



Strategy and Performance Dialogue 2018 – 2021

HEI Self Evaluation Report on Progress

1 September 2018 – 31 August 2021

Section A: Summary Information

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Section B: Overview of Institutional Strategic Development and Performance


<p>Critical Reflection</p> <p><i>Max. 5,600-character limit (750-800 words approx.)</i></p>	<p>Overall enrolment numbers have increased by over 4% (from the baseline of 4,835 FTEs in the Academic Year 2017-18) to 5,043 in 2020-21, the highest ever level of participation since the College's founding. This is a slower rate of expansion than in preceding periods which witnessed very significant increases at regular intervals, culminating in a breach of the symbolic threshold of 5,000 FTEs in 2018-19. That represented a doubling of numbers reached at the mid-point of the previous decade and an increase of 25% over the baseline of 3,089 FTEs enrolled at the outset of the Strategic Dialogue in 2012-13.</p> <p>Both the increase in overall numbers and the decreasing rate of expansion are of note for different reasons, consistent with the the strategic objectives set by the College in terms of growth. First of all, the College aims to limit its total FTE enrolment cohort to 6,000 until at least the middle of the current decade. This is to maintain the quality of staff-student engagement for which MIC is known. At the same time, the College has identified high value segments of its offering for expansion at scale. These include postgraduate opportunities, international mobility, and professional development, especially within the teacher education space.</p> <p>There has been a 32% increase in the numbers engaged in postgraduate studies since Academic Year 2017-18, with real numbers of Level 9 FTEs standing at 599 in 2020-21 (a relative increase of 33% over the same period) and of Level 10 FTEs rising to 162 (an increase of over 30%). It is important to reiterate the fact that these outcomes follow on foot of investment of €7 million from the College's own reserves for fit-out of a dedicated, high-quality precinct and building for research and graduate studies.</p> <p>International students enrolled in 2019-20, prior to arrival of the Covid-19 pandemic, more than doubled over the number recorded during 2012-13 and this result is the product of an intensive programme of work to develop new internationalisation strategies. The College twice received the prestigious 'Best International College Achievement Award' under the national Irish Education Awards and won the StudyPortals 'Outstanding International Student Satisfaction Award' twice also.</p> <p>In terms of FTEs (52 in 2020-21, of which 43 were graduate students), the quotient of international student engagement at MIC can seem comparatively small. This is because of the comparative suitability of short-stay programmes for teacher education students from overseas and the concomitant effect this has on measurement using HEA descriptors. Real numbers (by headcount) are consistently high - and growing (89 in 2019-20, prior to the pandemic) - and these also are reflective of a strategy to target high value short-stay initiatives (such as the Brazilian CAPES professional development programme for teachers and a similar initiative agreed with the Mexican Government).</p> <p>Proliferation and diversification of the academic portfolio at MIC has been extensive and well-distributed across the NQAI continuum. MIC has expanded post-primary concurrent education provision from 4 (undergraduate) programmes to 6, with the latest focused on STEM subjects. Postgraduate engagement in the field of post-primary education has also commenced. The</p>
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	<p>College has introduced a new B.Sc - its first - in Psychology, prompted by consistent demand for its provision in this field. In the teacher education sphere, the College has achieved its long-standing goal of offering an international Bachelor of Education that prepares participants for professional teaching appointments outside of Ireland.</p> <p>Student calibre remains extremely high with maximum Leaving Certificate points of new entrants at a mean 625 for the period and with a running average at 459. Conversely, equal access strategies have ensured that participation levels are also robust. A good example is the College's Level 6 Leadership in Inclusion (LINC) programme for CPD aimed at facilitating greater diversity in Early Years settings, with 630 students participating online in 2021-22. PATH 1 entry routes to the College's professional education programmes, similarly, are significant for both access and also for enabling role models from marginalised backgrounds to become teachers of children in areas of social disadvantage.</p> <p>During the reporting period COVID-19 presented the stiffest challenge, by far, to the College. From the outset, an emphasis was placed on clear communications with staff and students, with a strategy of 'flexibility and compassion' introduced. This was both well received and impactful. Retention rates (and assessment outcomes) remained consistent with the preceding period.</p> <p>Due to its significant prior investment in teaching and learning and adoption of best-in-class digital technologies, the College was well-positioned for the preponderant role of blended learning. COVID-19 afforded an opportunity to further develop delivery strategies that will become a mainstay of the post-pandemic era. Restoration of diminished student engagement levels in intra-curricular and extra-curricular contexts, however, will be harder to achieve in the short-term, at least.</p> <p>Continued efforts to press the case for investment in a new Library – essential to meet not just 21st Century standards but building safety regulations also – have met with support in principle from the HEA and DFHERIS, and following many years of hard work to present a best-in-class design and VFM, MIC remains hopeful of funding before the end of its current strategy cycle.</p>
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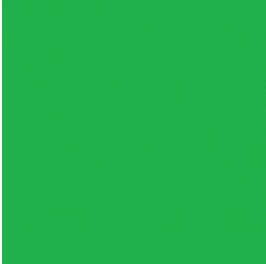
Section C: Key System Objectives (KSOs)

KSO 1	Providing a strong talent pipeline combining knowledge, skills & employability which responds effectively to the needs of our enterprise, public service and community sectors, both nationally and regionally, and maintains Irish leadership in Europe for skill availability
<p>KSO 1 Summary Statement</p> <p><i>Max. 4,200-character limit (550-600 words approx.)</i></p>	<p>Current research and national policy points to the significance of STEM / STEAM in the development of skills that are highly likely to be a requirement of the future labour force. From the vantage point of all individuals along the learning continuum, STEM and STEAM will increase their participation in society, in culture, in the political space (including national and local civic governance) and in the labour market. STEM and STEAM will be key markers of employability. Corresponding skills and qualifications will provide graduates with potential for high degrees of mobility in the national and international labour markets. The prevalence of such skilled graduates in Ireland will also add value to the country's posture as a credible and rewarding place for investment which will further augment capacity of the Knowledge Economy to thrive, in accordance with national policy and targets for economic development.</p> <p>MIC is responding to this general context with a strategic focus on advancing the STEM / STEAM agenda. The College perceives a particularly important role for itself in terms of the concomitant effect the quality of its teacher education graduates will have on enhancing STEM / STEAM at the earliest stages of the education continuum. This can happen formally (within the mainstream) and also informally (in community settings – particularly where young children face the prospect of educational and economic marginalisation due to lack of access to these key learning opportunities). Indeed, the importance of supplementing formal mainstream learning with opportunities in within the wider social and cultural environments is such that the College is investing significant time and resources in fostering STEAM / STEAM engagement in initiatives that are community-based, that utilise outreach and targeting strategies and that are collaborative through partnerships with other important stakeholders.</p> <p>MIC will respond to the particular issue of teacher supply for the post-primary sector by targeting subject areas suitable for attachment to the concurrent Education programme it offers at its Thurles campus. In particular, the College will target subject combinations that offer its graduates with excellent employment opportunities in areas of high employer demand and, also, which correspond with its broader strategy around the national talent pipeline and the importance of increasing STEM skill-levels within the educational continuum that supplies that pipeline.</p>


Strategic Priority 1.1 To advance the national STEM / STEAM agenda by leading authentic pedagogical interventions for early years	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value <i>Max. 210-character limit (30 words approx.)</i>
	Level 9 professional development programmes in STEM practice	29 FTE enrolments (2017-18)	No specific target set	Level 9 professional development programme in STEM education with running average of 7.5 FTEs enrolled per year. Participation by female FTEs 6:1, with gender role-model effect transferring to classroom.
	New STEAM external engagement initiative - CRAFT (Creative Arts / Future Technologies)	STEM / STEAM Educational Outreach engagement strategy in place since 2014 with up to 3,000 children participating per annum to 2016.	No specific target set	CRAFT is mainstreamed with more that 53,000 children and teachers having participated in live online engagement and new dedicated "maker space" fully fitted out and launching September 2022.
	National Science Week initiatives and engagement opportunities for primary schools outside Dublin	N/a	No specific target set	Direct outreach attendance figures 2018-21: 2018 - 10,278 2019 - 13,102 2020 - 8,472

				2021 - 11,997
SP 1.1 Commentary <i>Max. 1,400-character limit (200 words approx.)</i>	<p>MIC outreach activities provide opportunities to embrace innovation, enhance creativity and develop critical thinking and problem-solving skills. This strategy places a strong emphasis on STEAM (Science, Technology, Engineering, Art and Mathematics) allowing children, teachers and the general public to see an experimental world where everything they encounter can be subject to scientific exploration.</p> <p>Children from all socio-economic backgrounds are inspired to explore STEAM in fun and exciting ways, allowing these younger generations to embrace innovation and transferable skills needed across all life situations and career paths.</p> <p>Outreach activities for 2020 and 2021 were impacted due to COVID 19. Adapting, we developed a range of STEM activity packs, published via social media and made available for teachers and parents to download. Between October and December 2021, we designed and delivered CRAFT Maker Space pop-ups in schools, afterschool clubs and libraries around Limerick and Tipperary. This allowed children to work together in their pods with increased engagement (800 targeted, 4,500 reached).</p> <p>Between 2018 and 2021, other annual outreach events included:</p> <ul style="list-style-type: none"> - Engineers Week - CodeDojo - Space Week - Maths Week - Tipperary Festival of Science - Munster Maths & Science Fair - Mallow Schools Project - STEM Online Challenges Lego Programme - Limerick Lifelong Learning Festival 			Colour rating for this Strategic Priority: Green 


Strategic Priority 1.2	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value <i>Max. 210-character limit (30 words approx.)</i>
	To contribute to the national objective of addressing the current teacher supply challenge at post-primary level	New concurrent post-primary education programmes in STEM	2016: 4 concurrent post-primary education programmes with plans to introduce 3 further programmes rooted in STEM disciplines	Introduce 3 new four-year initial teacher education concurrent programmes at Level 8 (240 credits)
				MIC post-primary concurrent education provision expanded from 4 programmes to 6 with 112% FTE increase (to N. 424) between 2018 and 2021. Graduate outcome rate at 100% employment.
	# of new places per annum, for post-primary ITE in BA in Mathematics & Gaeilge	No baseline	25 FTE per annum (by 2019)	*BEd in Mathematics & Business Studies 12 FTEs enrolled by 2021-22 (first year of programme)
	# of new places per annum, for post-primary ITE in BA in Mathematics & Gaeilge	No baseline	25 FTE per annum (by 2020)	*BEd in Mathematics & Gaeilge 19 FTEs enrolled by 2021-22 (second year of programme)

<p>SP 1.2 Commentary</p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p>	<p>The MIC graduate programme in STEM (for the primary curriculum) has been exceptionally successful and is an excellent example of an innovative approach to professional development through exposure to theory and practice, nested within a dedicated Department of STEM Education staffed by discipline experts.</p> <p>Post-primary provision has also targeted STEM subject areas (Mathematics) as well as Business Studies and Gaelge. These are areas of high demand in terms of teacher supply for the post-primary system and graduate employment levels are running at 100%. The College is in the process of further developing its offering in post-primary ITE with a burgeoning partnership between MIC Thurles and Tipperary ETB towards development of a Home Economics programme. Capital development will be needed for availability of fit-for-purpose laboratory and practical teaching spaces and is being targeted through Government funding streams.</p> <p>The College retains exceptionally robust CAO preference trends for its new post-primary offerings (post-2021 first preferences have increased by 24% over the previous year and by 13% in respect of total mentions). Intake of high-calibre students results from this. Less positively, discrete intake targets for Mathematics are lower than projected. Marketing feedback indicates that this is due to the perceived academic challenge of subject content.</p>	<p>Colour rating for this Strategic Priority: Green</p> 
<p>KSO 2: Creating rich opportunities for national and international engagement which enhances the learning environment and delivers a strong bridge to enterprise and the wider community</p>		
<p>KSO 2 Summary Statement</p> <p><i>Max. 4,200-character limit (550-600 words approx.)</i></p>	<p>The College's early success in international engagement has been identified by the HEA as exemplary in the evaluation of Erasmus+ outcomes. In addition, feedback through international student satisfaction surveys indicates that MIC scores highly in terms of its capacity to provide a very high quality student experience. Together with burgeoning relationships with prestige institutions in the United States whose disciplinary traditions and ethos we share (including Boston College, the University of Notre Dame and Teachers College at Columbia University), these factors provide a robust platform for significant enhancement of our standing as an internationally-engaged HEI. The College wishes to focus on scalable opportunities outside the European area to ensure that all of its 'home-registered' students benefit from at least a single instance of international academic experience, and to further diversify the learning community by attracting staff and students from other countries.</p> <p>The College has established itself as a lead in several initiatives occurring within the context of regional and local skills development and over the course of its strategy for 2018-2023, the College continues to implement these in partnership with other stakeholders in a coordinated framework. Partnership-working is key and the goal in of MIC in this context is to enhance the substance of its</p>	

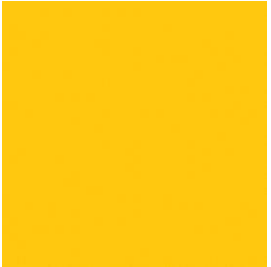
	engagement with the broader community of stakeholders in its educational provision by involving external partners, as appropriate, in programme conceptualisation, development and review. By extension, one of the objectives set by the College is to augment its graduate employability value by incorporating key 'professional' skills (such as project management, presentation skills etc.) into its student experience by working with local industry to insert such options into extra-curricular skills development menus.			
Strategic Priority 2.1 To raise incoming student participation levels and targeting high value strategic academic partnerships – including shared delivery of programmes - with prestigious overseas institutions	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value <i>Max. 210-character limit (30 words approx.)</i>
	# and % of Incoming international students	(Strategic Plan 2012-17): Total International Incoming: 117 Full-time enrolments: 46 (1%)	Raise incoming international student participation levels to 6%	52 FTEs enrolled (1% of all enrolments - Level 8-10) 61 incoming international (FTE + part-time), down from 117 in 2018
	# of part time EU students	(Strategic Plan 2012-17): Part-time enrolments EU: 4 (3%)	No specific target set	Fee-paying EU (IRCOM) 2018-19: 5 2019-20: 6 2020-21: 0 (due to COVID-19_
	# of part time non-EU students	(Strategic Plan 2012-17):Part-time enrolments non-EU: 1 (1%)	No specific target set	9 (not counted as full FTEs)


	# of incoming Erasmus students	(Strategic Plan 2012-17): Erasmus Incoming: 53	No specific target set	2018-19: 48 2019-20: 54 2020-21: 0 (due to COVID 19)
	# of outgoing Erasmus/exchange students	(Strategic Plan 2012-17): Erasmus / Other Exchange Outgoing: 76	No specific target set	None due to COVID-19
	# of new high value academic partnerships with international higher education institutions	No baseline	No specific target set	5 new EU partnership agreements in 2021 7 renewed non-EU partnerships in 2021 (including 2 top 10 UK Universities, 1 in the top 75 World University Rankings) 5 new non-EU partnerships
SP 2.1 Commentary <i>Max. 1,400-character limit (200 words approx.)</i>	<p>Internationalisation is a long term goal for MIC as it seeks to cement its position within the Irish higher education landscape as an internationally-engaged institution. Realistic metrics for the College at this stage of its development remain tied to non-FTE, short-stay 'inward' registrations per annum, including a mix of Erasmus, Erasmus+, summer/winter school opportunities and CPD. At the baseline, undergraduate FTEs grew at a rate of 50% per annum but real numbers remain small and using the HEA descriptor for 'International Student' comprise of only 1% of Level 8-10 enrolments. However, this reality should be balanced against the College's unique potential for attracting 'high-value' CPD agreements, particularly in the context of its role in teacher education and research, as discussed in Section B, above.</p> <p>The College has also cemented its relationship with prestigious peer universities in the United States which specialise in teacher education (including Notre Dame, Teachers' College, Columbia</p>			Colour rating for this Strategic Priority: Green 

	University, and Boston College). Strategy of note has been not only to enhance teacher education through internationalisation but to make a broader impact on educational inclusion interventions and policy. Partnership with Boston College's Lynch School of Education, and its "City Connects" project (for which MIC is the lead coordinator in Ireland), is a good example of this.			
Strategic Priority 2.2 To broaden our engagement with industry, as well as our partners in regional governance, towards the building of common platforms for regional social, cultural and economic development	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value <i>Max. 210-character limit (30 words approx.)</i>
	# of education initiatives developed and led by MIC under the <i>Regional Skills Forum</i>	No baseline	No specific target set	MIC 'Leaders of the Future' module for Liberal Arts (co-funded by National Forum for Teaching & Learning). See project outputs in commentary below.
	The range of industries open to students to carry out work placements	No baseline	Increase the range of industries open to students to carry out career-relevant work placements and gain professional / transferable skillsets that will complement and add value to their academic qualifications.	New openings with: IT (all industry areas in various locations in Mid-West) Business (Banking; Project Management) Public Sector (administration) Community Sector New Careers Office is expanding opportunities

<p>SP 2.2 Commentary</p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p>	<p>While the College was an active participant in the Regional Skills Forum (and simila fora) during the reporting period, it piloted its potential for an 'added-value' Liberal Arts offering (non-curricular) with the Leaders of the Future module, in collaboration with the Students' Union, DELL Technologies, MIC Alumni and the Mid-West Regional Skills Forum. The programme focused on leadership, employability and workplace skills, i.e. becoming effective and engaged leaders, by developing skills required for the 21st Century workplace and for active citizenship, therefore developing professionally competent students to flourish in a global world.</p> <p>The pilot produced:</p> <ul style="list-style-type: none"> - VLE repository on Leadership and 21st century workplace skills for students - Facilitated ongoing dialogue and collaboration between staff and students - Engagement with industry (staff, students and MIC at a broader strategic level) - Student Skills: Leadership, Employability and Workplace Skills = Effective & Engaged Leaders <p>Programme evaluation captured the student voice in terms of key deliverables wanted by Liberal Arts students (survey of 181 BA students):</p> <ul style="list-style-type: none"> - 18% started own business - 60% have thought of starting their own business (27% aspire to be self-employed) - 67% rated resilience under pressure / 64% rated self-belief / 86% rated communion as key determinants of future success 	<p>Colour rating for this Strategic Priority: Green</p> 
<p>KSO 3: Excellent research, development and innovation that has relevance, growing engagement with external partners and impact for the economy and society and strengthens our standing to become an Innovation Leader in Europe.</p>		
<p>KSO 3 Summary Statement</p>	<p>During the implementation of the College's last strategic plan the objective of building our resource base towards development of a fit-for-purpose postgraduate research infrastructure was accomplished with the completion of an all-new campus precinct for postgraduate studies: the John Henry Newman Campus. The College invested 7 million euros in the fit-out of a dedicated building to accommodate our research and postgraduate administrative hub and provide our students with state-of-the-art work space and research facilities. In this period, graduate students expanded dramatically in comparative terms with 150 Level 10 awards achieved</p>	

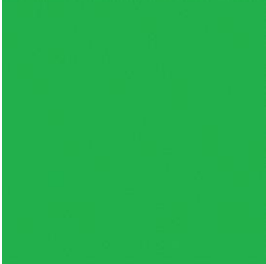
<p><i>Max. 4,200-character limit (550-600 words approx.)</i></p>	<p>by our students by Academic Year 2016-17. From a baseline that began with the College's first and only doctoral award in Academic Year 2003-04 this is a significant result and the broader outcome is that MIC has mainstream recognition as a prestigious location for postgraduate study and PhD work in particular.</p> <p>The strategic priority for the current period (to 2021) is to sustain and grow these outputs. The College is serving a clear national policy need in this regard by offering professional / structured doctoral opportunities for practicing teachers and school leaders who make up a sizeable cohort of overall graduate student numbers.</p> <p>For the College, a step change in our long-term strategy is to increase the number of externally-funded doctoral opportunities and MIC will seek leverage from its international and enterprise engagement strategies towards this goal.</p> <p>A key objective was to develop - in partnership with UL and LIT - the National Institute of Studies in Education (NISE), prompted on foot of the first national policy-level report by PASI Sahlberg on Initial Teacher Education in Ireland. As shown below, success has been mixed, with initial progress stalling due to the need for a strong focus on the vision, mission and governance structures of this complex cross-institutional entity.</p>			
<p>Strategic Priority 3.1</p> <p>To enhance and extend our essential contribution to the scope, reach and quality of professional teacher education in Ireland</p>	<p>Key Performance Indicators</p>	<p>Pre-compact Baseline 2018</p>	<p>Overall Target 2018-2021</p>	<p>August 2021 KPI Value</p> <p><i>Max. 210-character limit (30 words approx.)</i></p>
	<p>The National Institute for Studies in Education (NISE)</p>	<p>N/a</p>	<p>Launch and implement the next phase of strategic development of NISE in partnership with the University of Limerick</p>	<p>NISE has been established and is functioning. Instances of collaboration are widely dispersed at various local removes across the partner institutions.</p> <p>A renewed focus is evolving.</p>
	<p>Knowledge Transfer Strategy (KiTS)</p>	<p>N/a</p>	<p>An enhanced contribution to educational inclusion through practically-grounded research</p>	<p>MIC has rich potential for achieving impact, at scale, of its education research. This its pre-eminent knowledge</p>


			in school and community settings	contribution and it has yet to unlock that value through a knowledge transfer strategy.
SP 3.1 Commentary <i>Max. 1,400-character limit (200 words approx.)</i>	<p>Although progress with NISE was reported to be halting and unsatisfactory in the previous self-evaluation report, a more positive outlook is perceptible on this occasion. NISE remains less than the sum of its many parts, largely because of unfinished attempts at building a sustainable vision and strategy, alongside nebulous governance structures.</p> <p>There was an inevitability to this considering the 'top-down' catalysts for this complex inter-institutional undertaking. However, at the time of reporting MIC and UL had agreed to review the premise and parameters of structural alignment between the two institutions, with a view towards building on the significant evolution in their partnership over recent years (and particularly since 2017-18). This strategic exercise has the objective of optimising the mission potential of the two institutions in a modified framework and the 'value-added' potential extends to realisation of NISE's promise which will benefit from enhanced modes of governance determining the relationship between MIC and UL.</p>			Colour rating for this Strategic Priority: Amber 
Strategic Priority 3.2 To develop approaches for attracting, recruiting and retaining postgraduate students with reference to social, cultural and economic needs, regionally, nationally and internationally	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value <i>Max. 210-character limit (30 words approx.)</i>
	# of staff and student mobility exchanges with prestigious and high ranking partner universities	11 FTEs IRC (2000-2017)	No specific target set	<p>In 2020-21, postgraduate FTE enrolments (non-EU), marked an increase of 71% over the 2018-19 baseline.</p> <p>€3.2 million contract with the Brazilian CAPES scheme - CPD for 30 teachers in Brazil</p>

	# of prestigious fellowships and scholarships	Erasmus+ funding to Irish HEIs 2016/17: MIC = 11th highest value recipients out of 30 Irish awardees.	No specific target set	
	# of doctoral students enrolled	Level 10 – Enrolments 2016/17: 119	No specific target set	2020-21: 162 FTEs enrolled for at least one semester 40 new enrolments 2 exits 1 re-transfer to MA 3 deferrals 13 leave of absence 24 conferrals
SP 3.2 Commentary <i>Max. 1,400-character limit (200 words approx.)</i>	<p>The College continues to steadily build a well-articulated research support function and an upward trajectory in Level 10 engagement. The importance of a fit-for-purpose operational environment has been made evident by the successful development of a purpose-built Research & Graduate School and in the reporting period further enhancement of the infrastructure created on foot of this critical strategic focus occurred with a change management process aimed at bring better coherence to organisational configuration. Four new senior posts have been created – Director of Research, Director of Graduate Studies, Assistant Dean of Research Education and Assistant Dean of Research Arts. This brings about improved synergy and coordination between research and taught research programmes as well as between local departments and the RGS.</p> <p>In addition to the CAPES programme outcome described above, the Mexican Ministry of Education funded 20 high-calibre teachers to undertake postgraduate programmes at MIC in 2020/21 and indicated an interest in sending 100 more in 2022.</p>			Colour rating for this Strategic Priority: Green 

KSO 4: Significantly improves the equality of opportunity through Education and Training and recruits a student body that reflects the diversity and social mix of Ireland's population				
KSO 4 Summary Statement <i>Max. 4,200-character limit (550-600 words approx.)</i>	MIC has several decades of experience working to maximise the quality of the student experience, generally, and more specifically, focusing on broadening participation towards practical up-take of places by prospective learners from backgrounds of marginal opportunity. This takes place in a carefully nurtured context where the emphasis is on equity in opportunity-taking and, equally as critical, in a well-scaffolded student support environment where there is genuine equity of participation towards high rates of successful retention and progression. In our experience it is in such an environment that students flourish and that students who do not progress tend to do so for reasons outside of the College's capacity to make a difference (e.g. significant economic hardship, the prevalence of caring responsibilities, the waxing and waning of the availability of wage-earning opportunities where low-level employment is not well balanced with either the cost of remaining in full-time – or even part-time – education or the necessity to apportion a viable ratio of time spent working to time spent participating in course attendance.			
Strategic Priority 4.1 To increase in relative participation rates by people of all stages along the life-cycle	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value <i>Max. 210-character limit (30 words approx.)</i>
	% student participation via WELCOME (Widening Entry to Life-Long Learning and Career Opportunities at MIC)	No baseline	No specific target set	26% of all enrolments are over 23 years of age (inclusive of access and similar inclusive participation programmes).
	% enrolments from FE Access programmes	FE- QQI pathway entrants: 0.5%	FE- QQI pathway entrants: 2.43%	2.57% (2.26% mean 2018-21)
	% enrolments via HEAR	HEAR pathway enrolment: 6%	HEAR pathway enrolment: 5.98	5.89% (6.19 mean 2018-21)
	% enrolments via DARE	DARE pathway enrolment: 5%	DARE pathway enrolment: 5.07%	6.1% (5.9% mean 2018-21)
	% of mature full time entrants	Mature Student enrolment: 3.8%	Mature student enrolment: 3.54%	2% Mature Students Amongst New Entrants 2020-21


	# of Irish Travellers, full and part-time undergraduate new entrants	Traveller Community enrolment: 1 FTE	1	20120-21 Traveller Community / Roma: Graduated from ITE (PATH 1) - 1 Participating in PATH 1 - 2 New entrant to PATH 1 - 1
	# partners in community-connected pre-entry targeting strategy linked to our transition / retention support strategies	No baseline	227 DEIS Primary Band 1 schools	As targeted
		No baseline	103 DEIS Primary Urban Band 2 schools	As targeted
		No baseline	355 Rural Primary Schools	As targeted
		No baseline	198 Post-Primary schools	As targeted
		No baseline	55 local/regional community organisations	As targeted
	# of Teacher Education Access Programme (TEAP) participants	TEAP participation = 6 Mature	Increase – no specific target	Teacher Education Access Programme (TEAP) - mature student route to BEd (in partnership with FE): 9 enrolled on TEAP 2020-21 3 entered BEd in 2020-21


<p>SP 4.1 Commentary</p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p>	<p>4.1 (and 4.2 below) show that student access and participation rates, together with retention and progression rates, have remained robust, indicating that the College's wider participation strategy is informed by expertise in the complex set of issues involved in reaching such outputs consistently. 26% of all students enrolled are over 23 years of age. Nevertheless, access routes for new entrants generate a far lower rate of mature student enrolment at present. This corresponds well with comparable data from other HEIs and is demonstrative of a general sectoral trend.</p> <p>MIC excels, particularly, in the creation of innovative access routes and well-scaffolded engagement practices for those most distanced from equality of opportunity, as its PATH 1 and TEAP outcomes reveal, together with a very high level of retention amongst students entering on lower points through the CAO gateway. During the height of the COVID-19 period, retention was close to 100% for these cohorts (e.g. 25 of 26 students supported through the Path 2 fund succeeded in progressing).</p> <p>A more concerning trend is reduced engagement levels amongst the student populace more generally coinciding with the latter stages of the pandemic. Students whose socio-demographic and academic ability profiles are less suggestive of retention risk appear especially prone to this, with wider participation students engaging well.</p>			<p>Colour rating for this Strategic Priority: Green</p> 
<p>Strategic Priority 4.2</p> <p>To improve student retention rates and incorporate implementation of supports</p>	<p>Key Performance Indicators</p>	<p>Pre-compact Baseline 2018</p>	<p>Overall Target 2018-2021</p>	<p>August 2021 KPI Value</p> <p><i>Max. 210-character limit (30 words approx.)</i></p>
	<p>Roll out of Tús Maith</p>	<p>Legacy Orientation Programme in place</p>	<p>A fully integrated Transition Management Programme - Tús Maith - introduced as a key element of our overall Learner Engagement & Activation Plan (LEAP)</p>	<p>Tus Maith is in place.</p>
	<p>Student Health & Well-Being Strategy that will incorporate</p>	<p>N/a</p>	<p>Complete and publish final draft of RAPHAEL</p>	<p>RAPHAEL is in place.</p>

	RAPHAEL (Rapid Response Protocol for Students at Risk of Harm or Emotional Vulnerability)			
	# of Students engaging with the Academic Learning Centre (ALC)	Student engagement with ALC reaching 1000 per year by 2016	1200 per year	60% drop in engagement While the retention rate during COVID-19 remained at 95%, this is a worrying trend mirrored by reduced class attendance levels and social participation.
	Implementation of PATH I	N/a	Lead a new initiative for access to teacher education under PATH I, leading to increased participation by people traditionally distanced from the profession of teaching	In place - see above for programme participation rates
SP 4.2 Commentary <i>Max. 1,400-character limit (200 words approx.)</i>	<p>In its original Performance Compact submission MIC states that "it is important to realise that what is meant by a 'Student Success Strategy' is most likely, in its most effective and achievable form, to be a composite of several inter-weaving, well-coordinated strategic initiatives within the student academic and support domains."</p> <p>The HEA and other sectoral partners have already acknowledged the strengths of the College in this regard and other than to say that formation of a well-articulated Student Success Strategy has been achieved, alongside implementation of new innovations to reach the most marginalised and connect them with educational opportunities, the key lesson to be gleaned from the 2018-21 period is that student engagement, across all strands and segments of the cohort profile, has emerged as a serious challenge.</p>			Colour rating for this Strategic Priority: Green 

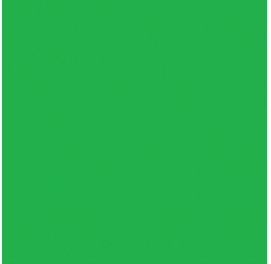
	<p>The reason, we argue, is that the pandemic has caused a paradigm shift in which the character of the student experience is now seen differently. Reduced on-campus participation due to a combination of health restrictions and casual labour uptake appears to have made active engagement seem, somehow, 'optional' - a pattern reinforced by availability of asynchronous content as well as the accommodation crisis. In the attached impact evaluation we delve deeper into this problem and propose solutions through an expanded Student Success Strategy.</p>	
KSO 5: Demonstrates consistent improvement in the quality of the learning environment with a close eye to international best practice through a strong focus on quality & academic excellence		
<p>KSO 5 Summary Statement</p> <p><i>Max. 4,200-character limit (550-600 words approx.)</i></p>	<p>In practical terms, the principles underlying the College's 2021 Teaching & Learning Strategy serve well to set out the objectives (and outcomes) of its approach to teaching and learning (buttressed by a strong commitment to continuous quality improvement and also informed by innovation prompted by the COVID-19 pandemic):</p> <ul style="list-style-type: none"> - Digital teaching, learning and assessment at MIC will be underpinned by the highest academic standards, supporting evidence and best practice; - Quality in instructional design and to ensure compliance with accessibility, copyright and data protection regulations, digital content and approaches to teaching, learning and assessment designed in consultation with the Learning Enhancement and Academic Development Centre (LEAD), where appropriate; - Blended and online modules and programmes designed in consultation with the Learning Enhancement and Academic Development Centre and in conjunction with the MIC Standard Operating Procedure for programme development; - Digital learning, teaching and assessment resources underpinned by The Universal Design for Learning Framework and Principles; - Academic staff enabled to acquire the necessary digital skills to perform their role, whether teaching face-to-face, blended or online and provided with appropriate induction and ongoing professional development; - Students provided with clear guidelines and support regarding their required level of engagement in blended and online activities, provided, where appropriate, by their lecturer; - Staff involved in teaching in online and blended programmes are adequately supported through the provision of professional development informed by the European Framework for the Digital Competence of Educators. 	

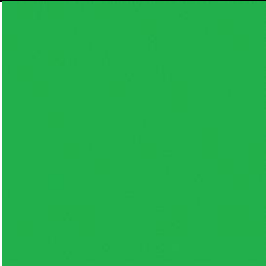
Strategic Priority 5.1 To renew MIC's emphasis on continuous quality assurance	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value <i>Max. 210-character limit (30 words approx.)</i>
	Roll out of new MIC Quality Assurance Framework – QUILLE (Quality Improvement: Leadership & Learning Environment)	Completion of 2016/17 Institutional Quality Review by QQI External Panel.	Implement Quality Statement	Quality Statement completed
			Implement Quality Management System	QMS completed and established as a living document
			Implement SOP guidance framework and document control procedures	SOP creation framework and document control systems integrated within QMS
			Implement fit-for-purpose survey protocols, instruments and data analytics systems	Dynamic survey data collection and feedback reporting protocol established and linked to institutional data analytics system
			Implement schedule of Academic (20) and Professional (20) Services reviews	Quality Review schedule remained on target and continued throughout pandemic period (with online self-evaluation collaboration and peer review visits facilitated.

<p>SP 5.1 Commentary</p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p>	<p>All foundational quality assurance systems, policies and protocols targeted during the reporting period were achieved, having emerged as objectives following the 2017 Institutional Review of MIC under the QQI statutory framework.</p> <p>The Quality Review schedule overlaps with, and continues beyond the current reporting period (to 2023) but, to date, MIC has succeeded in maintaining its targets. Obviously, the onset of the COVID-19 pandemic presented a sizeable challenge to accomplishment of these reviews but after a brief pause and revision to the standing schedule to accommodate a new strategy formed in response to public health requirements, implementation of the schedule re-commenced in 2020 with a pivot to online / virtual self-evaluation processes and online peer review visits.</p> <p>All peer review teams commended the College for the efficiency and effectiveness of its online strategy and although the absence of opportunities for physical engagement with the campus and peers was noted, it was commonly recommended by the external review teams that dimensions of the online practices introduced that are conducive to efficient and meaningful interaction should be retained.</p>			<p>Colour rating for this Strategic Priority: Green</p> 
<p>Strategic Priority 5.2</p> <p>To ensure quality of teaching and learning is recognised nationally and internationally through innovation and research</p>	<p>Key Performance Indicators</p>	<p>Pre-compact Baseline 2018</p>	<p>Overall Target 2018-2021</p>	<p>August 2021 KPI Value</p> <p><i>Max. 210-character limit (30 words approx.)</i></p>
	<p>Roll out of new, multi-dimensional Strategy for Teaching & Learning</p>	<p>N/a</p>	<p>Engagement by 10 members of staff and students to implement the Teaching and Learning Policy</p>	<p>Strategy in place.</p> <p>National Forum funding for 3 projects at Faculty level (SATLE Fund, €99,000)</p> <p>Teaching & Learning Projects Officer recruited and deployed to SATLE projects.</p>

	Integration of the Centre for Teaching & Learning with the academic programme approval process	N/a	Establish and approve new academic programmes and module revisions	5 programmes and 2 module revisions for online or blended delivery developed and/or approved in partnership with LEAD (Learning Enhancement & Academic Development Centre)
	# of new opportunities for professional development and accreditation in teaching and learning practice	N/a	Implement Professional Development Framework through staff workshops, webinars and peer led practice	17 staff taking Level 9 MIC Graduate Certificate in Academic Practice (11 staff completed by August 2021) 9 staff taking MIC Graduate Certificate in Academic Practice 93 CPD workshops (on 34 individual topics)
SP 5.2 Commentary <i>Max. 1,400-character limit (200 words approx.)</i>	<p>The success of the MIC teaching and learning strategy has been well-documented in previous Performance Compact reports. It is of particular interest in terms of summative evaluation that MIC was positioned well to respond quickly, and to a high level of quality, at the sudden need to pivot to online learning as the COVID-19 pandemic emerged. The following outputs demonstrate the high volume of expert support that was marshalled in this effort:</p> <ul style="list-style-type: none"> - 83 text guides produced for Faculty - 44 bespoke video guides created to support T&L enhancement and use of digital technology, housed on a dedicated Staff Support Page on Moodle - 3417 email contacts to dedicated LEAD support inbox <p>Academic outcome standards remained at normal levels and retention and progression rates were sustained.</p>			Colour rating for this Strategic Priority: Green 

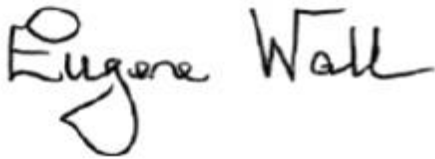
KSO 6: Demonstrates consistent improvement in governance, leadership and operational excellence.				
KSO 6 Summary Statement <i>Max. 4,200-character limit (550-600 words approx.)</i>	<p>Key deliverables were set out in the College's Strategic Plan 2018-23 - A Flourishing Learning Community - that align with national policy on Equality, Diversity & Inclusion (EDI) – especially in the context of gender equity within the higher education sector. The College sought to design an overarching equality framework, alongside submission of an application for institution-level Bronze Award status under Athena Swan. These objectives were to be followed by structural developments that included the assigning of responsibility for equality and diversity to a senior officer of the College, as well adoption of a range of policies, protocols and systems linked to EDI.</p> <p>The College also set the objective of developing an enhanced analytics environment for more effective tracking of progress against its KPIs and other metrics associated with good governance performance. Essential to this was the targeting of online dashboard reporting tools as well as an intensive programme of work to identify fit-for-purpose data collation workflows and to also perform raw data 'cleaning' and indexing against consistent performance descriptors (directly comparable with external reporting measures).</p> <p>This is difficult and resource-intensive work, requiring robust coordination as well as awareness-raising and training interventions at local function level where responsibilities for operational implementation are widely dispersed.</p>			
Strategic Priority 6.1 To engender equality of opportunity and outcome for Academic and Professional Services employees, enhancing professional and operational	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value <i>Max. 210-character limit (30 words approx.)</i>
	Roll out of new Inclusion, Diversity & Equality Awareness Logic Model (IDEAL)	Objectives set out in MIC <i>Strategic Plan 2023 – A Flourishing Learning Community</i>	Apply for institution-level Athena SWAN Bronze award	<ul style="list-style-type: none"> - Athena Swan Institutional Bronze Award achieved - Athena Swan Faculty-Level Bronze Award (Humanities) application commenced - EDI & Gender Action Plan Developed - VP-level EDI appointment completed

<p>SP 6.1 Commentary</p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p>	<p>MIC has exceeded its ambitious targets and satisfied all KPIs set. A highlight of activity was attainment of Athena Swan status, which was followed by completion of a comprehensive EDI & Gender Action Plan alongside establishment of a new Equality, Diversity & Inclusion Implementation Committee (reporting to the Governing Authority through the Equality Committee) and development of a new Gender Expression & Identity Policy.</p> <p>Appointment of a VP-level Director of EDI & Interculturalism (2021), together with a HEO-level EDII Manager (2020) were key actions which situate EDI issues within the strategic and policy decision-making structures of the College.</p> <p>Initiatives of note include an application for College of Sanctuary Status as well as a number of successful collaborative applications under the Gender Equality Enhancement Fund (including Gender diversity training for senior leadership). A Round 2 SALI application was not successful but generated significant learning.</p>			<p>Colour rating for this Strategic Priority: Green</p> 
<p>Strategic Priority 6.2</p> <p>To ensure efficient, effective and transparent management and decision-making that is cohesive and connected</p>	<p>Key Performance Indicators</p>	<p>Pre-compact Baseline 2018</p>	<p>Overall Target 2018-2021</p>	<p>August 2021 KPI Value</p> <p><i>Max. 210-character limit (30 words approx.)</i></p>
	<p>Coordination of business plans across all levels of the institution that are based on the Strategic Plan (2018-2023)</p>	<p>N/A</p>	<p>Approve and implement AOP process</p>	<p>Synchronised tracking of planning and reporting frameworks established, linking the Strategic Plan, Quality Improvement Plans, Risk Registers and Internal Audit reports in bespoke online dashboards.</p>
<p>SP 6.2 Commentary</p>	<p>Development of coordinated mapping systems for linked strategic and operational plans, including governance-related deliverables such as internal audit and risk management has been a significant success for the College, ensuring integrated reporting as well as avoidance of delayed or stalled implementation of actions. Creation of online portals, accessible to all stakeholders under proper</p>			<p>Colour rating for this Strategic Priority: Green</p>

<p><i>Max. 1,400-character limit (200 words approx.)</i></p>	<p>access control, was a key goal and has proven to be most effective in shared management oversight and synchronised activity.</p> <p>The building of a new online data analytics system (e-OLAS), pulling from linked data-sets (e.g. the institutional SRS, HR systems etc.) has been a particularly successful outcome with KPIs across the College populated with live, valid data, linked to annual external returns to the HEA. This was a challenging project, requiring a very high level of understanding concerning process, workflows and construction of metrics and its accomplishment has added significantly to governance and decision-making by making essential data more readily accessible and visualised in understandable dashboard reports. A very welcome 'value-added' outcome has been enhanced usage of VLE-level data, which became a focus of attention during the pandemic and which has been harvested for informing both teaching and learning and student engagement strategies.</p>	
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Section D: Signature

Note: This section should be signed by the President or on behalf of the President.

Name of signatory	Professor Eugene Wall
Title	President
Signature	
Date	11 April 2022