

4-H CAMPUS IMMERSION IMPACT REPORT

Imagining Futures in Higher Education

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ABOUT THIS REPORT

Results of this report indicate how participation in the 2016 4-H Campus Immersion Experience has impacted members—particularly how it has impacted their abilities to prepare for a future that includes higher education.

Program Description

The 4-H Campus Immersion Experience took place from July 25-28, 2016 at the University of Minnesota Twin Cities campus. This short-term, immersive, 4-H program was designed to promote educational equity and opportunity for young people and support their abilities to achieve their aspirations for higher education. The 4-H campus immersion program is an experience embedded within a longer-term Urban 4-H STEM program model that is designed to ignite youth interest in STEM and prepare them for higher education.

During their four days and three nights on campus, participants lived like college students. Participants explored STEM subjects with university faculty and staff. Youth also immersed in campus life, by staying in dorms and eating the cafeteria. Using an emergent 4-H curriculum youth began to imagine a future that includes higher education and began to create plans to achieve their aspirations. Finally, the program culminated with a family showcase event at which young people share their college experience with their families and community members.

Visit our webpage to learn more about 4-H Campus Immersion and Urban 4-H STEM Clubs: <http://www.extension.umn.edu/youth/mn4-H/urban-4-h-stem-clubs/>

Participants

Thirty youth from Hennepin, Ramsey and Anoka counties participated. The demographics of those who participated are as follows: Forty percent identified as female, and 60 percent identified as male; 50 percent reported their race as African American/Black, 27 percent as white; 6.7 percent as African American/Black and White; 6.7 percent as African American/Black, White, and American Indian; 6.7 percent prefer not to state, and 3.3 percent as American Indian. 93.3 percent reported their ethnicity as Non-Hispanic, and 6.7 percent as Hispanic.



Methods

Data from this report was collected from thirty youth interviews, forty-five hours of program observation, and program document analysis.

4-H partnered with STEM departments at the University of Minnesota to offer innovative, hands-on STEM learning experiences for participants.

Youth worked in a chemistry lab with the Center for Sustainable Polymers where they experimented with the strength and sustainability of different types of cups.



Working alongside graduate students at the Department of Entomology, participants collected and learned about insects

On a visit with the University Of Minnesota Bell Museum Of Natural History, youth learned about the importance of pollinators.



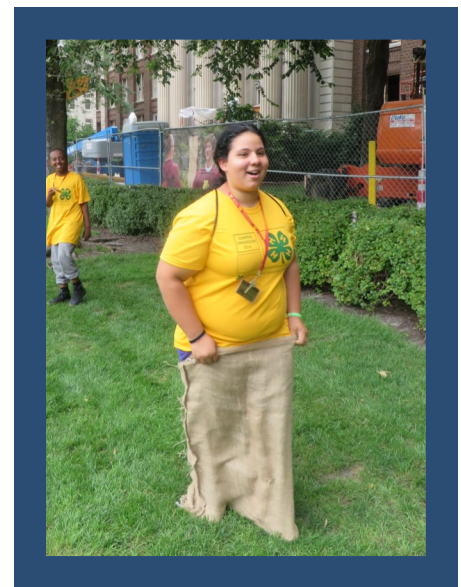
With faculty from the Department of Landscape Architecture, youth learned about GIS mapping and virtual reality.

Youth made plans for the future using a 4-H curriculum

Participants visualized their perfect future through the making of vision boards



Youth mapped their pathway to higher education, marking milestones they need to reach as they prepare for college.



Youth strategized how to overcome obstacles to their educational goals at the higher education obstacle course!

Youth are discovering new possibilities through exploring STEM with college mentors



"Lots of people hear inspire me to finish high school and go on to college."

-6th grade boy, referring to his counselors



"It kind of changed my course in life. . . I think this [the University of Minnesota] is my dream school. I really see a lot of role models and there are a lot of majors."

-6th grade girl



Young people expressed that through this program, they are discovering new possibilities for a bright future. Being able to explore STEM subjects with which they had little previous experience and spending time with college-aged mentors are what young people most frequently cited as influencing the way they thought about their futures. Participants mentioned virtual reality, bug collecting, and chemistry labs as interesting subject they now knew they could explore as college students. But perhaps most importantly, the value of exploring STEM subject was intensified by the opportunity to discuss these options with mentors who could speak to the value, joy, and difficulty of higher education.



Youth are learning what it takes to go to college and are more prepared do what is required of them to achieve their goals.



Many youth participants admitted that this experience made them a bit nervous about going to college, because they had a better understanding of all the steps and hard work required of them. This understanding motivated them to work hard.

"I thought it would be super easy, like just engineering, but it takes really hard work and a lot of years."

-5th grade boy



*Another youth participant, male, grade 9, said he felt like his **"life depends on it."** He then went on to explain, that this was not a bad thing; it excited him. He went on to describe how his perfect future, which included him becoming a doctor, being married, and having his own house, required him to go to college. He learned from his experience at Campus Immersion that college was the key to living a future life he valued.*



4-H Campus Immersion Impact Summary

Connecting to a college campus inspired young people to start imagining a future in higher education. Participants of 4-H Campus Immersion have learned to reimagine what is possible for themselves and their future through exploring STEM subjects on a college campus with mentors. They also now understand that it requires hard work to prepare for college and to be a college student. While that might incite nervousness, they feel more prepared to do what is required of them to live out their dreams for themselves and their families.

One youth, girl, grade 9, described what it would be like to one day graduate from college:

“[It] would be like really a big milestone in my life, because I would be the first one in my family to graduate.”

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