

# StudentSurvey.ie (Irish Survey of Student Engagement)

**Institution name: Dundalk Institute of Technology**

## Results of StudentSurvey.ie 2021

### 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 five institutions participated in 2021.

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@dkit.ie](mailto:registrar@dkit.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	32.74
Reflective and Integrative Learning	28.99
Quantitative Reasoning	18.18
Learning Strategies	29.89
Collaborative Learning	27.95
Student-Faculty Interaction	11.49
Effective Teaching Practices	33.28
Quality of Interactions	31.10
Supportive Environment	25.51

## 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	9.3	10.8	7.7	5.5
	Some	35.0	34.6	36.1	30.1
	Quite a bit	34.8	34.5	34.5	40.8
	Very much	20.9	20.1	21.7	23.6
Analysing an idea, experience, or line of reasoning in depth by examining its parts	Very little	12.1	9.7	14.5	19.7
	Some	39.0	43.1	34.8	28.7
	Quite a bit	33.6	33.5	33.5	35.1
	Very much	15.3	13.7	17.2	16.5
Evaluating a point of view, decision, or information source	Very little	8.5	8.5	8.0	11.9
	Some	35.2	32.2	38.2	44.9
	Quite a bit	41.1	44.8	38.0	26.6
	Very much	15.2	14.5	15.8	16.6
Forming an understanding or new idea from various pieces of information	Very little	7.0	2.8	12.1	12.3
	Some	31.6	29.6	35.9	21.0
	Quite a bit	44.0	50.5	33.8	53.5
	Very much	17.4	17.2	18.2	13.1

<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	8.4	8.0	9.1	6.7
	Sometimes	38.0	38.3	37.2	40.9
	Often	37.9	39.7	35.2	40.5
	Very often	15.7	14.0	18.5	11.9
Connected your learning to problems or issues in society	Never	21.5	22.7	20.5	17.9
	Sometimes	41.4	42.3	40.6	37.2
	Often	29.0	27.0	30.3	40.9
	Very often	8.1	8.0	8.7	3.9
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in discussions or assignments	Never	39.7	40.0	39.6	37.8
	Sometimes	37.0	38.2	35.7	34.6
	Often	16.5	14.9	17.8	23.6
	Very often	6.8	7.0	7.0	3.9
Examined the strengths and weaknesses of your own views on a topic or issue	Never	10.6	11.9	9.9	2.0
	Sometimes	44.1	43.0	45.2	47.7
	Often	34.9	34.7	34.4	40.4
	Very often	10.4	10.3	10.5	9.9
Tried to better understand someone else's views by imagining how an issue looks from their perspective	Never	8.7	8.2	9.4	8.0
	Sometimes	38.2	36.6	40.5	36.7
	Often	38.0	41.4	34.1	32.5
	Very often	15.1	13.8	15.9	22.7
Learned something that changed the way you understand an issue or concept?	Never	6.6	6.3	7.3	4.8
	Sometimes	39.4	36.0	44.5	34.3
	Often	40.5	42.2	37.2	48.8
	Very often	13.5	15.5	11.0	12.0
Connected ideas from your subjects / modules to your prior experiences and knowledge	Never	4.7	4.3	5.3	4.3
	Sometimes	35.9	36.5	36.3	25.7
	Often	40.6	41.3	39.9	39.0
	Very often	18.8	17.9	18.5	31.0

<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	28.8	31.2	27.7	12.6
	Sometimes	40.3	40.1	40.9	38.2
	Often	23.2	20.5	24.4	42.5
	Very often	7.7	8.3	7.0	6.7
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never	43.2	45.6	41.3	32.8
	Sometimes	36.1	33.5	38.8	41.9
	Often	15.0	15.4	13.4	23.2
	Very often	5.8	5.6	6.5	2.1
Evaluated what others have concluded from numerical information	Never	43.2	43.2	45.8	21.4
	Sometimes	37.8	37.7	36.2	51.1
	Often	15.5	16.0	15.0	15.4
	Very often	3.5	3.1	2.9	12.0

<b>Learning Strategies</b>	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Identified key information from recommended reading materials	Never	11.6	10.4	13.7	6.4
	Sometimes	41.8	40.4	44.8	32.5
	Often	35.3	36.8	33.3	36.2
	Very often	11.3	12.4	8.2	25.0
Reviewed your notes after class	Never	10.5	6.1	16.7	7.2
	Sometimes	39.3	39.5	38.9	41.8
	Often	34.5	36.9	32.2	28.6
	Very often	15.7	17.6	12.3	22.4
Summarised what you learned in class or from course materials	Never	12.0	10.7	14.5	5.3
	Sometimes	40.6	38.6	42.9	43.2
	Often	36.0	39.6	31.6	32.8
	Very often	11.4	11.1	11.0	18.7

<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	15.4	16.6	12.8	23.3
	Sometimes	44.0	44.7	42.2	51.4
	Often	28.3	28.0	29.1	25.2
	Very often	12.3	10.7	16.0	0.0
Explained course material to one or more students	Never	14.6	17.4	10.4	19.0
	Sometimes	42.7	42.7	42.8	42.4
	Often	27.3	25.9	29.4	26.1
	Very often	15.3	14.0	17.4	12.5
Prepared for exams by discussing or working through course material with other students	Never	29.3	35.0	23.0	18.9
	Sometimes	36.1	37.4	35.3	29.8
	Often	24.0	21.6	24.9	43.1
	Very often	10.5	6.0	16.8	8.2
Worked with other students on projects or assignments	Never	12.5	12.5	10.8	26.2
	Sometimes	34.8	41.0	28.2	20.8
	Often	29.8	29.7	29.2	35.4
	Very often	22.9	16.8	31.7	17.7

<b>Student-Faculty Interaction</b>	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Talked about career plans with academic staff	Never	57.5	62.2	51.7	53.9
	Sometimes	30.5	26.0	36.4	29.9
	Often	9.2	9.8	8.6	7.3
	Very often	2.9	2.0	3.3	8.9
Worked with academic staff on activities other than coursework (committees, student groups, etc.)	Never	72.4	70.7	75.0	69.4
	Sometimes	19.4	21.7	16.2	20.8
	Often	6.3	5.7	7.2	5.2
	Very often	1.9	2.0	1.5	4.6
Discussed course topics, ideas, or concepts with academic staff outside of class	Never	56.3	61.1	52.0	39.9
	Sometimes	30.6	27.5	33.9	37.5
	Often	10.4	8.5	12.5	13.8
	Very often	2.7	2.9	1.6	8.9
Discussed your performance with academic staff	Never	43.1	44.0	44.0	26.8
	Sometimes	40.1	38.9	41.9	37.7
	Often	14.3	14.7	11.9	29.1
	Very often	2.5	2.4	2.2	6.3

Effective Teaching Practices	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Clearly explained course goals and requirements	Very little	6.1	4.3	8.9	3.4
	Some	29.7	29.9	31.9	10.9
	Quite a bit	34.7	34.9	32.4	50.0
	Very much	29.5	30.9	26.8	35.8
Taught in an organised way	Very little	4.1	2.9	6.2	0.0
	Some	29.7	25.9	35.5	25.0
	Quite a bit	39.6	43.1	35.1	39.3
	Very much	26.6	28.2	23.2	35.6
Used examples or illustrations to explain difficult points	Very little	6.7	6.8	7.3	2.1
	Some	28.8	26.0	33.7	20.9
	Quite a bit	34.6	35.8	32.9	36.5
	Very much	29.8	31.5	26.1	40.5
Provided feedback on a draft or work in progress	Very little	21.9	22.4	23.9	2.1
	Some	34.2	32.4	37.6	28.0
	Quite a bit	26.9	29.5	21.8	40.7
	Very much	16.9	15.7	16.8	29.2
Provided prompt and detailed feedback on tests or completed assignments	Very little	25.8	23.4	31.0	11.9
	Some	33.8	34.2	33.5	32.3
	Quite a bit	25.4	25.9	24.0	31.6
	Very much	14.9	16.5	11.5	24.2

Quality of Interactions	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Students	1=Poor	8.5	8.8	8.0	9.7
	2	7.6	8.0	7.7	3.6
	3	13.4	13.5	13.5	11.8
	4	18.5	17.1	20.0	21.7
	5	21.5	20.9	21.8	24.2
	6	15.5	17.6	12.4	18.9
	7=Excellent	14.9	14.1	16.6	10.0
Academic advisors	1=Poor	12.2	12.0	13.3	6.6
	2	15.1	11.0	20.7	12.5
	3	16.8	17.9	16.9	5.1
	4	17.5	18.9	16.6	11.0
	5	17.4	19.7	13.7	21.9
	6	9.6	10.7	7.9	12.0
	7=Excellent	11.3	9.6	10.8	31.0
Academic staff	1=Poor	3.7	2.6	5.4	2.4
	2	6.4	4.4	8.7	9.9
	3	13.2	10.5	18.3	2.5
	4	19.2	21.0	18.3	7.2
	5	25.2	25.7	24.3	26.4
	6	19.0	21.4	15.0	23.4
	7=Excellent	13.3	14.2	10.0	28.2

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	15.5	15.5	15.2	18.8
	2	13.8	14.8	13.6	3.8
	3	15.8	15.1	16.7	14.0
	4	17.7	15.6	21.5	3.8
	5	16.5	16.3	15.6	28.7
	6	7.8	10.2	4.2	14.0
	7=Excellent	13.0	12.5	13.1	17.0
Other administrative staff and offices (registry, finance, etc.)	1=Poor	14.0	12.7	16.2	10.4
	2	16.9	15.8	20.2	2.8
	3	15.3	14.4	15.6	22.8
	4	16.7	14.6	18.8	21.5
	5	12.9	15.8	10.1	5.7
	6	10.6	13.7	6.1	13.2
	7=Excellent	13.6	13.0	13.0	23.7

Supportive Environment	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Providing support to help students succeed academically	Very little	7.5	4.4	11.6	7.9
	Some	31.4	26.6	37.6	32.8
	Quite a bit	41.0	46.1	35.8	27.9
	Very much	20.2	22.9	15.0	31.4
Using learning support services (learning centre, computer centre, maths support, writing support etc.)	Very little	13.9	13.2	15.0	13.4
	Some	27.5	26.4	29.5	23.3
	Quite a bit	36.7	37.4	34.4	48.4
	Very much	21.9	23.1	21.2	14.9
Contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	Very little	27.2	23.1	31.9	33.9
	Some	39.4	37.5	41.0	45.0
	Quite a bit	21.4	25.9	16.8	10.8
	Very much	12.0	13.5	10.3	10.2
Providing opportunities to be involved socially	Very little	26.1	25.6	25.4	35.1
	Some	38.2	35.4	40.7	47.2
	Quite a bit	25.2	26.4	25.0	15.4
	Very much	10.6	12.7	8.8	2.3
Providing support for your overall well-being (recreation, health care, counselling, etc.)	Very little	10.9	10.1	12.4	7.9
	Some	33.2	28.8	39.7	27.3
	Quite a bit	34.2	35.3	30.8	49.3
	Very much	21.7	25.7	17.1	15.5
Helping you manage your non-academic responsibilities (work, family, etc.)	Very little	44.5	42.3	48.2	38.8
	Some	32.7	31.6	33.6	38.3
	Quite a bit	16.8	19.4	13.5	16.1
	Very much	5.9	6.7	4.8	6.9
Attending campus activities and events (special speakers, cultural performances, sporting events, etc.)	Very little	39.7	47.4	29.7	36.4
	Some	30.7	23.8	40.2	28.7
	Quite a bit	21.3	21.0	21.0	27.2
	Very much	8.3	7.7	9.1	7.6
Attending events that address important social, economic, or political issues	Very little	38.6	42.2	33.8	37.9
	Some	35.0	32.2	38.6	36.2
	Quite a bit	20.0	19.0	21.3	19.7
	Very much	6.5	6.6	6.3	6.2

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	5.7	5.5	6.4	1.9
	Sometimes	43.3	42.2	45.8	35.0
	Often	30.3	30.7	28.5	40.4
	Very often	20.7	21.5	19.3	22.7
Come to class without completing readings or assignments	Never	34.5	41.3	27.4	19.9
	Sometimes	49.1	45.1	51.9	69.1
	Often	12.4	9.9	16.0	9.1
	Very often	4.0	3.6	4.7	1.9
Made a presentation in class or online	Never	15.0	19.5	9.2	13.0
	Sometimes	45.4	47.8	42.5	43.5
	Often	27.4	23.9	32.3	24.3
	Very often	12.3	8.8	16.1	19.3
Improved knowledge and skills that will contribute to your employability	Never	7.3	7.5	7.6	3.2
	Sometimes	33.9	30.5	38.7	30.2
	Often	39.7	40.5	38.0	45.8
	Very often	19.1	21.4	15.8	20.8
Explored how to apply your learning in the workplace	Never	22.1	21.2	22.9	26.3
	Sometimes	36.5	37.3	38.0	15.9
	Often	27.6	28.1	26.3	32.7
	Very often	13.8	13.5	12.7	25.1
Exercised or participated in physical fitness activities	Never	34.7	35.0	34.6	32.7
	Sometimes	29.8	26.8	34.4	24.5
	Often	17.7	18.1	14.8	36.0
	Very often	17.8	20.1	16.2	6.7
Blended academic learning with workplace experience	Never	43.2	50.5	36.7	19.0
	Sometimes	29.7	29.7	30.7	21.9
	Often	16.6	13.5	18.7	32.6
	Very often	10.4	6.3	13.9	26.6
Worked on assessments that informed you how well you are learning	Never	24.5	20.1	31.8	13.0
	Sometimes	40.2	42.6	38.4	29.3
	Often	28.8	29.5	25.4	48.3
	Very often	6.5	7.8	4.5	9.4
Memorising course material	Very little	14.4	9.2	20.3	23.8
	Some	38.7	38.0	38.4	47.6
	Quite a bit	33.4	35.4	31.9	23.8
	Very much	13.5	17.3	9.5	4.9
Work with academic staff on a research project	Have not decided	43.9	53.8	34.7	13.3
	Do not plan to do	19.9	11.4	31.1	23.0
	Plan to do	24.7	32.3	14.4	26.3
	Done or in progress	11.4	2.6	19.8	37.3
Community service or volunteer work	Have not decided	38.9	43.5	34.2	27.9
	Do not plan to do	22.0	14.4	30.8	32.4
	Plan to do	25.7	33.0	16.6	21.2
	Done or in progress	13.4	9.1	18.4	18.4
Spending significant amounts of time studying and on academic work	Very little	6.4	6.8	5.8	7.0
	Some	32.5	31.8	33.4	32.3
	Quite a bit	45.4	49.0	40.3	47.5
	Very much	15.7	12.4	20.5	13.2

<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>
Writing clearly and effectively	Very little	9.1	10.4	8.2	3.4
	Some	30.1	30.6	30.1	25.7
	Quite a bit	37.1	36.2	37.2	45.2
	Very much	23.7	22.9	24.5	25.7
Speaking clearly and effectively	Very little	10.4	10.8	10.3	7.9
	Some	33.2	35.0	32.4	22.0
	Quite a bit	34.6	33.3	36.4	35.0
	Very much	21.7	20.9	20.9	35.1
Thinking critically and analytically	Very little	5.0	6.4	3.4	2.2
	Some	25.0	25.9	25.4	13.4
	Quite a bit	43.0	43.5	42.3	43.3
	Very much	27.0	24.2	28.9	41.1
Analysing numerical and statistical information	Very little	18.2	22.0	14.5	8.0
	Some	32.9	34.0	31.7	30.9
	Quite a bit	33.2	29.4	38.0	34.9
	Very much	15.8	14.7	15.8	26.3
Acquiring job- or work-related knowledge and skills	Very little	14.3	16.5	11.8	10.6
	Some	28.3	27.7	28.9	30.7
	Quite a bit	33.9	32.8	35.4	34.6
	Very much	23.5	23.1	24.0	24.1
Working effectively with others	Very little	7.8	11.5	3.6	2.2
	Some	28.4	29.0	26.0	39.9
	Quite a bit	37.6	41.0	34.8	26.2
	Very much	26.2	18.5	35.7	31.8
Solving complex real-world problems	Very little	16.5	17.1	17.1	7.1
	Some	35.3	39.1	31.7	25.0
	Quite a bit	33.0	29.5	36.2	44.0
	Very much	15.2	14.3	15.1	23.8
Being an informed and active citizen (societal / political / community)	Very little	29.3	31.6	27.7	17.9
	Some	34.0	33.1	35.6	31.7
	Quite a bit	25.1	24.3	24.9	33.6
	Very much	11.6	11.0	11.7	16.8
How would you evaluate your entire educational experience at this institution?	Poor	4.5	3.2	6.6	2.2
	Fair	25.8	29.0	22.4	20.2
	Good	49.1	49.4	50.1	38.9
	Excellent	20.6	18.5	20.9	38.8
If you could start over again, would you go to the same institution you are now attending?	Definitely no	4.0	1.5	7.7	2.2
	Probably no	14.4	9.2	22.1	9.9
	Probably yes	47.1	51.7	42.8	33.6
	Definitely yes	34.4	37.6	27.4	54.4