

# **StudentSurvey.ie (Irish Survey of Student Engagement)**

## **Institution name: Atlantic Technological University**

### **Results of StudentSurvey.ie 2023**

#### **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 one institutions participated in 2023.

StudentSurvey.ie 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 reflect 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 StudentSurvey.ie 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 StudentSurvey.ie 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 in 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 [declan.courell@atu.ie](mailto:declan.courell@atu.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	33.0
Reflective and Integrative Learning	29.6
Quantitative Reasoning	20.8
Learning Strategies	31.4
Collaborative Learning	27.2
Student-Faculty Interaction	14.5
Effective Teaching Practices	34.1
Quality of Interactions	41.5
Supportive Environment	29.3
Learning, Creative and Social Skills	32.7

## 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	6.4	7.4	5.4	5.6
	Some	34.7	36.9	33.6	28.9
	Quite a bit	40.7	38.8	43.5	39.4
	Very much	18.3	17.0	17.6	26.1
Analysing an idea, experience, or line of reasoning in depth by examining its parts	Very little	10.4	12.2	8.8	8.4
	Some	37.9	39.5	38.2	30.4
	Quite a bit	35.9	35.2	36.2	38.4
	Very much	15.7	13.1	16.8	22.8
Evaluating a point of view, decision, or information source	Very little	9.4	10.0	9.5	6.7
	Some	36.7	39.1	35.8	29.1
	Quite a bit	39.3	38.0	40.6	40.6
	Very much	14.6	12.9	14.1	23.6
Forming an understanding or new idea from various pieces of information	Very little	5.2	5.5	5.3	3.2
	Some	34.5	36.7	33.4	29.2
	Quite a bit	41.9	41.1	43.2	41.2
	Very much	18.4	16.7	18.1	26.4

<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	6.4	7.3	5.6	5.1
	Sometimes	38.9	42.1	37.0	31.1
	Often	39.4	37.3	41.2	42.4
	Very often	15.3	13.3	16.2	21.5
Connected your learning to problems or issues in society	Never	20.5	22.1	18.4	19.9
	Sometimes	42.7	43.8	43.8	34.1
	Often	26.8	26.1	27.0	28.8
	Very often	10.1	8.0	10.7	17.2
Included diverse perspectives (political, religious, racial, ethnic, gender, etc.) in discussions or assignments*	Never	44.2	41.9	46.0	48.3
	Sometimes	33.5	35.5	31.8	30.4
	Often	16.3	17.0	15.8	14.5
	Very often	6.0	5.6	6.3	6.7
Examined the strengths and weaknesses of your own views on a topic or issue	Never	10.6	11.7	9.9	8.2
	Sometimes	43.0	44.2	43.5	35.9
	Often	35.5	33.3	36.2	42.4
	Very often	11.0	10.8	10.4	13.6
Tried to better understand someone else's views by imagining how an issue looks from their perspective	Never	9.3	7.8	11.1	10.4
	Sometimes	38.8	39.2	39.3	35.0
	Often	37.9	38.9	36.2	39.5
	Very often	14.0	14.1	13.4	15.1
Learned something that changed the way you understand an issue or concept	Never	3.6	4.0	3.6	2.1
	Sometimes	35.0	35.3	35.2	32.9
	Often	44.8	44.9	45.3	42.5
	Very often	16.6	15.8	15.9	22.4
Connected ideas from your subjects / modules to your prior experiences and knowledge	Never	3.3	3.5	3.3	2.1
	Sometimes	31.8	35.7	29.4	22.2
	Often	42.3	41.1	44.3	40.7
	Very often	22.7	19.7	23.0	35.0

<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	21.7	23.5	19.8	20.3
	Sometimes	41.9	42.5	41.4	40.4
	Often	26.5	25.8	28.0	24.7
	Very often	9.9	8.1	10.8	14.6
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never	36.1	38.3	33.6	34.5
	Sometimes	38.3	37.6	39.5	37.2
	Often	19.2	18.3	20.5	19.1
	Very often	6.4	5.8	6.4	9.3
Evaluated what others have concluded from numerical information	Never	36.2	36.0	35.0	41.0
	Sometimes	41.3	41.9	41.1	39.0
	Often	18.2	18.4	18.8	15.5
	Very often	4.3	3.7	5.1	4.5

<b>Learning Strategies</b>	<b>Responses</b>	<b>All Students</b>	<b>Undergrad - Year 1</b>	<b>Undergrad - Final Yr</b>	<b>Postgrad taught</b>
Identified key information from recommended reading materials	Never	10.0	12.4	8.5	4.4
	Sometimes	41.4	43.5	42.0	31.0
	Often	36.5	34.7	36.7	43.3
	Very often	12.1	9.4	12.8	21.3
Reviewed your notes after class, tutorials, labs or studios*	Never	6.0	6.5	5.9	4.3
	Sometimes	36.0	38.1	36.5	25.3
	Often	38.6	37.0	39.0	44.2
	Very often	19.4	18.4	18.6	26.2
Summarised what you learned in class, tutorials, labs or studios, or from course materials*	Never	10.8	11.1	10.6	10.6
	Sometimes	41.3	42.8	41.1	35.5
	Often	35.0	33.5	35.7	39.0
	Very often	12.8	12.5	12.6	15.0

<b>Collaborative Learning</b>	<b>Responses</b>	<b>All Students</b>	<b>Undergrad - Year 1</b>	<b>Undergrad - Final Yr</b>	<b>Postgrad taught</b>
Asked another student to help you understand course material	Never	19.0	15.9	18.5	34.7
	Sometimes	43.6	42.9	45.7	39.6
	Often	26.0	28.7	24.6	19.3
	Very often	11.3	12.5	11.2	6.4
Explained course material to one or more students	Never	14.0	11.8	13.3	26.1
	Sometimes	45.1	44.5	45.6	46.0
	Often	29.0	31.2	28.4	21.0
	Very often	12.0	12.5	12.7	6.9
Prepared for exams by discussing or working through course material with other students	Never	23.5	21.7	22.7	34.0
	Sometimes	37.4	38.9	35.6	36.7
	Often	26.2	26.6	27.2	21.2
	Very often	12.9	12.7	14.6	8.1
Worked with other students on projects or assignments	Never	18.1	16.1	16.0	33.7
	Sometimes	34.8	36.6	32.7	33.9
	Often	30.2	31.4	30.7	22.8
	Very often	17.0	15.9	20.7	9.6

<b>Student-Faculty Interaction</b>	<b>Responses</b>	<b>All Students</b>	<b>Undergrad - Year 1</b>	<b>Undergrad - Final Yr</b>	<b>Postgrad taught</b>
Talked about career plans with academic staff	Never	51.6	51.4	47.6	65.9
	Sometimes	30.6	31.2	33.0	20.0
	Often	12.7	13.5	12.7	9.5
	Very often	5.0	3.9	6.7	4.6
Worked with academic staff on activities other than coursework (committees, student groups, etc.)	Never	65.9	64.2	65.1	75.9
	Sometimes	21.7	23.8	21.3	14.5
	Often	9.4	9.5	10.2	6.8
	Very often	2.9	2.6	3.5	2.8
Discussed course topics, ideas, or concepts with academic staff outside of scheduled class, tutorials, labs or studios*	Never	41.1	42.3	37.2	48.7
	Sometimes	37.0	36.2	39.7	31.2
	Often	16.5	16.3	17.4	14.2
	Very often	5.4	5.2	5.6	5.9
Discussed your performance with academic staff	Never	39.3	38.8	36.7	50.0
	Sometimes	41.4	43.1	42.4	30.7
	Often	14.8	14.5	15.5	13.7
	Very often	4.5	3.5	5.3	5.6

Effective Teaching Practices	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Clearly explained course goals and requirements	Very little	5.5	5.3	6.0	5.0
	Some	26.8	26.9	27.7	23.8
	Quite a bit	37.7	39.6	36.5	34.2
	Very much	29.9	28.2	29.9	37.0
Taught in an organised way	Very little	5.9	5.9	6.3	4.5
	Some	26.3	25.0	28.1	26.0
	Quite a bit	38.6	40.4	38.0	32.7
	Very much	29.2	28.6	27.6	36.8
Used examples or illustrations to explain difficult points	Very little	6.3	6.2	6.6	5.9
	Some	26.2	26.0	26.3	26.6
	Quite a bit	39.5	40.7	39.5	34.4
	Very much	28.0	27.1	27.6	33.1
Provided feedback on a draft or work in progress	Very little	21.8	20.2	21.6	28.7
	Some	35.3	37.1	34.4	30.9
	Quite a bit	28.1	28.9	28.5	23.6
	Very much	14.8	13.7	15.5	16.8
Provided prompt and detailed feedback on tests or completed assessments*	Very little	17.4	16.4	18.4	17.9
	Some	36.7	37.2	36.8	34.0
	Quite a bit	29.6	29.9	30.1	26.6
	Very much	16.4	16.4	14.7	21.5

Quality of Interactions	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Students	1=Poor	2.4	2.3	1.9	4.3
	2	2.8	2.6	3.0	2.6
	3	5.3	4.3	5.6	8.1
	4	10.2	9.2	11.4	10.2
	5	18.9	19.0	18.1	21.0
	6	28.5	28.2	29.3	27.3
	7=Excellent	32.0	34.3	30.6	26.6
Academic advisors	1=Poor	7.1	6.2	8.8	5.1
	2	5.8	4.5	7.3	6.1
	3	8.6	8.1	9.7	7.1
	4	13.9	14.1	14.1	12.0
	5	22.3	24.4	20.2	20.6
	6	20.9	21.4	20.4	20.2
	7=Excellent	21.5	21.5	19.6	29.0
Academic staff	1=Poor	2.7	2.2	3.9	1.5
	2	3.1	2.4	3.8	4.0
	3	5.0	4.6	4.7	7.6
	4	11.7	11.6	12.0	10.8
	5	21.6	21.5	22.5	19.1
	6	27.5	28.5	26.7	26.0
	7=Excellent	28.4	29.3	26.5	31.1

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	7.0	5.3	9.3	6.1
	2	5.4	4.8	5.4	8.7
	3	8.9	8.3	10.9	3.8
	4	14.0	14.3	14.7	9.5
	5	20.6	20.8	20.5	19.7
	6	20.3	21.3	18.0	24.3
	7=Excellent	23.9	25.3	21.2	28.0
Other administrative staff and offices (registry, finance, etc.)	1=Poor	6.0	5.4	7.4	4.0
	2	5.4	4.7	6.1	6.2
	3	8.5	8.5	9.6	4.7
	4	14.0	13.4	16.2	9.5
	5	20.2	21.1	19.0	20.4
	6	22.7	22.2	21.5	28.8
	7=Excellent	23.2	24.8	20.1	26.4

Supportive Environment	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Providing support to help students succeed academically	Very little	8.0	7.3	9.4	6.7
	Some	30.7	28.4	32.3	35.0
	Quite a bit	40.2	41.7	38.9	38.0
	Very much	21.1	22.5	19.4	20.3
Using learning support services (learning centre, computer centre, maths support, writing support etc.)	Very little	11.6	11.8	11.2	11.6
	Some	28.4	25.5	31.1	31.1
	Quite a bit	37.0	37.6	37.5	32.6
	Very much	23.1	25.0	20.1	24.7
Contact among students from different backgrounds (social, racial, ethnic, religious, age-groups etc.)*	Very little	20.5	16.9	22.5	29.3
	Some	34.9	34.9	36.0	31.0
	Quite a bit	30.0	32.8	27.7	26.2
	Very much	14.6	15.5	13.8	13.5
Providing opportunities to be involved socially	Very little	16.2	13.2	17.8	22.9
	Some	33.3	31.6	36.5	29.5
	Quite a bit	33.5	36.0	31.3	30.4
	Very much	17.1	19.2	14.4	17.2
Providing support for your overall well-being (recreation, health care, counselling, etc.)	Very little	12.4	10.2	13.8	16.6
	Some	31.5	29.9	33.7	30.5
	Quite a bit	37.3	38.8	36.4	34.4
	Very much	18.8	21.1	16.1	18.5
Helping you manage your non-academic responsibilities (work, family, etc.)	Very little	34.7	32.5	36.9	36.4
	Some	34.1	35.4	35.2	25.2
	Quite a bit	21.8	22.7	19.4	26.0
	Very much	9.4	9.4	8.5	12.4
Attending campus activities and events (special speakers, cultural performances, sporting events, etc.)	Very little	25.9	25.9	26.4	24.3
	Some	35.7	33.7	38.4	35.6
	Quite a bit	27.0	29.0	24.4	27.2
	Very much	11.4	11.4	10.8	13.0
Attending activities and events (special speakers, cultural performances, sporting events, etc.) organised by your institution*	Very little	19.7	18.7	21.1	18.9
	Some	32.1	30.3	34.2	32.6
	Quite a bit	32.7	34.3	30.3	33.8
	Very much	15.5	16.6	14.4	14.6

<b>Learning, Creative and Social Skills</b>	<b>Responses</b>	<b>All Students</b>	<b>Undergrad - Year 1</b>	<b>Undergrad - Final Yr</b>	<b>Postgrad taught</b>
Writing clearly and effectively	Very little	8.9	10.1	7.1	9.7
	Some	31.1	33.4	30.9	21.8
	Quite a bit	39.1	37.8	40.8	38.9
	Very much	20.9	18.6	21.2	29.5
Speaking effectively*	Very little	14.3	12.8	13.4	23.2
	Some	32.8	33.4	32.2	32.7
	Quite a bit	36.1	36.5	37.6	30.2
	Very much	16.7	17.3	16.8	13.9
Thinking critically and analytically	Very little	4.9	5.2	4.2	5.9
	Some	25.6	28.3	24.3	19.1
	Quite a bit	43.4	42.6	45.6	39.7
	Very much	26.1	23.9	26.0	35.3
Analysing numerical and statistical information	Very little	14.7	15.6	12.5	17.9
	Some	32.7	33.5	32.4	30.7
	Quite a bit	34.8	34.7	36.0	31.1
	Very much	17.8	16.2	19.1	20.2
Working effectively with others	Very little	9.4	8.2	8.0	19.1
	Some	26.9	26.7	26.9	27.2
	Quite a bit	40.4	40.9	41.7	33.8
	Very much	23.3	24.2	23.4	19.8
Solving complex real-world problems	Very little	13.4	14.1	12.4	13.4
	Some	34.0	35.5	33.5	29.4
	Quite a bit	35.7	34.5	37.3	35.7
	Very much	16.9	16.0	16.8	21.4
Being an informed and active citizen (societal / political / community)	Very little	23.0	21.6	23.6	27.1
	Some	35.6	36.5	35.7	31.5
	Quite a bit	29.2	29.2	29.8	26.9
	Very much	12.2	12.7	10.9	14.6
Being innovative and creative	Very little	9.7	8.8	9.2	15.1
	Some	32.0	32.5	31.9	30.5
	Quite a bit	37.3	36.8	38.9	34.8
	Very much	20.9	21.9	20.0	19.6

<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, studios, or online*	Never	8.1	8.3	8.3	6.3
	Sometimes	44.5	48.0	42.1	36.9
	Often	31.9	31.3	31.9	34.0
	Very often	15.6	12.4	17.7	22.8
Attended class, tutorials, labs, studios, or online without doing the preparation expected of you (completing readings or assignments, etc.)*	Never	24.3	26.2	21.5	24.9
	Sometimes	44.1	42.7	45.7	45.5
	Often	18.4	18.2	19.1	16.6
	Very often	13.2	12.9	13.7	12.9
Made a presentation in class, tutorials, labs, studios, or online*	Never	21.6	20.1	18.7	37.5
	Sometimes	42.0	47.9	37.1	32.1
	Often	24.5	21.4	29.9	20.7
	Very often	11.9	10.6	14.3	9.6

Non-indicator items	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Explored how to apply your learning in the workplace	Never	13.7	17.6	10.1	9.0
	Sometimes	35.8	39.1	33.8	28.2
	Often	34.1	29.5	38.7	37.9
	Very often	16.4	13.8	17.3	24.9
Exercised or participated in physical fitness activities (whether related to your course/ institution or in your life outside your institution)*	Never	30.3	28.0	31.6	35.4
	Sometimes	28.0	28.3	28.9	23.7
	Often	22.6	23.9	21.6	20.2
	Very often	19.1	19.8	17.8	20.6
Blended academic learning with workplace experience	Never	24.2	30.3	18.7	16.6
	Sometimes	31.9	33.9	30.9	26.3
	Often	28.0	23.6	32.3	32.5
	Very often	15.9	12.1	18.1	24.6
Worked on assessments that informed you how well you are learning	Never	16.0	15.4	18.0	12.2
	Sometimes	41.5	43.6	41.1	34.0
	Often	31.8	30.8	30.9	38.9
	Very often	10.7	10.2	10.0	14.9
Engage in voluntary activity (whether related to your course/ institution or in your life outside your institution)*	Have not decided	31.9	34.0	30.2	28.8
	Do not plan to do	21.2	15.3	26.5	28.3
	Plan to do	30.2	36.0	24.6	24.5
	Done or in progress	16.7	14.7	18.7	18.4
Acquiring job- or work-related knowledge and skills	Very little	8.6	10.0	7.4	6.1
	Some	27.2	30.3	24.0	25.3
	Quite a bit	38.6	37.0	40.7	38.3
	Very much	25.6	22.7	27.9	30.3
How would you evaluate your entire educational experience at this institution?	Poor	2.7	1.9	3.7	2.8
	Fair	17.0	15.8	19.0	16.1
	Good	50.7	51.5	49.8	50.1
	Excellent	29.6	30.8	27.5	31.0
If you could start over again, would you go to the same institution you are now attending?	Definitely no	3.2	2.2	4.6	3.1
	Probably no	12.4	11.5	13.8	11.5
	Probably yes	45.3	44.7	45.5	47.0
	Definitely yes	39.1	41.6	36.2	38.5

Withdrawal	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Have you ever seriously considered withdrawing from your degree programme?*	No, I have not seriously considered withdrawing	61.9	64.7	57.3	65.0
	Yes, for financial reasons	11.1	12.0	11.6	5.6
	Yes, for personal or family reasons	14.3	11.9	16.8	15.6
	Yes, for health reasons	5.1	4.1	6.5	4.6
	Yes, for employment reasons	7.2	6.3	7.8	8.6
	Yes, to transfer to another institution	7.9	9.0	8.1	3.0
	Other reason	8.3	7.1	8.8	11.4

\*This question was revised for 2022

\*\*Shows proportion of students that selected any response to the withdrawal question