

THE IRISH SURVEY OF STUDENT ENGAGEMENT (ISSE)

Institution name: Mary Immaculate College

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 quality@mic.ul.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	31.8
Reflective and Integrative Learning	29.0
Quantitative Reasoning	12.8
Learning Strategies	26.8
Collaborative Learning	29.6
Student-Faculty Interaction	10.9
Effective Teaching Practices	29.1
Quality of Interactions	32.6
Supportive Environment	22.8

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	11.6%	10.7%	13.9%	8.0%
	Some	35.7%	38.0%	37.1%	21.1%
	Quite a bit	36.3%	35.5%	35.4%	42.9%
	Very much	16.4%	15.8%	13.7%	28.0%
Analysing an idea, experience, or line of reasoning in depth by examining its parts	Very little	12.8%	14.0%	14.3%	2.5%
	Some	42.4%	45.5%	43.7%	24.5%
	Quite a bit	30.8%	29.3%	30.6%	37.6%
	Very much	14.1%	11.2%	11.4%	35.4%
Evaluating a point of view, decision, or information source	Very little	6.9%	7.1%	8.0%	2.5%
	Some	38.8%	43.6%	38.7%	18.7%
	Quite a bit	37.6%	36.4%	38.7%	39.0%
	Very much	16.7%	13.0%	14.6%	39.7%
Forming an understanding or new idea from various pieces of information	Very little	6.1%	7.7%	5.5%	0.7%
	Some	37.5%	40.7%	38.8%	19.1%
	Quite a bit	39.7%	40.1%	41.5%	32.1%
	Very much	16.7%	11.4%	14.1%	48.1%

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	7.5%	8.4%	8.0%	1.6%
	Sometimes	44.0%	46.5%	45.9%	25.6%
	Often	35.2%	34.1%	34.7%	42.0%
	Very often	13.3%	11.0%	11.5%	30.8%
Connected your learning to problems or issues in society	Never	12.7%	15.5%	11.1%	6.2%
	Sometimes	49.0%	54.5%	48.1%	27.8%
	Often	29.0%	24.2%	32.1%	38.9%
	Very often	9.2%	5.7%	8.7%	27.1%
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in discussions or assignments	Never	16.6%	20.2%	13.7%	11.1%
	Sometimes	49.7%	55.3%	46.0%	38.3%
	Often	25.9%	19.0%	32.2%	34.0%
	Very often	7.7%	5.5%	8.0%	16.6%
Examined the strengths and weaknesses of your own views on a topic or issue	Never	15.7%	16.7%	15.4%	12.0%
	Sometimes	52.4%	55.1%	53.0%	37.6%
	Often	26.1%	23.9%	26.0%	36.8%
	Very often	5.8%	4.2%	5.6%	13.6%
Tried to better understand someone else's views by imagining how an issue looks from their perspective	Never	8.8%	8.9%	10.5%	1.8%
	Sometimes	47.0%	51.4%	45.7%	31.8%
	Often	33.7%	29.4%	35.8%	45.7%
	Very often	10.5%	10.4%	8.0%	20.7%
Learned something that changed the way you understand an issue or concept?	Never	3.9%	3.9%	5.0%	0.0%
	Sometimes	42.4%	44.9%	43.4%	27.7%
	Often	43.2%	41.8%	42.6%	52.2%
	Very often	10.4%	9.4%	9.1%	20.0%
Connected ideas from your subjects / modules to your prior experiences and knowledge	Never	3.0%	4.5%	2.0%	0.0%
	Sometimes	37.6%	43.1%	35.1%	22.2%
	Often	43.2%	38.9%	48.2%	44.1%
	Very often	16.1%	13.5%	14.6%	33.6%
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	46.5%	44.9%	50.4%	40.2%
	Sometimes	37.1%	41.5%	33.8%	29.3%
	Often	13.2%	11.5%	12.4%	24.2%
	Very often	3.1%	2.1%	3.5%	6.3%
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never	52.8%	56.9%	52.1%	36.2%
	Sometimes	34.8%	33.5%	34.3%	42.7%
	Often	10.1%	8.6%	11.5%	12.1%
	Very often	2.3%	1.0%	2.0%	9.1%
Evaluated what others have concluded from numerical information	Never	54.7%	56.4%	56.4%	40.7%
	Sometimes	34.3%	35.2%	33.5%	33.8%
	Often	9.1%	7.4%	7.5%	22.4%
	Very often	1.9%	1.1%	2.6%	3.0%

Learning Strategies	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Identified key information from recommended reading materials	Never	6.5%	7.4%	5.7%	5.3%
	Sometimes	48.8%	52.8%	51.1%	22.1%
	Often	35.0%	33.1%	34.2%	46.2%
	Very often	9.8%	6.8%	9.0%	26.4%
Reviewed your notes after class	Never	14.3%	12.3%	18.1%	9.3%
	Sometimes	53.3%	56.4%	53.0%	39.8%
	Often	23.8%	22.7%	21.9%	35.9%
	Very often	8.6%	8.6%	7.0%	15.0%
Summarised what you learned in class or from course materials	Never	14.8%	12.0%	18.9%	12.3%
	Sometimes	49.4%	53.2%	47.2%	39.9%
	Often	28.9%	29.2%	27.9%	31.6%
	Very often	7.0%	5.7%	6.0%	16.2%
Collaborative Learning	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Asked another student to help you understand course material	Never	7.4%	7.1%	8.4%	4.9%
	Sometimes	44.4%	43.0%	42.9%	56.9%
	Often	33.3%	34.7%	33.3%	27.4%
	Very often	14.8%	15.2%	15.4%	10.8%
Explained course material to one or more students	Never	6.3%	7.1%	5.9%	4.0%
	Sometimes	47.0%	47.0%	45.7%	51.6%
	Often	36.6%	35.8%	37.5%	36.3%
	Very often	10.2%	10.0%	11.0%	8.1%
Prepared for exams by discussing or working through course material with other students	Never	11.9%	12.2%	10.8%	15.0%
	Sometimes	39.0%	44.3%	32.2%	40.8%
	Often	30.7%	27.7%	35.2%	27.6%
	Very often	18.3%	15.8%	21.9%	16.6%
Worked with other students on projects or assignments	Never	20.3%	25.4%	12.0%	28.4%
	Sometimes	41.0%	40.5%	39.0%	50.9%
	Often	27.1%	22.9%	35.1%	16.6%
	Very often	11.5%	11.2%	13.9%	4.0%
Student-Faculty Interaction	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Talked about career plans with academic staff	Never	57.5%	68.9%	44.4%	53.5%
	Sometimes	29.0%	22.1%	38.9%	25.1%
	Often	9.9%	5.9%	13.5%	15.5%
	Very often	3.5%	3.1%	3.3%	6.0%
Worked with academic staff on activities other than coursework (committees, student groups, etc.)	Never	74.6%	77.6%	71.8%	70.3%
	Sometimes	19.2%	16.9%	21.4%	21.4%
	Often	4.6%	4.6%	4.4%	5.6%
	Very often	1.6%	0.9%	2.3%	2.6%
Discussed course topics, ideas, or concepts with academic staff outside of class	Never	52.4%	57.1%	52.5%	30.5%
	Sometimes	34.9%	31.7%	34.3%	51.3%
	Often	10.9%	10.0%	11.1%	14.3%
	Very often	1.9%	1.2%	2.1%	4.0%
Discussed your performance with academic staff	Never	53.1%	56.2%	55.0%	32.6%
	Sometimes	33.0%	33.1%	33.1%	32.4%
	Often	11.5%	9.1%	9.2%	30.7%
	Very often	2.4%	1.6%	2.8%	4.3%

Effective Teaching Practices	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Clearly explained course goals and requirements	Very little	9.3%	10.5%	9.3%	4.0%
	Some	32.6%	31.6%	35.7%	26.4%
	Quite a bit	38.0%	38.6%	39.8%	29.3%
	Very much	20.1%	19.3%	15.2%	40.3%
Taught in an organised way	Very little	3.5%	3.6%	4.5%	0.0%
	Some	30.1%	26.2%	36.2%	27.1%
	Quite a bit	45.2%	48.0%	43.7%	37.7%
	Very much	21.2%	22.2%	15.6%	35.2%
Used examples or illustrations to explain difficult points	Very little	4.6%	2.9%	7.2%	3.7%
	Some	31.2%	31.0%	35.4%	17.5%
	Quite a bit	42.0%	42.4%	41.1%	43.3%
	Very much	22.2%	23.7%	16.2%	35.5%
Provided feedback on a draft or work in progress	Very little	37.3%	33.6%	42.2%	37.3%
	Some	34.1%	37.2%	33.4%	22.7%
	Quite a bit	19.3%	20.8%	17.9%	17.6%
	Very much	9.3%	8.4%	6.6%	22.4%
Provided prompt and detailed feedback on tests or completed assignments	Very little	44.4%	40.9%	49.6%	42.1%
	Some	27.3%	30.7%	26.2%	16.1%
	Quite a bit	19.3%	19.9%	17.3%	23.1%
	Very much	9.0%	8.5%	6.9%	18.7%
Quality of Interactions	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Students	1=Poor	2.3%	2.2%	2.6%	1.5%
	2	3.7%	4.0%	4.1%	0.7%
	3	5.7%	5.9%	5.9%	4.4%
	4	18.5%	19.3%	17.9%	16.7%
	5	22.9%	23.8%	23.5%	17.5%
	6	20.8%	21.9%	17.6%	27.1%
	7=Excellent	26.0%	22.9%	28.3%	32.1%
Academic advisors	1=Poor	9.5%	7.9%	11.9%	8.2%
	2	13.7%	14.3%	14.3%	8.9%
	3	17.2%	18.3%	18.1%	9.3%
	4	22.1%	22.7%	23.4%	14.8%
	5	18.9%	21.3%	17.0%	15.2%
	6	10.7%	10.0%	10.0%	16.8%
	7=Excellent	7.9%	5.6%	5.4%	26.8%
Academic staff	1=Poor	7.7%	7.0%	9.9%	3.3%
	2	10.7%	10.6%	11.1%	9.1%
	3	17.7%	18.7%	18.9%	9.1%
	4	21.2%	23.0%	21.4%	12.7%
	5	19.2%	19.6%	18.7%	19.3%
	6	14.1%	12.5%	13.2%	23.7%
	7=Excellent	9.5%	8.6%	6.8%	22.9%

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	10.3%	8.1%	11.5%	16.3%
	2	12.5%	12.1%	14.9%	5.4%
	3	16.9%	16.2%	19.8%	8.8%
	4	17.9%	18.5%	16.5%	20.0%
	5	19.3%	19.7%	18.4%	20.9%
	6	12.4%	14.9%	9.2%	12.1%
	7=Excellent	10.8%	10.5%	9.7%	16.6%
Other administrative staff and offices (registry, finance, etc.)	1=Poor	10.6%	9.6%	12.4%	9.0%
	2	14.6%	13.7%	19.0%	3.4%
	3	15.3%	14.5%	16.3%	15.9%
	4	19.6%	21.0%	19.1%	15.1%
	5	18.4%	19.0%	16.9%	20.7%
	6	11.3%	13.1%	8.6%	12.4%
	7=Excellent	10.2%	9.2%	7.8%	23.4%
Supportive Environment	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Providing support to help students succeed academically	Very little	17.2%	11.9%	24.2%	16.2%
	Some	41.0%	40.7%	44.6%	30.0%
	Quite a bit	29.3%	33.2%	22.2%	36.4%
	Very much	12.5%	14.2%	9.0%	17.3%
Using learning support services (learning centre, computer centre, maths support, writing support etc.)	Very little	29.2%	20.5%	38.9%	33.9%
	Some	34.8%	36.8%	33.1%	31.7%
	Quite a bit	24.0%	27.9%	18.7%	25.2%
	Very much	12.0%	14.8%	9.3%	9.2%
Contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	Very little	40.2%	36.4%	48.2%	29.9%
	Some	34.2%	33.3%	33.2%	41.5%
	Quite a bit	18.8%	21.0%	14.2%	24.6%
	Very much	6.8%	9.3%	4.5%	4.0%
Providing opportunities to be involved socially	Very little	19.5%	16.1%	20.6%	30.3%
	Some	39.4%	37.0%	44.3%	33.2%
	Quite a bit	28.7%	31.1%	27.1%	23.4%
	Very much	12.4%	15.7%	8.0%	13.1%
Providing support for your overall well-being (recreation, health care, counselling, etc.)	Very little	16.1%	11.9%	20.4%	19.6%
	Some	37.0%	33.9%	40.6%	38.6%
	Quite a bit	30.9%	33.3%	28.9%	27.0%
	Very much	16.0%	20.8%	10.1%	14.9%
Helping you manage your non-academic responsibilities (work, family, etc.)	Very little	50.4%	44.3%	59.5%	46.2%
	Some	30.0%	32.1%	26.9%	31.4%
	Quite a bit	13.8%	16.5%	9.5%	16.7%
	Very much	5.8%	7.0%	4.1%	5.7%
Attending campus activities and events (special speakers, cultural performances, sporting events, etc.)	Very little	20.8%	20.5%	19.6%	26.0%
	Some	43.9%	40.5%	49.0%	41.5%
	Quite a bit	25.7%	25.9%	25.0%	27.4%
	Very much	9.6%	13.1%	6.5%	5.1%
Attending events that address important social, economic, or political issues	Very little	40.0%	42.5%	39.2%	32.1%
	Some	40.3%	36.9%	43.4%	44.4%
	Quite a bit	15.5%	15.5%	14.3%	20.2%
	Very much	4.1%	5.0%	3.1%	3.3%

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	7.9%	6.0%	11.4%	3.4%
	Sometimes	45.8%	50.7%	43.8%	30.5%
	Often	29.8%	27.8%	29.9%	38.3%
	Very often	16.6%	15.5%	14.9%	27.8%
Come to class without completing readings or assignments	Never	17.7%	14.2%	16.4%	38.3%
	Sometimes	46.2%	46.2%	48.5%	37.4%
	Often	23.2%	27.5%	20.1%	15.7%
	Very often	12.9%	12.2%	15.0%	8.6%
Made a presentation in class or online	Never	25.1%	30.1%	19.8%	22.5%
	Sometimes	44.7%	42.3%	47.8%	44.1%
	Often	23.8%	24.1%	23.4%	23.8%
	Very often	6.3%	3.5%	9.0%	9.6%
Improved knowledge and skills that will contribute to your employability	Never	7.1%	8.9%	6.1%	3.0%
	Sometimes	34.7%	37.2%	36.8%	15.2%
	Often	39.4%	35.4%	42.3%	47.3%
	Very often	18.8%	18.5%	14.8%	34.6%
Explored how to apply your learning in the workplace	Never	14.8%	19.2%	12.2%	4.3%
	Sometimes	31.6%	32.7%	32.8%	22.1%
	Often	33.5%	31.8%	34.7%	36.8%
	Very often	20.1%	16.4%	20.3%	36.7%
Exercised or participated in physical fitness activities	Never	26.8%	29.5%	22.9%	28.8%
	Sometimes	34.1%	33.2%	35.0%	35.1%
	Often	20.2%	20.6%	20.9%	15.7%
	Very often	18.9%	16.8%	21.2%	20.4%
Blended academic learning with workplace experience	Never	16.5%	21.3%	13.4%	5.4%
	Sometimes	30.0%	32.2%	30.6%	17.0%
	Often	31.6%	27.8%	33.7%	41.1%
	Very often	22.0%	18.7%	22.2%	36.5%
Worked on assessments that informed you how well you are learning	Never	34.1%	33.2%	38.2%	23.0%
	Sometimes	45.3%	46.2%	44.9%	42.1%
	Often	17.0%	16.8%	14.8%	26.1%
	Very often	3.7%	3.8%	2.1%	8.7%
Memorising course material	Very little	16.5%	13.8%	13.1%	39.0%
	Some	35.6%	41.1%	30.7%	27.8%
	Quite a bit	34.7%	34.2%	38.4%	24.9%
	Very much	13.2%	10.9%	17.8%	8.3%
Work with academic staff on a research project	Have not decided	36.2%	51.6%	20.2%	23.1%
	Do not plan to do	27.0%	18.9%	42.0%	10.6%
	Plan to do	20.0%	28.0%	8.7%	23.8%
	Done or in progress	16.8%	1.5%	29.0%	42.5%
Community service or volunteer work	Have not decided	25.0%	25.8%	24.4%	23.9%
	Do not plan to do	16.8%	8.6%	21.7%	36.2%
	Plan to do	39.7%	54.3%	26.4%	20.9%
	Done or in progress	18.5%	11.3%	27.5%	19.0%

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	5.7%	6.3%	5.3%	4.0%
	Some	25.7%	30.5%	25.2%	6.2%
	Quite a bit	47.4%	47.3%	47.1%	48.8%
	Very much	21.3%	15.8%	22.4%	41.1%
Writing clearly and effectively	Very little	8.8%	9.8%	8.1%	6.8%
	Some	34.6%	34.5%	35.8%	30.7%
	Quite a bit	38.1%	38.9%	38.9%	32.1%
	Very much	18.5%	16.7%	17.2%	30.3%
Speaking clearly and effectively	Very little	12.3%	10.9%	13.8%	13.0%
	Some	29.8%	32.0%	28.9%	23.5%
	Quite a bit	37.0%	37.3%	37.1%	35.0%
	Very much	20.9%	19.8%	20.2%	28.5%
Thinking critically and analytically	Very little	3.7%	3.5%	4.6%	1.4%
	Some	27.0%	29.1%	29.8%	8.3%
	Quite a bit	43.2%	44.3%	40.5%	47.6%
	Very much	26.1%	23.2%	25.0%	42.6%
Analysing numerical and statistical information	Very little	39.2%	41.7%	41.4%	21.2%
	Some	35.6%	36.6%	33.8%	37.2%
	Quite a bit	18.6%	16.9%	19.0%	24.9%
	Very much	6.5%	4.8%	5.8%	16.6%
Acquiring job- or work-related knowledge and skills	Very little	10.6%	13.1%	8.8%	6.1%
	Some	32.1%	33.6%	31.2%	28.5%
	Quite a bit	35.9%	32.7%	40.8%	32.9%
	Very much	21.4%	20.6%	19.2%	32.5%
Working effectively with others	Very little	7.8%	8.4%	5.9%	11.2%
	Some	28.5%	31.1%	25.9%	26.0%
	Quite a bit	39.9%	36.4%	44.5%	39.4%
	Very much	23.9%	24.1%	23.7%	23.4%
Solving complex real-world problems	Very little	24.4%	27.4%	24.0%	12.6%
	Some	41.6%	43.4%	40.4%	37.6%
	Quite a bit	25.7%	22.5%	27.9%	32.1%
	Very much	8.3%	6.7%	7.7%	17.7%
Being an informed and active citizen (societal / political / community)	Very little	24.8%	28.3%	23.0%	15.9%
	Some	38.1%	39.6%	40.3%	23.8%
	Quite a bit	28.1%	24.9%	28.0%	41.9%
	Very much	9.0%	7.2%	8.7%	18.5%
How would you evaluate your entire educational experience at this institution?	Poor	1.8%	1.7%	2.0%	1.5%
	Fair	18.3%	16.6%	21.9%	14.3%
	Good	52.8%	52.8%	56.4%	41.2%
	Excellent	27.1%	28.9%	19.7%	43.0%
If you could start over again, would you go to the same institution you are now attending?	Definitely no	3.7%	2.7%	5.5%	2.3%
	Probably no	14.0%	11.2%	19.1%	9.1%
	Probably yes	43.0%	40.8%	46.5%	40.8%
	Definitely yes	39.3%	45.4%	28.9%	47.7%