



CUA Student Success Strategic Framework

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Introduction

In terms of higher education policy discourse, the term 'student success' has come to have a broad application. Until recently, the term has tended to focus rather narrowly on student attrition, retention and progression. Evolution of the concept of 'student success' within the global higher education community has seen it expand to embrace a more holistic understanding (National Forum, 2019). As Lane *et al.* (2019) explains, the capabilities students need for success during and beyond higher education extend far beyond specific discipline skills and include the development of productive mindsets, the management of life circumstances and how individuals relate to each other and identify with their discipline or profession.

The focus for student success now is on a holistic conceptualisation of the student learning experience. The student is placed at the centre of what higher education does. The emphasis has consequently shifted from attention on product to process; from an emphasis on the metrics of attrition, retention, progression and completion towards:

- a. learning, teaching and assessment
- b. the broader student environment (from the physical and technological learning environment through to student supports and institutional culture)
- c. integration of a) and b), through intra-institutional relationships, data and processes
- d. trajectories through higher education from early years education to Third Age and life-long learning

There is now recognition of the critical importance of forming genuine partnerships with students. This must be visible within academic departments that promote and value good teaching and effective assessment and whose practices are informed by evidence and continuous professional development. Academic, management and support staff must all recognise their role in engaging and supporting students. This student-centred focus should be reflected in institutional policies and procedures to facilitate and enable student success.

The national INDEX survey, conducted in 2019, has demonstrated the role lecturers play in developing students' digital skills, a key element of contemporary student success. Critically, the digital capabilities of staff who teach enable them to use digital technologies to enhance pedagogic practice as well as to support learners to actively develop their own digital capabilities. Development of the digital capabilities of students and staff must be viewed as an interdependent endeavour, informed by the evidence of research and practice and supported by knowledgeable decision-making regarding institutional supports and provisions (National Forum, 2020).

The CUA has drawn on the INDEX survey, National Forum studies and the CUA LTA Principles, to consider how it might support and develop student success in the Technological University. This will build on the considerable initiatives already developed by the individual institute partners and, crucially, on the collaborative initiatives (such as *iNote* and *Higher Education 4.0*) that have been initiated by the Alliance.

CUA Teaching and Learning/Student Success Institute representatives:

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Section 1: National Forum for the Enhancement of Teaching and Learning Strategic Priorities

The National Forum (NF) strategy was developed following consultation across the sector from October to November 2018 (see Figure 1). Senior managers and individual staff from universities, institutes of technology and private colleges provided input through online consultation and face-to-face meetings. Collective responses also were received from 20 groups/representative bodies.

A dedicated consultation with students across the sector, led by the National Forum's Student Associate Interns, ensured that the perspectives of over 1,100 students, collected through focus groups, open-forum consultations and online forums, helped to shape and inform the Strategy. Previous consultations with staff and senior managers across Irish higher education, as well as national reviews and research studies, also provided key insights to ensure the strategy was grounded in evidence and took cognisance of the experiences and drivers within and across institutional contexts. For further information visit www.teachingandlearning.ie

The NF strategic priorities include: the professional development of all those who teach; developing teaching and learning in a digital world; enhancing teaching and learning within and across disciplines; and developing student success.

The CUA Student Success Framework and collaborative strategic activities align with the NF strategic priorities and the CUA LTA Principles.

Figure 1: National Forum Strategic Priorities (2019-2021)

The Professional Development of All Those Who Teach

Promoting evidence-based, flexible, inclusive professional development for all those who teach, reflecting the contextual needs and drivers within and across higher education institutions

PD Teach

Teaching and Learning in a Digital World

Supporting those who learn, teach, and support learning to embrace and harness the potential of digital technologies with the goal of enhancing learning, teaching, and overall digital capability

T&L Digital

Teaching and Learning Enhancement Within and Across Disciplines

Recognising that disciplines are a key unit of change in higher education, with a focus on disciplinary excellence in learning, teaching and assessment

T&L Discipline

Student Success

Developing a vision of success, in partnership with students, with the aim of providing all students with the opportunity to fulfill their potential and become creators of new knowledge who are community engaged, ethically conscious, professionally competent and equipped to flourish in a global world

Student Success

Section 2: National Forum *Understanding and Enabling Student Success in Irish Higher Education Institutes*

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In 2018, the National Forum undertook a student success study and collected data from 1,041 Irish higher education students. Responses were reviewed and coded into themes listed in students’ understandings of student success. Where a respondent listed more than one factor, multiple themes were coded and included in the analysis. Figure 2 represents the key categories that emerged from the data analysis, and from this data six themes (see Figure 3) were identified that enable student success including: Engagement and Student Partnership; Enabling Policies and Practices; Professional Development and the Centrality of Staff Who Teach; Evidence-based Decision-making; Supporting Transitions and Cultivating Belonging; and Assessment and Feedback. Responses from this study are consistent with other research studies on student success and engagement (O’Shea & Delahunty 2018; Kuh, et al., 2008), with a focus on degree completion, academic achievement and employability. Health and wellbeing and the teaching experience are also placed as a high priority to enable student success.

Figure 2: Student responses on institutional priorities for student success

Source: National Forum (2019)

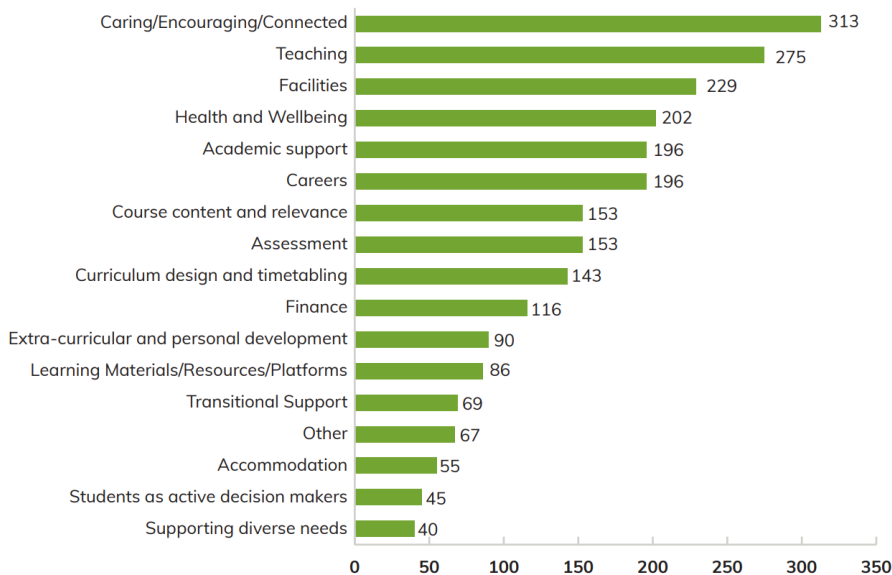


Figure 3: National and international themes to enable student success

Source: National Forum (2019)

Theme	National & International Themes to Enable Student Success
1	Engagement and Student Partnership
2	A Strategic Approach to Student Success - Enabling Policies and Practices
3	Professional Development and the Centrality of Staff Who Teach
4	Evidence-based Decision-making
5	Supporting Transitions and Cultivating Belonging
6	Assessment and Feedback.

Section 3: Developing a Shared Understanding of Student Success in the CUA

A critical first step, given the contextual variations and dependencies of the three CUA sites, is a shared understanding of student success. For the CUA, the development of such an understanding will enable a common focus to allow for the achievement of maximum impact.

The National Forum for the Enhancement of Teaching and Learning established a Student Success Advisory Group in 2018. In 2019, this group fine-tuned an understanding of student success, informed by relevant literature and a consultative process. The outcome was the articulation of six core tenets and the CUA propose adopting them for a CUA-shared understanding of student success.

Core Tenets for Student Success:

- i. Success can only be facilitated through meaningful partnerships and engagement between students and staff and between all levels of the HE sector.
- ii. Success means empowering students to recognise and achieve their own potential.
- iii. It is the responsibility of those working across the HE sector to identify and remove any obstacles that may hinder students from achieving their own benchmark of success.
- iv. Success is not binary and cannot be fully encapsulated in metrics such as retention and progression rates. It reframes the perspective from product to process, from an approach driven by output metrics to one that is enabled by ongoing quality enhancement.
- v. Success is too highly nuanced and individualised to be concisely defined. It can, nonetheless, be understood and facilitated.
- vi. Success requires whole-of-institution approaches. (Source: p.28 National Forum 2019, Understanding and Enabling Student Success in Irish HE).

A single concise statement of student success was then advanced by the advisory group to support a shared, national understanding that could be utilised by the higher education sector to inform, drive and enable student success:

“Student success optimises the learning and development opportunities for each student to recognise and fulfil their potential to contribute to, and flourish in, society. To be achieved, this requires a culture in Irish higher education that values inclusivity, equity and meaningful engagement between students, staff, their institutions and the wider community” (National Forum, 2019, p.28).

The three key values of inclusivity, equity and meaningful engagement were espoused by students, staff, institutions and their communities in this compact statement. They are equally at the heart of the work across the CUA, as evidenced in individual Institute’s strategic plans. This alignment is presented in Figure 4.

The CUA Student Success Model (Figure 5) places the student at the centre. It embraces the six themes alluded to in Section 2. Many of the model features are embedded and evidenced in a range of student success initiatives across the CUA (see Section 4, p.7).

Figure 4: CUA mapping of strategic plans to the National Forum key values for Student Success

National Forum Values of a Shared Understanding of Student Success	GMIT Strategic Plan values and priorities	LYIT Strategic Plan values and priorities	IT Sligo Strategic Plan values and priorities
Inclusivity	Respectful	Inclusion	Inclusion
Equity	Egalitarian	Equity of Access Transparent and responsible in all activities	Equality and Promotion of ethical and responsible behaviour
Meaningful Engagement between students, staff, institutions and community	Nurturing the student experience from an individual to GMIT community to making an impact in society	Empowering students and staff to benefit community partners	Value students, staff and community

Figure 5: CUA Student Success Model



Source: Adapted from the GMIT Student Success Model, Ginty *et al.* (2020)

Section 4: CUA Student Success Strategic Initiatives and alignment with the National Forum Student Success Themes

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The CUA initiatives outlined in Figure 6 have been presented under 12 student success categories, derived from the literature. Each category is aligned to the relevant National Forum Student Success Theme. Under each category a common CUA-wide initiative has been identified and a description of this student success initiative is presented in Section 5.

Figure 6: CUA Student Success Strategic Initiatives and alignment with the National Forum Student Success Themes

Student Success Categories	GMIT	LYIT	IT Sligo	CUA-wide	Supporting National Forum Student Success Theme 1-6 (see Figure 3)
Policies and practices	<p>Reference in Strategic Plan:</p> <p>In the GMIT Strategic Plan and LTA Strategy 2019-2021, student success plays a central role. There are six strategic objectives that map into three strategic pillars of individual, community and impact. The strategic plan places the emphasis predominantly on the student experience and lifecycle.</p> <p>RPL Assessment tool (My Experience Initiative)</p> <p>Student Success is embedded in a wide range of functions.</p>	<p>Reference in Strategic Plan:</p> <p>In the LyIT Strategic Plan 2019 – 2023 a specific commitment is given to ‘develop a student success strategy through LYIT’s Mission-based Performance Compact 2018-2021 with the Higher Education Authority (HEA).’ Student Success is anchored to one of the six strategic objective domains on Teaching, <i>Learning and Assessment</i>. This links Student Success closely to National Forum engagement and alignment to the National Plan for Equity of Access.</p> <p>Student Success is embedded in a wide range of functions.</p>	<p>Reference in Strategic Plan: the Strategic Plan 2017-2022 identifies as a primary strategy to 'support students to achieve their full potential ... to foster a culture of being successful together by developing student self-efficacy and by recognising achievement as a key objective' (IT Sligo S. Plan 2017, pp. 18-19)</p> <p>RPL Assessment tool (My Experience Initiative)</p> <p>Student Success is embedded in a wide range of functions.</p> <p>Retention policy reviewed and adopted 2017</p>	<p>This document and the CUA LTA Principles</p> <p>Student Success is embedded in a wide range of functions.</p> <p>My Experience – RPL Assessment Project (www.myexperience.ie)</p>	2

Learning support	Maths Learning Centre Academic Writing Centre Access Office	Maths support Academic Writing Support Academic Communications Support Disability Support via CURVE	Maths Support Centre Academic Writing Centre (including online academic programme developed with digital badge aligned) Engineering Support Centre Online English Language Support programme for students for whom English is not their first language	CUA Student Success Strategic Framework 2020 Maths and Writing Support Online English Language Support programme Access Office Initiatives	1, 5, 6
Student leadership/engagement	GMIT PASS Leadership Programme GMIT Step Forward/NStEP Programme Student Ambassador Programme with Student Services	Digital Mentoring Badges Student Ambassador Team NStEP	Peer Learning Programme NStEP collaboration on student representative training Student ambassador programme	Student Mentoring and Staff Mentoring Initiatives	1, 5
Volunteering/public engagement	President's Award Thrive Volunteering Civic Engagement module STEAM Programmes - Community Engagement/ Placement Opportunities	Computing Module Green campus Module on Civic Engagement Street Law Community engagement	Marketing programme: dedicated module on Volunteering	Volunteering/Civic Engagement Initiatives	1, 6
Academic staff CPD	Teaching and Learning Office coordination Postgraduate T&L programmes (Cert. Dip and MA T&L). PDF Portfolio (L9,5 ECTS) – aligned to National Forum badge.	T&L and Student Engagement Unit coordination T&L CPD: MALT postgraduate programmes Flexible and online delivery CPD Learning Engagement CPD projects via NF	CELT: Centre for the Enhancement of Learning & Teaching Academic Induction Programme (online) T&L CPD: Informal, flexible and online CPD (CELT Moodle Page) including Digital Badges (Academic Induction, UDL, Academic Integrity)	iNOTE Project DigitalEd.ie Postgraduate programmes in T&L with RPL and transfer opportunities between the CUA. https://cpdlearnonline.ie	3, 6

	Flexible and online delivery CPD at https://cpdlearnonline.ie Digital T&L development platform https://DigitalEd.ie	NF “Progress” CPD plan	PhD Bootcamp for academic staff -Monthly programme T&L: Online SPA in Teaching, Learning & Assessment (L9) & transfer to PG Dip with GMIT approved CPD & Projects aligned with National Forum HEA funded projects: iNOTE and HE4ALL		
Employability	Drop in before you drop out Career Clinics Next Step: Employability Module + Online Learning Toolkit	10 ECTS module after graduating or before work placement	Job teaser Online careers fair	CUA Employability Workgroup established working on a joint framework derived from the GMIT Employability model.	5
Transition to HE	First 5 Weeks Programme LIS module for all first years Academic Success Get Ready Education online course A-T-S initiative	#Fresher6 campaign Academic mentoring for prospective students Get Ready Education A-T-S initiative	Induction programmes (on-campus and online) Academic Success Get Ready Education	First Weeks Programme Get Ready Education A-T-S initiative	5
Student health and wellbeing	Healthy Campus GMIT Choir Wellbeing Online Course Online Counselling Green Campus	Stay connected Health Promotion Activities with Green Campus Wellbeing Online Course Online Counselling	Health promotion activities Green Campus Wellbeing Online Course Online Counselling	Healthy Campus Green Campus Wellbeing Online Course Online Counselling	1, 5

Learning analytics	DALTAI Project DANIEL Project ISSE INDEX	UNLOCK project ISSE INDEX	SEATs ISSE INDEX	DANIEL UNLOCK ISSE INDEX	4 CUA Student Success Strategic Framework 2020
Peer mentoring	PASS Leadership Programme Peer mentoring programme for first year students (weekly timetabled sessions led by the PASS leaders). T&L peer mentoring circles for academic teams engaged in postgraduate programmes	Student Mentoring Certificates across departments	1 st year peer mentoring programme for all 1 st years	Mentoring programmes	1,5
Entrepreneurship	Portfolio development Transition year entrepreneurship summer programme Enterprise Ireland's New Frontiers Graduate Entrepreneur Development. Entrepreneurship L8 and L7 Degree programme and module electives	ISTEP Erasmus online Entrepreneurship Training for students. Workshops for students on Entrepreneurship. Enterprise Ireland's New Frontiers Graduate Entrepreneur Development Programme Partner to Donegal ETB Donegal Enterprise Day	Enterprise Ireland's New Frontiers Graduate Entrepreneur Development Programme Entrepreneurship summer programme Partner with Foróige in NFTE programme	Enterprise Ireland's New Frontiers Graduate Entrepreneur Development Programme	1, 6
Equality and inclusion	Athena Swan	Athena Swan	Athena Swan	Athena Swan	All

Section 5: CUA-wide Student Success Strategic Initiatives Descriptions

This section describes the range of CUA-wide student success initiatives established (see Figure 7).

Figure 7: CUA-wide Student Success Strategic Initiatives Descriptions

Student Success Category	CUA-Wide Student Success Initiative	Description
Policies and practices	This document and the CUA LTA Principles	Two documents developed in collaboration with CUA LTA workgroup and student leader representatives.
	Student Success (SS) is embedded in a wide range of functions.	From research and evaluation of SS initiatives in place in GMIT, IT Sligo and LYIT, it is evident it is central to strategic plans and the enablers of student success exist in multiple functions.
	My Experience – RPL Assessment Project (www.myexperience.ie)	RPL My Experience Toolkit: The My Experience RPL Initiative was established in 2013 with a group of teaching and learning partners across the CUA sites. It is the first and longest running established CUA collaborative project. The My Experience RPL assessment toolkit has gained national and international recognition from the QQI in Ireland and the EU Commission and CEDEFOP. The RPL tool kit supports and facilitates Irish or international applicants in applying for RPL to gain entry onto a programme or seek exemptions from parts of a programme. In 2015, the team released version 1 of the My Experience RPL Toolkit including: a RPL online portfolio assessment tool built on Moodle; an RPL information website for candidates at www.myexperience.ie ; an online course on RPL Skills for higher education staff available at www.cpdlearnonline.ie ; and a level 9, 10 ECTS teaching development module aimed at RPL assessors and mentors (an elective/minor award from the Diploma and MA in Teaching & Learning at GMIT). The RPL Portfolio assessment tool is now on Version 3 and since launching the online assessment tool over 500 RPL applicants have built an ePortfolio RPL application online. The CUA T&L leads will build on this initiative in future HCI proposals planned.
Learning support	Maths and Writing Support Access Office Initiatives Online English Language Support Programme Studiosity	The Academic Writing Centres enable students to fulfil their potential in the academic writing tasks which are part of their course work. The service offers focused academic writing tuition to students at all levels, in all years (including postgraduate), and across all disciplines. The Maths Learning Centres (MLC) encourage students to take responsibility for the development of their own maths capabilities. Students are encouraged to take their maths problems to the MLC for the tutors to work through with them.

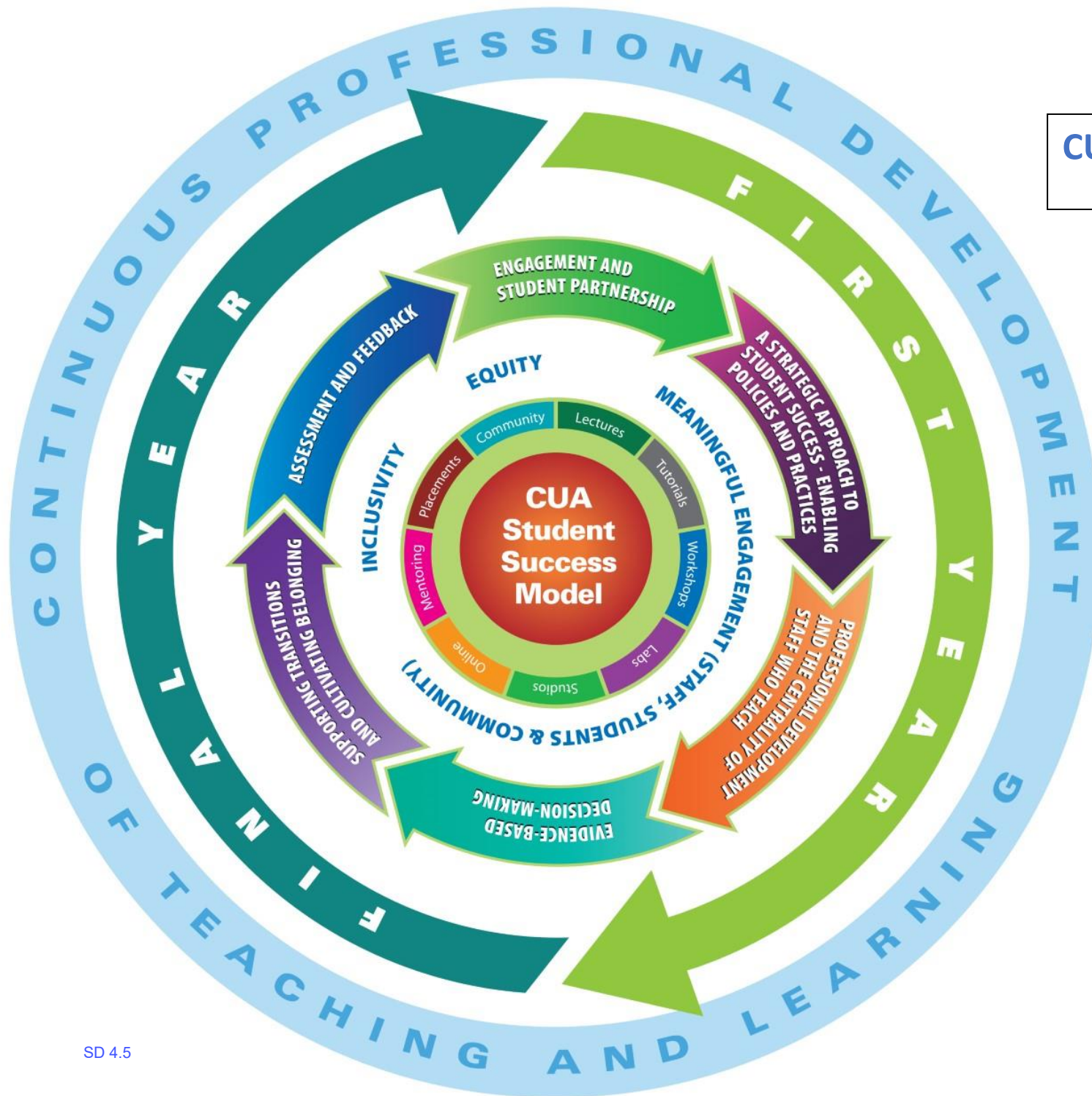
		<p>Online English Language Support Programme is available for all students across the CUA for whom English is not their first language. This new innovation funded through the National Forum will help improve students' writing & communication skills (no matter language level) as well as speaking and reading. Live online coaching direct to students smartphone, tablet or PC. Follow-up online materials, videos and interactive tests that students can use anytime, anywhere either in a classroom, at home on the couch or anywhere in the world.</p> <p>Studiosity is an online, on-demand 24/7 study skills support service for students. Studiosity provides two types of support viz Writing Feedback and Connect Live. Writing Feedback provides personalised and rapid feedback on key academic skills, such as essay and report writing. Connect Live allows students to ask a question and speak to a subject matter expert using text chat and an interactive whiteboard. Subjects covered include English and foundation concepts in mathematics, sciences, and study coach skills.</p>
Student leadership/engagement	Student Mentoring and Staff Mentoring Initiatives	There are a variety of student leadership and staff mentoring programmes available across the CUA that have a positive impact on the learning, teaching and assessment experience and ultimately student success.
Volunteering/public engagement	Volunteering/Civic Engagement Initiatives	Volunteering and community engagement initiatives are central to the CUA values to enable student success.
Academic staff CPD	<p>iNOTE Project</p> <p>DigitalEd.ie</p> <p>Postgraduate programmes in T&L with RPL and transfer opportunities between the CUA.</p> <p>https://cpdlearnonline.ie</p>	<p>Certificate, Diploma and MA Teaching and Learning programmes in the CUA + CPD opportunities on www.cpdlearnonline.ie (CUA CPD Platform). A suite of programmes has been designed for applicants who would like to gain a formal qualification in teaching and learning in Higher Education. A flexible, blended learning professional development pathway is open to all lecturers in the CUA to develop teaching, learning, assessment and education science research. In addition, an open online learning platform at https://cpdlearnonline.ie is open to all staff in the CUA to build teaching, learning, assessment, student engagement and digital capabilities. The platform is managed by GMIT Teaching and Learning Office and contributions come from colleagues across the CUA.</p> <p>CUA iNOTE Project and engagement with DigitalEd.ie programme for all CUA staff: The CUA, HEA Innovation in Teaching and Learning award (2019-2022) is building digital capabilities in the region. The iNOTE project provides opportunities to transform the higher education experience in the CUA institutes. The project includes five work packages.</p> <p>Work Package 1: The development of quality assurance policies and procedures to enable digital learning (Project Lead Letterkenny IT, Dr Simon Stephens)</p> <p>Work Package 2: The development of a digital teaching and learning training programme and online education courses for all staff to build digital capabilities and pedagogic expertise, in order to design, deliver and support flexible, distance and online learning programmes. This work package includes consultation and mentoring from an international partner (NY State</p>

		<p>University/SUNY) with a focus on replicating best online and flexible delivery practice. (Project Lead GMIT, Dr Carina Ginty). CUA Student Success Strategic Framework 2020</p> <p>Work Package 3: The development of an online learning student support services model. (Project Lead IT Sligo, Prof. Jacqueline McCormack)</p> <p>Work Package 4: Design and development of three online learning programmes in Galway-Mayo, Sligo and Letterkenny.</p> <p>Work Package 5: Evaluation and dissemination of all project outputs across the CUA.</p> <p>DigitalEd.ie is a major output from Work Package 2. https://DigitalEd.ie is a Digital Teaching and Learning education platform, providing access to digital learning pathways, a discovery tool, digital stories, a digital resources directory, a digital champions network and a digital education forum available to all CUA staff to collaborate on developing teaching and learning. The platform provides a gateway to help CUA staff build digital capabilities and pedagogic expertise, in order to design, deliver and support flexible and online learning programmes. This initiative is led by GMIT Teaching and Learning Office.</p> <p>Developing a range of digitally enhanced student supports for those undertaking programmes through flexible delivery (iNOTE Work Package 3 Project) e.g. online student counselling service (SilverCloud), Studiosity, Wellbeing Online Course, Academic Success, Online Student Advisors/Mentors and more.</p>
Employability	CUA Employability Workgroup	CUA Employability Workgroup established working on a joint framework derived from the GMIT Employability model.
Transition to HE	<p>First Weeks Programme</p> <p>Get Ready Education</p> <p>A-T-S initiative</p>	<p>GMIT and LYIT offer a first 5/6weeks programme and IT Sligo runs a similar induction initiative supporting students transition to HE.</p> <p>Get Ready Education was designed in 2015 to address the needs of students making the transition from 2nd to 3rd level education. The MOOC was made available to second level students in Ireland from transition year to leaving certificate. The course materials are also embedded in the GMIT first year skills module LIS. The MOOC combines online content with optional teacher led classroom activities, online forums and quizzes. Digital Badges are awarded to participants.</p> <p>The Attract-Transition-Succeed (ATS) project supports a range of strategic initiatives designed to enhance access to higher education by under-represented groups. The ATS methodology addresses the full lifecycle of access. It targets pre-entry, transition and success (including retention) phases of higher education by working in partnership with communities. ATS recognises the complexity of access to higher education and the challenges of improving progression and retention rates for students from under-represented socioeconomic groups across our region. Our approach recognises the diversity of underrepresented groups in Irish Higher Education and proposes a range of initiatives to widen successful participation.</p>

Student health and wellbeing	<p>Healthy Campus</p> <p>Green Campus</p> <p>Wellbeing Online Course</p> <p>Online Counselling</p>	<p>The Healthy Campus is an initiative promoting health and wellbeing. There are a range of activities open to students and staff from Marchathons, a Choir in GMIT and Mental Health Groups.</p> <p>Green Campus initiative aims to raise awareness of environmental issues and take practical actions under the Green Campus themes.</p> <p>As part of the CUA iNOTE project, an online course on Wellbeing and an online counselling student support service, will be available to all students in the CUA institutes from September 2020.</p>
Learning analytics	<p>DANIEL</p> <p>UNLOCK</p> <p>ISSE</p> <p>INDEX</p>	<p>UNLOCK Project: UNLOCK [Unlocking Learning Analytics through Student Engagement] project (LylIT) aims to harness the potential of learning analytics to support student success using student engagement data from surveys including StudentSurvey.ie (ISSE) and the Irish National Digital Survey (INDEX). Recurrent and key themes will form the basis of staff-student focus groups tasked with co-designing Unlock initiatives supporting student success.</p> <p>Learning Analytics Project (DANIEL): This capacity building project aims to create accessible learning analytics for lecturers and to enhance learning in Higher Education. This project will maximise, and drive GMIT's Data for Enhanced Student Success Policy through digital transformation of learning and the approach can be replicated across the CUA sites. It will pilot a dashboard interface for learner analytics and quantitatively evaluate the impact of the use of analytics and feedback on staff and student (full-time and online) engagement. This project is building on research conducted in the School of Science and Computing from 2015-2019 on harnessing learning data to provide personalised feedback forms and the improvement of assessment design through learning analytics. It will automate existing processes to make them accessible and scalable across the institute and shareable with CUA institutes.</p> <p>INDEX Survey – working toward producing an Institute and CUA Report: This will provide baseline data for the iNOTE project on digital skills and it will serve as an impact evaluation tool post iNOTE. INDEX explores the perspectives of all staff who teach on the institutional digital environment and use of technology for teaching, learning and assessment. It identifies and highlights what makes a difference to students and staff who teach with respect to digital infrastructure, digital skills, digital tools and digital literacy. The survey helps us gain a better understanding about students' digital experiences and expectations and provides a basis for future strategic decisions about digital initiatives and investments. In addition, it will enable the CUA to undertake some international benchmarking with other countries who have completed a similar survey (UK, Australia, New Zealand).</p>
Peer mentoring	<p>Mentoring programmes</p>	<p>Mentoring initiatives for both students and staff exist in each CUA institute, all with a focus on enabling student success and teaching development. The PASS Leadership programme is now in its 11th year running in GMIT, where 1,000+ student leaders have mentored 15,000+</p>

		first year students to date. The PASS model has the potential to be rolled out across all CUA institutes for all first-year students. CUA Student Success Strategic Framework 2020
Entrepreneurship	Enterprise Ireland's New Frontiers Graduate Entrepreneur Development Programme	New Frontiers is the national programme designed to develop entrepreneurs, delivered on behalf of Enterprise Ireland by Institutes of Technology and Universities. The scheme recruits' individuals who have an innovative idea for a technology or knowledge-based business in the West/North West.
Equality and inclusion	Athena Swan	Athena SWAN initiative aims to effect cultural and systemic change in higher education institutions to support gender equality, diversity and inclusion for all staff and students. Initially, the focus was on women in the STEMM disciplines. In 2016 this was extended to include the arts, humanities, social sciences, business and law, and to take into consideration the progression of professional, technical and support staff.

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