

StudentSurvey.ie (Irish Survey of Student Engagement)

Institution name: Technological University of the Shannon

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 Terry.twomey@tus.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	31.8
Reflective and Integrative Learning	29.3
Quantitative Reasoning	18.4
Learning Strategies	29.8
Collaborative Learning	30.0
Student-Faculty Interaction	13.6
Effective Teaching Practices	33.1
Quality of Interactions	38.3
Supportive Environment	25.6
Learning, Creative and Social Skills	31.8

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	8.9	8.9	8.9	9.2
	Some	34.2	36.6	34.0	24.0
	Quite a bit	39.9	38.3	40.8	43.4
	Very much	17.0	16.2	16.2	23.3
Analysing an idea, experience, or line of reasoning in depth by examining its parts	Very little	11.2	12.3	10.5	8.4
	Some	42.7	43.8	44.7	31.1
	Quite a bit	33.8	33.9	31.4	41.7
	Very much	12.3	10.1	13.4	18.9
Evaluating a point of view, decision, or information source	Very little	9.3	9.8	9.1	7.4
	Some	39.8	43.8	38.6	26.4
	Quite a bit	37.3	34.5	38.2	46.8
	Very much	13.6	12.0	14.0	19.3
Forming an understanding or new idea from various pieces of information	Very little	6.0	5.1	7.2	5.9
	Some	37.0	37.0	39.7	27.4
	Quite a bit	40.6	41.6	38.3	44.3
	Very much	16.5	16.3	14.9	22.4

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	6.4	8.3	4.5	3.8
	Sometimes	38.2	40.6	36.2	33.9
	Often	39.7	37.8	42.5	39.2
	Very often	15.7	13.3	16.8	23.0
Connected your learning to problems or issues in society	Never	22.0	24.4	19.4	19.0
	Sometimes	44.5	44.6	45.4	41.4
	Often	23.5	21.8	25.3	25.1
	Very often	10.0	9.2	9.9	14.4
Included diverse perspectives (political, religious, racial, ethnic, gender, etc.) in discussions or assignments*	Never	40.1	42.4	36.6	41.7
	Sometimes	36.0	35.4	37.9	32.8
	Often	17.2	16.5	17.7	18.7
	Very often	6.7	5.8	7.8	6.8
Examined the strengths and weaknesses of your own views on a topic or issue	Never	10.9	11.2	11.5	7.4
	Sometimes	44.0	45.4	42.6	42.1
	Often	35.1	34.0	35.8	38.0
	Very often	10.0	9.4	10.0	12.5
Tried to better understand someone else's views by imagining how an issue looks from their perspective	Never	7.2	6.7	7.3	9.1
	Sometimes	41.0	43.0	39.9	35.2
	Often	37.0	36.2	37.9	37.4
	Very often	14.9	14.1	14.9	18.3
Learned something that changed the way you understand an issue or concept?	Never	4.9	4.6	5.2	5.1
	Sometimes	38.9	39.4	41.2	28.5
	Often	41.3	41.9	40.1	42.2
	Very often	15.0	14.0	13.5	24.2
Connected ideas from your subjects / modules to your prior experiences and knowledge	Never	4.0	4.4	3.5	3.4
	Sometimes	33.8	35.2	34.6	24.6
	Often	42.1	40.2	44.6	42.4
	Very often	20.1	20.2	17.2	29.6

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	26.2	28.9	21.8	29.1
	Sometimes	41.5	42.4	41.9	36.5
	Often	24.6	22.4	27.7	23.8
	Very often	7.7	6.3	8.6	10.7
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never	44.7	49.5	39.5	41.0
	Sometimes	36.1	32.9	41.1	32.9
	Often	14.9	13.9	15.3	18.0
	Very often	4.3	3.7	4.1	8.1
Evaluated what others have concluded from numerical information	Never	38.9	40.7	34.6	46.0
	Sometimes	42.5	43.4	44.3	32.8
	Often	14.9	13.2	16.4	17.4
	Very often	3.6	2.7	4.7	3.8

Learning Strategies	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Identified key information from recommended reading materials	Never	11.4	13.5	10.6	4.6
	Sometimes	43.2	43.5	44.5	37.4
	Often	34.8	34.4	34.0	38.9
	Very often	10.7	8.6	10.9	19.1
Reviewed your notes after class, tutorials, labs or studios*	Never	8.4	8.0	9.6	5.6
	Sometimes	39.2	39.7	40.2	33.3
	Often	35.8	35.0	34.3	44.5
	Very often	16.6	17.2	15.9	16.6
Summarised what you learned in class, tutorials, labs or studios, or from course materials*	Never	11.1	9.5	13.7	9.8
	Sometimes	46.8	48.7	44.7	45.7
	Often	31.7	31.6	31.1	34.1
	Very often	10.3	10.2	10.6	10.4

Collaborative Learning	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Asked another student to help you understand course material	Never	11.6	10.1	9.5	25.6
	Sometimes	44.8	44.4	44.6	47.6
	Often	31.5	33.8	30.9	22.5
	Very often	12.1	11.6	15.0	4.3
Explained course material to one or more students	Never	8.3	9.0	5.2	15.5
	Sometimes	47.0	49.1	42.7	52.2
	Often	30.8	29.8	34.5	23.3
	Very often	13.8	12.1	17.7	8.9
Prepared for exams by discussing or working through course material with other students	Never	18.6	19.8	13.9	29.4
	Sometimes	37.8	38.9	35.9	39.0
	Often	31.1	31.8	32.9	21.3
	Very often	12.5	9.6	17.3	10.2
Worked with other students on projects or assignments	Never	8.6	9.2	7.3	10.6
	Sometimes	35.3	39.0	28.8	40.4
	Often	34.9	34.5	36.4	31.4
	Very often	21.3	17.4	27.6	17.6

Student-Faculty Interaction	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Talked about career plans with academic staff	Never	50.2	55.3	38.0	68.6
	Sometimes	32.9	30.7	39.6	20.1
	Often	12.5	10.6	16.3	8.1
	Very often	4.4	3.4	6.1	3.2
Worked with academic staff on activities other than coursework (committees, student groups, etc.)	Never	70.9	74.7	63.9	78.4
	Sometimes	21.6	18.7	27.3	15.4
	Often	5.5	4.9	6.6	4.3
	Very often	2.0	1.7	2.2	1.9
Discussed course topics, ideas, or concepts with academic staff outside of scheduled class, tutorials, labs or studios*	Never	42.6	47.7	33.8	50.0
	Sometimes	38.0	34.9	43.1	34.2
	Often	15.6	13.9	18.4	13.7
	Very often	3.8	3.6	4.7	2.1
Discussed your performance with academic staff	Never	38.3	42.2	30.1	48.9
	Sometimes	43.4	40.9	47.4	40.7
	Often	14.4	12.8	18.4	7.8
	Very often	3.9	4.0	4.1	2.6

Effective Teaching Practices	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Clearly explained course goals and requirements	Very little	7.6	6.8	9.1	6.0
	Some	29.1	29.2	30.9	22.7
	Quite a bit	37.0	35.2	37.5	42.8
	Very much	26.3	28.9	22.4	28.5
Taught in an organised way	Very little	7.5	5.7	9.8	7.5
	Some	27.2	27.2	29.2	19.9
	Quite a bit	40.7	40.6	39.4	46.1
	Very much	24.6	26.6	21.6	26.5
Used examples or illustrations to explain difficult points	Very little	6.6	5.0	8.5	6.8
	Some	27.9	28.3	28.9	22.6
	Quite a bit	38.3	37.0	38.5	43.7
	Very much	27.2	29.6	24.1	27.0
Provided feedback on a draft or work in progress	Very little	18.4	18.1	17.3	23.6
	Some	38.5	39.6	37.0	38.9
	Quite a bit	28.5	29.0	29.7	22.4
	Very much	14.5	13.3	15.9	15.2
Provided prompt and detailed feedback on tests or completed assessments*	Very little	19.7	16.3	23.7	20.6
	Some	38.0	39.4	37.2	34.6
	Quite a bit	26.7	26.9	26.5	26.7
	Very much	15.6	17.4	12.6	18.1

Quality of Interactions	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Students	1=Poor	1.5	0.8	1.2	5.2
	2	2.6	2.3	2.9	2.3
	3	4.8	5.1	4.5	5.1
	4	12.7	12.0	13.3	13.5
	5	20.9	20.2	22.2	19.4
	6	27.6	27.3	28.2	26.6
	7=Excellent	30.0	32.3	27.7	27.8
Academic advisors	1=Poor	7.3	6.4	7.5	10.4
	2	9.2	7.6	11.1	9.3
	3	11.6	12.6	11.4	7.8
	4	21.4	22.4	22.4	13.2
	5	20.7	20.7	21.3	18.4
	6	17.3	17.2	15.0	26.6
	7=Excellent	12.5	13.2	11.2	14.4
Academic staff	1=Poor	2.6	1.7	2.8	6.2
	2	3.5	2.6	4.3	5.0
	3	7.8	8.3	8.3	3.5
	4	15.3	15.0	16.4	13.0
	5	23.5	25.3	21.5	22.5
	6	26.8	27.4	25.9	27.5
	7=Excellent	20.5	19.7	20.9	22.4

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	6.6	7.9	12.6
	2	10.8	9.0	12.8	11.4
	3	11.3	9.8	13.2	11.1
	4	17.9	18.8	18.3	10.9
	5	21.8	24.4	19.1	18.9
	6	16.3	17.0	14.8	19.3
	7=Excellent	14.3	14.2	13.9	15.8
Other administrative staff and offices (registry, finance, etc.)	1=Poor	6.0	5.0	7.2	6.5
	2	9.0	6.8	10.8	12.8
	3	9.9	9.2	12.1	4.8
	4	17.3	17.1	17.9	15.9
	5	18.1	20.8	15.2	15.9
	6	20.6	21.9	19.3	19.2
	7=Excellent	19.1	19.2	17.4	24.9

Supportive Environment	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Providing support to help students succeed academically	Very little	11.5	8.7	14.3	14.4
	Some	31.5	29.4	33.8	32.6
	Quite a bit	38.8	41.5	35.8	37.1
	Very much	18.2	20.4	16.1	15.9
Using learning support services (learning centre, computer centre, maths support, writing support etc.)	Very little	16.2	14.5	17.8	18.4
	Some	33.7	33.0	35.6	30.1
	Quite a bit	33.2	33.6	31.7	35.9
	Very much	17.0	18.9	14.9	15.5
Contact among students from different backgrounds (social, racial, ethnic, religious, age-groups etc.)*	Very little	25.8	22.0	28.3	33.7
	Some	34.5	33.8	35.5	34.2
	Quite a bit	28.6	31.2	26.7	22.9
	Very much	11.2	13.0	9.4	9.2
Providing opportunities to be involved socially	Very little	25.1	21.0	28.7	30.4
	Some	38.6	38.3	37.9	42.6
	Quite a bit	26.6	29.7	24.8	19.1
	Very much	9.8	11.0	8.6	7.9
Providing support for your overall well-being (recreation, health care, counselling, etc.)	Very little	16.1	13.3	19.1	18.7
	Some	35.5	35.3	35.5	36.4
	Quite a bit	31.2	32.0	30.2	30.9
	Very much	17.2	19.4	15.2	14.0
Helping you manage your non-academic responsibilities (work, family, etc.)	Very little	45.3	42.2	49.2	46.1
	Some	32.1	34.1	29.8	31.5
	Quite a bit	15.3	16.4	14.5	12.9
	Very much	7.3	7.4	6.4	9.6
Attending campus activities and events (special speakers, cultural performances, sporting events, etc.)	Very little	29.9	29.4	28.8	36.4
	Some	36.3	34.2	39.9	33.2
	Quite a bit	23.4	24.9	21.9	21.5
	Very much	10.4	11.5	9.4	9.0
Attending activities and events (special speakers, cultural performances, sporting events, etc.) organised by your institution*	Very little	29.2	27.6	30.8	30.8
	Some	36.7	37.1	37.4	32.7
	Quite a bit	24.7	25.0	23.7	27.0
	Very much	9.4	10.3	8.2	9.4

Learning, Creative and Social Skills	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Writing clearly and effectively	Very little	10.9	11.1	11.3	8.6
	Some	30.5	34.1	26.8	26.9
	Quite a bit	38.2	36.7	39.2	42.0
	Very much	20.4	18.1	22.7	22.6
Speaking effectively*	Very little	12.8	12.0	13.2	15.1
	Some	36.0	37.7	33.1	38.5
	Quite a bit	35.0	36.3	34.8	29.6
	Very much	16.2	14.0	18.9	16.9
Thinking critically and analytically	Very little	6.6	6.1	7.4	6.0
	Some	27.8	31.9	24.0	22.2
	Quite a bit	42.2	42.9	41.2	43.2
	Very much	23.4	19.1	27.4	28.5
Analysing numerical and statistical information	Very little	20.5	21.5	20.0	17.6
	Some	32.3	34.9	29.0	32.5
	Quite a bit	32.1	30.6	34.4	30.5
	Very much	15.1	13.1	16.5	19.4
Working effectively with others	Very little	6.6	6.5	5.6	10.9
	Some	26.0	26.9	23.6	30.2
	Quite a bit	42.2	43.4	42.9	34.5
	Very much	25.1	23.2	27.9	24.4
Solving complex real-world problems	Very little	16.1	17.8	15.4	11.0
	Some	37.3	38.6	35.9	35.7
	Quite a bit	31.4	30.7	31.5	33.8
	Very much	15.2	12.8	17.1	19.5
Being an informed and active citizen (societal / political / community)	Very little	25.4	25.5	24.2	29.0
	Some	38.1	41.4	35.7	31.8
	Quite a bit	25.2	23.4	27.0	26.7
	Very much	11.3	9.7	13.1	12.5
Being innovative and creative Writing clearly and effectively	Very little	10.0	9.6	10.1	10.8
	Some	32.4	33.9	31.0	30.2
	Quite a bit	35.2	35.6	35.3	32.6
	Very much	22.5	20.8	23.6	26.3

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	6.6	7.6	5.8	4.6
	Sometimes	43.4	45.4	43.6	33.9
	Often	32.5	31.1	32.6	39.2
	Very often	17.4	15.9	18.0	22.3
Attended class, tutorials, labs, studios, or online without doing the preparation expected of you (completing readings or assignments, etc.)*	Never	24.5	25.3	22.3	28.1
	Sometimes	46.8	47.3	46.0	47.1
	Often	17.4	17.1	18.5	14.7
	Very often	11.4	10.3	13.2	10.1
Made a presentation in class, tutorials, labs, studios, or online*	Never	17.5	22.0	9.8	22.9
	Sometimes	44.8	45.3	44.4	43.7
	Often	25.4	22.8	29.9	22.2
	Very often	12.3	9.9	16.0	11.2

Non-indicator items	Responses	All Students	Undergrad - Year 1	Undergrad - Final Yr	Postgrad taught
Explored how to apply your learning in the workplace	Never	16.5	19.7	14.2	10.4
	Sometimes	39.2	41.5	38.8	30.5
	Often	30.6	27.9	32.3	36.9
	Very often	13.6	10.9	14.7	22.1
Exercised or participated in physical fitness activities (whether related to your course/ institution or in your life outside your institution)*	Never	33.0	32.9	31.0	39.8
	Sometimes	28.7	29.2	29.9	22.4
	Often	19.1	18.9	20.0	17.2
	Very often	19.2	19.0	19.1	20.5
Blended academic learning with workplace experience	Never	32.1	39.5	25.8	20.8
	Sometimes	33.6	33.4	35.0	29.7
	Often	22.2	17.8	25.9	29.2
	Very often	12.1	9.3	13.2	20.3
Worked on assessments that informed you how well you are learning	Never	20.9	20.2	23.2	16.2
	Sometimes	42.4	42.7	44.2	34.7
	Often	28.5	29.4	26.0	33.1
	Very often	8.2	7.8	6.6	16.0
Engage in voluntary activity (whether related to your course/ institution or in your life outside your institution)*	Have not decided	37.8	39.1	37.2	34.1
	Do not plan to do	20.0	14.2	24.5	30.9
	Plan to do	26.8	33.6	20.2	19.6
	Done or in progress	15.3	13.2	18.1	15.4
Acquiring job- or work-related knowledge and skills	Very little	11.0	11.3	10.7	10.2
	Some	29.5	31.1	28.7	25.2
	Quite a bit	36.8	36.3	36.9	38.8
	Very much	22.7	21.3	23.7	25.8
How would you evaluate your entire educational experience at this institution?	Poor	3.8	2.1	5.9	4.1
	Fair	18.7	16.4	23.2	12.7
	Good	48.6	50.6	46.7	46.6
	Excellent	28.9	31.0	24.2	36.5
If you could start over again, would you go to the same institution you are now attending?	Definitely no	5.0	2.7	7.9	4.8
	Probably no	12.2	9.1	16.6	10.6
	Probably yes	44.1	44.3	45.0	40.1
	Definitely yes	38.7	43.9	30.5	44.4

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	58.5	63.7	49.9	65.0
	Yes, for financial reasons	12.0	11.7	13.8	6.4
	Yes, for personal or family reasons	14.1	11.4	18.3	11.1
	Yes, for health reasons	5.7	3.4	8.8	5.7
	Yes, for employment reasons	8.5	8.0	9.9	6.4
	Yes, to transfer to another institution	7.9	6.9	10.2	3.9
	Other reason	9.8	8.6	11.0	10.9

*This question was revised for 2022

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