The Irish Survey of Student Engagement 2014 uses the following questions. The Survey Design Group determined that the 2014 implementation of ISSE should use the same question set used in the 2013 pilot national survey, other than the final question which is being used to inform evaluation of the promotional materials. All other questions are based on the Australian Survey of Student Engagement (AUSSE). This is a suite of instruments that measure student engagement and student outcomes.

The AUSSE survey is based on the US National Survey of Student Engagement (NSSE) and was extensively tested prior to use in the Australian higher education system. Pre-testing consisted of focus groups, consultations, cognitive interviews, pilot testing, expert reviews and psychometric analyses. The AUSSE is now the predominant student outcome measure used in the Australian higher education system.

An equivalent full testing process was undertaken in Ireland prior to the 2013 pilot national survey. Pre-testing found that the questions accurately captured the experiences of undergraduate students and, with minor amendments, were appropriate to capture the experiences of taught postgraduate students. The Survey Design group also recommended the inclusion of a small number of questions with free text responses in the survey. It is important to note that arrangements will be made to ensure that any free text comments relating to identifiable individuals will be removed from responses in advance of any analysis.

Further information is available on the website [www.studentsurvey.ie](http://www.studentsurvey.ie)

Please note that the survey will be delivered to students electronically and is expected to take approximately fifteen minutes to complete.
1. In your experience at your institution during the current academic year, about how often have you done each of the following?

- Asked questions or contributed to discussions in class, tutorials, labs or online
- Sought advice from academic staff
- Made a class or online presentation
- Worked hard to master difficult content
- Prepared two or more drafts of an assignment before handing it in
- Used library resources on campus or online
- Worked on an assignment that required integrating ideas or information from various sources
- Used student learning support services e.g. learning centre, computer centre, maths support
- Blended academic learning with workplace experience
- Included diverse perspectives (e.g. different races, religions, genders, political beliefs, etc.) in class discussions or written assignments
- Attended class without completing the required preparatory work
- Kept up to date with your studies
- Worked with other students inside class to prepare assignments
- Worked with other students outside class to prepare assignments
- Put together ideas or concepts from different subjects / modules when completing assignments or during class discussions
- Tutored or taught other college students (paid or voluntary)
- Participated in a community-based project (e.g. volunteering) as part of your course

2. During the current academic year, how much has your coursework emphasised the following intellectual activities?

- Memorising facts, ideas or methods from your subjects and coursework so you can repeat them in pretty much the same form
- Analysing the basic elements of an idea, problem, experience or theory, such as examining a particular case or situation in depth and considering its components
6. During the current academic year, about how often have you done each of the following?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attended an art exhibition, play, dance, music, theatre or other performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercised or participated in physical fitness activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examined the strengths and weaknesses of your own views on a topic or issue</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improved knowledge and skills that will contribute to your employability</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developed communication skills relevant to your discipline</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explored how to apply your learning in the workplace</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tried to better understand someone else's views by imagining how an issue looks from their perspective</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learned something that changed the way you understand an issue or concept</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spent time keeping your CV up-to-date</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thought about how to present yourself to potential employers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explored where to look for jobs relevant to your interests</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Used networking to source information on job opportunities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Set career development goals and plans</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. In a typical week, how many exercises, lab reports, problem sets and tutorial questions do you complete?

- Number of pieces of work that take one hour or less to complete
- Number of pieces of work that take more than one hour to complete

4. During the current academic year approximately how many:

- Assigned textbooks, books, book-length packs or journal articles of subject readings have you read?
- Books or journal articles (not assigned) for personal enjoyment or academic enrichment have you read?
- Assignments of fewer than 1,000 words or equivalent have you completed?
- Assignments of between 1,000 and 5,000 words or equivalent have you completed?
- Assignments of more than 5,000 words or equivalent have you completed?

5. Which box best represents the extent to which your assessments during the current academic year have challenged you to do your best work?

<table>
<thead>
<tr>
<th>Very Little</th>
<th>Some</th>
<th>Quite a bit</th>
<th>Very Much</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

7. Which of the following have you done or do you plan to do before you graduate from your institution?

- Industry placement or work experience
- Community service or volunteer work
Irish Survey of Student Engagement 2014

**9 About how many hours do you spend in a typical seven-day week doing each of the following?**

- **Preparing for class** (e.g. studying, reading, writing, doing homework or lab work, analysing data, rehearsing and other academic activities)
  - none
  - 1 - 5
  - 6 - 10
  - 11-15
  - 16-20
  - 21-25
  - 26-30
  - 30+

- **Working for pay on campus**
  - none
  - 1 - 5
  - 6 - 10
  - 11-15
  - 16-20
  - 21-25
  - 26-30
  - 30+

- **Working for pay off campus**
  - none
  - 1 - 5
  - 6 - 10
  - 11-15
  - 16-20
  - 21-25
  - 26-30
  - 30+

- **Participating in extracurricular activities** (e.g. organisations, campus publications, student associations, clubs and societies, sports, etc.)
  - none
  - 1 - 5
  - 6 - 10
  - 11-15
  - 16-20
  - 21-25
  - 26-30
  - 30+

- **Relaxing and socialising** (e.g. watching TV, partying, etc.)
  - none
  - 1 - 5
  - 6 - 10
  - 11-15
  - 16-20
  - 21-25
  - 26-30
  - 30+

- **Providing care for dependents living with you** (e.g. parents, children, spouse, etc.)
  - none
  - 1 - 5
  - 6 - 10
  - 11-15
  - 16-20
  - 21-25
  - 26-30
  - 30+

- **Managing personal business** (e.g. housework, shopping, exercise, health needs, etc.)
  - none
  - 1 - 5
  - 6 - 10
  - 11-15
  - 16-20
  - 21-25
  - 26-30
  - 30+

- **Travelling to campus** (e.g. driving, walking, etc.)
  - none
  - 1 - 5
  - 6 - 10
  - 11-15
  - 16-20
  - 21-25
  - 26-30
  - 30+

- **Being on campus, including** time spent in class
  - none
  - 1 - 5
  - 6 - 10
  - 11-15
  - 16-20
  - 21-25
  - 26-30
  - 30+

- **Being on campus, excluding** time spent in class
  - none
  - 1 - 5
  - 6 - 10
  - 11-15
  - 16-20
  - 21-25
  - 26-30
  - 30+

---

8 Which of these boxes best represent the quality of your relationships with people at your institution?

**Relationships with other students**

<table>
<thead>
<tr>
<th>Unfriendly, unsupportive sense of alienation</th>
<th>Friendly, Supportive, sense of belonging</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

**Relationships with teaching staff**

<table>
<thead>
<tr>
<th>Unavailable, unhelpful and unsympathetic</th>
<th>Available, helpful and sympathetic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

**Relationships with administrative personnel**

<table>
<thead>
<tr>
<th>Unavailable, inconsiderate, rigid</th>
<th>Available, considerate, flexible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

**Relationships with support services**

<table>
<thead>
<tr>
<th>Unavailable, inconsiderate, rigid</th>
<th>Available, considerate, flexible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>
### To what extent does your institution encourage each of the following?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very little</th>
<th>Some</th>
<th>Quite a bit</th>
<th>Very much</th>
<th>Applying to the welfare of your community</th>
<th>Encouraging contact among students from different economic, social and ethnic/national backgrounds</th>
<th>[12]] Yes, for other reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spending significant amounts of time studying and on academic work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Developing a personal code of values and ethics</td>
<td>Providing the support you need to help you succeed academically</td>
<td></td>
</tr>
<tr>
<td>Providing the support you need to help you succeed academically</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>[11]] Yes, for personal and family reasons</td>
<td>Helping you cope with your non-academic responsibilities (e.g. work, family, etc.)</td>
<td></td>
</tr>
<tr>
<td>Encouraging contact among students from different economic, social and ethnic/national backgrounds</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>[13]] Change to another programme</td>
<td>Providing the support you need to socialise</td>
<td></td>
</tr>
<tr>
<td>Helping you cope with your non-academic responsibilities (e.g. work, family, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Change to another programme</td>
<td>Attending campus events and activities (e.g. special speakers, cultural performances, sporting events, etc.)</td>
<td></td>
</tr>
<tr>
<td>Providing the support you need to socialise</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Yes, for personal and family reasons</td>
<td>[14]] Change to another programme</td>
<td></td>
</tr>
<tr>
<td>Attending campus events and activities (e.g. special speakers, cultural performances, sporting events, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Yes, for other reasons</td>
<td>Voting in local, or national elections or referenda</td>
<td></td>
</tr>
<tr>
<td>Using computers in academic work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Yes, to obtain better quality education</td>
<td>[15]] Overall, how would you evaluate the quality of academic advice that you have received?</td>
<td></td>
</tr>
</tbody>
</table>

### Has your experience at this institution contributed to your knowledge, skills and personal development in the following areas?

<table>
<thead>
<tr>
<th>Skill</th>
<th>Very little</th>
<th>Some</th>
<th>Quite a bit</th>
<th>Very much</th>
<th>[11] No results</th>
<th>[12] Less than 50</th>
<th>[13] 50-59</th>
<th>[14] 60-69</th>
<th>[15] 70-79</th>
<th>[16] 80-89</th>
<th>[17] 90-100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquiring job-related or work-related knowledge and skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing clearly and effectively</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking clearly and effectively</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thinking critically and analytically</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysing quantitative problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using computing and information technology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working effectively with others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Voting in local, or national elections or referenda</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning effectively on your own</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding yourself e.g. self reflection</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding people of other racial, ethnic and national backgrounds</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Solving complex, real-world problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Review of academic advice received

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Overall, how would you evaluate your entire educational experience at your institution?

- Poor
- Fair
- Good
- Excellent

Overall, how dissatisfied or satisfied are you with your programme of study?

- Very dissatisfied
- Dissatisfied
- Satisfied
- Very satisfied

If you could start all over again, would you go to the same institution?

- Definitely no
- Probably no
- Probably yes
- Definitely yes

The following questions provide you with an opportunity to comment on your overall academic experience at your institution.

What are the BEST ASPECTS of how your institution engages students in learning?

What could be done to IMPROVE how your institution engages students?

Finally, how did you hear about the survey? Mark all that apply.

- Direct email
- Survey Website
  - www.studentsurvey.ie
- Social Media - Twitter
- Student Newsletter/e-zine
- Survey Posters
- Survey T Shirts
- Survey Pencils
- Survey Mirror Stickers
- Presentation from Staff member
- Presentation from Students Union
- Word of mouth from fellow student
- Word of mouth from staff member
- Other

Thank you for your time in completing this survey.

Items used with permission from The College Student Report, National Survey of Student Engagement, Copyright 2001-14 The Trustees of Indiana University.