



# Irish Survey of Student Engagement National Report 2022

---

Executive Summary

## Purpose

StudentSurvey.ie (the Irish Survey of Student Engagement; Suirbhé na hÉireann ar Rannpháirtíocht na Mac Léinn) asks students directly about their experiences of higher education in Ireland, including their academic, personal, and social development. For the purposes of StudentSurvey.ie, student engagement reflects two key elements. The first is the amount of time and effort that students put into their studies and other educationally beneficial activities. The second is how institutions deploy resources and organise curricula and learning opportunities to encourage students to participate in meaningful activities linked to learning.

A unique partnership was established between the Higher Education Authority (HEA), the Irish Universities Association (IUA), the Technological Higher Education Association (THEA), and the Union of Students in Ireland (USI) to manage, direct, and implement the survey project. The StudentSurvey.ie Steering Group maintains strategic direction for the survey project and consists of representatives of the aforementioned organisations, participating institutions, and the statutory quality assurance and qualifications agency, Quality and Qualifications Ireland (QQI).

## The review of StudentSurvey.ie

A comprehensive review of the StudentSurvey.ie survey instrument was carried out in 2021. The Survey Review Group considered international good practice, feedback from students, and recommendations from relevant stakeholders in revising the existing questions and considering where additional questions could add value. The outcomes were:

1. Revised StudentSurvey.ie objectives
2. Minor revisions to the clarity of the existing StudentSurvey.ie questions, including creation of new indicator – *Learning, Creative and Social Skills*
3. **Pilot Study 1** – New demographic questions
4. **Pilot Study 2** – Optional Topical Module questions
5. Creation of an International Comparators Factsheet

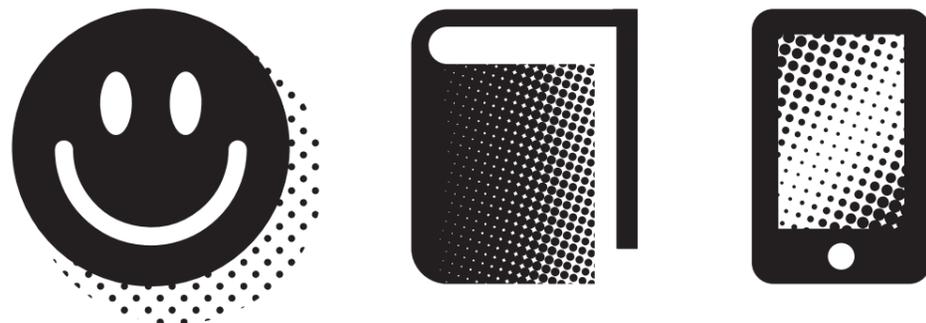
## Method

The focus of the survey is on student engagement with learning, rather than student satisfaction. Student engagement with college life is important in enabling them to develop key capabilities, such as critical thinking, problem-solving, writing skills, team-work, and communication skills. The comprehensive survey consists of 64 questions, grouped by the engagement ‘indicator’ to which

they relate. There is an additional body of questions that do not directly relate to a specific indicator, but that are included in the survey because of their contribution to a broad understanding of student engagement. Each indicator score is calculated from responses to the multiple questions that relate to that indicator. The indicators are:

- ➔ Higher-Order Learning
- ➔ Reflective and Integrative Learning
- ➔ Quantitative Reasoning
- ➔ Learning Strategies
- ➔ Collaborative Learning
- ➔ Student-Faculty Interaction
- ➔ Effective Teaching Practices
- ➔ Quality of Interactions
- ➔ Supportive Environment
- ➔ Learning, Creative and Social Skills

There is a second survey, which is designed for postgraduate research (PGR) students (Masters by Research and PhD students). PGR StudentSurvey.ie runs every two years, with the next fieldwork period scheduled for spring 2023.



## Summary of 2022 results – Indicator scores

A total of 42,852 students responded to StudentSurvey.ie 2022, which represents a national response rate of 27.8%. The average indicator score for each indicator is presented below.

The reader is directed to the National Report 2022 for further information about how to interpret indicator scores. The key points to

remember are a) indicator scores are scored out of a maximum of 60, b) indicator scores are NOT percentages and, c) due to the way they are calculated, it is not possible to compare indicator scores across different indicators, but d) it is possible to compare indicator scores for different groups within the same indicator.

**Table 0.1** Indicator scores for all indicators by cohort

	All students	First Year	Final Year	PG Taught
<i>Higher-Order Learning</i>	36.2	34.7	35.6	38.8
<i>Reflective and Integrative Learning</i>	33.2	31.3	32.7	36.4
<i>Quantitative Reasoning</i>	21.5	19.7	22.6	23.3
<i>Learning Strategies</i>	32.6	31.4	31.6	35.0
<i>Collaborative Learning</i>	28.9	28.2	30.3	28.9
<i>Student-Faculty Interaction</i>	12.3	8.9	14.0	15.8
<i>Effective Teaching Practices</i>	32.6	31.4	31.1	35.7
<i>Quality of Interactions</i>	38.0	37.7	36.5	39.9
<i>Supportive Environment</i>	29.0	30.6	26.7	28.5
<i>Learning, Creative and Social Skills</i>	33.3	31.4	34.3	35.3

Interpretation of detailed results requires contextualising the results with information from each individual institution and understanding what the students in that institution are saying. Institutions are committed to interpreting and

utilising StudentSurvey.ie data to enhance the experiences of their students and do not support the use of student engagement results for any overly simplistic purpose that could be perceived as ranking institutions.

Summary of 2022 results — Individual questions

Higher-Order Learning 2022

**62.9%**

of students believed that their coursework emphasised quite a bit/ very much applying facts, theories, or methods to practical problems or new situations

**56.6%**

of students believed that their coursework emphasised quite a bit/ very much analysing an idea, experience, or line of reasoning in depth by examining its parts

**59.6%**

of students believed that their coursework emphasised quite a bit/ very much evaluating a point of view, decision, or information source

**65.3%**

of students believed that their coursework emphasised quite a bit/ very much forming an understanding or new idea from various pieces of information

Reflective and Integrative Learning 2022

**59.0%**

of students often/ very often combined ideas from different subjects/ modules when completing assignments

**45.6%**

of students often/ very often connected their learning to problems or issues in society

**33.4%**

of students often/ very often included diverse perspectives (political, religious, racial, ethnic, gender, etc.) in discussions or assignments

**50.6%**

of students often/ very often examined the strengths and weaknesses of their own views on a topic or issue

**57.7%**

of students often/ very often tried to better understand someone else's views by imagining how an issue looks from their perspective

**63.0%**

of students often/ very often learned something that changed the way they understand an issue or concept

**67.8%**

of students often/ very often connected ideas from their subjects/ modules to their experiences and knowledge

Quantitative Reasoning 2022



**35.8%**

of students often/ very often reached conclusions based on their analysis of numerical information (numbers, graphs, statistics, etc.)

**26.9%**

of students often/ very often used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)

**22.9%**

of students often/ very often evaluated what others have concluded from numerical information

Learning Strategies 2022

**53.7%**

of students often/ very often identified key information from recommended reading materials

**56.8%**

of students often/ very often reviewed their notes after class, tutorials, labs or studios

**47.0%**

of students often/ very often summarised what they learned in class, tutorials, labs or studios, or from course materials

Collaborative Learning 2022

**41.9%**

of students often/ very often asked another student to help them understand course material

**45.3%**

of students often/ very often explained course material to one or more students

**42.3%**

of students often/ very often prepared for exams by discussing or working through course material with other students

**52.6%**

of students often/ very often worked with other students on projects or assignments

Student-Faculty Interaction 2022

**15.4%**

students often/ very often talked about career plans with academic staff

**10.3%**

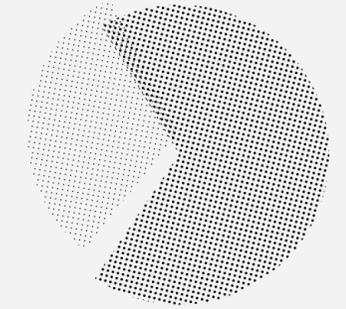
of students often/ very often worked with academic staff on activities other than coursework (committees, student groups, etc.)

**20.5%**

of students often/ very often discussed course topics, ideas, or concepts with academic staff outside of scheduled class, tutorials, labs or studios

**16.6%**

of students often/ very often discussed their performance with academic staff



Effective Teaching Practices 2022

**66.9%**

of students believed that lecturers/ teaching staff clearly explained course goals and requirements

**68.9%**

of students believed that lecturers/ teaching staff taught in an organised way

**67.4%**

of students believed that lecturers/ teaching staff used examples or illustrations to explain difficult points

**37.6%**

of students believed that lecturers/ teaching staff provided feedback on a draft or work in progress

**43.1%**

of students believed that lecturers/ teaching staff provided prompt and detailed feedback on tests or completed assignments

## Quality of Interactions 2022

**59.7%**

of students indicated as excellent (6/7 or 7/7) the quality of interactions with students

**33.3%**

of students indicated as excellent (6/7 or 7/7) the quality of interactions with academic advisors

**43.3%**

of students indicated as excellent (6/7 or 7/7) the quality of interactions with academic staff

**33.2%**

of students indicated as excellent (6/7 or 7/7) the quality of interactions with support services staff (career services, student activities, accommodation, etc.)

**34.7%**

of students indicated as excellent (6/7 or 7/7) the quality of interactions with other administrative staff and offices (registry, finance, etc.)

## Supportive Environment 2022

**57.7%**

of students believed that their institution emphasised quite a bit/ very much providing support to help students succeed academically

**54.5%**

of students believed that their institution emphasised quite a bit/ very much using learning support services (learning centre, computer centre, maths support, writing support, etc.)

**42.5%**

of students believed that their institution emphasised quite a bit/ very much contact among students from different backgrounds (social, racial/ ethnic, religious, etc.)

**50.3%**

of students believed that their institution emphasised quite a bit/ very much providing opportunities to be involved socially

**49.3%**

of students believed that their institution emphasised quite a bit/ very much providing support for their overall well-being (recreation, health care, counselling, etc.)

**24.9%**

of students believed that their institution emphasised quite a bit/ very much helping them manage their non-academic responsibilities (work, family, etc.)

**46.2%**

of students believed that their institution emphasised quite a bit/ very much attending activities and events (special speakers, cultural performances, sporting events, etc.) organised by their institution



## Learning, Creative and Social Skills 2022

**62.1%**

of students believed that their experience at their institution contributed to their knowledge, skills, and personal development quite a bit/ very much in writing clearly and effectively

**52.3%**

of students believed that their experience at their institution contributed to their knowledge, skills, and personal development quite a bit/ very much in speaking effectively

**73.6%**

of students believed that their experience at their institution contributed to their knowledge, skills, and personal development quite a bit/ very much in thinking critically and analytically

**48.6%**

of students believed that their experience at their institution contributed to their knowledge, skills, and personal development quite a bit/ very much in analysing numerical and statistical information

**56.6%**

of students believed that their experience at their institution contributed to their knowledge, skills, and personal development quite a bit/ very much in being innovative and creative

**65.9%**

of students believed that their experience at their institution contributed to their knowledge, skills, and personal development quite a bit/ very much in working effectively with others

**53.3%**

of students believed that their experience at their institution contributed to their knowledge, skills, and personal development quite a bit/ very much in solving complex real-world problems

**45.1%**

of students believed that their experience at their institution contributed to their knowledge, skills, and personal development quite a bit/ very much in being an informed and active citizen (societal/ political/ community)

## Non-Indicator items 2022

**47.5%**

of students often/ very often asked questions or contributed to discussions in class, tutorials, labs, studios, or online

**34.2%**

of students often/ very often attended class, tutorials, labs, studios, or online without doing the preparation expected of them (completing readings or assignments, etc.)

**35.2%**

of students often/ very often made a presentation in class, tutorials, labs, studios, or online

## Non-Indicator items 2022 (cont.d)

**45.0%**

of students often/ very often explored how to apply their learning in the workplace

**46.6%**

of students often/ very often exercised or participated in physical fitness activities (whether related to their course/ institution or in their life outside their institution)

**38.5%**

of students often/ very often blended academic learning with workplace experience

**39.9%**

of students often/ very often worked on assessments that informed them how well they were learning

**51.9%**

of students plan to engage/ have engaged/ were in the process of engaging in voluntary activity (whether related to their course/ institution or in their life outside their institution)

**58.5%**

of students believed that their experience at their institution contributed to their knowledge, skills, and personal development quite a bit/ very much in acquiring job- or work-related knowledge and skills

**78.6%**

of students would evaluate their entire educational experience at their institution as good/ excellent

**83.5%**

of students, if they could start over again, would probably/ definitely go to the same institution they are now attending

**63.4%**

of students had not seriously considered withdrawing from their degree programme

**9.8%**

of students had seriously considered withdrawing from their degree programme for financial reasons

**13.3%**

of students had seriously considered withdrawing from their degree programme for personal or family reasons

**6.4%**

of students had seriously considered withdrawing from their degree programme for health reasons

**5.3%**

of students had seriously considered withdrawing from their degree programme for employment reasons

**8.5%**

of students had seriously considered withdrawing from their degree programme to transfer to another institution

**8.3%**

of students had seriously considered withdrawing from their degree programme for another reason



