University College Cork, Ireland
Coláiste na hOllscoile Corcaigh

StudentSurvey.ie (2021)
RESULTS REPORT: University College Cork

University Student Survey Board

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EXECUTIVE SUMMARY

StudentSurvey.ie (Irish Survey of Student Engagement) takes places each February – March and invites responses from first year undergraduate, final year undergraduate, and taught postgraduate (PGT) students in 25 higher education institutes in Ireland. The survey is designed specifically to gather data on student experience in higher education institutions, and it provides valuable feedback that is essential for the internal Quality Enhancement processes. It should be noted that StudentSurvey.ie data is best used as a series of signposts to explore why students may have reported certain forms of engagement. For the purposes of StudentSurvey.ie, student engagement reflects two key elements:

1) Amount of time and effort students put into their studies and other educationally beneficial activities
2) How institutions deploy resources and organise curriculum and learning opportunities to encourage students to participate in meaningful activities linked to learning

The survey consists of 67 questions, grouped by the engagement indicator to which they relate; scores are calculated from the responses to the multiple questions that relate to that indicator. The Higher Education Authority (HEA) encourages institutions to interrogate the institution-level data in order to provide a local context of the results. This report presents University College Cork's results from the 2021 survey.

This year, in response to the COVID pandemic an additional seven questions were asked in StudentSurvey.ie and PGR StudentSurvey.ie respectively. The questions specifically addressed the impact of COVID-19 on student's experience of higher education. These results are separate to the established survey questions and can be found in the **Focus on COVID** 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.

2,781

UCC students responded to the 2021 survey

UCC RESPONDANT CHARACTERISTICS

Response Rate

A total of 2,781 students responded to the 2021 StudentSurvey.ie, which represents a response rate of **20.2%.** This is 1.8% lower than our response rate for 2020 and a very good response rate to achieve, particularly considering the additional challenges brought on by COVID-19 for promoting the survey in 2021. We had a final response rate of **31.3%**, which is 371 students, for PGR StudentSurvey.ie. This is 13.3% higher than our response rate for 2019.

Table 1.1 – How our students responded in the past 3 years

	Total number of eligible students	**Total number of respondents**	**Overall Percentage (%)**
2019	12,035	2,183	**18.1**
2020	12,655 (>5%)	2,828	**22.3**
2021	13,763 (>8%)	2,781	**20.2**

University College Cork retains its position of 21 out of 25 institutions who participated in the survey. UCC was also ranked 6th of the responding universities (Fig.1.1).

Almost 44,000 students across Ireland took part in the survey this year. This represents a national response rate of 29.4%. It should be noted that the average response rate nationally for universities has decreased from 29% in 2020 to 26% in 2021.

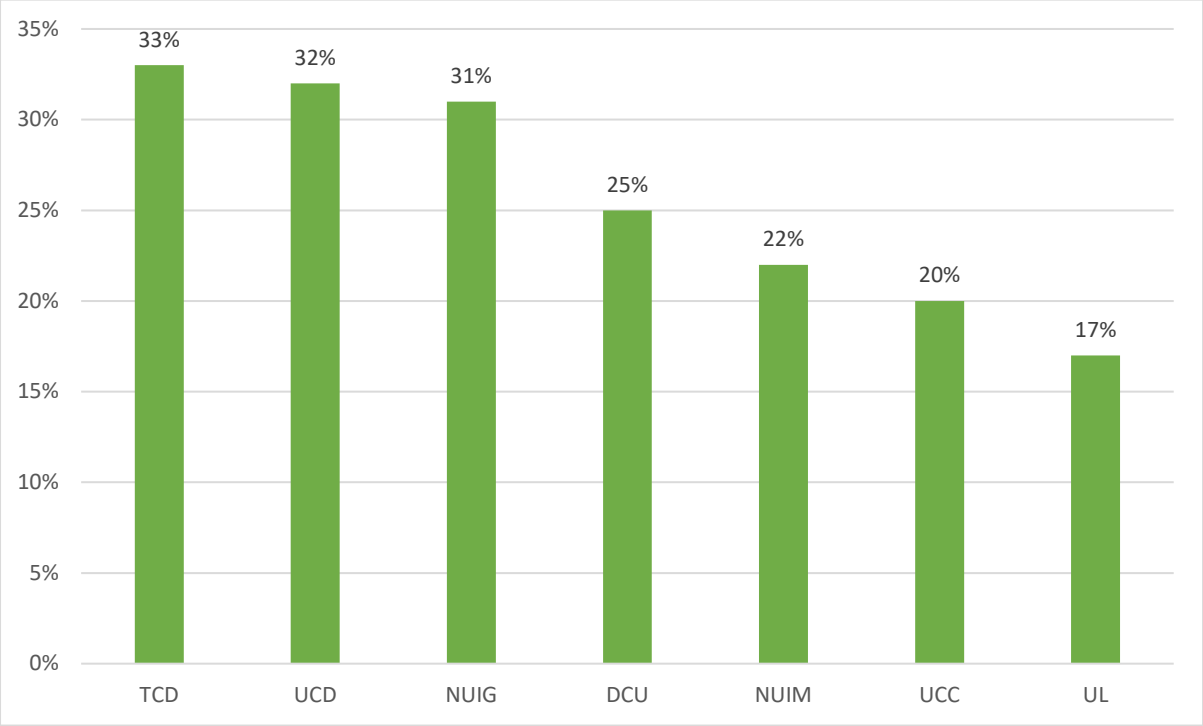

Fig. 1.1 – University participation in StudentSurvey.ie (2021)

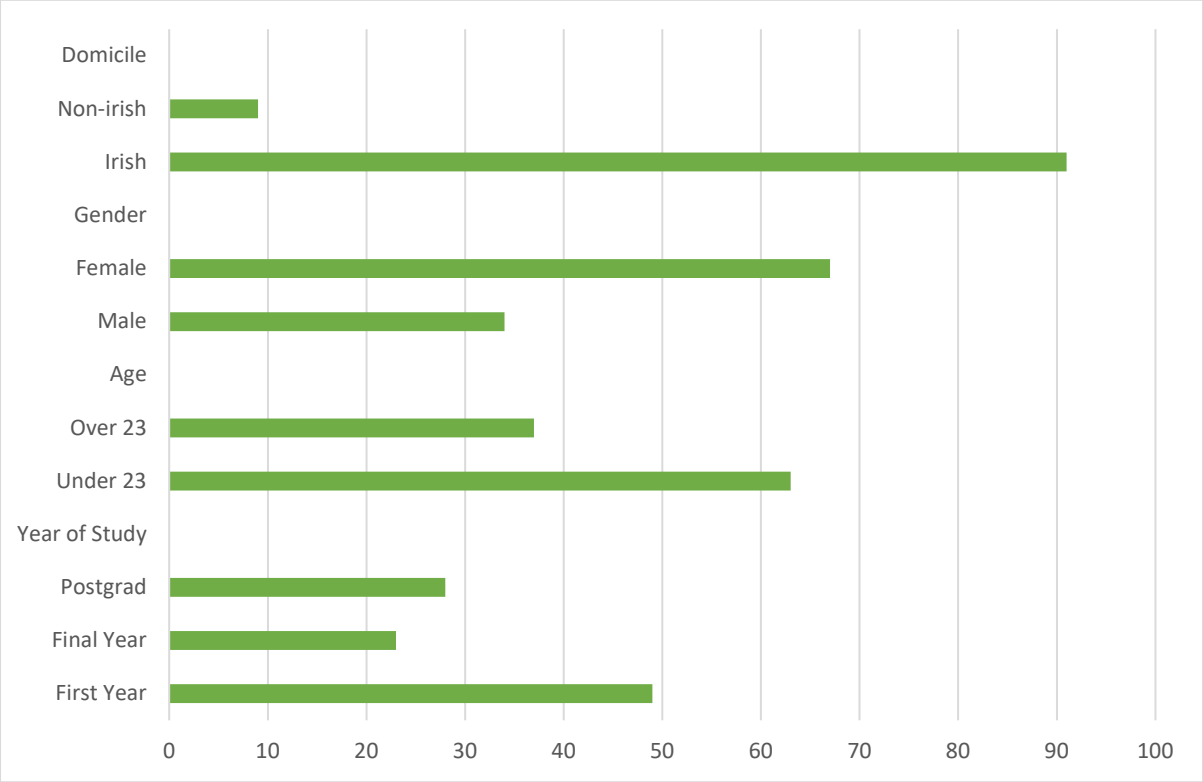

Fig. 1.2: Demographic characteristics of the UCC Sample

Figure 1.2 presents the profile of all UCC survey responders. The respondents consist of **1,353** first year undergraduate students, **641** final year undergraduate students and **787** taught postgraduate students. Of those respondents, 63% were aged 23 years or under. Most respondents were female, representing 67%. By far the highest response rate was from the first-year undergraduates (**49%** of the first-year students at UCC).

The results consistently show that a respondent is most a female Irish student, under 23 years of age, in her first year of study. The pattern remains to be similar to the participants in other universities in terms of their domicile and gender (UCC has a higher female response rate). With regard to year of study, a lower proportion of UCC students responded compared to other universities, although the pattern from 1st year undergraduate to postgraduate taught students is consistent with the pattern of other universities the drop off between final year and post graduate study is less evident in UCC.

COLLEGE-LEVEL RESPONSE RATES

13,736 students were invited to participate in the 2021 survey (figure 1.3). The fieldwork was conducted in spring 2021, launching at UCC on Monday 1st February 2021 and remaining open until Sunday 21st 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. The initial email was followed by reminders, sent out each week the survey was open in conjunction with a targeted social media campaign.

The public health measures put in place in response to the COVID-19 pandemic meant that on campus activity was substantially different than in previous years. Promotional efforts with a concentrated focus on campus buildings in use (i.e. Hub building and Boole library) were deployed coupled with a call-to-action for academic teaching staff to mention the survey to students at suitable opportunities and to consider incorporating the **"**What is StudentSurvey.ie" and "What is PGR StudentSurvey.ie" videos into virtual lectures on canvas.

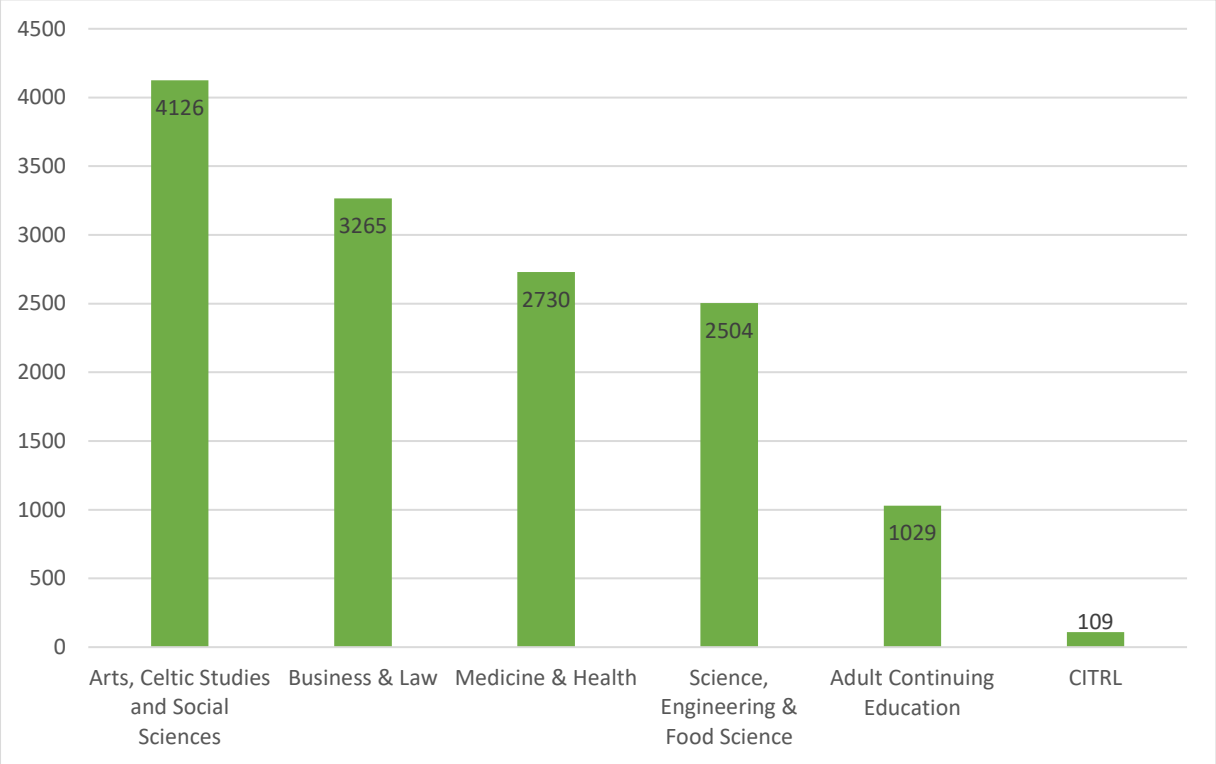

Fig. 1.3: Number of eligible students by College/entity

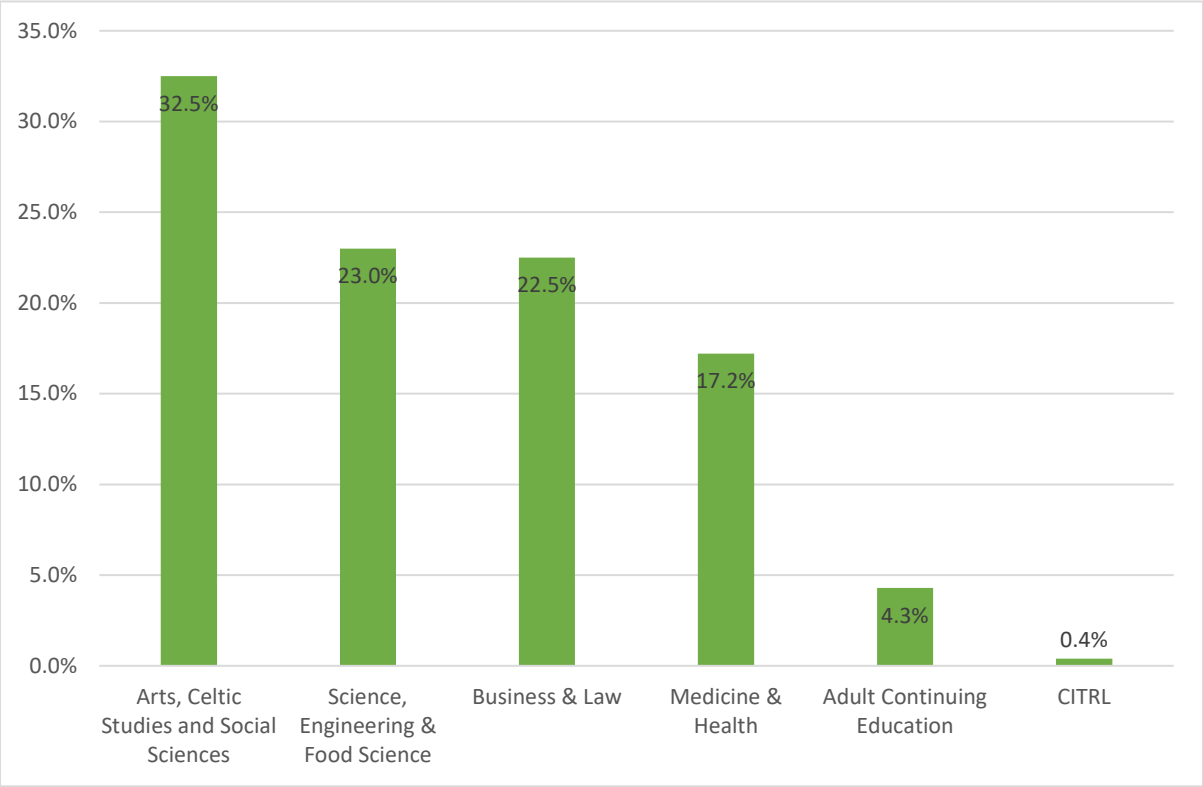

Fig. 1.4: Response rate by College

Figure 1.4 shows a breakdown of the percentage of respondents by College. A survey response is one respondent's submission of the survey, whether they completed the survey or only partially completed it.

In total, 3,152 students accessed StudentSurvey.ie and PGR StudentSurvey.ie respectively, however a significant number (38%) only partially completed the surveys.

Table 1.2: Response rate by School[1]

College	School	Responses (#)	All (%)
ADULT CONTINUING EDUCATION	ADULT CONTINUING EDUCATION	**121**	**4.35**
ARTS, CELTIC STUDIES & SOCIAL SCIENCES	APPLIED PSYCHOLOGY	**63**	**2.27**
	APPLIED SOCIAL STUDIES	**59**	**2.12**
	ART HISTORY	**9**	**0.32**
	BEALOIDEAS	**2**	**0.07**
	CLASSICS	**2**	**0.07**
	DIGITAL HUMANITIES	**20**	**0.72**
	DRAMA AND THEATRE STUDIES	**5**	**0.18**
	EARLY AND MEDIEVAL IRISH	**2**	**0.07**
	EDUCATION	**111**	**3.99**
	ENGLISH	**26**	**0.93**
	FACULTY OF ARTS	**484**	**17.40**
	FILM AND SCREEN MEDIA	**22**	**0.79**
	FRENCH	**1**	**0.04**
	GEOGRAPHY	**1**	**0.04**
	GERMAN	**0**	**0.00**
	GOVERNMENT AND POLITICS	**27**	**0.97**
	HISTORY	**14**	**0.50**
	MUSIC	**23**	**0.83**
	ITALIAN	**0**	**0.00**
	MODERN IRISH	**1**	**0.04**
	PHILOSOPHY	**2**	**0.07**
	PLANNING AND SUSTAINABLE DEV	**15**	**0.54**
	SCHOOL OF LANGUAGES	**18**	**0.65**
	SOCIOLOGY	**5**	**0.18**
	SPANISH_SPLAS	**1**	**0.04**
	STUDY OF RELIGIONS	**0**	**0.00**
	UCC CENTRE FOR CHINESE STUDIES	**0**	**0.00**
BUSINESS & LAW	ACCOUNTING AND FINANCE	**36**	**1.29**
	ADULT CONTINUING EDUCATION	**3**	**0.11**
	BUSINESS INFORMATION SYSTEMS	**20**	**0.72**
	ECONOMICS	**31**	**1.11**
	FACULTY OF COMMERCE	**306**	**11.00**
	FOOD BUSINESS AND DEVELOPMENT	**33**	**1.19**
	LAW	**125**	**4.49**
	MANAGEMENT AND MARKETING	**48**	**1.73**
	IMI	**22**	**0.79**
CITRL	CITRL	**12**	**0.43**
MEDICINE AND HEALTH	ADULT CONTINUING EDUCATION	**9**	**0.32**

[1] Survey data is aligned to the current hierarchy within UCC as derived by our Student Registration System (ITS)

	ANATOMY AND NEUROSCIENCE	**3**	**0.11**
	COLLEGE OF MEDICINE AND HEALTH	**240**	**8.63**
	EPIDEMIOLOGY AND PUBLIC HEALTH	**31**	**1.11**
	MEDICAL EDUCATION UNIT	**10**	**0.36**
	MEDICINE	**2**	**0.07**
	PREVENTIVE DENTISTRY	**2**	**0.07**
	SCHOOL OF MEDICINE	**21**	**0.76**
	SCHOOL OF NURSING AND MIDWIFERY	**137**	**4.93**
	SCHOOL OF PHARMACY	**20**	**0.72**
	SPEECH AND HEARING SCIENCES	**4**	**0.14**
	SURGERY	**1**	**0.04**
SCIENCE, ENGINEERING & FOOD SCIENCE	APPLIED MATHEMATICS	**3**	**0.11**
	ARCHITECTURE	**2**	**0.07**
	CIVIL AND ENVIRON. ENGINEERING	**7**	**0.25**
	COMPUTER SCIENCE	**19**	**0.68**
	ELECTRICAL AND ELECTRONIC ENG.	**11**	**0.40**
	ENVIRONMENTAL SCIENCE	**0**	**0.00**
	FACULTY OF ENGINEERING	**96**	**3.45**
	FACULTY OF FOOD SCIENCE AND TECH	**60**	**2.16**
	FACULTY OF SCIENCE	**369**	**13.27**
	FOOD AND NUTRITIONAL SCIENCES	**9**	**0.32**
	MATHEMATICS	**3**	**0.11**
	MICROBIOLOGY	**19**	**0.68**
	PROCESS AND CHEMICAL ENGINEERING	**9**	**0.32**
	SCHOOL OF CHEMISTRY	**13**	**0.47**
	SCHOOL OF BEES	**11**	**0.40**

Table 1.2 shows a full breakdown of responses by School/Department; a higher response rate may be preferred, and several things can be done to try to achieve this. Among the most important are:

- Help students understand the value of their response and how it matters.
- Closing the feedback loop – showing students that their responses will be read and acted upon.
- Incorporate '*survey time*' into class time (virtual or in person) during the time the survey is live.
- Using a well-designed and targeted social media campaign at School/Department level.
- Sending out notifications and reminders at appropriate intervals.
- Use of incentives at a local level.


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QUALITATIVE DATA- OPEN ENDED QUESTIONS

This chapter 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.

Students were not limited to a pre-determined set of possible answer choices, so we collected a rich pool of genuine opinions from our student cohorts on. Specific questions asked were:

1) What UCC does best to engage students in learning?
2) What could UCC do to improve students' engagement in learning?
3) Have you ever seriously considered withdrawing from your degree programme?
4) If yes, what were your reasons for this?
5) If you could start over again, would you go to the same institution you are now attending?
6) How would you evaluate your entire educational experience at this institution?

Refer to Appendix 4 for sample student reflections (randomised, all cohorts) for questions 1 and 2.[2]

1. What UCC does best to engage students in learning?

998 students provided responses to this qualitative question and the responses denote an alignment with UCC's performance in all indicator scores.

Over eighteen months on from the emergence of the global pandemic it has been useful to gauge how students feel about the pivot to online learning and our response to COVID-19 to date. The feedback provides valuable insight into the institutional response to COVID-19 from the perspective of current students. Despite these challenges, overall, we achieved a 68% satisfaction rate amongst our students. Students were generally satisfied with the rapid transition to online learning, the regular provision of key information and enhanced wellbeing support.

As with previous years, respondents evaluated academic teaching staff positively describing them as engaging, passionate and extremely helpful. Students reported a sense of nurturing and felt connected to the university as staff did a good job of performing regular check-ins. Satisfaction with different aspects of the online learning experience varied amongst respondents. Virtual In-class quizzes and canvas quizzes ranked highly in 2021 with respondents feeling more engaged in lectures where a quiz was used to challenge their understanding and assess comprehension of course material. The use of polls, breakout rooms and discussions forums were also reported as tools to increase the interactivity of lectures. It should not be overlooked, however, that whilst a proportion of respondents are hopeful of a resumption of on-site studies, many students would like online activities to continue.

Overall, students were satisfied that the Hub Building and Boole Library remained fully accessible despite the various periods of national lockdown. The individual comments reflect

[2] Sample open comments of qualitative feedback provided in Appendix D

the growing popularity of the Skills Centre with Clubs and Societies, Student Health and the library database all rated highly.

2. *What could UCC do to improve students' engagement in learning?*

892 students provided responses to this question; three main thematic areas emerged: (1) greater use of different technology to increase the interactivity of lectures, (2) more live lectures and (3) feedback on assignments and group work.

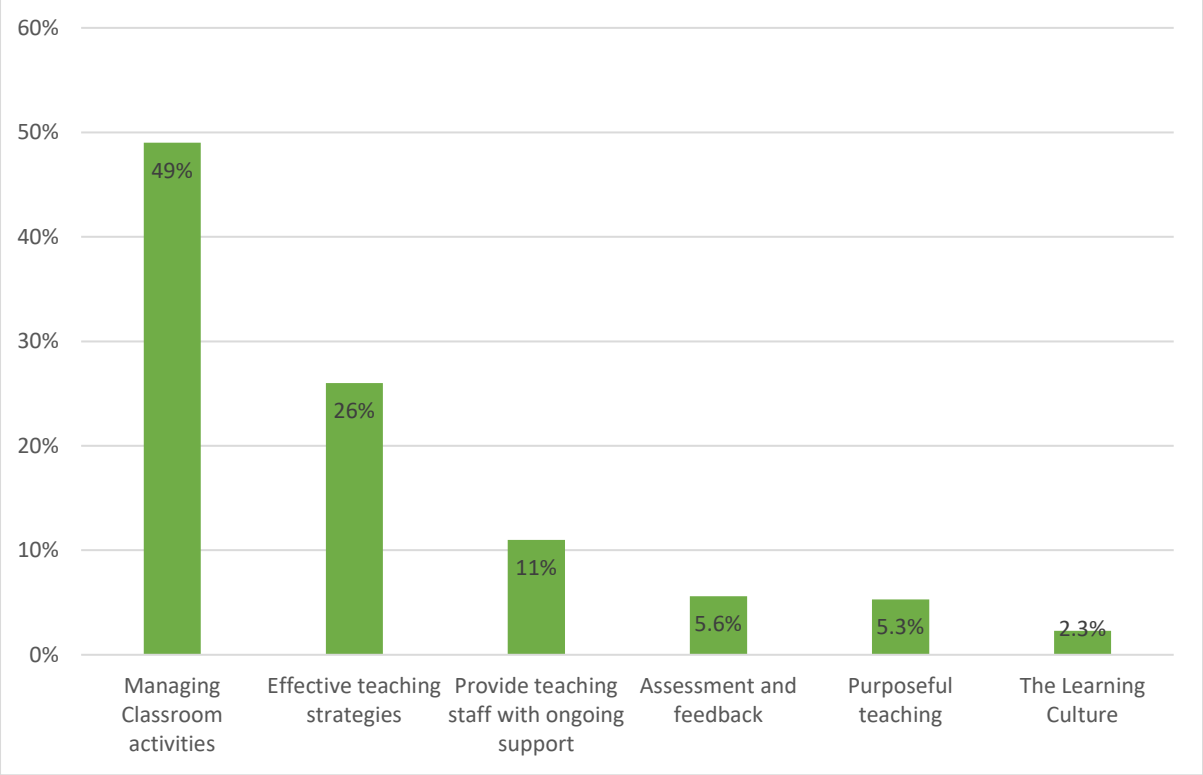


Fig. 2.1: Improvements in teaching (sub-categories)

3. *Have you ever seriously considered withdrawing from your degree programme?*

In addition to questions on their higher education experience, students were also asked to indicate whether they had seriously considered leaving higher education in 2020/2021.

787 students provided responses to this question with the majority (58%) reporting that they had not seriously considered withdrawing from their programme of study.

4. *If yes, what were your reasons for this?*

Students who considered leaving their university in 2020/2021 were also asked to indicate, from a list of 6 possible reasons, why they had considered doing so. These are summarised in (figure 2.2).

The most common reasons for considering departure relate to situational factors, such as personal/health or family (*12 per cent*), financial difficulties (*9 percent*), difficulties relating to health (*6 percent*), transfer to another institution (*6 percent*) and the need to do paid work (*4 percent*). The fact that these reasons were indicated by a large percentage of

students in the 2021 survey and in previous surveys, underscores the importance of student support in terms of assisting students to continue with their studies. Considering that withdrawing for health reasons and/or transferring to another institution saw a slight increase in 2021, it is vital that the experience of student's is positive.

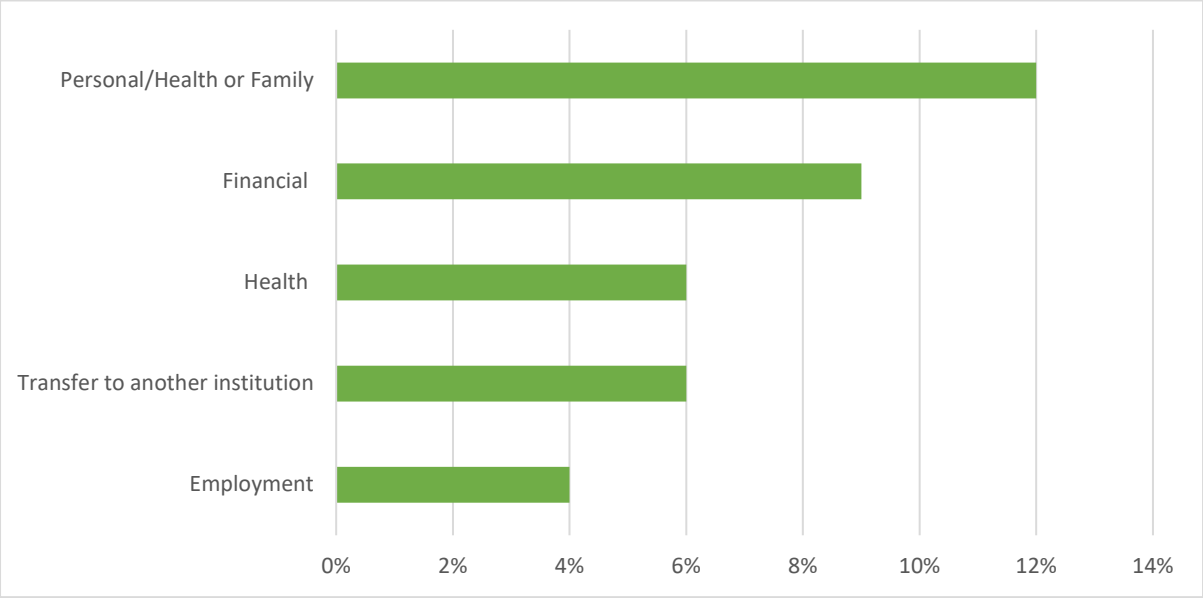


Fig. 2.2 – reasons for withdrawing from degree programme at UCC

For those respondents that selected the option 'other' in response to this question, several dispositional factors were also relatively common a need to take a break, lack of interest or a change in direction. The following are a sample of reasons given for their selection.

- *"Difficult to work and study as a first year online, not sure if the course is suited to me. All theory no practical work done, and no friends made due to being online*
- *Online learning is very challenging*
- *"Yes, starting college during a pandemic was extremely difficult. I found it difficult to cope with the workload, stress, and isolation at the start of the year.*
- *"I literally have not stepped foot on campus or met anyone.*
- *Have found it hard to stay interested and motivated to continue the course*
- *Not really interested in my course*

5. *If you could start over again, would you go to the same institution you are now attending?*

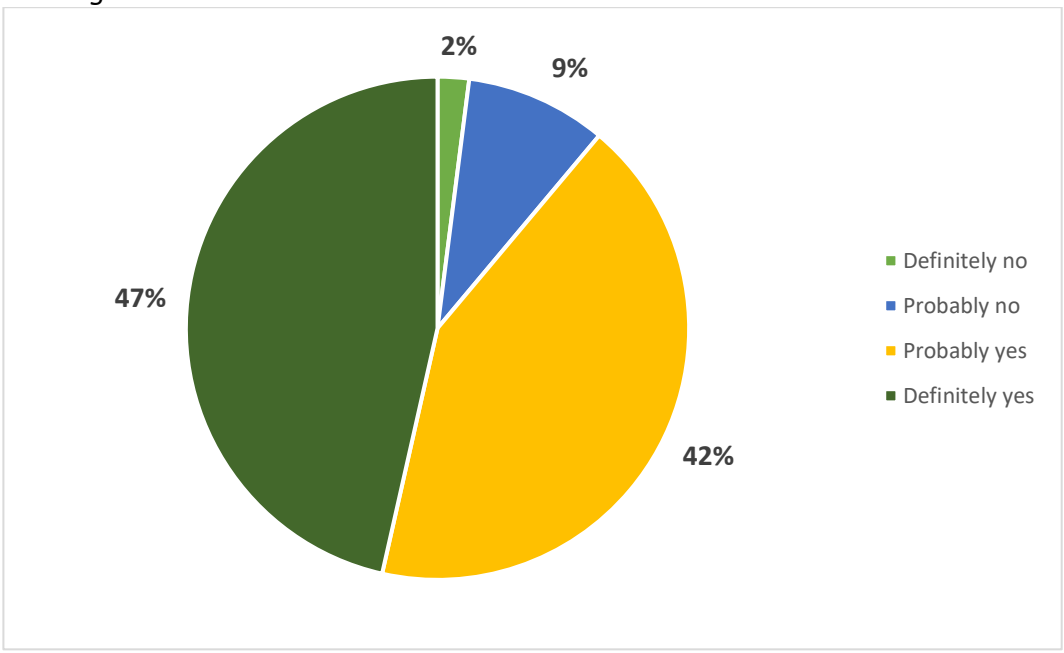


Fig. 2.3 - Same Institution (Base: All respondents)

In assessing the choices that are available to our students, we can see that given the chance again, they would not have chosen to attend a different institution. A high proportion of students **(89%)** are content with their choice and feel that UCC effectively supports them to be an independent learner.

6. How would you evaluate your entire educational experience at this institution?

In 2021, the majority of respondents, 68 percent, rated the quality of their entire educational experience at UCC positively. Refer to Appendix 3 for information on respondent's individual programmes[3].

Overall students' educational experiences at University College Cork can be expressed by the following items:

- During the academic year, over half (53%) of respondents stated that they combined ideas from different subjects/modules when completing assignments.
- Furthermore, 68.4% formed an understanding or new idea from various pieces of information emphasised throughout their coursework.
- 54% agreed that the institution emphasised providing support to help them to succeed academically and provide encouragement to be an informed and active citizen.
- Conversely, only one in five (20%) respondents reported that they had made a presentation in class or online during the academic year, and.
- the satisfaction level is the least in the case of our current feedback system. Almost half (45%) of respondents said that they were provided 'very little' feedback on a draft of work in progress by lecturers/teaching staff.

[3] Full listing of individual programmes provided in Appendix 3


Shake things up
National Survey Local Impact
PGR student survey.ie
Student Survey.ie

FOCUS ON COVID

Introduction

The COVID-19 pandemic disrupted every aspect of our lives. Recent research[4] has suggested that young people are likely to suffer severe and long-lasting impacts from the pandemic. This led to the inclusion of additional specific COVID-19 questions in StudentSurvey.ie and PGR StudentSurvey.ie 2021.

It is hoped that the findings will help units across the university to better understand the student experience in the 2020/2021 Academic term. These results highlight the experiences of current UCC students and will act as signposts to inform how we serve and support students in the coming year.

Method

The COVID-19 questions consist of five multiple choice questions and two open-ended questions, included alongside the established survey instruments. The specific questions added to StudentSurvey.ie and PGR StudentSurvey.ie are similar but tailored to reflect the experience of taught and research students.

Specific questions asked in StudentSurvey.ie were:

1) What are the positive elements of the online/ blended learning experience you want to keep when on-campus studies resume?
2) In what way(s) could your higher education institution improve its support for you during the current circumstances?

Specific questions asked in PGR StudentSurvey.ie were:

1) How has COVID-19 most impacted your research?"
2) "In what way(s) could your higher education institution improve its support for you during the current circumstances?"

Refer to Appendix D for sample student reflections (randomised, all cohorts) for specific questions.[5]

1. [4] QQI (2020). The Impact of COVID-19 Modifications to Teaching, Learning and Assessment in Irish Further Education and Training and Higher Education. A report prepared by Quality and Qualifications Ireland.
2. USI (2020). National Report on Students and COVID-19. A report prepared by the Union of Students in Ireland.
3. AHEAD (2020). Learning from Home During Covid-19: A Survey of Irish FET and HE Students with Disabilities. A report prepared by the Association for Higher Education Access & Disability.
4. [5] Sample open comments of qualitative feedback provided in Appendix D

How much do you agree with the following statements about the impact COVID-19 has had on your experience? *

StudentSurvey.ie COVID-19 Question Modules 2021 – UCC responses

My higher education institution provides me with ongoing effective and timely communication.

	All Students	Undergraduate - Year 1	Undergraduate - Final Year	Taught Postgraduate
Definitely disagree	4.6%	3.9%	6.6%	4.1%
Somewhat disagree	11.5%	11%	14.1%	10.1%
Somewhat agree	38.5%	43.7%	40.5%	27.7%
Definitely agree	45.5%	41.4%	38.9%	58%

My higher education institution provides me with adequate online learning opportunities

	All Students	Undergraduate - Year 1	Undergraduate - Final Year	Taught Postgraduate
Definitely disagree	3.5%	3.2%	3.4%	4.1%
Somewhat disagree	12.1%	9.6%	16.6%	13.3%
Somewhat agree	46.2%	48.7%	47.3%	39.4%
Definitely agree	38.2%	38.5%	32.7%	42.9%

I am able to access the online learning sufficiently to engage with my studies.

	All Students	Undergraduate - Year 1	Undergraduate - Final Year	Taught Postgraduate
Definitely disagree	3.3%	3.2%	3.1%	3.7%
Somewhat disagree	10.1%	8.5%	11.6%	12.3%
Somewhat agree	37.8%	36.8%	42.7%	35.3%
Definitely agree	48.8%	51.5%	42.6 %	48.7%

I have a suitable study environment at home (space to work, internet access, computer, etc.).

	All Students	Undergraduate - Year 1	Undergraduate - Final Year	Taught Postgraduate
Definitely disagree	8.2%	5.9%	11.6%	10.4%
Somewhat disagree	16.3%	13.6%	17.8%	21.0%
Somewhat agree	32.9%	32.8%	33.4%	32.7%
Definitely agree	42.5%	47.6%	37.3%	35.9%

I feel connected to my higher education institution despite the restricted access to campus.

	All Students	Undergraduate - Year 1	Undergraduate - Final Year	Taught Postgraduate
Definitely disagree	28.2%	29.4%	28.1%	25.4%
Somewhat disagree	30.3%	30.8%	32%	27.4%
Somewhat agree	30%	28.5%	30.6%	32.8%
Definitely agree	11.5	11.2%	9.3%	14.3%

My higher education institution provides me with adequate online learning opportunities

	All Students	Masters by Research	PhD
Definitely disagree	4.3	2.2	4.6
Somewhat disagree	12.4	8.9	12.9
Somewhat agree	40.5	44.4	40.0
Definitely agree	42.7	44.4	42.5

COVID-19 has affected my funding or my ability to fund myself during my research.

	All Students	Masters by Research	PhD
Definitely disagree	27.8	23.5	28.3
Somewhat disagree	32.0	41.2	30.8
Somewhat agree	18.1	14.7	18.6
Definitely agree	22.1	20.6	22.3

I have adequate access to the on-campus facilities required to engage with my research

	All Students	Masters by Research	PhD
Definitely disagree	15.3	9.1	16.2
Somewhat disagree	27.0	42.4	24.9
Somewhat agree	43.1	36.4	44.0
Definitely agree	14.6	12.1	14.9

I have a suitable study environment at home (space to work, internet access, computer, etc)

	All Students	Masters by Research	PhD
Definitely disagree	10.5	12.1	10.3
Somewhat disagree	20.7	18.2	21.0
Somewhat agree	46.7	60.6	44.9
Definitely agree	22.1	9.1	23.9

I feel connected to my higher education institution despite the restricted access to campus

	All Students	Masters by Research	PhD
Definitely disagree	17.0	21.2	16.5
Somewhat disagree	29.3	30.3	29.2
Somewhat agree	38.8	30.3	39.9
Definitely agree	14.9	18.2	14.4

Results of StudentSurvey.ie COVID module questions 2021

The results demonstrate that COVID-19 has had a significant impact on the experience of undergraduate and postgraduate students in higher education in Ireland and highlight their priorities for what needs to be done to support them. While many students acknowledged some of the beneficial aspects of remote learning, they told us that they faced several challenges with this new model. Some highlighted results include:

- Almost two-thirds of UCC taught students and half of UCC postgraduate research students felt supported in terms of ongoing effective and timely communication, **75%** indicated that they had a suitable study environment at home (space to work, internet access, computer, etc.), and **41.5%** felt connected to their HEI despite the restricted access to campus.
- **38.5%** of first undergraduate, **32.7%** of final year undergraduate and **42.9%** taught postgraduate students reported having adequate online learning opportunities, and **86%** could access their online learning sufficiently.
- When asked "***What are the positive elements of the online/ blended learning experience you want to keep when on-campus studies resume***" the dominant responses from first and final year undergraduate and taught postgraduate students referenced the ability to re-watch lectures which was quoted as being helpful for revision purposes and to aid understanding of a topic. Additionally, continuous assessment in replace of examinations and group projects to promote interaction between peers were also rated highly.
- Within the UCC responses to the question ***"In what way(s) could your higher education institution improve its support for you during the current circumstances?"*** the responses overall largely focussed on technical/computing guidance around software applications, better approaches to closing the feedback loop, and students' desire to have more opportunities to make friends, at online events or through a mentorship scheme. Nationally, the responses from first and final year undergraduate and taught postgraduate student largely focussed on communication, and students' desire to have more and better communication. *(Irish Survey of Student Engagement Interim Results Bulletin 2021, p.8[6])*
- Over a fifth of UCC's postgraduate research students reported that COVID-19 had an impact on their funding or their ability to fund themselves during their research (22.1% definitely agree), nationally this figure sits at 35.6% *(p.10)*
- When asked "***how has COVID-19 most impacted your research?"*** UCC's postgraduate research students reported delays on progress of research due to lack of access to research environments, archive research and increased waiting times on laboratory deliveries. Feelings of disconnection with fellow researchers were also reported as having a significant impact on maintaining motivation.
- Within the responses to the question ***"In what way(s) could your higher education institution improve its support for you during the current circumstances?"*** whilst a large proportion of UCC's postgraduate research students praised the support

[6] the 2021 StudentSurvey.ie Interim Results Bulletin is available at https://studentsurvey.ie/blog/results-covid-19-questions
This report contains aggregated national results relating to nearly 50,000 responses to an additional seven questions asked in StudentSurvey.ie and PGR StudentSurvey.ie 2021.

that they have received throughout the restrictions, some suggestions for improvements include an increased effort to allow for networking in the form of virtual coffee mornings to encourage and support informal discussions to balance the feelings of isolation, greater real-time engagement with Central Administrative support teams and better communication, particularly around submission deadlines. Nationally, the overall theme for postgraduate researcher students was one of absence and loss. Postgraduate research students have lost time, access to essential facilities and a suitable research environment *(p.12)*

- Nationally, the data analysis approach also examined text of the responses holistically for the final question on how institutions could improve support. A sentiment dictionary was run over the corpus, which examined whole responses provided by students rather than just individual words. The sentiment contained in a comment can be broadly classified as positive, neutral, or negative. Overall, the sentiment analysis and follow-up checks showed that some students used their responses to this question to vent their frustrations, but these were a very small proportion. Overall, students were realistic in assessing their situation and thought their HEIs were doing a good job of moving to online/ blended teaching in the exceptional circumstances (*p.8)*

STUDENTSURVEY.IE - INDICES

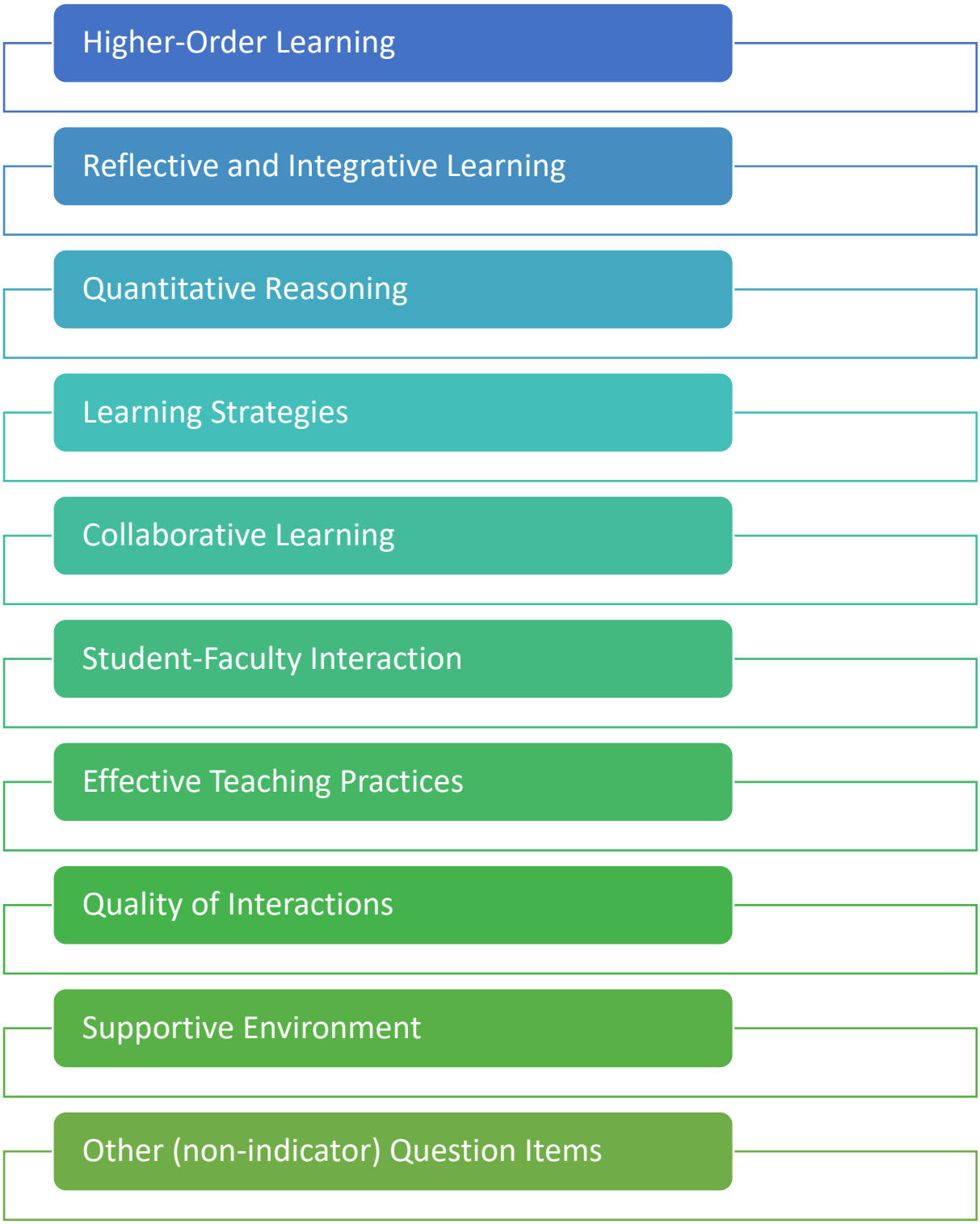


Chart 3.1 – Indicator Categories (see individual indices chapters for detailed explanations)

*Refer to Appendix 1 for engagement indicator respondent characteristics data.

Summary of Survey Indicators

Responses to related questions are presented for each engagement indicator. Indicator scores are calculated on a scale from 0 to 60 using responses to the contributing question items. 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.

A visual inspection of the data would seem to indicate that some UCC scores are increasing (Learning Strategies), albeit that these increases are mostly small in nature. In order to contextualise the UCC results the pertinent comparison is the average index score for the other seven StudentSurvey.ie universities, see Table 3.1. In addition, the scores for all other StudentSurvey.ie institutions are also included to add further context. Compared to other universities UCC has lower scores across all indicators, however, these are small effect sizes, and so most probably do not represent real world differences.

Comparison of individual scores across institutions is inappropriate given that the differences with respect to mission, resources, profile, and response rates. Comparison of indicator scores for various disciplines illustrates the notable variation that exists between fields of study as outlined in table 3.2 below. The proportion of students studying particular 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. Further, 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. We have included them here for illustrative purposes.

Note: The following tables provide percentage responses by year / cohort, weighted at institutional level, and the calculated score (out of 60) for each indicator.

Table 3.1 *Mean index UCC scores – 3-year trend*

	UCC 2019	UCC 2020	UCC 2021	All SS.IE 2021	Watch points	Universities 2021	Watch points
Index Scores (Mean)							
Higher Order Learning	38.9	36.5	35.2	34.7	0.0	35.7	-0.1
Reflective and Integrative Learning	31.7	31.7	30.4	30.2	0.0	30.8	-0.1
Quantitative Reasoning	19.2	20.4	18.2	19.2	-0.1	19.3	0.0
Learning Strategies	31.6	31.5	31.6	31.3	0.0	31.5	0.0
Collaborative Learning	25.9	26.6	19.3	25.4	-0.4	24.1	0.1
Student-Faculty Interaction	11.3	10.9	8.1	10.2	-0.2	9.0	0.1
Effective Teaching Practices	34.3	33.1	30.8	32.5	-0.1	31.1	0.1
Quality of Interactions	39.2	36.9	28.5	30.2	-0.1	28.7	0.1
Supportive Environment	29.7	28.7	23.3	24.1	-0.1	23.6	0.0

Colours indicate the scale of the effect size

>=0.5 large positive effect
>=0.3 medium positive effect
>=0.1 small positive effect
<=-0.1 small negative effect
<=-0.3 medium negative effect
<=-0.5 large negative effect

Effect size = any measure of the strength of a relationship between two variables. Large numbers of respondents make it more likely that any small difference will be statistically significant. Effect size attempts to measure real-world significance. The National Survey of Student Engagement (NSSE) proposed reference values for the interpretation of effect sizes from benchmark comparisons[7]

[7] NSSE (2007). Contextualizing NSSE Effect Sizes: Empirical Analysis and Interpretation of Benchmark Comparisons. Retrieved on 16 July 2020 from https://pdfs.semanticscholar.org/35a1/604af3043e9347e8238f10a403d24f3ceab6.pdf

	Effect size
Small	.1
Medium	.3
Large	.5
Very large	.7

[a] These values were based on NSSE benchmark distributions and are recommended for NSSE benchmark comparisons, not for individual item mean comparisons. Values are to be viewed as coarse thresholds, not as precise cut-points.

Table 3.2 *Mean index UCC scores – by Academic Unit*

	University College Cork 2021				
	ACE	CACSS	B&L	M&H	SEFS
Index Scores (Mean)					
Higher Order Learning	39.6	36.1	35.9	34.1	32.9
Reflective and Integrative Learning	38.1	33.2	28.4	31.1	25.8
Quantitative Reasoning	16.2	15.4	19.6	16.9	21.9
Learning Strategies	36.7	30.7	31.1	32.5	31.1
Collaborative Learning	16.9	17.1	20.5	21.7	20.2
Student-Faculty Interaction	9.9	8.8	7.0	8.6	7.3
Effective Teaching Practices	35.8	31.9	30.7	27.8	30.0
Quality of Interactions	35.5	29.5	26.1	29.4	26.9
Supportive Environment	22.2	24.3	23.1	22.2	23.1

HIGHER-ORDER LEARNING

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

This index consists of the following items:

- 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

Table 3.3: 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	9.1	9.6	7.8	9.1
	Some	28.0	29.3	28.5	24.5
	Quite a bit	37.9	36.5	36.9	42.1
	Very much	25.0	24.6	26.9	24.4
Analysing an idea, experience, or line of reasoning in depth by examining its parts	Very little	11.5	14.3	9.2	7.3
	Some	30.1	31.2	31.5	26.5
	Quite a bit	37.5	34.9	39.5	41.1
	Very much	20.9	19.6	19.8	25.0
Evaluating a point of view, decision, or information source	Very little	10.6	14.0	7.4	5.8
	Some	29.5	32.2	28.3	24.7
	Quite a bit	38.5	34.5	43.3	42.8
	Very much	21.4	19.3	20.9	26.7
Forming an understanding or new idea from various pieces of information	Very little	5.5	6.8	4.0	4.2
	Some	25.8	26.4	29.1	21.3
	Quite a bit	43.5	42.2	42.5	47.4
	Very much	25.2	24.7	24.4	27.1

The UCC Higher Order Learning score is **35.2**, while the average for the other universities is **35.7**. This score in 2020 was 36.5. The current score has fallen back to close to the 2016 score (35.7) .

There is a statistically significant difference in Higher Order Learning scores for year of study, f(2,2180) =37.143, p<.0005, The average score for Final Year students (36.23) is significantly higher than First Year students (34.16), and the average score for Taught Post Graduate students (41.28) is significantly higher than Final Year students. There are no statistical differences between the scores of males and females. The pattern of these scores can be seen in Fig. 3.1.

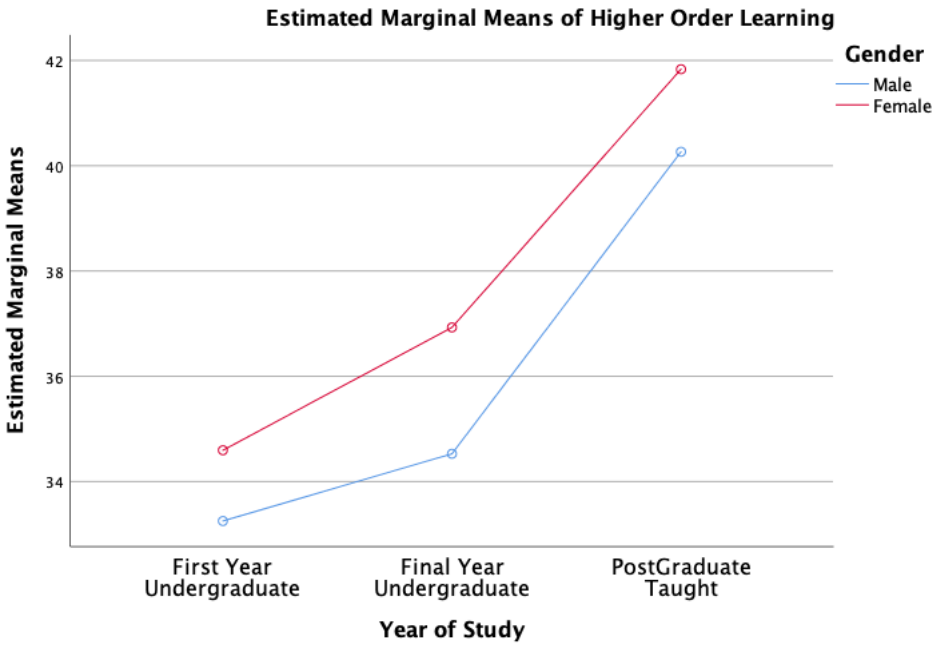


Fig. 3.1 – *Estimated Marginal Means of Higher Order Learning (By Year of Study)*

There is a statistically significant difference in Higher Order Learning scores for Colleges, f(4,2176) =68.378, p<.0005, The average score for Science, Engineering and Food Science students (32.45) is significantly lower than the average scores for students in Arts, Celtic Studies and Social Sciences (37.47), Medicine and Health (38.83), Business and Law (35.57) and Adult Continuing Education (40.97). There are no statistical differences between the scores of males and females. The pattern of these scores can be seen in Fig. 3.2.

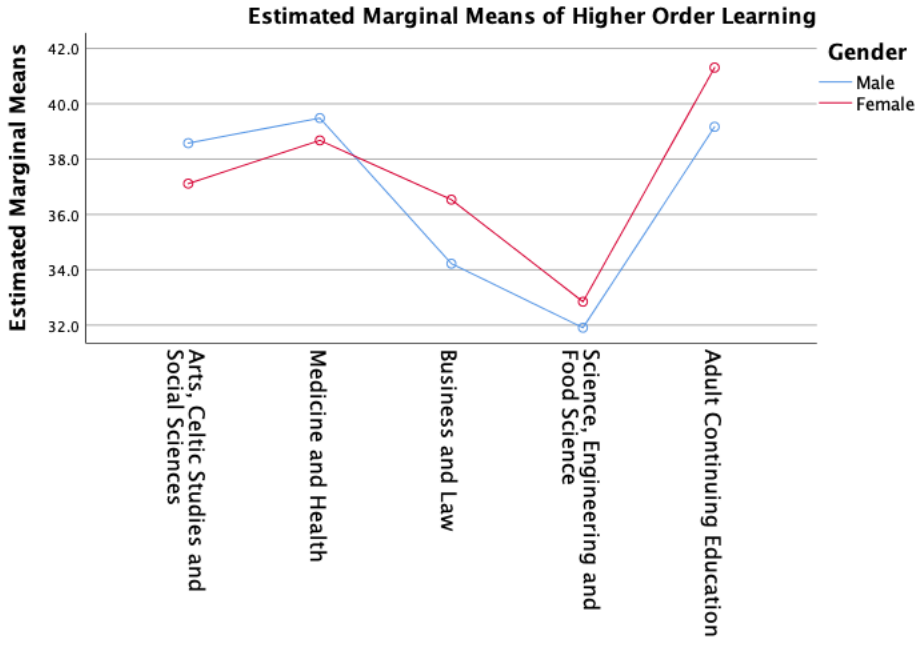


Fig. 3.2 - *Estimated Marginal Means of Higher Order Learning (By College/Area)*

REFLECTIVE AND INTEGRATIVE LEARNING

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

This index consists of the following items:

- 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

Table 3.4: 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	9.6	13.4	5.7	4.8
	Sometimes	37.0	40.3	34.5	31.8
	Often	35.2	31.5	37.7	41.2
	Very often	18.3	14.9	22.1	22.2
Connected your learning to problems or issues in society	Never	15.7	18.2	14.0	11.7
	Sometimes	37.8	40.5	38.1	31.7
	Often	30.3	27.3	31.8	35.5
	Very often	16.2	14.0	16.2	21.1
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in discussions or assignments	Never	34.5	40.2	28.6	27.3
	Sometimes	33.0	30.9	35.4	35.2
	Often	20.8	18.2	25.0	22.9
	Very often	11.7	10.7	11.0	14.6
Examined the strengths and weaknesses of your own views on a topic or issue	Never	14.1	17.8	13.3	6.6
	Sometimes	39.8	43.1	37.9	34.4
	Often	32.9	28.7	33.8	41.3
	Very often	13.2	10.5	15.0	17.7
Tried to better understand someone else's views by imagining how an issue looks from their perspective	Never	11.8	15.6	9.0	6.1
	Sometimes	37.3	38.4	37.6	34.6
	Often	33.5	30.1	37.2	37.7
	Very often	17.3	15.8	16.3	21.6
Learned something that changed the way you understand an issue or concept?	Never	5.3	5.9	6.2	2.9
	Sometimes	34.3	34.1	39.5	29.6
	Often	41.8	41.4	38.7	45.8
	Very often	18.7	18.6	15.7	21.7

Connected ideas from your subjects / modules to your prior experiences and knowledge	Never	4.0	5.6	3.1	1.3
	Sometimes	30.8	33.9	31.9	23.0
	Often	41.8	41.1	41.4	43.8
	Very often	23.4	19.4	23.6	31.8

The UCC Reflective and Integrative Learning score is **30.42**, while the average for the other universities is **30.87**. The UCC score for 2020 was 31.7. The current score has fallen back to close to the score in 2017 (30.6).

Aspects of this index, Reflective and Integrative Learning, embody the inter- and trans-disciplinarity ethos Priority One of UCC's Academic Strategy (2018-2022)[8], the Connected Curriculum in that reflective and integrative learning also seeks to engage students with enquiry between and across disciplines and to investigate grand societal change.

There is a statistically significant difference in Reflective and Integrative Learning scores for year of study, f(2,2802) =67.962, p<.0005, The average score for Final Year students (32.10) is significantly higher than First Year students (29.51), and the average score for Taught Post Graduate students (36.08) is significantly higher than Final Year students. There is also a statistical difference between the average scores of males (30.05) and females (32.04), f(1,2802) =17.927, p<.0001, with females having higher average scores. The pattern of these scores can be seen in Fig. 3.3.

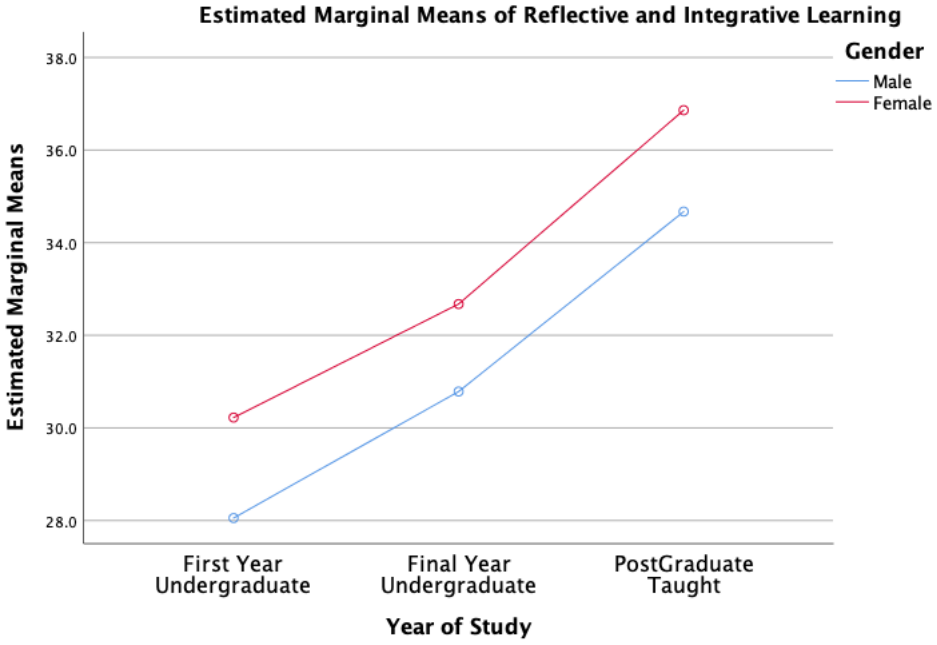


Fig. 3.3 – Estimated Marginal Means of Reflective and Integrative learning (By Year of Study)

There is a statistically significant difference in Reflective and Integrative Learning scores for Colleges, f(4,2798) =49.472, p<.0005, The average score for Science, Engineering and Food

[8] https://www.ucc.ie/en/registrar/theconnecteduniversity/academicstrategy/curriculum/

Science students (27.05) is significantly lower than the average scores for students in Arts, Celtic Studies and Social Sciences (34.44), Medicine and Health (33.65), Business and Law (29.70) and Adult Continuing Education (37.33). There are no statistical differences between the scores of males and females. The pattern of these scores can be seen in Fig. 3.4.

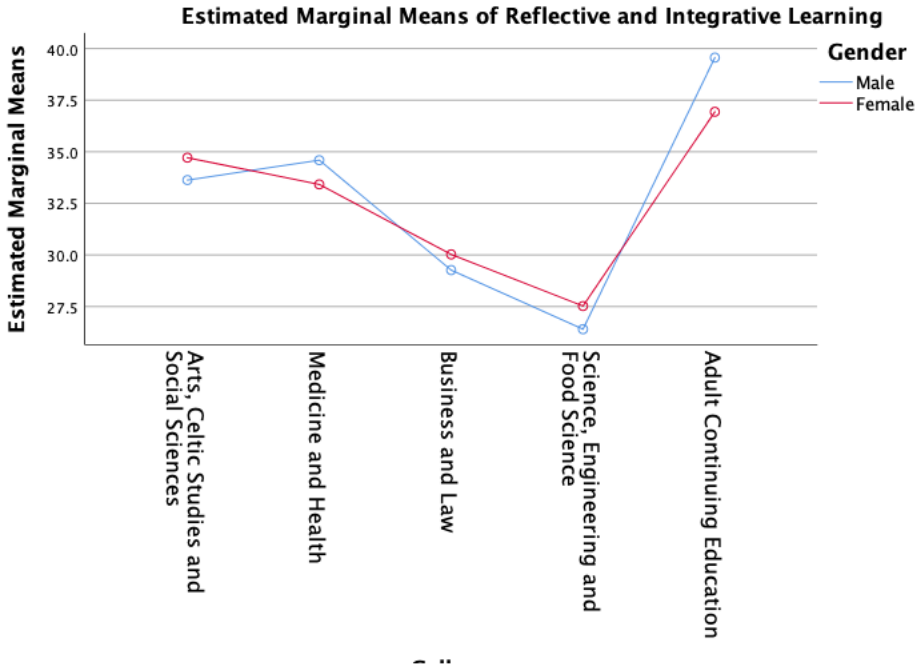


Fig. 3.4 - Estimated Marginal Means of Reflective and Integrative Learning (By College/Area)

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.

This index consists of the following items:

- 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.

Table 3.5: 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	33.0	34.4	31.3	31.5
	Sometimes	38.3	40.5	34.1	37.5
	Often	18.9	17.1	23.3	18.5
	Very often	9.8	8.0	11.3	12.5
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never	39.1	40.5	36.2	38.7
	Sometimes	34.5	36.4	31.1	33.2
	Often	17.7	15.2	22.7	18.5
	Very often	8.8	7.9	10.0	9.6
Evaluated what others have concluded from numerical information	Never	47.2	50.5	40.9	45.8
	Sometimes	35.5	33.3	38.6	37.5
	Often	13.6	12.3	17.4	12.9
	Very often	3.7	3.8	3.1	3.8

The UCC Quantitative Reasoning score is **18.2**, while the average for the other universities is **19.3**. The UCC score for 2020 was 20.4. The current score has fallen back to close to the score in 2018 (18.0).

There is a statistically significant difference in Qualitative Reasoning scores for year of study, f(2,2498) =12.477, p<.0001, The average score for Final Year students (20.41) is significantly higher than First Year students (19.39), and the average score for Taught Post Graduate students (23.51) is significantly higher than Final Year students. There is also a statistical difference between the average scores of males (23.2) and females (19.1), f(1,2498) =30.363, p<.0001, with males having higher average scores. The pattern of these scores can be seen in Fig 3.5.

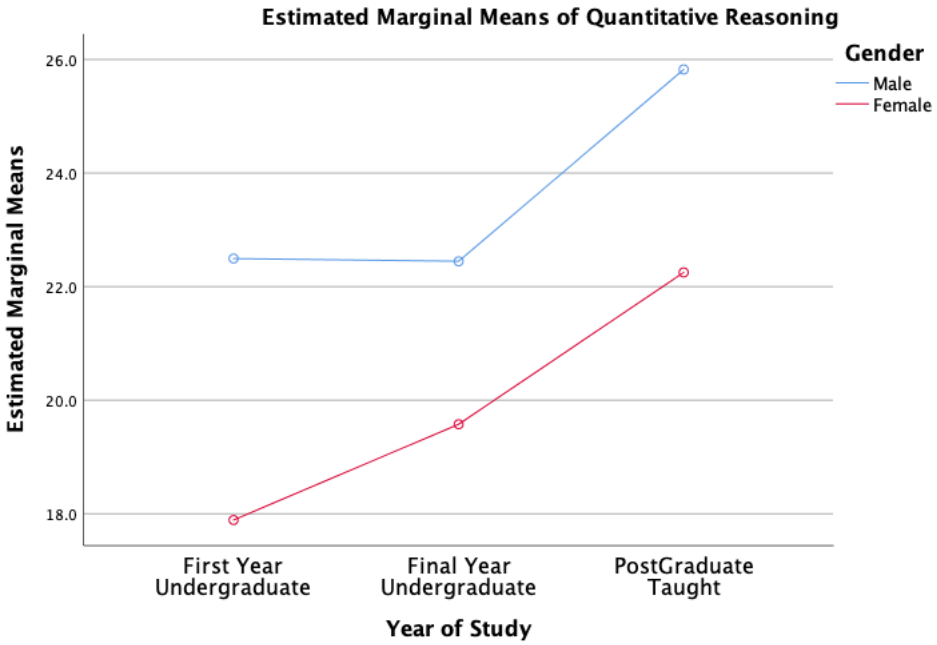


Fig. 3.5 – Estimated Marginal Means of Quantitative Reasoning (By Year of Study)

There is a statistically significant difference in Quantitative Reasoning scores, f(1,4) =6.600, p<.0005, depending on the College a student is studying in and their gender. The average score for male students (27.3) in Medicine and Health is significantly higher than female students (19.11), while the scores for female students (14.18) of Adult Continuing Education are significantly lower than for male students (24.1) The pattern of these scores can be seen in Fig 3.6.

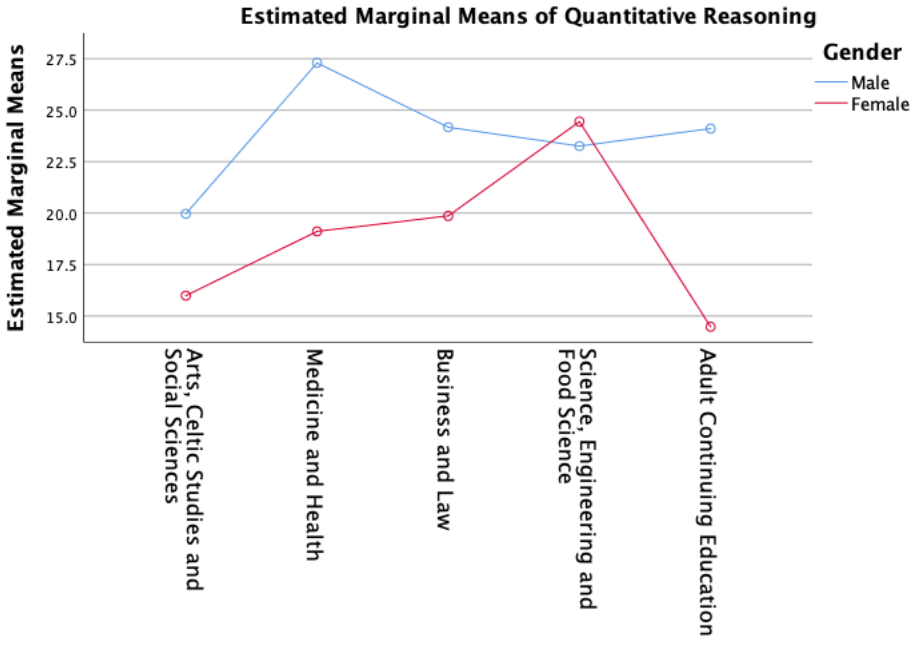


Fig. 3.6 - Estimated Marginal Means of Quantitative Reasoning (By College/Area)

LEARNING STRATEGIES

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

This index consists of the following items:

- Identified key information from recommended reading materials
- Reviewed your notes after class
- Summarised what you learned in class or from course materials

Table 3.6: 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	9.1	12.1	8.2	3.2
	Sometimes	38.0	43.1	37.4	26.8
	Often	36.3	32.0	38.8	43.8
	Very often	16.6	12.8	15.5	26.1
Reviewed your notes after class	Never	8.5	7.6	10.2	8.6
	Sometimes	34.5	35.3	33.7	33.2
	Often	37.8	37.4	41.8	35.1
	Very often	19.2	19.7	14.2	23.1
Summarised what you learned in class or from course materials	Never	12.4	13.2	12.4	10.6
	Sometimes	41.5	42.7	42.6	37.9
	Often	32.6	30.4	34.0	36.2
	Very often	13.5	13.7	11.0	15.4

The UCC Learning Strategies score is **31.6**, while the average for the other universities is **31.5**. The UCC score for 2020 was 31.5.

There is a statistically significant difference in Learning Strategies scores for year of study, f(2,2499) =18.543, p<.0005, The average score for First Year students (30.56) is not statistically different from Final Year students (30.53). However, both of these scores are significantly lower than the average score for Taught Post Graduate students (34.21). There is also a statistical difference between the average scores of males (29.84) and females (31.96), f(1,2499) =13.936, p<.0001, with females having higher average scores. The pattern of these scores can be seen in Fig 3.7.

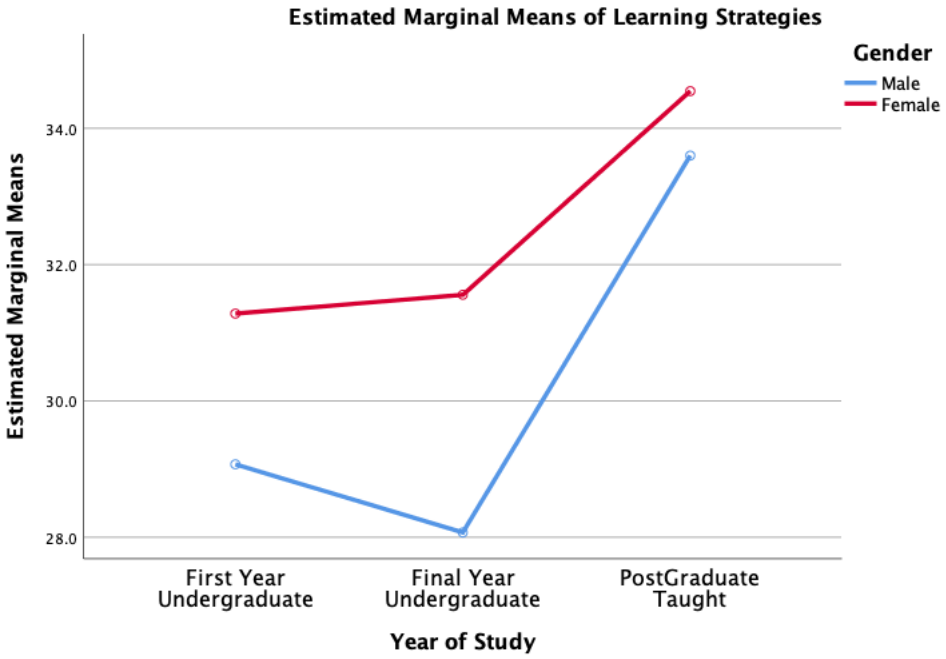


Fig. 3.7 – Estimated Marginal Means of Learning Strategies (By Year of Study

There is a statistically significant difference in Learning Strategies scores for Colleges, f(4,2495) =10.308, p<.0005, The average score for Science, Engineering and Food Science students (29.74) is significantly lower than the average scores for students in Medicine and Health (34.35) and Adult Continuing Education (36.47). There are no statistical differences between the scores of males and females. The pattern of these scores can be seen in Fig 3.8.

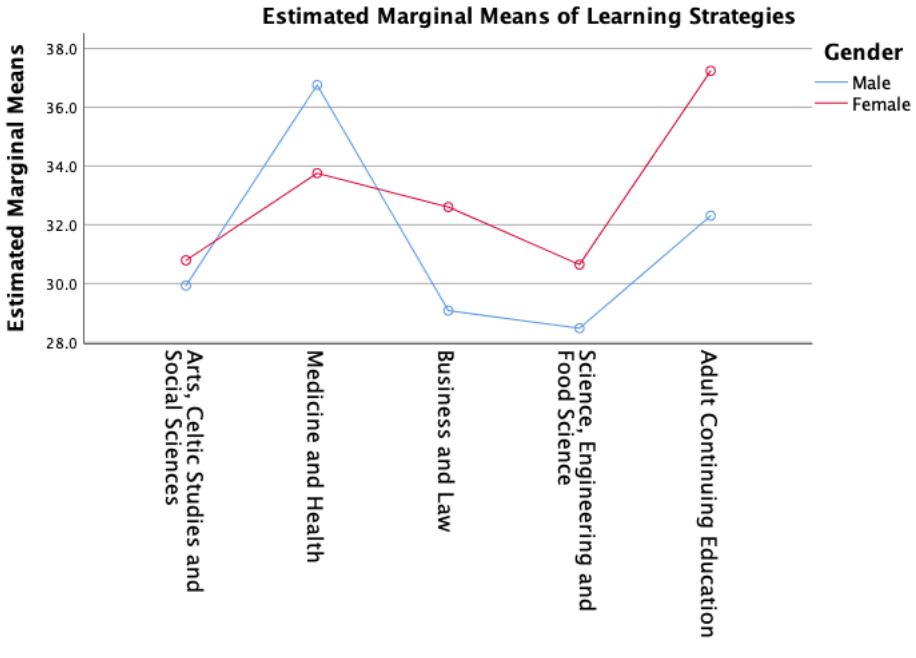


Fig. 3.8 - Estimated Marginal Means of Learning Strategies (By College/Area)

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.

This index consists of the following items:

- 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

Table 3.7: 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	33.4	35.7	25.7	35.5
	Sometimes	38.4	37.4	40.3	38.9
	Often	18.6	18.3	21.9	16.3
	Very often	9.6	8.6	12.1	9.4
Explained course material to one or more students	Never	30.5	36.5	18.5	28.5
	Sometimes	41.2	39.5	41.9	44.2
	Often	19.0	15.5	27.5	18.9
	Very often	9.3	8.5	12.1	8.4
Prepared for exams by discussing or working through course material with other students	Never	43.6	48.6	32.2	43.1
	Sometimes	32.2	29.5	39.0	31.7
	Often	15.7	14.7	17.2	16.6
	Very often	8.5	7.1	11.6	8.6
Worked with other students on projects or assignments	Never	38.3	42.0	35.9	32.2
	Sometimes	36.2	38.6	32.8	34.1
	Often	17.2	13.9	20.5	21.6
	Very often	8.3	5.5	10.8	12.1

The UCC Collaborative Learning score is **19.3**, while the average for the other universities is **24.1**. The UCC score for 2020 was 26.6. The current score has fallen back to below the score in 2016 (24.6)

There is a statistically significant difference in Collaborative Learning scores for year of study, $f(2,2784) = 6.801$, $p < .001$, The average score for First Year students (26.69) is significantly lower than Final Year students (28.11) and Taught Post Graduate Students (28.97). The difference between these two latter groups is not significant. There are no statistical differences between the scores of males and females. The pattern of these scores can be seen in Fig 3.9.

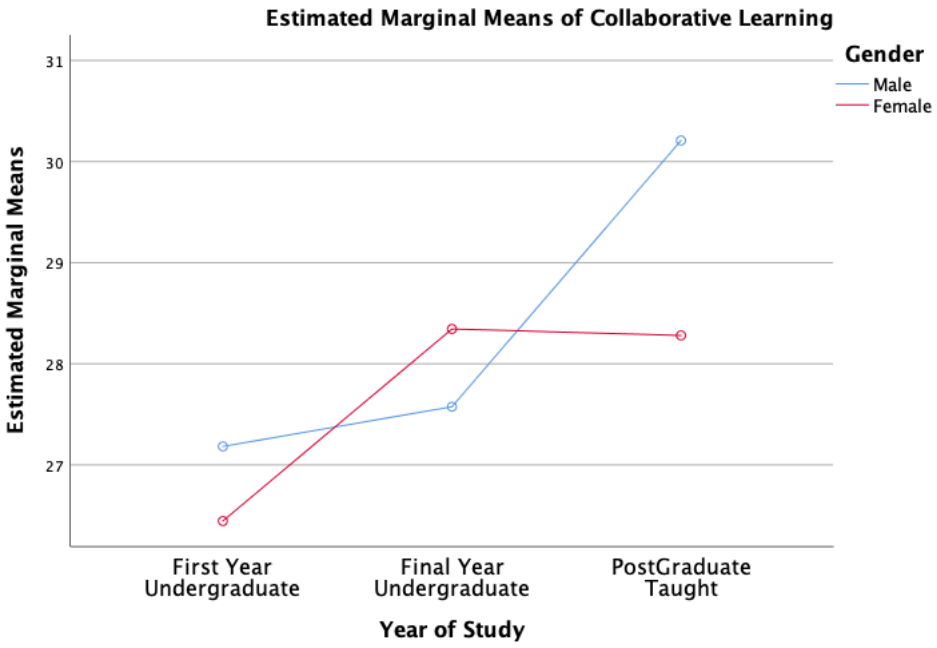


Fig. 3.9 – Estimated Marginal Means of Collaborative Learning (By Year of Study)

There is a statistically significant difference in Collaborative Learning scores for Colleges, f(4,2780) =22.830, p<.0005, The average score for Adult Continuing Education students (18.155) is significantly lower than the average scores for students in Arts, Celtic Studies and Social Sciences (24.99), Medicine and Health (29.78), Business and Law (28.17) and Science, Engineering and Food Science (25.55). There are no statistical differences between the scores of males and females. The pattern of these scores can be seen in Fig 3.10.

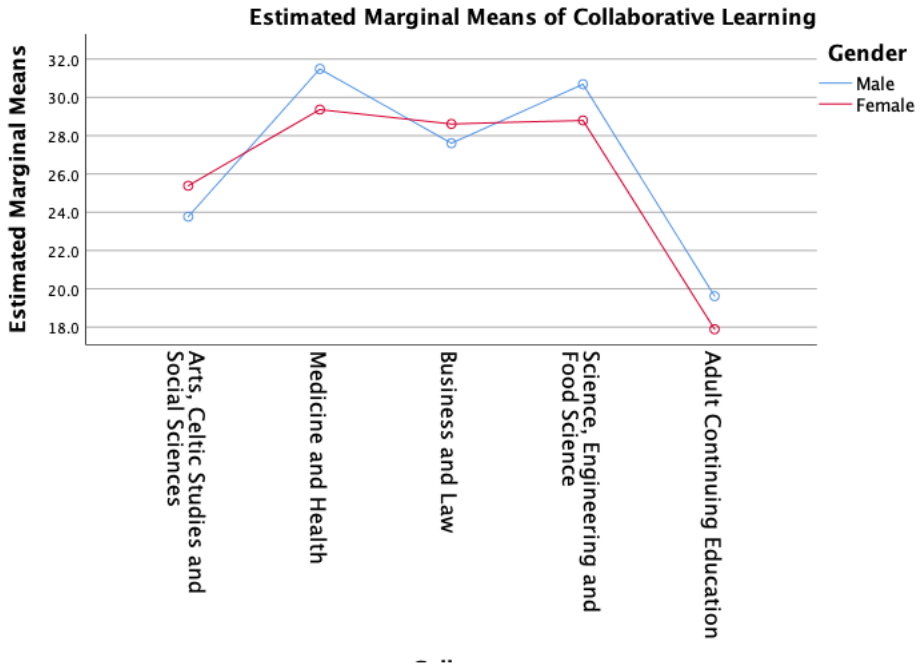


Fig. 3.10 - Estimated Marginal Means of Collaborative Learning (By College/Area)

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.

This index consists of the following items:

- Talked about career goals 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.

Table 3.8: 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	70.5	79.1	58.5	62.6
	Sometimes	21.2	15.1	29.2	27.1
	Often	5.7	3.3	9.3	7.5
	Very often	2.7	2.4	3.1	2.8
Worked with academic staff on activities other than coursework (committees, student groups, etc.)	Never	79.1	82.7	72.8	77.0
	Sometimes	13.6	11.5	16.1	15.8
	Often	5.1	3.8	8.5	4.8
	Very often	2.2	2.0	2.5	2.5
Discussed course topics, ideas, or concepts with academic staff outside of class	Never	63.5	70.8	54.7	55.4
	Sometimes	25.8	20.7	33.0	30.4
	Often	7.4	5.5	9.7	9.6
	Very often	3.3	3.0	2.5	4.7
Discussed your performance with academic staff	Never	61.9	70.1	55.0	50.1
	Sometimes	29.2	24.6	34.8	34.3
	Often	6.0	3.2	8.1	10.6
	Very often	2.9	2.2	2.1	5.0

The UCC Student-Faculty Interaction score is **8.1**, while the average for the other universities is **9.0**. The UCC score for 2020 was 10.9. This score has fallen back below the score in 2016 (10.7).

This index, Student-Faculty interaction, links to Priority One[9], Action 4 of UCC's Academic Strategy (2018-2022) "*Create opportunities for students to be co-creators of and partners in curriculum design and development to maximise their learning*". There is a statistically significant difference in Student-Faculty Interactions scores for year of study, f(2,2489) =81.365, p<.0001, The average score for Final Year students (12.58) is significantly higher than First Year students (8.87), and the average score for Taught Post Graduate students (16.69) is

[9] https://www.ucc.ie/en/registrar/theconnecteduniversity/academicstrategy/curriculum/

significantly higher than Final Year students. There is no statistical difference between the average scores of males and females. The pattern of these scores can be seen in Fig 3.11.

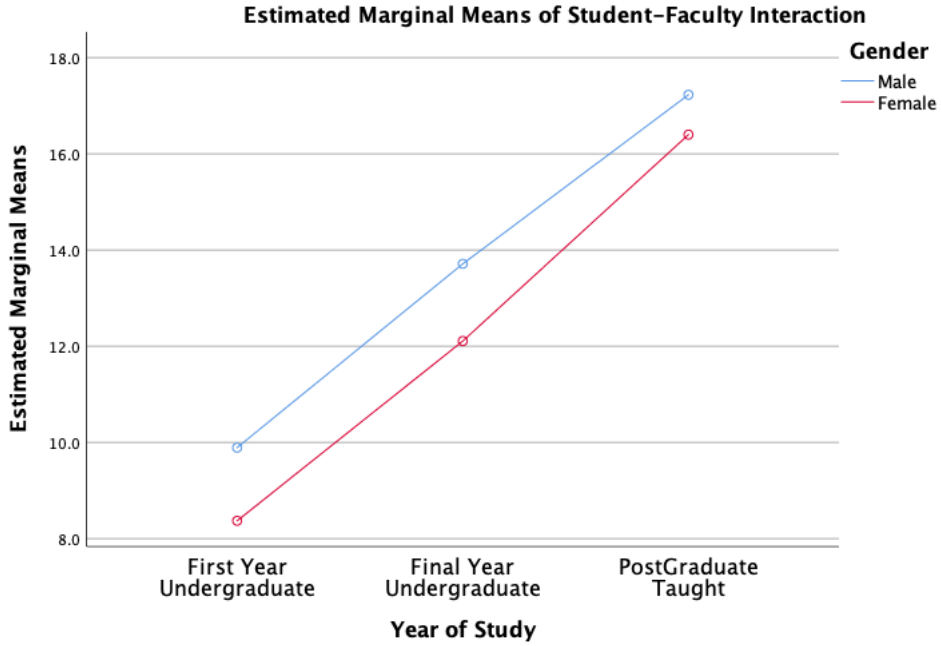


Fig. 3.11 – Estimated Marginal Means of Student-Faculty Interaction (By Year of Study)

There is a statistically significant difference in Student-Faculty scores for Colleges, f(4,2485) =2.745, p<.05, and gender, f(1,2485) =14.533, p<.0005. This can be seen in the score for Adult Continuing Education students, where males (15.0) scores were significantly higher than females (6.43) The pattern of these scores can be seen in Fig 3.12.

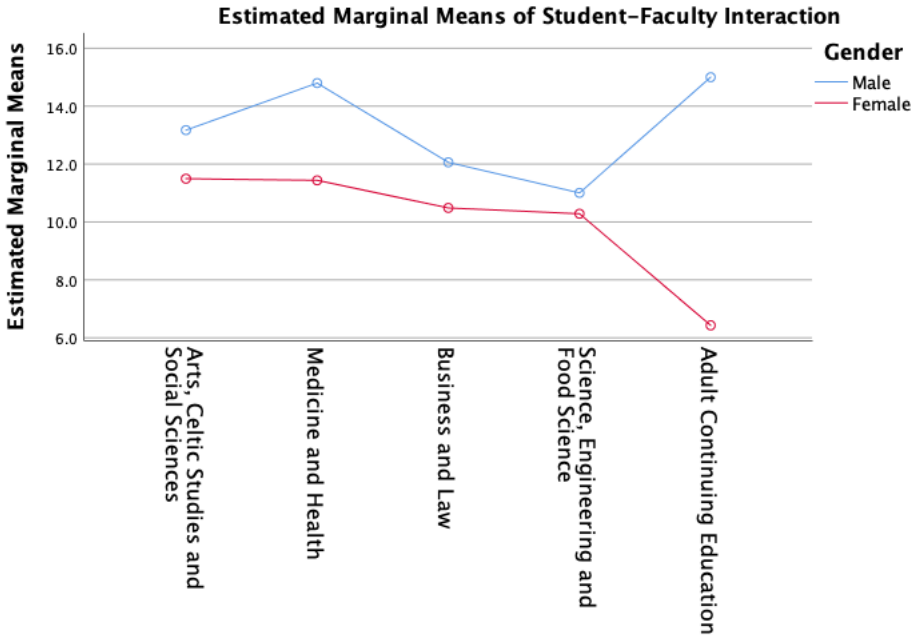


Figure 3.12 - Estimated Marginal Means of Student-Faculty Interaction (By College/Area)

EFFECTIVE TEACHING PRACTICES

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

Table 3.9: 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	6.3	6.4	6.5	5.9
	Some	24.7	25.1	26.9	21.9
	Quite a bit	38.7	37.9	41.6	37.8
	Very much	30.3	30.6	25.1	34.4
Taught in an organised way	Very little	4.8	4.3	6.1	4.8
	Some	23.6	23.2	29.5	18.9
	Quite a bit	45.6	46.9	45.0	43.2
	Very much	26.0	25.6	19.4	33.2
Used examples or illustrations to explain difficult points	Very little	6.8	6.1	8.6	6.7
	Some	25.0	22.3	29.1	27.0
	Quite a bit	39.6	40.5	40.0	37.3
	Very much	28.6	31.1	22.3	29.0
Provided feedback on a draft or work in progress	Very little	44.1	47.7	42.5	37.7
	Some	32.3	31.3	31.6	35.0
	Quite a bit	16.8	14.5	20.2	18.7
	Very much	6.8	6.5	5.7	8.6
Provided prompt and detailed feedback on tests or completed assignments	Very little	33.3	33.7	39.2	26.8
	Some	34.4	36.9	34.1	29.0
	Quite a bit	20.3	17.7	18.9	27.2
	Very much	12.1	11.7	7.8	17.0

The UCC Effective Teaching Practices score is **30.8**, while the average for the other universities is **31.1.** The UCC score for 2020 was 33.1. The current score is below the score in 2016 (33.6).

There is a statistically significant difference in Effective Teaching scores for year of study, f(2,2186) =23.572, p<.0005, The average score for First Year students (31.88) and Final Year students (30.74) are not significantly different from each other. However, they are significantly lower than Taught Post Graduate Students (36.38). There are no statistical differences between the scores of males and females. The pattern of these scores can be seen in Fig 3.13.

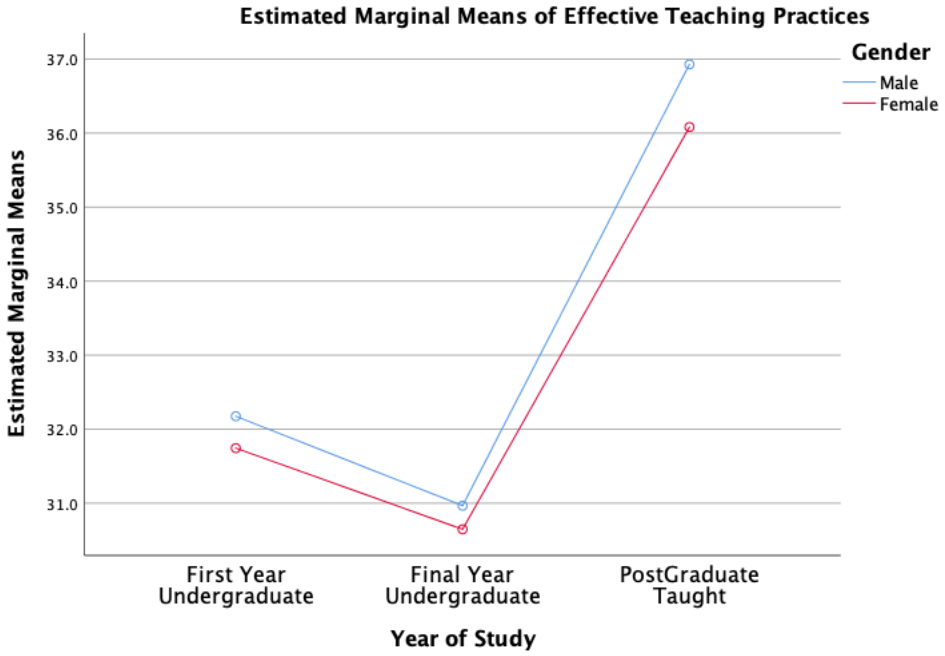


Fig. 3.13 – Estimated Marginal Means of Effective Teaching Practices (By Year of Study)

There is a statistically significant difference in Effective Teaching scores for Colleges, f(4,2182) = 2.555, p<.05, The average score for Adult Continuing Education (37.61) is significantly higher than the average scores for students in Arts, Celtic Studies and Social Sciences (32.80), Medicine and Health (32.99), Business and Law (32.34) and Science, Engineering and Food Science students (31.37). There are no statistical differences between the scores of males and females. The pattern of these scores can be seen in Fig 3.14.

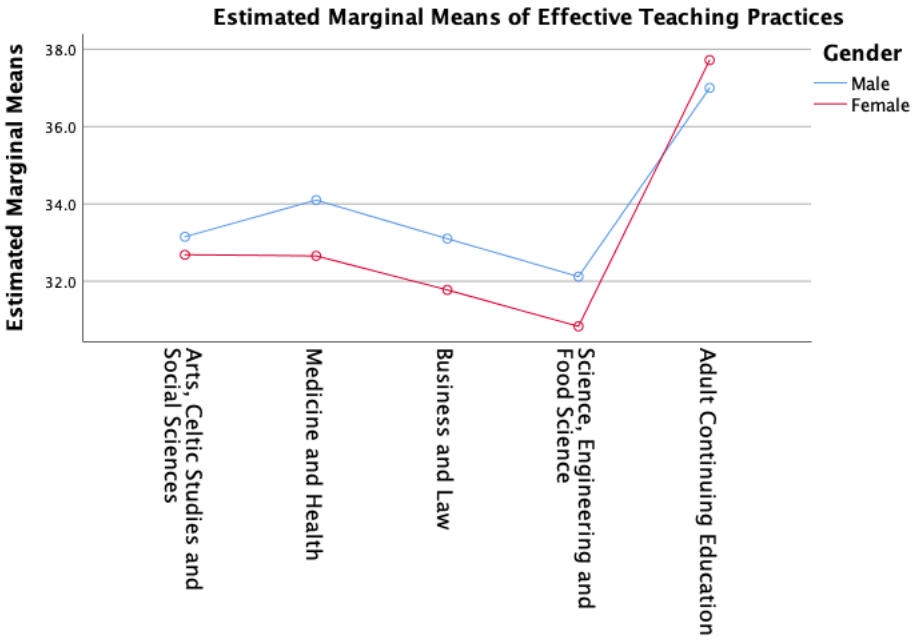


Fig. 3.14 - Estimated Marginal Means of Effective Teaching Practices (By College/Area)

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.

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 3.10: Quality of Interactions

At your institution, please indicate the quality of interactions with…		All (%)	1st year UG (%)	Final year UG (%)	PGT (%)
Students	Poor	12.1	13.4	8.7	12.5
	2	13.4	16.1	9.5	11.0
	3	14.2	14.9	11.3	15.4
	4	19.2	18.8	19.6	19.5
	5	17.6	15.1	20.0	20.9
	6	14.9	15.2	19.2	10.1
	Excellent	8.6	6.5	11.7	10.6
Academic advisors	Poor	12.3	13.3	11.2	10.9
	2	16.6	18.2	16.4	13.1
	3	18.0	17.5	21.1	16.4
	4	17.6	19.5	16.7	14.4
	5	16.8	14.8	16.1	21.6
	6	11.9	10.9	12.2	13.9
	Excellent	6.8	5.8	6.3	9.6
Academic staff	Poor	6.2	6.3	5.8	6.5
	2	11.0	11.9	10.7	9.5
	3	15.5	14.6	20.7	12.6
	4	21.0	22.5	19.1	19.4
	5	20.9	19.8	22.0	22.3
	6	16.4	16.1	17.1	16.2
	Excellent	9.0	8.8	4.7	13.5
Support services staff (career services, student activities, accommodation, etc.)	Poor	16.3	14.8	17.4	18.5
	2	14.3	16.0	10.5	14.4
	3	14.5	13.4	18.4	13.3
	4	19.0	19.0	21.3	16.4
	5	15.4	15.4	13.9	17.0
	6	13.3	13.3	12.0	14.9

	Excellent	7.2	8.2	6.5	5.5
Other administrative staff and offices (registry, finance, etc.)	Poor	17.4	18.3	14.2	18.9
	2	13.6	13.8	12.6	14.3
	3	13.3	14.6	13.4	10.9
	4	18.1	15.5	22.6	19.1
	5	14.2	12.7	17.5	14.1
	6	14.0	13.6	14.4	14.4
	Excellent	9.3	11.6	5.3	8.5

The UCC Quality of Interactions score is **28.5**, while the average for the other universities is **28.7**. The UCC score for 2020 was 36.9. The current score has fallen below the 2016 score (36.6).

There is a statistically significant difference in Quality of Interaction scores for year of study, f(2,1941 =20.261, p<.0005, The average score for First Year students (36.25) and Final Year students (34.86) are not significantly different from each other. However, they are significantly lower than Taught Post Graduate Students (40.27). There are no statistical differences between the scores of males and females. The pattern of these scores can be seen in Fig 3.15.

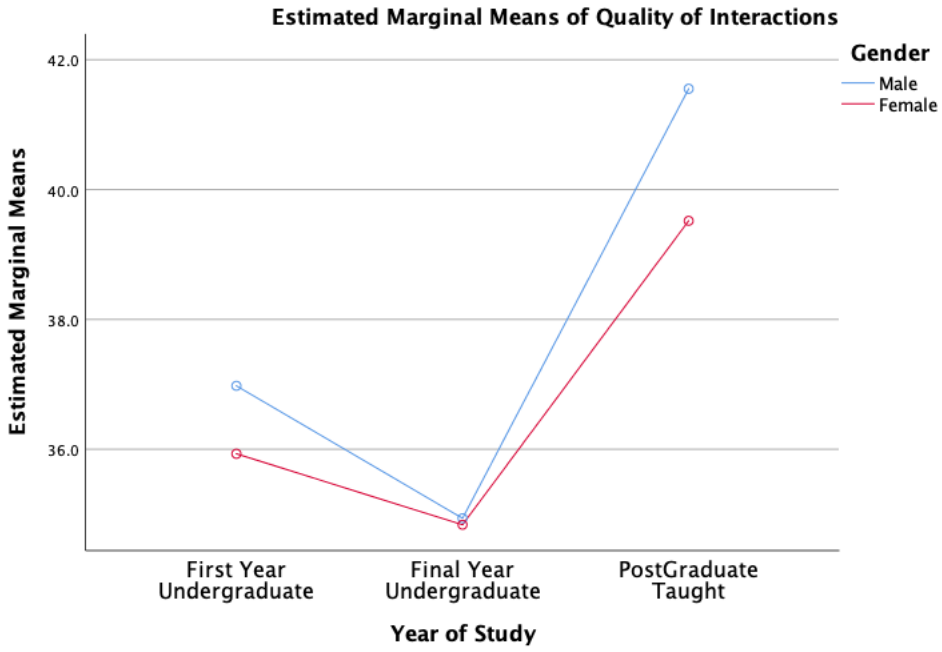


Fig. 3.15 – Estimated Marginal Means of Quality of Interactions (By Year of Study)

There is a statistically significant difference in Quality of Interactions scores for Colleges, f(4,1937) = 2.555, p<.01, The average score for Adult Continuing Education (41.57) is not significantly different than Medicine and Health (37.89). However, it is significantly higher than the average scores for students in Arts, Celtic Studies and Social Sciences (36.43), Business and Law (36.13) and Science, Engineering and Food Science students (36.52). There

are no statistical differences between the scores of males and females. The difference in scores for male students (42.26) compared to female students (36.87) in Medicine and Health does not reach the criterion for significance. The pattern of these scores can be seen in Fig 3.16.

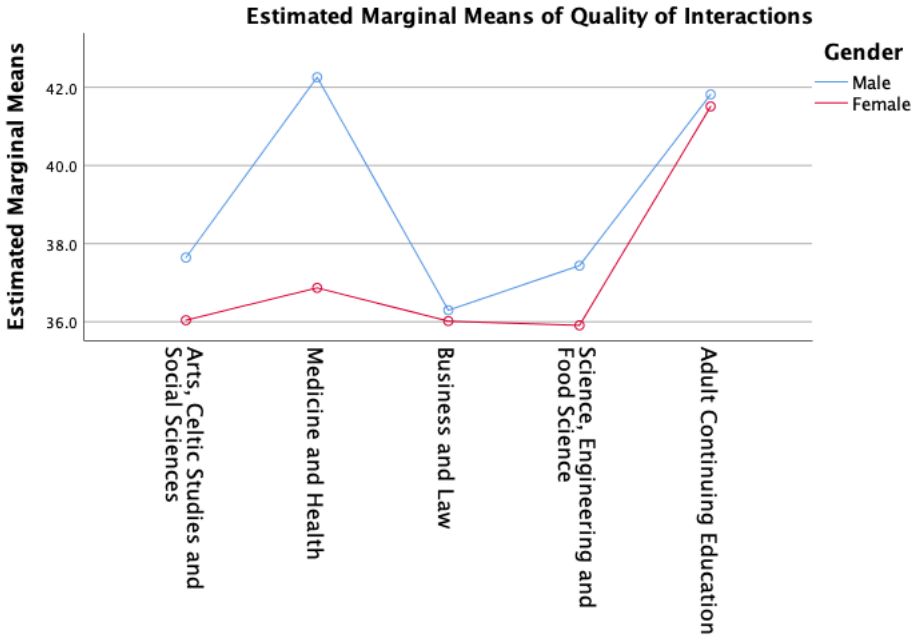


Fig. 3.16 - Estimated Marginal Means of Quality of Interactions (By College/Area)

SUPPORTIVE ENVIRONMENT

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 3.11: 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	10.9	9.0	10.8	15.2
	Some	35.1	33.0	42.5	32.8
	Quite a bit	37.2	38.0	33.4	39.1
	Very much	16.8	20.0	13.3	12.9
Using learning support services (learning centre, computer centre, maths support, writing support etc.)	Very little	20.1	17.5	20.6	25.2
	Some	31.5	30.4	35.0	30.7
	Quite a bit	31.9	32.3	30.7	32.2
	Very much	16.5	19.8	13.7	11.9
Contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	Very little	33.9	32.4	31.5	39.4
	Some	33.5	33.6	38.6	28.6
	Quite a bit	21.7	21.8	20.9	22.4
	Very much	10.9	12.2	9.0	9.6
Providing opportunities to be involved socially	Very little	32.5	31.6	25.6	40.7
	Some	35.3	35.2	36.6	34.4
	Quite a bit	22.4	22.8	26.1	18.1
	Very much	9.8	10.4	11.7	6.8

Providing support for your overall well-being (recreation, health care, counselling, etc.)	Very little	22.0	19.7	23.5	25.6
	Some	33.8	33.8	31.0	36.7
	Quite a bit	29.1	29.5	31.7	25.6
	Very much	15.1	17.0	13.8	12.1
Helping you manage your non-academic responsibilities (work, family, etc.)	Very little	51.3	48.8	52.9	55.4
	Some	29.5	31.0	27.7	27.9
	Quite a bit	13.7	13.8	14.2	13.0
	Very much	5.5	6.4	5.3	3.7
Attending campus activities and events (special speakers, cultural performances, sporting events, etc.)	Very little	45.2	48.5	29.6	52.2
	Some	26.4	24.2	32.0	25.9
	Quite a bit	20.4	19.8	28.6	14.0
	Very much	8.1	7.5	9.7	7.9
Attending events that address important social, economic, or political issues	Very little	29.5	27.2	28.1	36.0
	Some	34.7	34.3	37.7	32.9
	Quite a bit	25.9	28.3	24.2	22.1
	Very much	9.9	10.3	10.0	9.0

The UCC Supportive Environment score is **23.3**, while the average for the other universities is **23.6**. The UCC score for 2020 was 28.7. The current score is lower than the 2016 score (27.7).

There is a statistically significant difference in Supportive Environment scores for year of study, f(2,1986 =20.597, p<.0005, The average score for Final Year students (26.31) and Taught Post Graduate students (27.86) are not significantly different from each other. However, they are significantly lower than First Year Students (31.16). There are no statistical differences between the scores of males and females. The pattern of these scores can be seen in Fig 3.17.

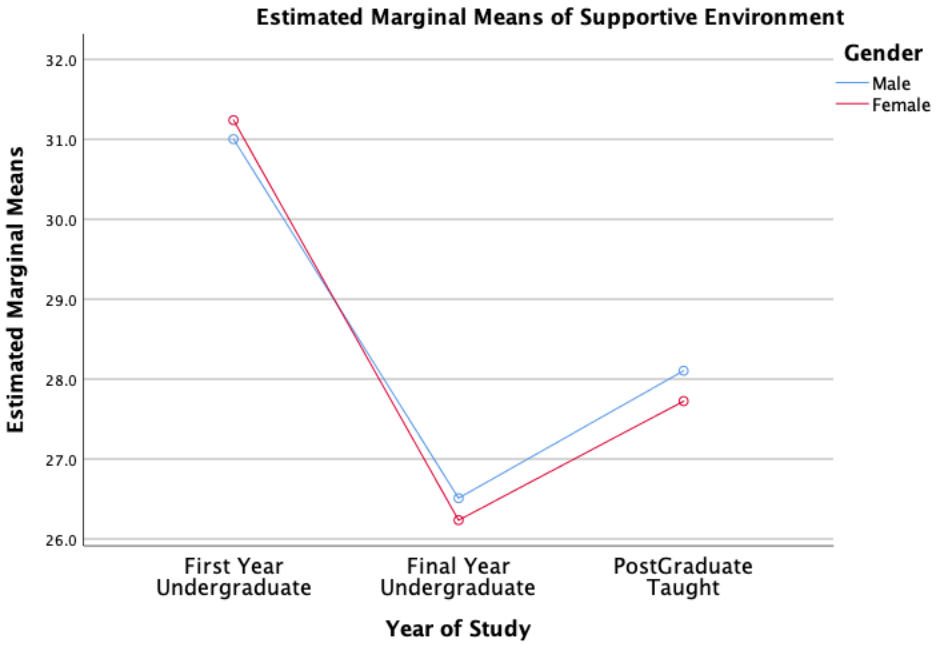


Fig. 3.17 – Estimated Marginal Means of Supportive Environment (By Year of Study)

There is a statistically significant difference in Supportive Environment scores, f(1,1) =2.723, p<.05, depending on the College a student is studying in and their gender. The average score for male students (27.23) in Medicine and Health is higher than female students (29.11), while the scores for female students (23.35) of Adult Continuing Education are lower than for male students (26.46) The pattern of these scores can be seen in Fig 3.18.

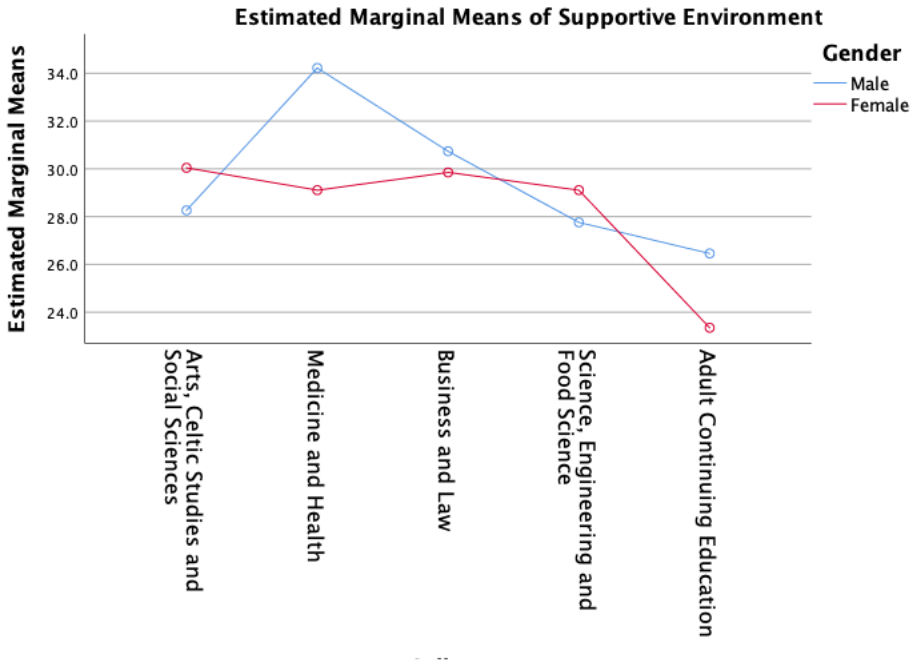


Fig. 3.18 - Estimated Marginal Means of Supportive Environment (By College/Area)

SIGNPOSTS FOR FURTHER CONSIDERATION

StudentSurvey.ie has become the accepted authority on student opinions of their academic and college experiences. UCC is committed to interpreting StudentSurvey.ie data and ensuring that it is being utilised to its full effect. Each year more and more students complete the survey and the information gathered provides a critical evidence base for the student experience both locally and at a national level.

Shortly after the survey data was furnished to UCC in May 2021 (StudentSurvey.ie) and June 2021 (PGR StudentSurvey.ie) respectively, a small group of faculty, staff and students carefully reviewed the results – including any comments students provided -- and identified key take-aways and signposts for further consideration. These were presented to senior leadership on campus, including Heads of Colleges, leaders from academic support offices and key stakeholders.

Broadly, these signposts for further consideration include:

- Students and other stakeholders are involved in the entire process of survey design, implementation, and analysis and reporting.
- If there are several surveys administered by the institution, possibilities should be explored to integrate them. Currently surveys are checked for possible conflicts in timing of administration, duplication of questions, etc.
- To raise response rates, several methods have been recorded to increase response rates: in class survey time; multiple promotional stands around the campus; a targeted social media campaign; incentives included at the end of the survey instrument and call to action requests to participate. The use of incentives at a local level should be considered, together with helping students to understand the value of their response and how it matters.
- The results from the survey help institutions to celebrate and enhance areas of strength and identify and address areas requiring meaningful improvements.
- By connecting student survey results with other types of data, it may be possible to see patterns that can be useful for programme development and improvement.
- Empower programme directors to participate in the analysis of StudentSurvey.ie data to meet their data needs by providing access to the In Touch data analysis and visualisation dashboard and utilising the StudentSurvey.ie report template and guide. This will also add value in terms of building relationships.
- Participants in the survey need to be aware of how the data will be used, i.e., the feedback loop. By showing students that their responses will be read and acted upon, it may raise survey salience.
- Start a dialogue with the areas that can make the biggest impact with the insights, routing feedback to the team who has oversight of that step in the student experience is what will drive change.

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 3.12: 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	12.1	14.5	13.5	5.6
	Sometimes	44.2	47.9	44.3	35.8
	Often	26.1	24.1	24.6	32.0
	Very often	17.6	13.6	17.6	26.7
Come to class without completing readings or assignments	Never	33.0	33.7	25.4	38.6
	Sometimes	45.0	44.2	48.4	43.4
	Often	14.6	14.7	16.5	12.7
	Very often	7.4	7.4	9.7	5.3
Made a presentation in class or online	Never	49.1	64.1	27.3	36.9
	Sometimes	30.8	23.8	44.0	33.6
	Often	13.6	8.8	19.5	18.6
	Very often	6.5	3.3	9.3	10.8
Improved knowledge and skills that will contribute to your employability	Never	12.3	15.1	11.6	6.8
	Sometimes	35.8	39.5	35.7	27.7
	Often	34.6	32.3	34.6	39.8
	Very often	17.3	13.2	18.1	25.8
Explored how to apply your learning in the workplace	Never	34.1	43.4	31.1	16.2
	Sometimes	33.4	31.2	34.6	37.1
	Often	21.3	16.8	25.1	27.9
	Very often	11.2	8.6	9.1	18.8
Exercised or participated in physical fitness activities	Never	26.1	27.6	20.1	28.3
	Sometimes	29.5	27.6	33.5	29.8
	Often	22.6	23.2	23.9	20.0
	Very often	21.8	21.5	22.5	21.8
Blended academic learning with workplace experience	Never	56.7	66.9	54.4	36.3
	Sometimes	20.1	18.3	19.0	25.3
	Often	13.9	9.2	15.9	22.6
	Very often	9.2	5.6	10.7	15.8
Worked on assessments that informed you how well you are learning	Never	26.0	22.0	35.8	25.7
	Sometimes	38.7	40.1	36.8	37.6
	Often	26.1	27.8	20.4	27.9
	Very often	9.1	10.2	7.0	8.9
Memorising course material	Very little	23.8	16.2	26.5	38.2
	Some	36.4	37.5	34.9	35.3
	Quite a bit	25.5	27.8	27.2	18.6

	Very much	14.3	18.4	11.4	7.9
Work with academic staff on a research project	Have not decided	36.9	50.9	16.5	24.7
	Do not plan to do	23.3	16.7	39.5	23.2
	Plan to do	26.9	30.0	10.9	34.7
	Done or in progress	12.9	2.4	33.1	17.4
Community service or volunteer work	Have not decided	31.1	36.0	21.7	29.1
	Do not plan to do	20.1	9.2	33.3	32.4
	Plan to do	33.2	46.3	17.0	18.9
	Done or in progress	15.6	8.5	28.0	19.7
Spending significant amounts of time studying and on academic work	Very little	7.6	7.7	6.4	8.5
	Some	27.7	29.7	25.8	24.8
	Quite a bit	44.4	42.7	44.8	47.9
	Very much	20.4	19.9	23.1	18.8
Writing clearly and effectively	Very little	15.6	21.4	7.2	10.6
	Some	28.1	31.5	25.8	23.1
	Quite a bit	32.7	29.7	38.0	34.5
	Very much	23.5	17.5	29.0	31.8
Speaking clearly and effectively	Very little	27.8	38.1	12.3	19.3
	Some	30.2	28.8	33.0	30.7
	Quite a bit	28.0	22.2	35.4	34.1
	Very much	14.0	10.8	19.3	15.9
Thinking critically and analytically	Very little	6.3	8.9	1.8	4.4
	Some	23.6	26.7	21.2	18.9
	Quite a bit	38.1	37.6	38.3	39.0
	Very much	32.1	26.7	38.8	37.7
Analysing numerical and statistical information	Very little	28.1	29.6	22.2	30.2
	Some	29.9	30.4	28.8	29.8
	Quite a bit	26.7	26.3	27.8	26.5
	Very much	15.4	13.8	21.3	13.5
Acquiring job- or work-related knowledge and skills	Very little	19.6	23.3	16.6	14.3
	Some	30.4	32.2	29.2	27.5
	Quite a bit	30.0	27.7	30.2	34.9
	Very much	20.0	16.8	23.9	23.4
Working effectively with others	Very little	24.2	31.7	10.6	20.6
	Some	30.7	33.8	27.0	27.4
	Quite a bit	28.8	22.8	37.6	34.0
	Very much	16.2	11.7	24.8	18.1
Solving complex real-world problems	Very little	16.6	19.8	13.1	12.9
	Some	33.6	37.1	30.0	29.1
	Quite a bit	32.6	27.7	34.7	41.2
	Very much	17.2	15.4	22.1	16.8
	Very little	24.7	27.1	18.6	25.1
	Some	30.6	33.3	28.3	26.8

Being an informed and active citizen (societal / political / community)	Quite a bit	30.0	26.9	35.3	31.7
	Very much	14.7	12.6	17.9	16.4
How would you evaluate your entire educational experience at this institution?	Poor	6.5	8.1	4.2	5.1
	Fair	25.6	29.9	17.7	23.4
	Good	44.0	41.3	49.0	45.6
	Excellent	23.9	20.8	29.2	25.9
If you could start over again, would you go to the same institution you are now attending?	Definitely no	2.5	1.9	1.7	4.5
	Probably no	8.6	7.0	11.2	10.0
	Probably yes	42.8	41.7	43.9	44.1
	Definitely yes	46.1	49.4	43.2	41.3


An Chearnóg Láir
Main Quadrangle
Bialanna na Foirne/Mac Léinn
Student/Staff Restaurants
Áras na Mac Léinn
Student Centre
Séipéal Uí Ónáin
Honan Chapel
Áiléar Lewis Glucksman
Lewis Glucksman Gallery
Ionad na gCuairteoirí
Visitors Centre
Réadlann Crawford
The Crawford Observatory

APPENDICES

APPENDIX 1 – ENGAGEMENT INDICATORS AT UCC

This section presents an overview of the engagement indicator responses by:

- Cohort
- Mode of Study
- Programme Type
- Field of Study
- Gender
- Country of Domicile

COHORT

		University College Cork 2021			
Code		First Year	Final Year	PG Taught	All students
HO	Higher-Order Learning	33.9	35.8	37.6	35.2
RI	Reflective and Integrative Learning	28.6	31.2	33.8	30.4
QR	Quantitative Reasoning	17.1	20.0	18.8	18.2
LS	Learning Strategies	30.5	30.9	34.7	31.6
CL	Collaborative Learning	17.5	23.1	19.5	19.3
SF	Student-Faculty Interaction	6.2	10.3	10.4	8.1
ET	Effective Teaching Practices	30.7	28.8	33.0	30.8
QI	Quality of Interactions	27.9	29.3	29.2	28.5
SE	Supportive Environment	24.2	23.7	21.0	23.3

Fig. 4.1: Indicator scores by UCC cohort (all indicators)

MODE OF STUDY

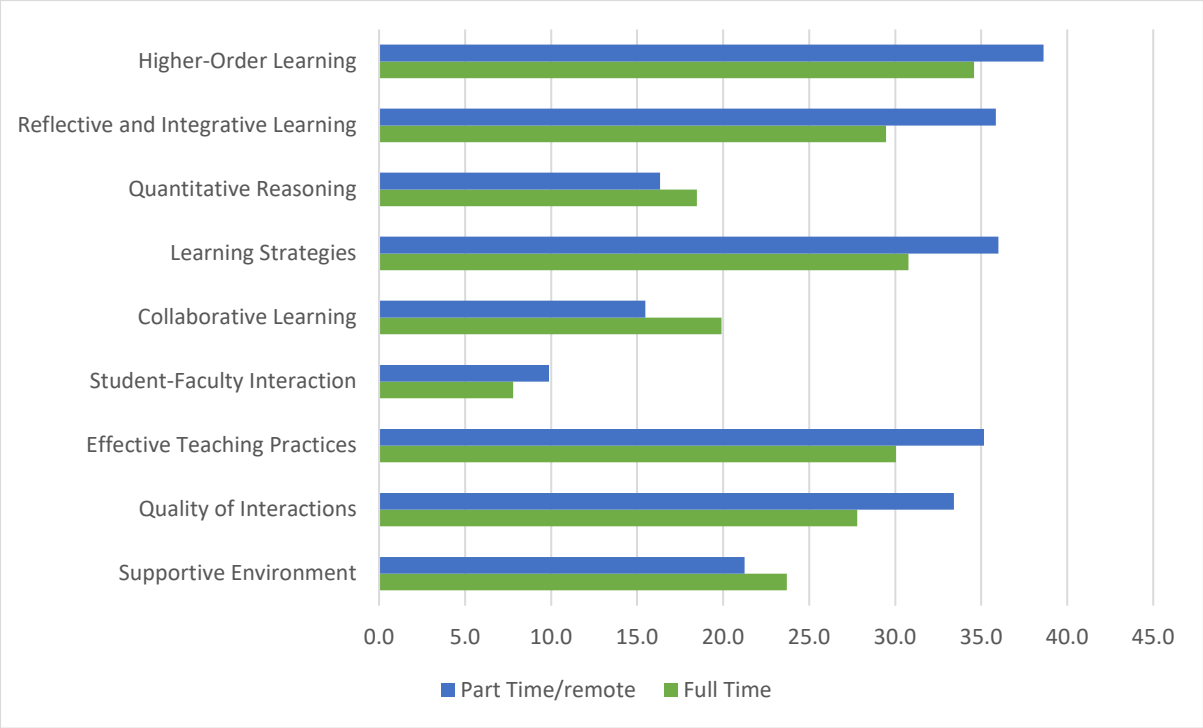


Fig. 4.2: *Indicator scores by UCC mode of study*

FIELD OF STUDY

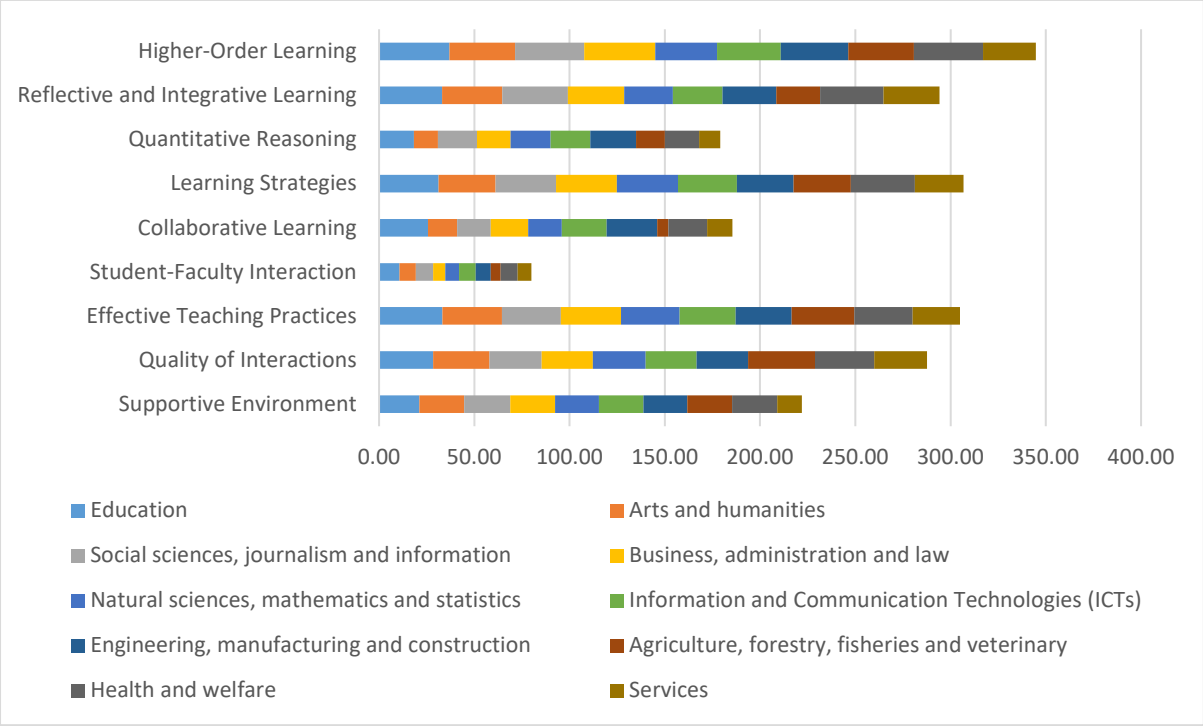


Fig. 4.3: *Indicator scores by StudentSurvey.ie field of study.*

**UCC students chose one field of study they felt best fit their programme.*

GENDER

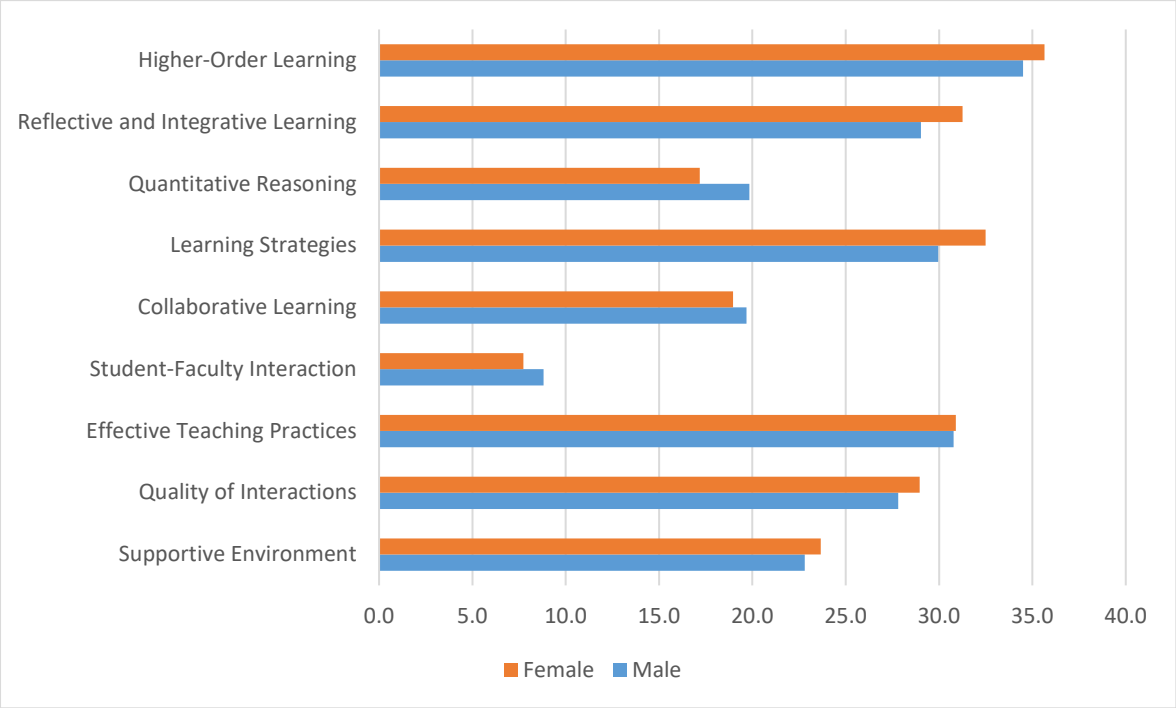


Fig. 4.4: Indicator scores by gender

COUNTRY OF DOMICILE

Country of domicile refers to a student's country of permanent address prior to entry to their programme of study. A dichotomous variable that makes a distinction between Irish (including Northern Irish) students and all other internationally domiciled students is used.

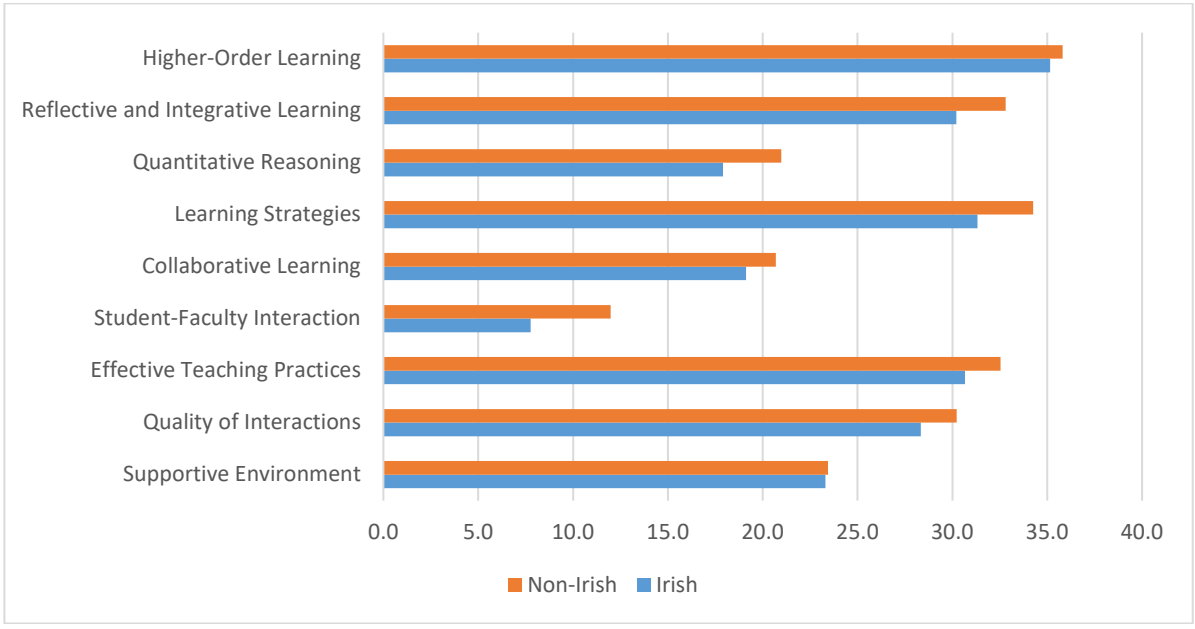


Fig. 4.5: Indicator scores by country of domicile

APPENDIX 2 – PROGRAMME TYPE

Mapped to the International standard classification of education (ISCED) classifications[10]. ISCED is the reference international classification for organising education programmes and related qualifications by levels and fields. The following tables show the number of respondents by programme and year of study mapped to ISCED subject areas.

Table 4.1: ISCED classification mapped to UCC programmes (ACE)

	Y1	YF	PGT	Total
ADULT CONTINUING EDUCATION	**46**	**30**	**45**	**121**
Biochemistry	**6**	**5**		**11**
Diploma in Environment, Sustainability and Climate	6			6
Diploma in Environmental Science and Social Policy		5		5
Business and administration not further defined or elsewhere classified	**1**	**1**	**19**	**21**
Diploma in Food Manufacturing Management	1			1
Diploma in Supply Chain Management		1		1
MSc (Mindfulness Based Wellbeing)			3	3
MSc (Personal and Management Coaching)			16	16
Chemical engineering and processes	**2**			**2**
Diploma in Process and Chemical Engineering	2			2
Childcare and youth services	**20**	**11**		**31**
Diploma in Autism Studies	15	9		24
Diploma in Youth and Community Work	5	2		7
Food processing	**1**	**1**		**2**
Diploma in Food Science and Technology	1	1		2
History and archaeology	**2**	**2**		**4**
Diploma in Genealogy	2	2		4
Language acquisition			**5**	**5**
Higher Diploma in Advanced Languages and Global Communication			5	5
Management and administration	**4**	**3**	**6**	**13**
Certificate in Procurement Management			2	2
Diploma in Leadership in the Community		3		3
Diploma in Management Practice	4			4
Postgraduate Diploma in Personal and Management Coaching			4	4
Medicine			**6**	**6**
Postgraduate Certificate in Trauma Studies			1	1
Postgraduate Diploma in Trauma Studies			5	5
Psychology			**2**	**2**
Higher Diploma in Coaching/Coaching Psychology			2	2
Social and behavioural sciences not further defined or elsewhere classified		**5**	**3**	**8**

[10] http://uis.unesco.org/en/topic/international-standard-classification-education-isced

Diploma in Social and Psychological Health Studies		3		3
Diploma in Substance Misuse and Addiction Studies		2		2
Higher Diploma in Leadership Development (PharmaChem)			3	3
Sociology and cultural studies	**6**			**6**
Diploma in Social Studies	6			6
Welfare not further defined or elsewhere classified	**4**	**2**	**4**	**10**
Diploma in Disability Studies	2	2		4
Diploma in Learning and Development Practice	2			2
Higher Diploma in Facilitating Inclusion (Disability Studies)			4	4

Table 4.2: ISCED classification mapped to UCC programmes (CACSSS)

	Y1	YF	PGT	Total
ARTS, CELTIC STUDIES AND SOCIAL SCIENCES	**416**	**236**	**252**	**904**
Architecture and town planning			**15**	**15**
MPlan (Planning and Sustainable Development)			15	15
Arts not further defined or elsewhere classified	**142**	**114**	**8**	**264**
BA (Hons)	125			125
BA (Hons) Anthropology	7			7
BA (Hons) Digital Humanities and Information Technology	10	2		12
BA (Hons) Joint Honours		71		71
BA (Hons) Major Honours		31		31
BA (Hons) Single Honours		10		10
MA (Anthropology)			3	3
MA (Creative Writing)			2	2
MA (Creative Writing) (English)			1	1
MA (Digital Arts and Humanities)			1	1
Postgraduate Diploma in Digital Arts and Humanities			1	1
Audio-visual techniques and media production	**16**	**10**	**17**	**43**
BA (Hons) Digital Humanities and Information Technology - Work Experience		5		5
BA (Hons) Film and Screen Media	16	4		20
BA (Hons) Film and Screen Media - International		1		1
Higher Dip in Arts - History of Art			1	1
MA (Digital Cultures)			1	1
MA (Film and Screen Media)			1	1
MA (Gaelic Literature)			6	6
MA in Arts Management and Creative Producing			8	8
Basic programmes and qualifications			**12**	**12**
Postgraduate Diploma in Innovation through Design Thinking			12	12

Business and administration not further defined or elsewhere classified			**4**	**4**
Postgraduate Diploma in Educational Leadership			4	4
Childcare and youth services	**33**	**15**		**48**
BA (Hons) Early Years and Childhood Studies	29	9		38
BSocSc (Hons) Youth and Community Work	4	6		10
Education science			**7**	**7**
M Ed (Modular)			7	7
Fine arts			**1**	**1**
MA in Global Gallery Studies			1	1
History and archaeology			**23**	**23**
Higher Diploma in Arts - Folklore			2	2
Higher Diploma in Arts - Greek and Roman Civilisation			1	1
Higher Diploma in Arts - History			2	2
MA (Celtic Civilisation)			1	1
MA (History)			1	1
MA (International Relations)			3	3
MA (Languages and Cultures)			2	2
MA (Local History)			4	4
MA (Medieval History)			2	2
MA (Roman Studies)			1	1
MA in The Beginnings of Irish Christianity			1	1
MA Museum Studies			3	3
Humanities (except languages) not further defined or elsewhere classified	**1**	**3**	**1**	**5**
BA (Hons) Geographical and Archaeological Sciences	1	3		4
MA (Criminology)			1	1
Language acquisition	**33**	**18**	**3**	**54**
BA (Hons) International	33			33
BA (Hons) International (Joint Honours)		17		17
BA (Hons) International (Single Honours)		1		1
Higher Diploma in Arts - French			1	1
Higher Diploma in Arts - Spanish			1	1
Higher Diploma in Arts (Nua-Ghaeilge / Modern Irish)			1	1
Languages not further defined or elsewhere classified	**20**	**7**	**16**	**43**
BA (Hons) World Languages	20	7		27
Higher Diploma in Languages and Global Software Business			3	3
MA (Translation Studies)			13	13
Literature and linguistics	**13**	**2**	**9**	**24**
BA (Hons) English	13	2		15
Higher Diploma in Arts - English			3	3
MA (Early and Medieval Irish)			1	1
MA English (Irish Writing and Film)			2	2

MA English (Modernities: Literature, Theory and Culture from the Romantics to the Present)			3	3
Music and performing arts	**14**	**11**	**3**	**28**
BA (Hons) Arts Music	11			11
BA (Hons) Arts Music - Joint Honours		8		8
BA (Hons) Arts Music - Major Honours		1		1
BA (Hons) Drama and Theatre Studies		1		1
BA (Hons) Theatre and Performative Practices	3			3
BMus (Hons)		1		1
MA (Ethnomusicology)			1	1
MA (Experimental Sound Practice)			1	1
MA (Theatre and Performative Practices)			1	1
Philosophy and ethics			**5**	**5**
MA (Philosophy)			2	2
MA Health and Society			3	3
Political sciences and civics	**12**	**5**	**12**	**29**
BSc (Hons) Government		5		5
BSc (Hons) Government and Political Science	12			12
MA (Strategic Studies)			2	2
MSc (Government and Politics)			3	3
MSc (International Public Policy and Diplomacy)			7	7
Psychology	**25**	**8**	**30**	**63**
BA (Hons) Applied Psychology	15	8		23
BA (Hons) Psychology and Computing	10			10
Higher Diploma in Psychology			5	5
MA (Applied Psychology)			3	3
MA (Work and Organisational Behaviour)			4	4
MA (Work and Organisational Psychology)			6	6
MA in Applied Psychology (Mental Health Psychology)			2	2
MA in Applied Psychology (Positive and Coaching Psychology)			8	8
MSc Integrative Counselling and Psychotherapy			2	2
Social and behavioural sciences not further defined or elsewhere classified	**66**	**33**		**99**
BA (Hons) Criminology	31	16		47
BSocSc (Hons)	35	17		52
Social work and counselling	**12**	**3**	**11**	**26**
BSW (Hons)	12	3		15
Master of Social Work			11	11
Sociology and cultural studies			**22**	**22**
Higher Diploma in Arts - Geography			1	1
Higher Diploma in Arts - Sociology			2	2
Higher Diploma in Social Policy			15	15

MA (Sociology)			3	3
MA (Women's Studies)			1	1
Teacher training with subject specialisation	**29**	**7**	**37**	**73**
Bachelor of Sports Studies (Hons)		1		1
BEd (Hons) Gaeilge	15			15
BEd (Hons) Sports Studies and Physical Education	14	6		20
Professional Master of Education			30	30
Professional Master of Education (Art and Design)			7	7
Teacher training without subject specialisation			**8**	**8**
Postgraduate Diploma in Special Educational Needs			8	8
Welfare not further defined or elsewhere classified			**8**	**8**
M Soc Science (Social Policy)			2	2
M Social Science (Voluntary and Community Sector Management)			2	2
Postgraduate Diploma in Youth Work			4	4

Table 4.3: ISCED classification mapped to UCC programmes (B&L)

	Y1	YF	PGT	Total
BUSINESS AND LAW	**281**	**142**	**203**	**626**
Accounting and taxation	**27**	**15**	**11**	**53**
BSc (Hons) Accounting	27	15		42
Master of Accounting			11	11
Audio-visual techniques and media production		**2**		**2**
BA (Hons) Economics - International		2		2
Business and administration not further defined or elsewhere classified	**88**	**46**	**34**	**168**
BComm (Hons)	61	26		87
BComm (Hons) (International) with Chinese Studies	1	2		3
BComm (Hons) (International) with French	9	5		14
BComm (Hons) (International) with German	7	3		10
BComm (Hons) (International) with Hispanic Studies	5	7		12
BComm (Hons) (International) with Irish	4	3		7
BComm (Hons) (International) with Italian	1			1
Higher Diploma in Relationship Mentoring			3	3
MSc (Innovation in European Business)			1	1
MSc (Management and Marketing)			17	17
Postgraduate Diploma in Supply Chain Management (Lean SCM Black Belt)			2	2
Professional Diploma in Business Finance			2	2
Professional Diploma in Digital Leadership			2	2
Professional Diploma in Leadership			2	2
Professional Diploma in Organisational Behaviour			1	1

Professional Diploma in Organisational Development and Transformation			1	1
Professional Diploma in Strategy & Innovation			3	3
Economics	**12**	**8**	**13**	**33**
BA (Hons) Business and Financial Economics		2		2
BA (Hons) Economics	12	6		18
MSc (Business Economics)			7	7
MSc (Finance (Banking and Risk Management))			6	6
Finance, banking, and insurance	**33**	**7**	**15**	**55**
BSc (Hons) Finance	33	7		40
MSc (Finance (Corporate Finance))			15	15
Health not further defined or elsewhere classified			**5**	**5**
IMI MSc in Leadership in Healthcare			5	5
Information and Communication Technologies (ICTs) not further defined or elsewhere classified	**38**	**19**	**17**	**74**
BSc (Hons) Business Information Systems	38	19		57
MSc (Business Information and Analytics Systems)			3	3
MSc (Cyber Risk for Business)			2	2
MSc (Digital Health)			3	3
MSc (Information Systems for Business Performance)			9	9
Law	**65**	**32**	**28**	**125**
BCL (Hons)	36	9		45
BCL (Hons) Clinical		1		1
BCL (Hons) Evening		6		6
BCL (Hons) International		3		3
BCL (Hons) Law and Business	7	7		14
BCL (Hons) Law and French	14	5		19
BCL (Hons) Law and Irish	8	1		9
LLB			10	10
LLM			3	3
LLM (Business Law)			3	3
LLM (Environmental and Natural Resource Law)			6	6
LLM (Intellectual Property and e-Law)			2	2
LLM International Human Rights Law and Public Policy			3	3
Postgraduate Certificate in Children's Rights Law			1	1
Management and administration			**36**	**36**
Higher Diploma in Human Resource Management			8	8
MSc (Finance (Asset Management))			5	5
MSc (Human Resource Management)			12	12
MSc Project Management			3	3
Postgraduate Certificate in Project Management			4	4
Professional Diploma in Management			1	1

Professional Diploma in Management in Healthcare			2	2
Professional Diploma in Strategic Human Resource Management			1	1
Marketing and advertising	**10**	**7**	**36**	**53**
BSc (Hons) (Food Marketing and Entrepreneurship)	10	7		17
MSc (Food Business and Innovation)			18	18
MSc (Food Security Policy and Management)			4	4
MSc (Strategic Marketing and Practice)			3	3
MSc in Co-operatives, Agri-Food and Sustainable Development			9	9
Professional Diploma in Digital Marketing Strategy			2	2
Political sciences and civics	**8**			**8**
BSc (Hons) International Development	8			8
Sociology and cultural studies		**6**		**6**
BSc (Hons) International Development and Food Policy		6		6
Software and applications development and analysis			**8**	**8**
MSc (Design and Development of Digital Business)			3	3
MSc (Management Information and Managerial Accounting Systems)			5	5

Table 4.4: ISCED classification mapped to UCC programmes (CITRL)

	Y 1	Y F	PG T	Tota l
CIRTL			**12**	**12**
Education science			**12**	**12**
MA (Teaching and Learning in Higher Education)			2	2
Postgraduate Certificate in Teaching and Learning in Higher Education			4	4
Postgraduate Diploma in Teaching and Learning in Higher Education			6	6

Table 4.5: ISCED classification mapped to UCC programmes (M&H)

	Y1	YF	PGT	Total
MEDICINE AND HEALTH	**255**	**83**	**142**	**480**
Chemical engineering and processes			**8**	**8**
MSc (Physiotherapy)			8	8
Dental studies	**21**	**6**	**2**	**29**
BDS (Hons)	17	3		20
BDS (Hons) (Graduate Entry)	3	1		4
Diploma Dental Hygiene		2		2
Diploma Dental Nursing	1			1
Master of Dental Public Health			2	2
Health not further defined or elsewhere classified	**35**	**6**	**29**	**70**
BSc (Hons) Medical and Health Sciences	21			21
BSc (Hons) Public Health Sciences	14	6		20
Master of Public Health			17	17

Postgraduate Certificate in Clinical Trials			3	3
Postgraduate Certificate in Health Professions' Education			4	4
Postgraduate Diploma in Health Professions' Education			5	5
Medical diagnostic and treatment technology			**12**	**12**
MSc (Diagnostic Radiography)			11	11
MSc (Radiation Therapy)			1	1
Medicine	**71**	**26**	**13**	**110**
BSc (Hons) Paramedic Studies	3			3
BSc (Hons) Paramedic Studies - Practitioner Entry	2			2
MB, BCh, BAO	50	12		62
MB, BCh, BAO (Graduate Entry)	16	14		30
MCh (Surgical Science)			1	1
MMedSc (Sports and Exercise Medicine)			2	2
MSc (Health Professions' Education)			1	1
MSc (Human Anatomy)			3	3
MSc (Specialist Paramedic Practice)			2	2
Postgraduate Certificate in Infection Prevention and Control			4	4
Nursing and midwifery	**75**	**23**	**43**	**141**
BSc (Hons) Midwifery	9			9
BSc (Hons) Nursing - Children's and General (Integrated)	8			8
BSc (Hons) Nursing (General)	29	15		44
BSc (Hons) Nursing (Intellectual Disability)	10	3		13
BSc (Hons) Nursing (Mental Health)	13	4		17
BSc (Hons) Nursing (Psychiatric)		1		1
BSc (Hons) Nursing Studies	6			6
Higher Diploma in Midwifery			3	3
MSc (Advanced Practice) (Nursing/Midwifery)			2	2
MSc (Audiology)			4	4
MSc (Healthcare Quality Improvement)			2	2
MSc (Midwifery)			2	2
MSc (Nursing and Healthcare Quality Improvement)			3	3
MSc (Nursing Studies)			7	7
MSc (Nursing)			1	1
MSc (Nursing) Advanced Practice Nursing			2	2
Postgraduate Diploma in Cognitive Behavioural Therapy			1	1
Postgraduate Diploma in Nursing (Gerontological)			4	4
Postgraduate Diploma in Nursing (Intensive Care)			2	2
Postgraduate Diploma in Nursing (Medical-Surgical)			1	1
Postgraduate Diploma in Nursing (Neonatology)			1	1
Postgraduate Diploma in Public Health Nursing			8	8
Occupational health and safety			**16**	**16**

Higher Diploma in Safety, Health and Welfare at Work			9	9
MSc (Occupational Health)			4	4
Postgraduate Certificate in Health Protection (Online)			3	3
Pharmacy	**28**	**5**	**12**	**45**
BPharm (Hons)	28	5		33
Master of Pharmacy			5	5
MSc in Clinical Pharmacy			3	3
Postgraduate Diploma in Pharmaceutical Sciences			4	4
Therapy and rehabilitation	**25**	**17**	**7**	**49**
BSc (Hons) Occupational Therapy	12	9		21
BSc (Hons) Speech and Language Therapy	13	8		21
MSc (Dementia)			2	2
MSc (Older Person Rehabilitation)			4	4
Postgraduate Certificate in Dementia			1	1

Table 4.6: ISCED classification mapped to UCC programmes (SEFS)

	Y1	YF	PGT	Total
SCIENCE, ENGINEERING AND FOOD SCIENCE	**355**	**150**	**133**	**638**
Agriculture not further defined or elsewhere classified	**8**		**2**	**10**
B Agricultural Science (Hons)	8			8
Postgraduate Certificate in Dairy Technology and Innovation			2	2
Architecture and construction not further defined or elsewhere classified	**11**	**4**	**2**	**17**
BSc (Hons) Architecture	11	4		15
Master of Architecture			2	2
Biochemistry	**4**	**17**		**21**
BSc (Hons) Biochemistry		3		3
BSc (Hons) Biological, Earth, and Environmental Sciences - Applied Plant Biology		1		1
BSc (Hons) Biological, Earth, and Environmental Sciences - Ecology and Environmental Biology		5		5
BSc (Hons) Biological, Earth, and Environmental Sciences - Environmental Science		6		6
BSc (Hons) Biotechnology		2		2
BSc (Hons) Environmental Science with Environmental Management	4			4
Biological and related sciences not further defined or elsewhere classified	**123**		**6**	**129**
BSc (Hons) Biological and Chemical Sciences	76			76
BSc (Hons) Biological, Earth, and Environmental Sciences	47			47
Higher Diploma in Design and Manufacture of Biopharmaceuticals			6	6
Biology	**44**	**41**	**18**	**103**
BSc (Hons) (Biomedical Sciences) Joint UCC/CIT	11	4		15

BSc (Hons) Biological, Earth, and Environmental Sciences - Zoology		6		6
BSc (Hons) Genetics	13	4		17
BSc (Hons) Microbiology		10		10
BSc (Hons) Neuroscience		3		3
BSc (Hons) Nutritional Sciences	20	11		31
BSc (Hons) Physiology		3		3
MSc (Bioinformatics and Computational Biology)			4	4
MSc (Food Microbiology)			5	5
MSc (Marine Biology)			3	3
MSc (Molecular Cell Biology and Bio innovation)			5	5
Postgraduate Diploma in Nutritional Sciences			1	1
Building and civil engineering		**3**		**3**
BE (Hons) Civil, Structural and Environmental Engineering		3		3
Chemical engineering and processes			**9**	**9**
ME (Process and Chemical Engineering)			3	3
Postgraduate Diploma in Pharmaceutical and Biopharmaceutical Engineering			6	6
Chemistry	**10**	**23**	**18**	**51**
BSc (Hons) Chemical Physics		1		1
BSc (Hons) Chemical Sciences	10			10
BSc (Hons) Chemistry		16		16
BSc (Hons) Chemistry of Pharmaceutical Compounds		5		5
BSc (Hons) Chemistry with Forensic Science		1		1
MSc (Analysis of Pharmaceutical Compounds)			4	4
MSc (Analytical Chemistry)			5	5
MSc (Environmental Analytical Chemistry)			1	1
MSc (Human Nutrition and Dietetics)			5	5
Postgraduate Diploma in Bioanalytical Chemistry			3	3
Earth sciences		**4**	**2**	**6**
BSc (Hons) Biological, Earth, and Environmental Sciences - Earth Science		1		1
BSc (Hons) Biological, Earth, and Environmental Sciences - Geology		3		3
MSc (Applied Environmental Geoscience)			2	2
Electricity and energy		**1**	**7**	**8**
BE (Hons) Energy Engineering		1		1
ME (Energy Engineering)			1	1
MEngSc (Sustainable Energy)			6	6
Electronics and automation		**14**	**2**	**16**
BE (Hons) ME Pathway (Electrical and Electronic)		2		2
BE (Hons) ME Pathway (Process and Chemical)		12		12
ME (Electrical and Electronic Engineering)			2	2

Engineering and engineering trades not further defined or elsewhere classified	**52**	**1**	**19**	**72**
BE (Hons) Electrical and Electronic Engineering		1		1
BE (Hons) Engineering	52			52
Higher Diploma in Sustainability in Enterprise			12	12
M Eng Sc (Electrical and Electronic Engineering)			1	1
M Eng Sc (Mechanical Engineering (Manufacturing, Process and Automation Systems))			2	2
ME (Civil, Structural and Environmental Engineering)			4	4
Food processing	**17**	**9**	**2**	**28**
BSc (Hons) Food Science	15	9		24
Diploma in Speciality Food Production	2			2
MSc (Food Science)			2	2
Information and Communication Technologies (ICTs) not further defined or elsewhere classified	**46**	**9**	**26**	**81**
BSc (Hons) Computer Science	27			27
BSc (Hons) Computer Science - Single Honours		9		9
BSc (Hons) Data Science and Analytics	17			17
Diploma in Computer Studies	2			2
Higher Diploma in Applied Computing Technology			3	3
MSc (Computing Science)			6	6
MSc (Data Science and Analytics)			16	16
MSc (Financial and Computational Mathematics)			1	1
Manufacturing and processing not further defined or elsewhere classified			**7**	**7**
MSc (Biotechnology)			7	7
Mathematics and statistics not further defined or elsewhere classified	**24**	**8**	**6**	**38**
BSc (Hons) Mathematical Sciences	24			24
BSc (Hons) Mathematical Sciences - Financial Mathematics and Actuarial Science		2		2
BSc (Hons) Mathematical Sciences - Joint Honours		1		1
BSc (Hons) Mathematical Sciences - Single Honours		5		5
MSc (Actuarial Science)			3	3
MSc (Mathematical Modelling and Self-learning Systems)			3	3
Physics	**15**	**4**		**19**
BSc (Hons) Industrial Physics	4			4
BSc (Hons) Physics - Single Honours		2		2
BSc (Hons) Physics and Astrophysics	11			11
BSc (Hons) Physics and Mathematical Sciences - Joint Honours		2		2
Software and applications development and analysis			**7**	**7**
MSc (Interactive Media)			7	7
Statistics	**1**	**5**		**6**
BSc (Hons) Food Science and Technology	1	1		2

BSc (Hons) Risk and Actuarial Studies		4		4
Teacher training with subject specialisation		**7**		**7**
BSc (Hons) Science Education		5		5
BSc (Hons) Science Education - Direct Entry		2		2
Grand Total	**1353**	**641**	**787**	**2781**

APPENDIX 3 – EDUCATION EXPERIENCE BY PROGRAMME OF STUDY

***Table 4.7**: Programme of Study by Schools/Departments (rate entire educational experience)*

Academic Unit/School/Department	Excellent	Fair	Good	Poor	Grand Total
ADULT CONTINUING EDUCATION	**26**	**13**	**24**		**63**
ADULT CONTINUING EDUCATION	26	13	24		63
ARTS, CELTIC STUDIES AND SOCIAL SCIENCES	**140**	**144**	**273**	**36**	**593**
APPLIED PSYCHOLOGY	13	7	17		37
APPLIED SOCIAL STUDIES	17	3	18	2	40
ART HISTORY		1	3		4
BEALOIDEAS			2		2
CLASSICS			1	1	2
DIGITAL HUMANITIES	4	2	7	2	15
DRAMA AND THEATRE STUDIES		1	2		3
EARLY AND MEDIEVAL IRISH	1				1
EDUCATION	13	19	24	5	61
ENGLISH	1	4	15		20
FACULTY OF ARTS	69	85	153	20	327
FILM AND SCREEN MEDIA	3	5	4	1	13
FRENCH			1		1
GOVERNMENT AND POLITICS	2	3	9		14
HISTORY	3	3	3	1	10
MUSIC	2	3	4	3	12
PHILOSOPHY	1				1
PLANNING AND SUSTAINABLE DEV	6	4	2	1	13
SCHOOL OF LANGUAGES	4	3	5		12
SOCIOLOGY	1		3		4
SPANISH_SPLAS		1			1
BUSINESS AND LAW	**73**	**94**	**149**	**27**	**343**
ACCOUNTING AND FINANCE	2	3	3	5	13
BUSINESS INFORMATION SYSTEMS		5	5	2	12
ECONOMICS	2	7	6	6	21
FACULTY OF ARTS			2		2
FACULTY OF COMMERCE	34	53	79	9	175
FOOD BUSINESS AND DEVELOPMENT	3	3	10		16
LAW	26	20	33	4	83
MANAGEMENT AND MARKETING	6	3	11	1	21
CIRTL	**1**	**2**			**3**
CITRL	1	2			3
MEDICINE AND HEALTH	**68**	**75**	**122**	**14**	**279**
ADULT CONTINUING EDUCATION	2	3	1		6
ANATOMY AND NEUROSCIENCE	1		1		2

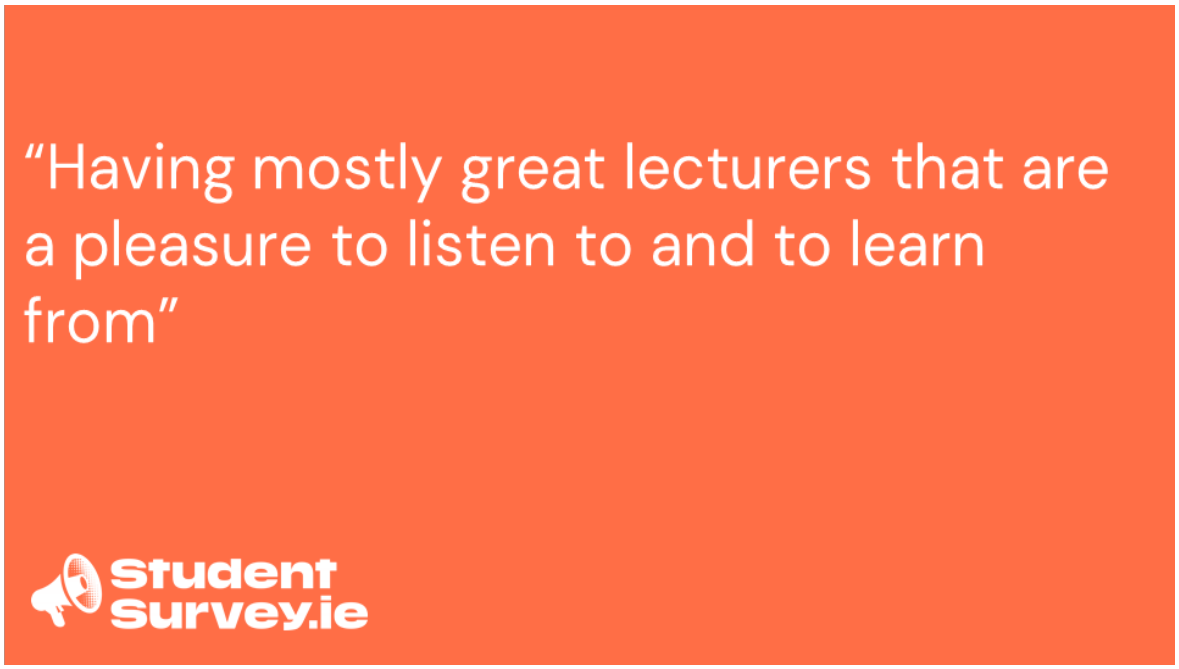
COLLEGE OF MEDICINE AND HEALTH	40	35	71	11	157
EPIDEMIOLOGY AND PUBLIC HEALTH	3	5	5		13
MEDICAL EDUCATION UNIT	1				1
PREVENTIVE DENTISTRY	1				1
SCHOOL OF MEDICINE	2	3	6		11
SCHOOL OF NURSING AND MIDWIFERY	14	27	31	3	75
SCHOOL OF PHARMACY	2	2	6		10
SPEECH AND HEARING SCIENCES	2		1		3
SCIENCE, ENGINEERING AND FOOD SCIENCE	**88**	**111**	**196**	**36**	**431**
APPLIED MATHEMATICS				1	1
ARCHITECTURE		1	1		2
CIVIL AND ENVIRON. ENGINEERING	2	1	3		6
COMPUTER SCIENCE	4		5	4	13
EDUCATION	1		1		2
ELECTRICAL AND ELECTRONIC ENG.	2	2	4		8
FACULTY OF ENGINEERING	11	16	25	5	57
FACULTY OF FOOD SCIENCE AND TECH	9	11	21	3	44
FACULTY OF SCIENCE	50	73	117	21	261
FOOD AND NUTRITIONAL SCIENCES	2		3		5
MATHEMATICS	1				1
MICROBIOLOGY	2	3	9	1	15
PROCESS AND CHEMICAL ENGINEERING		1	3		4
SCHOOL OF BEES	1	2	3		6
SCHOOL OF CHEMISTRY	3	1	1	1	6
Grand Total	**396**	**439**	**764**	**113**	**1712**

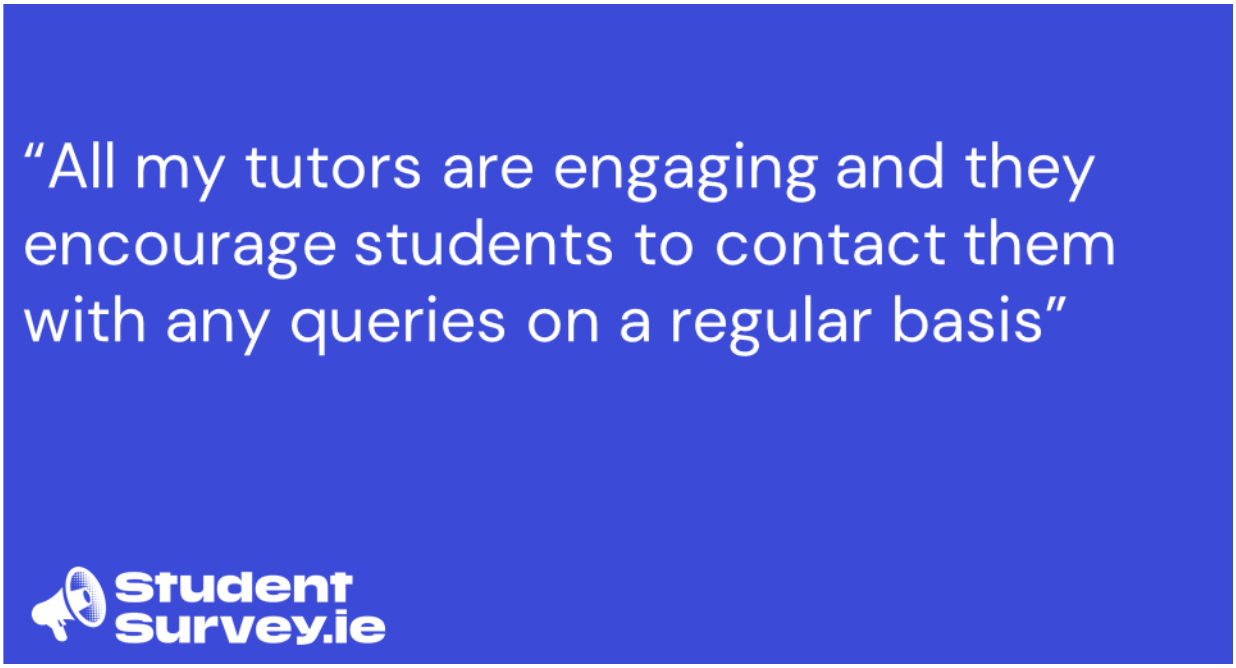
APPENDIX 4 – QUALITATIVE DATA (STUDENT REFLECTIONS)

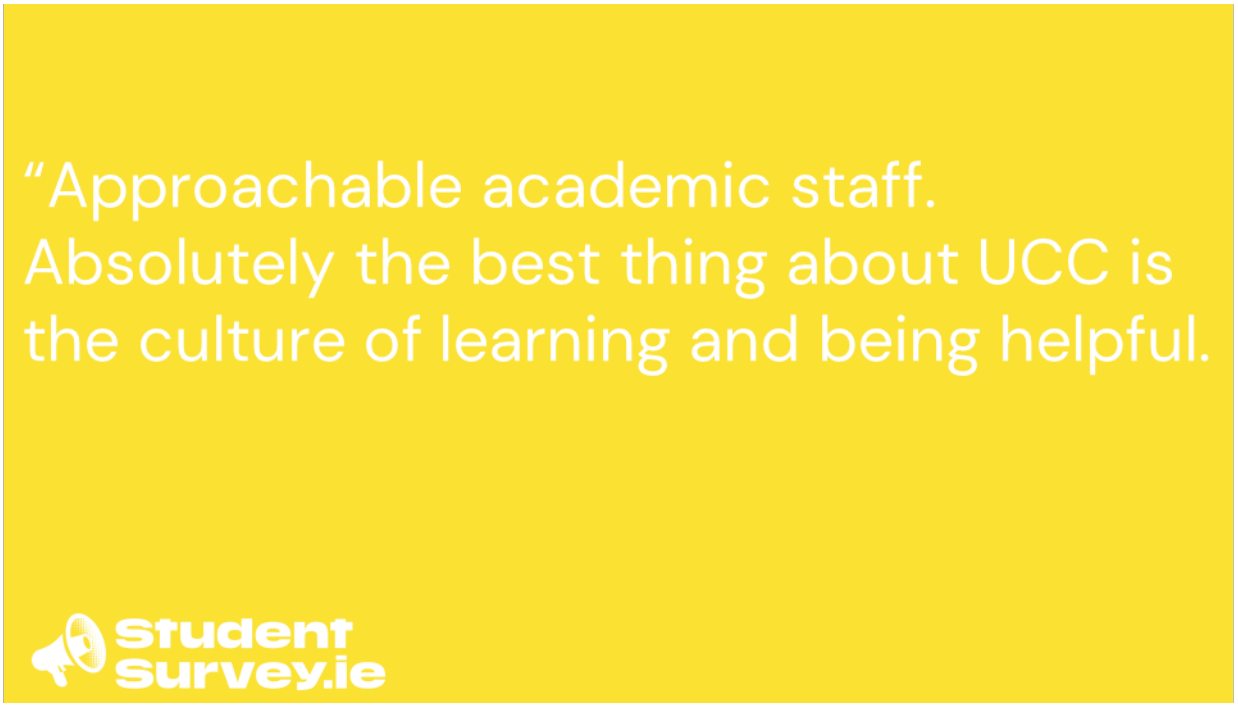
SAMPLE OPEN COMMENTS: (RANDOMISED, ALL COHORTS)

What UCC does best to engage students in learning?

998 students provided responses to this question and the responses denote an alignment with UCC's performance in all indicator scores.

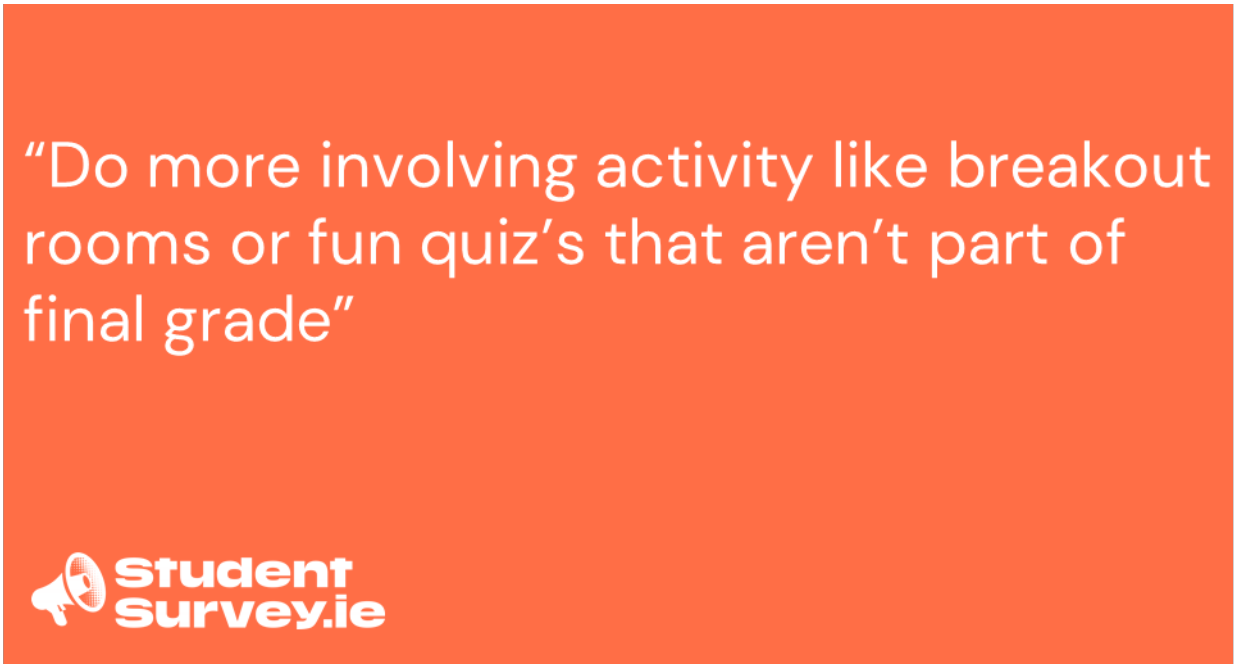


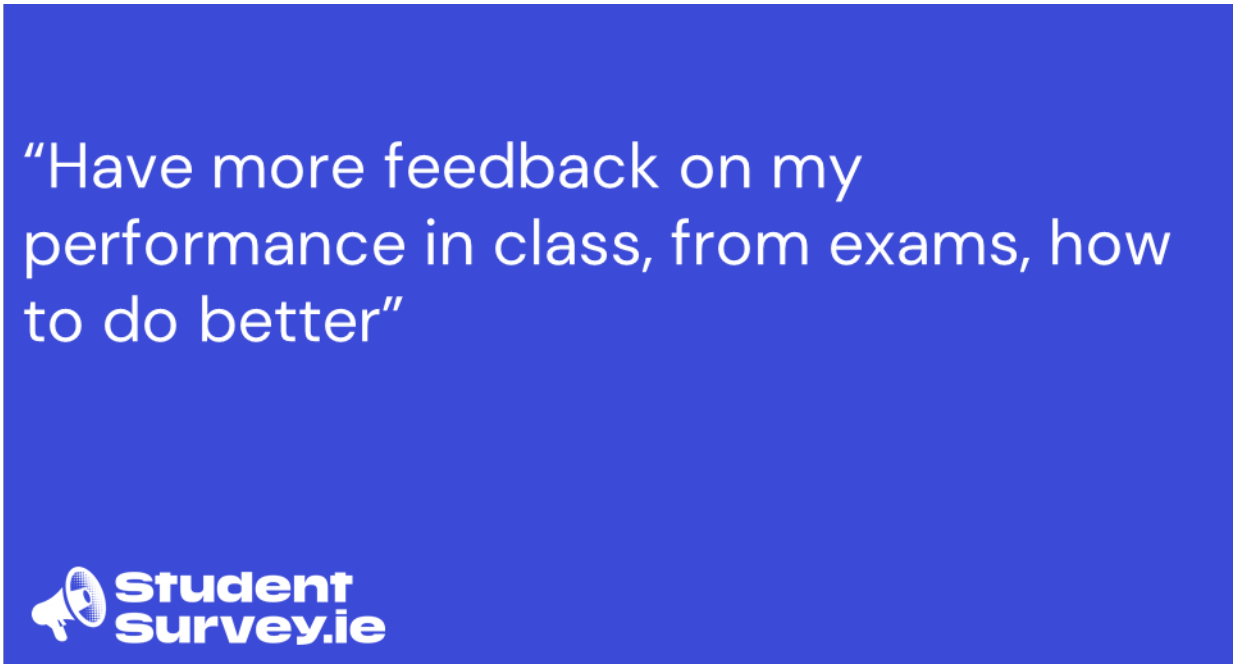

"All my tutors are engaging and they encourage students to contact them with any queries on a regular basis"
Student Survey.ie


"Approachable academic staff. Absolutely the best thing about UCC is the culture of learning and being helpful.
Student Survey.ie

What could UCC do to improve students' engagement in learning?

892 students provided responses to this question; three main thematic areas emerged: (1) greater use of different technology to increase the interactivity of lectures, (2) more live lectures and (3) feedback on assignments and group work.



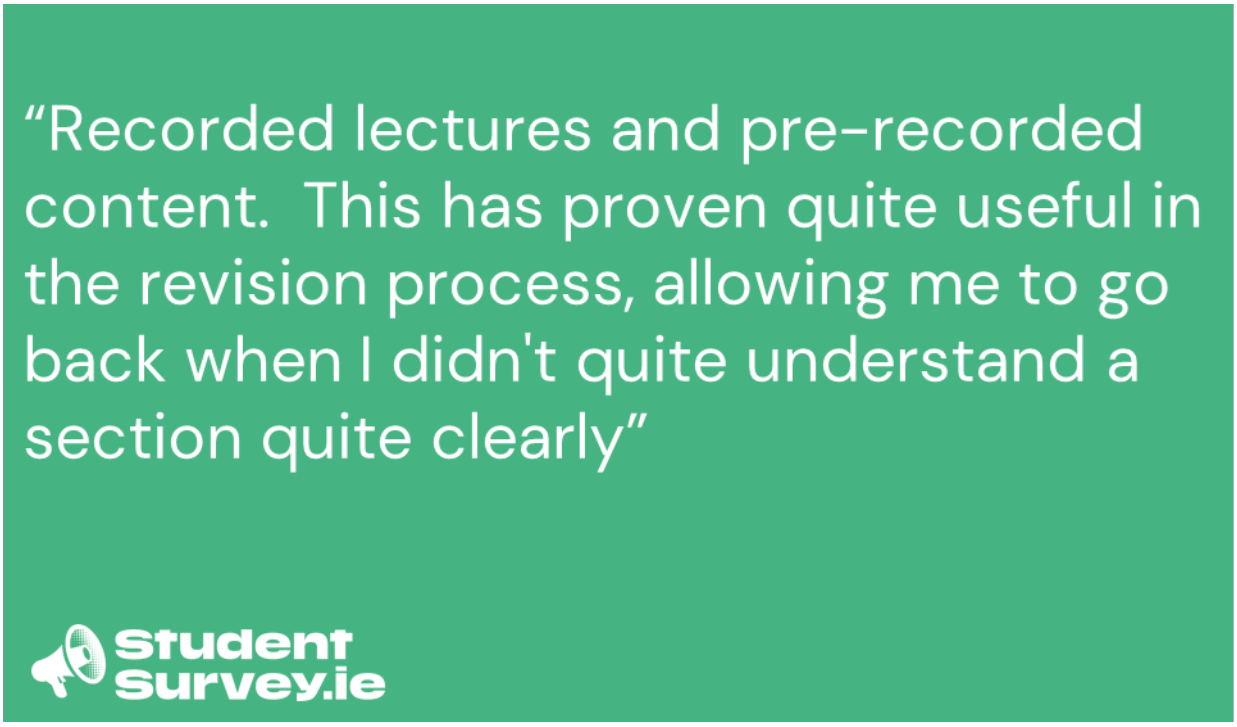

“Have more feedback on my performance in class, from exams, how to do better”
Student Survey.ie

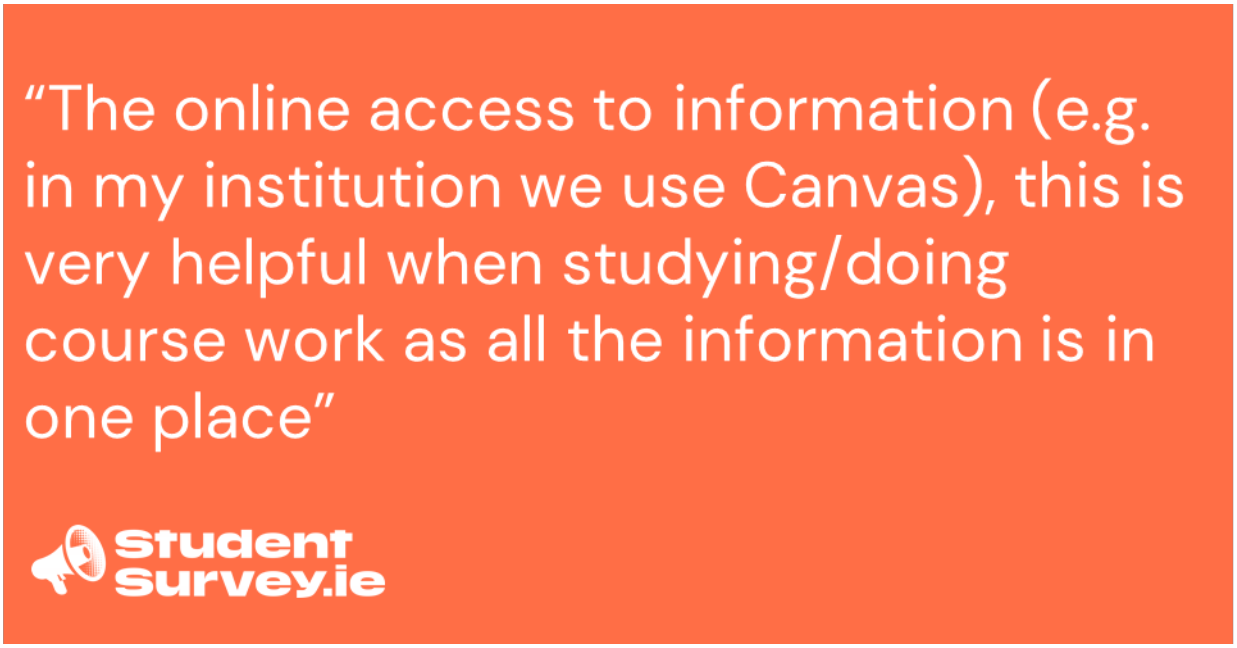

“Provide more opportunities for student to student academic interaction”
Student Survey.ie

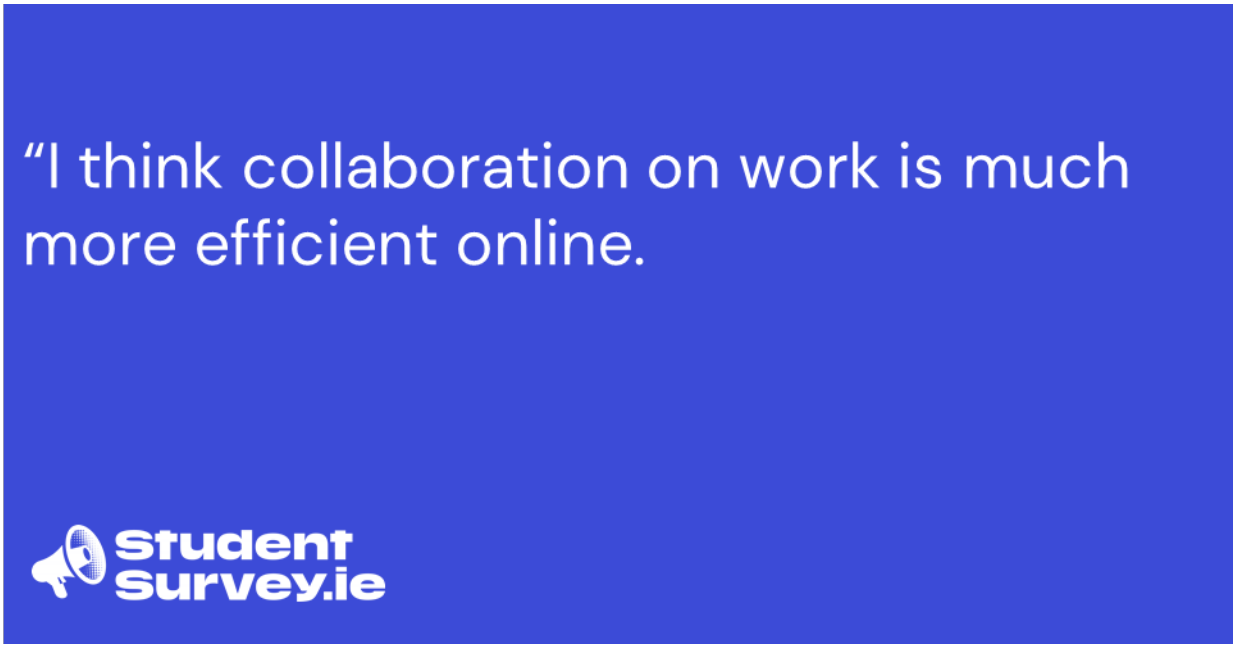
Specific COVID questions asked in StudentSurvey.ie were:

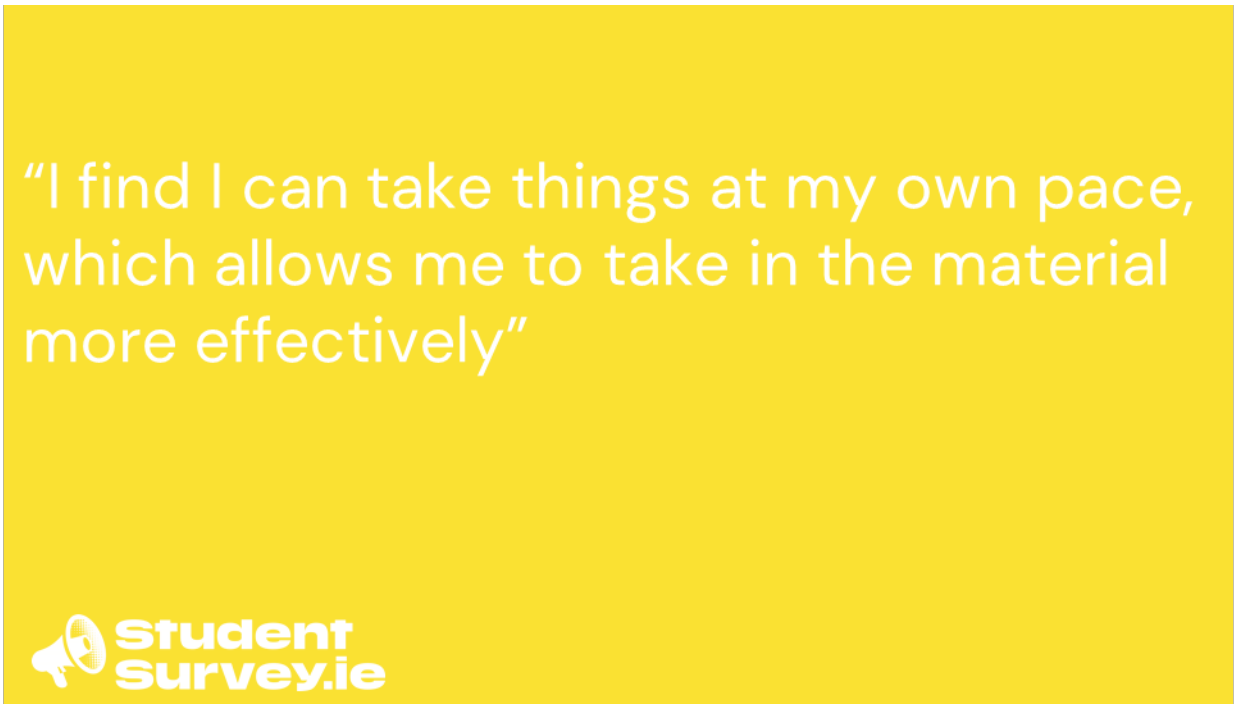
What are the positive elements of the online/ blended learning experience you want to keep when on-campus studies resume?

1321 students provided a response to this question



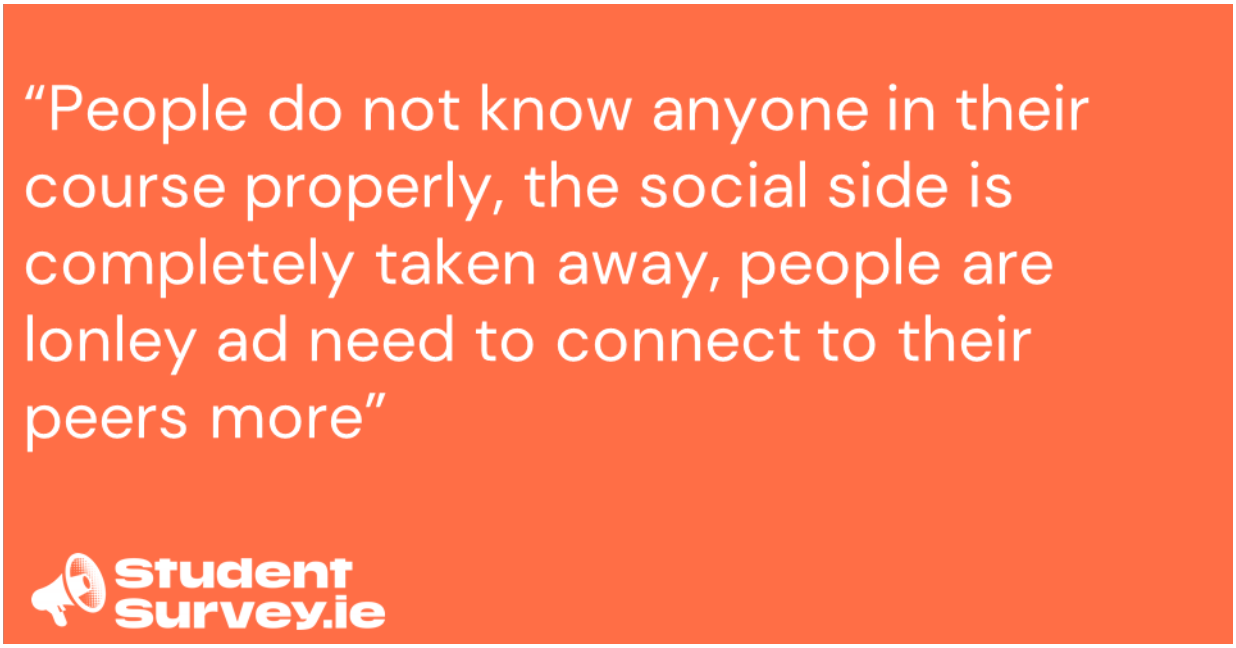


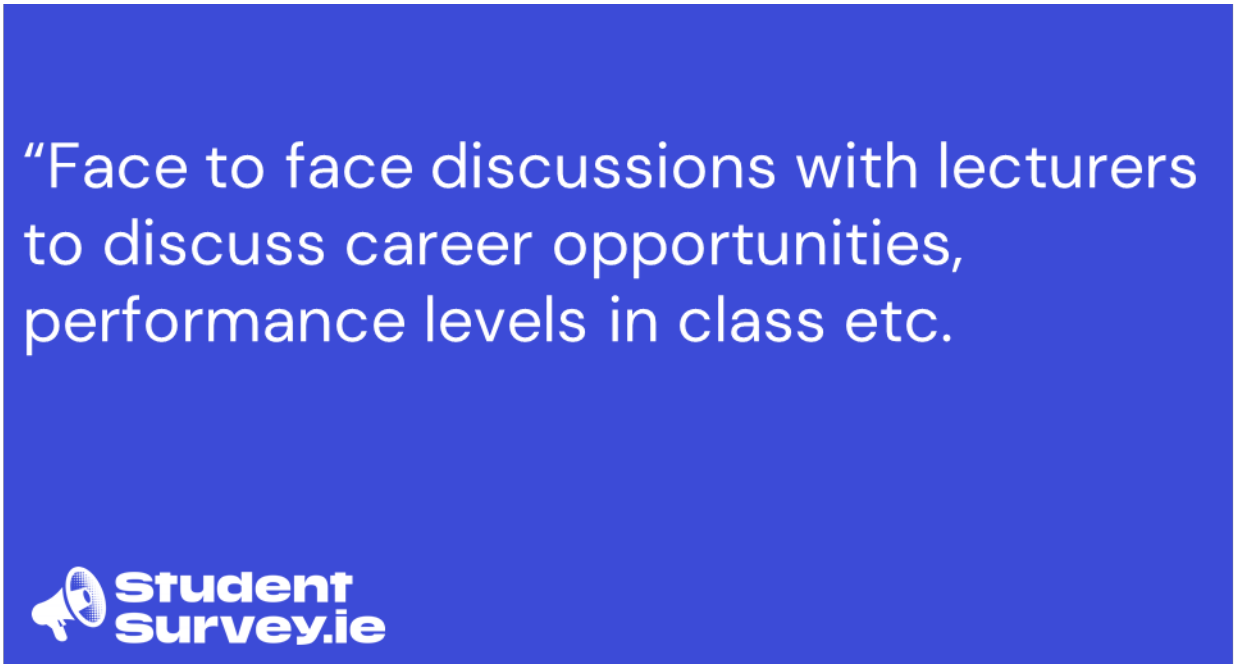

"I think collaboration on work is much more efficient online.
Student Survey.ie

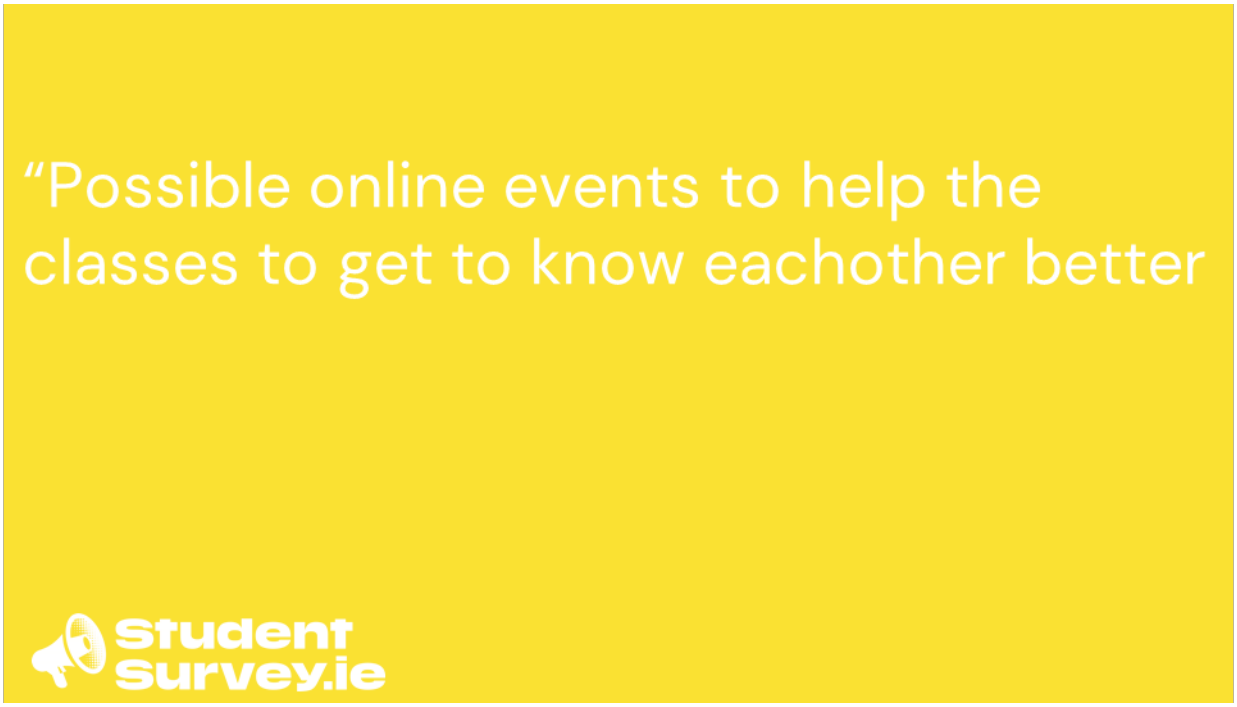

"I find I can take things at my own pace, which allows me to take in the material more effectively"
Student Survey.ie

In what way(s) could your higher education institution improve its support for you during the current circumstances?

1166 students provided a response to this question



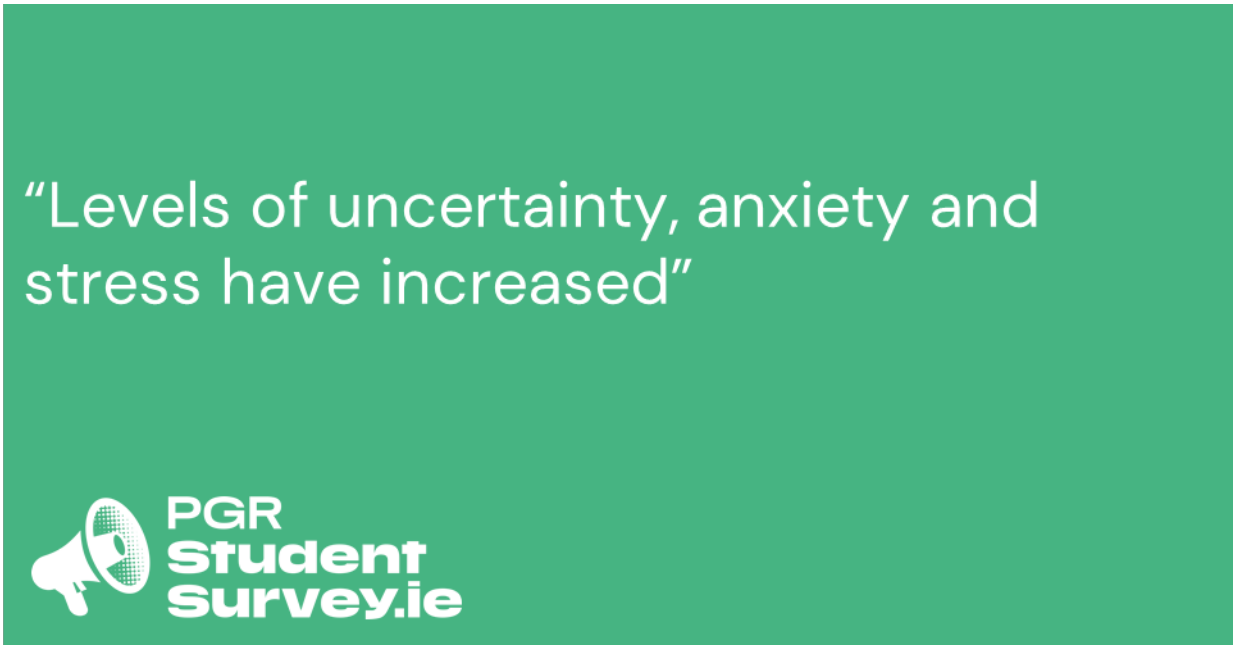

“Face to face discussions with lecturers to discuss career opportunities, performance levels in class etc.
Student Survey.ie

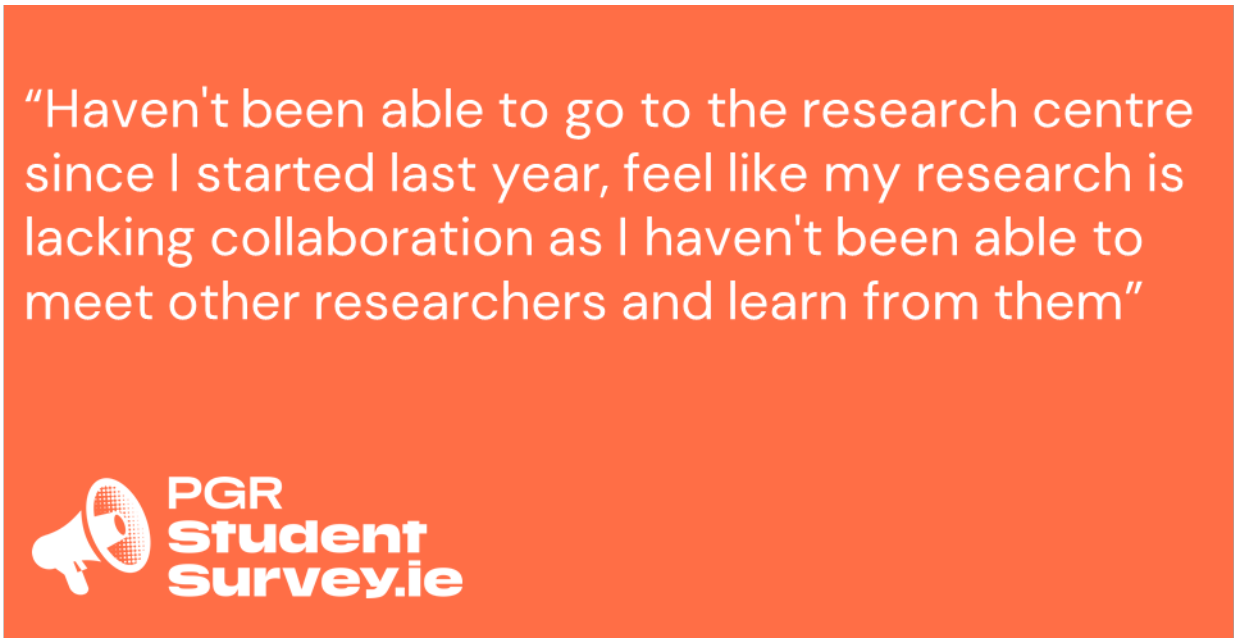

“Possible online events to help the classes to get to know eachother better
Student Survey.ie

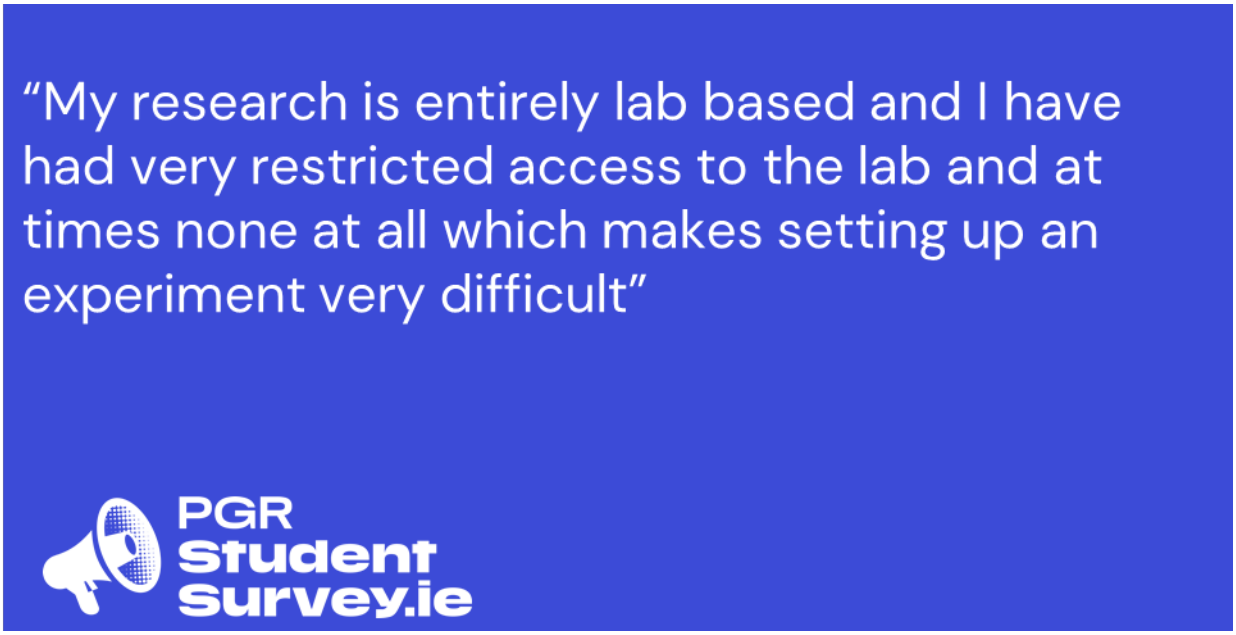
Specific COVID questions asked in PGR StudentSurvey.ie were:

How has COVID-19 most impacted your research?"

239 students provided a response to this question



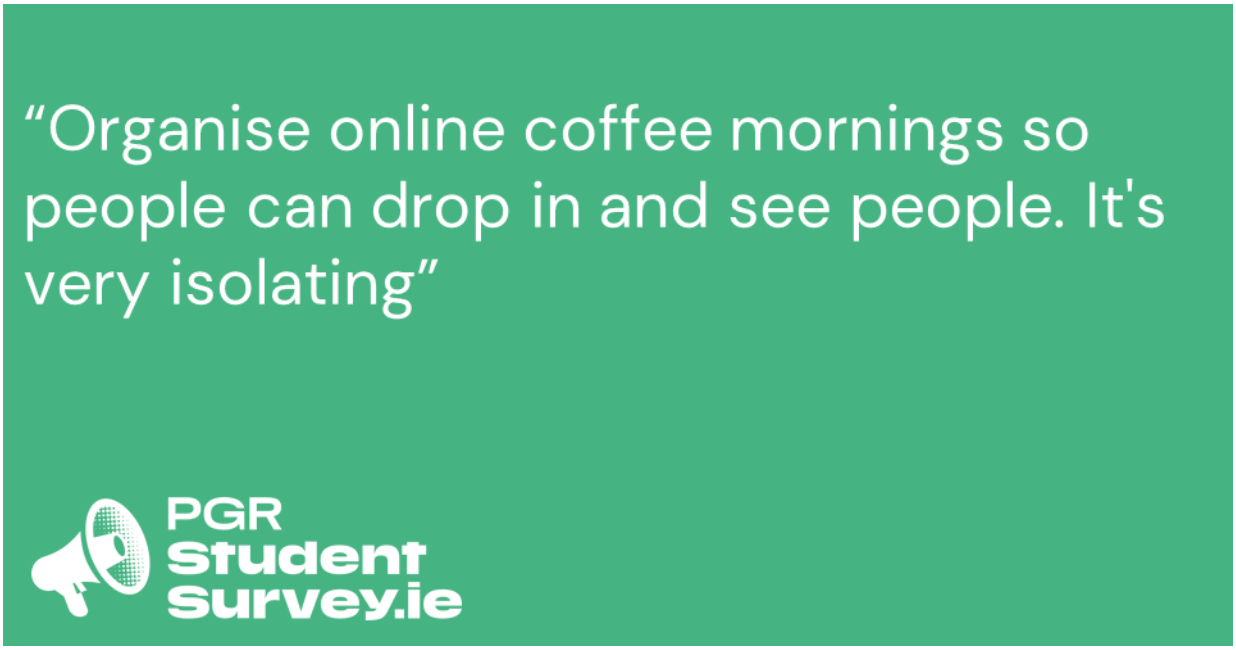


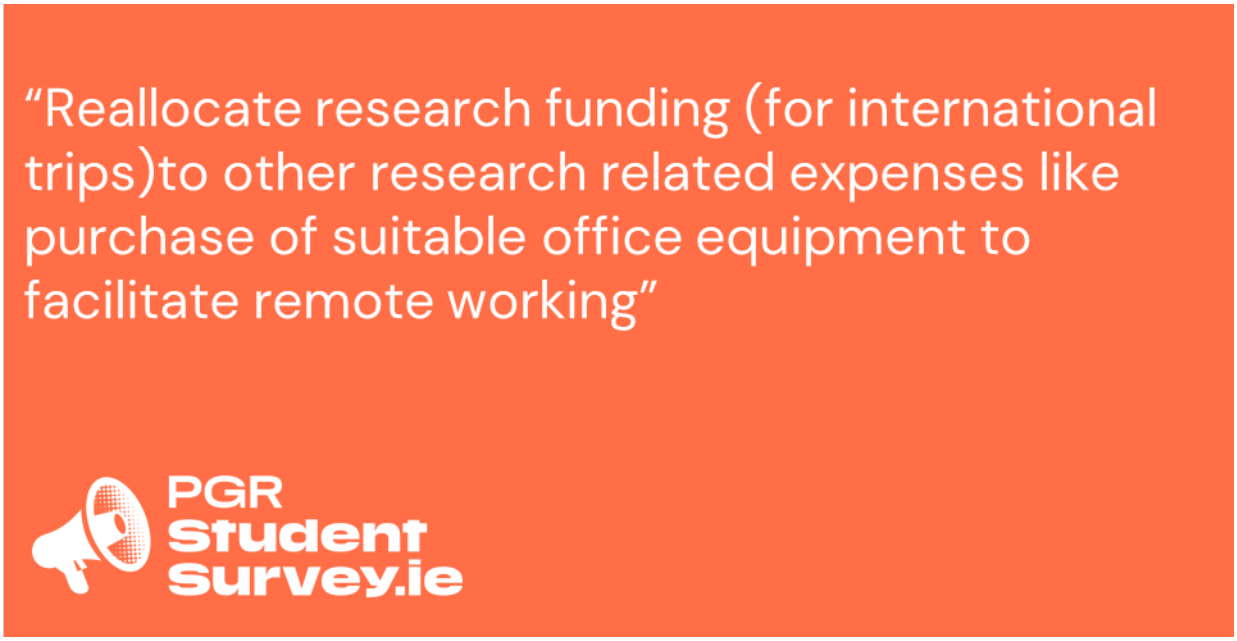

"My research is entirely lab based and I have had very restricted access to the lab and at times none at all which makes setting up an experiment very difficult"
PGR Student Survey.ie

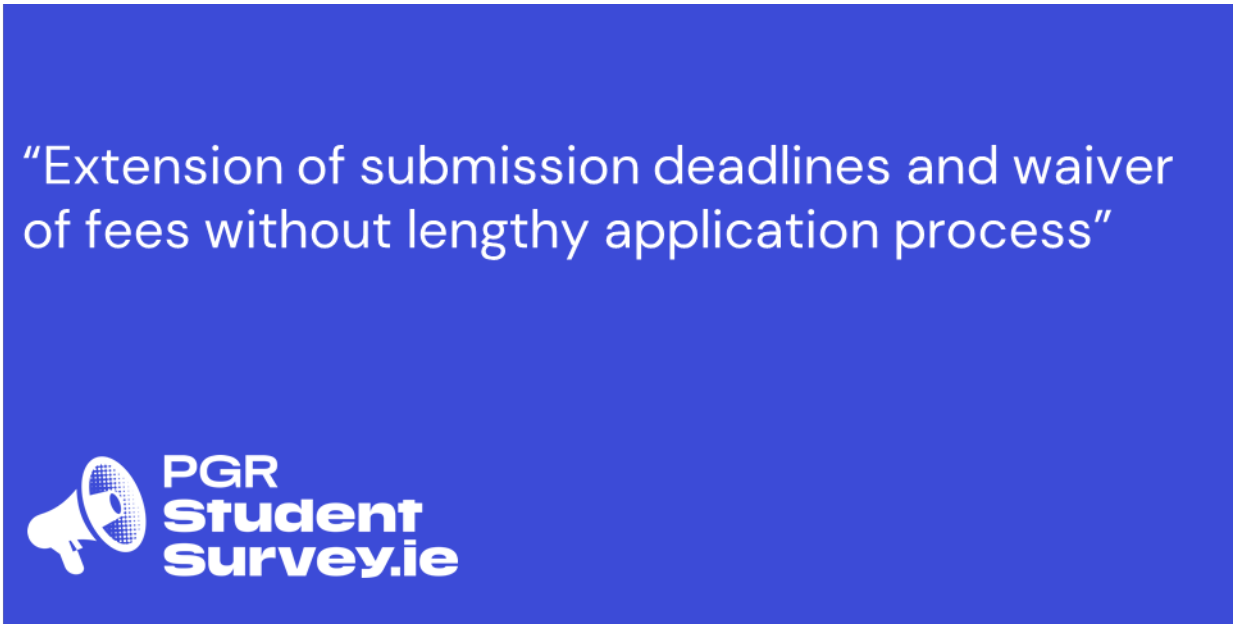
"Social isolation and covid fatigue makes it harder to self motivate"
PGR Student Survey.ie

In what way(s) could your higher education institution improve its support for you during the current circumstances?"

218 students provided a response to this question






"Extension of submission deadlines and waiver of fees without lengthy application process"
PGR Student Survey.ie


"Cross collaboration with other 3rd level institutions to allow continued access to their libraries via ALCID etc."
PGR Student Survey.ie