

ACCESS AND PARTICIPATION PLAN 2020

The Australian National University

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

The Australian National University stands for equity in all that we do, and we will reflect the extraordinary and increasing diversity of the Australia we serve. Talent, realised or potential, will be the only threshold for joining our community as a student or staff member. The national university will work with communities across Australia to address the widespread legacies of inequality of opportunity through both education and research.

Our low-SES students achieve great outcomes, but only four percent of students at ANU are from disadvantaged backgrounds. We will increase the opportunities for students from all walks of Australian life to attend the national university, focusing on their potential to thrive at ANU and contribute to society upon graduation.

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

Lifecycle Phase	Activity	Evaluation	Outcomes
Pre-access – Outreach to schools and communities	<ul style="list-style-type: none"> Continuation of pre-access programs implemented in 2019. These include: ANU summer school, peer-mentoring program, outreach to schools through Engage: University Outreach and the School Tertiary Mentoring Outreach Program (STOMP), virtual experience and immersion days and masterclasses. Expansion of Beyond Year 12 Conference into virtual space. 	<ul style="list-style-type: none"> Pre and post survey to track aspiration and awareness of higher education; Number of students engaging in programs; Number of schools engaging in activities. 	<ul style="list-style-type: none"> Increased number of Student Ambassadors. Engagement with over 100 school students through virtual activities. 2 new workshops developed to be taught through Engage: University Outreach to expand discipline options. Delivery of 12 campus experience events (potentially virtual due to COVID-19). Increase of 25% of Careers Advisors from Low ICSEA schools at Beyond Year 12 conference.
Access	<ul style="list-style-type: none"> Admissions, Scholarship and Accommodation sessions, parent information sessions, young alumni events, information webinars. Review of Student Accommodation. Review of Equity Scholarships and 	<ul style="list-style-type: none"> Number of students from LSES backgrounds applying through ASA, including those applying via pathways. Increased enrolment numbers. Number of accommodation 	<ul style="list-style-type: none"> 1% increase year on year of students from LSES backgrounds accessing ANU. This will be assessed through a combination of postcode measures and other contextual attributes.

	hardship relocation grants.	rooms reserved and occupied by designated LSES cohorts. • Number of equity scholarships awarded.	<ul style="list-style-type: none"> • Guaranteed access to affordable accommodation for designated LSES cohorts. • Equity Scholarships assessed for purpose and values level to ensure financial wellbeing. • Additional financial barriers identified and removed in regards to starting at ANU.
Transition and retention	<ul style="list-style-type: none"> • Continue the pilot of the First-Year Experience program. • Implement an informational Family Calendar. • Implement a survey and interviews of current low SES students. • Implement a survey of food insecurity of current students. • Career development support and launch of development opportunities. 	<ul style="list-style-type: none"> • Increased retention and success ratios for students from LSES backgrounds. • Percentage of engagement from low SES students. • Percentage of engagement from community on food insecurity. • Increased engagement of programs, activities and support available for students from LSES backgrounds. 	<ul style="list-style-type: none"> • Implementation of targeted transition activities including pre-arrival engagement, workshops and events. • Development of resources to demystify the ANU experience for students and their families. • Understanding of systemic barriers for LSES students.
Research	<ul style="list-style-type: none"> • Pilot survey on student sense of belonging. • Produce academic writing reviewing best practice support for equity students through CEEHE Writing Program. • In partnership with UC, ACU and UNSW Canberra begin planning EPHEA 2021 conference. 	<ul style="list-style-type: none"> • 100 students completing both surveys in 2020. • Article completion and accepted by an appropriate journal. • Preparations for conference progressing as expected. 	<ul style="list-style-type: none"> • Utilised to develop a longitudinal survey evaluating the impact of transition programs, particularly on LSES students. • Contribute to high quality research to inform best practice. • Provide a platform for best practice to be shared and developed.

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

Reporting will compare data each year and describe the annual impact for domestic undergraduate low SES students. Quantitative data relating to current enrolments, commencing enrolments, retention rates and completion rates will be tracked and analysed. Additional relevant quantitative and qualitative data will be provided where appropriate.

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

Schools	Engage: University Outreach	University of Sydney
University of Canberra	University of Wollongong	The Smiths Family
Country Education Fund Association (CEFA)	EPHEA	Youth Leading in STEM
Country Universities Centre	Country to Canberra	Why Not You Project