

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

## **Institution name: National College of Ireland**

### **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 [Patricia.Maguire@ncirl.ie](mailto:Patricia.Maguire@ncirl.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	35.1
Reflective and Integrative Learning	32.3
Quantitative Reasoning	23.2
Learning Strategies	33.5
Collaborative Learning	28.3
Student-Faculty Interaction	13.5
Effective Teaching Practices	33.4
Quality of Interactions	41.4
Supportive Environment	30.4
Learning, Creative and Social Skills	34.6

## 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	7.2	5.9	7.1	7.8
	Some	28.0	31.2	28.6	26.4
	Quite a bit	40.0	38.7	46.8	38.7
	Very much	24.8	24.2	17.5	27.1
Analysing an idea, experience, or line of reasoning in depth by examining its parts	Very little	9.2	9.1	7.2	9.8
	Some	33.5	34.6	43.5	30.2
	Quite a bit	39.9	43.3	35.5	39.7
	Very much	17.3	13.0	13.7	20.3
Evaluating a point of view, decision, or information source	Very little	8.3	5.5	9.1	9.3
	Some	32.2	33.1	32.4	31.7
	Quite a bit	40.0	45.5	43.4	36.7
	Very much	19.5	15.9	15.1	22.3
Forming an understanding or new idea from various pieces of information	Very little	5.1	3.9	6.5	5.2
	Some	28.1	28.8	30.6	27.1
	Quite a bit	44.1	48.9	50.1	40.3
	Very much	22.7	18.4	12.9	27.5

<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	5.9	7.4	5.6	5.2
	Sometimes	33.5	34.6	37.3	31.9
	Often	42.3	41.9	37.9	43.7
	Very often	18.4	16.2	19.1	19.2
Connected your learning to problems or issues in society	Never	14.7	15.9	9.1	15.7
	Sometimes	38.2	38.8	40.9	37.1
	Often	32.1	31.7	33.5	32.0
	Very often	15.0	13.7	16.5	15.2
Included diverse perspectives (political, religious, racial, ethnic, gender, etc.) in discussions or assignments*	Never	36.3	32.1	27.6	40.6
	Sometimes	33.8	36.7	45.7	29.2
	Often	21.3	19.5	19.5	22.6
	Very often	8.6	11.6	7.2	7.5
Examined the strengths and weaknesses of your own views on a topic or issue	Never	7.7	6.7	11.1	7.2
	Sometimes	35.3	38.7	39.9	32.5
	Often	42.0	42.5	39.0	42.6
	Very often	15.0	12.0	10.0	17.7
Tried to better understand someone else's views by imagining how an issue looks from their perspective	Never	6.4	5.9	6.0	6.8
	Sometimes	32.8	34.6	33.2	31.9
	Often	42.6	42.9	45.0	41.8
	Very often	18.2	16.7	15.8	19.5
Learned something that changed the way you understand an issue or concept?	Never	4.6	4.2	3.7	5.0
	Sometimes	31.4	27.3	34.6	32.4
	Often	44.0	46.7	49.5	41.2
	Very often	20.1	21.8	12.3	21.4
Connected ideas from your subjects / modules to your prior experiences and knowledge	Never	3.4	2.3	5.0	3.4
	Sometimes	29.1	29.5	32.7	27.9
	Often	40.6	43.3	34.6	41.0
	Very often	26.9	24.9	27.7	27.6

<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	19.5	30.9	15.6	15.6
	Sometimes	39.1	38.8	41.9	38.5
	Often	29.3	22.9	34.6	30.7
	Very often	12.0	7.4	7.8	15.2
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never	28.9	38.2	25.6	25.8
	Sometimes	37.4	33.5	33.8	40.0
	Often	23.8	20.5	32.5	22.8
	Very often	9.9	7.8	8.1	11.4
Evaluated what others have concluded from numerical information	Never	32.0	38.3	36.2	28.0
	Sometimes	42.8	42.7	38.7	43.9
	Often	20.1	16.5	21.4	21.4
	Very often	5.2	2.6	3.6	6.7

<b>Learning Strategies</b>	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Identified key information from recommended reading materials	Never	8.2	7.6	7.2	8.7
	Sometimes	33.6	35.1	48.7	28.9
	Often	40.4	37.8	34.4	43.2
	Very often	17.8	19.5	9.7	19.3
Reviewed your notes after class, tutorials, labs or studios*	Never	6.1	5.3	9.9	5.3
	Sometimes	33.8	32.7	39.1	32.9
	Often	36.6	38.6	35.9	35.9
	Very often	23.5	23.3	15.1	25.9
Summarised what you learned in class, tutorials, labs or studios, or from course materials*	Never	7.7	9.0	9.9	6.4
	Sometimes	41.0	40.3	48.5	39.3
	Often	38.7	38.6	31.4	40.8
	Very often	12.6	12.1	10.2	13.5

<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	21.6	28.6	23.2	17.9
	Sometimes	46.0	43.5	43.9	47.7
	Often	22.4	20.1	22.4	23.4
	Very often	10.1	7.8	10.5	11.0
Explained course material to one or more students	Never	15.1	20.0	10.4	14.0
	Sometimes	43.6	51.1	44.8	39.9
	Often	28.4	18.4	31.3	32.3
	Very often	12.9	10.5	13.4	13.8
Prepared for exams by discussing or working through course material with other students	Never	21.6	27.6	20.7	19.1
	Sometimes	36.6	36.3	43.5	34.9
	Often	27.1	21.5	28.6	29.3
	Very often	14.7	14.6	7.3	16.7
Worked with other students on projects or assignments	Never	10.1	11.8	4.1	10.9
	Sometimes	34.1	34.0	36.5	33.6
	Often	30.5	32.0	27.9	30.5
	Very often	25.3	22.2	31.5	25.0

<b>Student-Faculty Interaction</b>	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Talked about career plans with academic staff	Never	49.8	63.7	41.6	45.9
	Sometimes	31.7	22.2	40.2	33.5
	Often	14.3	10.6	12.9	16.3
	Very often	4.2	3.5	5.4	4.2
Worked with academic staff on activities other than coursework (committees, student groups, etc.)	Never	70.3	80.3	67.1	66.8
	Sometimes	18.3	11.5	22.8	20.1
	Often	7.6	5.5	6.4	8.8
	Very often	3.8	2.7	3.7	4.3
Discussed course topics, ideas, or concepts with academic staff outside of scheduled class, tutorials, labs or studios*	Never	44.9	54.9	43.9	40.9
	Sometimes	34.7	29.6	35.2	36.8
	Often	15.8	12.7	16.3	17.0
	Very often	4.6	2.9	4.6	5.3
Discussed your performance with academic staff	Never	46.8	48.6	42.9	47.0
	Sometimes	38.7	40.0	42.8	37.0
	Often	11.5	8.0	11.7	13.0
	Very often	3.0	3.4	2.6	3.0

<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	7.8	8.9	5.9	7.8
	Some	24.0	23.4	25.8	23.7
	Quite a bit	35.1	33.9	39.9	34.2
	Very much	33.2	33.9	28.4	34.3
Taught in an organised way	Very little	7.9	6.5	6.0	9.1
	Some	27.0	23.4	31.7	27.3
	Quite a bit	36.5	36.7	41.0	35.1
	Very much	28.5	33.4	21.2	28.5
Used examples or illustrations to explain difficult points	Very little	6.4	4.6	8.5	6.6
	Some	25.6	24.3	28.7	25.3
	Quite a bit	35.9	36.3	38.0	35.2
	Very much	32.1	34.8	24.9	32.9
Provided feedback on a draft or work in progress	Very little	27.5	35.5	26.6	24.4
	Some	32.9	34.5	36.2	31.3
	Quite a bit	23.4	15.8	23.9	26.5
	Very much	16.2	14.3	13.4	17.8
Provided prompt and detailed feedback on tests or completed assessments*	Very little	25.6	24.4	23.8	26.6
	Some	30.5	33.3	35.9	27.8
	Quite a bit	27.0	24.9	28.7	27.4
	Very much	16.9	17.4	11.6	18.2

<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	2.1	1.4	2.0	2.3
	2	2.4	4.8	1.9	1.5
	3	8.5	10.4	7.9	7.8
	4	13.1	14.1	17.5	11.5
	5	16.9	14.4	21.3	16.7
	6	25.7	21.6	27.7	26.9
	7=Excellent	31.4	33.2	21.6	33.4
Academic advisors	1=Poor	6.8	5.5	6.7	7.3
	2	7.2	6.1	10.0	6.9
	3	6.1	6.5	7.3	5.6
	4	16.3	19.3	18.0	14.7
	5	19.2	22.1	16.8	18.6
	6	23.9	22.4	23.8	24.5
	7=Excellent	20.6	18.1	17.5	22.4
Academic staff	1=Poor	3.8	3.3	1.5	4.7
	2	6.8	3.6	4.5	8.8
	3	8.5	8.0	10.6	8.1
	4	15.5	14.7	20.8	14.2
	5	18.1	17.5	15.2	19.2
	6	24.1	27.3	29.0	21.4
	7=Excellent	23.2	25.5	18.5	23.6

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	3.3	4.8	1.9	3.1
	2	4.4	7.0	3.9	3.6
	3	7.9	12.7	7.3	6.5
	4	12.6	11.7	18.6	11.3
	5	21.0	18.7	22.8	21.3
	6	21.3	21.5	21.4	21.1
	7=Excellent	29.5	23.7	24.0	33.0
Other administrative staff and offices (registry, finance, etc.)	1=Poor	3.8	3.6	2.8	4.1
	2	6.8	7.5	11.4	5.2
	3	9.3	8.5	11.6	9.0
	4	13.2	15.6	11.5	12.6
	5	17.9	20.0	19.3	16.5
	6	21.4	18.8	22.2	22.2
	7=Excellent	27.7	26.0	21.3	30.3

Supportive Environment	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Providing support to help students succeed academically	Very little	11.0	12.3	11.8	10.3
	Some	23.9	23.6	25.9	23.4
	Quite a bit	36.4	38.0	41.0	34.4
	Very much	28.7	26.1	21.3	31.9
Using learning support services (learning centre, computer centre, maths support, writing support etc.)	Very little	13.8	15.6	12.4	13.4
	Some	24.0	26.7	23.8	23.0
	Quite a bit	34.3	35.3	40.8	32.0
	Very much	27.8	22.5	23.0	31.5
Contact among students from different backgrounds (social, racial, ethnic, religious, age-groups etc.)*	Very little	23.3	31.1	16.2	21.9
	Some	28.1	27.0	37.6	25.9
	Quite a bit	26.7	26.2	25.5	27.3
	Very much	21.8	15.6	20.7	24.9
Providing opportunities to be involved socially	Very little	23.7	29.5	17.0	23.0
	Some	28.4	29.4	32.7	26.8
	Quite a bit	29.4	28.2	31.4	29.4
	Very much	18.5	12.9	19.0	20.8
Providing support for your overall well-being (recreation, health care, counselling, etc.)	Very little	13.5	15.5	11.6	13.1
	Some	24.2	24.8	21.1	24.8
	Quite a bit	35.9	41.2	37.7	33.0
	Very much	26.4	18.4	29.5	29.0
Helping you manage your non-academic responsibilities (work, family, etc.)	Very little	32.4	37.5	30.9	30.5
	Some	27.6	23.8	34.6	27.3
	Quite a bit	26.7	30.9	25.3	25.3
	Very much	13.3	7.8	9.2	16.8
Attending campus activities and events (special speakers, cultural performances, sporting events, etc.)	Very little	28.6	38.7	18.4	27.2
	Some	28.7	31.2	33.4	26.2
	Quite a bit	26.2	22.7	33.3	25.7
	Very much	16.5	7.4	14.9	20.8
Attending activities and events (special speakers, cultural performances, sporting events, etc.) organised by your institution*	Very little	25.1	35.9	19.7	21.9
	Some	28.9	25.6	32.3	29.4
	Quite a bit	28.1	26.6	34.2	27.0
	Very much	18.0	11.8	13.8	21.8

<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	9.0	5.5	5.8	11.5
	Some	25.4	30.1	28.6	22.4
	Quite a bit	39.4	39.7	45.4	37.5
	Very much	26.2	24.7	20.2	28.6
Speaking effectively*	Very little	15.2	13.8	10.0	17.3
	Some	28.5	28.4	37.1	26.2
	Quite a bit	35.3	35.2	41.2	33.7
	Very much	20.9	22.6	11.7	22.8
Thinking critically and analytically	Very little	7.2	3.5	5.3	9.5
	Some	18.2	21.1	17.2	17.1
	Quite a bit	41.6	46.5	47.3	37.8
	Very much	33.0	28.9	30.2	35.6
Analysing numerical and statistical information	Very little	12.9	14.6	9.8	13.0
	Some	27.4	34.0	30.6	23.6
	Quite a bit	37.5	31.1	38.7	40.1
	Very much	22.2	20.4	20.9	23.4
Working effectively with others	Very little	8.2	6.2	6.0	9.7
	Some	23.8	24.5	28.2	22.2
	Quite a bit	41.3	40.5	42.6	41.3
	Very much	26.8	28.8	23.3	26.8
Solving complex real-world problems	Very little	12.7	9.5	16.3	13.2
	Some	27.0	35.1	29.5	22.6
	Quite a bit	37.0	35.7	38.8	37.0
	Very much	23.4	19.7	15.5	27.2
Being an informed and active citizen (societal / political / community)	Very little	23.0	21.8	22.1	23.8
	Some	26.6	29.5	32.5	23.7
	Quite a bit	33.3	31.6	34.5	33.6
	Very much	17.1	17.2	10.8	18.8
Being innovative and creative Writing clearly and effectively	Very little	12.3	7.4	12.2	14.6
	Some	28.2	35.2	29.6	24.7
	Quite a bit	38.1	36.4	42.7	37.6
	Very much	21.3	21.0	15.5	23.1

<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	5.6	6.5	10.8	3.8
	Sometimes	40.1	37.8	43.5	40.3
	Often	31.1	29.6	28.3	32.6
	Very often	23.1	26.0	17.4	23.4
Attended class, tutorials, labs, studios, or online without doing the preparation expected of you (completing readings or assignments, etc.)*	Never	25.4	37.4	11.2	23.8
	Sometimes	46.6	38.4	49.9	49.4
	Often	17.1	12.3	26.6	16.7
	Very often	10.9	11.9	12.3	10.1
Made a presentation in class, tutorials, labs, studios, or online*	Never	27.3	36.8	8.9	27.8
	Sometimes	40.3	36.9	57.9	37.0
	Often	22.3	18.9	23.5	23.6
	Very often	10.2	7.4	9.6	11.6

Non-indicator items	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Explored how to apply your learning in the workplace	Never	12.8	13.8	18.6	10.8
	Sometimes	34.2	32.2	35.0	34.9
	Often	35.8	33.1	36.4	36.9
	Very often	17.2	21.0	10.0	17.5
Exercised or participated in physical fitness activities (whether related to your course/ institution or in your life outside your institution)*	Never	38.3	40.8	31.5	39.1
	Sometimes	24.5	20.1	23.6	26.6
	Often	19.8	18.3	24.6	19.1
	Very often	17.4	20.7	20.3	15.2
Blended academic learning with workplace experience	Never	24.9	23.8	32.9	23.1
	Sometimes	32.1	31.5	32.5	32.3
	Often	27.0	21.7	26.9	29.4
	Very often	16.0	23.1	7.6	15.2
Worked on assessments that informed you how well you are learning	Never	18.2	19.8	29.2	14.5
	Sometimes	39.8	42.7	41.8	38.0
	Often	29.7	26.2	18.9	34.1
	Very often	12.4	11.4	10.2	13.4
Engage in voluntary activity (whether related to your course/ institution or in your life outside your institution)*	Have not decided	30.6	35.2	33.5	27.8
	Do not plan to do	19.6	17.5	26.1	18.7
	Plan to do	35.4	35.3	17.6	40.4
	Done or in progress	14.3	12.0	22.8	13.0
Acquiring job- or work-related knowledge and skills	Very little	11.0	8.6	13.6	11.3
	Some	23.0	21.4	24.0	23.5
	Quite a bit	36.6	39.3	36.0	35.6
	Very much	29.4	30.7	26.4	29.6
How would you evaluate your entire educational experience at this institution?	Poor	7.6	3.6	5.0	10.0
	Fair	19.2	16.7	21.9	19.5
	Good	43.6	48.2	39.7	42.6
	Excellent	29.7	31.6	33.3	27.8
If you could start over again, would you go to the same institution you are now attending?	Definitely no	6.9	2.8	6.2	9.0
	Probably no	16.3	11.4	17.5	18.1
	Probably yes	42.3	45.6	44.4	40.2
	Definitely yes	34.5	40.3	31.9	32.7

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	69.3	67.4	58.1	73.2
	Yes, for financial reasons	6.6	7.4	14.4	4.0
	Yes, for personal or family reasons	10.1	10.6	17.4	7.9
	Yes, for health reasons	4.8	5.1	10.8	3.1
	Yes, for employment reasons	6.0	2.9	8.7	6.6
	Yes, to transfer to another institution	6.8	5.6	6.8	7.3
	Other reason	8.8	10.1	4.8	9.3

\*This question was revised for 2022

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