

## 1. EQUITY OUTCOMES & STRATEGIES FOR IMPROVING EQUITY PERFORMANCE FROM 2015-2017

### Outcomes

Monash seeks to reach UG participation rates of students from identified underrepresented communities equal or higher than 80% of population parity for Victorian 15-64 year olds, with the retention and success of these students, and students with a disability, at or above the Monash University rate (current UG retention 89.35%; current UG success 90.72%). Our current Social Inclusion Strategy is for 2011-2015. During 2015, a new Widening Participation Strategy 2016-2019 will be developed which is expected to nuance our interpretation of 'under represented community' (URC) somewhat.

Group	Participation — 2017	Retention (Parity 89.35%)	Success (Parity 90.72%)
UG from low SES backgrounds (UG) (new indicator)	From 9.3 to 11.0	87.05 for 2013/14	88.23 in 2013
Aboriginal and Torres Strait Islander (UG)	From 101 to 130	85.35 for 2013/14	88.65 in 2013
UG with a disability		84.10 for 2013/2014	86.63 in 2013

### Access: Informing aspiration

- Deliver Schools Access Monash (40+ LSES schools) and Indigenous outreach (20 schools) to increase transition to HE.
- Individually mentor over 400 Year 11 & 12 students at LSES schools through the Access Monash Mentoring program.
- Deliver mentoring program and homework centres for Indigenous students in secondary schools
- Engage with Indigenous students through annual Student Experience Day, Hands on Monash Camp, Bay Mob Day, health academies, 3 week immersion experiences at JMSS for year 10.
- Include Disability Liaison Unit information in all student recruitment material with 100% of schools visited receiving it
- Engage LSES and regional students in career-specific activities through the Hands on Health and LEAP programs.
- Engage with potential mature age students (indigenous and LSES) through information sessions and individual advice.

### Access: Admission

- Pathways: Expand Indigenous Enabling Program, Monash Access Program, Diploma of Tertiary Studies. Launch Diploma of Higher Education – a pathway into mathematically oriented fields at Monash, Indigenous Pathway to Law.
- Access: Recognise talent and redress educational disadvantage through SEAS and by extending to all UG courses the Monash Guarantee for indigenous students, those financially disadvantaged and from under represented schools.
- Reduce financial barriers for 2500 equity students through the \$9 million Access Monash Scholarship and Bursary Fund.
- Reduce financial barriers to study through regular employment provided through Access Monash programs.

### Participation: Transition and ongoing

- Yulendj Indigenous Engagement Unit: community/student lounge and computer lab, cultural safety staff training.
- Transition support: learning skills advisors, First-in-Family Contact project, disability support, faculty activities
- Ensure disability support advice at orientation, in unit guides, and integrate seamlessly in Campus Community services

### Progress and attainment

- Provide tailored support for indigenous students through individual weekly, subject-specific tutorials
- Support students from URCs through bursaries and prioritising their opportunity to participate in high impact student engagement activities such as Study Abroad, living in on-campus residential accommodation, summer programs.
- Extend efforts to increase on campus employment opportunities for students to reduce the time commitment to support their education, including through building student employment into procurement criteria.
- Streamline the incorporation of accessibility (and useability) requirements into educational technology developments

### Lifelong engagement

- Implement fund raising campaign for Community Engagement scholarships to create a loop from being mentored to being mentor, to leading teams of mentors, and to returning as a young alumnus to connect with the next generation.

## 2. EVALUATION

- Analyse applications to Yr 11/12 programs by SAM school students who were previously engaged in Yr 7-10 programs.
- 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 URCs

### **3. PARTNERSHIPS WITH OTHER HIGHER EDUCATION PROVIDERS**

- SEAMS: With the Uni Melbourne, JMMS & Elizabeth Blackburn School, improve attainment of Indigenous (Yr 8-12) and LSES (Yr 11-12) students in challenging secondary maths/science to increase access to quantitatively oriented professions.
- LEAP: Host on behalf of the Victorian universities. Initially funded by HEPPP, it is anticipated that these universities will fund the continuation of the program over the next several years. A Business Case is in discussion.
- Monash has submitted an application for a National Priority Project in collaboration with U Melbourne and La Trobe U.
- Collaborate with Indigenous community organisations including Toorong Marnong Committee