

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

## **Institution name: Mary Immaculate College**

### **Results of StudentSurvey.ie 2022**

#### **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 2022.

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](mailto: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	34.2
Reflective and Integrative Learning	32.4
Quantitative Reasoning	15.7
Learning Strategies	32.8
Collaborative Learning	29.7
Student-Faculty Interaction	12.2
Effective Teaching Practices	34.0
Quality of Interactions	40.3
Supportive Environment	27.2
Learning, Creative and Social Skills	34.2

## 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	8.0	7.8	8.6	7.1
	Some	30.8	29.5	36.4	21.1
	Quite a bit	40.1	44.4	36.2	38.8
	Very much	21.1	18.2	18.8	33.0
Analysing an idea, experience, or line of reasoning in depth by examining its parts	Very little	8.2	8.6	8.7	5.9
	Some	37.7	43.3	39.1	21.4
	Quite a bit	37.9	35.5	36.0	47.8
	Very much	16.2	12.6	16.1	24.9
Evaluating a point of view, decision, or information source	Very little	5.5	6.3	4.6	5.8
	Some	33.8	40.9	33.5	17.8
	Quite a bit	44.0	41.6	45.3	46.7
	Very much	16.6	11.2	16.5	29.7
Forming an understanding or new idea from various pieces of information	Very little	3.2	3.1	2.8	4.2
	Some	33.4	36.0	36.9	19.3
	Quite a bit	46.8	47.3	44.9	49.9
	Very much	16.6	13.6	15.3	26.5

<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	5.8	6.3	6.1	3.8
	Sometimes	35.7	37.3	38.3	24.8
	Often	41.2	43.1	36.6	46.5
	Very often	17.3	13.3	18.9	24.8
Connected your learning to problems or issues in society	Never	9.3	13.5	6.6	3.5
	Sometimes	40.8	43.9	42.5	27.5
	Often	37.1	31.4	41.1	44.6
	Very often	12.8	11.2	9.8	24.4
Included diverse perspectives (political, religious, racial, ethnic, gender, etc.) in discussions or assignments*	Never	13.7	13.3	11.1	20.7
	Sometimes	44.7	48.5	44.2	34.8
	Often	30.3	27.6	34.3	28.7
	Very often	11.3	10.6	10.4	15.8
Examined the strengths and weaknesses of your own views on a topic or issue	Never	8.6	10.3	8.9	3.0
	Sometimes	46.5	50.5	47.0	33.8
	Often	36.4	32.0	36.5	49.2
	Very often	8.5	7.3	7.6	13.9
Tried to better understand someone else's views by imagining how an issue looks from their perspective	Never	5.8	4.3	8.8	2.8
	Sometimes	38.6	41.0	37.2	35.0
	Often	40.7	41.4	40.1	40.0
	Very often	14.9	13.3	13.9	22.2
Learned something that changed the way you understand an issue or concept?	Never	3.1	2.6	4.3	2.0
	Sometimes	33.5	38.0	31.9	24.1
	Often	50.2	49.9	51.0	49.4
	Very often	13.1	9.5	12.8	24.5
Connected ideas from your subjects / modules to your prior experiences and knowledge	Never	1.8	2.0	2.2	0.0
	Sometimes	30.9	38.0	27.7	17.3
	Often	44.8	45.7	48.2	33.7
	Very often	22.6	14.2	21.8	49.0

<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	36.7	36.7	40.3	28.6
	Sometimes	45.6	46.6	43.9	47.2
	Often	14.4	13.9	11.8	21.0
	Very often	3.3	2.8	4.0	3.2
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never	43.2	44.8	41.4	43.1
	Sometimes	40.1	39.2	43.1	35.6
	Often	14.1	13.8	12.5	18.7
	Very often	2.6	2.2	3.0	2.5
Evaluated what others have concluded from numerical information	Never	43.9	48.2	43.9	33.4
	Sometimes	40.6	40.3	37.8	47.8
	Often	12.2	8.8	15.6	13.0
	Very often	3.3	2.8	2.6	5.8

<b>Learning Strategies</b>	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Identified key information from recommended reading materials	Never	4.4	5.3	3.7	3.5
	Sometimes	34.1	41.7	33.6	15.8
	Often	43.2	38.7	45.7	49.0
	Very often	18.3	14.3	16.9	31.7
Reviewed your notes after class, tutorials, labs or studios*	Never	7.6	7.2	10.0	3.5
	Sometimes	38.7	37.9	43.7	29.4
	Often	35.4	35.5	33.7	38.7
	Very often	18.3	19.4	12.6	28.4
Summarised what you learned in class, tutorials, labs or studios, or from course materials*	Never	7.9	7.8	8.5	7.1
	Sometimes	42.9	39.9	48.7	37.3
	Often	38.3	41.6	33.9	39.8
	Very often	10.9	10.7	9.0	15.8

<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	8.4	6.5	9.0	12.9
	Sometimes	38.0	40.9	31.4	45.1
	Often	37.4	39.0	38.2	30.5
	Very often	16.2	13.6	21.4	11.5
Explained course material to one or more students	Never	6.7	5.5	6.4	11.1
	Sometimes	44.4	45.9	42.9	43.3
	Often	36.4	37.2	35.4	36.9
	Very often	12.5	11.5	15.3	8.7
Prepared for exams by discussing or working through course material with other students	Never	15.4	14.2	12.8	25.3
	Sometimes	33.1	34.6	32.5	30.2
	Often	33.1	33.3	33.5	31.4
	Very often	18.3	17.8	21.2	13.1
Worked with other students on projects or assignments	Never	24.8	26.8	22.0	25.7
	Sometimes	38.4	33.8	42.8	41.3
	Often	25.7	28.1	23.2	24.9
	Very often	11.1	11.3	12.0	8.0

<b>Student-Faculty Interaction</b>	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Talked about career plans with academic staff	Never	57.1	60.4	54.2	55.2
	Sometimes	27.8	21.9	35.0	26.6
	Often	10.7	13.5	7.5	10.9
	Very often	4.4	4.2	3.3	7.3
Worked with academic staff on activities other than coursework (committees, student groups, etc.)	Never	70.2	72.2	70.8	64.0
	Sometimes	20.0	19.1	20.0	22.1
	Often	7.2	5.9	7.1	10.7
	Very often	2.6	2.9	2.1	3.2
Discussed course topics, ideas, or concepts with academic staff outside of scheduled class, tutorials, labs or studios*	Never	47.3	51.6	49.8	30.7
	Sometimes	32.0	28.5	32.6	39.5
	Often	16.4	15.5	15.3	21.4
	Very often	4.3	4.4	2.3	8.4
Discussed your performance with academic staff	Never	54.7	59.5	56.6	38.5
	Sometimes	31.6	28.0	33.0	37.7
	Often	9.5	9.0	7.7	14.5
	Very often	4.2	3.5	2.6	9.2

<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	4.0	2.9	3.6	7.1
	Some	22.3	20.1	31.2	7.9
	Quite a bit	41.9	42.2	43.3	38.0
	Very much	31.9	34.8	21.9	47.0
Taught in an organised way	Very little	2.5	1.8	2.2	5.0
	Some	19.3	15.9	25.9	12.4
	Quite a bit	44.9	40.3	52.3	38.8
	Very much	33.3	41.9	19.6	43.8
Used examples or illustrations to explain difficult points	Very little	6.3	6.1	7.8	3.5
	Some	25.6	24.7	29.8	18.3
	Quite a bit	40.6	37.6	44.3	39.5
	Very much	27.5	31.6	18.0	38.8
Provided feedback on a draft or work in progress	Very little	27.6	28.0	30.0	21.7
	Some	35.6	39.5	36.8	24.3
	Quite a bit	26.2	24.0	26.3	30.7
	Very much	10.5	8.4	6.8	23.4
Provided prompt and detailed feedback on tests or completed assessments*	Very little	25.1	24.8	31.9	11.1
	Some	34.7	31.4	35.6	40.4
	Quite a bit	26.0	31.4	24.0	18.3
	Very much	14.2	12.4	8.6	30.2

<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	0.2	0.0	0.0	1.2
	2	1.5	2.0	1.2	0.9
	3	3.9	3.8	4.0	3.6
	4	10.3	8.9	8.2	19.5
	5	15.7	16.0	14.1	18.8
	6	27.1	28.4	29.1	18.7
	7=Excellent	41.3	40.8	43.4	37.2
Academic advisors	1=Poor	3.4	3.7	3.5	2.2
	2	7.4	4.9	10.6	5.3
	3	10.6	12.1	10.6	6.7
	4	21.5	22.2	23.7	13.8
	5	21.5	23.5	20.8	18.3
	6	21.0	22.0	18.5	24.9
	7=Excellent	14.7	11.7	12.3	28.8
Academic staff	1=Poor	0.5	0.4	0.4	0.8
	2	4.1	3.6	6.0	1.1
	3	8.7	7.6	11.3	5.6
	4	16.7	14.7	21.4	10.9
	5	24.7	25.8	25.4	20.6
	6	26.5	30.9	21.5	27.4
	7=Excellent	18.8	16.9	14.0	33.6

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	4.0	3.4	3.0	9.2
	2	10.7	8.9	12.0	12.4
	3	10.7	8.1	14.5	7.2
	4	16.1	16.4	17.6	10.4
	5	23.1	25.7	19.5	25.8
	6	17.1	18.3	16.0	16.4
	7=Excellent	18.3	19.2	17.3	18.6
Other administrative staff and offices (registry, finance, etc.)	1=Poor	3.1	1.8	2.7	7.5
	2	9.4	10.4	10.0	5.2
	3	9.9	10.4	9.9	8.4
	4	19.8	19.1	21.3	18.0
	5	17.4	18.6	19.8	8.8
	6	21.8	20.1	22.4	24.6
	7=Excellent	18.6	19.5	13.9	27.4

Supportive Environment	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Providing support to help students succeed academically	Very little	9.5	7.2	10.5	12.6
	Some	35.4	30.2	42.5	31.5
	Quite a bit	34.7	37.7	34.1	29.2
	Very much	20.4	25.0	12.9	26.6
Using learning support services (learning centre, computer centre, maths support, writing support etc.)	Very little	20.5	14.3	18.7	38.9
	Some	36.4	40.1	37.2	26.1
	Quite a bit	29.5	28.7	33.9	21.2
	Very much	13.6	16.9	10.2	13.8
Contact among students from different backgrounds (social, racial, ethnic, religious, age-groups etc.)*	Very little	31.5	25.8	35.9	35.0
	Some	38.2	35.2	41.7	37.4
	Quite a bit	18.6	24.3	16.3	10.1
	Very much	11.7	14.7	6.1	17.5
Providing opportunities to be involved socially	Very little	18.7	13.2	17.2	35.0
	Some	33.7	27.2	42.2	29.4
	Quite a bit	30.0	34.7	29.1	21.0
	Very much	17.6	24.9	11.5	14.6
Providing support for your overall well-being (recreation, health care, counselling, etc.)	Very little	14.8	10.2	13.5	28.9
	Some	34.8	30.8	37.6	37.5
	Quite a bit	30.3	31.5	34.1	18.5
	Very much	20.1	27.5	14.8	15.1
Helping you manage your non-academic responsibilities (work, family, etc.)	Very little	44.1	37.0	49.7	48.2
	Some	30.3	34.4	27.7	26.6
	Quite a bit	17.6	19.3	16.5	15.7
	Very much	8.0	9.3	6.1	9.5
Attending campus activities and events (special speakers, cultural performances, sporting events, etc.)	Very little	20.9	18.9	15.2	38.9
	Some	32.0	26.4	39.8	27.4
	Quite a bit	31.9	35.6	33.0	20.9
	Very much	15.1	19.1	12.0	12.8
Attending activities and events (special speakers, cultural performances, sporting events, etc.) organised by your institution*	Very little	18.9	16.3	14.5	35.2
	Some	33.7	31.8	37.0	30.8
	Quite a bit	34.1	36.4	38.0	19.4
	Very much	13.3	15.5	10.4	14.6

<b>Learning, Creative and Social Skills</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	4.5	2.0	6.4	5.7
	Some	25.3	30.0	24.7	15.8
	Quite a bit	41.7	40.7	42.7	41.6
	Very much	28.5	27.3	26.1	36.9
Speaking effectively*	Very little	9.7	6.6	9.7	17.2
	Some	26.5	26.4	28.2	23.0
	Quite a bit	35.2	34.4	36.9	33.5
	Very much	28.5	32.6	25.2	26.3
Thinking critically and analytically	Very little	2.9	3.5	2.2	2.9
	Some	20.5	24.0	20.6	12.1
	Quite a bit	46.2	45.7	47.1	45.1
	Very much	30.4	26.8	30.0	39.9
Analysing numerical and statistical information	Very little	29.4	30.4	28.6	29.0
	Some	37.7	39.5	40.9	26.2
	Quite a bit	23.0	20.6	22.1	30.6
	Very much	9.9	9.5	8.4	14.3
Working effectively with others	Very little	6.4	7.8	4.2	8.2
	Some	25.7	25.9	23.5	30.0
	Quite a bit	38.5	33.6	42.8	40.0
	Very much	29.4	32.7	29.5	21.7
Solving complex real-world problems	Very little	12.3	13.4	10.7	13.6
	Some	37.3	35.4	40.8	34.0
	Quite a bit	34.3	36.4	35.4	27.0
	Very much	16.0	14.9	13.1	25.4
Being an informed and active citizen (societal / political / community)	Very little	14.7	17.2	11.1	17.2
	Some	34.0	36.8	32.8	30.0
	Quite a bit	35.9	34.1	38.7	33.4
	Very much	15.4	11.9	17.4	19.4
Being innovative and creative Writing clearly and effectively	Very little	7.3	6.5	8.0	7.6
	Some	29.8	31.9	29.7	25.5
	Quite a bit	39.3	36.8	42.8	37.3
	Very much	23.5	24.9	19.5	29.6

<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>
Asked questions or contributed to discussions in class, tutorials, labs, studios, or online*	Never	7.1	7.3	8.8	2.2
	Sometimes	41.4	42.6	46.5	25.3
	Often	33.1	35.7	31.4	29.3
	Very often	18.5	14.4	13.4	43.2
Attended class, tutorials, labs, studios, or online without doing the preparation expected of you (completing readings or assignments, etc.)*	Never	16.7	13.5	12.6	35.6
	Sometimes	46.7	52.8	43.9	35.9
	Often	22.7	19.4	29.0	17.5
	Very often	13.8	14.3	14.4	11.0
Made a presentation in class, tutorials, labs, studios, or online*	Never	28.9	21.9	35.1	34.6
	Sometimes	47.3	53.1	44.0	37.8
	Often	17.9	21.5	13.2	18.5
	Very often	5.9	3.5	7.7	9.1

Non-indicator items	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Explored how to apply your learning in the workplace	Never	12.0	13.4	10.7	11.7
	Sometimes	28.5	28.6	31.9	20.8
	Often	36.3	36.9	39.2	28.3
	Very often	23.1	21.2	18.2	39.1
Exercised or participated in physical fitness activities (whether related to your course/ institution or in your life outside your institution)*	Never	20.7	15.8	21.7	31.0
	Sometimes	30.1	32.4	29.8	24.9
	Often	21.8	22.0	20.7	23.8
	Very often	27.4	29.8	27.8	20.3
Blended academic learning with workplace experience	Never	14.4	20.7	8.1	12.6
	Sometimes	34.5	38.7	35.6	21.4
	Often	31.6	28.2	33.9	35.1
	Very often	19.5	12.3	22.4	30.9
Worked on assessments that informed you how well you are learning	Never	18.6	14.9	25.9	11.5
	Sometimes	45.0	44.5	45.9	44.6
	Often	28.6	32.1	24.2	29.5
	Very often	7.8	8.5	4.0	14.4
Engage in voluntary activity (whether related to your course/ institution or in your life outside your institution)*	Have not decided	27.6	25.0	28.7	31.2
	Do not plan to do	13.6	6.5	18.5	18.8
	Plan to do	39.2	53.9	32.0	21.6
	Done or in progress	19.6	14.6	20.8	28.4
Acquiring job- or work-related knowledge and skills	Very little	8.1	9.2	6.8	8.6
	Some	21.0	22.4	19.8	20.3
	Quite a bit	38.4	35.0	43.3	35.2
	Very much	32.5	33.4	30.1	35.9
How would you evaluate your entire educational experience at this institution?	Poor	1.1	0.8	1.6	0.8
	Fair	14.3	12.9	16.5	12.4
	Good	50.6	50.0	51.9	49.2
	Excellent	33.9	36.3	30.0	37.5
If you could start over again, would you go to the same institution you are now attending?	Definitely no	2.7	2.4	3.5	1.6
	Probably no	10.0	7.3	13.3	8.9
	Probably yes	38.8	37.1	42.2	34.7
	Definitely yes	48.5	53.3	40.9	54.8

Withdrawal	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Have you ever seriously considered withdrawing from your degree programme?*	No, I have not seriously considered withdrawing	65.2	66.5	60.4	72.9
	Yes, for financial reasons	9.1	8.9	9.7	8.2
	Yes, for personal or family reasons	13.5	11.8	15.6	12.6
	Yes, for health reasons	5.3	3.4	7.1	5.3
	Yes, for employment reasons	4.4	3.8	5.3	3.9
	Yes, to transfer to another institution	9.7	12.3	10.5	1.9
	Other reason	6.4	5.8	7.4	5.5

\*This question was revised for 2022

\*\*Shows proportion of students that selected any response to the withdrawal question