

StudentSurvey.ie (Irish Survey of Student Engagement)

Institution name: St Angela's 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 dcourell@stangelas.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	35.3
Reflective and Integrative Learning	30.9
Quantitative Reasoning	16.0
Learning Strategies	34.1
Collaborative Learning	24.3
Student-Faculty Interaction	12.8
Effective Teaching Practices	34.1
Quality of Interactions	37.8
Supportive Environment	23.2
Learning, Creative and Social Skills	32.3

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	4.9	5.4	4.6	1.4
	Some	29.2	28.0	33.5	20.5
	Quite a bit	42.0	41.1	43.9	41.8
	Very much	23.9	25.5	18.0	36.2
Analysing an idea, experience, or line of reasoning in depth by examining its parts	Very little	9.0	9.0	9.2	8.5
	Some	36.0	37.6	38.1	5.1
	Quite a bit	36.3	36.9	32.3	50.2
	Very much	18.7	16.5	20.3	36.2
Evaluating a point of view, decision, or information source	Very little	7.4	9.8	3.5	0.0
	Some	33.4	32.3	35.8	32.5
	Quite a bit	39.7	39.3	40.0	42.5
	Very much	19.5	18.5	20.8	25.1
Forming an understanding or new idea from various pieces of information	Very little	4.6	5.0	4.6	0.0
	Some	28.9	28.8	33.5	5.1
	Quite a bit	44.5	42.7	48.0	46.6
	Very much	22.0	23.4	13.9	48.3

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	11.2	12.3	10.5	2.8
	Sometimes	45.3	46.3	43.7	41.0
	Often	32.3	29.9	36.3	41.2
	Very often	11.1	11.5	9.5	15.0
Connected your learning to problems or issues in society	Never	14.7	19.5	5.3	1.1
	Sometimes	38.7	38.3	43.3	23.1
	Often	31.8	28.1	36.8	52.3
	Very often	14.8	14.0	14.7	23.5
Included diverse perspectives (political, religious, racial, ethnic, gender, etc.) in discussions or assignments*	Never	19.2	23.3	9.5	15.0
	Sometimes	47.0	46.8	50.4	34.6
	Often	27.2	24.4	31.7	38.2
	Very often	6.7	5.5	8.4	12.2
Examined the strengths and weaknesses of your own views on a topic or issue	Never	9.9	10.9	9.5	0.0
	Sometimes	45.4	43.8	53.2	28.8
	Often	33.0	32.1	30.0	56.2
	Very often	11.8	13.2	7.4	15.0
Tried to better understand someone else's views by imagining how an issue looks from their perspective	Never	4.5	5.0	4.2	0.0
	Sometimes	36.9	36.6	37.4	39.1
	Often	39.3	38.0	40.5	48.7
	Very often	19.3	20.4	17.9	12.2
Learned something that changed the way you understand an issue or concept?	Never	8.2	9.5	6.9	0.0
	Sometimes	33.0	31.0	39.5	26.5
	Often	41.5	40.3	44.1	43.4
	Very often	17.3	19.3	9.5	30.1
Connected ideas from your subjects / modules to your prior experiences and knowledge	Never	6.1	7.5	2.1	6.6
	Sometimes	27.5	28.0	31.1	5.6
	Often	45.5	42.4	48.9	66.2
	Very often	20.9	22.0	17.9	21.6

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	38.2	43.2	29.8	24.5
	Sometimes	38.8	35.2	47.0	39.0
	Often	16.0	14.2	17.7	27.5
	Very often	7.0	7.4	5.5	9.0
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never	38.1	45.7	22.1	32.1
	Sometimes	43.7	42.1	48.1	40.8
	Often	14.9	9.1	27.6	17.1
	Very often	3.3	3.1	2.2	10.0
Evaluated what others have concluded from numerical information	Never	50.8	58.0	36.4	42.0
	Sometimes	35.6	28.3	52.5	35.1
	Often	10.7	11.2	8.8	13.9
	Very often	2.8	2.5	2.2	9.0

Learning Strategies	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Identified key information from recommended reading materials	Never	5.0	6.2	3.3	0.0
	Sometimes	37.5	34.2	50.8	11.2
	Often	40.6	38.3	40.4	65.9
	Very often	16.9	21.3	5.5	22.9
Reviewed your notes after class, tutorials, labs or studios*	Never	5.6	4.8	8.8	0.0
	Sometimes	31.1	26.4	47.0	8.2
	Often	38.3	36.6	37.5	59.0
	Very often	25.0	32.2	6.6	32.9
Summarised what you learned in class, tutorials, labs or studios, or from course materials*	Never	8.6	8.0	11.0	3.0
	Sometimes	40.2	35.2	51.9	40.2
	Often	33.9	34.5	31.6	37.8
	Very often	17.3	22.3	5.5	18.9

Collaborative Learning	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Asked another student to help you understand course material	Never	31.1	42.0	7.4	9.5
	Sometimes	30.4	30.7	24.8	54.6
	Often	24.6	19.0	37.4	32.7
	Very often	13.9	8.3	30.5	3.2
Explained course material to one or more students	Never	23.8	30.9	5.3	25.0
	Sometimes	39.8	41.1	34.9	46.2
	Often	23.9	18.4	37.8	25.9
	Very often	12.5	9.6	22.1	2.8
Prepared for exams by discussing or working through course material with other students	Never	32.6	42.2	8.4	31.6
	Sometimes	26.8	24.5	30.7	35.9
	Often	27.4	25.4	32.6	26.9
	Very often	13.2	7.9	28.4	5.6
Worked with other students on projects or assignments	Never	34.8	45.5	8.0	32.5
	Sometimes	27.5	25.5	29.0	44.3
	Often	25.3	18.8	43.1	20.3
	Very often	12.3	10.1	20.0	2.9

Student-Faculty Interaction	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Talked about career plans with academic staff	Never	59.5	65.5	48.0	48.6
	Sometimes	22.6	17.3	34.1	26.9
	Often	11.6	10.1	12.3	24.5
	Very often	6.3	7.1	5.6	0.0
Worked with academic staff on activities other than coursework (committees, student groups, etc.)	Never	73.4	72.8	75.1	73.1
	Sometimes	16.7	16.4	19.4	7.0
	Often	4.3	4.9	2.2	7.0
	Very often	5.6	5.9	3.3	12.9
Discussed course topics, ideas, or concepts with academic staff outside of scheduled class, tutorials, labs or studios*	Never	50.3	57.3	39.7	25.1
	Sometimes	30.4	23.5	44.8	36.9
	Often	13.8	14.7	12.1	11.2
	Very often	5.5	4.5	3.3	26.9
Discussed your performance with academic staff	Never	49.1	59.5	33.1	13.5
	Sometimes	34.2	26.6	49.7	44.4
	Often	10.2	7.2	13.9	25.1
	Very often	6.4	6.7	3.3	16.9

Effective Teaching Practices	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Clearly explained course goals and requirements	Very little	5.9	5.8	7.1	0.0
	Some	23.4	19.1	36.6	3.6
	Quite a bit	32.9	31.9	35.5	31.2
	Very much	37.8	43.1	20.8	65.2
Taught in an organised way	Very little	5.3	5.0	7.1	0.0
	Some	22.7	20.6	31.9	0.0
	Quite a bit	40.4	39.5	43.3	36.0
	Very much	31.5	34.8	17.7	64.0
Used examples or illustrations to explain difficult points	Very little	11.6	12.0	13.0	0.0
	Some	30.1	25.5	43.7	12.1
	Quite a bit	30.0	31.9	22.5	46.9
	Very much	28.3	30.6	20.8	41.1
Provided feedback on a draft or work in progress	Very little	29.9	34.9	23.6	3.6
	Some	34.4	31.6	45.6	8.7
	Quite a bit	24.4	22.0	23.6	55.1
	Very much	11.4	11.4	7.1	32.6
Provided prompt and detailed feedback on tests or completed assessments*	Very little	17.2	12.7	30.7	0.0
	Some	29.0	31.0	29.6	3.6
	Quite a bit	31.7	28.7	29.6	77.1
	Very much	22.1	27.6	10.2	19.3

Quality of Interactions	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Students	1=Poor	2.0	3.6	0.0	0.0
	2	2.7	1.9	2.4	10.7
	3	8.5	7.9	9.2	9.9
	4	15.4	18.2	12.1	9.9
	5	17.6	13.7	24.2	14.1
	6	21.9	22.0	21.8	21.5
	7=Excellent	31.9	32.7	30.3	33.9
Academic advisors	1=Poor	4.8	4.0	7.2	0.0
	2	11.9	9.9	15.8	9.1
	3	12.7	8.6	20.1	9.9
	4	17.7	15.5	25.3	0.0
	5	23.4	24.7	21.6	22.1
	6	11.4	14.0	4.3	23.7
	7=Excellent	18.1	23.3	5.7	35.2
Academic staff	1=Poor	2.8	2.2	2.5	9.5
	2	4.6	4.9	5.0	0.0
	3	10.2	7.4	17.4	0.0
	4	16.9	15.4	21.1	8.8
	5	22.6	20.4	26.8	21.3
	6	20.3	19.4	17.4	44.1
	7=Excellent	22.7	30.3	9.9	16.3

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	4.2	1.6	6.4	13.4
	2	11.4	5.4	21.4	0.0
	3	10.3	10.4	11.6	0.0
	4	15.1	12.2	19.3	14.4
	5	24.9	25.1	24.5	24.6
	6	14.7	17.1	9.0	29.9
	7=Excellent	19.5	28.1	7.7	17.6
Other administrative staff and offices (registry, finance, etc.)	1=Poor	3.7	2.8	3.9	12.1
	2	9.2	4.7	18.0	0.0
	3	13.8	13.8	16.2	0.0
	4	17.6	14.4	21.9	22.3
	5	20.0	18.0	19.3	44.6
	6	12.1	13.0	11.6	6.7
	7=Excellent	23.4	33.3	9.0	14.3

Supportive Environment	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Providing support to help students succeed academically	Very little	10.5	11.1	11.3	0.0
	Some	31.0	24.8	46.5	22.6
	Quite a bit	41.3	43.4	37.2	37.5
	Very much	17.2	20.7	5.0	39.9
Using learning support services (learning centre, computer centre, maths support, writing support etc.)	Very little	22.6	20.8	30.6	0.0
	Some	32.7	32.1	38.0	10.9
	Quite a bit	29.5	30.4	24.0	49.2
	Very much	15.3	16.8	7.4	39.9
Contact among students from different backgrounds (social, racial, ethnic, religious, age-groups etc.)*	Very little	37.7	38.0	41.7	13.3
	Some	33.8	32.4	35.0	42.8
	Quite a bit	18.4	17.6	19.6	21.3
	Very much	10.1	11.9	3.7	22.6
Providing opportunities to be involved socially	Very little	30.4	21.5	51.5	22.6
	Some	32.7	33.0	31.9	33.5
	Quite a bit	26.2	33.3	9.3	31.9
	Very much	10.8	12.2	7.4	12.0
Providing support for your overall well-being (recreation, health care, counselling, etc.)	Very little	19.8	17.3	25.7	18.6
	Some	34.6	28.4	51.0	18.6
	Quite a bit	29.7	34.1	17.2	45.5
	Very much	15.9	20.2	6.1	17.3
Helping you manage your non-academic responsibilities (work, family, etc.)	Very little	51.4	45.1	65.7	48.1
	Some	29.3	33.1	23.3	17.3
	Quite a bit	13.9	16.0	8.6	17.3
	Very much	5.4	5.8	2.5	17.3
Attending campus activities and events (special speakers, cultural performances, sporting events, etc.)	Very little	43.0	37.4	62.5	4.0
	Some	28.6	29.0	23.3	52.1
	Quite a bit	20.1	23.4	11.8	26.6
	Very much	8.3	10.2	2.5	17.3
Attending activities and events (special speakers, cultural performances, sporting events, etc.) organised by your institution*	Very little	39.1	36.0	51.5	9.6
	Some	27.7	25.2	28.9	50.5
	Quite a bit	25.2	29.0	17.2	22.6
	Very much	8.0	9.8	2.5	17.3

Learning, Creative and Social Skills	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Writing clearly and effectively	Very little	8.9	8.7	11.0	0.0
	Some	29.1	28.0	36.8	0.0
	Quite a bit	40.6	43.0	31.9	60.1
	Very much	21.4	20.3	20.3	39.9
Speaking effectively*	Very little	15.6	19.0	8.6	13.3
	Some	27.8	26.5	30.6	28.2
	Quite a bit	35.3	34.1	36.8	41.2
	Very much	21.3	20.4	24.0	17.3
Thinking critically and analytically	Very little	5.3	6.5	3.7	0.0
	Some	31.2	33.8	28.2	17.3
	Quite a bit	40.8	39.4	45.3	33.5
	Very much	22.7	20.4	22.8	49.2
Analysing numerical and statistical information	Very little	28.0	30.3	27.0	4.4
	Some	39.3	39.5	34.3	66.0
	Quite a bit	20.6	17.8	28.9	6.2
	Very much	12.1	12.4	9.8	23.5
Working effectively with others	Very little	8.2	11.4	2.5	0.0
	Some	28.5	28.4	28.2	30.6
	Quite a bit	38.4	33.6	47.3	48.1
	Very much	25.0	26.6	22.1	21.3
Solving complex real-world problems	Very little	18.0	20.8	13.5	9.3
	Some	32.1	34.7	28.2	22.6
	Quite a bit	34.1	29.9	43.6	32.2
	Very much	15.8	14.6	14.7	35.9
Being an informed and active citizen (societal / political / community)	Very little	13.8	14.5	9.8	26.6
	Some	36.1	37.1	36.8	20.2
	Quite a bit	33.8	32.4	36.3	35.9
	Very much	16.4	15.9	17.2	17.3
Being innovative and creative Writing clearly and effectively	Very little	6.6	6.1	7.4	8.0
	Some	32.4	28.9	41.7	24.2
	Quite a bit	40.7	41.9	38.7	37.2
	Very much	20.3	23.0	12.3	30.6

Non-indicator items	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Asked questions or contributed to discussions in class, tutorials, labs, studios, or online*	Never	9.6	11.8	6.3	0.0
	Sometimes	52.3	54.8	50.6	30.3
	Often	24.2	20.6	29.4	41.5
	Very often	13.9	12.8	13.7	28.2
Attended class, tutorials, labs, studios, or online without doing the preparation expected of you (completing readings or assignments, etc.)*	Never	31.2	39.4	11.6	25.0
	Sometimes	38.8	38.8	39.1	37.6
	Often	18.0	14.4	29.4	7.7
	Very often	12.0	7.4	20.0	29.7
Made a presentation in class, tutorials, labs, studios, or online*	Never	44.9	54.0	18.0	59.8
	Sometimes	29.8	24.1	45.9	24.2
	Often	18.8	16.7	25.5	13.2
	Very often	6.4	5.1	10.6	2.8

Non-indicator items	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Explored how to apply your learning in the workplace	Never	8.6	10.7	5.5	0.0
	Sometimes	27.2	28.0	26.5	22.7
	Often	32.1	28.2	40.4	35.5
	Very often	32.1	33.1	27.6	41.8
Exercised or participated in physical fitness activities (whether related to your course/ institution or in your life outside your institution)*	Never	30.3	29.3	30.9	38.4
	Sometimes	29.4	29.8	29.4	25.1
	Often	18.8	18.0	22.1	12.0
	Very often	21.6	23.0	17.7	24.5
Blended academic learning with workplace experience	Never	14.8	18.2	8.8	7.0
	Sometimes	28.6	28.7	29.8	21.5
	Often	27.8	23.8	36.0	32.7
	Very often	28.8	29.3	25.4	38.8
Worked on assessments that informed you how well you are learning	Never	20.0	22.8	14.3	16.9
	Sometimes	41.8	38.7	47.5	49.6
	Often	29.3	28.9	31.6	23.5
	Very often	8.8	9.6	6.6	10.0
Engage in voluntary activity (whether related to your course/ institution or in your life outside your institution)*	Have not decided	30.6	33.5	26.7	17.6
	Do not plan to do	14.6	11.1	18.9	32.6
	Plan to do	34.3	34.9	33.1	34.1
	Done or in progress	20.4	20.5	21.3	15.7
Acquiring job- or work-related knowledge and skills	Very little	7.4	9.8	3.7	0.0
	Some	25.2	25.3	27.0	13.3
	Quite a bit	35.0	33.3	38.0	38.8
	Very much	32.4	31.6	31.4	47.9
How would you evaluate your entire educational experience at this institution?	Poor	3.7	0.7	11.0	0.0
	Fair	22.0	18.8	33.1	0.0
	Good	49.1	48.8	48.5	56.1
	Excellent	25.2	31.7	7.4	43.9
If you could start over again, would you go to the same institution you are now attending?	Definitely no	8.8	5.2	18.4	0.0
	Probably no	16.4	12.4	28.2	0.0
	Probably yes	42.7	41.1	43.6	56.1
	Definitely yes	32.1	41.3	9.8	43.9

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	59.1	66.4	40.7	70.5
	Yes, for financial reasons	11.5	10.3	16.0	1.6
	Yes, for personal or family reasons	10.7	9.6	13.5	9.3
	Yes, for health reasons	7.2	4.4	11.5	18.6
	Yes, for employment reasons	0.7	1.0	0.0	0.0
	Yes, to transfer to another institution	17.6	14.5	28.0	0.0
	Other reason	6.8	5.3	11.5	0.0

*This question was revised for 2022

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