BRIATHAR DÉ MO LÓCHRANN

MIC

MARY IMMACULATE COLLEGE
COLÁISTE MHUIRE GAN SMÁL

Strategic Dialogue – Cycle 3: Self-Evaluation Report

June 28 2016

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Strategic Dialogue: Cycle 3

Mary Immaculate College Self Evaluation Report [June 28 2016]

I hereby submit the following document - *Mary Immaculate College Self Evaluation Report [June 28 2016]* – in accordance with the terms set out by the HEA under the Strategic Dialogue (Cycle 3) for fulfillment of the HEA-MIC Performance Compact.

Prof. Michael A Hayes
President

Institution Objective		Performance Indicator	Baseline
1.1	**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*]	Adoption and implementation of agreed inter-institutional clustering strategy for compliance with re-configuration of higher education landscape (under the *National Strategy for Education*) that preserves the institutional identity, mission and operational integrity of the College.	MIC membership of the Shannon Consortium (dating from 2007).
Target Achieved / Exceeded			

Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
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 Body.	Mid West Regional Cluster in operation and clear reporting relationship to (i) MIC Governing Body (as well as to, (ii) partner Governing Bodies), and (iii) to HEA, in place.	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 2015 target: The Shannon Consortium reached full operational status with all three institutions achieving Category 1 status in the 2015 Performance Evaluation process (for Strategic Dialogue Cycle 2). The Steering Group and Implementation Groups meet quarterly with the Federated Limerick Graduate School working group, the Joint BA Working Group and Deans/VPARs group and NISE Board meetings and reporting schedules in full alignment.		

Institution Objective		Performance Indicator	Baseline
1.2	**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*]	Commitment to Shannon Consortium maintained as primary clustering arrangement and % increase in shared approaches / joint initiatives / resource optimisation / shared service delivery; % research and knowledge transfer initiatives aimed at enhancing public policy and practice; Number of collaborative research linkages and research networks created with other HEIs at regional, national, and international levels.	Teaching Council commendations, accompanying accreditation of all ITE programmes, recognising, *inter alia*, 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*." Report of the International Review Panel on the Structure of Initial Teacher Education Provision in Ireland (2012)
Substantial Progress			

Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
Joint MIC-UL Task Force recommendations on role, structure and governance of National Institute for Studies in Education (NISE) adopted by Governing Bodies of both institutions and critical path for establishment of Institute agreed Independent Chair of NISE appointed	NISE launched and operative under leadership of Director appointed by MIC and UL Presidents, with oversight by NISE board appointed by participating institutions.	✓ Embedding of research in teacher education ✓ Coordinated academic planning for initial teacher education modules common across the primary and post-primary continuum. ✓ 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 ✓ NISE as 'hub' for teacher professional development ✓ Pedagogical innovation ✓ Attract and enable international professional engagement

Progress against 2015 targets:

Governance structure operational:

- ✓ Recruitment of Director [under discussion with the DES and HEA; consultant's report pending]
- ✓ NISE Board operational with quarterly meetings [Chair appointed Q 2 2014; quarterly meetings of Board Q 4 2014- Q 1 2015]
- ✓ Approval of budget [revised budget **50k** approved by Shannon Consortium following Q4, 2014 submission to HEA for funding]

CPD & structured PhD programme development

- ✓ CPD: Report to NISE Working Group (WG) & Board Spring 2015 based on CPD needs analysis report Q3 2014
- ✓ CPD: NISE WG reps meet with IPPN, CSL Q4/2015 re CPD for educational leadership
- ✓ CPD: NISE attended consultation meeting re RFP for leadership programme Q4/2015
- ✓ CPD: Individual MIC & UL along with joint NISE submission to Teaching Council in response to Cosán consultation, Q4, 2015
- ✓ sPhD: MIC and UL programmes collaborated on Winter & Summer schools

TÚS shared service/student teaching placement management system fully operational

- ✓ On-going engagement with Action Point (AP), appointed to deliver TÚS following RFT Q4 2014, with twice monthly meetings between UL & MIC's TÚS core design team Q1-4 2015
- ✓ On-going engagement in 2015 with policy makers (TC & HEA re online School Placement system)
- ✓ TÚS workplan completed Dec 2015
- ✓ Pilot for Q 1 & 2/2016 agreed Q4 2015

Institution Objective		Performance Indicator	Baseline
1.3	**To foster closer collaboration with partner institutions towards inter-institutional delivery of academic programmes** [*Pillar 2 /Context 6 / Goal 1*]	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; Number of new modules and programmes jointly designed and delivered at all relevant NFQ levels	Proposal for MIC to contribute to the delivery of Geography modules to UL BSc in Physical Education programme; MIC Department of Philosophy contributing teaching on UL Nursing programme; *National Strategy for Higher Education to 2030*
Target Achieved / Exceeded			

Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
Report and recommendations of joint MIC-UL Task Group to develop jointly-delivered, common entry, Arts undergraduate degree programme; 100% increase in number of modules co-delivered [incorporating blended learning methodologies] between MIC and UL on existing programmes	Joint MIC-UL Arts undergraduate degree programme (with common entry), developed, approved and CAO-listed	MIC delivery of up to 10 modules on UL programmes Launch of joint MIC-UL Arts undergraduate degree programme
Progress against 2015 target: Joint Arts Programme: Very substantial progress has been made in relation to MIC targets for inter-institutional academic programme planning and delivery in the form of the new shared Bachelor of Arts programme. Challenges related to the timetabling of subjects that will allow for travel by staff and students between campuses have been overcome by formation of subject banding model that provides applicants with a wide range of choice from the combined suite of MIC and UL programmes. The new programme model has been formally approved by both institutions and added to the CAO Handbook for 2017-18. It is on target for intake in September 2017 as agreed with HEA in a revision to the original schedule.		

Institution Objective	Performance Indicator	Baseline
1.4 **To foster closer collaboration with partner institutions towards inter-institutional delivery of academic programmes** [*Pillar 2 / Context 6 / Goal 1*]	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 Number of new modules and programmes jointly designed and delivered at all relevant NFQ levels	**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
Target Achieved / Exceeded		

Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
Level 9 – Joint Development: - MIC-Marino College: 1 (taught) **Level 9** – Joint Delivery: - MIC-Marino College: 1 (taught)	**Level 10** – Joint Development: - MIC-UL: 1 Single Structured PhD programme **Level 10** – Joint Delivery: - MIC-NUIG: 1 Structured PhD programme	**Level 10** – Single Delivery: - MIC-UL: 1 Structured PhD programme
Progress against 2015 target: Development of the joint Structured PhD programme in Built Environment / Architecture is on schedule. This is a unique and innovative offering that combines academic expertise in Engineering, the Built Environment and Architecture in LIT and UL respectively and spatial analysis and planning at MIC. The programme will offer core modules from each area so that students have an academic experience that draws from each of the three Shannon Consortium institutions. Elective modules from each institutions' set of offerings will also be available for selection. The programme is currently being developed by a joint planning groups and will proceed towards adoption and intake in 2017-18 per target above. The joint Structured PhD in Philosophy and Culture, has been jointly developed by MIC and NUIG. The programme has been successfully approved and launched.		

Institution Objective		Performance Indicator	Baseline
1.5	**To further develop inter-institutional pathways for access to third level learning opportunities and for progression** [*Pillar 2 (7) / Goal 3*]	Joint review of challenges and opportunities in establishing joined-up targeting, outreach and access pathways; Number of new inter-institutional initiatives for outreach and access in place Evidence of increased learner progression between MIC and partner institutions.	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.
Target Achieved / Exceeded			

Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
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.	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.	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 2015 target: The Shannon Consortium is now building on its framework for coordinated approaches to access and linkage with the FE sector towards progression and transition to higher education. In 2015 a new joint information campaign was co-developed by MIC and UL to support its targeting strategy for prospective access students. The Shannon Consortium institutions have also developed an excellent strategic relationship with Limerick & Clare Education & Training Board and are currently building a new framework agreement for direct access routes to higher education from FE provision for completion of Pass-level Leaving Certificate students. The Shannon Consortium members are also working collectively with the local authorities in the Mid West towards integration of their strategic goals and output reporting with the new Local Economic & Community Plans for each administrative area (as well as with the Limerick City Regional Jobs Forum).		

Institution Objective		Performance Indicator	Baseline
1.6	**To broaden and deepen our commitment to working in partnership with other HEIs** [*Pillar 7 / Goal 4*]	Commitment to the Shannon Consortium maintained as primary clustering arrangement and % increase in shared approaches / joint initiatives / resource optimisation / shared service delivery Establishment of Graduate School	Participation in the Shannon Consortium Regional Graduate Training Network Institutional approval for MIC Graduate School (following review)
Target Achieved / Exceeded			

Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
MIC Graduate School established and Head of School appointed Joint Mid West Cluster Task Force appointed to explore feasibility and plan required for establishment of federated Limerick Graduate School	Alignment of postgraduate regulations, policies and procedures (MIC / UL / LIT)	Launch of Federated Limerick Graduate School (FLGS)
Progress against 2015 target: At the time of writing, FLGS is operational following the drafting and adoption of governance framework by the Shannon Consortium. Later in 2016, a website will go live and a formal launch will take place. Marketing of FLGS in tandem with local government marketing strategies for the Limerick City and County region will also commence, with the city and county advanced as a distinctive and attractive place for doctoral studies by students enjoying the benefits of engagement with the three institutions of the Mid West Cluster.		

Institution Objective		Performance Indicator	Baseline
1.7	**To foster collegiality and collaboration amongst Faculty and regional institutional partners towards reflective practice and scholarly dialogue on teaching and learning**	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 Participation in and organisation of regional Teaching & Learning workshops and symposia Significant contribution to, and participation in the National Forum for the Enhancement of Teaching and Learning	3 Regional Teaching & Learning Awards won by MIC Academic staff since 2007 25% of MIC Academic staff participating in Shannon Consortium integrated teaching & learning events (e.g. *Conversations in the Consortium* reflective practice seminars)
Target Achieved / Exceeded			

Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
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 5% increase in initiatives devised and contributed by MIC to Mid West Cluster teaching and learning events programme 5% increase in participation by MIC staff in Mid West Cluster teaching and learning training events / workshops	Mid West Regional Learner Network operational 5% increase in initiatives devised and contributed by MIC to Mid West Cluster teaching and learning events programme 10% increase in participation by MIC staff in Mid West Cluster teaching and learning training events / workshop	Cumulative 15% increase in initiatives devised and contributed by MIC to Mid West Cluster teaching and learning events programme 20% increase in participation by MIC staff in Mid West Cluster teaching and learning training events / workshop
Progress against 2015 target: At the end of Academic Year 2014-15 a 300% rise in teaching and learning initiatives developed and implemented by MIC as part of the broader Shannon Consortium teaching and learning network. This included 3 *Conversations in the Consortium* events, 12 teaching and learning workshops and 2 national seminars. Additional outputs are detailed in Section 2, below. In terms of governance and operations, a regional strategic steering group for teaching and learning has been formed and meetings regularised with 2 per semester (including 2015) for the purposes of joint planning and reporting. There is an excellent level of cooperation and collegiality in the teaching and learning domain with mutual support of the three institutions operations taking place daily.		

Institution Objective		Performance Indicator	Baseline
2.1	**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*]	Agreement on annual and cumulative student intake targets for period of our Strategic Plan with reference to national targets and inter-institutional strategy Effective targeting and outreach strategies developed and implemented with critical emphasis on partnership with key stakeholders in the community, public and statutory sectors Targets achieved across all demographic and socio-economic learner categories	Segmented wider participation targets in place and linked to current *National Policy for Equity of Access to Education* Participation in HEAR scheme Mature student FTE enrolment rate of 9% Flexible learning enrolment rate 2% Student with disability enrolment rate of 1%
Substantial Progress			

Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
Review and re-setting of wider participation targets with reference to *National Access Plan 2014;* New targeting, outreach and access / retention strategy in place and seamlessly integrated with Mid West Cluster access platform (see *Domain 1, Objective 1.5*, above); Participation in DARE scheme; Mature student FTE enrolment rate of 6%; Flexible learning enrolment rate 2%; Student with disability enrolment rate of 3%;	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 3% Student with disability enrolment rate of 3.5%	Mature student FTE (UG) enrolment rate of 8% Flexible learning enrolment rate 3% Student with disability enrolment rate of 4%

Progress against 2015 target:

Wider participation rates at MIC held steady in absolute terms in 2014-15 and 2015-16 although the 20% rise in total undergraduate enrolments between 2013/14 and 2015/16 suggests a slight decline in mature student numbers relative to the total population. The main conclusion derived is that while it remains difficult to significantly increase absolute numbers (although the College has seen a welcome increase in students from backgrounds of socio-economic disadvantage) in the current climate, stability has been maintained. Against a backdrop of decline in mature student participation, nationally, it is clear that a system-wide approach is required to induce more positive engagement trends and to build the capacity required to reach the targets set out in the new national plan for equity of access to higher education.

Wider Participation Rates:

- ✓ Total Undergraduate Enrolments: 2013/14 - 2,511; 2014/15 – 2,570; 2015/16 - 3,042
- ✓ Total Mature Student Numbers across all Undergraduate programmes: 5.7% (down 2.6%) in 2014/15, holding at 5.8% in 2015/16
- ✓ Total % Mature New Entrants (first year): 5.9% (up 1.8%) in 2014/15, falling to 5% in 2015/16
- ✓ Total Disability Rates: 2.9% (up 0.7%) in 2014/15, holding at 2.8% in 2015/16
- ✓ Total Disability New Entrants Rates: 3.0% (up 0.6%) in 2014/15, falling to 2.3% in 2015/16
- ✓ Total SED Rates: 7.3% (up 0.9%) in 2014/15, rising to 7.9% in 2015/16
- ✓ Total SED New Entrants Rates: 7.0%=% (down 1.4%) in 2014/15, rising to 8.3% in 2015/16.

Institution Objective		Performance Indicator	Baseline
2.2	**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*] **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)*]	Effective targeting and outreach strategies developed and implemented with critical emphasis on partnership with key stakeholders in the community, public and statutory sectors; Number of new offerings developed, approved, and launched; Targets achieved across all demographic and socio-economic learner categories;	Identification of need to develop new direct access route to enable mature learners to progress to the BEd and teacher education programmes Agreement with DES to develop an entry programme targeted at mature students to counteract emerging decline in applicants Partnership with Limerick & Clare Education & Training Board to develop pre-entry programme
Target Achieved / Exceeded			

Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
Design, accreditation and piloting of 1-year Teacher Education Preparatory Programme 15 students registered on pilot 2013-14 pre-entry programme, with direct access to BEd degree programme upon satisfactory completion	6 students progressing from 2014-15 Teacher Education Preparatory Programme to BEd; 15 students registered on 2014-15 Teacher Education Preparatory Programme.	6 students progressing from 2015-16 Teacher Education Preparatory Programme to BEd 15 students registered on 2015-16 Teacher Education Preparatory Programme

Progress against 2015 target:

[For global wider participation data, see 2.1, above].

In 2015, a new institutional Access Strategy was developed in alignment with the MIC Strategic Plan and the new national strategy for access to higher education (2015-19).

1-year *Teacher Education Preparatory Programme* designed as a Foundation Certificate initiative was successfully piloted in 2013-14 and in 2015 a new Course Director was appointed. This programme was developed to target and prepare mature students for direct entry to the MIC BEd programme following completion of the preparatory course, satisfactory progress in core modules and achievement of minimum entry grades in the Leaving Certificate programme. The programme is an excellent example of partnership with the FE sector towards seamless progression between further and higher education pathways. Limerick & Clare ETB (LCETB) contributed financial and teaching resources to the programme. 18 students were enrolled in the 2014-15 programme with 100% successfully completing and offered places on the BEd programme. Two students deferred their offers citing financial reasons for doing so. This highly successful programme demonstrates clearly that where well-scaffolded access routes are provided, academic potential can be met and progression is enabled. It also shows that targeted financial supports are necessary for students to take up opportunities provided through access initiatives.

Of particular note is the widening of MIC's existing partnership with the LCETB through the addition of Limerick Youth Service as a resource-contributing partner. It is also significant that the model of scaffolded pre-entry and Leaving Certificate preparation has now been replicated elsewhere in the sector for direct entry to professional degree programmes.

Institution Objective		Performance Indicator	Baseline
2.3	**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*]	Targets achieved across all demographic and socio-economic categories 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 Evidence of coordination and complementarity between MIC life-long learning initiatives and partner initiatives	Certificate in Contemporary Living for adults with an intellectual disability introduced in partnership with local statutory and community-sector organisations 12 students completing programmes
Target Achieved / Exceeded			

Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
Introduction of 2-year, QQI-accredited Level 4 Certificate in General Learning & Personal Development in partnership with Brothers of Charity, Ennis; 10 students registered.	100% progression to Year 2; Formal coordination structures in place for initiatives co-delivered with FE and community organisations.	100% completion and graduation rate;

Progress against 2015 target:

2-year, QQI-accredited Level 4 Certificate in General Learning & Personal Development in partnership with Brothers of Charity, Ennis, successfully developed and approved by MIC Academic Programme Approval Committee (APAC), accredited by QQI via Brothers of Charity Ennis (as approved provider). This programme reached all quality targets set by QQI.

Progression achieved: 14 students progressed from year 1 to year 2 + 2 new students meaning a total enrolment of 16 students in 2014-15.

Significantly, a three-year funding package has been put in place by the College following successful applications for private grants from philanthropic sources. Regrettably, Exchequer funding has not been provided.

In December 2015 the College secured agreement in principle from QQI that it could apply to be the Level 4 Primary Provider for this programme.

Institution Objective		Performance Indicator	Baseline
3.1	**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**	Unique, innovative and outstanding 4-Year Bachelor of Education programme finalised, approved, resourced and launched by September 2012	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
Target Achieved / Exceeded			

Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
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)	Four-Year BEd: 1,218 FTEs (intake TBC by DES) Four-Year BEd Education & Psychology: 93 FTEs	Four-Year BEd: 1,624 FTEs (intake TBC by DES) Four-Year BEd Education & Psychology: 125 FTEs

Progress against 2015 target:

The College successfully met all of its intake targets across all programmes for Academic Year 2014-15 and commencement of Academic Year 2015-16.

Three significant developments in the strategic growth of the College should be noted in addition to this. First of all, following agreement with the Minister for Education & Skills, the DES and the HEA, the College commenced a process of incorporation of St. Patrick's College, Thurles. It is projected that by September 2016, an extra 240 students (estimates based on CAO preferences confirm this target will be met) will be enrolled in four concurrent initial teacher education (second level) at the Thurles campus. The Thurles Campus cohort will rise to 360 (minimum) by 2021. The second development was the awarding of a HEA grant of 5.4 million euros to deliver the new National Higher Education Programme for Inclusion Coordinators in Early Years Settings. Graduates will receive a Level 6 Special Purpose Award in the Inclusion of Children with Disabilities in ECCE settings. This programme will add 3,600 students to the College's enrolment register between 2016 and 2020 bringing the student population to an estimated total of 5,000 by Academic Year 2020-2021.

Institution Objective		Performance Indicator	Baseline
3.2	**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*]	Quality Review Schedule established; Number of Quality Reviews undertaken across academic and professional services departments; Commencement of IUQB (i.e. QQI) institutional review process.	N formal Quality Reviews completed; N Quality Review Schedule 2012-2017 approved, following consultation with academic and professional services departments; First formal Student Exit Survey completed (2011 graduating cohort).
Target Achieved / Exceeded			

Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
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).	4 new Quality Reviews completed / commenced ; 4 further Learning Experience surveys completed.	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 2015 target:

Significant progress was made in the area of continuous quality assurance by the end of 2015, bring the College back on track towards its targets. Most significantly, the College commenced engagement in an institution-level quality review as part of the national institutional cyclical quality review process coordinated by QQI. It was agreed with UL that the institutional review would be undertaken on its behalf (as the Designated Awarding Body or DAB) by QQI and terms of reference were finalized following a public consultation process in December. Of particular note is the introduction, nationally, of the 2015 European Standards & Guidelines (ESG) and MIC has agreed to be the first Irish HEI to undergo an institutional review subject to this new framework.

The College has invested in its Continuous Quality Assurance infrastructure by augmenting its resource base. A new Director of Quality, appointed at SL level from within the Academic staff of the College has taken up the leadership position within the Quality Office and with other staffing developments the quality function is now staffed by 3 people with technical expertise in quality assurance.

In addition to the institutional review, the Quality Office launched local quality self-assessment review processes in the thematic areas of community engagement and *ab initio* language learning by international students (in addition to the commencement of a student support service SAR in 2015), as well as Quality Benchmark Surveys of Academic departments and Professional Service units, respectively.

At the time of writing, the two SARs had commenced and following an in-depth process of engagement with QQI and a wide range of stakeholder consultations, the Institutional Self Evaluation Report (ISER) had been drafted by the Director of Quality (prior to formal submission to QQI in August 2016). The College also approved a new model of practice for Module Satisfaction Surveys (MSS) that aligns to the UL model and also synchronises data collection with coordinated response measures under the Centre for Teaching & Learning. The MSS will roll out on a full cycle basis in September 2016.

Student Evaluation of Teaching (SET) surveys were carried out (and are detailed below) and in-depth student response surveys took place with all year cohorts of the newly re-conceptualised (4-year) Bachelor of Education programme, the Bachelor of Education in Education and Psychology, the Bachelor of Arts in early Childhood Care & Education, and the new (2-year) Level 9 Professional Master of Education programme.

It should be noted that the College also engaged with the QQI as part of its consultation process on the methodology of continuous quality assurance (2015 White Paper) in which an external review panel recommended a move away from high frequency turn-over of traditional unit-level SARs towards fewer but more coordinated thematic reviews that embrace holistic analysis of institutional performance as well as better engagement with external partners. The College's targets have been revised in line with these recommendations.

Considering the new trajectory and methodology of continuous quality assurance recommended at national and international policy level as well as the significant increase in engagement with continuous quality assurance initiatives and the conducting of an institutional self-assessment exercise under QQI, MIC is of the opinion that its strategy and activities in this sphere have now exceeded the targets set at submission of its Performance Compact and has re-classified its progress measure accordingly.

Institution Objective		Performance Indicator	Baseline
3.3	**To ensure the prominence of a student-centred culture throughout support services that are cohesive and multi-faceted** [*Pillar 3 / Goal 1*]	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 Recommendations implemented, new structures in place	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)
Target Achieved / Exceeded			

Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
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, *inter alia*, for coordinating services aimed at access, retention and progression.	Recommendations from both reviews (2014) implemented, new structures in place	Demonstrable enhancement of cohesion between support-services underpinning the student-centred culture at MIC
Progress against 2015 target: Reviews completed with integrated Quality Improvement Plan ready for incorporation within the new MIC Strategic Plan 2017-2021 (draft presented to Governing Authority at time of writing).		

Institution Objective		Performance Indicator	Baseline
3.4	**To enhance retention and progression rates** [*Pillar 2 (4) / Goal 2*]	Effective monitoring and reporting system in place with secure and confidential data flows between relevant support units Stronger operational linkages between academic staff and professional staff for ensuring student retention and progression 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 Evidence of % increases in retention and progression above current baselines	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
Target Achieved / Exceeded			

Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
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	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 Total student retention rate: 93% Total facilitated external transfer for non-completing First Year students: 60%	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 2015 target:

The total undergraduate student retention rate for Academic Year 2013/14 stood at **98.2%,** well above target for the year.

The Learner Support Unit (which, in 2015, was re-branded the Academic Learner Centre), provided support for students outside the lecture environment (e.g. tutorials in academic writing skills, mathematics etc.) to 1,541 students, exceeding its target of 975 contacts in 2015 by over 50%. The ALC target was exceeded once again in 2015-2016 with a total of 1,805 students availing of the service. The Unit delivered one-to-one tutorials to 587 individuals and group a further 665 in small work-shops designed to address common issues for which students across all programmes sought assistance. The Unit adopted a particular strategy for students identified as at risk of failing subjects or exiting their programmes by delivering the following:

Exceptional retention rates continued to be recorded:

Total Retention Rates: 2014-15 – 97.5%; 2015-16 – 98.8% (a total of 37 students exited from the 2015-2015 total cohort of 3,042)
First Year Retention Rates: 2014-15 – 98.1%; 2015-16 – 96.4%

In 2014-15 and 2015-16 the lowest rates of exit were recorded amongst the Bachelor of Education cohort (3.7% and 1.9% exited in each year, respectively) with the highest numbers leaving the Liberal Arts programme where the exiting students totalled 7.1% and 5.9% in each year, respectively.

In a new development, exit interviews are conducted with each student leaving a MIC programme (in the Faculty of Arts students are met by the Dean and in the Faculty of Education the interviews are conducted by the Assistant Dean). This allows for the building of a knowledge base about the issues afflicting exiting students and informs the College's retention strategy.

Institution Objective		Performance Indicator	Baseline
3.5	**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*]	Evidence of substantial progress towards refurbishment and extension of College Library	Long-standing deficits in space and quality of MIC Library Building
Target Achieved / Succeeded			

Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
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	Finance package in place for commencement of planning and pre-construction processes	Planning and pre-construction process commenced
Progress against 2015 target: In 2014-15, the College launched and completed a 'feasibility study,' by public tender, for the design of its planned new Library. Following this, the College launched a call for design of the new Library Building setting out the requirement that specifications identified during the feasibility study (including scale and cost) should be followed and that the successful tenderer would be required to assist the College with the submission and acquisition of planning permission for the build. The process, financed by College from its own resources ring-fenced for capital development of the library project, led to appointment of Scott Tallon Walker Architects. At the time of reporting, the design team had submitted a design concept to the College Executive and submission of planning permission was due to take place in Autumn 2016, on schedule.		

Institution Objective		Performance Indicator	Baseline
3.6	**To significantly enhance student communications** [*Pillar 3 / Goal 3*]	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	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
Target Achieved / Exceeded			

Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
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	Online student enrolment introduced Online fees payment mechanism introduced	Conduct comprehensive evaluation of students' current perceptions of communications effectiveness Address any new / remaining deficits in Strategic Plan 2017-21

Progress against 2015 target:

Progress in the area of student communications has kept pace with the high rate of success identified in the 2014 report. Additionally, online student enrolment has been successfully introduced (at the commencement of Academic Year 2015-16) alongside introduction of online fees payment options. The College wishes to enhance its online fees payment structure such that it is fully integrated with the Student Record System (SRS). However, limitations are currently in effect due to the fact that the College is a tenant of UL on its SRS and the University has temporarily paused development of the system so that enhancements can be made. The College's lack of lack of governance equity and change management initiative has been identified as a corporate risk in terms of its ability to develop key systems (such as online fees payment) fully and without dependence on the University. This issue was highlighted for management attention during submission of the 2015 accounts by the College Auditors. The College is currently engaged in detailed discussions with UL in relation to its SRS governance, change management and service support requirements and is evaluating its range of options towards mitigation of the corporate risks identified.

In other developments linked to the enhancement of communications and information services for students, a new online student intranet portal and academic portfolio environment (MAHARA) has been developed and integrated with the Moodle VLE and the College is rolling out a new Microsoft 365 service to all students for e-mail that will also allow for free, secure cloud storage as well as the full range of Microsoft Office applications for no cost to users. The College is developing a new website (second phase of development since 2012 baseline). Finally, the College has introduced a new online real-time question-and-answer service about its programmes, requirements and services aimed at prospective applicants.

	Institution Objective	Performance Indicator	Baseline
3.7	**To improve the quality of the MIC postgraduate student experience** [*Pillar 2 / Goal 3 (2)*]	Consultative review of postgraduate student experience at MIC Establishment of dedicated, fully equipped, resourced and clustered work-space for postgraduate students Improved communications, consultation mechanisms and information delivery for postgraduate students	Postgraduate student facilities distributed across campus; ageing work spaces Postgraduate Office and Research Office located and administered separately Approval for creation of MIC Graduate School
Target Achieved / Exceeded			

Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
New MIC Graduate School created and integrated with Research Office Acquisition of new building, with centralisation and fit-out of fully equipped, resourced and clustered work space for students in the Graduate School Qualitative survey of exiting postgraduate students conducted Task Force to undertake consultative review of current and future postgraduate needs	Cross-fertilisation of graduate scholarship and mentoring via federated Limerick Graduate School and Mid West Cluster Graduate Training Network	Fully equipped, resourced and clustered work space for visiting scholars within the Limerick Graduate School
Progress against 2015 target: As noted above, the Federated Limerick Graduate School had been operationalised by the time of reporting and this will enhance the pre-existing level of cross-fertilisation of graduate scholarship and mentoring across the Shannon Consortium institutions. Prior to this, the level of collaboration and coordination between the institutions has been very high with reciprocal professional development provided to Academic staff and researchers by graduate school staff in each of the institutions. A good example from 2015 was comprehensive training provided by the Dean of Graduate Studies, UL, to MIC staff on doctoral student supervision and adherence to regulatory requirements.		

Institution Objective		Performance Indicator	Baseline
3.8	**To support teaching and the scholarship of teaching** [*Pillar 2 / Goal 1 (5)*]	Significant enhancement of existing teaching and learning leadership, infrastructure and resourcing [*Pillar 2 / Goal 1 (5) / Target 1*]	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
Target Achieved / Exceeded			

Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
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	Teaching & Learning Officer appointed Educational Technologist position mainstreamed	Teaching & Learning culture fully supported and driven by intra- and inter-institutional leadership, infrastructure and resourcing

Progress against 2015 target:

In 2015, the College mainstreamed and made appointments to the posts of Teaching and Learning Officer and Educational Technologist. Two further Educational Technologists were appointed by the time of reporting. This has enabled the sustainability of the exceptional level of success achieved in this area since 2012 and the exceeding of targets set against reasonable expectations. Quantitative out-turns in teaching and learning are detailed below.

In addition to this, professional development training in blended learning and core teaching and learning methodologies in use at MIC were provided to all Academic staff at St. Patrick's College, Thurles, prior to full incorporation of the institution as an MIC campus in 2016.

Institution Objective		Performance Indicator	Baseline
3.9	**To advocate for, demonstrate and embed exemplary practices and innovation in teaching and learning** [*Pillar 2 / Goal 2 (5)*]	% increase in events and initiatives designed effectively highlight and showcase exemplars of excellence and innovation in teaching & learning % increase in staff participation	Monthly range of intra-institutional events (MIC Centre for Teaching & Learning) and inter-institutional (Shannon Consortium) – e.g. *Conversations in the Consortium* series of seminars for community of practice 20% academic staff participation
Target Achieved / Exceeded			

Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
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)	30% increase in teaching and learning events and initiatives (over 2012) 75% increase in academic staff participation (over 2014)	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 2015 target:

As noted above, at the end of Academic Year 2014-15 a 300% rise (over 2012 figures) was recorded in teaching and learning initiatives developed and implemented by MIC as part of the broader Shannon Consortium teaching and learning network.

Strategic coordination of teaching and learning activities is fully embedded with out-turns as follows:

- ✓ Implementation of new online BA in Early Childhood Practice (Level 7), with ITT resulting in 20% of MIC degree programmes being offered through flexible learning;
- ✓ Submission of 8 collaborative bids to NF Teaching and Learning Enhancement Fund
- ✓ Two successful bids for MIC National Seminars.
- ✓ Ongoing engagement with the National Forum: 1) National Forum for the Enhancement of Teaching and Learning: Teaching and Learning Enhancement Fund (2014); three national projects; 2) National Forum Focused Research Projects: 2 successful national research projects 3) National Forum Seminars: 2 successful funding bids.

Institution Objective	Performance Indicator	Baseline
3.10 **To provide teaching enhancement interventions which are supportive, voluntary and confidential** [*Pillar 2 / Goal 3 (5)*]	Number of Peer Observations of Teaching (POTs) undertaken [*Pillar 2 Goal 3 (5) / Target 1*] % increase in rate of participation in SETs [*Pillar 2 Goal 3 (5) Target 3*]	10 POT pairings, per annum SET participation rate: 31%
Target Achieved / Exceeded		

Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
15 POT pairings, per annum SET participation rate: 31%	20 POT pairings, per annum SET participation rate: 31%	25 POT pairings, per annum SET participation rate: 31%
Progress against 2015 target: By Q3 2014-2015 40 SETs had been completed, a 10% increase over the 2014 level of engagement. It should be noted that demand was shown to be in excess of the planned participation rate for which an independent external consultant was contracted to undertake. This demand will inform development of the College's new Strategic Plan (2017-2021) so that sufficient resources can be made available to match the requests by staff for participation in the SET process.		

Institution Objective		Performance Indicator	Baseline
3.11	**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)*]	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*]	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
Target Achieved / Exceeded			

Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
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	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)	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 2015 target:

In Spring Semester 2015 there were three MIC nominees to the Shannon Consortium Teaching & Learning Awards and two were shortlisted for special commendation in the final award. The Centre for Teaching & Learning provided planning and candidate support with targets set for the regional Shannon Consortium round for Autumn Semester 2015 as well as for the National Forum Teaching Expert Awards. 2 members of MIC academic staff were presented with the National Forum Teaching Heroes Award at a national event at Dublin Castle.

Institution Objective		Performance Indicator	Baseline
3.12	**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)*]	Number of programmes modified / newly designed to incorporate blended learning and new technologies Number of training interventions for design, roll-out and use of blended learning strategies and new technologies for teaching and learning Evaluation of integration and effectiveness of blended learning strategies and new technologies for teaching and learning	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
Target Achieved / Exceeded			

Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
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	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	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 2015 target: ✓ 97% of Programme Leaders surveyed by the Blended Learning Unit (BLU) say they use Moodle, the core institutional VLE; ✓ 432 hours of blended learning training provided by the BLU in Academic Year 2014-15.		

Institution Objective		Performance Indicator	Baseline
4.1	**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)*]	Number of new postgraduate programmes developed, approved and launched % increase in number of postgraduate students % increase in number of doctoral students	Level 8/9 (Grad. Dip. Primary Teaching[1]) 125 Level 9 (other Grad. Diplomas) 81 Level 9 (Taught Masters) 150 Level 9 (Research Masters) 43 Level 10 (PhD) 70
Target Achieved / Exceeded			

[1] Graduate Diploma in Education – Primary Teaching, phased out, nationally, from 2014 onwards.

Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
To identify and leverage new growth areas	To identify and leverage new growth areas	Level 8/9 (Graduate Diploma / Cert) 90 Level 9 (Taught Masters) 295 Level 9 (Research Masters) 40 Level 10 (PhD) 75

Progress against 2015 target:

In 2015, the College established a strategic working group to identify growth areas for Level 10 developments and this group presented a strategic plan together with a target of 4 new Structured PhD programmes and an increase of PhD register enrolments by 40.

Significant developments have now taken place in the identification and approval of new doctoral education opportunities against these targets These include:

- ✓ Structured PhD in Applied Linguistics (launching September 2016)
- ✓ Structured PhD in Development Education & Practice
- ✓ Professional Doctorate in Educational & Child Psychology
- ✓ Structured PhD in Irish Studies

Note: the UL-LIT-MIC Joint Structured PhD in the Built Environment & Society is in addition to the developed listed above.

Notably, postgraduate research enrolment for the Academic Year 2015-16 showed a 59% increase over the previous year with growth in numbers from 24 to 41. Perhaps most significantly, the 125th doctorate will be conferred by the College in October 2016, following the first such award in 2003.

Institution Objective	Performance Indicator	Baseline
4.2 **To ensure that the College supports effective leadership in the field of research** [*Pillar 2 / Goal 3 (6)*] **To review and significantly enhance our postgraduate management framework and support structures** [*Pillar 2 / Goal 2 (2)*] *Goal 5 (5)*]	Enhanced College infrastructure for the support of research and coordinated engagement by staff; Develop and operationalise research engagement and output data capture systems linked to central management information systems; Establishment of a Graduate School.	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
Target Achieved / Exceeded		

Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
Head of Graduate School appointed MIC Graduate School established Development of Federated 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	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	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 2015 target: By 2015 the MIC Research & Graduate School was in full operation. As reported above, the Limerick Federated Limerick Graduate School was operational by the time of reporting following joint development by the three Shannon Consortium institutions' graduate schools of a Governance Document that was adopted by the Shannon Consortium Implementation Group and Presidents' Steering Group. Full introduction and adoption of Personal and Departmental Research Plans in effect following pilot by RGS in 2014-15.		

Institution Objective		Performance Indicator	Baseline
4.3	**To cultivate an increased awareness of the role of research as an integral part of academic endeavour** [*Pillar 2 / Goal 1 (6)*]	Number of staff-focused initiatives and information strategies aimed at promotion of research activity % increase in overall research engagement by staff % increase in doctoral qualifications held by staff Number of student-focused initiatives aimed at promotion of research activity % increase in overall research engagement by students	Academic staff with PhD: 66% Academic staff with PhD / Masters: 100% Research publications (annual survey): 380 Conference Papers (annual survey): 452
Target Achieved / Exceeded			

Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
Academic staff with PhD: 71% Academic staff with PhD / Masters: 100% Research publications (annual survey): 400 Conference Papers (annual survey): 475	Academic staff with PhD: 83% Academic staff with PhD / Masters: 100% Research publications (annual survey): 415 Conference Papers (annual survey): 490	Academic staff with PhD: 90% Academic staff with PhD / Masters: 100% Research publications (annual survey): 430 Conference Papers (annual survey): 505

Progress against 2015 target:

Feedback received following submission of the 2014 MIC Self-Evaluation Report indicated that the panel would like to see an enhancement in the methodology used to collect and report upon research outputs. For some time the College has been engaged in developing a new data analytics system and a substantial breakthrough was made in this work in 2015 and early 2016 with development of an integrated online analytics and data visualisation dashboard. This resources pulls SQL-compatible data from multiple sources and provides reports on important metrics and KPIs.

Particular attention was given to the quality and completeness of research data. Hithertofore, the College generated data based on annual surveys of Academic staff to identify quanta and trends. In the new system, a standing research database was created and available information prepopulated with known data. In a second phase of development all Academic staff were invited to login to their profile in the online database and verify that the data captured was accurate and to make amendments and additions required to render the database fully accurate. 100% completion of this exercise was achieved through coordination by the Research & Graduate School.

Results against key metrics for the period 2013 – 2015 now include:

479 conference presentations, of which 43% were at international conferences;
147 book chapters;
78 journal articles;
105 engagements as external examiners, as follows: 43 for undergraduate programmes, 23 for postgraduate programmes, 10 for research masters and 29 for doctoral theses;
22 doctorates currently under supervision.

Institution Objective		Performance Indicator	Baseline
4.4	**To establish direction and priorities for inter-disciplinary research** [*Pillar 2 / Goal 5 (6)*]	Review conducted of current supports, challenges and opportunities surrounding inter-disciplinary research engagement by staff, resulting in related recommendations; Number of review recommendations adopted and implemented ; % increase in inter-disciplinary research activity involving inter-faculty, inter-institutional collaboration ; Number inter-disciplinary seminars; Number of new centres established for inter-disciplinary research focused on agreed themes.	Strong inter-disciplinary research activity: 6 centres; Review and recommendations surrounding current inter-disciplinary supports
Target Achieved / Exceeded			

Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
New research centres / institutes established: ▪ 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	New institutes established: ▪ Institute for Irish Studies; ▪ Institute for Educational & Social Policy	Centres and institutes generating: ▪ Research funding income ▪ Inter-disciplinary conferences / seminars ▪ Inter-institutional research collaborations
Progress against 2015 target: New research centres / institutes established and formally launched: ▪ Institute for Irish Studies; ▪ PRISEM / Policy Research Institute for Social and Educational Matters		

Institution Objective		Performance Indicator	Baseline
5.1	**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*]	Membership / leadership of a number of local, regional and national and international networks and partnerships promoting the principle of social inclusion through education; Number of research projects completed focusing on curriculum development, educational inclusion and Continuing Professional; Development for practitioners addressing social exclusion and poverty issues in their work; 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;	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, *Oscailt*, & *Cur le Chéile* 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)
Target Achieved / Exceeded			

Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
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	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	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 2015 target:

- ✓ CPD in the development of a balanced literacy programme provided for 90% of teachers in DEIS Band 1 schools in Limerick City via PIDF (this initiative is completed but MIC has appointed a post-doctoral fellow to work on the learnings and sustainability of this project with findings scheduled for dissemination at a national literacy conference hosted by the College and its project partners in 2016);
- ✓ PRISEM / Policy Research Institute for Social and Educational Matters was established;
- ✓ Introduction of new electives for BEd students in educational inclusion took place.

Institution Objective		Performance Indicator	Baseline
5.2	**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*]	Number of outreach and awareness-raising strategies implemented; Evidence of increased usage of campus / College facilities as public space for learning, civic and cultural purposes; Evidence of increased usage of campus / College facilities by Regeneration / RAPID communities; Evidence of greater integration and more visible recognition of MIC within local and regional economic, social, cultural, civic and governance fora.	12 campus- and community-based learning initiatives, *per annum*, for wider community (including annual Limerick Learning Festival organised by City of Learning Sub-Committee of City Development Board) Membership of: ▪ 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)
Target Achieved / Exceeded			

Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
Enhanced engagement with merged Limerick Local Authorities and direct contribution to *Limerick 2030: Economic & Spatial Development Plan*, through formal structures Lime Tree Theatre offering a diversity of theatrical programmes for local, regional and national audiences, with 40,000 visitors per annum Direct contribution to coordination of 2014 Limerick City of Culture programme and hosting of range of festivities New framework agreement in place enabling coordinated Mid West Cluster member engagement with local governance / local development	Enhanced and coordinated life-long learning information dissemination mechanisms linking Mid West Cluster activities to visible third party information points Formal coordination structures in place for civic and cultural engagement via Mid West Cluster	40% increase in open, MIC-led, life-long learning, civic and cultural initiatives based on campus and in the community

Progress against 2015 target:

In 2015, MIC created the post of Director of Enterprise & Community Engagement. The purpose of this post has been to build on the considerable achievements of the College in its long history of collaboration and partnership with the wider community. Progress since this appointment has been made has been exceptional and of particular importance for the College has been the focus on STEM / STEAM engagement between the College as provider of initial teacher education and the broader education, civic and commercial sectors of the community. Out-turns include:

- ✓ Development of a new Enterprise & Community Engagement Strategy linked to the College Strategic Plan (and Performance Compact);
- ✓ Strategic partnerships and engagement with, inter alia, the Bizworld programme, Junior Achievement programmes, participation and leadership of initiatives set out by the Regional Action Plan for Jobs (Project Delivery Team), Startup Ireland, Limerick Start up Gathering Steering Group), collaboration with Local Enterprise Offices, City/County Councils and Chambers of Commerce regionally; Global Limerick Network, Shannon Regional Skills Forum, Shannon Consortium, Limerick for Engineering, Limerick for IT, Limerick 2020 Forum, SFI Limerick Festival of Science; RDS STEM programme;
- ✓ Hosting of the Bank of Ireland Transition Year Academy event; career events with industry partners and the Limerick Chamber including student presentations by Uber, Northern Trust and Dell, and 1-2-1 clinics with the Chief Executive of Bridgewater Management;
- ✓ Appointment of the Director of Enterprise & Community Engagement onto the Mid West Regional Skills Steering Group, Limerick Start Up Forum, Implementation Committee for the Mid West Action Plan for Jobs (the Director is leading two of the actions on behalf of MIC linked to entrepreneurial education and CPD for teachers); Innovate Limerick Sub-group of Startup Limerick, Limerick for IT and Limerick for Engineering;
- ✓ Lead role in delivery of STEM CPD as part of the Mallow Chamber's Development Partnership;
- ✓ Drafting of Level 8 entrepreneurial education elective modules.

Of particular note, the College continued to be a core member of the Limerick Charter for Change Group and joined the Steering Group for Limerick's application to be designated European Capital of Culture in 2020 (the College developed 10 lead projects for the 'bid book'). Remaining with the theme of culture, the Lime Tree Theatre was awarded the contract by Limerick City & County Council to manage the box office for the venerable Belltable Theatre, one of the city's most iconic live performance venues which had been threatened by permanent closure due to financial challenges.

Of great significance to the College was its determined efforts to take leadership in the arena of STEM education and teacher education / CPD in the primary sector, with one of the highlights of 2015 and 2016 being the inaugural Regional RDS Primary Science Fair which took place on campus. The College was a partner in this event and contributed to the programme. The success of the partnership has led to a decision by the RDS to run the fair as a 2-day event in 2017.

Institution Objective		Performance Indicator	Baseline
6.1	**To create new high quality infrastructure for the promotion and coordination of international learning experiences and scholar exchange** [*Pillar 4 / Goal 1*]	New International Office operational and working cohesively with related College functions Detailed plan for the promotion and coordination of international learning experiences and scholar exchange prepared, implemented and monitored	International strategy approved by MIC Governing Body
Target Achieved / Exceeded			

Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
International Office established International Officer appointed Detailed international development operating plan in place	Phase 2 review of operations and infrastructure	Additional staffing commensurate with operational growth

Progress against 2015 target:

Phase 2 review of operations and infrastructure completed and Director of International Office and International Officer posts mainstreamed and filled. In terms of strategic infrastructure, a new internationalisation strategy was drafted in line with discussion paper for the DES *International Education Strategy, 2016-2020* and *Education in Ireland* priority markets. A significant level of engagement took place with the HEA in the areas of staff and student mobility and targeting of new international markets. At the time of reporting, successful granting of US Federal Aid status – a first for an Irish College of Education & the Liberal Arts – had been announced. At the time of reporting, the College was in the process of applying for membership of the US Common Applications framework for American high school students and a delegation of high school guidance counsellors had visited the College on a three-day fact-finding mission.

Extensive international engagement out-turns achieved and detailed in 6.2, below.

Institution Objective		Performance Indicator	Baseline
6.2	**To significantly increase the number of international students (undergraduate and postgraduate) attending learning programmes** **To significantly increase international mobility for academic staff peer networking, teaching and learning and research opportunities**	Number of new MoUs signed with partner universities % increase in number of full-time students visiting MIC for study abroad periods / exchange programmes % increase in number of staff availing of mobility opportunities	Erasmus (out) / Year Abroad (out) Undergraduate intake (80:20 ratio): 60 International Enrolments (UG & PG): 11
Target Achieved / Exceeded			

Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
Erasmus (out): 45 International Enrolments (UG & PG): 20	Erasmus (out): 50 International Enrolments (UG & PG): 25	Erasmus (out): 50 International Enrolments (UG & PG): 30 (15 EU / 15 non-EU)

Progress against 2015 target:

Following bedding in of the newly-created MIC International Office and appointment of a Director, the College's international engagement took a considerable step forward with establishment of new bilateral relationships with overseas HEIs, staff and student mobility, engagement with national bodies promoting internationalisation of Irish higher education and the securing of funds and grants to fund institutional strategy. Key out-turns include the following:

- ✓ The Brazilian Science without Borders programme yielded 5 student registrations and due to its successful engagement with this programme the College was invited to join a HEA delegation to Brazil where, apart from attendance at the HEA/DAAD Roadshow, 13 universities were visited by College representatives during May 2015;
- ✓ New strategy for Asia was rolled out, involving collaboration with UL and LIT in China and MIC worked closely with UL and LIT to plan strategy in China and participate in Ministerial Mission to Beijing and Shanghai making regional linkages with universities in Dalian;
- ✓ Enhanced targeting, outreach and strategies in place, incorporating North & South America this quarter, as well as Libyan government scholarships.
- ✓ 6 full-programme fee-paying students (4 postgraduate, 2 undergraduate) were registered;
- ✓ There was a 350% increase in number of full-time students visiting MIC for study-abroad periods
- ✓ 337% increase in funding from outside of the Exchequer for these students alone (€190,742 total income);
- ✓ There was a 50% year-on-year increase in fee-paying full-programme students, both under graduate and postgraduate including 1 Level 10 student who received Canadian OSAD funding.
- ✓ Summer schools were organised on campus for 4 US universities and the International Office hosted 2 interns from the US for the summer period;
- ✓ Major outreach and fact-finding visit to benchmark US universities including Boston College and Notre Dame were undertaken and in the case of the latter a multitude of initiatives have been developed around teacher education;
- ✓ The newly-established MIC Language School provided PSE for LIT's international students (including Science without Borders students) and MIC's own Science without Borders students;
- ✓ In 2011/2012 17% of eligible BA students went on Erasmus exchange. In 2014/15 that number was 20% signalling success in a renewed drive to encourage Liberal Arts students to opt for international academic placements during their cooperative education modules. 30 BA students undertook Erasmus study in 2015/16, including our first students at Durham University and University of Westminster in the UK, as well as our first student at Universität Koblenz-Landau in Germany and our first student of Psychology under our newly-established Erasmus study partnership in Psychology at Aarhus University (Denmark), a first of its kind for Ireland with this long-standing partner of the College
- ✓ During the reporting period MIC opened dialogue towards new Erasmus study links in Barcelona, Spain, Ruzomberok, Slovakia and Bordeaux, France.
  Aside of the Erasmus students outgoing from the College, 7 BA students travelled to the USA for study abroad at the following institutions: ACU, Loyola, UST Houston, Le Moyne, St. Cloud Minnesota and Niagara University NY.
- ✓ 37 Erasmus+ students registered at MIC (21 for Autumn semester and 16 for full-year study) with a comprehensive orientation programme provided for these students in September 2015 (cohort included our first students from a new Erasmus+ Education partner - Universidad Católica de Valencia (Spain), our first students from Institut Toulouse le Mirail (France) as well as our first student from a long-standing Erasmus partner, University College, Lillebaelt in Denmark);
- ✓ Two members of academic staff undertook Erasmus+ staff mobility visits to Copenhagen, Denmark and the College welcomed Voicu Bodocan, Assoc. Prof., Department of Geography, Babes-Bolyai University, Cluj-Napoca, Romania as well as Ms. Annie Despatureaux, International Relations Co-ordinator at Institut Catholique de Toulouse to Mary Immaculate College during Q4;
- ✓ At the time of reporting, the College enjoyed its strongest measure of success with the Erasmus+ programme by winning a total of €133,168 of International Credit Mobility for the support of a total of 42 students from the United States, China, Serbia and Montenegro. This placed MIC fifth in the overall national standings for draw-down of funds for successful funding applications and second in terms of student numbers supported. Significantly, the top three institutions in terms of students supported were the members of the Shannon Consortium and HEA feedback stated that the standard of applications were extremely high within a very competitive field.
- ✓ Equally significantly, MIC succeeded in winning two Government of Ireland Scholarships in 2015 (and again in 2016, at the time of reporting, MIC won a further two scholarships out of a total of 22 nationwide).

Institution Objective		Performance Indicator	Baseline
7.1	**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*]; **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*].	Adoption of agreed clustering strategy for compliance with re-configuration of higher education landscape (under the *National Strategy for Education*) that preserves the institutional identity, mission and operational integrity of the College; Review conducted in support of maintaining highest standards of ethical, efficient and effective governance; Annual business plans based on Strategic Plan approved and monitored, with outputs and outcomes tracked, reported and measured against agreed KPIs; Commitment to Shannon Consortium maintained as primary clustering arrangement and % increase in shared approaches / joint initiatives / resource optimisation / shared service delivery.	Institutional commitment (Governing Authority level) to HEI clustering and shared delivery / provision through Shannon Consortium membership and joint activities Objective of sustaining, widening and deepening inter-institutional clustering arrangements in tandem with compliance with HE landscape configuration proposed under *National Strategy for Education* articulated in MIC Strategic Plan 2012-2016 Annual Operation Plan (AOP) for 2012-13 prepared
Target Achieved / Exceeded			

Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
Joint institutional (MIC-UL-LIT) agreement and adoption of governance framework and structures to underpin Mid West Cluster External review of MIC governance conducted and recommendations for re-structuring towards enhanced governance adopted AOPs 2012-14, aligned to KPIs arising from Strategic Dialogue, completed and targets met	AOP 2014-15, aligned to KPIs arising from Strategic Dialogue, completed and targets met	AOP 2015-16, aligned to KPIs arising from Strategic Dialogue, completed and targets met Strategic Plan 2017-2021 drafted in consultation with internal and external stakeholders and adopted by MIC Governing Authority
Progress against 2015 target: AOPs, approved by Governing Authority, aligned to institutional KPIs and inclusive of tagged Performance Compact targets are prepared at the beginning of each Academic Year and adopted by the Governing Authority. Q1-Q4 implementation status reports are prepared by the Strategic Planning Group (SPG) and reported to the Governing Authority, also quarterly. The College Risk Register is also synchronised with the AOP in order to ensure mitigating actions are consistent with the Strategic Plan and the Performance Compact and this is reviewed by the SPG on a quarterly basis as well, with governance oversight by the Audit & Risk Committee. A draft Strategic Plan 2017-2021 was prepared and presented to the Governing Authority, Trustees and SPG at the time of reporting and this is fully inclusive of current Performance Compact objectives and aligned with the HEA's high level domains.		