StudentSurvey.ie (Irish Survey of Student Engagement) Technological University Dublin City Campuses

Results of StudentSurvey.ie 2019

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 2019.

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 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.

StudentSurvey.ie 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 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 studentsurveyIE@tudublin.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	35.1
Reflective and Integrative Learning	29.3
Quantitative Reasoning	20.9
Learning Strategies	29.4
Collaborative Learning	32.6
Student-Faculty Interaction	13.9
Effective Teaching Practices	34.0
Quality of Interactions	37.2
Supportive Environment	25.3

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	6.3	7.1	6.7	3.5
	Some	28.3	30.9	28.1	22.1
	Quite a bit	42.7	41.3	42.2	47.5
	Very much	22.6	20.7	23.0	26.8
Analysing an idea, experience, or line of reasoning in depth by examining its parts	Very little	8.2	9.9	8.3	3.3
	Some	33.1	37.2	32.1	24.4
	Quite a bit	38.5	36.3	38.7	44.1
	Very much	20.2	16.6	20.9	28.3
Evaluating a point of view, decision, or information source	Very little	7.8	8.4	9.0	3.4
	Some	33.3	37.9	32.0	24.2
	Quite a bit	40.1	39.4	38.9	44.4
	Very much	18.8	14.3	20.1	28.0
Forming an understanding or new idea from various pieces of information	Very little	6.3	6.5	6.5	5.7
	Some	30.6	34.4	30.1	21.5
	Quite a bit	41.8	41.6	41.3	43.4
	Very much	21.3	17.4	22.1	29.4

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	8.3	4.0	3.1
	Sometimes	38.9	43.7	36.2	31.3
	Often	39.5	36.1	41.2	45.7
	Very often	15.7	12.0	18.6	19.9
Connected your learning to problems or issues in society	Never	20.9	26.7	18.2	10.4
	Sometimes	42.9	45.4	41.6	39.0
	Often	26.6	21.0	29.3	36.8
	Very often	9.5	7.0	10.9	13.8
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in discussions or assignments	Never	38.4	41.5	38.1	30.3
	Sometimes	37.4	38.5	35.2	38.8
	Often	17.9	15.0	19.3	22.9
	Very often	6.4	5.0	7.5	7.9
Examined the strengths and weaknesses of your own views on a topic or issue	Never	12.0	14.2	11.5	6.8
	Sometimes	42.9	45.0	43.2	36.4
	Often	34.6	31.8	35.4	40.5
	Very often	10.6	9.0	10.0	16.3
Tried to better understand someone else's views by imagining how an issue looks from their perspective	Never	9.0	11.1	7.7	5.6
	Sometimes	40.6	41.7	41.1	36.2
	Often	37.6	34.6	39.4	42.3
	Very often	12.9	12.6	11.8	16.0
Learned something that changed the way you understand an issue or concept?	Never	5.2	6.0	5.0	3.4
	Sometimes	38.8	40.3	40.0	32.0
	Often	43.0	42.8	41.5	46.6
	Very often	13.0	10.9	13.5	18.0
Connected ideas from your subjects / modules to your prior experiences and knowledge	Never	3.6	4.2	3.7	2.0
	Sometimes	33.0	35.7	32.9	25.6
	Often	43.5	42.8	44.0	44.4
	Very often	19.9	17.4	19.4	28.1

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	19.9	22.8	17.1	18.1
	Sometimes	42.0	42.3	43.3	38.7
	Often	27.8	27.2	27.4	30.4
	Very often	10.2	7.7	12.2	12.8
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never	36.5	41.8	32.1	31.1
	Sometimes	38.9	38.8	39.5	37.6
	Often	18.7	15.4	21.5	22.0
	Very often	5.9	4.0	6.8	9.3
Evaluated what others have concluded from numerical information	Never	34.4	37.1	31.0	34.0
	Sometimes	43.7	44.9	44.0	39.7
	Often	18.3	15.4	20.5	21.8
	Very often	3.6	2.6	4.5	4.4

Learning Strategies	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Identified key information from recommended reading materials	Never	11.5	14.8	10.7	4.0
	Sometimes	42.7	47.8	41.3	32.1
	Often	35.0	29.7	36.5	46.5
	Very often	10.8	7.7	11.5	17.5
Reviewed your notes after class	Never	9.4	9.4	11.0	6.0
	Sometimes	43.6	45.7	42.7	39.8
	Often	33.6	33.0	32.1	38.3
	Very often	13.4	11.9	14.2	15.8
Summarised what you learned in class or from course materials	Never	10.5	10.8	11.3	7.9
	Sometimes	44.9	45.6	45.3	42.2
	Often	34.6	33.9	34.0	37.4
	Very often	10.1	9.7	9.3	12.6

Collaborative Learning	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Asked another student to help you understand course material	Never	9.0	7.7	8.7	13.4
	Sometimes	45.9	46.0	43.1	52.0
	Often	32.0	33.2	33.2	26.3
	Very often	13.0	13.2	15.1	8.3
Explained course material to one or more students	Never	5.7	5.6	4.0	9.7
	Sometimes	45.2	46.5	42.1	48.5
	Often	35.4	35.1	37.6	31.6
	Very often	13.6	12.8	16.3	10.3
Prepared for exams by discussing or working through course material with other students	Never	16.4	18.3	13.8	16.7
	Sometimes	35.5	37.7	31.0	38.7
	Often	30.7	29.3	33.1	29.5
	Very often	17.4	14.7	22.1	15.1
Worked with other students on projects or assignments	Never	6.6	6.1	5.5	10.3
	Sometimes	24.2	25.7	19.5	29.8
	Often	34.6	41.1	27.9	30.5
	Very often	34.6	27.1	47.1	29.4

Student-Faculty Interaction	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Talked about career plans with academic staff	Never	51.9	57.6	42.9	55.4
	Sometimes	31.7	28.2	37.3	29.4
	Often	12.7	11.2	15.7	10.8
	Very often	3.7	3.0	4.2	4.3
Worked with academic staff on activities other than coursework (committees, student groups, etc.)	Never	67.5	70.3	63.2	68.8
	Sometimes	21.9	20.2	24.2	22.0
	Often	8.4	7.6	9.4	8.2
	Very often	2.2	1.9	3.2	1.1
Discussed course topics, ideas, or concepts with academic staff outside of class	Never	43.4	50.2	39.1	34.0
	Sometimes	38.1	34.2	39.9	44.6
	Often	14.1	12.2	15.8	15.7
	Very often	4.5	3.5	5.2	5.7
Discussed your performance with academic staff	Never	38.4	42.4	34.3	35.9
	Sometimes	41.6	39.3	43.0	44.8
	Often	15.8	14.8	17.7	14.4
	Very often	4.3	3.5	5.0	5.0

Effective Teaching Practices	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Clearly explained course goals and requirements	Very little	5.0	5.5	5.1	3.5
	Some	25.8	27.5	25.6	21.6
	Quite a bit	44.3	43.0	46.1	43.8
	Very much	24.9	23.9	23.3	31.0
Taught in an organised way	Very little	5.3	4.6	6.6	4.7
	Some	28.6	27.1	34.0	21.2
	Quite a bit	43.1	44.2	40.4	45.9
	Very much	22.9	24.1	19.0	28.2
Used examples or illustrations to explain difficult points	Very little	4.4	3.8	5.8	3.1
	Some	23.2	23.4	24.9	18.9
	Quite a bit	45.6	46.1	45.4	44.5
	Very much	26.8	26.7	23.8	33.5
Provided feedback on a draft or work in progress	Very little	18.5	17.5	18.9	20.7
	Some	36.5	38.5	35.5	33.5
	Quite a bit	29.6	30.1	29.4	28.6
	Very much	15.3	13.9	16.2	17.1
Provided prompt and detailed feedback on tests or completed assignments	Very little	20.3	19.7	21.5	19.7
	Some	33.6	34.7	33.2	32.0
	Quite a bit	30.7	30.4	30.9	31.2
	Very much	15.3	15.3	14.4	17.2

Quality of Interactions	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Students	1=Poor	2.3	1.7	3.0	2.1
	2	2.6	2.3	3.3	1.7
	3	6.4	6.8	6.7	4.7
	4	12.9	13.9	11.7	13.1
	5	21.7	21.2	22.8	20.9
	6	22.5	21.8	23.4	22.4
	7=Excellent	31.6	32.4	29.1	35.1
Academic advisors	1=Poor	6.3	5.4	7.5	5.9
	2	6.7	6.9	6.7	6.3
	3	13.2	14.2	14.6	7.1
	4	18.8	19.2	20.0	15.2
	5	22.1	22.7	21.2	22.1
	6	17.5	17.5	17.0	18.3
	7=Excellent	15.4	14.0	13.0	25.1
Academic staff	1=Poor	3.5	3.0	4.5	2.6
	2	4.7	4.2	6.1	2.9
	3	10.9	11.2	12.4	7.0
	4	18.7	20.3	19.1	13.8
	5	22.2	22.6	22.6	20.4
	6	22.2	21.2	20.9	27.6
	7=Excellent	17.8	17.6	14.4	25.8

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	10.4	7.6	13.4	11.5
	2	10.1	8.9	13.0	7.0
	3	12.6	12.4	14.3	9.1
	4	18.1	20.0	17.6	13.9
	5	18.0	18.0	17.1	19.9
	6	16.6	18.0	13.1	20.6
	7=Excellent	14.2	15.2	11.4	18.1
Other administrative staff and offices (registry, finance, etc.)	1=Poor	9.3	8.6	10.3	9.0
	2	9.2	8.6	11.2	6.4
	3	13.0	13.1	14.7	9.0
	4	19.6	18.9	21.3	17.4
	5	18.7	19.8	16.9	19.8
	6	16.1	17.4	13.4	18.7
	7=Excellent	14.1	13.7	12.1	19.6

Supportive Environment	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Providing support to help students succeed academically	Very little	10.1	8.1	12.3	10.8
	Some	36.3	33.2	41.2	34.1
	Quite a bit	38.1	40.5	34.4	39.6
	Very much	15.4	18.1	12.0	15.5
Using learning support services (learning centre, computer centre, maths support, writing support etc.)	Very little	19.5	16.9	21.6	21.9
	Some	32.7	31.1	35.5	30.9
	Quite a bit	31.9	32.8	29.9	33.9
	Very much	15.9	19.2	13.0	13.3
Contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	Very little	26.0	21.3	32.4	25.0
	Some	32.2	31.6	33.7	30.7
	Quite a bit	28.3	31.1	23.8	30.6
	Very much	13.4	16.0	10.1	13.6
Providing opportunities to be involved socially	Very little	20.6	15.2	24.4	27.0
	Some	35.4	32.9	36.6	39.7
	Quite a bit	30.3	34.3	28.7	22.9
	Very much	13.7	17.6	10.3	10.4
Providing support for your overall well-being (recreation, health care, counselling, etc.)	Very little	20.6	15.2	24.6	26.4
	Some	35.4	32.7	37.0	39.2
	Quite a bit	29.2	33.9	26.0	23.4
	Very much	14.9	18.2	12.5	11.0
Helping you manage your non-academic responsibilities (work, family, etc.)	Very little	42.1	36.6	49.1	41.7
	Some	33.2	34.4	29.9	37.2
	Quite a bit	18.5	21.7	16.1	15.1
	Very much	6.2	7.2	5.0	6.1
Attending campus activities and events (special speakers, cultural performances, sporting events, etc.)	Very little	28.0	25.7	31.6	26.7
	Some	36.8	33.6	39.0	40.4
	Quite a bit	25.2	28.0	22.1	24.3
	Very much	10.0	12.7	7.3	8.7
Attending events that address important social, economic, or political issues	Very little	36.5	31.3	44.2	34.5
	Some	36.0	36.1	35.0	37.6
	Quite a bit	20.5	24.6	15.0	21.3
	Very much	6.9	7.9	5.8	6.6

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	8.8	11.1	8.5	2.8
	Sometimes	42.7	46.4	43.6	30.7
	Often	30.4	28.5	30.2	35.9
	Very often	18.1	14.0	17.6	30.6
Come to class without completing readings or assignments	Never	32.1	34.4	29.0	32.4
	Sometimes	49.0	47.6	49.4	52.1
	Often	13.6	12.6	15.8	11.9
	Very often	5.2	5.4	5.8	3.5
Made a presentation in class or online	Never	12.8	14.6	8.6	17.0
	Sometimes	41.1	48.8	33.6	35.2
	Often	28.1	26.3	29.4	30.5
	Very often	18.0	10.3	28.4	17.4
Improved knowledge and skills that will contribute to your employability	Never	5.6	7.1	4.7	3.4
	Sometimes	31.5	34.2	30.4	26.8
	Often	42.0	41.8	42.2	42.2
	Very often	20.9	17.0	22.7	27.6
Explored how to apply your learning in the workplace	Never	19.3	25.7	14.4	12.1
	Sometimes	39.9	41.4	41.3	32.9
	Often	29.2	24.6	31.5	36.7
	Very often	11.6	8.3	12.8	18.3
Exercised or participated in physical fitness activities	Never	36.8	34.9	36.0	43.4
	Sometimes	26.7	27.9	25.9	25.0
	Often	18.2	18.9	18.8	14.7
	Very often	18.4	18.3	19.3	16.9
Blended academic learning with workplace experience	Never	26.9	37.8	19.4	13.1
	Sometimes	35.6	35.3	37.6	31.9
	Often	25.0	18.9	28.6	34.1
	Very often	12.5	8.0	14.5	20.9
Worked on assessments that informed you how well you are learning	Never	22.0	21.4	24.0	19.3
	Sometimes	41.1	42.4	41.2	37.7
	Often	29.3	28.5	28.4	33.0
	Very often	7.6	7.7	6.4	10.0
Memorising course material	Very little	13.2	10.7	11.1	24.0
	Some	34.4	37.3	28.0	40.1
	Quite a bit	36.8	38.9	39.7	25.5
	Very much	15.6	13.1	21.2	10.3
Work with academic staff on a research project	Have not decided	34.0	47.8	22.4	22.0
	Do not plan to do	21.8	16.1	29.1	21.4
	Plan to do	27.8	33.4	16.7	36.2
	Done or in progress	16.4	2.6	31.7	20.5
Community service or volunteer work	Have not decided	31.7	36.7	25.8	31.1
	Do not plan to do	33.4	20.1	47.5	38.8
	Plan to do	24.8	34.5	15.0	19.9
	Done or in progress	10.1	8.7	11.7	10.2
Spending significant amounts of time studying and on academic work	Very little	5.3	6.3	5.0	3.2
	Some	29.5	34.7	24.2	26.9
	Quite a bit	43.9	44.3	43.4	43.7
	Very much	21.3	14.7	27.4	26.2

Non-indicator items	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Writing clearly and effectively	Very little	15.7	19.1	12.2	13.8
	Some	32.7	37.9	29.1	26.8
	Quite a bit	36.6	33.7	39.3	38.3
	Very much	15.0	9.2	19.4	21.1
Speaking clearly and effectively	Very little	12.5	14.2	8.8	16.0
	Some	29.8	32.1	27.5	28.4
	Quite a bit	40.3	39.8	41.2	39.9
	Very much	17.4	13.9	22.5	15.8
Thinking critically and analytically	Very little	4.7	6.4	3.8	2.0
	Some	25.0	28.4	21.1	24.1
	Quite a bit	41.9	42.7	41.2	41.4
	Very much	28.4	22.5	33.9	32.4
Analysing numerical and statistical information	Very little	17.2	17.5	16.4	17.8
	Some	31.3	32.9	31.3	27.4
	Quite a bit	33.0	34.1	31.1	33.9
	Very much	18.5	15.5	21.1	20.9
Acquiring job- or work-related knowledge and skills	Very little	12.1	13.8	10.7	10.5
	Some	30.8	34.1	27.7	28.7
	Quite a bit	36.7	34.4	38.6	38.4
	Very much	20.4	17.6	22.9	22.4
Working effectively with others	Very little	6.4	6.3	4.0	11.6
	Some	22.4	22.9	19.9	26.5
	Quite a bit	41.9	42.8	41.9	39.5
	Very much	29.3	28.0	34.2	22.4
Solving complex real-world problems	Very little	16.5	18.9	15.2	12.8
	Some	35.0	36.5	31.8	37.8
	Quite a bit	32.8	31.5	33.9	34.0
	Very much	15.7	13.0	19.0	15.4
Being an informed and active citizen (societal / political / community)	Very little	28.6	30.1	28.0	25.9
	Some	35.4	36.8	35.2	32.4
	Quite a bit	26.0	25.9	24.9	28.7
	Very much	10.0	7.2	11.9	13.0
How would you evaluate your entire educational experience at this institution?	Poor	3.8	2.4	5.5	4.3
	Fair	22.1	20.6	25.9	18.3
	Good	54.8	56.7	52.4	55.1
	Excellent	19.2	20.3	16.3	22.3
If you could start over again, would you go to the same institution you are now attending?	Definitely no	5.0	2.9	7.5	5.0
	Probably no	18.2	15.0	23.5	15.4
	Probably yes	49.1	50.9	47.7	47.2
	Definitely yes	27.8	31.2	21.3	32.4