

# THE IRISH SURVEY OF STUDENT ENGAGEMENT (ISSE)

**Institution name: Dublin 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 [ISSE@dit.ie](mailto:ISSE@dit.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	35.1
Reflective and Integrative Learning	29.5
Quantitative Reasoning	20.0
Learning Strategies	29.3
Collaborative Learning	32.0
Student-Faculty Interaction	13.5
Effective Teaching Practices	33.1
Quality of Interactions	37.8
Supportive Environment	26.4

## 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	6.3%	6.7%	7.5%	3.6%
	Some	27.6%	30.0%	28.1%	20.7%
	Quite a bit	42.1%	41.7%	39.9%	46.1%
	Very much	24.0%	21.6%	24.5%	29.6%
Analysing an idea, experience, or line of reasoning in depth by examining its parts	Very little	8.4%	10.0%	8.1%	4.6%
	Some	31.0%	34.4%	30.9%	22.3%
	Quite a bit	39.9%	39.1%	39.8%	42.2%
	Very much	20.8%	16.5%	21.3%	30.9%
Evaluating a point of view, decision, or information source	Very little	9.6%	10.3%	11.2%	5.7%
	Some	33.0%	38.5%	30.7%	22.4%
	Quite a bit	38.9%	38.0%	38.1%	42.1%
	Very much	18.5%	13.2%	20.0%	29.8%
Forming an understanding or new idea from various pieces of information	Very little	7.1%	7.9%	7.9%	4.0%
	Some	28.8%	31.3%	29.6%	21.1%
	Quite a bit	42.9%	42.2%	41.1%	47.3%
	Very much	21.2%	18.7%	21.4%	27.5%

<b>Reflective and Integrative Learning</b>	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Combined ideas from different subjects / modules when completing assignments	Never	5.8%	7.5%	4.6%	3.5%
	Sometimes	36.1%	39.9%	32.5%	31.9%
	Often	40.6%	37.1%	43.6%	45.0%
	Very often	17.5%	15.6%	19.3%	19.6%
Connected your learning to problems or issues in society	Never	20.0%	24.6%	18.1%	10.5%
	Sometimes	43.0%	45.5%	41.1%	39.5%
	Often	25.9%	22.5%	27.0%	33.6%
	Very often	11.0%	7.4%	13.9%	16.4%
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in discussions or assignments	Never	37.2%	40.2%	36.0%	30.9%
	Sometimes	40.5%	40.4%	40.0%	41.6%
	Often	16.3%	14.7%	16.9%	19.7%
	Very often	6.0%	4.7%	7.1%	7.8%
Examined the strengths and weaknesses of your own views on a topic or issue	Never	12.6%	15.0%	12.7%	5.9%
	Sometimes	43.3%	44.9%	41.4%	42.1%
	Often	34.4%	31.8%	34.8%	41.3%
	Very often	9.7%	8.4%	11.2%	10.7%
Tried to better understand someone else's views by imagining how an issue looks from their perspective	Never	8.8%	11.0%	7.8%	4.7%
	Sometimes	42.8%	43.4%	42.7%	41.3%
	Often	36.2%	34.1%	36.7%	41.1%
	Very often	12.2%	11.5%	12.9%	12.9%
Learned something that changed the way you understand an issue or concept?	Never	4.0%	4.5%	3.7%	3.4%
	Sometimes	36.9%	36.9%	39.6%	32.7%
	Often	43.5%	43.3%	43.2%	44.4%
	Very often	15.5%	15.2%	13.6%	19.5%
Connected ideas from your subjects / modules to your prior experiences and knowledge	Never	3.9%	4.3%	4.5%	2.0%
	Sometimes	31.3%	34.5%	31.8%	21.7%
	Often	43.5%	42.9%	43.7%	44.8%
	Very often	21.2%	18.2%	20.0%	31.4%
<b>Quantitative Reasoning</b>	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	22.8%	25.9%	21.9%	15.9%
	Sometimes	41.4%	41.8%	39.9%	42.7%
	Often	25.5%	23.6%	26.2%	29.5%
	Very often	10.4%	8.7%	12.0%	12.0%
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never	39.6%	46.4%	36.4%	26.8%
	Sometimes	36.5%	34.3%	37.6%	40.4%
	Often	18.3%	15.0%	20.4%	24.0%
	Very often	5.5%	4.3%	5.5%	8.8%
Evaluated what others have concluded from numerical information	Never	36.5%	37.4%	37.8%	32.2%
	Sometimes	42.8%	42.4%	41.0%	46.4%
	Often	17.4%	17.3%	17.6%	17.2%
	Very often	3.3%	2.8%	3.5%	4.2%

<b>Learning Strategies</b>	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Identified key information from recommended reading materials	Never	12.3%	15.3%	11.7%	5.6%
	Sometimes	40.6%	43.9%	41.5%	30.4%
	Often	35.9%	32.6%	35.4%	45.6%
	Very often	11.2%	8.3%	11.5%	18.5%
Reviewed your notes after class	Never	9.1%	8.5%	11.4%	6.9%
	Sometimes	45.0%	46.9%	46.5%	37.4%
	Often	34.5%	32.9%	32.7%	41.4%
	Very often	11.5%	11.7%	9.4%	14.3%
Summarised what you learned in class or from course materials	Never	10.5%	10.7%	11.7%	8.0%
	Sometimes	44.3%	45.4%	44.4%	41.3%
	Often	34.6%	33.8%	34.2%	37.5%
	Very often	10.6%	10.1%	9.8%	13.1%
<b>Collaborative Learning</b>	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Asked another student to help you understand course material	Never	9.7%	7.4%	11.2%	13.6%
	Sometimes	48.6%	45.2%	48.3%	58.6%
	Often	30.2%	35.0%	27.2%	22.2%
	Very often	11.4%	12.4%	13.3%	5.6%
Explained course material to one or more students	Never	5.1%	4.9%	4.4%	6.8%
	Sometimes	44.9%	44.0%	41.2%	53.2%
	Often	34.9%	36.3%	36.5%	28.7%
	Very often	15.1%	14.7%	17.9%	11.4%
Prepared for exams by discussing or working through course material with other students	Never	17.2%	17.9%	15.5%	18.3%
	Sometimes	38.6%	40.8%	33.1%	41.7%
	Often	28.3%	28.4%	29.3%	26.3%
	Very often	15.9%	12.9%	22.1%	13.8%
Worked with other students on projects or assignments	Never	6.9%	5.4%	7.0%	10.8%
	Sometimes	26.7%	27.8%	22.5%	30.4%
	Often	32.2%	34.5%	28.6%	31.6%
	Very often	34.3%	32.3%	41.9%	27.2%
<b>Student-Faculty Interaction</b>	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Talked about career plans with academic staff	Never	51.0%	56.3%	41.7%	51.4%
	Sometimes	35.9%	32.0%	42.5%	36.0%
	Often	9.4%	8.5%	11.4%	8.7%
	Very often	3.7%	3.3%	4.3%	3.8%
Worked with academic staff on activities other than coursework (committees, student groups, etc.)	Never	68.8%	69.8%	65.8%	70.8%
	Sometimes	22.3%	21.9%	23.1%	21.8%
	Often	6.7%	6.8%	8.0%	4.5%
	Very often	2.2%	1.4%	3.1%	2.8%
Discussed course topics, ideas, or concepts with academic staff outside of class	Never	42.8%	50.6%	34.9%	34.3%
	Sometimes	39.6%	34.2%	44.4%	46.3%
	Often	13.6%	11.6%	15.9%	15.2%
	Very often	4.1%	3.6%	4.8%	4.2%
Discussed your performance with academic staff	Never	37.7%	41.1%	34.5%	33.6%
	Sometimes	43.9%	42.6%	42.8%	49.5%
	Often	14.8%	12.8%	18.6%	14.2%
	Very often	3.5%	3.5%	4.1%	2.7%

<b>Effective Teaching Practices</b>	<b>Responses</b>	<b>All Students</b>	<b>Undergrad - Year 1</b>	<b>Undergrad - Final Yr</b>	<b>Postgrad taught</b>
Clearly explained course goals and requirements	Very little	7.6%	6.7%	11.0%	4.9%
	Some	26.0%	27.2%	26.7%	22.1%
	Quite a bit	43.8%	44.4%	43.7%	42.6%
	Very much	22.5%	21.7%	18.6%	30.4%
Taught in an organised way	Very little	4.7%	3.6%	6.4%	5.0%
	Some	31.0%	32.4%	33.6%	23.5%
	Quite a bit	43.4%	44.8%	40.2%	44.6%
	Very much	20.8%	19.1%	19.9%	26.8%
Used examples or illustrations to explain difficult points	Very little	4.8%	4.2%	7.1%	3.0%
	Some	23.7%	22.2%	28.7%	19.8%
	Quite a bit	41.2%	41.3%	39.6%	43.5%
	Very much	30.2%	32.2%	24.7%	33.6%
Provided feedback on a draft or work in progress	Very little	22.2%	20.1%	26.5%	21.2%
	Some	34.5%	35.5%	31.3%	36.8%
	Quite a bit	27.3%	27.2%	28.8%	25.3%
	Very much	16.0%	17.2%	13.4%	16.7%
Provided prompt and detailed feedback on tests or completed assignments	Very little	23.9%	23.1%	26.8%	21.6%
	Some	35.4%	35.8%	36.9%	32.2%
	Quite a bit	25.7%	26.3%	22.8%	28.7%
	Very much	14.9%	14.8%	13.5%	17.5%
<b>Quality of Interactions</b>	<b>Responses</b>	<b>All Students</b>	<b>Undergrad - Year 1</b>	<b>Undergrad - Final Yr</b>	<b>Postgrad taught</b>
Students	1=Poor	2.2%	1.3%	2.8%	3.7%
	2	2.9%	2.9%	3.4%	1.9%
	3	6.7%	6.3%	8.1%	5.5%
	4	13.0%	11.8%	14.7%	13.4%
	5	19.9%	19.1%	20.6%	21.0%
	6	23.8%	23.4%	24.1%	24.2%
	7=Excellent	31.5%	35.1%	26.2%	30.2%
Academic advisors	1=Poor	6.3%	4.4%	9.3%	6.3%
	2	7.4%	7.9%	7.9%	5.1%
	3	11.5%	12.0%	12.9%	7.9%
	4	19.3%	20.8%	19.2%	15.6%
	5	21.3%	23.5%	17.8%	21.5%
	6	17.9%	16.2%	18.9%	21.0%
	7=Excellent	16.3%	15.2%	14.1%	22.6%
Academic staff	1=Poor	3.7%	2.4%	5.7%	3.8%
	2	5.5%	5.2%	6.3%	5.0%
	3	9.2%	9.4%	11.2%	5.8%
	4	16.9%	17.9%	18.0%	12.9%
	5	22.9%	24.2%	21.3%	22.1%
	6	21.5%	21.3%	21.7%	22.1%
	7=Excellent	20.3%	19.7%	15.9%	28.3%

<b>Quality of Interactions (continued)</b>	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Support services staff (career services, student activities, accommodation, etc.)	1=Poor	9.5%	7.7%	13.0%	8.8%
	2	9.1%	8.0%	11.5%	8.5%
	3	13.9%	13.7%	15.3%	12.3%
	4	16.4%	16.1%	15.4%	19.0%
	5	17.1%	18.3%	15.5%	16.7%
	6	17.0%	18.1%	14.7%	17.7%
	7=Excellent	16.9%	18.1%	14.6%	17.1%
Other administrative staff and offices (registry, finance, etc.)	1=Poor	7.7%	7.2%	10.4%	4.9%
	2	9.9%	8.9%	11.0%	10.6%
	3	11.9%	12.3%	11.8%	10.8%
	4	19.3%	19.7%	21.2%	15.3%
	5	20.0%	21.0%	18.1%	20.5%
	6	15.2%	15.0%	14.3%	16.8%
	7=Excellent	16.0%	15.8%	13.1%	21.2%
<b>Supportive Environment</b>	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Providing support to help students succeed academically	Very little	11.6%	8.9%	15.2%	12.9%
	Some	33.4%	30.2%	36.9%	36.5%
	Quite a bit	38.1%	40.0%	36.6%	35.4%
	Very much	16.9%	20.9%	11.3%	15.2%
Using learning support services (learning centre, computer centre, maths support, writing support etc.)	Very little	16.9%	14.6%	20.8%	17.1%
	Some	28.8%	25.0%	32.4%	33.2%
	Quite a bit	33.6%	35.6%	29.4%	34.6%
	Very much	20.7%	24.8%	17.4%	15.2%
Contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	Very little	24.1%	18.9%	30.2%	28.1%
	Some	35.1%	35.1%	36.7%	32.6%
	Quite a bit	26.6%	29.2%	21.5%	27.8%
	Very much	14.2%	16.8%	11.5%	11.6%
Providing opportunities to be involved socially	Very little	17.8%	11.3%	23.0%	26.6%
	Some	32.7%	28.5%	35.2%	39.6%
	Quite a bit	31.3%	36.0%	28.7%	23.0%
	Very much	18.3%	24.2%	13.1%	10.8%
Providing support for your overall well-being (recreation, health care, counselling, etc.)	Very little	19.3%	13.5%	23.8%	27.3%
	Some	33.0%	29.0%	35.6%	39.2%
	Quite a bit	31.9%	37.2%	27.8%	24.9%
	Very much	15.8%	20.3%	12.8%	8.6%
Helping you manage your non-academic responsibilities (work, family, etc.)	Very little	43.1%	34.7%	53.4%	49.0%
	Some	33.3%	37.4%	26.8%	32.8%
	Quite a bit	16.7%	20.1%	14.1%	11.7%
	Very much	6.9%	7.8%	5.7%	6.5%
Attending campus activities and events (special speakers, cultural performances, sporting events, etc.)	Very little	24.9%	20.2%	29.9%	29.8%
	Some	35.9%	33.1%	38.2%	39.7%
	Quite a bit	27.8%	32.3%	23.2%	23.1%
	Very much	11.3%	14.4%	8.7%	7.5%
Attending events that address important social, economic, or political issues	Very little	34.9%	30.8%	41.7%	35.2%
	Some	38.2%	37.7%	36.0%	42.6%
	Quite a bit	19.9%	23.3%	16.7%	16.1%
	Very much	7.0%	8.1%	5.6%	6.1%

<b>Non-indicator items</b>	<b>Responses</b>	<b>All Students</b>	<b>Undergrad - Year 1</b>	<b>Undergrad - Final Yr</b>	<b>Postgrad taught</b>
Asked questions or contributed to discussions in class, tutorials, labs or online	Never	7.4%	8.9%	7.8%	2.9%
	Sometimes	40.2%	43.5%	40.2%	30.9%
	Often	32.6%	30.9%	32.3%	37.8%
	Very often	19.8%	16.7%	19.7%	28.5%
Come to class without completing readings or assignments	Never	33.0%	33.2%	30.5%	36.5%
	Sometimes	48.2%	49.5%	46.1%	48.1%
	Often	13.1%	12.9%	15.1%	10.4%
	Very often	5.7%	4.4%	8.3%	5.0%
Made a presentation in class or online	Never	14.2%	14.8%	11.4%	17.1%
	Sometimes	42.6%	47.3%	36.7%	39.5%
	Often	26.6%	26.3%	27.4%	26.3%
	Very often	16.5%	11.5%	24.5%	17.1%
Improved knowledge and skills that will contribute to your employability	Never	4.9%	5.5%	4.9%	3.6%
	Sometimes	30.7%	33.9%	31.8%	20.2%
	Often	42.5%	41.6%	42.4%	45.1%
	Very often	21.9%	19.1%	20.8%	31.0%
Explored how to apply your learning in the workplace	Never	19.9%	24.4%	19.5%	8.6%
	Sometimes	38.1%	39.7%	37.7%	34.6%
	Often	30.2%	26.1%	30.7%	40.0%
	Very often	11.8%	9.8%	12.1%	16.8%
Exercised or participated in physical fitness activities	Never	37.4%	35.2%	37.3%	43.8%
	Sometimes	27.6%	28.8%	27.9%	24.0%
	Often	18.3%	17.6%	20.4%	16.9%
	Very often	16.6%	18.4%	14.4%	15.3%
Blended academic learning with workplace experience	Never	30.3%	40.2%	23.3%	14.8%
	Sometimes	30.8%	31.2%	31.7%	28.4%
	Often	26.3%	20.0%	30.0%	37.3%
	Very often	12.6%	8.6%	15.0%	19.6%
Worked on assessments that informed you how well you are learning	Never	23.6%	23.5%	25.7%	20.5%
	Sometimes	43.0%	43.5%	43.4%	41.0%
	Often	26.9%	26.6%	25.3%	30.0%
	Very often	6.6%	6.4%	5.7%	8.5%
Memorising course material	Very little	13.7%	11.6%	12.4%	21.3%
	Some	37.3%	39.0%	32.6%	39.9%
	Quite a bit	34.7%	36.9%	36.3%	26.3%
	Very much	14.3%	12.5%	18.6%	12.5%
Work with academic staff on a research project	Have not decided	36.1%	49.9%	21.7%	22.6%
	Do not plan to do	19.0%	12.4%	29.6%	19.4%
	Plan to do	29.4%	35.2%	13.3%	39.1%
	Done or in progress	15.6%	2.5%	35.4%	18.8%
Community service or volunteer work	Have not decided	30.3%	33.9%	24.8%	29.6%
	Do not plan to do	31.1%	19.6%	40.6%	46.2%
	Plan to do	25.2%	35.2%	15.8%	14.2%
	Done or in progress	13.3%	11.3%	18.7%	10.1%

<b>Non-indicator items (continued)</b>	<b>Responses</b>	<b>All Students</b>	<b>Undergrad - Year 1</b>	<b>Undergrad - Final Yr</b>	<b>Postgrad taught</b>
Spending significant amounts of time studying and on academic work	Very little	5.6%	7.0%	5.0%	3.0%
	Some	28.6%	33.2%	24.2%	23.4%
	Quite a bit	47.2%	46.0%	48.6%	47.8%
	Very much	18.7%	13.8%	22.1%	25.8%
Writing clearly and effectively	Very little	15.7%	20.2%	11.3%	11.2%
	Some	32.6%	37.4%	27.3%	28.5%
	Quite a bit	36.1%	31.3%	41.4%	39.9%
	Very much	15.6%	11.1%	19.9%	20.3%
Speaking clearly and effectively	Very little	14.8%	16.2%	11.9%	15.6%
	Some	32.1%	33.4%	30.7%	30.6%
	Quite a bit	36.1%	35.8%	36.0%	36.9%
	Very much	17.1%	14.6%	21.4%	17.0%
Thinking critically and analytically	Very little	6.2%	6.1%	6.5%	5.7%
	Some	22.4%	26.1%	18.6%	18.6%
	Quite a bit	44.5%	45.4%	40.1%	49.0%
	Very much	26.9%	22.3%	34.8%	26.7%
Analysing numerical and statistical information	Very little	18.1%	18.5%	19.0%	15.9%
	Some	31.3%	31.9%	31.5%	29.7%
	Quite a bit	32.1%	33.0%	27.6%	36.7%
	Very much	18.4%	16.6%	22.0%	17.8%
Acquiring job- or work-related knowledge and skills	Very little	12.4%	14.3%	10.6%	10.5%
	Some	30.8%	31.2%	32.1%	27.6%
	Quite a bit	34.7%	34.9%	34.6%	34.7%
	Very much	22.1%	19.7%	22.8%	27.2%
Working effectively with others	Very little	7.0%	5.7%	8.4%	7.8%
	Some	24.0%	24.1%	20.3%	29.3%
	Quite a bit	40.7%	39.9%	41.3%	42.0%
	Very much	28.3%	30.3%	30.0%	20.9%
Solving complex real-world problems	Very little	17.6%	20.6%	17.1%	10.9%
	Some	35.1%	37.0%	32.4%	34.5%
	Quite a bit	31.0%	28.1%	33.1%	35.3%
	Very much	16.2%	14.3%	17.4%	19.3%
Being an informed and active citizen (societal / political / community)	Very little	29.4%	30.5%	31.6%	23.1%
	Some	35.3%	37.4%	31.7%	35.5%
	Quite a bit	24.6%	22.6%	24.3%	29.8%
	Very much	10.8%	9.4%	12.5%	11.5%
How would you evaluate your entire educational experience at this institution?	Poor	3.8%	1.9%	7.6%	3.1%
	Fair	18.0%	15.5%	23.9%	15.5%
	Good	55.3%	56.8%	52.3%	56.2%
	Excellent	22.8%	25.9%	16.2%	25.1%
If you could start over again, would you go to the same institution you are now attending?	Definitely no	4.6%	2.0%	9.3%	3.9%
	Probably no	13.4%	10.6%	19.4%	11.2%
	Probably yes	50.6%	50.4%	49.1%	53.3%
	Definitely yes	31.5%	36.9%	22.3%	31.6%