

StudentSurvey.ie (Irish Survey of Student Engagement)

Institution name: Trinity College Dublin

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 deanstu@tcd.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	36.21
Reflective and Integrative Learning	31.75
Quantitative Reasoning	18.65
Learning Strategies	31.32
Collaborative Learning	21.99
Student-Faculty Interaction	7.88
Effective Teaching Practices	30.16
Quality of Interactions	27.89
Supportive Environment	23.05

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	10.2	10.2	6.9
	Some	28.5	30.3	29.4	24.7
	Quite a bit	36.8	33.3	37.1	42.5
	Very much	25.4	26.1	23.4	25.8
Analysing an idea, experience, or line of reasoning in depth by examining its parts	Very little	8.9	10.1	10.2	5.6
	Some	27.8	28.3	26.0	28.5
	Quite a bit	38.9	40.1	37.1	38.4
	Very much	24.4	21.5	26.6	27.5
Evaluating a point of view, decision, or information source	Very little	9.2	12.7	7.4	4.6
	Some	30.2	32.2	28.1	28.5
	Quite a bit	37.1	35.0	34.9	42.5
	Very much	23.5	20.1	29.6	24.4
Forming an understanding or new idea from various pieces of information	Very little	5.2	5.3	6.0	4.1
	Some	25.1	25.4	26.1	23.7
	Quite a bit	42.4	42.5	40.7	43.6
	Very much	27.4	26.7	27.2	28.6

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	9.4	11.7	7.9	6.8
	Sometimes	36.9	42.0	31.0	33.1
	Often	36.6	34.2	40.0	38.0
	Very often	17.0	12.1	21.2	22.1
Connected your learning to problems or issues in society	Never	14.6	17.5	13.2	10.7
	Sometimes	35.4	37.7	32.0	34.2
	Often	32.2	30.0	32.9	35.5
	Very often	17.8	14.8	21.9	19.6
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in discussions or assignments	Never	27.6	32.9	26.5	19.4
	Sometimes	36.0	34.8	34.1	39.4
	Often	23.7	23.1	22.8	25.7
	Very often	12.7	9.2	16.5	15.6
Examined the strengths and weaknesses of your own views on a topic or issue	Never	11.7	14.1	11.8	7.5
	Sometimes	36.9	39.0	34.6	35.2
	Often	37.9	35.4	38.5	41.8
	Very often	13.4	11.5	15.1	15.4
Tried to better understand someone else's views by imagining how an issue looks from their perspective	Never	10.2	12.9	9.6	5.9
	Sometimes	35.8	37.5	35.8	33.0
	Often	36.9	35.0	35.2	41.8
	Very often	17.0	14.6	19.4	19.3
Learned something that changed the way you understand an issue or concept?	Never	4.7	5.4	5.8	2.5
	Sometimes	35.1	35.7	38.2	31.5
	Often	41.4	39.7	41.0	44.9
	Very often	18.8	19.3	14.9	21.1
Connected ideas from your subjects / modules to your prior experiences and knowledge	Never	4.3	4.9	4.9	2.8
	Sometimes	28.9	33.1	28.9	21.6
	Often	41.8	41.4	42.7	41.8
	Very often	24.9	20.5	23.5	33.8

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	32.8	34.7	35.7	27.1
	Sometimes	35.8	34.6	34.3	38.9
	Often	21.2	21.2	17.5	24.4
	Very often	10.2	9.6	12.5	9.6
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never	39.0	41.4	41.1	33.0
	Sometimes	35.8	35.5	35.8	36.4
	Often	17.8	16.8	16.7	20.4
	Very often	7.4	6.3	6.4	10.2
Evaluated what others have concluded from numerical information	Never	46.0	48.2	46.3	42.1
	Sometimes	35.0	34.8	31.3	38.6
	Often	14.5	14.3	14.4	14.8
	Very often	4.5	2.8	8.0	4.5

Learning Strategies	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Identified key information from recommended reading materials	Never	9.3	12.7	7.0	5.2
	Sometimes	34.2	38.4	30.9	29.5
	Often	37.8	35.0	40.6	40.7
	Very often	18.6	13.9	21.5	24.6
Reviewed your notes after class	Never	9.0	9.4	10.2	7.4
	Sometimes	39.7	39.6	42.8	37.3
	Often	35.4	35.0	33.2	37.9
	Very often	15.9	16.0	13.8	17.3
Summarised what you learned in class or from course materials	Never	12.0	11.2	16.0	10.1
	Sometimes	43.1	43.9	42.5	42.1
	Often	32.3	31.9	31.2	34.1
	Very often	12.6	13.0	10.4	13.7

Collaborative Learning	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Asked another student to help you understand course material	Never	28.6	29.2	28.0	28.0
	Sometimes	41.2	40.7	37.4	45.1
	Often	20.0	19.5	22.2	18.9
	Very often	10.3	10.6	12.4	8.0
Explained course material to one or more students	Never	24.4	26.2	23.0	22.4
	Sometimes	45.0	46.3	40.9	46.0
	Often	21.4	18.8	26.1	22.2
	Very often	9.2	8.7	10.0	9.4
Prepared for exams by discussing or working through course material with other students	Never	40.5	44.3	35.1	38.2
	Sometimes	33.2	31.6	32.6	36.3
	Often	17.2	16.5	19.8	16.2
	Very often	9.2	7.6	12.5	9.3
Worked with other students on projects or assignments	Never	28.2	31.7	26.2	23.6
	Sometimes	39.6	45.6	37.8	30.6
	Often	19.4	16.8	21.8	22.0
	Very often	12.8	5.9	14.3	23.8

Student-Faculty Interaction	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Talked about career plans with academic staff	Never	71.7	88.3	56.4	54.9
	Sometimes	21.0	9.0	31.1	33.6
	Often	5.5	2.0	8.4	9.4
	Very often	1.8	0.6	4.1	2.1
Worked with academic staff on activities other than coursework (committees, student groups, etc.)	Never	80.8	88.5	74.5	72.7
	Sometimes	14.1	9.1	18.0	19.6
	Often	3.8	1.8	6.1	5.4
	Very often	1.3	0.6	1.5	2.4
Discussed course topics, ideas, or concepts with academic staff outside of class	Never	65.2	79.0	57.2	47.7
	Sometimes	24.8	16.3	29.7	35.6
	Often	7.2	3.3	10.0	11.5
	Very often	2.8	1.3	3.1	5.2
Discussed your performance with academic staff	Never	62.4	73.6	51.9	51.4
	Sometimes	30.0	22.5	35.6	38.7
	Often	5.9	3.0	10.4	7.2
	Very often	1.7	0.9	2.1	2.7

Effective Teaching Practices	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Clearly explained course goals and requirements	Very little	7.6	5.6	10.7	8.5
	Some	25.8	26.2	27.8	23.5
	Quite a bit	40.4	41.5	40.2	38.6
	Very much	26.2	26.7	21.3	29.4
Taught in an organised way	Very little	4.7	4.0	5.8	4.9
	Some	26.5	24.9	32.2	24.7
	Quite a bit	44.3	47.3	44.6	39.0
	Very much	24.5	23.8	17.4	31.4
Used examples or illustrations to explain difficult points	Very little	6.0	4.5	8.1	6.8
	Some	25.8	23.2	31.8	25.3
	Quite a bit	40.7	44.2	39.4	35.6
	Very much	27.6	28.1	20.7	32.3
Provided feedback on a draft or work in progress	Very little	47.2	58.2	38.5	35.0
	Some	30.9	26.5	36.3	34.0
	Quite a bit	14.7	11.7	17.3	17.8
	Very much	7.3	3.6	7.9	13.2
Provided prompt and detailed feedback on tests or completed assignments	Very little	32.2	30.0	40.4	29.1
	Some	37.3	41.1	33.8	33.4
	Quite a bit	20.8	21.5	17.5	22.2
	Very much	9.8	7.4	8.4	15.2

Quality of Interactions	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Students	1=Poor	9.0	10.2	6.5	9.0
	2	11.6	13.0	9.2	11.1
	3	14.7	14.9	12.6	16.0
	4	16.8	17.1	16.9	16.4
	5	20.3	20.6	22.9	17.6
	6	17.1	15.6	19.9	17.5
	7=Excellent	10.5	8.6	12.0	12.5
Academic advisors	1=Poor	13.1	14.8	11.6	11.6
	2	19.0	22.5	18.0	14.0
	3	16.6	17.2	17.5	14.8
	4	17.8	17.4	20.1	16.6
	5	15.2	15.8	15.3	14.2
	6	11.9	8.2	11.0	18.7
	7=Excellent	6.4	4.1	6.6	10.1
Academic staff	1=Poor	5.5	5.5	5.0	5.8
	2	13.4	14.0	13.3	12.4
	3	16.1	17.2	16.0	14.3
	4	20.4	20.8	22.1	18.2
	5	21.0	23.3	20.9	16.9
	6	15.8	12.7	16.0	20.9
	7=Excellent	7.9	6.4	6.7	11.5

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	17.6	18.5	14.1	19.2
	2	16.4	17.0	16.0	15.7
	3	14.5	14.9	16.7	11.8
	4	17.7	19.0	18.3	15.1
	5	15.9	13.8	18.9	16.6
	6	11.1	11.0	10.6	11.7
	7=Excellent	6.9	5.9	5.3	9.9
Other administrative staff and offices (registry, finance, etc.)	1=Poor	18.6	15.3	26.0	17.7
	2	19.0	19.3	21.4	16.6
	3	15.2	16.7	14.7	13.3
	4	18.3	19.4	17.1	17.7
	5	11.9	13.3	10.5	10.8
	6	10.7	10.9	6.6	13.7
	7=Excellent	6.3	5.0	3.7	10.2

Supportive Environment	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Providing support to help students succeed academically	Very little	12.5	9.6	17.5	13.4
	Some	36.8	35.9	39.3	36.1
	Quite a bit	35.3	37.5	33.3	33.1
	Very much	15.5	17.1	9.9	17.4
Using learning support services (learning centre, computer centre, maths support, writing support etc.)	Very little	23.5	22.2	23.2	25.8
	Some	34.7	33.9	38.4	33.0
	Quite a bit	28.7	29.9	27.5	27.6
	Very much	13.2	14.0	10.9	13.6
Contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	Very little	33.5	31.8	35.9	34.4
	Some	35.9	36.2	38.4	33.5
	Quite a bit	21.4	22.3	19.7	21.3
	Very much	9.2	9.7	6.0	10.8
Providing opportunities to be involved socially	Very little	28.4	26.3	25.3	34.7
	Some	37.2	37.6	36.2	37.3
	Quite a bit	24.5	25.7	27.6	19.7
	Very much	9.9	10.3	10.9	8.4
Providing support for your overall well-being (recreation, health care, counselling, etc.)	Very little	18.8	16.3	19.9	22.0
	Some	37.8	36.9	38.9	38.4
	Quite a bit	29.2	31.5	29.5	24.9
	Very much	14.3	15.2	11.7	14.7
Helping you manage your non-academic responsibilities (work, family, etc.)	Very little	53.3	51.8	60.2	50.1
	Some	32.4	32.9	29.1	34.1
	Quite a bit	10.8	12.2	8.9	10.0
	Very much	3.6	3.1	1.8	5.8
Attending campus activities and events (special speakers, cultural performances, sporting events, etc.)	Very little	40.4	44.9	27.8	42.9
	Some	29.5	27.9	33.3	29.2
	Quite a bit	21.1	18.9	28.4	18.8
	Very much	9.0	8.2	10.6	9.1
Attending events that address important social, economic, or political issues	Very little	29.3	29.0	24.8	33.3
	Some	37.9	39.4	38.5	35.0
	Quite a bit	24.2	23.2	29.6	21.6
	Very much	8.6	8.4	7.1	10.1

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	10.0	12.7	9.9	5.5
	Sometimes	44.6	49.5	40.9	39.2
	Often	27.0	24.0	29.5	30.3
	Very often	18.3	13.8	19.7	25.1
Come to class without completing readings or assignments	Never	28.3	26.7	25.3	33.5
	Sometimes	46.5	46.7	45.6	46.7
	Often	17.5	17.8	19.8	15.0
	Very often	7.8	8.8	9.3	4.7
Made a presentation in class or online	Never	35.2	49.2	17.8	25.2
	Sometimes	38.8	39.5	42.3	34.8
	Often	17.7	8.9	29.8	23.3
	Very often	8.2	2.4	10.1	16.8
Improved knowledge and skills that will contribute to your employability	Never	12.2	16.2	11.6	5.9
	Sometimes	36.7	40.1	39.5	28.5
	Often	33.9	30.1	32.9	41.3
	Very often	17.2	13.7	16.0	24.3
Explored how to apply your learning in the workplace	Never	39.5	50.3	40.5	19.8
	Sometimes	31.6	29.1	33.3	34.5
	Often	18.5	14.8	14.8	28.2
	Very often	10.4	5.8	11.4	17.5
Exercised or participated in physical fitness activities	Never	28.9	28.8	19.9	36.5
	Sometimes	31.4	31.6	32.2	30.3
	Often	20.8	20.5	25.2	17.6
	Very often	18.9	19.1	22.7	15.5
Blended academic learning with workplace experience	Never	56.6	70.4	58.1	31.3
	Sometimes	20.6	18.3	17.8	26.9
	Often	14.2	8.6	13.0	24.9
	Very often	8.6	2.7	11.1	16.9
Worked on assessments that informed you how well you are learning	Never	25.4	20.1	35.9	26.0
	Sometimes	42.4	45.4	39.0	39.9
	Often	24.3	25.2	19.4	26.8
	Very often	7.9	9.3	5.6	7.3
Memorising course material	Very little	29.3	21.5	35.1	38.1
	Some	35.8	38.7	31.3	34.4
	Quite a bit	22.8	25.9	17.7	21.5
	Very much	12.1	13.9	15.9	6.0
Work with academic staff on a research project	Have not decided	35.3	51.0	14.7	24.7
	Do not plan to do	19.2	9.9	33.2	24.0
	Plan to do	30.5	38.1	12.7	31.6
	Done or in progress	15.0	1.0	39.4	19.7
Community service or volunteer work	Have not decided	28.9	33.3	19.5	28.8
	Do not plan to do	21.5	8.1	35.6	33.6
	Plan to do	34.1	50.8	11.3	23.4
	Done or in progress	15.6	7.9	33.6	14.3
Spending significant amounts of time studying and on academic work	Very little	6.2	5.3	5.0	8.9
	Some	27.1	29.8	20.2	27.9
	Quite a bit	41.9	43.4	42.1	39.0
	Very much	24.8	21.5	32.7	24.2

Non-indicator items	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Writing clearly and effectively	Very little	12.7	17.9	5.9	9.1
	Some	28.5	33.5	20.2	26.6
	Quite a bit	35.0	30.6	37.1	41.0
	Very much	23.8	18.1	36.8	23.3
Speaking clearly and effectively	Very little	21.7	29.6	12.5	15.7
	Some	33.6	35.1	29.6	34.2
	Quite a bit	29.8	24.3	36.6	33.8
	Very much	14.9	11.0	21.2	16.3
Thinking critically and analytically	Very little	4.5	4.8	3.2	5.0
	Some	18.7	22.0	10.4	19.7
	Quite a bit	40.6	41.7	37.4	41.2
	Very much	36.3	31.5	49.0	34.1
Analysing numerical and statistical information	Very little	27.8	28.0	28.5	26.8
	Some	29.1	29.8	24.1	31.9
	Quite a bit	25.6	25.5	26.3	25.3
	Very much	17.6	16.8	21.1	16.1
Acquiring job- or work-related knowledge and skills	Very little	21.5	27.9	17.0	14.2
	Some	32.0	33.2	33.8	28.6
	Quite a bit	28.3	24.7	28.9	34.1
	Very much	18.1	14.2	20.4	23.1
Working effectively with others	Very little	19.6	26.9	8.7	15.9
	Some	32.3	33.2	31.9	31.1
	Quite a bit	31.3	27.1	37.0	34.0
	Very much	16.7	12.8	22.4	18.9
Solving complex real-world problems	Very little	16.2	18.8	13.2	14.4
	Some	33.2	34.5	31.7	32.4
	Quite a bit	32.5	31.1	33.6	33.9
	Very much	18.1	15.7	21.5	19.3
Being an informed and active citizen (societal / political / community)	Very little	23.0	25.5	16.6	23.9
	Some	35.9	37.0	32.5	36.9
	Quite a bit	26.3	25.3	29.3	25.5
	Very much	14.8	12.2	21.5	13.8
How would you evaluate your entire educational experience at this institution?	Poor	8.2	8.4	5.5	10.2
	Fair	26.1	28.6	20.4	26.4
	Good	46.8	47.6	54.0	39.7
	Excellent	18.8	15.4	20.1	23.7
If you could start over again, would you go to the same institution you are now attending?	Definitely no	3.8	1.6	6.1	5.6
	Probably no	10.9	6.3	16.4	14.4
	Probably yes	40.8	41.3	39.2	41.3
	Definitely yes	44.5	50.8	38.3	38.7