

Performance Compact – Cycle 4: Self-Evaluation Report



May 29 2015

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Strategic Dialogue Cycle 4

HEI Self Evaluation Report

Preface

Each higher education institution is required to complete a self-evaluation report setting out a review of institutional performance against the first set of interim targets, as at year end 2014.

The template should largely be populated as per the published compact.

The self-evaluation should include a commentary on progress and description/ explanation of any departures from the expected/agreed performance as set out in the mission-based performance compact 2014 – 2016 with particular reference to (a) institutional objectives and performance indicators, (b) interim targets set as at end 2014 and having regard to (c) March 2015 data returns to the HEA.

The self-evaluation should, where possible, benchmark your institution's performance, either at institutional level or according to a particular objective, with that of chosen national and/ or international comparators. Institutions should also set out the data source against which progress has been reported.

In addition, progress to date on compact targets should be identified in the last column of the template using a colour code as follows:

	Target achieved or exceeded
	Substantial progress made, targets not met in full and reasons identified
	Target not met for identified reasons

Mission-based Performance Compact

between

Mary Immaculate College

and

The Higher Education Authority

Final Institutional Self-Evaluation Report (Cycle 4)

Date: 29 May 2017

Regional Clusters

Strategic Outcome Summary

The success of the Shannon Consortium continues, with both the attainment of its objectives and the broadening of its strategic and operational parameters rooted in 3 factors:

1. All stakeholders share the view that what the institutions can achieve together in areas of common interest is far more potent than what could be achieved by them independently and seen simply cumulatively;
2. The 'over-spill' effect can be seen – i.e. in accordance with the theory of 'functionalism,' success in defined categories of operation has tended to trigger partnership-working in further categories at a broader remove;
3. Local and regional governance structures have embraced the Shannon Consortium and see the active and positive incorporation of the purpose and resources of the HEIs, working in tandem, as an essential means of advancing economic, social, cultural, and public policy agendas.

Thus, the Shannon Consortium has now transcended the scope and reach of goals set during the current cycle of Strategic Dialogue. That said, while those goals – development of operational structures for the Consortium, development of joint provision in the Humanities, creation of the National Institute for Studies in Education (NISE) in alignment with the recommendations of the Sahlberg Report on initial teacher education, joint development of graduate programmes and coalescence of key graduate supports and services under the Federated Limerick Graduate School (FLGS) – have been met, it has been a challenging process to meet the targets set.

Resource and logistical issues related to the Joint BA programme have demanded very significant inputs of the participating institutions and the capital costs involved are worthy of review by the HEA. Ultimately, the shared determination of the institutions to provide a unique model of provision that adds significantly to the menu available to students has delivered the objective. In the case of NISE, it was imperative for MIC to operate on the basis of parity of esteem and shared equity; initial teacher education is core to the mission of this institution and its strategic importance to the State, as well as its well-regarded credentials (both recognised in the Sahlberg Report), must be reflected in the governance and operations of NISE. The College acknowledges the firm support for these important principles that were forthcoming not only from its local Shannon Consortium partners but from the HEA and the DES. The significant issue of joint appointment of a Director at professorial level was overcome by coordinated decision-making by all parties. This demonstrates the need for all stakeholders to take a hand in driving the momentum of the regional clusters and to be analytical and imaginative in devising solutions that contribute to the leveraging of the significant potential of the clusters. The College wishes to thank its partners for the commitment shown by this coordinated approach and willingness to identify mechanisms collaboratively that unlock that potential.

1.1	Institution objective	To provide the highest standard of governance, characterised by commitment to our institutional ethos and mission, enlightened visioning, prudent and ethical leadership, inclusive representation and collective responsibility [Pillar 7 / Goal 1]
	Performance indicator	Adoption and implementation of agreed inter-institutional clustering strategy for compliance with re-configuration of higher education landscape (under the <i>National Strategy for Education</i>) that preserves the institutional identity, mission and operational integrity of the College. [Pillar 7 / Goal 1 / Target 1]
	Baseline	MIC membership of the Shannon Consortium (dating from 2007).
	Interim target, end 2014	Inter-institutional agreement, in the form of a MIC-UL-LIT MOU on governance and operational structure of Mid West Regional Cluster, adopted by MIC Governing Authority.
	Interim target, end 2015	Mid West Regional Cluster in operation and clear reporting relationship to (i) MIC Governing Authority (as well as to, (ii) partner Governing Bodies), and (iii) to HEA, in place.
	Final target, end 2016	Demonstrable and measurable increase (and continuing growth projections) in range and depth of inter-institutional activities (e.g. shared academic planning and delivery; research; shared service delivery / SLAs; joint procurement; policy development) via Mid West Regional Cluster.
	Progress against 2016 target	<p>Collaboration between both institutions vis Summer and Winter schools. Full integration of S/PhDs at MIC/UL will require the completion of the appointment of a Director to oversee implementation across both institutions</p> <p>Two significant all-island CPD programmes have been secured by MIC and UL respectively in 2016/17. MIC are leading the <i>Leadership for Inclusion in the Early Years Programme</i> (LINC) http://lincprogramme.ie/ and UL are leading a new DES-funded programme on school leadership http://www.ul.ie/cpe/pdsl/ Including the <u>Postgraduate Diploma in maths for Teaching</u>, the NISE core partners are now delivering three of the largest CPD programmes for teachers in the history of the state with a combined value in excess of €15 million.</p>
	Summary	Substantial progress made, targets not met in full and reasons identified

1.2	Institution objective	To broaden and deepen our commitment to working in partnership with other HEIs and external agencies to further our mission and goals, as well as to contribute to the advancement of national priorities and policy imperatives, particularly in the education sector [Pillar 7 / Goal 4]
Performance indicator		<p>Commitment to Shannon Consortium maintained as primary clustering arrangement and % increase in shared approaches / joint initiatives / resource optimisation / shared service delivery [Pillar 7 / Goal 4 / Target 1]</p> <hr/> <p>% research and knowledge transfer initiatives aimed at enhancing public policy and practice [Pillar 2 (5) / Goal 6 / Target 1]</p> <hr/> <p>Number of collaborative research linkages and research networks created with other HEIs at regional, national, and international levels [Pillar 2 (5) / Goal 1 / Target 3]</p>
Baseline		<p>MIC membership of the Shannon Consortium (dating from 2007)</p> <hr/> <p>Teaching Council commendations, accompanying accreditation of all ITE programmes, recognising, <i>inter alia</i>, that the MIC “strategic plan emphasises excellence in teaching and learning, as well as in scholarship and research, reflecting values and ideals that derive from a rich tradition.”</p> <hr/> <p>Report of the International Review Panel on the Structure of Initial Teacher Education Provision in Ireland (2012)</p>
Interim target, end 2014		Joint MIC-UL Task Force recommendations on role, structure and governance of Institute of Excellence for Teacher Education adopted by Governing Bodies of both institutions
Interim target, end 2015		Critical path for establishment of Institute completed
Final target, end 2016		<p>Institute of Excellence for Teacher Education launched and operative with the following broad strategic goals:</p> <ul style="list-style-type: none"> ▪ Embedding of research in teacher education ▪ Systematic interface for school placement ▪ Leverage critical mass for range of integral research clusters and contribute to national priorities in teaching / teacher education ▪ Multi-faceted structured doctoral programme drawing from partners’ respective areas of expertise ▪ Act as ‘hub’ for teacher professional development ▪ Pedagogical innovation ▪ Attract and enable international professional engagement
Progress against 2016 target		<p>NISE not yet fully operational. Board meeting quarterly, but to date the issue of the appointment of a Director has not yet been resolved to ensure full and effective NISE operation.</p> <p>The Shannon Consortium Implementation Group has noted that authorisation for joint appointment of a Director at full professorial level has been granted. The implementation path for this remains to be identified and agreed upon.</p>

Summary

Significant progress made in achieving a key breakthrough – joint equity in NISE via sanction for joint appointment of a Director. MIC and UL are actively engaged in progressing this appointment.

1.3	Institution objective	To foster closer collaboration with partner institutions towards inter-institutional delivery of academic programmes [<i>Pillar 2 / Context 6 / Goal 1</i>]
	Performance indicator	<p>Joint review of new possibilities for inter-institutional undergraduate ... module and programme creation and co-delivery with partner HEIs, with particular emphasis on opportunities involving the University of Limerick within the Shannon Consortium framework [<i>Pillar 2 / Goal 1 / Target 1</i>];</p> <p>Number of new modules and programmes jointly designed and delivered at all relevant NFQ levels [<i>Pillar 2 / Goal 1 / Target 2</i>] Joint development of SIF pre-entry access programmes with LIT and UL via the Shannon Consortium</p>
	Baseline	<p>Proposal for MIC to contribute to the delivery of Geography modules to UL BSc in Physical Education programme</p> <p>MIC Department of Philosophy contributing teaching on UL Nursing programme</p> <p><i>National Strategy for Higher Education to 2030</i></p>
	Interim target, end 2014	<p>Report and recommendations of joint UL-MIC Task Group to develop jointly-delivered, common entry, Liberal Arts undergraduate degree programme</p> <p>100% increase in number of modules co-delivered [incorporating blended learning methodologies] between UL and MIC on existing programmes</p>
	Interim target, end 2015	Joint MIC-UL Liberal Arts undergraduate degree programme (with common entry), developed, approved and CAO-listed
	Final target, end 2016	<p>MIC delivery of up to 10 modules on UL programmes</p> <p>Launch of joint UL-MIC Liberal Arts undergraduate degree programme</p>
	Progress against 2016 target	<p>First intake to UL-MIC Liberal Arts undergraduate degree programme commencing September 2017.</p> <p>CAO handbook entry confirmed, cross-institutional timetabling established, curriculum finalised and the arrangements for “streaming” lectures so that they can be simultaneously taught on the two campuses in place.</p> <p>Additional ICT and Learning Technology costs associated with the streaming of modules remotely to be addressed by both partners.</p>
	Summary	Target achieved.

1.4	Institution objective	To foster closer collaboration with partner institutions towards inter-institutional delivery of academic programmes [<i>Pillar 2 / Context 6 / Goal 1</i>]
	Performance indicator	Joint review of new possibilities for inter-institutional ... postgraduate module and programme creation and co-delivery with partner HEIs, with particular emphasis on opportunities involving the University of Limerick within the Shannon Consortium framework [<i>MIC Strategic Plan: Pillar 2 / Goal 1 / Target 1</i>]
		Number of new modules and programmes jointly designed and delivered at all relevant NFQ levels [<i>Pillar 2 / Goal 1 / Target 2</i>]
	Baseline	Level 9 – Joint Delivery - MIC-UL: 2 (taught)
		Level 10 – Joint Delivery: - MIC-UL: 1 Structured PhD programme
		Level 10 – Joint Development: - MIC-NUIG: 1 Structured PhD programme
	Interim target, end 2014	Level 9 – Joint Development: - MIC-Marino College: 1 (taught)
		Level 9 – Joint Delivery: - MIC-Marino College: 1 (taught)
	Interim target, end 2015	Level 10 – Joint Delivery: - MIC-NUIG: 1 Structured PhD programme
		Level 10 – Joint Development: - MIC-UL: 1 Single Structured PhD programme
	Final target, end 2016	Level 10 – Single Delivery: - MIC-UL: 1 Structured PhD programme
	Progress against 2016 target	Joint UL/MIC/LIT <i>S/PhD in the Built Environment</i> successfully developed and proceeding towards programme approval (ULAC) and intake as targeted.
	Summary	Target achieved

1.5	Institution objective	To further develop inter-institutional pathways for access to third level learning opportunities and for progression [Pillar 2 (7) / Goal 3]
	Performance indicator	Joint review of challenges and opportunities in establishing joined-up targeting, outreach and access pathways [Pillar 2 (7) / Goal 3 / Target 1] Number of new inter-institutional initiatives for outreach and access in place [Pillar 2(7) / Goal 3 / Target 2] Evidence of increased learner progression between MIC and partner institutions [Pillar 2(7) / Goal 3 / Target 4]
	Baseline	Shannon Consortium Downtown Centre (city-based hub offering access support) MIC-UL-LIT Access Course (Level 5 Certificate in General Studies) MIC participation in Southwest Regional Access Alliance
	Interim target, end 2014	Joint Mid West Cluster review of challenges and opportunities for integrated targeting, outreach and access Joint review to generate database that maps access initiatives onto Mid West Cluster institutions, FE partners and community partners
	Interim target, end 2015	New Mid West Cluster platform and protocols for integrated and systematic targeting, outreach and monitoring of access pathways in operation Mid West Cluster access platform operating in partnership with community organisations and FE sector Agreed mechanism in place for reciprocal recognition of access courses and awards across regional and national FE and HE institutions
	Final target, end 2016	Increase (cumulative) in access across Mid West Cluster (cumulative baselines to be determined pre-2014) Increase in overall cross-institutional progression levels (against cumulative baselines to be determined pre-2014) Increase in vertical progression linkages and outcomes between community, FE and HE sectors (against cumulative baselines to be determined pre-2014)
	Progress against 2016 target	Collaboration between the Shannon Consortium partners towards wider participation continues. A recent highlight has been the successful joint bid for funding under the <i>Programme for Access to Higher Education (PATH) Fund</i> towards equity of access to Initial Teacher Education. MIC is the lead partner in this bid, to which the National Institute for Studies in Education (NISE) is integral. MIC is actively progressing its partnership with the further education sector towards a framework agreement for access and progression with Limerick & Clare and Tipperary ETBs. MIC is leading delivery of key objectives in the Mid West Regional Action Plan for Jobs.
	Summary	Target achieved.

1.6	Institution objective	To broaden and deepen our commitment to working in partnership with other HEIs [Pillar 7 / Goal 4]
	Performance indicator	<p>Commitment to the Shannon Consortium maintained as primary clustering arrangement and % increase in shared approaches / joint initiatives / resource optimisation / shared service delivery [Pillar 7 / Goal 4 / Target 1]</p> <hr/> <p>Establishment of Graduate School [Pillar 2(2) / Goal 2 / Target 3]</p> <hr/> <p>Evidence of increased learner progression between MIC and partner institutions [Pillar 2 / Goal 3 / Target 4]</p>
	Baseline	<p>Participation in the Shannon Consortium Regional Graduate Training Network</p> <hr/> <p>Institutional approval for MIC Graduate School (following review)</p>
	Interim target, end 2014	<p>MIC Graduate School established and Head of School appointed</p> <hr/> <p>Joint Mid West Cluster Task Force appointed to explore feasibility and plan required for establishment of federated Limerick Graduate School</p>
	Interim target, end 2015	<p>Alignment of postgraduate regulations, policies and procedures (MIC / UL / LIT)</p>
	Final target, end 2016	<p>Launch of federated Limerick Graduate School</p>
	Progress against 2016 target	<p>The governance document of the Federated Limerick graduate school (FLGS) has been agreed. Meetings of the FLGS Steering Committee have taken place in line with governance requirements and projects have been developed leading to:</p> <ul style="list-style-type: none"> - Cross institutional generic and transferable skills training - Inter-institutional Library arrangements - Research student drop-in clinics - Cross-institutional structured PhD - Development of a budget plan for the launch of FLGS, marketing, corporate image and websites. <p>A formal launch event and website launch are both envisaged for Autumn 2017. The three Shannon Consortium institutions are actively engaged in planning with Limerick City & County Council towards development of a coordinated marketing campaign to attract graduate students and researchers to the region.</p>
	Summary	Target achieved.

1.7	Institution objective	To foster collegiality and collaboration amongst faculty and regional institutional partners towards reflective practice and scholarly dialogue on teaching and learning [Pillar 2 (5) / Goal 4]
	Performance indicator	<p>Continued participation in Shannon Consortium Regional Teaching & Learning Awards initiative as well as participation in national award programmes from the National Forum for the Enhancement of Teaching and Learning [Pillar 2 (5) / Goal 4 / Target 1]</p> <p>Participation in and organisation of regional Teaching & Learning workshops and symposia [Pillar 2 (5) / Goal 4 / Target 2]</p> <p>Significant contribution to, and participation in the National Forum for the Enhancement of Teaching and Learning [Pillar 2 (5) / Goal 4 / Target 3]</p>
	Baseline	<p>3 Regional Teaching & Learning Awards won by MIC Academic staff since 2007</p> <p>25% of MIC Academic staff participating in Shannon Consortium integrated teaching & learning events (e.g. <i>Conversations in the Consortium</i> reflective practice seminars)</p>
	Interim target, end 2014	<p>Joint Task Force (MIC-UL-LIT) recommendations towards a Mid West Cluster 'Regional Learner Network' incorporating integrated planning, delivery of teaching and learning interventions, and continuation of Regional Teaching & Learning Award</p> <p>5% increase in initiatives devised and contributed by MIC to Mid West Cluster teaching and learning events programme</p> <p>5% increase in participation by MIC staff in Mid West Cluster teaching and learning training events / workshops</p>
	Interim target, end 2015	<p>Mid West Regional Learner Network operational</p> <p>5% increase in initiatives devised and contributed by MIC to Mid West Cluster teaching and learning events programme</p> <p>10% increase in participation by MIC staff in Mid West Cluster teaching and learning training events / workshop</p>
	Final target, end 2016	<p>Cumulative 15% increase in initiatives devised and contributed by MIC to Mid West Cluster teaching and learning events programme</p> <p>20% increase in participation by MIC staff in Mid West Cluster teaching and learning training events / workshop</p>

<p>Progress against 2016 target</p>	<p>Teaching & Learning at MIC has exceeded all targets set out in this compact as well as in the MIC Strategic Plan. This includes the level of collaboration with UL and LIT under the Shannon Consortium as well as engagement by staff in cross-institutional initiatives. In Spring 2017, MIC was a hub for the #All Aboard (<i>Building Confidence in Digital Skills for Learning</i>) initiative working with local authority and private sector partners. The College will host 3 National Forum seminars in 2017 dealing with the topics of teacher education and transition and retention. The overall winner of the Shannon Consortium Regional Teaching Excellence Award for 2017 was a member of MIC Faculty (Science Education), with another Faculty member among the shortlist of five from across the institutions.</p>
<p>Summary</p>	<p>Target achieved.</p>

2.0 Participation, equal access and lifelong learning

Strategic Outcome Summary

Wider participation and the enabling of lifelong engagement through learning are core goals for the College, derived from its institutional mission. Indeed, provision of access to educational opportunities for those most marginalised in society is fully consonant with the founding vision of the College. In the College's Strategic Plan 2012-2016 (upon which this compact is based) and the institution's newest strategic plan – *A Flourishing Learning Community* (2017-2021) – this work occupies a central pillar of activity.

In practical terms, MIC has been at the forefront of innovation in this arena for the last three decades. From the establishment of the Learner Support Unit (LSU) – in the mid 1990s – which provides tailored one-to-one academic support tuition, to the establishment of the Teacher Education Access Programme (TEAP) for a direct entry pathway to the College's professional education programme, MIC has invested significant resources in the enabling of wider participation through unique means that have been adopted elsewhere in the higher education system subsequently.

During the period of this compact, the College has experienced considerable success that can be traced to the presence of appropriate infrastructure and long-standing expertise in facilitating wider participation and lifelong learning. Retention and progression figures are amongst the highest in the State and the quality of outcome for graduating students is excellent. At the same time, the trend of decline in mature student enrolment stands out against the positive patterns of engagement in other areas of activity. Mature student intake at MIC has dipped below 5% at the time of reporting. This is significantly below the targets set and further away again from the quotas urged by the most recent national access strategies.

During the course of the broader sectoral Strategic Dialogue that gave rise to the current Performance Compact the College presented the view that financial impediments to higher education participation were driving enrolment numbers down and were likely to continue to do so not only while the economy remained stagnant but also in the absence of financial support for learners who face an array of challenges including geographical distance from institutional location, childcare, and the inability to meet the basic cost of full-time attendance at higher level. These factors have been well documented by the College and many other institutions in the higher education system and do not need to be repeated here. However, it should be of interest to the HEA to note that the negative enrolment trend for mature students is continuing. Many of the pre-existing reasons for this continue to pertain but, paradoxically, the increased availability of labour market opportunities in recent years is also likely to have contributed. In the latter context, the risks to the welfare of low income learners not inured to exclusion from labour market progression and mobility options by absence of higher education qualifications will remain high.

MIC would welcome the opportunity to participate in a review of these trends and subsequent development of strategic initiatives designed to address mature student participation. If the HEA should decide to initiate and lead such work the College would be delighted to contribute to the process.

2.1	Institution objective	To significantly increase the breadth and diversity of our student community in alignment with national targets for inclusive participation and lifelong learning [Pillar 2 (4) / Goal 1]
	Performance indicator	Agreement on annual and cumulative student intake targets for period of our Strategic Plan with reference to national targets and inter-institutional strategy [Pillar 2 (4) / Goal 1 / Target 1]
		Effective targeting and outreach strategies developed and implemented with critical emphasis on partnership with key stakeholders in the community, public and statutory sectors [Pillar 2 (4) / Goal 1 / Target 2]
		Targets achieved across all demographic and socio-economic learner categories [Pillar 2 (4) / Goal 1 / Target 5]
	Baseline	Segmented wider participation targets in place and linked to current <i>National Policy for Equity of Access to Education</i>
		Participation in HEAR scheme
		Mature student FTE enrolment rate of 9%
		Flexible learning enrolment rate 20%
		Student with disability enrolment rate of 1%
	Interim target, end 2014	Review and re-setting of wider participation targets with reference to <i>National Access Plan 2014</i>
		New targeting, outreach and access / retention strategy in place and seamlessly integrated with Mid West Cluster access platform (see <i>Domain 1, Objective 1.5</i> , above)
		Participation in DARE scheme
		Mature student FTE enrolment rate of 6% ¹
		Flexible learning enrolment rate 27%
		Student with disability enrolment rate of 3%
	Interim target, end 2015	Coordinated Mid West Cluster outreach and targeting activity
		Structured, multi-sectoral partnerships and initiatives in place focused on effective targeting towards wider participation and coordinated approaches
		Mature student FTE enrolment rate of 7%
		Flexible learning enrolment rate 27%
		Student with disability enrolment rate of 3.5%
	Final target, end 2016	Mature student FTE (UG) enrolment rate of 8%
		Flexible learning enrolment rate 28%
		Student with disability enrolment rate of 4%

¹ See paragraph, above

Progress against 2016 target	Mature student FTE (UG) enrolment rate of 4.43% Student with disability enrolment rate (DARE / non-DARE) of 5.14% SED enrolment rate (HEAR) of 9.34%
Summary	Targets achieved

2.2	Institution objective	<p>To significantly increase the breadth and diversity of our student community in alignment with national targets for inclusive participation and lifelong learning [Pillar 2 (4) / Goal 1]</p>
		<p>To implement a process of programme re-conceptualisation ... that promote lifelong learning and that complement the institutional ethos and values of the College [Pillar 2 / Goal 2 (1)]</p>
Performance indicator		<p>Effective targeting and outreach strategies developed and implemented with critical emphasis on partnership with key stakeholders in the community, public and statutory sectors [Pillar 2 (4) / Goal 1 / Target 2]</p> <p>Number of new offerings developed, approved, and launched, [Pillar 2 / Goal 2 / Target 3]</p> <p>Targets achieved across all demographic and socio-economic learner categories [Pillar 2 (4) / Goal 1 / Target 5]</p>
Baseline		<p>Identification of need to develop new direct access route to enable mature learners to progress to the BEd and teacher education programmes</p> <p>Agreement with DES to develop an entry programme targeted at mature students to counteract emerging decline in applicants</p> <p>Partnership with Limerick & Clare Education & Training Board to develop pre-entry programme</p>
Interim target, end 2014		<p>Design, accreditation and piloting of 1-year Teacher Education Preparatory Programme</p> <p>15 students registered on pilot 2013-14 pre-entry programme, with direct access to BEd degree programme upon satisfactory completion</p>
Interim target, end 2015		<p>6 students progressing from 2014-15 Teacher Education Preparatory Programme to BEd</p> <p>15 students registered on 2014-15 Teacher Education Preparatory Programme</p>
Final target, end 2016		<p>6 students progressing from 2015-16 Teacher Education Preparatory Programme to BEd</p> <p>15 students registered on 2015-16 Teacher Education Preparatory Programme</p>
Progress against 2016 target		<p>The completion rate for the Teacher Education Access Programme (TEAP) has stood at 100% for the three most recent cycles of this course. Progression to the BEd programme is 90%, with 10% of individual participants deferring their places for economic reasons.</p>
Summary		Targets achieved.

2.3	Institution objective	To significantly increase the breadth and diversity of our student community in alignment with national targets for inclusive participation and lifelong learning [Pillar 2 (4) / Goal 1]
	Performance indicator	<p>Targets achieved across all demographic and socio-economic categories [Pillar 2 (4) / Goal 1 / Target 5]</p> <p>Number of innovative and open campus-based learning initiatives specifically designed to introduce all sections of our community to university-level learning experiences, to promote life-long learning and to attract prospective students to access mainstream provision at MIC / partner institutions [Pillar 2 (4) / Goal / Target 2]</p> <p>Evidence of coordination and complementarity between MIC life-long learning initiatives and partner initiatives</p>
	Baseline	<p>Certificate in Contemporary Living for adults with an intellectual disability introduced in partnership with local statutory and community-sector organisations</p> <p>12 students completing programmes</p>
	Interim target, end 2014	<p>Introduction of 2-year, QQI-accredited Level 4 Certificate in General Learning & Personal Development in partnership with Brothers of Charity, Ennis</p> <p>10 students registered</p>
	Interim target, end 2015	<p>100% progression to Year 2</p> <p>Formal coordination structures in place for initiatives co-delivered with FE and community organisations</p>
	Final target, end 2016	100% completion and graduation rate
	Progress against 2016 target	<p>QQI-accredited Level 4 Certificate in General Learning & Personal Development: 11 enrolled 2015-2017; 0 exits.</p> <p>MIC in talks with LCETB in relation to formal transfer and progression under <i>Solas</i>.</p>
	Summary	Targets achieved

3.0 Excellent teaching and learning and quality of the student experience

Strategic Outcome Summary

At the outset of the College's strategy summary for this domain in its original Performance Compact document, the following was stated:

"MIC has always had a strong commitment to excellence in teaching and learning and its academic programme development proceeds from the concept that a coherent and foundational vision and set of outcomes must be the key underpinning features."

During the period 2012-2016, these underpinnings have been reinforced by reconceptualisation of the College's main undergraduate programmes, development of new infrastructure and support for postgraduate participation and major review of the institutional quality assurance culture, including a searching Self-Assessment Report (SAR) undertaken as part of the 2016 cyclical institution-level quality review.

The quality of the College's academic provision has been independently confirmed by quality review and also by validation reviews conducted by professional accrediting bodies that include the Teaching Council and Psychological Society of Ireland (PSI). However, this period has also seen the flourishing of expertise through the development and adoption of new pedagogies – particularly with the pervasive impact of teaching and learning reflective practice and evaluation methodologies by faculty and by the surge in the prevalence of blended learning strategies used in delivery modes. The latter has been of major significance for the College, resulting in recognition the high quality and innovative features of teaching and learning at MIC through participation, regionally, in the Shannon Consortium partnership (that is deeply embedded in an inter-institutional approach to teaching and learning) and, nationally, by the National Forum for Teaching & Learning (which has provided a large segment of competitively apportioned funding to the College).

The outputs from teaching and learning strategies put into effect by MIC in the last number of years are clearly in evidence in the pages that follow. However, the legacy outcome is attitudinal. The vast majority of Faculty members currently teach students using a variety of means, including digital learning and assessment technologies that are contemporary, fit-for-purpose and effective. It is also of note that the College re-structured its IT and AV divisions with a core objective of enabling and complementing its blended learning provision. A single ICT Services directorate has been successfully established and operates seamlessly with the Teaching & Learning Directorate. Digital learning infrastructure is procured and maintained by ICT Services under recommendation by the Teaching & Learning Directorate and the Blended Learning Unit (BLU) team which operates under the auspices of the latter has daily operational interaction with the ICT Services team and has a dual reporting relationship to the Director of Teaching & Learning and the Director of ICT Services. This tightly coordinated and integrated operational infrastructure is vital to the success and growth of teaching and learning and to the constant enhancement of blended learning which depends on keeping pace with pedagogical and technological developments.

Without any doubt, one of the most significant reasons for the rich growth of teaching and learning at MIC is the existence of a deep-rooted and excellent collaborative partnership between the Shannon Consortium members. In fact, the on-going success of the Shannon Consortium is based on its origins as a cooperative framework under the Strategic Innovations Funds (SIF) programme in 2007. All activity in

teaching and learning amongst the members derives from the spirit of collaboration and shared professional commitment to the enhancement of teaching, learning and assessment strategies. Most of the competitively-based funding attracted by the institutions has been made possible by coordinated and shared proposals and the experience of joint implementation has been uniformly positively. Resource availability, however, has proved to be a stumbling block in extracting the considerable potential that remains for co-development and delivery of academic programmes. Although the Shannon Consortium is a well-recognised exemplar of the regional cluster model, it has struggled to gain from this by winning the argument that key goals for joint delivery of programmes promoted by the State authorities require investment in operational infrastructure. MIC would welcome a renewed dialogue with the HEA on this.

It will be noted that implementation of the next stage of the MIC campus development master plan, the refurbishment and extension of our Library Building, was named as a priority in our original Performance Compact. The target set was completion of design and the securing of planning permission and these targets have been met. The challenge that remains is far greater: to seek and secure the requisite financing for this project. The College acknowledges that there is a paucity of funding for capital development projects in the higher education sector within the current climate. It hopes to be successful in advancing the case for such funding in respect of its new library and looks forward to continuation of the positive engagement it has had with the HEA (and the DES) in this context. The existing Library Building was completed in 1979 and intended to accommodate 750 students. To repeat the declaration contained in the College's Strategic Plan 2012-1016:

"A library, well-designed, and properly stocked and equipped, is the lifeblood of a university-level institution and it is imperative that the College succeeds in bringing the existing building to Twenty First Century standards and equipping it to meet the needs of a large and diverse learning community."

3.1	Institution objective	To implement a process of programme re-conceptualisation with emphasis on (a) creation of collaborative intra-faculty and inter-faculty offerings and (b) learning outcomes that are focused on the fostering of critical and creative thinking and outstanding communication skills, that are informed by inclusive discourse on changing professional needs, that promote lifelong learning and that complement the institutional ethos and values of the College [Pillar 2 / Goal 2]
	Performance indicator	Unique, innovative and outstanding 4-Year Bachelor of Education programme finalised, approved, resourced ² and launched by September 2012 [Pillar 2 / Goal 2 / Target 1]
	Baseline	In-depth re-conceptualisation exercise completed, resulting in new programme vision for Bachelor of Education degree, module structure and learning outcomes based on Bologna Framework, Teaching Council guidelines, DES policy on literacy and numeracy in ITE, and international best practice rooted in peer-recognised research
		Preparation for re-conceptualisation of Bachelor of Education in Education & Psychology
	Interim target, end 2014	Bachelor of Education degree programmes approved by Teaching Council, launched, and operational
		Four-Year BEd: 812 FTEs (406 per annum)
		Four-Year BEd Education & Psychology: 62 FTEs (31 per annum)
	Interim target, end 2015	Four-Year BEd: 1,218 FTEs (intake TBC by DES)
		Four-Year BEd Education & Psychology: 93 FTEs
	Final target, end 2016	Four-Year BEd: 1,624 FTEs (intake TBC by DES)
		Four-Year BEd Education & Psychology: 125 FTEs
	Progress against 2016 target	Four-Year BEd: 1,601 FTEs
		Four-Year BEd Education & Psychology: 123 FTEs
	Summary	Targets achieved

² Adequate resources have not been allocated for this development to date

3.2	Institution objective	To renew our emphasis on continuous quality assurance and to work as a whole community to situate our work in strategic context, to value and celebrate our endeavours, to actively seek the views of all those whose needs we serve, and to be imaginative in realising the potential for improvement [Pillar 6 / Goal 6]
	Performance indicator	Quality Review Schedule established [Pillar 6 / Goal 6 / Target 1]
		Number of Quality Reviews undertaken across academic and professional services departments [Pillar 6 / Goal 6 / Target 2]
		Commencement of IUQB (i.e QQI) institutional review process [Pillar 6 / Goal 6 / Target 3]
	Baseline	5 formal Quality Reviews completed Quality Review Schedule 2012-2017 approved, following consultation with academic and professional services departments First formal Student Exit Survey completed (2011 graduating cohort)
	Interim target, end 2014	7 further Quality Reviews completed / commenced 3 further Student Exit Surveys completed 4 First Year cohort Learning Experience surveys completed (including surveys and focus groups designed to capture student experience of re-conceptualised Level 8 & 9 programmes)
	Interim target, end 2015	4 new Quality Reviews completed / commenced 4 further Learning Experience surveys completed
	Final target, end 2016	3 new Quality Reviews completed / commenced 4 further Learning Experience surveys completed Participation in National Student Survey Demonstrable evidence of academic and professional support service delivery modified in response to key Quality Review / Exit Survey findings 2012-2016 Preparation for commencement of final 3 Quality Reviews scheduled 2012-2017 Preparation for institution-wide Quality Review by QQI
	Progress against 2016 target	The Institutional Quality Review of MIC took place under QQI in 2016, with the External Review Panel submitting a report confirming that all key quality assurance imperatives were being met by the College in alignment with requirements under the Quality & Qualifications Act 2012 and the terms of the statutory academic linkage of the College with the University of Limerick. All previous targets met / addressed in previous self-assessment reports to the HEA.
	Summary	Target achieved.

3.3	Institution objective	To ensure the prominence of a student-centred culture throughout support services that are cohesive and multi-faceted [Pillar 3 / Goal 1]
	Performance indicator	Consultative review of student support services focusing on maintaining the fullest provision for the whole-student approach, effectiveness of service integration and linkage with academic provision, and efficient coordination within management infrastructure [Pillar 3 / Goal 1 / Target 1]
		Recommendations implemented, new structures in place [Pillar 3 / Goal 1 / Target 1]
	Baseline	Exceptional commitment of all staff to a student-centred teaching and learning culture and the whole-student ethos of the College
		Establishment of informal student support services network for integrated case management / referral
		Sub-optimal coordination and integration of distributed service delivery
		Excellent strategic and operational partnership with MISU (MIC Students' Union)
	Interim target, end 2014	Consultative review of students supports and service infrastructure completed with recommendations arising
		Scheduled Quality Review of student support services completed with recommendations arising
		Director-level appointment incorporating responsibility, <i>inter alia</i> , for coordinating services aimed at access, retention and progression (see x, above)
	Interim target, end 2015	Recommendations from both reviews (2014) implemented, new structures in place
	Final target, end 2016	Demonstrable enhancement of cohesion between support-services underpinning the student-centred culture at MIC
	Progress against 2016 target	The creation of a new 'Student Life' function at the College under the leadership of the Director of Student Life has contributed to significant enhancement of coordination and integration of student supports, together with expansion of services available. Concomitantly, analytics and strategic development have also improved greatly.
	Summary	Target achieved

3.4	Institution objective	To enhance retention and progression rates [<i>Pillar 2 (4) / Goal 2</i>]
	Performance indicator	Effective monitoring and reporting system in place with secure and confidential data flows between relevant support units [<i>Pillar 2 (4) / Goal 2 / Target 1</i>]
		Stronger operational linkages between academic staff and professional staff for ensuring student retention and progression [<i>Pillar 2 (4) / Goal 2 / Target 3</i>]
		Enhanced system of financial support for students (including students in difficulty) with increase evidence of linkages fostered for contributions under Corporate Social Responsibility (CSR) and more seamless coordination with external agencies providing grants and other aids [<i>Pillar 2 (4) / Goal 2 / Target 5</i>]
		Evidence of % increases in retention and progression above current baselines [<i>Pillar 2 (4) / Goal 2 / Target 6</i>]
	Baseline	Total student retention rate: 90%
		Total Facilitated External Transfer for non-completing First Year students: 56%
		Learner Support Unit 1:1 meetings providing academic advice and guidance: 891 per academic year
		Year Coordinators appointed for Bachelor of Education programme
		Establishment of informal student support services network for integrated case management / referral
	Interim target, end 2014	Total student retention rate: 92%
		Adoption of policy and protocols for availability of programme exit awards
		Secure intranet-based MIS for tracking access / retention / referral / early warning
		Formalisation of student support services network for integrated case-management
		Learner Support Unit 1:1 meetings providing academic advice and guidance: 950 per academic year
	Interim target, end 2015	Total student retention rate: 93%
		Total facilitated external transfer for non-completing First Year students: 60%
		Learner Support Unit 1:1 meetings providing academic advice and guidance: 975 per academic year
		Coordination of internal and cross-institutional retention and progression through integration with Mid West access platform and systematic partnership with wider community
	Final target, end 2016	Total student retention rate: 93%
		Level 7 awards for students opting to exit 3- or 4-year programmes following completion of Year 2
		Total facilitated external transfer for non-completing First Year students: 70%

	Learner Support Unit 1:1 meetings providing academic advice and guidance: 1000 per academic year
	Quantum of financial support from CSR/non-mainstream donations for students at risk
Progress against 2016 target	<p>Total student retention rate: 98.8%</p> <p>Total First Year retention rate: 96.4%</p> <p>Total facilitated external transfer for non-completing First Year students: data-set not complete for reporting period</p> <p>Learner Support Unit re-configured and re-branded Academic Learning Centre (ALC). New strategy combines 1:1 tutorials with variety of additional supports including group sessions. Outputs:</p> <p>1:1 Tutorials: 540</p> <p>Total Students Supported: 2124</p>
Summary	Targets achieved [The College is in active negotiations, currently, to agree external partner provision towards 'mission-related' scholarships].

3.5	Institution objective	To significantly enhance our library infrastructure to fully meet the diversity of needs amongst our learning community and of members of the wider community wishing to share our resources [Pillar 6 / Goal 2]
	Performance indicator	Evidence of substantial progress towards refurbishment and extension of College Library [Pillar 6 / Goal 2 / Target 1]
	Baseline	Long-standing deficits in space and quality of MIC Library Building
	Interim target, end 2014	Plans for new Library Building finalised, with key goal to provide access to learning resources designed to meet wider public needs and promote engagement by public in city-based campus
		Joint application to funding pools (e.g. JESSICA / EIB Funds) via Joint Local Authorities consortium of local stakeholders
	Interim target, end 2015	Finance package in place for commencement of planning and pre-construction processes
	Final target, end 2016	Planning and pre-construction process commenced
	Progress against 2016 target	The design for a new Library Building, replacing the current facility and introducing 550 reading, research and collaboration seats has been completed and received planning permission from Limerick City & County Council in Spring 2017. The College is engaged in funding submissions on a number of fronts at the time of reporting.
	Summary	Target achieved

3.6	Institution objective	To significantly enhance student communications [<i>Pillar 3 / Goal 3</i>]
	Performance indicator	Academic feedback culture and mechanisms significantly enhanced
		Student perceptions of academic feedback systems continuously monitored
		Range of new student-centred information delivery protocols in place
		Student enrolment, registration and payments systems significantly enhanced
		Student communications fora established
	Baseline	Student representation (via MISU nominations) across all formal MIC committees and boards
		Exit Survey feedback (2011, 2012) revealing perceived need for improvements in student communications and academic feedback
		Insufficient options for online fee payment and absence of online enrolment system
		Online module registration available
		Text alert service available (critical incidents only)
		Ageing website and intranet facilities for students
	Interim target, end 2014	New student-faculty fora introduced (4 meetings per annum)
		50% academic feedback via VLE (Moodle)
		Establish Corporate Communications Office incorporating responsibility for coordination of student communications
		Significant enhancement of student information pages on MIC website
		New student intranet portal introduced
		Text alert service devolved to faculties and core service units for targeted information dissemination
		100% of all student notifications delivered via combination of e-mail, Facebook, Twitter, and SMS (in addition to existing notification arrangements)
		Dedicated student information smartphone app (iOS and Android) introduced
	Interim target, end 2015	Online student enrolment introduced
		Online fees payment mechanism introduced
	Final target, end 2016	Conduct comprehensive valuation of students' current perceptions of communications effectiveness
		Address any new / remaining deficits in Strategic Plan 2017-21

Progress against 2016 target	Multiple interrogations of data collected surrounding student perceptions of communication (including academic feedback) have been conducted. Significant focus on tailored responses is contained in the new institutional Strategic Plan – <i>A Flourishing Learning Community</i> – with content derived directly from student participation in the consultation process for this and the parallel Institutional Self Evaluation Report (ISER) as part of the 2016 Institutional Quality Review. A central plank of the Strategic Plan is to develop new ‘Learning Partnership’ that will enhance and replace the existing Student Charter and embrace all dimensions of student communications. In addition, a full redevelopment of the College website has been designed and will launch in Autumn 2017, with all new student information and communication portals incorporated.
Summary	Target achieved

3.7	Institution objective	To improve the quality of the MIC postgraduate student experience [Pillar 2 / Goal 3 (2)]
	Performance indicator	<p>Consultative review of postgraduate student experience at MIC [Pillar 2 / Goal 3 (2) / Target 1]</p> <p>Establishment of dedicated, fully equipped, resourced and clustered work-space for postgraduate students [Pillar 2 / Goal 3 (2) / Target 2]</p> <p>Improved communications, consultation mechanisms and information delivery for postgraduate students [Pillar 2 / Goal 3 (2) / Target 3]</p>
	Baseline	<p>Postgraduate student facilities distributed across campus; ageing work spaces</p> <p>Postgraduate Office and Research Office located and administered separately</p> <p>Approval for creation of MIC Graduate School</p>
	Interim target, end 2014	<p>New MIC Graduate School created and integrated with Research Office</p> <p>Acquisition of new building, with centralisation and fit-out of fully equipped, resourced and clustered work space for students in the Graduate School (adjoining Research Office and administrative facilities)</p> <p>Qualitative survey of exiting postgraduate students conducted</p> <p>Task Force to undertake consultative review of current and future postgraduate needs</p>
	Interim target, end 2015	Cross-fertilisation of graduate scholarship and mentoring via federated Limerick Graduate School and Mid West Cluster Graduate Training Network
	Final target, end 2016	Fully equipped, resourced and clustered work space for visiting scholars within the Limerick Graduate School
	Progress against 2016 target	€6 million renovation and operationalisation of new campus precinct – the <i>John Henry Newman Campus</i> – providing high quality, clustered postgraduate space completed to schedule (opened January 2017).
	Summary	Target achieved.

3.8	Institution objective	To support teaching and the scholarship of teaching [Pillar 2 / Goal 1 (5)]
	Performance indicator	Significant enhancement of existing teaching and learning leadership, infrastructure and resourcing [Pillar 2 / Goal 1 (5) / Target 1]
	Baseline	Building blocks for a teaching and learning culture in place: - Teaching & Learning Co-ordinator - Teaching & Learning Steering Committee - MIC Centre for Teaching & Learning established - Shared services within the Shannon Consortium
	Interim target, end 2014	Establishment of Teaching & Learning Directorate Appointment of Director of Teaching & Learning Appointment of 2 Educational Technologists via contract for service Shared service framework within Mid West Cluster based on the Shannon Consortium model
	Interim target, end 2015	Teaching & Learning Officer appointed Educational Technologist position mainstreamed
	Final target, end 2016	Teaching & Learning culture fully supported and driven by intra- and inter-institutional leadership, infrastructure and resourcing
	Progress against 2016 target	All targets were achieved ahead of schedule.
	Summary	Target achieved.

3.9	Institution objective	To advocate for, demonstrate and embed exemplary practices and innovation in teaching and learning [<i>Pillar 2 / Goal 2 (5)</i>]
Performance indicator		% increase in events and initiatives designed effectively highlight and showcase exemplars of excellence and innovation in teaching & learning [<i>Pillar 2 / Goal 2 (5) / Target 1</i>] % increase in staff participation [<i>Pillar 2 / Goal 2 (5) / Target 2</i>]
Baseline		Monthly range of intra-institutional events (MIC Centre for Teaching & Learning) and inter-institutional (Shannon Consortium) – e.g. <i>Conversations in the Consortium</i> series of seminars for community of practice 20% academic staff participation
Interim target, end 2014		20% increase in number of events and initiatives showcasing exemplars of excellence and innovation in teaching & learning 100% increase in academic staff participation (over 2012)
Interim target, end 2015		30% increase in teaching and learning events and initiatives (over 2012) 75% increase in academic staff participation (over 2014)
Final target, end 2016		10 large group events per semester including Special Interest Groups, seminars, workshops, presentations to Faculty Boards. 80% academic staff participation (400% increase over 2012)
Progress against 2016 target		There is 100% Faculty participation in the multiple events hosted by the Centre for Teaching & Learning, Blended Learning Unit and other College drivers for reflective practice in teaching and learning. These have commonly exceeded the targets originally set for 2016 during previous reporting periods. A key challenge from the beginning of Academic Year 2016-17 was to facilitate incorporation of this practice at St. Patrick's Campus. This has been met with high levels of success. Weekly sessions take place at the campus and all Faculty located there are actively engaged.
Summary		Target achieved.

3.10	Institution objective	To provide teaching enhancement interventions which are supportive, voluntary and confidential [<i>Pillar 2 / Goal 3 (5)</i>]
	Performance indicator	Number of Peer Observations of Teaching (POTs) undertaken [<i>Pillar 2 Goal 3 (5) / Target 1</i>] % increase in rate of participation in SETs [<i>Pillar 2 Goal 3 (5) Target 3</i>]
	Baseline	10 POT pairings, per annum SET participation rate: 31%
	Interim target, end 2014	15 POT pairings, per annum SET participation rate: 31%
	Interim target, end 2015	20 POT pairings, per annum SET participation rate: 31%
	Final target, end 2016	25 POT pairings, per annum SET participation rate: 31%
	Progress against 2016 target	SET participation rates exceeded 30% once again with 15 conducted in the Autumn Semester alone alongside 100% engagement in the new Module Satisfaction Survey coordinated by the Quality Office. A new initiative – weekly ‘Lunch & Learn’ initiatives was introduced as a medium for Peer Observation of Teaching (POT).
	Summary	Target achieved.

3.11	Institution objective	To foster collegiality and collaboration amongst faculty and regional institutional partners towards reflective practice and scholarly dialogue on teaching and learning [Pillar 2 / Goal 4 (5)]
	Performance indicator	Continued participation in Shannon Consortium Regional Teaching & Learning Awards initiative as well as participation in national award programmes from the National Forum for the Enhancement of Teaching & Learning [Pillar 2 Goal 4 (5) / Target 1] Participation in and organisation of regional Teaching & Learning workshops and symposia [Pillar 2 Goal 3 (5) / Target 2] Significant contribution to, participation in and inclusion with the National Forum [Pillar 2 Goal 3 (5) / Target 3]
	Baseline	2 short-listed candidates for Shannon Consortium Regional Excellence in Teaching & Learning Award 2 short-listed candidates for NAIRTL Teaching & Learning Awards 3 regional Teaching & Learning workshops and symposia per academic year 25% baseline participation in Regional T & L events
	Interim target, end 2014	2 short-listed candidates for Mid West Cluster Regional Excellence in Teaching & Learning Awards 5% increase in regional Teaching and Learning events offered via MIC 5% increase in MIC academic staff participation rate in regional Teaching and Learning events 2 MIC representatives to National Forum
	Interim target, end 2015	2 short-listed candidates for Mid West Cluster Regional Excellence in Teaching & Learning Awards 5% increase in regional Teaching and Learning events offered via MIC 10% increase in MIC academic staff participation rate in regional Teaching and Learning events 2 MIC representatives to National Forum (once established)
	Final target, end 2016	2 short-listed candidates for Mid West Cluster Regional Excellence in Teaching & Learning Awards and engage in National Forum competitions if/when announced 15% increase in regional Teaching and Learning events offered via MIC 15% increase in MIC academic staff participation rate in regional Teaching and Learning events 2 MIC representatives to National Forum, plus 2 representatives contributing to Forum sub-committees as members (if applicable).

Progress against 2016 target	All targets for 2016 attained. In addition to having 2 short-listed candidates for Mid West Cluster Regional Excellence in Teaching & Learning Awards, one of these was the overall winner of the main award. New 'Show & Tell' project for dissemination of reflective practice on use of blended learning methodologies launched through Blended Learning Unit.
Summary	Targets achieved.

3.12	Institution objective	To significantly advance and embed incorporation of blended learning strategies and new technologies in the teaching and learning environment and programme design [Pillar 2 / Goal 5 (5)]
	Performance indicator	Number of programmes modified / newly designed to incorporate blended learning and new technologies [Pillar 2 / Goal 5 (5)]
		Number of training interventions for design, roll-out and use of blended learning strategies and new technologies for teaching and learning [Pillar 2 / Goal 5 (5)]
		Evaluation of integration and effectiveness of blended learning strategies and new technologies for teaching and learning [Pillar 2 / Goal 5 (5)]
	Baseline	Commitment to blended learning delivery / use of learning technologies in Strategic Plan with several modules designed and approved with incorporation of same
		Limited usage of Blackboard, and subsequently, Moodle, as preferred institutional VLE
		No course sharing across Shannon Consortium via blended learning technologies
		Limited training for VLE-usage
		Training in usage of IWBs
		90% usage of out-dated Local Area Network server to host course / module information
		> 10% of modules delivered using blended learning / learning technologies
		> 10% multimedia content in online course materials
	Interim target, end 2014	Establishment of Blended Learning Unit, nested within Centre for Teaching & Learning
		Appointment of 2 Educational Technologists for pedagogical support and training
		60% of faculty actively using VLE
		45% of modules hosted on VLE (Level 6-10)
		80 hours training in usage of learning technologies, per annum
		15-20 MIC modules delivered across Mid West Cluster via blended learning
		Interim evaluation of integration and effectiveness of blended learning strategies
	Interim target, end 2015	70% of faculty actively using VLE
		50% of modules hosted on VLE (Level 3, 6-10)
		100 hours training in usage of learning technologies, per annum
		20% increase in MIC modules delivered across Mid West cluster via blended learning
	Final target, end 2016	80% of faculty actively using VLE

	65% of modules hosted on VLE (Level 3, 6-10)
	150 hours training in usage of learning technologies, per annum
	20% increase in MIC modules delivered across Mid West cluster via blended learning
	Summative evaluation integration and effectiveness of blended learning strategies 2012-2016
Progress against 2016 target	All targets for 2016 have already been exceeded in the last two reporting periods (as noted in previous self-evaluation reports). 100% of Faculty actively use the institutional VLE as an integral means of module delivery (Moodle clinics ran throughout each semester). Blended learning is now common across all programmes delivered by the College and the Joint Arts degree that launches in September 2017 will involve significant usage of inter-campus streaming technologies which are state-of-the-art and have been jointly procured. The Centre for Teaching Learning is developing a new and comprehensive <i>Teaching, Learning and Assessment Strategy</i> . Two new initiatives, the integration of the Mahara E-Portfolio tool with Moodle and the National Forum Funded REX portal project for sharing of research multimedia assets were launched.
Summary	Targets achieved.

4.0 High quality, internationally competitive research and innovation

Strategic Outcomes Summary

The College has met the targets set out in its Performance Compact. The most essential of these was the establishment of a new Research & Graduate School as a hub for the provision of support to research-engaged Faculty and postgraduate students. In January 2017, this hub transferred location to a new, high quality precinct which was given the name John Henry Newman (JHN) Campus. The centre-point of the JHN is a fully refurbished building that was purchased by the College for the purpose of housing its research and graduate school administrative apparatus and support structures. The full purchase and renovation costs amounted to 6 million euros, paid for entirely by the College from its own development funds. The graduate research community is now housed at the JHN and has a full range of high quality supports at its disposal.

MIC has invested heavily in promoting doctoral-level attainment by Faculty and students. A target of 90% of Faculty with Level 10 qualifications was set at the outset of the Performance Compact. Each year of the Compact period has seen a rise above the 2014 baseline and at the time of reporting, the overall target was being met with 77% of staff conferred with PhD awards and a further 13% approaching completion. These figures do not include the FTEs that have been absorbed by MIC following incorporation of St. Patrick's College in Thurles since this major strategic development was not anticipated at the outset of the current Performance Compact period. However, the new aggregate will be included in the second cycle of the Performance Compacts. It is expected that the mean figure will drop slightly to a new baseline but will rise again within a 4-year period to the current rate, with staff at the Thurles campus currently without PhD qualifications supported to enter the Level 10 track.

Even higher rates of success have been achieved in the targets that were set for throughput of doctoral awards achieved by students of the College. This has been driven by a combination of efforts including those at local department level where well-regarded academic expertise is a significant draw for aspiring doctoral students, a focus on development of high quality structured PhD programmes in the Education domain, and the binding agency of the Research & Graduate School. 119 PhD students are currently registered at MIC (significantly exceeding the target of 75). This is a strong indicator of the College's university-level status and reveals a very high level of performance in the overall system context. The College's first doctoral award was conferred in 2003 and its 125th in 2016. In a short period, the College has distinguished itself as a major contributor to the high-value margin of the knowledge economy in Ireland and an academic institution of strategic importance to the State.

4.1	Institution objective	To grow our postgraduate learning and research community by expanding our range of opportunities for postgraduate study, with particular emphasis on increasing provision at doctoral level [Pillar 2 / Goal 1 (2)]	
	Performance indicator	Number of new postgraduate programmes developed, approved and launched [Pillar 2 / Goal 1 (2) / Target 1]	
		% increase in number of postgraduate students [Pillar 2 / Goal 1 (2) / Target 3]	
		% increase in number of doctoral students [Pillar 2 / Goal 1 (2) / Target 5]	
		Level 8/9 (Grad. Dip. Primary Teaching ³)	125
		Level 9 (other Grad. Diplomas)	81
		Level 9 (Taught Masters)	150
		Level 9 (Research Masters)	43
		Level 10 (PhD)	70
	Interim target, end 2014	To identify and leverage new growth areas	
	Interim target, end 2015	To identify and leverage new growth areas	
	Final target, end 2016	Level 8/9 (Graduate Diploma / Cert)	90
		Level 9 (Taught Masters) ⁴	295
		Level 9 (Research Masters)	40
		Level 10 (PhD)	75
	Progress against 2016 target	Level 8/9 (Graduate Diploma / Cert)	91
		Level 9 (Taught Masters)	303
		Level 9 (Research Masters)	20
		Level 10 (PhD)	119
	Summary	Targets achieved.	

³ Graduate Diploma in Education – Primary Teaching to be phased out, nationally, from 2014 onwards.

⁴ See footnote, above

4.2	Institution objective	To ensure that the College supports effective leadership in the field of research [<i>Pillar 2 / Goal 3 (6)</i>]
		To review and significantly enhance our postgraduate management framework and support structures [<i>Pillar 2 / Goal 2 (2)</i>]
	Performance indicator	Enhanced College infrastructure for the support of research and coordinated engagement by staff [<i>Pillar 2 / Goal 3 (6) / Target 1</i>]
		Develop and operationalise research engagement and output data capture systems linked to central management information systems [<i>Pillar 2 / Goal 2 (6) / Target 2</i>]
		Establishment of a Graduate School [<i>Pillar 2 / Goal 2 (2) / Target 3</i>]
	Baseline	Research Office: Associate Vice President and 2 Professional Services staff
		2 Postgraduate Directors; 2 Professional Services staff
		Staff research surveys administered via staff email
		Strategic review and approval for consolidation of existing Postgraduate Directorates and establishment of Graduate School
	Interim target, end 2014	Head of Graduate School appointed
		MIC Graduate School established
		Development of Limerick Graduate School framework agreement with UL and LIT
		Acquisition of new, centralised accommodation for integration of Research Office and Graduate School
		Development of online research survey and database, linked to institutional MIS
	Interim target, end 2015	Consolidation of fully integrated Research & Graduate School Office with AVP Research, Head of Graduate School, 2 academic support staff, 4 professional services staff
		2 Doctoral Programme Coordinators appointed
		High quality, fit-for-purpose, clustered learning space and administrative hub for Research and Graduate School
		PRPs & DRPs introduced Launch of Limerick Graduate School, with enrolments via partner institutions
	Final target, end 2016	MIC Graduate School fully functional and integrated with Limerick Graduate School through federated framework agreement
		Benchmarking exercise based on 2015 measures to inform MIC research strategies and compare with international standards
	Progress against 2016 target	MIC Research & Graduate School is fully-functional and operational. Research and postgraduate support infrastructure re-located to fully-refurbished and enhanced special purpose site: <i>John Henry Newman Campus</i>

Summary	Target achieved
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4.3	Institution objective	To cultivate an increased awareness of the role of research as an integral part of academic endeavour [<i>Pillar 2 / Goal 1 (6)</i>]
	Performance indicator	<p>Number of staff-focused initiatives and information strategies aimed at promotion of research activity [<i>Pillar 2 / Goal 1 (6) / Target 1</i>]</p> <p>% increase in overall research engagement by staff [<i>Pillar 2 / Goal 1 (6) / Target 2</i>]</p> <p>% increase in doctoral qualifications held by staff [<i>Pillar 2 / Goal 1 (6) / Target 3</i>]</p> <p>Number of student-focused initiatives aimed at promotion of research activity [<i>Pillar 2 / Goal 1 (6) / Target 4</i>]</p> <p>% increase in overall research engagement by students [<i>Pillar 2 / Goal 1 (6) / Target 5</i>]</p>
	Baseline	<p>Academic staff with PhD: 66%</p> <p>Academic staff with PhD / Masters: 100%</p> <p>Research publications (annual survey): 380</p> <p>Conference Papers (annual survey): 452</p>
	Interim target, end 2014	<p>Academic staff with PhD: 71%</p> <p>Academic staff with PhD / Masters: 100%</p> <p>Research publications (annual survey): 400</p> <p>Conference Papers (annual survey): 475</p>
	Interim target, end 2015	<p>Academic staff with PhD: 83%</p> <p>Academic staff with PhD / Masters: 100%</p> <p>Research publications (annual survey): 415</p> <p>Conference Papers (annual survey): 490</p>
	Final target, end 2016	<p>Academic staff with PhD: 90%</p> <p>Academic staff with PhD / Masters: 100%</p> <p>Research publications (annual survey): 430</p> <p>Conference Papers (annual survey): 505</p>
	Progress against 2016 target	<p>Academic staff with PhD: 77% (+13% currently undertaking PhD studies)</p> <p>Academic staff with PhD / Masters: 100%</p> <p>Research publications (annual survey): 334</p> <p>Conference Papers (annual survey): 479</p>
	Summary	<p>Substantial progress made. 90% PhDs will be achieved within a short-term period. It should be noted that post-2016 figures will lower the proportion given the addition of new core staff numbers from the Thurles campus. However, staff at St. Patrick's Campus who do not hold a PhD currently are now on doctoral track.</p>

4.4	Institution objective	To establish direction and priorities for inter-disciplinary research [Pillar 2 / Goal 5 (6)]
	Performance indicator	<p>Review conducted of current supports, challenges and opportunities surrounding inter-disciplinary research engagement by staff, resulting in related recommendations [Pillar 2 / Goal 5 (6) / Target 1]</p> <hr/> <p>Number of review recommendations adopted and implemented [Pillar 2 / Goal 5 (6) / Target 2]</p> <hr/> <p>% increase in inter-disciplinary research activity involving inter-faculty, inter-institutional collaboration [[Pillar 2 / Goal 5 (6) / Target 3]</p> <hr/> <p>Number inter-disciplinary seminars [Pillar 2 / Goal 5 (6) / Target 5]</p> <hr/> <p>Number of new centres established for inter-disciplinary research focused on agreed themes [Pillar 2 / Goal 5 (6) / Target 6]</p>
	Baseline	<p>Strong inter-disciplinary research activity: 6 centres</p> <hr/> <p>Review and recommendations surrounding current inter-disciplinary supports</p>
	Interim target, end 2014	<p>New research centres / institutes established:</p> <ul style="list-style-type: none"> ▪ Research Centre for Transnational Studies ▪ Centre for Research in Education & Teacher Education (CREaTE) ▪ Centre for Early Childhood Research at MIC (CERAMIC) ▪ Irish Institute for Catholic Studies
	Interim target, end 2015	<p>New institutes established:</p> <ul style="list-style-type: none"> ▪ Institute for Irish Studies ▪ Institute for Educational & Social Policy
	Final target, end 2016	<p>Centres and institutes generating:</p> <ul style="list-style-type: none"> ▪ Research funding income ▪ Inter-disciplinary conferences / seminars ▪ Inter-institutional research collaborations
	Progress against 2016 target	<p>3 core Research Institutes established, operational and active:</p> <ul style="list-style-type: none"> ▪ Irish Institute for Catholic Studies ▪ Institute for Irish Studies ▪ Institute for Educational & Social Policy (PRISEM)
	Summary	Targets achieved

5.0 Enhanced engagement with enterprise and the community and embedded knowledge exchange

Strategic Outcomes Summary

Engagement with enterprise partners - and with the wider community - have been major features of the successful expansion of the College's scale and reach, strategically, in the last four years. Following creation of a new post – Director of Enterprise and Community Engagement – and the development of a corresponding strategy document, the College has achieved considerable success in the related contexts of educational (and cultural) outreach to the wider community, in becoming embedded in the local governance milieu and participating as a leading, and supporting agency within the Regional Forum tasked with implementation of the Mid West Action Plan for Jobs.

While these are just headline examples of engagement that have been expanded upon in detail by the College in various publications, the signal feature of wider engagement by the institution has been in the arena of STEM / STEAM. The College is a host partner for the RDS Primary Science Fair (with 3,500 pupils visiting MIC for the Limerick Fair in 2017), distinguishing it as a major contributor to primary-level STEM in Ireland (it is the only venue outside Dublin to host the Fair to date). The College has also established strategic partnerships within the private sector that are aimed at rising awareness of educational and career pathways in STEM. MIC established the first LEGO Innovation Studio in Ireland in 2015 and is one of 6 higher education institutions chosen by Dell-EMC as part of its university engagement programme. The College has brought computer coding and robotics to children and teachers seeking professional development in STEM in a wide variety of initiatives, including its VEX Robotics programme with Dell.

MIC regards its activity in this space as consonant with its core social justice and community engagement values. These, together with the aim of promoting educational participating widely, are part of the College's mission statement. An excellent example of how the College attempts to weave these goals together with its core competencies is its recent establishment of a CoderDojo for children interested in learning more about coding. CoderDojo Limerick provided instruction at the Limerick City campus and the College invited volunteers from the student community to become trained mentors. 25 students volunteered to take part making it possible to provide 1:1 mentorship to participating children. The added value of this lies in the enthusiasm developed by MIC students for this high profile STEM activity; many have begun the process of establishing new Dojos in their own local communities outside of Limerick and all will bring their experience into their practice as Newly Qualified Teachers (NQTs).

The prospects for further development of the College's community and enterprise engagement activities are articulated in the new MIC Strategic Plan (2017-2021), *A Flourishing Learning Community*. Further engagement with the private sector as well as deeper integration with local and regional governance will occur. The geographical spread of these activities has also begun with the incorporation of St. Patrick's College in Thurles. Here, MIC has already initiated an outreach programme with the wider community, introducing a new homework club for local children as well as entrepreneurial and STEM / STEAM initiatives with a variety of stakeholders in North Tipperary and with children in summer school settings at the Thurles campus. These activities will find expression in the new cycle of the Performance Compact.

5.1	Institution objective	To advance social inclusion through the medium of education and a strategy of partnership [Pillar 5 / Goal 1]
		To foster a spirit of justice and commitment to the service of others amongst our College community [Pillar 5 / Goal 2]
		To broaden and deepen our commitment to working in partnership with other HEIs and external agencies to further our mission and goals as well as to contribute to the advancement of national priorities and policy imperatives, particularly in the education sector [Pillar 7 / Goal 4]
	Performance indicator	Membership / leadership of a number of local, regional and national and international networks and partnerships promoting the principle of social inclusion through education [Pillar 5 / Goal 1 / Target 1]
		Number of research projects completed focusing on curriculum development, educational inclusion and Continuing Professional [[Pillar 5 / Goal 1 / Target 2]
		Development for practitioners addressing social exclusion and poverty issues in their work [Pillar 5 / Goal 1/ Target 3]
		Number of collaborative initiatives, including research, involving partners in the Shannon Consortium, as well as other agencies and organisations, aimed at promoting social inclusion through education [Pillar 5 / Goal 1 / Target 4]
	Baseline	Membership of multiple local, national and international networks and partnerships engaged in social inclusion with focus on education (see p.43, MIC Strategic Plan, Appendix 1), including Local Development Company (PAUL Partnership), Incredible Years Steering Group.
		MIC Curriculum Development Unit (research and resource development)
		Establishment and coordination of PLUS, <i>Oscailt</i> , & <i>Cur le Chéile</i> networks of DEIS schools
		Transforming Education through Dialogue (TED) project created for school-community-statutory partnership and action research / knowledge exchange
		Secondment of key staff towards implementation of pilot DES projects (Maths Recovery; mainstreaming for children with autism)
		Centre for Global Development through Education (in partnership with Irish Aid)
	Interim target, end 2014	Research contribution and consultation for Limerick Children's Services Committee
		Participation in Atlantic Philanthropies (Limerick) Programme Innovation Development Fund (PIDF) research initiatives with multiple partners including DES, Limerick Education Centre, NEYAI, LDC, Limerick Office of Regeneration, DEIS Band 1 schools, community organisations

	Level 6 Certificate in Inclusive Care & Education via Start Right Limerick, through blended learning, for community-based childcare practitioners
	MA in International Development Education launched
Interim target, end 2015	CPD in the development of a balanced literacy programme provided for 90% of teachers in DEIS Band 1 schools in Limerick City via PIDF
	Institute for Educational and Social Policy established
	Introduction of new electives for BEd students in educational inclusion
Final target, end 2016	Secondment of key staff to pilot the State's first full service extended school campus in Southill, Limerick, in partnership with DES, HSE, Limerick City Council and Atlantic Philanthropies
	Level 9 graduate programme in inclusive practices for schools
Progress against 2016 target	<p>In addition to completion of the targets named above, additional initiatives of particular significance included:</p> <ul style="list-style-type: none"> - Successful launch of the national Leadership for INclusion in the Early Years (Level 6 programme delivered to 900 students, nationally, using blended learning modes); - Teacher Education Access Programme (prelude to successful PATH bid under <i>Action Plan for Education</i>); - Level 4 <i>Certificate in General Learning and Personal Development</i> for adults with intellectual disabilities; - Roll-out of new social inclusion outreach initiatives in Tipperary (via Thurles campus); - Symposium on Arts Participation Amongst Young Refugees & Asylum Seekers; - Launch of new <i>Graduate Certificate in Autism Studies</i> (for holders of Level 8+ awards) in partnership with Middletown Centre for Autism, Northern Ireland, through blended learning; - Development of Migrant and Migrant Rights classroom resources in collaboration with the Doras Luimni NGO and the Development Education and Intercultural Education initiative; - International Symposium – <i>New Horizons: Women in Irish Film and Television Industries</i> – aimed at highlighting industry gender inequality; - Multiple strategies to engender awareness of and multi-sectoral approach to global human trafficking including active involvement in the international <i>Santa Marta</i> programme.
Summary	Targets achieved

5.2	Institution objective	To increase awareness of the College as integral to the community and part of the shared economic, social, cultural and civic capital [Pillar 5 / Goal 3]
	Performance indicator	<p>Number of outreach and awareness-raising strategies implemented [Pillar 5 / Goal 3 / Target 1]</p> <p>Evidence of increased usage of campus / College facilities as public space for learning, civic and cultural purposes [Pillar 5 / Goal 3 / Target 2]</p> <p>Evidence of increased usage of campus / College facilities by Regeneration / RAPID communities [Pillar 5 / Goal 3 / Target 3]</p> <p>Evidence of greater integration and more visible recognition of MIC within local and regional economic, social, cultural, civic and governance fora [Pillar 5 / Goal 3 / Target 4]</p>
	Baseline	<p>12 campus- and community-based learning initiatives, <i>per annum</i>, for wider community (including annual Limerick Learning Festival organised by City of Learning Sub-Committee of City Development Board)</p> <p>Membership of:</p> <ul style="list-style-type: none"> ▪ 150 + community-based / statutory networks and partnerships focused on engagement of community in education and life-long learning; ▪ Board of Local Development Company (representing social partners); ▪ City of Learning Sub-Group of City Development Board (via Shannon Consortium nominee)
	Interim target, end 2014	<p>Enhanced engagement with merged Limerick Local Authorities and direct contribution to <i>Limerick 2030: Economic & Spatial Development Plan</i>, through formal structures</p> <p>Lime Tree Theatre offering a diversity of theatrical programmes for local, regional and national audiences, with 40,000 visitors, per annum</p> <p>Direct contribution to coordination of 2014 Limerick City of Culture programme and hosting of range of festivities</p> <p>MIC to host 2014 GAA Congress</p> <p>New framework agreement in place enabling coordinated Mid West Cluster member engagement with local governance / local development and other life-long learning fora</p>
	Interim target, end 2015	<p>Enhanced and coordinated life-long learning information dissemination mechanisms linking Mid West Cluster activities to visible third party information points</p> <p>Formal coordination structures in place for civic and cultural engagement via Mid West Cluster</p>
	Final target, end 2016	<p>40% increase in open, MIC-led, life-long learning, civic and cultural initiatives based on campus and in the community</p>

<p>Progress against 2016 target</p>	<p>Previous self-assessment reports showing progress against interim targets demonstrate that the College has not only dramatically increased its engagement with the wider community, it has become integral to local and regional governance and, particularly, a driver of partnerships aimed at social, cultural, and educational development. Examples of initiatives in the last 12 months include:</p> <ul style="list-style-type: none"> - Hosting of RDS Primary Science Fair (3,500 attendees); - Multiplicity of STEM/STEAM community initiatives including MIC Coder Dojo; robotics for primary and post-primary children, in tandem with Dell-EMC, Irish-American Partnership and PDST; MIC LEGO Innovation Studio; - Active contribution to Limerick Digital Skills Strategy (<i>Building Ireland's First Digital City</i>); - Hosting of Limerick Lifelong Learning Festival 2017; - Organisation of Engineers' Week under <i>Limerick for Engineering</i> initiative; - Development of <i>STEPS to Engineering</i> initiative for pre-service and in-service teachers; - Expansion of Mallow Development Partnership Project for Mathematics and Science Education (received Chamber funding of €25,750) - Coordination of city-wide Children's Choir initiative for DEIS schools; - Development of new education intervention and support initiatives for new communities and children in Direct Provision; - Successful joint MIC-LIT bid for EMPOWER Entrepreneurship Summer Camps for children in Limerick City and Thurles (€15,000); - SFI application for hosting Tipperary Festival of Science in partnership with LIT (€27,000); - Development of Theatre Skills for Business Initiative in partnership with Lime Tree Theatre, Mid-West Regional Skills Forum, Dell-EMC, Northern Trust, Johnson & Johnson;
<p>Summary</p>	<p>Targets achieved</p>

6.0 Enhanced internationalisation

Strategic Outcomes Summary

Prior to the commencement of its last Strategic Plan (2012-2016) – and the Performance Compact within which key elements of that plan were embedded – international engagement at MIC was relatively limited and occurred mainly in an operational (student exchange) rather than a strategic (profile-building) context. With achievement of the key goal to develop a new International Office acting as the driver of a more strategic focus on internationalisation, the College has developed its trans-national mobility activities very significantly with highlights that include establishment of a large number of new MoUs, fruitful relationship-building with sectoral partners (including the HEA), the securing of significant levels of funding from the Erasmus + programme, development of new markets – including South America and China – and increased engagement with existing markets in the United States and Britain.

The most significant indicator of its success in this regard has been approval for the College to operate under the Federal Student Aid programme under the US Department of Education. This has also led to membership of the College in the American National Association for College Admission Counseling (NACAC), enabling MIC to liaise directly with High Schools on-site or at events and Fairs hosted by NACAC

Side-by-side with this emphasis on *strategic* development of the College's international profile, the International Office and its sister function within the Placement Office (which coordinates Erasmus / EU exchange) have transformed the international student experience at MIC, elevating it to benchmarked standards. In 2014 and 2016 the College was named an 'Outstanding' recipient of the StudyPortals International Student Satisfaction Award and, together with UCC, provided Ireland with the second best overall country rating (after Norway) in a field of 21.

The College has developed a niche expertise in English language preparation for international students. Following an agreement with Limerick Institute of Technology to provide pre-entry English language tuition for incoming Portuguese and Brazilian students participating on the Science Without Borders (SWB) programme, the College mainstreamed this service and also succeeded in becoming a registered provider for SWB.

Fostering and further developing the international dimension of College activities will be a key priority for the next four years. One of our core objectives continues to be to enrich the culture of the College and the diversity of our campus community and this and other goals occupy a central pillar in the institution's new Strategic Plan (2017-2021) – *A Flourishing Learning Community*.

6.1	Institution objective	To create new high quality infrastructure for the promotion and coordination of international learning experiences and scholar exchange [<i>Pillar 4 / Goal 1</i>]
	Performance indicator	New International Office operational and working cohesively with related College functions [<i>Pillar 4 / Goal 1 / Target 1</i>]
		Detailed plan for the promotion and coordination of international learning experiences and scholar exchange prepared, implemented and monitored [<i>Pillar 4 / Goal 1 / Target 2</i>]
	Baseline	International strategy approved by MIC Governing Authority
	Interim target, end 2014	International Office established International Officer appointed Detailed international development operating plan in place
	Interim target, end 2015	Phase 2 review of operations and infrastructure
	Final target, end 2016	Additional staffing commensurate with operational growth
	Progress against 2016 target	International Office in full operation.
	Summary	Targets achieved.

6.2	Institution objective	To significantly increase the number of international students (undergraduate and postgraduate) attending learning programmes at MIC [Pillar 4 / Goal 3]
		To significantly increase international mobility for academic staff peer networking, teaching and learning and research opportunities [Pillar 4 / Goal 3]
	Performance indicator	Number of new MoUs signed with partner universities [Pillar 5 / Goal 3 / Target 1]
		% increase in number of full-time students visiting MIC for study abroad periods / exchange programmes [Pillar 5 / Goal 3 / Target 4]
		% increase in number of staff availing of mobility opportunities
	Baseline	Erasmus (out) / Year Abroad (out) undergraduate intake (80:20 ratio): 60
		International Enrolments (UG & PG): 11
	Interim target, end 2014	Erasmus (out): 45
		International Enrolments (UG & PG): 20
	Interim target, end 2015	Erasmus (out): 50
		International Enrolments (UG & PG): 25
	Final target, end 2016	Erasmus (out): 50
		International Enrolments (UG & PG): 30 (15 EU / 15 non-EU)
	Progress against 2016 target	Erasmus+ Students Out (Study): 72 Erasmus+ Students Out (Work / Traineeship): 4 Erasmus+ Students In: 47 International Enrolments (Non-EU): 7 International Enrolments (UG/PG): 41 non-EU
	Summary	Targets achieved

7.0 Institutional consolidation

Strategic Outcomes Summary

Following launch of its Strategic Plan 2012-2016 the College has expanded significantly, with the growth of its physical scale, accompanied by new academic and corporate developments and a major increase in the student population. Level 6-10 enrolment numbers now stand at 4,700 with those participating in pre-university, direct access and professional development programmes driving this number closer to 5,000. While it is anticipated that student numbers will drop by 900 at the outset of Academic Year 2021/22 on foot of the completion of four successive cycles of the Level 6 LINC programme, academic programme development at all three campuses (John Henry Newman Campus, St. Patrick's Campus, Thurles, and the main Limerick City campus) is planned and it is expected that overall student numbers (not including direct access programmes, Summer and Winter Schools, CPD etc.) will round out at 4,600 by 2025.

Accordingly, MIC can no longer be described as a small College and occupies a new and distinctive space within the higher education system. The College exerts a major impact on its surrounding region and, together with its Shannon Consortium partners, represents a crucial segment of the strong and dynamic local and regional governance profile that has emerged in recent years and is contributing to the revitalisation of Limerick City and the broader Mid West. As noted above, the Shannon Consortium has crystallised into a major force and is seen locally and by potential FDI vehicles as an important agent of change and influence. This has the effect of making the Shannon Consortium essential to the economic, social and cultural fortunes of its hinterland and this, in turn, transforms the cluster and each of its constituent partner institutions into a driver of impetus that goes well beyond its mandated *raison d'être* as set out in Section One, above.

In the latter context, and in response to the expansive and pervasive growth of the College itself as a university-level institution, the Governing Authority has adopted a new Strategic Plan (2017-2021) – *A Flourishing Learning Community*. This plan sets ambitious targets for consolidation of existing developments and the sprouting of new opportunities while re-asserting the importance of higher education as an objective social good and an essential dimension of the civic commons. It is expected that *A Flourishing Learning Community* will form the keystone parts of the College's new Performance Compact.

7.1	Institution objective	<p>To provide the highest standard of governance, characterised by commitment to our institutional ethos and mission, enlightened visioning, prudent and ethical leadership, inclusive representation and collective responsibility [Pillar 7 / Goal 1]</p> <hr/> <p>To broaden and deepen our commitment to working in partnership with other HEIs and external agencies to further our mission and goals as well as to contribute to the advancement of national priorities and policy imperatives [Pillar 7 / Goal 4]</p>
	Performance indicator	<p>Adoption of agreed clustering strategy for compliance with re-configuration of higher education landscape (under the <i>National Strategy for Education</i>) that preserves the institutional identity, mission and operational integrity of the College [Pillar 7 / Goal 1 / Target 1]</p> <hr/> <p>Review conducted in support of maintaining the highest standards of ethical, efficient and effective governance [Pillar 7 / Goal 1 / Target 2]</p> <hr/> <p>Annual business plans based on Strategic Plan approved and monitored, with outputs and outcomes tracked, reported and measured against agreed KPIs [Pillar 7 / Goal 1 / Target 3]</p> <hr/> <p>Commitment to Shannon Consortium maintained as primary clustering arrangement and % increase in shared approaches / joint initiatives / resource optimisation / shared service delivery [Pillar 7 / Goal 4 / Target 1]</p>
	Baseline	<p>Institutional commitment (Governing Authority level) to HEI clustering and shared delivery / provision through Shannon Consortium membership and joint activities</p> <hr/> <p>Objective of sustaining, widening and deepening inter-institutional clustering arrangements in tandem with compliance with HE landscape configuration proposed under <i>National Strategy for Education</i> articulated in MIC Strategic Plan 2012-2016</p> <hr/> <p>Annual Operation Plan (AOP) for 2012-13 prepared</p>
	Interim target, end 2014	<p>Joint institutional (MIC-UL-LIT) agreement and adoption of governance framework and structures to underpin Mid West Cluster</p> <hr/> <p>External review of MIC governance conducted and recommendations for re-structuring towards enhanced governance adopted</p> <hr/> <p>AOPs 2012-14, aligned to KPIs arising from Strategic Dialogue, completed and targets met</p>
	Interim target, end 2015	<p>AOP 2014-15, aligned to KPIs arising from Strategic Dialogue, completed and targets met</p>
	Final target, end 2016	<p>AOP 2015-16, aligned to KPIs arising from Strategic Dialogue, completed and targets met</p> <hr/> <p>Strategic Plan 2017-2021 drafted in consultation with internal and external stakeholders and adopted by MIC Governing Authority</p>

Progress against 2016 target	Strategic Plan 2017-2021, <i>A Flourishing Learning Community</i> , successfully completed and adopted by MIC Governing Authority. Development of the Strategic Plan coincided with the QQI Institutional Quality Review of MIC and the plan incorporates recommendations from the Institutional Self Assessment Report (ISER) and the External Review Panel.
Summary	Target achieved.