

# THE IRISH SURVEY OF STUDENT ENGAGEMENT (ISSE)

**Institution name: Trinity College Dublin**

## 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 [DEANSTU@tcd.ie](mailto:DEANSTU@tcd.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	38.9
Reflective and Integrative Learning	33.1
Quantitative Reasoning	21.1
Learning Strategies	30.8
Collaborative Learning	27.7
Student-Faculty Interaction	12.5
Effective Teaching Practices	32.1
Quality of Interactions	36.4
Supportive Environment	29.9

## 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	6.6%	7.8%	6.5%	4.7%
	Some	22.0%	24.1%	19.8%	21.3%
	Quite a bit	40.8%	42.1%	36.8%	43.2%
	Very much	30.6%	26.0%	36.9%	30.7%
Analysing an idea, experience, or line of reasoning in depth by examining its parts	Very little	7.1%	8.2%	6.6%	6.0%
	Some	22.7%	27.6%	19.2%	18.8%
	Quite a bit	38.0%	37.4%	38.1%	38.7%
	Very much	32.3%	26.8%	36.1%	36.5%
Evaluating a point of view, decision, or information source	Very little	9.0%	12.5%	7.8%	4.7%
	Some	22.3%	28.8%	19.6%	15.2%
	Quite a bit	37.8%	36.7%	36.4%	41.3%
	Very much	30.9%	22.1%	36.3%	38.7%
Forming an understanding or new idea from various pieces of information	Very little	6.4%	8.2%	5.9%	4.2%
	Some	22.0%	26.1%	18.7%	19.2%
	Quite a bit	40.9%	40.2%	42.3%	40.5%
	Very much	30.6%	25.5%	33.1%	36.1%

<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	5.6%	8.7%	3.4%	2.6%
	Sometimes	36.1%	43.9%	31.4%	28.0%
	Often	38.8%	35.1%	39.0%	45.0%
	Very often	19.5%	12.3%	26.2%	24.4%
Connected your learning to problems or issues in society	Never	15.2%	19.7%	13.5%	9.2%
	Sometimes	32.6%	35.3%	28.5%	32.8%
	Often	31.5%	29.0%	35.9%	30.7%
	Very often	20.8%	16.1%	22.2%	27.4%
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in discussions or assignments	Never	27.8%	33.4%	27.4%	18.6%
	Sometimes	35.7%	34.5%	34.4%	39.2%
	Often	24.3%	22.9%	24.6%	26.3%
	Very often	12.2%	9.3%	13.5%	15.9%
Examined the strengths and weaknesses of your own views on a topic or issue	Never	10.3%	14.6%	8.8%	4.4%
	Sometimes	36.6%	42.2%	34.9%	28.7%
	Often	39.5%	32.3%	42.3%	48.8%
	Very often	13.7%	10.9%	14.0%	18.1%
Tried to better understand someone else's views by imagining how an issue looks from their perspective	Never	7.8%	9.8%	7.9%	4.0%
	Sometimes	32.9%	34.9%	31.6%	31.2%
	Often	39.3%	38.6%	38.7%	41.3%
	Very often	20.0%	16.7%	21.8%	23.5%
Learned something that changed the way you understand an issue or concept?	Never	3.8%	4.1%	4.7%	2.1%
	Sometimes	30.4%	34.0%	26.4%	28.9%
	Often	43.7%	43.6%	43.8%	43.8%
	Very often	22.1%	18.3%	25.1%	25.2%
Connected ideas from your subjects / modules to your prior experiences and knowledge	Never	2.6%	3.6%	2.2%	1.1%
	Sometimes	27.5%	34.9%	27.0%	15.2%
	Often	42.7%	42.0%	42.6%	43.9%
	Very often	27.2%	19.5%	28.1%	39.8%
<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	26.9%	27.9%	27.9%	24.1%
	Sometimes	36.5%	38.6%	31.3%	38.9%
	Often	23.5%	20.6%	26.6%	24.5%
	Very often	13.2%	12.9%	14.2%	12.5%
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never	35.8%	38.5%	37.7%	29.1%
	Sometimes	36.4%	37.1%	33.4%	38.8%
	Often	18.1%	16.4%	18.7%	20.2%
	Very often	9.7%	8.0%	10.2%	11.8%
Evaluated what others have concluded from numerical information	Never	37.3%	39.7%	35.2%	35.7%
	Sometimes	38.8%	39.8%	39.1%	36.8%
	Often	18.2%	16.5%	18.3%	21.1%
	Very often	5.6%	4.0%	7.3%	6.4%

<b>Learning Strategies</b>	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Identified key information from recommended reading materials	Never	7.7%	12.9%	5.3%	2.0%
	Sometimes	34.8%	43.7%	33.2%	21.7%
	Often	40.0%	32.3%	41.5%	51.2%
	Very often	17.5%	11.1%	20.1%	25.1%
Reviewed your notes after class	Never	10.2%	10.6%	14.3%	4.8%
	Sometimes	46.1%	47.6%	49.3%	39.9%
	Often	30.2%	29.1%	24.6%	38.6%
	Very often	13.5%	12.8%	11.9%	16.7%
Summarised what you learned in class or from course materials	Never	11.6%	12.4%	12.6%	8.9%
	Sometimes	42.7%	41.8%	43.3%	43.6%
	Often	32.9%	32.3%	33.1%	33.8%
	Very often	12.8%	13.5%	11.0%	13.6%
<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	14.6%	11.2%	15.9%	19.1%
	Sometimes	47.1%	45.2%	42.6%	55.5%
	Often	27.0%	30.7%	28.4%	19.0%
	Very often	11.3%	12.9%	13.0%	6.4%
Explained course material to one or more students	Never	7.3%	7.7%	6.5%	7.7%
	Sometimes	48.5%	50.5%	45.1%	49.1%
	Often	31.4%	31.0%	34.2%	28.9%
	Very often	12.7%	10.8%	14.2%	14.3%
Prepared for exams by discussing or working through course material with other students	Never	24.0%	25.3%	17.4%	29.4%
	Sometimes	39.0%	42.3%	38.3%	34.2%
	Often	25.5%	24.3%	28.3%	24.3%
	Very often	11.5%	8.2%	15.9%	12.1%
Worked with other students on projects or assignments	Never	18.2%	16.6%	17.0%	22.7%
	Sometimes	36.9%	41.3%	34.9%	31.4%
	Often	26.5%	29.6%	27.3%	20.0%
	Very often	18.4%	12.6%	20.8%	25.9%
<b>Student-Faculty Interaction</b>	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Talked about career plans with academic staff	Never	56.3%	78.0%	38.9%	40.4%
	Sometimes	30.8%	16.0%	42.8%	41.6%
	Often	9.4%	4.8%	13.5%	12.3%
	Very often	3.5%	1.2%	4.8%	5.7%
Worked with academic staff on activities other than coursework (committees, student groups, etc.)	Never	71.1%	80.7%	64.2%	63.1%
	Sometimes	20.0%	13.9%	25.1%	24.3%
	Often	6.0%	4.4%	6.9%	7.5%
	Very often	2.9%	1.0%	3.8%	5.2%
Discussed course topics, ideas, or concepts with academic staff outside of class	Never	46.2%	66.0%	35.5%	25.6%
	Sometimes	35.5%	23.6%	43.4%	46.2%
	Often	13.9%	8.1%	15.5%	21.7%
	Very often	4.4%	2.3%	5.6%	6.6%
Discussed your performance with academic staff	Never	44.5%	60.5%	33.0%	31.1%
	Sometimes	40.1%	31.7%	48.4%	44.5%
	Often	12.5%	6.8%	15.6%	18.6%
	Very often	2.9%	1.0%	3.1%	5.8%

<b>Effective Teaching Practices</b>	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Clearly explained course goals and requirements	Very little	7.1%	9.6%	4.8%	5.8%
	Some	27.9%	29.9%	27.3%	25.2%
	Quite a bit	41.9%	41.9%	45.0%	38.5%
	Very much	23.1%	18.6%	22.9%	30.5%
Taught in an organised way	Very little	4.4%	3.3%	4.4%	6.4%
	Some	27.7%	30.5%	29.8%	20.7%
	Quite a bit	43.5%	44.3%	42.8%	43.0%
	Very much	24.4%	21.8%	23.0%	30.0%
Used examples or illustrations to explain difficult points	Very little	4.8%	3.9%	5.9%	4.9%
	Some	23.6%	24.5%	25.2%	20.2%
	Quite a bit	41.3%	42.6%	42.2%	38.0%
	Very much	30.3%	29.0%	26.7%	36.8%
Provided feedback on a draft or work in progress	Very little	34.0%	43.1%	29.5%	24.6%
	Some	31.0%	31.0%	32.9%	28.6%
	Quite a bit	21.8%	17.7%	24.0%	26.0%
	Very much	13.2%	8.2%	13.5%	20.8%
Provided prompt and detailed feedback on tests or completed assignments	Very little	29.3%	29.7%	32.3%	25.4%
	Some	32.3%	35.3%	31.3%	28.6%
	Quite a bit	24.3%	23.1%	25.9%	24.6%
	Very much	14.1%	12.0%	10.6%	21.5%
<b>Quality of Interactions</b>	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Students	1=Poor	1.5%	1.9%	1.0%	1.4%
	2	1.9%	1.8%	2.3%	1.4%
	3	5.3%	4.8%	6.2%	5.2%
	4	11.0%	12.7%	9.6%	9.7%
	5	20.9%	22.8%	18.8%	20.1%
	6	23.7%	25.7%	20.0%	24.9%
	7=Excellent	35.8%	30.3%	42.2%	37.3%
Academic advisors	1=Poor	6.6%	8.1%	6.2%	4.5%
	2	8.4%	10.0%	8.8%	5.3%
	3	14.3%	17.8%	15.1%	7.4%
	4	19.9%	22.1%	20.7%	15.4%
	5	21.3%	20.5%	22.1%	21.5%
	6	15.5%	13.0%	15.1%	20.0%
	7=Excellent	14.1%	8.4%	12.0%	26.0%
Academic staff	1=Poor	4.8%	6.2%	3.7%	3.9%
	2	6.3%	8.1%	5.1%	5.0%
	3	12.7%	14.4%	14.0%	8.5%
	4	17.8%	22.7%	17.6%	10.2%
	5	23.9%	23.6%	25.0%	23.3%
	6	18.7%	14.6%	21.3%	22.2%
	7=Excellent	15.7%	10.5%	13.4%	26.8%

<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	7.8%	7.4%	8.3%	7.7%
	2	9.7%	10.4%	9.8%	8.4%
	3	12.6%	10.9%	16.5%	10.4%
	4	19.7%	22.8%	19.5%	14.9%
	5	20.1%	20.5%	21.1%	18.3%
	6	17.1%	15.2%	15.1%	22.8%
	7=Excellent	13.0%	12.9%	9.7%	17.6%
Other administrative staff and offices (registry, finance, etc.)	1=Poor	11.0%	11.0%	12.3%	9.3%
	2	12.3%	12.1%	15.7%	8.7%
	3	15.5%	14.6%	18.5%	13.6%
	4	18.9%	22.0%	19.0%	14.3%
	5	18.5%	18.8%	17.4%	19.1%
	6	12.4%	11.9%	9.6%	16.5%
	7=Excellent	11.4%	9.6%	7.5%	18.5%
<b>Supportive Environment</b>	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Providing support to help students succeed academically	Very little	11.1%	9.4%	12.7%	12.2%
	Some	37.1%	34.5%	41.5%	36.0%
	Quite a bit	34.6%	35.2%	35.1%	33.0%
	Very much	17.2%	20.9%	10.7%	18.8%
Using learning support services (learning centre, computer centre, maths support, writing support etc.)	Very little	18.3%	14.5%	21.3%	21.0%
	Some	37.6%	35.9%	40.6%	36.7%
	Quite a bit	29.0%	30.4%	28.7%	26.9%
	Very much	15.1%	19.2%	9.3%	15.3%
Contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	Very little	28.5%	29.2%	32.8%	22.0%
	Some	34.7%	31.3%	43.5%	29.7%
	Quite a bit	24.0%	26.0%	17.4%	28.4%
	Very much	12.9%	13.4%	6.2%	19.8%
Providing opportunities to be involved socially	Very little	12.4%	9.4%	14.2%	15.4%
	Some	27.8%	25.8%	30.4%	28.2%
	Quite a bit	34.7%	35.4%	32.5%	36.0%
	Very much	25.0%	29.4%	22.9%	20.4%
Providing support for your overall well-being (recreation, health care, counselling, etc.)	Very little	11.3%	7.3%	15.5%	12.9%
	Some	27.9%	25.5%	25.6%	34.4%
	Quite a bit	36.9%	39.5%	37.6%	31.7%
	Very much	24.0%	27.7%	21.3%	21.1%
Helping you manage your non-academic responsibilities (work, family, etc.)	Very little	43.4%	39.0%	48.2%	44.9%
	Some	34.2%	35.7%	34.1%	31.7%
	Quite a bit	16.5%	19.1%	13.8%	15.2%
	Very much	6.0%	6.2%	3.8%	8.3%
Attending campus activities and events (special speakers, cultural performances, sporting events, etc.)	Very little	10.4%	9.5%	10.4%	12.0%
	Some	27.0%	24.3%	28.2%	30.1%
	Quite a bit	36.6%	37.7%	40.6%	29.9%
	Very much	26.0%	28.5%	20.8%	28.0%
Attending events that address important social, economic, or political issues	Very little	11.6%	9.9%	11.0%	15.3%
	Some	30.1%	28.3%	33.9%	28.8%
	Quite a bit	35.7%	38.9%	35.7%	30.4%
	Very much	22.5%	23.0%	19.3%	25.5%

<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	8.6%	13.2%	6.9%	2.6%
	Sometimes	38.8%	44.0%	41.1%	26.7%
	Often	29.9%	27.6%	27.6%	36.5%
	Very often	22.8%	15.1%	24.4%	34.3%
Come to class without completing readings or assignments	Never	25.5%	23.3%	22.0%	33.3%
	Sometimes	47.0%	46.9%	45.4%	49.0%
	Often	19.0%	19.5%	22.7%	13.9%
	Very often	8.5%	10.3%	9.9%	3.9%
Made a presentation in class or online	Never	25.5%	38.8%	10.9%	18.9%
	Sometimes	43.6%	46.8%	45.1%	36.3%
	Often	20.3%	11.0%	29.0%	26.6%
	Very often	10.6%	3.4%	15.0%	18.2%
Improved knowledge and skills that will contribute to your employability	Never	6.6%	9.6%	5.5%	2.8%
	Sometimes	33.4%	38.8%	33.5%	24.2%
	Often	37.8%	32.8%	39.4%	44.4%
	Very often	22.2%	18.8%	21.6%	28.6%
Explored how to apply your learning in the workplace	Never	30.7%	43.6%	27.8%	12.3%
	Sometimes	33.8%	35.4%	34.2%	30.5%
	Often	22.0%	13.7%	24.1%	33.6%
	Very often	13.5%	7.2%	13.9%	23.6%
Exercised or participated in physical fitness activities	Never	22.9%	23.6%	17.8%	27.6%
	Sometimes	32.9%	33.7%	32.6%	31.8%
	Often	21.9%	20.0%	26.3%	20.2%
	Very often	22.3%	22.7%	23.3%	20.4%
Blended academic learning with workplace experience	Never	39.2%	56.8%	33.1%	17.0%
	Sometimes	28.0%	24.1%	31.7%	30.1%
	Often	19.4%	12.5%	19.7%	30.4%
	Very often	13.4%	6.6%	15.5%	22.5%
Worked on assessments that informed you how well you are learning	Never	31.5%	32.1%	36.6%	24.8%
	Sometimes	40.0%	40.7%	39.3%	39.6%
	Often	22.0%	21.6%	17.9%	27.7%
	Very often	6.4%	5.6%	6.2%	7.9%
Memorising course material	Very little	21.1%	14.9%	16.7%	36.1%
	Some	33.3%	34.6%	32.6%	31.9%
	Quite a bit	28.6%	32.2%	28.2%	23.5%
	Very much	17.0%	18.3%	22.6%	8.5%
Work with academic staff on a research project	Have not decided	25.2%	43.3%	9.0%	15.1%
	Do not plan to do	21.7%	12.4%	37.5%	18.3%
	Plan to do	28.6%	43.0%	7.5%	29.8%
	Done or in progress	24.5%	1.3%	46.0%	36.8%
Community service or volunteer work	Have not decided	18.8%	22.5%	12.2%	20.7%
	Do not plan to do	23.8%	8.2%	33.1%	37.9%
	Plan to do	31.1%	52.3%	12.1%	19.4%
	Done or in progress	26.3%	17.0%	42.6%	22.0%

<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	3.4%	3.9%	2.0%	4.3%
	Some	15.3%	19.3%	10.2%	14.8%
	Quite a bit	46.4%	49.1%	41.7%	47.4%
	Very much	34.9%	27.7%	46.2%	33.6%
Writing clearly and effectively	Very little	13.1%	21.5%	7.0%	6.6%
	Some	27.4%	34.0%	19.9%	25.6%
	Quite a bit	36.5%	31.4%	38.3%	42.7%
	Very much	23.0%	13.1%	34.8%	25.2%
Speaking clearly and effectively	Very little	18.3%	27.4%	9.7%	13.8%
	Some	31.2%	34.2%	28.9%	29.2%
	Quite a bit	30.5%	24.5%	34.5%	35.5%
	Very much	20.0%	13.9%	27.0%	21.6%
Thinking critically and analytically	Very little	4.2%	6.4%	2.0%	3.4%
	Some	16.1%	18.8%	11.0%	18.0%
	Quite a bit	37.6%	38.9%	33.1%	40.7%
	Very much	42.1%	36.0%	54.0%	37.9%
Analysing numerical and statistical information	Very little	25.4%	24.8%	25.4%	26.1%
	Some	26.6%	26.0%	25.3%	29.2%
	Quite a bit	24.7%	25.4%	22.5%	26.2%
	Very much	23.3%	23.8%	26.7%	18.4%
Acquiring job- or work-related knowledge and skills	Very little	18.6%	25.0%	16.9%	10.2%
	Some	32.9%	34.5%	32.7%	30.7%
	Quite a bit	27.9%	23.7%	28.7%	33.9%
	Very much	20.6%	16.8%	21.8%	25.2%
Working effectively with others	Very little	11.7%	14.2%	8.5%	11.6%
	Some	29.4%	27.9%	31.0%	29.9%
	Quite a bit	34.9%	36.5%	33.3%	34.2%
	Very much	24.0%	21.4%	27.2%	24.3%
Solving complex real-world problems	Very little	15.4%	18.9%	12.0%	13.5%
	Some	34.2%	34.3%	35.5%	32.7%
	Quite a bit	31.3%	30.4%	30.7%	33.2%
	Very much	19.2%	16.4%	21.7%	20.5%
Being an informed and active citizen (societal / political / community)	Very little	20.7%	23.3%	18.8%	18.7%
	Some	31.2%	32.4%	30.6%	30.0%
	Quite a bit	28.1%	26.4%	28.5%	30.2%
	Very much	20.1%	17.9%	22.2%	21.1%
How would you evaluate your entire educational experience at this institution?	Poor	2.5%	1.6%	2.1%	4.3%
	Fair	16.6%	17.2%	16.4%	15.9%
	Good	46.3%	48.4%	46.2%	43.1%
	Excellent	34.6%	32.8%	35.3%	36.6%
If you could start over again, would you go to the same institution you are now attending?	Definitely no	2.7%	0.9%	3.5%	4.5%
	Probably no	10.6%	7.6%	12.7%	13.0%
	Probably yes	36.7%	36.3%	37.7%	36.2%
	Definitely yes	50.0%	55.2%	46.1%	46.3%