

# THE IRISH SURVEY OF STUDENT ENGAGEMENT (ISSE)

**Institution name: National College of Art and Design**

## 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 [hanrahans@staff.ncad.ie](mailto:hanrahans@staff.ncad.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	38.7
Reflective and Integrative Learning	36.3
Quantitative Reasoning	10.0
Learning Strategies	27.7
Collaborative Learning	31.4
Student-Faculty Interaction	18.5
Effective Teaching Practices	29.7
Quality of Interactions	36.4
Supportive Environment	25.7

## 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	12.5%	12.5%	12.8%	11.9%
	Some	33.9%	33.8%	33.2%	35.4%
	Quite a bit	39.8%	41.2%	38.1%	39.1%
	Very much	13.8%	12.5%	15.9%	13.6%
Analysing an idea, experience, or line of reasoning in depth by examining its parts	Very little	7.4%	5.5%	10.9%	6.3%
	Some	25.1%	23.5%	21.7%	35.1%
	Quite a bit	29.7%	24.9%	33.7%	35.1%
	Very much	37.7%	46.2%	33.7%	23.6%
Evaluating a point of view, decision, or information source	Very little	3.2%	1.8%	5.5%	2.7%
	Some	24.4%	24.4%	15.9%	38.6%
	Quite a bit	42.8%	40.0%	47.3%	42.3%
	Very much	29.6%	33.8%	31.3%	16.3%
Forming an understanding or new idea from various pieces of information	Very little	2.3%	1.3%	3.5%	2.7%
	Some	19.6%	15.1%	13.7%	40.8%
	Quite a bit	36.4%	36.5%	35.7%	37.4%
	Very much	41.7%	47.1%	47.1%	19.1%

<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	5.0%	6.6%	5.1%	0.0%
	Sometimes	35.0%	38.6%	29.5%	34.8%
	Often	38.3%	39.6%	34.3%	42.5%
	Very often	21.7%	15.2%	31.1%	22.8%
Connected your learning to problems or issues in society	Never	6.2%	10.7%	2.6%	0.0%
	Sometimes	37.2%	48.2%	19.0%	39.2%
	Often	37.1%	27.9%	48.2%	42.9%
	Very often	19.5%	13.1%	30.2%	17.9%
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in discussions or assignments	Never	10.1%	13.9%	9.5%	0.0%
	Sometimes	39.9%	40.9%	32.1%	52.6%
	Often	30.7%	25.3%	38.7%	31.3%
	Very often	19.2%	19.9%	19.7%	16.1%
Examined the strengths and weaknesses of your own views on a topic or issue	Never	7.2%	9.5%	7.3%	0.0%
	Sometimes	29.5%	33.4%	17.5%	41.5%
	Often	44.2%	43.6%	44.7%	45.1%
	Very often	19.1%	13.5%	30.5%	13.4%
Tried to better understand someone else's views by imagining how an issue looks from their perspective	Never	1.8%	3.6%	0.0%	0.0%
	Sometimes	29.3%	32.4%	21.0%	36.2%
	Often	42.3%	43.1%	46.3%	32.1%
	Very often	26.6%	20.8%	32.7%	31.7%
Learned something that changed the way you understand an issue or concept?	Never	1.3%	0.9%	2.5%	0.0%
	Sometimes	34.5%	33.9%	31.7%	41.5%
	Often	45.1%	49.1%	38.1%	47.0%
	Very often	19.2%	16.2%	27.6%	11.6%
Connected ideas from your subjects / modules to your prior experiences and knowledge	Never	1.8%	3.6%	0.0%	0.0%
	Sometimes	16.3%	16.9%	20.0%	7.1%
	Often	49.9%	49.0%	47.9%	56.7%
	Very often	32.0%	30.6%	32.1%	36.2%
<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	60.3%	64.2%	57.7%	54.5%
	Sometimes	27.6%	27.9%	26.1%	29.6%
	Often	9.9%	6.4%	11.9%	15.9%
	Very often	2.1%	1.5%	4.2%	0.0%
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never	64.5%	78.8%	58.8%	35.4%
	Sometimes	24.9%	15.5%	31.9%	38.1%
	Often	6.9%	3.4%	4.6%	21.2%
	Very often	3.6%	2.3%	4.6%	5.3%
Evaluated what others have concluded from numerical information	Never	62.5%	67.2%	63.5%	47.0%
	Sometimes	29.2%	28.0%	25.4%	39.8%
	Often	7.0%	4.8%	8.4%	10.6%
	Very often	1.3%	0.0%	2.7%	2.7%

<b>Learning Strategies</b>	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Identified key information from recommended reading materials	Never	10.4%	12.3%	11.5%	3.1%
	Sometimes	41.3%	45.8%	31.2%	47.7%
	Often	33.0%	26.6%	42.3%	33.3%
	Very often	15.3%	15.3%	15.0%	15.9%
Reviewed your notes after class	Never	12.0%	10.0%	14.2%	13.3%
	Sometimes	46.7%	54.8%	40.0%	36.4%
	Often	26.8%	21.3%	29.6%	37.1%
	Very often	14.5%	13.8%	16.2%	13.3%
Summarised what you learned in class or from course materials	Never	23.0%	20.4%	31.5%	14.2%
	Sometimes	44.1%	49.3%	36.9%	43.4%
	Often	24.1%	23.5%	19.7%	34.5%
	Very often	8.7%	6.7%	11.9%	8.0%
<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	8.1%	11.3%	3.9%	6.7%
	Sometimes	41.7%	36.9%	36.6%	66.1%
	Often	29.2%	27.7%	34.7%	22.8%
	Very often	21.0%	24.2%	24.8%	4.5%
Explained course material to one or more students	Never	6.0%	6.6%	3.5%	9.3%
	Sometimes	29.7%	31.3%	27.3%	29.5%
	Often	39.4%	47.5%	27.6%	38.4%
	Very often	24.9%	14.6%	41.6%	22.8%
Prepared for exams by discussing or working through course material with other students	Never	16.7%	19.9%	9.8%	20.9%
	Sometimes	36.5%	39.7%	34.9%	29.9%
	Often	27.1%	27.3%	27.0%	26.8%
	Very often	19.7%	13.1%	28.3%	22.4%
Worked with other students on projects or assignments	Never	17.5%	17.3%	16.8%	19.5%
	Sometimes	46.3%	54.8%	39.9%	33.5%
	Often	24.2%	20.5%	29.8%	24.6%
	Very often	11.9%	7.5%	13.5%	22.4%
<b>Student-Faculty Interaction</b>	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Talked about career plans with academic staff	Never	41.1%	51.6%	25.0%	42.0%
	Sometimes	39.1%	32.8%	42.9%	49.8%
	Often	12.4%	10.0%	19.5%	5.5%
	Very often	7.4%	5.6%	12.6%	2.7%
Worked with academic staff on activities other than coursework (committees, student groups, etc.)	Never	67.9%	74.7%	56.6%	70.4%
	Sometimes	27.1%	23.1%	34.6%	23.9%
	Often	3.2%	2.2%	4.6%	3.1%
	Very often	1.9%	0.0%	4.2%	2.7%
Discussed course topics, ideas, or concepts with academic staff outside of class	Never	34.0%	40.7%	28.1%	27.0%
	Sometimes	42.4%	37.5%	40.7%	59.3%
	Often	16.2%	16.1%	17.7%	13.7%
	Very often	7.4%	5.8%	13.5%	0.0%
Discussed your performance with academic staff	Never	11.6%	16.4%	8.8%	3.1%
	Sometimes	42.2%	46.2%	28.8%	56.6%
	Often	33.7%	24.0%	47.3%	34.9%
	Very often	12.5%	13.4%	15.0%	5.3%

<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	15.9%	16.9%	5.1%	33.2%
	Some	33.3%	34.2%	33.6%	30.4%
	Quite a bit	37.2%	35.0%	42.0%	33.7%
	Very much	13.6%	13.9%	19.3%	2.7%
Taught in an organised way	Very little	20.6%	16.5%	14.7%	41.3%
	Some	42.3%	42.9%	41.6%	42.3%
	Quite a bit	27.7%	27.7%	34.0%	16.3%
	Very much	9.4%	13.0%	9.7%	0.0%
Used examples or illustrations to explain difficult points	Very little	16.4%	14.3%	19.3%	16.3%
	Some	25.5%	15.6%	31.4%	39.6%
	Quite a bit	32.3%	34.2%	27.8%	35.9%
	Very much	25.8%	35.9%	21.5%	8.2%
Provided feedback on a draft or work in progress	Very little	13.0%	13.5%	10.1%	17.3%
	Some	30.2%	31.1%	11.8%	60.9%
	Quite a bit	35.5%	29.0%	53.7%	19.1%
	Very much	21.3%	26.4%	24.4%	2.7%
Provided prompt and detailed feedback on tests or completed assignments	Very little	26.5%	22.5%	25.1%	39.1%
	Some	32.8%	30.3%	29.9%	44.1%
	Quite a bit	20.3%	24.7%	23.9%	3.2%
	Very much	20.4%	22.5%	21.2%	13.6%
<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	1.7%	2.6%	0.0%	2.7%
	2	3.9%	2.6%	3.5%	8.2%
	3	7.9%	11.1%	3.0%	8.2%
	4	11.6%	12.0%	6.5%	19.6%
	5	13.2%	8.1%	21.6%	11.4%
	6	18.8%	17.0%	14.7%	30.4%
	7=Excellent	42.8%	46.6%	50.7%	19.6%
Academic advisors	1=Poor	7.2%	5.5%	5.4%	15.4%
	2	9.7%	9.4%	10.3%	9.2%
	3	13.2%	13.7%	17.5%	3.6%
	4	17.3%	12.9%	21.4%	22.1%
	5	23.1%	30.7%	12.1%	22.1%
	6	14.8%	10.7%	15.7%	24.6%
	7=Excellent	14.8%	17.0%	17.5%	3.1%
Academic staff	1=Poor	7.5%	5.4%	1.8%	22.9%
	2	5.3%	4.0%	10.1%	0.0%
	3	8.5%	7.6%	9.6%	8.9%
	4	15.1%	10.8%	16.7%	22.9%
	5	27.4%	32.1%	20.3%	28.5%
	6	19.2%	22.8%	17.2%	14.0%
	7=Excellent	16.9%	17.4%	24.3%	2.8%

<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	8.2%	6.1%	1.9%	25.0%
	2	13.3%	9.0%	18.0%	15.8%
	3	15.3%	20.4%	13.3%	6.1%
	4	17.3%	19.8%	16.1%	12.8%
	5	15.7%	9.0%	18.5%	28.1%
	6	15.4%	18.8%	12.3%	12.2%
	7=Excellent	14.8%	17.0%	19.9%	0.0%
Other administrative staff and offices (registry, finance, etc.)	1=Poor	12.9%	12.0%	8.4%	22.3%
	2	9.2%	7.1%	9.5%	13.6%
	3	11.5%	8.1%	17.0%	10.9%
	4	20.0%	19.3%	17.9%	25.0%
	5	20.1%	24.9%	14.6%	17.3%
	6	14.2%	12.9%	19.8%	8.2%
	7=Excellent	12.1%	15.6%	12.7%	2.7%
<b>Supportive Environment</b>	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Providing support to help students succeed academically	Very little	16.2%	10.0%	16.9%	30.9%
	Some	41.3%	40.4%	41.1%	44.1%
	Quite a bit	29.1%	26.2%	37.3%	22.3%
	Very much	13.4%	23.4%	4.7%	2.7%
Using learning support services (learning centre, computer centre, maths support, writing support etc.)	Very little	24.5%	19.6%	18.6%	47.3%
	Some	36.9%	30.0%	44.6%	41.3%
	Quite a bit	21.6%	22.0%	26.9%	11.4%
	Very much	17.1%	28.4%	10.0%	0.0%
Contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	Very little	39.5%	33.3%	36.3%	60.9%
	Some	29.4%	21.7%	40.3%	30.4%
	Quite a bit	17.3%	22.0%	15.2%	8.7%
	Very much	13.8%	22.9%	8.2%	0.0%
Providing opportunities to be involved socially	Very little	18.8%	17.1%	17.7%	25.0%
	Some	29.7%	27.9%	20.9%	50.0%
	Quite a bit	30.2%	24.9%	41.1%	25.0%
	Very much	21.3%	30.0%	20.4%	0.0%
Providing support for your overall well-being (recreation, health care, counselling, etc.)	Very little	15.1%	11.3%	13.0%	29.3%
	Some	32.1%	30.8%	30.6%	38.5%
	Quite a bit	35.1%	35.7%	40.8%	23.0%
	Very much	17.7%	22.1%	15.6%	9.2%
Helping you manage your non-academic responsibilities (work, family, etc.)	Very little	57.5%	52.1%	60.2%	66.8%
	Some	28.9%	29.2%	27.6%	30.4%
	Quite a bit	10.0%	12.5%	10.4%	2.7%
	Very much	3.6%	6.3%	1.7%	0.0%
Attending campus activities and events (special speakers, cultural performances, sporting events, etc.)	Very little	13.6%	9.3%	14.7%	23.0%
	Some	27.5%	25.0%	20.9%	46.0%
	Quite a bit	38.2%	38.7%	42.8%	28.1%
	Very much	20.8%	27.0%	21.6%	2.8%
Attending events that address important social, economic, or political issues	Very little	28.5%	18.0%	32.9%	48.8%
	Some	35.1%	34.6%	36.3%	34.3%
	Quite a bit	25.5%	27.4%	27.3%	16.9%
	Very much	10.9%	20.0%	3.5%	0.0%

<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	6.3%	8.6%	6.0%	0.0%
	Sometimes	33.6%	52.4%	12.7%	18.3%
	Often	30.0%	20.8%	39.4%	38.8%
	Very often	30.1%	18.2%	41.8%	42.9%
Come to class without completing readings or assignments	Never	24.0%	13.3%	35.2%	33.5%
	Sometimes	54.5%	54.8%	51.4%	59.3%
	Often	13.5%	20.5%	8.6%	2.6%
	Very often	8.0%	11.5%	4.8%	4.5%
Made a presentation in class or online	Never	17.5%	32.4%	3.5%	0.0%
	Sometimes	39.0%	48.2%	33.7%	21.4%
	Often	22.8%	17.6%	28.3%	27.9%
	Very often	20.7%	1.8%	34.5%	50.7%
Improved knowledge and skills that will contribute to your employability	Never	12.3%	17.8%	7.7%	5.8%
	Sometimes	37.2%	40.3%	32.3%	38.1%
	Often	30.4%	27.6%	37.6%	24.3%
	Very often	20.1%	14.3%	22.3%	31.8%
Explored how to apply your learning in the workplace	Never	25.2%	35.4%	18.8%	8.9%
	Sometimes	38.1%	39.5%	37.4%	35.4%
	Often	21.7%	15.0%	27.7%	29.2%
	Very often	15.0%	10.1%	16.2%	26.5%
Exercised or participated in physical fitness activities	Never	52.7%	59.7%	44.2%	49.2%
	Sometimes	29.0%	27.9%	30.3%	29.2%
	Often	10.6%	6.7%	15.0%	13.3%
	Very often	7.7%	5.6%	10.4%	8.4%
Blended academic learning with workplace experience	Never	39.7%	45.0%	41.2%	22.2%
	Sometimes	28.7%	30.7%	31.2%	18.6%
	Often	20.4%	15.1%	18.8%	38.1%
	Very often	11.2%	9.1%	8.8%	21.2%
Worked on assessments that informed you how well you are learning	Never	25.5%	26.8%	23.4%	25.6%
	Sometimes	40.0%	44.8%	36.4%	33.3%
	Often	22.6%	16.1%	22.7%	41.0%
	Very often	11.9%	12.3%	17.5%	0.0%
Memorising course material	Very little	64.8%	66.6%	72.3%	47.8%
	Some	22.0%	22.7%	15.9%	30.4%
	Quite a bit	10.8%	8.0%	8.1%	21.8%
	Very much	2.5%	2.7%	3.6%	0.0%
Work with academic staff on a research project	Have not decided	37.8%	55.0%	19.9%	24.5%
	Do not plan to do	21.3%	13.3%	26.4%	33.2%
	Plan to do	25.4%	29.2%	18.2%	28.2%
	Done or in progress	15.5%	2.5%	35.5%	14.1%
Community service or volunteer work	Have not decided	21.8%	30.8%	12.2%	14.4%
	Do not plan to do	23.6%	13.9%	36.3%	27.0%
	Plan to do	32.3%	43.7%	22.9%	17.8%
	Done or in progress	22.3%	11.5%	28.6%	40.8%

<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	18.1%	24.1%	14.7%	8.7%
	Some	22.7%	27.9%	16.9%	19.6%
	Quite a bit	33.7%	27.8%	29.9%	55.4%
	Very much	25.5%	20.3%	38.5%	16.3%
Writing clearly and effectively	Very little	33.9%	40.9%	28.6%	25.0%
	Some	31.8%	29.1%	30.4%	41.3%
	Quite a bit	23.4%	22.4%	23.8%	25.5%
	Very much	10.9%	7.6%	17.2%	8.2%
Speaking clearly and effectively	Very little	23.7%	33.3%	10.1%	22.8%
	Some	36.4%	36.3%	38.7%	32.7%
	Quite a bit	27.2%	20.1%	32.2%	36.4%
	Very much	12.7%	10.3%	19.0%	8.2%
Thinking critically and analytically	Very little	4.9%	4.7%	4.8%	5.4%
	Some	18.0%	20.6%	5.3%	33.2%
	Quite a bit	40.0%	41.2%	40.0%	36.9%
	Very much	37.2%	33.5%	49.8%	24.5%
Analysing numerical and statistical information	Very little	72.9%	79.9%	71.4%	57.7%
	Some	20.7%	15.9%	18.3%	36.9%
	Quite a bit	5.9%	4.3%	8.5%	5.4%
	Very much	0.6%	0.0%	1.8%	0.0%
Acquiring job- or work-related knowledge and skills	Very little	30.0%	29.9%	24.6%	39.6%
	Some	37.0%	43.4%	34.4%	25.0%
	Quite a bit	19.8%	18.6%	22.0%	19.1%
	Very much	13.2%	8.0%	19.0%	16.3%
Working effectively with others	Very little	11.1%	13.4%	7.1%	12.4%
	Some	27.4%	28.7%	22.5%	32.7%
	Quite a bit	34.2%	29.2%	39.1%	38.6%
	Very much	27.3%	28.8%	31.3%	16.3%
Solving complex real-world problems	Very little	31.1%	38.7%	29.1%	15.1%
	Some	32.8%	33.8%	29.9%	35.4%
	Quite a bit	25.3%	15.7%	30.4%	41.3%
	Very much	10.7%	11.8%	10.6%	8.2%
Being an informed and active citizen (societal / political / community)	Very little	25.2%	26.0%	20.3%	31.4%
	Some	28.4%	28.4%	29.1%	27.2%
	Quite a bit	30.1%	29.9%	26.8%	35.9%
	Very much	16.4%	15.7%	23.8%	5.4%
How would you evaluate your entire educational experience at this institution?	Poor	8.8%	5.7%	12.3%	10.9%
	Fair	27.1%	19.7%	25.9%	47.3%
	Good	47.6%	48.6%	53.2%	35.9%
	Excellent	16.4%	25.9%	8.6%	5.9%
If you could start over again, would you go to the same institution you are now attending?	Definitely no	5.0%	1.3%	8.6%	8.2%
	Probably no	22.4%	13.5%	32.2%	28.2%
	Probably yes	37.8%	37.7%	34.2%	44.1%
	Definitely yes	34.7%	47.4%	25.0%	19.6%