

Access and Participation Plan 2018

The University of Southern Queensland's Access and Participation Plan 2018 aligns with the University's objectives to:

- broaden higher education attainment and social impact that makes a difference to communities;
- demonstrate leadership and innovation in the quality of the student experiences; and,
- enhance our global standing as a source of graduates who excel in the workplace and develop as leaders (USQ Strategic Plan 2016-2020).

It also aligns with the University's Social Justice Strategic Plan (2017-2020) to:

- ensure equity;
- facilitate self-determination;
- safeguard or enhance human rights;
- strengthen access; and,
- advance participation.

Equity outcomes and strategies

1. Maintain USQ's **access** and **participation** rates for people from low socioeconomic backgrounds (LSES) through:
 - Encouraging and supporting diversity at USQ through a range of widening participation activities;
 - Championing the USQ Domestic Marketing Plan through targeted campaigns that encourages applications from the core priority groups;
 - Maintaining the career development approach to raising aspirations for higher education in target communities;
 - Continuation and enhancement of USQ's suite of enabling and pathway programs;
 - Investing in schools with students from diverse backgrounds; and,
 - Refreshing our Reconciliation Action Plan with endorsement by Reconciliation Australia.
2. **Evaluate** the performance of LSES and Indigenous students at USQ (incorporating retention, success and completion rates) and **commence** programs/activities to facilitate improved student outcomes, through:
 - Analysing student performance data and other information management systems that enables the University to understand areas for improvement;
 - Analysing USQ frameworks, systems and operations for areas of structural inequality and champion an approach to continuously improve frameworks and systems;
 - Maintaining an approach to orientation, learning support and student support programs that enable early detection and intervention programs for students at risk;
 - Monitoring accountability for key actions within our Disability Action Plan; and,
 - Refreshing our Reconciliation Action Plan with endorsement by Reconciliation Australia.

Key activities

1. Residential Scholarships (scholarships to support LSES students to reside in Colleges)
2. Scholarships & Bursaries (financial assistance to support LSES students)
3. Indigenous outreach and retention (programs targeted towards supporting the access and retention of Aboriginal and Torres Strait Islander students)
4. Schools engagement (widening participation initiative targeted at LSES schools)
5. Indigenous Connections (widening participation initiative working in partnership with community Indigenous service providers and schools)
6. Accelerated Entry Pathway Program (AEPP) (enabling program supporting LSES school leavers without an OP to gain entry to USQ)
7. Making Career Choices (career outreach in LSES communities and schools to raise aspirations for higher education)
8. Making the Connection (making USQ courses available to incarcerated LSES and Indigenous people)
9. Indigenous student performance (targeted initiatives to address Indigenous success)
10. Student retention and success (targeted initiatives to address LSES student success)
11. Student support activities (suite of services designed to support LSES student learning journey)

Evaluation

The evaluation framework used at USQ is a two-tiered approach embedded within a project management framework that incorporates an assessment of institutional impact as well as attempting to measure worth of individual projects. The evaluation process is based on the Logic Model of Evaluation created by Martin Quigley and utilised often to evaluate the effectiveness of a program that articulates that planning and implementation has three key elements: input, outputs, and outcomes (e.g.

<http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html>).

Tier 1: Institutional evaluation – mapping/balanced scorecard approach to ensure initiatives and funding are directed to areas of need

Tier 2: Project level evaluation – established minimum standards of quantitative and qualitative reporting on projects that are funded by HEPPP

Partnerships and collaboration

USQ will invest in partnerships with local, regional and national corporate, government and not-for-profit organisations to diversify opportunities for collaboration, research and support for our prospective and current students. Key stakeholders are:

- National Centre for Student Equity in Higher Education
- LSES schools in our regions
- Schools with high Indigenous populations in our regions
- Indigenous health and service providers
- LSES and Indigenous communities and not-for-profit service providers
- Correctional centres