

THE IRISH SURVEY OF STUDENT ENGAGEMENT (ISSE)

Institution name: University College Cork

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 vpacademic@ucc.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	37.6
Reflective and Integrative Learning	30.6
Quantitative Reasoning	18.0
Learning Strategies	30.3
Collaborative Learning	25.1
Student-Faculty Interaction	10.6
Effective Teaching Practices	34.6
Quality of Interactions	39.0
Supportive Environment	29.5

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%	7.7%	5.0%	3.3%
	Some	24.2%	26.8%	24.4%	15.7%
	Quite a bit	42.7%	43.5%	40.1%	43.5%
	Very much	26.9%	22.0%	30.6%	37.6%
Analysing an idea, experience, or line of reasoning in depth by examining its parts	Very little	7.2%	8.6%	5.5%	4.6%
	Some	27.0%	31.0%	24.7%	17.3%
	Quite a bit	39.0%	39.0%	36.2%	42.5%
	Very much	26.8%	21.4%	33.6%	35.6%
Evaluating a point of view, decision, or information source	Very little	8.6%	11.1%	7.1%	2.6%
	Some	25.4%	30.0%	21.1%	16.1%
	Quite a bit	40.0%	37.5%	42.9%	44.6%
	Very much	26.0%	21.4%	28.9%	36.6%
Forming an understanding or new idea from various pieces of information	Very little	5.5%	6.2%	5.6%	3.1%
	Some	24.2%	26.9%	25.4%	14.1%
	Quite a bit	42.0%	41.9%	38.9%	46.3%
	Very much	28.3%	24.9%	30.1%	36.5%

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	8.6%	11.5%	5.1%	2.9%
	Sometimes	41.2%	46.0%	36.9%	30.2%
	Often	36.0%	32.2%	40.5%	43.1%
	Very often	14.3%	10.4%	17.5%	23.8%
Connected your learning to problems or issues in society	Never	16.6%	20.0%	14.6%	7.7%
	Sometimes	36.5%	38.5%	37.6%	28.0%
	Often	30.4%	28.1%	29.4%	39.4%
	Very often	16.5%	13.4%	18.4%	24.8%
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in discussions or assignments	Never	31.9%	36.7%	30.3%	17.5%
	Sometimes	38.3%	37.5%	41.2%	37.3%
	Often	19.5%	17.8%	17.0%	28.5%
	Very often	10.3%	8.1%	11.5%	16.7%
Examined the strengths and weaknesses of your own views on a topic or issue	Never	13.5%	16.7%	10.7%	6.0%
	Sometimes	41.4%	44.0%	41.6%	32.1%
	Often	34.5%	30.9%	36.2%	45.0%
	Very often	10.6%	8.4%	11.6%	16.9%
Tried to better understand someone else's views by imagining how an issue looks from their perspective	Never	9.2%	10.9%	8.2%	4.9%
	Sometimes	37.5%	40.3%	35.4%	30.4%
	Often	37.7%	35.9%	40.8%	39.7%
	Very often	15.6%	12.9%	15.6%	25.0%
Learned something that changed the way you understand an issue or concept?	Never	3.6%	3.5%	3.8%	3.8%
	Sometimes	35.4%	37.2%	36.3%	27.6%
	Often	43.6%	44.4%	43.6%	40.7%
	Very often	17.5%	15.0%	16.2%	27.8%
Connected ideas from your subjects / modules to your prior experiences and knowledge	Never	3.8%	4.9%	2.4%	1.9%
	Sometimes	31.3%	34.7%	33.4%	16.9%
	Often	41.8%	40.4%	44.2%	43.3%
	Very often	23.1%	20.0%	20.0%	37.9%
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	32.4%	34.7%	30.2%	27.5%
	Sometimes	39.3%	38.3%	39.8%	42.0%
	Often	19.8%	19.1%	19.6%	22.5%
	Very often	8.5%	7.9%	10.4%	8.0%
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never	38.7%	40.5%	37.0%	34.5%
	Sometimes	37.8%	37.3%	37.5%	39.6%
	Often	16.4%	15.7%	17.4%	17.3%
	Very often	7.2%	6.5%	8.1%	8.6%
Evaluated what others have concluded from numerical information	Never	45.5%	49.5%	44.2%	34.2%
	Sometimes	39.6%	38.7%	37.1%	45.8%
	Often	11.5%	9.0%	13.6%	16.7%
	Very often	3.4%	2.7%	5.1%	3.4%

Learning Strategies	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Identified key information from recommended reading materials	Never	9.5%	12.9%	6.1%	2.8%
	Sometimes	38.8%	42.5%	41.2%	23.9%
	Often	37.5%	34.6%	37.2%	47.2%
	Very often	14.2%	10.0%	15.5%	26.1%
Reviewed your notes after class	Never	8.9%	8.9%	10.3%	7.3%
	Sometimes	42.4%	41.1%	43.9%	44.8%
	Often	33.3%	33.6%	33.1%	32.7%
	Very often	15.4%	16.5%	12.7%	15.1%
Summarised what you learned in class or from course materials	Never	12.4%	13.1%	10.8%	12.3%
	Sometimes	43.6%	43.4%	46.9%	40.3%
	Often	32.1%	32.3%	29.9%	34.1%
	Very often	11.8%	11.1%	12.5%	13.3%
Collaborative Learning	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Asked another student to help you understand course material	Never	16.6%	15.3%	18.9%	18.0%
	Sometimes	51.5%	52.0%	50.7%	51.2%
	Often	23.7%	25.2%	21.4%	21.5%
	Very often	8.2%	7.6%	9.0%	9.3%
Explained course material to one or more students	Never	10.6%	12.0%	6.8%	10.9%
	Sometimes	52.1%	54.0%	48.6%	49.9%
	Often	27.2%	25.0%	32.6%	27.9%
	Very often	10.1%	9.0%	12.0%	11.4%
Prepared for exams by discussing or working through course material with other students	Never	23.0%	23.8%	19.0%	25.7%
	Sometimes	39.4%	41.2%	38.6%	33.9%
	Often	26.2%	25.3%	28.3%	26.7%
	Very often	11.4%	9.7%	14.2%	13.7%
Worked with other students on projects or assignments	Never	26.3%	29.8%	22.7%	18.8%
	Sometimes	41.1%	42.7%	41.7%	34.8%
	Often	22.2%	21.2%	22.8%	24.8%
	Very often	10.4%	6.3%	12.7%	21.6%
Student-Faculty Interaction	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Talked about career plans with academic staff	Never	61.2%	72.5%	44.6%	44.5%
	Sometimes	28.2%	21.7%	39.0%	35.9%
	Often	8.2%	4.8%	10.8%	15.9%
	Very often	2.5%	0.9%	5.6%	3.6%
Worked with academic staff on activities other than coursework (committees, student groups, etc.)	Never	76.8%	82.2%	68.8%	68.8%
	Sometimes	16.9%	13.6%	21.9%	21.7%
	Often	4.1%	2.8%	5.3%	7.0%
	Very often	2.2%	1.4%	4.1%	2.5%
Discussed course topics, ideas, or concepts with academic staff outside of class	Never	52.4%	60.7%	44.2%	35.5%
	Sometimes	32.7%	28.0%	37.2%	42.5%
	Often	11.2%	8.8%	13.9%	16.0%
	Very often	3.7%	2.5%	4.8%	6.0%
Discussed your performance with academic staff	Never	50.5%	59.7%	42.4%	30.3%
	Sometimes	38.4%	32.7%	43.3%	51.1%
	Often	8.4%	5.5%	10.2%	16.1%
	Very often	2.6%	2.1%	4.0%	2.5%

Effective Teaching Practices	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Clearly explained course goals and requirements	Very little	4.1%	3.3%	4.7%	5.7%
	Some	23.6%	25.5%	24.4%	16.6%
	Quite a bit	43.2%	43.8%	43.1%	41.2%
	Very much	29.2%	27.3%	27.9%	36.5%
Taught in an organised way	Very little	2.8%	1.9%	2.4%	5.9%
	Some	24.9%	25.3%	26.4%	22.0%
	Quite a bit	43.5%	44.2%	45.3%	39.1%
	Very much	28.9%	28.6%	26.0%	33.0%
Used examples or illustrations to explain difficult points	Very little	2.5%	2.2%	3.3%	2.5%
	Some	19.1%	18.0%	22.5%	18.4%
	Quite a bit	43.9%	45.4%	43.0%	40.5%
	Very much	34.5%	34.4%	31.3%	38.6%
Provided feedback on a draft or work in progress	Very little	26.5%	28.5%	26.5%	20.3%
	Some	32.8%	34.3%	30.4%	30.8%
	Quite a bit	27.4%	25.9%	27.8%	31.5%
	Very much	13.4%	11.3%	15.3%	17.4%
Provided prompt and detailed feedback on tests or completed assignments	Very little	25.4%	26.2%	28.0%	19.8%
	Some	32.7%	34.1%	34.0%	26.8%
	Quite a bit	27.7%	27.7%	24.4%	31.7%
	Very much	14.2%	12.0%	13.6%	21.6%
Quality of Interactions	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Students	1=Poor	2.4%	2.2%	2.1%	3.5%
	2	2.4%	2.5%	2.3%	2.5%
	3	5.0%	5.5%	4.7%	4.1%
	4	11.6%	11.8%	13.1%	9.2%
	5	21.7%	23.9%	20.3%	16.5%
	6	22.8%	23.2%	21.5%	23.2%
	7=Excellent	34.1%	31.0%	35.9%	41.0%
Academic advisors	1=Poor	4.5%	5.0%	4.5%	3.1%
	2	7.9%	7.7%	8.5%	7.7%
	3	10.1%	12.8%	6.4%	6.5%
	4	19.0%	21.1%	17.6%	14.2%
	5	23.5%	22.9%	27.1%	20.9%
	6	16.6%	13.4%	18.7%	23.8%
	7=Excellent	18.4%	17.1%	17.2%	23.8%
Academic staff	1=Poor	3.8%	4.3%	2.8%	3.4%
	2	5.4%	5.8%	4.1%	6.1%
	3	10.8%	11.4%	11.5%	8.4%
	4	16.7%	19.4%	13.0%	12.7%
	5	22.4%	21.8%	27.1%	18.6%
	6	19.3%	18.3%	20.6%	20.6%
	7=Excellent	21.6%	19.0%	20.9%	30.2%

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	7.6%	6.8%	7.6%	10.1%
	2	7.9%	7.9%	9.2%	6.4%
	3	10.4%	11.4%	7.0%	11.5%
	4	18.8%	20.4%	18.5%	13.5%
	5	20.6%	19.6%	25.8%	16.9%
	6	14.7%	14.5%	12.7%	17.7%
	7=Excellent	20.0%	19.2%	19.0%	23.8%
Other administrative staff and offices (registry, finance, etc.)	1=Poor	6.1%	6.6%	5.9%	4.9%
	2	8.1%	8.3%	9.2%	6.1%
	3	9.7%	10.9%	8.4%	7.9%
	4	16.3%	17.2%	14.4%	15.8%
	5	21.9%	22.8%	24.0%	16.7%
	6	16.4%	13.9%	20.1%	19.1%
	7=Excellent	21.6%	20.3%	18.0%	29.5%
Supportive Environment	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Providing support to help students succeed academically	Very little	9.2%	7.9%	12.3%	9.6%
	Some	31.3%	31.5%	33.4%	28.4%
	Quite a bit	42.2%	43.6%	38.2%	42.5%
	Very much	17.3%	17.0%	16.2%	19.5%
Using learning support services (learning centre, computer centre, maths support, writing support etc.)	Very little	18.4%	17.0%	21.1%	19.6%
	Some	32.4%	33.7%	32.4%	28.5%
	Quite a bit	32.1%	31.3%	31.0%	35.8%
	Very much	17.1%	18.0%	15.5%	16.1%
Contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	Very little	21.8%	20.5%	29.3%	16.6%
	Some	36.7%	36.7%	32.7%	41.6%
	Quite a bit	27.1%	28.6%	23.0%	27.4%
	Very much	14.4%	14.2%	15.1%	14.3%
Providing opportunities to be involved socially	Very little	14.1%	12.3%	13.9%	19.9%
	Some	27.3%	25.4%	25.9%	34.7%
	Quite a bit	35.2%	36.9%	33.2%	32.1%
	Very much	23.4%	25.3%	27.0%	13.3%
Providing support for your overall well-being (recreation, health care, counselling, etc.)	Very little	13.9%	12.9%	13.5%	17.5%
	Some	28.3%	26.6%	26.5%	35.9%
	Quite a bit	34.1%	34.3%	35.1%	32.0%
	Very much	23.7%	26.2%	24.9%	14.6%
Helping you manage your non-academic responsibilities (work, family, etc.)	Very little	35.9%	33.2%	38.0%	41.3%
	Some	36.1%	36.2%	36.6%	35.1%
	Quite a bit	20.4%	21.8%	18.0%	19.2%
	Very much	7.6%	8.8%	7.3%	4.3%
Attending campus activities and events (special speakers, cultural performances, sporting events, etc.)	Very little	15.8%	14.4%	16.3%	19.7%
	Some	31.6%	30.0%	33.6%	34.2%
	Quite a bit	34.9%	37.0%	32.3%	31.8%
	Very much	17.6%	18.6%	17.8%	14.3%
Attending events that address important social, economic, or political issues	Very little	19.8%	18.1%	21.3%	23.1%
	Some	34.6%	34.5%	35.0%	34.6%
	Quite a bit	31.7%	31.8%	30.6%	32.6%
	Very much	13.9%	15.7%	13.0%	9.7%

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	13.7%	18.0%	10.3%	3.2%
	Sometimes	44.9%	48.3%	46.6%	30.9%
	Often	24.6%	22.3%	25.3%	31.5%
	Very often	16.8%	11.3%	17.8%	34.4%
Come to class without completing readings or assignments	Never	31.2%	30.6%	30.4%	34.4%
	Sometimes	45.9%	45.2%	45.3%	49.2%
	Often	16.2%	16.9%	17.8%	11.6%
	Very often	6.7%	7.3%	6.5%	4.8%
Made a presentation in class or online	Never	47.7%	65.0%	22.4%	21.3%
	Sometimes	35.0%	25.9%	53.9%	41.3%
	Often	11.4%	6.2%	16.9%	22.1%
	Very often	5.9%	2.9%	6.9%	15.2%
Improved knowledge and skills that will contribute to your employability	Never	8.7%	11.6%	5.4%	3.5%
	Sometimes	34.6%	37.6%	35.4%	23.9%
	Often	36.4%	33.7%	37.4%	44.2%
	Very often	20.3%	17.2%	21.8%	28.4%
Explored how to apply your learning in the workplace	Never	29.7%	38.4%	19.4%	14.1%
	Sometimes	35.9%	36.4%	39.5%	29.6%
	Often	22.0%	16.6%	25.3%	35.7%
	Very often	12.4%	8.6%	15.9%	20.7%
Exercised or participated in physical fitness activities	Never	25.6%	24.2%	25.8%	30.1%
	Sometimes	31.7%	29.6%	33.1%	36.7%
	Often	21.6%	22.9%	20.4%	18.7%
	Very often	21.1%	23.3%	20.7%	14.6%
Blended academic learning with workplace experience	Never	39.5%	51.1%	25.2%	19.2%
	Sometimes	28.9%	27.6%	31.0%	30.4%
	Often	19.3%	13.2%	28.6%	27.6%
	Very often	12.3%	8.0%	15.3%	22.8%
Worked on assessments that informed you how well you are learning	Never	29.4%	30.7%	32.2%	22.0%
	Sometimes	41.4%	42.4%	42.3%	36.9%
	Often	22.4%	20.5%	21.7%	29.3%
	Very often	6.8%	6.5%	3.7%	11.8%
Memorising course material	Very little	18.3%	17.8%	12.1%	27.5%
	Some	32.5%	32.6%	28.7%	36.5%
	Quite a bit	34.3%	36.2%	35.6%	26.6%
	Very much	15.0%	13.4%	23.6%	9.3%
Work with academic staff on a research project	Have not decided	34.6%	47.0%	14.7%	19.5%
	Do not plan to do	25.9%	22.2%	37.4%	23.8%
	Plan to do	24.5%	27.8%	9.4%	32.4%
	Done or in progress	14.9%	3.0%	38.5%	24.3%
Community service or volunteer work	Have not decided	26.2%	29.0%	20.8%	24.0%
	Do not plan to do	21.0%	13.5%	30.4%	33.5%
	Plan to do	30.3%	40.2%	15.5%	16.7%
	Done or in progress	22.4%	17.3%	33.3%	25.8%

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	4.0%	5.0%	2.7%	2.2%
	Some	27.4%	30.7%	22.6%	23.0%
	Quite a bit	48.2%	47.7%	49.1%	48.9%
	Very much	20.4%	16.6%	25.7%	25.8%
Writing clearly and effectively	Very little	10.8%	12.2%	8.0%	9.8%
	Some	30.3%	37.2%	22.9%	17.9%
	Quite a bit	38.0%	36.0%	39.1%	42.8%
	Very much	20.9%	14.6%	30.0%	29.5%
Speaking clearly and effectively	Very little	21.0%	26.7%	11.0%	15.6%
	Some	32.2%	36.7%	26.9%	24.8%
	Quite a bit	32.4%	26.1%	42.0%	40.2%
	Very much	14.4%	10.6%	20.2%	19.4%
Thinking critically and analytically	Very little	3.2%	3.4%	1.9%	3.9%
	Some	22.0%	25.8%	14.7%	19.4%
	Quite a bit	42.9%	44.4%	40.9%	40.9%
	Very much	31.9%	26.4%	42.6%	35.8%
Analysing numerical and statistical information	Very little	25.1%	25.1%	25.0%	25.3%
	Some	31.5%	35.3%	22.7%	30.7%
	Quite a bit	27.0%	25.4%	31.0%	27.0%
	Very much	16.4%	14.2%	21.3%	17.1%
Acquiring job- or work-related knowledge and skills	Very little	17.3%	20.2%	15.4%	10.6%
	Some	33.2%	36.3%	28.5%	29.3%
	Quite a bit	30.4%	27.7%	30.9%	37.7%
	Very much	19.2%	15.7%	25.2%	22.4%
Working effectively with others	Very little	12.3%	14.5%	5.2%	14.2%
	Some	32.7%	36.7%	28.7%	25.2%
	Quite a bit	36.2%	34.7%	39.7%	36.6%
	Very much	18.8%	14.2%	26.4%	24.0%
Solving complex real-world problems	Very little	18.1%	20.6%	15.3%	14.1%
	Some	34.6%	36.6%	32.4%	31.2%
	Quite a bit	31.6%	30.6%	30.5%	36.1%
	Very much	15.6%	12.2%	21.8%	18.6%
Being an informed and active citizen (societal / political / community)	Very little	16.7%	18.7%	12.6%	15.5%
	Some	34.0%	37.9%	28.5%	28.5%
	Quite a bit	29.3%	26.1%	33.3%	34.5%
	Very much	20.0%	17.4%	25.7%	21.5%
How would you evaluate your entire educational experience at this institution?	Poor	1.5%	0.4%	2.6%	3.3%
	Fair	12.4%	11.0%	13.5%	15.3%
	Good	51.4%	54.4%	48.3%	46.1%
	Excellent	34.7%	34.2%	35.6%	35.3%
If you could start over again, would you go to the same institution you are now attending?	Definitely no	2.2%	1.4%	2.7%	3.7%
	Probably no	7.3%	5.6%	8.6%	10.8%
	Probably yes	38.5%	39.0%	39.3%	35.8%
	Definitely yes	52.1%	54.0%	49.3%	49.6%