

StudentSurvey.ie (Irish Survey of Student Engagement)

Institution name: National College of Art and Design

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 hanrahans@staff.ncad.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	38.3
Reflective and Integrative Learning	36.5
Quantitative Reasoning	13.9
Learning Strategies	29.9
Collaborative Learning	27.5
Student-Faculty Interaction	20.6
Effective Teaching Practices	35.8
Quality of Interactions	41.9
Supportive Environment	30.4

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	11.5	12.2	15.5	3.2
	Some	41.3	45.7	38.1	32.6
	Quite a bit	31.9	35.5	29.6	24.6
	Very much	15.4	6.6	16.8	39.7
Analysing an idea, experience, or line of reasoning in depth by examining its parts	Very little	5.7	5.6	5.7	6.3
	Some	21.1	17.3	25.1	26.2
	Quite a bit	44.1	52.4	41.3	23.4
	Very much	29.1	24.7	27.9	44.0
Evaluating a point of view, decision, or information source	Very little	4.4	3.4	5.1	6.3
	Some	21.5	21.6	20.6	22.8
	Quite a bit	43.7	45.2	51.5	27.2
	Very much	30.3	29.7	22.8	43.7
Forming an understanding or new idea from various pieces of information	Very little	2.5	1.6	1.7	6.3
	Some	17.8	18.4	19.3	13.6
	Quite a bit	39.0	43.9	31.3	36.0
	Very much	40.8	36.2	47.7	44.0

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	1.6	0.8	2.6	3.0
	Sometimes	31.1	34.6	32.7	16.3
	Often	46.0	48.4	46.3	37.0
	Very often	21.3	16.3	18.4	43.8
Connected your learning to problems or issues in society	Never	6.4	7.7	7.5	0.0
	Sometimes	42.8	49.9	32.3	36.4
	Often	31.3	28.4	30.1	43.6
	Very often	19.5	14.1	30.0	20.0
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in discussions or assignments	Never	14.7	18.1	11.4	8.7
	Sometimes	38.4	42.7	35.8	28.1
	Often	31.7	27.4	33.4	43.2
	Very often	15.3	11.8	19.4	20.0
Examined the strengths and weaknesses of your own views on a topic or issue	Never	3.7	5.1	1.3	2.7
	Sometimes	39.9	48.2	39.4	12.4
	Often	36.5	30.7	37.0	55.9
	Very often	19.9	16.1	22.3	28.9
Tried to better understand someone else's views by imagining how an issue looks from their perspective	Never	0.7	1.2	0.0	0.0
	Sometimes	27.4	31.2	25.3	17.8
	Often	51.6	55.3	49.5	42.4
	Very often	20.3	12.3	25.2	39.8
Learned something that changed the way you understand an issue or concept?	Never	0.4	0.0	0.0	2.7
	Sometimes	24.5	24.0	31.2	14.7
	Often	51.1	53.9	45.6	51.2
	Very often	23.9	22.1	23.2	31.4
Connected ideas from your subjects / modules to your prior experiences and knowledge	Never	0.7	0.6	1.3	0.0
	Sometimes	18.9	18.7	20.6	16.6
	Often	44.0	50.3	36.8	34.5
	Very often	36.4	30.4	41.3	48.9

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	52.5	56.1	57.0	34.1
	Sometimes	31.9	33.4	20.0	47.5
	Often	11.0	8.8	15.8	9.5
	Very often	4.6	1.7	7.2	8.9
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never	39.5	37.5	46.9	32.9
	Sometimes	44.6	47.8	38.0	46.0
	Often	12.5	11.7	10.8	18.1
	Very often	3.4	3.0	4.3	3.0
Evaluated what others have concluded from numerical information	Never	52.8	52.2	55.2	50.6
	Sometimes	36.9	39.1	31.2	39.8
	Often	6.4	5.5	7.9	6.6
	Very often	3.9	3.2	5.7	3.0

Learning Strategies	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Identified key information from recommended reading materials	Never	5.5	7.8	2.9	3.0
	Sometimes	43.2	46.1	43.8	33.0
	Often	38.0	36.7	37.1	43.7
	Very often	13.3	9.4	16.2	20.3
Reviewed your notes after class	Never	9.8	11.4	5.5	11.9
	Sometimes	39.3	47.6	32.8	25.0
	Often	40.4	33.4	44.9	54.2
	Very often	10.5	7.6	16.8	8.9
Summarised what you learned in class or from course materials	Never	13.2	11.8	14.6	15.2
	Sometimes	45.6	48.1	43.8	40.9
	Often	30.8	33.3	24.4	34.2
	Very often	10.4	6.7	17.2	9.7

Collaborative Learning	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Asked another student to help you understand course material	Never	8.6	4.3	13.2	15.3
	Sometimes	46.5	51.2	32.5	54.3
	Often	32.9	31.7	40.0	24.7
	Very often	12.1	12.8	14.2	5.7
Explained course material to one or more students	Never	9.1	11.9	7.1	2.7
	Sometimes	38.4	46.7	22.4	37.1
	Often	35.2	27.4	51.1	34.5
	Very often	17.4	13.9	19.4	25.7
Prepared for exams by discussing or working through course material with other students	Never	26.8	35.1	18.6	11.6
	Sometimes	33.4	36.1	25.1	37.7
	Often	30.8	24.4	44.1	31.2
	Very often	9.0	4.3	12.2	19.5
Worked with other students on projects or assignments	Never	27.7	36.2	20.0	11.8
	Sometimes	41.1	39.4	51.7	28.7
	Often	21.8	20.3	17.4	34.5
	Very often	9.4	4.1	11.0	25.0

Student-Faculty Interaction	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Talked about career plans with academic staff	Never	35.1	40.1	29.7	28.9
	Sometimes	42.7	38.4	38.8	62.2
	Often	16.8	17.8	21.4	5.9
	Very often	5.4	3.7	10.0	3.0
Worked with academic staff on activities other than coursework (committees, student groups, etc.)	Never	64.0	66.3	54.9	72.2
	Sometimes	26.5	23.2	35.2	21.9
	Often	7.9	8.3	9.9	3.0
	Very often	1.7	2.2	0.0	3.0
Discussed course topics, ideas, or concepts with academic staff outside of class	Never	26.7	31.2	21.8	21.6
	Sometimes	42.9	44.5	33.7	53.7
	Often	21.5	19.8	28.0	15.8
	Very often	8.8	4.5	16.5	8.9
Discussed your performance with academic staff	Never	5.9	7.1	5.5	3.3
	Sometimes	44.6	45.0	40.0	51.2
	Often	32.2	34.5	30.8	27.4
	Very often	17.3	13.4	23.7	18.1

Effective Teaching Practices	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Clearly explained course goals and requirements	Very little	5.6	6.7	5.1	3.0
	Some	29.2	27.7	35.1	25.0
	Quite a bit	43.6	45.2	36.1	49.8
	Very much	21.6	20.4	23.7	22.2
Taught in an organised way	Very little	13.8	11.3	22.0	9.2
	Some	41.4	48.0	36.8	29.1
	Quite a bit	28.2	26.8	25.2	36.6
	Very much	16.6	13.9	16.1	25.2
Used examples or illustrations to explain difficult points	Very little	7.2	2.4	19.9	3.0
	Some	34.6	39.3	27.9	30.9
	Quite a bit	28.2	28.1	32.7	22.0
	Very much	29.9	30.3	19.4	44.1
Provided feedback on a draft or work in progress	Very little	8.5	7.6	3.4	18.4
	Some	17.0	18.1	15.3	16.1
	Quite a bit	38.3	39.2	37.8	36.6
	Very much	36.2	35.1	43.6	28.9
Provided prompt and detailed feedback on tests or completed assignments	Very little	12.4	10.3	8.5	24.1
	Some	22.8	22.1	20.2	28.3
	Quite a bit	35.2	35.8	34.4	34.4
	Very much	29.7	31.8	36.8	13.3

Quality of Interactions	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Students	1=Poor	1.2	1.6	1.4	0.0
	2	2.1	1.8	0.0	6.5
	3	6.2	5.2	3.5	13.4
	4	13.5	16.2	12.2	6.9
	5	16.0	14.9	19.9	13.7
	6	26.2	23.1	32.3	26.8
	7=Excellent	34.7	37.3	30.6	32.8
Academic advisors	1=Poor	2.6	1.8	3.9	3.3
	2	1.7	0.8	0.0	6.5
	3	8.8	6.7	9.8	13.8
	4	22.3	27.6	16.3	14.5
	5	30.6	33.6	34.0	16.7
	6	13.2	13.3	17.5	6.9
	7=Excellent	20.9	16.3	18.5	38.4
Academic staff	1=Poor	1.8	0.0	0.0	10.1
	2	1.9	1.8	3.5	0.0
	3	5.1	3.6	5.3	9.5
	4	22.4	27.9	19.1	10.8
	5	19.8	22.8	22.8	6.3
	6	23.1	18.9	29.3	26.6
	7=Excellent	25.9	25.1	20.1	36.7

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	9.1	4.5	11.5	22.3
	2	4.6	3.9	6.4	4.2
	3	7.6	7.5	12.8	0.0
	4	11.0	5.3	13.9	27.1
	5	22.3	24.6	14.9	25.3
	6	25.4	25.7	29.8	17.0
	7=Excellent	20.1	28.5	10.7	4.2
Other administrative staff and offices (registry, finance, etc.)	1=Poor	3.1	0.8	7.7	3.5
	2	6.9	5.2	5.5	14.4
	3	6.1	7.0	5.6	3.9
	4	13.7	11.9	13.9	19.0
	5	21.5	22.8	18.5	21.8
	6	23.0	28.1	20.3	10.9
	7=Excellent	25.8	24.2	28.6	26.4

Supportive Environment	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Providing support to help students succeed academically	Very little	10.1	6.8	8.4	23.1
	Some	29.8	21.5	49.6	26.6
	Quite a bit	41.1	49.0	27.1	36.9
	Very much	19.0	22.6	14.9	13.5
Using learning support services (learning centre, computer centre, maths support, writing support etc.)	Very little	15.7	11.6	23.6	16.7
	Some	36.7	26.1	43.9	59.5
	Quite a bit	30.4	40.0	19.3	16.4
	Very much	17.2	22.2	13.2	7.4
Contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	Very little	15.8	6.8	16.1	43.2
	Some	43.5	43.5	53.3	29.1
	Quite a bit	26.2	32.4	17.4	19.6
	Very much	14.5	17.2	13.2	8.1
Providing opportunities to be involved socially	Very little	11.4	4.3	16.1	26.6
	Some	29.9	28.7	30.6	32.6
	Quite a bit	30.6	32.9	28.0	27.4
	Very much	28.1	34.1	25.4	13.5
Providing support for your overall well-being (recreation, health care, counselling, etc.)	Very little	12.6	3.9	25.7	20.3
	Some	26.9	23.8	24.5	40.3
	Quite a bit	40.1	51.2	24.4	28.7
	Very much	20.4	21.1	25.4	10.7
Helping you manage your non-academic responsibilities (work, family, etc.)	Very little	33.7	22.1	43.2	56.0
	Some	39.7	47.5	36.6	19.9
	Quite a bit	18.5	24.6	8.7	13.8
	Very much	8.1	5.8	11.4	10.3
Attending campus activities and events (special speakers, cultural performances, sporting events, etc.)	Very little	9.0	5.7	8.8	19.6
	Some	37.6	36.8	41.7	33.9
	Quite a bit	26.6	24.3	29.3	29.6
	Very much	26.9	33.3	20.2	16.9
Attending events that address important social, economic, or political issues	Very little	21.0	16.4	25.1	29.4
	Some	35.5	35.5	39.0	30.1
	Quite a bit	22.3	21.2	19.3	30.2
	Very much	21.2	26.9	16.7	10.3

Non-indicator items	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Asked questions or contributed to discussions in class, tutorials, labs or online	Never	3.5	4.3	3.9	0.0
	Sometimes	28.4	30.2	25.6	27.4
	Often	45.8	50.9	39.0	39.7
	Very often	22.3	14.5	31.6	32.9
Come to class without completing readings or assignments	Never	31.8	26.0	36.7	43.4
	Sometimes	51.3	56.3	44.8	45.5
	Often	11.9	11.1	17.3	5.7
	Very often	5.0	6.7	1.3	5.4
Made a presentation in class or online	Never	16.4	27.9	1.3	2.7
	Sometimes	37.2	44.3	30.8	23.4
	Often	25.8	18.4	40.2	26.4
	Very often	20.7	9.4	27.7	47.5
Improved knowledge and skills that will contribute to your employability	Never	4.9	2.6	10.3	3.0
	Sometimes	29.4	28.7	35.9	20.8
	Often	46.0	50.7	38.0	44.8
	Very often	19.6	17.9	15.8	31.4
Explored how to apply your learning in the workplace	Never	14.4	11.3	21.1	12.7
	Sometimes	40.4	48.5	30.9	31.7
	Often	30.5	31.8	28.0	30.9
	Very often	14.7	8.4	20.0	24.7
Exercised or participated in physical fitness activities	Never	52.8	51.6	50.6	60.5
	Sometimes	27.7	29.7	28.0	21.1
	Often	12.9	14.3	10.8	12.5
	Very often	6.5	4.5	10.6	5.9
Blended academic learning with workplace experience	Never	25.6	27.4	29.7	13.0
	Sometimes	41.3	47.4	43.1	19.8
	Often	22.5	21.2	12.9	42.5
	Very often	10.6	3.9	14.3	24.7
Worked on assessments that informed you how well you are learning	Never	13.8	14.3	14.1	11.9
	Sometimes	42.9	44.5	35.2	50.8
	Often	32.4	28.1	40.7	31.1
	Very often	10.9	13.0	10.0	6.2
Memorising course material	Very little	60.2	58.5	63.7	60.0
	Some	25.2	26.2	20.3	29.9
	Quite a bit	12.3	12.8	12.6	10.1
	Very much	2.4	2.6	3.4	0.0
Work with academic staff on a research project	Have not decided	34.4	38.5	25.3	34.9
	Do not plan to do	28.4	28.2	35.3	19.0
	Plan to do	24.2	29.7	8.7	29.9
	Done or in progress	13.1	3.6	30.6	16.1
Community service or volunteer work	Have not decided	26.5	29.3	21.8	24.8
	Do not plan to do	18.6	5.7	35.4	33.0
	Plan to do	43.9	59.9	28.8	18.4
	Done or in progress	11.0	5.1	14.0	23.8
Spending significant amounts of time studying and on academic work	Very little	9.3	9.7	8.4	9.5
	Some	24.4	29.0	22.8	12.6
	Quite a bit	43.1	43.9	39.2	46.3
	Very much	23.2	17.4	29.7	31.5

Non-indicator items	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Writing clearly and effectively	Very little	17.7	16.1	25.2	12.2
	Some	39.0	46.1	30.4	30.3
	Quite a bit	25.2	28.8	17.7	25.0
	Very much	18.1	9.0	26.7	32.5
Speaking clearly and effectively	Very little	13.3	13.4	16.3	8.9
	Some	28.5	31.7	26.7	21.7
	Quite a bit	38.0	44.1	25.0	38.3
	Very much	20.2	10.7	32.0	31.1
Thinking critically and analytically	Very little	2.3	2.4	1.8	3.0
	Some	15.0	11.8	21.6	15.2
	Quite a bit	44.6	51.2	32.1	42.8
	Very much	38.0	34.6	44.5	39.1
Analysing numerical and statistical information	Very little	54.0	58.1	55.6	40.0
	Some	30.7	28.5	23.1	47.3
	Quite a bit	9.9	10.3	11.6	6.7
	Very much	5.4	3.1	9.8	5.9
Acquiring job- or work-related knowledge and skills	Very little	17.3	15.8	24.4	11.9
	Some	38.9	37.0	39.1	44.2
	Quite a bit	30.8	38.2	25.8	16.2
	Very much	13.0	9.0	10.7	27.7
Working effectively with others	Very little	14.8	19.8	8.5	8.9
	Some	25.1	23.3	30.8	22.3
	Quite a bit	39.3	38.4	33.0	50.6
	Very much	20.8	18.5	27.7	18.1
Solving complex real-world problems	Very little	21.5	16.0	31.0	24.1
	Some	37.0	43.1	23.1	38.6
	Quite a bit	24.7	28.9	22.8	15.5
	Very much	16.8	12.0	23.2	21.9
Being an informed and active citizen (societal / political / community)	Very little	9.5	3.6	15.6	18.4
	Some	30.5	26.2	32.7	39.8
	Quite a bit	33.7	45.6	21.4	16.6
	Very much	26.2	24.6	30.3	25.2
How would you evaluate your entire educational experience at this institution?	Poor	2.0	0.0	5.5	3.2
	Fair	16.2	10.5	23.2	23.1
	Good	54.1	55.3	52.3	53.3
	Excellent	27.7	34.3	19.1	20.4
If you could start over again, would you go to the same institution you are now attending?	Definitely no	2.3	0.0	8.7	0.0
	Probably no	10.5	4.3	14.5	23.1
	Probably yes	30.3	22.7	46.9	29.1
	Definitely yes	56.9	73.0	29.9	47.8