Student Equity Plan 2014-2015

Transforming student equity and outreach at the University of Canberra
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1. Introduction

1.1 University of Canberra Strategic Plan 2013-2017

The University of Canberra (UC) is committed to improvement and growth as detailed under the University’s Strategic Plan 2013-2017. The Strategic Plan states that UC exists:

1. To provide education which offers high quality transformative experiences to everyone suitably qualified, whatever their stage of life and irrespective of their origins.
2. To engage in research and creative practice which are of high quality and aim to make an early and important difference to the world around us.
3. To contribute, through our education and research, to the building of just, prosperous and sustainable communities which are respectful of their Indigenous past and committed to redressing disadvantage.

As part of our commitment to providing high quality transformative educational experiences, we are dedicated to supporting students who have been traditionally disadvantaged in their access to higher education, including those from low socio-economic (SES) backgrounds, Aboriginal and Torres Strait Islander students, those from regional locations and students with a disability.

As part of our commitment to engaging in research and creative practice which are of high quality and aim to make an early and important difference to the world around us, we will continue to develop evidence-based programs, services and initiatives to support current students who have been traditionally disadvantaged in their access to higher education, and to break down barriers to higher education for these students. Where possible, evaluations of these programs, initiatives and services will be published in peer-reviewed journals.

As part of our commitment through our education and research, to the building of just, prosperous and sustainable communities which are respectful of their Indigenous past and committed to redressing disadvantage, we will continue to undertake a range of outreach and pathways initiatives aimed at Aboriginal and Torres Strait Islander peoples, people from low SES backgrounds, and those from regional locations, noting that students from regional areas are overrepresented among those from low SES backgrounds.

The Student Equity Enabling Plan should be read in conjunction with:

- The University of Canberra Strategic Plan 2013-2017;
- The University of Canberra Education Plan 2013-17;
- The University of Canberra Reconciliation Action Plan 2013-2017; and

1.2 The Commonwealth’s Definition of Student Equity Groups

In the seminal paper *A Fair Chance For All* (Department of Employment, Education and Training, 1990) six groups of students were identified as disadvantaged in their access to higher education. These six groups were:

- People from socio-economically disadvantaged backgrounds;

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- Aboriginal and Torres Strait Islander people;
- People from non-English speaking backgrounds;
- People with disabilities;
- People from rural and isolated areas; and
- Women in non-traditional studies.

Over the past 24 years, the term “rural” has changed to “regional” and the focus on “women in non-traditional studies” and “people from non-English speaking backgrounds” has somewhat diminished. At its Equity in Higher Education Policy Forum in May 2013, the Commonwealth began a conversation with the sector about the definition of “equity groups” and who should benefit from “equity support”. This is an ongoing conversation within the sector. The Commonwealth currently funds programs to assist with overcoming barriers to access, participation, retention and success by “domestic undergraduate students in higher education, in particular, those students who are Indigenous, who come from a low-SES background, or who have a disability” (Commonwealth of Australia, 2012, Section 1.5.1).

This plan seeks to extend the University of Canberra’s existing outreach, access and support mechanisms for students from these three groups plus students from regional areas, noting that students from regional areas are overrepresented among those from low socio-economic (SES) backgrounds.

1.3 Links with the University’s Education Plan 2013-2017

The Education Plan 2013-2017, which sits under the Strategic Plan, includes as one of its primary goals “to pursue an ambitious student equity and access agenda”. Moreover, the guiding principles underpinning the Education Plan, shown below in Table 1, support this agenda.

Table 1: Guiding Principles Underpinning the Education Plan 2013-2017

<table>
<thead>
<tr>
<th>Student-centred</th>
<th>Our policies and practices will focus on enhancing the student experience.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engaging</td>
<td>We will strive for excellence in the delivery of a high quality student experience.</td>
</tr>
<tr>
<td>Adaptive</td>
<td>We will respond to the needs of our students, our staff, and our community.</td>
</tr>
<tr>
<td>World class</td>
<td>We are committed to delivering a world class teaching and learning environment.</td>
</tr>
<tr>
<td>Innovative</td>
<td>We will support and value innovation in teaching and learning.</td>
</tr>
</tbody>
</table>

The Student Equity Plan 2014-2015 provides a framework to improve access, participation, retention and success for students who have been traditionally disadvantaged in their access to higher education.

2. Aims

The overarching aims of the University of Canberra (UC) in relation to student equity and access are:

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to widen access to the University of Canberra for Aboriginal and Torres Strait Islander people, people from low SES backgrounds and people from regional locations; and

- to create a high quality student experience that supports the retention and success of students from low SES backgrounds, Aboriginal and Torres Strait Islander students, students from regional locations and students with a disability.

In order to achieve these aims, certain key actions in relation to access and outreach, and participation and support, will be undertaken.

Access and Outreach

The University will:

- Provide programs and initiatives that encourage the aspiration for higher education of Aboriginal and Torres Strait Islander people, people from low SES backgrounds and people from regional locations.
- Provide programs and initiatives that enhance the educational achievements of Aboriginal and Torres Strait Islander people, people from low SES backgrounds and people from regional locations.
- Prioritise the expansion and enhancement of programs and initiatives that support the educational achievements and aspirations of Aboriginal and Torres Strait Islander people.
- Enhance existing access programs and scholarships and develop new ones as appropriate.
- Develop new partnerships, and maintain existing partnerships, to support these outreach programs and initiatives.
- Undertake effective monitoring of outreach programs.

Participation and Support

The University will:

- Create a safe and inclusive environment that attracts students who have traditionally been disadvantaged in their access to higher education.
- Ensure that inclusive pedagogies are demonstrated in all disciplines at UC.
- Ensure that inclusive practices are demonstrated in all areas across UC.
- Prioritise the need to improve the access, participation, retention and success of Aboriginal and Torres Strait Islander students.
- Enhance the student experience for Aboriginal and Torres Strait Islander students, students from low SES backgrounds, students from regional locations and students with a disability, through improved support services and programs.

3. Student Equity Funding

Funding to support student equity and outreach initiatives at UC is provided through Commonwealth Government Grants, which are detailed under the Other Grants Guidelines (Education) 2012. The Other Grants Guidelines are made pursuant to section 238-10 of the Higher Education Support Act 2003. Additionally, the University provides funding to support the access, participation retention, and success of students who have been traditionally disadvantaged in their access to higher education. Details of Commonwealth funding are provided below.
3.1 Higher Education Participation and Partnerships Program Funding

The Higher Education Participation and Partnerships Program (HEPPP) is a Commonwealth Government program that provides funding to universities to undertake activities and implement strategies that improve access to undergraduate courses for people from low SES backgrounds and that improve their retention and completion rates. It is anticipated that funding for 2014 and 2015 will be as follows:

1. HEPPP Baseline Component (funding confirmed for 2014; funding expected for 2015).
2. HEPPP Partnerships Project by Formula: Aspire UC Experience Initiatives (funding paid in December 2013 for a project to be undertaken in 2014).
3. HEPPP UC/Aurora Project (final funding paid in 2013 for projects to be conducted up until August 2014).
4. HEPPP Competitive Grants (won in 2013; funding confirmed for 2014 and 2015):
   a. UC The Aspiration Initiative (TAI) Academic Enrichment Program;
   b. UC ACT-Indigenous Success (ACT-IS) Project; and
   c. UC Stronger Smarter Schools Project.

3.2 Higher Education Disability Support Program

Performance-based Higher Education Disability Support Program (DSP) funding is received from the Commonwealth annually to support domestic students with a disability. This is supplemented by the Additional Support for Students with Disabilities (ASSD) component of the DSP. UC funds the remainder of the costs and also covers the costs of support for international students with a disability.

3.3 Indigenous Support Program

Commonwealth funding is provided to support Aboriginal and Torres Strait Islander students through the Indigenous Support Program (ISP). The ISP provides funding to assist higher education providers to meet the special needs of Indigenous Australian students and to advance the goals of the National Aboriginal and Torres Strait Islander Education Policy.

Indigenous Australian students are also supported via the Commonwealth’s Indigenous Tutorial Assistance Scheme for Tertiary Tuition (ITAS-TT). The ITAS-TT provides funding for supplementary tuition to Indigenous students studying university award level courses. Tuition is available for subjects in a student’s formal education program and is not usually available for basic literacy, numeracy, enabling and bridging courses.

4. Programs and Initiatives

An evidence-based approach is taken to developing programs and initiatives to support student equity and access. We will seek to ensure that this evidence-based approach continues when developing new programs and initiatives or enhancing existing ones. Programs will be student-centred, engaging and innovative. An overview of programs to be offered during the life of this plan is shown below.

Outreach

A number of new and existing outreach programs will be offered to people, particularly schools students, across the region during the life of this plan. The outreach programs are designed to break down barriers to higher education for people from groups that do not traditionally access higher education, in particular Aboriginal and Torres Strait Islander
people, people from low SES backgrounds and people from regional locations. These programs include initiatives to raise achievement and aspiration, and initiatives to improve knowledge about higher education. Programs will include:

**Aspire UC**: This program is the University of Canberra’s flagship outreach program, which aims to support the educational aspirations and achievement of students in Years 7-12 from financially disadvantaged backgrounds across the region. The program involves:

- The *In-school program*, which is a progressive program of activities delivered to students in Years 7 through 12 in the school setting by specially trained staff and Aspirations Agents, who are trained UC students;
- The *UC-4-Yourself Expo Program*, where students experience firsthand what it is like to be a UC student for a day through an organised program of on-campus activities; and
- The *Aspire UC Teacher Professional Development Program*, where teachers, school leaders and careers advisors from the Aspire UC network of schools participate in workshops/symposia/fora designed to help them raise aspiration and achievement for students. This year the teacher professional development programs will be delivered as part of a new UC *Stronger Smarter Schools Project* (see below in this section for brief details).

Other outreach programs will include:

- *Study-4-Success*: an academic support program for Aboriginal and Torres Strait Islander students and those from financially disadvantaged backgrounds in Years 9 and 10 from selected schools in the ACT.
- *University Experience Program*: delivered in collaboration with the Australian National University (ANU) and the Country Education Foundation of Australia, the 3-day camp program provides high school students from low SES backgrounds in regional NSW, with an opportunity to experience university life first-hand.
- *Family and Community Tertiary Information Sessions*: activities undertaken to assist families to better understand the higher education setting by providing information about application processes; detailing pathways programs; and outlining support programs offered.
- *Indigenous Support Programs* including:
  - Jervis Bay School, Residential Camp;
  - Indigenous Aspiration Program (undertaken collaboratively with the ACT Education and Training Directorate); and
  - Mindyigari Centre, Erindale College specialist Aspire UC program.

**ACT-Indigenous Success (ACT-IS)**: This new program will be delivered throughout 2014 and 2015 by UC in collaboration with the ANU. The University will work in partnership with a number of secondary schools to break down barriers to higher education for students from Indigenous and low SES backgrounds across the ACT and regions of NSW. Additionally, a specialised university pathway program will be piloted in two schools across the region.

**Stronger Smarter Schools Project (SSSP)**: UC has partnered with the Stronger Smarter Institute Limited to break down barriers to higher education for Indigenous students and those from low SES backgrounds by raising aspiration and achievement within these groups. This will be done by working with schools in the ACT and southern NSW to build the leadership capacity of school teachers and principals to deliver quality educational outcomes to Indigenous students and those from low SES backgrounds.

**UC/Aurora Project**: UC has partnered with the Aurora Project to run several initiatives for Aboriginal and Torres Strait Islander peoples to support their educational aspirations and achievements. These initiatives include academic enrichment programs for schools
students, scholarship programs for postgraduate students and scholarship initiatives to support Indigenous students undertaking higher education studies.

The Aspiration Initiative (TAI) Academic Enrichment Program: TAI is an academic enrichment program, which is part of the Aurora Project. UC and the Aurora Project have partnered together to deliver these programs to Aboriginal and Torres Strait Islander students and their families, to increase the students educational achievements and their aspirations for for higher education. The program operates with students and families in NSW, Victoria and Western Australia.

AIME: UC has partnered with the Australian Indigenous Mentoring Experience (AIME) for 2014 and 2015 to support its program of structured education mentoring to link university students in a one-on-one relationship with Indigenous high school students. The University is assisting in the recruitment of student mentors from UC and is providing AIME with introductions to schools across the region.

Pathways

Through the University of Canberra College (UCC), a range of enabling pathways programs are offered to support students from non-traditional backgrounds. These programs are offered free of charge\(^3\) to eligible students. UCC and UC will work collaboratively to enhance these programs. The enabling programs that will be offered during the life of this plan include:

- UC-CONNECT
- UC-PREP
- UCAN Reach
- The Foundation Program (for Aboriginal and Torres Strait Islander students)

Additionally, the ACT-Indigenous Success Pathways Program for Aboriginal and Torres Strait Islander students in Years 11 and 12 will be piloted throughout late 2014 and in 2015.

Equity scholarships

- UC will continue to provide a range of equity-based scholarships including Access scholarships, Aspire scholarships, Accommodation scholarships, specialist Aboriginal and Torres Strait Islander Scholarships, and Accessiblity scholarships to support domestic undergraduate students from equity groups, particularly those from financially disadvantaged backgrounds.
- UC will continue to administer all the equity-based Commonwealth scholarship schemes.

Educational Access Schemes

A range of educational access schemes are available to support students from non-traditional backgrounds in their access to higher education. These schemes will continue throughout the life of the program, with some new or improved programs being added. These programs include:

- Educational Access bonus points scheme for disadvantaged students (under review)
- Aboriginal and Torres Strait Islander bonus points scheme (under review)
- Principal’s Recommendation Scheme\(^4\)
- Dean’s Recommendation Scheme (new for 2014)

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\(^3\) No tuition fees apply; however, the Student Services and Amenities Fee is charged to students.

\(^4\) May change to the Schools Recommendation Scheme and be managed by Universities Admission Centre from 2015.
Support
A range of support services and programs are available to support students from non-traditional backgrounds. These services and programs will continue to be reviewed with a view to improved outcomes for students. These support initiatives include:

- Welfare Programs
- Student Loans Service
- Academic Skills Programs, including the Smart Study Passport Program
- Refugee Student Support Program
- Rural Student Support Program
- Indigenous Student Support services
- Indigenous Tutorial Assistance Scheme
- Support Service for students with a disability

Additionally, staff members are encouraged to create an inclusive culture through the awarding of annual Vice-Chancellor’s Equity and Diversity Awards, which reward staff members who make an outstanding and demonstrable contribution to equity and diversity within the University community.

5. Goals, Actions and Performance Indicators

In order to achieve our goals of improving the access, participation, retention and success of students who have been traditionally disadvantaged in their access to higher education, the various programs, initiatives and services detailed above in Section 4 will be undertaken during the life of the plan.

In determining key performable indicators, a variety of information has been used. The low SES performance indicators have been derived from UC trend data in recent years using Collection District (CD) data to inform decision-making. Until 2010, students’ home location postcode was used as the measure of SES. In 2010, the Commonwealth introduced an interim indicator, which used Census Collection Districts of students’ home location (weighted 2/3) plus a Centrelink component (weighted 1/3). From 2014, the Commonwealth has replaced the interim measure with a measure based on students’ home location using the Statistical Area 1 measure, which is a return to a wholly geographical measure of SES. This change is likely to somewhat reduce our perceived performance for access and participation by low SES students. By any measure, our rates of access and participation for low SES students have been moving steadily upwards. Participation rates in recent years using the different measures are shown below in Table 2.

<table>
<thead>
<tr>
<th>Low SES Measure of Participation</th>
<th>2008</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postcode of home location</td>
<td>4.57%</td>
<td>6.17%</td>
<td>6.42%</td>
</tr>
<tr>
<td>Collection District of home location</td>
<td>4.82%</td>
<td>6.95%</td>
<td>7.62%</td>
</tr>
<tr>
<td>Interim measure</td>
<td>Not available</td>
<td>7.56%</td>
<td>7.97%</td>
</tr>
</tbody>
</table>

The performance indicators for students from regional locations and students with a disability have been derived using a combination of UC trend data, sector data and (former) benchmark group data. The performance indicators for Aboriginal and Torres Strait Islander students has been derived in part using trend data but also being mindful of our goal to increase Aboriginal and Torres Strait Islander student numbers. Table 3 below details the goals, actions and performance indicators for the period in question.
Table 3: Goals, Actions and Key Performance Indicators 2014-2015

<table>
<thead>
<tr>
<th>Goal</th>
<th>Actions: Programs and Initiatives</th>
<th>Key Performance Indicators 2014</th>
<th>Performance Indicators 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>To improve the access(^5), participation(^6), retention(^7) and success(^8) rates of students from low SES backgrounds</td>
<td>Access and participation</td>
<td>Deliver Aspire UC Programs</td>
<td>Access: 7.5% Participation: 7%</td>
</tr>
<tr>
<td>Retention and success</td>
<td></td>
<td>Deliver and enhance Enabling Programs:</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>– UC-Connect</td>
<td></td>
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<td></td>
<td></td>
<td>– Deliver UC-Prep</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>– UC-START</td>
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<tr>
<td></td>
<td></td>
<td>– UCAN Reach</td>
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<tr>
<td></td>
<td></td>
<td>Review Educational Access (bonus points) Scheme</td>
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<tr>
<td></td>
<td></td>
<td>Review Principal’s Recommendation Scheme</td>
<td></td>
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<td></td>
<td></td>
<td>Broadden Dean’s Recommendation Scheme</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Administer Equity scholarships including Commonwealth and Institutional Scholarships</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Deliver UC Stronger Smarter Schools Project</td>
<td></td>
</tr>
<tr>
<td>To improve the access, participation,</td>
<td>Access and participation</td>
<td>Deliver and improve Refugee Student Support Program</td>
<td>Retention: 80% Success: 84%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Deliver and improve Inclusion &amp; Welfare Services and Programs</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Deliver and improve Careers Services &amp; Programs</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Deliver and improve Academic Skills Services &amp; Programs, including offering an enhanced Smart Study Passport Program</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review and improve UC Student Loans Service</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Deliver and improve Medical &amp; Counselling Services</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Continue to offer the annual Vice-Chancellor’s Equity and Diversity Awards</td>
<td></td>
</tr>
</tbody>
</table>

\(^5\) The access rate is the proportion of all commencing students who are from the particular group (low SES, regional, with a disability, or Indigenous), except for low SES, where the Commonwealth refers to “undergraduate” students only when referring to the CD and interim measures.

\(^6\) The participation rate is the proportion of all students who are from the particular group (low SES, regional, with a disability, or Indigenous), except for low SES, where the Commonwealth refers to “undergraduate” students only when referring to the CD and interim measures.

\(^7\) The retention rate is the proportion of students from the particular group (low SES, regional, with a disability, or Indigenous) studying in the given year that returned in the following year, excluding those that completed their studies.

\(^8\) The success rate is the EFTSL of units passed by students from that particular group (low SES, regional, with a disability or Indigenous) as a percentage of the EFTSL of all units attempted by students from that group.
<table>
<thead>
<tr>
<th>To improve the access, participation, retention and success rates of students with a disability</th>
<th>Access and participation</th>
<th>Retention and success</th>
<th>Access: 5% Participation: 5.3%</th>
<th>Access: 5% Participation: 5.3%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention and success</td>
<td>Administer Equity scholarships including Commonwealth and Institutional Scholarships</td>
<td>Deliver and improve Inclusion &amp; Welfare Services and Programs</td>
<td>Retention: 75% Success: 80%</td>
<td>Retention: 76% Success: 81%</td>
</tr>
<tr>
<td></td>
<td>Deliver and improve Careers Services &amp; Programs</td>
<td>Deliver and improve Academic Skills Services &amp; Programs, including offering an enhanced Smart Study Passport Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Deliver and improve Academic Skills Services &amp; Programs, including offering an enhanced Smart Study Passport Program</td>
<td>Review and improve UC Student Loans Service</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Continue to offer the annual Vice-Chancellor's Equity and Diversity Awards</td>
<td>Deliver and improve Medical &amp; Counselling Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Improve initiatives for students with a disability in the areas of:</td>
<td>Continue to offer the annual Vice-Chancellor's Equity and Diversity Awards</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>planning, policy and procedures;</td>
<td>Continue to offer the annual Vice-Chancellor's Equity and Diversity Awards</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>retention and success rates of students from regional locations</th>
<th>Administer Country Education Foundation of Australia Scholarships</th>
<th>Review Educational Access (bonus points) Scheme</th>
<th>Administer Institutional Scholarships</th>
<th>Deliver UC Stronger Smarter Schools Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention and success</td>
<td>Deliver and improve Rural Student Support Program</td>
<td>Deliver and improve University Experience Camp</td>
<td>Deliver and improve Inclusion &amp; Welfare Services and Programs</td>
<td>Deliver and improve Careers Services &amp; Programs</td>
</tr>
<tr>
<td>Retention: 80%</td>
<td>Success: 84%</td>
<td>Retention: 81%</td>
<td>Success: 85%</td>
<td></td>
</tr>
</tbody>
</table>
- physical access;
- communications and informational access; and
- learning and teaching.


<table>
<thead>
<tr>
<th>To improve the access, participation, retention and success rates of Aboriginal and Torres Strait Islander students</th>
<th>Access and participation</th>
<th>Retention and success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deliver and improve <a href="#">Aspire UC</a> Programs</td>
<td>Deliver and improve <a href="#">Aspire UC</a> Programs</td>
<td>Continue to enhance the <a href="#">Ngunnawal Centre</a> Indigenous Student Support Services</td>
</tr>
<tr>
<td>Deliver UC ACT-Indigenous Success Project</td>
<td>Deliver UC ACT-Indigenous Success Project</td>
<td>Deliver and improve the <a href="#">ITAS-TT</a> Program</td>
</tr>
<tr>
<td>Deliver UC Indigenous Student Aspirations Program (ACT)</td>
<td>Deliver UC Indigenous Student Aspirations Program (ACT)</td>
<td>Deliver and improve <a href="#">Academic Skills Services &amp; Programs</a>, including offering an enhanced Smart Study Passport Program</td>
</tr>
<tr>
<td>Deliver UC Stronger Smarter Schools Project</td>
<td>Deliver UC Stronger Smarter Schools Project</td>
<td>Deliver and improve <a href="#">Inclusion &amp; Welfare Services and Programs</a></td>
</tr>
<tr>
<td>Deliver UC Aurora Project</td>
<td>Deliver UC Aurora Project</td>
<td>Deliver and improve <a href="#">Careers Services &amp; Programs</a></td>
</tr>
<tr>
<td>Deliver the Aspiration Initiative (TAI) Academic Enrichment Program</td>
<td>Deliver the Aspiration Initiative (TAI) Academic Enrichment Program</td>
<td>Review and improve UC Student Loans Service</td>
</tr>
<tr>
<td>Support the Australian Indigenous Mentoring Experience</td>
<td>Support the Australian Indigenous Mentoring Experience</td>
<td>Deliver and improve Medical &amp; Counselling Services</td>
</tr>
<tr>
<td>Deliver and improve the UCC Foundation Program</td>
<td>Deliver and improve the UCC Foundation Program</td>
<td>Continue to offer the annual Vice-Chancellor’s Equity and Diversity Awards</td>
</tr>
<tr>
<td>Administer Commonwealth and Institutional Scholarships</td>
<td>Administer Commonwealth and Institutional Scholarships</td>
<td></td>
</tr>
<tr>
<td>Review the Aboriginal and Torres Strait Islander Bonus Points Scheme</td>
<td>Review the Aboriginal and Torres Strait Islander Bonus Points Scheme</td>
<td></td>
</tr>
</tbody>
</table>

Access: 1.5% Participation: 1.4% Access: 1.6% Participation: 1.5%

Retention: 70% Success: 72% Retention: 72% Success: 73%
6. Monitoring, Evaluation and Reporting

Monitoring and evaluation will be an integral element of all equity programs. This is not only best practice but is required for reporting purposes for the majority of Commonwealth grants used to support student equity and outreach programs.

Internal monitoring, evaluation and reporting will include:

- Evaluations conducted through surveys and focus groups. Both qualitative and quantitative analysis will be undertaken for the majority of programs.
- Monitoring by Steering Committees in the case of the ACT-IS and SSSP grants and by the TAI Planning Group for the various UC/Aurora Project grants.
- Reporting to the Reconciliation Action Plan Implementation Group on Aboriginal and Torres Strait Islander student support and outreach matters.
- Monitoring by, and reporting to, the University’s Equity and Diversity Planning Group.

External reporting: Currently, formal reporting to the Commonwealth is required for the equity grants detailed below. It is anticipated that this reporting will continue for the period covered by this plan.

- HEPPP Baseline Component Annual Reporting (as per the Conditions of Grant)
- HEPPP Partnerships Project by Formula: *Aspire UC Experience Initiatives Project* Progress Reports (as per the Conditions of Grant)
- HEPPP UC/Aurora Project Progress Reporting (as per the Conditions of Grant)
- HEPPP Competitive Grant: *The Aspiration Initiative* (TAI) Academic Enrichment Program Progress Reports (as per the Conditions of Grant)
- HEPPP Competitive Grant: *ACT-Indigenous Success Project* Progress Reports (as per the Conditions of Grant)
- HEPPP Competitive Grant: *Stronger Smarter Schools Project* Progress Reports (as per the Conditions of Grant)
- Additional Support for Students with a Disability Annual Report and Claim.
- Indigenous Education Statement – Annual Report.
- Indigenous Tutorial Assistance Scheme for Tertiary Tuition Annual Report

The Dean of Students is responsible for the above internal and external reports. Reporting of projects conducted as part of this plan will also be done through conference presentations and peer-reviewed journals articles where possible.