

THE IRISH SURVEY OF STUDENT ENGAGEMENT (ISSE)

Institution name: Institute of Technology Tralee

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 registrarsoffice@ittralee.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	35.2
Reflective and Integrative Learning	29.5
Quantitative Reasoning	18.9
Learning Strategies	30.2
Collaborative Learning	32.8
Student-Faculty Interaction	15.9
Effective Teaching Practices	34.8
Quality of Interactions	39.2
Supportive Environment	28.7

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	6.2%	7.3%	4.6%	0.0%
	Some	27.0%	30.1%	21.5%	31.5%
	Quite a bit	40.5%	39.7%	41.0%	68.5%
	Very much	26.3%	22.8%	32.9%	0.0%
Analysing an idea, experience, or line of reasoning in depth by examining its parts	Very little	9.4%	10.4%	7.9%	0.0%
	Some	32.4%	39.1%	20.9%	38.3%
	Quite a bit	39.2%	36.0%	44.3%	45.0%
	Very much	19.1%	14.5%	26.8%	16.7%
Evaluating a point of view, decision, or information source	Very little	9.1%	9.0%	9.4%	0.0%
	Some	33.5%	38.0%	26.8%	13.7%
	Quite a bit	37.4%	34.7%	40.8%	72.6%
	Very much	20.0%	18.3%	23.0%	13.7%
Forming an understanding or new idea from various pieces of information	Very little	6.5%	6.5%	6.8%	0.0%
	Some	30.9%	33.7%	26.1%	31.5%
	Quite a bit	40.0%	38.9%	41.4%	54.8%
	Very much	22.6%	20.9%	25.8%	13.7%

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	5.6%	5.8%	5.3%	0.0%
	Sometimes	43.8%	49.1%	35.3%	26.7%
	Often	35.0%	34.8%	34.6%	58.1%
	Very often	15.6%	10.3%	24.8%	15.1%
Connected your learning to problems or issues in society	Never	18.8%	22.3%	13.2%	0.0%
	Sometimes	46.4%	47.2%	45.6%	26.7%
	Often	24.5%	23.5%	24.6%	73.3%
	Very often	10.4%	7.0%	16.6%	0.0%
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in discussions or assignments	Never	35.0%	36.7%	32.3%	23.3%
	Sometimes	40.0%	43.5%	34.2%	30.2%
	Often	17.8%	15.2%	21.9%	31.4%
	Very often	7.3%	4.6%	11.6%	15.1%
Examined the strengths and weaknesses of your own views on a topic or issue	Never	11.4%	11.8%	11.0%	0.0%
	Sometimes	45.0%	45.1%	44.8%	41.9%
	Often	33.2%	35.0%	30.2%	31.4%
	Very often	10.4%	8.1%	14.0%	26.7%
Tried to better understand someone else's views by imagining how an issue looks from their perspective	Never	4.2%	3.7%	4.9%	11.6%
	Sometimes	42.0%	47.3%	32.0%	58.1%
	Often	42.0%	38.9%	48.3%	15.1%
	Very often	11.8%	10.1%	14.8%	15.1%
Learned something that changed the way you understand an issue or concept?	Never	2.6%	2.9%	2.2%	0.0%
	Sometimes	41.3%	41.1%	41.5%	43.0%
	Often	41.7%	41.0%	42.5%	57.0%
	Very often	14.4%	15.0%	13.8%	0.0%
Connected ideas from your subjects / modules to your prior experiences and knowledge	Never	4.1%	4.9%	2.9%	0.0%
	Sometimes	34.8%	39.2%	26.9%	41.9%
	Often	40.4%	40.9%	39.8%	31.4%
	Very often	20.7%	15.0%	30.4%	26.7%
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	27.3%	25.4%	30.6%	27.4%
	Sometimes	42.8%	46.1%	37.2%	35.6%
	Often	22.1%	20.1%	25.3%	37.0%
	Very often	7.8%	8.4%	6.9%	0.0%
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never	38.7%	42.3%	32.7%	27.4%
	Sometimes	40.5%	38.6%	44.0%	35.6%
	Often	16.4%	14.9%	18.5%	37.0%
	Very often	4.3%	4.1%	4.8%	0.0%
Evaluated what others have concluded from numerical information	Never	32.1%	31.8%	32.7%	33.3%
	Sometimes	50.1%	50.2%	50.2%	45.0%
	Often	14.4%	14.6%	14.4%	0.0%
	Very often	3.4%	3.5%	2.8%	21.7%

Learning Strategies	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Identified key information from recommended reading materials	Never	11.8%	14.1%	8.2%	0.0%
	Sometimes	44.5%	47.9%	38.4%	49.3%
	Often	30.6%	25.4%	39.7%	32.9%
	Very often	13.0%	12.6%	13.6%	17.8%
Reviewed your notes after class	Never	7.6%	5.6%	11.4%	0.0%
	Sometimes	43.5%	43.7%	42.9%	53.4%
	Often	33.8%	33.8%	33.9%	32.9%
	Very often	15.1%	17.0%	11.8%	13.7%
Summarised what you learned in class or from course materials	Never	7.3%	5.0%	11.0%	13.7%
	Sometimes	45.8%	48.8%	41.1%	35.6%
	Often	34.2%	34.9%	33.1%	37.0%
	Very often	12.6%	11.3%	14.9%	13.7%
Collaborative Learning	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Asked another student to help you understand course material	Never	8.9%	10.5%	6.4%	0.0%
	Sometimes	43.3%	42.7%	44.3%	43.0%
	Often	32.5%	32.6%	32.6%	30.2%
	Very often	15.3%	14.2%	16.8%	26.7%
Explained course material to one or more students	Never	5.0%	5.6%	3.8%	11.6%
	Sometimes	41.3%	42.5%	39.2%	41.9%
	Often	38.2%	34.3%	45.4%	31.4%
	Very often	15.5%	17.7%	11.6%	15.1%
Prepared for exams by discussing or working through course material with other students	Never	11.4%	13.2%	8.2%	11.6%
	Sometimes	32.3%	33.2%	30.6%	31.4%
	Often	38.7%	40.4%	34.9%	57.0%
	Very often	17.7%	13.2%	26.2%	0.0%
Worked with other students on projects or assignments	Never	5.9%	7.4%	3.5%	0.0%
	Sometimes	34.4%	35.5%	31.3%	69.8%
	Often	38.8%	39.4%	38.4%	15.1%
	Very often	20.9%	17.6%	26.7%	15.1%
Student-Faculty Interaction	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Talked about career plans with academic staff	Never	37.3%	40.1%	32.5%	33.3%
	Sometimes	43.8%	43.8%	43.8%	43.3%
	Often	14.1%	10.5%	20.1%	23.3%
	Very often	4.8%	5.6%	3.7%	0.0%
Worked with academic staff on activities other than coursework (committees, student groups, etc.)	Never	59.6%	61.0%	58.3%	27.4%
	Sometimes	28.6%	28.2%	29.1%	35.6%
	Often	8.8%	7.7%	9.7%	37.0%
	Very often	3.0%	3.1%	2.9%	0.0%
Discussed course topics, ideas, or concepts with academic staff outside of class	Never	44.0%	49.7%	34.5%	27.4%
	Sometimes	38.7%	36.3%	41.9%	72.6%
	Often	13.5%	10.7%	18.9%	0.0%
	Very often	3.7%	3.2%	4.6%	0.0%
Discussed your performance with academic staff	Never	27.8%	27.8%	28.7%	0.0%
	Sometimes	48.3%	52.1%	41.6%	50.7%
	Often	19.1%	15.8%	24.0%	49.3%
	Very often	4.8%	4.3%	5.7%	0.0%

Effective Teaching Practices	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Clearly explained course goals and requirements	Very little	6.0%	5.6%	6.8%	0.0%
	Some	29.2%	28.5%	29.7%	49.3%
	Quite a bit	42.0%	44.8%	37.3%	37.0%
	Very much	22.8%	21.0%	26.1%	13.7%
Taught in an organised way	Very little	3.2%	3.0%	3.6%	0.0%
	Some	30.8%	29.9%	31.0%	67.1%
	Quite a bit	45.4%	47.6%	43.1%	0.0%
	Very much	20.6%	19.5%	22.3%	32.9%
Used examples or illustrations to explain difficult points	Very little	3.5%	2.7%	5.0%	0.0%
	Some	24.1%	22.7%	26.3%	31.5%
	Quite a bit	42.8%	43.0%	42.2%	54.8%
	Very much	29.7%	31.7%	26.6%	13.7%
Provided feedback on a draft or work in progress	Very little	14.9%	13.3%	18.1%	0.0%
	Some	31.9%	30.4%	34.6%	31.5%
	Quite a bit	33.0%	33.4%	31.1%	68.5%
	Very much	20.2%	22.8%	16.3%	0.0%
Provided prompt and detailed feedback on tests or completed assignments	Very little	16.8%	15.6%	19.5%	0.0%
	Some	34.1%	31.8%	37.5%	49.3%
	Quite a bit	34.0%	36.1%	30.4%	31.5%
	Very much	15.2%	16.6%	12.6%	19.2%
Quality of Interactions	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Students	1=Poor	1.8%	2.0%	1.4%	0.0%
	2	0.7%	0.4%	1.3%	0.0%
	3	5.2%	5.8%	4.2%	0.0%
	4	10.6%	9.2%	12.8%	13.7%
	5	23.3%	24.5%	20.4%	54.8%
	6	20.8%	21.3%	20.6%	0.0%
	7=Excellent	37.6%	36.8%	39.3%	31.5%
Academic advisors	1=Poor	6.7%	5.3%	9.2%	0.0%
	2	5.9%	7.2%	3.9%	0.0%
	3	14.4%	14.3%	14.9%	0.0%
	4	18.5%	17.8%	20.2%	0.0%
	5	22.0%	22.8%	19.3%	63.5%
	6	16.1%	14.5%	18.6%	20.6%
	7=Excellent	16.5%	18.1%	13.9%	15.9%
Academic staff	1=Poor	3.3%	3.1%	3.7%	0.0%
	2	4.7%	5.1%	4.0%	0.0%
	3	8.9%	9.6%	7.7%	13.7%
	4	16.2%	15.8%	17.4%	0.0%
	5	19.8%	20.9%	18.8%	0.0%
	6	21.9%	20.1%	24.6%	35.6%
	7=Excellent	25.1%	25.5%	23.8%	50.7%

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	6.7%	7.6%	4.9%	15.9%
	2	7.1%	7.8%	6.2%	0.0%
	3	12.2%	12.0%	12.3%	22.2%
	4	17.9%	13.5%	25.6%	0.0%
	5	18.0%	17.8%	18.3%	20.6%
	6	17.4%	17.7%	16.8%	20.6%
	7=Excellent	20.7%	23.7%	15.9%	20.6%
Other administrative staff and offices (registry, finance, etc.)	1=Poor	9.1%	9.7%	8.5%	0.0%
	2	10.7%	12.0%	8.8%	0.0%
	3	12.6%	10.2%	16.3%	19.2%
	4	14.1%	12.0%	17.0%	27.4%
	5	17.2%	15.0%	21.2%	0.0%
	6	17.2%	19.6%	11.9%	53.4%
	7=Excellent	19.2%	21.4%	16.3%	0.0%
Supportive Environment	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Providing support to help students succeed academically	Very little	12.4%	10.8%	15.6%	0.0%
	Some	33.0%	32.0%	34.7%	39.0%
	Quite a bit	34.6%	36.2%	31.7%	44.1%
	Very much	19.9%	21.0%	18.0%	16.9%
Using learning support services (learning centre, computer centre, maths support, writing support etc.)	Very little	24.7%	24.2%	25.9%	0.0%
	Some	28.0%	28.2%	27.9%	21.7%
	Quite a bit	33.1%	32.3%	33.9%	56.5%
	Very much	14.3%	15.3%	12.3%	21.7%
Contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	Very little	24.1%	25.0%	23.3%	0.0%
	Some	33.7%	32.1%	35.7%	61.0%
	Quite a bit	29.0%	30.3%	26.9%	22.0%
	Very much	13.2%	12.6%	14.2%	16.9%
Providing opportunities to be involved socially	Very little	10.4%	9.5%	12.2%	0.0%
	Some	30.4%	28.2%	33.6%	50.0%
	Quite a bit	39.6%	42.0%	35.2%	50.0%
	Very much	19.6%	20.2%	19.0%	0.0%
Providing support for your overall well-being (recreation, health care, counselling, etc.)	Very little	11.5%	7.6%	18.4%	0.0%
	Some	30.5%	32.0%	28.1%	21.7%
	Quite a bit	37.4%	38.3%	35.1%	78.3%
	Very much	20.6%	22.1%	18.4%	0.0%
Helping you manage your non-academic responsibilities (work, family, etc.)	Very little	33.9%	31.3%	39.1%	0.0%
	Some	33.2%	31.7%	35.0%	71.7%
	Quite a bit	25.8%	29.3%	19.6%	28.3%
	Very much	7.1%	7.8%	6.2%	0.0%
Attending campus activities and events (special speakers, cultural performances, sporting events, etc.)	Very little	16.2%	14.0%	20.5%	0.0%
	Some	31.3%	32.9%	28.2%	39.0%
	Quite a bit	35.9%	35.1%	36.6%	61.0%
	Very much	16.6%	17.9%	14.7%	0.0%
Attending events that address important social, economic, or political issues	Very little	27.1%	24.4%	32.4%	0.0%
	Some	39.5%	43.4%	32.8%	50.0%
	Quite a bit	21.9%	18.9%	26.2%	50.0%
	Very much	11.5%	13.3%	8.6%	0.0%

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	5.2%	6.2%	3.5%	0.0%
	Sometimes	35.4%	39.1%	28.2%	61.6%
	Often	34.0%	30.7%	40.5%	11.6%
	Very often	25.4%	24.0%	27.8%	26.7%
Come to class without completing readings or assignments	Never	33.5%	35.5%	30.7%	11.6%
	Sometimes	48.9%	50.2%	47.2%	31.4%
	Often	12.7%	10.6%	15.9%	30.2%
	Very often	4.9%	3.8%	6.3%	26.7%
Made a presentation in class or online	Never	16.6%	24.0%	3.9%	11.6%
	Sometimes	46.9%	47.1%	46.6%	41.9%
	Often	27.8%	22.5%	36.8%	31.4%
	Very often	8.7%	6.3%	12.7%	15.1%
Improved knowledge and skills that will contribute to your employability	Never	5.8%	7.2%	2.6%	31.5%
	Sometimes	30.0%	32.5%	25.8%	17.8%
	Often	42.7%	42.2%	43.7%	37.0%
	Very often	21.5%	18.1%	27.8%	13.7%
Explored how to apply your learning in the workplace	Never	12.9%	15.0%	9.6%	0.0%
	Sometimes	39.1%	42.0%	33.0%	68.5%
	Often	32.9%	30.0%	38.1%	31.5%
	Very often	15.1%	13.0%	19.3%	0.0%
Exercised or participated in physical fitness activities	Never	28.3%	28.9%	27.2%	32.9%
	Sometimes	26.9%	27.0%	26.7%	31.5%
	Often	21.3%	23.0%	18.4%	17.8%
	Very often	23.4%	21.1%	27.7%	17.8%
Blended academic learning with workplace experience	Never	21.0%	26.7%	11.6%	0.0%
	Sometimes	37.8%	39.6%	34.2%	49.3%
	Often	26.9%	23.3%	32.9%	37.0%
	Very often	14.3%	10.4%	21.2%	13.7%
Worked on assessments that informed you how well you are learning	Never	16.5%	15.5%	18.3%	13.7%
	Sometimes	46.5%	46.0%	47.4%	49.3%
	Often	28.8%	29.3%	27.7%	37.0%
	Very often	8.1%	9.2%	6.6%	0.0%
Memorising course material	Very little	7.5%	7.7%	6.7%	19.2%
	Some	34.4%	37.1%	29.2%	49.3%
	Quite a bit	42.2%	41.4%	44.3%	17.8%
	Very much	16.0%	13.8%	19.7%	13.7%
Work with academic staff on a research project	Have not decided	39.1%	45.7%	29.2%	0.0%
	Do not plan to do	22.9%	21.7%	24.8%	27.4%
	Plan to do	25.7%	30.2%	18.3%	17.8%
	Done or in progress	12.3%	2.4%	27.7%	54.8%
Community service or volunteer work	Have not decided	29.0%	35.3%	19.2%	0.0%
	Do not plan to do	18.5%	15.9%	22.7%	27.4%
	Plan to do	30.1%	33.9%	22.2%	72.6%
	Done or in progress	22.4%	15.0%	35.9%	0.0%

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	4.2%	5.2%	2.8%	0.0%
	Some	32.9%	33.6%	31.2%	44.1%
	Quite a bit	41.4%	41.1%	42.5%	22.0%
	Very much	21.5%	20.1%	23.4%	33.9%
Writing clearly and effectively	Very little	16.5%	20.7%	9.1%	16.7%
	Some	31.5%	34.8%	26.1%	21.7%
	Quite a bit	36.2%	33.1%	41.4%	45.0%
	Very much	15.8%	11.4%	23.4%	16.7%
Speaking clearly and effectively	Very little	16.7%	19.6%	11.5%	27.4%
	Some	27.6%	29.4%	24.0%	35.6%
	Quite a bit	38.2%	38.8%	37.4%	37.0%
	Very much	17.5%	12.3%	27.1%	0.0%
Thinking critically and analytically	Very little	6.2%	6.2%	6.3%	0.0%
	Some	27.8%	32.8%	18.6%	49.3%
	Quite a bit	41.2%	43.9%	36.6%	37.0%
	Very much	24.8%	17.1%	38.5%	13.7%
Analysing numerical and statistical information	Very little	18.1%	17.9%	18.5%	13.7%
	Some	38.1%	37.5%	38.0%	67.1%
	Quite a bit	30.5%	34.2%	24.4%	19.2%
	Very much	13.4%	10.4%	19.1%	0.0%
Acquiring job- or work-related knowledge and skills	Very little	10.5%	11.9%	8.5%	0.0%
	Some	26.8%	29.3%	22.5%	31.5%
	Quite a bit	41.4%	40.0%	44.1%	35.6%
	Very much	21.2%	18.9%	24.9%	32.9%
Working effectively with others	Very little	4.9%	6.8%	1.8%	0.0%
	Some	22.6%	22.7%	20.8%	68.5%
	Quite a bit	40.5%	41.5%	39.0%	31.5%
	Very much	32.0%	28.9%	38.4%	0.0%
Solving complex real-world problems	Very little	19.4%	20.1%	17.9%	27.4%
	Some	33.9%	36.0%	30.7%	17.8%
	Quite a bit	29.6%	26.7%	33.7%	54.8%
	Very much	17.1%	17.1%	17.7%	0.0%
Being an informed and active citizen (societal / political / community)	Very little	25.5%	27.0%	23.4%	13.7%
	Some	33.3%	36.8%	26.5%	50.7%
	Quite a bit	28.9%	26.5%	32.8%	35.6%
	Very much	12.3%	9.6%	17.3%	0.0%
How would you evaluate your entire educational experience at this institution?	Poor	4.3%	3.5%	5.8%	0.0%
	Fair	20.4%	19.8%	21.5%	13.7%
	Good	51.5%	52.9%	48.5%	67.1%
	Excellent	23.8%	23.7%	24.2%	19.2%
If you could start over again, would you go to the same institution you are now attending?	Definitely no	6.8%	5.3%	9.6%	0.0%
	Probably no	15.3%	13.6%	18.2%	17.8%
	Probably yes	45.7%	46.6%	44.2%	49.3%
	Definitely yes	32.1%	34.5%	27.9%	32.9%