

ACCESS AND PARTICIPATION PLAN 2018

CQUniversity Australia (Central Queensland University)

1 Equity outcomes and strategies:

CQUniversity recognises its status as a regional university with a significant percentage of students from disadvantaged and traditionally underrepresented backgrounds, with higher-than-average participation of students from remote, regional, Indigenous, Low Socioeconomic Status (low SES) and first in family groups.

In 2018, CQUniversity has three (3) key strategies in place, aimed at improving participation, retention, success and completion of domestic higher education students from low SES and other equity categories:

- An overarching 'Inclusion is the Standard, Not the Exception' framework, adopted in 2015 and centred on the individual, program and institutional factors impacting students from disadvantaged backgrounds;
- The 2018 HEPPP-funded suite of programs, aimed at addressing participation, retention, success and completion among students from low SES backgrounds; and
- A connected institutional approach to student retention, with a focus on addressing student disadvantage and its impact on attrition, driven by the 2017 implementation of a Student Participation and Retention Committee (SPARC) as a subsidiary of CQUniversity Academic Board, and the development and implementation of a new institutional retention strategy slated for 2018 under the auspices of SPARC.

Each of these strategies has its own stated outcomes, outlined in milestone-based key performance indicators. Overarching outcomes sought by CQUniversity are improved participation rates, retention rates, success rates, and completion rates, for domestic higher education students from low SES and other equity categories.

2 Key activities:

In terms of low SES-specific activities, the following HEPPP-funded programs are in place for 2018:

Program	HESA 2003 alignment	Description
CQUni HEPPP Program Management	1.65.1 (a) developing and implementing appropriate support services and programs for domestic undergraduate students from low SES backgrounds enrolled or seeking enrolment	This program is responsible for overseeing the distribution of CQUni HEPPP funds, monitoring programs/initiatives progress and reporting to the Commonwealth on the use of public funds. The

		project also offers centralised support to CQUni HEPPP programs/projects through professional development, marketing, communication opportunities that work to assist programs/projects to meet identified KPIs.
CQUni HEPPP Evaluation	1.65.1 (a) (vii) monitoring of student progress and (d) undertaking research and monitoring the impact and effectiveness of activities aimed at improving the participation of current and prospective domestic undergraduate students from low SES backgrounds in higher education	An external contractor will provide assistance to the CQUni HEPPP Program Management team in evaluating set program/project KPIs, in planning towards 2019 CQUni HEPPP funding allocations.
CQUniCares Equity Scholarships	1.65.1 (a) (c) continuing to offer institutional equity scholarships targeted at low SES students. Scholarships definition: a grant or payment made to support a student's education, awarded on the basis of academic or other achievement.	This program is responsible for administering CQUniCares Equity Scholarships that are only granted where they also meet CQUni HEPPP Low SES Guidelines.
LSES Student Financial Support	1.65.1 (a) (c) continuing to offer institutional equity scholarships targeted at low SES students. Scholarships definition: a grant or payment made to support a student's education, awarded on the basis of academic or other achievement.	This initiative will proactively work to distribute upfront payments to LSES students based on CQUni data insights. In allocating funds to LSES undergraduate domestic students from this project there will not be a requirement for students to produce Centrelink information, as this will be based on ABS HEPPP Commonwealth reporting requirements.

BIG HEPPP - LSES Data Analysis/Support	1.65.1 (a) (vii) monitoring of student progress	This initiative will lead a project that assists CQUni HEPPP 2018 Programs/Initiatives to meet Australian Government reporting guidelines that adhere to HEPPP guidelines. This includes assisting CQUni HEPPP Programs/Initiatives in reporting on CQUni KPIs.
Personalising the LSES Student Experience	1.65.1 (c) continuing to offer institutional equity scholarships targeted at low SES students. Scholarships definition: a grant or payment made to support a student's education, awarded on the basis of academic or other achievement.	This project focuses on engaging with newly commencing low SES students, and re-engaging with lapsed low SES students, with the respective aims of improving onboarding for new students and attracting lapsed students back to study.
LSES Disability Student Support	1.65.1 (a) (v) mentoring, peer support, tutoring and continued academic support	This initiative will support the learning of low SES students that are living with disability.
LSES Indigenous Student Support	1.65.1 (a) developing and implementing appropriate support services and programs for domestic undergraduate students from low SES backgrounds enrolled or seeking enrolment, i.e. (i) inclusive entry processes; (ii) transition programs to support cultural and geographical issues of inclusion; (iii) academic preparation	This initiative is aimed at successfully transitioning low SES Indigenous students, who have successfully completed a Diploma, Certificate III or Certificate IV, into an undergraduate degree.

<p>Embedding LSES Undergraduate Literacy</p>	<p>1.65.1 (a) (v) mentoring, peer support, tutoring and continued academic support</p>	<p>This curriculum-focused program is aimed at improving academic outcomes for low SES students.</p>
<p>CQUni Connect</p>	<p>1.65 Participation Component</p> <p>1.65.1 (e) developing and implementing partnership activities for the purpose of encouraging the aspirations and building the capacity of people from low SES backgrounds to access higher education.</p> <p>1.70 Component B – Partnership objectives</p> <p>1.70.1 The objectives of the Partnership Component of the HEPPP are to increase the total number of people from low SES backgrounds who access and participate in higher education through effective outreach and related activities with appropriate stakeholders including, but not limited to, schools, State/Territory Governments, VET providers and community groups. Partnership activities for prospective domestic undergraduate students from low SES backgrounds may:</p> <p>(a) assist in improving the understanding and awareness of higher education as a viable post-school option;</p>	<p>CQUniConnect is a schools outreach program aimed at raising aspirations for tertiary education and widening participation among low SES students. The expansive program has a notable focus on Indigenous low SES students and is a continuation of the 2015-17 program, which in 2017 reached more than 10,000 students throughout regional Queensland.</p>

	<p>(c) encourage an increase in the proportion of such people who apply for attendance at a provider; and</p> <p>(d) support such people in linking with higher education providers.</p> <p>1.70.5 Partnership activities undertaken by the provider are intended to:</p> <p>(a) support collaboration between providers to ensure a coordinated approach to identifying and engaging with appropriate stakeholders including, but not limited to, schools, State/Territory Governments, VET providers and community groups to encourage the participation of prospective domestic undergraduate students from low SES backgrounds in higher education; and</p> <p>(b) concentrate resources to most effectively target low SES communities where aspirations to enter higher education are low and where matriculation to universities is poor.</p>	
<p>CAP-ED</p>	<p>1.65.1 (e) developing and implementing partnership activities for the purpose of encouraging the aspirations and building the capacity of people from low SES backgrounds to access higher education</p>	<p>This program creates opportunities to raise aspirations and re-engage Indigenous adults into tertiary education.</p>

<p>Towards a 5-year STEM Tertiary Education Transition Plan</p>	<p>1.65 Participation Component</p> <p>1.65.1 (a) (iv) modifications to teaching delivery and learning methods to better meet the needs of students from a low SES background</p> <p>1.70 Component B – Partnership objectives</p> <p>1.70.1 The objectives of the Partnership Component of the HEPPP are to increase the total number of people from low SES backgrounds who access and participate in higher education through effective outreach and related activities with appropriate stakeholders including, but not limited to, schools, State/Territory Governments, VET providers and community groups. Partnership activities for prospective domestic undergraduate students from low SES backgrounds may:</p> <p>(a) assist in improving the understanding and awareness of higher education as a viable post-school option;</p> <p>(c) encourage an increase in the proportion of such people who apply for attendance at a provider; and</p> <p>(d) support such people in linking with higher</p>	<p>This pilot program will deliver and evaluate a unique approach to university-led STEM education for low SES high school students in a CQUniversity catchment.</p>
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	<p>education providers.</p> <p>1.70.5 Partnership activities undertaken by the provider are intended to:</p> <p>(a) support collaboration between providers to ensure a coordinated approach to identifying and engaging with appropriate stakeholders including, but not limited to, schools, State/Territory Governments, VET providers and community groups to encourage the participation of prospective domestic undergraduate students from low SES backgrounds in higher education; and</p> <p>(b) concentrate resources to most effectively target low SES communities where aspirations to enter higher education are low and where matriculation to universities is poor.</p>	
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3 Evaluation:

CQUniversity has a multi-pronged approach to evaluating the impact and effectiveness of its access and participation programs, including:

- Regular surveying of students (and subsequent reporting and evaluation) on topics such as widening participation, orientation, scholarships, disability and student readiness;
- Anecdotal feedback collected (and subsequently reported and evaluated) through programs such as Personalising The Student Experience; and
- The BIG-HEPPP low SES Data project, which will pull together data from multiple sources and streamline it into a consolidated dashboard, for “live” reporting and analysis by individual HEPPP program coordinators and CQUniversity decision makers.

4 Partnerships and collaboration:

CQUniversity will maintain its large-scale CQUni Connect program in 2018, which will continue to build upon the 200-plus mature partnerships with primary and high schools, TAFEs, and community organisations such as Central Queensland Indigenous Development. The pilot program to be delivered at Bundaberg North High School will further cement collaboration with this school, as a potential model for future university-led STEM initiatives, while the CAP-ED program will continue its groundbreaking work with Indigenous communities throughout regional Queensland.