

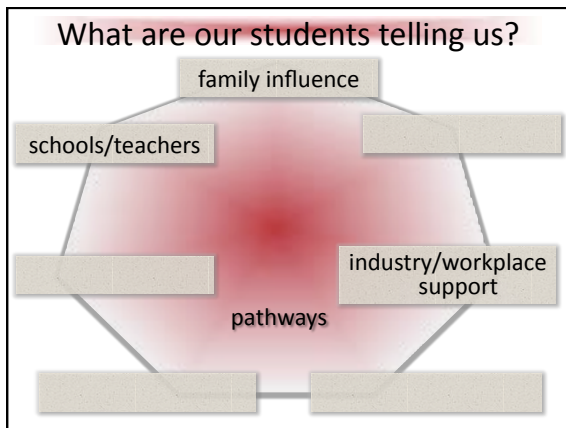
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Enabling Pathways: Student Perspectives

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Fourth national study of the first year experience: preliminary 2009 data

- 2127 first year students across 9 universities
- Students from LSES backgrounds (postcode)
 - **Less likely** to have parents who studied beyond school
 - **More likely** to be first in family [46% vs 29% Mid/High SES]
 - **More likely** to be in part-time study
 - **More likely** to be in Education and Health (nursing?) disciplines
 - **Less likely** to be in cross disciplinary/double degrees

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In deciding to go to uni, how important were the following:	LSES Mean ¹	M/HSES Mean
Training for a specific job	4.25	4.06**
Studying in a field of interest	4.77	4.76

¹ Scale: 1=strongly disagree; 5=strongly agree

** Significant, p<0.05; * Significant, p<0.01

Source: *The National First Year Experience, 1994-2009* (James, Krause & Jennings, 2010)

	LSES Mean	M/HSES Mean
I'm clear about the reason I came to uni	4.47 [86.8%]	4.42 [87.2%]
I know the type of occupation I want	4.02 [72%]	3.81** [66%]

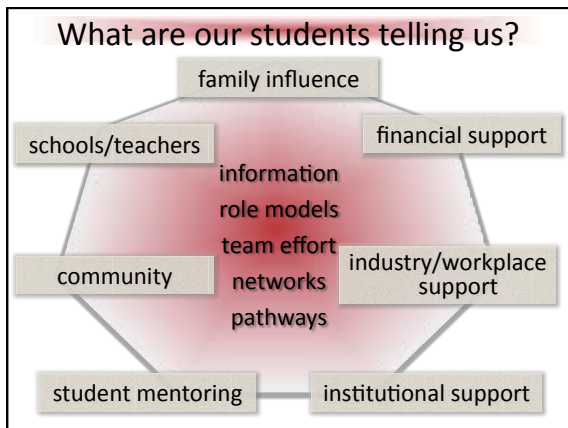
** Significant, p<0.05; * Significant, p<0.01

Source: *The National First Year Experience, 1994-2009* (James, Krause & Jennings, 2010)

Your experience of study	LSES	M/HSES
I have a quiet place for study	67%	75% **
I keep to myself at uni	36%	30%*
I am planning an international study experience	21%	27%*
I've had difficulty adjusting to the uni style of teaching	35%	29%*
Money worries make it difficult to study	39%	32%*

** Significant, p<0.05; * Significant, p<0.01

Source: *The National First Year Experience, 1994-2009* (James, Krause & Jennings, 2010)



A Fair Go Beyond the School Gate

5 Queensland Universities:
 • Sample: n=1019
 56% LSES students

8 Queensland TAFE Institutes:
 • Sample: n=247
 32% LSES students

Source: Krause, K., Vick, M., Boon, H., Bland, D. (unpublished). *A fair go beyond the school gate? Systemic factors affecting participation and attainment in tertiary education by Queensland students from LSES backgrounds.* Brisbane: Queensland Department of Education and Training.

Systemic barriers and enablers to participation and attainment of LSES groups in post-secondary education

1. Financial and economic costs

Barriers:

- Tuition fees and costs of educational materials
- General living, accommodation and transport expenses
- Restrictive eligibility requirements for government income support

Enablers:

- 'Targeted' and 'Aspirational' Scholarships

Source: Krause, K., Vick, M., Boon, H., Bland, D. (unpublished). *A fair go beyond the school gate? Systemic factors affecting participation and attainment in tertiary education by Queensland students from LSES backgrounds.* Brisbane: Queensland Department of Education and Training.

Systemic barriers and enablers to participation and attainment of LSES groups in post-secondary education

2. Educational opportunity, advice, choice at school level

Barriers:

- Limitations in teaching and learning support
- Skilled teacher shortfalls in key areas (e.g., ICTs, Maths, Science)
- Lack of parental experience and knowledge of post-secondary education options
- Restrictive subject choices (e.g., poor access to 'high-end curriculum' courses)

Source: Krause, K., Vick, M., Boon, H., Bland, D. (forthcoming). A fair go beyond the school gate? Systemic factors affecting participation and attainment in tertiary education by Queensland students from LSES backgrounds. Brisbane: Queensland Department of Education and Training.

Systemic barriers and enablers to participation and attainment of LSES groups in post-secondary education

2. Educational opportunity, advice, choice at school level

Enablers:

- 'Encouragers': well-educated role models, friends and family members
- Targeted strategies to raise student aspirations to attend university
- Access to information about post-school options (e.g., Open Days, websites)
- Teacher preparedness to provide career advice and support to LSES students

Source: Krause, K., Vick, M., Boon, H., Bland, D. (forthcoming). A fair go beyond the school gate? Systemic factors affecting participation and attainment in tertiary education by Queensland students from LSES backgrounds. Brisbane: Queensland Department of Education and Training.

Systemic barriers and enablers to participation and attainment of LSES groups in post-secondary education

3. Tertiary application and admission processes:

Barriers:

- Delayed processing of applications and offering of placements
- Limited admission pathways

4. Measurement and application of SES data in Queensland:

Barriers:

- Current postcode definition of SES

5. Systemic factors that promote LSES groups' participation:

Enablers

- Pathways and Partnerships
- Evidence-based approaches to policy and practice

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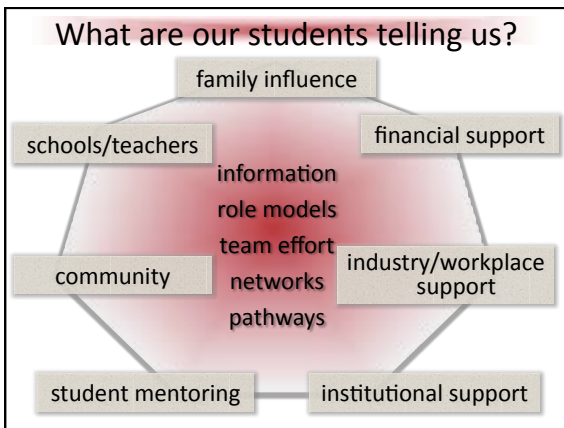
Student perspectives

- *I wasn't prepared to be "culture shocked"*
- *... the information given to us in high school was nothing like it should have been. Uni reps should visit all year 11 and 12 over those last 2 years. I believe more people would go to uni if there was more info*
- *Lack of challenge within course*



A Fair Go Beyond the School Gate?
Systemic factors affecting participation and attainment in tertiary education by Queensland students from LSES backgrounds. Brisbane: Queensland Department of Education and Training.

Source: Krause, K., Vick, M., Boon, H., Bland, D. (unpublished). *A fair go beyond the school gate? Systemic factors affecting participation and attainment in tertiary education by Queensland students from LSES backgrounds.* Brisbane: Queensland Department of Education and Training.





Thank you

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