# Contents

<table>
<thead>
<tr>
<th>CONTENTS</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCING CHEEDR</td>
<td>4</td>
</tr>
<tr>
<td>STAFF</td>
<td>5</td>
</tr>
<tr>
<td>DIRECTOR’S REPORT</td>
<td>9</td>
</tr>
<tr>
<td>STRATEGIC PLAN</td>
<td>10</td>
</tr>
<tr>
<td>HIGHER EDUCATION PARTICIPATION AND PARTNERSHIPS PROGRAM (HEPPP)</td>
<td>11</td>
</tr>
<tr>
<td>INSTITUTIONAL STRATEGIES AND SUPPORT</td>
<td>13</td>
</tr>
<tr>
<td>INTERNAL RESEARCH</td>
<td>15</td>
</tr>
<tr>
<td>RECENT COMPETITIVE GRANTS</td>
<td>19</td>
</tr>
<tr>
<td>RESEARCH PROJECTS</td>
<td>21</td>
</tr>
<tr>
<td>KEYNOTE AND POLICY PRESENTATIONS</td>
<td>27</td>
</tr>
<tr>
<td>PUBLICATIONS</td>
<td>30</td>
</tr>
<tr>
<td>ACRONYM LIST</td>
<td>33</td>
</tr>
</tbody>
</table>
Introducing CHEEDR

Vision

The Centre for Higher Education Equity and Diversity Research (CHEEDR) informs University strategies for improving the access, achievement and outcomes of under-represented students. The Centre has a particular focus on students from low socio-economic status (SES) backgrounds, and has responsibility for the oversight and reporting of the Higher Education Participation and Partnerships Program (HEPPP). CHEEDR is situated in the Student Equity division at La Trobe University.

Objectives

- Develop research and policies that help the University to improve the access, achievement, and outcomes of under-represented students, consistent with strategic objectives and targets.
- Oversee and coordinate the University’s major student equity funding (HEPPP), ensuring strategic fit, efficacy, evaluation, and strategic relevance of all projects.
- Increase the public profile and reputation of the University by producing, publishing and circulating research and evaluation findings on student equity in higher education.
- Support the operations of the Colleges through the provision of specific analysis and reports as required.
- Build research and evaluative capacity, communication, and collaboration within the University in the area of student equity.
- Demonstrate national and international leadership through securing external competitive research grants and influencing public policy on student equity in higher education.
Staff

**Professor Andrew Harvey**
Director
BA (Hons) Melb.,
PhD Melb
Professor Andrew Harvey is Executive Director, Student
Equity and Director of the
Centre for Higher Education Equity and Diversity Re-
search (CHEEDR). Andrew has published widely in
areas of higher education policy, including issues of
access, student retention, regionality, international
student equity and the experiences of care leaver
and new migrant students. He is lead editor of ‘Stu-
dent Equity in Australian Higher Education: Twenty-
five years of A Fair Chance for All’ (Springer, 2016).

**Lisa Andrewartha**
Senior Adviser, Research &
Strategy
BAppSc (Hons) RMIT
Lisa has managed a broad
range of research projects
designed to improve student
equity in higher education. Lisa’s recent research
publications have focussed on: students from low
socio-economic status backgrounds; care leavers in
higher education; outcomes of tertiary enabling pro-
grams; employability in higher education; postgradu-
ate student equity; and military veterans in higher ed-
ucation.

**Hannah Beattie**
HEPPP Coordinator
BA (Hons) La Trobe
Hannah is La Trobe’s HEPPP
Coordinator and also provides
project support for the Cen-
tre’s research and implementa-
tion activities. She has a Bachelor of Arts (Sociol-
ogy and French) from La Trobe University and re-
cently completed her Honours thesis on sole parents
in Australian higher education. In 2020, Hannah as-
sisted with the development of La Trobe’s first Stu-
dent Equity and Diversity Plan and is a CI on the
NCSEHE project ‘Supporting student parents to suc-
cceed in Australian higher education’. Hannah also
provided research, operational, and project officer
support for a number of the Centre’s projects.

**Beni Cakitaki**
Senior Research Officer (Data
Analytics)
BPPE La Trobe
Beni Cakitaki is a Senior
Research Officer in CHEEDR,
with a focus on quantitative
methods. His research inter-
est includes Australian and international higher edu-
cation policy, policy and program evaluation, causal
inference, predictive analytics, student success and
retention, and the political philosophy of education.
Prior to his position at CHEEDR Beni worked as a re-
search assistant for Andrew Norton at the Grattan
Institute.
Dr Catherine Gao  
Senior Research Officer

BA (Hons) Peking University, (China),  
M.Ed University of Bristol (UK),  
PhD Melb

Catherine is a Senior Research Officer in CHEEDR. Prior to this position, she was a Research Officer at the Centre for International Research on Education Systems (CIRES), Victoria University, and was the evaluation officer for the ReMSTEP project at the Graduation School of Education, The University of Melbourne. Previously, she was a program manager in the International Office of Nankai University in China. She obtained her Doctoral degree from The University of Melbourne, and her M.Ed. with distinction from University of Bristol and her honours Bachelor degrees from Peking University, China.

Dr Qing Huang  
Senior Research Officer (Data Analytics)

Bachelor of IT (Hons) Deakin University,  
PhD La Trobe

Qing is currently a Senior Research Officer in CHEEDR. After completing her PhD in Business Analytics at La Trobe in 2019, she continues her research in the higher education context at CHEEDR and works on understanding higher education students through data analytics, with the aim to improve student retention and success. Her research interests include: educational data mining, learning analytics, machine learning and business analytics.

Michael Luckman  
Manager, Institutional Research

BSocSc (Hons) La Trobe,  
MPubPol Melb

Michael has extensive experience working on higher education data analysis projects. He has led internal evaluations of La Trobe University’s School Partnerships Program, College of Science Health and Engineering (SHE) outreach programs, and analysis of La Trobe’s equity and teaching and learning performance measures. Michael’s recent research publications have focussed on: re-recruitment of students who have stopped out of higher education; equity within student globalisation activities; care leavers in higher education; predictors of student attrition; and patterns of regional student relocation.

Dr Mark Mallman  
Senior Research Officer

BA Centre College (USA),  
MA La Trobe,  
PhD La Trobe

Mark’s research experience is in the areas of socio-economic mobility, the sociology of higher education, as well as multicultural social relations. Mark has a masters and PhD in sociology. His doctoral research examined the multiple social factors that enable and pose barriers to university participation for mature-age learners and for students from low socio-economic backgrounds. Mark’s recent publications have focussed on working-class university students; mature-age university students; upward social mobility; and multicultural social cohesion.
Sam Ridsdale is a Data Analyst in CHEEDR. After completing a Bachelor of Politics, Philosophy and Economics at La Trobe University, he was awarded an internship at the Centre of Policy Studies at Victoria University, where he gained experience processing data to be used in computable general equilibrium modelling. During this time Sam developed a passion for economic research and policy, particularly where it relates to education and socio-economic inequality. He went on to complete a Bachelor of Commerce (Honours) at Monash University, writing his thesis on the historical effect of higher education qualifications on wage outcomes in Australia.

Maria Rosales
Administration Officer
BIntRel La Trobe

Maria completed a Bachelor of International Relations at La Trobe University. Maria organises the Centre’s seminars and events, and provides administrative and research assistance. She also assists with the Centre’s website, communications, and internal reporting.

Dr Bret Stephenson
Senior Research Fellow
BA Whitworth University (USA), PhD University of Edinburgh

Dr. Bret Stephenson holds a PhD from The University of Edinburgh and currently leads the Centre’s data analytics program. Bret has received three institutional awards in addition to a 2014 OLT Citation for embedding success and retention efforts within the curriculum. His success and retention projects have attracted over $3 million in competitive funding since 2012. He was also the lead author of La Trobe’s Student Success and Retention Strategy, 2016, and oversaw the development and deployment of associated special projects totalling more than $3 million. Bret has research interests in: student success and retention, learning analytics, student equity and participation, and the history of higher education.

Giovanna Szalkowicz
Senior Research Officer and Senior Project Coordinator
BA (Hons) University of San Andrés, MA (Hons) La Trobe

Giovanna has worked across a broad range of research projects designed to improve the access and achievement levels of students who are under-represented in higher education. Giovanna’s recent research publications have focussed on: students from low socio-economic status backgrounds; student re-engagement with higher education; nested courses; equity within student globalisation activities; parents and carers in higher education; university participation of new migrants in regional communities; and employment and education outcomes for Somali Australians.
Naomi Tootell  
Senior Research Officer  
BSc (Hons), BA (Hons) Melb  

Naomi coordinates the program of research and implementation activities that support the Higher Education for Care Leavers Strategy at La Trobe. This includes coordinating La Trobe University’s efforts on the Raising Expectations project, as well as a National Centre for Student Equity in Higher Education (NCSEHE) funded research project examining success and graduate outcomes for university students with an out-of-home care experience. Other CHEEDR research projects that Naomi has worked on include a NCSEHE funded project examining student equity within non-university higher education providers and university-third party arrangements, as well as a National Priorities Pool project investigating the adaptation of tertiary admissions practices to growth and diversity. Naomi is a PhD candidate in sociology at the University of South Australia.

Dr Yujie Wang  
Senior Research Officer (Data Analytics)  
PhD La Trobe, MSc Melb, BE Xiamen University (China),  

Yujie Wang is a Senior Research Officer in CHEEDR. She provides advanced analytics expertise for the institutional management team and conducts research in learning analytics. Yujie was a member of the Research Centre for Data Analytics and Cognition (CDAC) of La Trobe University, where she completed her PhD, focusing on autonomous event knowledge construction from large and dynamic narrative text streams in collaborating digital environments. Her research interests include event knowledge construction and event prediction, machine learning, cognitive machine understanding, application of data analytics especially in higher education, and public opinion modelling and mining.
In 2020 the Centre for Higher Education Equity and Diversity Research supported student equity and diversity during extraordinarily challenging times. In particular, the effects of the COVID-19 pandemic were felt by La Trobe students and the communities we serve, and students from equity groups were particularly affected by the move to online learning and the economic, health, and broader impacts of the pandemic. CHEEDR staff worked not only to continue a program of research and analysis but to support students directly, for example by assisting the University's broader COVID bursary program through a reallocation of staff time and HEPPP funds.

Despite the year’s challenges, the Centre managed to secure external funding for a number of new research projects, focussed on: increasing equity within selective courses and institutions; identifying and supporting student parents in higher education; understanding the completion and graduate outcome patterns of care leaver students; developing principles for inclusive analytics in higher education; and developing a widening participation longitudinal survey. These new projects coincided with research across ongoing external grants and within the institution, with the aim of identifying and supporting marginalised students, and understanding the effects of new policies such as the Job-Ready Graduates (JRG) changes introduced by the Australian Government.

National reports conducted in 2020 highlighted CHEEDR's ongoing sectoral leadership across diverse areas, including supporting military veterans within higher education, raising awareness of challenges confronting new migrant communities at university, and understanding the patterns and causes of deferral and leave of absence within the sector. This latter project represents the first major national analysis of deferral and leave of absence patterns within Australian higher education, and was commissioned by the Australian Government to inform institutional policy and practice. Peer-refereed articles again complemented the Centre’s research agenda, and we were particularly pleased to receive the award for best article in the Journal of Higher Education Policy and Management, for a paper led by Michael Luckman on the outcomes of Bachelor degree non-completers.

Within the University, the Centre continued to oversee Higher Education Participation and Partnerships Program (HEPPP) funds on behalf of the Deputy Vice-Chancellor (Students), and transitioned to the newly created Division of Student Equity. The transition will further enable our staff to inform our widening participation policy and work closely with practitioners and other colleagues. Thanks as always to our dedicated Centre staff and colleagues across the University, who continue to support student equity and diversity in these difficult yet critical times.

Professor Andrew Harvey  
Director, Centre for Higher Education Equity and Diversity Research  
Executive Director, Student Equity
Strategic Plan

The major strategies of the Centre’s 2020 plan include:

1. DEVELOP RESEARCH POLICIES THAT HELP THE UNIVERSITY TO IMPROVE THE ACCESS, ACHIEVEMENT, AND OUTCOMES OF UNDER-REPRESENTED STUDENTS, CONSISTENT WITH STRATEGIC OBJECTIVES AND TARGETS

Research and analysis will include projects examining the efficacy of alternative selection pathways, the profile of the University cohort, the retention, achievement, and completion levels of under-represented students by course and level, and the factors influencing the decisions of prospective students in areas of disadvantage. Members of the Centre will work closely with the Deputy Vice-Chancellor (Students), College Provosts, Director of Student Administration, and staff from Data and Performance Analytics.

2. OVERSEE AND COORDINATE THE UNIVERSITY’S MAJOR STUDENT EQUITY FUNDING (HEPPP)

The Centre will work with the Deputy Vice-Chancellor (Students) to ensure the strategic fit, efficacy, evaluation, and strategic relevance of all projects funded through HEPPP.

3. INCREASE THE PUBLIC PROFILE AND REPUTATION OF THE UNIVERSITY NATIONALLY AND INTERNATIONALLY

Members of the Centre will increase the University’s profile by: publishing their work in recognised journals, academic books, and other fora; hosting international visiting research fellows; developing a media profile and presence; engaging in public policy; and presenting findings at conferences and other public events. Collaboration will be sought with industry, community and educational partners, and external funding will be sought as required. The website will be used to showcase research reports and findings.

4. SUPPORT THE OPERATIONS OF THE COLLEGES AND DIVISIONS

The Centre will support the Colleges and divisions by providing analysis for members as required, responding to specific research requests, and contributing to corporate documents and institutional reports and proposals as needed. Specific requests for analysis and research will also be incorporated into the Centre’s project schedule, in consultation and in line with resource capacity.

5. BUILD RESEARCH AND EVALUATIVE CAPACITY, COMMUNICATION AND COLLABORATION WITHIN THE UNIVERSITY IN THE AREA OF STUDENT EQUITY

Moves to increase collaboration will include the hosting of regular internal seminars and symposia, the use of a research clearing-house as a communication platform for the exchange of information and discussion, and the inclusion of members, affiliates and students into the CHEEDR circle. Findings will be regularly circulated and select staff and students will be invited to contribute to the Centre in a formal capacity.

6. DEMONSTRATE NATIONAL AND INTERNATIONAL LEADERSHIP THROUGH SECURING EXTERNAL COMPETITIVE RESEARCH GRANTS AND INFLUENCING PUBLIC POLICY ON STUDENT EQUITY IN HIGHER EDUCATION

The Centre will seek external funding through the Department of Education, Skills and Employment, the National Centre for Student Equity in Higher Education (NCSEHE), and other fora, and engage with policy makers at a national level.
Higher Education Participation and Partnerships Program (HEPPP)

What is HEPPP?

The Higher Education Participation and Partnerships Program (HEPPP) provides Australian Government funding to assist universities to improve access, participation and completion rates of students from low SES backgrounds.

HEPPP has three components:

- The Participation and Partnership funds, both allocated by formula, to support programs that assist students from low SES backgrounds to access, succeed in, and complete higher education; and
- The National Priorities Pool, a small quantum of competitive grant funds to support Commonwealth priorities, such as raising the access of low SES students in regional Australia.

HEPPP at La Trobe

The Centre oversees the University’s HEPPP funds on behalf of the Deputy Vice-Chancellor (Students). HEPPP-funded University programs aim to improve access, participation, and completion rates of students from low SES backgrounds. HEPPP projects run across both the Colleges as well as areas such as, Student Success, Student Equity and the AccessAbility Hub. Table 1 shows the major HEPPP-funded projects at La Trobe in 2020.

Impact of HEPPP-funded programs

HEPPP programs have contributed to an increase in the proportion of enrolments of students from low SES backgrounds at the University. The latest Department of Education, Skills and Employment statistics show that La Trobe’s undergraduate low SES participation rate was 19.6 per cent in 2019, which is unchanged from the 2018 rate and higher than the national average of 16.8 per cent. La Trobe’s higher than average participation rate for students from low SES backgrounds is attributable to: its presence in the regions; an extensive and concerted outreach campaign to low SES schools and communities; the provision of targeted bursaries to assist under-represented students at university to participate in globalisation, employability and other campus experiences; and projects that support mentoring and academic support for under-represented students. These initiatives are all largely funded through the Higher Education Participation and Partnerships Program (HEPPP).

In 2020, HEPPP funds were also directed towards supporting students who were affected by the COVID-19 pandemic and the bushfires. HEPPP funds contributed directly to the University’s COVID-19 Financial Assistance Program which disbursed approximately $4.7 million, and CHEEDR staff assisted in managing the bursary application process.
Table 1: Description and objectives of some of the major HEPPP initiatives in 2020.

<table>
<thead>
<tr>
<th>MAJOR INITIATIVES</th>
<th>DESCRIPTIONS AND OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>La Trobe University COVID-19 Financial Assistance Program</td>
<td>The La Trobe University COVID-19 Financial Assistance Program provided financial and technology bursaries to support low SES students to continue their studies during the COVID-19 pandemic.</td>
</tr>
<tr>
<td>School Partnerships Program</td>
<td>Collaborate with 41 low socio-economic status (SES) schools and two Flexible Learning Centres to deliver sequential activities that provide knowledge and understanding of university, academic preparation, and career planning and management linked to university qualifications.</td>
</tr>
<tr>
<td>Science, Health and Engineering (SHE) Outreach programs</td>
<td>Stimulate interest in Science, Technology, Engineering and Mathematics (STEM) disciplines for students from low SES schools.</td>
</tr>
<tr>
<td>Arts, Social Sciences and Commerce (ASSC) Outreach programs</td>
<td>Increase the capabilities and pathways of students from low SES and regional schools by providing high quality enrichment opportunities and curriculum support in ASSC related studies.</td>
</tr>
<tr>
<td>Succeed @ La Trobe Program</td>
<td>Identify and engage commencing undergraduate students at risk of disengagement. This University-wide communication and referral strategy is informed by predictive and learning analytics.</td>
</tr>
<tr>
<td>Peer Learning Advisers (PLAs)</td>
<td>Provide academic skills advice, numeracy and literacy advice to students.</td>
</tr>
<tr>
<td>AccessAbility Hub</td>
<td>The AccessAbility Hub promotes inclusive education and provides service to students who require reasonable adjustments to enable their full access to and participation in education, including students living with a disability, students with carer responsibilities or students from a refugee background.</td>
</tr>
<tr>
<td>Centre for Higher Education Equity and Diversity Research (CHEEDR)</td>
<td>The Centre leads research, analysis and evaluation to inform University strategies for improving access, achievement and outcomes of under-represented students.</td>
</tr>
<tr>
<td>Predictive Analytics</td>
<td>The Centre also regularly conducts evaluations of major HEPPP-funded programs and provides an advisory role, including provision and analysis of relevant institutional data, and consultation with program managers on the development of methodologies for internal program evaluations.</td>
</tr>
<tr>
<td>Subject Support Tutor Program</td>
<td>Provide the student-facing services at La Trobe with predictive and learning analytics to identify risks of failure and attrition, with a focus on low SES students.</td>
</tr>
<tr>
<td>Student Support Coordinator program</td>
<td>A discipline and course-specific academic support program for academically under-prepared students.</td>
</tr>
<tr>
<td>Student Support Coordinator program</td>
<td>Assist low SES students to develop a sustainable education plan, ensure students are connected to the right supports for individual success, and design and deliver specialist programs and activities.</td>
</tr>
</tbody>
</table>
| Equity scholarships and bursaries                      | • Employment Grants: Awarded on the basis of financial disadvantage to assist low SES students with placement.  
• Student Mobility Assistance Scholarships: Awarded on the basis of financial disadvantage to assist low SES students participating in an overseas program.  
• Bursaries for Care Leavers: Awarded to all commencing, domestic undergraduate students at the University who spent time in formal out-of-
<table>
<thead>
<tr>
<th>Institutional Strategies and Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEEDR has led the development of a number of institutional strategies and support for under-represented students at La Trobe.</td>
</tr>
</tbody>
</table>

Table 2: Major CHEEDR-led institutional strategies and supports for under-represented students at La Trobe in 2020.

<table>
<thead>
<tr>
<th>INSTITUTIONAL STRATEGIES AND SUPPORT</th>
<th>DESCRIPTIONS AND OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of La Trobe University's Student Equity and Diversity Plan</td>
<td>Supported by the Office of the Deputy Vice-Chancellor (Students), the Centre led the development of the University’s first Student Equity and Diversity Plan. The Plan outlines strategies to increase the participation, success and outcomes of diverse student groups, and to strengthen graduate outcomes for under-represented students. The Plan also highlights broader strategies required to reflect the primary value of the University: a commitment to ‘inclusiveness, diversity, equity and social justice.’ Throughout 2019, the Centre consulted with over 120 students and academic and professional staff.</td>
</tr>
<tr>
<td>La Trobe University's Care Leaver Strategy</td>
<td>Supported by the Office of the Deputy Vice-Chancellor (Students), the Centre worked to develop a holistic strategy to attract and support care leavers – i.e. those who have spent time in out-of-home care, residential care, kinship care, or as a ward of the state – at the University. La Trobe’s care leaver strategy initiatives include admissions, financial support, outreach programs, identification, support services, fundraising, research and policy influence. Our care leaver work has also been recognised through three external awards including:</td>
</tr>
<tr>
<td>Care Leaver Access Scholarships</td>
<td>In 2020, the Centre worked with La Trobe’s Alumni and Advancement Office to raise funds for six new scholarships for care leaver students. The scholarships are valued at $6,000 each and will be awarded to six care leaver students in 2021.</td>
</tr>
</tbody>
</table>
Social Impact Measurement Network Australia Award

The Raising Expectations program won in the Social Impact Measurement Network Australia Awards 2020 in the 'Effective Investment in Social Impact Measurement' category. The award recognises the social and economic impact of Raising Expectations demonstrated by the positive Return on Investment work undertaken pro bono by Deloitte earlier in 2020.

La Trobe’s support for new migrant groups

La Trobe continues to attract and support new migrant groups at University, including those from refugee backgrounds. La Trobe’s new migrant group initiatives include:

- **Bursaries for students from refugee backgrounds**: All commencing, domestic undergraduate students at La Trobe on humanitarian visas were eligible to receive a $500 bursary in 2020.
- **Humanitarian scholarships**: Since 2017, La Trobe has offered humanitarian scholarships for students who are seeking asylum or are refugees on temporary protection visas.
- **New migrants webpage**: This webpage outlines the range of financial, academic and personal support available to new migrant students.
- **Support for students from refugee backgrounds webpage**: This dedicated website provides useful information about La Trobe, including offers, fees and the support available to students from refugee backgrounds.

Scholarships and Bursaries

The Centre has been involved in the development of a number of equity scholarships and bursaries at La Trobe including Access Scholarships, ASSC and SHE Employment Grants, Student Mobility Assistance Scholarships, Care Leaver Bursaries, Bursaries for students from refugee backgrounds, Humanitarian scholarships and Care leaver accommodation scholarships.

La Trobe’s support for Student Veterans

The Centre worked to introduce the following initiatives to support student veterans at the University:

- **Targeted information and advice**: One-on-one support and advising sessions with Support Coordinators.
- **Self-identification and data collection**: Introduced tick-boxes to identify student veterans via the Victorian Tertiary Admissions Centre (VTAC) course application form, La Trobe’s direct application form, and a StudentOnline questionnaire.
- **Online peer network forum**: Established the La Trobe Vet Connect.
- **Supports for student veterans at La Trobe webpage**: This webpage outlines the range of financial, academic and personal support available to student veterans at La Trobe.
- **La Trobe Student Excellence Academy**: La Trobe recognises the strengths that student veterans bring to their studies and invites them to join the La Trobe Student Excellence Academy (2020).

In addition, financial support has been available to students studying at the Mildura campus since 2009 via the Mildura Returned Services League (RSL) Scholarship. The Scholarship is awarded to La Trobe students, studying at the Mildura Campus, who are veterans or descendants/spouses of veterans.
| Care Leaver Accommodation Scholarships | In 2019, the Centre worked with the Alumni and Advancement Office, the Student Success team and Accommodation Services to develop the Care Leaver Accommodation Scholarships. In 2020, La Trobe awarded three scholarships for students who have spent time in out-of-home care (including foster care, residential care, kinship care, and/or being a ward of the state). The scholarships, valued at $4,500, support students to live in residence at the Albury-Wodonga, Bendigo and Melbourne campuses. |
| La Trobe Humanitarian Scholarships | La Trobe has extended its Humanitarian Scholarships program and will award a total of nine scholarships over the next three years (2020-2022). La Trobe’s Humanitarian Scholarships are awarded to undergraduate students who are seeking asylum or are refugees on temporary protection visas. The scholarships cover full tuition fees and a $7,000 annual cost-of-living bursary. Recipients will receive tailored academic and personal support throughout the duration of their studies. The La Trobe Humanitarian Scholarships are a collaboration between CHEEDR, La Trobe International, Student Success team, Student Wellbeing, the Colleges, Scholarships team, and Student Services. |

### Internal Research

#### Targeted institutional research

The Centre retained a focus on supporting access for under-represented students and also strengthened efforts to improve retention and student success across the whole university.

#### New pathways at La Trobe

The Centre’s research underpinned the creation of three new pathways at La Trobe: Prepare for La Trobe; Achieve at La Trobe; and Achieve Plus. These pathways provide alternative entry criteria to the ATAR and help students to improve and demonstrate their academic achievement and university potential. Pathway programs are tuition free and delivered online.

**Prepare for La Trobe**: Students study three or six micro-subjects in Year 11/12 VCE or VCAL. La Trobe uses students’ average subject marks instead of an ATAR to calculate a La Trobe entrance score. Entrance scores are based on historical data modelling.

**Achieve at La Trobe**: Students study one subject at La Trobe in Year 12. La Trobe uses the subject mark to calculate a La Trobe entrance score. If the student also receives an ATAR, La Trobe uses whichever result is higher. Entrance scores are based on historical data modelling.

**Achieve Plus**: Students complete two VCAA-accredited La Trobe subjects in Year 12. Results can be used to increase a student’s ATAR and also to generate a separate La Trobe entrance score. La Trobe considers whichever result is higher when making offers.

#### Predictive Analytics program

Throughout 2020 the CHEEDR Analytics team made significant advancements in its effort to produce sector-leading predictive analytics capabilities that support La Trobe’s student success and retention, and student equity strategies. Since the pilot stage in early 2018, the project has grown to now produce predictive ‘at-risk’ modelling for all La Trobe students at the undergraduate and postgraduate by course-
work levels and is inclusive of both domestic and international students. To date, our predictive modelling efforts have focussed largely on producing accurate projections of students who are at increased risk of academic underperformance and inter-semester attrition. The modelling process draws on advanced machine learning (ML) and artificial intelligence (AI) techniques that utilise a meticulously constructed five and ten-year historical dataset. Standard predictive model evaluation metrics indicate that our models are achieving accuracies that exceed all comparable Australian university models that have been published in the research literature. Additionally, the CHEEDR Analytics team has made significant advancements in relation to ensuring predictive model interpretability/transparency for end users, as well as safeguarding fairness and equity throughout the machine learning ‘pipeline’.

**Analysis of LMS activity for overseas international students**

The Centre conducted a weekly analysis of the Learning Management System (LMS) use among COVID-19 travel ban affected students. The analysis assigns an LMS activity or inactivity level to each of the La Trobe students who were impacted by the travel ban. These reports were provided to Student Success and Retention teams to inform their student interventions.

**Analysis of geographical features in relation to student success outcomes**

In 2020, CHEEDR commenced a study of geographical location and its relationship to student success and retention at La Trobe campuses. This work replicates similar studies that have been conducted at RMIT and the University of London. The study seeks to determine the relationship between a student’s distance from campus (travel distance and duration) and rates of student success and retention. The geographical features have proven to be useful to predictive modelling and are now being used within our predictive attrition modelling. This research is ongoing.

**Benchmarking pre-degree study results at La Trobe University to the ATAR**

The Centre is conducting analysis that benchmarks the ATAR against results in pre-degree study undertaken at La Trobe University - such as the Tertiary Preparation Program (TPP), and study in other non-award units. Benchmarking will be measured on the basis of a number of outcome metrics, including average marks, success, and retention rates. This analysis has already led to the introduction of Pre-prepare and Achieve, with other new pathways proposed.

**Evaluation of the COVID-19 Financial Assistance Program**

The Centre conducted a survey as part of a broader analysis of the impact of the COVID Financial Assistance Program on student outcomes. Preliminary results suggest students feel the financial assistance played a major role in their ability to continue studying during the pandemic. In partnership with Alumni and Advancement, these preliminary results are being used in communications with philanthropic donors to highlight the difference their donations have made to the lives of our students. Additional evaluative work was conducted using student enrolment data that suggested the bursaries contributed to increased retention and success rates.

**Modelling of equity initiatives within the Job-Ready Graduates (JRG) reform package**

The Centre completed internal modelling of the impact of the Job-Ready Graduates changes on La Trobe and the sectors’ HEPPP funding. The reforms saw enrolments of regional and Indigenous students added to the HEPPP allocation formula. The results
informed subsequent Innovative Research Universities (IRU) modelling and lobbying on the issue. Over time, the new formula will advantage universities with a large proportion of regional enrolments.

The Centre also conducted modelling to estimate the number of Tertiary Access Payments that La Trobe University would receive as part of the broader JRG changes, and examined the broader likely impacts on regional and Indigenous students in particular.

**Academic Progression and Monitoring – institutional research and evaluation**

In 2020, CHEEDR commenced a broad research project on the Academic Progression and Monitoring (APM) process. This institutional research will provide a detailed quantitative analysis of the APM process and its likely effectiveness. This research will also serve to inform improvements to APM data capture practices as well as policies and procedures. The project will inform and improve the Centre’s work with predictive analytics and further contribute to our research concerning non-participating enrolments (NPE). This work recently received approval from the human ethics committee and the first internal reports will soon be available.

**National analysis of inter-university transfer, withdrawal and student mobility**

CHEEDR has commenced a national study of two particular types of student attrition that are frequently overlooked: inter-university transfer, or ‘churn’, and system-wide withdrawal. Using national data provided by Department of Education, Skills and Employment, we are analysing national patterns and cohort rates for these two types of student attrition. The analysis will help us to better understand attrition rates and types at La Trobe and better inform institutional intervention strategies. An internal research brief was released in October 2020.

**Non-participating enrolments**

CHEEDR commenced research on non-participating enrolments (NPE), commonly referred to as ‘ghosts’ or ‘zombie’ students, across the University. Our research found that non-participation needs to be considered at subject level, and that despite relatively high levels of non-participation in some individual subjects, most students were at least partially participating in their course. Students who are not participating in any of their subjects are at high risk of subsequent NPE behaviour and attrition. The Centre is continuing to consult with University partners, including Student Success teams, to formulate predictive data modelling, propose policy changes, and develop mitigation interventions to address NPE. CHEEDR has also commenced a suite of associated research projects aimed at better understanding and mitigating NPE behaviour. We have also received an NCSEHE grant for this work and our final research report was submitted to the NCSEHE in December 2020. This research has informed changes to the University’s NPE policies and practices.

**New La Trobe Student Exit Survey**

Throughout 2020, CHEEDR staff worked to develop a new online student exit survey to be embedded in the automated discontinuation of enrolment process for all students. The new survey will collect detailed data from students on their reasons for early departure from their course of study along with feedback on course satisfaction. The survey also captures feedback on departing students’ future plans, including details on potential transfer to other institutions. The new data will provide a much needed, and highly detailed, view of the reasons and motivations for student early departure (attrition) from the University.
Submissions to inquiries

In 2020, the Centre contributed to a number of La Trobe submissions to national and state inquiries.

Table 3: Inquiry submissions the Centre contributed to in 2020.

<table>
<thead>
<tr>
<th>INQUIRY</th>
<th>BODY CONDUCTING INQUIRY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultation: Review into Victoria’s post-secondary education and training system/Skills for Victoria’s Growing Economy</td>
<td>Department of Education and Training</td>
</tr>
<tr>
<td>Roundtable: Skills for Victoria’s Growing Economy Review</td>
<td>The University of Melbourne</td>
</tr>
</tbody>
</table>
Recent **Competitive Grants**

Table 4: In 2020, the Centre has worked on eleven competitive grants, valued at over $2.25 million.

<table>
<thead>
<tr>
<th>PROJECT TITLE</th>
<th>FUNDING</th>
<th>YEAR AWARDED</th>
<th>FUNDING SOURCE</th>
<th>LA TROBE’S ROLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Care leavers in Australian higher education: success and graduate outcomes</td>
<td>$37,400</td>
<td>Aug 2020</td>
<td>National Centre for Student Equity in Higher Education</td>
<td>LEAD</td>
</tr>
<tr>
<td>Undermatching and underrepresentation: Improving student equity across fields of education</td>
<td>$24,800</td>
<td>Aug 2020</td>
<td>National Centre for Student Equity in Higher Education</td>
<td>LEAD</td>
</tr>
<tr>
<td>Towards principles for Inclusive Analytics in Australian higher education</td>
<td>$21,500</td>
<td>Aug 2020</td>
<td>National Centre for Student Equity in Higher Education</td>
<td>LEAD</td>
</tr>
<tr>
<td>Supporting student parents to succeed in Australian higher education</td>
<td>$18,000</td>
<td>Aug 2020</td>
<td>National Centre for Student Equity in Higher Education</td>
<td>LEAD</td>
</tr>
<tr>
<td>Supporting carers to succeed in Australian higher education</td>
<td>$18,120</td>
<td>Aug 2019</td>
<td>National Centre for Student Equity in Higher Education</td>
<td>LEAD</td>
</tr>
<tr>
<td>An institutional study of ‘Ghost Student’ failure amongst equity cohorts</td>
<td>$17,550</td>
<td>Aug 2019</td>
<td>National Centre for Student Equity in Higher Education</td>
<td>LEAD</td>
</tr>
<tr>
<td>Raising expectations: Improving education outcomes for young people in out-of-home care</td>
<td>$1,050,000</td>
<td>Aug 2019</td>
<td>Victorian Department of Education and Training</td>
<td>PARTNER</td>
</tr>
<tr>
<td>Higher education aspirations, participation and achievement of Australian Indigenous males</td>
<td>$40,000</td>
<td>Aug 2019</td>
<td>National Centre for Student Equity in Higher Education</td>
<td>PARTNER</td>
</tr>
<tr>
<td>Australian universities and educational equity for student veterans</td>
<td>$36,230</td>
<td>Aug 2019</td>
<td>National Centre for Student Equity in Higher Education</td>
<td>PARTNER</td>
</tr>
<tr>
<td>A student-centred approach: understanding higher education pathways through co-design</td>
<td>$223,961</td>
<td>Jul 2019</td>
<td>National Centre for Student Equity in Higher Education</td>
<td>LEAD</td>
</tr>
<tr>
<td>Low socio-economic status (SES) student deferrals</td>
<td>$300,000</td>
<td>Apr 2019</td>
<td>Department of Education and Training National Priorities Pool</td>
<td>LEAD</td>
</tr>
<tr>
<td>From the military to the academy: supporting younger military veterans in Australian higher education</td>
<td>$181,091</td>
<td>Feb 2019</td>
<td>Department of Veterans’ Affairs Supporting Younger Veterans Program</td>
<td>LEAD</td>
</tr>
</tbody>
</table>
ARC DISCOVERY EARLY CAREER RESEARCHER AWARDS (DECRA) SUBMISSION

The Centre contributed to La Trobe’s submission of 14 applications for the 2020 ARC Discovery Early Career Researcher Awards (DECRA). In March 2020, CHEEDR Senior Research Officer, Dr Yuan Gao, submitted an application titled: ‘Innovating cultural competence education in Australian universities’.

<table>
<thead>
<tr>
<th>Improving employment for Somali Australians</th>
<th>$60,000</th>
<th>May 2018</th>
<th>Department of Health and Human Services and the Banyule City Council</th>
<th>LEAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td>$2,257,487</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Research Projects

WIDENING PARTICIPATION LONGITUDINAL STUDY (WPLS): 2020 SCOPING AND IMPLEMENTATION STUDY

Department of Education, Skills, and Employment’s (DESE) 2020 National Priorities Pool commissioned projects funding round

Project CIs:
Professor Matthew Gray
(The Australian National University)
Professor Andrew Norton
(ANU Centre for Social Research and Methods),
Dr Liz Allen
(ANU Centre for Social Research and Methods),
Professor Nicholas Biddle
(ANU Centre for Social Research and Methods),
Lisa Bolton
(QILT Research and Strategy, Social Research Centre),
Associate Professor Ben Edwards
(ANU Centre for Social Research and Methods),
Dr Daniel Edwards
(Australian Council for Educational Research),
Professor Andrew Harvey
(La Trobe University),
Dr Julie McMillan
(Australian Council for Educational Research),
Dr Martin Murphy
(Australian Council for Educational Research),
Dr Paul Myers
(Quantitative Research Consulting, Social Research Centre),
Dr Benjamin Phillips
(ANU Social Research Centre),
Andrew Ward
(ANU Social Research Centre)

Grant: $228,835

The Centre is a partner on a new $228,835 research grant from the Department of Education, Skills and Employment’s 2020 National Priorities Pool funding round. The successful project, Widening Participation Longitudinal Study (WPLS): 2020 Scoping and Implementation Study, is led by Australian National University’s Centre for Social Research and Methods, in collaboration with CHEEDR (La Trobe University), Australian Council for Educational Research, and the ANU Social Research Centre. The project will scope the requirements of a new Widening Participation Longitudinal Survey, which will be an important tool for evaluating the impact of a wide range of educational interventions from secondary school to post-university graduation outcomes.

The WPLS will examine the factors influencing higher education participation of groups in Australia, with a focus on the impact of equity interventions that aim to enhance participation and attainment by population sub-groups who typically experience educational disadvantage. The project outputs will include a final research report.

LOW SOCIO-ECONOMIC STATUS (SES) STUDENT DEFERRALS

Department of Education and Training’s 2018 National Priorities Pool commissioned projects funding round

Project CIs:
Professor Andrew Harvey
(La Trobe University),
Dr Wojtek Tomaszewski
(University of Queensland),
Professor Marcia Devlin
(Victoria University),
Naomi Dempsey
(Victoria University),
Professor Angela Hill
(Edith Cowan University),
Professor Braden Hill
(Edith Cowan University),
Professor Kathryn Holmes
(Western Sydney University),
Professor Sue Shore
(Charles Darwin University)

Grant: $300,000

This project, ‘Low socio-economic status (SES) student deferrals,’ strengthened evidence on the causes of deferral and extended leave among low SES students, and the potential of universities to ensure successful returns to study.
The project analysed national data to identify the characteristics of low SES students who defer and take leave, compared with other equity groups and students overall. Stage two of the project explored institutional strategies which improve the likelihood of return to study. Qualitative research was undertaken at identified universities of effective practice, and case studies were conducted among the six partner institutions, including surveys of returned students and detailed analysis of specific projects.

The project outputs included a final research report, recommendations, and good practice guidelines for universities. The final report was submitted to the Department of Education, Skills and Employment in December 2020.

**FROM THE MILITARY TO THE ACADEMY: SUPPORTING YOUNGER MILITARY VETERANS IN AUSTRALIAN HIGHER EDUCATION**

Department of Veterans’ Affairs, 2019 Supporting Younger Veterans Grant Program

Project CIs:
- **Professor Andrew Harvey** (La Trobe University),
- **Lisa Andrewartha** (La Trobe University),
- Matthew Sharp (Australian Student Veterans Association),
- Matthew Wyatt-Smith (Australian Student Veterans Association),
- Professor Sandra Jones (Australian Catholic University),
- Professor Sue Shore (Charles Darwin University),
- Professor Michele Simons (Western Sydney University)

Grant: $181,091

This project, 'From the military to the academy: supporting younger military veterans in Australian higher education', aimed to increase access and support of student veterans in Australian higher education. This project built on previous research, led by La Trobe University in collaboration with the Australian Student Veterans Association.

The project aimed to: increase recruitment and identification of veterans on campus; provide tailored support and advice to student veterans; increase peer support for student veterans; and embed support for student veterans in mainstream university practices. The final report was published in January 2020.

**CARE LEAVERS IN AUSTRALIAN HIGHER EDUCATION: SUCCESS AND GRADUATE OUTCOMES**

National Centre for Student Equity in Higher Education’s (NCSEHE) 2020 funding round

Project CIs:
- **Professor Andrew Harvey** (La Trobe University),
- Associate Professor Jaqueline Wilson (Federation University),
- Naomi Tootell (La Trobe University),
- Beni Cakitaki (La Trobe University)

Grant: $37,400

This project will provide the first national analysis of success, completion and graduate outcomes of care leavers in Australian higher education. This new evidence base will inform university and government policies to improve outcomes for one of the most disadvantaged groups in Australia, whose disadvantage has been further heightened by the COVID-19 pandemic (Mendes; Waugh 2020). Outcomes will include recommendations to universities on recruitment, teaching and learning, student support, and employability, creating a broad national and international impact.

The project will provide a template for exploring the outcomes of other ‘invisible’ student groups in higher education, and a foundation for international comparative analysis between the UK, US and Australia. The project outputs include a final report.
UNDERMATCHING AND UNDERREPRESENTATION: IMPROVING STUDENT EQUITY ACROSS FIELDS OF EDUCATION

National Centre for Student Equity in Higher Education’s (NCSEHE) 2020 funding round

Project CIs:
Beni Cakitaki (La Trobe University),
Michael Luckman (La Trobe University),
Professor Andrew Harvey (La Trobe University)

Grant: $24,800

This project will analyse equity access and participation rates within different fields of education, and investigate the course choices of disadvantaged students. Despite a wealth of access and participation research on equity groups in higher education, comparatively little work has addressed stratification at course level, and its underlying causes. Stratification restricts underrepresented students’ access to the most selective courses and fields of education, thereby reducing systemic equity. This project will explore the extent to which underrepresentation of disadvantaged students across different fields of education could be a result of an ‘undermatching’ between their academic results and course preferences. The project outputs include a final report.

TOWARDS PRINCIPLES FOR INCLUSIVE ANALYTICS IN AUSTRALIAN HIGHER EDUCATION

National Centre for Student Equity in Higher Education’s (NCSEHE) 2020 funding round

Project CIs:
Dr Bret Stephenson (La Trobe University),
Professor Andrew Harvey (La Trobe University),
Professor Damminda Alahakoon (La Trobe University),
Dr Qing Huang (La Trobe University)

Grant: $21,500

This project will outline a framework of principles for the equitable use of artificial intelligence (AI) and machine learning (ML) applications, techniques, and services in Australian universities. While many universities have adopted broad ethics or privacy statements relating to the narrow use of ‘learning analytics,’ these almost universally lack a thorough recognition of the threats posed by AI/ML to student equity goals and interests, when deployed throughout the university. This project offers a detailed assessment of both the dangers and benefits of AI/ML, and further proposes a normative framework of Inclusive Analytics for the advancement of student equity interests in the age of machine intelligence. The project outputs include a final report.

SUPPORTING STUDENT PARENTS TO SUCCEED IN AUSTRALIAN HIGHER EDUCATION

National Centre for Student Equity in Higher Education’s (NCSEHE) 2020 funding round

Project CIs:
Lisa Andrewartha (La Trobe University),
Dr Andrea Simpson (La Trobe University),
Dr Lizzie Knight (Victoria University),
Hannah Beattie (La Trobe University)

Grant: $18,000

This project will establish the first major evidential base for domestic student parents in Australian higher education. Juggling parenting and study can create considerable time pressures and financial hardship. Barriers to success include limited institutional support and inflexible study arrangements. Further research is pressing as the COVID-19 crisis has created additional challenges for student parents, including job losses and increased caring responsibilities. Original evidence will be collected via a national survey, in collaboration with Victoria University and the Council of Single Mothers and their Children. Findings will support policymakers to improve the access, success and outcomes of student parents. The project outputs include a final report and a set of guidelines for higher education staff working with student parents and current and prospective student parents.
IMPROVING EMPLOYMENT FOR SOMALI AUSTRALIANS

Department of Health and Human Services

Project CIs: 
Professor Andrew Harvey 
(La Trobe University), 
Giovanna Szalkowicz 
(La Trobe University)

Grant: $60,000

The Centre led a research project titled ‘Improving employment for Somali Australians’. This project analysed facilitators and barriers to the employment of Somali Australians. The project developed an evidence base on the personal and structural factors influencing employment outcomes of Somali Australians. The project involved interviews with university students and graduates from the Somali Australian community. Interviews were also conducted with community members considered leaders in the Somali Australian community, staff of community and non-government organisations, and business owners. The project was conducted in collaboration with E-focus. The final research report was published in February 2020 and included recommendations for governments, higher education institutions and employers.

SUPPORTING CARERS TO SUCCEED IN AUSTRALIAN HIGHER EDUCATION

National Centre for Student Equity in Higher Education’s (NCSEHE) 2019 funding round

Project CIs: 
Lisa Andrewartha 
(La Trobe University), 
Giovanna Szalkowicz 
(La Trobe University), 
Professor Andrew Harvey 
(La Trobe University)

Grant: $18,120

This project established the first major evidential base for carers in Australian higher education. The project examined available national data sets to create a geo-demographic profile of carers; worked with Carers Australia (Victoria) to identify and survey carers who have studied at university; and analysed admissions policies at university level, including the treatment of carers through the Special Education Access Scheme (SEAS) within the Tertiary Admissions Centres (TACs). This project will support policy makers to improve the university access, success and outcomes of student carers. The project outputs included a final research report and recommendations for higher education institutions, governments, and service providers. Carers Australia (Victoria) was a partner on this project.

AN INSTITUTIONAL STUDY OF ‘GHOST STUDENT’ FAILURE AMONST EQUITY COHORTS

National Centre for Student Equity in Higher Education’s (NCSEHE) 2019 funding round

Project CIs: 
Dr Bret Stephenson 
(La Trobe University), 
Michael Luckman 
(La Trobe University), 
Beni Cakitaki 
(La Trobe University)

Grant: $17,550

This project investigates the phenomenon of non-participating enrolments (NPEs) at an Australian public university, and further examines the implications of NPE behaviours for selected equity cohorts. Also referred to as “ghost students”, these students enrol in university units, remain enrolled post the census date but show no meaningful interaction with the unit’s coursework. NPE represents significant waste: for students, it represents failure on academic transcripts and foregone student fees; for institutions it represents higher failure and attrition rates; and for governments, wasted commonwealth support funding. This project included a final report and recommendations for universities, higher education researchers and government policy makers.
AUSTRALIAN UNIVERSITIES AND EDUCATIONAL EQUITY FOR STUDENT VETERANS

National Centre for Student Equity in Higher Education’s (NCSEHE) 2019 funding round

Project CIs:
Associate Professor Ben Wadham (Flinders University),
Dr Melanie Takarangi (Flinders University),
Professor Andrew Harvey (La Trobe University),
Lisa Andrewartha (La Trobe University),
Dr Brad West (University of South Australia),
Professor Liz Burd (University of Newcastle),
Matthew Wyatt-Smith (Australian Student Veterans Association)

Grant: $36,230

Existing research on veterans at Australian universities has highlighted some of the difficulties facing student veterans’ participation in higher education. There is little information about how Australian universities recognise, support and govern student veterans. This project investigated how Australian universities, and key government departments, address the educational equity needs of student veterans. The project examined how universities across four states (SA, VIC, NSW and QLD) identify, prepare and support veterans in higher education. The project involved interviews, focus groups, university consultation seminars, and document analyses. The project outputs included a final report.

A STUDENT-CENTRED APPROACH: UNDERSTANDING HIGHER EDUCATION PATHWAYS THROUGH CO-DESIGN

National Centre for Student Equity in Higher Education’s (NCSEHE) 2019 funding round

Project CIs:
Dr Mollie Dollinger (La Trobe University),
Professor Andrew Harvey (La Trobe University),
Dr Ryan Naylor (La Trobe University),
Dr Marian Mahat (University of Melbourne)

Grant: $223,961

This project harnessed students’ and key influencers’ own perspectives towards co-designing resources and future intervention strategies to support student equity in higher education pathways. The co-design approach used in this project aimed to address the common marginalisation of low SES, Indigenous and other student voices even within research projects that explicitly concern them. This project involved a literature review, data analysis and co-design workshops with students and influencers. The project outputs included a national report and co-created, tailored toolkits to translate research findings into digestible resources that parents, teachers, and other influencers can use and adapt to their contexts.

HIGHER EDUCATION ASPIRATIONS, PARTICIPATION AND ACHIEVEMENT OF AUSTRALIAN INDIGENOUS MALES

National Centre for Student Equity in Higher Education’s (NCSEHE) 2019 funding round

Project CIs:
Professor James Smith (Charles Darwin University),
Jesse Fleay (Edith Cowan University),
Professor Braden Hill (Edith Cowan University),
Dr Garth Stahl (University of South Australia),
Professor Lester-Irabinna Rigney (University of South Australia),
Professor Steven Larkin (Batchelor Institute of Indigenous Tertiary Education),
Dr Himanshu Gupta (Menzies School of Health Research),
Professor Peter Radoll (University of Canberra),
Professor Andrew Harvey (La Trobe University),
Professor Dennis McDermott (La Trobe University),
Dr Rebecca Bennett (Murdoch University),
Dr Bep Uink (Murdoch University)
Grant: $40,000

This project aims to examine the intersection between Indigeneity and gender among Indigenous males that are aspiring to pursue higher education (aged 14-18), and participating in, or recently completed, higher education (any age). The project will identify policy and practice levers to improve Indigenous men’s participation in higher education in Australia. This project will utilise a cross-jurisdictional explorative study involving a combination of qualitative approaches aligned with a decolonising research methodology, including yarning sessions with school-aged Indigenous males about their aspirations for further education and vignettes of Indigenous male higher education students and alumni. The project outputs will include a final research report and a knowledge translation workshop.

RAISING EXPECTATIONS: IMPROVING EDUCATION OUTCOMES FOR YOUNG PEOPLE IN OUT-OF-HOME CARE

Victorian Department of Education and Training

Grant: $1,050,000 (2019-2022, Victorian Department of Education and Training)

Project CIs:
Deb Tsorbaris
(Centre for Excellence in Child and Family Welfare),
Associate Professor Jaqueline Wilson
(Federation University Australia),
Professor Andrew Harvey
(La Trobe University),

Grant: $200,000 (2018-2019, Victorian Department of Education and Training)

Project CIs:
Deb Tsorbaris
(Centre for Excellence in Child and Family Welfare),

Associate Professor
Jaqueline Wilson
(Federation University Australia),
Professor Andrew Harvey
(La Trobe University)

In August 2019, the Victorian Department of Education and Training announced an additional $1,050,000 in funding to extend the ‘Raising Expectations: Improving education outcomes for young people in out-of-home care’ project until December 2022. Previously, the Victorian Department of Education and Training provided $200,000 in funding for the project (2018 - 2019).

Originally funded by a Sidney Myer Fund Grant (2015-2018), the Raising Expectations project aims to increase the number of young people in care and care leavers accessing higher education and succeeding. The project is led by the Centre for Excellence in Child and Family Welfare (CFECFW), with La Trobe University and Federation University Australia as partners. Swinburne University also joined the project in 2018.

La Trobe University’s efforts on the project include: improving data capture on care leavers at the point of application and enrolment; increasing outreach to flexible learning schools and care(r) organisations; improving support for enrolled care leavers through the provision of bursaries and scholarships; raising awareness of the specific needs of care leavers as an equity group through the development and distribution of guidelines for university staff; and influencing institutional, state and national research and policy agendas.

In December 2020, the Raising Expectations program won in the Social Impact Measurement Network Australia Awards 2020 in the ‘Effective Investment in Social Impact Measurement’ category. The award recognises the social and economic impact of Raising Expectations demonstrated by the positive Return on Investment work undertaken pro bono by Deloitte earlier this year.
Keynote and Policy Presentations

Awards

SEPTEMBER |
Michael Luckman and Professor Andrew Harvey
‘The financial and educational outcomes of Bachelor degree non-completers’ by Michael Luckman and Andrew Harvey (La Trobe University). Awarded September 2020.
Journal of Higher Education Policy and Management.

DECEMBER |
COVID 19-Proactive Outbound Call Campaign team: Suzanne Sealey, Danielle Kairouz, Georgina Hanna, Luisa Tutera, Karen Henderson, Rebecca Hodge. Sam Ridsdale, Catherine Kimm.
Winner, 2020 Vice-Chancellor’s Cultural Qualities Staff Awards – Care category
La Trobe University.

Conferences and Presentations

14 OCTOBER |
Professor Andrew Harvey
Invited speaker
Regional Career Practitioners | Teachers Conference
La Trobe University, online conference.

Professor Andrew Harvey was an invited speaker at La Trobe University’s Regional Career Practitioners and Teachers’ Conference. Andrew’s presentation addressed pathways to university, including two new programs: ‘Prepare’ for La Trobe and ‘Achieve’ at La Trobe. Andrew also discussed La Trobe’s vision for increasing regional achievement, engagement, and enrolment in higher education including curriculum alignment, supportive outreach, conditional offers, and pathways that promote both university access and success.
On 14 October 2020, CHEEDR researcher Naomi Tootell contributed to a presentation on the Raising Expectations project at a meeting of the Melbourne Metropolitan Local Learning and Employment Network (LLNE). The Raising Expectations project, on which La Trobe is a founding partner, aims to increase the number of young people with an out-of-home care experience accessing university and succeeding. The presentation provided information to members of the Metro LLNE about the financial and wraparound supports provided by the three partner universities to ensure care leaver students can access higher education and succeed. Two current La Trobe students with a care experience also contributed to the presentation. Master of International Relations student, Claire Kearns, and combined Bachelor of Laws/Bachelor of Arts student, Marcelle Parrot, shared their own personal experiences of going from care to university. Claire and Marcelle also shared their perspectives on how members of the Metro LLNE can best support the young people they work with to aspire to and access university.
Keynote presentations and roundtables

17 FEBRUARY |
Professor Andrew Harvey
Invited presentation
*From the military to the academy: supporting younger military veterans in Australian higher education*,
Veterans at University Symposium, Flinders University, Adelaide

22 JUNE |
Professor Andrew Harvey
Invited presentation
*UNSW Gonski Institute for Education in Conversation with Andrew Harvey*,
UNSW Gonski Institute for Education, University of New South Wales, Sydney.

23 SEPTEMBER |
Professor Andrew Harvey
Invited expert
*Roundtable - Skills for Victoria's Growing Economy Review*
Virtual roundtable.

12 NOVEMBER |
Professor Andrew Harvey
Invited presentation
*Centre for Global Higher Education webinar: Refugees and higher education: Trans-national perspectives on access, equity, and internationalization*,
Virtual book symposium, UK.

26 NOVEMBER |
Professor Andrew Harvey
Invited presentation
*New Zealand Tertiary Education Commission, Care Experienced Learners Workshop*
Virtual workshop, Wellington, NZ.

14 OCTOBER |
Joanna Humphries, Naomi Tootell, Claire Kearns and Marcelle Parrot
Invited presentation
*Care Leavers, Raising Expectations, University Supports and Student Experiences, Metro Local Learning and Employment Network (LLEN)*,
Zoom webinar.

14 OCTOBER |
Professor Andrew Harvey
Invited presentation
*Pathways to University, Regional Career Practitioner and Teacher Conference*
La Trobe University, Virtual conference.
Publications

Peer-refereed journal articles


National reports


Book chapters


Conference papers


Keynote presentations


Harvey, A. (2020). Invited presentation. Regional Career Practitioner and Teacher Conference. La Trobe University, virtual conference, 14 October.


Harvey, A. (2020). Invited presentation. UNSW Gonski Institute for Education in Conversation with A/P Andrew Harvey, UNSW Gonski Institute for Education, University of New South Wales, Sydney, 22 June.

Harvey, A. & Andrewartha, L. (2020). Invited presentation, From the military to the academy: supporting younger military veterans in Australian higher education, Veterans at University Symposium, Flinders University, Adelaide, 17 February.

National media


Harvey, A. (2020, 25 May). There’s a right and a wrong way for unis to respond to disadvantage. The Australian.

Harvey, A. (2020, 10 May). Helping disadvantaged students deal with COVID-19: The burden of COVID-19 will not fall evenly... it is time to increase the targeted funding of equity groups. Campus Morning Mail.

Related media

Tertiary admissions practices

Campus Morning Mail. (2020, 30 June). La Trobe University goes for local student growth: it’s sending a needed signal. Campus Morning Mail.


Masige, S. (2020, 17 June). Swinburne University is ditching the ATAR requirement for 2021, but experts are torn over the ‘narrow and flawed predictor’ of success. Business Insider.

Out-of-home care


### Acronym List

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AARE</td>
<td>Australian Association for Research in Education</td>
</tr>
<tr>
<td>ACE</td>
<td>American Council on Education (US)</td>
</tr>
<tr>
<td>ACER</td>
<td>Australian Council for Educational Research</td>
</tr>
<tr>
<td>AFR</td>
<td>Australian Financial Review</td>
</tr>
<tr>
<td>AI</td>
<td>Artificial Intelligence</td>
</tr>
<tr>
<td>APM</td>
<td>Academic Progression Monitoring</td>
</tr>
<tr>
<td>ARC</td>
<td>Australian Research Council</td>
</tr>
<tr>
<td>ASSC</td>
<td>College of Arts, Social Sciences and Commerce (La Trobe University)</td>
</tr>
<tr>
<td>ASVA</td>
<td>Australian Student Veterans Association</td>
</tr>
<tr>
<td>ATAR</td>
<td>Australian Tertiary Admission Rank</td>
</tr>
<tr>
<td>CFECFW</td>
<td>Centre for Excellence in Child and Family Welfare</td>
</tr>
<tr>
<td>CHEEDR</td>
<td>Centre for Higher Education Equity and Diversity Research (La Trobe University)</td>
</tr>
<tr>
<td>CSHPE</td>
<td>Center for the Study of Higher and Postsecondary Education (US)</td>
</tr>
<tr>
<td>DECRA</td>
<td>Discovery Early Career Researcher Award</td>
</tr>
<tr>
<td>DVCS</td>
<td>Deputy Vice-Chancellor (Students) (La Trobe University)</td>
</tr>
<tr>
<td>EPHEA</td>
<td>Equity Practitioners in Higher Education Australia</td>
</tr>
<tr>
<td>HEPPP</td>
<td>Higher Education Participation and Partnerships Program</td>
</tr>
<tr>
<td>IRU</td>
<td>Innovative Research Universities</td>
</tr>
<tr>
<td>JRG</td>
<td>Job-Ready Graduates</td>
</tr>
<tr>
<td>LMS</td>
<td>Learning Management System</td>
</tr>
<tr>
<td>ML</td>
<td>Machine Learning</td>
</tr>
<tr>
<td>NCSEHE</td>
<td>National Centre for Student Equity in Higher Education</td>
</tr>
<tr>
<td>NPE</td>
<td>Non-participating enrolments</td>
</tr>
<tr>
<td>NPP</td>
<td>National Priorities Pool</td>
</tr>
<tr>
<td>NUHEP</td>
<td>Non-University Higher Education Provider</td>
</tr>
<tr>
<td>OOHHC</td>
<td>Out-of-home care</td>
</tr>
<tr>
<td>PIPU</td>
<td>Planning and Institutional Performance Unit (La Trobe University)</td>
</tr>
<tr>
<td>PLAs</td>
<td>Peer Learning Advisers (La Trobe University)</td>
</tr>
<tr>
<td>QTAC</td>
<td>Queensland Tertiary Admissions Centre</td>
</tr>
<tr>
<td>SES</td>
<td>Socio-economic status</td>
</tr>
<tr>
<td>SHE</td>
<td>College of Science, Health and Engineering (La Trobe University)</td>
</tr>
<tr>
<td>SPP</td>
<td>School Partnerships Program (La Trobe University)</td>
</tr>
<tr>
<td>STEM</td>
<td>Science, Technology, Engineering and Maths</td>
</tr>
<tr>
<td>TAC</td>
<td>Tertiary Admissions Centre</td>
</tr>
<tr>
<td>TPP</td>
<td>Tertiary Preparation Program</td>
</tr>
<tr>
<td>UK</td>
<td>United Kingdom</td>
</tr>
<tr>
<td>US</td>
<td>United States (of America)</td>
</tr>
<tr>
<td>VCAL</td>
<td>Victorian Certificate of Applied Learning</td>
</tr>
<tr>
<td>VTAC</td>
<td>Victorian Tertiary Admissions Centre</td>
</tr>
<tr>
<td>WPRLS</td>
<td>Widening Participation Longitudinal Study</td>
</tr>
</tbody>
</table>
Disclaimer: Every effort has been made to ensure the information contained in this publication is accurate and current at the date of printing.

Published by La Trobe University, March 2021.

La Trobe University is a registered provider under the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS).

CRICOS Provider 00115M.
Contact

CHEEDR
Centre for Higher Education Equity and Diversity Research

General enquiries
T +61 3 9479 1229
E cheedr@latrobe.edu.au

latrobe.edu.au/cheedr

twitter.com/LTU_CHEEDR