

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

## **Institution name: National College of Art and Design**

### **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 [hanrahans@staff.ncad.ie](mailto: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	36.7
Reflective and Integrative Learning	36.3
Quantitative Reasoning	13.6
Learning Strategies	30.8
Collaborative Learning	26.3
Student-Faculty Interaction	17.7
Effective Teaching Practices	35.7
Quality of Interactions	40.6
Supportive Environment	28.6
Learning, Creative and Social Skills	31.6

## 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	9.9	14.3	5.6	6.1
	Some	37.8	40.5	39.7	25.2
	Quite a bit	36.7	36.4	36.6	37.7
	Very much	15.6	8.7	18.0	31.0
Analysing an idea, experience, or line of reasoning in depth by examining its parts	Very little	6.7	8.9	2.7	9.2
	Some	26.8	31.9	26.1	12.6
	Quite a bit	37.7	31.2	36.8	59.5
	Very much	28.9	28.0	34.3	18.7
Evaluating a point of view, decision, or information source	Very little	4.4	7.1	2.8	0.0
	Some	29.4	28.4	34.0	21.4
	Quite a bit	42.5	43.4	35.3	56.5
	Very much	23.7	21.1	27.9	22.1
Forming an understanding or new idea from various pieces of information	Very little	3.0	3.1	2.7	3.1
	Some	24.3	23.7	24.8	24.8
	Quite a bit	41.8	45.0	39.5	37.7
	Very much	30.9	28.2	33.0	34.4

<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	3.3	4.0	2.3	2.7
	Sometimes	30.9	31.1	35.3	19.3
	Often	42.7	42.0	38.4	55.6
	Very often	23.2	22.9	23.9	22.4
Connected your learning to problems or issues in society	Never	9.1	14.0	4.6	2.7
	Sometimes	36.1	40.3	34.5	25.1
	Often	36.2	34.0	39.2	36.2
	Very often	18.7	11.7	21.8	36.0
Included diverse perspectives (political, religious, racial, ethnic, gender, etc.) in discussions or assignments*	Never	9.8	11.0	7.6	10.9
	Sometimes	36.2	35.8	36.7	36.0
	Often	35.5	35.6	35.0	36.5
	Very often	18.6	17.6	20.7	16.6
Examined the strengths and weaknesses of your own views on a topic or issue	Never	4.7	4.9	3.0	8.2
	Sometimes	33.7	34.3	30.8	38.7
	Often	41.1	41.6	43.3	33.8
	Very often	20.5	19.2	22.9	19.3
Tried to better understand someone else's views by imagining how an issue looks from their perspective	Never	2.0	0.8	3.3	2.7
	Sometimes	29.0	33.0	25.0	25.1
	Often	45.4	42.4	47.8	50.1
	Very often	23.7	23.9	23.9	22.1
Learned something that changed the way you understand an issue or concept?	Never	3.2	4.8	1.2	2.7
	Sometimes	29.7	30.7	30.2	25.1
	Often	45.7	47.0	42.1	50.1
	Very often	21.4	17.5	26.5	22.1
Connected ideas from your subjects / modules to your prior experiences and knowledge	Never	2.0	1.6	1.1	5.4
	Sometimes	22.8	24.8	25.9	8.2
	Often	43.0	47.9	30.8	55.9
	Very often	32.2	25.7	42.2	30.5

<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	55.4	63.5	47.0	50.0
	Sometimes	27.5	23.5	32.3	29.2
	Often	12.8	9.1	16.7	15.1
	Very often	4.3	4.0	4.0	5.8
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never	48.7	57.1	43.2	36.8
	Sometimes	30.7	26.1	33.6	37.4
	Often	15.1	13.1	19.2	11.8
	Very often	5.5	3.8	4.0	14.0
Evaluated what others have concluded from numerical information	Never	58.1	62.6	49.1	66.0
	Sometimes	26.8	24.4	31.8	22.7
	Often	10.3	9.0	14.0	5.6
	Very often	4.7	4.1	5.1	5.6

<b>Learning Strategies</b>	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Identified key information from recommended reading materials	Never	5.5	5.6	6.4	2.9
	Sometimes	37.0	44.1	27.0	38.5
	Often	42.1	37.4	48.7	41.3
	Very often	15.5	12.9	18.0	17.3
Reviewed your notes after class, tutorials, labs or studios*	Never	7.9	10.7	2.6	11.5
	Sometimes	39.1	46.2	34.5	28.7
	Often	35.4	32.5	35.8	43.0
	Very often	17.6	10.6	27.1	16.8
Summarised what you learned in class, tutorials, labs or studios, or from course materials*	Never	16.1	20.4	13.8	8.4
	Sometimes	47.0	51.0	43.4	43.3
	Often	27.6	19.7	35.0	34.3
	Very often	9.3	8.9	7.8	14.0

<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	11.3	10.6	11.3	13.9
	Sometimes	43.3	45.5	40.9	41.7
	Often	33.7	34.2	35.3	28.1
	Very often	11.7	9.8	12.5	16.3
Explained course material to one or more students	Never	6.8	5.7	9.0	5.4
	Sometimes	46.7	46.7	46.1	48.0
	Often	30.3	33.2	28.7	24.5
	Very often	16.2	14.5	16.2	22.1
Prepared for exams by discussing or working through course material with other students	Never	28.0	35.6	26.0	5.7
	Sometimes	38.5	39.2	34.0	47.4
	Often	24.5	20.1	27.2	33.2
	Very often	9.0	5.0	12.8	13.6
Worked with other students on projects or assignments	Never	23.1	24.3	29.6	2.7
	Sometimes	52.7	54.7	55.4	38.7
	Often	16.0	17.6	9.2	27.8
	Very often	8.2	3.4	5.9	30.8

<b>Student-Faculty Interaction</b>	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Talked about career plans with academic staff	Never	38.6	46.6	26.6	43.0
	Sometimes	42.3	38.7	47.9	39.9
	Often	14.9	13.8	19.0	8.7
	Very often	4.2	0.9	6.5	8.4
Worked with academic staff on activities other than coursework (committees, student groups, etc.)	Never	71.0	74.1	66.8	71.4
	Sometimes	21.1	21.0	20.5	23.0
	Often	5.0	3.8	8.7	0.0
	Very often	2.8	1.1	4.0	5.6
Discussed course topics, ideas, or concepts with academic staff outside of scheduled class, tutorials, labs or studios*	Never	36.8	42.5	27.8	40.5
	Sometimes	38.5	38.4	36.9	42.7
	Often	16.4	12.2	24.0	11.2
	Very often	8.3	6.9	11.3	5.6
Discussed your performance with academic staff	Never	15.1	20.3	8.7	14.3
	Sometimes	45.2	47.5	43.2	42.7
	Often	31.2	23.8	39.1	34.6
	Very often	8.6	8.3	9.0	8.4

<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	13.2	7.8	13.7	27.6
	Some	29.3	29.2	29.9	27.9
	Quite a bit	32.5	31.2	35.9	28.6
	Very much	25.0	31.7	20.5	16.0
Taught in an organised way	Very little	15.5	13.8	16.2	18.7
	Some	23.9	17.7	23.0	43.9
	Quite a bit	35.3	40.4	33.3	25.2
	Very much	25.3	28.1	27.5	12.3
Used examples or illustrations to explain difficult points	Very little	11.7	9.8	13.7	12.6
	Some	25.1	18.9	31.5	28.2
	Quite a bit	33.8	37.8	26.1	40.5
	Very much	29.3	33.5	28.7	18.7
Provided feedback on a draft or work in progress	Very little	8.1	7.7	6.8	12.6
	Some	23.4	24.1	16.6	37.1
	Quite a bit	34.9	30.0	39.8	37.7
	Very much	33.5	38.2	36.8	12.6
Provided prompt and detailed feedback on tests or completed assessments*	Very little	8.7	6.6	6.9	18.7
	Some	30.0	26.2	32.7	34.4
	Quite a bit	35.0	37.7	31.8	34.7
	Very much	26.4	29.4	28.6	12.3

<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	0.6	0.0	1.5	0.0
	2	2.3	3.6	1.5	0.0
	3	3.3	2.3	3.0	6.9
	4	10.1	12.3	5.8	13.1
	5	11.7	8.4	12.2	20.3
	6	29.1	31.5	25.6	30.1
	7=Excellent	43.0	41.9	50.3	29.7
Academic advisors	1=Poor	10.6	6.6	10.7	21.6
	2	5.5	4.8	8.6	0.0
	3	9.9	10.9	12.8	0.0
	4	18.5	22.5	11.0	25.8
	5	16.4	13.1	17.8	22.1
	6	23.9	27.1	24.8	12.7
	7=Excellent	15.2	15.1	14.3	17.8
Academic staff	1=Poor	2.2	0.0	2.9	6.3
	2	4.2	4.6	2.8	6.3
	3	5.4	7.3	2.8	6.3
	4	9.1	9.3	9.9	6.7
	5	19.5	13.1	21.4	32.3
	6	31.1	39.8	24.7	22.5
	7=Excellent	28.5	25.9	35.4	19.6

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	7.7	6.3	12.4	0.0
	2	9.3	3.2	12.7	17.6
	3	14.3	13.3	8.9	30.5
	4	18.8	21.5	17.9	13.3
	5	14.5	16.8	12.5	12.9
	6	21.1	25.7	19.3	12.9
	7=Excellent	14.4	13.2	16.3	12.9
Other administrative staff and offices (registry, finance, etc.)	1=Poor	4.6	2.7	8.7	0.0
	2	6.2	5.3	5.5	10.2
	3	7.6	11.3	4.4	6.5
	4	19.4	19.4	20.6	16.7
	5	20.0	18.1	18.9	26.9
	6	23.0	20.1	27.4	20.0
	7=Excellent	19.1	23.1	14.6	19.6

Supportive Environment	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Providing support to help students succeed academically	Very little	12.9	11.1	13.6	16.2
	Some	33.0	30.9	28.0	51.1
	Quite a bit	36.3	37.5	38.9	26.4
	Very much	17.9	20.5	19.5	6.3
Using learning support services (learning centre, computer centre, maths support, writing support etc.)	Very little	23.0	18.5	23.1	35.6
	Some	36.2	35.8	32.9	45.4
	Quite a bit	29.8	32.0	34.2	12.7
	Very much	11.0	13.6	9.8	6.3
Contact among students from different backgrounds (social, racial, ethnic, religious, age-groups etc.)*	Very little	20.1	16.6	20.8	28.5
	Some	37.2	39.5	32.1	42.2
	Quite a bit	29.8	33.7	30.4	16.5
	Very much	13.0	10.2	16.6	12.7
Providing opportunities to be involved socially	Very little	13.6	8.1	16.4	22.5
	Some	27.3	28.9	22.0	35.2
	Quite a bit	37.0	34.9	43.8	26.4
	Very much	22.2	28.1	17.8	15.9
Providing support for your overall well-being (recreation, health care, counselling, etc.)	Very little	13.9	14.8	13.4	12.7
	Some	39.9	28.3	49.1	51.8
	Quite a bit	25.4	33.3	18.1	19.7
	Very much	20.8	23.6	19.3	15.9
Helping you manage your non-academic responsibilities (work, family, etc.)	Very little	44.9	43.7	42.3	54.6
	Some	30.0	30.0	31.6	26.1
	Quite a bit	17.1	17.9	19.3	9.9
	Very much	8.0	8.4	6.8	9.5
Attending campus activities and events (special speakers, cultural performances, sporting events, etc.)	Very little	15.9	14.6	8.1	38.4
	Some	31.7	27.0	35.7	35.9
	Quite a bit	30.9	36.4	30.3	16.2
	Very much	21.5	22.0	25.9	9.5
Attending activities and events (special speakers, cultural performances, sporting events, etc.) organised by your institution*	Very little	17.0	18.0	13.4	22.5
	Some	31.6	31.0	30.5	35.6
	Quite a bit	33.8	34.9	33.0	32.4
	Very much	17.7	16.0	23.1	9.5

<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	17.5	23.0	13.2	12.3
	Some	34.0	38.2	28.6	35.0
	Quite a bit	32.2	27.1	40.2	27.9
	Very much	16.3	11.7	18.1	24.8
Speaking effectively*	Very little	10.9	16.1	4.0	12.3
	Some	36.5	38.3	35.1	34.4
	Quite a bit	36.0	35.1	40.2	28.6
	Very much	16.7	10.5	20.7	24.8
Thinking critically and analytically	Very little	3.1	4.6	0.0	6.1
	Some	17.6	19.3	15.0	18.7
	Quite a bit	42.2	46.2	35.5	46.6
	Very much	37.1	29.9	49.5	28.6
Analysing numerical and statistical information	Very little	61.3	70.1	52.0	58.5
	Some	21.9	18.3	23.4	28.6
	Quite a bit	13.6	9.3	20.5	9.9
	Very much	3.1	2.3	4.1	3.1
Working effectively with others	Very little	10.7	12.3	5.5	18.4
	Some	28.3	30.2	28.7	21.8
	Quite a bit	40.5	41.0	42.1	35.0
	Very much	20.5	16.5	23.6	24.8
Solving complex real-world problems	Very little	25.6	29.1	22.0	24.5
	Some	40.3	52.2	27.2	37.4
	Quite a bit	22.2	12.0	39.8	9.9
	Very much	11.9	6.8	11.0	28.2
Being an informed and active citizen (societal / political / community)	Very little	16.4	19.2	10.8	21.4
	Some	37.3	44.4	31.5	31.0
	Quite a bit	31.6	29.6	36.7	25.5
	Very much	14.6	6.8	21.0	22.1
Being innovative and creative Writing clearly and effectively	Very little	1.0	0.0	0.0	6.1
	Some	7.2	6.8	2.7	18.7
	Quite a bit	31.7	31.7	33.1	28.6
	Very much	60.1	61.5	64.2	46.6

<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	2.1	1.6	3.5	0.0
	Sometimes	29.9	30.1	32.5	22.4
	Often	40.9	40.1	40.5	44.4
	Very often	27.2	28.1	23.4	33.2
Attended class, tutorials, labs, studios, or online without doing the preparation expected of you (completing readings or assignments, etc.)*	Never	23.6	23.4	24.7	21.8
	Sometimes	48.4	48.1	47.9	50.5
	Often	15.4	15.6	15.8	13.9
	Very often	12.6	12.9	11.5	13.9
Made a presentation in class, tutorials, labs, studios, or online*	Never	3.4	6.8	0.0	0.0
	Sometimes	32.0	38.4	25.9	24.8
	Often	36.4	38.7	34.5	33.2
	Very often	28.1	16.1	39.6	42.0

Non-indicator items	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Explored how to apply your learning in the workplace	Never	32.8	39.8	28.9	20.8
	Sometimes	37.8	38.5	40.5	29.2
	Often	15.9	14.8	17.8	14.7
	Very often	13.5	6.9	12.8	35.3
Exercised or participated in physical fitness activities (whether related to your course/ institution or in your life outside your institution)*	Never	31.6	26.4	33.8	42.4
	Sometimes	29.3	27.0	33.8	26.2
	Often	22.4	26.5	20.7	14.3
	Very often	16.6	20.2	11.7	17.1
Blended academic learning with workplace experience	Never	39.1	48.8	32.0	25.8
	Sometimes	29.7	27.5	34.4	25.6
	Often	18.8	19.8	16.8	20.6
	Very often	12.4	3.8	16.8	28.1
Worked on assessments that informed you how well you are learning	Never	17.5	21.3	14.1	14.0
	Sometimes	42.0	38.2	43.8	49.2
	Often	31.1	29.7	35.5	25.6
	Very often	9.4	10.8	6.7	11.2
Engage in voluntary activity (whether related to your course/ institution or in your life outside your institution)*	Have not decided	33.6	39.2	27.2	31.9
	Do not plan to do	11.8	4.5	13.8	29.1
	Plan to do	31.5	37.5	29.0	19.3
	Done or in progress	23.1	18.8	30.0	19.6
Acquiring job- or work-related knowledge and skills	Very little	22.0	30.0	16.4	12.3
	Some	40.7	44.7	36.0	40.1
	Quite a bit	27.3	16.9	37.8	32.0
	Very much	10.1	8.3	9.8	15.6
How would you evaluate your entire educational experience at this institution?	Poor	5.5	3.2	4.0	15.3
	Fair	16.3	13.4	14.9	27.9
	Good	49.5	48.1	59.0	31.0
	Excellent	28.8	35.3	22.1	25.8
If you could start over again, would you go to the same institution you are now attending?	Definitely no	7.0	6.6	2.7	18.4
	Probably no	11.0	4.8	17.9	12.3
	Probably yes	39.3	37.5	44.8	31.3
	Definitely yes	42.7	51.2	34.6	38.1

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	55.2	64.0	48.1	47.3
	Yes, for financial reasons	10.0	6.9	9.9	18.7
	Yes, for personal or family reasons	15.7	11.5	18.4	21.4
	Yes, for health reasons	12.9	10.1	13.7	18.7
	Yes, for employment reasons	4.2	1.3	8.4	3.1
	Yes, to transfer to another institution	11.2	13.2	9.6	9.2
	Other reason	10.8	8.8	13.8	9.2

\*This question was revised for 2022

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