

Irish Survey of Student Engagement Results 2023



Higher-Order Learning 2023

63.1%

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

57.3%

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

60.2%

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

66.0%

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 2023

60.0%

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

46.4%

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

34.4%

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

51.6%

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

62.8%

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

69.3%

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

Quantitative Reasoning 2023

36.6%

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

27.8%

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

23.8%

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

Learning Strategies 2023

48.4%

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

53.7%

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

56.9%

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

Collaborative Learning 2023

47.4%

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

45.2%

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

43.1%

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

55.4%

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

Student–Faculty Interaction 2023

17.2%

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

11.6%

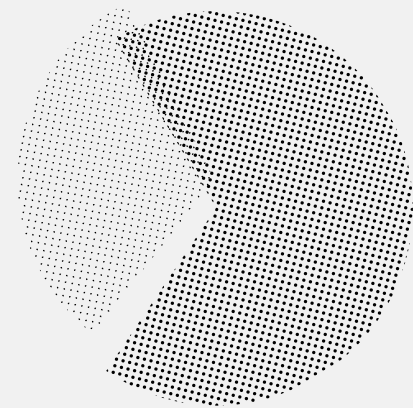
of students 'often/ 'very often' worked with academic staff on activities other than coursework (committees, student groups, etc.)

21.4%

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

17.9%

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



Effective Teaching Practices 2023

66.6%

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

68.5%

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

38.4%

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

43.0%

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

Quality of Interactions 2023

63.7%

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

40.1%

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

51.0%

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

40.1%

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

41.0%

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 2023

58.9%

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

57.2%

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.)

46.1%

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

55.2%

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

51.8%

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

26.8%

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

41.0%

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

50.9%

of students believed that their institution emphasised 'quite a bit' / 'very much' attending activities and events that address important social, economic, or political issues

Learning, Creative and Social Skills 2023

62.0%

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

53.2%

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

73.5%

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

49.3%

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

57.7%

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

66.8%

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

52.9%

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 problem

44.0%

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 2023

48.3%

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

34.6%

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

37.5%

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

Non-Indicator items 2023 (continued)

45.1%

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

46.9%

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

38.7%

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

41.0%

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

53.5%

of students plan to do/ have done/ were in process of engage in voluntary activity (whether related to their course/ institution or in their life outside your institution)

59.3%

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

78.4%

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

83.0%

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

10.3%

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

13.2%

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

6.2%

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

5.7%

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

9.3%

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

8.2%

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