A regional university with a strong commitment to our community.

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The Federal Government’s Higher Education Participation and Partnership Program (HEPPP) was implemented in response to the 2008 Bradley Review. Through HEPPP, all public universities receive funding to conduct programs and activities that increase access and improve the retention and completion rates of students from traditionally underrepresented backgrounds within higher education - primarily targeting individuals from low socioeconomic (Low SES) backgrounds.

The table below outlines the 2017 HEPPP arrangements and the Turnbull Government’s changes to HEPPP for 2018 and beyond. These changes were made on the basis that the retention and success of students from low SES backgrounds is still below their high SES counterparts.

### Table 1: Key changes to HEPPP for 2018 and beyond

<table>
<thead>
<tr>
<th>2017 HEPPP ARRANGEMENTS</th>
<th>2018 HEPPP ARRANGEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Targeted Aboriginal or Torres Strait Islander peoples, students from low SES or rural or remote backgrounds, or those with disabilities</td>
<td>Primary target group is low SES students with a strong focus of supporting these students across the student lifecycle</td>
</tr>
<tr>
<td>Best endeavours reporting framework</td>
<td>Pre-determined guidelines and evaluation with a strong focus on recording the individual number of students participating in each program</td>
</tr>
</tbody>
</table>

**DEFINITIONS OF EQUITY**

The Higher Education Participation and Partnerships Program (HEPPP) has been reformed to target low socio-economic (Low SES) students, with a strong focus on supporting students through the student lifecycle.

**LOW SOCIO-ECONOMIC STATUS**

Socio-economic status (SES) in Australian higher education is determined using a student’s residential address. The SES of an individual student is proxied by the SES of the area in which they reside, known as the Statistical Area 1 (SA1), which is typically smaller than a postcode. The Australian Bureau of Statistics (ABS) uses census data on household educational and occupational status to construct the Socio-Economic Index for Areas – Index of Education and Occupation (SEIFA). Each SA1 in Australia receives a SEIFA score which is standardised against a national mean of 1000. All SA1 areas in Australia are then ranked on the basis of their SEIFA scores. Low SES students are defined as those students who live in the bottom 25 per cent of SA1 areas in this ranking.

**ABORIGINAL & TORRES STRAIT ISLANDER STUDENTS**

Aboriginal and Torres Strait Islander students are those who self-identify upon enrolment via a positive response to the question “Do you identify as an Aboriginal and/or Torres Strait Islander?”

Whilst these students are the primary focus of HEPPP and a Commonwealth measure, many Aboriginal and Torres Strait Islander students and students from low SES backgrounds may experience other barriers that compound their ability to access higher education, such as coming from a regional or rural area, being the first in the family to attend university or have a disability.
The University of Wollongong (UOW), has a proud history of working closely with its communities to drive increased participation and attainment among underrepresented groups in higher education. These groups include Aboriginal and Torres Strait Islander peoples, those with disabilities, and those from low SES backgrounds and regional, rural and remote areas.
30.2% Students enrolled at UOW from regional and remote areas*

15.6% Students enrolled at UOW with disabilities*

18.56% Students enrolled at UOW from a low SES background (national average is 15.9%)*

2.04% Aboriginal and/or Torres Strait Islander students enrolled at UOW*

*Domestic Undergraduates
Existing access & success programs

UOW is a large provider of successful enabling pathway programs, and we continue to widen our participation and access initiatives. To accommodate for equity student enrolments at UOW, a number of flagship programs that encourage access and student success have been developed, ranging from pre-access activities through to the completion of the students undergraduate degree.

PRE-ACCESS (OUTREACH) ACTIVITIES

**Outreach & Pathways**

UOW's Outreach & Pathways Unit (O&P) operates a number of activities to ensure that individuals from UOW's local communities, regardless of their background, have the opportunity to access higher education. O&P works with students from Year 1 to Year 12 and on to vocational pathways, focusing on lifelong learning and engagement with education. The O&P team were finalists at the Australian Financial Review's 2017 Higher Education Award (Equity and Opportunity category) and winners of the Department of Education's 2017 Award for Programs that Enhance Learning. The three key programs of the O&P Unit are:

1. **In2Uni**: The In2Uni Program is a partnership between the University of Wollongong, Department of Education (DoE) and the Catholic Education Office (CEO) Wollongong and Goulburn/Canberra to inform aspirations, enhance awareness and increase attainment of individuals across our local communities.

2. **Learning Labs**: An academic enrichment program for students in Year 1 to Year 10 throughout UOW's communities. The program is developed and presented by UOW academics, local school teachers and specialists to stimulate the interests of high achieving students.

3. **Pathways to Higher Education**: Designed to improve the participation of low SES mature-aged and Aboriginal and Torres Strait Islander peoples in higher education. In 2016, 300 students across five locations were involved in this program.

**AIME (Australian Indigenous Mentoring Experience)**

AIME was established at UOW in 2008 to help redress the imbalance in high school completion rates between Indigenous and non-Indigenous students, by improving Year 10 and Year 12 completion rates and university admission rates for all participating students. Each year, the AIME program pairs student mentors with Aboriginal and Torres Strait Islander high school students.

ACCESS ACTIVITIES

**Access UOW**

UOW launched the Access UOW pilot in 2017 in response to the higher education Admissions Transparency Implementation Working Group (IWG) plan to improve access to information on higher education requirements and processes. The IWG plan identified actions that higher education sector stakeholders and relevant government agencies commit to in delivering improved access. UOW Access aims to widen participation of students from underrepresented backgrounds who have applied to UOW based on criteria other than their ATAR.

**UOW College**

UOW College provides a number of pathway programs for domestic and international students regardless of age or previous education. UOW College was the first Australian university college to offer Foundation Studies in 1989 and for the past 30 years has helped more than 29,000 students continue their education.

- **The University Access Program (UAP)**: A Commonwealth Supported Place scheme that targets equity students and essentially awards a scholarship that pays the tuition of the course. The course provides the fundamental habits required for university study and maximises the chance of student success.

- **The Special Tertiary Entrance Program (STEP to UOW Program)**: This university preparation program is for students who have experienced disadvantage during their secondary school education.
**TRANSITION & RETENTION ACTIVITIES**

**Business4Success**
Business4Success is designed to help Business student’s transition from high school into university life and succeed in their future studies. As a transition and mentoring program offered to commencing equity students, this program is an early intervention to ensure that students are on track for success early in their degree.

**Regional & Metropolitan Campuses**
UOW has regional and metropolitan campuses across NSW including Bega, Batemans Bay, Shoalhaven, Southern Highlands, South Western Sydney, Southern Sydney, and Sydney CBD, providing opportunities for students to obtain a tertiary qualification without leaving their local area.

**Woolyungah Indigenous Centre**
The Woolyungah Indigenous Centre at UOW is committed to increasing the participation of Indigenous Australians in tertiary education. The centre provides programs and facilities that encourage and support Indigenous Australians from entry to University through to successful completion.

**EdStart and Equity Scholarships**
Equity scholarships are currently administered by the Student Services Team at the University of Wollongong (UOW). The current Equity Scholarship and Grant offering at UOW includes 12 dedicated equity scholarships and a significant pool of funding that is dedicated to Edstart Grants to the value of $500 to support students with textbooks.

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**COMPLETION ACTIVITIES**

**Equity Careers Consultant**
The Equity & Diversity Counsellor provides individual career development support to students from Aboriginal or Torres Strait Islander backgrounds; with a disability; from a low socio-economic background or students who have participated in the In2Uni Program. With a key focus on recognising the value of individual differences, assistance is offered in clarifying career direction; accessing workplace learning opportunities and information and resources.

(Equity Impact Statement, 2017)
Strategic positioning

The Access and Participation Enabling Plan for Equity Students works towards UOW’s overall purpose and values to ensure a strong and connected presence in our communities through mutual respect and the promotion of equity and social justice.
SECTOR WIDE OBJECTIVE
Increasing the participation of individuals from low SES backgrounds to 20% by the year 2020.

UOW STRATEGIC PLAN 2016 - 2020
The Access and Participation Enabling Plan for Equity Students works towards the following goals in UOW’s Strategic Plan:

1.2 Enabling our graduates to be career-ready, contributing to a world that is ever changing and to work in complex teams that cross disciplinary boundaries;
2.3 Enable every student to reach their potential by providing personalised support for transitioning into their studies, through university and into the external world;
2.5 Diversify the source and mix of all student enrolments to drive growth and sustainability at all UOW teaching locations; and
4.5 Facilitate student diversity by creating mutually beneficial partnerships with schools, pathways providers and broader communities and by enabling all pupils to be the best that they can be.

UOW CORE STRATEGY (EDUCATION) 2016 – 2020
The Access and Participation Enabling Plan for Equity Students will address the following strategies outlined in UOW’s Core Education Strategy:

• Enhance our commitment to student diversity, including Aboriginal and Torres Strait Islander students, making education available to all;
• Enhance our commitment to future student diversity; and
• Support and engage students to successfully transition through their learning journeys

ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION, RESEARCH AND ENGAGEMENT ENABLING STRATEGY 2016 - 2020
The Access and Participation Enabling Plan for Equity Students will work towards the key objectives outlined in the Aboriginal and Torres Strait Islander Education, Research and Engagement Enabling Strategy to improve Aboriginal and Torres Strait Islander students’ key indicators of educational outcomes: access, participation, retention, success and graduate employment.

STUDENT CAREER DEVELOPMENT & EMPLOYABILITY ENABLING STRATEGY
The Access and Participation Enabling Plan for Equity Students will work towards the key objectives outlined in the Student Career Development & Employability Enabling Strategy by progressing equity of access and outcomes in experiential learning.

STUDENT SUPPORT STRATEGY
The UOW Access & Participation Enabling Plan will contribute to the following priorities outlined in the Student Support Strategy by adding value through core projects to the existing support structures in place for all UOW students:

• Participate in development of whole of institution approach to transition and success of equity students at UOW (HEPPP national priority pool funding required)
• Partner with Outreach & Pathways, and Wellbeing, to design and deliver Department Education Yr11 Crossroads Program – a compulsory program for all high school students on personal identify, mental health and wellbeing, goal setting, drugs and alcohol and sexual identity.

REGIONAL & METROPOLITAN CAMPUS STRATEGIES
The Access and Participation Enabling Plan for Equity students will complement Regional and Metropolitan Campus strategies to ensure an inclusive approach to supporting the access and success of all UOW students at our onshore campuses.

UOW COUNCIL KEY PERFORMANCE INDICATORS
The Access and Participation Enabling Plan for Equity Students will contribute towards projected 2020 UOW Council Key Performance Indicators:

Proportion of Domestic Undergraduates from Low SES Backgrounds
2013: 18%
2014: 17.5%
2015: 18.4%
2016: 18.6%
2020 Target: Greater than 21%

Proportion of Domestic Undergraduates who identify as Aboriginal or Torres Strait Islander
2013: 1.7%
2014: 1.8%
2015: 1.8%
2016: 2.0%
2020 Target: Greater than 2.5%
The UOW student cohort represents one of the most diverse student bodies in any Australian higher education institution.
Being the first person in my family to attend university, I was nervous and excited as I didn’t know what to expect. Moving away from a small town and having to support myself financially, as well as navigating my way through a new city and meeting new people was difficult to start, but living on campus at UOW and receiving an equity scholarship really helped. Graduating last year was a very exciting and satisfying time for me, and I hope to one day return to complete postgraduate studies.”

RUBY
Bachelor of Public Health- 2016
UOW Graduate
DEMOGRAPHIC BREAKDOWN

In 2016, there were 2,272 students enrolled across all undergraduate onshore degrees who we were able to identify as being from low SES SA1s. This represents 16.72% of the domestic undergraduate onshore student population. Low SES students also made up 16.8% of commencing students in 2016, with 851 enrolling across UOW onshore undergraduate degrees.

In 2017, the number of Aboriginal and Torres Strait Islander students has also improved with 2.14% of the student cohort identifying as being of Aboriginal and/or Torres Strait Islander heritage. Of commencing students in this same year, students from rural or remote backgrounds made up 19.8% of enrolled students, and those identifying as having a disability made up 15.4% of students at UOW.

ACCESS

Since 2015, offers for domestic onshore undergraduate equity students to commence study at UOW has either remained consistent or slightly increased for each identified group. As seen in the graph below, Aboriginal and Torres Strait Islander individuals are accessing UOW with over 2.7% of offers being extended in 2017 as opposed to 1.9% in 2015. The same can be said for students from low SES, remote or rural backgrounds, with fluctuating numbers across the past three years, but all remaining higher than in 2013. Individuals with identified disabilities has seen the largest increase in access numbers, rising from 12.3% in 2015, to 17.6% in 2017.

RETENTION

UOW has been fairly consistent in its commitment to the retention of students from low SES and Aboriginal and Torres Strait Islander backgrounds. The retention rates for low SES students in 2013 was 86.9%, falling to 84.9% in 2015. Remote or rural student rates also decreased from 85.6% to 82%. Both Aboriginal and Torres Strait Islander student and disabled student retention rates have fluctuated the most across the three year period, with 2015 rates being quite consistent with 2013 rates-75% and 85% respectively.

PARTICIPATION

Enrolments since 2015 have increased across all four main equity groups. Aboriginal and/or Torres Strait Islander peoples made up 2.04% of enrolments at UOW in 2017, rising from 1.7% of enrolments in 2015. Students with disabilities has again seen the most significant increase, with over 15.6% of all enrolments in 2017.

COMPLETION

Completion levels of equity students over the last three years has decreased at UOW. The table below outlines the completion rates for students within identified equity groups. This data will form the basis of a revised HEPPP Implementation Framework with an increased focus on a re-engagement strategy and career and employability programs for equity students.
“For me, university was never something I could clearly picture in my mind, and I knew almost nothing about it, except that I wanted to go there. It took many years for me to put all the pieces together and become the first member of my immediate family to go to university. When I arrived to UOW I didn’t know anyone else and worried about fitting in. I struggled during my first year, but joined a few clubs at the start of second year which made coming to uni feel more like home. I now advise all new students to get involved earlier.”

DAMON
Bachelor of International Studies-Law

“My journey to UOW started in Mudgee where I ventured to the UOW Science Experience meeting other year 9 students with a passion for Science. Fast forward 3 years and I found myself studying the International Bachelor of Science, with a bursary provided allowing me to study abroad. Moving to Wollongong from another town, my experiences living on campus and getting involved in student life were essential for building a network of friends and invaluable connections that shaped the person I am today.”

TOM
International Bachelor of Science - 2016 UOW Graduate

“Most of my family was really proud when I got into uni, however some weren’t familiar with the opportunities it could provide, therefore questioned my decision to go. Being the first in my family to study and move from our home in Parramatta, I didn’t want to miss out on anything. Being quite social, I loved getting involved and meeting people. UOW provided me with a safe space to be who I am and opportunities to thrive.”

MORGAN
Bachelor of Science (Biological Science)

“I completed the HSC in Woolooware before deciding to move to commence a Bachelor of Arts at UOW. My parents were extremely supportive of my decision, despite them having mixed understandings about higher education and what was involved in the process. Being a proud Aboriginal woman, I majored in Indigenous Studies and looked to the services at UOW to help me gain perspectives on this topic. Participating in WIC activities and speaking with my classmates allowed me to better understand some of the issues covered within my degree.”

CAITLIN
Bachelor of Arts (Indigenous Studies) - 2015 UOW Graduate
At UOW our approach to promoting access and success for all students commences early and provides support throughout their student lifecycle. Every UOW Faculty and Department is committed to ensuring the success of our diverse student cohorts with a student-centric approach to everything we do.
Promoting success across the student lifecycle

As identified as best practice in the National Centre for Student Equity in Higher Education (NCSEHE), the Equity Initiatives Map identifies the implementation of HEPPP activities across the student cycle.

Figure 1 below demonstrates how UOW will implement HEPPP across the pre-access, access, retention and engagement and completion phases of the student lifecycle.

Figure 1: Implementation of HEPPP at UOW across the student lifecycle

<table>
<thead>
<tr>
<th>PRE-ACCESS</th>
<th>ACCESS</th>
<th>TRANSITION &amp; RETENTION</th>
<th>COMPLETION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools outreach activities (Years 1 - Years 11)</td>
<td>Tangible pathway programs (Year 12 and non-school leavers)</td>
<td>Transition and success programs</td>
<td>Dedicated WIL and careers programs</td>
</tr>
<tr>
<td>Community outreach activities (non-school leavers)</td>
<td>Contextualised Admission pathways</td>
<td>Re-engagement strategy</td>
<td>Career awareness raising and next step programs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Embedding into existing support systems</td>
<td>Programs that target student completion</td>
</tr>
</tbody>
</table>
Whole of institution, every campus

Student equity and success at UOW is everyone’s responsibility.

Student equity and success at UOW is everyone’s responsibility. UOW is a multi-campus institution with a significant commitment to its local community. By coordinating a whole of institution approach across the student lifecycle, it will provide the opportunity for all students to access contextualise and early interventions to ensure their success at University.

Figure 2: An embedded approach to the implementation of HEPPP at UOW
Student focused-student centred

Students are at the centre of our approach.

Our aim is to develop a strength-based and success-focused framework that will drive engagement in the initiatives and provide students with an opportunity to develop their knowledge and skills, creating a sense of belonging with the University and empower them to make decisions that are critical to achieving a thriving life.

Figure 3: A success focused, strength based approach to Student Equity at UOW
Our Approach:

A Framework for HEPPP Implementation 2018 - 2020

From 2018 to 2020, UOW will undertake a diversified approach to the implementation of HEPPP Funding.

Our Approach will deliver:

1. Whole of institution approach to pre-access, access, transition and retention; and completion activities;
2. Seamless interaction between Faculties and Unit’s across the student lifecycle; and
3. Enhanced evaluation and reporting to measure impact on HEPPP activities.

This will be achieved through the establishment of a HEPPP Implementation framework that will provide three sources of funding to add value to the existing support structures in place at UOW. This will include:

1. Student Equity Programs Fund to establish six longer term priority programs to ensure the success of equity students at UOW;
2. Student Equity Project Grants to develop short-term innovations, evaluation or targeted impact for equity students; and
STUDENT EQUITY PROGRAMS FUND

The Equity Programs Fund will provide longer-term funding to identified units to lead a whole of institution approach to make a significant impact on the success of equity students at UOW. This fund will support the delivery of six HEPPP Programs over the course of the three years of committed HEPPP Funding, with the fund being sourced from UOW’s HEPPP Funding Allocation (Federal Government’s Access & Participation Fund – indexed low SES Funding).

The six programs will focus on:

- A whole of institution approach to pre-access (outreach) activities to schools and communities within UOW’s geographical footprint;
- The development and embedding of contextualised access initiatives and pathways programs for school leavers and non-school leavers;
- Scaling up existing successful transition and retention activities to add value to the existing support mechanisms in place at UOW;
- Development and ongoing implementation of a best practice model for the dissemination of equity scholarships that meet best practice and improve student retention;
- The development and embedding of a re-engagement strategy that supports the re-entry of equity students who have exited from the institution; and
- Design and implement programs that increase student completion and accessibility to opportunities that will increase their employment beyond University.

All programs will need to adhere to the guiding principles of the Access and Participation Plan for Equity Students (refer to page 8).

STUDENT EQUITY PROJECT GRANTS

Student Equity Project Grants will provide short-term funding to Faculties and Units to support the programs funded under the Student Equity Program Fund. These grants will address three core areas and will last for a period of 12 months. The funding of these grants will be provided through UOW’s HEPPP Funding Allocation (Federal Government’s Access & Participation Fund – Performance Funding) via applications to the UOW HEPPP Advisory Committee.

The three core areas include:

1. Innovation – To drive improvements or develop additional resources to support the six Student Equity Programs outlined above.
2. Research and Evaluation – To undertake research or develop evaluation tools to measure the impact of student equity programs at UOW.
3. Targeted Projects – Projects that are implemented to support the success of a specific cohort of students that are eligible under the HEPPP guidelines.

NATIONAL PRIORITY POOL

The National Priority Pool is a grant based competitive funding round that is released by the Federal Government each year. The priority areas are dynamic and are announced by the Federal Government each year. There is a strong focus on inter-university collaboration in applying for these grants. Applications for the National Priority Pool are managed by the DVC(A)’s office and the relevant Faculties and Units will be invited to contribute to the application.

HEPPP ADVISORY GROUP

The HEPPP Advisory Group is led by the DVC (Academic), with representation of staff from Learning Teaching & Curriculum, UOW Faculties, DVC (Academic) Executive Officer and Pro-Vice Chancellor (Students). The responsibility of the HEPPP Advisory group is to set the strategic direction for HEPPP, develop the operational frameworks and assess applications through the three funding frameworks.
Measuring Impact:

Goals & Evaluation Framework
GOALS

Over the next three years we will:

1. Implement a systemic and coordinated approach to the implementation of HEPPP with demonstrable impact;
2. Increase the proportion of Domestic Undergraduates from Low SES Backgrounds to over 21%;
3. Support the Aboriginal and Torres Strait Islander Education, Research and Engagement Enabling Strategy 2016 – 2020 by increasing the proportion of Domestic Undergraduates who identify as Aboriginal or Torres Strait Islander to over that 2.5%; and
4. Embed a student centred and success focused approach to HEPPP that spans the student lifecycle.

REPORTING

Formative and summative reporting will be undertaken to ensure the impact of successful HEPPP implementation. This will include:

1. Quarterly progress reports to the HEPPP Advisory Group
2. End of year reporting to the HEPPP Advisory Group
3. Production of a HEPPP Annual Report and the development of student narratives to provide a student voice to support the data
4. Annual report to UOW Council on progress
## GOALS

### Goal 1: Implement a systemic and coordinated approach to the implementation of HEPPP with demonstrable impact

- **Initiatives**
  - The development of UOW’s Access & Participation Plan (A framework for HEPPP Implementation)
  - Development of conditions of grant (operational guidelines) and evaluation tools for project stakeholders
  - Initiating a HEPPP working group that reports to the HEPPP Advisory Group with representation of all student equity program/project stakeholders

- **Goals**
  - HEPPP Advisory Group
  - Annual Stakeholder Feedback Survey
  - Annual Review of HEPPP Reports and Progress Summaries

### Goal 2: Increase the proportion of Domestic Undergraduates from Low SES Backgrounds to over 21%

- **Initiatives**
  - The design, implementation and evaluation of 6 priority programs delivered across the student lifecycle for equity students

### PRE-ACCESS

<table>
<thead>
<tr>
<th>PVC (Students)</th>
<th>UOW Faculties</th>
<th>Identified UOW Departments</th>
<th>Number of schools engaging in Pre-Access activities</th>
<th>Number of students engaging in Pre-Access activities to provide a pipeline to HE</th>
<th>Pre &amp; Post survey data to track student aspirations and awareness of HE</th>
<th>150 schools across the region engaged in Pre-Access activities</th>
<th>Over 10,000 students each year engaged in Pre-Access activities</th>
<th>Increase in aspirations and awareness of higher education</th>
</tr>
</thead>
</table>

### ACCESS

<table>
<thead>
<tr>
<th>PVC (Students)</th>
<th>UOW Faculties</th>
<th>Student Services Division</th>
<th>Number of students engaging in access activities to provide a pipeline to HE</th>
<th>Tracking student articulation to HE</th>
<th>Pre &amp; Post survey data to demonstrate increase in student capacity towards HE</th>
<th>1,200 students participating in access activities each year</th>
<th>85% of students participating in access activities articulating to HE</th>
<th>Increase in student-perceived capacity to access HE</th>
</tr>
</thead>
</table>

### TRANSITION & RETENTION

<table>
<thead>
<tr>
<th>PVC (Students)</th>
<th>UOW Faculties</th>
<th>Number of students engaging in transition and retention activities</th>
<th>Tracking student retention at University</th>
<th>800 students participating in student transition and retention activities each year</th>
<th>1% increase in student retention at UOW</th>
<th>Increase in sense of belonging, awareness of support services and confidence in asking for help</th>
</tr>
</thead>
</table>

## DATA COLLECTION

- **Responsibility**
  - HEPPP Advisory Group

## MEASURES OF SUCCESS

- **Initiatives**
  - Annual Stakeholder Feedback Survey
  - Annual Review of HEPPP Reports and Progress Summaries

- **Responsibility**
  - HEPPP Advisory Group

- **Responsibility**
  - Project Stakeholders

- **Data Collection**
  - Annual Stakeholder Feedback Survey
  - Annual Review of HEPPP Reports and Progress Summaries
### GOALS

<table>
<thead>
<tr>
<th>GOALS</th>
<th>INITIATIVES</th>
<th>RESPONSIBILITY</th>
<th>DATA COLLECTION</th>
<th>MEASURES OF SUCCESS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 2: Increase the proportion of Domestic Undergraduates from Low SES Backgrounds to over 21%</strong></td>
<td><strong>TRANSITION &amp; RETENTION (CONT.)</strong>&lt;br&gt;The development and embedding of a re-engagement strategy that supports the re-entry of equity students who have exited from the institution</td>
<td>PVC (Students) UOW Faculties</td>
<td>% of students who exit UOW re-enrolled in their preferred degree within 12 months&lt;br&gt;Pre &amp; Post Survey Data to measure students' sense of purpose and perceived barriers to HE</td>
<td>60% of students who exit UOW re-enrolled in their preferred degree within 12 months&lt;br&gt;Increase in sense of belonging, career goals and awareness of support services</td>
</tr>
<tr>
<td>Development and ongoing implementation of a best practice model for the dissemination of equity scholarships that meet best practice and improve student retention</td>
<td>PVC (Students) Student Services Division</td>
<td>% of equity students applying for scholarships&lt;br&gt;% of equity students being retained at UOW</td>
<td>70% of equity students applying for equity scholarships&lt;br&gt;95% of equity students being retained at UOW.</td>
<td></td>
</tr>
<tr>
<td><strong>COMPLETION</strong></td>
<td>Design and implement programs that increase student accessibility to opportunities that will increase their employment beyond University</td>
<td>PVC (Students) UOWx UOW Faculties</td>
<td>% of equity students who participate in the program&lt;br&gt;Number of equity students in meaningful employment post university compared with non-equity students&lt;br&gt;Pre &amp; Post Survey Data to measure student's sense of purpose and knowledge and skills acquired from participating in the program</td>
<td>The number equity students in meaningful employment post university are on parity with non-equity students&lt;br&gt;Increase in students understanding of career development and employability skills</td>
</tr>
</tbody>
</table>

| **Goal 3: Support the Aboriginal and Torres Strait Islander Education, Research and Engagement Enabling Strategy 2016 – 2020 by increasing the proportion of Domestic Undergraduates who identify as Aboriginal or Torres Strait Islander to over 2.5%** | Representation from Woolyungah Indigenous Centre and AIME on the HEPPP working group to ensure that the activities that are being delivered in the pre-access, access, transition and retention and completion phases of the student lifecycle complement the activities that are dedicated to Aboriginal and Torres Strait Islander student populations. Development of pre-access, access, transition and retention and completion activities that are culturally inclusive and foster a sense of belonging for Aboriginal and Torres Strait Islander students. | Woolyungah Indigenous Centre AIME Project Stakeholders | Annual Stakeholder Feedback Survey.<br>% of Aboriginal and Torres Strait Islander students participating in activities at all phases of the student lifecycle. | Positive stakeholder feedback. | 2.5% of Aboriginal and Torres Strait Islander students participating in activities at all phases of the student lifecycle. |
REFERENCES


