APPENDIX 5

ITT Retention Strategy

Student Retention Strategy

Institute of Technology Tallaght

November 2012

Contents

Summary of Key Features

Theme	Key Features
Prior to entry	• Raising aspiration and attainment • Better academic preparation • Fair admissions
Initial Induction	• Initial induction • Extended induction • Pastoral care
Induction and Beyond	• Pastoral care • Fair treatment • Flexible progression • Student Success Strategies
Curriculum Development	• Curriculum development • Modification of Assessment
Staff Development	• Academic professional development initiatives
Institutional	• Evidence based practice

Foreword

It is our stated objective to retain as many of those students who enrol on and engage with our programmes of study as possible while retaining academic standards. Our retention strategy is based on the belief that students will at some point in their studies experience difficulty that with a little support from us can be overcome.

We will continue to participate in national networks and monitor those further afield to ensure that our retention strategy and operation are informed by best practice. We will do all we can within the available financial resources to continue to develop the staff cohort in relation to improving student retention.

The quantum of support that we can give in a structured manner is dictated by the resources we have available. We will be mindful of equity when deploying that resource in so far as we will try to provide the same level of support to all students who seek it. Obviously, individual staff will continue to provide varying degrees of *ad hoc* support to their specific students but from an institute we must set limits on the support we can give to individuals to ensure equity and effective resource utilisation.

When we speak of supporting students we are talking about those students who are actively participating on a programme. In this context active participation means that the students in question are regularly attending classes and exhibit a motivation to overcome the academic problems they face.

Our retention interventions are not designed as an alternative to attending lectures and other course events nor are they intended to provide solutions to the problems of academically passive students. Students must have attempted to solve their own problems before seeking support toward *their* finding a solution. Those attempts will form the point of departure for us on the journey toward a sustainable solution for the student.

Given there is only so much we can do or indeed wish to do it is critical that we provide support only to those students who are actively participating on their programmes of study and who have no outstanding debts with the college. We cannot allow ineligible individuals displace institute students legitimately seeking support.

Mr Pat McLaughlin
President
ITT Dublin

ITT Dublin's Mission and Vision

As outlined in the Institute Strategic Plan 2009-2014, the Mission of the Institute of Technology Tallaght is to be the centre of higher education and knowledge creation within South Dublin County and its environs, to broaden participation in higher education in the region, to be recognised as a leader in supporting research and commercial innovation, and to assist in the advancement of the economic, social and cultural life of the region.

In developing this plan, the Institute will build on achievements to-date and continue to provide:

Career Focussed Higher Education (Strategic Plan Goals A1-A6)

- Offer a range of relevant and flexible learning opportunities, which are career focussed, within a professional and supportive learning environment

- Provide increased lifelong learning opportunities commensurate with the career requirements of those living in the region and the developmental needs of business, industry and society

- Promote equality of access and opportunity to widen participation and facilitate all learners in achieving their potential

- Cultivate a range of national and international partnerships and initiatives to advance the role and core activities of the Institute and the region

Research, Innovation and Enterprise (Strategic Plan Goals B1-B3)

- Serve as a leading centre for the advancement of research, commercial innovation and enterprise development within the region

Civic Engagement (Strategic Plan Goals C1-C3)

- Implement civic engagement initiatives to increase opportunities for, and maximise participation of, all citizens in the development of the region

Educational Philosophy

ITT Dublin's educational philosophy is that learning should inspire and empower the individual through the creation of independent and reflective thinking driven by a healthy capacity for critical analysis. The development of knowledge, know-how, skill, competence and literacy for lifelong learning, in a vibrant and inquiring learning environment will lead to our graduates achieving sustainable active citizenship.

How does this strategy enable us to achieve our vision?

The Student Retention Strategy fosters collaboration between students and staff to ensure that successful learning takes place in a diverse and vibrant learning community.

The Institute is committed to achieving excellence in all its learning, teaching, and assessment activities and to developing a student-centred culture that encourages innovation, promotes student integration and continual reflection on practice by staff and students to assist in achieving their full potential, and ensures that all of our resources – human, financial and physical – are valued and used thoughtfully and effectively.

What do we want to achieve?

Building on success so far in student retention we aim to:

- Continually refresh our ..?

How will we make this happen?

- College-wide approach to student support and retention

- Evidence based practice

Student Retention Strategies

Department of Accounting:

- Lecturer appointed to implement STAR project actions for year 1.

- Tutorials timetabled in respect of deemed difficult modules.

- Revision classes organised for early August in preparation for Supplemental exams.

- Monitoring of attendances to identify early students that may be experiencing difficulties.

- Monitoring of CA results to identify need for supports.

- Year 1 "get together" to allow students to mingle with fellow classmates – to establish friendships.

- Identify students who have not studied accounting prior to ITT – carry out "bridging " classes in first 4 weeks.

Department of Computing:

For First Year students, the Department of Computing aims to provide:

- Induction programme where students log on to our systems and meet all lecturers in a low key set of group exercises.

- Problem Based Learning in Software Development. This initiative has not only improved achievement in y1 software development it also helps the students work in teams and engage better with each other and the programme.

- 3 x 100% CA subjects in Semester 1.

- Use of engaging and accessible subjects in semester 1

- Bring Y3 students to talk to first year students about choice of stream.

- Class tutors. We have two class tutors monitoring performance across a range of subjects. These will bring students who are displaying signs of non-performance and discuss issues difficulties with them, offer solutions and general give academic support to these students. Focus is on first 4 weeks, 8-10 weeks and start of semester 2. Start of sem 2 is an important time for those students who picked up one or two Fs in first sem and are considering leaving.

- We reserve tutorials for lower performing students in weeks 9-12 of semester 1.

- We allow students who have failed semester 1 maths of semester 1 Software to complete additional CA work prior to Easter and offer to consider this in overall performance in June board.

Overall:

- Provision of information on schedule of deliverables in terms of CAs assignments etc via program handbooks to students class tutor will do this

- One meeting per semester with class reps HOD and tutors to discuss the delivery of program and related issues

- Delivery and assessment methods have been modified in some modules to accommodate the diverse learning styles and abilities of our students.

- Students with specific learning difficulties can inform the disability officer, lecturers will then be informed and can ensure the students needs in terms of learning and assessment are met, thereby increasing the chance they will progress.

- Lecture material is made available on line using MOODLE to students to ensure the student who misses lectures due to personal circumstances can access the material.

- Continuous assessment in many modules can be performed on line using MOODLE ensuring assessment time is flexible.

- Job requests posted on Moodle to emphasise opportunities available

- Year 2/3/4 allow broad range of projects to engage advanced students while tightly managing specifications for projects

- Bring in industry speakers to help maintain motivation of students

- Engage with industry relevant projects to help emphasise relevance of programme

- Work placement for year 3 students provided a positive incentive for students to pass mid programme years well

- Project teams manage project subjects to keep a consistent eye on progress across all students

- Ensure students are aware of student other support services by putting this information in student handbook

  Some of the main retention activities are

  Pre-start induction

- We will seek feedback on this

- Interviewing students with poor attendance/ performance after 4/8 weeks of term and at the beginning of sem 2
- We will review how these have worked and monitor for the effect of these on at risk students
- Offering repeat CA opportunity in software following additional workshops for those who underperform in Software in Semester 1

- We will review how many avail of this opportunity
- Our KPIs that we consider in department meetings ar
- Number who sit Semester 1 exams v number who were active in class in week 2 of Semester 1
- Numbers who progress to year 2 v number who were active at the beginning of sem 2 (match of HEA study)

I hope this is clearer and indicates our active management of retention within the resources available. Other retention activities are part of module delivery.

Department of Applied Science:

- Class tutor to review attendance data on a regular basis (monthly in the 1st semester particularly for 1st year groups)

- Provision of information on schedule of deliverables in terms of CAs assignments etc via program handbooks to students class tutor will do this

- At least one meeting per semester with class reps HOD and tutors to discuss the delivery of program and related issues

- Bring forward program board meetings to mid semester to enable some suggestion to be implemented in real time rather retrospectively the following year

- Ensure attendance records are accurate –i.e. ensure all staff engage in this process

- Delivery and assessment methods have been modified (certainly in some but not sure in all) modules to accommodate the diverse learning styles and abilities of our students.

- Students with specific learning difficulties can inform the disability officer, lecturers will then be informed and can ensure the students needs in terms of learning and assessment are met, thereby increasing the chance they will progress.

- Lecture material is made available on line using MOODLE to students to ensure the student who misses lectures due to personal circumstances can access the material.

- Continuous assessment in many modules can be performed on line using MOODLE ensuring assessment time is flexible.

- Project supervisors have requested students attend weekly meetings and compile weekly reports to ensure problems with project modules are highlighted as soon as possible,

- Delivery of part time programs in distance using Microsoft Meeting this allows students flexibility.

- Ensure students are aware of student other support services by putting this information in student handbook

Measuring effectiveness of initiatives in the Department of Applied Science:

I think a small number of the extra hours staff had to do as a result of the CPA could specifically have been targeted at retention issues across the Department –however this was not the case as all hours were scheduled for teaching

We have been doing a lot this semester particularly in relation to 1st year students firstly in relation to establishing the attendance of our registered students and following up here with students. In some cases students register but only attend for a couple of weeks.

A lot of work was carried out between the office and the staff early on in the semester in terms of who in fact was attending.

The issue of retention was highlighted to staff at departmental meetings with reference being made to our relatively poor performance in this are in the past

Lists of students with poor attendance (generally < 50%) were generated by course leaders and students were made aware by lecturers of the strong correlation between attendance and performance. We have a contact lecture for each year of our programs as we feel early intervention and integration of patterns across different modules is very useful warning signal in terms of potential retention issues later.

Poor attendance early on particularly in 1st year was seen as an early warning signal that a student is likely to drop out. Constant communication takes place between science office staff and RO staff in relation to EL status 1st year students in particular.

Provision of adequate tutorials particularly in 1st year was considered very important.

We will review after the January exams the numbers of students progressing to the second semester in comparison to the number of students registered in semester 1.

Where a student does drop out office staff offer an exit interview however in many cases they don't avail I intend to change this as I feel an exit interview might give us additional useful information to feed into our retention strategy-these students are also asked to complete a withdrawal form. After Jan exam data I will contact all students who have left our programs and communicate with them at least over the phone if not in person.

We will also look later in the year at the numbers progressing from each year to the next.

Even last week at some of the program boards some staff agreed that for a certain couple of students their attendance was very poor after mid October.

We had a couple of internal transfer requests out of science which were refused and we need to reflect this reality in our retention figures also.

It is very much work in progress

Department of Electronic Engineering

- Year 1 has 'Retention monitor' – member of staff provided with hours to monitor new intake of students.

- Strong engineering record with close cooperation with industry – communications and technology companies.

- Strong monitoring in year 1 to support retention of students - smaller lab and class sizes.

- Close interaction with local schools including opportunities for visits to engineering labs for "Taster" Sessions.

- Structure of B. Eng (Hons) in Electronic Engineering is now a 4 year Honours Degree (Level 8) leading to Level 9 Meng.

- Embedded Level 7 (BEng) and Level 6 (Higher Cert) programmes.

- Students can enter at level 6 (HC) and leave at level 8 BEng (Hons).

- Programmes provide Electronic Engineers, Telecommunications Engineers and Software Engineers. <u>High demand</u> in the High Technology sector for graduates.

- Entry with O level maths and no physics is possible and still the student can fulfil his/her potential up to postgraduate level.

- The Year 1 retention group commits to meeting for one hour each week commencing from Week 2 of the semester.

- The Year 1 retention group should consist of 85% of Year 1 lecturers.

- The retention group commits to hold a minimum of 10 meetings in a 14 week semester.

- The retention meetings have a dedicated chairperson who collates student data, organises meeting schedules and allocates action items.

- During a 14 week semester, three meetings will take place between the class representatives and members of the retention group to track student satisfaction with class and laboratory activities. Feedback will be provided to the retention group and Programme board.

- During Week 3 of the Semester a "Red" list of students showing low levels of class attendance will be compiled. Intervention is initiated by means of direct contact with the listed students. This early-alert evaluation will confirm the student's continued interest or a realisation that an incorrect programme choice has been made.

- Student terminations and transfers will be documented in the School office

- During Week 4 a Mathematics Workshop will be conducted. Where possible all Year 1 students will sit the workshop which will test basic skills and identify potential problems. A list will be generated of those students requiring additional mathematical support.

- During Week 7 a "Yellow" list will be generated by the retention group which will list those students whose academic performance and class attendance indicates a strong possibility of success if increased support and guidance is offered.

- During Week 7 the retention group will formulate priority ranked intervention strategies for students identified on the "Yellow" list based on *likelihood-of-success.*

- Support tutorials will be offered after the end of semester and prior to the examinations occurring. A timetable of tutorials will be organised, posted on the notice board and delivered as scheduled.

- Maintain a favourable student-lecturer ratio in areas such as Mathematics.

Department of Humanities

Initiative	Metric
The introduction of a Learning to Learn module	This module was introduced in one programme in September 2011 and initial feedback from staff is that the module is working. The introduction of this module coupled with changes in the assessment strategy in Culinary Arts may be attributable to student retention, at this stage of the year, of 90%.
Tutorial time has been provided where student performance has been below par	This has not been necessary for the period September-December 2011 as a result of the additional hrs assigned under "Croke Park". The situation will be reviewed for the second semester when student performance arising from the semester 1 exam is known.
Cross modular assessment has been introduced in order to maximise student effort without over assessment	This was introduced in Social Care *ab initio* and in CDM this term. It has reduced incidence of individual assessment and led to a more integrated learning environment for students whereby they are afforded opportunities to integrate learning and see their academic training holistically. It is planned in 2012 to integrate Research Methods with Dissertation in European Studies in a similar manner.
Tandem language learning partners have been	This has been introduced and is currently

introduced in European Studies	working. The net benefit is that students can avail of and participate in a student-led language learning tutorial.
Language modules in second year have been restructured in line with the European Common Language Framework in order to prepare students better for the Erasmus experience. The approach is designed to ensure that student retention in third year is significantly enhanced.	This was introduced in January 2011 and resulted in higher numbers passing their language modules in June 2011. This was an extremely important initiative, which is continuing, as the incidence of "student distress" while studying abroad has been significantly reduced. This has been measured by the International Office in terms of the non-language nature of student feedback from students abroad.

Student Diary Pro has been introduced so that students can be provided with a for-credit component as part of their autonomous-reflective learning.	This assessment tool has been introduced since September 2011 in Culinary Arts, and International Hospitality and Tourism Management, following its successful introduction in Social Care. The success is immediate and tangible as matching tasks to learning outcomes in addition to student reflection has resulted in heightened focus by students on the nature and requirements of internships and work/study at home and abroad.
Student peer review has been introduced on a number of modules.	This was introduced in Social Care Practice in 2011 with great effect according to student feedback in modules where this was undertaken. It is a current feature of CDM and Culinary Arts- where students engage critique of digital creative work and culinary produce respectively.

Department of Management

In the Department of Management, retention is primarily a problem in year one.   From exit interviews, the main reason why students withdraw from the course is because they chose the wrong programme. However, in some cases a poor pattern of attendance among students can result in eventual drop-out and/or the failing of examinations. To prevent this from happening, the Department has introduced a number of targeted interventions.

1. **Ongoing Induction in Year 1**

To improve retention, the Department now provides a system of ongoing induction for first years. This takes the form of a weekly seminar that is designed to engage students more fully with the course and make use of the supports provided.

The weekly seminar involves a one hour presentation and a second hour for meeting with individuals and/or groups to support student project work, individual assignments and study skills.

The seminars and mentoring activities are designed to:

- Inform students of the variety of supports available within the Department e.g. tutorials in Economics, and from CELT. The Department's own website was developed to provide easy access to information on tutorial supports, study skills, report writing etc.
- Provide Class Tutors with an opportunity to get to know students individually and to mentor them.
- Improve student attendance
- Help students to develop and improve study skills
- Promote active learning and PBL
- Develop writing and research skills
- Develop presentation and communication skills
- Help students to link theory and practice
- Show students how to work as a team on projects – to take different roles within the group e.g. leader, minute taker, chairperson etc.
- Provide an opportunity to invite in guest speakers/entrepreneurs
- Make students aware of the importance of 'employability skills' such as being flexible, diplomatic, numerate an effective communicator, teamplayer etc.
- Inform students of the variety of supports available within the Department e.g. tutorials in Economics, and from CELT. The Department's own website was developed to provide easy access to information on tutorial supports, study skills, report writing etc.

2. **Induction – Years 2, 3 and 4**

In other years (years 2, 3 and 4), an induction seminar is given by the Programme Leader at the start of the year to motivate and encourage students and to inform them of what to expected in the year ahead and how to do their best.

In year 3, we take in 10-15 students from other colleges such as Ballyfermot Senior college, DIT, Crumlin College, Rathmines and Ballsbridge – these students need special support to adapt to the Institute and their programme of study. These students require a longer induction process to support their transition and this is provided by the Year 3 Programme Leader or one of the Class Tutors

3. **Mentoring of Poor Performers**

In year 3, there is a more targeted intervention to encourage students to apply themselves and improve their performance. As part of this, students who have performed poorly in the past are identified – they are defined as students who achieved one or more F grades in the preceding

examinations and/or whose GPA was 2.25 or below. They are invited to scheduled meetings (of 15 minutes approx.) with a designated lecturer to discuss their study plan and how they are trying to improve their academic performance. If students do not turn up to the meeting, they are asked to meet with the Head of Department.

4. Tutorials

Where resources permit, and where there is an identified need, tutorials will be provided. At present, tutorials are provided in Economics and Law.

Key Performance Indicators

- Attendance at Seminars in Year 1

- Attendance at tutorials

- Overall rates of Student Attendance in year 1

- Participation in Induction Activities in Year 3

- Attendance/non-attendance at meetings with Mentor (year 3)

- Student Feedback at Programme Boards

- Retention data

How will we make this happen?

Through the Programme Leaders, Class Tutors and the Head of Department.

Department of Marketing:

My intention for programmes in my Department next year (2011-2012) is to improve advice

and guidance services to students in first year. These include the following (and are not mutually exclusive):

1. Form a "retention committee" that meets weekly. Pat Donnelly (lecturer) assigned the task of liaising with the lecturers on the programme and monitoring attendance with a view to contacting students who fall below 75%.

2. Paying particular attention to the early stages of programmes of learning (student induction, initial Assessment)

3. Close, regular monitoring and follow up of poor attendance.

4. Early identification of under-performing students or students who are 'at risk'.

5. All students who failed modules in January 2012, to be written to and a meeting requested with the Head of Department.

6. Year 1 students to be assigned a mentor from 3rd or 4th year, and a year 1 student/mentor meeting to be scheduled to stimulate conversation.

7. Provide learning supports where appropriate and available. Tutorials to be offered to students in semester 2 where possible so that deficiencies from semester 1 can be addressed.

Key Performance Indicators

- The number of students progressing to year 2. Greater than 70% retention is the desired outcome.

- The number of students attending the scheduled tutorials.

- The amount of interactions between the mentors and the year 1 students.

Department of Mechanical Engineering:

First Year Students

- Assignment of coordinators for each first year group (Certificate, *Ab Initio* Mechanical, Energy) based on leaving certificate results and Maths/Physics grades

- Formation of study groups within each first year class

- Planned 6 week incubation period with groups, commencing 12 September

- Schedule of week one activities, to include:

  o Some regular lectures
  o Research skills
  o Safety video
  o Equality and Diversity talk
  o Graduate talks
  o Guest lecturers

- o PC skills
- o Calculator skills
- o Key skills
- o Engineers Ireland talk
- o Laboratory tours
- o Rocked build and launch

- Throughout week 1, students will be given short tests and the grades collated for the end of week 1.

- On the last day of week 1, students will have a 5-10 minute one-to-one meeting with a member of staff to discuss their week 1 results.

- The interview at the end of week 1 is also to give students an opportunity to discuss the programme with an academic and for their engagement to be assessed

- The first six weeks (incubation period) will involve monitoring attendance weekly with programme coordinator and identifying students at risk

- By the end of week 6, the students will be given grades in each of their modules to date to give an indication of their performance.

- The deadline of 31 October will be highlighted to students to ensure they withdraw from the programme without affecting their grant or the institute census figures.

- Weekly one hour slots will be allocated to the timetable for meetings with coordinator so that the coordinator can identify students at risk early on and seek help if needed.

- Head of Department meeting with students at risk by week 4 and again week 7.

Key Performance Indicators

- The number of students presenting for examinations in January as % of students registered in September.

- The number of students passing January examinations as % of students presenting for examinations.

- The % of students registered on 31 October compared with the previous year.

- The attendance rates of students after the first six weeks.

Student Services

Access Office

- I suppose a key performance indicator would be an improvement in progression rates? The progression rate of students on the Access Programme over the last 3 years is (excluding students who repeat 1st year and progress, there are always a few of these):

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	Entered	Progressed	Progression rate
2008	69	45	65%
2009	55	40	73%
2010	74	51	69%

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- If I could get the rate consistently above 70% that would indicate some success.

Key Performance Indicators

- Progression rate consistently above 70%

- Registration

- Induction

- Student support services

- Welfare

Careers Service

Offering a Careers Service in conjunction with the other Student Support services facilitates Student Retention.

- Presence at Induction (Student Services Team as a group)
- Leaflet at Induction with all Student Services contact details
- Careers Service Information Sheet "Considering Changing or Leaving Your Course". 4 Step Guide for students "at risk"

"At risk" students after 4 – 6 weeks should show up on a system if not attending classes. Have a loop of personnel – code of practice that should kick in across all schools / departments. Perhaps an

Interdepartmental group that could review and agree on 1 process: Key stakeholders - Year Tutor / Lecturer / HOD / Stud Services staff member(s) / Admissions. Careers could be a part of this? Once a flag is raised the student should become aware of the options open and who the correct/ appropriate point of contact is…..

What the Careers Service can offer to facilitate retention of students on courses?

- Advice on options if changing / leaving after level 6 / 7
- Offer advice and access to online psychometric career exploration tools
- Assist with Employment options summer / part-time
- Preparation of CV / Application Form and Interview advice
- Industry speakers (liaise with lecturers)
- Careers Talks / events
- Advertise Incoming jobs – Scholarships - opportunities

- Sports, Clubs and Societies

Disability Service

- Students with disabilities and specific learning difficulties register and then do a needs assessment with the disability officer. The student needs and accommodations are then sent with their consent to the Head of Department who is requested to inform all lecturers to ensure the students needs in terms of learning and assessment are met, thereby increasing the chance they will progress.

- Student Financial Supports - Gareth to provide

Student Counsellor

- Access: introduction of service to all 1st year classes at beginning of year through class visits (as part of induction?). Ongoing advertising of service throughout institute.
- Provision of personal 1:1 counselling (addressing personal challenges) and study skills support (motivation, examination stress and techniques, revision, study skills, learning styles and writing) to promote students' adjustment to the new environment, facilitate development and enhance coping with personal challenges.
- Introduction of peer support programme available to all 1st year students as a further resource for students providing informal support, facilitating adaptation, integration and accessibility of support services within institute.

Key Performance Indicators

- consistently high uptake of service by students

- 1st year students main group accessing student counselling (36% in 2010-11)

- No outcome measure currently in use, no data re positive impact of counselling services on student retention.

Registrar's Office

- Admission

  o Update and maintain Admission information on the Institute website

  o Ensure admission processes are fair and transparent, documented and good practice

  o Respond to Admission queries in an efficient and helpful way

- Registration

  o Undertaken registration of students in an effective and timely way

  o Respond to student registration queries in an effective and timely way

- Issue resolution

  o Update and maintain student information on the Institute website

  o Document agreed solutions to student queries

- Communication with students

  o Update and maintain information for students on the Institute website, electronic notice boards and in person.

- Examinations

  o Facilitate the smooth running of the examinations process.

Building Services

- Car parking

  o Update and maintain information on the Institute website in relation to car parking and estates management

- Learning environment and Facilities

  o Review the learning environment and facilities and prepare and publish an annual maintenance/development schedule of works taking account of student feedback, to enhance the student experience

Centre for Learning and Teaching

The Centre for Learning and Teaching will:

- Continue to co-ordinate drop in academic supports for students (academic writing, maths, Moodle, learning technologies, assistive technologies);
- Continue to provide a safe and friendly environment which students can visit and ask queries;
- Continue to maintain and support students and staff in their use of Moodle virtual learning environment;
- Implement systems to facilitate the reporting of key performance indicators.

Key performance indicators

- Usage statistics for Moodle and other elearning-related queries

- Usage statistics for the CeLT drop-in PCs

- Attendance records for study skills/mind-mapping sessions facilitated by CeLT

- Attendance records for Maths Drop-In Clinics

- Attendance records for Academic Writing Drop-In Clinics

- Attendance records for IT Workshops for New Students

- Monitoring usage of the Moodle virtual learning environment (VLE)

- Monitoring usage of the Mahara ePortfolio system

- Monitoring usage of the Turnitin originality detection software

- Monitoring usage of SMS texting/mailing to students

- Statistics on assistive technology sessions/supports facilitated by CeLT

Library

The Library will continue to:

- Maintain and develop library service
- Resources developed

- Access to resources/online databases
- Provision of equipment
- Advice

MIS/Computing Services

- Data analysis – to identify trends in students who do not succeed and any particular units of analysis, e.g. student leaving certificate results, student categories, those picking the incorrect programme, those who are not able for the programme they picked, those not doing any first year exams, those attempting exams but not passing any of them, those passing some but not getting through all, those getting through first year but not getting their award etc. Analyse the data to see emergent trends.
- Review results and design particular initiatives to target specific categories of students, e.g.. Are they non-standard entry from a non-English speaking country coming into full time under the current system? If they are is their English of a sufficient level to absorb the information in their studies and are they able to write academic English or is this what is letting them down.
- Discuss results at staff meetings and encourage debate about what actions to take, by whom, when, why, and how.

Alignment with other strategies and processes

The Student Retention Strategy aligns with the Institute's Strategic Plan, which outlines *a distinctive student experience, wider participation, career focused lifelong learning, internationalisation,* and *collaboration* as key objectives for academic and departmental planning processes within academic schools and departments. It also provides a particular student retention focus for other Institute strategies including Learning, Teaching and Assessment, Human Resources, Finance, Estates and IT, as well as inclusivity, research and business development.

Suggestions for inclusion:
- A measure of achievement (performance indicators section for the whole Institute)

- List of references

Appendix 1

Relevant literature:

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