

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

## **Institution name: Trinity College Dublin**

### **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 [DEANSTU@tcd.ie](mailto: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	36.9
Reflective and Integrative Learning	34.3
Quantitative Reasoning	22.7
Learning Strategies	32.5
Collaborative Learning	29.0
Student-Faculty Interaction	13.1
Effective Teaching Practices	31.3
Quality of Interactions	37.3
Supportive Environment	27.6
Learning, Creative and Social Skills	33.2

## 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	7.9	9.1	9.5	4.6
	Some	27.2	27.8	26.9	26.6
	Quite a bit	37.9	37.8	37.4	38.4
	Very much	27.1	25.3	26.2	30.4
Analysing an idea, experience, or line of reasoning in depth by examining its parts	Very little	7.9	9.8	7.5	5.4
	Some	28.4	31.1	25.6	27.1
	Quite a bit	38.5	36.8	39.9	39.5
	Very much	25.3	22.2	27.0	28.0
Evaluating a point of view, decision, or information source	Very little	8.0	11.2	7.5	3.9
	Some	27.9	29.4	25.6	28.1
	Quite a bit	39.5	39.1	39.7	39.8
	Very much	24.6	20.3	27.2	28.2
Forming an understanding or new idea from various pieces of information	Very little	4.3	5.4	5.0	1.9
	Some	26.0	26.9	27.2	23.6
	Quite a bit	43.1	43.1	41.4	44.6
	Very much	26.6	24.5	26.3	29.9

<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	4.9	6.6	4.2	3.2
	Sometimes	32.4	37.4	28.0	29.4
	Often	39.8	38.6	39.8	41.7
	Very often	22.8	17.5	28.0	25.7
Connected your learning to problems or issues in society	Never	12.6	15.4	11.7	9.4
	Sometimes	33.3	37.4	30.5	29.9
	Often	33.6	32.2	34.9	34.6
	Very often	20.4	15.0	22.9	26.1
Included diverse perspectives (political, religious, racial, ethnic, gender, etc.) in discussions or assignments*	Never	23.0	24.2	22.8	21.4
	Sometimes	36.0	37.6	34.9	34.7
	Often	26.8	26.7	27.9	25.9
	Very often	14.2	11.6	14.4	17.9
Examined the strengths and weaknesses of your own views on a topic or issue	Never	8.1	11.1	7.6	4.2
	Sometimes	36.2	39.1	37.1	31.2
	Often	38.6	35.1	37.3	44.9
	Very often	17.1	14.6	18.0	19.8
Tried to better understand someone else's views by imagining how an issue looks from their perspective	Never	6.4	7.6	7.1	4.1
	Sometimes	30.7	33.2	30.0	27.8
	Often	42.7	40.5	42.0	46.6
	Very often	20.2	18.8	20.8	21.6
Learned something that changed the way you understand an issue or concept?	Never	3.0	3.6	2.4	2.8
	Sometimes	28.0	29.8	28.9	24.5
	Often	45.9	47.0	44.9	45.4
	Very often	23.0	19.6	23.8	27.3
Connected ideas from your subjects / modules to your prior experiences and knowledge	Never	2.7	3.3	3.6	1.0
	Sometimes	25.4	30.0	24.9	19.2
	Often	44.4	45.1	44.1	43.7
	Very often	27.5	21.6	27.5	36.0

<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	25.2	27.5	26.3	20.8
	Sometimes	34.4	36.7	30.7	34.5
	Often	26.3	24.8	26.7	28.1
	Very often	14.1	11.0	16.2	16.6
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never	32.4	35.6	33.6	26.8
	Sometimes	35.3	35.5	34.2	36.1
	Often	22.5	21.3	22.7	23.8
	Very often	9.8	7.6	9.4	13.3
Evaluated what others have concluded from numerical information	Never	32.7	35.7	31.7	29.2
	Sometimes	39.0	39.9	38.1	38.5
	Often	21.8	19.9	21.4	25.1
	Very often	6.5	4.6	8.8	7.3

<b>Learning Strategies</b>	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Identified key information from recommended reading materials	Never	7.8	11.2	6.5	4.2
	Sometimes	31.9	36.5	28.6	28.3
	Often	40.0	36.4	41.4	43.8
	Very often	20.3	15.9	23.6	23.7
Reviewed your notes after class, tutorials, labs or studios*	Never	8.1	8.5	9.3	6.4
	Sometimes	37.0	36.4	40.6	34.5
	Often	36.1	35.7	33.7	38.8
	Very often	18.8	19.3	16.4	20.3
Summarised what you learned in class, tutorials, labs or studios, or from course materials*	Never	11.4	11.5	12.4	10.4
	Sometimes	41.4	40.5	42.3	41.8
	Often	33.3	33.2	32.9	33.8
	Very often	13.9	14.7	12.4	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	15.3	13.8	14.1	18.7
	Sometimes	43.2	42.5	42.0	45.3
	Often	26.9	27.5	28.2	25.0
	Very often	14.5	16.3	15.6	11.0
Explained course material to one or more students	Never	9.8	9.1	9.9	10.8
	Sometimes	44.9	45.8	42.7	45.7
	Often	31.1	31.0	32.2	30.2
	Very often	14.1	14.0	15.2	13.3
Prepared for exams by discussing or working through course material with other students	Never	22.1	23.0	20.3	22.3
	Sometimes	35.8	37.2	35.4	34.0
	Often	26.8	26.7	27.5	26.3
	Very often	15.4	13.1	16.8	17.4
Worked with other students on projects or assignments	Never	14.9	16.3	13.0	14.7
	Sometimes	37.3	43.6	37.6	28.1
	Often	26.8	26.6	26.6	27.0
	Very often	21.0	13.5	22.8	30.2

<b>Student-Faculty Interaction</b>	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Talked about career plans with academic staff	Never	56.9	76.7	42.9	41.6
	Sometimes	27.9	15.2	38.4	36.4
	Often	10.8	6.2	12.6	15.8
	Very often	4.3	1.9	6.0	6.2
Worked with academic staff on activities other than coursework (committees, student groups, etc.)	Never	70.5	79.3	64.8	63.2
	Sometimes	18.1	12.9	21.9	22.0
	Often	8.0	6.4	8.6	9.9
	Very often	3.3	1.4	4.7	4.9
Discussed course topics, ideas, or concepts with academic staff outside of scheduled class, tutorials, labs or studios*	Never	41.8	56.8	34.5	27.3
	Sometimes	36.1	28.4	42.1	41.5
	Often	16.0	10.6	17.1	22.9
	Very often	6.0	4.2	6.4	8.3
Discussed your performance with academic staff	Never	49.1	65.0	36.1	38.4
	Sometimes	35.9	27.1	42.0	42.7
	Often	11.2	6.0	15.5	14.8
	Very often	3.8	1.9	6.3	4.0

<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	7.6	9.0	6.5	6.7
	Some	29.2	30.8	29.9	26.4
	Quite a bit	39.0	38.7	39.7	38.7
	Very much	24.2	21.5	23.9	28.1
Taught in an organised way	Very little	5.9	5.7	7.2	5.1
	Some	28.1	29.0	25.7	29.2
	Quite a bit	43.7	46.2	43.7	40.2
	Very much	22.2	19.1	23.5	25.5
Used examples or illustrations to explain difficult points	Very little	6.6	6.2	6.7	7.2
	Some	25.4	26.6	24.0	25.0
	Quite a bit	40.9	42.6	41.7	37.7
	Very much	27.1	24.6	27.7	30.0
Provided feedback on a draft or work in progress	Very little	35.7	49.1	24.6	27.5
	Some	32.9	30.8	35.9	32.9
	Quite a bit	21.2	14.6	27.8	24.2
	Very much	10.2	5.5	11.7	15.4
Provided prompt and detailed feedback on tests or completed assessments*	Very little	24.9	27.0	24.0	22.7
	Some	37.4	40.0	37.2	33.9
	Quite a bit	25.9	24.2	28.0	26.5
	Very much	11.8	8.8	10.7	16.9

<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	0.7	0.7	0.8	0.5
	2	1.5	1.5	0.9	2.0
	3	4.1	3.8	5.2	3.4
	4	8.2	8.5	7.4	8.7
	5	18.5	19.1	16.6	19.6
	6	30.4	31.0	31.1	29.0
	7=Excellent	36.6	35.4	38.1	36.7
Academic advisors	1=Poor	6.1	7.4	6.2	4.2
	2	9.9	11.3	11.1	7.0
	3	11.3	12.3	12.8	8.7
	4	18.8	21.5	18.9	15.3
	5	23.1	24.9	23.5	20.7
	6	19.3	15.4	16.8	26.5
	7=Excellent	11.5	7.2	10.7	17.7
Academic staff	1=Poor	2.2	2.4	2.1	2.0
	2	5.1	6.9	4.9	3.0
	3	8.0	8.5	9.3	6.0
	4	17.3	18.1	16.2	17.1
	5	28.8	29.4	30.1	26.9
	6	26.4	26.1	25.8	27.2
	7=Excellent	12.2	8.6	11.6	17.9

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	7.0	7.2	8.4	5.2
	2	10.9	10.4	13.1	9.3
	3	13.3	14.2	16.2	8.7
	4	20.2	20.2	22.7	17.3
	5	21.9	21.8	20.1	23.7
	6	16.5	16.5	13.1	19.9
	7=Excellent	10.4	9.6	6.3	15.8
Other administrative staff and offices (registry, finance, etc.)	1=Poor	7.4	6.0	11.9	5.1
	2	12.6	10.2	18.3	10.5
	3	14.0	14.2	16.7	11.3
	4	20.9	22.1	21.1	19.1
	5	20.0	21.4	18.5	19.7
	6	16.2	17.7	9.3	20.7
	7=Excellent	8.7	8.3	4.2	13.7

Supportive Environment	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Providing support to help students succeed academically	Very little	12.4	11.6	16.5	9.5
	Some	38.0	38.5	41.4	34.3
	Quite a bit	35.4	35.5	31.1	39.4
	Very much	14.2	14.5	11.0	16.8
Using learning support services (learning centre, computer centre, maths support, writing support etc.)	Very little	19.0	18.9	22.0	16.4
	Some	34.9	35.8	38.3	30.3
	Quite a bit	31.1	30.4	28.7	34.4
	Very much	15.0	15.0	10.9	18.9
Contact among students from different backgrounds (social, racial, ethnic, religious, age-groups etc.)*	Very little	22.2	19.0	29.7	19.8
	Some	36.6	37.0	39.7	33.1
	Quite a bit	27.2	30.3	21.5	28.2
	Very much	14.0	13.7	9.1	18.9
Providing opportunities to be involved socially	Very little	13.6	9.4	15.1	18.0
	Some	31.0	27.0	34.6	33.2
	Quite a bit	36.9	40.5	34.9	33.7
	Very much	18.5	23.1	15.3	15.1
Providing support for your overall well-being (recreation, health care, counselling, etc.)	Very little	20.2	19.8	24.9	16.2
	Some	39.9	39.3	43.9	37.0
	Quite a bit	28.4	28.9	23.5	32.4
	Very much	11.5	12.0	7.7	14.4
Helping you manage your non-academic responsibilities (work, family, etc.)	Very little	47.3	48.2	55.4	38.5
	Some	33.1	33.3	30.8	35.1
	Quite a bit	14.0	13.5	10.1	18.5
	Very much	5.6	5.1	3.7	8.0
Attending campus activities and events (special speakers, cultural performances, sporting events, etc.)	Very little	14.8	10.6	17.3	18.4
	Some	33.3	31.0	37.2	32.8
	Quite a bit	34.9	37.5	31.8	34.3
	Very much	17.0	20.9	13.7	14.6
Attending activities and events (special speakers, cultural performances, sporting events, etc.) organised by your institution*	Very little	14.7	11.1	17.4	17.1
	Some	33.8	32.0	37.6	32.9
	Quite a bit	34.5	38.4	31.9	31.7
	Very much	17.0	18.6	13.2	18.3

<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	10.3	15.3	6.1	7.2
	Some	26.3	31.4	20.3	24.8
	Quite a bit	36.3	33.8	38.2	37.8
	Very much	27.2	19.5	35.4	30.2
Speaking effectively*	Very little	17.2	23.6	12.0	13.1
	Some	32.7	34.3	31.7	31.6
	Quite a bit	32.1	28.7	35.0	34.1
	Very much	17.9	13.4	21.3	21.2
Thinking critically and analytically	Very little	3.9	5.3	2.5	3.3
	Some	18.3	20.7	13.4	19.6
	Quite a bit	39.3	41.0	37.4	38.6
	Very much	38.6	33.1	46.8	38.5
Analysing numerical and statistical information	Very little	22.9	23.6	22.3	22.5
	Some	27.6	27.4	26.5	28.8
	Quite a bit	28.3	30.2	28.6	25.2
	Very much	21.3	18.8	22.7	23.4
Working effectively with others	Very little	10.4	13.0	6.7	10.1
	Some	29.1	32.8	25.5	27.3
	Quite a bit	36.7	34.7	40.0	36.3
	Very much	23.9	19.5	27.8	26.4
Solving complex real-world problems	Very little	13.7	18.2	11.7	9.2
	Some	31.5	33.0	27.4	33.3
	Quite a bit	35.3	33.1	39.1	34.8
	Very much	19.5	15.7	21.9	22.7
Being an informed and active citizen (societal / political / community)	Very little	17.8	19.7	16.0	17.0
	Some	34.3	34.5	33.1	35.1
	Quite a bit	30.4	30.0	31.8	29.4
	Very much	17.5	15.8	19.1	18.4
Being innovative and creative Writing clearly and effectively	Very little	13.3	17.1	12.3	9.1
	Some	36.1	38.3	37.9	31.3
	Quite a bit	33.0	30.8	32.0	37.2
	Very much	17.5	13.8	17.8	22.5

<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	9.8	13.1	10.8	4.3
	Sometimes	41.3	46.6	40.3	34.7
	Often	29.2	26.1	29.3	33.6
	Very often	19.6	14.1	19.6	27.5
Attended class, tutorials, labs, studios, or online without doing the preparation expected of you (completing readings or assignments, etc.)*	Never	14.7	13.4	13.0	18.1
	Sometimes	46.8	47.4	44.5	47.8
	Often	22.9	23.3	26.5	19.0
	Very often	15.7	15.9	16.0	15.1
Made a presentation in class, tutorials, labs, studios, or online*	Never	19.9	32.2	9.3	11.9
	Sometimes	43.6	45.3	45.9	39.3
	Often	22.4	16.3	27.1	26.9
	Very often	14.0	6.2	17.7	21.9

Non-indicator items	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Explored how to apply your learning in the workplace	Never	29.4	41.6	27.8	13.0
	Sometimes	32.2	32.4	32.3	31.8
	Often	24.9	18.7	25.0	33.7
	Very often	13.6	7.3	14.9	21.4
Exercised or participated in physical fitness activities (whether related to your course/ institution or in your life outside your institution)*	Never	20.2	19.8	15.6	25.0
	Sometimes	28.6	29.8	27.3	28.0
	Often	25.2	25.0	26.6	24.3
	Very often	26.0	25.5	30.5	22.7
Blended academic learning with workplace experience	Never	41.0	55.5	40.8	20.4
	Sometimes	24.6	23.1	21.5	29.7
	Often	20.6	15.1	19.5	29.6
	Very often	13.7	6.4	18.2	20.2
Worked on assessments that informed you how well you are learning	Never	20.4	17.5	27.6	17.8
	Sometimes	40.3	39.6	42.1	39.8
	Often	29.6	33.5	23.2	30.0
	Very often	9.6	9.4	7.0	12.4
Engage in voluntary activity (whether related to your course/ institution or in your life outside your institution)*	Have not decided	24.0	24.1	20.2	27.3
	Do not plan to do	15.5	8.2	19.9	21.5
	Plan to do	35.7	49.0	22.5	29.4
	Done or in progress	24.8	18.6	37.4	21.8
Acquiring job- or work-related knowledge and skills	Very little	17.6	23.3	15.5	11.4
	Some	31.9	35.4	31.2	27.6
	Quite a bit	30.3	26.1	31.7	34.9
	Very much	20.2	15.2	21.5	26.1
How would you evaluate your entire educational experience at this institution?	Poor	3.7	3.2	4.5	3.5
	Fair	19.7	19.4	20.9	19.1
	Good	51.6	53.9	51.7	48.1
	Excellent	25.0	23.5	22.9	29.2
If you could start over again, would you go to the same institution you are now attending?	Definitely no	3.2	2.4	4.8	2.9
	Probably no	13.9	12.1	14.0	16.5
	Probably yes	41.4	40.3	42.8	41.5
	Definitely yes	41.5	45.2	38.4	39.2

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	66.7	67.9	57.5	73.6
	Yes, for financial reasons	7.5	6.7	7.8	8.4
	Yes, for personal or family reasons	11.3	8.7	16.7	9.9
	Yes, for health reasons	6.9	3.9	12.5	5.8
	Yes, for employment reasons	3.4	2.6	3.3	4.5
	Yes, to transfer to another institution	9.1	11.6	10.0	4.8
	Other reason	8.7	9.2	10.3	6.5

\*This question was revised for 2022

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