STUDENT SURVEY.IE

The Irish Survey of Student Engagement (ISSE)

Results from 2018

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Union of Students in Ireland
Aontas na Mac Léinn in Éirinn

STUDENT SURVEY.ie WE'RE LISTENING WE'RE LEARNING

ACKNOWLEDGEMENTS

www.studentsurvey.ie

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INTRODUCTION AND OVERVIEW

This report presents results from the latest fieldwork of the Irish Survey of Student Engagement (ISSE).
The same set of questions was used in 2018 (for the third time). This current question set will be used for the foreseeable future, although there will be periodic reviews to ensure that it continues to meet the needs of partners and remains broadly aligned to international engagement surveys. Many of the current questions relate closely to questions used since 2013 and responses to these can contribute to further longitudinal analyses.

A lmost 60,000 students responded to the original ISSE questions from 2013 to 2015 and more than 103,000 have responded to the current questions in 2016, 2017 and 2018. 38,371 students from twenty seven higher education institutions participated in the survey in 2018. This represents another year-on-year increase in the number of respondents, adding to the comprehensive data set on how students engage with their learning and learning environments. The Irish Survey of Student Engagement explores the amount of time and effort that students put into their studies and other educationally purposeful activities, and, also, how effectively institutions facilitate, encourage and promote student engagement in activities that are linked to learning. The results of the survey are intended to add value at institutional level (for students and for staff) and to inform national policy.

Overview of the report

CHAPTER 1 of the report outlines the focus on student engagement with learning and provides an overview of the structure of the survey. This chapter highlights some strategic uses of ISSE data by institutions and national initiatives and offers some guidance on interpreting the data.

CHAPTER 2 of the report provides details of student responses to each of the questions asked. These are presented as percentages of students selecting each response. Results are provided for all participating students and for each of the year groups / cohorts i.e. first year undergraduate, final year undergraduate and taught postgraduate. Questions are grouped together according to the indicator to which they contribute. Questions that do not contribute to specific indicators are included in the final section.

CHAPTER 3 presents an analysis of indicator scores at national level relating to student engagement. Indicators present an additional way to explore the data by signalling differences in results of different groups of students or of similar groups over multiple survey iterations. Scores for any given indicator act as 'signposts' to areas of potential further interest. The chapter includes charts illustrating 2018 indicator scores for various student groupings, i.e. indicator scores presented by each year group / cohort, by institution-type, by mode of study (full-time or part-time) and by field of study. Some key observations follow each chart. Fuller understanding of what the data may tell us requires consideration of influencing factors, including the local context.

CHAPTER 4 considers the results from ISSE 2018 in a wider context. This chapter presents an overview of indicator scores from 2016 to 2018, noting that a majority of indicator scores have increased at national level over these three years. Although not all differences are statistically significant, the data provides some evidence to support the statement from the report of the pilot ISSE in 2013 which noted that "Increased awareness of good practices and clarity on actual performance in relation to such practice tends to lead to enhancement of practice."

CHAPTER 5 provides a deeper insight into particular subsets of the data. Each year, this chapter illustrates the potential offered by further analysis of the rich dataset generated by the ISSE. It explores responses of different student groups to question items not considered in previous years' national reports. To date, much of the focus on interpreting ISSE data has been on the responses of undergraduate students (first year and final year). This year, we explore the data for postgraduate students pursuing taught programmes. More than 16,000 postgraduate taught students have responded to the current question set from 2016 to 2018 and 20.9% of the target cohort took part in 2018 which amounts to 6,534 responses. Many of the question items in the survey have remained the same or very similar since the national pilot in 2013. This chapter explores a number of such questions using aggregated responses from postgraduate taught students from 2014 to 2018 i.e. all fieldwork to date, other than the pilot.

The analysis in this chapter exemplifies the detail that can be explored to inform discussion of identified local, sectoral or national objectives and priorities.

CHAPTER 6 provides an outline of continuing actions being taken to support and encourage institutions to realise the potential of this increasingly valuable source of data. It gives examples of sharing and publicising ISSE developments through conferences and events and outlines plans to prompt further analysis of data to inform learning at national level. It also refers to the new pilot survey for postgraduate research students.

CHAPTER 1
CONTEXT FOR THE IRISH SURVEY OF STUDENT ENGAGEMENT (ISSE)

1.1
WHAT IS STUDENT ENGAGEMENT?

The term 'student engagement' is increasingly used in educational contexts to refer to a range of related, but distinct, understandings of the interaction between students and the higher education institutions they attend. Most, if not all, interpretations of student engagement are based on the extent to which students actively avail of opportunities to involve themselves in "educationally beneficial" activities and the extent to which institutions enable, facilitate and encourage such involvement. The ISSE focuses on students' engagement with their learning and their learning environments. It does not directly explore, for example, students' involvement in quality assurance or in institutional decision-making.

Accordingly, for the purposes of the ISSE, student engagement reflects two key elements:

The first is the amount of time and effort that students put into their studies and other educationally purposeful activities. The second is how institutions deploy resources and organise curriculum and other learning opportunities to encourage students to participate in meaningful activities that are linked to learning.

What students do...

What institutions do...

THE ROLE OF STUDENTS IN QUALITY ENHANCEMENT – USES OF ISSE DATA

In the 2017 Irish Survey of Student Engagement national report, the Union of Students in Ireland (USI) highlighted the need to increase the use of ISSE data by students. We believe that a core mission of our higher education institutions should be to foster an ethos of students as partners, but that requires real and meaningful culture change and an investment of effort into initiatives that can place the student at the heart of the quality agenda.

ISSE has built up an invaluable data set of student opinion over the past 6 years which allows us not only to examine the issues facing students in the previous academic year to inform improvements, but also to discover and interrogate previously undiscovered trends. In order to gain a real insight into the data and what students are telling us, that evidence base must be explored and interpreted by the widest possible audience within the higher education community.

And therein lies the golden rule: Students create the data in the first instance, therefore students must be involved in translating that data so that we can truly understand it.

This rule is based on the oft-cited foundation for student engagement and partnership: that students are experts in their own learning. The feedback loop is a constant, but much current practice means that the student cannot be seen at all stages of that loop. So, it is imperative that the interpretation of ISSE data visibly includes students. A quality team, committee, or working group examining ISSE data are highly likely to produce less informed interpretations and actions that are less valuable to the students in their institutions if they have not sought to involve those very students in a meaningful and collaborative way.

A thorough examination and review of the relationship between the student and ISSE data is therefore required in order to ensure that each institution is genuinely gaining the most from the data. In this work, it is important that Students' Unions and institutional staff collaborate to find the best possible mechanisms and initiatives to make student review of ISSE data a reality across faculties, departments, and programmes.

Quality assurance structures in Ireland have long been held in high regard, providing a strong grounding for improvement of the student voice. Often that voice has been more informal than formal, but that ground is now shifting. Without a formal seat at the table for all academic representatives (Class Reps, Course Reps, Faculty Reps, etc.) it is much more difficult to create informal spaces at peak times of the year to discuss the data. Indeed the capacity of our students to meaningfully contribute when they have not received any formal QA or engagement training should be considered.

Students' Unions and institutions across the country are pondering the ways and means of formally partnering with students and their representatives, not to diminish informal collaboration, but to strengthen it. ISSE should be considered a key driver of this work, and invariably with more students at the table, more student-centred actions can be taken, ultimately improving engagement and response rates overall.

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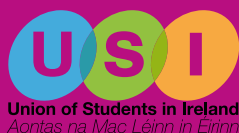
1.2
USING ISSE TO SUPPORT ENHANCEMENT

Development and implementation of the ISSE is driven by the intention to inform, support and encourage enhancement discussions and activities – primarily, but not exclusively, at institutional level - and to inform national policy discussions. There is greater variation in results within institutions than between institutions. This may be as expected given the range of curriculum requirements and learning experiences across different fields of study. The survey is comprehensive and it seeks to explore many different aspects of students' experiences of higher education. Prioritisation of specific uses of the data is a decision for individual institutions to make. To date, it is most common for institutions to focus on uses of the data for enhancement of teaching and learning or for quality assurance. Potential users of the data include teaching and learning units, quality offices, student experience or support offices, Registrar's offices as well as disciplinary teams. These uses of data are not mutually exclusive but the focus of interpretation of the data can vary according to the particular 'lens' chosen. Greatest benefit is realised when those exploring the data have a deep understanding of the local context. The capacity to interpret the data in a timely manner remains variable between institutions but, nevertheless, there is an increasing number of examples of effective uses of ISSE data. A series of video commentaries are published at http://studentsurvey.ie/videos/ to demonstrate some of the uses of data by institutions and national partners. In addition to institutional use of survey data, the ISSE frequently features in institutions' self-evaluation reports prepared in advance of external quality review and / or strategic dialogue with the

Higher Education Authority. The National Forum for the Enhancement of Teaching and Learning has made significant use of ISSE data to inform activities for its enhancement theme based on assessment[1]. The National Student Engagement Programme[2] (NStEP) is a national initiative addressing student involvement in decision-making processes and has a wider remit than the ISSE. Nevertheless, ISSE data and reports on follow up activities are used at many institutional analysis workshops with students and staff to support NStEP activities.

The ultimate aim of the ISSE is to encourage and support institutions (and / or units within institutions) to progress through the stages of

- collecting data,
- analysing and understanding data,
- making decisions based on analysis of the data, leading to impact at local level.

These stages can be illustrated as follows:
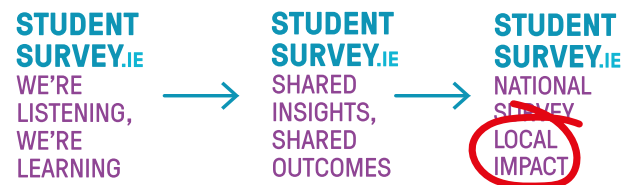
Higher education institutions have multiple sources of data about their students. These data sources are used in increasingly sophisticated ways to identify good practice and to plan for enhancement activities. The ISSE dataset has become a valuable addition to existing sources of information. The key benefit is the ability to review data in the context of similar institution-types, all participating institutions nationally, and some international comparators, in addition to internal units.

1.3
STRUCTURE OF THE SURVEY

There are 67 question items in the survey. These questions are grouped under certain engagement indicators to simplify working with certain themes. Questions are grouped according to the indicator to which they have been proven to contribute. (Details of statistical testing of ISSE data are provided on www.studentsurvey.ie). Indicators can be regarded as an additional navigation tool to explore the data and offer one approach to disaggregating data into more accessible subsets, e.g. there may be a particular focus on *Student-Faculty Interaction* (interaction with academic staff), or on *Collaborative Learning*. The following indicators are used, and responses to contributing questions are presented for each indicator in Chapter 2.

It is worth noting that there are also questions that do not directly contribute to an engagement indicator but which are included because of their value.

Higher Order Learning	Reflective and Integrative Learning	Quantitative Reasoning	Learning Strategies
Collaborative Learning	Student-Faculty Interaction	Effective Teaching Practices	Quality of Interactions
Supportive Environment	Other (non-indicator) question items		

The full set of questions and the indicators to which they contribute are provided in appendix 2.

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1. https://www.teachingandlearning.ie/enhancement-themes/assessment-resource-portal/
2. www.studentengagement.ie

NOTES FOR INTERPRETING THE DATA

NOTES

Q: How is the score for each indicator calculated?

Indicator scores are indicators of relative performance and are not percentages. They are calculated scores to enable interpretation of the data at a higher level than individual questions, i.e. to act as signposts to help the reader to navigate large data sets. With the revised survey in use from 2016, responses to individual question items are converted to a 60 point scale (rather than the 100 point scale used in the original survey) with the lowest response placed at 0 and the highest response placed at 60. To illustrate, if response 3 is chosen from 4 possible responses to this question, this response converts to a score of 40 as in the example below:

Question	Responses			
(During the current year, how much has your coursework emphasised...) Evaluating a point of view, decision, or information source	Very little	Some	Quite a bit	Very much
Responses transformed to 60-point scale	0	20	40	60

Indicator scores are calculated for an individual student when he/ she provides responses to all or almost all contributing questions. The exact number of responses required varies according to the indicator, based on psychometric testing undertaken for the NSSE. All responses are required for *Higher Order Learning, Quantitative Reasoning, Learning Strategies, Collaborative Learning* and *Student-Faculty Interaction*. All but one response are required for *Reflective and Integrative Learning, Effective Teaching Practices, Quality of Interactions*, and *Supportive Environment*. The indicator score is calculated from the mean of (non-blank) responses given. Indicator scores for any particular student group, for example first years, are calculated as the mean of individual indicator scores. Other than demographic data presented in table 2.1, all data in this report are weighted as outlined in section 2.2

Q: How can I make best use of indicator scores?

Indicator scores provide greatest benefit when used as signposts to explore the experiences of different groups of students - for example, final year full-time students and final year part-time students. In particular, indicator scores provide an insight into the experiences of comparable cohorts over multiple datasets e.g. the experiences of 2017 first year students relative to 2016 first year students. If a particular indicator score prompts interest, it is most appropriate to investigate further by considering the number of respondents (to check if responses may be regarded as representative of that group) and by reviewing responses to contributing questions.

STEPS TO CONSIDER WHEN INTERPRETING INDICATOR SCORES

Indicator score appears higher / lower than for other groups → **Review number of respondents to form view on how representative the data may be** → **Review responses to related questions** → **Potentially, explore further with student groups**
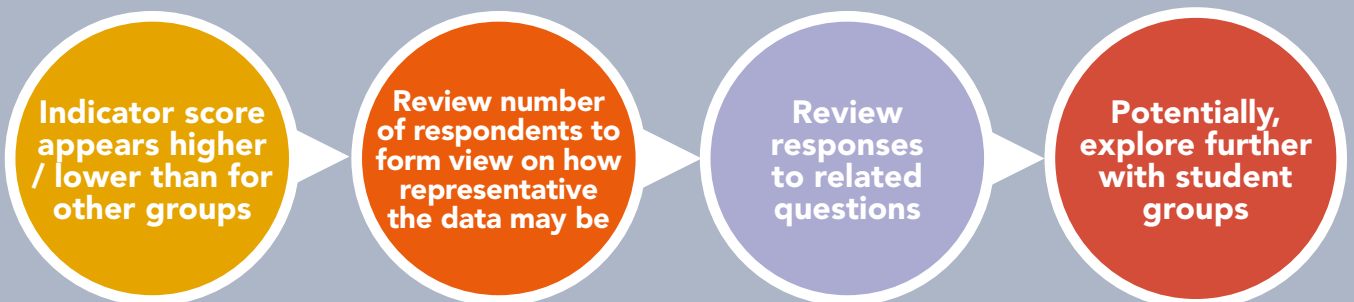
Q: Should I compare scores for different indicators?

Different indicators should not be compared to each other. For example, there is no simple direct link between scores for *Collaborative Learning* and scores for *Student-Faculty Interaction*. The following chart is used to illustrate this point. No useful interpretation can be drawn from the fact that scores for *Collaborative Learning* are generally higher than scores for *Student-Faculty Interaction*. However, the following differences may usefully be explored: *Collaborative Learning* scores for final year students are higher than *Collaborative Learning* scores for other cohorts; *Student-Faculty Interaction* scores appear notably lower for first years than *Student-Faculty Interaction* scores for other cohorts.

Legend:
- First Year
- Final Year
- PG Taught

	First Year	Final Year	PG Taught
Collaborative Learning	29.8	32.5	29.1
Student-Faculty Interaction	11.7	16.2	16.3
Effective Teaching Practices	34.7	33.4	37.0

Analysis of ISSE data to date demonstrates that, in common with other countries that have implemented comparable surveys, greatest variation is evident within institutions rather than between institutions.

This reinforces the view that staff and students within individual institutions are best placed to own and interrogate institution-level data.

They best understand the local context and are well-placed to plan appropriate enhancement actions.

CHAPTER 2
RESULTS AND FINDINGS OF THE 2018 ISSE

2.1
INTRODUCTION

This chapter presents results from 2018 fieldwork for the Irish Survey of Student Engagement (ISSE). It provides an overview of response rates for different groups of the student population and of the demographic profile of respondents. This is followed by national-level percentage responses for individual questions. Questions are grouped according to the related engagement indicator. Questions that do not directly relate to an indicator are presented in section 2.3.10.

2.2
RESPONSE RATES AND DEMOGRAPHICS

A total of 38,371 students responded to the 2018 survey. This produced an overall national response rate of 28.0%, which is the highest response rate since the ISSE began and demonstrates a small increase on the comparable figure of 27.2% in 2017. The sample includes 18,554 first year undergraduate students, 13,283 final year undergraduate students and 6,534 postgraduate students. Table 2.1 presents the demographic profile of respondents.

As in previous years, the profile of respondents in 2018 closely matches the national student population profile. All results presented in this report, other than the demographic data presented in tables 2.1 and 5.1, have been weighted by sex, mode of study and year / cohort. The use of weighting improves the extent to which respondents match the target student population and is regarded as standard practice with survey data.

It is positive to note that the total number of responses nationally has increased again this year. The response

rate for Universities, overall, increased from 23.7% in 2017 to 26.1% in 2018. The response rate for Institutes of Technology, overall, decreased slightly from 31.1% in 2017 to 30.8% in 2018. The response rate for "Other Institutions" decreased from 31.0% in 2017 to 26.5% in 2018. As noted in previous reports, response rates for any one year should not be taken as a direct indication of the effort expended to promote participation within individual institutions as experience demonstrates that a range of factors can influence the number of responses achieved in any given year. Nevertheless, any institution that experiences decreasing response rates repeatedly should reflect on the nature, tone and visibility of feedback activities.

The ISSE continues to contribute to a substantial dataset to inform discussion of the experiences of students in Irish higher education institutions. Almost 60,000 students responded to the original ISSE questions from 2013 to 2015 and more than 103,000 have responded to the current questions in 2016, 2017 and 2018.

All partners acknowledge the importance of increasing response rates to support reliable analysis of the experiences of sub-groups of the student population within institutions. The value of the survey as a tool for the enhancement of teaching and learning within each institution is greatest when the data enable reliable analysis for sub-groups such as for faculty / department / learning support unit. It is accepted, however, that with twenty one of the twenty seven participating institutions achieving response rates greater than 25% (seventeen achieved this in 2017), and with ten response rates greater than 30% (twelve in 2017), some institutions will find it challenging to continue to increase response rates on an annual basis. Indeed, it may prove more beneficial in some cases to increase the emphasis on interpretation of the data and decision-making based on this analysis rather than focussing primarily on increasing response rates. This is a judgement to be made at institutional level. A realistic aim in the medium term may be to

ensure that the number of responses is sufficient to enable reliable analysis of the subsets of the data that correspond to the organisational structures that are likely to make greatest use of this analysis. At any particular time, in some institutions this may equate to faculty / school / department / programme or other units. It is important that all institutions continue to act (in an appropriate manner) on the data they have available rather than "wait" for some target response rate.

Students will respond to the survey when it is clear to them that the staff they encounter on a regular basis value the resulting data.
This is the factor that will have greatest impact on the number of responses and, accordingly, enable reliable analysis of increasingly disaggregated data.

Communication of analysis and follow-up are essential: Why should students take part in the survey if they feel that they have heard nothing since the previous occasion they were asked to take part?

Table 2.1 Demographic characteristics of respondents

Characteristic	Population		Responses		Response Rate (%)
National	**137,025**		**38,371**		**28.0%**
Age					
23 and Under	76,855	56.1%	25,027	65.2%	32.6%
24 and Over	60,116	43.9%	13,344	34.8%	22.2%
Gender					
Female	71,430	52.1%	22,743	59.3%	31.8%
Male	65,595	47.9%	15,628	40.7%	23.8%
Institution-type					
Universities	71,848	52.4%	18,740	48.8%	26.1%
Institutes of Technology	55,550	40.5%	17,083	44.5%	30.8%
Other institutions	9,627	7.0%	2,548	6.6%	26.5%
Mode of Study					
Full-time	106,800	77.9%	33,750	88.0%	31.6%
Part-time / remote	30,225	22.1%	4,621	12.0%	15.3%
Field of Study					
Generic Programmes & Qualifications	463	0.3%	71	0.2%	15.3%
Education	9,682	7.1%	2,507	6.5%	25.9%
Arts & Humanities	20,130	14.7%	6,187	16.1%	30.7%
Social Sciences, Journalism & Information	7,990	5.8%	2,111	5.5%	26.4%
Business, Administration & Law	30,641	22.4%	8,438	22.0%	27.5%
Natural Sciences, Mathematics & Statistics	11,514	8.4%	3,824	10.0%	33.2%
Information & Communication Technologies	11,154	8.1%	3,036	7.9%	27.2%
Engineering, Manufacturing & Construction	14,763	10.8%	4,026	10.5%	27.3%
Agriculture, Forestry, Fisheries & Veterinary	2,106	1.5%	555	1.4%	26.4%
Health & Welfare	22,338	16.3%	5,788	15.1%	25.9%
Services	6,244	4.6%	1,828	4.8%	29.3%
Year/Cohort					
Undergraduate – First Year	56,533	41.3%	18,554	48.4%	32.8%
Undergraduate – Final Year	49,189	35.9%	13,283	34.6%	27.0%
Postgraduate (taught)	31,303	22.8%	6,534	17.0%	20.9%

2.3
RESPONSES TO INDIVIDUAL QUESTIONS

Most individual questions relate to a specific engagement indicator. The scores for each indicator are calculated from responses to multiple questions that contribute to that indicator. Percentage responses to each question are presented in the following section and are grouped under the relevant indicator title. These responses represent all respondents nationally, regardless of institution-type. This report also includes responses to questions that do not contribute to specific indicators but are included in the survey because of their value. These are presented in section 2.3.10

2.3.1
QUESTIONS RELATING TO HIGHER ORDER LEARNING

These questions explore the extent to which students' work emphasises challenging cognitive tasks such as application, analysis, judgement, and synthesis.

Question and percentage response *During the current academic year, how much has your coursework emphasised...*		All Students	Undergraduate - First Year	Undergraduate - Final Year	PG Taught
Applying facts, theories, or methods to practical problems or new situations	Very little	6.0%	6.6%	6.5%	3.7%
	Some	25.5%	27.6%	26.0%	18.9%
	Quite a bit	42.4%	42.1%	41.7%	44.3%
	Very much	26.1%	23.7%	25.8%	33.0%
Analysing an idea, experience, or line of reasoning in depth by examining its parts	Very little	7.5%	8.8%	7.5%	3.8%
	Some	29.6%	32.7%	30.3%	19.8%
	Quite a bit	39.6%	38.9%	39.1%	42.3%
	Very much	23.4%	19.6%	23.1%	34.1%
Evaluating a point of view, decision, or information source	Very little	7.8%	8.8%	8.3%	4.2%
	Some	29.1%	32.6%	28.7%	20.4%
	Quite a bit	40.3%	39.7%	40.1%	42.5%
	Very much	22.8%	18.9%	22.9%	33.0%
Forming an understanding or new idea from various pieces of information	Very little	5.5%	6.1%	5.9%	3.2%
	Some	26.5%	29.3%	27.0%	18.0%
	Quite a bit	42.0%	42.0%	41.8%	42.3%
	Very much	26.0%	22.6%	25.4%	36.4%

2.3.2
QUESTIONS RELATING TO
REFLECTIVE AND INTEGRATIVE LEARNING

These questions explore the extent to which students relate their own understanding and experiences to the learning content being used.

Question and percentage response *During the current academic year, about how often have you...*		All Students	Undergraduate - First Year	Undergraduate - Final Year	PG Taught
Combined ideas from different subjects / modules when completing assignments	Never	5.8%	7.6%	4.5%	3.2%
	Sometimes	37.6%	41.7%	35.7%	29.7%
	Often	39.2%	37.1%	40.2%	43.0%
	Very often	17.5%	13.6%	19.7%	24.1%
Connected your learning to problems or issues in society	Never	17.8%	21.4%	16.7%	9.7%
	Sometimes	40.6%	43.2%	40.6%	33.0%
	Often	28.8%	25.8%	29.6%	35.4%
	Very often	12.9%	9.6%	13.0%	21.9%
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in discussions or assignments	Never	33.8%	37.0%	33.4%	25.9%
	Sometimes	37.1%	38.0%	36.8%	35.3%
	Often	20.2%	18.3%	20.5%	25.1%
	Very often	8.8%	6.7%	9.3%	13.7%
Examined the strengths and weaknesses of your own views on a topic or issue	Never	11.1%	13.4%	10.9%	4.9%
	Sometimes	41.3%	43.7%	41.7%	33.8%
	Often	35.8%	33.4%	35.5%	43.5%
	Very often	11.8%	9.5%	11.9%	17.8%
Tried to better understand someone else's views by imagining how an issue looks from their perspective	Never	7.9%	9.4%	7.2%	4.7%
	Sometimes	39.6%	41.4%	39.5%	34.8%
	Often	37.3%	35.7%	37.3%	41.5%
	Very often	15.2%	13.4%	15.9%	19.0%
Learned something that changed the way you understand an issue or concept?	Never	3.5%	4.1%	3.5%	1.8%
	Sometimes	35.4%	36.9%	37.0%	28.0%
	Often	43.8%	43.3%	43.1%	46.6%
	Very often	17.3%	15.7%	16.4%	23.6%
Connected ideas from your subjects / modules to your prior experiences and knowledge	Never	3.3%	4.1%	3.3%	1.4%
	Sometimes	31.4%	35.1%	31.9%	19.5%
	Often	42.7%	41.7%	43.6%	43.5%
	Very often	22.6%	19.0%	21.2%	35.6%

2.3.3
QUESTIONS RELATING TO
QUANTITATIVE REASONING

These questions explore students' opportunities to develop their skills to reason quantitatively – to evaluate, support or critique arguments using numerical and statistical information.

Question and percentage response *During the current academic year,* *about how often have you...*		All Students	Undergraduate - First Year	Undergraduate - Final Year	PG Taught
Reached conclusions based on your analysis of numerical information (numbers, graphs, statistics, etc.)	Never	26.1%	29.0%	23.8%	22.8%
	Sometimes	40.8%	41.6%	39.2%	41.6%
	Often	24.1%	22.3%	26.0%	24.9%
	Very often	9.1%	7.1%	11.0%	10.8%
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never	37.9%	41.6%	35.6%	32.4%
	Sometimes	38.1%	37.6%	38.6%	38.6%
	Often	17.7%	15.9%	18.9%	20.6%
	Very often	6.2%	4.9%	6.9%	8.4%
Evaluated what others have concluded from numerical information	Never	37.1%	39.9%	35.0%	33.3%
	Sometimes	42.6%	43.0%	42.3%	42.4%
	Often	16.5%	14.3%	18.0%	19.4%
	Very often	3.8%	2.8%	4.7%	4.9%

2.3.4
QUESTIONS RELATING TO
LEARNING STRATEGIES

These questions explore the extent to which students actively engage with, and analyse, course material rather than approaching learning passively.

Question and percentage response *During the current academic year, about how often have you...*		All Students	Undergraduate - First Year	Undergraduate - Final Year	PG Taught
Identified key information from recommended reading materials	Never	9.6%	12.5%	8.8%	3.1%
	Sometimes	39.9%	43.8%	40.3%	28.4%
	Often	36.8%	33.2%	37.3%	45.6%
	Very often	13.7%	10.5%	13.5%	23.0%
Reviewed your notes after class	Never	8.3%	7.4%	10.6%	6.4%
	Sometimes	41.6%	42.0%	43.3%	37.0%
	Often	34.8%	34.8%	32.7%	39.2%
	Very often	15.3%	15.8%	13.4%	17.3%
Summarised what you learned in class or from course materials	Never	9.2%	9.3%	9.9%	7.3%
	Sometimes	42.4%	43.1%	42.6%	39.9%
	Often	35.7%	35.0%	35.3%	38.4%
	Very often	12.8%	12.6%	12.2%	14.4%

2.3.5
QUESTIONS RELATING TO
COLLABORATIVE LEARNING

These questions explore the extent to which students collaborate with peers to solve problems or to master difficult material, thereby deepening their understanding.

Question and percentage response *During the current academic year,* *about how often have you...*		All Students	Undergraduate - First Year	Undergraduate - Final Year	PG Taught
Asked another student to help you understand course material	Never	10.9%	10.6%	9.6%	14.6%
	Sometimes	47.1%	46.7%	45.3%	52.1%
	Often	29.5%	30.6%	30.6%	24.1%
	Very often	12.5%	12.1%	14.5%	9.3%
Explained course material to one or more students	Never	6.9%	7.2%	6.4%	7.4%
	Sometimes	45.5%	47.2%	41.9%	48.0%
	Often	33.4%	33.3%	34.6%	31.1%
	Very often	14.3%	12.4%	17.2%	13.6%
Prepared for exams by discussing or working through course material with other students	Never	16.2%	17.6%	12.6%	19.8%
	Sometimes	36.2%	38.8%	33.4%	34.2%
	Often	30.4%	29.8%	31.7%	29.7%
	Very often	17.2%	13.9%	22.3%	16.3%
Worked with other students on projects or assignments	Never	9.9%	9.7%	8.7%	12.7%
	Sometimes	33.2%	36.9%	29.5%	30.2%
	Often	33.2%	34.7%	33.2%	28.7%
	Very often	23.8%	18.7%	28.6%	28.4%

2.3.6
QUESTIONS RELATING TO
STUDENT-FACULTY INTERACTION

These questions explore the extent to which students interact with academic staff. Interactions with academic staff can positively influence cognitive growth, development and persistence of students.

Question and percentage response *During the current academic year, about how often have you...*		All Students	Undergraduate - First Year	Undergraduate - Final Year	PG Taught
Talked about career plans with academic staff	Never	50.4%	59.3%	40.9%	44.6%
	Sometimes	33.3%	28.4%	38.4%	36.7%
	Often	12.2%	9.4%	15.5%	13.4%
	Very often	4.1%	2.8%	5.3%	5.3%
Worked with academic staff on activities other than coursework (committees, student groups, etc.)	Never	67.1%	71.0%	63.0%	64.4%
	Sometimes	22.4%	20.3%	24.6%	23.7%
	Often	8.2%	6.8%	9.5%	9.1%
	Very often	2.4%	2.0%	2.8%	2.7%
Discussed course topics, ideas, or concepts with academic staff outside of class	Never	42.5%	50.8%	37.0%	30.5%
	Sometimes	38.4%	34.2%	41.2%	44.8%
	Often	14.6%	11.6%	16.7%	18.7%
	Very often	4.4%	3.3%	5.1%	6.1%
Discussed your performance with academic staff	Never	38.4%	45.2%	32.5%	31.4%
	Sometimes	43.1%	39.8%	45.7%	47.2%
	Often	14.7%	12.0%	17.3%	17.0%
	Very often	3.8%	3.0%	4.5%	4.4%

2.3.7
QUESTIONS RELATING TO
EFFECTIVE TEACHING PRACTICES

These questions explore the extent to which students experience teaching practices that contribute to promoting comprehension and learning.

Question and percentage response *During the current academic year, to what extent have lecturers / teaching staff...*		All Students	Undergraduate - First Year	Undergraduate - Final Year	PG Taught
Clearly explained course goals and requirements	Very little	5.6%	5.6%	6.1%	4.6%
	Some	25.1%	25.3%	27.3%	20.4%
	Quite a bit	42.4%	42.8%	42.7%	40.8%
	Very much	26.9%	26.3%	24.0%	34.2%
Taught in an organised way	Very little	4.5%	3.6%	5.9%	4.2%
	Some	26.3%	25.5%	29.1%	23.1%
	Quite a bit	43.4%	44.6%	43.5%	40.0%
	Very much	25.7%	26.3%	21.5%	32.8%
Used examples or illustrations to explain difficult points	Very little	4.0%	3.5%	5.0%	3.4%
	Some	22.8%	22.4%	25.0%	19.3%
	Quite a bit	41.2%	41.1%	42.0%	39.8%
	Very much	32.0%	33.0%	28.0%	37.4%
Provided feedback on a draft or work in progress	Very little	20.9%	21.6%	20.6%	19.3%
	Some	33.0%	34.1%	33.1%	29.8%
	Quite a bit	28.6%	28.2%	29.4%	28.2%
	Very much	17.5%	16.1%	16.9%	22.7%
Provided prompt and detailed feedback on tests or completed assignments	Very little	21.0%	20.2%	23.0%	19.0%
	Some	33.2%	33.7%	33.9%	30.2%
	Quite a bit	28.4%	28.8%	28.0%	28.3%
	Very much	17.5%	17.3%	15.2%	22.4%

2.3.8
QUESTIONS RELATING TO
QUALITY OF INTERACTIONS

These questions explore student experiences of supportive relationships with a range of other people and roles on campus, thereby contributing to students' ability to find assistance when needed and to learn from and with those around them. Not applicable is available as a response option. 'Not applicable' responses have been removed from these results.

Question and percentage response *At your institution, please indicate the quality of interactions with...*		All Students	Undergraduate - First Year	Undergraduate - Final Year	PG Taught
Students	Poor	2.0%	1.7%	2.5%	1.8%
	2	2.2%	1.9%	2.6%	2.2%
	3	5.3%	5.0%	5.9%	4.8%
	4	11.6%	11.5%	12.2%	10.9%
	5	20.0%	20.9%	19.6%	17.9%
	6	22.8%	23.2%	21.9%	23.4%
	Excellent	36.1%	35.7%	35.3%	38.9%
Academic advisors	Poor	5.7%	5.1%	7.1%	4.3%
	2	6.8%	7.0%	7.4%	4.8%
	3	11.9%	13.2%	12.3%	7.8%
	4	17.8%	19.0%	18.0%	13.9%
	5	21.4%	21.7%	21.8%	19.9%
	6	17.6%	16.8%	16.8%	21.6%
	Excellent	18.8%	17.2%	16.6%	27.9%
Academic staff	Poor	3.3%	3.1%	3.9%	2.8%
	2	4.8%	4.9%	5.4%	3.1%
	3	9.8%	10.7%	10.3%	6.5%
	4	16.1%	17.4%	16.3%	12.5%
	5	22.5%	22.8%	22.9%	20.9%
	6	20.9%	20.2%	20.6%	23.4%
	Excellent	22.6%	20.9%	20.7%	30.8%

Question and percentage response *At your institution, please indicate the quality of interactions with...*		All Students	Undergraduate - First Year	Undergraduate - Final Year	PG Taught
Support services staff (career services, student activities, accommodation, etc.)	Poor	7.5%	6.2%	9.1%	7.2%
	2	7.6%	6.9%	8.8%	6.6%
	3	11.5%	10.9%	13.0%	9.6%
	4	17.1%	16.9%	18.1%	15.7%
	5	19.5%	20.3%	18.9%	18.5%
	6	17.7%	18.5%	15.9%	19.6%
	Excellent	19.2%	20.2%	16.2%	22.8%
Other administrative staff and offices (registry, finance, etc.)	Poor	7.2%	6.1%	9.1%	6.0%
	2	8.0%	7.6%	9.4%	6.3%
	3	11.4%	11.2%	12.5%	9.7%
	4	17.2%	17.9%	17.4%	14.8%
	5	19.9%	20.6%	19.7%	18.6%
	6	17.2%	17.4%	15.4%	20.3%
	Excellent	19.1%	19.1%	16.6%	24.3%

2.3.9
QUESTIONS RELATING TO
SUPPORTIVE ENVIRONMENT

These questions explore students' perceptions of how much an institution emphasises services and activities that support their learning and development.

Question and percentage response *How much does your institution emphasise...*		All Students	Undergraduate - First Year	Undergraduate - Final Year	PG Taught
Providing support to help students succeed academically	Very little	8.6%	6.8%	10.7%	9.1%
	Some	32.4%	29.1%	36.9%	32.3%
	Quite a bit	38.5%	40.0%	36.7%	38.3%
	Very much	20.5%	24.2%	15.7%	20.3%

Question and percentage response *How much does your institution emphasise...*		All Students	Undergraduate - First Year	Undergraduate - Final Year	PG Taught
Using learning support services (learning centre, computer centre, maths support, writing support etc.)	Very little	14.6%	12.2%	17.3%	15.8%
	Some	28.7%	25.3%	32.1%	31.0%
	Quite a bit	34.3%	35.1%	33.4%	34.2%
	Very much	22.3%	27.4%	17.2%	18.9%
Contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	Very little	22.8%	19.5%	27.1%	23.3%
	Some	34.2%	34.0%	35.4%	32.6%
	Quite a bit	27.8%	29.3%	25.7%	28.1%
	Very much	15.1%	17.2%	11.8%	16.0%
Providing opportunities to be involved socially	Very little	14.9%	11.4%	17.2%	19.9%
	Some	31.1%	28.0%	33.5%	34.4%
	Quite a bit	34.4%	36.4%	33.6%	30.7%
	Very much	19.6%	24.2%	15.7%	15.1%
Providing support for your overall well-being (recreation, health care, counselling, etc.)	Very little	14.7%	11.2%	17.3%	19.1%
	Some	31.6%	28.6%	33.9%	34.8%
	Quite a bit	33.6%	35.3%	32.9%	30.5%
	Very much	20.1%	24.8%	15.9%	15.6%
Helping you manage your non-academic responsibilities (work, family, etc.)	Very little	37.7%	32.4%	43.6%	40.5%
	Some	34.5%	36.1%	32.5%	34.1%
	Quite a bit	19.8%	22.2%	17.8%	17.3%
	Very much	8.0%	9.3%	6.2%	8.1%
Attending campus activities and events (special speakers, cultural performances, sporting events, etc.)	Very little	18.5%	16.2%	20.6%	20.5%
	Some	34.4%	32.0%	36.9%	36.2%
	Quite a bit	31.9%	33.7%	30.7%	29.3%
	Very much	15.2%	18.1%	11.8%	14.0%
Attending events that address important social, economic, or political issues	Very little	25.9%	22.6%	29.7%	27.1%
	Some	36.5%	35.3%	38.1%	36.6%
	Quite a bit	25.9%	28.4%	23.1%	25.0%
	Very much	11.6%	13.7%	9.0%	11.3%

2.3.10
QUESTIONS NOT RELATING TO INDICATORS

These questions do not contribute to specific indicators but are included in the survey because of the value of student responses to each individual item.

Question and percentage response *(Different question stems are used to prefix these items)*		All Students	Undergraduate - First Year	Undergraduate - Final Year	PG Taught
During the current academic year, about how often have you...	Never	8.3%	10.4%	7.9%	3.0%
	Sometimes	42.1%	46.7%	41.9%	29.2%
Asked questions or contributed to discussions in class, tutorials, labs or online	Often	30.5%	28.4%	30.4%	36.6%
	Very often	19.2%	14.6%	19.7%	31.2%
During the current academic year, about how often have you...	Never	30.4%	31.3%	27.3%	34.4%
	Sometimes	49.1%	48.7%	48.9%	50.8%
Come to class without completing readings or assignments	Often	14.4%	14.0%	16.7%	10.7%
	Very often	6.0%	5.9%	7.1%	4.1%
During the current academic year, about how often have you...	Never	18.5%	23.3%	13.3%	15.5%
	Sometimes	45.1%	48.6%	42.5%	40.5%
Made a presentation in class or online	Often	24.3%	20.6%	28.1%	27.1%
	Very often	12.0%	7.4%	16.1%	16.9%
During the current academic year, about how often have you...	Never	5.8%	7.4%	4.8%	3.3%
	Sometimes	30.3%	33.4%	30.2%	21.5%
Improved knowledge and skills that will contribute to your employability	Often	41.5%	39.9%	42.6%	44.0%
	Very often	22.4%	19.3%	22.4%	31.2%
During the current academic year, about how often have you...	Never	19.3%	25.3%	15.8%	9.6%
	Sometimes	35.8%	37.0%	37.1%	29.8%
Explored how to apply your learning in the workplace	Often	29.8%	25.9%	31.3%	37.5%
	Very often	15.1%	11.7%	15.7%	23.1%
During the current academic year, about how often have you...	Never	30.1%	29.4%	29.4%	33.3%
	Sometimes	29.6%	28.9%	30.5%	29.8%
Exercised or participated in physical fitness activities	Often	20.2%	20.6%	20.0%	19.7%
	Very often	20.1%	21.1%	20.1%	17.2%
During the current academic year, about how often have you...	Never	27.8%	36.9%	21.4%	15.3%
	Sometimes	31.7%	32.1%	33.2%	27.6%
Blended academic learning with workplace experience	Often	25.3%	20.5%	28.8%	31.8%
	Very often	15.2%	10.5%	16.6%	25.3%

Question and percentage response *(Different question stems are used to prefix these items)*		All Students	Undergraduate - First Year	Undergraduate - Final Year	PG Taught
During the current academic year, about how often have you... Worked on assessments that informed you how well you are learning	Never	22.2%	21.4%	25.8%	17.3%
	Sometimes	43.1%	44.4%	42.9%	39.9%
	Often	27.2%	26.9%	25.0%	32.3%
	Very often	7.5%	7.3%	6.3%	10.6%
During the current academic year, how much has your coursework emphasised... Memorising course material	Very little	15.0%	11.5%	11.8%	30.6%
	Some	34.0%	35.6%	30.5%	36.5%
	Quite a bit	34.5%	36.9%	36.8%	23.4%
	Very much	16.5%	15.9%	20.9%	9.5%
Which of the following have you done or do you plan to do before you graduate from your institution... Work with academic staff on a research project	Have not decided	32.8%	44.5%	23.1%	20.7%
	Do not plan to do	24.0%	18.0%	32.6%	23.1%
	Plan to do	27.2%	34.3%	15.7%	31.3%
	Done or in progress	16.0%	3.3%	28.7%	25.0%
Which of the following have you done or do you plan to do before you graduate from your institution... Community service or volunteer work	Have not decided	26.7%	28.7%	24.9%	24.7%
	Do not plan to do	26.1%	16.1%	34.5%	36.2%
	Plan to do	29.2%	40.4%	18.5%	20.7%
	Done or in progress	18.0%	14.9%	22.1%	18.4%
How much does your institution emphasise... Spending significant amounts of time studying and on academic work	Very little	4.4%	5.3%	4.0%	2.9%
	Some	25.6%	28.9%	23.5%	20.7%
	Quite a bit	46.3%	46.3%	45.8%	47.7%
	Very much	23.7%	19.5%	26.7%	28.8%
How much has your experience at this institution contributed to your knowledge, skills and personal development in the following areas... Writing clearly and effectively	Very little	12.9%	16.0%	10.7%	8.9%
	Some	31.0%	35.3%	27.4%	26.4%
	Quite a bit	37.1%	34.6%	39.3%	39.5%
	Very much	19.1%	14.1%	22.6%	25.2%
How much has your experience at this institution contributed to your knowledge, skills and personal development in the following areas... Speaking clearly and effectively	Very little	14.1%	16.3%	11.9%	12.9%
	Some	30.8%	34.0%	27.6%	28.6%
	Quite a bit	36.6%	34.5%	39.3%	36.5%
	Very much	18.5%	15.1%	21.3%	22.0%
How much has your experience at this institution contributed to your knowledge, skills and personal development in the following areas... Thinking critically and analytically	Very little	4.2%	4.9%	3.6%	3.8%
	Some	21.7%	25.3%	18.7%	18.1%
	Quite a bit	42.2%	43.3%	42.1%	39.6%
	Very much	31.9%	26.6%	35.6%	38.6%

Question and percentage response *(Different question stems are used to prefix these items)*		All Students	Undergraduate - First Year	Undergraduate - Final Year	PG Taught
How much has your experience at this institution contributed to your knowledge, skills and personal development in the following areas...	Very little	21.2%	22.4%	19.4%	21.4%
	Some	31.2%	32.8%	29.0%	31.5%
	Quite a bit	29.5%	29.1%	30.8%	28.0%
Analysing numerical and statistical information	Very much	18.1%	15.6%	20.8%	19.2%
How much has your experience at this institution contributed to your knowledge, skills and personal development in the following areas...	Very little	12.3%	14.6%	10.9%	8.9%
	Some	29.1%	31.6%	27.9%	24.8%
	Quite a bit	34.7%	33.2%	36.0%	35.9%
Acquiring job- or work-related knowledge and skills	Very much	23.9%	20.6%	25.2%	30.4%
How much has your experience at this institution contributed to your knowledge, skills and personal development in the following areas...	Very little	6.9%	6.9%	5.9%	9.0%
	Some	24.5%	25.9%	22.7%	24.4%
	Quite a bit	40.3%	40.3%	41.6%	37.5%
Working effectively with others	Very much	28.3%	26.9%	29.8%	29.1%
How much has your experience at this institution contributed to your knowledge, skills and personal development in the following areas...	Very little	16.4%	18.6%	15.2%	13.0%
	Some	33.5%	35.3%	32.4%	30.8%
	Quite a bit	32.5%	30.7%	34.0%	34.2%
Solving complex real-world problems	Very much	17.6%	15.4%	18.4%	22.0%
How much has your experience at this institution contributed to your knowledge, skills and personal development in the following areas...	Very little	22.9%	23.4%	23.1%	20.9%
	Some	34.5%	36.4%	33.4%	31.7%
	Quite a bit	27.2%	26.0%	27.8%	29.3%
Being an informed and active citizen (societal / political / community)	Very much	15.4%	14.1%	15.7%	18.0%
How would you evaluate your entire educational experience at this institution?	Poor	3.1%	2.2%	4.3%	3.3%
	Fair	15.2%	13.5%	18.1%	13.9%
	Good	50.7%	52.1%	50.4%	47.5%
	Excellent	31.0%	32.2%	27.2%	35.3%
If you could start over again, would you go to the same institution you are now attending?	Definitely no	3.5%	2.0%	5.5%	3.5%
	Probably no	11.5%	9.9%	14.6%	9.7%
	Probably yes	42.5%	42.1%	43.7%	41.3%
	Definitely yes	42.4%	46.0%	36.2%	45.5%

CHAPTER 3
ENGAGEMENT INDICATORS AT NATIONAL LEVEL

3.1
INTRODUCTION

Having provided detail of responses to individual questions in the previous chapter, this chapter presents an analysis of indicators from a variety of perspectives, including by:

- Year/cohort

- Institution-type

- Mode of study

- Programme-type

- Field of study

- Gender

- Age group

- Country of domicile

Data generated by the original and revised ISSE surveys have been tested for reliability and validity. Results of this testing are published on **www.studentsurvey.ie**. In addition, 2018 results presented in this and the following chapters have been tested for statistical significance and the commentary that accompanies each chart refers only to those differences that can be proven with 95% confidence or greater i.e. statistically significant (p<0.05)[3].

NOTES FOR INTERPRETING THE DATA

Indicator scores provide signposts to the experiences of students. These are NOT percentages.

Please refer to notes for interpreting the data on pages 8-9

Compare scores WITHIN each Indicator and NOT between Indicators

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[3] A single asterisk (*) identifies pairs of scores where the difference is not statistically significant. These are present in charts with two or three bars. Asterisks are not shown for charts with a large number of bars (for example, 3.5 and 3.6) due to the amount of additional detail necessary to illustrate every possible set of pairs. Text commentary makes reference to pairs of scores where the difference is not statistically significant (p>0.05)

3.2
YEAR/COHORT

Indicator scores provide signposts to the experiences of students. These are NOT percentages.
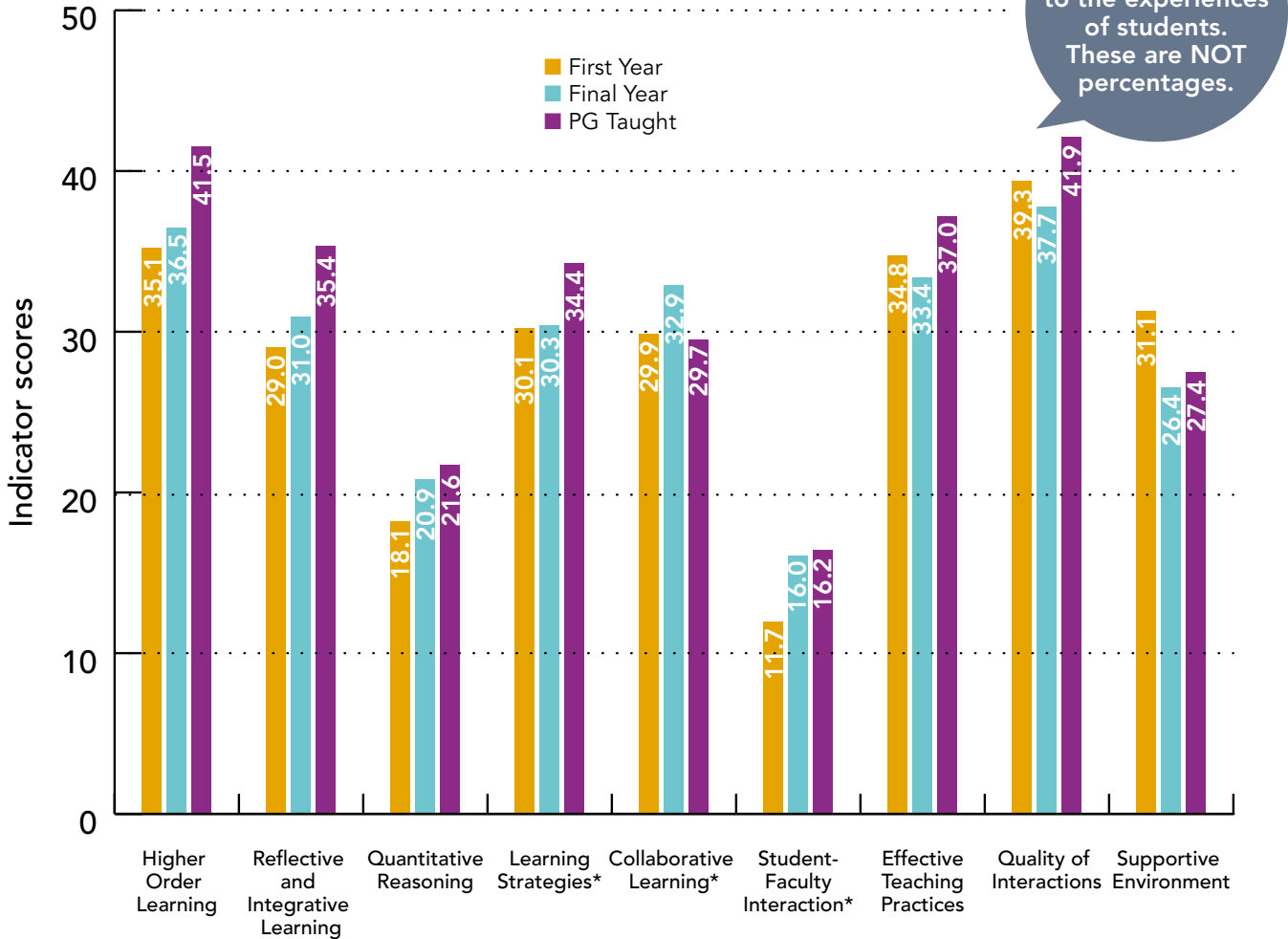
Figure 3.2 presents indicator scores for all participating students from each year of study. It illustrates that students' reported experiences of *Higher Order Learning*, *Reflective and Integrative Learning*, and *Quantitative Reasoning* are lowest for first year and highest for postgraduate taught students. The scores for *Learning Strategies* are significantly higher for students on postgraduate taught programmes compared to both undergraduate cohorts, whereas the *Collaborative Learning* score is highest for final year students.

Indicator scores for final year students are lower than for other cohorts for each of the indicators, *Effective Teaching Practices, Quality of Interactions* and *Supportive*

Environment. Further exploration may be warranted to investigate the extent to which these results reflect a particular focus for these students mid-way through the final year of their studies, or whether this cohort has been relatively unaffected by intensive efforts to enhance the experiences of targeted groups, such as first year students.

The differences in indicator scores are not statistically significant between First Year and Final Year scores for *Learning Strategies*; First Year and PG Taught scores for *Collaborative Learning*; or between Final Year and PG Taught scores for *Student-Faculty Interaction*.

3.3
INSTITUTION-TYPE

Compare scores WITHIN each Indicator and NOT between Indicators

Legend:
- Universities
- Institutes of Technology
- Other Institutions
- All Institutions

Indicator	Universities	Institutes of Technology	Other Institutions	All Institutions
Higher Order Learning	38.1	35.4	36.7	36.7
Reflective and Integrative Learning*	32.1	29.2	31.7	30.8
Quantitative Reasoning	20.1	19.6	17.6	19.7
Learning Strategies*	31.8	29.9	31.4	30.9
Collaborative Learning*	30.2	31.8	30.3	30.9
Student-Faculty Interaction*	12.9	15.2	13.0	14.0
Effective Teaching Practices	34.1	35.5	33.1	34.7
Quality of Interactions	38.7	39.8	38.0	39.2
Supportive Environment	30.3	27.6	26.9	28.8

Figure 3.3 presents indicator scores by institution-type nationally. The institution-types are: Universities, Institutes of Technology and 'Other Institutions'. Participating institutions are listed under these groupings in appendix 3. The results are presented for the full cohort of respondents.

Overall indicator scores for each institution-type are broadly similar and it is worth reiterating the fact that student engagement surveys tend to find greater variation within institutions than between institutions (in Ireland and internationally). Some of the differences presented in this chart may reflect the mission, culture or student population profile for different institutions. For example, the later chart 3.6 illustrates the different experiences of students pursuing different fields of study nationally. The proportion of students pursuing particular

disciplines is one of a number of influencing factors on the results presented here.

Indicator scores for *Higher Order Learning, Quantitative Reasoning* and *Supportive Environment* are higher for Universities than for other institution-types. Scores for *Collaborative Learning, Effective Teaching Practices* and for *Quality of Interactions* are higher for Institutes of Technology than for other institution-types.

The differences in indicator scores between Universities and 'Other Institutions' for *Reflective and Integrative Learning, Learning Strategies, Collaborative Learning* and *Student-Faculty Interaction* are not statistically significant.

3.4
MODE OF STUDY

Compare scores WITHIN each Indicator and NOT between Indicators
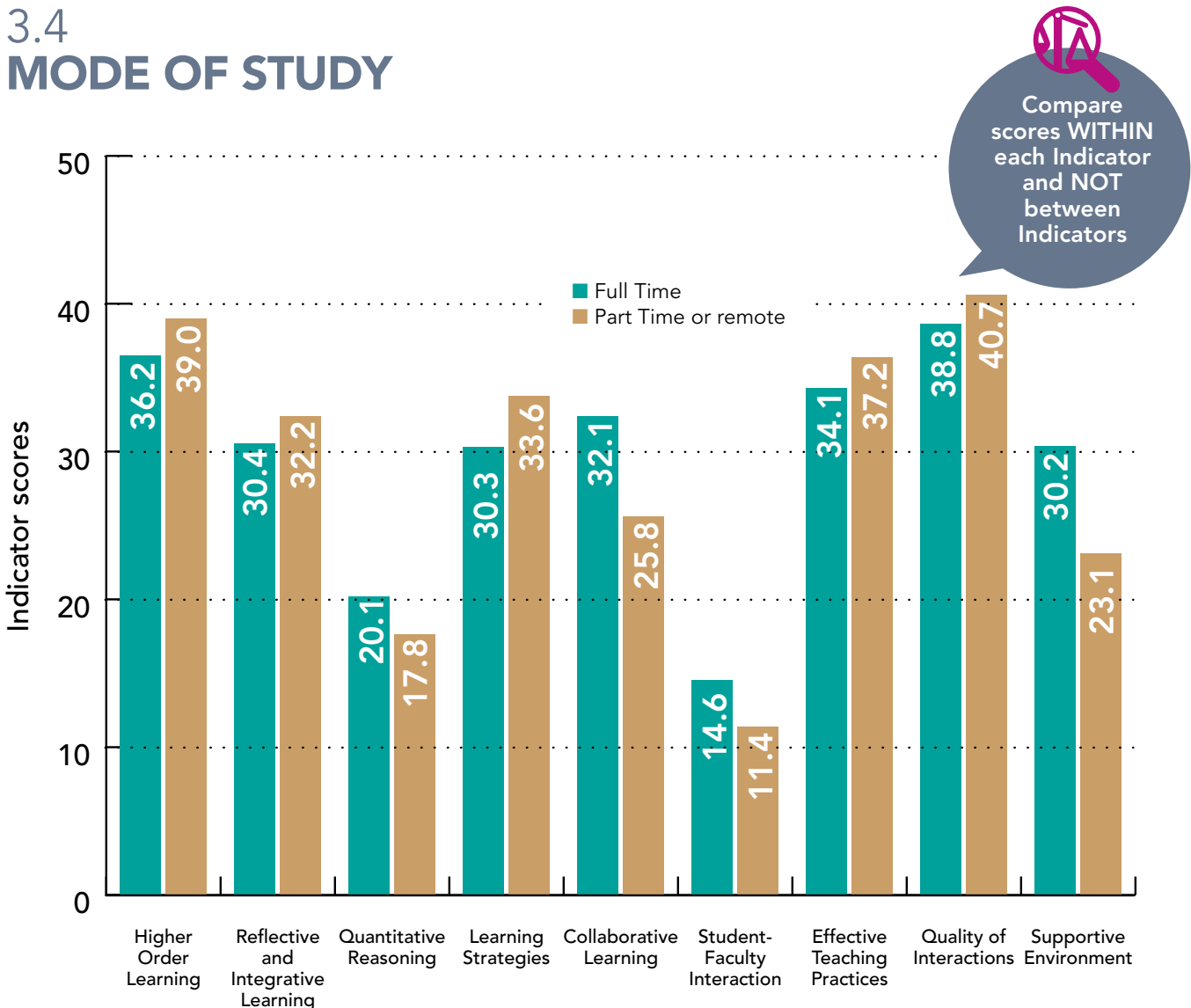
Figure 3.4 presents indicator scores for full-time and part-time / remote students. The chart illustrates that full-time students report more frequent experiences of activities relating to *Quantitative Reasoning, Collaborative Learning, Student-Faculty Interaction* and *Supportive Environment* whereas part-time students report more frequent experiences relating to *Higher Order Learning, Reflective and Integrative Learning, Learning Strategies, Effective Teaching Practices* and *Quality of Interactions.* It is worth noting that there are significantly fewer part-time-remote students than full-time students and that a smaller proportion of this population responded to the survey (15.3% compared to 31.6% full-time). It is also acknowledged that the extent to which part-time students are studying particular fields of study may impact on these results.

3.5
PROGRAMME TYPE

Figure 3.5 chart showing indicator scores by programme type with the following legend:
- Undergraduate Certificate/Diploma
- Undergraduate Ordinary Degree
- Undergraduate Honours Degree
- Graduate Certificate/Diploma
- Masters Taught

Note: Indicator scores provide signposts to the experiences of students. These are NOT percentages.

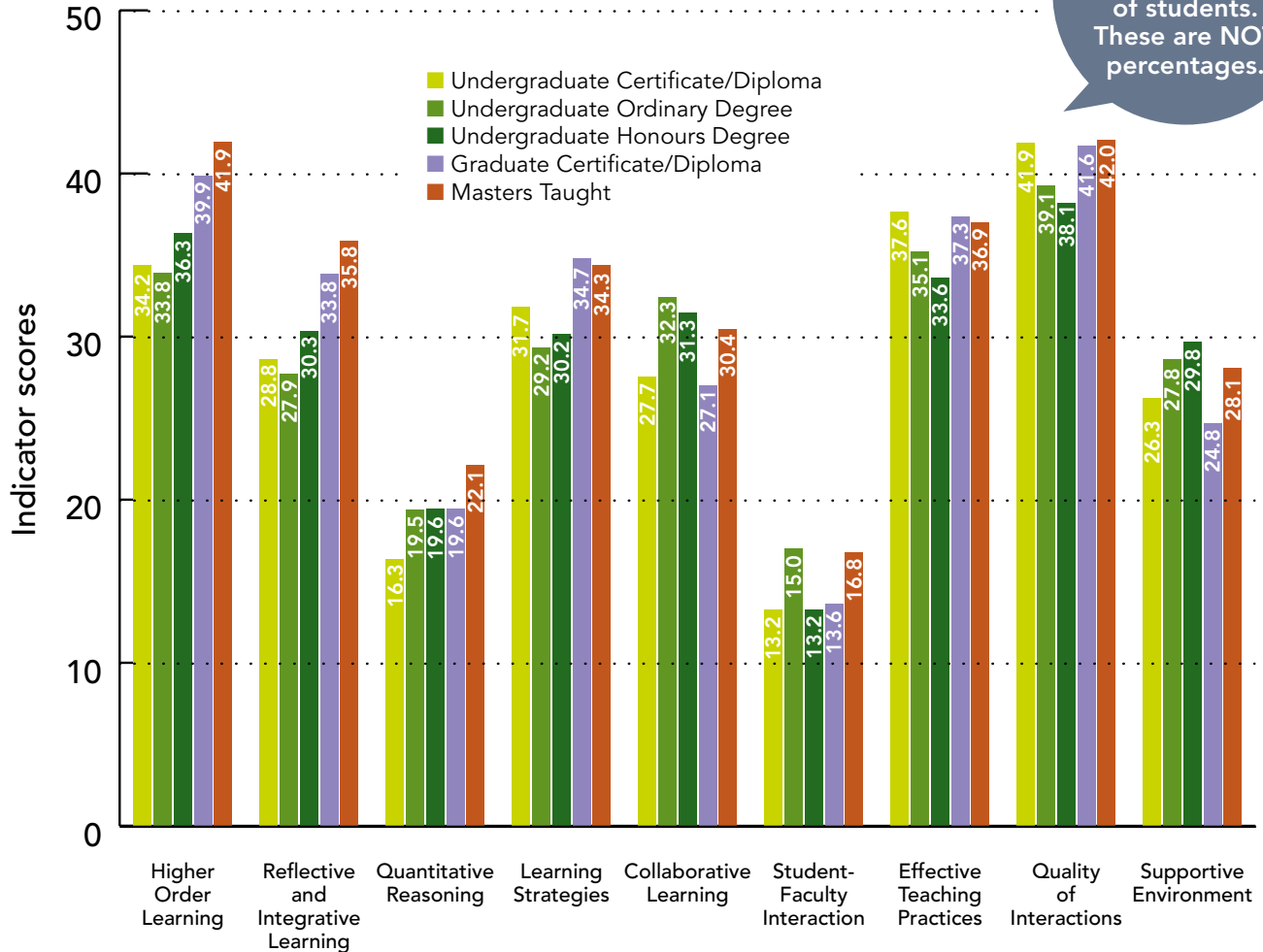| Indicator	UG Cert/Dip	UG Ord Degree	UG Hons Degree	Grad Cert/Dip	Masters Taught
Higher Order Learning	34.2	33.8	36.3	39.9	41.9
Reflective and Integrative Learning	28.8	27.9	30.3	33.8	35.8
Quantitative Reasoning	16.3	19.5	19.6	19.6	22.1
Learning Strategies	31.7	29.2	30.2	34.7	34.3
Collaborative Learning	27.7	32.3	31.3	27.1	30.4
Student-Faculty Interaction	13.2	15.0	13.2	13.6	16.8
Effective Teaching Practices	37.6	35.1	33.6	37.3	36.9
Quality of Interactions	41.9	39.1	38.1	41.6	42.0
Supportive Environment	26.3	27.8	29.8	24.8	28.1

Figure 3.5 presents indicator scores by programme-type (i.e. programmes leading to Higher Certificate, Ordinary Bachelor Degree, Honours Bachelor Degree, Higher Diploma / Postgraduate Diploma, Master's Degree, qualifications at levels 6 to 9 of the National Framework of Qualifications) for all respondents nationally.

This figure illustrates that students pursuing Master's Degrees report the most frequent experiences of activities relating to *Higher Order Learning, Reflective and Integrative Learning*, *Quantitative Reasoning* and *Student-Faculty Interaction*. The highest scores for *Collaborative Learning* are generated by students

studying towards Ordinary and Honours Bachelor Degrees. Differences in scores for *Student-Faculty Interaction* for students on programmes leading to Undergraduate Certificate / Diploma, Undergraduate Honours Degree or Graduate Certificate / Diploma are not statistically significant. Apart from *Reflective and Integrative Learning* where all scores are significant, this is also the case for the two numerically closest scores for each of the other indicators i.e. most visual differences in the chart are statistically significant.

3.6
FIELD OF STUDY
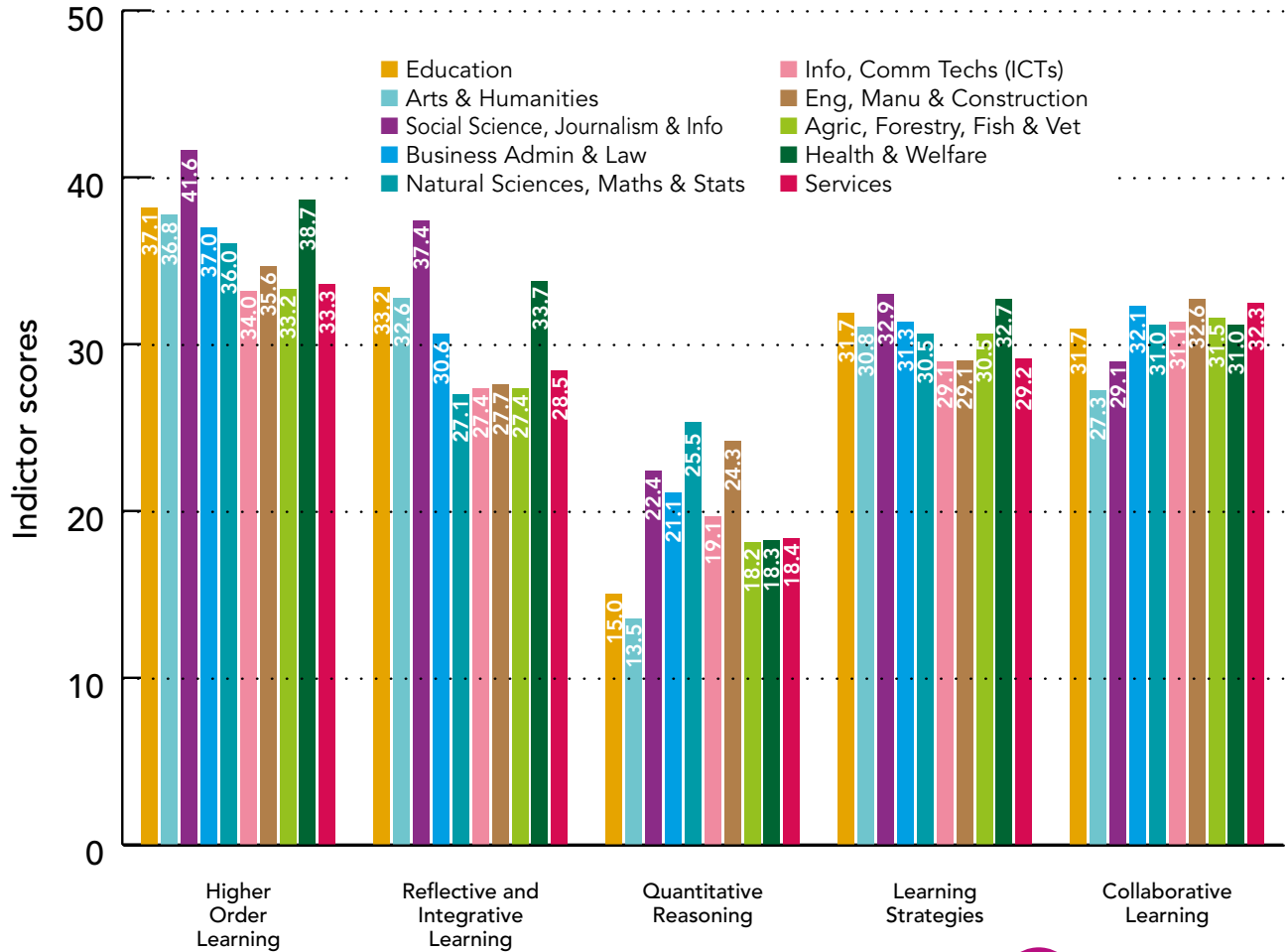
Figure 3.6 presents indicator scores for broad fields of study. The notable differences between scores for different fields of study illustrates the variation which can be expected within an institution offering a range of disciplinary programmes. Students of Social Sciences, Journalism and Information and of Health and Welfare generate the highest indicator scores for *Higher Order Learning, Reflective and Integrative Learning* and for *Learning Strategies*. As might be expected, the highest scores for *Quantitative Reasoning* arise for students of Natural Sciences, Mathematics and Statistics, closely followed by students taking Engineering, Manufacturing & Construction. Arts and Humanities students report the least frequent experience of activities relating to *Collaborative Learning* and to *Quantitative Reasoning*.

Education students report the lowest scores for *Supportive Environment*. As always, it is important to explore responses to individual question items for the indicator as the profile of students studying education may differ from the overall student population.

Legend:
- Education
- Arts & Humanities
- Social Science, Journalism & Info
- Business Admin & Law
- Natural Sciences, Maths & Stats
- Info, Comm Techs (ICTs)
- Eng, Manu & Construction
- Agric, Forestry, Fish & Vet
- Health & Welfare
- Services

Student-Faculty Interaction: 13.4, 14.7, 13.5, 13.4, 12.7, 13.3, 14.5, 14.4, 14.1, 17.4

Effective Teaching Practices: 33.6, 35.4, 36.5, 34.4, 33.2, 34.0, 34.7, 34.6, 35.1, 36.3

Quality of Interactions: 37.3, 39.5, 39.5, 38.6, 38.0, 40.5, 39.3, 40.0, 39.7, 39.9

Supportive Environment: 25.7, 30.8, 30.7, 28.9, 29.7, 27.7, 27.3, 29.0, 29.1, 28.5

Compare scores WITHIN each Indicator and NOT between Indicators

3.7
STUDENT CHARACTERISTICS

The final section of this chapter presents scores for each engagement indicator according to the following selected student characteristics:

- ■ Gender

- ■ Age group

- ■ Country of domicile

The variation in results presented in the two previous charts demonstrate different experiences depending on the programme being taken and the discipline being studied. Readers should be aware of likely correlations with the following results. These potential inter-relationships were explored in more detail in the 2016 national report and are not replicated here. However, particular modes of study or gender may be over- or under-represented in specific fields of study. Results for certain indicators such as *Quantitative Reasoning* may reflect expected gender balances for particular fields of study. Similarly, some of the differences reported by different age groups may relate to the programme-type most frequently being pursued.

3.7.1 Gender

Indicator scores provide signposts to the experiences of students. These are NOT percentages.
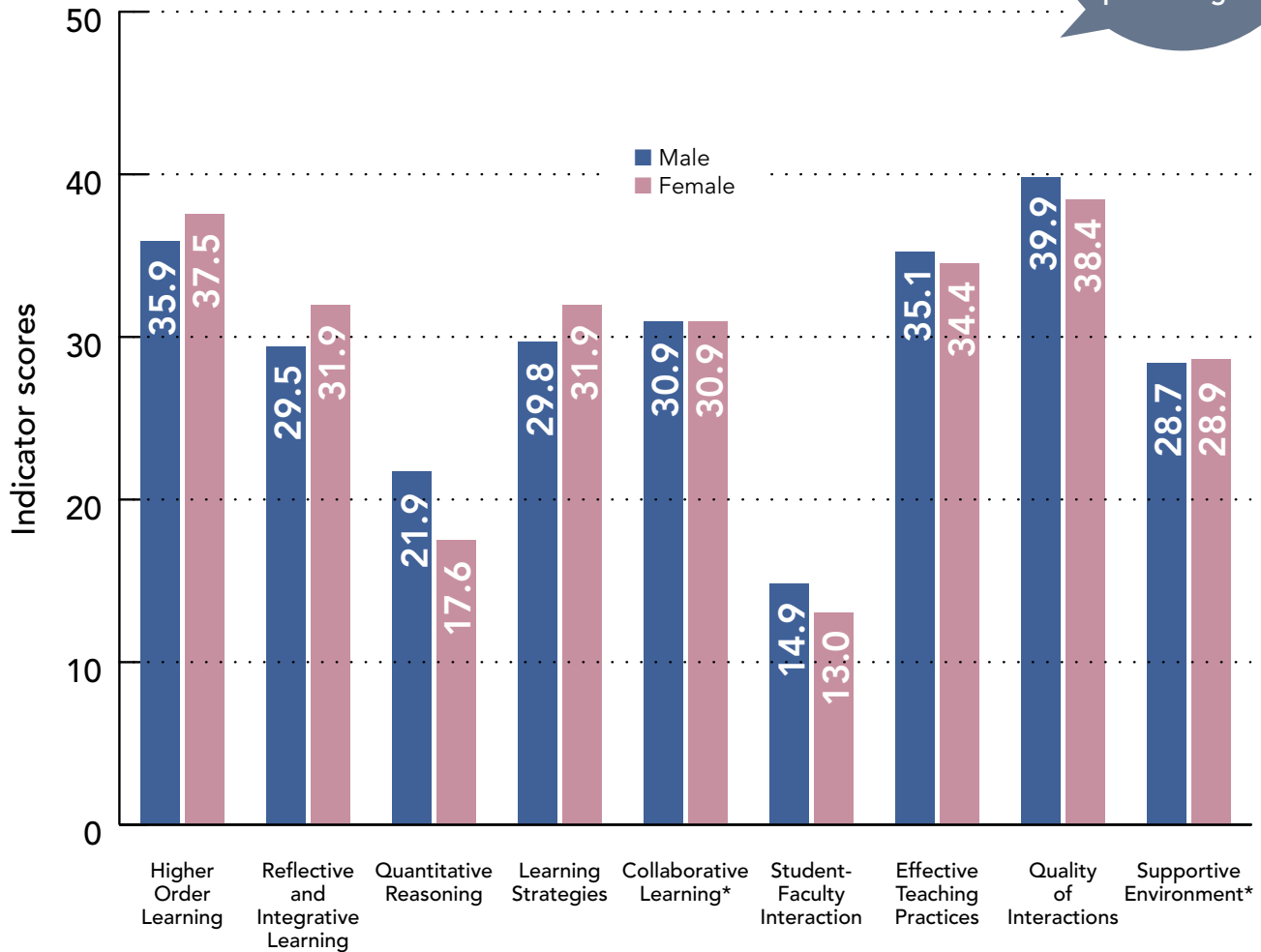
Figure 3.7.1 presents scores for engagement indicators by gender. It illustrates that scores for most indicators are broadly similar for male and female students and that there is no statistically significant difference for *Collaborative Learning* and for *Supportive Environment*. Indicator scores for female students are higher than those for male students for *Higher Order Learning*, *Reflective and Integrative Learning* and *Learning Strategies*. Indicator scores for male students are higher for *Quantitative Reasoning*, *Student-Faculty Interaction* and for *Quality of Interactions*.

3.7.2 Age group

Indicator scores provide signposts to the experiences of students. These are NOT percentages.
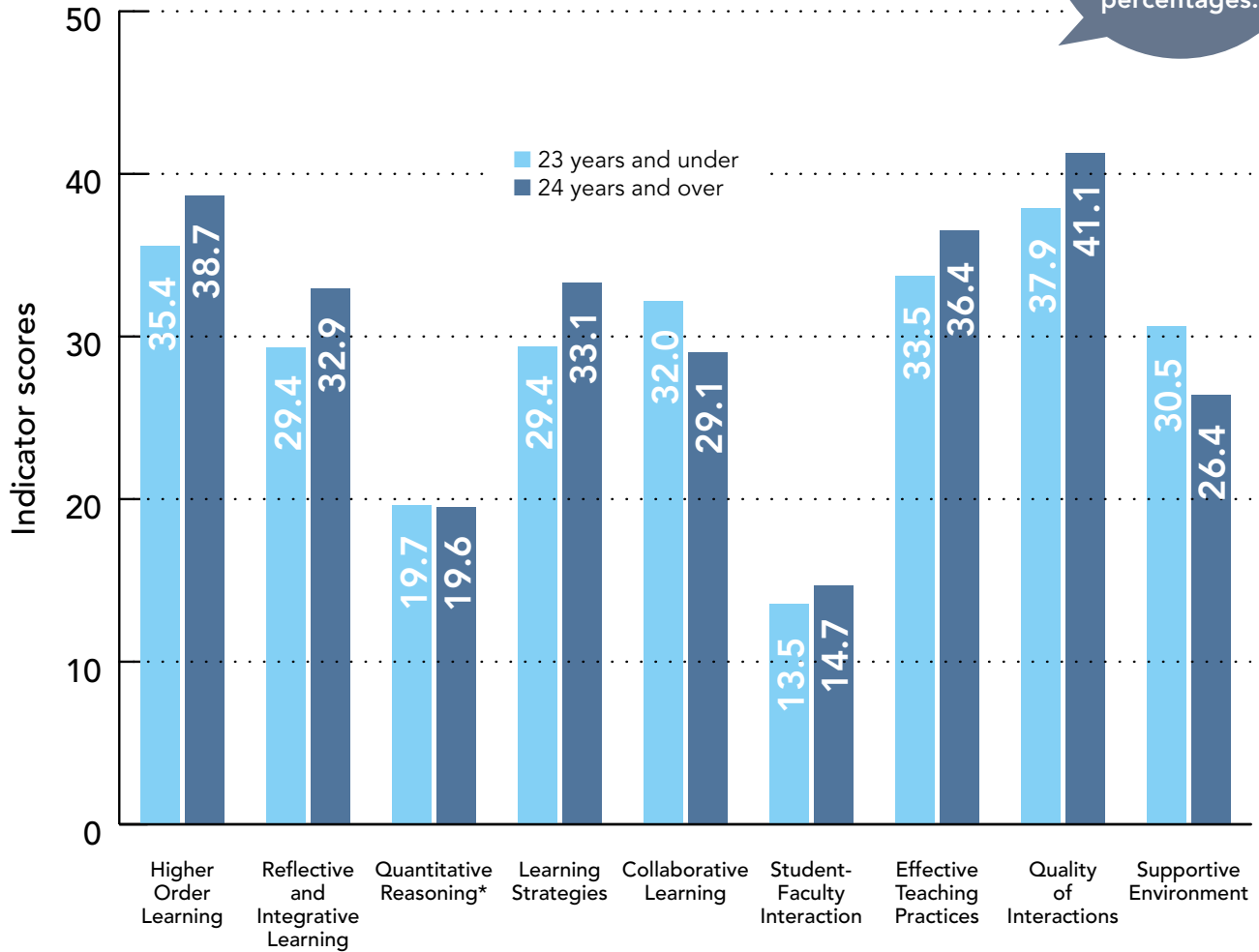
Figure 3.7.2 presents indicator scores by age group. It illustrates that indicator scores for *Higher Order Learning*, *Reflective and Integrative Learning*, *Learning Strategies*, *Effective Teaching Practices*, *Quality of Interactions* are higher for students aged 24 years and over than for other students. Students aged 23 and under report more frequent experience of activities that relate to *Collaborative Learning and Supportive Environment*.

The difference in scores for *Quantitative Reasoning* between the two age groups is not statistically significant.

Compare scores WITHIN each Indicator and NOT between Indicators

3.7.3 Country of Domicile
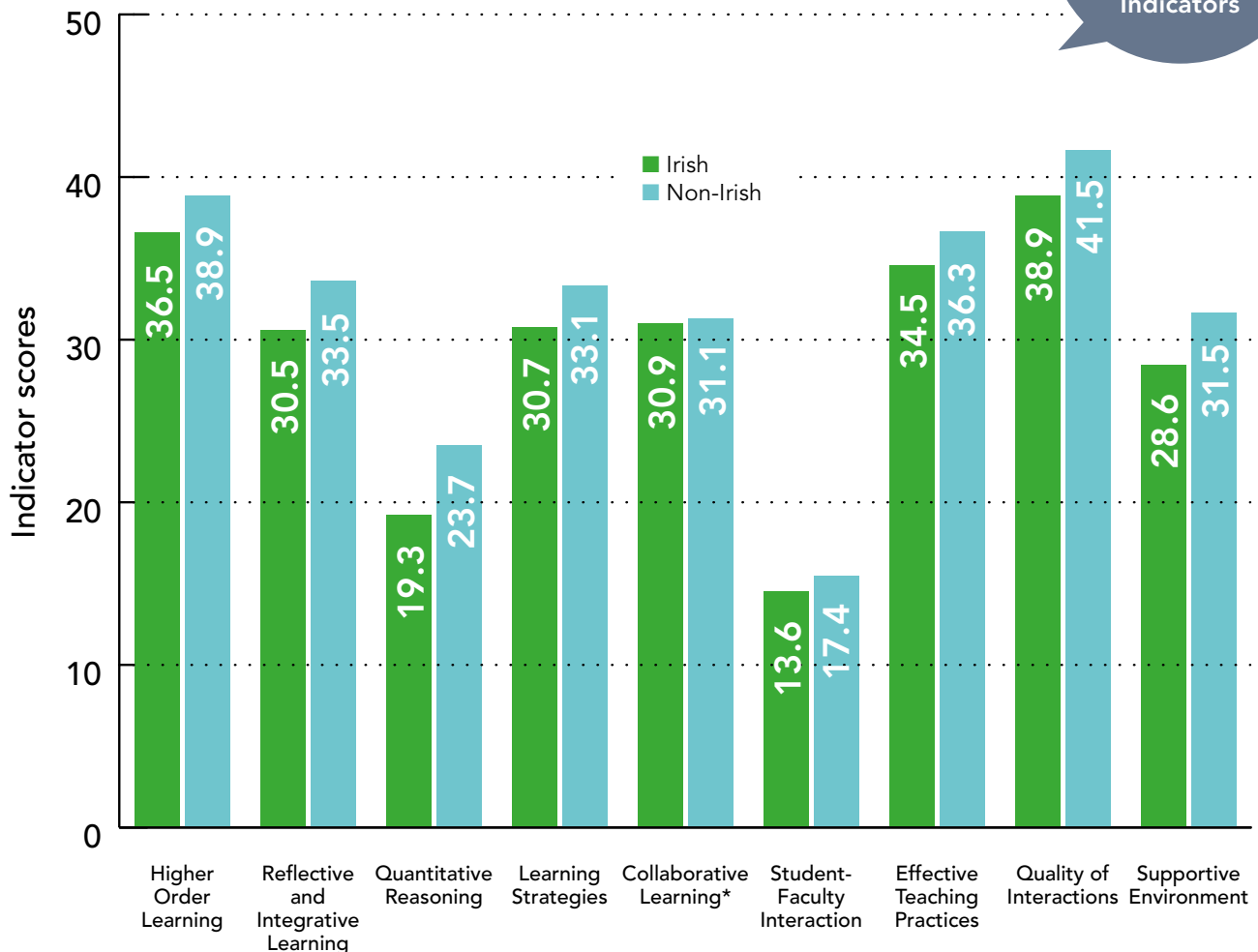
Figure 3.7.3 demonstrates that non-Irish students report most frequent experience of activities related to eight engagement indicators (other than *Collaborative Learning* where the difference is not statistically significant). Although consideration should be given to the relatively small proportion of non-Irish domiciled students (9.6% of total respondents or 3,697 responses), this may suggest that there are opportunities available which the larger Irish-domiciled student population may not avail of.

It is noted that country of domicile refers to the country of permanent address prior to entry to the programme of study. To some extent, this can be used as a proxy to distinguish between Irish students and non-Irish

students but if the student has been residing in Ireland for 3 of the 5 years previous to registering for their current course of study, their domicile is recorded as Ireland.

CHAPTER 4
NATIONAL RESULTS WIN A WIDER CONTEXT

4.1
INTRODUCTION

This chapter presents an overview of survey results from 2016 to 2018. The original questionnaire, used from 2013 to 2015, was revised in advance of 2016 fieldwork. Therefore, this chapter focusses on the current questionnaire. (It is noted elsewhere that two thirds of the current questions are worded the same[4], or very similarly, in the original survey so additional analysis over time is possible for these items.)

The number of students invited to participate in the survey has increased each year as the overall population increases. The number of respondents to the survey has also increased every year to date leading to an increase in the percentage of responses from the target population, as illustrated in table 4.1.

Year of fieldwork	2016	2017	2018
Number of responses	29,173	35,850	38,371
Percentage of population	22.2%	27.2%	28.0%

Table 4.1 Overall responses 2016 to 2018

The following table provides a further exploration of response rates over this three-year period and illustrates increased response rates for a majority of sub-groups of the total population. It is noted that response rates for students enrolled on Education programmes have decreased slightly from 2016 to 2018. The decrease in response rates from students in 'Other Institutions' should be considered in the context of the relatively small number of respondents from these institutions. Changes

in the number of responses from smaller populations can generate disproportionately large percentage changes when compared to large cohorts such as those in Universities or Institutes of Technology. The response rates reported in this table have been achieved as a result of sustained effort within institutions.

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4 http://studentsurvey.ie/wp-content/uploads/2016/05/Question-items-ISSE-and-revised-ISSE-2016.pdf

Year of fieldwork	Response Rate (%) 2016	Response Rate (%) 2017	Response Rate (%) 2018	Change 2016 to 2018
National	22.2%	27.2%	28.0%	5.8%
Age				
23 and Under	24.7%	31.3%	32.6%	7.9%
24 and Over	18.9%	21.8%	22.2%	3.3%
Gender				
Female	26.8%	31.0%	31.8%	5.0%
Male	17.9%	23.3%	23.8%	5.9%
Institution-type				
Universities	19.2%	23.7%	26.1%	6.9%
Institutes of Technology	24.2%	31.1%	30.8%	6.6%
Other Institutions	31.8%	31.0%	26.5%	-5.3%
Mode of Study				
Full-time	24.5%	30.4%	31.6%	7.1%
Part-time / remote	12.8%	14.5%	15.3%	2.5%
Field of Study (ISCED)				
Education	26.5%	25.3%	25.9%	-0.6%
Arts & Humanities	23.7%	28.8%	30.7%	7.0%
Social Sciences, Journalism & Information	21.1%	24.7%	26.4%	5.3%
Business, Administration & Law	19.3%	26.8%	27.5%	8.2%
Natural Sciences, Mathematics & Statistics	26.5%	32.1%	33.2%	6.7%
Information & Communication Technologies	23.2%	29.3%	27.2%	4.0%
Engineering, Manufacturing & Construction	21.0%	24.5%	27.3%	6.3%
Agriculture, Forestry, Fisheries & Veterinary	18.7%	33.0%	26.4%	7.7%
Health & Welfare	20.9%	25.3%	25.9%	5.0%
Services	24.6%	28.8%	29.3%	4.7%
Year/Cohort				
Undergraduate – First Year	25.7%	32.1%	32.8%	7.1%
Undergraduate – Final Year	21.8%	26.4%	27.0%	5.2%
Postgraduate (taught)	16.1%	19.1%	20.9%	4.8%

Table 4.2 Response rates for sub-groups 2016 to 2018

The report of the national ISSE pilot in 2013 included the following statement (in section 5.1) when considering the pilot results in an international context:

"*much of the value of this survey instrument lies in the design which specifically assesses the extent to which students are engaged in empirically-derived good educational practices and what they gain from their higher education experience. Increased awareness of good practices and clarity on actual performance in relation to such practice tends to lead to enhancement of practice. This contributes to the improvement, as measured over time, observed (in these other jurisdictions)*"

A review of ISSE indicator scores from 2016 to 2018 provides evidence of some improved results in Ireland over this three year period. Data presented in the next section are limited to comparison of indicator scores from 2016 to 2018.

The change to the instrument between 2015 and 2016 limits the extent to which actual indicator scores can be used over the longer time period since 2013. However, Chapter 4 of the 2016 national report considered the results of specific question items where the phrasing was comparable from 2013 to 2016. It is possible to analyse some data over the period from 2013 to 2018 but this does not readily apply to indicator scores.

4.2
NATIONAL RESULTS FROM 2016 TO 2018

The following charts present indicator scores from 2016 to 2018. Charts are provided for all respondents and for first years, final years and postgraduate taught respondents, respectively.
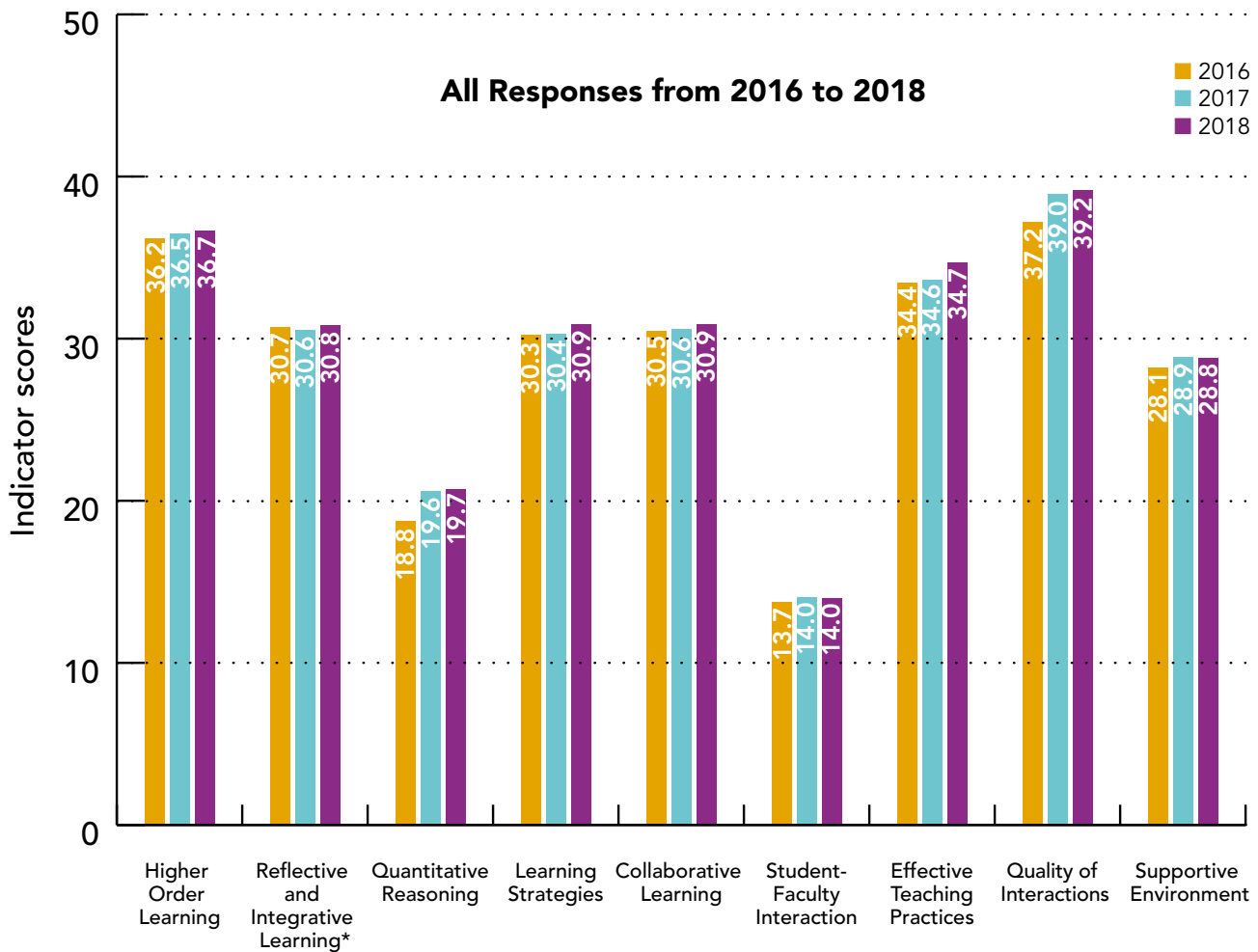
Figure 4.2.1 *All respondents' indicator scores 2016, 2017 and 2018*

All indicator scores have increased from 2016 to 2018. The difference in indicator scores between 2016 and 2018 is statistically significant for all indicators other than *Reflective and Integrative Learning*.
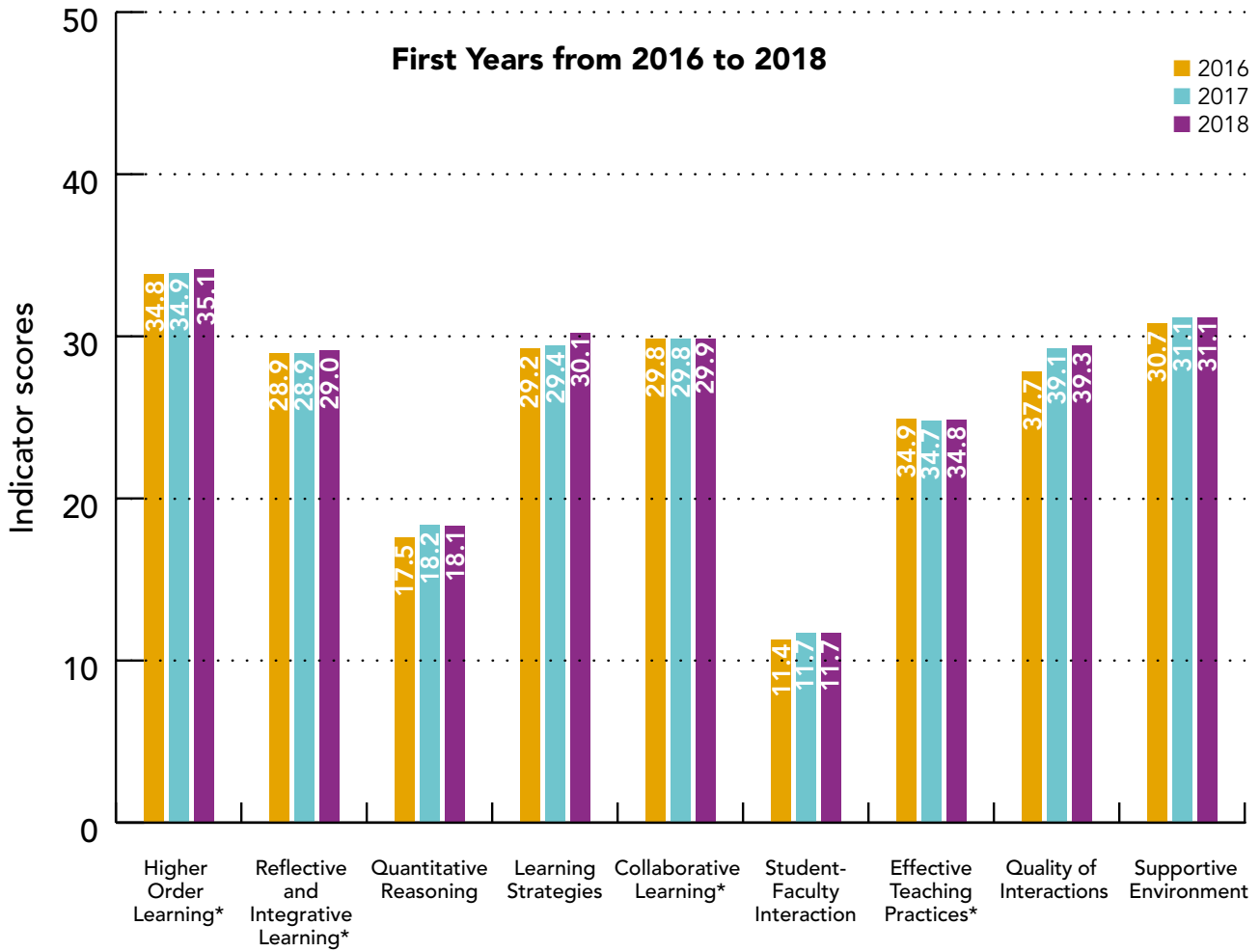
Figure 4.2.2 First years' indicator scores 2016, 2017 and 2018

All indicator scores for first year students have increased from 2016 to 2018 other than for *Effective Teaching Practices.* The difference in scores from 2016 to 2018 for *Higher Order Learning, Reflective and Integrative Learning, Collaborative Learning* and *Effective Teaching Practices* are not statistically significant.
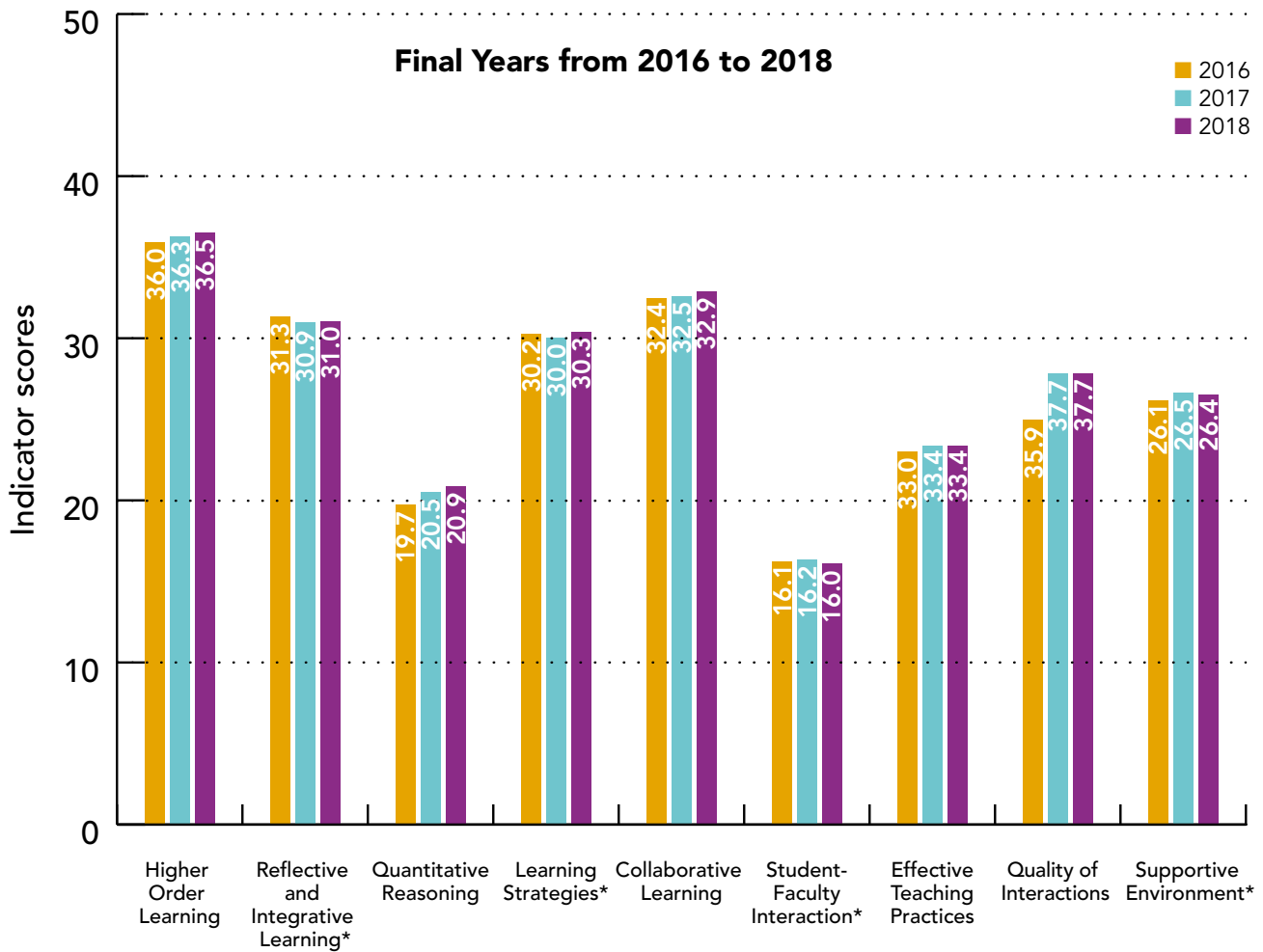
Figure 4.2.3 *Final years' indicator scores 2016, 2017 and 2018*

Indicator scores for final year students have increased from 2016 to 2018 for all indicators other than for *Reflective and Integrative Learning and Student-Faculty Interaction* where the decrease is not statistically significant. The difference from 2016 to 2018 is statistically significant for five of the nine indicators and is not significant for *Reflective and Integrative Learning, Learning Strategies, Student-Faculty Interaction* and *Supportive Environment.*
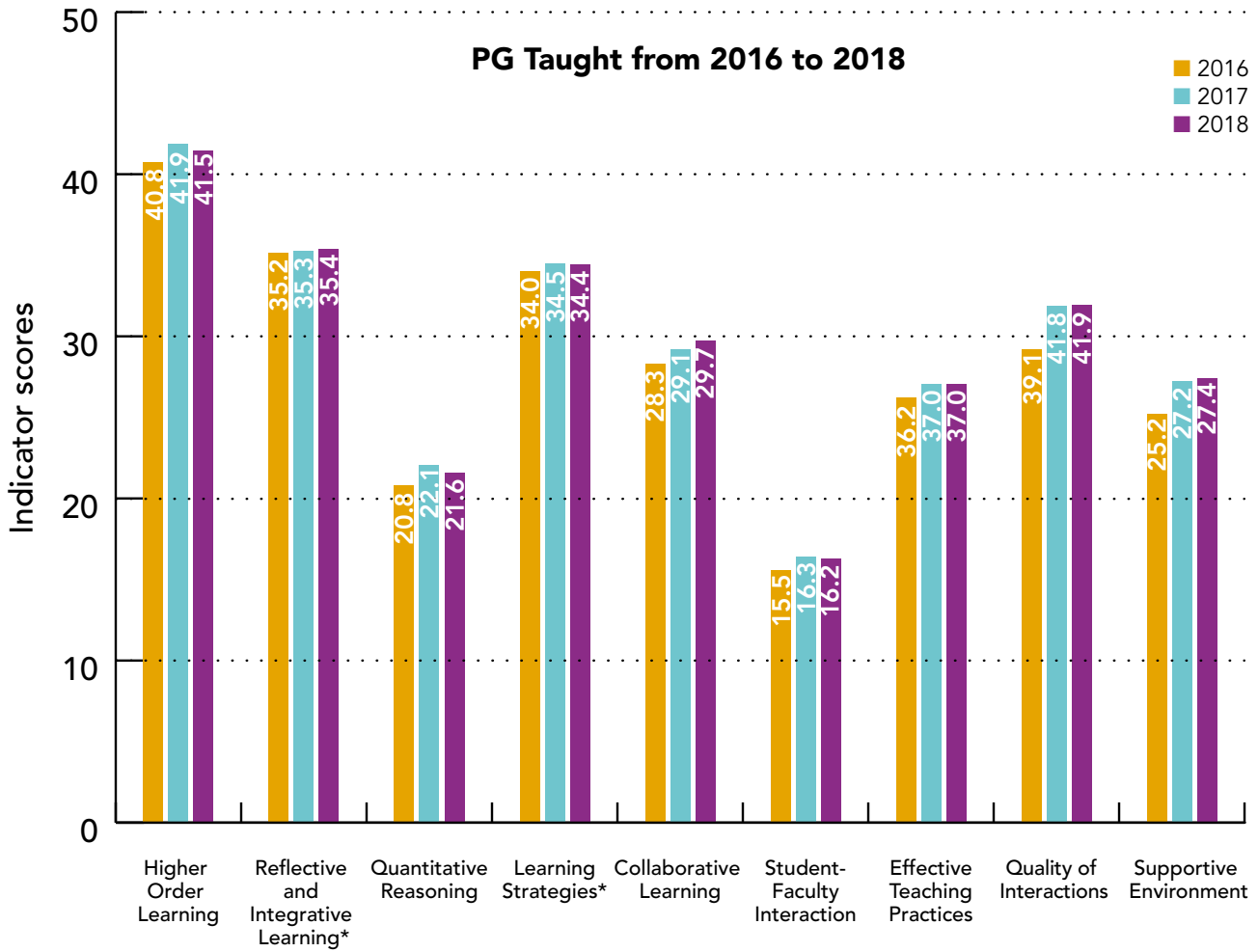
Figure 4.2.4 PG Taught indicator scores 2016, 2017 and 2018

Indicator scores for postgraduate taught students have increased from 2016 to 2018 for all indicators. The difference in scores from 2016 to 2018 is statistically significant for seven of the nine indicators, i.e. not significant for *Reflective and Integrative Learning* and *Learning Strategies*.

A review of ISSE indicator scores from 2016 to 2018 provides evidence of some improved results in Ireland over this three year period.

CHAPTER 5
LOOKING DEEPER: WHAT DOES ISSE DATA TELL US ABOUT POSTGRADUATE TAUGHT (PGT) STUDENTS?

This chapter illustrates the rich potential of the ISSE dataset by analysing the responses of postgraduate taught students in depth. Postgraduate taught students were not considered in detail in previous years' national reports and it is timely to consider their experiences now.

The full potential of the ISSE dataset is maximised by aggregating data from the five years that the survey was conducted, i.e. 2014 to 2018, excluding the pilot in 2013.

Section 3.2 of this report illustrates some key findings from 2018 regarding postgraduate taught students. It is noted that scores for most indicators are higher for PGT students than for undergraduate respondents. This is most notable for *Higher Order Learning, Reflective and Integrative Learning, Learning Strategies* and *Quality of Interactions*. Indicator scores for PGT students for *Collaborative Learning* are not statistically significantly different to those for first year respondents. Indicator scores for *Student-Faculty Interaction* for PGT and final year students are not statistically significantly different.

This chapter focuses on non-indicator questions that relate to PGT students' readiness to enter the workplace and also analyses their relationship with academic staff outside of the classroom. While the questions relating to students' relationship with academic staff contribute to the *Student-Faculty Interaction* indicator, not all the

questions relating to this indicator can be examined together as a significant amendment took place to one question[5] when the survey was revised in the 2016 fieldwork.

5.1
ENGAGEMENT OF POSTGRADUATE TAUGHT (PGT) STUDENTS

Postgraduate taught students have been participating in the ISSE since 2013 and have responded to the survey in increasing numbers each year.[6] Figure 5.1 shows that both the number of respondents and the response rate have increased in each year, except for a one-off dip in 2016. Cumulatively, there are 16,375 PGT responses to the current question set for the years 2016, 2017 and 2018. This is in addition to 7,595 responses to the original question items in 2014 and 2015. As noted elsewhere in this report, 45 of the current question items use the same (or closely related) wording in the original and revised surveys. For these questions, it is feasible to explore data from 23,970 PGT respondents from 2014 to 2018.

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5. Two further questions underwent minor amendments. These are discussed further in footnotes accompanying these questions.
6. The ISSE survey conducted in 2013 was the national pilot survey. These students are not included here.

PGT Responses

Figure 5.1 reference content

Respondents | % of Population
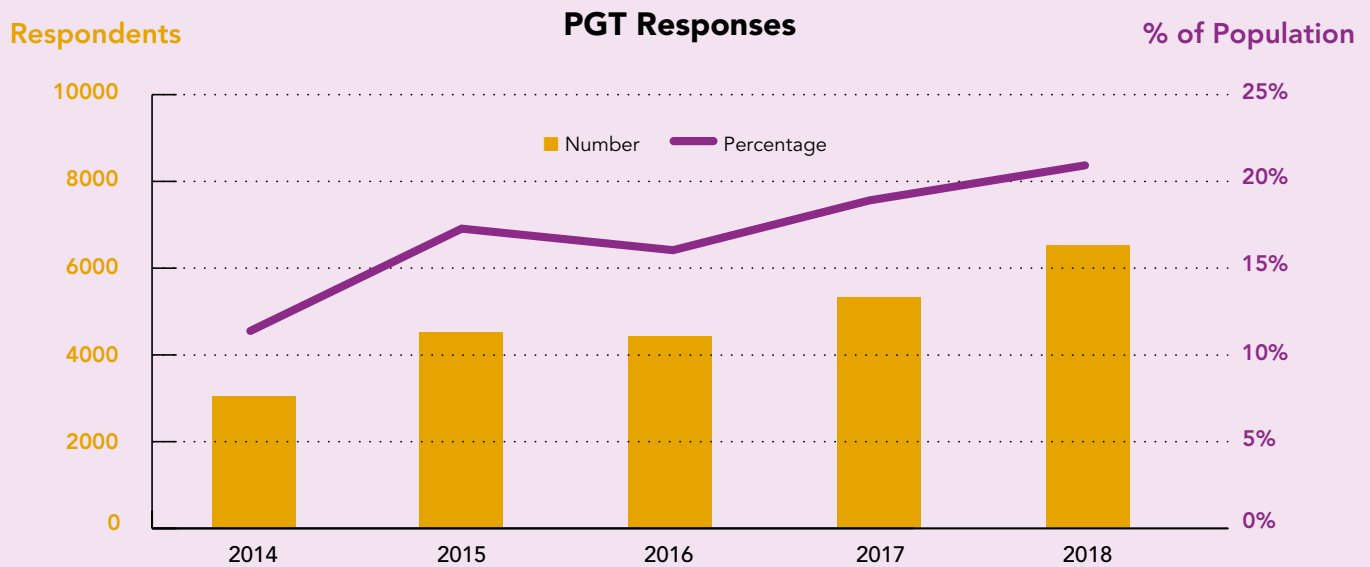
Figure 5.1 *Number and percentage of responses from PGT students*

KEY POINTS FROM ANALYSIS OF PGT DATA

- The majority of PGT students are enrolled in Master's programmes

- There are more female students, Irish students and students aged 24 and over

- The largest field of study is Business, Administration and Law which accounts for almost one-quarter of all PGT students

- Higher levels of workplace readiness are generally reported by students aged 24 and older, Irish students, female students, and "PGT other than Master's" students

- Education and Health and Welfare respondents are most likely to report high levels of workplace readiness across the dimensions considered in this chapter. PGT respondents studying Arts and Humanities by contrast report the lowest levels

- More interactions with academic staff are reported by full-time students, students aged 23 and under, non-Irish students and those studying Master's programmes

- Arts and Humanities respondents are most likely to report interactions with academic staff while Information and Communication Technologies respondents are least likely.

5.2 **CHARACTERISTICS OF POSTGRADUATE TAUGHT (PGT) STUDENTS**

Table 5.1 shows the demographic characteristics of PGT students for the population and sample across all years (2014 – 2018) and for the sample respondents in each year. In total, 23,970 postgraduate taught students responded to the survey over the five surveys which represents an average response rate of 17%.

The first part of Table 5.1 shows the entire population of PGT students over the five survey cohorts together with all sample respondents and their response rate. The second part of the table shows the sample responding in each year the survey was undertaken. This makes it easy to identify whether the characteristics of those responding to the survey are systemically different over time.

The profile of respondents across all years generally matches the national PGT student population profile.[7] The majority of PGT students are enrolled in Master's programmes, which comprises 71% of the population and 80% of the combined sample. PGT students are more likely to be studying full-time rather than part-time where 52% of the population and 62% of the sample study full-time. There are more female than male postgraduate taught students. 55% of the population and 61% of the sample are female. Unsurprisingly, PGT students are also more likely to be in the older age category. 87% of the population and 85% of the sample are 24 years and older.

The largest field of study for PGT students is Business, Administration and Law which accounts for 24% of the population and 26% of the combined respondent sample. Detailed results for students studying Services or Agriculture, Forestry, Fisheries and Veterinary are not presented in the remainder of this chapter due to the very small number of PGT respondents from these fields of study.[8]

In addition to the aggregated sample being broadly similar to the population, the profile of those responding to the survey in each year has remained stable over time. This allows the undertaking of an aggregated analysis of five years of survey responses with confidence as no single sub-group of students is disproportionally represented over time.

However, there are still some differences in the profile of responses over time. The reduced proportion of student respondents at 'Other Institutions' from 2017 may reflect the fact that three Colleges of Education were incorporated into Dublin City University during that survey year. The only other notable change in the characteristics of respondents over time is amongst Irish and non-Irish students. The share of non-Irish respondents doubled from 13% in 2014 to 26% in 2018, bringing the response rate closer to the average proportion of such students in the population.

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7. The results in Table 5.1 have not been weighted.
8. These students are still included in aggregate calculations.

| Characteristic | (1) All Responses (2014 – 2018) | | | (2) Sample Responses | | | | |
	All PGT Population	All PGT Sample Responses	PGT Response Rate	2014 Sample	2015 Sample	2016 Sample	2017 Sample	2018 Sample
All PGT Students	139,666		23,970		17%	3,036	4,559	4,447	5,394	6,534
Programme Type									
PGT other than Master's[9]	39,876	29%	4,873	20%	12%	23%	21%	20%	19%	19%
Master's Taught	99,796	71%	19,074	80%	19%	77%	79%	80%	81%	81%
Institution Type									
Universities	97,586	70%	15,549	65%	16%	69%	64%	61%	65%	66%
Institutes of Technology	26,126	19%	5,194	22%	20%	15%	21%	21%	24%	23%
Other Institutions	15,960	11%	3,227	13%	20%	16%	15%	18%	11%	10%
Mode of Study									
Full-Time	72,311	52%	14,813	62%	20%	61%	58%	61%	65%	63%
Part-Time	67,361	48%	9,157	38%	14%	39%	42%	39%	35%	37%
Gender									
Male	62,346	45%	9,328	39%	15%	38%	40%	38%	40%	39%
Female	77,326	55%	14,642	61%	19%	62%	60%	62%	60%	61%
Age									
23 years and under	18,147	13%	3,704	15%	20%	16%	20%	14%	15%	14%
24 years and over	121,525	87%	20,212	85%	17%	84%	80%	86%	85%	86%
Domicile of Origin									
Irish	114,590	82%	19,168	80%	17%	87%	84%	83%	77%	74%
Non-Irish	25,082	18%	4,802	20%	19%	13%	16%	17%	23%	26%
Field of Study									
Education	23,657	17%	3,860	16%	16%	16%	16%	20%	15%	15%
Arts & Humanities	11,386	8%	2,386	10%	21%	13%	11%	11%	10%	8%
Social Sciences, Journalism & Information	18,620	13%	2,329	10%	13%	11%	10%	9%	9%	10%
Business, Administration & Law	33,910	24%	6,122	26%	18%	25%	26%	24%	26%	26%
Natural Sciences, Mathematics and Statistics	5,836	4%	1,166	5%	20%	4%	4%	5%	5%	5%
Information & Communication Technologies	13,297	10%	3,007	13%	23%	12%	12%	11%	14%	13%
Engineering, Manufacturing and Construction	11,039	8%	1,560	7%	14%	5%	6%	6%	7%	8%
Agriculture, Forestry, Fisheries & Veterinary	576	0%	29	0%	5%	1%	0%	0%	0%	0%
Health & Welfare	18,979	14%	3,100	13%	16%	12%	14%	12%	12%	14%
Services	1,967	1%	335	1%	17%	1%	1%	2%	1%	1%

Table 5.1 *Demographic characteristics of postgraduate taught students*

9. In this analysis, reference to "PGT other than Master's" includes all postgraduate taught programmes other than taught Master's i.e. titles including graduate certificate / diploma, postgraduate certificate / diploma, higher diploma

5.3 **OVERVIEW OF WORKPLACE READINESS FOR PGT STUDENTS**

This section focuses on questions that relate to how PGT students' academic experience has contributed to their readiness to enter employment. While these questions do not contribute to a specific indicator, they are presented together to facilitate a better understanding how PGT students view their readiness to enter the workplace.

Statistics from the Higher Education Authority show that the majority of students who graduate with a Higher or Postgraduate Diploma and a Master's' or Doctorate Degree are in employment nine months after graduating.[10] 73% of Higher and Postgraduate Diploma graduates who graduated in 2016 are in employment nine months later while a further 20% are remain in education. These proportions are similar for Master's and Doctorate graduates where 71% are in employment and 8% are engaging in further studies.

It is therefore worth investigating how prepared PGT students feel, through their studies, to enter employment given that the majority of PGT students enter employment soon after graduating.The questions considered in detail here examine students' workplace readiness from different perspectives.

The four questions explored in this section are:

- Q1: During the current academic year how often have you improved your knowledge and skills that contribute to your employability?

- Q2: During the current academic year how often have you explored how to apply your learning in the workplace?

- Q3: During the current academic year how often have you blended academic learning with workplace experience?

- Q4: How much has your experience at this institution contributed to your knowledge, skills, and personal development in acquiring job- or work-related knowledge and skills?

Responses to these questions are explored by type of institution, programme type (taught Master's and PGT other than Master's), attendance type and field of study. In addition, students' characteristics such as their gender, age and domicile are examined.[11]

5.3.1 **DETAILED RESULTS (WORKPLACE READINESS FOR PGT STUDENTS)**

Q1: During the current academic year how often have you improved your knowledge and skills that contribute to your employability?

Three-quarters of all PGT students report that their studies enhanced their employability by improving their knowledge and skills either `often' or `very often'. Very few students (3%) report that they `never' improve their employability related knowledge and skills while 22% report that they `sometimes' do so.

34% of students enrolled on "PGT other than Master's" programmes report improving their employability related knowledge and skills `very often' which is slightly more than those enrolled on Master's programmes (31%). More female students (33%) report 'very often' improving their employability related knowledge and skills compared to males (29%). This is also true for students aged 24 years and over (32%) compared to those aged 23 and under (29%).

Irish students respond more positively than non-Irish students with 76% reporting that they have improved their employability related knowledge and skills `often' or `very often' compared to 71% for non-Irish students. Students studying Education and Health and Welfare report the most frequent improvement of these knowledge and skills with 80% selecting 'often' or 'very often' compared to Arts and Humanities with the lowest proportion of 60%.

The differences in percentage responses are not statistically significant across different survey years. This implies that students' knowledge and skills contributing to their employability has remained the same over time.

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10. Further information is available here: http://hea.ie/assets/uploads/2018/01/What-Do-Graduates-Do-The-Class-of-2016-Final.pdf
11. The sum of each column in charts may not be exactly 100% due to rounding.
* In figure 5.3.2, there is no statistically significant difference between responses across different survey years.

Improved knowledge and skills that contribute to your employability*

	Never	Sometimes	Often	Very Often
Master's Taught	4	22	44	31
PGT other than Master's	2	20	43	34
Other Institutions	3	22	44	31
Institutes of Technology	3	20	45	32
Universities	4	22	43	31
Part-Time / Remote	3	20	44	33
Full-Time	3	23	43	30
Female	3	22	42	33
Male	3	22	46	29
24 years and over	3	21	44	32
23 years and under	3	24	44	29
Non-Irish	4	26	46	25
Irish	3	21	43	33
Health & Welfare	3	18	45	35
Engineering, Manufacturing & Construction	3	24	44	29
Information & Communication Technologies	3	22	45	31
Natural Sciences, Mathematics & Statistics	3	24	48	25
Business, Administration & Law	2	20	45	32
Social Sciences, Journalism & Information	4	25	43	28
Arts & Humanities	10	30	37	23
Education	2	18	42	38
All PGT Students	3	22	44	31

Figure 5.3.1 *Responses from PGT students across all years (2014 – 2018)*

	Never	Sometimes	Often	Very Often
2014	4	22	43	31
2015	3	22	44	30
2016	3	22	44	31
2017	3	22	43	32
2018	3	22	44	31
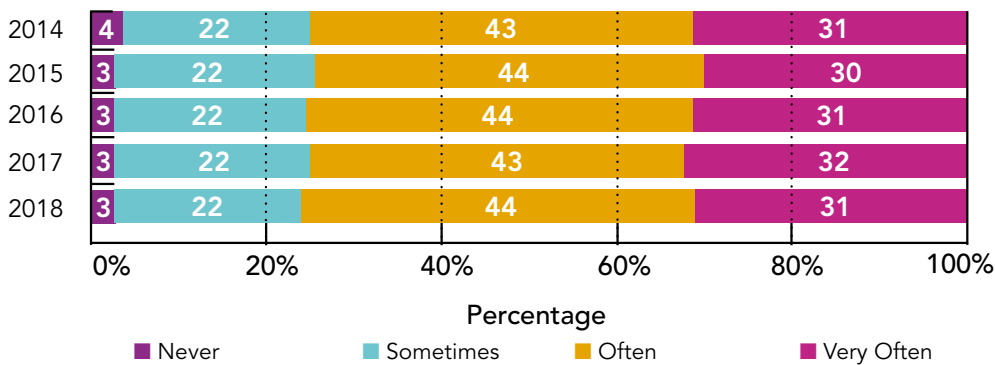
Figure 5.3.2 *Responses from PGT students across all years (2014 – 2018)*

Q2: During the current academic year how often have you explored how to apply your learning in the workplace?

The majority of PGT students `often' (37%) or `sometimes' (29%) explore how to apply their learning in the workplace. 24% consider the issue `very often' while only 9% `never' do.

PGT students enrolled on "PGT other than Master's" programmes are more likely to `often' or `very often' (65%) consider how they will apply their studies in the workplace compared to students enrolled on Master's' programmes (60%). This is also true for students studying part-time versus full-time (65% compared to 57%).

Students attending 'Other Institutions' are more likely to report that they `very often' (29%) apply their studies in the workplace than their counterparts in Universities and Institutes of Technology. Other Institutions are followed by students in Universities (24%) and Institutes of Technology (21%). More female students explored how to apply their learning in the workplace `very often' (28%) than males (20%). The same is true for Irish students (26%) compared to non-Irish students (16%).

Students studying Education are most likely to consider how they will apply their studies at work with 81% reporting they did this `often' or `very often' during the academic year. The next highest responses are reported by Health and Welfare students (75%). The students least likely to do this are students studying Arts and Humanities where only 41% report such experiences 'often' or 'very often'.

Looking at the responses for all PGT students over time, there is a small trend towards students reporting lower frequencies of these activities. The proportion of students reporting `very often' falls from 29% in 2014 to 23% in 2018 while the proportion of students reporting 'never' or 'sometimes' increases. *(Figure 5.3.4 opposite)*

Explored how to apply your learning in the workplace

	Never	Sometimes	Often	Very Often
Master's Taught	10	30	37	23
PGT other than Master's	8	28	36	29
Other Institutions	7	27	37	29
Institutes of Technology	8	32	39	21
Universities	10	29	36	24
Part-Time / Remote	7	27	38	27
Full-Time	11	32	35	22
Female	9	28	35	28
Male	10	32	39	20
24 years and over	9	29	37	25
23 years and under	12	33	34	21
Non-Irish	11	37	36	16
Irish	9	28	37	26
Health & Welfare	4	21	42	33
Engineering, Manufacturing & Construction	10	34	41	16
Information & Communication Technologies	12	37	35	16
Natural Sciences, Mathematics & Statistics	14	40	34	12
Business, Administration & Law	8	31	39	22
Social Sciences, Journalism & Information	13	34	32	21
Arts & Humanities	23	36	27	14
Education	3	16	37	44
All PGT Students	9	29	37	24

■ Never ■ Sometimes ■ Often ■ Very Often

Figure 5.3.3 Responses from PGT students across all years (2014 – 2018)

	Never	Sometimes	Often	Very Often
2014	9	27	35	29
2015	9	27	38	26
2016	10	32	37	22
2017	10	30	36	24
2018	10	30	37	23

■ Never ■ Sometimes ■ Often ■ Very Often

Figure 5.3.4 Responses from all PGT students in each year

Q3: During the current academic year how often have you blended academic learning with workplace experience?

Most students blend academic learning with workplace experience at least `sometimes`. Only 17% of students report 'never' doing so. 28% of students `sometimes` gain workplace experience in addition to their academic learning while 30% do so `often` and 26% do so `very often`.

The types of students with the highest proportion reporting that they `often` or `very often` blend academic learning with work experience are part-time, "PGT other than Master's", female students, attending 'Other Institutions', who are 24 years and over, and Irish. 64% of part-time students blend both types of learning `often` or `very often` compared to 48% of full-time students. The comparable proportions are 57% for those aged 24 years and over versus 44% for those aged 23 years and under. The difference is similar amongst Irish and non-Irish students. 58% of Irish students blend their studies with workplace experience `often` or `very often` compared to 46% of those non-Irish.

Perhaps unsurprisingly, students studying Education and Health and Welfare are most likely to blend academic learning and workplace experience. Only 4% and 8% respectively report `never` blending both. This proportion rises to 32% for students studying Arts and Humanities and Natural Sciences, Mathematics and Statistics.

The extent to which workplace experience is blended with academic learning has increased somewhat over time. After 2015, the proportion of students responding that they `never` incorporate both falls from 19%-21% to 15%-16%. Most of the corresponding increase in responses is observed for those selecting `often`.
(Figure 5.3.6 opposite)
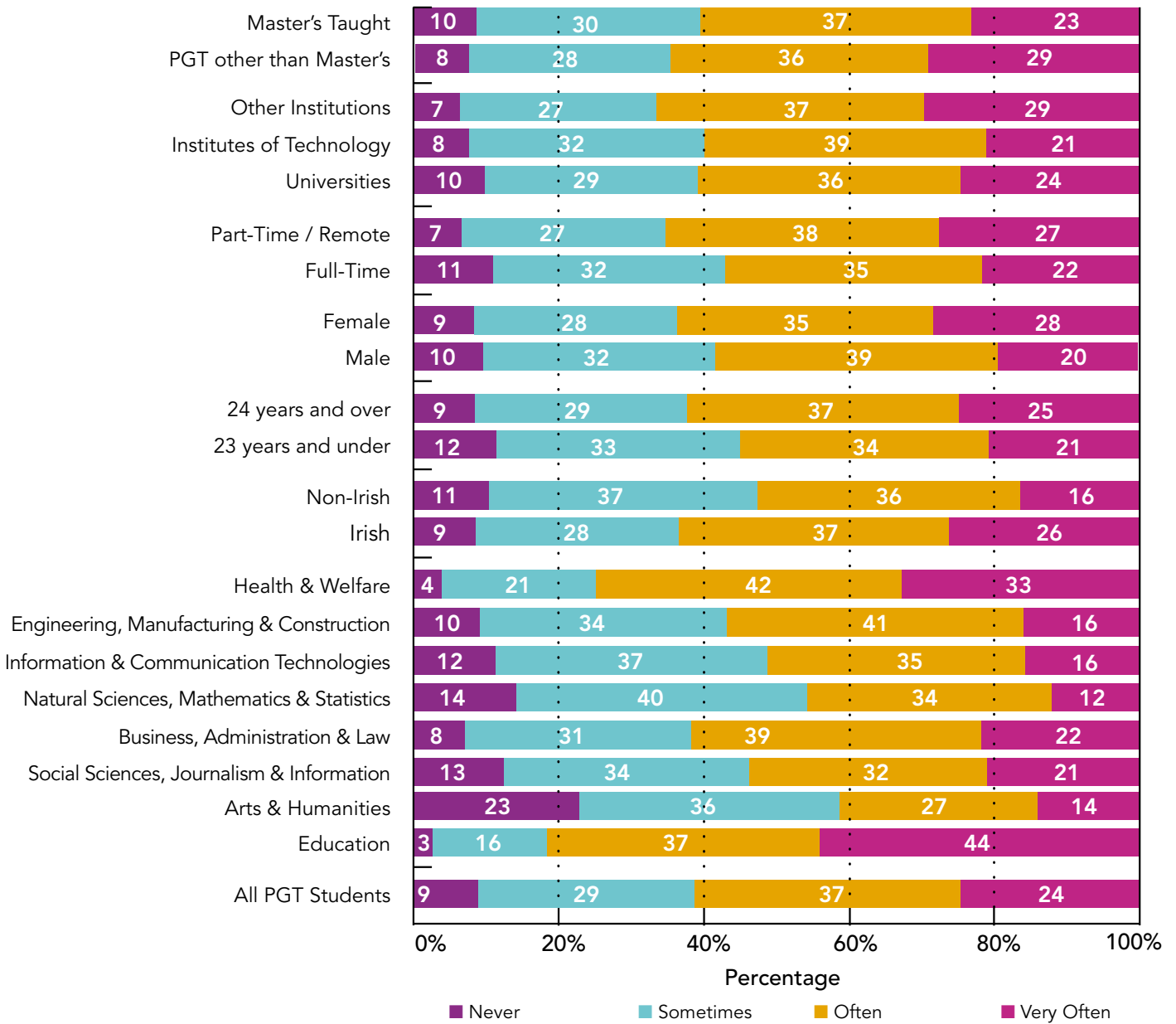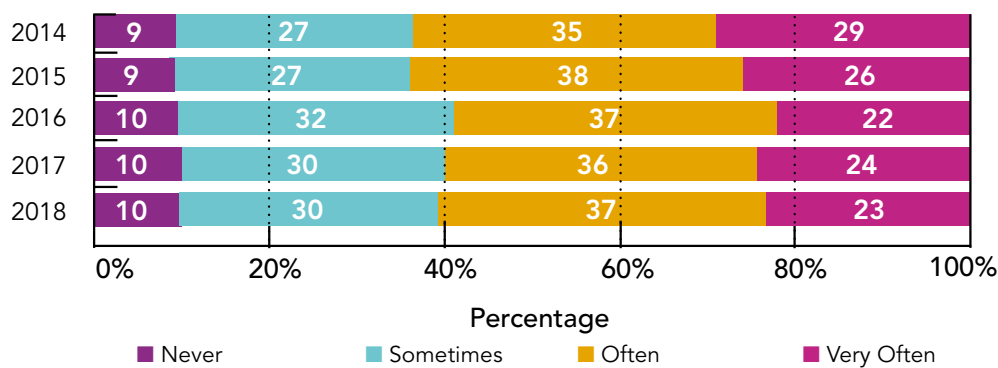
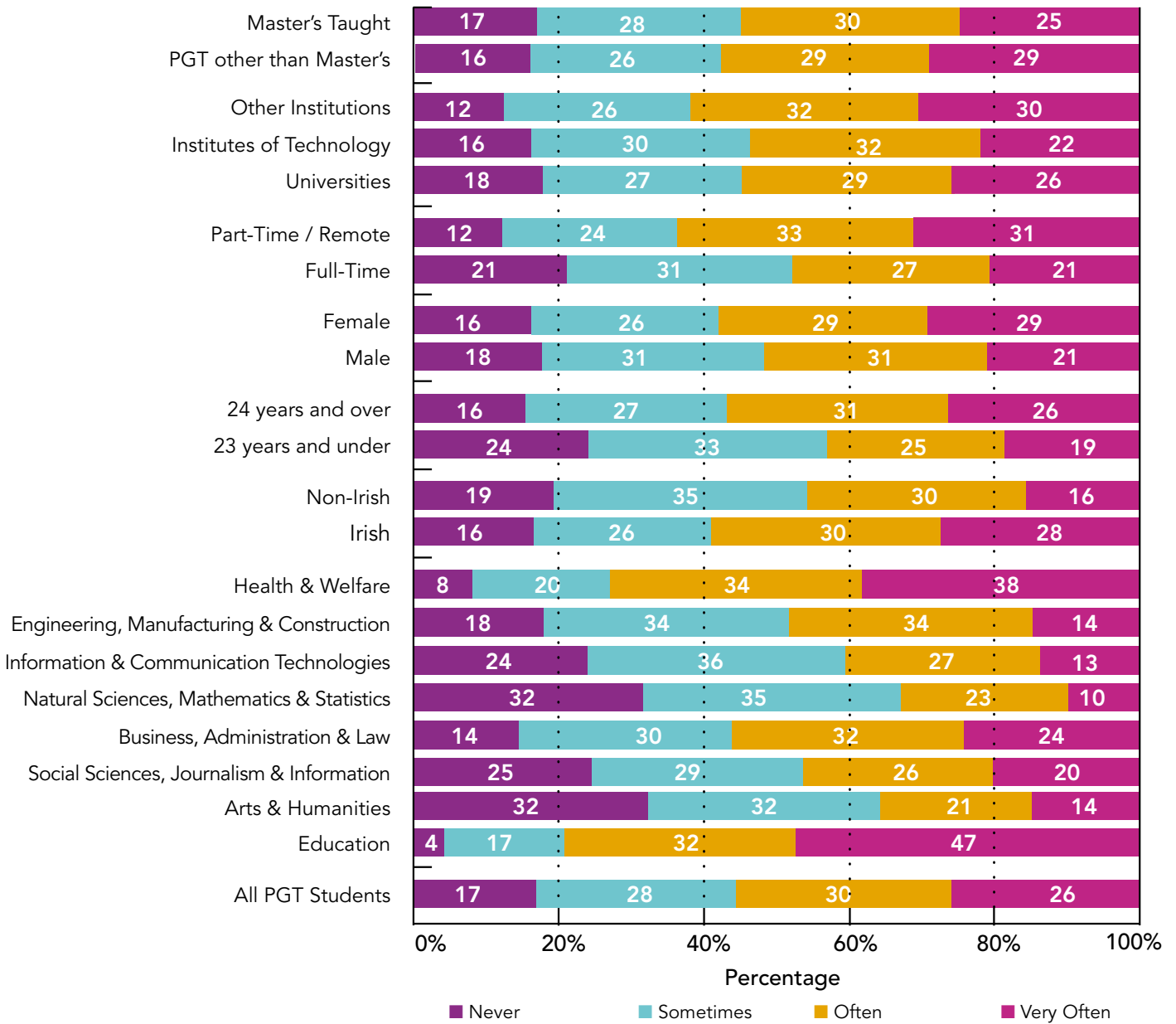## Blended academic learning with workplace experience

Figure 5.3.5 Responses from PGT students across all years (2014 – 2018)
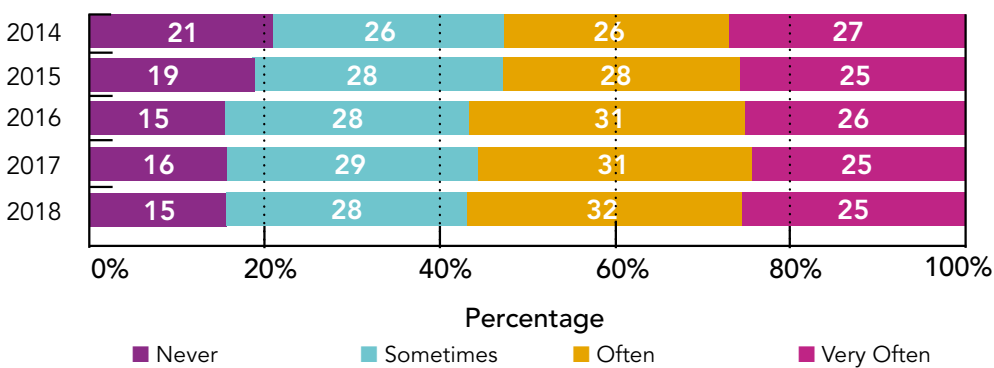

Figure 5.3.6 Responses from all PGT students in each year

Q4: How much has your experience at this institution contributed to your knowledge, skills, and personal development in acquiring job- or work-related knowledge and skills?

Over 90% of PGT students believe that their experience contributed to their personal development in acquiring at least `some' work-related knowledge and skills. Only 9% believe that they gained `very little' work-related knowledge while 25% believed they gained `some', 35% believed they gained `quite a bit' and 31% believe they gained `very much'.

Results are broadly similar across different types of institutions. Slightly more female students (33%) report acquiring `very much' work-related skills compared to their male counterparts (28%). Two-thirds (67%) of Irish students believe they acquired work-related skills `quite a bit' or `very much' compared to 62% of non-Irish students.

Education and Health and Welfare students are most likely to report that their experience contributed to them acquiring work-related skills. 41% and 38% respectively believed this `very much'. This contrasts the case for Arts and Humanities students where 18% believe that their experience contributed `very much' to them acquiring work-related skills.

Over time the proportion of students who believe `very much' that their experience at their institution contributed to acquiring work related skills fell slightly from 34% in 2014 to 30% in 2017 and 2018. The corresponding increase in responses is observed in the `some' category. *(Figure 5.3.8 opposite)*

* In figure 5.3.7, there is no statistically significant difference between responses from PGT students studying full-time and part-time / remotely and students aged 23 years and under and those aged 24 years and older.

Contribution to your knowledge, skills and personal development in acquiring job- or work-related knowledge and skills.*

Category	Never	Sometimes	Often	Very Often
Master's Taught	10	25	36	29
PGT other than Master's	7	23	34	36
Other Institutions	10	23	34	33
Institutes of Technology	8	25	36	31
Universities	9	25	35	30
Part-Time / Remote	9	24	36	31
Full-Time	9	25	35	30
Female	9	24	34	33
Male	9	26	37	28
24 years and over	9	25	35	31
23 years and under	8	26	37	29
Non-Irish	10	28	36	26
Irish	9	24	35	32
Health & Welfare	6	22	34	38
Engineering, Manufacturing & Construction	8	25	37	30
Information & Communication Technologies	8	24	38	30
Natural Sciences, Mathematics & Statistics	10	29	36	25
Business, Administration & Law	7	25	38	30
Social Sciences, Journalism & Information	11	29	35	24
Arts & Humanities	21	32	29	18
Education	7	18	34	41
All PGT Students	9	25	35	31

Percentage

■ Never ■ Sometimes ■ Often ■ Very Often

Figure 5.3.7 Responses from PGT students across all years (2014 – 2018)

Year	Never	Sometimes	Often	Very Often
2014	9	23	35	34
2015	9	24	35	32
2016	10	26	35	28
2017	9	26	36	30
2018	9	25	36	30

Percentage

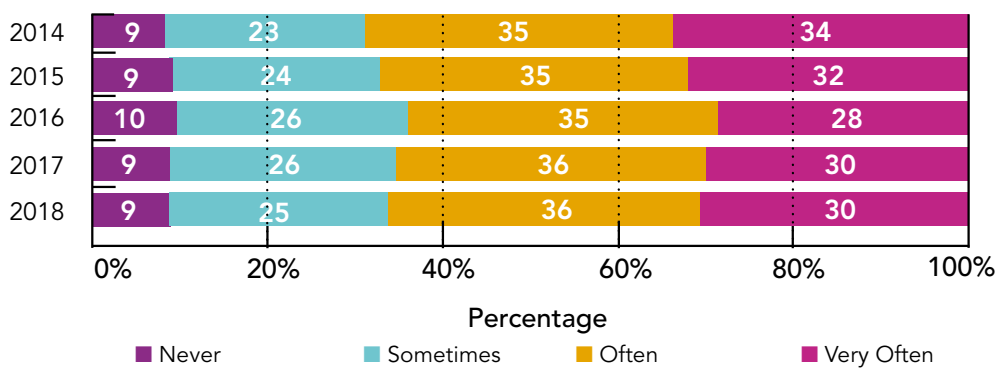■ Never ■ Sometimes ■ Often ■ Very Often

Figure 5.3.8 Responses from PGT students in each year

5.4 **OVERVIEW OF PGT STUDENTS' RELATIONSHIP WITH ACADEMIC STAFF**

This section focuses on how students view their relationship with academic staff. *The Student-Faculty Interaction* indicator, which explores how students interact with academic staff, is briefly analysed in Chapter 3. This indicator is comprised of four questions. However, one question is excluded from the analysis in this section as the question has been substantially amended since the introduction of the revised survey in 2016.[12]

The analysis, in Chapter 3, shows that PGT students' scores for the *Student-Faculty Interaction* indicator are higher than first year undergraduates but the same as final year undergraduates. This may be somewhat surprising as one may expect that postgraduate taught students would have a stronger relationship with academic staff compared to their undergraduate peers.

Analysis in Chapter 2 shows that very few students report that they interact with academic staff outside the classroom `very often'. However, it is interesting to note, also in Chapter 2, that students report high quality of interactions with academic staff overall.

The three questions explored in this section are:

- Q1: During the current academic year how often have you worked with academic staff on activities other than coursework (committees, student groups, etc.)?

- Q2: During the current academic year how often have you discussed course topics, ideas, or concepts with academic staff outside of class?

- Q3: During the current academic year how often have you discussed your performance with academic staff?

Responses to these questions are explored by type of institution, programme type (taught Master's and PGT other than Master's), attendance type and field of study. In addition, students' characteristics such as their gender, age and domicile of origin are examined.[13]

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12. Before 2016, this question asked students how often they "talked about career plans with teaching staff or career advisors". However, the revised survey removes reference to "career advisors" from the question. As career advice from teaching staff and career advisors are essentially separate services offered by institutions, the pooled data would contain different measurements of career advice. Therefore, it is deemed prudent to remove this question from the analysis.
13. The sum of each column may not sum exactly to 100% due to rounding.

5.4.1 **DETAILED RESULTS (PGT STUDENTS' RELATIONSHIP WITH ACADEMIC STAFF)**

Q1: During the current academic year how often have you worked with academic staff on activities other than coursework (committees, student groups, etc.)?

Most PGT respondents (68%) have not worked with academic staff on activities other than coursework. However, 22% of students report working with academic staff outside the classroom `sometimes', with 11% reporting this interaction 'often' or 'very often'. More full-time students report working with academic staff outside the classroom at least `sometimes' (39%) compared to their part-time peers (24%).

More non-Irish students report working with staff outside the classroom `sometimes' or greater (46%) compared to Irish students (30%). This is also true for students aged 23 and under, who are more likely to work with academic staff outside the classroom at least `sometimes' (43%) compared to those aged 24 and over (30%).

Students studying Engineering, Manufacturing and Construction and Arts and Humanities are more likely to work with staff outside the classroom `sometimes' or greater (35% and 37% respectively). Students studying Information and Communication Technologies are least likely (26%) to undertake this activity.

Over time, students are reporting greater interaction with staff on activities other than coursework. In 2014 and 2015, 29% and 25% of students respectively reported working with staff outside the classroom at least `sometimes'. This oportion grew to 36% in the 2018 survey. (*Figure 5.4.2 opposite*)

Worked with academic staff on activities other than coursework (committees, student groups, etc.)
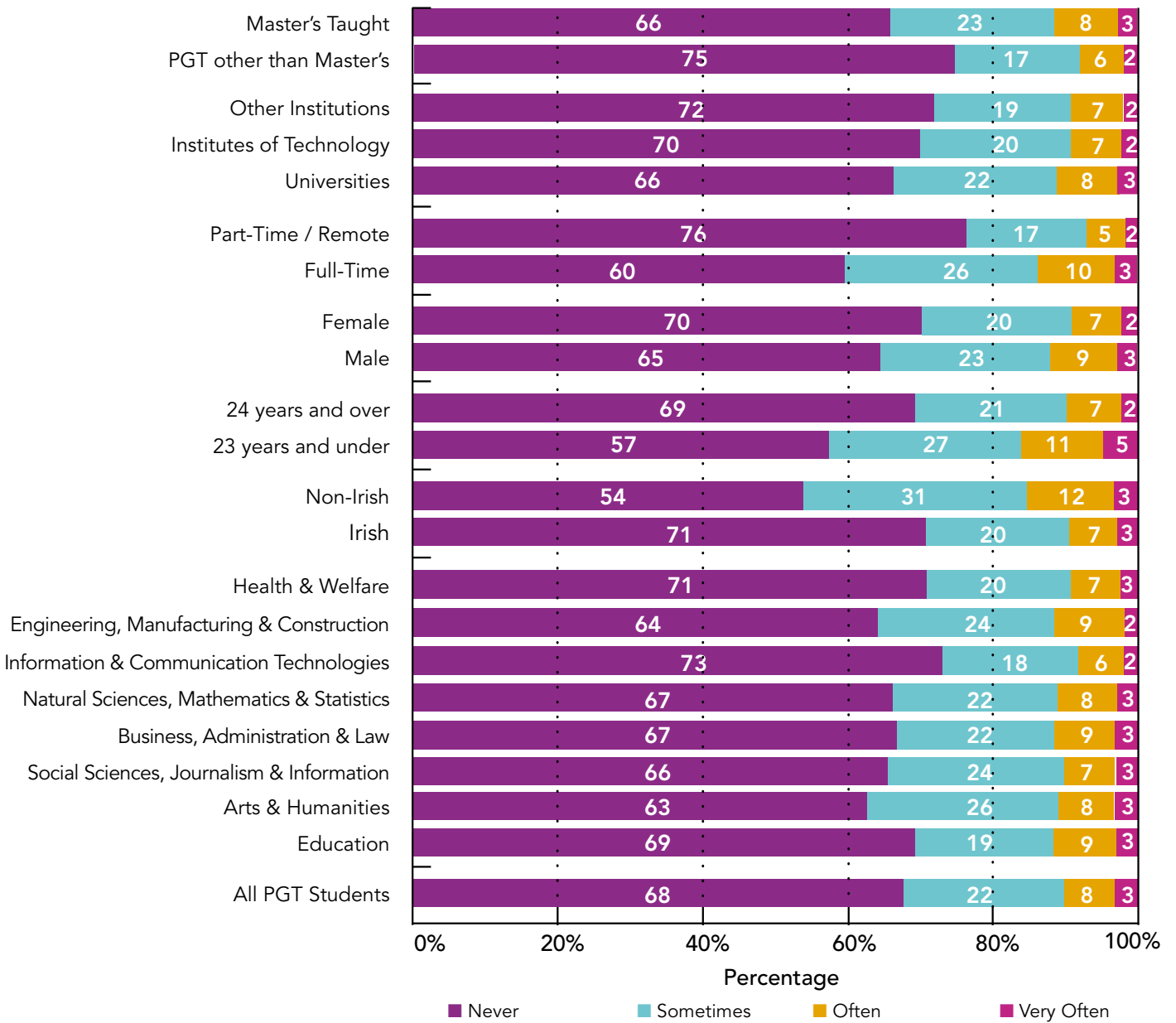
Category	Never	Sometimes	Often	Very Often
Master's Taught	66	23	8	3
PGT other than Master's	75	17	6	2
Other Institutions	72	19	7	2
Institutes of Technology	70	20	7	2
Universities	66	22	8	3
Part-Time / Remote	76	17	5	2
Full-Time	60	26	10	3
Female	70	20	7	2
Male	65	23	9	3
24 years and over	69	21	7	2
23 years and under	57	27	11	5
Non-Irish	54	31	12	3
Irish	71	20	7	3
Health & Welfare	71	20	7	3
Engineering, Manufacturing & Construction	64	24	9	2
Information & Communication Technologies	73	18	6	2
Natural Sciences, Mathematics & Statistics	67	22	8	3
Business, Administration & Law	67	22	9	3
Social Sciences, Journalism & Information	66	24	7	3
Arts & Humanities	63	26	8	3
Education	69	19	9	3
All PGT Students	68	22	8	3

Legend: ■ Never ■ Sometimes ■ Often ■ Very Often

Figure 5.4.1 Responses from PGT students across all years (2014 – 2018)

Year	Never	Sometimes	Often	Very Often
2014	72	18	8	3
2015	75	17	6	2
2016	67	23	8	2
2017	65	24	8	3
2018	64	24	9	2

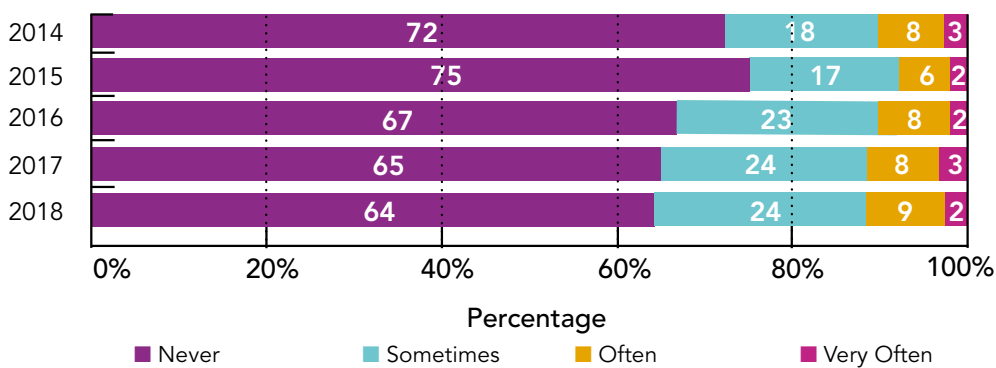Legend: ■ Never ■ Sometimes ■ Often ■ Very Often

Figure 5.4.2 Responses from PGT students in each year

Q2: During the current academic year how often have you discussed course topics, ideas, or concepts with academic staff outside of class?[14]

Two-thirds of PGT students discuss course topics, ideas or concepts outside of class with academic staff at least `sometimes'. This is broken down into 44% who do so `sometimes', 17% `often' and 6% `very often'.

A greater proportion of Master's students consult academic staff outside of class at least `sometimes' (69%) compared to those pursuing "PGT other than Master's" programmes (60%). Respondents attending Universities are slightly more likely to participate in course discussions with academic staff outside of class at least `sometimes' (68%) compared to those in Institutes of Technology (67%). This in turn is greater than for those in 'Other Institutions' (63%).

Full-time students are also more likely to engage in discussions with staff outside of class at least `sometimes' (72%) compared to part-time students (62%). Respondents aged 23 years and under discuss course topics outside of the classroom more than their peers aged 24 years and over. 28% of PGT students aged 23 and under believe that they discuss course topics `often' or `very often' compared to 22% of those aged 24 and over.

When domicile is explored, three-quarters of non-Irish students report discussing course topics with academic staff at least `sometimes' compared to 64% of Irish students. Students studying Arts and Humanities most often discuss course concepts with staff outside of class with over three quarters doing so at least `sometimes'. The students least likely are those studying Information and Communication Technologies where only 60% of students consult staff outside of class at least `sometimes'.

When analysing how students responded to this question over time, it is clear that the share of students who discuss topics with academic staff at least `sometimes' is increasing somewhat overtime. In 2014 and 2015 this proportion stood at 62% before increasing to 70% in 2018. *(Figure 5.4.4 opposite)*

14. The wording of the question is amended slightly from the 2014 and 2015 surveys. The question previously asked, "*how often have you discussed ideas from your coursework or classes with teaching staff outside class?*". The terms "topics", "ideas" and "concepts" are considered equivalent in this context. However, it is still possible that the revised surveys that elaborate on the term "ideas" by including "topics" and "concepts" could trigger different student responses.

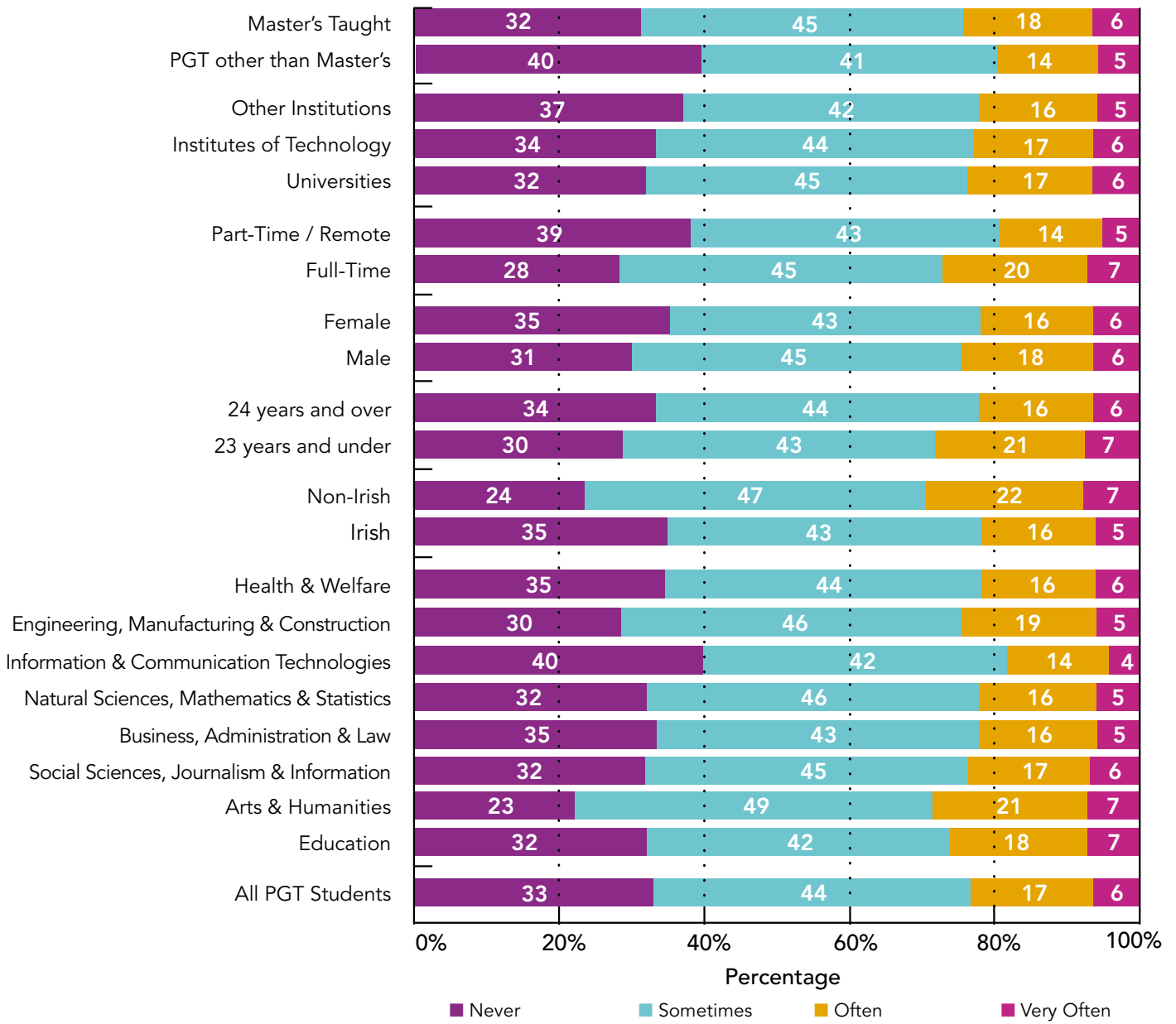## Discussed course topics, ideas or concepts with academic staff outside of class

	Never	Sometimes	Often	Very Often
Master's Taught	32	45	18	6
PGT other than Master's	40	41	14	5
Other Institutions	37	42	16	5
Institutes of Technology	34	44	17	6
Universities	32	45	17	6
Part-Time / Remote	39	43	14	5
Full-Time	28	45	20	7
Female	35	43	16	6
Male	31	45	18	6
24 years and over	34	44	16	6
23 years and under	30	43	21	7
Non-Irish	24	47	22	7
Irish	35	43	16	5
Health & Welfare	35	44	16	6
Engineering, Manufacturing & Construction	30	46	19	5
Information & Communication Technologies	40	42	14	4
Natural Sciences, Mathematics & Statistics	32	46	16	5
Business, Administration & Law	35	43	16	5
Social Sciences, Journalism & Information	32	45	17	6
Arts & Humanities	23	49	21	7
Education	32	42	18	7
All PGT Students	33	44	17	6

Figure 5.4.3 *Responses from PGT students across all years (2014 – 2018)*

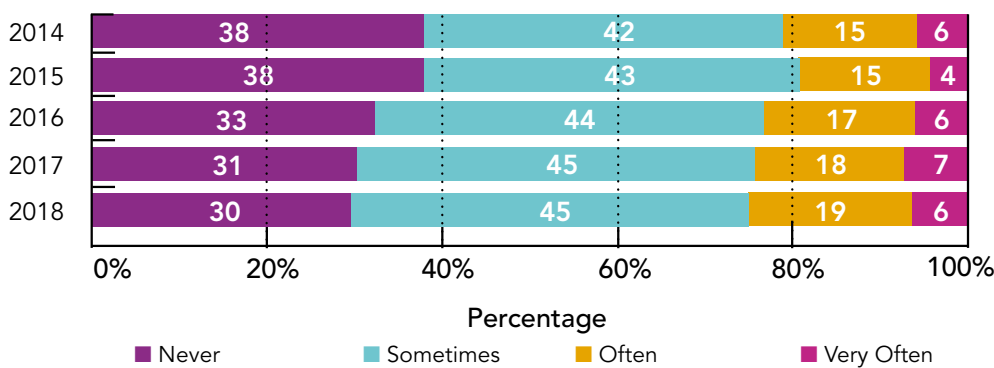|	Never	Sometimes	Often	Very Often
2014	38	42	15	6
2015	38	43	15	4
2016	33	44	17	6
2017	31	45	18	7
2018	30	45	19	6

Figure 5.4.4 *Responses from PGT students in each year*

Q3: During the current academic year how often have you discussed your performance with academic staff?[15]

The majority of PGT students discuss their performance with academic staff at least `sometimes' with 46% reporting they do so `sometimes', 17% reporting `often' and 5% reporting `very often'.

71% of students enrolled in Master's programmes report discussing their performance `sometimes' or more often. The comparable percentage for "PGT other than Master's" students is 63%. Full-time students are more likely to discuss their performance with staff at least 'sometimes' (73%) compared to 65% of part-time students.

Arts and Humanities students are most likely to discuss their performance with academic staff with 80% reporting they do at least `sometimes'. The equivalent proportion for Information and Communication Technologies students is 64%. Similar experience are reported by students studying Engineering, Manufacturing and Construction, Business Administration and Law, and Education.

The extent to which PGT students discuss their performance with academic staff is relatively stable over time. The share of students who `never' have such discussions remains between 30% and 31%. However, over the period, the share of students reporting that they `sometimes' discuss their grades with staff increases slightly while the share who do so `very often' falls slightly. (*Figure 5.4.6 opposite*)

15. The wording of the question is amended slightly from the 2014 and 2015 surveys. The question previously asked, "*how often have you discussed your grades or assignments with teaching staff / tutors*?" The terms "grades", "assignments" and "performance" are considered equivalent in this context. However, it is still possible that students may infer a broader meaning from the term "performance" compared to the specific terms "grades" and "assignments".

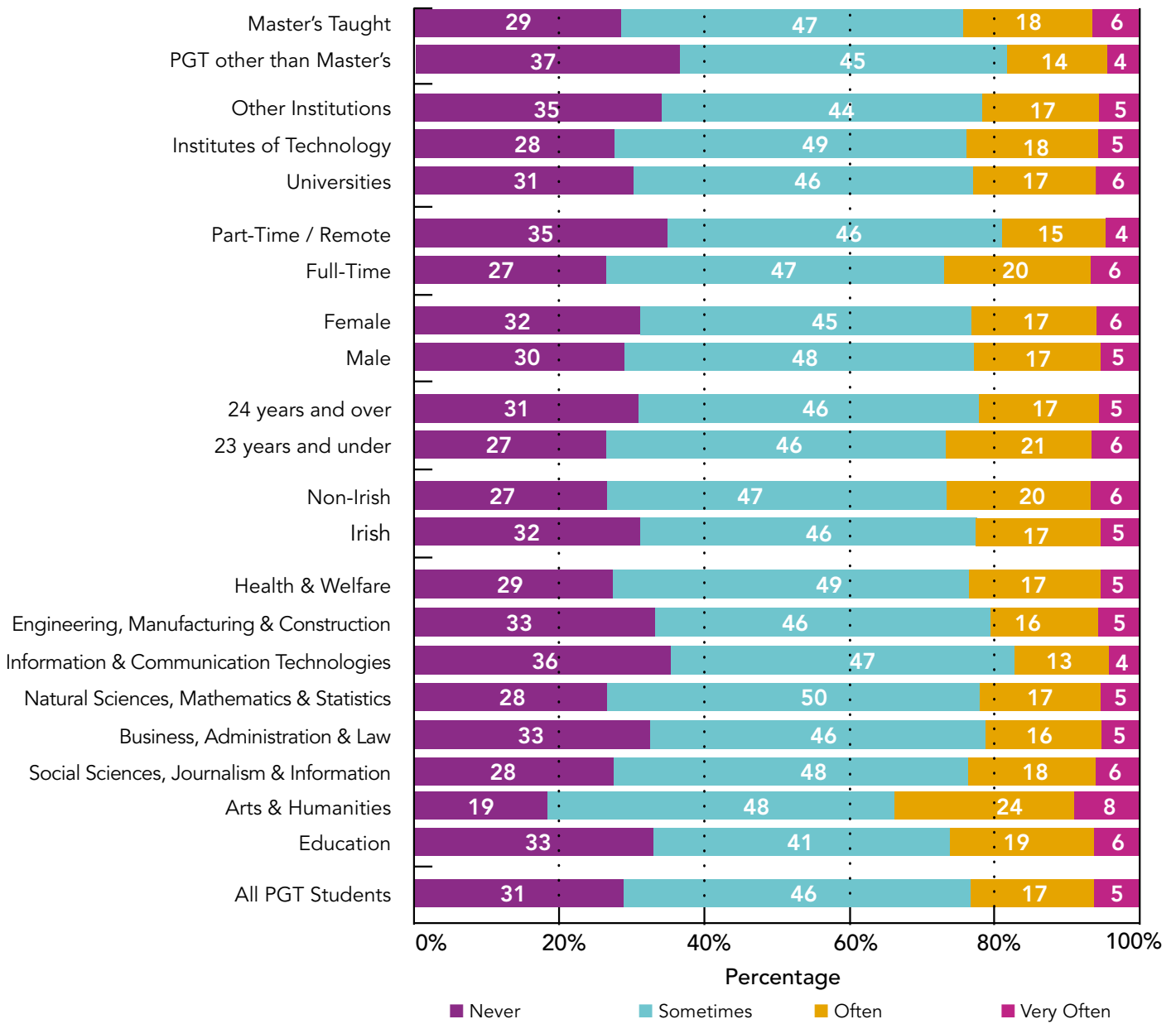## Discussed your performance with academic staff

	Never	Sometimes	Often	Very Often
Master's Taught	29	47	18	6
PGT other than Master's	37	45	14	4
Other Institutions	35	44	17	5
Institutes of Technology	28	49	18	5
Universities	31	46	17	6
Part-Time / Remote	35	46	15	4
Full-Time	27	47	20	6
Female	32	45	17	6
Male	30	48	17	5
24 years and over	31	46	17	5
23 years and under	27	46	21	6
Non-Irish	27	47	20	6
Irish	32	46	17	5
Health & Welfare	29	49	17	5
Engineering, Manufacturing & Construction	33	46	16	5
Information & Communication Technologies	36	47	13	4
Natural Sciences, Mathematics & Statistics	28	50	17	5
Business, Administration & Law	33	46	16	5
Social Sciences, Journalism & Information	28	48	18	6
Arts & Humanities	19	48	24	8
Education	33	41	19	6
All PGT Students	31	46	17	5

Figure 5.4.5 *Responses from PGT students across all years (2014 – 2018)*

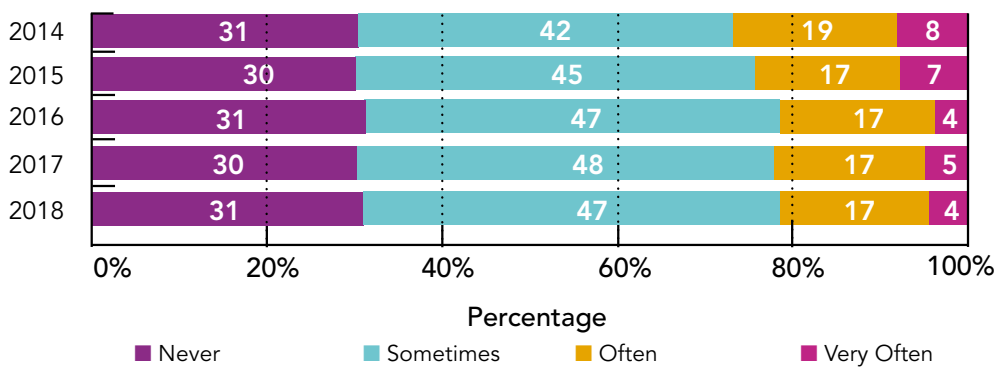|	Never	Sometimes	Often	Very Often
2014	31	42	19	8
2015	30	45	17	7
2016	31	47	17	4
2017	30	48	17	5
2018	31	47	17	4

Figure 5.4.6 *Responses from PGT students in each year*

5.5 **A NOTE ABOUT POSTGRADUATE RESEARCH (PGR) STUDENTS**

When the ISSE was being developed in 2012, the intention was to invite all student cohorts to participate in any such national survey of their experiences. As described in previous reports, pre-testing of the survey questions was undertaken with students via focus groups and cognitive interviews. This pre-testing found that the questions were appropriate for first year and final year undergraduate students and for postgraduate students pursuing taught programmes but that they did not reflect the experiences of postgraduate students undertaking research degrees. A decision was made to include postgraduate taught students in subsequent fieldwork and to develop a separate survey for postgraduate research students.

Postgraduate research students were invited to take part in a new discrete survey as a national pilot in 2018 and a separate report is being published to coincide with the publication of this report. While the question items are worded differently, it is interesting to note some key differences in the experiences of postgraduate students pursuing taught programmes and those pursuing research degree programmes, particularly within the same fields of study, for example.
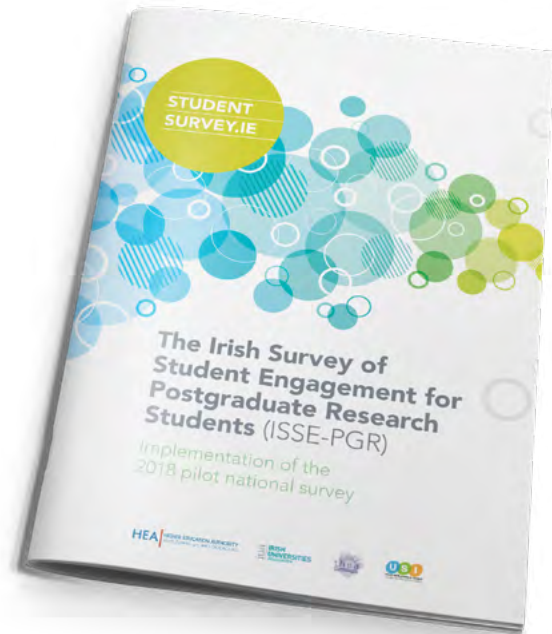
CHAPTER 6
NEXT STEPS

It is opportune to reflect on the increasing data set generated by respondents to the ISSE and its potential uses within institutions and beyond. The ISSE is designed to be comprehensive and seeks to become a sufficiently valuable information source to enable institutions to autonomously decide to reduce the number of other surveys in operation.

Two specific examples of limiting the number of surveys presented to students took place in this year's fieldwork. In addition to extensive use of ISSE data to inform preparation and self-evaluation in advance of institutional review, a number of Universities added a short set of common questions to the ISSE survey used for their students and, in doing so, avoided issuing an additional survey to gather student feedback in advance of institutional review, while also "completing the picture" for review. A number of Institutes of Technology adopted a similar approach and appended additional questions from the quality assurance annual survey (used by all Institutes of Technology) for their students. Data generated from these optional question items are returned solely to the institutions in question and are not reported elsewhere.

The utilisation of ISSE data within institutions continues to develop incrementally and the partnership intends to make available an updated list of examples during the next academic year. This will update an earlier report titled *"Effective feedback and uses of ISSE data: an emerging picture"*[16] which was published in January 2015 and signalled the early potential of ISSE data after the first non-pilot year of fieldwork. It will also complement the video commentaries of practitioners which are available on the studentsurvey.ie website.

6.1
CONTINUING TO PROMOTE THE POTENTIAL OF ISSE DATA

As outlined in section 1.2 of this report, ISSE data increasingly informs institutional self-evaluation activities and is frequently used in fora such as institutional analysis workshops facilitated by the National Student Engagement Programme (NStEP) and detailed considerations of assessment practices by the National Forum for the Enhancement of Teaching and Learning. ISSE data is being used as a central element of institutional preparation for the current cycle of institutional reviews. The data are also used significantly in strategic discussions between the Higher Education Authority and individual institutions. In addition, the project team continues to facilitate bespoke workshops at institutional level.

In the 2017-2018 academic year, ISSE developments have been presented more widely at a series of higher education events nationally and internationally. Examples include:

- The Annual Forum of the European Higher Education Society in September 2017 (http://www.eairweb.org/forum2017/parallel-sessions/) where selected results from engagement surveys in the US, Canada, UK, Netherlands and Ireland were considered

- UK RAISE (Researching, Advancing, Inspiring Student Engagement, www.raise-network.com) Conference 2017 where free text responses from three years' fieldwork were explored

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16.http://studentsurvey.ie/wp-content/uploads/2015/01/ISSE-Feedback-Report.pdf

- EUA Policy Dialogue meeting with Austrian higher education institutions and national agencies: case study of effective collaborative practices from Ireland (June 2018)

- The Higher Education Institutional Research conference 2018

Since 2014, each national report has included a chapter which "looks deeper" into the data (Chapter 5 in recent reports). Different aspects have been explored each year as examples of the focussed analysis and interpretation which could be undertaken with the comprehensive data set. The collaborative partnership is currently exploring how wider learning may be effectively realised beyond the understandable institution-based focus that has predominated thus far. It is planned to commission further research into various themes examined in "looking deeper" chapters over recent years in order to develop discrete publications to highlight potential system-level learning from ISSE data.

6.2
CLOSING THE LOOP FOR POSTGRADUATE RESEARCH STUDENTS

The 2017 national report made reference to development of a specific survey for postgraduate research (PGR) students. Early pre-testing of the ISSE determined that the questions did not reflect the experience of postgraduate research students and, accordingly, they were not invited to participate in subsequent fieldwork. A commitment was made to develop a suitable set of questions for PGR students and these students were invited to take part in a new discrete survey as a national pilot in 2018. Postgraduate research students from 24 institutions were invited to respond to the pilot survey which is referred to as ISSE for postgraduate research students or ISSE-PGR. More than 30% of the target PGR cohort took part in 2018. A separate report is being published to coincide with the annual ISSE report.

APPENDIX 1
PROJECT RATIONALE AND GOVERNANCE

The *National Strategy for Higher Education to 2030*[17], published in 2011, recommended that higher education institutions should put in place systems to capture feedback from students to inform institutional and programme management, as well as national policy. It also recommended that every higher education institution should put in place a comprehensive anonymous student feedback system, coupled with structures to ensure that action is taken promptly in relation to student concerns. This recommendation was informed by legislation (namely, reference to the involvement of students in evaluating the quality of their educational experience in the *Universities Act, 1997*, and the *Qualifications (Education and Training) Act, 1999)* and other key policy drivers such as *Standards and Guidance for Quality Assurance in the European Higher Education Area*, (ENQA 2005 and 2009), and *Common Principles for Student Involvement in Quality Assurance/Quality Enhancement* (IHEQN 2009). The National Strategy report noted in 2011 that "substantial progress (in this area) has been made" but also stated that "students still lack confidence in the effectiveness of current mechanisms and there remains considerable room for improvement in developing student feedback mechanisms and in closing feedback loops."

In 2012, a national project structure was established which was representative of institutions, relevant agencies and the Union of Students in Ireland. This project team implemented a pilot national student survey in 2013 involving all Universities, Institutes of Technology and most colleges of education. The national pilot was regarded as successful, leading to an agreement to proceed to full implementation in 2014 and future years. A full report on implementation of the 2013 national pilot, and other resources and results from subsequent years' implementation, are published at www.studentsurvey.ie.
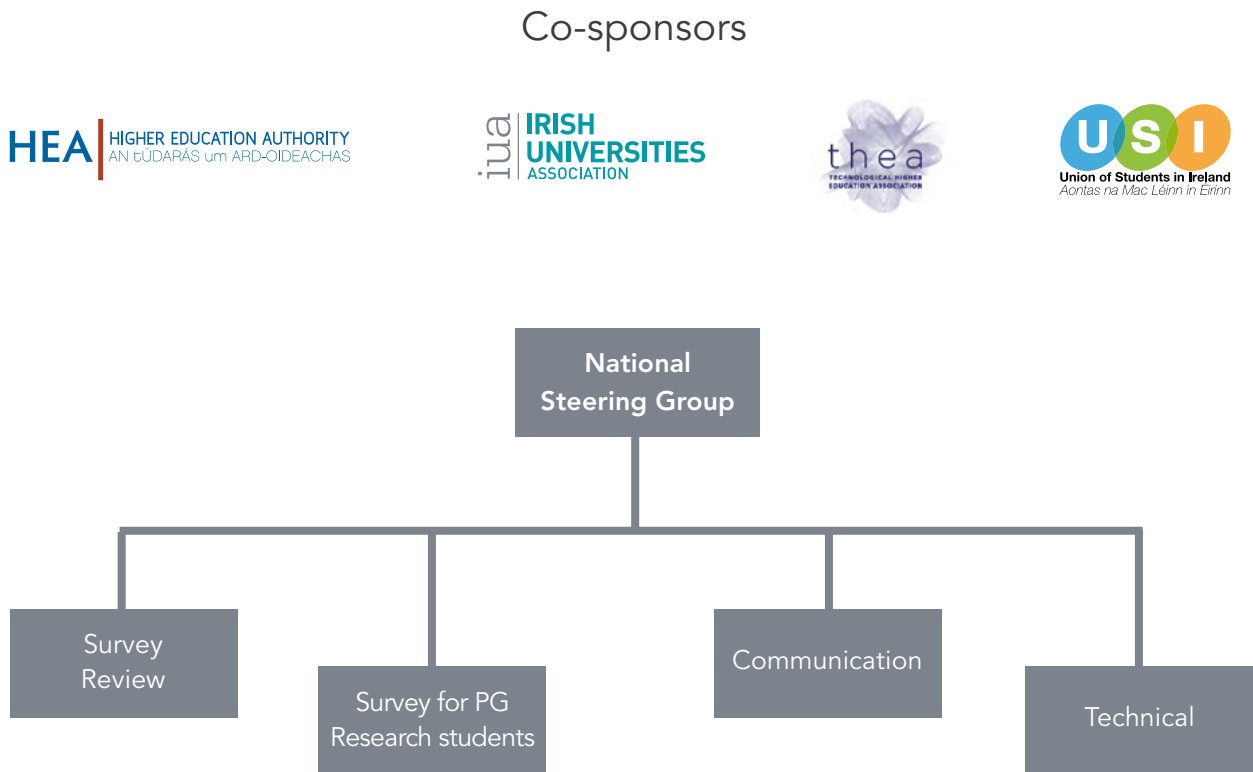
Implementation of the Irish Survey of Student Engagement is funded by the Higher Education Authority as a shared service for participating institutions. The project is co-sponsored by the Higher Education Authority (HEA), the Irish Universities Association (IUA), the Technological Higher Education Association (THEA) and the Union of Students in Ireland (USI).

The governance and management structures for the Irish Survey of Student Engagement (ISSE) were designed to ensure wide representation of partner higher education institutions and sponsoring organisations. A National Steering Group, previously known as the Project Plenary Advisory Group, was established with representatives from Universities, Institutes of Technology, Quality and Qualifications Ireland[18], and the project co-sponsors (HEA, IUA, THEA and USI). This group is responsible for the overall management of the project. In addition, there are a number of working groups addressing specific aspects of the project. These include survey design / review, technical, and communications. Each of the sub groups is chaired by a member of the Steering Group and members are nominated by participating organisations. In 2017, a specific group was convened to address development and implementation of a survey suitable for postgraduate research students. A full-time project manager was appointed to lead developments and to ensure coherence and consistency between the various elements of the project.

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17. http://www.hea.ie/sites/default/files/national_strategy_for_higher_education_2030.pdf
18. The statutory quality assurance agency, www.QQI.ie

Figure A.1 Project working group structures

Co-sponsors

National Steering Group

Survey Review

Survey for PG Research students

Communication

Technical

APPENDIX 2
QUESTIONS RELATING TO SPECIFIC ENGAGEMENT INDICATORS

HIGHER-ORDER LEARNING

During the current academic year, how much has your coursework emphasised... [very little, some, quite a bit, very much]

- Applying facts, theories, or methods to practical problems or new situations

- Analysing an idea, experience, or line of reasoning in depth by examining its parts

- Evaluating a point of view, decision, or information source

- Forming an understanding or new idea from various pieces of information

REFLECTIVE AND INTEGRATIVE LEARNING

During the current academic year, about how often have you... [never, sometimes, often, very often]

- Combined ideas from different subjects / modules when completing assignments

- Connected your learning to problems or issues in society

- Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in discussions or assignments

- Examined the strengths and weaknesses of your own views on a topic or issue

- Tried to better understand someone else's views by imagining how an issue looks from their perspective

- Learned something that changed the way you understand an issue or concept

- Connected ideas from your subjects / modules to your prior experiences and knowledge

QUANTITATIVE REASONING

During the current academic year, about how often have you... [never, sometimes, often, very often]

- Reached conclusions based on your analysis of numerical information (numbers, graphs, statistics, etc.)

- Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)

- Evaluated what others have concluded from numerical information

LEARNING STRATEGIES

During the current academic year, about how often have you... [never, sometimes, often, very often]

- Identified key information from recommended reading materials

- Reviewed your notes after class

- Summarised what you learned in class or from course materials

COLLABORATIVE LEARNING

During the current academic year, about how often have you... [never, sometimes, often, very often]

- Asked another student to help you understand course material

- Explained course material to one or more students

- Prepared for exams by discussing or working through course material with other students

- Worked with other students on projects or assignments

STUDENT-FACULTY INTERACTION

During the current academic year, about how often have you... [never, sometimes, often, very often]

- Talked about career plans with academic staff

- Worked with academic staff on activities other than coursework (committees, student groups, etc.)

- Discussed course topics, ideas, or concepts with academic staff outside of class

- Discussed your performance with academic staff

EFFECTIVE TEACHING PRACTICES

During the current academic year, to what extent have lecturers / teaching staff... [very little, some, quite a bit, very much]

- Clearly explained course goals and requirements

- Taught in an organised way

- Used examples or illustrations to explain difficult points

- Provided feedback on a draft or work in progress

- Provided prompt and detailed feedback on tests or completed assignments

QUALITY OF INTERACTIONS

At your institution, please indicate the quality of interactions with... [Poor, 2, 3, 4, 5, 6, Excellent, N/A]

- Students

- Academic advisors

- Academic staff

- Support services staff (career services, student activities, accommodation, etc.)

- Other administrative staff and offices (registry, finance, etc.)

SUPPORTIVE ENVIRONMENT

How much does your institution emphasise... [very little, some, quite a bit, very much]

- Providing support to help students succeed academically

- Using learning support services (learning centre, computer centre, maths support, writing support etc.)

- Contact among students from different backgrounds (social, racial/ethnic, religious, etc.)

- Providing opportunities to be involved socially

- Providing support for your overall well-being (recreation, health care, counselling, etc.)

- Helping you manage your non-academic responsibilities (work, family, etc.)

- Attending campus activities and events (special speakers, cultural performances, sporting events, etc.)

- Attending events that address important social, economic, or political issues

QUESTIONS NOT RELATING DIRECTLY TO INDICATORS

In addition, 22 other question items are included because of their intrinsic value. These questions do not contribute directly to indicators but are listed in section 2.3.10 alongside 2018 responses.

APPENDIX 3
PARTICIPATION IN ISSE 2018

The following institutions participated in ISSE 2018. Percentage figures represent the proportion of students from target cohorts who responded to at least some survey questions.

UNIVERSITIES

Dublin City University	33.7%
Maynooth University	25.2%
National University of Ireland Galway	33.9%
Trinity College Dublin	22.6%
University College Cork	13.9%
University College Dublin	27.0%
University of Limerick	28.3%

OTHER INSTITUTIONS

Marino Institute of Education	33.9%
Mary Immaculate College, Limerick	29.7%
National College of Art and Design	33.6%
National College of Ireland	25.1%
Royal College of Surgeons in Ireland	28.4%
St. Angela's College, Sligo	18.6%

INSTITUTES OF TECHNOLOGY

Athlone Institute of Technology	65.1%
Cork Institute of Technology	38.1%
Dublin Institute of Technology	29.5%
Dundalk Institute of Technology	31.6%
Galway-Mayo Institute of Technology	33.3%
Institute of Art, Design and Technology	30.3%
Institute of Technology Blanchardstown	27.1%
Institute of Technology Carlow	28.5%
Institute of Technology Sligo	19.3%
Institute of Technology Tallaght	27.8%
Institute of Technology Tralee	29.2%
Letterkenny Institute of Technology	26.7%
Limerick Institute of Technology	48.0%
Waterford Institute of Technology	9.8%

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