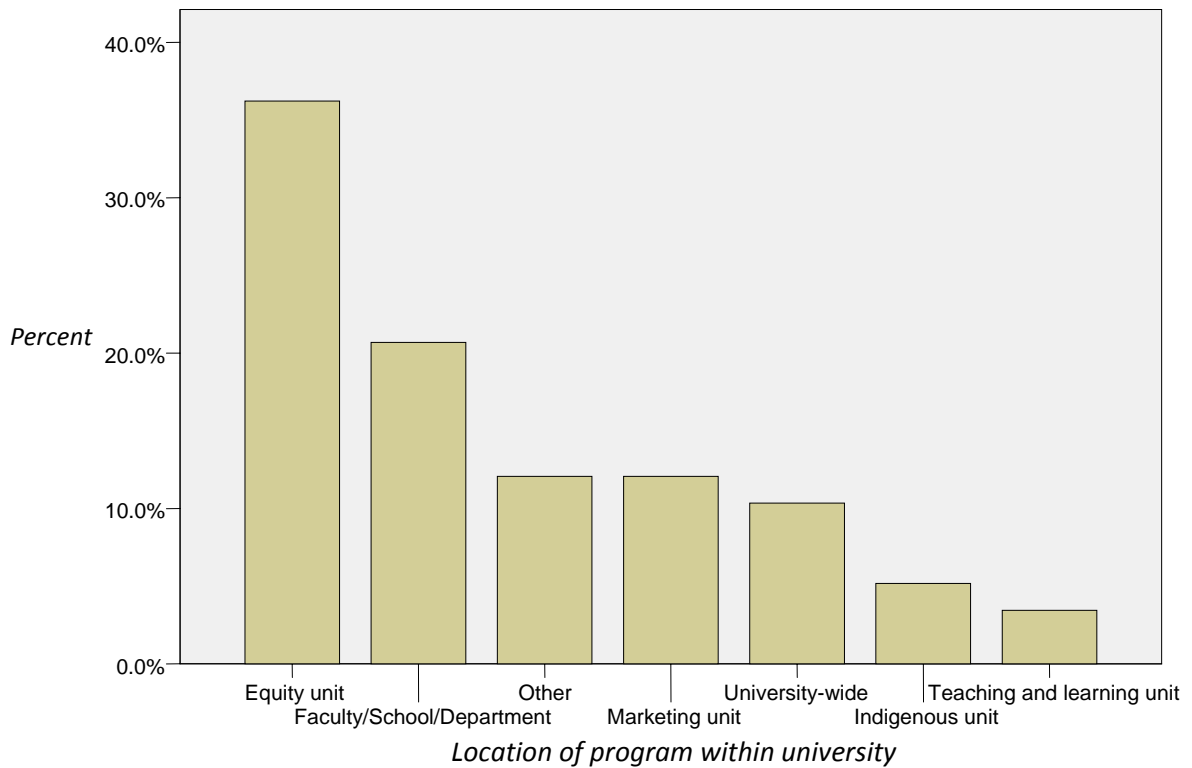
Figure 2: Programs by state



3. Which part of the university is responsible for these programs?

As shown in Figure 3, many of the reported programs (36 per cent) are identified as being the direct responsibility of equity units (see question 5, Appendix A). These units also play a leading role in partnering with other parts of the university to operate programs. For example, of those institutions that responded 'other' to the question (12 per cent), some indicated collaborative responsibility between the equity unit and an academic organisational unit (i.e. faculty, school, department). In addition, three programs (5 per cent) were identified as being the direct responsibility of the institution's Indigenous unit. In short, approximately half of all reported programs are operated by equity-related units or with significant equity unit involvement. Academic organisational units are also significant drivers of these programs within universities, particularly faculties, schools and departments of education. A much smaller proportion of all programs are said to be 'university wide' (10 per cent) or embedded within the institution's teaching and learning (3 per cent). Marketing units have responsibility for approximately 12 per cent of all programs.

Figure 3: Program responsibility within universities



Responses to this question reflect the fact that equity policy in universities is often invested in an equity practitioner model (that is, equity policy is developed and implemented by the equity unit). This model is often criticised within the sector for being separated from the university's senior management and academic communities and hence undermining the structural, cultural and pedagogical reforms required for long-term improvements in equity in higher education. However, there are significant interventions reported that are conducted by other parts of universities (other than equity units). For instance, programs such as the *Deadly Maths Consortium* (Queensland University of Technology), *Siemens Science Experience* (University of Queensland), and the *Cineliteracy Summer School* (University of Technology Sydney) provide models of interventions driven by academic concerns related to equity.

Further research into early interventions might attend to the possibility of different understandings of equity being held by different parts of the university. For instance, marketing units operate from a logic of '*this* university is the place for you' versus a more general 'university is the place for you'. The success or otherwise of different logics of improving university participation of equity groups is unclear. And the ways in which these different logics work on the internal reforms of universities also require further attention.

4. When did the program commence? Is it still operating? How long is it expected to operate?

Seventy percent of all programs targeting pre-Year 11 students reported in the survey commenced after 2003. Twenty per cent commenced in 2008 and 12 percent had an anticipated commencement date in 2009 (Figure 4). The survey does not offer a clear explanation for this surge in interest in early intervention programs since 2004 (with 2005 being a notable exception). It should not necessarily be taken to mean that universities have only more recently introduced programs targeting pre-Year 11 students. For example, five (9 per cent) of the 59 programs reported commenced prior to 2000: two in 1990, one in 1995 and two others in unspecified years prior to 2000. And programs introduced from 2000 may not be the first such programs in their institutions. Nevertheless, given more recent government policy intentions favouring earlier interventions in schooling, it is distinctly possible that universities have only recently instituted programs targeting pre-Year 11 students. In this context, the reporting of programs to commence in 2009 is perhaps indicative of the recommendations of the Bradley review, concerning the need for earlier and more sophisticated outreach activities, which were anticipated at the time of the survey.

Figure 4: Year of program commencement

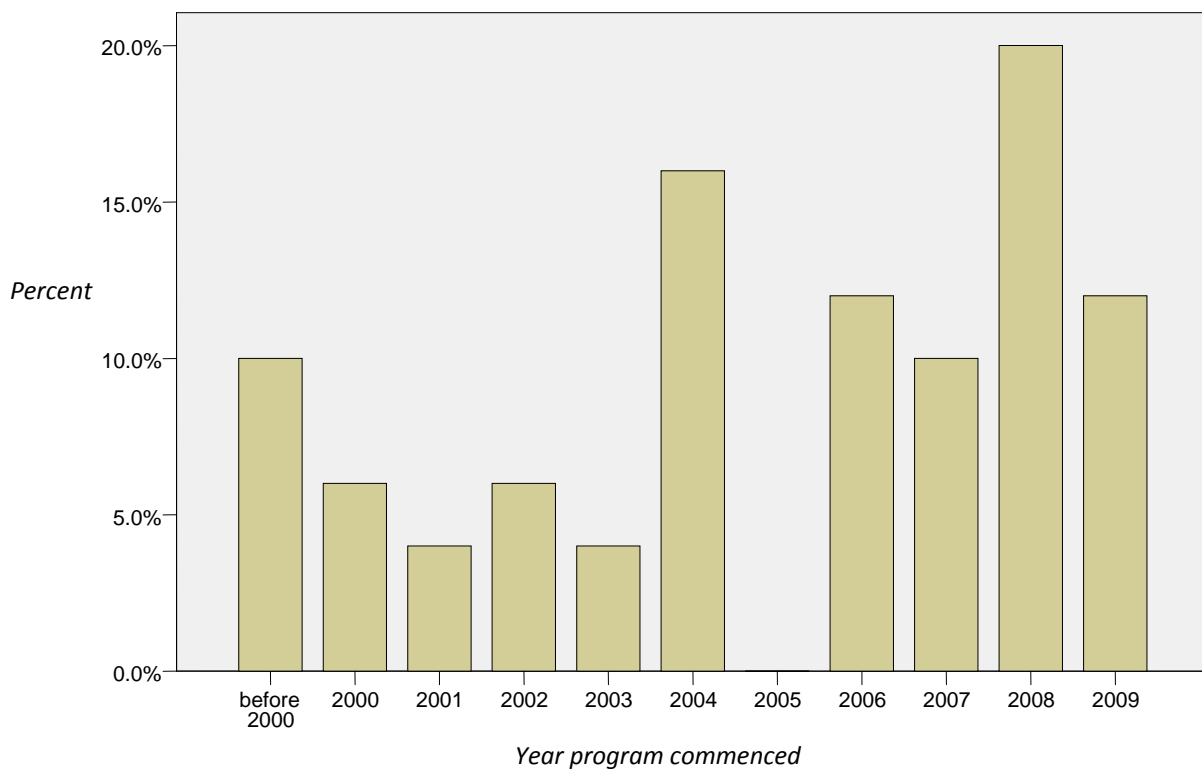


Figure 4.1: Current programs and their duration

| Is the program still operating? | Frequency | Percent |
|--|------------------|----------------|
| Yes | 49 | 83.1 |
| No | 5 | 8.5 |
| No response | 5 | 8.5 |
| <i>Total</i> | <i>59</i> | <i>100.0</i> |
| | | |
| Expected program length?* | Frequency | Percent |
| Less than a year | 1 | 2.0 |
| 1–2 years | 6 | 12.2 |
| 3–5 years | 7 | 14.3 |
| >5 years | 35 | 71.4 |
| <i>Total</i> | <i>49</i> | <i>100.0</i> |

* Of those who indicated that the program is still running

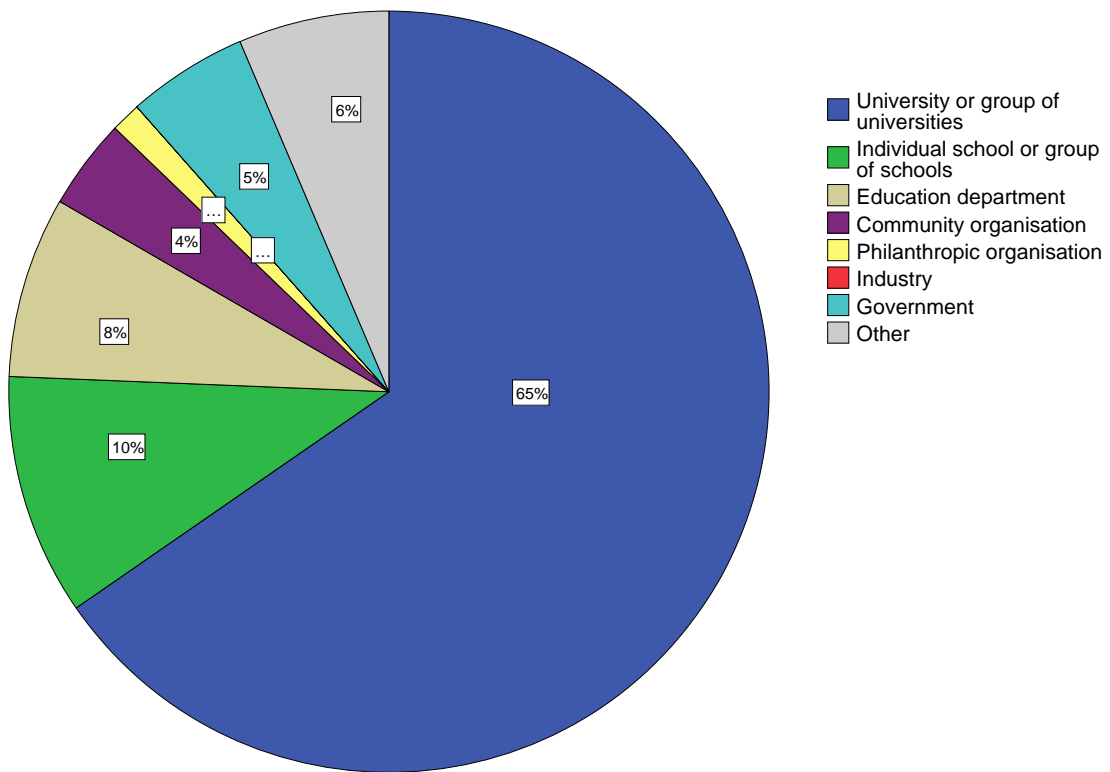
Programs reported as not being in operation at the time of the survey (i.e. discontinued prior to 2008) constituted only a small proportion (8.5 per cent) of all programs, although an equally small percentage (8.5 per cent) of institutions chose not to respond to this question, perhaps because the programs were due to commence in 2009 (see Figure 4.1 above). Nevertheless, the vast majority (83 per cent) of programs reported by institutions were in operation at the time of the survey. Of these, most (71 per cent) were expected to have an operational life longer than five years whereas very few programs (2 per cent) were reported as operating for less than a year. A quarter of all programs (27 per cent) were reported as operating between one and five years.

5. Who initiated the program?

Figure 5 shows the proportions of programs initiated by various categories of organisations. The majority (65 per cent) of responses reported for this question indicated that programs were Universities initiated.³ Other program initiatives come from schools (10 per cent of reported initiators), state and federal government departments of education (8 per cent), other government departments (5 per cent), community organisations (4 per cent) and philanthropic organisations (1 per cent). Given that only universities were invited to participate in the survey, it is reasonable to assume that these results do not represent the complete story. That is, interventions initiated by schools (and other groups) are most likely underrepresented in this dataset.

³ Respondents could select up to 8 different program initiators for this question (see question 8, Appendix A). Therefore the percentages reported here are of all initiators of programs indicated in the survey.

Figure 5: Program initiators

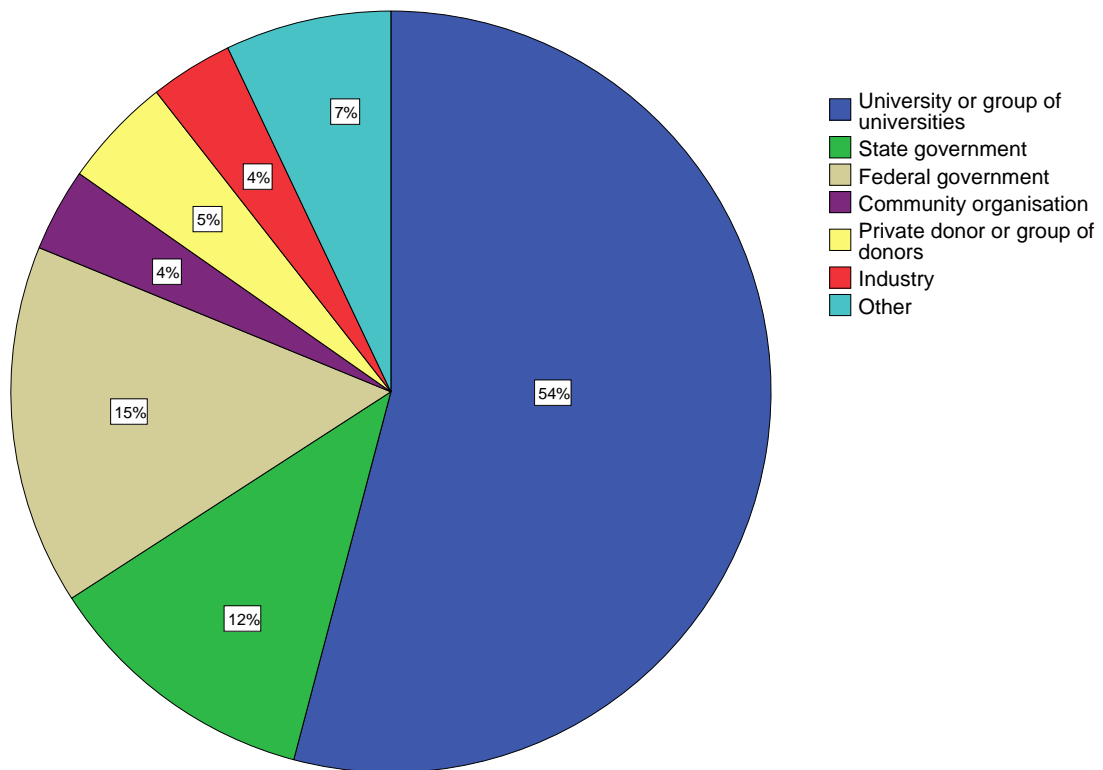


6. Who funds the program?

As well as being the primary initiators of programs, universities are the primary sources (54 per cent of reported funding bodies) of their funding although state government (12 per cent) and federal government (15 per cent) combined provide about a quarter of all program funding (Figure 6).⁴ However, the interpretation of this data is difficult because it is not clear how participants interpreted ‘university’ funding as opposed to ‘government’ funding. For example, given the increase in funding for universities from non-government sources (such as community organisations, private donors and industry, which now account for 60 per cent of university funds) in the last decade, it is possible that universities are directing their non-government funds to equity programs of their own design. On the other hand, those programs identified as being funded by the federal government or state governments may in fact be equity programs designed by government. In short, the issue of funding sources of equity programs operated by universities requires more-detailed research.

⁴ This question allowed respondents to select up to 7 sources of funding, and the results here are a percentage of all funding bodies reported (see question 9, Appendix A)

Figure 6: Program funding

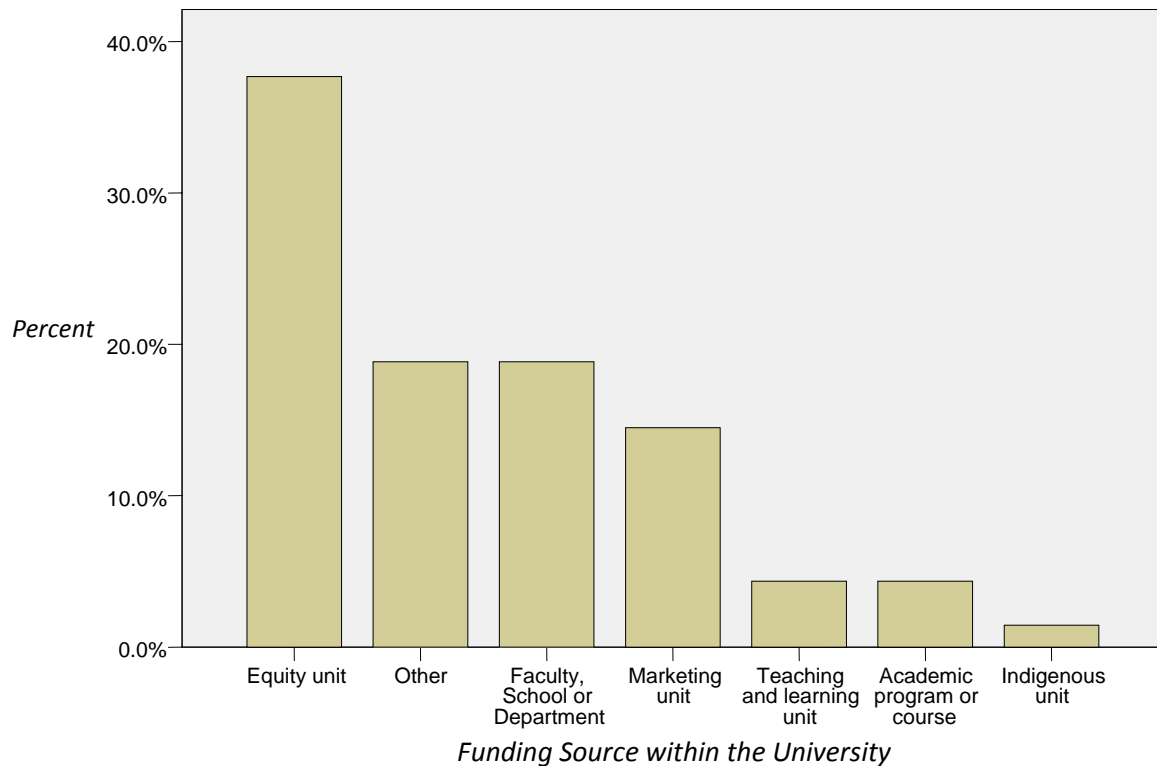


7. Who within the university provides the funding?

Within universities, equity units are reported as the largest source of funding for these programs (Figure 7).⁵ This finding matches the data discussed above—that is, that equity units hold more responsibility for programs than does any other organisational unit within universities. Faculties, departments and schools (particularly Education) and marketing units are also well represented in terms of funding programs, again matching the findings on program responsibility (see Item 3 above). Indigenous units account for the funding of only one of the programs reported. Other sources that, together, provide a significant amount of funding (around 20 per cent) for programs include: admissions, prospective students and registrar offices, careers and employment liaison centres, academic and student support services, the student union, and disability support services. Some respondents also mentioned the provision of in-kind support from university staff.

⁵ Again, respondents had the option of identifying multiple funding sources within their university (up to 6; see question 10, Appendix A).

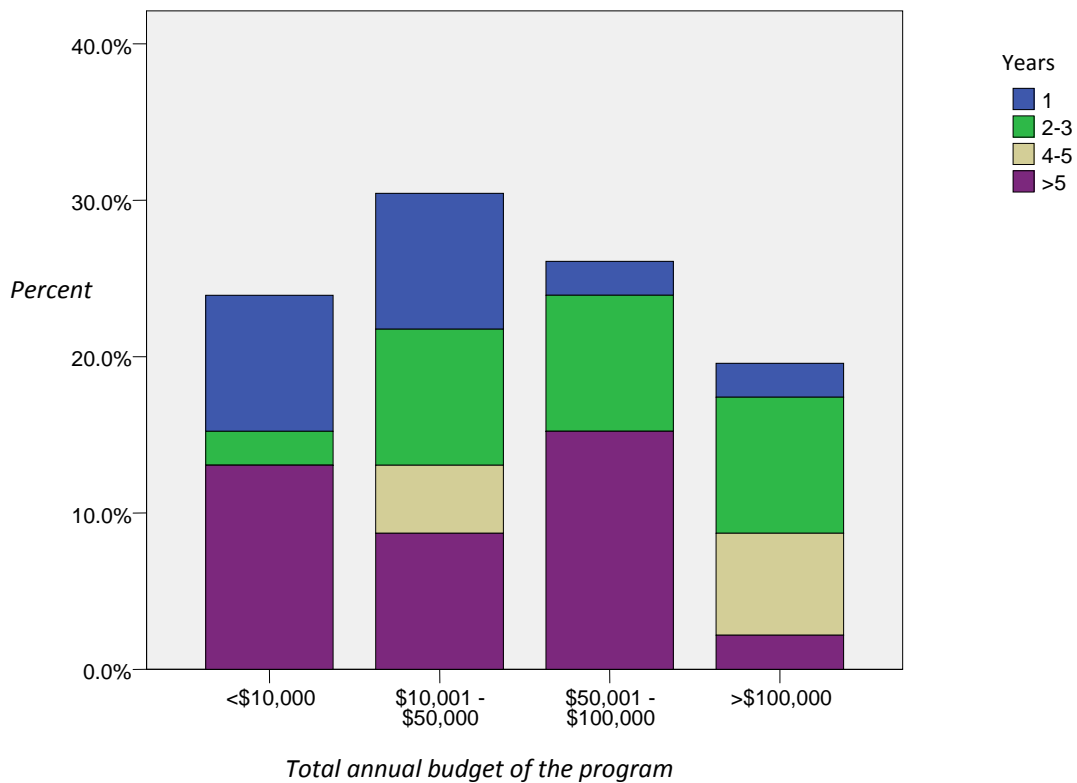
Figure 7: Program funding sources within universities



8. For how many years is funding available? What is the program's total annual budget?

Twenty-two percent of respondents did not indicate how many years of funding were available to their programs and 12 per cent did not indicate the level of funding available to the program each year (Figure 8). This may be because of a lack of information available to respondents as much as respondents not wishing to divulge information about the programs' financial details. Those who did respond reported that 22 per cent of programs have funding available for one year, 39 per cent have funding for two to five years, and 39 per cent have available funding for more than five years. Just over half (56 per cent) of all programs on which respondents reported receive funding in the range of \$10,001 to \$100,000 per year. Comparing this data with that in Figure 4.1 above, the survey suggests that, while there may be a certain expectation of a program's duration, this is not always accompanied by an equivalent period of secured funding. This seems particularly the case with programs of more than five years' duration. In addition to this quantitative data, 17 qualitative responses were provided in relation to insufficient and/or insecure program funding. Discussion of these comments can be found in Part C below.

Figure 8: Program budget and funding duration

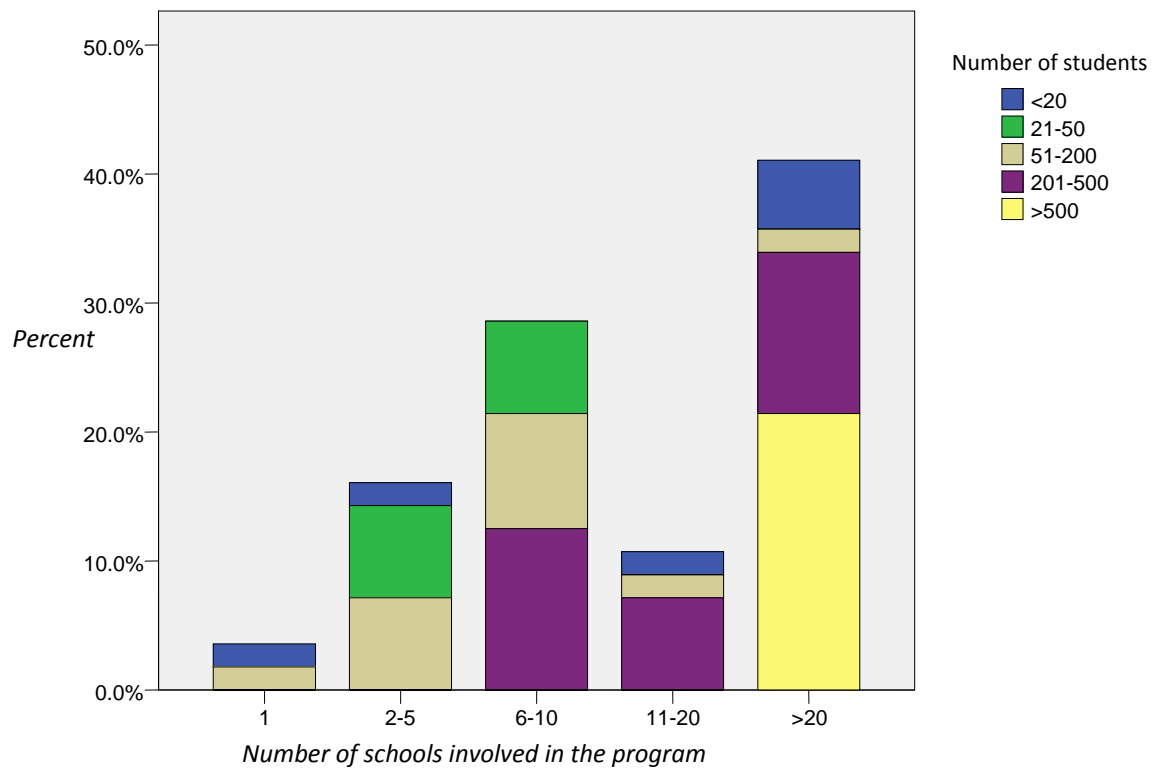


9. Where are the programs made available? How many schools are involved? How many students are involved in the programs each year?

The survey data indicates that 34 per cent of programs are offered state-wide, 21 per cent are available within a particular region, 35 per cent are available within a particular group of schools, and 5 per cent are available within a single school. 'Other' forms of program availability account for a further 5 per cent and include a combination of regional and metropolitan areas, and internet-based materials (see question 7, Appendix A)..

The largest single group of programs involves large numbers of schools (>20). These programs also tend to involve large numbers of students (>500). This suggests that they include most students in one or more school year levels. However, the majority of programs (55 per cent) involve between 2 and 20 schools (in regions and school clusters). This represents a more targeted approach, even though large numbers of students (between 201 and 500) may be involved (particularly in programs involving 6 to 20 schools). Few programs target small numbers of students (<20). Interestingly, the largest number of programs involving small student groups (<20) span large school numbers (>20). These tend to be programs in which small numbers of students from each school are in receipt of a scholarship (see Figure 9).

Figure 9: School and student numbers involved in program



Part B: Programmatic issues

Analysis of the numbers of students and schools involved in university outreach activities and the availability of these activities (above) is closely related to this second section of the report, which is presented in two parts. The first part identifies program aims, including which ‘equity groups’ the programs target and which level of schooling. The second part focuses on program evaluation, including what (if any) method of evaluation is employed, who conducted the evaluation and what outcomes were achieved. As in the first section, the data is organised under questions derived from the survey.

10. What are the aims of the program?

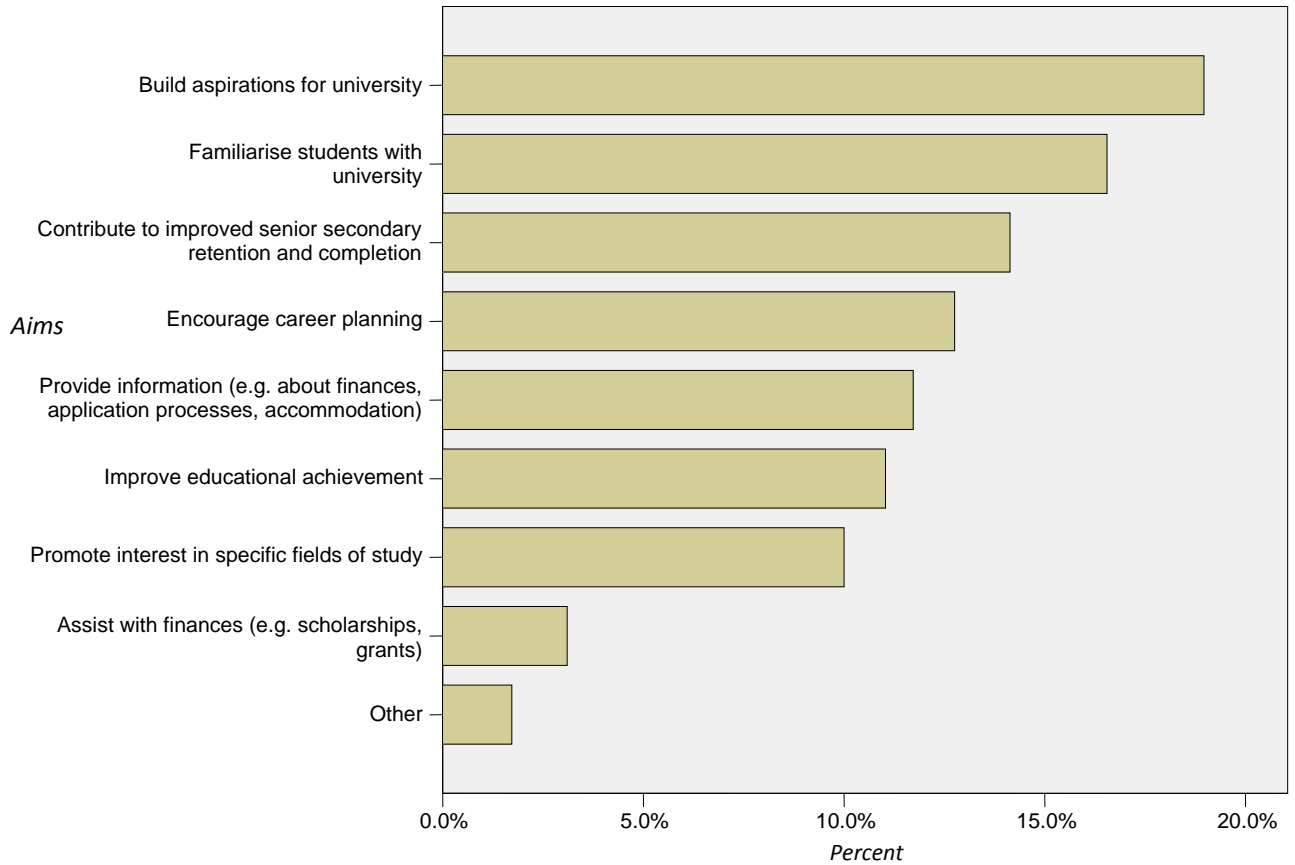
As Figure 10 indicates, raising students’ aspirations for university study tends to dominate program aims. It was the most (19 per cent) reported aim by programs and it was also implied in those that seek to familiarise students with university (17 per cent).⁶ Although they tend to be aimed more at accessibility, even information programs—which seek to provide guidance on career planning (13

⁶ This question allowed respondents to select up to 9 program aims. The data presented here are a proportion of the total aims reported (see question 24, Appendix A).

per cent), promote interest in specific fields of study (10 per cent), and provide information on application processes, finances and accommodation (12 per cent)—have an aspiration-building quality about them. In other words, approximately 70 per cent of programs focus in one way or another on building aspirations in students to attend university later in their lives. If the accessibility elements of this are separated out, 36 per cent of programs are focused on building aspirations while 38 per cent are aimed at providing students with access to university (including 3 per cent aiming to assist with students' financial circumstances).

The other significant cluster (25 per cent) of program aims is focused on improving students' educational achievement (11 per cent), including program intentions to contribute to senior-secondary school retention and completion (14 per cent), assuming that retention and completion are predicated on improving achievement prior to Year 11. Similarly, the data did not provide a clear view on the perceived relationship between achievement and aspiration (and accessibility), whether achievement followed aspiration or whether aspiration followed achievement. Few seem to make the connection at all. However, there were some implied moves in this direction. The Victoria University access and success program provides a model with features that have potential to make a significant contribution. Importantly, this program involves collaborations with schools (for example, *Metacognition Mentors* at Box Forest Secondary College) and develops interventions through action research projects. Other examples include *Siemens Science Experience* at the University of Queensland and *Maths+Science+Girls = Choices Summer School* at the University of New South Wales.

Figure 10: Program aims



11. What equity groups does the program target and at what level of schooling?

As Figure 11 indicates, the most significant target group reported is composed of students from low SES backgrounds, followed by Indigenous students and then students from rural and remote locations.⁷ There is a distinct break between these three groups—which are particularly emphasised in the recent Bradley review of Australian higher education—and other targeted groups. There were also significant numbers of interventions that targeted students with disabilities, with specific regional issues, recent immigrants, and men and women in non-traditional roles (such as women in engineering and men in junior primary teaching).

The data also indicates that universities’ early intervention programs mostly target Year 10 students, and then students at the middle or junior secondary school level. There are few programs that target students in primary school and even fewer targeting the junior primary years. For those young

⁷ For this question, respondents were able to select up to 9 target groups. The numbers here are a proportion of all target groups reported (see question 8, Appendix A).

people who live in families with no experience of university, having access to earlier experiences of university life might be more significant than waiting till in secondary school or specifically in Year 10.

Other student groups targeted by university outreach activities but not specified in Figure 11 include: students from non-English speaking backgrounds, young people under the guardianship of the Minister, and Year 10 students of Pacific Islander descent. Other year levels targeted by university outreach activities but not specified in Figure 11 include: adult re-entries in the TAFE sector, mature-age students who left school early, students in Years 11 and 12, young children aged 0–5, and parents or carers of young children.

Figure 11: Program target groups and school year levels

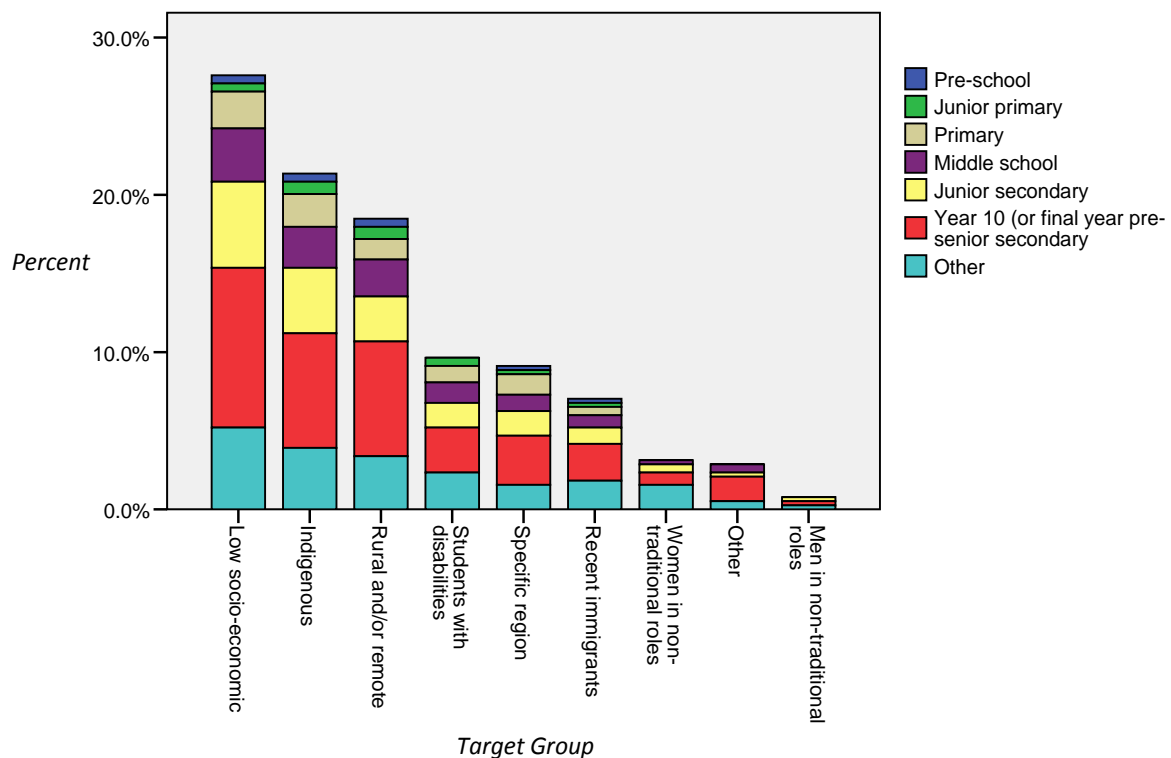
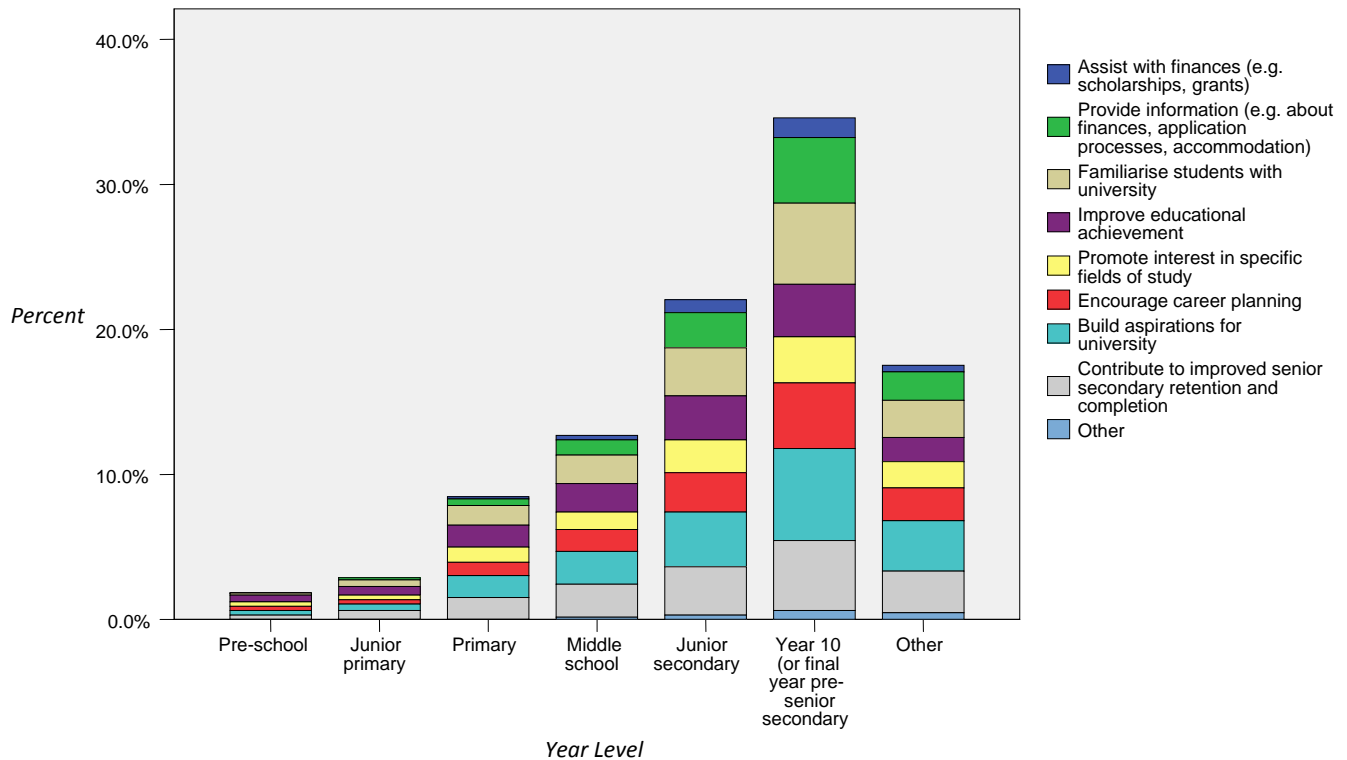


Figure 11.1 below compares program aims (Item 10) with the level of schooling targeted (Item 11). It shows not only that the largest target group of pre-Year 11 programs consists of those aimed at Year 10 but also that, as programs move through the year levels, the number focused on building aspiration for university study and familiarisation with university increases. Furthermore, while there is also an increase in the number of programs focused on student achievement, this increase occurs at a lower rate than the increase in programs addressing aspiration and familiarisation. A related observation is that accessibility has a greater relative importance compared with aspiration and achievement in programs that target the earlier levels of schooling. This would seem counter-

intuitive given these students' distance (in years) from being able to access university and the greater accessibility of schooling at these lower levels.

Figure 11.1 Target year levels by program aims



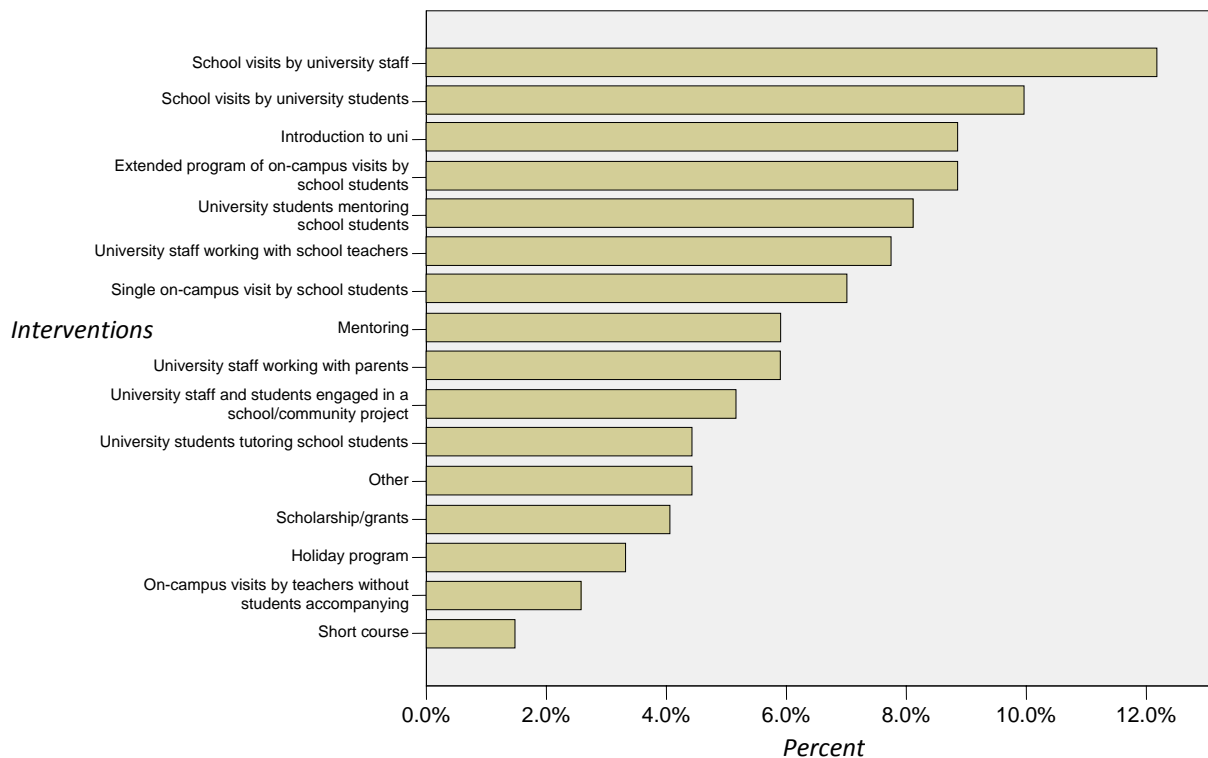
Comparing Figures 11 and 11.1, it is apparent that low SES students constitute the largest target group for Year 10 programs (and also the largest cohort of students targeted across all school levels) and that the most prevalent aim in these programs is to build these students' aspiration for, and familiarisation with, university.

12. What is the nature of the intervention initiative?

In indicating the nature of their programs, respondents were able to nominate more than one type of intervention strategy used. Figure 12 indicates that the most common program type involves visits to schools by either university staff or university students. Some of these interventions involve tutoring and mentoring school students and working with parents. Other interventions are engaged in projects at school/community levels. Interventions that entailed visits to the university by students are also very common, especially the single visit to a university campus for a brief introduction. More-extensive programs were also reported; these included short courses, holiday programs and various forms of mentoring. A few programs involved scholarships and grants. 'Other'

responses (just over 4 per cent) included resources for teachers and students (often available online), camping programs, and the involvement of students in viewing drama presentations.

Figure 12: Program type



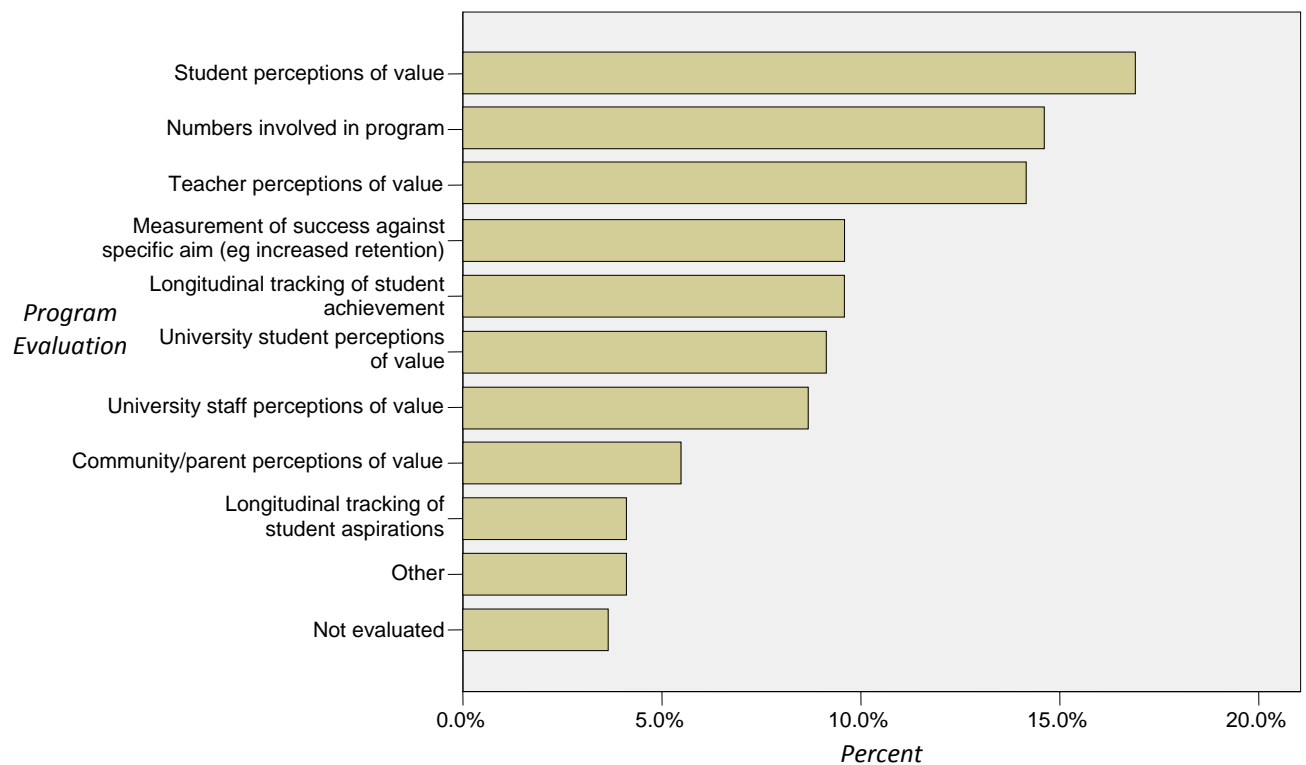
13. How was the program evaluated?

Some (3 per cent) respondents did not indicate whether their program had been evaluated. Others (14 per cent) reported that their outreach activities targeting pre-Year 11 had not been evaluated. Of the total number of programs reported in the survey, most (83 per cent) included some form of evaluation. Of those that were evaluated, 71 per cent of the evaluations relied on the perceptions of various participants while only 8 per cent evaluated program success in terms of program aims (see Figure 13).⁸ Where program evaluations had occurred, the survey provided respondents with an opportunity to indicate whether and where evaluation reports could be accessed. Follow-up on these revealed that very few programs have publicly available evaluation reports and that most

⁸ Respondents were able to select up to 11 different criteria for used for the evaluation of each program (see question 27, Appendix A).

reports are scant in content and narrow in scope. One example of good program evaluation is of Victoria University's *Access and Success* program, which includes a series of published papers (www.vu.edu.au/About_VU/Making_VU/Access_and_Success/Research/index.aspx).

Figure 13: Program evaluation method

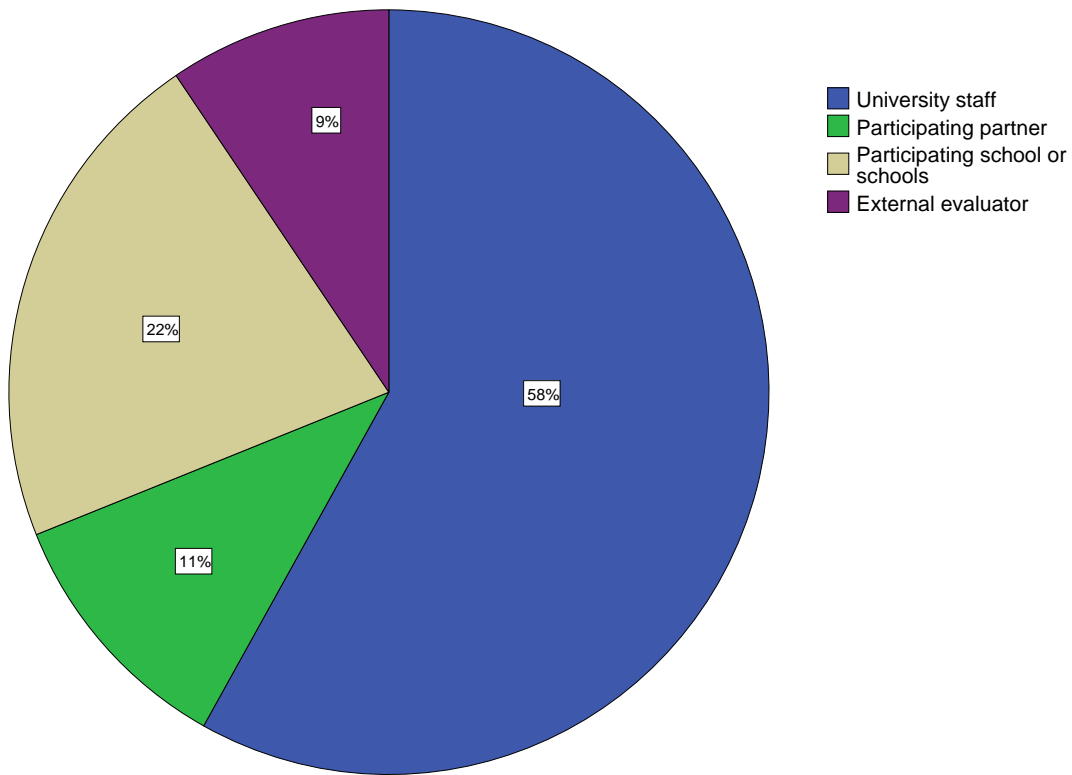


14. Who evaluated the program?

Of those programs evaluated, most evaluations⁹ (58 per cent) were undertaken by university staff. A further group (33 per cent) was evaluated by program partners (22 per cent of evaluations by participating schools) from outside the university. Only 9 per cent of program evaluations were conducted by an external evaluator (i.e. other than program partners). Typically (in 71 per cent of cases), the method employed in these external evaluations involved measuring success in terms of program aims (Figure 14). These shortcomings in independence and design call into question the validity and reliability of most program evaluations.

⁹ Respondents were able to indicate up to four types of evaluation for each program (see question 29, Appendix A).

Figure 14: Program evaluators

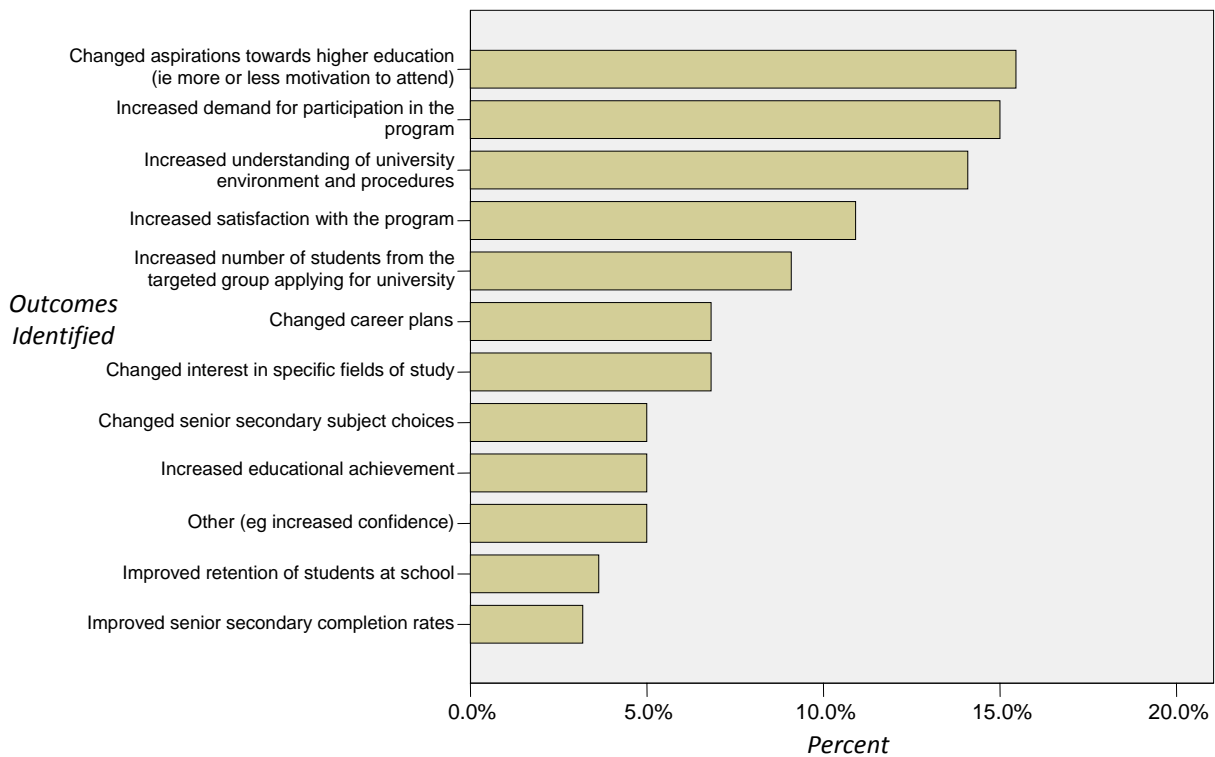


15. What program outcomes have been identified?

Even though respondents reported a range of program outcomes (selected from a list), it is difficult to place too much confidence in these results given the methods universities used to determine them and the scant program evaluation reports available. The most significant outcome reported¹⁰ (approximately 16 per cent) was changed aspirations towards higher education, which could indicate that more students aspired to university than before but could equally indicate that fewer aspired, since the question simply asked for an indication of a change in aspirations. However, considering that an increased demand for the intervention itself was reported (just under 16 per cent of identified outcomes), it can be assumed that students did enjoy the programs and that this encouraged more students to aspire to university after engaging in the program. An increased understanding of the university and its procedures was a frequently cited outcome and would be likely to have a similar effect on student aspirations. Some respondents (approximately 8 per cent of stated outcomes) also indicated improved student retention and achievement but, again, these claims are mostly unsubstantiated (see Figure 15).

¹⁰ Again, respondents were able to select up to 12 identified outcomes (see question 28, Appendix A).

Figure 15: Program outcomes



Part C: Qualitative data

As well as inviting respondents to indicate their agreement or otherwise with particular responses supplied on the survey (presented in the quantitative analyses of parts A and B above), in some cases the survey also gave respondents the opportunity to provide additional or alternative ('other') qualitative answers (see Appendix A). Although not all respondents chose to do this, a significant number did, with the number of qualitative responses varying from question to question. This section provides a summary of the qualitative data that was provided.

The titles and program descriptions of the interventions reported by the university sector highlight a range of themes, activities and relationships designed to increase the chances of low SES students attending university. Repeated themes include enhancing and recognising student academic achievement and school completion, building student and parent aspirations and increasing connections between school students, teachers, families and universities. Programs typically include either the facilitation of on-campus university experiences or engagement of students and teachers in a program of school visits, and some programs incorporate both in-school and on-campus elements. Extended programs aim to build long-term relationships with schools in specific socioeconomically disadvantaged regions, both urban and regional, and focus on developing 'productive links between schools and community bodies for optimising student engagement'. Many

programs also target specific groups of low SES students/schools, most frequently Indigenous and rural students and those who would be the first in their immediate family to attend university. Less common are programs targeting particular groups such as students with disabilities, girls in science or Indigenous students in mathematics.

Key strategies include mentoring by university staff and students, including those with similar social background. Often mentors are university students who had attended a school involved in the program or one in the same region and who are known to the school students. Student mentors assist in varied ways, sometimes offering academic assistance through subject tutoring but more commonly providing information and acting as role models.

‘By being immersed in the classroom as a co-learner or as peers, the mentors bring their own study skills, knowledge, passion and interest in their subject area to the student mentees.’

‘Mentors are well positioned to act as positive role models and will lead by example.’

‘Mentors help students realise that going to university is within their reach.’

‘Peer mentors act as a role model for the students, inspiring them to raise their aspirations and achieve their potential in science and mathematics.’

Reciprocal visits of various lengths (including special days, inspirational speakers, residential weekends and summer schools) and hands-on discipline-specific ‘master’ classes, workshops and excursions are aimed at promoting an interest in young people in particular subject/discipline areas and persuading them that attending university is a real option for them, even if they may be the first in their families to continue to higher education. Typically, these activities are ‘motivational and inspirational’, focused on increasing students’ confidence and interest in improving achievement in literacy and numeracy, as well as in various subject areas such as mathematics, science and technology, law and visual and performing arts. Some respondents commented that the success of such programs relies on the significant support of faculty staff. Where there are sufficient resources (including staffing) to support such initiatives, they appear more likely to be successful.

Other strategies focus on improved communication and information about career options, costs of higher education, university and admissions processes, living independently and other relevant aspects, through face-to-face contact and print and online resources. A common element of on-campus and in-school visits was the provision of what are often described as ‘taster’ activities, designed to introduce students to university culture and expectations without the immersion approach possible in the extended programs described above. These information sessions and one-off workshops and lectures are seen as opportunities to ‘demystify tertiary education’, to ‘provide information about what is required for university entry’, ‘learn about university life’, ‘dispel myths about courses and who goes to university’ and ‘experience the physical setting of a university campus’. Such visits are often planned as an additional activity within more-extended programs, although some respondents commented on the expense of travel for large groups of students who come from more distant locations. There were also persistent difficulties for schools needing to free school staff to accompany students on excursions and cover their absence in school. In these instances, school visits were viewed as a way of spreading the benefits more widely among students,

rather than limiting involvement to those who already expressed some interest in post-school education.

Respondents who provided qualitative answers indicated a very strong commitment to the importance of this work, excitement about the response, and frustration about how difficult these programs are to sustain, which is discussed further below. While many programs focused on Year 10 or above, many qualitative responses expressed the desire to begin to target primary school students, and a number of pilot studies including this age range were reported.

Respondents who provided qualitative responses indicated that key barriers to the successful and sustainable implementation of their interventions are a lack of funding and constraints on staff time and resources more generally. Related issues were a lack of continuity of responsible and suitably qualified staff, time constraints for undergraduate mentors, and difficulties sustaining communication with schools and fitting activities in with their 'timetabling constraints'. While some qualitative responses suggested it was difficult to generate interest among teachers, students and parents, others indicated that programs were so popular in schools that it was difficult to meet demand. The in-depth case studies planned in the next phase of this research will inform a better understanding of intervention strategies most likely to meet the needs of schools and their communities.

A lack of adequate funding was reported in a majority of qualitative responses, described variously as 'insufficient funding', 'limited budget', 'lack of funds' and 'never enough funding'. However, more importantly, and with significant implications for the sustainability of programs, is the insecurity of ongoing funding. Qualitative responses argued that funding on a year-by-year basis limited opportunities to engage in the 'sustained effort' and 'long-term support' that was needed if programs were to successfully 'address issues of social capital'.

'Ongoing funding is always a barrier.'

'Relying on funding year to year has meant that long-term planning is limited. Due to staffing (funding) restrictions, the number of schools that are able to access the program is restricted.'

'Funding does not stretch to supporting rural schools to attend events or to be able to send many current students out to rural schools.'

'Having access to sustainable funding' [is a problem].

'There is a lack of sustainable funding.'

The majority of programs in relation to which respondents provided qualitative responses are subject to year-by-year funding constraints that curtail the breadth and depth of program delivery because there are insufficient *committed* funds to plan for an increase in the number of students and schools involved, to address travel requirements and so on. The main concern was that programs were frequently short lived as funds were taken from annual budgets rather than from ongoing infrastructure allocations where the lifespan of the project was guaranteed beyond the current year. Their ongoing status was fragile. This meant that it was difficult to recruit and retain the right staff and that programs needed to be developed and delivered within short time frames—

very difficult to do in schools and in universities where timetables and workloads may be struck the previous academic year and then be difficult to change. As discussed below, this was also a prominent reason for the difficulty of adequately evaluating programs and undertaking longitudinal research.

The qualitative responses raise a number of crucial issues about the sustainability and evaluation of interventions. Ironically many programs with excellent feedback from stakeholders had no formal evaluation data, as this had not been built into the costing of the program. Many excellent programs tended to rely on people volunteering extra time to ensure their success, including program developers in universities, academics, university student mentors, schoolteachers and so on. In addition, the effects of such interventions may not be fully realised for some years, given that their goals are to increase the participation and success of low SES students at university. Generally, respondents were very much aware of the need to evaluate their interventions and were planning 'more robust' ways of doing so effectively. There was also some understanding of the difference between evaluation of the actual program on the basis of participant feedback and the longitudinal research needed to more fully identify outcomes in terms of student achievement, retention and transition to higher education.

'From 2008, the Equity and Diversity Unit will conduct longitudinal tracking of student achievement.'

'We had always hoped to evaluate the program via a longitudinal study but the person who planned to left. We do not have any funding to evaluate it.'

'Longitudinal tracking of students is a component of the new program but has not occurred in the past.'

'Evaluation depends on the event/program. Some have extensive research and others will not be formally evaluated but reviewed within the context of staff and student feedback and achievement.'

'Longitudinal [success] is difficult to track.'

'Much of this relies on long-term feedback from students who take up studies.'

'Any future pilot program will have more specific evaluation components over a set period.'

Some very promising pilot programs remained uncertain of the continuation of their funding even to the stage where the intervention could be scaled up appropriately and made available to a wider range of students (in terms of age and location) or to cohort groups. Programs clearly need more than one phase of implementation to ascertain their effectiveness, and more-secure programs require longitudinal data analysis of their effects.

In summary, qualitative responses not only pointed out that the costs of delivering the program were frequently under-resourced but also that the lack of continuity of funding made the design and delivery of programs more and more difficult to staff, evaluate and refine accordingly. Clearly, this issue relates to who is responsible for such programs. It may be that the higher education and school

sectors need to explore various models of shared infrastructure funding and associated funded positions.

Part D: Discussion

Interpretation of the data

Certain patterns, trends and issues are evident in the quantitative and qualitative data, specifically:

- *The prevalence of interventions aimed at Year 10 students*

Given that the aim of most of the interventions was to build aspirations to attend university, targeting Year 10 students may be too late to achieve this. Similarly, a few interventions aimed at improving achievement and, again, targeting Year 10 students, may also be too late.

As indicated in the project's literature review, by Year 10 the schooling system has already sorted students into particular pathways. In particular, there is a high correlation between low socioeconomic status and lower school achievement, and this correlation increases the higher the level of schooling. Low SES students are also frequently directed into vocational and training pathways. In such circumstances, programs aimed at raising students' aspirations for university may already have missed students streamed away from an academic pathway or may not match their ability to meet the university entry requirements. Hence, aspirations raised at Year 10 by outreach programs may not be able to be realised. Similarly, improving students' achievement in Year 10 is a much more difficult task to achieve than working at earlier year levels when the gap in achievement between low and high SES students is less.

If the university sector is to take seriously the need to build aspirations and improve achievement as key aims for equity interventions in the school sector, then there is a need to reconsider the year levels for these interventions and put more emphasis on working in the early childhood and primary years. The review of the literature emphasised the need to target aspirations and achievement early in a student's education and to sustain this commitment to students over extended periods of time. Heckman, for example, notes that the best 'pay offs' for investment in education are those in which academic and aspirational support for students begins as early as possible and is continued for as long as possible.¹¹

- *Targeting of equity groups*

Within these programs, there appears to be some underlying confusion about the nature of the problem to be addressed. For example, does the question of equity involve fixing up deficits, ameliorating misunderstandings or engaging with disenfranchised communities? For equity policy to deliver, thoughtful diagnosis of the perceived problem is required. At the same time, researchers need to acknowledge that deficit views of traditional equity groups do not seem to have contributed to improved participation rates for these groups.

¹¹ Heckman, J. J., & Rubinstein, Y. (2001). The Importance of Noncognitive Skills: Lessons from the GED Testing Program. *American Economic Review*, 91(2), 145-149.

- *Early interventions aim to build aspirations for going to university*

The literature review identifies four types of interventions for improving university attendance by students from equity groups: building aspirations, improving achievement, improving access and ensuring availability of courses. This survey revealed that the largest group of university interventions aims to build aspirations. Some interventions claimed to be about improving achievement but this aim seemed inconsistent with the actual nature of the intervention.
- *Extent and duration of interventions*

Figure 12 above illustrates that several of the interventions reported in the survey are one-off events that aim to provide target students with a taste of university. As noted above and in the literature review, interventions are more effective if they are ongoing and sustained as they work to shape school students' aspirations towards higher education. It was evident from the extended qualitative responses of participants in the survey that they recognised the need for sustained and long-term support but that the uncertainty surrounding the levels of recurrent funding often prevented them acting on this knowledge in a systematic way. In light of this, there is a greater need for programs that target younger students and maintain contact with them throughout their primary and secondary education.
- *Funding and evaluation*

From the survey it was difficult to determine the effectiveness of the interventions reported. Follow-up did reveal that these interventions are generally poorly evaluated, which seemed to be consistent with the interventions being underfunded and possibly developed in an *ad hoc* manner. The need for well-conceived, comprehensive and adequately funded evaluation that assesses the effectiveness of interventions is thus a point for further discussion.
- *The dominance of equity units as drivers of early interventions*

Responses to the survey reflect the view that equity policy in universities is often invested in an equity practitioner model (that is, equity policy is developed and implemented by the equity unit). This model can often be criticised for being separated from the university's senior management and academic communities and potentially undermining the structural, cultural and pedagogical reforms required for long-term improvements in equity in higher education.

Analysis of the data

While the above observations are derived from equity practice, it is also possible to consider the survey data in the light of ideal features. The project's literature review (Component A) concluded with an outline of key characteristics of interventions early in school that are likely to foster later higher education participation, particularly for low SES students. This set of key characteristics provides us with an initial conceptual framework through which to read the survey results. In analysing the survey data, we have also noted a characteristic of early intervention programs that was not identified in the literature review—namely, research-driven projects.

The characteristics include: collaboration across education sectors; establishing and sustaining early and long-term interventions to maximise program effects; ‘people rich’ programs that develop ongoing relationships and conversations; programs that target cohorts of students rather than individuals or the student population *en masse*; the use of relevant information and communication technologies; familiarisation activities and site visits; recognition of the contributions different groups can bring to university; quality academic curriculum that seeks to enhance student engagement and achievement; and provision of financial support and incentives. The review noted that these work best in combination within programs rather than as stand-alone activities.

Using this framework, the following observations can be made:

- *Collaboration*
Large numbers of schools (and students) are involved with universities in the programs reported in the survey (Figure 9), although this in itself does not reveal the extent of these schools’ involvement. A better indication of this is the low level of involvement of schools and departments of education in initiating programs (Figure 5) and in their evaluation (Figure 14). However, these too are imperfect proxies for collaboration.
- *Early, long-term and sustained*
The idea that programs should be long term is reflected in expectations that the majority of the programs surveyed will last for more than five years (Figure 4.1). Similarly, more programs are reported to be funded for five or more years than for periods of less than five years (Figure 8). However, it is important to note that there is a mismatch between expected program duration and anticipated funding, particularly for programs in the ‘greater than five years’ category, with expected durations exceeding anticipated funding. The data also illustrates that the school year level targeted most frequently is Year 10 or its equivalent, with each pre-Year 10 target group dropping in frequency so that junior primary and preschool levels receive the least attention. So, while many programs may be sustained over time, they are rarely targeting students much earlier than senior secondary school.
- *People-rich*
Assessments of program quality are not easily made from quantitative data collection techniques such as surveys. Nevertheless, Figure 12 suggests that some programs are engaged in the kind of people-rich activities that create specific opportunities for students to engage with others in extended conversations. For example, several programs report students involved in extended university visits and in community/school projects with university staff or being mentored or tutored by university students. However, the one-off event remains a common outreach activity, with either university staff and/or students visiting schools or teachers and students visiting universities.
- *Cohort-based*
Like people-rich activities, the important feature of a cohort is its relational aspects. In part, such relations are influenced by a cohort’s size: how many schools and/or how many students are involved. Of the programs reported in the survey it is evident that there are many that are large in scale, operating in more than 20 schools (Figure 9) and some of which

have an operational 'footprint' that is statewide. However, it is difficult to imagine that programs of this size are able to contribute to changing peer group attitudes towards university participation, even if (and especially when) one individual per school is targeted across many schools. Programs that operate in just one school but target large numbers in the school equally exhibit a counter-cohort orientation. Getting the size right is part of the equation, as some programs demonstrated (targeting clusters of schools and clusters of students). However, more needs to be known about the qualitative aspects of these groupings to be able to make judgments about whether they constitute legitimate cohorts of peers.

- *Communication and information*

The move towards more contemporary (particularly online) forms of communication and dissemination of information noted in the literature review is reflected in some outreach activities reported by universities (recorded as 'other' in Figure 12). The simplest programs provide information online including university information, notices of events and learning materials for downloading. More interactive web 2.0 technology is also employed by a few outreach programs, which establish social-networking sites, wikis, blogs, etc. Programs use this technology to form online communities such as 'CareerShop', which keeps students upto date with the latest career and university information. More could be done to extend the reach of these forms of communication and information sharing to pre-Year 11 students.

- *Familiarisation/site experiences*

Programs that aim to familiarise students with university are common among those reported in the survey (Figure 12). As noted above, the better forms are those that involve extended interactions with universities and university staff and students. These are evident in the programs surveyed (as are one-off visits).

- *Recognition of difference*

It is not clear from the data whether equity groups targeted by early intervention programs are valued for what they potentially bring to higher education (in the form of linguistic diversity, cultural knowledge, etc). What is clear (as shown in Figure 11) is that early intervention programs tend to target students from low socioeconomic backgrounds and that most of these are offered when low SES students are in Year 10. It is also clear (as depicted in Figure 11.1) that a significant number of Year 10 programs aim to build students' aspirations for university. That is, there appears to be an assumption that low SES students lack aspiration. While not indicated in the data, it is not uncommon in the higher education sector for aspiration to be equated with a desire to go to university while those who desire other futures are regarded as lacking aspiration. How aspiration is understood (and how low SES students are valued) in university outreach programs needs to be the subject of further qualitative research.

- *Enhanced academic curriculum*

The literature suggests that enhanced academic curricula and pedagogy lead to improved student retention and achievement and hence improved access to university. However, improving students' academic achievement is well down the list of most program aims (Figure 10). And, while improved student retention, achievement and completion rates are claimed programs outcomes (Figure 15), there is considerable doubt about the accuracy of these claims.

- *Financial supports and/or incentives*

Only 4 per cent of the reported early interventions in schooling make scholarships and grants available to pre-Year 11 students (Figure 12).

An emerging theme: research-driven interventions

As well as being able to map the results of the survey against the characteristics we identified in the literature review, we were also able to identify an additional theme emerging from practice that was underemphasised in the literature. Specifically, this involved a research-driven approach to program design and was particularly evident in programs such as *Access and Success* at Victoria University and *Deadly Maths* at Queensland University of Technology.

The *Access and Success* project involves 'working with schools in the west of Melbourne to improve young people's access to, and successful participation in, post-compulsory education and training'. Additionally:

Access and Success seeks to build on successful practices within VU by growing our existing relationships with schools in the region and undertaking research that investigates the effectiveness of our partnership approach. In 2008, Access and Success site-based projects are conducted in over 70 schools and other learning settings in Melbourne's west.

(www.vu.edu.au/About_VU/Making_VU/Access_and_Success/Projects/index.aspx) *Access and Success* has various intervention projects that use methods similar to those of action research in which university and school-based participants are co-researchers of the interventions. This model of intervention uses the research strengths of the university to drive design, implementation and evaluation.

Part E – Implications of the findings

The findings of this survey have significant implications for further research including the case study evaluations in Component C. The following questions about universities' outreach activities, and their equity strategies more generally, arise from our analysis:

- What are the logics of equity policy as it relates to outreach activities in the university sector?

- How are equity policies on outreach activities developed, implemented and evaluated in this sector?
- How do equity policies on outreach activities work, or not, within the institutional structures and cultures of universities in Australia?
- How might the best practices of specific interventions be implemented in ongoing infrastructure and policy?
- In what ways is equity policy on outreach activities quarantined or mainstreamed in universities?
- How does the imperative to market the university have an impact on equity policy as it relates to outreach activities?
- Who funds outreach activity development and the various interventions implemented?
- What is the level and nature of collaboration between universities and schools?
- How might we understand the relationships between aspirations and achievement (i.e. is cause and effect the relationship or are there other relationships)?
- In what ways might higher education institutions and school sectors collaborate on sustainable equity initiatives?
- How might universities work with primary and junior primary schools to build relationships for advancing equity, and especially aspirations for university?
- How might university interventions in the school sector actually improve achievement in communities whose members have not traditionally attended university?
- How might a program of longitudinal research studies be designed to provide evidence of impact of various strategies and initiatives?
- How might research-driven interventions improve equity policy processes in universities?

The case studies reported in Component C of this research project provide one example of the further research that is required to address these questions.

Analysis of the data also has implications for policy. Given the generally limited nature and extent of interventions currently in operation, more funds would seem to be needed for outreach activities that target school students before they enter the post-compulsory years, in the primary and middle years of schooling. In particular, government funding needs to be introduced in ways that drive universities' outreach activities in particular directions.

Funds need to be made available to universities according to certain priorities and conditions. For example, applications for program funding from government could be required to demonstrate how they are informed by the characteristics of good programs derived from the literature review (see Component A).

Universities in receipt of funding could be encouraged to target programs at particular school year levels or year level groupings (for example, middle school, junior primary) and design intervention aims most relevant to those year levels (for example, increasing aspiration, achievement, accessibility). They could also be given incentives to submit applications in partnership with other universities and/or education institutions, to stimulate collaboration and diminish the potential negative effects of a marketing orientation. Finally, sufficient consideration and funding need to be built into the design of programs that allow for their appropriate evaluation, ideally undertaken by individuals and organisations external to a program's operation.

Appendix A: Survey questions

Note: In the case of multiple choice options, please delete the answers that are not applicable. I.e. In Q2, please leave only the state/s where the program operates and delete other options.

Q1. Name of university:

Q2. In which state or territory is the program operating?

- New South Wales
- Victoria
- Queensland
- South Australia
- Western Australia
- Tasmania
- Northern Territory
- Australian Capital Territory

Q3. Name of campus (or campuses) involved if other than university-wide:

Q4. If this is a collaborative program with other universities, please list participating universities and indicate which is the lead institution:

Q5. Location of program within university (select one only):

- Faculty/School/Department
- Equity unit
- Marketing unit
- Teaching and learning unit
- University-wide
- Other (please specify):

Q6. Name of the program:

Q7. How widely available is the program? (select one only):

- State-wide
- Region-wide
- Within a group of schools
- Within a single school
- Other (please specify):

Q8. Under-represented groups targeted (select as many as applicable):

- Low socio-economic
- Rural and/or remote
- Specific region
- Indigenous
- Students with disabilities
- Recent immigrants
- Women in non-traditional fields
- Men in non-traditional fields
- Other (please specify):

Q9. State any specific criteria for involvement (eg first in family to attend university, Indigenous students):

Q10. Educational level targeted (select as many as applicable):

- Pre-school
- Junior primary
- Primary
- Middle school
- Junior secondary
- Year 10 (or final year pre-senior secondary)
- Other (please specify):

Q11. Year program commenced:

Q12. Is program still running?:

- Yes
- No

Q13. If no, how long was the program operating:

- Less than 1 year
- 1–2 years
- 3–5 years
- >5 years

Q14. If yes, how long is the program expected to run

- Less than 1 year
- 1–2 years
- 3–5 years
- >5 years

Q15. *New program planned for implementation in 2009?:*

- Yes/No

Q16. *Number of schools involved:*

- 1
- 2–5
- 6–10
- 11–20
- >20

Q17. *Number of students involved each year:*

- <20
- 21–50
- 51–200
- 201–500
- >500

Q18. *Who initiated the program? (select as many as applicable):*

- University or group of universities
- Individual school or group of schools
- Education department
- Community organisation
- Philanthropic organisation
- Industry
- Government
- Other (please specify)

Q19. *Who funds the program? (select as many as applicable):*

- University or group of universities
- State government
- Federal government
- Community organisation
- Private donor or group of donors
- Industry
- Other (please specify):

Q20. If wholly or partly funded by the university, what is the source of that funding? (select as many as applicable):

- Marketing Unit
- Equity Unit
- Teaching and Learning Unit
- Academic Program or Course
- Faculty, School or Department
- Other (please specify):

Q21. Annual budget

- <\$10,000
- \$10,001 – \$50,000
- \$50,001 – \$100,000
- >\$100,000

Q22. Number of years funding available

- 1
- 2–3
- 4–5
- >5

Q23. Intervention strategies (select as many as applicable):

- Scholarships/grants
- Single on-campus visit by school students
- Extended program of on-campus visits by school students
- On-campus visits by teachers without students accompanying
- School visits by university students
- School visits by university staff
- University staff working with school teachers
- University staff working with parents
- University students tutoring school students
- University students mentoring school students
- University staff and students engaged in a school/community project
- Introduction to uni
- Holiday program
- Short course
- Mentoring
- Other (please specify):

Q24. Aims of the program (select as many as applicable):

- Assist with finances (e.g. scholarships, grants)
- Provide information (e.g. about finances, application processes, accommodation)
- Familiarise students with university
- Improve educational achievement
- Promote interest in specific fields of study
- Encourage career planning
- Build aspirations for university
- Contribute to improved senior secondary retention and completion
- Other (please specify):

Q25. Describe in 200 words (approx) what program participants do (or will do if the program is in planning stage):

Q26. If you have a program website, please provide the URL:

Q27. How was/is the program evaluated? (select as many as applicable):

- Not evaluated
- Numbers involved in Program
- Teacher perceptions of value
- Student perceptions of value
- Community/parent perceptions of value
- University staff perceptions of value
- University student perceptions of value
- Measurement of success against specific aim (e.g. increased retention)
- Longitudinal tracking of student achievement
- Longitudinal tracking of student aspirations
- Other (please specify):

Q28. What outcomes have been identified? (select as many as applicable):

- Increased demand for participation in the Program
- Increased satisfaction with the Program
- Increased understanding of university environment and procedures
- Changed aspirations towards higher education (ie more or less motivation to attend)
- Changed senior secondary subject choices
- Changed career plans
- Increased educational achievement
- Changed interest in specific fields of study
- Improved retention of students at school
- Improved senior secondary completion rates
- Increased number of students from the targeted group applying for university
- Other, eg increased confidence (please specify):

Q29. Who evaluated the program? (select as many as applicable):

- University staff
- Participating partner
- Participating school or schools
- External evaluator

Q30. What, if any, barriers or difficulties has the program faced in its development and implementation?

Q31. If there are any publications arising from the program (e.g. reports, journal articles) or any other documentation you are willing to share, please give details (e.g. URLs, publication details, contact details for hard copies of reports):

Q32. Do you have any further comments you would like to add?

Q33. Are there other participants you recommend we contact? If so, please provide contact details if possible:

Q34. We would be grateful if you could provide name and contact details of the most appropriate university person to contact if we require further information about this program:

Appendix B: University participants and their pre-Year 11 programs

- The Australian National University – *ANU Access Program*
- Australian Catholic University – *ACULINK*
- Charles Sturt University – *Aspirational Pilot Program; Mentor Program; On Campus School Visits*
- Central Queensland University – *Tertiary Awareness Program*
- Curtin University – *Curtinlink; Curtin Linkup*; hosting of school visits by the Centre for Aboriginal Studies as part of the *Follow The Dream And Up4it And Future Footprints* Programs; unnamed initiative based on a *City Survival Guide*.booklet
- Deakin – several based in the faculties of Science and Technology; Arts and Education, and Health, Medicine, Nursing and Behavioural Sciences
- Edith Cowan University – various programs including Equity Support Programs and Direct Entry and Pathways Programs
- Flinders University – *Recruitment strategy/program; Inspire Mentor Program; First Generation Mentor Program; Breakthrough Program; Catalyst*; and an extension of existing mentor program currently in the planning stage
- Griffith University – *Mata I Luga; Uni-Reach; Tertiary Education Experience (Tee) For Students With Disabilities*
- James Cook University – *Siemens Science Experience; Indigenous Connections; ASPIRE*
- La Trobe – *In2Science; Talk and Tour, Experience La Trobe and Year 10 VCE Expo and Info Evening* (combined response); *eMentoring*
- Queensland University of Technology – *Deadly Maths Consortium*
- RMIT – *Schools Network Access Scheme Outreach; Koorie Express*
- Southern Cross University – *Equity High School Outreach Program*
- University of Ballarat – *Regional Schools Outreach Program*
- University of Canberra – unnamed mentoring program
- University of Melbourne – *Kwong Lee Dow Young Scholars Program; Masterclass; Melbourne Access Program (MAP) for Schools; National Disability Coordination Officer Program; Talk About Uni*
- University of Newcastle – *Maths+Science+Girls=Choices Summer School; MEGS (Making Educational Goals Sustainable)*
- University of New South Wales – *ASPIRE*
- University of Queensland – *Market Stall at Croc Fest; Siemens Science Experience*
- University of South Australia – *Rural Reconnect; First Generation University Orientation Program; Savvy presentation; Closing the Gap: Developing an Inclusion Framework; Lapsit; Something in the Week*
- University of Technology Sydney – *U@UTS Day – A University Experience For Year 10 Students; UTS Advance Awards For Most Improved Students In Year 10 Or 11; UTS School Visits To Priority Schools; UTS Cineliteracy Summer School*
- University of Western Australia – *Unidiscovery*
- University of Western Sydney – *Fast Forward*
- University of Wollongong – *UniConnections*

- Victoria University – *Access and Success Program*