

THE IRISH SURVEY OF STUDENT ENGAGEMENT (ISSE)

Institution name: Athlone Institute of Technology

Results of ISSE 2017

A: Context

Development and implementation of the Irish Survey of Student Engagement is driven by the intention to inform, support and encourage quality enhancement. The survey takes place each February – March and is open to first year undergraduates, final year undergraduates, and postgraduate taught students. Twenty seven institutions participated in 2017.

The ISSE reflects many aspects of students' experiences in higher education. It is designed to focus on student engagement, namely the amount of time and effort that students put into meaningful and purposeful educational activities and the extent to which institutions provide such opportunities and encourage students to engage with them. The data collected reflects students' self-reported perceptions of their experiences and this data set is one of many sources of evidence available to institutions to inform their enhancement activities.

The ISSE national steering group regards the comprehensive nature of data gathered as a key strength. Interpretation of detailed results requires appreciation of the local context. This means that staff and students within individual institutions are best placed to own and to interrogate institution-level data. Accordingly, any queries about these data should be directed to the individual institution in question. Institutions are committed to interpreting and utilising ISSE data to enhance the experiences of their students and do not support the use of student engagement results for any overly simplistic purpose that could be perceived as ranking institutions.

To aid navigation of the data, responses for many of the individual questions may be combined to create related indicator scores. These indicators scores act as "signposts" and are calculated on a scale from 0 to 60. Calculation of these scores is explained in the introductory section of the national report. No single indicator reflects the complex dimensions of student behaviour and institutional performance. Comparison of individual scores across institutions is inappropriate given that the differences with respect to mission, resources, profile and response rates. Comparison of indicator scores for various disciplines (for example, section 3.6 of the national report) illustrates the notable variation that exists between fields of study at national level. The proportion of students studying particular disciplines also influences the overall results for each institution.

The following tables provide percentage responses by year / cohort, weighted at institutional level, and the calculated score (out of 60) for each indicator.

Any queries relating to data for individual institutions should be referred to the institution in question. If there are any queries about these results, please contact elangan@ait.ie

B: Indicator scores (out of 60)

Many questions contribute to engagement indicators, as shown in section C. Indicator scores are calculated on a scale from 0 to 60 using responses to the contributing question items.

Indicator	Indicator score (all respondents)
Higher Order Learning	35.4
Reflective and Integrative Learning	30.1
Quantitative Reasoning	20.1
Learning Strategies	30.6
Collaborative Learning	34.4
Student-Faculty Interaction	17.2
Effective Teaching Practices	37.0
Quality of Interactions	41.8
Supportive Environment	30.3

C: Responses to individual questions

Higher Order Learning	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Applying facts, theories, or methods to practical problems or new situations	Very little	4.9%	6.0%	4.5%	1.1%
	Some	28.3%	29.0%	28.0%	26.1%
	Quite a bit	43.3%	43.5%	42.9%	45.1%
	Very much	23.4%	21.5%	24.6%	27.8%
Analysing an idea, experience, or line of reasoning in depth by examining its parts	Very little	7.9%	9.3%	7.3%	2.5%
	Some	33.2%	36.1%	31.1%	28.8%
	Quite a bit	40.5%	40.1%	40.5%	42.5%
	Very much	18.4%	14.5%	21.1%	26.2%
Evaluating a point of view, decision, or information source	Very little	7.0%	7.9%	6.8%	3.4%
	Some	33.8%	35.3%	33.1%	27.9%
	Quite a bit	41.7%	42.0%	41.0%	45.3%
	Very much	17.5%	14.8%	19.2%	23.4%
Forming an understanding or new idea from various pieces of information	Very little	4.8%	4.2%	5.4%	3.8%
	Some	30.4%	31.7%	30.2%	23.5%
	Quite a bit	43.0%	43.7%	42.1%	44.8%
	Very much	21.8%	20.4%	22.3%	27.8%

Reflective and Integrative Learning	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Combined ideas from different subjects / modules when completing assignments	Never	4.9%	6.2%	4.0%	3.1%
	Sometimes	39.1%	44.3%	35.5%	29.4%
	Often	40.8%	37.8%	43.6%	40.8%
	Very often	15.2%	11.7%	16.8%	26.7%
Connected your learning to problems or issues in society	Never	18.3%	21.3%	15.7%	16.3%
	Sometimes	43.6%	47.5%	40.9%	36.0%
	Often	28.0%	25.1%	30.7%	29.6%
	Very often	10.1%	6.1%	12.7%	18.1%
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in discussions or assignments	Never	32.9%	38.9%	28.2%	25.1%
	Sometimes	41.3%	37.8%	45.0%	38.1%
	Often	18.5%	17.6%	18.9%	21.2%
	Very often	7.4%	5.6%	7.9%	15.7%
Examined the strengths and weaknesses of your own views on a topic or issue	Never	9.3%	10.7%	8.6%	5.1%
	Sometimes	44.9%	45.0%	45.7%	38.9%
	Often	35.6%	35.2%	34.7%	45.3%
	Very often	10.1%	9.0%	11.1%	10.7%
Tried to better understand someone else's views by imagining how an issue looks from their perspective	Never	6.5%	8.7%	4.8%	3.1%
	Sometimes	40.5%	43.8%	37.3%	41.2%
	Often	38.5%	34.9%	41.8%	39.7%
	Very often	14.5%	12.7%	16.0%	16.0%
Learned something that changed the way you understand an issue or concept?	Never	2.7%	3.7%	1.9%	1.0%
	Sometimes	36.9%	37.8%	36.7%	32.3%
	Often	44.3%	42.5%	45.3%	48.9%
	Very often	16.2%	16.0%	16.1%	17.8%
Connected ideas from your subjects / modules to your prior experiences and knowledge	Never	3.2%	3.8%	2.9%	1.4%
	Sometimes	35.8%	38.0%	35.4%	23.2%
	Often	43.2%	42.8%	43.1%	47.0%
	Very often	17.8%	15.4%	18.6%	28.4%
Quantitative Reasoning	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Reached conclusions based on your analysis of numerical information (numbers, graphs, statistics, etc.)	Never	22.4%	24.5%	21.6%	13.9%
	Sometimes	44.0%	44.5%	43.2%	47.3%
	Often	25.5%	24.5%	25.6%	32.3%
	Very often	8.1%	6.6%	9.7%	6.5%
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never	36.5%	41.1%	33.0%	30.2%
	Sometimes	39.8%	39.6%	40.7%	34.3%
	Often	18.9%	15.8%	20.7%	27.6%
	Very often	4.8%	3.5%	5.6%	7.9%
Evaluated what others have concluded from numerical information	Never	32.8%	36.4%	30.8%	23.0%
	Sometimes	46.2%	46.0%	45.5%	53.2%
	Often	18.2%	15.3%	20.7%	20.3%
	Very often	2.7%	2.3%	3.0%	3.5%

Learning Strategies	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Identified key information from recommended reading materials	Never	9.2%	11.1%	8.4%	2.8%
	Sometimes	42.2%	45.8%	39.9%	34.2%
	Often	38.0%	34.9%	40.1%	45.2%
	Very often	10.6%	8.3%	11.7%	17.8%
Reviewed your notes after class	Never	7.1%	6.3%	8.7%	2.0%
	Sometimes	43.9%	42.0%	46.4%	39.2%
	Often	36.2%	38.5%	32.9%	44.0%
	Very often	12.8%	13.2%	12.1%	14.8%
Summarised what you learned in class or from course materials	Never	7.4%	6.4%	8.9%	3.1%
	Sometimes	43.4%	45.2%	41.9%	41.2%
	Often	37.0%	35.5%	38.5%	36.5%
	Very often	12.3%	12.9%	10.7%	19.2%
Collaborative Learning	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Asked another student to help you understand course material	Never	4.7%	4.2%	5.0%	6.4%
	Sometimes	45.5%	47.8%	43.0%	47.0%
	Often	34.1%	33.8%	35.0%	30.4%
	Very often	15.7%	14.2%	17.0%	16.2%
Explained course material to one or more students	Never	3.6%	4.4%	3.3%	0.7%
	Sometimes	45.4%	47.7%	44.3%	37.4%
	Often	36.8%	36.0%	37.3%	38.8%
	Very often	14.2%	11.9%	15.0%	23.2%
Prepared for exams by discussing or working through course material with other students	Never	8.4%	10.5%	6.1%	10.6%
	Sometimes	35.3%	40.1%	33.1%	19.2%
	Often	35.5%	32.9%	36.4%	46.9%
	Very often	20.7%	16.6%	24.3%	23.4%
Worked with other students on projects or assignments	Never	2.3%	1.9%	2.6%	2.7%
	Sometimes	27.0%	30.0%	25.6%	17.5%
	Often	43.4%	44.5%	42.6%	42.2%
	Very often	27.3%	23.6%	29.3%	37.5%
Student-Faculty Interaction	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Talked about career plans with academic staff	Never	35.5%	41.6%	30.7%	27.4%
	Sometimes	42.6%	40.7%	44.0%	44.8%
	Often	16.8%	14.0%	18.9%	21.1%
	Very often	5.1%	3.6%	6.3%	6.6%
Worked with academic staff on activities other than coursework (committees, student groups, etc.)	Never	59.0%	62.1%	55.9%	59.5%
	Sometimes	28.3%	28.3%	28.8%	25.9%
	Often	9.2%	7.5%	10.5%	12.2%
	Very often	3.5%	2.2%	4.8%	2.4%
Discussed course topics, ideas, or concepts with academic staff outside of class	Never	32.5%	36.1%	30.9%	19.3%
	Sometimes	44.3%	45.2%	42.3%	52.4%
	Often	18.1%	14.8%	20.5%	23.4%
	Very often	5.1%	3.9%	6.2%	4.9%
Discussed your performance with academic staff	Never	25.3%	27.0%	23.6%	25.5%
	Sometimes	50.6%	51.2%	49.9%	51.9%
	Often	20.4%	18.3%	22.8%	17.7%
	Very often	3.7%	3.5%	3.7%	4.9%

Effective Teaching Practices	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Clearly explained course goals and requirements	Very little	3.7%	2.7%	5.1%	0.7%
	Some	23.2%	21.1%	25.2%	23.1%
	Quite a bit	44.6%	46.8%	44.0%	34.9%
	Very much	28.5%	29.4%	25.7%	41.3%
Taught in an organised way	Very little	4.1%	4.1%	4.5%	0.7%
	Some	25.4%	23.5%	27.3%	24.6%
	Quite a bit	43.2%	44.4%	42.8%	37.7%
	Very much	27.4%	28.0%	25.4%	37.1%
Used examples or illustrations to explain difficult points	Very little	3.6%	3.6%	4.0%	0.7%
	Some	20.3%	18.9%	21.9%	18.2%
	Quite a bit	42.1%	43.3%	41.8%	36.3%
	Very much	34.0%	34.2%	32.3%	44.7%
Provided feedback on a draft or work in progress	Very little	10.6%	10.2%	11.7%	6.6%
	Some	32.5%	31.8%	32.9%	34.4%
	Quite a bit	34.0%	35.8%	33.1%	27.4%
	Very much	22.9%	22.2%	22.3%	31.6%
Provided prompt and detailed feedback on tests or completed assignments	Very little	14.1%	11.6%	16.3%	16.1%
	Some	32.7%	32.5%	34.0%	24.7%
	Quite a bit	33.5%	35.9%	31.3%	32.6%
	Very much	19.6%	20.0%	18.3%	26.6%
Quality of Interactions	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Students	1=Poor	1.4%	1.0%	2.1%	0.0%
	2	1.3%	1.3%	1.4%	0.0%
	3	3.5%	2.8%	4.3%	2.8%
	4	9.9%	9.5%	10.7%	6.9%
	5	18.0%	17.7%	18.7%	15.7%
	6	22.8%	24.0%	22.1%	19.5%
	7=Excellent	43.1%	43.7%	40.8%	55.0%
Academic advisors	1=Poor	5.7%	4.4%	7.5%	2.4%
	2	5.0%	3.7%	6.2%	5.6%
	3	9.4%	10.7%	8.6%	6.6%
	4	15.2%	15.4%	15.3%	12.8%
	5	22.4%	24.8%	21.1%	16.1%
	6	20.5%	20.1%	20.1%	27.0%
	7=Excellent	21.6%	20.9%	21.3%	29.5%
Academic staff	1=Poor	2.0%	1.1%	3.0%	1.4%
	2	3.5%	2.1%	5.2%	0.7%
	3	6.6%	6.8%	6.4%	6.6%
	4	13.3%	14.6%	12.7%	9.8%
	5	20.6%	22.0%	20.0%	15.1%
	6	24.3%	24.0%	24.6%	24.1%
	7=Excellent	29.7%	29.5%	28.1%	42.4%

Quality of Interactions (continued)	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Support services staff (career services, student activities, accommodation, etc.)	1=Poor	6.9%	5.9%	8.0%	6.0%
	2	5.8%	5.7%	6.1%	4.7%
	3	11.7%	10.3%	13.2%	10.3%
	4	12.7%	14.0%	12.1%	7.3%
	5	19.9%	21.5%	19.1%	13.3%
	6	17.2%	17.7%	16.4%	20.2%
	7=Excellent	25.8%	24.9%	25.2%	38.2%
Other administrative staff and offices (registry, finance, etc.)	1=Poor	6.5%	5.6%	7.3%	7.3%
	2	7.7%	7.3%	8.3%	6.5%
	3	8.6%	8.9%	8.7%	4.8%
	4	14.6%	17.3%	12.7%	9.6%
	5	20.2%	21.8%	19.2%	16.0%
	6	18.4%	17.0%	18.5%	28.0%
	7=Excellent	24.0%	22.1%	25.4%	27.6%
Supportive Environment	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Providing support to help students succeed academically	Very little	5.9%	5.1%	7.2%	2.8%
	Some	31.9%	28.3%	34.6%	37.7%
	Quite a bit	39.6%	39.3%	39.1%	45.1%
	Very much	22.5%	27.3%	19.1%	14.5%
Using learning support services (learning centre, computer centre, maths support, writing support etc.)	Very little	12.5%	10.8%	14.5%	9.6%
	Some	31.7%	28.7%	34.1%	35.5%
	Quite a bit	33.5%	34.5%	31.9%	37.6%
	Very much	22.4%	26.1%	19.5%	17.3%
Contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	Very little	16.1%	14.7%	17.4%	16.9%
	Some	32.9%	33.2%	32.2%	35.7%
	Quite a bit	33.1%	33.1%	33.4%	31.3%
	Very much	17.9%	19.1%	17.0%	16.0%
Providing opportunities to be involved socially	Very little	12.1%	9.2%	15.3%	10.1%
	Some	34.1%	29.9%	37.2%	40.3%
	Quite a bit	34.9%	38.3%	30.8%	40.9%
	Very much	18.8%	22.6%	16.7%	8.7%
Providing support for your overall well-being (recreation, health care, counselling, etc.)	Very little	10.9%	9.4%	12.7%	8.9%
	Some	29.3%	26.3%	30.5%	40.8%
	Quite a bit	34.8%	34.7%	33.9%	40.6%
	Very much	25.0%	29.5%	22.9%	9.7%
Helping you manage your non-academic responsibilities (work, family, etc.)	Very little	31.3%	27.3%	34.6%	35.5%
	Some	34.7%	35.3%	35.2%	26.5%
	Quite a bit	24.3%	25.4%	22.6%	28.6%
	Very much	9.7%	11.9%	7.7%	9.4%
Attending campus activities and events (special speakers, cultural performances, sporting events, etc.)	Very little	17.2%	14.5%	19.5%	19.9%
	Some	34.5%	35.4%	32.7%	41.3%
	Quite a bit	33.1%	33.2%	33.4%	30.8%
	Very much	15.1%	16.9%	14.4%	7.9%
Attending events that address important social, economic, or political issues	Very little	25.0%	22.5%	27.4%	24.7%
	Some	39.0%	39.6%	37.7%	43.8%
	Quite a bit	25.9%	26.8%	24.9%	26.2%
	Very much	10.2%	11.1%	9.9%	5.3%

Non-indicator items	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Asked questions or contributed to discussions in class, tutorials, labs or online	Never	5.5%	5.6%	6.0%	2.0%
	Sometimes	41.0%	44.1%	39.7%	29.0%
	Often	32.4%	31.8%	32.1%	38.8%
	Very often	21.1%	18.6%	22.2%	30.1%
Come to class without completing readings or assignments	Never	31.4%	36.0%	26.2%	37.3%
	Sometimes	49.8%	48.9%	51.5%	43.7%
	Often	13.5%	11.5%	15.3%	13.2%
	Very often	5.3%	3.6%	6.9%	5.8%
Made a presentation in class or online	Never	4.5%	2.1%	6.4%	7.0%
	Sometimes	45.5%	52.1%	39.4%	44.2%
	Often	35.4%	33.7%	37.1%	35.3%
	Very often	14.6%	12.1%	17.1%	13.5%
Improved knowledge and skills that will contribute to your employability	Never	3.7%	4.5%	3.3%	0.7%
	Sometimes	30.2%	33.6%	28.2%	21.9%
	Often	44.6%	44.2%	44.5%	47.2%
	Very often	21.5%	17.7%	24.0%	30.2%
Explored how to apply your learning in the workplace	Never	11.1%	14.0%	9.1%	5.9%
	Sometimes	40.2%	42.8%	37.9%	38.2%
	Often	32.9%	29.7%	36.2%	31.2%
	Very often	15.8%	13.6%	16.8%	24.6%
Exercised or participated in physical fitness activities	Never	27.8%	26.4%	27.8%	36.5%
	Sometimes	30.4%	30.3%	30.8%	27.2%
	Often	20.9%	19.6%	22.1%	22.4%
	Very often	20.9%	23.6%	19.3%	13.9%
Blended academic learning with workplace experience	Never	20.7%	27.4%	15.3%	14.1%
	Sometimes	37.0%	37.6%	37.0%	33.3%
	Often	28.5%	23.5%	32.6%	32.6%
	Very often	13.9%	11.6%	15.2%	20.1%
Worked on assessments that informed you how well you are learning	Never	18.6%	16.7%	20.9%	15.2%
	Sometimes	46.7%	50.9%	44.6%	33.4%
	Often	27.1%	25.5%	27.2%	36.8%
	Very often	7.6%	6.8%	7.3%	14.6%
Memorising course material	Very little	6.3%	4.8%	6.3%	16.2%
	Some	32.3%	35.1%	29.4%	34.1%
	Quite a bit	43.5%	44.4%	43.7%	36.4%
	Very much	17.9%	15.8%	20.5%	13.3%
Work with academic staff on a research project	Have not decided	38.0%	47.4%	31.5%	21.2%
	Do not plan to do	19.4%	13.1%	24.0%	29.1%
	Plan to do	29.5%	36.5%	23.2%	26.4%
	Done or in progress	13.2%	3.0%	21.4%	23.3%
Community service or volunteer work	Have not decided	31.4%	36.4%	26.7%	30.4%
	Do not plan to do	20.9%	13.7%	26.1%	33.7%
	Plan to do	33.1%	41.0%	27.1%	21.0%
	Done or in progress	14.6%	8.9%	20.1%	14.9%

Non-indicator items (continued)	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Spending significant amounts of time studying and on academic work	Very little	3.9%	4.0%	4.2%	1.8%
	Some	28.0%	30.3%	26.5%	22.6%
	Quite a bit	47.7%	46.3%	47.8%	56.7%
	Very much	20.4%	19.4%	21.5%	19.0%
Writing clearly and effectively	Very little	10.3%	12.3%	8.4%	9.3%
	Some	32.3%	37.2%	28.1%	28.2%
	Quite a bit	41.4%	38.9%	43.5%	43.2%
	Very much	16.1%	11.6%	20.0%	19.2%
Speaking clearly and effectively	Very little	8.5%	9.4%	7.0%	12.2%
	Some	28.2%	30.2%	26.7%	25.0%
	Quite a bit	44.1%	43.5%	44.0%	48.8%
	Very much	19.3%	16.9%	22.3%	14.1%
Thinking critically and analytically	Very little	4.3%	5.1%	3.7%	3.2%
	Some	25.2%	28.8%	22.7%	18.5%
	Quite a bit	43.3%	43.4%	42.9%	45.4%
	Very much	27.2%	22.7%	30.8%	33.0%
Analysing numerical and statistical information	Very little	14.8%	17.2%	13.1%	10.4%
	Some	34.2%	36.7%	31.7%	34.7%
	Quite a bit	34.9%	33.1%	35.9%	40.1%
	Very much	16.1%	13.0%	19.3%	14.8%
Acquiring job- or work-related knowledge and skills	Very little	7.9%	7.5%	8.6%	6.1%
	Some	29.2%	33.7%	25.5%	24.3%
	Quite a bit	38.9%	37.3%	40.4%	39.2%
	Very much	24.0%	21.5%	25.5%	30.3%
Working effectively with others	Very little	4.3%	3.1%	5.0%	7.2%
	Some	19.4%	21.5%	17.9%	15.7%
	Quite a bit	43.5%	43.1%	43.3%	46.8%
	Very much	32.9%	32.3%	33.9%	30.2%
Solving complex real-world problems	Very little	13.8%	14.8%	13.5%	8.6%
	Some	34.2%	36.7%	32.9%	25.8%
	Quite a bit	34.9%	33.0%	35.0%	47.6%
	Very much	17.1%	15.4%	18.6%	18.0%
Being an informed and active citizen (societal / political / community)	Very little	17.7%	19.8%	15.1%	22.7%
	Some	36.9%	38.7%	36.4%	27.7%
	Quite a bit	29.6%	27.6%	30.3%	38.2%
	Very much	15.8%	13.9%	18.3%	11.4%
How would you evaluate your entire educational experience at this institution?	Poor	1.5%	1.2%	1.9%	0.7%
	Fair	11.6%	9.8%	13.7%	10.0%
	Good	55.1%	56.4%	54.3%	51.7%
	Excellent	31.8%	32.5%	30.1%	37.7%
If you could start over again, would you go to the same institution you are now attending?	Definitely no	2.8%	1.5%	4.2%	2.1%
	Probably no	13.9%	12.6%	15.4%	11.7%
	Probably yes	46.8%	48.0%	45.6%	47.2%
	Definitely yes	36.5%	37.9%	34.8%	39.0%