ACKNOWLEDGEMENT OF COUNTRY

La Trobe University acknowledges that our campuses are located on the lands of many traditional custodians in Victoria. We recognise their ongoing connection to the land and value their unique contribution to the University and wider Australian society.

We are committed to providing opportunities for Indigenous Australians, both as individuals and communities through teaching and learning, research and community partnerships across all of our campuses.

La Trobe University pays our respect to Indigenous Elders, past, present and emerging and will continue to incorporate Indigenous knowledge systems and protocols as part of our ongoing strategic and operational business.
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Introducing CHEEDR

Vision

The Centre for Higher Education Equity and Diversity Research (CHEEDR) informs University strategies for improving the access and achievement levels 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).

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

**Associate Professor Andrew Harvey**
Director
BA (Hons) Melb., PhD Melb.

Associate Professor Andrew Harvey is Director of the Centre for Higher Education Equity and Diversity Research (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 ‘Student Equity in Australian Higher Education: Twenty-five years of A Fair Chance for All’ (Springer, 2016).

**Lisa Andrewartha**
Manager
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 programs; employability in higher education; postgraduate student equity; and military veterans in higher education.

**Dr Bret Stephenson**
Senior Research Fellow
BA Whitworth University, PhD University of Edinburgh

Dr. Bret Stephenson leads the Centre’s data analytics program with a focus on institutional research relating to educational data mining and predictive analytics. He has received five awards for university teaching and innovation, including a 2014 OLT Citation (national) and a 2019 LTU ‘Vice Chancellor’s Cultural Qualities: Innovation – Team Award’. 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 currently leads an NCSEHE research grant on ‘ghost student’ failures and has research interests in: student success and retention, educational data mining, student equity and participation, and the history of higher education.

**Michael Luckman**
Senior Research Officer
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 globalization activities; care leavers in higher education; predictors of student attrition; and patterns of regional student relocation.
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 globalization 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 research project examining postsecondary education planning processes for young people in out-of-home care. Other CHEEDR research projects that Naomi has worked on include a project funded by the National Centre for Student Equity in Higher Education (NCSEHE) that examined 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.

Beni Cakitaki  
Research Officer  
BPPE La Trobe  

Beni Cakitaki is a Research Officer at the Centre for Higher Education Equity & Diversity Research (CHEEDR), with a focus on quantitative methods. His research interests include Australian and international higher education 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 research assistant for Andrew Norton at the Grattan Institute.

Hannah Beattie  
Senior Administration Officer  
BA (Hons) La Trobe  

Hannah has a Bachelor of Arts (Sociology and French) from La Trobe University. She recently completed her Honours thesis on sole parents in Australian higher education. In 2019, Hannah assisted with the development of La Trobe’s first Student Equity and Diversity Plan. Hannah provides research and administrative support for a number of the Centre’s projects.

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 research interest in socio-economic inequality and ethnic diversity (including amongst migrants
and refugees) includes work with Dr Anthony Moran, commissioned by the Victorian Multicultural Commission, researching migration, multiculturalism, and social cohesion in regional cities. Mark’s recent publications have focussed on working-class university students; mature-age university students; upward social mobility; and multicultural social cohesion.

Dr Qing Huang
Senior Research Officer
PhD La Trobe
Qing is currently a Senior Research Officer at the Centre for Higher Education Equity and Diversity Research (CHEEDR) at La Trobe University. 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.

Yujie Wang
Senior Research Officer
BE Xiamen University (China), MSc Melb,

Yujie Wang is a Senior Research Officer at the Centre for Higher Education Equity and Diversity Research at La Trobe University, providing advanced analytics expertise for the institutional management team and conducting research in learning analytics. Yujie is also a member of the Research Centre for Data Analytics and Cognition where she is reading for her Ph.D., focusing on autonomous event knowledge construction from large and dynamic narrative text streams in collaborating digital environments. Her Ph.D. study is supported by the Data To Decisions CRC (D2D CRC) which has a particular focus on tackling the big data challenges facing Australia’s national security. 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. Yujie has a Master of Science majoring in Information Systems from the University of Melbourne and a Bachelor of Economics from Xiamen University, China.

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 at the Centre for Higher Education Equity and Diversity Research (CHEEDR), La Trobe University. 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 the honours Bachelor degrees from Peking University, China.

Maria Rosales
Administration Officer
BlntRel 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.
Director’s Report

Recognition of the Centre for Higher Education Equity and Diversity Research continued in 2019, with the receipt of eight new competitive grants and an internal La Trobe University award. Awarded by bodies such as the National Centre for Student Equity in Higher Education (NCSEHE), the Department of Education and Training, and the Department of Veterans’ Affairs, our new grants explore the experiences of diverse student groups, including carers, military veterans, Indigenous men, people from out-of-home care backgrounds, and Somali Australians. We also received funding to examine patterns of deferral and leave of absence, particularly among low socio-economic students, and to investigate non-participating enrolments, commonly referred to as ‘ghost’ or ‘zombie’ students.

Perhaps most pleasing was the receipt of over $1 million from the Victorian Department of Education and Training to continue our work in improving higher education participation for care leavers (people from out-of-home care backgrounds), in collaboration with the Centre for Excellence in Child and Family Welfare, Federation University of Australia (FUA), and Swinburne University. The Department’s funding follows previous funding by the Sidney Myer Fund and confirms the value of our efforts to date, and La Trobe’s research leadership in this area. Between La Trobe and FUA, the enrolment of care leavers has increased fivefold in the past five years, while the impact of La Trobe’s original research into care leavers was recently documented in a report by NCSEHE.

Alongside external grant work, Centre staff continued to focus on improving La Trobe’s institutional policy and practice. Notably, in 2019 we expanded the capacity and scope of our predictive analytics team. The team conducts modelling and analysis of the major causes of failure and attrition, and identifies students most at risk based on these indicators. This analysis informs the interventions and student communications undertaken by staff within the Succeed@La Trobe team. In addition to this broader modelling, in 2019 our analytics team identified important patterns of student non-participation, leave of absence behaviour, and academic progression and monitoring behaviour. In each of these areas, our work has informed University strategies to minimise failure and attrition, and its effectiveness was formally recognised when the analytics team received the prestigious ‘Vice-Chancellor’s Cultural Qualities: Innovation’ award.

Other work in 2019 included development of the University’s inaugural Student Equity and Diversity Plan; successful oversight of the University’s Higher Education Participation and Partnerships Program (HEPPPP) that supports the access and success of under-represented students; a program of collaboration and presentations from visiting national and international scholars; and extensive contribution to national policy conversations around careers education, regional and rural students, and disability. As usual, in 2019 the team also produced a substantial number of peer-refereed papers, national reports, conference papers, and media articles. My personal thanks are again owed to the dedicated CHEEDR staff, our colleagues at La Trobe, and our national and international research partners.

Associate Professor Andrew Harvey
Director
Centre for Higher Education Equity and Diversity Research
Strategic Plan

The major strategies of the Centre’s 2019 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 (Academic), College Pro Vice-Chancellors (PVCs), the Pro Vice-Chancellor (Student Success), the Executive Director of Student Services, and staff from the Planning and Institutional Performance Unit (PIPU).

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

The Centre will work with the Deputy Vice-Chancellor (Academic) 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 AREAS 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 and Training, 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 (Academic). 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, and the Equity and Diversity Centre. Table 1 shows the major HEPPP-funded projects at La Trobe in 2019.

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 data (2018) shows that La Trobe University’s undergraduate low SES participation rate is 19.6 per cent based on the Statistical Area 1 (SA1) definition, which is significantly higher than the national average of 17 per cent. La Trobe University’s success in maintaining low SES participation rates is partly attributable to an extensive and concerted outreach campaign to low SES schools and communities. Equally, the provision of targeted bursaries assists under-represented students at university to participate in globalisation, employability and other campus experiences. HEPPP funding also supports mentoring and academic support programs for under-represented students, while bursaries for globalisation, employability, and other activities support the success and graduate outcomes of low SES students.

Planning for 2020

The Office of the Deputy Vice-Chancellor (Academic) worked with the Centre for Higher Education Equity and Diversity Research, College Pro Vice-Chancellors, the Pro Vice-Chancellor (Student Success), the Executive Director of Student Services and other senior staff to establish 2020 HEPPP priorities and budgets. Priority was given to larger HEPPP initiatives that influence systemic change. All HEPPP projects are assessed against Commonwealth eligibility criteria and the University’s strategic objectives. Program evaluation is an inherent component of all initiatives.

The agreed priorities for 2020 included:

- School Partnerships Program
- College outreach activities to secondary schools and other sites
- Succeed Program (Academic Early Warning System)
- Peer Learning Advisers (PLAs)
- Subject Support Tutor Program
- Equity and Diversity Centre (EDC) programs
- Centre for Higher Education Equity and Diversity Research (CHEEDR)
- Predictive Analytics Program
- Equity scholarships and bursaries – e.g. Employment Grants, Student Mobility Assistance Scholarships, Care Leaver Bursaries and Bursaries for students from refugee backgrounds.
### Table 1: Description and objectives of some of the major HEPPP initiatives in 2019.

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<th>INITIATIVES</th>
<th>DESCRIPTIONS AND OBJECTIVES</th>
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<tr>
<td>School Partnerships Program (SPP)</td>
<td>Collaborate with 44 low SES schools and three Flexible Learning Centres to deliver activities that provide engagement opportunities for students to both demystify higher education and build academic preparedness and capability.</td>
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<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>Deliver a suite of activities for students from low SES schools to increase student capabilities, build self-efficacy, and raise awareness of career opportunities upon completion of a university degree.</td>
</tr>
<tr>
<td>Succeed Program (Academic Early Warning System)</td>
<td>University-wide communication and referral strategy designed to identify and engage commencing undergraduate students at risk of disengagement. The program is informed by predictive and learning analytics to identify risks of failure and attrition among low SES and other under-represented groups.</td>
</tr>
<tr>
<td>UniBridges</td>
<td>Increase the interest and achievement of students from low SES backgrounds in Science, Technology, Engineering, and Mathematics (STEM). This aim is promoted by delivering thematic curriculum across a cluster of secondary school subjects.</td>
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<tr>
<td>Peer Learning Advisers (PLAs)</td>
<td>Provide academic skills advice, numeracy and literacy advice to students.</td>
</tr>
<tr>
<td>Subject Support Tutor Program</td>
<td>A discipline and course-specific academic support program for academically under-prepared students. The Program includes one-on-one or small group support for students requiring additional explanation of subject content, and monitoring of student engagement in order to follow-up with students who show early signs of difficulty.</td>
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<tr>
<td>Equity and Diversity Centre (EDC) Predictive Analytics Program</td>
<td>Promotes equal participation of all students and staff of the University and fosters an environment free of discrimination and harassment. Provides student-facing services with predictive and learning analytics to identify risks of failure and attrition among low SES and other under-represented groups.</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 and achievement levels of under-represented students. 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>Equity scholarships and bursaries</td>
<td>• Access scholarships: Awarded on the basis of educational disadvantage to support students. • Employment grants: Awarded on the basis of financial disadvantage to assist low SES students with placements and internships. • Student mobility assistance scholarships: Awarded on the basis of financial disadvantage to assist low SES students participating in an overseas exchange. • Bursaries for care leavers: Awarded to all commencing, domestic undergraduate students at the University who spent time in formal out-of-home care (i.e. foster care, residential care, kinship care, ward of the State). • Bursaries for students from refugee backgrounds: Awarded to commencing, domestic undergraduate students at the University who entered on humanitarian visas.</td>
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<tr>
<td>Country Education Foundation grants</td>
<td>In 2018, La Trobe established a partnership with the Country Education Foundation (CEF) to support regional students studying at the University between 2018 and 2020. The CEF will provide financial assistance to regional students on the basis of hardship, and the University will use HEPPP funding to match those amounts. The Centre worked with the Pro Vice-Chancellor (Regional) to develop this initiative.</td>
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<tr>
<td>The Bradford Shepparton Pathway Program (BSPP)</td>
<td>The BSPP supports Year 11 students from four low SES schools in Shepparton through the final 15 months of secondary schooling.</td>
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**Institutional Strategies and Support**

CHEEDR has led the development of a number of institutional strategies and supports for under-represented students at La Trobe.

Table 2: Major CHEEDR-led institutional strategies and supports for under-represented students at La Trobe in 2019.

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<th>INSTITUTIONAL STRATEGIES AND SUPPORTS</th>
<th>DESCRIPTIONS AND OUTCOMES</th>
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<tr>
<td>Development of La Trobe University’s Student Equity and Diversity Plan</td>
<td>Supported by the Office of the Deputy Vice-Chancellor (Academic), 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 September 2018 and April to October 2019, the Centre consulted with over 120 students and academic and professional staff.</td>
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| La Trobe University’s Care Leaver Strategy | Supported by the Office of the Deputy Vice-Chancellor (Academic), 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:  
  • Winner, Education Initiative Award at the 2018 Victorian Protecting Children Awards;  
  • Winner, Equity and Opportunity Award at the 2017 Australian Financial Review (AFR) Higher Education Awards;  
  • Highly commended, Excellence in Community Engagement at the 2018 Australian Tertiary Education Management Awards. |
| 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 2019.  
  • **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. |
### 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 will be offering four 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, will 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. 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 the Centre, 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.

La Trobe student outreach analysis

In 2019 the Centre analysed student outreach activity data that had been delivered by La Trobe from 2010 through to 2018. The analysis combined data on outreach activity and intensity with application data for Victorian universities to gauge how outreach activity was linked with changes in demand for higher education. Outreach activity continued to expand between 2010 and 2017, with the number of individual participants continuing to grow in 2018. Analysis found that there had been an increase in the number of VTAC applications from the University’s partner schools, and that schools receiving substantial outreach activity increased their share of first preferences for, and enrolments at, La Trobe University.

Predictive Analytics program

In 2019 CHEEDR successfully developed and delivered a predictive “risk of failure” model that included analysis of equity cohorts at all undergraduate year levels. The Centre’s predictive models have been tailored to meet the needs of several different programs and intervention/outreach campaigns throughout the year, including at least eight campaigns conducted by Succeed at La Trobe.

The project team established processes, techniques and workflows to establish a new “risk of attrition” predictive model that will be further deployed next year. In this way the predictive analytics project produces continuous reports on the progress of students, including nearly all equity students, within the institution.

Preliminary analysis of the Predictive Analytics project shows that La Trobe University’s ability to accurately identify students at risk of failure or attrition has improved by as much as 75% in many cases. This ability has led to much greater efficiency and impact for the Succeed Program and the related Academic Advising Project (also HEPPP funded). In December 2019, the CHEEDR data analytics team won the La Trobe University 2019 ‘Vice-Chancellor’s Cultural Qualities: Innovation - team award’.

Investigating leave of absence behaviour at La Trobe

In 2019 the Centre undertook research on leave of absence behaviour at La Trobe. The research quantified the link between leave of absence and attrition metrics, as well as degree completion. Additional phases of the research will explore the reasons for taking a leave of absence, and we will continue work with teams in the Student Success portfolio to design effective interventions to improve leave of absence return and academic success.

Academic Progression and Monitoring – institutional research and evaluation

CHEEDR has 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 also inform and improve the Centre’s work with predictive analytics and further contribute to our research concerning non-participating enrolments (NPE). The work will also carry a particular focus on equity cohorts and their participation in the APM process and associated outcomes.
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. This program has included a report which was tabled at the Education Committee (March 2018). 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.

CareerHub equity analysis

The Centre analysed equity participation in career events and counselling appointments, recorded within the La Trobe CareerHub database.

Internal data requests and analysis

The Centre responded to data requests from a number of La Trobe employees, including subject and course coordinators, HEPPP project coordinators, and La Trobe Teaching and Learning staff.

Parents and carers in higher education

The Centre conducted a study on the experiences of carers and parents studying at La Trobe. In our preliminary research, these groups were found to be largely invisible at university. The study found that participants faced substantial university barriers around flexibility of curriculum, travel and finances. The project identified the need to consider specific policies and programs for both groups, and to explore further their facilitators and barriers to accessing, participating and succeeding in Australian higher education.
Submissions to inquiries

In 2019, the Centre contributed to a number of La Trobe submissions to national and state inquiries.

Table 3: Inquiry submissions the Centre contributed to in 2019.

<table>
<thead>
<tr>
<th>INQUIRY</th>
<th>BODY CONDUCTING INQUIRY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultations for performance-based funding for the Commonwealth Grant Scheme</td>
<td>Department of Education and Training</td>
</tr>
<tr>
<td>Consultation on the development of a National Regional, Rural and Remote Education Strategy</td>
<td>Department of Education and Training</td>
</tr>
<tr>
<td>Expert Panel: Consultations for performance-based funding for the Commonwealth Grant Scheme</td>
<td>Department of Education and Training</td>
</tr>
<tr>
<td>Reallocation of Commonwealth supported places for enabling, sub-bachelor and postgraduate courses</td>
<td>Department of Education and Training</td>
</tr>
<tr>
<td>Review of the Australian Qualifications Framework</td>
<td>Department of Education and Training</td>
</tr>
<tr>
<td>The review of senior secondary pathways into work, further education and training</td>
<td>Education Council</td>
</tr>
</tbody>
</table>
## Competitive Grants

Table 4: In 2019, the Centre has worked on eleven competitive grants, valued at over $2.16 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>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>
<tr>
<td>Improving postsecondary education planning for children in, and transitioning from, out-of-home care</td>
<td>$34,400</td>
<td>Dec 2018</td>
<td>Research Focus Area: Transforming Human Societies</td>
<td>LEAD</td>
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<tr>
<td>Improving employment for Somali Australians</td>
<td>$60,000</td>
<td>May 2018</td>
<td>Department of Health and Human Services and the Banyule City Council</td>
<td>LEAD</td>
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<tr>
<td>Raising expectations: Improving education outcomes for young people in out-of-home care</td>
<td>$200,000</td>
<td>May 2018</td>
<td>Victorian Department of Education and Training</td>
<td>PARTNER</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$2,161,352</strong></td>
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</tbody>
</table>
Research Projects

LOW SOCIO-ECONOMIC STATUS (SES) STUDENT DEFERRALS

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

Project CIs:

**Associate 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’, will strengthen 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 will analyse 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 will explore institutional strategies which improve the likelihood of return to study. Qualitative research will be undertaken at identified universities of effective practice, and case studies will be conducted among the six partner institutions, including surveys of returned students and detailed analysis of specific projects.

The project outputs will include a final research report, recommendations, and good practice guidelines for universities.

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

Department of Veterans’ Affairs, Supporting Younger Veterans Grant Program

Project CIs:

**Associate 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’, aims to increase access and support of student veterans in Australian higher education. The project builds on previous research, led by La Trobe University in collaboration with the Australian Student Veterans Association.

The current project aims 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.

IMPROVING EMPLOYMENT FOR SOMALI AUSTRALIANS

Department of Health and Human Services and the Banyule City Council

Project CIs:

**Associate 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. Interviews were conducted with university students and graduates from the Somali Australian community, as well as 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 Himilo Community Connect.
PROFESSIONAL DEVELOPMENT IN EQUITY INTERVENTIONS FOR SCHOOL TEACHERS

Department of Education and Training’s 2017 National Priorities Pool

Project CIs:

Professor Jenny Gore (University of Newcastle),
Professor Penny Jane Burke (University of Newcastle),
Associate Professor Andrew Harvey (La Trobe University),
Associate Professor Peter Howley (University of Newcastle),
Professor Maree Gruppetta (University of Newcastle),
Dr Jess Harris (University of Newcastle),
Dr Elena Prieto-Rodriguez (University of Newcastle),
Dr Leanne Fray (University of Newcastle),
Dr Adam Lloyd (University of Newcastle)

Grant: $600,000

This project aimed to develop, trial and evaluate a suite of innovative professional learning modules designed to build teachers’ capacities to better support students from low SES backgrounds on the path to higher education. The project developed high quality professional learning modules, customised to support Australian teachers across three stages of schooling (Years 1-6, 7-9, 10-12) and accessible to teachers of students from low SES backgrounds in all geographic areas and all schooling sectors (government, Catholic and independent).

The course, titled Aspirations: Supporting students’ futures, is available online at www.aspirations.edu.au.

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),
Associate Professor Andrew Harvey (La Trobe University)

Grant: $18,120

This project will establish the first major evidential base for carers in Australian higher education. National data sets will be examined to create a geo-demographic profile of carers; and the team will work with Carers Australia (Victoria) to identify and survey carers who have studied at university. We will also analyse 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. Outputs will include a final research report and recommendations for higher education institutions, governments, and service providers. Carers Australia (Victoria) is a partner on this project.

AN INSTITUTIONAL STUDY OF ‘GHOST STUDENT’ FAILURE AMONGST 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),
Yujie Wang (La Trobe University),
Beni Cakitaki (La Trobe University)

Grant: $17,550

Utilising longitudinal enrolment data from a metropolitan university with regional campuses, the project will quantify patterns of ‘non-participating enrolments’ (NPE) among disadvantaged and under-represented student cohorts. Every year a significant minority of students will remain enrolled in a unit and incur a financial liability but exhibit no evidence of having participated in the unit. Early evidence suggests this behaviour is a leading indicator of degree non-completion and is significantly more likely among equity student groups. This project will include a final report, provide recommendations relating to policy implications, and outline strategies for student support.
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),
Associate 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 military veterans at Australian universities has highlighted some of the difficulties affecting their participation in higher education. There is, however, little information about how Australian universities recognise and support student veterans. This project will examine how universities across four states (SA, VIC, NSW and QLD) identify, prepare, and support veterans in higher education. The project will involve interviews, focus groups, university consultation seminars, and document analyses. Outputs will include a final report and peer-reviewed papers.

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),
Associate Professor Andrew Harvey (La Trobe University),
Dr Ryan Naylor (La Trobe University),
Dr Marian Mahat (University of Melbourne)

Grant: $223,961

This project will harness 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 will address the common marginalisation of low SES, Indigenous and other student voices even within research projects that explicitly concern them. Elements of research will include a literature review, data analysis and co-design workshops with students and influencers. The project outputs will include 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),
Associate 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 who are either aspiring to pursue higher education (aged 14-18); or are participating in, or recently completed, higher education (any age). Within the project we will identify policy and practice levers to improve Indigenous men’s participation in higher education in Australia. Methods adopted will include 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.

**IMPROVING POSTSECONDARY EDUCATION PLANNING FOR CHILDREN IN, AND TRANSITIONING FROM, OUT-OF-HOME CARE**

La Trobe’s Research Focus Area: Transforming Human Societies

Project CIs:

**Associate Professor Andrew Harvey** (La Trobe University),
**Associate Professor Jacqueline Wilson** (Federation University Australia),
**Associate Professor Philip Mendes** (Monash University),
**Dr Iain Matheson** (Massey University),
Centre for Excellence in Child and Family Welfare, Anglicare Victoria

Grant: $34,400

‘Improving postsecondary education planning for children in out-of-home care’ provide foundational research to map and analyse postsecondary education planning processes for Victorian children in, and transitioning from, out-of-home care (OOHC). This research included: a literature review; mapping of transition processes within Victorian out-of-home care; and interviews with stakeholders from the Victorian education and welfare sectors.

**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),  
Joanna Humphries  
(Centre for Excellence in Child and Family Welfare),  
**Associate Professor Andrew Harvey** (La Trobe University),  
**Associate Professor Jacqueline Wilson** (Federation 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 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 a collaboration among the Centre for Excellence in Child and Family Welfare (CFECFW), La Trobe University, and Federation University Australia. 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.
Research Impact

The translation of CHEEDR research to institutional and broader policy change, and to improved practical outcomes, is central to our mission.

Care leavers strategy

Fundraising for Care Leaver Bursary program

The Centre’s research into care leavers inspired the La Trobe Alumni and Advancement Office to run two call campaigns in September 2018 and February 2019. The campaigns raised a total of $18,079.50 from 287 donors, with all donations going towards financial support for care leavers at La Trobe. Thanks to the efforts of the Alumni and Advancement Office as well as the generous support of new donors, La Trobe will be launching four new Care Leaver Accommodation Scholarships in 2020, to assist students who spent time growing up in out-of-home care to live in residence at the Bunyip, Bendigo or Albury-Wodonga campuses. The Alumni and Advancement Office has committed to continue raising the funds to offer these scholarships in future years.

Home Stretch Campaign Committee

Currently, most government support for young people in out-of-home care in Australia ends abruptly at age 18 years, and the outcomes are typically very poor. The Home Stretch Campaign aims to change these outcomes for care leavers by encouraging states to extend care up to the age of 21 years. To date, four states including Victoria, Tasmania, South Australia and Western Australia have signed up to some form of extended care, generally as a pilot program. The Victorian government, for example, pledged $11.6 million in 2019 for a five-year program to extend support for young people in care to the age of 21 years. Home Stretch draws on CHEEDR’s own research into care leavers, and Andrew Harvey is a member of the Home Stretch Campaign Committee and the Victorian Government’s Steering Committee to implement the pilot program.

Application and admission for care leavers

The Centre’s research and advocacy around care leavers and higher education has led to a change in application forms, enabling more care leavers to self-identify and receive consideration for admission to university. In Victoria, this change has been made for those applying directly to La Trobe, Federation and Swinburne universities, as well as for those applying through the Victorian Tertiary Admissions Centre’s (VTAC) Special Entry Access Scheme (SEAS). A total of 419 VTAC SEAS applicants identified as having spent time in out-of-home care in the VTAC 2016–2017 Main Round, which represents the first set of consistent state-wide data on care leavers applying for higher education in Australia. Interstate, both the Universities Admissions Centre (NSW) and the Queensland Tertiary Admissions Centre (QTAC) include an identifier for care leavers as part of their Educational Access Scheme (EAS) application processes.

REACH for La Trobe event

The Centre’s research and advocacy around care leavers and higher education also led to La Trobe University hosting an event for young people in out-of-home care, and their support networks (carers, teachers, and support workers). The event was held at the Bendigo campus on 10 May 2019 in partnership with the Centre for Excellence in Child and Family Welfare and the Raising Expectations project.

Altogether, more than 60 people participated in the event, with insight gained into higher education, care leavers, La Trobe student services and support, and local education programs for disadvantaged youth. The REACH for La Trobe event followed on from a similar event held at the Bendigo campus in 2016.
Student veterans

Research on military veterans in Australian higher education

The Centre published the first major research report on military veterans in Australian higher education in August 2018, funded through the Department of Veterans’ Affairs Supporting Younger Veterans Grant Program. The report was co-authored by Associate Professor Andrew Harvey and Lisa Andrewartha, with Matthew Sharp and Matthew Wyatt-Smith from the Australian Student Veterans Association (ASVA). The researchers identified the need to improve processes for identifying student veterans in higher education, recognising their unique strengths, and supporting their wellbeing and success at university.

Following publication of the report, and increased national advocacy for supporting student veterans, a range of initiatives have been introduced at the institutional, state, and national level.

La Trobe University support for student veterans

- In 2019, La Trobe added a veterans ‘tick box’ to direct entry application forms, and the StudentOnline system, to identify student veterans.
- In 2019, La Trobe appointed a Student Veteran Support Coordinator to identify and support under-represented groups, with military veterans as a priority group.
- La Trobe launched a webpage outlining available supports and services for student veterans. [https://www.latrobe.edu.au/cheedr/veterans](https://www.latrobe.edu.au/cheedr/veterans)
- La Trobe recognises the strengths that student veterans bring to their studies and invites them to join the La Trobe Student Excellence Academy in 2020.
- La Trobe encourages online peer networking via the La Trobe Vet Connect forum.

Victoria-wide initiatives

- ASVA and Melbourne Legacy have partnered to provide financial support services to Victorian-based student veterans, who require direct family support, via the Melbourne Legacy Education, Training and Upskilling Grant (up to $3,000 in financial support, per financial year, to ease the costs of study).
- La Trobe successfully reached an agreement with VTAC for a veteran ‘tick box’ to be added to the VTAC course application form (agreed in March 2019);

Other institutional initiatives

In 2019, increased support for student veterans was introduced across a number of Australian universities, including: Australian Catholic University, Charles Darwin University, Flinders University, University of New South Wales, University of South Australia, and Western Sydney University.

National initiatives

In February 2019, La Trobe received funding for a new project aimed at increasing access and support of student veterans in Australian higher education ($181,091). The project is led by Associate Professor Andrew Harvey and Lisa Andrewartha from CHEEDR, with colleagues from the Australian Student Veterans Association, Australian Catholic University, Charles Darwin University, and Western Sydney University.
Data analytics

The Centre’s institutional research relating to non-participating enrolments (NPE), commonly referred to as ‘ghost’ or ‘zombie’ students, has continued throughout 2019. In August, the CHEEDR data analytics team submitted a suite of policy and procedure recommendations to a special senior working group led by the PVC, Student Success. Many of these recommendations are now being enacted or further investigated as a means of addressing NPE failures. The analytics team also led an investigation of ‘leave of absence’ students, resulting in a concerted communications campaign to students on leave and at risk of not returning to study. The campaign was evaluated as highly successful in preventing attrition among an at-risk cohort.

The Centre’s data analytics team is currently conducting a broad analysis of four years of Academic Progression and Monitoring Process data. This work will form the basis of a deep evaluation of the process and is already informing necessary changes to data capture and process automation.

Non-university higher education providers

The Centre’s research into Equity at and beyond the boundary of Australian universities, published in 2019, provides a first look at student equity within university courses delivered by third parties in Australia, and a more fine-grained analysis of student equity within non-university higher education providers (NUHEPs) than has been seen previously.

The research generated significant media interest, including in articles published in the Times Higher Education on 12 and 23 March 2019, in The Australian on 15 May 2019, and in Wonkhe on 14 and 26 May 2019. Lead author of the report, Matthew Brett (now at Deakin University) was also an invited keynote at the Higher Education Private Provider – Quality Network on 3 May 2019 and an invited speaker at the inaugural meeting of Independent Higher Education Australia on 30 May 2019. While NUHEPs are developing a keen interest in student equity within their institutions as a result of the research, the Tertiary Education Quality and Standards Agency (TEQSA) is beginning to take a closer and more critical look at third party delivery within universities. For example, TEQSA has, for the first time, imposed related conditions on several universities’ re-registration. These conditions are related to the universities’ engagement with third party providers.

Admissions practices

The Centre’s research into The adaptation of tertiary admissions practices to growth and diversity, published in 2016, was referenced multiple times in the Higher Education Standards Panel’s (HESP) report examining higher education admissions processes. In response to the HESP report, an Admissions Transparency Implementation Working Group was established in 2017 to develop a plan to implement the Panel’s recommendations. A raft of changes aimed at improving the transparency of higher education admissions practices has been instituted as a result.

On the basis of research conducted with careers advisers and students as part of The adaptation of tertiary admissions practices to growth and diversity project, Associate Professor Andrew Harvey was invited to give evidence to the Parliament of Victoria’s Inquiry into career advice activities in Victorian schools. Associate Professor Harvey’s evidence was cited six times in the Inquiry’s 2018 report.

The Inquiry’s report – together with an earlier review of careers education in Victorian government schools commissioned by the Victorian Department of Education and Training and conducted by dandelopartners – subsequently led to years to fund a program of activities aimed at Transforming career education in Victorian government schools.
### CHEEDR partners

Table 5: The Centre’s national and international partners.

<table>
<thead>
<tr>
<th>NATIONAL</th>
<th>INTERNATIONAL</th>
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<tbody>
<tr>
<td>Anglicare</td>
<td>Center for Internationalization and Global Engagement, American Council on Education, United States</td>
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<tr>
<td>Australian Catholic University</td>
<td>Manchester Metropolitan University, United Kingdom</td>
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<tr>
<td>Australian Council for Educational Research (ACER)</td>
<td>Massey University, New Zealand</td>
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<tr>
<td>Australian Student Veterans Association (ASVA)</td>
<td>Pontificia Universidad Católica de Chile, Chile</td>
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<tr>
<td>Batchelor Institute of Indigenous Tertiary Education</td>
<td>Seton Hall University, United States</td>
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<tr>
<td>Berry Street</td>
<td>Sheffield Hallam University, United Kingdom</td>
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<tr>
<td>Carers Australia (Victoria)</td>
<td>Steinhardt Institute for Higher Education Policy at New York University, United States</td>
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<tr>
<td>Central Queensland University</td>
<td>The Centre for Research in Race and Education at University of Birmingham, United Kingdom</td>
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<tr>
<td>Charles Darwin University</td>
<td>The Education Trust, United States</td>
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<td>Edith Cowan University</td>
<td>The University of Auckland, New Zealand</td>
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<td>Federation University Australia</td>
<td>University of Birmingham, United Kingdom</td>
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<td>Flinders University</td>
<td>University of California Los Angeles, United States</td>
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<td>Himilo Community Connect</td>
<td>University of Girona, Spain</td>
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<td>James Cook University</td>
<td>University of Gothenburg, Sweden</td>
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<tr>
<td>Mackillop Family Services</td>
<td>University of Iowa, United States</td>
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<tr>
<td>Menzies School of Health Research</td>
<td>University of London, United Kingdom</td>
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<td>Queensland University of Technology</td>
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<td>Swinburne University of Technology</td>
<td>University of Victoria, Australia</td>
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<td>The Centre for Excellence in Child and Family Welfare (CFECFW)</td>
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<td>The National Centre for Student Equity in Higher Education (NCSEHE)</td>
<td>University of Wisconsin-Madison, United States</td>
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<td>The University of Melbourne</td>
<td>University of Wollongong, Australia</td>
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<td>University of the Sunshine Coast, Australia</td>
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<td>University of New England</td>
<td>Victoria University of Technology, Australia</td>
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<td>University of the Sunshine Coast</td>
<td>Victoria University of Technology, Australia</td>
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National and International Collaborations

The Centre is involved in a number of international collaborations, including: research grants, connections and visiting fellowships.

International research grants

‘Student Equity Admissions Framework’ project funded by the University of Pennsylvania through the Margin Buster Micro Grant.

International connections

American Council of Education – Dr Lucia Bratkovic
Center for Internationalization and Global Engagement, American Council of Education - Bradley Farnsworth
Manchester Metropolitan University - Professor Julia Clarke, Dr Sam Sellar
New York University - A/Prof Stella Flores
Pontifical Catholic University of Chile - A/Prof Daniela Véliz Calderón, Professor Andrés Bernasconi, Dr Sergio Celis, A/Prof Veronica Santelices
Seton Hall University - A/Prof Carolyn Sattin-Bhajaj
Sheffield Hallam University - Dr Liz Austen, Ms Natalie Day
The Education Trust - Dr Tiffany Jones
University of Birmingham - Professor David Gilborn, Dr Dina Kiwan, Dr Claire Crawford, Dr Rheza Gholami
University of California Los Angeles - Dr Ellen Bara Stolzenberg
University of Girona - Dr Carme Montserrat
University of Iowa - Professor Nicholas Bowman
University of Michigan - Professor Michael Bastedo
University of Oxford - Dr Neil Harrison
University of Utah - Assistant Professor Jason Taylor
University of Salford - Mr Arron Pile

International visiting collaborators

The Centre hosts a program of visiting international collaborators who share expertise through open seminars and targeted workshops.

Professor Michael Bastedo
University of Michigan, US
International Visiting Fellowship and Seminar

In January 2019, the Centre welcomed visiting collaborator Professor Michael Bastedo from the University of Michigan (US). Michael Bastedo is Professor of Education at the Center for the Study of Higher and Postsecondary Education (CSHPE) at the University of Michigan (US). As part of Michael’s visit, the Centre hosted a seminar on Holistic college admissions in the United States: Low-income students and contextualised application review.

Assistant Professor Jason Taylor
University of Utah, US
International Visiting Fellowship and Seminar

In March 2019, the Centre welcomed Assistant Professor Jason Taylor from the University of Utah (US) as a visiting fellow at La Trobe. Dr Taylor is Assistant Professor in the Department of Educational Leadership and Policy at the University of Utah. As part of Jason’s visit, the Centre hosted a seminar on Pathways and transition programs into American higher education. During his visit to La Trobe, Dr Taylor presented some of his recent work on dual enrolment and college transition programs.
Professor Nicholas Bowman
University of Iowa, US
International visiting collaborator and Seminar

In July 2019, the Centre welcomed visiting collaborator Professor Nicholas Bowman from the University of Iowa (US). Nicholas Bowman is a professor in the Higher Education and Student Affairs program and the director of the Center for Research on Undergraduate Education at the University of Iowa. As part of Nicholas’s visit, the Centre hosted a seminar on Strategies to improve student success – Lessons from interventions in the US.

Dr Ellen Bara Stolzenberg
University of California Los Angeles, US
International visiting collaborator and Presentation

In September 2019, the Centre welcomed visiting collaborator Dr Ellen Bara Stolzenberg from the University of California Los Angeles (US). Ellen Stolzenberg is the Assistant Director for Research at the Higher Education Research Institute (HERI) at the University of California Los Angeles. As part of her visit, Ellen gave a presentation to the Deputy Vice-Chancellor (Academic) Executive group on Campus climate: lessons from the Diverse Learning Environments Survey.

National visiting collaborators

Professor Sarah O’Shea
University of Wollongong, Australia
NCSEHE 2019 Research Fellowship

Throughout 2019, the Centre collaborated with the National Centre for Student Equity in Higher Education (NCSEHE) to support Professor Sarah O’Shea to undertake research on post-graduation outcomes and employment mobility of individuals who are first in their family to complete a university degree. As part of the fellowship, Sarah visited the Centre and met with La Trobe staff in October 2019.
Awards, panels and keynote presentations

Awards

09 DECEMBER    
Dr Bret Stephenson, Yujie Wang, Beni Cakitaki, Michael Luckman and Dr Qing Huang
Winner, La Trobe University 2019 ‘Vice-Chancellor’s Cultural Qualities: Innovation - team award’.
The Centre for Higher Education Equity and Diversity Research (CHEEDR)–Data Analytics.
La Trobe University, Melbourne

Panels

31 OCTOBER    
Andrew Harvey
Invited panellist
Foster Care: Let's make it better – A panel discussion
La Trobe University, Mildura

Andrew Harvey was an invited panellist at the ‘Foster Care: Let's make it better - A panel discussion’ event held in Mildura on 31 October 2019. Organised by Mallee Family Care in partnership with La Trobe University, the expert panel discussed the foster care system, and how we can improve it. The panel included Andrew Harvey (Director, CHEEDR), Liana Buchanan (Principal Commissioner for Children and Young People), Eleni Hale (author and journalist), and Carla Piscitelli (teacher and foster care advocate). The event was facilitated by the Chief Executive Officer of Mallee Family Care, and La Trobe alumna, Teresa Jayet.
Presentations and seminars

18 MARCH | Andrew Harvey
What role can universities play in facilitating military to civilian transition?
Invited seminar presentation
University of South Australia, Adelaide

27 JUNE | Andrew Harvey
Beyond the student life cycle: The extension of university accountability under performance-based funding models.
Invited presentation
National Youth Commission into Youth Employment and Transitions Public Hearing, Bendigo TAFE, Bendigo

12 SEPTEMBER | Andrew Harvey
Beyond the student life cycle: The extension of university accountability under performance-based funding models.
Conference presentation
British Educational Research Association (BERA) Annual Conference 2019, University of Manchester, UK

14 OCTOBER | Michael Luckman
New insights on the correlation between outreach and enrolments.
Invited presentation
La Trobe University and Engagement Australia
Student Outreach Symposium, La Trobe University, Melbourne

01-05 DECEMBER | Giovanna Szalkowicz and Andrew Harvey
Improving employment and education outcomes for Somali Australians.
Conference Presentation
Andrew Harvey, Jason Taylor and Michael Luckman
The growth of university subjects within secondary schools: implications for student equity.
Conference Presentation
Andrew Harvey, Naomi Tootell, Jacqueline Wilson and Associate Professor Philip Mendes
Postsecondary education planning for children in out-of-home care.
Conference Presentation
Dr Wojtek Tomaszewski, Andrew Harvey, Matthias Kubler and Michael Luckman
Maximising low socio-economic status students’ uptake of university places following deferral.
Conference Presentation
Andrew Harvey, Jason Taylor and Michael Luckman
Improving employment and education outcomes for Somali Australians.
Conference Presentation
La Trobe University and Engagement Australia
Student Outreach Symposium, La Trobe University, Melbourne

16 SEPTEMBER | Andrew Harvey
Equity across the student life cycle: lessons from Australia.
Invited guest lecture
Sheffield Hallam University, UK

17 SEPTEMBER | Andrew Harvey
Care leavers in Australian higher education.
Invited presentation
Rees Centre, University of Oxford, UK

01 NOVEMBER | Andrew Harvey
Identifying risk: Looking beyond geographic and demographic factors.
Invited presentation
2019 Student Success Summit, La Trobe University, Mildura

Naomi Tootell, Andrew Harvey, Giovanna Szalkowicz and Michael Luckman at the 2019 AARE Conference.
Publications

Book chapters


Peer-refereed journal articles


National reports


Conference papers


Harvey, A. & Cakitaki, B. (2019). Beyond the student life cycle: the extension of university accounta-
Keynote presentations

Harvey, A. (2019). Invited presentation, Identifying risk: Looking beyond geographic and demographic factors, 2019 Student Success Summit, La Trobe University, Melbourne, 01 November.

Harvey, A. (2019). Invited panellist, Foster Care: Let's make it better - A panel discussion, Mildura, 31 October.

Luckman, M. (2019). Invited presentation, New insights on the correlation between outreach and enrolments. La Trobe University and Engagement Australia Student Outreach Symposium, La Trobe University, Melbourne, 14 October.


Harvey, A. (2019). Invited presentation, What role can universities play in facilitating military to civilian transition?, Seminar at University of South Australia, Adelaide, 18 March.

Media appearances

2SER (2019, 18 September). Barriers foster children are facing to tertiary education, featuring Naomi Tootell. 2SER 107.3 FM.


ABC Central Victoria, Breakfast with Fiona Parker (2019, 09 May). Interview with Andrew Harvey, Associate Professor and Director of Centre for Higher Education Equity and Diversity, ABC Central Victoria, Bendigo 91.1 FM.


ABC Radio Sydney Breakfast (2019, 24 January). Interview with A/Prof Andrew Harvey, ABC Radio Sydney Breakfast.

ABC Radio South West WA, Drive (2019, 23 January). Interview with Michael Luckman, ABC Radio South West WA.
Related media

Bachelor non-completers


University third party and private providers


Hare, J. (2019, 15 May). Surge in third-parties is like the ‘wild west’. The Australian.


Student military veterans

Rowbotham, J. (2019, 24 September). Credit where it’s due for defence veteran and support group. The Australian.


Bowling, M. (2019, 05 July). ACU student Michael Addis is helping other veterans find their footing in higher education. The Catholic Leader.

Wagner, I. (2019, 12 March). Western to re-search and promote veteran participation in higher education. Western Sydney University.

Hare, J. (2019, 05 March). Letter from Australia: A very veteran affair. Wonkhe.

La Trobe University. (2019, 04 March). From the military to the academy. La Trobe University.

Tertiary admissions practices

Cook, H. (2019, 14 February). 'I'd prefer to do something I love', Top students shun law, medicine. The Age.

Performance based funding


Hare, J. (2019, 31 July). Dan Tehan calls in uni chiefs for funding talks. The Australian.

Out-of-home care

Vowles, E. (2019, 17 September). Nicola defied ‘a sad statistic’ to get to university. She wants it to be easier for others like her. ABC News.


Kirkham, R. (2019, 06 August). Raising Expectation program supports out of home care leavers to thrive at university. The Courier.


Kernebone, E. (2019, 11 May). Reach for LaTrobe event in Bendigo aims to bring children in care to university as part of Raising Expectations project. Bendigo Advertiser.
Acronym List

AARE  Australian Association for Research in Education
ACE  American Council on Education (US)
ACER  Australian Council for Educational Research
AFR  Australian Financial Review
APM  Academic Progression Monitoring
ARC  Australian Research Council
ASRC  Asylum Seeker Resource Centre
ASSC  College of Arts, Social Sciences and Commerce (La Trobe University)
ASVA  Australian Student Veterans Association
ATAR  Australian Tertiary Admission Rank
ATEM  Association for Tertiary Education Management
CEF  Country Education Foundation
CFECFW  Centre for Excellence in Child and Family Welfare
CHEEDR  Centre for Higher Education Equity and Diversity Research (La Trobe University)
CSHPE  Center for the Study of Higher and Postsecondary Education (US)
DVCA  Deputy Vice-Chancellor (Academic) (La Trobe University)
EAS  Educational Access Scheme
EDC  Equity and Diversity Centre (La Trobe University)
EPHEA  Equity Practitioners in Higher Education Australia
HEPPP  Higher Education Participation and Partnerships Program
HERI  Higher Education Research Institute
HESP  Higher Education Standards Panel
LTI  La Trobe International (La Trobe University)
NCSEHE  National Centre for Student Equity in Higher Education
NPE  Non-participating enrolments
NPP  National Priorities Pool
NUHEP  Non-University Higher Education Provider
OOHC  Out-of-home care
PBF  Performance-Based Funding
PIPU  Planning and Institutional Performance Unit (La Trobe University)
PLA  Peer Learning Adviser (La Trobe University)
PVC  Pro-Vice Chancellor (La Trobe University)
QTAC  Queensland Tertiary Admissions Centre
RFA  Research Focus Area (La Trobe University)
SEAS  Special Entry Access Scheme
SES  Socio-economic status
SHE  College of Science, Health and Engineering (La Trobe University)
SPP  School Partnerships Program (La Trobe University)
STEM  Science, Technology, Engineering and Maths
TAC  Tertiary Admissions Centres
TEQSA  Tertiary Education Quality and Standards Agency
UK  United Kingdom
US  United States (of America)
VTAC  Victorian Tertiary Admissions Centre
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Published by La Trobe University, March 2020.

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CRICOS Provider 00115M.
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