

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

## **Institution name: Dublin Business School**

### **Results of StudentSurvey.ie 2020**

#### **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 six institutions participated in 2020.

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 [lee.richardson@dbs.ie](mailto:lee.richardson@dbs.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	37.4
Reflective and Integrative Learning	33.3
Quantitative Reasoning	25.1
Learning Strategies	32.7
Collaborative Learning	33.1
Student-Faculty Interaction	17.4
Effective Teaching Practices	35.7
Quality of Interactions	40.4
Supportive Environment	28.8

## 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	5.8	8.3	5.2	5.0
	Some	26.4	32.0	21.6	25.6
	Quite a bit	41.4	41.2	40.5	41.8
	Very much	26.3	18.5	32.7	27.6
Analysing an idea, experience, or line of reasoning in depth by examining its parts	Very little	6.5	8.3	7.7	5.3
	Some	30.3	37.4	33.4	26.0
	Quite a bit	37.8	34.7	34.8	40.3
	Very much	25.4	19.6	24.1	28.4
Evaluating a point of view, decision, or information source	Very little	6.7	7.8	5.1	6.7
	Some	26.3	30.4	29.5	23.5
	Quite a bit	43.0	42.0	43.0	43.4
	Very much	24.0	19.8	22.4	26.4
Forming an understanding or new idea from various pieces of information	Very little	6.8	10.4	7.0	5.2
	Some	23.7	25.2	24.5	22.8
	Quite a bit	39.3	40.5	38.3	39.0
	Very much	30.2	23.9	30.2	33.1

<b>Reflective and Integrative Learning</b>	<b>Responses</b>	<b>All Students</b>	<b>Undergrad - Year 1</b>	<b>Undergrad - Final Yr</b>	<b>Postgrad taught</b>
Combined ideas from different subjects / modules when completing assignments	Never	5.4	10.4	4.1	3.8
	Sometimes	35.3	34.1	39.9	34.2
	Often	38.2	40.4	32.7	39.2
	Very often	21.1	15.1	23.3	22.9
Connected your learning to problems or issues in society	Never	14.1	21.3	11.6	12.1
	Sometimes	36.7	35.5	37.7	36.8
	Often	33.9	34.6	35.9	32.9
	Very often	15.3	8.7	14.8	18.2
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in discussions or assignments	Never	25.8	28.6	19.5	26.9
	Sometimes	37.6	43.9	39.4	34.3
	Often	25.5	20.3	28.0	26.8
	Very often	11.1	7.2	13.1	12.0
Examined the strengths and weaknesses of your own views on a topic or issue	Never	6.0	8.5	7.0	4.5
	Sometimes	33.8	39.9	34.1	31.2
	Often	43.3	39.0	44.0	44.9
	Very often	16.9	12.6	14.9	19.4
Tried to better understand someone else's views by imagining how an issue looks from their perspective	Never	4.7	7.8	1.2	4.7
	Sometimes	34.6	38.0	36.6	32.4
	Often	39.1	36.0	34.9	41.8
	Very often	21.6	18.2	27.3	21.1
Learned something that changed the way you understand an issue or concept?	Never	4.1	6.5	4.5	3.0
	Sometimes	34.8	44.3	35.7	30.5
	Often	43.5	38.1	43.3	45.7
	Very often	17.6	11.2	16.4	20.8
Connected ideas from your subjects / modules to your prior experiences and knowledge	Never	2.8	2.1	2.1	3.4
	Sometimes	27.4	31.5	33.3	23.6
	Often	43.1	47.1	38.9	43.0
	Very often	26.6	19.3	25.7	30.0

<b>Quantitative Reasoning</b>	<b>Responses</b>	<b>All Students</b>	<b>Undergrad - Year 1</b>	<b>Undergrad - Final Yr</b>	<b>Postgrad taught</b>
Reached conclusions based on your analysis of numerical information (numbers, graphs, statistics, etc.)	Never	15.6	19.9	16.2	13.6
	Sometimes	38.8	45.4	45.8	33.6
	Often	33.3	28.0	26.1	37.9
	Very often	12.3	6.7	11.9	14.9
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never	23.7	28.4	19.6	23.1
	Sometimes	40.8	46.7	44.9	37.0
	Often	25.8	18.4	26.2	28.7
	Very often	9.7	6.5	9.3	11.1
Evaluated what others have concluded from numerical information	Never	24.9	32.2	26.3	21.4
	Sometimes	43.9	50.0	41.0	42.3
	Often	24.1	14.8	23.7	28.3
	Very often	7.0	2.9	9.0	8.1

<b>Learning Strategies</b>	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Identified key information from recommended reading materials	Never	6.5	11.2	4.8	5.0
	Sometimes	37.8	46.6	38.1	34.0
	Often	38.6	32.6	38.3	41.1
	Very often	17.2	9.6	18.7	19.8
Reviewed your notes after class	Never	6.3	6.1	7.8	5.8
	Sometimes	37.7	44.6	39.4	34.2
	Often	39.8	38.9	35.1	41.8
	Very often	16.2	10.4	17.8	18.2
Summarised what you learned in class or from course materials	Never	8.4	9.8	12.0	6.5
	Sometimes	42.1	54.4	48.2	34.8
	Often	34.5	24.6	29.7	40.3
	Very often	15.0	11.2	10.1	18.4

<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	10.9	15.3	10.1	9.2
	Sometimes	52.5	49.7	52.6	53.6
	Often	27.4	27.1	28.3	27.3
	Very often	9.2	7.9	8.9	9.9
Explained course material to one or more students	Never	5.9	10.8	5.6	4.0
	Sometimes	44.2	50.9	45.1	41.0
	Often	33.2	25.9	30.8	37.1
	Very often	16.8	12.4	18.4	18.0
Prepared for exams by discussing or working through course material with other students	Never	14.3	22.1	10.4	12.4
	Sometimes	32.5	33.7	40.3	29.2
	Often	35.4	33.7	32.2	37.2
	Very often	17.9	10.5	17.2	21.2
Worked with other students on projects or assignments	Never	3.0	2.7	2.8	3.2
	Sometimes	22.0	27.9	15.2	22.0
	Often	38.3	41.0	28.4	40.7
	Very often	36.6	28.4	53.6	34.1

<b>Student-Faculty Interaction</b>	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Talked about career plans with academic staff	Never	38.7	52.4	34.2	34.4
	Sometimes	36.9	34.4	38.6	37.3
	Often	17.4	10.5	18.8	19.9
	Very often	7.0	2.7	8.4	8.4
Worked with academic staff on activities other than coursework (committees, student groups, etc.)	Never	57.0	69.6	50.8	53.7
	Sometimes	25.8	22.0	30.4	25.8
	Often	14.1	6.7	16.7	16.4
	Very often	3.1	1.6	2.1	4.0
Discussed course topics, ideas, or concepts with academic staff outside of class	Never	37.3	45.5	39.6	33.1
	Sometimes	35.8	40.1	30.8	35.7
	Often	20.4	11.4	24.0	23.0
	Very often	6.5	3.0	5.5	8.2
Discussed your performance with academic staff	Never	35.0	47.9	31.5	30.8
	Sometimes	40.1	39.5	42.0	39.8
	Often	17.6	9.4	20.5	20.1
	Very often	7.2	3.2	6.0	9.3

<b>Effective Teaching Practices</b>	<b>Responses</b>	<b>All Students</b>	<b>Undergrad - Year 1</b>	<b>Undergrad - Final Yr</b>	<b>Postgrad taught</b>
Clearly explained course goals and requirements	Very little	5.9	5.9	9.1	4.8
	Some	25.2	27.2	23.5	24.9
	Quite a bit	37.8	37.8	36.1	38.3
	Very much	31.1	29.2	31.2	31.9
Taught in an organised way	Very little	6.3	8.9	8.8	4.3
	Some	28.3	29.9	28.1	27.7
	Quite a bit	36.9	37.0	36.6	37.0
	Very much	28.5	24.2	26.5	31.0
Used examples or illustrations to explain difficult points	Very little	5.9	7.4	7.2	4.8
	Some	24.9	24.6	24.2	25.2
	Quite a bit	33.8	31.2	38.7	33.3
	Very much	35.4	36.9	29.9	36.7
Provided feedback on a draft or work in progress	Very little	17.6	23.5	13.5	16.3
	Some	29.9	30.6	31.7	29.0
	Quite a bit	29.4	26.3	28.9	30.9
	Very much	23.2	19.6	26.0	23.8
Provided prompt and detailed feedback on tests or completed assignments	Very little	20.3	24.1	18.7	19.1
	Some	29.6	26.1	36.3	28.8
	Quite a bit	26.1	30.7	21.1	25.9
	Very much	24.0	19.0	23.9	26.3

<b>Quality of Interactions</b>	<b>Responses</b>	<b>All Students</b>	<b>Undergrad - Year 1</b>	<b>Undergrad - Final Yr</b>	<b>Postgrad taught</b>
Students	1=Poor	3.1	2.4	6.7	2.3
	2	2.1	2.1	3.6	1.5
	3	5.1	5.6	3.5	5.5
	4	11.5	12.3	9.4	11.8
	5	19.3	19.0	18.4	19.8
	6	26.1	31.4	22.4	25.0
	7=Excellent	32.8	27.2	36.1	34.1
Academic advisors	1=Poor	6.6	7.7	6.9	6.0
	2	5.3	7.1	5.7	4.5
	3	10.3	10.0	9.1	10.8
	4	13.9	11.9	16.8	13.8
	5	20.5	20.9	22.0	19.9
	6	18.8	25.4	16.6	16.7
	7=Excellent	24.5	17.1	23.0	28.3
Academic staff	1=Poor	5.4	8.3	4.1	4.7
	2	4.3	4.6	4.1	4.2
	3	7.3	5.8	8.7	7.4
	4	13.8	13.4	14.4	13.8
	5	20.1	24.2	20.6	18.3
	6	21.5	24.2	18.4	21.3
	7=Excellent	27.6	19.5	29.8	30.4

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	10.0	11.7	12.5	8.4
	2	5.6	6.5	4.6	5.6
	3	7.0	5.6	7.5	7.5
	4	14.1	12.1	14.2	15.0
	5	16.5	23.2	11.0	15.3
	6	21.1	23.6	21.0	20.1
	7=Excellent	25.6	17.2	29.2	28.1
Other administrative staff and offices (registry, finance, etc.)	1=Poor	9.3	15.1	8.6	7.1
	2	6.2	6.2	5.3	6.5
	3	7.3	4.1	5.4	9.3
	4	14.7	17.0	19.4	12.1
	5	19.0	23.4	18.4	17.4
	6	19.2	14.5	18.6	21.4
	7=Excellent	24.3	19.7	24.3	26.2

Supportive Environment	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Providing support to help students succeed academically	Very little	11.5	15.1	5.6	11.8
	Some	35.0	35.7	42.5	32.1
	Quite a bit	32.2	29.6	29.3	34.2
	Very much	21.4	19.6	22.7	21.8
Using learning support services (learning centre, computer centre, maths support, writing support etc.)	Very little	17.3	20.2	18.9	15.5
	Some	27.5	34.7	24.8	25.1
	Quite a bit	30.9	27.6	29.5	32.8
	Very much	24.4	17.6	26.8	26.6
Contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	Very little	17.3	20.2	13.8	17.2
	Some	28.3	26.7	29.9	28.5
	Quite a bit	32.0	31.8	36.6	30.6
	Very much	22.3	21.4	19.6	23.7
Providing opportunities to be involved socially	Very little	16.5	19.6	8.5	17.9
	Some	26.9	24.1	38.1	24.4
	Quite a bit	36.0	35.6	34.4	36.8
	Very much	20.5	20.8	19.0	20.9
Providing support for your overall well-being (recreation, health care, counselling, etc.)	Very little	20.5	21.4	17.9	21.0
	Some	31.0	34.8	38.0	27.0
	Quite a bit	29.8	29.3	25.7	31.3
	Very much	18.7	14.5	18.3	20.7
Helping you manage your non-academic responsibilities (work, family, etc.)	Very little	34.3	35.5	30.5	35.0
	Some	30.2	39.0	31.3	25.9
	Quite a bit	24.6	16.0	28.7	27.1
	Very much	10.9	9.5	9.6	12.0
Attending campus activities and events (special speakers, cultural performances, sporting events, etc.)	Very little	24.6	34.9	21.3	21.2
	Some	32.1	31.6	34.1	31.7
	Quite a bit	27.2	20.1	30.5	29.2
	Very much	16.1	13.4	14.1	17.9
Attending events that address important social, economic, or political issues	Very little	32.1	41.9	27.1	29.3
	Some	33.0	34.4	35.3	31.5
	Quite a bit	24.2	15.5	26.8	27.2
	Very much	10.8	8.2	10.7	12.0

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	6.0	14.5	3.2	3.4
	Sometimes	35.2	42.8	35.6	31.9
	Often	34.8	26.8	35.7	37.8
	Very often	24.0	15.9	25.5	26.9
Come to class without completing readings or assignments	Never	36.3	33.2	34.1	38.4
	Sometimes	48.3	49.6	46.8	48.3
	Often	12.1	13.0	13.6	11.3
	Very often	3.3	4.2	5.4	2.1
Made a presentation in class or online	Never	8.2	8.8	4.5	9.3
	Sometimes	39.2	51.8	34.4	35.6
	Often	33.4	27.5	35.1	35.3
	Very often	19.2	11.9	26.0	19.9
Improved knowledge and skills that will contribute to your employability	Never	4.4	6.2	4.0	3.8
	Sometimes	30.2	39.7	30.0	26.2
	Often	42.3	37.9	43.5	43.8
	Very often	23.1	16.2	22.5	26.2
Explored how to apply your learning in the workplace	Never	11.5	18.3	9.9	9.2
	Sometimes	37.6	43.8	46.7	32.0
	Often	34.6	27.0	25.8	40.8
	Very often	16.3	10.9	17.6	18.1
Exercised or participated in physical fitness activities	Never	42.8	48.7	40.6	41.0
	Sometimes	24.4	22.6	25.7	24.7
	Often	20.4	14.4	20.7	22.8
	Very often	12.4	14.3	13.0	11.5
Blended academic learning with workplace experience	Never	18.6	28.4	17.3	14.9
	Sometimes	37.0	41.6	37.5	35.0
	Often	30.8	24.0	29.7	34.0
	Very often	13.6	6.1	15.5	16.1
Worked on assessments that informed you how well you are learning	Never	14.5	17.6	14.0	13.4
	Sometimes	40.2	49.1	45.4	34.8
	Often	33.3	27.4	30.3	36.7
	Very often	12.0	5.9	10.3	15.2
Memorising course material	Very little	16.5	19.6	12.5	16.5
	Some	37.3	35.7	33.6	39.3
	Quite a bit	33.4	30.3	42.7	31.6
	Very much	12.8	14.4	11.2	12.6
Work with academic staff on a research project	Have not decided	26.3	41.5	21.7	21.1
	Do not plan to do	20.1	26.7	36.6	11.7
	Plan to do	38.7	27.1	24.9	48.5
	Done or in progress	14.9	4.6	16.8	18.8
Community service or volunteer work	Have not decided	30.7	40.6	21.9	29.2
	Do not plan to do	22.7	23.9	30.4	19.7
	Plan to do	35.5	29.8	29.3	40.1
	Done or in progress	11.0	5.7	18.4	11.0
Spending significant amounts of time studying and on academic work	Very little	6.2	8.5	3.7	6.0
	Some	30.3	41.1	32.3	24.8
	Quite a bit	43.1	39.8	48.2	42.9
	Very much	20.4	10.6	15.7	26.3

Non-indicator items	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Writing clearly and effectively	Very little	11.2	17.0	9.4	9.3
	Some	26.3	29.4	26.3	25.0
	Quite a bit	36.5	39.3	33.3	36.3
	Very much	26.0	14.3	31.0	29.4
Speaking clearly and effectively	Very little	13.4	18.5	7.4	13.1
	Some	24.4	28.8	21.0	23.6
	Quite a bit	35.9	33.6	46.5	33.3
	Very much	26.4	19.0	25.0	30.1
Thinking critically and analytically	Very little	5.8	9.7	2.8	5.1
	Some	21.9	24.3	24.4	20.0
	Quite a bit	38.4	41.9	38.0	37.0
	Very much	33.9	24.1	34.7	37.9
Analysing numerical and statistical information	Very little	13.8	12.6	18.6	12.6
	Some	27.3	37.2	26.1	23.4
	Quite a bit	33.5	31.2	36.9	33.4
	Very much	25.5	19.0	18.5	30.6
Acquiring job- or work-related knowledge and skills	Very little	11.9	15.2	10.9	10.7
	Some	28.3	32.8	24.6	27.6
	Quite a bit	34.1	33.2	35.1	34.2
	Very much	25.7	18.8	29.4	27.5
Working effectively with others	Very little	7.4	9.1	3.5	8.0
	Some	22.8	26.2	21.8	21.6
	Quite a bit	38.8	40.9	34.3	39.4
	Very much	31.0	23.8	40.5	31.0
Solving complex real-world problems	Very little	16.9	21.7	12.0	16.5
	Some	28.6	35.0	30.1	25.4
	Quite a bit	34.2	28.7	39.6	34.8
	Very much	20.2	14.6	18.3	23.3
Being an informed and active citizen (societal / political / community)	Very little	23.1	27.4	18.8	22.7
	Some	27.2	33.8	29.4	23.6
	Quite a bit	28.7	22.9	33.8	29.6
	Very much	20.9	15.9	18.0	24.1
How would you evaluate your entire educational experience at this institution?	Poor	6.1	3.0	9.2	6.4
	Fair	23.7	21.8	25.8	23.8
	Good	48.8	56.7	42.5	47.4
	Excellent	21.5	18.4	22.5	22.4
If you could start over again, would you go to the same institution you are now attending?	Definitely no	7.4	6.6	9.9	6.9
	Probably no	20.8	17.0	23.8	21.6
	Probably yes	49.8	54.7	50.5	47.5
	Definitely yes	22.0	21.8	15.8	24.1