

ACCESS AND PARTICIPATION PLAN 2018

Monash University

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

The Widening Participation Strategy was approved in February 2016 (attached). The Widening Participation Strategy is a key element of the “inclusive” element of the Focus Monash Strategic Plan, and sets out Monash’s ambitions and plans for increasing the access and success of students from disadvantaged backgrounds.

The Strategy commits Monash to five Widening Participation priorities and associated initiatives to enrol more students from low socioeconomic status (SES) communities and ensure that they graduate equipped to make significant contributions in their careers and to the community:

- 1 Increase demand from talented low SES students
- 2 Select for talent and equity
- 3 Provide financial and practical support
- 4 Ensure Monash graduates are expert, engaged and in-demand
- 5 Promote Monash’s commitment to widening participation.

Targets for our success in widening participation are benchmarked to

Participation of domestic students from low SES communities at 80% Victorian population parity. Monash defines LSES students as those coming from the lower half of the socioeconomic profile nationally.

By this definition, Monash seeks to have 36% of commencing domestic UG students from LSES communities by 2020 (access rate), and 36% of all domestic undergraduate students from LSES communities (participation rate) within another five years. In addition, participation of students from low SES communities will be in similar proportions to other students across the range of course clusters. The success target has been set at 91% which is comparable to the total university success rate.

- 2 **Key activities:** which will deliver an increase in the access, participation and success of people from a low SES background.

Aspiration raising – pre-entry university experience

- Deliver Schools Access Monash (40+ LSES schools) and Indigenous outreach (20 schools) to increase transition to Higher Education.
- Engage LSES and regional students in career-specific activities through the Hands on Health program.
- Engage with Indigenous students through annual Student Experience Day, Hands on Monash Camp.

Mentoring, peer support

- Individually mentor over 600 Year 11 & 12 students at LSES schools through the Access Monash Mentoring program.
- Provide group mentoring to 350+ Year 9 and 10 students through the Access Monash Champions personal development and leadership program for selected high-achieving students at partner schools.
- Deliver homework centres for Indigenous students in secondary schools.

Academic preparation

- Deliver Strengthening Engagement and Achievement in Mathematics and Science (SEAMS) camps to 200 Year 11 and 12 students in collaboration with University of Melbourne.

Pre-university qualification pathway

- Deliver Maths Bridging course for students who fail to meet required study score.

Inclusive Entry

- Provide increased pathways to a variety of degrees: Indigenous Entry Scheme, Monash Access Program, Diploma of Tertiary Studies, Diploma of Higher Education and Pathways to Law.
- Recognise talent and redress educational disadvantage through SEAS and the Monash Guarantee for indigenous students, those financially disadvantaged, from low SES areas and from under represented schools.

Scholarships

- Reduce financial barriers for 2500+ equity students through the \$10 million Access Monash Scholarship and Bursary Fund.
- Provide 20 students seeking asylum with humanitarian scholarships to cover tuition fees and living allowance.
- Provide bursary to students with low income in identified units requiring BYO device.

First year Transition programs

- Engage learning skills advisors to provide academic support to low SES students transitioning to university.
- Deliver First-in-Family Contact project with senior students ringing first year students at key times in the academic year.

Employment support – pre-completion

- Implement career development program aimed at increasing employability skills of students from low SES communities.
- Increase number of students from low SES communities and Indigenous Australians undertaking study abroad programs.
- Reduce financial barriers to study through regular employment provided through Access Monash programs and on-campus employment.
- Deliver Alumni mentoring and leadership program to leading mentors to support their transition to their careers.

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

- Track conversion of students previously engaged in SAM Yr 7-10 activities as they transition into Yr 11/12 programs.
- Analyse impact of mentoring program for mentors and mentees to improve higher education outcomes and transition to workplace.
- Analyse achievement of students participating in SEAMS and rate of transition to tertiary study.
- Analyse patterns in application and admission to university, and rates of deferment, for the school communities in which Monash works, compare historical data and with 'like' schools.
- Evaluate outcomes of students admitted to Monash through special entry and pathways.
- Analyse the effectiveness of university transition support programs on the retention and success of LSES students.
- Develop a strategy for identifying and measuring access to high impact student engagement activities (those most likely to impact graduate outcomes such as academic results, employment and further study) by students from low SES communities.

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

- SAM – 46 partner schools to inform aspirations and make connections to university study
- AMM – Department of Education and Training to fund implementation of mentoring program and 46 partner schools to support students undertaking program.
- SEAMS: University of Melbourne to improve attainment of LSES (Yr 11-12) students in challenging secondary maths/science to increase access to quantitatively oriented professions.