

Introduction

Griffith's Strategic Plan (2013-2017), Academic Plan (2013-17) and Equity and Diversity Plan (2013-2017) 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>

Griffith has a long and successful record of programs to support the higher education aspirations of disadvantaged students in the Brisbane, Logan and Gold Coast regions. The Uni-Reach program in operation since 1996, has developed into an integrated suite of in-school activities, resources and on-campus experiences, admission and scholarship assistance and first-year university transition support offered through 11 partner schools (in 2014 expanded to 23 Schools). The effectiveness of Uni-Reach has been recognised by commendations and awards from bodies such as the Australian Learning and Teaching Committee, the Australian University Quality Agency and the National Centre for Student Equity in Higher Education.

The Pasifika LEAD Program: is an outreach program designed to facilitate positive learning outcomes for Pasifika students. Working through 4 high schools with high numbers of Pasifika students – Beenleigh, Glenala, Keebra Park and Woodridge State Schools, the program aims to generate ownership by and with the target group of youth and has action learning projects at its core including annual student leadership forums, school based action projects, Pasifika student camps and LEAD Awards night. Activities are co-sponsored and/or supported by Griffith University through a Pacific Islander Liaison Officer.

<http://www.griffith.edu.au/student-equity-services/outreach-activities/pacific-island-maori> The annual Pasifika Cultural Graduation is a keystone of community and cultural engagement with Griffith University. 43 Pasifika students have graduated during the 3 years of the program. In 2014, the Pasifika LEAD Program was awarded an OLT National Citation for Outstanding Contributions to Student Learning. <http://www.griffith.edu.au/learning-teaching/awards-grants/recognising-griffiths-excellence/office-for-learning-and-teaching-citation-recipients/widening-tertiary-participation-for-students-from-pasifika-communities>

Federal HEPPP funding has provided the opportunity for expanding and enhancing the University's programs for broadening access to higher education and achieving successful outcomes for disadvantaged students in its catchment areas. The programs referenced in the Access and Participation Plan represent a comprehensive suite of programs designed to stimulate outreach, orientation and transition, peer mentoring support, financial support through scholarships and careers and student leadership support. They have been outlined in a List and Link rather than narrative format in the interests of brevity.

Griffith has established targets for the access and participation of low SES and Aboriginal and Torres Strait Islander students specifically:

- improving the participation rate of low SES students, to exceed the national average by 2017
- continuing to exceed the national average for Aboriginal and Torres Strait Islander student participation among commencing students
- improving the retention rate of low SES students to exceed the national average by 2017
- continuing to exceed the national average for Aboriginal and Torres Strait Islander student retention

Integral to Griffith's success is ongoing collaboration with the Queensland Widening Participation Network which provides a community of practice and opportunity to coordinate equity activities and initiatives with Queensland university partners.

1. Equity outcomes and strategies

- a) Outcomes for improving performance for equity groups from 2015-2017
- b) Strategies for achieving the outcomes

ACCESS AND PARTICIPATION (pre-entry and admission)

| 2015-2017 Participation Target | 2015 | 2016 | 2017 |
|--|------|------|------|
| % Participation Target (lowSES) | 16.7 | 17.1 | 17.5 |
| % Participation Target (Aboriginal and Torres Strait Islander) | 2.0 | 2.0 | 2.1 |

Reference: Consolidated University Strategic Plan KPI Report

Strategies for students from low SES backgrounds

Maintain and enhance outreach and educational partnerships programs into primary and high schools.

<http://www.griffith.edu.au/student-equity-services/outreach-activities/uni-reach>

The Uni-Reach program dovetails with Griffith's first year transition and support programs. All Uni-Reach students are encouraged to participate in Uni-Key which is a tailored Pre-Orientation Program. As many Uni-Reach students are first-in-family to attend university, the support of Student Equity Program Officers and peer mentors is critical in assisting the students to successfully negotiate the learning environment and make the transition to university study.

<http://www.griffith.edu.au/student-equity-services/transition-to-university/uni-key>

QTAC Application Fee Support – Griffith has provided vouchers to School Guidance Officers to be used by low SES students to pay the QTAC application fee.

The Smith Family Support – Griffith has developed a partnership with The Smith Family to provide assistance to high school students of families being supported by this organisation. For example, Year 12 students of such families are able to participate in the Uni-Reach on-campus experience regardless of the school they attend. Each year since 2011, between 1 and 11 students additional to the normal Uni-Reach cohort have been assisted in this way.

Maintain and enhance outreach and educational partnerships programs and pathways for adult learners.

<http://www.griffith.edu.au/student-equity-services/outreach-activities/adult-learners>

Activities pursued under the umbrella of *The Adult Learner Social Inclusion Low SES Project (Griffith and QUT)* include promotion of the available pathways to tertiary study; free career counselling for prospective students; a range of engagement and support measures for students, including cash bursaries for those in financial hardship; in-class presentations from university staff and students; additional learning support; on-campus familiarisation activities; and fully subsidised STAT workshops for eligible students. These activities were designed to build aspiration and improve

students' confidence and skills for successful transition to tertiary study. The project has increased the information about adult learners and pathways within and between the participating institutions and relevant government education agencies.

Maintain and enhance outreach programs and educational partnership programs for Pacific Islander communities through the LEAD Program.

<http://www.griffith.edu.au/student-equity-services/outreach-activities/pacific-island-maori>

Maintain and enhance pathway programs for students without formal qualifications including the Clemente Program, Logan Enabling Program, Griffith University Preparation Program.

<http://www.griffith.edu.au/events/griffith-educational-tertiary-university-preparation>

Strategies for Aboriginal and Torres Strait Islander Students

Maintain and enhance outreach programs and associated activities for Aboriginal and Torres Strait Islander communities. The GUMURRI Student Support Unit maintains outreach programs and associated support activities for Aboriginal and Torres Strait Islander students and their communities.

- <http://griffith.edu.au/gumurri-student-support-unit>
- <http://www.griffith.edu.au/about-griffith/aboriginal-torres-strait-islander-first-peoples/community-culture/partnerships-engagement/community-engagement>
- <http://www.griffith.edu.au/about-griffith/aboriginal-torres-strait-islander-first-peoples/community-culture/partnerships-engagement/community-engagement>
- <http://www.griffith.edu.au/about-griffith/aboriginal-torres-strait-islander-first-peoples/indigenous-community-engagement-policy-partnerships/griffith-university-council-elders>
- <http://www.griffith.edu.au/about-griffith/aboriginal-torres-strait-islander-first-peoples/indigenous-community-engagement-policy-partnerships>

Maintain and enhance scholarships for attracting and supporting Aboriginal and Torres Strait Islander students.

<http://griffith.edu.au/scholarships/categories/aboriginal-and-torres-strait-islander-scholarships>

Strategies for Students with Disabilities

Maintain the Tertiary Education Experience for students with disabilities: a suite of activities designed to introduce students with disabilities to university life including:

- Annual on-campus program for years 9, 10, 11 and 12 students with disabilities
- Biennial on-campus professional development program for secondary education staff and interested community organisations
- Biennial on-campus program for years 8-12 students who are blind or have low vision
<http://www.griffith.edu.au/student-equity-services/outreach-activities/tertiary-education-experience>

ORIENTATION, TRANSITION AND RETENTION

| Retention Targets 2015-2017 | 2015 | 2016 | 2017 |
|--|------|------|------|
| % rate (overall) | 80.5 | 80.9 | 81.3 |
| % rate (Low SES) | 78.3 | 78.8 | 79.3 |
| % rate (Aboriginal and Torres Strait Islander) | 69.9 | 70.1 | 70.2 |

Reference: Consolidated University Strategic Plan KPI Report

Strategies for students from low SES backgrounds

Students entering Griffith are more likely to be the 'first in their family' (FIF) to attend University. More of our students work in paid employment and they work longer hours in paid employment

- 6th largest low SES student intake in Australia
- 3rd largest Indigenous student intake in Australia

Once students from disadvantaged backgrounds have entered university, the likelihood of them completing their course of study is broadly similar to that of the general higher education population. Often, however, they require higher levels of support to succeed, including financial assistance and greater academic support, mentoring and counselling services. The following suite of programs are targeted towards providing effective financial support, introducing and transitioning equity students to university life and delivering accessible support services at the local level.

Scholarships <http://www.griffith.edu.au/scholarships>

Widening Participation Education and Accommodation Costs Scholarships are awarded to students who have experienced financial hardship, and/or education disadvantage that has impacted on their ability to achieve their full potential.

First Peoples Scholarships are awarded to Aboriginal and Torres Strait Islander students, and includes support from the GUMURRII Student Support Unit.

<http://www.griffith.edu.au/scholarships/categories/first-peoples>

Maintain and enhance the Uni-Key Program <http://www.griffith.edu.au/student-equity-services/transition-to-university/uni-key> and inclusive orientation and transition activities <http://www.griffith.edu.au/orientation>: Uni-Key is a free program designed to help eligible (low SES) first year students make a smooth transition to university, and its pre-orientation program provides information on academic, personal and financial support. Weekly group sessions provide mentoring from high achieving third year students studying the same disciplines. These sessions assist students to adjust to university life in a supportive atmosphere.

Maintain and enhance peer to peer support mentoring programs across the student lifecycle <http://www.griffith.edu.au/widening-participation> Uni-Skills Study Groups focus on both academic understanding and personal wellbeing in one dedicated session per week at each campus.

Maintain specialist services and training programs to support students with specific needs <http://www.griffith.edu.au/student-mental-health-well-being/mental-health-first-aid> The Aboriginal and Torres Strait Islander Mental Health First Aid (AMHFA) course provides culturally appropriate and sensitive training for people who may need to assist someone experiencing distress associated with a mental health issue. The course aims to dispel the fear and stigma surrounding mental illness that prevents people from seeking help when they need it and getting the right sort of assistance. <https://intranet.secure.griffith.edu.au/university-administration/academic-administration/about-us/culture-climate/mental-health-first-aid>

Maintain and enhance Welfare and Student Liaison Services <http://www.griffith.edu.au/welfare>

Strategies for Aboriginal and Torres Strait Islander Students

Maintain and enhance programs and services through the GUMURRII Student Support Unit (Learning Assistance Officers; ITAS). <http://www.griffith.edu.au/gumurrii-student-support-unit>

Maintain and enhance financial support, including scholarships for students from Aboriginal and Torres Strait Islander backgrounds. <http://www.griffith.edu.au/scholarships/categories/first-peoples>

Maintain and enhance GUMURRI Hands UP Orientation and Transition Program

<http://www.griffith.edu.au/gumurrii-student-support-unit/news-and-events/hands-up-tertiary-preparation-program-2013> The program is designed to assist commencing Aboriginal and Torres Strait Islander students enrolling at Griffith University to adapt to university life and improve their academic skills in a supportive and culturally appropriate environment. The program focuses on providing academic skills including Computer Literacy Skills; Academic Reading and Writing; Preparing for Assignments; Researching Topics; How to prepare a Presentation and Surviving lectures and tutorials.

Strategies for Students with Disabilities

Implement Griffith's Disability Action Plan; maintain and enhance the delivery of Disabilities Service support and consultancy services. <http://www.griffith.edu.au/student-equity-services/support>

GRADUATE SUCCESS AND LIFELONG LEARNING

| Graduate Success Target 2015-2017 | 2015 | 2016 | 2017 |
|-----------------------------------|------|------|------|
| % success rate (overall) | 78.6 | 79.0 | 79.4 |

Reference: Consolidated University Strategic Plan KPI Report

Strategies

Maintain and enhance programs and services that support the success and employability of Griffith graduates and encourage lifelong learning:

- Griffith Enrich <http://www.griffith.edu.au/enrich-your-studies>
- Student Leadership Program <http://www.griffith.edu.au/welfare/student-services-student-leadership-program>
- Student Leadership Conference <http://www.griffith.edu.au/conference/student-leadership-conference>
- Griffith Graduate Careers Strategy <http://www.griffith.edu.au/learning-teaching/student-success/graduate-career-strategy>
- Career Leaders Program
<https://www.facebook.com/GriffithUniversityCareersService/photos/a.180193565446348.42403.169764179822620/565061110292923/?type=1>

- Student Professional Development and Community Enrichment Sponsorship
<https://app.secure.griffith.edu.au/03/mgmentoring/newsitem.php?item=1681>
- Aboriginal and Torres Strait Islander and equity group student mentoring and leadership program <http://www.griffith.edu.au/student-equity-services/mentor>
- Griffith University Community Internships <http://www.griffith.edu.au/learning-teaching/teaching-and-learning/service-learning>

2. Evaluation Plan

Griffith's HEPPP programs and services are evaluated using a variety of methods including:

Audits against good practice standards:

- TEQSA <http://www.teqsa.gov.au/news-publications/good-practice-database>
- NCSEHE <https://www.ncsehe.edu.au/practice/>

Feedback from students through surveys, student polls, focus groups
<https://intranet.secure.griffith.edu.au/work/surveys/student-surveys>

Griffith trend data on key indicators; comparison with state and national indicators:

- Australian Graduate Survey
<http://www.graduatecareers.com.au/research/surveys/australiangraduatesurvey/>
- University Experience Survey <http://www.ues.edu.au/>

Longitudinal studies examining outreach program efficacy - refer Partnerships for Success.
https://intranet.secure.griffith.edu.au/_data/assets/pdf_file/0005/667751/partnerships-for-success-21Nov.pdf

To raise aspirations and combat entrenched disadvantage are necessarily long term investments, and outcomes can be difficult to measure in the short term. In this context, Griffith's programs are informed by evidenced-based practice and consultation amongst equity practitioners across the Australian education community. Program activities are subject to evaluation using participant feedback which is used to improve offerings. The evidence indicates that aspirations are being raised, educational outcomes for disadvantaged young people and adults are being improved, and with the necessary support and services, outcomes in terms of retention and success at university level are equivalent to non-disadvantaged students.

Refer Equity Outcome Metrics – Appendix A.

3. Partnerships and collaboration

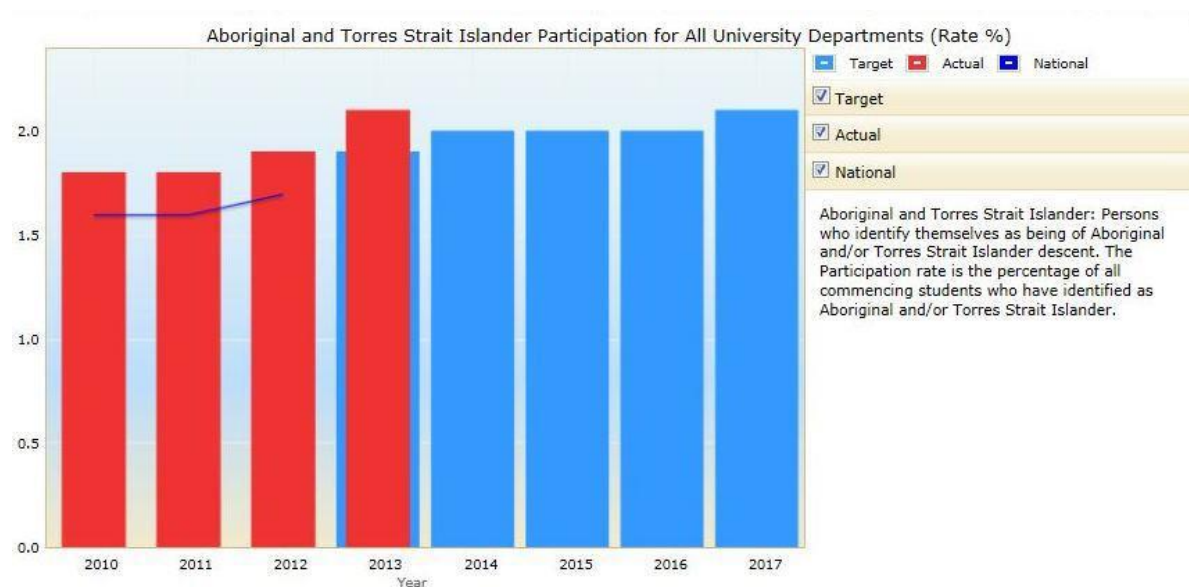
Partnerships for Access, Participation and Graduate Success

Griffith expects to maintain and enhance its extensive network of partners and collaborators who engage in providing programs, financial support, service learning internships and various other forms of support to low SES, refugee, NESB, Pasifika and Aboriginal and Torres Strait Islander students and their communities including but not confined to:

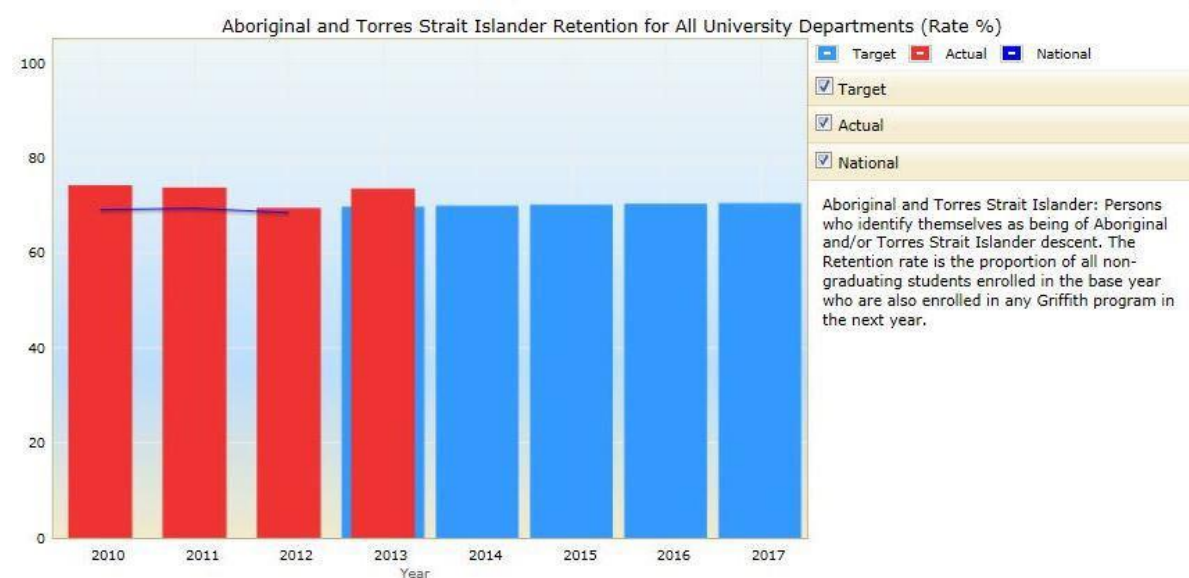
- Uni-Reach Schools <http://www.griffith.edu.au/student-equity-services/outreach-activities/uni-reach>
- The Smith Family <http://www.thesmithfamily.com.au/get-involved/university-partners>
- Country Education Foundation <https://cef.org.au/students/scholarships/>
- Griffith University – Australian Catholic University Clemente Program
http://www.acu.edu.au/about_acu/faculties_institutes_and_centres/centres/iace/beyond_today/beyond_disadvantage/clemente_australia
- Queensland Department of Education, Training and Employment <http://deta.qld.gov.au/>
- Griffith Pathway Partners <http://www.griffith.edu.au/pathways/our-tertiary-partners>
- St. Vincent DePaul
http://www.vinnies.org.au/page/About/St_Vincent_de_Paul_Society/Queensland/
- Queensland Universities Widening Participation Consortium including ACU, USQ, CQU, USC, UQ, QUT https://cms.qut.edu.au/_data/assets/pdf_file/0014/251015/widening-participation-mou.pdf
- Adult Learner Network <http://www.bridgetostudy.com.au/>
- Equity awards and scholarship sponsors - over 50 government, community and private organisations
- Griffith Service Learning Partners <http://www.griffith.edu.au/learning-teaching/teaching-and-learning/service-learning>
- Griffith alumni and other sponsors

Griffith has been able to develop extensive partnerships and conduct successful programs to widen university participation and improve opportunities for disadvantaged people in its catchment area. HEPPP funding has been an important enabler in extending the scope and scale of the University's suite of programs and services for students from diverse and disadvantaged backgrounds.

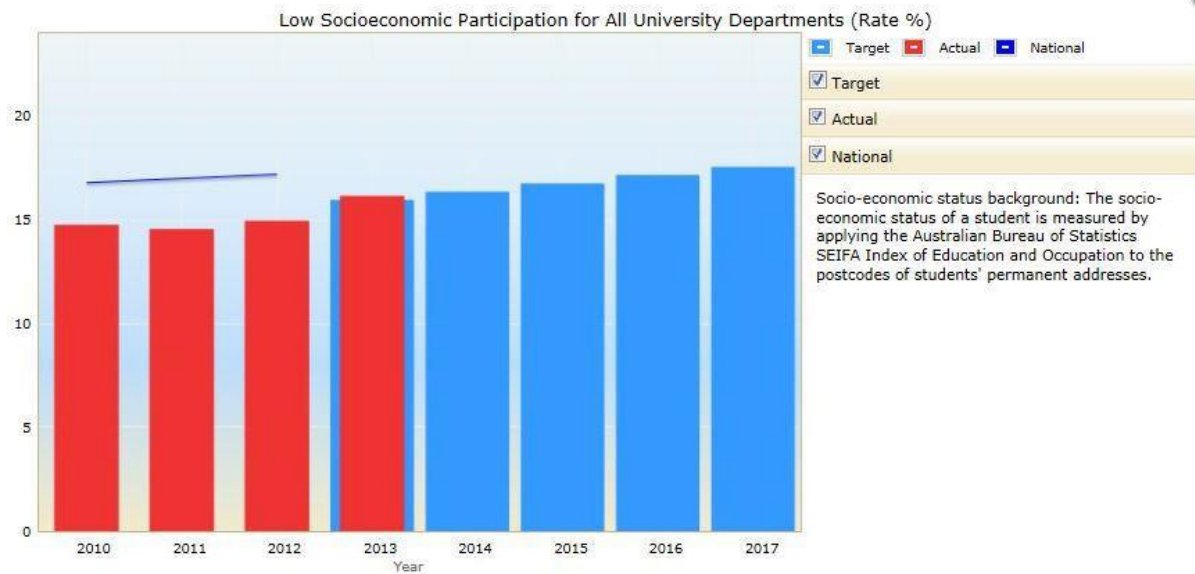
Appendix A: Equity Outcome Metrics –Griffith University 2010-13



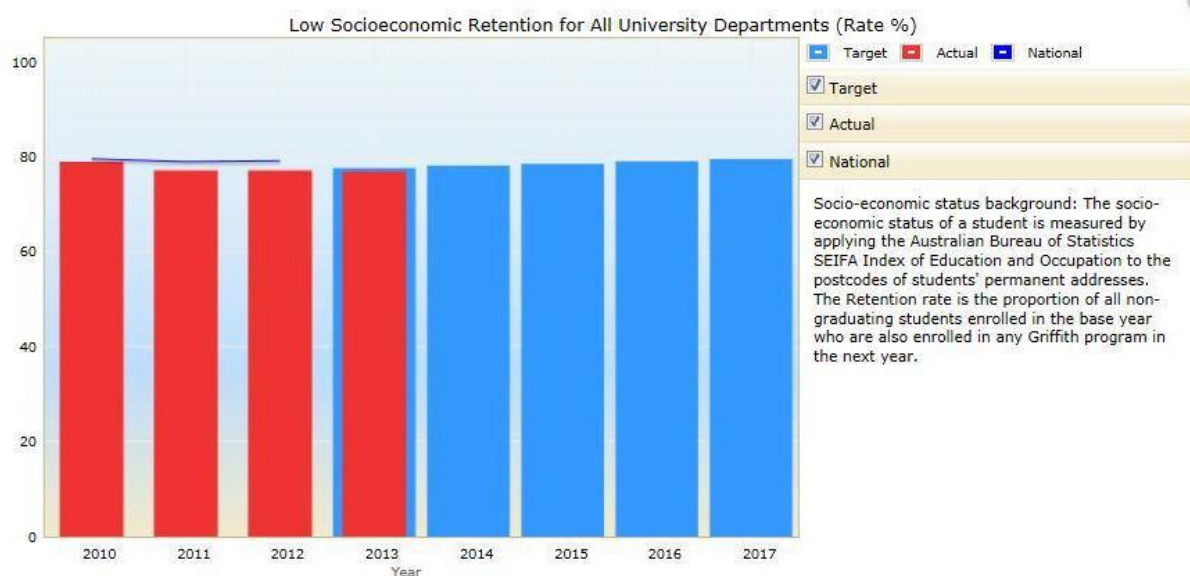
| Metric | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |
|--|-------|-------|-------|-------|------|------|------|------|
| Aboriginal and Torres Strait Islander Enrolments | 217 | 206 | 237 | 285 | - | - | - | - |
| All Domestic Enrolments | 12248 | 11747 | 12683 | 13778 | - | - | - | - |
| Aboriginal and Torres Strait Islander Participation Actual | 1.8 | 1.8 | 1.9 | 2.1 | - | - | - | - |
| Aboriginal and Torres Strait Islander Participation Target | - | - | - | 1.9 | 2 | 2 | 2 | 2.1 |
| Aboriginal and Torres Strait Islander Participation National | 1.6 | 1.6 | 1.7 | - | - | - | - | - |



| Metric | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |
|--|------|------|------|------|------|------|------|------|
| Aboriginal and Torres Strait Islander Retained | 311 | 339 | 310 | 344 | - | - | - | - |
| Non-Graduating Aboriginal and Torres Strait Islander | 420 | 461 | 448 | 469 | - | - | - | - |
| Retention Rate Actual | 74 | 73.5 | 69.2 | 73.3 | - | - | - | - |
| Retention Rate Target | - | - | - | 69.5 | 69.7 | 69.9 | 70.1 | 70.2 |
| Retention Rate National | 69.1 | 69.4 | 68.5 | - | - | - | - | - |



| Metric | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |
|--|-------|-------|-------|-------|------|------|------|------|
| Low SES Enrolments | 1799 | 1707 | 1894 | 2220 | - | - | - | - |
| All Domestic Enrolments | 12248 | 11747 | 12683 | 13778 | - | - | - | - |
| Low Socioeconomic Participation Actual | 14.7 | 14.5 | 14.9 | 16.1 | - | - | - | - |
| Low Socioeconomic Participation Target | - | - | - | 15.9 | 16.3 | 16.7 | 17.1 | 17.5 |
| Low Socioeconomic Participation National | 16.8 | 17 | 17.2 | - | - | - | - | - |



| Metric | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |
|-------------------------|------|------|------|------|------|------|------|------|
| Low SES Retained | 2535 | 2665 | 2641 | 2769 | - | - | - | - |
| Non-Graduating Low SES | 3222 | 3465 | 3436 | 3608 | - | - | - | - |
| Retention Rate Actual | 78.7 | 76.9 | 76.9 | 76.7 | - | - | - | - |
| Retention Rate Target | - | - | - | 77.4 | 77.9 | 78.3 | 78.8 | 79.3 |
| Retention Rate National | 79.6 | 79 | 79.2 | - | - | - | - | - |