CCT College Dublin

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Student Success Strategy 2021-2023
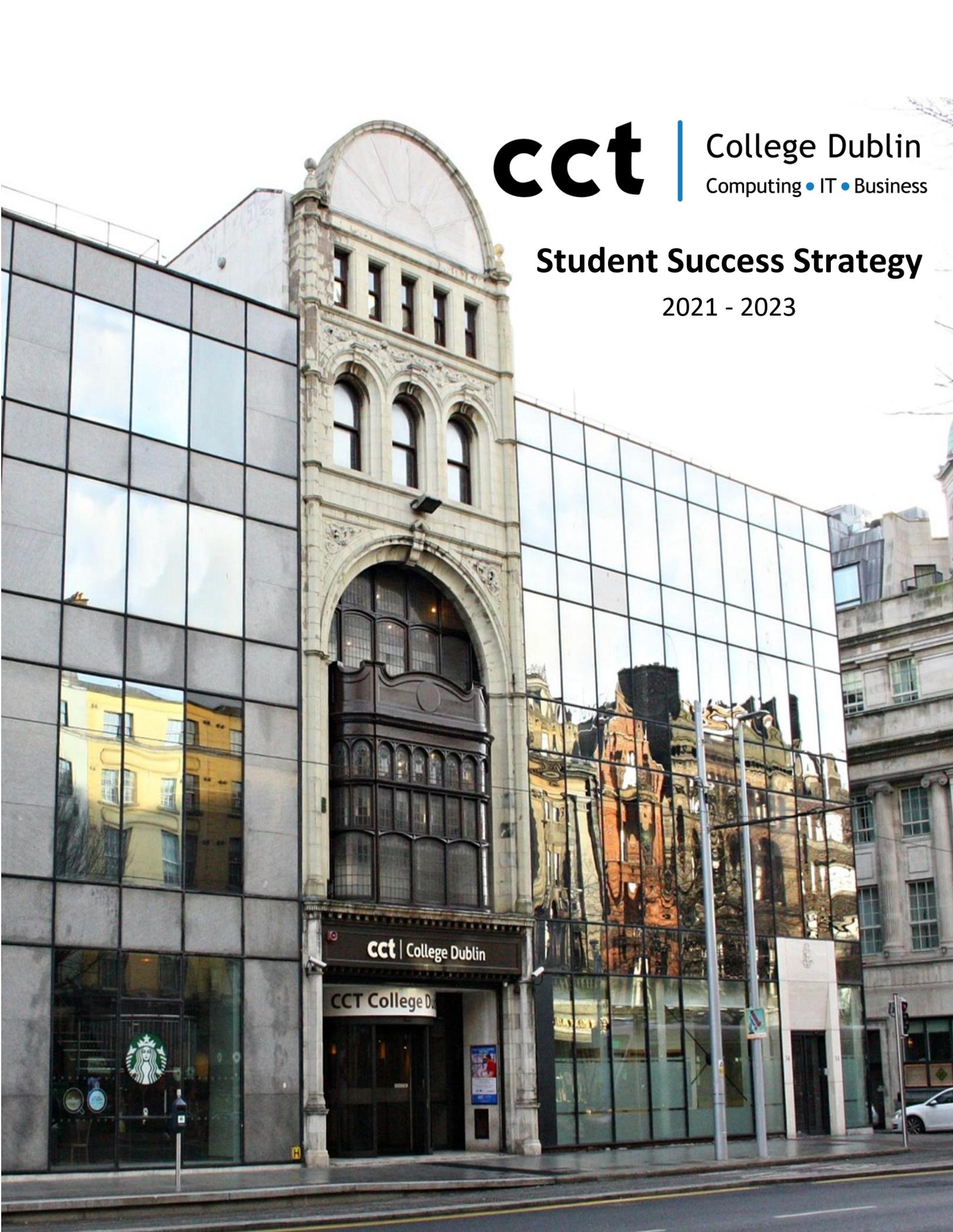
CCT College Dublin

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Student Success Strategy

2021 - 2023

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1. Introduction

At CCT College Dublin, we are proud to promote and enhance the individual potential of every student. Since the foundation of the College in 2005, a focus on student success has been a central tenet of the institution's vision and mission informing all aspects of College operations.

CCT's Student Success Strategy reflects a continued commitment by the College to create a world class learning environment that empowers every student to reach their full potential. The College has been proactive in participating in national student success initiatives including a CCT student representative participating on a student panel in the National Forum for the Enhancement of Teaching and Learning's National Student Success Symposium in 2019. The publication of CCT's inaugural Student Success Strategy in 2021 provides a roadmap for institutional student success that is informed by innovative and evidence-based developments within the higher education sector nationally and internationally. CCT also continues to focus on extensive and robust sectoral engagement to underpin student success initiatives. To this end, the College is a member of the National Student Engagement Programme, Ahead, the National Academic Integrity Network and has student and staff associateship of the National Forum for the Enhancement of Teaching and Learning.

The CCT Student Success Strategy has been developed in tandem with the latest iterations of the College's Strategic plan and its Teaching, Learning and Assessment Strategy and is aligned to the key strategic priorities of both. It is also informed by feedback from key stakeholders including staff, students, alumni and employers. The Strategy is designed to be a living document to inform the work of all staff at CCT. It comprises substantive, transformative and measurable targets to help every student to achieve success and attain a quality educational experience.

A key priority of the CCT Student Success Strategy is the on-going institutional commitment to diversity, inclusion and equity in relation to all aspects of the student journey from admission to graduation, underpinned throughout by a responsive and dynamic teaching and learning experience situated within a culture of student support and empowerment.

2. Consultation

This strategy was informed by consultation with the following stakeholders:

- CCT students, via survey
- Teaching Faculty and associates of the CCT Centre for Teaching and Learning
- Members of the CCT Executive Leadership Team
- CCT's Quality Enhancement Committee
- CCT Student Services and CCT Careers Service
- The CCT Industry Engagement Forum

3. Student Success at CCT

CCT's new Strategic Plan to 2023 incorporates strategic success under *Strategic Priority 1 – Strengthening Student Engagement, Partnership and Inclusion.* This priority incorporates the following goal which specifically focuses in on Student Success:

Student Success Key Actions
- Finalise development and implementation of an Institution wide research-informed Student Success Strategy in partnership with students, aligned to the National Forum for the Enhancement of Teaching and Learning strategic priority for HEIs in Ireland.
- Produce a strategy architecture with learning analytics at its core.
- Identify data enabled student-centred learning needs to help ensure students receive tailored supports and interventions while developing their criticality, self-efficacy, technical and transversal skills for the future workplace.
- Utilise learning analytics as the underpinning for these Key Actions and as part of the Student Success Strategy
- Further strengthen and increase access to extra-curricular student success initiatives to promote and facilitate academic integrity, academic success and professional success

4. Student Success Aims

- Articulate an inclusive vision of student success that empowers every CCT student to achieve their full potential.
- Support students to successfully achieve programme learning outcomes with a particular focus on academic integrity and retention and progression.
- Outline a series of measurable goals, objectives and targets that further student success initiatives across all aspects of the student journey which are underpinned by an ethos of student engagement and partnership.
- Engage all stakeholders in implementing student success initiatives including students, staff and employers.
- Support students to achieve personal and career development goals.
- Foster a sense of belonging to CCT that extends beyond graduation and encompasses continued engagement with alumni.

5. Student Success Objectives

Objective 1: Intensify early engagement with College supports and resources by students transitioning into CCT and cultivating belonging

A range of multi-faceted supports exist at CCT to underpin an effective transition process for students entering CCT from secondary or further education. CCT College will intensify further its focus on early engagement by students.

1.1 Enhancement of CCT's Induction

The CCT virtual induction was launched in 2020 during the COVID-19 pandemic. A series of videos on quality assurance processes, library services, academic support resources, careers services and student support services including mental health services were created. Going forward, this virtual induction will be expanded upon and leveraged alongside face-to-face induction for additional student reach and inclusivity. The objective will be to expand and enhance the student learning experience. This approach will aid students with learning difficulties or those with a second language who wish to revisit information from the face-to-face induction at their own pace. This objective helps to build institutional engagement and commitment as early as possible.

1.2 Level stage induction will be introduced to reinforce critical programme information to students in the end stages of their award.

1.3 Expansion of CCT's First Six Weeks Initiative

The First Six Week's Initiative is a cross-departmental initiative. The initiative tracks student engagement in the first six weeks of the academic semester across all programmes, leveraging a range of metrics including, for example, attendance and whether the student has logged into Moodle. Other metrics include assessment submission patterns (non-submission or late submission). Engaging all CCT Staff in the Six Weeks Initiative will ensure its efficacy. Regular reporting on a range of metrics will be a central feature.

1.4 Expansion of widening participation, recognition of prior learning (RPL) and bridging programmes

CCT College Dublin will continue to offer and expand opportunities to groups within the population, who are under-represented in Higher Education. Applications on the basis of experiential learning or informal / non-formal learning will be considered based on an applicant's potential to succeed on a given programme.

Additionally, bridging programmes or embedded bootcamps will be developed to support students to help them succeed in their undergraduate or postgraduate programme. This may involve additional resources being provided at the beginning of a programme along with dedicated synchronous or asynchronous online classes, as deemed appropriate, through the semester (at key stages) to promote and enhance the individual potential of every student.

1.5 Formally embed library instruction into future programme design

CCT's Student Success Classes are a key mechanism for providing academic support to students. Classes include academic writing, academic integrity, referencing and searching library resources. The CCT Library also offers classes on a programme embedded basis at the request of faculty. As part of the CCT Student Success Strategy, library instruction will be formally integrated into programme design and attached to one or more learning outcomes.

1.6 Maintain and strengthen College Supports, both academic and pastoral

CCT will continue to enhance institutional supports, both academic and pastoral as these are critical for student success. These will be continually monitored to ensure that they are fit-for-purpose, adequately resourced and responsive to ultimately provide a student-centred, supportive learning environment.

Objective 2: Increase student progression and completion, leveraging data driven approaches underpinned by the use of technology

CCT will further intensify its evidence-based student success strategies to drive improvements in learning, retention, progression and completion rates to enable us to compare favourably with national benchmarks. This will be achieved through a range of measures including:

2.1 Full implementation of the CCT Learning Analytics Policy which will engage all staff for maximum effectiveness.

2.2 Developing Learning Analytics strategies through the use of student data to understand and enhance teaching and learning with a view to optimizing student success.

2.3 Student Engagement Dashboards analysis

CCT will undertake an extensive analysis of appropriate technology on student engagement dashboards to provide a composite picture of engagement, drawing from a diverse range of data such as student engagement with Moodle, library borrowing statistics, attendance and assessment submission patterns.

The Office of the Dean of Academic Affairs will manage the implementation of the Learning Analytics policy for quality assurance purposes. This policy will be overseen by the CCT Centre for Teaching and Learning, engaging with all staff for maximum effectiveness.

Objective 3: Enabling Institutional academic best practices to support student success

CCT is committed to providing the best outcomes for its students by providing high quality learner focused programmes which are delivered through innovative teaching, learning and assessment practices.

3.1 Teaching, Learning and Assessment

CCT Faculty will continue to embrace new and emerging technologies employing a 'pedagogy first approach' and increase digital capacity and blended / online learning options on all relevant programmes in line with QQI policies and guidelines.

The CCT Centre for Teaching and Learning will continue to expand and play a pivotal role with the development of a sector-respected programme of professional development for all staff via the CCT Excellence in Teaching Series.

Key themes such as Student-Centred Culture of Learning for Success, Enhancing Student Engagement and Self-Efficacy, Student Diversity and collaborative Learning Group Work together with the Faculty

Development and Pedagogical Innovation approach are all detailed in the Institutional Teaching, Learning and Assessment Strategy 2021-2023. These all play a pivotal role and focus on learning which leads to student success.

3.2 Expand innovative assessment approaches across all CCT programmes with a focus on robust and timely assessment feedback

CCT will continue to expand its approach to innovative assessment in new programme design, and across existing programmes, to underpin student success. New and existing staff will be mentored to offer innovative assessment strategies, which enable all students to better evidence their knowledge, skills and competence and proactively address actual or potential over assessment.

3.3 Maintaining and enhancing academic integrity best practices

CCT will continue to leverage membership of Quality and Qualification's National Academic Integrity Network which CCT joined in 2019 to ensure we remain at the leading edge of knowledge and practice in this area. In addition, the college will continue to utilize the flexibilities available in our plagiarism detection software to enhance institutional academic integrity initiatives.

Innovative programme development and assessment strategies will continue be overseen by the Centre for Teaching and Learning. Facilitating academic integrity and academic success will be driven by the CCT Academic Integrity Committee, the Quality Enhancement Committee and key staff across the College.

Objective 4: Expand use of Universal Design Methodologies to inform programme design to support and expand student diversity

Universal design has the manta 'teach every student.' CCT faculty will continue to be encouraged in programme design and development to use multiple pathways when teaching and assessing to ensure that no student is left behind. This goal aligns to priorities within the CCT Strategic Plan 2021-23 which plans to "*Further develop partnerships with state funded social enterprises such as AHEAD and Not So Different, to help CCT promote equality and inclusion for people with disabilities and/or who are neurodiverse, such as those on Autism Spectrum*."

4.1 All CCT faculty will be encouraged to:

- Use the **Universal Design Framework** as promoted by AHEAD which encourages multiples means of representation, expression and engagement.
- Use Dublin City University's **Universal Design Toolkit**, which has been created with a Creative Commons License, and provides checklists for faculty.
- **Intensify engagement with AHEAD,** which CCT joined in 2019.

The focus on universal design at CCT will help strengthen student success, inclusion and diversity into programme design and delivery.

This objective will build institutional engagement in Universal Design and will be overseen by the Centre for Teaching and Learning.

Objective 5: Intensify student engagement, partnership and peer support activities

5.1 In 2019, CCT joined the National Student Engagement Programme. It also has student associateship of the National Forum for the Enhancement of Teaching and Learning. CCT will continue to embed a culture of students being collaborative partners in their own learning through meaningful interaction and will encourage student partnership across all aspects of College operations.

5.2 CCT will continue to grow and expand its CCT Student Mentoring Academy through faculty supervised peer support. Programmes such as these will continue to prioritize working in partnership with students to optimise the learning environment.

5.3 CCT will continue to leverage institutional expertise on student self-efficacy and social learning approaches to support student engagement and success.

Objective 6: Continue to empower CCT graduates to be successful in the workplace

6.1 CCT will produce a set of **institutional graduate attributes** informed by a range of stakeholders including employers and students. This objective will align with goal 1.5 of the CCT Strategic Plan, "*Maximising opportunities for the development of Graduate Attributes".*

6.2 CCT will continue to **work with a wide variety of employers** to underpin student success as stated in the CCT Strategic Plan as *"employers and society will benefit from graduates who are resilient and accomplished, open and self-aware, innovative and adaptable."*

6.3 CCT will continue to expand **alumni services** to inform student success initiatives through guest lecturing and other activities. The CCT Strategic Plan envisages *"at least one alumni event each year to promote the value of our graduate cohort".*

6.4 CCT will further enhance its employment preparation supports to include the development of an online / blended learning employability programme for award stage learners, supporting the institutional strategic objective to maximise opportunities for the development of graduate attributes.

CCT will facilitate and liaise with alumni services and employers. This work will be supported by the CCT Careers Service, CCT Student Services, the CCT Centre for Teaching and Learning.

6. Success Indicators

The CCT Student Success Strategy will evidence success via the following:

- Stronger sense of student belonging to the College as well as increased participation in College activities as evidenced in the annual CCT Student Survey
- Improved key indicators from student feedback as evidenced in various student surveys.
- Increased early engagement with academic support resources and services as evidenced through data driven analytical approach.
- Increased progression and completion rates as evidenced in annual programme reports.
- Continued success in relation to the career/further education outcomes of the student body harnessing greater connectivity input from CCT alumni.
- Intensified culture of student partnership and growth of peer learning across all College activities.
- Maintain and strengthen social inclusion and diversity within the CCT student body.
- Increasing student representation on working groups as well as initiatives emanating from the Centre for Teaching and Learning.