

StudentSurvey.ie (Irish Survey of Student Engagement)

Institution name: Mary Immaculate College

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 quality@mic.ul.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	36.50
Reflective and Integrative Learning	32.12
Quantitative Reasoning	15.02
Learning Strategies	33.38
Collaborative Learning	24.81
Student-Faculty Interaction	8.53
Effective Teaching Practices	33.19
Quality of Interactions	30.99
Supportive Environment	22.26

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	6.4	6.3	6.6	5.9
	Some	29.4	30.4	33.2	20.3
	Quite a bit	40.0	40.2	37.9	42.3
	Very much	24.3	23.1	22.3	31.5
Analysing an idea, experience, or line of reasoning in depth by examining its parts	Very little	6.5	7.6	6.7	2.6
	Some	35.5	37.1	37.6	26.5
	Quite a bit	39.5	37.7	40.4	43.9
	Very much	18.5	17.6	15.2	27.0
Evaluating a point of view, decision, or information source	Very little	4.4	4.1	4.8	4.7
	Some	27.9	29.9	29.1	19.4
	Quite a bit	44.3	45.9	41.9	42.9
	Very much	23.5	20.2	24.3	33.0
Forming an understanding or new idea from various pieces of information	Very little	3.2	3.1	4.3	2.0
	Some	25.7	25.6	29.5	20.0
	Quite a bit	48.0	48.7	46.2	48.4
	Very much	23.1	22.7	20.0	29.6

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	8.3	8.9	10.1	3.4
	Sometimes	36.8	41.7	34.3	23.7
	Often	36.8	37.1	33.1	42.0
	Very often	18.1	12.2	22.6	31.0
Connected your learning to problems or issues in society	Never	11.3	14.5	8.4	4.7
	Sometimes	39.5	44.6	33.5	32.3
	Often	35.9	33.2	40.3	37.9
	Very often	13.3	7.8	17.7	25.1
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in discussions or assignments	Never	16.2	15.4	10.9	28.1
	Sometimes	44.4	49.1	39.2	36.9
	Often	27.6	26.7	34.2	19.2
	Very often	11.8	8.8	15.7	15.8
Examined the strengths and weaknesses of your own views on a topic or issue	Never	10.3	12.5	8.8	5.3
	Sometimes	43.2	46.9	38.3	38.5
	Often	34.2	31.1	39.1	36.9
	Very often	12.2	9.4	13.7	19.4
Tried to better understand someone else's views by imagining how an issue looks from their perspective	Never	6.8	9.3	2.8	5.0
	Sometimes	40.3	43.8	38.3	31.2
	Often	36.6	31.7	41.5	45.8
	Very often	16.2	15.2	17.3	17.9
Learned something that changed the way you understand an issue or concept?	Never	2.9	4.0	2.0	0.9
	Sometimes	34.5	34.7	36.0	31.4
	Often	45.5	46.6	44.1	43.8
	Very often	17.1	14.8	17.8	23.9
Connected ideas from your subjects / modules to your prior experiences and knowledge	Never	3.5	5.0	2.0	0.8
	Sometimes	30.3	35.4	29.4	13.6
	Often	42.7	44.6	39.9	40.6
	Very often	23.6	15.0	28.6	45.1

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	39.4	40.2	37.6	39.8
	Sometimes	42.2	43.7	40.2	40.3
	Often	14.8	12.8	16.6	18.4
	Very often	3.7	3.3	5.7	1.5
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never	45.2	46.7	41.1	47.0
	Sometimes	36.2	35.8	37.6	35.0
	Often	14.8	14.2	16.6	14.1
	Very often	3.8	3.3	4.8	3.9
Evaluated what others have concluded from numerical information	Never	48.6	51.5	41.6	50.2
	Sometimes	39.8	39.3	42.0	37.8
	Often	9.6	7.2	13.8	10.3
	Very often	2.1	2.0	2.6	1.7

Learning Strategies	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Identified key information from recommended reading materials	Never	4.2	3.1	6.5	4.4
	Sometimes	30.9	34.4	30.4	19.6
	Often	45.0	48.2	43.0	37.3
	Very often	19.9	14.4	20.0	38.8
Reviewed your notes after class	Never	7.0	6.1	9.6	5.9
	Sometimes	37.2	40.3	37.6	25.4
	Often	40.3	38.7	39.3	47.6
	Very often	15.6	14.9	13.5	21.2
Summarised what you learned in class or from course materials	Never	10.6	9.5	11.8	12.1
	Sometimes	38.8	41.0	35.4	37.0
	Often	35.8	35.6	38.9	31.3
	Very often	14.9	13.9	14.0	19.6

Collaborative Learning	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Asked another student to help you understand course material	Never	17.7	21.7	8.5	19.4
	Sometimes	35.3	37.3	27.9	41.2
	Often	30.0	28.4	38.9	20.5
	Very often	16.9	12.6	24.7	19.0
Explained course material to one or more students	Never	17.6	21.6	8.1	19.7
	Sometimes	43.7	48.0	34.7	43.9
	Often	25.3	21.2	36.3	20.6
	Very often	13.5	9.2	20.9	15.9
Prepared for exams by discussing or working through course material with other students	Never	31.2	39.9	14.2	29.7
	Sometimes	33.4	36.7	25.5	35.2
	Often	22.4	16.6	32.4	25.3
	Very often	13.1	6.8	27.9	9.8
Worked with other students on projects or assignments	Never	33.9	35.5	27.2	39.7
	Sometimes	40.7	44.4	32.8	41.1
	Often	19.2	15.6	29.6	14.2
	Very often	6.2	4.5	10.5	5.1

Student-Faculty Interaction	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Talked about career plans with academic staff	Never	71.8	78.9	54.8	75.6
	Sometimes	17.1	11.8	28.5	16.3
	Often	7.8	7.6	11.4	2.3
	Very often	3.3	1.6	5.3	5.8
Worked with academic staff on activities other than coursework (committees, student groups, etc.)	Never	78.2	80.3	73.4	78.7
	Sometimes	16.5	16.0	16.6	18.2
	Often	4.4	2.8	9.1	2.3
	Very often	0.9	0.9	0.9	0.8
Discussed course topics, ideas, or concepts with academic staff outside of class	Never	62.0	69.5	55.5	47.5
	Sometimes	28.2	24.1	29.7	39.4
	Often	7.8	5.5	12.2	8.2
	Very often	2.0	0.9	2.6	4.9
Discussed your performance with academic staff	Never	59.3	68.7	54.5	35.3
	Sometimes	31.7	26.1	33.8	47.7
	Often	6.7	4.1	8.2	13.0
	Very often	2.3	1.2	3.5	4.1

Effective Teaching Practices	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Clearly explained course goals and requirements	Very little	5.0	3.9	5.8	7.4
	Some	20.5	18.1	25.9	20.0
	Quite a bit	38.4	40.1	38.9	31.5
	Very much	36.1	37.8	29.4	41.2
Taught in an organised way	Very little	2.7	2.5	1.4	5.5
	Some	21.4	18.0	27.4	23.4
	Quite a bit	41.2	42.4	46.2	29.0
	Very much	34.7	37.2	25.0	42.1
Used examples or illustrations to explain difficult points	Very little	7.0	5.6	11.0	5.5
	Some	25.3	22.1	28.9	30.6
	Quite a bit	39.5	42.5	38.4	31.0
	Very much	28.1	29.8	21.6	32.9
Provided feedback on a draft or work in progress	Very little	36.5	39.2	33.9	31.4
	Some	35.4	38.5	29.0	35.0
	Quite a bit	18.1	14.9	27.0	14.6
	Very much	10.0	7.3	10.1	19.0
Provided prompt and detailed feedback on tests or completed assignments	Very little	25.8	21.4	37.5	21.8
	Some	36.5	41.8	29.3	30.4
	Quite a bit	23.4	23.1	23.5	24.2
	Very much	14.2	13.6	9.6	23.6

Quality of Interactions	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Students	1=Poor	5.2	6.0	3.0	6.3
	2	9.5	10.9	6.5	9.6
	3	12.8	13.2	8.9	18.1
	4	19.3	21.5	17.3	14.6
	5	23.3	24.8	22.3	19.9
	6	16.9	13.8	23.2	17.1
	7=Excellent	13.0	9.8	18.8	14.3
Academic advisors	1=Poor	8.9	9.0	9.2	8.0
	2	17.2	18.6	14.9	16.4
	3	18.8	20.7	20.1	9.9
	4	18.7	19.8	17.8	16.4
	5	16.7	18.1	18.4	9.4
	6	9.6	7.5	8.6	18.4
	7=Excellent	10.0	6.3	10.9	21.5
Academic staff	1=Poor	3.1	1.9	3.1	7.0
	2	10.2	10.4	11.0	8.2
	3	13.3	13.9	15.2	8.1
	4	21.9	23.1	21.5	18.6
	5	20.8	21.2	25.1	12.4
	6	17.7	18.9	11.5	23.0
	7=Excellent	13.1	10.5	12.6	22.7

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	18.4	18.3	15.3	27.2
	2	14.2	13.3	15.8	14.5
	3	16.8	19.1	12.4	16.5
	4	16.6	16.2	18.1	15.1
	5	15.6	16.4	15.3	12.5
	6	8.9	8.8	9.6	7.4
	7=Excellent	9.5	8.0	13.5	6.8
Other administrative staff and offices (registry, finance, etc.)	1=Poor	13.7	14.5	13.3	12.0
	2	17.5	16.8	20.8	13.6
	3	11.1	13.0	11.6	4.3
	4	15.3	13.7	17.3	17.2
	5	14.2	14.1	12.8	16.9
	6	13.7	13.9	11.0	17.9
	7=Excellent	14.5	14.0	13.3	18.2

Supportive Environment	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Providing support to help students succeed academically	Very little	10.8	7.1	14.1	18.1
	Some	33.3	32.2	37.9	29.2
	Quite a bit	38.1	41.9	31.5	35.9
	Very much	17.9	18.8	16.5	16.8
Using learning support services (learning centre, computer centre, maths support, writing support etc.)	Very little	29.9	29.2	24.9	40.6
	Some	33.3	31.9	35.6	34.4
	Quite a bit	25.8	27.0	28.8	17.0
	Very much	11.0	12.0	10.7	8.0
Contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	Very little	36.5	28.1	46.6	49.0
	Some	37.2	41.9	30.1	32.7
	Quite a bit	17.6	19.3	17.0	12.8
	Very much	8.7	10.7	6.3	5.6
Providing opportunities to be involved socially	Very little	27.5	25.6	21.5	44.1
	Some	34.8	37.7	31.2	30.2
	Quite a bit	27.2	25.8	33.2	22.0
	Very much	10.5	10.8	14.1	3.7
Providing support for your overall well-being (recreation, health care, counselling, etc.)	Very little	17.2	12.2	18.5	32.8
	Some	35.9	34.6	40.3	33.5
	Quite a bit	32.2	35.0	29.6	26.8
	Very much	14.6	18.3	11.6	6.9
Helping you manage your non-academic responsibilities (work, family, etc.)	Very little	50.2	50.1	51.3	48.4
	Some	32.5	32.1	31.7	35.3
	Quite a bit	13.3	14.3	14.1	8.6
	Very much	4.0	3.5	2.9	7.6
Attending campus activities and events (special speakers, cultural performances, sporting events, etc.)	Very little	42.1	48.5	24.4	49.6
	Some	31.1	28.7	36.6	30.2
	Quite a bit	19.2	15.5	28.3	17.0
	Very much	7.6	7.3	10.7	3.2
Attending events that address important social, economic, or political issues	Very little	41.6	40.9	42.7	42.1
	Some	38.8	37.2	37.4	46.8
	Quite a bit	14.3	16.5	13.1	8.6
	Very much	5.3	5.4	6.8	2.5

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	3.3	2.9	5.6	0.9
	Sometimes	38.6	37.7	43.5	33.5
	Often	38.4	43.0	30.3	36.7
	Very often	19.6	16.5	20.6	29.0
Come to class without completing readings or assignments	Never	26.3	23.3	23.5	41.9
	Sometimes	52.5	55.4	51.0	45.1
	Often	14.6	14.8	17.4	9.2
	Very often	6.5	6.5	8.1	3.9
Made a presentation in class or online	Never	37.2	35.1	38.5	42.2
	Sometimes	41.0	46.2	33.6	35.1
	Often	16.5	15.0	21.5	13.1
	Very often	5.4	3.7	6.5	9.6
Improved knowledge and skills that will contribute to your employability	Never	7.0	8.9	6.1	1.8
	Sometimes	26.1	26.6	25.6	24.9
	Often	41.5	38.8	47.8	39.8
	Very often	25.5	25.6	20.4	33.5
Explored how to apply your learning in the workplace	Never	13.8	17.6	9.1	8.9
	Sometimes	26.3	25.9	29.7	22.1
	Often	36.7	36.0	39.2	34.4
	Very often	23.2	20.5	22.0	34.6
Exercised or participated in physical fitness activities	Never	24.8	26.5	14.7	35.9
	Sometimes	25.7	24.9	29.9	21.5
	Often	21.3	20.4	26.0	16.3
	Very often	28.3	28.3	29.4	26.4
Blended academic learning with workplace experience	Never	36.1	52.5	13.1	17.9
	Sometimes	29.1	30.3	30.2	23.2
	Often	21.7	12.8	34.9	30.2
	Very often	13.2	4.4	21.8	28.7
Worked on assessments that informed you how well you are learning	Never	17.4	14.1	26.0	14.6
	Sometimes	39.6	39.0	42.9	36.1
	Often	31.3	34.3	23.3	34.5
	Very often	11.6	12.6	7.8	14.8
Memorising course material	Very little	33.3	23.5	39.7	55.6
	Some	39.4	44.5	32.5	33.2
	Quite a bit	21.1	25.0	20.1	9.6
	Very much	6.2	7.0	7.6	1.6
Work with academic staff on a research project	Have not decided	41.8	57.3	19.3	25.8
	Do not plan to do	23.2	18.4	35.7	19.3
	Plan to do	21.8	23.2	11.1	34.1
	Done or in progress	13.2	1.1	33.8	20.8
Community service or volunteer work	Have not decided	31.5	33.2	26.6	33.4
	Do not plan to do	15.9	6.4	23.2	36.3
	Plan to do	39.2	51.4	29.5	13.4
	Done or in progress	13.5	9.0	20.8	16.8
Spending significant amounts of time studying and on academic work	Very little	7.0	5.6	7.3	11.2
	Some	29.8	34.1	23.3	25.6
	Quite a bit	43.2	43.1	42.7	44.0
	Very much	20.1	17.2	26.7	19.2

Non-indicator items	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Writing clearly and effectively	Very little	4.0	2.6	2.9	10.5
	Some	24.1	26.2	20.1	23.5
	Quite a bit	40.6	41.9	44.6	29.4
	Very much	31.3	29.3	32.3	36.6
Speaking clearly and effectively	Very little	12.0	10.2	9.3	23.0
	Some	26.5	29.4	22.1	23.5
	Quite a bit	39.6	38.8	40.7	40.4
	Very much	21.9	21.6	27.9	13.1
Thinking critically and analytically	Very little	4.7	5.9	1.5	5.6
	Some	18.7	22.4	13.9	13.6
	Quite a bit	42.1	40.6	46.0	41.1
	Very much	34.5	31.1	38.6	39.7
Analysing numerical and statistical information	Very little	33.1	32.9	32.0	35.7
	Some	37.9	38.0	41.9	31.2
	Quite a bit	22.1	23.1	18.2	25.4
	Very much	6.8	6.1	7.9	7.6
Acquiring job- or work-related knowledge and skills	Very little	10.7	10.9	7.9	14.4
	Some	21.7	22.0	23.0	18.4
	Quite a bit	37.3	39.0	36.3	32.9
	Very much	30.4	28.1	32.8	34.3
Working effectively with others	Very little	11.0	12.8	4.9	14.8
	Some	30.9	35.3	21.6	31.1
	Quite a bit	36.1	35.0	38.7	35.5
	Very much	22.0	16.9	34.8	18.6
Solving complex real-world problems	Very little	15.5	17.3	11.8	15.4
	Some	40.2	43.6	38.7	30.4
	Quite a bit	32.5	30.1	32.8	40.3
	Very much	11.8	9.0	16.6	13.9
Being an informed and active citizen (societal / political / community)	Very little	18.2	19.0	14.2	22.1
	Some	34.8	36.2	28.5	40.2
	Quite a bit	32.9	33.6	36.2	24.4
	Very much	14.2	11.1	21.1	13.3
How would you evaluate your entire educational experience at this institution?	Poor	3.0	2.6	1.5	6.9
	Fair	17.4	19.3	13.7	16.8
	Good	51.6	55.3	53.4	35.6
	Excellent	28.1	22.9	31.3	40.7
If you could start over again, would you go to the same institution you are now attending?	Definitely no	1.2	0.6	2.5	0.9
	Probably no	7.7	3.5	12.3	15.0
	Probably yes	36.3	38.3	33.9	33.0
	Definitely yes	54.8	57.6	51.4	51.1