

ACCESS AND PARTICIPATION PLAN 2018

Charles Darwin University

- 1 **Equity outcomes and strategies:** for improving outcomes for people from a low SES background.
 - 1.1 An increase in the number of Indigenous students commencing HE programs to 15% of CDU students by 2025.
 - 1.2 A first-year Indigenous student retention rate (post census) of 60% by 2025 with the long term aim to achieve parity.
 - 1.3 A rise in the HE Indigenous student retention rate to 60% by 2025, with a long-term aspiration to reach parity between Indigenous and non-Indigenous student retention.
 - 1.4 A first-year all-undergraduate student retention rate (post census) of 75% by 2025;

- 2 **Key activities:** which will deliver an increase in the access, participation and success of people from a low SES background.
 - 2.1 Connect, Discover, Grow, the University's new Strategic Plan
 - 2.2 Reconciliation Action Plan
 - 2.3 Indigenous Tertiary Education Plan
 - 2.4 Indigenous Learning & Teaching Plan
 - 2.5 Indigenous Recruitment and Retention Strategy
 - 2.6 Learning & Teaching Plan (2018)
 - 2.7 University Equity Plan (draft under revision)
 - 2.8 Disability Action Plan (draft under revision)

Some specific strategies for improving Access and Participation include, but are not limited to, the following:

2018 10-Point Action Plan

The University has engaged a consultant to conduct a series of workshops with staff in 2018 combined with an analysis of relevant internal and external research into student retention and success. This project will:

- Recommend a 10-point action plan that will identify short (2018) to medium term actions to improve retention and success for target student demographics including low SES.
- Provide data and analysis to support the development of a university wide Student Success and Retention Plan in 2018 to meet student needs at all points of the student lifecycle.
- Provide data and analysis to support the development of the university Learning and Teaching Plan in 2018.

Academic restructure

The University has completed an academic restructure across 2017/2018. This restructure split the office of the Pro Vice-Chancellor Education and Student Success into two portfolios and

commenced a global search for the incoming Pro Vice-Chancellor roles. The two new portfolios are:

- The office of Student Engagement and Success led by the new Pro Vice-Chancellor Education and Student Success.
- The office of Education Strategy, led by the new Pro Vice-Chancellor Education Strategy.

This move recognises the need to build on university capacity in both areas, will consolidate and streamline internal operations, and will provide an increased ability to target and support specific demographics. In 2018 development of new Learning and Teaching, and, Student Success and Retention plans will be commenced.

Business Intelligence and Data Analytics

The University has committed to a multi-year expansion of our business intelligence capability to:

- Expand the capability to identify students from target demographics as well as at those who could be at risk and pro-actively provide support at point of need.
- Provide greater capability for evidence-based decision to support student cohorts.
- Develop student facing data dashboards to ensure students have the right information to make informed decisions about their study.

Articulations and Pathways Project

This project provides dedicated staff resources to develop a range of supported HE entry pathways for students, particularly Indigenous students and those from remote regions. New for 2018 is the indigenous pre-law program, a collaboration between the University and the Bilata Legal Pathways Program <http://lawsocietynt.asn.au/indigenous-legal-pathways.html> .

ASPIRE Project

ASPIRE is CDU's flagship equity scholarships programme. It selects eligible students in Year 9 and supports them financially and through tailored engagement activities in Years 10-12 and, should they progress to CDU, first year of HE studies.

Children's University

The University is currently exploring a proposal to open a branch of the Children's University of Australia. This would be an opportunity to effectively coordinate and promote a range of extra-curricular learning activities for school children, thereby enhancing their overall learning and also encouraging the idea of University as a normal possibility.

Cultural Competency Framework

In addition to existing cultural awareness training being delivered to all staff, CDU will commence a program of targeted professional development activities to enhance inter-cultural understanding, knowledge and skills. Training will be tailored to the professional needs of all academic and general staff, and will include a program for the University's senior executive.

Delivering Success

This longitudinal research project monitors the impact of changes to learner engagement strategies, particularly in first year units with traditionally high attrition, and makes consequential recommendations for good practice.

Enabling Programmes

CDU will review and revise its suite of enabling and preparatory courses, with a view to improving rates of completion and progression to HE.

English Proficiency Project

CDU is exploring how to embed English language proficiency development more explicitly into its core curriculum.

HE Student Learning Support

Given the diversity of CDU's student cohort, the university uses a range of methods for supporting student learning beyond the formal course engagement. CDU was a leader in making the Peer Assisted Study Scheme (PASS) available to students studying online, and this will be continued and expanded. CDU has extended online tutoring (such as via Studiosity) to a broader cohort of students and is aligning general tutoring support with discipline-specific and targeted services.

Indigenous Curriculum Reform

CDU will continue to develop and implement curriculum reform designed to make University more relevant and engaging for Indigenous people, as well as inculcating amongst all students a deeper appreciation of the importance and value of Indigenous Australia.

National Disability Coordination Officer (NDCO) Program

The National Disability Coordination Officer Program in the Northern Territory is hosted by CDU (Casuarina and Alice Springs Campuses). The aim of the NDCO Program is to work strategically to inspire people with disability to participate in tertiary education. The NDCO Program is dedicated to ensuring that people with disability can successfully participate in tertiary education and subsequent employment. There is a high prevalence of Indigenous people with disability in the Northern Territory. There are several initiatives underway to promote the NDCO Program, embedding the importance of literacy and numeracy to this cohort of people in schools in remote locations.

Office of Indigenous Student Services

CDU's Office of Indigenous Student Services (OISS) provides a wide range of supplementary programs and services targeted at Indigenous VET and HE students including access to:

- dedicated Indigenous Academic Support staff, facilities and infrastructure across three Campuses (i.e. Casuarina Campus 'Gurinbey Centre'; Katherine Rural Campus 'Yangan-garr Centre'; and Alice Springs 'Akaltje Centre');
- Tutorial Support (OISS-TS) to eligible VET and HE students requiring content specific advice and support to ensure success;
- Away From Base (OISS-AFB) services and support for all meals, travel and accommodation to ABSTUDY approved VET/HE mixed-mode/external Indigenous students; and ongoing rural, regional, remote and very remote Indigenous Academic Support outreach and engagement with new, continuing and prospective students.

Online Plus

In partnership with community organisations, state governments and other educational providers, CDU will identify areas in regional and remote Australia with potential for participating in online education augmented with face to face academic learner support.

Student Support Services

CDU will continue to provide specialist support for students with disabilities through the Disability Service. Additionally, students from various equity groups are able to access support services and programs in the areas of: Careers & Employment, Counselling and Off-campus Accommodation.

3 **Evaluation:** how the university plans to evaluate the effectiveness of the equity strategies.

Each of the strategies have clearly defined objectives and KPI, along with a designated evaluation process. Where the strategies involve partnerships, a steering group or similar is in place to review progress on a regular basis.

The University Equity Committee monitors and reports on progress in relation to the relevant equity initiatives.

4 **Partnerships and collaboration:** who the university will partner and collaborate with and how this will improve equity performance.

CDU will continue to partner with a range of educational and community organisations in the fulfilment of the strategies listed above. These include (but are not limited to):

- Batchelor Institute of Indigenous Tertiary Education (through ACKE)
- Blackboard
- Children’s University of Australia and associated NT community partners
- Studiosity (formerly YourTutor)
- Innovative Research University member organisations
- Larrakia Nation (Darwin)
- NT Secondary Schools (Government, Independent and Catholic)
- Career Trackers
- North Australia Indigenous Land and Sea Management Alliance
- Foundation for Young Australians (FYA)
- Australian Government Office of Prime Minister and Cabinet
- Michael Long Learning and Leadership Centre
- Northern Territory Government Department of Education
- Australian Government Department of Education
- Law Society NT
- The North Australian Aboriginal Justice Agency (NAAJA)
- NT Office of the Commissioner for Public Employment (Indigenous Employment Branch).