

StudentSurvey.ie (Irish Survey of Student Engagement)

Institution name: Munster 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 registrarsofficeKerry@mtu.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	32.2
Reflective and Integrative Learning	29.7
Quantitative Reasoning	19.3
Learning Strategies	29.6
Collaborative Learning	29.8
Student-Faculty Interaction	14.4
Effective Teaching Practices	32.2
Quality of Interactions	40.5
Supportive Environment	27.1
Learning, Creative and Social Skills	31.8

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	8.4	11.3	6.6	4.1
	Some	34.1	34.9	35.4	26.4
	Quite a bit	38.2	37.9	38.5	38.1
	Very much	19.3	15.9	19.4	31.4
Analysing an idea, experience, or line of reasoning in depth by examining its parts	Very little	12.6	15.8	10.9	7.0
	Some	38.0	40.9	37.7	28.7
	Quite a bit	34.9	31.7	37.6	36.9
	Very much	14.4	11.7	13.7	27.4
Evaluating a point of view, decision, or information source	Very little	11.4	14.0	10.0	7.2
	Some	37.6	40.8	37.4	25.9
	Quite a bit	36.2	33.9	37.7	39.0
	Very much	14.8	11.2	14.9	28.0
Forming an understanding or new idea from various pieces of information	Very little	6.1	7.9	5.5	1.9
	Some	33.9	35.6	34.6	25.2
	Quite a bit	43.5	43.3	45.3	37.0
	Very much	16.4	13.1	14.6	35.9

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	5.9	8.1	3.6	5.4
	Sometimes	38.4	44.2	35.0	27.4
	Often	39.0	34.7	42.5	42.8
	Very often	16.8	13.0	18.9	24.4
Connected your learning to problems or issues in society	Never	22.6	28.1	18.6	15.5
	Sometimes	40.9	42.9	40.7	33.8
	Often	26.3	22.2	29.6	30.8
	Very often	10.1	6.9	11.2	19.9
Included diverse perspectives (political, religious, racial, ethnic, gender, etc.) in discussions or assignments*	Never	39.7	45.3	34.0	39.3
	Sometimes	36.5	33.8	40.5	31.8
	Often	17.5	16.3	18.6	18.7
	Very often	6.2	4.6	6.9	10.3
Examined the strengths and weaknesses of your own views on a topic or issue	Never	12.5	14.9	11.0	8.1
	Sometimes	42.3	43.9	42.9	33.4
	Often	34.1	32.8	34.4	38.3
	Very often	11.1	8.4	11.7	20.2
Tried to better understand someone else's views by imagining how an issue looks from their perspective	Never	8.2	10.2	6.3	7.6
	Sometimes	38.4	38.1	41.1	29.0
	Often	36.9	37.1	35.9	39.9
	Very often	16.5	14.6	16.8	23.6
Learned something that changed the way you understand an issue or concept	Never	4.5	5.6	3.4	4.0
	Sometimes	39.0	40.3	39.8	30.4
	Often	43.9	45.1	42.8	43.1
	Very often	12.6	8.9	14.0	22.6
Connected ideas from your subjects / modules to your prior experiences and knowledge	Never	3.1	4.0	2.5	1.4
	Sometimes	30.8	32.2	31.1	23.8
	Often	41.7	42.0	42.1	38.2
	Very often	24.4	21.8	24.2	36.6

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	24.5	27.0	22.7	22.2
	Sometimes	42.0	39.9	45.5	36.1
	Often	24.4	23.7	24.1	28.2
	Very often	9.1	9.4	7.7	13.6
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never	40.4	45.1	37.5	33.2
	Sometimes	39.6	37.0	42.5	38.1
	Often	14.8	12.3	16.3	18.8
	Very often	5.2	5.5	3.7	9.9
Evaluated what others have concluded from numerical information	Never	36.9	37.3	37.0	34.9
	Sometimes	44.1	43.5	46.0	38.7
	Often	15.2	15.7	13.8	19.2
	Very often	3.8	3.5	3.3	7.2

Learning Strategies	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Identified key information from recommended reading materials	Never	14.1	16.5	13.0	9.7
	Sometimes	43.6	47.8	43.5	27.8
	Often	31.7	27.8	33.9	37.9
	Very often	10.6	7.9	9.7	24.7
Reviewed your notes after class, tutorials, labs or studios*	Never	7.1	6.2	8.7	4.0
	Sometimes	41.0	41.5	42.3	33.5
	Often	35.6	35.6	34.2	41.4
	Very often	16.4	16.7	14.8	21.2
Summarised what you learned in class, tutorials, labs or studios, or from course materials*	Never	12.6	13.3	12.8	9.0
	Sometimes	42.6	44.8	42.2	36.1
	Often	32.4	30.9	34.1	31.4
	Very often	12.3	11.0	10.9	23.6

Collaborative Learning	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Asked another student to help you understand course material	Never	12.6	13.0	9.1	24.7
	Sometimes	45.4	44.9	46.8	41.7
	Often	30.0	29.5	32.1	23.5
	Very often	12.0	12.6	12.0	10.0
Explained course material to one or more students	Never	9.3	9.0	6.9	20.6
	Sometimes	43.6	45.2	42.3	42.1
	Often	32.8	33.1	34.3	25.7
	Very often	14.3	12.7	16.5	11.6
Prepared for exams by discussing or working through course material with other students	Never	19.8	22.5	15.6	25.2
	Sometimes	36.4	36.5	35.8	38.3
	Often	28.5	28.4	30.2	22.2
	Very often	15.4	12.7	18.4	14.3
Worked with other students on projects or assignments	Never	9.6	8.7	6.5	25.9
	Sometimes	38.3	43.7	34.7	29.8
	Often	32.5	33.0	33.5	26.5
	Very often	19.6	14.5	25.4	17.8

Student-Faculty Interaction	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Talked about career plans with academic staff	Never	45.2	51.6	38.7	46.1
	Sometimes	36.9	33.7	41.0	33.0
	Often	12.8	10.7	15.1	11.8
	Very often	5.1	3.9	5.2	9.1
Worked with academic staff on activities other than coursework (committees, student groups, etc.)	Never	67.3	71.7	62.6	68.9
	Sometimes	23.1	21.0	26.8	16.4
	Often	6.7	4.7	7.6	11.0
	Very often	2.9	2.6	3.0	3.7
Discussed course topics, ideas, or concepts with academic staff outside of scheduled class, tutorials, labs or studios*	Never	41.8	47.9	36.4	39.0
	Sometimes	39.2	36.9	42.8	33.9
	Often	14.0	11.5	15.2	19.4
	Very often	5.0	3.7	5.6	7.8
Discussed your performance with academic staff	Never	38.7	44.6	34.3	32.8
	Sometimes	43.1	41.0	45.6	41.1
	Often	13.9	11.3	15.4	17.9
	Very often	4.4	3.1	4.7	8.2

Effective Teaching Practices	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Clearly explained course goals and requirements	Very little	7.5	7.3	8.0	6.6
	Some	29.4	32.6	29.0	18.6
	Quite a bit	39.5	35.1	43.6	40.0
	Very much	23.6	25.0	19.4	34.8
Taught in an organised way	Very little	6.6	6.6	6.7	6.6
	Some	28.6	27.2	31.5	22.9
	Quite a bit	42.0	42.9	41.7	39.8
	Very much	22.7	23.2	20.2	30.7
Used examples or illustrations to explain difficult points	Very little	7.9	7.9	7.6	9.1
	Some	27.2	27.4	29.1	19.2
	Quite a bit	39.3	36.9	41.6	39.9
	Very much	25.5	27.7	21.8	31.8
Provided feedback on a draft or work in progress	Very little	22.5	21.9	23.2	21.7
	Some	37.5	40.7	36.4	29.2
	Quite a bit	25.9	24.0	27.5	27.3
	Very much	14.1	13.4	12.9	21.7
Provided prompt and detailed feedback on tests or completed assessments*	Very little	23.2	22.2	25.9	16.6
	Some	36.9	37.0	37.9	32.2
	Quite a bit	25.9	25.6	25.4	29.1
	Very much	14.0	15.2	10.7	22.0

Quality of Interactions	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Students	1=Poor	2.5	3.0	1.6	4.5
	2	2.8	2.5	2.7	3.9
	3	4.0	3.5	4.4	3.9
	4	8.3	5.4	9.5	15.0
	5	22.3	22.3	23.5	17.4
	6	26.2	25.6	28.2	20.5
	7=Excellent	33.9	37.7	30.0	34.9
Academic advisors	1=Poor	7.6	5.4	10.0	6.7
	2	6.4	6.7	6.6	4.4
	3	7.1	6.0	9.1	2.7
	4	15.7	16.4	16.3	10.8
	5	23.8	26.3	22.6	19.6
	6	21.3	20.3	20.0	29.8
	7=Excellent	18.2	19.0	15.5	26.0
Academic staff	1=Poor	2.2	1.9	2.9	0.9
	2	2.3	1.7	3.0	1.6
	3	6.2	5.8	6.6	5.8
	4	12.4	12.1	13.4	10.0
	5	26.1	28.8	25.6	17.7
	6	27.9	26.4	28.4	31.3
	7=Excellent	22.9	23.2	20.1	32.7

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	6.9	5.1	9.2	4.3
	2	7.4	6.0	8.3	9.0
	3	8.6	7.8	9.4	8.2
	4	13.7	13.3	15.3	8.5
	5	23.3	23.8	23.7	19.3
	6	20.1	21.2	18.7	21.4
	7=Excellent	20.0	22.8	15.4	29.2
Other administrative staff and offices (registry, finance, etc.)	1=Poor	6.6	4.6	9.1	3.8
	2	5.8	2.8	9.5	1.7
	3	7.9	10.5	6.0	5.8
	4	16.2	17.1	16.5	11.7
	5	24.4	25.2	23.2	25.8
	6	20.5	19.7	20.6	23.1
	7=Excellent	18.7	20.1	15.1	28.1

Supportive Environment	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Providing support to help students succeed academically	Very little	9.6	7.4	12.1	8.2
	Some	31.2	28.8	34.8	26.4
	Quite a bit	40.3	43.0	37.3	42.1
	Very much	18.8	20.7	15.8	23.3
Using learning support services (learning centre, computer centre, maths support, writing support etc.)	Very little	16.6	12.6	19.8	19.1
	Some	32.7	30.1	36.3	28.6
	Quite a bit	31.2	33.6	28.4	33.3
	Very much	19.5	23.7	15.5	19.1
Contact among students from different backgrounds (social, racial, ethnic, religious, age-groups etc.)*	Very little	22.9	20.5	24.6	25.9
	Some	36.1	32.5	39.6	36.1
	Quite a bit	28.1	32.3	25.4	22.4
	Very much	12.9	14.7	10.4	15.5
Providing opportunities to be involved socially	Very little	19.2	16.5	21.7	19.7
	Some	33.7	29.1	36.5	40.3
	Quite a bit	31.0	35.0	28.0	27.4
	Very much	16.1	19.4	13.8	12.5
Providing support for your overall well-being (recreation, health care, counselling, etc.)	Very little	15.9	13.2	19.2	13.0
	Some	33.4	31.2	37.1	27.3
	Quite a bit	33.3	35.2	29.4	41.2
	Very much	17.4	20.4	14.3	18.4
Helping you manage your non-academic responsibilities (work, family, etc.)	Very little	39.5	35.1	45.2	34.0
	Some	34.9	35.8	34.5	33.6
	Quite a bit	19.1	22.7	14.9	21.7
	Very much	6.5	6.5	5.4	10.7
Attending events that address important social, economic, or political issues	Very little	32.1	29.5	34.6	31.8
	Some	38.7	38.1	40.2	35.9
	Quite a bit	20.3	23.9	16.7	21.1
	Very much	8.8	8.6	8.5	11.2
Attending activities and events (special speakers, cultural performances, sporting events, etc.) organised by your institution*	Very little	22.6	20.3	24.1	25.8
	Some	33.5	31.7	34.9	34.8
	Quite a bit	28.9	29.4	29.4	24.9
	Very much	15.0	18.6	11.6	14.6

Learning, Creative and Social Skills	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Writing clearly and effectively	Very little	9.9	11.6	8.2	10.4
	Some	30.5	34.3	28.5	24.1
	Quite a bit	42.2	40.7	44.1	40.8
	Very much	17.4	13.5	19.2	24.7
Speaking effectively*	Very little	14.6	16.1	12.4	17.9
	Some	33.1	35.0	31.4	32.6
	Quite a bit	34.8	33.9	37.1	29.0
	Very much	17.5	15.0	19.1	20.4
Thinking critically and analytically	Very little	6.0	7.1	5.3	4.9
	Some	26.5	29.4	24.8	22.3
	Quite a bit	40.7	40.4	41.7	37.9
	Very much	26.8	23.1	28.1	35.0
Analysing numerical and statistical information	Very little	21.3	20.3	21.3	25.0
	Some	32.6	34.9	31.6	27.5
	Quite a bit	30.6	28.8	32.6	30.0
	Very much	15.5	15.9	14.5	17.5
Working effectively with others	Very little	8.8	7.8	7.5	18.0
	Some	24.8	26.4	24.3	21.1
	Quite a bit	39.4	42.0	37.6	36.9
	Very much	26.9	23.9	30.6	24.0
Solving complex real-world problems	Very little	16.0	17.5	16.0	10.3
	Some	36.3	39.4	34.6	31.4
	Quite a bit	33.3	30.9	34.2	38.3
	Very much	14.4	12.2	15.2	20.0
Being an informed and active citizen (societal / political / community)	Very little	26.7	27.0	26.2	27.5
	Some	38.5	41.1	37.2	34.3
	Quite a bit	23.5	22.5	23.7	26.1
	Very much	11.3	9.3	12.9	12.1
Being innovative and creative	Very little	9.7	11.6	8.3	8.1
	Some	31.3	31.2	32.2	28.2
	Quite a bit	36.0	35.2	37.2	34.3
	Very much	23.0	22.0	22.3	29.3

Non-indicator items	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Asked questions or contributed to discussions in class, tutorials, labs, studios, or online*	Never	8.1	10.9	6.6	2.7
	Sometimes	40.8	45.9	36.5	36.5
	Often	31.6	28.9	34.7	29.7
	Very often	19.5	14.2	22.2	31.1
Attended class, tutorials, labs, studios, or online without doing the preparation expected of you (completing readings or assignments, etc.)*	Never	23.9	24.9	21.5	29.8
	Sometimes	46.5	47.1	46.5	43.8
	Often	18.8	16.8	21.6	16.5
	Very often	10.7	11.3	10.4	9.8
Made a presentation in class, tutorials, labs, studios, or online*	Never	13.3	15.2	9.4	21.5
	Sometimes	47.3	53.3	43.5	37.6
	Often	27.6	23.1	32.2	28.3
	Very often	11.7	8.5	14.8	12.7

Non-indicator items	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Explored how to apply your learning in the workplace	Never	17.1	26.6	10.1	7.5
	Sometimes	35.4	36.1	36.6	27.5
	Often	31.0	24.0	36.1	38.0
	Very often	16.6	13.3	17.2	27.1
Exercised or participated in physical fitness activities (whether related to your course/ institution or in your life outside your institution)*	Never	23.4	21.1	23.6	31.5
	Sometimes	27.9	28.6	28.3	23.4
	Often	23.8	24.1	24.4	20.8
	Very often	24.9	26.3	23.7	24.3
Blended academic learning with workplace experience	Never	26.3	40.0	16.0	13.5
	Sometimes	31.6	30.3	34.4	25.0
	Often	25.7	18.7	30.4	34.5
	Very often	16.4	11.0	19.1	27.0
Worked on assessments that informed you how well you are learning	Never	22.4	20.9	25.7	15.5
	Sometimes	42.2	42.3	42.8	39.5
	Often	27.5	28.6	25.0	33.6
	Very often	7.8	8.3	6.5	11.4
Engage in voluntary activity (whether related to your course/ institution or in your life outside your institution)*	Have not decided	34.7	37.5	35.2	22.2
	Do not plan to do	17.9	12.4	20.4	28.9
	Plan to do	27.6	34.1	20.9	29.2
	Done or in progress	19.8	16.0	23.5	19.7
Acquiring job- or work-related knowledge and skills	Very little	10.8	12.7	9.7	7.8
	Some	25.5	28.5	22.5	26.5
	Quite a bit	37.8	37.9	39.4	30.9
	Very much	25.9	21.0	28.4	34.7
How would you evaluate your entire educational experience at this institution?	Poor	4.2	2.8	5.2	5.7
	Fair	18.3	17.2	21.1	11.4
	Good	53.6	55.2	53.5	48.3
	Excellent	23.9	24.7	20.2	34.7
If you could start over again, would you go to the same institution you are now attending?	Definitely no	4.7	3.3	6.0	4.8
	Probably no	12.9	11.4	14.8	10.9
	Probably yes	47.6	46.4	50.2	42.3
	Definitely yes	34.8	39.0	29.0	42.1

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	57.1	63.2	49.7	63.5
	Yes, for financial reasons	11.7	9.9	14.0	9.7
	Yes, for personal or family reasons	15.3	11.2	19.7	13.7
	Yes, for health reasons	6.6	6.1	7.6	4.0
	Yes, for employment reasons	7.4	7.0	7.1	10.2
	Yes, to transfer to another institution	10.6	12.2	10.6	4.8
	Other reason	8.9	7.1	10.9	8.3

*This question was revised for 2022

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