

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

## **Institution name: Marino Institute of Education**

### **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 registrar@mie.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	34.6
Reflective and Integrative Learning	33.8
Quantitative Reasoning	15.4
Learning Strategies	31.1
Collaborative Learning	32.9
Student-Faculty Interaction	14.2
Effective Teaching Practices	33.3
Quality of Interactions	43.8
Supportive Environment	26.3
Learning, Creative and Social Skills	34.8

## 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	7.4	7.1	11.6	2.8
	Some	29.4	28.3	31.3	28.6
	Quite a bit	37.5	35.6	37.3	40.2
	Very much	25.7	29.0	19.8	28.4
Analysing an idea, experience, or line of reasoning in depth by examining its parts	Very little	11.4	11.6	15.1	6.8
	Some	37.3	41.3	34.9	35.1
	Quite a bit	34.3	30.4	38.4	34.5
	Very much	17.0	16.7	11.6	23.7
Evaluating a point of view, decision, or information source	Very little	7.2	5.5	11.6	4.2
	Some	31.7	33.4	32.6	28.6
	Quite a bit	42.8	38.9	43.0	47.5
	Very much	18.3	22.2	12.8	19.7
Forming an understanding or new idea from various pieces of information	Very little	5.4	3.1	10.5	2.6
	Some	28.2	25.9	32.6	26.0
	Quite a bit	46.4	55.7	36.0	46.6
	Very much	20.0	15.3	20.9	24.8

<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	5.1	5.8	6.8	2.0
	Sometimes	34.4	33.2	39.0	30.7
	Often	45.0	47.6	41.7	44.8
	Very often	15.6	13.4	12.5	22.4
Connected your learning to problems or issues in society	Never	5.1	3.8	5.8	6.2
	Sometimes	40.4	49.6	41.5	25.6
	Often	38.2	38.1	34.1	43.1
	Very often	16.3	8.5	18.6	25.0
Included diverse perspectives (political, religious, racial, ethnic, gender, etc.) in discussions or assignments*	Never	9.3	7.5	7.8	13.9
	Sometimes	43.3	47.4	41.7	39.1
	Often	35.8	34.9	36.8	36.0
	Very often	11.5	10.2	13.7	11.0
Examined the strengths and weaknesses of your own views on a topic or issue	Never	8.4	5.2	13.6	7.2
	Sometimes	46.2	53.4	49.5	31.7
	Often	34.6	35.9	27.3	41.3
	Very often	10.7	5.5	9.7	19.8
Tried to better understand someone else's views by imagining how an issue looks from their perspective	Never	2.5	0.8	4.8	2.4
	Sometimes	33.0	39.4	36.0	20.2
	Often	47.5	45.5	44.7	53.8
	Very often	17.0	14.4	14.5	23.6
Learned something that changed the way you understand an issue or concept	Never	2.2	2.3	3.9	0.0
	Sometimes	37.8	39.0	46.7	25.7
	Often	44.6	47.5	34.9	51.6
	Very often	15.5	11.3	14.5	22.7
Connected ideas from your subjects / modules to your prior experiences and knowledge	Never	1.2	0.7	2.9	0.0
	Sometimes	28.3	28.2	30.1	26.2
	Often	44.4	50.3	44.7	35.4
	Very often	26.1	20.8	22.3	38.4

<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	37.1	35.8	39.4	36.1
	Sometimes	44.8	49.7	43.4	39.6
	Often	14.9	12.0	13.2	20.8
	Very often	3.3	2.6	4.1	3.5
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never	41.0	35.5	46.8	41.8
	Sometimes	45.3	49.3	40.8	45.2
	Often	10.1	11.5	10.3	8.0
	Very often	3.6	3.7	2.1	5.0
Evaluated what others have concluded from numerical information	Never	44.0	42.7	47.3	41.8
	Sometimes	43.3	42.9	42.2	45.0
	Often	10.6	12.3	9.4	9.7
	Very often	2.1	2.0	1.1	3.5

<b>Learning Strategies</b>	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Identified key information from recommended reading materials	Never	4.1	1.7	8.2	2.6
	Sometimes	38.9	40.4	38.1	37.9
	Often	41.7	46.5	36.2	41.7
	Very often	15.3	11.5	17.6	17.9
Reviewed your notes after class, tutorials, labs or studios*	Never	8.8	5.8	17.4	2.6
	Sometimes	40.1	37.5	42.3	41.0
	Often	35.4	41.9	27.9	35.5
	Very often	15.7	14.9	12.4	20.9
Summarised what you learned in class, tutorials, labs or studios, or from course materials*	Never	9.9	8.9	13.4	7.1
	Sometimes	49.6	47.9	50.6	51.0
	Often	30.9	33.2	27.8	31.3
	Very often	9.6	10.1	8.3	10.6

<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	8.3	1.0	7.8	19.8
	Sometimes	36.5	41.9	36.9	27.8
	Often	32.2	33.9	33.0	28.9
	Very often	23.0	23.2	22.4	23.5
Explained course material to one or more students	Never	5.8	3.0	6.8	8.9
	Sometimes	40.2	46.1	31.2	42.1
	Often	37.8	39.4	42.7	29.8
	Very often	16.1	11.5	19.3	19.2
Prepared for exams by discussing or working through course material with other students	Never	10.4	3.0	7.7	24.3
	Sometimes	33.1	38.6	27.5	31.3
	Often	34.9	36.5	36.4	30.9
	Very often	21.7	21.9	28.4	13.5
Worked with other students on projects or assignments	Never	11.1	7.3	6.7	21.9
	Sometimes	37.7	42.9	34.1	34.2
	Often	35.8	33.9	36.9	37.3
	Very often	15.4	15.9	22.3	6.6

<b>Student-Faculty Interaction</b>	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Talked about career plans with academic staff	Never	48.8	57.2	35.0	53.4
	Sometimes	31.1	26.9	35.0	32.1
	Often	13.0	9.0	20.7	9.5
	Very often	7.2	6.9	9.2	5.0
Worked with academic staff on activities other than coursework (committees, student groups, etc.)	Never	60.8	60.2	55.8	67.6
	Sometimes	27.0	26.3	26.7	28.4
	Often	8.1	10.9	8.3	3.9
	Very often	4.1	2.6	9.2	0.0
Discussed course topics, ideas, or concepts with academic staff outside of scheduled class, tutorials, labs or studios*	Never	40.2	44.1	46.4	27.4
	Sometimes	38.9	38.1	30.0	50.8
	Often	16.2	14.9	17.5	16.7
	Very often	4.6	2.9	6.2	5.2
Discussed your performance with academic staff	Never	49.2	53.9	48.6	43.4
	Sometimes	39.2	36.9	40.2	41.0
	Often	9.3	7.5	8.2	13.2
	Very often	2.3	1.7	3.1	2.4

Effective Teaching Practices	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Clearly explained course goals and requirements	Very little	6.8	3.1	12.9	4.4
	Some	26.0	15.0	33.1	31.7
	Quite a bit	35.3	39.3	36.4	28.8
	Very much	31.9	42.6	17.6	35.1
Taught in an organised way	Very little	1.6	1.0	3.5	0.0
	Some	19.3	11.5	24.6	23.0
	Quite a bit	45.9	53.0	51.8	30.2
	Very much	33.2	34.5	20.1	46.7
Used examples or illustrations to explain difficult points	Very little	6.3	4.2	7.0	8.1
	Some	26.8	19.1	37.8	23.8
	Quite a bit	35.8	35.5	38.9	32.5
	Very much	31.2	41.1	16.4	35.6
Provided feedback on a draft or work in progress	Very little	30.7	20.2	34.3	39.7
	Some	36.4	48.8	30.6	27.4
	Quite a bit	18.2	19.5	22.2	12.1
	Very much	14.7	11.5	13.0	20.8
Provided prompt and detailed feedback on tests or completed assessments*	Very little	30.3	20.2	49.4	21.2
	Some	34.3	39.1	30.7	32.6
	Quite a bit	20.6	29.3	11.7	20.0
	Very much	14.7	11.5	8.3	26.2

Quality of Interactions	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Students	1=Poor	1.6	1.1	2.3	1.5
	2	0.8	0.0	1.2	1.5
	3	2.9	1.1	2.4	5.9
	4	4.6	0.0	8.2	6.2
	5	13.7	13.3	15.3	12.4
	6	22.2	29.8	22.4	12.3
	7=Excellent	54.0	54.7	48.2	60.1
Academic advisors	1=Poor	3.2	1.2	6.2	1.7
	2	3.2	2.4	3.7	3.4
	3	9.4	7.3	16.1	3.5
	4	16.6	21.0	18.4	8.5
	5	23.2	28.7	16.1	25.2
	6	22.9	19.8	24.8	24.5
	7=Excellent	21.5	19.5	14.8	33.2
Academic staff	1=Poor	1.6	1.1	3.5	0.0
	2	2.4	1.1	4.8	1.4
	3	4.0	4.3	4.7	2.9
	4	9.9	10.0	11.7	7.5
	5	23.6	28.1	23.5	18.1
	6	28.7	30.3	28.3	27.2
	7=Excellent	29.8	25.3	23.6	42.9

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	5.2	1.2	9.1	6.3
	2	6.5	0.0	9.3	12.9
	3	12.2	8.1	19.7	8.0
	4	13.3	13.1	17.1	8.0
	5	21.5	24.3	19.7	19.7
	6	19.9	25.9	12.0	21.9
	7=Excellent	21.3	27.4	13.2	23.3
Other administrative staff and offices (registry, finance, etc.)	1=Poor	3.5	0.0	4.9	6.4
	2	1.7	1.1	1.2	3.0
	3	8.1	10.2	8.5	4.8
	4	14.6	15.6	17.1	10.3
	5	22.0	22.8	15.9	28.1
	6	24.2	24.4	30.5	16.4
	7=Excellent	26.0	25.8	21.9	31.0

Supportive Environment	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Providing support to help students succeed academically	Very little	10.8	1.1	13.3	20.0
	Some	37.6	30.6	46.8	35.9
	Quite a bit	31.0	33.8	29.1	29.7
	Very much	20.6	34.6	10.8	14.5
Using learning support services (learning centre, computer centre, maths support, writing support etc.)	Very little	21.3	15.3	20.5	29.8
	Some	37.0	27.0	50.6	34.2
	Quite a bit	27.6	34.9	18.2	29.3
	Very much	14.0	22.7	10.8	6.7
Contact among students from different backgrounds (social, racial, ethnic, religious, age-groups etc.)*	Very little	31.8	18.2	42.1	37.1
	Some	38.3	35.5	37.4	42.7
	Quite a bit	19.7	28.8	16.9	11.5
	Very much	10.2	17.4	3.6	8.7
Providing opportunities to be involved socially	Very little	16.9	4.6	15.6	33.6
	Some	32.3	23.8	35.1	39.9
	Quite a bit	30.9	39.2	33.8	17.3
	Very much	19.9	32.3	15.6	9.1
Providing support for your overall well-being (recreation, health care, counselling, etc.)	Very little	18.4	6.4	20.4	31.1
	Some	32.8	28.8	41.1	28.3
	Quite a bit	31.3	39.9	25.3	27.4
	Very much	17.5	24.9	13.3	13.2
Helping you manage your non-academic responsibilities (work, family, etc.)	Very little	40.1	21.9	54.2	46.5
	Some	40.4	46.5	33.7	40.5
	Quite a bit	14.5	26.2	7.3	8.2
	Very much	5.0	5.4	4.7	4.8
Attending campus activities and events (special speakers, cultural performances, sporting events, etc.)	Very little	29.4	15.7	33.7	41.7
	Some	41.8	44.4	44.6	35.2
	Quite a bit	20.0	25.0	17.0	17.1
	Very much	8.9	14.9	4.7	6.0
Attending activities and events (special speakers, cultural performances, sporting events, etc.) organised by your institution*	Very little	15.8	7.5	14.3	28.0
	Some	32.9	19.6	37.4	44.3
	Quite a bit	34.4	43.5	37.5	19.7
	Very much	16.9	29.5	10.9	7.9

<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	4.7	1.1	7.4	6.2
	Some	28.7	24.9	30.8	31.2
	Quite a bit	41.5	46.4	39.4	37.7
	Very much	25.1	27.7	22.4	25.0
Speaking effectively*	Very little	8.8	0.0	13.4	14.4
	Some	22.4	19.8	18.6	30.1
	Quite a bit	38.9	38.1	40.8	38.0
	Very much	29.9	42.2	27.1	17.5
Thinking critically and analytically	Very little	2.9	0.0	7.3	1.5
	Some	24.5	20.8	29.7	23.2
	Quite a bit	42.0	47.6	38.4	39.0
	Very much	30.7	31.6	24.6	36.4
Analysing numerical and statistical information	Very little	28.7	24.1	35.1	27.3
	Some	45.8	44.6	51.3	41.1
	Quite a bit	16.5	21.6	8.7	18.9
	Very much	9.0	9.7	4.9	12.7
Working effectively with others	Very little	6.5	1.1	7.3	12.4
	Some	19.7	15.5	18.6	26.3
	Quite a bit	38.3	35.9	40.8	38.4
	Very much	35.5	47.6	33.3	22.9
Solving complex real-world problems	Very little	13.3	6.8	19.5	14.4
	Some	35.7	33.5	36.0	38.2
	Quite a bit	32.4	37.4	27.4	31.7
	Very much	18.6	22.3	17.1	15.6
Being an informed and active citizen (societal / political / community)	Very little	13.2	4.7	14.7	22.2
	Some	37.7	33.4	45.7	34.0
	Quite a bit	30.7	38.9	26.0	25.5
	Very much	18.5	23.0	13.6	18.3
Being innovative and creative	Very little	5.8	0.0	9.7	8.8
	Some	23.8	19.4	27.2	25.6
	Quite a bit	39.1	36.4	39.6	42.1
	Very much	31.2	44.2	23.5	23.5

<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, studios, or online*	Never	4.6	6.0	6.8	0.0
	Sometimes	40.3	50.3	37.0	29.3
	Often	33.3	32.0	30.0	39.0
	Very often	21.8	11.7	26.1	31.7
Attended class, tutorials, labs, studios, or online without doing the preparation expected of you (completing readings or assignments, etc.)*	Never	15.9	13.3	12.6	23.3
	Sometimes	47.5	47.0	46.7	49.2
	Often	20.0	24.1	18.4	15.9
	Very often	16.6	15.6	22.3	11.6
Made a presentation in class, tutorials, labs, studios, or online*	Never	19.1	17.6	17.4	23.3
	Sometimes	41.8	42.2	36.1	48.0
	Often	27.2	28.6	28.0	24.1
	Very often	11.9	11.6	18.5	4.6

Non-indicator items	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Explored how to apply your learning in the workplace	Never	3.2	3.7	4.0	1.3
	Sometimes	25.6	25.5	28.9	21.7
	Often	41.2	40.1	34.0	51.4
	Very often	30.0	30.6	33.0	25.6
Exercised or participated in physical fitness activities (whether related to your course/ institution or in your life outside your institution)*	Never	13.2	11.1	16.6	12.2
	Sometimes	36.7	31.8	39.4	40.4
	Often	21.3	26.0	15.5	21.5
	Very often	28.8	31.0	28.6	26.0
Blended academic learning with workplace experience	Never	7.0	9.4	7.2	3.2
	Sometimes	28.2	24.6	31.9	28.8
	Often	40.7	46.5	34.1	40.6
	Very often	24.1	19.5	26.8	27.4
Worked on assessments that informed you how well you are learning	Never	17.8	9.4	26.1	19.8
	Sometimes	49.0	53.3	42.8	50.3
	Often	28.0	30.9	28.0	23.8
	Very often	5.2	6.3	3.2	6.1
Engage in voluntary activity (whether related to your course/ institution or in your life outside your institution)*	Have not decided	26.9	23.5	26.0	32.2
	Do not plan to do	13.8	2.1	17.6	23.8
	Plan to do	32.3	58.0	20.2	14.5
	Done or in progress	27.0	16.4	36.2	29.5
Acquiring job- or work-related knowledge and skills	Very little	5.3	1.1	12.3	2.9
	Some	21.4	18.7	26.1	19.7
	Quite a bit	34.4	32.0	30.7	41.6
	Very much	38.8	48.2	31.0	35.7
How would you evaluate your entire educational experience at this institution?	Poor	3.0	0.0	6.1	3.0
	Fair	11.0	10.2	11.2	11.8
	Good	40.5	30.2	48.9	43.6
	Excellent	45.5	59.7	33.7	41.5
If you could start over again, would you go to the same institution you are now attending?	Definitely no	2.9	2.3	3.6	3.0
	Probably no	7.8	4.5	11.2	7.8
	Probably yes	29.8	24.9	26.4	39.7
	Definitely yes	59.5	68.3	58.8	49.5

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	69.3	76.3	71.6	57.9
	Yes, for financial reasons	12.2	11.3	8.6	17.6
	Yes, for personal or family reasons	10.9	8.3	11.1	14.1
	Yes, for health reasons	5.6	3.8	3.6	10.2
	Yes, for employment reasons	2.0	0.0	1.2	5.6
	Yes, to transfer to another institution	5.5	5.6	6.1	4.6
	Other reason	8.5	4.5	11.2	10.3

\*This question was revised for 2022

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