

GRIFFITH UNIVERSITY ACCESS AND PARTICIPATION PLAN 2018

Equity outcomes and strategies: for improving outcomes for people from a low SES background.

Griffith University's Strategic Plan (2018-2019), Academic Plan (2017-2020), Equity and Diversity Plan (2013-2017) and the Reconciliation Action Plan (2016-2018) affirm the University's long standing commitment to providing access to tertiary education for students who would not normally have an open path to university. <http://www.griffith.edu.au/about-griffith/plans-publications>.

This commitment to improving educational outcomes for people from a low-SES background at Griffith will be further extended in 2018 by lifting investment in First Peoples Access and Participation. Additionally, and under the supervision of the Deputy Vice Chancellor (Academic), a new academic position will be dedicated to enhancing academic leadership & research into low-SES student success, with a view to working with the academic community to improve in-program academic performance, retention and graduate outcomes. Griffith intends to expand its investment in digital learning programs and support services in recognition of the higher participation rates of low-SES students in online learning.

Key Activities across the Student Lifecycle

	Strategy	Programs
Pre-Access	High Schools Outreach	Scaffolded age-appropriate activities for LSES students at each stage of development with targeted interventions and career development activities to assist in building aspiration, engage in discipline-related activities and explore degree and career options. WP activities include Uni-Reach , WP Careers Outreach Strategy and cohort-specific projects for Pasifika and Maori students , people with disabilities (TEE program) and parents .
	Building First Peoples Aspiration to University	First Peoples Aspiration to Health Programs aims to build aspirations of Aboriginal & Torres Strait Islander high school students and inspiring and empowering them to consider University as a possibility https://www2.griffith.edu.au/health/first-peoples-health-unit
	Adult Learner Pathways & Participation	With more than 50% of the Griffith student population comprising non-school leavers, the University has multiple pathways and programs for non-school leavers to outreach, access and succeed. Through active engagement with the Queensland Adult Learner Network, outreach activities are conducted with partnering TAFEs, community colleges, VET providers and community service organisations to raise the aspiration of adult learners to university. Advice on successful transitioning to Griffith is also provided. https://www2.griffith.edu.au/student-services/diversity-inclusion/adult-learners .
	Pre-Access Metrics	<ul style="list-style-type: none"> Number of low-SES High Schools visited Number of First Peoples students participating in the Health Program Number of Non-School Leavers admitted via TAFE, VET pathways

Access	First Peoples Access & Participation	Griffith will partner with QTAC to develop a new tool to measure resilience, motivation and commitment to tertiary study by First Peoples applicants. Prospective applicants with higher levels of resilience, motivation and commitment are more likely to persist when they experience challenges with tertiary study.
	Griffith Digital Campus	Recognising the power of online learning to transform opportunities for students from low-SES & non-traditional backgrounds by delivering more accessible, personalised and flexible learning products and support services into their local communities, Griffith will expand its multi-campus framework to include a digital campus. A greater proportion of students studying online are from low SES background, compared to on-campus students.
	Adult Learner Access & Participation	Alternative Entry Selection: methods for expanding low-SES Non-School Leaver student access to Griffith University; piloting the use and effectiveness of Personal Competency Assessments for adult learner university admission Griffith University Preparation Program provides a pathway to undergraduate studies for applicants who lack the formal qualifications required for University entry to an undergraduate degree. The program consists of four courses providing foundational knowledge and academic skills, knowledge and confidence required to complete undergraduate studies. https://degrees.griffith.edu.au/Program/9355
	Admission via Educational Access Schemes	Educational Access Schemes assist students who have experienced circumstances that negatively affected their most recent studies. Students may be eligible for bonus OPs or ranks that improve the chance of getting an offer. https://www.qtac.edu.au/applications/educational-access-scheme ; http://www.uac.edu.au/eas/
	Financial support underpinning access to Griffith University	Educational and community partnerships assist Griffith to attract students from equity backgrounds including The Smith Family and the Country Education Foundation which assists students from rural and remote communities. Griffith makes a range of further financial support options available including Widening Participation Scholarships; support for lodging QTAC Applications and a range of Education bursaries for up-front expenses such as textbooks and computers.
	Access Metrics	Number of low-SES students admitted Number of First Peoples Applicants admitted Number of low-SES NSL students admitted via PCA selection Number of low-SES students admitted via online learning pathways Number & profile of students accessing financial support options Number of students admitted utilising Educational Access Schemes & Application support
Participation	Academic leadership to improve low-SES student success	The appointment of an Academic Lead – Student Equity is auspiced by the Deputy Vice Chancellor (Academic) to lead the development and achievement of the University’s Access and Participation objectives specifically focussing on improving in=

		program academic orientation and transition, retention, employment and employability outcomes and research into academic performance and success of students from low-SES and non-traditional backgrounds.
	Supporting low-SES & First Peoples student success in their Program of Study	<p>In-program services to facilitate retention and success include dedicated transition-in, support and referral for equity groups ie Uni-Reach+; a dedicated Disabilities Services; equity-informed welfare, health, counselling support services; university-wide mentoring; and professional development/leadership activities for student mentors. Peer mentoring is a core support strategy achieved through :</p> <p><i>PASS</i> offers structured and group learning sessions for challenging courses with study sessions facilitated by students who have previously achieved excellent results in the course and who have completed the nationally accredited training program.</p> <p><i>AIME</i> is a dynamic educational program that relies on university students as Role Models and Mentors for Indigenous High school students and works in concert with the GUMURRII student support unit.</p> <p>E-support and e-counselling services will be further developed to extend secure & professional digital outreach aimed at enhancing personal, social and academic adjustment to university particularly for students in online learning environments. This may include exploring the use of smart assistants to facilitate student self-help.</p> <p>The GUMURRII Student Support Unit will develop a program of indigenous cultural competencies for use as part of the Griffith MyOrientation project and for online students.</p>
	Reconciliation in Action	Ongoing support for the Griffith Elders in Residence and the program of cultural and community engagement and support led by Professor Boni Robertson as Professor of Indigenous Policy and Director of Indigenous Community Engagement Policy and Partnerships
	Participation metrics	<p>Retention of low-SES students</p> <p>Retention of First Peoples students</p> <p>Tracking progression and academic success of low-SES students utilising support services</p> <p>Benchmark against the sector for deployment of e-counselling services</p>
Progress and Attainment		Support for pre-graduate and graduate employment is managed with both curriculum-embedded and extra-curricula career development activities including targeted activities for equity groups.
	Progress & Attainment metrics	<p>Number of low-SES graduates</p> <p>Number of low-SES graduates in employment</p>
Evaluation		Griffith has committed to an external evaluation of its HEPPP programs in 2018.

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

Griffith collects quantitative and qualitative data to monitor the effectiveness of its equity strategies including:

- Participation data on pre-access program engagement
- Bio-demographic data on student access and admission
- Retention, progression and academic achievement data by student, student cohort, by program and longitudinally
- Graduate employment data via the Australian Graduate Survey
- Student satisfaction with services – orientation, transition, academic, curricular and co-curricular support, personal support services

Griffith University Participation and Retention KPIs are published annually.

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

Griffith University engages with an extensive array of internal and external partners to achieve its equity objectives. They include:

- High School Partners in the Brisbane, Logan, Gold Coast and Northern NSW catchment areas to raise aspiration and awareness of Griffith as a future tertiary education destination
- Community Partners who co-contribute financially with Griffith in facilitating student access to tertiary education - The Smith Family and the Country Education Foundation
- Queensland Widening Participation Consortium representing Queensland universities and the Queensland Department of Education who have committed to a coordinated approach to focus on high school clusters to improve equity outcomes *Memorandum of Understanding and data is [here](#)*
- Queensland Government Departments who have a lead roles in fostering education and equity outcomes including Department of Education, Department of Communities, TAFE Queensland, Queensland Health
- Queensland Adult Learner Network is a joint initiative between Griffith University, QUT, a number of TAFE colleges, Coorparoo Centre for Continuing Secondary Education, Kingston Learning College and South East Region Learning Colleges to support adult learners enrolled in TAFE and senior secondary college pathway programs realise their education and career aspirations
- Indigenous community engagement through the Griffith Elders in Residence and the program of cultural and community engagement and support led by Professor Boni Robertson as Professor of Indigenous Policy and Director of Indigenous Community Engagement Policy and Partnerships
- Open Universities Australia through the provision of online learning programs and services to students and as a pathway to Griffith University
- QTAC and UAC as admission services providing application services, educational access schemes and as partners in the piloting of new selection methods and research that may benefit low-SES and First Peoples applicants in the future
- Community Groups with active and long standing engagements with Griffith who advocate for and support their constituencies in accessing tertiary education including Pasifika LEAD Management Committee, YMCA Logan, Grow Support Services, CREATE Foundation