

1. Equity outcomes and strategies

a) Outcomes for improving performance for equity groups from 2015-2017

By the end of 2017, CDU aspires to achieve:

- significant increases in Indigenous students enrolled in higher education;
- a first-year Indigenous student retention rate (post census) of at least 55% in higher education (and 60% by 2020);
- a first-year all-undergraduate student retention rate (post census) of at least 70% in higher education (and 75% by 2020);
- significant increases in Indigenous student completions of at least 70% in higher education (and 75% by 2020).

b) Strategies for achieving the outcomes

CDU sets out its strategies for Access and Participation in a number of targeted documents. Each of these sets out goals, objectives, strategies and outcome measures. They include:

- Connect, Discover, Grow (the University's new Strategic Plan, currently being finalised)
- Reconciliation Action Plan
- Indigenous Tertiary Education Plan
- Indigenous Learning & Teaching Plan
- Indigenous Recruitment and Retention Strategy
- Learning & Teaching Plan
- University Equity Plan (draft under revision)
- Disability Action Plan (draft under revision)

Some specific strategies for improving Access and Participation include, but are not limited to, the following:

Articulations and Pathways Project

This project provides dedicated staff resources to develop a range of supported HE entry pathways for students, particularly Indigenous students and those from remote regions.

ASPIRE Project

ASPIRE is CDU's flagship equity scholarships programme. It selects eligible students in Year 9 and supports them financially and through tailored engagement activities in Years 10-12 and, should they progress to CDU, first year of HE studies.

Batchelor Institute Academic Support

CDU will, through the ACIKE partnership, continue to support an Academic Support Advisor at BIITE.

Children's University

The University is currently exploring a proposal to open a branch of the Children's University of Australia. This would be an opportunity to effectively coordinate and promote a range of extra-curricular learning activities for school children, thereby enhancing their overall learning and also encouraging the idea of University as a normal possibility.

Cultural Competency Framework

In addition to existing cultural awareness training being delivered to all staff, CDU will commence a program of targeted professional development activities to enhance inter-cultural understanding, knowledge and skills. Training will be tailored to the professional needs of all academic and general staff, and will include a program for the University's senior executive.

Delivering Success

This longitudinal research project monitors the impact of changes to learner engagement strategies, particularly in first year units with traditionally high attrition, and makes consequential recommendations for good practice.

Enabling Programmes

CDU will review and revise its suite of enabling and preparatory courses, with a view to improving rates of completion and progression to HE.

English Proficiency Project

CDU will embed English language proficiency development more explicitly into its core curriculum.

HE Student Learning Support

Given the diversity of CDU's student cohort, the university uses a range of methods for supporting student learning beyond the formal course engagement. CDU was a leader in making the Peer Assisted Study Scheme (PASS) available to students studying online, and this will be continued and expanded. Also, CDU will trial online tutoring (such as via YourTutor) to provide students with discipline-specific support.

Indigenous Curriculum Reform

CDU will engage senior academic staff to develop and implement curriculum reform designed to make University more relevant and engaging for Indigenous people, as well as inculcating amongst all students a deeper appreciation of the importance and value of Indigenous Australia.

National Disability Coordination Officer (NDCO) Program.

CDU hosts the NDCO in the Northern Territory. The aim of the NDCO program is to work strategically to assist people with disability access and participate in tertiary education and subsequent employment.

Office of Indigenous Student Services

CDU's Office of Indigenous Student Services (OISS) provides a wide range of supplementary programs and services targeted at Indigenous VET and HE students including access to:

- dedicated Indigenous Academic Support staff, facilities and infrastructure across three Campuses (i.e. Casuarina Campus 'Gurinbey Centre'; Katherine Rural Campus 'Yangan-garr Centre'; and Alice Springs 'Akalye Centre');
- Tutorial Support (OISS-TS) to eligible VET and HE students requiring content specific advice and support to ensure success;
- Away From Base (OISS-AFB) services and support for all meals, travel and accommodation to ABSTUDY approved VET/HE mixed-mode/external Indigenous students; and
- ongoing rural, regional, remote and very remote Indigenous Academic Support outreach and engagement with new, continuing and prospective students.

Online Plus

In partnership with community organisations, state governments and other educational providers, CDU will identify areas in regional and remote Australia with potential for participating in online education augmented with face to face academic learner support. A current example is the partnership with the Chaffey Learning Exchange in the Murraylands/Riverland region of South Australia.

Student Support Services

CDU will continue to provide specialist support for students with disabilities through the Disability Service. Additionally, students from various equity groups are able to access support services and programs in the areas of: Careers & Employment, Counselling and Off-campus Accommodation.

Whole of Community Engagement

The HEPPP-funded Whole of Community Engagement initiative partners with remote Indigenous communities across the Northern Territory to find ways that strengthen pathways into higher education. The intent is to promote long term social, economic and educational benefits through meaningful, bottom-up community engagement. These communities are:

- Galiwin'ku
- Maningrida
- Yirrkala
- Gunbalanya
- Tennant Creek
- Yuendumu

2. Evaluation Plan

Each of the strategies have clearly defined objectives and KPI, along with a designated evaluation process. Where the strategies involve partnerships, a steering group or similar is in place to review progress on a regular basis.

The University Equity Committee monitors and reports on progress in relation to the relevant equity initiatives.

The University's Student Success Steering Group oversees a range of retention and success strategies (such as PASS) and reports on progress to Academic Board.

3. Partnerships and collaboration

CDU will continue to partner with a range of educational and community organisations in the fulfilment of the strategies listed above. These include (but are not limited to):

- Batchelor Institute of Indigenous Tertiary Education (through ACKE)
- Children's University of Australia and associated NT community partners
- Chaffey Learning Exchange, TAFESA and Flinders University
- NT Secondary Schools (Government, Independent and Catholic)
- North Australia Indigenous Land and Sea Management Alliance
- Australian Government Office of Prime Minister and Cabinet
- Northern Territory Government Department of Education
- NT Office of the Commissioner for Public Employment (Indigenous Employment Branch)
- Blackboard
- Your Tutor
- Larrakia Nation (Darwin)
- Career Trackers
- Foundation for Young Australians (FYA)
- Michael Long Learning and Leadership Centre
- Australian Government Department of Education