

STUDENT EQUITY REPORT

Year Ending December 2007



Produced by the Equality and Diversity Centre*

December 2008

*previously known as the Equity and Access Unit

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Executive Summary

Included in this report is an analysis of the University's performance in the area of student equity in 2007, and a comparison with the 2007 state and national averages for the sector. This analysis considers student equity data by Faculty, by Campus, and by Faculty at each Campus, using statistics provided by the University's Management Information Unit. Last year's report analysed trend data over a five year period, and the next trend report will be produced in 2010. The information in this report relates only to domestic students.

The importance of equity initiatives in higher education becomes apparent when one considers that between 1996 and 2006, four times the number of jobs were created in the professional sector compared with jobs created in the trades sector.¹ This fact highlights the need for universities to reach out to students from disadvantaged backgrounds and encourage them to consider a university education, as the jobs they have traditionally occupied are rapidly disappearing.

In 2007 La Trobe maintained its position above the sector average for enrolment, retention and Success ratios from students with a low socio-economic background, for students from regional areas, and for students with a disability or long-term medical condition. La Trobe was also close to or above the state average for all indicators relating to students from remote areas.

The one student equity group where La Trobe continues to lag behind sector averages is for domestic students from a Non-English Speaking Background (NESB). However the Faculty of Law and Management, and the Faculty of Science, Technology and Engineering are both attracting and maintaining NESB students at rates above the sector averages. Although this is a pleasing trend for these two faculties, the Success ratios of NESB students in these faculties are below the sector averages, indicating the need for additional study support for this group of students.

Research projects are currently being undertaken at Bundoora and Albury-Wodonga campuses which aim to identify further types of support that are required by NESB students. These projects are funded by the Higher Education Equity Support Program and should be completed early in 2009.

¹ Healy, G., (2008) *The Australian*, *Call to Increase Capacity*, 30/4/08

Introduction

In its commitment to student equity and diversity, La Trobe University makes an important contribution to the well-being of the general community and ensures that people from all sectors of the community are able to receive the personal, social and financial benefits of a tertiary education. This commitment affords the opportunity for people from all backgrounds to contribute to society according to their fullest potential, offering their skills, achievements and diverse perspectives within the University and the wider community.

The Department of Education, Employment and Workplace Relations (DEEWR) states on its website that: *higher education providers receiving support from the Australian Government are responsible under the Higher Education Support Act 2003 for ensuring equity of access. Supporting equity is an integral part of their general operations.*² The DEEWR monitors equity measures for the student groups identified as being historically disadvantaged in relation to higher education. Appendix 1 contains definitions of these groups.

The importance of equity initiatives in higher education becomes apparent when one considers that between 1996 and 2006, four times the number of jobs were created in the professional sector compared with jobs created in the trades sector.³ This fact highlights the need for universities to reach out to students from disadvantaged backgrounds and encourage them to consider a university education, as the jobs they have traditionally occupied are rapidly disappearing.

Report Focus

Included in this report is an analysis of the University's performance in the area of student equity in 2007, and a comparison with the 2007 state and national averages for the sector. This analysis considers 2007 student equity data by Faculty, by Campus, and by Faculty at each Campus, using statistics provided by the University's Management Information Unit. Last year's report analysed trend data over a five year period, and the next trend report will not be produced until 2010.

Definition of Equity Indicators

Access – relates to number of new commencing students in a given year. Expressed as a percentage of all new commencing students.

Participation –relates to the total number of students in a particular equity group enrolled across all courses in a given year. Expressed as a percentage of all students.

Retention - The target retention indicator is 1.0, which would show that students in the equity group are persevering with their studies at the same rate as other students. A Retention ratio of less than 1.0 indicates equity group students are withdrawing at a greater rate than the general student population.

(Due to the proliferation of teaching periods at La Trobe, retention data runs one year behind other equity group data, which means LTU retention statistics in this report relate to 2006 enrolments.)

²http://www.dest.gov.au/sectors/higher_education/programmes_funding/programme_categories/special_needs_disadvantage/default.htm.

³ Healy, G., (2008) *The Australian, Call to Increase Capacity*, 30/4/08

Success - The target success indicator is 1.0, which would show that students in the equity group are passing their units of study at the same rate as other students. A Success ratio of less than 1.0 indicates equity group students are failing at a greater rate than the general student population.

Student Equity Achievements at La Trobe in 2007

Statistical analysis of student equity group data for 2007 provides a positive picture overall for La Trobe University's performance, relative to other universities in the sector. Particularly notable are the recruitment, retention and success levels for students from low SES backgrounds and students from regional areas. Recruitment, retention and success levels for students with a disability also remained above sector averages in 2007.

Factors contributing to these positive trends for students from equity groups include: a wide range of scholarships; a wide range of student outreach programs; a recycled computer scheme; a strong level of support for students with a disability; academic support via the Language and Academic Skills units; the Equity Staff Development program; and strategies within the University's Learning and Teaching Plan that address the diversity of the La Trobe student population.

In 2007 the Equality and Diversity Centre appointed a 'Student Diversity Officer' who introduced a range of new resources to increase student outreach. These included:

- Special Entry and Access Scheme brochures and posters;
- First in the Family to Attend University brochures and posters;
- La Trobe Welcomes Students from All Cultures brochures and posters;
- Development of a new webpage 'Access La Trobe';
- Purchase and distribution of 500 'Project U' DVDs targeting students who are first in their family to consider going to university.

The draft Student Equity Plan 2008-2012 was also produced in 2007, and consultation commenced with Faculty staff in order to include Student Equity objectives in Faculty Strategic Plans in 2008.

Higher Education Equity Support Program (HEESP)

In 2007 there were 12 grants up to \$10,000 paid to Faculties, Campuses and Departments to research or develop initiatives to provide greater support or encourage university access to students from equity groups. Details of these grants are available at Appendix 2.

Schools Access La Trobe (SALT)

In 2007 the Future Students Centre commenced the pilot program "Schools Access La Trobe" which targeted underrepresented schools (ie high schools which had less than 50% of their Year 12 cohort progressing to university) and schools in low SES postcode areas, located within campus catchments. The program allowed students to gain entry into a limited range of degree programs at La Trobe based on a recommendation from the school, rather than on the ENTER score.

Student Finances Survey

In 2007 the Equality and Diversity Centre analysed the results of the La Trobe University respondents to the national survey on University student finances which was conducted in 2006. There were 605 responses from La Trobe students, which indicated that many respondents endured stressful financial circumstances and found it difficult to support themselves week-to-week. Across most key indicators of the study, La Trobe undergraduates were worse off than their national counterparts. The findings for La Trobe postgraduates indicated they were slightly better off in most cases than their national counterparts.

Around one in four La Trobe undergraduate respondents missed classes in order to undertake paid employment and around one in five regularly went without food or other necessities because these items were unaffordable.

This report can be downloaded from <http://www.latrobe.edu.au/equity/studeq.htm>

Equity Scholarships Survey

In 2007 the Equality and Diversity Centre surveyed students who had received an Equity Scholarship in 2006. The majority of Equity Scholarships came from the federal government's Commonwealth Scholarships allocation, and a smaller number were funded by La Trobe University. The value of scholarships ranged between \$2,000 - \$4,200 per annum for the duration of the course of study.

The Scholarships Impact Survey attracted 182 responses from students who had received an Equity Scholarship. The results indicated almost two-thirds (60%) of respondents were first in their family to attend university. The offer of a scholarship had a large or very large influence on the decision to attend La Trobe for 27% of respondents, and a moderate influence for 20% of respondents. There were 39% of respondents who indicated that the scholarship had been essential for them to remain at university.

The majority of respondents (61.5%) also indicated that the receipt of a scholarship assisted them to a large or very large extent in devoting more time and attention to their studies. The primary ways the scholarship assisted these respondents was helping with educational expenses, helping with living expenses, reducing stress and worry, and reducing the necessity for paid work.

Students with a Disability

Doing it Better: A Forum on Learning Disabilities in Education was organised and co-hosted by La Trobe University and RMIT in 2007. The forum identified the impact of having a learning disability at all levels of the education sector and teaching strategies for students and support staff. Event organisers were pleased with the attendance from a large number of secondary school teachers from a diverse range of schools, in addition to disability support staff from the university and TAFE sectors.

In 2007 the Alternate Format Service team received the prestigious *Making a Difference Award* for striving to consider the needs of people who are blind or have low vision in the local community. The *Making a Difference Award* recognises the positive steps the University is taking to ensure that people who are blind or have low vision can live their life to the fullest.

In 2007 the final report was produced for Stage One of an on-going Equity research project targeting students with mental health issues. A copy of this report can be downloaded from www.latrobe.edu.au/counselling.

Students from Non-English Speaking Background (NESB)

In 2007 the University remained below sector averages for access, participation and success of NESB students. It must be noted that the DEEWR definition of non-English speaking background only includes those students who have been in Australia for less than ten years, and speak a language other than English at home. La Trobe University does have a culturally diverse student cohort which is not reflected under the DEEWR definition for NESB students.

La Trobe has a range of initiatives which support students from Non-English speaking background. These include two accredited elective units in English Language, and a range of assistance in the form of on-line resources, workshops and one-to-one appointments. La Trobe is also one of only a few universities in Australia to provide a Muslim prayer room and washrooms.

The development and implementation of outreach initiatives to attract NESB students is an important priority in the Student Equity Plan 2008-2012. In 2007 the Equality and Diversity Centre began to develop outreach brochures and posters for NESB students, and developed a proposal to offer additional support to students with a refugee background. In 2007 the Counselling Service commenced a research project funded by an Equity Support Program grant which aimed to strengthen the capacity of the University community to respond to the needs of NESB students.

Cultural Diversity and Inclusive Practice (CDIP)

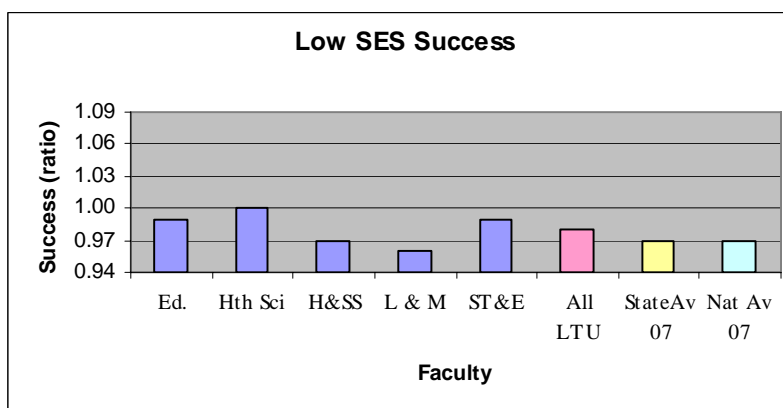
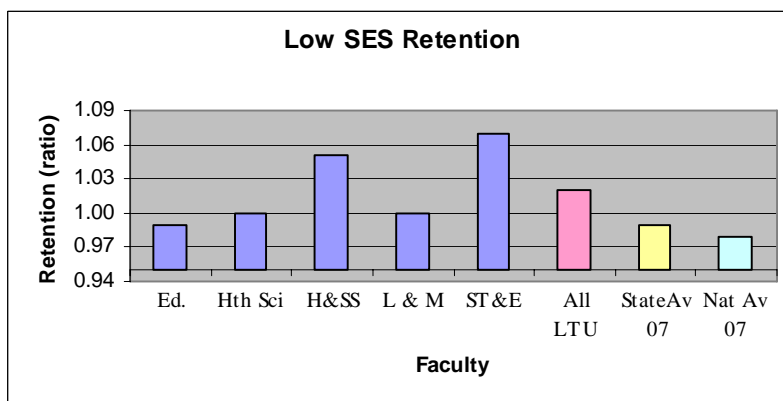
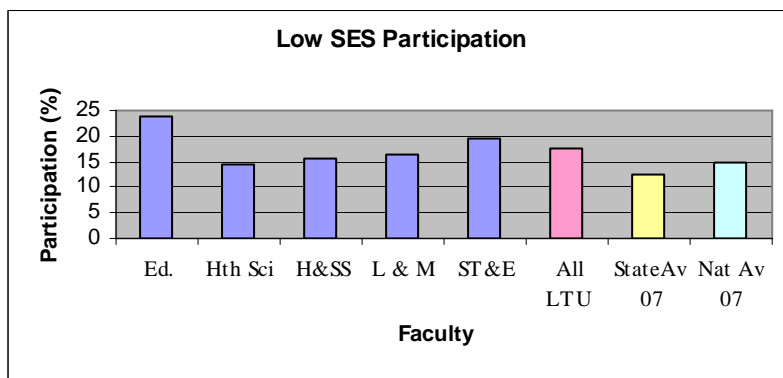
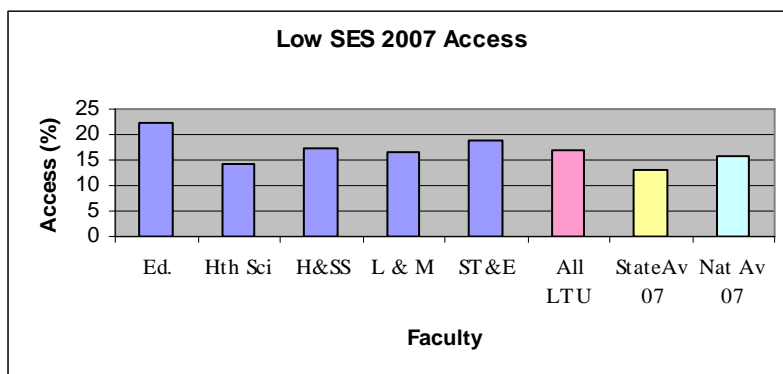
In 2007 the Equality and Diversity Centre collaborated with the Academic Development Unit to produce a Cultural Diversity and Inclusive Practice Toolkit. The Toolkit is a resource designed to assist all members of the University community to promote mutually respectful relationships between people of different cultures. It offers information about specific topics relating to cultural diversity, and contains strategies and suggestions for enhancing inclusive practices in a variety of University settings. From 2008 CDIP training workshops will be offered to complement the CDIP Toolkit. The CDIP Toolkit resources can be downloaded from www.latrobe.edu.au/cdip

2006 Faculty Priorities and 2007 Outcomes

The table below shows the Faculty priority areas identified in 2006 by the Equality and Diversity Centre, and the 2007 outcomes against each priority area. Further information on 2007 data for each faculty is set out in the following pages.

Education Priority Areas 2006	2007 outcome
Access and participation rates for students from Low SES backgrounds (at Bundoora), indicating a need for outreach strategies for this student equity group.	Faculty access and participation rates have improved. Bundoora access above state average but Bundoora participation still below sector averages.
Access and participation rates for students from non-English speaking backgrounds, indicating a need for outreach strategies for this student equity group.	Access and participation rates have improved but remain below the sector averages.
Health Sciences Priority Areas 2006	2007 outcome
Access and participation rates for students from Low SES backgrounds (at Bundoora), indicating a need for outreach strategies for this student equity group.	Faculty access rate has fallen, but participation rate has improved. Both rates remain below sector averages at Bundoora but well above sector averages at regional campuses.
Access, participation and Success ratios for students with a non-English speaking background, indicating a need for outreach strategies and additional study support initiatives for these students.	Faculty access, participation and Success ratios have improved, but remain below sector averages on all campuses.
Humanities and Social Sciences Priority Areas 2006	2007 outcome
Access and participation of students from low socio-economic backgrounds	Access rate increased by 2.1% and participation rate increased by 0.2%, however both rates are below sector averages at Bundoora. At all regional campuses rates are well above sector averages.
Access, participation and success of students from non-English speaking backgrounds	Access increased by 0.4% and participation increased by 0.3%, however both rates remain well below sector averages.
Success of students with disabilities.	Success ratio increased but is still below sector averages at Bundoora.
Law and Management Priority Areas 2006	2007 outcome
Access, participation, retention and Success ratios for students from non-English speaking backgrounds.	Improved for all four NESB indicators, but below sector averages at Bendigo, Shepparton and Mildura.
Success for students from rural areas (Shepparton campus).	Shepparton Success ratio for rural students has greatly improved and is now well above sector average.
Science, Technology and Engineering Priority Areas 2006	2007 outcome
Success for NESB students at Bundoora campus, indicating a need for additional study support initiatives for this group of students.	Success has improved for Faculty and is close to sector average on all campuses.
Access and participation of women in engineering, indicating a need for outreach strategies for this group of students.	Access rate has decreased. Participation rate has slightly increased.
Access and participation of women in information technology, indicating a need for outreach strategies for this group of students.	Access and participation rates have decreased.

Low SES Students 2007 All Faculties



	Ed.	HthSci	H&SS	L & M	ST&E	All LTU	StateAv 07	Nat Av 07
Access (%)	22.5	14.1	17.3	16.4	18.7	17.1	12.9	15.9
Participation (%)	23.7	14.5	15.7	16.6	19.6	17.6	12.3	15.0
Retention ratio	0.99	1.00	1.05	1.00	1.07	1.02	0.99	0.98
Success ratio	0.99	1.00	0.97	0.96	0.99	0.98	0.97	0.97

Student Nos.

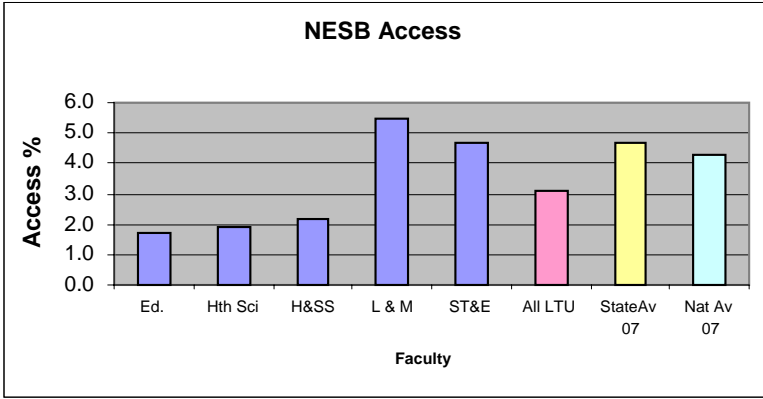
Access	245	350	273	229	248	1347
Participation	505	929	682	813	765	3783

The Access and Participation data indicate that in 2007 the Faculty of Education attracted the highest proportion (22.5%) of commencing students from this low SES background. All Faculties except Health Sciences had commencing and continuing enrolments for Low SES students which were above the sector averages. Health Sciences commences and continuing enrolments were above the state average but just below the national average.

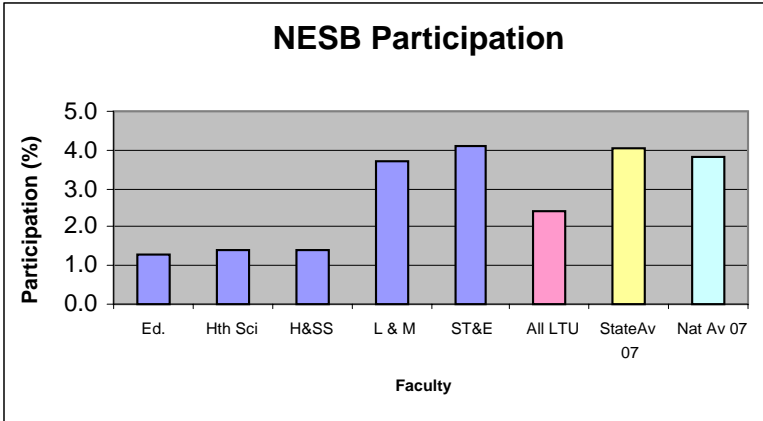
The retention ratio indicates that Low SES students in Humanities and Social Sciences, and in Science, Technology and Engineering, were more likely than other students to persevere with their studies. In Health Sciences and in Law and Management they were just as likely as other students to persevere. These retention levels were above the sector averages. Education was the only Faculty where Low SES students were slightly less likely than other students to remain in their studies, however the retention ratio was still equal to or above the sector averages.

Health Sciences was the only Faculty where Low SES students passed their units of study at the same rate as other students. The Faculty of Science, Technology and Engineering, and the Faculty of Education, had success levels that were only slightly below other students. The only Faculty where success levels fell (just) below the sector averages was Law and Management.

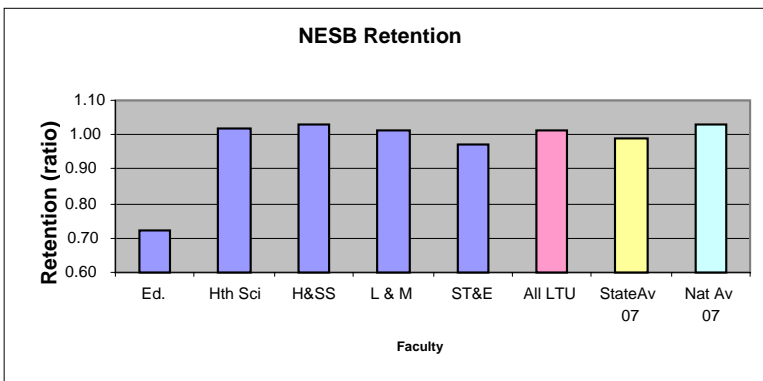
Students from Non English Speaking Background (NESB) 2007 All Faculties



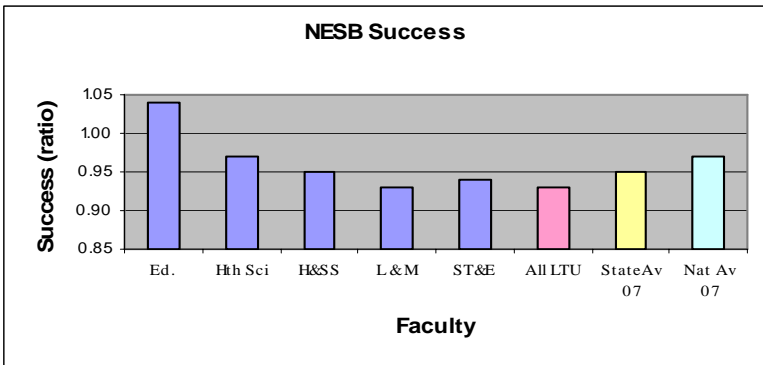
In 2007 the Faculty of Law and Management attracted the highest proportion (5.5%) of commencing students from this equity group, followed by the Faculty of Science, Technology and Engineering (4.7%). The other Faculties were well below sector averages for NESB student access. The two faculties mentioned above were also close to or above sector averages for the number of NESB students enrolled across all years of study.



The access and participation data indicates a need to investigate perceived barriers to NESB student enrolment in education, health sciences and humanities fields.



The retention ratio indicates that NESB students in Health Sciences, Humanities and Social Sciences, and Law and Management, were more likely than other students to persevere with their studies. In these faculties retention levels were above state averages and similar to national averages.



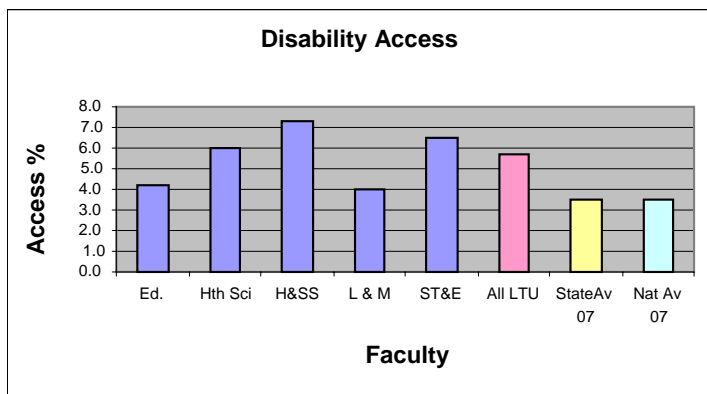
Education was the only Faculty where NESB students were far less likely than other students to remain in their studies, and retention levels were also well below the sector averages. This indicates a need to investigate reasons for the high attrition levels. However those NESB students in the Faculty of Education who did persevere were achieving higher success levels than NESB students in other Faculties.

Health Science and Humanities NESB students had success levels similar to sector averages. The success levels of Law and Management NESB students, and Science, Technology and Engineering NESB students were slightly below sector averages, indicating a need to consider additional study supports for this group of students.

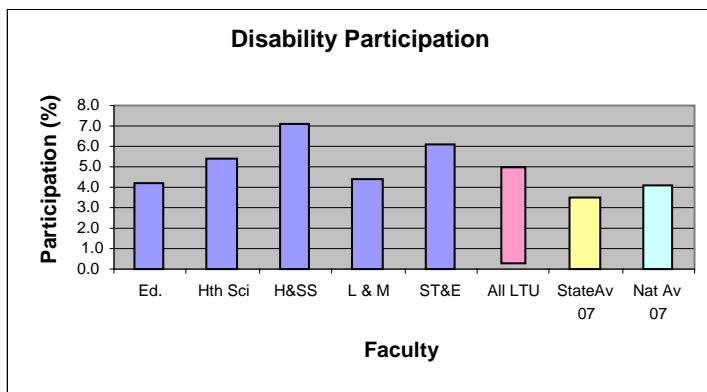
	Ed.	Hth Sci	H&SS	L & M	ST&E	All LTU	StateAv 07	Nat Av 07
Access (%)	1.7	1.9	2.2	5.5	4.7	3.1	4.7	4.3
Participation (%)	1.3	1.4	1.4	3.7	4.1	2.4	4.0	3.8
Retention ratio	0.72	1.02	1.03	1.01	0.97	1.01	0.99	1.03
Success ratio	1.04	0.97	0.95	0.93	0.94	0.93	0.95	0.97

Student Nos.	
Access	19 48 34 77 63 241
Participation	27 92 62 181 159 548

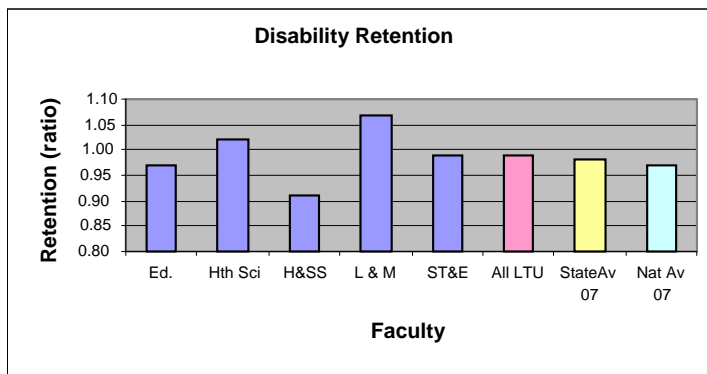
Students with a Disability or Long Term Medical Condition 2007 All Faculties



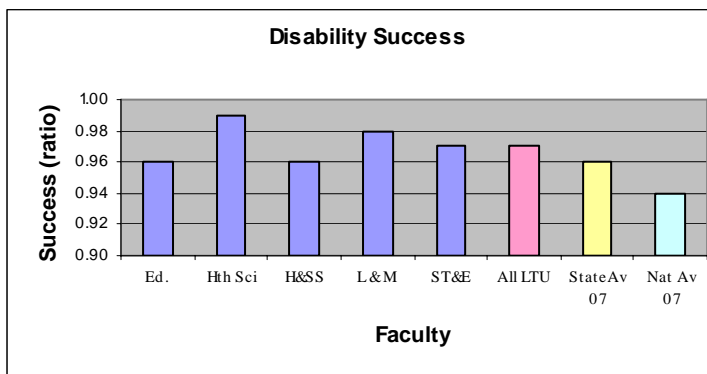
In 2007 the Faculty of Humanities and Social Sciences attracted the highest proportion (7.3%) of commencing students from this equity group, followed by the Faculty of Science, Technology and Engineering (6.5%). The other Faculties were also well above sector averages for access for students with disabilities.



All faculties were also well above sector averages for students with disabilities enrolled across all years of study.



The retention ratio indicates that students with disabilities in Health Sciences, and in Law and Management, were more likely than other students to persevere with their studies. All the faculties except Humanities and Social Sciences had retention levels above the sector averages. This indicates a need to explore reasons for student attrition in the Faculty of Humanities and Social Sciences.

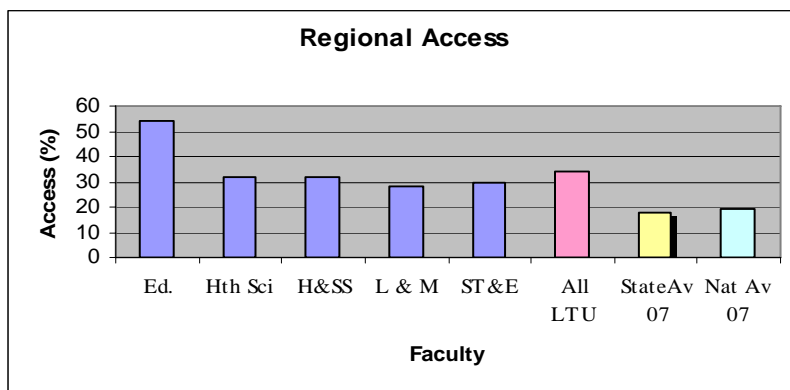


The success ratio indicates a slightly lower level of success for students with disabilities than for other students. The Faculty of Health Sciences had the highest level of success for this group of students, and all faculties had success levels which were above the sector averages.

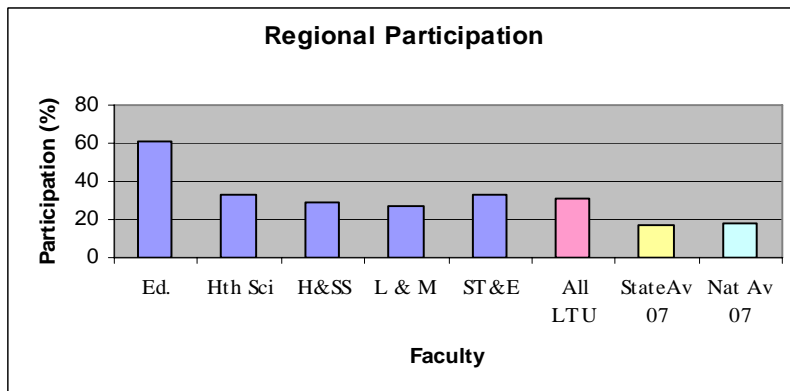
	Ed.	Hth Sci	H&SS	L & M	ST&E	All LTU	StateAv 07	Nat Av 07
Access (%)	4.2	6.0	7.3	4.0	6.5	5.7	3.5	3.5
Participation (%)	4.2	5.4	7.1	4.4	6.1	5.3	3.6	4.1
Retention ratio	0.97	1.02	0.91	1.07	0.99	0.99	0.98	0.97
Success ratio	0.96	0.99	0.96	0.98	0.97	0.97	0.96	0.94

Student Nos.						
Access	46	149	115	56	86	452
Participation	90	346	306	216	238	1205

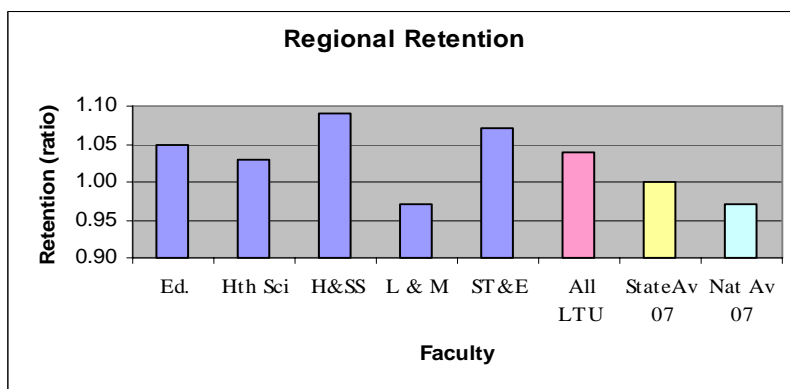
Students from Regional Areas 2007 All Faculties



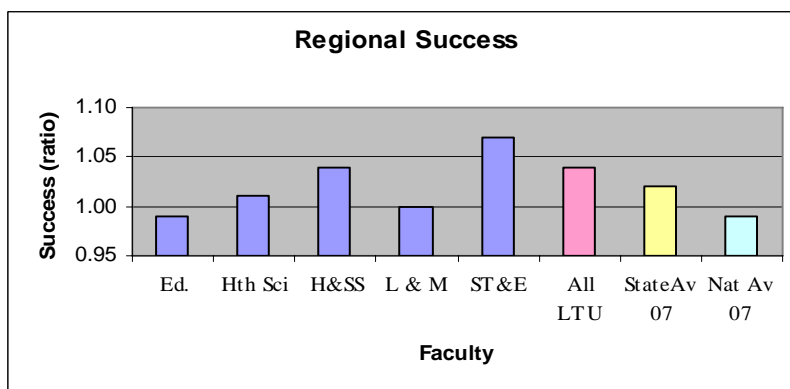
In 2007 the Faculty of Education. attracted the highest proportion (54.1%) of commencing students from this equity group, followed by the Faculties of Health Sciences and Humanities and Social Sciences (each with 32%). The other faculties were also well above sector averages for access for students from regional areas.



All faculties were also well above sector averages for students from regional areas enrolled across all years of study.



The retention ratio indicates that in all faculties except Law and Management, students from regional areas were more likely than other students to persevere with their studies. In Law and Management regional students were not as likely to persevere as other students, however their retention level was still equal to the national average.



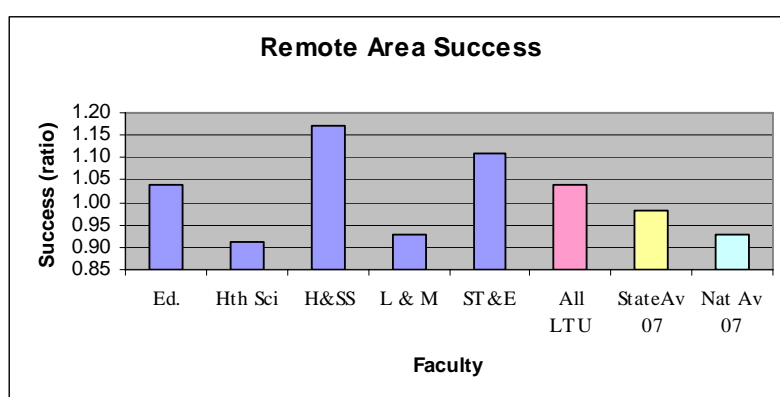
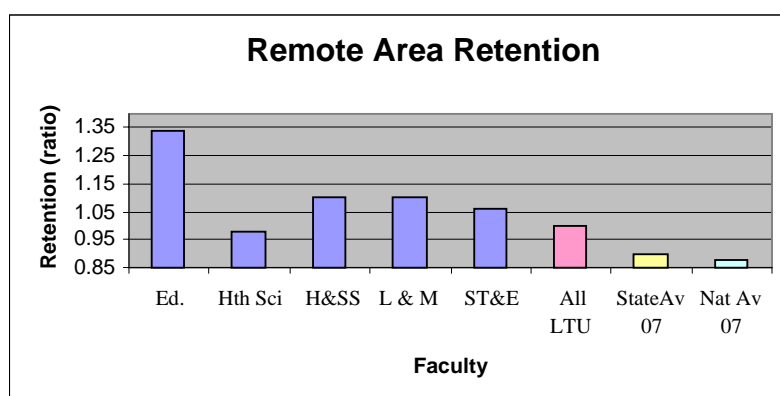
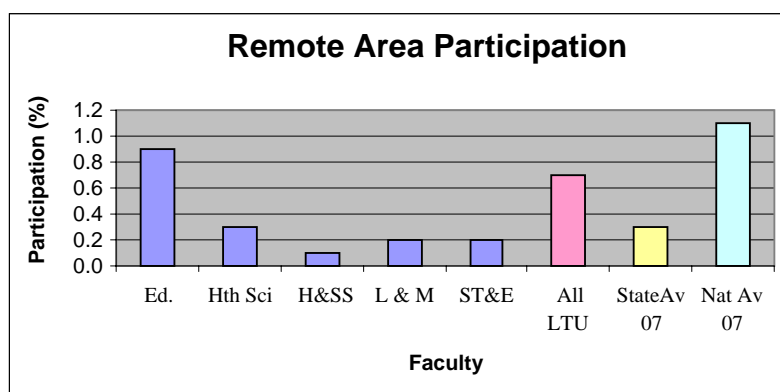
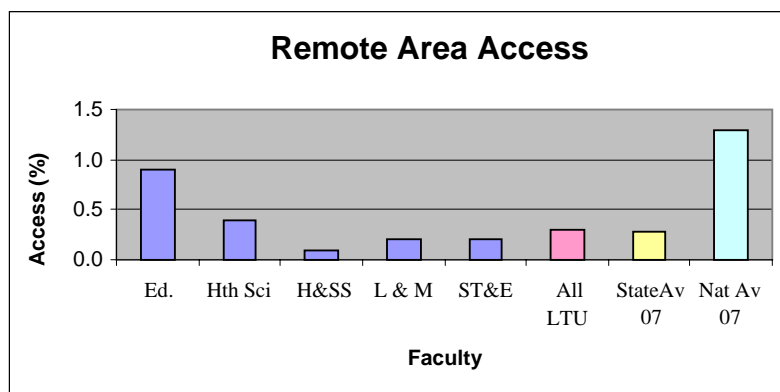
The success ratio indicates that students from regional areas were just as likely, or more likely to succeed in their units of study than other students, except in the Faculty of Education. However this Faculty still had strong levels of success, which equalled the national average.

	Ed.	Hth Sci	H&SS	L & M	ST&E	All LTU	StateAv 07	Nat Av 07
Access (%)	54.1	32.2	32.2	28.2	29.4	34.0	18.1	19.1
Participation (%)	60.6	33.3	29.4	26.7	33.1	30.6	17.2	18.1
Retention ratio	1.05	1.03	1.09	0.97	1.07	1.04	1.00	0.97
Success ratio	0.99	1.01	1.04	1.00	1.07	1.04	1.02	0.99

Student Nos.

Access	588	799	507	394	391	2683
Participation	1293	2129	1277	1309	1292	7427

Students from Remote Areas 2007 All Faculties



In 2007 the Faculty of Education attracted the highest proportion (0.9%) of commencing students from this group. Both the Faculty of Education and Faculty of Health Sciences were above the state average for access and for participation. Other faculties were below the state average. All faculties were below the national average, reflecting the fact that Victoria has less areas designated as 'remote' than the other states.

The high retention ratios indicate that in all faculties except Health Sciences students from remote areas were more likely than other students to persevere with their studies. All faculties had retention levels well above the sector averages.

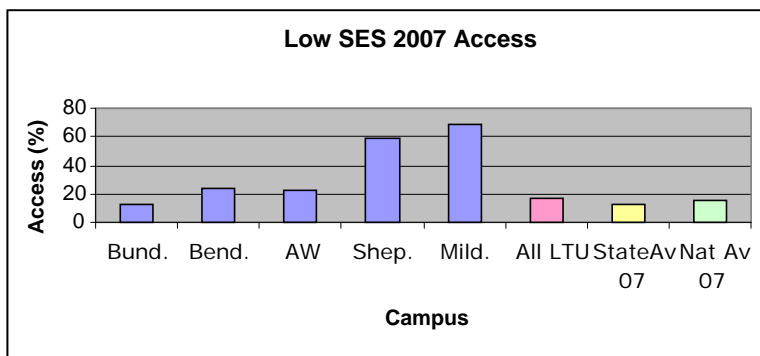
The success ratio indicates that students from remote areas enrolled in the Faculties of Education, Humanities and Social Sciences, and Science, Technology and Engineering were more likely to succeed in their units of study than other students. Although students from remote areas in Health Sciences and in Law and Management were less likely to succeed than other students, they still achieved success levels close or equal to the national average.

	Ed.	Hth Sci	H&SS	L & M	ST&E	All LTU	StateAv 07	Nat Av 07
Access (%)	0.9	0.4	0.1	0.2	0.2	0.3	0.3	1.3
Participation (%)	0.9	0.3	0.1	0.2	0.2	0.7	0.30	1.1
Retention ratio	1.34	0.98	1.10	1.10	1.06	1.00	0.90	0.88
Success ratio	1.04	0.91	1.17	0.93	1.11	1.04	0.98	0.93

Student Nos.

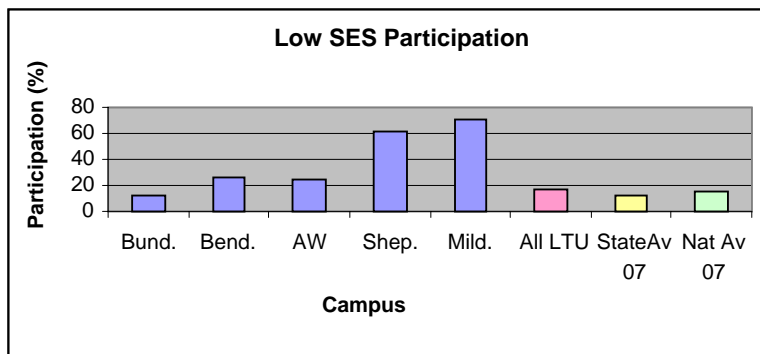
Access	10	10	2	3	2	27
Participation	19	18	6	8	8	78

Low Socio Economic Status (SES) 2007 All Campuses

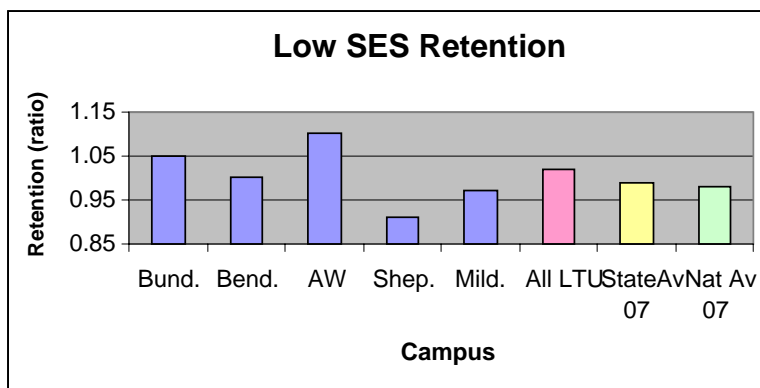


In 2007 there were 17% (1,347) of commencing students and 17% (3,783) of all students at La Trobe from Low SES background.

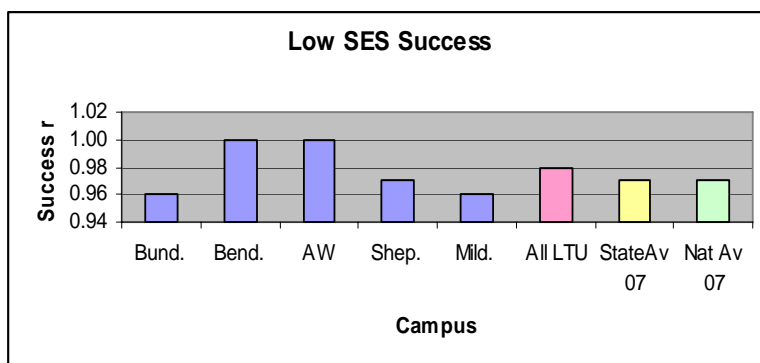
The percentage of Low SES students varied widely at individual campuses, with two regional campuses (Shepparton and Mildura) attracting Low SES students at around four times the national average. In contrast Bundoora Campus had only around 13% of its students drawn from Low SES areas in 2007, which equals the state average but is below the national average.



The retention ratio indicates that Low SES students at Bundoora, and Albury Wodonga were more likely than other students to persevere with their studies, and at Bendigo they were just as likely as other students to persevere. These retention levels were either equal to or above the sector averages.



At Mildura and Shepparton campuses, Low SES students were less likely than other students to persevere with their studies. Retention levels for this group were also below the sector averages indicating a need, particularly at Shepparton, to investigate reasons for the above average attrition.

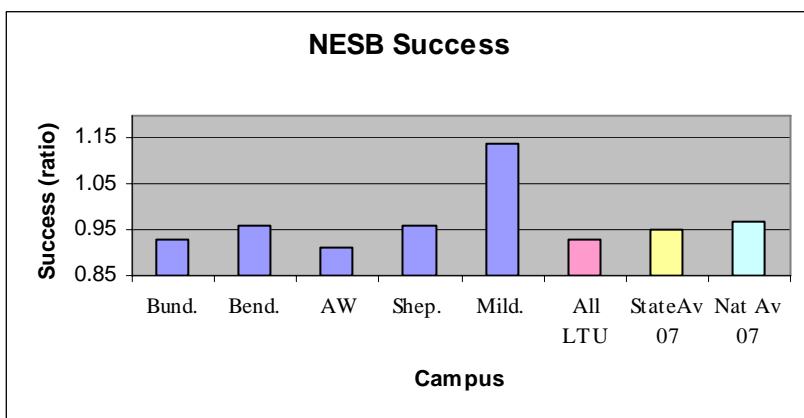
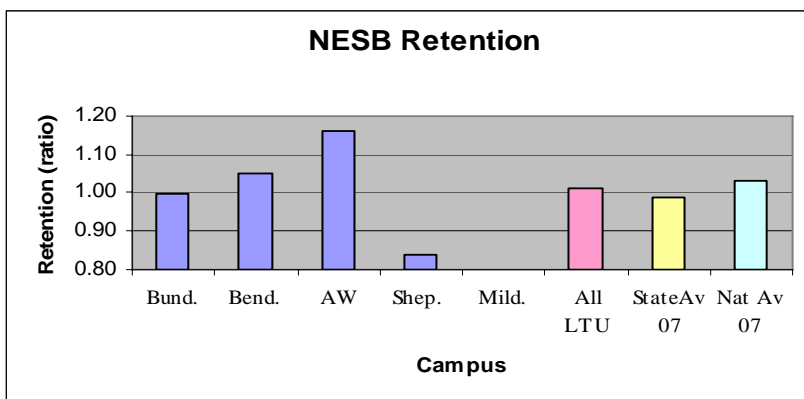
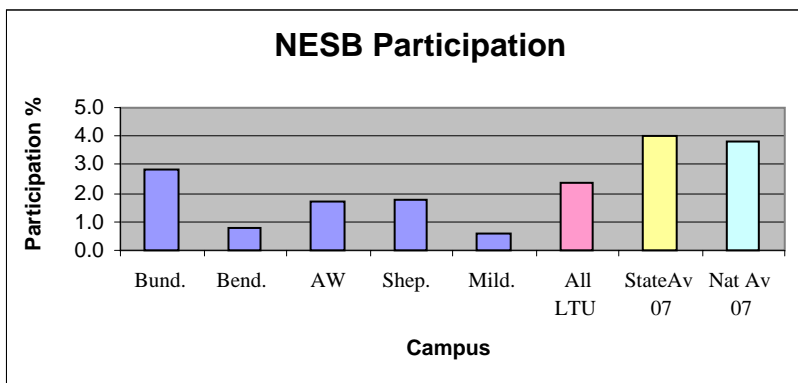
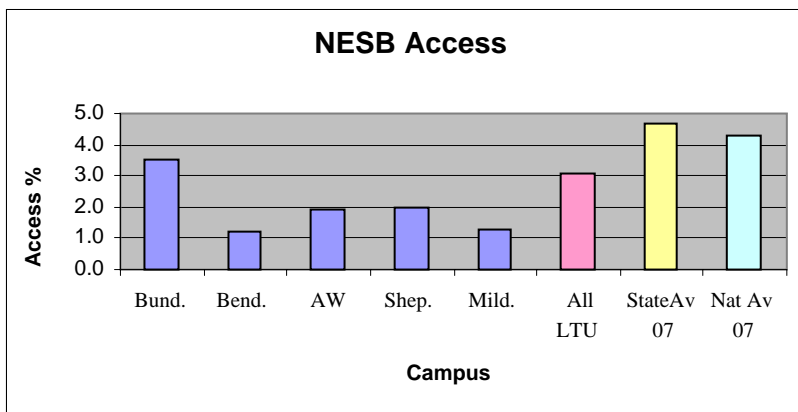


At Bendigo and Albury Wodonga, Low SES students were just as likely as other students to be successful in their studies. However at Bundoora, Shepparton and Mildura Low SES students were slightly less successful at passing their units of study than other students. At Bundoora and Mildura Low SES students' success rates were also slightly less than sector averages.

	Bund.	Bend.	AW	Shep.	Mild.	All LTU	StateAv 07	Nat Av 07
Access (%)	12.80	24.40	21.80	59.50	68.60	17.1	12.9	15.9
Participation (%)	12.90	25.90	25.30	61.70	70.80	16.9	12.3	15.0
Retention ratio	1.05	1.00	1.10	0.91	0.97	1.02	0.99	0.98
Success ratio	0.96	1.00	1.00	0.97	0.96	0.98	0.97	0.97

Student Nos.	
Access	657 337 93 91 109 1347
Participation	1923 992 242 203 225 3783

Students from Non English Speaking Background 2007 All Campuses



In 2007 there were 3.1% (241) of commencing students and 2.4% (548) of all students at La Trobe from non-English Speaking Background. The percentages of commencing and all NESB students were below the state and national average for all La Trobe campuses. This indicates the need to explore if there are any perceived barriers to University entry for this group of students and also indicates a need for greater outreach into migrant communities.

The retention levels indicate that those NESB students who did enrol at Bundoora, Bendigo and Albury Wodonga were just as likely, or more likely, than other students to persevere with their studies. At Shepparton and Mildura NESB student enrolments were very small. Retention of these students at Shepparton was below other campuses and below sector averages. At Mildura it appears no NESB students were retained from 2006 to 2007.

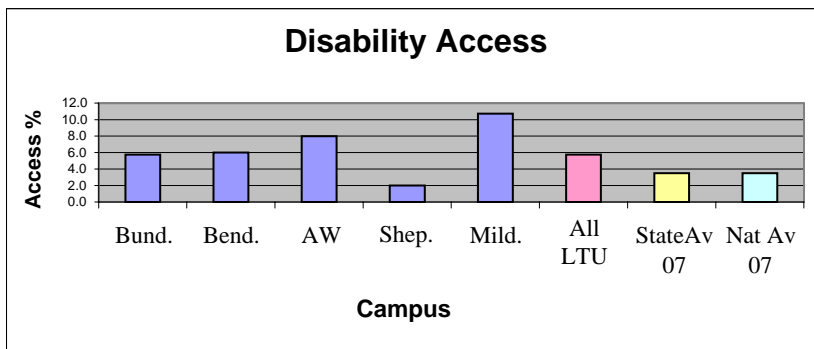
Across all campuses except Mildura, NESB students were less likely than other students to succeed, although at Bendigo and Shepparton success levels were similar to sector averages.

Overall the data indicates a need to consider additional study support initiatives for this group of students.

	Bund.	Bend.	AW	Shep.	Mild.	All LTU	StateAv 07	Nat Av 07
Access (%)	3.50	1.20	1.90	2.00	1.30	3.1	4.7	4.3
Participation (%)	2.80	0.80	1.70	1.80	0.60	2.4	4.0	3.8
Retention ratio	1.00	1.05	1.16	0.84	0.00	1.01	0.99	1.03
Success ratio	0.93	0.96	0.91	0.96	1.14	0.93	0.95	0.97

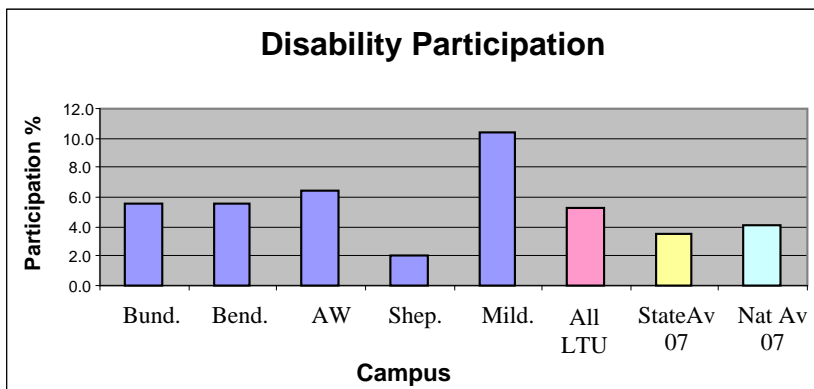
Student Nos.						
Access	292	16	8	3	2	241
Participation	420	29	16	6	2	548

Students with a Disability or Long Term Medical Condition 2007 All Campuses

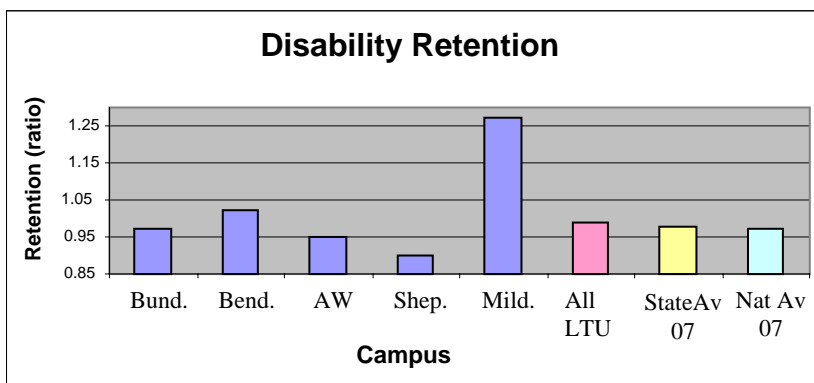


In 2007 there were 5.7% (452) of commencing students and 5.3% (1,205) of all students at La Trobe with a Disability or Long Term Medical Condition.

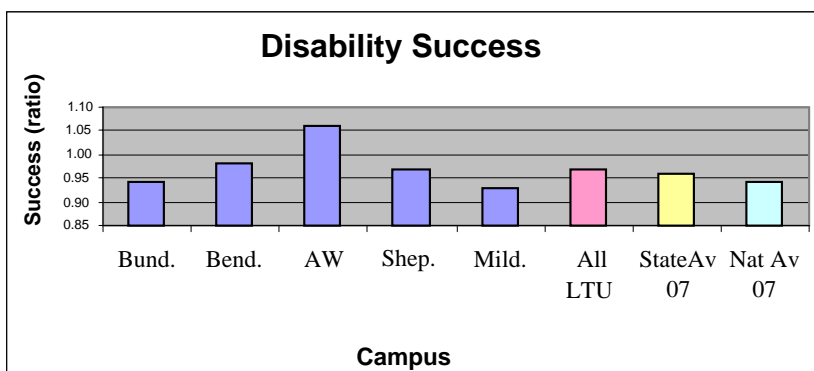
The percentage of commencing students with a disability was above the state and national average in 2007 at Bundoora, Bendigo and Albury-Wodonga campuses.



The percentage of all enrolled students with a disability was also above the state and national average for all campuses except Shepparton.



The retention ratio indicates that students with a disability at Bendigo and Mildura were just as likely, or more likely, than other students to persevere with their studies. At Bundoora, Albury-Wodonga and Shepparton these students were slightly less likely than other students to persevere, however the ratio was around the sector averages at Bundoora.



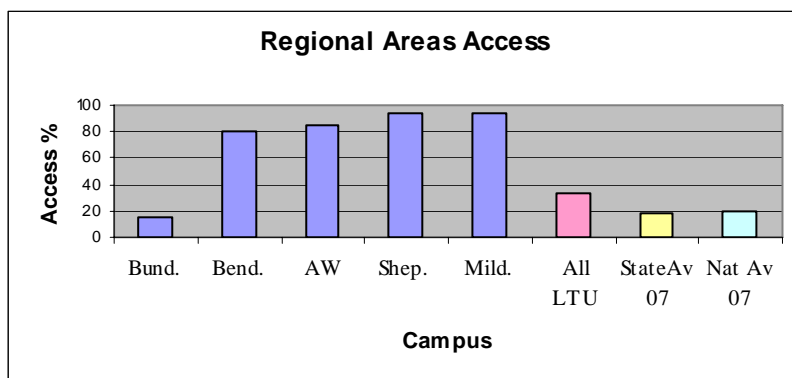
The success ratio indicates that this group of students were slightly less likely than other students to succeed in their studies at all campuses except Albury-Wodonga. However success levels were around or above sector averages at all campuses.

	Bund.	Bend.	AW.	Shep.	Mild.	All LTU.	StateAv 07	Nat Av 07
Access (%)	5.8	5.90	8.0	2.0	10.7	5.7	3.5	3.5
Participation (%)	5.6	5.60	6.5	2.1	10.4	5.3	3.6	4.1
Retention ratio	0.97	1.02	0.95	0.90	1.27	0.99	0.98	0.97
Success ratio	0.94	0.98	1.06	0.97	0.93	0.97	0.96	0.94

Student Nos.

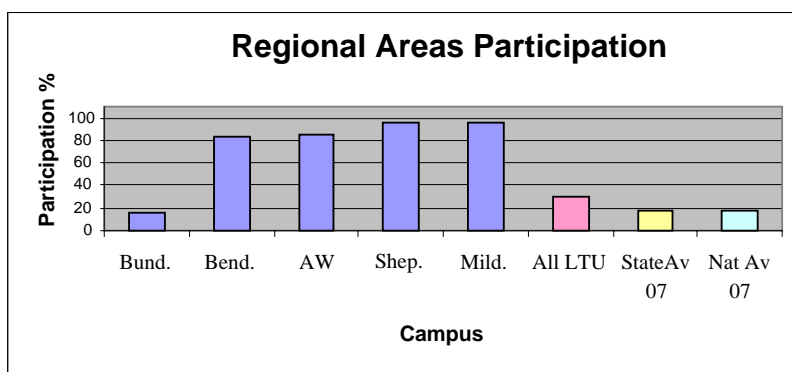
Access	296	81	34	3	17	452
Participation	838	213	62	7	33	1205

Students from Regional Areas 2007 All Campuses

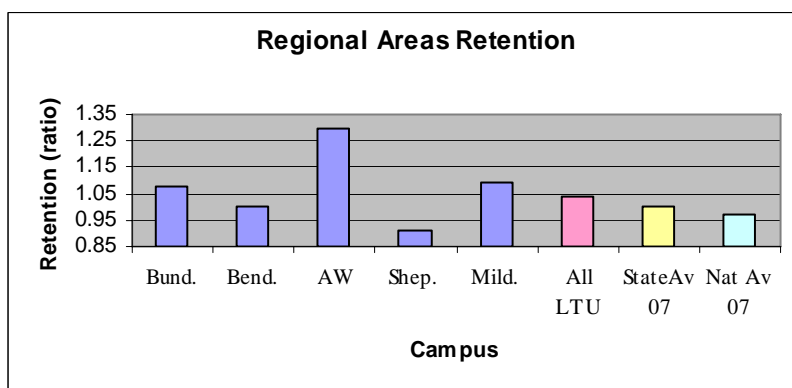


In 2007 there were 34% (2,683) of commencing students and 30.6% (7,427) of all students at La Trobe University who came from regional areas.

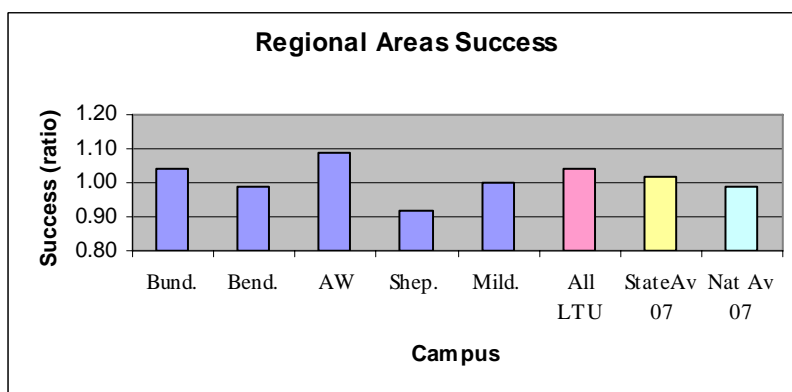
As would be expected, the percentage of commencing and all students from regional areas was well above the sector averages at all the regional campuses. At Bundoora campus the level was below the state and national average, indicating that many rural students prefer to attend a regional campus.



The retention ratio indicates that at Bundoora, Albury-Wodonga and Mildura regional students were more likely than other students to persevere with their studies, and at Bendigo they were just as likely as other students to persevere. The retention level was also above the state and national average on all campuses except Shepparton, indicating the need to consider additional support strategies at Shepparton campus.



The success ratio indicates that rural students at Bundoora, Albury-Wodonga and Mildura were equally likely, or more likely than other students to succeed in their studies. Regional students at Bendigo were slightly less likely than other students to succeed, however they were still equal to the national average.



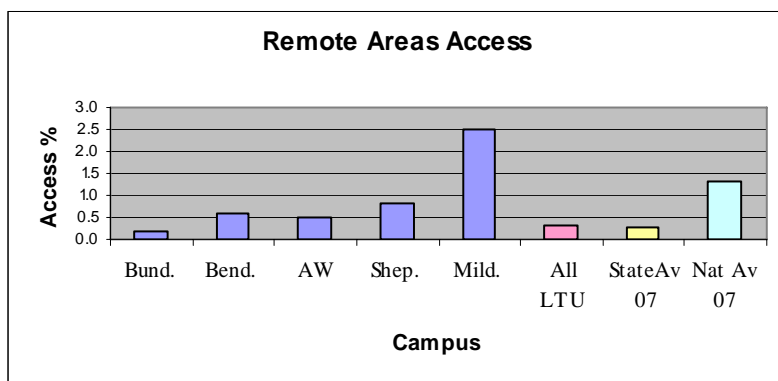
At Shepparton campus, regional students were less likely to succeed than non-regional students, and the success level at Shepparton was also below the state and national average, again indicating a need to consider additional study support initiatives for these students.

	Bund.	Bend.	AW	Shep.	Mild.	All LTU	StateAv 07	Nat Av 07
Access (%)	15.8	80.20	84.8	93.4	93.7	34.0	18.1	19.1
Participation (%)	16.4	83.60	85.2	95.7	95.3	30.6	17.2	18.1
Retention ratio	1.08	1.00	1.30	0.91	1.09	1.04	1.00	0.97
Success ratio	1.04	0.99	1.09	0.92	1.00	1.04	1.02	0.99

Student Nos.

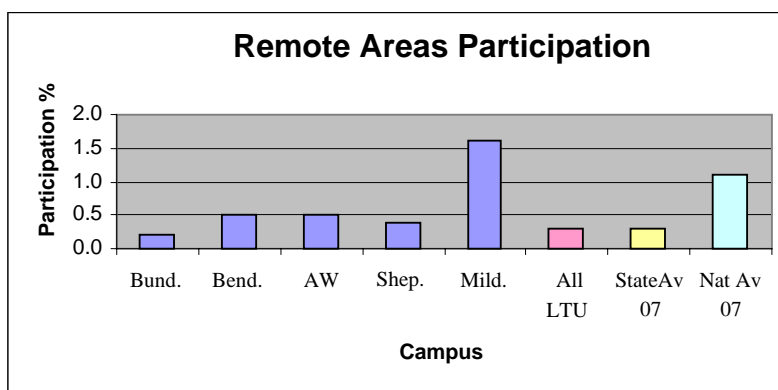
Access	807	1107	361	143	149	2683
Participation	2451	3209	815	315	303	7427

Students from Remote Areas 2007 All Campuses



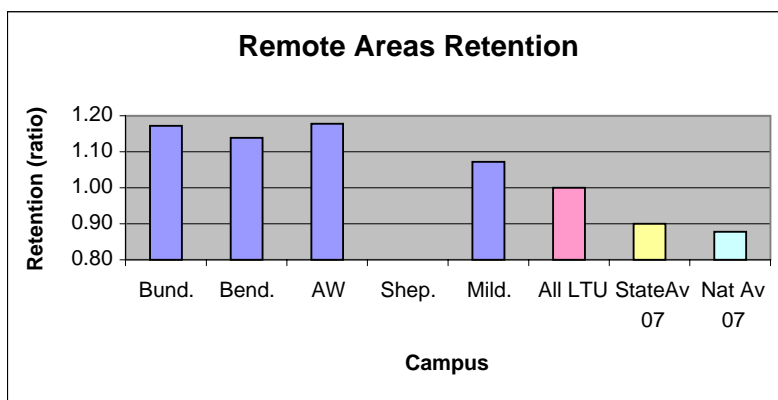
The state averages for access and participation for this student group are low, reflecting the fact that Victoria has less areas designated as 'remote' than the other states.

In 2007 there were 0.3% (27) of commencing students and 0.3% (78) of all students at La Trobe University from Remote Areas.

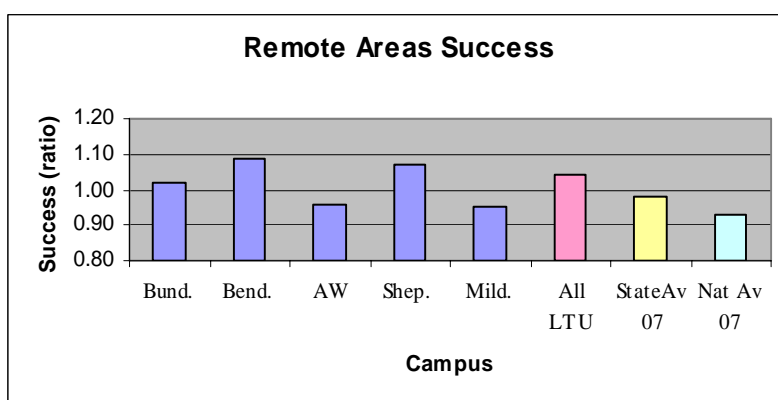


The percentages of commencing and all students from remote areas were very low at Bundoora campus, but above the state average at all regional campuses.

The retention ratio indicates that students from remote areas were more likely to persevere in their studies than other students. Retention levels were well above the sector average for all campuses except Shepparton.



The success ratio indicates that students from remote areas studying at Bundoora, Bendigo and Shepparton were more likely to succeed in their studies than other students. At Albury Wodonga and Mildura these students were less likely to succeed than other students, however the success level was still above the national average.



	Bund.	Bend.	AW	Shep.	Mild.	All LTU	StateAv 07	Nat Av 07
Access (%)	0.2	0.60	0.5	0.80	2.5	0.3	0.3	1.3
Participation (%)	0.2	0.50	0.5	0.40	1.6	0.3	0.30	1.1
Retention ratio	1.17	1.14	1.18	n/a	1.07	1.00	0.90	0.88
Success ratio	1.02	1.09	0.96	1.07	0.95	1.04	0.98	0.93

Student Nos.						
Access	8	9	2	1	4	27
Participation	24	19	4	1	5	78

Gender and Field of Education 2007

The table below shows commencing and total enrolments by fields of education where one gender has less than 25% enrolments.

Women are under-represented in the field of Information Technology at La Trobe and nationally. The national participation rate of women in 2006 was 19.3% in 2006, indicating La Trobe is well below the national rate for women in this field.

Women are also under-represented in the field of Engineering at La Trobe and nationally. The national participation rate of women in 2006 was 15.3%, indicating La Trobe is only attracting women to this field at around half the national rate. The Faculty of Science, Technology and Engineering has attempted to address these low rates of enrolment through outreach programs and collaborations with high schools.

Men are under-represented in the Health Sciences at La Trobe. The national participation rate for men in Health Sciences was 27.1% in 2006, indicating La Trobe is well below the national rate for men in this field.

Field of Education	Access %		Student No.	Participation %		Student No.
	Females	Males		Females	Males	
Information Technology	14.6		21	13.3		63
Engineering	9.7		10	8.8		35
Health		16.9	348		17.3	1105

Equity Groups by Faculty at each Campus

This year's report introduces the analysis of student equity group performance for each Faculty on each La Trobe campus. This information is presented in the tables on the following pages, and any areas where performance is well below the sector averages have been highlighted in green. These tables indicate that all Faculties have achieved positive outcomes for most equity groups across most campuses, and those areas requiring further attention are discussed below. Funding is available from the Higher Education Equity Support Program (HEESP) to assist Faculties in addressing these areas in future years.

The Faculty of Education has retention levels well below average for Low SES students at Albury-Wodonga and Shepparton campuses; for NESB students at Bundoora campus; for students with a disability at Bundoora and Albury-Wodonga campuses, and for regional students at Shepparton and Mildura campuses. Enrolments for NESB students in this Faculty at Bendigo, Albury-Wodonga and Mildura also require attention.

The Faculty of Health Sciences has NESB student enrolments well below average at most campuses, and also NESB success levels at Albury-Wodonga.

The Faculty of Humanities and Social Sciences has low NESB student enrolment levels at all campuses and disability enrolments at Shepparton are also well below average. At Shepparton retention levels for Low SES students also require attention, as well as success levels for regional students.

The Faculty of Law and Management has low NESB student enrolment levels at Bendigo, Shepparton and Mildura and low enrolments from students with a disability at Shepparton. Retention levels are below average for NESB students at Bendigo and for regional students at Shepparton. Success levels are below average for NESB students at Shepparton, and students with a disability at Mildura.

The Faculty of Science, Technology and Engineering has low NESB student enrolments levels at Bendigo and Albury-Wodonga, and lower than average retention levels for students with a disability at Bendigo.

FACULTY OF EDUCATION

Low SES 2007

	Bund.	Bend.	AW	Shep.	Mild.	All LTU	StateAv 07	Nat Av 07
Access (%)	13.6	25.4	19.1	43.5	66.0	17.1	12.9	15.9
Participation (%)	11.9	28.1	17.9	44.9	64.4	16.9	12.3	15.0
Retention ratio	1.36	0.97	0.74	0.37	0.82	1.02	0.99	0.98
Success ratio	1.01	1.00	0.97	1.00	0.95	0.98	0.97	0.97

Student Nos.

Access	60	113	21	20	31
Participation	81	338	26	22	38

NESB 2007

	Bund.	Bend.	AW	Shep.	Mild.	All LTU	StateAv 07	Nat Av 07
Access (%)	3.9	0.0	0.0	4.3	0.0	3.1	4.7	4.3
Participation (%)	3.2	0.2	0.0	4.1	0.0	2.4	4.0	3.8
Retention ratio	0.84	1.15	n/a	0.00	0.00	1.01	0.99	1.03
Success ratio	1.02	1.05	0.00	1.02	0.00	0.93	0.95	0.97

Student Nos.

Access	17	0	0	2	0
Participation	22	3	0	2	0

Disability 2007

	Bund.	Bend.	AW	Shep.	Mild.	All LTU	StateAv 07	Nat Av 07
Access (%)	3.0	5.4	4.5	2.2	6.4	5.7	3.5	3.5
Participation (%)	3.1	4.7	4.1	4.1	6.8	5.3	3.6	4.1
Retention ratio	0.84	1.05	0.69	0.00	0.00	0.99	0.98	0.97
Success ratio	1.02	0.94	0.91	1.02	1.06	0.97	0.96	0.94

Student Nos.

Access	13	24	5	1	3
Participation	21	57	6	2	4

Regional Areas 2007

	Bund.	Bend.	AW	Shep.	Mild.	All LTU	StateAv 07	Nat Av 07
Access (%)	11.5	80.5	87.4	82.3	97.2	34.0	18.1	19.1
Participation (%)	12.3	81.5	90.5	83.4	97.7	30.6	17.2	18.1
Retention ratio	1.10	1.01	tba	0.63	0.60	1.04	1.00	0.97
Success ratio	1.00	1.01	0.98	0.98	0.95	1.04	1.02	0.99

Student Nos.

Access	50	358	96	38	46
Participation	83	980	131	41	58

Remote Areas 2007

	Bund.	Bend.	AW	Shep.	Mild.	All LTU	StateAv 07	Nat Av 07
Access (%)	0.2	1.40	0.9	2.50	0.0	0.3	0.3	1.3
Participation (%)	0.3	1.20	0.7	2.40	0.0	0.3	0.30	1.1
Retention ratio	12.85	1.15	0.00	0.00	1.48	1.00	0.90	0.88
Success ratio	1.02	1.05	1.02	0.98	1.02	1.04	0.98	0.93

Student Nos.

Access	1	6	1	1	0
Participation	2	14	1	1	0

FACULTY OF HEALTH SCIENCES

Low SES 2007

	Bund.	Bend.	AW	Shep.	Mild.	All LTU	StateAv 07	Nat Av 07
Access (%)	10.9	22.9	18.3	56.7	60.6	17.1	12.9	15.9
Participation (%)	10.7	26.0	30.1	60.4	67.2	16.9	12.3	15.0
Retention ratio	1.00	0.97	1.17	0.86	0.87	1.02	0.99	0.98
Success ratio	1.00	1.00	1.02	0.95	0.96	0.98	0.97	0.97

Student Nos.

Access	156	90	19	17	20
Participation	445	245	92	32	41

NESB 2007

	Bund.	Bend.	AW	Shep.	Mild.	All LTU	StateAv 07	Nat Av 07
Access (%)	1.9	1.0	3.8	0.0	0.0	3.1	4.7	4.3
Participation (%)	1.6	0.6	1.6	0.0	0.0	2.4	4.0	3.8
Retention ratio	1.04	1.09	1.35	0.00	0.00	1.01	0.99	1.03
Success ratio	0.96	1.06	0.86	0.00	0.00	0.93	0.95	0.97

Student Nos.

Access	27	4	4	0	0
Participation	66	6	5	0	0

Disability 2007

	Bund.	Bend.	AW	Shep.	Mild.	All LTU	StateAv 07	Nat Av 07
Access (%)	7.1	5.3	8.7	3.3	6.1	5.7	3.5	3.5
Participation (%)	6.0	4.9	6.2	1.9	4.9	5.3	3.6	4.1
Retention ratio	1.00	1.09	0.96	0.00	0.00	0.99	0.98	0.97
Success ratio	0.98	1.00	1.03	1.06	1.14	0.97	0.96	0.94

Student Nos.

Access	102	21	9	1	2
Participation	249	46	19	1	3

Regional Areas 2007

	Bund.	Bend.	AW	Shep.	Mild.	All LTU	StateAv 07	Nat Av 07
Access (%)	18.0	73.9	86.5	93.3	87.0	34.0	18.1	19.1
Participation (%)	19.4	83.3	87.3	96.2	91.1	30.6	17.2	18.1
Retention ratio	1.06	0.95	1.20	tba	1.57	1.04	1.00	0.97
Success ratio	1.02	1.02	1.03	0.94	0.97	1.04	1.02	0.99

Student Nos.

Access	257	290	90	28	29
Participation	810	784	267	51	56

Remote Areas 2007

	Bund.	Bend.	AW	Shep.	Mild.	All LTU	StateAv 07	Nat Av 07
Access (%)	0.3	0.3	0.0	0.0	6.9	0.3	0.3	1.3
Participation (%)	0.2	0.1	0.3	0.0	3.9	0.3	0.30	1.1
Retention ratio	1.12	1.09	1.15	0.00	1.06	1.00	0.90	0.88
Success ratio	0.96	1.06	0.73	0.00	0.98	1.04	0.98	0.93

Student Nos.

Access	4	1	0	0	2
Participation	8	1	1	0	2

FACULTY OF HUMANITIES and SOCIAL SCIENCES

Low SES 2007

	Bund.	Bend.	AW	Shep.	Mild.	All LTU	StateAv 07	Nat Av 07
Access (%)	11.8	27.8	27.9	73.9	70.0	17.1	12.9	15.9
Participation (%)	11.2	24.0	31.1	71.2	70.1	16.9	12.3	15.0
Retention ratio	1.09	0.98	1.26	0.88	1.00	1.02	0.99	0.98
Success ratio	0.95	1.01	1.00	1.02	0.98	0.98	0.97	0.97

Student Nos.

Access	145	59	17	17	35
Participation	389	135	41	42	75

NESB 2007

	Bund.	Bend.	AW	Shep.	Mild.	All LTU	StateAv 07	Nat Av 07
Access (%)	2.4	0.9	1.6	4.3	2.0	3.1	4.7	4.3
Participation (%)	1.6	0.5	0.6	1.7	0.9	2.4	4.0	3.8
Retention ratio	1.06	n/a	n/a	0.71	n/a	1.01	0.99	1.03
Success ratio	0.91	1.16	1.41	1.18	1.17	0.93	0.95	0.97

Student Nos.

Access	29	2	1	1	1
Participation	56	3	1	1	1

Disability 2007

	Bund.	Bend.	AW	Shep.	Mild.	All LTU	StateAv 07	Nat Av 07
Access (%)	6.6	9.4	11.5	0.0	14.0	5.7	3.5	3.5
Participation (%)	6.4	9.8	10.6	1.7	11.2	5.3	3.6	4.1
Retention ratio	0.82	1.09	0.92	0.71	1.59	0.99	0.98	0.97
Success ratio	0.92	1.03	1.29	1.18	1.05	0.97	0.96	0.94

Student Nos.

Access	81	20	7	0	7
Participation	224	55	14	1	12

Regional Areas 2007

	Bund.	Bend.	AW	Shep.	Mild.	All LTU	StateAv 07	Nat Av 07
Access (%)	15.5	91.1	87.2	100.0	93.7	34.0	18.1	19.1
Participation (%)	14.5	88.6	86.6	98.3	95.7	30.6	17.2	18.1
Retention ratio	1.12	1.04	2.41	1.06	1.58	1.04	1.00	0.97
Success ratio	1.05	1.08	1.15	0.85	1.06	1.04	1.02	0.99

Student Nos.

Access	191	193	53	23	47
Participation	504	498	114	58	102

Remote Areas 2007

	Bund.	Bend.	AW	Shep.	Mild.	All LTU	StateAv 07	Nat Av 07
Access (%)	0.1	0.0	0.0	0.0	0.0	0.3	0.3	1.3
Participation (%)	0.1	0.2	0.0	0.0	0.5	0.3	0.30	1.1
Retention ratio	1.08	1.14	1.65	n/a	1.02	1.00	0.90	0.88
Success ratio	1.17	1.16	1.40	0.00	1.02	1.04	0.98	0.93

Student Nos.

Access	1	0	0	0	0
Participation	5	1	0	0	1

FACULTY OF LAW and MANAGEMENT

Low SES 2007

	Bund.	Bend.	AW	Shep.	Mild.	All LTU	StateAv 07	Nat Av 07
Access (%)	11.7	19.6	26.2	68.5	79.3	17.1	12.9	15.9
Participation (%)	12.9	21.5	20.7	63.7	78.4	16.9	12.3	15.0
Retention ratio	1.04	1.04	0.96	0.98	1.02	1.02	0.99	0.98
Success ratio	0.95	0.99	0.98	1.00	0.95	0.98	0.97	0.97

Student Nos.

Access	110	32	17	37	23
Participation	452	112	38	107	69

NESB 2007

	Bund.	Bend.	AW	Shep.	Mild.	All LTU	StateAv 07	Nat Av 07
Access (%)	5.2	2.5	3.1	0.0	3.4	3.1	4.7	4.3
Participation (%)	3.7	1.2	4.9	1.8	1.1	2.4	4.0	3.8
Retention ratio	0.98	0.81	1.19	1.30	n/a	1.01	0.99	1.03
Success ratio	0.94	0.91	0.96	0.83	1.18	0.93	0.95	0.97

Student Nos.

Access	49	4	2	0	1
Participation	129	6	9	3	1

Disability 2007

	Bund.	Bend.	AW	Shep.	Mild.	All LTU	StateAv 07	Nat Av 07
Access (%)	3.4	5.5	3.1	1.9	17.2	5.7	3.5	3.5
Participation (%)	4.4	4.8	2.7	1.8	15.9	5.3	3.6	4.1
Retention ratio	1.04	1.07	1.18	1.29	1.02	0.99	0.98	0.97
Success ratio	1.00	0.92	1.29	1.18	0.70	0.97	0.96	0.94

Student Nos.

Access	32	9	2	1	5
Participation	154	25	5	3	14

Regional Areas 2007

	Bund.	Bend.	AW	Shep.	Mild.	All LTU	StateAv 07	Nat Av 07
Access (%)	11.4	90.8	76.9	100.0	95.7	34.0	18.1	19.1
Participation (%)	11.5	91.0	73.2	98.2	98.1	30.6	17.2	18.1
Retention ratio	1.06	1.00	1.09	0.77	4.32	1.04	1.00	0.97
Success ratio	1.04	1.04	1.02	1.71	1.12	1.04	1.02	0.99

Student Nos.

Access	107	148	50	54	28
Participation	404	473	135	165	86

Remote Areas 2007

	Bund.	Bend.	AW	Shep.	Mild.	All LTU	StateAv 07	Nat Av 07
Access (%)	0.0	0.0	1.5	0.0	4.3	0.3	0.3	1.3
Participation (%)	0.1	0.3	1.3	0.0	1.9	0.3	0.30	1.1
Retention ratio	1.13	1.22	1.18	n/a	0.69	1.00	0.90	0.88
Success ratio	0.72	1.17	1.07	n/a	0.89	1.04	0.98	0.93

Student Nos.

Access	0	0	1	0	1
Participation	2	1	2	0	2

FACULTY OF SCIENCE TECHNOLOGY and ENGINEERING

Low SES 2007

	Bund.	Bend.	AW	All LTU	StateAv 07	Nat Av 07
Access (%)	17.3	25.6	22.1	17.1	12.9	15.9
Participation (%)	18.0	26.2	23.7	16.9	12.3	15.0
Retention ratio	1.06	1.09	1.15	1.02	0.99	0.98
Success ratio	0.98	0.99	1.02	0.98	0.97	0.97

Student Nos.

Access	186	43	19
Participation	556	162	45

NESB 2007

	Bund.	Bend.	AW	All LTU	StateAv 07	Nat Av 07
Access (%)	5.2	3.6	1.2	3.1	4.7	4.3
Participation (%)	4.7	1.8	0.5	2.4	4.0	3.8
Retention ratio	0.98	0.93	1.14	1.01	0.99	1.03
Success ratio	0.95	0.93	0.98	0.93	0.95	0.97

Student Nos.

Access	56	6	1
Participation	147	11	1

Disability 2007

	Bund.	Bend.	AW	All LTU	StateAv 07	Nat Av 07
Access (%)	6.3	4.2	12.8	5.7	3.5	3.5
Participation (%)	6.1	4.9	9.5	5.3	3.6	4.1
Retention ratio	1.04	0.72	1.01	0.99	0.98	0.97
Success ratio	0.95	1.07	0.95	0.97	0.96	0.94

Student Nos.

Access	68	7	11
Participation	190	30	18

Regional Areas 2007

	Bund.	Bend.	AW	All LTU	StateAv 07	Nat Av 07
Access (%)	18.7	70.0	83.7	34.0	18.1	19.1
Participation (%)	21.0	77.7	88.4	30.6	17.2	18.1
Retention ratio	1.09	1.00	1.51	1.04	1.00	0.97
Success ratio	1.06	0.92	1.19	1.04	1.02	0.99

Student Nos.

Access	201	118	72
Participation	649	474	168

Remote Areas 2007

	Bund.	Bend.	AW	All LTU	StateAv 07	Nat Av 07
Access (%)	0.1	0.6	0.0	0.3	0.3	1.3
Participation (%)	0.2	0.2	0.0	0.3	0.30	1.1
Retention ratio	1.07	1.12	n/a	1.00	0.90	0.88
Success ratio	1.11	1.11	n/a	1.04	0.98	0.93

Student Nos.

Access	1	1	0
Participation	7	1	0

Appendix 1: Definitions of Equity Groups

The Department of Education, Employment and Workplace Relations (DEEWR) monitors equity measures for the following groups identified as being historically disadvantaged in relation to higher education:

People from low socio-economic status backgrounds (low SES)

Higher education students from low socio-economic status backgrounds (low SES) are defined as those whose permanent home-address postcodes are within the lowest 25% of postcodes in Australia, measured according to the Australian Bureau of Statistics' Socio Economic Indexes for Areas (SEIFA) 2006.

People from non-English speaking backgrounds (NESB)

Non-English speaking backgrounds students are defined as those domestic students who arrived in Australia within the previous ten years, and speak a language other than English at home.

People with disabilities

Higher Education students with disabilities are defined as those who answered 'yes' on student enrolment forms to the question 'Do you have a disability, impairment or long term medical condition which may affect your studies?' It is important to note that there may in fact be more students with a disability at La Trobe University than are indicated by this measure. There are students who do not wish to identify because of the negative stigma associated with disability.

People from regional

Higher education students from regional areas are defined according to the McEETYA postcode concordance file 2006.

People from remote areas

Higher education students from remote areas are defined according to the McEETYA postcode concordance file 2006.

Gender inequality

DEEWR requires universities to monitor and report on fields of education where there appears to be a gender inequality or imbalance. In previous years women in the non-traditional fields of information technology, and engineering, and women in higher degrees, have been monitored at La Trobe. Women in higher degrees have now surpassed 50% of enrolments and are no longer monitored. This year's report includes some details of males enrolled in Health Sciences. All areas of study will continue to be monitored for gender inequality by the Equality and Diversity Centre and any other fields of education where enrolments for one gender fall below 25% will be reported in future years.

Aboriginal and Torres Strait Islanders.

Those who answered 'yes' to the question 'Are you an Aboriginal or Torres Strait Islander' on enrolment forms. Note that at La Trobe University this area is monitored separately by the Director of Indigenous Education, and is thus not included in this report.

Appendix 2: La Trobe University Equity Grants 2007

Project title	Project summary
'A project to subsidise transport for under-represented students to attend Open Day at the Bendigo Campus'	The project is designed to enable senior secondary students in rural/isolated areas, and from low SES backgrounds, to attend Open Day at the Bendigo Campus by providing them with subsidised transport to and from the event. Participating students will subsequently be tracked through the inquiry management system and their feedback delivered to the Office from Prospective Students (OPS) to inform the future recruitment of prospective students from these areas.
'Improving scientific writing skills of students from a non-English speaking background in first year Biology'	This collaborative project seeks to address and redress an issue that is problematic in the areas of education and equity. Our observations show that students from Non English Speaking Backgrounds (NESB) are significantly disadvantaged by inadequate English writing skills. The aim is to improve the scientific writing skills of first year NESB students through the development and implementation of an integrated First Year program.
Production of a subtitled, online virtual tours (Melbourne Wildlife Sanctuary, Melbourne Botanic Gardens) (aiding hearing, mobility impaired and NESB students)'	The project will provide a subtitled, online (via WebCT) virtual tour as a learning aid to supplement field excursions for first year Plant Sciences (BIO1PS) students. The project will provide an online map with links to photos and video of plants on the tour. The online virtual tour will be subtitled to aid in the understanding of the descriptions of the plants presented and enable students to revisit the site at their own pace.
'E-Mentoring to inspire female secondary school students to proceed to study and careers in Information Technology and Engineering'	The project involves an e-Mentoring program where female university students and alumni working in Information Technology and Electronic Engineering, serve as mentors for female secondary school students in years 10, 11 and 12. The aim of the project is to encourage participation of women in fields of Information Technology or Electronic Engineering.
'A pilot transition program for first year students attending the Shepparton Campus (predominantly rural and low SES students)'	This project will provide a structured transition program and also make provision for addressing identified challenges facing particular equity groups. Using a variety of teaching and learning approaches the program will focus on necessary requirements for university study e.g. computer and communication skills. Shepparton-specific materials particularly a CD will be developed to complement face to face delivery and assist student learning.

'Remote Access to Information Project - providing information on University student support services to students in rurally isolated areas of southern NSW'	To improve access for HSC students from isolated areas of south western NSW by the provision of accessible information on the internet about the student accommodation and support services available at Albury-Wodonga campus. Students and their parents will then be in a better position to make informed decisions about enrolling and studying at the campus.
'Albury Wodonga Travel and Accommodation Subsidy Scheme for rural and low SES students'	This project will provide a transport and accommodation subsidy to Career Advisers in targeted remote high schools of the Albury Wodonga catchment area. It will also offer a travel subsidy to targeted high schools from Low SES or rural areas in Albury Wodonga catchment to encourage prospective student attendance at on-campus activities.
'Travel Subsidy Scheme for Bundoora catchment areas to assist rural and low SES students'	This project will target rural and Low SES high schools that are participating in the pilot program 'Schools Access La Trobe' for underrepresented schools. The travel subsidy aims to encourage prospective student attendance at on-campus activities.
'Staying the Course: the importance of social and structural networks for NESB students' achieving positive outcomes in a regional campus'	Exploratory research to investigate ways of identifying barriers, providing pathways to university and supporting NESB students studying at a small regional campus (Albury-Wodonga).
'Migrating to Uni: Developing a support network for NESB students at Bundoora campus'	The aim of this project is to strengthen the capacity of the University community to respond to the needs of NESB students through enhanced staff awareness of the challenges faced by NESB students; the development of clear and comprehensive pathways to support NESB students; and the identification and development of targeted support activities for future implementation.
'Student Engagement Initiatives in association with the Mildura Students' Association'	This project seeks to increase student engagement of rural and low SES students at Mildura campus, via orientation, transition, social and sporting programs.
'Health and wellness in the context of sexuality and relationship'	This project aims to assist equity group students living in University residential colleges to improve their understanding of sexuality and sexual health and safety.