



UCC

University College Cork, Ireland
Coláiste na hOllscoile Corcaigh

StudentSurvey.ie (2023) **RESULTS REPORT: University College Cork**



University Student Survey Board
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ACKNOWLEDGEMENTS

This report is an initiative of the University Student Survey Board, with support from Ms Elizabeth Noonan, current Chair and Director Quality Enhancement Unit. The Student Survey Project team would like to thank the many students who participated in the online survey, and we would like to especially thank Ms Asha Woodhouse (President of the Students Union), Mr Stephen O’Riordan (former Education Officer of the Students Union), Ms Sinead Roche (former Communications Officer of the Students Union) Mr Barry O’Connor (Systems Administration) and Mr Barry Foley (IT Services) for their help in promoting and administering the online survey

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INTRODUCTION

This report presents the findings of the StudentSurvey.ie (Irish Survey of Student Engagement) fieldwork conducted in February 2023. The question set was revised in 2021. The survey is run in partnership 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).

The survey invites responses from first year undergraduate, final year undergraduate, and taught postgraduate (PGT) students in 21 higher education institutes in Ireland. It is designed specifically to gather data on student experience in higher education institutions, with a focus on the amount of time and effort students put into their studies and other educationally beneficial activities, as well as how institutions deploy resources and organise curriculum and learning opportunities to encourage students to participate in meaningful activities linked to learning. StudentSurvey.ie data is best used as a series of signposts to explore why students may have reported certain forms of engagement and it provides valuable feedback that is essential for the internal Quality Enhancement processes.

Optional questions for 2022/2023 – Topical Modules

Topical Modules are small sets of pre-tested standardised questions which institutions can add on to their survey. Following a successful pilot study of four optional Topical Modules in 2022, an additional Topical Module was added in 2023. The five optional Topical Modules are:

- Topical Module 1: Career & Workforce Preparation
- Topical Module 2: Civic Engagement
- Topical Module 3: Experiences with Online Learning
- Topical Module 4: Inclusiveness and Engagement with Diversity
- Topical Module 5: Academic Integrity (added in 2023)

Following consultation with the Deputy President and Registrar, Dean of Undergraduate and Graduate Studies, UCC opted to include Topical Module 4 - Inclusiveness and Engagement with Cultural Diversity in the 2022 and 2023 survey. The questions were deemed a fit with the University's Equality, Diversity and Inclusion agenda and will help us to understand if several initiatives that are currently ongoing are within the awareness of the larger student body. These results are separate to the established survey questions and can be found in the **Topical Module** section.

WHAT IS STUDENT ENGAGEMENT?

The term 'student engagement' is 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.

PARTICIPATION IN STUDENTSURVEY.IE

14,150 students were invited to participate in the 2023 survey (Table 1). Working in partnership with our Students' Union Officers, the fieldwork was conducted in spring 2023, launching at UCC on Tuesday 7th February and remaining open until Monday 27th February. All eligible students were emailed an invitation to participate in this survey. Participation was voluntary, the survey was implemented online, and respondents were ensured confidentiality.

Table 1: How our students responded in the past 4 years

	2020	2021	2022	2023
Total number of eligible students	12,655	13,763	14,203	14,150
Total number of respondents	2,828	2,781	4,083	3,514
Overall Percentage (%)	22.3	20.2	28.7	25

The UCC response rate for 2023 was **25%** (3,514) compared with **29%** (4,083) in 2022. This is **4%** lower than our response rate for 2022 and aligns with the national response rate for Irish universities (**25%**) in 2023. It should be noted that the average response rate nationally sits at **25.7%**. University College Cork sits at 14th out of 21 institutions who participated in the survey, when compared to its position in 2022 (12 out of 21). UCC was also ranked 4th of the responding universities (Table 2).

Table 2: UCC's participation in the StudentSurvey.ie at sectoral level (Irish Universities)

University Response Rates	2023	2022	2021	2020	2019
Dublin City University	31%	35%	25%	28%	33%
Maynooth University	27%	23%	22%	25%	21%
Trinity College Dublin	26%	35%	33%	34%	22%
University College Cork	25%	29%	20%	22%	18%
University of Galway	24%	26%	31%	38%	37%
University College Dublin	22%	27%	32%	34%	23%
University of Limerick	22%	21%	17%	18%	22%

Table 3 presents the demographic profile of all UCC survey responders. The results consistently show that a respondent is mostly a female Irish student, under 23 years of age, in her first year of study. The pattern remains to be like in other universities in terms of their domicile and gender (UCC has a higher female response rate).

Table 3: Demographic Profile of UCC Participants in the StudentSurvey.ie 2023 and 2022

	University College Cork 2023				University College Cork 2022			
	First Year	Final Year	PG Taught	All students	First Year	Final Year	PG Taught	All students
Population								
Survey Population	5011	3880	5259	14,150	5,042	3,680	5,482	14,204
Respondents	1498	914	1102	3,514	1,781	1,010	1,292	4,083
Response Rate	29.8	23.5	20.9	24.8	35.3	27.4	23.6	28.7
Age (Number)								
23 years and under	1236	652	102	1,990	1,471	737	157	2,365
24 years and over	262	262	1000	1524	310	273	1,135	1,718
Age (%)								
23 years and under	82.5	71.3	9.25	56.6	82.6	73.0	12.2	57.9
24 years and over	17.4	28.6	90.7	43.3	17.4	27.0	87.8	42.1
Sex (Number)								
Male	516	321	372	1,209	643	357	465	1,465
Female	970	588	720	2,278	1,128	652	824	2,604
Sex (%)								
Male	34.7	35.3	34.0	34.6	36.3	35.4	36.1	36.0
Female	65.2	64.6	65.9	65.3	63.7	64.6	63.9	64.0
Domicile (Number)								
Irish	1343	857	766	2,966	1,650	945	1,009	3,604
Non-Irish	155	57	336	548	131	65	283	479
Domicile (%)								
Irish	89.6	93.7	69.5	84.4	92.6	93.6	78.1	88.3
Non-Irish	10.3	6.23	30.4	15.5	7.4	6.4	21.9	11.7
Mode of Study (Number)								
Full-time	1381	861	668	2,910	1,622	964	766	3,352
Part-time/Remote	117	53	434	604	159	46	526	731
Mode of Study (%)								
Full-time	92.1	94.2	60.6	82.8	91.1	95.4	59.3	82.1
Part-time/Remote	7.8	5.79	39.3	17.1	8.9	4.6	40.7	17.9
Programme Type (Number)								
Undergraduate Certificate/Diploma	119	47	0	166	155	43	0	198
Undergraduate Ordinary Degree	0	0	0	0	0	0	0	0
Undergraduate Honours Degree	1379	867	0	2,246	1,626	967	0	2,593

Graduate Certificate/Diploma	0	0	329	329	0	0	397	397
Master's Taught	0	0	773	773	0	0	895	895

Programme Type (%)

Undergraduate Certificate/Diploma	7.94	5.14	0	4.72	8.7	4.3	0.0	4.8
Undergraduate Ordinary Degree	0	0	0	0	0.0	0.0	0.0	0.0
Undergraduate Honours Degree	92.0	94.8	0	63.9	91.3	95.7	0.0	63.5
Graduate Certificate/Diploma	0	0	29.8	9.3	0.0	0.0	30.7	9.7
Master's Taught	0	0	70.1	21.9	0.0	0.0	69.3	21.9

TOOLS TO SUPPORT ANALYSIS

In Touch dashboard

Data are available and can be accessed via the [In Touch dashboard](#), a Power BI driven data analysis and visualisation tool which will help you to analyse the results of StudentSurvey.ie. Using the In Touch dashboard, results are available which will allow colleagues to compare the indicator score for each indicator for respondents in programmes within their College, School, and Department with relevant comparators within the institution and nationally. When results are combined with local knowledge of programmes and the students enrolled, the value of the data can be maximised, making the most of this valuable dataset StudentSurvey.ie has created.

This tool enables Programme Directors and Coordinators to download and present programme data (for every fieldwork period since 2017) for the purposes of annual programme monitoring and document actions proposed in response. Programme Teams are encouraged to consider whether changes are required and, if so, what are the timeline/ responsibilities for action and monitoring impact.

To set up a profile on In Touch and access the platform, click [here](#)

StudentSurvey.ie Report Templates and Guide

The accompanying [StudentSurvey.ie Report Templates and Guide](#) was designed for use by Programme Directors and Programme Coordinators to enhance their ability to access, analyse, report and respond to the student voice in a timely and effective way. Whilst this guide refers to, primarily, Programme Directors, it should also be used by any other post holders (including Heads of School, Student Engagement Officers) that are responsible for managing and monitoring programme quality.

Click [here](#) for a sample report containing all three templates.

EXECUTIVE SUMMARY

The Student Survey provides a measure of the kind and extent of student engagement in their learning experience and the overall design of the survey means that comparison of scores between units within an institution are more meaningful than comparisons with other institutions. Enhancements are being made because of StudentSurvey.ie, and staff and students are best placed to measure and understand the impact of those enhancements through interrogation of their data. In this context the outcomes of the Survey provide signposts towards issues which may merit deeper exploration.

Summary of Results – Indicator Scores

In this context the outcomes of the Survey provide signposts towards issues which may merit deeper exploration. The findings show that:

- i. Some indicators, such as Quality of Interactions and Collaborative Learning, show a significant improvement in the trend in 2023. Other indicators, such as Student Faculty Interaction continue to emerge longitudinally as an area for development.
- ii. UCC has shown improvements in eight indicators scores when compared to scores from 2022, currently six of those indicator scores (Higher Order Learning, Reflective and Integrative Learning, Collaborative Learning, Effective Teaching Practices, Quality of Interactions and Supportive Environment) are above the University national average.

Students' Overall Experience at UCC

Two non-indicator questions are used to evaluate respondents' overall experience in UCC.

- a) How would you evaluate your entire Education Experience in this institution?
- b) If you could start over again, would you go to the same institution you are now attending?

Respondents rated their satisfaction with their overall educational experience highly in 2023 (**82.2%**). The proportion of respondents choosing the option 'Fair' decreased slightly when compared to 2022 (**50.8%** in 2022 v **50.4%** in 2023). Furthermore, there was a slight increase in the proportion of respondents choosing the option 'Poor' moving from **2.4%** to **2.8%**.

The survey also asked respondents to rate their likelihood of returning to the same institution if they were to start over again. The proportion of respondents who reported 'Definitely yes' was **50.4%** in 2023, a **3%** increase from 2022. Respondents reported that they were supported by UCC in terms of ongoing effective and timely feedback on a draft or work in progress, with **20.2%** of respondents selecting 'Quite a bit/Very much'. **49%** of first year undergraduate respondents reported that the UCC provided support for their overall well-being (recreation, health care, counselling, etc.)

It was interesting to see that **41.5%** of students often/very often included diverse perspectives (political, religious, racial, ethnic, gender, etc.) in conversations or assignments, compared to **35.6%** in 2022. It is pleasing to see that the curriculum is evolving to represent the diversity of our society and we hope to see it increase more next year.

Considerations for Withdrawal

Students have considered withdrawing from their institutions for a wide range of reasons for example, financial reasons, personal or family reasons, health reasons and employment reasons. Unquestionably, the cost of living and accommodation crisis will have a negative impact on these figures if steps are not taken to invest in these students, their facilities, and resources on campus.

65.1% of UCC students had not seriously considered withdrawing from their degree programme.

- **10.2%** of UCC students had seriously considered withdrawing from their degree programme for **financial reasons**.
- **13.0%** of UCC students had seriously considered withdrawing from their degree programme for personal or **family reasons**.
- **6.4%** of UCC students had seriously considered withdrawing from their degree programme for **health reasons**.
- **4.3%** of UCC students had seriously considered withdrawing from their degree programme for **employment reasons**.
- **7.2%** of UCC students had seriously considered withdrawing from their degree programme to **transfer to another institution**.
- **8.4%** of UCC students had seriously considered withdrawing from their degree programme for **another reason**.



INDICATOR SCORES ACROSS UCC

How are indicator scores calculated?

The StudentSurvey.ie survey is comprised of ten indicators with **each indicator scored out of a maximum of 60-point scale**. Indicator scores are averaged means and are not percentages but rather reflect relative performance. 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 the large data set. There are 22 individual non-indicator questions that are scored on a 100-point scale (percentage). No single indicator reflects the complex dimensions of student behaviour and institutional performance. This summary data is based on the numeric indices only and the comparisons used are between the UCC index scores and the average for the other seven StudentSurvey.ie Universities, and all other StudentSurvey.ie institutions.

Indicator Scores: UCC versus Irish Universities

Comparison of individual scores across institutions is inappropriate given that the differences with respect to mission, resources, profile, and response rates. Table 4 below indicates how UCC's performance compared with other Irish Universities for the academic year 2022/23 to 2020/2021. In addition, the scores for all other StudentSurvey.ie institutions are also included to add further context.

Table 4: Indicator scores – 3-year overview

	UCC 2021	UCC 2022	UCC 2023	All SS.IE 2023	Watch points	Universities 2023	Watch points
Index Scores (Mean)							
Higher Order Learning	35.2	36.1	36.76	35.14	0.1	36.54	0.0
Reflective and Integrative Learning	30.4	32.5	33.44	32.24	0.1	33.41	0.0
Quantitative Reasoning	18.2	20.1	20.36	21.33	-0.1	22.13	-0.1
Learning Strategies	31.6	32.8	33.20	32.14	0.1	33.03	0.0
Collaborative Learning	19.3	25.4	26.91	30.39	-0.3	30.44	-0.3
Student-Faculty Interaction	8.1	11	11.47	14.14	-0.2	12.87	-0.1
Effective Teaching Practices	30.8	32.7	32.45	33.19	-0.1	32.74	0.0
Quality of Interactions	28.5	38.4	41.19	40.55	0.0	40.26	0.1
Supportive Environment	23.3	29.1	29.87	29.26	0.0	29.97	0.0
Learning, Creative and Social Skills	-	32.6	32.49	33.36	-0.1	33.69	-0.1

Colours indicate the scale of the effect size.

Key: >=0.1 small positive effect <=-0.1 small negative effect <=-0.3 medium negative effect

Indicator Scores: By Year of Study

Table 7 below compares indicator scores at cohort level with those of other Irish Universities

Table 5: Indicator scores – by Year of Study

			Y1		YF		PGT	
	Irish Univ	UCC	Irish Univ	UCC	Irish Univ	UCC	Irish Univ	UCC
Higher-Order Learning	36.54	36.76	34.88	35.46	36.20	37.40	39.75	38.32
Reflective and Integrative Learning	33.41	33.44	31.50	31.48	32.98	33.62	37.25	36.94
Quantitative Reasoning	22.13	20.36	20.31	18.78	23.65	20.77	23.90	22.76
Learning Strategies	33.03	33.20	32.13	32.30	32.28	32.03	35.29	35.97
Collaborative Learning	30.44	26.91	30.03	26.54	31.66	27.04	30.03	27.49
Student-Faculty Interaction	12.87	11.47	9.71	8.06	14.33	13.00	17.04	16.00
Effective Teaching Practices	32.74	32.45	31.74	32.05	30.82	30.54	36.25	34.98
Quality of Interactions	40.26	41.19	39.88	40.57	38.10	40.66	42.97	42.76
Supportive Environment	29.97	29.87	31.79	31.54	26.53	28.27	30.03	28.67
Learning, Creative and Social Skills	33.69	32.49	31.98	30.03	34.29	34.67	36.09	34.35

The findings show that:

- Indicator scores provide the greatest benefit when used as signposts to explore the experiences of different groups of respondents – UCC first-year cohort (Y1) respondents were stronger across ‘Higher Order Learning’, ‘Learning Strategies’, ‘Effective Teaching Practices’ and ‘Quality of Interactions’ when compared with the Y1 cohort across the university sector.
- Final-year respondents show the largest negative differentiation in learning collaboratively when compared to other Irish Universities (YF: UCC 27.04, Irish Univ: 31.66). This was motivated by more final-year respondents across Irish Universities reporting that they ‘often or very often’ worked with other students on projects compared with UCC (UCC 43% vs Irish Univ 58%).
- Engaging with academic staff was particularly challenging across first-year respondents, where 65% ‘never’ discussed their performance with academic staff compared with 60% in other Universities.

Indicator Scores: By Academic Unit

Table 6: Indicator scores – by Academic Unit

	University College Cork 2023				
	ACE	CACSS	B&L	M&H	SEFS
Index Scores (Mean)					
Higher Order Learning	38.8	37.9	36.6	35.6	35.3
Reflective and Integrative Learning	34.8	36.3	32.2	34.0	29.1
Quantitative Reasoning	18.2	16.9	22.4	19.9	25.6
Learning Strategies	33.1	33.2	32.7	35.3	32.1
Collaborative Learning	20.8	24.2	28.3	29.0	30.2
Student-Faculty Interaction	10.4	12.3	11.3	11.1	10.7
Effective Teaching Practices	35.8	33.2	31.7	32.4	30.9
Quality of Interactions	41.6	41.6	41.2	39.5	41.8
Supportive Environment	27.2	30.7	32.6	27.0	29.2
Learning, Creative and Social Skills	32.8	32.5	34.2	31.9	31.4

Comparison of indicator scores for various disciplines illustrates the notable variation that exists between fields of study as outlined in table 8 above. The proportion of students studying disciplines also influences the overall results for each institution. Different indicator scores should not be compared to each other as there is no direct link between them and no useful interpretation can be drawn from doing so. Furthermore, we would not expect a uniformity of scores across colleges, the differing profiles represent the strengths of disciplines within these colleges, and the colleges themselves are best placed to interpret these profiles against their expectations.

Indicator results are provided for the five Academic Units as seen in Table 6 above. ‘Quality of Interactions’ is the strongest indicator across all faculties (ACE 41.6/60, CACSSS 41.6/60, B&L 41.2/60, M&H 39.5/60, SEFS 41.8/60) and the weakest is ‘Student Faculty Interaction’ (ACE 10.3/60, CACSSS 11.2/60, B&L 11.4/60, M&H 11.6/60, SEFS 9.8/60). The College of Arts, Celtic Studies and Social Sciences lead in seven indicators when compared to UCC Indicator scores in 2023.

Non-specific Indicator Items

These questions do not directly relate to a specific engagement indicator but are included in the survey because of their contribution to a broad understanding of student engagement.

Table 7: Non-indicator questions

(Different question stems are used)		All (%)	1st year UG (%)	Final year UG (%)	PGT (%)
Asked questions or contributed to discussions in class, tutorials, labs or online	Never	13.6	18.6	14.0	4.5
	Sometimes	39.3	45.3	41.6	26.4
	Often	25.2	19.9	25.9	34.1
	Very often	21.8	16.3	18.4	35.0
Attended class, tutorials, labs, studios, or online without doing the preparation expected of you (completing readings or assignments, etc.) *	Never	17.6	16.1	14.7	23.1
	Sometimes	43.0	43.9	44.0	40.4
	Often	19.3	20.8	21.3	14.5
	Very often	20.2	19.2	20.0	22.0
Made a presentation in class, tutorials, labs, studios, or online*	Never	36.3	53.1	18.5	23.3
	Sometimes	34.3	28.6	44.9	33.9
	Often	17.9	9.8	24.5	26.0
	Very often	11.5	8.4	12.1	16.7
Explored how to apply your learning in the workplace	Never	27.5	36.5	27.0	11.8
	Sometimes	32.6	33.3	32.5	31.5
	Often	24.6	20.9	27.6	28.1
	Very often	15.4	9.3	12.8	28.6
Exercised or participated in physical fitness activities (whether related to your course/ institution or in your life outside your institution) *	Never	22.4	21.3	21.4	25.5
	Sometimes	27.5	27.0	26.3	29.5
	Often	25.7	25.8	29.2	22.1
	Very often	24.3	25.8	23.1	22.9
Blended academic learning with workplace experience	Never	41.3	54.7	38.2	20.4
	Sometimes	25.2	23.6	28.5	24.8
	Often	20.3	14.8	20.0	30.5
	Very often	13.2	6.9	13.3	24.2
Worked on assessments that informed you how well you are learning	Never	19.9	18.8	27.0	14.9
	Sometimes	40.8	43.0	38.8	38.8
	Often	29.2	29.7	25.2	32.1
	Very often	10.1	8.5	8.9	14.3
Acquiring job- or work-related knowledge and skills	Very little	14.8	17.4	13.8	11.4
	Some	29.0	31.7	32.0	21.5
	Quite a bit	31.8	32.4	27.8	34.8
	Very much	24.4	18.5	26.3	32.3
Engage in voluntary activity (whether related to your course/ institution or in your life outside your institution) *	Have not decided	24.3	26.1	23.4	22.3
	Do not plan to do	16.4	9.6	23.1	20.9

	Plan to do	33.3	44.3	18.8	29.3
	Done or in progress	26.0	19.9	34.8	27.4
How would you evaluate your entire educational experience at this institution?	Poor	2.8	1.6	3.2	4.3
	Fair	15.0	14.5	16.3	14.5
	Good	50.1	51.7	51.7	46.0
	Excellent	32.0	32.2	28.8	35.1
If you could start over again, would you go to the same institution you are now attending?	Definitely no	2.3	1.2	2.7	3.7
	Probably no	8.2	5.3	11.7	9.3
	Probably yes	39.1	39.0	38.7	39.8
	Definitely yes	50.4	54.5	46.9	47.3



QUALITATIVE DATA - OPEN ENDED QUESTIONS

Additionally, this report presents an evaluation of the self-reported qualitative feedback from students which require them to reflect on their meaningful and purposeful educational activities and experiences and the extent to which UCC provides such opportunities and encourage students to engage with them. Beyond the pre-defined set of possible answer choices, students also had the opportunity to provide their own comments – with the examples below illuminating some of the wider issues at play across the University.

To promote the use of qualitative data we employed the use of Bigram networks. To move beyond counting word occurrences which often contain little to no information we decided to tokenize consecutive two-word sequences within each comment provided by students, as they tend to capture main topics better than individual words. These sequences are called bigrams. They show repeated core words and visualize some (but not all) of the most talked about topics.

What does your institution do best to engage students in learning?

933 students provided responses to this qualitative question, PGT (274), Y1 (403), and YF (256) and the responses denote an alignment with UCC's performance in all indicator scores. The feedback provides valuable insight from the perspectives of current students.

Students were generally satisfied with class discussions, how their teaching is linked to real world examples and how they are being assessed. Students who interacted frequently with academic staff are more satisfied with all aspects of their educational experience. Furthermore, a large proportion of respondents agreed that good interactions offer enhanced opportunities for learning and enhanced awareness of student's needs.

The open comments identified both the Skills Centre and improved access to learning resources as areas where many students felt enhanced their student experience. Work placement, group tutorials and Clubs and Societies also rated highly as all three services provided opportunities for students to connect and interact with their peers.

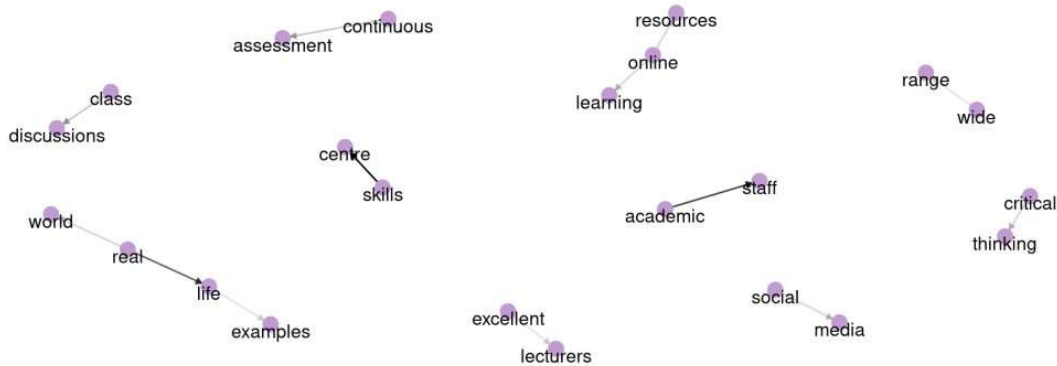


Figure 1: Qualitative Feedback (best aspects)

What could your institution do to improve students' engagement in learning?

878 students provided responses to this qualitative question, PGT (256), Y1 (369), and YF (253). Some of the areas for consideration that are emerging in 2023 include (1) reducing pressure and improve wellbeing around assessment, (2) more supports for students with a focus on mature students, and (3) a further focus on student mental health. Respondents have also reiterated better advice around assignments, coursework and timely feedback would be welcomed.

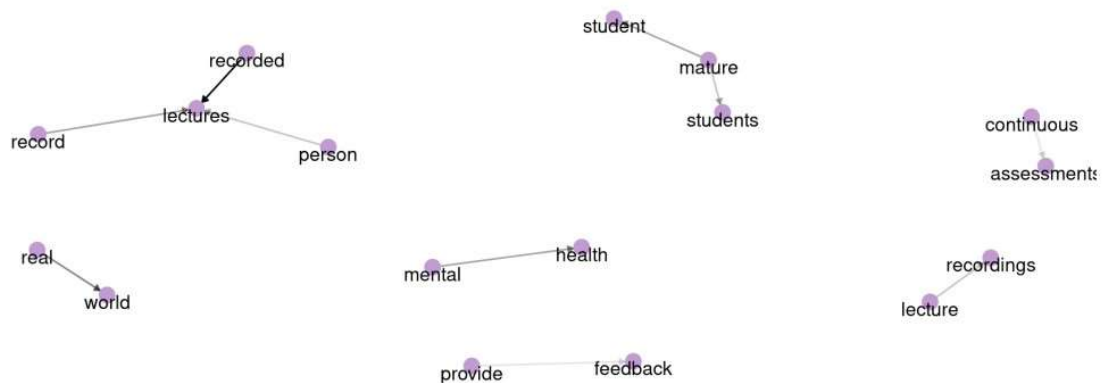


Figure 2: Qualitative Feedback (areas of improvement)

LOOKING DEEPER – PERFORMANCE INDICATORS (TEACHING AND LEARNING PILLAR)

StudentSurvey.ie (Irish Survey of Student Engagement) has become an established feature of the higher education landscape in Ireland since its development and subsequent pilot in 2016. Development and implementation of StudentSurvey.ie is driven by the intention to inform, support, and encourage enhancement discussions and activities throughout institutions, and to inform national policy.

The recently launched **System Performance Framework 2023-2028**¹ by the Higher Education Authority sets out parameters under which higher education institutions will '*set out their unique contribution to the achievement of national strategic priorities and outcomes, as appropriate to their missions, scale, location, and strategic plan*'. For the purposes of the Performance Agreements, Indicators will be used by institutions to monitor progress and measure success. **Pillar 1 Teaching and Learning**² specifically calls out the following StudentSurvey.ie Indicators as performance objectives.

1. Student Survey Effective Teaching Practices Score
2. Student Survey Quality of Interactions Score
3. Student Survey Supportive Environment Score

This spotlight chapter examines the reported experiences of our students from six years of student feedback gathered by StudentSurvey.ie aligned to the newly established System Performance dashboard. Offering the same questions each year during this six-year period allows us to present results to understand and explore any changes in students' perceptions of their experience and engagement at UCC. It is hoped, the addition of this looking deeper chapter will stimulate discussion about the trajectory of student engagement developments and their impact over time, as well as provide College Executives with inspiration and direction for their own analyses and actions.

Student Survey Effective Teaching Practices Score

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

This index consists of the following items:

- Clearly explained course goals and requirements
- Taught in an organised way.
- Used examples or illustrations to explain difficult points.
- Provided feedback on draft work in progress.
- Provided prompt and detailed feedback on tests or completed assignments.

¹ [HEA | System Performance Framework 2023 -2028](#)

² <https://hea.ie/statistics/data-for-download-and-visualisations/institutes-performance/system-performance-framework-dashboard-23-28/>

Table 8: Effective Teaching Practices Score vs Benchmark.

Survey Year	UCC	Universities	All SS.IE
2017	34.6	34.3	34.6
2018	34.6	34.1	34.7
2019	34.2	34.3	34.7
2020	33.1	34.5	34.9
2021	30.8	31.1	32.5
2022	32.7	32.6	33.1
2023	32.4	32.7	33.2

The UCC average Effective Teaching Practice score (33.2) is statistically lower than the average universities score (33.7). However, the effect size is small (0.1), and so may not represent a real-world difference.

Table 9: Effective Teaching Practices Score by Cohort

Survey Year	PGT	UG Final Year	UG First Year
2017	36.9	33.9	34.1
2018	38.8	32.4	33.8
2019	37.7	32	33.6
2020	36.9	31.2	32.5
2021	33	28.8	30.7
2022	36.4	29.7	32.1
2023	35	30.5	32

In general, there are indications that Effective Teaching Practices scores are higher for PGT students compared to UG students.

There are significant differences between Effective Teaching scores across years. First Year UG and Final Year UG students have significantly lower scores than PGT students, there were no significant differences between the undergraduate years until 2021, which likely represents the impact of COVID-19. This result may represent differing teaching styles in post graduate courses compared to undergraduate courses. There are no significant gender differences in this pattern, and there are no gender differences in this pattern when compared across colleges.

Table 10: Effective Teaching Practices Score by College

Survey Year	ACE	CACSS	B&L	M&H	SEFS
2017	35.8	35.8	32.6	35.2	33.2
2018	40.9	34.5	32.7	35.4	33.3
2019	32.7	31.9	32.8	30.9	26.9
2020	37.7	33.2	32.7	33.5	31.4
2021	35.8	31.9	30.7	27.8	30
2022	36.2	32.5	33.1	32.9	31.5

2023	35.8	33.2	31.7	32.4	30.9
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Student Survey Quality of Interactions Score

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.

Students were asked to rate the quality of their interactions, with 1 meaning Poor and 7 meaning Excellent, with the following:

- Students
- Academic Advisors
- Academic Staff
- Support services staff (career services, student activities, accommodation, etc.)
- Other administrative staff and offices (registry, finance, etc.)

Table 11: Quality of Interactions Score vs Benchmark.

Survey Year	UCC	Universities	All SS.IE
2017	39	38.7	39
2018	40.2	38.7	39.2
2019	39.2	38.9	39.3
2020	36.9	38.1	38.5
2021	28.5	28.7	30.2
2022	38.4	38	38.4
2023	41.2	40.3	40.6

The UCC average Quality of Interactions score (37.6) is comparable to the average SS.IE-U score (37.8). The effect size of 0.1 is small, and so it is likely that it does not represent a real-world difference.

Table 12: Quality of Interactions Score by Cohort

Survey Year	PGT	UG Final Year	UG First Year
2017	41.4	39.2	38
2018	43.4	39	39.1
2019	42.6	38.7	37.7
2020	40.6	35.2	36.3
2021	29.2	29.3	27.9
2022	40	36.9	38.4
2023	42.8	40.7	40.6

In general, there are indications that Quality of Interaction scores are higher for PGT students compared to UG students.

There are significant differences between Quality of Interaction scores across years. First Year UG and Final Year UG students have significantly lower scores than PGT students. This result

may represent differing styles of interaction with PGT students who are in smaller classes and more advanced in their studies. There are no significant gender differences in this pattern, and there are no significant gender differences in this pattern when compared across colleges.

Table 13: Quality of Interactions Score by College

Survey Year	ACE	CACSS	B&L	M&H	SEFS
2017	42	39.2	36.2	41.7	38
2018	47.7	39.5	39.4	43	37.7
2019	37.3	36.2	37.8	36.2	34.4
2020	39.3	36.7	36	38.1	36.6
2021	35.5	29.5	26.1	29.4	26.9
2022	40.3	38.2	38.5	38.1	38.2
2023	41.6	41.6	41.2	39.5	41.8

Student Survey Supportive Environment Score

These questions explore students’ perceptions of how much their higher education institution emphasises services and activities that support their learning and development.

This index consists of the following which students rated with 1 meaning Very Little and 4 meaning 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.

Table 14: Supportive Environment Score vs Benchmark

Survey Year	UCC	Universities	All SS.IE
2017	29.5	30.5	28.9
2018	29.9	30.3	28.8
2019	29.7	30.3	28.7
2020	28.7	29	28
2021	23.3	23.6	24.1
2022	29.1	29	28.3
2023	29.9	30	29.3

The UCC average Supportive Environment score (28.5) is statistically higher than the average SS.IE score (28.01). The effect size is small (0.1), and so may not represent a real-world difference.

Table 15: Supportive Environment Score by Cohort

Survey Year	PGT	UG Final Year	UG First Year
2017	37.5	28.7	30.4
2018	28.1	29.3	31.1
2019	29	27.5	31.2
2020	26.5	26.3	30.4
2021	21	23.7	24.2
2022	29.5	26.2	30.3
2023	28.7	28.3	31.5

In general, there are indications that the Supportive Environment scores are higher for First Year UG students compared to Final Year UG and PGT students. There were indications of possible differences between males and females when compared across colleges.

There are significant differences between Supportive Environment scores across years. First Year UG have significantly higher scores than Final Year UG and PGT students, there were no significant differences between these two latter groups. This result may represent the work of the First Year Experience Programme. There are no significant gender differences across the years. However, and there were some differences when compared across colleges. In the College of Medicine and Health males had higher scores compared to females, this pattern was also evident in ACE.

Table 16: Supportive Environment by College

Survey Year	ACE	CACSS	B&L	M&H	SEFS
2017	21.3	31.5	29.2	29.7	30
2018	23.1	30.5	31.6	28.8	30.3
2019	25.8	31.5	32.3	27.2	31.4
2020	23.5	29.1	29.1	29.9	28.3
2021	22.2	24.3	23.1	22.2	23.1
2022	22.5	29.4	31.5	27.5	29.4
2023	27.2	30.7	32.6	27	29.2

TOPICAL MODULE 4- Inclusiveness and Engagement with Diversity

The impact of the Topical Modules in terms of value added, data generated, ease of use and impact on response rate, among other factors, will be evaluated after the pilot study. This evaluation will inform a larger consideration by the StudentSurvey.ie Steering Group of the operating principles for optional questions in StudentSurvey.ie, included but not limited to the existing Topical Modules and future Modules on other topics relevant to the higher education system in Ireland.

Working collaboratively with colleagues from our EDI (Equality, Diversity, and Inclusion) Unit, the results will help inform colleagues about the best approach to explore models of inclusion and shape new approaches.

Table 17: Topical Module 4 – Inclusiveness and Engagement with Diversity

Question		2022 (%)	2023 (%)	
Developing the skills necessary to work effectively with people from various backgrounds	1	Very little	22.8	23.3
	2	Some	29.2	29.9
	3	Quite a bit	27.9	28.1
	4	Very much	19.9	18.7
Recognising your own norms and biases	1	Very little	20.3	20.6
	2	Some	31.3	30.7
	3	Quite a bit	30.4	31.3
	4	Very much	17.8	17.3
Learning about other cultures	1	Very little	31.4	30.7
	2	Some	30.2	28.9
	3	Quite a bit	21.7	24.8
	4	Very much	16.6	15.7
Respecting the expression of diverse ideas	1	Very little	13.6	14.1
	2	Some	27.8	28.6
	3	Quite a bit	35.8	33.5
	4	Very much	22.5	23.9
Demonstrating a commitment to diversity	1	Very little	9.7	9.7
	2	Some	27.9	28.9
	3	Quite a bit	36.1	36.8
	4	Very much	26.1	24.6
Providing students with the resources needed for success in a multicultural world	1	Very little	14.6	9.6
	2	Some	36.4	28.9
	3	Quite a bit	30.5	36.8
	4	Very much	18.4	24.5
Providing information about anti-discrimination and harassment policies	1	Very little	14.6	15.4
	2	Some	36.4	36.0
	3	Quite a bit	30.6	31.1
	4	Very much	18.2	17.6

Taking allegations of discrimination or harassment seriously	1	Very little	13.2	10.1
	2	Some	29.9	28.1
	3	Quite a bit	30.6	35.2
	4	Very much	26.1	26.6
Helping students develop the skills to confront discrimination and harassment	1	Very little	9.6	18.8
	2	Some	33.1	34.1
	3	Quite a bit	25.7	28.8
	4	Very much	62.9	18.3
Attended events, activities, or presentations (including online) that reflect an appreciation for diverse groups of people	1	Never	50.5	47.3
	2	Sometimes	30.9	31.7
	3	Often	12.7	15.4
	4	Very often	5.7	5.5
Participated in activities related to the inclusion of specific groups (racial, ethnic, LGBTQ+, religious, gender, age, socio-economic group, etc.)	1	Never	60.6	54.4
	2	Sometimes	24.0	28.0
	3	Often	10.3	12.3
	4	Very often	4.8	5.3
Participated in a demonstration for an inclusion-related cause (rally, protest, etc.)	1	Never	70.2	62.4
	2	Sometimes	18.9	25.8
	3	Often	7.2	7.8
	4	Very often	3.6	4.0



APPENDICES

Appendix 1 – Demographic profile, by college

Table 18: Demographic Profile of Respondents from the College of Arts, Celtic Studies, and Social Sciences 2023.

	CACSSS student population		CACSSS student respondents	
Cohort				
First year undergraduate	1591	39%	530	33%
Final year undergraduate	1147	28%	313	27%
Taught postgraduate	1293	32%	329	25%
Total	4031	100%	1172	29.1%
Mode of Study				
Full-time	3564	89%	1087	30%
Part-time/Remote	467	11%	85	18%
Level of Study				
Undergraduate Honours Degree	2671	66%	831	31%
Master's Taught (Postgraduate)	1035	26%	270	26%
Higher Diploma	149	4%	42	28%
Undergraduate Diploma	20	0.4%	1	5%
Certificate	46	1%	11	24%
Postgraduate Diploma	109	3%	17	16%
Gender				
Male	1321	34%	296	32%
Female	2680	66%	859	22%
undeclared	30	1%	17	57%
Age				
23 years and under	2501	62%	741	30%
24 years and over	1530	38%	431	28%
Ethnicity				
Irish	3624	90%	1023	28%
Internationally domiciled	407	10%	149	37%

Table 19: Demographic Profile of Respondents from the College of Business and Law 2023.

	B&L student population		B&L student respondents	
Cohort				
First year undergraduate	976	30%	238	24%
Final year undergraduate	912	28%	194	21%
Taught postgraduate	1402	42%	249	18%
Total	3290	100%	681	21%
Full-time/Part-time				
Full-time	2478	75%	583	24%
Part-time/Remote	812	25%	98	12%
Qualification				
Undergraduate Honours Degree	1861	57%	430	23%
Master's Taught (Postgraduate)	922	28%	199	22%
Higher Diploma	29	1%	2	7%
Postgraduate Certificate	350	11%	37	11%
Undergraduate Diploma	27	1%	2	7%
Postgraduate Diploma	101	3%	11	11%
Gender				
Male	1623	49%	311	19%
Female	1563	47%	365	23%
undeclared	104	3%	5	5%
Age				
23 years and under	1866	57%	413	22%
24 years and over	1424	43%	268	19%
Ethnicity				
Irish	2846	87%	541	19%
Internationally domiciled	444	13%	140	31%

Table 20: Demographic Profile of Respondents from the College of Medicine and Health 2023.

	M&H student population		M&H student respondents	
Cohort				
First year undergraduate	1001	34%	296	30%
Final year undergraduate	717	24%	142	20%
Taught postgraduate	1265	42%	268	21%
Total	2983	100%	706	24%
Full-time	2111	71%	537	25%
Part-time/Remote	872	29%	169	19%
Undergraduate Honours Degree	1593	53%	416	26%
Master's Taught (Postgraduate)	794	27%	163	20%
Higher Diploma	87	3%	20	23%
Postgraduate Certificate	210	7%	47	22%
Postgraduate Diploma	174	6%	38	22%
Undergraduate Diploma	73	2%	11	15%
Certificate	52	2%	11	21%
Male	794	27%	165	21%
Female	2186	73%	540	25%
undeclared	3	0%	1	33%
23 years and under	1001	34%	290	29%
24 years and over	1982	66%	416	21%
Irish	2522	85%	585	24%
Internationally domiciled	461	15%	121	26%

Table 21: Demographic Profile of Respondents from the College of Science, Engineering and Food Science 2023.

	SEFS student population		SEFS student respondents	
Cohort				
First year undergraduate	1070	41%	352	33%
Final year undergraduate	899	35%	220	25%
Taught postgraduate	615	24%	150	24%
Total	2584	100%	722	28%
Full-time	2462	95%	703	29%
Part-time/Remote	122	5%	19	16%
Undergraduate Honours Degree	1957	76%	569	29%
Master's Taught (Postgraduate)	459	18%	118	26%
Higher Diploma	66	3%	17	28%
Postgraduate Certificate	43	2%	7	16%
Undergraduate Diploma	12	0.5%	3	25%
Postgraduate Diploma	47	2%	8	17%
Male	1305	51%	349	27%
Female	1270	49%	370	29%
undeclared	9	1%	3	33%
23 years and under	1876	72%	546	29%
24 years and over	708	27%	176	25%
Irish	2129	82%	591	28%
Internationally domiciled	455	18%	131	29%

Appendix 2 - StudentSurvey.ie Ten Indicators

The ten indicators are made up of the following items on the StudentSurvey.ie:

1. Higher Order Learning

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

Table 22: Higher-Order Learning

During the current academic year, how much has your coursework emphasised...		All (%)	1st year UG (%)	Final year UG (%)	PGT (%)
Applying facts, theories, or methods to practical problems or new situations	Very little	8.4	9.6	8.5	6.4
	Some	26.7	26.5	24.2	29.4
	Quite a bit	36.9	34.9	39.6	37.8
	Very much	28.0	29.0	27.7	26.4
Analysing an idea, experience, or line of reasoning in depth by examining its parts	Very little	8.5	9.9	8.0	6.7
	Some	28.6	29.9	27.8	27.1
	Quite a bit	39.3	39.7	39.2	38.5
	Very much	23.7	20.4	25.0	27.7
Evaluating a point of view, decision, or information source	Very little	9.2	11.7	9.0	5.4
	Some	26.8	31.0	21.7	24.9
	Quite a bit	39.4	37.0	43.2	39.7
	Very much	24.5	20.3	26.1	30.0
Forming an understanding or new idea from various pieces of information	Very little	5.5	6.2	7.2	2.5
	Some	24.8	26.9	20.6	25.4
	Quite a bit	40.9	39.4	43.1	41.4
	Very much	28.8	27.5	29.1	30.8

2. Reflective and Integrative Learning

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

Table 23: Reflective and Integrative Learning

During the current academic year, about how often have you...		All (%)	1st year UG (%)	Final year UG (%)	PGT (%)
Combined ideas from different subjects / modules when completing assignments	Never	5.7	7.4	4.3	4.2
	Sometimes	31.5	36.8	27.7	25.8
	Often	37.1	35.7	37.5	39.2
	Very often	25.7	20.1	30.6	30.9
Connected your learning to problems or issues in society	Never	12.2	15.2	12.2	6.8
	Sometimes	33.0	36.1	32.0	28.3
	Often	28.6	27.3	27.1	32.3
	Very often	26.3	21.4	28.7	32.6
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in discussions or assignments	Never	25.1	30.1	23.8	17.6
	Sometimes	33.4	34.6	29.8	34.7
	Often	23.3	21.4	26.4	23.7
	Very often	18.2	13.9	20.0	23.9
Examined the strengths and weaknesses of your own views on a topic or issue	Never	10.5	13.2	12.0	4.2
	Sometimes	35.7	38.7	38.4	27.8
	Often	36.0	34.9	32.8	40.8
	Very often	17.9	13.1	16.8	27.2
Tried to better understand someone else's views by imagining how an issue looks from their perspective	Never	6.9	8.8	7.5	2.8
	Sometimes	33.7	35.9	35.6	28.1
	Often	36.8	36.1	35.4	39.2
	Very often	22.6	19.2	21.5	29.9
Learned something that changed the way you understand an issue or concept?	Never	3.6	4.9	3.2	1.8
	Sometimes	29.7	30.6	32.3	25.7
	Often	40.3	40.7	39.3	40.8
	Very often	26.3	23.8	25.3	31.8
Connected ideas from your subjects / modules to your prior experiences and knowledge	Never	2.0	2.5	1.4	1.7
	Sometimes	24.3	27.9	26.2	16.0
	Often	39.4	38.9	41.9	37.7
	Very often	34.3	30.7	30.4	44.7

3. 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.

Table 24: Quantitative Reasoning

During the current academic year, about how often have you...		All (%)	1st year UG (%)	Final year UG (%)	PGT (%)
Reached conclusions based on your analysis of numerical information (numbers, graphs, statistics, etc.)	Never	28.2	32.2	27.2	21.8
	Sometimes	39.2	37.9	39.4	41.6
	Often	23.1	22.6	20.8	26.1
	Very often	9.5	7.3	12.6	10.4
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never	33.3	36.3	35.2	26.2
	Sometimes	37.2	37.0	35.2	39.7
	Often	19.8	17.8	20.0	23.0
	Very often	9.7	8.9	9.6	11.2
Evaluated what others have concluded from numerical information	Never	40.7	44.2	40.3	34.9
	Sometimes	37.4	37.4	35.9	39.0
	Often	17.5	15.7	17.8	20.3
	Very often	4.4	2.7	6.0	5.8

4. Learning Strategies

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

Table 25: Learning Strategies

During the current academic year, about how often have you...		All (%)	1st year UG (%)	Final year UG (%)	PGT (%)
Identified key information from recommended reading materials	Never	9.2	11.8	11.3	2.4
	Sometimes	33.7	38.1	33.6	26.1
	Often	39.3	36.1	38.3	46.0
	Very often	17.8	14.0	16.7	25.5
Reviewed your notes after class	Never	5.8	4.9	6.8	6.4
	Sometimes	34.3	35.6	35.5	30.7
	Often	38.3	36.4	38.0	42.2
	Very often	21.6	23.1	19.7	20.8
Summarised what you learned in class or from course materials	Never	9.6	10.5	11.6	5.9
	Sometimes	38.9	38.8	41.3	36.6
	Often	36.4	35.9	32.7	41.0
	Very often	15.1	14.8	14.4	16.5

5. 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.

Table 26: Collaborative Learning

During the current academic year, about how often have you...		All (%)	1st year UG (%)	Final year UG (%)	PGT (%)
Asked another student to help you understand course material	Never	17.3	16.4	18.2	18.2
	Sometimes	40.8	39.7	40.9	42.6
	Often	23.7	25.7	21.6	22.1
	Very often	18.2	18.2	19.3	17.1
Explained course material to one or more students	Never	11.8	10.8	13.2	12.3
	Sometimes	44.4	45.9	42.7	43.5
	Often	26.8	27.6	25.7	26.3
	Very often	17.0	15.7	18.4	17.9
Prepared for exams by discussing or working through course material with other students	Never	22.4	22.3	23.6	21.5
	Sometimes	32.7	32.9	33.2	31.9
	Often	25.0	27.7	22.9	22.4
	Very often	19.8	17.1	20.2	24.2
Worked with other students on projects or assignments	Never	21.9	25.5	20.0	17.4
	Sometimes	36.5	39.9	37.0	30.0
	Often	22.9	20.0	22.5	28.4
	Very often	18.7	14.6	20.6	24.2

6. Student Faculty Interaction

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

Table 27: Student-Faculty Interaction

During the current academic year, about how often have you...		All (%)	1st year UG (%)	Final year UG (%)	PGT (%)
Talked about career plans with academic staff	Never	56.4	67.8	49.1	43.3
	Sometimes	31.0	26.0	34.9	35.9
	Often	9.2	4.7	12.0	14.3
	Very often	3.4	1.4	4.0	6.4
Worked with academic staff on activities other than coursework (committees, student groups, etc.)	Never	73.2	80.3	71.5	62.3
	Sometimes	18.6	15.4	18.2	24.9
	Often	5.5	3.4	6.6	8.1
	Very often	2.7	0.9	3.7	4.7
Discussed course topics, ideas, or concepts with academic staff outside of class	Never	50.3	61.7	43.9	36.2
	Sometimes	33.3	26.5	38.8	40.1
	Often	12.1	8.4	12.5	18.1
	Very often	4.4	3.4	4.8	5.6
Discussed your performance with academic staff	Never	53.3	65.2	49.1	36.4
	Sometimes	34.1	28.4	35.4	43.1
	Often	10.0	4.7	12.5	16.8
	Very often	2.6	1.7	3.0	3.7

7. Effective Teaching Practices

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

Table 28: Effective Teaching Practices

During the current academic year, to what extent have lecturers/teaching staff...		All (%)	1st year UG (%)	Final year UG (%)	PGT (%)
Clearly explained course goals and requirements	Very little	5.0	3.8	6.8	5.1
	Some	27.1	31.1	25.6	21.8
	Quite a bit	40.1	36.6	42.3	43.8
	Very much	27.8	28.5	25.2	29.2
Taught in an organised way	Very little	4.4	2.6	5.5	6.4
	Some	24.1	25.1	26.2	20.5
	Quite a bit	43.6	45.6	42.8	41.1
	Very much	27.9	26.8	25.5	32.1
Used examples or illustrations to explain difficult points	Very little	6.5	5.8	7.3	6.8
	Some	25.0	23.7	28.8	23.3
	Quite a bit	39.7	39.9	38.3	40.6
	Very much	28.9	30.6	25.7	29.3
Provided feedback on a draft or work in progress	Very little	35.8	40.9	37.4	25.5
	Some	33.9	33.4	35.5	33.1
	Quite a bit	20.2	18.6	20.4	22.6
	Very much	10.2	7.1	6.7	18.8
Provided prompt and detailed feedback on tests or completed assignments	Very little	23.2	23.5	29.9	16.3
	Some	37.9	39.2	39.2	34.6
	Quite a bit	24.7	23.6	20.9	30.2
	Very much	14.1	13.7	9.9	18.9

8. 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.

Table 29: Quality of Interactions

At your institution, please indicate the quality of interactions with...		All (%)	1st year UG (%)	Final year UG (%)	PGT (%)
Students	Poor	1.4	1.1	1.9	1.6
	2	2.3	1.7	2.7	2.8
	3	3.5	2.9	3.7	4.1
	4	9.0	9.9	8.2	8.3
	5	19.7	20.2	20.0	18.4
	6	29.4	30.5	27.9	29.1
	Excellent	34.7	33.6	35.5	35.7
Academic advisors	Poor	7.3	9.0	6.5	5.3
	2	5.8	6.4	6.6	4.2
	3	8.0	6.8	10.0	8.0
	4	14.4	15.6	13.6	13.5
	5	21.5	24.2	19.1	19.5
	6	21.0	19.0	23.3	21.8
	Excellent	22.0	19.1	21.0	27.7
Academic staff	Poor	3.4	3.9	2.5	3.7
	2	3.3	3.1	4.0	3.1
	3	5.8	6.6	5.9	4.6
	4	11.9	12.4	13.5	9.5
	5	22.8	26.1	22.9	17.3
	6	30.1	30.0	29.5	30.9
	Excellent	22.6	18.0	21.6	31.0
Support services staff (career services, student activities, accommodation, etc.)	Poor	6.9	7.5	8.1	4.7
	2	6.6	6.2	7.7	6.0
	3	8.9	9.9	7.0	9.1
	4	14.1	13.5	14.1	15.0
	5	21.6	21.3	23.0	20.7
	6	21.5	22.3	21.6	19.9
	Excellent	20.5	19.3	18.6	24.7
Other administrative staff and offices (registry, finance, etc.)	Poor	6.5	6.3	6.5	6.9
	2	6.2	7.2	5.6	5.0
	3	7.7	7.1	9.1	7.3
	4	15.1	16.2	16.7	11.9
	5	22.8	23.3	24.5	20.3
	6	22.3	23.6	20.0	22.7
	Excellent	19.4	16.4	17.6	25.8

9. Supportive Environment

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

Table 30: Supportive Environment

How much does your institution emphasis...		All (%)	1st year UG (%)	Final year UG (%)	PGT (%)
Providing support to help students succeed academically	Very little	9.3	7.8	11.1	10.1
	Some	31.0	27.6	33.7	34.0
	Quite a bit	37.3	40.6	35.6	33.6
	Very much	22.4	24.0	19.6	22.3
Using learning support services (learning centre, computer centre, maths support, writing support etc.)	Very little	14.7	13.4	15.5	16.1
	Some	30.3	26.6	33.9	32.8
	Quite a bit	33.5	34.9	32.4	32.4
	Very much	21.5	25.1	18.2	18.7
Contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	Very little	21.1	19.8	23.7	20.6
	Some	34.3	33.5	37.8	32.0
	Quite a bit	29.9	31.7	26.6	30.2
	Very much	14.7	15.0	11.9	17.2
Providing opportunities to be involved socially	Very little	13.3	10.8	13.1	17.7
	Some	28.2	23.9	28.6	35.0
	Quite a bit	34.8	35.7	36.4	31.6
	Very much	23.8	29.6	21.9	15.8
Providing support for your overall well-being (recreation, health care, counselling, etc.)	Very little	14.6	12.5	14.5	18.4
	Some	32.7	31.1	36.2	31.6
	Quite a bit	35.0	35.4	34.1	35.0
	Very much	17.8	20.9	15.3	15.0
Helping you manage your non-academic responsibilities (work, family, etc.)	Very little	43.2	43.4	48.9	37.2
	Some	32.4	30.5	32.8	35.3
	Quite a bit	17.6	18.6	13.5	19.9
	Very much	6.8	7.5	4.8	7.6
Attending campus activities and events (special speakers, cultural performances, sporting events, etc.)	Very little	17.5	15.8	17.0	20.9
	Some	35.9	32.3	42.1	35.7
	Quite a bit	31.6	34.0	29.4	30.0
	Very much	15.0	17.9	11.5	13.4
Attending events that address important social, economic, or political issues	Very little	13.8	13.3	12.5	15.7
	Some	28.6	24.2	33.3	31.2
	Quite a bit	35.9	36.9	36.1	33.8
	Very much	21.8	25.5	18.1	19.3

10. Learning, Creative and Social Skills

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

Table 31: Learning, Creative and Social Skills

How much does your institution emphasis...		All (%)	1st year UG (%)	Final year UG (%)	PGT (%)
Writing clearly and effectively	Very little	11.7	18.0	8.8	4.2
	Some	25.4	28.4	21.0	24.8
	Quite a bit	37.4	34.1	38.5	41.9
	Very much	25.5	19.6	31.7	29.1
Speaking effectively*	Very little	21.6	28.4	16.6	15.4
	Some	29.5	31.8	27.8	27.2
	Quite a bit	31.1	24.9	35.3	37.0
	Very much	17.8	14.8	20.2	20.3
Thinking critically and analytically	Very little	4.6	5.4	4.2	3.9
	Some	19.5	21.6	17.3	18.0
	Quite a bit	39.7	41.3	35.7	40.9
	Very much	36.2	31.7	42.8	37.2
Analysing numerical and statistical information	Very little	23.4	27.6	19.0	20.9
	Some	32.5	29.4	36.6	33.6
	Quite a bit	27.2	25.4	25.2	32.1
	Very much	16.9	17.6	19.3	13.4
Working effectively with others	Very little	13.3	16.4	9.8	11.6
	Some	27.6	30.5	24.4	26.0
	Quite a bit	37.0	34.2	42.2	36.5
	Very much	22.2	18.9	23.7	26.0
Solving complex real-world problems	Very little	14.4	16.5	10.7	14.8
	Some	30.6	33.7	27.6	28.5
	Quite a bit	34.4	31.1	38.6	35.6
	Very much	20.6	18.6	23.2	21.1
Being an informed and active citizen (societal / political / community)	Very little	18.9	22.8	15.5	15.9
	Some	31.7	32.5	31.0	31.1
	Quite a bit	30.8	29.5	30.4	33.5
	Very much	18.5	15.1	23.1	19.5
Being innovative and creative	Very little	15.1	19.3	13.0	10.1
	Some	33.3	33.4	36.3	30.0
	Quite a bit	33.9	32.1	31.8	39.2
	Very much	17.8	15.3	18.9	20.7